

## Business Meeting

Tuesday, December 20, 2022 7:30 PM

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

A. <b>Call to Order, Pledge of Allegiance</b>	<b>Presenter:</b> Ross Meisner
B. <b>Approval of Agenda with Suggested Motions and Resolutions</b>	<b>Presenter:</b> Ross Meisner
B.1. Suggested Motions and Resolutions	
C. <b>Spotlight on Recognition</b>	
C.1. Employee of the Month	<b>Presenter:</b> Dr. Kim Hiel
D. <b>Superintendent and Staff Reports</b>	
D.1. Truth in Taxation Presentation	<b>Presenter:</b> Craig Wieber
E. <b>Business Action Items</b>	
E.1. Motion: Tax Levy Final Certification of Pay 23 Levy	<b>Presenter:</b> Craig Wieber
E.2. Motion: To approve a request for bids to change water service to Fridley High School	<b>Presenter:</b> Craig Wieber
E.3. RESOLUTION Accepting Gifts	<b>Presenter:</b> Ross Meisner
E.4. Second Readings and Adoption of Policies	
E.4.a. Policy 610 Field Trips	<b>Presenter:</b> Dr. Jason Bodey
E.4.b. Policy 612 Development of Parent and Family Engagement Policies for Title I Programs	<b>Presenter:</b> Dr. Jason Bodey
E.4.c. Policy 708 Transportation Nonpublic	<b>Presenter:</b> Craig Wieber
E.4.d. Policy 709 Student Transportation Safety	<b>Presenter:</b> Craig Wieber
E.4.e. Policy 898 Lease Accounting Policy	<b>Presenter:</b> Craig Wieber
E.5. One Reading (Non Substantive Changes) Reading and Adoption of Policies	
E.5.a. Policy 525 Violence Prevention	<b>Presenter:</b> Laura Seifert-Hertling
E.5.b. Policy 532 Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds	<b>Presenter:</b> Laura Seifert-Hertling
E.5.c. Policy 533 Wellness	<b>Presenter:</b> Laura Seifert-Hertling
E.5.d. Policy 529 Notification to Staff Regarding Placement of Students with Violent Behavior	<b>Presenter:</b> S. Ike Isaacson
E.5.e. Policy 527 Student Use and Parking	<b>Presenter:</b> Dr. Jason Bodey
E.5.f. Policy 528 Student Nondiscrimination Due to Parental, Family or Marital Status	<b>Presenter:</b> Dr. Jason Bodey
E.5.g. Policy 598 School Admission Policy	<b>Presenter:</b> Dr. Jason Bodey

**F. Consent Agenda**

**Presenter:** Ross  
Meisner

F.1. Minutes of the School Board Business Meeting  
and Work Session Held on November 15, 2022 and  
the Work Session held on December 6, 2022

F.2. Monthly Financial Reports

F.3. New Contracts, Amendments, Leaves of Absence,  
Terminations, Resignations, and Retirements

F.4. Fridley Public Schools and St. Anthony-New  
Brighton Public Schools Community Education  
Aquatics Consortium

**G. Written Information**

G.1. First Reading of Policies

G.1.a. Policy 524 Internet Acceptable Use Policy **Presenter:** Dr. Jason  
Bodey

G.1.b. Policy 618 Assessment of Standard  
Achievement **Presenter:** Dr. Jason  
Bodey

G.1.c. Policy 619 Staff Development **Presenter:** Dr. Jason  
Bodey

G.1.d. Policy 620 Credit for Learning **Presenter:** Dr. Jason  
Bodey

G.1.e. Policy 202 School Board Officers **Presenter:** Dr. Kim  
Hiel

**H. Important Future School Board Dates**

**Presenter:** Ross  
Meisner

H.1. IB Diploma Celebration & Silver Platter  
Breakfast  
December 21, 2022, 7:30 AM  
Fridley High School

H.2. No School - Winter Break  
December 23, 2022-January 2, 2023

H.3. Fridley School Board Work Session  
January 3, 2023 5:30 PM  
Hayes Elementary School

H.4. Free Family Movie Night  
January 6, 2023 7:00 PM  
Fridley High School Auditorium

H.5. Stevenson PTO Meeting  
January 12, 2023 5:00 PM  
Stevenson Elementary

H.6. No School - MLK Day  
January 16, 2023

H.7. Fridley Public Schools Board Meeting  
January 17, 2023  
Work Session, 5:30 PM  
Open Forum, 7:00 PM  
Business Meeting, 7:30 PM  
Fridley Community Center

**I. Adjournment**

**Presenter:** Ross  
Meisner

**Tuesday, December 20, 2022**  
**School Board Business Meeting**  
**Motions**

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

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

**1. Suggested Motions and Resolutions – Board Chair**

Suggested Motion: Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to approve the agenda for December 20, 2022.

**C. Spotlight on Recognition**

**D. Superintendent and Staff Reports**

**E. Business Action Items**

**1. Motion: Tax Levy Final Certification of Pay 23 Levy**

Suggested Motion: Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Tax Levy Final Certification of Pay 23 Levy

**2. Motion: Approval of the Water Service to Fridley High School Change request for project bids**

Suggested Motion: Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Fridley request for project bids to change the water service at Fridley High School.

**3. RESOLUTION: Accepting Gifts**

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

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

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

- The following persons donated to **Nutritional Services:**
  - Michael Downs - \$50 for students in need
  
- The following persons donated to the **District Offices of Fridley Public Schools:**
  - Fridley American Legion Auxiliary donated a poinsettia to thank the teachers and

staff for their hard work and dedication to the youth of our community

- The following persons donated to **Hayes Elementary**:
  - Anonymous families from Ms. Sogn's class donated snowpants, hats and mittens
- The following persons donated to **Fridley High School**:
  - Gibbs Family - \$300 for students in need of school necessities

#### **4. Motion: Second Reading and Adoption of Policies**

- Policy 610 Field Trips
- Policy 612 Development of Parent and Family Engagement Policies for Title I Programs
- Policy 708 Transportation Nonpublic
- Policy 709 Student Transportation Safety
- Policy 898 Lease Accounting Policy

Suggested Motion: Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the second reading and adoption of policies 610, 612, 708, 709 and 898.

#### **5. Motion: ONE Reading (Non Substantive Changes) and Adoption of Policies**

- Policy 525 Violence Prevention
- Policy 532 Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds
- Policy 533 Wellness
- Policy 529 Notification to Staff Regarding Placement of Students with Violent Behavior
- Policy 527 Student Use and Parking
- Policy 528 Student Nondiscrimination Due to Parental, Family or Marital Status
- Policy 598 School Admission Policy

Suggested Motion: Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the reading and adoption of non-substantive changes to policies 525, 532, 533, 529, 527, 528, and 598.

#### **F. Consent Agenda**

Suggested Motion: Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to approve the consent agenda of routine action items including minutes of the work session and business meeting held on November 15, 2022 and work session held on December 6, 2022; Monthly Financial Reports; and New Contracts, Amendments, Leaves of Absence, Resignations, Retirements and Terminations; and Fridley Public Schools and St. Anthony-New Brighton Public Schools Community Education Aquatics Consortium.

#### **G. Written Information**

#### **H. Important Future School Board Dates**

#### **I. Adjournment**

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

## Fridley Public Schools Employee of the Month – November 2022

Donna Siedlecki plays a key role in the Technology Department as one of the first people our staff and students connect with if they have a Technology question or issue. She is friendly and knowledgeable and assists them by either addressing their issue or delegating it to one of our technicians. Donna manages a broad range of critical systems for the department and district including the purchasing and inventory of all our hardware and software systems. She also works on setting up our new employee's accounts and their other technology needs. Donna updates and maintains the district security system to be sure everyone who has access to our buildings has an updated Key Card. She provides updates to the building unlock and lock schedules to ensure the safety of our staff and students in our district buildings. Donna is always willing to learn and expand her knowledgebase in the many areas she supports. She is an asset to the Technology Department and the District.

