



Fridley Public Schools School Board Work Session Agenda

Tuesday, June 15, 2021 at 5:30 PM

Fridley Community Center

6085 7th Street NE

Fridley, MN 55432

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E. **PUBLIC FORUM**



FRIDLEY PUBLIC SCHOOLS

Fridley Public Schools Policies Presented for Second Reading June 15, 2021

#	Policy Name	Change/Revision
506	Student Discipline	Section VI. A. – added 42, revised 43
514	Bullying Prohibition	Section IV. C – added who to go to if the complaint involves the building report taker Section V. F added
616	School District Systems Accountability	Section IV. D. 4. clarified positions within Fridley Public Schools on the District Advisory Committee
806	Crisis Management	Section II. B. 1. b. - Number of fire and tornado drills added. Section III. H. & I. – added



506 STUDENT DISCIPLINE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

Although this policy emphasizes the development of self-discipline it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS

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

- H. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a pupil from attending school for a period of no more than ten school days.

IV. AREAS OF RESPONSIBILITY

- A. School Board. The School Board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy; hold all school personnel, students and parents responsible for conforming to this policy; and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents.
- C. Principal. The school principal will have the responsibility and authority to formulate building rules and regulations necessary to enforce this policy. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- D. Teachers. All teachers will be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the school administration. All teachers shall enforce the code of student conduct. In exercising the teacher’s lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

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

V. STUDENT RIGHTS AND RESPONSIBILITIES

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

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

VI. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of profanity or obscene language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Hazing;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Opposition to authority using physical force or violence;
7. Using, possessing or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
8. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs or other controlled substances (except as prescribed by a physician), or look-alike substances, (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student.
10. Using, possessing or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
11. Using, possessing or distributing weapons, or look-alike weapons or other dangerous objects;
12. Violation of the school district weapons policy;
13. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;

14. Possession, use or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
15. Possession, use or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
16. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
17. Violation of any local, state or federal law as appropriate;
18. Acts disruptive of the educational process, including, but not limited to, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
19. Violation of the school district's Internet Acceptable Use Policy;
20. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to laser pointers, pagers, radios and phones, including picture phones.
21. Violation of school bus or transportation rules or the district's bus safety policy;
22. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
23. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
24. Possession or distribution of slanderous, libelous or pornographic materials;
25. Violation of the district's Bullying Prohibition Policy;
26. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing

which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

27. Criminal activity;
28. Falsification of any records, documents, notes or signatures;
29. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means.
30. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism or collusion, including the use of picture phones or other technology to accomplish this end;
31. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
32. Sexual abuse and/or harassment;
33. Violation of the school district's Violence Prevention Policy;
34. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
35. Committing an act which inflicts bodily harm upon another person, even though accidental or a result of poor judgment;
36. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
37. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written that are discriminatory, abusive, obscene, threatening, intimidating degrading to other people, or threatening to school property;

38. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
39. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;
40. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
41. Insubordination to teachers or other school district personnel;
42. Violation of the school district's one-to-one device rules and regulations;
43. Violation of school rules, regulations, policies or procedures; including but not limited to, those policies specifically enumerated in this policy;
44. Other acts, as determined by the school principal, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

VII. DISCIPLINARY ACTIONS

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

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

- A. Student conference with teacher, principal, counselor or other school district personnel, and verbal warning;

- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. Petition County Court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Expulsion under the Pupil Fair Dismissal Act;
- S. Exclusion under the Pupil Fair Dismissal Act;
- T. Other disciplinary action as deemed appropriate by the school district.

VIII. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's

parent or guardian to discuss the problem that is causing the student to be removed from class.

- C. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy. Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.
- D. Grounds for removal from class shall include any of the following:
1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
 2. Willful conduct that endangers school district employees, surrounding persons, the student or other students, or the property of the school;
 3. Willful violation of any school rules, regulations, policies or procedures, including the code of student conduct in this policy; or
 4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- E. If a student is removed from class more than 10 times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and made reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.
- F. Teacher Procedures for Removal of a Student from a Class. Teachers are required to follow the legal procedures prescribed in law if and when they exercise their authority to remove a student from class. Those procedures will be specified by the school principal in writing and available to teachers who select to exercise this authority. The school procedures for teachers will include the following:

1. Specify procedures to be followed by a teacher, administrator or other school district employee to remove a student from a class;
2. Specify required approvals necessary;
3. Specify paperwork and reporting procedures.
4. Designation of where student is to go when removed;
5. Designation of how student is to get to designated destination;
6. Whether student must be accompanied;
7. Statement of what student is to do when and while removed;
8. Designation of who has control over and responsibility for student after removal from class.

G. Teacher Procedures for Return of a Student to the Class after Removal.

The school procedures for the teacher will include the following:

1. Specification of procedures;
2. Actions or approvals required such as notes, conferences, readmission plans.

H. Teacher Procedures for Notification.

1. Specify procedures for notifying students and parents/guardians of violations of the rules of conduct and resulting disciplinary action;
2. Actions or approvals required, such as notes, conferences, readmission plans.

I. Teacher Procedures for Disabled students; special provisions.

1. Procedures for consideration of whether there is a need for further assessment;
2. Procedures for consideration of whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a disabled student who is removed from class or disciplined; and

3. Any procedures determined appropriate for referring students in need of special education services to those services.

J. Teacher Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.

1. Establishment of a chemical abuse preassessment team pursuant to Minnesota state statute.
2. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minnesota state statute.

K. Teacher Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.

IX. DISMISSAL

- A. Dismissal involves the denial of the current educational program to any student, including suspension, exclusion, and expulsion. Dismissal does not include removal from class.

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

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

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to exclusion and/or expulsion from school. A student may be dismissed from school on any of the following grounds:

1. Willful violation of any reasonable School Board regulation, including those found in this policy;
2. Willful conduct that materially and substantially disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Suspension procedures.

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or

ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota state statute selected to allow the pupil to progress toward meeting graduation standards under Minnesota state statute 2, although in a different setting.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
7. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.

8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.
9. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
11. Notwithstanding the foregoing provisions, the student may be suspended pending the School Board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures.

1. "Expulsion" means a School Board action to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled. The authority to expel rests with the School Board.
2. "Exclusion" means an action taken by the School Board to prevent enrollment or reenrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This

notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department Education.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education. The School Board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to the student's records and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including records upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the School Board and served upon the parties within two (2) days after the close of the hearing.
17. The School Board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The School Board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the School Board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Minnesota Department of Education of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the School Board may appeal the decision to the Commissioner within 21 calendar days of School Board action pursuant to Minnesota state statute. The decision of the School Board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

X. ADMISSION OR READMISSION PLAN

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minnesota state statute, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XI. NOTIFICATION OF POLICY VIOLATIONS

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

In addition, the school district must report, through the MDE electronic reporting system, each physical assault of a school district employee by a student within thirty (30) days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race and special education status.

XII. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline

records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act and Minnesota state statutes.

XIII. DISABLED STUDENTS

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

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

XIV. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program or Enrollment in Nonresident District under Minnesota state statutes at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XV. DISTRIBUTION OF POLICY

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

XVI. REVIEW OF POLICY

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

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Reasonable Force)
Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (Area Learning Center Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
Minn. Stat. Ch.125A (Students With Disabilities)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.22 (Medical Cannabis; Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Court Act)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e) (1) (Manifestation Determination)

Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 409 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
MSBA/MASA Model Policy 501 (School Weapons)

MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)

MSBA/MASA Model Policy 503 (Student Attendance)

MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)

MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)

MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)

MSBA/MASA Model Policy 525 (Violence Prevention)

MSBA/MASA Model Policy 526 (Hazing Prohibition)

MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)

MSBA/MASA Model Policy 610 (Field Trips)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 711 (Video Recording on School Buses)

MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

School Board Action:

Revised as Policy 8.301

Revised as Policy 506 June 18, 2002

Revised July 15, 2008

Revised September 21, 2010

Revised February 18, 2014

Revised June 21, 2016

Revised September 20, 2016

Revised December 18, 2018

Revised April 21, 2020

Revised June 15, 2021

514 BULLYING PROHIBITION POLICY

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate, and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, contracted staff, other employee, or volunteer of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures. The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. An actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern: or
2. Materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network, Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as reasonably possible.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
 1. Causes physical harm to a student or student's property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "On school premises, on school district property, at school- functions" or activities, or on school transportation means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for

school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or any other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to

the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, 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. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (Policy 506 Student Discipline) and other applicable school district policies; and applicable regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident, of the remedial action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits and act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation or alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - 4. The incidence and nature of cyberbullying; and
 - 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and

recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy in the student handbook.

VIII. NOTICE



A World-Class Community of Learners

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.

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the School Board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 8, 11, 13, and 17 (Definition of Public School)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch. 124E (Charter School)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20. U.S.C. § 1232g et seq. (Family Educational Rights and Privacy Act)
34 C.F. R. §§ 99.1-99.67 (Family Educational Rights and Privacy)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)



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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 423 (Employee-Student Relationships)

MSBA/MASA Model Policy 501 (School Weapons Policy)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 507 (Corporal Punishment)

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)

MSBA/MASA Model Policy 525 (Violence Prevention)

MSBA/MASA Model Policy 526 (Hazing Prohibition)

MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 711 (Videotaping on School Buses)

MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

School Board Action:

Adopted as Policy 514 Bullying, November 27, 2007

Revised July 15, 2014

Revised June 15, 2021

Bullying Incident Report Form

“Bullying” means any written, verbal or electronic communication, or any physical act or gesture, which causes distress to one or more students and which substantially interferes with another student’s educational benefits, opportunities, or performance. Independent School District 14 maintains a firm policy prohibiting bullying in all forms.

Your name: _____ Today’s Date _____

Name of the person who bullied you: _____

Incident Details: Date _____ Time _____

Place _____

Reported to: _____ Date: _____

Describe what happened as clearly as possible, including exactly what was said or done by everyone involved. _____

(Continue on the back of this form if necessary.)

Names of witnesses:

Policy 514 Bullying Prohibition Policy – Addendum A

616 School District Systems Accountability

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and federal law will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district will also establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

- A. School District Goals. The school board shall establish district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.
- C. Implementation of Graduation Requirements
1. The Director of Teaching & Learning shall advise the School Board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. The School Board shall receive public input and comment and shall adopt or update this policy at least annually.
 2. The School Board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the School Board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Director of Teaching & Learning shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations.
 3. The educational assessment system component utilized by the School Board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The School Board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.
- D. District Advisory Committee
1. By October 15 of each year, the District Advisory Committee shall meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process and implementation of the Minnesota Academic Standards.
 2. The District Advisory Committee, working in cooperation with other committees of the school district shall provide active community participation in:

- a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the assessment and evaluation process that will be used to measure progress toward the district goals;
 - d. Advising the school board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:
 - a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Minnesota Academic Standards.
 - b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement a site improvement plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
4. The District Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:
 - a. Director of Teaching and Learning
 - b. Director of Special Services
 - c. Equity and Inclusion Coordinator
 - b. Principal
 - c. School Board Member
 - d. Student Representatives

- e. One teacher from each building or instructional level
 - f. Two parents from each building or instructional level
 - g. Two residents without school-aged children, non-representative of local business or industry
 - h. Two residents representative of local business or industry
 - i. School District Test Administrator (if different from “a.” above)
5. Translation services should be provided to the extent appropriate and practical.

E. Reporting.

1. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the worlds’ best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The school district shall include the results of this revaluation in its summary report to the Commissioner.
2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.35 (Student Achievement Levels)
Minn. Stat. § 120B.36 (School Accountability; Appeals Process)



A World-Class Community of Learners

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.

Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making Agreement)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

School Board Action:

Adopted as Policy June 21, 2016
Revised June 18, 2019
Revised January 21, 2020
Revised June 15, 2021

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for the school and building administrators, school employees, students, School Board members, and community members to address a wide range of potential crisis situations in the school district. The Fridley School District develops building-specific crisis management plans for each school building in the district and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with first responders and other relevant community organizations. The school district will ensure that relevant first responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the School Board for review and approval along with the district Emergency Crisis Management Guide. Upon approval by the School Board, such crisis management plans shall be an addendum to this Crisis Management Policy. The Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. **General Crisis Procedures:** The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating the building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis

setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the Building Crisis Response Team. A secondary method of communication should be included when the primary method of communication is inoperable. Each building will have access to an Emergency Crisis Management Guide to assist in the development of the building-specific crisis management plans. Finally, all general crisis procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.

- a. **Lock-Down Procedures.** Lock down procedures will be used in situations where harm may result to persons inside the school building, such as shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator/designee. The building administrator or designee will announce the lock down over the public address system or other designated system. Code words will not be used. Provision for emergency evacuation will be maintained even in the event of a lock down. Each building administrator will submit lock down procedures for the building as part of the building-specific crisis management plan. Each building will conduct five lock-down drills each school year.
 - b. **Evacuation Procedures.** Evacuation of classrooms and buildings shall be implemented at the discretion of the building administrator or designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.) visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day. Each building will conduct five fire drills and one tornado drill each school year.
 - c. **Sheltering Procedures.** Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for the building as part of the building-specific crisis management plan.
2. **Crisis-Specific Procedures:** The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-

sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

3. Building Crisis Response Teams

- a. **Composition.** The building administrator in each school building will select a building crisis response team that will be trained to respond to emergency situations. All building crisis response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, building crisis response teams will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of building crisis response team members which will be updated annually. The building administrator and alternative designees will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office.
- b. **Leaders.** The building administrator or designee will serve as the leader of the building crisis response team and will be the primary contact for the emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the building crisis response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. **District Employees:** Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific management plan shall include the method and date of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plan and shall receive periodic training on plan implementation.

2. **Students and Parents:** Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparation for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion.
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice situations using primary evacuation and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances (e.g. lunchtime, recess, and during assemblies). State law requires a minimum of five drills each school year.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g. receptionist, head custodian, etc.). The school district also will designate an administrator or designee to meet local fire or law enforcement agents upon their arrival.

- C. **Facility Diagrams and Site Plans:** All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.
- D. **Emergency Telephone Numbers:** Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be on file in the Emergency Crisis Management Guide and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will be set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

- E. **Warning Systems:** The school district shall maintain a warning system designed to inform students, employees, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school district buildings.

It shall be the responsibility of the building principal to inform students and employees of the system and the means by which the system is used to identify a specific crisis or emergency situation. Each building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

- F. **Early School Closure Procedures:** The superintendent will make decisions about closing schools or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for each school closure (e.g. weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff,

students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

- G. Media Procedures: The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.
- H. Behavioral Health Crisis Intervention Procedures: Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting or suicide. The behavioral health crisis intervention procedures shall include the following steps:
1. Administrator will meet the relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
 2. Designate specific rooms as private counseling areas.
 3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
 4. Prohibit media from interviewing or questioning students or staff.
 5. Provide follow-up services to students and staff who received counseling.
 6. Resume normal school routines as soon as possible.
- I. Long Term Recovery Intervention Procedures: Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:
1. Physical/structural recovery
 2. Fiscal recovery
 3. Academic recovery
 4. Social/emotional recovery

IV. PROCEDURES INCLUDED IN THIS POLICY

Procedures for the various emergencies listed below are included in the Emergency Crisis Management Guide. After approval by the School Board, these adopted procedures will become an addendum to the Crisis Management Policy.

- A. Assault and Rape
- B. Bomb Threats
- C. Building Security
- D. Bus Accidents
- E. Chemical or Biological Threat
- F. Child Abuse
- G. Childnapping
- H. Civil Defense Alert
- I. Death
- J. Demonstrations/Disturbances
- K. Emergency Phone Numbers
- L. Evacuation/Relocation
- M. Fight/Disturbance
- N. Fire
- O. Hazardous Material Emergency
- P. Highly Contagious Serious Illness or Pandemic Flu
- Q. Intruder/Hostage
- R. Lock-down
- S. Media Procedures
- T. Medical Emergencies
- U. Phone Threats
- V. Post-crisis
- W. Sex Offenders
- X. School Emergency Response Team
- Y. Shelter-in-place
- Z. Shooting
- AA. Suicide
- BB. Utility Emergencies
- CC. Vandalism/Burglary
- DD. Weapons
- EE. Weather Related Emergencies

V. MISCELLANEOUS PROCEDURES

- A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pools areas, and custodial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in for visitors in school buildings (See also Policy 903)

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

[Note: The Every Student Succeeds Act, 20 U.S.C. § 6301, et seq.; Title IX, 20 U.S.C. § 1681, et seq.; and the Unsafe School Choice Option, 20 U.S.C. § 7912, require school districts to establish such transfer procedures.]

Legal References:

Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules, Ch. 7511 (Fire Safety)
20 U.S.C. § 1681, et seq. (Title IX)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)

Cross References:

Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)
Policy 413 (Harassment and Violence)
Policy 501 (School Weapons Policy)
Policy 506 (Student Discipline)
Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
Policy 903 (Visitors to the School District Buildings and Sites)
<https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf>

School Board Action:

Approved September 19, 2000



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Revised June 18, 2002

Revised August 15, 2006

Revised December 16, 2008

Revised August 21, 2012

Revised May 21, 2019

Revised June 15, 2021

First Reading

419 TOBACCO-FREE ENVIRONMENT: Possession and use of tobacco, tobacco-related devices, and electronic delivery devices

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student to possess any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

III. ~~TOBACCO AND TOBACCO-RELATED DEVICES DEFINED~~ DEFINITIONS

- A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption ~~that can be used by a person to simulate smoking in the delivery of nicotine or any other substance~~ through inhalation of aerosol or vapor from the product. Electronic delivery device includes but is not limited to devices manufactured, marketed or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device ~~does not include any product that has been approved or certified by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is marketed and sold for such an approved purpose~~ excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- B. “Heated tobacco product” means tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- ~~B-C.~~ “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco, prepared in such manner as to be suitable for chewing or smoking in a pipe or other tobacco-related devices. Tobacco excludes any ~~tobacco product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose~~ drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- ~~C-D.~~ “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of aerosol or vapors of tobacco or

tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.

~~ED.~~ “Smoking” means inhaling, exhaling, burning or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking also includes carrying or using an activated electronic delivery device.

F. “Vaping” means using an activated electronic delivery device or heated tobacco product.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

V. VAPING PREVENTION INSTRUCTION

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota Department of Health’s school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district’s locally developed health standards.

VI.—ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.

- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References:

[Minn. Stat. § 120B.238 \(Vaping Awareness and Prevention\)](#)

Minn. Stat. § 144.411-144.417 (Minnesota Clean Indoor Air Act)

Minn. Stat. § 609.685 (Sale of Tobacco to Children)

2007 Minn. Laws Ch. 82 Freedom to Breathe Act of 2007)

Cross References:

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

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA Service Manual, Chapter 2, Students; Rights, Responsibilities and Behavior

School Board Action:



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Adopted as Policy 11.404 December 20, 1988

Revised as Policy 419 March 16, 2004

Revised July 15, 2008

Revised July 19, 2011

Revised December 20, 2011

Revised February 17, 2015

Revised September 18, 2018

Revised October 15, 2019

First Reading

516 Student Medication

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering medication to students.

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescription or non-prescription medications during the school day. The school district's licensed school nurse, trained health assistant, or trained designee, will administer prescription and non-prescription medications, except any form of medical cannabis, in accordance with school district procedures.

III. REQUIREMENTS

- A. The administration of prescription and nonprescription medications requires a completed signed request from the student's parent/guardian. In addition, all long-term prescription medications (2 weeks or more) or a controlled prescription medication requires a written order from a licensed prescriber. The school district may rely on a verbal parent request to administer medication for up to two school days, after which a written authorization is required.
- B. A "Request to Administer Medication at School" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medications as used in this policy does not include any form of medical cannabis as defined in Minn. Stat. § 152.22, Subd. 6.
- C. Prescription medication must come to school in the original pharmacy labeled container and must be administered in a manner consistent with the instructions on the label.
- D. Nonprescription medications must come in the original labeled container and must be administered in a manner consistent with the instructions on the label.
- E. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
- F. Medications, prescription and nonprescription, are not to be carried by the student unless there is a written agreement between the school district and the parent/guardian. Medications will be kept in the Health Office or left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler or severe allergy medication of epinephrine (Epi-pen) self-



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administered (See part IV D. below), and medications administered as noted in a written agreement between the school district and the parent/guardian or as provided in the student's IEP (individual education plan), Section 504 plan, or IHP (individual health plan).

- G. The school must be notified immediately by the parent/guardian in writing of any change in the student's medication or if the medication is no longer required. A change in a long term prescription medication requires a new written order from a licensed prescriber.
- H. The licensed school nurse, trained health assistant or trained designee, will be responsible for the filing of the "Request to Administer Medication at School" form in the student's health records. The licensed school nurse, trained health assistant, or trained designee, will be responsible for providing a copy of the form to the principal and to other personnel designated to administer the medication, upon request.
- I. Procedures for administration of medication at school and school activities will be developed by the licensed school nurses. The procedures will be reviewed annually and a copy will be on file in each health office.

J. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.

IV. NOT COVERED BY THIS POLICY

K. Specific exceptions

1. Special health treatments such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine; medication.
2. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy.
3. Drugs or medicine; Medication provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy.
4. Drugs or medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy.



