

## Work Session

Tuesday, October 19, 2010 5:30 PM

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

A. <b>Communications Task Force</b> .....	<b>Presenter:</b> Dr. Peggy Flathmann
B. <b>TIES Annual Meeting Update</b>	<b>Presenter:</b> Dr. Peggy Flathmann
C. <b>FHS Magnet School Grant Evaluation - October 11, 2010</b> .....	<b>Presenter:</b> Dr. Peggy Flathmann
D. <b>Q Comp Report Submitted October 1</b> .....	<b>Presenter:</b> Imina Oftedahl
E. <b>Enrollment</b> .....	<b>Presenter:</b> Dr. Peggy Flathmann
F. <b>School Resource Officer Agreement with City of Fridley</b> .....	<b>Presenter:</b> Dr. Peggy Flathmann
G. <b>First Reading of Policies</b>	<b>Presenter:</b> Imina Oftedahl
G.1. 618 Assessment of Student Achievement.....	
..	
H. <b>Second Reading of Policies</b>	<b>Presenter:</b> Imina Oftedahl
H.1. 608 Instructional Services-Special Education.....	
..	
H.2. 701 Establishment and Adoption of School District Budget.....	
H.3. 704 Inventory of Fixed Assets.....	
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H.4. 705 Investment of School District Funds.....	
..	
H.5. 805 Waste Reduction and Recycling.....	
..	
I. <b>Minnesota State High School League Foundation Grant RESOLUTION</b>	<b>Presenter:</b> Dr. Peggy Flathmann
J. <b>Emergency Crisis Plan Annual Review-Policy and Checklist</b>	<b>Presenter:</b> Imina Oftedahl
K. <b>IB Mission Statement and District Mission Statement</b> .....	<b>Presenter:</b> Dr. Peggy Flathmann
L. <b>Staffing and Personnel Update</b>	<b>Presenter:</b> Imina Oftedahl
M. <b>Legal Updates</b>	<b>Presenter:</b> Dr. Peggy Flathmann
N. <b>Negotiations</b>	<b>Present</b>

Update..... **er:**  
..... Rochel  
Manders

O. Preliminary Levy Certification Discussion Continued	<b>Presenter:</b> Rochel Manders
P. Truth in Taxation	<b>Presenter:</b> Rochel Manders
Q. Facility Analysis Report	<b>Presenter:</b> Dr. Peggy Flathmann

**Fridley Public Schools  
Communications Task Force  
Minutes  
September 20, 2010**

**Task Force Members:** Dr. Peggy Flathmann, Dr. Candace Raskin, Toni Craft, Karen Jacob, Jessica Wells, Margaret Leibfried, John Piotraschke, Nancy Simoneau, Becky Beck, Lena Mraz, Maureen Collins, Brad Richter, Rachel Pomerleau, Adam Yousef, Tony Thielen, Kathy Kraemer, Muriel Sharpe, Matt Tvetter  
The first meeting of the Communications Task Force was held on September 20, 2010 from 4:30-6:00 PM in the Fridley Community Center.

- A. Dr. Raskin reviewed the task force charge statement including the timeline, meeting dates, and membership expectations and responsibilities. Meetings will take place from 4:30-6:00 PM on October 18, 2010, November 1, 2010, November 29, 2010 and tentatively December 13, 2010. Recommendations will be brought to the School Board at the January 18, 2011 meeting. The group will review the Communications Report, inventory all existing communications channels and vehicles, identify gaps in communication, identify procedures for communicating with families of limited social economics and families with language barriers, assign communications responsibilities, address consistent implementation of available technology and monitor and adjust the communication plan.

The end result of the task force will be an action plan that streamlines communication by identifying target audiences, establishing appropriate communications methods, creating timelines for communicating information, and identifying how communications will be monitored for effectiveness.

The task force will make recommendations to the administration and the Fridley School Board on the design of a coherent district/community communication system.

The community at large will be notified that the district has established a Communications Task Force and input from the school and community will be encouraged. Monthly reports will be sent to all administrators and will be available online for staff and community.

- B. Task force members introduced themselves. Members identified some things they would like:
- clickable links on the parent portal and in email messages
  - improved navigation on the website-make it easier to find what you are looking for
  - parents and students want a timeline for when the parent portal will be updated
  - include individual photographs of School Board members on the website
  - improve parent access to the parent portal when school opens in the fall-it takes too long to get new accounts set up
  - parents want a live voice when they call the High School
  - A map in each school similar to what you see in a shopping mall, would like to see teachers names, the subject or grade they are teaching, room numbers, and photographs of the teachers on the map.

- C. Dr. Raskin gave an overview of the Communication Report of May 2010 and then the group was split into two working groups-Internal Communication Structures and External Communication Structures. Each group identified target audiences, the type of information they are receiving, and the method of communication. This information will be captured through Google Docs. Each of us will type in the ideas we generated at this meeting. We will receive information by email telling us how to do this. At the next meeting the groups will identify duplications or inconsistencies.

The next meeting will be October 18, 2010 from 4:30 – 6:00 PM at the Fridley Community Center.

## Evaluation Site Visit

October 11, 2010

## Fridley High School



### Attendees:

**Karla Fawbush, Chuck Cassidy, Eileen Abrahamson**

**Kathy Fleming, Jill Pearson, Marla Davenport**

**Peggy Flathmann, Imina Oftedahl, Renee VanGorp, Kelly McConville, Dan Roff, Rob Smith, Kathy Kraemer, Carol Neilson, Jeff Overlie, Jessica Wells**

### Agenda

12:00-12:45: Lunch at FHS “Student Stories” and Fridley High School Updates

12:45-1:20 p.m. What does an IB classroom look like?

- Jill Pearson and Kathy Fleming will facilitate this session.
- The goal is to generate a list of characteristics of an “IB classroom” that should be evident during classroom observations.

1:20 p.m. – 2:56 p.m. Classroom Observations



	<b>Middle Years Programme</b> <b>Jill Pearson</b> Renee VanGorp, Dan Roff, Carol Neilson <b>Chuck Cassidy, Karla Fawbush</b>	<b>Diploma Programme</b> <b>Kathy Fleming</b> Kelly McConville, Rob Smith, Jeff Overlie, Jessica Wells. <b>Eileen Abrahamson</b>
1:20-1:48	Dan Terebayza (171) 9 <sup>th</sup> Grade Language A	Chandra Hanke (159) DP German SL
1:54 – 2:24	Rachelle Haroldson (102) 10 <sup>th</sup> Grade Chemistry	Tim Leistikow (166) DP English HL (12)
2:26 - 2:56	Lisa Cortes (122) ELL I Beginning	Steve Holt (148) DP History HL (11)

3:00-3:30

How does IB align with the Charlotte Danielson rubric?

- What evidence of an IB classroom was observed during the visits?
- Which cells of the Charlotte Danielson rubric could be used to document this evidence?

What should the structure be for the next visit?

**Fridley High School – An IB World School**  
**MAGNET SCHOOL ASSESSMENT REPORT**  
**2010/11**  
**(Carry over year)**

**School District: Fridley**  
**City/State: Fridley, MN 55432**  
**Date: Monday, October 11, 2011**

*Directions: Briefly summarize your activities and/or supply requested information in the columns with green headings in each table. This document is in Microsoft Word – text will wrap around and the cells will expand as text is entered. Please use the “save as” function to name the file with your school name and the date of the evaluation visit, for example, “smithelementary 5.3.05.doc”. Please have an electronic version of the document (PC format) available for us several days before the site visit.*

<i>School/Theme Grade Level</i>	<i>Date of Visit</i>	<i>Assessment Team Members</i>	<i>School Leadership Team</i>
<b>Fridley High School –An IB World School MYP/Global Studies/DP  9-12</b>	Monday, October 11, 2010	Charles Cassidy Marla Davenport—Technology Karla Fawbush Jill Pearson—MYP Kathy Fleming—DP  NWSISD Eileen Abrahamson	Peggy Flathmann- Superintendent Imina Oftedahl– Director of Educational Services Renee Van Gorp – Principal Kelly McConville – Assistant Principal Jessica Wells -IB DP & Global Studies Coordinator Kathy Kraemer – Instructional Technology Coordinator Carol Neilson – Middle Years Program Coordinator

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**Special Instructional Environments – Observations**

<i>Progress on Specialized Areas</i>					
<i>Describe progress on specialized areas such as science labs, computer rooms, dance rooms, or general assembly rooms.</i>					
<i>Progress on Specialized Areas</i>	<i>Comments/Suggestions</i>	<i>Progress on Specialized Areas</i>	<i>Comments/Suggestions</i>	<i>Progress on Specialized Areas</i>	<i>Comments/Suggestions</i>
<p><i>October 11, 2010</i></p> <p><b><u>Science Lab:</u></b> We purchased a site license for Physics Academic Software for one of the mobile labs for a new DP physics course.</p> <p><b><u>Science Classroom:</u></b> Amy Kretsch and Kathy Kraemer worked on a pilot program to install an Epson Audio Enhancement System in a science classroom for six months to see if it would improve student engagement and achievement. In exchange for free use of the equipment, FHS served as a “visiting site” for other schools interested in Epson’s new equipment. Feedback from the teacher and students was extremely positive and resulted in a decision to purchase the Audio Enhancement System. We are in the process of researching the use of the Epson system as well as other systems for other</p>	<p><i>October 11, 2010</i></p>	<p><i>February 3, 2011</i></p>	<p><i>February 3, 2011</i></p>	<p><i>April 26, 2011</i></p>	<p><i>April 26, 2011</i></p>

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<p>areas of the building.</p> <p><b><u>Computer Labs:</u></b> In May, we were awarded a two-year Perpich Center for the Arts Media Arts Grant. The goal of the grant is to infuse Media Arts (moving pictures, sound, animation, and music) into the K-12 curriculum. Our team includes one elementary teacher, one instructional technology coordinator, and two high school art teachers. In an effort to merge our current Global Studies and Media Arts initiatives, we have purchased a Media Arts lab of 35 iMacs and 1 Mac mini. This equipment will be used for DP Visual Arts, Photo I and II, Animation, and, eventually, Digital Cinema classes. In addition to these classes, the eProducers Student Tech Group will be meeting and working in the lab. Other teachers and students have also been invited to use the lab after school as a space to create podcasts, video segments, and musical compositions.</p> <p><b><u>Dance Room:</u></b> Currently, construction is underway in the wrestling room to make it a dual wrestling room/fitness center. Discussion includes providing flat screens from other areas of the school as well as sound equipment for this new area.</p>					
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<p><b><u>General Assembly Rooms:</u></b> We have enhanced the sound system in the gymnasium for pep fests, community events, and games.</p>					
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<p><b><i>Major Purchases</i></b></p> <p><i>Since our last visit, describe major purchases that provide students with resource-rich, active-learning environments. (For example, computers &amp; technology, classroom materials &amp; supplies, multimedia and online databases, etc.)</i></p>					
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<b><i>Major Purchases</i></b>	<b><i>Comments/ Suggestions</i></b>	<b><i>Major Purchases</i></b>	<b><i>Comments/ Suggestions</i></b>	<b><i>Major Purchases</i></b>	<b><i>Comments/ Suggestions</i></b>
<p><i>October 11, 2010</i></p> <p><b><u>Media Arts Lab Hardware:</u></b> 35 iMacs and 1 Mac mini</p> <p><b><u>Media Arts Software:</u></b> We purchased 35 copies of Final Cut Express and iStop Animation. In addition to the lab, we purchased 3 MacBook Pro laptops for the Perpich grant high school teachers. Software on the laptops included iWork, Final Cut Express and iStop Animation. As part of this initiative, we also purchased one FLIP HD camera, one portable hard drive, one Cannon HD digital camera and microphone, and one recording microphone for voiceovers. This equipment was put to the test when the eProducers produced the Fridley Student Stories Video. Students in all five schools were interviewed about such</p>	<p><i>October 11, 2010</i></p>	<p><i>February 3, 2011</i></p>	<p><i>February 3, 2011</i></p>	<p><i>April 26, 2011</i></p>	<p><i>April 26, 2011</i></p>

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<p>things as their hobbies and interests, motivating school work, and their perfect dream jobs. After shooting the interviews, eProducers spent two weeks editing the video for a final showing at opening workshop for district staff. Also included was a “behind the scenes” presentation which featured a member of the team being “skyped in” while vacationing in Florida. After the initial live showing, the video has aired over school air waves and can be streamed on demand at Splayback.com.</p> <p>Other purchases since May:</p> <ul style="list-style-type: none"> <li>• Renewal of <b><u>Global Issues in Context</u></b></li> <li>• Renewal of <b><u>Turnitin.com</u></b></li> <li>• Renewal of <b><u>Destiny</u></b> as our electronic library management system</li> <li>• Continuing subscription to <b><u>Rubicon Atlas</u></b> as our electronic curriculum repository site.</li> <li>• <b><u>Naviance</u></b> will be used school-wide for academic planning</li> <li>• <b><u>Subscription</u></b> to Learning A-Z , Vocabulary A-Z, and RazKids as ELL and Special Education resources</li> <li>• <b><u>ManageBac</u></b> to be used for CAS and EE components of the Diploma Programme.</li> <li>• <b><u>Power Director</u></b> (video</li> </ul>					
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<p>editing software for two labs). This will be used by all students with a focus on 10<sup>th</sup> grade Personal Projects.</p> <ul style="list-style-type: none"><li>• <b><u>Charlotte Danielson CD's</u></b> to be used by administrators and instructional leaders to improve instructional practices of our teaching staff.</li></ul> <p><b><u>Sustainability</u></b> Most of our infrastructure is in place with our wireless configuration, mobile labs, and mobile workstations. We have worked our sustainability plan into our 5-year district tech plan so all of the replacements will be accounted for in the tech plan. We are self-contained with our Moodle courses and are looking into rolling out cloud computing with Fridley Apps powered by Google or Live@edu.</p> <p>This fall our ALC face-to-face night school will be moving to an official hybrid model. We're also in the process of taking this a step further to move our summer school to be fully online.</p> <p>Staff will now be able to access the district intranet and share point files from home.</p>					
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<p><b><u>Classroom Materials and Supplies</u></b></p> <p>DP Textbooks for year two of History HL, English HL., Math SL, Math Studies SL, and Spanish SL and kits and lab supplies for DP Biology.</p> <p>DP Music software, DP Art display panels for exhibits, and new course materials and texts for DP Physics SL and Environmental Systems and Societies SL</p> <p>IB Question banks, Course Companions, past DP exams, and teacher resource materials.</p> <p>Digi walkers for Physical Education.</p> <p>Texts for FACS, American History, and Chinese</p> <p>Autodesk software and Multi-sim for PLTW courses</p> <p>Readers for ELL and Special Education—high interest/low level—and dictionaries for ELL</p> <p>Subscription to Learning A-Z , Vocabulary A-Z, and RazKids as ELL and Special Education resources</p> <p>Media Resources to support MYP and DP courses as well as support for mother tongue languages.</p>					
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**Fridley High School – An IB World School**  
Visits/Focus Groups

Teacher/Subject Area and/or Grade Level					
<i>What has changed in DP, MYP and Global Studies since the last visit?</i>	<b>Observations/ Comments/ Suggestions</b>	<i>What has changed in DP, MYP and Global Studies since the last visit?</i>	<b>Observations/ Comments/ Suggestions</b>	<i>What has changed in DP, MYP and Global Studies since the last visit?</i>	<b>Observations/ Comments/ Suggestions</b>
<p><i>October 11, 2010</i></p> <p><b><u>Global Studies: Global Studies is embedded into all MYP and DP courses at Fridley High School.</u></b></p> <p>As one of the fundamental concepts of all IB programmes, international mindedness must be an integral part of each course map and all courses should be taught with a global perspective. MYP and DP <b>are</b> our Global Studies program.</p> <p><b><u>Diploma Programme:</u></b></p> <p>In an effort to provide additional pathways to the diploma and to increase participation for all students, we have incorporated several new DP classes into the program: Business and Management HL, Math HL, Physics SL, and Environmental Systems and Societies SL.</p> <p>We have several new teachers involved in the Diploma Programme this year. Some of these teachers are new to Fridley and are</p>	<p><i>October 11, 2010</i></p>	<p><i>February 3, 2011</i></p>	<p><i>February 3, 2011</i></p>	<p><i>April 26, 2011</i></p>	<p><i>April 26, 2011</i></p>

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<p>replacing teachers who left the district. Others have been brought on board to help meet demand due to additional 12<sup>th</sup> grade sections required as we move on to the second year of the program. Several teachers attended DP training over the summer and four will attend training in their subject areas in early October.</p> <p>We have a new group of full diploma candidates: 27 juniors have registered for a full diploma schedule.</p> <p>Rough drafts of our first round of Extended Essays are due in late September.</p> <p>A DP Parent Survey was sent out in early summer to try to get a feel for parent perceptions of DP after one year. The responses were mostly positive, but indicated a need for more communication. There are several misconceptions floating around the parent community about DP, so we will be more proactive in making sure that accurate information is available.</p> <p>Our first exam results arrived this summer. We were very pleased with our results in Business and Management, and all of our full diploma candidates received 4s or better on their exams. We have ordered an enquiry upon results, meaning that IB</p>					
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<p>will send our scored exams back to us so that teachers can see how students answered and the scores they received for those answers.</p> <p><b><u>Middle Years Programme:</u></b></p> <p><b><u>Focus on Assessment</u></b></p> <p>During the past school year, assessment became our primary focus for MYP. To enhance our understanding of MYP assessment, we contracted with Bob Smith from Cornerstone Educational Consultants to provide a two-day training for our staff. The training took place on June 21 and 22, and included a full-day training with Bob Smith—by subject area—followed by a half-day work session for teachers. The training included writing and aligning the significant concept, the MYP unit question, and the area of interaction to be used as context for the unit. After that initial process, teachers worked to develop common summative assessments and align them with MYP criteria.</p> <p><b><u>Prescribed Minimums</u></b></p> <p>Continuing with our focus on assessment this year, all teachers will complete plans to include their subject’s prescribed minimum tasks in each of their courses. For the most part, each staff member</p>					
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<p>is primarily responsible for designing the prescribed minimum plan for at least two courses. At a two-hour staff development session on October 5<sup>th</sup>, subject groups will meet to develop 5-12 assessment grids and to have discussions about progression of skills, rigor, and including a variety of authentic assessments. During the second trimester, teachers will turn in one prescribed minimum task with scored student samples to their IB Leader. Both the IB Leader and the building principal will review these samples. Near the end of the third trimester, teachers will share an additional prescribed minimum task with their vertical teams for peer review and discussion.</p> <p><b><u>Curriculum Writing</u></b></p> <p>Fridley High School teachers also completed a total of 464 hours of curriculum writing for new courses or to update existing courses. Staff development sessions during this school year will provide additional opportunities to revise curriculum maps to meet current MYP requirements. All curriculum maps continue to be evaluated by a district generated rubric as well as the MYP Evaluating Unit Planners rubrics. Our district rubric includes elements of Understanding by Design, the</p>					
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## Fridley High School – An IB World School

MYP Unit Planner, and the integration of International Mindedness.

### **New Teacher Training**

Fifteen new teachers were added to the FHS staff this year. In order to prepare them for a successful first year of teaching in our district, extensive training was provided over the summer. In addition to technology trainings (see attachment), all new staff participated in twelve hours of Levels 1-4 Curriculum Writing Training. In addition to curriculum writing training, all new teachers in the district attended a two-day training on the IB Continuum and specific components of the PYP or MYP. Essentially, they received the equivalent of an IB Level I training. Several teachers also had the opportunity to write units of instruction collaboratively with veteran staff.

### **IBA Training**

Additional staff and our new head of school will attend IBA training this year. Whenever possible, we plan to send those in need of training to the Minneapolis session in April in order to use our training funds wisely.

