

Work Session

Tuesday, January 19, 2010 5:30 PM

Fridley Community Center, 6085 7th Street NE, Fridley, MN 55432

A. Fridley Legislators	Presenter: Dr. Peggy Flathmann
B. School Board Organization	Presenter: Dr. Peggy Flathmann
B.1. School Board Officers for 2010	
B.2. School Board Representatives for 2010	
B.3. School Board Salary for 2010	
C. IB Update	Presenter: Dr. Peggy Flathmann
C.1. Stevenson PYP Authorization Visit - January 25-26 January 25, 8:00-8:25 AM, Stevenson Media Center, meet and greet January 25, 8:30-9:30 AM, Stevenson Conference Room, meeting with School Board, Superintendent, and Director of Educational Services	
C.2. MSA Rigorous Evaluation	Presenter: Dr. Peggy Flathmann
C.3. DP Coordinator	Presenter: Dr. Peggy Flathmann
D. Personnel Update	Presenter: Dr. Peggy Flathmann
E. Race to the Top MOA	Presenter: Dr. Peggy Flathmann
F. Communication Plan Update	Presenter: Dr. Peggy Flathmann
F.1. Community Education Newsletter	
F.2. Open Enrollment Ad	
G. Agreement with City of Fridley for use of City Council Chambers	Presenter: Dr. Peggy Flathmann
H. MSBA Recognition of Gordon Backlund's 20 Years of Service	
I. American Indian Education Update	Presenter: Imina Oftedahl
J. School Calendars for 2010-2011, 2011-2012, and 2012-2013	Presenter: Imina Oftedahl
K. Policies	
K.1. Second Reading and Adoption of Policy 899 Service Animals in the Schools	Presenter: Imina Oftedahl
K.2. First Reading of Policy 511 Student Fundraising	Presenter: Rochel Manders
K.3. First Reading of Policy 705 Investment of School District Funds	Presenter: Rochel Manders
L. Fire Marshal Project	Presenter: Rochel Manders
M. Revised Budget And Assumptions for 2009-2010	Presenter: Rochel

		Manders
N.	2010-2011 Budget Timeline	Presenter: Rochel Manders
O.	Benefits-Outsourcing	Presenter: Rochel Manders
P.	OPEB Investments and Cash Flow	Presenter: Rochel Manders
Q.	Finance Committee Discussion	Presenter: Rochel Manders
R.	Student Enrollment	
R.1.	January 2010 Enrollment	Presenter: Dr. Peggy Flathmann
R.2.	Open Enrollment Applications for 2010-2011	Presenter: Dr. Peggy Flathmann

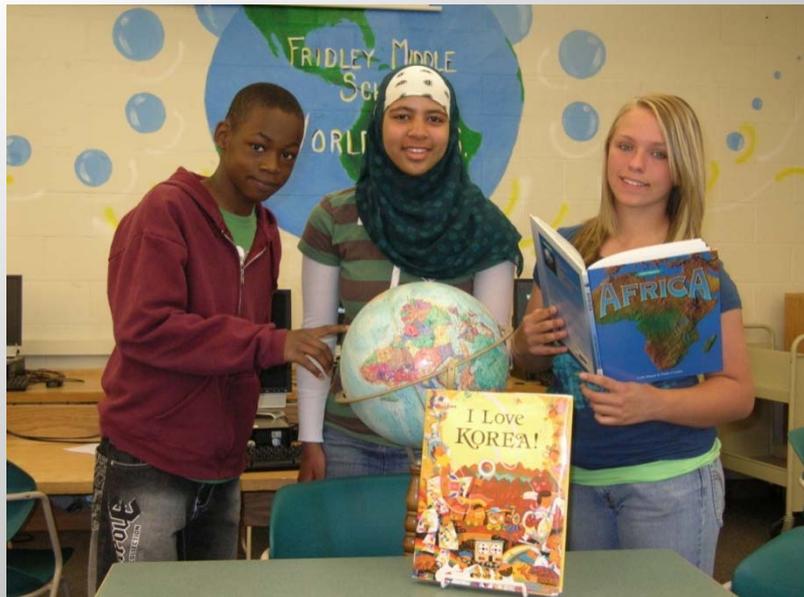


Fridley Public Schools

A World-Class Community of Learners

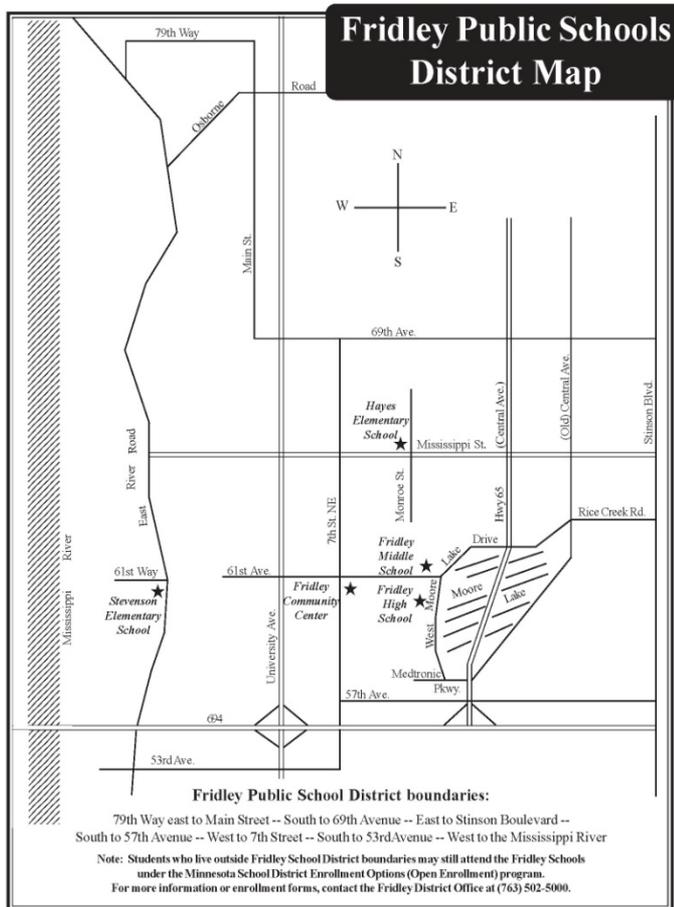
Fridley Public Schools

A World-Class Community of Learners





District Map



- Serves the central area of the City of Fridley - 2700+ students
- Hayes & Stevenson Elementary Schools – IB Candidate World Schools (K-4)
- Fridley Middle School – IB World School(5-8)
- Fridley High School – IB World School (9-12)
- Area Learning Center
- Fridley Community Center (ALC, ECFE, ECSE & childcare)

A “small school” atmosphere,
with “large school” opportunities.





Elementary Schools

Hayes Elementary – IB Candidate World School

R. L. Stevenson Elementary – IB Candidate World School



- Minnesota Schools of Excellence
- All day, every day kindergarten, no cost
- Programme of inquiry for six subject areas: Language (English and Spanish, Mathematics, Social Studies, Science, Arts, Personal, social and physical education
- Promotion of 21st Century Skills with IB Learner Profile: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective





Fridley Middle School – IB World School

- Rigorous curriculum with eight subject areas with aims, objectives & assessment criteria:
 - Language A
 - Language B
 - Humanities
 - Sciences
 - Mathematics
 - Arts
 - Physical education
 - Technology
- Languages: Spanish, Chinese, German
- Pre-Engineering Program - PLTW
- Intramural & competitive athletics





Fridley High School – IB World School



- \$2.7 million grant for Global Studies Program
- Full MYP Programme – continued from Middle School
- Full Diploma Programme – 14 Diploma Courses
- Project Lead the Way – pre-college engineering program





Fridley Area Learning Center

- Day and Evening classes
- Dual enrollment option between High School and ALC
- Special Education and ELL support
- Childcare for students who are teen parents
- Graduates receive diploma from Fridley High School, or home district.

FLEXIBLE SCHEDULING = OPPORTUNITY FOR SUCCESS





Fridley Community Center



Community Education

- Adult and youth enrichment programs
- Early Childhood Family Education
- Preschool/school-age childcare

Site of:

- Fridley High School's Area Learning Center
- Fridley Senior Center
- Evening/weekend City youth programs
- Rental space available for community groups, businesses, and residents



Demographics

Ethnicity

American Indian	Asian	Black	Hispanic	White
2%	8%	21%	9%	60%

Economic Indicator (qualified for free or reduced lunches)

Free & Reduced Price	Ineligible
52%	48%



Demographics

Special Services

English Language Learners	Receiving Special Education Services
13%	12%



Enrollment

- Total enrollment has grown from almost 2500 to nearly 2800, a 11% increase.
- In-District enrollment has been flat or declining.
- Over $\frac{1}{4}$ of our student body attends Fridley under Open Enrollment options, choosing Fridley over their home district.



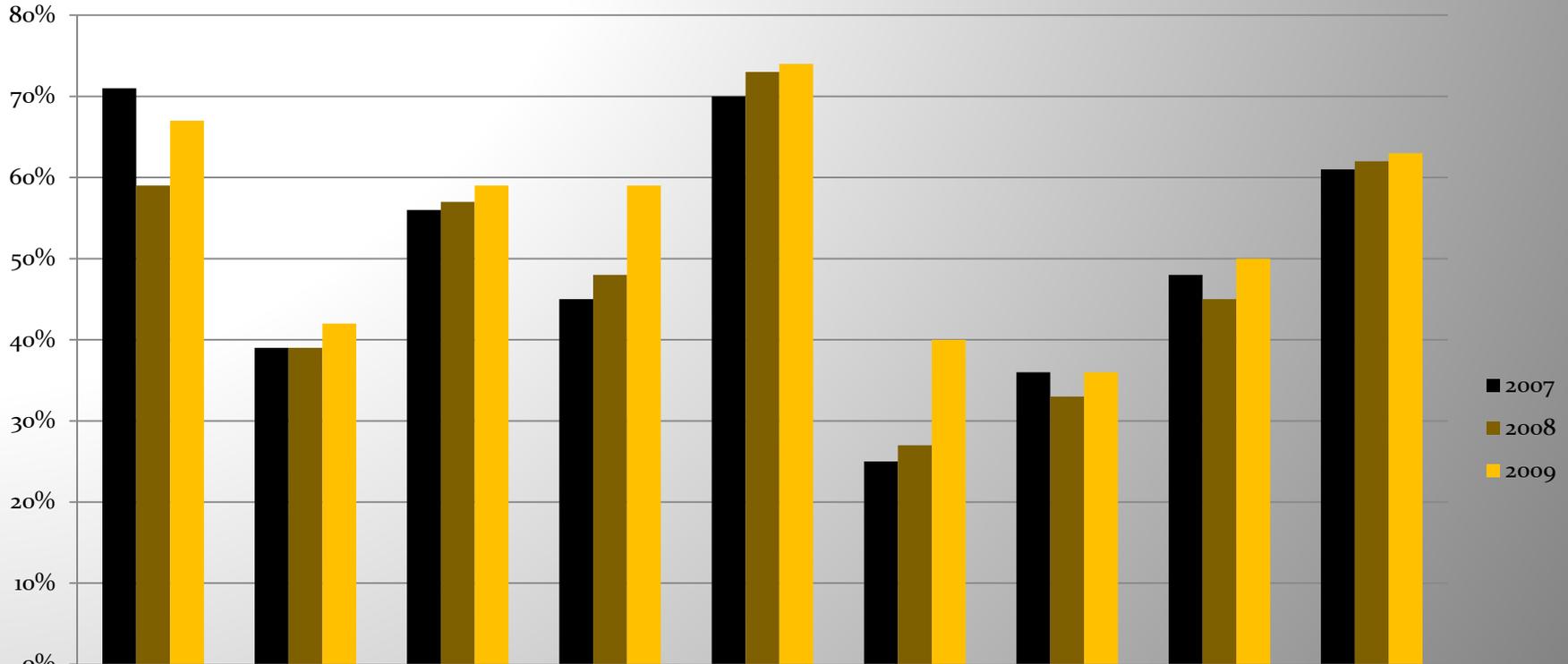
Where are we Academically?

- We continue to make academic progress and standardized test scores continue to rise.
- We are still on AYP for some pockets of students.
- We have added 14 Diploma Program courses.
- Our High School and Middle School are authorized as IB World Schools.
- Our elementary schools are both IB Candidate Schools and expect authorization this year.





Reading Proficiency Grades 3-8

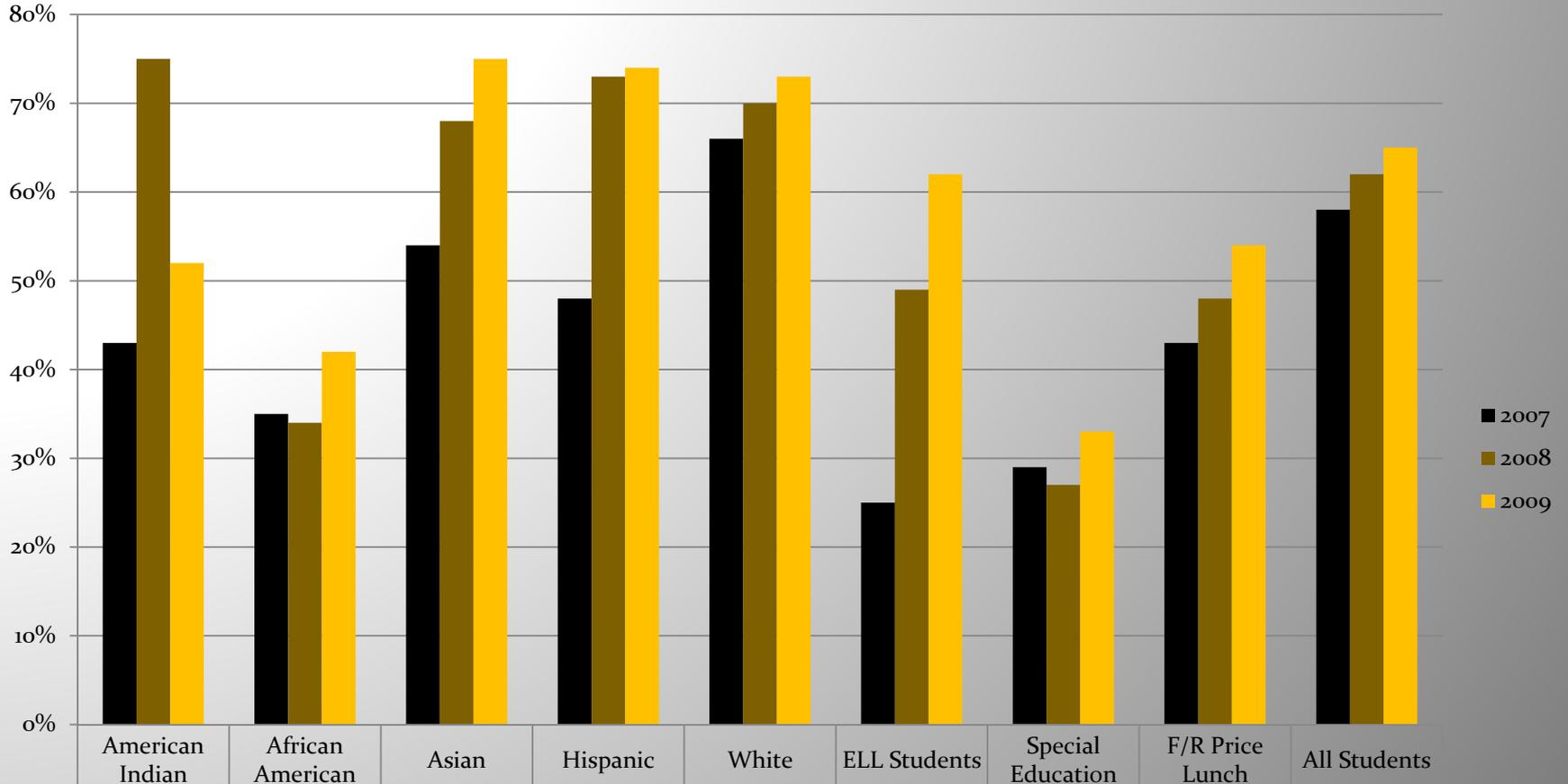


	American Indian	African American	Asian	Hispanic	White	ELL Students	Special Education	F/R Price Lunch	All Students
■ 2007	71%	39%	56%	45%	70%	25%	36%	48%	61%
■ 2008	59%	39%	57%	48%	73%	27%	33%	45%	62%
■ 2009	67%	42%	59%	59%	74%	40%	36%	50%	63%





Math Proficiency Grades 3-8

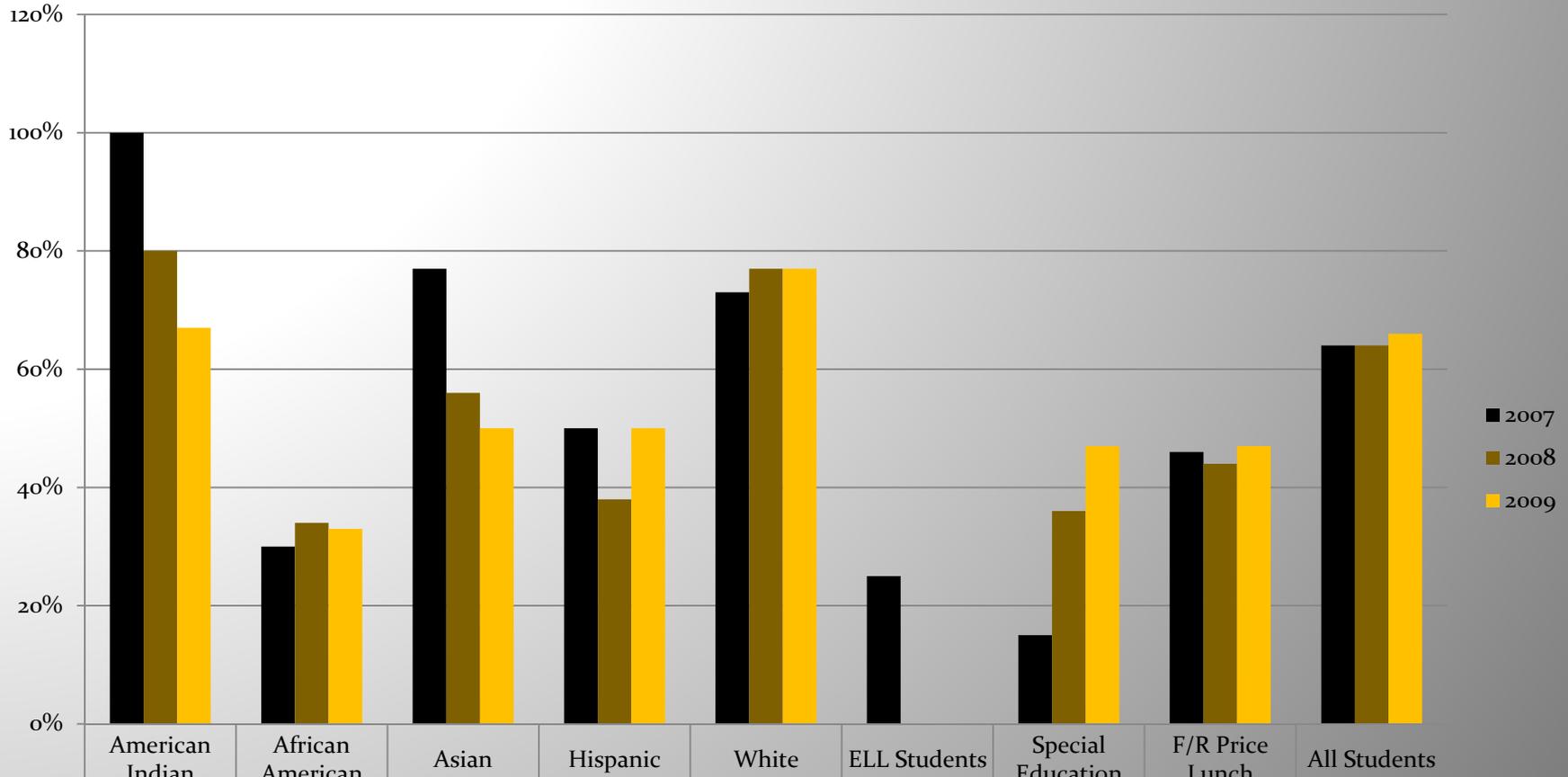


■ 2007	43%	35%	54%	48%	66%	25%	29%	43%	58%
■ 2008	75%	34%	68%	73%	70%	49%	27%	48%	62%
■ 2009	52%	42%	75%	74%	73%	62%	33%	54%	65%