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4.5. Drugs or medicines that are prescription asthma or severe allergy medications can be self-administered by a student with an asthma inhaler or epinephrine auto-injector if:

- a. The school district has received a written authorization from the student's physician and parent permitting the student to self-administer the medication;
- b. The inhaler or epinephrine auto-injector is properly labeled for that student; and
- c. The parent has not requested school personnel to administer the medication to the student.

Written authorization for the student to self-administer these medications must be submitted each school year. The licensed school nurse, trained health assistant or trained designee must address the student's knowledge and skills to safely possess and use an asthma inhaler or epinephrine auto-injector in a school setting. If the parent and prescribing medical professional determine the student is unable to self-carry the medication, the student must have access to the medication at all times during the instructional day.

If the school district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

5.6. Medications ~~that are used:~~

- a. ~~that are used~~ Off school grounds;
-
- b. ~~that are used~~ In connection with athletics or extracurricular activities; or
-
- c. ~~that are used~~ In connection with activities that occur before or after the regular school day ~~are not governed by this policy.~~

7. Nonprescription Medication: A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's physician and parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year and enter into the student's school health record a plan to implement safe possession and use of the nonprescription medication. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege.

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6.8. Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

A district or school may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors.

9. A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

L. "Parent" for students 18 years old or older is the student.

M. Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

N. Procedure regarding unclaimed drugs or medications.

1. The school district has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remain in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the school district.

2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes § 152.01, subdivision 4, or is an over-the-counter medication, the school district will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or



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medication to a drop-off box or collection site on behalf of the school district.

3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes § 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

Legal References:

Minn. Stat. § 13.32 (Student Health Data)
Minn. Stat. § 121A.21 (Hiring of Health Personnel)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto Injectors)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)

20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

Cross References:

MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

School Board Action:

Adopted as Policy 8.202 November 18, 1986
Revised October 18, 1988
Revised May 15, 1990
Revised as Policy 516 June 18, 2002
Revised March 12, 2013
Revised March 18, 2014
Revised June 21, 2016
Revised March 19, 2019

601 School District Curriculum and Instruction Goals

I. Purpose

The purpose of this policy is to establish broad curriculum parameters for the Fridley Public Schools District that encompass the Minnesota Graduation Standards and federal law and are aligned with creating the world's best workforce.

II. General Statement of Policy

It is the policy of the school district to establish learner results toward which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. Definitions

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students learning experiences that lead to expected knowledge and skills.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
 - 1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other rigorous courses of student or industry certification courses or programs and enrichment experiences by student subgroup;

2. student performance on the Minnesota Comprehensive Assessments;
 3. high school graduation rates; and
 4. career and college readiness under Minn. Stat. § 120 B.30, Subd. 1.
- F. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. Long-Term Strategic Plan

- A. The School Board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all ~~students for all nine~~ student categories identified ~~under the federal 2001 No Child Left Behind Act and two student gender categories of male and female~~ in state and federal law;
 2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;
 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. §

123B.147, Subd. 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b) (2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;

4. strategies for improving instruction, curriculum, and student achievement, including English and, where practicable, the native language development and the academic achievement of English learners;
5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
7. an annual budget for continuing to implement the school district plan.

B. School district site and school goals shall include the following:

1. All students will be expected to demonstrate essential skills to effectively participate in lifelong learning. These skills include:
 - a. reading, writing, speaking, listening and viewing in the English language;
 - b. mathematical and scientific concepts;
 - c. locating, organizing, communicating and evaluating information and developing methods of inquiry (i.e. problem solving);
 - d. creative and critical thinking, decision making and study skills;
 - e. work readiness skills; and
 - f. global and cultural understanding.
2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:

- a. live as a responsible, productive citizen and consumer within local, state, national and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement and the performing arts.
 4. School practices, curriculum, instruction and guidance services will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
 - a. establishing and achieving personal and career goals;
 - b. becoming a self-directed, life-long learner;
 - c. adapting to change;
 - d. leading a healthy and fulfilling life physically, emotionally and socially;
 - e. living a life that will contribute to the well-being of society;
 - f. exercising ethical behavior.
 5. Students will be given the opportunity to acquire human relations skills necessary to:
 - a. appreciate, understand, and accept human diversity and interdependence;

- b. address human problems through team effort;
 - c. resolve conflicts with and among others;
 - d. function constructively within a family unit;
 - e. promote a multicultural, gender-fair, disability-sensitive society.
- C. The School District shall ensure that every child, including English learners, is reading at or above grade level no later than the end of grade 3, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.
- 1. ~~1.~~—The school district shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment.
 - 2. ~~2.~~—At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - a. student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student; and
 - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

3. ~~3.~~ For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.
4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:
- (a) a summary of the district's efforts to screen for dyslexia;
 - (b) the number of students screened for that reporting year; and
 - (c) the number of students demonstrating characteristics of dyslexia for that year.
5. A student identified as having a reading difficulty must be provided with alternate instruction under Minn. Stat. § 125A.56, Subd. 1.
6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
- a. the student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student and the student's progress; and
 - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages. This provision may not be used to deny a student's right to a special education evaluation.

3.7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer 601-7 school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

V. Parent and Community Involvement

- A. Parent involvement in the education of their children is critical to the successful learning of each student. It is the expectation of the School Board that parents will fulfill this obligation. Examples of ways in which parents may participate include the following:
1. hold and share high expectations for their children;
 2. help their children to attend school regularly and on time;
 3. help their children get adequate rest and nutrition;
 4. provide a quiet place for school work;
 5. communicate information to staff to help the school support and challenge their children;
 6. monitor their children's progress on a regular basis;
 7. respect and cooperate with teachers and other school staff;
 8. communicate concerns to a teacher or principal;
 9. attend all parent conferences;
 10. help their children learn to respect others and to resolve conflicts in positive ways;
 11. consider involvement on school committees.

- B. Parents and community members have an important role to play in decision-making which guides the operation of the schools and school district. Therefore, it is the policy of the School Board, and shall be the general practice of the school district, to include parents and community members on committees and task forces whenever possible.
- C. Parents and community members are encouraged to volunteer their time and talent in support of teaching and learning and the general operation of the school district.
 - 1. When parents and community members volunteer to work in schools, they shall work under the direction and supervision of the staff and abide by district policies.
 - 2. Appropriate training and orientation shall be provided for volunteers by the building administrator or a staff member.
 - 3. The school district reserves the right to decline the use of services offered by any volunteer.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

School Board Action:

Adopted as Policy 9.127 February 16, 1999

Adopted as Policy 9.128 February 16, 1999

Adopted as Policy 9.122 June 16, 1998



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Revised as Policy 601 June 17, 2008

Revised April 18, 2017

Revised July 18, 2017

Revised November 19, 2019

First Reading

Personnel Changes 2020-21 School Year

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

First Name	Last Name	Assignment	Step/Lane/Salary	School
Zachary	Busch	Community Theater	Sched C	FCC
Ross	Fugl	Community Theater	Sched C	FCC
Nick	Grady	Adapted Bowling Coach	Sched C	FHS
Nicole	Juve	Targeted Services Teacher	Sched C	District
Anne	Micklin	Targeted Services Teacher	Sched C	District
Erika	Nolby	Targeted Services Teacher	Sched C	District
Casey	Norton	Targeted Services Teacher	Sched C	District
Julia	Whitman	Credit Recovery Teacher	Sched C	ALC
Annie	Zwack	Community Theater	Sched C	FCC

New Contracts and Amendments per Master Agreements (2021-2022)

First Name	Last Name	Assignment	Step/Lane/Salary	School
Clare	Johnson	Grade 4 Teacher	BA/step 6	Hayes
Kelly	McConville	Principal of Alternative Services	Admin Master Agreement	District
Briana	Moses	Grade 2 Teacher	BA+10/step 7	RLS
Roberts	William	Math Teacher	MA+40/step 4	FMS
Emily	Eiss	Grade 4	BA/Step 2	RLS
Thomas	Johnston	PE and Health Teacher	MA/Step 8	MS
Maegan	Melby	Grade 3 Teacher	MA/Step 2	RLS
Kristina	Kamp	Grade 4 Teacher	MA/Step 4	RLS

Individual Contracts (2021-2022)

First Name	Last Name	Assignment	Step/Lane/Salary	School
Kirsten	Wickman	Curriculum Coordinator	Individual Contract	District

Leave Requests (2020-2021)

Retirements (2020-2021)

- Marian Calabrese will retire from her paraeducator position at Fridley Community Center, effective June 10, 2021.
- Pamela Donley will retire from her paraeducator position at Stevenson Elementary, effective June 9, 2021.

Resignations (2020-2021)

- Thomas Ashley resigned his building monitor position at Fridley Community Center, effective March 12, 2020.
- Margaret Bergman resigned her building monitor position at Fridley Community Center, effective January 10, 2020.
- Travis Bertram resigned his teacher position at Fridley Middle School, effective June 11, 2021.

- MacKenzie Diessner resigned her social worker position at ALC, effective June 11, 2021.
- Hannah Georgeson resigned her speech clinician position at Fridley Public Schools, effective June 11, 2021.
- Seth Hamm resigned his buildings and grounds coordinator position at Fridley Public Schools, effective June 4, 2021.
- Wallace Jahn resigned his building monitor position at Fridley Community Center effective March 9, 2020.
- Kayla Kuss resigned her teacher position at Fridley Middle School, effective June 11, 2021.
- Bridgette Lensing resigned her teacher position at Fridley Middle School, effective June 11, 2021.
- Laura Lusardi resigned her teacher position at Fridley High School, effective June 11, 2021.
- Taylor Morrissey resigned her community ed positions effective February 26, 2020.
- Andrew Steffan resigned his teacher position at Stevenson Elementary, effective June 11, 2021.
- Kelly Stoneburner resigned her counselor position at Al Amal, effective June 11, 2021.
- Angela Swierc resigned her kitchen manager position at Fridley High School, effective June 11, 2021.
- Tonya Tally resigned her teacher position from Fridley Public Schools, effective June 11, 2021.
- Joshua Thurston resigned his dean position at Fridley Middle School, effective June 11, 2021.
- Jennifer Weingart resigned her teacher position at Hayes Elementary, effective June 11, 2021.
- Maryan Yusuf resigned her Tiger Club position at Fridley Community Center effective February 26, 2021.



Fridley Public Schools

FY 2021-2022 Budget Update

June 15, 2021

FY22 Budget Assumptions

- Enrollment
 - Average Daily Membership (ADM)
 - Pupil Units (PU)
- Revenue
 - Based on ADM and PU
 - Federal
 - State
 - Local / Miscellaneous



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FY22 Budget

- Revenue Overview – General Fund
 - Revenues impacted by Enrollment Projections (PU)
 - ✓ General Education Revenue (basic formula revenue) – Unknown for FY22 & FY 23
 - ✓ Gifted & Talented
 - ✓ Staff Development
 - ✓ Learning & Development
 - ✓ Operating Capital
 - ✓ LTFM

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FY22 Budget

- Revenue Overview – General Fund

- Known Revenue Projections

- ✓ Tax Levy Revenue – Taxes Payable in 2021 = Fiscal Year 2022 Revenue
 - ✓ Some state aids based on prior year enrollment (i.e. Compensatory, Q-comp)

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- Unknown / Estimated Revenues

- ✓ Special Education
 - ✓ Federal Revenues
 - ✓ Local revenues

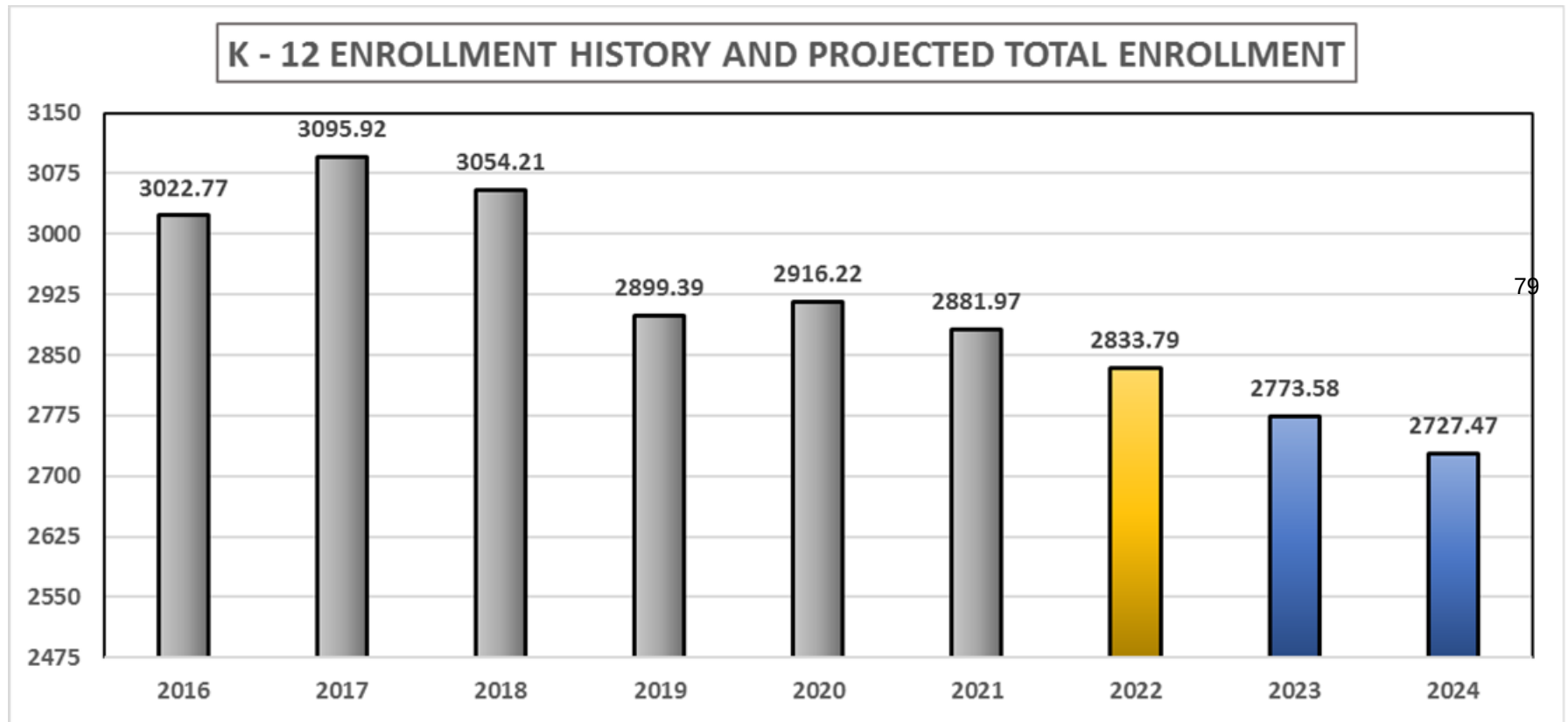
FY22 Budget Assumptions

- Expenses
 - Salary
 - Benefits
 - Purchased Services
 - Supplies
 - Equipment
 - Other

FY22 Budget

- Expenditure Overview – General Fund
 - Salaries & Benefits
 - ✓ Projected steps/lanes and contract settlements
 - Non-people costs
 - ✓ Lease agreements (copiers, ALC, etc)
 - ✓ Utilities
 - ✓ Insurance
 - ✓ Transportation

Enrollment Projection



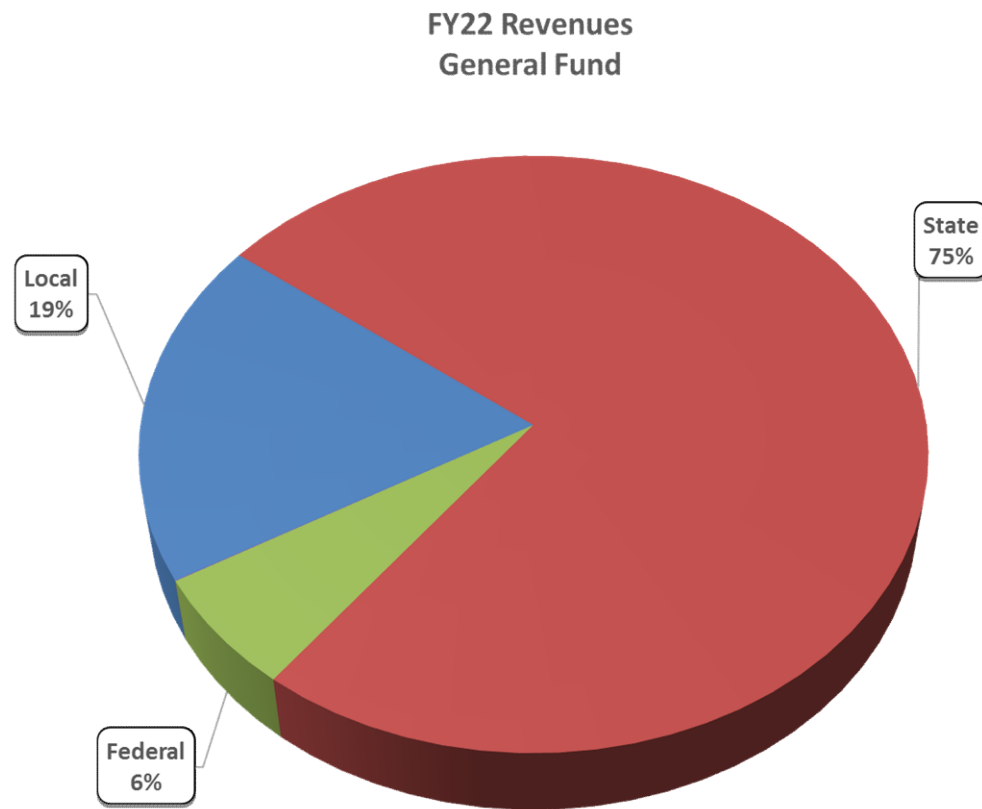
General Fund – Adopted Budget

	6/30/2021 Beginning Fund Balance	Draft Adopted Budget		Fund Balance Buildup/(Usage)	6/30/2022 Ending Fund Balance
		2021-2022 Revenues	2021-2022 Expenditures		
General Fund					
Unassigned	2,784,209	36,448,282	36,532,271	(83,989)	2,700,220
Nonspendable	252,895	-	-	-	252,895
Assigned	2,599,775	-	-	-	2,599,775
Restricted:					
Gifted & Talented	-	40,369	40,369	-	-
Learning & Development	-	606,869	606,869	-	-
Basic Skills	-	3,990,700	3,990,700	-	-
Basic Skills-Extended Time	-	214,914	214,914	-	-
Achievement & Integration	-	781,305	704,485	76,820	76,820
Medical Assistance	583,150	400,000	418,832	(18,832)	564,318
Staff Development	-	397,461	397,461	-	-
Safe Schools	185,538	141,157	127,000	14,157	199,695
Operating Capital	454,135	742,700	751,843	(9,143)	444,992
Long-Term Facilities Maintenance	55,558	1,104,766	1,134,388	(29,622)	25,936
Capital Projects Levy	191,970	296,140	296,140	0	191,970
Student Activities	68,462	120,000	120,000	-	68,462
Total Restricted	1,538,813	9,098,285	9,064,905	33,380	1,572,193
Total General Fund	7,175,692	45,546,567	45,597,176	(50,609)	7,125,083
Unassigned Fund Balance %	8.09%				7.39%

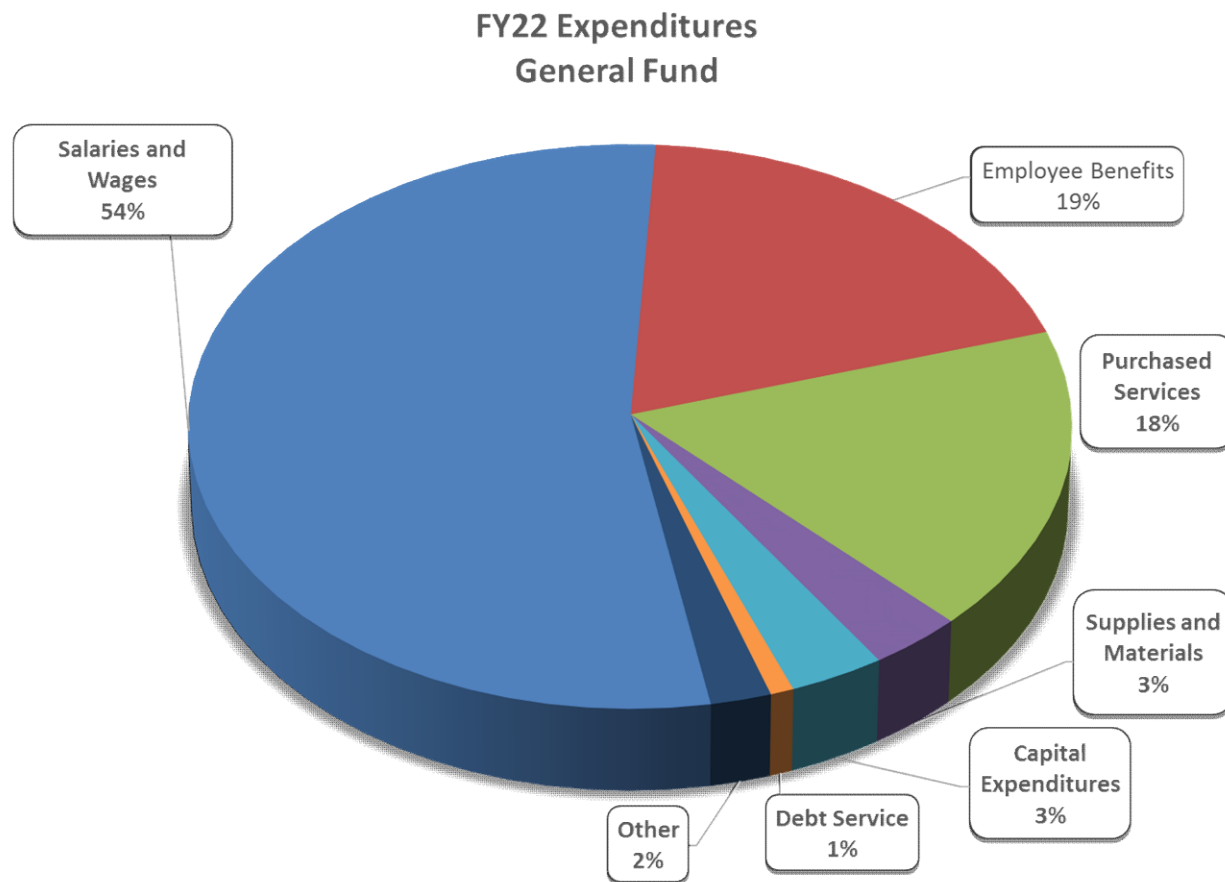
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Board Policy #714 - Strive to maintain a fund balance of between 7% and 10%

