

Work Session

Tuesday, February 16, 2016 5:30 PM

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

| | |
|--|---|
| A. Signing Required Documents | Presenter: Dr. Peggy Flathmann |
| B. <u>GOVERNANCE AND POLICY</u> | |
| B.1. School Board 3 Year Agenda | Presenter: Chris Riddle |
| B.2. School Board Policies | Presenter: Imina Oftedahl and Laura Seifert-Hertling |
| B.2.a. Second Readings and Adoption of Policies | |
| B.2.a.1) Policy 503 Student Attendance..... | |
| B.2.a.2) Policy 515 Protection and Privacy of Pupil Records..... | |
| B.2.a.3) Policy 596 Academic Honesty..... .. | |
| B.2.a.4) Policy 599 Student Acceleration | |
| B.2.a.5) Policy 520 Student Surveys..... | |
| B.2.a.6) Policy 522 Student Sex Nondiscrimination..... .. | |
| C. <u>OVERSIGHT OF OPERATIONS</u> | |
| C.1. Legal Updates | Presenter: Dr. Peggy Flathmann |
| C.2. Staffing and Personnel Update | Presenter: Imina Oftedahl |
| C.2.a. Monthly Personnel Changes..... | |
| C.3. Partnership Updates | |
| C.3.a. NWSISD | Presenter: Chris Riddle |
| C.3.b. Metro 916 | Presenter: Marcia Lindblad |
| C.3.c. AMSD | Presenter: Mary Kay Delvo |
| C.4. Negotiations Update | Presenter: Matthew Hammer |
| C.5. Facility Plan Update | Presenter: Matthew Hammer |
| C.5.a. Elementary Project Bid Approval..... | |

....
C.5.b. Special Board Meeting - High School Bid Approval
March 1, 2016; 7:30 AM
District Board Room

C.6. Finance **Presenter:** Matthew Hammer

C.6.a. Preliminary Budget Assumptions for FY17

C.6.b. Enrollment Study

C.7. Transportation Contract for 2016-17 and 2017-18..... **Presenter:** Matthew Hammer

C.8. Waste/Compost/Recycle Two Year Agreement..... **Presenter:** Matthew Hammer

C.9. Pay Equity Report to the State of Minnesota..... **Presenter:** Lori Andler

D. **BOARD GOVERNANCE POLICY**

D.1. Board Membership **Presenter:** Chris Riddle

D.2. School Board Organization and Assignments for 2016..... **Presenter:** Chris Riddle

D.3. Board Appraisal Process..... **Presenter:** Chris Riddle

D.4. Board Governance and Management Differentiation..... **Presenter:** Chris Riddle

D.5. Board Strategic Planning Session
June 8, 2016; 5:30-7:30 PM
Education Center: 1315 Rice Creek Drive, Fridley, MN 55432

E. **SUPERINTENDENT RELATIONS**

E.1. Superintendent Mid Year Goal Review and Update - January 26, 2016 **Presenter:** Chris Riddle

F. **PUBLIC ENGAGEMENT**

F.1. Community Engagement **Presenter:** Jael McLemore

F.1.a. January Events Report

F.1.b. February Events

F.1.b.1) Calendar of Events.....

F.1.c. School Board Member Liaison to Schools and Programs.....

F.1.d. Channel 14

G. INFORMATIONAL ITEMS

- | | |
|---|-------------------------|
| G.1. Enrollment..... | Prese |
| | nter: |
| | Dr. |
| | Peggy |
| | Flath |
| | mann |
| G.2. Fridley School Board FHS Scholarship | Presenter: Chris |
| | Riddle |
| G.3. Nutritional Services Update - SEE BUSINESS MEETING | Presenter: Mary |
| | Mueller |
| G.4. Struggling Readers Update - SEE BUSINESS MEETING | Presenter: Imina |
| | Oftedahl, Laura |
| | Seifert-Hertling |
| G.5. School Board Photos | |

**Fridley Public Schools
Board Retreat Session
June 23, 2015**

Introduction

The School Board met with the Office of the Superintendent in a guided retreat to

- Review the basics of the Education Leadership System (ELS) and the basics of excellence in governance, management and consultation and the value of partnership across the six groups of adults in alignment for the Mission Delivery Point relationship between student, family and teacher. Discussed ways to improve, increase, and sustain Community Engagement among the School Board and the community.
- Discussed in greater depth ELS Partnership Practice # 2: Differentiation between Governance and Management on key issues and opportunities
- Developed a DRAFT 3 Year Board of Education Agenda to support and operate in parallel to the District Operational Plan aligned to Board Goals.

Key Next Steps

- Three year Board of Education Agenda
- Ten year Operating Model
- Calendar & Assignment of 2015-16 items

Key Messages

- Board of Education Agenda on same page through 2018
- Looking forward and raising our capacities and skills to govern
- Raise clarity of roles with common language and expectations

Fridley Public Schools
School Board 3 Year Agenda
June 2015

| Key Roles of the Board | 2015-2016 SY | 2016-2017 SY | 2017-2018 SY |
|---------------------------------|---|--|--|
| Governance & Policy | <ul style="list-style-type: none"> • Legislative priorities – Advocacy for district legislative agenda • Policy Review as scheduled • Grant pieces from FY 2014-2015 | <ul style="list-style-type: none"> • Legislative priorities – Advocacy for district legislative agenda • Policy Review as scheduled • Establish systemic avenues for 2-way public input in district decision-making | <ul style="list-style-type: none"> • Legislative priorities – Advocacy for district legislative agenda • Policy Review as scheduled |
| Oversight of Operation | <ul style="list-style-type: none"> • Negotiate all contracts • Engage/Facilitate relationship with Employee Unions • Evaluate Phase I DMC <ul style="list-style-type: none"> • Prepare Phase II • AROI <ol style="list-style-type: none"> 1. AVID 2. Struggling Reader 3. Algebra – non-linear • Determine Referendum questions • Develop 10 year model • React to Referendum Result • Facility: \$25 million in projects; kicked off FY2016, 2017, 2018 | <ul style="list-style-type: none"> • Increase Market Share of Residents • Demographic Studies (Elementary Transportation / K projections) • Engage/Facilitate relationship with Employee Unions • Update 10 year model | <ul style="list-style-type: none"> • Negotiate all contracts • Engage/Facilitate relationship with Employee Unions • Update 10 year model |
| Board Governance | <ul style="list-style-type: none"> • Find qualified School Board candidates 2015 & 2017 • Develop Board Appraisal Process | <ul style="list-style-type: none"> • Board Appraisal | <ul style="list-style-type: none"> • Board Appraisal |
| Superintendent Relations | <ul style="list-style-type: none"> • Superintendent Contract 2016-2018 | <ul style="list-style-type: none"> • Superintendent Search • Modify Management Team as needed | |
| Public Engagement | <ul style="list-style-type: none"> • Community Engagement • Increase public engagement for School Board members working with principals | <ul style="list-style-type: none"> • Establish systemic avenues for 2-way public | <ul style="list-style-type: none"> • Community access to K-12 curriculum |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> • Increase marketing district programs (e.g. Early Childhood to Community) • Engage community in campaign and facts of levy • Meet with all elected folks • Analysis of ROI on Marketing and Community Engagement money • District Advocacy Committee Definition | <p>input in district decision-making</p> <ul style="list-style-type: none"> • 5E Parent-survey component • Sustain engagement with community beyond levy campaign 2017 and beyond • Expand partnerships with public (government) agencies resources | |
|--|---|--|--|



A World-Class Community of Learners

503 Student Attendance

I. Purpose

- A. The purpose of this policy is to encourage regular school attendance. Regular attendance promotes habits of dependability and responsibility that are important to the future success of the student.
- B. The School Board recognizes that regular school attendance is directly related to success in academic work, benefits students socially and provides opportunities for important communications between teachers and students.

II. General Statement of Policy

It is the policy of the School Board that students shall attend school regularly. Student rights and responsibilities are specified in this policy, including the attendance procedures for excused and unexcused absences and class tardies, and related participation in school sponsored extracurricular activities and on-the-job training programs. In accordance with the regulations of the Minnesota Department of Children, Families and Learning and the Minnesota Compulsory Instruction Law, Minn. Stat. 120A.22, the students of the school district are **REQUIRED** to attend all assigned classes and/or study halls every day school is in session, unless the student has completed the studies ordinarily required in the tenth grade and has elected not to enroll or has a valid excuse for absence.

It is intended that this policy will emphasize positive behaviors rather than punitive rules; consequences will be applied by school officials when needed to correct student attendance problems. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators.

Copies of this policy will be included in the annual student handbook and disseminated to all students for advance notice of the rules and consequences for rules violations. This policy shall also be available upon request in the school principal's office.

A. Responsibilities

1. Student's Responsibility

Students shall read the student handbook to become aware of and follow the attendance rules. It is the student's right to be in school, to attend classes, and to learn. It is also the student's responsibility to attend all assigned classes and/or study halls every day that school is in session as well as to be aware of and follow the

correct attendance procedures when absent from an assigned class or study hall. It is also the student's responsibility to request and collect any missed assignments due to an absence, and to hand them in to the teacher on time, according to the teacher's established rules. Students are also responsible to be aware of and follow this policy relating to school attendance and participation in after school, extracurricular activities.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure that the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise. Parents are strongly encouraged to read the school policies contained in the student handbook.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and/or study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly and fairly. The teacher is responsible to provide any student who has been absent with any missed assignments within a reasonable time period upon request. Finally, it is the teacher's responsibility to work cooperatively with the student and the student's parent or guardian to solve any attendance problems and to re-establish positive student attendance behaviors.

4. Administrator's Responsibility

- a. It is the administrator's responsibility to implement the school district attendance policies, to disseminate the rules for enforcement to students and teachers, and to assist the teachers in solving attendance problems and promoting positive student attendance behaviors. The administrator is responsible to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance, to apply these procedures uniformly and fairly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each.
- b. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems. It is also the administrator's responsibility to follow legal requirements for reporting, related to student attendance.

B. Attendance Procedures

The School Board attendance policy and any additional school attendance procedures shall be summarized annually in the student handbook and distributed each year to students. The handbook will be presented to the School Board for review and approval each year.

1. Excused absences

The following reasons shall be sufficient to constitute excused absences:

- a. Illness.
- b. Serious illness in the student's immediate family.
- c. A death or funeral in the student's immediate family or of a close friend or relative.
- d. Medical, dental or orthodontic treatment, or a counseling appointment.
- e. Court appearances occasioned by family or personal action.
- f. Religious instruction not to exceed three hours in any week.
- g. Physical emergency conditions such as fire, flood, storm, etc.
- h. Official school field trip or other school-sponsored outing.
- i. Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
- j. Family emergencies.
- k. Active duty in any military branch of the United States.
- l. A student's condition that requires ongoing treatment for a mental health diagnosis.
- m. Vacations with family.
- n. Personal trips to schools or colleges.
- o. Other reasons as listed in the approved student handbook.

2. Excused absences and student make-up work

Students are permitted and required to make-up work missed due to excused absences. This work will include all assignments missed or the completion of alternative assignments as deemed appropriate by the classroom teacher. Class work missed because of absence must be made up within a reasonable time period as listed

in the teacher's written attendance procedures, starting from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may decide to extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

3. Unexcused absences

The following are examples of absences which will not be excused:

- a. Truancy is defined as a student absence not approved by the parent and/or the school official
- b. Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures
- c. Work at home
- d. Work at a business, except under a school-sponsored work release program
- e. Absences resulting from cumulated unexcused tardies (2 tardies equal one unexcused absence)
- f. Any other absences as listed in the approved student handbook.

4. Consequences of Unexcused Absences

Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act. Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences. In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota Statutes.

Students with unexcused absences shall be subject to discipline in the following manner:

- a. Parents will be contacted each time their child has an unexcused absence.
- b. After such notification, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will strongly urge the student's parent or guardian to request such a conference.
- c. After a specified number of unexcused absences in a term (see student handbook for specific schools), a student's parent or guardian will be notified by mail that

his or her child is nearing a total which may result in a loss of credit for that course, as determined by the teacher and/or administrator.

- d. The teacher and/or administration may impose the loss of academic credit in the class or classes from which the student has had unexcused absences exceeding the number specified in each school's student handbook. However, prior to loss of credit, an administrative conference must be held between the principal, student and parent.
- e. If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act.

5. Tardiness

Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness. Students will be informed of procedures for reporting tardy in their handbook. Examples of excused and unexcused tardiness will be given. Tardiness between periods will be handled by the teacher.

6. Excused Tardiness

Some examples of valid excuses for tardiness include, but are not limited to:

- a. Illness
- b. Serious illness in the student's immediate family;
- c. A death in the student's immediate family or of a close friend or relative;
- d. Medical or dental treatment;
- e. Court appearances occasioned by family or personal action;
- f. Physical emergency conditions such as fire, flood, storm, etc;
- g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

7. Unexcused Tardiness

An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse. Consequences of tardiness may include detention after a school-specified number of unexcused tardies, or other consequences as listed above for unexcused absences. School procedures may specify that a certain number of unexcused tardies will be considered equivalent to one unexcused absence.

8. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs. School-initiated absences will be accepted and student participation permitted for that day. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day. If a student is suspended from any class, he or she may not participate in any activity or program that day. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program. If the coach or advisor determines that the note does not meet a reasonable standard for excusing the student's absence, he/she may restrict or exclude the student from that day's activity.

III. Required Reporting of Student Truancies

Truancy is defined as a student absence not approved by the parent and/or the school official. A habitual truant is defined as a child under the age of 16 years who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school, or for one or more class periods on seven school days if the child is in middle school, junior high school, or high school, or a child who is 16 or 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A. Minn. Stat. 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. 120A.05, without valid excuse within a single school year for three days if the child is in elementary school; or three or more class periods on three days if the child is in middle school, junior high school, or high school.

Reporting responsibilities shall be the responsibilities of the school administration. When a student is initially classified as a continuing truant, Minn. Stat. 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following information:

- A. The child is truant;
- B. The parent or guardian should notify the school if there is a valid excuse for the child's absences;
- C. The parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. 120A.34;
- D. This notification serves as the notification required by Minn. Stat. 120A.34;

- E. Alternative educational programs and services may be available in the district;
- F. The parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
- G. If the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
- H. If the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. 260C.201; and
- I. It is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

Legal References:

Minn. Stat. 120A.05 (Definitions)
Minn. Stat. 120A.22 (Compulsory Instruction)
Minn. Stat. 120A.24 (Reporting)
Minn. Stat. 120A.26 (Enforcement and Prosecution)
Minn. Stat. 120 A.34 (Violations; Penalties)
Minn. Stat. 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. 260A.02 (Definitions)
Minn. Stat. 260A.03 (Notice to Parent or Guardian when Child is Continuing Truant)
Minn. Stat. 260C.007, Subd. 19 (Habitual Truant defined)
Minn. Stat. 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565, 95 S.Ct. 729 (1975)
Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7 (1978)
Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Board of Education, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References:

MSBA/MASA Model Policy 506 Student Discipline

SCHOOL BOARD ACTION:

Adopted as Policy 8.101
Revised as Policy 503 June 18, 2002
Revised February 16, 2016

515 PROTECTION AND PRIVACY OF PUPIL RECORDS

I. Purpose

The school district recognizes its responsibility in regard to the collection, maintenance and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes. The purpose of this policy is to establish requirements for the protection and privacy of student records.

II. General Statement of Policy

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of state and federal law. Copies of this policy may be obtained by parents and eligible students at the office of the school principal or the superintendent.

III. Definitions

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. "Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for authorized recognition of an individual (e.g., fingerprints, retina and iris patterns, voice prints, DNA sequence, facial characteristics, and handwriting).

C. "Dates of attendance," as referred to in Directory Information, means the period of time during which a student attends or attended a school or schools in the school district. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. "Directory Information" means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. For purposes of this policy, directory information includes, but is not limited to: the student's name, date and place of birth, class designation

or grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, photograph, and the most recent previous educational agency or institution attended. Directory information does not include data which references religion, race, color, social position or nationality. Data collected from nonpublic school students, other than those who receive shared time educational services, shall not be designated as directory information unless written consent is given by the student's parent or guardian. Directory information does not include:

1. a student's social security number;
2. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;
3. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;
4. personally identifiable data which references religion, race, color, social position, or nationality; or
5. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

E. "Education Records"

1. "Education records" means those records which: (1) are directly related to a student; and (2) are maintained by the school district or by a party acting for the school district.
2. The term "education records" does not include:
 - a. Records of instructional, supervisory and administrative personnel and educational personnel which:
 - (1) are in the sole possession of the maker of the record; and

- (2) are not accessible or revealed to any other individual except a temporary substitute; and
 - (3) are destroyed at the end of the school year.
- b. Records of a law enforcement unit of the school district, provided educational records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
- (1) maintained separately from education records;
 - (2) maintained solely for law enforcement purposes; and
 - (3) disclosed only to law enforcement officials of the same jurisdiction.
- c. Records relating to an individual, including a student, who is employed by the school district which:
- (1) are made and maintained in the normal course of business;
 - (2) relate exclusively to the individual in that individual's capacity as an employee; and
 - (3) are not available for use for any other purpose.
 - (4) these provisions shall not apply to records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student.
- d. Records relating to an eligible student, or a student attending an institution of post-secondary education, which are:
- (1) made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
 - (2) made, maintained, or used only in connection with the provision of treatment to the student; and
 - (3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that

are a part of the program of instruction within the school district.

- e. Records that only contain information about an individual after he or she is no longer a student at the school district.
- F. “Eligible Student” means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.
- G. “Juvenile Justice System” includes criminal justice agencies and the judiciary when involved in juvenile justice activities.
- H. “Legitimate Educational Interest” includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person’s need to know in order to:
 - 1. Perform an administrative task required in the school or employee’s contract or position description approved by the School Board;
 - 2. Perform a supervisory or instructional task directly related to the student’s education; or
 - 3. Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement or student financial aid.
 - 4. Perform a task directly related to responding to a request for data.
- I. “Parent” means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.
- J. “Personally identifiable” means that the data or information includes, but is not limited to: (a) a student’s name; (b) the name of the student’s parent or other family member; (c) the address of the student or student’s family; (d) a personal identifier such as the student’s social security number or student number or biometric record; (e) other direct identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district

reasonably believes knows the identity of the student to whom the education record relates.

K. Record

“Record” means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm and microfiche.

1. “Private records” in this policy are the same as “education records” and are classified as private data on individuals by state law.
2. “Public records” in this policy are the same as “directory information” which can be released subject to the limitations in this policy.

L. Responsible Authority

“Responsible authority” means superintendent or the superintendent’s designee. The school principal is the assigned designee as it relates to this policy.

