

## Work Session

Tuesday, July 20, 2010 5:15 PM

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

A.	<b>Superintendent Performance Review</b>	<b>Presenter:</b> Brad Richter
B.	<b>Legal Updates</b>	<b>Presenter:</b> Dr. Peggy Flathmann
C.	<b>Enrollment</b> .....	<b>Prese nter:</b> Dr. Peggy Flath mann
D.	<b>Annual School Board Authorizations</b> .....	<b>Present er:</b> Dr. Peggy Flathma nn
E.	<b>Policies</b>	
E.1.	First Reading of Policy 202 School Board Officers.....	<b>Presenter:</b> Dr. Peggy Flathmann
E.2.	First Reading of Policy 205 Open Meetings and Closed Meetings.....	<b>Presenter:</b> Dr. Peggy Flathmann
E.3.	First Reading of Policy 206 Public Participation and/or Complaints about Persons at School Board Meetings	<b>Presenter:</b> Dr. Peggy Flathmann
E.4.	First Reading of Policy 207 Public Hearings.....	<b>Presenter:</b> Dr. Peggy Flathmann
E.5.	First Reading of Policy 214 Out of State Travel by School Board Members	<b>Presenter:</b> Dr. Peggy Flathmann
E.6.	Second Reading of Policy 697 Assessments.....	<b>Presenter</b> : Imina Oftedah l
F.	<b>Staffing and Personnel Update</b>	<b>Presenter:</b> Imina Oftedah l
F.1.	New Hires for 2010-11	
G.	<b>MCA II District/Building Results</b> .....	<b>Presente r:</b> Imina Oftedah l
H.	<b>IB Diploma Courses Scores</b> .....	<b>Present er:</b> Imina Oftedah l
I.	<b>IB Update-IBA Conference</b>	<b>Presenter:</b> Dr. Peggy Flathmann
J.	<b>Fridley Leadership Workshop on August 3-4, 2010</b>	<b>Presenter:</b> Dr. Peggy Flathmann
K.	<b>RESOLUTION Cash Flow Borrowing for Aid Anticipation Certificates</b>	<b>Presenter:</b> Rochel Manders
L.	<b>Workers Compensation</b>	<b>Present</b>

Update.....	<b>er:</b> Rochel Manders
M. Fund Balance and Levy for Neighboring School Districts.....	<b>Presenter:</b> Rochel Manders
N. 2010 Pay 2011 Levy Certification.....	<b>Presenter:</b> Rochel Manders
O. Health and Safety Programs for 2010-11.....	<b>Presenter:</b> Rochel Manders
P. Bus Stops for 2010-11.....	<b>Presenter:</b> Rochel Manders
Q. Private Transportation Rate for 2010-11.....	<b>Presenter:</b> Rochel Manders
R. Facilities Analysis Contract Approved.....	<b>Presenter:</b> Rochel Manders
S. Year End Reports from Fridley High School and ALC.....	<b>Presenter:</b> Dr. Dave Webb and Rob Smith
T. Adjournment	<b>Presenter:</b> Brad Richter

**DATA PULLED FROM 6/10/10 BOARD REPORT**

<b>SCHOOL</b>	<b>GRADE</b>	<b>F</b>	<b>M</b>	<b>TOTAL</b>
546 Hayes - K-4 - 09-10	<b>KD</b>	57	59	116
	<b>HK</b>	4	3	7
	<b>1</b>	42	47	89
	<b>2</b>	50	59	109
	<b>3</b>	49	49	98
	<b>4</b>	37	43	80
<b>HAYES Total</b>		<b>239</b>	<b>260</b>	<b>499</b>
550 Stevenson - K-4 - 09-10	<b>KD</b>	60	56	116
	<b>KA</b>	1	0	1
	<b>HK</b>	6	6	12
	<b>1</b>	55	51	106
	<b>2</b>	48	51	99
	<b>3</b>	45	55	100
	<b>4</b>	45	44	89
<b>RLS Total</b>		<b>260</b>	<b>263</b>	<b>523</b>
023 FMS - 09-10	<b>5</b>	78	114	192
	<b>6</b>	103	88	191
	<b>7</b>	102	99	201
	<b>8</b>	102	107	209
<b>FMS Total</b>		<b>385</b>	<b>408</b>	<b>793</b>
022 FHS - 09-10	<b>9</b>	90	116	206
	<b>10</b>	111	118	229
	<b>11</b>	98	114	212
	<b>12</b>	102	100	202
<b>FHS Total</b>		<b>401</b>	<b>448</b>	<b>849</b>
652 MS ALC - 09-10	<b>7</b>	5	4	9
	<b>8</b>	10	3	13
<b>MS ALC Total</b>		<b>15</b>	<b>7</b>	<b>22</b>
552 HS ALC - 09-10	<b>9</b>	2	7	9
	<b>10</b>	14	10	24
	<b>11</b>	23	24	47
	<b>12</b>	3	14	17
<b>HS ALC Total</b>		<b>42</b>	<b>55</b>	<b>97</b>
551 Transition - 09-10	<b>12</b>	2	6	8
<b>Transition Total</b>		<b>2</b>	<b>6</b>	<b>8</b>
<b>TOTALS:</b>		<b>1344</b>	<b>1447</b>	<b>2791</b>
<b>GRAND TOTAL:</b>		<b>2791</b>		

## NEW STUDENTS 2010/11

Hayes	Rolled students 4/16/10	WEEKLY 7/14/2010
K	0	105
HK	0	7
1	120	115
2	88	92
3	109	106
4	97	104
<b>TOTAL:</b>	<b>414</b>	<b>529</b>
Stevenson	Rolled 4/16/10	
K	0	89
HK	0	8
1	130	130
2	107	105
3	97	108
4	100	101
<b>TOTAL:</b>	<b>434</b>	<b>541</b>
MS		
5		173
6		210
7		196
8		218
<b>TOTAL:</b>		<b>797</b>
HS		
9		238
10		210
11		229
12		214
<b>TOTAL:</b>		<b>891</b>
<b>GRAND TOTAL:</b>		<b>2758</b>

## Annual School Board Authorizations

1. Official Newspaper for 2010-11
  - a) The current designation is The Sun-Focus News, Fridley edition. There will be no rate increase for 2010-11.
2. Official Depositories for 2010-11
  - b) Current and recommended depositories are: Wells Fargo, PMA Financial, and Minnesota Trust.
3. Approved attorney firms for legal services as needed
4. Authorization for the treasurer to pay contracted salaries of school personnel upon the order of the district chair and clerk
5. Authorization for the treasurer to pay all special payroll wages upon the order of the district chair and clerk
6. Authorization for the treasurer to invest any temporary surplus funds in treasury notes, treasury bills, certificates of deposit or other securities authorized by Minnesota statutes
7. Authorization for the Superintendent and Director of Finance to use facsimile signatures of district officials for checks and orders
8. Authorization for the Superintendent and Director of Finance to utilize electronic transfer of investments and payments
9. Authorization for the Superintendent and Director of Finance to lease, purchase, and contract for goods and services within the budget as approved by the School Board
10. School district organizational memberships for 2010-11
  - a) Minnesota School Boards Association

The membership provides Minnesota school districts with services designed for School Board members. Dues are based upon the average daily membership of students served for the fiscal year ended June 30, 2009. Dues for 2010-11 are \$6,071 and 2009-10 dues were \$5,901. Policy services for 2010-11 are \$490 and were \$475 for 2009-2010.
  - b) Association of Metropolitan School Districts

Membership includes representation by the Superintendent and one School Board member from each school district on the AMSD Board of Directors (Gordon Backlund). Dues for 2010-11 are \$8,052 and 2009-10 dues were \$8,454.
  - c) Metro ECSU

The 2010-11 membership fee is based upon 2009-10 student enrollment. With enrollment of 2850 our 2010-11 fee will be \$3,265.00. The 2009-10 fee was \$3,123.70.

## 202 School Board Officers

### I. Purpose

School board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, management, and control of the public schools of the school district. The purpose of this policy is to delineate those responsibilities.

### II. General Statement of Policy

The School Board shall meet annually and organize by selecting a chair, a clerk, a treasurer and such other officers as determined by the School Board. At its option, the School Board may appoint a vice-chair to serve in the temporary absence of the chair.

The School Board shall appoint a superintendent who shall be an ex officio, non-voting member of the School Board.

### III. Organization

The School Board shall hold an organizational meeting each year on the first Monday in January, or as soon thereafter as practicable, and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the School Board. These officers shall hold office for one year and until their successors are elected and qualify.

The persons who perform the duties of clerk and treasurer need not be members of the School Board. The School Board by resolution may combine the duties of the offices of clerk and treasurer in a single person in the office of business affairs.

### IV. Officer's Responsibilities

#### A. Chair

1. The chair when present shall preside at all meetings of the School Board, countersign all orders upon the treasurer for claims allowed by the School Board, represent the school district in all actions and perform all duties a chair usually performs.
2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the School Board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by a majority vote of the School Board and filled by appointment.

## B. Treasurer

1. The treasurer shall deposit the funds of the school district in the official depository.
2. The treasurer shall make all reports which may be called for by the School Board and perform all duties a treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with Minn. Stat. 124.06.

