



## Fridley Public Schools School Board Business Meeting Agenda

Tuesday, January 19, 2021 at 7:30 PM

Virtual Meeting

Fridley Public Access Channel 14

<https://www.youtube.com/FridleyPublicSchoolsMN/videos>

Fridley, MN 55432-3009

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2. Schools for Equity in Education Meeting held on January 8, 2021	
3. Northeast Metro 916 Board Meeting held on January 13, 2021	

**J. Important Future School Board Dates**

1. Northwest Suburban Integration School District (NWSISD) Joint Powers Board Meeting  
January 20, 2021, 6:15 PM
2. Fridley Public Schools Board Work Session  
February 2, 2021 at 5:30 PM
3. NE Metro 916 Board Meeting  
February 3, 2021 6:00 PM
4. AMSD Board Meeting  
February 5, 2021 7:00 AM
5. Schools for Equity in Education  
February 12, 2021, 9:00 AM
6. Fridley Public Schools Board Meeting  
February 16, 2021  
Work Session, 5:30 PM  
Open Forum, 7:00 PM  
Business Meeting, 7:30 PM

**K. Adjournment**

## School Board Organization

School Board Officers	2020 Current	2021
Chair	Prewedo	Prewedo
Vice-Chair	—	Starck
Treasurer	Starck	Meisner
Clerk	Thornton	Thornton
Director	Adam	Adam
Director	Karnopp	Karnopp
Director	Meisner	—

School Board Representatives	Meetings Per Year	2020	2021
<p>AMSD (Association of Metropolitan School Districts)</p> <ul style="list-style-type: none"> <li>The mission of AMSD is to advocate for state education policy that enables metropolitan school districts to improve student learning.</li> <li>Membership includes representation by the Superintendent and one School Board member from each school district on the AMSD Board of Directors.</li> </ul>	Board of Directors - 10 Monthly Meetings	Starck  Karnopp - alternate	Karnopp
Community Ed Advisory Council	5 meetings/year - Sept, Nov, Jan, March, May	Prewedo	Prewedo
District Advisory Council (Special Education, Title, Indian Education)	4 meeting/year	Starck	Adam
District Wellness Committee	4 meetings/year	Karnopp	Prewedo
Fridley Public Schools Foundation	Trustee – 4-5 meetings/year	Board Chair or designee	Prewedo
<p>MSBA (Minnesota School Boards Association) Legislative Representative</p> <ul style="list-style-type: none"> <li>The mission of MSBA is to support, promote and enhance the work of public school boards and public education.</li> <li>The membership provides Minnesota school districts with services designed for School Board members and with model policies.</li> </ul>	<p>MSBA Legislative Committee – contact for MSBA to get information to the full board</p> <p>Serves as an MSBA legislative delegate. Delegate Convention 1.5 days per year.</p>	Starck	Starck  Prewedo – alternate
<p>Minnesota State High School League</p> <ul style="list-style-type: none"> <li>Local Advisory Committee</li> </ul>	No set meetings	Adam	Karnopp
Northeast Metro School District 916	11 monthly meetings/year - Aug - June; Plus approximately 4 work sessions/ year as needed	Starck	Starck
Northwestern Suburban Integration School District	Joint Powers Board meeting every other month from Sep through June	Karnopp  Starck - alternate	Adam  Starck – alternate
<p>SEE (Schools for Equity in Education)</p> <ul style="list-style-type: none"> <li>The mission of SEE is “Minnesota school districts working for greater equity and adequacy in public education funding.”</li> </ul>	5 general meetings during school year; plus fall, spring, and summer regional meetings	Thornton  Starck - alternate	Thornton  Meisner - alternate

**Annual School Board Authorizations**

- a. SCHOOL BOARD COMMUNICATION
  - 1) Official Newspaper for 2021-22
    - a) Current and recommended designation is the Life News: Blaine/Spring Lake Park / Columbia Heights / Fridley edition
- b. FINANCE AND BUSINESS
  - 1) Official Depositories for 2021-22
    - 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 and Operations to use facsimile signatures of district officials for checks and orders
  - 7) Authorization for the Superintendent and Director of Finance and Operations to utilize electronic transfer of investments and payments
  - 8) Authorization for the Superintendent and Director of Finance and Operations to lease, purchase, and contract for goods and services within the budget as approved by the School Board
  - 9) School district organizational memberships for 2021-22

<b>School Board Salaries Fridley and Surrounding Districts</b>				
	<b>Board Member Annual Salary</b>	<b>Chair</b>	<b>Clerk</b>	<b>Treasurer</b>
<i>Centennial</i>				
2019 calendar year	\$4,800	\$5,600	\$5,400	\$5,000
2020 calendar year	\$4,800	\$5,600	\$5,400	\$5,000
<i>Columbia Heights</i>				
2019 calendar year	\$6,000	\$7,200	\$6,000	\$6,000
2020 calendar year	\$6,000	\$7,200	\$6,000	\$6,000
<i>Fridley</i>				
2019 calendar year	\$5,137	\$5,372	\$5,137	\$5,127
2020 calendar year	\$5,137	\$5,372	\$5,137	\$5,137
<i>Mounds View</i>				
2019 calendar year	\$6,500	\$7,000	\$6,500	\$6,500
2020 calendar year	\$6,500	\$7,000	\$6,500	\$6,500
<i>St. Anthony-New Brighton</i>				
2019 calendar year	\$4,000	\$4,800	\$4,000	\$4,000
2020 calendar year	\$6,500	\$6,437	\$6,500	\$6,500
<i>Spring Lake Park</i>				
2019 calendar year	\$5,350	\$5,950	\$5,450	\$5,450
2020 calendar year	\$5,350	\$5,950	\$5,450	\$5,450

**Tuesday, January 19, 2021**  
**School Board Business Meeting**  
**Motions**

**A. Call to Order, Pledge of Allegiance**

**B. Organization of the Board**

**C. Approval of Agenda with Suggested Motions and Resolutions**

**1. Suggested Motions and Resolutions**

**Suggested Motion:** Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to approve the agenda for January 19, 2021.

**D. Spotlight on Recognition**

**E. Superintendent and Staff Reports**

**F. Business Action Items**

**1. RESOLUTION Accepting Gifts**

WHEREAS, School Board Policy 706 establishes guidelines for the acceptance of gifts to the District; and

WHEREAS, Minnesota Statute 465.03 states the School Board may accept a gift, grant, or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members;

THEREFORE, BE IT RESOLVED, that the School Board of Fridley Public Schools accepts with appreciation the following gifts received by the School District:

- The following persons donated to **Stevenson Elementary School** for a total of \$665
  - Fridley United Methodist Women
  - Presbyterian Church of the Way in Shoreview
  
- The following persons donated to **Hayes Elementary School** for a total of \$455.40
  - Anonymous donors
  - Fridley United Methodist Women
  
- The following persons donated to **Fridley Middle School** for a total of \$70
  - Stephanie Sharpe-Kycia
  - Wendy Xiong
  
- The following persons donated to **Fridley High School** for a total of \$200
  - Judge James & Mary Gibbs

- The following persons donated to **Fridley High School Band program** for a total of \$1,019.26
  - Jay Andler
  - Erin Callahan
  - Melinda Duba
  - Andrea Freedman
  - Pat Hickey
  - Jim Hoogheem
  - Joel & Karen Hoogheem
  - Patricia Jaskierny
  - John Kretchmer
  - Francis McCusker
  - Martha McCusker
  - Donna & Dale McJunkin
  - Dena McKinley
  - John Ofstehage
  - Mary Owen
  - Alisa Phelps
  - Dan Shuman
  - Steve Shuman
  - Katie Sneider
  - Christopher Vallin
  - Coleen Vallin
  - Jim Vallin
  - Ron Wight

**Suggested Motion:** Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to accept the gifts and thank the donors for their contributions.

**2. Motion: School Board Organization and Annual Authorizations for 2021**

**Suggested Motion:** Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the School Board Organization and Annual Authorizations for 2021.

**3. Motion: Second Reading and Adoption of Policies**

- Policy 423 Employee-Student Relationships

**Suggested Motion:** Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Second Reading and Adoption of Policy 423.

**G. Consent Agenda**

**Suggested Motion:** Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to approve the consent agenda of routine action items including minutes of the regular School Board meeting, work session held on December 15, 2020 and work session held on January 5, 2021; Monthly Financial Reports; and New Contracts, Amendments, Lane Changes, Leaves of Absence, Terminations, Resignations and Retirements; American Indian Parent Advisory Committee Resolution, 2021-2022 Fridley High School Registration Guide

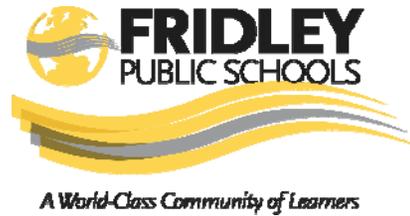
**H. Written Information**

**I. Reports from School Board Members**

**J. Important Future School Board Dates**

**K. Adjournment**

**Suggested Motion:** Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to adjourn at\_\_\_\_\_.



# Employee of the Month

January 2021

**Employee of the Month for  
January 2021:**

**Beth Guarneri**



Elizabeth (Beth) Guarneri  
Employee of the Month – January 2021

Beth is the current Kitchen Manager at Fridley Middle school and has been in this role for over 5 years. Since last March, the world of school nutrition has been significantly changed, and Beth has played a key role in the success of the Nutritional Services Department. Being flexible, adaptable, and quick on her feet are some of qualities that continue to shine as we need to adapt and find new ways to feed and reach our students and community. Beth is very compassionate, knowledgeable, and resilient which shows as she leads her team at Fridley Middle School and supports feeding our students both in distance learning and in-person learning. She has a positive attitude, collaborates with others to solve problems and continues to work with her team to provide the best service possible to our students. We are so lucky to have her as a part of our team and want to thank her for all her hard work and dedication to our department and students. Congrats Beth!

- Sara Supplee and Renee Arbogast, Nutritional Services Department



# Fridley Preschool PYP Authorization



Dr. Jason  
Bodey,  
*Principal*

Karin  
Beckstrand  
PYP Preschool  
Coordinator



# Fridley Preschool



- ✓ The Fridley Preschool has become a primary entry point for students into the district.
- ✓ Highlights about our program
- ✓ IB in the Early Years
- ✓ Authorization process and next steps



# 1. Highlights of the Fridley Preschool

Over the past two years, the staff has come together in their collaboration and best practices for teachers as they lead instruction for all students. We have also expanded the classroom assistant role to provide even more support.

Through the MSAP grant (awarded in Fall 2018) we have been able to purchase materials for all the classrooms that speak to equity for all students.



We have purchased books and manipulatives that reflect our students; books in multiple languages, books that reflect a variety of cultures, and manipulatives that reinforce play-based and inquiry-based learning



We have partnered with Childcare to provide a full day option for students. This new model has less transitions for students and more continuity throughout their day.





Primary Years  
Programme

# PYP in the Preschool

Published in 2018, the new PYP document Principles to Practice placed a new emphasis on the Early Years, ages 3-6.

The four “pillars” of this document that we use to guide our work at the Fridley Preschool are:

- ★ Play
- ★ Relationships
- ★ Learning Spaces
- ★ Symbolic exploration and expression



## The Early Years





## Other key aspects are:

- ★ Play-based learning
- ★ Inquiry-based learning
- ★ Taking action and agency
- ★ The Learner Profile words
- ★ Common language throughout the FCC





# PYP Authorization



## Virtual visit October 26 & 27

While nothing can replace an authorization visit in person, the virtual visit went very well. We held the visit through Google Meets and over 3 different time zones. Supporting documents were shared through Google drive as well.



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### The visit included Google Meets with:

- Dr. Hiel and John Piotraschke
- Karin Beckstrand and Jason Bodey
- Teachers and classroom assistants
- Early Childhood Special Education
- Support staff
- Community Education and Childcare
- Parents
- IB Coordinators
- Video streaming into the classrooms

- 
- District dedication to the IB Continuum
  - School provides an inclusive model for all children
  - Equity between classrooms with materials and resources
  - Collaborative planning and reflection of staff
  - Teachers have incorporated differentiation for student learning needs and styles
  - Personal and social education activities are evidently take place
  - Common visuals and language
  - Strategies that promote international mindedness and learner profile attributes in the youngest learners



## Highlights of the visit





Continue to develop and study play-based and inquiry-based learning, co-constructed from the Early Years documents

Spend professional development time learning how to use [My IB](#) and the resources contained on the site

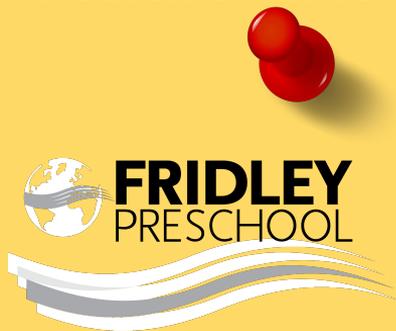
Over time, look at the language and assessment policies and make changes as needed as a whole staff

Change [planners](#) to new format and embed attitudes, learner profile, curriculum materials, action, agency, ECIPS, TS Gold, etc

Create an [expanded POI](#)

Create [Google portfolios](#) that will follow kids to Kindergarten

Create internal [PYP Google site](#)



# Thank you!



## **RESOLUTION Accepting Gifts**

WHEREAS, School Board Policy 706 establishes guidelines for the acceptance of gifts to the District; and

WHEREAS, Minnesota Statute 465.03 states the School Board may accept a gift, grant, or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members;

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  - Joel & Karen Hoogheem
  - Patricia Jaskierny
  - John Kretchmer
  - Francis McCusker
  - Martha McCusker
  - Donna & Dale McJunkin
  - Dena McKinley
  - John Ofstehage
  - Mary Owen
  - Alisa Phelps
  - Dan Shuman
  - Steve Shuman
  - Katie Sneider

- Christopher Vallin
- Coleen Vallin
- Jim Vallin
- Ron Wight



A World-Class Community of Learners

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*Fridley Public Schools is committed to creating a welcoming, respectful environment that provides an equitable and inclusive education for each student, staff and community member by ensuring that opportunities, access, and resources are aligned to support the growth and academic achievement of each student.*

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## 423 EMPLOYEE-STUDENT RELATIONSHIPS

### I. PURPOSE

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

### II. GENERAL STATEMENT OF POLICY

- A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.
- B. At all times, students will be treated by all school district employees with respect, courtesy, and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on an employee-student basis.
- C. Staff must be mindful of their inherent positions of authority and influence over students.
- D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.
- E. Other actions that violate this policy include, but are not limited to, the following:
  - 1. Dating students.
  - 2. Having any interaction/activity of a sexual nature with a student.
  - 3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.
  - 4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances.
- F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

- G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.
- H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

### III. REPORTING AND INVESTIGATION

- A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district.
- B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

### IV. SCHOOL DISTRICT ACTION

Upon 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. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. 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.

### V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

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

Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)



A World-Class Community of Learners

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Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting to Professional Educator Licensing and Standards Board or Board of School Administrators)

Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Mandatory immediate discharge of teachers with license revocations due to child or sex abuse convictions)

Minn. Stat. §§ 609.341-609.352 (Defining “intimate parts” and “position of authority” as well as detailing various sex offenses)

Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)

Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)

Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)

Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

***Cross References:***

MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)

MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)

MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)

MSBA/MASA Model Policy 507 (Corporal Punishment)

***School Board Action:***

Adopted January 19, 2021

**Minutes**  
**School Board Work Session**  
**Fridley Independent School District 14**  
**January 5, 2021**

**Call to Order**

The Work Session of the Fridley School Board was called to order by School Board Chair Prewedo at 5:30 PM on Tuesday, January 5, 2021, via google meet. The following Board members were present: Abdisalam Adam, Jake Karnopp, Ross Meisner, Donna Prewedo, Avonna Starck, and Carol Thornton. Absent: None

**The following items were discussed**

1. Process for Nominations of Officers and Board Committees in January 2021
2. Grade Span Change

Adjourned at 8:27 p.m.

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Donna Prewedo, Board Chair

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Carol Thornton, Board Clerk

**Minutes**  
**School Board Business Meeting**  
**Fridley Independent School District 14**  
**December 15, 2020**

**Call to Order**

Donna Prewedo called the Business Meeting of the Fridley School Board to order at 7:37 p.m. on Tuesday, December 15, 2020 via Google Meet. Present: Abdisalam Adam, Jake Karnopp, Ross Meisner, Donna Prewedo, Avonna Starck, and Carol Thornton. Absent: None.

**Oath of Office – Mr. Meisner**

Chair Prewedo read the Oath of Office and Mr. Meisner also read the acceptance of office and became officially part of the Fridley Public Schools School Board.

**Approval of Agenda**

Motion by Starck, seconded by Thornton, to approve the agenda for December 15, 2020. Upon roll being called, Adam, Karnopp, Meisner, Prewedo, Starck, & Thornton voted in favor, none against, none abstained. Motion carried 6-0.

**Spotlight on Recognition**

Superintendent Hiel introduced the December 2020 Employee of the Month as Fridley ALC Secretary, Jan Caven.

**Superintendent and Staff Reports**

Director of Finance & Operations, Barbie Roessler, reviewed the Truth in Taxation and Levy Pay 21 Taxes presentation for the Fridley Community.

**Business Action Items**

**1. Motion: Tax Levy Final Certification of Pay 21 Levy for a total of \$12,312,057.25**

Motion by Adam, seconded by Karnopp to approve the tax levy final certification of pay 21 levy for a total of \$12, 312, 057.25. Upon roll being called, Adam, Karnopp, Meisner, Prewedo, Starck, & Thornton voted in favor, none against, none abstained. Motion carried 6-0.

**2. RESOLUTION: Accepting Gifts**

Motion by Starck, seconded by Thornton, to accept the gifts and thank the donors for their contributions. Upon roll being called, Adam, Karnopp, Meisner, Prewedo, Starck, & Thornton voted in favor, none against, none abstained. Motion carried 6-0.

**3. Motion: Second Reading and Adoption of Policies**

- a. Policy 407 Employee Right to Know – Hazardous Substances
- b. Policy 409 Employee Publications, Instructional Materials, Inventions and Creations

Motion by Starck, seconded by Adam, to approve the Second Reading and Adoption of Policy 402. Upon roll being called, Adam, Karnopp, Meisner, Prewedo, Starck, & Thornton voted in favor, none against, none abstained. Motion carried 6-0.

**Consent Agenda**

Motion by Starck, seconded by Thornton to approve the consent agenda of routine action items including minutes of the regular School Board meeting, work session held on November 17, 2020;

Monthly Financial Reports; and New Contracts, Amendments, Lane Changes, Leaves of Absence, Terminations, Resignations and Retirements. Upon roll being called, Adam, Karnopp, Meisner, Prewedo, Starck, & Thornton voted in favor, none against, none abstained. Motion carried 6-0.

### **Written Information**

2. First Reading of Policies
  - a. Policy 423 Employee-Student Relationships

### **Reports from School Board Members**

1. Board Member Starck reported on the Northwest Suburban Integration School District Joint Powers Board Meeting held on November 18, 2020. The staff have moved to working remotely. 3M held a virtual career fair and the Lego League has started.
2. Board Member Karnopp reported on the AMSD Meeting held on December 4, 2020. The AMSD 2021 Legislative platform was approved. Also approval on many position papers. At the January 8 AMSD Session Preview, Superintendent Hiel will be presenting.
3. Board Member Starck reported on the NE 916 Board Meeting held on December 9, 2020. Valerie Dosland, lobbyist presented on the intermediate district platform. Grow your own program gave a presentation of those that are going to University of MN and University of St. Thomas.

### **Important Future School Board Dates**

### **Adjournment**

Motion by Thornton, seconded by Meisner, to adjourn at 8:26 p.m. Upon roll being called, Adam, Karnopp, Meisner, Prewedo, Starck, & Thornton voted in favor, none against, none abstained. Motion carried 6-0.

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Donna Prewedo, Board Chair

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Carol Thornton, Board Clerk

**Minutes**  
**School Board Work Session**  
**Fridley Independent School District 14**  
**December 15, 2020**

**Call to Order**

The Work Session of the Fridley School Board was called to order by School Board Chair Prewedo at 5:30 PM on Tuesday, December 15, 2020, via Google Meet. The following Board members were present in the room: Abdisalam Adam, Jake Karnopp, Ross Meisner, Donna Prewedo, Avonna Starck and Carol Thornton. Absent: None

**The following items were discussed**

- A. Signing Required Documents
- B. Governance and Policy
  - 1. Second Readings and Adoption of Policies
    - a. Policy 407 Employee Right to Know-Exposure to Hazardous Substances
    - b. Policy 409 Employee Publications, Instructional Materials, Inventions and Creations
  - 2. First Readings of Policies
    - a. Policy 423 Employee-Student Relationships
- C. Oversight of Operations
  - 1. Legal, Staffing and Personnel Update
    - a. New Contracts, Amendments, Leaves of Absence, Terminations, Resignations, and Retirements
  - 2. Finance and Operations Update
    - a. Tax Levy Final Certification
  - 3. 2021-2022 Fridley High School Registration Guide
  - 4. Partnership Updates
    - a. NWSISD on November 18, 2020
    - b. AMSD on December 4, 2020
    - c. NE Metro 916 on December 9, 2020
- D. Board Governance Policy
  - 1. Process for Nominations of Officers & Board Committees in January 2021
    - a. School Board Committees
- E. Informational Items
  - 1. Minnesota State High School League (MSHSL) Overview
  - 2. Grade Span Change
  - 3. District Update
    - a. Enrollment
- F. Truth in Taxation

Adjourned at 7:30 p.m.

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Donna Prewedo, Board Chair

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Carol Thornton, Board Clerk

**INDEPENDENT SCHOOL DISTRICT NO. 14  
FRIDLEY, MINNESOTA  
TREASURER'S REPORT  
MONTH ENDING 12/31/20**

<b>Fund</b>	<b>Balance 11/30/20</b>	<b>Receipts</b>	<b>Payroll Disbursements</b>	<b>A/P Disbursements</b>	<b>Journal Entry Transfers</b>	<b>Balance 12/31/20</b>
General (01)	\$ 31,271,518.28	\$ 14,641,087.10	\$ 1,255,627.10	\$ 11,878,079.68	\$ (466,799.38)	\$ 32,312,099.22
Food Service (02)	481,354.13	147,136.32	40,398.44	102,987.15	(21,443.98)	463,660.88
Transportation (03)	(30,979,522.68)	-	6,701.47	234,290.09	(2,629.23)	(31,223,143.47)
Comm. Service (04)	177,280.70	538,436.71	88,580.47	71,330.92	(29,639.38)	526,166.64
Operating Capital (05)	(103,498.70)	-	-	26,502.51	-	(130,001.21)
Construction (06)	829,228.01	-	-	-	-	829,228.01
Debt Service (07)	3,666,013.30	780,521.26	-	-	-	4,446,534.56
Performance Contract (16)	(3,679,239.60)	-	-	-	-	(3,679,239.60)
Custodial Fund for Student Activities (18)	-	-	-	-	-	-
Activity Fund (19)	144,754.30	968.82	-	2,798.94	-	142,924.18
Dental Self Insurance (20)	299,474.85	228.00	-	41,515.15	26,820.05	285,007.75
Medical Self Insurance (21)	5,708,987.08	2,411.28	-	402,030.36	493,691.92	5,803,059.92
OPEB Trust Fund (25)	1,652,490.91	911,390.78	-	3,012.72	-	2,560,868.97
OPEB Debt Service (47)	539,408.31	93,221.46	-	-	-	632,629.77
Student Activities Under Board Control (51)	81,413.42	3,461.30	-	2,027.29	-	82,847.43
<b>Total</b>	<b>\$ 10,532,532.57</b>	<b>\$ 17,118,863.03</b>	<b>\$ 1,391,307.48</b>	<b>\$ 12,764,574.81</b>	<b>\$ -</b>	<b>\$ 13,052,643.05</b>

<b>Bank</b>	<b>Balance Per Bank Statement</b>	<b>Outstanding Checks</b>	<b>Outstanding Deposits</b>	<b>Balance per Treasurer's Books</b>
MN Trust - OPEB	\$ 2,520,350.32	\$ -	\$ -	\$ 2,520,350.32
MN Trust - Operating	10,814,325.32	282,032.59	-	10,532,292.73
<b>Total</b>	<b>\$ 13,334,675.64</b>	<b>\$ 282,032.59</b>	<b>\$ -</b>	<b>\$13,052,643.05</b>

33

Difference \$ 0.00

**Schedule of Investments**

**As of 12/31/20**

<b>Investment</b>	<b>Broker</b>	<b>Type</b>	<b>Purchased</b>	<b>Maturity</b>	<b>Market Value</b>	<b>Par</b>	<b>Yield</b>
MN Trust Term Series	PMA - OPP	TS	12/28/20	01/25/21	10,000,000.00	1,000,536.99	0.07%
Bank of China Certificate of Deposit	PMA - OPP	CD	05/29/20	01/26/21	249,400.00	249,984.27	0.35%
Texas Capital Bank Certificate of Deposit	PMA - OPP	CD	05/29/20	01/26/21	249,400.00	249,977.09	0.35%
Customers Bank Certificate of Deposit	PMA - OPP	CD	05/29/20	01/26/21	249,500.00	249,915.17	0.25%
Brookline Bank Certificate of Deposit	PMA - OPP	CD	05/29/20	01/26/21	249,500.00	249,915.78	0.25%
Bank Rhode Island Certificate of Deposit	PMA - OPP	CD	05/29/20	01/26/21	249,500.00	249,915.78	0.25%
Avondale-B-REF-TXBL	PMA - OPEB	SEC	01/08/20	07/01/21	100,942.00	100,000.00	1.61%
Third Coast Bank, SSB Certificate of Deposit	PMA - OPEB	CD	11/16/20	11/16/21	249,700.00	249,952.13	0.10%
Western Alliance Bank/Torrey Pines Bank Certificate of Deposit	PMA - OPEB	CD	11/16/20	11/16/21	249,700.00	249,964.32	0.11%
Bank 7 Certificate of Deposit	PMA - OPEB	CD	11/16/20	11/16/21	249,700.00	249,952.20	0.10%
Servisfirst Bank Certificate of Deposit	PMA - OPEB	CD	11/16/20	11/16/21	249,700.00	249,949.70	0.10%
CIBC Bank USA/Private Bank - MI Certificate of Deposit	PMA - OPEB	CD	12/18/19	12/17/21	242,500.00	249,792.51	1.50%
Luana Savings Bank Certificate of Deposit	PMA - OPEB	CD	12/18/19	12/17/21	242,500.00	249,775.00	1.50%
Azle ISD REF-TXBL	PMA - OPEB	SEC	01/08/20	02/15/22	227,631.80	220,000.00	1.60%
Oklahoma City - TXBL	PMA - OPEB	SEC	01/07/20	03/01/24	220,576.00	200,000.00	1.70%
<b>Totals</b>					\$ 13,280,249.80	\$ 4,269,630.94	

## Personnel Changes 2020-21 School Year

### New Contracts and Amendments per Master Agreements (2020-2021)

First Name	Last Name	Assignment	Step/Lane/Salary	School
Ashley	Anderberg	Girls Basketball Assistant Coach	Schedule C	FHS
Eric	Anderson	Wrestling Head Coach	Schedule C	FHS
Lance	Bailey	Wrestling Assistant Coach	Schedule C	FHS
Haile	Blonigan	CE Classroom Assistant	\$15.01/hour	FCC
Rebecca	Blonigen	CE Classroom Assistant	\$15.01/hour	FCC
Carrie	Brandt	Paraeducator	\$14.99/hour	RLS
Robert	Carrigan	LTS Teacher	MA+10/11	FCC
Blake	Cook	Boys Basketball Assistant Coach	Schedule C	FHS
Elizabeth	Emmel	Girls Basketball Assistant Coach	Schedule C	FHS
Kahnnie	Gbor	Cheerleading Coach	Schedule C	FHS
Ryan	Gerhard	Wrestling Assistant Coach	Schedule C	FHS
Louis	Grosklags	Wrestling Assistant Coach	Schedule C	FHS
Joseph	Herder	One Act Play Director	Schedule C	FHS
Joseph	Herder	Speech Assistant Coach	Schedule C	FHS
Haley	Jacobsen	CE Catalog Class		FCC
Teresa	Karsten	Event Worker	Schedule C	FHS
Tom	Larson	One Act Play Director	Schedule C	FHS
Tom	Larson	Speech Head Coach	Schedule C	FHS
Harrison	Lucas	Girls Basketball Assistant Coach	Schedule C	FHS
Jason	Lucas	PT Building Sub Teacher	\$30.00/hour	RLS
Erica	Rauworth	Boys Swim/Dive Assistant Coach	Schedule C	FHS
Justin	Reese	Boys Basketball Assistant Coach	Schedule C	FHS
Andrew	Reiter	Girls Basketball Head Coach	Schedule C	FHS
Steve	Reiter	Girls Basketball Assistant Coach	Schedule C	FHS
Ahmed	Samadi	Boys Swim/Dive Assistant Coach	Schedule C	FHS
Jonathan	Schuh	Boys Basketball Assistant Coach	Schedule C	FHS
Jim	Stangler	Wrestling FMS Head Coach	Schedule C	FMS
Kyle	Syverson	Boys Swim/Dive Head Coach	Schedule C	FHS
Steve	Varichak	Wrestling Assistant Coach	Schedule C	FHS
Eric	Wright	Boys Basketball Assistant Coach	Schedule C	FHS

### Individual Contracts and Amendments (2020-2021)

First Name	Last Name	Assignment	Step/Lane/Salary	School
Benjamin	Davis	Asst Transportation Coordinator	Individual contract	FCC

### Resignations (2020-2021)

- Rebecca Blonigen resigned her classroom assistant position at Fridley Community Center, effective January 8, 2021.
- Jill Fite resigned her paraeducator position at Stevenson Elementary, effective January 6, 2021.
- Steven Powers resigned his building sub teacher position at Fridley Middle School, effective January 14, 2021.

