

Work Session

Tuesday, January 17, 2023 5:30 PM

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

A.	Signing Required Documents	Presenter: Dr. Kim Hiel
B.	Nomination of Officers and Board Committees for 2022	Presenter: Dr. Kim Hiel
C.	<u>GOVERNANCE AND POLICY</u>	
	C.1. Second Readings and Adoption of Policies	
C.1.a.	Policy 524 Internet Acceptable Use Policy	Presenter: Laura Seifert-Hertling
C.1.b.	Policy 618 Assessment of Standard Achievement	Presenter: Laura Seifert-Hertling
C.1.c.	Policy 619 Staff Development	Presenter: Laura Seifert-Hertling
C.1.d.	Policy 620 Credit for Learning	Presenter: Laura Seifert-Hertling
C.1.e.	Policy 212 School Board Member Development	Presenter: Dr. Kim Hiel
	C.2. One Reading (Non Substantive Changes) Reading and Adoption of Policies	
C.2.a.	Policy 522 Title IX Non-Discrimination Policy, Grievance Procedure and Process	Presenter: S. Ike Isaacson
C.2.b.	Policy 701 Establishment and Adoption of School District Budget	Presenter: Craig Wieber
C.2.c.	Policy 701.1 Modification of School District Budget	Presenter: Craig Wieber
C.2.d.	Policy 702 Accounting	Presenter: Craig Wieber
C.2.e.	Policy 703 Annual Audit	Presenter: Craig Wieber
C.2.f.	Policy 704 Development and Maintenance of an Inventory of Fixed Assets and A Fixed Asset Accounting System	Presenter: Craig Wieber
C.2.g.	Policy 705 Investments	Presenter: Craig Wieber
C.2.h.	Policy 706 Acceptance of Gifts	Presenter: Craig Wieber
C.2.i.	Policy 707 Transportation of Public School Students	Presenter: Craig Wieber
	C.3. First Reading of Policies	
C.3.a.	Policy 901 Community Education	Presenter: Stephen Keeler
C.3.b.	Policy 998 Education Tax Levies	Presenter: Craig Wieber
D.	<u>OVERSIGHT OF OPERATIONS</u>	
	D.1. Legal, Staffing and Personnel Update	Presenter: S. Ike Isaacson
D.1.a.	New Contracts, Amendments, Leaves of Absence, Terminations, Resignations, and Retirements	

D.2. Finance and Operations Update	Presenter: Craig Wieber
D.2.a. Joint Powers Agreement with Forest Lake and Centennial Schools for food vendor purchasing	Presenter: Craig Wieber
D.2.b. Request for bids - Elementary School Freezers	Presenter: Craig Wieber
D.3. Fridley Public Schools and St. Anthony-New Brighton Public Schools Community Education Aquatics Consortium	Presenter: Stephen Keeler
D.4. 2023-24 Fridley High School Registration Guide	Presenter: Dr. Kim Hiel
D.5. RESOLUTION: School Board Supporting Form B2 Application to the Minnesota State High School League Foundation	Presenter: Dr. Kim Hiel
D.6. Indian Ed Parent Committee Resolution	Presenter: Laura Seifert-Hertling
D.7. Social Media Presence - Instagram	Presenter: Josh Collins
D.8. Partnership Updates	
D.8.a. Association of Metropolitan School Districts Board Meeting held on January 6, 2023	Presenter: Ross Meisner
D.8.b. Northwest Suburban Integration School District Joint Powers Board Meeting held on January 12, 2023	Presenter: Nikki Auna
D.8.c. Schools for Equity in Education Meeting held on January 20, 2023	Presenter: Abdisalam Adam
E. <u>BOARD GOVERNANCE POLICY</u>	
E.1. 2023-2024 School Board Meeting Calendar	Presenter: Dr. Kim Hiel
F. <u>INFORMATIONAL ITEMS</u>	
F.1. FCC Movie Debrief	Presenter: Dr. Kim Hiel / Stephen Keeler
F.2. Student Enrollment	Presenter: Dr. Kim Hiel
F.3. At the Next Work Session - February 7, 2023	
F.4. Important School Board Dates	
F.4.a. NE Metro 916 Board Meeting January 18, 2023 6:00 PM Bellaire School	
F.4.b. NWSISD Joint Powers Board Meeting January 18, 2023 6:15 PM NWSISD District Office	
F.4.c. AMSD Board of Directors Meeting February 3, 2023 7:30 PM Quora Education Center	
F.4.d. Schools for Equity in Education February 17, 2023 9:30 AM DoubleTree Hotel - Roseville	
G. <u>PUBLIC FORUM</u>	Presenter: Dr. Kim Hiel

School Board Organization

School Board Officers	2022	2023
Chair	Meisner	
Vice-Chair	Adam	
Treasurer	Auna	
Clerk	Karnopp	
Director	Prewedo	
Director	Starck	

School Board Representatives	Meetings Per Year	2022	2023
<p>AMSD (Association of Metropolitan School Districts)</p> <ul style="list-style-type: none"> The mission of AMSD is to advocate for state education policy that enables metropolitan school districts to improve student learning. Membership includes representation by the Superintendent and one School Board member from each school district on the AMSD Board of Directors. 	Board of Directors - 10 Monthly Meetings	Meisner Karnopp - alternate	Meisner Karnopp – alternate
Community Ed Advisory Council	5 meetings/year - Sept, Nov, Jan, March, May	Prewedo	Prewedo
District Advisory Council (Special Education, Title, Indian Education)	4 meeting/year	Adam	Prewedo
District Wellness Committee	4 meetings/year	Prewedo	Adam
Fridley Public Schools Foundation	Trustee – 4-5 meetings/year	Meisner	Meisner/Starck Volunteers: Auna, Karnopp, Prewedo
<p>MSBA (Minnesota School Boards Association) Legislative Representative</p> <ul style="list-style-type: none"> The mission of MSBA is to support, promote and enhance the work of public school boards and public education. The membership provides Minnesota school districts with services designed for School Board members and with model policies. 	<p>MSBA Legislative Committee – contact for MSBA to get information to the full board</p> <p>Serves as an MSBA legislative delegate. Delegate Convention 1.5 days per year.</p>	<p>Karnopp</p> <p>Starck – alternate</p>	Karnopp
<p>Minnesota State High School League</p> <ul style="list-style-type: none"> Local Advisory Committee 	No set meetings	Karnopp	Karnopp
<p>Northeast Metro School District 916</p> <ul style="list-style-type: none"> NE Metro 916 is an intermediate school district offering specialized and shared programming that includes career and technical education, special education services, area learning centers and care and treatment. 	11 monthly meetings/year - Aug - June; Plus approximately 4 work sessions/ year as needed	Starck	Starck
<p>NWSISD (Northwestern Suburban Integration School District)</p> <ul style="list-style-type: none"> NWSISD is a Magnet Schools of Choice integration district with seven member districts. 	Joint Powers Board meeting every other month from Sep through June	Auna Adam – alternate	Adam Auna – alternate
<p>SEE (Schools for Equity in Education)</p> <ul style="list-style-type: none"> The mission of SEE is “Minnesota school districts working for greater equity and adequacy in public education funding.” 	5 general meetings during school year; plus, fall, spring, and summer regional meetings	Adam Meisner - alternate	Auna Meisner – alternate

Annual School Board Authorizations

a. SCHOOL BOARD COMMUNICATION

1) Official Newspaper for 2023-24

- a) Current and recommended designation is the Life News: Blaine/Spring Lake Park / Columbia Heights / Fridley edition

b. FINANCE AND BUSINESS

1) Official Depositories for 2023-24

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

2) Approved attorney firms for legal services as needed

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

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

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

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

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

8) Authorization for the Superintendent and Director of Finance and Operations to lease, purchase, and contract for goods and services within the budget as approved by the School Board

9) School district organizational memberships for 2023-24



FRIDLEY PUBLIC SCHOOLS

Fridley Public Schools Policies Presented for Second Reading January 17, 2023

#	Policy Name	Change/Revision
524	Internet Acceptable Use Policy	Changes made for student privacy laws
618	Assessment of Standard Achievement	Definitions Updated, MN Graduation Standards replaced with academic standards, college entrance exams added, legal references updated
619	Staff Development	Teacher Development and Evaluation plan added, legal references updated
620	Credit for Learning	Legal references updated
212	School Board Member Development	Section V. Training was added

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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. 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 Public and Private Personnel Data, and 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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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.

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

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.

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)
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)



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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- S.J.W. v. Lee’s Summit R-7 Sch. Dist.*, 696 F.3d 771 (8th Cir. 2012)
- Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist.*, 853 F.Supp.2d 888 (W.D. Mo. 2012)
- M.T. v. Cent. York Sch. Dist.*, 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References:

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

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 January 17, 2023

Annual Review:

<u>Month</u>	<u>Year</u>	<u>Notes</u>
April	2022	Reviewed / Updated
January	2023	Reviewed / Updated



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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.

II. GENERAL STATEMENT OF POLICY

The school district shall establish a procedure by which students shall complete the 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 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.
- 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.
- 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 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 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 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. .

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. 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 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (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
Revised July 17, 2012
Revised June 21, 2016
Revised April 18, 2017
Revised January 21, 2020
Revised January 17, 2023

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 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.

V. 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 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)

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)

School Board Action:

Adopted as Policy 9.103 June 16, 1998

Revised as Policy 619 June 17, 2008

Revised February 18, 2020

Revised January 17, 2023

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 3501.0820 (Academic Standards for Arts)

Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)



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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 January 17, 2023

Second Reading

212 School Board Member Professional Development

I. Purpose

The purpose of this policy is to encourage members of the School Board to improve their skills in governance, developing productive working relationships with others, promoting full consideration of diverse community viewpoints that strengthen deliberations, and planning for ongoing professional development and improvement. School board members are encouraged to participate in professional development activities designed for them so they may perform their responsibilities in a more effective manner.

II. GENERAL STATEMENT OF POLICY

A successful School Board understands and applies the principles of effective governance. The essence of effective governance lies in policy making. It is recognized that skills and training as a group are required to develop a coherent framework of concepts and principles in policies that are internally consistent and guide the school district in dealing with practical situations that arise.