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<p><b><u>IBA Involvement</u></b></p> <p>Carol Neilson attended the MYP Academy during the month of June in New Orleans and recently participated in her first authorization visit in Bloomfield Hills, Michigan. Carol will also co-lead the MAIB MYP orientation session at MDE on Nov. 12<sup>th</sup>.</p> <p>Lisa Cortes, middle school and high school ELL teacher has been invited to Cardiff to participate in the revision process for the MYP Language B guide. She has just returned from her first visit, during which she participated in the revision of Language B aims and objectives. She has “homework” to do before she returns to Cardiff in November. During this school year we will be a pilot MYP school for the proposed new Language B objectives.</p> <p>Tania Wolverton, Carol, Jessica, and Kathy presented at the IB Americas Conference this summer; the session was called “Cultivating Minds Through Curriculum Design.”</p> <p>Special Education teacher, Stephanie Kuik and consultant, Mary Haney, also presented at the IB Americas Conference in July. Their session focused on the inclusion of special education</p>					
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### Fridley High School – An IB World School

students in MYP and, specifically, how Stephanie and Mary designed curriculum that was a blend of MYP and the Transition Program.					
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**The evaluation team would like to meet independently with teacher and student focus groups in DP, MYP and technology implementation during this site visit. Global Studies should be reflected in each of the groups as internationalism should permeate the entire program.**

Magnet Area/Progress	Comments/ Suggestions	Magnet Area/Progress	Comments/ Suggestions	Magnet Area/Progress	Comments/ Suggestions
<p><i>October 11, 2010</i></p> <p><b>(See Agenda)</b></p> <p><b><u>Technology</u></b>                      Since Marla is not able to attend our evaluation visit on Monday, October 11<sup>th</sup>, she will meet with Kathy Kraemer on Wednesday, October 13<sup>th</sup>.</p> <p><b><u>MYP and DP</u></b>                      For this first visit of 2010-11, we would like both groups to meet together to answer the question, “What does an IB classroom look like?” The purpose of this request is twofold.</p> <p>1. As part of our Alternative Compensation Plan, all district teachers are evaluated by administrators and instructional leaders using rubrics from Charlotte Danielson. However, many of our staff development sessions and trainings focus</p>	<i>October 11, 2010</i>	<i>February 3, 2011</i>	<i>February 3, 2011</i>	<i>April 26, 2011</i>	<i>April 26, 2011</i>

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<p>on the best practices of the IB programmes. Teachers often wonder why they are not evaluated on IB practices since the IB programmes are the heart and sole of our district curriculum. Administrators and instructional leaders have had numerous conversations about which Charlotte Danielson rubric cells align with IB components, but we have not yet delineated this relationship.</p> <p>2. At Fridley High School this year, we have a new principal, Renee VanGorp, and a new assistant principal, Kelly McConville. Although Renee is not new to Fridley, we have made significant progress in the implementation MYP and DP since she was last here. Kelly is new to both IB and Charlotte Danielson. We also have two new instructional leaders this year.</p> <p>Our agenda for the afternoon involves all of us, led by Jill Pearson and Kathy Fleming, working together to generate a list of characteristics of an IB classroom. This will be followed by visits to three MYP classrooms and three DP classrooms (evaluators, administrators, and coordinators will divide into two separate groups). After the observations, we will return to the board room to examine the evidence from</p>					
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**Fridley High School – An IB World School**

<p>the observations and to identify the cells of the Charlotte Danielson rubrics that speak to the IB classroom characteristics. We strongly feel that this process will help all teachers and administrators to identify IB in action and to bring enhanced value to our observation process.</p>					
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**OVERALL MAGNET PROGRAM**

<p><b>Implementation of Best Practices</b></p> <p><i>List the evidenced-based “best practices” that have been selected for your program. (See application)</i></p>					
<b>Magnet Area/Progress</b>	<i>Comments/ Suggestions</i>	<b>Magnet Area/Progress</b>	<i>Comments/ Suggestions</i>	<b>Magnet Area/Progress</b>	<i>Comments/ Suggestions</i>
<p><i>October 11, 2010</i></p> <p><b><u>Six + 1 Traits of Writing</u></b></p> <p>Teachers have been trained in using 6 + 1 Traits of Writing in grades 5-12 so that students receive consistent messages throughout their courses. Students in 9<sup>th</sup> and 10<sup>th</sup> grade classes who are below grade level with respect to reading and writing have been placed in smaller sections of Language A for targeted interventions. These smaller sections allow the instructor greater opportunities to</p>	<p><i>October 11, 2010</i></p>	<p><i>February 3, 2011</i></p>	<p><i>February 3, 2011</i></p>	<p><i>April 26, 2011</i></p>	<p><i>April 26, 2011</i></p>

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<p>focus on individual student needs.</p> <p><b><u>Differentiation</u></b></p> <p>Fridley High School’s curriculum writing training sessions emphasize providing opportunities for all students to demonstrate their understanding. Teachers are encouraged to use the six facets of understanding from Understanding by Design as well as a variety of formative and authentic summative assessments. Many teachers also establish learning targets for each of their units of instruction and provide multiple opportunities for students to assess. The Evaluating MYP Unit Planner document from IB encourages teachers to provide assessment task choices for students.</p> <p><b><u>Understanding by Design (Wiggins and McTighe)</u></b></p> <p>The backward design model from UbD is used to design curriculum at Fridley High School. This model is also evident within the IB MYP unit planner and has been an integral part of all staff development in grades 5-12. The curriculum template within Atlas Rubicon is a blend of UbD and the MYP Unit Planner. All courses in grades 5-12 have well written significant concepts and unit questions that guide</p>					
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**Fridley High School – An IB World School**

<p>students in their journey to “uncover” curriculum. The practice of backward design is utilized by MYP and DP courses.</p> <p><b><u>Collaboration</u></b></p> <p>Collaboration time is provided for both vertical and horizontal subject area teams in order to develop strategies for improving student achievement, create common assessments, and to share results. Collaboration time is also provided for grade levels and reading, writing, and math teams to address building goals.</p> <p><b><u>SIOP</u></b></p> <p>The SIOP model is a research-based model of sheltered instruction. This model helps teachers plan and deliver lessons that allow English Language Learners to acquire academic knowledge as they develop English language proficiency. This training guides teachers in designing and delivering lessons that address the academic and linguistic needs of English learners. Eighteen regular education, special education, and ELL teachers received training last year and an additional cohort is planned for this year.</p>					
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<p><b><u>Data</u></b></p> <p>Fridley School District continues to practice data-driven decision making. Decisions with respect to program offerings, selection of materials and resources, placement of students in programs, and identifying interventions are made after analyzing data to determine needs. This year, we will begin to use I-Cue as our data warehouse as well as a tool to develop PLPs.</p> <p><b><u>Literacy</u></b></p> <p>We are using <i>Words Their Way</i> for vocabulary and word study, SIM (Kansas) strategies for writing, and literature based, reading comprehension instruction.</p>					
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**Please list major initiatives for the 2010-2011 school year.**

<b>Magnet Program Initiatives</b>	<i>Comments/ Suggestions</i>	<b>Magnet Program Initiatives</b>	<i>Comments/ Suggestions</i>	<b>Magnet Program Initiatives</b>	<i>Comments/ Suggestions</i>
<p><i>October 11, 2010</i></p> <p><b><u>MYP Assessment and Articulation of Prescribed Minimums</u></b> <i>(See "What has changed in MYP since the last visit?")</i></p> <p><b><u>K-12 Writing Articulation</u></b></p> <p>This year we will address writing articulation K-12 beginning the backwards</p>	<p><i>October 11, 2010</i></p>	<p><i>February 3, 2011</i></p>	<p><i>February 3, 2011</i></p>	<p><i>April 26, 2011</i></p>	<p><i>April 26, 2011</i></p>

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<p>mapping process from the DP program. Imina Oftedahl will meet with DP teachers and consultant, Mary Hanley, to clearly define the writing expectations within DP courses. The next step will be to meet with teachers at the high school level from a variety of subject areas to discuss the goals for writing in various content areas such as science and technical writing areas. Following the backwards mapping process, additional meetings will be held with middle school and elementary school teachers to eventually establish a scope and sequence of writing skills and genres. The final product of this initiative will be a Fridley K-12 Writing Style Guide to be used by all teachers in the district.</p> <p><b><u>ICue</u></b></p> <p>Fridley has deepened their partnership with TIES this year by becoming a user of ICue and the Cognos data warehouse. This allows teachers to have access to customized one-click reports for student data including test, behavior, attendance, and grades data. It is our intention that teachers will be able to take advantage of data organized by ICue for use in curriculum decision-making and individual student goal setting, while saving the time and energy they have been spending</p>					
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<p>organizing the data themselves. There is also a Personalized Learning component of ICue, allowing teachers or case managers to set individual student goals and monitor progress in a systematized way. At the high school, this component will initially be used to track interventions for students not passing GRAD requirements, and may be expanded in the future.</p> <p><b><u>Communications</u></b></p> <p>Following a survey conducted last spring through Minnesota State University—Mankato, Fridley Public Schools created a Communication Task Force. The purpose of the task force is to develop and implement the design of a coherent district/community communication system. Membership consists of district administrators, teachers, parents, school board members, business members, students, and communication specialists. An action plan will be created that streamlines communication and this plan will be recommended to the School Board in January, 2011.</p> <p><b><u>ATS&amp;R Facilities Study</u></b></p> <p>Fridley Public Schools has contracted with ATS&amp;R—Planners/Architects/Engineers--</p>					
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<p>to complete a facilities analysis for the district. The need for this analysis is due to increased enrollment—both from resident and non-resident students resulting in a need for increased space at our elementary schools and more efficient ways to use the current space at our secondary buildings. The team has reviewed existing educational program models, facility and educational needs, building conditions, deferred maintenance needs, and space utilization. Initial findings have been presented to the school board for discussion.</p> <p><b><u>IBCC</u></b></p> <p>On November 12<sup>th</sup>, we will be sending two teachers to an IBCC Orientation seminar at MDE on the IB Career Certificate program. Currently, Minneapolis is piloting this program which requires students to be enrolled in two DP courses concurrently with a certified career certificate program. We believe that pursuing this program will strengthen both the DP and PLTW programs and offer additional rigorous programs for our students.</p> <p><b><u>Water Project</u></b></p> <p>Fridley has received a \$30,000 grant from Medtronic and a \$7,000 grant from Rice Creek Water</p>					
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<p>Shed to work on a project to create educational experiences for Minnesota students about water. The district is also taking part by supporting water ecology enhancement of school property in hopes of being a model for the community. Several rain gardens will be put into place to help decrease runoff into Moore Lake and to be a “living laboratory” for students. This fall the district will participate in curriculum writing in collaboration with the Center for Global Environmental Education at Hamline University to create a plan for all students to understand three key ideas:</p> <ol style="list-style-type: none"> <li>1.The management of water is the single greatest social challenge facing the human community.</li> <li>2.Chemistry of water, including how water bonds with toxins to create poisons.</li> <li>3.Historical perspectives on the importance of water to human societies.</li> </ol>					
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**Staff Development Plan**

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Magnet Area/Progress	Comments/Suggestions
<p>1. Please attach a copy of your current three (four)-year Staff Development plan. (Annually) <i>(Attached)</i></p>	<p><b>Attached</b> (The staff development plan for 2010-2011 requires each staff member to participate in particular categories of staff development but allows teachers to tailor their professional development to their individual needs. Each plan is reviewed by administrators and instructional leaders.)</p>
<p><b>Staff Development Plan</b></p> <p>2. Provide an Excel spreadsheet with every teacher’s name and the current number of training hours attended for this project year. <i>(Third visit only)</i></p>	
<p>3. Since our last visit, briefly summarize the staff development trainings provided for your school staff.</p>	

Magnet Area/Progress	Comments/Suggestions	Magnet Area/Progress	Comments/Suggestions	Magnet Area/Progress	Comments/Suggestions
<p><i>October 11, 2010</i></p> <p><b>Technology Training:</b> (See attached flyer )</p> <p>Summer classes will continue to be offered during the school year. New classes include Live@edu, video editing, sound editing, and podcasting.</p> <p>A new class from this summer, 10 Ways to Integrate International Mindedness into the Classroom, will be offered to all district staff during the school year. It is offered face-to-face, but is hosted in Moodle.</p> <p>We will also continue to be active in the Minnesota</p>	<p><i>October 11, 2010</i></p>	<p><i>February 3, 2011</i></p>	<p><i>February 3, 2011</i></p>	<p><i>April 26, 2011</i></p>	<p><i>April 26, 2011</i></p>

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<p>Moodle Users' Group which meets once per month.</p> <p>The eProducers will continue to teach classes to teachers and students—especially 10<sup>th</sup> grade students working on their Personal Projects. These include SMARTboard 101, Shooting with FLIP cameras, Video Editing with Power Director, Video Editing with iMovie, Video Editing with Final Cut Pro, and Creating Prezzies and Glogsters.</p> <p><b><u>DP Trainings</u></b></p> <p>Additional IB DP teachers were trained in Physics SL, History of the Americas HL, Business and Management HL, Spanish SL, English HL, and Theory of Knowledge. During the first week of October, DP teachers will be trained in Math HL, Math SL, Biology HL, and Environmental Systems and Societies SL.</p> <p><b><u>MYP</u></b></p> <p>Jessica Wells and Carol Neilson attended a Category 3 MYP Coordinator workshop.</p> <p><b><u>In-district Training</u></b></p> <p>All new teaching staff (15 teachers) attended all four levels of curriculum writing training which is a blend of UbD, the MYP Unit Planner,</p>					
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<p>and Atlas Rubicon. Throughout this process, teachers were guided through the development of at least one unit using backward design.</p> <p>All new teachers in the district attended a two-day workshop that was equivalent of an IB Level I training. During the beginning of the first day, all district staff met together for an overview of the IB Continuum and an introduction to the IB mission statement, the Learner Profile, and International Mindedness. From that point on, elementary teachers met with Jeff Overlie, the PYP coordinator, and the rest of the staff met with Jessica and Carol for program-specific training. At the end of the second day we came together once again for a review of all three IB programmes and a final reflection. Since this took place in mid-August, it provided a basic understanding of IB for all new staff prior to the start of the school year.</p> <p><b><u>Training for Custodians:</u></b> Near the end of August, all three coordinators provided a brief IB training for all district custodial staff. There are many times when parents enter the buildings in the evening that the</p>					
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<p>custodian may be one of their first contacts. Therefore, is essential that all constituents be informed in order to promote our programs. Last year, we provided a similar training for all clerical staff and feel it is essential to inform all stakeholders in our K-12 IB Continuum community. The focus was on the IB mission statement, the Learner Profile, International Mindedness, and the parallel elements of all three programs. The next session will be for all district food service employees.</p>					
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**Professional Learning Communities**

1. Tell us about recent accomplishments of your Professional Learning Communities (PLCs).

<b>Magnet Area/Progress</b>	<b>Magnet Area/Progress</b>	<b>Magnet Area/Progress</b>	<b>Magnet Area/Progress</b>	<b>Magnet Area/Progress</b>	<b>Magnet Area/Progress</b>
<p><i>October 11, 2010</i></p> <p><b><u>Building Site Council</u></b></p> <p>The building site council has been instrumental in setting building goals and providing leadership and strategies to ensure progress is made toward achieving these goals. This group meets three times each month and this year has a membership consisting of the building administrators, an IB coordinator, and five staff members. Although the primary focus of this group is on building goals, they will also assess and address the</p>	<p><i>October 11, 2010</i></p>	<p><i>February 3, 2011</i></p>	<p><i>February 3, 2011</i></p>	<p><i>April 26, 2011</i></p>	<p><i>April 26, 2011</i></p>

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<p>needs of students, staff and parents, lead staff development, oversee conference and registration procedures, and work to increase parent involvement. One of the major accomplishments of this group was the implementation of student-lead conferences which greatly increased the number of parents attending conferences at the high school.</p> <p><b><u>Math, Reading, and Writing Teams</u></b></p> <p>Last year all teachers were a part of a math, reading, or writing team. As a result of their efforts, FHS made strides toward our building goals for 2009-10 to improve our student achievement on the Minnesota Comprehensive Assessments in writing, reading, and math. Our reading goal was that the number of students in attendance prior to Oct. 1 who earn achievement levels of Meets or Exceeds Expectations on the MCA Reading test would increase from 69.01% in 2009 to 74.01% in 2010. We reached 66.5%. In Math, the goal was to increase the percentage of students who earn achievement levels of Meets or Exceeds Expectations from 36.76% in 2009 to 41.60% in 2010. We increased to 39.3%. Our</p>					
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<p>writing goal was to increase from 78.6% in 2009 to 83.6% in 2010. We were very pleased with our increase to 87.3% at the end of 2010. Overall, we increased our scores in both math and writing. We will focus on continued improvement of achievement levels in each of these areas in 2010-11.</p> <p><b><u>IB Leadership Team(s)</u></b></p> <p>IB Leadership Teams have been modified this year. Instead of one nine-member team for both schools, the middle school and high school each have a nine-member team (<i>one representative from each subject area including special education</i>) in order to provide additional support for teachers. Since our major initiatives this year revolve around assessment and preparation for our evaluation visit, it was essential to modify our past leadership team structure. Each IB Leadership team meets twice per month independently and once as a combined team. Both IB coordinators work collaboratively to plan agendas for each meeting, to keep both schools moving in the same direction, and to ensure 5-12 articulation for the MYP and DP programmes. So far this year, the teams planned and led staff development</p>					
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<p>sessions during which teachers met in vertical teams to prepare the prescribed minimum tasks for their courses. They have also reviewed course outlines for their subject areas and will be leading a late-start day on October 5<sup>th</sup> when the goal will be to complete a prescribed minimum assessment grid for each subject area in grades 5-12. Throughout the year, these leaders will assist teachers in curriculum mapping and designing assessments, provide feedback on assessments, lead staff development on Thursday mornings, and help to prepare for our evaluation visit on May 5 and 6.</p>					
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**Creation of an Advisory Board**

1. What steps have you taken to start an Advisory Board for the magnet program?

<b>Magnet Area/Progress</b>	<b>Comments/Suggestions</b>	<b>Magnet Area/Progress</b>	<b>Comments/Suggestions</b>	<b>Magnet Area/Progress</b>	<b>Comments/Suggestions</b>
<p><i>October 11, 2010</i></p> <p>We began last year by inviting parents from each of the district buildings to serve on the Curriculum Advisory Board. Members of this board include the Director of Educational Services, building principals, coordinators, parents, and members from the</p>	<p><i>October 11, 2010</i></p>	<p><i>February 3, 2011</i></p>	<p><i>February 3, 2011</i></p>	<p><i>April 26, 2011</i></p>	<p><i>April 26, 2011</i></p>

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<p>community at large. We did not have the turn out last spring that we expected, but will have two meetings this year in November and May. The purpose of this group is to actively engage parents and the community in our curriculum development planning and implementation, review and offer recommendations regarding the district curriculum development process, documentation tools, and communication strategies, and to produce comments and recommendations regarding the curriculum.</p>					
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**Creation of an Advisory Board**

2. In what ways does your Advisory Board support program implementation?

<b>Magnet Area/Progress</b>	<b>Comments/Suggestions</b>	<b>Magnet Area/Progress</b>	<b>Comments/Suggestions</b>	<b>Magnet Area/Progress</b>	<b>Comments/Suggestions</b>
<p><i>October 11, 2010</i></p> <p>The Curriculum Advisory Board will provide feedback and input into effective communication of MYP and DP curriculum and program goals to families and the community. This will include launching the public view of Atlas Rubicon, MYP assessment scoring and reporting, and Language B preparation.</p>	<p><i>October 11, 2010</i></p>	<p><i>February 3, 2011</i></p>	<p><i>February 3, 2011</i></p>	<p><i>April 26, 2011</i></p>	<p><i>April 26, 2011</i></p>

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**Curriculum Development and Implementation**

<b>Curricular Framework</b>					
Which curricular development model are you using?					
<i>Area/Status</i>	<i>Comments/ Suggestions</i>	<i>Area/Status</i>	<i>Comments/ Suggestions</i>	<i>Area/Status</i>	<i>Comments/ Suggestions</i>
<i>October 11, 2010</i>	<i>October 11, 2010</i>	<i>February 3, 2011</i>	<i>February 3, 2011</i>	<i>April 26, 2011</i>	<i>April 26, 2011</i>
<p>Fridley High School is using the Understanding by Design model (Wiggins and McTighe) as the model for creating effective course curriculum. The UbD templates have been slightly modified to accommodate the MYP and DP programme requirements and to include state standards as well as IB aims, objectives, and criteria. Each teacher has an individual mapping plan to ensure that all MYP and DP courses are fully developed and have embedded international mindedness, or a global perspective, into their courses. Within Atlas Rubicon, teachers have a collaborative map for each course as well as their own individual map that can be used to design their own learning experiences and for a person reflection for each unit. Teachers teaching the same course will have the same significant concept, unit question, and summative assessment. Teachers have the ability to develop their own maps within this system, but can</p>					

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also view any map in the district. This transparency of curriculum encourages collaboration and interdisciplinary teaching.					
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**State Performance Standards**

1. How have you ensured that the new curriculum is aligned with state performance standards?

<i>Area/Status</i>	<i>Comments/Suggestions</i>	<i>Area/Status</i>	<i>Comments/Suggestions</i>	<i>Area/Status</i>	<i>Comments/Suggestions</i>
<p><i>October 11, 2010</i></p> <p>When we first began the process of mapping our curriculum, teachers met in vertical teams (5-12) and began by placing state standards into each level of each subject area. As standards become updated, such as science this year, teachers work collaboratively to align these new standards to their courses. During the mapping process, our electronic system houses all standards and allows teachers to align state standards and MYP or DP subject area objectives to all assessments. Atlas Rubicon also has the capability of searching the system by teacher, subject, or school for the purpose of tracking the placement and assessment of standards. These reports will indicate how often standards are</p>	<p><i>October 11, 2010</i></p>	<p><i>February 3, 2011</i></p>	<p><i>February 3, 2011</i></p>	<p><i>April 26, 2011</i></p>	<p><i>April 26, 2011</i></p>

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being assessed as well as identify omissions.					
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**Challenging Instructional Materials**

1. Which instructional programs are you using that are evidenced-based, i.e., NSF-approved math/science programs, Reading First materials, etc.

<i>Area/Status</i>	<i>Comments/Suggestions</i>	<i>Area/Status</i>	<i>Comments/Suggestions</i>	<i>Area/Status</i>	<i>Comments/Suggestions</i>
<p><i>October 11, 2010</i></p> <p><b><u>Physics First (NSF)</u></b></p> <p>Physics First calls for a resequencing of high school science courses so that students study physics before chemistry and biology. If physics is placed third in the sequence, only 30% of U.S. high school students take any course in physics. Mastering of basic physics concepts allows students to understand molecular biology, biochemical processes in cells, and the concepts of chemical structures and reactions.</p> <p><b><u>Key Curriculum Press</u></b></p> <p>Key Curriculum Press curriculum consists of effective, high quality mathematics materials that engage students, open their eyes to math in the world around them, teach both ideas and skills, and ignite their interest in learning. The company provides</p>	<p><i>October 11, 2010</i></p>	<p><i>February 3, 2011</i></p>	<p><i>February 3, 2011</i></p>	<p><i>April 26, 2011</i></p>	<p><i>April 26, 2011</i></p>

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<p>training and support for teachers and offers an electronic version of the text.</p> <p>9<sup>th</sup>: Geometry 10<sup>th</sup>: Advanced Algebra 2</p> <p><b><u>PLTW Certified Courses</u></b></p> <p>Project Lead the Way is a national non-profit organization that helps schools provide students with the knowledge they need to excel in high-tech fields. This pre-engineering program consists of a rigorous, relevant, reality-based curriculum that prepares students to be competitive in the global market. We have received our five-year certification and our students may now receive college credit through the University of Minnesota for successful performance on externally monitored exams.</p>					
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**Relevance and Rigor**

1. What strategies are you using to ensure your program provides students with the tools to:
  - a. Think conceptually?
  - b. Solve complex problems?
  - c. Communicate their ideas effectively?
  - d. Demonstrate learning through projects – graded by rubrics?

