

Work Session

Tuesday, December 20, 2022 5:30 PM

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

A.	Signing Required Documents	Presenter: Dr. Kim Hiel
B.	<u>GOVERNANCE AND POLICY</u>	
B.1. Second Readings and Adoption of Policies		
B.1.a.	Policy 610 Field Trips	Presenter: Dr. Jason Bodey
B.1.b.	Policy 612 Development of Parent and Family Engagement Policies for Title I Programs	Presenter: Dr. Jason Bodey
B.1.c.	Policy 708 Transportation Nonpublic	Presenter: Craig Wieber
B.1.d.	Policy 709 Student Transportation Safety	Presenter: Craig Wieber
B.1.e.	Policy 898 Lease Accounting Policy	Presenter: Craig Wieber
B.2. One Reading (Non Substantive Changes) Reading and Adoption of Policies		
B.2.a.	Policy 525 Violence Prevention	Presenter: Laura Seifert-Hertling
B.2.b.	Policy 532 Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds	Presenter: Laura Seifert-Hertling
B.2.c.	Policy 533 Wellness	Presenter: Laura Seifert-Hertling
B.2.d.	Policy 529 Notification to Staff Regarding Placement of Students with Violent Behavior	Presenter: S. Ike Isaacson
B.2.e.	Policy 527 Student Use and Parking	Presenter: Dr. Jason Bodey
B.2.f.	Policy 528 Student Nondiscrimination Due to Parental, Family or Marital Status	Presenter: Dr. Jason Bodey
B.2.g.	Policy 598 School Admission Policy	Presenter: Dr. Jason Bodey
B.3. First Reading of Policies		
B.3.a.	Policy 524 Internet Acceptable Use Policy	Presenter: Dr. Jason Bodey
B.3.b.	Policy 618 Assessment of Standard Achievement	Presenter: Dr. Jason Bodey
B.3.c.	Policy 619 Staff Development	Presenter: Dr. Jason Bodey
B.3.d.	Policy 620 Credit for Learning	Presenter: Dr. Jason Bodey
B.3.e.	Policy 202 School Board Officers	Presenter: Dr. Kim Hiel
C.	<u>OVERSIGHT OF OPERATIONS</u>	
C.1. Legal, Staffing and Personnel Update		
C.1.a.	New Contracts, Amendments, Leaves of Absence, Terminations, Resignations, and	Presenter: S. Ike Isaacson

Retirements

C.2. Finance and Operations Update **Presenter:** Craig Wieber

C.2.a. Tax Levy Final Certification **Presenter:** Craig Wieber

C.2.b. Truth in Taxation Presentation **Presenter:** Craig Wieber

C.2.c. Request for Bids for Water Service to Fridley High School **Presenter:** Craig Wieber

C.3. Fridley Public Schools and St. Anthony-New Brighton Public Schools Community Education Aquatics Consortium **Presenter:** Stephen Keeler

C.4. 2023-2024 Fridley High School Registration Guide **Presenter:** Dr. Jason Bodey

C.5. 2023-2024 School Board Meeting Calendar **Presenter:** Dr. Kim Hiel

C.6. Partnership Updates

C.6.a. Northwest Suburban Integration School District Meeting held on November 16, 2022 **Presenter:** Nikki Auna

C.6.b. Association of Metropolitan School Districts Meeting held on December 2, 2022 **Presenter:** Ross Meisner

C.6.c. Schools for Equity in Education Meeting held on December 2, 2022 **Presenter:** Abdisalam Adam

C.6.d. Northeast Metro 916 Intermediate School District Meeting held on December 7, 2022 **Presenter:** Avonna Starck

D. **INFORMATIONAL ITEMS**

D.1. At the Next Work Session - January 3, 2023 **Presenter:** Dr. Kim Hiel

D.2. Important School Board Dates **Presenter:** Ross Meisner

D.2.a. AMSD Board of Directors Meeting
January 6, 2023 | 7:30 AM
Quora Education Center

D.2.b. NWSISD Joint Powers Board Meeting
January 12, 2023 | 6:15 PM
NWSISD District Office

D.2.c. NE Metro 916 Board Meeting
January 18, 2023 | 6:00 PM
Bellaire School

D.2.d. Schools for Equity in Education
January 20, 2023 | 9:30 AM
DoubleTree Hotel - Roseville

E. **TRUTH IN TAXATION** **Presenter:** Craig Wieber



FRIDLEY PUBLIC SCHOOLS

Fridley Public Schools Policies Presented for Second Reading December 20, 2022

#	Policy Name	Change/Revision
610	Field Trips	Added III. E, 1, 2 and IV
612	Development of Parent and Family Engagement Policies Title I	Removed redundant sentence in III. E.
708	Transportation of NonPublic School Students	Spelled out Minnesota Statutes and changed shall to must throughout
709	Student Transportation Safety	Spelled out Minnesota Statutes throughout
898	Lease Accounting Policy	NEW policy

A World-Class Community of Learners





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

610 Field Trips

I. Purpose

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. General Statement of Policy

It is the general expectation of the School Board that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

A. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal, and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minnesota Statutes section 123B.37)

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minnesota Statutes section 123B.36)

C. Extended Trips

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary, and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, superintendent, and School Board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g. tournament competition).
2. The School Board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.



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III. Regulations

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.
- B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.
- D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.
- E. An Employee must not use a personal vehicle to transport one or more students for purposes of a field trip.
 - 1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
 - 2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. School Board Review

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

Legal References:

Minnesota Statutes section 123B.36 (Authorized Fees)

Minnesota Statutes section 123B.37 (Prohibited Fees)

Minnesota Statutes section 123B.49 (Extracurricular Activities; Insurance)



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Minnesota Statutes section 169.011. Subd. 71 (a) (Definition)
Minnesota Statutes section 169.454. Subd. 13 (Type III Vehicle Standards)
Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)
Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 423 (Employee – Student Relationships)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

School Board Action:

Adopted as Policy 8.504 Activity Trips February 18, 1975
Revised April 18, 1978
Revised as Policy 610 Field Trips: January 16, 2007
Revised March 18, 2014
Revised December 17, 2019
Revised December 20, 2022

Second Reading



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612 DEVELOPMENT OF PARENT AND FAMILY POLICIES FOR TITLE I PROGRAMS

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public and private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities and procedures for the engagement of parents and families in its Title I programs.
- B. The policy of the school district is to fully comply with 20 U.S.C §6318 which require the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parent and family engagement policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

The School Board will direct the administration to develop jointly with, agree upon with, and distribute to parents and family members of participating children a written parent and family engagement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for meaningful parent and family involvement and describe how the school district will:

- A. Involve parents and family members in the joint development of the school district's Title I plan and the development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance which may include meaningful consultation with employers, business leaders, philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

- C. Coordinate and integrate parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- D. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to, parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;
- E. Use the findings of such evaluations to design evidence-based strategies for more effective parent and family engagement and to revise, if necessary, the district-level and school-level parent and family engagement policies; and
- F. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The School Board will direct the administration of each school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents and families, that shall describe the means for carrying out the federal requirements of parent and family engagement. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- A. The policy will describe the means by which each school with a Title I program will:
 - 1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to

- parents of participating children the program, its requirements, and their right to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement;
 3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parent and family engagement programs, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan, except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
 4. Provide parents of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if requested by parents, opportunities for regular meetings to formulate suggestions, and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
 5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
 2. Describe the ways each parent will be responsible for supporting his or her child's learning by, volunteering in his or her child's classroom, and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.

3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
 - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents; and
 - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
 - d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:
 1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 2. Provide materials and training to assist parents in working with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
 3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
 4. Coordinate and integrate parental involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent feasible and appropriate;
 5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

6. Provide such other reasonable support for parental involvement activities as requested by parents.
- D. The policy will also describe the process to be taken if the school district and school choose to:
1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
 2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
 3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 4. Train parents to enhance the involvement of other parents;
 5. Arrange meetings at a variety of times or conduct in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parent and family engagement and participation in school-related activities;
 6. Adopt and implement model approaches to improving parent and family engagement;
 7. Develop appropriate roles for community-based organizations and business in parent and family engagement activities; and
 8. Establish a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I programs.
- E. To carry out the requirements of parent and family engagement, the school district and schools, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parent and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language that is understandable by the parents.
- F. The school district and each school shall inform parents and parent organizations of the existence of family engagement in education programs.



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This policy will be updated periodically to meet the changing needs of parents and the school.

Legal References: 20 U.S.C. § 6318 (Parent and Family Engagement)

School Board Action:

Adopted as Policy 8.701 March 1, 1987

Revised as Policy 612 May 20, 2008

Revised July 18, 2017

Revised January 21, 2020

Revised December 20, 2022

Second Reading



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708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

III. ELIGIBILITY

- A. The school district shall provide equal transportation within the district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minnesota State Statutes 123B.88 and 123B.02 when applicable.
- B. Upon the request of a parent or guardian, the school district must provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation must be provided whether or not there is another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such transportation provided outside the school district boundaries.
- D. The school district must provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services, if the school district elects to provide pupil support services at a site other than a nonpublic school.

- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students and any other matter relating thereto shall be within the sole discretion, control and management of the school district. A nonpublic or charter school student transported by the school district shall comply with school district student bus conduct and student bus discipline policies.
- F. Additional transportation to and from a nonpublic school may be provided at the expense of the school district when such services are provided in the discretion of the school district.

IV. STUDENTS WITH DISABILITIES

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district must provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district boundary. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to the due process hearing system and the complaint system under state and federal law.
- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, the student shall be entitled to special transportation at the expense of the school district. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district.
- C. Each driver and aide assigned to a vehicle transporting students with a disability must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.

- D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system: (1) the student's name and address; (2) the nature of the student's disabilities; (3) emergency health care information; and (4) the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.
- E. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minnesota State Statutes chapter 125A.

V. APPLICATION OF GENERAL POLICY

The provisions of the school district's policy on transportation of public school students shall apply to the transportation of nonpublic school students except as specifically provided herein.

Legal References:

Updated July 2011

Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.84 (Policy)
Minn. Stat. § 123B.86 (Equal Treatment)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.91, Subd. 1a (School District bus Safety Requirements)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. Ch. 125A (Children With a Disability)
Minn. Stat. Ch. 125A.18 (Special Instruction; Nonpublic Schools)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules 7470.1700 (Drivers and Aides for Pupils with Disabilities)
34 C.F.R. §§ 300.600-300.662 (Monitoring, Enforcement, Confidentiality, and Program Information)
Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al., 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
Eldredge v. Independent Sch. Dist. No. 625, 422 N.W.2d 319 (Minn. Ct. App. 1988)
Healy v. Independent Sch. Dist. No. 625, 962 F.2d 1304 (8th Cir. 1992)
Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

Cross References:

Updated July 2011

MSBA/MASA Model Policy 707 (Transportation of Public School Students)



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

School Board Action:

Adopted as Policy 10.209 March 15, 1983

Revised as Policy 708 February 19, 2008

Revised July 15, 2008

Revised October 16, 2018

Revised December 20, 2022

Second Reading



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709 STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not

received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes section 169.446, subdivision 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
9. The school district shall adopt and make available for public review a curriculum for transportation safety education.
10. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. 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 nonpublic and charter school students.

- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.
1. School Bus and Bus Stop Rules: The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's transportation director/school office.
 2. Rules at the Bus Stop
 - a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
 - b. Respect the property of others while waiting at your bus stop.
 - c. Keep your arms, legs and belongings to yourself.
 - d. Use appropriate language.
 - e. Stay away from the street, road or highway when waiting for the bus.
 - f. Wait until the bus stops before approaching the bus.
 - g. After getting off the bus, move away from the bus.
 - h. 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.
 - i. No fighting, harassment, intimidation or horseplay.
 - j. No use of alcohol, tobacco or drugs.
 3. Rules on the Bus
 - a. Immediately follow the directions of the driver.

- b. Sit in your seat facing forward.
 - c. Talk quietly and use appropriate language.
 - d. Keep all parts of your body inside the bus.
 - e. Keep your arms, legs and belongings to yourself.
 - f. No fighting, harassment, intimidation or horseplay.
 - g. Do not throw any object.
 - h. No eating, drinking, or use of alcohol, tobacco, or drugs.
 - i. Do not bring any weapons or dangerous objects on the school bus.
 - j. Do not damage the school bus.
4. Consequences
- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes and all forms of school provided transportation, hereafter referred to as “bus.” Decisions regarding a student’s ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges. Consequences for misconduct on buses will be assigned based on the nature of the offense and the severity of a student’s conduct. Consequences up to and including suspension or expulsion from school may result from school bus/bus stop misconduct.
 - b. Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided by the school district to the state in accordance with state and federal law.
 - c. Vandalism/Bus Damage: Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.



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- d. School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.
- e. In cases involving criminal conduct (for example: assault, chemical violations, weapons, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop five minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. Contracted services shall ensure that all school bus drivers have the appropriate, valid driver's license with all necessary endorsements as required by state and federal law for all of the equipment they operate.

- B. A person possessing a valid driver's license, without a school bus endorsement, may drive a vehicle with a seating capacity of 10 or fewer persons used as a school bus, but not outwardly equipped or identified as a school bus as set forth below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "Type III" school bus as set forth below.
- C. As required under federal law, testing for alcohol, marijuana, cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), is mandatory for all school district employees and job applicants whose positions require a commercial driver's license.
- D. Contracted bus services will be responsible for meeting all state and federal requirements, including but not limited to implementing mandatory drug and alcohol testing. Contracted bus services will be responsible for affirming to the district in writing, as part of the contract, that it is in compliance with all federal and state mandatory drug and alcohol testing requirements and will not hire applicants who test positive.
- E. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (*i.e.*, driving while impaired offenses), VII.C.1.h. (*i.e.*, felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within ten days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy. This provision does not apply to a school district employee whose normal duties do not include operating a type III vehicle.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

- 1. Contracted bus services will be responsible for ensuring that all new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall, through contracted services, receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once

every 380 days from the initial or previous license verification. Such in-service training sessions shall be scheduled so as not to interfere with daily student transportation. Contracted bus services shall retain on file, and provide to the district upon request, an annual individual school bus driver “evaluation certification” form for each school bus driver as contained in the Model School Bus Driver Training Manual.

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

1. Through contracted services, school bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:
 - a. Safely operate the type of school bus the driver will be driving;
 - b. Understand student behavior, including issues relating to students with disabilities;
 - c. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 - d. Know and understand relevant laws, rules of the road and local school bus safety policies;
 - e. Handle emergency situations; and
 - e. Safely load and unload students.
2. The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.
6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, “school bus” has the meaning given in Minnesota Statutes section 169.011, subdivision 71. In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer’s rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.

2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. A type III vehicle cannot be older than 12 years old unless excepted by state and federal law.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words “school bus” in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A “type III vehicle” and “Type III Head Start bus” must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver’s compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers

mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.

- d. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.

12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:

- a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.

- b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:

- (1) safe operation of a type III vehicle;

- (2) understanding student behavior, including issues relating to students with disabilities;

- (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
- (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
- (5) handling emergency situations;
- (6) proper use of seat belts and child safety restraints;
- (7) performance of pretrip vehicle inspections;
- (8) safe loading and unloading of students, including, but not limited to:
 - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location; and
 - (d) placing the type III vehicle in “park” during loading and unloading; and
 - (e) escorting a student across the road under clause c only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with paragraph V.F concerning reporting convictions to the employer within ten days of the date of conviction.

- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes section 122A.18, Subdivision 8, or Minnesota Statutes section 123B.03 for school district employees; Minnesota Statutes section 144.057 or Minnesota Statutes chapter 245C for day care employees; or Minnesota Statutes section 171.321, subdivision. 3, for all other persons operating a type A or type III vehicle under this section.
- d. Operators shall submit to a physical examination as required by Minnesota Statutes section 171.321, subdivision 2.
- e. The operator's employer requires preemployment drug and alcohol testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes section 171.321, subdivision 5.
- g. A person who sustains a conviction, as defined under Minnesota Statutes section 609.02, of violating Minnesota Statutes sections 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for five years from the date of conviction.
- h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes section 171.3215, subdivision 1(c), (*i.e.*, felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.

- i. A person who sustains a conviction, as defined under Minnesota Statutes section 609.02, of a moving offense in violation of Minnesota Statutes chapter 169 within three years of the first of three other moving offenses is precluded from operating a type III vehicle for one year from the date of the last conviction or does not meet requirements from district's insurance carrier.
 - j. Students riding the type III vehicle must have training required under Minnesota Statutes section 123B.90, subdivision. 2 (See Section II.B. above).
 - k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
2. The type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes section 169.451.
 3. An employee of the school district who is not employed for the sole purpose of operating a type II vehicle may, in the discretion of the school district, be exempt from paragraphs, VII.C.1.d. (physical examination), and VII.C.1.e. (drug testing), above.
- D. Type A-I "Activity" Buses Driven by Employees with Driver's License Without a School Bus Endorsement
1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type III school bus or a Multifunctional School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.

- c. The operator is prohibited from using the eight-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minnesota state statute.
 - e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota state statute.
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses" if child safety restraints are used by passengers, in addition to the training required above.
2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
 3. A school bus operated under this section must bear a current certificate of inspection.
 4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for

their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.

- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
1. the student's name and address;
 2. the nature of the student's disabilities;
 3. emergency health care information; and
 4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

Contracted bus services shall ensure that:

- A. All school vehicles are maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles are state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report is carried in the bus. Daily pre-trip inspections are maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections are performed to check for any children or lost items remaining on the bus and for vandalism.

X. TRANSPORTATION COORDINATOR

The School Board has designated the transportation coordinator to serve as the school district's school transportation safety coordinator. The school transportation safety coordinator shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety coordinator will assure that this policy is

periodically reviewed to ensure that it conforms to law. Contracted transportation services must maintain and supply upon demand, records verifying that each school bus driver meets the school bus driver training competencies required by Minnesota Statutes section 171.321, Subdivision 4. The transportation safety coordinator also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus or type III vehicle or MFSAB with the National Driver's Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety coordinator are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety coordinator.

Legal References:

Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)
Minn. Stat. § 171.169 (Notice of Commercial License Suspension)
Minn. Stat. § 171.321 (Qualifications of School Bus Driver and Type III Vehicle Drivers)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)



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Minn. Stat. § 609.02 (Definitions)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F. R. § 383.5 (Transportation Definitions)
49 C.F.R. § 383.51 (Disqualification of Drivers)

Cross References:

MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 707 (Transportation of Public Students)
MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

School Board Action:

Adopted as Policy 10.75 October 18, 1994
Revised as Policy 709 February 19, 2008
Revised July 15, 2008
Revised November 18, 2008
Revised January 18, 2011
Revised July 19, 2011
Revised March 18, 2014
Revised March 16, 2021
Revised December 20, 2022

898 Lease Accounting Policy

I. Purpose

To set the policies and procedures needed to gain control and efficiencies in the lease process to ensure the District properly and accurately accounts for leases in the District's financial statements beginning with the fiscal year ending June 30, 2022, following GASB Statement No. 87.

Below are the policies that the District has put into place regarding the handling of leases. These policies are subject to change.

1. **Capitalization Threshold:** Fridley Public Schools will capitalize any leases that have a present value of \$10,000 or more at the commencement date of the lease or the implementation date of this GASB statement. This threshold will apply to leases of capital assets, including buildings, land, and equipment where the District is a Lessor or a Lessee.
2. **Discount Rate:** Unless otherwise noted in the lease agreement, the discount rate used to calculate the present value of the lease payments should be in the District's incremental borrowing rate at the commencement of the lease or the implementation date of this GASB statement.
3. **Compiling Lease Agreements:**
 - a. Department Responsibility: District departments that maintain the information on the various leases should forward all lease agreements for their department to the Director of Finance and Operations.
 - b. Finance Responsibility: The Director of Finance and Operations should maintain a listing of the lease agreements received from departments for use in the lease reviews.
4. **Lease Reviews:** The Director of Finance and Operations will review the lease agreements and contracts to determine if they qualify as a lease under GASB Statement No. 87. *
5. **Lease Entries for Annual Financial Report (AFR):** The Director of Finance and Operations will review the details of each lease to determine and make the appropriate lease entries in the District's AFR. The entries will be completed at the end of each fiscal year. *

*The Accounting Supervisor will complete a secondary review to confirm the determination and that leases are properly and accurately accounted for.

Refer to the Lease SOP for detailed instruction.



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Legal References:

GASB Statement No. 87

Cross References:

None

SCHOOL BOARD ACTION:

Adopted as Policy 898 on December 20, 2022

Second Reading



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525 Violence Prevention

I. Purpose

The purpose of this policy is to recognize that violence has increased and that certain school district measures are authorized to promote a safe learning and working environment.

Healthy human relationships and learning environments that are physically and psychologically safe are important for all members of the school community.

The School Board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities, and on school grounds, buses or field trips while under school district supervision.

II. General Statement of Policy

- A. Is the policy of the school district to strictly enforce its weapons policy (Policy 501 School Weapons).
- B. Is the policy of the school district to act promptly in investigating all acts, or formal or informal complaints, of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- C. The administration will periodically review discipline policies and procedures, prepare revisions if necessary, and submit them to the School Board for review and adoption.
- D. The school district will implement approved violence prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

III. Implementation of Policy

- A. The School Board will review and approve policies to prevent and address violence in our schools. The superintendent or designee will develop procedures to effectively implement the school weapons and violence prevention policies. It shall be incumbent on all students and staff to observe all policies and report violations to the school administration.
- B. The School Board and administration will inform staff and students annually of policies and procedures related to violence prevention and weapons.

- C. The school district will act promptly to investigate all acts and formal and informal complaints of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- D. The consequences set forth in the School Weapons Policy (Policy 501) will be imposed upon any student or non student who possesses, uses or distributes a weapon when in a school location.
- E. The consequences set forth in the school hazing policy (Policy 526 Hazing Prohibition) will be imposed upon any student or staff member who commits an act against a student or staff member; or coerces a student or staff member into committing an act, that creates a substantial risk of harm to a person in order for the student or staff member to be initiated into or affiliated with an organization, or for any other purpose.
- F. Students who engage in assault or violent behavior will be removed from the classroom immediately and for a period of time deemed appropriate by the principal, in consultation with the teacher, pursuant to the student discipline policy (Policy 506)
- G. Students with disabilities may be expelled for behavior unrelated to their disabilities, subject to the procedural safeguards required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Pupil Fair Dismissal Act.
- H. Students who wear objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or that approves, advances, or provokes any form of religious, racial or sexual harassment or violence against other individuals as defined in the Harassment and Violence Policy (Policy 513) will be subject to the procedures set forth in the Student Dress and Appearance in School policy (Policy 504). "Gang" as used in this policy means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities, the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. The "pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.
- I. This policy is not intended to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, denote gang affiliation, advocate harassment or violence against others, are likely to disrupt the education process, or cause others to react in a violent or illegal manner. (Policy 504 Student Dress and Appearance in School.)



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IV. Prevention Strategies

The school district has adopted and will implement the following prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence. The following will be implemented in all schools or district sites where students are instructed by school district employees:

- A. Schools will require all visitors to check-in the main office upon their arrival and state their business at the school. The principal or designee shall develop a system for informing visitors of this rule. A visitor badge shall be issued for easy identification that the visitor is authorized to be present in the school building. The principal shall encourage students and require employees to monitor the use of the visitor badges, so as to identify when non-authorized adults may be in the building who have not checked in to receive an approved badge. The principal shall promote student safety responsibility by encouraging the reporting to the principal's office of suspicious individuals and unusual activities on school grounds.
- B. The principal or designee shall implement a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus. The principal shall require that all employees wear the approved badges during school days to ensure a successful system.
- C. The principal or designee shall establish clear school rules that prevent and deter violence. All employees shall assist in the enforcement of the school rules.
- D. The principal or designee shall develop a student photo or name identification resource record system for quick identification of a student in case of emergency.
- E. The principal and/or law enforcement personnel shall conduct periodic in-service training for personnel in aspects of reporting, visibility and supervision as deterrents to violence. This will include training in recognition, prevention, and safe responses to violence, and development of a positive school climate.
- F. The superintendent or designee, in cooperation with building principals, shall develop a comprehensive crisis management plan at the community and inter-agency levels and train administrative personnel in implementing this plan at each school for unforeseen events such as: bomb threat, shooting, or stabbing. School administrators will periodically review this district plan and adjust school plans as needed.
- G. The superintendent or designee shall periodically coordinate a local school security review committee or task force comprised of school officials, law enforcement, and other appropriate persons to advise on policy implementation.