Effective schools for students result when all who are engaged in education work together in a prudent and cooperative manner, with high standards. Achieving a sound working relationship among School Board members presents an ongoing challenge. Each School Board member is encouraged to improve their professional skill levels, strive to better understand the educational system, and continually identify the results/ends desired in a quality educational system for students.

New School Board members will be provided the opportunity and encouragement to attend the orientation and training sessions sponsored by the Minnesota School Boards Association. All School Board members are encouraged to participate in School Board and related workshops and activities sponsored by local, state and national School Boards associations, as well as in the activities of other educational groups.

III. SKILLS FOR EFFECTIVE WORKING RELATIONSHIPS

1. Members shall strive to strengthen relationships among School Board members by defining a common purpose and understanding their roles in working to achieve it.
2. Members shall allocate time to learning as a group about successful governance concepts and leadership skills.
3. Members shall strive to build connections among School Board members by listening to all viewpoints and working for shared understanding and better decisions.
4. Members shall promote trust among School Board, staff, administration, and superintendent by demonstrating understanding of different roles, respect for each other, and using courtesy in all interactions.

5. Members shall speak with one voice, recognizing that the strength of the one voice arises from the diversity of viewpoints and the way the School Board focuses this multiplicity into unity.
6. Members will strive to establish, maintain, clarify, and protect its relationship with the community. By working together, School Board members shall build community trust in their use of authority to govern and lead the school district.

IV. ATTENDANCE AT WORKSHOPS AND PROFESSIONAL GROWTH MEETINGS

School Board members are encouraged to plan for workshop attendance and professional growth training activities. Members are expected to report back to the School Board with materials of interest gathered at the various meetings and workshops. The School Board will reimburse the necessary expenses of all School Board members who attend meetings and conventions pertaining to school activities and the objectives of the School Board. Such expense reimbursements will be within the approved policy and budget allocations of the school district relating to the reimbursement of expenses involving the attendance at workshops and conventions.

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.09, Subd. 2 (School Board Member Training)

Cross References:

MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)

MSBA/MASA Model Policy 412 (Expense Reimbursement)

School Board Action:

Adopted December 21, 1999

Revised December 16, 2008

Revised January 17, 2023



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522 Title IX Sex Nondiscrimination

I. Purpose

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

II. General Statement of Policy

- A. It shall be the policy of the school district to provide equal educational opportunities for all students. The school district shall not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. It is the responsibility of every school district employee to comply with this policy.
- C. The school district shall conspicuously post a non-discrimination poster in each building with the name of the review officer and the Title IX district human rights officer, including mailing addresses and telephone numbers. The posting shall state that the review officer is the building principal; and the Title IX district human rights officer is the director of human resources. The posting will also state that an inquiry or complaint should be referred to the above personnel.
- D. This policy shall be made available by the building principal to all students, staff members, employee unions and school organizations. The school district shall periodically review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination.
- E. The school district shall periodically review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination.

III. Reporting Procedures

- A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person

from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.

- B. In Each School Building, the building principal is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal immediately.
- C. Upon receipt of a report or grievance, the principal must notify the district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practical by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal.
- D. The school board hereby designates S. Ike Isaacson Title IX Coordinator, 6000 West Moore Lake Drive, Fridley, MN 55432, 763-502-5013, ike.isaacson@fridley.k12.mn.us as the school district human rights officer to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the Superintendent.
- E. The school district shall conspicuously post the names of the Title IX coordinator and human rights officer(s), including office addresses and telephone numbers and work e-mail addresses.
- F. Submission of a good faith complaint, grievance, or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades, or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

IV. Investigation

- A. By authority of the school district, the human rights officer, upon receipt of a report, complaint or grievance alleging unlawful sex discrimination toward a student shall promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

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

V. School District Action

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

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

VI. Reprisals or Retaliation

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports

alleged unlawful sex discrimination toward a student or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful sex discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. Right to Alternative Complaint Procedures

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

VIII. DISSEMINATION OF POLICY AND EVALUATION

- A. This policy shall be made available to all students, parents/guardians of students, staff members, employee unions, and organizations.
- B. The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

Legal References:

[Minn.Stat. § 121A.04 \(Athletic Programs; Sex Discrimination\)](#)
[Minn. Stat. §§ 121A.40 – 121A. 575 \(Minnesota Pupil Fair Dismissal Act\)](#)
[Minn. Stat. Ch. 127.46 \(Sexual, Religious & Racial Harassment and Violence\)](#)
[Minn. Stat. Ch. 363A \(Minnesota Human Rights Act\)](#)
[20 U.S.C. 1681-1688 \(Title IX of the Education Amendments of 1972\)](#)
[34 C.F.R. Part 106 \(Implementing regulations of Title IX\)](#)
[20 U.S.C § 1400, et seq. \(Individuals with Disabilities Education Act\)](#)
[29 U.S.C. § 794 \(Section 504 of the Rehabilitation Act\)](#)
[42 U.S.C. § 12101, et seq. \(Americans with Disabilities Act\)](#)
[20 U.S.C. § 1232g \(Family Educational Rights and Privacy Act of 1974\)](#)
[20 U.S.C. § 1092 et seq. \(Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act \(“Clery Act”\)\)](#)

Cross References:

[Policy 102 Equal Educational Opportunity](#)
[Policy 413 Harassment and Violence](#)
[Policy 506 Student Discipline](#)
[Policy 528 Student Parental, Family, and Marital Status Nondiscrimination](#)

School Board Action:

Adopted as Policy 8.102 and 8.103
Revised as Policy 522 June 18, 2002
Revised January 15, 2019



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Revised April 21, 2020

Revised January 17, 2023

Annual Review:

<u>Month</u>	<u>Year</u>	<u>Notes</u>
June	2022	Reviewed / No changes
<u>January</u>	<u>2023</u>	<u>Reviewed / Revised</u>

One Reading Needed



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Fridley School District Sex Discrimination Report Form

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

Complainant _____

Work Address _____

Home Phone _____ Work Phone _____

Date of Alleged Incident(s) _____

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

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

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

(Attach additional pages if necessary.) _____

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

List any witnesses who were present _____

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

Date

Complainant Signature

Date

Received by

Return to your school principal or contact person.



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One Reading Needed



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701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement School Board goals and the priorities of the school district.

III. REQUIREMENTS

- A. The superintendent or such other school official as designated by the superintendent or the School Board shall each year prepare preliminary revenue and expenditure budgets for review by the School Board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the School Board and the public. The School Board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.
- B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minnesota ~~state statute~~ Statutes section 123B.76.
- C. Prior to July 1 of each year, the School Board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the School Board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the School Board to authorize that expenditure for that year.
- D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Minnesota Commissioner of Education within one week of the acceptance of the final audit by the School Board, or November 30, whichever is

earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. These budgets, reports of revenue, expenditures, and fund balances must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minnesota ~~state statute~~[Statutes section 123B.10](#).

- E. At the public hearing on the adoption of the school district's proposed property tax levy, the School Board shall review its current budget and the proposed property taxes payable in the following calendar year.
- F. The school district must also post the materials specified above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.
- G. The school district must also include the budget information specified above in the materials provided as part of its truth-in-taxation hearing.

IV. IMPLEMENTATION

- A. The School Board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials,—but [the superintendent](#) maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to School Board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the School Board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the School Board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the School Board.



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- E. The school district shall make such reports to the [Minnesota](#) Commissioner [of Education](#) as required relating to initial allocations of revenue, reallocations of revenue and expenditures of funds.

Legal References: Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
Minn. Stat. § 123B.10 (Publication of Financial Information)

Cross References: MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
~~MSBA Service Manual, Chapter 7, Education Funding~~

School Board Action:

Adopted as Policy 10.101 Budget April 18, 1978

Revised as Policy 701 Establishment and Adoption of School District Budget March 20, 2007

Revised July 15, 2008

Revised August 22, 2012

[Revised January 17, 2023](#)



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701.1 MODIFICATION OF SCHOOL DISTRICT BUDGET

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. REQUIREMENT

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

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



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

School Board Action:
Adopted as policy February 16, 2021
Revised January 17, 2023

Only ONE Reading Needed



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702 Accounting

I. Purpose

The purpose of this policy is to adopt the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts provided for in guidelines adopted by the Minnesota Department of Education.

II. General Statement of Policy

It is the policy of this school district to comply with the Uniform Financial Accounting and Reporting Standards ([UFARS](#)) for Minnesota School Districts.

III. Maintenance of Books and Accounts

The school district shall maintain its books and records and do its accounting in compliance with the Uniform Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in the guidelines adopted by the Minnesota Department of Education and in compliance with applicable state laws and rules relating to reporting of revenues and expenditures.

IV. Permanent Fund Transfers

Unless otherwise authorized pursuant to ~~Minnesota Statutes section-~~§ 123B.80, as amended, or any other law, fund transfers shall be made in compliance with UFARS and permanent fund transfers shall only be made in compliance with ~~Minnesota Statutes section-~~§123B.79, as amended, or other applicable statute.

V. Reporting

The school board shall provide for an annual audit of the books and records of the school district to assure compliance of its records with UFARS. Each year, the school district shall also provide for the publication of the financial information specified in ~~Minnesota Statutes-~~§123B.10 in the manner specified therein

Legal References: [Minn. Stat. § 123B.02 \(General Powers of Independent School Districts\)](#)
[Minn. Stat. § 123B.09 \(Boards of Independent School Districts\)](#)
[Minn. Stat. § 123B.10 \(Publication of Financial Information\)](#)
[Minn. Stat. § 123B.75 \(Revenue; Reporting\)](#)
[Minn. Stat. § 123B.76 \(Expenditures; Reporting\)](#)
[Minn. Stat. § 123B.77 \(Accounting, Budgeting and Reporting Requirements\)](#)



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Minn. Stat. § 123B.78 (Cash Flow; ~~School District~~; Revenues; Borrowing for Current Operating Costs; Capital Expenditure; Deficits)

Minn. Stat. § 123B.79 (Permanent Fund Transfers)

Minn. Stat. § 123B.80 (Exceptions for Permanent Fund Transfers)

~~Minn. Stat. § 123B.09 (School Board Powers)~~

~~Minn. Stat. § 123B.14, Subd. 7 (Duties of School Board Clerk)~~

~~Minn. Stat. § 123B.02 (School District Powers)~~

~~Minn. Stat. § 123B.10 (Publication of Financial Information)~~

Cross References: MSBA/MASA Model Policy 703 (Annual Audit)
~~MSBA Service Manual, Chapter 7, Education Funding~~

School Board Action:

Adopted as Policy 702 November 21, 2006

Revised March 20, 2007

Revised January 17, 2023

Only ONE Reading Needed



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703 Annual Audit

I. Purpose

The purpose of this policy is to provide for an annual audit of the books and records of the school district in order to comply with law, to provide a permanent record of the financial position of the school district, and to provide guidance to the school district to correct any errors and discrepancies in its practices.