Revenues by Type



Expenditures by Type



Expenditures by Type



Other Funds – Adopted Budget

	6/30/2021 Beginning Fund Balance	Draft Adopted Budget		Fund Balance Buildup/(Usage)	6/30/2022 Ending Fund Balance
		2021-2022 Revenues	2021-2022 Expenditures		
Food Service					
Nonspendable	25,412	-	-	-	25,412
Restricted	642,805	2,642,423	2,607,869	34,554	677,359
Total Food Service	668,217	2,642,423	2,607,869	34,554	702,771
Community Education					
Restricted:					
Regular Community Education	(390,459)	1,792,272.00	1,779,735	12,537	(377,922)
Early Childhood Family Education	(34,276)	174,990	175,297	(307)	(34,583)
School Readiness	(1,421)	203,777	215,287	(11,510)	(12,931)
Adult Basic Education	-	48,545	48,545	-	-
Restricted for Community Education	92,000	124,500	125,220	(720)	91,280
Nonspendable	5,000	-	-	-	5,000
Total Community Education	(329,156)	2,344,084	2,344,084	-	(329,156)
Capital Projects Fund	829,228	690,994	690,994	-	129,228
Debt Service					
Restricted:					
General Debt Service	1,573,319	4,325,774	4,281,801	43,973	1,617,292
OPEB Debt Service	204,477	539,837	545,830	(5,993)	198,484
Total Debt Service	1,777,796	4,865,611	4,827,631	37,980	1,815,776
Total Internal Service Funds	6,006,159	5,730,000	6,033,050	(303,050)	5,703,109
Total Trust and Agency Funds	4,507,192	255,000	345,400	(90,400)	4,416,792

Questions / Comments



A World-Class Community of Learners

FRIDLEY PUBLIC SCHOOLS

6000 West Moore Lake Drive, Fridley, MN 55432
Phone: 763-502-5004 | Fax: 763-502-5050

TO: Members of the School Board and Superintendent Hiel

FROM: Barbie Roessler, Director of Finance and Operations

DATE: June 15, 2021

RE: Approval of 2021-2022 Budget

Recommendation

For the Board of Education to approve the proposed 2021-2022 budget as summarized below:

Fund	General	Food Service	Community Service	Capital Projects	General Debt Service	OPEB Debt Service	Internal Service Funds	OPEB Trust	Total All Funds
Revenues	\$ 45,546,567	\$ 2,642,423	\$ 2,344,084	\$ 690,994	\$ 4,325,774	\$ 539,837	\$ 5,730,000	\$ 255,000	\$ 62,074,679
Expenditures	45,597,176	2,607,869	2,344,084	690,994	4,281,801	545,830	6,033,050	345,400	62,446,204
Net	\$ (50,609)	\$ 34,554	\$ -	\$ -	\$ 43,973	\$ (5,993)	\$ (303,050)	\$ (90,400)	\$ (371,525)

Attachments:

- Fund Balance Summary



INTERNATIONAL BACCALAUREATE (IB) PROGRAMME

Our IB World Schools provide:
Primary Years Programme (PYP) in Preschool
Primary Years Programme (PYP) in grades K-4
Middle Years Programme (MYP) in grades 5-10
Diploma Programme (DP) in grades 11-12

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OUR SCHOOLS

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

Budget Summary

General Fund

The General Fund is used to record the financial activities of the District that are not included elsewhere. This includes education activities, district instructional and student support programs, pupil transportation, capital expenditures, and legal school district expenditures not specifically designated to be account for in any other fund.

Adopted Budget Assumptions:

- Fiscal Year 2021-2022 average daily memberships (ADMs) are projected to be 2,834. This is an increase of 10 ADMs compared to the fiscal year 2020-2021 projected ADMs of 2,824.
 - Projections are made based on an average of ADM history as well as accounting for known enrollment figures moving forward.
- General education funding, on a per pupil basis, is \$6,567 (0% increase) at this time as the legislature has not provided details regarding the general education formula. Pupil units are calculated using a weighting factor of 1.0 for grades K-6 and 1.2 for grades 7-12.
- Salaries and benefits increases have been adjusted for known and estimated contract settlements.
 - Projections are based on salary matrix, lane-change, and estimated settlement costs.
- Non-salary costs have been adjusted for known changes in contracts, agreements, lease payment schedules, and changes in operations.
- Capital budgets have been aligned with funding projections and the long-term facilities maintenance ten-year plan.

Summary:

Based on the fiscal year 2020-2021 revised budget and 2021-2022 adopted budget, the District is projecting to end the 2021-2022 fiscal year with an unassigned fund balance of approximately 7.12%. The fund balance policy approved by the School Board has a minimum unassigned fund balance of 7%. The adopted budget will be revised mid-year to adjust for the impact of COVID-19, legislative changes, final federal allocations, updated enrollments, staffing, contract settlements and fiscal year 2020-2021 audit results.

Food Service Fund

The food service fund is used to record financial activities of the District's food service program. Due to some pandemic funding and exceptional planning by the Nutritional Services department, the ending fund balance for fiscal year 2020-2021 will show an increase. The adopted budget projects a surplus of \$34,554 for the 2021-2022 fiscal year. The ending fund balance for fiscal year 2021-2022 is projected to be \$702,771, or 27% of annual expenditures. The fiscal year 2021-2022 budget will be revised later in the year for known changes in operations, food pricing, staffing, and updated meals served estimates.

Community Service Fund

The community service fund is used to record financial activities of the District's community service programs. The adopted budget projects a break-even outcome for the 2021-2022 fiscal year. The community service fund has been impacted significantly by COVID-19. Unfortunately, most community service programs are fee based and the revenues to support expenses was lost. As a result, the community service fund will deplete most of its fund balance reserves. It is anticipated the Community Services Fund will be whole within three years. Programming for the end of this fiscal year and fiscal year 2021-2022 is looking stronger already as we inch our way back to more offerings.

General and OPEB (Other Postemployment Benefits) Debt Service Funds

The Debt Service Fund is used to record revenues and expenditures for a school district's outstanding bonded indebtedness, whether for building construction or operating capital, and whether for initial or refunding bonds.

When a bond issue is sold, the school board must levy a direct general tax upon the property of the district for the payment of principal and interest on such bonds as due. The amount levied is 105% of the principal and interest due on such bonds, which allows for delinquencies in tax collection.

When an excess of funds on hand is accumulated in the debt service funds due to interest earnings, lower than anticipated tax delinquency, or excess building funds, the levy for debt service may be reduced in whole or in part as dictated by fund balances and debt retirement requirements.

The bonds refunded in 2020-2021 provided savings to our taxpayers by lowering the interest payments of the defeased bond and new bond schedule.

Internal Service Funds

The Internal Service Funds account for the Districts self-insured medical and dental plans. We continue to have a healthy fund balance which allowed for a zero premium increase for 2021-2022.

OPEB (Other Postemployment Benefits) Trust

The OPEB trust fund accounts for the payment and financing of the districts OPEB liabilities.



A World-Class Community of Learners

	6/30/2021 Beginning Fund Balance	Draft Adopted Budget		Fund Balance Buildup/(Usage)	6/30/2022 Ending Fund Balance
		2021-2022 Revenues	2021-2022 Expenditures		
General Fund					
Unassigned	2,784,209	36,448,282	36,532,271	(83,989)	2,700,220
Nonspendable	252,895	-	-	-	252,895
Assigned	2,599,775	-	-	-	2,599,775
Restricted:					
Gifted & Talented	-	40,369	40,369	-	-
Learning & Development	-	606,869	606,869	-	-
Basic Skills	-	3,990,700	3,990,700	-	-
Basic Skills-Extended Time	-	214,914	214,914	-	-
Achievement & Integration	-	781,305	704,485	76,820	76,820
Medical Assistance	583,150	400,000	418,832	(18,832)	564,318
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Total Trust and Agency Funds	4,507,192	255,000	345,400	(90,400)	4,416,792



Long-term Facilities Maintenance (LTFM) Review 06.15.2021

LTFM – What It Is

- Legislature created to support facilities maintenance for school districts
- The program is a per pupil, formula-driven revenue source that is used for health and safety and deferred maintenance projects

LTFM – How Is It Funded

- School districts receive \$380 / pupil unit
 - \$1,177,000 for FY2022
- We may receive additional revenue for indoor air quality projects, asbestos abatement projects, and fire alarm and suppression where the cost of any of these projects at any site exceeds \$100,000
 - Increase in levy
- The funding is a combination of aid and levy

Ten-Year Expenditure Plan

- Facility-needs study completed in 2020
- Upkeep and maintenance needs have exceeded revenue received

Allowable Uses

- May only be used for deferred maintenance projects, increasing facility accessibility, and health and safety purposes.
 - Anticipated projects include bathroom remodeling (ADA compliant), implementing soft water to all buildings, upgrading domestic hot water systems to most sites, HVAC building automation upgrade

Application Requirements

- School districts must annually approve and submit the following items to the Commissioner of Education by July 31 to receive funding
 - Ten-year Revenue Projection
 - Ten-year Expenditure Projection
 - Statement of Assurances
 - School Board Approval adopting the LTFM Ten-Year Plan



Application Requirements

- The School Board will also need to approve the same documents for Northeast Metropolitan Intermediate School District No. 916's long- term facility maintenance budget
 - Flow-through levy
 - NE Metro Annual Amount - \$142,000
 - Fridley's Share - \$3,503

Next Steps

- Use the facility assessment performed in 2020 to review project needs not yet completed
- Bring the LTFM Ten-year Plan to the board for approval in July 20, 2021
- The Plan must be approved and submitted to MDE by July 31, 2021

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT #14
(Fridley)

STATE OF MINNESOTA

Pursuant to due call and notice thereof, a _____ meeting of School Board of Independent School District No. 14, State of Minnesota, was held on _____, 2021, at _____-o'clock __.m., for the purpose, in part, of approving the Northeast Metropolitan Intermediate School District No. 916's long-term facility maintenance budget and authorizing the inclusion of a proportionate share of Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION APPROVING NORTHEAST METROPOLITAN INTERMEDIATE
SCHOOL DISTRICT NO. 916'S LONG-TERM FACILITY MAINTENANCE
BUDGET AND AUTHORIZING THE INCLUSION OF A PROPORTIONATE
SHARE OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR
LONG-TERM FACILITY MAINTENANCE REVENUE**

BE IT RESOLVED by the School Board of Independent School District No. 14, State of Minnesota, as follows:

1. The school board of Northeast Metropolitan Intermediate School District No. 916 has approved a long-term facility maintenance budget for its facilities for the 2022 and 2023 school year (pay 2022 levy) in the amount of \$142,000. The various components of this program budget are attached as EXHIBIT A hereto and are incorporated herein by reference. Said budget is hereby approved.
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long-term facility maintenance revenue application.
3. The proportionate share of the costs of the intermediate school district's long-term facility maintenance program for each member school district to be included in its application shall be determined by utilizing a blended rate where half of the rate is determined by multiplying the total cost of the intermediate school district long-term facility maintenance times the ratio of the member school district's net tax capacity to the total net tax capacity of the intermediate school district and half of the rate is determined by multiplying the total cost of the intermediate school district long-term facility maintenance times the ratio of ADM utilization by district to the total ADM

utilization. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application for fiscal year 2022 is hereby approved, subject to approval by the Commissioner of the Minnesota Department of Education.

4. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and, upon vote being taken thereon, the following voted in favor thereof:

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

COUNTY OF _____

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 14, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of Independent School District No. 14 held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of Northeast Metropolitan Intermediate School District No. 916's long-term facility maintenance budget and authorizing the inclusion of a proportionate share of the Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk this ____ day of _____, 2021.

Clerk
Independent School District No. 14

**EXHIBIT A
(Amended)**

**FY 23 Long Term Facilities Maintenance Budget
and Member's Proportionate Share**

	Fiscal Year, Ending June 30th -->	2023
Estimated Expenditures:		
Health and Safety - this section excludes project costs of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.		
Finance Code	Category	
347	Physical Hazards	\$ 14,150.00
349	Other Hazardous Materials	\$ 8,500.00
352	Environmental Health and Safety Management	\$ 60,800.00
358	Asbestos Removal and Encapsulation	\$ -
363	Fire Safety	\$ 17,750.00
366	Indoor Air Quality	\$ 7,500.00
	Total Health and Safety Capital Projects	\$ 108,700.00
Health and Safety - Projects Costing \$100,000 or more per Site/Year		
Finance Code	Category	
358	Asbestos Removal and Encapsulation	0
363	Fire Safety	0
366	Indoor Air Quality	0
	Total Health and Safety Capital Projects \$100,000 or More	0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151		
Finance Code	Category	
355	Remodeling for prekindergarten (Pre-K) instruction approved by the Commissioner	0
Accessibility		
Finance Code	Category	
367	Accessibility	0

Deferred Capital Expenditures and Maintenance Projects		
Finance Code	Category	
368	Building Envelope	\$ 10,500.00
369	Building Hardware and Equipment	\$ -
370	Electrical	\$ -
379	Interior Surfaces	\$ 4,800.00
380	Mechanical Systems	\$ -
381	Plumbing	\$ -
382	Professional Services and Salary	\$ -
383	Roof Systems	\$ 12,000.00
384	Site Projects	\$ 6,000.00
	Total Deferred Capital Expense and Maintenance	\$ 33,300.00
	Total Annual 10 Year Plan Expenditures	\$ 142,000.00

Proportionate Share Percentage Allocations by Member District

District Number	Type	School District Name	Alloc Percent	Allocated Pay-as-you-go (line 1)
12		Centennial School District	5.67%	\$ 8,048.04
13		Columbia Heights	3.20%	\$ 4,544.11
14		Fridley	2.47%	\$ 3,503.33
16		Spring Lake Park	5.79%	\$ 8,225.70
282		St. Anthony New Brighton	1.67%	\$ 2,369.51
621		Mounds View	12.91%	\$ 18,328.18
622		North St. Paul	11.57%	\$ 16,432.40
623		Roseville	8.45%	\$ 12,005.77
624		White Bear Lake	10.04%	\$ 14,263.86
831		Forest Lake	6.81%	\$ 9,668.00
832		Mahtomedi	3.24%	\$ 4,596.50
833		South Washington County	17.32%	\$ 24,599.05
834		Stillwater	10.86%	\$ 15,415.56



FRIDLEY PUBLIC SCHOOLS

Barbie Roessler, Director of Finance & Operations |
Barbie.roessler@fridley.k12.mn.us | 763-502-5004

TO: Members of the School Board and Superintendent Hiel

FROM: Barbie Roessler, Director of Finance & Operations and Bryan Brown, Director of Buildings and Grounds

DATE: June 15, 2021

RE: Accept Bid and Award of Contract

Recommendation

For the Board of Education to accept the bid for construction of the Fridley Community Center parking lot project and award the contract to Viet & Company, Inc. with a bid amount of \$331,595.00.

Company	Bid Amount
Veit & Company, Inc..	\$331,595.00
Pember Companies, inc.	\$374,950.00
Dryden Excavating, Inc.	\$393,992.00
Bituminous Roadways, Inc.	\$394,186.30
Winberg Companies, Inc.	\$401,900.00
G Urban Companies, Inc.	\$415,000.00
TMG Construction, Inc.	\$428,875.00
GL Contracting, Inc	\$467,500.00



DESIGN TREE

engineering + land surveying

June 10, 2021

Fridley School District #14
6000 West Moore Lake Drive
Fridley, MN 55432

Regarding: Community Education Center Improvements

Dear Chairman and School Board,

On June 9, 2021, 8 bids were opened for the above referenced project. Veit & Company, Inc. based out of Rogers, Minnesota submitted the low bid for the project. Below is a list of all bids received for the project. All bidders also submitted the required bid bond and responsible contractor forms, which were required.

Company	Bid Amount
Veit & Company, Inc.	\$331,595.00
Pember Companies, Inc.	\$374,950.00
Dryden Excavating, Inc.	\$393,992.00
Bituminous Roadways, Inc.	\$394,186.30
Winberg Companies LLC	\$401,900.00
G Urban Companies, Inc.	\$415,000.00
TMG Construction, Inc.	\$428,875.00
G.L. Contracting, Inc.	\$467,500.00

Design Tree has reviewed and evaluated the bids that were submitted for completeness, math errors, the necessary documentation and spoken to the low bidder. Based on the price bid for the project, our evaluation of the bids and the Contractor's experience in working on these types of projects, it is Design Tree's professional opinion that Veit & Company, Inc. is the lowest responsible bidder for the project and our recommendation for the School District to accept the bid and award the contract for the Community Education Center Improvements to Veit & Company, Inc.

The next step in the process, if the School District concurs with our recommendation, is to sign the Notice of Award which is attached. Design Tree will then send the Contracts to Veit & Company, Inc., which will need to be submitted back to Design Tree along with the Payment Bond, Performance Bond and Certificate of Insurance for the project.

After reviewing the above information, if you should have any questions regarding the responses above, please feel free to contact me at (320) 227-0203 or at mjg@dte-ls.com.

Sincerely,

DESIGN TREE ENGINEERING, INC.



Michael Gerber, P.E.

Civil Engineer

Enc: Bid Tabulation

BID OPENING



PROJECT NO: 11221001

PROJECT: Community Education Center Improvements

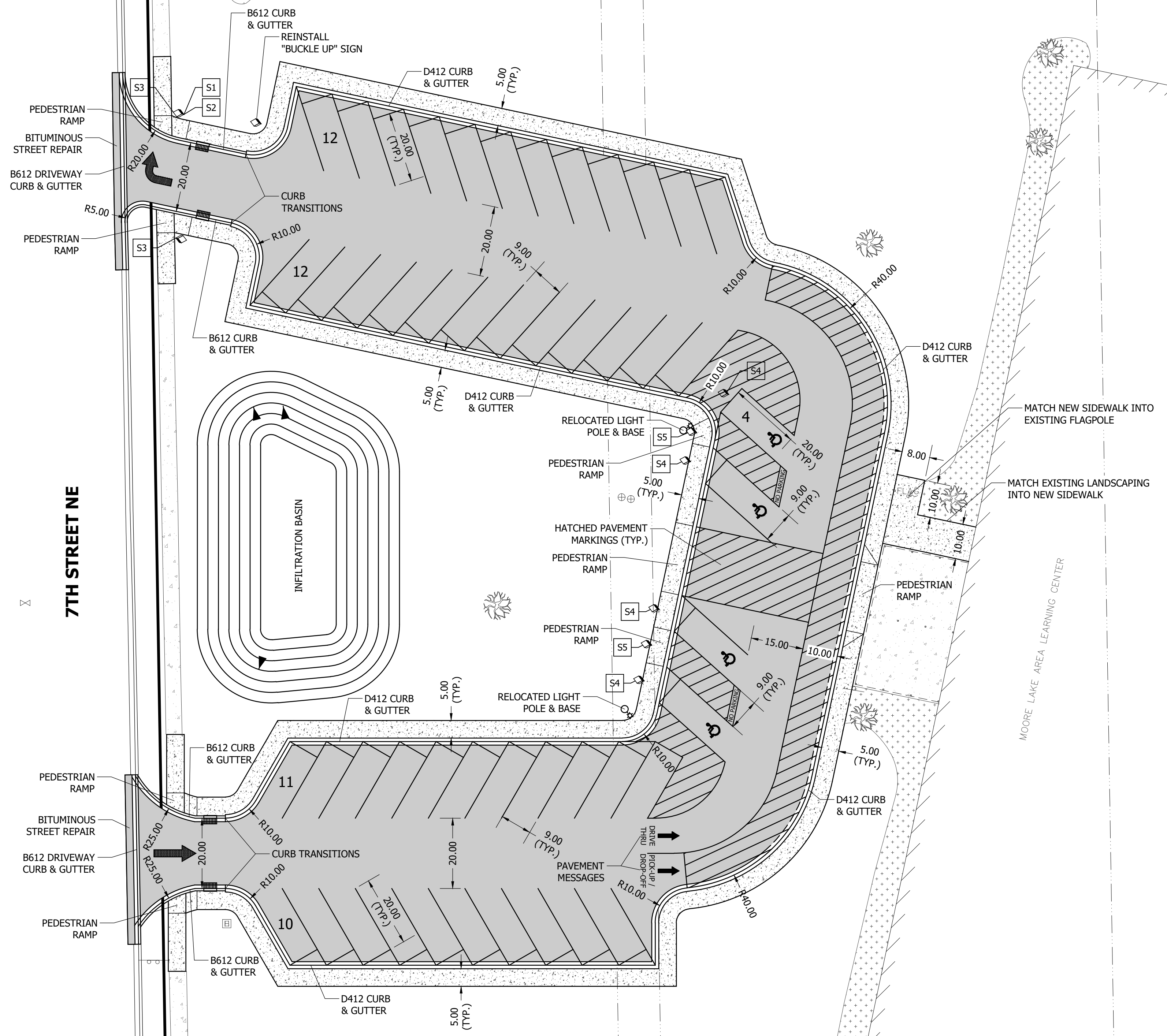
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REPLACE CURB, BITUMINOUS,
SIDEWALK, AND TRUNCATED DOMES AS
REQUIRED FOR UTILITY INSTALLATION

REPLACE SIDEWALK AS
REQUIRED FOR UTILITY
INSTALLATION

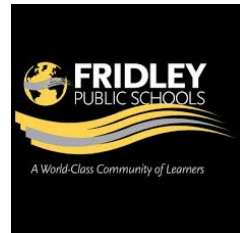
REPLACE BOLLARD &
SIGN AS REQUIRED FOR
UTILITY INSTALLATION

61ST AVENUE NE



7TH STREET NE

Q Comp Annual Report



This template, which may be changed as needed, is designed to help formulate the Quality Compensation (Q Comp) Annual Report. Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. We also recommend that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations.