*---Yvonne Anderson, Director of Technology*

## Fridley Public Schools Employee of the Month – December 2022

Keri Hinnenkamp works in the Special Services as the Due Process Secretary. She works with all of the special education departments across the district, meeting with all of them each week to provide guidance and support. She supports the teams by keeping them organized, connecting with families, tying up loose ends and many more things. Many staff call her to ask questions, find resources, and sometimes to see if they are on track. Keri is a vital member of the Special Services team and we all benefit from her hard work.

*---Laura Seifert-Hertling, Director of Special Services*



# Employee of the Month

November & December 2022

**Employee of the Month for  
November 2022:**

**Donna Siedlecki**





**Employee of the Month for  
December 2022:**

**Keri Hinnenkamp**





*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:

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## **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
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# Hearing Agenda

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- 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
<b>State</b>																																					
Legislative Session		Supplemental Budget												Operating Budget												Supplemental Budget											
Budget Year(s)		FY 2021-23												FY 2023-25																							
<b>School District</b>																																					
Tax Levy Certification																																					
Levy Collection																																					
Budget Year		FY 2021-22					FY 2022-23							FY 2023-24					FY 2024-25																		
<b>City/Township/County</b>																																					
Tax Levy Certification																																					
Levy Collection																																					
Budget Year		FY 2022					FY 2023							FY 2024																							

## Current Year Budget Information

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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**

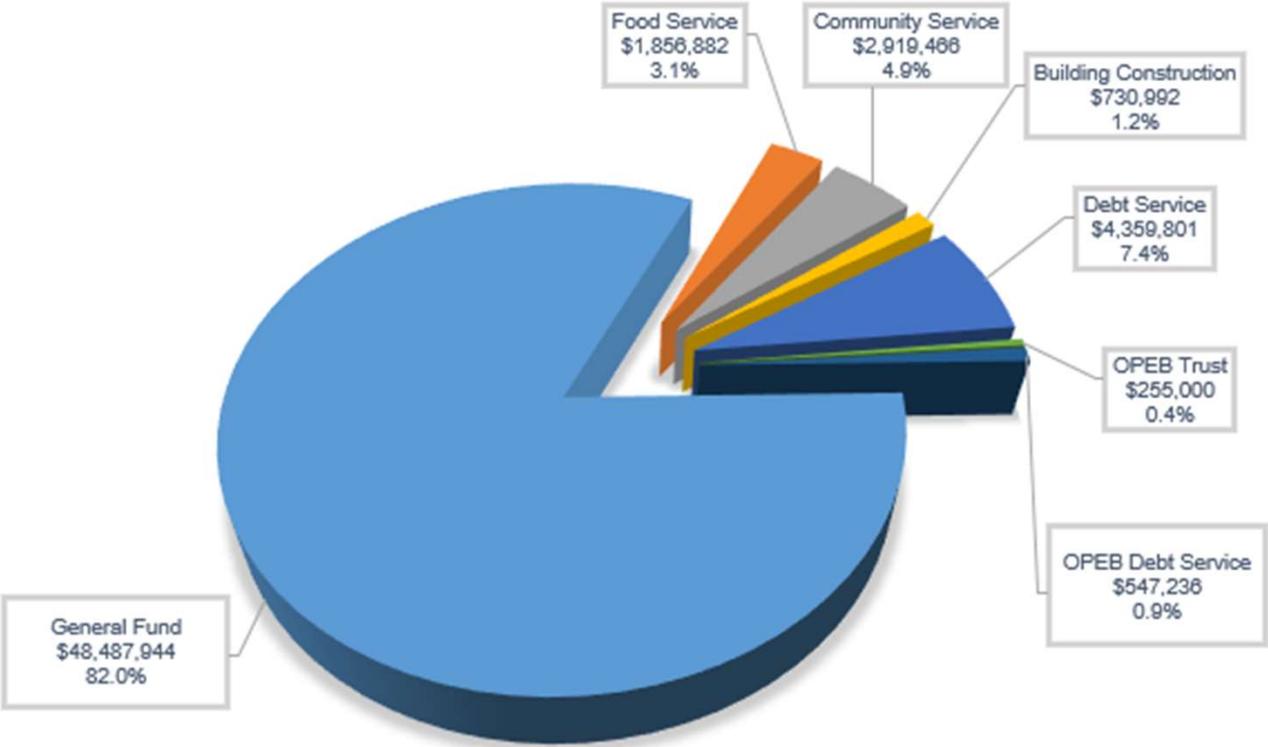
### **Our District's Funds:**

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

*\*Other Post-Employment Benefits*

# Fridley Public Schools

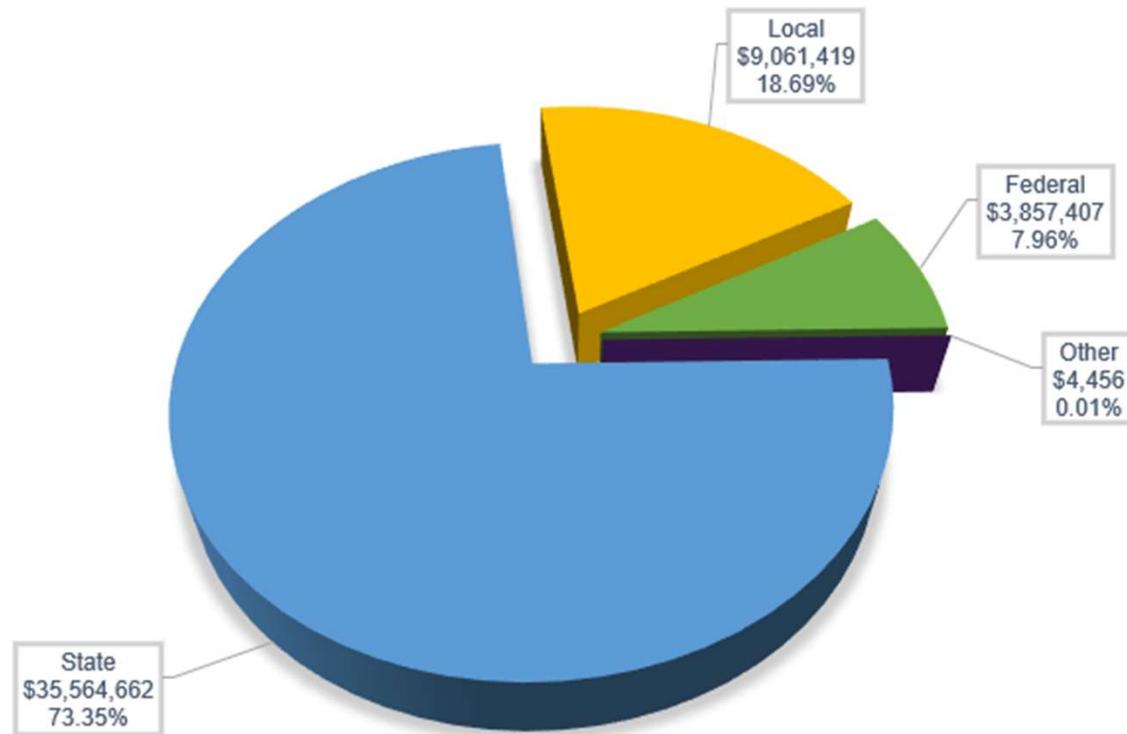
Revenue – All Funds  
2022-23 Budget \$59,157,321