M. Student

“Student” includes any individual who is or has been in attendance, enrolled or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district, and individuals who receive shared time educational services from the school district.

N. School Official

“School official” includes:

1. a person duly elected to the School Board;
2. a person employed by the School Board in an administrative, supervisory, instructional or other professional position;
3. a person employed by the School Board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and
4. a person employed by, or under contract to, the School Board to perform a special task such as a secretary, a clerk, as public information officer or data practices compliance official, an attorney or an auditor for the period of his or her performance as an employee or contractor.

O. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

P. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. General Classification

State law provides that all data collected, created, received or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. The designation of any information as directory information about a student will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of federal law and the regulations promulgated thereunder.

V. Statement of Rights

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student’s education records;
2. The right to request the amendment of the student’s education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student’s privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of secondary students’ names, addresses, and home telephone numbers to military recruiting officers;

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy at the superintendent's office, 6000 West Moore Lake Drive, Fridley, MN.

B. Eligible Students

All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student" However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the educational records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 C.F.R. § 99.31 (a).

C. Disabled Students

The school district shall follow 34 C.F.R. §§ 300.610-300.617 with regard to the confidentiality of information related to students with a disability.

VI. Disclosure of Education Records

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
 - a. a specification of the records to be disclosed;
 - b. the purpose or purposes of the disclosure;
 - c. the party or class of parties to whom the disclosure may be made;
 - d. the consequences of giving informed consent; and

- e. if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision:
- a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and
 - b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.
4. A signed and dated written consent may include a record and signature in electronic form that:
- a. identifies and authenticates a particular person as the source of the electronic consent; and
 - b. indicates such person's approval of the information contained in the electronic consent.
5. If the school district authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
- a. in plain language;
 - b. dated;
 - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
 - d. specific as to the nature of the information the subject is authorizing to be disclosed;
 - e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
 - f. specific as to the purpose or purposes for which the information may be used by any of the parties named in clause e above, both at the time of the disclosure and at any time in the future; and

g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for

i. life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or

ii. medical assistance under Minnesota state statute or Minnesota Care, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in the STATEMENT OF RIGHTS section of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:

a. performs an institutional service or function for which the school district would otherwise use employees;

b. is under the direct control of the school district with respect to the use and maintenance of education records; and

c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the

information only for the purposes for which the disclosure was made.

3. To officials of other schools or school districts in which the student seeks or intends to enroll. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice as described herein, suspension and expulsion information pursuant to the federal No Child Left Behind Act and district policy, and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota state statute, unless the data are required to be destroyed under Minnesota state statute. On request, the school district will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with the REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA section of this policy;
4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;
5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
 - a. determine eligibility for the aid;
 - b. determine the amount of the aid;
 - c. determine conditions for the aid; or
 - d. enforce the terms and conditions of the aid.

“Financial aid” for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;
6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:

- a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or
 - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;
7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, and the information is destroyed when no longer needed for the purposes for which the study was conducted. For purposes of this provision, the term "organizations" includes, but is not limited to, federal, state and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five years.
 8. To accrediting organizations in order to carry out their accrediting functions;
 9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;
 10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement

purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with and ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. § 2332b(g)(5)(B), or an act of domestic or international terrorism as defined in 18 U.S.C. § 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding.. If the school district initiates legal action against a parent or student it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself.

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from educational records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the educational records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;
12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the school district has designated as "directory information" pursuant to the RELEASE OF DIRECTORY INFORMATION section of this policy;

14. To military recruiting officers pursuant to the MILITARY RECRUITMENT section of this policy;
15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students; or
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
 - a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;
 - b. the existence of the following information about a student, not the actual data or other information contained in the student's educational record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student:
 1. use of a controlled substance, alcohol, or tobacco;
 2. assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act;
 3. possession or use of weapons or look-alike weapons;
 4. theft; or
 5. vandalism or other damage to property.

Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file.

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota state statute. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individual need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian.
20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota state statute. The principal must place the information in the student's educational record. The principal also must notify immediately any

teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's educational record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action.

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements.
22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in section 450b of Title 25), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or

organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. Release of Directory Information

A. Classification

Directory information is public except as provided herein.

B. Former Students

Unless a former student affirmatively opted out of the release of directory information in his or her last year of attendance, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district.

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein. Prior to such disclosure the school district shall:

1. Annually give public notice by any means that are reasonably likely to inform the parents and eligible students of:
 - a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;
 - b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and
 - c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.
2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district, in writing, that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in the DISCLOSURE OF EDUCATION RECORDS section of this policy.
3. A parent or eligible student may not opt out of the directory information disclosures to:
 - a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or
 - b. prevent the school district from requiring a student to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.
4. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student of the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;
2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. Disclosure of Private Records

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in the DISCLOSURE OF EDUCATION RECORDS section of this policy, without the prior written consent of the parent or the eligible student.

B. Private Records Not Accessible to Parent

In certain cases state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the

responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request, the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination, the responsible authority shall consider the following factors:

- a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
- b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
- c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
- d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
- e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota state statute, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

IX. Disclosure of Confidential Records

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minn. Stat. § 626.556, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only

to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff or the local police department subject to the provisions of Minn. Stat. 626.556, Subd. 11.

Regardless of whether a written report is made under Minn. Stat. § 626.556, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement he or she provided to the school district.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minn. Stat. § 13.393.
4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
 - a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such

investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

- b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
- c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

- 4. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. Disclosure of School Records Prior to Exclusion or Expulsion Hearing

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student’s parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act.

XI. Disclosure of Data to Military Recruitment Officers

A. The School District will release the names, addresses, and home telephone numbers of secondary students to military recruiting officers within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data to military recruiters pursuant to Paragraph C. below.

B. Data released to military recruiting officers under this provision:

- 1. may be used only for the purpose of providing information to students about military service, state and federal veterans’ education benefits, and other career and educational opportunities provided by the military; and
- 2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

- C. A parent or eligible student has the right to refuse the release of the name, address, or home telephone number to military recruiting officers. To refuse the release of the above information to military recruiting officers, a parent or eligible student must notify the building principal in writing, by September 30th, each year. The written request must include the following information:
1. Name of student and parent, as appropriate;
 2. Home address;
 3. Student's grade level;
 4. School presently attended by student;
 5. Parent's legal relationship to student, if applicable;
 6. Specific category or categories of information which are not to be released to military recruiters; and
 7. Specific category or categories of information which are not to be released to the public, including military recruiters.
- D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of secondary students without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers. In order to make any directory information about a student private, the procedures contained in the RELEASE OF DIRECTORY INFORMATION section of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers.

XII. Limits on Redislosure

A. Redislosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the

parent of the student or the eligible student, except that the officers, employees and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not preclude the school district from disclosing personally identifiable information under the DISCLOSURE OF EDUCATION RECORDS section of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:
 - a. The disclosures meet the requirements of the DISCLOSURE OF EDUCATION RECORDS section of this policy; and
 - b. The school district has complied with the record-keeping requirements of the RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING section of this policy.
2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student, or to parents of dependent students.

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 C.F.R. § 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in § 99.31(a)(3), or a third party improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

XIII. Responsible Authority, Record Security; and Record Keeping

A. Responsible Authority

The superintendent shall be responsible for the maintenance and security of student records and designates certain responsibilities to each school principal for student records.

B. Record Security

The principal of each school subject to the supervision and control of the superintendent shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the superintendent a written plan for securing students records by September 1 of each school year. The principal shall be responsible to implement the plan for record storage. The plan shall contain the following information:

1. A description of records maintained;
2. Titles and addresses of person(s) responsible for the security of student records;
3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:

- a. the parties who have requested or received personally identifiable information from the education records of the student; and
 - b. the legitimate interests these parties had in requesting or obtaining the information;
 - c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4 of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.
2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Paragraph B. of the LIMITS ON REDISCLOSURE section of this policy, the record of disclosure required under this section shall also include:
- a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district; and
 - b. the legitimate interests under the DISCLOSURE OF EDUCATION RECORDS section of this policy which each of the additional parties has in requesting or obtaining the information.
 - c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 C.F.R. § 99.32 and to whom the school district disclosed information from an educational record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.
3. Paragraph (1) of Record Keeping does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Paragraph B.1 of the DISCLOSURE OF EDUCATION RECORDS section of this policy, to requests for disclosures of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy, or to a party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed.

4. The record of requests of disclosures may be inspected by:
 - a. the parent of the student or the eligible student;
 - b. the school official or his or her assistants who are responsible for the custody of the records; and
 - c. the parties authorized by law to audit the record-keeping procedures of the school district.
5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
 - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
 - b. the parties to whom the school district disclosed the information.
6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. Right to Inspect and Review Education Records

- A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in the DISCLOSURE OF PRIVATE RECORDS section of this policy.

- B. Response to Request for Access

The school district shall respond to any request of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays.

- C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested, or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy shall be construed as limiting the frequency of inspection of the educational records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:
 - a. the cost of materials, including paper, used to provide the copies;
 - b. the cost of the labor required to prepare the copies;
 - c. any schedule of standard copying charges established by the school district in its normal course of operations;
 - d. any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and
 - e. mailing costs.
2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and instead, the charge shall be no more than 25 cents for each page copied.
3. The cost of providing copies shall be borne by the parent or eligible student.
4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, would impair the parent or eligible student from exercising their right to inspect or review the student's education records.
5. The school district reserves the right to make a charge for copies such as transcripts it forwards to potential employers or post-secondary institutions for employment or admissions purposes. The fee for such copies and other copies forwarded to third parties with prior consent as a convenience will be the actual search/retrieval and copying costs, plus postage if that is involved.

XV. Request to Amend Records; Procedures to Challenge Data

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.
2. The school district shall decide whether to amend the education records of the student in accordance with the request within a reasonable period of time after receiving the request.
3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.
3. Any statement placed in the education records of the student under Subdivision B. of this section shall:

- a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and
- b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The School Board attorney shall be in attendance to present the School Board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of the Minnesota state statute relating to contested cases.

XVI. Problems Accessing Data

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data practices compliance official means Director of Special Services.

- C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. Complaints for Noncompliance

- A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students shall be submitted in writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

- B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation has occurred.

XVIII. Waiver

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. Annual Notification of Rights

- A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of state and federal law, and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll including suspension and expulsion records pursuant to the federal No Child Left Behind Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. Destruction and Retention of Records

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. Copies of Policy

Copies of this policy may be obtained by parents and eligible students at the office of the Superintendent.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. Ch. 14 (Administrative Procedures Act)

Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)

Minn. Stat. § 121A.75 (Sharing Disposition Order and Peace Officer Records)

Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)

Minn. Stat. § 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)

Minn. Stat. § 363A.42 (Public Records; Accessibility)

Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) Enlistments: Recruiting Campaigns; compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (No Child Left Behind)
20 U.S.C. § 7908 (Armed Forces Recruiting Information)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)

42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)

Cross References:

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 520 (Student Surveys)
MSBA/MASA Model Policy 711 (Videotaping on School Buses)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
MSBA Service Manual, Chapter 13, School Law Bulletin “I” (School Records – Privacy – Access to Data)

School Board Action:

Adopted as Policy 8.402 August 19, 1975
Revised as Policies 8.000 and 8.402 April 18, 1978
Revised as Policy 515 June 18, 2002
Revised July 15, 2008
Revised July 19, 2011
Revised July 17, 2012
Revised September 17, 2013
Revised March 18, 2014
Revised February 16, 2016



A World-Class Community of Learners

596 Academic Honesty

I. Background

Academic Honesty promotes personal integrity and good practice in teaching, learning, and assessment. Academic honesty shall be expected of all students, and teachers should be role models of this trait. Academic honesty is supported by several of the IB Learner Profile attributes, which encourages students to be:

- A. Communicators: Expressing ideas and information in the student's own words
- B. Principled: Acting with integrity and honesty, taking responsibility for their own actions
- C. Caring: Having respect for published ideas and information
- D. Knowledgeable: Acquiring knowledge and developing understanding

Guidance for this policy and definitions of terms come from International Baccalaureate Organization.

II. General Statement of Policy

The school district places a high value on academic honesty. The school district shall establish procedures to communicate expectations of academic honesty and prevention of malpractice, including plagiarism, cheating, and collusion. The school district shall establish consequences for academic malpractice, including reporting instances to the International Baccalaureate organization when appropriate.

III. Definitions

- A. **Academic Honesty** is a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment. This is further defined as respect for the intellectual property of others and submission of only authentic pieces of work with the ideas of others fully acknowledged.
- B. **Malpractice** is behavior that results in a student gaining an unfair advantage over others. Malpractice includes plagiarism, collusion, duplication of work for multiple assessments, fabrication of data, accessing unauthorized material during an examination, or any other behavior that results in an unfair advantage or affects the score of another student.

- C. **Intellectual Property** includes different forms of property rights, such as patents, registered designs, trademarks, moral rights, and copyright. Forms of intellectual and creative expression must be respected and are protected by law.
- D. **Plagiarism** is the representation of the ideas or work of another person as the student's own, including copying text or works of art without proper acknowledgement.
- E. **Collusion** is defined as supporting malpractice by another student, including allowing one's work to be copied or submitted by another.

IV. Role of School District

It is the responsibility of the school district to ensure that students understand academic honesty, receive guidance on academic writing and research, and know the consequences of malpractice. The school district shall also fully support the IB in the prevention, detection, and investigation of malpractice in the Diploma Programme.

V. Role of Teachers

A. Prevention

Teachers shall provide students with a convention for acknowledging all sources with an organized and consistent approach across subjects. Teachers shall provide guidance to students on proper ways to express the work and ideas of others and warn students of the consequences of academic dishonesty.

B. Detection and Reporting

1. It is the responsibility of the teacher to confirm that, to the best of his or her knowledge, all work accepted is the authentic work of each student. Teachers are encouraged to make use of online services that prevent plagiarism.
2. Diploma Programme teachers shall follow the guidelines of the IB when authenticating the work of candidates and report suspicions of malpractice to the coordinator.

C. Support of Policy

1. Teachers shall support and act on the school policy. Teachers shall model good academic practice by practicing appropriate citation of sources in lectures and class presentations.
2. In addition, improper conduct by staff during IB examinations (internal or external) shall be brought to the attention of the IB.

VI. Role of Students

- A. The student is responsible for ensuring that all work submitted is authentic, with the work and ideas of others fully and correctly acknowledged.
- B. Diploma Programme candidates are required to provide their signature on all work submitted to the International Baccalaureate for assessment to confirm that the work is authentic.

VII. Communication of Policy

- A. This policy shall be available to students, parents, and staff on a school district maintained website.
- B. The policy shall be distributed to International Baccalaureate candidates before beginning the Diploma Programme and followed by reminders throughout the programme.

VIII. Consequences of Malpractice

- A. Consequences for academic dishonesty are addressed in each school's discipline policy and shall be handled accordingly.
- B. Instances of malpractice for Diploma Programme candidates shall be reported to and investigated by International Baccalaureate with cooperation by school administration, the IB coordinator, and the teacher(s) and student(s) involved.

SCHOOL BOARD ACTION

Adopted as Policy April 20, 2010

Revised May 21, 2013

Revised February 16, 2016

599 STUDENT ACCELERATION POLICY

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents and students regarding expectations for whole-grade acceleration.

II. GENERAL STATEMENT OF POLICY

The mission of Fridley Public Schools is to guide students in the development of learning skills to help them reach their full potential. To accomplish this academic aim, Fridley Schools strives to meet students' needs by developing exemplary educational programs. Given that each student is an individual comprised of unique strengths, abilities and potential, it is the goal of Fridley Public Schools to provide a range of opportunities appropriate for all students, including those with exceptional abilities. Therefore the differentiation of instruction is a critical element of all instructional offerings in the Fridley Public Schools and it is the foundation of programming for exceptional learners. There are a variety of options available to highly capable students including, but not limited to whole-grade acceleration.

III. DEFINITIONS

- A. "Whole-grade Acceleration" refers to the placement of a student a whole-grade level ahead of his or her peers. This practice is commonly known as "grade skipping."
- B. "Differentiated instruction" refers to the alignment of instructional goals with the individual needs of each learner.
- C. Exceptional students are often defined as those students performing 2 standard deviations above the norm, those at or above the 98th percentile.
- D.

IV. WHOLE-GRADE ACCELERATION REQUIREMENTS

Fridley Public Schools will provide whole-grade acceleration options to exceptional students that meet the standards set by the district. Students that do not meet the standards

for whole-grade acceleration, may be eligible to participate in the other forms of acceleration offered in Fridley.

Students may be considered only if the following can be clearly demonstrated and confirmed.

- A. Academic achievement in all areas of the curriculum
- B. Intellectual ability
- C. Social and emotional maturity
- D. Persistence and motivation
- E. Acceleration is determined to be in the best interest of the student

V. DIRECTIVES AND GUIDELINES

The superintendent shall develop guidelines which articulate the processes and procedures for implementing whole-grade acceleration within the elementary, middle, and high schools. These guidelines should define the application, data collection, decision-making, notification and record-keeping processes. Procedures should include a means of monitoring and supporting accelerated students.

Legal References:

Minn. Stat. § 120B.15 (Gifted and Talented Students Programs)

School Board Action:

Adopted as Policy 599 May 20, 2008

Revised February 16, 2016

Whole Grade Acceleration Process Checklist

1. Parent or teacher contacts the Building Principal or Enrichment Coordinator.
2. Building principal or Enrichment Coordinator meets with parent(s) to explain the process and criteria.
3. The Building Principal or Enrichment Coordinator completes the Section II: Critical Items section of the Acceleration Referral Form. Results are shared with psychologist.
4. If the Critical Items answers are all “yes”, the parent(s) complete(s) Section I, Part A and B of the Whole Grade Acceleration Referral Form. If the Critical Items cannot be answered because the student has not been assessed prior to the referral, please go to the next step (No. 5).
5. Parent(s) sign(s) the permission form and schedule(s) results meeting. Copies of the permission form are given to the Acceleration Team, with specific tasks assigned to members. It is the responsibility of the team members to contact parent(s) and discuss scheduling of testing, etc.
6. Acceleration team members complete all Referral Forms.
7. Acceleration team consists of the Parent(s), Enrichment Coordinator, Principal or Assistant Principal, Psychologist, current Teacher and potential receiving Teacher. Enrichment Coordinator prints up the completed Whole Grade Acceleration Referral Form. This team meets to discuss results with the parent(s).
8. Discussion of programming options take place at the meeting, and team makes a plan.

