

Work Session

Tuesday, November 16, 2010 5:30 PM

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

<p>A. MSBA Leadership Conference..... January 13-14, 2011 Minneapolis Convention Center</p>	<p>Presenter: Dr. Peggy Flathmann</p>
<p>B. Legal Updates</p>	<p>Presenter: Dr. Peggy Flathmann</p>
<p>C. Election Results..... </p>	<p>Presenter: Dr. Peggy Flathmann</p>
<p>D. Staffing and Personnel Update</p>	<p>Presenter: Imina Oftedahl</p>
<p>E. Enrollment..... </p>	<p>Presenter: Dr. Peggy Flathmann</p>
<p>F. Middle School Veterans Day Program</p>	<p>Presenter: Dr. Peggy Flathmann</p>
<p>G. NWSISD Update</p>	<p>Presenter: Dr. Peggy Flathmann</p>
<p>G.1. MN School Integration Council - Statewide Task Force</p>	
<p>G.2. Audit Report</p>	
<p>G.3. MN Humanties Center Partnership</p>	
<p>G.4. PIQE Parent Institute for Quality Education..... ..</p>	
<p>G.5. Expansion of Current Magnet Strands</p>	
<p>H. School Closing Procedure..... </p>	<p>Presenter: Dr. Peggy Flathmann</p>
<p>I. Communications Task Force Update</p>	<p>Presenter: Dr. Peggy Flathmann</p>
<p>J. IB Update..... </p>	<p>Presenter: Dr. Peggy Flathmann</p>
<p>K. Second Reading of Policy 618 Assessment of Student Achievement.....</p>	<p>Presenter: Imina Oftedahl</p>
<p>L. District Improvement Plan -</p>	<p>Presenter:</p>

AYP.....	r: Imina Oftedahl
M. I-CUE-TIES Student Data Warehouse	Presenter: Imina Oftedahl
N. American Indian Ed Transmittal of Resolution and Parent Committee Roster.....	Presenter: Dr. Peggy Flathmann
O. District Mission Statement.....	Presenter: Dr. Peggy Flathmann
P. AMSD Update	Presenter: Dr. Peggy Flathmann
P.1. Legislative Platform.....	
P.2. History of School Excess Operating Referendum Levy.....	
Q. Negotiations	Presenter: Rochel Manders
R. Medical and Dental Insurance Update	Presenter: Rochel Manders
R.1. Early Retiree Reinsurance Program.....	
R.2. Health Care Reform.....	
S. Fuel Hedge.....	Presenter: Rochel Manders
T. Fire Marshall Requirements.....	Presenter: Rochel Manders
U. Audit Report on the 2009-2010 Financial Statements	Presenter: Rochel Manders

MSBA Leadership Conference

PROGRAM AT A GLANCE

(Unless noted, registration begins 30 minutes before the programs.)

Tuesday, January 11

6:30 p.m. - 9:00 p.m. Phase I Orientation (Hyatt Regency)

6:30 p.m. - 9:30 p.m. Charter School Board Member Training (Hyatt Regency)

Wednesday, January 12

8:45 a.m. - 3:30 p.m. Phase II Orientation (Hyatt Regency)

9:00 a.m. - 4:00 p.m. Charter School Board Member Training (Hyatt Regency)

1:00 p.m. - 4:00 p.m. Afternoon Early Bird: Constructive Superintendent Evaluation (Hyatt Regency)

7:00 p.m. - 9:00 p.m. Evening Early Birds: Bargaining Basics OR The Next Generation Economy: A New Normal (Minneapolis Convention Center)

Thursday, January 13

7:30 a.m. Registration

8:00 a.m. Exhibit Hall Opens

8:00 - 9:30 a.m. Exhibitor Academy presentations

8:30 a.m. Board Skills Sessions

8:30 a.m. Board Chair Q & A with MSBA

9:15 a.m. General Session - Ross Bernstein

11:15 a.m. Show & Tell

11:30 a.m. - 3:30 p.m. Exhibitor Academy presentations

11:30 a.m. Recognition Luncheon

1:00 p.m. Director District Discussion

2:30 p.m. Workshops

3:45 p.m. Workshops

4:50 p.m. Roundtables

Friday, January 14

7:30 a.m. Registration & Exhibit Hall opens

8:00 a.m. Roundtables

8:00 a.m. - 10:30 a.m. Exhibitor Academy presentations
9:15 a.m. Workshops
10:15 a.m. Closing Session - Howell Wechsler
Noon Adjourn

FEATURED SPEAKERS

Thursday, January 13:

Ross Bernstein - "The Champion's Code"



Author and motivational speaker Ross Bernstein will illustrate just what it takes to become the best of the best, while also exploring the fine line between cheating and gamesmanship in sports as it relates to ethics and accountability in the workplace. Ross talks about taking responsibility and about doing things the right way, with respect, to not just survive in the "new economy" - but to thrive in it on your own terms. By the end of the session, everybody will be able to clearly define their own "Code."

The author of nearly 50 books, Bernstein has appeared on thousands of television and radio programs over his career, including CNN, NPR and ESPN, as well as on the covers of *The Wall Street Journal*, *New York Times* and *USA Today*. As an internationally recognized motivational keynote speaker, Ross uses inspirational sports stories as a metaphor for life and for business to energize and connect his audiences - challenging them to not just be ordinary, but to make a difference and be extraordinary.

Ross Bernstein's presentation is sponsored by Ehlers.

Friday, January 14:

Howell Wechsler - "Promoting Health & Academic Achievement through School Health Policies & Programs"



School boards have a unique opportunity to make their schools places where children can be healthy. By developing physical education standards, training food service directors and demanding nutritious foods, and by putting nutrition and phy ed standards into the school improvement plan, districts in Minnesota can improve not only student health, but student achievement.

Howell is the director of the Division of Adolescent and School Health for the Centers for Disease Control. His work earned him the Milton J. E. Senn Award from the American Academy of Pediatrics for achievement in the field of school health. He earned a doctorate in health education from Teachers College, Columbia University, served six years as project director for Washington Heights-Inwood Healthy Heart Program in New York City, and joined the CDC in 1995 as a health scientist before being named director in 2005. He is the lead author of CDC's *Guidelines for School Health Programs to Promote Lifelong Healthy Eating* and helped develop the *School Health Index: A Self-Assessment and Planning Guide*.

Howell Wechsler's presentation is sponsored by FAF Advisors.

SPECIAL FEATURES

Skills Sessions

Join us Thursday morning for special sessions on the nitty-gritty aspects of school boarding: the Open Meeting Law, superintendent and board relationships; and legislative advocacy. There's also a special session for board chairs to talk to MSBA Executive Director Bob Meeks about what districts need from the association.

Show and Tell

Visit with proud Minnesota students who are showcasing unique programs from their schools.

Recognition Luncheon

Celebrate the accomplishments of Minnesota's school leaders at Thursday's luncheon. Registration is required.

Roundtables

Join us for two 20-minute Thursday sessions at 4:50 p.m., and three rounds of information-packed 20-minute sessions Friday at 8 a.m. in the Exhibit Hall. These informal sessions are a great chance for questions and answers with an expert in a small-group setting. Topics this year include using social media effectively, cash-flow borrowing, federal reform programs and more.

Exhibitor Academy

Sit in on 14 half-hour sessions offered by exhibitors from our 2011 trade show. Topics include classroom audio, analyzing construction management fees, playground safety and compliance, using federal stimulus grants and the basics of property and casualty insurance.

Director District Discussions

Your MSBA district representatives will be setting aside time to meet with regional board members to discuss issues of concern. There will also be elections for the MSBA Board of Directors in Director District 1 (southeast MN), Director District 3 (southwest MN), Director District 4 (west metro), Director District 10 (west-central MN), and Director District 12 (northwest MN). MSBA's election booth will be open to take votes for your candidates from 1:45 to 5 p.m. Thursday and 8 to 10 a.m. Friday at the conference.

REGISTRATION DETAILS

There is no registration or fee required for the conference itself, but your superintendent must register attendees for the Recognition Luncheon and Early Birds by January 5. Cancellations refunded until January 7. On-site registration, add \$10. Register online at www.mnmsba.org, fax to 507-931-1515, or send completed form to MSBA, 1900 W. Jefferson Ave., St. Peter, MN 56082-3015.

MINNESOTA SCHOOL BOARDS ASSOCIATION



History in the MAKING

90th Annual Leadership Conference

January 13-14, 2011 • Minneapolis Convention Center

- Phase I, January 11
Hyatt Regency Hotel, Minneapolis
- Afternoon Early Bird & Phase II, January 12
Hyatt Regency Hotel, Minneapolis
- Evening Early Birds, January 12
Minneapolis Convention Center



Conference at a Glance

Unless noted, registration begins 30 minutes before the programs.

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6:30 p.m. – 9:30 p.m. Charter School Board Member Training (Hyatt Regency)

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- 9 a.m. – 3:30 p.m. Phase II Orientation (Hyatt Regency)
9 a.m. – 4 p.m. Charter School Board Member Training (Hyatt Regency)
1 p.m. – 4 p.m. Afternoon Early Bird: Constructive Superintendent Evaluation (Hyatt Regency)
7 p.m. – 9 p.m. Evening Early Birds:
Bargaining Basics or The Next Generation Economy:
A New Normal (Minneapolis Convention Center)

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11:15 a.m. Show and Tell
11:30 a.m. – 3:30 p.m. Exhibitor Academy presentations
11:30 a.m. Recognition Luncheon
1 p.m. Director District Discussions
2:30 p.m. Workshops
3:45 p.m. Workshops
4:50 p.m. Roundtables

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Noon Adjourn

For a complete agenda and workshop descriptions, go to www.mnmsba.org. Register for housing online at www.mnmsba.org or call 888-947-2233 between 9 a.m. and 3 p.m. Reserve your rooms at reduced rates before December 10.

Thanks to Ratwik, Roszak and Maloney, P.A., for supporting the printing and mailing of this conference brochure.



Featured Speakers



Thursday, January 13
Ross Bernstein
The Champion's Code

Author and motivational speaker Ross Bernstein will illustrate just what it takes to become the best of the best, while also exploring the fine line between cheating and gamesmanship in sports as it relates to ethics and accountability in the workplace. Ross talks about taking responsibility and about doing things the right way, with respect, to not just survive in the “new economy” — but to thrive in it on your own terms. By the end of the session everybody will be able to clearly define their own “Code.”

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Howell Wechsler
Promoting Health & Academic Achievement
through School Health Policies & Programs

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– Howell Wechsler's presentation is sponsored by FAF Advisers.



Pre-Conference Extras

Registration begins 30 minutes before the program.

Phase I

6:30 p.m.–9:00 p.m., Tuesday, January 11

Hyatt Regency Hotel, Minneapolis

Tuition: \$55; walk-ins add \$10

Help new board members hit the ground running with this session. Phase I covers the role of the school board, the role of the superintendent, and common scenarios facing new board members.

Phase II

8:45 a.m.–3:30 p.m., Wednesday, January 12

Hyatt Regency Hotel, Minneapolis

Tuition: \$110; walk-ins add \$15

Presented by MSBA staff and state experts. Phase II includes the financial training school boards are required to have by state law. The session also covers core topics such as the budget, school financing, local levies, policies, significant laws affecting school boards, collective bargaining and personnel issues.



Afternoon Early Bird

Constructive Superintendent Evaluation

Presenter: Sandy Gundlach,
Director of School Board Services

1 p.m.–4 p.m., Wednesday, January 12

Hyatt Regency Hotel, Minneapolis

Tuition: \$60; walk-ins add \$10

Make your superintendent's evaluation a positive experience for both the board and your school leader. Learn about a process you can use to develop a constructive evaluation with MSBA's forms. Join us for an interactive learning opportunity focused on superintendent performance evaluation.



Pre-Conference Extras: Evening Early Birds



Bargaining Basics

7 p.m.–9 p.m., Wednesday, January 12

Minneapolis Convention Center

Tuition: \$60; walk-ins add \$10

Presenters: Bob Lowe, Director of Management Services; and Amy Fullenkamp-Taylor, Associate Director of Management Services



Negotiating employee contracts is one of a board's most important responsibilities – it's also among the board's most complex, technical and political duties. This session will provide negotiators with a review of basic negotiation strategies, as well as an understanding of PELRA and other applicable laws. This is essential training for new negotiators and a great refresher for veteran negotiators.



The Next Generation Economy: A New Normal

7 p.m.–9 p.m., Wednesday, January 12

Minneapolis Convention Center

Tuition: \$60; walk-ins add \$10

Presenters: Tom Gillaspay, Minnesota State Demographer; and Tom Stinson, Minnesota State Economist



Changes in Minnesota's economy and a budget challenge near \$6 billion have combined to create projections in job recovery and household income that will create a new normal. See how Minnesota's New Normal will affect everything from health care to K-12 education and gain information to help your board deal with these changing trends so your district can adjust.



Workshop Topics & Special Features

Workshop Topics: A complete list with descriptions is available at www.mnmsba.org.

Some of the featured workshops include: College Readiness in the 21st Century; What Superintendents Say About School Board Relationships; Bullying Prevention; Conflicts of Interest for School Board Members; Increasing MCA Scores by 15 Percent; The Art and Science of Successful Partnerships; Four-Day School Weeks; Public Relations on a Shoestring Budget; and much more!

Special Features

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Why attend MSBA's Leadership Conference?

You'll leave the conference with...

1. Renewed energy and passion for your important work.
2. Advice from state and national experts.
3. New friendships with school leaders from across the state.
4. Ideas to boost student achievement.
5. Strategies for better governance.
6. Information about educational trends.
7. Guidance for strengthening your leadership team.
8. A sense of camaraderie and shared vision for Minnesota's future.
9. Program ideas to replicate in your own district.
10. Appreciation of your MSBA membership – this outstanding conference is free!



construction management fees, playground safety and compliance, using federal stimulus grants and the basics of property and casualty insurance.

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Phone: (612) 339-0060 • Fax: (612) 339-0038 • www.ratwiklaw.com

A Law Firm Dedicated Specifically to Your Needs.



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District Name and Number	Superintendent Evaluation \$60	Bargaining Basics \$60	The New Normal \$60	Recognition Luncheon \$30	TOTAL DOLLARS
	<input type="radio"/> Supt.				
	<input type="radio"/> Board				
	<input type="radio"/> Board				
	<input type="radio"/> Board				
	<input type="radio"/> Board				
	<input type="radio"/> Board <input type="radio"/> Guest				
	<input type="radio"/> Board <input type="radio"/> Guest				
	<input type="radio"/> Board <input type="radio"/> Guest				
	<input type="radio"/> Guest <input type="radio"/> Admin.				
	<input type="radio"/> Guest <input type="radio"/> Admin.				
Additional registrants may be listed on a separate page.					TOTAL

Payment Enclosed Invoice the district

Fridley Representatives

State

Office	Name	Email Address	Telephone Number
Governor	Mark Dayton or Tom Emmer	<i>State Canvassing Board initial meeting 11/23/2010</i> <i>Recount begins 11/29/10</i>	
Lieutenant Governor	Yvonne Prettner Solon or Annette T. Meeks	<i>Certification of gubernatorial election expected on 12/14/2010</i>	
Secretary of State	Mark Ritchie	Mark.Ritchie@state.mn.us	
State Auditor	Rebecca Otto	Rebecca.Otto@state.mn.us	
Attorney General	Lori Swanson		651-296-6196
State Senator District 51	Pam Wolf		
State Representative District 51b	Tom Tillberry		651-296-5510

Office	Name	Email Address	Telephone Number
<i>Representatives for District 50</i>			
District 50A Representative	Carolyn Laine		651-296-4331
District 50B Representative	Kate Knuth		651-296-0141
Senator	Barbara Goodwin		

Office	Name	Email Address	Telephone Number
<i>Representatives for District 51B</i>			
District 51B Representative	Tom Tillberry		651-296-5510
Senator	Pam Wolf		

County

Office	Name	Email Address	Telephone Number
County Commissioner District 4	Jim Kordiak	Jim.Kordiak@co.anoka.mn.us	763-788-9651
County Sheriff	James Stuart		

County Attorney	Tony Palumbo		
Soil And Water Supervisor District 3	Karl Tingelstad		
Soil And Water Supervisor District 4	Mary Jo Truchon		

City

Office	Name	Email Address	Telephone Number
City of Fridley Councilmember Ward 1	Jim Saefke	saefkej@ci.fridley.mn.us	763-571-4592
City of Fridley Councilmember Ward 2	Dolores M. Varichak	varichakd@ci.fridley.mn.us	763-572-1206
City of Fridley Councilmember Ward 3	Ann Bolcom	bolcoma@ci.fridley.mn.us	763-571-2026

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	
ECSE TOTAL	3	3	0	0	0	0	5	
Hayes K	6	37						
1	4	36						
2	0	25						
3	0	28						
4	4	23						
Hayes TOTAL	14	149						
RLS K	1	16						
1	1	20						
2	1	9						
3	0	22						
4	1	21						
RLS TOTAL	4	88						
TOTAL K	7	53	2	7	0	3	1	
TOTAL 1	5	56	0	5	0	2	0	
TOTAL 2	1	34	4	7	0	15	4	
TOTAL 3	0	50	5	6	1	16	4	
TOTAL 4	5	44	10	17	1	17	4	
ELEM TOTAL	18	237	21	42	2	53	13	
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	
FMS TOTAL	17	225	28	40	1	78	17	
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	
FHS TOTAL	30	293	34	43	0	81	29	
MS/HS ALC	42	1	0	0	0	0	0	
DW TOTAL	110	759	83	125	3	212	64	

2010/11 Enrollment Options November 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	
ECSE TOTAL	3	3	0	0	0	0	5	
Hayes K	6	39						
1	3	36						
2	0	25						
3	0	28						
4	4	24						
Hayes TOTAL	13	152						
RLS K	1	15						
1	1	20						
2	1	9						
3	0	24						
4	1	21						
RLS TOTAL	4	89						
TOTAL K	7	54	1	10	0	9	1	
TOTAL 1	4	56	0	5	0	5	0	
TOTAL 2	1	34	3	7	2	17	6	
TOTAL 3	0	52	5	5	2	16	4	
TOTAL 4	5	45	10	19	2	19	4	
ELEM TOTAL	17	241	19	46	6	66	15	
FMS 5	13	30	10	12	0	14	4	
6	2	63	6	10	1	21	4	
7	1	66	5	11	0	20	4	
8	1	69	6	8	1	23	5	
FMS TOTAL	17	228	27	41	2	78	17	
FHS 9	4	78	5	12	0	14	2	
10	4	75	8	7	1	19	6	
11	6	89	12	16	0	28	3	
12	17	54	8	9	0	24	19	
FHS TOTAL	31	296	33	44	1	85	30	
MS/HS ALC	46	1	0	0	0	0	0	
DW TOTAL	114	769	79	131	9	229	67	

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

	Hayes Elementary				Stevenson Elementary				Middle School	High School	Combined Totals				Res Out **	Non Res In ***	Tuition Out ****	Tuition In *****		
	Total	No. Sect.	Avg. Class	DI*	Total	No. Sect.	Avg. Class	DI*	Total	DI*	Total	DI*	Total	No. Sect.	Avg. Class	DI*				
All Day K	122	5	25.6	12	107	5	22.8	-10					229	10	22.9	2	11	58	1	1
K-AM	0			0	1			0					1			0				
HK	6			1	6			-2					12			-1		3		
1	118	5	23.6	27	123	5	24.6	18					241	10	24.1	45	5	60		
2	101	4	25.3	-6	106	4	26.5	8					207	8	25.9	2	10	35	2	
3	102	4	25.5	4	115	4	28.8	18					217	8	27.1	22	10	52	2	
4	110	4	27.5	30	89	4	22.3	2					199	8	24.9	32	29	50	1	
	559	22	25.4	68	547	22	24.9	34					1106	44	25.1	102	65	258	6	1
									Middle School											
5									172	-23			172			-23	22	43	1	
6									224	35			224			35	16	65		
7									197	-18			197			-18	16	67		
8									203	-17			203			-17	14	70	2	
5-8 (School 652 - ALC Full time Equivalent - FTE)									15	-9			15			-9		5		
									M.S. Total	811	-32		811			-32	68	250	3	0
													High School							
12+ (School 551 - Sp Ed Transition Class)									14	0			14			0		5		
9-12 (School 552 - ALC Full time Equivalent -FTE)									86	-2			86			-2		37		
9									240	18			240			18	17	82		
10									208	-47			208			-47	15	79	3	
11									234	5			234			5	28	95	1	
12									200	-29			200			-29	17	71	11	
									H.S. Total	982	-55		982			-55	77	369	15	0
									District Total				2899			15 *	210	877	24	1

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

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

November 1, 2010 ENROLLMENT: IN AND OUT *					
	Resident District	Students In	Students Out	Net Gain/Loss	Ratio
1	Minneapolis	74	18	56	4.1
11	Anoka-Hennepin	205	15	190	13.7
12	Centennial	5	6	-1	0.8
13	Columbia Heights	253	45	208	5.6
15	St. Francis	7	0	7	
16	Spring Lake Park	124	41	83	3.0
110	Waconia	1	0	1	
196	Rosemount-Apple Valley-Eagan	1	1	0	1.0
271	Bloomington	0	1	-1	0.0
279	Osseo	100	7	93	14.3
280	Richfield	0	1	-1	0.0
281	Robbinsdale	8	0	8	
282	St. Anthony	4	5	-1	0.8
286	Brooklyn Center	53	2	51	26.5
287	Intermediate District	0	1	-1	
294	Houston	0	1	-1	
435	Waubun	1	0	1	
621	Mounds View	24	42	-18	0.6
622	N St Paul/Maplewood	0	1	-1	
623	Roseville	1	0	1	
624	White Bear Lake	0	1	-1	
625	St. Paul	5	9	-4	0.6
709	Duluth	0	1	-1	
720	Shakopee	2	0	2	
728	Elk River	8	1	7	8.0
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	3	-3	
4089	New City School	0	1	-1	
4099	Tarek Ibn Ziyad Academy	2	3	-1	0.7
	Totals:	883	210	673	4.2