# Fridley Public Schools

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

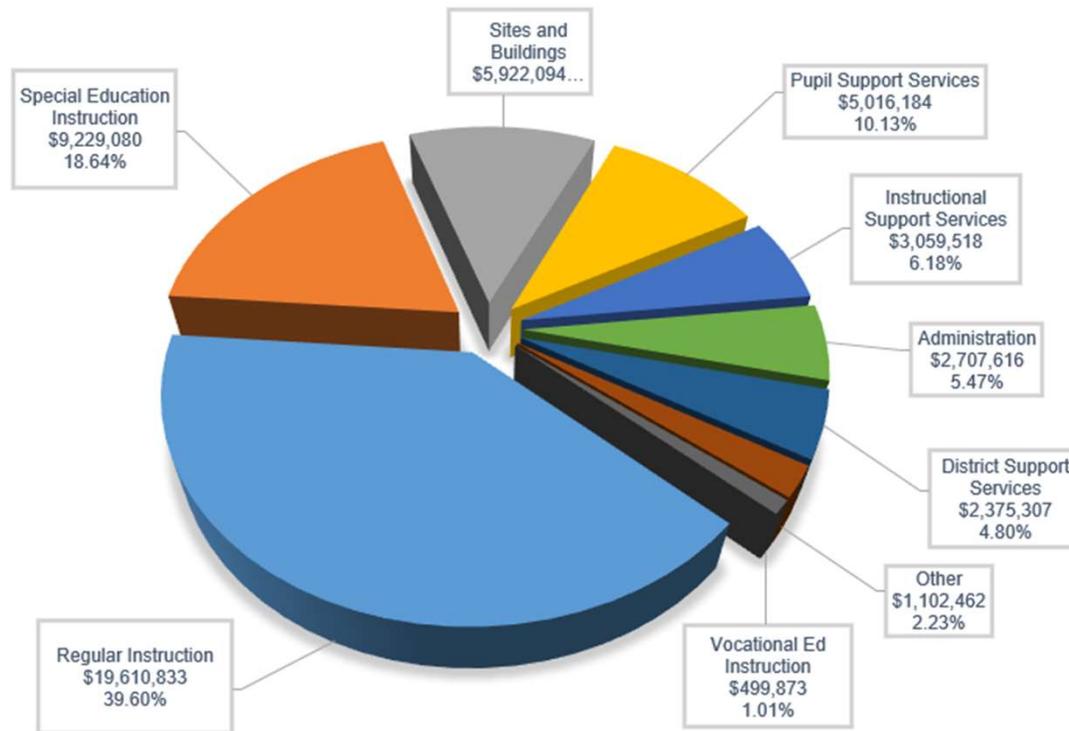
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# Fridley Public Schools

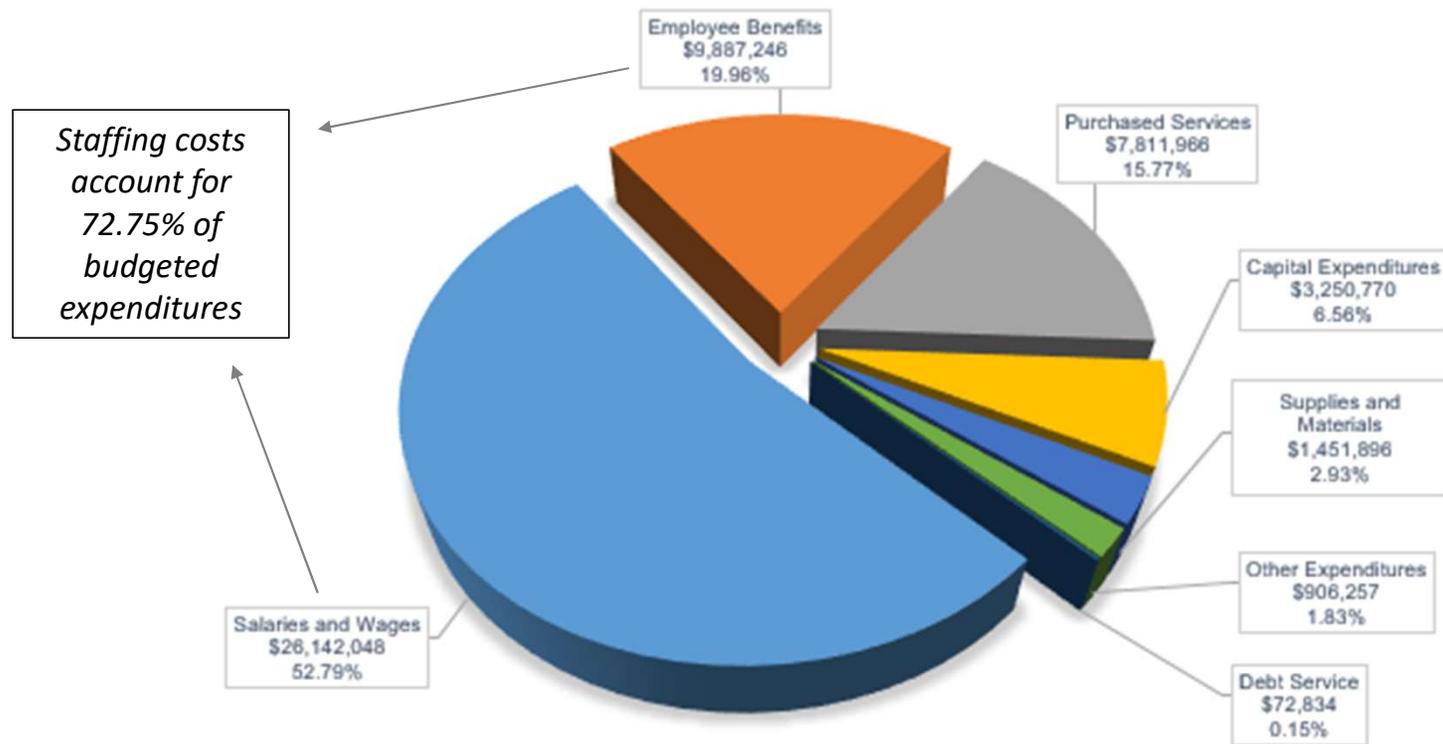
## General Fund Expenditures by Program

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
<b>General/Restricted</b>	\$2,980,036	\$10,363,948	\$11,676,304	\$1,667,680	\$12,273,461	\$13,391,729	\$549,412
<b>General/Other</b>	6,611,492	36,289,437	37,347,441	5,553,488	36,214,483	36,131,288	5,636,683
<b>Food Service</b>	637,067	2,323,741	1,958,336	1,002,472	1,856,882	2,361,762	497,592
<b>Community Service</b>	(53,039)	2,413,629	2,681,120	(320,530)	2,919,486	2,909,437	(310,481)
<b>Building Construction</b>	1,429,921	690,994	2,116,945	3,970	730,992	1,000,000	(265,038)
<b>Debt Service</b>	923,892	4,556,749	4,280,201	1,200,440	4,359,801	4,283,650	1,276,591
<b>Internal Service</b>	5,771,014			6,193,030			5,889,980
<b>OPEB* Revocable Trust</b>	4,422,738	86,614	538,471	3,970,881	255,000	345,400	3,880,481
<b>OPEB Debt Service</b>	116,214	581,205	545,830	151,589	547,236	539,990	158,835
<b>Total - All Funds</b>	\$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

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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