To Do List:

- 1) Form-Developmental Interview (parent and student)

Early Entrance to K/1st Grade Checklist

- ❑ Parent Contacts Building Principal after January 1st
- ❑ Principal meets with the parents, explains the process and criteria and shares the information in the Early Entrance Packet.
- ❑ If parent/guardian chooses to complete application, parent/guardian returns the form to the principal and the principal sends it to the Director of Educational Services. Applications are due by August 15th.
- ❑ Director of Educational Services contacts the school psychologist.
- ❑ School psychologist arranges testing with the parents outside the school day. During the summer the psychologist will be contacted by phone and email.
- ❑ School psychologist reviews the data with the principal. The building principal arranges meeting with parent/guardian and school psychologist to review findings and inform the parents of the decision.
- ❑ School psychologist will make available a written report to the parent/guardian.
- ❑ Based on findings, appropriate registration occurs.

EARLY ENTRANCE TO K AND 1ST GRADE SCHOOL ADMISSION

Admission to schools in Fridley School District #14 is free and open to all residents of the District between the ages of 5 and 21 years. As per Minnesota Statute 120A.20 Subd. 1., no child may be admitted to kindergarten unless he/she is at least 5 years of age on September 1st of the calendar year of school which he/she wishes to begin school. Grade one attendance is for children at least 6 years of age on September 1st of the school calendar year in which he/she wishes to gain entrance, and/or who have completed kindergarten in a public or private school.

Rules and Procedures

A. Children who reach 5/6 years of age on or before December 1st for kindergarten/grade one may be considered for early entrance according to the following procedures:

1. Contact an elementary building principal after January 1st in the year the parent/guardian wishes their child to enter kindergarten/grade one.
2. The elementary building principal will provide information regarding early entrance for a child.
3. Parent or guardian, after reviewing the information, may choose to complete and return an application form to the Director of Educational Services. These applications will be accepted beginning May and no later than July 31st. The Director of Educational Services shall assign an appropriate evaluator for the early entrance assessment of students. All evaluators will be required to have current licensure as a school psychologist.

B. A kindergarten child moving into the school district during the school year from another school district may be allowed to continue his/her education in kindergarten in the Fridley School District.

C. Those children entering kindergarten as described under (A) will, upon completing kindergarten work, be allowed to enter first grade at the beginning of the following school year.

520 Student Surveys

I. Purpose

Occasionally the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. General Statement of Policy

It is the policy of the school board that student surveys may be conducted as determined necessary by the school administration and subject to the guidelines in this policy. Surveys, analyses and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. 1232h.

III. Guidelines

The following are guidelines for protecting student confidentiality and certain personal information about the student:

- A. Student surveys will be conducted anonymously and in an undiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. There will be no requirement that the student return the survey, and no record of the student returning a survey will be maintained.
- B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.
- C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate in such survey. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.
- D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will

take appropriate steps to ensure the data is protected in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 U.S.C. 1232g (Family Educational Rights and Privacy Act) and 34 C.F.R. Part 99.

IV. Student Surveys Conducted as Part of U.S. Department of Education Programs

- A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.
- B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:
1. political affiliations or beliefs of the student or student's parents;
 2. mental and psychological problems of the student or the student's family;
 3. sex behavior and attitudes;
 4. illegal, antisocial, self-incriminating and demeaning behavior;
 5. critical appraisals of other individuals with whom respondents have close family relationships;
 6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers
 7. religious practices, affiliations, or beliefs of the student or the student's parent; or
 8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
- C. The school district staff shall give parents and students notice of their rights under this section, if a student survey with the above listed information is requested to be conducted in school.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. 1232h (Protection of Pupil Rights)
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act Regulations)
Gonzaga University v. Doe, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)
C.N. v. Ridgewood Bd. Of Educ., 430 F.3d. 159 (3rd Cir. 2005)
Fields v. Palmdale School Dist., 427 F.3d. 1197 (0th Cir. 2005)

Cross References:

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model 522 (Student Sex Nondiscrimination)

School Board Action:

Adopted June 18, 2002

Revised February 16, 2016

Second Reading

522 Student Sex Nondiscrimination

I. Purpose

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to comply with legal provisions for schools and to provide for equal educational opportunities for all students as well as to prohibit discrimination on the basis of sex.

II. General Statement of Policy

- A. It shall be the policy of the school district to provide equal educational opportunities for all students. The school district shall not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. It is the responsibility of every school district employee to comply with this policy.
- C. The school district shall conspicuously post a non-discrimination poster in each building with the name of the review officer and the Title IX district compliance officer, including mailing addresses and telephone numbers. The posting shall state that the review officer is the building principal; and the Title IX district compliance officer is the director of special services. The posting will also state that an inquiry or complaint should be referred to the above personnel.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulation and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.
- E. This policy shall be made available by the building principal to all students, staff members, employee unions and school organizations. The school district shall periodically review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination.

III. Reporting Procedures

- A. Any student, parent or guardian having questions regarding this policy should discuss it with the appropriate school district official provided by this policy. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel should report the alleged acts immediately to the designated school contact person or building principal. Any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to the designated school contact person or the principal. The district compliance officer for Title IX is the director of special services.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office. Use of formal reporting forms is not mandatory. Oral reports shall be considered complaints as well and will be documented in writing at the time of the complaint. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district employee, principal, or to the superintendent. Submission of a good faith complaint, grievance or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.
- C. The building principal or designee is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal immediately.
- D. Upon receipt of a report or grievance, the principal must notify the district compliance officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practical by the principal to the compliance officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the compliance officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

IV. Investigation

- A. By authority of the school district, the compliance officer, upon receipt of a report, complaint or grievance alleging unlawful sex discrimination toward a student shall

promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.
- E. The investigation will be completed as soon as practical. The school district compliance officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

V. School District Action

Upon conclusion of the investigation and receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VI. Reprisals or Retaliation

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful sex discrimination toward a student or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful sex discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. Right to Alternative Complaint Procedures

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, seeking redress under state criminal statutes and/or federal law or contacting the Office of Civil Rights for the United States Department of Education.

Legal References:

Minn.Stat.§121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing regulations of Title IX)

School Board Action:

Adopted as Policy 8.102 and 8.103
Revised as Policy 522 June 18, 2002
Revised February 16, 2016

Fridley School District Sex Discrimination Report Form

Fridley Independent School District 14 maintains a firm policy prohibiting all forms of sex discrimination. Fridley School District does not discriminate against any individual on the basis of race, color, creed, national origin, sex, marital status, status with regard to public assistance, sexual orientation, age, family status, veteran status or disability in school employment, programs or activities. All persons are to be treated with respect and dignity. Sex discrimination will not be tolerated.

Complainant _____

Work Address _____

Home Phone _____ Work Phone _____

Date of Alleged Incident(s) _____

Name of person you believe unlawfully discriminated toward you or a student on the basis of sex

If the alleged unlawful sex discrimination was toward another person, identify that person

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved, etc.

(Attach additional pages if necessary.) _____

Where and when did the incident(s) occur? _____

List any witnesses who were present _____

This complaint is filed based on my honest belief that _____
has harassed or has been violent to me or to another person. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

Date

Complainant Signature

Date

Received by

| |
|--|
| Return to your school principal or compliance officer. |
|--|

**Personnel Changes
2015-16 School Year**

New Contracts and Amendments per Master Agreements (2015-2016)

| First Name | Last Name | Assignment | Step/Lane/ Salary | School |
|-------------------|------------------|--|------------------------------|---------------|
| David | Anderson | Long Term Substitute Teacher – Grade 5, .75 FTE | Step 1/BA | MS |
| Krista | Bjoraker | Grade 5 Teacher, 1.0 FTE | Step 3, BA | MS |
| Hope | Fangel | Increase .25 FTE – Teacher – Physical Education - Total 1.03 FTE | Step 1/BA | MS |
| Nathan | Halverson | Tiger Club Instructor – After School Care Hayes, 2 Hours | \$10.79/Hr. | Hayes |
| Margaret | Oliver | Long Term Substitute Teacher - DHH 1.0 FTE | Step 8/BA+40 | District |

New Individual Contracts

| First Name | Last Name | Assignment | Salary | Contract Length |
|-------------------|------------------|--|------------------------|----------------------------|
| Jessica | Baker | International Baccalaureate Coordinator | Individual Contract | 2015- 2017 |

Request for Leave (2015-2016)

- Robert Hlavinka requests a leave of absence from his teaching position at Fridley Middle School effective February 1, 2016 through March 18, 2016.

Resignation (2015-2016)

- Kasandra LaHaye resigned from her teaching position at Stevenson Elementary effective January 22, 2016.
- Claude Brian Wetherby resigned from his paraprofessional position at Fridley High School effective February 10, 2016.

Termination (2015-2016)

- Michelle Slater was terminated from her paraprofessional position at Stevenson Elementary effective December 31, 2015.

Retirement (2016-2017)

- Jeff Bullard is resigning from his teaching position at Fridley High School effective June 30, 2016. He has been with Fridley since 1993.

DATE February 9, 2016

PROJECT 2016 Addition and Alterations at Hayes and RL Stevenson Elementary Schools

SUBJECT Bid Summary

BY Bill Martin

BID OPENING:

Bids were received from four general contractors on Thursday, February 9, 2016; (refer to attached bid tabulations). The bids came in very well and are within the estimated construction cost of \$4,936,000. A single contract is to be awarded for all construction.

LOW BIDDER:

Ebert Construction is a General Contractor with offices in Corcoran, Minnesota. This contractor has successfully completed the previous classroom additions at Hayes and Stevenson Elementary Schools, other past project for Fridley Schools and multiple ATS&R projects with other local school districts.

BID SUMMARY:

The base bids and alternates were reviewed and Ebert Construction was discussed with the District Administration. The information submitted to-date by the company meets the requirements for a contract with a public body and the contractor submitted a bid bond. Thus the bonding company exhibits faith in the ability of the contractor to perform the work. The following is the cost summary of Ebert's bid:

| Base Bid & Alternates | | Ebert Construction | Action |
|---|---|---------------------------|---------------|
| Base Bid | | \$ 4,542,000 | Acceptance |
| Alternate 1 | Replace Hayes Media Center Air Handling Unit | + 64,040 | Acceptance |
| Alternate 2 | Replace Hayes Gym Air Handling Units | + 139,483 | Acceptance |
| Alternate 3 | Hayes Duct Cleaning | + 6,283 | Acceptance |
| Alternate 4 | Hayes Kitchen Alterations | + 25,781 | Acceptance |
| Alternate 5 | Hayes Food Service Equipment | + 19,302 | Acceptance |
| Alternate 6 | Hayes Infiltration Basin | + 66,548 | Acceptance |
| Alternate 7 | Embossed Metal Doors In Lieu of Flush Metal Doors | + 5,966 | Acceptance |
| Alternate 8 | Laminated Safety Glass In Lieu of Tempered | + 3,711 | Acceptance |
| Total Base Bid and Accepted Alternates | | \$ 4,873,114 | |

TIME OF COMPLETION:

Construction of the addition at each site may begin as early as March 15, 2016.

Interior alterations of the existing building, window replacement and re-roofing may begin on June 13, 2016.

Substantial Completion for this project is specified to be on or before August 19, 2016.

These notes represent the author's understanding of items discussed and decisions made at this meeting. Any comments or corrections should be forwarded to ATS&R within seven (7) days.

Enclosure: Tabulation of Bids

cc: Peggy Flathmann, Fridley Schools
Matt Hammer, Fridley Schools
Dennis Craft, Fridley Schools
Jerry Meschke, Fridley Schools
Deb Erickson, ATS&R

**ADDITION AND ALTERATIONS TO
HAYES AND R.L. STEVENSON ELEMENTARY SCHOOLS
PROJECT NUMBER: 15055**

BID DATE: FEBRUARY 9, 2016 @ 2:00 PM

| CONTRACTOR | EBERT CONSTRUCTION | JORGENSEN CONSTRUCTION | MAERTENS-BRENNY CONSTRUCTION | SHAW-LUNDQUIST CONSTRUCTION |
|--|-------------------------------|-----------------------------------|---|--|
| BASE BID | \$4,542,000.00 | \$4,598,000.00 | \$4,830,000.00 | \$4,835,000.00 |
| BID BOND / CHECK | YES | YES | YES | YES |
| CERTIFICATION OF COMPLIANCE WITH RESPONSIBLE CONTRACTOR ACT | YES | YES | YES | YES |
| Alt. 1 Hayes Media Center Rooftop Unit Replacement | \$64,040.00 | \$85,000.00 | \$82,600.00 | \$85,000.00 |
| Alt. 2 Hayes Gym Rooftop Unit Replacement | \$139,483.00 | \$156,000.00 | \$154,800.00 | \$150,000.00 |
| Alt. 3 Hayes Cafeteria Duct Cleaning | \$6,283.00 | \$6,300.00 | \$6,200.00 | \$6,500.00 |
| Alt. 4 Hayes Kitchen Alterations | \$25,781.00 | \$71,500.00 | \$33,600.00 | \$57,000.00 |
| Alt. 5 Hayes Food Service Equipment | \$19,302.00 | \$20,000.00 | \$42,900.00 | \$20,000.00 |
| Alt. 6 Hayes Infiltration Basin Reconstruction | \$66,548.00 | \$62,000.00 | \$58,700.00 | \$73,000.00 |
| Alt. 7 Embossed Hollow Metal Doors | \$5,966.00 | \$6,200.00 | \$6,100.00 | \$7,000.00 |
| Alt. 8 Laminated Safety Glass | \$3,711.00 | \$4,000.00 | \$3,800.00 | \$3,900.00 |
| UP 1 - Additional Building Pad Excavation Cu. Yd. | \$12.00 Per Cu. Yd. | \$15.00 Per Cu.,. Yd. | \$18.50 Per Cu. Yd. | \$17.00 Per Cu.,. Yd. |
| UP 2 - Use of On-Site Soils for Backfill Cu. Yd. | \$5.00 Per Cuy. Yd. | \$6.00 Per Cu. Yd. | \$5.00 Per Cu. Yd. | \$7.00 Per Cu. Yd. |
| UP 3 - Additional Buried Debris Removal Cu. Yd. | \$100.00 Per Cu. Yd. | \$28.00 Per Cu. Yd. | \$120.00 Per Cu. Yd. | \$115.00 Per Cu. Yd. |
| | | | | |
| Addendums 1 , 2, 3 | YES | YES | YES | YES |

cc: Accounting, Bill Martin, File, FO



Fridley School District
6000 West Moore Lake Drive
Fridley, Minnesota 55432
Phone: 763-502-5001
Fax: 763-502-5040

February 15, 2016

To: Supt. Flathmann
Members of the School Board

From: Matthew Hammer

Subject: Transportation Contract 2016-17 & 2017-18

The negotiations of a two year contract extension with our current transportation contractors has been completed. Voigt's Bus Companies is our contractor for our in-district transportation and First Student Transportation is our contractor for our out of district placements for our special education students. Both contractors also have routes as part of our NWSISD transportation that the district brought in house in 2014-15.

The uncertainty of the impact of the bus driver shortage currently impacting the transportation industry is impacting rates. First Student Transportation has presented a quotation that provides for a 3% increase in 2016-17 and a 2.5% increase for 2017-18 school year. Voigt's Bus Companies has quoted the district a 3.75% increase for 2016-17 and a 3.00% increase in 2017-18.

As we have been in direct negotiations with our contractors for rates for the next two years, we are able to issue a two plus two contracts with the rates for the next two years set as above and the option to directly negotiate the rates for FY 18-19 and FY 19-20.

The above increases are all reasonable considering the current climate. I recommend the approval of both Transportation Contract extensions for the 2016-17 & 2017-18 school years.



A World-Class Community of Learners

FRIDLEY PUBLIC SCHOOLS

6000 West Moore Lake Drive | Fridley, MN 55432
Phone: 763-502-50 | Fax: 763-502-5050

2/12/2015

To: Superintendent Flathmann

From: Kaitlyn Wesbur

Subject: Refuse/Recycling Services Request for Proposal

In early-February proposals were accepted for refuse and recycling services. Six organizations brought forward proposals to provide the services outlined in our request for proposal. The selection team interviewed prospective service providers and has identified their recommendation to provide refuse and recycling services moving forward.

The team identified Ace Solid Waste, Inc. as the recommended service provider. Ace Solid Waste, Inc. will provide refuse and recycling services to the District for an estimated annual base cost of approximating \$ 27,000 in year 1 and \$ 29,000 in year 2 of the contract.



INTERNATIONAL BACCALAUREATE (IB) PROGRAMME

Our IB World Schools provide:

Primary Years Programme (PYP) in Preschool
Primary Years Programme (PYP) in grades K-4
Middle Years Programme (MYP) in grades 5-10
Diploma Programme (DP) in grades 11-12

OUR SCHOOLS

Hayes Elementary School
R.L. Stevenson Elementary School
Fridley Middle School
Fridley High School
Area Learning Center

Posting date: January 27, 2016

Jurisdiction Name: Fridley Public Schools

NOTICE 2016 Pay Equity Report

This jurisdiction is submitting a pay equity implementation report to Minnesota Management & Budget as required by the Local Government Pay Equity Act, Minnesota Statutes 471.991 to 471.999 and Minnesota Rules Chapter 3920. The report must be submitted to the department by January 31, 2016.

The report is public data under the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13. That means that the report is available to anyone requesting this information.

This notice is being sent to all union representatives (if any) in this jurisdiction. In addition, this notice must remain posted in a prominent location for at least 90 days from the date the report was submitted.

For more information about this jurisdiction's pay equity program, or to request a copy of the implementation report, please contact:

Tami Cummings, District Office
Fridley Public Schools
6000 West Moore Lake Drive
Fridley, MN 55432
763-502-5013

For more information about the state pay equity law, you may contact:

Pay Equity Coordinator
Minnesota Management & Budget
400 Centennial Office Building
658 Cedar Street
St. Paul, MN 55155

Part A: Jurisdiction Identification

Jurisdiction: ISD No. 14 - Fridley
6000 West Moore Lake Drive

Jurisdiction Type: School

Fridley MN 55432

Contact: Lori Andler

Phone: (763) 502-5002

E-Mail: Lori.Andler@fridley.k12.mn.us

Part B: Official Verification

- 1. The job evaluation system used measured skill, effort responsibility and working conditions and the same system was used for all classes of employees.

The system used was: Consultant's System

Description: Decision Band Method

- 2. Health Insurance benefits for male and female classes of comparable value have been evaluated and:

There is no difference and female classes are not at a disadvantage.

- 3. An official notice has been posted at:

Human Resources Office

(prominent location)

informing employees that the Pay Equity Implementation Report has been filed and is available to employees upon request. A copy of the notice has been sent to each exclusive representative, if any, and also to the public library.