- H. The principal or designee shall establish a staff committee that explores ways of teaching students' violence prevention strategies, law-related education and character/ values education (community values, e.g. honesty, personal responsibility, self-discipline, cooperation and respect for others.) Staff and students will be involved in evaluating the success of these strategies.
- I. The principal or designee shall develop cross-cultural awareness programs to unify students of all cultures and backgrounds, to develop mutual respect and understanding of shared experiences and values among students, and to promote the message of inclusion. Staff and students will be involved in evaluating the success of these programs.
- J. The principal or designee shall establish conflict resolution training, conflict management, or peer mediation programs for staff and students to teach successful approaches to settling disputes. Staff and students will be involved as participants and evaluators of the success of these programs.
- K. The principal or designee shall establish staff meetings for the purpose of discussing teaching approaches to educate students about social skills such as maintaining self-control, building communications skills, forming friendships, resisting peer pressure, being appropriately assertive, forming positive relationships with adults, and resolving conflict in nonviolent ways. Special programs may be offered and evaluated by staff and students.

V. Student Support

- A. Students will have access to school-based student service professionals, when available, including counselors, nurses, social workers, and psychologists who are knowledgeable in methods to assist students with violence prevention and intervention.
- B. Students will be apprised of School Board policies designed to protect their personal safety.
- C. Students will be provided with information as to school district and building rules regarding weapons and violence.
- D. Students will be informed of resources for violence prevention and proper reporting.

VI. Personnel

- A. School district personnel shall comply with the school weapons policy (Policy 501 School Weapons) and the school hazing policy (Policy 526 Hazing Prohibition).
- B. School district personnel shall be knowledgeable of violence prevention policies and report any violation to school administration immediately. School district personnel will



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be informed annually as to school district and building rules regarding weapons and violence prevention.

- C. School district personnel or agents of the school district shall not engage in emotionally abusive acts including malicious shouting, ridicule, and/or threats or other forms of corporal punishment. (Policy 507 Corporal Punishment and Use of Force).

Legal References:

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

Minn. Stat. § 120B.22 (Violence Prevention Education)

Minn. Stat. § 120B.232 (Character Development Education)

Minn. Stat. § 121A.035 (Crisis Management Policy)

Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)

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

Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)

Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)

Minn. Stat. § 121A.64 (Notification)

Minn. Stat. § 121A.69 (Hazing Policy)

Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)

18 U.S.C. § 921 (Definition of Firearm)

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) *Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 31 (1969)

Stephenson v. Davenport Community School District, 110 F.3d 1303 (8th Cir. 1997)

McIntire v. Bethel School, 804 F.Supp. 1415, 78 Educ. L. Represent. 828 (W.D. Okla. 1992)

Olesen v. Board of Educ. of Sch. Dist. No. 228, 676 F.Supp. 822, 44 Educ. L.Rep. 205 (N.D. Ill. 1987)

Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 501 (School Weapons Policy)

MSBA/MASA Model Policy 504 (Student Dress and Appearance)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 507 (Corporal Punishment)

MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)

MSBA/MASA Model Policy 526 (Hazing Prohibition)

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

SCHOOL BOARD ACTION:

Adopted June 18, 2002

Revised July 18, 2017

Revised January 15, 2019

Revised December 20, 2022



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532 Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT OF POLICY

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest.

- The term “peace officer” includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- C. “Police liaison officer” is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
 - D. “Crisis team” means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
 - E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
 - F. “Emergency” means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
 - G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student’s behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team may be summoned. The crisis team may attempt to de-escalate the student’s behavior by means including, but not limited to, those described in the student’s IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student’s behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student’s behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal By Police Liaison Officer or Peace Officer

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If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a school principal, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, 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.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. Corporal punishment prohibited by Minnesota Statutes section 121 A.58e;
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;

3. Totally or partially restricting a child's senses as punishment;
4. Denying or restricting a child's access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes Chapter 260E;
6. Physical holding (as defined in Minnesota Statutes section 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
7. Withholding regularly scheduled meals or water; and/or
8. Denying a child access to toilet facilities.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from

school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minnesota Statutes section 125 A.0942, Subd. 5, and otherwise comply with the requirements of § 125 A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.67, ~~Subd. 2 (Aversive and Deprivation Procedures Removal by Police Officer)~~
Minn. Stat. § 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
Minn. Stat. § 609.06 (Authorized Use of Force)
Minn. Stat. § 609.379 (Permitted Actions)
20 U.S.C. 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))
20 U.S.C. § 1415(k) (6) (Individuals with Disabilities Education ~~Improvement Act of 2004 (IDEA)~~)
34 C.F.R. § 300.535 (~~IDEA Regulation Regarding Involvement of Law Enforcement Referral to and Action by Law Enforcement and Judicial Authorities~~)

Cross References

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 525 (Violence Prevention)
MSBA/MASA Model Policy 806 Crisis Management Policy)



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School Board Action:

Adopted as Policy 532 March 16, 2004

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Revised August 16, 2011

Revised September 17, 2013

Revised June 21, 2016

Revised October 15, 2019

Revised March 15, 2022

Revised December 20, 2022

Only ONE Reading Needed

533 WELLNESS

I. PURPOSE

The purpose of this policy is to set forth methods that promotes positive social and emotional interactions and student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards.

II. GENERAL STATEMENT OF POLICY

- A. The School Board recognizes that nutrition promotion and education, physical activity and other school-based activities that promote student wellness and positive social and emotional learning supports are essential components of the educational process and that good health fosters student attendance and learning.
- B. The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating, physical activity, and healthy social and emotional interactions.
- C. The school district encourages the involvement of parents, students, representatives of the school food authority, teachers, school health professionals, the school board, school administrators, and general public in the development, implementation, and periodic review and update of the school district's wellness policy and social and emotional learning policies.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All students in grades EC-Age 21 will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- G. The school district will follow the state guidelines regarding physical education at all grades.

III. WELLNESS GOALS

- A. Nutrition Promotion and Education

1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. part of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
 - c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.
 2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte/snack lines, vending machines, fundraising events, concession stands, and student stores.
- B. Physical Activity**
1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television.
 2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
 3. Classroom teachers may provide short physical activity breaks between lessons or classes, as appropriate.
- C. Communication with Parents**
1. The school district recognizes that parents and guardians have a primary role in promoting their children's health and well-being.
 2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.
 3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.

4. The school district will communicate the goal to create and promote a healthy and nutritious environment for classroom celebrations.
5. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. STANDARDS AND NUTRITION GUIDELINES

A. School Meals

1. The school district will provide healthy and safe school meal programs that comply with all applicable federal, state, and local laws, rules, and regulations. Meal programs includes school breakfast, National School Lunch, Summer Feeding and snacks as allowed by federal and state authorities.
2. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students. Food Service will purchase locally grown products when possible.
3. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.
4. Food service personnel will provide clean, safe, and pleasant settings and adequate time for students to eat.
5. Food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all applicable federal, state, and local laws, rules, and regulations and that reimbursable school meals meet USDA nutrition standards.
6. Students will have access to drinking fountains during meal times in or near the cafeteria.
7. Food service personnel shall adhere to all applicable federal, state, and local food safety and security guidelines.
8. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
9. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
10. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at

appropriate times during the school day.

11. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students may eat during such activities.

B. School Food Service Program/Personnel

1. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.
2. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Competitive Foods and Beverages

1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores, and for in-school fundraisers.
2. All competitive foods will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. For the most current copy of the Smart Snacks nutritional requirements please contact the Director of Child Nutrition.
3. Before and Aftercare (child care) programs must also comply with the school district's nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.

D. Other Foods and Beverages Made Available to Students

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:
 - a. Celebrations and parties. The school district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.

- b. Classroom snacks brought by parents. The school district will provide parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards.
 2. Rewards and incentives. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practices is allowed by a student’s individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.
 3. Fundraising. The school district will make available to parents and teachers a list of suggested healthy fundraising ideas.
- E. Food and Beverage Marketing in Schools
1. School-based marketing will be consistent with nutrition education and health promotion.
 2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages the meet the Smart Snacks nutrition standards.

V. WELLNESS LEADERSHIP AND COMMUNITY INVOLVEMENT

A. Wellness Coordinator

1. The superintendent will designate a school district official to oversee the school district’s wellness-related activities (Wellness Coordinator). The Wellness Coordinator will ensure that each school implements the policy.
2. The principal of each school, or a designated school official, will ensure compliance within the school and will report to the Wellness Coordinator regarding compliance matters upon request.

B. Public Involvement

1. The Wellness Coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy.
2. The Wellness Coordinator will hold meetings, from time to time, for the purpose of discussing the development, implementation and periodic review and update of the wellness policy. All meeting dates and times will be posted on the school district’s website and will be open to the public.

VI. POLICY IMPLEMENTATION AND MONITORING

A. Implementation and Publication

1. After approval by the School Board, the wellness policy will be implemented throughout the school district.
2. The school district will post its wellness policy on its website, to the extent it maintains a website.

B. Annual Reporting

The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

C. Triennial Assessment

1. At least once every three years, the school district will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:
 - a. The extent to which schools under the jurisdiction of the school district are in compliance with the wellness policy;
 - b. The extent to which the school district's wellness policy compares to model local wellness policies; and
 - c. A description of the progress made in attaining the goals of the school district's wellness policy.
2. The Wellness Coordinator will be responsible for conducting the triennial assessment.
3. The triennial assessment report shall be posted on the school district's website or otherwise made available to the public.

D. Recordkeeping

The school district will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The school district's written wellness policy.
2. Documentation, demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy

and triennial assessments available to the public.

3. Documentation of the triennial assessment of the local school wellness policy for each school under the school district's jurisdiction efforts to review and update the wellness policy (including an indication of who is involved in the update and methods the school district uses to make stakeholders aware of their ability to participate on the Wellness Committee).

Legal References:

Minn. Stat. § 121A.215 (Local School District Wellness Policy; [Website](#))
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
42 U.S.C. § 1758b (Local School Wellness Policy)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act ~~of 1966~~)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources:

Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org
United States Department of Agriculture, www.fns.usda.gov

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529 Notification to Staff Regarding Placement of Students with Violent Behavior

I. Purpose

In an effort to provide a safe school environment, school administrators shall inform teachers and certain staff members when a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to manage such a student.

The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior and to establish a procedure for notifying staff regarding the placement of students with a history of violent behavior.

II. General Statement of Policy

- A. Any staff member or other employee of the school district who obtains or possesses information concerning a student in the building with a history of violent behavior shall immediately report said information to the principal of the building in which the student attends school.
- B. The administration will meet with the assigned classroom teacher and other appropriate staff members for the purpose of notifying and determining how staff will manage such student.
- C. Only staff members who have a legitimate educational interest in the information will receive notification.

III. Definitions

For purposes of this policy, the following terms have the meaning given to them.

A. Administration

“Administration” means the superintendent, building principal, or other designee.

B. Classroom Teacher

“Classroom teacher” means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.

C. History of Violent Behavior

1. A student will be considered to have a history of violent behavior if incidents(s) of violence, including any documented physical assault of a school district employee by the student, have occurred during the current or previous school year.
2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.

D. Incident(s) of Violence

“Incident(s) of violence” means willful conduct in which a student endangers or causes physical injury to the student, other students, a school district employee, or surrounding person(s) or endangers or causes significant damage to school property, regardless of whether related to a disability or whether discipline was imposed.

E. Legitimate Educational Interest

“Legitimate Educational Interest” includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data. It includes a person’s need to know in order to:

1. Perform an administrative task required in the school or the employee’s contract or position description approved by the School Board.
2. Perform a supervisory or instructional task directly related to the student’s education; or
3. Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement, or student financial aid.
4. Perform a task directly related to responding to a request for data.

F. School Staff Member

“School staff member” includes:

1. A person duly elected to the School Board;
2. A person employed by the School Board in an administrative, supervisory, instructional, or other professional position;
3. A person employed by the School Board as a temporary substitute in a professional position for the period of his or her performance as a substitute.



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4. A person employed by, or under contract to, the School Board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

IV. Procedure for Staff Notification of Students with Violent Behavior

A. Reports of Violent Behavior

Any staff member or other employee of the school district who becomes aware of any information regarding the violent behavior of an enrolling student or any student enrolled in the school district shall immediately report the information to the building principal where the student is enrolled or seeks to enroll.

B. Recipients of Notice

Each classroom teacher of a student with a history of violent behavior (see Section III.C., above) will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, written notice will be given by the administration to other school staff members who have a legitimate educational interest, as defined in this policy, when a student with a history of violent behavior is placed in a teacher's classroom. The administration will provide notice to anyone substituting for the classroom teacher or school staff member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other school district employees or individuals outside of the school district with information regarding a student, including information regarding a student's history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil records.

C. Determination of Who Receives Notice

The determination of which classroom teachers and school staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the school district's Responsible Authority appointed by the School Board under the Minnesota Government Data Practice Act or (2) the administration. In the event the administration makes this determination, the Responsible Authority will provide guidance to the administration as to what data will be shared.

D. Form of Written Notice

The notice given to classroom teachers and school staff members will be in writing and will include the following:

1. Name of the student;



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2. Date of Notice;
3. Notification that the student has been identified as a student with a history of violent behavior as defined in Section III. of this policy; and
4. Reminder of the private nature of the data provided.

E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and school staff members notified under this section.
2. Retention of the written notice or other documentation provided to the classroom teachers and school staff is governed by the approved Records Retention Schedule.

F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in his or her discretion, that the classroom teacher and/or school staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent behavior for purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss data.
2. The persons present at the meeting may have access to the data described in Section IV.D., above.

G. Law Enforcement Records

Staff members will be provided with notice of disposition orders or law enforcement reports received by the school district in accordance with Policy 515, Protection and Privacy of Pupil records. Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a Notification of Violent Behavior.

V. Maintenance and Transfer of Records

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school or school district in which a student seeks to enroll in accordance with Policy 515, Protection and Privacy of Pupil Records.



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VI. Parental Notice

- A. The administration will notify parents annually that the school district gives classroom teachers and other school staff members notice about students' history of violent behavior.
- B. Prior to providing the written notice of a student's violent behavior to classroom teachers and/or school staff members, the administration will inform the student's parent or guardian that such a notice will be provided.
- C. Parents will be given notice that they have the right to review and challenge records or data, including the data documenting the history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

VII. Training Needs

Representatives of the School Board and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior interventions and may discuss necessary intervention services such as student behavioral assessments.

Legal References:

~~Minn. Stat. 121A.64~~

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

~~Minn. Rules Pts. 1205.0100 – 1205.2000~~ Minn. Stat. § 120A.22, Subd. 7 (Compulsory Instruction)

Minn. Stat. § 121A.45 (Grounds for Dismissal)

Minn. Stat. § 121A.64 (Notification; Teachers' Legitimate Educational Interest)

Minn. Stat. 121A.75 (Law Enforcement Notice to Schools) Receipt of Records; Sharing)

Minn. Rules Parts 1205.0100 - 1205.2000 (Data Practices)

20 U.S.C.1232g (Family Educational Rights and Privacy Act)

34 C.F.R. ~~§§~~ Sees. 99.1 - 99.67 (Rules Implementing FERPA)

~~Minn. Stat. 120A.22, subd. 7 (School Attendance – Educational records)~~

~~Minn. Stat. 121A.45 (Grounds for Dismissal)~~

~~Minn. Stat. 121A.75 (Law Enforcement Notice to Schools)~~

Minn. Laws 2003, 1st Sp., Ch.9, Art.2, § 53

Cross References:

Policy 515 Protection and Privacy of Pupil Records

SCHOOL BOARD ACTION:

Adopted June 18, 2002

Revised June 18, 2013

Revised September 20, 2016



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Revised January 15, 2019

Revised December 20, 2022

Only ONE Reading Needed



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527 Student Use and Parking of Motor Vehicles on School Property

I. Purpose

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel.

II. General Statement of Policy

The policy of this school district is to allow the limited use and parking of motor vehicles by students in school district locations. The position of the school district is that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety and welfare of students and school personnel. This policy applies to all students in the school district. Notification of this policy will be printed in the student handbook and disseminated in other ways that the school administration deems appropriate.

III. Definitions

- A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-alikes," "alcoholic beverages, controlled substances and "look-alikes," "overdue books and other materials belonging to the school district, and stolen property.
- B. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- C. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.
- D. "School district location" means property that is owned, rented, leased, or borrowed by the school district for school purposes, as well as property immediately adjacent to such



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property that may be used for parking or gaining access to such property. A school district location also shall include off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

IV. Student Use of Motor Vehicles in School District Locations

Students generally are not permitted to use motor vehicles during the school day in any school district location. Students may use motor vehicles on the high school campus during the school day only if there is an emergency and permission has been granted to the student by building principal or designee to use a motor vehicle

V. Student Parking of Motor Vehicles in School District Locations

- A. Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving a motor vehicle to a high school campus may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways, in reserved parking spots, on private property, or in other areas designated for use only by staff or by the general public.
- B. When there are unauthorized vehicles parked on school district property, school officials may:
 - 1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
 - 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school district property.

VI. Patrols, Inspections and Searches

School officials may conduct routine patrols of school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations 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.

A. 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 the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

B. Search of Interior of Student Motor Vehicle

The interiors of motor vehicles of students in school district locations, including glove or 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. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.

C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches and/or Seizures

A violation of this policy occurs when students store or carry contraband in motor vehicles in a school district location or interfere with patrols, inspections, searches and/or seizures as provided by this policy.

D. Seizure of Contraband

If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

E. Dissemination of Policy

A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

VII. Directives and Guidelines

The superintendent or designee is granted authority to present for School Board review and approval reasonable directives and guidelines for student parking and the assessment of student parking fees. The school district may choose to allow students to park their cars in school district locations, such as designated student parking lots, by permit only. Such a permit system can be used to assist in the dissemination and enforcement of the motor vehicle policy. If the school district institutes a permit system, students shall be advised that those who apply for a permit will be required to be aware that this motor vehicle policy exists and that their motor vehicles are subject to inspection and search by school officials. An acknowledgment form, such as the sample attached to this policy, shall then be utilized by the school principal to document the notice given and the student's receipt of the policy.

VIII. Violations



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A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's student discipline policy, which may include suspension, exclusion, or expulsion. In addition, the student may be referred to legal authorities when appropriate.

Legal References:

U.S. Const., amend. IV

Minn. Const., art. I, 10

Minn. Stat. 123B.02, Subds. 1 and 5 (General Powers of Independent School Districts)

[Minn. Stat. § 123B.38 \(Hearing\)](#)

[New Jersey v. T.L.O.](#), 469 U.S. 325, ~~105 S.Ct. 733~~, ~~83 L.Ed.2d 720~~ (1985)

Cross References:

MSBA/MASA Model Policy 417 (Chemical Use and Abuse)

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

MSBA/MASA Model Policy 501 (School Weapons Policy)

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

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 7012 (Video Surveillance Other Than on B uses)

School Board Action:

Adopted June 18, 2002

Revised February 19, 2019

[Revised December 20, 2022](#)



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528 Student Nondiscrimination Due to Parental, Family, or Marital Status

I. Purpose

Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this school district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

II. General Statement of Policy

- A. It is the policy of the Fridley School Board that the school district provides equal educational opportunities for all students, and will not apply any rule concerning a student's actual or potential parental, family, or marital status, which treats students differently on the basis of sex.
- B. The school district will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such students' pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.
- C. The school district may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
- D. The school district will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.
- E. It is the responsibility of every school district employee to comply with this policy.
- F. The School Board has designated the Director of Special Services (6000 West Moore Lake Drive, Fridley, MN 55432; 763-502-5024) as its Title IX Coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- G. Any student, parent or guardian having questions regarding this policy should discuss it with the appropriate school district official provided by policy. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district Title IX compliance officer.



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- H. Any reports of unlawful discrimination under this policy will be handled, investigated and acted upon in the manner specified in School District Policy 522 [Student Sex Nondiscrimination](#).

Legal References:

Minn. Stat. 363 A (Minnesota Human Rights Act)
20 U.S.C. 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing regulations of Title IX)

Cross References:

MSBA/MASA Model Policy 102 Equal Educational Opportunity
MSBA/MASA Model Policy 413 Harassment and Violence
MSBA/MASA Model Policy 522 [Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process](#) [Student Sex Nondiscrimination](#)

SCHOOL BOARD ACTION:

Adopted as Policy 8.102 and 8.103 August 19, 1975
Revised as Policy 8.103 and Policy 8.105 April 18, 1978
Revised as Policy 528 June 18, 2002
[Revised December 20, 2022](#)

First Reading

598 SCHOOL ADMISSION

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents and students regarding expectations for the admission of students.

II. GENERAL STATEMENT OF POLICY

Admission to Fridley Public Schools is free and open to all district residents, and to those who desire to participate in the Enrollment Options Program who are between the ages of 5 and 21 years. Kindergarten admission will be granted to students that are at least 5 years of age by September 1 of the calendar year in which the child desires to enter school. First grade admission will be granted to students that are at least 6 years of age by September 1 of the calendar year in which the child desires to enter school. Early entrance to kindergarten and first grade will be considered under the following circumstances:

- A. Early entry to kindergarten or first grade may be granted when professional staff and parents believe it to be in the best interest of the student. Physical development, maturity, and emotional factors shall be considered as well as scholastic achievement and aptitude.
- B. A kindergarten child moving into the school district during the academic year from another school district may be allowed to continue his/her education in kindergarten in the Fridley School Public Schools.
- C. Early entry to first grade will be granted to students that obtained early-entry to kindergarten and completed the requirements of that program successfully.

III. DEFINITIONS

- A. *Early Entrance* refers to the practice of admitting kindergarten students that are younger than 5 years of age or first grade students that are younger than 6 years of age by September 1 of a given academic calendar year.
- B. *Professional Staff* refers to a team comprised of a principal, teachers, school psychologist and director of educational services.



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IV. EARLY ENTRANCE REQUIREMENTS

Fridley Public Schools has established the following criteria for early admission to kindergarten and first grade

- A. Children considered for early entrance to kindergarten must be 5 years of age on or before December 1st in the year of early entrance.
- B. Children considered for early entrance to grade one must be 6 years of age on or before December 1st in the year of early entrance.
- C. The following criteria must also be satisfied
 - 1. Children must demonstrate superior general cognitive functioning as measured by the Weschler Preschool and Primary Scale of Intelligence — (current version). Children must have a full scale score at or above the 98 percentile on this test to qualify for early entrance
 - 2. Children must demonstrate average to above-average school readiness skills when compared to age-appropriate readiness measures to qualify for early entrance.
 - 3. Children must demonstrate average or above-average scores on the social/emotional behavior on the *Behavior Assessment System for Children* — Parent Rating and in the psychological assessment by the evaluator to qualify for early entrance.

V. DIRECTIVES AND GUIDELINES

The superintendent shall develop guidelines which articulate the processes and procedures for school admission within the elementary, middle, and high schools. These guidelines should define the application, data collection, decision-making, and notification processes.