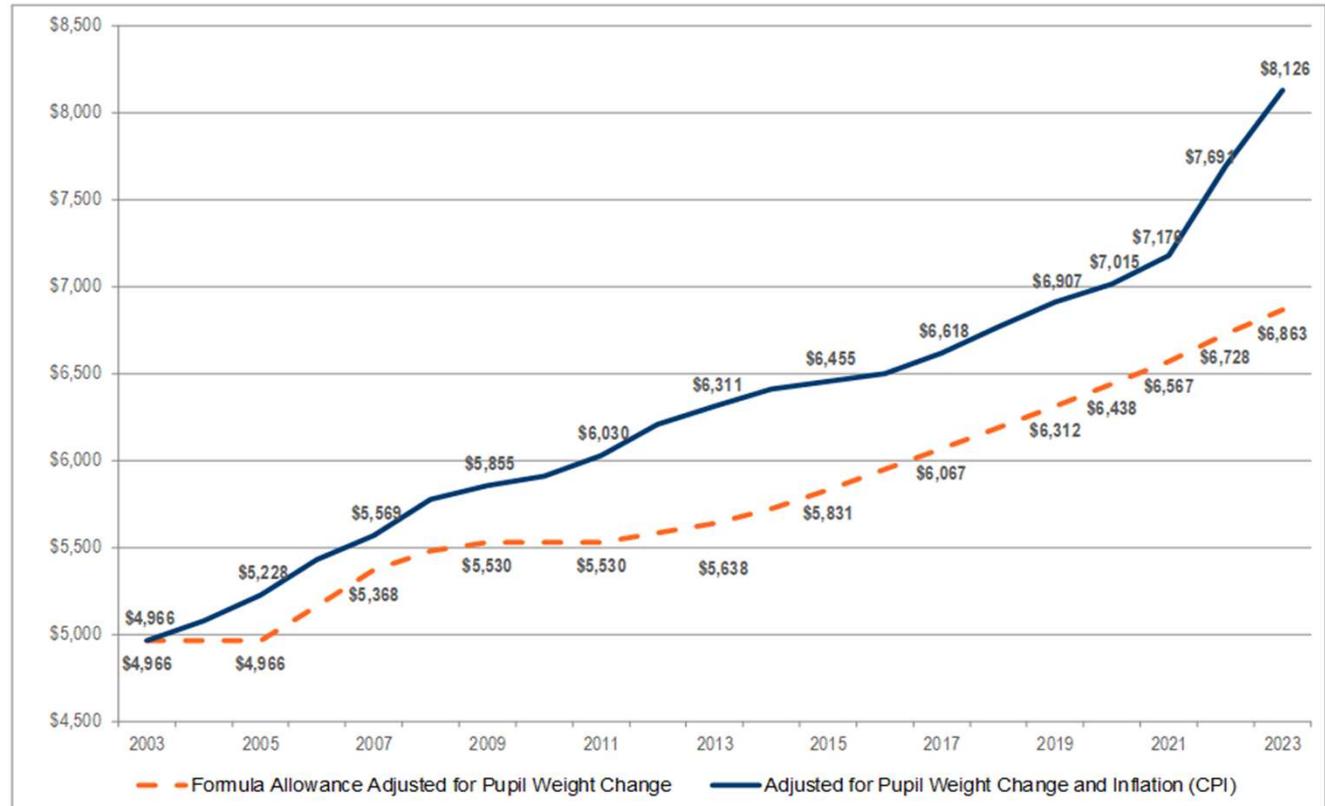
## Funding for Schools in MN is determined by legislation:

- 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

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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

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- 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

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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

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

# Property Tax Background

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- 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) 333-5555 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	
<b>Total excluding any special assessments</b>		<b>\$1,422.02</b>	<b>\$1,550.46</b>	<b>9.0%</b>

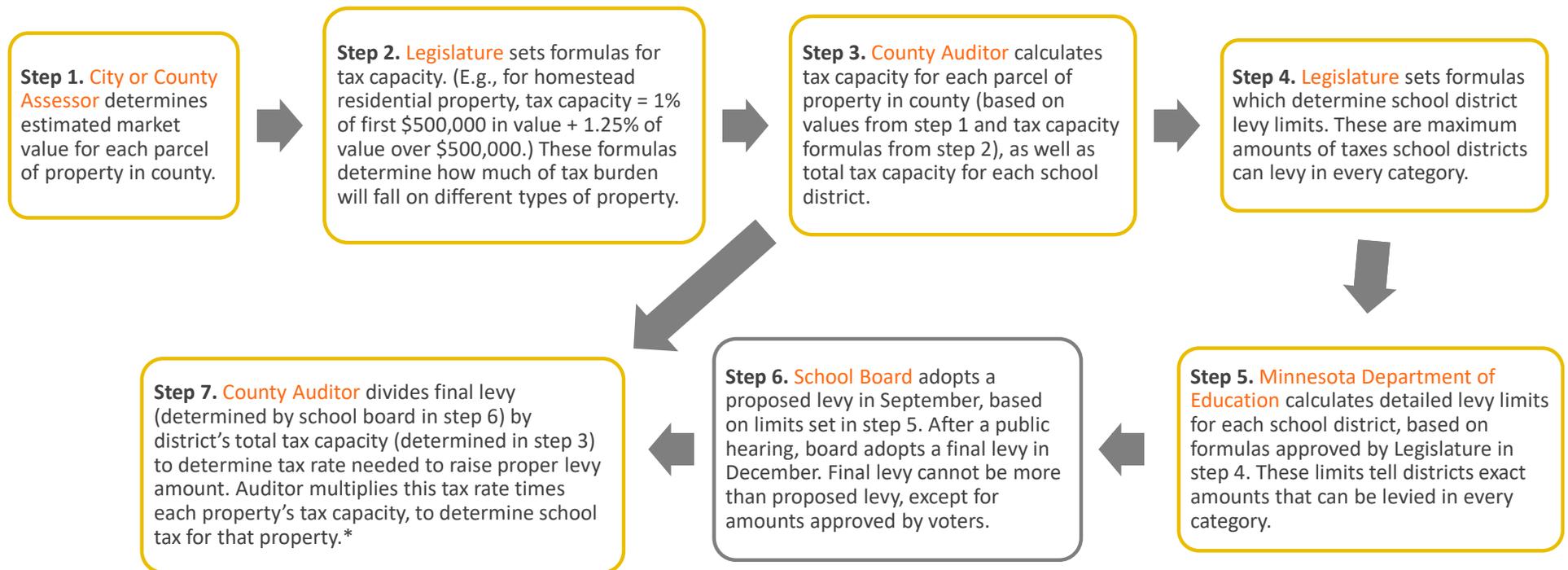
# School District Property Taxes

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- 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*

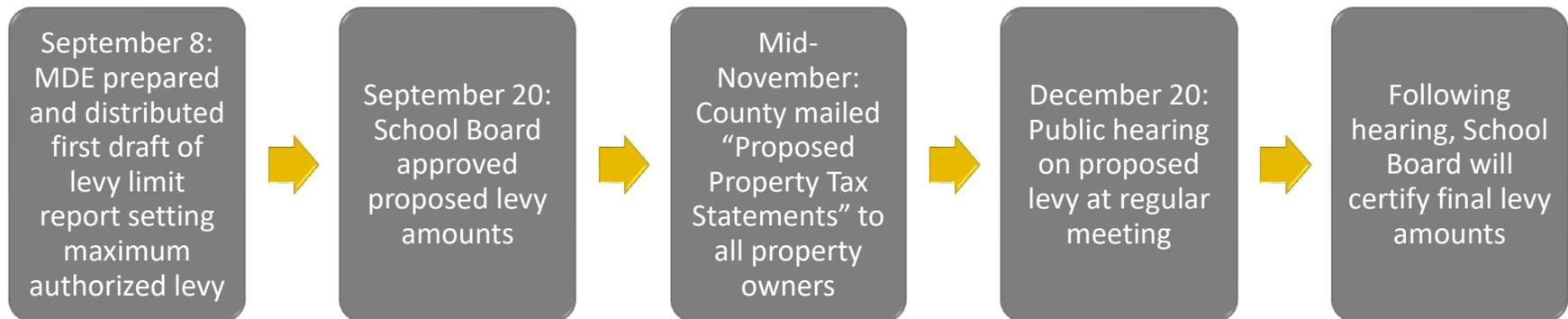
# School District Property Tax Process



**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

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# 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
<b>General Fund</b>				
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)	
<b>Subtotal, General Fund</b>	<b>\$8,016,514</b>	<b>\$7,915,765</b>	<b>(\$100,749)</b>	<b>-1.26%</b>
<b>Community Service Fund</b>				
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	
<b>Subtotal, Community Service Fund</b>	<b>\$375,971</b>	<b>\$349,660</b>	<b>(\$26,310)</b>	<b>-7.00%</b>