<i>Area/Status</i>	<i>Comments/Suggestions</i>	<i>Area/Status</i>	<i>Comments/Suggestions</i>	<i>Area/Status</i>	<i>Comments/Suggestions</i>
<i>October 11, 2010</i>	<i>October 11, 2010</i>	<i>February 3, 2011</i>	<i>February 3, 2011</i>	<i>April 26, 2011</i>	<i>April 26, 2011</i>

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<p><b><u>IB MYP and DP</u></b></p> <p>All of the skills listed above are strong components of all IB programs. The Areas of Interaction of the MYP and the Theory of Knowledge course of the DP promote conceptual and critical thinking and allow students to make connections between subjects and the outside world. Since both programs are inquiry based and encourage the use of high level questioning and analysis, students are continually asked to “uncover” the course content and to provide solutions to problems that are new and unfamiliar. As one of the fundamental concepts of the MYP, communication takes the form of writing, speaking, and listening, as well as learning to communicate in another language. Effective communication is also developed through collaborative work in classrooms. All MYP and DP courses include a variety of authentic assessments that are evaluated against criterion-related rubrics.</p> <p><b><u>Strategies</u></b></p> <p>Effective curriculum mapping is the first step to providing quality programming for all students. To begin the</p>					
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<p>process, teachers first create significant concepts and unit questions that set the stage for where students are headed and ensure that the curriculum designed is meaningful, purposeful, and prepares students for success in the real world—the world outside of Fridley. The unit questions for all courses must be provocative and challenge students to be “thinkers” as well as to guide their learning.</p> <p><b><u>Rigorous Assessments</u></b></p> <p>Assessment will continue to be a strong area of focus this year. Several teachers participated in a two-day workshop this summer on MYP assessments. At a four-hour staff development session during opening workshop in August, all teachers met in subject groups to develop a prescribed minimum plan of assessment for each course. On October 5th, each assessment task will be placed on a subject area assessment grid which will provide the structure for discussions about progression of skills, variety of assessments, and rigor. These summative assessment tasks require real-life application of knowledge and skills to new and unfamiliar situations. As students problem solve these challenges, they must</p>					
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<p>communicate their solutions to a particular audience. Students are provided with a variety of options to demonstrate and communicate their understanding.</p> <p><b><u>Mapping Matrix and Rubric</u></b></p> <p>In order to ensure rigor and relevance, all curriculum maps are reviewed by the coordinators and measured against a curriculum mapping rubric. <i>(attached)</i></p> <p>The maps must follow the backward design model, including strong significant concepts, provocative unit questions, rigorous assessments, meaningful learning experiences, and a global focus.</p>					
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**Published Curriculum Document**

1. Where are you in the process of creating a published magnet curriculum?

<i>Area/Status</i>	<i>Comments/Suggestions</i>	<i>Area/Status</i>	<i>Comments/Suggestions</i>	<i>Area/Status</i>	<i>Comments/Suggestions</i>
<p><i>October 11, 2010</i></p> <p>Although curriculum maps are never “done”, Fridley High School teachers have made great progress toward map completion. Atlas Rubicon is our electronic curriculum repository and houses all course outlines, unit calendars, and unit maps for all courses k-12. The template was specifically</p>	<p><i>October 11, 2010</i></p>	<p><i>February 3, 2011</i></p>	<p><i>February 3, 2011</i></p>	<p><i>April 26, 2011</i></p>	<p><i>April 26, 2011</i></p>

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<p>designed to blend Understanding by Design with the components of PYP, MYP, and DP.</p> <p>Each unit map is a living document, accessible to each teacher to develop and modify from school or from home since it is web-based. Teachers have collaborative maps with colleagues teaching the same course as well as an individual map that includes each teacher's specific learning experiences and personal reflection.</p> <p>Many teachers now have their courses on Moodle which has been well-received by students and parents. Through Moodle, students can access course materials as well as communicate with their teachers. Currently, we have over 97 courses on Moodle.</p> <p>The first stage of our maps can be viewed by parents on the public Atlas site. We have shared this with a small group of parents, but hope to launch this communication tool on a broader basis this year. We will be looking for input from our Curriculum Advisory Board as to what sections of the curriculum maps would be valuable to view from a parent perspective.</p>					
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### International Baccalaureate (IB)

Please detail the plans for the following:

- How are students doing the authentic intellectual work of MYP? Please detail examples of student work or activities that reflect the IB Learner Profile.
- How does the school incorporate the learner profile into the culture of the school?
- What steps has the school taken to embed IB MYP assessment expectations into their school-wide assessment policy? How are IB MYP grades recorded and reported? What shifts and/or questions have surfaced as the school has moved to criterion-referenced assessment?
- How do you foster the IB Learner characteristics in your teaching staff?
- How would you assess the “health” of your global studies magnet program?
- How do you provide descriptive feedback to teachers?
- How are new teachers trained in the IB MYP?
- Please provide a copy of the personal project timeline and/or work plan. What changes have been made to your implementation plan after previous years' experience with the project?
- The project design provides a vision for the program. In what ways are you “living” the vision?
- How do you create a safe environment that allows you to talk freely with your faculty about what is NOT working?

<i>Area/Status</i>	<i>Comments/ Suggestions</i>	<i>Area/Status</i>	<i>Comments/ Suggestions</i>	<i>Area/Status</i>	<i>Comments/ Suggestions</i>
<p><i>October 11, 2010</i></p> <p><b><u>MYP Assessment</u></b></p> <p>Fridley High School and Fridley Middle School have made tremendous progress in the practice of MYP Assessment. Last year teachers submitted MYP assessment tasks and scored student work to their IB leader each trimester. Both the IB leader and the building principal provided feedback to each staff member. After the first trimester, we realized that we had considerable work to do to improve teachers' understanding of MYP assessment as well as the quality of these assessments. Although the assessments improved over the course of the year, we made a decision</p>	<p><i>October 11, 2010</i></p>	<p><i>February 3, 2011</i></p>	<p><i>February 3, 2011</i></p>	<p><i>April 26, 2011</i></p>	<p><i>April 26, 2011</i></p>

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<p>to bring in Bob Smith from Cornerstone Educational Consultants to deliver a two-day workshop in June. Approximately fifty middle school and high school teachers attended by subject group. This was followed by a three –hour work session during which teachers began to develop their prescribed minimum tasks.</p> <p>During opening workshop this fall, we structured a four-hour vertical staff development session that focused on creating a prescribed minimum plan for each course. A district administrator was assigned to each subject group and the workshop was facilitated by the pair of IB Leaders— one from each building, from each subject area. Each teacher identified the courses for which they would be primarily responsible and time was spent developing the prescribed minimum plans for each course. The session concluded with a discussion and sharing of tasks with the entire subject group. All plans are due on October 5<sup>th</sup>, when we have a two-hour late-start staff development opportunity. IB leaders will prepare the subject area 5-12 assessment grid and the morning will be spent discussing the assessment grid and verifying that the assessments follow MYP</p>					
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<p>requirements, are authentic, offer variety, are rigorous, and show progression of knowledge and skills from fifth through twelfth grade.</p> <p><b><u>Assessment Policy and Reporting to Parents</u></b></p> <p>A general assessment policy has been written and approved by the school board. We are currently working on the development of specific assessment practices for the MYP and DP. In addition to reporting mid-trimester and trimester grades to parents, we will also be providing feedback to parents with respect to progress made toward meeting MYP objectives. A system has been designed to house individual assessment criteria data throughout the year. This system is accessible through our intranet and is linked to each teacher's courses in Campus. At the end of the year, teachers will make the final judgment for each criterion. The system will then automatically convert the total criterion score to a 1-7 score for each subject which will be sent to parents by means of an MYP report along with the traditional grade report.</p> <p><b><u>Work of MYP and the Learner Profile</u></b></p> <p>The philosophy and</p>					
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<p>structure of the MYP provide a natural alignment of curriculum design and the Learner Profile. Engaging MYP unit questions allow students to become instant <b><u>inquirers</u></b> as they begin their journey to “uncover” the big ideas of the unit. Administrators encourage all teachers to use high level questioning that continually fosters inquiry. In addition, the areas of interaction provide the context for students to investigate and “do” the subject in order to make connections to the real world.</p> <p>The rigor provided by well-constructed MYP assessments results in <b><u>knowledgeable</u></b> young people who receive a holistic and <b><u>balanced</u></b> education.</p> <p>Students become more <b><u>open-minded</u></b> as they explore each subject through multiple perspectives. As a result, they develop a deeper understanding of their own culture and the culture of others which promotes compassionate and <b><u>caring</u></b> people who take action to help others. Many of our MYP units are taught through the lens of community and service where students share their time, treasures, and talents with others.</p> <p>Students are <b><u>communicators</u></b></p>					
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## Fridley High School – An IB World School

<p>as they participate in debates, write a persuasive essay, learn another language, or work collaboratively in groups.</p> <p><b>Reflection</b> is a strong component of all MYP classes such as the developmental workbook in visual arts, allowing students to self-assess and reflect on their performance, or analyze what went wrong during a science experiment. As <b>thinkers</b>, they may be asked to come up with another way to solve a math problem or apply learned knowledge and skills to a new situation.</p> <p><b><u>Health of the Program and Living the Vision</u></b></p> <p>The health of our IB programs is strong and has full support from our school board and community. At a time when many school districts are losing students, our IB programs have allowed us to experience growth in our district. Physically we use the IB logo on all published materials while the signage and other visuals around the building speak to the major components of the program—the Learner Profile, Areas of Interaction, program models, and international mindedness. This is true of all publications—from newsletters to brochures,</p>					
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**Fridley High School – An IB World School**

<p>websites and live broadcasts. Verbally, the common language of the MYP and DP is used in all classrooms, in conversations with students and parents, and at staff and administrative meetings. As for actions and relationships with others, we continually try to model and encourage the development of the Learner Profile characteristics throughout the school community. Although this is a tremendous challenge, we have made excellent progress toward our goal to “BE” IB. We now nominate our employee of the month based on demonstration of Learner Profile attributes, students are recognized for these characteristics, and even our recent homecoming student skit was laced with examples of the Learner Profile. During the 2009-10 school year, district administration meetings included a weekly feature addressing the IB Programme Standards and Practices. This year we will focus on various aspects of the IB Continuum.</p> <p><b><u>Teaching Staff: IB Learner Profile, Feedback, and Safe Environment</u></b></p> <p>We have several structures and processes in place to provide a safe, collaborative learning environment for staff. Each year, teachers</p>					
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**Fridley High School – An IB World School**

<p>are encouraged to stretch themselves and to take risks when creating their Individual Growth Plans and planning lessons for the classroom. As part of our district’s ACP plan, each teacher is observed by a building administrator and an instructional leader. The instructional leader must be a colleague from the teaching staff who receives specific training on cognitive coaching and the observation process. Prior to each observation, each teacher completes a pre-observation form and will meet with the administrator and instructional leader to discuss the goals of the lesson to be observed. After the observation, a post conference takes place to provide feedback and suggestions for improvement. As an evaluation tool, our district uses rubrics from the Charlotte Danielson model. Each teacher comes prepared to this post conference with a completed reflection on the lesson. The cognitive coaching techniques allow the teacher to do a majority of the reflection on the lesson. Throughout the year, walk-throughs are conducted from which the teacher receives immediate feedback.</p> <p>Our staff development plan</p>					
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**Fridley High School – An IB World School**

<p>is developed with input from the teaching staff, the Building Leadership Team, and the IB Leadership teams. Through our staff development plan, teachers have numerous opportunities to communicate and collaborate with each other through building, vertical, or horizontal meetings. Since we began our IB journey, our collaboration throughout the building and between the middle school and high school has been greatly enhanced. Teachers definitely demonstrate “risk-taking” when they allow colleagues to observe their classrooms and by having their IB Leaders and building principal review MYP assessments and scored student work. The feedback provides excellent opportunities for reflection and growth. This year we will implement a “peer” sharing of these assessments in May.</p> <p><b><u>New Teacher Training</u></b></p> <p>All new teachers participated in a two-day training on MYP in August as well as a two-day training on mapping MYP units. (Please see training section above)</p> <p><b><u>Personal Project</u></b></p> <p>Our Personal Project is off to</p>					
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## Fridley High School – An IB World School

<p>a great start this year. Since we have nearly an entirely new Language A staff this year—and our Personal Project is facilitated through this course—we found it essential to create a support plan for teachers. We spent the entire second week of school in the 10<sup>th</sup> grade classrooms to gear up for the Personal Project. On the first day, the IB Coordinators introduced the project using the question, “What’s your passion?” We talked about what the Personal Project is and what it is not. For the last half of the period we brought in juniors and seniors to share their Personal Project experiences, ideas, and advice. On the second day, Kathy Kraemer shared ideas for using a variety of technologies for their final product. Our goal is to move away from large numbers of power point presentations and to incorporate more of our newly purchased video production equipment and other technology based products such as a prezzi or a glogster. On the third day, our media specialist introduced each class to a number of research data bases that they could use as resources. For the remainder of the week, the IB coordinators, Kathy Kraemer, and Lori Rintala (a retired teacher with Personal Project experience) worked</p>					
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**Fridley High School – An IB World School**

<p>with each class to guide students in zeroing in on their Personal Project topic. On the final day of the week, students made their first entries in their process journals. Throughout the year, the classroom teachers will give the students prompts for their journals and will allow some additional time for research. Some class time will also be used to begin the writing of the process paper. The rough draft of the paper is due on February 18<sup>th</sup> with the final copy due on March 10<sup>th</sup>. This year our IB Curriculum Celebration for the Personal Project and CAS will be on March 22, 2011 from 5:30-7:30 p.m.</p>					
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**MSAP Performance Indicators**

The goal of the MSAP grant is that by June 30, 2010, as a result of the implementation of new magnet programs at Fridley High School, minority group isolation (MGI) at targeted feeder schools will have been reduced by at least 150 students: 2007-08 = MGI at feeder schools reduced by 20; 2008-2009 = MGI at feeder schools reduced by 75; 2009-2010 MGI at feeder schools reduced by 150; 2010-2011=MGI at feeder schools reduced by 150.

**Reducing minority group isolation**

- NOTE: What are your plans for your recruiting efforts?
- What were the specific results of your recruiting efforts?

<i>Area/Status</i>	<i>Comments/ Suggestions</i>	<i>Area/Status</i>	<i>Comments/ Suggestions</i>	<i>Area/Status</i>	<i>Comments/ Suggestions</i>
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### Fridley High School – An IB World School

<i>October 11, 2010</i>	<i>October 11, 2010</i>	<i>February 3, 2011</i>	<i>February 3, 2011</i>	<i>April 26, 2011</i>	<i>April 26, 2011</i>
<p><b><u>Total District Enrollment:</u></b>            07-08: 2621            08-09: 2602            09-10: 2785            10-11: 2917</p> <p><b><u>High School Enrollment:</u></b>            07-08: 880            08-09: 869            09-10: 849            10-11: 909</p> <p><b><u>Total NWSISD Enrollment:</u></b>            07-08: 56 (31 HS 25 MS)            08-09: 86 (49 HS 37 MS)            09-10: 186 (108 HS 78 MS)            10-11: 212 (125 HS 87 MS)</p> <p>Fridley High School enrollment trends are positive. Our numbers have grown significantly since 2007. We have concentrated on several marketing strategies, but it seems that our greatest recruiting successes are through our current families. Providing quality service and programs to our students and families seems to result in a natural “marketing” throughout neighborhoods. Not only do younger siblings choose to attend Fridley schools, but word of mouth through the neighborhoods has brought many new students our way. Tailoring a student’s educational program to meet individual needs and goals has truly had positive results. We continue to provide personal contact by having</p>					

## Fridley High School – An IB World School

<p>students shadow for a day and by providing school tours for perspective parents and students. Students and families also communicate that the size of our school offers multiple opportunities for students to be involved in a variety of extra-curricular activities. We have scheduled Open Houses at both the middle school and the high school for the evenings of November 9<sup>th</sup> and January 6<sup>th</sup>. Our recently formed Communications Task Force has been charged with the development of a plan for a coherent district and community communication system. They will present their plan to the school board in January.</p>					
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### Marketing and Screaming the Theme

1. What are you doing to market your magnet program?

<i>Area/Status</i>	<i>Comments/ Suggestions</i>	<i>Area/Status</i>	<i>Comments/ Suggestions</i>	<i>Area/Status</i>	<i>Comments/ Suggestions</i>
<p><i>October 11, 2010</i></p> <p>Marketing:</p> <ul style="list-style-type: none"> <li>• NEW IB WORLD SCHOOL signs on all buildings.</li> <li>• We are in the process of developing a new district brochure that features the IB Continuum.</li> <li>• Magnetic whiteboards with school contact information are included in promotional folders.</li> </ul>	<p><i>October 11, 2010</i></p>	<p><i>February 3, 2011</i></p>	<p><i>February 3, 2011</i></p>	<p><i>April 26, 2011</i></p>	<p><i>April 26, 2011</i></p>

## Fridley High School – An IB World School

<ul style="list-style-type: none"> <li>• Our communications task force will develop strategies for improved information systems.</li> <li>• Presentations including program updates are given to the school board on a regular basis. These are broadcast to the community.</li> <li>• Parent meetings are held during Open House, conferences, and fall, winter and spring parent information nights to provide program information.</li> <li>• Atlas Rubicon’s public site keeps parents informed about curriculum.</li> <li>• The district web page will be redesigned.</li> <li>• Postings on MAIB website.</li> <li>• IB’s Sharing our Humanity pages.</li> <li>• Use of Campus Messenger to share information with parents.</li> <li>• Shadowing experiences for interested students.</li> <li>• Use of translators for non-English speaking parents.</li> <li>• Electronic message board on the corner of West Moore Lake Drive and 61<sup>st</sup> Ave.</li> <li>• Bi-monthly newsletters to parents.</li> </ul>					
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## Fridley High School – An IB World School

### Marketing and Screaming the Theme

2. How are you “screaming the theme” in your building?

<i>Area/Status</i>	<i>Comments/ Suggestions</i>	<i>Area/Status</i>	<i>Comments/ Suggestions</i>	<i>Area/Status</i>	<i>Comments/ Suggestions</i>
<p><i>October 11, 2010</i></p> <ul style="list-style-type: none"> <li>• New IB World School signs have been placed near the entrance of each building in the district.</li> <li>• DP and MYP programme models are displayed in the district office and in the hallways.</li> <li>• The Learner Profile is displayed in all classrooms and in our target languages in the cafeteria.</li> <li>• Areas of Interaction posters are in all classrooms, the media center, computer labs, and hallways.</li> <li>• Flags, maps, and information about the countries in which our students were born are displayed in the hallways.</li> <li>• A large mural in the main hallway highlights the key components of the MYP and DP. This mural was the result of an MYP Personal Project.</li> <li>• Teacher and student-designed posters communicate the significant concepts and unit questions for each unit of instruction.</li> <li>• MYP criteria are posted</li> </ul>	<p><i>October 11, 2010</i></p>	<p><i>February 3, 2011</i></p>	<p><i>February 3, 2011</i></p>	<p><i>April 26, 2011</i></p>	<p><i>April 26, 2011</i></p>

### Fridley High School – An IB World School

<p>in the classrooms.</p> <ul style="list-style-type: none"> <li>• We are creating a new district brochure that contains information about the IB Continuum that is now available in the Fridley School District.</li> <li>• An IB flag and authorization letter are mounted and displayed in the front entrance of the school.</li> <li>• IB Wear such as polo shirts, fleece jackets, and sweatshirts are available for staff to purchase and are often worn on Fridays.</li> <li>• We have a district power point template, letterhead, and business cards that display the IB logo.</li> <li>• Bulletin boards in the hallways display key program components such as the Extended Essay, CAS, ToK, and the Personal Project.</li> <li>• School information can be found on <a href="http://ibo.org">ibo.org</a> and on the MAIB website.</li> <li>• We are in the process of revising our school website to better communicate information about our programs.</li> </ul>					
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**Fridley High School – An IB World School**

**Improving Academic Achievement:**

1. Did your school make AYP last year?
2. If yes, what strategies did you use to make this happen?
3. If not, what steps are (will) you take to ensure all students attain high academic standards?
4. If not, did the number of subgroups that made APY increase? Explain

<i>Area/Status</i>	<i>Comments/ Suggestions</i>	<i>Area/Status</i>	<i>Comments/ Suggestions</i>	<i>Area/Status</i>	<i>Comments/ Suggestions</i>
<p><i>October 11, 2010</i></p> <p>For the 2009-10 school year Fridley High School did not make AYP in Math, black students in Math, free and reduced lunch students in Math, and free and reduced lunch students in reading.</p> <p>Our strategies for last year included placing all teachers on reading, writing, or math teams to develop strategies for instruction and interventions. Staff development sessions allowed teachers to view test data and to share strategies for student improvement.</p> <p>This year we plan to use ICue to focus on individual student data as a means for improving differentiation in classroom instruction, implementing tiered interventions, and developing personal learning plans for targeted students. Both 9<sup>th</sup> and 10<sup>th</sup> grade Language A classes have two smaller</p>	<p><i>October 11, 2010</i></p>	<p><i>February 3, 2011</i></p>	<p><i>February 3, 2011</i></p>	<p><i>April 26, 2011</i></p>	<p><i>April 26, 2011</i></p>

## Fridley High School – An IB World School

<p>sections that are reading and writing intensive. Students in these sections were selected according to NWEA and MCA scores. We are also investing in a K-12 writing initiative to develop a writing scope and sequence and a writing style guide for the district. This will identify specific skills for instruction at each grade level.</p> <p>This year's goals are to increase:</p> <ul style="list-style-type: none"> <li>• 9<sup>th</sup> Grade: from 87.% to 92.4% in Writing</li> <li>• 10<sup>th</sup> Grade: from 66.5% to 71.5% in Reading</li> <li>• 11<sup>th</sup> Grade: from 39.3% to 44.5% in Math</li> </ul>					
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### Parental Involvement

1. How are parents involved in the school? Please keep an attendance sheet for parent meetings, as well as a list of meetings and types, of groups of parents.

<i>Area/Status</i>	<i>Comments/ Suggestions</i>	<i>Area/Status</i>	<i>Comments/ Suggestions</i>	<i>Area/Status</i>	<i>Comments/ Suggestions</i>
<i>October 11, 2010</i>	<i>October 11, 2010</i>	<i>February 3, 2011</i>	<i>February 3, 2011</i>	<i>April 26, 2011</i>	<i>April 26, 2011</i>
Parents are invited to attend Parent Information nights following Open House and Conference nights which may focus on topics including college application and information, PLAN result interpretation, financial aid, and a college choice panel.					

