

## Work Session

Tuesday, September 21, 2010 5:30 PM

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

A. Legal Updates	<b>Presenter:</b> Dr. Peggy Flathmann
B. Enrollment..... .....	<b>Presenter:</b> Dr. Peggy Flathmann
C. Superintendent Goals and Evaluation Process..... ..	<b>Presenter:</b> Dr. Peggy Flathmann
D. NWSISD Joint Powers Agreement..... .....	<b>Presenter:</b> Dr. Peggy Flathmann
E. School Finance Elections Workshop..... ..... Monday, December 6, 2010 Cray Plaza, 380 Jackson Street, Suite 300, St. Paul, MN 55101 9:30 AM-4:00 PM	<b>Presenter:</b> Rochel Manders
F. Negotiations Update	<b>Presenter:</b> Rochel Manders
G. Staffing and Personnel Update	<b>Presenter:</b> Imina Oftedahl
H. Annual Report on Curriculum, Instruction, and Student Achievement.....	<b>Presenter:</b> Imina Oftedahl
I. 2009-2010 Staff Development Report..... ....	<b>Presenter:</b> Imina Oftedahl
J. Assurance of Compliance with State and Federal Law Prohibiting Discrimination	<b>Presenter:</b> Imina Oftedahl
K. Second Reading of Policies	<b>Presenter:</b> Imina Oftedahl
K.1. 404 Employment Background Checks..... ..	
K.2. 406 Public and Private Personnel Data..... ..	
K.3. 506 Student Discipline..... .....	
L. First Reading of Policies	<b>Presenter:</b> Imina Oftedahl
L.1. 608 Instructional Services-Special Education..... ..	
L.2. 701 Establishment and Adoption of School District Budget.....	

L.3. 704 Inventory of Fixed  
Assets.....

....  
L.4. 705 Investment of School District  
Funds.....

..  
L.5. 805 Waste Reduction and  
Recycling.....

..  
M. **Preliminary Levy Certification** **Presenter:** Rochel  
Manders

N. **Education Jobs** **Present**  
**Bill**..... **er:**  
..... Rochel  
Manders

O. **OPEB Trust Performance** **Presente**  
**Report**..... **r:**  
..... Rochel  
Manders

P. **Fuel Hedge** **Present**  
**Recommendations**..... **er:**  
..... Rochel  
Manders

Q. **Community Education Update** **Presenter:** Toni Craft

R. **Facility Analysis Final Report** **Presenter:** Dr. Peggy  
Flathmann and ATS&R

## NEW STUDENTS 2010/11

Hayes	Adopted 10/11 enrollment counts	9/14/2010
K	122	116
HK		10
1	120	121
2	88	100
3	107	105
4	99	106
<b>TOTAL:</b>	<b>536</b>	<b>558</b>
<b>Stevenson</b>		
K	122	113
HK		8
1	123	124
2	106	107
3	100	114
4	99	90
<b>TOTAL:</b>	<b>550</b>	<b>556</b>
<b>MS</b>		
5	168	173
6	208	217
7	193	208
8	206	214
<b>TOTAL:</b>	<b>775</b>	<b>812</b>
<b>HS</b>		
9	206	245
10	217	212
11	240	232
12	224	216
<b>TOTAL:</b>	<b>887</b>	<b>905</b>
<b>GRAND TOTAL:</b>	<b>2748</b>	<b>2831</b>

**2010/11  
Open Enrolled Students**

HS	Grade	Total Students by Grade	Female	Male	Free/Eligible	Reduced /Eligible	Ineligible	Am Ind/AK Native	Asian or Pacific Islander	Black/not Hispanic	Hispanic	White, not Hispanic
	9	81	42	39	30	6	45	1	8	28	3	41
	10	80	35	45	38	8	34	2	4	23	10	41
	11	91	43	48	38	7	46	2	6	29	8	46
	12	74	31	43	25	5	44	5	3	14	5	47
	<b>Total Students:</b>	<b>326</b>	<b>151</b>	<b>175</b>	<b>131</b>	<b>26</b>	<b>169</b>	<b>10</b>	<b>21</b>	<b>94</b>	<b>26</b>	<b>175</b>
<b>MS</b>	5	43	19	24	20	6	17	3	2	9	3	26
	6	64	26	38	27	8	29		5	18	5	36
	7	69	40	29	26	7	36	1	4	18	1	45
	8	70	36	34	39	3	28	3	5	29	4	29
	<b>Total Students:</b>	<b>246</b>	<b>121</b>	<b>125</b>	<b>112</b>	<b>24</b>	<b>110</b>	<b>7</b>	<b>16</b>	<b>74</b>	<b>13</b>	<b>136</b>
<b>Hayes</b>	HA											
	KA											
	HK	1		1			1			1		
	KD	36	14	22	8	3	25	1	2	9	0	24
	1	41	21	20	12	4	25		1	6	7	27
	2	25	10	15	10	4	11		2	5	1	17
	3	29	13	16	14	4	11			11	4	14
	4	25	11	14	9	5	11	1		5	4	15
	<b>Total Students:</b>	<b>157</b>	<b>69</b>	<b>88</b>	<b>53</b>	<b>20</b>	<b>84</b>	<b>2</b>	<b>5</b>	<b>37</b>	<b>16</b>	<b>97</b>
<b>Stevenson</b>	HA											
	KA											
	HK	4	2	2			4					4
	KD	15	7	8	6	1	8			4	1	10
	1	21	10	11	8	4	9	1	2	2	3	13
	2	10	8	2	7	1	2			1	1	8
	3	21	9	12	12	2	7	1		5	1	14
	4	22	8	14	12	1	9	1	2	3		16
	<b>Total Students:</b>	<b>93</b>	<b>44</b>	<b>49</b>	<b>45</b>	<b>9</b>	<b>39</b>	<b>3</b>	<b>4</b>	<b>15</b>	<b>6</b>	<b>65</b>
	<b>Grand Totals:</b>	<b>822</b>	<b>385</b>	<b>437</b>	<b>341</b>	<b>79</b>	<b>402</b>	<b>22</b>	<b>46</b>	<b>220</b>	<b>61</b>	<b>473</b>

## 2010/11 All Students

HS	Grade	Total Students by Grade	Female	Male	Free/Eligible	Reduced /Eligible	Ineligible	Am Ind/AK Native	Asian or Pacific Islander	Black/not Hispanic	Hispanic	White, not Hispanic	Open Enrolled Students	Open Enrolled Students % of Total
	9	245	126	119	95	22	128	5	25	63	15	137	81	33.06%
	10	214	92	122	91	25	98	4	15	60	20	115	80	37.38%
	11	233	116	117	84	20	129	6	24	51	15	137	91	39.06%
	12	215	95	120	74	17	124	8	11	36	11	149	74	34.42%
	<b>Total Students:</b>	<b>907</b>	<b>429</b>	<b>478</b>	<b>344</b>	<b>84</b>	<b>479</b>	<b>23</b>	<b>75</b>	<b>210</b>	<b>61</b>	<b>538</b>	<b>326</b>	<b>35.94%</b>
<b>MS</b>	5	173	82	91	82	18	73	3	10	41	18	101	43	24.86%
	6	217	88	129	81	32	104		21	49	20	127	64	29.49%
	7	207	110	97	76	23	108	3	10	43	13	138	69	33.33%
	8	213	104	109	100	17	96	5	14	64	17	113	70	32.86%
	<b>Total Students:</b>	<b>810</b>	<b>384</b>	<b>426</b>	<b>339</b>	<b>90</b>	<b>381</b>	<b>11</b>	<b>55</b>	<b>197</b>	<b>68</b>	<b>479</b>	<b>246</b>	<b>30.37%</b>
<b>Hayes</b>	HA	1		1			1		1					
	KA	0												
	HK	8	2	6	3		5		2	2	1	3	1	12.50%
	KD	115	58	57	35	12	68	2	6	28	8	71	36	31.30%
	1	119	61	58	46	13	60	1	6	29	16	67	41	34.45%
	2	99	45	54	45	13	41	1	3	26	11	58	25	25.25%
	3	105	49	56	46	15	44	2	6	33	11	53	29	27.62%
	4	106	53	53	48	14	44	4	5	26	16	55	25	23.58%
	<b>Total Students:</b>	<b>553</b>	<b>268</b>	<b>285</b>	<b>223</b>	<b>67</b>	<b>263</b>	<b>10</b>	<b>29</b>	<b>144</b>	<b>63</b>	<b>307</b>	<b>157</b>	<b>28.39%</b>
<b>Stevenson</b>	HA	0												
	KA	0												
	HK	9	3	6	1	1	7		1	1		7	4	44.44%
	KD	109	62	47	44	14	51		12	23	9	65	15	13.76%
	1	122	62	60	57	14	51	2	10	24	19	67	21	17.21%
	2	106	55	51	58	12	36	4	6	21	12	63	10	9.43%
	3	114	60	54	58	20	36	1	9	15	15	74	21	18.42%
	4	90	42	48	42	17	31	3	12	10	6	59	22	24.44%
	<b>Total Students:</b>	<b>550</b>	<b>284</b>	<b>266</b>	<b>260</b>	<b>78</b>	<b>212</b>	<b>10</b>	<b>50</b>	<b>94</b>	<b>61</b>	<b>335</b>	<b>93</b>	<b>16.91%</b>
	<b>Grand Totals:</b>	<b>2820</b>	<b>1365</b>	<b>1455</b>	<b>1166</b>	<b>319</b>	<b>1335</b>	<b>54</b>	<b>209</b>	<b>645</b>	<b>253</b>	<b>1659</b>	<b>822</b>	<b>29.15%</b>

## Superintendent Performance Review and Contract Schedule

When	What	Who
April 21, 2009	3 Year Contract July 1, 2009 – June 30, 2012	Chair, Superintendent
July 2010	Annual Review	School Board
August 2010	Goal Setting	Superintendent, Chair
December 2010	Goal Setting Mid Year Review	Superintendent, Chair, Vice Chair
March 2011	Goal Setting Mid Year Review	New Chair Former Chair
May 2011	Board Evaluation in Process	Chair
June 2011	Board Approves Contract	School Board
June 2011	Annual Review	School Board
August 2011	Goal Setting	Superintendent, Chair
August – May	3-year Contract Renewal Negotiations	Superintendent and School Board
December 2011	Goal Setting Mid Year Review	Superintendent, Chair, Vice Chair
March 2012	Goal Setting Mid Year Review	New Chair Former Chair
May 2012	Board Evaluation in Process	Chair
June 2012	Legal Review of New 3 Year Contract Complete	School Board
June 2012	3 Year Contract Renewal July 1, 2012-June 30, 2015	School Board

**Peggy Flathmann, Ed. D.**  
**Superintendent**  
**GOAL SETTING FOR 2010-11**

<b>GOAL #1: To develop and implement a coherent district/community communication system</b>	<b>Possible Value</b>
<b>Give supporting data which indicates the needs for this goal:</b> From the study that was completed last year, the data indicated that there is a need to develop a district system for how and what we communicate to the community	
<b>Describe how this goal fits in to broader building and district goals:</b> In order to work through	
<b>Describe how this goal will improve student achievement:</b>	
<b>Action Strategies:</b>	<b>Degree of Success (0-5)</b>
To create a communications task force	
To guide the process of the task force	
Analyze job responsibility for communication coordinator and create revised job responsibility based on needs and task force	
Plan for the implementation of the communication system in Spring 2011	
<b>PRODUCT/RESULT:</b>	<b>Degree of Success 0-5</b>
Cohesive Communication Plan established by Spring 2011	
New Job Responsibility for district communication person and possible new hire timeline depending on current personnel retirement by Spring 2011	
Action Plan completed for implementation in 2011-12 by Spring 2011	
<b>REFLECTION:</b>	
Describe which action strategies appear to be the most effective in reaching the goal.	
Describe next steps (continued practices, changes, improvements) that should be taken for further or continued success with the goal.	

<b>GOAL #2: To develop recommendations which address increasing student enrollment and financial challenges regarding the district's facilities</b>	<b>Possible Value</b>
<p><b>Give supporting data which indicates the needs for this goal:</b>          With increasing enrollment in the district, particularly at the elementary level, more classroom space is necessary. At this time, there are no vacant classrooms. Given these financial times, we need to make sure that we making sure that we are make the more efficient and effective use of our facilities.</p>	
<p><b>Describe how this goal fits in to broader building and district goals:</b>          Increase enrollment is actually the result of meeting the district goals of using Data effectively, provided high quality Instruction through the IB framework, building capacity in all personnel through high quality Staff development, articulate and follow an aligned K-12 Curriculum with high rigor and expectations, and establish interrelated systems throughout the whole district that work toward becoming a world-class community of learners</p>	
<p><b>Describe how this goal will improve student achievement:</b>          In this facility analysis, the purpose is for our facilities to provide high quality environment so that the facility can enhance student achievement.</p>	
<b>ACTION STRATEGIES:</b>	<b>Degree of Success (0-5)</b>
Work with the Director of Finance to establish the RFP for the facility analysis including purpose, expectations, and selection process	
Provide district leadership for the facility study	
Work with the organization providing the analysis to prioritize the recommendations for the school board	
Provide a timeline for implementation for approved recommendations.	
<b>PRODUCT/RESULT:</b>	<b>Degree of Success (0-5)</b>
Facility Analysis including building utilization and enrollment trends completed	
Timeline completed for implementation of recommendation(s)	
Implementation plan for Fall 2011 to be completed by Spring 2011	
<b>REFLECTION:</b>	
Describe which action strategies appear to be the most effective in reaching the goal.	
Describe next steps (continued practices, changes, improvements) that should be taken for further or continued success with the goal.	

<b>GOAL #3: To improve data analysis student achievement, adjusted instruction based on the analysis and continue to improve the K-12 curriculum articulation using the IB framework</b>	<b>Possible Value</b>
<p><b>Give supporting data which indicates the needs for this goal:</b>  The current system of retrieving data and using the data is not easily accessible. If the expectations are that principals and teachers needs to change instruction and respond to students’ needs, they need to have quick access to data and be able to easily see how students are doing. Continuously reviewing the curriculum is essential to help our students be successful in the 21<sup>st</sup> century</p>	
<p><b>Describe how this goal fits in to broader building and district goals:</b>  Using Data effectively and articulating and following an aligned K-12 Curriculum with high rigor and expectations is essential for improved student achievement.</p>	
<p><b>Describe how this goal will improve student achievement:</b></p>	
<b>ACTION STRATEGIES:</b>	<b>Degree of Success (0-5)</b>
Facilitate the implementation I Cue and training for leadership to use the ICUE student data system	
Provide clear expectations to leadership that data analysis needs to drive instruction practices and interventions	
Support the literacy mapping, and implementation and delivery of reading instruction and interventions K-12	
Support the common assessment, needs analysis, evaluation of math resources K-5 which leads to the purchase of math and , implementation and delivery of reading instruction and interventions	
Support the improvement of student writing skills to prepare them to meet post-secondary writing expectations by articulating the each grade level skills, defining a common language, and developing a district writing style guide.	
Guide the principals and IB Coordinators as they prepare for the IB MYP evaluation visit in May	
<b>PRODUCT/RESULT:</b>	<b>Degree of Success (0-5)</b>
I Cue will become the repository of student data that all staff will use	
Staff will begin to use Personal Learner Plans for goal setting with students by end of the school year.	
Reading instruction and interventions will be in place for K-10	
Math assessment and analysis of math resources completed and plans for purchase in place for implementation in 2011-12	
Writing Curriculum established with articulated skills, common structure, and products for grade levels along with district writing style guide	
Evaluation visit completed. Plans for addressing the evaluation team’s initial recommendations is in place for 2011-12	

<b>REFLECTION:</b>	
Describe which action strategies appear to be the most effective in reaching the goal.	
Describe next steps (continued practices, changes improvements) that should be taken for further or continued success with the goal.	

<b>GOAL #4:</b>	<b>Possible Value</b>
<b>Give supporting data which indicates the needs for this goal:</b>	
<b>Describe how this goal fits in to broader building and district goals:</b>	
<b>Describe how this goal will improve student achievement:</b>	
<b>ACTION STRATEGIES:</b>	<b>Degree of Success (0-5)</b>
<b>Pursue training for myself relevant to Title I</b>	
<b>Begin developing a better method for tracking Title budgets</b>	
<b>Develop Title I plan/application for 2005-06 school year in collaboration with building principals.</b>	
<b>PRODUCT/RESULT:</b>	<b>Degree of Success (0-5)</b>
<b>REFLECTION:</b>	
Describe which action strategies appear to be the most effective in reaching the goal.	
Describe next steps (continued practices, changes, improvements) that should be taken for further or continued success with the goal.	

**SUMMARY STATEMENT:**

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Administrator

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Director of Educational Services

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Date

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Date



## SUPERINTENDENT PERFORMANCE EVALUATION

Name Peggy Flathmann      Date \_\_\_\_\_      Evaluator \_\_\_\_\_

Evaluation Period:              From \_\_\_\_\_ to \_\_\_\_\_

Directions: This form may be used by individual School Board members to assess the Superintendent’s performance. The form includes ten main performance topics common to the position of Superintendent. A rating scale is provided to allow School Board members to rate the Superintendent’s performance relative to each topic. School Board members should enter the appropriate evaluation code and use the space for comments which follows each main topic to further evaluate the Superintendent. Prior to the evaluation, School Board members and the Superintendent should review the evaluation topics and discuss what each rating means.

- 1     Indicates unacceptable performance.
- 2     Indicates improvement needed.
- 3     Indicates expectations have been met.
- 4     Indicates very good performance.
- 5     Indicates outstanding performance.
- UA    Unable to answer.

**Job Summary:** The superintendent of schools is the chief executive officer of the school district, serves as the professional advisor for, and is accountable directly to the School Board. The superintendent is responsible for guiding and directing all operations and activities of the school district and for informing the School Board about needs for current and future operations. The superintendent shall recommend actions for consideration by the School Board, recommend policies, and shall be responsible for implementing, interpreting, and executing these policies.

	Evaluation Codes 1-5
1. Provides overall leadership for the school district's educational programs, staff development and improvement of instruction; reviews current instructional delivery systems and student achievement results; initiates improvements to provide the best learning environment for students.  Comment:	
2. Manages all aspects of the school district operations; evaluates the results being achieved and takes corrective action when required; reviews, evaluates, and gives final approval to major changes in operating policies, plans, programs, and services.  Comment:	

<p>3. Defines the educational needs of the school district to the School Board, recommending annual staffing and program plans, and assists the School Board with recommendations for new or revised policies and enforces all School Board policies.</p> <p>Comment:</p>	
<p>4. Establishes a plan of district organization to achieve the mission and goals of the district; staffs key management positions with qualified personnel, defines their areas of accountability, authority, and standards of performance; annually conducts appraisals of administrator job performance.</p> <p>Comment:</p>	
<p>5. Oversees all financial operations of the district; presents and recommends budget plans to the School Board; and prepares all other financial items for School Board consideration and action.</p> <p>Comment:</p>	
<p>6. Assumes final responsibility for administering the terms and conditions of employment with all employee groups; supports School Board negotiations with employee groups; makes recommendations for employee practices and salary structures for School Board action.</p> <p>Comment:</p>	
<p>7. Provides overall leadership to a comprehensive strategic planning process that includes short-term and long-term planning, School Board priorities, district and school goals; coordinates periodic evaluation of plans and revisions as needed.</p> <p>Comment:</p>	
<p>8. Acts as the liaison between the community and the school district; communicates with business, civic and community organizations; manages a process for responding to the concerns of parents and staff to increase understanding of policies; seeks to include parents, students, citizens in school activities.</p> <p>Comment:</p>	
<p>9. Maintains effective School Board/superintendent relationships and an open communications process; prepares School Board meeting agendas with background information for proposed decisions; recommends opportunities for training and performance improvement to individual School Board members.</p> <p>Comment:</p>	
<p>10. Establishes and maintains effective relationships with government agencies, including local/state/federal leaders--appointed and elected, in order to promote the best interests of the school district and school community.</p> <p>Comment:</p>	

**JOINT EXERCISE OF POWERS AGREEMENT  
FOR THE  
NORTHWEST SUBURBAN INTEGRATION SCHOOL DISTRICT (NWSISD)**

This MEMORANDUM OF AGREEMENT, entered into on the dates indicated herein (below), by and between one or more of the following SCHOOL DISTRICTS: Independent School District 286 (also known as Brooklyn Center Public Schools); Independent School District 279 (also known as Osseo Area Schools); Independent School District 11 (also known as Anoka-Hennepin Public Schools); Independent School District 14 (also known as Fridley Public Schools); Independent School District 728 (also known as Elk River Public Schools); Independent School District 877 (also known as Buffalo-Hanover-Montrose Public Schools); Independent School District 883 (also known as Rockford Public Schools); **and Independent School District 621 (also known as Mounds View Public Schools)** hereinafter referred to collectively as “the Members” and individually as “Member.”

WITNESSETH THAT:

WHEREAS, the members are organized for the purpose of providing public school education for persons within their geographical boundaries; and

WHEREAS, each of the members is interested in cooperating with other members in organizing, establishing, financing, maintaining and operating jointly one or more cooperative Inter-district Education Program(s) upon a site or sites to be selected; and

WHEREAS, the members are eligible to organize a JOINT Board of school districts pursuant to Minnesota Statute Section 471.59 and other applicable statutes for such purposes.

NOW THEREFORE, for and in consideration of the mutual covenants and promises herein contained, the Members do hereby agree as follows:

I. NAME

- A. The name of the Joint Board of school districts hereby established shall be the Northwest Suburban Integration School District (hereinafter referred to as “NWSISD”).

II. PURPOSE

- A. The purpose of this Agreement is to establish a governing organization through which the Members may jointly and cooperatively establish educational programming at one or more sites located within the boundaries of the seven school districts. The educational programming established shall include comprehensive performance-oriented curricula and instruction, and may include, but shall not necessarily be limited to, early childhood education, elementary education, secondary education, adult learning, extended day/extended year learning opportunities, child care, parent education and community outreach.
- B. The organization’s purpose shall be accomplished through a management and/or service contract(s) or employee contract(s),
- C. The educational programs established shall be evaluated periodically, using an evaluation model established at the onset of programs.

- D. Participation in any and all educational programs shall be on a voluntary basis for students, families and community members.

### III. BOARD OF TRUSTEES

- A. The NWSISD shall be governed by a Board of Trustees with each participating Member District appointing one school board member to serve a one-year term. The Director of NWSISD will serve as an ex-officio (non-voting) member of the school board. The Community Collaboration Council (which serves as an ongoing advisory committee to the Board of Trustees and the Director of NWSISD) will appoint one member to serve on the Board of Trustees as an ex-officio (non-voting) member.
- B. Each Trustee will have one vote. A majority of the Trustees entitled to vote, shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees.
- C. There shall be no voting by proxy.
- D. Trustees shall be appointed to serve until their successors are appointed and qualified.
- E. When the governing body of a party appoints a Trustee, it shall give notice of such appointment to the NWSISD in writing.
- F. Any Trustee shall serve at the pleasure of the member district School Board.