# Explanation of Levy Changes

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**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
<b>General Debt Service</b>				
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	
<b>Subtotal, General Debt Service Fund</b>	<b>\$3,823,743</b>	<b>\$3,695,681</b>	<b>(\$128,062)</b>	<b>-3.35%</b>
<b>OPEB Debt Service</b>				
Non-Voter Approved	\$566,491	\$569,993	\$3,502	
Debt Excess Reduction	(20,013)	(31,629)	(11,616)	
Other	758	940	182	
<b>Subtotal, OPEB Debt Service Fund</b>	<b>\$547,236</b>	<b>\$539,304</b>	<b>(\$7,932)</b>	<b>-1.45%</b>

# Explanation of Levy Changes

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**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)	
<b>Total Levy, All Funds</b>	<b>\$12,763,464</b>	<b>\$12,500,410</b>	<b>(\$263,054)</b>	<b>-2.06%</b>

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)	
<b>Total</b>	<b>\$12,763,464</b>	<b>\$12,500,410</b>	<b>(\$263,054)</b>	<b>-2.06%</b>

# Factors Impacting Individual Taxpayers' School Taxes

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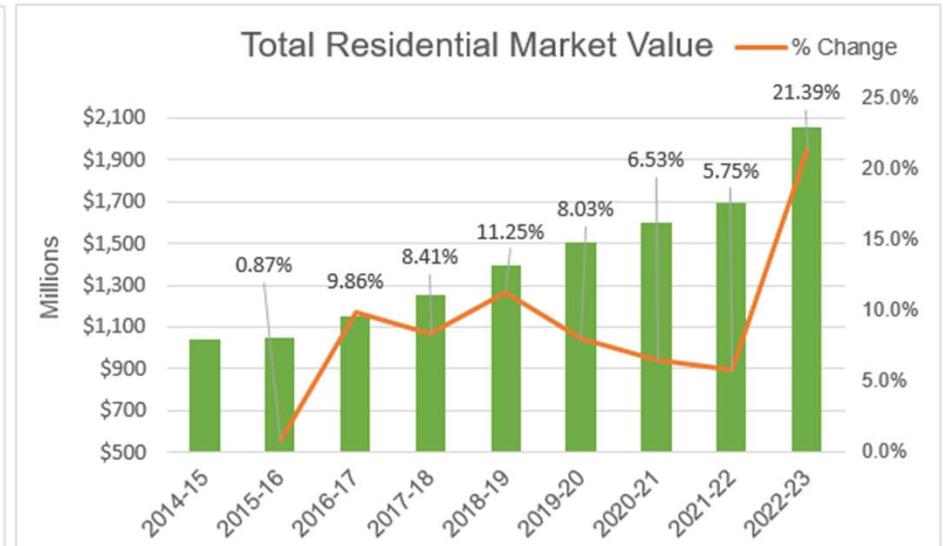
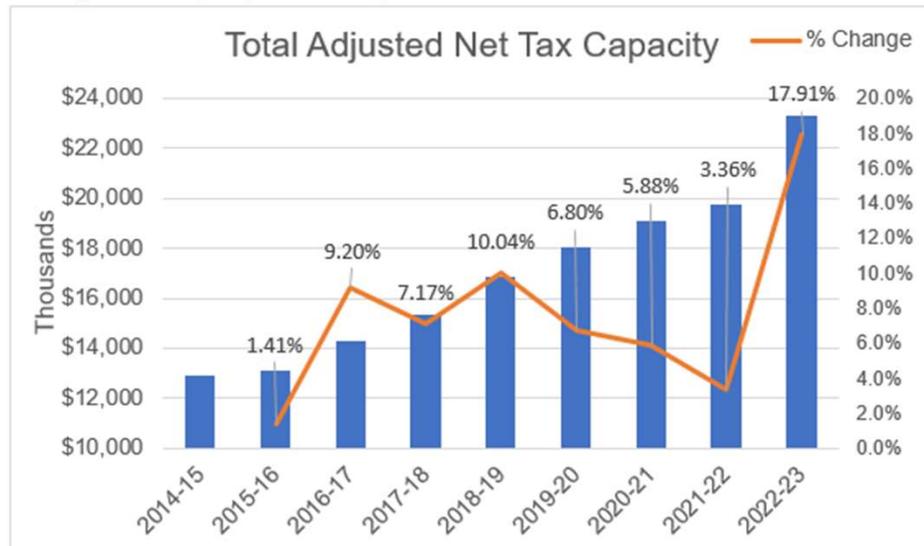
Many factors can cause tax bill for an individual property to increase or decrease from year to year

- 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

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- 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

Property Type	Estimated Market Value <sup>1</sup>	Pay 2020	Pay 2021	Pay 2022	Pay 2023	Change in Taxes 2000 to	Change in Taxes 2022 to 2023
		Total	Total	Total	Estimate		
		NTC Tax Rate	46.213%	44.306%	43.699%	34.305%	2023
		RMV Tax Rate	0.21396%	0.18896%	0.20099%	0.16425%	
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 <sup>2</sup>	\$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)

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

<sup>2</sup> 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.

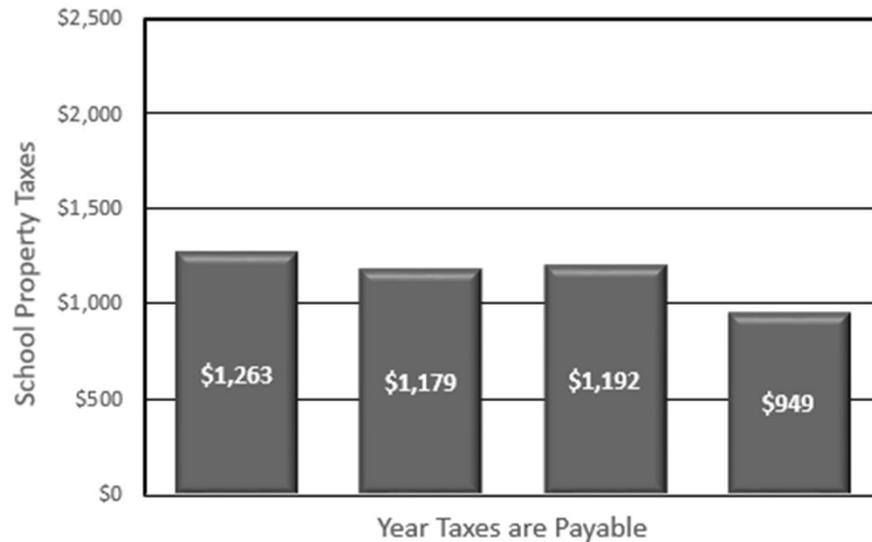
### General Notes

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.