## C. Clerk

1. The clerk shall keep a record of all meetings in the books provided.
2. Within three days after an election, the clerk shall notify all persons elected of their election.
3. On or before ~~August~~ September 15 of each year, the clerk shall:
  - a) File with the School Board a report of the revenues, expenditures and balances in each fund for the preceding fiscal year.
  - b) Make and transmit to the commissioner certified reports, showing:
    - (1) ~~Condition and value of school property;~~
    - (2) Revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the commissioner;
    - (3) Length of school term and enrollment and attendance by grades; and
    - (4) Other items of information as called for by the commissioner.
4. The clerk shall enter into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keep an itemized account of all expenses of the school district.
5. The clerk shall furnish to the county auditor, on or before ~~October 10~~ September 30 of each year, an attested copy of the clerk's record, showing the ~~amount of money proposed property tax~~ voted by the school district or the School Board for school purposes.
6. The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the School Board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.
7. The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.

8. The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

#### **D. Vice-Chair**

The vice-chair shall perform the duties of the chair in the event of the chair's temporary absence.

#### **E. Superintendent**

1. The superintendent shall be an ex officio, non-voting member of the School Board.
2. The superintendent shall perform the following:
  - a) Implement the policies of the School Board;
  - b) Visit and supervise the schools in the school district, report and make
  - c) recommendations about their condition when advisable or on request by the School Board;
  - d) Recommend to the School Board employment and dismissal of administrators, teachers, and all other employees;
  - e) Superintend school grading practices and examinations for promotions;
  - f) Make reports required by the commissioner;
  - g) Attend all meetings of the School Board;
  - h) Perform other duties prescribed by the School Board.

**Legal References:** *Minn. Stat. 123B.12 (Finance)*  
*Minn. Stat. 123B.14 (Officers)*  
*Minn. Stat. 123B.143 (Superintendent)*  
*Minn. Stat. 126C.17 (Referendum Revenue)*  
*Minn. Sta. Ch. 205A (School District Elections)*

**Cross References:** *Policy 101 (Legal Status of the School District)*  
*Policy 201 (Legal Status of the School Board)*  
*Policy 203 (Operation of the School Board – Governing Rules)*  
*MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties*

**SCHOOL BOARD ACTION:**  
*Adopted December 21, 1999*  
*Revised \_\_\_\_\_*

## 205 OPEN MEETINGS AND CLOSED MEETINGS

### I. PURPOSE

- A. The School Board embraces the philosophy of openness in the conduct of its business, in the belief that openness produces better programs, more efficiency in administration of programs, and an organization more responsive to public interest and less susceptible to private interest. The School Board shall conduct its business under a presumption of openness. At the same time, the School Board recognizes and respects the privacy rights of individuals as provided by law. The School Board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the School Board.
- B. The purpose of this policy is to provide guidelines to assure the rights of the public to be present at School Board meetings, while also protecting the individual's rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

### II. GENERAL STATEMENT OF POLICY

- A. Except as otherwise expressly provided by statute, all meetings of the School Board, including executive sessions, shall be open to the public.
- B. Meetings shall be closed only when expressly authorized by law.

### III. DEFINITION

“Meeting” means a gathering of at least a quorum or more members of the School Board, or quorum of a committee or subcommittee of School Board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the School Board. The term does not include a chance or social gathering.

### IV. PROCEDURES

- A. Meetings
  - 1. Regular Meetings

A schedule of the regular meetings of the School Board shall be kept on file at its primary offices. If the School Board decides to hold a regular meeting at a time or place different from the time or place stated in its schedule, it shall give the same notice of the meeting as for a special meeting.

## 2. Special Meetings

- a. For a special meeting, the School Board shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the school district in the main entrance or on the door of the School Board's usual meeting room if there is no principal bulletin board. The School Board's actions at the special meeting are limited to those topics included in the notice.
- b. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings.
- c. This notice shall be posted and mailed or delivered at least three days before the date of the meeting. As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the School Board may publish the notice once, at least three days before the meeting, in the official newspaper of the school district or, if none, in a qualified newspaper of general circulation within the area of the school district.
- d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the School Board is required to send notice to that person only concerning those particular subjects.
- e. The School Board will establish an expiration date on requests for notice of special meetings and require re-filing once each year. Not more than 60 days before the expiration date of request for notice, the School Board shall send notice of the re-filing requirement to each person who filed during the preceding year.

## 3. Emergency Meetings

- a. An emergency meeting is a special meeting called because of circumstances that, in the judgment of the School Board, require immediate consideration.

- b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.
- c. The School Board shall make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news medium's telephone number.
- d. Notice of the emergency meeting shall be given by telephone or any other method used to notify the members of the School Board.
- e. Notice shall be provided to each news medium which has filed a written request for notice as soon as reasonably practicable after notice has been given to the School Board members.
- f. Notice shall include the subject of the meeting.
- g. Posted or published notice of an emergency meeting shall not be required.
- h. The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a special meeting that is an emergency meeting.

4. Recessed or Continued Meetings

If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.

5. Closed Meetings

The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

6. Actual Notice

If a person receives actual notice of a meeting of the School Board at least 24 hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of notice.

7. Health Pandemic or Declared Emergency

In the event of a health pandemic or an emergency declared under Minnesota State Statute, a meeting may be conducted by telephone or other electronic means in compliance with Minnesota State Statute.

B. Votes

The votes of School Board members shall be recorded in a journal kept for that purpose, and the journal shall be available to the public during all normal business hours at the administrative offices of the school district.

C. Written Materials

1. In any open meeting, a copy of any printed materials, including electronic communications, relating to the agenda items prepared or distributed by the School Board or its employees and distributed to or available to all School Board members shall be available in the meeting room for inspection by the public while the School Board considers their subject matter.
2. This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.

D. Data

1. Meetings may not be closed merely because the data to be discussed are not public data.
2. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the School Board's authority and is reasonably necessary to conduct the business or agenda item before the School Board.
3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

E. Closed Meetings

1. Labor Negotiations Strategy
  - a. The School Board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals.
  - b. The time and place of the closed meeting shall be announced at the public meeting.

- c. A written roll of School Board members and all other persons present at the closed meeting shall be made available to the public after the closed meeting.
- d. The proceedings shall be tape recorded, and the tape recording shall be preserved for two years after the contract discussed at the meeting is signed. The recording shall be made available to the public after all labor contracts are signed by the School Board for the current budget period.

2. Sessions Closed by Bureau of Mediation Services

All negotiations, mediation sessions, and hearings between the School Board and its employees or their respective representatives are public meetings except when otherwise provided by the Commissioner of the Bureau of Mediation Services. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

3. Preliminary Consideration of Charges

- a. The School Board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority.
- b. If the School Board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open.
- c. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

4. Performance Evaluations

- a. The School Board may close a meeting to evaluate the performance of an individual who is subject to its authority. The School Board shall identify the individual to be evaluated prior to closing a meeting.

- b. At its next open meeting, the School Board shall summarize its conclusions regarding the evaluation.
- c. A meeting must be open at the request of the individual who is the subject of the meeting. . A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

5. Attorney-Client Meeting

- a. A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the School Board needs advice above the level of general legal advice, i.e., regarding specific acts and their legal consequences.
- b. A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the matter to be discussed at the closed meeting, subject to relevant privacy and confidentiality considerations under state and federal law. The law does not require that such a meeting be recorded.

6. Dismissal Hearing

- a. A hearing on the dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public.
- b. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent or guardian requests an open hearing.
- c. To the extent a teacher or student dismissal hearing is held before the School Board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

7. Coaches; Opportunity to Respond

- a. If the School Board has declined to renew the coaching contract of a licensed or non-licensed head varsity coach, it must notify the coach within 14 days of that decision.
- b. If the coach requests the reasons for the non-renewal, the School Board must give the coach the reasons in writing within 10 days of receiving the request.
- c. On the request of the coach, the School Board must provide the coach with a reasonable opportunity to respond to the reasons at a School Board meeting.
- d. The meeting may be open or closed at the election of the coach unless the meeting is closed as required by Minnesota State Statute to discuss educational or certain other nonpublic data.
- e. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

8. Meetings to Discuss Certain Not Public Data

Any portion of a meeting must be closed if the following types of data are discussed:

- a. data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults;
- b. active investigative data collected or created by a law enforcement agency;
- c. educational data, health data, medical data, welfare data, or mental health data that are not public data; or
- d. an individual's personal medical records.
- e. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

9. Purchase and Sale of Property

- a. The School Board may close a meeting:

- (1) to determine the asking price for real or personal property to be sold by the school district;
  - (2) to review confidential or nonpublic appraisal data; and
  - (3) to develop or consider offers or counteroffers for the purchase or sale of real or personal property.
- b. Before closing the meeting, the School Board must identify on the record the particular real or personal property that is the subject of the closed meeting.
  - c. The closed meeting must be tape recorded at the expense of the school district. The tape must be preserved for eight (8) years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the School Board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the tape. A list of School Board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.
  - d. An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the School Board at an open meeting. The actual purchase or sale must be approved at an open meeting and the purchase price or sale price is public data.

#### 10. Security Matters

- a. The School Board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.
- b. Financial issues related to security matters must be discussed and all related financial decisions must be made at an open meeting.
- c. Before closing a meeting, the School Board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.

- d. The closed meeting must be tape recorded at the expense of the school district and the recording must be preserved for at least four (4) years.

11. Other Meetings

Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

F. Procedures for Closing a Meeting

- a. The School Board shall provide notice of a closed meeting just as for an open meeting. A School Board meeting may be closed only after a majority vote at a public meeting.
- b. Before closing a meeting, the School Board shall state on the record the specific authority permitting the meeting to be closed and shall describe the subject to be discussed.
- c. If the meeting is closed for only a portion of the meeting, for a selected agenda item(s), it will be re-opened immediately after the agenda items(s) discussion has concluded.