### IV. POWERS AND DUTIES OF BOARD

- A. The Board of Trustees shall have the authority to exercise any power and take any action which any or each of the Members are by law authorized to exercise in implementing the purpose of Part II-A. The Board shall have the authority to function as an entity separate and apart from any of the Members and generally to act for the Members in furtherance of their joint interest and intentions hereunder.
- B. At its first meeting, the Board shall elect a Chair, Vice Chair, Secretary (Clerk) and Treasurer, who shall serve until the first Annual Meeting of the Board. At the Annual Meeting, the Board shall elect an Executive Committee, which shall include such officers designated above. The Executive Committee shall conduct the business of the Board between meetings. No Member District shall have more than one representative serving on the Executive Committee.
- C. The Board of Trustees shall take such action as it deems necessary and proper to accomplish the purposes of NWSISD, or any other action necessary and incidental to the implementation of said purpose or action. Any of the stated activities may be accomplished by entering into contracts, leases or agreements with a Member District or others, whenever the Board of Trustees shall deem such action to be advisable. The Board of Trustees may solicit and accept gifts, apply for and use grants of money or other property from the state or any other organization and may enter into agreements required in connection therewith, to further the stated purpose of NWSISD.

- D. The Board of Trustees shall adopt policies, regulations and an annual budget for the conduct of NWSISD, and shall otherwise manage, supervise and control all activities of NWSISD commensurate with the Members' legal obligations and the current Inter-district Desegregation Plan and budget as approved by all member District boards and the Minnesota Department of Education. Dollars designated from individual member Districts for the Inter-district Desegregation Plan shall be transferred on an annual basis to a centralized fiscal agency approved by the Joint Powers Board.
- E. Pursuant to Minnesota Statute §466.07 and other applicable laws, no Member shall have individual liability for the debts and obligations of the Board. To the extent permitted by law, NWSISD shall indemnify, defend and hold harmless each Trustee and Officer from and against any claim, demand or cause of action to which such Trustee and Officer may be made party by reason of being connected with this enterprise. The Board of Trustees may purchase and maintain insurance therefore.

#### V. ADDITION/DELETION OF MEMBERS

- A. Other independent school districts, not signatory hereto, may become Members of the NWSISD Board of Trustees hereafter upon executing this Agreement and amendments thereto, if any. A certified copy of such resolution shall be furnished to the Chair of the NWSISD Board, whereupon such school district shall be deemed to be a Member.
- B. Any Member may withdraw from the NWSISD Board and cause representatives to cease function in such capacity upon written notice given to the chair of the NWSISD Board, subject to compliance with the Minnesota Desegregation Rule. Such notice will be accompanied by a certified copy of an appropriate resolution of the individual Member's School Board, authorizing and directing such withdrawal from the NWSISD Board. Any such withdrawal shall be effective at the end of the next fiscal year following the fiscal in which the termination vote takes place. Such withdrawal shall not affect any member liability for indebtedness of the NWSISD Board to that date.

#### VI. AMENDMENTS/MODIFICATIONS

- A. This Agreement may be amended by an instrument executed by the parties hereto. The proposed amendment shall be recommended by the Executive Committee and notice of the proposed amendment and copies thereof shall be sent by mail to each Member of the NWSISD Board not less than sixty (60) days before the proposed effective date of such amendment. The proposed amendment shall not become effective until it has been executed by all Members.

#### VII. COMMENCEMENT/DISSOLUTION

- A. The Board shall be deemed to be in existence from the date when not less than two of the eligible School Districts named herein above shall have executed this Agreement.

- B. The NWSISD Board shall continue in existence until two-thirds of its members vote for dissolution at an Annual Meeting or special meeting called for the purpose of considering dissolution.
- C. Upon dissolution of the Board, all of its property remaining after payment or reservation for debts and liabilities shall be divided among all school districts which have been Members of the NWSISD Board, or among the Members of the NWSISD Board at the time of such dissolution, as a majority of the Members may determine at their discretion.

*Created: 2/09/01*

*Amended/approved: 11/01/01*

*Revised/approved: 3/17/10*

*Revised: 8/31/10*

IN WITNESS WHEREOF, the parties have caused this instrument to be revised on the dates appearing herein below:

**INDEPENDENT SCHOOL DISTRICT 11 (Anoka-Hennepin School District)**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
School Board Representative

Date Signed \_\_\_\_\_

Date Signed \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 286 (Brooklyn Center School District)**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
School Board Representative

Date Signed \_\_\_\_\_

Date Signed \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 877 (Buffalo-Hanover-Montrose School District)**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
School Board Representative

Date Signed \_\_\_\_\_

Date Signed \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 728 (Elk River School District)**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
School Board Representative

Date Signed \_\_\_\_\_

Date Signed \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 14 (Fridley School District)**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
School Board Representative

Date Signed \_\_\_\_\_

Date Signed \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 621 (Mounds View School District)**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
School Board Representative

Date Signed \_\_\_\_\_

Date Signed \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 279 (Osseo Area Schools)**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
School Board Representative

Date Signed \_\_\_\_\_

Date Signed \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 883 (Rockford School District)**

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
School Board Representative

Date Signed \_\_\_\_\_

Date Signed \_\_\_\_\_

**Resolution for Approval of the Northwest Suburban Integration Joint Powers Agreement to Include Mounds View School District**

Whereas, the Mounds View Public School District 621 has applied and is eligible to gain membership in the Northwest Suburban Integration School District (NWSISD); and

Whereas, the Northwest Suburban Integration School District (NWSISD) approved the addition of Mounds View Public School District as a member of the NWSISD Board of Trustees at its August 2010 Joint Powers Board meeting, and;

Whereas, the NWSISD Joint Powers Agreement has been modified to include Mounds View School District 621.

Now, therefore be it resolved that *Fridley Public Schools Independent School District 14* hereby approves the Joint Powers Agreement dated September 21, 2010.

IN WITNESS WHEREOF, the parties have caused this instrument to be revised on the dates appearing herein below:

\_\_\_\_\_  
Dr. Peggy Flathmann, Superintendent

\_\_\_\_\_  
Marcia Lindblad, School Board Representative

Date Signed September 21, 2010

Date Signed September 21, 2010



Minnesota Association of School Administrators (MASA) and Springsted Incorporated present...

# School Finance Elections

## A Comprehensive Planning Model for Success

School Finance Elections: A Comprehensive Planning Model for Success is a workshop based on the book of the same title authored by our presenters. The workshop's content represents a marriage of research and successful practice, emphasizing systems and strategies rather than specific campaign tactics and allowing school leaders to elevate their thinking to a more comprehensive and long-range vision of election planning.

"Executing a successful school finance election can be one of the most important - yet also one of the most difficult - responsibilities a school system leader faces. Whether a school finance election involves a vote on a tax levy or a school bond measure, effective leadership is essential to winning. In School Finance Elections: A comprehensive Planning Model for Success, 2nd Edition, Lifto and Senden provide a recipe for success. They offer practical, research-based advice for preparing for an election campaign, anticipating potential challenges and managing the process for a successful outcome. With such little room for error, anyone involved in planning and conducting a school finance election should read this book carefully."

Daniel A. Domenech, Executive Director of the American Association of School Administrators

Dr. Don Lifto, Senior Vice President at Springsted Incorporated, and Dr. Brad Senden, Managing Partner at The Center for Community Opinion and Political Designs, have consulted with dozens of school districts running revenue cap and debt issuance elections from New Jersey to California. In 2010, they were featured presenters on referendum topics at AASA, NSBA and ASBO. Their articles have appeared in many national publications.

This workshop will be beneficial to school districts planning an initial debt issuance or revenue cap, or to those coming back for another try after a lost election. It will also feature invaluable strategies in preparing for and conducting a school finance election.

### The Cost

MASA members: \$99

Non-members attending in a team (same school district) with a MASA member: \$99

Non-members NOT attending with a MASA member: \$149

Based on past workshops, registering a district team is highly recommended to ensure a common understanding. Registration includes the program, lunch, materials and one copy of School Finance Elections per team.

Cancellations made before or on November 29th will be charged a \$20 cancellation fee. No refunds for cancellations made after November 29, 2010. No shows will be billed.

## Registration Form

(Please register by Monday, November 29)

Complete this form and return it to:

MASA  
1884 Como Avenue  
Saint Paul, Minnesota 55108  
Fax: 651-645-7518

- Check Enclosed
- Credit Card (Visa or MasterCard only):

Credit Card Number: \_\_\_\_\_

Expiration Date \_\_\_\_\_

CVS Number (3-digit on back of card) \_\_\_\_\_

Cardholder's Name \_\_\_\_\_

Billing Address \_\_\_\_\_

- If you prefer to be billed, check here and sign below and fax this form to 651-645-7518 or mail to MASA as directed above.

Signature: \_\_\_\_\_

For more information, contact MASA at:  
651-645-6272, 866-444-5251  
or members@mnasa.org.

### WORKSHOP INFORMATION:

Monday, December 6, 9:30 a.m. to 4:00 p.m.

Venue at Cray Plaza (formerly Galtier)

380 Jackson Street, Third Floor

Saint Paul, Minnesota 55101

651-223-3000

There is limited parking at Cray Plaza. For additional parking options, visit <http://www.stpaul.gov/index.aspx?NID=1942>

Name \_\_\_\_\_

Position Title \_\_\_\_\_

Employing Organization \_\_\_\_\_

Mailing Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

E-mail Address \_\_\_\_\_

Office Phone ( ) \_\_\_\_\_

Please check appropriate registration categories:

- School Board
- Administrator
- Parent
- Staff Member

**ANNUAL REPORT ON CURRICULUM, INSTRUCTION AND  
STUDENT ACHIEVEMENT**

**FRIDLEY SCHOOLS  
DISTRICT 14**

**Peggy Flathmann  
Superintendent**

**2009-10**

**Annual Report on Curriculum, Instruction, and Assessment and Student  
Achievement**

## October, 2010

### **Purpose of This Report**

School districts in Minnesota are required by law to provide a public report annually on curriculum, instruction and student achievement. By October 1<sup>st</sup> of each year, the board must approve a report. By October 15<sup>th</sup>, the report must be distributed to the public, and a copy of the report sent to the Minnesota Department of Education.

The report must include the following key information:

- Information on members of the District Curriculum Advisory Committee
- Student achievement goals for meeting Minnesota standards
- District improvement plans including staff development goals
- Progress toward previous improvement plans
- Statewide test results for students
- Student demographic information

### **Sections of This Report**

- Curriculum Advisory Committee Key Information
  - Membership
  - Roles and Responsibilities
  - Committee Goals
- Student Assessment Data
  - 3<sup>rd</sup> Grade MCA II – Reading and Math
  - 4<sup>th</sup> Grade MCA II-Reading and Math
  - 5<sup>th</sup> Grade MCA II – Reading, Math and Science
  - 6<sup>th</sup> Grade MCA II-Reading and Math
  - 7<sup>th</sup> Grade MCA II – Reading and Math
  - 8<sup>th</sup> Grade MCA II-Reading, Math and Science
  - 9<sup>th</sup> Grade Writing GRAD Test
  - 10<sup>th</sup> Grade MCA and GRAD Test – Reading
  - 11<sup>th</sup> Grade MCA and GRAD Test – Math and Science
  - Northwest Evaluation Association (NWEA)
  - ACT Scores
- District Demographic Information
- District Testing Administration Plan
- Testing Calendar for 2010-11
- Student Achievement Goals for 2009-10
- Staff Developments Goals for 2009-10
- Goals for 2010-11

## Curriculum Advisory Committee Key Information

### Membership

#### **2009-10 CURRICULUM ADVISORY COMMITTEE**

Dave Webb	FHS Principal
John Piotraschke	Hayes Principal
Daryl Vossler	Stevenson Principal
Margaret Leibfried	FMS Principal
Robert Smith	ALC Principal
Carol Neilson	IB Programme Coordinator
Kathy Kramer	Technology Integration Coordinator
Jeff Overlie	PYP Coordinator
Jessica Wells	Global Studies Coordinator
Terri Rieser	Instructional Leader
Nancy Zinter	Instructional Leader
Dan Riley	Instructional Leader
Veronica Westerman	Instructional Leader
Jean Andrews	Instructional Leader
Eric Larson	Instructional Leader
Michelle Minor	Instructional Leader
Holly Lipelt	Instructional Leader
Peggy Flathmann	Superintendent
Cathy Lombard	Director of Special Services

The Curriculum Advisory Committee (CAC) is a group of District 14 volunteers made up of parents, students, and staff members who provide advice, direction, and support to the district as it relates to the design, implementation and evaluation of curriculum, instruction, and assessment. The committee performs its duties in concert with the district's mission, which is "to guide students in the development of learning skills to help them reach their full potential." Consistent with the major district initiatives, CAC occurred at each building where each principal met with representative parents to do curriculum planning. At these meetings the committee addressed the goals established for 2009-10.

The committee's charge is granted through Board Policy 603: Curriculum Development Cycle: A district advisory committee, the Curriculum Advisory Committee (CAC) shall regularly review the district curriculum and shall provide assistance at the request of the superintendent. The CAC membership shall be a reflection of the community and shall have parent, teacher, student, and administration representation.

The advisory committee follows a timeline each year that includes the following: organizational meeting, research and development, review and recommendations to the school board.

## **Roles and Responsibilities**

The overall role of this committee is to advise and assist the district in the implementation of the school district accountability and comprehensive continuous improvement process.

### **Criteria**

- The committee shall ensure active community participation in planning and improving instruction and curriculum
- The committee shall reflect the diversity of the district and sites
- The committee shall include teachers, parents, support staff, students, and residents.
- The committee shall make recommendations to the board regarding curriculum, instruction, assessments, and program evaluation
- The committee may establish subcommittees or groups to expand on district-wide initiatives

## **Committee Goals for 2009-10**

Committee goals for the 2009-10 school year included the following:

- Continue the review of the K-12 curriculum
- Continue implementation and authorization of IB-DP and IB-PYP as candidacy schools
- Continue to review all grade 5-12 curriculum with the Understanding by Design framework assuring that the curriculum is aligned to the state standards and IB-MYP
- Increase the integration of technology into the district curriculum
- Review pertinent student achievement data and assist in making recommendations for curriculum changes

## **Student Assessment Data**

### **Summary of Assessments Used for Curriculum Report**

The state has mandated a number of statewide assessment tools to be used to measure achievement. The two basic types are outlined in the next section.

**MCA II:** The MCA II (Minnesota Comprehensive Assessments II) was given in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades. In grades 2-8 Reading and Math were assessed. Reading was assessed again in 10<sup>th</sup> grade, while Math was assessed in 11<sup>th</sup> grade. For the 2008-09 school year MCA's will be administered in grades 3, 4, 5, 6, 7, 8, 10 and 11.

The Minnesota Comprehensive Assessments II is primarily intended as a school accountability measure. Overall results are often compared between schools with similar conditions: demographics, poverty, etc. Students are not directly held accountable for individual results (students don't need to pass these in order to graduate). Their individual results, however, are used by schools to develop remediation interventions where improvements need to be made. These intervention strategies can be implemented for individual students, and/or for specific programs or grade levels.

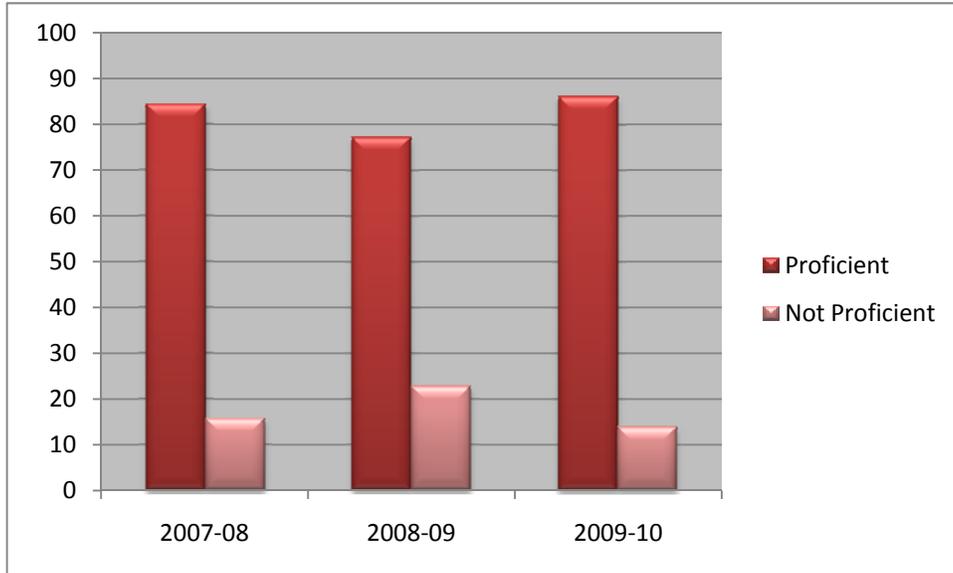
During the 2009-10 school year 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> Grade MCA's were used as tools by the State of Minnesota to measure "adequate yearly progress" (AYP) of schools and subgroups within schools. AYP is part of the No Child Left Behind accountability legislation at the federal level. Schools and subgroups within schools (various ethnic categories, poverty, special education, etc.) must meet AYP standards or they are placed on a "needs improvement" list. During the 2009-10 school year MCA results from grades 3-8 and grade 10 and 11 will again be used to measure AYP.

**BSTs:** The last year that the BST was administered to 8<sup>th</sup> grade students was 2004-05. The new Minnesota GRAD test for reading and math is replacing the BST. In 2007-08 the GRAD Test for Reading was administered to 10<sup>th</sup> grade students. The GRAD Test for Math was implemented during the 2008-09 school year. The test of written composition was administered in 9<sup>th</sup> and grade. Students who have not passed the BST during 2004-05 or later will still be required to take the test.

The BST or the Grad test is primarily intended as a student accountability tool. Students in Minnesota who were enrolled in 8<sup>th</sup> grade in 2005 or later must take and pass all three basic skills tests in order to receive a diploma. Students have to take the reading and written composition GRAD tests as many times as necessary in order to reach an acceptable passing level. Students are required to take the Math GRAD test three times with remediation between each test administration. The Basic Skills Tests or the Grad tests differ from the MCA's, in that they are used as a minimum standard rather than an overall qualitative measurement (as the MCA's do).

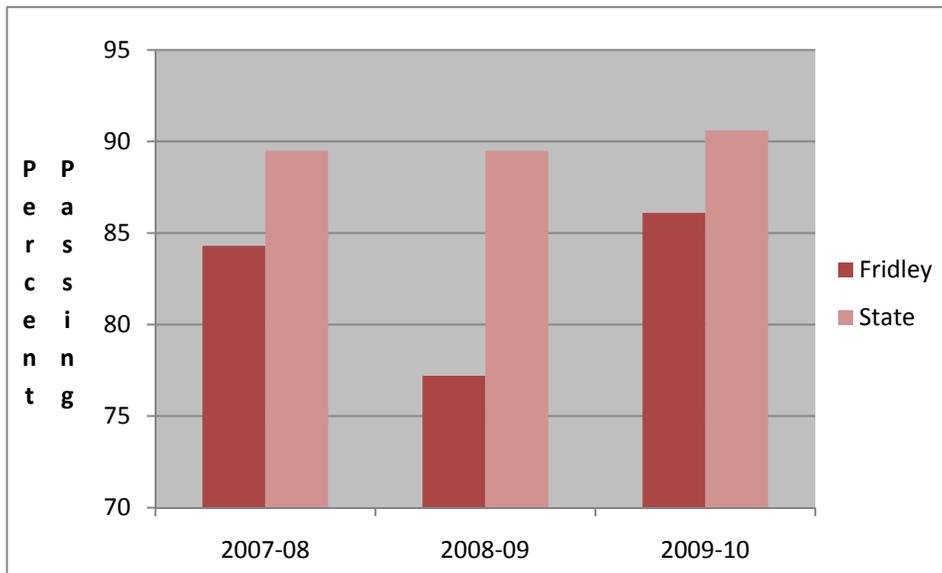
# **STATE-WIDE TEST RESULTS**

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



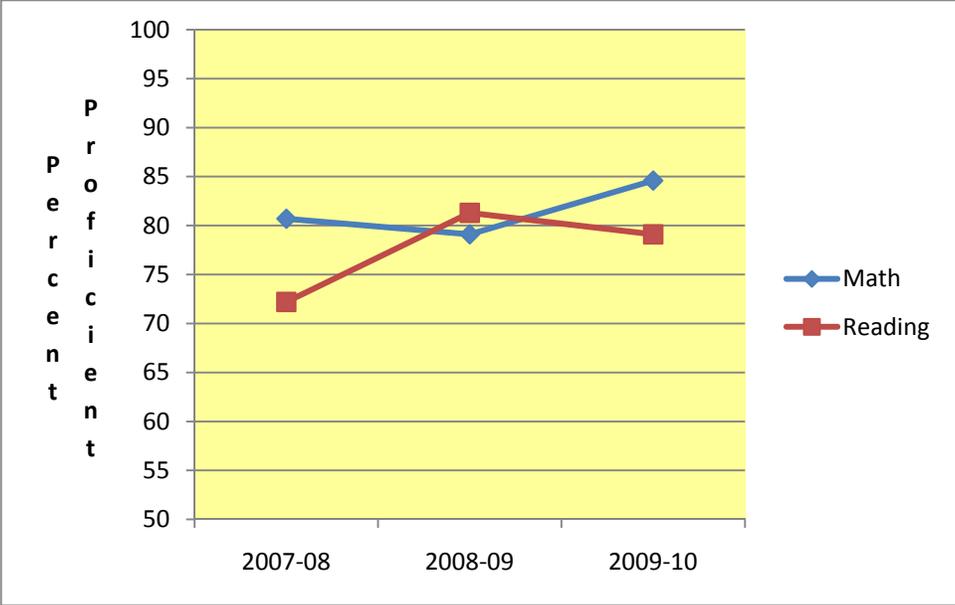
In 2010 there was an increase in the percentage of students who passed this test. This test, required for graduation, has shown improving written composition skills for students in Fridley in previous years.

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



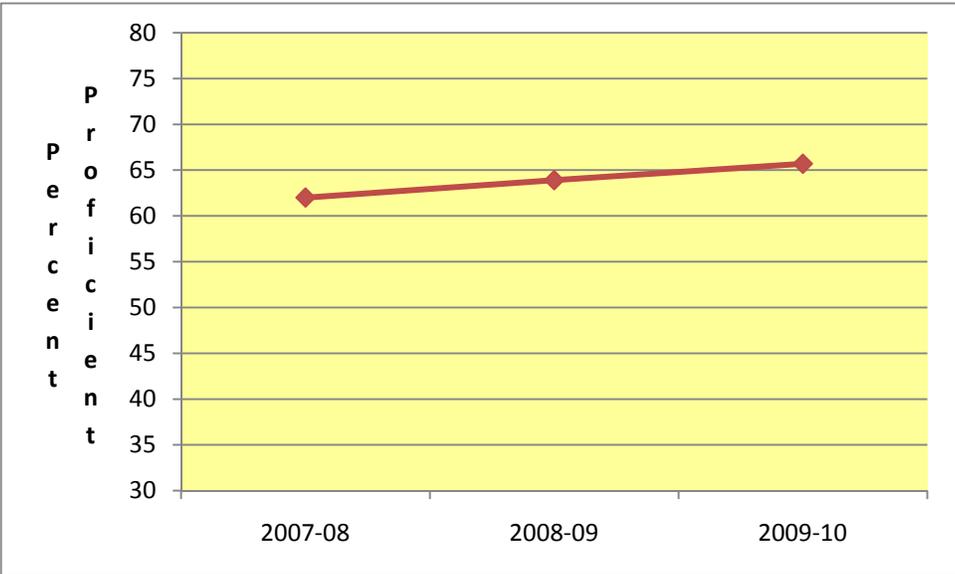
# MCA II RESULTS

## MCA II MATH RESULTS GRADES 3-8 & 11



When you look at the summary of MCA II Math results for the entire district, Fridley demonstrated an improvement of scores from 2009 to 2010.