DATE PRESENTED TO SCHOOL BOARD: June 15, 2021

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. ***All information reported should be based on the current school year.*** We recommend that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes.

If no, please explain what changes have occurred and why?

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

Through staff development sessions, leadership team meetings and team meetings, Instructional Leaders were able to provide greater understanding of instructional best practices (Formative assessment, Equity and Inclusion strategies, math benchmarks). The teacher leaders also met with each teacher to develop an individual growth plan or IGP that focused on professional growth aligned with the evaluation rubric. In the final IGP reflection, teachers reported that the mentoring and coaching by the Instructional Leaders helped them understand better understand curriculum and instruction.

How did the work of teacher leaders impact student achievement?

- **Developed dynamic staff development**
- **Built greater understanding and support of instructional best practices**
- **Modeling of instructional best practices**

- Assisted teachers in making changes to classroom practices
- Coaching and reflection during pre- and post- observation conferences guided teachers in trying and refining changes in instructional practice.

Review Findings

How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

Initial training for new Instructional Leaders was one full day and it focused on the Framework for Teaching evaluation rubric, conducting the pre- and post-observation conferences, development of the individual growth plans, and coaching teachers on instructional best practices. This past year was focused on gathering and documenting evidence in the observations through a lens of equity and inclusion.

What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

Teachers reported that the Instructional Leaders provided coaching and support for new instructional strategies, specifically related to anti-bias strategies.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?

The district will re-examine and revise the training provided to new Instructional Leaders to the position. The four Principals / IL sessions will foster a deeper understanding of mentoring and the metrics that can be used in the evaluation process. Next year we will see a continued focus on inter-rater reliability, effective questioning and coaching conversations, observing and discussing culturally responsive classroom practices, and aligning evaluation elements to the IB Standards and Practices.

Core Component: Job-embedded Professional Development

Implementation

Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes.

If no, please explain the changes that have occurred and why?

Impact

How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

Teams shared their most promising and effective strategies and supported other teachers in the implementation of the strategies. Many times leadership teams and Instructional Leaders identified specific types or categories of strategies and provided training to peers:

- **Elementary –**
 - **Equity and Inclusion anti-bias strategies, positive behavior interventions and relationships for school climate, writing process, number talks, and technology integration tools for differentiation**
- **Middle school –**
 - **Equity and Inclusion anti-bias strategies, AVID WICOR strategies, and positive behavioral intervention strategies, technology integration tools for differentiation**
- **High School –**
 - **Equity and Inclusion anti-bias strategies standards-based grading and reporting practices, culturally responsive classrooms, and AVID WICOR strategies, technology integration tools for differentiation**
- **Preschool –**
 - **Equity and Inclusion anti-bias strategies, PYP curriculum framework and inquiry, and culturally responsive pedagogy, technology integration tools for differentiation**

How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

Teachers reported great satisfaction in staff development sessions led by their peers with a focus on specific instructional strategies that can be easily implemented.

Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

Building and department teams organized themselves in data action teams and used multiple data points to determine students' strengths and weaknesses. The data also provided the opportunity to identify and deliver targeted academic and behavioral interventions including Tier 1 in the general education classroom and Tier 2 and Tier 3 in small groups.

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

Teams used pre- and post-testing results for reading and math. Behavioral and climate data was also collected and tracked through ADSIS surveys and suspension/referral data reviews.

Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development?

Data action teams will continue to look at specific student achievement data and behavioral data (referrals, suspensions, etc.). Data is made available through the data warehouse with customized reports. This easy access to the data and to a student's history of assessment and achievement provides teachers with excellent tools to generate focused discussions. We will be adding a much needed element to this process during the 21-22 school year. The Fridley School District built a data dashboard using Power BI and that will be rolled out this summer. This will put data at the hands of building leaders, coordinators and teachers.

Core Component: Teacher Evaluation

Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Ongoing feedback from the Instructional Leader and principal beyond the evaluation observation were reported to be one of the single most valuable elements of the program. Instructional Leaders reported that they were able to see changes in practice reflective of the conversations they had with teachers pre- and post-observation. The change in evaluation protocol assisted us in achieving high levels of reflection, coaching, and goal-setting.

If no, please explain the changes that have occurred and why?

Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction?

Ongoing feedback from the teacher leader and principal beyond the evaluation observation were reported to be one of the single most valuable elements of the program. This is due in part to the change in evaluation protocol which had a renewed emphasis on coaching and mentoring. Teacher leaders reported that they were able to see changes in practice reflective of the conversations they had with teachers pre- and post-observation. Teachers supported this commentary by highlighting how effective the evaluation protocol was in terms of developing and refining practice.

What impact did the observation/evaluation process, including coaching, have on student achievement?

As the teachers are focused on specific strategies, the principal and teacher leader provide clear and on-going feedback related to those strategies creating a culture of professional learning, risk-taking and change in classroom practice, and team discussion and comparison of student results.

Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

The observations and the three minute walkthroughs provided individuals with multiple opportunities to receive feedback and reflect on the delivery and impact of the strategies. Meeting individually and in small groups about individual growth plans was also a beneficial strategy for reflection.

How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

Principals also met regularly with the Instructional Leaders from each building to develop and refine inter-rater reliability.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?

There was a renewed focus on the evidence and reliability rather than just the “score.” Coaching was the foundation for the majority of evaluations. The observation with the pre- and post-observations conferencing became an excellent learning opportunity for the observers. Instructional Leaders and principals will continue to work on the alignment of the Framework for Teaching with the IB Standards and Practices and evidence of deeper work in the area of equity and inclusion.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes

If no, please explain the changes that have occurred and why?

Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes

If no, please explain the changes that have occurred and why?

Impact

1. What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement?

For the 2020-21 school year this metric was excused due the lack of clarity in testing data.

2. What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results?

For the 2020-21 school year 100% of participating, eligible teachers earned some part of performance pay in this area.

- a. What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results?
- For the 2020-21 school year 100% of participating, eligible teachers earned some part of performance pay in this area.
 - Overall our payout for teacher observations/evaluations was 98.7%.
- b. What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results?
- For the 2020-21 school year 100% of participating, eligible teachers earned some part of performance pay in this area.
 - Overall our payout for teacher observations/evaluations was 95.4%.
3. Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)?
- ☒yes ☐no

If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area?

- For the 2020-21 school year 100% of participating, eligible teachers earned some part of performance pay for professional development and individual growth plans.
- Overall our payout for teacher professional development and individual growth plans was 99.4%.

Recommendations

How will the district use the data to improve the effectiveness of this core component?

We will continue to develop student achievement building goals with teams focused on developing plans and activities to support student success. The observation program is strong and continues to develop as a transparent and supportive system for growing professionally. Understanding that our new staff really need to have adequate background in assessment criteria, instructional and differentiation strategies, along with general support for teachers that continue to struggle with classroom issues is key to helping them succeed in those first years.

General Program Impact and Recommendations

What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?

Over the years the Q Comp Program has created a culture of on-going and consistent reflection and refinement of instructional practice. Teams are dedicated to analyzing student data and acting on it in ways that provide students with a more personalized learning environment. The adjustment that was made to the

evaluation protocol and the subsequent focus on instructional coaching had a significant impact on the reflective conversations that took place district wide.

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

We have had a very challenging time these past two school years gathering data that we deemed reliable. We are no doubt facing a learning loss but we will not know the full spectrum of that loss until we engage students in the assessment procedures that we have for the fall of 2021. With that said, we can't determine the impact that QCOMP has had on student achievement.

How will the district use the review findings to improve the overall effectiveness of the program?

We have identified the pre- and post-observation conference as a critical component of teacher reflection. Continued focus for weekly professional learning in PLC teams or whole school learning in those sessions.

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Important Notice to Parents/Guardians: While we plan to open schools regularly, we are aware that the COVID-19 virus will still be in our community. Processes and routines may be adjusted based on what is happening locally within our schools and county. Information in this handbook may change should there be an outbreak that require the school district, a particular school, or program, to change instruction and service delivery for students. We are optimistic that the worst of COVID-19 is behind us, and we look forward to a regular start and duration of the 2021-2022 school year.

Welcome to Fridley Public Schools!

Thank you for choosing Fridley Public Schools, Minnesota's first and only full IB Continuum school district!

Fridley Public Schools serves the central area of the City of Fridley with the following schools and programmes: Fridley Preschool (3 and 4-year-olds), Hayes and Stevenson elementary schools (K-4), Fridley Middle School (5-8), Fridley Online Academy (7-12), Fridley High School (9-12), Fridley Area Learning Center (9-12), and Fridley Community Education (ages birth -100+).

Our school district offers the International Baccalaureate (IB) programmes to all students: Primary Years Programme in Preschool and K-4, Middle Years Programme in grades 5-10, Diploma Programme in grades 11-12 and Career-related Programme in 10-12. IB programmes are internationally recognized educational programs that emphasize creative problem solving, hands-on projects, inquiry-based learning, global focus, and taking action in the community. More information on the IB Continuum at Fridley schools is in the Academics section of this handbook.

Fridley's quality academics, positive school climate, and personalized attention for each student are some of the top reasons families enroll their children in the school district.

Our students come from diverse backgrounds and there are more than 50 languages spoken in our schools. Fridley's 3,000 students and their families are served by more than 450 teachers and staff members.

Thank you for choosing Fridley Public Schools and we look forward to a great school year of learning!



A MESSAGE FROM OUR PRINCIPALS

Dear Students, Parents and Guardians:

Thank you for choosing Fridley Public Schools and welcome to our schools!

As we begin another year of school, we look forward to providing our students with an exciting and challenging educational program. We ask each student to engage in our educational programs and services with a positive attitude and a willingness to learn.

This handbook contains important information you need to know about our buildings, practices, rules, procedures, and policies. We especially encourage parents and students to discuss this information with each other. Additional copies of the School Board policies that are referenced throughout the handbook are available at all schools and on the school district website at www.fridleyschools.org.

It is both the student and parent's/guardian's responsibility to be aware of the content of this handbook. Please read through the handbook and sign the forms **provided in the center of this handbook**. **Students must return the signed forms to their homeroom teacher during the first week of school.**

We hope that our families and students will always do their best to help one another, support our district and policies, and take advantage of all the opportunities Fridley Public Schools has to offer.

Sincerely,

Fridley Public Schools Principals

Please review this handbook with your child, sign and date the **Acknowledgement Form, Internet Acceptable Use Form and Media Release Form** located in the center of this handbook and return to their homeroom teacher during the first week of school.





Superintendent Dr. Kim Hiel

Dr. Kim Hiel has served as the Fridley Public Schools Superintendent since 2018. She is passionate about educational equity and strongly supports the Fridley Public School's district mission to "create a world-class community of learners." Hiel aims to maximize opportunities for all students so that they can reach their fullest potential and graduate ready for college and careers.



OUR MISSION & VISION

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

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

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

OUR EQUITY STATEMENT

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.

Fridley School Board



Board Members: Abdisalam Adam, Jake Karnopp, Ross Meisner, Donna Prewedo, Avonna Starck, and Carol Thornton

The Fridley School Board serves as the governing body of Fridley Public School District 14 and within established state guidelines and regulations, determines the educational, financial, and administrative programs and policies under which the district functions. If you would like to contact the School Board, you may email schoolboard@fridley.k12.mn.us or call 763-502-5060.

The Board's regular meetings are held the third Tuesday of every month in Room 109 at the Fridley Community Center, located at 6085 7th Street NE, Fridley, MN. Board work sessions are held on the first Tuesday of the month. Special meetings are held as needed. All school board meetings are open to the public in accordance with Minnesota state law.

School Board Priorities for Improvement:

1. Ensure district-wide high-level school performance through review and inquiry.
2. Alignment of policies, procedures, and performance that support best practices linked to high levels of student achievement.
3. Alignment of policies, procedures, and performance that foster an equitable, welcoming, safe, and respectful environment for students, staff, teachers, and community.
4. Protect and direct Fridley Public Schools' financial stability through long-range planning and oversight.
5. Continuous improvement of parent, school, and community partnerships through public engagement.

School Board Meetings:

- **Work session - 5:30 pm**
Board members review background information related to upcoming agendas or other topics of general information. No formal action is taken at these "discussion only" sessions.
- **Public Forum - 7:00 pm**
Forum for two-way discussion between Board members and the school district community members.
- **Business Session - 7:30 pm**



FRIDLEY SCHOOL LEADERSHIP



Patty Hand
Principal
Fridley High School



Kelly McConville
Assistant Principal
Fridley High School



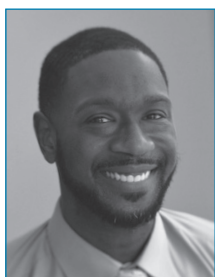
Dan Roff
Activities Director
Fridley Public Schools



TBA
Principal
ALC/Preschool



Amy Cochran
Principal
Fridley Middle School



S. Jason Carver
Assistant Principal
Fridley Middle School



Angaelicka Iverson
Principal
Hayes Elementary



Veronica Mathison
Principal
Stevenson Elementary

FRIDLEY PUBLIC SCHOOL DISTRICT

District Office

6000 West Moore Lake Drive | Fridley, MN 55432

Fridley Preschool

6085 Seventh Street NE | Fridley, MN 55432

Hayes Elementary School

615 NE Mississippi Street | Fridley, MN 55432

Stevenson Elementary School

6080 East River Road | Fridley, MN 55432

Fridley Middle School

6100 West Moore Lake Drive | Fridley, MN 55432

Fridley High School

6000 West Moore Lake Drive | Fridley, MN 55432

Fridley Online Academy

6000 West Moore Lake Drive | Fridley, MN 55432

Fridley Moore Lake Area Learning Center (ALC)

1317 Rice Creek Road | Fridley, MN 55432

Fridley Community Center & Enrollment Center

6085 Seventh Street NE | Fridley, MN 55432

DISTRICT ADMINISTRATIVE OFFICES

Activities	763-502-5606
Buildings & Grounds	763-502-5008
Business & Finance	763-502-5004
Communications.....	763-502-5020
Community Education	763-502-5100
Early Childhood Education	763-502-5143
Enrollment	763-502-5081
Equity	763-502-5063
Human Resources	763-502-5013
Nutritional Services	763-502-5021
Special Services	763-502-5661
Teaching & Learning	763-502-5009
Technology	763-502-5032
Transportation	763-502-5026
IB (Diploma, Career-related)	763-502-5062
IB (Middle Years Programme)	763-502-5036
IB (Primary Years Programme)	
Hayes Elementary School	763-502-5228
Stevenson Elementary School	763-502-5317
Fridley Preschool.....	763-502-5117



ARRIVAL & DISMISSAL HOURS

FRIDLEY HIGH SCHOOL

School Building Hours: 7:15 AM - 3:15 PM

School Class Hours: 8:10 AM - 3:00 PM

If you arrive before 7:15 AM, you will need to wait in the main entrance lobby. From 7:15-8:00 am, students remain in the high school cafeteria or media center. No students are to be in the building after 3:15 PM unless under the direct supervision of a teacher, coach or advisor.

FRIDLEY MIDDLE SCHOOL

School Building Hours: 7:50 AM - 3:30 PM

School Class Hours: 8:00 AM - 3:00 PM

Students may not be in the school before 7:45 AM unless involved in a school-sanctioned activity. No students are to be in the building after 3:15 PM unless under the direct supervision of a teacher, coach, or advisor.

HAYES ELEMENTARY SCHOOL & STEVENSON ELEMENTARY SCHOOL

Students Enter 8:55 AM, Classes Begin 9:10 AM

School Dismissed 3:45 PM, Buses Leave 3:55 PM

Students are not permitted to walk between the buses. Thank you in advance for helping make the bus drop-off area safe for students.

AREA LEARNING CENTER

School Building Hours: 7:45 AM - 3:00 PM

School Class Hours: 8:00 AM - 2:50 PM

If you arrive between 7:45 – 8:00 AM, you will need to wait in the front vestibule until the interior door opens. Shuttle bus back to the FHS leaves at 2:50 PM. No students are to be in the building after 3:00 PM unless accompanied by a staff member.

3- AND 4-YEAR-OLD PRESCHOOL

3-Year-Old Preschool (Half-day, Fee based)

Mornings: Monday – Thursday, 8:15 - 11:00 AM

Afternoon: Monday – Thursday, 12:00 -2:45 PM

4-Year-Old Preschool (No cost to families)

Mornings: Monday – Friday, 8:15 - 11:15 AM

Afternoons: Monday – Friday, 12:00 -3:00 PM

4-Year-Old Preschool (Full day, Fee based)

Monday – Friday, 7:30 AM - 4:30 PM

BUILDING DIRECTORY

FRIDLEY HIGH SCHOOL	763-502-5600
Patty Hand, Principal	763-502-5601
Principal's Secretary	763-502-5602
Kelly McConville, Assistant Principal	763-502-5603
Dan Roff, Activities Director	763-502-5605
Attendance	763-502-5604
Guidance Office	763-502-5612
Health Office	763-502-5626
Social Worker	763-502-5660

AREA LEARNING CENTER	763-502-5165
TBA, Principal	763-502-5101
Attendance	763-502-5103
Social Worker	763-502-5145

FRIDLEY MIDDLE SCHOOL	763-502-5400
Amy Cochran, Principal	763-502-5401
Principal's Secretary	763-502-5402
S. Jason Carver, Assistant Principal	763-502-5403
Attendance Office	763-502-5407
Student Support Services	763-502-5404
Health Office	763-502-5426
Social Worker	763-502-5575

HAYES ELEMENTARY SCHOOL	763-502-5200
Angaelicka Iverson, Principal	763-502-5201
Principal's Secretary	763-502-5202
Attendance	763-502-5207
School Counselor	763-502-5260
Health Office	763-502-5226
Social Worker	763-502-5232

STEVENSON ELEMENTARY SCHOOL	763-502-5300
Veronica Mathison, Principal	763-502-5301
Principal's Secretary	763-502-5302
Attendance	763-502-5307
School Counselor	763-502-5303
Health Office	763-502-5326
Social Worker	763-502-5310

PRESCHOOL	763-502-5100
TBA Principal	763-502-5101
Karin Beckstrand, Coordinator	763-502-5117
Principal's Secretary	763-502-5105
Social Worker	763-502-5121
Health Office	763-502-5114

Staff Directory Information is updated throughout the school year on the district website: www.fridleyschools.org. Hover over the ABOUT US tab, then select Staff Directory.



SCHOOL CLOSING PROCEDURES

School may be cancelled when the superintendent believes the safety of students and employees is threatened by severe weather or other circumstances. The superintendent will make a decision about closing school or school buildings as early as possible. The district will inform parents of a school closing through multiple mediums, which include: phone call and email notification, district website, district social media, and local television news channels. School closing announcements will be sent prior to the start of the school day. As long as buses can safely operate, schools are not closed in cold or snowy weather.