**Legal References:**

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. Ch. 13D (Open Meeting Law)  
Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing)  
Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)  
Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)  
Minn. Stat. § 179A.14, Subd. 3 (Labor Negotiations)  
~~Department of Administration Advisory Opinion 04-004 (February 3, 2004)~~  
*Brown v. Cannon Falls Township*, 723 N.W.2d 31 (Minn. App. 2006)  
*Brainerd Daily Dispatch v. Dehen*, 693 N.W.2d 435 (Minn. App. 2005)  
*The Free Press v. County of Blue Earth*, 677 N.W.2d 471 (Minn. App. 2004)  
*Prior Lake American v. Mader*, 642 N.W.2d 729 (Minn. 2002)  
*Star Tribune v. Board of Education, Special School District No. 1*, 507 N.W.2d 869 (Minn. App. 1993)  
*Minnesota Daily v. University of Minnesota*, 432 N.W.2d 189 (Minn. App. 1988)

*Moberg v. Independent School District No. 281*, 336 N.W.2d 510 (Minn. 1983)

*Sovereign v. Dunn*, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied.* (Minn. 1993)

[Dept. of Admin. Advisory Op. No. 09-020 \(September 8, 2009\)](#)

[Dept. of Admin. Advisory Op. No. 08-015 \(July 9, 2008\)](#)

[Dept. of Admin. Advisory Op. No. 04-004 \(February 3, 2004\)](#)

**Cross References:** MSBA/MASA Model Policy 204 (School Board Meeting Minutes)  
MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)  
MSBA/MASA Model Policy 207 (Public Hearings)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA Service Manual, Chapter 13, School Law Bulletin “C” (Minnesota’s Open Meeting Law)

**School Board Action:**

Adopted December 21, 1999

Revised July 15, 2008

Revised November 18, 2008

Revised \_\_\_\_\_



## 206 Public Participation and/or Complaints about Persons at School Board Meetings and Data Privacy Considerations

### I. Purpose

- A. The School Board recognizes the value of participation by the public in deliberations and decisions on school district matters. At the same time, the School Board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.
- B. The purpose of this policy is to provide procedures to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.

### II. General Statement of Policy

- A. ~~It is~~ the policy of the School Board is to encourage discussion by citizens of subjects related to the management of the school district at School Board meetings. The School Board may adopt reasonable time, place and manner restrictions on public expression in order to facilitate free discussion by all interested parties.
- B. The School Board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.

### III. Definitions

- A. "Personnel data" means data on individuals collected because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer, or an independent contractor.
- B. Personnel data on current and former employees that is "public" includes:  
  
Name; employee identification number, which must not be the social security number; actual gross salary; salary range; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;

the final disposition of any disciplinary action together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body; the terms of any agreement settling any dispute arising out of the employment relationship, including a superintendent buyout agreement, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money; work location; a work telephone number; badge number; honors and awards received; and payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

C. Personnel data on current and former applicants for employment that is "public" includes:

Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For purposes of this subdivision, "finalist" means an individual who is selected to be interviewed by the appointing authority prior to selection.

D. "Educational data" means data maintained by the school district which relates to a student.

E. "Student" means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment, or individuals who receive shared time services.

F. Data about applicants for appointments to a public body, including a School Board, collected by the school district as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; and prior government service. Once an individual has been appointed to a public body, the following additional items of data are public: residential address and either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; provided, however, any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

#### IV. Rights to Privacy

A. School district employees have a legal right to privacy related to matters which may come before the School Board, including, but not limited to, the following:

1. Right to a private hearing for teachers, pursuant to Minn. Stat. 125.12, Subd. 9 (Teachers discharge hearing);
  2. Right to privacy of personnel data as provided by Minn. Stat. 13.43 (Personnel Data);
  3. Right to consideration by the School Board of certain data treated as not public as provided in Minn. Stat. 471.705, Subd. 1d. (not public data).
  4. Right to a private hearing for licensed or nonlicensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minn. Stat. § 122A.33, Subd. 3.
- B. School district students have a legal right to privacy related to matters which may come before the School Board, including, but not limited to, the following:
1. Right to a private hearing, Minn. Stat. 127.31, Subd. 5 (Student dismissal hearing);
  2. Right to privacy of educational data, Minn. Stat. 13.32 (Educational Data); 20 U.S.C. 1232g (FERPA);
  3. Right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. 626.556 (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363 (Minnesota Human Rights Act).

## V. Rights of the Public

All citizens of the school district have a right to an opportunity to be heard and to have complaints considered and evaluated by the School Board, within the limits of the law and this policy and subject to reasonable time, place and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minn. Stat. 13.43, Subd. 2 (Public data).

## VI. Procedures for Citizens

### A. Agenda Items

1. Citizens who wish to have a subject discussed at a public School Board meeting are encouraged to notify the superintendent's office in advance of the School Board meeting. The citizen should provide his or her name, address, the name of group represented (if any), and the subject to be covered or the issue to be addressed. The School Board chair will decide whether or not to include the agenda item at an upcoming meeting.
2. Citizens who wish to address the School Board on a particular subject may speak during the discussion of that item at the meeting. Citizens who wish to address the School Board on an item not on the agenda will notify the superintendent in advance

of the meeting and complete the “Request to Address the Board” form prior to the start of the meeting.

3. The School Board chair will recognize one speaker at a time, and will rule out of order other speakers who are not recognized. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the School Board, or the proceedings may be directed to leave.
4. The School Board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the School Board. If a group or organization wishes to address the School Board on a topic, the School Board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.
5. Matters proposed for placement on the agenda which may involve data privacy concerns, which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the School Board in accordance with governing law.
6. The School Board chair shall promptly rule out of order any discussion by any person, including School Board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.
7. Personal attacks by anyone addressing the School Board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the School Board.
8. Depending upon the number of persons in attendance seeking to be heard, the School Board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient and fair opportunity for those present to be heard.

#### B. Complaints

1. Complaints about an administrator, teacher or other employee should first be directed to that employee or to the employee's immediate supervisor.
2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.

3. Unresolved complaints from paragraph 1 of this section or problems concerning the school district should be directed to the superintendent's office.
4. Complaints which are unresolved at the superintendent's level may be brought before the School Board by notifying the School Board in writing requesting placement on the School Board agenda.

C. Hearing of Public Delegations (Non-Agenda Items)

The School Board shall normally provide a specified period of time where citizens may address the School Board on any topic not on the agenda, subject to the limitations of this policy. The School Board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.

D. No Board Action at Same Meeting

Except as determined by the School Board to be necessary or in an emergency, the School Board will not take action at the same meeting on an item raised for the first time by the public.

## VII. Penalties for Violation of Data Privacy

1. The school district is liable for damages, costs and attorneys' fees, and in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. 13.08, Subd. 1)
2. A person who willfully violates data privacy is guilty of a misdemeanor. (Minn. Stat. 13.09)
3. In the case of an employee, willful violation constitutes just cause for suspension without pay or dismissal. (Minn. Stat. 13.09)

***Legal References:***

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)  
Minn. Stat. § 13D.05 (Open Meeting Law)  
Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing)  
Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)  
Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)  
Minn. Stat. § 122A.44 (Contracting with Teachers)  
Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
Minn. Stat. 626.556 (Reporting of Maltreatment of Minors)  
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)  
Minn. Op. Atty. Gen. No. 852 (July 14, 2006)

***Cross References:***

Policy 205 (Open Meetings and Closed Meetings)

Policy 207 (Public Hearings)

Policy 406 (Public and Private Personnel Data)

Policy 515 (Protection and Privacy of Pupil Records)

MSBA Service Manual, Chapter 13, School Law Bulletin “C” (Minnesota’s Open Meeting Law)

MSBA Service Manual, Chapter 13, School Law Bulletin “I” (School Records – Privacy – Access to Data)

***School Board Action:***

Revised Policy 4.400 September 16, 1980

Revised as Policy 206 December 21, 1999

Revised December 16, 2008

Revised \_\_\_\_\_

First Reading



## 207 Public Hearings

### I. Purpose

The School Board recognizes the importance of obtaining public input on matters properly before the School Board. The purpose of this policy is to establish procedures to efficiently receive public input.

### II. General Statement of Policy

In order for the School Board to efficiently receive public input on matters properly before the School Board, the procedures set forth in this policy are established by the School Board.

### III. Procedures

#### A. Public Hearings

Public hearings are required by law to be held concerning certain issues, including but not limited to, school closings (Minn. Stat. 123B.51), ~~truth in taxation (Minn. Stat. 275.065)~~, education district establishment (Minn. Stat. 123A.15), and agreements for secondary education (Minn. Stat. 123A.30). Additionally, other public hearings may be held by the School Board on school district matters at the discretion of the School Board.

#### B. Notice of Public Hearings

Public notice of a public hearing required by law shall be given as provided by the statutes. Public notice of other hearings shall be given in the manner required for a regular meeting if held in conjunction with a regular meeting, in the manner required for a special meeting if held in conjunction with a special meeting, or as otherwise determined by the School Board.

#### C. Public Participation

The School Board retains the right to require that those in attendance at a public hearing indicate their desire to address the School Board and complete and file with the clerk of the School Board an appropriate request card prior to the commencement of the hearing if the School Board utilizes this procedure. In that case, any request to address the School Board after the commencement of the hearing will be granted only at the discretion of the School Board.