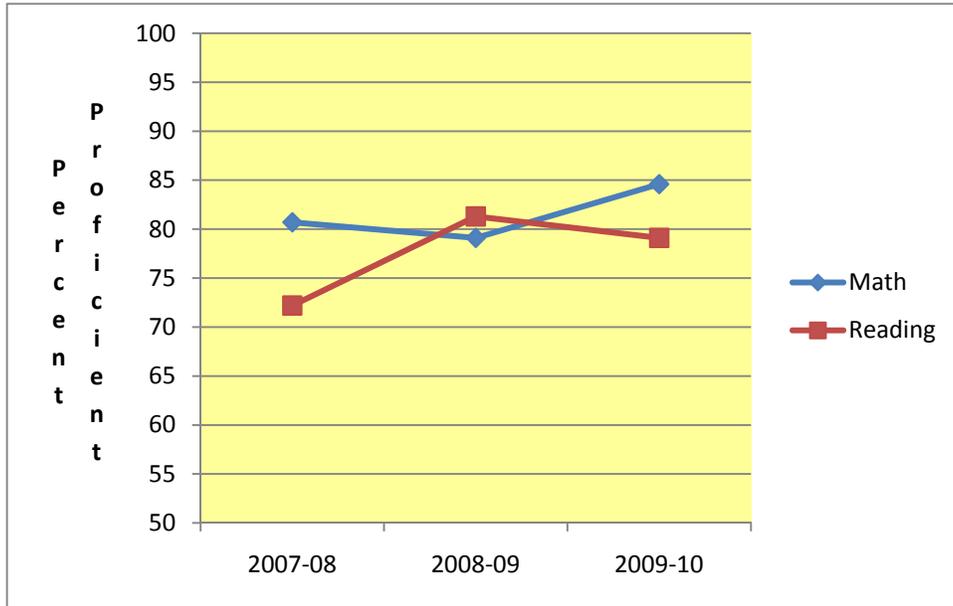
## MCA II READING RESULTS GRADES 3-8 & 10



7/12/10

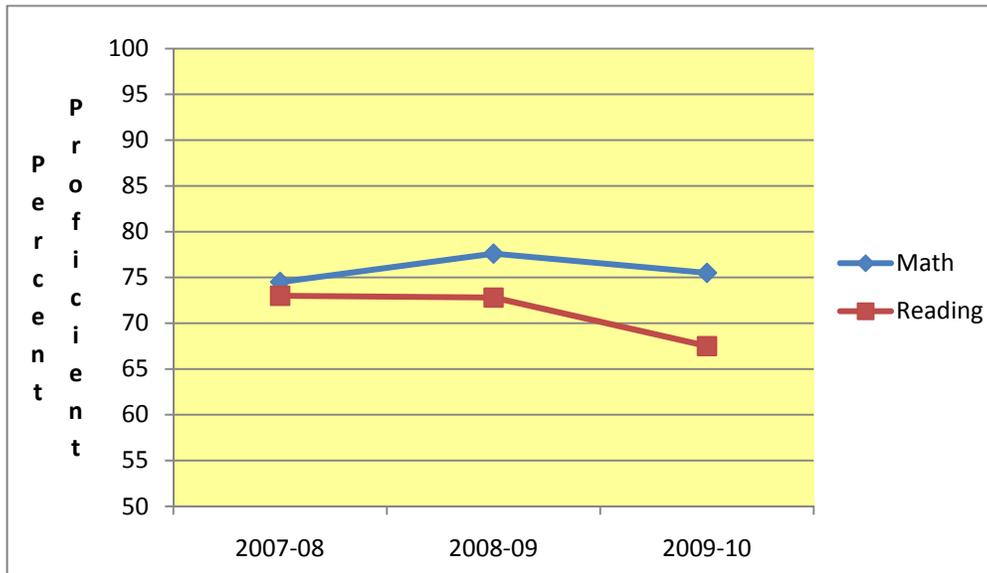
When you look at the summary of MCA II Reading results for the entire district, Fridley demonstrated an increase in the percentage of students who were proficient in reading from 2009 to 2010.

### 3<sup>RD</sup> GRADE MCA II MATH & READING RESULTS



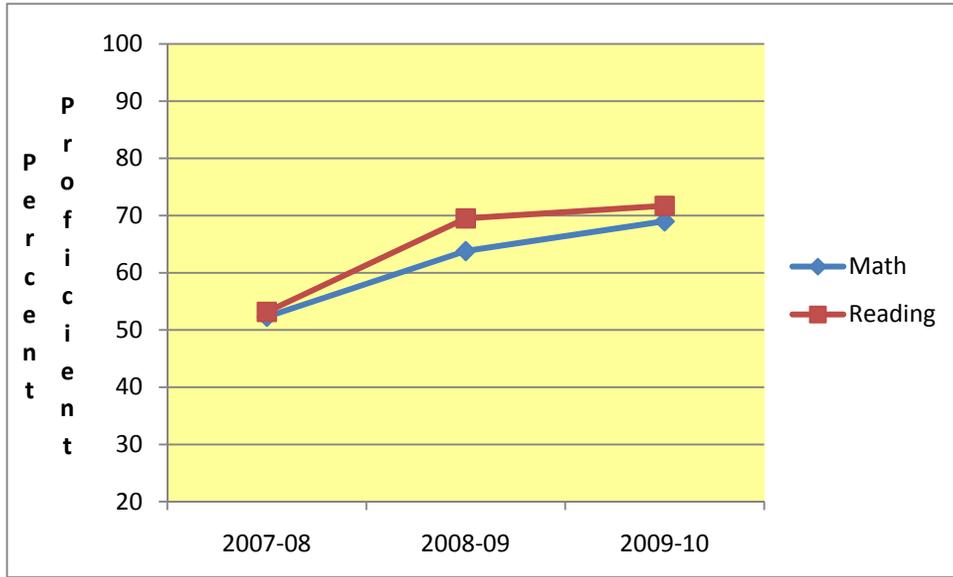
On the 2010 third grade MCA II 84.6 percent of the students tested were proficient in math and 79.1 percent were proficient in reading. The percentage of students earning proficient scores in math increased when comparing 2008-09 and 2009-10. The percentage of students earning proficient scores in reading decreased.

### 4<sup>TH</sup> GRADE MCA II MATH & READING RESULTS



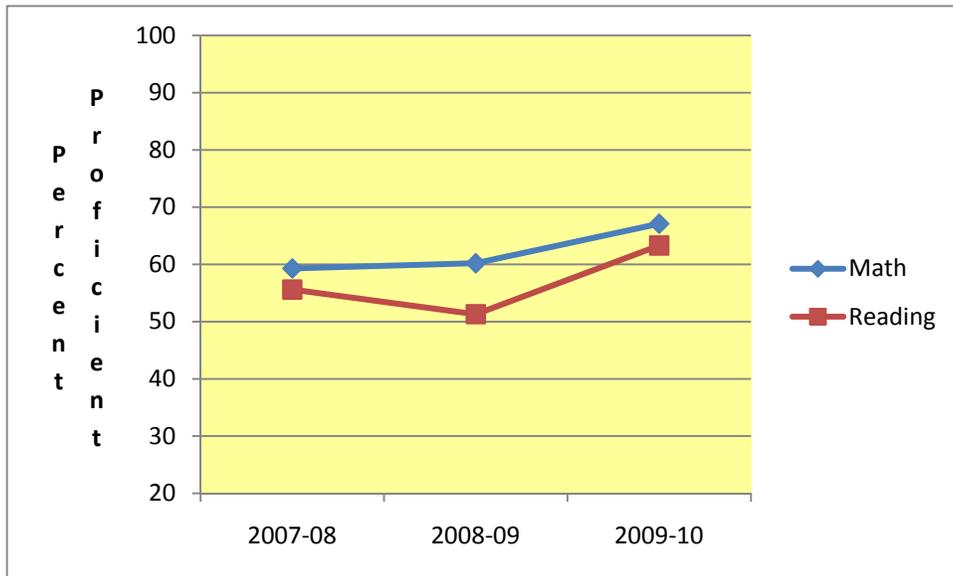
On the 2010 fourth grade MCA II, 75.5 percent of the students tested were proficient in math and 67.5 percent were proficient in reading. The percentage of students earning proficient scores in math and reading decreased when comparing 2008-09 to 2009-10.

## 5<sup>TH</sup> GRADE MATH & READING RESULTS



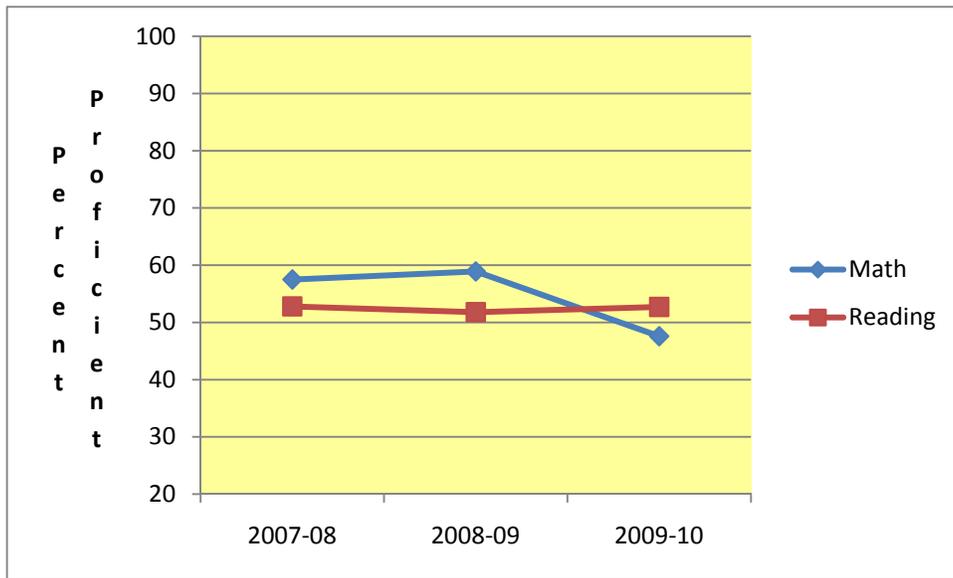
On the 2010 fifth grade MCA II, 69 percent of the students tested were proficient in math and 71.1 percent were proficient in reading. The percentage of students earning proficient scores in math and reading increased when comparing 2008-09 and 2009-10.

## 6<sup>TH</sup> GRADE MATH & READING RESULTS



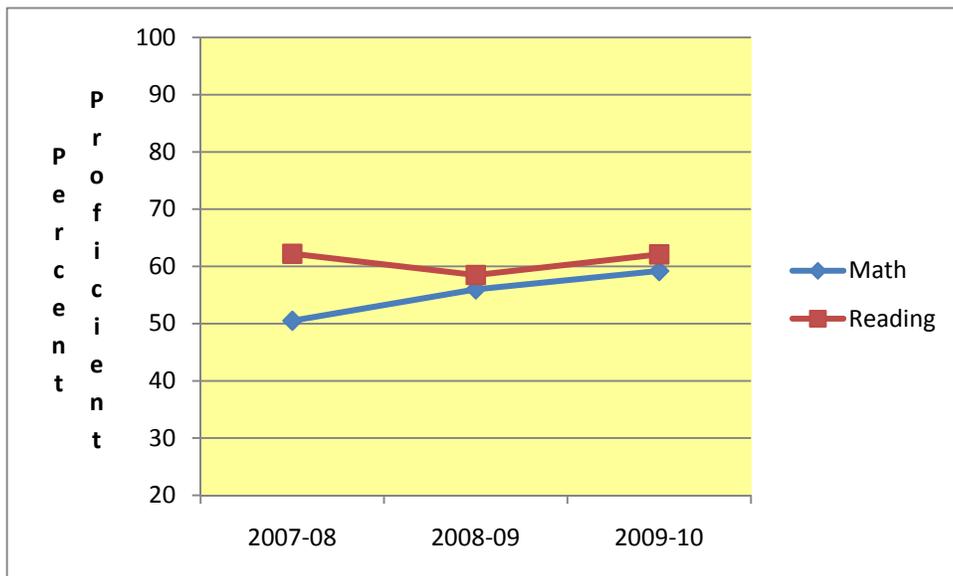
On the 2010 sixth grade MCA II, 67.1 percent of the students tested were proficient in math and 63.3 percent were proficient in reading. The percentage of students proficient in math and reading increased from 2008-09 to 2009-10.

## 7<sup>TH</sup> GRADE MCA II MATH & READING RESULTS



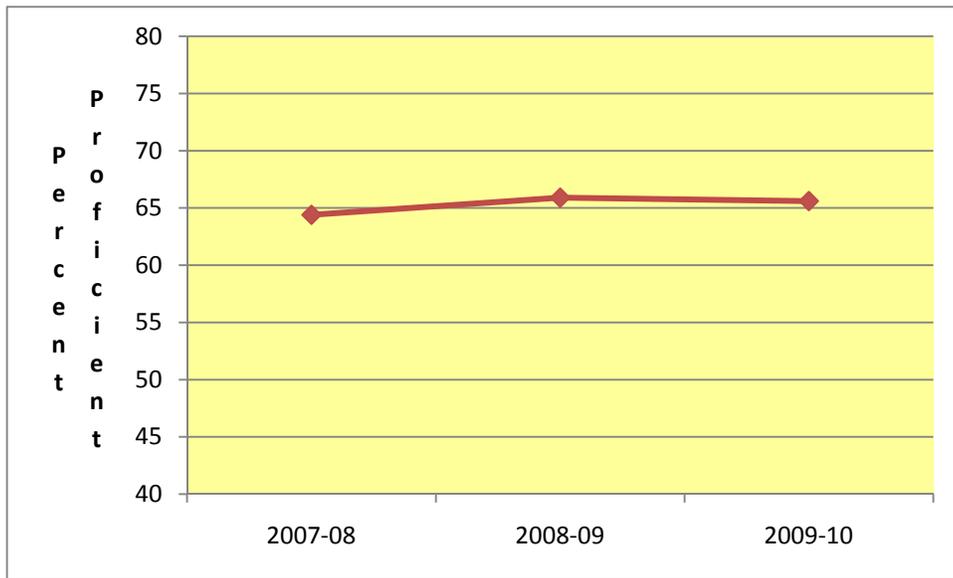
On the 2010 seventh grade MCA II, 47.6 percent of the students tested were proficient in math and 52.7 percent were proficient in reading. There was a decrease in the percentage of students earning proficient scores in math and a slight increase in the percentage of students earning proficient scores in reading when comparing 2008-09 to 2009-10.

## 8<sup>TH</sup> GRADE MCA II MATH & READING RESULTS



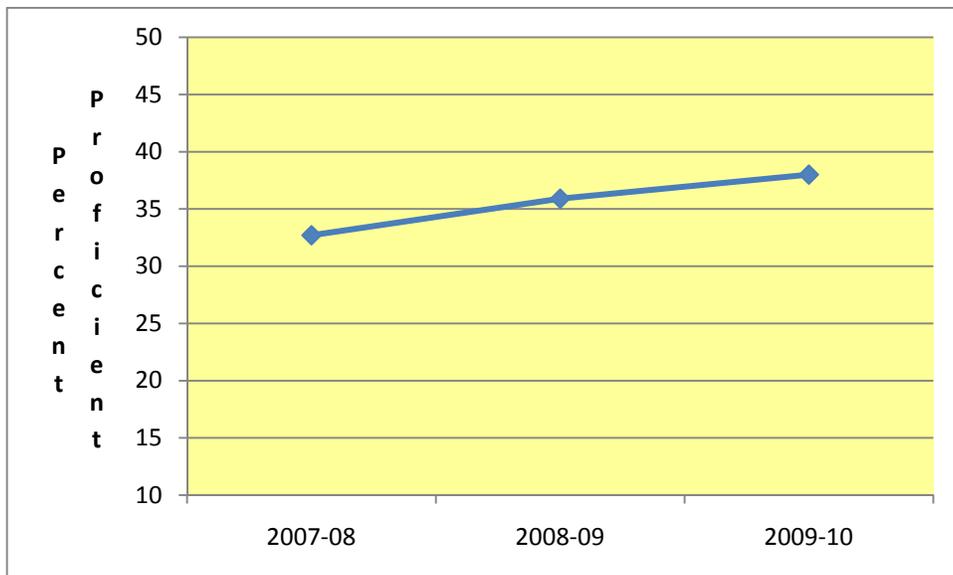
On the 2010 eighth grade MCA II, 59.2 percent of the students tested were proficient in math and 62.1 percent were proficient in reading. There was an increase in the percentage of students earning proficient scores in math and reading when comparing 2008-09 to 2009-10.

## 10<sup>TH</sup> GRADE MCA II READING RESULTS



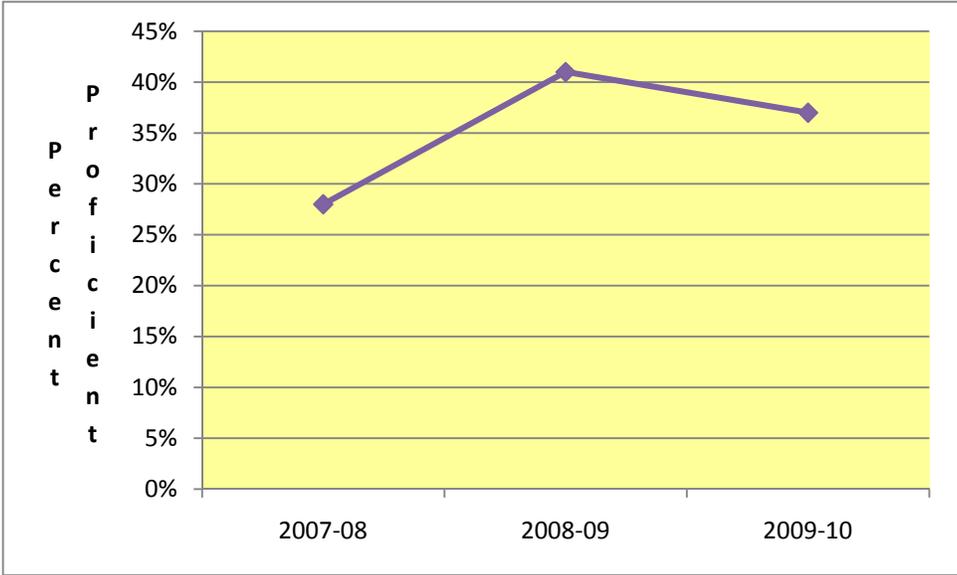
On the 2010 tenth grade MCA II, 65.6 percent of the students tested were proficient in reading. The percentage of students earning proficient scores has remained stable over the past three years.

## 11<sup>TH</sup> GRADE MCA II MATH RESULTS



On the 2010 eleventh grade MCA II, 38 percent of the students tested were proficient in math. There has been a steady increase in the percentage of students earning proficient scores in math over the past three years.

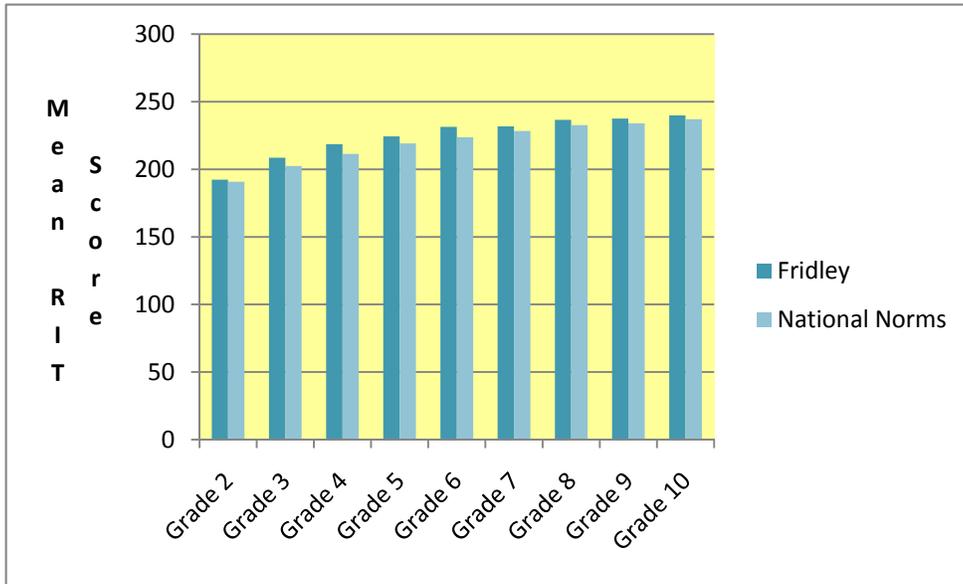
### MCA SCIENCE RESULTS



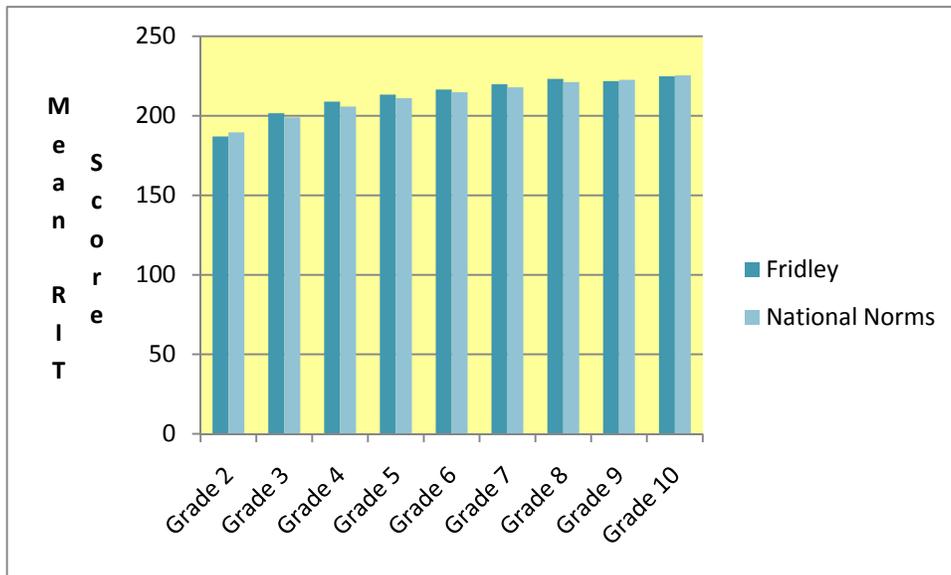
On the 2010 Science MCA II, 37 percent of the students tested district-wide were proficient in Science. This is a decrease from the 2009 Science MCA II.