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 120A.01 (Admission to Public School)

School Board Action:

Adopted as Policy 598 May 20, 2008

Revised July 16, 2013

Reviewed – No Changes / Approved at December 20, 2022 Meeting

EARLY ENTRANCE TO K/1ST GRADE CHECKLIST

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



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Appendix 598 School Admission Policy

**APPLICATION FOR EVALUATION
FOR EARLY ENTRANCE TO KINDERGARTEN/GRADE ONE (YEAR _____)
DUE AUGUST 15TH**

Child's Name _____ Birth Date _____ Phone _____

Parent/Guardian _____ Home School _____

Address _____

DESCRIBE YOUR CHILD'S BEHAVIOR IN THE FOLLOWING AREAS:

(Use the back of this page if you need more space)

1. How well does s/he relate to adults?

2. How well does s/he relate to his/her peer group?

3. Describe his/her ability to wait for things or events.

4. How does s/he deal with anger?

Appendix 598 School Admission Policy



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5. Describe your child's performance in any preschool experiences in which s/he has participated. Please provide the name of a contact person(s) in each preschool program who you feel could comment on your child's performance.

6. State your reasons for wanting your child to enter school early.

Please enclose a copy of your child's birth certificate and return it along with this form to the

*Fridley School District, Director of Educational Services,
6000 West Moore Lake Drive, Fridley, MN 55432*

I authorize Fridley School District to obtain information from the preschool program(s) listed above in regards to my child in an effort to evaluate his/her early entrance to Fridley School District.

Signature of Parent/Guardian _____ Date: _____

Only 1 Reading Needed No Changes

Appendix 598 School Admission Policy

**FRIDLEY SCHOOL DISTRICT
PSYCHOLOGIST'S REPORT SUMMARY
EARLY ENTRANCE TO KINDERGARTEN/GRADE ONE**

SUMMARY REPORT DATE _____
Child's Name _____ **Birth Date** _____
School _____
Evaluator _____ **Date of Evaluation** _____

1) ABILITY — *Wechsler Preschool and Primary Scale of Intelligence (current version)*

	Standard Score	Percentile	Criteria
Verbal Performance Full Scale			>98th Percentile

2) SCHOOL READINESS

	Child's Score	Criteria
Letter Identification		20+
Letter Sounds		7+
Number Identification		13+
Writing Letters		11+
Writing Numbers		8+

3) BEHAVIOR AND SOCIAL SKILLS –

Behavioral assessment System for Children — Parent Rating (current version)

	Child's Rating Criteria
Hyperactivity	Low to Average
Aggression	Low to Average
Anxiety	Low to Average
Depression	Low to Average
Somatization	Low to Average
Withdrawal	Low to Average
Attention Problems	Low to Average
Adaptability	Average to High
Social Skills	Average to High

Appendix 598 School Admission Policy



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- 4.) **BEHAVIOR OBSERVATION** - *By Evaluator*
(i.e. ability to attend to task, social skills, separation from parent, verbal communication)

5) **CRITERIA SUMMARY**

Only 1 Reading Needed - No Changes

Appendix 598 School Admission Policy

524 INTERNET ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding user (student, staff, and community members) access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables users to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, professional or career development activities, and limited high-quality, self-discovery activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system 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 suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:
1. Users will not use the school district system to access, review, copy, upload, download, store, print, post, receive, transmit or distribute:
 - a. pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, pornographic, obscene or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
 2. Users will not use the school district system to knowingly or recklessly post, copy, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
 4. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with,

modify or change the school district system software, hardware or wiring or take any action to violate the school district's system's security, and will not use the school district system in such a way as to disrupt the use of the system by other users.

5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
 - a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
 - b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - 1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not be designated as directory information in accordance with Policy 515; or
 - 2) such information is not classified by the school district as directory information by written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. Users will not utilize the school district system to access, maintain, or post information to personal accounts on public social network sites. Definition: A social network site is a web-based service that allows users to construct a public or semi-public profile within an established system and navigate a list of other users with whom they share a connection within the system to form a virtual community. They include, but are not limited to, social networks such as “Facebook,” “Twitter,” “Instagram,” “Snapchat,” “TikTok,” “Reddit,” and similar websites or applications.
7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person’s account, or use computer accounts, access codes or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
9. Users will not use the school district system for conducting business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district’s Bullying Prohibition

Policy (Bullying Prohibition Policy 514). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a student user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. SOCIAL MEDIA

The School Board recognizes the unique characteristics of online social media and/or networks. When social media is used in the classroom or for related school activities, teachers or the responsible District staff member(s) must ensure compliance with applicable terms of the media site and adhere to all relevant District policies and procedures.

Users should be aware that the unacceptable uses outlined in this policy as well as behavioral expectations identified in District policies apply to school-related social media use.

To ensure that there are student curriculum materials and structured learning experiences that address proper social media use and general internet safety, the Technology Director will work with media specialists and other staff members to create, modify, and continually review appropriate curriculum materials and learning experiences.

To assist employees with social media use and expectations, guidelines for employee use of online social media will be formulated from the Technology Department and attached to this policy as regulations.

VII. FILTER

A. With respect to any of its computers with Internet access, the School District will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;
2. Child pornography; or
3. Harmful to minors.

B. The term “harmful to minors” means any picture, video, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor or other person authorized by the superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

VIII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

IX. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files, e-mail files, and Internet browser history. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may

be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).

- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.
- G. The confidentiality of electronic communications cannot be guaranteed. Electronic communication is appropriate for quick and uncomplicated messages where confidentiality is not a critical factor.

X. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, and the parent or guardian, ~~and the supervising teacher~~. The Internet Use Agreement form for employees must be signed by the employee.

XI. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school district hard drives or cloud servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XII. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.

- B. This notification shall include the following:
1. Notification that Internet use is subject to compliance with school district policies.
 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district storage, hard drives or servers.
 - b. Information retrieved through school district computers, networks or online resources.
 - c. Personal property used to access school district computers, networks or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
 6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by **Policy 406**, Public and Private Personnel Data, and **Policy 515**, Protection and Privacy of Student Records.
 7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.



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8. Notification that all provisions of the acceptable use policy are subordinate to local, state and federal laws.

XIII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 5. A statement that the school district's acceptable use policy is available for parental review.

XIV. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
 1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
1. the technology provider's employees or contractors have access to educational data only if authorized; and
 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must

not electronically access or monitor:

1. any location-tracking feature of a school-issued device;
2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:

1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
2. the activity is permitted under a judicial warrant;
3. the school district is notified or becomes aware that the device is missing or stolen;
4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.

D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN



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A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XIV-XVII. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines and procedures necessary to implement this policy for submission to the School Board for approval. Upon approval by the School Board, such guidelines, forms and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff and members of the community.
- D. Because of the rapid changes in the development of the Internet, the School Board shall conduct an annual review of this policy.

Legal References:

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

Minn. Stat. § 13.32 (Educational Data)

Minn. Stat. § 121A.031 (School Student Bullying Policy)

Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)

Minn. Stat. § 125B.15 (Internet Access for Students)

Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)

15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)

17 U.S.C. § 101 *et seq.* (Copyrights)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))

47 C.F.R. § 54.520 (FCC rules implementing CIPA)

~~Minn. Stat. § 121 A.031 (School Student Bullying Policy)~~

~~Minn. Stat. § 125B.15 (Internet Access for Students)~~

~~Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)~~

~~*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)~~

~~*United States v. American Library Association*, 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)~~



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~~*Doninger v. Niehoff*, 527 F. 3d 41 (2nd Cir. 2008)~~
~~*R. S. v. Minnewaska Area Sch. Dist. No. 2149*, No. 12-588, 2012 WL 3870868 (D. Minn. 2012)~~
~~*Tatro v. Univ. of Minnesota*, 800 N.W. 2d 811 (Minn. App. 2011), aff'd on other grounds 86 N.W. 509 (Minn. 2012)~~
~~*S.J.W. v. Lee's Summit R-7 Sch. Dist.*, 696 F.3d 771 (8th Cir. 2012)~~
~~*Kowalski v. Berkeley County Sch.*, 652 F.3d 656 (4th Cir. 2011)~~
~~*Layshock v. Hermitage Sch. Dist.*, 650 F.3d 205 (3rd Cir. 2011)~~
~~*Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist.*, 853 F.Supp.2d 888 (W.D. Mo. 2012)~~
~~*M.T. v. Cent. York Sch. Dist.*, 937 A. 2d 538 (Pa. Commw. Ct. 2007)~~
~~*J.S. v. Bethlehem Area Sch. Dist.*, 807 A.2d 847 (Pa. 2002)~~
~~*Mahanoy Area Sch. Dist. v. B.L.*, 594 U.S. ___, 141 S. Ct. 2038 (2021)~~
~~*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969)~~
~~*United States v. Amer. Library Assoc.*, 539 U.S. 1942003)~~
~~*Sagehorn v. Indep. Sch. Dist. No. 728*, 122 F.Supp.2d 842 (D. Minn. 2015)~~
~~*R.S. v. Minnewaska Area Sch. Dist. No. 2149*, 894 F.Supp.2d 1128 (D. Minn. 2012)~~
~~*Tatro v. Univ. of Minnesota*, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)~~
~~*S.J.W. v. Lee's Summit R-7 Sch. Dist.*, 696 F.3d 771 (8th Cir. 2012)~~
~~*Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist.*, 853 F.Supp.2d 888 (W.D. Mo. 2012)~~
~~*M.T. v. Cent. York Sch. Dist.*, 937 A.2d 538 (Pa. Commw. Ct. 2007)~~

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Student Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)



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School Board Action:

- Adopted June 18, 2002
- Revised March 20, 2007
- Revised July 15, 2008
- Revised March 16, 2010
- Revised March 20, 2012
- Revised November 19, 2013
- Revised July 18, 2017
- Revised May 21, 2019
- Revised April 19, 2022

[Revised for First Reading December 20, 2022](#)

Annual Review:

<u>Month</u>	<u>Year</u>	<u>Notes</u>
April	2022	Reviewed / Updated
<u>December</u>	<u>2022</u>	<u>Reviewed / Updated</u>

First Reading



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618 Assessment of Student Achievement

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standard, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.~~be used to determine how well students have achieved Minnesota Graduation Standards.~~

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

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

B. “Career and college ready,” for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two-or four-year college or university or other credit-bearing postsecondary program without need for remediation.

C. “Computer-adaptive assessments” or “fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level.

C.D. “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.

E. “Elective standards” are the academic standards adopted by the school district in the subject areas of career and technical education and world languages.

F. “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, or other cooperative work experience, youth apprenticeship, or employment.

G. “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student's grade level.

H. “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.

D.I. “Required standard” means a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

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

B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which ~~program Minnesota Graduation Standards will be assessed~~ academic standards will be assessed.

C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of ~~Minnesota Graduation Standards~~ the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSEMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards. If a state assessment is not available, the school district will determine if a student has met the required academic standards through locally developed assessments.
2. The school district will administer annually, in accordance with the process determined by MDE, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading and mathematics and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma);
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. Students for whom the statewide or locally constructed tests are inappropriate, as determined by the student's individualized education program (IEP) team, or students with limited English proficiency, shall be exempt from statewide assessments according to policy set forth by MDE. The school district will report student exemptions MDE consistent with the format provided by MDE. Alternative assessments shall be provided to students exempt from the statewide tests.
5. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
6. For students in grade 8, the school district must record on the high school transcript a student's progress toward career and college readiness. For

other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established School Board criteria, demonstrate exemplary academic achievement during high school.

7. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.
8. ~~District Plan for State Tests Required for Graduation: Procedures for testing, test security, reporting, documentation, notification to students and parents, and student recordkeeping in relation to the state tests required for graduation will be developed in accordance with Minnesota law, rule, and regulation.~~

VI. Rigorous Course of Study Waiver

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the School Board determines that the student:
 1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or postsecondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program if the student were required to achieve the academic standard to be waived; and
 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or postsecondary education program.
- B. The School Board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.

- C. A student who satisfactorily completes a postsecondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. ~~Students in grade 11 or grade 12 must be provided with an opportunity to participate on a nationally normed college entrance exam.~~ Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. All students, except those eligible for alternative assessments, must be given the opportunity to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized

college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References:

Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.022 (Elective Standards)

Minn. Stat. § 120B.023 (Benchmarks)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement; Striving for the World's Best Workforce)

Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)

Minn. Rules Parts 3501.0505-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.~~0800~~0820-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.~~0955~~0960 (Academic Standards in Science)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1300-3501.1410 (Academic Standards for Physical Education)

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 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 616 (School District System Accountability)

School Board Action:

Adopted as Policy 9.147 June 16, 1998

Revised as Policy 618 June 17, 2008

Revised November 16, 2010



A World-Class Community of Learners

Revised July 17, 2012

Revised June 21, 2016

Revised April 18, 2017

Revised January 21, 2020

Revised for First Reading December 20, 2022

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.

First Reading

619 Staff Development

I. Purpose

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

II. General Statement of Policy

The school district is committed to developing policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation for the Graduation Assessment Requirements and federal law at all levels.

III. Standards for Staff Development

- A. The District Leadership Team, District Administration Team and Building Leadership Teams shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a priority on staff development including activities, programs and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students, including those with special needs.

IV. Elements of the Staff Development Plan

- A. Staff development initiatives will be data-driven and specifically directed at increasing student achievement at each school site within the district.

- B. Data will be used as a basis to improve instruction and student learning
- C. Research-based programming will be used to improve the effectiveness of classroom instruction.
- D. Programming will align with state and local standards.
- E. Opportunities for collaboration, fostering collegial relationships, and mentoring will be made available.
- F. Staff development programming will align with the district's ~~alternative compensation plan.~~ Teacher Development and Evaluation (TDE) plan and Alternative Teacher Professional Pay System (ATPPS) plan.
- G. Independent tasks or activities that are not associated with building a teacher's skills and capacity will not be considered staff development programming.
- H. The staff development plan will be created with the assistance of an advisory staff development committee and a site professional development team as defined by Minnesota State Statute.

VI. Training and Professional Development

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

- B. Teachers/Administrators



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1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

Legal References:

Updated July 2011

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)

Minn. Stat. § 122A.16 (Qualified Teacher Defined)

Minn. Stat. § 122A.60 (Staff Development Program)

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 ~~0820~~ (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 ~~60~~ (Academic Standards in Science)

~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma)
(repealed Minn. L. 2013, Ch. 116, Art. 2, §22)~~

Minn. Rules Parts 3501.1210 (Academic Standards for English Language Development)

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.* (Every Student Succeeds Act)

Cross References:

Updated July 2011

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 616 (School District System Accountability)~~

School Board Action:

Adopted as Policy 9.103 June 16, 1998

Revised as Policy 619 June 17, 2008

Revised February 18, 2020

Revised for First Reading December 20, 2022

620 CREDIT FOR LEARNING

I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy is also to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The school district will provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, and online courses and programs.

III. GRADUATION CREDITS

Prior approval by the school district administration is required for all secondary credits granted to a student through a post-secondary enrollment options course or program or on-line learning course or program that shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.

Legal References:

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

Minn. Stat. § 120B.14 (Advanced Academic Credit)

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

Minn. Stat. § 123B.445 (Nonpublic Education Council)

Minn. Stat. § 1204D.03, Subd. 9 (Enrollment Options Program)

Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)

Minn. Stat. § 124D.095 (On-Line Learning Option)

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~~0820-~~3051~~0815 (Academic Standards for Arts)

Minn. Rules Parts 3501.0900-3501.~~0955~~0960 (Academic Standards in Science)



A World-Class Community of Learners

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~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma)
(repealed Minn. L. 2013, Ch. 116, Art. 2, § 22~~

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

~~Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)~~

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 616 (School District System Accountability)

MSBA/MASA Model Policy 618 (Assessment Student Achievement)

School Board Action:

Adopted as Policy December 18, 2007 (Incorporates Policies 8.403, 8.407, 9.149, 9.511)

Revised August 8, 2011

Revised June 21, 2016

Revised for first reading December 20, 2023

202 School Board Officers

I. Purpose

School Board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, management, and control of the public schools of the school district. The purpose of this policy is to delineate those responsibilities.

II. General Statement of Policy

- A. The School Board shall meet annually and organize by selecting a chair, a vice-chair, a clerk, a treasurer and such other officers as determined by the School Board.
- B. The School Board shall appoint a superintendent who shall be an ex officio, non-voting member of the School Board.

III. Organization

The School Board shall hold an organizational meeting each year on the first Monday in January, or as soon thereafter as practicable, and organize by selecting a chair, a vice-chair, a clerk, a treasurer, and such other officers as determined by the School Board. These officers shall hold office for one year and until their successors are elected and qualify.

- A. The persons who perform the duties of clerk and treasurer need not be members of the School Board.
- B. The School Board by resolution may combine the duties of the offices of clerk and treasurer in a single person in the office of business affairs.

IV. Officer's Responsibilities

A. Chair

The Chair has the following duties and responsibilities:

1. The chair when present shall preside at all meetings of the School Board, countersign all orders upon the treasurer for claims allowed by the School Board, represent the school district in all actions and perform all duties a chair usually performs.
2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the School Board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by a majority vote of the School Board and filled by appointment.



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.

3. Provide leadership to the Board and ensures the faithful execution of the Board's processes, exercises interpretive responsibilities with integrity, reflect the spirit and intent of the Board's policies.
4. Monitor Board actions to assure they are consistent with the Board's own rules and policies and with other obligations imposed by agencies whose authority supersedes the board's own authority.
5. Conduct Board meetings using the authority normally vested in the Chair as described in Minnesota Statute and Robert's Rules of Order.
6. Ensure that deliberations are fair, open, productive, efficient and orderly and that only Board matters are discussed.
7. Lead periodic Board self-assessments to ensure continuous process improvement.
8. Facilitate the annual transition of Board officers.
9. Make interpretive decisions of Board policies using reasonable judgment.
10. Compile and facilitate the Board's annual evaluation of the Superintendent.
11. Represent the Board as its official spokesperson about issues decided by the Board and other matters related to official board business.
12. Delegate authority, when appropriate, to other Board members.
13. Execute all documents authorized by the Board, except as otherwise provided by law or board action.
14. Take into consideration agenda items proposed by Board members, works in collaboration with the Superintendent to develop proposed Board meeting agendas consistent with the Board's annual calendar.

B. Vice-Chair

The Vice-Chair has the following authority and duties:

1. Serve, with all the power and duties, in the absence of the Chair.
2. Assist Chair as requested in the execution of Chair responsibilities.

C. Treasurer

The Treasurer, in collaboration with the Director of Finance and Operations, has the following authority and duties:

1. The treasurer shall deposit the funds of the school district in the official depository.
2. The treasurer shall make all reports which may be called for by the School Board and perform all duties a treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with Minn. Stat. § 123B.12
4. The School Board shall designate the duties of Treasurer to a School District employee.

D. Clerk

The Clerk, in collaboration with the Administration staff, has the following authority and duties:

1. The clerk shall keep a record of all meetings in the books provided.
2. Within three days after an election, the clerk shall notify all persons elected of their election.
3. On or before September 15 of each year, the clerk shall:
 - a) File with the School Board a report of the revenues, expenditures and balances in each fund for the preceding fiscal year.
 - b) Make and transmit to the commissioner certified reports, showing:
 - (1) Revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the commissioner;
 - (2) Length of school term and enrollment and attendance by grades; and
 - (3) Other items of information as called for by the commissioner.
4. The clerk shall enter into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keep an itemized account of all expenses of the school district.

5. The clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the proposed property tax voted by the school district or the School Board for school purposes.
6. The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the School Board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.
7. The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
8. The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.
9. The School Board shall designate the duties of Clerk to a School District employee.

E. Individual Board Members

1. Individual Board Members are not authorized to exercise any authority as an individual to supervise or direct the Superintendent or staff. The Board speaks and acts as a single voice after discussion on issues involving the district, not as individuals.

F. Superintendent

1. The superintendent shall be an ex officio, non-voting member of the School Board.
2. The superintendent shall perform the following:
 - a) Manage the implementation of School Board policies;
 - b) Visit and supervise the schools in the school district, report and make recommendations about their condition when advisable or on request by the School Board;
 - c) Recommend to the School Board employment and dismissal of administrators, teachers, and all other employees;
 - d) Annually evaluate each school principal assigned responsibility for supervising a school building within the district;
 - e) Oversee school grading practices and examinations for promotions;



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- f) Make reports required by the commissioner;
- g) Attend all meetings of the School Board;
- h) Perform other duties prescribed by the School Board.

V. Training for Board Members

A. MSBA Phase I Training – required by newly elected members within 6 months of election.

B. MSBA Phase II Training – required by newly elected members withing 12 months of election.

C. MSBA Phase III and IV Training are recommended for all members.

Legal References:

Minn. Stat. 123B.12 (Finance)
Minn. Stat. 123B.14 (Officers)
Minn. Stat. 123B.143 (Superintendent)
Minn. Stat. 126C.17 (Referendum Revenue)
Minn. Sta. Ch. 205A (School District Elections)

Cross References:

Policy 101 (Legal Status of the School District)
Policy 201 (Legal Status of the School Board)
Policy 203 (Operation of the School Board – Governing Rules)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

SCHOOL BOARD ACTION:

Adopted December 21, 1999
Revised August 17, 2010
Revised July 17, 2012
Revised April 16, 2019
Revised April 19, 2022
Revised/Review for first reading on December 20, 2022

Personnel Changes 2022-2023

New Contracts and Amendments per Master Agreements (2022-2023)

First Name	Last Name	Assignment	Step/Lane/Salary	School
Fadumo	Abokor	Paraeducator	Step 1 \$16.21/hour	HYS
Ashley	Anderberg	Assistant Girls Basketball Coach	Schedule C	FHS
Sarah	Armstrong	Lego League Advisor	Schedule C	HYS
Thomas	Darsaw	Custodian	Step 4 \$18.75/hour	HYS
Elizabeth	Emmel	Assistant Girls Basketball Coach	Schedule C	FHS
Rebecca	Fisher	Glee Club Advisor	Schedule C	HYS
Lucas	Gerhard	Wrestling Stats Assistant	Schedule C	FHS
Thomas	Gowah	Assistant Dance Team Coach	Schedule C	FHS
Anna	Hamer	Lego League Advisor	Schedule C	RLS
Trevor	Hess	Strength Training Coach	Schedule C	FHS
Carol	Milner	Fall Production – Hair	Schedule C	FHS
Madison	Morrissey	Assistant Boys Swim Coach	Schedule C	FHS
Christine	Nalepka	Strength Training Coach	Schedule C	FHS
Terrell	Nyangai	Assistant Boys Basketball Coach	Schedule C	FHS
Alicia	Patzar	Paraeducator	Step 1 \$16.21/hour	RLS
Drew	Reiter	Head Girls Basketball Coach	Schedule C	FHS
Steve	Reiter	Assistant Girls Basketball Coach	Schedule C	FHS
Bryce	Richter	Head Boys Basketball Coach	Schedule C	FHS
Christopher	Rost	Boys Diving Coach	Schedule C	FHS
Jonathan	Schuh	Assistant Boys Basketball Coach	Schedule C	FHS
Kyle	Syverson	Head Boys Swim Coach	Schedule C	FHS
John	Thompson	Assistant Girls Basketball Coach	Schedule C	FHS
Eric	Wright	Assistant Boys Basketball Coach	Schedule C	FHS

Individual Contracts (2022-2023)

First Name	Last Name	Assignment	Step/Lane/Salary	School
Matt	Carlyle	Communications Specialist	Individual Contract	District
Dilelia	Mapp	ECFE Coordinator	Individual Contract	FCC
Nathan	Yancy	Student Achievement Specialist	Individual Contract	District

Leaves of Absence (2022-2023)

- Amelia Cihacek has requested a leave of absence from her teacher position at Hayes Elementary School from January 27, 2023 through May 2, 2023.
- Ashley Davis has requested a leave of absence from her clerical position at Fridley High School from March 9, 2023 through June 5, 2023.
- Jeanette Grant has requested an intermittent leave of absence from her health assistant position at Fridley High School from October 3, 2022 through November 3, 2022.
- Ann Matthews-Baussan has requested a leave of absence from her media clerk position at Fridley High School from February 6, 2023 through May 5, 2023.