TRANSPORTATION OF STUDENTS

Daily Transportation for Regularly Scheduled School Days

The school district will provide transportation, at no cost to families, for all resident students who live one mile or more from the school. Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break, except in certain circumstances. The school district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian. See [District Policy 707 Transportation of Public School Students](#) for more information.

Extracurricular Transportation

The school district may provide transportation for students to and from extracurricular activities. To the extent the school district provides extracurricular transportation, the district may charge a fee for transportation of students to and from extracurricular activities and optional field trips at locations other than school.

COMMUNICATION

Peachjar Digital Flyers

Parents can receive digital flyers via email about school activities, after school programs and other school-approved programs in the Fridley area. Peachjar provides an email notification to parents for flyers posted from their child's school. Peachjar is easily accessible via the district and each respective school's website.

School and District Website

Fridley Public School website address is: www.fridleyschools.org. Each school has its own website within the district website. Families can find information here related to district and school news, announcements, and important notifications.

School Parent Newsletter

Schools may also communicate with parents through newsletters that are sent to parents through email or printed mail sent home with students.

MESSAGES TO STUDENTS

Should a message need to be relayed to a student during the school day, please contact the main office of your child's school. Please refrain from calling a student's cell phone, during school hours.

CAMPUS PARENT PORTAL

Each parent's/guardian's Parent Portal account will become active when the school receives a signed copy of the Internet Acceptable Use Procedure/User Guidelines. The account remains active as long as the parent has children in the Fridley school district. Login information and instructions will arrive via U.S. mail, email, or at a training session.

1. During the school year, parents will have access to the following data about their child:
 - A. Attendance - updated hourly.
 - B. Discipline - updated as events occur.
 - C. Transcript - available at the end of each current term/semester and all past terms.
 - D. Class assignment grades - updates will vary depending upon the course. Parents can expect that grades for an assignment will be posted 1-2 weeks after that assignment has been turned in. Teachers will need adequate time to grade all of the student work and to post the scores. Please keep in mind that the scores displayed in the Parent Portal give an approximate grade determination at that specific point in time during the semester.
 - E. Transportation - updated nightly with bus number, stop and time.
2. Parents should not share their password with anyone and should not set their browsers to auto login to the Portal.
3. Important Parent Portal Safety Features:
 - A. Three unsuccessful login attempts will disable the Parent Portal account. In order to use the Portal again, parents will need to contact the Parent Portal help desk to have the account reactivated.
 - B. You will be automatically logged off if you leave the Parent Portal Web browser open and inactive for a period of time.
 - C. All attempts at logging into the system are recorded and monitored, and a full audit trail is tracked.
4. Parent Portal Help Desk contact information. Telephone help is available by leaving a voice-mail message at 763-502-5061 or by sending an email to campus.parenthelp@fridley.k12.mn.us.

You should expect a reply within 2 business days. Please include your name, your user name, your telephone number and a brief description of the problem in your email or voice-mail request.



ANNOUNCEMENTS

Announcements from students must be approved by building administration prior to being submitted to the main office.

PUBLICATIONS AND MATERIALS

The policy of the school district is to protect students' right to free speech while at the same time preserving the district's obligation to provide a learning environment that is free of disruption. All school publications must be approved by building administration. Non-school-sponsored publications may not be distributed without prior approval from building administration. See [District Policy 512 School Sponsored Student Publications](#) for more information.

DISTRIBUTION OF NON-SCHOOL SPONSORED MATERIALS ON SCHOOL PREMISES

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing non-school-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner. See [District Policy 505 Distribution of Non-school Sponsored Materials on School Premises by Students and Employees](#).

DISTRICT-OWNED MEDIA PLATFORMS

Fridley Public Schools media including district and school websites, publications, district and school social media platforms are the sole property of the school district. The School District reserves the right to approve or deny approval of publishing content and images on any of its district owned publications, website and social media platforms according to Fridley Public Schools' mission, vision, values, and strategic goals. For more information, see [District Policy 904P Distribution of Non-school sponsored Materials on School Premises by Non-school Persons](#).

POSTERS & FLIERS

Students must obtain permission in the Main Office before putting up any type of posters, pictures, or other forms of advertising. Further, students must take down these materials when their purpose has been served.

At Fridley High School, this media of communication is restricted to the glazed brick area of the building or walls in the cafeteria area.

EQUAL ACCESS TO SCHOOL FACILITIES

The school district has created a limited open forum for secondary students to conduct non-curriculum-related meetings during non-instructional time. The school district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These limited open

forum meetings will be voluntary and student initiated; will not be school sponsored; employees or agents of the school will be present at religious meetings only in a non-participatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the school; and non-school persons will not direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the procedures established by the school district.

NON-DISCRIMINATION

The school district is committed to providing inclusive education and an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, gender, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age in its programs and activities. The Director of Human Resources is the District's Human Rights Officer who handles inquiries regarding non-discrimination. You may contact 763-502-5013. See the following district policies on nondiscrimination: [Policy 521 Student Disability Non-discrimination](#), [Policy 522 Student Sex Non-discrimination](#), [Policy 528 Student Non-discrimination Due to Parental, Family or Marital Status](#).

STUDENT SERVICES AND COUNSELING

Each school in the Fridley school district has a student support team made up of a social worker, a counselor and/or deans. The student support team is available to help students who may need personal and academic assistance. The schools' counselors are there to help students have a successful and rewarding school career. Please contact your school's counselor or dean for assistance or additional information.

FOOD AND NUTRITION SERVICES

Food in the Classrooms

No beverages other than clear water are allowed in any classroom during the school day. Food is not allowed in classrooms unless under teacher direction.

Fridley school cafés continue to meet federal nutrition standards for school meals, ensuring that meals are healthy and well-balanced and provide students all the nutrition they need to succeed at school.

Now is a great time to encourage your kids to choose school breakfast and lunch! School meals offer students fruits and vegetables, proteins and grains, and low fat milk. They also must meet guidelines on sodium, saturated fat, trans fat and portion size.

- School meals are a great value and a huge convenience for busy families too!
- **BREAKFAST** is available at **NO CHARGE** to all students. Eating breakfast at school helps children perform better. In order to continue offering breakfast



at no charge to all, we need to serve as many students as possible. Please encourage your student to join us every day at school for breakfast.

- *High School and Middle School only:* We serve breakfast two times daily, before school and again after first hour. We call this Breakfast period “Second Chance.”
- **LUNCH** - Students may qualify for Free or Reduced price meals. In Minnesota, any student who qualifies for a reduced price meal will receive lunch at no cost due to state funding. Application for Educational Benefits must be completed each school year. Please complete the form before the first day of school.
- Milk is available for purchase to any student bringing lunch from home for \$.55. Students eligible for Free and Reduced price meals DO NOT get milk at no charge if they bring lunch from home.
- *High School/Middle School only:* Additional ala carte food and beverage items can be purchased through each student’s meal account if there is a positive account balance. Please talk with your children about what additional items they can purchase through ala carte.
- To see our menus and get more information please go to the Nutritional Services page on the district website at www.fridleyschools.org. We’re always working to offer Fridley School students healthier and tastier choices. We are pleased to offer a wide variety of fresh fruits and vegetables including our Farm to School locally grown fruit and vegetable choices, as well as the daily choices we offer at all grade levels.

After School Snack Program

Fridley Schools offers a “super snack” after school at all buildings at no charge to students. This snack consists of protein, grain, fruit, vegetable and milk. Any student staying after school for educational or other activities may participate in this program.

Fresh Fruit and Vegetable Program

The Fresh Fruit and Vegetable Program (FFVP) may be available at Stevenson and Hayes elementary schools. This program provides all children with a variety of free fresh fruit and vegetable snacks during the school day. It is an effective and creative way to introduce fresh fruits and vegetables as healthy snack options. A FFVP menu will be posted monthly and each classroom will participate in a nutrition education lesson about the daily snack.

APPLICATION FOR EDUCATIONAL BENEFITS (Free/Reduced Price Meals)

Families MUST re-apply every year prior to the start of the school year for meal eligibility benefits.

Applications for Educational Benefits (application for Free/Reduced Price Meals) are available at all school offices as well as the District Office and the Enrollment Office at FCC. Applications can also be found at:

1. Online Application:

<https://fridleymn.infinitecampus.org/campus/portal/parents/fridley.jsp>

Select New User Registration>follow on line directions. You must have a Campus Parent Portal account to complete the online application. If you do not, please contact the your child’s school secretary for assistance.

2. Download paper application at:

www.fridleyschools.org

- A new application MUST be filled out prior to the start of school EACH year.
- ALL families must pay for meals until they receive notification of eligibility from the district Nutritional Services office. Nutritional Services has 10 business days from time of receipt to process applications.

ONLINE NOTIFICATION & PAYMENT OPTION PAYMENT OPTION IN INFINITE CAMPUS

- Families should deposit a minimum of \$10 in each child’s account before school starts to cover meals until new eligibility is approved.
- We no longer refund any balance of \$10 and under.
- Families can set up email notification when meal account balances are low. You can also set up reoccurring meal payments.
- We have a new online payment system through Infinite Campus at <https://fridleymn.infinitecampus.org/campus/portal/parents/fridley.jsp>

MEAL PAYMENTS

- Fridley uses a computerized point of sale system for all school meals purchases. Advance payment is required for meals. Each student is issued a PIN (personal identification number). This PIN number must be used to receive meals. PIN numbers are available through the parent and student portal and are distributed during back to school open house.
- Students can deposit money into their meal account daily.
- *High School Only* - Turn in payment to the main office lock box in a sealed envelope with student name and PIN number, or to the cashier in the serving line.
- *Middle School Only* - Turn in payment to the main office or the kitchen in a sealed envelope with student name and PIN number.
- *Elementary School* - Turn in payment to classroom



teacher in a sealed envelope with student name and PIN number

- Include PIN # and student name on your check in the MEMO section.
- If cash is sent, we must have the student name and PIN # inside the envelope.
- Students must maintain a positive balance in their account.
- Any NSF check received by the district for meal payment will be deducted from the student's meal account.

FRIDLEY UNPAID MEAL CHARGE AND DEBT COLLECTION PROCEDURE

Parents/guardians are responsible for maintaining a positive balance in their child's meal account OR have a current Free and Reduced meal application completed and approved before the start of the school year. If an account continues to be negative, the school kitchen manager will work with the building principal, dean and/or social worker in resolving the unpaid meal debt. The school Administrative team will also work with the family to encourage the family to complete a Free and Reduced Meal application. Please see the [Fridley Unpaid Meal Charge and Debt Collection Procedure](#) for more information.

MEAL PRICES

Breakfast	No charge, all students
Lunch (middle/high schools)	\$2.85
Lunch (elementary school)	\$2.60
Lunch (reduced price)	Free
Milk only	\$.55
Adult Lunch	\$4.00
Adult Breakfast	\$2.15

CAFÉS

Cooperation and Assistance: Student cooperation is required in maintaining reasonable quietness and orderliness. Students have the right to eat in the café until that privilege is abused. Parental contact, assigned tables, denial of lunchroom privileges, or suspension may be consequences of inappropriate behavior.

Students must return their own tray and silverware to the appropriate area 2 minutes prior to the bell. Students have a responsibility to see that everyone at their table takes their tray back. Failure to comply will result in loss of café privileges.

Catered/Purchased Food: Other than a bag lunch or school purchased food, no other food may be brought in to the cafeteria. No catered-in food is allowed in the café during the school day.

Fridley schools are closed campuses. Students must remain in the building during the school day.

Causing a Disruption in the School Café

When a student causes a disruption in the café the instruction of students in nearby classrooms is negatively impacted. The school will take action against any student involved in this type of activity. Inappropriate behavior in the café will result in disciplinary actions that may include removal from the café and/or suspension.

STUDENT WELLNESS

[Fridley Public School District Policy 533](#) Student Wellness prohibits parents and families from bringing birthday or celebratory treats such as cupcakes, cookies, cake, chips, and juice into the school. Instead, to celebrate special events, parents often send non-food items, such as stickers, pencils and erasers that their child can share with his or her classmates.

FEES

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, paper, erasers, and notebooks. Students may be required to pay certain other fees or deposits, including but not limited to:

- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact your child's school.

FUNDRAISING

All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by the building principal. Participation in non-approved fundraising activities is a violation of school district policy. Solicitations of students or employees by students for non-school related activities will not be allowed during the school day. See [District Policy 511 Student Fundraising](#) for more information.



PARENT VOLUNTEERS

Parents/guardians are welcome in the schools and are encouraged to volunteer. To volunteer in the school building, parents/guardians should contact the building principal. Parents/guardians who visit the school should sign in at the main office. The school district will require criminal history background checks for volunteers who work directly with students.

BACKGROUND CHECKS FOR VOLUNTEERS

We want our students to have fun while learning. We also want them to be safe. As a result, Fridley Public Schools requires all volunteers to complete a background check prior to volunteering.

PARENT AND TEACHER CONFERENCES

The purpose of parent and teacher conferences are to provide opportunities for the parent/guardian and the child's teacher to share information about the child including school progress. Parent and teacher conferences are held throughout the year. For more information, please see the district calendar. A parent may also request a conference with a teacher or principal by contacting his/her child's school directly.

NOTICE OF VIOLENT BEHAVIOR BY STUDENTS

The school district may give notice to teachers and other appropriate school district staff when students with a history of violent behavior are placed in their classrooms. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

STUDENT RECORDS

The school district recognizes its responsibility in regard to the collection, maintenance and dissemination of student records and the protection of the privacy rights of students as provided in federal law and statutes. Consent of the parent/guardian or the student if he/she is 18 years old, attends a post-secondary institution, is married, or has graduated, must be given before educational records can be released. This general rule is subject to specific and limited exceptions which are detailed in [District Policy 515 Protection and Privacy of Pupil Records](#).

Directory information may be released to the public without permission of the student, parent/guardian. Directory information includes: the student's name, date and place of birth, class designation or grade level, participation in officially recognized activities and sports, weight, height of members of athletic teams, dates of attendance, diploma and awards received, photographs and the most recent previous educa-

tional agency or institution attended. Directory data does not include data which references religion, race, color, social position or nationality. If a student and parent/guardian does not want some or all of this data to be made public, they must complete [515F - Directory Information Opt Out Form](#) and submit the form to their child's school.

SCHOOL PICTURES

Each school contracts annually to have student pictures taken early in the school year. A reminder regarding price, time and day will be given to parents and students from individual schools.

STUDENT SURVEYS

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. See [District Policy 520 Student Surveys](#) for complete information on the rights of parents/guardians and eligible students about conducting and participating in surveys, survey methodologies, and collection and use of survey information.

VIDEO AND AUDIO RECORDING

Buses

All school buses used by the school district may be equipped for the placement and operation of a video camera. The school district may post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The school district may use a videotape of the actions of student passengers as evidence in any disciplinary action arising from the students' misconduct on the bus.

Places Other Than Buses

The school district buildings and grounds may be equipped with video cameras. Video surveillance may occur in any school district building or on any school district property. Video surveillance of locker rooms or bathrooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

INTERVIEW OF STUDENTS BY OUTSIDE AGENCIES

Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees and/or agents, except as otherwise provided by law and/or district policy. Upon receiving a request to interview a student, it will be the responsibility of the principal to determine whether the request will be granted. See [District Policy 519 Interview of Students by Outside Agencies](#).



MEDIA CENTER AND MEDIA SERVICES

The Media Center serves as the focal point for information gathering and as our productivity center. At each school, students can access a variety of resources including visual, electronic and printed resources.

The high school and middle school Media Center is available for student use before, during, and after school.

Elementary school students are allowed to check books out for two weeks. After two weeks, the books must be returned or renewed. Students will not be allowed to check out books if they have more than one overdue book. Each student is responsible for the books he/she has checked out. Lost or damaged books must be replaced.

GRADUATION CEREMONY

Student participation in the graduation ceremonies is a privilege, not a right. Students who have completed the requirements for graduation are allowed to participate in graduation exercises, unless participation is denied for appropriate reasons, which may include discipline. Graduation exercises are under the control and direction of the building principal.

- Seniors must complete all 27 required credits in order to participate in the Fridley High School Commencement ceremony.
- The school will communicate established standards of dress and behavior to those who are participating in commencement.

PLEDGE OF ALLEGIANCE

Students may recite the Pledge of Allegiance to the flag of the United States of America. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag. See [District Policy 531 Pledge of Allegiance](#) for more information.

EXTENDED DAY CHILDCARE (TIGER CLUB)

Responding to the needs of families in our community, the Fridley Public Schools school age childcare program continues to offer tuition based before and after school childcare through its Tiger Club program. Tiger Club offers childcare programs to children ages Pre-K through 6th grade. Programs are provided from 6:30 am to 5:30 pm (K-6th Grade) and 7:30 am to 4:30 pm (Pre-K) in the Fridley Community Center. For more information please contact 763-502-5135.

RECESS (PRESCHOOL, ELEMENTARY, FMS 5th & 6th GRADE)

Preschool, elementary, and 5th and 6th grade students routinely participate in outdoor recess during the school year. In the winter, students may be outdoors as long as weather conditions are conducive to outdoor activities. Appropriate attire such as hats, boots, mittens and coats are required for outdoor playtime during winter. Snow pants are also highly encouraged. Children are not allowed to stay inside alone when other students are participating in outdoor recess.





The International Baccalaureate (IB) An E-12 Continuum at Fridley Public Schools



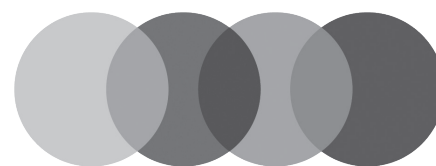
As the world becomes increasingly globalized, today's economy demands an engaged, intelligent, and culturally aware workforce. Although the world is rapidly changing, an International Baccalaureate education ensures students are prepared for the future. Fridley Public Schools provides a foundation of international-mindedness as a "World-Class Community of Learners." The IB champions a stance of critical engagement with challenging ideas, one that values the progressive thinking of the past, while remaining open to future innovation.

Since implementation of the International Baccalaureate programs across all schools, the district fosters global citizens who are civic-minded, confident, and competent communicators. Students become skillful in problem solving and capable of creative thinking. It is imperative to prepare students to become knowledgeable about our global and multicultural society as they continue on to post-secondary education and beyond.

Additional benefits of the IB continuum include a commitment to offering second language instruction to students in all elementary, middle, and high schools; the creation and revision of a rigorous written curriculum; on-going professional development for teachers; common language used throughout all buildings; and common curriculum structures between the elementary, middle, and high schools.

Another key aim of all IB programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Students at every level of the IB continuum are encouraged to develop the ten attributes of an IB learner. They are:



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB



Inquirers
Open Minded
Knowledgeable
Caring
Thinkers

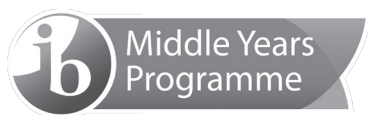
Risk-Takers
Communicators
Balanced
Principled
Reflective





(IB) PRIMARY YEARS PROGRAMME (PYP) Grades Preschool-4

Hayes and Stevenson Elementary Schools received authorization from the International Baccalaureate to offer the Primary Years Programme (PYP) in 2010, and Fridley Preschool became the first and only preschool in the state of Minnesota to offer the PYP in 2020. The primary goal of the PYP is to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through their action. Our PYP program meets the needs of the whole child by setting rigorous academic expectations, character development through shared values and the life skills necessary to be successful. PYP students become global citizens by learning an additional language as well as exploring multiple perspectives. Instruction nurtures curiosity, makes connections across subject areas, and helps students develop a deep understanding of the world around them. There are many components of PYP that are continued throughout the K-12 IB Continuum.



(IB) MIDDLE YEARS PROGRAMME (MYP) Grades 5-10

Following three years of planning, preparation, and implementation, Fridley Middle School and Fridley High School were authorized to offer the internationally recognized International Baccalaureate Middle Years Programme in July 2007. The IB Middle Years Programme provides a challenging, comprehensive curriculum framework that encourages students to make connections between subjects studied and the real world through six global contexts. Approaches to learning skills are developed throughout the program and equip students with skills for success such as collaboration, self-management, research, communication, and critical and reflective thinking skills. Students are required to study language and literature, a second language, individuals and societies, sciences, mathematics, arts, physical and health education and design. Assessment in this program is criterion-related, so that students around the world are measured against pre-determined criteria for each subject group. Teachers develop their own assessments and may modify the criteria to be age-appropriate in the earlier years of the program. This program strives to develop internationally minded students who take action to create a better world.



(IB) DIPLOMA PROGRAMME (DP) Grades 11-12

Fridley High School received authorization from the International Baccalaureate Organization to offer the Diploma Programme (DP) in the spring of 2009. The Diploma Programme is a rigorous college-preparatory course of study for juniors and seniors. The DP is recognized by universities throughout the world. Students at FHS may choose to take any number of DP courses, or participate in the full Diploma Programme. The DP consists of courses and exams in six academic areas, as well as a course in Theory of Knowledge. Diploma Candidates also complete a program in Creativity, Activity, and Service (CAS) and an Extended Essay on a topic of their choice. The Diploma Programme encourages high school students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on intercultural understanding and open-mindedness. There are many components of the Diploma Programme that are continuous throughout K-12 IB Continuum.