# NWEA RESULTS

## 2009-10 MATH RESULTS



## 2009-10 READING RESULTS

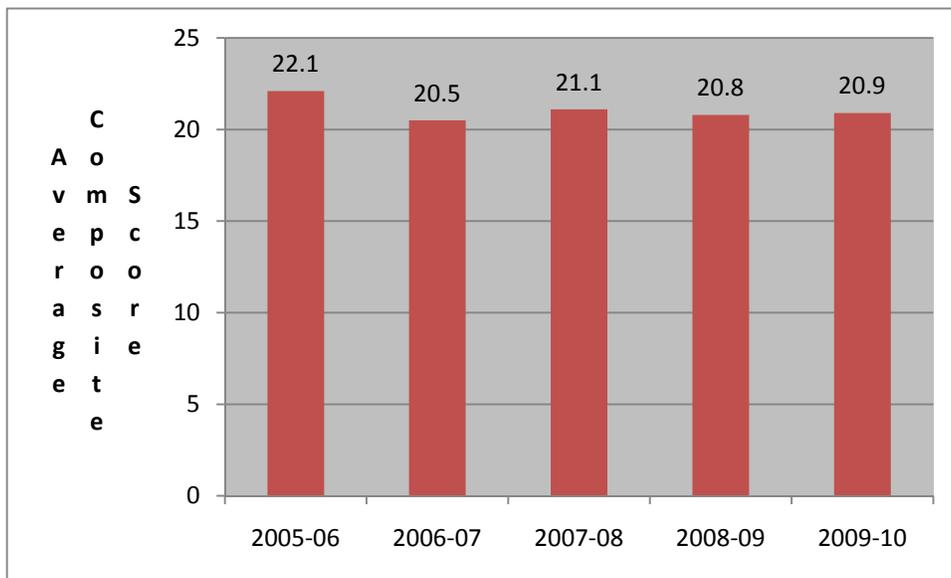


Overall NWEA results: This was the sixth year that the Northwest Educational Association's (NWEA) Measures of Academic Progress (MAP) test was administered. The NWEA Map test assesses reading, math, and language skills of students from grades 2-10. The NWEA uses a RIT score to describe the skill level of an individual student. RIT stands for **R**asch **u**n**I**T, which is a

unit of measurement that uses the difficulty of the test items to describe a student's achievement level. When analyzing the results from the spring administration of the tests, the mean score on reading tests of the NWEA was lower for Fridley students in grades 9 and 10 than other students assessed by NWEA in 9th and 10th grade. In reading it was higher or equal to the national norm in 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> and grade. Fridley students earned scores higher than the national norm in math in all grade levels assessed.

## A.C.T. RESULTS

### 2010 ACT Results



#### Overall ACT Summary:

The ACT is a college entrance examination that is optional for students. The ACT score gives an indication of the extent to which students are prepared for college-level work. In 2009-10 129 students elected to take the ACT. Overall, Fridley students ACT scores for 2009-10 are slightly higher than those reported in 2008-09.

## 2009-10 District Demographic Information

### 2009-10 Enrollments by Grade

<b>Grade</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Kindergarten	125	128	253
1 <sup>st</sup> Grade	99	97	196
2 <sup>nd</sup> Grade	109	97	206
3 <sup>rd</sup> Grade	104	94	198
4 <sup>th</sup> Grade	87	82	169
5 <sup>th</sup> Grade	114	78	192
6 <sup>th</sup> Grade	88	103	191
7 <sup>th</sup> Grade	108	112	220
8 <sup>th</sup> Grade	64	71	135
9 <sup>th</sup> Grade	124	91	215
10 <sup>th</sup> Grade	122	116	238
11 <sup>th</sup> Grade	124	107	231
12 <sup>th</sup> Grade	110	114	224
Total	1378	1290	2668

### 2009-10 Demographic Makeup of Students

<b>Subgroup</b>	<b>Number of Students</b>	<b>Percent of Total Population</b>
American Indian/Alaskan Native	71	2%
Asian/Pacific Islander	203	7%
Hispanic	267	9%
Black, not of Hispanic origin	678	24%
White, not of Hispanic origin	1631	57%
Limited English Proficiency	375	14%
Special Education	393	13%
Free/Reduced Lunch	1503	53%



<b>Testing Calendar 2009-10 School Year</b>		
<b>Date</b>	<b>Name of Test</b>	<b>Grade Levels</b>
<b>November</b>		
2	GRAD Written Composition Retests	Grades 10-12
10	GRAD Written Composition Retests (Make-up day)	Grades 10-12
<b>March</b>		
7-25	TEAE & MN SOLOM	Grades K-12
28	MTAS Testing Begins	Grades 3-11
28	MCA Mathematics Online Begins	Grades 3-8
28	MCA-Modified Mathematics Online Begins	Grades 5-8
28	MCA Science Begins	Grades 5, 8 & 11
<b>April</b>		
11-29	MCA Paper & Pencil Reading & Math	Grades 3-8
11-29	MCA-Modified Reading	Grades 5-8
12	MCA & MCA-Modified Paper & Pencil Reading & Math (Segments 1 & 2)	Grades 10-11
12	GRAD Written Composition	Grade 9
13	MCA & MCA-Modified Paper & Pencil Reading & Math (Segments 3 & 4)	Grades 10-11
19	GRAD Writing Retest (Seniors Only)	Grade 12
19	GRAD Writing (Make-up)	Grade 9
26	GRAD Writing Retest (Seniors Only) (Make-up)	12
29	MTAS Reading & Math Ends	Grades 3-11
<b>May</b>		
20	MCA Mathematics Online Ends	Grades 3-8
20	MCA-Modified Mathematics Online Ends	Grades 5-8
20	MCA Science and MTAS Science Ends	Grades 5, 8 & 11
<b>July</b>		
19	GRAD Writing Retest	Grades 10-12
20	GRAD Writing Retest (Make-up)	Grades 10-12

**The district schedules GRAD online retest opportunities the first Tuesday through Wednesday of the following week each month. Students are eligible to retest every other month.**

## **STUDENT ACHIEVEMENT GOALS**

**2009-10**

All groups of students identified as not meeting proficiency by the state will reach proficient scores or increase their score by 10% each year.

## **STAFF DEVELOPMENT GOALS**

**2009-10**

- **Elementary staff will receive additional training for International Baccalaureate Organization (IBO) – Primary Years Programme with a focus on exhibition.**

Twenty-three staff members participated in the training sessions. There were 54 hours of formal training offered to the staff. Significantly more training occurred in a less formal way at the building level.

- **Staff teaching in Middle Years Program will receive additional IB training with a focus on MYP assessment.**

One hundred and seventeen teachers attended the MYP training sessions. There were 41.5 possible hours of formal training available to the staff. This does not include the significant amount of less formal training that occurred at a building level.

- **Secondary staff assigned to teach International Baccalaureate Organization (IBO) – Diploma Programme will attend course specific training.**

The DP Assessment Writing course was attended by 18 staff members. It offered 3.5 hours of training. This does not include the significant amount of less formal training provided at the building level.

- **All staff will receive training on the understanding of international-mindedness and its impact on student achievement in diverse classrooms.**

Thirty-three staff members participated in this one hour training. This does not include the significant amount of less formal training provided at the building level.

- **The district will implement its math curriculum and provide training on researched-based strategies for math instruction.**

Sixty staff members participated in the training. There was 27 hours of training available. This does not include the significant number of hours of training provided at the building level.

- **Secondary staff in ELL, special education, and general education will partner for training in co-teaching using the SIOP framework.**

For the elementary SIOP class 16 staff members were trained for 12 hours. For the secondary SIOP classes 24 staff members were trained for 30 hours.

- **Elementary, middle and high school staff will participate in on-going professional meetings and training with experts in reading intervention in order to develop a comprehensive and systemic intervention response to improve reading achievement.**

Thirty-five staff members participated in the training sessions provided by the district. There was a total of 15 hours of training available to staff. This does not include the significant number of training hours provided at the building level.

- **All staff will receive district training in the integration of LCD projectors, Smart Boards, online learning management systems, and online/digital/electronic resources in instruction.**

During the 2009-10 school 30 different technology classes were offered. They were attended by 247 staff members (inclusive) for a total of 421.25 hours.

## **STUDENT ACHIEVEMENT GOAL** **2010-11**

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better, in reading/language arts and mathematics.

## **STAFF DEVELOPMENT GOALS** **2010-11**

- Elementary staff will receive additional training for International Baccalaureate Organization (IBO) – Primary Years Programme with a focus on exhibition.
- Staff teaching in Middle Years Program will receive additional IB training with a focus on MYP assessment.
- Secondary staff assigned to teach International Baccalaureate Organization (IBO)-- Diploma Programme will attend course specific training.
- All staff will receive training on the understanding of international-mindedness and its impact on student achievement in diverse classrooms.
- The district will implement its math curriculum and provide training on researched-based strategies for math instruction.
- Elementary, middle and high school staff will participate in on-going professional meetings and training with experts in reading intervention in order to implement a comprehensive and systemic intervention response to improve reading achievement.
- All staff will receive district training in the integration of LCD projectors, Smart Boards, online learning management systems, and online/digital/electronic resources in instruction

# 2009-2010 District Staff Development Report

## Minnesota Department of Education

**Student Achievement Goal:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better, in reading/language arts and mathematics.

### Goal 1

All staff will receive district training in the integration of LCD projectors, SmartBoards, online learning management systems, and online/digital/electronic resources in instruction.

**Strategy:** Provided technology training to improve teaching and learning. A variety of classes were offered to staff, including substitutes, during the school year. Technology Integration Coordinator worked with staff in all buildings.

**Results:** 30 technology classes were offered attended by 247 staff members for a total of 421 hours.

### Goal 2

Elementary staff will receive additional training for International Baccalaureate Organization Primary Years Programme with a focus on exhibition.

**Strategy:** Five sessions were offered for PYP leveled training, PYP was included in weekly staff development schedule at each building, grade 4 teachers attended exhibition training, elementary teachers and principals attended PYP math roundtables, ELL, special education, media, music and art teachers attended PYP specialist roundtables.

**Results:** Twenty-three staff members participated in the training sessions with 54 hours of formal training offered to staff on site. 20 additional staff attended PYP roundtables for a total of 240 hours of specialist and math training.

### Goal 3

Staff teaching in Middle Years Program will receive additional IB training with a focus on MYP assessment

**Strategy:** Seven sessions of MYP training were held during the school year and summer.

**Results:** 117 teachers attended the MYP training sessions with 41.5 hours of formal training available to staff. IB Coordinators met with staff throughout the year for support and review of MYP assessments.

### Goal 4

All staff will receive training on the understanding of international-mindedness and its impact on student achievement in diverse classrooms.

**Strategy:** Two training sessions were available to staff in each building and one session offered during the summer on using technology tools to promote international-mindedness.

**Results:** 200 staff members participated in at least 2 hours of training.

### Goal 5

The district will implement its math curriculum and provide training on researched-based strategies for math instruction.

**Strategy:** There were six classes offered by the district directly related to math achievement. The elementary instructional leaders worked with grade level teams during the year in formative assessment for math.

**Results:** 66 staff members participated in the trainings. There were 27 hours of training available. In addition, 6 elementary teachers participated in the Region 11 Math Academy sessions and professional learning groups throughout the year.

### Goal 6

Secondary staff in ELL, special education, and general education will partner for training in co-teaching using the SIOP framework.

# 2009-2010 District Staff Development Report

## Minnesota Department of Education

**Strategy:** SIOP training was provided prior to the start of the school year and monthly.

**Results:** 24 secondary staff members participated in 12 hours prior to the start of school and five 4-hour follow up session for a total of 32 hours each. 16 elementary staff members participated in 12 hours of training.

### Goal 7

Elementary, middle and high school staff will participate in on-going professional meetings and training with experts in reading intervention in order to develop a comprehensive intervention response to reading achievement.

**Strategy:** Four training opportunities were provided district-wide.

**Results:** 35 staff members participated in the district-wide training session. 15 hours of district-wide training was available. 60 paraprofessionals participated in 3 hours of training on supporting reading strategies in instruction; 6 high school teachers participated in 8 hours of training on online reading intervention; and middle school Title I teacher provided coaching and class observation of reading instruction for 4 middle school staff.

### Goal 8

Secondary staff assigned to teacher International Baccalaureate Organization (IBO) Diploma Programme will attend course specific training.

**Strategy:** Content specific DP course training was provided in writing, math, biology, language B, business, Theory of Knowledge, and music.

**Results:** DP Writing Assessment Writing course was attended by 18 staff members for 3.5 hours each. Other content areas were 24 hours of training each attended by one staff member in each area.



Monitoring and Compliance  
1500 Highway 36 West  
Roseville, MN 55113-4266

**ASSURANCE OF COMPLIANCE WITH  
STATE AND FEDERAL LAW  
PROHIBITING DISCRIMINATION**

ED-00199-08

DUE: 11/15

**GENERAL INFORMATION AND INSTRUCTIONS:** Pursuant to Minnesota Statutes, section 127A.42, subd. 3, each school board shall annually submit to the Commissioner of Education a statement of compliance with state and federal laws prohibiting discrimination and provide the designated supporting information to assure that statement. Complete this form as directed and return it to the above address by November 15. Retain a copy for your files.

**IDENTIFICATION INFORMATION**

School District Name Fridley Public Schools			District Number 0014-01
Name of District Contact Person Cathy Lombard	Title Director of Special Services	Telephone Number (763) 502 -5024	FAX Number (763) 502 -5041

**STATEMENT OF ASSURANCE**

The undersigned hereby affirm that the above named school district is in compliance with the following state and federal laws prohibiting discrimination:

1. Minnesota Statute, section 363.03, Minnesota Human Rights Act, which prohibits discrimination in education programs and activities on grounds of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, sexual orientation, disability or age.
2. Title VI of the Civil Rights Act of 1964 (42 USC 2000d., et. seq.; 34 CFR Part 100), which provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the district receives federal financial assistance.
3. Title VII of the Civil Rights Act of 1964 (42 USC 2000e., et. seq.; P.L. 88-352), as amended by the Equal Employment Opportunity Act of 1972 (P.L. 92-261), which prohibits discrimination in employment because of an individual's race, color, religion, sex, or national origin.
4. Title IX of the Education Amendments of 1972 (20 USC, Section 1681; 34 CFR Part 106), which prohibits discrimination on the basis of sex in education programs and activities receiving or benefiting from federal financial assistance.
5. The Age Discrimination in Employment Act of 1967 (29 USC, Section 621; 42 USC Section 6101; 29 CFR Part 860), which prohibits discrimination on the basis of age (over 40 years).
6. Minnesota Statute, section 121A.04, which prohibits sex discrimination in athletic programs.
7. Minnesota Statute, section 121A.03, which requires school districts to have a policy prohibiting sexual/racial/religion harassment and violence which applies to students, teachers, administrators and other school personnel.
8. Minnesota Rules, Chapter 3535, relating to equality of educational opportunity and school desegregation, and prohibition of discriminatory practices.
9. Section 504 of the Rehabilitation Act of 1973 34 C.F.R. part 104, prohibiting discrimination on the basis of disability.
10. American with Disabilities Act 42 U.S.C. § 12101, *et seq.*, also prohibiting discrimination on the basis of disability.
11. Minnesota Rules, part 3500.0550 relating to Inclusive Educational Program Plan.
12. Equal Education Opportunities and Transportation of Students (20 U.S.C. § 1703).
13. Title VII of the Civil Rights Act of 1964 Pregnancy Discrimination Act (within Title VII) 42 U.S.C. § 2000 e(k).
14. Fair Housing Act 42 U.S.C. § 3601 *et seq.* 24 C.F.R. part 100.
15. Age Discrimination Act 42 U.S.C. § 6101, 6102; 45 C.F.R. part 100.
16. Prohibition of Discrimination Based on Blindness (20 U.S.C. § 1684).
17. May 25, 1970, Office of Civil Rights Memorandum, "Identification of Discrimination and Denial of Service on the Basis of National Origin".
18. August 1975, Office of Civil Rights Memorandum, "Identification of Discrimination in the Assignment of Children to Special Education Programs".

This assurance is given in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts, property, discounts, or other federal and state financial assistance extended after the date hereof to the district by the U.S. Department of Education and the Minnesota Department of Education (MDE), including installment payments after such date of application for federal financial assistance and state aid allotments which were approved before such date. The district recognizes and agrees that such federal and state financial assistance will be extended in reliance on the representations, supporting information required by Minnesota Statute, section 127A.42, subd. 3 and agreements made in this assurance. This assurance is binding on the district and the persons whose signatures appear below and who are authorized to sign on behalf of the district.

Furthermore, the undersigned hereby affirm that there is a copy of each of these laws in each building in the district and that the information given on page two and three of this form is accurate and complete.

\_\_\_\_\_  
Signature - School District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature - President or Chairperson of School Board

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature - Clerk of School Board

\_\_\_\_\_  
Date



## 404 EMPLOYMENT BACKGROUND CHECKS

*[Note: The provisions of this policy substantially reflect statutory requirements.]*

### I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

### II. GENERAL STATEMENT OF POLICY

- A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.
- B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.
- C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

### III. PROCEDURES

- A. Normally an individual will not commence employment or provide services until

the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check, but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension ("BCA"). The BCA shall conduct the background check by retrieving criminal history data as defined in Minn. Stat. § 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

- B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the school district, at the election of the school district, in an amount equal to the actual cost to the BCA and the school district of conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual fails to provide the school district with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.
- C. The school district, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the state board of teaching or the commissioner of education within the 12 months preceding an offer of employment or permission to provide services.
- D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:
  - 1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;
  - 2. the other school hiring authority conducted a criminal background check within the previous 12 months;
  - 3. the individual executes a written consent form giving the school district access to the results of the check; and
  - 4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the individual for employment or provision of services.

- E. For all nonstate residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, the school district shall request a criminal history background check on such individuals from the superintendent of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district. Such individuals must provide an executed criminal history consent form.
- F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.
- G. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.
- H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.
- I. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.
- J. The school district may apply these procedures to other volunteers, independent contractors, or student employees as though they were applicants for employment or providing athletic coaching services or other extracurricular academic coaching services.
- K. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

#### **IV. CRIMINAL HISTORY CONSENT FORM**

A form to obtain consent for a criminal history background check is included with this

policy.

**Legal References:** Minn. Stat. § 13.04, Subd. 4 (Inaccurate or Incomplete Data)  
Minn. Stat. § 13.87, Subd. 1 (Criminal History Data)  
Minn. Stat. § 123B.03 (Background Check)  
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child Protection Background  
Check Act)  
Minn. Stat. § 364.09(b) (Exception for School Districts)

**School Board Action:**  
Adopted November 18, 2008  
Revised \_\_\_\_\_

## **406 PUBLIC AND PRIVATE PERSONNEL DATA**

### **I. PURPOSE**

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its personnel.

### **II. GENERAL STATEMENT OF POLICY**

- A. All data on individuals collected, created, received, maintained or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.
- B. All other data on individuals is private or confidential.

### **III. DEFINITIONS**

- A. “Public” means that the data is available to anyone who requests it.
- B. “Private” means the data is available to the subject of the data and to school district staff who need it to conduct the business of the school district.
- C. “Confidential” means the data is not available to the subject.
- D. “Parking space leasing data” means the following government data on an application for, or lease of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.
- E. “Personnel data” means data on individuals collected because they are or were employees of the school district, applicants for employment, volunteers for the school district, or members of or applicants for an advisory board or commission. Personnel data include data submitted to the school district by an employee as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations. An employee who is identified in a suggestion shall have access to all data in the suggestion except the identity of the employee making the suggestion.

- F. “Finalist” means an individual who is selected to be interviewed by the school board for a position.
- G. “Protected health information” means individually identifiable health information transmitted in electronic form by a school district acting as a health care provider. “Protected health information” excludes health information in education records covered by FERPA and employment records held by a school district in its role as employer.

#### IV. PUBLIC PERSONNEL DATA

- A. The following information on employees, including volunteers and independent contractors, is public:
  - 1. name;
  - 2. employee identification number, which may not be the employee’s social security number;
  - 3. actual gross salary;
  - 4. salary range;
  - 5. contract fees;
  - 6. actual gross pension;
  - 7. the value and nature of employer-paid fringe benefits;
  - 8. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
  - 9. job title;
  - 10. bargaining unit;
  - 11. job description;
  - 12. education and training background;
  - 13. previous work experience;
  - 14. date of first and last employment;

15. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
16. the final disposition of any disciplinary action, as defined in Minn. Stat. § 13.43, Subd. 2(b), 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 school district;
17. the terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;
18. work location;
19. work telephone number;
20. badge number;
21. honors and awards received;
22. payroll time sheets or other comparable data that are used only 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; and
23. city and county of residence.

B. The following information on applicants for employment or to an advisory board/ commission is public:

1. veteran status;
2. relevant test scores;
3. rank on eligible list;
4. job history;
5. education and training; and
6. work availability.

- C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when they become finalists for an employment position.
- D. Names and home addresses of applicants for appointment to and members of an advisory board/commission are public.
- E. Regardless of whether there has been a final disposition as defined in Minn. Stat. § 13.43, Subd. 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minn. Stat. § 13.43, Subd. 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources.

## V. PRIVATE PERSONNEL DATA

- A. All other personnel data are private and will only be shared with school district staff whose work requires such access. Private data will not be otherwise released unless authorized by law or by the employee's informed written consent.
- B. Data pertaining to an employee's dependents are private data on individuals.
- C. Data created, collected or maintained by the school district to administer employee assistance programs are private.
- D. Parking space leasing data are private.
- E. Personnel data may be disseminated to labor organizations to the extent the school district determines it is necessary for the labor organization to conduct its business or when ordered or authorized by the Commissioner of the Bureau of Mediation Services.
- F. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.
- G. The school district may, if the responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
  - 1. The person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;

2. A pre-petition screening team conducting an investigation of the employee under Minn. Stat. § 253B.07, Subd. 1; or
  3. A court, law enforcement agency or prosecuting authority.
- H. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of such a crime or alleged crime.
- I. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.
- J. When allegations of sexual or other types of harassment are made against an employee, the employee shall not have access to data that would identify the complainant or other witnesses if the school district determines that the employee's access to that data would:
1. threaten the personal safety of the complainant or a witness; or
  2. subject the complainant or witness to harassment.
- If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.
- K. The school district shall make any report to the board of teaching or the state board of education as required by Minn. Stat. § 122A.20, Subd. 2, and shall, upon written request from the licensing board having jurisdiction over a teacher's license, provide the licensing board with information about the teacher from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minn. Stat. § 122A.20, Subd. 2.
- L. Private personnel data shall be disclosed to the department of economic security for the purpose of administration of the unemployment insurance program under Minn. Stat. Ch. 268.
- M. When a report of alleged maltreatment of a student in a school is made to the Commissioner of Education, data that are relevant and collected by the school about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report.
- N. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence

toward or sexual contact with a student, if an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data.

- O. The identity of an employee making a suggestion as part of an organized self-evaluation effort by the school district or to improve school district operations is private.
- P. Health information on employees is private unless otherwise provided by law. To the extent that the school district transmits protected health information, the school district will comply with all privacy requirements.
- Q. Personal home contact information for employees may be used by the school district and shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.

#### **VI. MULTIPLE CLASSIFICATIONS**

If data on individuals are classified as both private and confidential by Minn. Stat. Ch. 13, or any other state or federal law, the data are private.

#### **VII. CHANGE IN CLASSIFICATIONS**

The school district shall change the classification of data in its possession if it is required to do so to comply with other judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

#### **VIII. RESPONSIBLE AUTHORITY**

The school district has designated the Director of Personnel as the authority responsible for personnel data. If you have any questions, contact him/her.

#### **IX. EMPLOYEE AUTHORIZATION/RELEASE FORM**

An employee authorization form is included as an addendum to this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13.02 (Definitions)  
Minn. Stat. § 13.37 (General Nonpublic Data)  
Minn. Stat. § 13.39 (Civil Investigation Data)  
Minn. Stat. § 13.43 (Personnel Data)  
Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting)

P.L. 104-191 (HIPAA)  
45 C.F.R. Parts 160 and 164 (HIPAA Regulations)

***Cross References:*** Fridley School District Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)  
Fridley School District Policy 515 (Protection and Privacy of Pupil Records)  
MSBA Service Manual, Chapter 13, School Law Bulletin “T” (School Records – Privacy – Access to Data)

***School Board Action:***  
Adopted March 16, 2004  
Revised \_\_\_\_\_

## 506 STUDENT DISCIPLINE

### I. PURPOSE

The purpose of this policy is to ensure that all students are aware of and comply with school district expectations for student conduct. The School Board embraces the philosophy that compliance with established student behavior and disciplinary policies will enhance the school district's ability to maintain order and discipline as well as to ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

### II. GENERAL STATEMENT OF POLICY

It is the policy of the School Board that individual responsibility and mutual respect are essential components of the educational process. The School Board establishes that the nurturance of each student's growth and maturation are of primary importance and closely linked with the necessary balance between authority and self-discipline, as the student progresses from a child's dependence on authority to the more mature behavior of self-control.