II. General Statement of Policy

The policy of this school district is to comply with all laws relating to the annual audit of the books and records of the school district.

III. Requirement

- A. The School Board shall appoint independent certified public accountants to audit, examine and report upon the books and records of the school district. The School Board may enter into a contract with a person or firm to provide the agreed upon services.
- B. After the close of each fiscal year, the books, records and accounts of the school district shall be audited by said independent certified public accountants in accordance with applicable standards and legal requirements. The superintendent and members of the administration shall cooperate with the auditors.
- C. The school district shall, prior to September 15 of each year, submit unaudited financial data for the preceding year to the [Minnesota](#) Commissioner of Education (Commissioner) on forms prescribed by the Commissioner. The report shall also include those items required by ~~Minnesota Statutes section—§~~ 123B.14, ~~subdivision~~Subd. 7.
- D. The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school district shall, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the school district by its auditor.
- E. The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act and the Minnesota Legal



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Compliance Audit Guide for School districts issued by the Office of the State Auditor.

- F. The School Board must approve the audit report by resolution or require a further or amended report.
- G. The administration shall report to the School Board regarding any actions necessary to correct any deficiencies or exceptions noted in the audit.
- H. The accounts and records of the school district shall also be subject to audit and inspection by the State Auditor to the extent provided in Minnesota Statutes, chapter Ch. 6.

Legal References:

Minn. Stat. Ch. 6 (State Auditor)

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

Minn. Stat. § 123B.09 (Boards of Independent School Districts~~School Board Powers~~)

Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts~~Duties of School Board Clerk~~)

Minn. Stat. § 123B.77, Subds. 2 and 3 (Accounting, Budgeting, and Reporting Requirement~~Audited Financial Statements; Statement for Comparison and Correction~~)

Cross References:

MSBA/MASA Model Policy 702 (Accounting)

MSBA Service Manual, Chapter 7, Education Funding

SCHOOL BOARD ACTION:

Adopted as Policy 10.401

Revised as Policy 703 November 21, 2006

Revised May 19, 2020

Revised January 17, 2023



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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM

The superintendent or such other school official as designated by the superintendent or the school board shall be responsible for the development and maintenance of an inventory of the fixed assets of the school district, and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS). Capital assets include land, land improvements, buildings, building improvements, construction in progress, machinery, equipment, and licensed vehicles. Capital assets are defined as those with an initial, individual cost of \$5,000 or more and have a useful life of more than one fiscal year. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

IV. REPORT

The administration shall annually update the inventory of fixed assets and the property records of the school district.

Legal References:

[Minn. Stat. 123.33 \(School Board Powers\)](#)

[Minn. Stat. 123.34, Subd. 8 \(Duties of School Board Clerk\)](#)

[Minn. Stat. 123.35 \(School District Powers\)](#)

[Minn. Stat. 123.36 \(Schoolhouse and Sites; Access for Non-Curricular Purposes\)](#)

[Minn. Stat. § 123B.02 \(General Powers of Independent School Districts\)](#)

[Minn. Stat. § 123B.09 \(Boards of Independent School Districts\)](#)



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[Minn. Stat. § 123B.51 \(Schoolhouse and Sites; Uses for School and non-school Purposes; Closings\)](#)

Cross References:

CHSD Proposed Policy 702 (Accounting)

~~MSBA Service Manual, Chapter 9, Public School Finance~~

School Board Action:

Adopted March 17, 2009

Revised February 16, 2021

[Revised January 17, 2023](#)

Only ONE Reading Needed



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705 Investment of School District Funds

I. PURPOSE

The purpose of this policy is to establish guidelines for the investment of school district funds.

II. GENERAL STATEMENT OF POLICY

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

III. SCOPE

This policy applies to all investments of the surplus funds of the school district, regardless of the fund accounts in which they are maintained, unless certain investments are specifically exempted by the school board through formal action.

IV. AUTHORITY; OBJECTIVES

- A. The funds of the school district shall be deposited or invested in accordance with this policy, ~~Minnesota- Statutes chapter- Ch.~~ 118A and any other applicable law or written administrative procedures.
- B. The primary criteria for the investment of the funds of the school district, in priority order, are as follows:
1. Safety and Security. Safety of principal is the first priority. The investments of the school district shall be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.
 2. Liquidity The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable, and debt service.
 3. Return and Yield. The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

V. DELEGATION OF AUTHORITY

- A. The Director of Finance and Operations of the school district is designated as the investment officer of the school district and is responsible for investment decisions and activities under the direction of the school board. The investment officer shall operate the school district's investment program consistent with this policy. The investment officer may delegate certain duties to a designee or designees but shall remain responsible for the operation of the program.
- B. All officials and employees that are a part of the investment process shall act professionally and responsibly as custodians of the public trust and shall refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program. The investment officer shall avoid any transaction that could impair public confidence in the school district.

VI. STANDARD OF CONDUCT

The standard of conduct regarding school district investments to be applied by the investment officer shall be the "prudent person standard." Under this standard, the investment officer shall exercise that degree of judgment and care, under the circumstances then prevailing, that persons of prudence, discretion, and intelligence would exercise in the management of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets. The prudent person standard shall be applied in the context of managing the overall investment portfolio of the school district. The investment officer, acting in accordance with this policy and exercising due diligence, judgment, and care commensurate with the risk, shall not be held personally responsible for a specific security's performance or for market price changes. Deviations from expectations shall be reported in a timely manner and appropriate actions shall be taken to control adverse developments.

VII. MONITORING AND ADJUSTING INVESTMENTS

The investment officer shall routinely monitor existing investments and the contents of the school district's investment portfolio, the available markets, and the relative value of competing investment instruments.

VIII. INTERNAL CONTROLS

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



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

IX. PERMISSIBLE INVESTMENT INSTRUMENTS

- A. The school district may invest its available funds in those instruments specified in ~~Minnesota Statutes sections §§~~ 118A.04 and 118A.05, as these sections may be amended from time to time, or any other law governing the investment of school district funds.
- B. The assets of another postemployment benefits (OPEB) trust or trust account established pursuant to ~~Minn-esota Statutes section §~~ 471.6175 to pay postemployment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under ~~Minnesota Statutes chapter Ch.~~ 118A or ~~§-Minnesota Statutes section~~ 356A.06, ~~subdivision Subd.~~ 7. Investment of funds in an OPEB trust account under ~~Minnesota Statutes §section~~ 356A.06, ~~subdivision Subd.~~ 7, as well as the overall asset allocation strategy for OPEB investments, shall be governed by an OPEB Investment Policy Statement (IPS) developed between the investment officer, as designed herein, and the trust administrator.

X. PORTFOLIO DIVERSIFICATION; MATURITIES

- A. Limitations on instruments, diversification, and maturity scheduling shall depend on whether the funds being invested are considered short-term or long-term funds. All funds shall normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.
- B. The school district shall diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities.
 - 1. The investment officer shall prepare an investment table in the annual financial statements specifying the accounts invested in a single type of investment instrument.
 - 2. Investment maturities shall be scheduled to coincide with projected school district cash flow needs, taking into account large routine or scheduled expenditures, as



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well as anticipated receipt dates of anticipated revenues. Maturities for short-term and long-term investments shall be timed according to anticipated need. Within these parameters, portfolio maturities shall be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected shall provide for stability of income and reasonable liquidity.

XI. COMPETITIVE SELECTION OF INVESTMENT INSTRUMENTS

Before the school district invests any surplus funds in a specific investment instrument, a competitive bid or quotation process shall be utilized. If a specific maturity date is required, either for cash flow purposes or for conformance to maturity guidelines, quotations or bids shall be requested for instruments which meet the maturity requirement. If no specific maturity is required, a market trend analysis, which includes a yield curve, will normally be used to determine which maturities would be most advantageous. Quotations or bids shall be requested for various options with regard to term and instrument. The school district will accept the quotation or bid which provides the highest rate of return within the maturity required and within the limits of this policy. Generally, all quotations or bids will be computed on a consistent basis, i.e., a 360-day or a 365-day yield. Records will be kept of the quotations or bids received, the quotations or bids accepted, and a brief explanation of the decision that was made regarding the investment. If the school district contracts with an investment advisor, bids are not required in those circumstances specified in the contract with the advisor.

XII. QUALIFIED INSTITUTIONS AND BROKER-DEALERS

- A. The school district shall maintain a list of the financial institutions that are approved for investment purposes.
- B. Prior to completing an initial transaction with a broker, the school district shall provide to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the school district's account in accordance with these restrictions. The school district may not enter into a transaction with a broker until the broker has provided this annual written agreement to the school district. The notification form to be used shall be that prepared by the State Auditor. A copy of this investment policy, including any amendments thereto, shall be provided to each such broker.

XIII. SAFEKEEPING AND COLLATERALIZATION

- A. All investment securities purchased by the school district shall be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any Federal Reserve Bank, any bank authorized under the laws of the United States or

any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York, or a securities broker-dealer defined in Minnesota- Statutes- section-§ 118A.06. The institution or dealer shall issue a safekeeping receipt to the school district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.

- B. Deposit-type securities shall be collateralized as required by Minnesota- Statutes- section § 118A.03 for any amount exceeding FDIC, SAIF, BIF, FCUA, or other federal deposit coverage.
- C. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The school district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than \$1,000,000.

XIV. REPORTING REQUIREMENTS

- A. The investment officer shall generate daily and monthly transaction reports for management purposes. In addition, the school board shall be provided a monthly report that shall include data on investment instruments being held as well as any narrative necessary for clarification.
- B. As part of the annual audit, the investment officer shall prepare and submit to the school board a comprehensive annual report on the investment program and investment activity of the school district for that fiscal year.
- C. If necessary, the investment officer shall establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system shall be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purposes.