**Leave Requests (2020-2021)**

- Tara Stefanson has requested a leave of absence from her psychologist position at Fridley High School effective March 26, 2021 through May 28, 2021.

**Retirements (2020-2021)**

- Frances Fetrow retired from her paraeducator position at Stevenson Elementary, effective January 14, 2021.

## Annual Compliance Overview

[Minnesota Statutes, section 124D.78](#) requires Minnesota districts, charters, and tribal schools with 10 or more American Indian students to have an American Indian Parent Advisory Committee (AIPAC). Specifically, the statute cites that school boards and American Indian schools must provide for the maximum involvement of parents and children enrolled in education programs, programs for elementary and secondary grades, special education programs, and support services.

To be compliant with this statutory requirement, districts, charters, and tribal schools are required to submit annual compliance documents to the Office of American Indian Education (OAIE) by March 1 of each year. Also known as the vote of concurrence or nonconcurrence, annual compliance is a valuable opportunity for American Indian Parent Advisory Committee members to meet and discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students.

### The Vote and Resolution

If the AIPAC finds that the district and/or school board have been meeting the needs of American Indian students, they issue a vote and resolution of concurrence. If they find that the district and/or school board have not been meeting the needs of American Indian students, they issue a vote and resolution of nonconcurrence. This vote is formally reflected on the annual compliance documents. Members of the AIPAC must present the vote and resolution to the school board.

If the vote is one of nonconcurrence, the AIPAC must provide written recommendations for improvement to the school board at the time of the presentation. The school board then has 60 days in which to respond in writing to the AIPAC recommendations. A copy of this written response must be provided to the OAIE.

### Completing and Submitting the Documents

***The following items are required when submitting annual compliance:***

- ✓ The annual compliance/vote of concurrence or nonconcurrence document
- ✓ The AIPAC resolution document
- ✓ The AIPAC roster and district employee sign-in sheet (available to download on the OAIE webpage)

***All items are fillable PDF forms. When completing, remember to:***

- Include the district or school name and identifying number.
- Place a check mark next to the applicable vote.
- Include all dates as indicated.
- Add all signatures as required. *\*Digital signatures are accepted.*
- Use the drop-down menu in the roster to select the appropriate committee member options.

***The District or School Does Not Have an AIPAC:***

Districts or schools that do not have an AIPAC are still required to complete this paperwork.

- Place a check mark next to “Does Not Have an AIPAC”.
- Obtain the signature of the superintendent or charter/tribal school director and the school board chair. The resolution page is not required.

***Submission Deadline:***

Email all three required items **by March 1** to: [mde.indian-education@state.mn.us](mailto:mde.indian-education@state.mn.us)

# Annual Compliance/Vote of Concurrence or Nonconcurrence

District, Charter, or Tribal School Name: \_\_\_\_\_

## The American Indian Parent Advisory Committee Vote

### \_\_\_\_\_ *The AIPAC Issued a Vote of Concurrence*

Date of Concurrent Vote: \_\_\_\_\_

Date the AIPAC presented to the school board: \_\_\_\_\_

### \_\_\_\_\_ *The AIPAC Issued a Vote of Nonconcurrence*

**A vote of nonconcurrence** requires the AIPAC to provide specific written recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth. The school board must provide this written response to both the AIPAC and to the Office of Indian Education.

Date of Nonconcurrent vote: \_\_\_\_\_

Date the AIPAC presented to the school board: \_\_\_\_\_

Date the written response from the school board is due: \_\_\_\_\_

### \_\_\_\_\_ *The District/School Does Not Have an AIPAC*

The district has not yet formed an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes, section 124D.78. By signing below, the district/school leadership commits to working with the Office of American Indian Education on committee formation.

## Required signatures

*\*Digital signatures are accepted*

\_\_\_\_\_  
*School Board Chairperson* *Date*

\_\_\_\_\_  
*Superintendent or Charter/Tribal School Director* *Date*

\_\_\_\_\_  
*AIPAC Chairperson* *Date*

## The American Indian Parent Advisory Committee Resolution

**WHEREAS**, the school board or district has an AIPAC composed of parents/guardians of American Indian children who are eligible for Indian education programs, American Indian language and culture teachers and paraprofessionals, American Indian teachers, American Indian counselors, American Indian adults enrolled in educational programming, and American Indian representatives from community;

**WHEREAS**, the school board or district affords the AIPAC the necessary information and the opportunity to effectively express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school(s) and program(s); and,

**WHEREAS**, the AIPAC is directly involved with and advises the school board and district staff on Indian Education program planning; and,

**WHEREAS**, the AIPAC develops and submits recommendations to the school board and district staff pertaining to the needs of American Indian students.

**THEREFORE BE IT RESOLVED**, that the AIPAC concurs that the school board and district are compliant with Minnesota Statutes, section 124D.78, and that the school board and district are meeting the needs of American Indian students.

\_\_\_\_\_ **We, the American Indian Parent Advisory Committee**, issue a **Vote of Concurrence**. We attest that the school board and/or district are compliant with Minnesota Statutes and that the school board and/or district are meeting the needs of American Indian students; **or**,

\_\_\_\_\_ **We, the American Indian Parent Advisory Committee**, issue a **Vote of Nonconcurrence**. We attest that the school board and/or district are not compliant with Minnesota Statutes and that the school board and/or district are not meeting the needs of American Indian students. We have provided written recommendations for improvements to the school board, and we acknowledge that the school board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.

---

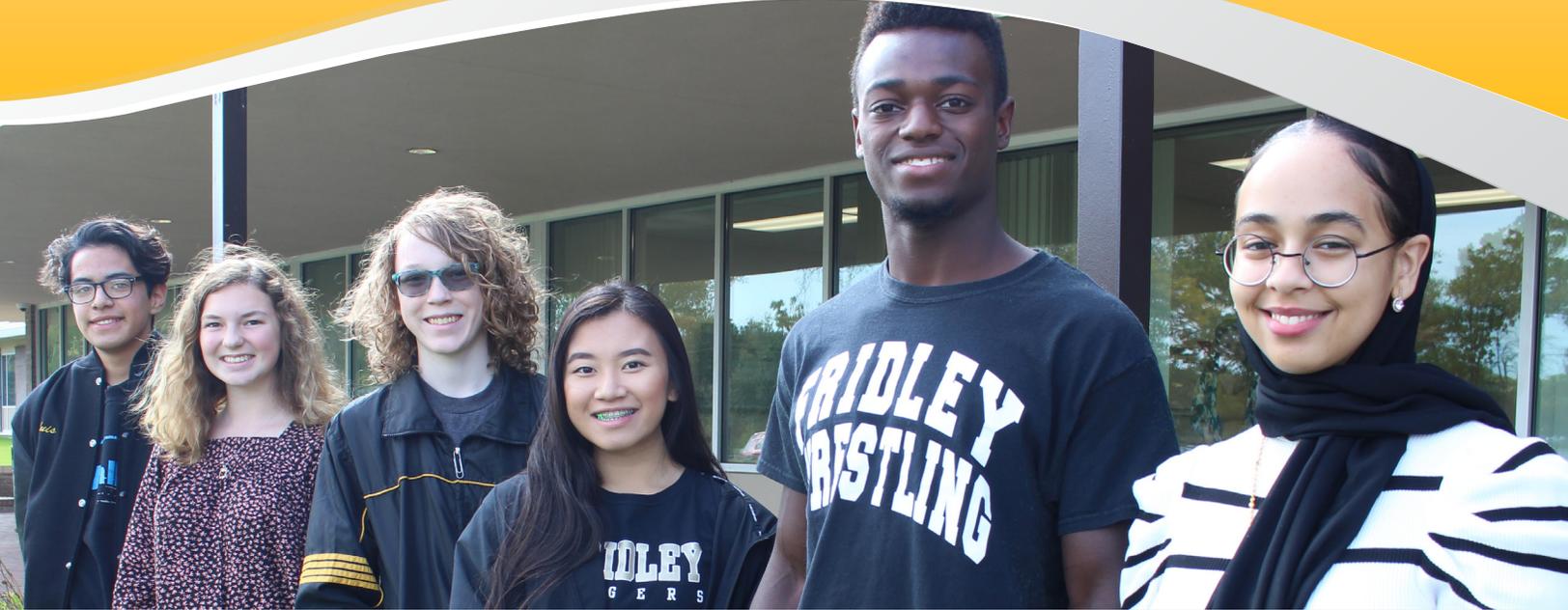
*AIPAC Chairperson Printed Name and Signature*

---

*Date*



**FRIDLEY**  
HIGH SCHOOL



# Registration & Course Guide



**2021-2022**

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An International Baccalaureate World School



## A MESSAGE FROM PRINCIPAL HAND



*Patty Hand, Principal*

Welcome to Fridley High School for the 2021-22 school year. Fridley High School is an IB World School. We are proud and committed to offer a comprehensive curriculum in a caring environment.

This guide is a catalog of courses and programs offered during the school year at Fridley High School. Please keep it as a reference throughout the year.

As you use this registration guide, you will be choosing from a large selection of courses appealing to a wide variety of interests. Electives provide the opportunity to explore special fields of interest. These courses also make it possible to pursue specialized preparation for advanced post-high school training or to enter the job market.

Carefully read the information in the next few pages and browse through the course offerings and programs then begin planning a course of study. Before registration, decide on a schedule of courses for the remaining year(s) in high school. Serious thought about an overall educational plan is essential. It is important that course selections for next year are made very carefully. We will tally all course selections and make critical decisions regarding staffing, room use, and dollar allocation.

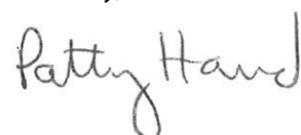
Once those decisions are made, it will be very difficult to change course selections.

Choose with your future in mind. Some points to consider:

- What kinds of interests do you have for post-college? Do some planning by calling people in the professions in which you have interests to ask them what kind of preparation they would recommend.
- Make yourself attractive to the colleges you are interested in attending. Make contact with an admissions person to see what they are looking for in candidates for their schools, particularly if you are interested in highly selective schools. Take the time to make this happen.
- Consider taking extra core academic courses. This is the last time in your educational career that you will have the opportunity to take free courses. In post-secondary levels, you have to pay to learn. Take that course in high school that might be interesting to you.

Good luck as you plan for the upcoming school year.

Sincerely,



Fridley High School Principal

*Fridley High School is an International Baccalaureate World School that serves students in grades 9-12. We offer the Middle Years Programme (MYP) to grades 9-10, the Diploma Programme (DP) to grades 11-12 and the Career-related Programme (CP) to grades 11-12.*

### ADMINISTRATION

**Dr. Kim Hiel**

*Fridley Public Schools Superintendent*

**Ms. Patty Hand**

*Fridley High School Principal*

**Mr. Kelly McConville**

*Fridley High School Assistant Principal*

**Mr. Dan Roff**

*Fridley Activities Director*

### STUDENT SUPPORT OFFICES

**Ms. Fatima Alnizami**

*Registrar—Guidance Office*

763-502-5612

**Mr. Jim Cummings**

*Dean of Students*

Last names starting with the letters A - F

763-502-5617

**Ms. Amy Engler**

*Dean of Students*

Last names starting with the letters G - M

763-502-5610

**Ms. Darian Winslow**

*Dean of Students*

Last names starting with the letters N-Z

763-502-5619

### IB COORDINATORS

**Ms. Kari Reiter**

763-502-5036

**Ms. Jessica Baker**

763-502-5062



**WELCOME TO FRIDLEY HIGH SCHOOL, AN INTERNATIONAL BACCALAUREATE WORLD SCHOOL!**

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

To accomplish this mission, we will:

- Provide a nurturing environment
- Create high expectations defined by learner outcomes
- Develop exemplary programs and continuously improve them
- Strive to meet students' needs
- Respect individual differences
- Develop an educational foundation for all students
- To be life-long learners
- To develop high skill levels
- To care for others
- To be adaptable
- To be prepared to thrive in a diverse, changing society

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# HOW TO USE THIS REGISTRATION GUIDE

## TERMINOLOGY AND DEFINITIONS

This Registration Catalog is designed to help you and your parents select your courses for next school year. We use registration data to build our master schedule and hire and assign teachers. The guide explains which courses you need for graduation and when you need to take them. It will also help you choose courses to meet your goals after high school, whether you want to get a particular kind of job, go to college, or enlist in military service.

### Prerequisite Course

Courses that students must pass before registering for another course or the next course in the sequence.

### Required Course

Courses that every student must pass in order to graduate from Fridley High School.

### Elective Course

A course students choose to take to fulfill the graduation requirements.

### International Baccalaureate Diploma Programme

International Baccalaureate (IB) Diploma Programme is a rigorous, internationally-recognized program for 11th and 12th grade students. Students may earn college credit based on their scores from IB assessments. The IB Diploma Programme is a two-year commitment at Fridley High School. Informational meetings are conducted several times throughout the year. Please contact Jessica Baker, DP Coordinator, at 763-502-5062 for more information.

### DP SL Course: Diploma Programme Standard Level:

A college level course requiring 150 hours of instruction (may be a one or two year course).

### DP HL Course: Diploma Programme Higher Level:

A college level course requiring 240 hours of instruction (is always a two year course).



## REGISTRATION INSTRUCTIONS

1. Please read carefully ALL instructions and explanations in the book. Make sure you understand the procedures before you begin.
2. Review requirements for graduation.
3. Read and understand the course descriptions and prerequisites.
4. Decide which courses you want to take based on your plans for after high school.
5. Discuss plans with your parents/guardians. Consult with teachers and your dean if you need help.
6. Use information you have about yourself such as test results, interest inventories, and past grades.
7. Check entrance requirements for colleges and other post-secondary programs before you select your school courses for future endeavors.

## CLASS CHANGE REQUESTS

Students are encouraged to plan programs carefully. Once the registration process is complete, class change requests are discouraged, and in some cases, not possible after the initial registration. Please refer to the student handbook for additional information.



# INTRODUCTION

## GRADUATION REQUIREMENTS & CRITERIA

District 14 students must complete credit requirements to receive a Fridley High School diploma. Students are on a 7-period semester schedule. Each class equals .5 credits. Credit requirements are listed in the chart below:

Please see your dean of Students with questions regarding testing and graduation requirements. Students must be credit ready to participate in the commencement ceremony.

## PLANNING COURSES

Students are encouraged to carefully select courses for the entire year and take advantage of the broad selection of offerings from all departments. It is strongly recommended that students wishing to take a large number of rigorous courses make an overall plan for their sophomore, junior and senior years. This will make scheduling these classes easier.

The scheduling office will keep each student's registration plan on file for the year. In the event there are conflicts, closed classes, or classes not offered due to inadequate enrollments, the alternate selections would be used to adjust the schedule. Be sure alternate selections are listed on the registration form in priority order. There will be limited opportunities for students to make adjustments in their schedule based on availability of seats.



## CREDITS REQUIRED

SUBJECT	Credits
Mathematics	3
Language & Literature	4
Individuals & Societies (Social Studies)	3.5
Sciences	3
Physical & Health Education	1.5
Arts (Performing & Visual)	1
Design (Business, FACS, Technology)	1
Language Acquisition (Chinese, German, Spanish, EL)	2
Total Required Credits	19
Elective Credits For Graduation	8
<b>Total Credits For Graduation</b>	<b>27</b>



## HOW IS THE IB MIDDLE YEARS PROGRAMME UNIQUE?

We encourage international-mindedness in IB students, starting with a foundation in their own language and culture. Students have the opportunity to learn to communicate in a second language.

We encourage a positive attitude to learning by challenging students to solve problems, show creativity and resourcefulness, and participate actively in their communities.

We reflect real life by providing a framework that allows students to see the connections among the subjects themselves, and between the subjects and real issues.

We support the development of communication skills to encourage inquiry, understanding, language acquisition, and to allow student reflection and expression.

Through the learner profile, we emphasize the development of the whole student—physically, intellectually, emotionally and ethically.

## APPROACHES TO LEARNING

Approaches to learning skills are sets of strategies and techniques that are used to achieve a specific purpose. In the MYP, students develop skills that have relevance across the curriculum and help them “learn how to learn”.

These skills are organized into the following categories:

- Communication
- Social
- Self-management
- Research
- Thinking

## PERSONAL PROJECT

During the final year of the program (Grade 10), all students complete a Personal Project, a significant piece of work that is the product of the student's own initiative and creativity. Students apply the skills acquired throughout the program. Students are expected to choose their project, which can take many forms, and take the process through to completion under the supervision of a staff member.

## SERVICE IN ACTION

The role of service in action in the MYP addresses the place and role of the student in communities—from the immediate family and school environment to the world at large. In the MYP, the qualities and motives of an act of service in action are considered more important than the act itself or the number of hours devoted to it. The idea of service in action is developed as an integral part of the program—present in the curriculum as well as in whole-school activities. Learning about one's role in the community starts with learning in the classroom based on the written curriculum, and leads to raising awareness that may lead to principled **ACTION**.



The IB Middle Years Programme, for students aged 11 to 16, provides a framework of concept-based learning and academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and to become critical and reflective thinkers. Students study subjects from each of the eight subject groups:

- Arts (Performing/Visual)
- Design (Business/FACS/Technology)
- Individuals & Societies
- Language Acquisition (Chinese/German/Spanish/EL)
- Language & Literature
- Mathematics
- Physical & Health Education
- Sciences



## International Baccalaureate Middle Years Programme Planning Worksheet

GRADE 9	
Language & Literature	English 9
Language Acquisition	Chinese 3 Spanish 3
Individuals & Societies	U.S. History
Sciences	Physics
Math	Math Foundations Non-Linear Algebra Geometry Algebra 2
Physical & Health Education	PE1
Design Elective	1 Course From List
Arts Elective	1 Course From List
Elective	1 Elective Course

GRADE 10	
Language & Literature	English 10
Language Acquisition	Chinese 4 Spanish 4
Individuals & Societies	U.S. History/ Geography
Sciences	Chemistry
Math	Geometry Non-Linear Algebra Algebra 2 DP Math Applications
Physical & Health Education	PE2
Design Elective	1 Course From List
Arts Elective	1 Course From List
Elective	1 Elective Course

## LET'S PLAN AHEAD!

All students and families should make **four year plans** with support from deans and Advisors during their 9th grade year to best prepare for their preferred 11th and 12th grade academic experience.

Plans can be reviewed and revised each year as requested. This worksheet serves as an outline for planning purposes. See a dean or IB Coordinator to plan an individual schedule to meet full DP candidacy requirements.



## IB DIPLOMA CANDIDATES

- The **IB Diploma** is recognized by colleges and universities around the world as a superior education, preparing students to succeed at post-secondary institutions and beyond. Successful full diploma candidates will receive an IB Diploma in addition to the Fridley High School Diploma.
- Students earning the IB diploma may receive up to one full year of college credit.
- Candidates choose one course from each subject group; may choose an additional subject from one group in place of the arts group.
- Take 3 HL courses and exams (no more than four)
- Take 3 SL courses and exams (2 if 4 HL courses are selected)
- Complete Core elements: Extended Essay, Theory of Knowledge, and CAS.



## EXTENDED ESSAY

A 4,000 word essay, supported by original research, on a subject of the student's choice. Students will develop skills for in-depth, independent research.

## THEORY OF KNOWLEDGE (2 semesters)

An interdisciplinary course that challenges students to question the basis of knowledge and to reflect critically on how they know what they believe to be the facts or the truth. This class will be taught over both years of the program, be linked to all other DP classes, and is predominantly discussion-based.

## CAS - CREATIVITY, ACTIVITY, SERVICE (Approximately 150 hours over two years)

The CAS component encourages students to share their energy and talents with others through experiential learning. CAS requires participation in outside of class activities and reflection on learning outcomes.



### Did You Know?

The DP focuses on rigorous academic study which readily prepares students for higher education. Students also have the opportunity to apply their knowledge and skills to community service, gaining valuable experience outside the academic world.

## IB COURSE STUDENTS

- Students may register for any number of IB Diploma Programme courses, up to the full diploma.
- Students may earn college credit for individual courses, depending on the university and exam score.
- The exam is part of the course; there is a required exam fee.
- Fridley High School recognizes students who have completed four or more DP Courses as "IB Scholars"

## IB DP AT FRIDLEY HIGH SCHOOL

3 Higher Level (HL) DP Courses & Exams  
(no more than 4)  
+  
3 Standard Level (SL) DP Courses & Exams  
(2 if 4 HL courses are selected)  
+  
Core:  
Extended Essay  
Theory of Knowledge Course (2 Semesters)  
Creativity, Activity, Service (150 Hours)

## IB CAREER-RELATED PROGRAMME

The IB Career-related Program (IBCP) is designed for students interested in pursuing a career-related education. It provides them with an excellent foundation to support their further studies, as well as ensure their preparedness for success in the workforce.

### THE CP ENABLES STUDENTS TO:

- Combine academic subjects with their personal and professional interests and skills.
- Engage in learning that makes a positive difference to their community.
- Think critically and creatively.
- Communicate clearly and effectively in a variety of situations.
- Effectively work independently and in collaboration with others.
- Consider new perspectives and other points of view.
- Develop self-confidence, self-awareness, resilience, flexibility, and agility of mind.
- Be internationally-minded and globally aware.
- Apply their knowledge to real-world scenarios and situations.

## THE IB CP FRAMEWORK IS BUILT AROUND THREE INTERCONNECTED ELEMENTS:

1. At least two Diploma Programme courses. These courses provide and enhance the academic rigor of the CP.
2. An IBCP core that includes a personal and professional skills course, service learning, language development and a reflective project.
3. An approved career-related study culminating with an industry standard certificate.



## REDUCING THE "ACADEMIC VERSUS VOCATIONAL" DIVIDE

Drawing on its experience and reputation in curriculum and assessment development through international collaboration, the IB can contribute positively to career-related studies by challenging the perception (still prevalent in many parts of the world) that career-related studies is of lesser status than academic studies.

The IBCP has been designed to remove the distinction that exists in many educational systems around the world between knowledge skills and practical skills and, in so doing, maximize the effectiveness of young people as they continue their education, enter the workforce and take their place in society.

## IB CP AT FRIDLEY HIGH SCHOOL

Career Pathway  
+  
2 IB Diploma Courses and exams  
+  
Core:  
Language Portfolio  
Service Learning  
Personal and Professional Skills  
Reflective Project

## FRIDLEY IB CP PATHWAYS:

Health Career Pathway	IT Career Pathway
EMR/EMT	A+ Software & Hardware Intro to Computer Programming

# GRADES 11-12 DP: Course Sequencing

## International Baccalaureate Diploma Programme Planning Chart

GRADE 11		GRADE 12	
Language & Literature	DP Lang & Lit SL or HL Year 1	Language & Literature	DP Lang & Lit SL or HL Year 2
Language Acquisition	DP Chinese SL Year 1 DP German SL Year 1 DP Spanish SL Year 1	Language Acquisition	DP Chinese SL Year 1 DP German SL Year 1 DP Spanish SL Year 1
Individuals & Societies	DP History HL Year 1 or DP Global Politics SL Year 1	Individuals & Societies	DP History HL Year 1 or DP Global Politics SL Year 1
Sciences	DP Biology HL Year 1	Sciences	DP Biology HL Year 1
Math	Algebra 2 or DP Math Applications & Interpretations or DP Math Analysis & Applications	Math	Algebra 2 or DP Math Applications & Interpretations or DP Math Analysis & Applications
Theory of Knowledge	TOK A	Theory of Knowledge	TOK B
Electives: Full Diploma Programme students must take total of 3 HL & 3 SL courses and exams. Choose elective to meet this requirement based on your schedule (SL courses are usually 2 semesters and HL are 4 semesters) Options include:	Music SL Business Management SL Physics SL Environmental Systems SL	Electives: Students must take total of 3 HL & 3 SL courses and exams. Choose elective to meet this requirement based on your schedule (SL courses are usually 2 semesters and HL are 4 semesters) Options include:	Music SL Business Management SL Physics SL Environmental Systems SL

# Minnesota Career Fields, Clusters & Pathways

Thinking ahead and preparing for careers is helpful as students are headed to the workplace or college. Some careers that are common today may not be needed tomorrow. All careers require flexibility, knowledge, and skills. The Minnesota Department of Education and Minnesota State Colleges and Universities have created The Minnesota Career Fields, Clusters & Pathways, which Fridley High School aligns with.