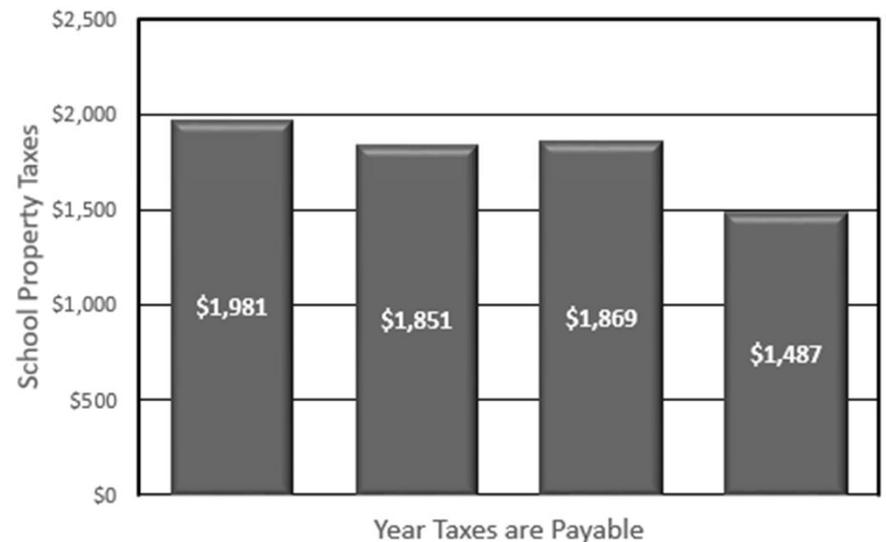
## Fridley Public Schools, ISD 14

Estimated Changes in School Property Taxes, 2020 to 2023

### Example 1: \$200,000 Residential Homestead Property



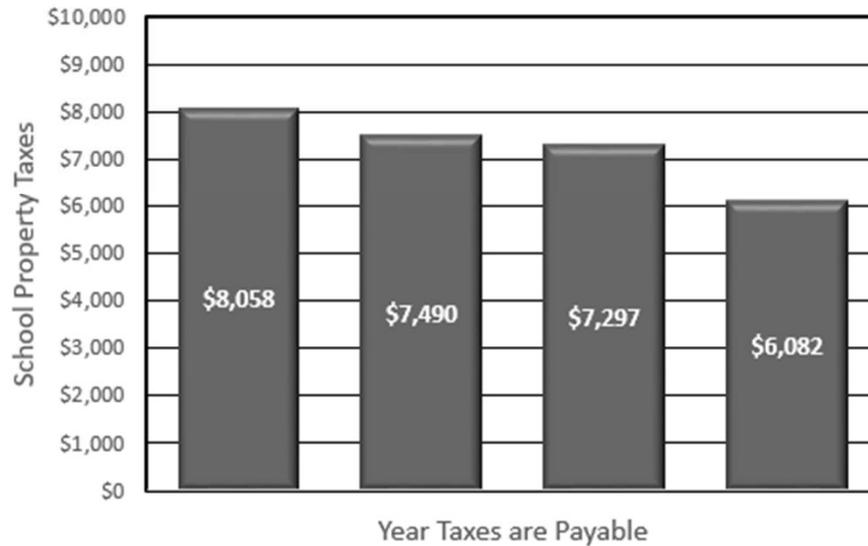
### Example 2: \$300,000 Residential Homestead Property



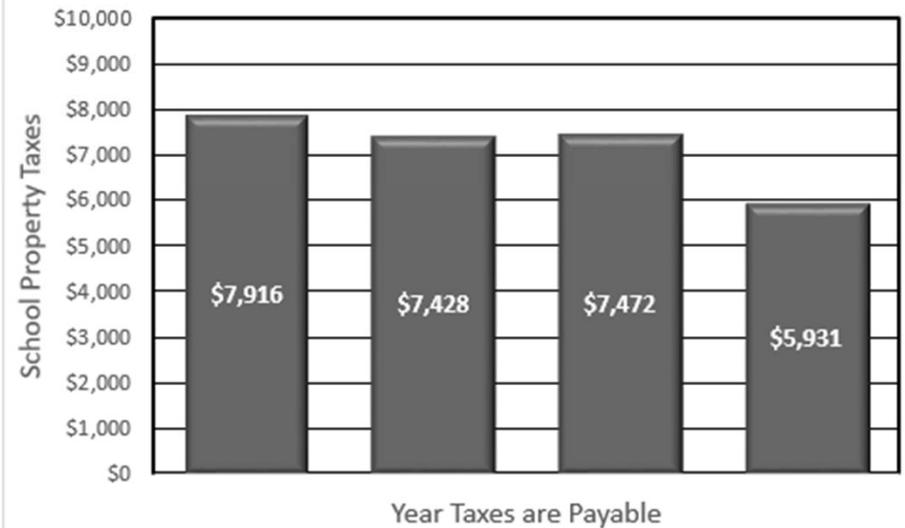
## Fridley Public Schools, ISD 14

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”

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- 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](http://www.revenue.state.mn.us))

# Minnesota Special Property Tax Refund

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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](http://www.revenue.state.mn.us))

# Senior Citizen Property Tax Deferral

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- 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

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1

Board will accept public comments on proposed levy

2

Board will certify 2023 property tax levy



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PUBLIC COMMENTS



# FRIDLEY PUBLIC SCHOOLS

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**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

	<b>LIMIT</b>	<b>PROPOSED</b>	<b>CERTIFIED</b>
<b>SUBTOTALS BY LEVY CATEGORY</b>			
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
<b>SUBTOTALS BY FUND</b>			
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
<b>SUBTOTALS BY TAX BASE</b>			
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
<b>SUBTOTALS BY TRUTH IN TAXATION CATEGORY</b>			
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
<b>TOTAL LEVY</b>			
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 \_\_\_\_\_



# FRIDLEY PUBLIC SCHOOLS

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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

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## **RESOLUTION Accepting Gifts**

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

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

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

- The following persons donated to **Nutritional Services:**
  - Michael Downs - \$50 for students in need
  
- The following persons donated to the **District Offices of Fridley Public Schools:**
  - Fridley American Legion Auxiliary donated a poinsettia to thank the teachers and staff for their hard work and dedication to the youth of our community
  
- The following persons donated to **Hayes Elementary:**
  - Anonymous families from Ms. Sogn's class donated snowpants, hats and mittens
  
- The following persons donated to **Fridley High School:**
  - Gibbs Family - \$300 for students in need of school necessities



# FRIDLEY PUBLIC SCHOOLS

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## 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

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

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## 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 (8<sup>th</sup> Cir. 2003)  
*Lee v. Pine Bluff Sch. Dist.*, 472 F.3d 1026 (8<sup>th</sup> 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.



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- 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



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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.)

#### 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



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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

Revised April 17, 2007

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](http://www.education.state.mn.us)  
Minnesota Department of Health, [www.health.state.mn.us](http://www.health.state.mn.us)  
County Health Departments  
Action for Healthy Kids Minnesota, [www.actionforhealthykids.org](http://www.actionforhealthykids.org)  
United States Department of Agriculture, [www.fns.usda.gov](http://www.fns.usda.gov)

**School Board Action:**

Adopted May 16, 2006  
Revised December 16, 2008  
Revised October 18, 2011  
Revised April 21, 2015  
Revised November 17, 2015  
Revised January 17, 2017  
Revised April 16, 2019  
Revised September 21, 2021  
[Revised December 20, 2022](#)



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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.

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, 1<sup>st</sup> 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

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

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- 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 1<sup>st</sup>
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 15<sup>th</sup>.
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 15<sup>TH</sup>**

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.