## Fridley High School – An IB World School

<p>Communications through Campus Messenger allow teachers and parents to keep up on current classroom and building information.</p> <p>We encourage parents to assist with class field trips along with fundraising, extracurricular activities, and planning events at our school.</p> <p>Student-led conferences in January are tied to registration for the following school year in order to involve parents in both activities.</p> <p>Information nights are provided for the parents of current DP students as well as parents of potential DP students in younger grades.</p> <p>Parents have online parent portal accounts to monitor the progress of their students.</p> <p>Last year our ELL teachers and our Diversity Coordinator held a series of International Nights that brought students and families of all cultures into the school.</p> <p>Parents are invited to serve on the Curriculum Advisory Committee.</p> <p>Parents will soon have access to curriculum maps online.</p> <p>Last year a survey was sent to the parents of students</p>					
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**Fridley High School – An IB World School**

<p>taking DP classes to receive their input with respect to the communication they received about the Diploma Programme and requesting their suggestions for improvement.</p> <p>During the summer, our community center sponsored a unique production of <i>Music Man</i> which involved actors of all ages from the community. There were entire families involved in the production, either playing an instrument in the pit, acting on stage, working on sets behind the scenes, selling tickets, overseeing refreshments, or marketing the production.</p>					
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**Parental Involvement**

2. Has there been an increase in parental involvement, a decrease, or has it remained the same during the implementation of the magnet school program?

<i>Area/Status</i>	<i>Comments/ Suggestions</i>	<i>Area/Status</i>	<i>Comments/ Suggestions</i>	<i>Area/Status</i>	<i>Comments/ Suggestions</i>
<p><i>October 11, 2010</i></p> <p>The implementation of student-led conferences has resulted in increased parent involvement—this format has doubled our attendance. Open Houses and program information nights for the magnet programs have brought additional parents into the building.</p> <p>With increasing numbers of ELL students enrolled at FHS,</p>	<p><i>October 11, 2010</i></p>	<p><i>February 3, 2011</i></p>	<p><i>February 3, 2011</i></p>	<p><i>April 26, 2011</i></p>	<p><i>April 26, 2011</i></p>

**Fridley High School – An IB World School**

<p>the use of TRANSACT has improved communication between school and families who speak limited English. A greater number of our ELL families were involved through our International Nights.</p> <p>Parents are involved in serving as volunteers, chaperoning field trips, working at athletic activities, serving on committees, and assisting with fundraising or booster clubs. We continue to focus on increasing parent involvement in all aspects of curricular and extra-curricular activities at FHS.</p> <p>We look forward to implementing the suggestions of our newly formed Communications Task Force and are confident that the tools and strategies developed will increase parental involvement.</p>					
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**Moving the magnet programs forward, what are your needs as far as how the evaluation team can help you this year?**

<b>Needs/Challenges</b>	<i>Comments/ Suggestions</i>	<b>Needs/Challenges</b>	<i>Comments/ Suggestions</i>	<b>Needs/Challenges</b>	<i>Comments/ Suggestions</i>
<i>October 11, 2010</i>	<i>October 11, 2010</i>	<i>February 3, 2011</i>	<i>February 3, 2011</i>	<i>April 26, 2011</i>	<i>April 26, 2011</i>

**Highly Qualified Staff**

### Fridley High School – An IB World School

1. As of October 1, document the number/percentage of staff members that meet state standards for “highly qualified” teachers. (Annually--one time only).

Highly Qualified Teachers & Staff, Fall 2010

Grade Level	Total Number	# Highly Qualified	% Highly Qualified	# Not Highly Qualified	% Not Highly Qualified
Language A	6	6	100	0	0
Language B	6	6	100	0	0
Science	7	7	100	0	0
Humanities	5	5	100	0	0
Math	6	6	100	0	0
Technology	5	5	100	0	0
Art/Music	4	4	100	0	0
Physical Education	4	4	100	0	0
Other SpEd, LEP	10	10	100	0	0
Total	53	53	100	0	0

Staff development hours

Please keep a chart of staff development hours for the year to verify the 90 hours of staff development per teacher.

Total Teachers in Building	# with 90 hours or more	% of Staff with 90 hours or more
Name	Hour Total	

## **Fridley High School – An IB World School**

### **General suggestions for discussion during the fall site visit:**

1. What is the school's effectiveness in improving student outcomes? Are there NAEP scores we could see that show progress?
2. How is progress measured in untested grades (on standardized tests) and can we see progress in these areas as well?
3. Is your school using value added assessments as a means of measuring student progress?
5. How effective has recruitment of minority students or white students been and what is the most effective recruitment device that shows future promise?
6. How geographical recruitment working out? Are students arriving from within the district or without?
7. Is the recruitment process achieving its goals of reducing racial, ethnic and economic isolation?
8. Could we meet with parents at some time this year?
9. Looking at sustainability, would it be possible to have the principal (and perhaps other administrators) sit in on some of the theme-based discussions this year?

### **Suggestions for discussion for the DP for the fall site visit:**

- As DP internal and external assessments for both schools loom, how do you plan to help teachers help students to do their best?
- Have you come up with any additional ideas/plans for reducing racial, ethnic, socioeconomic diversity within IB DP classes?
- Would it be possible to spend time with a few teachers from the DP Language Arts classes to discuss the efficacy of their school/district writing curriculum in preparing students for DP assessments?
  - For example, does the 6-Traits program blend well with the requirements of the IB DP assessments?
  - Are elements of Understanding by Design helpful in adapting lessons for use in IB classes?
  - Do you feel students are well-prepared for the types of writing required in DP classes?

### **Please provide any other pertinent information and/or make any summary comments:**

### **Evaluator's Comments:**

### **MYP:**

### **Technology:**

*Technology Summary:*

### **DP Suggestions:**

	School Improvement Division Q Comp Program 1500 Highway 36 West Roseville, MN 55113-4266	<b>Q Comp Schoolwide  Site Goal  Update Form</b>	<b>DUE:</b> October 1, 2010	ED # 02437-01
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**General Information:** This form is to be used by all implementing districts as a means of updating annual schoolwide (site) goals as outlined in Minn. Stat. 122A.414, Subd. 3(a). Please complete all sections of this form—one form per school site. Send them via e-mail to [mde.q-comp@state.mn.us](mailto:mde.q-comp@state.mn.us) preferably in Microsoft Word format. Site goals for Q Comp must be updated annually no later than October 1.

**COMPLETE ONE FORM PER SCHOOL SITE.**

**DISTRICT IDENTIFICATION INFORMATION**

**District Name and Number:**

**Fridley ISD 14**

**Superintendent:**

**Dr. Peggy Flathmann**

**Phone:**

**763.507.5001**

**E-mail:**

**Peggy.flathmann@fridley.k12.mn.us**

**Fax:**

**763.502.5040**

**CHARTER SCHOOL IDENTIFICATION INFORMATION**

**Charter School Name and Number:**

**School Board Chair:**

**Phone:**

**E-mail:**

**Fax:**

**SCHOOL IDENTIFICATION INFORMATION**

**School Name:**

**Fridley High School**

**Principal:**

**Renee Van Gorp**

**Phone:**

**763-502-5601**

**E-mail:**

**Renee.vangorp@fridley.k12.mn.us**

**Fax:**

**763-502-5640**

**ADDITIONAL DISTRICT OR CHARTER SCHOOL CONTACT INFORMATION**

**Contact Person's Name:**

**Imina Oftedahl**

**Phone:**

**763.502.5005**

**E-mail:**

**Imina.oftedahl@fridley.k12.mn.us**

**Fax:**

**763.502.5040**

**ADDRESSES**

**School Street Address:**

**6000 W. Moore Lake Drive**

**Fridley, MN 55432**

*(city, state zip)*

**District Street Address:**

**6000 W. Moore Lake Drive**

**Fridley, MN 55432**

*(city, state zip)*

	School Improvement Division Q Comp Program 1500 Highway 36 West Roseville, MN 55113-4266	Q Comp Schoolwide Site Goal Update Form	<b>DUE:</b> October 1, 2010	ED # 02437-01
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**Please supply the following information:**

**1. Indicate the district student academic achievement goal for the Q Comp plan:**

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

**2. Indicate the Q Comp schoolwide student academic achievement SMART goal:**

- The percentage of all 9<sup>th</sup> grade students at Fridley High School, based on students in attendance prior to October 1<sup>st</sup>, who score a 3 and higher on the 9<sup>th</sup> grade GRAD writing Test will increase from 87.4% in 2010 to 92.4% in 2011.
- The percentage of all 10<sup>th</sup> grade students at Fridley High School, based on students in attendance prior to October 1<sup>st</sup>, who earn achievement levels of Meets Expectations or exceeds expectations on the 10<sup>th</sup> grade MCA Reading MCA-II/MTELL/MTAS will increase from 66.5% in 2010 to 71.5% in 2011.
- The percentage of all 11<sup>th</sup> grade students at Fridley High School, based on students in attendance prior to October 1<sup>st</sup>, who earn achievement levels of Meets Expectations or exceeds expectations on the 11<sup>th</sup> grade MCA Mathematics MCA-II/MTELL/MTAS will increase from 39.4% in 2010 to 44.5% in 2011.

**3. Provide the rationale and supporting data used to determine the above Q Comp schoolwide goal.**

**a) Rationale for this goal:** (Explain why the content area was identified and how the amount of increase is strategic and fits into a larger context.)

Looking at trend data in the tables below, a 5% increase would be above increases we have seen in the past three years:

- The GRAD Writing Test MN state average was 90.6% passing while Fridley High School had a passing rate of 87.4%. A 5% increase would put us over the state average.
- The MCA Reading MCA-II/MTELL/MTAS MN state average was 75.3% proficient last year. Fridley High School's average was 66.5% proficient. A 5% increase would bring us closer to the state average. This is an area that we intend to provide targeted interventions and training to improve this score.
- The MCA Math MCA-II/MTELL/MTAS MN state average was 43.2% proficient last year. Fridley High School's average was 39.4% proficient. A 5% increase would put us over the state average.
- With enrollment at 245 students, attaining a 5% increase would result in 12 more students passing the GRAD Writing Test.
- With enrollment at 212 students, attaining a 5% increase would result in 10 more students moving from Does Not Meet Standard or Partially Meets Standard to Meets or Exceeds Standard on the MCA-II Reading MCA-II/MTELL/MTAS.
- With enrollment at 232 students, attaining a 5% increase would result in 11 more students moving from Does Not Meet Standard or Partially Meets Standard to Meets or Exceeds Standard on the MCA-II Math MCA-II/MTELL/MTAS.

**b) Outcome Statement:** (Include a line similar to the following statement.)

The 5% percent increase represents about (a calculated number) 12 students based on a predicted enrollment of 245 total students being tested at the site in Writing, 10 more students of the 212 for Reading, and 11 more students of the 232 for Math.

**c) Supporting data:** (The chart must include the trend data for the same assessment, grade levels and valid measure as identified in the schoolwide SMART goal.)  
**MCA-II data must include MTELL and MTAS results.**

Identify standardized assessment in the SMART goal: MCA II									
<input type="checkbox"/> Reading <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	Identify assessed grades in the SMART goal: 11th						District trend data for all grades		
	School trend data*			District trend data					
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Valid measure of achievement (e.g., percent proficient, index rate):	36.1%	36.8%	39.4%	32.7%	35.9%	37.98%	57.0%	60.3%	61.3%
Number of students actually tested	183	204	193	202	209	208	1215	1195	1236
Number of students eligible for testing	211	219	199	211	239	235	1242	1216	1264

Identify standardized assessment in the SMART goal: MCA II									
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	Identify assessed grades in the SMART goal: 10th						District trend data for all grades		
	School trend data*			District trend data					
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Valid measure of achievement (e.g., percent proficient, index rate):	65.2%	69.0%	66.5%	64.4%	65.9%	65.6%	62.1%	63.9%	61.3%
Number of students actually tested	244	213	224	253	229	227	1394	1324	1380
Number of students eligible for testing	247	235	231	247	235	233	1410	1345	1394

**d) Additional supporting data needed to show how the decisions were data-driven (optional):**

	School Improvement Division Q Comp Program 1500 Highway 36 West Roseville, MN 55113-4266	<b>Q Comp Schoolwide          Site Goal          Update Form</b>	<b>DUE:</b> October 1, 2010	ED # 02437-01
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Identify standardized assessment in the SMART goal: GRAD									
<input type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Other: Writing (academic content)	Identify assessed grades in the SMART goal: 9th						District trend data for all grades		
	School trend data*			District trend data					
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Valid measure of achievement (e.g., percent proficient, index rate):	83.5%	78.6%	87.3%	84.3%	77.2%	86.1%	Not applicable. No writing test in other grades		
Number of students actually tested	224	215	198	236	224	218			
Number of students eligible for testing	248	249	202	248	254	222			

**\*All percentages must be calculated to at least one decimal place.**

*This table is designed for the MCA-II assessments. If a different assessment is used, modify the table if needed to ensure the supporting data is included.*

**d) Additional supporting data needed to show how the decisions were data-driven (optional):**

	School Improvement Division Q Comp Program 1500 Highway 36 West Roseville, MN 55113-4266	<b>Q Comp Schoolwide  Site Goal  Update Form</b>	<b>DUE:</b> October 1, 2010	ED # 02437-01
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**General Information:** This form is to be used by all implementing districts as a means of updating annual schoolwide (site) goals as outlined in Minn. Stat. 122A.414, Subd. 3(a). Please complete all sections of this form—one form per school site. Send them via e-mail to [mde.q-comp@state.mn.us](mailto:mde.q-comp@state.mn.us) preferably in Microsoft Word format. Site goals for Q Comp must be updated annually no later than October 1.

**COMPLETE ONE FORM PER SCHOOL SITE.**

**DISTRICT IDENTIFICATION INFORMATION**

**District Name and Number:**  
**Fridley Public Schools ISD 14**

**Superintendent:**  
**Dr. Peggy Flathmann**

**Phone:**  
**763.502.5001**

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[Peggy.flathmann@fridley.k12.mn.us](mailto:Peggy.flathmann@fridley.k12.mn.us)

**Fax:**  
**763.502.5040**

**CHARTER SCHOOL IDENTIFICATION INFORMATION**

**Charter School Name and Number:**

**School Board Chair:**

**Phone:**

**E-mail:**

**Fax:**

**SCHOOL IDENTIFICATION INFORMATION**

**School Name:**  
**Fridley Middle School**

**Principal: Margaret Leibfried**

**Phone:**  
**763-502-5401**

**E-mail:**  
[Margaret.leibfried@fridley.k12.mn.us](mailto:Margaret.leibfried@fridley.k12.mn.us)

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**763-502-5440**

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**763.502.5040**

**ADDRESSES**

**School Street Address:**  
**6100 West Moore Lake Drive**

**Fridley, MN 55432**  
*(city, state zip)*

**District Street Address:**  
**6000 West Moore Lake Drive**

**Fridley, MN 55432**  
*(city, state zip)*

	School Improvement Division Q Comp Program 1500 Highway 36 West Roseville, MN 55113-4266	<b>Q Comp Schoolwide  Site Goal  Update Form</b>	<b>DUE:</b> October 1, 2010	ED # 02437-01
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**Please supply the following information:**

**1. Indicate the district student academic achievement goal for the Q Comp plan:**

By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better, in reading/language arts and mathematics.

**2. Indicate the Q Comp schoolwide student academic achievement SMART goal:**

On the Math MAP test the percentage of all students at Fridley Middle School who will meet the grade level target or their RIT growth goal will increase by 2%, as measured from fall 2010 to spring 2011 growth.

- In grade 5 will improve from 86% to 88%
- In grade 6 will improve from 77.4% to 79.4%
- In grade 7 will improve from 83.5% to 85.5%
- In grade 8 will improve from 73.7% to 75.7%

On the Reading MAP test the percentage of all students at Fridley Middle School who will meet the grade level target or their RIT growth goal will increase by 2%, as measured from fall 2010 to spring 2011 growth.

- In grade 5 will improve from 80% to 82%
- In grade 6 will improve from 77% to 79%
- In grade 7 will improve from 75% to 77%
- In grade 8 will improve from 73.7% to 75.7%

**3. Provide the rationale and supporting data used to determine the above Q Comp schoolwide goal.**

**a) Rationale for this goal:** (Explain why the content area was identified and how the amount of increase is strategic and fits into a larger context.)

FMS continues to make reading and math achievement a priority for all students. Several subgroups made safe harbor in 2009-10 on the MN MCA-II tests. Each year we monitor the students' growth using the Measure of Academic Progress (MAP), then set our building goals from that.

FMS made AYP in all areas for reading on the 2009-10 MCA tests, but did not make AYP in one subgroup, that is Black Students.

**b) Outcome Statement:** (Include a line similar to the following statement.)

The 2% percent increase represents about (a calculated number) 16 more students achieving at grade level or the recommended RIT improvement on the MAP test based on a predicted enrollment of 805 total students being tested at the site.

In addition, we will be able to predict how many students should meet standards on the Minnesota Comprehensive Assessments (MCA) using our correlation tables between the MAP and MCA cut scores.

**c) Supporting data:** (The chart must include the trend data for the same assessment, grade levels and valid measure as identified in the schoolwide SMART goal.)

**MCA-II data must include MTELL and MTAS results.**

<b>Identify standardized assessment: Measures of Academic Progress Mathematics</b>									
<input type="checkbox"/> Reading <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	<b>Identify assessed grades: 5-8</b>						<b>District trend data for all grades 2-10</b>		
	<b>School trend data</b>			<b>District trend data*</b>					
	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>
Grade 5: Met Grade Level Target or RIT Growth Goal	58.8%	59.7%	77.4%	58.8%	59.7%	77.4%	65.0%	66.0%	53.4%
Number of students actually tested	160	159	180	160	159	180	1234	1521	1279
Number of students eligible for testing	175	172	192	175	172	192	1835	1842	1350
Grade 6: Met Grade Level Target or RIT Growth Goal	78.6%	79.7%	83.5%	78.6%	79.7%	83.5%			
Number of students actually tested	168	172	179	168	172	179			
Number of students eligible for testing	189	188	192	189	188	192			
Grade 7: Met Grade Level Target or RIT Growth Goal	59.8%	49.7%	73.7%	59.8%	49.7%	73.7%			
Number of students actually tested	186	179	196	186	179	196			
Number of students eligible for testing	201	194	201	201	194	201			
Grade 8: Met Grade Level Target or RIT Growth Goal	57.1%	65.6%	75.4%	57.1%	65.6%	75.4%			
Number of students actually tested	203	183	203	203	183	203			
Number of students eligible for testing	222	192	207	222	192	207			

**d) Additional supporting data needed to show how the decisions were data-driven (optional):**

Identify standardized assessment: Measures of Academic Progress Mathematics									
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	Identify assessed grades: 5-8						District trend data for all grades 2-10		
	School trend data			District trend data*					
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Grade 5: Met Grade Level Target or RIT Growth Goal	57.9%	65.8%	77.2%	57.9%	65.8%	77.2%	55.0%	56.2%	53.4%
Number of students tested	159	158	179	159	158	179	1217	1576	1280
Number of students enrolled	175	172	191	175	172	191	1835	1842	1368
Grade 6: Met Grade Level Target or RIT Growth Goal	58.3%	55.0%	75.1%	58.3%	55.0%	75.1%			
Number of students tested	168	171	179	168	171	179			
Number of students enrolled	189	188	192	189	188	192			
Grade 7: Met Grade Level Target or RIT Growth Goal	44.7%	52.2%	73.7%	44.7%	52.2%	73.7%			
Number of students tested	188	180	193	188	180	193			
Number of students enrolled	201	194	201	201	194	201			
Grade 8: Met Grade Level Target or RIT Growth Goal	51.0%	58.5%	78%	51.0%	58.5%	78%			
Number of students tested	204	183	202	204	183	202			
Number of students enrolled	222	192	207	222	192	207			

**\*All percentages must be calculated to at least one decimal place.**

*This table is designed for the MCA-II assessments. If a different assessment is used, modify the table if needed to ensure the supporting data is included.*

**d) Additional supporting data needed to show how the decisions were data-driven (optional):**

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**COMPLETE ONE FORM PER SCHOOL SITE.**

**DISTRICT IDENTIFICATION INFORMATION**

**District Name and Number:**

**Fridley ISD 14**

**Superintendent:**

**Dr. Peggy Flathmann**

**Phone:**

**763.507.5001**

**E-mail:**

**Peggy.flathmann@fridley.k12.mn.us**

**Fax:**

**763.502.5040**

**CHARTER SCHOOL IDENTIFICATION INFORMATION**

**Charter School Name and Number:**

**School Board Chair:**

**Phone:**

**E-mail:**

**Fax:**

**SCHOOL IDENTIFICATION INFORMATION**

**School Name:**

**Fridley Area Learning Center**

**Principal:**

**Robert G. Smith**

**Phone:**

**763-502-5101**

**E-mail:**

**Robert.smith@fridley.k12.mn.us**

**Fax:**

**763-502-5140**

**ADDITIONAL DISTRICT OR CHARTER SCHOOL CONTACT INFORMATION**

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**763.502.5005**

**E-mail:**

**Imina.oftedahl@fridley.k12.mn.us**

**Fax:**

**763.502.5040**

**ADDRESSES**

**School Street Address:**

**6085 7<sup>th</sup> Street NE**

**Fridley MN 55432**

*(city, state zip)*

**District Street Address:**

**6000 West Moore Lake Drive**

**Fridley MN 55432**

*(city, state zip)*

	School Improvement Division Q Comp Program 1500 Highway 36 West Roseville, MN 55113-4266	Q Comp Schoolwide Site Goal Update Form	<b>DUE:</b> October 1, 2010	ED # 02437-01
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**Please supply the following information:**

**1. Indicate the district student academic achievement goal for the Q Comp plan:**

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

**3. Indicate the Q Comp schoolwide student academic achievement SMART goal:**

Fridley Area Learning Center day students will increase the percentage of all students in grade 11 who partially met the standards in Mathematics as determined by the 2011 Mathematics MCA-II/MTELL/MTAS from 13.3% to 18.3%. This is a 5% increase from 2009-2010 school year.

Fridley Area Learning Center day students will increase the percentage of all students in grade 10 who meet the standards in reading as determined by the 2011 Reading MCA-II/MTELL/MTAS from 0% to 25%. This is a 25% increase from 2009-2010 school year.

**4. Provide the rationale and supporting data used to determine the above Q Comp schoolwide goal.**

- a) Rationale for this goal:** (Explain why the content area was identified and how the amount of increase is strategic and fits into a larger context.)