XV. DEPOSITORIES

The school board shall annually designate one or more official depositories for school district funds. The treasurer or the chief financial officer of the school district may also exercise the power of the school board to designate a depository. The school board shall be provided notice of any such designation by its next regular meeting. The school district and the depository shall each comply with the provisions of Minnesota- Statutes- section-§ 118A.03 and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition, and withdrawal of collateral.



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XVI. ELECTRONIC FUNDS TRANSFER OF FUNDS FOR INVESTMENT

The school district may make electronic fund transfers for investments of excess funds upon compliance with Minnesota Statutes, section 471.38.

Legal References:

- Minn. Stat. § 118A.01 (~~Public Funds; Depositories and Investments~~Definitions)
- Minn. Stat. § 118A.02 (~~Authorization for Deposit and Investment~~Depositories; Investing; Sales, Proceeds, Immunity)
- Minn. Stat. § 118A.03 (~~Depositories and Collateral~~When and What Collateral Required)
- Minn. Stat. § 118A.04 (Investments)
- Minn. Stat. § 118A.05 (Contracts and Agreements)
- Minn. Stat. § 118A.06 (~~Delivery and Safekeeping; Acknowledgements~~)
- Minn. Stat. § 356A.06, Subd. 7 (~~Investments; Additional Duties~~Authorized Investment Securities)
- Minn. Stat. § 471.38 (Claims)
- Minn. Stat. § 471.6175 (Trust for Postemployment Benefits)

Cross References:

- MSBA/MASA Model Policy 703 (Annual Audit)
- ~~MSBA Service Manual, Chapter 7, Education Funding~~
- Minnesota Legal Compliance Audit Guide for School Districts Prepared by the Office of the State Auditor

School Board Action:

- Adopted as Policy 705 March 21, 2006
- Revised February 16, 2010
- Revised February 16, 2021
- Revised January 17, 2023



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706 ACCEPTANCE OF GIFTS BY THE SCHOOL BOARD

I. PURPOSE

The purpose of this policy is to provide guidelines for the acceptance of gifts by the School Board.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to accept gifts only in compliance with state law.

III. ACCEPTANCE OF GIFTS GENERALLY

The School Board may receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose. The School Board shall have the sole authority to determine whether any gift or any precondition, condition, or limitation on use included in a proposed gift furthers the interests of or benefits the school district and whether it should be accepted or rejected.

IV. GIFTS OF REAL OR PERSONAL PROPERTY

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 in compliance with Minnesota state statute. The resolution must fully describe any conditions placed on the gift. The real or personal property so accepted may not be used for religious or sectarian purposes.

V. ADMINISTRATION IN ACCORDANCE WITH TERMS

If the School Board agrees to accept a bequest, donation, gift, grant or devise which contains preconditions, conditions or limitations on use, the School Board shall administer it in accordance with those terms. Once accepted, a gift shall be the property of the school district unless otherwise provided in the agreed upon terms.

Legal References: Minn. Stat. § 123B.02, Subd. 6 (~~Bequests, Donations, Gifts~~General Powers of Independent School Boards)

Minn. Stat. § 465.03 (Gifts to Municipalities)

School Board Action:

Adopted as Policy 11.301 May 20, 1986

Revised December 16, 1986

Revised as Policy 706 October 16, 2007

Revised July 15, 2008

Revised January 17, 2023



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707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

- A. "Child with a disability" includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Education ("Commissioner"). In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the commissioner, is not a child with a disability. (~~Minn. Stat. § 125A.02~~)
- B. "Home" is the legal residence of the child. In the discretion of the school district, "home" also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, if the facility or residence is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. (~~Minn. Stat. § 123B.92, Subd. 1(b)(1); Minn. Stat. § 127A.47, Subd. 2~~)

- C. “Homeless student” means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances. (~~42 U.S.C § 11434a~~)
- D. “Nonpublic school” means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minnesota Statutes section-§ 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964. (~~42 U.S.C § 2000d, et seq.~~). (~~Minn. Stat. §123B.41, Subd. 9~~)
- E. “Nonresident student” is a student who attends school in the school district and resides in another district, defined as the “nonresident district.” In those instances, when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student’s parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. (~~Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3~~)
- F. “Pupil support services” are health, counseling and guidance services provided by the public school in the same district where the nonpublic school is located. (~~Minn. Stat. § 123B.41, Subd. 4~~)
- G. “School of origin,” for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. (~~42 U.S.C. § 11432(g)(3)(G)~~)
- H. “Shared time basis” is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minnesota Statutes section-§ 120A.22 by attendance at a nonpublic school. (~~Minn. Stat. § 126C.01, Subd. 8~~)



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- I. “Student” means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. (~~Minn. Stat. § 123B.41, Subd. 11~~)

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student’s parent or guardian. (~~Minn. Stat. § 123B.88, Subd. 1~~)
- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the School Board.
- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. This includes part-time secondary students, early childhood family education participants and area learning center students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor, with the exception of early childhood family education participants and area-learning center students if the provision of such transportation services can be provided without an increase in the school district’s expenditures. (~~Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13~~)
- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service zone. A full-service zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students. (~~Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3~~)



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- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. (~~Minn. Stat. § 123B.88, Subd. 6~~)
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. (~~Minn. Stat. § 127A.47, Subd. 3(b)~~)
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. (~~Minn. Stat. § 123B.92, Subd. 3(b)~~)

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (~~Minn. Stat. § 124D.03, Subd. 8~~)
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. (~~Minn. Stat. § 123B.88, Subds. 1 and 4~~)
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but



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may provide such transportation services at its discretion. (~~Minn. Stat. § 124D.041~~)

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, the board must provide a necessary transportation, consistent with ~~Minnesota Statutes~~ § 123B.92, ~~subdivision~~ Subd. 1(b) (4), for a resident child with a disability not yet enrolled in kindergarten, For the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs. (~~Minn. Stat. § 123B.88, Subd. 1~~)
- B. Resident students with a disability whose ~~handicapped~~ disabling conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the ~~handicapping~~ disabling condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. (~~Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600~~)
- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. (~~Minn. Stat. § 125A.65~~)
- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. (~~Minn. Stat. § 125A.12~~)
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in

another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district.

- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. ~~(Minn. Stat. § 125A.15(e) and (d); Minn. Stat. § 125A.51(e))~~
- G. Each driver and aide/paraprofessional assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. ~~(Minn. Rules Part 7470.1700)~~
- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in ~~Minnesota Statutes: chapter~~Ch. 125A. ~~(Minn. Rules Part 7470.1600, Subd. 2)~~

VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district. ~~(42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))~~
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the



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student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district. (~~42 U.S.C. § 11432(g)(1)(J)(iii)(I)~~)

2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. (~~Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II)~~)
3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. (~~Minn. Stat. § 125A.51(f)~~)
4. A homeless nonresident student enrolled under ~~Minnesota Statutes~~ §section 124D.08, subdivision~~Subd.~~ 2a, must be provided transportation from the student's district of residence to and from the school of enrollment. (~~Minn. Stat. § 123B.92, Subd. 3(e)~~).

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days. (~~Minn. Stat. § 123B.88, Subd. 21~~)

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the School Board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means. (~~Minn. Stat. § 123B.88, Subd. 1~~)



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XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 ~~United States Code section~~ § 1415 (Individuals with Disabilities Act), 29 ~~U.S.C. §United States Code section~~ 794 (the Rehabilitation Act), and 42 ~~U.S.C. §United States Code section~~ 12132, (Americans with Disabilities Act) are governed by these provisions. (~~Minn. Stat. § 121A.59~~)

XII. FEES

- A. In its discretion, the school district may charge fees for transportation of students to and from extra curricular activities conducted at locations other than school, where attendance is optional. (~~Minn. Stat. § 123B.36, Subd. 1(10)~~)
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in ~~Minnesota Statutes section~~ § 190.05. (~~Minn. Stat. § 123B.36, Subds. 1(11) and 6~~)
- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. (~~Minn. Stat. § 123B.36, Subd. 1(13)~~)
- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. (~~Minn. Stat. § 123B.36, Subd. 3~~)

Legal References:

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

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



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- Minn. Stat. § 121A.59 (Bus Transportation ~~is~~ a Privilege Not a Right)
- Minn. Stat. § 123B.36 (Authorized Fees)
- Minn. Stat. § 123B.41 (~~Educational Aids for Nonpublic School Children~~; Definitions)
- Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
- Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
- Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
- Minn. Stat. § 124D.03 (Enrollment Options Program)
- Minn. Stat. § 124D.04 (~~Enrollment Options Programs in Border States~~Options for Enrolling in Adjoining States)
- Minn. Stat. § 124D.041 Reciprocity with Adjoining States)
- Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
- Minn. Stat. Ch. 125A (~~Children with a Disability~~Special Education and Special Programs)
- Minn. Stat. § 125A.02 (Children Wwith a Disability; Defined)
- Minn. Stat. § 125A.12 (Attendance in Another District)
- Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
- Minn. Stat. § 125A.51 (Placement of Children without Disabilities; Education and Transportation)
- Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
- Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
- Minn. Stat. § 126C.01 (~~General Education Revenue~~—Definitions)
- Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
- Minn. Stat. § 190.05 (Definitions)
- Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
- Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
- 20 U.S.C. § 1415 (Individuals with Disabilities Education ~~Improvement Act of 2004~~)
- 29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
- 42 U.S.C. § 2000d (Prohibition against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)
- 42 U.S.C. § 11431, *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)
- 42 U.S.C. § 12132 (Americans Wwith Disabilities Act)

Cross References:

- MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)
- MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
- MSBA/MASA Model Policy 710 (Extracurricular Transportation)
- ~~MSBA Service Manual, Chapter 2, Transportation~~

School Board Action:

- Adopted as Policies 10.61, 10.63, 10.64, 10.65 October 18, 1994
- Revised as Policy 707 February 19, 2008
- Revised July 15, 2008
- Revised January 18, 2011
- Revised August 22, 2012



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Revised January 17, 2023

Only ONE Reading Needed



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901 Community Education

I. Purpose

The purpose of this policy is to convey to employees and to the general public the important role of community education within the school district.

II. General Statement of Policy

The school board affirms a strong commitment to the community education program. The school board welcomes, and strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. The school administration should strive to accomplish the following objectives:

- A. Maximum use should be made of public school facilities within the school district service area.
- B. Educational needs and interest of area residents should be determined periodically.
- C. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community education program.
- D. Area residents should be encouraged to actively participate in program opportunities.
- E. Recognize, analyze and respond to the diversity in our community in order to create inclusive community education programs.