The Minnesota Career Fields, Clusters & Pathways chart, on the following page, graphically depicts the organizing framework of the foundation knowledge and skills, career fields, career clusters, and career pathways that Minnesota will use for developing programs of study.

## CAREER FIELDS

Career Fields, which are identified in the segmented ring around Foundation Knowledge and Skills, are the organizing structure for the 16 career clusters and 79 pathways. The fields represent the broadest aggregation of careers. Students are normally exposed to career field exploration in middle school and early high school. Career fields have been identified as:

- Agriculture, Food, & Natural Resources
- Arts, Communications, & Information Systems
- Engineering, Manufacturing, & Technology
- Health Science Technology
- Human Services
- Business, Management, & Administration



## CAREER CLUSTERS

Career Clusters, which are identified in the bold, colored bullets (■), represent a grouping of occupations and broad industries into a national classification of 16 clusters that are based upon common knowledge and skills. Career clusters include hundreds of occupations that may be grouped into pathways around which educational programs of study can be built.

## CAREER PATHWAYS

Career Pathways, which are identified by the symbol (>) under each cluster heading, represent an organization of related occupational areas within a specific career cluster. Each of these pathways has identified knowledge and skills validated by industry from which programs and programs of study are developed.



# Minnesota Career Fields, Clusters & Pathways



## Business, Management & Administration

Students focus on the interplay of people, systems, and cultures. Electives provide opportunities to explore the relationships between business, politics, and history, with an emphasis on world languages and cultures.

Career Cluster Pathway	Foundational Courses	Enhancement Courses
Business Management & Administration	Accounting A, B Personal Finance Managing Your Own Business Microsoft Word Computer Applications	DP Business Management DP History DP Global Politics Personal and Professional Skills DP Chinese DP German DP Spanish
Marketing, Sales & Services	Marketing Managing Your Own Business Microsoft Word Personal Finance	
Hospitality & Tourism	Foods 1, 2 Chinese - all levels German - all levels Spanish - all levels	

Possible Careers: Accountant, Actuary, Advertising, Ambassador, Anthropologist, Archaeologist, Art Historian, Auditor, Business Executive, Counselor, Customer Representative, Diplomat, Director of Tourism, E-Commerce, Entrepreneur, Financial Advisor/Analyst, Foreign Correspondent, Foreign Service officer, Historian, Hospitality and Tourism Industry, Human resources, Immigration officer, International Business, Interpreter, Journalist, Judge, Law Enforcement, Lawyer, Manager, Marketing, Marketing Research Analyst

## Engineering, Manufacturing & Technology

Students focus on investigation and application of sciences, technology, engineering and math. Electives provide real-world, hands-on opportunities to explore elements of engineering, environmental, and research Sciences.

Career Cluster Pathway	Foundational Courses	Enhancement Courses
Architecture & Manufacturing	Computer Aided Drafting and Design Woodworking Technology Home Repair	DP Physics DP Business DP Math Studies DP Mathematics DP Biology DP Environmental Systems Personal and Professional Skills
Science, Technology, Engineering & Math	Biology Chemistry Cosmos and Climate Physics	

Possible Careers: Actuary, Analytical Chemist, Assembler, Automotive Technician, Biomedical Engineer, Boilermaker, Chemical Engineer, Civil Engineer/Technician, Design Engineer, Environmental Engineer, Environmental Research Scientist, Foundry Worker, Freight, Industrial Machinery Mechanic, Inspector, Lab Technician, Logistician, Manufacturing Technician, Naturalist, Pattern and Model Maker, Physicist, Production Manager, Quality Control Technician, Researcher, Safety Engineer, Stock and Material Mover, Tool and Die Maker, Wildlife Biologist

# Health Science Technology

Students focus on understanding and serving people through medicine and sciences. Electives provide opportunities to explore the biomedical field, health careers, leadership and the social/psychological needs and development of people.

Career Cluster Pathway	Foundational Courses	Enhancement Courses
Support Services	Emergency Medical Responder (EMR) Emergency Medical Technician (EMT)	DP Biology Theory of Knowledge Personal and Professional Skills EMR/EMT
Biotechnology Research and Development	Biology Anatomy & Physiology Forensics Chemistry	

Possible Careers: Physician, Medical or public health researcher, Medical lab technician, Surgeon, Nurse, Dentist, Physician's or medical assistant, dental assistant. Transcriptionist, physical therapist, health unit coordinator, Nutritionist or dietician, hospital administrator, scientist, Dental Hygienist, Doctor, EMT/Paramedic Lab Technician, Geneticist, Home Health Aide, Licensed Practical Nurse, Medical Laboratory Technician, Nutritionist, Occupational Therapist, Pharmacist, Pharmacy Assistant, Physical Therapist



# Human Services

Career Cluster Pathway	Foundational Courses	Enhancement Courses
Government and Public Administration	DP History HL DP Global Politics Basic Law World Religions Sociology	DP History of the Americas DP Global Politics Personal and Professional Skills Theory of Knowledge DP Chinese DP German DP Spanish EMR/EMT
Human Services	Psychology Child Development Basic Law Leadership Abnormal Psychology Sociology Strength Training and Conditioning	

Possible Careers: Administrator, Art Therapist, Athletic Trainer, Biochemist, Bioengineer, Child Care Provider, Clinical Psychologist, Community Service Director, Corrections Officer, Day-Care Facility Director, Psychologist, Radiologic Technician, Registered Nurse, School Counselor, School Psychologist, Social Worker

# Arts, Communications & Information Systems

Students focus on the interplay of people, systems, and cultures. Electives provide opportunities to explore the relationships between business, politics, and history, with an emphasis on world languages and cultures.

Career Cluster Pathway	Foundational Courses	Enhancement Courses
Performing Arts	Varsity Band Concert Band Concert Choir/Bel Canto Jazz Ensemble Dance Music Production	DP Language & Literature Theory of Knowledge Personal and Professional Skills DP Music
Printing Technology	Yearbook Beginning Adobe Illustrator Graphic Arts Advanced Graphic Arts Photography 1 & 2	
Audio/Video Technology and Film	Media Arts: Animation Media Arts: Video Production Web Page Design & Animation	
Visual Arts	Foundation Art 2 D Foundation Art 3D Ceramics Design and Illustration Media Arts Animation-Video Prod Drawing & Painting Photography 1, 2 Beginning Adobe Illustrator Graphic Arts	
Information Technology	Computer Programming (A+) Introduction to Computer Science	

Possible Careers: Actor, Advertiser, Art Dealer, Art Historian, Art Teacher, Cartoonist, Cinematographer, Composer, Computer Engineer/Programmer, Costume Designer, Director, Editor, Exhibit Designer, Film Animation Artist, Film Editor, Framer, Fame Designer, Graphic Designer, Interior Designer, Illustrator, Instrument Repair, Jewelry Designer, Journalist, Lighting Designer, Music Teacher, Music therapist, Musician, Network Specialist, Painter Publisher, Producer, Radio & TV Announcer, Reporter, Sculptor, Set Designer, Software Engineer & Developer, Sound Engineer, Technical Support Specialist, TV Station Manager, Web Designer, Writer



# Program Options

## AVID

### What is AVID?

AVID stands for Advancement Via Individual Determination. It is an academic support program that prepares students for college eligibility and success. The program targets academically average students and places them in advanced courses, while supporting them in the AVID elective course.

### Mission of AVID

To close the achievement gap by preparing all students for college readiness and success in a global societies.

### The AVID Student

In order to be eligible for AVID students must apply and interview for the program. The typical AVID student will have average to high test scores, a 2.0-3.5 GPA and college potential with support, and desire and determination. They also must meet at least one of the following criteria:

- First to attend college
- Historically underserved in 4-year colleges
- Low income
- Special circumstances (ELL, foster care, single parent family, etc.)

### Course Overview:

AVID is a 2 semester sequence course each year. Prerequisite: Application and interview.

### Course Philosophy

AVID is an elective course that prepares students for entrance into four-year colleges. It is based on rigorous standards developed by middle and high school teachers and college professors. It is driven by analytical writing, inquiry, collaboration, organization and critical reading (WICOR), and in addition, it focuses on study skills, test taking skills, note taking, research, organization, critical thinking, goal setting, choosing a college, and preparing for college entrance exams.



## Articulated Courses



Articulated courses allow students the opportunity to earn technical or community college credit(s) while staying in the high school setting. Fridley High School offers articulated agreements in the following courses:

- A+ Programming-Hardware
- A+ Programming-Software
- Accounting A
- Accounting B
- Beginning Adobe Illustrator
- Computer Applications
- Computer Aided Drafting & Design
- EMR/EMT
- Graphic Arts Advanced
- Introduction to Computer Science
- Entrepreneurship
- Marketing
- Microsoft Word
- Home Repair

Contact a dean or your Career and Technical Education Instructor for more information about articulated courses.



### Articulated Math Course Offered through Anoka-Ramsey Community College

Through an agreement with Anoka-Ramsey Community College, students can take an early college math course, *Statistics*, at Fridley High School during the regular school day from a credentialed District teacher who has partnered with an Anoka-Ramsey Community College faculty mentor. To earn college credit in this dual enrollment course, students must earn a least a C average on the ARCC grading scale and demonstrate proficiency in all essential outcomes.

# Program Options

## Post Secondary Enrollment Option (PSEO)

The Post-Secondary Enrollment Options Act was passed by the Minnesota Legislature in 1985. Its purpose was to promote rigorous academic pursuits and to provide a wider variety of options to high school students by enabling them to enroll full-time or part-time in eligible post-secondary courses not offered at local high schools. Through PSEO high school students receive both high school and college/university credit for courses that are completed.

The student and his/her parent(s), if the student is under age 18, determine whether the student will apply for enrollment in a post-secondary program under this Act. This decision should be discussed with the high school dean and appropriate post-secondary school staff to assure that the courses or programs of interest will aid the student in meeting his or her education goals and diploma. (See the dean to fill out appropriate paperwork and application materials) To increase the likelihood of student success, Minnesota State Colleges and Universities (MNS-CU) has set the following standard to admission to PSEO (website) <https://www.minnstate.edu/admissions/pseo>

### Specifically this act provides:

- 11th and 12th grade students may apply to, and if accepted, attend a Minnesota public post-secondary institution or a participating private, four-year, liberal arts degree-granting college or university located in Minnesota.
- Sophomores may enroll in a career or technical education course at a MnSCU college or university if they have attained a passing score or met the 8th grade standard on the 8th grade Minnesota Comprehensive Assessment in reading and meet other course prerequisites or course enrollment standards established by the college. These standards include but are not limited to assessment test scores, program admission or other requirements. If a sophomore receives a grade of C or better in the course, the student shall be allowed to take additional career or technical education courses in subsequent terms. A student who first enrolls under this provision while in 10th grade and wishes to enroll in general education courses as an 11th or 12th grade student must take the system Assessment for Course Placement and achieve the required scores prior to enrollment. Campuses may require eligible 10th grade PSEO students who wish to enroll in a career and technical course to meet with a college counselor or advisor. Colleges and universities may admit students based on other documentation of ability to perform college-level work.
- A school district shall grant credit to a pupil who successfully completes and passes a post-secondary

course or program. Students are not permitted to take courses that are not considered to be college level; this includes developmental and remedial courses.

- Post-secondary credits received shall count toward the graduation credits required by the home school district. The credits and GPA will be placed on your high school transcript and the grade will be calculated into the student's cumulative GPA. The university or college shall also grant credit upon successful course completion.
- Tuition, books, fees or any other necessary costs for the courses may not be assessed to the pupil. These are paid by the state through the school district.
- The institution determines student eligibility. The student is responsible for getting his/her college transcript to his/her high school counselor at the end of each semester.

### PSEO students have unique responsibilities that other high school students may not have.

- **Student's Schedule:** Students need to work closely with college reps and his/her high school dean to develop their schedule for the year.
- **Semester Dates:** The start/ending date of high school classes and college classes may not coincide and classes may overlap. Students must complete work for the classes at the high school and college. It is the student's responsibility to meet with his/her dean to determine a plan for completing high school credits.
- **MSHSL Eligibility:** The Minnesota State High School League rules allow a student to participate in extracurricular activities or athletics covered by the League at either the high school or the post-secondary institution, but not both.
- **NCAA Eligibility:** Students are responsible for insuring their NCAA eligibility when taking PSEO classes. The student is responsible for obtaining and submitting any requested information about college classes to the NCAA Clearinghouse. Failure to do so could result in the loss of college eligibility. Website: [www.naaclearinghouse.org](http://www.naaclearinghouse.org)
- Be aware that not all out-of-state colleges accept PSEO credits as college level credits.

Admission criteria for PSEO is unique to the institution. It is important to review the criteria before making application. Consideration is given to students based on GPA, Scores on ACT, SAT, rigorous coursework on high school transcript. Typically a student must be in the top 50% for seniors and top 33% for juniors.

# Preparing for Post High School Education



Employers are demanding more and more specialization and in some areas, taking the proper sequence of courses can obtain the necessary skills for certain occupations. Students should plan their courses of study carefully with their parents, teachers, and dean.

## College / Post-Secondary Education

Each post-secondary school sets standards of preparation that they believe will provide the background necessary for students to succeed at their college. In addition to academic preparation and background, there may be other factors considered in a college admissions decision, such as participation in activities, leadership potential, and work experience. This is particularly true at more selective schools. All students are strongly advised to research specific requirements for admission to their school(s) of choice and meet with a dean to assist you.

## Community Colleges

Community colleges follow an open enrollment policy. Some programs do have specific entrance requirements and/or skill assessments that should be checked carefully by the student before completing an application. Community college programs are typically completed in two years. The student may earn an Associates Degree in the program areas of liberal arts or sciences. Students, with or without an Associates Degree, may also transfer to a 4-year college to continue their education. Most credits earned in a community college program will transfer to 4-year colleges and universities. Students should contact the college for more information.

## Technical Colleges

There are many public vocational-technical schools throughout the region that offer more than 300 different types of training for students who are high school graduates. Technical colleges follow an open enrollment policy. Some programs do have specific entrance requirements. Technical programs are typically completed in two years or less and are geared toward hands-on learning. Some credits may transfer to 4-year colleges. Technical training programs include licensed practical nursing, auto mechanics, plumbing, baking, optical technology, machinist, secretarial training, commercial art, and a variety of other options. Students should contact the college for more information.

## Private Technical Schools

Students thinking about attending private vocational schools such as Dunwoody Institute, Northwest Technical Institute or Brown College, should carefully study the entry requirements. Specific industrial arts courses, and usually math courses, are recommended or required for enrollment in many programs offered.

## Specialized Training Programs

Other vocational schools, such as business schools and cosmetology schools, generally require a high school diploma for admission. Students should check closely with a dean before signing up for private trade schools.

# Preparing for Post High School Education

## 4-Year Colleges and Universities

Minnesota's four-year state universities offer courses and programs leading to bachelors, masters and advanced degrees. Admission requirements to 4-year colleges vary greatly from school to school and depend on the student's chosen course of study. Criteria considered include rigor of coursework, class rank, college entrance exam scores (ACT or SAT), and GPA. The following high school preparation requirements are a general guide of courses needed for admission to most colleges/universities. These courses are generally taken in grades 9-12. Students should see a dean for additional information about specific schools.

### University of Minnesota System (Twin Cities, Duluth, Morris)



- 4 years/credits of English
- 4 years/credits of Math (to include algebra, geometry, advanced algebra)
- 3 years/credits of Sciences (to include biology, physical sciences, and 1 year of significant laboratory experience)
- 3 years/credits of Social Studies (to include US History and World Studies)
- 2 years/credits of World Languages
- 1 year/credit of Fine or Performing Arts

### University of Wisconsin System



- 4 years/credits of English
- 3 years/credits of Math (to include algebra, geometry, advanced algebra)
- 3 years/credits of Sciences (to include biology, physical Sciences, and 1 year with significant laboratory experience)
- 3 years/credits of Social Studies
- 4 years/credits of Electives in preceding core area or world language
- Madison and Eau Claire specifically require two years of a continuing world language



### Minnesota State Colleges and Universities (Bemidji, Mankato, Metro, Moorhead, Winona, St. Cloud, Southwest)



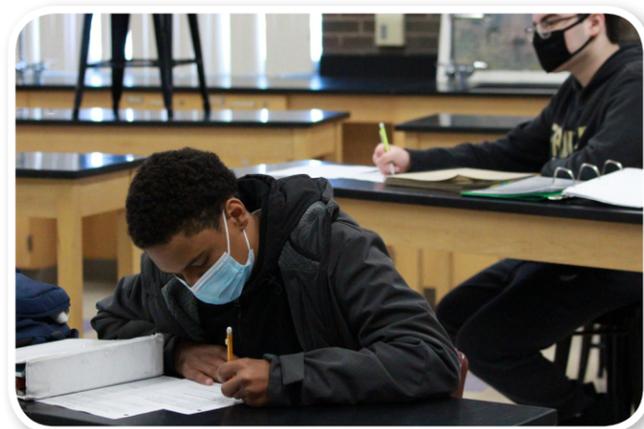
- 4 years/credits of English
- 3 years/credits of Math (to include algebra, geometry, advanced algebra)
- 3 years/credits of Sciences (to include biology, physical Sciences, and 1 year with significant laboratory experience)
- 3 years/credits of Social Studies (to include US History and World Studies)
- 2 years/credits of World Languages
- 1 year/credit of Fine or Performing Arts
- University of Wisconsin System
- 4 years/credits of English
- 3 years/credits of Math (to include algebra, geometry, advanced algebra)
- 3 years/credits of Sciences (to include biology, physical Sciences, and 1 year with significant laboratory experience)
- 3 years/credits of Social Studies
- 4 years/credits of Electives in preceding core area or world language
- Madison and Eau Claire specifically require two years of a continuing world language

# Academic Testing

In addition to the general entrance requirements, most colleges and universities require that the student take one or more national standardized tests. The information concerning these tests is available at the high school, but all testing and scoring are carried out by the accredited testing agency. The ACT is required for graduation, but the others are optional. It is the student's individual responsibility to sign up for those tests in which he/she is interested. Fees are designated by test agencies and are subject to change. The following tests are available to students:

## PreACT (Preliminary American College Testing Assessment)

PreACT simulates the ACT testing experience within a shorter test window on all four ACT test subjects: English, math, reading and science. Results predict future success on the ACT test, and provide both current achievement and projected future ACT test scores on the familiar 1-36 ACT score scale. This test is offered to at school in April of the sophomore year.



## PSAT (Preliminary Scholastic Aptitude Test)

The PSAT is the way to qualify for national scholarships through the National Merit Scholarship Corporation (NMSC). The NMSC advises juniors who are in the top 1/3 of their class and who have taken advanced English and math courses are eligible for scholarship consideration if they do well on the PSAT. This multiple choice test measures verbal comprehension, mathematical reasoning, and writing abilities important for academic performance in college. Students may participate in the Student Search Service to receive information from colleges or other post-secondary institutions. The test is offered at school in October of the junior year.



## ACT (American College Testing Assessment)

The ACT is generally taken in the spring of the junior year or early in the senior year. This test measures skills in four major areas: English, Mathematics, Reading, and Sciences Reasoning. There is also a writing component. These areas are tested because they include the major areas of instruction in most college programs. Website: [www.ACTstudent.org](http://www.ACTstudent.org)

## SAT (Scholastic Aptitude Test)

The SAT is generally taken the spring of the junior year or early in the senior year. The SAT is a multiple-choice test made of verbal, math, and writing sections. This test is usually required by schools located on the East and the West coasts of the US. Website [www.collegeboard.com](http://www.collegeboard.com)

## SAT Subject Tests

These subject tests are one-hour, multiple-choice tests in specific subjects. There are fourteen subject areas that measure a student's knowledge of particular subjects and his/her ability to apply that knowledge. Some schools require the Subject Tests as well as the SAT. See the guide, "Taking the SAT II Subject Tests" at [www.collegeboard.com](http://www.collegeboard.com).

## Accuplacer

The Accuplacer is a group of tests that determine your knowledge in math, reading, and English. All two year public colleges in Minnesota require students to take the Accuplacer. Each school will give students information upon acceptance into the institution.

# NCAA

## Your Responsibility as a Prospective Student Athlete:

It is the student's responsibility to make sure the NCAA Clearinghouse has the documents it needs for certification. These documents are:

- Completed and signed Student Release Form and fee.
- Official transcript mailed directly from every high school attended.
- ACT or SAT scores.
- **Graduate from high school** and have successfully completed 16 core courses (as listed below) and have a core-course-grade-point average (based on a 4.00 scale) and combined score on the SAT or a composite score on the ACT based on the new core GPA/test score index
- **Complete 16 Core Courses:**
  - English – 4 Years (4.0 credits)
  - Math – 3 Years (3.0 credits) (4 credits at U of M beginning 2015)
  - Natural/Physical Sciences – 2 Years (1 year of lab if offered by the high school)
  - Social Sciences – 2 Years (2.0 credits)
  - Additional Coursework:
    - » 1 Year (1.0 credit) of additional English, mathematics, or natural/physical Sciences
    - » 4 Years (4.0 credits) from any area above, world language, non-doctrinal religion/philosophy, or computer sciences

## Apply for certification

Students should apply for certification before graduation (junior or senior year) if they are sure they wish to participate in athletics as a freshman at the college to which they will be admitted. The Clearinghouse will issue a preliminary certification report when all materials have been submitted. After graduation, if eligibility information is requested by a member institution, the Clearinghouse will review your final transcript to make a final certification decision according to NCAA standards.

Information and application process can be found at: [ncaaclearinghouse.org](http://ncaaclearinghouse.org).

Please see a dean for assistance in completing your NCAA application.

## Consider College Characteristics

Knowing entrance standards of a college will give you some idea of how likely you are to be accepted

Admission Standard	Typical Composite ACT Score
Open	17-20
Liberal	19-21
Traditional	20-24
Selective	25-27
Highly Selective	30 or higher



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# Career Planning

**The career that matches your skills, interests, and personality best, may be the career for you.**

The sites below are a sampling of places providing career-related information, from career planning to researching post-secondary schools. A separate Financial Aid/Scholarship list is available, although several of these sites provide financial aid information also. This list is also available from your dean.



MN Career Information System  
[www.mncis.intocareers.org](http://www.mncis.intocareers.org)

Financial Aid Page  
[www.finaid.org](http://www.finaid.org)

Nat'l. Collegiate Athletic Association (NCAA)  
[www.ncaa.org](http://www.ncaa.org)

Minnesota State CAREERwise Education  
<https://careerwise.minnstate.edu>

Free Application for Student Aid [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

Navigate (resources for undocumented students)  
[www.navigate.mn.org](http://www.navigate.mn.org)

American College Testing  
[www.actstudent.org](http://www.actstudent.org)

Free Practice for Standardized Tests  
[www.studyguidezone.com](http://www.studyguidezone.com)

Peterson's Education & Career Center  
[www.petersons.com](http://www.petersons.com)

College Board Online (SAT information)  
[www.collegeboard.com](http://www.collegeboard.com)

Minnesota State Colleges & Universities  
[www.minnstate.edu](http://www.minnstate.edu)

Princeton Review  
[www.princetonreview.com](http://www.princetonreview.com)

College Quest  
[www.collegequest.com](http://www.collegequest.com)

Minnesota Private Colleges  
[www.mnprivatecolleges.org](http://www.mnprivatecolleges.org)

Selective Service Site  
[www.sss.gov](http://www.sss.gov)

Construction Careers (English & Spanish)  
[www.constructioncareers.org](http://www.constructioncareers.org)

MN Office of Higher Education  
[www.ohe.state.mn.us](http://www.ohe.state.mn.us)

U.S. Department of Education  
[www.ed.gov](http://www.ed.gov)

Fast Web (scholarship search)  
[www.fastweb.com](http://www.fastweb.com)

Know How to Go - Prepare for College  
[knowhow2go.acenet.edu](http://knowhow2go.acenet.edu)

University of Minnesota System  
[www.umn.edu](http://www.umn.edu)

Accuplacer Testing Information  
<https://accuplacer.collegeboard.org>

College Admission Testing Information  
<https://careerwise.minnstate.edu/education/admissions.html>

University of Wisconsin System  
[www.uwhelp.wisconsin.edu](http://www.uwhelp.wisconsin.edu)

# College & Career Planning Timeline

## GRADE 9

- Develop a four year high school/post high school plan.
- Start to understand basic college admission requirements or career plan.
- Meet your dean to begin establishing a relationship.
- Grades are posted to an official transcript beginning in 9th grade. These will be used for college admission criteria.

## GRADE 10

### Fall

- Review your post high school plan.

### Winter

- Review grades with your dean and advisor.
- Review / update plans for high school and after, meet with your dean, and register for junior year.

### Spring

- Take the PreACT Test.

## GRADE 11

### Fall

- Consider taking the PSAT. This test is used for qualifying students for National Merit Scholarships.
- Attend a College Fair to learn about colleges and universities.
- Begin creating a list of colleges or training, gather additional information, and visit colleges of interest.

### Winter

- Discuss PSAT results with the dean and advisor.
- Review / update a for high school and after, meet with your dean, and register for senior year.
- Narrow college and training choices and find out if the colleges or programs require the SAT, ACT, or SAT Subject Tests.
- Register to take the ACT and/or SAT in the spring.

### Spring

- Take the ACT, SAT or SAT Subject Tests.
- Collect college application information for the fall.
- Visit colleges/universities in the spring and summer.

## GRADE 12

### Fall

- Take a full load of courses.
- Take the SAT or ACT again if not satisfied with spring scores.
- Meet with your dean to complete the college admission process.

### Winter

- Attend financial aid night with parent(s) / guardian(s).
- Complete the Free Application for Federal Student Aid (FAFSA), and, if necessary PROFILE as part of the application process. Obtain forms from the dean. Previous year income taxes must be completed.
- Research and apply for scholarships and financial aid in January.

### Spring

- Watch for acceptance notifications from colleges / universities.
- Watch for financial aid notification awards / information.
- Make a decision about what college / university to attend and notify schools of intent by timelines designated.