- Katie Sneider has requested a leave of absence from her teacher position at Fridley High School from May 11, 2023 through June 9, 2023.
- Cindy Vincent has requested an intermittent leave of absence from her para position at Fridley High School from November 2, 2022 through December 31, 2022.

Resignations (2022-2023)

- Thomas Firminger resigned his Media Tech position at Fridley Public Schools effective November 30, 2022.
- Kelly Kueffer resigned her Occupational Therapist position at Fridley Middle School effective December 2, 2022.
- Martin McShane resigned his custodian position at Stevenson Elementary School effective November 21, 2022.
- Kristine Svedberg resigned her Special Education Teacher position at Fridley Middle School effective December 2, 2022.



FRIDLEY PUBLIC SCHOOLS

Craig Wieber, Director of Finance & Operations
craig.wieber@fridley.k12.mn.us
763-502-5004

MEMORANDUM

TO: Members of the School Board and Dr. Hiel

FROM: Craig Wieber, Director of Finance and Operations

DATE: December 20, 2022

RE: Approval of the 2022 Payable 2023 Property Tax Levy

Recommendation

For the Board of Education to approve and certify the final property tax levy for taxes payable in 2022 in the amount of \$12,500,410.14.

Attachments:

Pay 2023 Fund Summary
Pay 2023 Levy Summary



Minnesota Department of Education
Levy Limitation and Certification Report
2022 Payable 2023

District Number-Type: 0014-01
District Name: Fridley Public School District
Home County: ANOKA

Date Printed: 12/15/22
Limits Updated: 11/30/22
Certified Submitted: 12/15/22

	LIMIT	PROPOSED	CERTIFIED
SUBTOTALS BY LEVY CATEGORY			
GENERAL - RMV VOTER - JOBZ EXEMPT	1,833,504.95	1,833,504.95	1,833,504.95
GENERAL - RMV OTHER - JOBZ EXEMPT	2,286,102.54	2,286,102.54	2,286,102.54
GENERAL - NTC VOTER - JOBZ EXEMPT	1,080,188.96	1,080,188.96	1,080,188.96
GENERAL - NTC OTHER - JOBZ EXEMPT	2,715,968.20	2,715,968.20	2,715,968.20
COMMUNITY SERVICE - NTC OTHER - JOBZ EXEMPT	349,660.46	284,905.70	349,660.46
GENERAL DEBT - NTC VOTER - JOBZ NONEXEMPT	2,126,896.60	2,126,896.60	2,126,896.60
GENERAL DEBT - NTC OTHER - JOBZ NONEXEMPT	1,568,784.43	1,568,784.43	1,568,784.43
OPEB DEBT - NTC VOTER - JOBZ NONEXEMPT	0.00	0.00	0.00
OPEB DEBT - NTC OTHER - JOBZ NONEXEMPT	539,304.00	539,304.00	539,304.00
SUBTOTALS BY FUND			
GENERAL FUND	7,915,764.65	7,915,764.65	7,915,764.65
COMMUNITY SERVICES FUND	349,660.46	284,905.70	349,660.46
GENERAL DEBT SERVICE FUND	3,695,681.03	3,695,681.03	3,695,681.03
OPEB/PENSION DEBT SERVICE FUND	539,304.00	539,304.00	539,304.00
SUBTOTALS BY TAX BASE			
REFERENDUM MARKET VALUE	4,119,607.49	4,119,607.49	4,119,607.49
NET TAX CAPACITY	8,380,802.65	8,316,047.89	8,380,802.65
SUBTOTALS BY TRUTH IN TAXATION CATEGORY			
VOTER APPROVED	5,040,590.51	5,040,590.51	5,040,590.51
OTHER	7,459,819.63	7,395,064.87	7,459,819.63
TOTAL LEVY			
TOTAL LEVY	12,500,410.14	12,435,655.38	12,500,410.14

The school district must submit the completed original of this form to the home county auditor by December 28, 2022. A duplicate form must be submitted to Minnesota Department of Education, School Finance Division, 400 NE Stinson Blvd., Minneapolis, MN 55413, by January 7, 2023.

The certified levy listed above is the levy voted by the school board for taxes payable in 2023.

Signature of School Board Clerk _____

Date of Certification _____



A World-Class Community of Learners

Fridley Public Schools, ISD 14

Public Hearing for Taxes Payable in 2022

DECEMBER 20, 2022

PRESENTED BY:

CRAIG WIEBER,

DIRECTOR OF FINANCE &
OPERATIONS

Minnesota Statute § 275.065 Subd. 7 (Truth in Taxation Law) Requires:

A Public Meeting...

- Between November 25th & December 28th
- At 6:00 PM or later
- May be part of regularly scheduled meeting
- Must allow for public comments
- May adopt final levy at same meeting

...and Presentation of:

- Current year budget
 - Proposed property tax levy
- 

Hearing Agenda

- Current Year Budget Information
- Legislation Affecting School Funding and the Payable 2023 Levy
- Proposed Taxes Payable in 2023
- Estimated Impact on Taxpayers
- Minnesota Property Tax Refunds
- Public Comments & Question

Current Year Budget Information

Levy/Budget Cycle Comparison

		2022												2023												2024											
		J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
		a	e	r	a	a	u	u	u	e	c	o	e	a	e	r	a	a	u	u	u	e	c	o	e	a	e	r	a	a	u	u	u	e	c	o	e
		n	b	r	r	y	n	i	g	p	t	v	c	n	b	r	r	y	n	i	g	p	t	v	c	n	b	r	r	y	n	i	g	p	t	v	c
State																																					
Legislative Session		Supplemental Budget												Operating Budget												Supplemental Budget											
Budget Year(s)		FY 2021-23												FY 2023-25																							
School District																																					
Tax Levy Certification																																					
Levy Collection																																					
Budget Year		FY 2021-22					FY 2022-23							FY 2023-24					FY 2024-25																		
City/Township/County																																					
Tax Levy Certification																																					
Levy Collection																																					
Budget Year		FY 2022					FY 2023							FY 2024																							

Current Year Budget Information

Because approval of school district budget lags certification of tax levy by six months, state requires only current year budget information be presented at this hearing. Fiscal Year 2023-24 budget will be adopted by School Board in June 2023.

All school district budgets are divided into separate funds, based on purposes of revenue, as required by law

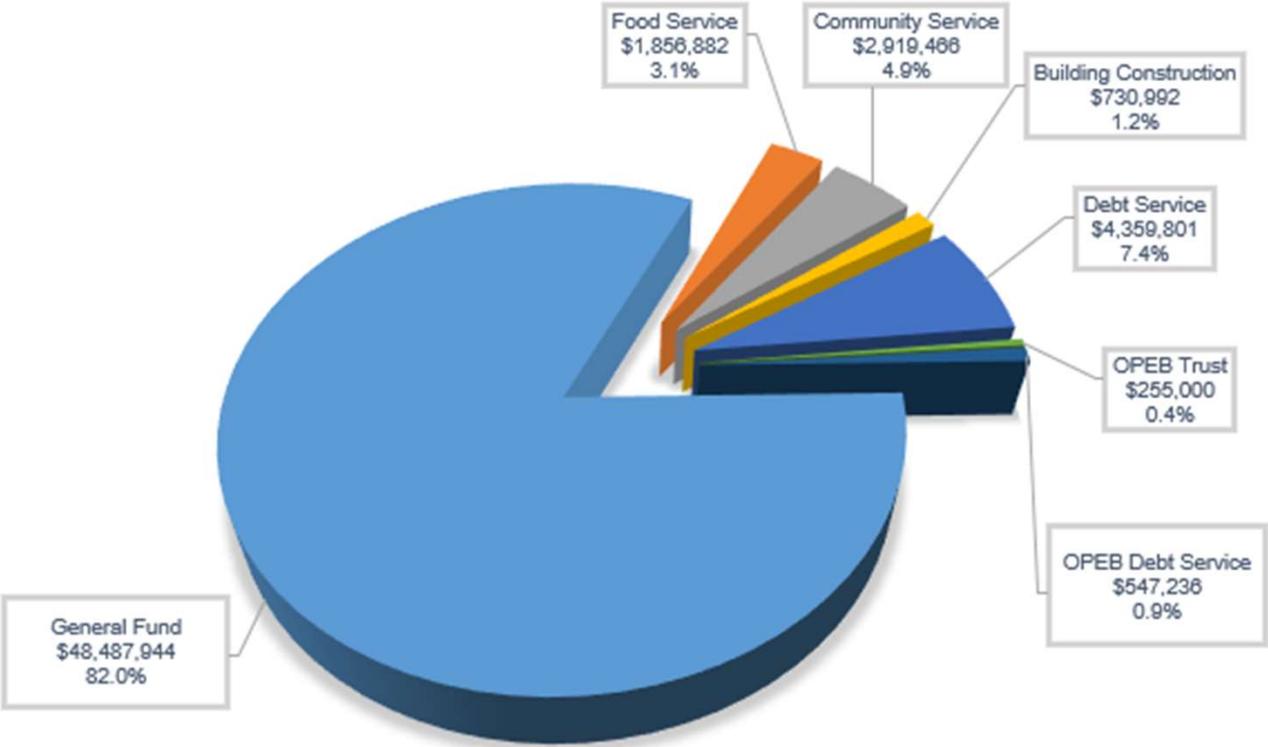
Our District's Funds:

- General
- Food Service
- Community Service
- Building Construction
- Debt Service
- Internal Service
- OPEB* Trust
- OPEB* Debt Service

**Other Post-Employment Benefits*

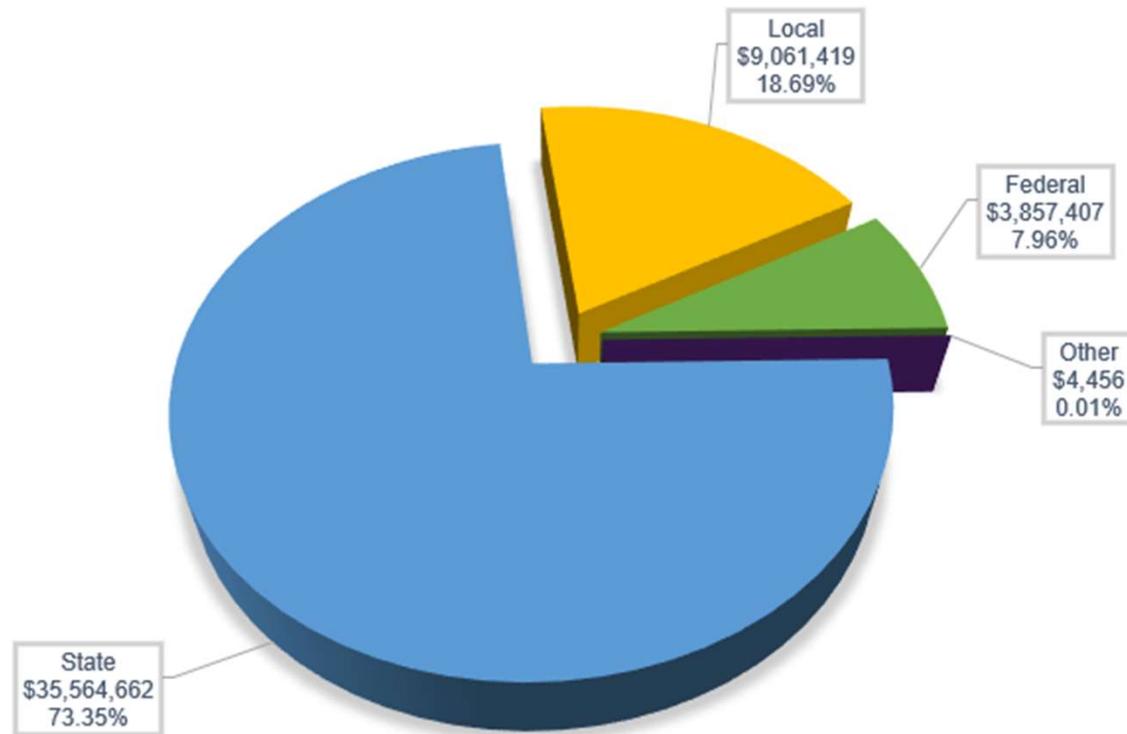
Fridley Public Schools

Revenue – All Funds
2022-23 Budget \$59,157,321



Fridley Public Schools

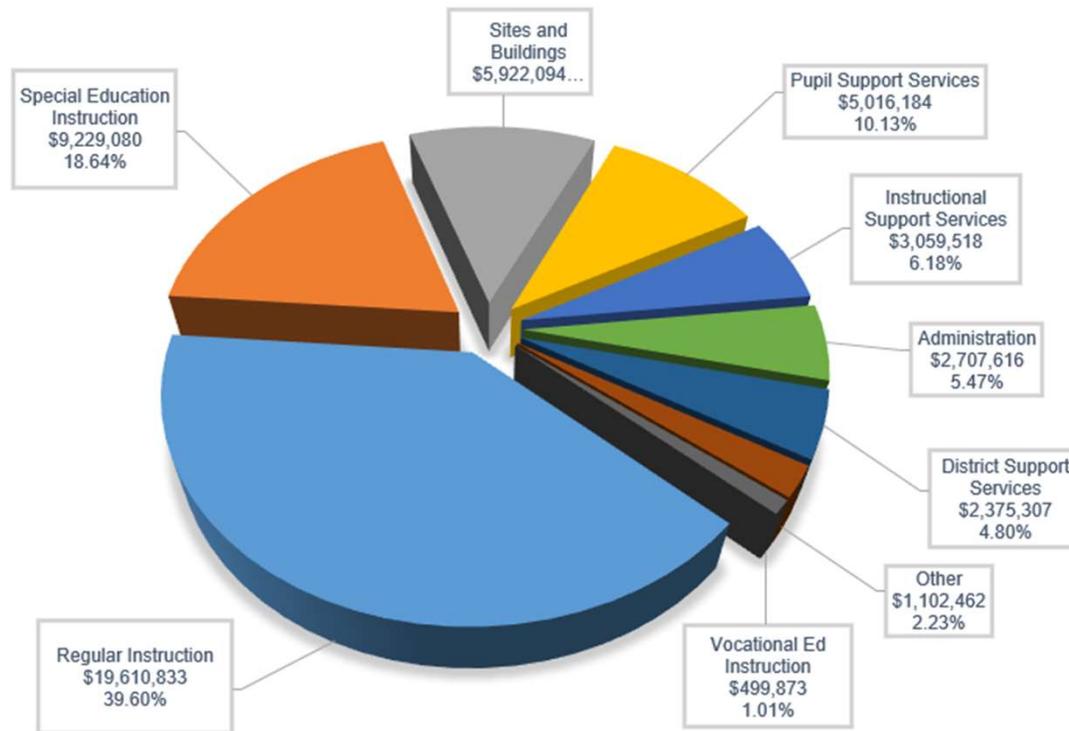
General Fund Revenue
2022-23 Budget \$48,487,944



Fridley Public Schools

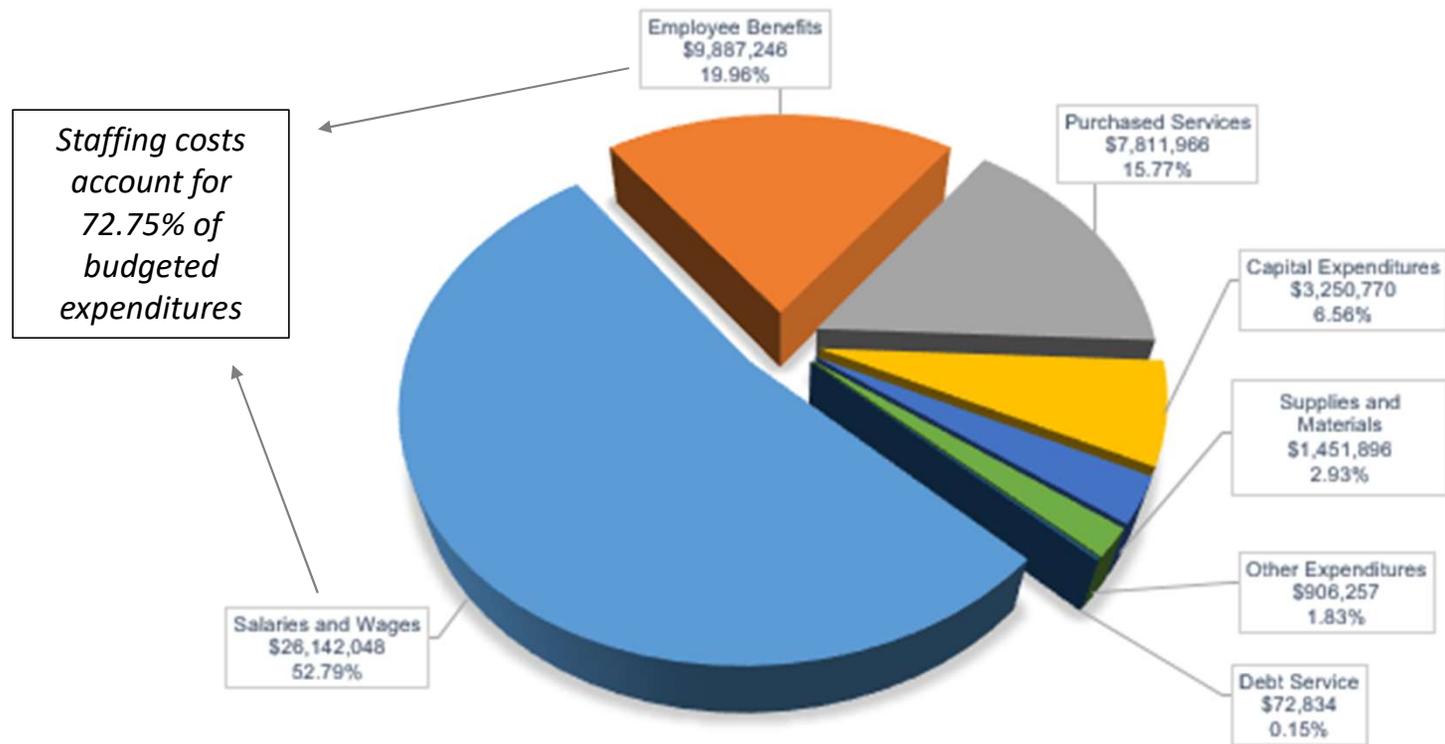
General Fund Expenditures by Program

2022-23 Budget \$49,522,967



Fridley Public Schools

General Fund Expenditures by Object
2022-23 Budget \$49,522,967



Fridley Independent School District, ISD 14

Revenue and Expenditure Comparison

Fund	BEGINNING BALANCES	FY 2021-22 ACTUAL			FY 2022-2023 BUDGET		
		REVENUES & TRANSFERS IN	EXPENDITURES & TRANSFERS OUT	JUNE 30, 2022 BALANCES	REVENUES & TRANSFERS IN	EXPENDITURES & TRANSFERS OUT	JUNE 30, 2023 PROJECTED BALANCES
General/Restricted	\$2,980,036	\$10,363,948	\$11,676,304	\$1,667,680	\$12,273,461	\$13,391,729	\$549,412
General/Other	6,611,492	36,289,437	37,347,441	5,553,488	36,214,483	36,131,288	5,636,683
Food Service	637,067	2,323,741	1,958,336	1,002,472	1,856,882	2,361,762	497,592
Community Service	(53,039)	2,413,629	2,681,120	(320,530)	2,919,486	2,909,437	(310,481)
Building Construction	1,429,921	690,994	2,116,945	3,970	730,992	1,000,000	(265,038)
Debt Service	923,892	4,556,749	4,280,201	1,200,440	4,359,801	4,283,650	1,276,591
Internal Service	5,771,014			6,193,030			5,889,980
OPEB* Revocable Trust	4,422,738	86,614	538,471	3,970,881	255,000	345,400	3,880,481
OPEB Debt Service	116,214	581,205	545,830	151,589	547,236	539,990	158,835
Total - All Funds	\$22,839,335	\$63,442,985	\$66,859,300	\$19,423,019	\$64,887,341	\$66,996,306	\$17,314,054

*Other Post Employment Benefits

Legislation Affecting School Funding and the Payable 2023 Levy

State revenues received by the district (roughly 73% of general fund revenue) are set by formula or appropriation by the state legislature in the biennial budget

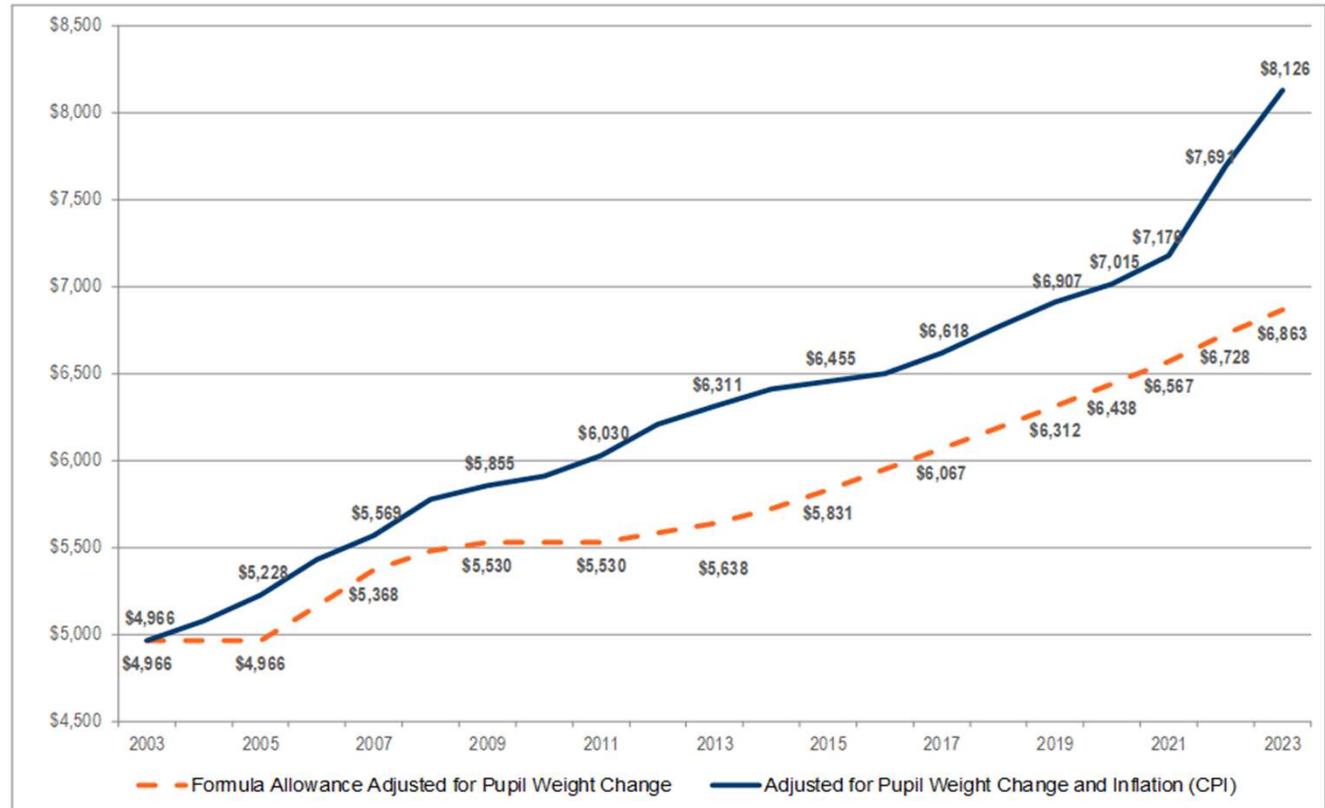
Funding for Schools in MN is determined by legislation:

- Variables and formulas which determine revenue are set in statute; most revenue based on specified amounts per pupil with certain adjustment factors
- Ability of school districts to independently raise property tax revenue
- Maximum authorized property tax levy (districts can levy less but not more than amount authorized by state, unless approved by voters in November)

General Education Funding

Had the per pupil allowance increased by the rate of inflation each year since 2003, the 2023 amount would be \$1,263 (18.4%) higher

Per Pupil Formula Allowance, 2003-2023 Adjusted for Pupil Weight Change & Inflation



Source: MDE June 2022 Inflation Estimates

Special Education Funding

MDE reports FY 2021 costs of providing special education programs were underfunded statewide by \$591 million

MDE estimates by FY 2025 costs of providing special education statewide will be underfunded by \$806 million

Underfunding of special education costs requires a transfer from regular program resources to support an underfunded program mandated by state and federal law

Primary options to bridge special education funding gap are to cut regular program budgets or increase referendum revenue, most districts have done both

Legislative Changes Affecting the 2023 Levy

- No legislative changes directly affecting the Pay 2023 levy in the 2022 legislative session
- Last change to the general education formula was during the 2021 legislative session
 - Increased by 2.45% for the 2021-22 school year, 2.0% for the 2022-23 school year
 - Continued underfunding creates challenges for districts
- Highly likely the 2023 legislative session will impact school district funding overall, and could impact future levy amounts

Change in Tax Levy does not Determine Change in Budget

1

Tax levy is based on many state-determined formulas plus voter approved referendums

2

Some increases in tax levies are revenue neutral, offset by reductions in state aid

3

Expenditure budget is limited by state-set revenue formulas, voter-approved levies, and fund balance

4

An increase in school taxes does not always correlate to an equal increase in budget

Payable 2023 Property Tax Levy

- Background & Determination of Levy
- Comparison of 2022 to 2023 levies
- Reasons for changes in tax levy
- Impact on taxpayers

Property Tax Background

- Every owner of taxable property pays property taxes to various “taxing jurisdictions” (county, city/township, school district, special districts) in which property is located
- Each taxing jurisdiction sets own tax levy, within limits established in state law
- County sends bills, collects taxes from property owners, and distributes funds back to other taxing jurisdictions

Sample of parcel specific notice mailed to every property owner between November 11 & November 24 with information on impact of Proposed 2023 levy

Contents:

- Proposed property taxes compared to last year
- By taxing jurisdiction
- Contains time and place of public meetings
- By voter approved and other for school district



Spruce County
 Jane Smith, Auditor-Treasurer
 345 12th Street East, Box 78
 Spruceville, MN 55555-5555
 (555) 345-6789
 www.co.spruce.mn.us

TAXPAVER(S):
 John and Mary Johnson
 123 Pine Rd S
 Spruceville, MN 55555-5555

Property Information
 PIN Number: 01.234.56.789.R1 Property Address: 789 Pine Rd S
 Spruceville, MN 55555

Property Description:
 Lot 1, Block 1, Spruce Acres Subdivision

PROPOSED TAXES 2023			
THIS IS NOT A BILL. DO NOT PAY.			
VALUES AND CLASSIFICATION			
Step	Taxes Payable Year	2022	2023
1	Estimated Market Value	\$125,000	\$150,000
	Homestead Exclusion	\$	\$23,800
	Taxable Market Value	\$125,000	\$126,200
	Class	Res NHmstd	Res Hmstd
PROPOSED TAX			
2	Property Taxes before credits	\$1,562.46	
	School building bond credit	\$	\$ 12.00
	Agricultural market value credit		
	Other credits		
	Property Taxes after credits		\$1,550.46
Step	PROPERTY TAX STATEMENT		
3	Coming in 2023		
The time to provide feedback on PROPOSED LEVIES is NOW			

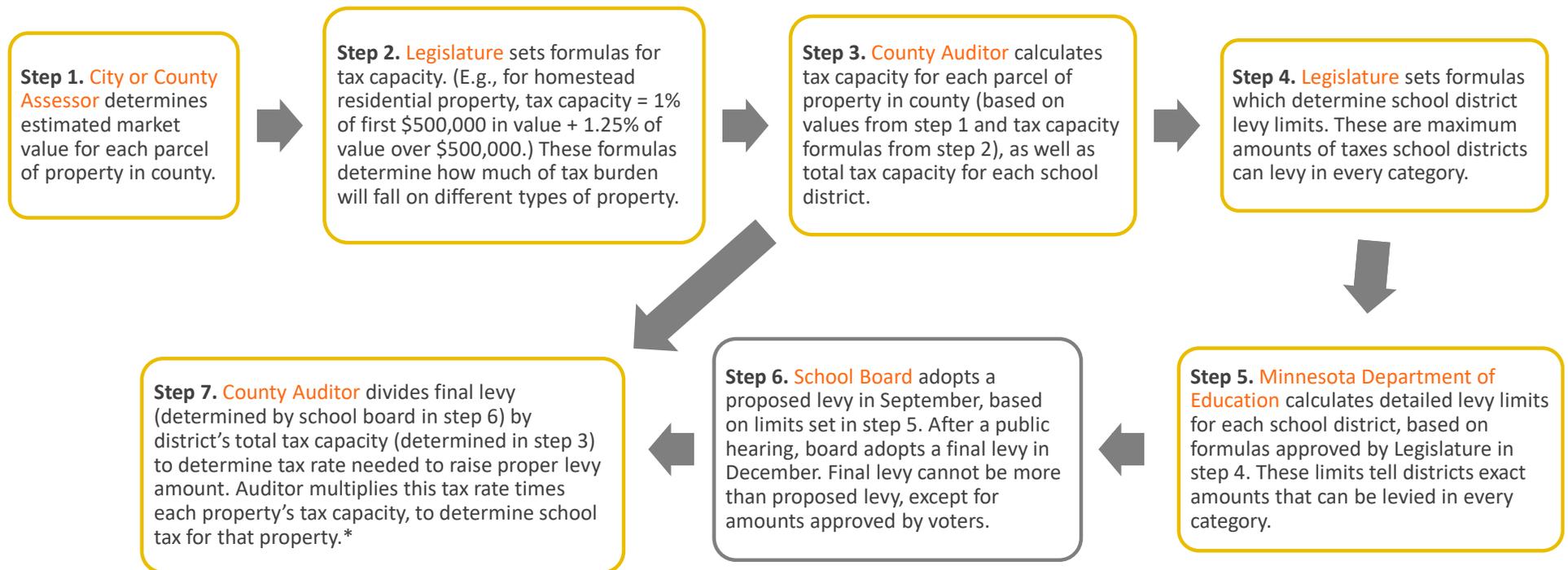
Proposed Property Taxes and Meetings by Jurisdiction for Your Property			
Contact Information	Meeting Information	Actual 2022	Proposed 2023
State General Tax	No meeting required	\$0	\$0
County of Spruce Spruce County Courthouse 123 Spruce St Spruceville, MN 55555 www.co.spruce.mn.us (555) 123-4567	December 2, 7:00 PM	\$438.06	\$484.18
City of Spruceville Mayor's Office 456 Spruce St Spruceville, MN 55555 www.ci.spruceville.mn.us (555) 123-7654	December 1, 6:30 PM Spruceville City Hall	\$273.79	\$312.06
Spruceville School District 999 150 1st St N Spruceville, MN 55555 www.spruceville.k12.mn.us (555) 123-6789 Voter Approved Levies Other Levies	December 9, 7:00 PM Spruceville High School Cafeteria	\$289.35 \$340.11	\$296.68 \$374.60
<i>Your school district was scheduled to hold a referendum at the November general election. If the referendum was approved by the voters, the school district's voter approved property tax for 2023 may be higher than the proposed amount shown on this notice.</i>			
Metro Special Taxing Districts		\$57.76	\$58.70
Spruceville Metropolitan Council www.spruce.metrocouncil.org (555) 555-5555 Spruceville, MN 55055	December 12, 7:30 PM Spruce Park Centre 500 Pine St.		
Other Special Taxing Districts Tax Increment Tax	No meeting required No meeting required	\$12.80 \$10.15	\$13.02 \$11.22
Total excluding any special assessments		\$1,422.02	\$1,550.46 9.0%

School District Property Taxes

- Each school district may levy taxes in over 40 different categories
- Maximum levy amounts for each category are set by:
 - State law
 - Voter approval

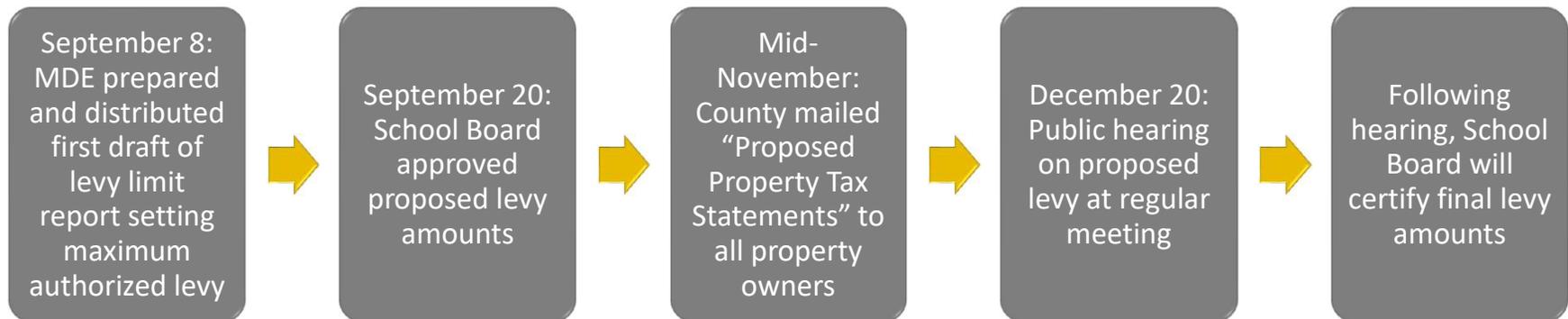
**Minnesota Department of Education determines levy maximums for each district*

School District Property Tax Process



Step 7*. For certain levy categories (referendum, equity & transition levies), tax rates & levy amounts are based on referendum market value, rather than tax capacity.

Schedule of Events in Approval of District's 2022 (Payable 2023) Tax Levy



Proposed Levy Payable in 2023

Fridley Public School District, ISD 14

Comparison of Tax Levy Payable in 2022 to Proposed Levy Payable in 2023

	Actual Levy Payable 2022	Proposed Levy Payable 2023	\$ Change	% Change
General Fund				
Voter Approved Operating Referendum	\$1,648,295	\$1,833,505	\$185,210	
Local Optional Revenue (LOR)	1,994,131	1,875,145	(118,986)	
Equity Revenue	452,459	410,958	(41,501)	
Capital Project Referendum	1,044,275	1,080,189	35,914	
Operating Capital	220,889	230,382	9,493	
Alternate Teacher Compensation	251,623	272,160	20,537	
Long Term Facilities Maintenance (LTFM)	1,205,018	1,104,173	(100,845)	
Safe Schools	152,342	149,215	(3,127)	
Instructional Lease	587,007	603,352	16,346	
Other	460,476	356,685	(103,791)	
Subtotal, General Fund	\$8,016,514	\$7,915,765	(\$100,749)	-1.26%
Community Service Fund				
Basic Community Education	\$132,835	\$132,835	(\$0)	
Early Child Family Education	50,563	54,728	4,165	
School-Age Care	190,733	160,000	(30,733)	
Other	1,839	2,097	258	
Subtotal, Community Service Fund	\$375,971	\$349,660	(\$26,310)	-7.00%

Explanation of Levy Changes

Category: General Fund, Overall

Change: -\$100,749 (-1.26%)

Use of Funds: General operations, capital improvements & technology, facilities maintenance, funding for leasing space

Reason for Change:

- Formula for levy is based on pupil counts, district's pupil count is lower
- Portion of voter approved operating referendum is tied to inflation, increase is due to adjustment tied to this

Proposed Levy Payable in 2023

Fridley Public School District, ISD 14

Comparison of Tax Levy Payable in 2022 to Proposed Levy Payable in 2023

	Actual Levy Payable 2022	Proposed Levy Payable 2023	\$ Change	% Change
General Debt Service				
Voter Approved	\$2,271,781	\$2,278,080	\$6,299	
Non-Voter Approved	261,818	260,295	(1,523)	
Long Term Facilities Maintenance (LTFM)	1,405,031	1,461,505	56,474	
Debt Excess Reduction	(120,387)	(310,870)	(190,483)	
Other	5,500	6,671	1,171	
Subtotal, General Debt Service Fund	\$3,823,743	\$3,695,681	(\$128,062)	-3.35%
OPEB Debt Service				
Non-Voter Approved	\$566,491	\$569,993	\$3,502	
Debt Excess Reduction	(20,013)	(31,629)	(11,616)	
Other	758	940	182	
Subtotal, OPEB Debt Service Fund	\$547,236	\$539,304	(\$7,932)	-1.45%

Explanation of Levy Changes

Category: General and OPEB Debt Service Funds

Change: -\$128,062 (-3.35%)

Use of Funds: Pays principal and interest on district's outstanding general obligation bonds

Reason for Change:

- Districts are required to levy at 105% of debt service payment amounts to cover delinquencies in tax collections
- Since delinquencies are generally less than 5%, most districts gradually build up fund balances in debt service funds
- Formulas in state law determine adjustments to tax levy for debt excess balances
- State calculated levy reduction for 2023 is more than 2022

Proposed Levy Payable in 2023

Fridley Public School District, ISD 14

Comparison of Tax Levy Payable in 2022 to Proposed Levy Payable in 2023

By Fund	Actual Levy Payable 2022	Proposed Levy Payable 2023	\$ Change	% Change
General Fund	\$8,016,514	\$7,915,765	(\$100,749)	
Community Service Fund	\$375,971	\$349,660	(\$26,310)	
General Debt Service	\$3,823,743	\$3,695,681	(\$128,062)	
OPEB Debt Service	\$547,236	\$539,304	(\$7,932)	
Total Levy, All Funds	\$12,763,464	\$12,500,410	(\$263,054)	-2.06%

By Truth in Taxation Categories	Actual Levy Payable 2022	Proposed Levy Payable 2023	\$ Change	% Change
Voter Approved	\$4,908,996	\$5,040,591	\$131,595	
Other	\$7,854,468	\$7,459,820	(\$394,648)	
Total	\$12,763,464	\$12,500,410	(\$263,054)	-2.06%

Factors Impacting Individual Taxpayers' School Taxes

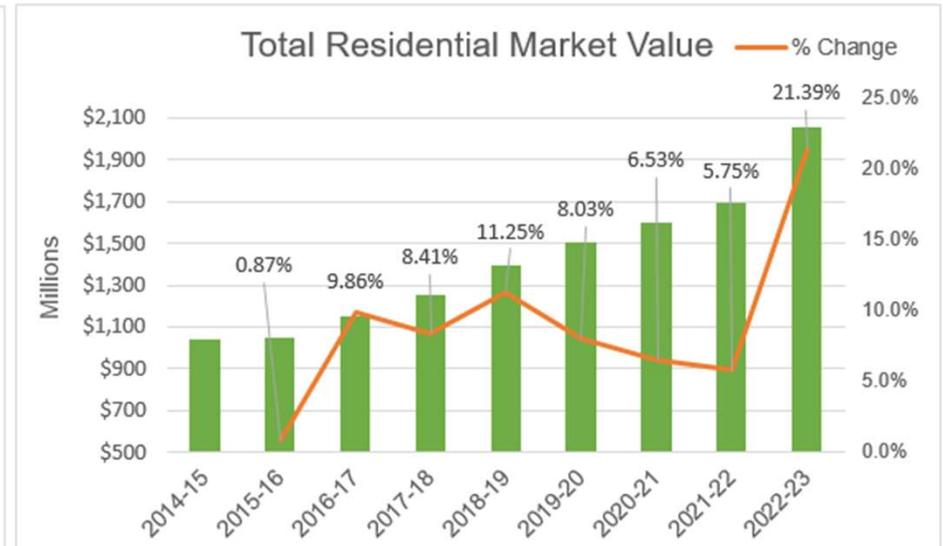
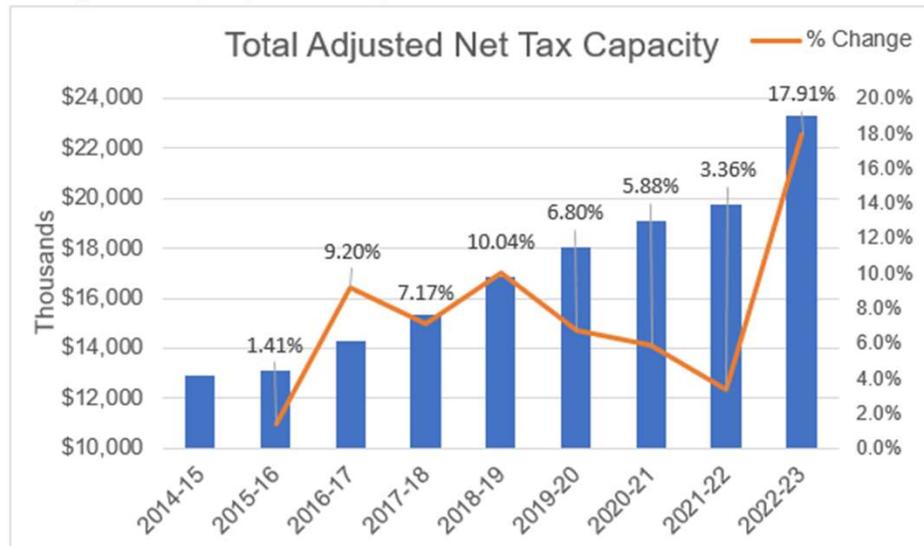
Many factors can cause tax bill for an individual property to increase or decrease from year to year

- Changes in value of individual property
- Changes in total value of all property in District
- Increases or decreases in levy amounts caused by changes in state funding formulas, local needs and costs, voter-approved referendums, and other factors

Underlying Property Values

Fridley Public Schools, ISD 14

Changes in Property Valuation, 2015-2023



Four Year School Levy Comparison

- Following slides show examples of changes in school district portion of property taxes from 2019 to 2022
- Examples include school district taxes only
 - Actual changes in value may be more or less than this for any parcel of property
 - Intended to provide a fair representation of what happened to school district property taxes over this period for typical properties
- Examples are for property in City of Fridley
- Amounts for 2023 are preliminary estimates, based on best available data – final amounts could change slightly

Estimated Impact on Taxpayers

Fridley Public Schools, ISD 14

Estimated Changes in School Property Taxes, 2020 to 2023

		Pay 2020	Pay 2021	Pay 2022	Pay 2023	Change in Taxes 2000 to 2023	Change in Taxes 2022 to 2023
		Total	Total	Total	Estimate		
	NTC Tax Rate	46.213%	44.306%	43.699%	34.305%		
	RMV Tax Rate	0.21396%	0.18896%	0.20099%	0.16425%		
Property Type	Estimated Market Value ¹						
Residential Homestead	\$100,000	\$546	\$507	\$515	\$410	(\$135)	(\$104)
	150,000	904	843	853	680	(225)	(174)
	200,000	1,263	1,179	1,192	949	(315)	(243)
	250,000	1,622	1,515	1,531	1,218	(404)	(313)
	300,000	1,981	1,851	1,869	1,487	(494)	(382)
	400,000	2,699	2,523	2,547	2,025	(674)	(522)
	500,000	3,380	3,160	3,190	2,536	(844)	(653)
	600,000	4,172	3,903	3,937	3,130	(1,043)	(808)
	800,000	5,755	5,388	5,432	4,316	(1,440)	(1,116)
1,000,000	7,339	6,874	6,926	5,502	(1,837)	(1,424)	
Commercial/Industrial ²	\$250,000	\$1,842	\$1,709	\$1,670	\$1,391	(\$451)	(\$279)
	500,000	3,914	3,636	3,545	2,955	(959)	(591)
	750,000	5,986	5,563	5,421	4,519	(1,467)	(902)
	1,000,000	8,058	7,490	7,297	6,082	(1,976)	(1,214)
	1,500,000	12,203	11,344	11,048	9,210	(2,993)	(1,838)
	2,000,000	16,347	15,199	14,799	12,338	(4,009)	(2,462)
5,000,000	41,213	38,324	37,307	31,104	(10,110)	(6,203)	
Apartments & Res. Non-Homestead (4 or More Units)	\$100,000	\$792	\$743	\$747	\$593	(\$199)	(\$154)
	200,000	1,583	1,486	1,494	1,186	(397)	(308)
	500,000	3,958	3,714	3,736	2,965	(993)	(771)
	750,000	5,937	5,571	5,604	4,448	(1,489)	(1,156)
1,000,000	7,916	7,428	7,472	5,931	(1,986)	(1,542)	

¹ Estimated market value is the assessed value, the basis for how each property's taxable market value is calculated.

² For commercial-industrial property, amounts above are for property in the City of Fridley. Taxes for similar property in other municipalities may be slightly different due to the impact of the Fiscal Disparities Program.

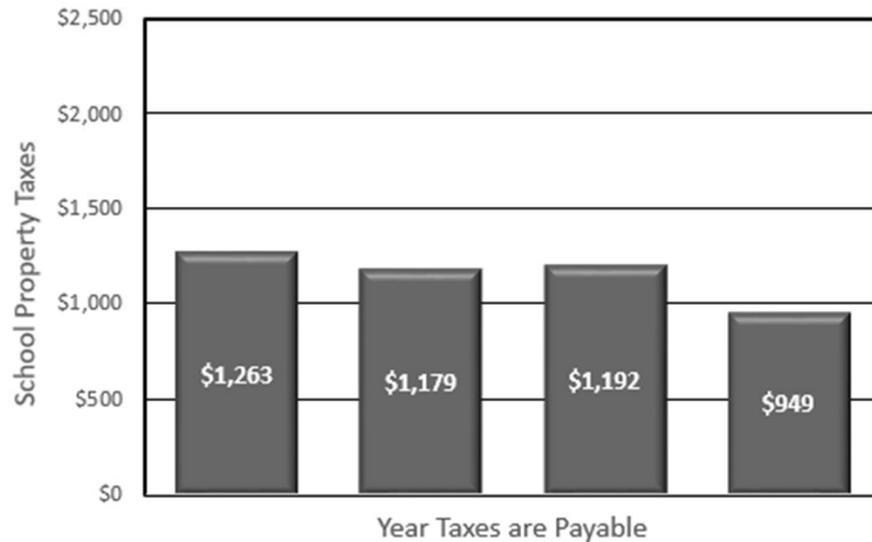
General Notes

1. Amounts are based on school taxes only, not including taxes for city, county, state, or any other taxing jurisdictions.
2. Estimates of taxes payable in 2022 are preliminary, based on best available data.
3. For all examples of property, taxes are based on tax rates retrieved from MDE's school tax report for each respective year.