III. Community Education Advisory Council

A. A citizen advisory council will be formed to assist in promoting the goals and objectives of the program.

A.B. The membership of the community education advisory will be representative of the community including citizen members and representatives from such groups as: service organizations; churches; public and nonpublic schools; local government; public and private nonprofit agencies serving youth and families; parents; youth; park and recreation services of local government units located in whole or in part within the boundaries of the school district; and any other groups participating in the community education program in the school district. The council will recommend ways to reduce or eliminate program duplication within the school district.

C. Bylaws of the community education advisory council shall provide the framework for the organization including criteria pertaining to membership, officers' duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.

B.D. The council will adopt a policy to reduce and eliminate program duplication within the school district.

Legal References:

Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings)

Minn. Stat. ~~§ 124Dd.19~~, Subd. 1 (Community Education Programs; Advisory Council)

~~Minn. Stat. 123b.51 (Schoolhouses And Sites; Access For Noncurricular Purposes)~~

Minn. Stat. 124Dd.20, Subd. 1 (Community Education Revenue)

Cross References:

Policy 902 Use of School district Facilities and Equipment

SCHOOL BOARD ACTION:

Adopted as Policy 9.600 April 18, 1981

Revised as Policy 901 September. 19, 2000

Revised June 18, 2002

Revised December 20, 2016

Revised for First Reading January 17, 2023

First Reading



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998 Education Tax Levies

I. Purpose

The purpose of this policy is to define the authority of the school district, through its School Board, to raise funds for the operation and maintenance of its schools, and the authority to manage and expend such funds under Minnesota state statute.

II. General Statement of Policy

The School Board must provide, by levy of tax, necessary funds for: the conduct of schools, the payment of indebtedness, and all proper expenses of the district. In accordance with state statute, the district must annually notify the commissioner of education of proposed levies and final levies certified.

III. Definitions

A. Levies include but are not limited to:

1. Bond Levies can be used for the repayment of principal and interest on long term debt instruments issued to fund the construction of or the addition to school district buildings and ~~can not~~cannot be used for operating expenses as described under the operating levies.
2. Operating Levies can be used to pay for any operational expense of the district including: teacher salaries, classroom supplies, utilities and transportation.
3. Capital Project Levies can be used for specific capital projects such as technology equipment.

B. “School Board” means the governing body of the school district.

III. Funds for which taxes may be levied include:

- A. General Fund
- B. Community Service
- C. Debt Redemption
- D. Other general and specifically defined purposes in accordance with state statutes

IV Responsibility



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- A. The director of finance [and operations](#) will work with the superintendent in establishing levy ~~rates~~ [amounts](#) and in recommending such ~~rates~~ [amounts](#) to the School Board.
- B. ~~The state legislature establishes H~~ [levy limitations for Minnesota school districts are established in state statute and calculated by the Minnesota Department of Education.](#)
- C. Referendums may be called by the School Board.
- D. Referendums may be called by the School Board upon petition of the electorate in accordance with state statutes.
- E. The School Board directs the superintendent or a designee to keep the board informed of the current ~~levying rates~~ [levy amounts](#) in accordance with Minnesota statutes.

Legal References: Minn. Stat. § 123B.02 Subd 8 (General Powers of Independent School Districts)
[Minn. Stat. § 123B.62 \(Capital Project Referendum\)](#)
Minn. Stat. § 126C.48 (Levy Procedure)
Minn. Stat. § 126C.63 (Definitions)
[Minn. Stat. 475.58 \(Obligations; Elections to Determine Issue\)](#)
[Minn. Stat. 475.61 \(Tax Levies\)](#)

School Board Action:
Adopted June 17, 2008
[Revised for first reading January 17, 2023](#)

Personnel Changes 2022-2023

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

First Name	Last Name	Assignment	Step/Lane/Salary	School
Lily	Park	Early Bird Choir Director	Schedule C	RLS
Zack	Bobick	Boys Basketball Coach	Schedule C	FMS
Philip	Wolney	Boys Basketball Coach	Schedule C	FMS

Leaves of Absence (2022-2023)

- Karina Bachmeier has requested a leave of absence from her teacher position at Fridley High School from December 12, 2022 through December 22, 2022.
- Amelia Cihacek has requested a leave of absence from her teacher position at Hayes Elementary School from January 27, 2023 through May 2, 2023.
- Melissa Heuchert-Berry has requested a leave of absence from her teacher position at Fridley Middle School from January 11, 2023 through April 14, 2023.
- Nancy Johansen-Huffman has requested a leave of absence from her teacher position at RLS from November 8, 2022 through December 16, 2022.
- Sean Mayberry has requested a leave of absence from his student achievement specialist position at Fridley Public Schools from January 4, 2023 through February 10, 2023.
- Katherine Shook has requested a leave of absence from her teacher position at Fridley Middle School from December 2, 2022 through January 2, 2023.
- Lori Teegarden has requested a leave of absence from her teacher position at Fridley Middle School from November 25, 2022 through January 2, 2023.

Resignations (2022-2023)

- Bridget Stolhanske resigned her Kindergarten Teacher position at Hayes Elementary School, effective December 23, 2022.
- Nathan Yancy resigned his Student Achievement Specialist position at Fridley Public Schools, effective December 16, 2022.

Retirements (2022-2023)

- James Wilka retired from his Paraeducator position at Stevenson Elementary School, effective December 13, 2022.

JOINT POWERS AGREEMENT
FOR
SCHOOL FOOD PROCUREMENT

This Agreement is between Independent School District No. 831, Forest Lake Area Schools, Independent School District No. 12, Centennial, and Independent School District No. 14, Fridley Public Schools (collectively, the Districts).

Recitals

1. The Districts seek to obtain quotes from prospective food distributors to provide commercial food products and related food service goods for their respective schools. By joining together in the procurement process, the Districts hope to obtain beneficial volume pricing. Based on the quotes received and subsequent negotiations, the Districts will choose a food distributor (the Prime Vendor) with which to contract for the 2023-2024 school year, with up to four one-year renewals.
2. On behalf of the Districts, ISD 831 is willing to undertake the Request for Quotes process and negotiate the quotes received, with input from ISD 12 and ISD 14. The Request for Quotes will provide the necessary information for all three Districts to obtain the best pricing.
3. Following selection of the Prime Vendor, each District will be responsible for its own orders and work directly with the Prime Vendor on all issues relating to the products and services purchased.

Agreement

1. **Enabling Authority and Purpose.**
 - a. Minnesota Statutes § 471.59 provides that two or more governmental units may by agreement jointly exercise any power common to the contracting parties. Minnesota Statutes § 123B.52 authorizes school districts to contract with food service vendors. The signatories to this Agreement are public corporations of the State of Minnesota authorized by law to enter this Agreement.
 - b. The purpose of this Agreement is to authorize ISD 831 to issue a Request for Quotes for commercial food products and related food service goods on behalf of the Districts and negotiate a food services contract with the Prime Vendor.

2. **Term.**

- a. **Effective Date:** the last date executed by the parties hereto.
- b. **Term:** the 2023-2024 school year, subject to any renewals of the Prime Vendor agreement.
- c. **Renewal of the Prime Vendor agreement:** following the 2023-2024 school year, the Prime Vendor agreement may be renewed for up to four one-year renewals. Each renewal of the Prime Vendor agreement must be approved by each District authorized representative.
- d. **Termination Date:** the termination date of the Prime Vendor agreement.

3. **Contract Procurement.**

- a. ISD 831 shall draft a Request for Quotes for school food vendors. The RFQ shall be provided to ISD 12 and ISD 14 staff for review and input and include necessary data from all Districts on which potential vendors can base their responses.
- b. ISD 831 shall issue the RFQ to potential vendors, respond to vendor questions, receive vendor quotes, and engage in negotiations with vendors as appropriate. The quotes received will be shared with the Districts for input on the quotes and negotiations.
- c. Based on the quotes received, input from the Districts, and any subsequent negotiations, ISD 831 shall award a contract to a single Prime Vendor.
- d. Each District shall have the right to order products pursuant to the Prime Vendor contract. Such orders shall be handled directly between the ordering District and the Prime Vendor. Each District is solely responsible for placing and paying for its own orders. Any disputes between a District and the Prime Vendor shall be resolved by that District.

4. **Authorized Representatives.** For purposes of approving the RFQ and providing input on the RFQ process and negotiations, ISD 12 and ISD 14 authorize the following representative to act on behalf of their respective District:

- a. Tara Forner, Food Service Director ISD 12
- b. Renee Arbogast, Food Service Director ISD 14

5. **Assignment and Amendment.**

- a. This Agreement may not be assigned by any party without the prior written consent of all other parties.

- b. Any amendment to this Agreement must be in writing and is not effective until has been authorized and executed.
6. **Liability.** To the full extent permitted by law, actions by the parties pursuant to this Agreement are intended to be and shall be construed as a “cooperative activity” and it is the intent of the parties that they shall be deemed a “single governmental unit” for the purposes of liability during the procurement of a contract with a single Prime Vendor, all as set forth in Minnesota Statutes, Section 471.59, subd. 1a(b). Each party shall assume individual liability for any and all disputes that may arise between it and the Prime Vendor once a contract has been awarded, unless the dispute involves all three parties. Each party to this Agreement expressly declines responsibility for the acts or omissions of the other parties for purposes of Minnesota Statutes, Section 471.59, subd. 1a(b)
7. **Governing Law, Finality and Severability.**
- a. Governing Law. This Agreement shall be governed by and construed according to the laws of the State of Minnesota. Any legal proceedings taken arising out of the terms and conditions of the Agreement shall be venued in the district courts of the State of Minnesota.
 - b. Severability. The provisions of this Agreement are severable. If any section, paragraph, subdivision, sentence, clause or phrase of the Agreement is held to be contrary to law, rule, or regulation having the force and effect of law, such decision shall not affect the remaining portions of this Agreement.
 - c. Reservation of Authority. Nothing in this Agreement shall act as a waiver by a participating Party of its individual power and legal authority to obtain the products and services contemplated in this Agreement.
 - d. Final Agreement. It is understood and agreed that the entire agreement of the parties is contained here and that this contract supersedes all oral or written agreements and negotiations between the parties relating to this subject matter.
 - e. Counterparts. This Agreement may be executed in two or more counterparts, each of which shall be an original, but all of which shall constitute one and the same instrument. Fully executed copies shall be provided to all Parties.