1. Format of Request

If required by the School Board, a written request of an individual or a group to address the School Board shall contain the name and address of the person or group seeking to address the School Board. It shall also contain the name of the group represented, if any, and a brief statement of the subject to be covered or the issue to be addressed.

2. Time Limitation

The School Board retains the discretion to limit the time for each presentation as needs dictate.

3. Groups

The School Board retains the discretion to require that any group of persons who desire to address the School Board designate one representative or spokesperson. In the event that the School Board requires the designation of a representative or spokesperson, no other person in the group will be recognized to address the School Board, except as otherwise determined by the School Board.

4. Protocol

A School Board member should direct any remarks or questions through the chair. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the School Board, or the proceedings may be directed to leave.

5. Personal Attacks

Personal attacks by anyone addressing the School Board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the School Board.

6. Limitations on Participation

Depending upon the number of persons in attendance seeking to be heard, the School Board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient and fair opportunity for those present to be heard.

**Legal References:**

*Minn. Stat. 123A.15 (Education District Establishment)*

*Minn. Stat. 123A.30 (Agreements for Secondary Education)*

*Minn. Stat. 123.B.51 (School Closings)*

*Minn. Stat. 275.065 (Truth and Taxation)*

***Cross References:***

*Policy 206 Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)*

***SCHOOL BOARD ACTION:***

*Adopted December 21, 1999*

*Revised \_\_\_\_\_*

First Reading



## 214 OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS

### I. Purpose

The purpose of this policy is to control out-of-state travel by School Board members as required by law.

### II. General Statement of Policy

School Board members have an obligation to become informed on the proper duties and functions of a School Board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state and local laws, rules, regulations and school district policies that relate to their functions as School Board members. Occasionally, it may be appropriate for School Board members to travel out of state to fulfill their obligations.

### III. Appropriate Travel

Travel outside the state is appropriate when the School Board finds it proper for School Board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as School Board members. Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the School Board.

### IV. Reimbursable Expenses

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

### V. Reimbursement

A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

- B. Automobile travel shall be reimbursed at the mileage rate set by the School Board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- C. Amounts to be reimbursed shall be within the School Board's approved budget allocations, including attendance at workshops and conventions.

## VI. Establishment of Directives and Guidelines

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

## VII. Annual Review

~~This policy must be annually reviewed by the School Board.~~

**Legal References:** Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)  
Minn. Stat. § 471.661 (Out-of-State Travel)  
Minn. Stat. § 471.665 (Mileage Allowances)  
Minn. Op. Atty. Gen. No. 1035 (August 23, 1999) (Retreat Expenses)  
Minn. Op. Atty. Gen. No. 161b-12 (August 4, 1997) (Transportation Expenses)

**Cross References:** Policy 212 (School Board Member Development)  
Policy 412 (Expense Reimbursement)

### **SCHOOL BOARD ACTION:**

Adopted January 17, 2006

Revised \_\_\_\_\_

## **697 Assessments**

### **I. Purpose**

The purpose of this policy is to define assessment practices in Fridley Public Schools.

### **II. Statement of Policy**

Each building will establish appropriate assessment strategies and tools to use at grade levels and within departments. These strategies and tools will follow the guidelines set forth below.

### **III. Definitions**

Summative assessment—aimed at determining a student’s achievement level, generally at the end of a course of study or unit of work.

Formative assessment—aimed at identifying the learning needs of students and forming part of the learning process itself.

These definitions are given by the International Baccalaureate organization.

### **IV. Purpose of Assessment**

The primary purpose of assessment is to inform. Assessment informs teachers of what students understand, guides classroom instruction, shows which topics need to be re-taught, and where there may be gaps in curriculum. Assessment provides students feedback on their learning, identifies areas of strength and weakness, and allows them to set goals for future learning. Assessment provides parents an understanding of their child’s progress and helps them better support and celebrate their child’s learning. It should also tell parents about student progress against a given standard.

### **V. Principles of Assessment**

Assessments are varied in type and serve different purposes. They allow students multiple opportunities of showing their understanding. Assessment is an ongoing process and does not happen just at the end of learning. Results inform both students and teachers and are easily understood by all stakeholders. There is an emphasis on both formative and summative assessments.

Regardless of the purpose of an assessment, high quality assessments share specific characteristics:

1. They assess what is intended by the teacher.
2. Clear criteria are given to students prior to an assessment.
3. They allow students to reflect on their learning.
4. They provide students with an understanding of areas they need to grow and improve.
5. They provide an opportunity for students to share their learning with others.
6. They are differentiated.
7. They give timely feedback to students.
8. Modifications are made when necessary.

## **VI. District Assessment Requirements**

Each building will articulate the district assessment requirements for their grade levels and departments. These will include, but are not limited to, assessments mandated by the state.

## **VII. Review of Assessment Policy and Practices**

Grade levels and departments will review their *assessment practices* annually. The purpose of this will be to examine and revise the documents as needed.

A committee will be formed annually to review the *assessment policy*. The committee will be made up of the building principals, IB coordinators, and representatives from each building leadership team. The purpose of this committee will be to review the current assessment policy, revise the policy as needed, and plan how to communicate our assessment policy to staff.

### ***Related Policies:***

**601** School District Curriculum Instructional Goals

**613** Graduation Requirements

**618** Assessment of Standard Achievement

**619** Staff Development

### ***SCHOOL BOARD ACTION:***

Adopted \_\_\_\_\_

# 2010 MCA II Results

## Percentage of students meeting state proficiency targets

	Math		Reading	
	School	State	School	State
<b>Fridley High School</b>	<i>Did not meet AYP</i>			
Grade 10			66.5%	75.3%
Grade 11	39.4%	43.2%		
<b>HS-ALC</b>	<i>Did not meet AYP</i>			
Grade 10			0.0%	75.3%
Grade 11	20.2%	43.2%		
<b>Fridley Middle School</b>	<i>Did not meet AYP</i>			
Grade 5	69.0%	68.6%	71.7%	76.4%
Grade 6	67.6%	68.9%	63.3%	71.7%
Grade 7	50.0%	64.4%	54.5%	66.1%
Grade 8	62.5%	58.5%	64.8%	68.1%
<b>MS-ALC</b>	<i>Did meet AYP</i>			
Grade 7	0.0%	64.4%	11.1%	66.1%
Grade 8	8.3%	58.5%	16.7%	68.1%
<b>Hayes</b>	<i>Did meet AYP</i>			
Grade 3	87.2%	82.8%	79.8%	76.3%
Grade 4	71.8%	77.0%	70.5%	72.5%
<b>Stevenson</b>	<i>Did meet AYP, Year 1</i>			
Grade 3	81.7%	82.8%	78.3%	76.3%
Grade 4	79.1%	77.0%	64.7%	72.5%

## 2010 IB Exam Results Overview:

*Exam Scores range from 1 to 7.*

*There is no "Pass" score, but a 4 is considered acceptable.*

*College credit is often given for scores of 4 or higher.*

*Scores of 6 & 7 are quite rare.*

### Business & Management SL:

Exams given: 18

Average Score: 4.0 (Range 2-6)

Full Diploma Candidates: 5

Full Diploma Average: 4.8 (Range 4-6)

World Average: 4.75

*Distribution: 1: 0 2: 1 3: 5 4: 6 5: 5 6: 1 7: 0*

### Psychology SL:

Exams given: 27

Average Score: 3.0 (Range 1-5)

Full Diploma Candidates: 5

Full Diploma Average: 4.4 (Range 4-5)

World Average: 5.33

*Distribution: 1: 1 2: 11 3: 5 4: 7 5: 3 6: 0 7: 0*

***All Full Diploma Candidates achieved a score of 4 or better.***

# WORKERS COMPENSATION COVERAGE

INSURED: FRIDLEY ISD #14

INSURER: WESTERN NATIONAL INSURANCE

EFFECTIVE: JULY 1, 2010 – JULY 1, 2011

**COVERAGE A: WORKERS COMPENSATION BENEFITS STATES:**

Minnesota

**COVERAGE B: EMPLOYERS LIABILITY:**

Bodily Injury by Accident	\$500,000 Each Accident
Bodily Injury by Disease	\$500,000 Policy Limits
Bodily Injury by Disease	\$500,000 Each Employee

ADDITIONAL COVERAGES: Volunteers Accident

EXPERIENCE MODIFICATION: 1.16

**PREMIUM DEVELOPMENT:**

Description	Class Code	Rate	Remuneration	Estimated Premium
Bus Drivers	7382	5.80	15,552	902
Professionals	8868	.71	16,867,784	119,761
Other	9101	<u>4.77</u>	2,637,359	125,802
			Increased Limits	2,465
			Experience Modification <u>1.16</u>	39,829
			Scheduled Credit 40.00%	-115,504
			Premium Discount	-19,578
			Expense Constant	200
			TRIA 0.04	7,808
			SCFS 5.77%	10,447 *
			* WCRA Assessment	2,046 ✓
			<b>Estimated Annual Premium</b>	<b>\$174,178</b>
			HPMC	6,100
			<b>Total Estimated Annual Premium</b>	<b>\$180,278</b>

911 - terrorism risk ins act  
 spec. comp fund  
 2 yrs - WC reinsurance act

\* new

# WORKERS COMPENSATION COVERAGE

**INSURED:** FRIDLEY ISD #14  
**INSURER:** WESTERN NATIONAL INSURANCE  
**EFFECTIVE:** JULY 1, 2009 – JULY 1, 2010

**COVERAGE A: WORKERS COMPENSATION BENEFITS STATES:**

Minnesota

*Exp. Mod. sent by  
 MWCTA - 2 yr  
 pay.*

**COVERAGE B: EMPLOYERS LIABILITY:**

Bodily Injury by Accident	\$500,000 Each Accident
Bodily Injury by Disease	\$500,000 Policy Limits
Bodily Injury by Disease	\$500,000 Each Employee