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

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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)*

	<b>Standard Score</b>	<b>Percentile</b>	<b>Criteria</b>
<b>Verbal Performance Full Scale</b>			<b>&gt;98th Percentile</b>

**2) SCHOOL READINESS**

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

**3) BEHAVIOR AND SOCIAL SKILLS –**

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

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

*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*

**Minutes**  
**School Board Work Session**  
**Fridley Independent School District 14**  
**November 15, 2022**

**Call to Order**

The Work Session of the Fridley School Board was called to order by School Board Chair Meisner at 5:33 PM on Tuesday, November 15, 2022, at the Fridley Community Center. The following Board members were present in the room: Abdisalam Adam, Jake Karnopp, Ross Meisner and Donna Prewedo. Absent: Nikki Auna, Avonna Starck

**The following items were discussed**

- A. Signing Required Documents
- B. Governance and Policy
  - 1. Second Readings and Adoption of Policies
    - a. Policy 601 School District Curriculum and Instruction Goals
    - b. Policy 603 Curriculum Development
    - c. Policy 604 Instructional Curriculum
    - d. Policy 515.1 Data Request Policy for Subjects of Data
    - e. Policy 722 Public Data Requests
  - 2. One Reading (Non Substantive Changes) Reading and Adoption of Policies
    - a. Policy 104 School District Mission
    - b. Policy 404 Background Checks
    - c. Policy 420 Students and Employees with Sexually Transmitted Infections and Diseases
    - d. Policy 506 Student Discipline
    - e. Policy 508 Extended School Year for Certain Students with Individual Education Plans
    - f. Policy 509 Enrollment of Nonresident Students
    - g. Policy 517 Student Recruitment
  - 3. First Reading of Policies
    - a. Policy 610 Field Trips
    - b. Policy 612 Development of Parent and Family Engagement Policies for Title I Programs
    - c. Policy 708 Transportation of Nonpublic Students
    - d. Policy 709 Student Transportation Safety
    - e. Policy 898 Lease Accounting Policy - NEW
- C. Oversight of Operations
  - 1. Legal, Staffing and Personnel Update
    - a. New Contracts, Amendments, Leaves of Absence, Terminations, Resignations, and Retirements
    - b. Memorandum of Agreement with Custodians (Double Time)
  - 2. Finance and Operations Update
    - a. 2021-2022 Audit Report
  - 3. Polling Place Consolidation Resolution - 2022
- D. Board Governance Policy
  - 1. Process for Nominations of Officers & Board Committees in January 2023
- E. Superintendent Relations
  - 1. Superintendent Goals 2022-23
- F. Informational Items
  - 1. Native American Month Presentation
  - 2. At the next Work Session – December 6, 2022 at Fridley High School
  - 3. Important School Board Dates to Note:

- a. NWSISD Joint Powers Board Meeting  
November 16, 2022 | 6:15PM  
NWSISD District Office
- b. AMSD Board of Directors Meeting  
December 2, 2022 | 7:00 am  
Quora Education Center
- c. Schools for Equity in Education (SEE) Meeting  
December 2, 2022 | 9:30 am  
Doubletree Hotel – Roseville
- d. NE Metro 916 board Meeting  
December 7, 2022 | 6:00 pm  
Bellaire School

Adjourned at 7:26 p.m.

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Ross Meisner, Board Chair

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Jake Karnopp, Board Clerk

**Minutes**  
**School Board Business Meeting**  
**Fridley Independent School District 14**  
**November 15, 2022**

**Call to Order, Pledge of Allegiance**

Ross Meisner called the Business Meeting of the Fridley School Board to order at 7:30 p.m. on Tuesday, November 15, 2022, at the Fridley Community Center (FCC). Present: Abdisalam Adam, Jake Karnopp, Ross Meisner and Donna Prewedo. Absent: Nikki Auna, Avonna Starck

**Approval of Agenda**

Motion by Karnopp, seconded by Adam, to approve the agenda for November 15, 2022. Upon vote being taken, all voted in favor, none against, none abstained. Motion carried 4-0.

**Spotlight on Recognition**

1. Superintendent Hiel introduced the October 2022 Employee of the Month as Rabit Rexhepi, Maintenance Lead at Fridley High School.

**Superintendent and Staff Reports**

1. Equity and Inclusion Specialist, Alma Lora introduced a Native American Heritage Presentation
2. Director of Finance & Operations, Craig Wieber, introduced KDVBergan auditor who presented on the 2021-22 Audit Report

**Business Action Items**

**1. Motion: Approval of the 2021-2022 Audit Report**

Motion by Prewedo, seconded by Adam, to approve the 2021-2022 Audit Report. Upon vote being taken all voted in favor, none against, none abstained. Motion carried 4-0.

**2. RESOLUTION: Consolidated Polling Places – Dr. Kim Hiel**

RESOLUTION ESTABLISHING A COMBINED POLLING PLACE FOR MULTIPLE PRECINCTS AND DESIGNATING HOURS DURING WHICH THE POLLING PLACES WILL REMAIN OPEN FOR VOTING FOR SCHOOL DISTRICT ELECTIONS NOT HELD ON THE DAY OF A STATEWIDE, COUNTY, OR MUNICIPAL ELECTION

BE IT RESOLVED by the School Board of ISD #14, State of Minnesota, as follows:

1. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for school district elections are those precincts or parts of precincts located within the boundaries of the school district which have been established by the cities or towns located in whole or in part within the school district. The board hereby confirms those precincts and polling places so established by those municipalities.
2. Pursuant to Minnesota Statutes, Section 205A.11, the board may establish a combined polling place for several precincts for school elections not held on the day of a statewide, county, or municipal election. Combined polling places are hereby established to serve the precincts specified for all school district special and general elections not held on the same day as a statewide, county, or municipal election, as listed below:

County	Combination Name	Polling Place	Comprised of City Precincts
Anoka	ISD #14 P1	FRIDLEY COMMUNITY CENTER 6085 7th St NE FRIDLEY MN 55433	FRIDLEY W-1 P-1 FRIDLEY W-1 P-2 FRIDLEY W-1 P-3 FRIDLEY W-1 P-4 FRIDLEY W-2 P-1 FRIDLEY W-2 P-2 FRIDLEY W-2 P-3 FRIDLEY W-2 P-4 FRIDLEY W-3 P-1 FRIDLEY W-3 P-2 FRIDLEY W-3 P-3 FRIDLEY W-3 P-4

3. Pursuant to Minnesota Statutes, Section 205A.09, the polling places will remain open for voting for school district elections between the hours of 7:00 a.m. and 8:00 p.m.

4. The clerk is directed to prepare a map illustrating the boundaries of each combined precinct, to post the map of the combined precincts in the administrative offices of the school district and to file a copy of the map and a certified copy of this resolution with the county auditor of each county in which the school district is located in whole or in part.

5. As required by Minnesota Statutes, Section 204B.16, Subdivision 1a, the clerk is hereby authorized and directed to give written notice of new polling place locations to all registered voters in the school district whose school district polling place locations have been changed. The notice must be a non-forwardable notice mailed at least twenty-five (25) days before the date of the first election to which it will apply.

Motion by Karnopp, seconded by Prewedo, to approve a combined polling place for voting on School District Elections not held on the day of a statewide, county, or municipal election. Upon vote being taken all voted in favor, none against, none abstained. Motion carried 4-0.

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

- Policy 601 School District Curriculum and Instruction Goals – Dr. Jason Bodey
- Policy 603 Curriculum Development – Dr. Jason Bodey
- Policy 604 Instructional Curriculum – Dr. Jason Bodey
- Policy 515.1 Data Request Policy for Subjects of Data – Ike Isaacson
- Policy 722 Public Data Requests – Ike Isaacson

Motion by Prewedo, seconded by Adam, to approve the second reading and adoption of policies 601, 603, 604, 515.1, and 722. Upon vote being taken all voted in favor, none against, none abstained. Motion carried 4-0.

### 4. Motion: ONE Reading (Non Substantive Changes) and Adoption of Policies

- Policy 104 School District Mission – Dr. Kim Hiel
- Policy 404 Background Checks – Ike Isaacson
- Policy 420 Students and Employees with Sexually Transmitted Infections and Diseases – Laura Seifert-Hertling
- Policy 506 Student Discipline – Laura Seifert-Hertling

- Policy 508 Extended School Year for Certain Students with Individual Education Plans – Laura Seifert-Hertling
- Policy 509 Enrollment of Nonresident Students – Dr. Jason Bodey
- Policy 517 Student Recruitment – Dr. Jason Bodey

Motion by Meisner, seconded by Prewedo, to approve the reading and adoption of non-substantive changes to policies 104, 404, 420, 506, 508, 509, and 517. Upon vote being taken all voted in favor, none against, none abstained. Motion carried 4-0.