The report was approved by:

School Board

(governing body)

Chris Riddle

(chief elected official)

School Board Chair

(title)

Part C: Total Payroll

\$21,882,814.00

is the annual payroll for the calendar year just ended December 31.

Checking this box indicates the following:

- signature of chief elected official
- approval by governing body
- all information is complete and accurate, and
- all employees over which the jurisdiction has final budgetary authority are included

Date Submitted: 01/25/2016

Compliance Report

Jurisdiction: ISD No. 14 - Fridley
6000 West Moore Lake Drive

Report Year: 2016
Case: 1 - 2015 Data (Submitted)

Fridley MN 55432

Contact: Lori Andler

Phone: (763) 502-5002

E-Mail: Lori.Andler@fridley.k12.mn.us

The statistical analysis, salary range and exceptional service pay test results are shown below. Part I is general information from your pay equity report data. Parts II, III and IV give you the test results.

For more detail on each test, refer to the Guide to Pay Equity Compliance and Computer Reports.

I. GENERAL JOB CLASS INFORMATION

| | Male Classes | Female Classes | Balanced Classes | All Job Classes |
|--------------------------------------|-------------------------|---------------------------|-----------------------------|----------------------------|
| # Job Classes | 17 | 41 | 3 | 61 |
| # Employees | 35 | 423 | 12 | 470 |
| Avg. Max Monthly Pay per employee | 5,482.97 | 6,627.44 | | 6,587.69 |

II. STATISTICAL ANALYSIS TEST

A. Underpayment Ratio = 80.39 *

| | Male Classes | Female Classes |
|--|-------------------------|---------------------------|
| a. # At or above Predicted Pay | 9 | 17 |
| b. # Below Predicted Pay | 8 | 24 |
| c. TOTAL | 17 | 41 |
| d. % Below Predicted Pay (b divided by c = d) | 47.06 | 58.54 |

*(Result is % of male classes below predicted pay divided by % of female classes below predicted pay.)

B. T-test Results

| | |
|-------------------------------|---------------------|
| Degrees of Freedom (DF) = 456 | Value of T = -3.328 |
|-------------------------------|---------------------|

- a. Avg. diff. in pay from predicted pay for male jobs = \$251
- b. Avg. diff. in pay from predicted pay for female jobs = \$862

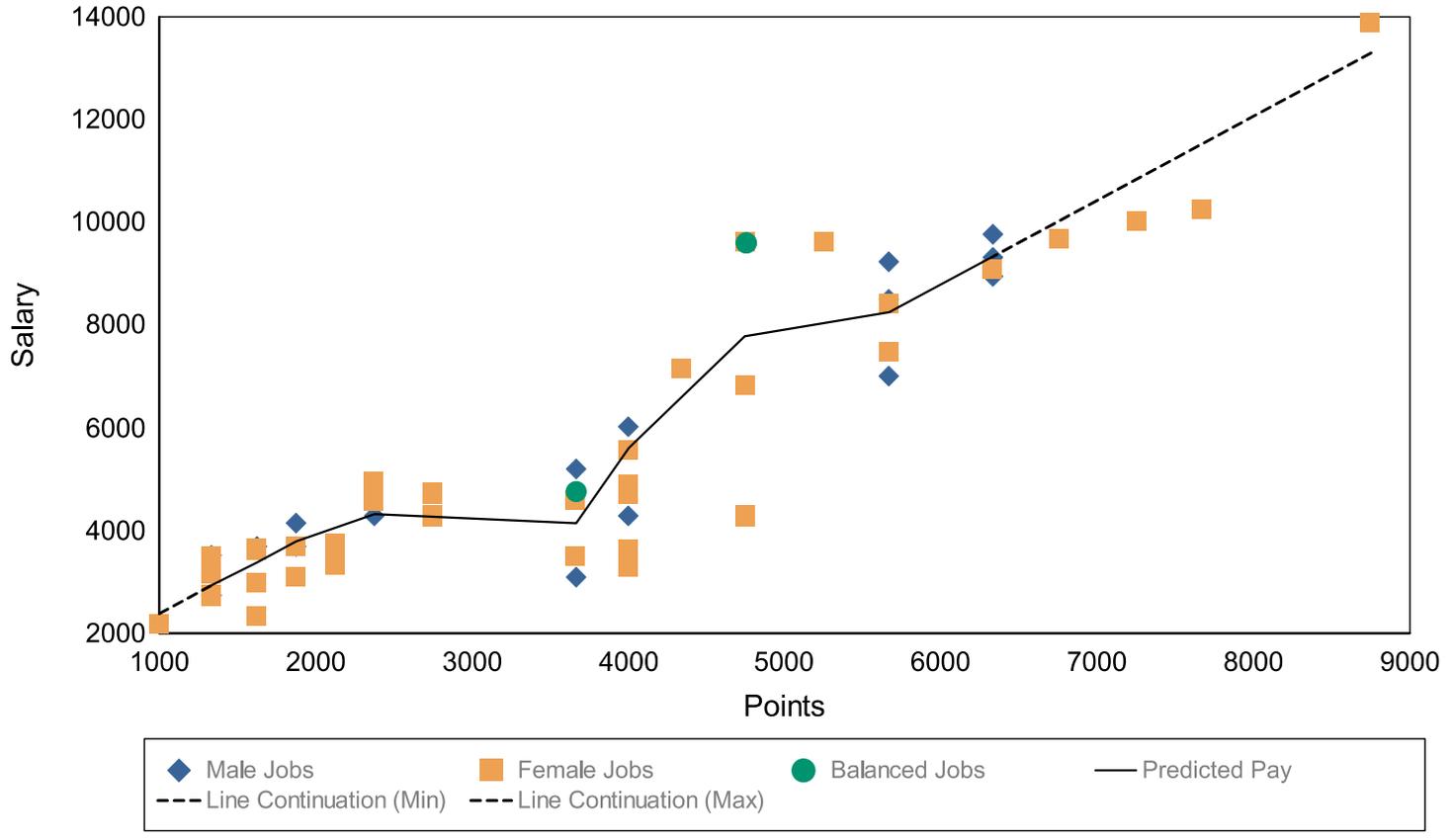
III. SALARY RANGE TEST = 81.40 (Result is A divided by B)

- A. Avg. # of years to max salary for male jobs = 5.60
- B. Avg. # of years to max salary for female jobs = 6.88

IV. EXCEPTIONAL SERVICE PAY TEST = 89.84 (Result is B divided by A)

- A. % of male classes receiving ESP 70.59 *
- B. % of female classes receiving ESP 63.41

*(If 20% or less, test result will be 0.00)



Predicted Pay Report for ISD No. 14 - Fridley
Case : 2015 Data

1/26/2016

| Job Nbr | Job Title | Nbr Males | Nbr Females | Total Nbr | Job Type | Job Points | Max Mo Salary | Predicted Pay | Pay Difference |
|---------|-------------------------------|-----------|-------------|-----------|----------|------------|---------------|---------------|----------------|
| 1 | Instructor I | 0 | 9 | 9 | Female | 1,000 | \$2,208.00 | \$2,406.64 | (\$198.64) |
| 2 | Clerical Class-I | 0 | 7 | 7 | Female | 1,333 | \$3,531.00 | \$2,936.28 | \$594.72 |
| 4 | Cook | 0 | 18 | 18 | Female | 1,333 | \$2,744.00 | \$2,936.28 | (\$192.28) |
| 5 | Custodian-Cleaner | 10 | 0 | 10 | Male | 1,333 | \$2,749.00 | \$2,936.28 | (\$187.28) |
| 6 | Custodian | 2 | 0 | 2 | Male | 1,333 | \$3,529.00 | \$2,936.28 | \$592.72 |
| 7 | Paraprofessional | 17 | 66 | 83 | Female | 1,333 | \$3,174.00 | \$2,936.28 | \$237.72 |
| 8 | Clerical Class-II | 2 | 14 | 16 | Female | 1,625 | \$3,654.00 | \$3,400.57 | \$253.43 |
| 12 | Cook Sr Prep and Baker | 0 | 2 | 2 | Female | 1,625 | \$3,000.00 | \$3,400.57 | (\$400.57) |
| 13 | Custodian - Maintenance Tech | 1 | 0 | 1 | Male | 1,625 | \$3,702.00 | \$3,400.57 | \$301.43 |
| 14 | Instructor II | 2 | 23 | 25 | Female | 1,625 | \$2,340.00 | \$3,400.57 | (\$1,060.57) |
| 15 | Clerical Class-III | 0 | 4 | 4 | Female | 1,875 | \$3,690.00 | \$3,798.88 | (\$108.88) |
| 18 | Cook Head Elementary | 0 | 2 | 2 | Female | 1,875 | \$3,104.00 | \$3,798.88 | (\$694.88) |
| 19 | Custodian-Grounds Supervisor | 1 | 0 | 1 | Male | 1,875 | \$3,702.00 | \$3,798.88 | (\$96.88) |
| 20 | Custodian Head Elementary-FCC | 3 | 0 | 3 | Male | 1,875 | \$4,158.00 | \$3,798.88 | \$359.12 |
| 21 | Clerical Class - IV | 0 | 6 | 6 | Female | 2,125 | \$3,749.00 | \$4,162.54 | (\$413.54) |
| 22 | Cook Head HS | 0 | 1 | 1 | Female | 2,125 | \$3,564.00 | \$4,162.54 | (\$598.54) |
| 23 | Cook Head MS | 0 | 2 | 2 | Female | 2,125 | \$3,352.00 | \$4,162.54 | (\$810.54) |
| 24 | Comm Ed Prof Staff | 0 | 5 | 5 | Female | 2,125 | \$3,401.00 | \$4,162.54 | (\$761.54) |
| 25 | Clerical Class-V | 0 | 1 | 1 | Female | 2,375 | \$4,949.00 | \$4,328.93 | \$620.07 |
| 27 | Custodian Secondary Head | 2 | 0 | 2 | Male | 2,375 | \$4,297.00 | \$4,328.93 | (\$31.93) |
| 76 | Payroll Specialist | 0 | 1 | 1 | Female | 2,375 | \$4,590.00 | \$4,328.93 | \$261.07 |
| 73 | Finance Specialist | 0 | 1 | 1 | Female | 2,750 | \$4,739.00 | \$4,131.99 | \$607.01 |
| 75 | Enrollment Coordinator | 0 | 1 | 1 | Female | 2,750 | \$4,300.00 | \$4,131.99 | \$168.01 |
| 28 | Exec Assist to Sup | 0 | 2 | 2 | Female | 3,667 | \$4,616.00 | \$4,157.00 | \$459.00 |
| 29 | Family Outreach Liaison | 1 | 2 | 3 | Balanced | 3,667 | \$4,784.00 | \$4,157.00 | \$627.00 |
| 30 | Transportation Coordinator | 0 | 1 | 1 | Female | 3,667 | \$3,510.00 | \$4,157.00 | (\$647.00) |
| 71 | Community & Outreach Coord | 1 | 0 | 1 | Male | 3,667 | \$3,104.00 | \$4,157.00 | (\$1,053.00) |
| 72 | System Administrator | 1 | 0 | 1 | Male | 3,667 | \$5,210.00 | \$4,157.00 | \$1,053.00 |
| 31 | Accounting Supervisor | 0 | 1 | 1 | Female | 4,000 | \$5,580.00 | \$5,606.70 | (\$26.70) |
| 32 | Communications Specialist | 1 | 0 | 1 | Male | 4,000 | \$6,032.00 | \$5,606.70 | \$425.30 |
| 33 | ECFE Teachers | 0 | 4 | 4 | Female | 4,000 | \$4,909.00 | \$5,606.70 | (\$697.70) |
| 34 | Comm ED Programs Coord | 0 | 1 | 1 | Female | 4,000 | \$3,331.00 | \$5,606.70 | (\$2,275.70) |
| 35 | Human Resouces Coordinator | 0 | 1 | 1 | Female | 4,000 | \$4,715.00 | \$5,606.70 | (\$891.70) |
| 69 | School Age Care Coordinator | 0 | 1 | 1 | Female | 4,000 | \$3,628.00 | \$5,606.70 | (\$1,978.70) |
| 70 | Facility & Enrichment Coord | 1 | 0 | 1 | Male | 4,000 | \$4,299.00 | \$5,606.70 | (\$1,307.70) |

Predicted Pay Report for ISD No. 14 - Fridley
Case : 2015 Data

1/26/2016

| Job Nbr | Job Title | Nbr Males | Nbr Females | Total Nbr | Job Type | Job Points | Max Mo Salary | Predicted Pay | Pay Difference |
|---------|--------------------------------|-----------|-------------|-----------|----------|------------|---------------|---------------|----------------|
| 38 | Director of Nutritional Servic | 0 | 1 | 1 | Female | 4,333 | \$7,152.00 | \$7,364.04 | (\$212.04) |
| 41 | Comm Ed ECFE Coord | 0 | 1 | 1 | Female | 4,750 | \$4,300.00 | \$7,791.38 | (\$3,491.38) |
| 42 | Counselor | 0 | 3 | 3 | Female | 4,750 | \$9,617.00 | \$7,791.38 | \$1,825.63 |
| 43 | Dean | 4 | 2 | 6 | Balanced | 4,750 | \$9,617.00 | \$7,791.38 | \$1,825.63 |
| 44 | Media Specialist | 4 | 1 | 5 | Male | 4,750 | \$9,617.00 | \$7,791.38 | \$1,825.63 |
| 45 | Nurse | 0 | 1 | 1 | Female | 4,750 | \$9,617.00 | \$7,791.38 | \$1,825.63 |
| 46 | Occupational Therapist | 0 | 3 | 3 | Female | 4,750 | \$9,617.00 | \$7,791.38 | \$1,825.63 |
| 48 | School Psychologist | 2 | 1 | 3 | Balanced | 4,750 | \$9,617.00 | \$7,791.38 | \$1,825.63 |
| 49 | Speech Language Pathologist | 0 | 2 | 2 | Female | 4,750 | \$9,617.00 | \$7,791.38 | \$1,825.63 |
| 50 | Teacher | 53 | 151 | 204 | Female | 4,750 | \$9,619.00 | \$7,791.38 | \$1,827.63 |
| 74 | District Technology Manager | 0 | 1 | 1 | Female | 4,750 | \$6,840.00 | \$7,791.38 | (\$951.38) |
| 51 | IB Coordinators | 0 | 4 | 4 | Female | 5,250 | \$9,617.00 | \$8,874.59 | \$742.41 |
| 54 | Tech Integ Coordinator | 0 | 1 | 1 | Female | 5,250 | \$9,617.00 | \$8,874.59 | \$742.41 |
| 55 | Activities Director | 1 | 0 | 1 | Male | 5,667 | \$9,240.00 | \$8,255.33 | \$984.67 |
| 56 | Assistant HS Principal | 1 | 0 | 1 | Male | 5,667 | \$8,509.00 | \$8,255.33 | \$253.67 |
| 57 | Assistant MS Principal | 0 | 1 | 1 | Female | 5,667 | \$8,422.00 | \$8,255.33 | \$166.67 |
| 58 | Dir Community Education | 0 | 1 | 1 | Female | 5,667 | \$7,472.00 | \$8,255.33 | (\$783.33) |
| 59 | Dir Buildings Grounds Transp | 1 | 0 | 1 | Male | 5,667 | \$7,017.00 | \$8,255.33 | (\$1,238.33) |
| 60 | Dir Special Services | 0 | 1 | 1 | Female | 6,333 | \$9,097.00 | \$9,347.00 | (\$250.00) |
| 61 | Director of Finance | 1 | 0 | 1 | Male | 6,333 | \$9,778.00 | \$9,347.00 | \$431.00 |
| 62 | Principal ALC | 1 | 0 | 1 | Male | 6,333 | \$8,956.00 | \$9,347.00 | (\$391.00) |
| 63 | Principal Elementary | 2 | 0 | 2 | Male | 6,333 | \$9,327.00 | \$9,347.00 | (\$20.00) |
| 64 | Principal Middle School | 0 | 1 | 1 | Female | 6,750 | \$9,677.00 | \$10,030.32 | (\$353.32) |
| 65 | Principal High School | 0 | 1 | 1 | Female | 7,250 | \$10,029.00 | \$10,850.19 | (\$821.19) |
| 66 | Dir Educational Services | 0 | 1 | 1 | Female | 7,667 | \$10,268.00 | \$11,533.51 | (\$1,265.51) |
| 67 | Superintendent | 0 | 1 | 1 | Female | 8,750 | \$13,903.00 | \$13,308.50 | \$594.50 |