**ADDITIONAL COVERAGES:** Volunteers Accident

**EXPERIENCE MODIFICATION: 1.12**

**PREMIUM DEVELOPMENT:**

Description	Class Code	Rate	Remuneration	Estimated Premium
Bus Drivers	7382	5.93	13,059	774
Professionals	8868	.72	16,119,217	116,058
Other	9101	4.15	2,509,506	104,144
			Increased Limits	2,210
			Experience Modification 1.12	26,782
			Scheduled Credit 40.00%	-99,987
			Premium Discount	-16,648
			Expense Constant	200
			TRIA 0.04	7,457
			SCFS 4.50%	7,085
			<b>Estimated Annual Premium</b>	<b>\$148,075</b>
			HPMC	6,100
			<b>Total Estimated Annual Premium</b>	<b>\$154,175</b>

*.87 08-09  
 27% 08-09*

*15,000  
 24,000  
 39,000  
 (23,915)  
 9,000*

## FUND BALANCE COMPARISON BY DISTRICT

DISTRICT	2004-05			2005-06			2006-07			2007-08			2008-09			LAST PASS	LAST LEVY AUTH	DATE PASS
	ADM	UNRES FUND BAL	% of unres exps															
St. Anthony	1,660	\$350,306	2.80%	1,698	\$407,203	3.15%	1,722	\$1,004,543	7.22%	1,715	\$2,152,124	15.09%	1,693	\$2,860,148	18.53%	Y	\$855.25	2005
Fridley	2,520	\$303,616	1.29%	2,454	(\$410,546)	-1.62%	2,586	\$120,669	0.45%	2,695	\$237,575	0.83%	2,689	\$546,802	1.75%	Y	\$997.07	2005
Columbia Heights	3,037	\$1,638,248	6.16%	2,968	\$2,053,258	7.46%	3,006	\$3,148,680	10.61%	2,963	\$3,217,677	10.60%	2,897	\$2,633,904	8.29%	Y	\$879.00	2005
Mahtomedi	3,058	\$1,744,006	7.25%	3,076	\$1,922,074	7.27%	3,036	\$1,851,331	6.69%	3,113	\$2,019,242	6.90%	3,222	\$2,343,398	6.81%	Y	\$1,100.20	2004
South St. Paul	3,235	\$3,090,449	10.99%	3,273	\$3,192,459	10.59%	3,294	\$3,508,172	10.98%	3,330	\$3,181,638	9.17%	3,337	\$3,315,240	9.92%	Y	\$869.57	2009
Richfield	4,217	\$2,551,404	6.55%	4,141	\$1,980,382	4.73%	4,162	\$2,087,003	4.71%	4,083	\$1,650,601	3.67%	4,059	\$2,941,432	4.90%	Y	\$1,099.78	2005
Spring Lake Park	4,345	\$676,292	2.06%	4,550	\$1,480,405	3.98%	4,560	\$1,515,265	3.82%	4,603	\$1,334,681	3.25%	4,576	\$1,101,535	2.27%	N	\$855.25	2009
N. St. Paul	11,770	(\$652,615)	-0.65%	11,661	\$2,764,651	2.85%	11,727	\$7,081,010	7.03%	11,449	\$12,011,162	11.81%	10,686	\$16,062,249	11.65%	N	\$833.02	2006
Robbinsdale	13,608	\$12,710,691	10.67%	13,631	\$9,092,489	7.03%	13,474	\$3,323,828	2.48%	13,141	\$2,087,919	1.57%	12,586	\$4,381,972	3.13%	Y	\$848.25	2008



## **TIMELINE FOR 2010 PAY 2011 LEVY CERTIFICATION**

<b>Early September 2010</b>	<b>MDE gives Districts levy limitations</b>
<b>September 30, 2010</b>	<b>School Board certifies preliminary levy limitations</b>
<b>Late November 2010</b>	<b>County sends 2010 tax notices out to public</b>
<b>December 21, 2010</b>	<b>Public TNT Hearing at the open forum from 7:00-7:30pm</b>
<b>December 21, 2010</b>	<b>School Board certifies final levy limitations at regular School Board meeting</b>
<b>December 31, 2010</b>	<b>Final levy certification due to state</b>

July 8, 2010

To: Superintendent Flathmann  
Members of the School Board

From: Duane Knealing

Subject: Health and Safety Revenue Application

In order to receive funding for health and safety projects for Fiscal Year 2011, staff must present to the school board an outline of health and safety program information for the school district. These programs are noted in MDE attachment 10 and are included for school board review and approval. This is required as a part of our health and safety levy application. The Minnesota Department of Education has requested school board approval of the programs and plans by July 23, 2010 in order to qualify for 2010 Pay 2011 Health and Safety funding.

Also included is the Assessment report from the MDE representative on his building inspections last spring. All these deficiencies have been or will be corrected by the date indicated on the inspection report.

C: The safety committee

HEALTH AND SAFETY PROGRAM REVENUE APPLICATION

In accordance with Minnesota Statutes section 123B.57 Subd. 1(a) the intent of this document is to satisfy the requirement for districts to submit their health and safety program application including hazardous substance removal, fire and life safety code repairs, Labor and Industry-regulated facility and equipment violations, and health, safety, and environmental management, including indoor air quality management.

This completed form with attached school board approved minutes and Management Assistance Physical Hazard/Building Walkthrough report shall be provided to your regional management assistant professional for submittal to the Minnesota Department of Education before July 23, 2010.

**District Name and Number**

**Fridley – Independent School District 14**

**Health and Safety Coordinator Name and Contact Information**

**Duane Knealing**

[Duane.Knealing@fridley.k12.mn.us](mailto:Duane.Knealing@fridley.k12.mn.us),

**763-502-5008, ISD 14, 6000 West Moore Lake Drive, Fridley, MN, 55432**

**Signature of Board Chairman**

**Date**

**Accident Investigation (View [29 CFR 1904.32](#))**

Is the annual summary of injuries and illnesses recorded on the OSHA 300 posted from February 1 until April 30 of the following year? yes

What is your 2009 Worker’s Compensation Experience Modification Rate? 1.12

What is your district’s most common injury? Student / Teacher Contact

Describe your procedure for accident investigation and implementing corrective action.

Accident Report form has been modified for district use to ask specific questions regarding the most common injuries. This data is used to implement changes in training for employees or specific groups of employees, or the requirement for specific PPE to be worn by the employee.

**Bloodborne Pathogens (View [29 CFR 1910.1030](#))**

Name of Exposure Control Plan Coordinator: Nurse, Linda Snyder

**Asbestos (View [40 CFR Part 763 Subpart E](#))**

Name of AHERA Designated Person: Duane Knealing

Do you have current AHERA three-year and six-month inspection records on file? yes

**Bleachers (View [Minn. Stat. § 326B.112](#))**

How many sets of bleachers (55 inches above grade and higher) are in your district? eight

Have all of your bleachers received the five-year certification? yes

**Chemical Hygiene (View [29 CFR 1910.1450](#))**

Name of Chemical Hygiene Plan Coordinator: team of Eric Gunderson and Eric Larson

**Fire and Life Safety (View [Minn. Stat. § 121A.037](#))**

Are you conducting a minimum of one tornado, five fire and five lock-down drills within a school year per building? yes

**Indoor Air Quality (View [US EPA Tools for Schools Program](#))**

Name of IAQ Coordinator and Certification Number: Duane Knealing, I1005  
Date of last IAQ Building Walkthrough: February 8 thru 12, 2010  
Date of last Ventilation and Maintenance Checklist: February 8 thru 12, 2010

**Machine Guarding (View [29 CFR 1910.212](#))**

Name of Contact Person and Certification Number: Duane Knealing, MG1108

**Management Assistance**

Do you contract with Management Assistance? yes  
Name of Management Assistance Professional: Mike Wiegel, Metro ECSU

**Mercury (View [Minn. Stat. § 121A.33](#))**

As of December 31, 2009, are you purchasing, storing or using elemental mercury or an instrument of measurement containing mercury for any purpose? (This does not apply to thermostats for heating, ventilation, and air conditioning in the school.)  
NO

**Safety Committee (View [Minn. Stat. § 182.676](#))**

Are you conducting a minimum of four quarterly safety committee meetings per school year?  
Yes



March 29, 2010

Duane Knealing  
Fridley School District  
6000 West Moore Lake Drive  
Fridley, MN 55432

Duane,

I would like to thank you for your time to do an inspection walk through at Fridley Community Center, Fridley Middle and Fridley High School on March 18, 2010.

Please give me a call if you have any questions 612-638-1505 or email me [mjweigel@aol.com](mailto:mjweigel@aol.com).