Reading Proficiency Grade 10

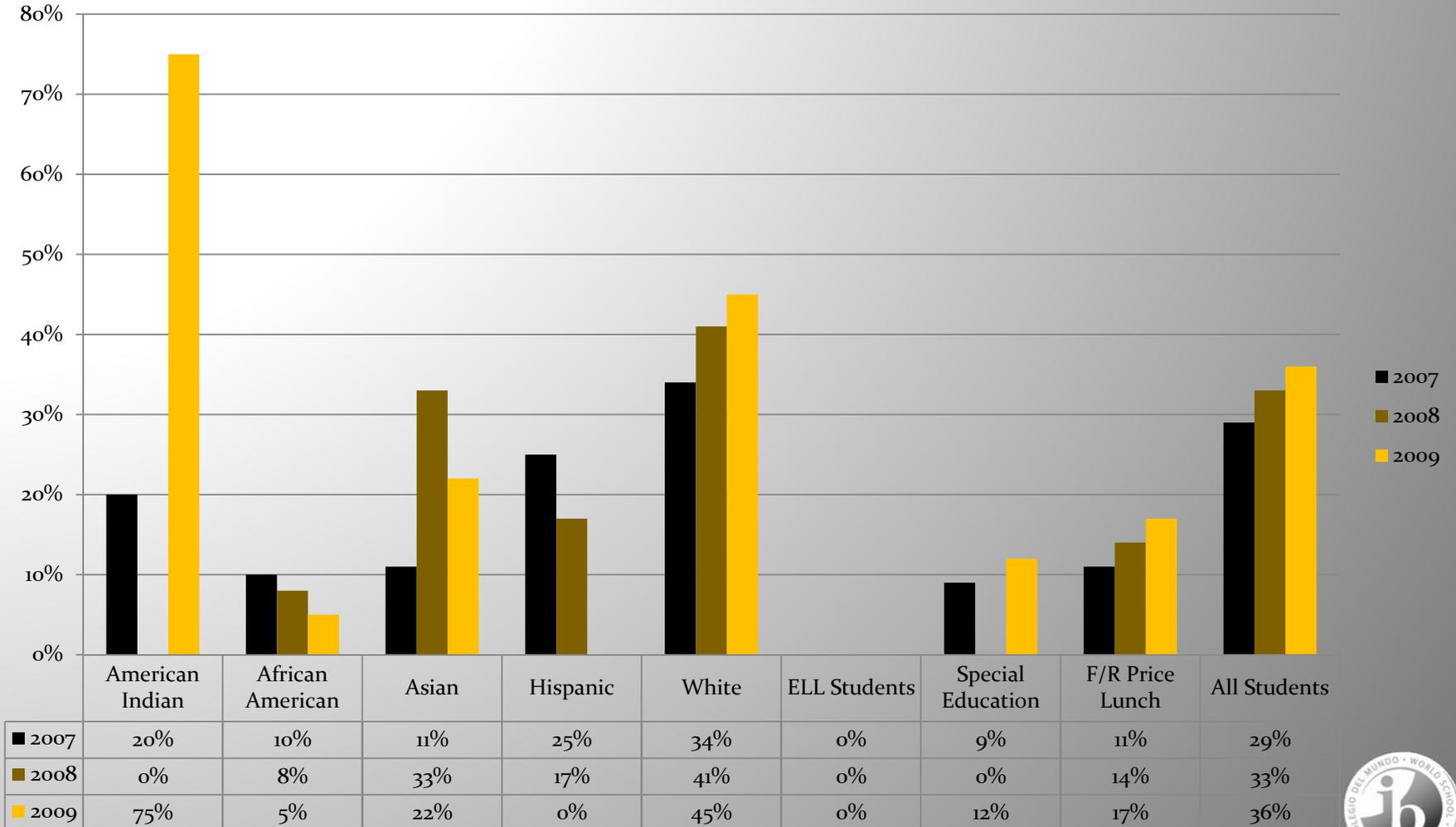


■ 2007	100%	30%	77%	50%	73%	25%	15%	46%	64%
■ 2008	80%	34%	56%	38%	77%	0%	36%	44%	64%
■ 2009	67%	33%	50%	50%	77%	0%	47%	47%	66%





Math Proficiency Grade 11





Where are we Financially?

- Unreserved Fund Balance History

2002-03	\$76,454
2003-04	\$518,792
2004-05	\$303,616
2005-06	-\$410,546
2006-07	\$120,669
2007-08	\$237,575
2008-09	\$546,802

---Beyond this biennium, IF we receive 0% and 0%, and IF we honor current contracts, and IF all new contracts are 0% and 0% (salary):

2009-10	\$204,520 (\$687,000 shortfall)
2010-11	-\$1.1M (\$1.3M shortfall)





Steps Taken to Improve Finances

- Implemented \$27 million air quality and energy efficiency project. Guaranteed \$200,000 annual savings.
- Obtained multiple grants to implement new high quality programs such as IB and Chinese, attracting students through Open Enrollment.



Additional steps taken

- Participation in the Q Comp program.
- Implemented All Day Every Day Kindergarten.
- Negotiated modest employee settlements over the last six years.
- Obtained bonding for OPEB to stabilize budget.



Levies

- 2005: Renewed an “old operating levy” and extended it until 2012.
- 2005: Passed a “new” levy, designating the dollars for enhancements.
- Levies generate a total of \$997/year.



Community Financial Picture

- Over half the families in our attendance area make less than \$48,000 a year. 52% of our students qualify for free or reduced lunches.
- We are now the 7th highest metro district for home owner tax burden.
- Our options are limited. It is unlikely that we will be able to pass additional levies to pay for things locally.



We Know. . .

- We have been good stewards of our resources.
- We are significantly more efficient as an organization, resulting in major cost savings.
- We consider all reasonable options during these difficult financial times.



On the Horizon

- Race to the Top
- Legacy Act – Rain Gardens
- Delayed Payments from the State
- AMSD Platform
- PELRA Reform



We know this is NOT the time, given the global environment, to go backwards in what we are able to do to serve our kids.



School Board Organization

School Board Officers	2009	2010
Chair	Kim Sampson	Brad Richter
Vice-Chair	Brad Richter	Marcia Lindblad
Clerk	Chris Riddle	Chris Riddle
Treasurer	Fred Bischke	Fred Bischke
Director	Gordon Backlund	Gordon Backlund
Director	Marcia Lindblad	Kim Sampson

School Board Representatives	2009	2010
AMSD	Gordon Backlund	Gordon Backlund
Community Ed Advisory Council	Fred Bischke	Fred Bischke
District Relicensure Committee	Brad Richter	Brad Richter
Fridley Public Schools Foundation	Kim Sampson	Kim Sampson
Meet and Confer	Marcia Lindblad	Marcia Lindblad
Metropolitan Educational Cooperative Service Unit	Chris Riddle	Chris Riddle
Minnesota School Boards Association MSBA Legislative Representative	Gordon Backlund Gordon Backlund	Gordon Backlund Gordon Backlund
Minnesota State High School League	Kim Sampson	Kim Sampson
Negotiations Committees Teachers Paraprofessionals Administrators Clerical Food Service Custodians	Richter and Backlund Bischke and Backlund Lindblad Riddle and Lindblad Sampson and Backlund Richter and Sampson	Richter and Backlund Bischke and Backlund Lindblad Riddle and Lindblad Sampson and Backlund Richter and Sampson
Northwestern Suburban Integration School District Alternate	Marcia Lindblad Chris Riddle	Marcia Lindblad Chris Riddle
Fridley Schools Representatives High School Middle School Hayes Stevenson Community Center/ALC	Kim Sampson Marcia Lindblad Brad Richter Chris Riddle Fred Bischke	Kim Sampson Marcia Lindblad Brad Richter Chris Riddle Fred Bischke
Special Education	Marcia Lindblad	Marcia Lindblad
TIES Joint Board	Fred Bischke Alternate: Marcia Lindblad	Fred Bischke Alternate: Marcia Lindblad

School Board Salaries Fridley and Surrounding Districts				
	Board Member Annual Salary	Chair	Per Diem (Other meetings less than 4 hours)	Per Diem (Other meetings more than 4 hours)
<i>Brooklyn Center</i>				
2007 calendar year	\$4,439	\$4,439	\$0	\$0
2008 calendar year	\$4,439	\$4,439	\$0	\$0
2009 calendar year	\$4,439	\$4,439	\$0	\$0
2010 calendar year	\$4,439	\$4,439	\$0	\$0
<i>Columbia Heights</i>				
2007-08 school year	\$4,800	\$6,000	\$50	\$100
2008-09 school year	\$6,000	\$7,200	\$50	\$50
2009-10 school year	\$6,000	\$7,200		
<i>Fridley</i>				
2007 calendar year	\$4,500 ³	\$4,700	\$0	\$0
2008 calendar year	\$4,600 ³	\$4,800	\$0	\$0
2009 calendar year	\$4,600 ³	\$4,800	\$0	\$0
2010 calendar year	\$4,600 ³	\$4,800	\$0	\$0
<i>Mounds View</i>				
2007-08 school year	\$6,500 ²	\$7,000	\$0	\$0
2008-09 school year	\$6,500 ²	\$7,000	\$0	\$0
2009-10 school year	\$6,500 ²	\$7,000	\$0	\$0
<i>St. Anthony-New Brighton</i>				
2008 calendar year	\$4,000	\$4,800	\$30	\$50
2009 calendar year	\$4,000	\$4,800	\$30	\$50
2010 calendar year	\$4,000	\$4,800	\$30	\$50
<i>Spring Lake Park</i>				
2007-08 school year	\$5,000 ¹	\$5,400	\$0	\$0
2008-09 school year	\$5,000 ¹	\$5,400	\$0	\$0
2009-10 school year	\$5,000 ¹	\$5,400	\$0	\$0

¹ Clerk and treasurer also receive additional \$400

² Vice chair receives \$6,800

³ Negotiators for teacher contract receive an additional \$1,000

School administration/district administration

- What are your main reasons for wishing to offer the PYP?
- How are the philosophy and objectives of the school compatible with the philosophy and objectives of the PYP and with the IBO's mission statement? Are there any differences?
- What will be the organizational structure of the programme and how will it be managed?
- How much time will be provided for the coordination of the programme? What will be the role of the school administration in the programme?
- Is there a strategic/action plan for the implementation of the PYP, identifying staff
- responsibilities for:
 - head of school
 - primary school principal
 - PYP coordinator
 - grade-level/year coordinators (if applicable)
 - subject coordinators (if applicable)
 - others involved in the programme?
- Is the strategic/action plan supported by appropriate budgetary projections?
- How actively is the school principal involved to ensure the success of the programme?
- Are the qualifications, experience and training of the teachers sufficient to ensure successful implementation of the programme?
- Does the school have a systematic approach to curriculum planning, including a commitment to collaborative planning, with appropriate adjustments to workloads and scheduling?
- As the PYP curriculum is revised and developed, will there be opportunities for teachers to receive further IBO-approved training? Will teachers be able to participate in training sessions that allow them to be exposed to the international dimension of the programme?
- Is there a professional development plan in place to support this training? What funds will be provided for professional development?
- What funding is available for any additional resources that may be required to further the implementation of the programme, for example:
 - induction and training of new staff
 - appropriate non-teaching time for the PYP coordinator
 - additional library/resource centre and classroom resources
 - collaborative planning time for teachers
- Issues for consideration
 - How have teachers been involved in the decision to adopt the PYP? What has been the role of parents and the governors/school board in the decision?
 - How has the implementation of the PYP affected the school's timetable? How will the transdisciplinary programme of inquiry be revised? How are the subject areas addressed?
 - How will students be assessed?
 - If other IB programmes are offered, have issues of articulation been addressed?
- Is your teaching staff committed to:
 - the central role of the IB learner profile in teaching and learning
 - an inquiry-based approach to teaching and learning?
- Do the school literature, advertisements and promotional activities accurately represent the status of the school?
- Are administrators/teachers aware of the MYP? How many students go on to the MYP?

**Memorandum of Agreement
State Educational Agency and Local Educational Agency
Race to the Top Program**

**State Educational Agency: Minnesota Department of Education
Local Educational Agency: Fridley Public Schools
*[Insert name of LEA above]***

STATEMENT OF PURPOSE

The purpose of this Agreement is to establish the responsibilities of the State Educational Agency (“SEA”) and Local Educational Agency (“LEA”) as required under the federal Race to the Top (“RTTT”) program. The RTTT program is part of the American Recovery and Reinvestment Act of 2009. This Agreement outlines the responsibilities and roles of a participating LEA in the implementation of an approved RTTT program. The SEA will be notified in April 2010 by the United State Department of Education (“USDE”) if the grant is awarded, and implementation will begin with the 2010-11 school year.

Minnesota Department of Education (“MDE”) requires that all LEAs in Minnesota that plan to participate in the RTTT Program sign and return this Memorandum of Agreement by January 13, 2010. MDE will not accept Agreements after the stated deadline. A signed Agreement is null and void if the SEA is not awarded RTTT grant funds.

SCOPE OF WORK

The Scope of Work is found in Exhibits 1, 2, 3 and 4 of the Agreement.

PARTICIPATING LEA REQUIREMENTS

In assisting the SEA in implementing the tasks and activities in the State’s RTTT plan, the Participating LEA sub-grantee will:

1. Implement the LEA plan as identified in Exhibits 1, 2, 3 and 4 of this Agreement;
2. Actively participate in all relevant meetings and events that are organized and sponsored by the SEA or USDE, which will include progress of the RTTT plan and other related matters;
3. Post to any website specified by the SEA or USDE, in a timely manner, all non-proprietary products and lessons developed using funds of this grant conducted by the SEA or USDE; and
4. Be responsive to the SEA or USDE requests for information including the status of the project, project implementation, outcomes or problems anticipated or encountered.

STATE RESPONSIBILITIES

In assisting Participating LEA in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

1. Work collaboratively with and support the Participating LEA in carry out the LEA plan as identified in Exhibits 1, 2, 3 and 4 of this Agreement;
2. Timely distribute the LEA's portion of the Race to the Top grant funds during the course of the project period and in accordance with the LEA plan;
3. Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
4. Identify sources of technical assistance for the RTTT plan.

JOINT RESPONSIBILITIES

1. The SEA and the Participating LEA will each appoint a key contact person for the RTTT program and will remain in frequent contact should the SEA receive grant funding from USDE;
2. SEA and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the entire grant period; and
3. SEA and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's RTTT grant, even the SEA plan or LEA plan require modifications.

SEA RECOURSE FOR LEA NON-PERFORMANCE

The SEA may cancel this Agreement if the SEA finds that there has been a failure to comply with the provisions of this Agreement, that reasonable progress has not been made or that the purposes for which the funds were granted have not been or will not be fulfilled. The SEA may take action to protect the interests of the state of Minnesota, including refusal to disburse additional funds. SEA enforcement provisions are also outlined in 34 CFR section 80.43. to CFR section 80.43.

ASSURANCES

The Participating LEA hereby certifies and represents that it:

1. Has the requisite power and authority to execute the MOA;
2. Is committed to implement the LEA RTTT plan;
3. Agrees to participate and implement the mandatory provisions of the RTTT plan, as outlined in Exhibit 1.
4. Will provide a Final Scope of Work to be attached to this Agreement as Exhibit 4 only if the SEA's RTTT application is approved and funded and will do so within 90 days after the grant is awarded in the form and manner prescribed by the SEA; and
5. Will comply with all the terms of the RTTT grant and all applicable Federal and State laws and regulations, including laws and regulation applicable to RTTT, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

MODIFICATIONS

This Agreement may be amended by written agreement signed by each of the parties involved, and in consultation with USDE.

DURATION/TERMINATION

This Agreement shall be canceled by the SEA or LEA at any time, with or without cause, upon thirty (30) days' written notice to the other party. In the event of such cancellation, the LEA shall be entitled to payment, determined on a pro rata basis, for work or services performed to the SEA's satisfaction.

SIGNATURES

LEA Superintendent (or equivalent authorized signature) – required

Signature / Date

Dr. Peggy Flathmann, Ed.D./Superintendent
Print Name / Title

Chair of School Board – optional but strongly encouraged

Signature / Date

Kim Sampson/Fridley School Board Chair
Print Name / Title

Local Representative of Teachers – optional but strongly encouraged

Signature / Date

Print Name / Title

Authorized State Official – required

Signature / Date

Print Name / Title

Exhibit 1. LEA RTTT PARTICIPATION WORKSHEET

RTTT Elements of State Reform Plan	MN-Specific State Reform Plan Elements aligned with RTTT Elements guidance	LEA Participation (yes or no)	State RTTT Participation Requirement (mandatory or optional)	Comments from LEA
Standards and Assessments				
B(1) Developing and adopting common standards		Yes	- Adopting Common Core Standards is mandatory for participating and non-participating LEAs.	Programs and activities must truly be offered with multiple access (trainer led, online/web, summer sessions, etc.) in order to ensure that there will be adequate time to make the needed changes to curriculum and instruction.
B(2) Developing and implementing common, high-quality assessments		Yes	- Administering common, high-quality assessments developed through state participation in a consortium is mandatory for participating and non-participating LEAs. - Participating LEAs will receive additional support including additional funding to administer up to 6 interim assessments per student.	How will the common assessments be developed and administered? We welcome the resources to enhance our current formative assessment program.
B(3) Supporting the transition to enhanced standards and high quality assessments	- Participating LEAs will receive additional support including: additional funding to administer up to 6 interim assessments per student; Professional Development and curricular frameworks	Yes	- Mandatory for participating LEA	It is our hope that the interim assessments fit in our current MAP testing program.