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

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	105									
RLS	116	119	119	123	127	126	125	123	123	129	127	129									
FMS	106	105	103	100	99	97	96	97	97	99	104	103									
FHS	69	60	59	58	59	64	64	63	61	63	79	79									
FLIP (MS & HS)	0	0	0	0	0	0	0	0	2	2	0	0									
Totals	375	370	364	366	367	365	366	365	368	378	376	416	0								

NOTE: Numbers are pulled from enrollment count data used for the Board Reports

**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 / Nov 1 + or -	AVERAGE
HAYES - Reg Ed K	121	120	122												121
HK	7	4	6												5
K-AM	0	0	0												0
TOTAL HAYES K	128	124	128	0	122	0	6	126							
1	122	118	118									120		-2	118
2	100	99	101									88		13	100
3	106	103	102									107		-5	103
4	106	109	110									99		11	110
TOTAL HAYES K-4	562	553	559	0	536	0	23	556							
RLS - Reg Ed K	112	109	107												108
HK	8	6	6												6
K-AM	0	1	1												1
TOTAL RLS K	120	116	114	0	122	0	-8	115							
1	125	123	123									123		0	123
2	108	105	106									106		0	106
3	114	113	115									100		15	114
4	90	89	89									99		-10	89
TOTAL RLS K-4	557	546	547	0	550	0	-3	547							
TOT K	248	240	242	0	0	0	0	0	0	0	0	244	0	-2	241
TOT 1	247	241	241	0	0	0	0	0	0	0	0	243	0	-2	241
TOT 2	208	204	207	0	0	0	0	0	0	0	0	194	0	13	206
TOT 3	220	216	217	0	0	0	0	0	0	0	0	207	0	10	217
TOT 4	196	198	199	0	0	0	0	0	0	0	0	198	0	1	199
TOTAL K-4	1119	1099	1106	0	1086	0	20	1103							
5	174	172	172									168		4	172
6	216	220	224									208		16	222
7	207	201	197									193		4	199
8	214	207	203									206		-3	205
TOTAL 5-8	811	800	796	0	775	0	21	798							
9	247	242	240									206		34	241
10	212	213	208									217		-9	211
11	233	232	234									240		-6	233
12	217	208	200									224		-24	204
TOTAL 9-12	909	895	882	0	887	0	-5	889							
TOTAL K-12	2839	2794	2784	0	2748	0	36	2789							
MS ALC - Gr 7	5	6	7									15		0	7
MS ALC - Gr 8	8	7	8												8
HS ALC - Gr 9	5	7	8												8
HS ALC - Gr 10	13	13	18									80		6	16
HS ALC - Gr 11	18	27	33												30
HS ALC - Gr 12	10	27	27												27
TOT ALC	59	87	101	0	95	0	6	94							
TRANS	19	14	14									15		-1	14
ECSE (Pre-School)												18			
Tuition												20.51			
Targeted Services												3.61			
GRAND TOTAL	2917	2895	2899	0	2900.12	0	-1.12	2897							

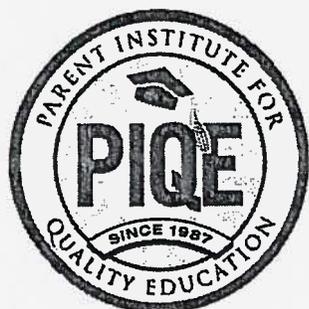
ADM														
	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUN 9	Projections	Revised Projections	Projections +/-	AVERAGE
K	240	242	0	0	0	0	0	0	0	0	244	0	-2	241
1-3	661	665	0	0	0	0	0	0	0	0	644	0	21	663
4-6	590	595	0	0	0	0	0	0	0	0	574	0	21	593
7-12	1303	1282	0	0	0	0	0	0	0	0	1286	0	-4	1293
TOTAL	2794	2784	0	2748	0	36	2789							

PER PUPIL UNIT/WADM														
	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUN 9	Projections	Revised Projections	Projections +/-	AVERAGE
K	133.68	134.79	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	135.91	0.00	-1.114	134
1-3 PPU	737.02	741.48	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	718.06	0.00	23.415	739
4-6 PPU	625.40	630.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	608.44	0.00	22.26	628
7-12 PPU	1693.90	1666.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1671.80	0.00	-5.2	1680
TOTAL	3190.00	3173.57	0.00	3134.21	0.00	39.361	3182							
+/-														

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
TOTAL ADM		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL WADM											0.00

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

SUMMARY OF 2010/2011 ENROLLMENT: IN AND OUT *				
Date	Students In	Students Out	Net Gain/Loss	Ratio
10/1/2010	869	208	661	4.2
11/1/2010	883	210	673	4.2
Average:	876	209	667	4.2
* NOTE: Counts include Early Childhood Special Ed through 12th grade				



Now Anything is Possible!

PIQE BACKGROUND

PIQE began in 1987 as a result of discussions with parents of a predominantly Latino elementary school in the San Diego area, who wanted to address conditions that prevented their children from succeeding in school. Armed with information from those meetings, PIQE founders launched the organization's first program: targeted class workshops for parents of K-12 children. That seminar has evolved into PIQE's signature program, the Parent Engagement Education Program, a nine-week program delivered to parents in their primary language which helps them become educational advocates and supporters of their students. True to the organization's mission, the program educates parents on how to foster a positive educational environment for their children both at home and at school.

The program is free to parents. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids' surrounding their academic successes and challenges; discussing children's college expectations; and more.

PIQE's success with parents, students and educators over the past 21 years has proven that children's academic performance improves with proper support from parents. Parent involvement that begins at home must continue at school. PIQE has the support of the California State University system because its programs adequately prepare low-income students for success in college. Since its inception:

- More than 458,000 parents have graduated from PIQE's programs around the country.
- PIQE has enhanced the education of more than 1.5 million students.
- PIQE assisted families in 461 schools districts in California in 2008 with more than 29,000 parents graduated from the Parent Engagement Education Program.
- More than 90% of the children of PIQE-educated parents graduated high school (average Latino rate is 50%). More than half of them go on to college.
- The Parent Engagement Education Program is taught in 16 languages

Since PIQE's founding in 1987, numerous studies have been undertaken to determine the efficacy of its programs. Time after time, the findings prove that PIQE's programs work. It was this impressive documentation that attracted the attention of the Minneapolis Public School District when the school leadership participated in an informational session on parent involvement by MDE.

MPS contracted with PIQE to start a replication model named **CPEO, Connecting Parents to Educational Opportunities**. Since April of 2008, MPS has successfully graduated over 2000 parents from the program, many of whom are immigrant and/or low-income. The phenomenal success of the program has come to the attention of many other school districts in the state and two new replications have begun in Minnesota this school year, 2010. Those programs are **Parents and Students Succeeding (PASS)** in Duluth and **Parents of Power (POP)** in Brooklyn Center Public Schools. MDE has shown its

support of the program by including PIQE in its **Race to the Top** application for, *Interventions that Turn Around Persistently Low Achieving Schools*.

Locally, the Minnesota replication models of PIQE have successful partnerships with higher education institutions. The University of Minnesota offers a certificate to all parents who graduate from these programs enrollment guarantees to all of their children who qualify for the Pell Grant and meet all other acceptance criteria. Other institutions that have added their support are MCTC, St. Thomas University, and Bethel College.

PIQE REPLICATION MODEL

COST = \$55,000

Includes:

- 2 visits by national directors, David Vallolid and Paty Mayer
- 3 full days of facilitator training
- Additional technical local support provided by Dr. Hedy Walls and Dr. Eleanor Coleman for the first year of the contract.

PARENT INSTITUTE FOR QUALITY EDUCATION (PIQE)

Action Steps for Developing and Implementing PIQE

PHASE I	Person (s) Responsible	Others to involve to complete action step	TIMELINE	COMPLETED Date
Identify and confirm pilot schools				
Meet with Principals and staff of pilot schools to finalize process.				
Make presentations to community stakeholders.				
Identify and meet with potential community partners that can help to facilitate.				
Finalize copyright agreement for curriculum with Legal Department				
Identify and meet with lead facilitators				
Recruit language specific facilitators to be trained.				
Translate curriculum and handouts				
Host joint planning team meetings.				
Finalize editing of PIQE curriculum				
Finalize PIQE replication model dates for school year				

Person (s) Responsible	Others to involve to complete action step	TIMELINE	COMPLETED Date
PHASE II			
Develop data collection system to track student progress			
Develop data collection system to track parent attendance, track phone calls, etc.			
Develop online survey for parent satisfaction			
Work with higher education institutions to develop partnerships to support scholarships, graduation, and other incentives.			
Work with Communication Department to develop and implement marketing plan for replication model program.			
Work with lead program facilitators to develop relationships with pilot school family liaisons and school staff.			
Develop and implement on-going staff development and support for program facilitators			
Collect and interpret data collected from pilot			
Lead facilitators will develop and implement recruitment process for parents.			
Lead facilitators will attend required program trainings.			
Finalize transportation, food, childcare arrangements for class nights.			
Meet with building engineers to familiarize them with operation of the program.			
Work with PIQE to develop a written evaluation to be completed at the end of the pilot program			



Fridley School District
 6000 West Moore Lake Drive
 Fridley, Minnesota 55432
 Phone: 763-502-5001
 Fax: 763-502-5040
 Peggy.flathmann@fridley.k12.mn.us

Peggy Flathmann, Ed. D.,
 Superintendent of Schools

October 2010

Memorandum

To: Duane Knealing, Director of Maintenance and Transportation
 Louie Voigt, Fridley Bus Company

From: Dr. Peggy Flathmann

RE: School Closing procedure for the 2010-11 school year

Step 1. Prior to 5:30 a.m.

If there is a weather question, Louie and Duane will be in contact about the roads and the status of snowplowing in the City. If bad weather is forecast in the evening, either Louie or Duane will contact Jeff Jensen, City of Fridley Street Supervisor, the night before or early morning to check on plows. In addition, they will gather any other pertinent information needed prior to making the school closing decision with the Superintendent.

Questions about Totino Grace transportation call Mike Smith 763-425-7884 (home), 763-586-6330, ext 249 (office), 612-719-7815 (cell) or Totino Grace 763-571-9116

Duane Knealing	763-502-5008 (work/voice mail) 763-753-8435 (home) 612-369-0657 (cell)
Fridley Bus Company	763-571-1241 763-571-9579 763-785-8888 (24 hour number) press 9 if you receive a recording)
First Student Blaine	763-786-2510 763-267-9482 (Ryan Chilson-cell) 651-271-4389 (Michael Peterson-cell) 763-238-1060 (Brian-cell)
Peggy Flathmann	763-502-5001 (work/voice mail) 651- 653-3967 (home) 651- 341-7292 (cell)
NWSISD-CESO	

Step 2. Prior to 5:30 a.m. if possible

Duane will call Peggy. If immediate decision is needed, Duane and Peggy will decide at this time. If more information is needed proceed to Step 3.

Step 3.

Peggy will call area superintendents to check on their school close decision status.

Step 4.

Duane will continue his information gathering. The Fridley Bus Company needs notification prior to 5:45 if possible. CESO would like notice between 5:30 and 5:45. Superintendent makes decision regarding school closing after consultation with Duane to share additional information.

Step 5.

Peggy calls Karen. Karen will contact local radio and television stations to give appropriate code, passwords, and information.

Step 6.

Duane will call Jeff Knutson to get cable TV notice on line, activate Campus Messenger email, and post notice on district website.

Jeff Knutson	763-502-5031 work 763-647-4104 cell 612-554-0237 home
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Step 7.

Each person below initiates their section of the calling tree.

Peggy Calls		Duane Calls	
Karen Jacob	763-441-7386 763-218-0885 (cell)	Rick Maas	763-753-4232 612-369-0785 (Nextel) 612-812-8744 (cell)
Toni Craft	763-571-5521 763-229-6869 (cell) 612-369-1091 (cell)	Pat Rowland	651-784-7150 612-369-4860 (Nextel) 651-428-3021
Imina Oftedahl	651-653-5279 763-331-4293	Francis Ringwelski	763-753-2250 763-228-4401 (cell)
Rob Smith	651-426-0554 h 612-369-4083 (cell) 651-247-1130 (cell)	Jules Schwerr	763-323-9335 612-369-7993 (Nextel)
Renee Van Gorp	612-927-6042 612-369-0781 (Nextel) 612-708-7072	Jerry Tollefson	612-963-6015 612-369-7987 (Nextel)
Alternate- Kelly McConville	763-232-6825 612-369-4853 (cell)		

Margaret Leibfried	763-574-2668 612-369-4852 612-719-2526 (cell)	Dan Holthus	763-421-2851 612-369-1811 (Nextel)
Alternate -Matt Boucher	763-712-1886 612-369-4847 (cell) 612-508-3806 (cell)		
Daryl Vossler	651-633-0982 612-369-7998(cell)		
John Piotraschke	763-494-4618 612-369-9000 (Nextel)		
Brad Richter	763-574-0450 (h) 612-919-8398 (cell) 612-844-8308 (w)		
Marcia Lindblad	763-571-7009 (h) 612-849-3586 (cell) 651-737-2967 (w)		

Imina Calls		Deb Calls	
Rocky Buranen	763-432-0008 763-458-9236 (cell) 763-412-8331 (cell)	Nancy Stark	763-571-9418 763-486-3640 (cell)
Kathy Kraemer	651-488-9815 651-269-8349 (cell)	Darlene Collins	763-755-4793
Chris Krause	763-757-4117 612-369-0659 (Nextel)	Diane Zustiak	763-789-3617
Carol Neilson	651-426-5510 651-338-4368 (cell)	Charmaine Kroger	763-780-1956
Jessica Wells	612-207-6457		
Jeff Overlie	763-783-0409 763-772-5884 (cell)		
Justin Reese	832-528-6371 (cell)		
Kathy Backstrom	763-571-0694		

Cathy Calls		Rochel Calls	
Linda Snyder	651-295-2294 612-369-9051 (cell)	Barb Guille	763-571-2512 763-257-6868 (cell)
Barb Hutchinson	651-636-0934 612-242-3400 (cell)	Carol Pehan	763-434-3448 763-443-1793 (cell)
		Matt Hammer	612-807-2203 (cell)

Karen Notifies	Phone Number	Parents Receive Notice From
WCCO Radio and Channel 4 TV		<i>Radio</i> WCCO Channel 830 AM <i>Television</i> WCCO Channel 4 <i>Websites</i> WCCORADIO.com WCCO.com
KARE Channel 11 TV		<i>Television</i> KARE Channel 11 <i>Website</i> http://www.kare11.com/clos

KSTP Channel 5 TV		<i>Television</i>	KSTP Channel 5 KSTC KSAX
		<i>Websites</i>	KSTP.com
KMSP Fox 9		<i>Television</i>	KMSP Fox 9 WFTC Channel 29
		<i>Website</i>	KMSP.com MYFOX9.com
Debbie Smolinski	651-426-2915 651-353-8848 (cell)		
Cathy Lombard	651-465-4063 651-206-8666		
Rochel Manders	651-436-2608 651-808-3081 (cell)		
Linda Wolf	763-571-8767		

School Closing Days.

- **Administrators/Coordinators** report to work as soon as possible
- **Clerical:** 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.
- **Community Ed:** 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.
- **Custodian:** In the event schools are closed due to inclement weather or other emergency closings, custodians will work four hours on that day, and shall receive the regular eight hours pay for the day. If weather conditions are deemed hazardous to travel, 8 hours of vacation/personal leave may be used.
- **Food Service:** Emergency leave will not be approved for absence resulting from weather conditions and their effect 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.
- **Para:** In the event school starts late or is closed early due to inclement weather or other emergency situations, Paraprofessionals will be paid for their normal work assignment on such days. On such days, their work assignments will be determined by their immediate supervisor. In the event school is canceled due to inclement weather or other emergency situations, Paraprofessionals will be paid for up to two (2) days per year for their normal work assignment.

- **Teacher:** In the event of energy shortage, severe weather, or other exigency, the School District reserves the right to modify the school calendar and, if school is closed on a normal duty day(s), the teacher shall perform duties on such other day(s) in lieu thereof as the School Board or its designated representative shall determine, if any.
- **Activities/After School Events:** If school closes all day or closes early, activities/after school events will be canceled.
- **Tiger Club:**
 - a. **Closing:** In the event that the **Fridley School District closes** as a result of bad weather, **Tiger Club will also be closed.** This decision is made with the safety of all in mind, most especially the children.

Because the closing may not be broadcast before some of parents depart for work in the morning, our opening staff will make every effort to arrive at the schools to post a sign. Parents, please call 763.331-1122 to get a closing update.
 - b. **Late Start:** If school start time is delayed, Tiger Club will remain open and keep your children in our care until school begins.
 - c. **Early Dismissal/Cancellation of Afterschool Activities:** If school closes early or if afterschool activities are cancelled, Tiger Club will remain open with the expectation of early pickup. We will have staff available to keep the children safe until you arrive. Parents:
 - Please make every effort to pick your child up promptly.
 - Please have a Plan B (a friend or neighbor who can pick up your child). List them on the registration form or call with verbal permission.
 - Update all emergency phone numbers and information on file.
 - Have Tiger Club phone numbers readily available to you.

Notes to Remember

- Louie Voigt and Duane Knealing will be responsible for information and training for bus drivers and buildings and grounds staff regarding possible snow days.
- Director of Educational Services will be responsible for employee information to all groups regarding school closing information and report to work expectations.
- For Early School Closing Decisions: Bus drivers need 1 to 1-1/2 hours notice. 45 minutes is required between the times for elementary and secondary student pick-up by school buses.
- NWSISD-If home schools are closed because of inclement weather, NWSISD students will not attend Fridley.

Comparing AP, PSEO, IB, and College in the Schools (U of M-TC) Courses

Prepared by U of M-TC CIS staff in consultation with U of M PSEO staff, MN Dept. of Ed staff, and experienced AP and IB teachers. November 2004 (Updated Oct. 2009)

	College in the Schools, U of M-TC	Advanced Placement	PSEO, U of M-TC	International Baccalaureate
Type of Course	<ul style="list-style-type: none"> University of Minnesota catalogued course (i.e., one that appears in U of M undergrad catalogue & is open to all U of M undergrads); With few exceptions, textbooks used on campus are used in CIS courses; exceptions must be approved by faculty coordinator. Syllabi required to be same as or comparable to campus syllabi 	<ul style="list-style-type: none"> Curriculum suggested List of recommended texts provided No specific syllabus required, however an annual online course authorization is required 	<ul style="list-style-type: none"> University of Minnesota catalogued course (i.e., one that appears in U of M undergrad catalogue & is open to all U of M undergrads) 	<ul style="list-style-type: none"> IB Diploma Programme is a 2-year high school curriculum offered through approved schools. Students may choose to participate in the full IB diploma program or take individual IB courses and the corresponding exams to earn various IB certificates. During FY 2008 Minnesota had 14 schools approved to offer IB diploma program
Teacher Qualifications and Initial Training	<ul style="list-style-type: none"> Interviewed and selected by U of M faculty Workshops/directed study with U of M faculty and staff are required; No charge to school or teacher; workshops held on U of M campus. 	<ul style="list-style-type: none"> No educational or professional background requirements Participation in workshops & conferences strongly encouraged but not required; AP-approved workshops (in some disciplines) available in Minnesota at Carleton College & Augsburg. 	<p><i>Not applicable</i></p> <ul style="list-style-type: none"> High school teachers are not involved. High school counselors are main liaisons between high school and U of M. 	<ul style="list-style-type: none"> Teachers selected by high school New teachers are required to undertake training at approved IB workshop Participation at regional IB workshops (3 – 6 days) is required approx. every 5 years, after curriculum revisions have been made. Workshops are sometimes offered in MN.
Ongoing Support for Teachers	<ul style="list-style-type: none"> 3 – 6 days (annually) of discipline-specific workshops with U of M faculty are required –no expense to teacher or school; workshops held on U of M campus Regular classroom visits from CIS program faculty coordinator/assistant (every 1-3 years) Password protected web pedagogical resources for many CIS disciplines 	<ul style="list-style-type: none"> Participation in workshops & conferences encouraged, not required; AP-approved workshops (in some disciplines) are available in Minnesota at Carleton College & Augsburg. Online training, consultants, textbook reviews, and other resources 	<p><i>Not applicable</i></p>	<ul style="list-style-type: none"> Online curriculum center Each year, IB Minnesota offers networking opportunities and follow-up training in the content areas with significant curriculum changes. Participation is not required.
Credit Earned	<ul style="list-style-type: none"> Students earn high school and college credit immediately upon the successful completion of the course. Grades appear on official U of M transcript. All courses are approved for degree credit. In 2008-09, 97% of students who completed a CIS class earned U of M credit. 	<ul style="list-style-type: none"> Score of 3, 4, or 5 must be earned on AP exam in order to be <i>eligible</i> for receipt of college credit or course exemption at colleges which accept AP scores; Some colleges accept only 4s and 5s. College Board Web site reports that 59% of AP tests taken in MN in 2009 earned scores of 3, 4, or 5. 35% of all AP tests taken in MN in 2009 earned scores of 4 and 5. 	<ul style="list-style-type: none"> Students earn high school and college credit immediately upon the successful completion of the course. Grades appear on official U of M transcript. All courses are approved for degree credit. 	<ul style="list-style-type: none"> Exam scores determine eligibility for credit or advanced standing at colleges which accept IB scores; Some colleges accept the IB diploma for credit. Of the IB tests taken in May 2008, 66% were completed with scores of 4 or higher, on a scale of 1 – 7. In FY 2008 70% of the IB diploma candidates actually earned their diploma.
Transfer of Credit	<ul style="list-style-type: none"> Credit is recognized by most postsecondary institutions in the U.S. In a 2008 survey of former CIS students, 94% of survey respondents reported that their U of M credit earned through CIS had been recognized by institutions other than the U of M (credit, exemption from required courses, or adv. placement). 	<ul style="list-style-type: none"> More than 90 % of U.S. colleges have a policy granting incoming students, credit and/or placement. Students are eligible to request credit and/or exemption on the basis of AP scores. Some schools do not accept any AP scores, e.g., U of M world language departments do not grant credit automatically on the basis of <i>any</i> AP score. 	<ul style="list-style-type: none"> Credit is transferable to most postsecondary institutions in the U.S. 	<ul style="list-style-type: none"> According to a 2006 report by the Western Interstate Commission on Higher Education (WICHE), 48% of colleges nationwide grant credit for the IB diploma; <i>see IB Web site for colleges accepting individual exam scores.</i> MN state colleges and universities generally grant credit for scores of 4 - 7 on individual IB exams. Some also accept the IB diploma.