Job Number Count: 61

Job Class Data Entry Verification List

Case: 2015 Data

| Job Nbr | Class Title | Nbr Males | Nbr Females | Class Type | Jobs Points | Min Mo Salary | Max Mo Salary | Yrs to Max Salary | Yrs of Service | Exceptional Service Pay |
|---------|------------------------------|-----------|-------------|------------|-------------|---------------|---------------|-------------------|----------------|-------------------------|
| 1 | Instructor I | 0 | 9 | F | 1,000 | \$1,782.00 | \$2,208.00 | 5.00 | 0.00 | |
| 2 | Clerical Class-I | 0 | 7 | F | 1,333 | \$2,513.00 | \$3,531.00 | 5.00 | 0.00 | |
| 4 | Cook | 0 | 18 | F | 1,333 | \$2,156.00 | \$2,744.00 | 5.00 | 0.00 | Longevity |
| 5 | Custodian-Cleaner | 10 | 0 | M | 1,333 | \$2,359.00 | \$2,749.00 | 5.00 | 0.00 | |
| 6 | Custodian | 2 | 0 | M | 1,333 | \$3,026.00 | \$3,529.00 | 5.00 | 0.00 | |
| 7 | Paraprofessional | 17 | 66 | F | 1,333 | \$2,342.00 | \$3,174.00 | 6.00 | 0.00 | |
| 8 | Clerical Class-II | 2 | 14 | F | 1,625 | \$2,593.00 | \$3,654.00 | 5.00 | 0.00 | |
| 12 | Cook Sr Prep and Baker | 0 | 2 | F | 1,625 | \$2,470.00 | \$3,000.00 | 5.00 | 0.00 | Longevity |
| 13 | Custodian - Maintenance T | 1 | 0 | M | 1,625 | \$3,203.00 | \$3,702.00 | 5.00 | 0.00 | Longevity |
| 14 | Instructor II | 2 | 23 | F | 1,625 | \$1,870.00 | \$2,340.00 | 6.00 | 0.00 | Longevity |
| 15 | Clerical Class-III | 0 | 4 | F | 1,875 | \$2,675.00 | \$3,690.00 | 5.00 | 0.00 | |
| 18 | Cook Head Elementary | 0 | 2 | F | 1,875 | \$2,569.00 | \$3,104.00 | 5.00 | 0.00 | Longevity |
| 19 | Custodian-Grounds Super | 1 | 0 | M | 1,875 | \$3,203.00 | \$3,702.00 | 5.00 | 0.00 | |
| 20 | Custodian Head Elementa | 3 | 0 | M | 1,875 | \$3,564.00 | \$4,158.00 | 5.00 | 0.00 | Longevity |
| 21 | Clerical Class - IV | 0 | 6 | F | 2,125 | \$2,756.00 | \$3,749.00 | 5.00 | 0.00 | Longevity |
| 22 | Cook Head HS | 0 | 1 | F | 2,125 | \$2,895.00 | \$3,564.00 | 5.00 | 0.00 | Longevity |
| 23 | Cook Head MS | 0 | 2 | F | 2,125 | \$2,735.00 | \$3,352.00 | 5.00 | 0.00 | |
| 24 | Comm Ed Prof Staff | 0 | 5 | F | 2,125 | \$2,851.00 | \$3,401.00 | 6.00 | 0.00 | |
| 25 | Clerical Class-V | 0 | 1 | F | 2,375 | \$3,994.00 | \$4,949.00 | 5.00 | 0.00 | Longevity |
| 27 | Custodian Secondary Hea | 2 | 0 | M | 2,375 | \$3,683.00 | \$4,297.00 | 5.00 | 0.00 | |
| 76 | Payroll Specialist | 0 | 1 | F | 2,375 | \$4,590.00 | \$4,590.00 | 0.00 | 1.00 | Performance |
| 73 | Finance Specialist | 0 | 1 | F | 2,750 | \$4,739.00 | \$4,739.00 | 0.00 | 2.00 | Performance |
| 75 | Enrollment Coordinator | 0 | 1 | F | 2,750 | \$4,300.00 | \$4,300.00 | 0.00 | 1.00 | Performance |
| 28 | Exec Assist to Sup | 0 | 2 | F | 3,667 | \$4,616.00 | \$4,616.00 | 0.00 | 12.00 | Performance |
| 29 | Family Outreach Liaison | 1 | 2 | B | 3,667 | \$4,784.00 | \$4,784.00 | 0.00 | 3.00 | |
| 30 | Transportation Coordinato | 0 | 1 | F | 3,667 | \$3,510.00 | \$3,510.00 | 0.00 | 2.00 | Performance |
| 71 | Community & Outreach Cc | 1 | 0 | M | 3,667 | \$3,104.00 | \$3,104.00 | 0.00 | 3.00 | Performance |
| 72 | System Administrator | 1 | 0 | M | 3,667 | \$5,210.00 | \$5,210.00 | 0.00 | 1.00 | Performance |
| 31 | Accounting Supervisor | 0 | 1 | F | 4,000 | \$5,580.00 | \$5,580.00 | 0.00 | 2.00 | Performance |
| 32 | Communications Specialis | 1 | 0 | M | 4,000 | \$6,032.00 | \$6,032.00 | 0.00 | 4.00 | Performance |
| 33 | ECFE Teachers | 0 | 4 | F | 4,000 | \$3,955.00 | \$4,909.00 | 7.00 | 0.00 | Performance |
| 34 | Comm ED Programs Coordin | 0 | 1 | F | 4,000 | \$3,331.00 | \$3,331.00 | 0.00 | 8.00 | Performance |
| 35 | Human Resouces Coordin | 0 | 1 | F | 4,000 | \$4,715.00 | \$4,715.00 | 0.00 | 1.00 | Performance |
| 69 | School Age Care Coordina | 0 | 1 | F | 4,000 | \$3,628.00 | \$3,628.00 | 0.00 | 17.00 | Performance |
| 70 | Facility & Enrichment Coord | 1 | 0 | M | 4,000 | \$4,299.00 | \$4,299.00 | 0.00 | 6.00 | Performance |
| 38 | Director of Nutritional Serv | 0 | 1 | F | 4,333 | \$7,152.00 | \$7,152.00 | 0.00 | 3.00 | Performance |
| 41 | Comm Ed ECFE Coord | 0 | 1 | F | 4,750 | \$4,300.00 | \$4,300.00 | 0.00 | 30.00 | Performance |
| 42 | Counselor | 0 | 3 | F | 4,750 | \$5,099.00 | \$9,617.00 | 11.00 | 0.00 | |
| 43 | Dean | 4 | 2 | B | 4,750 | \$5,099.00 | \$9,617.00 | 11.00 | 0.00 | |
| 44 | Media Specialist | 4 | 1 | M | 4,750 | \$4,458.00 | \$9,617.00 | 11.00 | 0.00 | |
| 45 | Nurse | 0 | 1 | F | 4,750 | \$4,458.00 | \$9,617.00 | 11.00 | 0.00 | |
| 46 | Occupational Therapist | 0 | 3 | F | 4,750 | \$4,458.00 | \$9,617.00 | 11.00 | 0.00 | |
| 48 | School Psychologist | 2 | 1 | B | 4,750 | \$5,099.00 | \$9,617.00 | 11.00 | 0.00 | |
| 49 | Speech Language Patholo | 0 | 2 | F | 4,750 | \$5,099.00 | \$9,617.00 | 11.00 | 0.00 | |
| 50 | Teacher | 53 | 151 | F | 4,750 | \$4,458.00 | \$9,619.00 | 11.00 | 0.00 | |
| 74 | District Technology Manag | 0 | 1 | F | 4,750 | \$6,840.00 | \$6,840.00 | 0.00 | 2.00 | Performance |
| 51 | IB Coordinators | 0 | 4 | F | 5,250 | \$4,458.00 | \$9,617.00 | 11.00 | 0.00 | |
| 54 | Tech Integ Coordinator | 0 | 1 | F | 5,250 | \$4,458.00 | \$9,617.00 | 11.00 | 0.00 | |
| 55 | Activities Director | 1 | 0 | M | 5,667 | \$9,240.00 | \$9,240.00 | 0.00 | 8.00 | Performance |
| 56 | Assistant HS Principal | 1 | 0 | M | 5,667 | \$7,658.00 | \$8,509.00 | 5.00 | 0.00 | Performance |
| 57 | Assistant MS Principal | 0 | 1 | F | 5,667 | \$7,580.00 | \$8,422.00 | 5.00 | 0.00 | |
| 58 | Dir Community Education | 0 | 1 | F | 5,667 | \$7,472.00 | \$7,472.00 | 0.00 | 18.00 | Performance |
| 59 | Dir Buildings Grounds Trar | 1 | 0 | M | 5,667 | \$7,017.00 | \$7,017.00 | 0.00 | 3.00 | Performance |
| 60 | Dir Special Services | 0 | 1 | F | 6,333 | \$9,097.00 | \$9,097.00 | 0.00 | 1.00 | Performance |
| 61 | Director of Finance | 1 | 0 | M | 6,333 | \$9,778.00 | \$9,778.00 | 0.00 | 5.00 | Performance |
| 62 | Principal ALC | 1 | 0 | M | 6,333 | \$8,060.00 | \$8,956.00 | 5.00 | 0.00 | Performance |
| 63 | Principal Elementary | 2 | 0 | M | 6,333 | \$8,395.00 | \$9,327.00 | 5.00 | 0.00 | Performance |
| 64 | Principal Middle School | 0 | 1 | F | 6,750 | \$8,710.00 | \$9,677.00 | 5.00 | 0.00 | Performance |

Job Class Data Entry Verification List

Case: 2015 Data

| Job Nbr | Class Title | Nbr Males | Nbr Females | Class Type | Jobs Points | Min Mo Salary | Max Mo Salary | Yrs to Max Salary | Yrs of Service | Exceptional Service Pay |
|----------------|--------------------------|------------------|--------------------|-------------------|--------------------|----------------------|----------------------|--------------------------|-----------------------|--------------------------------|
| 65 | Principal High School | 0 | 1 | F | 7,250 | \$9,025.00 | \$10,029.00 | 5.00 | 0.00 | Performance |
| 66 | Dir Educational Services | 0 | 1 | F | 7,667 | \$10,268.00 | \$10,268.00 | 0.00 | 6.00 | Performance |
| 67 | Superintendent | 0 | 1 | F | 8,750 | \$13,903.00 | \$13,903.00 | 0.00 | 10.00 | Performance |

Job Number Count: 61

School Board Organization

| School Board Officers | 2015 | 2016 |
|-----------------------|-------------------|-------------------|
| Chair | Mary Kay Delvo | Chris Riddle |
| Vice-Chair | Chris Riddle | Marcia Lindblad |
| Clerk | Marcia Lindblad | Kim Sampson |
| Treasurer | Kim Sampson | Joseph Sturdevant |
| Director | Joseph Sturdevant | Donna Prewedo |
| Director | Fred Bischke | Mary Kay Delvo |

| School Board Representatives | Meetings Per Year | 2015 | 2016 |
|---|--|--|-------------------------------------|
| <p>AMSD (Association of Metropolitan School Districts)</p> <ul style="list-style-type: none"> The mission of AMSD is to advocate for state education policy that enables metropolitan school districts to improve student learning. Membership includes representation by the Superintendent and one School Board member from each school district on the AMSD Board of Directors. Dues are \$7,656 for 2015-16. | Board of Directors - 10 Monthly Meetings | Mary Kay Delvo | Mary Kay Delvo |
| Community Ed Advisory Council | 5 meetings/year - Sept, Nov, Jan, March, May | Fred Bischke | Donna Prewedo |
| District Re-licensure Committee | 10 meetings/year | Kim Sampson | Kim Sampson |
| District Finance & Facility Committee | 4 meetings/year | Fred Bischke Kim Sampson Joseph Sturdevant | Kim Sampson Joseph Sturdevant |
| Fridley Public Schools Foundation | Trustee – 8-10 meetings/year | Marcia Lindblad Chris Riddle | Chris Riddle |
| Meet and Confer | As needed | Fred Bischke Joseph Sturdevant | Mary Kay Delvo Joseph Sturdevant |
| <p>Metro ECSU (Metropolitan Educational Cooperative Service Unit)</p> <ul style="list-style-type: none"> The mission of Metro ECSU is to deliver quality resources and services into the hands of our education partners. Membership fee based on flat rate of \$700 plus \$.90 per pupil enrolled 10/1/14 = \$3,380. | Annual meeting-usually Oct, Nov, or Dec | Chris Riddle | Chris Riddle |
| <p>MSBA (Minnesota School Boards Association) Legislative Representative</p> <ul style="list-style-type: none"> The mission of MSBA is to support, promote and enhance the work of public school boards and public education. The membership provides Minnesota school districts with services designed for School Board members and with model | MSBA Legislative Committee – contact for MSBA to get information to the full board | Mary Kay Delvo | Mary Kay Delvo |

| School Board Representatives | Meetings Per Year | 2015 | 2016 |
|---|---|---|---|
| <p>policies.</p> <ul style="list-style-type: none"> Dues are based on average daily membership of students served for the fiscal year ended 6/30/14 = \$7,261. | | | |
| Minnesota State High School League | No set meetings | Kim Sampson | Kim Sampson |
| Negotiations Committees Teachers Paraprofessionals Administrators Clerical Food Service Custodians | As needed | Delvo & Sturdevant Riddle & Sturdevant Lindblad Riddle & Lindblad Lindblad and Sampson Delvo & Sampson | Delvo & Sturdevant Riddle & Sturdevant Lindblad Riddle & Lindblad Lindblad and Sampson Delvo & Sampson |
| Northeast Metro School District 916 | 11 monthly meetings/year - Aug - June; Plus approximately 4 work sessions/ year as needed | Marcia Lindblad Joseph Sturdevant-alt. | Marcia Lindblad Joseph Sturdevant-alt. |
| Northwestern Suburban Integration School District | Joint Powers Board meeting every other month from Sep through June | Chris Riddle Marcia Lindblad-alt. | Chris Riddle Marcia Lindblad-alt. |
| Fridley Schools Representatives High School Middle School Hayes Stevenson Community Center/ALC | As needed | Kim Sampson Chris Riddle Mary Kay Delvo-alt Joe Sturdevant Chris Riddle Fred Bischke | Kim Sampson Chris Riddle Mary Kay Delvo-alt Joseph Sturdevant Donna Prewedo Donna Prewedo |
| SEE (Schools for Equity in Education) <ul style="list-style-type: none"> The mission of SEE is "Minnesota school districts working for greater equity and adequacy in public education funding." Membership fee based on fall 2014 enrollment = \$3,826.21 | 5 general meetings during school year; plus fall, spring, and summer regional meetings | Joe Sturdevant | Joseph Sturdevant |
| Special Education | 1 meeting/year in spring | Marcia Lindblad | Marcia Lindblad |
| TIES Joint Board | Annual meeting in October | Fred Bischke Marcia Lindblad-alt. | Marcia Lindblad |

Annual School Board Authorizations

a. SCHOOL BOARD COMMUNICATION

1) Official Newspaper for 2015-16

a) Current and recommended designation is the Sun-Focus News, Fridley edition

b. FINANCE AND BUSINESS

1) Official Depositories for 2015-16

a) Current and recommended depositories are: Associated Bank, PMA Financial, and Minnesota Trust

2) Approved attorney firms for legal services as needed

3) Authorization for the treasurer to pay contracted salaries of school personnel upon the order of the district chair and clerk

4) Authorization for the treasurer to pay all special payroll wages upon the order of the district chair and clerk

5) Authorization for the treasurer to invest any temporary surplus funds in treasury notes, treasury bills, certificates of deposit or other securities authorized by Minnesota statutes

6) Authorization for the Superintendent and Director of Finance to use facsimile signatures of district officials for checks and orders

7) Authorization for the Superintendent and Director of Finance to utilize electronic transfer of investments and payments

- 8) Authorization for the Superintendent and Director of Finance to lease, purchase, and contract for goods and services within the budget as approved by the School Board
- 9) School district organizational memberships for 2015-16

| School Board Salaries Fridley and Surrounding Districts | | | | |
|--|---------------------------------------|--------------|--|--|
| | Board Member Annual Salary | Chair | Per Diem (Other meetings less than 4 hours) | Per Diem (Other meetings more than 4 hours) |
| <i>Brooklyn Center</i> | | | | |
| 2012 calendar year | \$4,439 | \$4,439 | \$0 | \$0 |
| 2013 calendar year | \$4,439 | \$4,439 | \$0 | \$0 |
| 2014 calendar year | \$4,530 | \$4,530 | \$0 | \$0 |
| 2015 calendar year | \$4,530 | \$4,530 | \$0 | \$0 |
| 2016 calendar year | | | | |
| <i>Columbia Heights</i> | | | | |
| 2011-12 school year | \$6,000 | \$7,200 | \$50 | \$100 |
| 2012-13 school year | \$6,000 | \$7,200 | \$50 | \$100 |
| 2013-14 school year | \$6,000 | \$7,200 | \$50 | \$100 |
| 2014-15 school year | \$6,000 | \$7,200 | \$50 | \$100 |
| 2015-16 school year | | | | |
| <i>Fridley</i> | | | | |
| 2012 calendar year | \$4,600 ³ | \$4,800 | \$0 | \$0 |
| 2013 calendar year | \$4,670 ³ | \$4,900 | \$0 | \$0 |
| 2014 calendar year | \$4,670 ³ | \$4,900 | \$0 | \$0 |
| 2015 calendar year | \$4,740 ³ | \$4,975 | \$0 | \$0 |
| 2016 calendar year | \$4,835 ³ | \$5,075 | \$0 | \$0 |
| 2017 calendar year | \$4,986 ³ | \$5,215 | \$0 | \$0 |
| <i>Mounds View</i> | | | | |
| 2011-12 school year | \$6,500 ² | \$7,000 | \$0 | \$0 |
| 2012-13 school year | \$6,500 ² | \$7,000 | \$0 | \$0 |
| 2013-14 school year | \$6,500 ² | \$7,000 | \$0 | \$0 |
| 2014-15 school year | \$6,500 ² | \$7,000 | \$0 | \$0 |
| 2015-16 school year | | | | |
| <i>St. Anthony-New Brighton</i> | | | | |
| 2012 calendar year | \$4,000 | \$4,800 | \$30 | \$50 |
| 2013 calendar year | \$4,000 | \$4,800 | \$30 | \$50 |
| 2014 calendar year | \$4,000 | \$4,800 | \$30 | \$50 |
| 2015 calendar year | \$4,000 | \$4,800 | \$30 | \$50 |
| 2016 calendar year | | | | |
| <i>Spring Lake Park</i> | | | | |
| 2011-12 school year | \$5,000 ¹ | \$5,400 | \$0 | \$0 |
| 2012-13 school year | \$5,000 ¹ | \$5,400 | \$0 | \$0 |
| 2013-14 school year | \$5,000 ¹ | \$5,400 | \$0 | \$0 |
| 2014-15 school year | \$5,000 ¹ | \$5,400 | \$0 | \$0 |
| 2015-16 school year | | | | |

¹ Chair, Clerk and treasurer receive additional \$400

² Vice chair receives \$6,800

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

MSBA Board Teamwork Self-Assessment

| # | Board Governance and Policy | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----|--|----------------|-------|----------|-------------------|------------|
| 1 | The board team adopts a district vision and/or mission for district improvement | | | | | |
| 2 | The board team adopts annual goals and priorities for district improvement. | | | | | |
| 25 | The board team conducts district business in accordance with established ethical standards. | | | | | |
| 27 | The board team uses the policy manual to make decisions and to define its expectations of the school district. | | | | | |
| 28 | Our board team reviews the district policies on a three-year cycle. | | | | | |
| 29 | The board team appropriately establishes and uses committees. | | | | | |

| # | Operational Oversight | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|---|---|----------------|-------|----------|-------------------|------------|
| 3 | Improving student learning is the primary focus of our board team decision-making. | | | | | |
| 4 | The board team ensures the budget reflects the district's strategic goals and priorities. | | | | | |
| 5 | The board team uses district provided data and reports to assess progress and identify areas needing improvement. | | | | | |

| # | Board Governance | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|---|---|----------------|-------|----------|-------------------|------------|
| 6 | The board team conducts business only at properly called meetings under the Open Meeting Law. | | | | | |
| 7 | All board team members maintain confidentiality regarding sensitive communication. | | | | | |
| 8 | Information is shared equally with all board team members. | | | | | |
| 9 | Our board team members are open and honest with each other. | | | | | |