[Signature page follows.]

Independent School District No. 831

Board Chair

Dated: _____, 2023

Board Clerk

Dated: _____, 2023

Independent School District No. 12

Board Chair

Dated: _____, 2023

Board Clerk

Dated: _____, 2023

Independent School District No. 14

Board Chair

Dated: _____, 2023

Board Clerk

Dated: _____, 2023



FRIDLEY PUBLIC SCHOOLS

January 6, 2023

To: Superintendent Hiel

From: Renee Arbogast, Director of Nutritional Services

Subject: Approval to advertise for Requests for Quotation

Nutritional Services is seeking approval to solicit requests for quotation to replace of the walk-in freezers at Hayes Elementary School and Stevenson Elementary School.

The current walk-in freezers at Hayes Elementary School and Stevenson Elementary School are old, need frequent repairs, are not energy efficient, and are too small for the district's current needs. With the Nutritional Services department transitioning to more scratch cooking and current delivery constraints, additional freezer space is needed to purchase locally grown foods and accommodate the reduction in food deliveries for our distributors. The current walk-in freezers will be removed from inside the building to provide additional Nutritional Services storage. The new freezers will be placed outside the building with an entrance created into the kitchen. The project requires some concrete work to be completed outside the building. The project includes a 12'x12' Thermalrite walk-in freezer for each school, installation of new refrigeration lines, new condensing units, and demolition and removal of the current walk-in freezers. A construction schedule will be provided after a contractor is selected. With approval, construction would begin on or shortly after June 14, 2023, with completion required no later than August 25, 2023. The preliminary budget for this work is \$300,000 (\$150,00 for each freezer unit and installation).

CC: Craig Wieber, Director of Finance & Operations

A World-Class Community of Learners



**JOINT POWERS AGREEMENT
BETWEEN FRIDLEY PUBLIC SCHOOLS
AND
ST. ANTHONY–NEW BRIGHTON PUBLIC SCHOOLS
FOR THE CREATION OF A COMMUNITY EDUCATION AQUATICS CONSORTIUM**

I. Purpose

This Agreement is made and entered into pursuant to Minnesota Statutes §471.59 between Fridley Public Schools, Independent School District No. 14 and St. Anthony–New Brighton Public Schools, Independent School District No. 282 for the collaborative use of facilities and community education funds in order to provide swimming instruction and other recreation to its communities.

II. Membership

1. The two-member school districts of the FSNB Community Education Aquatics Consortium are:

- Fridley Public Schools, Independent School District No. 14
- St. Anthony-New Brighton Public Schools, Independent School District No. 282

2. Each member shall insure that their sites are fully operational, and timely communicate any issues regarding facilities used by the FSNB Community Education Aquatics Consortium. Each member school district is responsible for the costs of maintenance and facility improvements to the respective pools and associated facilities.

III. Legal Status

This Agreement is for a cooperative venture, and it is not intended to create a separate, free-standing entity. Property will not be owned in the name of the FSNB Community Education Aquatics Consortium, nor will it have its own employees. Any contracts related to the Consortium must be approved and executed by the member school boards.

IV. Governing Board

Upon commencement of this Agreement, the member school district shall designate the following individuals to the FSNB Community Education Aquatics Consortium Board:

- Fridley Public Schools Community Education Director
- St. Anthony-New Brighton Public Schools Director of Community Services & Communications
- Fridley Public Schools Community Education Adult & Youth Services Coordinator
- St. Anthony-New Brighton Public Schools Community Services Coordinator
- FSNB Community Education Aquatics Consortium Program Manager

Board members must attend at least 75% of scheduled meetings annually. The FSNB Community Education Aquatics Consortium Board will meet a minimum of four (4) times each

calendar year to approve a budget and decide on issues of common interest related to fulfilling the Consortium's purpose.

The FSNB Community Education Aquatics Consortium Board shall establish an annual plan, including activities, programs and/or services undertaken or offered by the Consortium each year and adopted by the Consortium Board. Such plan shall be submitted to the School Board of each member school district no later than June 30 of each fiscal year.

V. Fiscal Agent

Fridley Public Schools shall serve as the Fiscal Agent for the FSNB Community Education Aquatics Consortium. As Fiscal Agent, Fridley Public Schools shall:

1. Employ and supervise the aquatic staff serving the FSNB Community Education Aquatics Consortium.
2. Develop a proposed budget for the Consortium which is presented annually to the Consortium Board for approval.
3. Provide information to the Consortium Board relevant to the efficient and effective functioning of the Consortium.
4. Invoice the St. Anthony-New Brighton Public Schools on a quarterly basis for:
 - (a) the proportional costs of the Aquatics Program Manager position based on the Fridley Public Schools Program Manager pay scale, fiscal year revenue and expenditure projections, and quarterly revenue and expense actuals.
 - (b) the proportional costs of aquatic staff based on the Fridley Public Schools Water Safety Instructor and Lifeguard pay scale, fiscal year revenue and expenditure projections, and quarterly revenue and expense actuals.
 - (c) proportion of expense costs including staff training, certification and professional development, association membership fees, Red Cross fees, other materials related to the successful running of an aquatics program and other expenses associated with the aquatics program, subject to approval by the FSNB Community Education Aquatics Consortium Board.
5. The St. Anthony-New Brighton Public Schools shall make payment to the Fiscal Agent as soon as possible after receipt of invoices, but no later than 30 days after receipt. If St. Anthony-New Brighton Public Schools elects to withdraw from the Consortium in accordance with the provisions of this Agreement, it shall be responsible for its share of any contribution to the Consortium budget and outstanding invoices, up to the effective date of the withdrawal from the Consortium.

6. St. Anthony-New Brighton Public Schools must provide required fiscal and performance data to the Fiscal Agent by any deadlines established by Fridley Public Schools, including quarterly revenue for the aquatics program, including but not limited to monthly transaction reports for the aquatics program.

VI. Term

The term of this Agreement shall commence on January [insert], and shall expire on June 30, 2024, unless it is terminated earlier as described in this Agreement. A member shall notify the FSNB Community Education Aquatics Consortium at least sixty (60) days in advance of the expiration of this Agreement if it does not intend to enter into a subsequent agreement.

VII. Withdrawal and Termination

1. A member may withdraw from the Consortium upon 60 days' written notice to all other members during the term of this Agreement. A withdrawing member shall satisfy all of its financial responsibilities and other commitments up to the effective date of withdrawal.

2. This Agreement shall also terminate: (a) upon written agreement of all members; (b) upon operation of law or court order; or (c) when there are no longer two Consortium members.

3. Upon termination, each Consortium member shall satisfy all financial obligations and other commitments.

VIII. Indemnification and Limitation of Liability

1. Action by Parties to this Agreement are intended to be and shall be construed as a "cooperative activity", and it is the intent of the Parties that they shall be deemed a "single governmental unit" for the purposes of liability, as set forth in Minnesota Statutes §471.59, subd. 1a(a), provided further that for purposes of this statute, each party to this Agreement expressly declines responsibility for the acts or omissions of the other Parties. The tort cap limits specified for cooperative agreements under Minnesota Statutes §471.59 shall apply to this Agreement and to the activities of the Parties to this Agreement. The statutory limit for the Parties may not be added together or stacked.

2. To the fullest extent permitted by law, each member of the Consortium agrees to defend and indemnify the others, their school board members, and employees from and against all claims, damages, losses, and expenses, including attorneys' fees, arising out of or resulting from the activities under this Agreement; but only to the extent caused in whole or in part by the negligent acts, errors or omissions of the member District, or any one directly or indirectly employed or hired by the member District, or anyone whose acts for the member may be liable.

3. The school district members of the Consortium shall have liability insurance covering the acts and omissions of the Consortium and the Parties to this Agreement and their employees, officials and agents, in an amount not less than the statutory maximum set forth in

Minnesota Statutes §466.04. Any additional cost for such coverage shall be paid by the member school districts.

Nothing in this Section shall be construed as a waiver by any participating member of the Consortium of any immunity, defenses or other limitations on liability to which the member is entitled by law.

IX. Notices

Any notices to or communication regarding the Consortium for purposes of this Agreement shall be sent to:

[insert contact person for each school district]

IN WITNESS WHEREOF, Fridley Public Schools, Independent School District No. 14 and St. Anthony–New Brighton Public Schools, Independent School District No. 282 have approved this Agreement by their respective school boards, and have authorized execution by the individuals below.

Director of Community Services & Communications , Independent School District No.282:

_____ Date: _____

School Board Chair, Independent School District No.282:

_____ Date: _____

Superintendent, Independent School District No.282:

_____ Date: _____

Community Education Director, Independent School District No.14:

_____ Date: _____

School Board Chair, Independent School District No.14:

_____ Date: _____

Superintendent, Independent School District No.14:

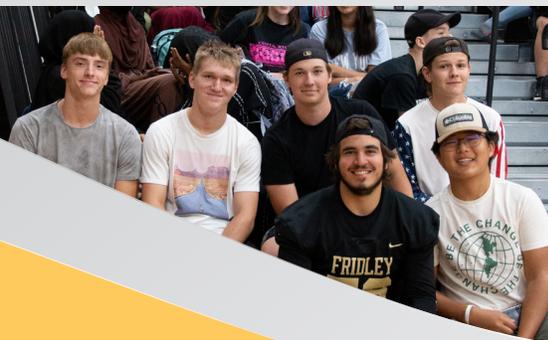
_____ Date: _____



FRIDLEY
HIGH SCHOOL



Registration & Course Guide



2023-2024



An International Baccalaureate World School

A MESSAGE FROM PRINCIPAL HAND

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

ADMINISTRATION

Dr. Kim Hiel

Fridley Public Schools Superintendent

Ms. Patty Hand

Fridley High School Principal

Mr. Lamii Zarlee

Fridley High School Assistant Principal

Mr. Justin Reese

Fridley Activities Director

STUDENT SUPPORT OFFICES

Ms. Sharon McClernan

Registrar—Guidance Office

763-502-5612

Mr. Jim Cummings

Dean of Students

Last names starting with the letters A - F

763-502-5617

Ms. Amy Engler

Dean of Students

Last names starting with the letters G - M

763-502-5610

Ms. Jessica Miller-Johnson

Dean of Students

Last names starting with the letters N-Z

763-502-5619

IB COORDINATORS

Ms. Kari Reiter

763-502-5036

Mr. Tim Leistikow

763-502-5062



Patty Hand, Principal

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

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

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

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

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

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

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

Good luck as you plan for the upcoming school year.