	College in the Schools, U of M-TC	Advanced Placement	PSEO, U of M-TC	International Baccalaureate
Cost to Student	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • AP exam rate (may be subsidized by the school district/state) 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • IB exam fee (in MN this is subsidized by the state)
Cost to Teacher	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • AP workshop fee (may covered by school/district/stat.) 	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • IB workshop fee (in MN this is subsidized by the state.)
Cost to School	<ul style="list-style-type: none"> • \$145.00 per student per course, regardless of # of credits (2009-10). The cost per student is partially subsidized by the state. • Textbooks and required course materials • Substitute teacher pay for 2-4 days (to cover classes during CIS workshops and student field days) • Transportation for students to CIS student field days 	<ul style="list-style-type: none"> • None, unless school elects to pay for teacher AP workshops. • Substitute teacher pay when teachers attend AP workshops. 	<ul style="list-style-type: none"> • Schools lose percentage of their per-pupil state allotment; proportional to number of courses student is enrolled in at high school. • State of MN compensates institutions \$179.57 per credit in 2009-10. 	<ul style="list-style-type: none"> • \$17,000 one-time authorization fee for each new IB school, plus \$9600 annual school fee (2009) • Exam fees of \$227/student /exam for the first exam and \$92/student/exam for each subsequent exam (2009) • Teacher training fees plus charges for any additional required staffing, publications, or special facilities. • In MN state subsidies are available to cover most costs of IB training and testing.
Basis of Grade or Score	<ul style="list-style-type: none"> • Grading follows U of M standards and/or rubrics • Grading reviewed by U of M faculty • Multiple and varied assessments are used to evaluate student learning over the entire term of the course. • High school & college grades determined by above assessments. 	<ul style="list-style-type: none"> • The AP score (1-5) is determined by student's performance on a single test administered in the spring. • High school grade for AP course based on multiple & varied assessments over entire term. 	<ul style="list-style-type: none"> • Multiple and varied assessment are used to evaluate student learning over the entire term of the course. • High school & college grades determined by above assessments. 	<ul style="list-style-type: none"> • IB diploma requires passing scores on 6 exams taken over 2 years, a capstone course, 4000 word essay and 150 hrs. of "Creativity, Activity, and Service"; certificates require passing scores on exams taken after individual courses. Exam scores are determined by external evaluators. • High school grade is based on multiple and varied assessments over entire term of the course, including exams covering full term.
Student Eligibility	<ul style="list-style-type: none"> • Top 20%-30% of graduating class for most courses; exceptions allowed • Top 50% for several courses • Unique requirements for some courses • Piloting three courses in 2009-10 for students in the academic middle, between the top 20% and top 50% of their class 	<ul style="list-style-type: none"> • No AP policy; high school policies vary 	<ul style="list-style-type: none"> • No minimum criteria; each application individually reviewed. • For Fall 2008: Average High School GPA: 3.82 • Average High School Rank: 91% 	<ul style="list-style-type: none"> • No IB policy, high school policies vary
Student Support	<ul style="list-style-type: none"> • Full privileges to U of M libraries • U of M email accounts • Student handbooks • Academic advising provided by CIS teachers and school counselors who are supported by CIS 	<ul style="list-style-type: none"> • Web site with information about AP courses, AP exams, study skills and test-taking tips 	<ul style="list-style-type: none"> • Full privileges to U of M libraries, public computer labs • U of M email accounts • Academic advising services • Comprehensive student handbook, orientation, and support workshops 	<ul style="list-style-type: none"> • IB coordinator at each school • Sample examination papers and other information for students are available online.
Program Validation	<ul style="list-style-type: none"> • Courses approved through regular U of M processes. • U of M academic dept. oversee courses administered by CIS • Accreditation by National Alliance of Concurrent Enrollment Partnerships 	<ul style="list-style-type: none"> • Courses developed by national committees of college and high school faculty. • Grading is nationally normed. • Exams are developed by national committees of college and high school faculty, with support from AP staff. 	<ul style="list-style-type: none"> • Courses approved through regular U of M processes. 	<ul style="list-style-type: none"> • Schools apply to offer IB program and are reevaluated every 5 years. • Curriculum developed through ongoing review process by IB staff, teachers, consultants, and examiners. • External examiners score student exams and review samples of student work.

618 Assessment of 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. “Benchmark” means the academic knowledge and skills students must achieve at each grade level or high school level to satisfactorily complete a state standard.
- C. “Elective standards” are the academic standards adopted by the school district in the subject areas of vocational and technical education and world languages.
- 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 3 through 8 and at the high school level as follows:
 - a. annual reading and mathematics assessments in grades 3 through 8 and high school reading and mathematics tests;

- b. annual science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma);
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 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, 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.

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 (Graduation Standards - Mathematics and Reading)
Minn. Stat. § 123.972. Subdivision 7.
Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards - Written Composition)
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 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, 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 _____

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I. General Information and Instructions:

The plan must be completed by **November 10, 2010**. Your AYP Coordinator will download your plan after 5:00 PM on November 10, 2010. After review by the AYP team, if any revisions or additions need to be added, your AYP Coordinator will upload the document to your workspace for you to review/revise prior to submitting the plan to MDE.

**DISTRICT or CHARTER SCHOOL (Multiple Sites)
IDENTIFICATION INFORMATION**

District Name and Number: Fridley Public Schools 0014-01

Superintendent/Director: Peggy Flathmann

Site Address: 6000 W. Moore Lake Dr.
Fridley, MN 55432

Phone: (763) 502-5001

Fax: (763) 502-5040

Email: peggy.flathmann@fridley.k12.mn.us

District Improvement Team Members (for additional members, please attach names to plan)

Improvement Team Members

Improvement Team Roles

1. Peggy Flathmann	Superintendent
2. Imina Oftedahl	Director of Educational Services
3. Cathy Lombard	Director of Special Services
4. Renee VanGorp	Principal, Fridley High School
5. Margaret Leibfried	Principal, Fridley Middle School
6. Robert Smith	Principal, Fridley Moore Lake ALC
7. John Piotraschke	Principal, Hayes Elementary
8. Daryl Vossler	Principal, Stevenson Elementary
9. Teacher Leadership Teams from FHS, FMS, HS-ALC, Hayes and Stevenson Elementary	
10. Linda Harvieux	Regional Education Specialist, Metro ECSU

AYP (In Need of Improvement) Stages 2010-2011 School Year

*Any district in Continuing In Need of Improvement must complete Appendix B (1.2, 2.1, 2.2)

**Any district in Corrective Action must complete Appendix C (3.1, 3.2)

Please check the AYP stage that applies:

<input type="checkbox"/> In Need of Improvement 1.1	<input type="checkbox"/> In Need of Improvement 1.2
<input type="checkbox"/> Continuing In Need of Improvement 2.1	<input type="checkbox"/> Continuing In Need of Improvement 2.2
<input type="checkbox"/> Corrective Action 3.1	<input checked="" type="checkbox"/> Corrective Action 3.2

This document meets requirements for the District Improvement and Annual Measureable Achievement Objective (AMAO) Plans:

- Yes
- No

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IMPROVEMENT PLAN ASSURANCES

Related to the consequences for Title I school improvement, the LEA agrees to the following assurances:

1. The identified district will create or revise a current improvement plan with input of AYP Coordinators, teachers, and parents as outlined in P.L. 107-110, Section 1116.
2. The improvement plan will be developed and/or revised within 90 days of identification and shall cover a two-year period.
3. The district identified for AYP status will reserve and spend at least 10% of the district's Title I, Part A allocation for professional development activities related to carrying out the initiatives of the improvement plan in the current school year.
4. The district will ensure that all teachers teaching core content classes meet the requirements of highly qualified.
5. District and school improvement funds/resources will supplement and not supplant state and local funds.
6. A notice of district AYP status must be provided to **all** parents/guardians of enrolled students before the beginning of the school year.
7. The district must maintain the improvement plan and related documentation to be available upon request by MDE as needed, including compliance requirements.
8. If updating an *In Need of Improvement* plan (stages 1.2, 2.1, 2.2) Appendix B of this application must be completed; a district in Corrective Action must complete Appendix C.

We hereby agree to the assurances as printed herein and verify that all the information provided in this school improvement application is true and accurate to the best of my knowledge.

(Signature of Superintendent/Director) *(Date)*

(Signature of LEA Representative) *(Date)*

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of _____ *(District Name)* has authorized _____ *(Name)* at a monthly meeting on _____ *(date)* to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2010-11. The LEA Representative ensures the school district maintains compliance with the appropriate federal statutes, regulations, and procedures and acts as the responsible authority in all matters relating to the review and administration of this improvement plan. The district ensures that its designee(s) will participate as a member of the improvement team and work in collaboration with the education service cooperative and/or MDE providing technical assistance through the AYP Statewide System of Support.

(Signature of Superintendent/Director) *(Date)*

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Title I districts identified as not making adequate yearly progress (AYP) for two consecutive years are required to develop (or revise) and implement an improvement plan based on the eight elements prescribed under PL 107-110 Section 1116:

Eight elements to be included in the needs improvement plan:

1. Ensure all students are proficient in core academic subjects by 2013-2014
2. Establish annual measurable objectives for continuous and substantial progress to achieve proficiency
3. LEA will incorporate strategies based on scientifically based research to strengthen core academic subjects
4. Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development
5. Address the fundamental teaching and learning needs in the district
6. Promote effective parent involvement strategies
7. Incorporate extended day and extended school year activities as appropriate
8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including the technical assistance provided by the LEA

This can be accomplished as follows:

- Districts must **develop** an improvement plan using the current format and submit the completed and signed form to the assigned agency (see page one of this form for instructions);

~OR~
- Districts with an **existing improvement plan** may attach their previous plan and indicate where each required element is embedded within the attached plan. The completed and signed form and assurances, along with the attached plan, is submitted to the assigned agency (see page one of this form for instructions);

~AND~
- Use the attached rubrics (appendix A) to guide your school improvement planning.

II. EXECUTIVE SUMMARY INTRODUCTION:

Please provide a brief description and introduction about your district. This should be the first page of the improvement plan to give the reviewers a general understanding of your district.

Address the following:

- District demographics
- Area of AYP identification and a brief overview of how it will be addressed in the improvement plan

Fridley is a suburban district located in Anoka County. The district is made up of 2 elementary buildings (K-4), one middle school (5-8), a high school (9-12) and a middle school (7-8) and high school (9-12+) alternative learning center. The district is a member of the Northwest Suburban Integration School District (NWSISD) and hosts an all school International Baccalaureate Middle Years program magnet school for NWSISD. Fridley High School became an authorized IB Diploma School (grades 11 & 12) during the 2009-10 school year. The IB Primary Years (PreK-5) program was authorized for both elementaries in the spring and summer, 2010. There are three nonpublic schools within the district boundaries. One houses an Islamic Center. The following is a summary of the district demographics based on the October 1, 2009 demographic data.

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2009-10 Enrollments by Grade

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

2009-10 Demographic Makeup of Students

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

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Free/Reduced Lunch 1503 53%

When reviewing AYP results Stevenson and Fridley Middle School are in year two of "in need of improvement". Stevenson failed to make AYP for two years in a row for Special Education students in the area of reading. They did make AYP in all areas in 2010. Fridley Middle School failed to make AYP for two years in a row for Black students in the area of reading. In 2010 all groups made AYP in reading. However, the school did not make AYP for Black students in the area of math.

III. NEEDS ASSESSMENT:

NCLB requires a comprehensive needs assessment for your district. Please address the following:

- Date when comprehensive needs assessment was developed or updated
- Summarize the results of the district needs assessment
- Include a brief determination of why the district’s previous plan did not bring about increased student academic achievement (for districts continuing *In Need of Improvement*)

AYP STATUS

The district failed to make adequate yearly progress in Special Education Math Proficiency for the 2005-06, 2006-07 and 2007-08 school years. In 2008-09 the district made “safe harbor” in Special Education Math Proficiency. However, the district failed to make AYP in 2008-09 in Black Math Proficiency and Special Education Reading Proficiency. As a result the district was designated as in “Corrective Action”. During the 2009-10 school year the district failed to make AYP for Math Proficiency for Black Students. It failed to make AYP for Reading Proficiency for All Students, American Indian Students and Black Students. The district continues to be designated as in "Corrective Action".

For the 2008-09 school two schools were designated as “In Need of Improvement”. Fridley Middle School failed to make AYP for two consecutive years in Black Reading Proficiency and Stevenson Elementary also failed to make AYP in Special Education Reading Proficiency for two consecutive years. During the 2009-10 school year Fridley Middle School made AYP in Reading Proficiency for Black Students but failed to make AYP in Math Proficiency for Black Students in Reading Proficiency. In the 2009-10 school year Stevenson Elementary made AYP in all subgroups in both Math Proficiency and Reading Proficiency. Both school are in the second year of being designated as "In Need of Improvement. Below are the areas where the individual schools failed to make AYP for the 2009-10 school only are:

Building	Areas
Fridley High School	Free & Reduced Lunch Reading Proficiency All Students, Black, & Free & Reduced Lunch Students in Math Proficiency
Fridley Middle School	Math Proficiency for Black Students

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Fridley Moore Lake ALC (FLIP)

All Students Math Proficiency
Free & Reduced Lunch Students in Math
Proficiency
Attendance for All Students

The needs assessment was completed on August, 2010. When reviewing the 2010 MCA and the Spring NWEA MAP test results the following findings were noted:

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

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

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

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

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

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

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

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

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

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decrease from the 2009 Science MCA II.

NWEA RESULTS

When analyzing the results from the spring administration of the NWEA MAP Test, the mean score on reading tests of the NWEA was lower for Fridley students in grades 9 and 10 than other students assessed by NWEA in 9th and 10th grade. In reading it was higher or equal to the NWEA national norm in 2nd, 3rd, 4th, 5th, 6th, 7th, 8th and grade.

Fridley students earned scores higher than the NWEA national norm in math in all grade levels assessed.

ACT RESULTS

In 2009-10 129 students elected to take the ACT. Overall, Fridley students ACT scores for 2009-10 are slightly higher than those reported in 2008-09.

QUALITY INDICATORS-RUBRIC RESULTS

When reviewing the Quality Indicator Rubric it appears that the district earned the following mean scores:

- I. **ASSESSMENT and USE OF RESULTS = 2.6** In this area the district has developed and has fully implemented a system of assessment and data analysis. We have had a data analysis system in place for the approximately seven years and we are currently implementing a "more user friendly" data analysis system (Icue) that allow easy access to data by all staff members. The only area that we rated low was in the use of comparative data. The district does use statewide data for comparison to the district when reporting to the school board and the public, but has intentionally decided not to use comparison data from other schools except when trying to identify effective programs that we would like to view. We did not find it useful of improving student achievement. The district's focus in on improving student achievement so all students leave with the needed skills to be successful in postsecondary programs.
- II. **CURRICULUM (Reading) = 3.5** The district has some strengths in this area. All of our curriculum in grades K-12 is aligned to the state standards and by grade level so we are not duplicating or missing important skills when a student moves to their next building.
- III. **INSTRUCTION = 3.0** In our curriculum mapping process each teacher/team is required to identify modifications and accommodations in the curriculum for students with different learning needs. While the system is in place of identifying these difference and implemented at the district level, individual teachers are still working on improvement in this area.
- IV. **CULTURE for LEARNING = 2.75** The district has an plan for evaluating disparities in achievement for all students. Each building is required to submit building goals in reading and math with goal statements for each subgroup reported on the MCA. They set these goals based on the data from the MCA II and the NWEA MAP test each year. We haven't developed a system wide method for evaluating district climate and satisfaction. Systems are in place for evaluating attendance and behavior. Each building analyses

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attendance and behavior data and makes changes to improve both in the school setting.

- V. **ENGAGING FAMILIES and COMMUNITY** = 1.75 The district is in the process of developing a district wide system for engaging families and the community in the education of their students. We have individual efforts established by both the district and schools, but there isn't a defined district "system" to do this.
- VI. **PROFESSIONAL DEVELOPMENT** = 3.75 The district has a well developed system of professional development at both the district and school level. This is one of our strengths.
- VII. **LEADERSHIP and GOVERNANCE** = 3.6 One of the benefits of being a small school district is that the leadership is very visible. The roles of the district office staff is well defined and communicated to the district staff. We can't say the "all staff" are engaged or "all constituents" support the system, but it is easily visible to both school employees and community members.

Based on the review of the above data the following needs were identified as being the most urgent to focus on for the next two years and will be the focus of district-wide staff development. The 2% programmatic set-aside will be used to make program improvements in the Title I programs at Stevenson, Hayes and Fridley Middle school. Title I programs will be continued in mathematics. Previously, only reading proficiency was addressed in Title I programs. The district staff development plan is based on the goals set by each building for the year. Staff development will focus on the areas noted in each building goal. The district will continue to work on engaging families and the community and improve the implementation of all district systems. The two groups of students that will be the primary focus for the 2010-11 school year are:

1. All students, American Indian Students and Black students in reading proficiency
2. Black students in math proficiency

IV. ELEMENTS SECTION:

Please complete each section, addressing the elements and attaching documents as necessary to clarify the information. This form is expandable so that as you type pages will add or adjust. Please refer to the attached rubric in Appendix A for additional information on element requirements.

1. Ensure all students are proficient in core academic subjects by 2013-2014.

Identify actions that have the greatest likelihood of improving the achievement of children in meeting Minnesota's achievement standards.

Address the following:

a) Identify challenges that have prevented the district from making adequate progress.

- Because of limit federal and state education funding the district is working at providing the most efficient and effective programs to improve student achievement.
- The district has not yet completed the scheduling common planning time for teachers in all curriculum program areas.
- We are exploring, but have yet implemented strategies for student skill maintenance over summer and other long breaks.
- We are also exploring ways to make technology resources available for all for students and families

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- The district is developing a schedule that will allow time for teachers to collaborate and evaluate data to determine the effectiveness of instruction
- District does not allow enough time for quality parent/teacher collaboration during established conference times. The district is exploring other options for collaborating with parents.
- The district is exploring additional resources/programs to increase the amount of instructional time for students who need to improve academic skills.
- The district is developing alternative methods for increasing the time available for staff development for teachers.
- The district is exploring additional curriculum resources for students with learning differences.

b) Identify the fixed targets that are appropriately set for all students to be on track for 100% proficiency by 2013-2014 in reading and math.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

All groups of students enrolled in the district will increase their score in **reading proficiency** as measured the MCA II results in the spring by 11.42% each year from 2010 to 2014.

All groups of students enrolled in the district will increase their score in **math proficiency** as measured the MCA III in the spring by 12.89% each year from 2010 to 2014.

Page where identified:

Page 8

2. Establish annual measurable goals for continuous and substantial progress to achieve proficiency.

Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data pursuant to section 1111(b)(2)(C)(v), consistent with adequate yearly progress as defined under section 1111(b)(2).

Address the following:

- a) Provide annual MCA-II measurable goals for identified student group(s).

In Fridley each building is required to develop annual building goals that focus on improving student's achievement. The district has chosen to focus on the individual building goals instead of developing individual district goals in the District Improvement Plan. The following are the building goals organized by specific groups of students.

STUDENT GROUP: All Students including American Indian and black students in Reading

FRIDLEY HIGH SCHOOL

The percentage of all 11th grade students at Fridley High School, based on students in attendance prior to October 1st, who earn achievement levels of Meets Expectations or exceeds expectations on the 11th grade MCA

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Mathematics MCA-II/MTELL/MTAS will increase from 39.4% in 2010 to 44.5% in 2011.