The School Board further establishes that all students are entitled to learn and develop in a setting which promotes respect of self, others and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

This policy emphasizes the development of self-discipline on the part of students. It is also recognized that there will be instances when it will be necessary to administer disciplinary measures. The school administration will take appropriate disciplinary action when students fail to adhere to the code of student conduct as established by this policy. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience.

The concept of progressive discipline shall be applied by staff in deciding upon consequences appropriate to the circumstances and severity of the behavior violation. Progressive discipline prescribes levels of consequences that become increasingly serious after repeated violations. The district reserves the right to impose discipline at any level depending upon the seriousness of the discipline matter.

This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act and Minnesota state statutes. In view of the foregoing and in accordance with Minnesota state statutes, the School Board has developed and adopted this policy which governs student conduct and applies to all students of the school district.

Notification of this policy will be included in the annual student handbook and disseminated to all students so as to provide advance notice of the rules and consequences for rules violations. This policy shall also be available upon request in the school administrative offices.

### III. DEFINITIONS

- A. “Alternative educational services” may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center.
- B. “Dismissal” means the denial of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class.
- C. “Exclusion” means an action taken by the School Board to prevent enrollment or reenrollment of a pupil for a period that shall not extend beyond the school year.
- D. “Expulsion” means a School Board action to prohibit an enrolled pupil from further attendance for up to 12 months from the date the pupil is expelled.
- E. “Parent” means (a) one of the pupil’s parents, (b) in the case of divorce or legal separation, the parent or parents with physical custody of the pupil, including a noncustodial parent with legal custody who has provided the district with a current address and telephone number, or (c) a legally appointed guardian. In the case of a pupil with a disability under the age of 18, parent may include a district-appointed surrogate parent.
- F. “Pupil” means any student: (a) without a disability under 21 years of age; or (b) with a disability under September 1 after the child with a disability becomes 22 years of age; (c) and who remains eligible to attend a public elementary or secondary school.

- G. “Removal from class” means any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class of activity period for a period of time.
- H. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a pupil from attending school for a period of no more than ten school days.

#### IV. AREAS OF RESPONSIBILITY

- A. School Board. The School Board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy; shall hold all school personnel, students and parents (to the degree feasible) responsible for conforming to this policy; and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish administrative guidelines and directives for recommending the services of appropriate agencies for assisting students as may be needed.
- C. Principal. The school principal will have the responsibility and authority to formulate school rules and regulations necessary to enforce this policy. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents.
- D. Teachers. All teachers will be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for monitoring and enforcing appropriate student conduct, with appropriate assistance from the school administration. All teachers will enforce the code of student conduct in a fair and uniform manner in the classroom and school. Teachers who exercise the authority to remove a student from class, will follow the procedures specified in this policy.
- E. Other School District Personnel. All school district personnel will be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent or designee.

- F. Parents or Legal Guardians. Parents and guardians will be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children. Parents shall communicate with the teacher and/or school administration about student behavior problems and hold their students responsible for following school policies governing all student behaviors.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the code of student conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

**V. STUDENT RIGHTS AND RESPONSIBILITIES**

- A. All students have the right to an education and the right to learn.
- B. All students have the following responsibilities:
  - 1. For their behavior and for knowing and obeying all school rules, regulations, policies and procedures;
  - 2. To attend school daily, except when excused, and to be on time to all classes and other school functions;
  - 3. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
  - 4. To make necessary arrangements for making up work when absent from school;
  - 5. To assist the school staff in maintaining a safe school for all students;
  - 6. To be aware of all school rules, regulations, policies and procedures, including those in this policy, and to conduct themselves in accordance with them;
  - 7. To assume that until a rule or policy is specifically waived, altered or repealed, it is in full force and effect;
  - 8. To be aware of and comply with federal, state and local laws;

9. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
10. To respect and maintain the school's property and the property of others;
11. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
12. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
13. To conduct themselves in an appropriate physical or verbal manner;
14. To follow all reasonable rules or requests of school employees;
15. To recognize and respect the rights of others.

## VI. CODE OF STUDENT CONDUCT

- A. Unacceptable student behavior will be subject to disciplinary action by the school district. This policy applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, employees, or other parties. Any student who engages in any of these activities shall be disciplined in accordance with this policy.
- B. This policy applies to all school buildings, school grounds and school property, school-sponsored activities or trips, school bus stops, school buses, school vehicles, school contracted vehicles or any other vehicles approved for school district purposes, the area of entrance or departure from school premises or events, and all school-related functions.
- C. Unacceptable student behavior is defined as:
  1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
  2. The use of profanity or obscene language, or the possession of obscene materials;

3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Hazing;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Opposition to authority using physical force or violence;
7. Using, possessing or distributing tobacco or tobacco paraphernalia;
8. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs or other controlled substances, or look-alike substances, except as prescribed by a physician, including one student sharing prescription medication with another student.
10. Using, possessing or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
11. Using, possessing or distributing weapons, or look-alike weapons or other dangerous objects;
12. Violation of the school district weapons policy;
13. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
14. Possession, use or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
15. Possession, use or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
16. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where

there is a risk of fire, except where the device is used in a manner authorized by the school;

17. Violation of any local, state or federal law as appropriate;
18. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
19. Violation of the school district's Internet Acceptable Use Policy;
20. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to laser pointers, pagers, radios and phones, including picture phones.
21. Violation of school bus or transportation rules or the district's bus safety policy;
22. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
23. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
24. Possession or distribution of slanderous, libelous or pornographic materials;
25. Violation of the district's Bullying Prohibition Policy;
26. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
27. Criminal activity;
28. Falsification of any records, documents, notes or signatures;

29. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means.
30. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism or collusion, including the use of picture phones or other technology to accomplish this end;
31. Impertinent or disrespectful language toward teachers or other school district personnel;
32. Sexual abuse and/or harassment;
33. Violation of the school district's Violence Prevention Policy;
34. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
35. Committing an act which inflicts bodily harm upon another person, even though accidental or a result of poor judgment;
36. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
37. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating or that degrades other people;
38. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
39. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;
40. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
41. Disobedience or insubordination to teachers or other school district personnel;
42. Violation of school rules, regulations, policies or procedures;

43. Other acts, as determined by the school principal, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

## VII. DISCIPLINARY ACTIONS

The general policy of the school district is to utilize progressive discipline, to the extent reasonable and appropriate, based upon the specific circumstances and seriousness of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the teachers and administrators, or designee, who are responsible to enforce this policy. At a minimum, violation of school district rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district administration.

Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;

- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. Petition County Court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Expulsion under the Pupil Fair Dismissal Act;
- S. Exclusion under the Pupil Fair Dismissal Act;
- T. Other disciplinary action as deemed appropriate by the school district.

#### **VIII. REMOVAL OF STUDENTS FROM CLASS**

- A. Early detection of student behavior problems is encouraged as a positive intervention by teachers. Teachers have the responsibility to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. Early involvement of parents is recommended as a proactive step by teachers to correct student behavior problems.
- B. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. Teachers who wish to refer their request for a student's removal from class to the school principal, will then transfer the responsibility for managing appropriate school procedures to the school principal and will cooperate with him/her as may be needed.
- C. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy. Such removal shall be for at least one (1) activity period or

class period of instruction for a given course of study and shall not exceed five (5) such periods.

- D. Grounds for removal from class shall include any of the following:
1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
  2. Willful conduct that endangers school district employees, surrounding persons, the student or other students, or the property of the school;
  3. Willful violation of any school rules, regulations, policies or procedures, including the code of student conduct in this policy; or
  4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.
- E. If a student is removed from class more than 10 times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and made reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.
- F. Teacher Procedures for Removal of a Student from a Class. Teachers are required to follow the legal procedures prescribed in law if and when they exercise their authority to remove a student from class. Those procedures will be specified by the school principal in writing and available to teachers who select to exercise this authority. The school procedures for teachers will include the following:
1. Specify procedures to be followed by a teacher, administrator or other school district employee to remove a student from a class;
  2. Specify required approvals necessary;
  3. Specify paperwork and reporting procedures.
  4. Designation of where student is to go when removed;
  5. Designation of how student is to get to designated destination;
  6. Whether student must be accompanied;
  7. Statement of what student is to do when and while removed;

8. Designation of who has control over and responsibility for student after removal from class.
- G. Teacher Procedures for Return of a Student to the Class after Removal.  
The school procedures for the teacher will include the following:
1. Specification of procedures;
  2. Actions or approvals required such as notes, conferences, readmission plans.
- H. Teacher Procedures for Notification.
1. Specify procedures for notifying students and parents/guardians of violations of the rules of conduct and resulting disciplinary action;
  2. Actions or approvals required, such as notes, conferences, readmission plans.
- G. Teacher Procedures for Disabled students; special provisions.
1. Procedures for consideration of whether there is a need for further assessment;
  2. Procedures for consideration of whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a disabled student who is removed from class or disciplined; and
  3. Any procedures determined appropriate for referring students in need of special education services to those services.
- H. Teacher Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.
1. Establishment of a chemical abuse preassessment team pursuant to Minnesota state statute.
  2. Establishment of a school and community advisory team to address chemical abuse problems in the district pursuant to Minnesota state statute, and
  3. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minnesota state statute.
- I. Teacher Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.

## IX. DISMISSAL OF STUDENTS BY SCHOOL PRINCIPAL

- A. Dismissal involves the denial of the current educational program to any student, including suspension, exclusion, and expulsion. Only licensed school administrators are authorized to dismiss students from school. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to exclusion and/or expulsion from school. A student may be dismissed from school on any of the following grounds:
1. Willful violation of any reasonable School Board regulation, including those found in this policy;
  2. Willful conduct that materially and substantially disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
  3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.
- C. Suspension procedures.
1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
  2. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or

guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning

center under Minnesota state statute selected to allow the pupil to progress toward meeting graduation standards under Minnesota state statute 2, although in a different setting.

6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
7. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
  - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
  - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
  - c. petition the juvenile court that the student is in need of services under Minnesota state statute. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within 48 hours of the suspension. Service by mail shall be complete upon mailing.
8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.
9. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
11. Notwithstanding the foregoing provisions, the student may be suspended pending the School Board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures.

1. "Expulsion" means a School Board action to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled. The authority to expel rests with the School Board.
2. "Exclusion" means an action taken by the School Board to prevent enrollment or reenrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department Education.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education. The School Board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to the student's records and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including records upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.

16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the School Board and served upon the parties within two (2) days after the close of the hearing.
17. The School Board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The School Board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the School Board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Minnesota Department of Education of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the School Board may appeal the decision to the Commissioner within 21 calendar days of School Board action pursuant to Minnesota state statute. The decision of the School Board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

## **X. ADMISSION OR READMISSION PLAN**

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to

improve the student's behavior, including completing a character education program consistent with Minnesota state statute, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

## **XI. NOTIFICATION OF POLICY VIOLATIONS**

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other Minnesota state statute. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

## **XII. STUDENT DISCIPLINE RECORDS**

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act and Minnesota state statutes.

## **XIII. DISABLED STUDENTS**

- A. Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.
- B. Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP..
- C. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise.
- D. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will

review the behavioral intervention plan and modify it as necessary to address the behavior.

- E. When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

#### **XIV. OPEN ENROLLED STUDENTS**

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program or Enrollment in Nonresident District under Minnesota state statutes at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of sixteen (16) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

#### **XV. DISTRIBUTION OF POLICY**

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

#### **XVI. REVIEW OF POLICY**

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the School Board, which shall conduct an annual review of this policy.

- Legal References:**
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
  - Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
  - Minn. Stat. § 120B.232 (Character Development Education)
  - Minn. Stat. § 121A.26 (School Preassessment Teams)
  - Minn. Stat. § 121A.27 (School and Community Advisory Team)
  - Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
  - Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
  - Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
  - Minn. Stat. § 121A.582 (Reasonable Force)
  - Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)
  - Minn. Stat. § 123A.05 (Area Learning Center Organization)

Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)  
Minn. Stat. Ch.125A (Students With Disabilities)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Court Act)  
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
34 C.F.R. § 300.530(e) (1) (Manifestation Determination)

**Cross References:** MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 501 (School Weapons)  
MSBA/MASA Model Policy 503 (Student Attendance)  
MSBA/MASA Model Policy 504 (Student Dress and Appearance)  
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
MSBA/MASA Model Policy 526 (Student Hazing Prohibition)  
MSBA/MASA Model Policy 610 (Field Trips)

**School Board Action:**  
*Revised as Policy 8.301*  
*Revised as Policy 506 June 18, 2002*  
*Revised July 15, 2008*  
*Revised \_\_\_\_\_*



# Fridley Public Schools

A World-Class Community of Learners

## 608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

### I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need ~~for~~ to provide special educational services ~~on the part of~~ to some students in the school district.

### II. GENERAL STATEMENT OF POLICY

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

### III. RESPONSIBILITIES

- A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for disabled children who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The school district shall adopt a Total Special Education System (TSES) as required by state law.
- C. The school district shall ensure that all qualified disabled children are provided the special education and related services which are appropriate to their educational needs.
- D. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.

**Legal References:** Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 125A.02 (Definition of Child with a Disability)  
Minn. Stat. §§ 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29 (District Obligations)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)  
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)  
MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

**School Board Action:**

Adopted as Policy 8.601 February 18, 1992

Revised as Policy 608 January 15, 2008

[Revised](#)



## 701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

### I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

### II. GENERAL STATEMENT OF POLICY

~~It is the~~The policy of this school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement School Board goals and the priorities of the school district.

### III. REQUIREMENTS

- A. The superintendent or such other school official as designated by the superintendent or the School Board shall each year prepare preliminary revenue and expenditure budgets for review by the School Board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the School Board and the public. The School Board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.
- B. Prior to the adoption of the initial budget for a school year, the School Board must inform the principal or other responsible administrative authority at each site the amount of general education and referendum revenue that will be generated by the pupils in attendance at that site. These estimates may be adjusted in accordance with law.
- C. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minnesota state statute.
- D. Prior to July 1 of each year, the School Board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the School Board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes

that expenditure for that year, or prior to the adoption of an amendment to that budget document by the School Board to authorize that expenditure for that year.

- E. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner within one week of the acceptance of the final audit by the School Board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. ~~These budgets, reports of revenue, expenditures, and fund balances~~ A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minnesota state statute.
- F. At the public hearing on the adoption of the school district's proposed property tax levy, the School Board shall review its current budget and the proposed property taxes payable in the following calendar year.
- G. The school district must also post the materials specified above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website.
- ~~H. The school district must also include the budget information specified above in the materials provided as part of its truth in taxation hearing.~~

#### IV. IMPLEMENTATION

- A. The School Board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to School Board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the School Board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless

otherwise approved by the School Board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the School Board.

- E. The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue and expenditures of funds.

**Legal References:** Minn. Stat. § 123B.76 (Expenditures; Reporting)  
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)  
Minn. Stat. § 123B.10 (Publication of Financial Information)  
Minn. Stat. § 126C.23 (Allocation of General Education Revenue)  
~~Minn. Stat. § 275.065 (Truth in Taxation; Proposed Property Taxes; Notice)~~

**Cross References:** MSBA/MASA Model Policy 701.1 (Modification of School District Budget)  
MSBA/MASA Model Policy 702 (Accounting)  
MSBA Service Manual, Chapter 7, Education Funding

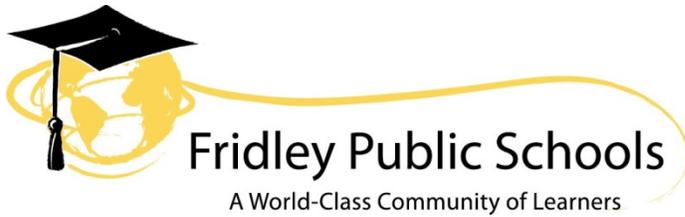
**School Board Action:**

Adopted as Policy 10.101 Budget April 18, 1978

Revised as Policy 701 Establishment and Adoption of School District Budget March 20, 2007

Revised July 15, 2008

Revised \_\_\_\_\_



## **704 DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF FIXED ASSETS AND A FIXED ASSET ACCOUNTING SYSTEM**

### **I. PURPOSE**

The purpose of this policy is to provide for the development and maintenance of an inventory of the fixed assets of the school district and the establishment and maintenance of a fixed asset accounting system. This policy defines dollar thresholds and descriptions for categories of capital assets for all departments of the District.

### **II. GENERAL STATEMENT OF POLICY**

~~It is the~~The policy of this school district ~~is~~ that a fixed asset accounting system and an inventory of fixed assets be developed and maintained.

### **III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM**

The superintendent or such other school official as designated by the superintendent or the school board shall be responsible for the development and maintenance of an inventory of the fixed assets of the school district, and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS). In addition, the inventory shall specify the location of all continued abstracts showing the conveyance of the property to the school district; certificates of title showing title to the property in the school district; title insurance policies; surveys; and other property records relating to the real property of the school district.

#### **A. Capital Assets Definition**

Capital assets include land, land improvements, buildings, building improvements, construction in progress, machinery and equipment, vehicles, easements, works of art and historical treasures acquired by the District for use in providing services to the public. A capital asset is to be reported and depreciated in government-wide financial statements. In the government-wide financial statements, assets that are not capitalized are expended in the year of acquisition.

#### **B. Inventory Record**

The District shall inventory all capital assets. Each inventory record should include: description, year of acquisition, cost or estimated cost, salvage value, estimated useful life, location, asset #, and program code.

C. Recording Land

Land is to be capitalized but not depreciated. It is recorded at historical cost and remains at that cost until disposal. If there is a gain or loss on the sale of land, it is reported as a special item in the statement of activities.

D. Recording Land Improvements

Land improvements include items such as excavation, non-infrastructure utility installation, driveways, sidewalks, parking lots, flagpoles, retaining walls, fencing, signs, outdoor lighting, and other non-building improvements intended to make the land ready for its intended purpose. Land improvements can be further categorized as non-exhaustible and exhaustible.

1. Non-Exhaustible – Expenditures for improvements that do not require maintenance or replacement expenditures to bring land into condition to commence erection of structure, expenditures for improvements not identified with structures, and expenditures for land improvements that do not deteriorate with use or passage of time are additions to the cost of land and are not exhaustible and therefore not depreciable.
2. Exhaustible – Other improvements that are part of a site, such as parking lots, landscaping and fencing, are usually exhaustible and are depreciable. Depreciation of site improvements is necessary if the improvement is exhaustible.

E. Recording Buildings

Buildings should be recorded at either their acquisition cost or construction cost. The cost of new construction should be carefully evaluated because projects usually consist of major components such as land, land improvements, building construction (including professional fees and permits), furniture, fixtures and equipment. In addition, buildings include components such as roof, air conditioner system, etc that should be recorded separately when significant because these building components have different useful lives. The value of each component needs to be determined and placed within its own category.

F. Recording Building Improvements

Building improvements that extend the useful life should be capitalized. Examples of building improvements include roofing projects, remodeling or replacing major building components.

G. Recording Construction in Progress

Construction in progress should be capitalized and not depreciated. It should be reported with land and other non-depreciating assets at the government-wide level.

H. Recording Machinery and Equipment (Including Office Equipment)

Assets such as furniture, machinery and equipment (that meet the \$5,000 threshold level) should be capitalized and inventoried.

I. Recording Vehicles

Vehicles should be identified, inventoried, and depreciated.

J. Establishing and Setting the Threshold Levels for Recording Capital Assets

The following elements of useful life and asset costs are established for capitalization of assets:

1. Estimated Useful Life – The first criterion is useful life. An asset must have an estimated useful life greater than one (1) year to be considered for capitalization and depreciation. Assets that are consumed, used, habitually lost or worn out in one year or less will not be capitalized.
2. Asset Cost – The second criterion for determining depreciable capital assets is cost. The capitalization threshold shall be established as follows for per individual asset item.

	<u>Capitalize and Depreciate</u>
Land & Construction in Progress	Capitalize only
Land Improvements – Improvements other than Buildings	\$5,000
Building & Improvements	\$5,000
Equipment & Transportation Vehicles	\$5,000

K. Depreciation Definition

Depreciation is the process of allocating the cost of tangible property over a period of time rather than deducting the cost as an expense in the year of acquisition. It is the District's policy to use the straight-line depreciation method. The basis of the asset is written off evenly over the useful life of the asset. The same amount of depreciation is taken each year. In general, the amount of annual depreciation is determined by dividing an asset's depreciable cost by its estimated life. The total amount depreciated can never exceed the asset's historic cost less salvage value. At the end of the asset's estimated life, the salvage value will remain. To calculate depreciation on a capital asset, the following five factors must be known:

- The date the asset was placed in service
- The asset's cost or acquisition value
- The asset's estimated useful life, and
- The depreciation method.

L. Obtaining an Asset's Cost of Acquisition Value

Capital assets are reported at historical cost and should include the cost of freight, site preparation, architect and engineering fees, etc. If something other than cash is used to pay for the asset, then the fair-market value of the non-cash payment or consideration determines the asset's cost or acquisition value. When the value of the consideration paid can't be determined, the asset's fair-market value determines its cost. With few exceptions, an asset's cost should also include necessary costs incurred to place the asset in service. Costs include the invoice price plus incidental costs (insurance during transit, freight, capitalized interest as described earlier, duties, title search, registration fees, and installation costs). Exceptions to this rule include interest expenses associated with deferred payments and real estate taxes paid, if any, in the acquisition of property.

M. Establishing Classes of Assets

The District establishes the following major categories of capital assets.

- Land
- Construction in Progress
- Land Improvements—Improvements other than buildings
- Buildings and Improvements
- Equipment & Transportation Vehicles

**IV. REPORT**

The administration shall annually update the inventory of fixed assets and the property records of the school district. ~~This inventory may be utilized to prepare the annual report to the Commissioner required by Minn. Stat. 123.34, Subd. 8.~~

**Legal References:** Minn. Stat. 123.33 (School Board Powers)  
~~Minn. Stat. 123.34, Subd. 8 (Duties of School Board Clerk)~~  
Minn. Stat. 123.35 (School District Powers)  
Minn. Stat. 123.36 (Schoolhouse and Sites; Access for Non-curricular Purposes)

**Cross References:** CHSD Proposed Policy 702 (Accounting)  
MSBA Service Manual, Chapter 9, Public School Finance

**SCHOOL BOARD ACTION:**

Adopted March 17, 2009  
Revised \_\_\_\_\_



## 705 Investment of School District Funds

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. SCOPE

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

### IV. OBJECTIVES

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

#### A. Safety of Principal

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

B. Liquidity

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

C. Return on Investment

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

**V. STANDARD OF CONDUCT**

A. Prudence

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

B. Ethics and Conflicts of Interest

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

C. Delegation of Authority

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

#### D. Internal Controls

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

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

### VI. QUALIFIED FINANCIAL INSTITUTIONS

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

#### A. Depositories – Demand Deposits

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

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

**B. Banks and Savings and Loans – Certificates of Deposit**

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

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

**C. Intermediaries**

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

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

**VII. SAFEKEEPING AND COLLATERALIZATION**

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

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

- B. Deposit-type securities shall be collateralized as required by Minnesota Statutes for any amount exceeding FDIC, SAIF (Savings Association Insurance Fund), BIF (Bank Insurance Fund), FCUA (Federal Credit Union Administration), or other federal deposit coverage.
- C. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The school district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than \$1,000,000.