## FAQs

All questions can be answered by a dean.

### How do I sign up for Diploma Programme courses?

Talk to a dean of students, as well as the DP Coordinator when choosing your DP courses. There is also an informational night for parents and students that will explain the Diploma Programme and what to expect when taking DP courses. As with any course, please make informed choices about classes and don't hesitate to ask questions during the selection process.

### Are there classes I should take if I am going to a four-year college?

Check requirements of the school by going to the college's website, or meet with the dean. In order to prepare academically for college course work, a student should take the most rigorous classes available appropriate to his/her skill level (see page 17 for more information).

### How do I make up credit if I fail a course?

Schedule an appointment with a dean of students to determine which courses need to be made up. The dean will be able to help fill out the required forms for a class and schedule an appointment at the ALC if necessary. Please contact the ALC for more information about days and times to make up courses.

**Services:** The Fridley School District provides educational programming to students with disabilities from birth to age 21. State and federal law define categories of disabilities as follows:

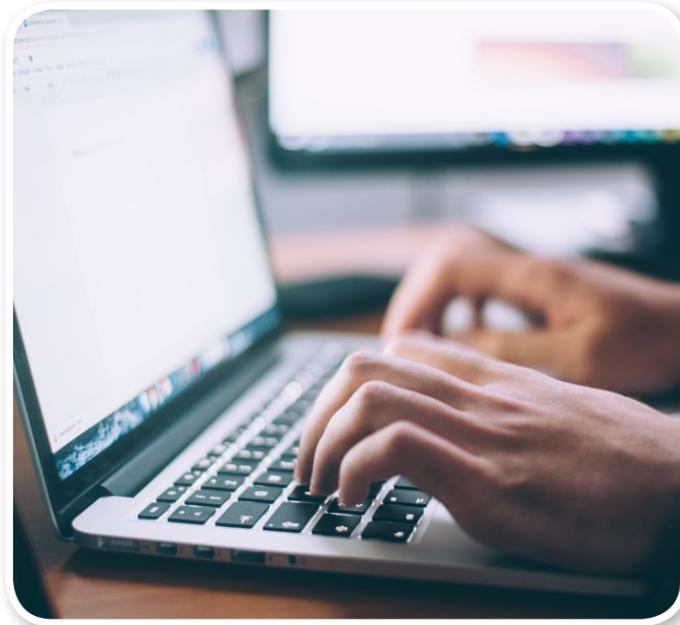
- |                                   |                                    |                            |
|-----------------------------------|------------------------------------|----------------------------|
| Autism Spectrum Disorders         | Specific Learning Disability       | Severely Multiply Impaired |
| Physically Impaired               | Developmental Cognitive Disability | Other Health Disability    |
| Blind/Visually Impaired           | Deaf/Hard of Hearing               | Traumatic Brain Impairment |
| Emotional or Behavioral Disorders | Speech or Language Impaired        |                            |

**INDIVIDUAL EDUCATION PLAN (IEP):**

The IEP team shall identify needed accommodations to facilitate student participation in mainstream curriculum requirements. Students with significant disabilities for whom the IEP team determines the regular curriculum is not appropriate will have modified or alternative curriculum. All students will participate in district and state-wide assessments for graduation. However, the IEP team determines which assessments are appropriate including if the student will participate in an alternate assessment designed by the state. Students on an IEP will be provided reasonable accommodations to participate in these assessments and the IEP team will set targets to measure student's progress toward graduation. A multi-disciplinary team that includes the parent(s) or guardian(s) of the student will develop an IEP inclusive of transition planning. The IEP will define each student's educational program and graduation requirements. The IEP will be reviewed and revised on a scheduled basis. The amount and type of support will be based upon the student's educational needs as defined by the IEP team.

**SECTION 504 ACCOMMODATION:**

Students who demonstrate a substantial limitation in a major life function, such as talking, learning or socialization are eligible for an Accommodation Plan. Parents are invited to participate in identification and development of the plan for their child. The plan will describe accommodations which the team has determined to be necessary to allow the student to access instruction. Students who are placed on an Accommodation Plan will participate in state and local assessments. The Accommodation Plan must identify accommodations necessary for the student's participation in the state and district wide assessment.



**ENGLISH LEARNERS (EL)**

The EL (English Learner) program offers courses to students whose primary language is not English and meet district/state EL program entrance requirements. Courses are designed to support academic language development of ELs at all levels in all four domains: reading, writing, speaking and listening. All EL courses are aligned to WIDA standards.

Arts: Visual & Music

Students are required to take 1 credit (2 courses) of arts to fulfill graduation requirements. Students may take courses from visual arts or music area to fulfill this requirement.

Study in the arts develops a set of skills that are vital to success in the 21st Century. These skills, including critical thinking, problem solving, creativity, innovation, communication, and collaboration, are key to tackling the intellectual and professional challenges that students will face throughout life.

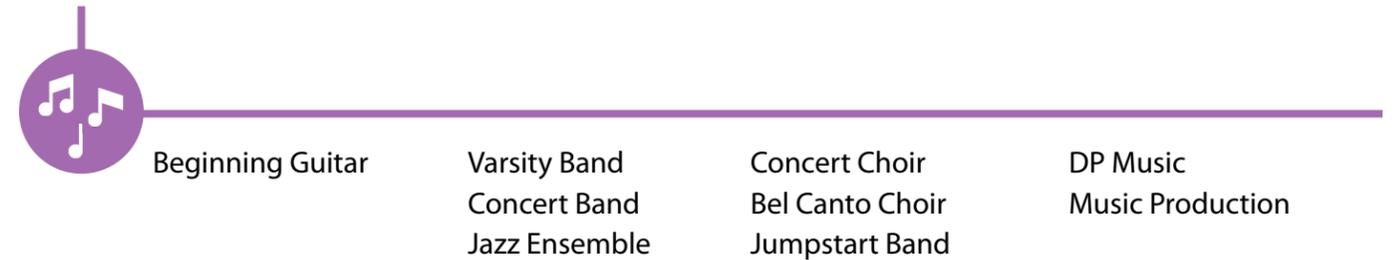
Study in the arts also develops social skills like empathy and cross-cultural understanding that are necessary for engaged citizenship in an increasingly pluralistic Societies and global community. According to celebrated author Daniel Pink, "We urgently need people to think like artists. This is especially important in the work place... Creativity, design and the arts will be the way to prosper and succeed in the new economy."



Visual Arts



Music Arts



## FOUNDATION ART 2D: 0656

Credit: .5 One Semester  
Open To: Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

**Course Description:** This course is designed to challenge students as they develop critical thinking skills by exploring a variety of techniques in two-dimensional art. The development of original ideas and communicating those ideas visually will be emphasized. This course is a hands on introduction to drawing, painting and printmaking. Students will develop skills in understanding and appreciating art, art history, aesthetics, art criticism, and studio art techniques. Students focus on the elements of art and the principles of design in idea development. The basic goal is to expand the students' art experience through studio art techniques while recognizing the value of art history. Effort and participation are emphasized to foster a positive life-long appreciation for the visual arts. Arts related career exploration will be investigated as we strengthen basic skills needed for many of these careers such as: illustration, design (interior, fashion, product, industrial, and graphic) and architecture.

### Possible Career Pathways:

#### 2 Year College degree:

Art Transporter or Handler, Framer, Assistant Art Gallery Director, Display Artist, Museum Technician

#### 4 Year College degree:

Conservator, Museum Curator, Curatorial Assistant, Public Relations (museum, art gallery), Exhibit Designer, Archivist Registrar (museum), Art Therapist, Art Writer/Critic, Art Agent/Consultant, Illustrator, Medical Illustrator, Textile Artist, Arts Editor, Art Director, Greeting Card Designer, Comic Book Artist, Graphic Designer, Book Illustrator, Cartoonist, Police Sketch Artist, Courtroom Sketcher, Forensic Artist, Advertising Designer, School Art Teacher, Fashion Designer, Costume Designer, Exhibit Designer, Art Gallery Director, Display Artist, Historical Preservationist, Motion Picture Scenic Designer, Catalogue Illustrator, CD/Record Cover Designer



## FOUNDATION ART 3D: 0657

Credit: .5 One Semester  
Open To: Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

**Course Description:** Students will learn how to utilize the elements of art and the principles of design while experimenting with a variety of materials and construction techniques. Materials may include but are not limited to clay, wire, plaster, and a variety of other three-dimensional art media. The course is designed for students who are building their critical thinking skills as they explore techniques used in creating three-dimensional art. Students will analyze and apply issues related to form and subject as they explore artworks created by contemporary artists. The development of original ideas into artwork that can be used as a form of visual communication in a three-dimensional form will be emphasized. The basic goal is to expand the students' art experience through studio art techniques while recognizing the value of art history. Effort and participation are emphasized to foster a positive life-long appreciation for the visual arts. Arts related career exploration will be investigated as we strengthen basic skills needed for many of these careers such as: potter, studio artist, fabrication and technical related fields

### Possible Career Pathways:

#### 2 Year College degree:

Assistant Art Gallery Director, Display Artist, Mannequin Decorator, Museum Technician, Floral Design

#### 4 Year College degree:

Furniture Designer, Landscape Designer, Architect, Interior Designer, Industrial Designer, Automobile Designer, Product Designer, Packaging Designer, School Art Teacher, Exhibit Designer, Set Designer, Furniture Designer, Toy Designer, Art Gallery Director, Museum Curator, Video Game Art Director, Fashion Designer, Costume Designer, Art Gallery Director, Glass Designer, Display Artist, Historical Preservationist, Display Manager, Architectural Model Builder, Billboard Artist.



## DRAWING & PAINTING: 0659

Credit: .5 One Semester  
Prerequisite: Foundation Art 2D  
Open To: Grades 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

**Course Description:** Drawing and Painting is an advanced 2D course that focuses artistic investigation through thematic units within a global context. Students explore how factors such as family history, physical appearance, and profession make up how others see us and how we view ourselves. They look at how to communicate this "sense" of identity through portraiture. Students also look at how artists create visual narratives that tell stories to provoke us to reflect on the morals and messages that define our own lives. An emphasis in this course is to develop deeper understanding of art concepts and vocabulary, and continue the important work of learning how to "see," not just look. Another emphasis will be on experimentation –mixing media to push the boundaries of traditional drawing and painting. Critical analysis at every stage of art production will be a focus in each unit. It will be more important to take risks, and document the success and or failure of these personal challenges in student's Developmental Workbooks, than to make "perfect" finished artworks.

### Possible Career Pathways:

#### 2 Year College degree:

Art Transporter or Handler, Framer, Assistant Art Gallery Director, Display Artist, Museum Technician

#### 4 Year College degree:

Conservator, Museum Curator, Curatorial Assistant, Public Relations (museum, art gallery), Exhibit Designer, Archivist Registrar (museum), Art Therapist, Art Writer/Critic, Art Agent/Consultant, Illustrator, Medical Illustrator, Textile Artist, Arts Editor, Art Director, Greeting Card Designer, Comic Book Artist, Graphic Designer, Book Illustrator, Cartoonist, Police Sketch Artist, Courtroom Sketcher, Forensic Artist, Advertising Designer, School Art Teacher, Fashion Designer, Costume Designer, Exhibit Designer, Art Gallery Director, Display Artist, Historical Preservationist, Motion Picture Scenic Designer, Catalogue Illustrator, CD/Record Cover Designer



## PHOTOGRAPHY 1: 0664

Credit: .5 One Semester  
Open To: Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

**Course Description:** Photo 1 is the introductory class in our Media Arts (Photography, Animation and Video) course offerings. It teaches the fundamentals of camera operation, photographic and artistic principals as well as image enhancement using Adobe Photoshop software. Thematic units create the context for historical and cultural investigation. Students develop critical thinking skills as they analyze the artistic expressions of others and the effectiveness of their own work. Throughout this course students consider the influence of Societies in developing photography as an art form, and how photography has in turn changed Societies. Knowledge of photography and the Photoshop application gives students an aesthetic and technical foundation in digital arts media. Possible careers that utilize these lens and computer-based skills include: photographer, animator, graphic designer, art director, video editor, motion picture director, cinematographer, and special effects designer. Canon cameras are provided for student use.

### Possible Career Pathways:

#### 2 Year College degree:

Fine Art Photographer, Photojournalist, Industrial Photographer, Scientific Photographer

#### 4 Year College degree:

Fine Art Photographer, Photojournalist, Commercial Photographer, Advertising Photographer, Fashion Photographer, Wildlife Photographer, Travel Photographer, Forensic Photographer, Scientific Photographer, Aerial Photographer (documenting landscapes for boundaries, city planning, and police work), Architectural Photographer, Industrial Photographer, Graphic Designer, Art Director, Video editor, Motion Picture Director, Writer/Critic, School Art Teacher

## PHOTOGRAPHY 2: 0665

Credit: .5 One Semester Prerequisite: Photography 1  
Open To: Grades 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

**Course Description:** Photo 2 is an advanced photography and image manipulation course. Students will be exposed to a significant number of historical and contemporary photographers from around the world, and will select those they find the most intriguing for further investigation. They will learn advanced camera operation and photographic techniques while using Nikon DSLR cameras and professional studio lighting. Greater development of student's image manipulation skills using Adobe Photoshop software is also stressed. Through both image capture and editing, an emphasis will be placed on students connecting new ideas to their own developing aesthetic.

### **Possible Career Pathways:**

#### **2 Year College degree:**

Fine Art Photographer, Photojournalist, Industrial Photographer, Scientific Photographer

#### **4 Year College degree:**

Fine Art Photographer, Photojournalist, Commercial Photographer, Advertising Photographer, Fashion Photographer, Wildlife Photographer, Travel photographer, Forensic Photographer, Scientific Photographer, Aerial Photographer Architectural Photographer, Industrial Photographer, Graphic Designer, School Art Teacher



## CERAMICS: 0658

Credit: .5 One Semester Prerequisite: Foundation 3D Art  
Open To: Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

**Course Description:** This is a repeatable one semester course in ceramics that will give you the opportunity to learn concepts of working with clay. The course focuses on hand building, wheel working, firing, glazing, and the sequence of operations from the raw, wet clay to the fired, decorated three-dimensional piece. Students are encouraged to use their creativity to solve the problems that are presented to them while making ceramic wares both sculptural and functional.



## MEDIA ARTS: ANIMATION: 0667

Credit: .5 One Semester Prerequisite: Photography 1  
Open To: Grades 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

**Course Description:** Follow in the footsteps of Disney, Warner Bros, and Pixar as you learn how to bring your ideas to life. This course focuses on the fundamentals of animation, exploring the best practices of stop-motion and 2-D computer animation. Students take part in individual and group work that culminates in the production of animated films. The first part of the course is devoted to the study of the history of animation. Next students study stop-motion greats Jan Svankmajer, The Brothers Quay and Tim Burton in preparation for their own stop-motion animations. The last part of the course is devoted to exploring 2-D computer animation using After Effects software. Throughout the course, students expand critical thinking skills as they learn to develop an idea, create a storyboard, integrate sound and motion, and assess the effectiveness of their final animations.

### **Possible Career Pathways:**

#### **2 Year College degree:**

Animator, Storyboard Assistant, Character Rigger, Modeler, Layout Artist, Illustrator, Concept Artist, Comic Artist, Motion Graphics Artist, Special Effects Animator, Game Designer

#### **4 Year College degree:**

Animator, Art Director, Cartoonist, Character Animator, Color Key Artist, Compositing Artist, Concept Artist, Digital Painter, Director, Effects Animator, Film and Video Editor, Forensic Animator, Graphic Designer, Illustrator, Key Animator, Lighting Designer, Stop Motion Animator, Scientific Visualization, Storyboard Artist, Texture Artist, Video Game Designer, Visual Development Artist



## JUMPSTART BAND: 0726

**Credit:** .5 each semester - 2 Semester Course

**Open To:** Grade 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

**Course Description:** Jumpstart Band is the chance for students with no band experience to join the band program. Students will learn the fundamentals and techniques of their chosen band instrument, how to read music, and establish the culture of the music ensemble. Students will also learn how to be a principled and reflective musician through practice. Outside practice will also be expected of students. Students will work their way through methods and skills as a group to prepare them for Varsity Band. Students will also develop performance and communication skills that will transfer into their future careers and lives.

**(FEE: Instrument rental fee \$35)**

*Students signing up for Jumpstart Band will register for Varsity Band (0725) second semester.*



## MUSIC PRODUCTION: 0727

**Credit:** .5 One Semester

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

**Course Description:** Music Production is designed for students who have interest in music, but may not have prior musical training. In Music Production, students will explore the intersection of music and technology in today's world. Using the digital audio workstation (DAWS) called Soundtrap, students will learn the basic understanding of how to create digital music compositions. Students will also study the history of recorded music, sampling, sound editing, film music, music in fashion, and careers in the music industry. Students from all levels of musical experience are encouraged to take this class.



## BEGINNING GUITAR : 0728

**Credit:** .5 each semester - 1 Semester Course

**Open To:** Grade 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

**Course Description:** Beginning Guitar is the chance for students to learn the basics of playing this popular instrument. Students will learn strumming and picking techniques, as well as how to read musical notation and TAB notation. Students who are self-taught on guitar are also encouraged to join and work on their technique. The FHS Guitar Ensemble will perform at some school and community events during the semester.



## VARSITY BAND: 0724, 0725

**Credit:** .5 each semester - 2 Semester Course

**Open To:** Grade 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

**Course Description:** Varsity Band meets every day and students will learn through performing on their instrument about music history, global and cultural influences, music theory, improved instrument technique, expanded range and improved musicianship. Students will perform for three concerts and numerous pep band performances. Students will be graded on participation in rehearsals and evening performances.

## CONCERT BAND: 0731, 0732

**Credit:** .5 each semester - 2 Semester Course

**Prerequisite:** Audition For 9th & 10th Graders

**Open To:** Grade 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

**Course Description:** Concert Band is the top instrumental performing ensemble at Fridley High School. The group will perform advanced High School band literature of varied styles for the community. Students will be expected to strive for excellence on their instrument as well as with the ensemble. Students will have an opportunity to travel to enhance their performing opportunities. Students will be graded on participation in rehearsals and evening performances.

## JAZZ ENSEMBLE: 0734

**Credit:** .5 each year - 1 Semester Course

**Prerequisite:** Audition

**Open To:** Grade 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

**Course Description:** This class incorporates the study of jazz in the "big band" and "combo" settings. Students will learn the various global influences of jazz and the progression of jazz history through performance of significant classic repertoire to new works. Theory and improvisation experiences will be available as well. The jazz band showcases the music of the finest jazz composers and arrangers and performs at various concerts and community events through the school year. This ensemble runs tandem with the concert/varsity band, and participation in one of these ensembles is required. Students desiring a seat in the jazz band will need to audition in the fall.

## CONCERT CHOIR: 0778, 0779

**Credit:** .5 each semester - 2 Semester Course

**Open to:** Grade 9, 10, 11, 12

**Graduation Requirement:** Meets Arts Requirement

**Course Description:** The Concert Choir is the largest mixed voice ensemble open to all levels of singers. In this ensemble, students will strive for excellence using their individual voices and building relationships in the choir. Students will actively participate and sing while learning to develop the foundations of a balanced choral sound, effective vocal techniques, music theory, and concert performances. Through experience and exposure, students will also have collaboration opportunities with community events, master classes, and field trips. Grading will be based on participation in rehearsals, individual progress and various performances throughout the year.



## BEL CANTO CHOIR: 0735, 0736

**Credit:** .5 each semester - 2 Semester Course

**Open To:** 9, 10, 11, 12 Females

**Graduation Requirement:** Elective

**Course Description:** The Bel Canto or 'beautiful voices' Choir is an ensemble open to all levels of female singers. In this ensemble, students will strive for vocal excellence using their individual voices and build relationships in the choir. Through active participation, students will learn and develop the foundations of a balanced choral sound, effective vocal techniques, music theory, and concert performances. This ensemble will perform and learn a variety of culturally represented music from gospel to pop. Grading will be based on participation in rehearsals, individual progress and various concert performances throughout the year.



## DP MUSIC SL: (Gr. 11) 0743 (Gr. 12) 0746

**Credit:** .5 per semester - 1 Semester Course

**Open To:** Grade 11, 12 who must also be registered for Band or Choir

**Graduation Requirement:** Meets Arts Requirement



**Course Description:** This course is open to any student with band, choir, piano, or orchestra experience and specifically meets the IB full diploma requirement for IB Music (SL). The IB music course at FHS is intended for students who want to pursue advanced musical understanding. The students enrolling in the IB music course will be expected to be open to exploration of music genres and styles from around the world. They will learn about musical structure, function, terminology, notations, historical and cultural contexts and the music element of melody, harmony, rhythm and form. Students will be asked to fulfill one of the following requirements: a.) solo performance, b.) group performance. In addition, students will be doing a musical investigation of musical genres and styles paper and the IB music test. (Period 0 hour classes may be added in the fall to coincide with the Minnesota Music Listening Contest)

**(FEE: \$35 DP exam fee in grade 12)**

*“College Going” Environment - The atmosphere in the class is motivating and students encourage each other to strive for their goals.*



## AVID 9:

**Credit:** .5 each Semester (Must take 2 semesters each year)  
**PREREQUISITE:** Application and Interview.  
**Coordinator Consent Required**  
**OPEN TO:** Grade 9  
**GRADUATION REQUIREMENT:** Elective

**Course Description:** AVID 9 is an elective class which seeks to prepare students to do well in college preparatory courses in high school and gain admission to and be successful in college. Students learn strategies for success such as goal setting, time management, Cornell note taking and organization, and develop college awareness through campus visits and guest speakers. The AVID curriculum focuses on WICOR – Writing (expository and timed writing), Inquiry (high level questioning), Collaboration (group projects and tutorials), Organization (subject organization through binders and time management) and Reading (critical reading of a variety of texts).

## AVID 10:

**Credit:** .5 each semester (Must take 2 semesters each year)  
**PREREQUISITE:** AVID 9 or Application and Interview.  
**Coordinator Consent Required**  
**OPEN TO:** Grade 10  
**GRADUATION REQUIREMENT:** Elective

**Course Description:** AVID 10 is an elective class for college-bound students. The AVID curriculum focuses on WICOR – Writing (expository and timed writing), Inquiry (high level questioning), Collaboration (group projects and tutorials), Organization (subject organization through binders and time management) and Reading (critical reading of a variety of texts). In addition to the college readiness skills learned in AVID 9, students in AVID 10 will learn critical thinking strategies including how to recognize propaganda, write persuasive research supported essays, and explore possible careers and colleges.

## AVID 11:

**Credit:** .5 each semester (Must take 2 semesters each year)  
**PREREQUISITE:** AVID 9 or 10 or Application and Interview.  
**Coordinator Consent Required**  
**OPEN TO:** Grade 11  
**GRADUATION REQUIREMENT:** Elective

**Course Description:** AVID 11 is an elective class for college-bound students. The AVID curriculum focuses on WICOR – Writing (expository and timed writing), Inquiry (high level questioning), Collaboration (group projects and tutorials), Organization (subject organization through binders and time management) and Reading (critical reading of a variety of texts). Students will refine and extend the college readiness skills learned in AVID 9 and 10. Students will narrow their search for a college and career, and writing will focus on effective college application essays. Students will prepare for the ACT and SAT, work through the college admission process, and practice the college interview.

## AVID 12:

**Credit:** .5 each semester (Must take 2 semesters each year)  
**PREREQUISITE:** AVID 9, 10, 11 or Application and Interview.  
**Coordinator Consent Required**  
**OPEN TO:** Grade 12  
**GRADUATION REQUIREMENT:** Elective

**Course Description:** Students continue to write assignments that may include college admission essays, ACR or other appropriate writing. These fundamental elements of AVID develop the habits of mind necessary for academic success include Goal Setting, Cornell notes, Binders (organizational strategy), Learning Logs (reflection tool), Questioning Skills, Time Management, Transcript/Report Cards/Student Portal, Public Speaking and Presentations, High Level Questioning, Socratic Seminar/Philosophical Chairs and Timed Writing. AVID includes reading strategies that build critical reading and discerning capacity for students including Marking the text, Summarizing, Purpose, and Point of View, Bias, Tone and Comprehension.



## BUSINESS

It is essential for students to gain skills in business, marketing, and computer competencies for today's ever changing societies. Functional business knowledge and technology skills lead to opportunities and success in life. Courses offer career awareness and skills which encourages viable career choices and employability in a variety of business careers. Students will have the knowledge and skills to manage personal and professional financial resources effectively.

### Possible Business Courses:

- Microsoft Word
- Personal Finance
- Entrepreneurship
- Marketing
- Computer Applications
- Accounting 1 and 2
- DP Business and Management

## MICROSOFT WORD: 0504



**Credit:** .5 One Semester  
**Open To:** Grades 9, 10, 11, 12  
**Graduation Requirement:** Meets Design Requirement

**Course Description:** Students will increase their speed and accuracy as they learn to create, edit, and format professional-looking documents. Students will get to create documents such as business letters, resumes, print advertisements, tables, newsletters, and reports. Using such features as headers and footers, design tools, styles, outlines, fonts, graphics, and templates, students will enhance and improve these documents. Tables, charts, and columns will help organize text in documents. The technical knowledge and skills you acquire are essential for you to communicate in our global world. Students in grades 10-12 may earn college credit at Community Colleges in the area upon successful completion of this course.

**Career Pathways for students taking Microsoft Word:** Information Technology, Marketing, Communications.

## COMPUTER APPLICATIONS: 0505



**Credit:** .5 One Semester  
**Prerequisite:** Microsoft Word  
**Open To:** Grades 10, 11, 12  
**Graduation Requirement:** Meets Design Requirement

**Course Description:** Computer Applications is designed to familiarize students with computers and their applications. It will also emphasize the use of computers and technology throughout their high school, college, and future careers. Students will learn fundamental concepts of computer hardware and software and become familiar with a variety of computer applications, including Microsoft Word, PowerPoint, Excel, Publisher, and Outlook. Students will also investigate Internet-based applications, working with email and learning how to browse the web. Students will use these programs to acquire the technical knowledge and skills that are essential for you to communicate in our global world. Students may earn college credit at Community Colleges in the area upon successful completion of this course.

**Career Pathways:** Information Technology, Marketing, Communications

## ENTREPRENEURSHIP: 0524



**Credit:** .5 One Semester  
**Open To:** Grades 10, 11, 12  
**Graduation Requirement:** Meets Design Requirement

**Course Description:** Students will develop knowledge of the issues involved in starting, operating, and succeeding in a small business. They will investigate the entire process from its first thought through opening day and finally to the day they sell. Students will learn the advantages and disadvantages of owning their own business and being their own boss. You will learn to make decisions that will help you achieve success in our domestic and global economy. Entrepreneurs from the community will speak to the class and field trips may be planned. Students may earn college credit at Community Colleges in the area upon successful completion of this course.