### **Consent Agenda**

Motion by Adam, seconded by Prewedo to approve the consent agenda of routine action items including minutes of the work session and business meeting held on October 18, 2022; Monthly Financial Reports; and New Contracts, Amendments, Leaves of Absence, Resignations, Retirements and Terminations; and MOA with Custodians regarding Double Time Pay. Upon vote being taken all voted in favor, none against, none abstained. Motion carried 4-0.

### **Written Information**

1. First Reading of Policies
  - a. Policy 610 Field Trips
  - b. Policy 612 Development of Parent and Family Engagement Policies for Title I Programs
  - c. Policy 708 Transportation of Nonpublic Students
  - d. Policy 709 Student Transportation Safety
  - e. Policy 898 Lease Accounting Policy – NEW

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

1. FHS Fall Musical – Newsies  
November 17, 18, 19, 2022 7:00 PM  
FHS Auditorium
2. No School – Thanksgiving Holiday  
November 24, 25, 2022
3. Schools for Equity in Education  
December 2, 2022 9:30 AM  
DoubleTree - Roseville
4. Free Family Movie Night – Bad Guys  
December 2, 2022 7:00 PM  
FHS Auditorium
5. Fridley School Board Work Session  
December 6, 2022 5:00 PM  
Fridley High School
6. Fridley Public Schools Board Meeting  
December 20, 2022  
5:30 PM Work Session  
7:00 PM Truth in Taxation  
7:30 PM Business Meeting  
Fridley Community Center

### **Adjournment**

Motion by Adam, seconded by Karnopp, to adjourn at 8:15 p.m. Upon vote being taken, all voted in favor, none against, none abstained. Motion carried 4-0.

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Ross Meisner, Board Chair

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Jake Karnopp, Board Clerk

**Minutes**  
**School Board Work Session**  
**Fridley Independent School District 14**  
**December 6, 2022**

**Call to Order**

The Work Session of the Fridley School Board was called to order by School Board Chair Meisner at 5:00 PM on Tuesday, December 6, 2022, at Fridley High School. The following Board members were present: Nikki Auna, Jake Karnopp, Ross Meisner, Donna Prewedo, and Avonna Starck. Absent: Abdisalam Adam

**The following items were discussed:**

1. Tour of FHS
2. Strategic Planning Update with CESO
3. Discussion: Board Strategic Planning Process
4. At the Next Meeting
  - a. December 20, 2022 Meeting – Truth in Taxation
  - b. Responding to Quorum requests
5. MSBA Board Training /Leadership Conference
6. Upcoming School Board Dates

Adjourned at 6:59 PM.

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Ross Meisner, Board Chair

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Jake Karnopp, Board Clerk

**INDEPENDENT SCHOOL DISTRICT NO. 14  
FRIDLEY, MINNESOTA  
TREASURER'S REPORT  
MONTH ENDING 11/30/22**

<b>Fund</b>	<b>Balance 10/31/22</b>	<b>Receipts</b>	<b>Payroll Disbursements</b>	<b>A/P Disbursements</b>	<b>Journal Entry Transfers</b>	<b>Balance 11/30/22</b>
General (01)	\$ 34,790,972.33	\$ 1,471,963.30	\$ 1,393,593.94	\$ 2,409,934.54	\$ (464,818.87)	\$ 31,994,588.28
Food Service (02)	739,816.54	264,013.17	35,856.14	116,129.08	(21,585.11)	830,259.38
Transportation (03)	(34,070,944.68)	-	8,863.14	537,353.63	(3,160.56)	(34,620,322.01)
Comm. Service (04)	(284,842.32)	592,547.92	89,964.81	98,875.57	(31,828.20)	87,037.02
Operating Capital (05)	(773,878.02)	-	-	18,729.48	-	(792,607.50)
Construction (06)	(409,224.81)	-	-	-	-	(409,224.81)
Debt Service (07)	3,263,927.73	894,182.85	-	-	-	4,158,110.58
Performance Contract (16)	(4,220,892.26)	-	-	-	-	(4,220,892.26)
Activity Fund (19)	218,248.53	7,652.12	46.68	43,945.30	(3,267.64)	178,641.03
Dental Self Insurance (20)	342,760.72	(0.85)	-	29,904.43	27,245.17	340,100.61
Medical Self Insurance (21)	6,668,838.09	790.98	-	502,133.03	494,415.21	6,661,911.25
OPEB Trust Fund (25)	(247,836.75)	369,276.57	-	2,432.11	-	119,007.71
OPEB Debt Service (47)	486,610.76	109,389.74	-	-	-	596,000.50
Student Activities Under Board Control (51)	88,154.82	7,129.35	-	4,879.76	3,000.00	93,404.41
<b>Total</b>	<b>\$ 5,803,941.68</b>	<b>\$ 3,716,945.15</b>	<b>\$ 1,528,324.71</b>	<b>\$ 3,764,316.93</b>	<b>\$ -</b>	<b>\$ 5,016,014.19</b>

<b>Bank</b>	<b>Balance Per Bank Statement</b>	<b>Outstanding Checks</b>	<b>Outstanding Deposits</b>	<b>Balance per Treasurer's Books</b>
MN Trust - OPEB	\$ 103,751.49	\$ -	\$ -	\$ 103,751.49
MN Trust - Operating	4,987,900.28	75,637.58	-	4,912,262.70
<b>Total</b>	<b>\$5,091,651.77</b>	<b>\$ 75,637.58</b>	<b>\$ -</b>	<b>\$5,016,014.19</b>

Difference \$ 0.00

**Schedule of Investments**

**As of 11/30/22**

<b>Investment</b>	<b>Broker</b>	<b>Type</b>	<b>Purchased</b>	<b>Maturity</b>	<b>Market Value</b>	<b>Par</b>	<b>Yield</b>
MN Trust Full Flex Savings Deposit Account (PenFed Phly)	PMA - OPP	SDA	11/30/22	11/30/22	15,948.30	15,948.30	3.81%
MN Trust Full Flex Savings Deposit Account (Tech Cu Phly)	PMA - OPP	SDA	11/30/22	11/30/22	11,115,712.05	11,115,712.05	3.88%
Kane SD #304-UNREF	PMA - OPEB	SEC	01/07/21	01/01/23	658,491.15	655,000.00	0.24%
Desert Sands USD-REF	PMA - OPEB	SEC	02/23/21	08/01/23	223,731.20	220,000.00	0.12%
NYC-D2-TXBL	PMA - OPEB	SEC	02/19/21	12/01/23	986,780.00	1,000,000.00	0.20%
Schenectady Co	PMA - OPEB	SEC	03/09/21	12/15/23	222,763.50	225,000.00	0.20%
Oklahoma City - TXBL	PMA - OPEB	SEC	01/07/20	03/01/24	198,900.00	200,000.00	1.70%
US Treasury N/B	PMA - OPEB	SEC	11/22/21	10/15/24	652,531.60	700,000.00	0.66%
US Treasury N/B	PMA - OPEB	SEC	12/21/21	11/30/24	419,545.37	444,000.00	0.80%
US Treasury N/B	PMA - OPEB	SEC	01/21/22	11/30/25	246,253.98	275,000.00	1.35%
US Treasury N/B	PMA - OPEB	SEC	02/24/22	11/30/25	214,912.56	240,000.00	1.72%
<b>Totals</b>					\$ 14,955,569.71	\$ 15,090,660.35	

## 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.

## 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 (2<sup>nd</sup> 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 (8<sup>th</sup> Cir. 2012)~~  
~~*Kowalski v. Berkeley County Sch.*, 652 F.3d 656 (4<sup>th</sup> Cir. 2011)~~  
~~*Layshock v. Hermitage Sch. Dist.*, 650 F.3d 205 (3<sup>rd</sup> 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 (8<sup>th</sup> 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



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Revised July 17, 2012

Revised June 21, 2016

Revised April 18, 2017

Revised January 21, 2020

Revised for First Reading December 20, 2022

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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~~50820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.09~~5560~~ (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)



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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.

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.



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### **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**