(IB) CAREER-RELATED PROGRAMME (CP) Grades 11-12

Fridley High School received authorization from the International Baccalaureate Organization to offer the IB Career-related Programme (CP) in the summer of 2016. The CP is designed for students interested in pursuing a career-related education in the final two years of high school. It provides students with an excellent foundation to support their further studies, as well as ensure their preparedness for success in the workforce. The CP is comprised of three elements: academic courses from the IB Diploma Programme (DP), core components, and career-related studies. Fridley High School offers career-related studies in the areas of Health Careers (EMR/EMT) and IT/Computer Science.

SPECIAL EDUCATION

Fridley Public Schools strives to meet the individual needs of students with disabilities by providing them with comprehensive support and educational services.

A team of special and regular education staff works with parents to determine the type of educational setting and support services to best meet the student's needs for a free appropriate public education. An Individualized Education Plan (IEP) is developed cooperatively between parents and school staff. Every planning and monitoring of the student's education is legally protected by the Individuals with Disabilities Education Act (IDEA).

Fridley Public Schools currently provides special education services for students meeting the eligibility criteria for all the disability areas under IDEA. To learn more about the district's special education services and supports, please contact Laura Seifert-Hertling, Director of Special Services, at 763-502-5024 or email laura.seifert-hertling@fridley.k12.mn.us.

EXTENDED SCHOOL YEAR

Fridley Public Schools provides extended school year opportunities for students who have an Individualized Education Plan (IEP) if the student's IEP team determines the services are necessary during a break in instruction (such as during the summer). For more information on extended school year opportunities for students with an IEP, please contact the district's special education department at 763-502-5661.

ALTERNATIVE EDUCATIONAL OPPORTUNITIES

The school district provides alternative learning options and supports for students that may include special tutoring, modified curriculum and instruction, instruction through electronic media, special education services, home-bound instruction, and enrollment in an alternative learning center, among others. Parents/guardians with questions about these programs should contact their child's school.

Fridley Area Learning Center (ALC)

The Area Learning Center (ALC) helps students achieve their individual learning goals and receive their high school diploma. The ALC program features: small classes, individual learning plans, flexible schedules, independent study and work experience to assist in credit recovery. The ALC enrolls students between 16 - 21 years old. The program is open to Fridley residents as well as students from other schools and communities who qualify to attend an alternative learning center. For more information, please visit www.fridleyschools.org and navigate to Schools > Area Learning Center.

Targeted Services

The school district provides targeted services opportunities

to students in grades K-8, after school during the school year, and grades K-7 during summer. Communications will be sent to parents/guardians of students prior to enrollment for targeted services.

PROMOTION AND RETENTION

All students are expected to achieve an acceptable level of proficiency. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year. Retention of a student may be considered when professional staff and parents/guardians feel that it is in the best interest of the student. The superintendent's decision will be final. The district has a variety of services to help students succeed in school.

REPORT CARDS AND MID-TERM REPORTS

Parents can utilize our Parent Portal to view their child's grades and attendance/discipline records at any time during the school year. Parents may also contact teachers directly for current academic progress.

TESTING

Local and state standardized tests will be given periodically during the school year. Specific information about grade level testing will be sent prior to administration of each test.

Student Participation in Statewide Assessments can be found on the Minnesota Department of Education Website: <http://education.state.mn.us/MDE/fam/tests/> and a form found at the end of this handbook for refusal of student participation

SUMMER SCHOOL

Summer school is available through the Fridley Alternative Learning Center (ALC) for students needing credit recovery or to make up a failed class. Please contact the ALC or your school dean to see if this is applicable to you.

POST-SECONDARY ENROLLMENT OPTIONS (PSEO)

PLEASE NOTE: DEADLINE to inform FHS about your intent to take PSEO classes was May 28, 2021 for the 2021-2022 school year. State forms will not be signed after May 28, 2021 for the 2021-22 school year.

Postsecondary Enrollment Options (PSEO) is a program that allows 10th, 11th, & 12th-grade students to earn both high school and college credit while still in high school, through enrollment in and successful completion of college nonsec-tarian courses at eligible participating postsecondary institutions. Most PSEO courses are offered on the campus of the postsecondary institution; some courses are offered online. Each participating college or university sets its own admissions requirements for enrollment into the PSEO courses. Eleventh and 12th-grade students may take PSEO courses



on a full- or part-time basis; 10th graders are eligible to enroll in PSEO on a more limited basis (see note below). Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09. If a school district determines a pupil is not on track to graduate, she/he may continue to participate in PSEO on a term by term basis.

By March 1 of each year, or three weeks prior to the date a student registers for courses for the following school year, schools must provide PSEO information to all students in grades 8-11 and their families. To assist the district in planning, a student must inform the district by May 30 of each year of their intent to enroll in postsecondary courses during the following school year.

There is no charge to PSEO students for tuition, books or fees for items that are required to participate in a course; however, students may incur fees for equipment that becomes their property when the course or program is completed, textbooks that are not returned to the postsecondary institution according to their policies, or for tuition costs if they do not notify the district by May 30 and the district does not waive this date requirement.

Funds are available to help pay transportation expenses for qualifying students to participate in PSEO courses on college campuses. For more information on these funds, access the PSEO Mileage Reimbursement Program Instructions.

Enrolling in a PSEO course does not prohibit a student from participating in activities sponsored by the high school.

School districts must allow a PSEO student reasonable access to the high school building, computers and/or other technology resources during regular school hours to participate in PSEO courses, whether online or on campus.

Each year, districts must publish their grade-weighting policy on their website, including a list of courses for which students can earn weighted grades.

All courses taken through the PSEO program must meet graduation requirements. Districts must transcript credits earned in PSEO by a ratio prescribed in statute. Districts have the authority to decide which subject area and standards the PSEO course meets. If there is a dispute between the district and the student regarding the number of credits granted for a particular course, the student may appeal the board's decision to the commissioner. The commissioner's decision regarding the number of credits will be final.

Postsecondary institutions are required to allow PSEO students to enroll in online courses consistent with the institu-

tion's policy regarding postsecondary student enrollment in online courses.

Tenth-grade students may initially enroll in one Career and Technical Education (CTE) PSEO course if they receive a reading proficiency score of "meets" or "exceeds" on the 8th grade MCA. If 10th graders taking a CTE PSEO course earn at least a grade C in that class, they may take additional CTE PSEO courses. If the student did not take the MCA in 8th-grade, another reading assessment accepted by the enrolling postsecondary institution can be substituted. For students with disabilities, there is an alternative option to demonstrate reading proficiency. A student's acceptance into a post-secondary option program is a commitment by the student to abide by the rules of the post-secondary institution that he/she is attending as well as the rules of Fridley High School. Students will be expected to attend all classes, participate, and maintain satisfactory progress. The post-secondary credits earned will apply toward graduation requirements at Fridley High School. Grades earned at the post-secondary institution are included in the high school grade point average. Courses taken outside of Fridley High School are not weighted in our weighted grading system.

Important To Remember (PSEO):

Students who intend to participate in PSEO should schedule an appointment through the Student Support Services with their Academic Dean. The Dean will provide the student with PSEO Procedure, Parent Contract, and Graduation Requirements and review requirements, eligibility, process and procedures, and to discuss with the student their planned registration. Additional information on PSEO eligibility and application guidelines is available on the Fridley High School website. If you have any questions, please call Fridley High School Student Support Services at 763-502-5612.

[District Policy 903P Visitors To Schools and School-Sponsored Events Procedure](#) guarantees that in accordance with established procedures:

- A student enrolled in a post-secondary enrollment options course may remain at the school site during regular school hours in accordance with established procedures, and;
- May be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for a post-secondary enrollment course.

GRADUATION REQUIREMENTS

Course Credits Required for Graduation

Fridley Public Schools students must complete credit requirements and pass state mandated tests to receive a Fridley High School diploma. All students need **27 CREDITS** to receive



their diploma. Students should consult the Fridley High School Registration Guide for a complete list of classes/courses. See [District Policy 613 Graduation Requirements](#).

Honor Criteria for Graduation

Fridley High School has a weighted grading system. Courses with an external assessment (IB Diploma Course) will earn a 1.2 multiplier in the Grade Point Average (GPA) calculation. Fridley High School reports both the weighted and unweighted GPA. We do not use class rank at FHS to determine distinction.

- **Honors:** Students have a cumulative weighted GPA of 3.25 to 3.49. These students will earn an academic letter and be noted by wearing a gold honor cord at commencement.
- **High Honors:** Students have a cumulative weighted GPA of 3.5 to 3.74. These students will earn an academic letter and be noted by wearing a gold cord at commencement.
- **Highest Honors:** Students have a cumulative weighted GPA of 3.75 and above and have taken a minimum of 6 semester credits in three IB Diploma Courses with external assessments. These students will earn an academic letter and be noted by wearing a gold honor stole at commencement.
- **IB Scholars:** Students will wear an IB medallion and white ribbon to note this accomplishment. These students completed four or more IB Diploma courses at higher level or standard level.
- **IB Diploma Candidates:** Students will wear an IB medallion and gold ribbon to note this accomplishment. These students take six DP as well as complete:
 - *The Extended Essay* is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.
 - *Theory of Knowledge* is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).
 - *Creativity, action, service (CAS)* requires that students actively learn from real world experiences.
- **IB Career Pathway:** Students will earn an IB medallion and purple ribbon. Students focus on career-related studies, take two DP exams, complete a personal and professional skills class and reflective project, create a language portfolio, and participate in service learning opportunities.

- **Presidential Scholars:** Students have a cumulative weighted GPA of 3.5 and have received a score placing them above the 80th percentile on a nationally standardized achievement test (SAT) or nationally standardized college admission test (ACT) (26).

HIGH SCHOOL ADVISORY

The purpose of our Advisory system is to help students connect with teachers by creating:

- An opportunity for teachers to get to know students in their advisories over the four years of their high school experience, both personally and academically, to help them achieve their goals.
- An avenue for sharing grade-specific information.

PARENT RIGHT TO KNOW

If a parent requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

- Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
- The baccalaureate major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
- Whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will also provide notice to parents if, for four or more consecutive weeks, their child has been assigned to or taught by a teacher who is not highly qualified.

FIELD TRIPS

Field trips may be offered to supplement student learning. Parents are required to give permission for each individual field trip. Information about the trip (cost, if any; need for a bag lunch, appropriate dress, etc.) will be sent home prior to the trip. Students may be required to pay for instructional trips that take place during the school day, related directly to a course of study, and require student participation.





IMPORTANT NOTIFICATION

Parents, schools, and communities share the responsibility of helping students develop positive self discipline. Fridley Public Schools is also responsible for setting a fair and consistent policy of expectations and consequences that hold students accountable for their actions. The District's [Policy 506 Student Discipline](#) is intended to ensure that students attend school in a positive and productive learning environment. Parents, teachers, and others responsible for the welfare and education of students should cooperate in interpreting and enforcing these rules. Some of these rules and policies are included in this Student Parent Handbook and should be reviewed carefully by parents/guardians and students.

Students and parents/guardians are **REQUIRED** to sign for the receipt of the Student Parent Handbook which includes the Student Code of Conduct using the [Acknowledgment Form](#) in the center of this handbook. **Any student and his or her parents that do not sign a receipt SHALL NOT be relieved of any responsibilities of the Rules and Discipline outlined in the Student Code of Conduct.**

ATTENDANCE

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communication between teachers and students, and establishes regular habits of dependability.

The purpose of an attendance policy is to develop positive habits that will carry over into post-secondary education and careers. Punctual regular attendance is absolutely necessary for a successful education, just as it is for successful job performance.

In case of absence, call your child's school attendance number.

- Should a student be absent from school for any reason, the student's parent/guardian should call the school attendance office before 8:00 am (middle and high school) or before 9:00 am (elementary schools). Only calls by parents or guardians will result in excused absences. In cases where this contact with the school is difficult, because of parents not being at home etc., special consideration will be given; however, the responsibility rests with parents /guardians to contact the school. If satisfactory parental contact is made with attendance office, no parental note or admit slip will be required on return to school.
- If a parent/guardian fails to contact the attendance office, the student must bring a written statement from his/her parent explaining the reasons for the absence, plus the date(s) of the absence.

- This note must be received in the attendance office immediately upon arrival to school to avoid a first hour tardy. Failure to call in or to bring a note may result in an un-excused absence and/or a meeting with the student's dean/counselor. If a student is absent from school three (3) or more consecutive days due to illness, the student may be asked to have a conference with the health aide upon return. A doctor's excuse may be required if a student repeatedly misses school due to illness.
- Please notify the attendance office of absences as much in advance as possible.
- If a child is un-excused from school for seven (7) days, we are required to file an educational neglect report with Anoka Juvenile Court according to MN Statute 260.131, sub.1.
- Late arrival to school requires a note from parents. Excessive tardiness to school or class may result in school consequences. See [District Policy 503 Student Attendance](#) for more information.

Eighteen-Year Old Students

Minnesota Statute 120.06 provides that "Notwithstanding the provisions of any law to the contrary, the conduct of all students under 21 years of age attending a public secondary school shall be governed by a single set of reasonable rules and regulations promulgated by the local board of education." This provision clarifies the general authority of the school to establish rules and extend their application to all students. No matter the age of the student, they cannot write notes for themselves, call in for themselves or in any way excuse themselves from school.

DEFINITION OF AN ABSENCE

An absence shall be defined as missing more than twenty minutes of any class. The exceptions and suggested guidelines are explained below. The school will continually attempt to resolve attendance issues through an administrator, dean of students, social worker, discussion with the student, and if needed, a parent.

Special athletic note: Students in extra-curricular activities must be in school by 8:35 AM in order to practice or participate on that day. If you have an appointment, you should get prior approval from the athletic office notifying them of your absence. If a student's attendance problems continue, additional steps will be taken.

Excused Absences and Tardies

1. Illness of student.
2. When a student is ill, he/she should not be in school



and should not participate in co-curricular or extra-curricular activities for the day they are not in school. Students must be in school all day to participate in extracurricular activities.

3. Medical or dental appointments.
4. Court appearance.
5. School activities such as Student Council, field trip, music/band event, counseling appointments.
6. Religious holidays.
7. Serious illnesses or death of a family member.
8. Emergencies at home. These situations should be shared with the attendance office as soon as possible.
9. Educational/career planning visits.
10. School suspension.

Un-excused Absences

Failure to attend school, except when excused for legitimate reasons, results in an un-excused absence. Class work missed must be completed satisfactorily to complete any course. Un-excused absences include such situations as missing a bus, shopping, oversleeping, missing your ride, breakdown of an automobile, etc.

DENTAL, DOCTOR, COURT AND OTHER APPOINTMENTS

If possible, doctor and dentist appointments should be scheduled outside of school hours. Sometimes parents may find it necessary to take their child to an appointment without notifying the school in advance. When such an absence occurs, the parent is asked to:

1. Call the main office at any time before 8:00 am (middle/high school), or 9:00 am (elementary schools) to give notice of appointment, including date and time of appointment and expected time of return to school, or have a note signed by parent including the information above.
2. If the appointment is during the day, the student should get a pass to leave class from the main office prior to the beginning of the school day.
3. Students should report to the main office upon return from the appointment.
4. Students in extra-curricular activities must follow these procedures in order to participate on the day of the appointment.

ILL AT SCHOOL

Students who become sick at school should go directly to the nurse's office. The health assistant or nurse will arrange for students who get sick at school to go home early. Students are not allowed to call parents directly and leave without the absence being approved by the health office.

CONSEQUENCES FOR EXCESSIVE UN-EXCUSED ABSENCES & PROCEDURE FOR EXCESSIVE ABSENCES (INCLUDING TRUANCY AND TARDIES)

Minnesota State law requires that all mentally and physically fit children between the ages of 7 and 18 must attend school every day that school is in session. The law also requires that school officials and parents enforce the attendance law to ensure that students are in attendance unless absent from school for reasons acceptable to the school. A student absent from school for reasons unacceptable to the school will be counted as un-excused and the student is legally truant. Minnesota Student Truancy Statutes will be enforced.

MAKE-UP WORK - A STUDENT'S RESPONSIBILITY

Following an excused or un-excused absence, students are required to make up the missed work. It is the student's responsibility to initiate make-up work from the teacher via email or in-person. The teacher will determine the schedule for make-up. A student may have to take a test on the day they return, or they may have more time. When a student has been absent for valid reasons, every consideration and aid will be given. If a deadline proves impossible to make, it is the student's responsibility to make arrangements with the teacher(s).

PERSONAL EMERGENCY

Students must stay within the building during the school day, unless accompanied by a staff member or unless they have received permission through the main office to leave. Any violation of this will be considered an un-excused absence. If a student has a personal emergency, they should go directly to the attendance/main office and request permission before leaving the building. If a student leaves school without being excused by the attendance office during the school day, the student will be dismissed from school for the remainder of that day.

LEAVING SCHOOL DURING THE DAY

1. The student must bring a note from a parent/guardian to the main office before the first period class.
2. The student will be given a pass to meet their parent / guardian in the office at the appropriate time.
3. The parent/guardian must sign their student out of the main office before taking the student off of school grounds.
4. If a student returns to school that day, they must sign in at the main office.

STUDENT DISCIPLINE

Every student and employee of Fridley Public Schools is entitled to learn and work in a safe school environment.

To ensure this safe environment, the district has established clear student discipline policies, consequences appropriate to

behaviors, and a practice to implement these guidelines fairly. Students are expected to behave in accordance with federal, state and local laws, district policies and guidelines, and in a way that respects the rights and safety of others. Known violations of federal state and local laws will be reported to local law authorities.

Student Behavior/Conduct

The role of education is to assist every student to acquire the skills, knowledge, and habits necessary to become a self-sufficient, thinking member of our society. This includes learning not only basic education skills, but also understanding self and others. The school system has a responsibility for maximum learning, which requires an atmosphere of fairness and equity. This handbook contains the rules and regulations necessary to maintain that environment. Good discipline is best thought of as a positive experience by turning unacceptable conduct into a positive pattern of behavior.

A complete Fridley Public Schools [District Policy 506 Student Discipline](#) is available for review on our district web site.

Violations of the Student Code of Conduct

Fridley Public Schools [District Policy 506 Student Discipline](#) applies to any student whose conduct interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, employees, or other parties. The policy applies to all school buildings, grounds and property, school-sponsored activities or trips, school bus stops, school buses, vehicles, school contracted vehicles or any other vehicles approved for school district purposes, the area of entrance or departure from school premises or events, and all school-related functions.

Violations of the student code of conduct will be subject to disciplinary action. Student violations leading to suspension, based on severity, may also be grounds for actions leading to exclusion from school.

Reasonable Force

Allows the use of reasonable force by a teacher, school employee, bus driver, or other agent of a school district when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another. This does not authorize corporal punishment, which is prohibited by Minnesota Statute 121A.58, nor aversive and deprivation procedures, which are prohibited by M.S. 121A.67.

Student Rights and Responsibilities

The student has a right to develop his/her abilities to the fullest, to be respected as an individual, to expect rules to be reasonable and consistently applied, and to receive the benefits of all school services. The student is responsible for knowing

and complying with school rules, for being respectful and behaving in a civil manner. The student shall be responsible for his/her own actions.

This statement of rights is not expected to cover every situation which may arise. Only the protection and preservation of the rights of others preserve the rights of an individual. All students attending Fridley Public Schools have the right to:

1. An equal educational opportunity and freedom from discrimination;
2. Due process, including the right to appeal;
3. Freedom of inquiry and expression in a respectful manner;
4. Data privacy; and
5. An awareness of school rules.

All students attending Fridley Public Schools have the responsibility to:

1. Attend school daily, except when excused, and to be on time to all classes and other school day functions;
2. Pursue and attempt to complete the course of study prescribed by state and local school authorities;
3. Make necessary arrangements for making up work when absent from school;
4. Assist the school staff in maintaining a safe school for all students enrolled therein;
5. Be aware of all school rules and regulations and conduct themselves in accordance with them;
6. Assume that until a rule is waived, altered, or repealed, it is in full effect;
7. Be aware of and comply with state and local laws;
8. Be aware of and comply with both State High School League rules and regulations and School Board policy when participating in extracurricular activities;
9. Be willing to volunteer information in disciplinary cases and cooperate with school staff;
10. Protect and take care of the school's property, and the property of others;
11. Dress and groom to meet fair standards of safety, health, and common standards of decency;
12. Avoid inaccuracies in student newspapers or publications and indecent or obscene language, both written and verbal, (see [District Policy 505 Distribution of Materials on School Property or at School Events](#));
13. Express ideas in a manner that will not demean, offend or slander others (see [District policy 413 Harassment and Violence](#)). This includes, but is not limited, to the District cyber bullying [Policy 514 Bullying Prohibition](#).



Student Rules of Conduct

Disciplinary action may be taken for any behavior which is disruptive of good order or violates the rights of others in school, at school activities (either home or away) or while on or in the vicinity of school property, including school buses, school vehicles, or school bus stops. (School Safe Zone, MN Stat. 123.932 and [District Policy 709 Student Transportation Safety](#). In addition, students involved in off-campus or out-of-school conduct that has a direct effect on the welfare of the school will be subject to school discipline. (MN Statute-Nexus Principle). The school has the authority and obligation to establish and enforce reasonable standards of conduct. In accordance with Pupil Fair Dismissal Act of 1974 and the 1983 Removal from Class Statute, a student may be removed from class, suspended, excluded or expelled from school for:

1. Willful conduct which materially and substantially disrupts the right of other students to an education.
2. Willful conduct which endangers the student or other students, or the property of the school.
3. Willful violation of any reasonable School Board policy and/or supplemental school building rules.