The development of each student's ability to solve problems and read efficiently is essential if he or she is to be a productive citizen. The individual success of students, as well as the gains in abilities of these students who have had the opportunity to be involved in successful programs, show that accelerated processes can remediate and accelerate math and reading development.

As a result of this goal, students should view themselves as capable of using their intellectual power to make sense of new problem situations in the world. All people need to deal with quantitative concepts and use reasoning skills in their jobs. Those who lack this know-how face the very real threat of being left behind —as citizens, consumers, and workers. We must endow all students with a realization that understanding mathematics and an increase in reading skills are a common human activity.

- b) Outcome Statement:** (Include a line similar to the following statement.)

The 5 percent increase represents about 2.75 students based on a predicted enrollment of 15 total students being tested at the site in mathematics.

The percent increase represents about 3.75 students based on a predicted enrollment of 15 total students being tested at the site in reading.

- c) Supporting data:** (The chart must include the trend data for the same assessment, grade levels and valid measure as identified in the schoolwide SMART goal.)

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**MCA-II data must include MTELL and MTAS results.**

<b>Identify standardized assessment in the SMART goal: MCA II</b>									
<input type="checkbox"/> Reading <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	<b>Identify assessed grades in the SMART goal: 11th</b>						District trend data for all grades		
	School trend data*			District trend data					
	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>
Valid measure of achievement (e.g., percent proficient, index rate):	0.0%	0.0%	20%	32.7%	35.9%	37.98%	57.0%	60.3%	61.32%
Number of students actually tested	30	25	15	202	209	208	1215	1195	1236
Number of students eligible for testing	41	39	25	211	239	235	1242	1216	1264

<b>Identify standardized assessment in the SMART goal: MCA II</b>									
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	<b>Identify assessed grades in the SMART goal: 10th</b>						District trend data for all grades		
	School trend data*			District trend data					
	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>
Valid measure of achievement (e.g., percent proficient, index rate):	30.0%	23.1%	0.0%	64.4%	65.9%	65.6%	62.1%	63.9%	65.73%
Number of students actually tested	17	25	3	253	229	227	1394	1324	1380
Number of students eligible for testing	20	38	10	247	235	233	1410	1345	1394

**\*All percentages must be calculated to at least one decimal place.**

*This table is designed for the MCA-II assessments. If a different assessment is used, modify the table if needed to ensure the supporting data is included.*

**d) Additional supporting data needed to show how the decisions were data-driven (optional):**

	School Improvement Division Q Comp Program 1500 Highway 36 West Roseville, MN 55113-4266	<b>Q Comp Schoolwide  Site Goal  Update Form</b>	<b>DUE:</b> October 1, 2010	ED # 02437-01
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**COMPLETE ONE FORM PER SCHOOL SITE.**

**DISTRICT IDENTIFICATION INFORMATION**

**District Name and Number:**  
**Fridley Public Schools ISD 14**

**Superintendent:**  
**Dr. Peggy Flathmann**

**Phone:**  
**763.502.5001**

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**763.502.5040**

**CHARTER SCHOOL IDENTIFICATION INFORMATION**

**Charter School Name and Number:**

**School Board Chair:**

**Phone:**

**E-mail:**

**Fax:**

**SCHOOL IDENTIFICATION INFORMATION**

**School Name:**  
**Hayes Elementary School**

**Principal:**  
**John Piotraschke**

**Phone:**  
**763-502-5277**

**E-mail:**  
[John.Piotraschke@fridley.k12.mn.us](mailto:John.Piotraschke@fridley.k12.mn.us)

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**763-502-5240**

**ADDITIONAL DISTRICT OR CHARTER SCHOOL CONTACT INFORMATION**

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**763.502.5040**

**ADDRESSES**

**School Street Address:**  
**615 Mississippi Street NE**

**Fridley, MN 55432**

**District Street Address:**  
**6000 West Moore Lake Drive**

**Fridley, MN 55432**

	School Improvement Division Q Comp Program 1500 Highway 36 West Roseville, MN 55113-4266	Q Comp Schoolwide Site Goal Update Form	<b>DUE:</b> October 1, 2010	ED # 02437-01
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**Please supply the following information:**

**1. Indicate the district student academic achievement goal for the Q Comp plan:**

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

**2. Indicate the Q Comp schoolwide student academic achievement SMART goal:**

For the 2010-2011 school year we will focus on two academic curriculum areas. The intent is to increase student achievement in reading and mathematics. As part of our process we are tracking cohort groups in grade 2, 3, and 4. Within this we are expecting higher levels of achievement with each year.

**READING**

The percentage of all students at Hayes Elementary in grades 2-4 who will meet their normed target growth from fall 2010 to spring 2011 using the NWEA MAP in reading will increase by 2%.

Grade 2 – 66.0% -- First year of data with MAP – baseline goal 66.0%

Grade 3 – 65.0% -- (Group achieved 63.0% in grade 2)

Grade 4 – 68.25% -- (Group achieved 66.25 in grade 3)

**MATH**

The percentage of all students at Hayes Elementary in grades 2-4 who will meet their normed target growth from fall 2009 to spring 2010 using the NWEA MAP in math will increase by 2%.

Grade 2 – 66% -- First year of data with MAP – baseline goal 66%

Grade 3 – 66% -- (Achieved 44% last year)

Grade 4 – 71% -- (Achieved 69% last year)

**3. Provide the rationale and supporting data used to determine the above Q Comp schoolwide goal.**

**a) Rationale for this goal:** (Explain why the content area was identified and how the amount of increase is strategic and fits into a larger context.)

- Mathematics and reading are critical areas of student performance. These subject areas are also part of our ongoing district improvement planning.
- The amount of increase is proportional to previous year's scores.
- The amount of increase is based on test scores from the previous year. E.g. If 70% of second graders in the spring of the year achieve their normed target score in May then the following year their goals as third graders should be 72%. 2% is approximately 5 students in each grade level or 15 students in grade 2-3-4.

**b) Outcome Statement:** (Include a line similar to the following statement.)

The 2 percent increase represents about (a calculated number) 7 students based on a predicted enrollment of 350 total students being tested at the site.

**c) Supporting data:** (The chart must include the trend data for the same assessment, grade levels and valid measure as identified in the schoolwide SMART goal.)

**MCA-II data must include MTELL and MTAS results.**

<b>Identify standardized assessment: NWEA - Measures of Academic Progress Reading</b>									
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	<b>Identify assessed grades: 2-4</b>						<b>District trend data for all grades 2-10</b>		
	<b>School trend data</b>			<b>District trend data</b>					
	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>
Grade 2: RIT Growth Goal	39.1%	58.7%	62.6%	52.9%	53.7%	54.5%	55.0%	56.2%	53.4%
Number of students actually tested	69	92	107	136	177	189	1217	1576	1280
Number of students eligible for testing	76	98	109	174	198	200	1835	1842	1368
Grade 3: RIT Growth Goal	62.5%	60.9%	66.25%	61.4%	58.4%	55.1%			
Number of students actually tested	88	69	97	171	149	185			
Number of students eligible for testing	93	76	98	203	161	188			
Grade 4: RIT Growth Goal	73.9	78.2	80.3	63.4	67.8	67.0%			
Number of students actually tested	69	87	77	142	180	153			
Number of students eligible for testing	75	94	80	166	194	162			

<b>Identify standardized assessment: NWEA - Measures of Academic Progress Math</b>									
<input type="checkbox"/> Reading <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	<b>Identify assessed grades: 2-4</b>						<b>District trend data for all grades 2-10</b>		
	<b>School trend data</b>			<b>District trend data</b>					
	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>
Grade 2: RIT Growth Goal	42.9%	63.8%	44.3%	51.1%	58.3%	47.6%	65.0%	66.0%	58.4%
Number of students actually tested	70	94	106	141	180	186	1234	1521	1279
Number of students eligible for testing	76	98	109	174	198	199	1835	1842	1350
Grade 3: RIT Growth Goal	77.3%	72.9%	69.07%	75.9%	69.5%	67.2%			
Number of students actually tested	88	70	97	170	151	183			
Number of students eligible for testing	93	76	98	203	161	190			

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Grade 4: RIT Growth Goal	81.2%	78.2%	77.5%	78.9%	78.2%	71.7%			
Number of students actually tested	69	87	77	142	179	152			
Number of students eligible for testing	75	94	80	166	194	169			

**\*All percentages must be calculated to at least one decimal place.**

*This table is designed for the MCA-II assessments. If a different assessment is used, modify the table if needed to ensure the supporting data is included.*

**d) Additional supporting data needed to show how the decisions were data-driven (optional):**

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**DISTRICT IDENTIFICATION INFORMATION**

**District Name and Number:**  
**Fridley Public Schools ISD 14**

**Superintendent:**  
**Dr. Peggy Flathmann**

**Phone:**  
**763.502.5001**

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**763.502.5040**

**CHARTER SCHOOL IDENTIFICATION INFORMATION**

**Charter School Name and Number:**

**School Board Chair:**

**Phone:**

**E-mail:**

**Fax:**

**SCHOOL IDENTIFICATION INFORMATION**

**School Name:**  
**Robert Louis Stevenson Elementary School**

**Principal:**  
**Daryl Vossler**

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**ADDITIONAL DISTRICT OR CHARTER SCHOOL CONTACT INFORMATION**

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**ADDRESSES**

**School Street Address:**  
**6080 East River Road**

**Fridley, MN 55432**  
*(city, state zip)*

**District Street Address:**  
**6000 West Moore Lake Dr.**

**Fridley, Mn 55432**  
*(city, state zip)*

	School Improvement Division Q Comp Program 1500 Highway 36 West Roseville, MN 55113-4266	<b>Q Comp Schoolwide  Site Goal  Update Form</b>	<b>DUE:</b> October 1, 2010	ED # 02437-01
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**Please supply the following information:**

**1. Indicate the district student academic achievement goal for the Q Comp plan:**

By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better, in reading/language arts and mathematics.

**2. Indicate the Q Comp schoolwide student academic achievement SMART goal:**

For the 2010-11 school year, we will focus on two curricular areas; Reading and Mathematics. The intent of our goal is to increase student achievement in these areas. In order to track growth as effectively as possible, we will track student cohort groups in grades 2-4, using NWEA Map Test. Our expectation is that each cohort will increase their level of performance by 2% each year.

**READING PRODUCT GOALS**

The percentage of all students in grades 2-4 who will meet their normed target growth in reading from fall 2010 to spring 2011 using the NWEA Map assessment will increase by 2%.

- Grade 2- 52% (First year of data with MAP- baseline goal of 52% )
- Grade 3- 52.0% (Group achieved 45.1% last year)
- Grade 4- 76.4% (Group achieved 74.4% )

**MATHEMATICS PRODUCT GOALS**

The percentage of all students in grades 2-4 who will meet their normed target growth in reading from fall 2010 to spring 2011 using the NWEA Map assessment will increase by 2%.

- Grade 2- 55.3% (First year of data with MAP- Last year's second grade baseline 53.3%)
- Grade 3- 55.3% (Group achieved 53.3% last year)
- Grade 4- 77.2% (Group achieved 75.2% last year)

**3. Provide the rationale and supporting data used to determine the above Q Comp school wide goal.**

**a) Rationale for this goal:** (Explain why the content area was identified and how the amount of increase is strategic and fits into a larger context.)

- Reading and mathematics were chosen because of district initiatives focused on increased student achievement in these areas. Additionally, Stevenson's free/reduced lunch population made only safe harbor in reading while our black subgroup made only safe harbor in math during the 2009-10 school year.
- The increase is based upon test scores from the previous year. If 48% of second grade students in the spring of the year achieve their growth target for 2009-10 year, then their goal as third graders is 50%.

**b) Outcome Statement:**

The 2% percent increase in grades 3 and 4 represents about (a calculated number) 6 students based on a predicted enrollment of 310 total students being tested at the site. A baseline of 53 % from 45% in 2<sup>nd</sup> grade reading represents an increase in 8 students

**c) Supporting data:** (The chart must include the trend data for the same assessment, grade levels and valid measure as identified in the schoolwide SMART goal.)

<b>Identify standardized assessment: NWEA - Measures of Academic Progress Reading</b>									
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	<b>Identify assessed grades: 2-4</b>						<b>District trend data for all grades 2-10</b>		
	<b>School trend data</b>			<b>District trend data</b>					
	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>
Grade 2: RIT Growth Goal	71.6%	48.2%	45.1%	52.9%	53.7%	54.5%	52.9%	53.7%	53.4%
Number of students actually tested	67	85	91	136	195	189	136	195	1280
Number of students eligible for testing	97	100	91	174	198	200	174	198	1368
Grade 3: RIT Growth Goal	62.7%	56.3%	56.1%	61.4%	58.4%	55.1%			
Number of students actually tested	82	80	90	171	149	185			
Number of students eligible for testing	111	85	90	203	161	188			
Grade 4: RIT Growth Goal	56.2%	58.1%	74.4%	63.4%	67.8%	67.0%			
Number of students actually tested	73	93	82	142	180	153			
Number of students eligible for testing	91	100	82	166	194	162			

<b>Identify standardized assessment: NWEA - Measures of Academic Progress Math</b>									
<input type="checkbox"/> Reading <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Other (academic content)	<b>Identify assessed grades: 2-4</b>						<b>District trend data for all grades 2-10</b>		
	<b>School trend data</b>			<b>District trend data</b>					
	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>
Grade 2: RIT Growth Goal	62.0%	52.3%	53.3	51.1%	58.3%	47.6%	65.0%	66.0%	58.4%
Number of students actually tested	71	86	90	141	180	186	1234	1521	1279
Number of students eligible for testing	97	100	90	174	198	199	1835	1842	1350
Grade 3: RIT Growth Goal	70.7%	66.7%	75.2%	75.9%	69.5%	67.2%			
Number of students actually tested	81	81	89	170	151	183			
Number of students eligible for testing	111	85	92	203	161	190			

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Grade 4: RIT Growth Goal	78.1%	78.3%	70.4%	78.9%	78.2%	71.7%			
Number of students actually tested	73	92	75.2	142	179	152			
Number of students eligible for testing	91	100	70.4	166	194	169			

**\*All percentages must be calculated to at least one decimal place.**

*This table is designed for the MCA-II assessments. If a different assessment is used, modify the table if needed to ensure the supporting data is included.*

**d) Additional supporting data needed to show how the decisions were data-driven (optional):**

**FRIDLEY SCHOOL DISTRICT  
2010-11 GRADE LEVEL BY ENROLLMENT**

SCHOOL/ GRADE	First Friday	OCT 1 2010	NOV 1 2010	DEC 1 2010	JAN 1 2011	FEB 1 2011	MAR 1 2011	APR 1 2011	MAY 1 2011	JUN 1 2011	JUN 9 2011	* Adopted ADM 10/11	* Revised ADM 10/11	Projected / Oct 1 + or -
HAYES - Reg Ed K	121	120												
HK	7	4												
K-AM	0	0												
<b>TOTAL HAYES K</b>	<b>128</b>	<b>124</b>	<b>0</b>	<b>122</b>	<b>0</b>	<b>2</b>								
1	122	118										120		-2
2	100	99										88		11
3	106	103										107		-4
4	106	109										99		10
<b>TOTAL HAYES K-4</b>	<b>562</b>	<b>553</b>	<b>0</b>	<b>536</b>	<b>0</b>	<b>17</b>								
RLS - Reg Ed K	112	109												
HK	8	6												
K-AM	0	1												
<b>TOTAL RLS K</b>	<b>120</b>	<b>116</b>	<b>0</b>	<b>122</b>	<b>0</b>	<b>-6</b>								
1	125	123										123		0
2	108	105										106		-1
3	114	113										100		13
4	90	89										99		-10
<b>TOTAL RLS K-4</b>	<b>557</b>	<b>546</b>	<b>0</b>	<b>550</b>	<b>0</b>	<b>-4</b>								
TOT K	248	240	0	0	0	0	0	0	0	0	0	244	0	-4
TOT 1	247	241	0	0	0	0	0	0	0	0	0	243	0	-2
TOT 2	208	204	0	0	0	0	0	0	0	0	0	194	0	10
TOT 3	220	216	0	0	0	0	0	0	0	0	0	207	0	9
TOT 4	196	198	0	0	0	0	0	0	0	0	0	198	0	0
<b>TOTAL K-4</b>	<b>1119</b>	<b>1099</b>	<b>0</b>	<b>1086</b>	<b>0</b>	<b>13</b>								
5	174	172										168		4
6	216	220										208		12
7	207	201										193		8
8	214	207										206		1
<b>TOTAL 5-8</b>	<b>811</b>	<b>800</b>	<b>0</b>	<b>775</b>	<b>0</b>	<b>25</b>								
9	247	242										206		36
10	212	213										217		-4
11	233	232										240		-8
12	217	208										224		-16
<b>TOTAL 9-12</b>	<b>909</b>	<b>895</b>	<b>0</b>	<b>887</b>	<b>0</b>	<b>8</b>								
<b>TOTAL K-12</b>	<b>2839</b>	<b>2794</b>	<b>0</b>	<b>2748</b>	<b>0</b>	<b>46</b>								
MS ALC - Gr 7	5	6										15		-2
MS ALC - Gr 8	8	7												
HS ALC - Gr 9	5	7												
HS ALC - Gr 10	13	13										80		-6
HS ALC - Gr 11	18	27												
HS ALC - Gr 12	10	27												
<b>TOT ALC</b>	<b>59</b>	<b>87</b>	<b>0</b>	<b>95</b>	<b>0</b>	<b>-8</b>								
TRANS	19	14										15		-1
ECSE (Pre-School)												18		
Tuition												20.51		
Targeted Services												3.61		
<b>GRAND TOTAL</b>	<b>2917</b>	<b>2895</b>	<b>0</b>	<b>2900.12</b>	<b>0</b>									

ADM													
		NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUN 9	Projections	Projections	Projections +/-
K		0	0	0	0	0	0	0	0	0	244	0	0
1-3		0	0	0	0	0	0	0	0	0	644	0	0
4-6		0	0	0	0	0	0	0	0	0	574	0	0
7-12		0	0	0	0	0	0	0	0	0	1286	0	0
<b>TOTAL</b>		<b>0</b>	<b>2748</b>	<b>0</b>	<b>0</b>								

PER PUPIL UNIT/WADM													
		NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUN 9	Projections	Projections	Projections +/-
K		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	135.91	0.00	0
1-3 PPU		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	718.06	0.00	0
4-6 PPU		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	608.44	0.00	0
7-12 PPU		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1671.80	0.00	0
<b>TOTAL</b>		<b>0.00</b>	<b>3134.21</b>	<b>0.00</b>	<b>0</b>								
<b>+/-</b>													

ADM/WADM pulled from MARSS Local Reports												
												AVERAGE
EC - 1.250												0.00
HK - 1.000												0.00
KG - 0.612												0.00
1-3 - 1.115												0.00
4-6 - 1.060												0.00
7-8 - 1.300												0.00
9-12 - 1.300												0.00
<b>TOTAL ADM</b>		<b>0.00</b>										
<b>TOTAL WADM</b>												<b>0.00</b>

LEP pulled from MARSS Statewide Reports												
												AVERAGE
Not Served												0.00
Served												0.00
Eligible for Funding												0.00
Not Eligible for Funding												0.00

**ELL Students**  
(2009/10 and 2010/11 school years)

Bldg	2009/10										2010/11										
	OCT 1	NOV 1	DEC 1	JAN 1	FEB 1	MAR 1	APR 1	MAY 1	JUN 1	JUN 10	OCT 1	NOV 1	DEC 1	JAN 1	FEB 1	MAR 1	APR 1	MAY 1	JUN 1	JUN 9	
Hayes	84	86	83	85	82	78	81	82	85	85	66										
RLS	116	119	119	123	127	126	125	123	123	129	127										
FMS	106	105	103	100	99	97	96	97	97	99	104										
FHS	69	60	59	58	59	64	64	63	61	63	79										
FLIP (MS & HS)	0	0	0	0	0	0	0	0	2	2	0										
<b>Totals</b>	<b>375</b>	<b>370</b>	<b>364</b>	<b>366</b>	<b>367</b>	<b>365</b>	<b>366</b>	<b>365</b>	<b>368</b>	<b>378</b>	<b>376</b>	<b>0</b>									
NOTE: Numbers are pulled from enrollment count data used for the Board Reports																					

October 1, 2010 ENROLLMENT: IN AND OUT *					
	Resident District	Students In	Students Out	Net Gain/Loss	Ratio
1	Minneapolis	76	18	58	4.2
11	Anoka-Hennepin	205	15	190	13.7
12	Centennial	5	6	-1	0.8
13	Columbia Heights	244	45	199	5.4
15	St. Francis	5	0	5	
16	Spring Lake Park	121	42	79	2.9
110	Waconia	1	0	1	
152	Moorhead	1	0	1	
196	Rosemount-Apple Valley-Eagan	1	1	0	1.0
271	Bloomington	0	1	-1	
279	Osseo	98	11	87	8.9
280	Richfield	0	1	-1	
281	Robbinsdale	7	0	7	
282	St. Anthony	5	5	0	1.0
286	Brooklyn Center	53	2	51	26.5
294	Houston	0	1	-1	
435	Waubun	1	0	1	
621	Mounds View	23	42	-19	0.5
623	Roseville	1	0	1	
624	White Bear Lake	1	1	0	1.0
625	St. Paul	5	8	-3	0.6
720	Shakopee	2	0	2	
728	Elk River	9	1	8	9.0
833	South Wash Cty	1	0	1	
861	Winona	0	2	-2	
877	Buffalo-Hanover-Montrose	0	1	-1	
885	St. Michael-Albertville	1	0	1	
911	Cambridge-Isanti	3	1	2	3.0
4017	MN Transitions Charter	0	1	-1	
4089	New City School	0	1	-1	
4099	Tarek Ibn Ziyad Academy	0	1	-1	
4186	Global Academy	0	1	-1	
	<b>Totals:</b>	<b>869</b>	<b>208</b>	<b>661</b>	<b>4.2</b>