MSBA Board Teamwork Self-Assessment

| | | | | | | |
|----|--|--|--|--|--|--|
| 10 | Our board team members communicate with one another in a respectful manner. | | | | | |
| 11 | All board team members support the decision of the board even when the vote is not unanimous. | | | | | |
| 14 | Our board meetings are effective. | | | | | |
| 15 | All board members are prepared for meetings. | | | | | |
| 24 | Our board team deals with conflict openly and honestly. | | | | | |
| 30 | Our board supports a culture of professional development for itself and district staff. | | | | | |
| 31 | Our board team participates in an annual self-assessment to set and/or review progress of the board's improvement goals. | | | | | |

| # | Superintendent Relations | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----|---|----------------|-------|----------|-------------------|------------|
| 12 | Our leadership team conducts comprehensive orientation activities to familiarize new board members with their role on the team. | | | | | |
| 13 | The board chair and superintendent work together to develop a tentative agenda for the board to approve at its meeting. | | | | | |
| 17 | The board team understands and follows the district chain of command. | | | | | |
| 18 | Our superintendent exhibits confidence and trust in each member of the board. | | | | | |
| 19 | Each board member exhibits confidence and trust in the superintendent. | | | | | |
| 20 | The board demonstrates support and respect for the superintendent's role as the chief executive officer of the district. | | | | | |
| 21 | The board evaluates the superintendent's performance at least annually. | | | | | |

MSBA Board Teamwork Self-Assessment

| | | | | | | |
|----|---|--|--|--|--|--|
| 22 | The board evaluates the superintendent's performance against predetermined goals. | | | | | |
|----|---|--|--|--|--|--|

| # | Community Engagement | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
|----|---|----------------|-------|----------|-------------------|------------|
| 16 | The board team has a process for public participation at its board meetings and follows it. | | | | | |
| 26 | The board team works to ensure a process is in place for effective internal and external communication. | | | | | |

Optional Comments Provided

DRAFT

Fridley School District Board of Education Self Evaluation Form - DRAFT

| Area | Standards | Does Not Meet | Meets | Exceeds | |
|--|---|--|-------|---------|--|
| <p>1.0 District Governance and Policy</p> <p><i>One of the Board of Education's primary tools of governance is the development and continuous improvement of District Policy.</i></p> <p><i>These policies may be required by XX Statute or of a local nature, yet together they describe "what is to be provided to whom", while the annual budget and Long Range Financial Plan describe "at what cost".</i></p> <p><i>Through the Board Policy Committee and in partnership with the Office of the Superintendent, The Board allocates time, focus and energy to fulfill its key role in District Policy development and continuous improvement.</i></p> | 1.1 | Provided consistent and timely development and continuous improvement of District Policy through the work of the Board Policy Committee | | | |
| | 1.2 | Engaged in partnership with the Office of the Superintendent in the work of 1.1 above | | | |
| | 1.3 | Engaged legal counsel as deemed reasonable to assist in policy development, interpretation of law and impact as well as the requirements for District Regulations aligned to District Policy as managed by the Office of the | | | |
| | 1.4 | Provided for alignment and consistency between district policy and district regulations, procedures and protocols | | | |
| | 1.5 | Provided for consistent and timely communication of District Policy to all employees | | | |
| | 1.6 | Provided for consistent and timely communication of District Policy to students and families as appropriate | | | |
| | 1.7 | Appropriately dealt with both differences of opinions among Board members as well as public tension / disagreement / feedback with District Policy issues which arose during the year | | | |
| Data and Input for Evaluation | | | | | |
| <p>VisionCard and other Performance-based Data <i>District Provided</i></p> | <p>VisionCard Measures Insert Appropriate VC Measures</p> | | | | |
| <p>Strategic Plan Initiatives, Progress and Challenges <i>District Provided</i></p> | <p>Strategic Direction XX Key Initiatives from District 3 Year Operational Plan and / or Key Items from BoE 3 Year Agenda Map</p> | | | | |

**Fridley School District
Board of Education Self Evaluation Form - DRAFT**

Board Member Narrative Input

**Office of the Superintendent
Narrative Input**

Fridley School District
Board of Education Self Evaluation Form - DRAFT

| Area | Standards | Does Not Meet | Meets | Exceeds | |
|--|---|--|-------|---------|--|
| <p>2.0 Operational Oversight</p> <p><i>Ongoing oversight of the resource management of the financial, human capital, physical plant and assets of the district is a critical responsibility of the Board of Education.</i></p> <p><i>The ability to see, process and understand the complexity of the parts and the whole District in a complex, public environment with low level of direct control requires emotional intelligence, experience, flexibility, discernment, and political adeptness in partnership with the Office of the Superintendent and key partners</i></p> | 2.1 | Approval, and continuous refinement of a Long Range (10 Year) Financial Plan across revenue, expenses, investments, contract agreements, facilities and grounds development in partnership with the Office of the Superintendent | | | |
| | 2.2 | Approval , and continuous refinement of an Annual Budget across revenue, expenses, investments, contract agreements, facilities and grounds development in partnership with the Office of the Superintendent and in accordance with State law regarding public engagement and approval | | | |
| | 2.3 | Review and consultation with the Office of the Superintendent on Monitoring Reports on the five (5) District VisionCards aligned to the District Strategic Directions as part of the District Strategic Plan and its Strategic Roadmap (Governance) and 3 Year Operational Plan (management) | | | |
| | 2.4 | Effective oversight, consultation and governance in addressing operational management issues that create either internal (employee) and/or external (students/family/public) organized response, protest or disagreement in partnership with the Office of the Superintendent | | | |
| | 2.5 | Effective engagement in the 2 Way Communications Protocol between the Board and Office of the Superintendent by individual Board members throughout the year | | | |
| Data and Input for Evaluation | | | | | |
| VisionCard and other Performance-based Data <i>District Provided</i> | VisionCard Measures | | | | |
| Strategic Plan Initiatives, Progress and Challenges <i>District Provided</i> | Entire 3 Year Operational Plan Refer to all xx Monitoring Reports for the school year | | | | |

**Fridley School District
Board of Education Self Evaluation Form - DRAFT**

Board Member Narrative Input

**Office of the Superintendent
Narrative Input**

Fridley School District
Board of Education Self Evaluation Form - DRAFT

| Area | Standards | Does Not Meet | Meets | Exceeds | |
|--|--|---|-------|---------|--|
| 3.0 Board Governance <i>The Board of Education is solely responsible for its effective, efficient and ethical operations as a Board.</i> <i>The development, use and continuous improvement of its practices, protocols and policies of self-management are critical to the Board and the District's success.</i> | 3.1 | Provided consistent and timely development and continuous improvement of Board Governance Policy through the work of the Board Policy Committee and the Board | | | |
| | 3.2 | Demonstrated efficiency and effectiveness in Board meetings in completing Agenda work in meetings | | | |
| | 3.3 | Demonstrated continuous improvement in the quality of the Board meetings and its discussions, deliberations and decision making | | | |
| | 3.4 | Demonstrated improvement in individual Board member's adherence to governance, single voice after Board action and operating well within the Board Core of Ethics | | | |
| | 3.5 | Demonstrated improvement in the leadership and meeting management by the Board Officers | | | |
| | 3.6 | Demonstrated improvement in the Board handling of professional media in partnership with the Office of the Superintendent | | | |
| | 3.7 | Effective engagement in the 2 Way Communications Protocol between the Board and Office of the Superintendent by individual Board members throughout the year | | | |
| Data and Input for Evaluation | | | | | |
| VisionCard and other Performance-based Data <i>District Provided</i> | VisionCard Measures | | | | |
| Strategic Plan Initiatives, Progress and Challenges <i>District Provided</i> | Board 3 Year Agenda and the % of completion of addressing its Agenda on an annual basis as well as updating and refining bi-annually at Board Retreats | | | | |

**Fridley School District
Board of Education Self Evaluation Form - DRAFT**

Board Member Narrative Input

**Office of the Superintendent
Narrative Input**

Fridley School District
Board of Education Self Evaluation Form - DRAFT

| Area | Standards | Does Not Meet | Meets | Exceeds |
|--|---|---------------|-------|---------|
| 4.0 Superintendent Relations <i>The relations between a Board and their sole employee, the Superintendent and CEO, is critical and empowered by professional and timely communications, trust, competence, transparency and the capacity for ambiguity, complexity, and the political dynamics in district and community</i> | 4.1 Demonstrated partnership as a Board and Superintendent in operating out of earned trust, assumption of competence, and commitment to constantly assess and operate within distinct roles of governance and management | | | |
| | 4.2 Long Range Planning: development and improvement of an integrated resource management plan in partnership with Board for achievement of the district strategic plan | | | |
| | 4.3 Provided consistent and timely communications and direction to the Board on overall District matters pertaining to vision, strategic directions and implementation of the district 3 Year Operational Plan | | | |
| | 4.4 Provided consistent and timely information and analysis to the Board on management issues with governance questions identified and background | | | |
| | 4.5 Provided for alignment and consistency between district policy and district regulations, procedures and protocols | | | |
| | 4.6 Proactively engaged in professional development aligned to annual Superintendent appraisal | | | |
| | 4.7 Proactively supported the work of the Board throughout the continuous issues, opportunities, successes and disappointments that arose during the year | | | |
| Data and Input for Evaluation | | | | |
| VisionCard and other Performance-based Data <i>District Provided</i> | VisionCard Measures | | | |
| Strategic Plan Initiatives, Progress and Challenges <i>District Provided</i> | Strategic Direction XX Key Initiatives from District 3 Year Operational Plan and / or Key Items from BoE 3 Year Agenda Map | | | |

**Fridley School District
Board of Education Self Evaluation Form - DRAFT**

Board Member Narrative Input

**Office of the Superintendent
Narrative Input**

Fridley School District
Board of Education Self Evaluation Form - DRAFT

| Area | Standards | Does Not Meet | Meets | Exceeds | |
|---|---|---|-------|---------|--|
| <p>5.0 Public Engagement</p> <p><i>As a public institution, engagement is both a fundamental need for the district and capacity and skill of the Board of Education.</i></p> <p><i>Public leadership is more complex and demanding than private leadership. The institution requires capacity and skill to see, know, understand and navigate across a widely diverse array of interests, cultures, needs, entities and groups in partnership with the Superintendent.</i></p> | 5.1 | Demonstrated understanding of local and national issues and trends affecting public education and the district | | | |
| | 5.2 | Clear, consistent and effective engagement of community leaders and State educational leaders on issues and opportunities to improve and advance public education | | | |
| | 5.3 | Clear, consistent and effective partnership with the Superintendent on issues of policy, decision making and crisis management | | | |
| | 5.4 | Development and improvement of community engagement, consultation, communications and satisfaction | | | |
| | 5.5 | Development and improvement of local and state educational entities engagement, consultation, communications and satisfaction | | | |
| | 5.6 | Demonstration of multi-cultural awareness and adeptness at bridging the differences within our community and families with insight, leadership, and resiliency without high levels of dissonance or distraction | | | |
| | 5.7 | Demonstration of skill and capacity to interact effectively with all forms of professional media in both planned and un-planned exchanges | | | |
| Data and Input for Evaluation | | | | | |
| <p>VisionCard and other Performance-based Data</p> <p><i>District Provided</i></p> | VisionCard Measures | | | | |
| <p>Strategic Plan Initiatives, Progress and Challenges</p> <p><i>District Provided</i></p> | <p>Strategic Direction XX</p> <p>Key Initiatives from District 3 Year Operational Plan and / or</p> <p>Key Items from BoE 3 Year Agenda Map</p> | | | | |

**Fridley School District
Board of Education Self Evaluation Form - DRAFT**

Board Member Narrative Input

**Office of the Superintendent
Narrative Input**

Fridley School District

Board of Education Self Evaluation Form - DRAFT

| When | What | Who |
|---------------|----------------------------------|--|
| May - June | 3 Year Board Agenda Refinement | Superintendent & School Board Superintendent, Chair and Vice Chair |
| January | 3 Year Board Agenda Refinement | School Board & Superintendent |
| July - August | Board Self Evaluation in Process | |

SAMPLE ONLY

Monitoring Reports

| | | |
|-------------------------------|----------------|---------------------|
| Student Learning | Vision Card A1 | Timeframe: October |
| | Vision Card A2 | Timeframe: November |
| Comprehensive P-12 Program | Vision Card B | Timeframe: December |
| Family & Community Engagement | Vision Card C | Timeframe: August |
| Partnerships for Learning | Vision Card D | Timeframe: April |
| Educational Leadership System | Vision Card E | Timeframe: February |

Summary of School Board Self Evaluation 2015-16

| # | Board Governance and Policy | Yes | No |
|-----|--|-----|----|
| 1.1 | Are you comfortable with our plan to review policies at least once every five years? | | |
| 1.2 | Are you comfortable with the Board's professional development program? | | |

| # | Operational Oversight | Yes | No |
|-----|---|-----|----|
| 2.1 | Do you feel that the Board operates at a governance level? | | |
| 2.2 | Do you feel that Administration responds timely to operational issues brought to the Board's attention? | | |

| # | Board Governance | Yes | No |
|-----|--|-----|----|
| 3.1 | Are you comfortable with the pace of the Board Meetings and Work Sessions? | | |
| 3.2 | Do you feel the Board speaks with a single voice and follows our District's core values? | | |

| # | Superintendent Relations | Yes | No |
|-----|--|-----|----|
| 4.1 | Do you feel that the Superintendent is trying to help the Board be successful? | | |
| 4.2 | Do you feel that the Board is trying to help the Superintendent be successful? | | |

| # | Community Engagement | Yes | No |
|-----|--|-----|----|
| 5.1 | Do you feel the Board understands and is fulfilling its Community Engagement responsibilities? | | |

Optional Comments Provided

Practice for Increasing Effectiveness of Those Who Govern and Manage

Differentiation between Governance and Management Questions

As the degree of public division over an issue or event increases, the forces pushing boards into a management role become stronger and more influential. Boards facing these difficult issues will typically find themselves operating from:

- Individual opinions, stories, “expert advice” and demands for more information (consistently from the same board members).
- Strong emotion on the part of some board members and conflict avoidance on the part of others.
- Points or views stated and restated with increasing degrees of emotion or demands, usually driven by individual personality or political influence.
- Discussions that divide the board and are based solely on individual views and extreme personalities.
- Decisions that are made without the benefit of using sufficient data; some board members may resist accepting and using data that does not support their pre-established positions.

To avoid responding to issues in this way, the board must ask,

“What are the key governance questions presented by the issue or situation?”

Governance questions are largely concerned with “Why?” “To what end?” “At what cost?” and “Through what policies?” They can usually be addressed by using the tools and practices detailed under “Excellence in Governance” on page 8. Identifying governance questions will assist the board in working with greater focus and will lead them to speaking with one collective voice.

Then the board must ask,

*“What are the key **management** questions presented by the issue or situation?”*

Management questions are concerned with “What?” “When?” “How will this get done?” and “Who will be responsible for doing it?” By doing this, the board and administration can identify the things that push board members into a micro-management role where they assume the responsibilities reserved for administration.

The more politically sensitive an issue is, the greater the temptation for board members to engage in micro – management. However, this rarely leads to effective implementation of solutions. Administration sees the intrusion into their authority as a threat, which leads to an increase in mistrust and feelings of incompetence. These feelings are easily manipulated by other board members, special interest groups or the media who may be acting to further self-interests instead of district goals. This district “in-fighting” diminishes the effectiveness of leadership as a whole and can contribute to negative perceptions by the public.

A board that can differentiate these questions to clarify an issue in terms of authorities is able to stay rooted in governance while providing the superintendent with direction to address the management questions. This act alone will contribute greatly to district alignment.

2015-16 School District Calendar of Events

| Month | Day | Time | Location | Event | Attendees | |
|--|-----------------------------------|--|----------------------------------|--|--|--|
| F e b r u a r y | February 2016 | | | | | |
| | 1 | No School - Staff Development Day | | | | |
| | 4 | 4:00 - 8:00 PM | FMS | MS Intervention Conferences | Chris | |
| | 9 | 4:00 - 8:00 PM | Hayes | Hayes Conferences | Joe | |
| | | 4:00 - 8:00 PM | FMS | MS Intervention Conferences | Chris | |
| | 12 | 10:00-11:15 AM | ALC | ALC Celebration of Excellence | Donna | |
| | 15 | No School - Presidents' Day | | | | |
| | 16 | 5:30 PM Work Session 7:00 PM Public Forum 7:30 PM Business Meeting | Fridley City Council Chambers | School Board Meeting (Fridley City Hall) | Mary Kay, Chris, Marcia, Kim, Joe, Donna | |
| | 17 | 4:00 - 8:00 PM | Hayes | Hayes Fall Conferences | Joe | |
| | 18 | 4:00 - 7:30 PM | FHS | HS Registration Conferences | Kim | |
| 5:30 - 8:30 PM | | FMS | History Day Competition | Chris | | |
| 25 | 6:00 - 7:30 PM | Hayes | Hayes Family Literacy Night | Joe | | |
| Month | Day | Time | Location | Event | Attendees | |
| M a r c h | March 2016 | | | | | |
| | 3 | 7:00 - 8:00 PM | FHS Auditorium | High School Vocal Concert | | |
| | 7 | 5:00 - 7:00 PM | Hayes | Kindergarten Registration | Joe | |
| | 8 | 6:15 - 7:30 PM | RLS | Kindergarten Kick Off | Donna | |
| | 10 | 7:00 - 8:30 PM | FHS Auditorium | Hayes Grade 2 Concert | | |
| | 11 | 4:00 - 8:00 PM | FMS | Intervention Conferences | Chris | |
| | 15 | 5:30 PM Work Session 7:00 PM Public Forum 7:30 PM Business Meeting | Fridley City Council Chambers | School Board Meeting (Fridley City Hall) | Mary Kay, Chris, Marcia, Kim, Joe, Donna | |
| | 17 | 7:00 - 8:00 PM | RLS | Stevenson Grade 2 Musical | | |
| | 17-19 | 7:00 - 9:00 PM | FHS Auditorium | 7th/8th Grade Musical | | |
| | 21-24 | No School Spring Break | | | | |
| 25 | No School Good Friday | | | | | |
| Month | Day | Time | Location | Event | Attendees | |
| A p r i l | April 2016 | | | | | |
| | 7 | 4:00 - 6:00 PM | FHS | Open Conferences | Kim | |
| | | 6:00 - 8:00 PM | | Targeted Conferences | | |
| | 8 | No School - Evaluation Planning Day | | | | |
| | 12 | 4:00 - 8:00 PM | RLS | Stevenson Spring Conferences | Donna | |
| | 14 | 4:00 - 8:00 PM | RLS | Stevenson Spring Conferences | Donna | |
| | 14-16 | 7:00 - 9:00 PM | FHS Auditorium | HS Spring Play | | |
| | 16 | 11:00 AM - 3:00 PM | RLS | Stevenson Carnival | Donna | |
| | 19 | 5:30 PM Work Session 7:00 PM Public Forum 7:30 PM Business Meeting | Fridley City Council Chambers | School Board Meeting (Fridley City Hall) | Mary Kay, Chris, Marcia, Kim, Joe, Donna | |
| | 21 | 7:00 - 8:00 PM | FHS Auditorium | HS Jazz Concert | | |
| 22 | 10:00 - 11:15 AM | FCC | ALC Celebration of Excellence | Donna | | |
| 26 | 7:00 - 8:00 PM | FMS | 4th Grade Orientation | Chris | | |
| 30 | 4:00 - 5:00 PM 8:00 - 11:00 PM | FHS Auditorium Metropolitan Ballroom | Prom Grand March Prom | | | |