FRIDLEY MIDDLE SCHOOL

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 77.2% to 79.2%
- In grade 6 will improve from 71.5% to 73.5%
- In grade 7 will improve from 73.7% to 75.7%
- In grade 8 will improve from 78.0% to 80.0%

FRIDLEY MOORE LAKE ALC

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%.

HAYES ELEMENTARY

Students in grades 2-4 will meet their normed target growth in reading from fall to spring using the NWEA MAP assessment.

Grade 2 – 66% --

Grade 3 – 65% -- (Group achieved 63% in grade 2)

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

* Kindergarten – 82% of Kindergarten students will achieve their FP growth reading target by the end of the year. (For most students this will be guided reading level C'.)

* First Grade – 87% of first grade students will achieve their FP growth reading target by the end of the year. (For most students this will be letter H'.) (Group achieved 85% in previous year)

STEVENSON ELEMENTARY

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- 47.1% (First year of data with MAP- baseline goal of 45.1%)
- Grade 3-58.1% (Group achieved 56.1% last year)
- Grade 4- 72.4% (Group achieved 70.4%)

STUDENT GROUP: BLACK STUDENTS IN MATHEMATICS

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FRIDLEY HIGH SCHOOL

The percentage of all 10th grade students at Fridley High School, based on students in attendance prior to October 1st, who earn achievement levels of Meets Expectations or exceeds expectations on the 10th grade MCA Reading MCA-II/MTELL/MTAS will increase from 66.5% in 2010 to 71.5% in 2011.

FRIDLEY MIDDLE SCHOOL

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 77.4% to 79.4%
- In grade 6 will improve from 83.5% to 85.5%
- In grade 7 will improve from 73.7% to 75.7%
- In grade 8 will improve from 75.4% to 77.4%

FRIDLEY MOORE LAKE ALC

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 20.0% to 25.0%.

HAYES ELEMENTARY

Students in grades 2-4 will meet their normed target growth in mathematics from fall to spring using the NWEA MAP assessment.

Grade 2 – 66% --

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

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

*Kindergarten – 82% of kindergarten students will score above the 80th percentile on the end of year assessment.

*Grade 1 – 82% first grade students will score above the 80th percentile on the end of year assessment.

STEVENSON ELEMENTARY

The percentage of all students in grades 2-4 who will meet their normed target growth in math 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 3-77.2% (Group achieved 75.2% last year)

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- Grade 4- 72.4% (Group achieved 70.4% last year)

b) Describe the process of tracking goal progress over the two years of the plan.

- Identify assessment(s) used to track progress toward these goals
- Describe alignment between the various assessments used to measure progress (if using assessment(s) other than MCA-II)

In Fridley each building is required to develop building goals that focus on improving student's achievement. These goals are developed by analyzing a variety of data including NWEA scores, MCA II scores including substrand scores, grades, teacher report of performance, additional assessment tools such as Fountas and Pinnell, Degrees of Reading Power (DRP) and DIBELS. Some buildings develop goals targeted at specific groups of students while others write overall achievement goals with the purpose of improving the academic skills of all students including specific groups of students. The goals are evaluated each spring and new goals are developed for the following years using additional data and the results of the goals from the previous year.

The district has chosen the NWEA MAP test as one of the data points collected when evaluating student achievement. The NWEA has a norming study done in 2008 that evaluates the correlation between the NWEA MAP and the Minnesota State Assessments/Standards. NWEA has calculated the RIT score for each grade and subject area that will predict a student's performance on the MCA II.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified:

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3. Incorporate strategies based on scientifically based research to strengthen core academic subjects.

Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the local educational agency.

Address the following:

a) Identify scientifically research-based strategies that are clearly stated and aligned to performance goals (developed under element number 2).

- Strategy 1: Use formative and summative data to drive instruction. The district is providing a new evaluation tool to make it easier for the staff to evaluate the effectiveness of the instruction.
- Strategy 2: Ensure that instruction and mastery is provided in content that all students are required to know and be able to do. The district is providing ongoing training of staff on the evaluation of instruction and how to determine if mastery has been met.
- Strategy 3: Provide extended time in mathematics and reading and language arts beyond regular classroom instruction to ensure adequate opportunity for each student to be able to meet educational requirements. The district is providing both after school programs and extended time during the school

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day to increase additional opportunities to improve student achievement.

- Strategy 4: The district is continuing to work on developing a systematic approach to providing time for teachers to collaborate on educational issues affecting students, instruction, etc. through common planning time and compensation for working outside the contract hours.
- Strategy 5: Strengthen relationships between home and school and to encourage parent engagement in the education of their children. The district is continuing to development more effective methods for communicating with families. A communication survey/focus group has been completed. The results are being summarized. When available the district will use this information in improve communication between the district and parents and other community members.

b) Describe how the identified strategies will improve student achievement in the cited area(s).

A review of literature regarding research based practices used to improve student achievement suggests that these 5 strategies are effective in improve instruction and education outcomes for all students including special education and black students.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified:

Page 11

4. Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development.

Address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the funds received by the local educational agency under subpart 2 for each fiscal year in which the agency is identified for improvement for professional development (including funds reserved for professional development under subsection (b)(3)(A)(iii)), but excluding funds reserved for professional development under section 1119.

Address the following:

a) Describe the high quality professional development supported by the 10% set-aside of the district Title I funds to meet the needs of the instructional staff.

Here is a list of the district staff development goals for the 2010-11 school year.

- Elementary staff will receive additional training for International Baccalaureate Organization (IBO) – Primary Years Programme with a focus on exhibition.
- Staff teaching in Middle Years Program will receive additional IB training with a focus on MYP assessment.
- Secondary staff assigned to teach International Baccalaureate Organization (IBO)-- Diploma Programme

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will attend course specific training.

- All staff will receive training on the understanding of international-mindedness and its impact on student achievement in diverse classrooms.
- The district will implement its math curriculum and provide training on researched-based strategies for math instruction.
- Elementary, middle and high school staff will participate in on-going professional meetings and training with experts in reading intervention in order to implement a comprehensive and systemic intervention response to improve reading achievement.
- All staff will receive district training in the integration of LCD projectors, Smart Boards, online learning management systems, and online/digital/electronic resources in instruction

The 10% set aside for district wide staff development will be spent on the following:

- Contracted Services-staff development presenters for training
- Extended time for staff to attend training beyond contracted day.
- Substitutes for teachers to allow them to participate in training activities during contracted time.

b) Explain how the professional development plan will directly address the academic achievement challenges that caused the district to be identified.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

The staff development activities will focus on improving reading and math skills for all students including special education and black students.

Page where identified:

Page 12

5. Address the fundamental teaching and learning needs in the district.

Address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the local educational agency's prior plan failed to bring about increased student academic achievement.

Address the following:

a) Identify fundamental teaching and learning needs as identified from the district needs assessment process in the area(s) cited that contributed to the identification of needs improvement status.

- Math and reading curriculum that are aligned to the state standards and the district curriculum.
- The need to make better use of available data to make instructional decisions for students.
- The need to align the elementary and secondary reading and math curriculum.
- The need to provide additional time for instruction for students with academic difficulties.

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- The need for additional training in math and reading instruction for teachers.

b) Describe teaching and learning needs that will be addressed such as choice of instructional programs and materials, use of instructional time, improved use of assessments, etc.

- All buildings/programs are working to improve the use of MCA and NWEA MAP data. For example, high school and middle school programs are using the NWEA cut scores to predict performance on the MCA II and creating additional instructional opportunities for those students.
- The district is conducting a district-wide review of the math curriculum which should result in math curriculum that is aligned with the state standards and has a consistent scope and sequence district-wide.
- The Special Education program has completed a review of literacy curriculum and instruction at Fridley High School. Curriculum has been purchased and staff trained on the implementation of the curriculum. It should result in improved reading instruction that is aligned with the state standards and the district curriculum. Work will continue on evaluating literacy curriculum and instruction in the other buildings in the district.
- Each building is developing both after school and school time programs to increase the amount of instruction time for students with low reading and math skills (Learning Academy, Targeted Services programs, Plus Program, longer, uninterrupted blocks of time for reading and math instruction, etc).

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

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6. Promote effective parent involvement strategies.

Include strategies to promote effective parental involvement in the school.

Address the following:

a) Identify research-based or best practice strategies used to increase parent involvement, including new efforts and enhancements to existing strategies.

- All buildings/programs are working to improve the use of MCA and NWEA MAP data. For example, high school and middle school programs are using the NWEA cut scores to predict performance on the MCA II and creating additional instructional opportunities for those students. MCA II so students can be taught to answer these questions more accurately.
- The district has conducted a district-wide review of the math curriculum which should result in math curriculum that is aligned with the state standards and has a consistent scope and sequence district-wide. Staff has been trained in the use of research based strategies for math instruction.

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- The Special Education program is conducting a literacy review to improve reading instruction for students with disabilities. It should result in improved reading instruction and the selection of reading curriculum that is aligned with the state standards and the district curriculum.
- Each building is developing both after school and school time programs to increase the amount of instruction time for students with low reading and math skills (Learning Academy, Targeted Services programs, Plus Program, longer, uninterrupted blocks of time for reading and math instruction, extended day Title I programs etc).
- The district purchased PD 360. It is a web-based system for staff development for teachers and other staff members. It consists of video presentations that can be personalized to the specific needs of a staff member. The district will be using this in combination with instructional leaders and administrators who will identify needs in each building.
- The buildings have focused on educating families about the Learning Locators found on the MCA reports and the Perspective website with learning activities to improve student performance on the MCA II.

b) Explain how these effective parent involvement strategies will contribute to improved student learning in the specifically cited area(s).

The above strategies give parents the resources they need to be able to provide assistance to their student at home. This is a good opportunity to increase the amount of instructional time a student needs to improve their academic skills if families and the school are working together to improve student achievement.

The above strategies will help hold parents and their students accountable for the support of academic progress of their students.

It also provides them the instruction and strategies they can use when they support academic progress rather than assuming that all parents have the knowledge or expertise to do it alone.

The strategies also improve parent/school communication so that families have the information they need to help their students make academic progress.

c) If *Continuing in Need of Improvement or Corrective Action*, describe process to evaluate parent involvement strategies.

Parents will be asked to complete surveys evaluating the usefulness of the parent involvement activities
Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

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7. Incorporate extended day and extended school year activities as appropriate.

Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

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Address the following if providing extended day activities:

a) Describe the activities to be conducted before or after school, during the summer, and/or during an extension of the school year to meet student needs.

A crucial element in improving the academic skills of students is increased time on task and extended time for instruction. These activities provide opportunities for students to receive this “extra” instruction time both at home and at school.

b) Identify how these activities help students meet the measurable goals set to improve achievement in the cited area(s).

- **Learning Academy:** After school instruction provided for students who need additional instruction in both reading and math in order to improve their academic skills. Transportation is provided.
- **Targeted Services:** Targeted services provides after school tutoring opportunities for students having difficulty in reading and math. Targeted services also provides a summer school program for students who are having difficulty in reading and math or for those students who have failed classes at the secondary level and need to make up credits. Transportation is provided.
- **Title I Services:** Additional instruction in reading and math is provided to students eligible for Title I services during the after school Targeted Services program. Transportation is provided. This is in addition to the regular Title I services students receive during the school day.
- **Medtronic Tutoring:** Students who are having difficulty with academic demands in grades 3-12 are tutored by volunteers from Medtronic. Some of the tutoring occurs at Medtronic by busing students to the site and for elementary aged students volunteers from Medtronic will tutor at the elementary school.
- **Plus Program:** The Plus program is an after school program for students in 9th and 10th grade that are having difficulty meeting the academic demands of high school. This program is funded through a partnership with the Cummins Corporation. Cummins employees also volunteer to tutor students in this after school program. Transportation is provided.
- **Class selection:** Deans at the high school identify students who are “at risk” of not being proficient in reading and math. They assist students in selecting class options so they receive additional instruction in reading and math.
- **Uninterrupted reading and math instruction:** At the elementary and middle schools longer, uninterrupted blocks are scheduled for both reading and math. A larger portion of each day is spent on this instruction.

c) Describe how staff are identified and trained to provide effective services and activities to improvement achievement within the cited area(s).

For after school programs the staff volunteer for the assignment for additional pay. We also use volunteers from community partners in after school programs. Training occurs at both the building and district level. Each building has one 45 minute block each week devoted to building staff development which is based on the building goals. The district also has one 45 minute block each week for district-wide staff development in addition to the scheduled staff development days during the school year. Additionally, the district purchased PD 360, a web-based staff development program that allows for individual or group staff development

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during non-traditional times (prep time, post observation meetings, after school hours at home, etc.)

~OR~

Describe the rationale if the district is not providing extended day activities.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

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8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including the technical assistance provided by the LEA.

Describe the responsibilities of the state educational agency and the local educational agency under the plan, including specifying the technical assistance to be provided by the state educational agency under paragraph (9) and the local educational agency's responsibilities under section 1120A

Address the following:

a) Describe the technical assistance that has been provided and/or is essential to effectively implement the district improvement plan.

The district leadership team met and reviewed the District Improvement Plan written in 2009-109. Because of changes in our AYP status in the schools new goals and action plans were developed with assistance from the superintendent's office.

b) After consultation with the regional service cooperatives or SEA, identify the technical assistance that will be provided specific to the district stage of *In Need of Improvement*.

Technical assistance for planning and developing a continuous district/school improvement plan was provided by the assigned School Improvement Facilitator of Metro ECSU. The district/school's assigned coordinator worked with the site leadership team to review of school continuous improvement plan draft Future technical assistance may be requested with regard to implementation of the plan and researching/planning appropriate professional development

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

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V. HIGHLY QUALIFIED TEACHERS - Public Law 107-110, the No Child Left Behind Act of 2001:

All of the teachers in this district teaching core content classes are highly qualified:

- Yes
 No

If no, a district must identify each teacher in the district that did not meet the federal highly qualified requirements and answer the questions below:

- Describe the specific plan of action that shall be taken, e.g., classes, content exam, professional development, etc. in order for the teacher(s) to meet the federal “highly qualified” requirements.
- Identify the expected date when the teacher(s) must meet the requirements.

VI. DISTRICT IMPROVEMENT ACTION PLAN

Provide or attach the district improvement action plan with a timeline outlining the implementation of the plan over a minimum of two years. The plan must proficiently address all the elements; however, a quality plan will focus on a maximum of (3-5) goals (within these elements based on a comprehensive needs assessment). Utilize the format provided on the next two pages related to the identified student group area(s). Please use one box per activity.

DISTRICT IMPROVEMENT ACTION PLAN FOR AYP

In Fridley each school is responsible to developing their own action plan to improve academic performance for students. Instead of choosing specific activities from their plans, I have summarized each buildings action plan in a box.

AYP GOAL Fridley High School	<ul style="list-style-type: none"> • The percentage of all 10th grade students at Fridley High School, based on students in attendance prior to October 1st, who earn achievement levels of Meets Expectations or exceeds expectations on the 10th grade MCA Reading MCA-II/MTELL/MTAS will increase from 66.5% in 2010 to 71.5% in 2011. • The percentage of all 11th grade students at Fridley High School, based on students in attendance prior to October 1st, who earn achievement levels of Meets Expectations or exceeds expectations on the 11th grade MCA Mathematics MCA-II/MTELL/MTAS will increase from 39.4% in 2010 to 44.5% in 2011.
INTENDED AUDIENCE	Students in grades 9-12 including special education and black students.

ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE
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Math Action Plan:

The math team will contact other schools who are achieving improvement and hear what they are doing for interventions and develop a plan to use those at FHS

Sept. - May

The math team will use NWEA Spring Math test data for last year's sophomores to develop a plan to address identified weaknesses

Sept. - May

Math department will continue to our implementation of a full Geometry class for freshman. This will be the 1st year that most of our students had a full geometry class

Sept. - May

The Math Department will continue the teaching of "Math Test Prep" class for juniors

Sept. - May

The math department will continue the teaching of afterschool MCA Prep sessions

Sept. - May

Data Analysis: Teachers will learn to use classroom data for students to assist in programming and instructional needs through Icue and NWEA

Sept. - May

Reading Action Plan

The reading team will meet to discuss best practices to be shared with all staff to use in all classes with emphasis on classes with reading in the content areas.

Sept. - May

We will provide courses designed for struggling readers in English 9 and 10. We will focus on teaching reading strategies.

Sept. - May

Data Analysis: Teachers will learn to use classroom data for students to assist in programming and instructional needs in Icue

Sept. - May

Reading Team will develop intervention strategies and share with teachers to use in their classroom to improve reading

Sept. - May

Teams will utilize NWEA results, grades, and classroom assessments to identify students needing additional support for reading

Sept. - May

After school sessions will be available for students identified above to implement strategies focused on reading

Jan.-April

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RATIONALE
<p>Looking at trend data in the tables below, a 5% increase would be above increases we have seen in the past three years:</p> <ul style="list-style-type: none"> · 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 o 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 o the MCA-II Math MCA-II/MTELL/MTAS.

DISTRICT IMPROVEMENT ACTION PLAN FOR AYP

<p>AYP GOAL</p> <p>Fridley Middle School</p>	<p>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.</p> <ul style="list-style-type: none"> · In grade 5 will improve from 77.4% to 79.4% · In grade 6 will improve from 83.5% to 85.5% · In grade 7 will improve from 73.7% to 75.7% · In grade 8 will improve from 75.4% to 77.4% <p>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.</p> <ul style="list-style-type: none"> · In grade 5 will improve from 77.2% to 79.2% · In grade 6 will improve from 71.5% to 73.5% · In grade 7 will improve from 73.7% to 75.7% · In grade 8 will improve from 78.0% to 80.0%
INTENDED AUDIENCE	Students in grades 5-8 including special education and black students

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ACTIVITIES/STRATEGIES		MEASUREMENT	DATE or TIMELINE

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<p>Using data analysis, all teachers will group their students for instruction and assignments.</p> <p>All teachers will analyze their classes using the MCA and NWEA data and use that data to plan for their students. All teachers met with the Principal and an Instructional Leader to review and share their analysis and their action plan.</p> <p>Teachers teaching reading will update their curriculum maps, selecting materials and searching out appropriate, leveled texts.</p> <p>Special education students' reading classes will be leveled based on NWEA data.</p> <p>Reading teachers will meet regularly to analyze data and to discuss best practices in reading instruction.</p> <p>FMS will identify 12-15 students who partially meet or did not meet AYP in math and plan an intensive intervention program.</p>			<p>Sept & Oct</p> <p>Sept-May 2011</p> <p>Oct-May 2011</p> <p>Oct-May 2011</p> <p>Oct-May 2011</p> <p>Oct-May 2011</p>

RATIONALE

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.

DISTRICT IMPROVEMENT ACTION PLAN FOR AYP

AYP GOAL Fridley Moore Lake ALC	<p>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 20.0% to 25.0%.</p> <p>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%</p>
INTENDED AUDIENCE	Students in grades 9-12 including special education and black students

ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE
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<p>Math Action Plan</p> <p>Provide mentors for students in math</p> <p>Include math warm ups (math problems around a particular math strand) in every class.</p> <p>Review MCA II Math strands by individual student. The ALC team will discuss the data as it pertains to all grades.</p> <p>MCA II Math strands will be reviewed and discussed by the ALC team</p> <p>I-Cue training (district data analysis tool) so staff can have easy access to student data for program planning.</p> <p>Reading Action Plan</p> <p>Provide mentors for students in reading</p> <p>Expand the new school-wide cross-curricular reading strategies for all learners.</p> <p>Review MCA II Reading strands by individual student. The ALC team will discuss the data as it pertains to all grades.</p> <p>MAP Assessment will be administered three times during the school year (Fall, Winter, Spring) to identify students with low skills in reading and to gauge progress. The data will be reviewed by the ALC team.</p> <p>Students will participate in homogenous grouping MCA II Prep course based on strand data.</p> <p>Facilitate daily 15 minutes independent reading program for all students.</p>			<p>Sept. - June</p> <p>Sept. - June</p> <p>Staff Meetings Sept -January</p> <p>Dec.- January</p> <p>Staff Meetings Sept.-January</p> <p>Sept - June</p> <p>Sept- June</p> <p>Staff Meetings Nov -January</p> <p>Dec - January</p> <p>Feb -March</p> <p>Sept -Dec</p>

RATIONALE

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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.

DISTRICT IMPROVEMENT ACTION PLAN FOR AYP

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<p>AYP GOAL</p> <p>Hayes Elementary</p>	<p>Students in grades 2-4 will meet their normed target growth in mathematics from fall to spring using the NWEA MAP assessment.</p> <p>Grade 2 – 66% -- Grade 3 – 66% -- (Achieved 44% last year) Grade 4 – 71% -- (Achieved 69% last year)</p> <p>*Kindergarten – 82% of kindergarten students will score above the 80th percentile on the end of year assessment. *Grade 1 – 82% first grade students will score above the 80th percentile on the end of year assessment.</p> <p>Students in grades 2-4 will meet their normed target growth in reading from fall to spring using the NWEA MAP assessment.</p> <p>Grade 2 – 66% -- Grade 3 – 65% -- (Group achieved 63% in grade 2) Grade 4 – 68.25% -- (Group achieved 66.25 in grade 3)</p> <p>* Kindergarten – 82% of Kindergarten students will achieve their Fountas & Pinnell growth reading target by the end of the year. (For most students this will be guided reading level C'.)</p> <p>* First Grade – 87% of first grade students will achieve their Fountas & Pinnell growth reading target by the end of the year. (For most students this will be letter H'.) (Group achieved 85% in previous year)</p>
INTENDED AUDIENCE	Students in grades K-4 including special education and black students

ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE
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- 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.