\* NOTE: Counts include Early Childhood Special Ed through 12th grade



2010/11 Enrollment Options October 1, 2010								
SCHOOL/ GRADE	Serving NRA	Serving OE	Out of District NRA	Out of District OE	Home School	Private School	Special Services Served ELSE	
ECSE	3	3	0	0	0	0	5	
<b>ECSE TOTAL</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	
Hayes K	6	37						
1	4	36						
2	0	25						
3	0	28						
4	4	23						
<b>Hayes TOTAL</b>	<b>14</b>	<b>149</b>						
RLS K	1	16						
1	1	20						
2	1	9						
3	0	22						
4	1	21						
<b>RLS TOTAL</b>	<b>4</b>	<b>88</b>						
<b>TOTAL K</b>	<b>7</b>	<b>53</b>	<b>2</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>1</b>	
<b>TOTAL 1</b>	<b>5</b>	<b>56</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>0</b>	
<b>TOTAL 2</b>	<b>1</b>	<b>34</b>	<b>4</b>	<b>7</b>	<b>0</b>	<b>15</b>	<b>4</b>	
<b>TOTAL 3</b>	<b>0</b>	<b>50</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>16</b>	<b>4</b>	
<b>TOTAL 4</b>	<b>5</b>	<b>44</b>	<b>10</b>	<b>17</b>	<b>1</b>	<b>17</b>	<b>4</b>	
<b>ELEM TOTAL</b>	<b>18</b>	<b>237</b>	<b>21</b>	<b>42</b>	<b>2</b>	<b>53</b>	<b>13</b>	
FMS 5	13	29	10	12	0	14	6	
6	2	62	5	10	1	22	3	
7	1	67	7	9	0	19	3	
8	1	67	6	9	0	23	5	
<b>FMS TOTAL</b>	<b>17</b>	<b>225</b>	<b>28</b>	<b>40</b>	<b>1</b>	<b>78</b>	<b>17</b>	
FHS 9	3	77	5	12	0	14	3	
10	4	77	8	6	0	18	6	
11	6	85	12	17	0	26	3	
12	17	54	9	8	0	23	17	
<b>FHS TOTAL</b>	<b>30</b>	<b>293</b>	<b>34</b>	<b>43</b>	<b>0</b>	<b>81</b>	<b>29</b>	
<b>MS/HS ALC</b>	<b>42</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>DW TOTAL</b>	<b>110</b>	<b>759</b>	<b>83</b>	<b>125</b>	<b>3</b>	<b>212</b>	<b>64</b>	

**FRIDLEY SCHOOL DISTRICT  
OCTOBER 1 COUNTS**

SCHOOL/ GRADE	2004-2005*	2005-2006	2006-2007**	2007-2008**	2008-2009**	2009-2010**	2010-2011**
HAYES - K	88	82	115	108	90	115	124
K-AM			1	0	0	0	0
1	88	93	80	105	109	91	118
2	93	90	98	75	102	107	99
3	89	92	80	93	75	98	103
4	77	82	84	77	93	80	109
<b>TOTAL</b>	<b>435</b>	<b>439</b>	<b>458</b>	<b>458</b>	<b>469</b>	<b>491</b>	<b>553</b>
RLS - K	96	87	102	106	107	125	115
K-AM			3	2	2	1	1
1	78	97	94	100	106	105	123
2	74	73	103	94	96	98	105
3	74	69	85	102	91	97	113
4	71	85	70	87	100	87	89
<b>TOTAL</b>	<b>393</b>	<b>411</b>	<b>457</b>	<b>491</b>	<b>502</b>	<b>513</b>	<b>546</b>
TOT K	184	169	221	216	199	241	240
TOT 1	166	190	174	205	215	196	241
TOT 2	167	163	201	169	198	205	204
TOT 3	163	161	165	195	166	195	216
TOT 4	148	167	154	164	193	167	198
<b>TOTAL</b>	<b>828</b>	<b>850</b>	<b>915</b>	<b>949</b>	<b>971</b>	<b>1004</b>	<b>1099</b>
5	185	148	161	176	174	195	172
6	201	201	190	191	190	189	220
7	210	213	219	202	205	215	201
8	202	215	219	224	205	220	207
<b>TOTAL</b>	<b>798</b>	<b>777</b>	<b>789</b>	<b>793</b>	<b>774</b>	<b>819</b>	<b>800</b>
9	207	225	241	248	249	222	242
10	203	205	219	247	235	255	213
11	200	197	204	211	219	229	232
12	199	195	172	186	197	229	208
<b>TOTAL</b>	<b>809</b>	<b>822</b>	<b>836</b>	<b>892</b>	<b>900</b>	<b>935</b>	<b>895</b>
<b>TOTAL K-12</b>	<b>2435</b>	<b>2449</b>	<b>2540</b>	<b>2634</b>	<b>2645</b>	<b>2758</b>	<b>2794</b>
MS ALC 7 (starting in 08/09)					10	6	6
MS ALC 8 (starting in 08/09)		15	10	7	11	18	7
HS ALC 9 (starting in 08/09)					5	3	7
HS ALC 10 (starting in 08/09)					24	7	13
HS ALC 11 (starting in 08/09)					20	31	27
HS ALC 12 (starting in 08/09)	119	107	110	91	42	47	27
<b>TOT ALC</b>	<b>119</b>	<b>122</b>	<b>120</b>	<b>98</b>	<b>112</b>	<b>112</b>	<b>87</b>
TRANS	8	8	8	5	10	14	14
<b>TOTAL</b>	<b>2562</b>	<b>2579</b>	<b>2668</b>	<b>2737</b>	<b>2767</b>	<b>2884</b>	<b>2895</b>

\* December 21 count

\*\* All Day K

# **SCHOOL RESOURCE OFFICER PROGRAM AGREEMENT BETWEEN THE CITY OF FRIDLEY AND INDEPENDENT SCHOOL DISTRICT #14**

This agreement is made the \_\_\_\_ day of \_\_\_\_\_, 2010, pursuant to M.S. 471.59 by and between the City of Fridley (City) and Independent School District #14 (School District).

## **1. PURPOSE**

The City and the School District wish to participate in a School Resource Officer Program. Both the City and the School District agree that a School Resource Officer Program improves understanding and promotes mutual respect between police, school, staff, counselors, parents and students. The purpose of this Agreement is to set forth in writing the terms and conditions of the mutual duties and obligations and to fund the position of School Resource Officer (SRO).

## **2. FUNDING**

The School District will fund the following expenses in connection with the SRO:

The School District will fund one-half of the salary and benefits for one SRO totaling **\$35,540** for the **2010-11** school term. This amount shall be based on the assigned officer's salary and benefits for the 4 months in **2010** (September-December) and 5 months in **2011** (January-May). The School District officials and the City of Fridley Public Safety Director shall determine the specific days and hours to be worked under this agreement.

## **3. SERVICES**

This City shall provide the services of one licensed police officer and related support services and supplies to assist the School District in establishing a School Resource Officers Program. The officer will have primary responsibility in serving as a resource person to faculty, classroom members and school administrators in the promoting of positive juvenile behavior. The School District agrees to provide adequate office space, telephone and other reasonable clerical support

services. Basic assignments will be to the High School and Middle School with occasional support at other facilities as needed.

4. **PAYMENT**

The City shall provide billing to the School District for services provided in this Agreement, and the School District will remit payment to the City on a quarterly basis.

5. **TERM**

This Agreement shall commence on the **1<sup>st</sup>** day of September, **2010**, and shall end on the last day of the **2010-11** school term. Thereafter, it shall be renewed on a yearly basis by mutual agreement. Either party may cancel this Agreement with a 30 day written notice.

6. **GENERAL PROVISIONS**

It is expressly agreed that the School Resource Officer is a City employee and shall **not** be considered an employee of the School District for any purpose including but not limited to salaries, wages, other compensations or fringe benefits, Worker's Compensation, Unemployment Compensation, P.E.R.A., Social Security, Liability Insurance, keeping of personnel records, termination of employment, individual contracts or other contractual rights. The City shall assume all liability for the actions taken by the SRO in the performance of his/her duties as a Peace Officer. The SRO will report to and be directed by the City of Fridley Public Safety Director or his designee, but will receive general and daily direction from the assigned school building administrator. Representatives of the School District and the Public Safety Director or his designee shall negotiate resolution of unforeseen problems arising in this program.

7. **SCHEDULING**

The duty hours of the SRO are flexible and will be primarily coordinated with the school day and activities. The SRO will make daily contact with the Police Department for the purpose of keeping abreast of incident reports and other City activity. The SRO may be required to conduct juvenile investigations. During non-school periods, the City will determine the SRO duties and schedule.

8. **DISCRIMINATION**

The City and the School District agree not to discriminate in providing services under this Agreement on the basis of race, sex, creed, national origin, age or religion.

**IN WITNESS WHEREOF, THE PARTIES HAVE EXECUTED THIS AGREEMENT ON THIS THE \_\_\_\_\_ DAY OF \_\_\_\_\_, 2010.**

**City of Fridley**

**Independent School District #14**

\_\_\_\_\_  
Scott. J. Lund, Mayor

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

\_\_\_\_\_  
Donovan W. Abbott,  
Public Safety Director



# Fridley Public Schools

A World-Class Community of Learners

## 618 Assessment of Standard-Student Achievement

### I. Purpose

The purpose of this policy is to institute a process for the establishment and revision of assessments to be used to determine how well students have achieved Minnesota Graduation Standards.

### II. General Statement of Policy

The school district shall establish a procedure by which students shall complete the Minnesota Graduation Standards. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement toward the Minnesota Graduation Standards.

### III. Definitions

A. “Graduation-required assessment for diploma” or “GRAD” means the assessment that measures the reading, writing, and mathematics proficiency of high school students.

B. A. “Benchmark” means the academic knowledge and skills students must achieve at each grade level or high school level to satisfactorily complete a state standard.

A-C. “Elective standards” are the academic standards adopted by the school district in the subject areas of vocational and technical education and world languages.

B-D. “Rubric” means the criteria set by the Commissioner of the Department of Education that must be used by a district to score student work that meets the specifications of a content standard.

### IV. Establishment of Criteria for Assessment

A. The district shall establish criteria by which student performance toward Minnesota Graduation Standards and elective standards are to be evaluated and approved.

- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which program Minnesota Graduation Standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of Minnesota Graduation Standards.

## V. Standards For Performance Assessments

- A. The district may use one or more assessment methods to measure student performance on one or more content standards
- B. The school district will convene an annual meeting of selected teachers and administrators to review student assessment data. Recommendations and comments regarding the procedures for assessment of student achievement will be submitted to the district curriculum coordinator.

## VI. Standards for Minnesota Academic Standards Performance Assessments

### A. Benchmarks

The school district will offer academic knowledge and skills to allow students to satisfactorily complete a state standard by the use of grade level or high school level benchmarks. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

### B. Local Assessments

Locally selected assessments shall provide opportunities for students to demonstrate their achievement of the elective standards or other locally adopted standards.

### C. Statewide Academic Standards Testing

1. The school district will utilize state constructed tests developed from and aligned with the state's required academic standards as these tests become available. If a state assessment is not available, the school district will determine if a student has met the required academic standards through locally developed assessments.
2. The school district will administer annually, in accordance with the process determined by the Department, the state-constructed tests to all students in grades ~~three~~3 through ~~eight~~8 and at the high school level as follows:

- a. annual ~~language-arts~~reading and mathematics assessments in grades ~~three-3~~ through ~~eight-8~~ and ~~at the high school level~~ reading and mathematics tests;
  - b. annual science assessments in one grade in the grades ~~three-3~~ through ~~five-5~~ span, the grades ~~six-6~~ through ~~nine-8~~ span, and a life science assessment in the grades ~~ten-9~~ through ~~twelve-12~~ span (a passing score on high school science assessments is not a condition of receiving a diploma);
  - ~~c. mathematics assessments in grades three through eight and eleven beginning in the 2010-2011 school year that are aligned with the state academic standards in mathematics; and~~
  - ~~d. beginning with the 2013-2014 school year, eleventh grade mathematics tests must include algebra II test items that are aligned with corresponding state academic standards in mathematics.~~
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
  4. Students ~~incapable of taking for whom~~ the statewide or locally constructed tests are inappropriate, as determined by the student's individualized education program (IEP) team, or students with limited English proficiency ~~who have been in the United States for fewer than three years~~, shall be exempt from statewide GRAD tests and local testing with the approval of the student's parent or guardian; and shall be exempt from MCA testing for one year. The school district will report student exemptions to the Department consistent with the format provided by the Department. Alternative assessments shall be provided to students exempt from the statewide tests.
  5. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.

D. Passing Scores for GRAD

1. The passing scores of basic skills tests in reading and mathematics are the equivalent of 75 percent correct for students entering grade 9 based on the first uniform test administered in February 1998. Students who have not successfully

passed a Minnesota basic skills test by the end of the 2011-2012 school year must pass the GRADs under paragraph VI.D.2. below.

2. For students enrolled in grade 8 in the 2005-2006 school year and later, only the following options shall fulfill students' state graduation test requirements:

a. for reading and mathematics:

- (1) obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota comprehensive assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;
- (2) achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;
- (3) achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or Section 504 accommodation plan;
- (4) obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or
- (5) achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and

b. for writing:

- (1) achieving a passing score on the GRAD;
- (2) achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;
- (3) achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or Section 504 accommodation plan; or

(4) achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.

3. Students enrolled in grade 8 in any school year from the 2005-2006 school year to the 2009-2010 school year who do not pass the mathematics GRAD under paragraph VI.D.2. above, are eligible to receive a high school diploma with a passing state notation if they:

a. complete with a passing score or grade all state and local coursework and credits required for graduation by the school board granting the students their diploma;

b. participate in district-prescribed academic remediation in mathematics; and

c. fully participate in at least two retests of the mathematics GRAD test or until they pass the mathematics GRAD test, whichever comes first. A student's highest assessment score for each of the following assessments must be placed on the student's high school transcript: the mathematics Minnesota Comprehensive Assessment, reading Minnesota Comprehensive Assessment, and writing GRAD, and, when applicable, the mathematics GRAD and reading GRAD.

4. The school district must place a student's highest assessment score for each of the following assessments on the student's high school transcript: the mathematics Minnesota Comprehensive Assessment, reading Minnesota Comprehensive Assessment, and writing GRAD, and, when applicable, the mathematics GRAD and reading GRAD. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

E. Rigorous Course of Study Waiver

1. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the School Board determines that the student:

a. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or postsecondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;

- b. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program if the student were required to achieve the academic standard to be waived; and
  - c. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program.
2. The School Board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
  3. A student who satisfactorily completes a postsecondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

## ~~VII — Credit via Assessment~~

~~A. — In accordance with Minnesota state requirements, the district has established the following system for awarding course credit to students who have demonstrated that they have successfully met the learner outcomes of a course.~~

- ~~1. — Student discusses credit via assessment with a counselor;~~
- ~~2. — Student receives a copy of the course outline including outcomes to be measured on assessments;~~
- ~~3. — Student completes an application by the end of the previous trimester.~~
- ~~4. — A teacher and a principal meet to establish the two part assessment processes and standards.~~
  - ~~a. — Part I: 80% correct on objective test. Course final assessment may be used for the part one assessment~~
  - ~~b. — Part II: During the second portion of the assessment process, the student will be asked to demonstrate skills, answer question in an interview, exhibit a portfolio of tasks. The student will demonstrate high quality work on the performance assessment.~~
- ~~5. — Student takes Part I of the assessment;~~

~~6. Student takes Part II of the assessment by (date or end of trimester) ;~~

~~7. If the student passes both assessments, course and standard (if appropriate) credit is awarded.~~

~~B. At the time the student applies for high school credit through the assessment process, it is assumed that the student believes he/she is ready to demonstrate that the learner outcomes of the course can be met.~~

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.022 (Elective Standards)  
Minn. Stat. § 120B.023 (Benchmarks)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Rules Parts 3501.0010-3501.0180 (~~Rules Relating to~~ Graduation Standards - Mathematics and Reading)  
Minn. Stat. § 123.972. Subdivision 7.  
Minn. Rules Parts 3501.0200-3501.0290 (~~Rules Relating to~~ Graduation Standards - Written Composition)  
~~Minn. Rules Parts 3501.0505-3501.0635 (K-12 Standards)~~  
Minn. Rules Parts 3501.0505-3501.0550 (Graduation Standards – Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Graduation Standards – Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Graduation Standards – Arts)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)  
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (~~Basic Standards~~ Testing, Accommodations, Modifications, and Exemptions for IEPs, Section 504 ~~Plans~~ Accommodation, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)

**School Board Action:**

Adopted as Policy 9.147 June 16, 1998

Revised as Policy 618 June 17, 2008

Revised \_\_\_\_\_



## 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 to provide special educational services 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 \_\_\_\_\_

Second Reading



## 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

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. 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.

#### **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)

**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

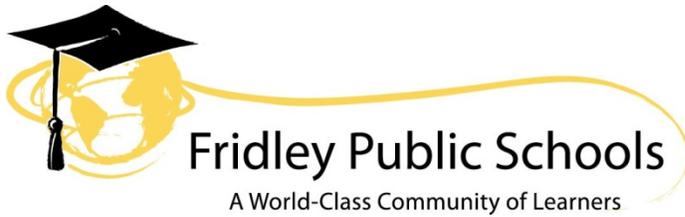
**School Board Action:**

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**

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.

**Legal References:** Minn. Stat. 123.33 (School Board Powers)  
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**

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

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 provides 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
  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 \_\_\_\_\_



Fridley High School  
6000 West Moore Lake Drive  
Fridley, Minnesota 55432  
Phone: 763-502-5600  
Fax: 763-502-5640

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Renee Van Gorp  
Principal

Kelly McConville  
Assistant Principal

Dan Roff  
Activities Administrator

October 6, 2010

### **MSHSL Foundation Grant Application**

School board request:

The Fridley Activities Department is requesting permission from the Fridley School Board to approve the application for a monetary grant from the Minnesota State High School League Foundation. The money from this grant will be used to:

- 1) offset the ever increasing burden on the district budget which waves the participation fee of free/reduced students participating in athletic and fine art activities.
- 2) offset the burden placed on coaches and parents to provide these athletes with basic equipment such as shoes, practice gear, cleats, and protective gear.
- 3) assist with fundraising where students of free/reduced means find difficulty in networking a support system within families and communities to meet the monetary needs of programs.

Submitted by:

Dan Roff  
Activities Administrator



## **Fridley Public Schools Mission Statement**

*As a world class community of learners, Fridley Public Schools aims to develop internationally-minded students. We challenge ourselves, our students, and our community to become caring and knowledgeable life-long learners who inquire and take action to create a better and more peaceful world.*

Our mission is to guide students in the development of learning skills to help them reach their full potential. To accomplish this mission, we will . . .

- Provide a nurturing environment.
- Create high expectations defined by learner outcomes.
- Develop exemplary programs and continuously improve them.
- Strive to meet students' needs.
- Respect individual differences.

# **Fridley Public Schools Mission**

**Our mission is to guide students in the development of learning skills to help them reach their full potential.**

**To accomplish this mission, we will. . .**

- Provide a nurturing environment
- Create high expectations defined by learner outcomes
- Develop exemplary programs and continuously improve them
- Strive to meet students' needs
- Respect individual differences.

**Fridley's vision is to develop an educational foundation for students**

- To be life-long learners
- To develop high skill levels
- To care for others
- To be adaptable
- To be prepared to thrive in a diverse, changing society

**We're proud of the Values 1st Program and will promote**

- Responsibility
- Respect
- Citizenship
- Caring
- Self-Control
- Integrity
- Non-Violence

**Priorities**

- Academic Achievement
- Instructional strategies
- Positive learning environment
- Financial stability
- Parent/School Partnership

# Five Broad School Board Priorities for Improvement

## 1. Improving academic achievement and ensuring high levels of school performance

*Student learning goals will include:*

- *academic skills in the core areas of reading, mathematics, and writing and*
- *higher-level student achievement and performance in all content areas defined by the state K-8 preparatory standards and the state graduation standards.*

## 2. Using instructional strategies recognized as most-effective within the field

*Instructional strategies that are linked to high levels of student achievement and performance will be emphasized:*

- *challenging content*
- *higher-level thinking skills*
- *problem-based learning*
- *active student participation*
- *collaboration among students*
- *oral and written presentations by students*
- *teacher facilitation of student inquiry.*

## 3. Maintaining a positive environment for student learning

*A positive school environment is characterized by:*

- *high expectations for learning*
- *caring adults*
- *positive student-teacher relationships*
- *reinforcement of respectful behavior*
- *positive student-student relationships*
- *few classroom distractions*
- *sufficient materials and equipment*
- *high staff morale*
- *effective leadership.*

#### **4. Restoring financial stability to Fridley schools by planning and executing financial plans**

*Annual financial plans will include:*

- *study of most recent audit information and past patterns of revenues and expenditure forecasts to actuals*
- *implementation of current budget adjustments based on most recent known information and regularly updating future forecasts*
- *monitoring budgeted student enrollments compared to actual enrollments*
- *monitoring class sizes within established parameters*
- *tracking of open enrollment patterns and causes*
- *expanding resident student recruitment activities by site*
- *implementing a policy requirement for a balanced budget and general fund balance undesignated reserve minimal level*
- *identifying expanded sources of revenues (grants, shared programs, etc.)*
- *achieving the target for the \$500,000 fund balance reserve by June, 2005*
- *reporting results achieved to the Citizens' Finance Advisory Committee, School Board, and broader community.*

#### **5. Improving parent and school partnership**

*Effective school and parent partnerships are characterized by:*

- *parent participation in school activities*
- *parent involvement in school-governance*
- *communication between school and home about class expectations and student progress*
- *parent support of their children's educational goals outside of the school day.*

#### **Accountability/Evaluation**

Individual schools will establish goals in the district priority areas each year based on the needs at each school. Each school will measure and report progress towards attainment of its goals and will make changes in its goals and supporting activities as needed.

The district administration will provide direction and support for program development and evaluation and will monitor the extent to which district priorities were successfully addressed.