FRIDLEY PUBLIC SCHOOLS

Summary of Community Engagement Discussion with Principals

Top Needs:

- Being present and visible at school functions.
- Systemic and consistent parent training opportunities for parents/families.
- Supporting student community service projects by partnering with a class, school, or club in their service projects.
- Gaining a better understanding of the school by shadowing the school’s principal for a morning, afternoon or day.
- Opportunities to engage the larger community to identify and gather resources to support student learning.

| SCHOOL/PROGRAM | OPPORTUNITIES |
|-----------------------|---|
| Fridley High School | <ul style="list-style-type: none"> • Support students and families by being present at school/community functions. • Attend Students of the Month celebrations - these are held twice a year where parents are invited to attend and witness their child’s special recognition. • Scholastic Banquet – held annually to include scholarship awards, lettering of athletes, etc. • Community Services – supporting the community service work of student groups and clubs by partnering with students on a service project. • After school tutoring – personally or help get volunteers • Shadow the principal for a day. • Parent training opportunities for parents/families. |
| Fridley Middle School | <ul style="list-style-type: none"> • Support students and families by being present at school/community functions. • Shadow principal for a day • Community Service – (partners in seeking opportunities) support community service work of staff such as volunteer work at Feed My Starving Children, Habitat for Humanity, etc. • Community Service – supporting the community service work of students by partnering with students on a service project. • Deliver Holiday Cheer to select families – gift card to students and their families • Academic Support – Book swap: assist in the collection of books for book swap (held three times a year. • Parent training opportunities for parents/families. |

| | |
|------------------------------------|---|
| <p>Fridley Community Education</p> | <ul style="list-style-type: none"> • Support students and families by being present at school/community functions. • ECFE parent education classes for parents and toddlers – teach three classes per year. Build parent capacity by connecting with parents during their initial entry into the school district. • Host annual picnic for ECFE and Tiger Club students and their parents in August. |
| <p>ALC</p> | <ul style="list-style-type: none"> • Support students and families by being present at school/community functions. • Volunteer opportunities for students: soup kitchens, homeless shelters, community based service organizations. School Board member to give acknowledgement during last Celebration of Excellence. • Celebration of Excellence – Opportunity to meet and interact with parents during light reception. |
| <p>Hayes</p> | <ul style="list-style-type: none"> • Support students and families by being present at school/community functions. • Opportunities to engage the community and support student success by soliciting volunteers to help with 4th Grade Exhibition project. Mentors typically work with students for about two months before the public exhibition is held. • Many students need enrichment opportunities outside of school – these activities may come in the form of field trips that need funding. Board member can support by helping to raise funds or identifying partnerships that can sponsor such learning opportunities for students. • Community Services – supporting the community service work of student groups and clubs by partnering with students on a service project. • Shadow the principal for a day. • Parent training opportunities for parents. |
| <p>Stevenson</p> | <ul style="list-style-type: none"> • Support students and families by being present at school/community functions. • Parent training opportunities for parents. Systemic and consistent. • Assist with gathering books for book swaps. • Shadow the principal for a day. |

**FRIDLEY SCHOOL DISTRICT
2015-16 GRADE LEVEL BY ENROLLMENT**

| SCHOOL/ GRADE | FIRST FRIDAY SEPT 11, 2015 | OCT 1 2015 | NOV 1 2015 | DEC 1 2015 | JAN 1 2016 | FEB 4 2016 | MAR 1 2016 | APR 1 2016 | MAY 1 2016 | JUN 1 2016 | JUN 9 2016 | * Adopted ADM 15/16 | * Revised ADM 15/16 | Revised / Feb 4 + or - | AVERAGE Oct 1 - Current Month |
|------------------------|----------------------------|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|---------------------|---------------------|------------------------|-------------------------------|
| HAYES - Reg Ed K | 102 | 102 | 105 | 106 | 107 | 110 | | | | | | | | | 106 |
| HK | 7 | 9 | 8 | 9 | 9 | 10 | | | | | | | | | 9 |
| K-AM | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| TOTAL HAYES K | 109 | 111 | 113 | 115 | 116 | 120 | 0 | 0 | 0 | 0 | 0 | 110 | 111 | 9 | 115 |
| 1 | 97 | 96 | 97 | 98 | 96 | 96 | | | | | | 91 | 96 | 0 | 97 |
| 2 | 117 | 114 | 116 | 117 | 115 | 114 | | | | | | 115 | 114 | 0 | 115 |
| 3 | 117 | 111 | 111 | 110 | 111 | 111 | | | | | | 103 | 111 | 0 | 111 |
| 4 | 128 | 127 | 127 | 127 | 126 | 128 | | | | | | 134 | 127 | 1 | 127 |
| TOTAL HAYES K-4 | 568 | 559 | 564 | 567 | 564 | 569 | 0 | 0 | 0 | 0 | 0 | 553 | 559 | 10 | 565 |
| RLS - Reg Ed K | 96 | 90 | 91 | 94 | 95 | 95 | | | | | | | | | 93 |
| HK | 6 | 9 | 7 | 9 | 6 | 8 | | | | | | | | | 8 |
| K OR HK -AM | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | | 0 |
| TOTAL RLS K | 102 | 99 | 98 | 103 | 101 | 103 | 0 | 0 | 0 | 0 | 0 | 110 | 99 | 4 | 101 |
| 1 | 108 | 108 | 109 | 112 | 115 | 119 | | | | | | 115 | 112 | 7 | 113 |
| 2 | 121 | 123 | 122 | 128 | 131 | 135 | | | | | | 131 | 128 | 7 | 128 |
| 3 | 118 | 117 | 116 | 114 | 114 | 116 | | | | | | 114 | 115 | 1 | 115 |
| 4 | 101 | 98 | 97 | 101 | 102 | 102 | | | | | | 100 | 101 | 1 | 100 |
| TOTAL RLS K-4 | 550 | 545 | 542 | 558 | 563 | 575 | 0 | 0 | 0 | 0 | 0 | 570 | 555 | 20 | 557 |
| TOT K | 211 | 210 | 211 | 218 | 217 | 223 | 0 | 0 | 0 | 0 | 0 | 220 | 210 | 13 | 216 |
| TOT 1 | 205 | 204 | 206 | 210 | 211 | 215 | 0 | 0 | 0 | 0 | 0 | 206 | 208 | 7 | 209 |
| TOT 2 | 238 | 237 | 238 | 245 | 246 | 249 | 0 | 0 | 0 | 0 | 0 | 246 | 242 | 7 | 243 |
| TOT 3 | 235 | 228 | 227 | 224 | 225 | 227 | 0 | 0 | 0 | 0 | 0 | 217 | 226 | 1 | 226 |
| TOT 4 | 229 | 225 | 224 | 228 | 228 | 230 | 0 | 0 | 0 | 0 | 0 | 234 | 228 | 2 | 227 |
| TOTAL K-4 | 1118 | 1104 | 1106 | 1125 | 1127 | 1144 | 0 | 0 | 0 | 0 | 0 | 1123 | 1114 | 30 | 1121 |
| 5 | 217 | 217 | 213 | 210 | 211 | 214 | | | | | | 199 | 210 | 4 | 213 |
| 6 | 267 | 264 | 265 | 264 | 264 | 266 | | | | | | 245 | 264 | 2 | 265 |
| 7 | 231 | 227 | 229 | 227 | 222 | 225 | | | | | | 225 | 223 | 2 | 226 |
| 8 | 227 | 223 | 226 | 222 | 222 | 223 | | | | | | 223 | 223 | 0 | 223 |
| TOTAL 5-8 | 942 | 931 | 933 | 923 | 919 | 928 | 0 | 0 | 0 | 0 | 0 | 892 | 920 | 8 | 927 |
| 9 | 236 | 234 | 240 | 241 | 241 | 245 | | | | | | 213 | 213 | 32 | 240 |
| 10 | 231 | 230 | 234 | 227 | 225 | 224 | | | | | | 209 | 209 | 15 | 228 |
| 11 | 214 | 214 | 208 | 211 | 212 | 214 | | | | | | 214 | 213.07 | 0.93 | 212 |
| 11P | | | | | | | | | | | | | 0.93 | -0.93 | 0 |
| 12 | 186 | 185 | 185 | 185 | 181 | 179 | | | | | | 165 | 164.4 | 14.6 | 183 |
| 12P | | | | | | | | | | | | | 0.6 | -0.6 | 0 |
| TOTAL 9-12 | 867 | 863 | 867 | 864 | 859 | 862 | 0 | 0 | 0 | 0 | 0 | 801 | 801.00 | 61 | 863 |
| TOTAL K-12 | 2927 | 2898 | 2906 | 2912 | 2905 | 2934 | 0 | 0 | 0 | 0 | 0 | 2816 | 2835.00 | 99 | 2911 |
| MS ALC - Gr 6 | | | | | | | | | | | | | | | 0 |
| MS ALC - Gr 7 | 13 | 14 | 14 | 14 | 14 | 14 | | | | | | 25 | 25 | 1 | 14 |
| MS ALC - Gr 8 | 9 | 11 | 10 | 12 | 12 | 12 | | | | | | | | | 11 |
| * HS ALC - Gr 9 | 14 | 13 | 14 | 16 | 13 | 12 | | | | | | | | | 14 |
| * HS ALC - Gr 10 | 10 | 14 | 17 | 13 | 10 | 12 | | | | | | 47 | 62 | -11 | 13 |
| * HS ALC - Gr 11 | 20 | 22 | 22 | 20 | 16 | 19 | | | | | | | | | 20 |
| * HS ALC - Gr 12 | 20 | 12 | 9 | 3 | 5 | 8 | | | | | | | | | 7 |
| TOT ALC | 86 | 86 | 86 | 78 | 70 | 77 | 0 | 0 | 0 | 0 | 0 | 72 | 87 | -10 | 79 |
| TRANS | 19 | 18 | 17 | 17 | 17 | 17 | | | | | | 8 | 17 | 0 | 17 |
| ECSE (Pre-School) | | | | | | | | | | | | 17 | 17 | | |
| Tuition | | | | | | | | | | | | 29 | 29 | | |
| Targeted Services | | | | | | | | | | | | 1 | 2 | | |
| GRAND TOTAL | 3032 | 3002 | 3009 | 3007 | 2992 | 3028 | 0 | 0 | 0 | 0 | 0 | 2943 | 2987 | 41 | 3008 |

| ADM | | | | | | | | | | | | | | |
|--------------|-------------|-------------|-------------|-------------|-------------|----------|----------|----------|----------|----------|-------------|-------------|-------------|-------------|
| | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | JUN 9 | Adopted | Revised | Revised +/- | AVERAGE |
| K | 210 | 211 | 218 | 217 | 223 | 0 | 0 | 0 | 0 | 0 | 220 | 210 | 13 | 216 |
| 1-3 | 669 | 671 | 679 | 682 | 691 | 0 | 0 | 0 | 0 | 0 | 669 | 676 | 15 | 678 |
| 4-6 | 706 | 702 | 702 | 703 | 710 | 0 | 0 | 0 | 0 | 0 | 678 | 702 | 8 | 705 |
| 7-12 | 1313 | 1322 | 1313 | 1303 | 1310 | 0 | 0 | 0 | 0 | 0 | 1249 | 1247 | 63 | 1312 |
| TOTAL | 2898 | 2906 | 2912 | 2905 | 2934 | 0 | 0 | 0 | 0 | 0 | 2816 | 2835 | 99 | 2911 |

| PER PUPIL UNIT/WADM | | | | | | | | | | | | | | |
|---------------------|----------------|----------------|----------------|----------------|----------------|-------------|-------------|-------------|-------------|-------------|----------------|----------------|----------------|-------------|
| | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | JUN 9 | Adopted | Revised | Revised +/- | AVERAGE |
| K | 128.52 | 129.13 | 121.43 | 120.87 | 124.21 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 134.64 | 128.52 | -4.309 | 125 |
| 1-3 PPU | 745.94 | 748.17 | 757.09 | 760.43 | 770.47 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 745.94 | 753.74 | 16.725 | 756 |
| 4-6 PPU | 748.36 | 744.12 | 744.12 | 745.18 | 752.60 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 718.68 | 744.12 | 8.48 | 747 |
| 7-12 PPU | 1706.90 | 1718.60 | 1706.90 | 1693.90 | 1703.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1623.70 | 1621.10 | 81.9 | 1706 |
| TOTAL | 3329.72 | 3340.02 | 3329.53 | 3320.38 | 3350.28 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 3222.96 | 3247.48 | 102.796 | 3334 |
| +/- | | 10.30 | -10.49 | -9.15 | 29.90 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | | |

| ADM/WADM pulled from MARSS Local Reports | | | | | | | | | | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|-------------|-------------|-------------|-------------|-------------|----------------|----------------|--------------|-------------|
| If there are student errors, the ADMs are not included in these counts. | 10/1/2015 | 11/1/2015 | 12/1/2015 | 1/1/2016 | 2/1/2016 | 3/1/2016 | 4/1/2016 | 5/1/2016 | 6/1/2016 | 6/9/2016 | Adopted | Revised | Revised +/- | AVERAGE |
| EC - 1.000 | 10.50 | 11.43 | 14.67 | 14.95 | 15.23 | | | | | | 17.00 | 17.00 | -1.77 | 13 |
| HK - 1.000 | 13.78 | 15.77 | 15.79 | 15.80 | 17.03 | | | | | | 20.00 | 20.00 | -2.97 | 16 |
| KG - 1.000 | 193.66 | 195.20 | 198.11 | 198.81 | 200.89 | | | | | | 200.00 | 190.00 | 10.89 | 197 |
| 1-3 - 1.000 | 671.05 | 670.12 | 675.99 | 679.53 | 686.41 | | | | | | 669.00 | 676.00 | 10.41 | 677 |
| 4-6 - 1.000 | 707.45 | 700.23 | 700.05 | 701.39 | 704.55 | | | | | | 678.00 | 702.00 | 2.55 | 703 |
| 7-8 - 1.200 | 449.88 | 452.07 | 447.06 | 445.18 | 447.42 | | | | | | 448.00 | 446.00 | 1.42 | 448 |
| 9-12 - 1.200 | 863.55 | 867.61 | 863.51 | 860.21 | 846.21 | | | | | | 801.00 | 801.00 | 45.21 | 860 |
| TOTAL ADM | 2909.87 | 2912.43 | 2915.18 | 2915.87 | 2917.74 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2833.00 | 2852.00 | 65.74 | 2914 |
| TOTAL WADM | 3172.56 | 3176.37 | 3177.29 | 3176.95 | 3176.47 | | | | | | 3082.80 | 3101.40 | 75.07 | 3176 |

| LEP pulled from MARSS Statewide Reports | | | | | | | | | | |
|---|-----------|------------|------------|----------|--|--|--|--|--|---------|
| | 10/4/2015 | 11/12/2015 | 12/16/2015 | 1/7/2016 | | | | | | AVERAGE |
| Not Served | 99 | 48 | 48 | 49 | | | | | | 61 |
| Served | 315 | 443 | 458 | 460 | | | | | | 419 |
| Eligible for Funding | 258 | 367 | 381 | 383 | | | | | | 347 |
| Not Eligible for Funding | 57 | 76 | 77 | 77 | | | | | | 72 |