**Career Pathways:** Entrepreneurship, Management



## MARKETING: 0522

**Credit:** .5 One Semester  
**Open To:** Grades 10, 11, 12  
**Graduation Requirement:** Meets Design Requirement



**Course Description:** This course will operate and make final decisions for the school store: Tiger's Den. Marketing is a unique and innovative course designed for students with an interest in the advertising industry. This course stresses the utilization of fundamental marketing concepts. Marketing strategies along with topics in sponsorship, pricing, market research, endorsements, and promotions will be part of this course. This course offers students the edge of pursuing marketing degrees on the collegiate level. Opportunities are available for students to participate in DECA activities and the operation of school store. **Students may earn college credit at Community Colleges in the area upon successful completion of this course.**

**Career Pathways:** Marketing

## ACCOUNTING 1: 0520

**Credit:** .5 One Semester  
**Open To:** Grades 10, 11, 12  
**Graduation Requirement:** Meets Design Elective



**Course Description:** This course covers accounting for a service-based business organized by one owner. Accounting lays the foundation for a career in business. Students will learn to record business transactions, determine cash flow and understand annual reports. Students will use Microsoft Excel to complete simple transactions. Guest speakers will talk about careers in the accounting field. Accounting practices are worldwide and will provide a framework for you to understand the language of business. **Students may earn college credit at Community Colleges in the area upon successful completion of this course.**

## ACCOUNTING 2: 0521

**Credit:** .5 One Semester  
**Prerequisite:** Accounting 1  
**Open To:** Grades 10, 11, 12  
**Graduation Requirement:** Meets Design Requirement



**Course Description:** Accounting 2 is a continuation of the principles learned in Accounting 1, with a look at international accounting practices and what it means to serve a global customer base. This course covers accounting for a merchandising business, organized as a corporation. Students will have the opportunity to learn automated accounting through the use of Excel. Students will also learn about career opportunities (the FBI is the nation's largest employer of CPAs) and prepare a case study. It is best to take Accounting 1 and 2 in the same school year, but not mandatory. **Students may earn college credit at Community Colleges in the area upon successful completion of this course.**

**Career Pathways:** Finance, Management

## PERSONAL FINANCE: 0525

**Credit:** .5 One Semester  
**Open To:** Grades 9, 10, 11, 12  
**Graduation Requirement:** Meets Design Elective

**Course Description:** Along with other life skills, you need financial "smarts." Saving and investing, spending money wisely, managing debt—these are all so important to building a successful future. A nationwide survey found that more students drop out of college due to credit card debt than to academic failure. Seventy-five percent of college graduates acknowledged they were unprepared to manage money their freshman year and admitted to making financial mistakes. Students will also look at purchasing cars, getting that first apartment and managing credit. Students will also participate in a stock market game to learn basic concepts of investing.

**Career Pathways:** Finance

## DP BUSINESS MANAGEMENT SL: 0511, 0512

**Credit:** .5 each semester  
(Both semesters recommended)  
This is a 1-Year Course  
**Open To:** Grades 11, 12  
**Graduation Requirement:** Elective



**Course Description:** The aims of the Business Management Programme at the standard level include investigation of business issues from differing cultural perspectives and promotion of students' abilities to think critically and make decisions through a holistic view of business. Students will understand topics such as Economics, Human Resource Management, Marketing, Accounting, and Operations Management in a holistic, worldly view. Students will demonstrate knowledge and understanding of business terminology, concepts, and principles while taking into consideration social, cultural and ethical factors. Students will translate concepts, skills and knowledge into real-world application in the business environment.

**Students may earn college credit at Community Colleges in the area and other Universities upon successful completion of this course. Anywhere from 2 – 12 credits have been awarded! (FEE: \$35 DP Exam fee)**

**Career Pathways Covered:** Business Management, Marketing, Finance, Manufacturing



# Career & Technical Education (Design)

## FAMILY AND CONSUMER SCIENCES

Family and Consumer Sciences Programs (FACS) prepare students for important roles in individual lives and in societies. FACS empowers individuals and families across the lifespan to manage the challenges of living in a diverse and global community. FACS integrates math, reading, communication skills, organizational skills and work readiness into each of our classes. All of our classes are Career and Technical Education classes that provide a seamless transition from high school to technical college.

## CHILD & HUMAN DEVELOPMENT: 0824

**Credit:** .5 One Semester  
**Open To:** Grades 9, 10, 11, 12  
**Graduation Requirement:** Meets Design Requirement



**Course Description:** The purpose and aim of this course is designed to help students understand the development of a child from conception to school-age years, focusing on the areas of physical, intellectual, social-emotional, and moral development and how each of these components can affect a child's development. This course will explore characteristics of children at different ages, children's developmental needs, and the foundation of early childhood education. This course is designed to help students understand how to work with and care for children as a parent and as someone who works in the careers of early childhood education.

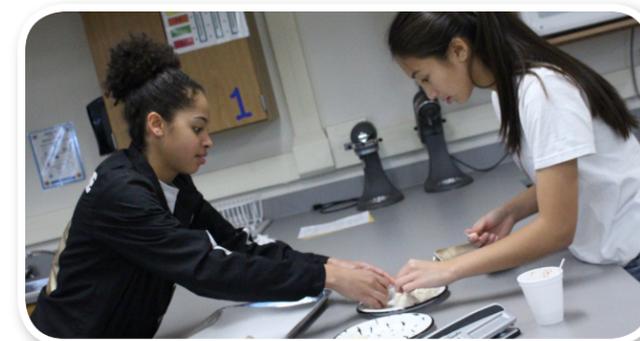


## FUNDAMENTALS OF FOOD PREPARATION (FOODS1): 0825

**Credit:** .5 One Semester  
**Open To:** Grades 9, 10, 11, 12  
**Graduation Requirement:** Meets Design Requirement



**Course Description:** The purpose of this course is to introduce students to the basics of food preparation including safety and sanitation, proper measuring, parts of a recipe, knife skills, and various cooking methods. Through this course students will have the opportunity to use basic culinary skills to prepare students for careers in the field of culinary arts. Through a variety of hands-on labs, students will work with team members to develop their kitchen skills by cooking a number of recipes that incorporate foods from all areas of MyPlate.



## CULINARY FOODS (FOODS 2): 0826

**Credit:** .5 One Semester  
**Prerequisite:** Fundamentals of Food Preparation  
**Open To:** Grades 9, 10, 11, 12  
**Graduation Requirement:** Meets Design Requirement



**Course Description:** The purpose and aim of this course is designed to reinforce and further enhance the food preparation skills developed in Foods 1. Through this course, students will study advanced preparation techniques and culinary skills by understanding the chemical changes that take place during preparation of baked goods. Students will also enhance their techniques and skills through various classroom lab experiences. Students will also research and investigate into food businesses leading to the designing, planning, and preparing of their own food truck business. ServeSafe Certification will be offered through this course where they will receive a national industry recognized certificate that can be used in obtaining a food service job.

# Career & Technical Education (Design)

## TECHNOLOGY

The Technology Education Department provides problem-based learning for all students utilizing tools, machines, materials, and systems of technology. These hands on experiences prepare students for either post-secondary education or to enter the workforce.



### Graphic Design and Printing Technologies Pathway

This pathway includes occupations involved in prepress, press and binding, or post-press processes. Workers might transform text and pictures for printing plates, or use digital technology for graphics, layout or printing. Includes operating and maintaining equipment or computers used in printing process.

#### Courses for this Pathway

- 0918 Web Design (elective)
- 0909 Beginning Adobe Illustrator
- 0921 Graphic Arts
- 0922 Advanced Graphic Arts

Possible Careers: Illustrators and Animators, Graphics Designers and Computer Artists, Commercial Photographer, Textile Designer, Interior Designer, Graphic Designer, Set Designer, Press Operator, Prepress Technician

### Programming and Software Development Pathway

This pathway includes occupations involve the design, development, implementation and maintenance of computer systems and software, requiring knowledge of computer operating systems, programming languages and software development.

#### Courses for this Pathway

- 0918 Web Design
- 0911 A+ Programming - Hardware
- 0912 A+ Programming - Software
- 0913 Intro. to Computer Science 1
- 0914 Intro. To Computer Science 2

Possible Careers: Software Applications Architect, Operating Systems Designer/Engineer, Computer Programmer, Game Programmer, Network Administrator, Web Designer, Webmaster

### Construction Pathway

This pathway includes workers who build and remodel homes, or community, recreational, industrial and office facilities. Includes builders of highways, streets, bridges, tunnels and airports.

#### Courses for this Pathway

- 0923 Woodworking Technology
- 0924 Advanced Woodworking Technology
- 0925 Home Repair

Possible Careers: Carpenter, Education and Training Director, Electrician, General Contractor, Iron/Metalworker, Pipe Fitter, Project Inspector, Project Manager, Safety Director

### WEB PAGE DESIGN AND ANIMATION: 0918



**Credit:** .5 One Semester  
**Open to:** Grades 9, 10, 11, 12

**Course Description:** This is a computer-based course which will teach you multimedia technologies used worldwide. Students will learn how to program web pages using HTML and CSS.

### GRAPHIC ARTS TECHNOLOGY: 0921

**Credit:** .5 One Semester  
**Open to:** Grades 9, 10, 11, 12

**Course Description:** Graphic Arts students will learn about the digital media on the world stage to create art and supply information. Using computers, image generating/altering software, scanners, digital cameras, design principles and processes, students will create products in computer imagery and desktop publishing.

### ADVANCED GRAPHIC ARTS: 0922



**Credit:** .5 One Semester  
**Open to:** Grades 10, 11, 12

**Prerequisite:** Graphic Arts Technology

**Course Description:** This course is a continuation of Graphic Arts Technology. Advanced Graphic Arts students will examine the role digital media has on Societies, environment and economics and create a design brief to solve a local problem that can be solved using a graphic arts medium. Students will create media that will be used in the local community.



### BEGINNING ADOBE ILLUSTRATOR: 0909



**Credit:** .5 One Semester **Open to:** Grades 9, 10, 11, 12

**Course Description:** This course is an introduction to Adobe's powerful vector based drawing program: Illustrator. Students will learn through hands-on projects that explore Illustrator's drawing functions, transformation features, patterns, brushes, filters, effects, graph creation, 3D, and print file preparation. Students will be given the opportunity to earn take the Adobe Associate Certification upon successful completion of the course

### A+ PROGRAMMING – SOFTWARE & HARDWARE: 0911, 0912



**Credit:** .5 each semester - 2 semester Course  
**Open to:** Grades 11, 12

**Course Description:** This course will provide students with practice knowledge of personal computer hardware needed to provide technical support to computer users- Windows Operating System (OS) configuration, software installation and utility management . Students will acquire many of the hardware skills necessary for the CompTIA A+ certification.

### INTRODUCTION TO COMPUTER SCIENCE: 0913, 0914



**Credit:** .5 each semester - 2 semester Course  
**Open to:** Grades 11, 12

**Course Description:** Upon completing this course students will have gained a solid background in computing hardware and software, networks, programming languages and applications. Students will be exposed to various programming languages.

### COMPUTER AIDED DRAFTING AND DESIGN (CADD): 0916, 0917



**Credit:** .5 each semester - 2 semester Course  
**Open to:** Grades 10, 11, 12

**Course Description:** The major focus of Computer Aided Drafting and Design (CADD) is to expose students to design processes through solid modelling software, research and analysis, teamwork, communication methods, global and human impacts, and technical documentation. CADD gives students the opportunity to develop skills and understanding of course concepts through activity, project, and problem-based learning.

## WOODWORKING TECHNOLOGY: 0923

**Credit:** .5 One Semester  
**Open to:** Grades 9, 10, 11, 12

**Course Description:** In this course, students will develop an appreciation for, and gain experience, in woodworking. Through guided instruction students will learn about shop safety, tool identification, project planning, the design cycle, operating tools and machinery, and joinery. Students will be given the opportunity to use the design cycle to create individual projects and utilize power equipment after they have passed all safety tests and successfully completed required projects. (Students will be assessed a lab fee to cover the cost of their woodworking projects).



## ADVANCED WOODWORKING TECHNOLOGY: 0924

**Credit:** .5 One Semester  
**Prerequisite:** Woodworking Technology  
**Open to:** Grades 10, 11, 12

**Course Description:** This course is a more in-depth look into the design cycle of woodworking. Students will design personal projects and a mass production project. Students will understand the parts and processes of: building materials, bill of materials, power equipment, prototyping, mass producing, jigs and fixtures. (Students will be assessed a lab fee to cover the cost of their woodworking projects).



## HOME REPAIR: 0925

**Credit:** .5 One Semester  
**Open to:** Grades 9, 10, 11, 12



**Course Description:** The course Home Repair is designed to develop your skills in problem solving steps for fixing and maintaining residential properties. Students will gain a basic understanding of building processes and the differences in building designs in different environments around the world. Students will learn about the different building materials properties and global impacts. Students will understand building codes and what health issues could arise if they are not followed.

# Career & Technical Education (Design)

## WORK BASED LEARNING

According to the Minnesota Department of Education, Work-based learning (WBL) is formalized learning with instruction occurring at the school and at a community-based setting with an employer in the local area. Work-based learning is a collaborative endeavor between a student, their parent/guardian, an employer, and the school that engages students in real-world activities. Through school involvement and defined learning, students have the opportunity to earn school credit for the supervised WBL.



## WORK EXPERIENCE SEMINAR: 0926

**Credit:** .5 One Semester  
**Open to:** Grades 10, 11, 12

**Course Description:** This course would prepare students to participate in a work based learning program in the high school for credit. This can be used to allow students to explore career options, learn soft skills needed for workplace success and lay the groundwork for their future work experience. Students work through a variety of topics based on entry-level skills such as, applying for a job, managing life and work, interview basics, safety and labor law decision making skills, and employability skills that will help create a foundation for independence.

## WORK EXPERIENCE INTERNSHIP: 0927

**Credit:** .5 One Semester  
**Prerequisite:** Successful Completion of Work Experience Seminar  
**Open to:** Grades 11, 12  
**Course Description:** Internship allows student to gain exposure to all facets of the industry through working at a work-site with the employer.



# Individuals & Societies (Social Studies)

A purpose of social studies education is to inspire and prepare students to be responsible, respectful and productive citizens in a democratic societies with a complex and dynamic interdependent world. Through the integrated study of social studies disciplines, students will acquire the knowledge, skills, and perspectives necessary to become lifelong learners and willing participants in the democratic process.

Through successful completion of all required Individuals & Societies courses, students will have fulfilled the Minnesota graduation requirement in Social Studies.

## Individuals & Societies (Social Studies) Pathways



Grade 9	Grade 10	Grade 11	Grade 12
U.S. History	World History/ Geography	DP History HL 11 or DP Global Politics SL 11	DP History HL 12 or DP Global Politics SL 12
	<b>Electives:</b> Psychology Abnormal Psychology Basic Law	<b>Electives:</b> Psychology Abnormal Psychology Basic Law World Religions Sociology	<b>Electives:</b> Psychology Abnormal Psychology Basic Law World Religions Sociology

### U.S. HISTORY: 0400, 0401

**Credit:** .5 each semester - 2 semester course  
**Open To:** Grades 9  
**Graduation Requirement:** Required

**Course Description:** This course begins with Native American history and the founding of the United States exploring major themes in the nations history. This class will emphasize the relevance of our nation's past to today's world.

### WORLD HISTORY / GEOGRAPHY: 0404, 0405

**Credit:** .5 each semester - 2 semester course  
**Prerequisite:** US History  
**Open To:** Grades 10  
**Graduation Requirement:** Required

**Course Description:** This course is designed as an introduction to the history of the world, focusing on the influence of geography in shaping world events. Major eras of history will be examined to determine how they influence various parts of the world.

### BASIC LAW: 0412

**Credit:** .5 One Semester  
**Open To:** Grades 10, 11, 12  
**Graduation Requirement:** Elective

**Course Description:** Basic Law will develop knowledge of an individual's personal rights and obligations and helps students to recognize the importance of laws. Topics to be studied will include History of the Law, Law and the Citizen, Juvenile Law, Criminal Law, Tort Law, Contract Law, and our Court System.

### PSYCHOLOGY: 0413

**Credit:** .5 One Semester  
**Open To:** Grades 10, 11, 12  
**Graduation Requirement:** Elective

**Course Description:** Using a mixture of reading, lecture, video, experiments and demonstrations, the course will examine a broad survey of basic concepts, issues, theories, classic experiments and new discoveries in the field of psychology. In Psychology 1, the focus of studies will be altered states of consciousness (sleep, dreams, hypnosis, and the near-death experience), learning, memory, personality, and child and adolescent development.

### DP HISTORY HL: (YEAR 1 Gr:11) 0424, 0425 (YEAR 2 Gr:12) 0427, 0428



**Credit:** .5 each semester  
(Must take both Semesters each year) This Is A 2-Year Course  
**Open To:** Grades 11, 12  
**Graduation Requirement:** Meets requirement

**Course Description:** DP History HL will emphasize an understanding of major historical events in a global context. The analysis of primary source material helps us understand how people of different backgrounds experienced and viewed historical events. The course will include the historiography of major events in order to show how events have been interpreted differently by new generations of historians, allowing students to see how culture impacts the recording of the past. This course will also promote international understanding and intercultural awareness that will assist students in becoming global citizens through comparative regional studies and the inclusion of viewpoints, histories, and sources from the people or nation being studied and/or diverse viewpoints. Throughout this course, students will conduct historical research, analyze primary source documents, defend original historical interpretations in essays, draw comparisons, participate in debates, and evaluate a variety of history texts and essays that interpret people and events in radically different ways and from diverse perspectives. Diploma tests will be on: Great Depression in the Americas, The Cold War, Rights and Protest, Authoritarian States (20th Century), Political Developments in the United States (1945-1980) and Canada (1945-1982).  
**(Fee: \$35 DP Exam Fee)**

### ABNORMAL PSYCHOLOGY: 0430

**Credit:** .5 One Semester  
**Open To:** Grades 10, 11, 12  
**Graduation Requirement:** Elective

**Course Description:** Using a mixture of reading, lecture, video, experiments and demonstrations, the course will examine a broad survey of basic concepts, issues, theories, classic experiments and new discoveries regarding abnormal psychology, social psychology (how others influence our thinking and behavior) and motivation.

### SOCIOLOGY: 0418

**Credit:** .5 One Semester  
**Open To:** Grades 10, 11, 12  
**Graduation Requirement:**

**Course Description:** Sociology is the study of the developmental and organizational issues in Societies. This introductory course will help you gain a new understanding of human behavior and social relations in everyday life. Looking at the world through the sociologist's point of view can be an exciting and global adventure. It also provides the students with a comprehensive study of the basic concepts, principles, and practices of sociology. Deviance, adolescence, cultural and social issues, and family structure will be looked at as we explore issues in our diverse societies.

### WORLD RELIGIONS: 0419

**Credit:** .5 One Semester  
**Open To:** Grades 10, 11, 12  
**Graduation Requirement:** Elective

**Course Description:** The World Religions course is an integral part of promoting international understanding. Students are given an exciting opportunity to study the world's major faith traditions and their impact upon the lives, attitudes, and values of the various communities of believers. Topics include: Hinduism, Buddhism, Islam, Judaism, and Christianity. This course will be about the study of religions; it will not promote religious beliefs.

### DP GLOBAL POLITICS: (YEAR 1 Gr:11) 0421, (YEAR 2 Gr:12) 0422, 0423



**Credit:** .5 One Semester gr. 11, Two Semester in gr. 12  
**Graduation Requirement:** Meets Requirement

**Course Description:** DP Global Politics explores fundamental political concepts such as power, liberty and interdependence, in a range of contexts and at a variety of levels. The course allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing the opportunity to explore political issues affecting their own lives. This course helps students to understand political concepts by examining real-world examples and case studies. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages discussion and debate, building capacity to interpret competing viewpoints.  
**(Fee: \$35 DP Exam Fee)**

# Language & Literature (English)

All students must complete four years of English, which satisfies their Minnesota graduation requirement. Throughout a student's experience in English class, there will be opportunities to practice and refine communication skills in the areas of reading, writing, speaking, listening, viewing, and presenting.

## English



### English 9 and 10

#### IB Middle Years Programme Language and Literature

Completion of MYP Language and Literature prepares students for the Diploma Programme curriculum



### English 11 and 12

#### IB Diploma Programme Language and Literature Standard Level (SL) or Higher Level (HL)

Students take IB DP exams in May of their senior year, which can result in a certificate that could be used as a college credit. For SL students, exams are optional; for HL students, exams are required

#### ENGLISH 9: 0010, 0011

**Credit:** .5 each semester - 2 semester course

**Open To:** Grade 9

**Graduation Requirement:** Required

**Course Description:** By utilizing the MYP Language and Literature curriculum, students will develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression. Texts from a variety of cultures will be studied to give students the opportunity to improve their analysis skills in both oral and written assessments.



#### ENGLISH 10: 0016, 0017

**Credit:** .5 each semester - 2 semester course

**Open To:** Grade 10

**Graduation Requirement:** Required

**Course Description:** By utilizing the MYP Language and Literature curriculum students will develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression. Texts from a variety of cultures will be studied to give students the opportunity to improve their analysis skills in both oral and written assessments.



#### ENGLISH 11: DP LANGUAGE AND LITERATURE STANDARD LEVEL (SL): 0022, 0023 or HIGHER LEVEL (HL): 0030, 0031



**Credit:** .5 each semester - 2 semester course (This is Year 1 of a two year course)

**Open To:** Grades 11

**Graduation Requirement:** Required

**Course Description:** By utilizing the DP Language and Literature curriculum, students will develop skills of textual analysis for both "literary" and "non-literary" texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by the "circumstances of production and reception." A key aim of this course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. A wider aim of the course is the development of an understanding of "critical literacy" in students. As students progress through this course of study, they will be assessed on their understanding of the texts studied through oral and written commentaries, presentations, essays, group projects, journals, and participation in Socratic seminars. While both SL and HL utilize the same curricular framework, the HL class will study more texts, complete more assessments, and students will be expected to do more independent work outside of the classroom.

#### ENGLISH 12: DP LANGUAGE AND LITERATURE STANDARD LEVEL (SL): 0028, 0029 or HIGHER LEVEL (HL): 0047, 0048



**Credit:** .5 each semester - 2 semester course

**Open To:** Grades 12

**Graduation Requirement:** Required

**Course Description:** Both SL and HL classes build on the work done during English 11. SL students may choose to opt into the HL class for their senior year and should speak to their English 11 teacher if interested. Similarly, HL students can opt into the SL class. Students will register for DP exams in the fall of their senior year, and the exam fee is \$35. The exams are optional for SL students while HL students are required to take the exam as part of the course. If you have any questions please speak to your English teacher, your dean or the Diploma Programme coordinator. **(\$35 DP Exam Fee)**

#### THEORY OF KNOWLEDGE: (Gr. 11) 0051 (Gr. 12) 0052



**Credit:** .5 - One Semester Each Year

**Prerequisite:** Both semesters are required for the IB Diploma Candidates. In order to take the second semester, students must successfully complete the first semester.

**Open To:** Grades 11, 12

**Graduation Requirement:** Elective

**Course Description:** This course asks students to reflect on their experiences as learners and to make connections between academic courses and the outside world through the examination of knowledge questions. Students will examine the nature of knowledge and how it is constructed by exploring Areas of Knowledge and the various Ways of Knowing in order to understand the relationship between personal knowledge and shared knowledge. Students will develop an understanding of why critically examining knowledge is important, be able to evaluate beliefs and knowledge claims, and realize that acquisition of knowledge places responsibilities on the knower. \*Theory of Knowledge is a Core Requirement for Full Diploma Candidate Students and is taken in addition to the 3 HL and 3 SL required courses.



# Language Acquisition (World Languages/EL)

## Course Offerings include: Chinese, German, Spanish & Services for English Language Learners

As we prepare students to work in an increasingly global economy, learning another language offers our students several benefits. Research shows that the learning of another language: 1.) enhances career opportunities; 2.) benefits higher order, abstract, and creative thinking; 3.) promotes cultural awareness and competency; 4.) helps students score higher on standardized tests such as the ACT and SAT; 5.) improves students' chances of college acceptance, achievement, & attainment; 6.) benefits academic progress in other subject areas.

### SPANISH 1: 0109, 0110

**Credit:** .5 each semester - 2 semester Course

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Language B requirement

**Course Description:** This is an introductory language and culture course with written texts, multimedia and oral practice. Students will demonstrate an ability to converse, read, and write in the target language at a basic level about such topics as: themselves, friends, home and family, school, sports, shopping, food, time and weather. Basic grammatical structure will be introduced. This course is not recommended for native Spanish speakers.

### SPANISH 2: 0111, 0112

**Credit:** .5 each semester - 2 semester Course

**Prerequisite:** Spanish 1

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Language B requirement

**Course Description:** This is a course to strengthen and build the language skill areas: reading, writing, speaking, listening and culture. Students will demonstrate an ability to converse, read, and write with increased vocabulary and structures in the target language about topics such as: foods and restaurants, stores and shopping, home, monetary systems and travel. This course is not recommended for native Spanish speakers.

### SPANISH 3: 0115, 0116

**Credit:** .5 each semester - 2 semester Course

**Prerequisite:** Spanish 2

**Open To:** Grades 9,10,11,12

**Graduation Requirement:** Meets Language B requirement

**Course Description:** A more advanced course, Level 3 is conducted mainly in the target language, with an emphasis on reading, writing and conversation. Students will demonstrate the ability to use the target language to read short authentic texts, produce increasingly complex writings, and participate in extended conversations. Topics are schools, daily routine, special events, community, and childhood. This is the recommended starting course for native Spanish speakers.

### SPANISH 4: 0117, 0118

**Credit:** .5 each semester - 2 semester Course

**Prerequisite:** Spanish 3

**Open To:** Grades 10, 11, 12

**Graduation Requirement:** Meets Language B requirement

**Course Description:** This is an intensive, rigorous course for students who plan to take college-level language, including College in the Schools or IB-Diploma Courses. This course is conducted mainly in the target language and emphasizes composition, conversation, reading of authentic texts, and advanced grammar topics. Students will demonstrate the ability to use the target language at an advanced level for reading, writing, and oral communication. Topics are travel, television and cinema, food, and history of Mexico.

### SPANISH 5: DP SPANISH SL (YR 1): 0094,0095

### SPANISH 6: DP SPANISH SL (YR 2): 0096, 0097

**Credit:** .5 each semester - 2 Semester Course each year

**Prerequisite:** Spanish 4

**Open To:** Grades 11, 12

**Graduation Requirement:** Meets Language B requirements

**Course Description:** In this course, we will use a variety of authentic materials to explore important topics relating to intercultural understanding, respect, internationalism, and diversity. We will examine the topics with regard to students' personal lives as well as to the global community.