RTTT Elements of State Reform Plan	MN-Specific State Reform Plan Elements aligned with RTTT Elements guidance	LEA Participation (yes or no)	State RTTT Participation Requirement (mandatory or optional)	Comments from LEA
Standards and Assessments Competitive Grant opportunity	- Competitive grants to increase enrollment of high-poverty and minority students populations in rigorous coursework in Advanced Placement and/or International Baccalaureate programming	Yes	- Participating LEAs can indicate interest in applying or choose to apply for grant funding during RTTT implementation period.	As an authorized all-school IB Middle Years Programme and Diploma Programme school, we welcome the opportunity to increase the enrollment of our students of color and our students in poverty in rigorous/advanced coursework.
Data Systems				
C(1). Fully implementing a statewide longitudinal data system	- Submit data necessary to comply with the America COMPETES Act in implementation of a data longitudinal system.	Yes	- Mandatory for participating and non-participating LEA; participating LEA will receive access to additional support.	A process must be put in place to easily draw this data from our current data systems. There is the potential for this to become burdensome for us as a small district.
C(2). Accessing and using State data; C(3)(i) Use of local instructional improvement systems; C(3)(iii) Availability and accessibility of data to researchers	- Ensure teachers and principals have access to enhanced Educator and Parent Portals; provide feedback on portal; manage user authentication of portal; and provide information and training to district staff to ensure security. - SEA to provide access to aggregate data for researchers approved through P-20 Governing Council	Yes	- Mandatory for participating and non-participating LEA; participating LEA will receive access to additional support.	We will support the needs of our teachers and principals to access the portal. Portal is in need of significant work in order to be useful for teachers and principals. Training will be a significant need and must be delivered through multiple means.

RTTT Elements of State Reform Plan	MN-Specific State Reform Plan Elements aligned with RTTT Elements guidance	LEA Participation (yes or no)	State RTTT Participation Requirement (mandatory or optional)	Comments from LEA
C(3)(ii) Professional development on use of data	- Engage and use Data Coaches to analyze data, train educators, and build capacity; use interim assessments to drive instructional improvements; take action as appropriate in the Minnesota Early Indicator System for students; and provide teachers with information regarding online resources.	Yes	- Mandatory for participating LEA	<p>This is best served as a release-time position rather than extended time for current staff to meet with principals and teachers for more job-embedded support.</p> <p>Will the "action" required for students identified in the MEIS be defined? What type of online resources will be available? Will they be resources that will be additional in cost or freely available for use?</p>
Great Teachers and Leaders				
D(1). Use of alternative pathways for teachers and principals		Yes	- Optional for participating LEAs	We will consider candidates who have earned licensure through alternative pathways.
D(1). Develop local plans to address anticipated teacher and principal shortages		Yes	- Mandatory for participating LEA with current or anticipated teacher and/or principal shortages	The only area in which we are experiencing staffing shortages is Chinese language.

RTTT Elements of State Reform Plan	MN-Specific State Reform Plan Elements aligned with RTTT Elements guidance	LEA Participation (yes or no)	State RTTT Participation Requirement (mandatory or optional)	Comments from LEA
D(2)(i) Measure student growth	- Utilize MN growth model to measure student growth for all applicable subject areas and develop additional metrics for other subjects as-needed	Yes	- Mandatory for participating LEA	Use of a growth model will be helpful. Will QComp goals also be aligned to the growth model? How will the growth model be aligned with the current NCLB model for achievement?
D(2)(ii) Design and implement evaluation systems	- Use of state-recommended or locally-developed and state-approved evaluation system.	Yes	- Mandatory for participating LEA	Our current evaluation system is embedded in our QComp plan.
D(2)(iii) Conduct annual evaluations	- Participate in the described enhanced state Q Comp program for RTTT by the 2012-13 school year and meet all guidelines as required by RTTT plan.	Yes	- Mandatory for participating LEA	We are currently participating in QComp and plan to continue.

RTTT Elements of State Reform Plan	MN-Specific State Reform Plan Elements aligned with RTTT Elements guidance	LEA Participation (yes or no)	State RTTT Participation Requirement (mandatory or optional)	Comments from LEA
<p>D(2)(iv)(a) Use evaluations to inform professional development</p> <p>D(2)(iv)(b) Use evaluations to inform compensation, promotion, and retention</p> <p>D(2)(iv)(c) Use evaluations to inform tenure and/or full certification</p> <p>D(2)(iv)(d) Use evaluations to inform removal</p>	<ul style="list-style-type: none"> - Develop and participate in full spectrum Peer Assistance and Review (PAR) program - Participate in the state Q Comp program by the 2012-13 school year and meet all guidelines as required by RTTT plan. - Utilize Q Comp evaluation data in tenure decisions - Refer teachers who want to enhance already strong skills or who earn an “ineffective” rating to PAR program which will make next step recommendation after one year of support - New tiered teacher licensure system. - Redesign of principal preparation, licensure, and professional development 	<p>YES</p>	<ul style="list-style-type: none"> - Mandatory for participating LEA. New multi-tiered licensure system required for all LEAs. - Participating LEAs will receive additional supporting including funding to implement Peer Assistance and Review Program (PAR), and professional development supports. 	<p>We are currently a QComp district and use the evaluation data for professional development, compensation, promotion, retention and tenure decisions.</p>
<p>D(2), D(3) and D(4). Report teacher and principal evaluation and student growth and achievement data to SEA</p>		<p>Yes</p>	<ul style="list-style-type: none"> - Mandatory for participating and non-participating LEA 	<p>Multitple reporting requirements throughout this program may become burdensome unless a systematic and electronic process is developed.</p>

RTTT Elements of State Reform Plan	MN-Specific State Reform Plan Elements aligned with RTTT Elements guidance	LEA Participation (yes or no)	State RTTT Participation Requirement (mandatory or optional)	Comments from LEA
<p>D(3) Ensuring equitable distribution of effective teachers and principals – D(3)(i)) High-poverty and/or high-minority schools D(3)(ii) Hard-to-staff subjects and specialty areas</p>	<p>- Competitive grant funding for LEAs to develop more flexible HR practices and equitable distribution of teachers in high-poverty and/or high-minority schools and hard-to-staff subjects and specialty areas</p>	<p>yes</p>	<p>- Participating LEAs can indicate interest in applying or choose to apply for grant funding during RTTT implementation period after baseline data is established</p>	<p>We continue to work on filling difficult areas such as Chinese language and would be interested in innovative ways to recruit, train and retain highly qualified teachers in this area.</p>
<p>D(5). Providing effective support to teachers and principals – D(5)(i) Quality professional development</p>	<p>- Train teachers and principals on how to use student data to improve instruction</p>	<p>Yes</p>	<p>- Mandatory for participating and non-participating LEA - Participating LEA will receive access to additional support.</p>	<p>This is an area in which we continue to see a need for professional development.</p>

RTTT Elements of State Reform Plan	MN-Specific State Reform Plan Elements aligned with RTTT Elements guidance	LEA Participation (yes or no)	State RTTT Participation Requirement (mandatory or optional)	Comments from LEA
<p>D(5). Providing effective support to teachers and principals – D(5)(i) Quality professional development D(5)(ii) Measure effectiveness of professional development</p>	<ul style="list-style-type: none"> - Teachers: Develop and participate in Peer Assistance and Review program (full spectrum program provides high-quality training for teachers self-select into opportunities to drive personal development). - Support TSP induction model practices for new teachers - Principals: Participate in Minnesota Principal Academy 	<p>Yes</p>	<p>- Mandatory for participating LEA</p>	<p>Guidelines on the development and implementation of the PAR program will be needed. This needs to be done in collaboration with teacher union.</p> <p>While needed, the TSP program will be expensive and time intensive for us as a small district. Who will be part of the development of the induction curriculum and what criteria will be used to determine its effectiveness?</p> <p>Participation in the MN Principal Academy would need to be aligned to district goals with measured effectiveness of the professional development clearly articulated.</p>

RTTT Elements of State Reform Plan	MN-Specific State Reform Plan Elements aligned with RTTT Elements guidance	LEA Participation (yes or no)	State RTTT Participation Requirement (mandatory or optional)	Comments from LEA
D(5). Report the effectiveness of different supports and uses of assessment data		Yes	- Mandatory for participating LEA	Effort has to be made to ease the burden of multiple reporting requirements.
Turning Around the Persistently Lowest-Achieving Schools				
E(2) Turning Around the Persistently Lowest-Achieving Schools	- E(2). Collaborate with OTAS to diagnose and implement turnaround strategies for local schools identified by the state of Minnesota and OTAS	Yes or N/A	- Mandatory for participating LEA with identified by the state as having persistently low performing school(s)	N/A

Exhibit 2. SUMMARY OF LEA RTTT WORKPLAN

The RTTT assurances below outlines both the State and Participating LEA responsibilities in implementing the RTTT plan.

Assurance #1: Standards and Assessments

State Responsibilities:

- Sign a Memorandum of Agreement to join the Common Core Consortium of State Standards
- Assist with the national development of and provide feedback on Common Core Standards
- Join a consortium of states working to develop assessments aligned with common standards
- Develop an implementation strategy for the adoption of the Common Core Standards in Reading/English-Language Arts and Mathematics
- Develop an RFP to solicit 1-3 vendors to develop interim assessments aligned with Common Core Standards to be implemented by LEAs
- Support participating LEAs by funding up to 6 interim assessments for each student
- Review current English Language Proficiency (ELP) standards to ensure they contain the depth and clarity to allow teachers to align ELP standards with the common core and report findings to state leadership
- Develop curricular frameworks in core subjects including Math, Science, Reading/English-Language Arts
- Develop other curricular frameworks as-needed to support adoption of common core for ELL, Special Education and Early Childhood Programs
- Develop professional development content focused on improving and enhancing classroom instruction and alignment of local curriculum with state standards (e.g., specialized teacher training for participating LEAs and turnaround schools and additional curriculum director/administrator supports)
- Develop RFP to create professional development content for digital access platform including research-based, web-based intervention strategies that align with state standards and provide recommendations for intervention techniques at the sub-strand level
- Award content development grants to teachers and Professional Learning Communities across the state who create PD and instructional content for the digital platform to encourage sharing of best practices across regions
- Issue grants to increase the number of high-poverty and ethnic minority students enrolled in Pre-Advanced Placement, Advanced Placement and/or International Baccalaureate programs in high-poverty, high-minority populations in middle and high schools in target districts throughout the state

LEA Responsibilities:

- Make adjustments as needed to transition to common core standards
 - Augment or adjust core curriculum to align with standards
 - Participate in state-sponsored programs and activities to help translate standards into classroom practice (e.g., online/webinar training sessions and trainer-led professional development)
- Administer interim assessments up to 3x per year per student (state will support up to 6 assessments per student for participating LEAs)
- Utilize student data and assessment results to intervene and raise academic achievement
- Report interim assessment result data to the state
- Utilize curricular frameworks to support the adoption of common core standards into local curriculum and improve classroom instruction
- Participate in professional development activities related to data analysis and the implementation and adoption of common core standards
- Communicate opportunities to teachers and professional learning communities to encourage the development of user-generated PD and instructional content for the statewide digital platform
- Apply for grant funding to increase Pre-Advanced Placement, Advanced Placement and/or International Baccalaureate programming for high-poverty and minority students (*optional*)

Assurance #2: Data Systems

State Responsibilities:

- Combine state resources and Longitudinal Data System (LDS) grant funds to complete current LDS initiatives aligned with the America Competes Act
- Implement data-sharing agreements with other state agencies, institutions of higher education, and early childhood programs necessary to create a fully functional LDS system
- Fund and implement enhancements to the Educator portal with LDS grant money
- Create and roll out new portals for key stakeholders including parents, turnaround school communities and researchers
- Create and disseminate an annual report, based on LDS data collected on the state of education in Minnesota to inform policy makers of the successes and challenges in Minnesota's public education system
- Participate on the P-20 governance council
- Provide technical and help desk support to LEAs to assist them in correctly authorizing access to the portals
- Develop a Minnesota Early Response System (MEIRS) based on state LDS data
- Provide sample job descriptions for, fund and/or contract Data Coaches
- Provide resources to help educators make use of best practices on the use of student data to improve instruction

LEA Responsibilities

- Submit student, teacher, and principal and course information to the state as currently required by law, through an automated process established by the state through the LDS system.
- Ensure teachers and principals have access to the enhanced Educator Portal
- Manage the user authentication process for Educator, Parent and other portals that are developed and approved by the state and utilized by local stakeholders
- Provide information and training as necessary to district staff to security and privacy protocols are adhered to when entering user information and creating user profiles
- Provide feedback on the portal to MDE (e.g., functionality, ease of navigation, usefulness, etc.)
- Engage with and use data coaches to analyze data, train educators, build capacity, etc.
- Provide data coaches access to Professional Learning Communities, teachers, principals and relevant data as needed
- Use student result information from state-sponsored interim assessments to drive instructional improvements, in concert with Professional Learning Communities (PLC) and targeted professional development programs
- Use the Minnesota Early Indicator and Response System (MEIRS) to help identify students who are off-track based on multiple measures

- Take action on “flagged” students in the MEIRS by leveraging web-based instructional strategies linked to state standards at the strand level to intervene and report the impact of those interventions
- Provide teachers and principals with information regarding online resources and instructional tools

Assurance #3: Great Teachers and Leaders

State Responsibilities:

- Revise teacher and principal preparation program authorization to incorporate demonstration of candidate competency via program completion information
- Promote transparency and development of preparation programs by publishing aggregated completion data annually
- Board of Teaching will clarify components, process to gain longer-term, non-experimental authorization of high-quality alternative teacher preparation programs
- Board of School Administrators will establish, clarify components and ensure high-quality alternative pathway for principal preparation programs
- Publish annual report on teacher and principal shortage areas and provide recommended approaches to fill shortage areas
- Convene a “taskforce” to develop state-recommended evaluation rubrics for teachers and principals
- Outline Q Comp requirements specific to participation in RTTT
- Provide state-recommended evaluation rubric to LEAs and provide technical support to assist participating LEAs in developing and enhancing Q Comp proposals
- Provide evaluator training resources (e.g., best practices on inter-rater reliability, potential training vendors, curricula, etc)
- Set up voluntary evaluator “loan” program for LEAs to have evaluators from other LEAs come to perform evaluations
- Fund the Minnesota Principals’ Academy expansion
- Convene a workgroup to administer a comprehensive leadership development review of principal preparation, licensure and professional development in MN and work to implement recommendations with the Board of School Administrators
- Develop and disseminate best practice ideas for the implementation of professional development
- Support expansion of Peer Assistance & Review to all participating LEAs
- Board of Teaching will develop new rules and institute a multi-tiered licensure system for provisional, continuing and master-teacher positions
- Ensure adequate state-level support to roll out the tiered licensure (e.g., working with LEAs, teacher preparation programs, monitoring and processing licenses, etc.)
- Collect and report aggregated license information by school, grade and subject
- Provide funds directly to LEAs and/or contract with regional centers to staff Consulting Teachers (CTs) and Consulting Principals (CPs) for Peer Assistance and Review programs
- Provide centralized resources online for best practices and guidelines for setting up and using Peer Assistance and Review
- Report aggregated results of Peer Assistance and Review usage and outcomes
- Collect and report the distribution and retention of effective teachers & principals
- Collect and report the impact of financial and non-financial incentives used to ensure equitable distribution of effective teachers and leaders
- Collect data reported by teacher preparation programs and produce annual report

- Convene induction work group to development induction curriculum, workshops, and fund mentor stipends and weekly set-aside time as part of the TSP program

LEA Responsibilities:

- Complete annual state survey on shortage areas
- Develop local plans to address future LEA teacher and principal shortages and work with alternative pathway programs as-needed to help fill posts
- Implement the state evaluation rubric or create an evaluation rubric (and attain state approval) for the evaluation of teachers and principals
- Commit to vote on Q Comp adoption no later than June 2012
- Participate in enhanced Q Comp requirements no later than the 2012-13 school year
- Increase inter-rater reliability by participating in required evaluator training and/or utilize voluntary evaluators through state-funded “loan” program if desired
- Create PDP and staff development plans linked to evaluation and professional development, as part of the Q Comp application
- Evaluate and report uses of and impact of professional development activities to the state
- Send principals to the Minnesota Principals’ Academy
- Adhere to new licensure requirements under multi-tiered licensure system
- Ensure adequate communication to stakeholders of new tiered licensure system, process and requirements for movement between tiers, etc.
- Report to the state the number and distribution of each type of license within their LEA by school, level and subject
- Create and implement Peer Assistance and Review program utilizing state supports and partnerships with regional service cooperatives as needed
- Track and report to the state, usage and outcomes of Peer Assistance and Review
- Provide data annual to the state regarding teacher and principal effectiveness, retention rates and the impact of any incentives
- Partner with local unions to develop plans to provide financial and non-financial incentives to recruit and retain highly-effective teachers and principals to work in high-need subject areas and schools (optional)
- Support Teacher Support Partnership (TSP) model for new teachers
 - Identify master teachers who would be strong mentors and appropriately link them with new teachers
 - Designate and send mentors to induction training
 - Evaluate and report induction curriculum use and impact to the state
- Participate in all state-funded professional development supports

Assurance #4: Turning Around the Lowest-Achieving Schools

State Responsibilities:

- Identify Minnesota’s persistently lowest-performing schools and directly contact impacted LEAs on an individual basis prior to submitting RTTT to USDE
- Increase state capacity and activity in MN’s lowest-achieving schools and collaborate with LEAs to intervene in MN’s persistently lowest-achieving schools through the creation of OTAS
- Convene an advisory board that represents with expertise in turning around low-achieving schools and representative of P-20 education in Minnesota
- In collaboration with advisory board, determine OTAS leadership
- Provide administrative funding for the creation of the state-level Office of Turnaround Schools (OTAS)
- Flow funds directly to turnaround schools based on the type (as defined in RTTT application) and elements of the school intervention plan
- Provide planning grant funds to increase the number of effective operational models and sites used as turnaround agents (Site will be approved by OTAS prior to receiving grant funding)
- Work with NISL to create a principal cohort and related training program for principals and charter school directors leading turnaround schools
- Assist in the creation of professional development content and ensure capacity to provide training for turnaround schools
- Grant funding to turnaround schools to increase access and enrollment in rigorous courses and increase interest and matriculation rates to post secondary institutions
- Enforce new charter school authorizer accountability laws
- Issue competitive grants to incent the replication of successful charters through OTAS
- Approve authorizer eligibility for charters schools to be used as turnaround agents

LEA Responsibilities:

- Institute a new governance structure for schools identified by the state for school turnaround
 - Select/Appoint an LEA-based Turnaround Officer or create an Office of School Turnarounds at the LEA level to serve as day-to-day oversight for district-based turnaround school
- Collaborate with OTAS to diagnose and implement turnaround strategies for local schools identified by the state
- Collaborate with OTAS to manage community outreach and relations
- Implement changes required to accommodate turnaround school operational requirements (e.g., operational flexibility and staff stability for teachers effectively working in turnarounds for two cycles / three school years)
- Support leadership development strategies for turnaround schools
- Support professional development strategies for turnaround schools
- Support increased academic and community supports within turnaround schools

Exhibit 3. RTTT WORKPLAN TIMELINE [This is an overview of major elements of the state’s RTTT plan - not meant to be an exhaustive list]