Sincerely,

Fridley High School Principal



L-R: Assistant Principal Lamii Zarlee, Principal Patty Hand, Activities Director Justin Reese



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

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

To accomplish this mission, we will:

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



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HOW TO USE THIS REGISTRATION GUIDE

TERMINOLOGY AND DEFINITIONS

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

Prerequisite Course

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

Required Course

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

Elective Course

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

International Baccalaureate Diploma Programme

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

DP SL Course: Diploma Programme Standard Level:

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

DP HL Course: Diploma Programme Higher Level:

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



REGISTRATION INSTRUCTIONS

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

CLASS CHANGE REQUESTS

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

INTRODUCTION

GRADUATION REQUIREMENTS & CRITERIA

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

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

PLANNING COURSES

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

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



CREDITS REQUIRED

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

Area Learning Center

FRIDLEY AREA LEARNING CENTER (ALC)

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



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

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

OUR MISSION

To continuously improve our practices to serve students in a unified way.

OUR VISION

- Create a safe, structured, positive, and engaging environment for all.
- Build and bridge towards positive relationships by validating and affirming.
- Model and teach the skills to effectively navigate the world by creating multiple platforms for learning.
- Create an educational foundation where individuals feel motivated and can advocate for their futures.



Kelly McConville
Principal



Nicole Moussette
Teacher of Special Assignment,
Instructional Leader



Minnesota Career Fields, Clusters & Pathways

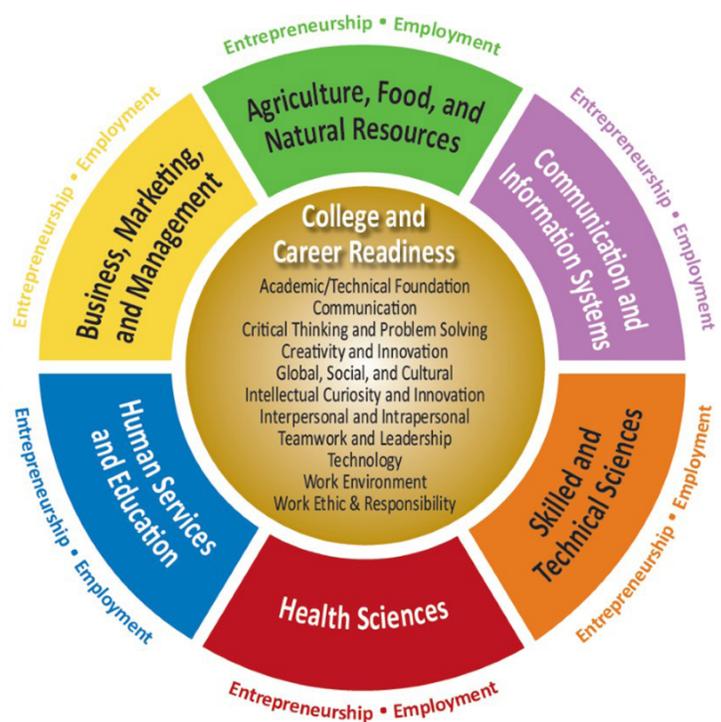
Thinking ahead and preparing for careers is helpful as students are headed to the workplace or college. Some careers that are common today may not be needed tomorrow. All careers require flexibility, knowledge, and skills. The Minnesota Department of Education and Minnesota State Colleges and Universities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

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

CAREER FIELDS

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

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



CAREER CLUSTERS

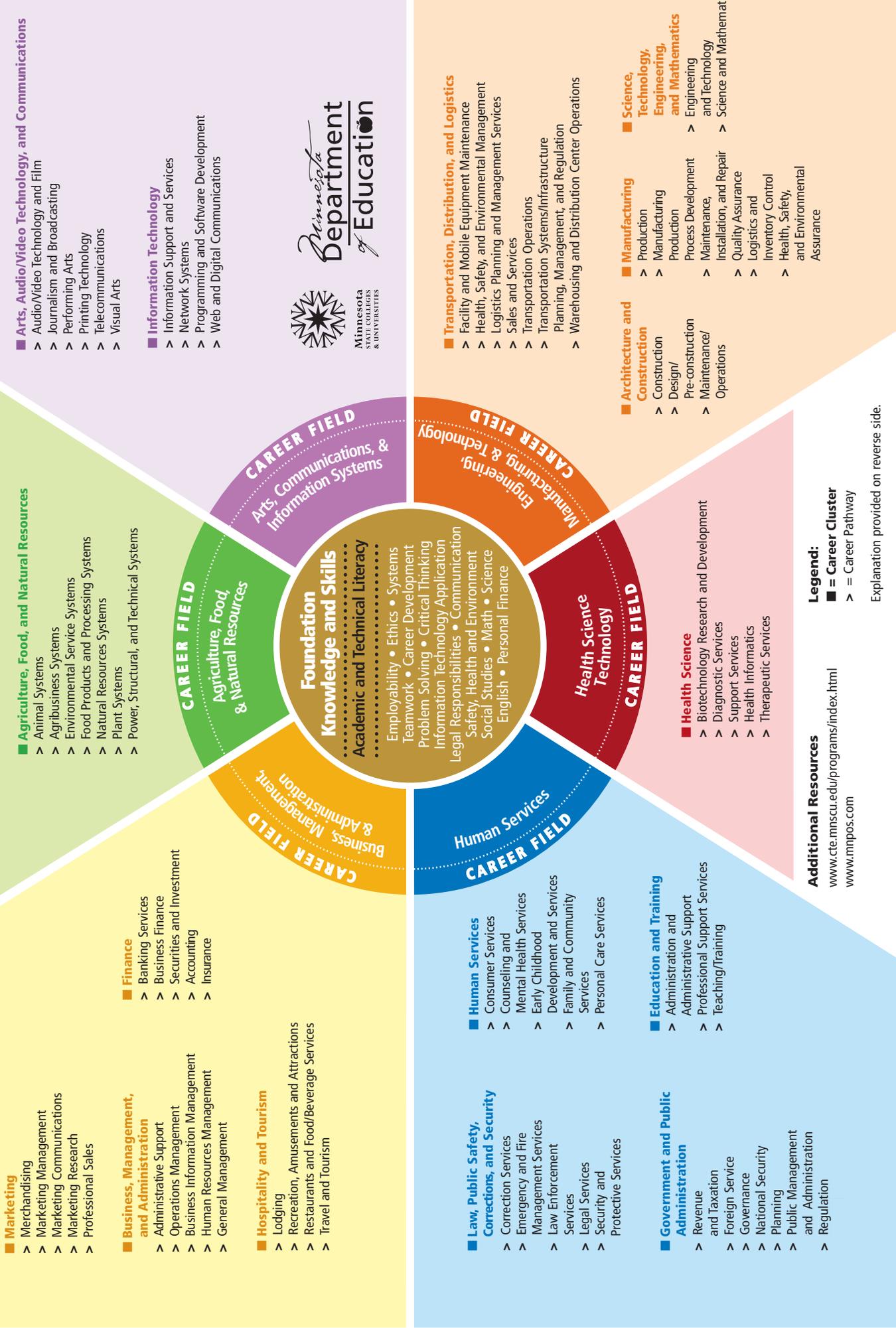
Career Clusters, which are identified in the bold, colored bullets (■), represent a grouping of occupations and broad industries into a national classification of 16 clusters that are based upon common knowledge and skills. Career clusters include hundreds of occupations that may be grouped into pathways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

CAREER PATHWAYS

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



Minnesota Career Fields, Clusters & Pathways



Minnesota
 Department
 of Education

Business, Management & Administration

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

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

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

Engineering, Manufacturing & Technology

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

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

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

Arts, Communications & Information Systems

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

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

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



IB MIDDLE YEARS PROGRAMME (MYP)

HOW IS THE IB MIDDLE YEARS PROGRAMME UNIQUE?

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

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

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

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

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

APPROACHES TO LEARNING

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

These skills are organized into the following categories:

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

PERSONAL PROJECT

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

SERVICE IN ACTION

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



Middle Years Programme

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

Arts (Performing/Visual)

Design

(Business/FACS/Technology)

Individuals & Societies

Language Acquisition
(Chinese/Spanish/EL)

Language & Literature

Mathematics

Physical & Health Education

Sciences



GRADES 9-10 MYP: Course Sequencing

International Baccalaureate Middle Years Programme Planning Worksheet

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

LET'S PLAN AHEAD!

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

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



IB DIPLOMA CANDIDATES

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



EXTENDED ESSAY

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

THEORY OF KNOWLEDGE (2 semesters)

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

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

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

IB COURSE STUDENTS

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

IB DP AT FRIDLEY HIGH SCHOOL

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



Did You Know?

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

IB CAREER-RELATED PROGRAMME (CP)

IB CAREER-RELATED PROGRAMME

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

THE CP ENABLES STUDENTS TO:

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

THE IB CP FRAMEWORK IS BUILT AROUND THREE INTERCONNECTED ELEMENTS:

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

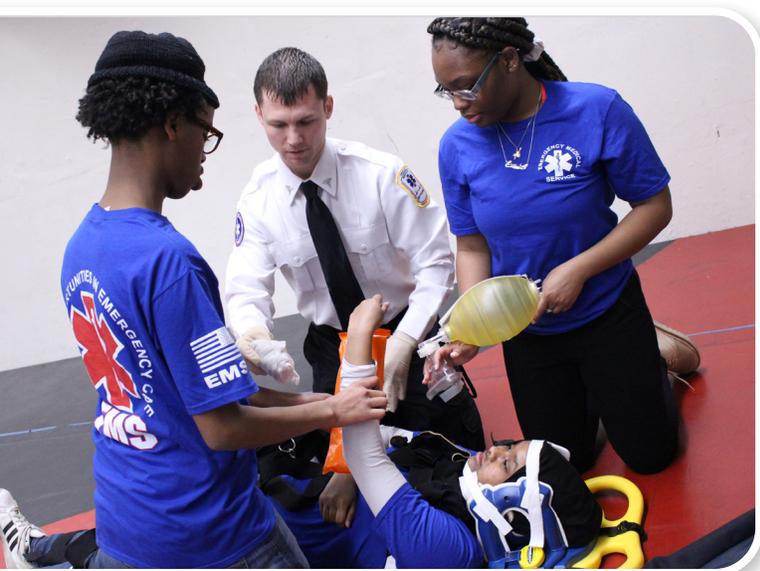


IB CP AT FRIDLEY HIGH SCHOOL

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

FRIDLEY IB CP PATHWAYS:

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



REDUCING THE “ACADEMIC VERSUS VOCATIONAL” DIVIDE

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

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

GRADES 11-12 DP: Course Sequencing

International Baccalaureate Diploma Programme Planning Chart

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

Program Options

AVID

What is AVID?