AYP GOAL Stevenson Elementary	<p>The percentage of all students in grades 2-4 who will meet their normed target growth in math from fall 2010 to spring 2011 using the NWEA Map assessment will increase by 2%.</p> <ul style="list-style-type: none"> · Grade 2- 55.3% (First year of data with MAP- Last year's second grade baseline 53.3%) · Grade 3-77.2% (Group achieved 75.2% last year) · Grade 4- 72.4% (Group achieved 70.4% last year) <p>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%.</p> <ul style="list-style-type: none"> · Grade 2- 47.1% (First year of data with MAP- baseline goal of 45.1%) · Grade 3-58.1% (Group achieved 56.1% last year) · Grade 4- 72.4% (Group achieved 70.4%)
INTENDED AUDIENCE	Students in grades 9-12 including special education and black students

ACTIVITIES/STRATEGIES	MEASUREMENT	DATE or TIMELINE
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<p>Math Action Plan All Teams will use “Assess, Collaborate, Act, Reflect” model to meet math needs of their students</p> <p>All grade levels will administer district computation benchmark assessments and enter data in I-Cue system</p> <p>We will develop an articulated homework plan that fits the needs of all grade levels</p> <p>We will develop Parent/Student access to online resources through the Stevenson Website</p> <p>Reading Action Plan A Literacy curriculum document will be produced for each grade level.</p> <p>Grades 1-4 will use data to differentiate spelling and increase the amount of phonics instruction</p> <p>Screening Assessments to be conducted with all students</p> <p>Tier 2 interventions are implemented at all grade levels</p> <p>ELL teachers will work collaboratively with classroom (ELL cluster) teachers to: plan content area lessons, incorporate a co-teaching model within the classroom, and integrate SIOP interaction strategies to content areas.</p> <p>Utilize data (Fountas / DIBELS/NWEA) to determine students not on track for passing MCA’s. Most struggling students will be targeted for afterschool programs and, in grade 3, additional in school interventions will be implemented.</p> <ol style="list-style-type: none"> 1) List of students not on track for passing MCAs compiled 2) Grade Levels meet with Title-1 to determine how students will be targeted 3) Successful Implementation of Grade 3 in-school intervention 4) 90% of students in after school program are targeted students 5) Most parents of students targeted for after school programs are contacted in person at goal setting conferences in fall <p>All Teams will use “Assess, Collaborate, Act, Reflect” model to meet reading needs of their students</p>		<p>Math Goal NWEA MAP Test</p> <p>Reading Goal NWEA MAP test Fountas & Pinnell Dibels</p>	<p>Oct. – June 2011</p> <p>Oct. – April 2011</p> <p>Oct-May-2011</p> <p>Sept-May-2011</p> <p>Sept-May 2011</p> <p>Sept-May 2011</p> <p>Sept.- June 2011</p> <p>Sept.- June 2011</p> <p>Oct. – June 2011</p> <p>Sept.- June 2011</p> <p>Oct. – May 2011</p>

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RATIONALE
<p>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.</p> <ul style="list-style-type: none"> · 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%.

Appendix Attachments:

Appendix A: Scoring Rubrics

Appendix B: Updating District In Need of Improvement Plan Addendum

Appendix C: District Corrective Action Addendum [*§1116(c)(10)(C)*]

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Appendix A: Scoring Rubrics
A Rubric for District Improvement Plans

The essential requirements in the school or district improvement applications have been incorporated (general information, executive summary, needs assessment, highly qualified teachers and improvement action plan)

<i>Completed</i>	<i>Not Completed</i>
<input type="checkbox"/> General and contact information is included	<input type="checkbox"/> General information is incorrect or incomplete
<input type="checkbox"/> Area(s) for identification are included	<input type="checkbox"/> Area(s) for identification are not included
<input type="checkbox"/> Overview of improvement plan for 2010-2011 school year is provided	<input type="checkbox"/> Overview of improvement plan for 2010-2011 school year is incomplete
<input type="checkbox"/> Demographics are included in executive summary	<input type="checkbox"/> Demographics are not included in plan
<input type="checkbox"/> Elements are addressed and easily located in the plan	<input type="checkbox"/> Elements are not provided or are incomplete
<input type="checkbox"/> Comprehensive needs assessment summary for 2010-2011 school year is provided	<input type="checkbox"/> Comprehensive needs assessment summary is not provided or incomplete for 2010-2011 school year
<input type="checkbox"/> Highly Qualified Teachers section is completed on the plan	<input type="checkbox"/> Highly Qualified Teachers section is incomplete
<input type="checkbox"/> District improvement action plan is included with all sections completed	<input type="checkbox"/> District improvement action plan is not included or incomplete

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A Rubric for District Improvement Plans

(DISTINGUISHED <-- PROFICIENT <-- NEEDS REVISION)

1. Ensure all students are proficient in core academic subjects by 2013-2014

Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Challenges preventing the school or district from not making AYP are identified; actions, including policies and practices, are evident in the plan to address barriers <input type="checkbox"/> Targets are specific, clear, measurable and appropriately identified for all students to be on track for 100% proficiency by 2013-2014 in reading and math	<input type="checkbox"/> Challenges preventing the school or district from not making AYP are identified <input type="checkbox"/> Targets are identified for all students to be on track for 100% proficiency by 2013-2014 in reading and math	<input type="checkbox"/> Challenges preventing the school or district from not making AYP are not identified or not clearly presented <input type="checkbox"/> Targets are not provided or are unclear

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A Rubric for District Improvement Plans

(DISTINGUISHED <-- PROFICIENT <-- NEEDS REVISION)

2. Establish annual measurable goals for continuous and substantial progress to achieve proficiency
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Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Annual measurable goals for identified student group(s) are clearly identified via SMART goals <input type="checkbox"/> Goals are documented for identified student groups and plans for implementation and evaluation are evident	<input type="checkbox"/> Annual measurable goals for identified student group(s) are clearly identified <input type="checkbox"/> Goals for identified student group(s) are established and a means of tracking progress is provided over 2 years of plan	<input type="checkbox"/> Goals are not measurable <input type="checkbox"/> Goals are not identified for targeted student group(s)

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A Rubric for District Improvement Plans

(DISTINGUISHED <-- PROFICIENT <-- NEEDS REVISION)

3. Incorporate strategies based on scientifically based research to strengthen core academic subjects
--

Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Strategies are identified and an action plan is detailed for implementation of each identified strategy <input type="checkbox"/> Strategies are aligned to the performance goals and specific activities and timelines are provided for each strategy <input type="checkbox"/> Sources of scientifically-based research are identified and evidence is linked to cited area(s)	<input type="checkbox"/> Strategies are identified for each performance goal <input type="checkbox"/> Strategies are aligned to the performance goals <input type="checkbox"/> Sources of scientifically-based research are identified regarding cited area(s)	<input type="checkbox"/> Strategies are not identified <input type="checkbox"/> Strategies are not aligned to the performance goals <input type="checkbox"/> Sources of research are not identified

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A Rubric for District Improvement Plans

(DISTINGUISHED <-- PROFICIENT <-- NEEDS REVISION)

4. Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development

Distinguished	Proficient	Needs Revision
<input type="checkbox"/> All teachers participate in high quality professional development linked directly to student achievement including cited area(s)	<input type="checkbox"/> Teachers participate in high quality professional development	<input type="checkbox"/> Little or no description is provided about professional development
<input type="checkbox"/> Title I set aside funds are used for the purpose of providing high quality professional development that targets the needs of instructional staff to address district identification area(s)	<input type="checkbox"/> Title I set aside funds are used for the purpose of providing high quality professional development that targets the needs of instructional staff	<input type="checkbox"/> Use of 10% Title I set aside is unclear
<input type="checkbox"/> Schedules provide time for opportunities to participate in high quality professional development in an aligned, planned manner		
<input type="checkbox"/> Professional development provides clearly organized, job-embedded collaboration to improve classroom practice		

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A Rubric for District Improvement Plans

(DISTINGUISHED <-- PROFICIENT <-- NEEDS REVISION)

5. Address the teaching and learning needs in the district

Distinguished	Proficient	Needs Revision
<input type="checkbox"/> A comprehensive needs assessment process is used to identify and review teaching and learning needs <input type="checkbox"/> Teaching and learning needs are aligned to identified areas for improvement and are supported by scientifically research based strategies	<input type="checkbox"/> A needs assessment process is used to identify teaching and learning needs <input type="checkbox"/> Teaching and learning needs are aligned to identified areas for improvement	<input type="checkbox"/> A needs assessment process to identify teaching and learning needs is incomplete or missing <input type="checkbox"/> Little or no alignment of teaching and learning needs to identified areas for improvement

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A Rubric for District Improvement Plans

(DISTINGUISHED <-- PROFICIENT <-- NEEDS REVISION)

6. Promote effective parent involvement strategies

Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Strategies are identified that are effective based on research and best practice and an evaluation process is evident	<input type="checkbox"/> Strategies are identified that are effective based on research and best practice (and include a process for evaluation when completing Appendix B or C)	<input type="checkbox"/> Strategies are not identified or unclear to promote effective parent involvement
<input type="checkbox"/> Strategies are identified to inform families about continuous academic progress, especially in cited area(s)	<input type="checkbox"/> Strategies are identified and linked to improving student learning in cited area(s)	<input type="checkbox"/> Strategies are not identified or are not linked with improving learning in cited area(s)

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A Rubric for District Improvement Plans

(DISTINGUISHED <-- PROFICIENT <-- NEEDS REVISION)

7. Incorporate extended day and extended school year activities as appropriate

Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Goals are clearly stated, measurable and align with improvement goals <input type="checkbox"/> Extended day/ year activities meet student needs in cited area(s) and result in student achievement <input type="checkbox"/> Highly Qualified staff is trained in the area(s) they are servicing for the extended day program	<input type="checkbox"/> Goals are provided or align to improvement goals <input type="checkbox"/> Extended day/ year activities meet student needs in cited area(s) <input type="checkbox"/> Staff is trained and prepared for the extended day program	<input type="checkbox"/> Goals are vague or not provided <input type="checkbox"/> Activities have no correlation to cited area(s) <input type="checkbox"/> Little or no training is provided to staff

REMINDER: For districts not providing extended day activities, please provide rationale in the plan.

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A Rubric for District Improvement Plans

(DISTINGUISHED <-- PROFICIENT <-- NEEDS REVISION)

8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including technical assistance provided by the LEA

Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Evidence of LEA/SEA collaboration and technical assistance for development of the plan <input type="checkbox"/> Evidence of LEA/SEA collaboration and technical assistance in the implementation of the plan	<input type="checkbox"/> Evidence of LEA/SEA customized coordination and technical assistance for development of the plan <input type="checkbox"/> Evidence of LEA/SEA customized coordination and technical assistance in the implementation of the plan	<input type="checkbox"/> Little or no evidence of LEA/SEA support in development of the plan <input type="checkbox"/> Little or no evidence of LEA/SEA inclusion in the implementation of the plan

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Appendix B: Updating District Improvement Plans Continuing In Need of Improvement Addendums

Updating District Improvement Plan Requirements: In Need of Improvement (1.2) and Continuing In Need of Improvement (2.1, 2.2)	Found on page#
Elements 1 & 2: After reviewing the fixed targets in Element 1(b), update goals for identified student group(s) in Element 2(a) regarding school year 2010-11.	
Element 3: Describe how identified strategies are impacting student achievement especially with identified student groups. If little or no evidence of increased achievement, describe proposed strategy changes.	
Element 4: Describe the professional development supported with Title I setaside funds for school year 2010-2011 (<i>narrative format</i>).	
Element 5: Describe how teaching and learning needs are being addressed. If any changes or updates please describe as well.	
Element 6: Describe the process to evaluate the parent involvement strategies being implemented. If strategies are not effectively engaging parents, particularly from those identified student groups, describe proposed research-based strategies.	
Element 7: Update, <i>if appropriate</i> , extended day activities.	
Element 8: Identify additional services and onsite consultation from the AYP Coordinators/Service Cooperative that could strengthen improvement implementation efforts <i>specifically</i> for your district. Please describe in detail.	
Highly Qualified: Are all teachers of core content classes highly qualified? <i>If no</i> , a district <i>must</i> identify each teacher who does not meet the federal “highly qualified” requirements. In addition: <ul style="list-style-type: none"> · Describe the specific plan of action that shall be taken, e.g., classes, content exam, professional development, etc. in order for the identified teacher(s) to meet the federal “highly qualified” requirements. Were these teachers or positions identified the previous year? If so, please provide an explanation and action plan to rectify. · Identify the expected date when the teacher(s) will meet the requirements. 	

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Appendix C: District Corrective Action Addendum §1116(c)(10)(C)

Public Law 107-110, No Child Left behind (NCLB) Act of 2001 Requirements	Found on page#
<p>1. Please complete in detail the “District Improvement Action Plan for AYP” template (currently used in district improvement plan or a similar tool) to describe how the required 2% programmatic setaside (corrective action) will be utilized (this is in addition to the 10% professional development setaside).</p> <p>Provide the rationale for choosing the focus of 1) programmatic funds, 2) relevant goals aligned to increase achievement of student groups, 3) strategies/activities aligned to identified areas, and 4) timelines.</p>	<p>Page 6</p>
<p>2. List any existing district improvement plan elements that have been revised to exit <i>Corrective Action</i> stage of <i>In Need of Improvement</i></p> <ul style="list-style-type: none"> • Revisit needs assessment • Update improvement goals • Evaluate the implementation of current instructional strategies • Align professional development with cited area(s) • Review and revise district teaching and learning needs • Evaluate the implementation of current parent involvement strategies • Identify additional technical assistance and support from AYP state wide system of support 	<p>Our district improvement plan is revised annually. The needs assessment and improvement goals have been changed to reflect changes in AYP status.</p>
<p>3. A district may delay implementation of the corrective action plan for a period not to exceed one year if:</p> <ul style="list-style-type: none"> • The district makes adequate yearly progress for one year • Its failure to make adequate yearly progress is due to exceptional or uncontrollable circumstances (a natural disaster or a precipitous and unforeseen decline in the financial resources of the district.) <p>If such a situation has occurred, please describe in detail the rationale for delay in implementing the corrective action plan.</p>	<p>We are not delaying implementation of the corrective action plan.</p>

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1 Here you should add specific research to support each of the strategies. Margaret and Daryl have a lot of it in their school plans and would be helpful in aligning your plans if you used some of that .
Linda Harvieux Nov 5, 2010 11:18 AM



MEMORANDUM

TO: Independent School District Superintendents
Charter School Directors
Tribal School Superintendents

FROM: Lori Grivna, Assistant Commissioner
Office of Innovation and Center for Post-Secondary Success

DATE: October 14, 2010

RE: American Indian Education Transmittal of Resolution (ED-02011-09) Parent
Committee Roster and Resolution Forms

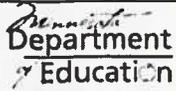
Compliance with Minnesota Statutes, section 124D.78, requires that school districts that enroll ten or more American Indian students complete the enclosed Transmittal of Resolution documents *each* school year. Please note that the district needs to convene a Parent Meeting in order to complete the forms.

Please send the completed forms (3 pages) via US Postal service to:

Office of Indian Education
Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113

Forms are due **December 15, 2010**. Remember to keep a copy for your files.

If you have any questions or need assistance completing these documents, contact Rebecca Garay Heelan at 651-582-8862 or at Rebecca.garay-heelan@state.mn.us. Thank you for your cooperation.



Office of Indian Education
1500 Highway 36 West
Roseville, MN 55113-4266

**AMERICAN INDIAN EDUCATION
TRANSMITTAL OF RESOLUTION AND
PARENT COMMITTEE ROSTER**

ED-02011-09

12-15-10

GENERAL INFORMATION AND INSTRUCTIONS: M.S., 124D.78 Subdivision 1 (previously 126.51.a) School Boards and American Indian schools must provide for the maximum involvement of children enrolled in education programs, programs of elementary and secondary grades, special education programs, and support services. Accordingly, the board of a school district in which there are ten or more American Indian children enrolled and each American Indian school must establish a parent committee. If a committee whose membership consists of a majority of parents American Indian children has been or is established according to federal, tribal or other state law, that committee may serve as the committee required by this section and is subject to, at least, the requirements of this subdivision and subdivision 2.

The **PARENT COMMITTEE** must be composed of parents of children eligible to be enrolled in American Indian education programs, secondary students eligible to be served; American Indian language and culture education teachers and aides; American Indian teachers; counselors; adult American Indian people enrolled in educational programs; and representatives from community groups. The number of parents of American Indian and non-American Indian children shall reflect approximately the proportion of children of those groups in the programs. The parent committee must develop its recommendations in consultation with the curriculum advisory committee required by Section 120B.11, subdivision 3. This committee must afford parents the necessary information and the opportunity to effectively to express their views concerning all aspects of American Indian Education and the educational needs of the American Indian children enrolled in the school or program. The committee must also address the need for adult education programs for American Indian people in the community. The board or American Indian school must ensure that programs are planned, operated and evaluated with the involvement of and in consultation with parents of children served by the programs.

RESOLUTION of concurrence, prior to January 1, the board of American Indian school must submit to the department a copy of a resolution adopted by the parent committee. The copy must be signed by the chair of the committee and must state whether the committee concurs with the educational programs for American Indian children offered by the school board or American Indian school. *If the committee does not concur with the educational programs, the reasons for non-concurrence and recommendations shall be submitted with the resolution. By resolution, the board must respond, in cases on non-concurrence, to each recommendation made by the committee and state its reasons for not implementing the recommendation.*

In order to comply with MS 124D.78, please complete 1) Transmittal Form, 2) Parent Roster, 3) Parent Committee Resolution and supportive documents, as applicable, by December 15th of each school year. If assistance is needed in completion of these forms, please call (651) 582-8862.

IDENTIFICATION INFORMATION

School District Name		District Number and Type
Name of Person Completing This Form	Title	Telephone Number ()

RESOLUTION / PARENT COMMITTEE INFORMATION

Check all applicable items and attach the requested information:

This district does not have ten or more American Indian students enrolled, therefore no Parent Committee has been established, and no resolution/recommendations are attached (sign below and return the form to the above address).

Resolution is attached:

Date passed by Parent Committee: ____ / ____ / ____

Date presented to Local School Board: ____ / ____ / ____

The attached resolution is a resolution of (check one):

Concurrence

Non-Concurrence

Recommendations are

Included

Non Included

with the attachment.

Resolution is NOT attached. If not attached, explain: _____

School Board Response is NOT attached. Explain: _____

A Parent Committee has NOT been established. If checked, please explain why not, including discussion of any steps that have been taken to establish a parent committee: _____

The district requests that the Office of Indian Education provide assistance in the following area(s): Parent Committee Training

Staff Development on American Indian history and culture Other(explain): _____

The information provided on this form is true and accurate to the best of my belief and knowledge.

Signature -- Superintendent of School District/Authorized Representative

Date

(OVER)

2010-11 PARENT COMMITTEE RESOLUTION

WHEREAS, the Fridley Public Schools Independent School District/Charter School # 14 provides an opportunity for all of its citizens to participate in district program communities, and

WHEREAS, the Indian Education Parent Committee of the Fridley/Columbia Heights/Indian Ed Independent School District/Charter School # 14 is the duly elected and Program established Parent Committee comprised of parents of children eligible to be enrolled in American Indian programs, secondary students, representatives from community groups, school administrators, and

WHEREAS, the Parent Committee's current responsibilities are addressed in adopted by-laws and apply to programs specifically designed for American Indian learners implemented through Indian Education Program, and

WHEREAS, the Parent Committees responsibilities have been expanded to include involvement in and advisement of all educational programs, programs for elementary and secondary grades, special education programs and support services, and

WHEREAS, the Indian Education Parent Committee of Fridley/Columbia Heights/Springl Independent School District/Charter School did meet on 10/30/10 to review, Park recommend and approve this Resolution, and

WHEREAS, the Parent Committee has found most of the District's educational programs to be adequate in meeting the needs of American Indian students.

THEREFORE BE IT RESOLVED, the Parent Committee of Fridley/Columbia Hgts/Spring does concur that the district's programs meet American Indian student needs. Hotel Park

In favor of Resolution X

Not in favor of Resolution* _____

Brandy Brand
Name

10-30-2010
Date

Chairperson
Indian Education Parent Committee

**If the committee does not concur with the Resolution, the reasons for the non-concurrence and recommendations shall be submitted with this Resolution. By resolution, the Board must respond to each recommendation made by the committee and state its reasons for not implementing the recommendation. (Minn. Stat. § 124D.78, subd.1)*

PARENT COMMITTEE MEMBERSHIP ROSTER

Identify the membership of your district's American Indian Education Programs Parent Committee below. List the chairperson first (include address of chairperson only), and provide the area of representation (i.e., parent, teacher, secondary student, counselor, etc.) for each committee member. Check (X) to indicate whether the member is an American Indian. Attach an additional page if more space is needed.