	2010-11 School Year	2011-12 School Year	2012-13 School Year	2013-14 School Year
Assurance #1: Standards and Assessments				
B(1), B(3) Developing and adopting common standards	<ul style="list-style-type: none"> - August 2010 MN will adopt Common Core Standards at the state-level in mathematics and English-language Arts - Begin the process to support implementation statewide thereafter through curricular frameworks and professional development (delivered digitally and through teacher training) 	<ul style="list-style-type: none"> - Provide standards adoption support through curricular frameworks and professional development support (delivered digitally and through teacher training) to implement MN’s Common Core Standards across the state - LEAs will begin adopting new standards through curriculum adaptation in Spring 2011 	<ul style="list-style-type: none"> - LEAs across the state will continue to adopt the common core standards, making adjustments to local curriculum and course offerings (if applicable) as needed 	Finalize local adoption of Common Core Standards across the state
B(2), B(3) Developing and implementing common, high-quality assessments	<ul style="list-style-type: none"> - Spring 2010 MN will join a consortium of states to develop common, high-quality assessments. - Additionally, the state will support the transition to enhanced standards by developing interim assessments that align with MN’s adopted Common Core Standards - Begin development of a common, high-quality assessment system through a consortium of states 	<ul style="list-style-type: none"> - Winter/Spring of 2011 roll-out interim assessments aligned with state-adopted Common Core Standards and support the administration of these assessments for participating LEAs - Continue development of common assessment system with consortium of states 	<ul style="list-style-type: none"> - Continue development of common assessment system within a consortium of states 	<ul style="list-style-type: none"> - Continue development of common, high quality assessments and begin implementation of summative assessments developed within a consortium of states

	2010-11 School Year	2011-12 School Year	2012-13 School Year	2013-14 School Year
Assurance #2: Data Systems to Support Instruction				
C(1), C(2), C(3) Fully implementing a statewide longitudinal data system, providing data access to stakeholders and use data to improve instruction	<ul style="list-style-type: none"> - Finalize implementation of a statewide longitudinal data system - Finalize updates to educator portal and create additional portals for parents, turnaround school communities and researchers to allow access to relevant information for key stakeholders - Begin rollout of data coaching and other professional development supports for enhanced instruction to participating LEAs across the state 	<ul style="list-style-type: none"> - Summer 2011 Launch updated educator portal to provide access to key stakeholders - Continue data coaching and professional development programs across the state 	<ul style="list-style-type: none"> - Continue data coaching and professional development across the state 	<ul style="list-style-type: none"> - Continue data coaching and professional development across the state
Assurance #3: Great Teachers and Leaders				
D(2) Improving teacher and principal effectiveness based on performance	<ul style="list-style-type: none"> - Develop state-recommended rubric for teachers and principals under RTTT enhanced Q Comp program - Promulgate rules to enhance and instituted a tiered licensing system for teachers - Develop state recommended model for Peer Assistance and Review (PAR) program - Launch comprehensive leadership development review to redesign the continuum of principal preparation, licensure and professional development by the end of 2010 	<ul style="list-style-type: none"> - (Cont) Participating LEAs join RTTT enhanced Q Comp program for principals and teachers - (Cont) Rollout the PAR system across participating LEAs 	<ul style="list-style-type: none"> - Final group of Participating LEAs required to join RTTT enhanced Q Comp program for principals and teachers - (Cont) Rollout the PAR program to participating LEAs 	

	2010-11 School Year	2011-12 School Year	2012-13 School Year	2013-14 School Year
D(3) Ensuring equitable distribution of effective teachers and principals			<ul style="list-style-type: none"> - Summer 2013 state will assess current distribution of 'highly effective' teachers and principals based on Q Comp evaluations - MDE will publish guidelines for competitive grants to LEAs to for the purpose of implementing plans to ensure the equitable distribution of highly-effective teachers to high-need schools 	Winter 2013 MDE will award grants equitable distribution grants to LEAs across the state
D(4) Improving the effectiveness of teacher and principal preparation programs	<ul style="list-style-type: none"> - MDE enterprise data model will support the collection of and linking of data to teachers, students and preparation programs - Revise program authorization for principal and teacher preparation programs 	<ul style="list-style-type: none"> - Bush foundation begins reporting program effectiveness and implementing improvement plans 	<ul style="list-style-type: none"> - Broader range of effectiveness data related to prep program effectiveness comes available 	<ul style="list-style-type: none"> - Broader range of effectiveness data related to prep program effectiveness available
(D)(5) Providing effective support to teachers and principals	<ul style="list-style-type: none"> - Begin expansion of MN Principals' Institute - Enroll Participating LEA cohort in MN Principals' Academy - Implement and support comprehensive induction program for new teachers (first 3 years) 	<ul style="list-style-type: none"> - (Cont) Enroll Participating LEA cohort in MN Principals' Academy - (Cont) Implement and support comprehensive induction program for new teachers (first 3 years) 	<ul style="list-style-type: none"> - (Cont) Enroll Participating LEA cohort in MN Principals' Academy 	<ul style="list-style-type: none"> - (Cont) Enroll Participating LEA cohort in MN Principals' Academy

	2010-11 School Year	2011-12 School Year	2012-13 School Year	2013-14 School Year
Assurance #4: Turning Around the Lowest-Achieving Schools				
E(2) Turning around the lowest-achieving schools	<ul style="list-style-type: none"> - Identify and communicate to resident LEAs, the lowest-performing schools in MN where the state will support the implantation of a school turnaround - Select key stakeholders to participate in advisory board for turnaround schools - Issue planning grants to and develop strategic plan for first cohort of turnaround schools in MN 	<ul style="list-style-type: none"> - Issue planning grants to and develop strategic plan for second cohort of turnaround schools - Begin turnaround process for first cohort of schools (to be supported for three years through RTTT) - Implement enhanced professional development for teachers and leaders in turnaround schools including enhanced NISL and Teacher Academy for turnaround schools 	<ul style="list-style-type: none"> - Issue planning grants to and develop strategic plan for third cohort of turnaround schools - Begin turnaround process for second cohort of schools (to be supported for three years through RTTT) - (Cont) Enhanced PD for turnaround teachers and leaders 	<ul style="list-style-type: none"> - Begin turnaround process for third cohort of schools (to be supported for three years through RTTT) - (Cont) Enhanced PD for turnaround teachers and leaders



Center for Engaged Leadership
Department of Educational Leadership
December 11, 2009

Proposal: Process for the Development of a Communication Plan for Fridley Public Schools

Step I – Data collection - Two month timeframe

MNSU Responsibilities:

1. Facilitate a meeting to clarify roles and responsibilities
2. Deploy electronic surveys
 - a. parent
 - b. community
3. Facilitate Strengths/Weaknesses/Opportunities/Threats (SWOT) exercise with administrative team

Fridley Administration Responsibilities:

1. Conduct SWOT exercise with selected community groups and organizations
2. Provide compiled SWOT information to MNSU faculty

Step II – Development - Two month timeframe

MNSU Responsibilities:

1. Analysis of
 - a. parent survey results
 - b. community survey results
 - c. compiled SWOT information
2. Identification of
 - a. strengths in communication
 - b. areas for growth in communication
3. Development of three-year draft communication plan including
 - a. recommended goals
 - b. recommended strategies

Fridley Administration Responsibility:

1. Finalize a three year communication plan to include
 - a. measurable goals
 - b. strategies to meet goals
 - c. roles and responsibilities
 - d. resources

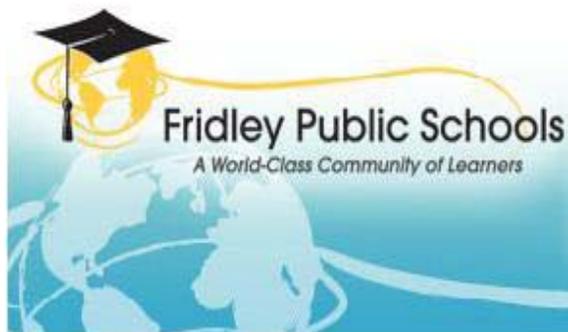
Step III – Implementation - Ongoing

Fridley Administration:

1. Disseminate and implement the communication plan
2. Align to district/site goals
3. Update and revise yearly

Cost: \$3,000 plus mileage and supplies not to exceed \$400.00

Faculty: Candace Raskin, Associate Professor Department of Educational Leadership
Jean Haar, Professor, Department Chair, Department of Educational Leadership



COMMUNITY EDUCATION



January 2010 6085 Seventh Street NE, Fridley, MN 55432 763.502.5100 Muriel Sharpe, Editor

How much do you know about what's going on in Fridley's Community Education Department? We'd like to reacquaint you with some of the programs offered through Community Education and share our excitement about totally new highlights.

Did You Know . . . ?

◆ In addition to all the outstanding programs offered by Community Education at the FCC, we also have an Adult Basic Education site at 4111 Central Avenue in Columbia Heights. This program is a joint effort of the Fridley and Columbia Heights school districts and offers **free** classes for adults in English as a Second Language and GED preparation. Feel free to use this as a resource for the families you work with. For further information call 763-706-3833.

◆ Our Early Childhood Family Education program hosts the Ronald McDonald Care Mobile to provide dental care for uninsured or underinsured children 2 years to 21 years old. This fall they provided care for 23 children, including x-rays, topical fluoride varnish, sealants, cleanings, fillings and oral hygiene instruction. Tooth decay is the most chronic disease in children, and among low income children, the problem is particularly acute. Children with dental health issues frequently face a number of challenges including: chronic discomfort and pain, difficulty chewing and speaking, poor school performance, low self-esteem and severe infections. This is an excellent resource for a number of our families. Contact Joan Lenzmeier at 763-502-5124 for more information.

◆ At the request of parents, we've added swimming lessons on select evenings at the FMS pool. In addition to our parent/child swim class, we have added a Preschool swimming class for 3 & 4 year olds - a new dock in place at the bottom of the three foot end of the pool allows those young children to take lessons without assistance from a parent.

◆ This winter, Community Education is offering 92 different Adult Enrichment classes. Over 30 of those classes are NEW and are creating a buzz of interest among residents. A new highlight in the cooking section is a variety of classes offered by Chef Jeff Sandino who has Buca Di' Beppo, Figlio, Le Café Royal and Sunsets on his resume. His Thai Cuisine class is filling quickly. Also, a number of new classes designed to improve your health and fitness will be a welcome addition for the New Year!

◆ Through a grant from the Anoka County Children and Family Council, our Early Childhood Family Education program offers a weekly class for Spanish speaking families. Twelve families and 17 children are enrolled in this class. Spanish speaking staff provide parents with information on positive discipline techniques, the how and why of teaching early literacy skills to their children, and information and connections to community resources. Many of our Spanish speaking children start school behind their peers, and we strive to provide quality early childhood experiences so they will be prepared to start kindergarten with the skills they need to be successful. Research has shown when parents model the use of literacy and engage children in activities that promote basic understandings about literacy and its uses, these children are better prepared for school.

◆ In addition to receiving exceptional childcare, students in the Tiger Club program have become regular theatre goers and history seekers. They have made trips to Stepping Stone Theatre, Old Log Theatre, Stages Theatre, IMAX Theatre at the MN Zoo, Amphitheatre at the MN Zoo, and the Omni Theatre at the Science Museum. They have also visited historic sites such as the MN History Center, Mill City Museum, James J. Hill House, Oliver H. Kelley Farm, Fort Snelling, Walker Arts Center, Murphy's Landing, Landmark Center, Bakken Museum, Minnehaha Falls, the American Swedish Institute and Bell Museum.

Watch for more interesting Community Education tidbits in future issues.

Now accepting Open Enrollment applications for the 2010-2011 school year.
Deadline-January 15, 2010.
Contact Rocky Buranen-763-502-5009.



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December 17, 2009

Dr. Peggy Flathmann, Superintendent
Fridley Public Schools
6000 West Moore Lake Drive
Fridley, MN 55432

Dear Dr. Flathmann:

Over the past few years, we have had an agreement regarding School District 14's use of the Fridley City Council Chambers for monthly School Board meetings. Every year, we update the agreement. For 2010, we propose to leave the agreement the same with the following terms:

1. The School District 14 School Board will use the Fridley City Council Chambers for the hosting of their monthly School Board meetings during 2010.
2. The City will provide live cable television coverage and taping services to the School Board for the sum of \$700.
3. The live cable coverage of School Board meetings will be shown on the City's cable channel, Channel 17. The City, however, reserves the right to move the live coverage to the Public Access Channel (Channel 15) in the future.
4. Replays of the School Board meetings will be the responsibility of School District 14.
5. The School Board will provide the City with a certificate of insurance that attests to the School Board's liability insurance coverage for these activities in the Municipal Center.
6. Although the School Board meetings are typically monthly and typically on the third Tuesday of the month, the City and the School District recognize that on occasion, there may be more than one meeting per month and that the meetings may occur on dates other than the third Tuesday. In those instances, the School Board will have access to the Council Chambers, subject to its availability.

Please indicate your agreement with these terms by signing and returning a copy of this letter.

Sincerely,

A handwritten signature in cursive script that reads 'William W. Burns'.

William W. Burns
City Manager

DATED: _____

Dr. Peggy Flathmann
Superintendent, Fridley Public Schools

1900 W. Jefferson Ave.
St. Peter, Minnesota
56082-3015

Leadership Conference January 14 & 15 2010

Tel: 507.934.2450
MN: 800.324.4459

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November 24, 2009

Gordon Backlund
5805 Arthur St NE
Fridley, MN 55432-5906

Dear Gordon:

When someone sticks with something for 20 years or more, he or she deserves recognition - and that is exactly what MSBA has in mind.

You will be presented with a certificate recognizing your 20 years of service as a school board member at the 2010 MSBA Leadership Conference during the Awards Luncheon on Thursday, January 14, 2010. I hope you will be able to attend and receive this certificate in person, and I encourage your superintendent and entire board to attend the luncheon and share in this event.

If you have any questions, please don't hesitate to contact me at the office (800-324-4459). MSBA is looking forward to the presentation and to seeing you at the Leadership Conference.

Sincerely,

Kelly A. Martell
MSBA Awards Program

cc: Peggy Flathmann, Supt.

MSBA's Mission:
Support, promote, and
enhance the work of
public school boards.

Three-Year Calendar Planning

School Board Parameters

The calendars will be developed with the following conditions

- Start as early as possible in the fall but cannot start prior to Labor Day
- Four workshop days prior to students starting
- School trimesters shall be as even in days as feasible
- 185 teacher duty days of which 6 will be workshop, grading, and staff development
- 174 student contact days
- One non-student day at the end of each term for grading and planning time for teachers (3)
- Two staff development days
- School must be in session for the required MN State testing dates.
- 3 late start dates (one per trimester)
- Each building principal for these three years will identify parent teacher conference dates
- Holidays
 - Labor Day
 - Education Minnesota Convention (Thursday and Friday)
 - Thanksgiving (Thursday and Friday)
 - Christmas Eve and Christmas Day
 - New Year's Eve and New Year's Day
 - Holiday break in December
 - Martin Luther King, Jr. Day
 - Presidents' Day
 - Spring Break-one week
 - Good Friday
 - Memorial Day

General Notes:

2010-2011

- Keep student week no shorter than 3 days.
- Student start date Sept. 7 (late Labor Day)
- Education Convention Oct. 21-22
- Staff Development Day #1 Oct. 28 (follows Education Convention to create long weekend for students)
- Trimester 1 Ends Dec. 2; Evaluation/Planning Day Dec. 3 (week following Thanksgiving-gives two 3-day weeks for students)
- Winter Break Dec. 24-Jan. 2 (must take Jan. as a holiday to meet contract requirements for consecutive Saturday and Sunday holidays; taking extra day for Winter Break will push out June end date to the Monday of the following week)
- Staff Development Day #2 Jan. 28 (Friday date creates long weekend for students)
- Trimester 2 ends Mar. 10; Evaluation/Planning Day Mar. 11 (ends trimester at end of week)
- Spring Break Mar. 28-Apr. 1
- Spring Holiday Apr. 22 (Good Friday is a contractual holiday; creates too late of Spring Break to connect; Spring Break that late will interfere with spring activities and state testing)
- Trimester 3 ends Jun. 9; Evaluation/Planning Day June 10 (ends school year at end of the week)
- Late Start Dates for students – three dates(10/5; 2/8; 5/10) for the year for professional development activities
- Trimester 1-58 student days; Trimester 2-59 student days; Trimester 3-57 student days
- An alternative calendar has been created in the rare event the State Legislature grants a waiver to the post-Labor Day start requirement. This calendar has students start on Sept. 1 and finish Jun. 7.

2011-2012

- Keep student week no shorter than 3 days.
- Student start date Sept. 6
- Education Convention Oct. 20-21
- Staff Development Day #1 Oct. 24 (follows Education Convention to create long weekend for students)

- Trimester 1 Ends Dec. 1; Evaluation/Planning Day Dec. 2 (week following Thanksgiving-gives two 3-day weeks for students)
- Winter Break Dec. 22-Jan. 2 (must take Jan. 3 as a holiday to meet contract requirements for consecutive Saturday and Sunday holidays)
- Staff Development Day #2 Jan. 27 (Friday date creates long weekend for students)
- Trimester 2 ends Mar. 8; Evaluation/Planning Day Mar. 9 (ends trimester at end of week)
- Spring Break Apr. 2-6 (includes Good Friday)
- Trimester 3 ends Jun. 7; Evaluation/Planning Day June 8 (ends school year at end of the week)
- Late Start Dates for students – three dates(10/4; 2/7; 5/15) for the year for professional development activities
- All trimesters have 58 student days

2012-2013

- Keep student week no shorter than 3 days.
- Student start date Sept. 4
- Education Convention Oct. 18-19
- Staff Development Day #1 Oct. 22 (follows Education Convention to create long weekend for students)
- Trimester 1 Ends Nov. 29; Evaluation/Planning Day Nov. 30 (week following Thanksgiving-gives two 3-day weeks for students)
- Winter Break Dec. 21-Jan. 1 (New Year's holiday fall on Monday/Tuesday; taking any additional days for Winter Break will push out June end date to the Monday of the following week)
- Staff Development Day #2 Feb. 1 (Friday date creates long weekend for students)
- Trimester 2 ends Mar. 10; Evaluation/Planning Day Mar. 11 (ends trimester at end of week)
- Spring Break Mar. 25-29 (includes Good Friday)
- Trimester 3 ends Jun. 6; Evaluation/Planning Day June 7 (ends school year at end of the week)
- Late Start Dates for students – three dates(10/2; 2/5; 5/14) for the year for professional development activities
- All trimesters have 58 student days

2010-2011

	M	T	W	R	F		Student	Teacher
AUGUST	23	24	25	26	27	New staff Aug 26-27	0	0
SEPTEMBER	30	31	1	2	3	In-service Aug 30-Sept 2	0	4
	6	7	8	9	10	Labor Day Sep 6	4	4
	13	*14	15	16	17	School Begins Sep 7	5	5
	20	21	22	23	24	Primary Election Sep 14	5	5
	27	28	29	30	1		5	5
OCTOBER	4	5	6	7	8	Late Start Oct 5	5	5
	11	12	13	14	15		5	5
	18	19	20	21	22	Education Convention	3	3
	25	26	27	28	29	Staff Dev/Planning Oct 25	4	5
NOVEMBER	1	*2	3	4	5	Election Day Nov 2	5	5
	8	9	10	11	12		5	5
	15	16	17	18	19		5	5
	22	23	24	25	26	Thanksgiving Nov 25-26	3	3
DECEMBER	29	30	1	2	3	Eval/Planning Dec 3	4	58
	6	7	8	9	10		5	5
	13	14	15	16	17		5	5
	20	21	22	23	24	Winter Break Dec 24-Jan 3	4	4
	27	28	29	30	31		0	0
JANUARY	3	4	5	6	7	School Resumes Jan 4	4	4
	10	11	12	13	14		5	5
	17	18	19	20	21	Martin L. King, Jr. Day Jan 17	4	4
	24	25	26	27	28	Staff Dev/Planning Jan 28	4	5
FEBRUARY	31	1	2	3	4		5	5
	7	8	9	10	11	Late Start Feb 8	5	5
	14	15	16	17	18		5	5
	21	22	23	24	25	Presidents' Day Feb 21	4	4
MARCH	28	1	2	3	4		5	5
	7	8	9	10	11	Eval/Planning Mar 11	4	59
	14	15	16	17	18		5	5
	21	22	23	24	25		5	5
APRIL	28	29	30	31	1	Spring Break Mar 28-Apr 1	0	0
	4	5	6	7	8		5	5
	11	12	13	14	15		5	5
	18	19	20	21	22	Spring Holiday Apr 22	4	4
	25	26	27	28	29		5	5
MAY	2	3	4	5	6		5	5
	9	10	11	12	13	Late Start May 10	5	5
	16	17	18	19	20		5	5
	23	24	25	26	27		5	5
	30	31	1	2	3	Memorial Day May 30	4	4
JUNE	6	7	8	9	10	Last Student Day Jun 9	4	5
	13	14	15	16	17	Eval/Planning Jun 10	0	57