* Day Student counts only - does not include Night School as of 12/1/11

February 4, 2016 ENROLLMENT: IN AND OUT *

| | Resident District | ELSE Students In | ELSE Students Out | ELSE Net Gain/Loss | ELSE Ratio | SPED Students Out | TOTAL Students Out | TOTAL Ratio |
|------|---------------------------------------|------------------|-------------------|--------------------|------------|-------------------|--------------------|-------------|
| 1 | Minneapolis | 164 | 14 | 150 | 11.7 | | 14 | 11.7 |
| 11 | Anoka-Hennepin | 265 | 24 | 241 | 11.0 | 8 | 32 | 8.3 |
| 12 | Centennial | 4 | 1 | 3 | 4.0 | 2 | 3 | 1.3 |
| 13 | Columbia Heights | 327 | 74 | 253 | 4.4 | 17 | 91 | 3.6 |
| 15 | St. Francis | 3 | | 3 | | | | |
| 16 | Spring Lake Park | 118 | 77 | 41 | 1.5 | 12 | 89 | 1.3 |
| 138 | North Branch | 1 | | 1 | | | | |
| 181 | Brainerd | | | | | 1 | 1 | |
| 199 | Inver Grove Heights | 1 | 1 | | 1.0 | | 1 | 1.0 |
| 270 | Hopkins | | 4 | -4 | | | 4 | |
| 271 | Bloomington | 1 | | 1 | | | | |
| 276 | Minnetonka | | 1 | -1 | | | 1 | |
| 279 | Osseo | 138 | 9 | 129 | 15.3 | 5 | 14 | 9.9 |
| 281 | Robbinsdale | 26 | 4 | 22 | 6.5 | | 4 | 6.5 |
| 282 | St. Anthony | 1 | 7 | -6 | 0.1 | 1 | 8 | 0.1 |
| 283 | St. Louis Park | | | | | 2 | 2 | |
| 286 | Brooklyn Center | 66 | 17 | 49 | 3.9 | | 17 | 3.9 |
| 287 | Int Dist 287 | | 2 | -2 | | 2 | 4 | |
| 294 | Houston | | 5 | -5 | | 2 | 7 | |
| 518 | Worthington | | 1 | -1 | | | 1 | |
| 621 | Mounds View | 37 | 106 | -69 | 0.3 | 17 | 123 | 0.3 |
| 622 | N St Paul/Maplewood | 1 | | 1 | | | | |
| 623 | Roseville | 1 | 3 | -2 | 0.3 | | 3 | 0.3 |
| 624 | White Bear Lake | 2 | 2 | | 1.0 | | 2 | 1.0 |
| 625 | St. Paul | 2 | 3 | -1 | 0.7 | 1 | 4 | 0.5 |
| 709 | Duluth | | | | | 1 | 1 | |
| 728 | Elk River | 5 | | 5 | | | | |
| 831 | Forest Lake | 7 | | 7 | | | | |
| 833 | S Wash Cty | 1 | | 1 | | | | |
| 885 | St. Michael-Albertville | | 1 | -1 | | | 1 | |
| 911 | Cambridge-Isanti | 2 | | 2 | | | | |
| 916 | NE Metro | | 5 | -5 | | 21 | 26 | |
| 2310 | Sibley East | 1 | | 1 | | | | |
| 2753 | Long Prairie-Grey Eagle | 1 | | 1 | | | | |
| 4011 | New Visions Charter School | | 1 | -1 | | 1 | 2 | |
| 4017 | MN Transitions Charter | | 5 | -5 | | | 5 | |
| 4027 | Higher Ground Academy | | 1 | -1 | | | 1 | |
| 4032 | Harvest Prep School | | 2 | -2 | | | 2 | |
| 4068 | Excell Academy | | 1 | -1 | | | 1 | |
| 4074 | Agricultural Food Science Academy | | | | | 2 | 2 | |
| 4077 | Twin Cities Int'l | | 2 | -2 | | | 2 | |
| 4078 | MN Int'l Middle Charter | | 1 | -1 | | | 1 | |
| 4082 | BlueSky | | 1 | -1 | | | 1 | |
| 4095 | TRIO Wolf Creek Distance Learning | | | | | 1 | 1 | |
| 4101 | MN North Star Academy | | | | | | | |
| 4102 | MN Internship Center | | 3 | -3 | | | 3 | |
| 4104 | Paladin Academy | | 5 | -5 | | 1 | 6 | |
| 4112 | St. Paul Conservatory Performing Arts | | 2 | -2 | | | 2 | |
| 4115 | Minneapolis Academy | | | | | | | |
| 4121 | Ubah Medical Academy | | 2 | -2 | | | 2 | |
| 4124 | Beacon Academy | | 2 | -2 | | | 2 | |
| 4139 | Loveworks Academy | | 1 | -1 | | | 1 | |
| 4140 | Yinghua Academy | | 4 | -4 | | | 4 | |
| 4163 | Learning for Leadership Charter | | 6 | -6 | | | 6 | |
| 4171 | Noble Academy | | 2 | -2 | | | 2 | |
| 4185 | Davinci Academy of Arts and Science | | 2 | -2 | | | 2 | |
| 4186 | Global Academy | | 32 | -32 | | 1 | 33 | |
| 4189 | Bridge Water Elementary | | | | | | | |
| 4192 | Best Academy | | 1 | -1 | | | 1 | |
| 4193 | College Prep Elementary | | 1 | -1 | | | 1 | |
| 4208 | Nasha Shkota | | 1 | -1 | | | 1 | |
| 4209 | Mastery School | | 1 | -1 | | | 1 | |
| 4219 | Northeast College Prep | | 5 | -5 | | | 5 | |
| 4230 | MN Early Learning Academy | | | | | 1 | 1 | |
| 4239 | Tesfa Int'l School | | 1 | -1 | | | 1 | |
| | Totals: | 1175 | 446 | 729 | 2.6 | 99 | 545 | 2.2 |

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

* NOTE: Counts include ALCs - dupes removed

EL Students

| Bldg | 2014/15 | | | | | | | | | | 2015/16 | | | | | | | | | | |
|---------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|----------|----------|----------|----------|----------|----------|
| | OCT 1 | NOV 1 | DEC 1 | JAN 1 | FEB 1 | MAR 1 | APR 1 | MAY 1 | JUN 1 | JUN 4 | OCT 1 | NOV 1 | DEC 1 | JAN 1 | FEB 4 | MAR 1 | APR 1 | MAY 1 | JUN 1 | JUN 4 | |
| Hayes | 96 | 101 | 102 | 105 | 105 | 105 | 104 | 105 | 105 | 104 | 104 | 102 | 105 | 105 | 105 | | | | | | |
| RLS | 140 | 140 | 138 | 135 | 137 | 134 | 132 | 131 | 132 | 131 | 115 | 118 | 118 | 121 | 120 | | | | | | |
| FMS | 142 | 139 | 141 | 140 | 147 | 146 | 146 | 147 | 147 | 149 | 109 | 110 | 109 | 117 | 118 | | | | | | |
| FHS | 88 | 87 | 82 | 82 | 84 | 85 | 84 | 85 | 85 | 84 | 110 | 105 | 104 | 105 | 106 | | | | | | |
| MS & HS ALC | 1 | 0 | 1 | 1 | 0 | 4 | 3 | 3 | 2 | 2 | 0 | 1 | 1 | 1 | 1 | | | | | | |
| Totals | 467 | 467 | 464 | 463 | 473 | 474 | 469 | 471 | 471 | 470 | 438 | 436 | 437 | 449 | 450 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

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

| 2015/16 Enrollment Options October 1, 2015 | | | | | | | | | 2015/16 Enrollment Options November 1, 2015 | | | | | | | | | 2015/16 Enrollment Options December 1, 2015 | | | | | | | | | |
|---|--------------------|---------------|--------------------------|----------------|-------------------|---------------------------------|--------------------------|-------------------------------------|--|--------------------|---------------|--------------------------|----------------|-------------------|---------------------------------|--------------------------|-------------------------------------|--|--------------------|---------------|--------------------------|----------------|-------------------|---------------------------------|--------------------------|-------------------------------------|----------|
| SCHOOL/ GRADE | Serving Non-Res | Serving OE | Out of District OE | Home School | Private School | Special Services Calendar | Serving Special Ed | Out of District Special Ed | SCHOOL / GRADE | Serving Non-Res | Serving OE | Out of District OE | Home School | Private School | Special Services Calendar | Serving Special Ed | Out of District Special Ed | SCHOOL / GRADE | Serving Non-Res | Serving OE | Out of District OE | Home School | Private School | Special Services Calendar | Serving Special Ed | Out of District Special Ed | |
| ECSE | | 11 | | | | | 38 | | ECSE | | 11 | 1 | | | | 39 | | ECSE | | 13 | 0 | | | | 1 | 42 | 1 |
| ECSE TOTAL | 0 | 11 | 0 | 0 | 0 | 0 | 38 | 0 | ECSE TOTAL | 0 | 11 | 1 | 0 | 0 | 0 | 39 | 0 | ECSE TOTAL | 0 | 13 | 0 | 0 | 0 | 0 | 1 | 42 | 1 |
| Hayes K | 1 | 30 | | | | | | | Hayes K | 1 | 32 | | | | | | | Hayes K | 3 | 33 | | | | | | | |
| 1 | | 27 | | | | | | | 1 | | 25 | | | | | | | 1 | | 24 | | | | | | | |
| 2 | 2 | 40 | | | | | | | 2 | 2 | 42 | | | | | | | 2 | 2 | 43 | | | | | | | |
| 3 | | 36 | | | | | | | 3 | | 39 | | | | | | | 3 | | 39 | | | | | | | |
| 4 | | 38 | | | | | | | 4 | | 41 | | | | | | | 4 | | 40 | | | | | | | |
| Hayes TOTAL | 3 | 171 | | | | | | | Hayes TOTAL | 3 | 179 | | | | | | | Hayes TOTAL | 5 | 179 | | | | | | | |
| RLS K | | 21 | | | | | | | RLS K | | 21 | | | | | | | RLS K | | 24 | | | | | | | |
| 1 | 1 | 25 | | | | | | | 1 | 2 | 26 | | | | | | | 1 | 2 | 27 | | | | | | | |
| 2 | 2 | 32 | | | | | | | 2 | 3 | 28 | | | | | | | 2 | 3 | 30 | | | | | | | |
| 3 | 1 | 29 | | | | | | | 3 | 1 | 30 | | | | | | | 3 | 1 | 31 | | | | | | | |
| 4 | 1 | 31 | | | | | | | 4 | 4 | 29 | | | | | | | 4 | 4 | 29 | | | | | | | |
| RLS TOTAL | 5 | 138 | | | | | | | RLS TOTAL | 10 | 134 | | | | | | | RLS TOTAL | 10 | 141 | | | | | | | |
| TOTAL K | 1 | 51 | 19 | | 3 | 1 | 15 | 1 | TOTAL K | 1 | 53 | 23 | | 5 | 1 | 15 | 1 | TOTAL K | 3 | 57 | 27 | | 23 | 2 | 18 | 2 | |
| TOTAL 1 | 1 | 52 | 8 | 2 | 4 | | 23 | 2 | TOTAL 1 | 2 | 51 | 32 | 4 | 6 | 1 | 22 | 3 | TOTAL 1 | 2 | 51 | 37 | 4 | 18 | 3 | 22 | 5 | |
| TOTAL 2 | 4 | 72 | 19 | 1 | 1 | | 24 | 1 | TOTAL 2 | 5 | 70 | 34 | | | 4 | 23 | 5 | TOTAL 2 | 5 | 73 | 34 | | 7 | 6 | 26 | 6 | |
| TOTAL 3 | 1 | 65 | 14 | 3 | 4 | 3 | 27 | 5 | TOTAL 3 | 1 | 69 | 26 | 3 | 5 | 7 | 29 | 8 | TOTAL 3 | 1 | 70 | 30 | 3 | 10 | 9 | 30 | 10 | |
| TOTAL 4 | 1 | 69 | 20 | | 2 | 2 | 41 | 3 | TOTAL 4 | 4 | 70 | 19 | 1 | 4 | 6 | 42 | 6 | TOTAL 4 | 4 | 69 | 22 | 1 | 10 | 5 | 43 | 6 | |
| ELEM TOTAL | 8 | 309 | 80 | 6 | 14 | 6 | 130 | 12 | ELEM TOTAL | 13 | 313 | 134 | 8 | 20 | 19 | 131 | 23 | ELEM TOTAL | 15 | 320 | 150 | 8 | 68 | 25 | 139 | 29 | |
| FMS 5 | 3 | 74 | 31 | | | 5 | 36 | 5 | FMS 5 | 2 | 73 | 31 | | | 6 | 37 | 6 | FMS 5 | 3 | 72 | 36 | | 8 | 12 | 35 | 12 | |
| 6 | 2 | 96 | 25 | 3 | 3 | 1 | 33 | 1 | 6 | 2 | 99 | 30 | 3 | 4 | 2 | 34 | 2 | 6 | 2 | 99 | 32 | 3 | 14 | 3 | 32 | 4 | |
| 7 | 1 | 83 | 36 | | | 3 | 28 | 3 | 7 | 1 | 84 | 22 | 1 | 2 | 5 | 29 | 5 | 7 | 1 | 82 | 29 | 1 | 12 | 7 | 29 | 8 | |
| 8 | 7 | 93 | 32 | 2 | 2 | 4 | 32 | 5 | 8 | 7 | 95 | 40 | 2 | 2 | 3 | 31 | 5 | 8 | 7 | 91 | 42 | 2 | 13 | 2 | 32 | 3 | |
| FMS TOTAL | 13 | 346 | 124 | 5 | 5 | 13 | 129 | 14 | FMS TOTAL | 12 | 351 | 123 | 6 | 8 | 16 | 131 | 18 | FMS TOTAL | 13 | 344 | 139 | 6 | 47 | 24 | 128 | 27 | |
| FHS 9 | 2 | 94 | 64 | | | 2 | 36 | 3 | FHS 9 | 4 | 99 | 52 | 5 | 5 | 4 | 38 | 6 | FHS 9 | 5 | 99 | 49 | 5 | 9 | 5 | 35 | 6 | |
| 10 | 1 | 121 | 42 | | | 2 | 41 | 4 | 10 | 1 | 123 | 39 | | | 6 | 45 | 6 | 10 | 1 | 119 | 41 | | 4 | 10 | 45 | 11 | |
| 11 | | 82 | 48 | | | 4 | 30 | 7 | 11 | 2 | 78 | 50 | | | 7 | 25 | 8 | 11 | 2 | 79 | 53 | | 6 | 12 | 28 | 13 | |
| 12 | | 89 | 37 | | | 2 | 25 | 2 | 12 | | 88 | 39 | | | 5 | 26 | 6 | 12 | | 88 | 41 | | 1 | 11 | 27 | 13 | |
| FHS TOTAL | 3 | 386 | 191 | 0 | 0 | 10 | 132 | 16 | FHS TOTAL | 7 | 388 | 180 | 5 | 5 | 22 | 134 | 26 | FHS TOTAL | 8 | 385 | 184 | 5 | 20 | 38 | 135 | 43 | |
| MS/HS ALC | | 56 | | | 0 | 0 | 23 | 0 | MS/HS ALC | | 58 | | | | | 29 | | MS/HS ALC | | 54 | | | | | 23 | | |
| DW TOTAL | 24 | 1108 | 395 | 11 | 19 | 29 | 452 | 42 | DW TOTAL | 32 | 1121 | 438 | 19 | 33 | 57 | 464 | 67 | DW TOTAL | 36 | 1116 | 473 | 19 | 135 | 88 | 467 | 100 | |

| 2015/16 Enrollment Options January 1, 2016 | | | | | | | | | 2015/16 Enrollment Options February 4, 2016 | | | | | | | | |
|---|-----------------|------------|--------------------|-------------|----------------|---------------------------|--------------------|----------------------------|--|-----------------|------------|--------------------|-------------|----------------|---------------------------|--------------------|----------------------------|
| SCHOOL / GRADE | Serving Non-Res | Serving OE | Out of District OE | Home School | Private School | Special Services Calendar | Serving Special Ed | Out of District Special Ed | SCHOOL / GRADE | Serving Non-Res | Serving OE | Out of District OE | Home School | Private School | Special Services Calendar | Serving Special Ed | Out of District Special Ed |
| ECSE | | 11 | | | | 1 | 42 | 1 | ECSE | | 13 | | | | 2 | 62 | 2 |
| ECSE TOTAL | 0 | 11 | 0 | 0 | 0 | 1 | 42 | 1 | ECSE TOTAL | 0 | 13 | 0 | 0 | 0 | 2 | 62 | 2 |
| Hayes K | 3 | 33 | | | | | | | Hayes K | 2 | 35 | | | | | | |
| 1 | | 24 | | | | | | | 1 | 1 | 23 | | | | | | |
| 2 | 2 | 42 | | | | | | | 2 | 3 | 42 | | | | | | |
| 3 | | 40 | | | | | | | 3 | 2 | 39 | | | | | | |
| 4 | | 40 | | | | | | | 4 | 1 | 41 | | | | | | |
| Hayes TOTAL | 5 | 179 | | | | | | | Hayes TOTAL | 9 | 180 | | | | | | |
| RLS K | 2 | 23 | | | | | | | RLS K | 2 | 24 | | | | | | |
| 1 | 2 | 29 | | | | | | | 1 | 2 | 30 | | | | | | |
| 2 | 3 | 35 | | | | | | | 2 | 3 | 37 | | | | | | |
| 3 | | 33 | | | | | | | 3 | | 33 | | | | | | |
| 4 | 4 | 29 | | | | | | | 4 | 4 | 29 | | | | | | |
| RLS TOTAL | 11 | 149 | | | | | | | RLS TOTAL | 11 | 153 | | | | | | |
| TOTAL K | 5 | 56 | 32 | | 23 | 2 | 15 | 2 | TOTAL K | 4 | 59 | 28 | | 23 | 1 | 16 | 2 |
| TOTAL 1 | 2 | 53 | 39 | 4 | 18 | 3 | 23 | 5 | TOTAL 1 | 3 | 53 | 37 | 4 | 19 | 3 | 25 | 5 |
| TOTAL 2 | 5 | 77 | 38 | | 7 | 7 | 27 | 7 | TOTAL 2 | 6 | 79 | 38 | | 6 | 7 | 32 | 9 |
| TOTAL 3 | 0 | 73 | 33 | 3 | 10 | 10 | 30 | 10 | TOTAL 3 | 2 | 72 | 32 | 3 | 10 | 9 | 32 | 9 |
| TOTAL 4 | 4 | 69 | 23 | 1 | 10 | 6 | 43 | 6 | TOTAL 4 | 5 | 70 | 23 | 1 | 10 | 6 | 43 | 6 |
| ELEM TOTAL | 16 | 328 | 165 | 8 | 68 | 28 | 138 | 30 | ELEM TOTAL | 20 | 333 | 158 | 8 | 68 | 26 | 148 | 31 |
| FMS 5 | 3 | 76 | 37 | | 8 | 13 | 35 | 13 | FMS 5 | 3 | 77 | 32 | | 8 | 12 | 37 | 14 |
| 6 | 1 | 100 | 35 | 4 | 14 | 5 | 31 | 5 | 6 | 1 | 100 | 31 | 3 | 14 | 6 | 35 | 7 |
| 7 | 1 | 79 | 31 | 1 | 12 | 7 | 30 | 6 | 7 | 1 | 82 | 28 | 1 | 13 | 8 | 31 | 10 |
| 8 | 4 | 95 | 44 | 1 | 12 | 3 | 30 | 3 | 8 | 4 | 97 | 37 | 1 | 12 | 4 | 34 | 6 |
| FMS TOTAL | 9 | 350 | 147 | 6 | 46 | 28 | 126 | 27 | FMS TOTAL | 9 | 356 | 128 | 5 | 47 | 30 | 137 | 37 |
| FHS 9 | 5 | 99 | 51 | 4 | 9 | 5 | 38 | 5 | FHS 9 | 5 | 103 | 40 | 4 | 9 | 5 | 40 | 6 |
| 10 | 2 | 117 | 40 | | 4 | 11 | 43 | 11 | 10 | | 118 | 42 | | 4 | 10 | 46 | 12 |
| 11 | | 78 | 51 | | 6 | 12 | 29 | 11 | 11 | 3 | 78 | 39 | | 6 | 15 | 36 | 21 |
| 12 | | 85 | 43 | | 1 | 9 | 26 | 9 | 12 | | 84 | 39 | | 1 | 11 | 27 | 12 |
| FHS TOTAL | 7 | 379 | 185 | 4 | 20 | 37 | 136 | 36 | FHS TOTAL | 8 | 383 | 160 | 4 | 20 | 41 | 149 | 51 |
| MS/HS ALC | | 55 | | | | | 26 | | MS/HS ALC | | 53 | | | | | 28 | |
| DW TOTAL | 32 | 1123 | 497 | 18 | 134 | 94 | 468 | 94 | DW TOTAL | 37 | 1138 | 446 | 17 | 135 | 99 | 524 | 121 |