NAME OF COMMITTEE MEMBER	AREA OF REPRESENTATION	AMERICAN INDIAN?	
		YES	NO
1. Chairperson (include address, city and zip code): Brandy Grant 1200 81st Ave SLP, MN	Parent Springlake Park	X	
2. Lester Grant 1200 81st Ave SLP.	Parent Spring Lake Park	X	
3. Jenni Eaglemen 2411 119th Ct NE Blaine MN	Spring Lake Park - Parent		X
4. Kaylee Eaglemen 2411 119th Ct NE Blaine MN - Student representative	Parent Springlake Park	X	
5. Jill Heil 1314 Mississippi St NE	Fridley - Parent	X	
6. Lyleann Nezer 2120 County Rd., Corcoran, MN 55340	Columbia Heights, Teacher		X
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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. . .

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- 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-8-12 preparatory~~ standards and the state and local graduation standards requirements.*

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-Continuing to build financial stability ~~to~~in 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 striving to achieve the~~ undesignated general fund ~~balance undesignated~~ reserve balance of 5-8% minimal level set in policy*
- *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.

Association of Metropolitan School Districts 2011 Legislative Platform

Minnesota was once considered a national leader in innovation and excellence in public education. We routinely led the nation in student test scores and graduation rates. We were the brainpower state. Over the last few decades, however, that vision and commitment have waned. At the same time, expectations for our public schools have increased dramatically. With the baby boom generation rapidly approaching retirement, the mission of public education must be to graduate ALL of our students from high school prepared to enter a post-secondary training program.

To accomplish this new mission, we must transform the current funding and delivery system. The current system was designed for a different age and a different mission. Global competition, rapidly changing technology and the need to constantly innovate requires that all students gain an education comparable to the level of the highest performing students a generation ago. However, achieving this unprecedented goal will require new investments. It will also require that state policymakers and educators do things differently and think creatively with the bold leadership that was once a Minnesota hallmark.

State policymakers must act strategically in both the short and long-term if Minnesota is to be successful in developing the educated workforce we need to succeed as a state. In the short-term, bold action is needed to stabilize the current system. At the same time, we must lay the groundwork to transform to a new system focused on delivering a customized education to students based on their individual learning needs.

Stabilize Funding

The State faces a historic budget challenge that has left school districts with fewer resources and greater challenges. AMSD member school districts have made over \$285 million in budget reductions including laying off almost 1,700 employees over the past two years. It is critical that the Governor and Legislature take immediate steps to stabilize education funding and increase flexibility for school districts as the state recovers from the economic crisis.

To protect education funding, balance the state budget and stabilize the state's fiscal system, the AMSD Board recognizes that all options must be on the table including state tax increases and a delay in paying back the education accounting shifts. In addition, the Governor and Legislators should:

- Maintain the state's funding commitment to education
- Allow school boards to renew an existing operating referendum by a majority vote of the school board

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- Eliminate the \$25 per pupil penalty for not reaching a contract settlement by January 15
- Recognize the critical role public education plays in shaping Minnesota's future and the importance of a stable school environment by classifying teachers as essential employees
- Repeal the maintenance of effort requirement associated with safe schools revenue
- Give school districts greater flexibility to transfer funds from the operating capital, food service and debt service accounts to the general fund
- Repeal the two percent staff development set aside requirement

Adopt Initiatives to Close the Achievement Gap

Minnesota's population is becoming increasingly diverse. As the baby boom generation moves toward retirement, it is critical that ALL of our students be prepared to fill future job openings. While Minnesota students on the whole measure up favorably in national and even international comparisons, a persistent achievement gap remains for our students of color. Not only does the achievement gap raise important moral and social questions, it also raises profound economic challenges for the state.

The first step toward closing the achievement gap is closing the readiness gap. Too many Minnesota children are not prepared to enter kindergarten. Research shows that investments in early childhood education and full day kindergarten yield a significant return on investment. It is time for the Governor and Legislature to act boldly and implement evidence-based programs that have a proven track record in closing the achievement gap and raising achievement levels for all students.

- Establish an equalized early learning levy to provide school districts a source of revenue for early childhood education, school readiness programs and full day kindergarten.
- Expand the Extended Time Program so school districts can extend the school day, week and/or year for students not making adequate yearly progress on the state assessments
- Allow locally elected school boards to determine their school calendar including setting the starting date of the school year as well as allowing school districts to collaborate to establish a common calendar
- Establish pilot projects to allow more school districts to develop community schools which allow students access to the range of services that will help them succeed

Increase Teacher and Administrator Effectiveness

Research shows a strong correlation between student achievement and the quality of the teacher in the classroom. Likewise, strong administrative leadership is an integral ingredient in a high quality school. Recruiting and retaining quality teachers and

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principals must be a top priority for the state. Toward that end, the Governor and Legislature should:

- Direct the Department of Education to develop and implement a comprehensive longitudinal data system to help personalize student instruction, enhance professional development and evaluate the effectiveness of teacher training programs
- Create alternate, rigorous pathways to licensure for aspiring teachers and principals
- Require the Department of Education to develop a model evaluation tool for teachers and principals that differentiates effectiveness based on multiple measures
- Maintain and enhance the Alternative Teacher Professional Pay System (ATPPS). Modify the ATPPS formula to ensure that intermediate school districts are able to participate in the program
- Require all teacher preparation programs to train prospective teachers to effectively use data to improve student instruction
- Require teacher and administrator training programs to provide training in cultural competence
- Amend the continuing contract law to ensure school districts are able to retain the most effective teachers

Transform the Education Funding System

The *New Minnesota Miracle* proposal provides a framework for developing a new funding and delivery system. This framework simplifies the current funding system and identifies the resources necessary to allow school districts to meet requirements established in state and federal laws. Importantly, the framework creates a new innovation revenue funding stream that can be used to develop state and local partnerships to transform the way services are delivered to students. The new framework should support:

- Developing on-line instructional and learning resources
- Creating personal learning plans for students
- Providing learning opportunities 24 hours a day, 7 days a week, 365 days a year
- Expanding opportunities for students to graduate from high school early
- Developing community schools that provide wrap around social services to meet the needs of individual students

The Governor and Legislature should adopt a new funding system based on the New Minnesota Miracle Framework and phase it in over time as the state recovers from the global recession.

10/20/10



A History of the School Excess Operating Referendum Levy

Money Matters 08.05
June 2008

Greg Crowe, Fiscal Analyst, 651-296-7165

Fiscal Analysis Department
Minnesota House of Representatives

The Origins of the Operating Levy Referendum

In 1971, the Minnesota Legislature as part of the “Minnesota Miracle” gave school districts the ability to levy, with voter approval, for additional revenue to cover general district operating costs. This authority was rather broad; as most other levy authority for school districts was limited in amount and purpose. Prior to 1971, local school boards had much greater flexibility in deciding how much to levy, with the levy limited primarily by the need for money and the ability and willingness of the property taxpayers in the district to provide resources. The 1971 law was the first effective state-imposed and voter-controlled levy limit on school districts.

The specifics of the law were relatively open-ended. The 1971 referendum levy law stated that “the levy...may be increased in any amount which is approved by the voters of the district in a referendum called for that purpose,” and that “the referendum may be held on the date set for the election of members to the school board, or on an equivalent date in any year in which there is no such election, or between September 1 and September 20” (1971 Laws, Extra Session, Ch. 31, Art. XX, Sec. 8, clause 3). The 1971 law also provided for the revocation of any additional levy authority that had been previously approved via a subsequent referendum proposed by the school board or required by a voter petition.

The Current Status of the Operating Levy Referendum

Today, referendum levies are much more controlled. For instance, referendum elections themselves may only be held on Election Day in November, unless the school district is in Statutory Operating Debt, or the election is held by mail. In addition, referendum levies now must be levied against the market value of all property in the district, excluding agriculture land and seasonal recreational property, rather than net tax capacity (net tax capacity uses classification rates to change the property tax burden of particular types of property, relative to the property’s actual market value). This has the effect of shifting a greater burden of the referendum levy to the residential property classes that are otherwise taxed at lower rates than most other types of property.

Referendum revenue is capped at an amount equal to the greater of 1) the greater of (a) 26 percent of the basic general education formula allowance (\$1,332.24 in the 2008-09 school year) or (b) \$1,294 multiplied by inflation since 2003-04 (which is currently estimated to be \$1,513.85 in the 2007-08 school year, based on the July 2007 consumer price index); or 2) the district’s 1994 referendum allowance amount times 1.177 times the inflationary increase between 2003-04 and 2007-08 time one-fourth the percentage increase in the basic formula plus the district’s 2002 supplemental and transition revenues minus \$215. District referendum revenue, except in districts eligible for sparsity revenue, may not exceed this cap. For most non-sparsity eligible districts, \$1,513.85 is the effective cap.

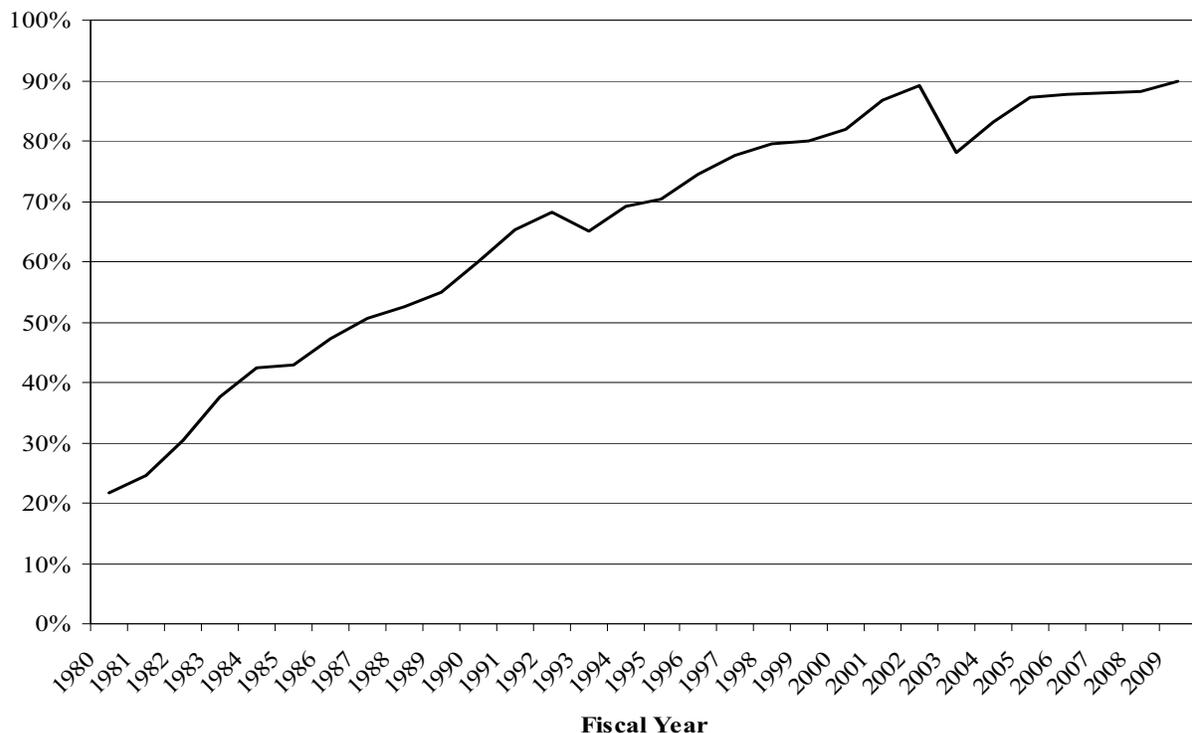
Since 1993, referendum revenue has been “equalized” at varying levels, so the state pays in aid the difference between what is raised by a local levy and a guaranteed revenue amount. The current equalization formula is two-tiered: the first \$700 per pupil of a school district’s levy is equalized at \$476,000 of market value, and any amount above \$700 and below the cap is equalized at \$270,000. Districts qualifying for sparsity revenue have any amount of referendum revenue above \$700 per pupil equalized at the second tier equalizing factor of \$270,000.

Equalization is used to make property tax burdens for districts with similar per pupil referendum revenues but varying tax bases the same. The relationship of a district's market value per pupil unit to the equalizing factor (\$476,000 in the case of the first \$700 of referendum revenue) indicates how much basic referendum revenue the district will receive from property taxes. If a district's property valuation per pupil unit were \$238,000 for example (50 percent of \$476,000), and its approved referendum amount is \$700 or less, the district would receive 50 percent of its revenue from its referendum levy and 50 percent from state equalization aid. If a district's market value per pupil unit is greater than \$476,000, that district will receive all of its basic revenue from the local levy.

Historical Levels of the Operating Levy Referendum

In fiscal year 1973, the first year of the referendum levy, one school district had an excess levy totaling \$25,400. By fiscal year 1980, 95 districts had referendum levies in effect, totaling \$12.3 million. From 1980 forward, with few exceptions, revenue raised through voter-approved referendum has increased each year, and the percentage of districts with voter-approved levies also increased, rising to nearly 90 percent of all districts during fiscal year 2002. This trend is illustrated in Figure 1, which shows the percentage of districts with a referendum each year since fiscal year 1980. As shown in Figure 1, for fiscal year 2003 there was a substantial reduction in voter-approved levies, due to the conversion of the first \$415 of each district's referendum to a \$415 increase in the basic formula, a change enacted by the Legislature during the 2001 Legislative session. A similar conversion, of \$100 for fiscal year 1993, marks the only other year in which the percentage of school districts with referendums declined.

Figure 1: Percent of Districts with Referendum



Subsequent to the significant reduction in referendums that followed the \$415 conversion, a record 197 districts presented voters with 207 referendum questions during calendar year 2001, and 136 districts had at least one success. In contrast, in calendar year 2006, there were only 84 attempts to pass referendums, and only 33 were successful. In 2005, the percent of districts with referendum authority increased to 87 percent, and in 2007, increased to 90 percent.

In fiscal year 1993 the state started paying equalization aid to school districts based on their property wealth. Figure 2 shows total referendum revenue, including the mix of levy and referendum and tax base replacement aid since 1980. Referendum revenue was \$283.1 million in fiscal year 1993, and reached \$544.1 million in fiscal year 2002. The 2001 legislative change, converting \$415 of referendum revenue into basic formula revenue, reduced that amount to \$293.0 million, but within a year, following the new elections in calendar year 2001, fiscal year 2004 referendum revenue was \$424.4 million. Total referendum revenue rose above the 2002 level in 2007, with total referendum revenue of \$600 million, and increased again in 2008 to \$628 million.

Figure 2: Total Referendum Revenue

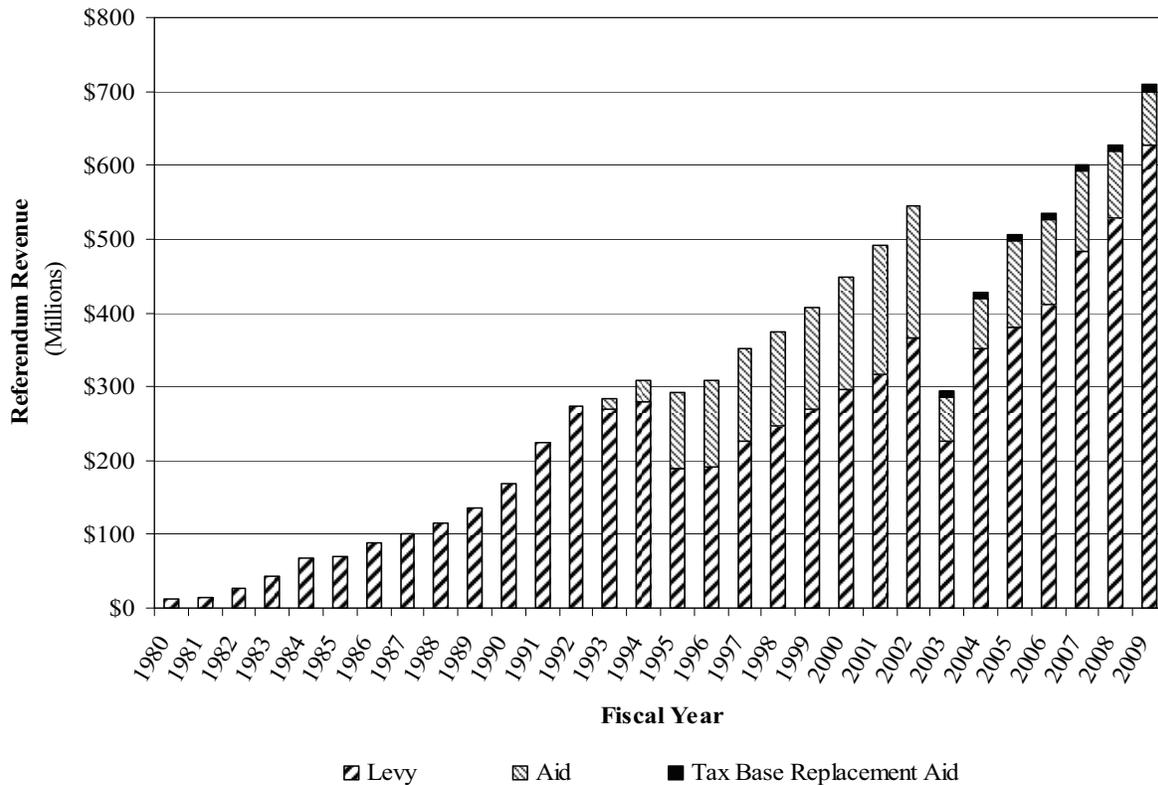


Table 1 shows the number and percent of districts that made referendum levies, the amount of revenue raised by those levies, and the amount of referendum equalization aid and tax base replacement aid paid by the state. Table 1 also shows the percentage increase each year of referendum revenue in total and per student (using students in Average Daily Membership as the student count). Referendum revenue decreased in fiscal years 1995 and 2001, one-time occurrences

as a result of a portion of referendum revenue being offset by a concurrent, equal, increase in the basic general education formula (see 1993 and 2001 legislative changes summary).

Table 1
Referendum History

Fiscal Year	Districts with Referendum	Percent with Referendum	Referendum Levy	Referendum Equalization Aid	Tax Base Replacement Aid	Total Referendum Revenue	Percent Increase	Student Headcount (ADM)	Referendum per Student	Percent Increase
1980	95	21.8%	12,342,000	0	0	12,342,000		772,101	16	
1981	107	24.6%	14,260,000	0	0	14,260,000	15.5%	751,373	19	18.7%
1982	132	30.3%	26,715,000	0	0	26,715,000	87.3%	729,105	37	93.1%
1983	163	37.5%	43,944,000	0	0	43,944,000	64.5%	710,972	62	68.7%
1984	185	42.5%	68,855,000	0	0	68,855,000	56.7%	700,167	98	59.1%
1985	187	43.0%	69,225,000	0	0	69,225,000	0.5%	695,777	99	1.2%
1986	205	47.1%	87,753,757	0	0	87,753,757	26.8%	699,191	126	26.1%
1987	220	50.6%	100,919,363	0	0	100,919,363	15.0%	708,446	142	13.5%
1988	229	52.6%	114,507,030	0	0	114,507,030	13.5%	716,125	160	12.2%
1989	239	54.9%	135,681,183	0	0	135,681,183	18.5%	723,598	188	17.3%
1990	261	60.0%	169,411,411	0	0	169,411,411	24.9%	733,338	231	23.2%
1991	282	65.3%	224,338,168	0	0	224,338,168	32.4%	750,865	299	29.3%
1992	290	68.1%	273,748,762	0	0	273,748,762	22.0%	767,786	357	19.3%
1993	269	65.0%	270,184,212	12,918,322	0	283,102,534	3.4%	785,072	361	1.1%
1994	273	69.1%	279,241,355	28,785,011	0	308,026,366	8.8%	799,285	385	6.9%
1995	269	70.4%	189,185,762	103,378,573	0	292,564,334	-5.0%	812,582	360	-6.6%
1996	272	74.5%	190,804,864	117,264,015	0	308,068,879	5.3%	827,588	372	3.4%
1997	278	77.7%	227,161,847	124,524,294	0	351,686,140	14.2%	840,377	418	12.4%
1998	281	79.6%	246,209,274	128,962,249	0	375,171,523	6.7%	849,270	442	5.6%
1999	280	80.0%	269,275,308	138,501,125	0	407,776,433	8.7%	845,971	482	9.1%
2000	284	81.8%	295,987,019	152,568,508	0	448,555,527	10.0%	839,234	534	10.9%
2001	299	86.7%	317,047,156	173,852,334	0	490,899,489	9.4%	836,931	587	9.7%
2002	306	89.2%	365,672,596	178,433,137	0	544,105,732	10.8%	836,875	650	10.8%
2003	268	78.1%	226,600,062	58,047,977	8,347,239	292,995,278	-46.2%	833,618	351	-45.9%
2004	285	83.1%	350,083,326	66,298,041	8,040,837	424,422,204	44.9%	828,336	512	45.8%
2005	299	87.2%	380,500,398	116,217,626	8,698,852	505,416,876	18.3%	803,304	629	19.4%
2006	301	87.8%	411,012,510	114,818,451	8,672,599	534,503,560	5.8%	801,109	667	6.0%
2007	299	87.9%	483,398,712	108,349,856	8,609,270	600,357,837	12.3%	798,740	752	12.7%
2008	300	88.2%	529,051,852	89,927,269	8,609,270	627,588,390	4.5%	788,102	796	5.9%
2009	306	90.0%	627,620,378	72,584,077	8,588,033	708,792,488	12.9%	786,997	901	13.1%