* No Meetings or School-Sponsored Activities 6-8 PM

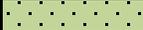
	New Teacher Workshop -no school for students
	Staff Development Day -no school for students
	Evaluation and Planning Day -no school for students
	Late Start for students - professional development
	School not in session for Teachers or Students
	End of Term

	Student	Teacher
Term 1	58	64
Term 2	59	61
Term 3	57	58
Total	174	183
Comp.		2
Grand Total	174	185

2010-2011 (Alternate-Prior to Labor Day)

	M	T	W	R	F		Student	Teacher		
AUGUST	23	24	25	26	27	New staff Aug 23-24	0	2		
SEPTEMBER	30	1	2	3	4	In-service Aug 25-26, 30-31	3	5		
	6	7	8	9	10	School Begins Sep 1	4	4		
	13	*14	15	16	17	Labor Day Sep 6	5	5		
	20	21	22	23	24	Primary Election Sep 14	5	5		
	27	28	29	30	1		5	5		
OCTOBER	4	5	6	7	8	Late Start Oct 5	5	5		
	11	12	13	14	15		5	5		
	18	19	20	21	22	Education Convention Oct 21-22	3	3		
	25	26	27	28	29	Staff Dev/Planning Oct 25	4	5		
NOVEMBER	1	*2	3	4	5	Election Day Nov 2	5	5		
	8	9	10	11	12		5	5		
	15	16	17	18	19		5	5		
	22	23	24	25	26	Thanksgiving Nov 25-26	3	57	4	63
DECEMBER	29	30	1	2	3	Eval/Planning Nov 29	4	4		
	6	7	8	9	10		5	5		
	13	14	15	16	17		5	5		
	20	21	22	23	24	Winter Break Dec 23-Jan 3	3	3		
	27	28	29	30	31		0	0		
JANUARY	3	4	5	6	7	School Resumes Jan 4	4	4		
	10	11	12	13	14		5	5		
	17	18	19	20	21	Martin L. King, Jr. Day Jan 17	4	4		
	24	25	26	27	28	Staff Dev/Planning Jan 28	4	5		
FEBRUARY	31	1	2	3	4		5	5		
	7	8	9	10	11	Late Start Feb 8	5	5		
	14	15	16	17	18		5	5		
	21	22	23	24	25	Presidents' Day Feb 21	4	4		
MARCH	28	1	2	3	4	Eval/Planning Mar 4	4	57	5	59
	7	8	9	10	11		5	5		
	14	15	16	17	18		5	5		
	21	22	23	24	25		5	5		
APRIL	28	29	30	31	1	Spring Break Mar 28-Apr 1	0	0		
	4	5	6	7	8		5	5		
	11	12	13	14	15		5	5		
	18	19	20	21	22	Spring Holiday Apr 22	4	4		
	25	26	27	28	29		5	5		
MAY	2	3	4	5	6		5	5		
	9	10	11	12	13	Late Start May 10	5	5		
	16	17	18	19	20		5	5		
	23	24	25	26	27		5	5		
	30	31	1	2	3	Memorial Day May 30	4	4		
JUNE	6	7	8	9	10	Last Student Day Jun 7	2	3		
	13	14	15	16	17	Eval/Planning Jun 8	0	60	0	61

* No Meetings or School-Sponsored Activities 6-8 PM

	New Teacher Workshop-no school for students
	Staff Development Day -no school for students
	Evaluation and Planning Day-no school for students
	Late Start-professional development
	School not in session for Teachers or Students
	End of Term

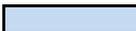
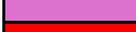
	Student	Teacher
Term 1	57	63
Term 2	57	59
Term 3	60	61
Total	174	183
Comp Days		2
Grand Total	174	185

2011-2012

	M	T	W	R	F		Student	Teacher			
AUGUST				25	26	New staff Aug 25-26	0	0			
SEPTEMBER	29	30	1	2	3	In-service Aug 29-Sep 1	0	4			
	5	6	7	8	9	Labor Day Sep 5	4	4			
	12	*13	14	15	16	School begins Sep 6	5	5			
	19	20	21	22	23	Primary election Sep 13	5	5			
	26	27	28	29	30		5	5			
OCTOBER	3	4	5	6	7	Late Start Oct 4	5	5			
	10	11	12	13	14		5	5			
	17	18	19	20	21	Education Convention	3	3			
	24	25	26	27	28	Staff Dev/Planning Oct 24	4	5			
NOVEMBER	31	1	2	3	4		5	5			
	7	*8	9	10	11	Election Day Nov 8	5	5			
	14	15	16	17	18		5	5			
	21	22	23	24	25	Thanksgiving Nov 24-25	3	3			
DECEMBER	28	29	30	31	1	2	3	4	58	5	64
	5	6	7	8	9		5	5			
	12	13	14	15	16		5	5			
	19	20	21	22	23		3	3			
	26	27	28	29	30	Winter Break Dec 22-Jan 2	0	0			
JANUARY	2	3	4	5	6	School resumes Jan 3	4	4			
	9	10	11	12	13		5	5			
	16	17	18	19	20	Martin L. King, Jr. Day Jan 16	4	4			
	23	24	25	26	27	Staff Dev/Planning Jan 27	4	5			
FEBRUARY	30	31	1	2	3		5	5			
	6	7	8	9	10	Late Start Feb 7	5	5			
	13	14	15	16	17		5	5			
	20	21	22	23	24	Presidents' Day Feb 20	4	4			
MARCH	27	28	29	1	2		5	5			
	5	**6	7	8	9	10	4	58	5	60	
	12	13	14	15	16		5	5			
	19	20	21	22	23		5	5			
	26	27	28	29	30		5	5			
APRIL	2	3	4	5	6	Spring Break Apr 2-6	0	0			
	9	10	11	12	13		5	5			
	16	17	18	19	20		5	5			
	23	24	25	26	27		5	5			
MAY	30	1	2	3	4		5	5			
	7	8	9	10	11		5	5			
	14	15	16	17	18	Late Start May 15	5	5			
	21	22	23	24	25		5	5			
JUNE	28	29	30	31	1	2	4	4			
	4	5	6	7	8	9	4	5			
	11	12	13	14	15	16	0	58	0	59	
							174	174	183	183	

* No Meetings or School-Sponsored Activities 6-8 PM

** No Meetings or School-Sponsored Activities after 6 PM-Caucus day to be determined in 2011 by legislature

	New Teacher Workshop -no school for students
	Staff Development Day -no school for students
	Evaluation and Planning Day -no school for students
	Late Start-professional development
	School not in session for Teachers or Students
	End of Term

	Student	Teacher
Term 1	58	64
Term 2	58	60
Term 3	58	59
Total	174	183
Comp.		2
Grand Total	174	185

2012-2013

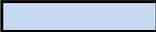
Student

Teacher

	M	T	W	R	F	
AUGUST	20	21	22	23	24	New staff
	27	28	29	30	31	In-service Aug 27-30
SEPTEMBER	3	4	5	6	7	Labor Day Sep 3
	10	*11	12	13	14	School begins Sep 4
	17	18	19	20	21	Primary election Sep 11
	24	25	26	27	28	
OCTOBER	1	2	3	4	5	Late Start Oct 2
	8	9	10	11	12	
	15	16	17	18	19	Education Convention Oct 18-19
	22	23	24	25	26	Staff Dev/Planning Oct 22
NOVEMBER	29	30	31	1	2	
	5	*6	7	8	9	Election Day Nov 6
	12	13	14	15	16	
	19	20	21	22	23	Thanksgiving Nov 22-23
	26	27	28	29	30	Eval/Planning Nov 30
DECEMBER	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	Winter Break Dec 21-Jan 1
	31	1	2	3	4	
JANUARY	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	Martin L. King, Jr. Day Jan 21
	28	29	30	31		Staff Dev/Planning Feb 1
FEBRUARY	4	5	6	7	8	Late Start Feb 5
	11	12	13	14	15	
	18	19	20	21	22	Presidents' Day Feb 18
	25	26	27	28	1	
MARCH	4	5	6	7	8	Eval/Planning Mar 6
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	Spring Break Mar 25-29
APRIL	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
MAY	29	30	1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	Late Start May 14
	20	21	22	23	24	
	27	28	29	30	31	Memorial Day May 27
JUNE	3	4	5	6	7	Last student day Jun 6
	10	11	12	13	14	Eval/Planning Jun 7

174 58 183 59

* No Meetings or School-Sponsored Activities 6-8 PM

	New Teacher Workshop -no school for students
	Staff Development Day -no school for students
	Evaluation and Planning Day -no school for students
	Late Start-professional development
	School not in session for Teachers or Students
	End of Term

	Student	Teacher
Term 1	58	64
Term 2	58	60
Term 3	58	59
Total	174	183
Comp.		2
Grand Total	174	185

174 185

899 Service Animals in the School District

I. PURPOSE

The purpose of this policy is to establish procedures for the use of service animals in Fridley School District, including school buildings, vehicles and other property.

II. GENERAL STATEMENT OF POLICY

Fridley Public Schools will comply with all state and federal laws, regulations and rules regarding the use of service animals by disabled staff or students under appropriate circumstances.

III. DEFINITION OF SERVICE ANIMAL

This policy applies to any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items. Service animals do not include wild animals, farm animals and rodents and animals whose sole function is to provide emotional support, comfort, therapy, companionship, therapeutic benefits, or to promote emotional well-being.

IV. PROCEDURES/REQUIREMENTS

Use of service animals by staff or students with a disability is subject to the following procedures and requirements:

- A. Staff members or parents must submit a request for the use of a service animal to the Director of Educational Services. Such request must identify and describe the need for the service animal as it relates to the staff member or student's disability and describe the manner in which the service animal will meet the individual's particular need(s) and provide a letter from their physician who is the health care provider regarding the need for a service animal.
- B. Requests for the use of service animals on School District property must, whenever possible, be made no less than three (3) weeks prior to the proposed use of the service animal. Under no circumstances may a service animal be on School District property without prior approval by the Director of Educational Services.

- C. As part of the School District's consideration of a request for the use of a service animal, the School District may require certain documentation, including, but not limited to:
1. documentation that the service animal is properly trained and licensed;
 2. certification of proper vaccinations verified by a veterinarian;
 3. documentation that the handler for the service animal is properly trained; and
 4. documentation of adequate liability insurance.
- D. The School District's review of a request for the use of a service animal may include consideration by a student's special education team and/or Section 504 team. Also, the School District may require a meeting with and/or additional information from the staff member or parent requesting the use of a service animal, including, but not limited to, documentation/consultation from the staff member's or student's health care provider.
- E. The use of a service animal on School District property may be subject to a plan which introduces the service animal to the school environment, any appropriate training for staff and students regarding interaction with the service animal, and other activities or conditions deemed necessary by the School District. The School District's approval of the use of a service animal on School District property is subject to periodic review, revision or revocation by the School District Administration.
- F. Service animals must wear proper identification and always be on a leash or other form of restraint mechanism. It is the responsibility of the staff person or student (parent) who uses a service animal pursuant to this Policy to be the certified handler, providing proper handling of the service animal. In the case that the certified handler will not be with the service animal at school, identified staff must be trained to give commands to the service animal. Any cost incurred to handle the service animal will be the responsibility of the staff person or parent of the student who uses the service animal.
- G. Service Animals will be allowed in school district transportation vehicles only when:
1. It has been determined through the IEP process that the service animal is a necessary part of a transportation accommodation;
 2. The inclusion of the service animal is documented on the Special Transportation Form;
 3. Parents/Guardians of each student riding the school district transportation vehicle have acknowledged in writing notification of the inclusion of the service animal; and

4. the service animal is under the control of a properly trained handler at all times including entering and exiting the vehicle.

H. The School District retains discretion to exclude or remove a service animal from its property if:

1. the animal is out of control and/or the animal's handler does not effectively control the animal's behavior;
2. the animal is not housebroken or the animal's presence or behavior fundamentally interferes in the functions of the School District; or
3. the animal poses a direct threat to the health or safety of others that cannot be eliminated by reasonable modifications.

V. LIABILITY

The staff member or student/parent is liable for any damage to School District or personal property and any injuries to individuals caused by their service animal. The staff member or student/parent who uses a service animal on School District property will hold the School District harmless and indemnify the School District from any such damages. Further, the staff member, student/parent will be required to submit a certificate of liability insurance covering the service animal and identifying the School District as an additional insured. The amount of required insurance coverage shall be determined by the School District

School Board Action:

Adopted March 17, 2009

Revised _____

**APPENDIX A FRIDLEY PUBLIC SCHOOLS
REQUEST APPROVAL FORM
FOR USE OF A SERVICE ANIMAL**

Date _____

Student Name _____

Staff Name _____

**Parent Name
(if applicable)** _____

Building _____

Identify and describe the need for the service animal as it relates to the staff or the student's disability and describe the manner in which the service animal will meet the individual's particular need(s).

Type of Service Animal:

Dog Other: _____

_____ Name of Animal

Letter from physician is attached

Documentation attached that the Service Animal is:

Properly trained and, if applicable, licensed

Properly and currently vaccinated

Under the control of a properly trained handler. Name of handler: _____

Covered by adequate liability insurance

**Submit request to Director of Educational Services
Annual Application Required**



APPENDIX B
FRIDLEY PUBLIC SCHOOLS
SERVICE ANIMAL REGISTRATION/AGREEMENT

Owner

Student (if applicable)

Type of Service Animal:

Dog Other: _____

Name of Animal

- Request Approval Form is attached
 Letter from physician is attached

Documentation attached that the Service Animal is:

- Properly trained and, if applicable, licensed
 Properly and currently vaccinated
 Under the control of a properly trained handler. Name of handler: _____
 Covered by adequate liability insurance

I have read and understand the School District's Service Animals Policy. I will abide by the terms of the Policy.

I understand that if my Service Animal is: out of control and/or the animal's handler does not effectively control the animal's behavior; not housebroken or the animal's presence or behavior fundamentally interferes in the functions of the School District; or, poses a direct threat to the health or safety of others that cannot be eliminated by reasonable modifications, the School District has the discretion to exclude or remove my Service Animal from its property.

I agree to be responsible for any and all damage to School District property, personal property, and any injuries to individuals caused by my Service Animal. I agree to indemnify, defend and hold harmless Fridley Public Schools from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my Service Animal.

OWNER

FRIDLEY PUBLIC SCHOOLS

Signature

Signature

Date: _____

Date: _____

Note: This Registration/Agreement is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or whenever a different Service Animal will be used.



511 Student Fundraising

I. Purpose

The purpose of this policy is to address student fundraising efforts.

II. General Statement of Policy

The School Board recognizes a desire and a need by some student organizations for fundraising. It is the policy of the school board that fundraising guidelines and restraint are appropriate to prevent fundraising activities from becoming too numerous and overly demanding on employees, students and the general public.

It shall be the responsibility of the building principal to approve and supervise fundraising activities that will result in a level of activity deemed acceptable by employees, parents and students. Fundraising must be conducted in a manner that will not result in embarrassment on the part of individual students, employees, or the school. All fundraising activities must be approved in advance by the administration. Students or staff who participate in non-approved activities will be considered in violation of school district policy and will be subject to discipline by the school principal.

The school district expects all students who participate in approved fundraising activities to represent the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to school activities.

III. Accounting Procedures

The school district will use [student activity accounting guidelines set forth in ~~student activities accounting procedures~~ Chapter 14 of the Uniform Financial Accounting and Reporting System manual](#) for school-sponsored fundraising events.

IV. Annual Report

The superintendent shall report to the School Board, at least annually, on the nature and scope of student fundraising activities approved pursuant to this policy.

Legal References:

Minn. Stat. 120.73 (Authorized Fees)

SCHOOL BOARD ACTION:

Adopted as Policy 8.503 March 19, 1986

Revised as Policy 511 June 18, 2002



705 Investment of School District Funds

I. PURPOSE

The purpose of this policy is to establish guidelines for the investment of all public funds of Fridley Public Schools.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to comply with all state laws relating to investments and to guarantee that investments meet certain primary criteria.

III. SCOPE

This policy applies to all financial assets of Fridley Public Schools. The School's funds are defined in the School's Annual Financial Report and include the General fund, Special Revenue funds, Debt Service funds, Capital Projects funds, ~~Enterprise funds~~ Internal Service Fund, Trust and Agency funds and any new funds created by the School, unless specifically exempted by the School Board through resolution. Investment income will be allocated to the various funds based on their respective participation and in accordance with generally accepted accounting principles.

IV. OBJECTIVES

The objective of this policy is to establish standards for governing the investment of the funds of the School District. These funds will be invested in accordance with this policy and Minnesota Statute 118A. All officials and employees that are part of the investment process shall seek to act responsibly as custodians of the public trust. Investment officials shall avoid any transaction that might impair public confidence in the School District. The primary criteria for the investment of the funds of the school district, in priority order, are as follows:

A. Safety of Principal

Investments of the School District shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. To attain this objective, diversification is required in order that losses on individual securities do not exceed the income within the entire portfolio.

B. Liquidity

The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable, and debt service.

C. Return on Investment

The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

V. STANDARD OF CONDUCT

A. Prudence

The prudent person standard shall be applied to the management of the portfolio. These standard states: “Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the expected income to be derived.” Investment officers acting in accordance with written procedures and this investment policy and exercising due diligence shall be relieved of personal responsibility for an individual security’s credit risk or market price changes, provided deviations from expectations are reported in a timely fashion and the liquidity and the sale of securities are carried out in accordance with the terms of this policy.

B. Ethics and Conflicts of Interest

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution of the investment program, or which could impair their ability to make impartial investment decisions. Further, no officer involved in the investment process shall have any interest in, or receive any compensation from, any investments in which the District is authorized to invest, or the sellers, sponsors or managers of those investments.

C. Delegation of Authority

The Director of Finance is designated as the Investment Officer of the school district and is responsible for investment decisions and activities. The Investment Officer shall operate the school district’s investment program consistent with this policy. The investment officer may delegate certain duties to a designee or designees, but shall remain responsible for the operation of the program. The Investment Officer shall maintain written administrative procedures, monitor diversification and risk as well as a system of controls to regulate the activities of subordinate officials.

D. Internal Controls

The Investment Officer is responsible for establishing and maintaining an internal control structure designed to ensure that the assets of the School are protected from loss, theft or misuse. The internal control structure shall be designed to provide reasonable assurance that these objectives are met. The concept of reasonable assurance recognizes that (1) the cost of a control should not exceed the benefits likely to be derived and (2) the valuation of costs and benefits requires estimates and judgments by management.