### **VIII. INVESTMENT INSTRUMENTS**

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

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

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

#### **IX. DIVERSIFICATION – MATURITIES**

The investments shall be diversified by:

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

**SCHOOL BOARD ACTION:**

*Adopted as Policy 705 March 21, 2006*

*Revised February 16, 2010*

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

## 805 Waste Reduction And Recycling

### I. Purpose

The purpose of this policy is to establish a resource recovery program to promote the reduction of waste, the separation and recovery of recyclable and reusable commodities, the procurement of recyclable commodities and commodities containing recycled materials, the disposition of waste materials and surplus property and the establishment of a program of education to develop an awareness of environmentally sound waste management.

### II. General Statement of Policy

~~It is~~ The policy of the school district is to comply with all state laws relating to waste management and to make resource conservation an integral part of the physical operations and curriculum of the school district.

### III. Definitions

A. "Mixed solid waste" means garbage, refuse, source-separated compostable materials and other solid waste but does not include auto hulks, street sweepings, ash, construction debris, sludges, tree and agricultural wastes, tires, lead acid batteries, motor and vehicle fluids and filters and other materials collected, processed, and disposed of as separate waste materials.

B. "Packaging" means a container and any appurtenant material that provide a means of transporting, marketing, protecting, or handling a product and includes pallets and packing such as blocking, bracing, cushioning, weatherproofing, strapping, coatings, closures, inks, dyes, pigments, and labels.

C. "Post-consumer materials" means a finished material that would normally be discarded as a solid waste having completed its life cycle as a consumer item.

D. "Recyclable commodities" means materials, pieces of equipment, and parts which are not reusable but which contain recoverable resources.

E. "Recyclable materials" means materials that are separated from mixed solid waste for the purpose of recycling, including paper, glass, plastics, metals, automobile oil and batteries. Refuse-derived fuel or other material that is destroyed by incineration is not a recyclable material.

F. "Recycling" means the process of collecting and preparing recyclable materials and reusing the materials in their original form that do not cause the destruction of recyclable materials in a manner that precludes further use.

G. "Resource conservation" means the reduction in the use of water, energy and raw materials.

H. "Reusable commodities" means materials, pieces of equipment, parts, and used supplies which can be reused for their original purpose in their existing condition.

I. "Source-separated compostable materials" means mixed solid waste that is:

1. Separated at the source by waste generators for the purpose of preparing it for use as compost;
2. Collected separately from other mixed municipal solid wastes;
3. Comprised of food wastes, fish and animal waste, plant materials, diapers, sanitary products, and paper that is not recyclable because the director has determined that no other person is willing to accept the paper for recycling; and
- 3.4. Delivered to a facility to undergo controlled microbial degradation to yield a humus-like product meeting the agency's class I or class II, or equivalent, compost standards and where process residues do not exceed 15 percent by weight of the total material delivered to the facility.

J. "Waste reduction" means an activity that prevents generation of waste or the inclusion of toxic materials in waste, including:

1. Reusing the product in its original form;
2. Increasing the life span of a product;
3. Reducing material or the toxicity of material used in production or packaging; or
4. Changing procurement, consumption, or waste generation habits to result in smaller quantities or lower toxicity of waste generated.

#### IV. Waste Disposal

A. The school district will attempt to decrease the amount of waste consumable materials by:

1. Reduction of the consumption of consumable materials whenever practicable;

2. Full utilization of materials prior to disposal;

3. Minimization of the use of non-biodegradable products whenever practicable.

B. Each school district facility will have containers for at least three of the following recyclable materials: paper, glass, plastic and metal.

C. The school district will transfer all recyclable materials collected to a recycler and, to the extent practicable, cooperate with, and participate in, recycling efforts being made by the city and/or county where the school district is located.

D. Prior to entering into a contract for the management of mixed solid waste, the school district will determine whether the disposal method provided for in the contract is equal to or better than the waste management practices currently employed in the county or district plan in the county where the school district is located and whether the contract is consistent with the solid waste plan. If the waste management method provided for in the contract is ranked lower than the waste management practices employed by the county or district, the school district will:

1. Determine the potential liability to the school district and its taxpayers for managing waste in this manner;

2. Develop and implement a plan for managing the potential liability; and

3. Submit the information in (1) and (2) above to the Minnesota Pollution Control Agency.

If the contract is inconsistent with the county plan or if the school district's waste management activities are inconsistent with the county plan, the school district should obtain the consent of the district prior to entering into a binding contract or developing or implementing inconsistent solid waste management activities.

E. The school district will not knowingly place motor oil, brake fluid, power steering fluid, transmission fluid, motor oil filters, or motor vehicle antifreeze (other than small amounts of antifreeze contained in water used to flush the cooling system of a vehicle after the antifreeze has been drained and does not include de-icer that has been used on the exterior of a vehicle) in or on:

1. Solid waste or solid waste management facilities other than a recycling facility or household hazardous waste collection facility;

2. the land unless approved by the Minnesota Pollution Control Agency; or

3. the waters of the state, an individual sewage treatment system, or in a storm water or waste water collection or treatment system unless:
  - a. permitted to do so by the operator of the system and the Minnesota Pollution Control Agency;
  - b. the school district generates an annual average of less than 50 gallons of waste motor vehicle antifreeze per month; and
  - c. the school district keeps records of the amount of waste antifreeze generated, maintains these records on site and makes the records available for inspection for a minimum of three years following generation of the waste antifreeze.

## V. Procurement of Recycled Commodities and Materials

**A.** When practicable and when the price of recycled materials does not exceed the price of non-recycled materials by more than ten percent, the school district may purchase recycled materials. In order to maximize the quantity and quality of recycled materials purchased, the school district may also use other appropriate procedures to acquire recycled materials at the most economical cost to the school district.

**B.** When purchasing commodities and services, the school district will apply and promote waste management practices with special emphasis on the reduction of the quantity and toxicity of materials in waste.

**C.** Whenever practicable, the school district will:

1. Purchase uncoated office paper and printing paper unless the coated paper is made with at least 50 percent post-consumer material;
2. Purchase recycled content paper with at least ten percent post-consumer material by weight;
3. Purchase paper which has not been dyed with colors, excluding pastel colors;
4. Purchase recycled content paper that is manufactured using little or no chlorine bleach or chlorine derivatives;
5. Use no more than two colored inks, standard or processed, except in formats where they are necessary to convey meaning;
6. Use reusable binding materials or staples and bind documents by methods that do not use glue;

7. Use soy-based inks;
8. Produce reports, publications and periodicals that are readily recyclable;
9. Print documents on both sides of the paper where commonly accepted publishing practices allow; and
10. Purchase copier paper that contains at least ten percent post-consumer material by fiber content.

**D.** The school district may not use a specified product included on the prohibited products list published in the State Register.

**E.** In developing bid specifications, the school district will consider the extent to which a commodity or product is durable, reusable or recyclable, and marketable through applicable local or regional recycling programs and the extent to which the commodity or product contains post-consumer material.

**F.** When a project involves the replacement of carpeting, the school district may require all persons who wish to bid on the project to designate a carpet recycling company in their bids.

## VI. Other

It is the policy of the school district to actively advocate, where appropriate, for resource conservation practices to be adopted at the local, regional and state levels.

### ***Legal References:***

Minn. Stat. 16B.122 (Purchase and Use of Paper Stock; Printing)  
Minn. Stat. 115A.03 (Definitions)  
Minn. Stat. 115A.15 (State Government Resource Recovery)  
Minn. Stat. 115A.151 (State and Local Facilities)  
Minn. Stat. 115A.46 (Requirements)  
Minn. Stat. 115A.471 (Public Entities; Management of Solid Waste)  
Minn. Stat. 115A.916 (Motor Vehicle Fluids and Filters; Prohibitions)  
Minn. Stat. 115A.9651 (Toxics in Specified Products, Enforcement)  
Minn. Stat. 458D.07 (Sewage Collection and Disposal)

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

Adopted September 19, 2000  
Revised as Policy 805 June 18, 2002  
Revised \_\_\_\_\_

ISD 14 - FRIDLEY  
PRELIMINARY LEVY CERTIFICATION - LEVY 10 PAY 11 (REVENUE FY 2011-12)  
ANALYSIS: PAY 11 VS. PAY 10  
AS OF SEPTEMBER 21, 2010

Category	REV 10-11	REV 11-12	LEVY \$ INC / (DEC)	LEVY % INC / (DEC)	COMMENT
	PRELIM. PAY 10	PRELIM. PAY 11			
<b>GENERAL FUND (FUND 1)</b>					
REFERENDUM	3,010,443.30	2,852,552.42	(157,890.88)	-5.24%	11-12 RMCPU * \$997 Total rev incld \$25K. Levy portion decd due to RMV dec of 6%
EQUITY	386,260.48	374,692.10	(11,568.38)	-2.99%	11-12 AMCPU * \$46 + 11-12 AMCPU * \$52 Less positive adjustments
OPERATING CAPITAL	340,279.51	328,972.56	(11,306.95)	-3.32%	11-12 AMCPU * \$217.47 (avg bldg age, fac age index) ANTC decreased \$600K
Q-COMP	203,372.96	217,450.91	14,077.95	6.92%	Total=enroll as of 10/1/10 * \$260, aid=65%, neg adjustments
INTEGRATION	132,759.18	127,625.73	(5,133.45)	-3.87%	11-12 Adj PU * \$129 (11-12 integr rev rate), 30% = levy
RE-EMPLOYMENT	68,779.61	81,860.44	13,080.83	19.02%	Jobless rate increase. Adjusted to act exp's on a two yr lag.
SAFE SCHOOLS	103,179.66	100,980.90	(2,198.76)	-2.13%	\$30 * 11-12 AMCPU Less positive adjustments
CAREER TECHNICAL	58,793.07	58,793.07	-	0.00%	10-11 adm serv 10-12 * \$80
HEALTH & SAFETY	600,964.29	807,337.54	206,373.25	34.34%	Fire marshall and other projects off of levy
DEFERRED MAINTENANCE	169,519.91	162,718.43	(6,801.48)	-4.01%	11-12 AMCPU* \$60 prorated for ratio of NTC/AMCPU Levy ratio decrease based on ANTC decrease
CAPITAL PROJECT REFERENDUM	826,901.00	820,454.00	(6,447.00)	-0.78%	Voters approved .05211% of NTC NTC decrease
LEASE LEVY	73,764.70	55,516.60	(18,248.10)	-24.74%	Ice arena adjustment of (\$19K)
ADVANCE ABATEMENT ADJ.	38,496.86	(21,403.96)	(59,900.82)	-155.60%	Abatement decreases from 1st 6 mos of 2010 from 2009
TIF ADJUSTMENT	-	(442,779.99)	(442,779.99)		N/A TIF levy received in 09-10 settlements. Cty recouped.
<b>SUBTOTAL - GENERAL FUND</b>	<b>6,013,514.53</b>	<b>5,524,770.75</b>	<b>(488,743.78)</b>	<b>-8.13%</b>	
<b>COMMUNITY SERVICE FUND (FUND 4)</b>					
BASIC COMMUNITY ED	120,813.40	120,813.40	-	0.00%	2000 population (15,564) * \$7.75
EARLY CHILDHOOD FAMILY ED	55,463.16	55,482.24	19.08	0.03%	2008 ANTC * .00333792
HOME VISITING	1,696.00	1,712.00	16.00	0.94%	\$1.60 * est population under 5 yrs of age
SCHOOL AGE CARE	122,235.46	274,500.56	152,265.10	124.57%	Additional eligible school age care costs levied
ADVANCE ABATEMENT ADJ.	3,967.16	(1,129.81)	(5,096.97)	-128.48%	
<b>SUBTOTAL - COMM. SERVICE</b>	<b>304,175.18</b>	<b>451,378.39</b>	<b>147,203.21</b>	<b>48.39%</b>	
<b>DEBT SERVICE FUND (FUND 7)</b>					
DEBT SERVICE *	2,406,875.54	2,505,111.52	98,235.98	4.08%	Bond repayment schedule fluctuations
ABATEMENT ADJUSTMENT	14,857.25	5,510.66	(9,346.59)	-62.91%	
<b>SUBTOTAL - DEBT SERVICE</b>	<b>2,421,732.79</b>	<b>2,510,622.18</b>	<b>88,889.39</b>	<b>3.67%</b>	
<b>OPEB FUND (FUND 47)</b>					
OPEB	592,597.00	593,647.00	1,050.00	100.00%	Post retirement health and life insurance benefits
<b>SUBTOTAL - OPEB</b>	<b>592,597.00</b>	<b>593,647.00</b>	<b>1,050.00</b>	<b>100.00%</b>	
<b>GRAND TOTAL</b>	<b>9,332,019.50</b>	<b>9,080,418.32</b>	<b>(251,601.18)</b>	<b>-2.70%</b>	

Based on Estimated State Aid Under FY 2011 Primary Elementary and Secondary Education Funding Formulas

District	Type	Name	2010-11 Adjusted ADM Pupils	FY 2011 Estimated General Ed	FY 2011 Estimated Special Ed & Excess Cost	FY 2011 Total Primary Elementary & Secondary Educ Funding Formulas	Estimated Allocation Based on Primary Funding Formulas	Est Alloc/Pupil Based on Primary Funding Formulas
		STATE TOTAL	815,637	5,013,559,037	773,348,792	5,786,907,829	167,717,087	206
1		1 AITKIN PUBLIC SCHOOL DISTRICT	1,262	8,196,309.09	687,901.16	8,884,210.25	256,455	203
1		3 MINNEAPOLIS PUBLIC SCHOOL DIST.	32,960	226,510,450.90	50,188,499.02	276,698,949.92	7,987,297	242
2		1 HILL CITY PUBLIC SCHOOL DISTRICT	280	2,421,624.82	291,909.28	2,713,534.10	76,330	280
4		1 MCGREGOR PUBLIC SCHOOL DISTRICT	375	3,166,924.68	136,314.52	3,303,239.20	95,353	254
6		3 SOUTH ST. PAUL PUBLIC SCHOOL DIST.	3,178	17,725,303.79	1,868,172.75	19,593,476.54	565,593	178
11		1 ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	38,195	211,465,052.13	39,382,621.74	250,847,673.87	7,241,065	190
12		1 CENTENNIAL PUBLIC SCHOOL DISTRICT	6,641	38,979,513.53	6,749,239.27	45,728,752.80	1,320,025	199
13		1 COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	2,671	18,330,476.30	1,855,571.77	20,186,048.07	582,698	218
14		1 FRIDLEY PUBLIC SCHOOL DISTRICT	2,832	17,708,009.77	1,957,617.46	19,665,627.23	567,675	200
15		1 ST. FRANCIS PUBLIC SCHOOL DISTRICT	5,101	30,905,817.02	4,489,557.76	35,395,374.78	1,021,736	200
16		1 SPRING LAKE PARK PUBLIC SCHOOLS	4,573	24,690,832.04	3,112,129.53	27,802,961.57	802,571	176
22		1 DETROIT LAKES PUBLIC SCHOOL DIST.	2,749	17,003,033.38	2,539,081.40	19,542,114.78	564,110	205
23		1 FRAZEE-VERGAS PUBLIC SCHOOL DIST.	893	5,409,022.21	(30,190.96)	5,378,831.25	155,267	174
25		1 PINE POINT PUBLIC SCHOOL DISTRICT	87	816,804.40	83,802.20	900,606.60	25,997	299
31		1 BEMIDJI PUBLIC SCHOOL DISTRICT	4,815	32,304,653.99	5,884,147.16	38,188,801.15	1,102,372	229
32		1 BLACKDUCK PUBLIC SCHOOL DISTRICT	648	4,837,211.27	651,647.70	5,488,858.97	158,444	245
36		1 KELLIHER PUBLIC SCHOOL DISTRICT	229	2,478,420.82	183,878.07	2,662,298.89	76,851	336
38		1 RED LAKE PUBLIC SCHOOL DISTRICT	1,369	14,496,702.41	1,023,941.68	15,520,644.09	448,025	327
47		1 SAUK RAPIDS PUBLIC SCHOOL DISTRICT	3,602	22,345,988.69	3,310,007.16	25,655,995.85	740,596	206
51		1 FOLEY PUBLIC SCHOOL DISTRICT	1,670	10,600,884.92	1,030,400.56	11,631,285.48	335,753	201
75		1 ST. CLAIR PUBLIC SCHOOL DISTRICT	586	3,561,470.13	310,605.14	3,872,075.27	111,773	191
77		1 MANKATO PUBLIC SCHOOL DISTRICT	7,263	41,747,246.57	6,377,463.45	48,124,710.02	1,389,186	191
81		1 COMFREY PUBLIC SCHOOL DISTRICT	144	1,015,969.36	84,434.70	1,100,404.06	31,765	221
84		1 SLEEPY EYE PUBLIC SCHOOL DISTRICT	554	3,912,905.19	329,523.17	4,242,428.36	122,464	221
85		1 SPRINGFIELD PUBLIC SCHOOL DISTRICT	559	3,835,787.63	372,915.09	4,208,702.72	121,490	217
88		1 NEW ULM PUBLIC SCHOOL DISTRICT	2,050	11,567,394.05	1,595,946.59	13,163,340.64	379,978	185
91		1 BARNUM PUBLIC SCHOOL DISTRICT	673	4,296,766.05	638,414.11	4,935,180.16	142,461	212
93		1 CARLTON PUBLIC SCHOOL DISTRICT	540	3,603,751.73	386,841.93	3,990,593.66	115,194	213
94		1 GLOUJET PUBLIC SCHOOL DISTRICT	2,592	16,469,821.93	2,367,109.88	18,836,931.81	543,754	210
95		1 CROMWELL-WRIGHT PUBLIC SCHOOLS	298	2,324,414.24	58,618.50	2,383,032.74	68,790	231
97		1 MOOSE LAKE PUBLIC SCHOOL DISTRICT	731	4,592,440.00	460,581.06	5,053,021.06	145,862	200
99		1 ESKO PUBLIC SCHOOL DISTRICT	1,147	6,943,628.21	475,603.48	7,419,231.69	214,166	187
100		1 WRENSHALL PUBLIC SCHOOL DISTRICT	333	2,108,794.29	89,600.73	2,198,395.02	63,460	191
108		1 NORWOOD PUBLIC SCHOOL DISTRICT	1,069	5,921,278.66	920,610.62	6,841,889.28	197,501	185
110		1 WACONIA PUBLIC SCHOOL DISTRICT	3,120	16,929,976.36	2,109,415.79	19,039,392.15	549,598	176
111		1 WATERTOWN-MAYER PUBLIC SCHOOL DIST.	1,688	9,434,949.30	1,045,707.59	10,480,656.89	302,539	179
112		1 EASTERN CARVER COUNTY PUBLIC SCHOOL	9,222	49,511,024.56	7,193,460.36	56,704,484.92	1,636,853	177
113		1 WALKER-HACKENSACK-AKLEY SCHL. DIST	765	5,075,154.35	717,708.17	5,792,862.52	167,219	219
115		1 CASS LAKE-BENA PUBLIC SCHOOLS	1,048	8,986,130.88	1,459,064.27	10,445,195.15	301,515	288
116		1 PILLAGER PUBLIC SCHOOL DISTRICT	814	5,051,287.62	538,034.69	5,589,322.31	161,344	198
118		1 NORTHLAND COMMUNITY SCHOOLS	397	3,403,859.06	651,206.89	4,055,065.95	117,055	295
129		1 MONTEVIDEO PUBLIC SCHOOL DISTRICT	1,448	10,205,846.27	1,071,506.10	11,277,352.37	325,536	225
138		1 RUSH BRANCH PUBLIC SCHOOLS	3,559	22,779,229.05	1,987,631.29	24,766,860.34	714,930	201
139		1 NORTH PUBLIC SCHOOL DISTRICT	859	5,251,939.51	425,264.05	5,677,203.56	163,880	191
146		1 BARNESVILLE PUBLIC SCHOOL DIST.	811	5,240,009.57	319,657.46	5,559,667.03	160,487	198
150		1 HAWLEY PUBLIC SCHOOL DISTRICT	893	5,717,504.78	223,562.12	5,941,066.90	171,497	192
152		1 MOORHEAD PUBLIC SCHOOL DISTRICT	5,336	34,126,942.06	6,596,196.05	40,723,138.11	1,175,530	220
162		1 BAGLEY PUBLIC SCHOOL DISTRICT	970	6,771,760.34	897,015.38	7,668,775.72	221,370	228
166		1 COOK COUNTY PUBLIC SCHOOLS	467	3,628,495.32	315,487.69	3,943,983.01	113,849	244
173		1 MOUNTAIN LAKE PUBLIC SCHOOLS	468	3,277,969.57	230,169.21	3,508,138.78	101,267	216
177		1 WINDOM PUBLIC SCHOOL DISTRICT	929	5,687,896.05	782,773.05	6,470,669.10	186,785	201
181		1 BRAINERD PUBLIC SCHOOL DISTRICT	6,795	43,117,860.01	7,386,854.77	50,504,714.78	1,457,888	215
182		1 CROSBY-IRONTON PUBLIC SCHOOL DIST.	1,158	7,225,864.20	918,838.33	8,144,702.53	235,108	203



**EDUCATION JOBS FUND  
Frequently Asked Questions**

**1. What is the Education Jobs Fund (Ed Jobs) program?**

The Ed Jobs program is a *one-time* Federal program that provides \$10 billion in assistance to states, (including \$167 million to Minnesota), to save or create education jobs for the 2010-11 school year. Jobs funded under this program include those that provide educational and related services for early childhood, elementary, and secondary education. The Ed Jobs program is authorized in Public Law No. 111-226, which was signed into law on August 10, 2010.

**2. How will funding be allocated to local education agencies (LEAs)?**

The Act provides each governor with two choices for allocating Ed Jobs funds to LEAs:

- a. In proportion to the LEAs' relative shares of state aid under the state's primary elementary and secondary education funding formulae for the 2010-11 school year as identified in the state's application for funding under the State Fiscal Stabilization Fund (SFSF) program; *or*,
- b. In proportion to the LEAs' relative shares of funds under Part A of Title I of the Elementary and Secondary Education Act of 1965 (ESEA) for the most recent fiscal year for which data are available.

Minnesota's "primary elementary and secondary education funding formulae" were defined in the state's SFSF application as including the following:

- General Education Aid;
- State Special Education Aid, as adjusted for tuition billing; and,
- State Special Education Excess Cost Aid.

Governor Pawlenty has elected to allocate the Ed Jobs funds in proportion to the LEAs' relative shares of state aid under Minnesota's primary elementary and secondary education funding formulae.

All LEAs that receive state aids under these primary elementary and secondary education formulae are eligible for the Ed Jobs Fund, including intermediate school districts, special education cooperatives and integration districts.

**3. Will the state reserve a portion of the funds for state-level administration of the program?**

Yes, the Act authorizes each state to reserve up to 2 percent of its allocation for administrative costs of carrying out its responsibilities with respect to the program. However, MDE will use only 0.4 percent for state-level administration, so 99.6 percent of the total allocation will be paid directly to LEAs.