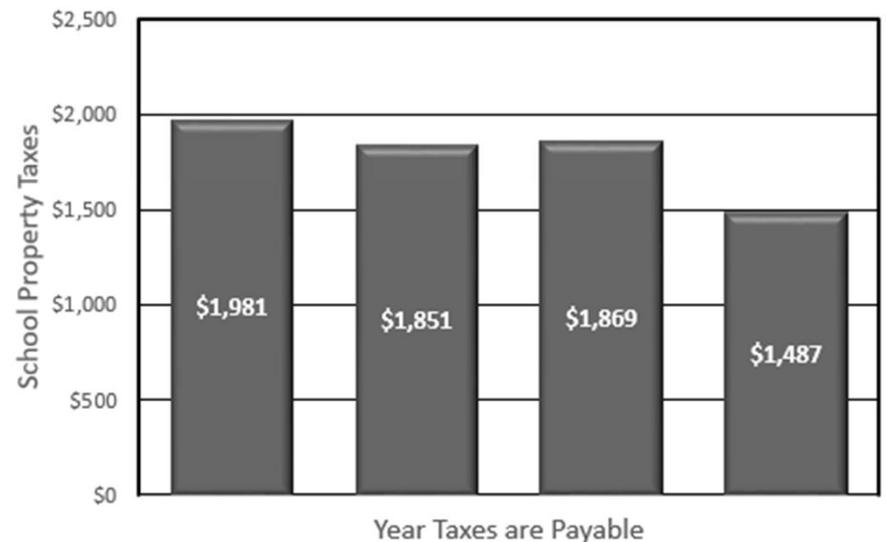
Fridley Public Schools, ISD 14

Estimated Changes in School Property Taxes, 2020 to 2023

Example 1: \$200,000 Residential Homestead Property



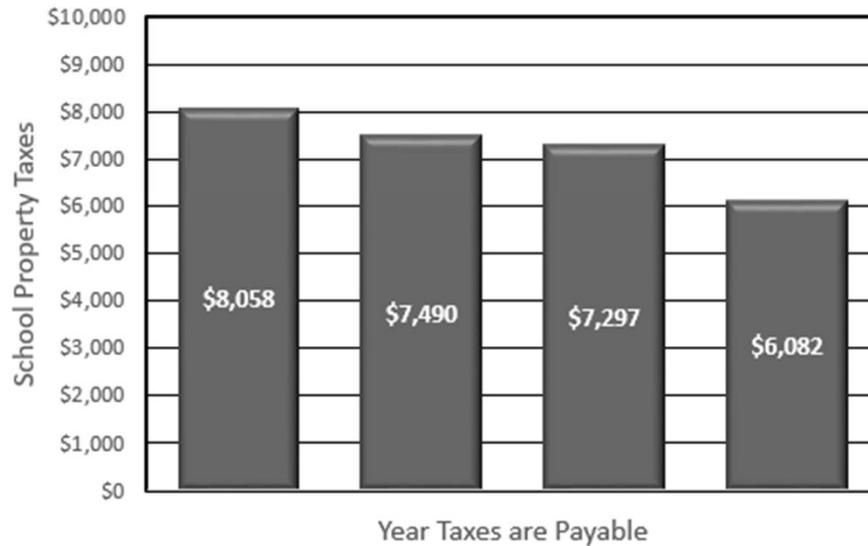
Example 2: \$300,000 Residential Homestead Property



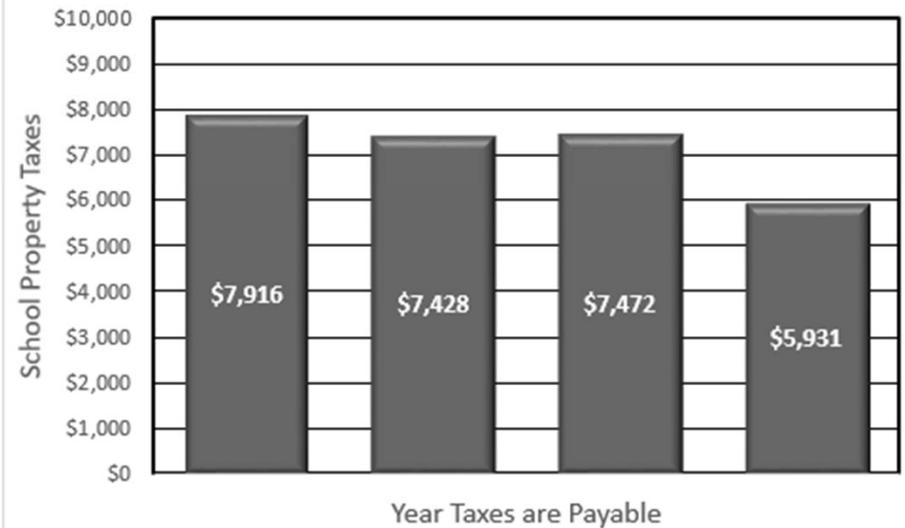
Fridley Public Schools, ISD 14

Estimated Changes in School Property Taxes, 2020 to 2023

Example 3: \$1,000,000 Commercial-Industrial Property



Example 4: \$1,000,000 Apartment - Non Residential Homestead



Minnesota Homestead Credit Refund “Circuit Breaker”

- Has existed since 1970s
- Available each year to owners of homestead property
(applies to taxes paid on house, garage and one acre for ag homestead property)
- Annual income must be approximately \$116,180 or less
(income limit is higher if you have dependents)
- Sliding scale - refund based on income and total property taxes
- Maximum refund for homeowners is \$2,840
- Also available to renters
- Complete state tax form M-1PR (www.revenue.state.mn.us)

Minnesota Special Property Tax Refund

Available each year to owners of homestead properties with a gross tax increase of at least 12% and \$100 over prior year

Helpful in first year after referendum

Refund is 60% of amount by which tax increase exceeds greater of 12% or \$100, up to a maximum of \$1,000

No income limits

Complete state tax form
M-1PR
(www.revenue.state.mn.us)

Senior Citizen Property Tax Deferral

- Allows people age 65 and older with household income of \$60,000 or less to defer a portion of property taxes on home
- Must have lived in, owned, and homesteaded for last 15 years
- Limits maximum amount of property tax paid to 3% of household income
- Additional taxes are deferred, not forgiven
- Provides predictability; amount of tax paid will not change while participating in program
- Deferred property taxes plus accrued interest must be paid when home is sold or homeowner(s) dies

Next Steps

1

Board will accept public comments on proposed levy

2

Board will certify 2023 property tax levy



A World-Class Community of Learners

PUBLIC COMMENTS



FRIDLEY PUBLIC SCHOOLS

December 20, 2022

To: Superintendent Hiel

From: Bryan Brown, Director of Buildings & Grounds

Subject: Approval to advertise for bids

Buildings and Grounds is seeking approval to solicit competitive bids for the replacement of the city water service to Fridley High School.

A portion of the city domestic water service to Fridley High School consists of galvanized steel pipe. Leaks have begun occurring in this piping system and replacement of the galvanized steel sections is necessary. The work will require removing the existing steel pipe and replacing it with a combination of Niron polypropylene RCT and copper piping. The work will include relocation of the city water meter from the current tunnel location where access is poor to the fire system riser room on the West side of the school. The tie-in will be on the existing six-inch water main the city provided recently. The existing four-inch water service will be disconnected and terminated in accordance with City of Fridley requirements. Pipe installation will require removal and reinstallation of a significant portion of the existing suspended ceiling system. It will also require numerous, but brief, shutdowns of water service to the facility and extended shutdowns for portions of the building while tie-ins to existing systems are made. Fire protection will not be affected. A detailed construction schedule will be provided after a contractor is selected. With approval, construction would begin on or shortly after June 13th, 2023, with completion required not later than August 25th, 2023. The preliminary budget for this work is \$375,000.

CC: Craig Wieber, Director of Finance & Operations

A World-Class Community of Learners



Registration Guide Changes for 23-24

Design/Woods

- On page 39 in the guide, Web Design & Animation is changed to "Web Design"
- Also changed name on page 12 and 63

Business

- Page 7 under Business, Management & Administration
- Foundational Courses: Changed "Managing Your Own Business" to Entrepreneurship
- Change was made in two places. Next to Business, Management & Administration
- And Marketing, Sales & Services

Fridley Online Academy

- On Page 4 Under "Table of Context" took out Fridley Online academy
- Page 7 took out Fridley Online Academy

Mathematics

- On page 18, can the Anoka-Ramsey Community College part be labeled "Concurrent Courses"
- Add the college credit flag next to the Anoka Ramsey logo.
- Added 3 courses that need to be mentioned on page 18 under Anoka Ramsey Community College "Concurrent Courses" Statistics, College Algebra, and College Reading and Writing.
- Perhaps we could add in "These courses transfer to almost all public and private 2- and 4-year universities".
- On Page 49, the Math Pathway will add DP Applications to Grade 10, DP Analysis 1 to Grade 11, and DP Analysis 2 to Grade 12.
- On page 50, the DP Math Analysis and Approaches class also gets credit through Anoka-Ramsey, that class is called College Algebra (3 credits). Not sure how you add that in there, but it is important to highlight.
- Changed wording for DP Math:
 - **DP MATH: ANALYSIS AND APPROACHES SL:**
(Year 1) 0236, 0237 (Year 2) 0239, 0240
Year 2 Includes ARCC College Algebra
- On page 50 added the "college credit" flag to these Anoka-Ramsey Courses.

Certified Nursing Assistant Program

- Description added on page 54

Certified Nursing Assistant: 0488 Added the college credit flag and the IB CP logo

Credit: .5 each semester- This is a 2-hour block class and is limited to 10 students per semester.

Open to: Grades 11,12

Course Description: According to the Minnesota Department of Employment and Economic Development, nursing assistants are among the highest in-demand jobs in the state. The Certified Nursing Assistant (CNA) course introduces concepts of basic human needs, health/illness continuum and basic nursing skills. The theory and role of the nursing assistant in a long-term care facility as well as working with various populations will be discussed. It includes skills demonstrations, practice in a supervised laboratory setting, and orientation to clinical setting. This course includes 16 hours of clinical care on site at Pine

Technical and Community College over the course of a weekend, and transportation can be provided for the clinical care hours.

Upon successful completion of this course and Nursing Assistant Clinical the candidate is eligible to take the Minnesota Competency Evaluation for Nursing Assistants. This exam will be administered at Pine Technical and Community College, and transportation can be provided for the exam. Individuals successfully completing this examination and are at least 16 years old are placed on the Minnesota Nursing Assistant Registry.

Students in CNA are concurrently enrolled with Pine Technical and Community College for 3 college credits in the Minnesota State School System.

- CNA program added to page 65 under PE/Health
- Added CNA under the Health Career Pathway box on page 16.

SSS Office

- Page 2 Updated:
 - Justin Reese to Athletic Director
 - Sharon McClernan to Registrar
 - Tim Leistikow IB Coordinator
- Page 5 Under International Baccalaureate Diploma Programme
 - Updated: Tim Leistikow DP Coordinator
- Page 12 Under **“Possible Careers”** added a comma after Painter
- Page 14 “LET’S PLAN AHEAD” lower case the word advisors-first paragraph.
- Page 27 added Music Production 2
- Page 30 CERAMICS class description took 9th grade out
- Page 37 CULINARY FOODS (Foods 2) class description took out 9th grade
- Page 52 HEALTH & PHYSICAL EDUCATION 2-NEW MOVES-removed the wording “With healthy ways to manage weight”
- Page 63 Under Individuals & Societies (Social Studies)
- DP History/HL-11th and DP History/HL-12th added “required”

Health and PE

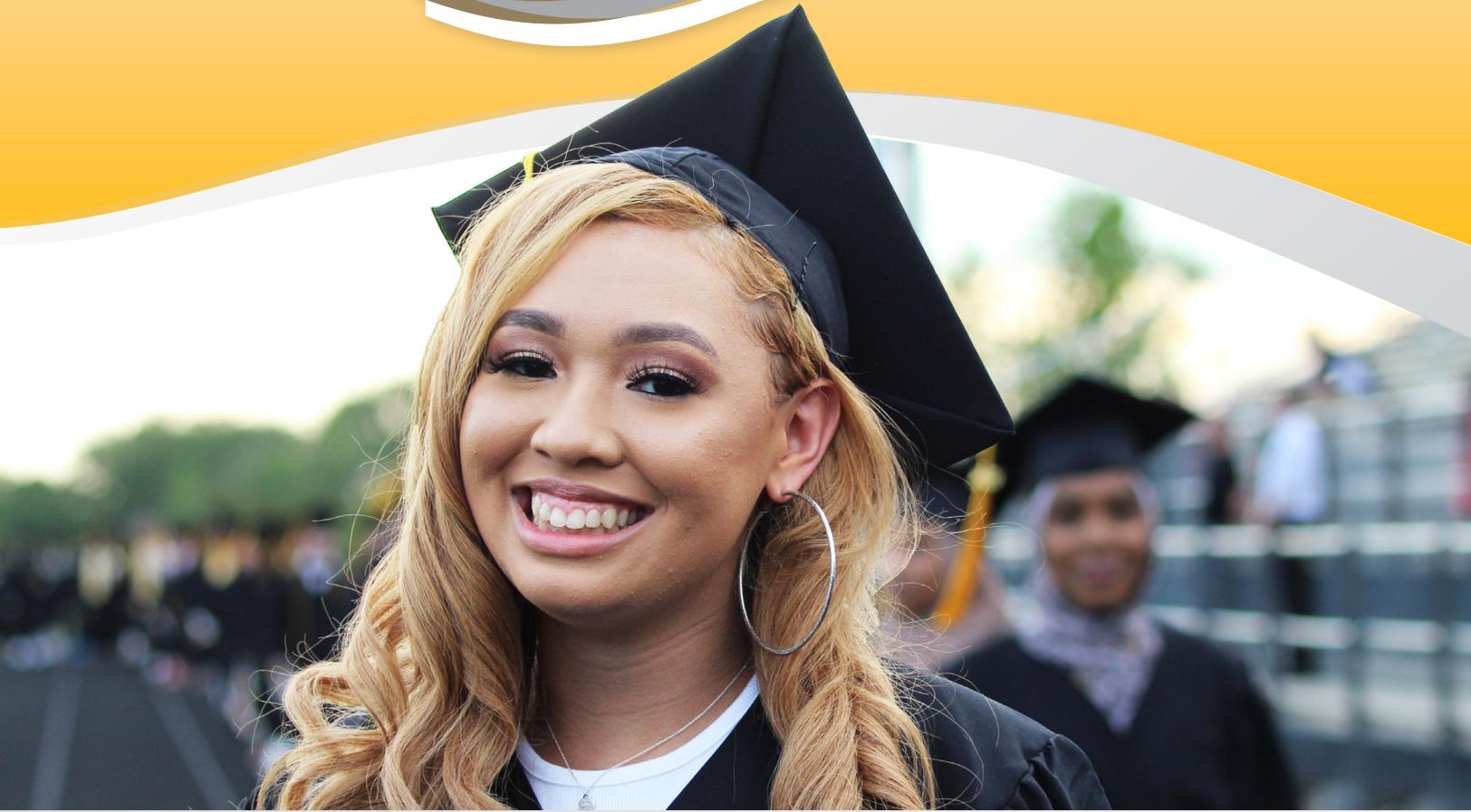
- Page 52 under “Leadership”
- Added wording “Students will get an opportunity to mentor pre-school and middle school students by traveling to the FCC and FMS each week.”

FACS

- Page 37 removed college credit flags from:
 - Child & Human Development
 - Fundamental of Food Preparation
 - Culinary Foods (Foods 2)
- Page 37 under Heading Career & Technical Education (Design)
- FAMILY AND CONSUMER SCIENCES
- Removes the last sentence:
 - “All of our classes are Career and Technical Education classes that provide a seamless transition from high school to technical college.”



FRIDLEY
HIGH SCHOOL



Registration & Course Guide



2023-2024



An International Baccalaureate World School

A MESSAGE FROM PRINCIPAL HAND



Patty Hand, Principal

Welcome to Fridley High School for the 2023-24 school year. Fridley High School is an IB World School. We are proud and committed to offer a comprehensive curriculum in a caring environment.

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

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

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

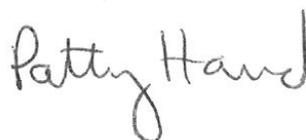
Once those decisions are made, it will be very difficult to change course selections.

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

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

Good luck as you plan for the upcoming school year.

Sincerely,



Fridley High School Principal

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

ADMINISTRATION

Dr. Kim Hiel

Fridley Public Schools Superintendent

Ms. Patty Hand

Fridley High School Principal

Mr. Lamii Zarlee

Fridley High School Assistant Principal

Mr. Justin Reese

Fridley Activities Director

STUDENT SUPPORT OFFICES

Ms. Sharon McClernan

Registrar—Guidance Office

763-502-5612

Mr. Jim Cummings

Dean of Students

Last names starting with the letters A - F

763-502-5617

Ms. Amy Engler

Dean of Students

Last names starting with the letters G - M

763-502-5610

Ms. Jessica Miller-Johnson

Dean of Students

Last names starting with the letters N-Z

763-502-5619

IB COORDINATORS

Ms. Kari Reiter

763-502-5036

Mr. Tim Leistikow

763-502-5062



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

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

To accomplish this mission, we will:

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



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HOW TO USE THIS REGISTRATION GUIDE

TERMINOLOGY AND DEFINITIONS

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

Prerequisite Course

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

Required Course

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

Elective Course

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

International Baccalaureate Diploma Programme

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

DP SL Course: Diploma Programme Standard Level:

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

DP HL Course: Diploma Programme Higher Level:

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



REGISTRATION INSTRUCTIONS

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

CLASS CHANGE REQUESTS

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

INTRODUCTION

GRADUATION REQUIREMENTS & CRITERIA

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

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

PLANNING COURSES

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

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



CREDITS REQUIRED

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



FRIDLEY AREA LEARNING CENTER (ALC)

Fridley Moore Lake Area Learning Center (ALC) is a school in the Fridley School District that serves 16-21 year old students. The ALC helps students achieve individual learning goals and receive a high school diploma. The ALC program features small classes, individual learning plans, flexible schedules, independent study and credit for on-the-job training. The ALC also offers an extended day program and summer school to assist students who need to recover credit towards graduation.

Students can complete all of their coursework through the ALC, or they may be dual-enrolled, taking classes at Fridley High School and attending the ALC to make up credits for classes they have yet to complete. Students who satisfactorily complete all course work will receive a diploma from Fridley High School.

If you have questions, please contact Fridley Area Learning Center Principal Kelly McConville at kelly.mcconville@fridley.k12.mn.us.



Minnesota Career Fields, Clusters & Pathways

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

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

CAREER FIELDS

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

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



CAREER CLUSTERS

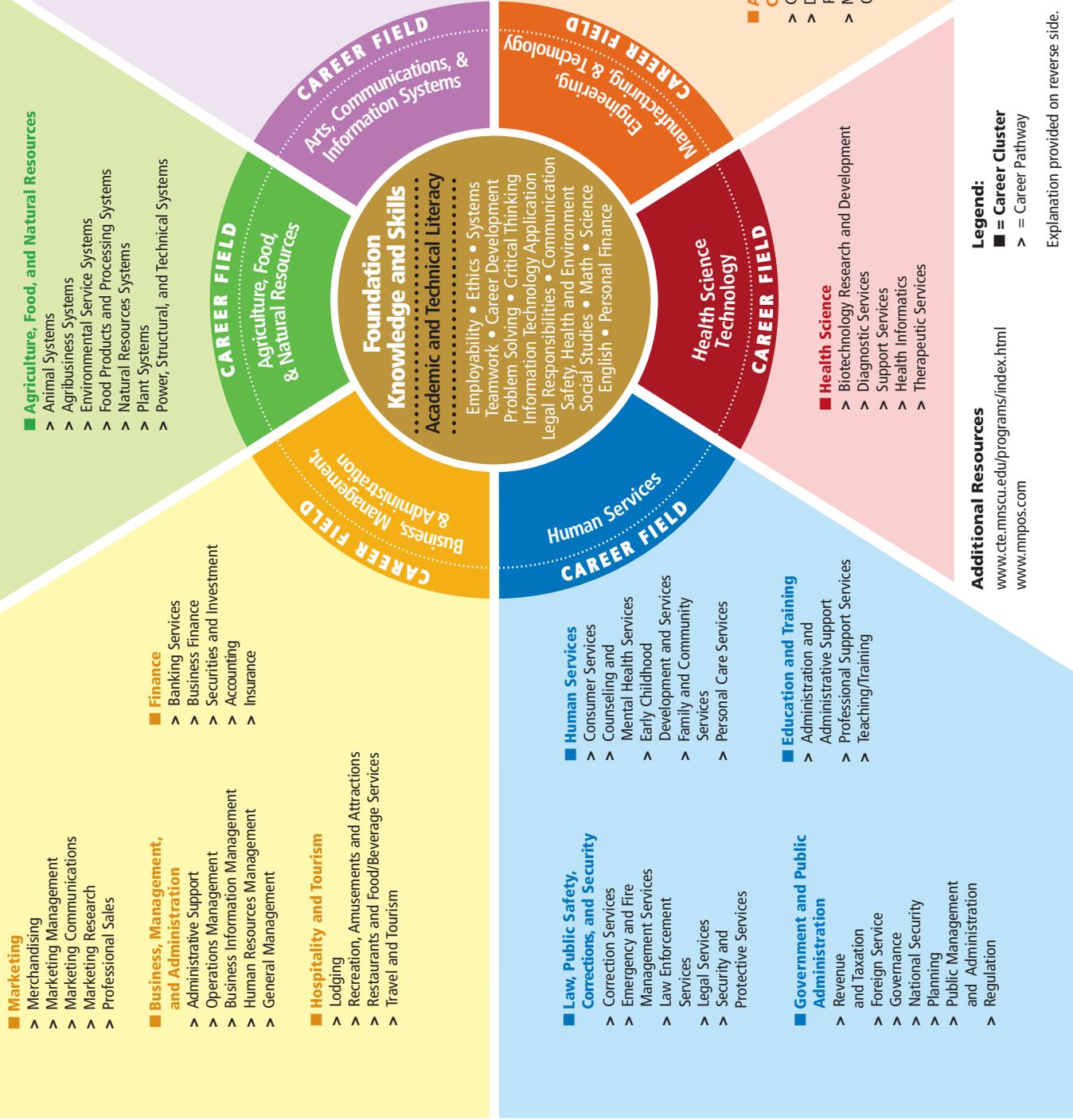
Career Clusters, which are identified in the bold, colored bullets (■), represent a grouping of occupations and broad industries into a national classification of 16 clusters that are based upon common knowledge and skills. Career clusters include hundreds of occupations that may be grouped into pathways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

CAREER PATHWAYS

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



Minnesota Career Fields, Clusters & Pathways



Legend:
 ■ = Career Cluster
 > = Career Pathway
 Explanation provided on reverse side.

Additional Resources
www.cte.mnscu.edu/programs/index.html
www.mnpos.com



Business, Management & Administration

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

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

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

Engineering, Manufacturing & Technology

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

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

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

Arts, Communications & Information Systems

Students focus on the creative process through a variety of mediums: visual, performance, music, drama and written word. Electives provide opportunities to communicate ideas, interpret media and develop methods of self-expression through project-based classes.

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

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



IB MIDDLE YEARS PROGRAMME (MYP)

HOW IS THE IB MIDDLE YEARS PROGRAMME UNIQUE?

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

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

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

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

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

APPROACHES TO LEARNING

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

These skills are organized into the following categories:

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

PERSONAL PROJECT

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

SERVICE IN ACTION

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



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

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



GRADES 9-10 MYP: Course Sequencing

International Baccalaureate Middle Years Programme Planning Worksheet

GRADE 9		GRADE 10	
Language & Literature	English 9	Language & Literature	English 10
Language Acquisition	Chinese 3 Spanish 3	Language Acquisition	Chinese 4 Spanish 4
Individuals & Societies	U.S. History	Individuals & Societies	U.S. History/ Geography
Sciences	Physics	Sciences	Chemistry
Math	Math Foundations Non-Linear Algebra Geometry Algebra 2	Math	Geometry Non-Linear Algebra Algebra 2 DP Math Applications
Physical & Health Education	PE1	Physical & Health Education	PE2
Design Elective	1 Course From List	Design Elective	1 Course From List
Arts Elective	1 Course From List	Arts Elective	1 Course From List
Elective	1 Elective Course	Elective	1 Elective Course

LET'S PLAN AHEAD!