Sincerely,

*Mike Weigel /CB*

Mike Weigel  
Director Facilities & Environmental Health & Safety

School District Name Fridley

School District Number 14

\*OSHA is citing

### Assessment Results/Findings

possible OSHA fines

Building	Location	Standard	Description	Min	Max
Community Center	NO VIOLATIONS				
Community Center	room 148 (drop-cord welding)	electrical	Electrical wiring exposed	\$500.00	\$3000.00
Fridley Middle School	boiler room, pool chemical room	personal protective equipment	Tight fitting goggles required in this area		
<b>Total</b>				\$500.00	\$3000.00

Inspected by Mike Weigel

Date 3/18/2010

School District Name Fridley

School District Number 14

\*OSHA is citing

### Assessment Results/Findings

possible OSHA fines

Building	Location	Standard	Description	Min	Max
Hayes Elementary	boiler room	walking and working surfaces	Fall protection required on top of boilers	\$500.00	\$1500.00
Hayes Elementary	room 127	electrical	Recommend removing ungrounded coffee pot	\$1500.00	\$3000.00
<b>Total</b>				\$2000.00	\$4500.00

Inspected by Mike Weigel Date 5/28/2010

School District Name Fridley

School District Number 14

\*OSHA is citing

### Assessment Results/Findings

possible OSHA fines

Building	Location	Standard	Description	Min	Max
Stevenson Elementary	boiler room	walking and working surfaces	Fall protection required on top of boilers	\$500.00	\$1500.00

**Total** \$500.00 \$1500.00

Inspected by Mike Weigel Date 5/28/2010

July 7, 2010

To: Superintendent Flathmann  
Members of the School Board

From: Duane Knealing

Subject: Bus stops on Shoulder of the Roadway

Included in the Omnibus K-12 Education Act passed during the 2000 Legislative Session is a section on requirements for bus stops on the shoulder of a roadway. Bus stops on roadway shoulders are permitted where students are not required to cross the street or highway and where the bus is completely off the traveled portion of the roadway. These bus stops require school board notification and school board approval.

The changes and road improvements to East River Road and to Old Central Avenue dictate that it is safer to use the shoulder for bus stops. With the road improvements on East River Road and Old Central the possibility of a vehicle trying to access a turn lane or a driveway by passing a bus on the right exists. By using the shoulder, this eliminates any possibility of a vehicle passing a school bus on the right side, which is where the children are.

As required by the 2000 legislation the following bus stops are designated for pick up on the shoulder of the roadway:

7231 East River Road  
7321 East River Road  
7513 East River Road  
7525 East River Road  
7627 East River Road  
7673 East River Road  
7751 East River Road  
East River Road at Craig Way  
6880 East River Road  
6601 East River Road  
6551 East River Road  
6421 East River Road  
6550 East River Road  
6276 East River Road  
6220 East River Road  
North end of River Edge Way and East River Road  
Old Central at 64<sup>th</sup> Avenue  
Old Central at 69<sup>th</sup> Avenue  
6680 Old Central  
6568 Old Central  
6548 Old Central  
6534 Old Central  
6044 Old Central  
Old Central and Heather Place  
5819 Old Central  
5795 Old Central

C: Chief Abbott, Fridley Police Department

July 7, 2010

To: Superintendent Flathmann  
Members of the School Board

From: Duane Knealing

Subject: 2010-2011 Rate for Private Transportation Contracts

State Statute requires School Districts to transport students attending non-public schools to either the district boundary or the indistrict non-public school. In the past we have used private transportation contracts with parents and reimbursed them at a daily rate. District policy states the rate is to be established annually. Last year the daily rate was set at \$ 1.79 per student day of attendance. For 2010-2011 we are recommending the same rate change as approved in our contract package with our in district transportation contractor. This would set the new daily rate at \$ 1.83 per student day of attendance for FY 2011.



Fridley School District  
6000 West Moore Lake Drive  
Fridley, Minnesota 55432  
Phone: 763-502-5000  
Fax: 763-502-5050

July 20, 2010

**To:** Fridley School Board  
**From:** Rochel Manders  
**Subject:** Facilities Analysis Contract

I have received and the selection committee has reviewed the proposals for the district's facilities study. In summary, the estimated project cost is \$15,300 and \$22,000 for ATS&R and ICS respectively.

In reviewing non price criteria, it is the committee's determination that ATS&R has a better overall capacity to complete the project and obtain the district's desired results. The district's positive ongoing relationship with ATS&R has also played a role in the committee's recommendation whereas ATS&R would potentially be involved in the implementation of the district's options.

Based on the above information, I recommend acceptance of the proposal from ATS&R for the sum of \$15,300.

Thank you.



**Fridley Public Schools**

A World-Class Community of Learners

**Fridley High School**

**Building Goals**

**2009-2010**

**10<sup>th</sup> Grade MCA Reading**

**Goal:** The percentage of 10th grade students at Fridley High School based on students in attendance prior to October 1st who earn achievement levels of Meets Expectations or Exceeds Expectations on the 10th Grade MCA Reading Test will increase from 69.01% in 2009 to 74.01% in 2010.

**Support Data indicating need for goal:**

69.01% of Fridley High School 10th graders in 2008-9 earned Meets Expectations or Exceeds Expectations on the 10th Grade MCA Reading Test. The MN State average was 74.2%. The non-adjusted starting point for AYP is 79.87% in 2010.

**Describe how this goal fits into broader building and district goals.**

We want all of our students to achieve a levels of Meets Expectations or Exceeds Expectations on the 10th Grade MCA Reading Test in order to graduate from Fridley High School

**Describe how this goal will improve student achievement.**

**Since reading is integral to all academic areas, improvement in this area will increase students' chances of academic and personal success.**

## Planning Improvement Strategies Process/Action

Interventions, tasks, activities

Process Strategies				Degree of Success					
Activities	Person Responsible	Resources Needed	Timeline	1	2	3	4	5	Level Earned

Reading Team will participate in reading team meetings	Reading Team	None	September - May	-	-	-	-	Reading team participates	5
Reading Team members will utilize NWEA testing results identify students needing additional support	Reading Team	None	Completed by 12/1	-	-	-	-	Reading team develops strategies	5
Reading team develops intervention strategies.	Reading Team	None	Completed by 2/1	-	-	-	-	Interventions developed	5
Reading team implements intervention strategies	Reading Team	None	Completed 4/1	-	-	-	-	Interventions implemented	5

## **Analysis and Interpretation Reflection**

**Describe which activities appear to be the most effective in reaching the state goals.**

**Focusing on student data using NWEA Reading results. The use of state recommended approaches to teaching MCA Reading skills appeared to be helpful, but we are waiting to find our MCA Reading test scores to see if these techniques were effective.**

**Describe next steps (continue practices, change, improve or abort) that should be taken for further or continued success with this goal.**

**Training for reading in the content areas would make the groups more effective. Breaking the large group into smaller, more content-based groups would also make for a more effective implementation of reading strategies.**

**Outcomes – Acceptable Evidence**  
**Products**  
**Measurable Results**  
**Interventions, tasks, activities**

Products	Degree of Success					
Evidence	1	2	3	4	5	Level Earned
The percentage of 10th grade students at Fridley High School based on students in attendance prior to October 1st who earn achievement levels of Meets Expectations or Exceeds Expectations on the 10th Grade MCA Reading Test will increase from 69.01% in 2009 to 74.01% in 2010.	The goal is not fully met. At least 69.01% of students are proficient on the Reading Test	The goal is not fully met. At least 70.26% of students are proficient on the Reading Test	The goal is not fully met. At least 71.51% of students are proficient on the Reading Test	The goal is not fully met. At least 72.76% of students are proficient on the Reading Test	The goal is fully met. At least 74.01% of students are proficient on the Reading Test	The % of our students decreased from 69.01% to 67.20. Level Earned= 0
In order to maintain Safe Harbor the percentage of students in the sub-group of black students who earn Partially Meets Standards or Does Not Meet Standards decreases from 40.91% in 2009 to 30.91% in 2010 on the 10th Grade MCA Reading Test.	The goal is not fully met. 40.91% or less black students are non-proficient on the Reading Test	The goal is not fully met. 38.41% or less black students are non-proficient on the Reading Test	The goal is not fully met. 35.91% or less black students are non-proficient on the Reading Test	The goal is not fully met. 33.41% or less black students are non-proficient on the Reading Test	The goal is fully met. 30.91% or less black students are non-proficient on the Reading Test	The % of our students increased from 40.91% to 61.9. Level Earned= 0
In order to maintain Safe Harbor the percentage of students in the sub-group of special education students who earn Partially Meets Standards or Does Not Meet Standards decreases from 46.97% in 2009 to 36.97% in 2010 on the 10th Grade MCA Reading Test.	The goal is not fully met. 46.97% or less special education students are non-proficient on the Reading Test	The goal is not fully met. 44.47% or less special education students are non-proficient on the Reading Test	The goal is not fully met. 41.97% or less special education students are non-proficient on the Reading Test	The goal is not fully met. 39.47% or less special education students are non-proficient on the Reading Test	The goal is fully met. 36.97% or less special education students are non-proficient on the Reading Test	The % of students increased from 46.97% to 71.9. Level Earned= 0
The percentage of students in the sub-group of Free and Reduced Lunch students who earn achievement levels of Meets Standards or Exceeds Standards on the 10th Grade MCA Reading Test will increase from 66.67% in 2009 to 71.67% in 2010.	The goal is not fully met. At least 66.67% Free and Reduced Lunch students are proficient on the Reading Test	The goal is not fully met. At least 67.92% Free and Reduced Lunch students are proficient on the Reading Test	The goal is not fully met. At least 69.17% Free and Reduced Lunch students are proficient on the Reading Test	The goal is not fully met. At least 70.42% Free and Reduced Lunch students are proficient on the Reading Test	The goal is fully met. At least 71.67% Free and Reduced Lunch students are proficient on the Reading Test	The % of students decreased from 66.67% to 46.5. Level Earned= 0



**Fridley Public Schools**

A World-Class Community of Learners

**Fridley High School**

**Building Goals**

**2009-2010**

**9<sup>th</sup> Grade GRAD Writing**

**Goal:** The percentage of 9th grade students at Fridley High School based upon attendance prior to October 1st who score 3 and higher on the 9th Grade GRAD Writing Test will increase from 78.6% in 2009 to 83.6% in 2010.