The following list identifies unacceptable acts subject to disciplinary action in the school district. Violation of any of these offenses before, during or after school hours while on school property, the school safe zone, the school bus, or any other school approved vehicle used to transport students; or at school functions or events held at other locations or the aiding and abetting of such acts will lead to the implementation of a disciplinary action or consequence.

However, a violation of [item #4 \(four\)](#) regarding possession, use and/or transmission of a weapon will lead to the immediate initiation of the due process procedure in the [District 501 School Weapons Policy](#).

1. Truancy and unauthorized absence;
2. Possession, use, and/or transmission (including being under the influence) of any narcotic drug, hallucinogenic drug, inhalant, intoxicating beverage, or any controlled substance, including the unauthorized use of prescription drugs;
3. Possession, use, and/or transmission of tobacco in any form;
4. [Students and non-students, including adults and visiting youths, are forbidden to knowingly or voluntarily possess, store in an area subject to one's control, handle, transmit, or use any instrument that is considered a weapon or a "look-alike" weapon in school, on school grounds, at school activities, in the safe zone, at bus stops, on school buses or school vehicles, or entering upon or departing from school premises, property or events. See District policy 501 School Weapons Policy.](#)

5. Possession and/or use of any electronic device without teacher permission that disrupts the educational process;
6. Violations against persons such as verbal and/or nonverbal intimidation/threats; stalking; bullying; obstruction; assault; fighting; extortion; racial harassment; sexual harassment/violence, other harassment; (see [District Policy 413 Harassment Policy](#)) and/or indecent exposure (offensive, inappropriate or vulgar display of one's body);
7. Violations against property including tampering with, unauthorized use of, damage to, or destruction of school property or the property of school personnel and/or others; vandalism, trespassing; arson; theft or robbery;
8. Trespassing is the unauthorized presence on school property, including returning to school property without permission from the principal or assistant principal while on suspension or after being expelled;
9. Violations of school procedures or acts disruptive to the educational process, including civil discourse, disobedience, disruptive and disrespectful behavior, defiance of authority, cheating, insolence, insubordination, use of profanity, improper activation of fire alarms, and unauthorized access to school data;
10. Violations of the Technology Usage Policy regarding technology software, hardware, the Internet, network, servers or any other technological device owned by the school or district;
11. Disrupting the cafeteria;
12. Failure to identify oneself when asked by a school employee or its designee;
13. Violation of school bus or transportation rules;
14. Violation of parking or school traffic rules and regulations;
15. Possession, distribution, or display of slanderous, libelous, pornographic, racist, or gang related materials or symbolism;
16. Student attire and/or personal grooming which creates a danger to health or safety; creates a disruption to the educational process or violates common standards of decency, and any apparel, jewelry, accessories, or matter of grooming which by virtue of its color, arrangement, trademark, or any other attribute (as primary purpose) denotes membership in an organized gang as defined by MN. Stat. 260.125
17. Criminal activity; and/or
18. Violation of other school rules, policies, or procedures

Suspension from School

When it is apparent that a student, has shown an open disregard for specified school rules, or when the student's actions disrupt the academic process, the student will be suspended from school. Normally, prior to a suspension, the student



will meet with an administrator to discuss the reason(s) for the suspension, the length of the suspension and the plan for re-admission. The student will have an opportunity to be heard, to hear all charges, and have an opportunity to refute the charges. If a suspension does result, the school administration will alert parents of the situation prior to sending the student home, or for the parent to pick up the student.

Suspension from school is viewed as a denial of the privilege of school attendance and reinstatement to classes will be governed by the provisions outlined in the State of Minnesota Pupil Fair Dismissal Act of 1974.

When a student is suspended:

1. Parent will be contacted to pick up student.
2. The student must contact his/her parent/guardian, by telephone (high school).
3. The student must leave school, as directed by the principal (high school).
4. Stay away from school and school functions unless the principal or assistant principal gives permission for a school visit to get instruction or assignments.
5. A re-entry conference must be set with the assistant principal.

Tennessee Warning

The Tennessee Warning informs the student what's going to be talked about, consequences for not sharing information, how information will be used and how private the information can be kept. Whenever a student (or parent on behalf of a student) is requested to provide information about them that is of a concern, they must be given the Tennessee Warning.

ACADEMIC HONESTY POLICY

As a teaching and learning institution, Fridley Public Schools places a high value on academic honesty. This includes respect for intellectual property, fully acknowledging the work of others, and the submission of authentic pieces of student work. We will work to prevent behavior resulting in a student gaining unfair advantage over others through: plagiarism, collusion, duplication of work, fabrication of data, accessing unauthorized material during assessments, and other similar behaviors.

Students are expected to:

- Appropriately cite all work found in outside resources such as books and websites
- Submit only work that is authentic and representative of their own knowledge and ability
- Support the learning of peers without allowing copying or submission of work done by others.

Consequences for academic dishonesty are outlined in the [District Policy 506 Student Discipline](#). Instances of academic dishonesty on assignments or assessments in IB Diploma courses will be reported to the IB in accordance with their policies. For more information see the [District Policy 596 Academic Honesty](#).

BUS CONDUCT AND CONSEQUENCES FOR MISBEHAVIOR

Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including non-public and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked.

The school district is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow school district rules for waiting at a school bus stop and rules for riding on a school bus.

While waiting for the bus or after being dropped off at a school bus stop, all students must comply with the following rules:

- Students are only allowed to ride their assigned bus. Students are not allowed to ride their friend's bus to go home with them. If a parent wants his/her child to go home with another student, that parent must transport their child there.
- Get to the bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at the bus stop.
- Keep your arms, legs, and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road, or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation, or horseplay.
- No use of alcohol, tobacco, or drugs.

While riding a school bus, all riders must comply with the following rules:

- Follow the driver's directions at all times.



- Remain seated facing forward while the bus is in motion.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep arms, legs, and belongings to yourself and out of the aisle.
- No fighting, harassment, intimidation, or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco, or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. All school bus/bus stop misconduct will be reported to the school district's transportation director. Serious misconduct may be reported to local law enforcement.

BICYCLES

Bicycle racks are available for students at each school. It is the students' responsibility to secure their bicycle to the rack. All bicycles should be in a bike rack and not secured to posts of the school building. The schools accept no responsibilities for bicycles.

PARKING LOT EXPECTATIONS

Student Driving Regulations and Parking Procedures

1. All student automobiles parked on school property must have a permanent current parking permit or daily parking permit clearly displayed on the vehicle's window.
2. Automobiles are to be parked appropriately in the parking lot designated for students. Students will be given a citation and/or towed if inappropriately parked in non-student area.
3. The speed limit for all vehicles on the senior high grounds is 10 mph.
4. Automobiles are to be locked upon arrival and not entered until dismissal.
5. Students are not to be in the parking areas during the day unless they have a pass from the attendance office.
6. Students are not allowed to "loiter" in the parking lot before or after school.
7. Parking permits are to be used only by the person to whom the permit has been issued.
8. Students improperly or illegally parked will be issued

a citation and may have their vehicles towed at their own expense on the second offense.

9. Students who leave the school parking lot during the day without a valid pass, or who take other students who do not have a valid school pass to leave school with them in their vehicle, will forfeit their parking privileges for the remainder of the school year. No refund will be made.
10. Students and parent/guardian agree to indemnify and hold harmless School District 14, its employees and agents for any loss, damage, or injury to the student, student's vehicle, or property which may result from parking or driving on school district property.
11. The parking fee is \$5.00 per year. There will be a \$5.00 charge per permit for each additional vehicle registered per student. A \$5.00 fee will also be charged for replacement of lost or stolen parking permits.

Should you be involved in an accident, report it to the attendance office, the Fridley police, and your parent. See [District Policy 527 Student Use and Parking of Motor Vehicle on School Property](#).

BULLYING PROHIBITION

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, is prohibited on school district property or at school-related functions. See [District Policy 514 Bullying Prohibition](#), revised according to Minn. Statute 121A.031 for detailed information.

HARASSMENT AND VIOLENCE PROHIBITION

It is the policy of Fridley Public Schools to strive for a learning and working environment that is free from religious, racial, gender, or sexual harassment and violence. The School District prohibits any form of religious, gender, racial or sexual harassment and violence. It shall be a violation of this policy for any pupil, teacher, administrator or other school employee of the School District to harass a pupil, teacher, administrator or other school employee through conduct or communication of a sexual nature or regarding religion, gender, and race. See [District Policy 413 Harassment and Violence](#), for more detailed information.

GANGS/THREATENING GROUP ACTIVITY

Gang/threat group activity such as the use of graffiti emblems, symbolism, hand gang signs, threatening language, jewelry, clothing, etc., is prohibited. Consequences may include: parent contact, police referral, suspension/expulsion. See [District Policy 506 Student Discipline](#).



HAZING PROHIBITION

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's Student Discipline policy and building practices. See [District Policy 526 Hazing Prohibition](#), for more information.

VANDALISM

Vandalism of any district property is prohibited. Violators will be disciplined and may be reported to law enforcement officials.

TOBACCO-FREE SCHOOLS

School district students and staff have the right to learn and work in an environment that is tobacco free. District policy is violated by any individual's use of tobacco or tobacco-related devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco or tobacco-related device in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. No 18-year old is allowed to have tobacco or tobacco products on their person or use them on the school premises any time or day of the week. Any student who violates this policy is subject to school district discipline. See [District Policy 419 Tobacco Free Environment](#), for more information.

DRUG-FREE SCHOOL AND WORKPLACE

The possession and use of alcohol, controlled substances, and toxic substances are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is prohibited. The school district will discipline or take appropriate action against anyone who violates this policy. District policy is not violated when a person brings a controlled substance which has a currently accepted medical treatment use onto a school location for personal use if the person has a physician's prescription for the substance. Students who have prescriptions must comply with the school [District policies 515 Student Medication](#) and [506 Student Discipline](#).

WEAPONS PROHIBITION

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. A "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to: any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons. Appropriate discipline and action will be

taken against any person who violates this policy. The school district takes a "zero tolerance" position in regard to the possession, use, or distribution of weapons by students.

Discipline of students may include: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the superintendent of dismissal for a period of time not to exceed one year. A student who brings a firearm to school will be expelled for at least one year, subject to school district discretion on a case-by-case basis. For a copy of the [District 501 School Weapons Policy](#) contact the building administration.

SEARCHES

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in their desks, lockers, or vehicles parked on school property. "Contraband" means any unauthorized item, the possession of which is prohibited by school district policies, practices, and/or the law. If a search yields contraband, school officials will seize the item(s) and where appropriate, give the item(s) to law enforcement for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district's "Student Discipline" policy and building discipline practices which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to law enforcement.

Canine Search

At the request of the administration, law enforcement or licensed private agencies, trained dogs may be used on school premises and on school property to identify illegal or illicit material(s) as defined in the Student-Parent Handbook and/or Fridley Public Schools School Board policies and to determine whether materials are present which may threaten the general health, welfare and safety of students and/or school district employees. The use of trained dogs to conduct these searches shall be unannounced and made at the discretion of the administration. Only the dog's official handler will determine what constitutes an alert by the dog. The use of dogs shall be for the purposes of inspecting particular items, places and/or vehicles and not persons.

Desks

School desks are the property of the school district. At no time does the district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.



Lockers and Personal Possessions Within a Locker

Students are responsible for the lockers that they are assigned. Sharing lockers is not permitted. All backpacks, bags and purses should be left in the locker. Students are responsible for their own lockers. All lockers are issued in a clean condition and must be left in a clean condition before vacating the locker.

Any damage to the locker is the student's responsibility and should be reported to the attendance office immediately. The school reserves the right to remove illegal, dangerous, and unauthorized items from any and all lockers.

According to state law, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. Students' personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of motor vehicles in student parking lots. Such patrols and inspections may be conducted without notice, without consent, and without a search warrant.

Personal Possessions and Student's Person

The personal possessions of a student and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

Vehicles on Campus and Search of the Interior of a Motor Vehicle

The interior of a motor vehicle in a school district location, including the glove and trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. See [District Policy 527 Student Use and Parking of Motor Vehicles on School Property](#).

CELL PHONES, & OTHER ELECTRONIC DEVICES

While it is recommended that you leave cell phones and electronic devices at home, if you bring them to school it is your responsibility to keep them secure. The school will not be responsible for lost or stolen items.

DRESS AND APPEARANCE

Students should be dressed appropriately for school activities and in keeping with community standards.

Appearance and dress are to be in good taste at all times. For health reasons, as well as community standards, proper school dress shall be enforced. Improper school dress may include anything deemed to be disruptive to the educational process.

If the administration believes a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. The student's parent or guardian will be notified. See [District Policy 504 Student Dress and Appearance](#) in School.

PHOTOGRAPHIC OR RECORDING DEVICES

Use of any photographic or recording device, film camera, digital camera, cell phone camera or video camera that impinges upon the rights of others is prohibited. This prohibition includes the distribution or receipt of a picture(s) or video recording that impinges upon the personal privacy of another. No photography, video or audio recording is allowed in locker rooms, rest rooms, or anywhere else in a way that violates the privacy of an individual.

NUISANCE ITEMS

Each school in the district reserves the right to ban nuisance items that have a disruptive effect. Items such as squirt guns, water balloons, noisemakers, or dice, to name just a few, are not to be brought to school. Electronic devices are not permitted in the classrooms during the school day without prior approval by the teacher.

INTERNET ACCEPTABLE USE

All school district students have conditional access to the school district's computer system, including Internet access, for limited educational purposes, such as use for classroom activities, accessing remote learning and instruction, and educational research. Use of the school district's system is a privilege, not a right.

Unacceptable Use

Unacceptable uses of technology include, but are not limited to the following:

1. Participating in any activity that is in violation of U.S.



law, state law or Fridley School Board Policy. Examples are: unauthorized copying of any software, copying any copyrighted material and plagiarizing.

2. Wasting school resources, such as file space, paper, spamming, etc.
3. Gaining unauthorized access to resources.
4. Invading the privacy of another.
5. Attempting to gain unauthorized entry to any computer, network, file, database, network device, workstation, IP address or communication.
6. Posting anonymous messages, personal contact information about any individual or sending network messages.
7. Using district equipment for commercial or private advertising or political lobbying.
8. Using district property for private, financial, or commercial gain.
9. Engaging in any unauthorized chat room activities.
10. Engaging in acts of vandalism such as, but not limited to; unauthorized copying of software to or from the network that has a computer virus causing damage or failure of technology devices, destruction of others files or work saved on computer or server, accessing, submitting, posting, publishing or displaying either privately or publicly defamatory, discriminatory or inaccurate, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material.

Unacceptable use of the school district's computer system, technology, or the Internet may result in one or more of the following consequences:

- Suspension or cancellation of use or access privileges;
- Payments for damages and repairs;
- Discipline under other appropriate school district policies including, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

See [District Policy 524 Internet Acceptable Use](#) for more information. Students are expected to understand and agree to abide by the policy as a condition of use of the school district's computer system. *All students who wish to use the school district's computer system must sign and return the Internet Use Agreement form annually.*

Important Notice

Fridley Public Schools takes measures to filter and monitor resources and information accessed through its information and data systems. Though effort is made to deter access to materials that are inappropriate for the educational setting, no safeguard is foolproof. The user is responsible for not seeking or initiating access to inappropriate material and is also responsible for reporting incidents should they occur.

GUESTS AT SCHOOL DANCES (HIGH SCHOOL)

School rules are in effect during ALL school activities. All students need a photo ID to enter school dances. In addition, the following policy and procedures below will be enforced: Guests may accompany Fridley High School students to Prom if:

1. A dance consent form has been completed and returned to the main office by 3:05 pm the day before the dance.
2. All student guests must bring a valid student ID and/or driver's license for verification purposes.
3. Guests may not be older than 19 years old.
4. Dances typically run from 8:00 – 11:00 pm.
5. All students and guests must follow the rules of the school regarding appropriate behavior and/or attire at a school dance. The rules for appropriate behavior and/or attire are the following:
 - Be respectful and polite to others and staff.
 - No revealing or inappropriate clothing or costumes, as deemed inappropriate by the chaperone(s) or staff members in attendance.
 - No dance grinding; meaning, no rubbing up on a person, bending over in front of another person and dancing, wrapping legs around a person and dancing or other inappropriate grinding dance as defined by the chaperone(s) or staff members in attendance.
 - All school rules apply during a dance that would apply during the school day.
 - Students must follow the directions or special instructions given for a particular dance or by any staff member.

Failure to follow any of the above rules or guidelines can result in student discipline, including but not limited to, being asked to leave the dance, not being allowed to attend future school dances or activities, detention, suspension, or any other student consequence or discipline as defined in this Student-Parent Handbook.

Homecoming

Homecoming is the first big high school event of the year. Each year, one week is set aside for Homecoming activities. Students serving in the Homecoming Royal Court are elected by the senior class and their respective class.

Junior-Senior Prom

The Junior-Senior Prom is planned by the Prom Committee. This event is for juniors and seniors and their guests. Students who wish to bring a guest to the dance must first complete the guest form and return it to the assistant principal for approval.





EARLY CHILDHOOD SCREENING

Fridley Public Schools provides Early Childhood Screenings to its community at no cost to parents. These screenings are for children ages 3 – 5-years old and include a review of the child's immunizations, a snapshot of the child's vision, hearing, and developmental progress. Screenings are required before a child can enroll in a public school, i.e. 4-year old preschool program and kindergarten. To schedule a screening for your child, please call 763-502-5111 or schedule an appointment online at <https://fridley.ce.eleyo.com>. Dates of Early Childhood Screening are listed on the district's website and printed school calendar.

HEALTH INFORMATION

The student health office at each school is staffed by a trained health assistant who works under the direct supervision of a licensed school nurse.

First Aid

The health office in each building is equipped to handle minor injuries requiring first aid. If the health office is not open, assistance can be sought from the building's administrative office. If a student experiences a more serious medical emergency at school, 911 will be called and/or a parent/guardian will be contacted.

The district has installed Automated External Defibrillators (AEDs) in every building. Tampering with any AED is prohibited and may result in discipline.

Communicable Diseases

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his/her child has a communicable or contagious disease, the parent should contact the health assistant or principal so that other students who might have been exposed to the disease can be alerted.

Coronavirus (COVID-19)

To reduce the risk of infection, please to continue to follow the health and safety precautions recommended by the Minnesota Department of Health and the CDC.

Please do not send your child to school if they exhibit any symptoms of illness or allergy. Instead, please call the school's health office to review current protocol from MDH in regard to your child's attendance when feeling ill or experiencing symptoms.

If a child has any rash that may be disease related, or has an unknown cause, please check with the family physician before sending the child to school.

If your child has a persistent cough or thick, continuous nasal drainage that would make it hard to learn, please keep your child home until symptoms improve.

If your child becomes ill or injured while at school, you will be notified. You will be required to pick up your child or make arrangements for someone to pick up your child as soon as possible.

Please keep your emergency contact numbers up to date so that health office is able to reach you when needed.

General Practice

- If a child has a fever of 100 degrees or more, the child should stay home until free of fever without medication for 24 hours.
- If a child is vomiting or having diarrhea, the child may return when no vomiting/diarrhea for 24 hours after last episode.
- If a child has any rash that may be disease related, or has an unknown cause, please check with the family physician before sending the child to school.
- If a child has a persistent cough or thick, continuous nasal drainage that would make it hard to learn, please keep the child home until symptoms improve.
- If your child becomes ill or injured while at school, you will be notified. You will be required to pick up your child or make arrangements for someone to pick up your child as soon as possible.

Medications at School During the School Day

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The administration of prescription medication or drugs at school requires all medication to be current (not expired) and the following:

- Long term prescriptions (2 weeks or more) require a written order from a licensed prescriber, written permission from a parent/guardian, and the original pharmacy labeled container.
- Short term prescriptions (less than 2 weeks) require permission from a parent/guardian and the original pharmacy labeled container.
- Non-prescription, long and short term – requires written permission from a parent/guardian and the medication provided in the original labeled container. Administration of non-prescription medication must not exceed labeled directions and must be age appropriate (i.e., Junior Strength or Children's if under age 12). Due to space constraints, it is helpful if you can send a smaller sized bottle with your student.



A “Request to Administer Medication” form must be completed once a year and/or when a change in the prescription or requirements for administration occurs. Prescription medications must be labeled for the student by a pharmacist, and must be administered in a manner consistent with the instructions on the label. Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel. Exceptions that may be allowed include:

- Prescription asthma medications administered with an inhaler pursuant to [District Policy 516 Student Medication](#),
- Medications administered as noted in a written agreement between the school district and parent or as specified in an [Individualized Education Program \(IEP\)](#), a [plan developed under Section 504 of the Rehabilitation Act \(504 Plan\)](#), or an Individual Health Plan (IHP).