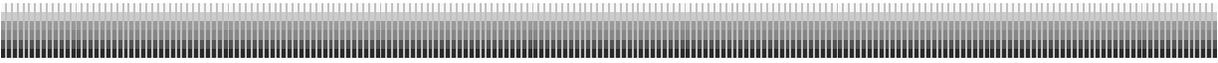
## Fridley

14

## Classified NEGOTIATIONS COST SHEET SUMMARY

AS OF 5/1/10

# Hours on Staff Roster	51715.55	District-TSA -1.0% -.05 Exp FINAL		Settlement Date	9/2/2010	
<i>Make NO Entries on this Worksheet</i>		2009-10	%Change	2010-11	% Change	2011-12
<b>SALARY SCHEDULE &amp; PART-TIME SALARIES</b>						
<b>SALARY RATE CHANGES</b>	\$ 1,039,910	1.53%	\$ 1,055,859	1.33%	\$ 1,069,934	
Other Compensation Features..Lanes, Uniforms, etc.	\$ -		\$ -		\$ -	
<b>Schedule and Part Time Salaries Total</b>	\$ 1,039,910	1.53%	\$ 1,055,859	1.33%	\$ 1,069,934	
<b>SPECIAL ASSIGNMENT SALARIES</b>						
Other Scheduled Salaries for Unit	\$ -	0.00%	\$ 0	0.00%	\$ 0	
Overtime	\$ -		\$ -		\$ -	
12 Month Pay	\$ 7,517	0.00%	\$ 7,517	0.00%	\$ 7,517	
Longevity	\$ 18,157	19.35%	\$ 21,671	15.56%	\$ 25,043	
Sick Leave Buy-Back	\$ 6,397	1.53%	\$ 6,495	1.33%	\$ 6,582	
<b>Special Assignment Salaries Total</b>	\$ 32,071	11.26%	\$ 35,683	9.69%	\$ 39,141	
<b>INSURANCE RELATED BENEFITS (PERA &amp; FICA are not charged to these expenditures)</b>						
Health Insurance	\$ 276,291	10.00%	\$ 303,921	17.00%	\$ 355,587	
Dental Insurance	\$ 14,724	0.00%	\$ 14,724	0.00%	\$ 14,724	
Life Insurance	\$ 2,246	0.00%	\$ 2,246	0.00%	\$ 2,246	
Long Term Disability	\$ -	0.00%	\$ -	0.00%	\$ -	
Other Benefits	\$ -		\$ -		\$ -	
<b>Total Insurance Related Benefits Costs</b>	\$ 293,261	9.42%	\$ 320,890	16.10%	\$ 372,557	
<b>SALARY MATCHING PROGRAMS (PERA &amp; FICA are not charged to these expenditures)</b>						
<b>District Expenditures for Salary Match Programs</b>	\$ 20,021	14.38%	\$ 22,900	25.00%	\$ 28,625	
<b>PERA and FICA</b>						
PERA & FICA are computed on Schedule and Extra Salaries		6.88%		7.13%		7.25%
PERA	\$ 73,699	5.53%	\$ 77,772	3.39%	\$ 80,408	
		7.65%		7.65%		7.65%
FICA	\$ 82,007	1.82%	\$ 83,503	1.61%	\$ 84,844	
<b>Total PERA and FICA Costs</b>	\$ 155,705	3.58%	\$ 161,275	2.47%	\$ 165,252	
<i>Read the comment in the cell below</i>						
<b>TOTAL TWO YEAR AGREEMENT COSTS</b>	\$ 1,540,968	3.189%	\$ 1,590,111	4.957%	\$ 1,668,927	
			2009-10		2011-12	
Dollar Increase in Each Year			\$ 49,144		\$ 78,815	
Dollar Increase Per FTE in Each Year			\$ 1		\$ 2	
Dollar Increase Per hours over Two Years					\$ 2	
Sum or Year (1) Percentage and Year (2) Percentage					8.146%	
Weighted Percent for Settlement (2xYr1+Yr2)/3					3.778%	
Salary Adjustments Anticipated from Staffing Changes, Severance, and Retiree Benefits			\$ 0		\$ 0	
<b>TOTAL TWO YEAR ANTICIPATED SALARY COSTS</b>	\$ 1,540,968		\$ 1,590,111		\$ 1,668,927	
<b>Comment</b>	<b>PERCENTAGE CHANGE</b>	<b>3.19%</b>		<b>4.96%</b>		



**MASTER AGREEMENT**

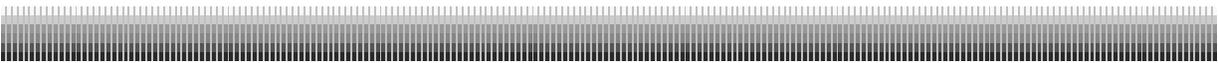
**Between**

**FRIDLEY INDEPENDENT SCHOOL DISTRICT 14  
SCHOOL BOARD  
FRIDLEY, MINNESOTA**

**and**

**CLERICAL, LIBRARY, HEALTH, and COMPUTER  
ASSISTANTS**

**JULY 1, 2010 THROUGH JUNE 30, 2012**



**Fridley Independent School District 14**  
**MASTER AGREEMENT**  
**With Clerical, Library, Health, and Computer Assistants**  
**2010-2012**

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**Fridley Independent School District 14**  
**MASTER AGREEMENT**  
**With Clerical, Library, Health, and Computer Assistants**  
**2010-2012**

**THIS AGREEMENT**, made and entered into as of July 1, 2010 by and between the School Board of Independent School District 14 of Anoka County, Minnesota, hereinafter referred to as the Employer, and the School Service Employees Local 284, hereinafter referred to as the Union.

**Article I**  
**Recognition and Dues Check-Off**

**Section 1. Purpose**

Clerical, Library, Health Assistants, and Computer Assistants have elected to bargain collectively with their Employer for said purpose a majority of same has affiliated themselves as members of the Service Employees International Union, Local 284, affiliated with the Change to Win, and have chosen said Union to bargain collectively in their behalf for wages, hours of employment and working conditions.

**Section 2. Recognition**

The Employer recognizes and shall abide by the principles of collective bargaining as relating to wages, hours of employment and working conditions and further recognizes the Union as the sole and exclusive bargaining agency for all Clerical, Library, Health Assistants, and Computer Assistants except those designated as supervisory or confidential employees.

**Section 3. Obligation**

The Employer shall not enter into any agreement with the unit members individually or collectively which in any way conflicts with the terms and provisions of this Agreement, nor shall the Employer discriminate against any Employee because of membership in the Union. In consideration of the recognition herein granted, it is further agreed that during the life of the Agreement there shall be no strikes, stoppage or slow down of work so long as the terms and provisions of the Agreement are adhered to by the Employer. Neither the Employer nor the Union, its agents, officers, or representatives shall instigate any attempt to breach the Agreement, nor shall the Employer at any time instigate a lockout against the Employees.

**Section 4. Authority of School Board**

Nothing in this Agreement shall be construed as delegating to others the authority conferred by law on the School Board or in any way abridging or reducing authority. Except as limited by the provisions of this Agreement, the School Board and or its administrators has the sole responsibility for the direction of the work force, including the right to hire, transfer discharge and discipline for proper cause. In addition, the work to be performed, the location of the work, the method and processes are the responsibility of the Board and/or its administrators.

**Section 5. Dues Check-Off**

Union dues will be deducted from members' checks upon receipt of a signed statement by those members requesting same and these dues will be remitted to Local 284's business office at 450 Southview Boulevard, South Saint Paul, MN 55075, not later than the 20th of each month in order to keep benefits furnished by the Union from lapsing.

## **Section 6. Fair Share Deduction**

In furtherance of good labor relations, the School Board agrees all public employees who are not members of the exclusive representative may be required by said representative to contribute a fair share fee for services rendered by the exclusive representative, and the employer upon notification by the exclusive representative of such employees shall be obligated to check off said fee from the earnings of the employee and transmit the same to the exclusive representative. However, this fee shall not exceed the usual and customary monthly dues paid by exclusive representative members.

## **Article II Definitions**

### **Section 1. Employee**

The term “employee” for the purpose of this Agreement means an employee who is Clerical, Secretarial, Health Assistant, Library Assistant or Computer Assistant.

### **Section 2. Terms and Conditions of Employment**

The term “terms and conditions of employment” means the hours of employment, the compensation therefore including fringe benefits except retirement contributions or benefits other than employer payment of, or contributions to, premiums for group insurance coverage for retired employees or severance pay, and the employer’s personnel policies affecting the working conditions of the employees. “Terms and conditions of employment” is subject to the provisions of PELRA.

### **Section 3. Description of Appropriate Unit**

For the purposes of this Agreement, the terms Clerical, Library, Health Assistants, and Computer Assistants shall mean all persons in the appropriate unit employed by the School District in such classifications excluding the following: confidential employees, supervisory employees, essential employees, part-time employees whose services do not exceed the lesser of 14 hours per week or 35 percent of the normal work week in the employees’ bargaining unit, employees who hold positions of a temporary or seasonal character for a period not in excess of 67 working days in any calendar year unless these positions have already been filled in the same calendar year and the cumulative number of days in the same position by all employees exceeds 67 calendar days in that year, and emergency employees.

## **Article III Wages and Work Assignments**

**Sections 1, 2, 3. See Attached Wage Schedules**

**Section 4. See Attached Experience Increments**

### **Section 5. Work Schedule**

All employees shall be notified in writing, in May prior to the end of the school year of their work schedule for the following year. The district may request an employee begin her/his work year earlier than the previously stated date, but may not require the employee to do so. The notice to the employee will include starting date, building, hours per day, days per year, position band and grade, and hourly rate. New employees will be given a copy of the bargaining

agreement and a copy of the new employee's notice of assignment will be sent to the Union Steward.

Hours of work and starting times shall be determined by the District based upon student needs.

**Subd. 1.** Employees working outside of their classification (band and grade) for fifty percent (50%) or more of their regular workday shall receive in addition to their hourly wage a differential of \$1.00 per hour for the hours worked outside of their classification.

### **Section 6. Step Advancement**

Employees will advance one step on the salary schedule on July 1. For purposes of determining eligibility for step advancement, each employee's anniversary date will be adjusted to July 1 of the calendar year in which she/he was hired. New employees to Fridley ISD 14 may be hired up to step three (3) based upon years of previous experience in a similar position.

**Subd. 1.** An employee's wage and step will not suffer due to job description changes due to banding and grading. Said employees shall be grandfathered into current wage until such time as the wage schedule catches up to their wage.

### **Section 7. Term of Employment**

All classes may have their term of employment shortened or lengthened if mutually agreeable to the employee and the administration.

### **Section 8. Credit for Past Employment**

All employees who are re-employed will be placed on the salary schedule on the same step they were on at the time they were laid off and retain all other rights and benefits accrued before layoff. If an employee resigns from employment with the School District and is rehired at a later date, the employee will be placed on the step or a higher step than they were on when they resigned. Employees entering the bargaining unit shall be placed on the wage schedule according to their total consecutive years of service with the District.

### **Section 9. Mileage**

District mileage will be paid as allowed by the IRS.

### **Section 10. Overtime**

The overtime rate will be one and one-half times the employee's regular hourly rate including all applicable differentials and overrides for all hours worked over forty (40) hours per week, and a minimum of two (2) hours paid at time and a half for call backs on a Saturday. An employee who works overtime will receive payment for the overtime, unless the employee and the employee's supervisor mutually agree that the employee will take compensatory time in lieu of overtime pay.

**Subd. 1.** An employee will be compensated a minimum of two (2) hours at two (2) times the hourly wage for callbacks on a Sunday or holiday.

### **Section 11. IRS 125(B) Plan**

An IRS 125(b) Plan is available for all employees.

**Section 12. Paychecks**

All employees’ hourly wages for contract year will be converted into a salary for that fiscal school year worked and paid in equal installments over pay periods covering work days per employee position.

**Section 13. Lunch Period**

Employees shall be guaranteed a duty free lunch period.

**Section 14. Workshops Staff Development**

The school district will pay for all reasonable employee expenses to employees who are required by the school district to attend workshops, schools or meetings to maintain the necessary skills for the employee’s position. Attendance at meetings, conventions, and workshops related to the employee’s position will be granted without loss of pay provided that the time for attendance is approved in advance by the employee’s Principal or Director. Any employee may be given the option to attend a workshop of the employee’s choosing for self-improvement subject to the building principal’s or the appropriate director’s approval. The District will provide one half (1/2) day paid staff development training on the first grading day of the school year which is considered a normal work day.

**Article IV  
Insurance**

All employees working 25 hours or more per week and having a duty assignment of 120 or more days per year shall receive the following medical, life, and dental insurance benefits.

**Section 1. Medical Contribution**

**Subd. 1. Coverage:** The School District shall contribute the same amount as the rate negotiated for the teaching staff of the district.

Coverage is for all Clerical employees of the School District who qualify for and are enrolled in the School District group health and hospitalization plan. Any additional cost of the premium shall be borne by the employee and paid by payroll deduction.

Single	100% of the second highest plan
Employee plus one	81% of the base plan
Family	74% of the base plan

**Subd. 2. Insurance buy-in:** An employee who has ten (10) years of service in the Fridley Public Schools and is at least 55 years of age shall be eligible to continue participation in the District’s group medical insurance plan as per MN Statute §471.61 All group medical insurance coverage options will be available to the employee. The employee will be responsible for all premium costs following resignation or retirement from the District. Insurance must be taken at the time of leave and must be continuous. The employee may participate in all other insurance programs of the District on a self-pay basis subject in each case to the approval and terms of the insurance carrier. It is the responsibility of the employee to make arrangements with the school business office to pay to the School District the monthly premium amounts in advance and on such dates as determined by the School District. The employee’s right to continue participation in such group insurance, however, will be discontinued upon the employee reaching eligibility age of FICA/Medicare, or if the

employee becomes eligible for insurance benefits through re-employment prior to the eligibility age of FICA/Medicare. Once a person has decided to terminate participation in insurance programs, he/she will not be allowed to re-enroll.

### **Section 2. Life Insurance**

The School District shall pay the total premium for a \$50,000 group term policy. Employees may purchase an additional amount at employee expense up to \$50,000 and pursuant to the master insurance policy.

### **Section 3. Dental Insurance**

The School District shall pay the total premium of individual coverage.

### **Section 4. Long Term Disability Contribution**

The District will provide a long-term disability insurance plan for employees working 20 hours or more providing a benefit of 70% of the basic annual salary in the event of disability caused by sickness or accident. The waiting period for this benefit shall be 60 consecutive calendar days. Participation in the plan is mandatory for all qualified employees and the premium for the plan will be paid by the employee through payroll deduction. An hourly wage adjustment has been made to compensate for the deduction of the Long Term Disability premium.

### **Section 5. Claims Against the School District**

Any description of insurance benefits contained in this Article is intended to be informational only and the eligibility of any employee for benefits shall be governed by the terms of the insurance policy purchased by the School District pursuant to this Article. The School District's only obligation is to purchase an insurance policy under the provisions of this Agreement and pay such amounts as agreed to herein and no claim shall be made against the School District as a result of denial of insurance benefits by an insurance carrier.

## **Article V Leaves of Absence**

### **Section 1. Sick Leave**

All employees covered by this contract shall be eligible for sick leave benefits. Eligible employees will earn sick leave at a rate per month equal to the average hours worked per day. An entire year's worth of sick leave will be credited at the beginning of the year or at the beginning of an employee's employment and an employee may use any amount of sick leave credited. Probationary employees may use sick leave as earned until the end of the probationary period. An employee who terminates employment, having used but not yet earned sick leave at the 'one day a month' rate shall repay, from the employee's final check, any over-use of credited sick leave. Unused sick leave can be carried forward. A certificate from a physician may be required to substantiate the need for this leave. Up to five days in any one year of earned sick leave may be used for illness in the immediate family. Additional use of sick leave days may be granted at the discretion of the Superintendent or designee. The immediate family is defined as brother, sister, mother, father, spouse, child, parents-in-law, grandparents, grandchildren and regular members of the immediate household. Pursuant to M.S. § 181.9413 unlimited sick leave may be used for illness for an employee's child who is 18 years of age and under. A covered employee who is absent from work as a result of a work injury covered under the Workers Compensation Act may elect to receive accumulated sick leave and shall submit their workers

compensation check to the School district for the purpose of buying back sick leave into their account.

**Subd. 1.** Employees hired after July 1, 1990 and after they have accumulated 50 days of sick leave, shall have the right to turn in any additional unused sick leave at a rate of the bottom step of the employee's band and grade (up to 10 normal work days per year) for any sick leave earned. The district will make all payments to the employees 403(b) account. Prior to June 1, employees must notify the district of the number of days they wish to turn in.

## **Section 2. Bereavement**

**Subd. 1.** An employee shall be granted five (5) days bereavement leave per occurrence due to the death of a member of the immediate family. The immediate family includes spouse, child, parent, sibling, grandchild, in-laws of the same degree, other parent of child and regular members of the immediate household. This leave shall be deducted from sick leave benefits. Additional bereavement leave may be granted at the discretion of the Superintendent or designee.

**Subd. 2.** An employee shall be granted three (3) days bereavement leave per occurrence due to the death of a member of the family. The family includes niece, nephew, aunt, uncle, grandparent, in-laws of the same degree and others as approved by the Superintendent or designee. This leave shall be deducted from sick leave benefits. Additional bereavement leave may be granted at the discretion of the Superintendent or designee.

## **Section 3. Personal Leave**

All employees covered by this contract shall be eligible for two days of personal leave per year for personal business and emergencies, a transaction, hearing, or consultation which requires the presence of the staff member during working hours, and which would be impossible to fulfill at any other time. Personal leave will not be approved for absence resulting from weather conditions and its affect on transportation. Requests for personal leave must be submitted to the staff member's supervisor in writing two days in advance, except in emergency cases. The reason for the personal leave will be stated unless it is of a very private nature. All requests must have the approval of the employee's supervisor. Personal leave days are cumulative to 5 days and will be deducted from sick leave.

## **Section 4. Child Care Leave**

All employees covered by this contract shall be eligible for child care leave as follows:

**Subd. 1.** An unpaid child care leave shall be granted by the School District subject to the provisions of this section. Child care leave shall be granted because of the need to prepare and provide parental care for a child or children of the employee for an extended period of time.

**Subd. 2.** An employee electing child care leave shall inform the Superintendent in writing of intention to take leave at least three (3) calendar months before commencement of the intended leave. The commencement of leave shall be advanced to such time as may be necessary to accommodate premature birth.

**Subd. 3.** If the reason for the child care leave is occasioned by pregnancy, an employee may elect to utilize sick leave pursuant to the sick leave provisions of this Agreement in lieu of seeking a child care leave pursuant to this section. An employee shall be eligible for only one of the options provided herein. A pregnant employee will also provide at the time of the leave application, a statement from her physician indicating the expected date of delivery. The duration of such sick leave shall not exceed the period of actual physical inability to work. The definition, of disability shall be as reasonably determined by a licensed physician. As a condition of receiving sick leave payments, the employee may be required to subject to an examination by a physician designated by the District at District expense.

**Subd. 4.** In making a determination concerning the commencement and duration of a child care leave, the School Board shall not, in any event, be required to:

- a. Grant any leave more than twelve (12) months in duration.
- b. Permit the employee to return to his/her employment prior to date designated in the request for child care leave.

**Subd. 5.** An employee returning from child care leave shall be re-employed in the position or a similar position which was held at the commencement of the leave.

**Subd. 6.** Failure of the employee to return pursuant to the date determined under this section shall constitute grounds for termination unless the School District and the employee mutually agree to an extension in the leave.

**Subd. 7.** The parties agree that the applicable periods of probation for employees as set forth in Minnesota Statutes are intended to be periods of actual service enabling the School District to have opportunity to evaluate an employee's performance. The parties agree, therefore, that periods of time for which the employee is on child care leave shall not be counted in determining the completion of the probationary period.

**Subd. 8.** An employee who returns from child care leave within the provisions of this section shall retain all previous experience credit for pay purposes and any unused leave time accumulated under the provisions of the Agreement at the commencement of the beginning of the leave. The employee shall not accrue additional experience credit for pay purposes or leave time during the period of absence of child care leave.

**Subd. 9.** Provisions of this policy which apply after the birth of a child also apply following the adoption of a child.

## **Section 5. Unpaid Leave of Absence**

All employees shall be eligible for a leave of absence. A leave of absence may be granted upon the approval of the School Board. Leaves may be granted up to 12 months. In all cases, the beginning date and the return date of the leave of absence must be approved by the School Board. All leaves of absence are to be granted without pay. The employee shall be returned to her/his former classification and the employee shall not lose her/his seniority rights except employees on leaves of absence shall accrue seniority for a total of twelve (12) months only.

**Section 6. Jury Duty**

All employees shall be granted the additional amount to make up full pay if required to serve on jury duty or subpoenaed for any court duty.

**Article VI  
Holidays and Vacation**

**Section 1. Holidays**

**Subd. 1. Twelve Month Employees.**

Twelve month employees will be granted the following holidays (12 days):

- |                               |                            |
|-------------------------------|----------------------------|
| Labor Day                     | New Years Day              |
| Thanksgiving Day              | Presidents' Day            |
| Friday following Thanksgiving | Good Friday                |
| Christmas Eve                 | Martin Luther King Jr. Day |
| Christmas Day                 | Memorial Day               |
| New Years Eve                 | Fourth of July             |

**Subd. 2. Eleven Month Employees.**

An eleven month employee is an employee who is paid for at least two hundred twenty-four (224) days, exclusive of holidays. Eleven month employees will be granted the following holidays (11 days).

- |                               |                            |
|-------------------------------|----------------------------|
| Labor Day                     | New Years Day              |
| Thanksgiving Day              | Presidents' Day            |
| Friday following Thanksgiving | Good Friday                |
| Christmas Eve                 | Martin Luther King Jr. Day |
| Christmas Day                 | Memorial Day               |
| New Years Eve                 |                            |

**Subd. 3 Nine and Ten Month Employees.**

Nine and ten month employees will be granted the following holidays (9 days).

- |                               |                            |
|-------------------------------|----------------------------|
| Labor Day                     | New Years Day              |
| Thanksgiving Day              | Presidents' Day            |
| Friday following Thanksgiving | Good Friday                |
| Christmas Day                 | Martin Luther King Jr. Day |
|                               | Memorial Day               |

Each listed holiday shall be a holiday unless the district chooses to hold school on that day, in which case the school district shall establish another holiday that year in lieu of the listed holiday.

**Subd. 4.** Holidays falling on Sunday shall be observed on the following Monday, and those falling on Saturday, the preceding Friday.

**Subd. 5.** To be eligible for holiday pay, an employee must have worked either the regular work day before or after the holiday unless the employee is on approved paid leave.