The Investment Officer shall establish a process for an annual independent review by an external auditor to assure compliance with policies and procedures. The internal controls shall address the following points: control of collusion, separation of transaction authority from accounting and record-keeping, custodial safekeeping, avoidance of bearer form securities, clear delegation of authority to subordinate staff members, and written confirmation of transactions for investments and wire transfers.

VI. QUALIFIED FINANCIAL INSTITUTIONS

The school district shall maintain a list of the financial institutions that are approved for investment purposes. Prior to completing an initial transaction with a broker, the school district shall provide to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the school district's account in accordance with these restrictions. The notification form to be used shall be that prepared by the State Auditor. A copy of this investment policy, including any amendments thereto, shall be provided to each such broker.

A. Depositories – Demand Deposits

1. Any financial institution selected by the District shall provide normal banking services, including, but not limited to: checking accounts, wire transfers and safekeeping services.
2. The District will not maintain funds in any financial institution that is not a member of the FDIC system. In addition, the District will not maintain funds in any institution that does not first agree to post required collateral for funds or purchase private insurance in excess of FDIC insurable limits and in amounts acceptable to the District.
3. To qualify as a depository, a financial institution must furnish the Treasurer with copies of the latest two statements of condition. While acting as a depository, a financial institution must continue to furnish such statements to the Treasurer within 45 days of the end of each quarter.

4. Fees for banking services shall be mutually agreed to by an authorized representative of the depository bank and the Treasurer on an annual basis. Fees for services shall be substantiated by a monthly account analysis.
5. All financial institutions acting as a depository for the District must enter into a “Depository Agreement.”

B. Banks and Savings and Loans – Certificates of Deposit

Any financial institution selected to be eligible for the District’s competitive certificate of deposit purchase program must:

1. Provide wire transfer and certificate of deposit safekeeping services.
2. Be a member of FDIC system and be willing and capable of posting collateral or private insurance for funds in excess of FDIC insurable limits and in amounts required by the District.
3. Meet at all times the financial criteria as established in the investment procedures of the District.

C. Intermediaries

Any financial intermediary selected to be eligible for the District’s competitive investment program must:

1. Provide wire transfer and deposit safekeeping services.
2. Be a member of a recognized U.S. Securities and Exchange Commission Self Regulatory Organization such as the New York Stock Exchange, National Association of Securities Dealers, Municipal Securities Rule Making Board, etc.
3. Provide an annual audit upon request.
4. Maintain an office within the State of Minnesota and be licensed to conduct business in this State.
5. Be familiar with the Board of Education’s policy and accept financial responsibility for any investment not appropriate according to this policy.

VII. SAFEKEEPING AND COLLATERALIZATION

- A. All investment securities purchased by the school district shall be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any federal reserve bank, its branch office, or a securities broker-dealer defined in Minn. Stat. 118A.06. The institution or dealer shall issue a safekeeping receipt to the school

district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.

- B. Deposit-type securities shall be collateralized as required by Minn. Stat. 118A.03 for any amount exceeding FDIC, SAIF, BIF, FCUA, or other federal deposit coverage.
- C. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The school district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than \$1,000,000.

VIII. INVESTMENT INSTRUMENTS

The District may invest in any type of security allowed by Minnesota Statutes as may be amended from time to time. The District has chosen to limit its allowable investments to those instruments listed below:

- A. Bonds, notes, certificates of indebtedness, treasury bills or other securities now or hereafter issued by the United States of America, its agencies and allowable instrumentalities.
- B. Interest bearing savings accounts, interest bearing certificates of deposit or interest bearing time deposits, or any other investments constituting direct obligations of any bank.
- C. Certificates of deposit with federally insured institutions that are collateralized or insured in excess of the ~~\$100,000~~250,000 provided by the FDIC limit.
- D. Collateralized repurchase agreements which conform to the requirements stated in 118A.05 subd. 2 of the statutes.
- E. Commercial paper meeting the following requirements:
 - 1. The corporation must be organized in the United States or be a Canadian subsidiary.
 - 2. The corporation's assets must exceed \$500,000,000.
 - 3. The obligations at the time of purchase must be rated at the highest classifications by at least two of the four nationally recognized rating services. (Standard and Poor's, Duff and Phelps's, Moody's, and Fitch Investor's Service.)
 - 4. The obligations cannot have a maturity longer than 270 days.

5. Not more than 33% of the total investment fund can be invested in commercial paper at any time.
 6. The total investment in any one corporation cannot exceed 10% of the corporation's outstanding obligations.
 7. The total investment in any one corporation cannot be more than \$20 million.
- F. Investments may be made only in those savings banks or savings and loan associations the shares, or investment certificates of which are insured by the FDIC.
- G. Investment products that are considered as derivatives are specifically excluded from approved investments.

IX. DIVERSIFICATION – MATURITIES

The investments shall be diversified by:

- A. Limiting investments to avoid over concentration in securities from a specific issuer or business sector (excluding U.S. Treasury securities.)
- B. Limiting investment in securities that have higher credit risks.
- C. Investing in securities with varying maturities.
- D. Continuously investing a portion of the portfolio in readily available funds to ensure that appropriate liquidity is maintained in order to meet ongoing obligations.
- E. Investment maturities shall be scheduled to coincide with projected school district cash flows needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues.

SCHOOL BOARD ACTION:

Adopted as Policy 705 March 21, 2006



Fridley School District
6000 West Moore Lake Drive
Fridley, Minnesota 55432
Phone: 763-502-5009
Fax: 763-502-5040
Duane.knealing@fridley.k12.mn.us

Duane Knealing
Director of Building, Grounds, Transportation

To: Dr. Flathmann, Superintendent

From: Duane Knealing

Subject: Fire Marshal Order Projects

In order to complete the fire marshal orders from the March 2009 inspection, we will need to advertise for bids for the remainder of the remediation of the Fridley High School and Fridley Middle School. The major High School projects include the fire sprinkling of the Industrial Tech wing, kitchen and lower level storage areas in the gym, door and exit code issues, the demolition of the green house, code compliant exhaust of the kiln room, and to reprogram the fire alarm. The Middle School projects include the elimination of the non code compliant corridor at the cafeteria, and the addition of a code compliant exit from the girls' locker room. I am asking for school board approval at the January school board meeting to advertise for the projects and I will bring to the school board at a later meeting the tabulation of the bidders. This timeline is needed to finish the specifications and plans for the project, and to approve contractors so the work can be completed this coming summer. The budget for the entire project is \$250,000 and will be paid for out of the district health and safety levy.

C: R. Manders, I. Oftedahl

M E M O R A N D U M

TO: Fridley School Board

FROM: Peggy Flathmann

DATE: January 19, 2010

SUBJECT: Revised 2009-10 Budget Assumptions

Changes are slightly grayed and italicized

R E V E N U E

#	TOPIC	DETAIL	WHO's RESPO																																																																																																																							
1	TAXES	Taxes are as per the December 2008 certified levy, payable 2009.	RM																																																																																																																							
2	ENROLLMENTS	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">GRADES</th> <th style="width: 30%;">2009-10 ADOPTED</th> <th style="width: 30%;">2009-10 REVISED</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">HK</td> <td style="text-align: center;">15</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">K</td> <td style="text-align: center;">190</td> <td style="text-align: center;">190</td> </tr> <tr> <td style="text-align: center;">1-3</td> <td style="text-align: center;">623</td> <td style="text-align: center;">623</td> </tr> <tr> <td style="text-align: center;">4-6</td> <td style="text-align: center;">548</td> <td style="text-align: center;">548</td> </tr> <tr> <td style="text-align: center;">7-12</td> <td style="text-align: center;">1297</td> <td style="text-align: center;">1297</td> </tr> <tr> <td style="text-align: center;">TOTAL</td> <td style="text-align: center;">2673</td> <td style="text-align: center;">2673</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="7" style="text-align: center;">2009-10 REVISED ENROLLMENT</th> </tr> <tr> <th style="width: 20%;">SCHOOL</th> <th style="width: 5%;">E</th> <th style="width: 10%;">K</th> <th style="width: 10%;">1-3</th> <th style="width: 10%;">4-6</th> <th style="width: 10%;">7-12</th> <th style="width: 10%;">Total</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">HAYES</td> <td></td> <td style="text-align: center;">100</td> <td style="text-align: center;">306</td> <td style="text-align: center;">76</td> <td></td> <td style="text-align: center;">482</td> </tr> <tr> <td style="text-align: center;">STEVENSON</td> <td></td> <td style="text-align: center;">105</td> <td style="text-align: center;">317</td> <td style="text-align: center;">88</td> <td></td> <td style="text-align: center;">510</td> </tr> <tr> <td style="text-align: center;">MIDDLE SCHOOL</td> <td></td> <td></td> <td></td> <td style="text-align: center;">384</td> <td style="text-align: center;">402</td> <td style="text-align: center;">786</td> </tr> <tr> <td style="text-align: center;">HIGH SCHOOL</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">895</td> <td style="text-align: center;">895</td> </tr> <tr> <td style="text-align: center;">Subtotal</td> <td></td> <td style="text-align: center;">205</td> <td style="text-align: center;">623</td> <td style="text-align: center;">548</td> <td style="text-align: center;">1297</td> <td style="text-align: center;">2673</td> </tr> <tr> <td style="text-align: center;">TRANSITION</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">15</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">HS ALC</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">70</td> <td style="text-align: center;">70</td> </tr> <tr> <td style="text-align: center;">MS ALC</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">8</td> <td style="text-align: center;">8</td> </tr> <tr> <td style="text-align: center;">TUITION</td> <td></td> <td></td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">17</td> <td style="text-align: center;">20</td> </tr> <tr> <td style="text-align: center;">TARGETED</td> <td></td> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">EARLY CHILDHOOD</td> <td style="text-align: center;">18</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">18</td> </tr> <tr> <td style="text-align: center;">TOTAL</td> <td style="text-align: center;">18</td> <td style="text-align: center;">205</td> <td style="text-align: center;">626</td> <td style="text-align: center;">550</td> <td style="text-align: center;">1409</td> <td style="text-align: center;">2808</td> </tr> </tbody> </table>	GRADES	2009-10 ADOPTED	2009-10 REVISED	HK	15	15	K	190	190	1-3	623	623	4-6	548	548	7-12	1297	1297	TOTAL	2673	2673	2009-10 REVISED ENROLLMENT							SCHOOL	E	K	1-3	4-6	7-12	Total	HAYES		100	306	76		482	STEVENSON		105	317	88		510	MIDDLE SCHOOL				384	402	786	HIGH SCHOOL					895	895	Subtotal		205	623	548	1297	2673	TRANSITION					15	15	HS ALC					70	70	MS ALC					8	8	TUITION			2	1	17	20	TARGETED			1	1	2	4	EARLY CHILDHOOD	18					18	TOTAL	18	205	626	550	1409	2808	PF
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#	TOPIC	DETAIL				WHO'S RESPO		
		SPECIAL EDUCATION						
		RESIDENTS SERVED OUT OF DISTRICT		NON-RESIDENTS SERVED IN DISTRICT				
		GRADE	2009-10 Adopted	2009-2010 Revised	2009-10 Adopted		2009-2010 Revised	
		EC	8	8	5		5	
		HK	2	2	2		2	
		E	27	27	41		41	
		S	34	34	75		75	
		TOTAL	71	71	123		123	
		OTHER ENROLLMENT						
		PROGRAM	2009-10 Adopted		2009-10 Revised			
		EXTENDED TIME	36		30			
		LEP	282		255			
		PUPIL RANGE	pupil weighting	2009-10 Adopted				
		ECSE	1.25	25.00			22.50	
		K – HANDICAPPED	1	16.00			15.00	
		K	0.612	125.46			116.28	
		1-3	1.115	694.65			697.99	
		4-6	1.06	580.88			583.00	
		7-12	1.3	1,855.10			1,831.70	
		TOTAL (Excluding Extended Time & LEP)		3,297.09	3,266.47			
3	GER AND LDR	The General Education Revenue (GER) amount per pupil unit will be \$4714 , a -8% decrease over FY09, which will be supplemented by federal stimulus funding (ARRA). See Federal Aids below for more information on ARRA. Most of the GER (state aid) is for the general operation of the school district. <i>The 2% designation by the State for Staff Development is repealed for FY10 and FY11.</i>				RM		
	EXTENDED TIME	Extended Time Funding will be \$4601 .						

#	TOPIC	DETAIL	WHO'S RESPO
4	BASIC SKILLS REVENUE	<p>Basic Skills Revenue: Basic Skills revenue includes the former compensatory, Limited English Proficiency (LEP), and LEP concentration. While these revenues are combined into a single category, the total revenue is based on existing formulas for the individual components. The components are:</p> <p>Compensatory Revenue. School sites where pupils eligible for free and reduced priced lunches attend receive Compensatory Revenue based on the number of eligible pupils at the site on October 1 of the prior year. Compensatory Revenue increases as the percent of free and reduced price pupils at a particular</p> <p>Limited English Proficiency. Districts receive LEP revenue based on the cost of providing services to students with limited proficiency in English for their first five years of enrollment in Minnesota public schools. In addition, a per pupil amount is provided to districts with concentrations of LEP students. The per pupil funding increases as the concentration increases (though the concentration percentage is capped). The per pupil funding will remain the same for 2009-2010. The enrollment projection for ELL students will be 282.</p>	RM
5	ALTERNATIVE COMPENSATION	ALTERNATIVE COMPENSATION. For FY 2010, there will be no changes to the funding allocation for Alternative Compensation Pay.	RM
6	OPERATING REFERENDUM	Operating Referendum monies in the General Fund will equal \$997.07 per Residential Pupil Unit. Additional Referendum monies are allocated for All Day Kindergarten, FCC building costs, PYP and Gifted/Talented.	RM
7	OPEB BONDING	OPEB (Other Post Employment Benefits) levy revenue will be used to establish a revocable trust that will be used to pay OPEB on behalf of retired employees. The trust will be held by MN Trust and managed by PMA.	RM
8	OTHER STATE CATEGORICAL AIDS	<p>Other state categorical aids will be as follows:</p> <p>Special Education Revenue</p> <p>Special Education Revenue in 2009-10 is calculated by taking the current year's special education expenditures. Assuming a state average 4.5% annual increase in special education costs and a state average 7.8% annual increase in special transportation costs. However, Special Education aid is capped, so that if the total district entitlement for Special Education aid is greater than the cap, the amount each district would receive is prorated. For 2009-10, the statewide adjustment/proration factors are projected to be 88%.</p>	RM

#	TOPIC	DETAIL	WHO'S RESPO
		<p style="text-align: center;">Base Year Revenue Includes:</p> <ul style="list-style-type: none"> Ø 68% of the salaries of teachers, persons providing related services to students and support service staff providing direct services to students. Ø 47% of supplies, materials and equipment up to \$47 per student. Ø 52% of the difference between the general education basic allowance and the cost to a resident district for special education services provided by contract with agencies other than school districts. Ø Funding for summer programs in categories listed above. <p style="text-align: center;">Special Education Excess Cost Aid</p> <p>If a district's special education cost per pupil unit that is not reimbursed by the special education formula is greater than 4.36% of the district's general revenue (which for the purpose of excess cost aid includes general education revenue plus referendum revenue per pupil unit minus operating capital and transportation sparsity revenue), a district will receive special education excess cost aid equal to 75% of the amount of the un-reimbursed cost minus 4.36% of the district' general revenue. However, excess cost aid is capped, so that if the total district entitlement for excess cost aid is greater than the cap, the amount each district would receive is prorated.</p>	
9	FEDERAL AIDS	Federal aids equal federal expenditures <i>and include: all Title programs, Federal Special Education, American Reinvestment and Recovery Act (ARRA).</i>	RM
10	RESALE ITEMS	Items for resale revenues equal items for resale expenditures	RM
11	ATHLETIC FEES	HS athletic fees will remain the same as the prior year at \$145 and MS activity fees will remain the same at \$85 for FY 2010.	RM
12	SPECIAL PROGRAMS	Special program revenues equal special program expenditures <i>and include local grants ie., SHIP, and ACCFC.</i>	RM
13	INTEREST	Interest revenue is based on a rate of 1.25% and \$5 million will be borrowed for cash flow purposes. Cost of issuance and interest expense is at a combined rate of 1.40%. State aid payments for school districts was reduced from 90% current and 10% final in FY 2009 to <i>73% current and 27% final</i> in FY 2010.	RM
14	FOOD SERVICE	Food service revenues will exceed food service expenditures by \$17,000.	RM

#	TOPIC	DETAIL	WHO'S RESPO
15	OPERATING CAPITAL	Operating capital revenue is available for repair and betterment of facilities, acquisition of land, purchase or lease of equipment, and purchase of books. Operating capital revenue is based on the two former components of a capital expenditure funding formula—facilities revenue and equipment revenue. The facilities component of the formula generates revenue of \$100 per pupil unit plus a weighting for the average age of the district's buildings. The equipment formula is \$73 per pupil unit. The total will be \$215.85 PPU.	RM
16	DEBT SERVICE FUND	Debt Service Fund revenues provides payment of the debt service.	RM
17	ALC FUNDING	All realized expenditures for ALC and extended year shall be included in the 90% average GER per pupil unit allocation revenue, based on state calculation. The ALC calculation is an amount equal to at least 90% of the district's average General Education Revenue minus .0485 times the formula allowance (without the Basic Skills, transportation sparsity, or transportation transition portions) per pupil unit times the number of pupil units attending an area learning program.	RM/RS
18	MA REIMBURSEMENT	The district will be pursuing federal reimbursement monies for medical assistance (MA) for eligible special education students receiving eligible services. These funds will be used to reimburse general education funds spent for special education.	IO/CL
19	UNEMPLOYMENT & LEASE LEVY	Building Lease Levies and Unemployment Levies are for 100% of cost.	RM

EXPENDITURES

#	TOPIC	DETAIL	WHO'S RESPO	
1	CLASS SIZE	Class size student/teacher range/average guidelines are as follows:	PF	
		GRADES		PREFERRED STUDENT TEACHER RATIO
		K		Range 20-24
		1-2		Range 21-25
		3-4		Range 24-28
		5-8		Range 30-34
		9-12	Range 31-35	

#	TOPIC	DETAIL					WHO'S RESPO
2	+/- STAFFING	Addition/reduction of instructional staff to be hired according to enrollment is as follows:					PF/IO
		Pupil Range	Certified Staff	Paraprofessionals	Custodians	Clerical/ Individual Contracts	
		K	0	0	0	0	
		1-2	-1	0	0	0	
		3-4	-1	0	0	0	
		Specialists	0	0	0	0	
		5-8	0	0	0	0	
		9-12	-1	0	0	0	
		ALC	0	0	0	0	
		ELL	1	0	0	0	
		Special Education	-1	-1.5	0	0	
		Q-Comp Teachers	delete	0	0	0	
TOTAL	-4.00 FTE	-1.5 hours/day	0	0			
3	NEW HIRE COSTS	Salaries for unsettled contracts will be revised when contracts have settled.					RM
		Expense	Teacher BA+20 Step 6	Clerical B22 Step 3	Custodian Step 5	Para Step 4	
		Salary	\$42,120	\$35,651	\$33,966	\$19,672	
		Health Insurance	\$7,686	\$7,686	\$7,686	\$7,686	
		LTD	\$0	\$0	\$0	\$0	
		Life Insurance	\$75	\$75	\$50	\$37	
		Dental Insurance	\$534	\$534	\$534	\$534	
		FICA 7.65%	\$3,222	\$2,727	\$2,598	\$1,505	
		TRA 5.5% PERA 6.875%	\$2,317	\$2,451	\$2,335	\$1,352	
TOTAL	\$55,954	\$49,124	\$47,170	\$30,786			
4	% INCREASE SALARY & FRINGE	Salaries and fringe benefits are actual amounts for settled contracts for the classified employee groups and individual contracts. Unsettled contracts for teachers, individuals, and principals will include steps and lanes only.					PF
5	GAS	Gas costs will decrease 7.2% over FY 09 costs and electricity will remain flat with a 0% increase. The efficiencies of the JCI project and our hedging strategy with U.S. Energy are the main contributing factors for these decreases.					RM/DK