The school district is to be notified of any change in a student’s prescription medication administration.

Immunizations

All students must be properly immunized or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contra-indicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, contact your school’s health office.

VISION AND HEARING SCREENING

Health Service will provide vision and hearing screening for all students in preschool, second and fourth grade, as well as those having vision and/or hearing concerns. The health assistant or school nurse will inform the parent/guardian of students if test results indicate that additional evaluation is needed.

VISITORS IN DISTRICT BUILDINGS

Parents/guardians and community members are welcome to visit the schools. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the main office upon entering the building, with the exception of events open to the public. All visitors will be required to check in at the main office and to wear a “visitors badge” while in the building during the school day. Visitors must have the approval of the principal before visiting a classroom during instructional time. An individual or group may be denied permission to visit a school

or school property, or such permission may be revoked, if the visitor does not comply with school district procedures or if the visit is not in the best interests of the students, employee, or the school district. Students are not allowed to bring visitors to school without prior permission from the principal or assistant principal. See [District Policy 903 Visitors to Schools and School-Sponsored Activities](#) for more information.

ACCIDENTS

All student injuries that occur at school or school-sponsored activities should be reported to the building administration. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the principal or other district leader will call 911 or seek emergency medical treatment and contact the parent(s).

CRISIS MANAGEMENT

The school district has developed a “Crisis Management” policy that includes a building-specific crisis management plan for each school.

The “Crisis Management” policy addresses a range of potential crisis situations in the school district and includes general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The school district will conduct lock-down drills, fire drills, and a tornado drill in accordance with mandated state statutes. See [Policy 806 Crisis Management](#).

EMERGENCY DRILLS

It is necessary for all students to be knowledgeable about emergency procedures. School staff conducts all emergency drills in compliance with state law. Classroom teachers will educate students on practice drill procedures for fire, severe weather, and lockdown.

QUALITY MONITORING AND MANAGEMENT PLAN

Fridley Public Schools complies with state law that requires school districts to conduct specific environmental testing and quality monitoring and notify parents and its community of results of those tests, which includes:

- Air Quality Testing
- Asbestos Testing
- Lead-in-Water Testing
- Radon Testing

Testing reports and quality management plans are available on the district website. Copies of management plans and test results are also available in the district’s Buildings and Grounds Office located in Fridley High School at 6000 West Moore Lake Drive, Fridley, MN 55432.



TRI METRO CONFERENCE

The Fridley Tigers compete in the Tri Metro Conference. Schools in the conference are Fridley, Academy of Holy Angels, Brooklyn Center, Columbia Heights, DeLaSalle, St. Anthony Village, St. Croix Lutheran, Visitation and Richfield.

ATHLETIC INJURY BENEFITS/INSURANCE

Fridley school district does not carry accident insurance on students attending Fridley Schools. It does, however, provide an opportunity for all students to purchase a lower cost insurance that covers all school-related activities, and an option to purchase coverage for football. Information regarding this program and how it can be purchased will be made available early in the school year. If a student participates in this insurance program, he/she will be covered according to the policy that is purchased. Questions regarding insurance for athletics should be directed to the Activities Director. All other insurance questions should be directed to the Director of Finance. Students are encouraged to talk over their family coverage with parents to determine whether or not additional coverage is necessary.

INTERSCHOLASTIC ATHLETICS & ACTIVITIES

A fee to participate is charged to all athletes in grades 7-12. In order to be eligible for regular season and MSHSL tournament competition, a student must be a fully enrolled as an undergraduate member of his or her school and in good academic standing as defined by the State Department of Education. A student who is under penalty of exclusion, expulsion, or suspension, or whose character or conduct violates the Student Code of Responsibilities, is not in good standing and is ineligible for a period of time as determined by the principal. Students participating in all MSHSL awards presentations must be in school approved attire.

STUDENT CODE OF RESPONSIBILITIES

The member schools of the Minnesota State High School League (MSHSL) believe that participation in interscholastic activities is a privilege, which is accompanied by responsibility.

A student participating in his/her school's interscholastic activities, understands and accepts the following responsibilities:

- Will respect the rights and beliefs of others and will treat others with courtesy and consideration.
- Will be fully responsible for his/her own actions and the consequences of those actions.
- Will respect the property of others.
- Will respect and obey the rules of the school and the laws of the community, state and country.
- Will show respect to those who are responsible for enforcing the rules of the school and the laws of the community, state and country.

ELIGIBILITY AND TRAINING RULES

As a member of the Minnesota State High School League (MSHL), Fridley High School and the students who represent Fridley High School are governed by eligibility and training rules, as prescribed in the MSHSL Official Handbook. In addition to the rules designated by the MSHSL, student athletes and activity participants are bound by the following policies.

ATHLETIC ELIGIBILITY SUMMARY SHEET

Academic

The academic eligibility policy of Fridley High School is patterned after the MSHSL guidelines which indicate that a student must be making satisfactory progress toward graduation. Our policy is to examine the grades earned by our athletes each trimester.

1. Can't have two F's:
 - a. Two in one semester.
 - b. One in two consecutive semesters.
 1. Freshman - probation - practice and play - (all classes passing at mid-semester or no games/practice only).
 2. Sophomores - restricted - no games, only practice - (all classes passing at mid- semester or dismissed for the season).
 3. Juniors/seniors - ineligible- summer school may replace a failed credit after the fact.

Student may request an appeal due to special circumstances.

2. Must be "on track" to graduate.
 - a. Once a student falls behind in credits based on the grade level chart, they must have one full semester of passing all classes and show a plan for making up the credits that were lost.
 - b. If a student fails anywhere along the way, they have to show one complete semester of passing all credits and show a plan for making up the credits that were lost to regain eligibility.

Attendance

A student is expected to be in school for the full day if he/she wishes to participate in after school activities or team practice.

Parents should call in before the student arrives or pre-approve the absence.

1. All students must be in school by 8:35 am in order to practice or play that day.
 - a. 1st time: warning, parent called and team consequence.



- b. 2nd time: no practice or play for that day and team consequence for absence
- c. 3rd time: student is ineligible for practice or play that day, ineligible for game competition for one week.

Tardies

All students are expected to be in class on time, every hour, every day.

- a. Coaches may have their own tardy policy.
- b. If the school has a tardy policy, it will be supported by the activities department. Chronic tardies may involve loss of playing time and team privileges.

ALCOHOL, TOBACCO, DRUGS AND MARIJUANA RULE FOR PARTICIPANTS IN MINNESOTA STATE HIGH SCHOOL LEAGUE ACTIVITIES AND OTHER DRAMA AND MUSIC ACTIVITIES

Fridley Public Schools recognizes that the use of alcohol, tobacco or other mood altering drugs can be a significant health problem for many young people and may result in negative effects on behavior, learning and the total development of each individual. It is also a violation of School Board policies to use, possess, or be under the influence of alcoholic beverages, tobacco, or other drugs or narcotics at school, on the school grounds, or at school sponsored activities, or the home or community.

Current disciplinary policy deals with violations for offenders during the course of the regular school day or during school activities.

Special rules are in effect for students participating in Minnesota State High School League sponsored activities in athletics, music and drama.

Rule

Throughout the calendar year (including the summer break) and not limited to the season or period of the activity, a student whose name appears on a Minnesota State High School League eligibility list shall not:

1. Use or possess a beverage containing alcohol;
2. Use or possess tobacco;
3. Use or consume, possess, buy, sell or give away marijuana or any substance defined by law as an illegal drug.

Penalties

Below are minimum penalties for violating the rules. Coaches and/or directors may recommend harsher consequences. In order to serve eligibility penalties, students can do so only by completing the entire season.

ATHLETICS

First Violation

After confirmation of the first violation, the student shall lose eligibility for 25% of the varsity season or two weeks of a season in which the student is a participant, whichever is greater.

Second Violation

After confirmation of the second violation, the student shall lose eligibility for six weeks of a varsity season.

Third Violation

After confirmation of the third violation, the student shall lose eligibility for the next twelve months in which the student is a participant. Per MSHSL Rules, a student may make an appeal to the Activities Director.

An athlete forfeits any post-season awards and career awards including the Fridley Letter, All-Conference and Honorable Mention, Hall of Fame, Athena Awards, with any violation.

DRAMA

First Violation

School administration will look at the severity of the offense as well as the impact on the overall production, school, and community. The minimum first offense violation will be two nights of a production served concurrently. The student must remain in good standing throughout the rehearsal schedule and total run of the whole production for the penalty to classify as served. A student may not participate in any MSHSL sponsored activity until the penalty is served. This will remain with the student through graduation.

Second Violation

After confirmation second violation, the student shall be dismissed from the current drama production and shall be ineligible to participate in the next scheduled drama production.

Third Violation

After confirmation of the third violation, the student shall be dismissed from the current drama production and shall be ineligible to participate in any scheduled drama production that commences practice within the next twelve calendar months.

MUSIC, CURRICULAR GROUPS

First Violation

After confirmation of the first violation, a student enrolled in band or choir shall lose eligibility for the next scheduled local performance or Minnesota State High School League contest outside of the classroom.



Second Violation

After confirmation of the second violation, a student enrolled in band or choir shall lose eligibility for a minimum of two scheduled local performances and/or Minnesota State High School League contests outside of the classroom.

Third Violation

After confirmation of the third violation, a student enrolled in band or choir shall lose eligibility for all local performances or Minnesota State High School League contests outside of classroom instruction.

Any performance involving the grading of the student shall be made up by direction of the teacher.

Penalties shall be accumulative beginning with and throughout the student's participation on a varsity, junior varsity, sophomore or freshman team or activity, or any student whose name has appeared on an eligibility list or any of these activities.

Whenever an athlete chooses to satisfy the penalty for a violation by joining a sport in which he/she has not previously participated, he/she must join this sport at the beginning of its season and participate the entire season. The basic expectations of the sport (i.e., attendance at practices, participation in contests, etc.) must be met by the athlete. It shall be the responsibility of the Athletic Director to determine if these requirements have been met.

A student participating in drama and/or music activities forfeits any post-season awards including the Fridley Letter, Hall of Fame, and Most Valuable awards with any violations.

Practice of MSHSL Participants During a Period of Ineligibility

1. After the first or second chemical violation, a student may practice with a team or group, but not be in uniform for contests.
2. During the period of academic ineligibility, the student may be allowed to practice with the team or group.

The coach or activity advisor having the responsibility for the ineligible student shall make every effort to see that the student's return to the sport or activity, following the period of ineligibility, is as successful and positive as possible. This policy shall be subject to the review of the eligibility committee, when so determined by the administrative team.

Curricular and Co-Curricular Participation after an Absence

A student must be in school all day if he or she wishes to participate in any after school event or team practice. Special situations should be discussed with the assistant principal, athletic director or principal as they occur.

ACTIVITIES

Fridley High School stresses the importance of a well-balanced educational program. We believe that participation in activities is an integral part of the educational process. Whether it is a club, fine arts activity or an athletic team, it will provide an opportunity to be part of a group, learn important life lessons, and encourage the emotional, physical and intellectual development of each individual.

For the most current listing of our Athletics, Fine Arts, and Club opportunities, please visit the Athletics page of the Fridley School district website.



This information will help parents/guardians make informed decisions that benefit their children, schools and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will be counted as "not proficient" for the purposes of school and district accountability, including opportunities for support and recognition.
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

Academic Standards and Assessments

What are academic standards?

The Minnesota K–12 Academic Standards are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)

- Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8 and high school for science.
- Majority of students take the MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

ACCESS and Alternate ACCESS for English Learners

- Based on the WIDA English Language Development Standards.
- Given annually to English learners in grades K–12 in reading, writing, listening and speaking.
- Majority of English learners take ACCESS for ELLs.
- Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The reading and mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Because test content represents the academic standards as completely as possible, preparing for and taking the assessments uses the very same knowledge, processes and strategies included in the standards.

Are there limits on local testing?

As stated in 120B.301, for students in grades 1-6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7-12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our **Statewide Testing page** (education.state.mn.us > Students and Families > Programs & Initiatives > Statewide Testing).



Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three page form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

*To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.*

Date _____ (This form is **only** applicable for the 2021-2022 school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides the Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing on the MDE website (Students and Families > Programs & Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____ **MCA/MTAS Reading**
_____ **MCA/MTAS Mathematics**

_____ **MCA/MTAS Science**
_____ **ACCESS or Alternate ACCESS for ELLs**

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my student will be counted as "not proficient" for the purpose of school and district accountability and waive the opportunity to receive a college-ready score that could save him/her time and money by not having to take remedial, non-credit courses at a Minnesota State college or university. My school and I may lose valuable information about how well my student is progressing academically. In addition, opting out may impact the school, district, and state's efforts to equitably distribute resources and support student learning.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____



FOOD ASSISTANCE

Backpack Program / Weekend Meals

Fridley Public Schools offers a Backpack/Weekend Meals program to all students in the District. The Backpack Program is a word-of-mouth, referral based program that helps provide food resources to students and families who are in need. Students will be able to carry home with them on Friday afternoons a backpack full of various food for the weekend, and then simply return the backpack on Monday morning. Please contact your student's school social worker to enroll in this program.

Local Food Shelf

The Southern Anoka Community Assistance (SACA) Food Shelf serves families in Columbia Heights, Hilltop, Fridley and Spring Lake Park. SACA assists over 500 families in the community on a monthly basis, giving over 45,000 lbs of food. SACA also has a low barrier homeless youth program (ages 21 and under). There is also a Christmas toys program and complete holiday meal for either Thanksgiving or Christmas. To learn more, call 763-789-2444 or visit www.sacafoodshelf.org. SACA is located at 627 38th Avenue NE, Columbia Heights.

Fare For All

A non-profit volunteer based cooperative food buying program. Monthly food packages available for about \$17. Contact Fare for All for all locations via phone at 763-450-3880 and is available at the Fridley Community Center.

SUPPORT STAFF

School Social Workers

Each school in the district is staffed with a licensed social worker, a trained mental health professional to assist with mental health concerns; behavioral concerns; positive behavioral support; academic and classroom support; attendance concerns; consultation with teachers, parents and administrators; as well as provide individual and group counseling. In addition to these supports, the role of the school social worker is to connect students and families to various resources in the community. The social workers also serve as their designated building homeless liaison to help students and families who are experiencing homelessness.

Equity and Inclusion Specialists

The district support services include equity and inclusion specialists. The role of the equity specialists is to support students and their families by providing information, educational services and intervention services. Equity specialists work to empower students to achieve to the best of their ability by helping with issues both at school and at home. The specialists also serve as a link between diverse and cultural differences among students and school personnel.

HAYES ELEMENTARY SCHOOL

Social Worker: 763-502-5232

Equity and Inclusion Specialist: 763-502-5220

Nurse: 763-502-5227

STEVENSON ELEMENTARY SCHOOL

Social Worker: 763-502-5310

Equity and Inclusion Specialist: 763-502-5300

Nurse: 763-502-5327

FRIDLEY MIDDLE SCHOOL

Social Worker: 763-502-5575

Equity and Inclusion Specialist: 763-502-5406

Nurse: 763-502-5627

FRIDLEY HIGH SCHOOL

Social Worker: 763-502-5660

Equity and Inclusion Specialist: 763-506-5638

Nurse: 763-502-5627

AREA LEARNING CENTER

Social Worker: 763-502-5145

FRIDLEY PRESCHOOL & COMMUNITY EDUCATION

Social Worker: 763-502-5121

Equity and Inclusion Specialist: 763-502-5125

Nurse: 763-502-5114

ADDITIONAL RESOURCES

Back-to-School Resource Fair

To support parents and help prepare students for a new school year, Fridley Public Schools holds an annual free Back-to-School Resource Fair event in late August. All district students are eligible to receive a free backpack filled with school supplies, while supplies last. Students must be accompanied by a parent or guardian. Please see the district calendar or website (www.fridleyschools.org) for more information.

Youth Services Network (YSN)

Provides youth-specific resources in the Twin Cities including real-time shelter bed availability, food, outreach workers, drop-in centers, etc. Use the YSNMN app or visit YSNMN.org

YMCA - Youth Resource Line

The Youth Resource line is a free message line for youth 12-24 who are homeless or at-risk. The YMCA staff will help you problem-solve with information on community resources and referrals. They can be contacted via phone at 763-493-3052 from 8 am – 8 pm daily.

Heading Home - Anoka Housing Collaborative

Provides housing resources within Anoka County. Please visit www.AnokaCounty.us/BasicNeeds or contact them via phone at 763-324-1215.

Alexandra House

Free and confidential services for victims of domestic violence and sexual violence that include: support groups, assistance in filing protection orders and legal representation at hearings, family law legal clinics, crime victim advocacy following a domestic or sexual assault, safety planning, information, and referral. They can be contacted via phone at 763-780-2330.

Metro Transit - TAP Program

Discounted Metro Transit rides for low income families. Visit <https://www.metrotransit.org/tap-riders> for more details.



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APPENDIX

- Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing
- Community Resource Guide

INSERT (CENTER OF HANDBOOK)

- Handbook Acknowledge Form
- Internet Acceptable Use Agreement Form
- Media Release Form
- District Calendar
- District Map



2021-2022 RESOLUTION FOR MEMBERSHIP IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE

RESOLVED, that the Governing Board of School District Number 14, County of Anoka, State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the high school(s) listed below (name all high schools in the district):

Fridley High School

(If more than four high schools, attach an additional list)

is/are authorized by this, the Governing Board of said school district or school to:

1. _____ Make new application for membership in the Minnesota State High School League;
School Enrollment (9-12): _____
OR;
X Renew its membership in the Minnesota State High School League; and,
2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representatives identified by this Governing Board.

Signing the Resolution for Membership affirms that this Governing Board has viewed the WHY WE PLAY training video which defines the purpose and value of education-based athletic and activity programs and assists school communities in communicating a shared common language.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Code of Student Conduct violations for students participating in activity programs by member schools.

The above Resolution was adopted by the Governing Board of this school district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

Signed: _____
(Clerk/Secretary - Local Governing Board)

Signed: _____
(Superintendent or Head of School)

Date: _____

Date: _____

District Office Address, City, Zip: 6000 West Moore Lake Drive, Fridley, MN 55432

School Superintendent's Phone: 763-502-5001 School Superintendent's Email: kim.hiel@fridley.k12.mn.us

This form must be completed and submitted to MSHSL NOT LATER THAN AUGUST 31, 2021
Retain one copy for the school files.

2020-2021 RESOLUTION FOR MEMBERSHIP

This page must be completed once for each school in the district.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Please complete and return this form with your school's 2021-2022 Resolution for Membership. If the school board is responsible for more than one (1) high school, please complete a form for EACH high school.

Fridley High School

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Jake Karnopp

(Designated School Board Member – please print)

Dan Roff

(Designated School Representative – please print)

Jake.karnopp@fridley.k12.mn.us

Email Address

Dan.roff@fridley.k12.mn.us

Email Address

208.02 ACTIVITY REPRESENTATIVES

Dan Roff

(Boys' Sports – please print)

Dan Roff

(Girls' Sports – please print)

Dan Roff

(Speech – please print)

Rebecca Shuman

(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Jake Karnopp

(Board Member—please print)

Ethan Andler

(Student—please print)

Jim Stangler

(Parent—please print)

Kari Reiter

(Faculty Member—please print)

Dan Roff

(Mailing Representative—please print)

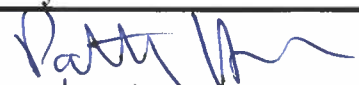
The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

School Board Approval of Overnight Field Trip

Any staff requesting an overnight field trip activity for students are required to get advance School Board approval before advertising to students and parents.

Completed by Becca Shuman		Subject area Music	Date of request 6/4/2021
Name of school and staff member(s) planning trip FHS; Becca Shuman & Jeff Johnson			
Name and address of outside sponsoring group		Name of travel agent selected Terri Jo Fox Bob Rogers Travel 3440 Lacrosse Lane, Naperville, IL 60564	
List fees or expenses that will be paid by the travel agent to the staff member		What are the limits of liability by travel agent? (attach copy of insurance statement) Attached 150	
Number of students on trip ~40		Number of school days missed 0	
Educational objectives of proposed trip Performance at Disneyland with a Disney music director; college clinic and tour with a local university; sight-seeing and learning about different performing arts in LA and Hollywood			
Location of trip (city, state, country) Los Angeles, CA, USA	Dates of trip March 19-23, 2022		Events (if any)
Number of staff attending 2	Number of parents attending as chaperones 4	Who pays for staff and parent expenses? Parents & travel agency	
Expenses paid by district 0	Will the district provide a substitute? No	How many days? -	
Cost per student \$1,595	Expenses paid by fund-raising or sponsor \$150 per student, or more if possible	Expenses paid by students \$1300-1400, variable	
Special travel and lodging arrangements	Airfare (included in trip expenses), hotel in CA (included in trip expenses)	Itinerary (including dates) Attached	
Will you include information that will be provided to parents/students for advertising the trip?		Will you complete parent approval for students to receive emergency needed treatment?	
☐ Yes ☐ No ☒ Attached		☒ Yes ☐ No ☐ Attached	
Will be brought to School Board for action on what School Board meeting date? NEXT AVAILABLE			

Approved by:

Principal 	Superintendent
Date 6/8/21	Date