**Section 2. Vacation**

Vacation will be credited at the beginning of the school year or at the beginning of any employee’s employment. An employee may use any amount of vacation credited. Probationary employees may use vacation as earned until the end of the probationary period. An employee who terminates employment, having used but not yet earned vacation time shall repay, from the employee’s final check, any over-use of credited vacation. Employees hired after the beginning of the school year will be credited vacation days on a prorated basis.

**Subd. 1. Twelve Month Employees.**

Twelve month employees will be granted the following amounts of annual vacation with the indicated length of continuous employment with the District:

Start through five (5) years	10 days
After five (5) years	15 days
After eleven (11) years	18 days
After thirteen (13) years	20 days
After sixteen (16) years	23 days
After eighteen (18) years	25 days

For purposes of determining eligibility for vacation, each employee’s anniversary date will be adjusted to July 1 of the calendar in which she/he was hired.

**Subd. 2. Nine and Ten Month Employees.**

Nine and ten month employees will be granted vacation as designated by the administration. If a new nine month employee resigns before completing a full school year of service, he/she shall not be entitled to any vacation pay and shall have the salary paid for any vacation days taken deducted from the final check.

Nine and ten month employees will be granted the following amounts of annual vacation with the indicated length of continuous employment with the District:

Start of employment	10 days
Start of ten (10) years +	12 days

**Subd. 3.** Any employee who leaves the employ of the School District during the calendar year for any reason other than a voluntary quit without the giving of two weeks written notice shall receive vacation pay due immediately upon separation.

**Subd. 4.** Unused vacation time may accumulate to a maximum of ten (10) days. As of September 1 of each year, no clerical employee may have accumulated more than ten (10) days. Exceptions may be granted at the discretion of the Superintendent.

**Subd. 5.** Any employee may take vacation time while school is in session with prior approval from the employee's immediate supervisor.

## **Article VII**

### **Probation, Discipline, Posting, Discharge, and Personnel Files**

#### **Section 1. Probation**

All new employees shall work a probationary period which shall consist of one hundred twenty (120) calendar days of continuous service. A probationary employee may be discharged without recourse to the grievance procedure. Subsequent to the probationary period the employee shall be discharged only for just cause.

In addition to the initial probationary period an employee transferred or promoted to a different classification shall serve a new probationary period of three months in any new such classification. During this three months' probationary period, if it is determined by the School District that the employee's performance in the new classification is unsatisfactory, the School District shall have the right to reassign the employee to the former classification.

#### **Section 2. Discipline**

A disciplinary action will be taken against an Employee only for just cause. Any disciplinary action shall comply with law and regulation, shall be fair and equitable, and shall be consistent with the principle of progressive discipline.

**Subd. 1.** Progressive Disciplinary action may include the following:

1. Oral reprimand
2. Written reprimand
3. Suspension with pay
4. Suspension without pay
5. Discharge

**Subd. 2.** Whenever possible, the district shall discuss with the Employee(s) any concern which may lead to a disciplinary action and shall offer constructive suggestions for correction before any disciplinary action is initiated.

**Subd. 3.** Employee(s) shall be entitled to have a representative of the Union present in the event that she/he is being reprimanded, warned or disciplined for any infraction of rules and delinquency in professional performance. If an Employee requests representation, no action shall be taken with respect to the matter until a representative of the Union is present, provided that the representative is available in a timely manner so as not to delay the action.

#### **Section 3. Personnel Files**

All monitoring or observation of the work performance of an Employee shall be conducted openly and with full knowledge of that person.

**Subd. 1.** No written material of an Employee's conduct, service or character shall be placed in her/his personnel file unless the employee has been given prompt written notice.

**Subd. 2.** As provided by law, an Employee shall be entitled to submit a written response to any material placed in their personnel file or to seek expungement of any material through the grievance procedure.

**Subd. 3.** Employees shall have the right upon request to review the contents of their personnel file and to receive a copy of any and all documents contained therein.

#### **Section 4. Job Posting**

Written notice of job openings of more than 30 working days duration shall be posted with a copy sent to the Union Steward. The job posting will include the band and grade level assigned to the posted position. Applications of the interested parties should be sent to the office of the Director of Educational Services. The school district shall offer the position to the most senior qualified applicant for the position.

The selection of the candidate will be made in not less than seven working days after the posting of the position. Any senior applicant not granted a position has the right to request the reasons for rejection of his/her application with the intent being to increase or correct any qualifications that are lacking in order to be considered for future job openings.

Job postings that occur during the summer months will be mailed to the Union Steward's home address and upon an employee's written request to the district office, to the employee at her/his home address. Postings will be posted in each building, as well as the district office.

#### **Section 5. Job Elimination**

The employer recognizes that the purpose of seniority is to provide declared policy as to the order of layoff and recall of employees. The employer shall meet with Union, in advance of any job elimination for the purpose of discussing the procedures to be followed. Seniority shall be determined by total years of continuous employment in the District. Senior employees may only displace less senior employees, if qualified.

Employees with the least seniority within a pay grade shall be laid off first.

#### **Section 6. Affected Employees**

For purposes of this section, employees whose positions are eliminated or reduced in hours below the level for which the incumbent is eligible for insurance shall be known as 'affected employees' and shall have recourse to this bumping process.

An affected employee will first be placed into a vacant bargaining unit position, if qualified, except that the affected employee has no obligation: to accept a vacant position below the employee's original pay grade, to accept a position which is more than 1 hour per day different than the employee's previous position, to accept a position which would disqualify the employee for insurance benefits if the employee was previously eligible, to accept a shorter work year, or to accept a position for which she/he is not qualified.

If no vacant position is available, the affected employee may accept layoff without bumping, or may displace the least senior employee in the affected employee's classification, if qualified, who is less senior than the affected employee and who holds daily hours of up to one hour more than the affected employee held before layoff. Any employee displaced may then either accept layoff without bumping or may use the above displacement procedure. If no position is available in an affected employee's classification, the bumping process will continue in each subsequently lower classification.

### **Section 7. Lay-Off List**

When no further positions are available, or if the employee chooses not to use the bumping procedure, the employee will be placed on layoff status. An employee may retain layoff status for two (2) years from the date of layoff.

### **Section 8. Recall**

The school district will notify all employees on layoff of any open position for whom the position is at or below the pay grade the employee(s) held at the time of layoff. The district will discuss with each employee, in order of seniority as needed, the requirements and qualifications for each job. Employees on layoff shall have automatic right of recall to any position, if qualified, at or below the employee's original pay grade which is up to 1 hour per day more than the employee's original position.

When an employee is on layoff, the employee also has no obligation to accept an open position below the employee's original pay grade, to accept a position which is more than one hour per day different than the employee's previous position, to accept a position which would disqualify the employee for insurance benefits if the employee was previously eligible, to accept a shorter work year, or to accept a position for which she/he is not qualified.

An employee on layoff may decline one (1) open position which is:

1. At the same pay grade the employee held at the time of layoff; and
2. No more than 1 hour per day different than the position the employee held at the time of layoff; and
3. Of a sufficient number of hours so the employee will be eligible for insurance benefits, if the employee were eligible before layoff; and
4. Scheduled for the same length of work year as the employee held at the time of layoff; and
5. A position for which the employee is qualified.

After declining one such position, the employee still retains layoff status with the right to recall. If an employee declines two (2) such open positions, the employee loses the right to recall.

When an employee is about to be laid off, if the employee declines an open position which is:

1. At the same pay grade the employee held at the time of layoff;

2. No more than 1 hour per day different than the position the employee held at the time of layoff;
3. Of a sufficient number of hours so the employee will be eligible for insurance benefits, if the employee were eligible before layoff; and
4. Scheduled for the same length of work year as the employee held at the time of layoff; and
5. A position for which the employee is qualified;

then the employee has declined one position.

If an employee who is about to be laid off declines to displace another person, that employee has not declined an open position and enters layoff with full recall rights.

### **Section 9. Scheduled Time Reduction**

If there is a need for reduction to certain employees' scheduled work time (hours per day or days per year) within a job title, the reduction will be taken from the least senior person in the job title. If operational needs mandate that the least senior person's position cannot be the one reduced, the affected employee may displace the least senior person in the job title who is at or nearest to the amount of time for which the more senior person was scheduled.

### **Section 10. Seniority List**

#### **Subd. 1. Seniority Date.**

An employee's seniority date will be the employee's first day of service. (New employees must complete the probationary period as defined in this agreement.) If two or more employees hold the same seniority date and the tie must be broken, seniority ranking for those employees shall be determined by random drawing of names. Each affected employee may attend the drawing or send a representative. The first name drawn shall be the most senior, and so on until all names are drawn.

**Subd. 2. Annual Posting of List.** The district will publish and post a seniority list each year no later than October 1 and will provide a copy to each employee in the bargaining unit. Any employee whose name appears or should appear on the seniority list shall have 21 days from the date of the posting to request a change in the list. If no request for change is made, the list will be deemed accurate for the remainder of the year, except that modifications may be made due to employee terminations or new hires.

## **Article VIII I.R.C. § 403(b)**

### **Section 1. Matching Annuity**

An eligible employee may participate in the District's matching annuity program as provided in M.S. 356.24, Subd. 1(5) ii, subject to the provisions contained in this Article.

### **Section 2. Eligibility**

In order for an employee to be eligible to participate in the matching annuity plan, the following criteria must be met.

**Subd. 1.** Employees working at least 5 hours per day shall receive the full contribution.

**Section 3. District Contribution**

The maximum annual District contribution shall be based on matching an employee's contribution per the following:

**Subd. 1.** The following table is to be used to calculate the matching amount for each participating employee. The maximum annual District contribution shall be based on matching an employee's contribution per the following:

	2010/2011	2011/2012
Zero (0) through Three (3) years in Fridley	\$ 0	\$ 0
Four (4) through Nine (9) years in Fridley	\$ 900	\$ 1125
Ten (10) through Fourteen (14) years in Fridley	\$ 1000	\$ 1250
Fifteen (15) years to Nineteen (19) years in Fridley	\$ 1100	\$ 1375
Nineteen plus (19+) years in Fridley	\$ 1200	\$ 1500

**Subd. 2.** The District will contribute an amount equal to the employee's requested annual contribution up to the maximum amount listed in this Section. The employee's annual contribution will be the maximum statutory amount or be diminished by increments of \$250 per year.

**Subd. 3.** The District contribution will begin when the employee initiates an eligible investment program. The amount of the District's contribution will not to exceed the benefit schedule set out in Subd. 1 above.

**Subd. 4** An employee may elect to contribute to the selected program more than the district match. This Article only defines the limits of the district's participation in the selected program.

**Subd. 5.** The district match cannot be accumulated on a year-to-year basis if an employee elects to begin participation after the first year of eligibility.

**Subd. 6.** When an employee has an eligible plan in effect, the district's contribution shall be automatic unless the employee requests otherwise.

**Subd. 7.** All provisions of this Article are subject to applicable code provisions of Minnesota Statutes, Internal Revenue Code Section 403(b), but not subject to the Grievance Procedure at Article XIV.

**Subd. 8.** All qualified insurance companies authorized by the Minnesota State Board of Investment will be eligible to receive the employer match.

**Subd. 9.** Contributions cannot be retroactive to the previous calendar year.

**Subd. 10.** The District's maximum lifetime contribution shall be no more than \$33,000.

#### **Section 4. Severance/Annuity Phase-In**

**Subd. 1.** Employees hired prior to July 1, 1990 qualify for both the provisions of Article VIII including the retiree insurance program and the Matching Annuity Plan described in this Article. At the time of retirement, the accumulated district matching contributions will be subtracted from the earned early retirement severance benefit.

#### **Section 5. Severance**

After a written resignation is accepted by the School District for an employee who has; fifteen (15) years of service in the Fridley Public Schools, is at least 55 years of age, and was employed by the School District prior to July 1, 1990, the employee shall be eligible for severance.

**Subd 1.** Time spent on unpaid leave of absence will not count toward severance pay.

**Subd 2.** The amount of severance pay shall be based on the employee's daily basic salary rate during the last year of service and shall not include any additional compensation for extra-curricular activities, extended employment or other extra compensation

**Subd 3.** Eligible employees shall receive payment up to a total of 100 days of unused accrued sick leave.

**Subd 4.** Severance pay shall not be granted to any employee who is proposed for and discharged for just cause by the School District.

**Subd 5.** Employees will receive the first payment in the year in which they resign and the second payment in January of the next calendar year.

**Subd 6.** If an employee dies before all or a portion of the payments have been disbursed, that balance due shall be paid to a named beneficiary or, lacking same, to the deceased's estate.

**Subd 7.** An employee who retires pursuant to this Article shall be eligible to continue participation in the District's group medical hospitalization insurance plan and group life insurance. The District will pay the full cost of single coverage for those employees who have been twelve month employees for at least 75% of their years of service, and for 9/10 month employees who have worked more than 180 months. Otherwise the District will contribute 75% of the single coverage for all other eligible employees, including nine and ten month employees. The premium paid by the District after the employee retires will be capped at \$5,400 per year; any additional premium cost will be borne by the retiree. The employee may participate in all other insurance programs of the District on a self-pay basis subject in each case to the approval and terms of the insurance carrier. It is the responsibility of such an employee to make arrangements with the school business office to pay to the School District the remainder of the monthly premium amounts in advance and on such dates as determined by the School District. The employee's right to continue participation in such group insurance, however, will be discontinued upon the employee reaching eligibility age of

FICA/Medicare, or if the employee become eligible for insurance benefits through re-employment prior eligibility age of FICA/Medicare. Re-entry of an employee who terminates coverage shall be subject to the approval and terms of the insurance carrier.

**Subd 8.** If the School District should receive any reimbursements for the severance plan, all such reimbursements shall be property of the School District.

## **Section 6**

If there is any judicial or administrative decision, which deems any part of this article illegal or unconstitutional, the affected provision becomes null and void and becomes subject to re-negotiation.

# **Article IX Grievance Procedure**

## **Definitions and General Provisions**

A “**grievance**” is defined as a dispute between an employee or group of employees and the District regarding the interpretation of or adherence to the terms and/or provisions of the Agreement.

- 1. Representatives:** Either party, employee(s) or School District, may be represented during any step of the grievance procedure by any person or agent designated by such party.
- 2. Days:** In this procedure, a “day” is defined as a scheduled working day, which means a day the employee regularly scheduled to work excluding Saturdays, Sundays, legal holidays, or holidays contained within this Agreement.
- 3. Extension of Time Limits:** Time limits specified in this procedure may be extended or waived by mutual agreement.
- 4. Computation of Time:** In computing any period of time prescribed or allowed by this procedure, the date of the act, event, or default for which the designated period of time begins to run shall not be included. The last day of the period so computed shall be counted, unless it is a Saturday, Sunday or a legal holiday, in which event the period runs until the end of the next day which is not a Saturday, Sunday or a legal holiday.
- 5. Filing and Postmark:** The filing or service of any notice or document shall be timely if it bears a postmark of the United States mail within the time period.
- 6. Time Limitation and Waiver:** Failure to file or appeal any grievance within the time periods prescribed in this procedure shall constitute a waiver of the grievance. Failure by the School District to respond within the time periods prescribed herein shall constitute a denial of the grievance and the grievant(s) may appeal the grievance to the next step.

**7. Responses to Grievances:** In responding to a grievance at any step, the District representative shall issue a written decision to the employee(s) with the grievance, the union steward, and the union business agent.

**Step 1.** The employee(s) concerned shall first attempt to resolve the grievance informally with the appropriate immediate supervisor. If the parties do not reach an agreement regarding the grievance, the employee(s) may submit the grievance in writing to the Director of Administrative Services within ten scheduled working days of the date of occurrence or the date on which the employee(s) learned of the occurrence, whichever is later. Within five days of receipt, the District shall respond in writing to the grievance.

**Step 2.** The employee(s) may appeal the grievance to the Superintendent or designee within 5 days after the employee(s) receive the written response to Step 1. If the parties fail to agree or the matter has not been adjusted within 5 days after the grievance has reached Step 2, the employee(s) may appeal to Step 3.

**Step 3.** A Petition for Mediation may be filed within twenty (20) days with the State of Minnesota, Bureau of Mediation Services (BMS), to attempt to adjust the grievance. After each mediation session, the District representative(s) shall respond in writing to the grievance. If the parties cannot resolve the dispute within a reasonable time, the mediator shall declare a grievance impasse. If a grievance impasse has been declared, the dispute may then be appealed to Step 4.

#### **Step 4. Arbitration Procedures**

##### **Subd. 1. Request.**

A request to submit a grievance to arbitration must be in writing and such request must be sent to the office of the Superintendent and to the BMS within ten days following the day the employee(s) receive the written response to Step 3 of the grievance procedure.

##### **Subd. 2. Prior Procedure Required.**

No grievance shall be considered by the arbitrator which has not been first duly processed in accordance with the grievance procedure and appeal provisions.

##### **Subd. 3. Selection of Arbitrator.**

The party appealing the grievance shall request a list of arbitrators from the BMS. Upon receiving the list, the parties shall alternately strike arbitrators' names from the list until only one name remains. The parties shall determine which party will strike the first name by coin toss or other method of the parties' choice. The last remaining arbitrator shall hear the grievance.

##### **Subd. 4. Submission of Grievance Information.**

Upon appointment of the arbitrator, the appealing party shall, within five days after notice of appointment, forward to the arbitrator, with a copy to the School Board, the submission of

the grievance which shall set forth the nature and basis of the grievance. Additional information shall be provided at the arbitrator's request.

**Subd. 5. Hearing.** The grievance shall be heard by a single arbitrator and both parties may be represented by such person or persons as they may choose and designate, and the parties shall have the right to a hearing at which time both parties will have the opportunity to submit evidence, offer testimony, and make oral or written arguments relating to the issues before the arbitrator. The proceedings before the arbitrator shall be a hearing denovo.

**Subd. 6. Decision.** The decision by the arbitrator shall be rendered within thirty days after the close of the hearing. Decisions by the arbitrator in cases properly before him shall be final and binding upon the parties subject, however, to the limitations of arbitration decisions as provided by in the P.E.L.R.A. of 1971 as amended.

**Subd. 7. Expenses.** Each party shall bear its own expenses in connection with arbitration including expenses relating to the party's representatives, witnesses, and any other expenses which the party incurs in connection with presenting its case in arbitration. A transcript or recording shall be made of the hearing at the request of either party. The parties shall share equally fees and expenses of the arbitrator, the cost of the transcript or recording if requested shall be borne by the party requesting the transcript.

**Subd. 8. Jurisdiction.** The arbitrator shall have jurisdiction over disputes or disagreements relating to grievances properly before the arbitrator pursuant to the terms of this procedure. The jurisdiction of the arbitrator shall not extend to proposed changes in terms and conditions of employment as defined herein and contained in this written agreement; nor shall an arbitrator have jurisdiction over any grievance which has not been submitted to arbitration in compliance with the terms of the grievance and arbitration procedures as outlined herein; nor shall the jurisdiction of the arbitrator extend to matters of inherent managerial policy, which shall include, but are not limited to, such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure, and selection and direction and number of personnel. In considering any issue in dispute, in its order the arbitrator shall give due consideration to the statutory rights and obligations of the public school boards to efficiently manage and conduct its operation with the legal limitations surrounding the financing of such operations.

## **Article X Miscellaneous**

### **Section 1. Retirement** As provided by law.

**Section 2. Physical Examinations**

X-rays or Mantoux tests as required will be given at the expense of the District.

**Article XI  
Duration**

**THIS AGREEMENT** shall be in force from July 1, 2010 through June 30, 2012, and shall continue as is from year to year unless either party shall notify the other in writing 60 days prior to expiration date of existing contract of their desire to re-open negotiations.

**IN WITNESS WHEREOF**, the undersigned have caused this Agreement to be duly executed in behalf of the parties.

**School Service Employees  
Local 284, SEIU**

**As Representing the School Board  
School District 14**

By \_\_\_\_\_

By \_\_\_\_\_

By \_\_\_\_\_

By \_\_\_\_\_

By \_\_\_\_\_

Dated \_\_\_\_\_

By \_\_\_\_\_

By \_\_\_\_\_

By \_\_\_\_\_

Dated \_\_\_\_\_

**2010-2012  
CLERICAL, LIBRARY, HEALTH, AND COMPUTER ASSISTANTS  
WAGE SCHEDULE**

**Section 1. 2010-2011 Wage Schedule**

<b>B/G</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
A12	\$ 12.95	\$ 13.68	\$ 14.02	\$ 14.33	\$ 15.56
A13	\$ 13.67	\$15.13	\$ 16.16	\$ 17.45	\$ 19.20
B21	\$ 14.10	\$ 15.74	\$ 16.89	\$ 18.09	\$ 19.86
B22	\$ 14.53	\$ 16.17	\$ 17.31	\$ 18.38	\$ 20.06
B23	\$ 14.98	\$ 16.53	\$ 17.57	\$ 18.65	\$ 20.37
B24	\$ 21.70	\$ 23.00	\$ 24.29	\$ 25.58	\$ 26.90
12 month employees will receive \$.30 per hour above schedule.					

**Section 2. 2011-2012 Wage Schedule**

<b>B/G</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
A12	\$ 13.08	\$ 13.81	\$ 14.16	\$ 14,48	\$ 15.72
A13	\$ 13.80	\$ 15.28	\$ 16.32	\$ 17.63	\$ 19.39
B21	\$ 14.24	\$ 15.89	\$ 17.06	\$ 18.27	\$ 20.06
B22	\$ 14.68	\$ 16.33	\$ 17.48	\$ 18.57	\$ 20.26
B23	\$ 15.13	\$ 16.70	\$ 17.75	\$ 18.84	\$ 20.58
B24	\$ 21.92	\$ 23.23	\$ 24.53	\$ 25.84	\$ 27.17
12 month employees will receive \$.30 per hour above schedule.					

**Section 4. Experience Increments**

Each employee will receive the following overrides effective July 1 after the employee has completed the indicated number of years of service. To determine eligibility for longevity pay, each employee's anniversary date will be adjusted to July 1 of the calendar year in which she/he was hired.

	2010-2011	2011-2012
After 10 years of service to the District	\$0.45/hour	\$0.50/hour
After 15 years of service to the District	\$0.55/hour	\$0.60/hour
After 20 years of service to the District	\$0.65/hour	\$0.70/hour