#	TOPIC	DETAIL				WHO'S RESPO
6	INSTRUCTIONAL BUDGET	Instructional budgets are allocated based on ADM's by site and the prior two year budget history for FY 07 and FY 08.				RM
		SCHOOL	ORIG ALLOCATION	REDUCTIONS	BUDGET	
		Hayes	\$34,577	0	\$34,577	
		Stevenson	\$36,290	0	\$36,290	
		Middle School	\$82,944	(\$25,000)	\$57,944	
		High School	\$96,211	(\$31,200)	\$65,011	
		Athletics	\$220,900	(\$21,000)	\$199,900	
ALC	\$22,100	(\$5,050)	\$17,050			
7	CURRICULUM	Curriculum materials are budgeted in Operating Capital monies in the amount of \$50,000.				IO
8	XEROX	Instructional xerographic machine allocations are automatically withdrawn from capital budgets.				RM
		SCHOOL	SUPPLIES	LEASE	AMOUNT	
		Hayes	\$756	\$18,502	\$19,258	
		Stevenson	\$408	\$19,146	\$19,554	
		Middle School	\$1,920	\$30,020	\$31,940	
		High School	\$2,890	\$29,141	\$32,031	
District	\$4,031	\$9,539	\$13,570			
9	CONTINGENCY	The General Fund contingency account is budgeted at \$25,000.				PF
10	MISC.	Miscellaneous expenditures will remain stable.				RM
11	PURCHASED SERVICES	Purchased services and supplies will remain stable. The special education tuition budget is computed amount.				RM
12	FOOD SERVICE	There will be an increase in student type A lunch prices of \$.05. Milk prices will remain the same as the prior year.				RM/DS
13	RESALE	Items for resale expenditures equal items for resale revenues.				RM
14	SPECIAL PROGRAMS	Special program expenditures equal special program revenues. This includes Q Comp.				RM
15	SE EXTENDED SCHOOL YEAR	Extended school year offerings for 2009 and 2010 will be for Special Education programs and preschool disabled.				CL
16	PUPIL TRANS.	The Pupil Transportation contract for regular bussing will be increased by 4.5% and Special Education busing by 4%. This is the second year of our two year contract with Voigt's Fridley Bus Company.				RM/DK

#	TOPIC	DETAIL				WHO'S RESPO
17	DEBT SERVICE FUND	Expenditures in the Debt Service Fund are as per payment schedule.				RM
18	CAPITAL BUDGET	Capital Budgets will remain the same as the prior year.				PF/RM
		SCHOOL	ORIG ALLOC	REDUCTIONS	BUDGET	
		Hayes	\$32,000	0	\$32,000	
		Stevenson	\$32,000	0	\$32,000	
		Middle School	\$74,000	(\$21,785)	\$52,215	
		High School	\$81,000	(\$71,000)	\$71,000	
		Athletics	\$6,100	(\$1,000)	\$5,100	
		FCC	\$5,000	0	\$5,000	
ALC	\$7,500	(\$4,500)	\$3,000			
19	HEALTH & SAFETY	Health and Safety items are as approved by the State Department of Education.				RM/DK
20	SEVERANCE - RETIRING	The assumptions for severance pay are 6 teachers retiring and one administrator. 403b matching programs are as per contract settlements.				RM
21	RETIREMENT BENEFITS	Retirement insurance benefits are computed in compliance with settled employee contracts.				RM
22	PSEO	Post-secondary education options (PSEO) student aid is paid directly to the colleges by the Department of Education.				RM
23	TESTING	District-wide testing is approximately \$15,000.				IO
24	STAFF DEVELOPMENT	The district will allocate an amount equal to 2% of basic general education for staff development, which is estimated at \$413,140 for FY 2009-2010, even though this reserve has been repealed for this biennium.				PF/RM
		BUILDING	# STAFF	SITE ALLOCATION	TOTAL ALLOCATION	
		Hayes	56	\$5,374	\$33,014	
		Stevenson	59	\$5,662	\$34,783	
		MS	96	\$9,213	\$56,596	
		HS	89	\$8,541	\$52,469	
		ALC	10	\$960	\$5,895	
		Athletics	20	\$2,000	\$2,000	
		District	37	\$3,551	\$21,813	
TOTAL	367	\$35,301	\$206,570			
25	BUILDING FUND	Building Fund expenditures are estimated based on bid openings and scheduled progress and completion estimates.				RM/DK

#	TOPIC	DETAIL	WHO'S RESPO
26	HEALTH AND DENTAL	Health insurance premiums will increase by 15% and the self-funded dental insurance premiums will remain the same as the prior year with a 0% increase.	RM
27	ALTERNATIVE COMPENSATION	Alternative Compensation expenses will exceed Alternative Compensation revenues.	RM

For Approval on 01/19/10

Actual
Balance
July 1

**FRIDLEY PUBLIC SCHOOLS
REVISED BUDGET**

Projected
Balance
June 30,

<u>Fund</u>	<u>2009</u>	<u>Revenues</u>	<u>Expenditures</u>	<u>Reserve Buildup/(Usage)</u>	<u>2010</u>
General					
Unreserved	546,802	34,204,141	33,808,044	396,097	942,899
Reserved					
Health and Safety	(231,829)	294,879	300,000	(5,121)	(236,950)
Learning & Development	0	593,462	593,462	0	(0)
Basic Skills	(0)	2,200,702	2,200,702	(0)	(0)
Operating Capital	376,143	711,975	750,000	(38,025)	338,118
Safe Schools	0	93,413	93,413	0	0
Deferred Maintenance	49,491	203,664	203,664	0	49,491
Gifted & Talented	37,514	39,198	39,198	(0)	37,514
Staff Development	(0)	63,984	63,984	0	(0)
Total Reserved	<u>231,319</u>	<u>4,201,277</u>	<u>4,244,423</u>	<u>(43,146)</u>	<u>188,172</u>
Total General	<u>778,121</u>	<u>38,405,418</u>	<u>38,052,467</u>	<u>352,951</u>	<u>1,131,071</u>
Food Service	157,936	1,498,604	1,591,217	(92,613)	65,323
Community Services					
Unreserved	(23,378)	0	0	0	(23,378)
Reserved	0				0
Community Education	1,022	2,030,831	2,078,947	(48,116)	(47,094)
Early Childhood Family Education	8,584	0	0	0	8,584
Learning Readiness	8,620	0	0	0	8,620
Total Reserved	<u>18,226</u>	<u>2,030,831</u>	<u>2,078,947</u>	<u>(48,116)</u>	<u>(29,890)</u>
Total Community Services	<u>(5,152)</u>	<u>2,030,831</u>	<u>2,078,947</u>	<u>(48,116)</u>	<u>(53,268)</u>
Building Construction	402,022	821,820	821,820	0	402,022
Alt. Facilities	15,980	15,000	104,067	(89,067)	(73,087)
Debt Service	259,455	2,276,798	2,162,794	114,004	373,459
<i>Post-Employment Benefits Debt Service</i>	<i>0</i>	<i>160,357</i>	<i>160,357</i>	<i>0</i>	<i>0</i>
<i>Internal Service Fund</i>	<i>639,206</i>	<i>315,000</i>	<i>595,000</i>	<i>(280,000)</i>	<i>359,206</i>
<i>Post-Employment Benefits Revocable Trust</i>	<i>0</i>	<i>5,976,822</i>	<i>911,158</i>	<i>5,065,664</i>	<i>5,065,664</i>
Total of All Funds	<u>2,247,568</u>	<u>45,363,471</u>	<u>45,406,312</u>	<u>(42,842)</u>	<u>2,204,726</u>

2010-11 BUDGET TIMELINE			PRIMARY RESPONSIBILITY
DATE	TASK	AREA	
1/19/2010	Enrollment Projections	K-12	Peggy Flathmann
		Targeted Services	Peggy Flathmann
		ALC - ADM	Peggy Flathmann
		OE/NRA Enrollments	Peggy Flathmann
		Magnet School Students	Peggy Flathmann
		Private Students	Peggy Flathmann
		Special Education	Cathy Lombard
		ECSE	Cathy Lombard
1/19/2010	Begin Staffing Discussions		Peggy Flathmann
1/31/2010	Preliminary Assumptions		Rochel Manders
2/12/2010	High School/Middle School Registration Completed		Dave Webb and Margaret Leibfried
2/19/2010	Preliminary Staffing Meeting with Elementary and Secondary		Peggy Flathmann
3/10/2010	Review Preliminary Assumptions with Admin Team		Peggy Flathmann
3/26/2010	Capital and Instructional Budgets Distributed		Rochel Manders
		Building Capital Budget	Principals
		Instructional Budgets	Principals
		Special Programs	Peggy Flathmann
		Transportation	Duane Knealing
		District Capital	Duane Knealing
		Technology	Imina Oftedahl
		Testing Budget	Imina Oftedahl
		Curriculum Materials Budget	Imina Oftedahl
		Activities/Athletics	Dan Roff
		Building Staff Development Budgets	Principals
		Block Grant Budgets	Cathy Lombard
		District Staff Development Budgets	Imina Oftedahl
		Special Education	Cathy Lombard
3/26/2010	Staffing Meeting Completed		Imina Oftedahl
4/20/2010	Board Approves Preliminary Assumptions		
4/30/2010	Capital and Instructional Budgets Due		Rochel Manders, et al.
5/18/2010	Preliminary Budget Reviewed		Rochel Manders
6/15/2010	Board Approves Adopted Assumptions and Budget		Rochel Manders
11/15/2010	Revised Enrollments		
		K-12	Peggy Flathmann
		Targeted Services ADM	Peggy Flathmann
		ALC - ADM	Peggy Flathmann
		OE/NRA Enrollments	Peggy Flathmann
		Magnet School Students	Peggy Flathmann
		Private Students	Peggy Flathmann
		Special Education	Cathy Lombard
		ECSE	Cathy Lombard
11/15/2010	Start discussions on Budget Amendments		Rochel Manders
1/18/2011	Board Approves Revised Budget		Rochel Manders

FRIDLEY BENEFIT OUTSOURCING OPTIONS

ITEM	FLEX SPENDING ACCOUNT	COBRA	RETIREE INSURANCE	FMLA	W/C	LTD INSURANCE	LIFE INSURANCE
Description	Administration of the medical and dependent care expense reimbursement plan for current ee's	Administration of insurance extension benefits for terminated ee's for medical, dental, life and flex plan	Coordination of payments from retirees continuing on the District's medical, dental and life insurance	Administration of the Family Medical Leave Act including compliance	External administration of workers comp including getting ee's back to work and accompanying ee's to doctor visits	Long Term Disability insurance administration	Life insurance administration
Current Provider	in house	in house	in house	in house	HealthPartners	in house	in house
Potential Provider	Genesis	Genesis	Genesis	HealthPartners	N/A	HealthPartners	HealthPartners
Cost of Outsourcing	Green Option: \$3.50 ppm (\$1.00 for VEBA part) plus .75 ppm for debit cards. Assuming 60 parts \$3,060 annually plus a one time fee of \$5 pp for debit cards of \$300 *	Option B: \$16/event plus \$7.50 ppm plus an annual fee of \$150. Assuming 6 parts \$786 annually plus a one time set up fee of \$300. Genesis keeps a 2% admin fee charged to parts **	\$5.00 ppm plus an annual fee of \$100. Assuming 60 retirees \$3,600 annually plus a one time set up fee of \$150 **	\$1.00/elig ee/mo. Assuming 400 elig ee's \$4,800 annually	\$6,100 annually	TBD	TBD
Recommendation for Outsourcing	YES	YES	YES	YES	continue	NO	NO
Timeline of Transfer	July 1, 2010	immediately	July 1, 2010	immediately	N/A	N/A	N/A

* minimum monthly fee of \$125 excluding debit card fees

** minimum monthly fee of \$40

Implementation Team:	
Vendor Agreements	Rochel
Information Transfer	Matt
Empl Communications	Imina
Internal Contact	Carol



Potential Additional Aid Payment Delays

Late last week, we began hearing that the State of Minnesota is considering a further delay in state aid payments to some school districts – on top of the 73% shift already implemented. This delay would be based on a little-known statute that has existed since 1986 but has never been implemented. A copy of the statute (section 127A.46) is attached.

This statute allows the State to delay school aid payments if the State is expecting their own cash flow shortfall. The maximum amount of payments that can be delayed for each district is determined by a formula that takes into account the fund balances and cash balances in the district's operating funds at the end of the previous fiscal year. If your district's total operating fund balance was less than \$350 per pupil unit, the State is not permitted to delay your aid payments under this statute. If your fund balance exceeded that threshold, the delayed payments could be substantial.

Following are a few more details of the potential payment delays.

1. **It is possible that the State will not implement this statute this year.** MDE officials told us this is one of several solutions the State is considering to mitigate a State cash flow shortfall expected this spring. (We will certainly argue that it would be less costly and disruptive for the State to pursue its own short-term borrowing than to plunge hundreds of school districts into sudden cash flow shortfalls.)
2. No new legislation is needed to implement these provisions; the law is already on the books.
3. If the statute is implemented, it appears that payment delays may begin with the March 15 payment.
4. This would be a relatively short-term payment delay. The statute requires that the delayed payments be repaid no later than the June 20 payment.

The State has provided us with a very detailed spreadsheet that estimates the **MAXIMUM** payment delay for each district. By their estimates, delays would be allowed for 296 of 341 districts, and the state total of the maximum amounts for all districts is over \$943 million. MDE officials have told us the actual delay amounts will be based on the State's cash flow projections, and are likely to be much less than the maximum amounts.

While we don't want to flood all of your inboxes with a very large spreadsheet, we would be happy to send you a copy of the estimates for your district. If you would like a copy, send a request by e-mail to the following address: mnschools@ehlers-inc.com and one of our financial advisors will send you the information.

We certainly realize that implementation of this statute could cause sudden and serious cash flow shortfalls for many districts. We will keep you posted as we learn more about the State's plans. And if the statute is implemented, we will do our best to provide districts with options to borrow the cash need to meet obligations. In the meantime, we have a few suggestions.

1. Keep more of your cash liquid or in shorter-term investments than you normally would, to limit the possibility of losses due to the need to sell investments prior to their scheduled maturities.
2. Fine tune your cash flow projections, so that you can quickly determine the impact of any delays as soon as they are announced. Updated cash flow projections will be a key if you need to do short-term borrowing.

As always, feel free to contact us if you have questions or would like to discuss your options.

127A.46 CHANGE IN PAYMENT OF AIDS AND CREDITS.

If the commissioner of management and budget determines that modifications in the payment schedule would reduce the need for state short-term borrowing, the commissioner shall modify payments to districts according to this section. The modifications must begin no sooner than September 1 of each fiscal year, and must remain in effect until no later than May 30 of that same fiscal year. In calculating the payment to a district pursuant to section [127A.45, subdivision 3](#), the commissioner may subtract the sum specified in that subdivision, plus an additional amount no greater than the following:

- (1) the net cash balance in each of the district's operating funds on June 30 of the preceding fiscal year; minus
- (2) the product of \$150 times the number of resident pupil units in the preceding fiscal year; minus
- (3) the amount of payments made by the county treasurer during the preceding fiscal year, pursuant to section [276.11](#), which is considered revenue for the current school year. However, no additional amount shall be subtracted if the total of the net unappropriated fund balances in the district's four operating funds on June 30 of the preceding fiscal year, is less than the product of \$350 times the number of resident pupil units in the preceding fiscal year. The net cash balance must include all cash and investments, less certificates of indebtedness outstanding, and orders not paid for want of funds.

A district may appeal the payment schedule established by this section according to the procedures established in section [127A.45, subdivision 4](#).

History:

[1Sp1986 c 1 art 5 s 9](#); [1987 c 398 art 6 s 17](#); [1994 c 587 art 7 s 3](#); [1Sp1995 c 3 art 16 s 13](#); [1998 c 397 art 4 s 38,51](#); art 11 s 3; [2009 c 101 art 2 s 109](#)

11/1/09 to 11/30/09

Activity Statement

Investment Portfolio

As of 11/30/09

Current Portfolio

Desk	Trans	Trade	Settlement	Maturity	Provider/Instrument Name	Face Amount	Cost	Rate	Market Value
MMA	137857	7/9/09	11/30/09		MN Trust Investment Shares Portfolio	\$505,099.41	\$505,099.41	0.236	\$505,099.41
CD	137858	7/9/09	7/9/09	6/15/10	PRIVATE BANK - MI	\$249,916.40	\$247,100.00	1.220	\$247,100.00
CD	137859	7/9/09	7/9/09	6/15/10	STATE BANK OF INDIA (CA)	\$163,462.98	\$162,100.00	0.900	\$162,100.00
CD	137860	7/9/09	7/9/09	6/15/10	CATHAY BANK	\$249,910.85	\$247,600.00	0.999	\$247,600.00
CD	137861	7/9/09	7/9/09	6/15/10	M&I BANK FSB	\$249,967.85	\$247,700.00	0.980	\$247,700.00
CD	137862	7/9/09	7/9/09	6/15/10	SOUTHWEST BANK, AN M&I BANK	\$249,967.85	\$247,700.00	0.980	\$247,700.00
CD	137863	7/9/09	7/9/09	6/15/10	FIFTH THIRD BANK	\$100,822.14	\$100,000.00	0.880	\$100,000.00
CD	137853	7/9/09	7/9/09	6/15/10	ORRSTOWN BANK	\$249,536.30	\$247,800.00	0.750	\$247,800.00
CD	137854	7/9/09	7/9/09	6/15/11	TD BANK NA	\$574,911.86	\$562,700.00	1.122	\$562,700.00
CD	137855	7/9/09	7/9/09	6/15/11	PEOPLES BANK - NC	\$97,836.60	\$95,000.00	1.543	\$95,000.00
CD	137856	7/9/09	7/9/09	6/15/11	AMERICAN NB - FOX CITIES	\$249,446.06	\$243,300.00	1.306	\$243,300.00
SEC	22792	9/1/09	9/2/09	6/2/12	2.1% - Republic Bank Of Chicago Certificate of Deposit	\$101,445.51	\$99,000.00	1.277	\$99,000.00
SEC	22796	9/1/09	9/2/09	6/2/12	2.1% - West Pointe Bank Certificate of Deposit	\$245,000.00	\$245,000.00	2.100	\$242,917.50
CD	140959	9/3/09	9/3/09	6/4/12	MERCANTILE BANK OF MICHIGAN	\$245,000.00	\$245,000.00	2.100	\$242,917.50
SEC	22841	9/4/09	9/8/09	6/8/12	2.1% - Access National Bank Certificate of Deposit	\$249,751.76	\$236,100.00	2.100	\$236,100.00
SEC	23112	11/12/09	11/13/09	6/29/12	1.85% - Community Bank & Trust WI Certificate of Deposit	\$245,000.00	\$245,000.00	1.850	\$241,116.75
CD	140958	9/3/09	9/3/09	6/3/13	ENTERPRISE BANK & TRUST	\$245,000.00	\$228,500.00	2.500	\$228,500.00
CD	141063	9/4/09	9/4/09	6/5/13	TRADITIONAL BANK, INC.	\$249,941.44	\$228,500.00	2.500	\$228,500.00
SEC	22734	8/7/09	8/25/09	12/15/14	3.45% - Glendale Heights BABS Taxable Built America	\$320,000.00	\$325,744.00	3.080	\$333,545.60
SEC	22825	9/2/09	9/29/09	2/1/15	3.65% - Wyoming Minn BABS Impt Ser A Bonds	\$250,000.00	\$251,195.00	3.550	\$252,160.00
SEC	22688	7/22/09	8/19/09	2/1/17	4.25% - Fairmont Minn Indpct Sch Dist #2752	\$280,000.00	\$281,414.00	4.170	\$282,052.40
						Totals for Period:	\$5,621,942.73	MM: 9.12% CD: 57.67%	\$5,539,474.71
						Weighted Average Portfolio Maturity:	869.76 Days	CP: 0.00%	SEC: 33.20%

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated only on the CD, CP, & SEC desk.