The Operating Levy Referendum as a Percent of Total Revenue Is Growing

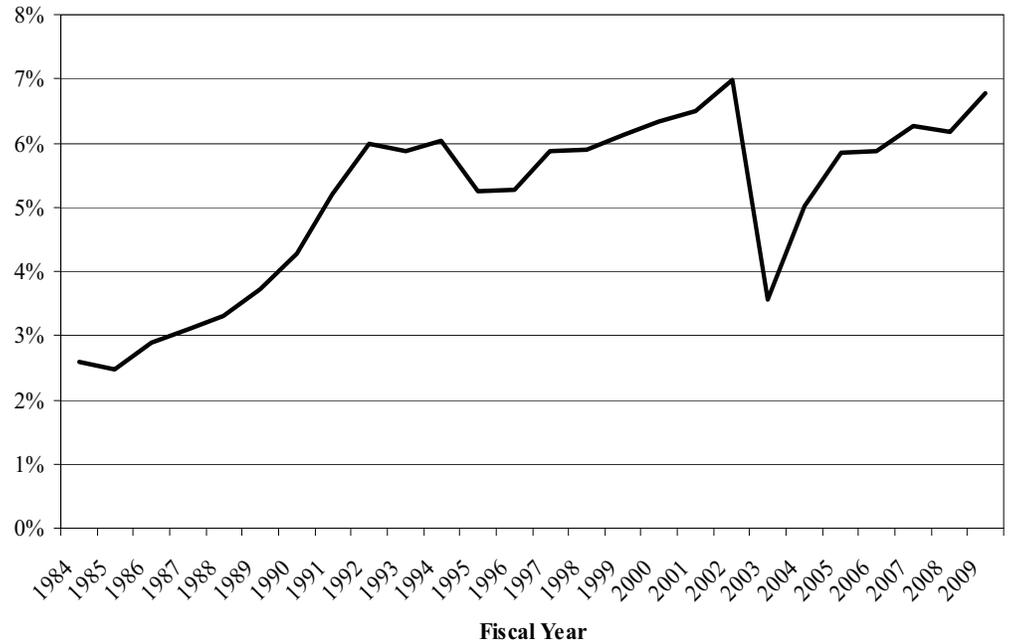
Until the \$415 referendum offset in fiscal year 2003, referendum revenue had grown relatively steadily to be a larger part of overall education revenue, although the rate of growth fell considerably during the 1990s. As shown in Table 2 and Figure 3, during fiscal year 1984, referendum revenue made up 2.9 percent of total education revenue, and by fiscal year 1992, had increased to equal 6.8 percent of total education revenue. That rate grew slowly through the late 1990s and into 2002, when referendum revenue as a percent of total education revenue increased to its highest level, 7.9 percent. With the \$415 referendum offset in fiscal year 2003, the percentage dropped to

4.4 percent, but the new elections in calendar year 2001 and 2002 have increased the percentage sharply to 5.6 percent for fiscal year 2004

Table 2:
**Referendum Revenue
As a Percent
Of Total Revenue**

1984	2.6%
1985	2.5%
1986	2.9%
1987	3.1%
1988	3.3%
1989	3.7%
1990	4.3%
1991	5.2%
1992	6.0%
1993	5.9%
1994	6.0%
1995	5.2%
1996	5.3%
1997	5.9%
1998	5.9%
1999	6.1%
2000	6.3%
2001	6.5%
2002	7.0%
2003	3.5%
2004	5.0%
2005	5.8%
2006	5.9%
2007	6.3%
2008	6.2%
2009	6.8%

Figure 3: **Referendum Revenue as a Percent of Total Revenue**



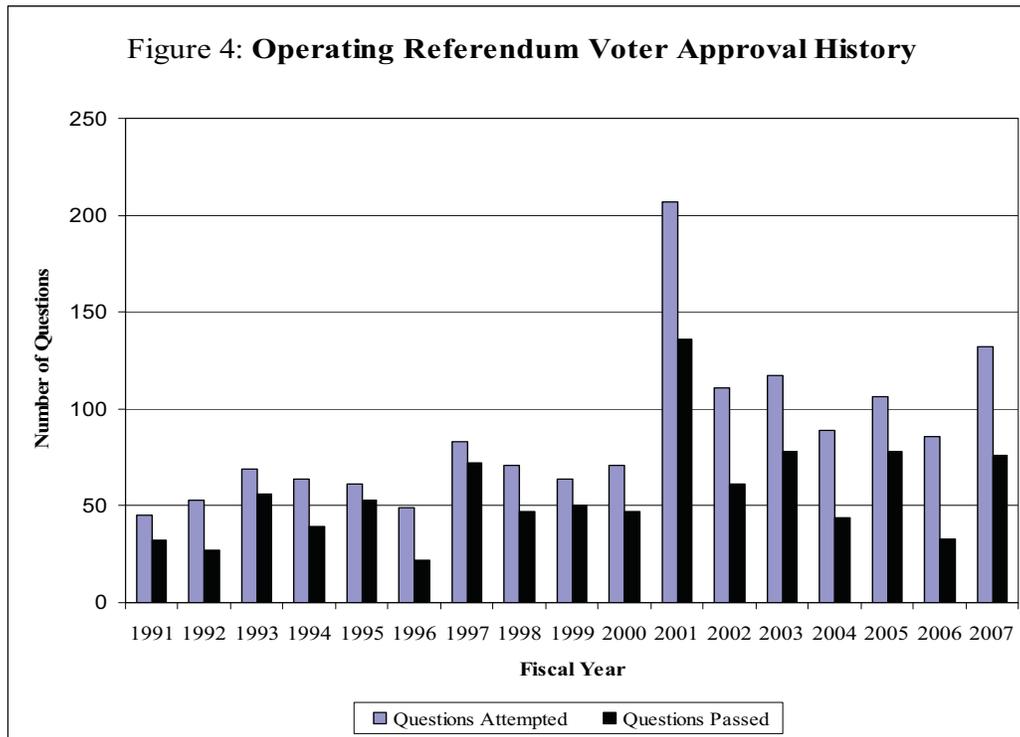
Note: Total education revenue includes all sources of school district revenue, including state appropriations and tax relief aids, local revenue, such as local levies and local fees, as well as federal funds.

Referendum Passage Rates Vary by Election Year

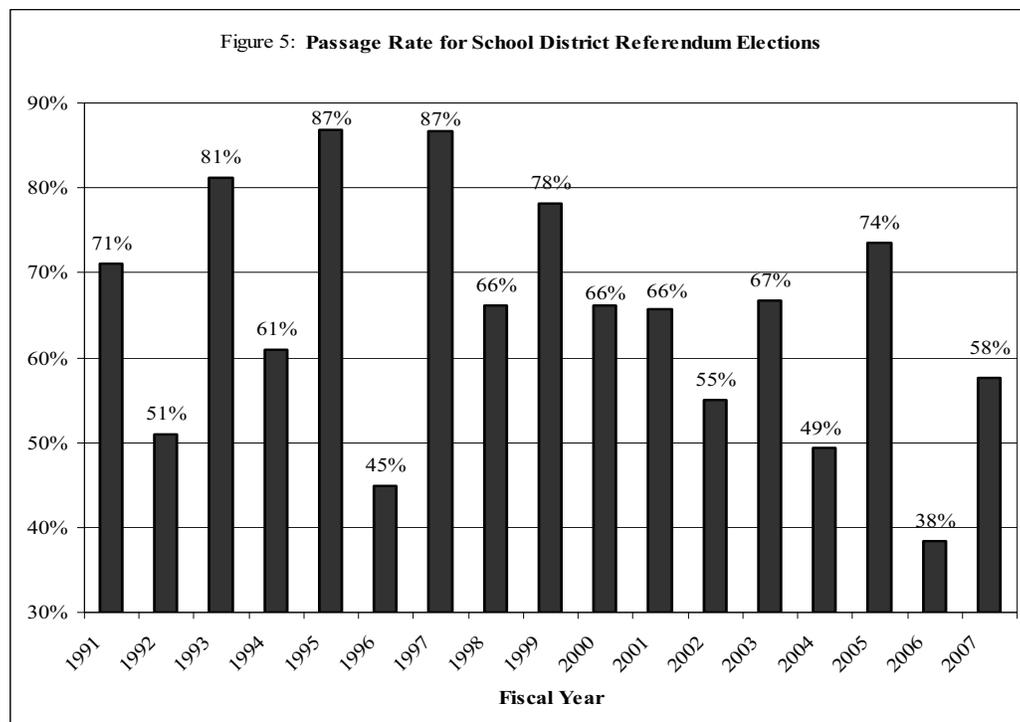
Referendum elections may be held, unless held by mail ballot, only on the general election day for that year (the first Tuesday after the first Monday in November). Districts in statutory operating debt that have an approved plan for eliminating their statutory operating debt (or have an approved extension from the requirement to file that plan) may have an election on a different day. Mail ballots may be held at any time. Also, only one referendum to increase a district's operating referendum may be held during a given calendar year.

Over the past 15 years an increasing number of ballot questions have been put forward. Figure 4 shows the number of questions proposed to voters in each calendar year and the number of questions passed by voters during that calendar year. (Districts can ask more than one question on a given election day, so the number of questions does not necessarily equal the number of districts attempting to pass a referendum.) Between 1991 and 1996, an average of about 50 questions were attempted each year, between 1997 and 2000, about 75 per year, and between 2002 and 2007 a little more than

100 per year. The large number of questions in 2001 corresponded with a reduction in district referendum authority implemented the previous year.



Traditionally, elections are more successful during odd numbered years. Figure 5 shows the passage rate for questions in each given year. Even numbered years, which have more general election day activity, tend to have lower passage rates than odd numbered years, which have fewer elections of any type occurring.



A History of Legislative Changes to the Operating Levy Referendum

Between 1971 and 1988, no significant changes were made to the operating levy referendum. Beginning in 1989, many changes were made, primarily in an effort to restrain the unlimited nature of the referendum levy and to equalize access to referendum revenue among districts with disparate tax base wealth per pupil unit. The 2001, 2003 and 2005 legislative sessions marked the most significant changes in recent years to the program. The changes are summarized below in reverse chronological order.

2008

Referendum ballot notices in cases where a district is renewing a referendum amount that is the same revenue per pupil as the prior year may indicate that a “yes” vote extends a referendum that is set to expire, rather than stating that a “yes” vote may increase property taxes.

[*M.S. 126C.17, subd. 9 \(2008 Laws, Ch. 363, Art. 2, Sec. 22\)*](#)

2006

Referendum ballot questions may state that the amount of revenue approved may increase annually by inflation. The inflation rate referenced is the Consumer Price Index calculation already included in the inflation increase on the referendum cap amount.

[*M.S. 126C.17, subd. 9 \(2006 Laws, Ch. 263, Art. 1, Sec. 13\)*](#)

2005

The limit for referendum amounts is increased to 26 percent of the basic formula amount. In addition, for districts capped at their 1994 level plus inflation, the \$415 subtraction is reduced to \$215, which has the effect of increasing their limit by \$200.

[*M.S. 126C.17, subd. 2 \(2005 Laws, First Special Session, Ch. 5, Art. 1, Sec. 29\)*](#)

The first tier of referendum equalization is increased to include the first \$600 per pupil of referendum revenue for fiscal year 2007 and to the first \$700 per pupil for fiscal year 2008 and later.

[*M.S. 126C.17, subd. 5 \(2005 Laws, First Special Session, Ch. 5, Art. 1, Sec. 30\)*](#)

Referendum ballot requirements are changed so that the referendum market value tax rate does not have to be shown on the ballot, and the ballot language is generally simplified.

[*M.S. 126C.17, subd. 9 \(2005 Laws, First Special Session, Ch. 5, Art. 1, Sec. 32\)*](#)

The first tier of referendum equalization is increased to the first \$600 per pupil for fiscal year 2007 and to the first \$700 per pupil for fiscal year 2008 and later.

[*M.S. 126C.17, subd. 5 \(2005 Laws, First Special Session, Ch. 5, Art. 1, Sec. 30\)*](#)

2003

Due to a change in the calculation of pupil counts, referendum amount is adjusted so that districts do not receive less referendum revenue because of the pupil counting changes made by the Legislature. In addition, because of the pupil counting changes, the cap is calculated as 18.6 percent of the basic formula, rather than 18.2 percent.

[*M.S. 126C.17, subd. 1 \(2003 Laws, First Special Session, Ch. 9, Art. 1, Sec. 35\)*](#)

The limit for referendum amounts is adjusted to include a calculation of inflationary increases in the calculation of the referendum cap. The new cap for most districts is calculated as 18.6 percent of the basic formula, or the previous year's allowance times an inflationary adjustment, whichever is

greater. Districts limited by their 1994 grandfathered referendum amount now have that limit adjusted by 17.7 percent compared to 1994, and then adjusted each year for inflation. In both cases, inflation is defined as a Consumer Price Index inflation rate for fiscal years 2005 through 2008, but for grandfathered districts, inflation changes from being CPI inflation to one-fourth of the basic formula increase for fiscal year 2009 and later.

M.S. 126C.17, subd. 2 (2003 Laws, First Special Session, Ch. 9, Art. 1, Sec. 36)

The first tier of referendum equalization is increased from the first \$126 per pupil of referendum revenue, to the first \$405 per pupil for fiscal year 2005 and to the first \$500 per pupil for fiscal year 2006 and later.

M.S. 126C.17, subd. 5 (2003 Laws, First Special Session, Ch. 9, Art. 1, Sec. 37)

Tax Base Replacement Aid, which was initially intended to phase out as districts renewed their referendums, is made permanent.

M.S. 126C.17, subd. 7a (2003 Laws, First Special Session, Ch. 9, Art. 1, Sec. 39)

2002

Referendum equalization aid is limited to 18.2 percent of the basic formula amount for school districts with more than 90 percent of their referendum revenue coming from equalization aid.

This provision prevents extremely low property value districts that don't otherwise have a cap on their referendum amount from passing large referendums that are then paid entirely or almost entirely by the state. *M.S. 126C.17, subd. 7 (2002 Laws, Ch. 374, Art. 4, Sec. 7)*

2001

Agriculture land (but not an agriculture homestead including a house, a garage and one acre of land) and seasonal recreational property are excluded from referendum market value and payment of operating referendum levies.

M.S. 126C.01, subd. 3 (2001 Laws, First Special Session, Ch. 5, Art. 2, Sec. 8)

Each school district's referendum allowance is reduced by \$415 per pupil (in conjunction with a \$415 increase in the basic formula allowance). A district's referendum allowance, after the \$415 subtraction, cannot be less than \$0. The \$415 represents the amount that, up until this year, had been equalized by the state.

M.S. 126C.17, subd. 1 (2001 Laws, First Special Session, Ch. 5, Art. 2, Sec. 12)

The limit on how much operating referendum a district may have is changed. The new limit is the greater of (1) 18.2 percent of the basic formula amount, or; (2) the district's 1994 referendum amount per pupil multiplied by 1.162, plus the amount of 2002 supplement and transition revenue per pupil that was converted to referendum revenue, minus the \$415 reduction in the referendum revenue per pupil, or; (3) the sum of all the member districts' referendum authority in the year prior to the creation of a newly reorganized district. *M.S. 126C.17, subd. 2 (2001 Laws, First Special Session, Ch. 5, Art. 2, Sec. 13)*

A new two-tier method for calculating referendum equalization aid is created. The first tier is calculated on any referendum amounts up to \$126 per pupil, with the second tier calculated on referendum amounts above \$126 per pupil, up to 18.2 percent of the basic formula amount, unless the district qualifies for operating sparsity revenue, in which case the second tier is calculated on any amount above \$126 per pupil. *M.S. 126C.17, subd. 5, subd. 7, and subd. 8 (2001 Laws, First Special Session, Ch. 5, Art. 2, Sec. 14, Sec. 16 and Sec. 18)*

The equalizing factors for calculating a district's referendum levy are set, with the first tier equalizing factor at \$476,000 of market value per pupil and the second tier equalizing factor at \$270,000. *M.S. 126C.17, subd. 6 (2001 Laws, First Special Session, Ch. 5, Art. 2, Sec. 15)*

Referendum tax base replacement aid is created. Any district with a referendum greater than \$415 before the conversion qualifies for aid based on the amount of levy previously paid by agriculture land and seasonal recreational properties. *M.S. 126C.17, subd. 7a (2001 Laws, First Special Session, Ch. 5, Art. 2, Sec. 17)*

A school board may, for fiscal year 2003 only, add to the district's referendum allowance the district's 2002 supplement and transition revenue amounts (which are repealed elsewhere) without voter approval. The added amounts must be renewed by the voters at a later date. *M.S. 126C.17, subd. 13 (2001 Laws, First Special Session, Ch. 5, Art. 2, Sec. 19)*

1999

Charter schools' general education aid includes the state referendum equalization aid for a pupil, based on how much referendum equalization aid the pupil generates in the pupil's resident district. *M.S. 124D.11, subd. 1 (1999 Laws, Ch. 241, Art. 1, Sec. 2)*

The equalized portion of an operating levy referendum is increased from the first \$350 per pupil of referendum revenue to the first \$415 per pupil of operating referendum revenue. *M.S. 126C.17, subd. 5 (1999 Laws, Ch. 241, Art. 1, Sec. 43)*

School districts must transfer referendum equalization aid generated by a resident student to an alternative attendance program if a resident student is being served in that alternative attendance program. *M.S. 127A.47, subd. 7 (1999 Laws, Ch. 241, Art. 1, Sec. 49)*

1998

The operating levy referendum election date is modified to allow for elections on a date other than the Election Day in November, in order to tie operating referendums to a bond election that is for a complimentary purpose. *M.S. 124A.03, subd. 2b (1998 Laws, Ch. 398, Art. 1, Sec. 24)*

1997

Clarifies that the referendum cap for newly reorganized districts is the sum of the reorganizing districts' referendum authority for the prior year, if that sum is greater than the regular cap. *M.S. 124A.03, subd. 1c (1997 Laws, First Special Session, Ch. 4, Art. 1, Sec. 33)*

A referendum still assessed on net tax capacity has a fixed equalizing factor of \$10,000. *M.S. 124A.03, subd. 1g (1997 Laws, First Special Session, Ch. 4, Art. 1, Sec. 34)*

1996

A referendum election ballot question may propose variable levels of referendum revenue per pupil unit during the years of the referendum. This would allow for increases (or decreases) in the referendum amount after the first year. *M.S. 124A.03, subd. 2 (1996 Laws, Ch. 412, Art. 1, Sec. 15)*

The commissioner is granted limited authority to allow districts to hold a referendum election on a date other than the November general election date if that referendum is held in conjunction with a bond election and the proceeds of the referendum would finance the operation of the facility to be funded by the bond issue. *M.S. 124A.03, subd. 2b (1996 Laws, Ch. 412, Art. 1, Sec. 16)*

The referendum reduction initially passed in 1993 is made permanent. It no longer will be recalculated each year nor will it apply to new referendum authority. *M.S. 124A.03, subd. 3c (1996 Laws, Ch. 412, Art. 1, Sec. 17)*

1995

A referendum election may be held in the first or second calendar year prior to the year in which it is payable. *M.S. 124A.03, subd. 3 (Special Session Laws 1995, Ch. 3, Art. 1, Sec. 23)*

Market value referendum levies will be equalized based on the market value of the school district rather than net tax capacity. *M.S. 124A.03, subd. 1g (Special Session Laws 1995, Ch. 3, Art. 1, Sec. 21)*

Capital expenditure facilities and equipment revenue is moved to an operating capital account in the general fund. One effect of this change is to allow referendum revenue to be used for capital purposes. *M.S. 124A.22, subd. 10 (Special Session Laws 1995, Ch. 3, Art. 1, Sec. 35)*

1994

The sunset date for referendum revenue is moved from 1997 to July 1, 2000 for most districts. In the interim period, if a referendum is authorized on market value for ten or fewer years, a referendum is valid for the number of years approved even though it may be in effect beyond 2000. *M.S. 124A.0311 (Laws 1994, Ch. 647, Art. 1, Sec. 15 and 20)*

The maximum duration of newly approved referenda is ten years, an increase from the five years in previous law. *M.S. 124A.03, subd. 2 (Laws 1994, Ch. 647, Art. 1, Sec. 17)*

School boards may convert referendum amounts from adjusted net tax capacity to market value in parts over time. A process is established for this conversion, including an incentive (the duration of a referendum before reauthorization may be longer) when districts convert before July 1, 1997. *M.S. 124A.0311, subd. 2 (Laws 1994, Ch. 647, Art. 1, Sec. 20)*

Districts with referenda expiring before taxes payable in 1998 may propose a new referendum, partially levied on adjusted net tax capacity and partially on market value. The full levy must be converted to market value by 2001. *M.S. 124A.0311, subd. 3 (Laws 1994, Ch. 647, Art. 1, Sec. 20)*

Market value is redefined for any property having a class rate below one percent. For that property, market value is defined as 100 times the tax capacity. *M.S. 124A.02, subd. 3b and M.S. 124A.03, subd. 2a (Laws 1994, Ch. 647, Art. 1, Sec. 13 and 18)*

1993

Referendum equalization aid is increased from 50 percent of the equalizing factor to 100 percent for the first \$315 per pupil unit, effective for 1994-95 school year revenue. *M.S. 124A.03, subd. 1f, 1g (Laws 1993, Ch. 224, Art. 1, Sec. 8, 9)*

The referendum levy is no longer to be counted in the allocation of HACA (homestead and agricultural credit aid). HACA that had been allocated to the referendum levy is used to fund the increased level of referendum equalization. This results in about \$55 million of HACA being shifted to referendum equalization aid, effective for taxes payable in 1994. *M.S. 273.1398, subd. 2a (Laws 1993, Ch. 224, Art. 1, Sec. 29)*

District referendum revenue is reduced by all or a portion of the \$100 per pupil unit increase in the general education formula. The full reduction does not apply to the referendum revenue if the district has supplemental revenue (the reduction is applied first to supplemental revenue) or the district meets a certain group of criteria (low tax capacity per pupil unit, low fund balance, no

supplemental revenue and a referendum tax rate greater than 10 percent). Referendum revenue may also be reduced by up to 25 percent of increases in training and experience and compensatory revenue, effective for 1994-95 school year revenue. *M.S. 124A.03, subd. 3b (Laws 1993, Ch. 224, Art. 1, Sec. 10)*

The referendum revenue allowance limit is reduced from \$915 per pupil unit to \$787.50 per pupil unit (25 percent of the basic general education formula allowance) unless the district had a higher limit in payable 1993 or is eligible for sparsity revenue, effective for referenda passed fall 1993. *M.S. 124A.03, subd. 1c (Laws 1993, Ch. 224, Art. 1, Sec. 7)*

All referendum levies are set to expire on July 1, 1997 (after payable calendar year 1997 taxes). To continue a referendum, a vote must be held in November 1997. Referendum levies that are renewed would be spread on market value rather than on the adjusted net tax capacity (ANTC) of property and have a five-year limit. *(Laws 1993, Ch. 224, Art. 1, Sec. 37)*.