Competence will be practiced and assessed in the four primary language skills: listening, reading, writing, and speaking. The development of each language skill involves these three areas: language (grammar skills are practiced in context,) cultural interaction (selecting language appropriate to a particular cultural and social context,) message (understanding ideas and how they are organized in order to communicate appropriately.) Spanish B (SL) is conducted entirely in Spanish. **(Fee: \$35 DP Exam Fee)**



### GERMAN 6: DP GERMAN SL: (YEAR2) 0101, 0102

**Credit:** .5 each semester - 2 semester course each year

**Prerequisite:** German 5

**Open To:** Grades 11, 12

**Graduation Requirement:** Meets Language B requirements



**Course Description:** In this course, we will use a variety of authentic materials to explore important topics relating to intercultural understanding, respect, internationalism, and diversity. We will examine the topics with regard to students' personal lives as well as to the global community. Competence will be practiced and assessed in the four primary language skills: listening, reading, writing, and speaking. The development of each language skill involves these three areas: language (grammar skills are practiced in context,) cultural interaction (selecting language appropriate to a particular cultural and social context,) message (understanding ideas and how they are organized in order to communicate appropriately.) German B (SL) is conducted primarily in German. **(Fee: \$35 DP Exam Fee)**



### CHINESE 1: 0140, 0141

**Credit:** .5 each semester - 2 semester Course

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Language B requirement

**Course Description:** This is an introductory language and culture course with written texts, multimedia and oral practice. Special emphasis is given to helping students to communicate in Chinese. By the end of the course, students will be able to discuss in Chinese the following topics: themselves, friends, home and family, school, sports, shopping, food, time and weather. In addition to the Chinese language, students will learn about Chinese culture, specifically Chinese history, culture, festivals, and food.

### CHINESE 2: 0142, 0143

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Chinese 1

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Language B requirement

**Course Description:** In Chinese 2, students build upon the basic knowledge and skills acquired in Chinese 1. Like in Chinese 1, the goal of this course is for students to be able to communicate in Chinese. The principal difference between Chinese 2 and Chinese 1 lies in the complexity and difficulty of the vocabulary and grammatical structures. By the end of the course, students will be able to discuss in Chinese the following topics: making appointments, studying Chinese, school, shopping, and transportation. Moving on from Chinese I, Chinese II students continue to learn about Chinese history and culture, including sports, education, arts, and religion.

### CHINESE 3: 0144, 0145

**Credit:** .5 each semester - 2 semester Course

**Prerequisite:** Chinese 2

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Language B requirement

**Course Description:** In Chinese 3, students build upon the basic knowledge and skills acquired in Chinese 12. Like in Chinese 2, the goal of this course is for students to be able to communicate in Chinese. The principal difference between Chinese 2 and Chinese 3 lies in the complexity and difficulty of the vocabulary and grammatical structures. By the end of the course, students will be able to discuss in Chinese the following topics: weather, dining, asking directions, parties, and medicine. Moving on from Chinese 2, Chinese 2 students continue to learn about Chinese history and culture, including sports, education, arts, and religion.



### CHINESE 4: 0146, 0147

**Credit:** .5 each semester - 2 semester Course

**Prerequisite:** Chinese 3

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets Language B requirement

**Course Description:** In Chinese 4, students build upon the basic knowledge and skills acquired in Chinese 3. Like in Chinese 4, the goal of this course is for students to be able to communicate in Chinese. However, in order to prepare students for DP Chinese, Chinese 4 places more emphasis on writing than previous levels of Chinese. One other difference between Chinese 4 and previous levels of Chinese is the complexity and difficulty of the vocabulary and grammatical structures. By the end of the course, students will be able to discuss in Chinese the following topics: dating, renting an apartment, sports, and travel. Moving on from Chinese 3, Chinese 4 students continue to learn about Chinese history and culture, including media, healthcare, rich and poor divide, one-child policy.

### CHINESE 5: DP MANDARIN CHINESE: (YEAR 1) 0104, 0105 CHINESE 6: DP MANDARIN CHINESE: (YEAR 2) 0106, 0107



**Credit:** .5 each semester -2-semesters each year

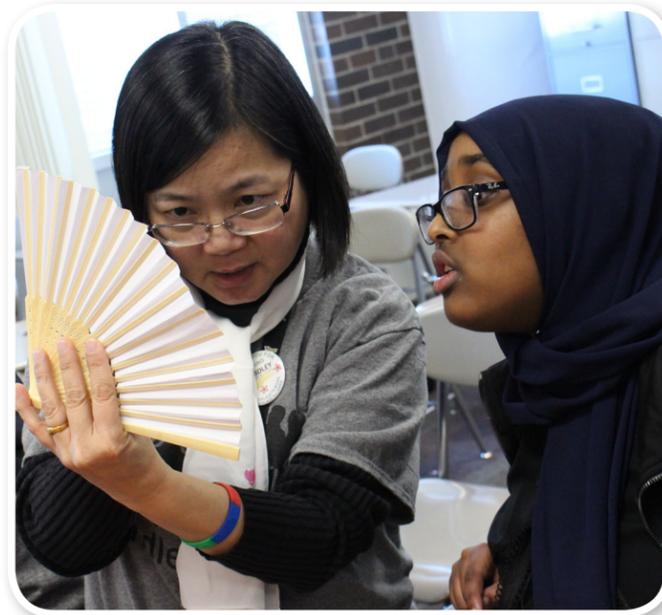
**Prerequisite:** Chinese 4

**Open To:** Grades 11, 12

**Graduation Requirement:** Meets Language B requirements

**Course Description:** Chinese 5 represents a marked increase in difficulty from previous levels of Chinese. The topics covered required a greater dexterity of language use. And, because of that, the requirements of the course are more demanding. Students are expected to put in more hours studying and to learn more material. Nonetheless, like the other courses, the fundamentals of Chinese are underscored. Historical topics are contemporary and include some of the most controversial issues debated in China today: media censorship, the rule of law, and human rights, among others.

Chinese 6 is really a continuation of Chinese 5. The expectations are high and the content rigorous. Capping off Chinese 6 is the IB Ab Initio examination, a college-level test administered by the IB Office that tests all the materials taught in levels 1-6. Students will study every week of the year for this examination, from when school begins in September until the test is administered in May. Aside from the Ab Initio test, little differs from Chinese 6 and Chinese 5. The fundamentals of the language are stressed; contemporary historical topics are discussed; and a semester project is researched and presented. **(Fee: \$35 DP Exam Fee Ab Initio or SL)**



### EL 1 LITERACY: 0150, 0151

**Credit:** .5 each semester - 2 semester Course

**Prerequisite:** Placement

**Open To:** Teacher Placement

**Graduation Requirement:** Meets Lang & Lit Requirement

**Course Description:** This course is designed to develop basic reading skills through the study of phonics and word decoding. Other essential beginning skills will be covered such as previewing, predicting, determining new vocabulary from context, and finding the main idea. This course is for students who are not fully literate in their native language.

### EL 2 LITERACY: 0162, 0163

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Placement

**Open To:** Teacher Placement

**Graduation Requirement:** Meets Lang & Lit Requirement

**Course Description:** This course is designed to build and improve writing skills in English. This course is for students who may or may not be literate in their native language, and who are at the beginning level of their English reading. Students earn Language Acquisition credit.

### EL 3 LITERACY: 0183, 0184

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Placement

**Open To:** Teacher Placement

**Graduation Requirement:** Meets Lang & Lit Requirement

**Course Description:** This course is designed to build and improve writing skills in English. This course is for students who may or may not be literate in their native language, and who are at the intermediate level of their English writing. Students earn Language Acquisition credit.

### EL 4 LITERACY: 0165, 0166

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Placement

**Open To:** Teacher Placement

**Graduation Requirement:** Meets Lang & Lit Requirement

**Course Description:** This course is designed to build and improve writing skills in English. This course is for students who are literate in their native language, and who are at the advanced level of their English writing. Students earn Language Acquisition credit.

### EL SCIENCE: 0175, 0176

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Placement

**Open To:** Teacher Placement

**Graduation Requirement:** Meets Sciences Requirement

**Course Description:** This course is designed for EL students to study the basic laws of nature including: motion, force, energy and work, momentum, electric charges, and electric currents. This is a lab-oriented course with emphasis on collection and interpretation of lab data. Students earn Sciences credit.

### EL HISTORY: 0178, 0179

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Placement

**Open To:** Teacher Placement

**Graduation Requirement:** Meets Individuals & Societies Requirement

**Course Description:** This course focuses on providing EL students necessary support and instruction to succeed in a mainstream humanities course. Special emphasis is placed on vocabulary and text structure. This course examines the social, political and cultural history of the United States through diverse perspectives and global comparisons.

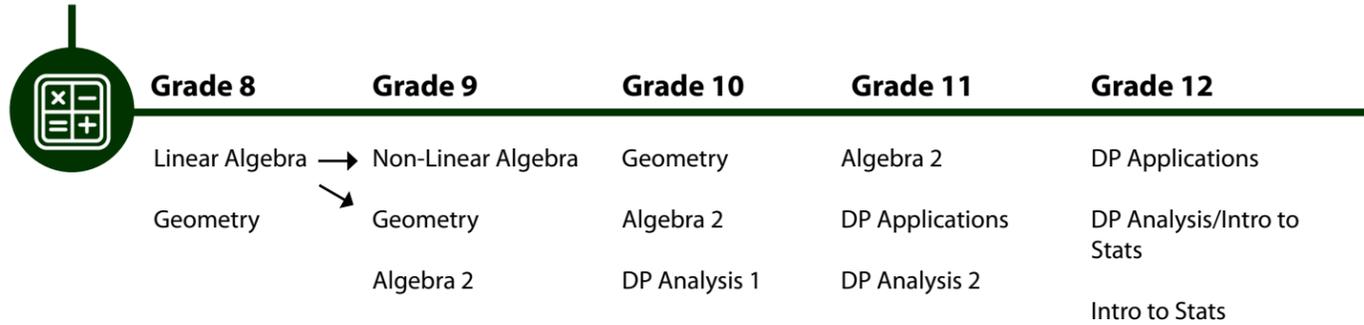


# Mathematics

In order to graduate, you must successfully complete three years of math at the high school. It is recommended, if you are attending a 4 year college or university, to take a fourth year of math.

**Mathematics Pathways: Math placement based on assessment data, teacher recommendation, and prerequisite coursework.**

## Math Pathway



### MATH FOUNDATIONS: 0199, 0200

**Credit:** .5 each semester - 2 semester course  
**Prerequisite:** Teacher Recommendation Only  
**Open To:** Grades 9

**Graduation Requirement:** Meets Elective Requirement  
**Course Description:** This course builds foundational math skills and understanding of concepts necessary for students to be successful in high school math coursework.

### NON-LINEAR ALGEBRA: 0197, 0198

**Credit:** .5 each semester - 2 semester course  
**Prerequisite:** Middle School Algebra  
**Open To:** Grades 9,10

**Graduation Requirement:** Meets Math Requirement  
**Course Description:** This algebra course addresses non-linear algebra topics and builds deeper understanding of linear algebra. Topics include linear and quadratic functions, inequalities, exponents, equations in more than one variable, probability, and sequences.



### GEOMETRY: 0204, 0205

**Credit:** .5 each semester-2 semester course  
**Prerequisite:** Algebra 8  
**Open To:** Grades 9, 10

**Graduation Requirement:** Required  
**Course Description:** The Geometry course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument. Students will be required to use different technological tools and manipulates to discover and explain much of the course content.

### ALGEBRA 2: 0213, 0214

**Credit:** .5 each semester - 2 semester course  
**Prerequisite:** Geometry  
**Open To:** Grades 9, 10, 11

**Graduation Requirement:** Required  
**Course Description:** Algebra 2 starts with a continuation of concepts studied in Algebra 8 or Intermediate Algebra. Students will be challenged by new concepts that require graphing skill, functions, solving second and third order equations, investigating complex number systems, logarithms, data analysis and probability, and Trigonometry. Students will be prepared for success in both pre-calculus and math studies upon completion of this course.

### DP MATH: APPLICATIONS & INTERPRETATION SL 0219, 0220

**Credit:** .5 each semester - 2 semester course  
**Prerequisite:** Geometry and Algebra 2  
**Open To:** Grades 10, 11, 12

**Graduation Requirement:** Meets DP and Math Requirement

**Course Description:** This course builds on the concepts of Algebra 2 and Geometry in preparation for the standard-level IB Applications and Interpretation examination at the end of Math Studies. This course is designed to be a gateway course into higher order mathematics. Applications and Interpretation leads students on a journey through a core of algebra, statistics, financial math applications, logic, probability, geometry, basic trigonometry, and an intro to calculus. Students will then produce a project or essay involving higher order mathematics that will be based on the student's own interests. Outcomes: Mastery of the topics in the course description and the standards required by the State of Minnesota. Assessments: Tests, quizzes, homework, standard-level IB Applications & Interpretation examination. **(Fee: \$35 DP Exam Fee)**

### DP MATH: ANALYSIS & APPROACHES SL: (Year 1) 0236, 0237 (Year 2) 0239, 0240

**Credit:** .5 each semester - Must take 4 semesters (This is a 2-year course)  
**Prerequisite:** Algebra 2

**Open To:** Grade 10, 11, 12

**Graduation Requirement:** Meets DP and Math Requirement

**Course Description:** The topics studied in this course are those traditionally offered in the first year of Calculus in college. This course is designed for students who wish to take the standard-level IB Mathematics examination. Math SL is a course designed for highly motivated students who seek the challenge of a college level Mathematics course. The topics studied include limits, continuity, derivatives, and integrals of algebraic and transcendental functions and their applications, and elementary differential equations. Assessments: Tests, quizzes, homework, State MCA III test (junior year), Math Exploration paper, and Standard-Level IB Mathematics examination (senior year). **(Fee: \$35 Exam Fee in Gr. 12)**



### DP MATH: ANALYSIS & APPROACHES HL: (Year 1) 0241, 0242 (Year 2) 0244, 0245

**Credit:** .5 each semester - Must take 4 semesters (This is a 2-year course)

**Prerequisite:** Teacher Recommendation

**Open To:** Grade 10, 11, 12

**Graduation Requirement:**  
**Course Description:** The topics studied in this course are those traditionally offered in the first full year of Calculus in college. This course is designed for students who wish to take the High-Level IB Mathematics examination. Mathematics HL is a course designed for highly motivated students who seek the challenge of an intensive college level Mathematics course, equivalent to Calculus B/C. The topics studied include limits, continuity, derivatives, and integrals of algebraic and transcendental functions and their applications, advanced Trigonometry, and differential equations. This course is recommended only for those students who anticipate studying Mathematics or a related field in college. Assessments: Tests, quizzes, homework, State MCA II test (junior year), Math Exploration paper, portfolios, and High Level IB Mathematics examination (senior year). **(Fee: \$35 Exam Fee in Gr. 12)**



### ANOKA-RAMSEY COMMUNITY COLLEGE (ARCC)—INTRODUCTION TO STATISTICS: 0221, 0222

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Algebra 2

**Open To:** Grades 11, 12

**Graduation Requirement:** Meets Math Requirement

**Course Description:** Introductory course in data description and analysis using graphical and numerical methods. Students will work with discrete and continuous random variables and their probability distributions with emphasis on the normal distribution. Topics include: experimental design and sampling methods; confidence intervals, sample size, and hypothesis testing for one and two population means or proportions; t and z tests, chisquare tests, analysis of variance (ANOVA), linear regression; use of statistical software. Students could earn 4 college credits through Anoka-Ramsey Community College upon completion of this course.

# Physical and Health Education

Health and Physical Education Classes may be the most important information you can learn to help you lead a physically, mentally and emotionally satisfying life. Each year we will teach you different facets of your life related to your health so that you can enjoy your journey through life in a more gratifying way. If you are not in good health, your life will certainly not be as fulfilling.

Each required class focuses on different pieces of health and types of exercise to help you find something that will help you feel your best and be prepared to get and stay healthy along the journey through the hectic lives that we lead. Try them all and you may find something you will enjoy doing for the rest of your life to better your own personal health or help the people around you!

- Just a few generations ago, physical activity was an integral part of daily life. In the name of progress, we've now chipped away at it so thoroughly that physical inactivity actually seems normal.
- In less than two generations, physical activity has dropped by 20% in the U.K. and 32% in the U.S. In China, the drop is 45% in less than one generation. Vehicles, machines and technology now do our moving for us. What we do in our leisure time doesn't come close to making up for what we've lost.
- By the end of this decade, most Americans will exert only slightly more energy per week than if they slept 24 hours a day.



## HEALTH & PHYSICAL EDUCATION 1: 0489

**Credit:** .5 each semester - 1 semester course

**Open To:** Grade 9

**Graduation Requirement:** Required for PE

**Course Description:** This class will combine classroom work and physical activity. In the health/classroom portion, students will explore the decision-making process and health practices that reduce and prevent tobacco use, drug and alcohol use, HIV, sexually transmitted infections, and unintentional pregnancies. Students will also learn about the connections between risky behaviors and many cancers. This class uses a nationally recognized program called Top 20 Training to help teach life-skills to be successful and become the best person we can be. The physical activity portion will focus on an introduction to weight training and safety. We teach the importance of teamwork during the units of floor hockey, basketball and soccer.

## HEALTH & PHYSICAL EDUCATION 2: 0490

**Credit:** .5 each semester - 1 semester course

**Open To:** Grade 10

**Graduation Requirement:** Required for PE

**Course Description:** This class will combine classroom work and physical activity. The health/classroom portion will focus on how to integrate healthy nutrition, fitness and good mental health to lead a balanced and successful life. Students will also learn about the global impact of an individuals and Societies' health. The physical activity portion will center on the creation of a personal fitness plan. Individual and team activities, such as fitness testing, flag football, speedball, ultimate Frisbee and international games will help students develop a sense of responsibility and respect for their own healthy lifestyle and will teach them a variety of activities that can help them live in a healthy way.

## HEALTH & PHYSICAL EDUCATION 2-NEW MOVES: 0497

**Credit:** .5 each semester - 1 semester course

*Replaces PE 2 for Interested Females*

**Open To:** Grade 10 Females

**Graduation Requirement:** Required for PE (or PE 2)

**Course Description:** New Moves is a different type of physical education class for girls. It focuses on discovering how to improve health and fitness with healthy ways to manage weight. New Moves is designed for girls who are interested in trying non-traditional ways to be physically active. The classroom focus is on nutrition, fitness and mental health and the influence of proper nutrition and fitness on the health of people around the globe. It will also focus on the impact our habits have on diseases such as Diabetes and Heart Disease. The physical education portion is a non-traditional PE class, mixing in such global activities as yoga, kickboxing, Pilates, kettle bells, dance, etc. This is a fun way to get their Physical & Health Education 2 credit.

## HEALTH & PHYSICAL EDUCATION 3: 0491

**Credit:** .5 each semester - 1 semester course

**Open To:** Grade 11

**Graduation Requirement:** Required for PE

**Course Description:** This class will combine classroom work and physical activity. The health/classroom portion will explore the world of career and post-secondary options, through research and written assignments. Through First Aid and CPR training, students will learn the knowledge and skills to recognize and treat life threatening emergencies and could help save a life. Students will demonstrate their culmination of knowledge of issues facing teens in our society and throughout the world through a final health public service announcement video. The physical activity portion of the class will focus on lifetime activities and in-depth concentration of previously learned games, such as badminton, volleyball, tennis, cross-country skiing, and disc golf. Students will also continue to work on improving fitness levels and skills that will help them maintain a healthy lifestyle after high school.

## FRIDLEY FIT: 0492

**Credit:** .5 each semester - 1 semester course

**Open To:** 10, 11, 12

**Graduation Requirement:** Meets elective requirement

**Course Description:** This class will offer students the opportunity to become risk takers as they improve their fitness levels through intense cutting-edge workouts inspired by the cross-fit craze hitting the nation. This innovative class will appeal to anyone who is interested in achieving physical health through ground-breaking fitness trends. This course offers circuit and interval training as a means to improve fitness rather than traditional strength training methods. This gained knowledge will be carried with them after high school, allowing them to create healthy and balanced lifestyles when organized sports are not readily available. Students may work on a personal training certificate.

## LEADERSHIP: 0486

**Credit:** .5 each semester - 1 semester Course

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets elective requirement

**Course Description:** The objective of the class is to allow students to gain awareness of how they think, learn and communicate using a nationally recognized character education curriculum called Top 20 Training. Students will be given multiple opportunities to gain confidence in their communication skills. Students will explore, analyze and incorporate the most common leadership styles during mock scenarios. More time will be spent on the student's Emotional Intelligence (EQ) than on their IQ. These skills will help guide them the rest of their lives as they enter the global societies.

## DANCE: 0494

**Credit:** .5 each semester - 1 semester course

**Open To:** Grades 9, 10, 11, 12

**Graduation Requirement:** Meets elective requirement

**Course Description:** This course offers the students the opportunity to participate and explore the world of dance, as well as enjoy the physical and emotional benefits of dance. Units will include swing, ballroom, folk, hip-hop, Latin, and other dance techniques from around the world. They will also have the opportunity to choreograph and perform their own dances. Students may take this class twice in high school.

## STRENGTH TRAINING & CONDITIONING: 0496

**Credit:** .5 each semester - 1 semester course

**Open To:** Grades 9,10,11,12

**Graduation Requirement:** Meets elective requirement

**Course Description:** This course is intended for the person serious about improving personal fitness. Cardiovascular fitness and muscular strength and flexibility are addressed daily. We spend time in the weight room learning to lift properly and safely. We mix in a variety of stress reducing workout activities from around the globe and multiple abdominal and leg strengthening workouts. After taking the course, individuals should be able to establish an appropriate basic personal strength-training program. Working on a fitness plan appropriate for each individual is emphasized.



### TEAM SPORTS: 0495

**Credit:** .5 each semester - 1 semester course

**Open To:** Grades 10, 11, 12

**Graduation Requirement:** Meets elective requirement

**Course Description:** This Physical Education elective class will involve many team games played in this country and some from around the world. Each student will not only participate in a variety of games but will also learn officiating, stressing sportsmanship, and applying and adapting the rules of the games.

### UNIFIED PHYSICAL EDUCATION: 0498

**Credit:** .5 each semester-1 semester Course

**Open To:** Grades 11, 12 and/or as requested by the special education case manager

**Graduation Requirement:** Meets elective requirement

**Course description:** Unified Physical Education (Unified PE) is a concept for bringing students with and without disabilities together, as equals, in a physical education setting where all students earn physical education credit. This course combines students of all abilities to participate in developmentally appropriate activities, including lifetime activities, physical fitness, and sport. Unified PE presents a unique opportunity to increase college and career readiness, as well as social/emotional learning (SEL) competencies. The class is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. Based on the Framework for the 21st Century Learner, a Unified PE course can provide students with opportunities to develop flexibility, adaptability, leadership, responsibility, critical thinking, communication, and collaboration skills. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.

### EMERGENCY MEDICAL RESPONDER: 0483

**Credit:** .5 each semester

**Prerequisite:** PE 1 & PE 2

**Open To:** Grades 11, 12

**Graduation Requirement:** Meets elective requirement

**Course Description:** This course is designed to cover all materials required for the Emergency Medical Responder student. The students will know the necessary skills, didactic and clinical information to successfully function as a registered Emergency Medical Responder as defined, by the National Educational Standards for the Emergency Medical Responder, in Minnesota. Students will also become certified as Basic Life Support providers (CPR) through the American Heart Association at the Health Care Provider level. These educational standards were developed by the United States Department of Transportation, National Highway Traffic Safety Administration.

Students will be taught to utilize "Critical Thinking Skills" to evaluate and care for various trauma and medical situations

they may encounter. Students who have an interest in pursuing a career in all areas of medicine or related fields will benefit from the EMR course. Students in EMR are concurrently enrolled with Pine Technical and Community College for 3 college credits in the Minnesota State School System.

RequiredText/Reading–EssentialsfortheEmergencyMedical Responder;Authors:JosephA.Grafft&KatherineKuzmaGrafft.

### EMERGENCY MEDICAL TECHNICIAN: 0484

**Credit:** .5 each semester –

This is a 2 hour block class

**Prerequisite:**

Emergency Medical Responder

**Open to:** Grades 11,12

**Course Description:** This course is designed to cover all materials required for the Emergency Medical Technician student to be eligible to take the National Registry of EMT's written and practical examinations. The students will know the necessary skills, didactic and clinical information to successfully function as a registered Emergency Medical Technician as defined, by the National Educational Standards for the Emergency Medical Technician, in Minnesota. These educational standards were developed by the United States Department of Transportation, National Highway Traffic Safety Administration.

Students will be taught to utilize, "Critical Thinking Skills" to evaluate and care for various trauma and medical situations they may encounter. Students must complete all required education and training by both the National Registry of Emergency Medical Technicians and the Minnesota Emergency medical Services Regulatory Board. Students will need to complete 10 patient contacts, preferably with an Advanced Life Support ambulance service. Students will have to successfully pass a state required FisDap written pre-test prior to taking the National Registry EMT written examination.

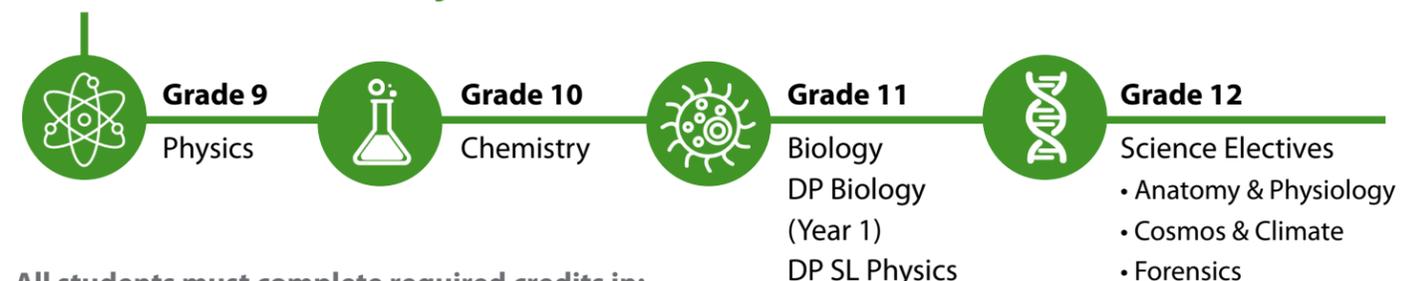
Students in EMT are concurrently enrolled with Pine Technical and Community College for 6 college credits in the Minnesota State School System.