**Support Data indicating need for goal:**

78.6% of Fridley High School 9th graders in 2008-9 passed the GRAD Writing Test. The MN State average was 89.58%.

**Describe how this goal fits into broader building and district goals.**

We want all of our students to achieve a passing score on the the 9th Grade GRAD Writing Test in order to graduate form Fridley High School

**Describe how this goal will improve student achievement.**

**Colleges across the country require a high level of writing proficiency. This goal will help us better prepare our students to meet that expectation.**

## Planning Improvement Strategies Process/Action

Interventions, tasks, activities

Process Strategies				Degree of Success					
Activities	Person Responsible	Resources Needed	Timeline	1	2	3	4	5	Level Earned
Writing Team will participate in writing team meetings	Writing Team	None	September - May	-	-	-	-	Writing team participates	5
Writing Team members will develop a formative assessment to identify students needing additional support	Writing Team	None	Completed by 12/1	-	-	-	-	Writing team identified students	5
Writing team develops interventions based upon the results of formative assessment	Writing Team	None	Completed by 2/1	-	-	-	-	Interventions developed	5
Writing team implements interventions	Writing Team	None	Completed by 4/1	-	-	-	-	Interventions implemented	5

## **Analysis and Interpretation Reflection**

**Describe which activities appear to be the most effective in reaching the state goals.**

We looked at the scoring of the MCA test and discussed what was needed to pass the test. These strategies were implemented in different subject areas and we really focused on how we could help specific students. We gave each 9th grader a formative writing assessment in the beginning of the first trimester to make an initial assessment of each student. We worked with this information to decide what English class they should be placed in and if they should be in Writing Skills as well.

**Describe next steps (continue practices, change, improve or abort) that should be taken for further or continued success with this goal.**

**A merger of the reading and writing groups might allow for a whole language approach to reading and writing skills. Providing training for writing in the content areas would also allow for more effective implementation of writing strategies.**

## Outcomes – Acceptable Evidence

### Products

### Measurable Results

### Interventions, tasks, activities

Products	Degree of Success					
Evidence	1	2	3	4	5	Level Earned

The percentage of 9th grade students at Fridley High School based upon attendance prior to October 1st who score 3 and higher on the 9th Grade GRAD Writing Test will increase from 78.6% in 2009 to 83.6% in 2010.	The goal is not fully met. 78.60% or less students pass the Writing Test	The goal is not fully met. At least 79.85% of students pass the Writing Test	The goal is not fully met. At least 81.10% of students pass the Writing Test	The goal is not fully met. At least 82.35% of students pass the Writing Test	The goal is fully met. At least 83.60% of students pass the Writing Test	87.5% of students passed the Writing Test Level Earned = 5
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**Fridley Public Schools**

A World-Class Community of Learners

**Fridley High School**

**Building Goals**

**2009-2010**

**11<sup>th</sup> Grade MCA Math**

**Goal:** The percentage of 11th grade students at Fridley High School based upon students in attendance prior to October 1st who earn achievement levels of Meets Expectations or Exceeds Expectations on the 11th Grade MCA Math Test will increase from 36.60% in 2009 to 41.60% in 2010.

**Support Data indicating need for goal:**

36.76% of Fridley High School 11th graders in 2008-9 earned Meets Expectations or Exceeds Expectations on the 11th Grade MCA Math Test. The MN State average was 41.61%. The non-adjusted starting point for AYP in 2010 is 58.93%.

**Describe how this goal fits into broader building and district goals.**

We want all of our students to achieve a levels of Meets Expectations or Exceeds Expectations on the 11th Grade MCA Math Test in order to graduate from Fridley High School

**Describe how this goal will improve student achievement.**

**Since math is integral to most academic areas, improvement in this area will increase students' chances of academic and personal success.**

## Planning Improvement Strategies Process/Action

Interventions, tasks, activities

Process Strategies	Degree of Success
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Activities	Person Responsible	Resources Needed	Timeline	1	2	3	4	5	Level Earned
Math Team will participate in Math team meetings	Math Team	None	September - May	-	-	-	-	Math team participates	5
Math Team members will utilize MCA pre-test results to identify students needing additional support	Math Team	None	Completed by 12/1	-	-	-	-	Math team identified students	5
Math Team develops intervention strategies.	Math Team	None	Completed by 2/1	-	-	-	-	Interventions developed	5
Math Team implements intervention strategies	Math Team	None	Completed by 4/1	-	-	-	--	Implements strategies	5

## **Analysis and Interpretation Reflection**

**Describe which activities appear to be the most effective in reaching the state goals.**

**An emphasis on probability and statistics and the use of a pre-test to identify strands allowed for the teaching of curriculum focused on state benchmarks. Warm-up exercises on Fridays seemed to increase the comfort level of students with the MCA question format.**

**Describe next steps (continue practices, change, improve or abort) that should be taken for further or continued success with this goal.**

**The change in curriculum to include a formal Geometry class allows students to learn geometry skills in a more effective holistic way rather than piecemeal fashion. Next year's 11th graders will be the first to have this Geometry class. More formal use of the NWEA Math data can be used to identify and develop strategies and strands.**

**Outcomes – Acceptable Evidence**  
**Products**  
**Measurable Results**  
**Interventions, tasks, activities**

Products	Degree of Success					
Evidence	1	2	3	4	5	Level Earned
The percentage of 11th grade students at Fridley High School based upon students in attendance prior to October 1st who earn achievement levels of Meets Expectations or Exceeds Expectations on the 11th Grade MCA Math Test will increase from 36.76% in 2009 to 41.60% in 2010.	The goal is not fully met. At least 36.76% or fewer students are proficient on the Math Test	The goal is not fully met. At least 37.86% of students are proficient on the Math Test	The goal is not fully met. At least 39.11% of students are proficient on the Math Test	The goal is not fully met. At least 40.36% of students are proficient on the Math Test	The goal is fully met. At least 41.61% of students are proficient on the Math Test	40.5% of students scored at a proficient level on the MCA Math Test Level Earned=4
In order to maintain Safe Harbor the percentage of students in the sub-group of black students who earn Partially Meets Standards or Does Not Meet Standards decreases from 94.87% in 2009 to 84.87% in 2010 on the 11th Grade MCA Math Test.	The goal is not fully met. 94.87% or less black students are non-proficient on the Math Test	The goal is not fully met. 92.37% or less black students are non-proficient on the Math Test	The goal is not fully met. 89.87% or less black students are non-proficient on the Math Test	The goal is not fully met. 87.37% or less black students are non-proficient on the Math Test	The goal is fully met. 84.87% or less black students are non-proficient on the Math Test	88.2% of our black students are not proficient on the MCA Math Test Level Earned=3
In order to maintain Safe Harbor the percentage of students in the sub-group of special education students who earn Partially Meets Standards or Does Not Meet Standards decreases from 88.46% in 2009 to 78.46% in 2010 on the 11th Grade MCA Math Test	The goal is not fully met. 88.46% or less special education students are non-proficient on the Math Test	The goal is not fully met. 85.96% or less special education students are non-proficient on the Math Test	The goal is not fully met. 83.46% or less special education students are non-proficient on the Math Test	The goal is not fully met. 80.96% or less special education students are non-proficient on the Math Test	The goal is fully met. 78.46% or less special education students are non-proficient on the Math Test	100% of our special education students were not proficient on the Math Test Level Earned=0



**Fridley Public Schools**

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**HS/MS ALC**

**Building Goals  
2009-2010**

**Reading**

## **Goal:**

Fridley Area Learning Center day students will increase the percentage of all students in grade 10 who partially meets proficiency in reading as determined by the 2010 Reading MCA-II/MTELL/MTAS from 75% to 80%. This is a 5% increase from 2008-2009 school year.

## **Support Data indicating need for goal:**

The Fridley Area Learning Center students did not meet Average Yearly Progress in Reading. Our students are not maintaining academic pace of their peers. Spring 2009 MCA II indicate that we have an opportunity for growth. Of the students who took the assessment, 4 of 16 students were proficient and 12 of 16 were partially proficient.

## **Describe how this goal fits into broader building and district goals.**

As a part of the NCLB legislation all students will reach high standards, by attaining proficiency or better in reading.

## **Describe how this goal will improve student achievement.**

The individual success of students, as well as the gains in abilities of these students who have had the opportunity to be involved in a successful reading program, show that these accelerated processes remediate deficits and accelerate reading development as well as providing tools for thinking and reasoning.