1992

The referendum revenue allowance limit is reduced from \$1067.50 per pupil unit to \$915 per pupil unit (30 percent of the basic general education formula allowance) unless a district had a higher limit in previous years or is eligible for sparsity revenue, effective for referenda passed fall 1992. *M.S. 124A.03, subd. 1c (Laws 1992, Ch. 499, Art. 1, Sec. 11)*

A referendum election may be held only during the calendar year before the new levy first becomes payable, effective fall 1992. *M.S. 124A.03, subd. 2 (Laws 1992, Ch. 499, Art. 1, Sec. 12)*

A district in statutory operating debt may apply to and receive approval from the commissioner of education to hold a referendum on a date other than the November Election Day, effective April 30, 1992. *M.S. 124A.03, subd. 2b (Laws 1992, Ch. 499, Art. 1, Sec. 14)*

1991

The first \$305 per pupil unit (ten percent of the general education formula allowance) is equalized at a rate of 50 percent of the equalizing factor. This equalization is phased in over three years, effective beginning with 1992-93 school year revenue. *M.S. 124A.03, subd. 1f, 1g, 1h (Laws 1991, Ch. 265, Art. 1, Sec. 10)*

The referendum amount determination is changed from a percent of tax capacity to a dollar per pupil unit, effective for referenda passed fall 1991. *M.S. 124A.03, subd. 2 (Laws 1991, Ch. 265, Art. 1, Sec. 10)*

The duration of the referendum is limited to five years, effective for referenda passed fall 1991. *M.S. 124A.03, subd. 2 (Laws 1991, Ch. 265, Art. 1, Sec. 10)*

The referendum revenue allowance is limited to the lesser of \$1,067.50 per pupil unit (35 percent of the basic general education formula allowance) or the amount the district levied in the previous year. Districts eligible for sparsity revenue are exempt from the limit, effective for referenda passed fall 1991. *M.S. 124A.03, subd. 1c (Laws 1991, Ch. 265, Art. 1, Sec. 10)*

Districts are allowed to have referendum elections on dates other than the November election date if the election is held by mail ballot, effective November 1, 1991. *M.S. 124A.03, subd. 2 (Laws 1991, Ch. 291, Art. 1, Sec. 5)*

Any new referendum levies must be applied to the market value of property in the school district rather than adjusted net tax capacity, effective for referenda approved after November 1, 1992. *M.S. 124A.03, subd. 2a (Laws 1991, Ch. 291, Art. 1, Sec. 6)*

New referendum levies that would begin in payable 1992 are limited to a maximum of \$10 million as approved by the Commissioner of Education. (*Laws 1991, Ch. 265, Art. 1, Sec. 29*)

1989

Districts are limited to one referendum vote per year on the November general election day.

M.S. 124A.03, subd 2. (Laws 1989, Ch. 329, Art. 1, Sec. 4)

Districts are required to mail notices about the tax impact of the proposed referendum levy to the taxpayers in the district. *M.S. 124A.03, subd. 2 (First Special Session Laws 1989, Ch. 1, Art. 9, Sec. 5)*

Districts are required to specify on the ballot the number of years for which a referendum levy could be in effect. *M.S. 124A.03, subd. 2 (First Special Session Laws 1989, Ch. 1, Art. 9, Sec. 5)*

1973-1988

In 1973, an amendment prohibited districts from holding more than one referendum election per year (*Laws 1973, Ch. 683, Sec. 18*). In 1977, the referendum law was amended to permit ballot language specifying the years of duration of the levy, and requiring that the ballot disclose the amount of referendum levy in mills and the total to be raised in the first year in dollars (*Laws 1977, Ch. 447, Art. 1, Sec. 19*).

In 1982, the referendum revocation provisions were amended to allow for an election to reduce as well as revoke a referendum levy (*Laws 1982, Ch. 548, Art 1, Sec.12*). Also enacted in 1982, for elections affecting taxes payable in 1983 only districts were allowed to hold two referendum levy elections per year (*Laws 1982, Ch. 548, Art. 1, Sec. 12*). In 1983, this one-time provision was made permanent (*Laws 1983, Ch. 314, Art. 7, Sec. 34*).

For additional information on this or any other K-12 education topic, please contact Greg Crowe in the House of Representatives' Fiscal Analysis Department at 651-296-7176, or via e-mail at Greg.Crowe@house.mn

Re Plan Sponsor Name: Fridley Public Schools
Plan Name: HealthPartners
Application ID: 1020700094

Dear Peggy Flathmann:

The U.S. Department of Health & Human Services (HHS) has approved the application referenced in this email for participation in the Early Retiree Reinsurance Program (ERRP). The sponsor and employment-based plan identified in the application and noted above are certified for participation in the ERRP.

HHS' ERRP Center will soon send, to the Account Manager and Authorized Representative identified in the application, an email inviting them to register for the ERRP Secure Website, which will allow the Plan Sponsor to begin preparations for the reimbursement process. Please be aware that, as part of these preparations and prior to requesting reimbursement, the Authorized Representative will be required to login to the ERRP Secure Website and certify, among other requirements, that the Plan Sponsor:

- Will use any and all ERRP reimbursement proceeds to: (A) Reduce the sponsor's health benefit premiums or health benefit costs, (B) Reduce health benefit premium contributions, copayments, deductibles, coinsurance, or other out of pocket costs, or any combination of these costs, for plan participants, or (C) Reduce any combination of the costs in (A) or (B).
- Will maintain its level of contribution to supporting the plan, if the sponsor is using any portion of ERRP reimbursement funds to reduce its own health benefit premiums or health benefit costs.
- Will not use any ERRP reimbursement as general revenue.
- Will provide a form notice to plan participants notifying them that, because the plan is participating in the Affordable Care Act's Early Retiree Reinsurance Program, the plan may use the payments to reduce premium contributions, co-payments, deductibles, co-insurance, or other out-of-pocket costs, and therefore that plan participants may experience such changes in the terms and conditions of their plan participation.(The form notice will be provided to plan sponsors in September.)
- Will submit claims only for items and services that Medicare would cover. (Guidance regarding the submission of Medicare-eligible claims will be provided in September).
- Will not submit claims associated with plan participants who are not U.S. citizens or lawfully present in the U.S.

In the near future, HHS will also provide further guidance about the reimbursement process, including guidance related to when certified Plan Sponsors may begin to submit reimbursement requests. We anticipate payments beginning in October. We encourage you to regularly monitor the ERRP website at <http://www.errp.gov> for this and other program information.

If you have any questions about this notice, please reply to this email. Please be certain that any such reply contains the Application ID provided in this email. For additional information about ERRP, please refer to <http://www.errp.gov> or contact us toll-free at 1-877-574-3777.

Sincerely,
HHS' ERRP Center



Legislative Brief

Health Care Reform: Open Enrollment Compliance Checklist



Introduction

Health care reform, in the form of the Patient Protection and Affordable Care Act, brings many changes for employers and their health plans. As sponsors of group health plans prepare to comply with health care reform's many requirements, they need to be aware of how health care reform will affect their plans for the coming plan year. Many changes are effective on the first day of the **first plan year beginning on or after September 23, 2010, or January 1, 2011** for calendar year plans.

This CBIZ Benefits & Insurance Services, Inc. Legislative Brief provides a compliance checklist for employers to review in advance of the 2011 plan year and open enrollment season. Please contact your CBIZ Benefits & Insurance Services, Inc. representative for assistance.

Compliance Checklist

Grandfathered Plan Status

- Determine if you have a grandfathered plan.
 - A grandfathered plan is one that was in existence when health care reform was enacted on March 23, 2010.
 - Grandfathered plans are exempt from some of the health care reform requirements.
 - If you make certain changes to your plan that go beyond permitted guidelines, your plan is no longer grandfathered. Contact your CBIZ Benefits & Insurance Services, Inc. representative if you have questions about changes you have made, or are considering making, to your plan.

Plan Amendments – All Plans

Plan sponsors should take the following actions prior to the **first day of the plan year beginning on or after September 23, 2010** (unless a different effective date is noted):

- Amend plans to **cover dependents up to age 26**.
 - If your plan is grandfathered, it is not required to cover adult children who are eligible for coverage sponsored by their employer for plan years beginning on or before January 1, 2014.
- Amend plans to **eliminate lifetime limits** on essential benefits and to provide that individuals who previously reached the lifetime limit under the plan and who are otherwise eligible for coverage may re-enroll in the plan and will not be affected by the lifetime limit.
- Amend plans to either **eliminate or restrict annual limits** on essential benefits.
 - Annual limits are being phased out over the next three years.
 - For plan years beginning on or after September 23, 2010, a plan may impose a minimum annual limit of \$750,000.
 - For plan years beginning on or after September 23, 2011, a plan may impose a minimum annual limit of \$1.25 million.
 - For plan years beginning on or after September 23, 2012 (but before January 1, 2014), a plan may impose a minimum annual limit of \$2 million.
- Amend plans to eliminate **pre-existing condition exclusions** for children under age 19.

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Health Care Reform: Open Enrollment Compliance Checklist

- Pre-existing condition exclusions will be eliminated altogether for plan years beginning on or after January 1, 2014.
- Amend plans that include tax-advantaged medical accounts, such as **FSAs, HSAs, HRAs or Archer MSAs**, to reflect new requirements.
 - Plans that permit reimbursement of **over-the-counter medicine or drugs** must be amended prior to **January 1, 2011** to provide that these expenses are reimbursable only with a doctor's prescription (except for insulin) if they are incurred after December 31, 2010.
 - Plans that cover expenses of dependents must be amended to be consistent with any dependent eligibility changes related to the **age 26 rule**.
- Amend plans to incorporate new rules regarding **rescissions**.
 - A rescission is a termination of coverage that has a retroactive effect. However, a retroactive cancellation is not a rescission to the extent it is caused by a failure to pay premiums.
 - Rescissions are only permitted in cases of fraud or intentional misrepresentation of a material fact.

Plan Amendments – Non-Grandfathered Plans Only

Plan sponsors of non-grandfathered plans should also take the following actions prior to the **first day of the plan year beginning on or after September 23, 2010**:

- Amend plans to cover recommended **preventive services** with no cost-sharing requirements.
- Establish an effective **claims appeal process** by amending current claims procedures to incorporate new definitions and requirements.
 - Revise definition of adverse benefit determination.
 - Update deadline for notice regarding urgent care claims.
 - Adopt procedures to provide full and fair review and avoid conflicts of interest.
 - Provide culturally and linguistically appropriate notices regarding the process and options for assistance.
 - Ensure plan is following appropriate external review process.
- Amend fully-insured plans to eliminate **impermissible discrimination** in favor of highly compensated employees.
 - Plans may not longer discriminate with respect to eligibility or benefits.
- Amend plans to include **patient protections**.
 - If the plan requires participants to choose a primary care provider, allow participant to choose any available participating primary care provider or pediatrician.
 - Permit participants to obtain OB/GYN care without a pre-authorization or referral.
 - Eliminate pre-authorization requirement for emergency services.
 - Eliminate increase coinsurance or copayment requirements for out-of-network emergency services.

Special Enrollment Opportunities

- Provide a 30-day special enrollment opportunity (and notice) to adult children eligible for coverage under the **age 26 rule**.
 - The enrollment opportunity (and notice) must be provided no later than the first day of the first plan year beginning on or after September 23, 2010.

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Health Care Reform: Open Enrollment Compliance Checklist

- The coverage must begin no later than the first day of the first plan year beginning on or after September 23, 2010.
- ☐ Provide a 30-day special enrollment opportunity (and notice) to individuals who have **reached the lifetime limit** under the plan but are otherwise eligible for coverage.
 - The enrollment opportunity (and notice) must be provided no later than the first day of the first plan year beginning on or after September 23, 2010.
 - The coverage must begin no later than the first day of the first plan year beginning on or after September 23, 2010.

Participant Notices

If you have a grandfathered plan, you must include **information about the plan's grandfathered status** in plan materials describing the coverage under the plan, such as summary plan descriptions (SPDs) and open enrollment materials. This information must inform participants that the plan is not subject to some of the consumer protections of the health care reform law. Model language is available regarding this requirement.

There are a number of other health care reform provisions that require notices to be provided to plan participants. **Model notices** are available for some of these notices at www.dol.gov/ebsa/healthreform/.

Employers should make sure they are prepared to provide the following notices prior to the **first plan year beginning on or after September 23, 2010** (unless another deadline is noted). To be thorough, plans should include these notices in their SPDs, as applicable.

- ☐ Notice that eligibility for dependent coverage has been extended for children up to **age 26** (including any restrictions for grandfathered plans) and that a special enrollment period is available for eligible dependents. A model notice is available.
- ☐ Notice to participants affected by a **lifetime limit** (including former participants that are otherwise eligible for coverage) that the lifetime limit no longer applies to them and they are eligible for a special enrollment opportunity if they are no longer enrolled in the plan. A model notice is available.
- ☐ Notice to participants in non-grandfathered plans regarding the **patient protections** that are available. A model notice is available.
- ☐ Prior to **January 1, 2011**, notice should be provided to employees that **over-the-counter medication and drugs** (except insulin) may only be reimbursed through medical account plans with a prescription.

Going forward, plans will be required to provide certain notices to plan participants, including the following:

- ☐ Written notice of any **rescission** must be provided at least 30 days in advance.
- ☐ Non-grandfathered plans must provide a culturally and linguistically appropriate notice to participants regarding the **new appeals process** and their options for assistance.

This CBIZ Benefits & Insurance Services, Inc. Legislative Brief is not intended to be exhaustive nor should any discussion or opinions be construed as legal advice. Readers should contact legal counsel for legal advice.

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EAS 6/10

This is the final purchase of natural gas on futures for the winter of 2010/2011. Price was locked in at \$4.43 which was below what was estimated below.

Duane Knealing

From: Stammeyer, Jean [<mailto:JStammeyer@usenergyservices.com>]

Sent: Wednesday, October 13, 2010 12:39 PM

To: Knealing, Duane

Subject: Hedge Recommendation - Winter 10/11

Hello Duane,

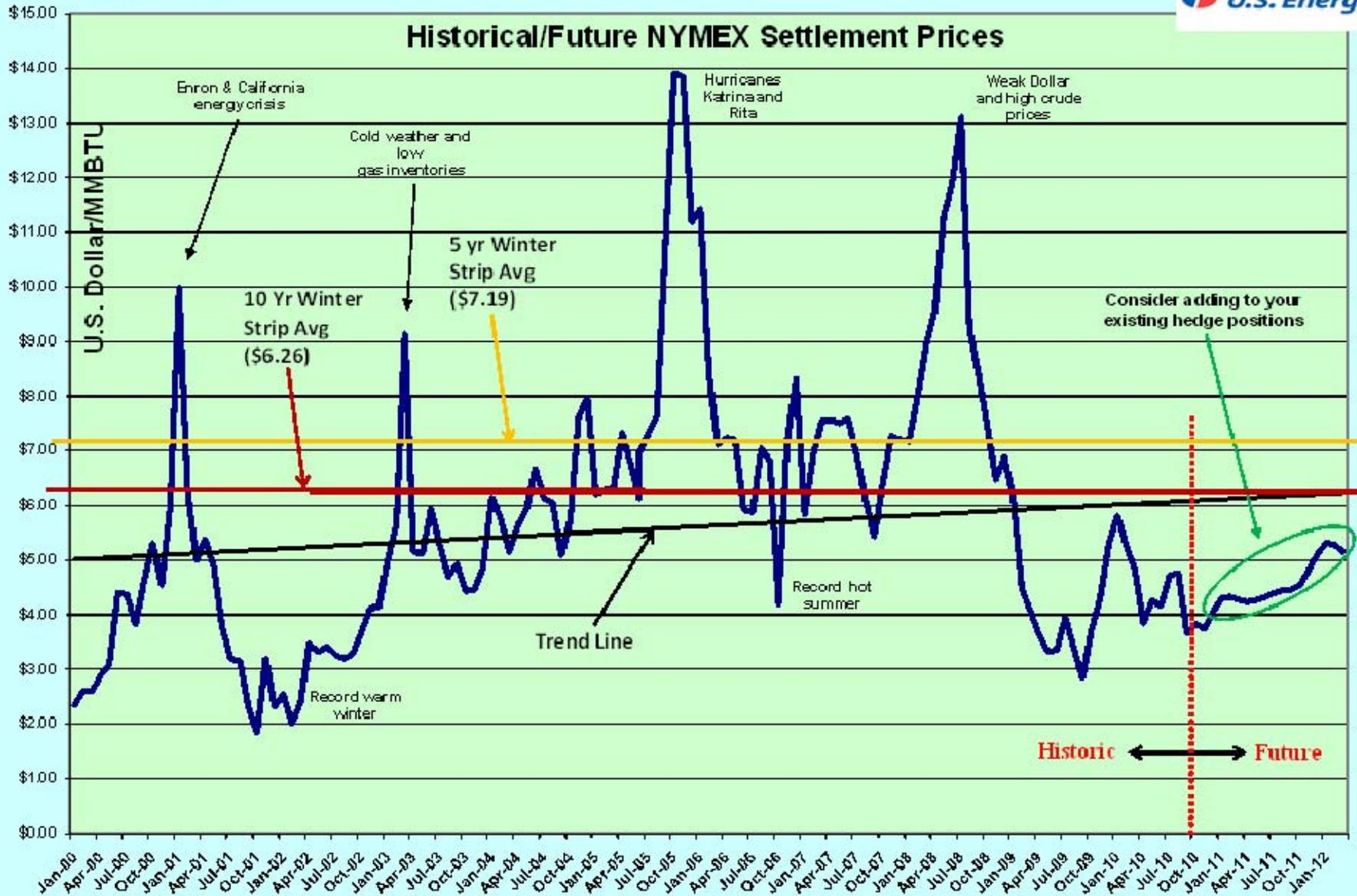
Hedge Update/Strategy: Fundamentally supply/demand indicators continue to remain bearish with record high rig counts, weather expected to be warmer than normal for Oct, & Nov. and not much change in demand through 2010/2011. However with the ongoing weakening of futures pricing it continues to be prudent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

Recommendation: (Final opportunistic hedge for Winter 10/11)

- Additional 15% for Winter 10/11 (Dec.- Apr.) This brings your total hedged volume to 75% Dec10 – Apr 11, Oct remains at 40%, Nov 10 at 60%
- Price range \$4.60 - \$4.75
- Current futures pricing continues to be well below the trend line and 5 &10 year averages.

Winter 11/12 - It is our recommendation at this time to hold off on any additional layers of hedging for Winter 11/12 until we see how production, storage levels and fundamentals change throughout the upcoming winter.

Historical/Future NYMEX Settlement Prices



Hedge Strategy:

Current Position: 60% hedged Nov 10 ~ Apr 11, 40% Oct

Winter 2010/2011

- Bring hedges to 75%% for Dec 10 ~ Apr 11

Winter 2011/2012

- Current Position 25% Oct 11~Apr 11
- Continue to monitor fundamentals and prices for additional opportunities

November 9, 2010

To: Superintendent Flathmann

From: Duane Knealing

Subject: Fire Marshal Projects to Fire Sprinkle Elementary Schools FY 12

As a part of the Health and Safety Levy for FY 12, Hayes and Stevenson Elementary Schools will be fire sprinkled in the original parts of the building. These projects have been approved by the State Fire Marshal and by the Minnesota Department of Education. Some of the continued code violations at both sites include hallway walls and doorways that are not one hour rated and combustibles in egress areas. In the case of future remodeling or building additions, the fire sprinkling would need to be completed as a part of bringing the building up to code. Budget estimates are at \$266,000 per building. The construction timeline for the project is as follows:

Construction plan development for bid documents to begin immediately
Advertisement for sealed bids in January of 2011
Award of bids to contractors in March of 2011
Construction to begin immediately after school ends in June of 2011.

C: R. Manders