## Science

A scientifically literate person appreciates and understands basic components of science and how science is important and useful in their life. In an era where the influence of science is increasingly prevalent, expectations for scientific literacy have become more important than ever.

### Science Pathway



**All students must complete required credits in: Physics, Chemistry, Biology**

**Any science credits taken beyond the graduation requirement count as elective credits.**

### PHYSICS 9: 0301, 0302

**Credit:** .5 each semester - 2 semester course

**Open To:** Grade 9

**Graduation Requirement:** Required Sciences

**Course Description:** A study of the basic laws of nature including: motion, forces, energy and work, electric charges, and electric currents. This is a lab-oriented course with emphasis on collection and interpretation of lab data. Activities are a main part of the course to illustrate the various scientific concepts. In this course students will learn physics through a series of scientific models, learning to apply them to real-life situations in order to construct a coherent understanding of physics. Graphing and graph interpretation, diagrams, and short presentations with white boards will be emphasized.



### CHEMISTRY: 0307, 0308

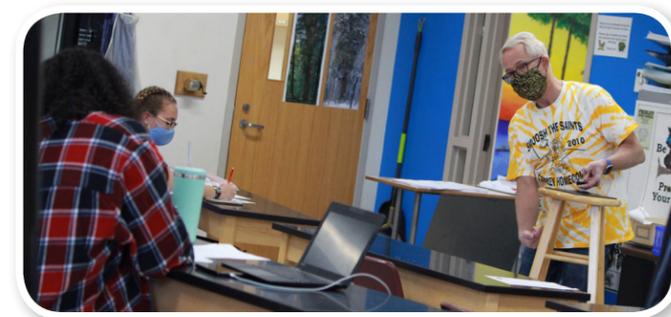
**Credit:** .5 each semester – 2 semester course

**Prerequisite:** Physics

**Open to:** Grade 10

**Graduation Requirement:** Required Sciences

**Course description:** In chemistry students will explore the discoveries of the natural world of matter. The course will take a journey through the scientific discoveries that have led to today's understanding of the world around us. Throughout the course you will become a scientific community with your fellow classmates. Situations similar to those of career scientists will be explored and investigated. This course is largely hands on with many lab explorations and experiments. After completing this course the student will have a deeper understanding of how things work in our everyday lives.



### BIOLOGY: 0332, 0333

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Physics, Chemistry

**Open To:** Grade 11

**Graduation Requirement:** Required Sciences

**Course Description:** This course involves the study of living things. This includes a variety of specific organisms, different types of life, how those organisms survive and reproduce, and the systems and conditions in which they live. Topics covered include cells, DNA/RNA, genetics, ecology, and evolution. Students work together and in groups to solve problems and complete labs. This course is taught through a variety of mediums: lecture, lab work, inquiry and small group discussion.

### DP BIOLOGY HL: (Gr. 11) 0316, 0317 (Gr. 12) 0319, 0320

**Credit:** .5 each semester - Must take 2 semesters each year. This is a 2-year course

**Prerequisite:** Physics, Chemistry

**Open To:** Grade 11, 12

**Graduation Requirement:** Meets Biology requirements

**Course Description:** In HL IB Biology students will develop an in-depth and broad knowledge of the biological Sciences while applying biological topics to global and international situations and issues. HL courses are designed to meet strict curriculum requirements and are taught over four semesters beginning in the junior year. This requires DP biology to be a fast-paced, lecture-oriented class that will likely require a large amount of study time outside of school. Designing and carrying out labs are also a large part of the coursework. Tests and quizzes designed to mimic the test administered at the end of the course by the IB. College credit can be earned by students who earn high marks on the internal assessment labs conducted in class and the final exam administered by the IB. Students that begin the second semester of this course in their junior year are obligated to finish the two year course in order to fulfill state Sciences standards. **(Fee: \$35 Exam Fee in Gr. 12)**



### DP PHYSICS SL: 0323, 0324

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Recommend Concurrent Higher Level Math and Physics, Chemistry

**Open To:** Grade 11, 12

**Graduation Requirement:** Meets Physics requirement

**Course Description:** A study of the basic laws of nature including: one and two dimensional motion, forces, momentum, energy, waves, light, electricity, and magnetism. This is a lab-oriented course with emphasis on collection and interpretation of lab data. In this course students will learn physics through a series of scientific models, learning to apply them to real-life situations in order to construct a coherent understanding of physics. Graphing and graph interpretation, diagrams, equations, computer simulations, short presentations with white boards and the writing of research-level lab reports will be emphasized. Computers are integrated into the majority of labs. This course is intended for students ready for a challenge and/or those who intend to pursue a scientific field after high school, such as engineering, chemistry, physics and computer Sciences. This course is a mathematically rigorous course with application of trigonometry concepts. **(Fee: \$35 Exam Fee)**



### DP ENVIRONMENTAL SYSTEMS SL: 0340, 0341

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** Physics, Chemistry, Biology

**Open To:** Grade: 12

**Graduation Requirement:** Elective credits

**Course Description:** The focus of IB Environmental Systems and Societies SL is to increase students' awareness and knowledge of their responsibilities as a citizen of Earth. The aims of this course include gaining an interpretation of environmental issues from a local to a global scale and becoming aware of the role of technology in finding solutions to environmental problems. Students will learn about systems and models, the ecosystem, human population, carrying capacity, resource use, conservation, biodiversity, pollution management, the issue of climate change, and environmental value systems. Students will have the opportunity explore various topics by developing and designing their own scientific investigations throughout the year. A strong focus of this course is on a student's own relationship with their environment and the significance of choices and decisions that they make in their own lives. The teaching approach will be conducive to students evaluating the scientific, ethical, and socio-political aspects of issues. **(Fee: \$35 Exam Fee)**



### ANATOMY & PHYSIOLOGY 1: 0310 ANATOMY & PHYSIOLOGY 2: 0311

**Credit:** .5 each semester - Each is 1 semester course

**Prerequisite:** Anatomy & Physiology 1: Physics, Chemistry,

**Prerequisite:** Anatomy & Physiology 2: Anatomy & Physiology 1

**Open To:** Grade 11, 12

**Graduation Requirement:** Elective credits

**Course Description:** Human structure and function are the emphasis of this course. Students will study the normal and abnormal conditions that exist in humans. Following the introduction to anatomy and physiology, topics introduced will be: histology, skeletal system, muscular system, circulatory system, hematology (study of blood), respiratory system, nervous system, endocrine system, and digestive system. Dissecting is part of the class. This course will emphasize global dynamics, global relations, and global technology as part of the Global Studies program."

### COSMOS AND CLIMATE: 0330

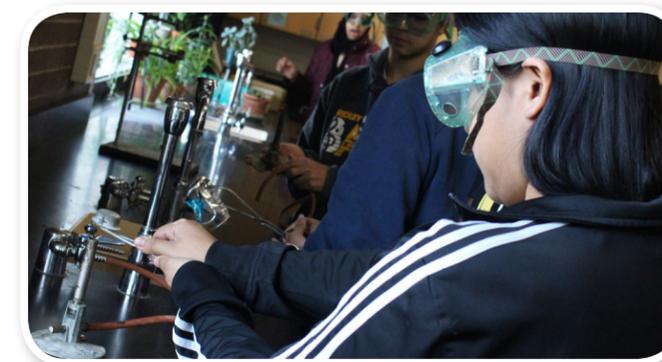
**Credit:** .5 each semester - 1 semester course

**Prerequisite:** Physics, Chemistry

**Open To:** Grade 11, 12

**Graduation Requirement:** Elective credit

**Course Description:** Cosmos and Climate begins as Cosmos - an introductory astronomy course that focuses on active investigations and activities. Students build a scale model solar system, learn to use telescopes and spectrometers, observe sunspots, create zodiac constellation models, visualize the number of stars in our galaxy using sand grains, investigate the evidence for the Big Bang Theory, explore black holes, stellar evolution, newly discovered "goldilocks" planets, and more. If you wonder about what's "out there" and Earth's place in the Cosmos, this is the course for you. The second half of the course is Climate - a course designed to help students understand our planet's atmosphere. Through scientific study, students explore patterns and processes that affect weather, factors that contribute the climate of a region, the forensic evidence that reveals past climates, and the complexity of predicting future climate changes. Any student interested in learning more about the Sciences related to global climate change should consider taking this course.



### FORENSIC SCIENCES: 0322

**Credit:** .5 each semester - 1 semester course

**Prerequisite:** Physics, Chemistry

**Open To:** Grade 11, 12

**Graduation Requirement:** Elective credit

**Course Description:** This course covers the topics and techniques involved in the fields of forensic entomology, forensic pathology, questioned documents, fingerprinting, DNA fingerprinting, serology, trace evidence, and forensic toxicology. Content will integrate topics from physics, chemistry, and biology. Possible topics include: how to analyze and collect fingerprints; test blood types; document a crime scene; simulate decomposition with insects; analyze blood spatter; analyze hair and fibers; and perform toxicology tests. By the end of the term students will be able to incorporate all of the ideas and techniques to investigate a mock crime scene. Throughout the course speakers will also come in to talk to students about careers in forensic Sciences. This class will be viewed through the global technologies lens.



## Additional Course Offerings

### PERSONAL & PROFESSIONAL SKILLS: (Gr. 11) 0042, (Gr.12) 0043

**Credit:** .5 - One Semester Each Year

**Prerequisite:** Both semesters are required for the IB CP



**Graduation Requirement:** Elective

**Course Description:** This course is open to all students in grades 11 and 12, and is required for students completing the IB Career-Related Programme (CP). It is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations. The emphasis is on skills development for the workplace. The five themes for this course are: personal development, intercultural understanding, effective communication, thinking processes, and applied ethics. The course is taught within the contexts of the career pathways of the CP.



### THEORY OF KNOWLEDGE: (Gr. 11) 0051

(Gr. 12) 0052

**Credit:** .5 - One Semester Each Year

**Prerequisite:** Both semesters are required for the IB Diploma Candidates. In order to



take the second semester, students must successfully complete the first semester

**Open To:** Grades 11, 12

**Graduation Requirement:** Elective

**Course Description:** This course asks students to reflect on their experiences as learners and to make connections between academic courses and the outside world through the examination of knowledge questions. Students will examine the nature of knowledge and how it is constructed by exploring Areas of Knowledge and the various Ways of Knowing in order to understand the relationship between personal knowledge and shared knowledge. Students will develop an understanding of why critically examining knowledge is important, be able to evaluate beliefs and knowledge claims, and realize that acquisition of knowledge places responsibilities on the knower. \*Theory of Knowledge is a Core Requirement for Full Diploma Candidate Students and is taken in addition to the 3 HL and 3 SL required courses.



### YEARBOOK: 0040, 0041

**Credit:** .5 for each semester taken – Students should take both semesters for Yearbook

**Open To:** Grades 10, 11, 12

**Graduation Requirement:** Elective

**Course Description:** This course is designed to teach students how to use digital technology to report on the events at Fridley High School in a journalistic way. Students will learn from teachers, other staff, and student experts the basics of journalistic writing skills, reporting skills, photography skills, design skills, and broadcasting (both TV and internet) skills in order to capture and report on a year in the life of FHS. The end result of this class will include the creation of school broadcasts (morning announcements) and website content (video, audio, and written). Students can take one, two, or three trimesters throughout the year. Students need to fill out an application in order to work on the Bengalian (the yearbook).

### APPROACHES TO LEARNING: GRADE 9

*This course is assigned by teacher recommendation only.*

**Credit:** .5 each semester– this is a 2 semester course

### INTERVENTION READING TIER 1, TIER 2, TIER 3

**Credit:** .5 each semester

**Graduation Requirement:** Elective

**Course Description:** This course is an intervention for students that have been identified as reading below grade level. In this course students will improve their comprehension skills by strengthening vocabulary and background knowledge, acquiring effective reading strategies, and building stamina and perseverance. Enrollment in this course is determined by test data and teacher recommendation.

## Specialized Services Program (IEP Required)

Students must qualify for specialized services to register for these classes. These services are based on the results of an evaluation and implementation of the IEP (Individualized Education Plan) plan.

Specialized services courses may fulfill graduation requirements per IEP.

### SRC MATH: 0963,0964

**Credit:** .5 each semester - 1 semester course

**Prerequisite:** IEP

**Open to:** Gr 9, 10, 11, 12

Approval by Case manager

**Course Description:** SRC math is a course designed to help students improve their general math ability and to learn life skills related to mathematics. The course focuses on helping students improve their individual math ability as well as to have a better understanding of grade level math. In addition, students will work on skills and math concepts related to testing for college/tech. school admittance. Topics covered include: Basic operations, fractions, integers, graphing, algebra and geometry. The course is a combination of independent work based on individual ability, as well as classroom instruction based on grade level concepts and real life math skills.

### SRC ENGLISH: 0967, 0968

**Credit:** .5 each semester - 1 semester course

**Prerequisite:** IEP

**Open to:** Gr 9, 10, 11, 12

Approval by Case manager

**Course Description:** This class offers a modified English and Reading Intervention curriculum at an individualized speed for Special Education students. Students will increase their reading comprehension skills through group reading, independent reading, and vocabulary practice and assessments. Students will be given daily oral language practices weekly and required to take notes periodically. They will read an assortment of materials from articles to books that relate both to today's global culture and the cultures around them. Throughout the course, students will have a book project related to a novel and a small writing assignment in order for students to work on their writing skills. Additionally, students will be tested on their reading comprehension and reading fluency in several large assessments and numerous smaller assessments. At least once a week, students will have access to computers to work independently on reading related practices to help prepare them for the Accuplacer Exam.

### CAREER EXPLORATION: 0952

**Credit:** .5 each semester - 1 semester course

**Prerequisite:** IEP

**Open to:** Gr 9, 10, 11, 12

Approval by Case manager

**Course Description:** This course emphasizes skills needed to successfully prepare students for the work environment and shows relevance of academic classes to future career and educational goals. This course covers: the job application process, legal and safety issues, ethics, goal setting, teamwork, conflict resolution, attitude, and more. Students will identify career goals and may have hands-on practice in the career field of their choice when available. (This course should take the place of academic support for one semester as time will be allowed for IEP goals and general education coursework completion.)



### SRC WORK EXPERIENCE: 0954, 0955

**Credit:** 1.0 each Semester - This is a two period block course

**Prerequisite:** IEP

**Open to:** Gr 9, 10, 11, 12

Approval by Case manager

**Course Description:** Students will be able to utilize skills learned in the career exploration class and earn elective credit through work-based learning options in the community or within the district. Students work in a setting that helps advance them towards their career goals. Opportunities include child care, building maintenance, and various businesses in the communities. Supervision is provided by a licensed work-based learning teacher to work on goals and partner with employers.

### LIFE PREP ENGLISH : 0569, 0570

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** IEP

**Open to:** Grades 9, 10, 11, 12

Approval by Case manager

**Course Description:** In this course, students work focus on reading skills as determined by IEP. This class will work on individualized goals in the area of functional writing and reading.

### LIFE PREP MATH: 0572, 0573

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** IEP

**Open to:** Grades 9, 10, 11, 12

Approval by Case manager

**Course Description:** In this course students will focus on math skills as determined by IEP. Math skills necessary in daily life are introduced to some of our students. Emphasis may be on subjects such as counting, number recognition, money use, telling time, and problem solving.

### LIFE PREP SOCIAL SKILLS: 0594, 0595

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** IEP

**Open to:** Grades 9, 10, 11, 12

Approval by Case manager

**Course Description:** This course teaches appropriate social skills such as positive social interactions, respectful communication, and cooperation with others. Students will have opportunities to practice their social skills and functional skills. It focuses on each individual's social skill needs, as documented in their IEP.

### LIFE PREP+: 0608, 0609

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** IEP

**Open to:** Grades 11, 12

Approval by Case manager

**Course Description:** This course will engage and empower students to reach their full potential by participating in a variety of activities to build confidence and increase independence in decision making. With the collaboration of general education peer mentors, they will develop positive and meaningful relationships and discover hidden talents/interest/career exploration.

### LIFE PREP EMPLOYMENT SKILLS : 0610, 0611

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** IEP

**Open to:** Grades 9, 10, 11, 12

Approval by Case manager

**Course Description:** Students will learn and practice the skills and steps necessary to operate a coffee cart business within structured classroom setting and interactions with other staff in the high school. They will practice food safety and customer service skills on a regular basis.

### LIFE PREP CAREERS: 0967, 0968

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** IEP

**Open to:** Grades 9, 10, 11, 12

**Course Description:** In this course, students will build the skills needed for competitive or supported employment, through the use of independent work experience within a structured, hands-on setting. Students will incorporate teamwork strategies, conflict resolution, attitude, and identifying career goals.

### LIFE PREP TRANSITION SKILLS: 0575, 0576

**Credit:** 1.0 each semester - 1 semester course

**Prerequisite:** IEP

**Open to:** Gr 9, 10, 11, 12

Approval by Case manager

**Course Description:** Students will learn essential skills to be able to navigate their lives after high school. One of the most important goals is to prepare students to become fully participating members of their communities and to learn to maximize individual skill sets. Students will be learning skills related to: customer service, team building, budgeting, home living, recreation and leisure, community participation, and employment. In order to appropriately gage student's understanding of the material, students will be graded on their personal IEP goals related to transition goals and assessments within the various categories studied. A large goal of the class is to provide students with basic life skills that will help them transition to an independent life where students become productive adults.

### UNIFIED PHYSICAL EDUCATION: 0498

**Credit:** .5 each semester-1 semester Course

**Open To:** IEP

**Graduation Requirement:** Meets elective requirement

**Course description:** Unified Physical Education (Unified PE) is a concept for bringing students with and without disabilities together, as equals, in a physical education setting where all students earn physical education credit. This course combines students of all abilities to participate in developmentally appropriate activities, including lifetime activities, physical fitness, and sport. Unified PE presents a unique opportunity to increase college and career readiness, as well as social/emotional learning (SEL) competencies. The class is structured around the national physical education standards and grade-level outcomes, which include gaining the knowledge and skills necessary to maintain a health-enhancing level of fitness. Based on the Framework for the 21st Century Learner, a Unified PE course can provide students with opportunities to develop flexibility, adaptability, leadership, responsibility, critical thinking, communication, and collaboration skills. Through ongoing leadership opportunities, members of course will be empowered to help create a more inclusive this and accepting school environment for all students.



### EXCEL 1: 0612, 0613

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** IEP

**Open to:** Grades 9

Approval by Case manager

**Course Description:** Excel is a four-year elective course, designed to prepare students on IEPs who are on Post-Secondary Pathway or Employment for entrance into two or four-year colleges and universities or job-training program. The class emphasizes organization, time-management, analytical writing, preparation for college entrance and placement exams, college study skills, test taking skills, oral language development, note-taking and research. Excel is not a study skills class or study hall, but will follow a year-long curriculum to build skills that will increase academic success.

### EXCEL 2: 0614, 0615

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** IEP

**Open to:** Grade 10

Approval by Case manager

**Course Description:** Excel is a four-year elective course, designed to prepare students on IEPs who are on Post-Secondary Pathway or Employment for entrance into two or four-year colleges and universities or job-training program. The class emphasizes organization, time-management, analytical writing, preparation for college entrance and placement exams, college study skills, test taking skills, oral language development, note-taking and research. Excel is not a study skills class or study hall, but will follow a year-long curriculum to build skills that will increase academic success.

### EXCEL 3 : 0616, 0617

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** IEP

**Open to:** Grade 11

Approval by Case manager

**Course Description:** Excel is a four-year elective course, designed to prepare students on IEPs who are on Post-Secondary Pathway or Employment for entrance into two or four-year colleges and universities or job-training program. The class emphasizes organization, time-management, analytical writing, preparation for college entrance and placement exams, college study skills, test taking skills, oral language development, note-taking and research. Excel is not a study skills class or study hall, but will follow a year-long curriculum to build skills that will increase academic success.

### EXCEL 4: 0618, 0619

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** IEP

**Open to:** Grade 12

Approval by Case manager

**Course Description:** Excel is a four-year elective course, designed to prepare students on IEPs who are on Post-Secondary Pathway or Employment for entrance into two or four-year colleges and universities or job-training program. The class emphasizes organization, time-management, analytical writing, preparation for college entrance and placement exams, college study skills, test taking skills, oral language development, note-taking and research. Excel is not a study skills class or study hall, but will follow a year-long curriculum to build skills that will increase academic success.



### TRANSITION 1: PERSONAL FINANCE: 0620

**Credit:** .5 each semester - 1 semester course

**Prerequisite:** IEP

**Open to:** Grade 9

Approval by Case manager

**Course Description:** This class will focus on personal finance skills including banking basics, income and employment, budgeting, managing credit and debt, financing higher education, and insurance.

### TRANSITION 2: INDEPENDENT LIVING: 0621

**Credit:** .5 each semester - 1 semester course

**Prerequisite:** IEP

**Open to:** Grade 10

Approval by Case manager

**Course Description:** Students who take this course will learn skills needed to live and work on their own post high school. This course will cover topics that include citizen rights and responsibilities, renting an apartment, job and/or training program applications.

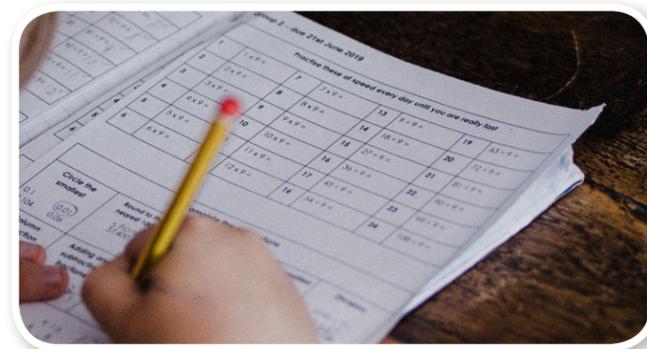
### GRADUATION PLAN STUDIES: 0072

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** IEP

**Open to:** Grade 12

**Course Description:** Graduation Plan Studies is a course that gives seniors the necessary time to make up course credits from previous semesters. Credit recovery gives students the opportunity to make up credits and graduate on time.



### SOCIAL/EMOTIONAL LEARNING: 0969,0970

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** IEP **Open to:** Grades 9, 10, 11, 12

Approval by Case manager

**Course Description:** This course teaches students appropriate social skills such as: anger-management, positive social interactions, respectful communication, and cooperation with others. Students will have opportunities to practice their social skills as well as functional skills. It focuses on each individual's social skill needs, as documented in their IEP.

### ATLAS MATHEMATICS: 0700, 0701

**Credit:** .5 each semester - 2 semester course

**Open to:** Grades 9, 10, 11, 12

Approval by Case manager

**Course Description:** This class alternates between whole class math projects that focus on math concepts that happen in life on a day to day basis and individualized math lessons for specific students. During individual lessons, students will work one-on-one with a teacher to learn new math concepts.

### ATLAS LANGUAGE AND LITERATURE: (ENGLISH): 0707,0708

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** IEP

**Open to:** Grades 9, 10, 11, 12

Approval by Case manager

**Course Description:** This class reads, discusses, and analyzes novels of different genres such as: memoirs, historical fiction and non-fiction, and mystery/suspense. Poetry and Shakespeare are also points of study, as well as short stories that highlight the different elements of literature. The class also includes daily instruction and practice with writ-

ing rules and mechanics. Students develop their writing and editing skills with the large assessments being MYP Assessment writing tasks. Students are assessed twice a year using the Basic Reading Inventory and will take the NWEA Reading test three times a year. Tenth grade students will also complete their Personal Project journal, product, and paper.

### ATLAS PERSONAL FINANCE: 0713, 0714

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** IEP

**Open to:** Grades 9, 10, 11, 12

Approval by Case manager

**Course Description:** In this course, students will learn about the basics of personal finance including wants and needs, credit, banking services and housing costs.

### ATLAS PE/HEALTH: 0715, 0716

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** IEP

**Open to:** Grades 9, 10, 11, 12

Approval by Case manager

**Course Description:** This class will combine classroom work as related to health education and physical activity.

### ATLAS GROUP SOCIAL SKILLS 0788, 0789

**Credit:** .5 each semester - 2 semester course

**Prerequisite:** IEP

**Open to:** Grades 9, 10, 11, 12

Approval by Case manager

**Course Description:** Students in Atlas Group Social Skills will develop skills in social emotional strategies and group strategies. They will learn how to work through individual, group issues, and behaviors by developing the social skills they need both in school and out in the community.



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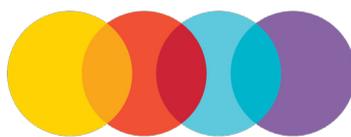
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DP Physics SL	0323, 0324	54	12		Architecture & Manufacturing Science, Technology, & Engineering
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## 2021-22 FRIDLEY HIGH SCHOOL REGISTRATION GUIDE



IB CONTINUUM

**FRIDLEY PUBLIC SCHOOLS**

## 498 Evaluation of Certified Staff

### I. Purpose

The purpose of this policy is to ensure that all tenured and probationary certified staff members are evaluated in accordance with Minnesota state statutes and the terms of the district master agreement. Inherent in an evaluation plan is a means for improving employee performance and ensuring continued instructional improvement.

### II. General Statement of Policy

The district understands that effective teaching improves student achievement, making an evaluation and improvement plan an essential element of an educational program which promotes success for all students.

### III. Definitions

- A. “Tenured Staff Members” are certified staff members who have met the requirements for teacher tenure as defined by the Minnesota state statute.
- B. “Probationary Staff Members” are certified staff members who have not met the requirements for teacher tenure as defined by the Minnesota state statute.
- C. “Teacher Assistance Plan” refers to the program which is developed with certified staff members, under the direction of the supervising administrator, in the case of an unsatisfactory evaluation, which is designed to remediate noted deficiencies.

### IV. Certified Staff Evaluation Model

- A. Fridley Public Schools shall have a program of evaluation for all certified staff members. Each certified staff member shall be evaluated in accordance with Minnesota state statute and the district master agreement and the Fridley School District Alternative Compensation Plan (ACP).
- B. Tenured certified staff members ~~with classroom assignments~~ shall be evaluated at least once every three years by their supervisor, using the forms and procedures established by the superintendent. The evaluation process shall be conducted in an open manner and shall normally include a pre-conference, a formal evaluation and a post-conference. The Fridley Schools District’s evaluation model is outlined in the Fridley School District Alternative Compensation Plan (ACP).

B-C. Non-Tenured staff members shall be evaluated three times per year, by their supervisor, using the forms and procedures established by the superintendent. The evaluation process shall be conducted in an open manner and shall normally include a pre-conference, a formal evaluation and a post-conference. The Fridley Schools District's evaluation model is outlined in the Fridley School District Alternative Compensation Plan (ACP).