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

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



IB DIPLOMA CANDIDATES

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



EXTENDED ESSAY

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

THEORY OF KNOWLEDGE (2 semesters)

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

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

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

IB COURSE STUDENTS

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

IB DP AT FRIDLEY HIGH SCHOOL

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



Did You Know?

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

IB CAREER-RELATED PROGRAMME (CP)

IB CAREER-RELATED PROGRAMME

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

THE CP ENABLES STUDENTS TO:

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

THE IB CP FRAMEWORK IS BUILT AROUND THREE INTERCONNECTED ELEMENTS:

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



IB CP AT FRIDLEY HIGH SCHOOL

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

FRIDLEY IB CP PATHWAYS:

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



REDUCING THE “ACADEMIC VERSUS VOCATIONAL” DIVIDE

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

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

GRADES 11-12 DP: Course Sequencing

International Baccalaureate Diploma Programme Planning Chart

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

Program Options

AVID

What is AVID?

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

Mission of AVID

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

The AVID Student

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

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

Course Overview:

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

Course Philosophy

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



Articulated Courses



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

- A+ Programming-Hardware
- A+ Programming-Software
- Accounting A
- Accounting B
- Beginning Adobe Illustrator
- Computer Applications
- Computer Aided Drafting & Design
- EMR/EMT
- Graphic Arts Advanced
- Home Repair
- Introduction to Computer Science
- Entrepreneurship
- Marketing
- Microsoft Word
- [Contact a dean or your Career and Technical Education Instructor for more information about articulated courses.](#)



ANOKA-RAMSEY
COMMUNITY COLLEGE

Concurrent Enrollment Math and English Courses Offered through Anoka-Ramsey Community College

Through an agreement with Anoka-Ramsey Community College, students have the option of taking two early college courses at Fridley High School during the regular school day from a credentialed district teacher who has partnered with an ARCC faculty mentor: *Statistics*, *College Algebra* and *College Reading & Writing*. To earn college credit in these dual enrollment courses, students must earn at least a C average on the ARCC grading scale and demonstrate proficiency in all essential outcomes. These courses transfer to most public and private 2 and 4 year universities.

Program Options

Post Secondary Enrollment Option (PSEO)

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

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

Specifically this act provides:

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

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

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

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

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

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

Preparing for Post High School Education



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

College / Post-Secondary Education

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

Community Colleges

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

Technical Colleges

There are many public vocational-technical schools throughout the region that offer more than 300 different types of training for students who are high school graduates. Technical colleges follow an open enrollment policy.

Some programs do have specific entrance requirements. Technical programs are typically completed in two years or less and are geared toward hands-on learning. Some credits may transfer to 4-year colleges. Technical training programs include licensed practical nursing, auto mechanics, plumbing, baking, optical technology, machinist, secretarial training, commercial art, and a variety of other options. Students should contact the college for more information.

Private Technical Schools

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

Specialized Training Programs

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

Apprenticeship

Apprenticeship is an earn-as-you-learn workforce training model. Apprentices receive classroom instruction and on-the-job training to provide the industry-specific knowledge needed to perform highly skilled work. Apprentices earn a salary as they train and the process is structured to allow for a healthy, work-life balance. At the end of the apprenticeship you'll have the skills and training required in a high-demand industry. Generally, you would need a high school diploma or G.E.D. to be an apprentice applicant. Math, science and industrial or technical courses are especially helpful in your role as an apprentice.

Preparing for Post High School Education

4-Year Colleges and Universities

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

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



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

University of Wisconsin System



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



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



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

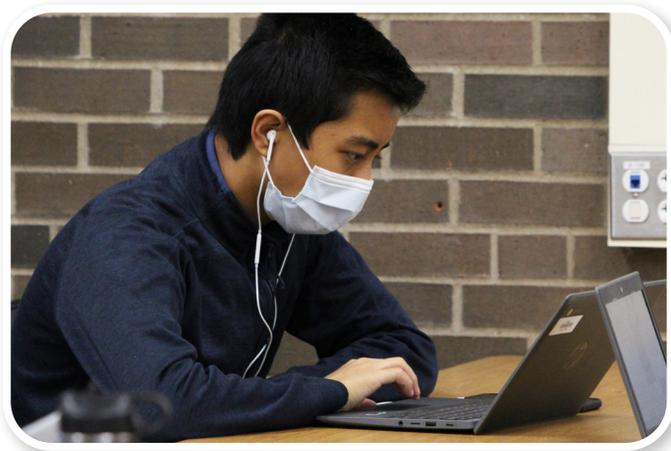
Academic Testing

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

PreACT

(Preliminary American College Testing Assessment)

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



PSAT *(Preliminary Scholastic Aptitude Test)*

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



ACT *(American College Testing Assessment)*

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

SAT *(Scholastic Aptitude Test)*

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

SAT Subject Tests

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

Accuplacer

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

Additional Test Prep Websites

Peterson's Education & Career Center
www.petersons.com

Princeton Review
www.princetonreview.com

Your Responsibility as a Prospective Student Athlete:

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

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

Apply for certification

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

Information and application process can be found at: ncaaclearinghouse.org.

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

Consider College Characteristics

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

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



Career Planning

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

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



CAREER INFORMATION

MN Career Information System
www.mncis.intocareers.org

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

Construction Careers Pathways:
Apprenticeship Page
<https://constructioncareers.org/careers>

Minnesota State CareerWise
Apprenticeship Search:
<https://careerwise.minnstate.edu/education/educationSearch#tab-search-app>

Apprenticeship Finder Tool:
<https://secure.doli.state.mn.us/apprenticeshipsponsor>

Building Trades: Registered
Apprenticeship Programs in MN
<https://mntrades.org/apprenticeship>

Minnesota Job Seekers
<https://mn.gov/deed/job-seekers>

O*Net Online - Tool for Career
Exploration and Job Analysis
<https://www.onetonline.org>

Minnesota's Career Resource Site
<https://www.careerforcemn.com>

COLLEGE INFORMATION

Minnesota State Colleges &
Universities
www.minnstate.edu

Minnesota Private Colleges
www.mnprivatecolleges.org

Minnesota State Campus
Programs
<https://www.minnstate.edu/campusesprograms/index.html>

University of Minnesota System
www.umn.edu

University of Wisconsin System
www.uwhelp.wisconsin.edu

FINANCIAL AID AND TESTING

Financial Aid Page
www.finaid.org

Free Application for Student Aid
<https://studentaid.gov>

U.S. Department of Education
www.ed.gov

MN Office of Higher Education
www.ohe.state.mn.us

Fast Web (Scholarship search)
www.fastweb.com

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

Free Practice for
Standardized Tests
www.studyguidezone.com

ADDITIONAL HELPFUL LINKS

Navigate (Resources for
undocumented students)
www.navigatemn.org

Selective Service Site
www.sss.gov

Armed Services Vocational
Aptitude Battery
<https://www.asvabsuccess.net>

Types of Military Service
<https://www.todaysmilitary.com>

College & Career Planning Timeline

GRADE 9

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

GRADE 10

Fall

- Review your post high school plan.

Winter

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

Spring

- Take the PreACT Test.

GRADE 11

Fall

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

Winter

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

Spring

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

GRADE 12

Fall

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

Winter

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

Spring

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

FAQs

All questions can be answered by a dean.

How do I sign up for Diploma Programme courses?

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

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

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

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

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

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

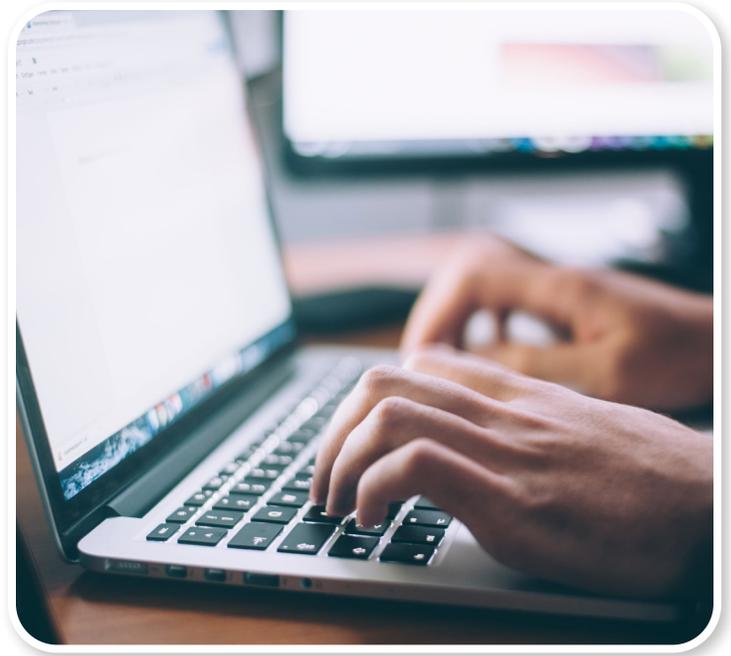
Autism Spectrum Disorders	Specific Learning Disability	Severely Multiply Impaired
Physically Impaired	Developmental Cognitive Disability	Other Health Disability
Blind/Visually Impaired	Deaf/Hard of Hearing	Traumatic Brain Impairment
Emotional or Behavioral Disorders	Speech or Language Impaired	

INDIVIDUAL EDUCATION PLAN (IEP):

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

SECTION 504 ACCOMMODATION:

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



ENGLISH LEARNERS (EL)

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

Arts: Visual & Music

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

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

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



Visual Arts



Drawing & Painting
Foundation Art 2-D



Media Arts: Animation
Media Arts: Video Production
Photography 1
Photography 2



Foundation Art 3-D
Ceramics

Music Arts



Beginning Guitar

Varsity Band
Concert Band
Jazz Ensemble

Concert Choir
Bel Canto
Jumpstart Band

DP Music
Music Production
Music Production 2



FOUNDATION ART 2D: 0656

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

Possible Career Pathways:

2 Year College degree:

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

4 Year College degree:

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



FOUNDATION ART 3D: 0657

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

Possible Career Pathways:

2 Year College degree:

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

4 Year College degree:

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



DRAWING & PAINTING: 0659

Credit: .5 One Semester

Prerequisite: Foundation Art 2D

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

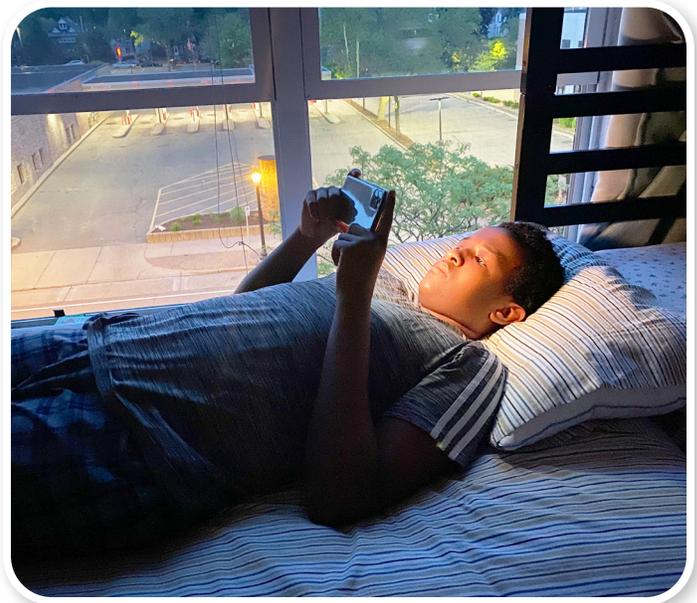
Possible Career Pathways:

2 Year College degree:

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

4 Year College degree:

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



PHOTOGRAPHY 1: 0664

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

Possible Career Pathways:

2 Year College degree:

Fine Art Photographer, Photojournalist, Industrial Photographer, Scientific Photographer

4 Year College degree:

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

PHOTOGRAPHY 2: 0665

Credit: .5 One Semester **Prerequisite:** Photography 1

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

Possible Career Pathways:

2 Year College degree:

Fine Art Photographer, Photojournalist, Industrial Photographer, Scientific Photographer

4 Year College degree:

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



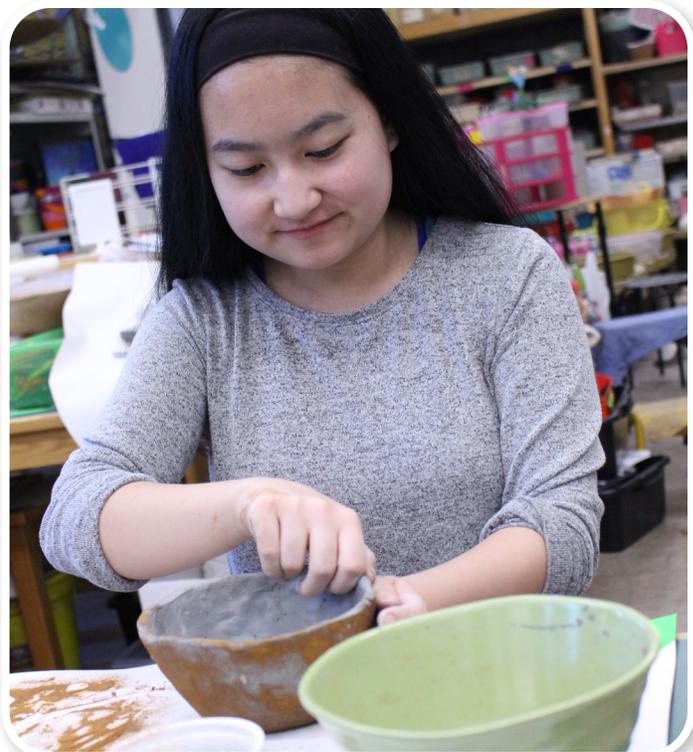
CERAMICS: 0658

Credit: .5 One Semester **Prerequisite:** Foundation 3D Art

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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





MEDIA ARTS: ANIMATION: 0667

Credit: .5 **One Semester** **Prerequisite:** Photography 1

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

Possible Career Pathways:

2 Year College degree:

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

4 Year College degree:

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

MEDIA ARTS: VIDEO PRODUCTION: 0668

Credit: .5 **One Semester** **Prerequisite:** Photography 1

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Arts Requirement

Course Description: In this semester course, students will study historical and modern media arts with an emphasis on video, TV and film. They will learn to critically view experimental and feature length films, and to understand and apply the vocabulary of video production and filmmaking in intelligent, thoughtful written analysis and discussion. Students will also learn the basics of video production, including storyboarding, camera operation, framing, basic lighting and editing using Adobe Premiere Pro software, and through extensive, hands-on exercises. Throughout the course, students will sharpen their critical thinking skills as they learn to develop an idea, integrate sound and motion, and assess the effectiveness of their resulting movies.

Possible Career Pathways:

2 Year College degree:

Audio and Video Equipment Technicians, Assistant Editor, Broadcast Technician, Camera Operators, Video editor, Media and Communication Equipment Workers, Media and Communication Workers, Multimedia Artist, Production Assistant

4 Year College degree:

Casting Director, Screenwriter, Production Designer, Prop Master, Location Manager, Cinematographer, Line Producer, Television Writer, Film/Motion Picture Director, Television Director, Video Editor, Producer, Associate Producer, Executive Producer, Assistant Production Coordinator, Production Coordinator, Technical Director, Key Grip, Special Effects Designer, Film Writer/Critic, Film Librarian/Archivist



JUMPSTART BAND: 0726

Credit: .5 each semester - 2 Semester Course

Open To: Grade 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

(FEE: Instrument rental fee \$35)

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

MUSIC PRODUCTION 1: 0727

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

MUSIC PRODUCTION 2: 0781

Credit: .5 One Semester

Prerequisite: Music Production 1

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Arts Requirement

Course Description: In this continuation of Music Production 1, the course is designed for students to expand and further their knowledge of the recording process. Students will be given the opportunity to work on producing professional level creations using the exclusive Fridley Music Department Recording Studio. Students will learn to produce industry level audio recordings for various Fridley Departments using the digital audio workstation (DAW) called ProTools. This course is only available to Music Production 1 students interested in pursuing additional training that may lead to professional recording industry advancements.

BEGINNING GUITAR : 0728

Credit: .5 each semester - 1 Semester Course

Open To: Grade 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

VARSITY BAND: 0724, 0725

Credit: .5 each semester - 2 Semester Course

Open To: Grade 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

CONCERT BAND: 0731, 0732

Credit: .5 each semester - 2 Semester Course

Prerequisite: Audition For 9th & 10th Graders

Open To: Grade 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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



JAZZ ENSEMBLE: 0734

Credit: .5 each year - 1 Semester Course

Prerequisite: Audition

Open To: Grade 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

CONCERT CHOIR: 0778, 0779

Credit: .5 each semester - 2 Semester Course

Open to: Grade 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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



BEL CANTO CHOIR: 0735, 0736

Credit: .5 each semester - 2 Semester Course

Open To: 9, 10, 11, 12 Females

Graduation Requirement: Elective

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



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

Credit: .5 per semester - 1 Semester Course

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

Graduation Requirement:

Meets Arts Requirement



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

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

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



AVID 9:

Credit: .5 each Semester (Must take 2 semesters each year)

PREREQUISITE: Application and Interview.

Coordinator Consent Required

OPEN TO: Grade 9

GRADUATION REQUIREMENT: Elective

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

AVID 10:

Credit: .5 each semester (Must take 2 semesters each year)

PREREQUISITE: AVID 9 or Application and Interview.

Coordinator Consent Required

OPEN TO: Grade 10

GRADUATION REQUIREMENT: Elective

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

AVID 11:

Credit: .5 each semester (Must take 2 semesters each year)

PREREQUISITE: AVID 9 or 10 or Application and Interview.

Coordinator Consent Required

OPEN TO: Grade 11

GRADUATION REQUIREMENT: Elective

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

AVID 12:

Credit: .5 each semester (Must take 2 semesters each year)

PREREQUISITE: AVID 9, 10, 11 or Application and Interview.

Coordinator Consent Required

OPEN TO: Grade 12

GRADUATION REQUIREMENT: Elective

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



Career & Technical Education (Design)



BUSINESS

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

Possible Business Courses:

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

MICROSOFT WORD: 0504



Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Design Requirement

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

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

COMPUTER APPLICATIONS: 0505



Credit: .5 One Semester

Prerequisite: Microsoft Word

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Design Requirement

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

Career Pathways: Information Technology, Marketing, Communications

ENTREPRENEURSHIP: 0524



Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Design Requirement

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

Career Pathways: Entrepreneurship, Management



MARKETING: 0522



Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Design Requirement

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

Career Pathways: Marketing

ACCOUNTING 1: 0520



Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Design Elective

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

ACCOUNTING 2: 0521



Credit: .5 One Semester

Prerequisite: Accounting 1

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Design Requirement

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

Career Pathways: Finance, Management

PERSONAL FINANCE: 0525

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Design Elective

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

Career Pathways: Finance

DP BUSINESS MANAGEMENT SL: 0511, 0512



Credit: .5 each semester

(Both semesters recommended)

This is a 1-Year Course

Open To: Grades 11, 12

Graduation Requirement: Elective

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

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

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



Career & Technical Education (Design)

FAMILY AND CONSUMER SCIENCES

Family and Consumer Sciences Programs (FACS) prepare students for important roles in individual lives and in societies. FACS empowers individuals and families across the lifespan to manage the challenges of living in a diverse and global community. FACS integrates math, reading, communication skills, organizational skills and work readiness into each of our classes.

CHILD & HUMAN DEVELOPMENT: 0824

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Design Requirement

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

FUNDAMENTALS OF FOOD PREPARATION (FOODS 1): 0825

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Design Requirement

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

CULINARY FOODS (FOODS 2): 0826



Credit: .5 One Semester

Prerequisite: Fundamentals of Food Preparation

Open To: Grades 10, 11, 12

Graduation Requirement:

Meets Design Requirement

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

Career & Technical Education (Design)

TECHNOLOGY

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



Graphic Design and Printing Technologies Pathway

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

Courses for this Pathway

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

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

Programming and Software Development Pathway

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

Courses for this Pathway

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

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

Construction Pathway

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

Courses for this Pathway

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

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

WEB DESIGN: 0918

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



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

GRAPHIC ARTS TECHNOLOGY: 0921

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

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

ADVANCED GRAPHIC ARTS: 0922

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



Prerequisite: Graphic Arts Technology

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



BEGINNING ADOBE ILLUSTRATOR: 0909

Credit: .5 One Semester **Open to:** Grades 9, 10, 11, 12
Course Description: This course is an introduction to Adobe's powerful vector based drawing program: Illustrator. Students will learn through hands-on projects that explore Illustrator's drawing functions, transformation features, patterns, brushes, filters, effects, graph creation, 3D, and print file preparation. Students will be given the opportunity to earn take the Adobe Associate Certification upon successful completion of the course



A+ PROGRAMMING – SOFTWARE & HARDWARE: 0911, 0912

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



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

INTRODUCTION TO COMPUTER SCIENCE: 0913, 0914

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



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

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

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



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

WOODWORKING TECHNOLOGY: 0923

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

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



ADVANCED WOODWORKING TECHNOLOGY: 0924

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

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



HOME REPAIR: 0925

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



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

Career & Technical Education (Design)

WORK BASED LEARNING

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



WORK EXPERIENCE SEMINAR: 0926

Credit: .5 One Semester

Open to: Grades 10, 11, 12

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

WORK EXPERIENCE INTERNSHIP: 0927

Credit: .5 One Semester

Prerequisite: Successful Completion of Work Experience Seminar

Open to: Grades 11, 12

Course Description: Internship allows student to gain exposure to all facets of the industry through working at a work-site with the employer.



Individuals & Societies (Social Studies)

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

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

Individuals & Societies (Social Studies) Pathways



Grade 9

U.S. History

Grade 10

World History/
Geography

Electives:

Psychology
Abnormal Psychology
Basic Law

Grade 11

DP History HL 11
or
DP Global Politics SL 11

Electives:

Psychology
Abnormal Psychology
Basic Law
World Religions
Sociology

Grade 12

DP History HL 12
or
DP Global Politics SL 12

Electives:

Psychology
Abnormal Psychology
Basic Law
World Religions
Sociology

U.S. HISTORY: 0400, 0401

Credit: .5 each semester - 2 semester course

Open To: Grades 9

Graduation Requirement: Required

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

WORLD HISTORY / GEOGRAPHY: 0404, 0405

Credit: .5 each semester - 2 semester course

Prerequisite: US History

Open To: Grades 10

Graduation Requirement: Required

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

BASIC LAW: 0412

Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

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

PSYCHOLOGY: 0413

Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

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

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



Credit: .5 each semester

(Must take both Semesters each year) This Is A 2-Year Course

Open To: Grades 11, 12

Graduation Requirement: Meets requirement

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

ABNORMAL PSYCHOLOGY: 0430

Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

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



SOCIOLOGY: 0418

Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

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

WORLD RELIGIONS: 0419

Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

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

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



Credit: .5 One Semester gr. 11, Two Semester in gr. 12

Graduation Requirement: Meets Requirement

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

Language & Literature (English)

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

English



English 9 and 10

IB Middle Years Programme Language and Literature

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



English 11 and 12

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

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

ENGLISH 9: 0010, 0011

Credit: .5 each semester - 2 semester course

Open To: Grade 9

Graduation Requirement: Required

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

ENGLISH 10: 0016, 0017

Credit: .5 each semester - 2 semester course

Open To: Grade 10

Graduation Requirement: Required

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



ENGLISH 11: DP LANGUAGE AND LITERATURE 11: 0022, 0023

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

Open To: Grades 11

Graduation Requirement: Required

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



ENGLISH 12: DP LANGUAGE AND LITERATURE STANDARD LEVEL (SL): 0028, 0029

Credit: .5 each semester – 2 semester course

Open To: Grades 12

Graduation Requirement: Required

Course Description: This class will build on the work done during English 11. Students will continue to develop and deepen skill so textual analysis for both “literary” and “non-literary” texts. SL students have the option to take the DP exam and can register in the fall of their senior year. The exam fee is \$35. If you have any questions please speak to your English teacher, your dean or the Diploma Programme coordinator. While both SL and HL utilize the same curricular framework, the HL class will study more texts, complete more assessments, and students will be expected to do more independent work outside of the classroom. **(\$35 DP Exam Fee)**



ENGLISH 12: DP LANGUAGE AND LITERATURE STANDARD LEVEL HIGHER LEVEL (HL): 0047, 0048

Credit: .5 each semester – 2 semester course

Open To: Grades 12

Graduation Requirement: Required

Course Description: While both SL and HL utilize the same curricular framework, the HL class will study more texts, complete more assessments, and students will be expected to do more independent work outside of the classroom. Students will register for DP exams in the fall of their senior year, and the exam fee is \$35. If you have any questions please speak to your English teacher, your dean or the Diploma Programme coordinator. **(\$35 DP Exam Fee)**

* As a concurrent enrollment course, students must meet the criteria established by Anoka Ramsey. In addition to the HL Language and Literature content, this course is an introduction to academic writing at the college level. Course content includes the processes of reading and writing, essential composition and research skills, and critical reasoning in various situations. The course requires effectively reasoned and supported essays.