## Planning Improvement Strategies Process/Action

Interventions, tasks, activities

Process Strategies				Degree of Success					
Activities	Person Responsible	Resources Needed	Timeline	1	2	3	4	5	Level Earned
Mentor Reading	Lead Teacher, mentors	Classroom texts and novels	September-June	40% of Sophomores have participated	55% of Sophomores have participated	70% of Sophomores have participated	85% of Sophomores have participated	100% of Sophomores have participated	5
Expand the new school-wide cross-curricular reading strategies for all learners.	Admin., Leadership Team, and District Reading Specialists	NWEA MAP Continuum Renaissance Reading	September-Dec	Staff has implemented 1 cross-curricular strategy	Staff has implemented 2 cross-curricular strategy	Staff has implemented 3 cross-curricular strategy	Staff has implemented 4 cross-curricular strategy	Staff has implemented 5 cross-curricular strategy	4
View MCA II Reading strands per individual student data. Discussion of data as it pertains to all grades.	Teaching staff and Admin.	MCA II reading strands for grades 9-12.	Staff Meetings November - January	MCA II Reading strands have not been viewed and discussed	<a href="#">Click here</a>	<a href="#">Click here</a>	<a href="#">Click here.</a>	MCA II Reading strands have been viewed and discussed	5
MAP Assessment x3 to identify students to gauge progress. Review Data.	Teaching Staff	Training on NWEA MAP data	December-January	40% of identified students were assessed	55% of identified students were assessed	70% of identified students were assessed	85% of identified students were assessed	100% of identified students were assessed	5
Students will participate in homogenous grouping MCA II Prep course based on strand data.	Teaching Staff	Specific curriculum for strand focus.	February-March	40% of Sophomores participated	55% of Sophomores participated	70% of Sophomores participated	85% of Sophomores participated	100% of Sophomores participated	4
Facilitate daily 15 minutes independent reading program for all students.	All staff	Media Center	September-June	40% of students read 15 min. independently	55% of students read 15 min. independently	70% of students read 15 min. independently	85% of students read 15 min. independently	100% of students read 15 min. independently	5

## **Analysis and Interpretation Reflection**

### **Describe which activities appear to be the most effective in reaching the state goals.**

The explanation of cross-curricular reading strategies for all learners pointed out that consistency (whether attendance or classroom expectations) and prior knowledge/experience helped students relate deeper and more meaningfully to their readings. Also the facilitation of a daily 15 minutes independent reading program for all students allowed students to reflect more positively when they were able to choose novels/short stories that applied to their interests and the immediacy of their lives.

### **Describe next steps (continue practices, change, improve or abort) that should be taken for further or continued success with this goal.**

There needs to be more one-on-one teaching in order to really focus on individual students and their reading concerns. Ideally, we should schedule more time into our daily classes. The disparity in our students reading skills is obvious based on various assessments. It is critical that we continue to work towards this goal because we believe it is crucial to support our struggling readers (native and non-native) so that they find success not only in school, but also in their everyday lives.

## Outcomes – Acceptable Evidence

### Products

### Measurable Results

### Interventions, tasks, activities

Products	Degree of Success					
Evidence	1	2	3	4	5	Level Earned
Fridley Area Learning Center day students will increase the percentage of all students in grade 10 who partially meets proficiency in reading as determined by the 2010 Reading MCA-II/MTELL/MTAS from 75% to 80%. This is a 5% increase from 2008-2009 school year.	10% of the Fridley ALC students partially met proficiency	20% of the Fridley ALC students partially met proficiency	40% of the Fridley ALC students partially met proficiency	60% of the Fridley ALC students partially met proficiency	80% of the Fridley ALC students partially met proficiency	4
Staff development program focused on scientifically research-based teaching strategies	Fridley ALC staff attended all professional development activities and implemented 1 strategy	Fridley ALC staff attended all professional development activities and implemented 2 strategy	Fridley ALC staff attended all professional development activities and implemented 3 strategy	Fridley ALC staff attended all professional development activities and implemented 4 strategy	Fridley ALC staff attended all professional development activities and implemented 5 strategy	5

## **Supporting Material and Documents**

We were partially successful on this goal: 10 students took the assessment, 1 met standards, 5 partially met standards or 60%. This equates to a 4 on our rubric.



**Fridley Public Schools**

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HS/MS ALC

Building Goals  
2009-2010

**Mathematics**

**Goal:**

Fridley Area Learning Center day students will increase the percentage of all students in grade 11 who partially meet proficiency in Mathematics as determined by the 2010 Mathematics MCA-II/MTELL/MTAS from 0% to 5.0%. This is a 5.0% increase from 2009-2010 school year. Fridley Area Learning Center day 11th grade students will increase the school mean score in math as determined by the 2010 MCA assessment from 1113.4 to 1125.0. This is an 11.6 point increase from 2009-2010 school year.

**Support Data indicating need for goal:**

The Fridley Area Learning Center students did not meet Average Yearly Progress in Mathematics. Our students are not maintaining the same academic pace of their peers. Spring 2009 MCA II indicate that we have an opportunity for growth. (0 of 5 students were successful)

**Describe how this goal fits into broader building and district goals.**

As a part of the NCLB legislation all students will reach high standards by attaining proficiency or better in mathematics.

**Describe how this goal will improve student achievement.**

The development of each student's ability to solve problems is essential if he or she is to be a productive citizen. Life in the 21st century is drenched in data, dominated by computers, and controlled by quantitative information. As a result of this goal, students should view themselves as capable of using their mathematical power to make sense of new problem situations in the world. The daily news is full of statistics, graphs and percentages; political polls, election outcomes and census counts are based on mathematical concepts such as ratio, probability and sampling. Virtually all people need to deal with quantitative concepts and use reasoning skills in their jobs. Indeed, those who lack mathematical know-how face the very real threat of being left behind —as citizens, consumers, and workers. We must endow all students with a realization that doing mathematics is a common human activity.

## Planning Improvement Strategies Process/Action

Interventions, tasks, activities

Process Strategies				Degree of Success					
Activities	Person Responsible	Resources Needed	Timeline	1	2	3	4	5	Level Earned
Mentor Math	Lead Teacher, mentors	Classroom texts	September-June	40% of Juniors have participated	55% of Juniors have participated	70% of Juniors have participated	85% of Juniors have participated	100% of Juniors have participated	5
Math warm ups; math problems around a particular math strand	Teaching staff	Staff will create strand specific problems for classroom use.	September-June	Math Warm Ups will occur 1 time per week	Math Warm Ups will occur 2 time per week	Math Warm Ups will occur 3 times per week	Math Warm Ups will occur 4 times per week	Math Warm Ups will occur 5 times per week	5
View MCA II Math strands per individual student data. Discussion of data as it pertains to all grades.	Teaching staff and Admin.	MCA II math strands for grades 9-12.	Staff Meetings September - January	MCA II Math strands have not been viewed and discussed	<a href="#">Click here</a>	<a href="#">Click here</a>	<a href="#">Click here.</a>	MCA II Math strands have been viewed and discussed	4
MAP Assessment x3 to identify students a gauge progress. Review Data.	Teaching Staff	Training on NWEA MAP data	December-January	Less than 40% of identified students were assessed	55% of identified students were assessed	70% of identified students were assessed	85% of identified students were assessed	100% of identified students were assessed	5
MCA Prep courses based on MCA-II strand data, students will participate in a homogenous grouping around the math strands.	Teaching Staff	Specific curriculum for strand focus.	February-March	Less than 40% of Juniors participated	55% of Juniors participated	70% of Juniors participated	85% of Juniors participated	100% of Juniors participated	4

## **Analysis and Interpretation Reflection**

### **Describe which activities appear to be the most effective in reaching the state goals.**

The activities that appear to be most effective were the math warm-ups and the MCA Prep Course. The warm-ups were a consistent method to engage students immediately and occurred every day throughout the year. Student know what was expected from the moment they entered class. The questions offer review of content throughout year.

The MCA Prep was a success as well. All 2011 graduates who were enrolled at the time were in either part 1 or part 2 of the MCA Prep course. Two students enrolled after the start of the part 2 term, but were not in the MCA prep course.

### **Describe next steps (continue practices, change, improve or abort) that should be taken for further or continued success with this goal.**

The next steps that should be taken for continued success revolve around how we can promote consistent attendance with students. Our math program is well established. Students that have been with us know what is expected and that they can be successful if they hang in there. Students joining us in mid term fit in well but students that are consistently not in school cannot learn nor can they be expected to achieve at levels commensurate of their peers. Consequently, it is critical to identify strategies that intervene effectively with youth who are chronically absent and that interrupt their progress to delinquency and other negative behaviors by addressing the underlying reasons behind their absence from school.

## Outcomes – Acceptable Evidence

### Products

### Measurable Results

### Interventions, tasks, activities

Products	Degree of Success					
Evidence	1	2	3	4	5	Level Earned
Fridley Area Learning Center day students will increase the percentage of all students in grade 11 who partially meet proficiency in Mathematics as determined by the 2010 Mathematics MCA-II/MTELL/MTAS from 0% to 5.0%. This is a 5.0% increase from 2009-2010 school year. Fridley Area Learning Center day 11th grade students will increase the school mean score in math as determined by the 2010 MCA assessment from 1113.4 to 1125.0. This is an 11.6 point increase from 2009-2010 school year.	1% of the day students partially met	2% of the day students partially met	3% of the day students partially met	4% of the day students partially met	5% of the day students partially met	5
Staff development program focused on scientifically research-based teaching strategies	Teaching staff attended all pd activities, implemented 0 strategies	Teaching staff attended all pd activities, implemented 1 strategies	Teaching staff attended all pd activities, implemented 2 strategies	Teaching staff attended all pd activities, implemented 3 strategies	Teaching staff attended all pd activities, implemented 4 strategies	5

## **Supporting Material and Documents**

We did meet our goal: 20 students took the assessment, 4 met standards, 2 partially met standards a 30% increase. 1113.4 school mean in 2008-09 increased to 1127.35 school mean 2009-10, an increase of 13.95. This is a 5 on our rubric.