**4. How much funding will each LEA receive?**

- Preliminary estimates of the Ed Jobs funding for each LEA are posted to the MDE Website at [http://education.state.mn.us/MDE/Accountability\\_Programs/Program\\_Finance/Federal\\_Aid/index.html](http://education.state.mn.us/MDE/Accountability_Programs/Program_Finance/Federal_Aid/index.html)
- Because the allocations are based on current year data, estimated allocations will be revised periodically as updated estimates of FY 2011 pupil units, special education expenditures and other data driving state aid calculations become available.
- *Estimated allocations may change significantly during the course of the year as data are updated.* Estimated allocations for intermediate districts, special education cooperatives and integration districts, which are based primarily on estimated FY 2011 special education tuition bills, are very soft estimates.
- Final allocations will not be determined until all data driving general education aid and state special education aid, including tuition billing, are finalized after the end of the fiscal year.
- The preliminary estimates were calculated using the following data:
  - Estimated general education aid was loaded from Integrated Department of Education Aid System (IDEAS) as of August 18, 2010, and adjusted for the following:
    - For smaller programs within general education where FY 2011 is not yet available on IDEAS, FY 2010 data was used. This includes shared time, private contract alternatives, online learning, St. Charles declining pupil aid, county apportionment adjustments, and compensatory revenue to cooperatives.
    - Tax shift data was taken from end-of-session forecast estimates.
  - Estimated state special education-regular aid was loaded from IDEAS as of August 18, 2010, and represents the entitlement basis for the August 30, 2010, payment.
  - Estimated state special education-excess cost aid is based on 100 percent of final FY 2009 excess cost aid entitlements. This data at 74 percent is the basis for August 30, 2010, IDEAS payment.

**5. Will 100 percent of the funds be available for payment during FY 2011?**

- Since the goal of the program is to save or create education jobs for the 2010-11 school year, LEAs are encouraged to budget 100 percent of the funds as revenues and expenditures for FY 2011.
- However, because the allocations are based on estimated pupil units, special education expenditures, and other current year data for FY 2011, MDE will limit the amounts reimbursed during FY 2011 to 90 percent of each LEA's estimated allocation in order to prevent overpayments. The remaining funds will be available for final payments as soon as final FY 2011 aid entitlements are determined for the general education and special education programs, and special education tuition billing is finalized.

**6. Is the state required to maintain its effort for education? Will the amount of state aid paid to LEAs be reduced to offset the Ed Jobs funds?**

Under the Ed Jobs program, a state must maintain fiscal effort for education for FY 2011 under one of the four methods:

- Method 1: Comparing FY 2011 Dollar Levels of Support for K-12 and Higher Education with FY 2009 Levels
- Method 2: Comparing FY 2011 Percentages of Total Revenue Used to Support K-12 and Higher Education with FY 2010 Percentages
- Method 3: Comparing FY 2011 Dollar Levels of Support for K-12 and Higher Education with FY 2006 Levels
- Method 4: Comparing FY 2011 Percentages of Total Revenue Used to Support K-12 and Higher Education with FY 2006 Percentages

Minnesota does not qualify as maintaining effort under methods 1, 2 or 4, but does qualify as maintaining effort under method 3. This method is available only to states with state tax collections for calendar year 2009 that are less than state tax collections for calendar year 2006. The Maintenance of Effort (MOE) requirement under method 3 has two parts as follows:

**Elementary and Secondary Education MOE Requirement**

For state fiscal year 2011, the state will maintain state support for elementary and secondary education (*in the aggregate*) at not less than the level of such support for state fiscal year 2006;

**-And-**

**Public Institutions of Higher Education (IHE) MOE Requirement**

For state fiscal year 2011, the state will maintain state support for public IHEs (not including support for capital projects or for research and development or tuition and fees paid by students) at not less than the level of such support for state fiscal year 2006.

- For purposes of the MOE calculations, state support for elementary and secondary education is calculated based on the amount of state aid allocated through the state's primary funding formulae as defined for the SFSF program.
- Based on 2010 End-of-Session (EOS) estimates, Minnesota is currently estimated to exceed the minimum MOE for FY 2011 by approximately \$71 million. The actual level of effort will not be known until final data is available for FY 2011. The \$71 million is about 1 percent of Minnesota's annual budget for K-12 education.
- Failure to maintain effort for FY 2011 may disqualify Minnesota from receiving both the \$500 million in SFSF funds that were allocated for FY 2010 and the \$167 million in Ed Jobs funds for FY 2011.

- There is no MOE requirement under the Ed Jobs program for state aids not included in the definition of “primary funding formulae”.
- There is no MOE requirement under the Ed Jobs program for FY 2012 and later.
- States are prohibited from using the Ed Jobs Fund to directly or indirectly establish, supplement or restore a rainy-day fund or to reduce or retire debt obligations.
- Any decision to offset a portion of the Ed Jobs money with a reduction in state education aid would need to be made by the 2011 Legislature, within the MOE constraints outlined above.

**7. What is the time period allowed for LEAs to obligate Ed Jobs funds?**

The Ed Jobs program is intended to support education and related services during the 2010-11 school year. The funds are available for obligations that occur beginning August 10, 2010. An LEA that has funds remaining after the 2010-11 school year may obligate those remaining funds through September 30, 2012. This period includes the additional year of fund availability authorized under the Tydings Amendment (Section 421(b)(1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1225(b)(1)). A chart indicating when an obligation occurs for various types of activities is provided in the Education Department General Administrative Regulations (EDGAR) at 34 C.F.R. 76.707.

**8. How soon will funds be available for payments to LEAs?**

The funds will become available after the state receives approval for its application and Minnesota’s Legislative Advisory Commission (LAC) takes action to accept the funds. Minnesota’s application was submitted to the U.S. Department of Education (US DOE) on Friday, August 27, 2010. The U.S. Department of Education anticipates awarding a State’s total Ed Jobs allocation within two weeks of submission of an approvable application. Once the application is approved by US DOE and the request is submitted to the LAC, the approval process takes 10 days, barring a request for further review from the committee. Therefore, it is anticipated that funds will be available to reimburse LEA expenditures beginning in late September.

**9. What process will LEAs use to apply for funds and receive payments?**

- LEAs that submitted a State Fiscal Stabilization Fund (SFSF) application to the State are not required to submit an additional application to receive Ed Jobs funds.
- LEAs that did not submit an SFSF application (e.g., intermediate districts, special education coops, charter schools beginning operations in FY 2009 or later), must submit an Ed Jobs application to the state to receive funds. MDE will make application materials available to LEAs after the state’s application is approved by US DOE and reviewed by the LAC.
- In order to receive funds, all LEAs will enter budget information and submit payment requests in the SERVS financial system. Payments will be made to LEAs as a reimbursement for actual expenditures, as with SFSF payments.

#### **10. For what purposes may an LEA use its Ed Jobs funds?**

- An LEA must use its funds only for compensation and benefits and other expenses, such as support services, necessary to retain existing employees, to recall or rehire former employees, and to hire new employees, in order to provide early childhood, elementary, or secondary educational and related services.
- LEAS may use Ed Jobs funds to pay compensation and benefits for *existing* employees. For example, an LEA that is deficit spending in FY 2011 in order to maintain class sizes at the same level as in FY 2010 may use Ed Jobs funds to pay salaries of currently employed teachers in order to reduce its spending deficit.
- LEAs may also use Ed Jobs funds to pay compensation and benefits for new employees that the LEA has hired and had planned to use other funds for. For example, an LEA that has added a 4<sup>th</sup>-grade teacher to reduce class size for the 2010–11 school year, and had planned to use other funds to cover the salary, can use Ed Jobs funds to cover the salary.
- LEAs have the discretion to decide how to use program funds, consistent with the provisions in section 101(5) of the Act and all other applicable requirements. The state may not direct how an LEA may use its Ed Jobs funds.
- An LEA may not use Ed Jobs funds to compensate employees for any period prior to August 10, 2010, the date of enactment of the Act.

#### **11. What categories of expenses may an LEA support with Ed Jobs funds?**

For purposes of this program, the phrase “compensation and benefits and other expenses, such as support services” includes, among other things: salaries, performance bonuses, health insurance, retirement benefits, incentives for early retirement, pension fund contributions, tuition reimbursement, student loan repayment assistance, transportation subsidies, and reimbursement for childcare expenses.

#### **12. Which employees may an LEA support with Ed Jobs funds?**

An LEA may use the funds to pay the salaries of teachers and other employees who provide *school-level* educational and related services. In addition to teachers, employees supported with program funds may include, among others; principals, assistant principals, academic coaches, in-service teacher trainers, classroom aides, counselors, librarians, secretaries, social workers, psychologists, interpreters, physical therapists, speech therapists, occupational therapists, information technology personnel, nurses, athletic coaches, security officers, custodians, maintenance workers, bus drivers, and cafeteria workers.

#### **13. What are the statutory prohibitions on an LEA’s use of Ed Jobs funds?**

The statute prohibits LEAs from using Ed Jobs funds for general administrative expenses as that term is defined by the National Center for Education Statistics (NCES) in its Common Core of Data. These prohibited expenses are administrative expenditures related to the operation of the superintendent’s office or the LEA’s board of education, including the salaries and benefits of LEA-level administrative employees.

The statute also prohibits LEAs from using Ed Jobs funds for other LEA-level support services expenditures as that term is defined in the Common Core of Data. These prohibited activities include the payment of expenditures for fiscal services, LEA program planners and researchers, and human resource services.

**14. May an LEA use Ed Jobs funds to pay the salaries and benefits of an LEA-level administrative official who also teaches or has other school-level responsibilities?**

For an individual with both LEA-level and school-level responsibilities, an LEA may use Ed Jobs funds to pay only that portion of the employee's salary and benefits associated with the time spent on allowable (i.e., school-level) activities. The LEA must maintain documentation substantiating that amount of time.

**15. May an LEA use Ed Jobs funds to change previously established employee salary schedules or to reduce the number of furlough days?**

- The Education Jobs Act allows an LEA to use Ed Jobs funds, for example, to restore reductions in salaries and benefits and to implement salary increases for the 2010-11 school year. In addition, the Act allows an LEA to use the funds for any additional salary and benefits costs associated with the elimination of furlough days that had been scheduled for the 2010-11 school year.
- However, since there is no provision in the Ed Jobs Act overriding state labor relations laws, any changes in employee compensation would need to be done in accordance with state statutes, including Public Employment Labor Relations Act (PELRA):
  - Minn. Stat. § 179A.20, subd. 3, provides, in part, *“A contract between a school board and an exclusive representative of teachers shall contain the teachers' compensation including fringe benefits for the entire two-year term and shall not contain a wage reopening clause or any other provision for the renegotiation of the teachers' compensation.”*
  - Minn. Stat. § 122A.4144 provides an exception to Minn. Stat. § 179A.20 for Q Comp as follows: *“Notwithstanding section 179A.20 or other law to the contrary, a school board and the exclusive representative of the teachers may agree to reopen a collective bargaining agreement for the purpose of entering into an alternative teacher professional pay system agreement under sections 122A.413, 122A.414, and 122A.415. Negotiations for a contract reopened under this section must be limited to issues related to the alternative teacher professional pay system.”*
  - Ed Jobs funds could be used, for example, to cover salary increases for school-level employees in FY 2011 over FY 2010 due to steps and lanes or changes in the salary schedule that are part of existing collective bargaining agreements.

**16. May an LEA use Ed Jobs funds to pay the compensation and benefits of individuals who provide school-level services but are not employees of an LEA?**

No. An LEA may not use the funds to pay for contractual school-level services by individuals who are not employees of an LEA (e.g., janitors employed by an outside firm). However, an LEA that contracts with another LEA to provide educational and related services may use Ed Jobs funds to pay that portion of the contract associated with the salaries and benefits of the employees of the LEA providing the services.

**17. May an LEA use Ed Jobs funds to meet previously unmet pension fund liabilities?**

No. An LEA may not use Ed Jobs funds to meet pension obligations incurred in prior school years. However, an LEA may use its funds for pension obligations accruing on the basis of services that an employee performs during the 2010-11 school year.

**18. How must entities that receive Ed Jobs funds track those funds?**

LEAs will use UFARS Finance Code 152 to track and account for revenues and expenditures for this program. The restricted grid for Finance Code 152 is currently being reviewed, and will be published shortly. In accordance with the requirements of section 443(a) of GEPA (20 U.S.C. 1232f (a)), the State and its LEAs must maintain records that will facilitate an effective audit and demonstrate that the funds were used in compliance with applicable requirements.

**19. Do the reporting requirements under section 1512 of American Recovery and Reinvestment Act (ARRA) apply to Ed Jobs funds?**

Yes. Under section 101 of the Act, a state and its LEAs must fulfill the reporting requirements under section 1512 of ARRA. Specifically, the state will submit quarterly reports on its own behalf and on behalf of its LEAs that describe, among other things, how those funds were used. For additional information on section the 1512 reporting requirements, see [www2.ed.gov/policy/gen/leg/recovery/section-1512.html](http://www2.ed.gov/policy/gen/leg/recovery/section-1512.html).

**20. Does the Ed Jobs program have reporting requirements in addition to the section 1512 reporting requirements?**

Yes. States will submit annual reports to the US DOE for this program that include information on the number of education personnel impacted by the program. The U.S. DOE will be providing guidance on the annual reporting requirements.

**21. Has the U.S. Department of Education Issued Guidance regarding the program?**

Yes, a document entitled *Initial Guidance for States on the Education Jobs Fund Program* is available on the U.S. Department of Education Website at <http://www2.ed.gov/programs/educationjobsfund/governors-ed-jobs-guidance-final-8-13-10.doc>. The guidance document includes a copy of the enacted legislation. As updated information becomes available from U.S. DOE, it will be posted to the U.S. DOE website at: <http://www2.ed.gov/programs/educationjobsfund/index.html>.

**22. Who should I contact at MDE for further information?**

Funding allocations and allowable uses of revenue

- Tom Melcher [tom.melcher@state.mn.us](mailto:tom.melcher@state.mn.us) or (651) 582-8828

UFARS restricted grid

- Karen Dykoski [karen.dykoski@state.mn.us](mailto:karen.dykoski@state.mn.us) or (651) 582-8766

Applications, budgets, payments and reporting

- Lisa Mueller [lisa.mueller@state.mn.us](mailto:lisa.mueller@state.mn.us) or (651) 582-8225



Integrity. Commitment. Performance.™



OPEB Performance Report  
Fridley ISD #14

Presented by

PMA Financial Network, Inc.

May 31, 2010



# **OPEB Trust Account Administrative Report**

## **Fridley ISD 14**

### **Data as of May 31, 2010**

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## **Account Establishment /Overview**

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### Account Details

Fridley ISD 14 Board of Education adopted an Irrevocable OPEB Trust on June 16, 2009.

Per the Trust document adopted by the Board of Education:

- ISD 14 Business Manager acting as “Plan Administrator “
- PMA Financial Network, Inc. and PMA Securities, Inc. acting as “Employer’s Agent “
- Associated Trust Company acting as OPEB “Trustee/Custodian”

Trust Account opened:	June 16, 2009
Funded with Proceeds of 2008 taxable OPEB Bonds:	July 8, 2009
Bond Proceeds deposited into Account:	\$5,535,679.65

The District has instructed PMA that, generally, funds will be withdrawn once each year in the month of June from the OPEB Trust Account to pay for Trust related expenses. Furthermore, the District has no plans to add new money to the OPEB Trust, nor do they expect to pay for any future OPEB expenses from District operating funds until the Trust has been fully paid out. The current annual liability is the sum of the subsidized payments and the implicit rate subsidy.

### Investment Policy Summary

PMA works with the district business official on an ongoing basis to develop and implement a sound investment strategy. Funds invested are nondiscretionary. Investment decisions are executed by PMA, as the Employer’s Agent, at direction of the Business official acting as Plan Administrator.

The district’s stated investment objective is guarding safety of principal first with yield as a secondary objective. They have requested to avoid equity exposure in the portfolio, restricting the investment options to fixed income securities and bank deposits listed as follows: obligations of the US Treasury, US Government Agencies and Instrumentalities, Municipal Debt/Bonds/Notes, FDIC Insured Certificates of Deposit, Collateralized

Certificates of Deposit (per Minnesota Statute 118(a)), Certificates of Deposit insured by Corporate Surety bonds, or any other allowable investment under Minnesota Statute 118(a).

Based on the current investment portfolio and projected future OPEB expenses provided for the District by Hildi, Inc., the trust account will likely fund annual OPEB expenses totaling \$5,873,821.53 with the ability to fund OPEB expenses through the 2023 school year.

#### Portfolio Guidelines/Overview

Consistent with their stated investment strategy, the district has structured the OPEB Trust account investment portfolio as an asset-liability matching “ladder” of investments. The investments are generally scheduled to mature once each year in an amount sufficient to fund that year’s projected OPEB expenses. Investment selection for each term is based on credit quality, yield, liquidity needs, and diversity and asset allocation criteria. As a result of the historically low interest rate environment at the original date of investment, Fridley ISD 14 instructed PMA to “over-fund” expenses through the initial years of the trust in anticipation of reinvesting the maturities at a higher future yield. PMA and the district recognize that the current strategy may change due to changes in the yield curve, new investment opportunities, changes in future OPEB expense projections, or other events that may occur.

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## OPEB Funding Projections

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OPEB expense projections are based on the District’s actuarial study dated July 2008 performed by Hildi, Inc. Annual expenditures are estimated to be the total of the subsidized payments and the implicit subsidy beginning with the June 2010 expenditure. Future Administrative Reports will reflect the most recent actuarial study as supplied to PMA by the District.



# PERFORMANCE REPORT

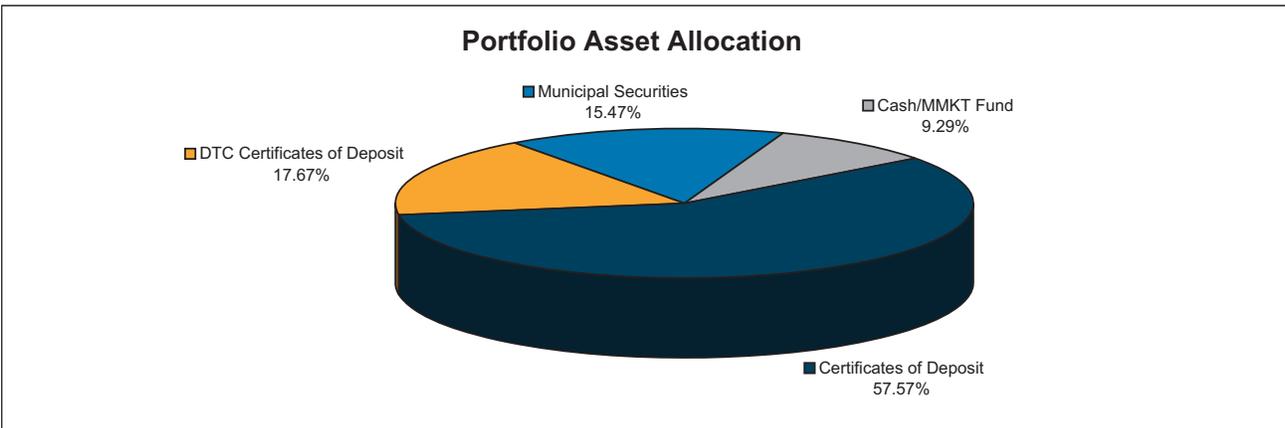
Fridley ISD #14

May 31, 2010

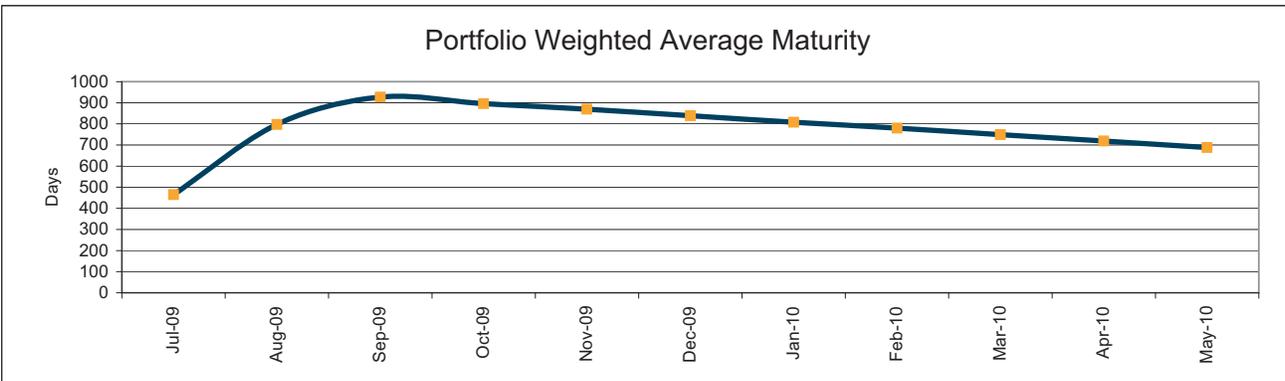
## HOLD TO MATURITY PERFORMANCE

	<i>Amount at Cost</i>	<i>Portfolio Allocation</i>	<i>Fixed Rate Portfolio Original YTM</i>	<i>Fixed Rate Portfolio Weighted Average Maturity (Days)</i>
Cash/MMKT Fund	\$515,473.06	9.29%	-	-
Certificates of Deposit	\$3,193,100.00	57.57%	1.95%	338
DTC Certificates of Deposit	\$980,000.00	17.67%	2.04%	741
Treasuries	\$0.00	0.00%	0.00%	0
Agencies	\$0.00	0.00%	0.00%	0
Municipal Securities	\$858,353.00	15.47%	3.65%	1928
Corporate Notes	\$0.00	0.00%	0.00%	0
Mutual Funds	\$0.00	0.00%	0.00%	0
Equity	\$0.00	0.00%	0.00%	0
<b>Total Portfolio Holdings</b>	<b>\$5,546,926.06</b>	<b>100.00%</b>	<b>2.78%</b>	<b>687.76</b>

## PORTFOLIO METRICS



The Weighted Average Maturity, or "WAM," is the dollar-weighted average number of days to maturity for the entire portfolio.