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

Credit: .5 - One Semester Each Year

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

Open To: Grades 11, 12

Graduation Requirement: Elective

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



Language Acquisition (World Languages/EL)

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

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

SPANISH 1: 0109, 0110

Credit: .5 each semester - 2 semester Course

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Language B requirement

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

SPANISH 2: 0111, 0112

Credit: .5 each semester - 2 semester Course

Prerequisite: Spanish 1

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Language B requirement

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

SPANISH 3: 0115, 0116

Credit: .5 each semester - 2 semester Course

Prerequisite: Spanish 2

Open To: Grades 9,10,11,12

Graduation Requirement: Meets Language B requirement

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



SPANISH 4: 0117, 0118

Credit: .5 each semester - 2 semester Course

Prerequisite: Spanish 3

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Language B requirement

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



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

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

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

Prerequisite: Spanish 4

Open To: Grades 11, 12

Graduation Requirement: Meets Language B requirements

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

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

CHINESE 1: 0140, 0141

Credit: .5 each semester - 2 semester Course

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Language B requirement

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

CHINESE 2: 0142, 0143

Credit: .5 each semester - 2 semester course

Prerequisite: Chinese 1

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Language B requirement

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



CHINESE 3: 0144, 0145

Credit: .5 each semester - 2 semester Course

Prerequisite: Chinese 2

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Language B requirement

Course Description: In Chinese 3, students build upon the basic knowledge and skills acquired in Chinese I2. Like in Chinese 2, the goal of this course is to for students to be able to communicate in Chinese. The principal difference between Chinese 2 and Chinese 3 lies in the complexity and difficulty of the vocabulary and grammatical structures. By the end of the course, students will be able to discuss in Chinese the following topics: weather, dining, asking directions, parties, and medicine. Moving on from Chinese 2, Chinese 2 students continue to learn about Chinese history and culture, including sports, education, arts, and religion.



CHINESE 4: 0146, 0147

Credit: .5 each semester - 2 semester Course

Prerequisite: Chinese 3

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Language B requirement

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

CHINESE 5: DP MANDARIN CHINESE: (YEAR 1) 0104, 0105

CHINESE 6: DP MANDARIN CHINESE: (YEAR 2) 0106, 0107



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

Prerequisite: Chinese 4

Open To: Grades 11, 12

Graduation Requirement: Meets Language B requirements

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

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

EL 1 LITERACY: 0150, 0151

Credit: .5 each semester - 2 semester Course

Prerequisite: Placement

Open To: Teacher Placement

Graduation Requirement: Meets Lang & Lit Requirement

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

EL 2 LITERACY: 0162, 0163

Credit: .5 each semester - 2 semester course

Prerequisite: Placement

Open To: Teacher Placement

Graduation Requirement: Meets Lang & Lit Requirement

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

EL 3 LITERACY: 0183, 0184

Credit: .5 each semester - 2 semester course

Prerequisite: Placement

Open To: Teacher Placement

Graduation Requirement: Meets Lang & Lit Requirement

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

EL 4 LITERACY: 0165, 0166

Credit: .5 each semester - 2 semester course

Prerequisite: Placement

Open To: Teacher Placement

Graduation Requirement: Meets Lang & Lit Requirement

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

EL SCIENCE: 0175, 0176

Credit: .5 each semester - 2 semester course

Prerequisite: Placement

Open To: Teacher Placement

Graduation Requirement: Meets Sciences Requirement

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

EL HISTORY: 0178, 0179

Credit: .5 each semester - 2 semester course

Prerequisite: Placement

Open To: Teacher Placement

Graduation Requirement: Meets Individuals & Societies Requirement

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

Mathematics

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

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

Math Pathway



Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Linear Algebra	Non-Linear Algebra	Geometry	Algebra 2	DP Applications
Geometry	Geometry	Algebra 2	DP Applications	DP Analysis/Intro to Stats
	Algebra 2	DP Applications	DP Analysis 1	DP Analysis 2
		DP Analysis 1	DP Analysis 2	Intro to Stats

MATH FOUNDATIONS: 0199, 0200

Credit: .5 each semester - 2 semester course

Prerequisite: Teacher Recommendation Only

Open To: Grades 9

Graduation Requirement: Meets Elective Requirement

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

NON-LINEAR ALGEBRA: 0197, 0198

Credit: .5 each semester - 2 semester course

Prerequisite: Middle School Algebra

Open To: Grades 9,10

Graduation Requirement: Meets Math Requirement

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



GEOMETRY: 0204, 0205

Credit: .5 each semester-2 semester course

Prerequisite: Algebra 8

Open To: Grades 9, 10

Graduation Requirement: Required

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

ALGEBRA 2: 0213, 0214

Credit: .5 each semester - 2 semester course

Prerequisite: Geometry

Open To: Grades 9, 10, 11

Graduation Requirement: Required

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

DP MATH: APPLICATIONS & INTERPRETATION SL 0219, 0220

Credit: .5 each semester - 2 semester course

Prerequisite: Geometry and Algebra 2

Open To: Grades 10, 11, 12

Graduation Requirement: Meets DP and Math Requirement

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



DP MATH: ANALYSIS & APPROACHES SL: (Year 1) 0236, 0237 (Year 2) 0239, 0240 Year 2 includes ARCC College Algebra

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

Prerequisite: Algebra 2

Open To: Grade 10, 11, 12

Graduation Requirement: Meets DP and Math Requirement

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



ANOKA-RAMSEY
COMMUNITY COLLEGE

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

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

Prerequisite: Teacher Recommendation

Open To: Grade 10, 11, 12

Graduation Requirement:

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



ANOKA-RAMSEY
COMMUNITY COLLEGE

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

Credit: .5 each semester - 2 semester course

Prerequisite: Algebra 2

Open To: Grades 11, 12

Graduation Requirement: Meets Math Requirement

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



Physical and Health Education

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

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

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



HEALTH & PHYSICAL EDUCATION 1: 0489

Credit: .5 each semester - 1 semester course

Open To: Grade 9

Graduation Requirement: Required for PE

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

HEALTH & PHYSICAL EDUCATION 2: 0490

Credit: .5 each semester - 1 semester course

Open To: Grade 10

Graduation Requirement: Required for PE

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



HEALTH & PHYSICAL EDUCATION 2-NEW MOVES: 0497

Credit: .5 each semester - 1 semester course

Replaces PE 2 for Interested Females

Open To: Grade 10 Females

Graduation Requirement: Required for PE (or PE 2)

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

HEALTH & PHYSICAL EDUCATION 3: 0491

Credit: .5 each semester - 1 semester course

Open To: Grade 11

Graduation Requirement: Required for PE

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

FRIDLEY FIT: 0492

Credit: .5 each semester - 1 semester course

Open To: 10, 11, 12

Graduation Requirement: Meets elective requirement

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



LEADERSHIP: 0486

Credit: .5 each semester - 1 semester Course

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets elective requirement

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

DANCE: 0494

Credit: .5 each semester - 1 semester course

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets elective requirement

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

STRENGTH TRAINING & CONDITIONING: 0496

Credit: .5 each semester - 1 semester course

Open To: Grades 9,10,11,12

Graduation Requirement: Meets elective requirement

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

TEAM SPORTS: 0495

Credit: .5 each semester - 1 semester course

Open To: Grades 10, 11, 12

Graduation Requirement: Meets elective requirement

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

UNIFIED PHYSICAL EDUCATION: 0498

Credit: .5 each semester-1 semester Course

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

Graduation Requirement: Meets elective requirement

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

EMERGENCY MEDICAL RESPONDER: 0483

Credit: .5 each semester

Prerequisite: PE 1 & PE 2

Open To: Grades 11, 12

Graduation Requirement: Meets elective requirement

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

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

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

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

EMERGENCY MEDICAL TECHNICIAN: 0484

Credit: .5 each semester –

This is a 2 hour block class

Prerequisite:

Emergency Medical Responder

Open to: Grades 11,12

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

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

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





Pine Technical & Community College

CERTIFIED NURSING ASSISTANT: 0488

Credit: .5 each semester- This is a 2 hour block class and is limited to 10 students per semester.



Open to: Grades 11,12

Course Description: According to the Minnesota Department of Employment and Economic Development, nursing assistants are among the highest in-demand jobs in the state. The Certified Nursing Assistant (CNA) course introduces concepts of basic human needs, health/illness continuum and basic nursing skills. The theory and role of the nursing assistant in a long term care facility as well as working with various populations will be discussed. It includes skills demonstrations, practice in a supervised laboratory setting, and orientation to clinical setting. This course introduces students to work as home health aids or homemakers for agencies providing home care. This course includes 16 hours of clinical care on site at Pine Technical and Community College over the course of a weekend, and transportation can be provided for the clinical care hours.

Upon successful completion of this course and Nursing Assistant Clinical the candidate is eligible to take the Minnesota Competency Evaluation for Nursing Assistants. This exam will be administered at Pine Technical and Community College, and transportation can be provided for the exam. Individuals successfully completing this examination and are at least 16 years old are placed on the Minnesota Nursing Assistant Registry.

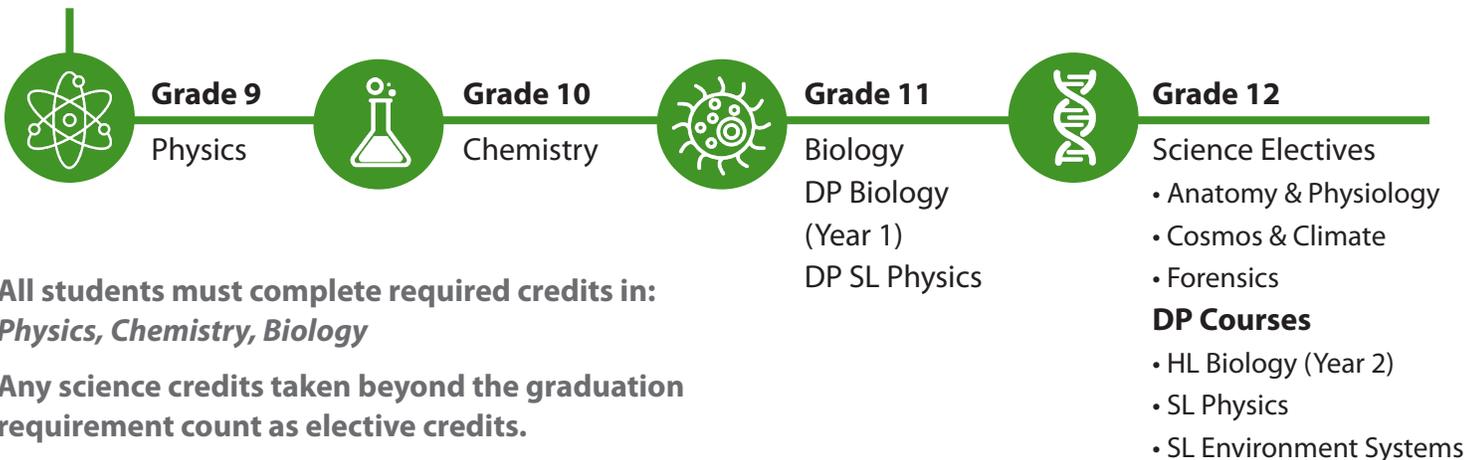
Students in CNA are concurrently enrolled with Pine Technical and Community College for 4 college credits in the Minnesota State School System.



Science

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

Science Pathway



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

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

PHYSICS 9: 0301, 0302

Credit: .5 each semester - 2 semester course

Open To: Grade 9

Graduation Requirement: Required Sciences

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

CHEMISTRY: 0307, 0308

Credit: .5 each semester – 2 semester course

Prerequisite: Physics

Open to: Grade 10

Graduation Requirement: Required Sciences

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



BIOLOGY: 0332, 0333

Credit: .5 each semester - 2 semester course

Prerequisite: Physics, Chemistry

Open To: Grade 11

Graduation Requirement: Required Sciences

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

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

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

Prerequisite: Physics, Chemistry

Open To: Grade 11, 12

Graduation Requirement: Meets Biology requirements

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



DP PHYSICS SL: 0323, 0324

Credit: .5 each semester - 2 semester course

Prerequisite: Recommend Concurrent Higher Level Math and Physics, Chemistry

Open To: Grade 11, 12

Graduation Requirement: Meets Physics requirement

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



DP ENVIRONMENTAL SYSTEMS SL: 0340, 0341

Credit: .5 each semester - 2 semester course

Prerequisite: Physics, Chemistry, Biology

Open To: Grade: 12

Graduation Requirement: Elective credits

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



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

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

Prerequisite: Anatomy & Physiology 1: Physics, Chemistry,

Prerequisite: Anatomy & Physiology 2: Anatomy & Physiology 1

Open To: Grade 11, 12

Graduation Requirement: Elective credits

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

COSMOS AND CLIMATE: 0330

Credit: .5 each semester - 1 semester course

Prerequisite: Physics, Chemistry

Open To: Grade 11, 12

Graduation Requirement: Elective credit

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



FORENSIC SCIENCES: 0322

Credit: .5 each semester - 1 semester course

Prerequisite: Physics, Chemistry

Open To: Grade 11, 12

Graduation Requirement: Elective credit

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



Additional Course Offerings

PERSONAL & PROFESSIONAL SKILLS:

(Gr. 11) 0042, (Gr.12) 0043

Credit: .5 - One Semester Each Year

Prerequisite: Both semesters are required for the IB CP

Graduation Requirement: Elective

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



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

Credit: .5 - One Semester Each Year

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

Open To: Grades 11, 12

Graduation Requirement: Elective

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



YEARBOOK: 0040, 0041

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

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

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

APPROACHES TO LEARNING: GRADE 9

This course is assigned by teacher recommendation only.

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

INTERVENTION READING TIER 1, TIER 2, TIER 3

Credit: .5 each semester

Graduation Requirement: Elective

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



Specialized Services Program (IEP Required)

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

SRC MATH: 0963,0964

Credit: .5 each semester - 1 semester course

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

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

SRC ENGLISH: 0967, 0968

Credit: .5 each semester - 1 semester course

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

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

CAREER EXPLORATION: 0952

Credit: .5 each semester - 1 semester course

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

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



SRC WORK EXPERIENCE: 0954, 0955

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

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

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

LIFE PREP ENGLISH : 0569, 0570

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

LIFE PREP MATH: 0572, 0573

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

LIFE PREP SOCIAL SKILLS: 0594, 0595

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

LIFE PREP EMPLOYMENT SKILLS : 0610, 0611

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

LIFE PREP TRANSITION SKILLS: 0575, 0576

Credit: 1.0 each semester - 1 semester course

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

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

UNIFIED PHYSICAL EDUCATION: 0498

Credit: .5 each semester-1 semester Course

Open To: IEP

Graduation Requirement: Meets elective requirement

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



EXCEL : 0613, 0614

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

TRANSITION 1: PERSONAL FINANCE: 0620

Credit: .5 each semester - 1 semester course

Prerequisite: IEP

Open to: Grade 9

Approval by Case manager

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

TRANSITION 2: INDEPENDENT LIVING: 0621

Credit: .5 each semester - 1 semester course

Prerequisite: IEP

Open to: Grade 10

Approval by Case manager

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

GRADUATION PLAN STUDIES: 0072

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grade 12

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

SOCIAL/EMOTIONAL LEARNING: 0969,0970

Credit: .5 each semester - 2 semester course

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

Approval by Case manager

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

ATLAS MATHEMATICS: 0700, 0701

Credit: .5 each semester - 2 semester course

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

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

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

Course Description: This class reads, discusses, and analyzes novels of different genres such as: memoirs, historical fiction and non-fiction, and mystery/suspense. Poetry and Shakespeare are also points of study, as well as short stories that highlight the different elements of literature. The class also includes daily instruction and practice with writing rules and mechanics. Students develop their writing and editing skills with the large assessments being MYP Assessment writing tasks. Students are assessed twice a year using the Basic Reading Inventory and will take the NWEA Reading test three times a year. Tenth grade students will also complete their Personal Project journal, product, and paper.

ATLAS PERSONAL FINANCE: 0713, 0714

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

ATLAS PE/HEALTH: 0715, 0716

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

ATLAS GROUP SOCIAL SKILLS 0788, 0789

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

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ARCC - Introduction to Statistics	0221, 0222	50	11, 12	Elective	Science, Technology, Engineer- ing & Science, Social Sciences

PHYSICAL EDUCATION / HEALTH

Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
Physical & Health Education 1	0489	51	9	Required	Health
Physical & Health Education 2	0490	51	10	Required	Health
Physical & Health Education 2: New Moves	0497	52	10 Females	Required	Health
Physical & Health Education 3	0491	52	11	Required	Health
Fridley Fit	0492	52	10, 11, 12	Elective	Health
Leadership	0486	52	9, 10, 11, 12	Elective	Health
Dance	0494	52	9, 10, 11, 12	Elective	Health
Strength Training	0496	52	9, 10, 11, 12	Elective	Health
Team Sports	0495	53	10, 11, 12	Elective	Health
Unified Physical Education	0498	53	11, 12	Elective	Health
Emergency Medical Responder	0483	53	11, 12		Support Services
Emergency Medical Technician	0484	53	11, 12		Support Services
Certified Nursing Assistant	0488	54	11, 12		Support Services

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SCIENCES

Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
Physics	0301, 0302	55	9	Required	Architecture & Manufacturing Science, Technology, & Engineering
Chemistry	0307, 0308	55	10	Required	Architecture & Manufacturing Science, Technology, & Engineering
Biology	0332, 0333	56	11	Required	Science, Technology & Engineering, Biotechnology, Research & Development
DP Biology HL-11th DP Biology HL-12th	0316, 0317, 0319, 0320	56	11 12		Science, Technology & Engineering, Biotechnology, Research & Development
DP Physics SL	0323, 0324	56	12		Architecture & Manufacturing Science, Technology, & Engineering
DP Environmental Systems	0340, 0341	56	12		Architecture & Manufacturing, Science, Technology, Engineering
Anatomy & Physiology 1 & 2	0310, 0311	57	11, 12		Science, Technology & Engineering, Biotechnology, Research & Development
Cosmos & Climate	0330	57	11, 12		Science, Technology & Engineering
Forensic Sciences	0322	57	11, 12		Science, Technology & Engineering, Biotechnology, Research & Development

ADDITIONAL COURSE OFFERINGS

Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
Personal & Professional Skills	0042, 0043	58	11 12	CP Certificate	Printing Technology
DP TOK-11th DP TOK-12th	0051 0052	58	11 12	IB Diploma	Foundation Knowledge & Skills
Yearbook	0040, 0041	58	9, 10, 11, 12	Elective	Foundation Knowledge & Skills
Approaches to Learning (ATL)	0037, 0038, 0040, 0044	58	9		Foundation Knowledge & Skills
Intervention Reading: Tier 1, Tier 2, Tier 3	0054, 0055	58	9, 10		Foundation Knowledge & Skills

SPECIALIZED SERVICES PROGRAM (IEP REQUIRED) COURSES					
Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
SRC Math	0963, 0964	59	9, 10, 11, 12		
SRC English	0967, 0968	59	9, 10, 11, 12		
Transition Skills	0575, 0576	59	9, 10, 11, 12		
Career Exploration	0952	59	9, 10, 11, 12		
SRC Work Experience	0954	59	9, 10, 11, 12		
Life Prep English	0569, 0570	60	9, 10, 11, 12		
Life Prep Math	0572, 0573	60	9, 10, 11, 12		
Life Prep Social Skills	0594, 0595	60	9, 10, 11, 12		
Life Prep Employment Skills	0610, 0611	60	9, 10, 11, 12		
Unified Physical Education	0498	60	9, 10, 11, 12		
EXCEL	0614, 0615	61	9, 10, 11, 12		
Transition 1, 2, 3, 4	0620, 0621 0622, 0623	61	9, 10, 11, 12		
Graduation Plan Studies	0072	61	12		
Social/Emotional Learning (SEL)	0969, 0970	61	9, 10, 11, 12		
ATLAS Language & Literature (English)	0707, 0708	61	9, 10, 11, 12		
ATLAS Mathematics	0770, 0701	61	9, 10, 11, 12		
ATLAS Personal Finance	0713, 0714	61	9, 10, 11, 12		
ATLAS PE/Health	0715, 0726	61	9, 10, 11, 12		
ATLAS Group Social Skills	0788, 0789	61	9, 10, 11, 12		



2022-23 FRIDLEY HIGH SCHOOL REGISTRATION GUIDE



IB CONTINUUM

FRIDLEY PUBLIC SCHOOLS

Fridley Public Schools School Board Meeting Calendar 2023-2024 School Year

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

Date and Time:

5:30pm - Work Session (1 st Tuesday of the month)	5:30pm - Work Session 7:00 pm - Public Forum 7:30pm - Business Meeting (3 rd Tuesday of the month)
<i>No July session (4th of July Holiday)</i>	Tuesday, July 18, 2023
<i>No August session (National Night Out)</i>	Tuesday, August 15, 2023
<i>No September session (School Starts)</i>	Tuesday, September 19, 2023
Tuesday, October 3, 2023	Tuesday, October 17, 2023
<i>No November session (Election Day)</i>	Tuesday, November 21, 2023
Tuesday, December 5, 2023	*Tuesday, December 19, 2023
Tuesday, January 2, 2024	Tuesday, January 16, 2024
Tuesday, February 6, 2024	Tuesday, February 20, 2024
Tuesday, March 5, 2024	Tuesday, March 19, 2024
Tuesday, April 2, 2024	Tuesday, April 16, 2024
Tuesday, May 7, 2024	Tuesday, May 21, 2024
Tuesday, June 4, 2024	Tuesday, June 18, 2024

*The Truth in Taxation hearing will be held on December 19 at the regularly scheduled Public Forum at 7 PM.

Special meetings may also be officially posted as needed.

You are welcome to attend School Board Meetings. The School Board business meeting is generally held on the third Tuesday of the month at 7:30 PM at the Fridley Community Center. Copies of the monthly business meeting agenda are posted in advance of each meeting. The School Board is responsible to meet legal obligations for conducting School Board business in public while observing legal mandates for discussion of data that may be private as it relates to students or employees. The School Board chair is obligated to establish the business meeting agenda and an orderly process for the School Board to conduct official consideration and action on business items in public.

A Public Forum is held at 7 PM, prior to each regularly scheduled business meeting, to provide citizens the opportunity to address the board on any topic. Community members are also invited to contact School Board members via the School Board message line (763-502-5060) or to make personal contact with their elected representatives.

Work sessions are held at 5:30 PM. These are generally held on the third Tuesday of the month and some months on the first Tuesday of the month. No official action is taken at these discussion sessions and both meetings are open to the public.

All Meetings Are Open to the Public