1. Pre-Observation Conference

- a. The pre-observation conference shall include a review of the formal observation process, a clarification of the roles of the teacher, administrator and instructional leader in the evaluation process, and a review of the documents to be used.
- b. The teacher shall submit and discuss a completed pre-observation form, and describe or provide materials pertaining to the class to be observed.
- c. ~~If an administrator deems it necessary to observe a teacher without a pre-conference, either party may request a post-conference to be scheduled as soon as possible.~~

2. Formal Observation

- a. The formal observation shall be conducted shortly after the preconference.
- b. The administrator and instructional leader shall use the district approved rubric for observation and evaluation purposes.
- c. The observation shall normally be conducted over the course of a full class period. However, there may be some exceptions in cases when the class period is 90 minutes.
- d. Unless other arrangements have been agreed upon, the administrator and the instructional leader shall both observe the same class at the same time.

3. Post Observation Conference

- a. Following a formal observation, a post-observation conference shall be held between the teacher, administrator and instructional leader.
- b. The conference shall include a reflective discussion of the observed lesson and a review of the administrator and instructional leader's written evaluations.
- c. ~~In the case in which a certified staff member disagrees with the evaluation, a written response may be submitted and included in the employee's personnel file.~~

~~C. Non-Classroom Assignments~~

D.

1. ~~Certified staff members placed in full or part time non classroom assignments shall meet with their immediate supervisor in the first month of the contractual year to set yearly performance targets. The supervisor has the right to edit the targets.~~
2. ~~A mid-year target review conference shall be called by the supervisor to discuss progress toward the target.~~
3. ~~A year-end conference shall be held in the last month of the contract to evaluate the employee's performance based upon the established targets. At this conference, the supervisor shall articulate the degree to which the performance target was attained, indicating satisfactory or unsatisfactory progress.~~

E. Unsatisfactory Evaluation Ratings

1. In the event of an unsatisfactory rating by the administrator, the certified staff member **may elect to be** ~~shall be~~ re-evaluated by the administrator. ~~within 30 days. All normal evaluation procedures shall be followed. except that the post conference shall include the teacher, immediate supervisor, instructional leader, and second administrator.~~
2. Deficiencies shall be set forth in specific terms.
3. The identification of specific areas in which the teacher is to improve shall be set forth by the immediate supervisor. ~~and the second administrator and shall be acknowledged by the teacher.~~

4. An **Improvement plan** ~~remediation plan~~ shall be mutually developed by the teacher, **supervisor, and instructional leader** ~~and second administrator~~. The plan shall include **goals, objectives**, methods of assistance and a reasonable amount of time to demonstrate improvement.
5. The teacher shall be observed weekly over a six-week period and shall discuss progress with the supervising administrator.
6. Satisfactory completion of the **improvement plan** shall serve as fulfillment of the **goals and objectives** ~~deficiency report~~ and shall be assumed corrected if no subsequent evaluations note that specific deficiency.
7. Following an unsatisfactory evaluation, should a teacher fail to participate in, or fail to satisfactorily complete the **improvement plan**, appropriate disciplinary action shall be taken in accordance with Minnesota state statutes and the district master agreement.

D. **Non-Tenured Staff Members**

~~All probationary teachers shall successfully complete the district teacher effectiveness program and be evaluated in a manner consistent with Minnesota state statutes and the district master agreement.~~

~~Non-Tenured staff members shall be evaluated three times per year, in most cases once per trimester. Teachers hired during the school year shall be observed at least once for each trimester in which they are employed.~~

VI. **Directives and Guidelines**

The superintendent shall be responsible for the development of guidelines which articulate the processes and procedures for the evaluation and instructional growth of certified staff.

**Legal References:** Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination – Additional Staff Development and Salary)  
Minn. Stat. § 122A.41 (Teacher Tenure Act)  
Minn. Stat. § 122A.60 (Staff Development Program)  
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)  
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)  
Minn. Stat. § 126C.10, Subds. 34, 35, and 36 (General Education Revenue; Alternative Compensation)



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***School Board Action:***

Adopted as Policy May 20, 2008

First Reading



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## 701.1 MODIFICATION OF SCHOOL DISTRICT BUDGET

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

The policy of this school district is to modify its revenue and expenditure budgets in accordance with the applicable provisions of law.

### III. REQUIREMENT

- A. The school district's adopted expenditure budget shall be considered the school board's expenditure authorization for that school year.
- B. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent or such other school official as designated by the superintendent shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision.
- C. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.
- D. The school district's revenue budget shall be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The superintendent or such other school official as designated by the superintendent shall make recommendations to the school board for appropriate revisions. If necessary, the school board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

**Legal References:** Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)



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**Cross References:** MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)  
MSBA Service Manual, Chapter 7, Education Funding

**School Board Action:**  
Adopted as policy

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

### **I. PURPOSE**

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

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

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

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

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

#### ~~\_\_\_\_\_ A. Capital Assets Definition~~

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

#### ~~B. Inventory Record~~

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

#### ~~C. Recording Land~~



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

~~D.—Recording Land Improvements~~

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

~~Non-Exhaustible—Expenditures for improvements that do not require maintenance or replacement expenditures to bring land into condition to commence erection of structure, expenditures for improvements not identified with structures, and expenditures for land improvements that do not deteriorate with use or passage of time are additions to the cost of land and are not exhaustible and therefore not depreciable.~~

~~Exhaustible—Other improvements that are part of a site, such as parking lots, landscaping and fencing, are usually exhaustible and are depreciable. Depreciation of site improvements is necessary if the improvement is exhaustible.~~

~~E.—Recording Buildings~~

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

~~F.—Recording Building Improvements~~

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

~~G.—Recording Construction in Progress~~

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

~~H.—Recording Machinery and Equipment (Including Office Equipment)~~

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



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~~I. Recording Vehicles~~

~~— Vehicles should be identified, inventoried, and depreciated.~~

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

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

~~Estimated Useful Life—The first criterion is useful life. An asset must have an estimated useful life greater than one (1) year to be considered for capitalization and depreciation. Assets that are consumed, used, habitually lost or worn out in one year or less will not be capitalized.~~

~~Asset Cost—The second criterion for determining depreciable capital assets is cost. The capitalization threshold shall be established as follows for per individual asset item.~~

~~— Capitalize and Depreciate~~

<del>Land &amp; Construction in Progress</del>	<del>Capitalize only</del>
<del>Land Improvements—Improvements other than Buildings</del>	<del>\$5,000</del>
<del>Building &amp; Improvements</del>	<del>\$5,000</del>
<del>Equipment &amp; Transportation Vehicles</del>	<del>\$5,000</del>

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~~K. Depreciation Definition~~

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

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

~~L. Obtaining an Asset's Cost of Acquisition Value~~

~~Capital assets are reported at historical cost and should include the cost of freight, site preparation, architect and engineering fees, etc. If something other than cash is used to pay for the asset, then the fair market value of the non-cash payment or consideration determines the asset's cost or acquisition value. When the value of the consideration paid can't be determined, the asset's fair market value determines its cost. With few~~



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~~exceptions, an asset's cost should also include necessary costs incurred to place the asset in service. Costs include the invoice price plus incidental costs (insurance during transit, freight, capitalized interest as described earlier, duties, title search, registration fees, and installation costs). Exceptions to this rule include interest expenses associated with deferred payments and real estate taxes paid, if any, in the acquisition of property.~~

~~-Establishing Classes of Assets~~

~~———— The District establishes the following major categories of capital assets.~~

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

~~Capital assets include land, land improvements, buildings, building improvements, construction in progress, machinery, equipment, and licensed vehicles. Capital assets are defined as those with an initial, individual cost of \$5,000 or more and have a useful life of more than one fiscal year. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.~~

#### IV. REPORT

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

**Legal References:**

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

**Cross References:**

- CHSD Proposed Policy 702 (Accounting)
- MSBA Service Manual, Chapter 9, Public School Finance

**School Board Action:**

Adopted March 17, 2009



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## 705 Investment of School District Funds

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. SCOPE

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

### IV. AUTHORITY; OBJECTIVES

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

- A. The funds of the school district shall be deposited or invested in accordance with this policy, Minn. Stat. Ch. 118A and any other applicable law or written administrative procedures. Safety of Principal

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



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**B. The primary criteria for the investment of the funds of the school district, in priority order, are as follows**

- 1. Safety and Security.** Safety of principal is the first priority. The investments of the school district shall be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.
- 2. Liquidity** The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable, and debt service.
- 3. Return and Yield.** The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

**V. STANDARD OF CONDUCT/DELEGATION OF AUTHORITY**

**A. The Director of Finance and Operations of the school district is designated as the investment officer of the school district and is responsible for investment decisions and activities under the direction of the school board. The investment officer shall operate the school district's investment program consistent with this policy. The investment officer may delegate certain duties to a designee or designees but shall remain responsible for the operation of the program.**

**A.B. All officials and employees that are a part of the investment process shall act professionally and responsibly as custodians of the public trust and shall refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program. The investment officer shall avoid any transaction that could impair public confidence in the school district. Prudence**

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

**B. Ethics and Conflicts of Interest**



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

#### ~~C. Delegation of Authority~~

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

#### ~~D. Internal Controls~~

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

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

### ~~VI. STANDARD OF CONDUCT QUALIFIED FINANCIAL INSTITUTIONS~~

~~The school district shall maintain a list of the financial institutions that are approved for investment purposes. Prior to completing an initial transaction with a broker, the school district shall provide to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota Statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the school district's account in accordance with these restrictions. The notification form to be used shall be that~~



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~~prepared by the State Auditor. A copy of this investment policy, including any amendments thereto, shall be provided to each such broker.~~

~~A. Depositories — Demand Deposits~~

- ~~1. Any financial institution selected by the District shall provide normal banking services, including, but not limited to: checking accounts, wire transfers and safekeeping services.~~
- ~~2. The District will not maintain funds in any financial institution that is not a member of the FDIC (Federal Deposit Insurance Corporation). In addition, the District will not maintain funds in any institution that does not first agree to post required collateral for funds or purchase private insurance in excess of FDIC insurable limits and in amounts acceptable to the District.~~
- ~~3. To qualify as a depository, a financial institution must furnish the Treasurer with copies of the latest two statements of condition. While acting as a depository, a financial institution must continue to furnish such statements to the Treasurer within 45 days of the end of each quarter.~~
- ~~4. Fees for banking services shall be mutually agreed to by an authorized representative of the depository bank and the Treasurer on an annual basis. Fees for services shall be substantiated by a monthly account analysis.~~
- ~~5. All financial institutions acting as a depository for the District must enter into a "Depository Agreement."~~

~~B. Banks and Savings and Loans — Certificates of Deposit~~

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

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

~~C. Intermediaries~~



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

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

~~The standard of conduct regarding school district investments to be applied by the investment officer shall be the "prudent person standard." Under this standard, the investment officer shall exercise that degree of judgment and care, under the circumstances then prevailing, that persons of prudence, discretion, and intelligence would exercise in the management of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets. The prudent person standard shall be applied in the context of managing the overall investment portfolio of the school district. The investment officer, acting in accordance with this policy and exercising due diligence, judgment, and care commensurate with the risk, shall not be held personally responsible for a specific security's performance or for market price changes. Deviations from expectations shall be reported in a timely manner and appropriate actions shall be taken to control adverse developments.~~

## **VII. SAFEKEEPING AND COLLATERALIZATION MONITORING AND ADJUSTING INVESTMENTS**

~~A. All investment securities purchased by the school district shall be held in third party safekeeping by an institution designated as custodial agent. The custodial agent may be any federal reserve bank, its branch office, or a securities broker-dealer defined in Minnesota Statutes. The institution or dealer shall issue a safekeeping receipt to the school district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.~~

~~B. Deposit type securities shall be collateralized as required by Minnesota Statutes for any amount exceeding FDIC, SAIF (Savings Association Insurance Fund), BIF (Bank~~



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Insurance Fund), FCUA (Federal Credit Union Administration), or other federal deposit coverage.

A. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The school district may accept a safekeeping receipt instead of requiring physical delivery or third party safekeeping of collateral on overnight repurchase agreements of less than \$1,000,000

The investment officer shall routinely monitor existing investments and the contents of the school district's investment portfolio, the available markets, and the relative value of competing investment instruments.

**VIII. INVESTMENT INSTRUMENTS INTERNAL CONTROLS**

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

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

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

A. Bonds, notes, certificates of indebtedness, treasury bills or other securities now or hereafter issued by the United States of America, its agencies and allowable instrumentalities.

B. Interest bearing savings accounts, interest bearing certificates of deposit or interest bearing time deposits, or any other investments constituting direct obligations of any bank.

C. Certificates of deposit with federally insured institutions that are collateralized or insured in excess of the FDIC limit.

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~~D. Collateralized repurchase agreements which conform to the requirements stated in Minnesota Statutes.~~

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~~E. Commercial paper meeting the following requirements:~~

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~~1. The corporation must be organized in the United States or be a Canadian subsidiary.~~

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~~2. The corporation's assets must exceed \$500,000,000.~~

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~~3. The obligations at the time of purchase must be rated at the highest classifications by at least two of the four nationally recognized rating services. (Standard and Poor's, Duff and Phelps, Moody's, and Fitch Investor's Service.)~~

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~~4. The obligations cannot have a maturity longer than 270 days.~~

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~~5. Not more than 33% of the total investment fund can be invested in commercial paper at any time.~~

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~~6. The total investment in any one corporation cannot exceed 10% of the corporation's outstanding obligations.~~

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~~7. The total investment in any one corporation cannot be more than \$20 million.~~

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~~F. Investments may be made only in those savings banks or savings and loan associations the shares, or investment certificates of which are insured by the FDIC.~~

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~~G. Investment products that are considered as derivatives are specifically excluded from approved investments.~~

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**IX. DIVERSIFICATION – MATURITIEPERMISSIBLE INVESTMENT INSTRUMENTSS**

~~A. The school district may invest its available funds in those instruments specified in Minn. Stat. §§ 118A.04 and 118A.05, as these sections may be amended from time to time, or any other law governing the investment of school district funds.~~

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~~B. The assets of an otheranother postemployment benefits (OPEB) trust or trust account established pursuant to Minn. Stat. § 471.6175 to pay postemployment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under Minn. Stat. Ch. 118A or § 356A.06, Subd. 7. Investment of funds in an OPEB trust account under Minn. Stat. § 356A.06, Subd. 7, as well as the overall asset allocation strategy for OPEB investments, shall be governed by an OPEB Investment Policy Statement (IPS)~~

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developed between the investment officer, as designed herein, and the trust administrator. The investments shall be diversified by:

Limiting investments to avoid over concentration in securities from a specific issuer or business sector (excluding U.S. Treasury securities.)

Limiting investment in securities that have higher credit risks.

Investing in securities with varying maturities.

Continuously investing a portion of the portfolio in readily available funds to ensure that appropriate liquidity is maintained in order to meet ongoing obligations.

Investment maturities shall be scheduled to coincide with projected school district cash flows needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues.

#### **X. PORTFOLIO DIVERSIFICATION; MATURITIES**

A. Limitations on instruments, diversification, and maturity scheduling shall depend on whether the funds being invested are considered short-term or long-term funds. All funds shall normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.

B. The school district shall diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities.

1. The investment officer shall prepare an investment table in the annual financial statements specifying the accounts invested in a single type of investment instrument.

2. Investment maturities shall be scheduled to coincide with projected school district cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues. Maturities for short-term and long-term investments shall be timed according to anticipated need. Within these parameters, portfolio maturities shall be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected shall provide for stability of income and reasonable liquidity.

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#### **XI. COMPETITIVE SELECTION OF INVESTMENT INSTRUMENTS**

Before the school district invests any surplus funds in a specific investment instrument, a competitive bid or quotation process shall be utilized. If a specific maturity date is required,



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either for cash flow purposes or for conformance to maturity guidelines, quotations or bids shall be requested for instruments which meet the maturity requirement. If no specific maturity is required, a market trend analysis, which includes a yield curve, will normally be used to determine which maturities would be most advantageous. Quotations or bids shall be requested for various options with regard to term and instrument. The school district will accept the quotation or bid which provides the highest rate of return within the maturity required and within the limits of this policy. Generally, all quotations or bids will be computed on a consistent basis, i.e., a 360-day or a 365-day yield. Records will be kept of the quotations or bids received, the quotations or bids accepted, and a brief explanation of the decision that was made regarding the investment. If the school district contracts with an investment advisor, bids are not required in those circumstances specified in the contract with the advisor.

## **XII. QUALIFIED INSTITUTIONS AND BROKER-DEALERS**

A. The school district shall maintain a list of the financial institutions that are approved for investment purposes.

B. Prior to completing an initial transaction with a broker, the school district shall provide to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the school district's account in accordance with these restrictions. The school district may not enter into a transaction with a broker until the broker has provided this annual written agreement to the school district. The notification form to be used shall be that prepared by the State Auditor. A copy of this investment policy, including any amendments thereto, shall be provided to each such broker.

## **XIII. SAFEKEEPING AND COLLATERALIZATION**

A. All investment securities purchased by the school district shall be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any Federal Reserve Bank, any bank authorized under the laws of the United States or any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York, or a securities broker-dealer defined in Minn. Stat. § 118A.06. The institution or dealer shall issue a safekeeping receipt to the school district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.

B. Deposit-type securities shall be collateralized as required by Minn. Stat. § 118A.03 for any amount exceeding FDIC, SAIF, BIF, FCUA, or other federal deposit coverage.



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C. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The school district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than \$1,000,000.

#### **XIV. REPORTING REQUIREMENTS**

A. The investment officer shall generate daily and monthly transaction reports for management purposes. In addition, the school board shall be provided a monthly report that shall include data on investment instruments being held as well as any narrative necessary for clarification.

B. As part of the annual audit, the investment officer shall prepare and submit to the school board a comprehensive annual report on the investment program and investment activity of the school district for that fiscal year.

C. If necessary, the investment officer shall establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system shall be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purposes.

#### **XV. DEPOSITORIES**

The school board shall annually designate one or more official depositories for school district funds. The treasurer or the chief financial officer of the school district may also exercise the power of the school board to designate a depository. The school board shall be provided notice of any such designation by its next regular meeting. The school district and the depository shall each comply with the provisions of Minn. Stat. § 118A.03 and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition, and withdrawal of collateral.

#### **XVI. ELECTRONIC FUNDS TRANSFER OF FUNDS FOR INVESTMENT**

The school district may make electronic fund transfers for investments of excess funds upon compliance with Minn. Stat. § 471.38.

#### **Legal References:**

Minn. Stat. § 118A.01 (Public Funds; Depositories and Investments)

Minn. Stat. § 118A.02 (Authorization for Deposit and Investment)

Minn. Stat. § 118A.03 (Depositories and Collateral)



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- [Minn. Stat. § 118A.04 \(Investments\)](#)
- [Minn. Stat. § 118A.05 \(Contracts and Agreements\)](#)
- [Minn. Stat. § 118A.06 \(Delivery and Safekeeping\)](#)
- [Minn. Stat. § 356A.06, Subd. 7 \(Authorized Investment Securities\)](#)
- [Minn. Stat. § 471.38 \(Claims\)](#)
- [Minn. Stat. § 471.6175 \(Trust for Postemployment Benefits\)](#)

**Cross References:**

- [MSBA/MASA Model Policy 703 \(Annual Audit\)](#)
- [MSBA Service Manual, Chapter 7, Education Funding](#)
- [Minnesota Legal Compliance Audit Guide Prepared by the Office of the State Auditor](#)

***School Board Action:***

*Adopted as Policy 705 March 21, 2006*

*Revised February 16, 2010*

Revised



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## 707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

### I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

### III. DEFINITIONS

- A. "Child with a disability" includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of Education. In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the commissioner, is not a child with a disability. ([Minn. Stat. § 125A.02](#))
- B. "Home" is the legal residence of the child. In the discretion of the school district, "home" also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, if the facility or residence is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. ([Minn. Stat. § 123B.92, Subd. 1\(b\)\(1\); Minn. Stat. § 127A.47, Subd. 2](#))

- C. “Homeless student” means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances. ([42 U.S.C § 11434a](#))
- D. “Nonpublic school” means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of ~~Minnesota state law, which is located within the state, and which meets the requirements of federal law.~~ [Minn. Stat. § 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964 \(42 U.S.C § 2000d, et seq.\). \(Minn. Stat. §123B.41, Subd. 9\)](#)
- E. “Nonresident student” is a student who attends school in the school district and resides in another district, defined as the “nonresident district.” In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student’s parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. ([Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3](#))
- F. “Pupil support services” are health, counseling and guidance services provided by the public school in the same district where the nonpublic school is located. ([Minn. Stat. § 123B.41, Subd. 4](#))
- G. “School of origin,” for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. ([42 U.S.C. § 11432\(g\)\(3\)\(G\)](#))
- H. “Shared time basis” is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of [Minn. Stat. § 120A.22 by attendance at a nonpublic school. \(Minn. Stat. § 126C.01, Subd. 8\)](#) ~~Minnesota state law by attendance at a nonpublic school.~~

- I. “Student” means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. ([Minn. Stat. § 123B.41, Subd. 11](#))

#### IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student’s parent or guardian. ([Minn. Stat. § 123B.88, Subd. 1](#))
- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the School Board.
- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. This includes part-time secondary students, early childhood family education participants and area learning center students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor, with the exception of early childhood family education participants and area-learning center students if the provision of such transportation services can be provided without an increase in the school district’s expenditures. ([Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13](#))
- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service zone. A full-service zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

#### V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students. ([Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3](#))

- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. ([Minn. Stat. § 123B.88, Subd. 6](#))
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. ([Minn. Stat. § 127A.47, Subd. 3\(b\)](#))
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. ([Minn. Stat. § 123B.92, Subd. 3\(b\)](#))

## VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. ([Minn. Stat. § 124D.03, Subd. 8](#))
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. ([Minn. Stat. § 123B.88, Subds. 1 and 4](#))
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but

may provide such transportation services at its discretion. ([Minn. Stat. § 124D.041](#))

## VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, the board must provide a necessary transportation, consistent with Minn. Stat. § 123B.92, Subd. 1(b) (4), for a resident child with a disability not yet enrolled in kindergarten, For the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child’s level of functioning and needs. ([Minn. Stat. § 123B.88, Subd. 1](#))
- B. Resident students with a disability whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. ([Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600](#))
- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. ([Minn. Stat. § 125A.65](#))
- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. ([Minn. Stat. § 125A.12](#))
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district

during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district.

- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. ([Minn. Stat. § 125A.15\(c\) and \(d\)](#); [Minn. Stat. § 125A.51\(e\)](#))
- G. Each driver and aide/paraprofessional assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. ([Minn. Rules Part 7470.1700](#))
- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in [Minn. Stat. Ch. 125A. \(Minn. Rules Part 7470.1600, Subd. 2\)](#)~~Minnesota state statute.~~

## VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district. ([42 U.S.C. § 11432\(e\)\(3\)\(C\)\(i\)\(III\)\(cc\) and \(g\)\(4\)\(A\)](#))
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
  - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the

student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district. ([42 U.S.C. § 11432\(g\)\(1\)\(J\)\(iii\)\(I\)](#))

2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. ([Minn. Stat. § 125A.51\(f\)](#); [42 U.S.C. § 11432\(g\)\(1\)\(J\)\(iii\)\(II\)](#))
3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. ([Minn. Stat. § 125A.51\(f\)](#))
4. ~~[A homeless nonresident student enrolled under Minn. Stat. § 124D.08, Subd. 2a, must be provided transportation from the student's district of residence to and from the school of enrollment. \(Minn. Stat. § 123B.92, Subd. 3\(c\)\).](#)~~~~[A homeless nonresident student enrolled under Minnesota Statute must be provided transportation from the student's district of residence to and from the school of enrollment.](#)~~

## IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days. ([Minn. Stat. § 123B.88, Subd. 21](#))

## X. MANNER OF TRANSPORTATION

A.—The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the School Board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a

student who may be more economically and conveniently provided for by that means. (Minn. Stat. § 123B.88, Subd. 1)

~~B. The director of transportation shall be responsible for:~~

- ~~1. recommending to the School Board the design of school bus routes and the designation of school bus stops;~~
- ~~2. recommending to the School Board the publication and dissemination of information regarding attendance boundaries, bus routes, and scheduled bus stops;~~
- ~~3. maintaining a current schedule of all bus routes and bus stops in the district office;~~
- ~~4. conferring with the designated private carrier, and establishing tentative schedules for the loading and unloading of students at designated bus stops.~~
- ~~5. preparing specifications for pupil transportation and advertise seeking bid quotations for the transportation services district for a two year term.~~
- ~~6. preparing and presenting a proposed contract with the private carrier to the School Board for their approval.~~

~~C. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means.~~

## **XI. RESTRICTIONS**

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. § 1415 (Individuals with Disabilities Act), 29 U.S.C. § 794 (the Rehabilitation Act), and 42 U.S.C. § 12132, (Americans with Disabilities Act) are governed by these provisions. (Minn. Stat. § 121A.59)are governed by state and federal law.

## **XII. FEES**

- A. In its discretion, the school district may charge fees for transportation of students to and from extra curricular activities conducted at locations other than school, where attendance is optional. ([Minn. Stat. § 123B.36, Subd. 1\(10\)](#))
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. [The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minn. Stat. § 190.05. \(Minn. Stat. § 123B.36, Subds. 1\(11\) and 6\)](#)
- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. ([Minn. Stat. § 123B.36, Subd. 1\(13\)](#))
- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. ([Minn. Stat. § 123B.36, Subd. 3](#))

**Legal References:**

- Minn. Stat. § 120A.22 (Compulsory Instruction)
- Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)
- Minn. Stat. § 123B.36 (Authorized Fees)
- Minn. Stat. § 123B.41 (Educational Aids for Nonpublic School Children; Definitions)
- Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
- Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
- Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
- Minn. Stat. § 124D.03 (Enrollment Options Program)
- Minn. Stat. § 124D.04 (Enrollment Options Programs in Border States)
- Minn. Stat. § 124D.041 Reciprocity with Adjoining States)
- Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District)
- Minn. Stat. Ch. 125A (Children with a Disability)
- Minn. Stat. § 125A.02 (Children with a Disability, Defined)
- Minn. Stat. § 125A.12 (Attendance in Another District)
- Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)



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Minn. Stat. § 125A.51 (Placement of Children without Disabilities; Education and Transportation)  
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)  
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)  
Minn. Stat. § 126C.01 (General Education Revenue - Definitions)  
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)  
Minn. Stat. § 190.05 (Definitions)  
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)  
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)  
20 U.S.C. § 1415 (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)  
42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)  
42 U.S.C. § 11431, *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)  
42 U.S.C. § 12132 (Americans with Disabilities Act)

***Cross References:***

MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 710 (Extracurricular Transportation)  
MSBA Service Manual, Chapter 2, Transportation

***School Board Action:***

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