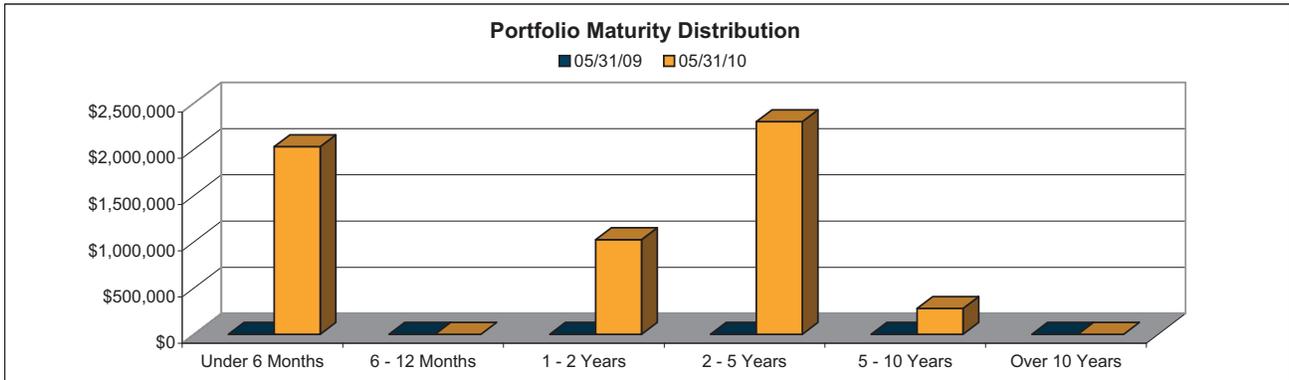


## PERFORMANCE REPORT

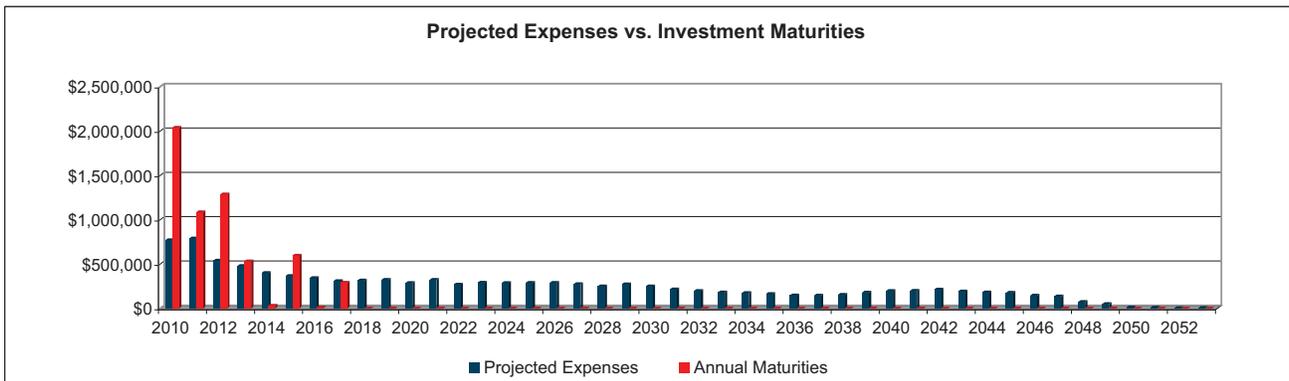
Fridley ISD #14

May 31, 2010

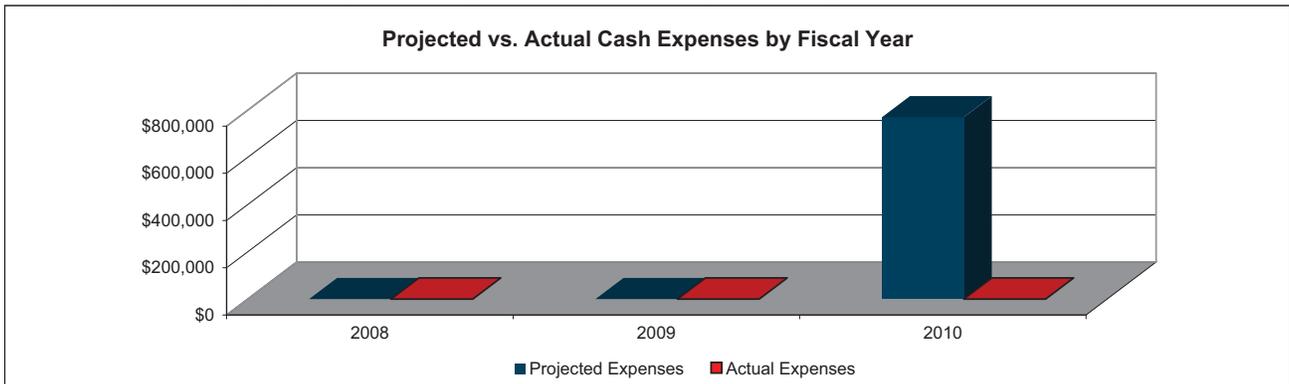
Investment maturities are aggregated by time to maturity as of the report date. Cash/Money Market Fund Balance is included in "Under 6 Months." Prior year data is displayed to show portfolio changes over the past year.



Projected Expenditures represents the **District's Plan** for annual draws by fiscal year. Investment Maturities include cash balances for the current fiscal year only.



This is a historical look at the planned expenditures versus what actually took place on a year by year basis in the District's OPEB Trust. The 2010 fiscal year includes projected expenses through 6/30/2010 and actual expenses through 5/31/2010.



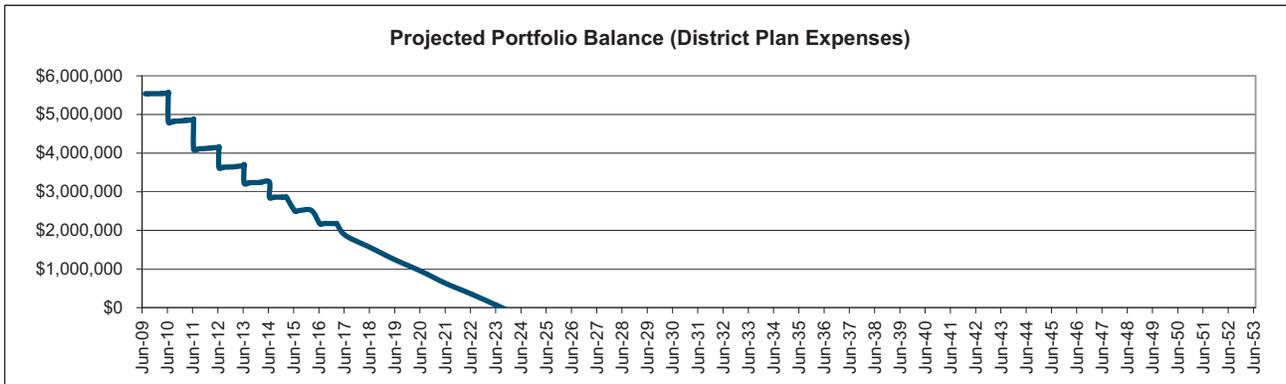


## PERFORMANCE REPORT

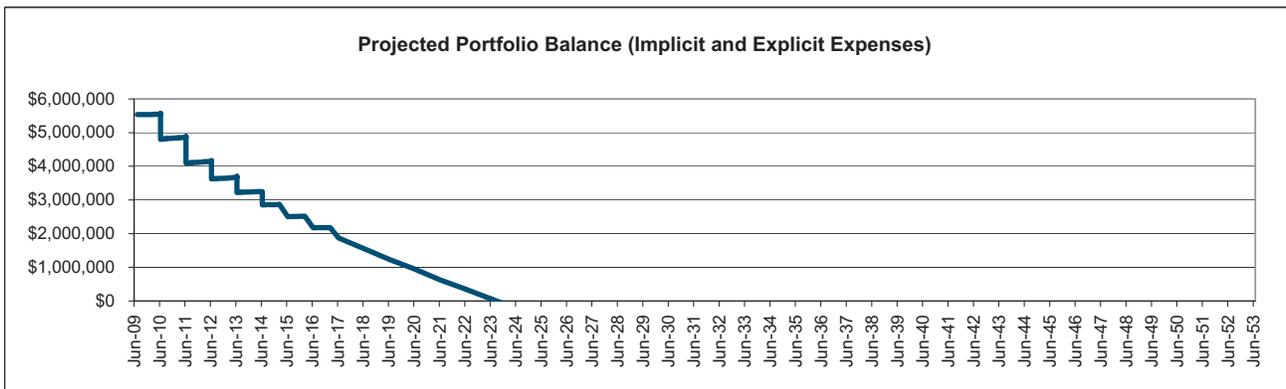
Fridley ISD #14

May 31, 2010

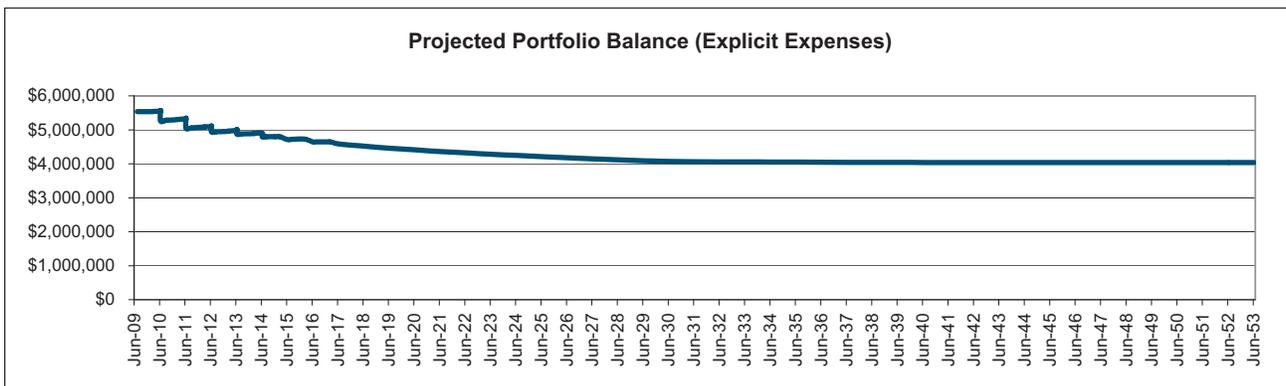
The actual portfolio balance is shown through end of report period. Projected Portfolio Balance is based on **District's Plan** for drawing funds out of the OPEB Trust Account.



The actual portfolio balance is shown through end of report period. Projected Portfolio Balance is based on the entire projected Implicit and Explicit amount being drawn out of the OPEB Trust Account.



The actual portfolio balance is shown through end of report period. Projected Portfolio Balance is based on **only** the projected **Explicit** amount being drawn out of the OPEB Trust Account.





## PERFORMANCE REPORT

Fridley ISD #14

May 31, 2010

### PURCHASES

Desk	Trans	Settle	Maturity	Provider/Instrument Name	Amount	Cost
CD	137853	7/9/09	6/15/11	TD BANK NA	\$574,911.86	\$562,700.00
CD	137854	7/9/09	6/15/11	PEOPLES BANK - NC	\$97,836.60	\$95,000.00
CD	137855	7/9/09	6/15/11	AMERICAN NB - FOX CITIES	\$249,446.06	\$243,300.00
CD	137856	7/9/09	6/15/11	PLANTERS BANK	\$101,445.51	\$99,000.00
CD	137857	7/9/09	6/15/10	PRIVATE BANK - MI	\$249,916.40	\$247,100.00
CD	137858	7/9/09	6/15/10	STATE BANK OF INDIA (CA)	\$163,462.98	\$162,100.00
CD	137859	7/9/09	6/15/10	CATHAY BANK	\$249,910.85	\$247,600.00
CD	137860	7/9/09	6/15/10	M&I BANK FSB	\$249,967.85	\$247,700.00
CD	137861	7/9/09	6/15/10	SOUTHWEST BANK, AN M&I BANK	\$249,967.85	\$247,700.00
CD	137862	7/9/09	6/15/10	FIFTH THIRD BANK	\$100,822.14	\$100,000.00
CD	137863	7/9/09	6/15/10	ORRSTOWN BANK	\$249,536.30	\$247,800.00
SEC	22688	8/19/09	2/1/17	Fairmont Minn Indpt Sch Dist #2752	\$280,000.00	\$281,414.00
SEC	22734	8/25/09	12/15/14	Glendale Heights BABS Taxable	\$320,000.00	\$325,744.00
SEC	22792	9/2/09	6/2/12	Republic Bank Of Chicago Certificate of Deposit	\$245,000.00	\$245,000.00
SEC	22796	9/2/09	6/2/12	West Pointe Bank Certificate of Deposit	\$245,000.00	\$245,000.00
CD	140958	9/3/09	6/3/13	ENTERPRISE BANK & TRUST	\$249,925.72	\$228,500.00
CD	140959	9/3/09	6/4/12	MERCANTILE BANK OF MICHIGAN	\$249,751.76	\$236,100.00
CD	141063	9/4/09	6/5/13	TRADITIONAL BANK, INC.	\$249,941.44	\$228,500.00
SEC	22841	9/8/09	6/8/12	Access National Bank Certificate of Deposit	\$245,000.00	\$245,000.00
SEC	22825	9/29/09	2/1/15	Wyoming Minn BABS Impt Ser A	\$250,000.00	\$251,195.00
SEC	23112	11/13/09	6/29/12	Community Bank & Trust Wi Certificate of Deposit	\$245,000.00	\$245,000.00

### MATURITIES

Desk	Trans	Settle	Maturity	Provider/Instrument Name	Amount	Cost
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The information and data in the report were obtained from sources deemed reliable. Their accuracy and completeness is not guaranteed and the giving of the same is not deemed a solicitation on our part with respect to the purchase or sale of any fund or securities. All prices and yields are subject to change and availability. Past performance is not a guarantee of future results. This report has been prepared for illustrative purposes only and is not intended to be used as a substitute for monthly transaction statements you receive on a regular basis. Please compare the data on this document carefully with your monthly statements to verify its accuracy as well as the OBEP trust document. The Company strongly encourages you to consult with your own accountants or other advisors with respect to any tax questions.

An investment in the MN Trust Investment Shares ("Fund") is not insured or guaranteed by the Federal Deposit Insurance Corporation or any other government agency. Although the Fund seeks to preserve the value of your investment at \$1.00 per share, it is possible to lose money by investing in the Fund. To date, the Fund's net asset value has not deviated from \$1.00 per share. Fund holdings are subject to change. For more complete information, view the information statement. You should consider the Fund's investment objectives, risks, charges and expenses carefully before you invest. Information about these and other important subjects is in the Fund's information statement, which you should read carefully before investing. An information statement can be obtained through a PMA representative or by accessing the MN Trust website at [www.investmtrust.com](http://www.investmtrust.com).

The Fund is distributed by PMA Securities, Inc., which also offers government securities and municipal securities. Certificate of Deposit and Commercial Paper are offered through PMA Financial Network, Inc., which is Fund Administrator. PMA Securities, Inc. is a registered broker dealer and a member of the Financial Industry Regulatory Authority (FINRA) and the Securities Investors Protection Corporation (SIPC). PMA Securities, Inc. and PMA Financial Network, Inc. are operated under common ownership.

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**From:** Stammeyer, Jean [mailto:JStammeyer@usenergyservices.com]  
**Sent:** Tuesday, August 10, 2010 10:44 AM  
**To:** Knealing, Duane  
**Subject:** Two Hedge Recommendations Winter 10/11 & Winter 11/12

Hello Duane,

**Hedge Update/Strategy:** Fundamentally supply/demand indicators continue to remain bearish with record high rig counts, weather expected to be warmer than normal for Sept & Oct, and not much change in demand through 2010/2011. However with the ongoing weakening of futures pricing it continues to be prudent to take advantage of these prices to provide budget certainty in a potentially volatile market.

### **Recommendation #1**

- Additional 20% for Winter 10/11 (Nov-Apr.) This brings your total hedged volume to 60% Nov 10 – Apr 11, Oct 10 remains at 40%
- Price range \$5.10 - \$5.25
- Current futures pricing is well below the trend line and 5 & 10 year averages.
- We continue to expect additional buying opportunities later in the 3<sup>rd</sup> quarter to complete your winter 10/11 hedge position.

Also the “11/12 forward Curve (deferred premium) has decreased from well over \$3.50 a year ago to approximately \$1.20. This provides a buying opportunity for the initial 25% defensive layer of hedging for Oct 11~ April 12. The premium to have know costs for gas for this proportion of your load is minimal.

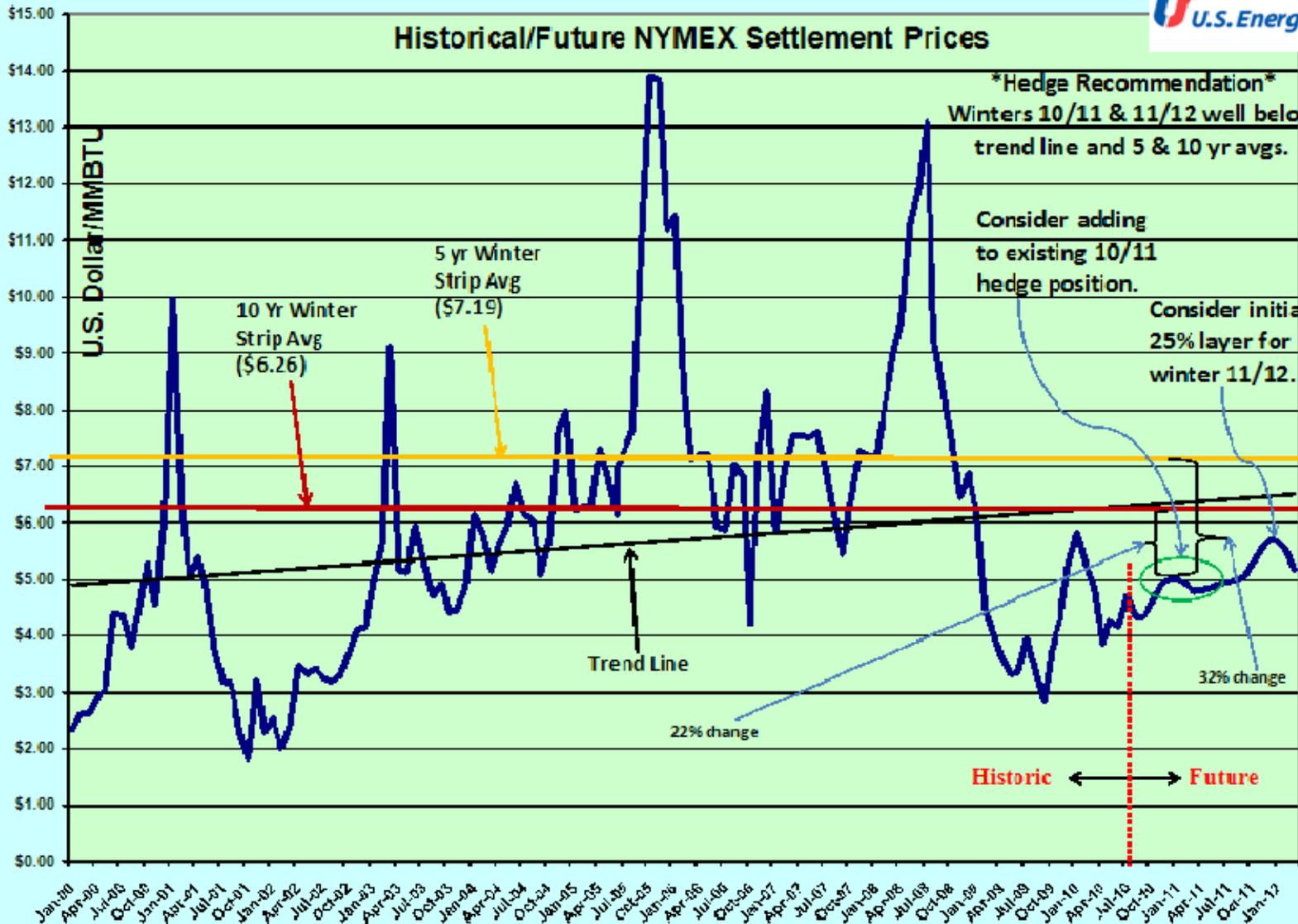
### **Recommendation #2**

- Initiate 1<sup>st</sup> 25% layer of hedging for Winter 11/12 (Oct.- Apr)
- Price range \$5.75 - \$5.90
- Current futures pricing is well below the trend line and 5 & 10 year averages

8/9/2010 15:28



### Historical/Future NYMEX Settlement Prices



## **Hedge Strategy:**

**Current Position: 40% hedged Oct 10 ~ Apr 11**

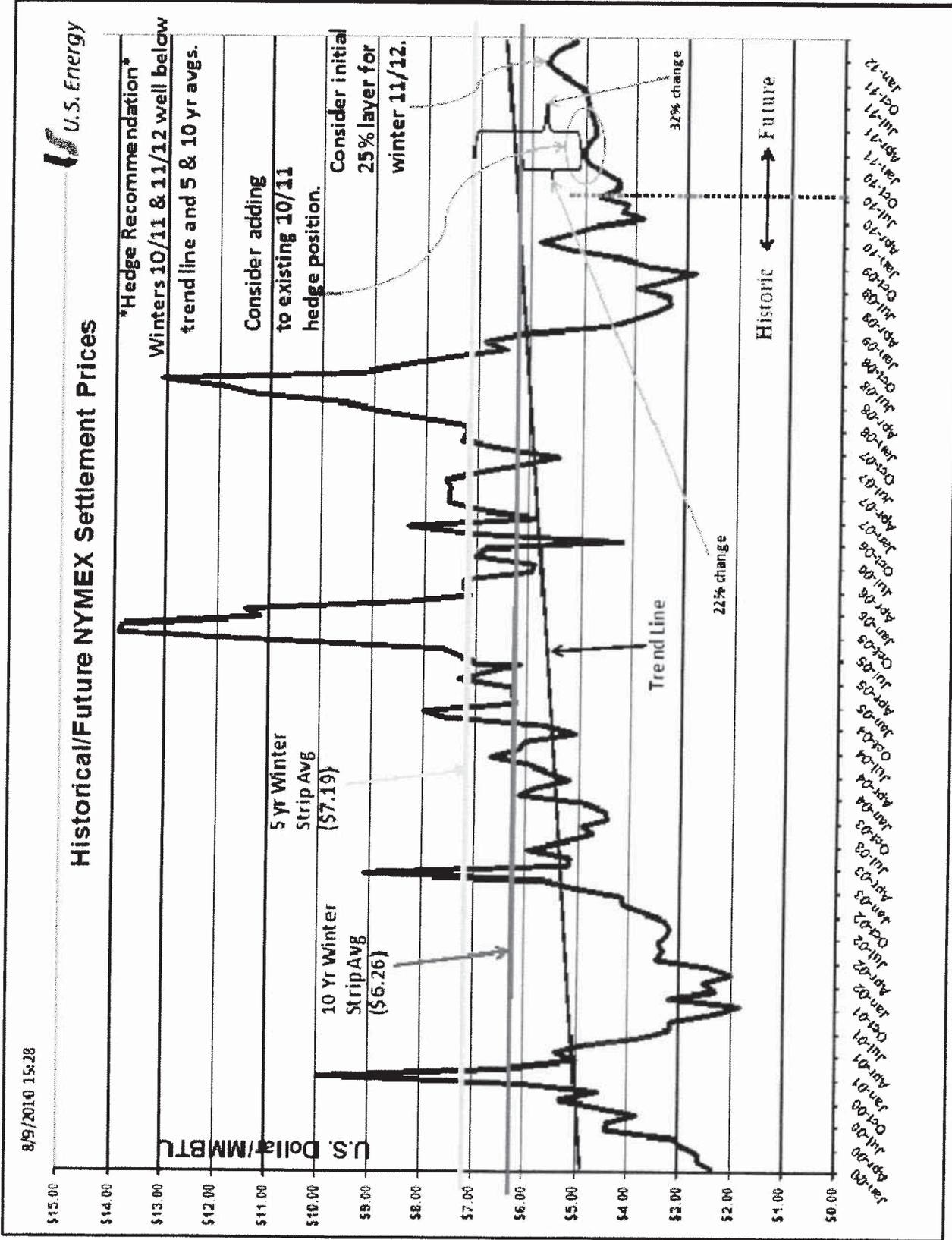
### **Winter 2010/2011**

- Bring hedges to 60% for Nov 10 ~ Apr 11
- Continue to monitor prices for additional opportunities

### **Winter 2011/2012**

- Add 25% to bring hedges to 25% for Oct 11 ~ Apr 12
- Continue to monitor prices for additional opportunities

- Current futures pricing is well below the trend line and 5 & 10 year averages



## Hedge Strategy:

**Current Position: 40% hedged Oct 10 ~ Apr 11**

### Winter 2010/2011

- Bring hedges to 60% for Nov 10 ~ Apr 11
- Continue to monitor prices for additional opportunities

### Winter 2011/2012

- Add 25% to bring hedges to 25% for Oct 11 ~ Apr 12
- Continue to monitor prices for additional opportunities

**Please advise by Friday 8/13 if you are in agreement with both of these recommendations!**

Thanks and please call if you would like to discuss.

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**Jean Stammeyer, CEM** | Account Manager | **U.S. Energy Services, Inc.**

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