Current money market invest. shares = 221



30538-301
 FRIDLEY ISD #14 / OPEB
 Peggy Flathmann
 6000 WEST MOORE LAKE DRIVE

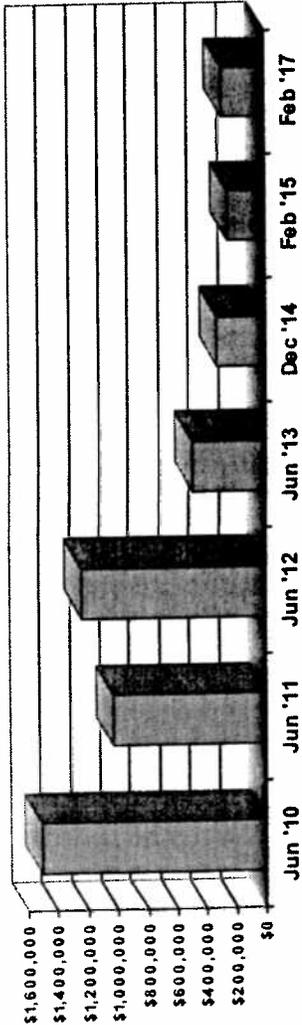
PMA Financial Network, Inc.
 2135 CityGate Lane
 7th Floor
 Naperville, Illinois 60563
 Telephone : (630) 657-6400
 Facsimile : (630) 718-8701
<http://www.pmanetwork.com/>

Activity Statement

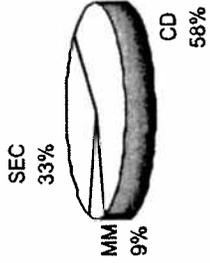
11/1/09 to 11/30/09

FRIDLEY, MN 55432-

LH 3740



Portfolio Maturity Summary - Maturing \$/Month



Portfolio Allocation by Transaction Type



Fridley School District
6000 West Moore Lake Drive
Fridley, Minnesota 55432
Phone: 763-502-5000
Fax: 763-502-5040

Fridley Finance Committee

Purpose:

The Finance Committee has been established to serve in an advisory role to school administration and the school board. Tasks of the committee will be to:

- Review the district's financial statements and data
- Discuss internal controls and procedures as needed and as they relate to best practice and sound financial management
- Serve in an advisory role for innovative fiscal ideas and practices

Membership:

Members of the committee will include the Superintendent, Director of Finance, two school board members, who will be appointed at annual organizational meeting, and a community member. Committee membership shall be for two years and meetings will be held semi-annually or as needed. One of the members will be appointed chairman by the Superintendent prior to the first meeting.

Membership Expectations and Responsibilities:

Members will be expected to actively participate in meeting discussions and to bring their personal and professional experience and expertise to enrich the group outcomes.

Authority:

The finance committee is not empowered to make decisions on behalf of district administration and/or the school board but rather shall maintain an advisory role.

Communication:

The chairman of the finance committee will update the school board in writing and/or verbally as needed.

Members for FY2009-10 and FY2010-11 are:

Peggy Flathmann
Rochel Manders
xxxxxxxxxxxx
xxxxxxxxxxxx
xxxxxxxxxxxx

Superintendent
Director of Finance
Board Member
Board Member
Community Member

**FRIDLEY SCHOOL DISTRICT
2009-10 GRADE LEVEL BY ENROLLMENT**

SCHOOL/ GRADE	First Friday	OCT 1 2009	NOV 1 2009	DEC 1 2009	JAN 1 2010	FEB 1 2010	MAR 1 2010	APR 1 2010	MAY 1 2010	JUN 1 2010	JUN 10 2010	* Adopted ADM 09/10	* Revised ADM 09/10	Projected / Jan 1 + or -	AVERAGE
HAYES - Reg Ed K	117	110	113	113	114										113
HK		5	5	4	2										4
K-AM		0	0	0	0										0
TOTAL HAYES K	117	115	118	117	116	0	0	0	0	0	0	100	100	16	117
1	94	91	89	88	87							94	94	-7	89
2	109	107	107	108	108							111	111	-3	108
3	98	98	98	95	95							101	101	-6	97
4	81	80	79	79	78							76	76	2	79
TOTAL HAYES K-4	499	491	491	487	484	0	0	0	0	0	0	482	482	2	488
RLS - Reg Ed K	131	117	115	115	115										116
HK		8	9	9	1										7
K-AM		1	1	1	9										3
TOTAL RLS K	131	126	125	125	125	0	0	0	0	0	0	105	105	20	125
1	107	105	105	103	102							112	112	-10	104
2	101	98	98	102	99							106	106	-7	99
3	99	97	97	97	95							99	99	-4	97
4	91	87	88	88	86							88	88	-2	87
TOTAL RLS K-4	529	513	513	515	507	0	0	0	0	0	0	510	510	-3	512
TOT K	248	241	243	242	241	0	0	0	0	0	0	205	205	36	242
TOT 1	201	196	194	191	189	0	0	0	0	0	0	206	206	-17	193
TOT 2	210	205	205	210	207	0	0	0	0	0	0	217	217	-10	207
TOT 3	197	195	195	192	190	0	0	0	0	0	0	200	200	-10	193
TOT 4	172	167	167	167	164	0	0	0	0	0	0	164	164	0	166
TOTAL K-4	1028	1004	1004	1002	991	0	0	0	0	0	0	992	992	-1	1000
5	194	195	195	193	193							193	193	0	194
6	186	189	187	187	187							191	191	-4	188
7	213	215	208	208	204							190	190	14	209
8	220	220	209	206	198							212	212	-14	208
TOTAL 5-8	813	819	799	794	782	0	0	0	0	0	0	786	786	-4	799
9	222	222	219	215	215							205	205	10	218
10	257	255	246	242	240							245	245	-5	246
11	230	229	231	230	224							232	232	-8	229
12	233	229	232	224	212							213	213	-1	224
TOTAL 9-12	942	935	928	911	891	0	0	0	0	0	0	895	895	-4	916
TOTAL K-12	2783	2758	2731	2707	2664	0	0	0	0	0	0	2673	2673	-9	2715
MS ALC - Gr 7		6	4	4	7							15	8	16	5
MS ALC - Gr 8		18	10	10	17										14
HS ALC - Gr 9		3	4	6	4										4
HS ALC - Gr 10		7	6	16	15										11
HS ALC - Gr 11		31	35	50	52							100	70	49	42
HS ALC - Gr 12		47	51	53	48										50
TOT ALC	0	112	110	139	143	0	0	0	0	0	0	115	78	65	126
TRANS		14	14	13	13							0	15	-2	14
ECSE (Pre-School)												20	18		
Tuition												0	20		
Targeted Services												0	4		
GRAND TOTAL	2783	2884	2855	2859	2820	0	0	0	0	0	0	2808	2808	12	2855

FRIDLEY INDEPENDENT SCHOOL DISTRICT 14
SCHOOL ENROLLMENT REPORT
 January 1, 2010

	<i>Hayes Elementary</i>				<i>Stevenson Elementary</i>				<i>Middle School</i>	<i>High School</i>	<i>Combined Totals</i>				<i>Res Out **</i>	<i>Non Res In ***</i>	<i>Tuition Out ****</i>	<i>Tuition In *****</i>
	<i>Total</i>	<i>No. Sect.</i>	<i>Avg. Class</i>	<i>DI*</i>	<i>Total</i>	<i>No. Sect.</i>	<i>Avg. Class</i>	<i>DI*</i>	<i>Total</i>	<i>DI*</i>	<i>Total</i>	<i>No. Sect.</i>	<i>Avg. Class</i>	<i>DI*</i>				
All Day K	114	5	23.2	4	115	5	25.0	-2			229	10	22.9	2	9	58		
K-AM	0			0	1			0			1			0				
HK	2			-3	9			1			11			-2		2		
1	87	4	21.8	-4	102	5	20.4	-3			189	9	21.0	-7	5	32	2	
2	108	4	27.0	1	99	4	24.8	1			207	8	25.9	2	9	48	1	
3	95	4	23.8	-3	95	4	23.8	-2			190	8	23.8	-5	26	43	1	
4	78	3	26.0	-2	86	3	28.7	-1			164	6	27.3	-3	21	39	2	
	484	20	24.2	-7	507	21	24.1	-6			991	41	24.2	-13	70	222	6	0
									Middle School									
5									193	-2	193			-2	16	42		
6									187	-2	187			-2	16	52		
7									204	-11	204			-11	14	61		
8									198	-22	198			-22	19	55		
5-8 (School 652 - ALC Full time Equivalent - FTE)									24	0	24			0		10		
									M.S. Total	806	806			-37	65	220	0	0
									High School									
12+ (School 551 - Sp Ed Transition Class)									13	-1	13			-1		5		
9-12 (School 552 - ALC Full time Equivalent -FTE)									119	31	119			31		49		
9									215	-7	215			-7	11	78	4	
10									240	-15	240			-15	21	97		
11									224	-5	224			-5	14	73	4	
12									212	-17	212			-17	14	69	6	1
									H.S. Total	1023	1023			-14	60	371	14	1
									District Total		2820			-64 *	195	813	20	1

* DI = Difference as compared to October 1, 2009 enrollment report of 2884 students
 ** RESIDENT STUDENTS ATTENDING ELSEWHERE - UNIFORM FUNDING METHOD (INCLUDING OPEN ENROLLMENT)
 *** NONRESIDENT STUDENTS ATTENDING DISTRICT - UNIFORM FUNDING METHOD (INCLUDING OPEN ENROLLMENT)
 **** RESIDENT STUDENTS ATTENDING ELSEWHERE - TUITION AGREEMENT ONLY
 ***** NONRESIDENT STUDENTS ATTENDING DISTRICT - TUITION AGREEMENT ONLY

Preferred Ranges
K - Range 20-24
Grades 1-2 Range 21-25
Grades 3-4 Range 24-28
Grades 5-8 Range 30-34
Grades 9-12 Range 31-35

January 1, 2010 ENROLLMENT: IN AND OUT *					
	Resident District	Students In	Students Out	Net Gain/Loss	Ratio
1	Minneapolis	67	13	54	5.2
11	Anoka-Hennepin	176	15	161	11.7
12	Centennial	5	6	-1	0.8
13	Columbia Heights	264	54	210	4.9
15	St. Francis	3	0	3	
16	Spring Lake Park	115	33	82	3.5
110	Waconia	1	0	1	
112	Chaska	0	1	-1	
194	Lakeville	1	0	1	
199	Inver Grove Heights	1	0	1	
271	Bloomington	0	1	-1	
276	Minnetonka	0	1	-1	
279	Osseo	95	5	90	19.0
280	Richfield	2	0	2	
281	Robbinsdale	6	0	6	
282	St. Anthony	2	3	-1	0.7
286	Brooklyn Center	38	4	34	9.5
294	Houston	0	2	-2	
621	Mounds View	25	44	-19	0.6
623	Roseville	2	0	2	
624	White Bear Lake	0	1	-1	
625	St. Paul	5	3	2	1.7
720	Shakopee	1	0	1	
728	Elk River	9	2	7	4.5
833	South Wash Cty	2	0	2	
	Buffalo-Hanover-				
877	Montrose	0	1	-1	
911	Cambridge-Isanti	2	1	1	2.0
	NE Metro				
916	Intermediate	0	2	-2	
	Urban Academy				
4088	Charter	0	1	-1	
	Global Academy				
4186	Charter	0	1	-1	
	Totals:	822	194	628	4.2
* NOTE: Counts include Early Childhood Special Ed through 12th grade					

2009/10 Enrollment Options
October 1, 2009

SCHOOL/ GRADE	Serving NRA	Serving OE	Out of District NRA	Out of District OE	Home School	Private School	Special Services Served ELSE
ECSE	7	1	0	0	0	0	1
ECSE TOTAL	7	1	0	0	0	0	1
Hayes K	15	23					
1	14	8					
2	22	12					
3	16	2					
4	15	7					
Hayes TOTAL	82	52					
RLS K	19	4					
1	7	2					
2	10	4					
3	18	9					
4	10	7					
RLS TOTAL	64	26					
TOTAL K	34	27	0	0	0	0	0
TOTAL 1	21	10	2	0	0	14	9
TOTAL 2	32	16	6	4	0	15	2
TOTAL 3	34	11	11	12	0	15	4
TOTAL 4	25	14	11	8	0	16	4
ELEM TOTAL	146	78	30	24	0	60	19
FMS 5	12	27	6	10	0	19	1
6	22	31	7	6	0	22	5
7	16	43	8	4	0	21	1
8	28	31	8	8	0	20	3
FMS TOTAL	78	132	29	28	0	82	10
FHS 9	31	37	8	2	0	19	5
10	57	38	8	8	0	23	2
11	38	32	6	6	0	25	7
12	37	34	9	4	0	18	8
FHS TOTAL	163	141	31	20	0	85	22
MS/HS ALC	46	3	0	0	0	0	0
DW TOTAL	440	355	90	72	0	227	52

2009/10 Enrollment Options
November 1, 2009

SCHOOL/ GRADE	Serving NRA	Serving OE	Out of District NRA	Out of District OE	Home School	Private School	Special Services Served ELSE
ECSE	6	3	0	0	0	0	1
ECSE TOTAL	6	3	0	0	0	0	1
Hayes K	13	28					
1	6	16					
2	15	19					
3	12	6					
4	12	10					
Hayes TOTAL	58	79					
RLS K	13	9					
1	4	5					
2	7	8					
3	11	15					
4	9	8					
RLS TOTAL	44	45					
TOTAL K	26	37	0	0	0	1	1
TOTAL 1	10	21	0	2	1	15	4
TOTAL 2	22	27	5	4	0	15	2
TOTAL 3	23	21	10	12	1	16	3
TOTAL 4	21	18	14	8	0	16	4
ELEM TOTAL	102	124	29	26	2	63	14
FMS 5	10	30	5	10	0	19	1
6	12	42	8	6	1	22	2
7	9	51	6	5	0	22	1
8	18	37	8	8	1	21	2
FMS TOTAL	49	160	27	29	2	84	6
FHS 9	27	50	7	2	1	19	5
10	39	55	10	8	0	24	2
11	29	48	6	5	2	23	8
12	35	40	9	4	1	18	10
FHS TOTAL	130	193	32	19	4	84	25
MS/HS ALC	49	3	0	0	0	0	0
DW TOTAL	336	483	88	74	8	231	46

2009/10 Enrollment Options
December 1, 2009

SCHOOL/ GRADE	Serving NRA	Serving OE	Out of District NRA	Out of District OE	Home School	Private School	Special Services Served ELSE
ECSE	6	2	2	0	0	0	5
ECSE TOTAL	6	2	2	0	0	0	5
Hayes K	13	27					
1	6	17					
2	14	20					
3	12	7					
4	12	12					
Hayes TOTAL	57	83					
RLS K	13	10					
1	4	6					
2	7	7					
3	10	15					
4	8	9					
RLS TOTAL	42	47					
TOTAL K	26	37	9	0	0	8	1
TOTAL 1	10	23	3	2	1	15	6
TOTAL 2	21	27	6	4	0	16	3
TOTAL 3	22	22	13	12	1	16	3
TOTAL 4	20	21	13	8	1	16	5
ELEM TOTAL	99	130	44	26	3	71	18
FMS 5	10	30	6	9	0	22	1
6	12	40	12	6	0	21	2
7	9	53	8	6	0	22	2
8	18	37	11	8	1	20	3
FMS TOTAL	49	160	37	29	1	85	8
FHS 9	26	50	9	2	0	18	6
10	39	56	14	7	0	25	3
11	27	46	9	5	0	24	9
12	33	39	10	4	0	18	14
FHS TOTAL	125	191	42	18	0	85	32
MS/HS ALC	63	2	0	0	0	0	0
DW TOTAL	342	485	125	73	4	241	63

**2009/10 Enrollment Options
January 1, 2010**

SCHOOL/ GRADE	Serving NRA	Serving OE	Out of District NRA	Out of District OE	Home School	Private School	Special Services Served ELSE
ECSE	7	2	1	0	0	0	6
ECSE TOTAL	7	2	1	0	0	0	6
Hayes K	13	27					
1	7	16					
2	14	20					
3	12	7					
4	12	11					
Hayes TOTAL	58	81					
RLS K	11	9					
1	3	6					
2	6	8					
3	9	15					
4	8	8					
RLS TOTAL	37	46					
TOTAL K	24	36	9	0	0	9	2
TOTAL 1	10	22	3	2	1	15	6
TOTAL 2	20	28	5	4	0	17	4
TOTAL 3	21	22	13	12	1	18	4
TOTAL 4	20	19	13	8	1	16	5
ELEM TOTAL	95	127	43	26	3	75	21
FMS 5	10	32	6	9	0	23	2
6	12	40	10	6	0	21	3
7	9	52	8	6	0	23	2
8	16	39	11	8	1	20	3
FMS TOTAL	47	163	35	29	1	87	10
FHS 9	24	54	9	2	0	18	7
10	37	60	14	7	0	27	2
11	26	47	9	5	0	23	10
12	31	38	10	4	0	17	15
FHS TOTAL	118	199	42	18	0	85	34
MS/HS ALC	62	2	0	0	0	0	0
DW TOTAL	329	493	121	73	4	247	71

Fridley School District
Open Enrollment Approval for 2010-11 School Year

1/15/2010

	Current Non-Residents Applying for Open Enrollment*	New Non-Residents Applying for Open Enrollment*	New Res. Dist. #1 Mpls	New Res. Dist. #11 AnekaHenn	New Res. Dist. #12 Centennial	New Res. Dist. #13 Col Hts	New Res. Dist. #15 St. Francis	New Res. Dist. #16 Spring Lake Park	New Res. Dist. #286 Brooklyn Center	New Res. Dist. #622 St. Paul
K all day		29	2	12	1	8	1	3	1	1
1		1				1				
2		3		1		2				
3		0								
4		4		1		3				
5		0								
6		1		1						
7		0								
8		1				1				
9		1				1				
10		2				2				
11		0								
12		0								
TOTAL	0	42	2	15	1	18	1	3	1	1

*Administration is recommending approval of all current non-residents and new non-residents applying for open enrollment.

Current and New Total: 42