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

Mission of AVID

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

The AVID Student

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

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

Course Overview:

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

Course Philosophy

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



Articulated Courses



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

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



ANOKA-RAMSEY
COMMUNITY COLLEGE

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

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

Program Options

Post Secondary Enrollment Option (PSEO)

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

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

Specifically this act provides:

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

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

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

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

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

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

Preparing for Post High School Education



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

College / Post-Secondary Education

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

Community Colleges

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

Technical Colleges

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

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

Private Technical Schools

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

Specialized Training Programs

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

Apprenticeship

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

Preparing for Post High School Education

4-Year Colleges and Universities

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

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



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

University of Wisconsin System



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



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



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

Academic Testing

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

PreACT

(Preliminary American College Testing Assessment)

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



PSAT *(Preliminary Scholastic Aptitude Test)*

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



ACT *(American College Testing Assessment)*

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

SAT *(Scholastic Aptitude Test)*

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

SAT Subject Tests

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

Accuplacer

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

Additional Test Prep Websites

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

Princeton Review
www.princetonreview.com

Your Responsibility as a Prospective Student Athlete:

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

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

Apply for certification

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

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

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

Consider College Characteristics

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

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



Career Planning

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

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



CAREER INFORMATION

MN Career Information System
www.mncis.intocareers.org

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

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

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

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

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

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

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

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

COLLEGE INFORMATION

Minnesota State Colleges &
Universities
www.minnstate.edu

Minnesota Private Colleges
www.mnprivatecolleges.org

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

University of Minnesota System
www.umn.edu

University of Wisconsin System
www.uwhelp.wisconsin.edu

FINANCIAL AID AND TESTING

Financial Aid Page
www.finaid.org

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

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

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

Fast Web (Scholarship search)
www.fastweb.com

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

Free Practice for
Standardized Tests
www.studyguidezone.com

ADDITIONAL HELPFUL LINKS

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

Selective Service Site
www.sss.gov

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

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

College & Career Planning Timeline

GRADE 9

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

GRADE 10

Fall

- Review your post high school plan.

Winter

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

Spring

- Take the PreACT Test.

GRADE 11

Fall

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

Winter

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

Spring

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

GRADE 12

Fall

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

Winter

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

Spring

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

FAQs

All questions can be answered by a dean.

How do I sign up for Diploma Programme courses?

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

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

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

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

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

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

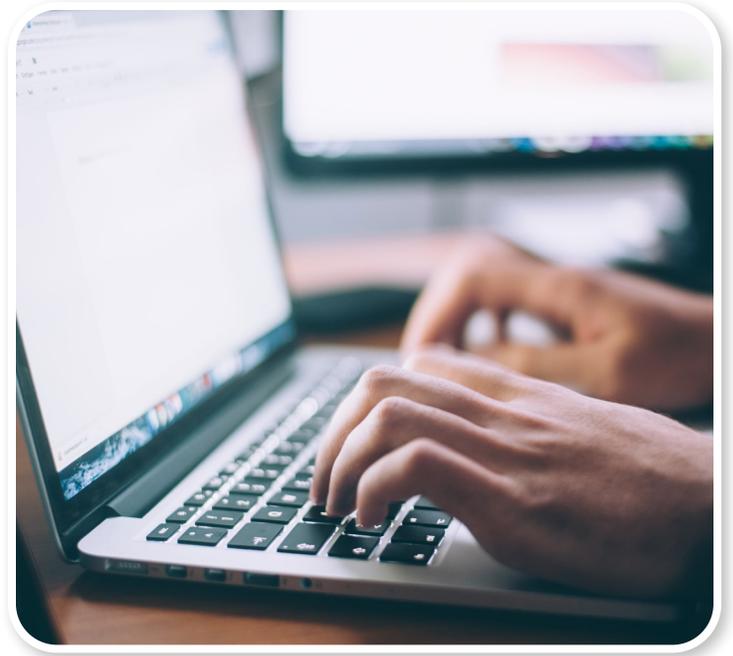
Autism Spectrum Disorders	Specific Learning Disability	Severely Multiply Impaired
Physically Impaired	Developmental Cognitive Disability	Other Health Disability
Blind/Visually Impaired	Deaf/Hard of Hearing	Traumatic Brain Impairment
Emotional or Behavioral Disorders	Speech or Language Impaired	

INDIVIDUAL EDUCATION PLAN (IEP):

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

SECTION 504 ACCOMMODATION:

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



ENGLISH LEARNERS (EL)

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

Arts: Visual & Music

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

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

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



Visual Arts



Drawing & Painting
Foundation Art 2-D



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



Foundation Art 3-D
Ceramics

Music Arts



Beginning Guitar

Varsity Band
Concert Band
Jazz Ensemble

Concert Choir
Bel Canto
Jumpstart Band

DP Music
Music Production
Music Production 2



FOUNDATION ART 2D: 0656

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

Possible Career Pathways:

2 Year College degree:

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

4 Year College degree:

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



FOUNDATION ART 3D: 0657

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

Possible Career Pathways:

2 Year College degree:

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

4 Year College degree:

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



DRAWING & PAINTING: 0659

Credit: .5 One Semester

Prerequisite: Foundation Art 2D

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

Possible Career Pathways:

2 Year College degree:

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

4 Year College degree:

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



PHOTOGRAPHY 1: 0664

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

Possible Career Pathways:

2 Year College degree:

Fine Art Photographer, Photojournalist, Industrial Photographer, Scientific Photographer

4 Year College degree:

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

PHOTOGRAPHY 2: 0665

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

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

Possible Career Pathways:

2 Year College degree:

Fine Art Photographer, Photojournalist, Industrial Photographer, Scientific Photographer

4 Year College degree:

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



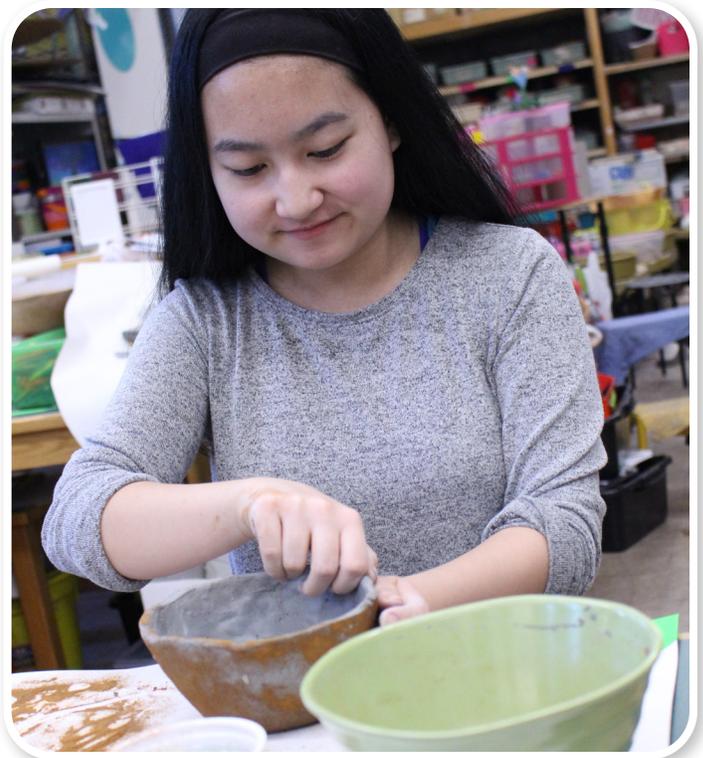
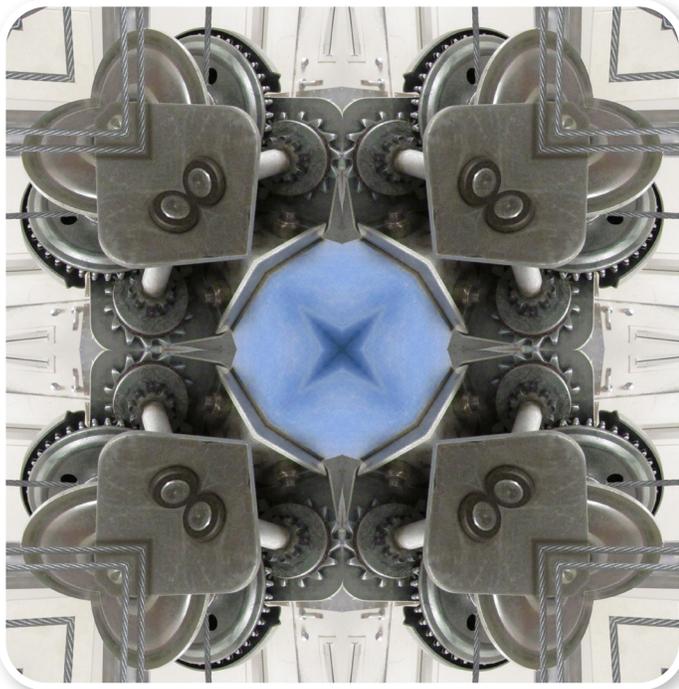
CERAMICS: 0658

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

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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





MEDIA ARTS: ANIMATION: 0667

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

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

Possible Career Pathways:

2 Year College degree:

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

4 Year College degree:

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

MEDIA ARTS: VIDEO PRODUCTION: 0668

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

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

Possible Career Pathways:

2 Year College degree:

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

4 Year College degree:

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



JUMPSTART BAND: 0726

Credit: .5 each semester - 2 Semester Course

Open To: Grade 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

(FEE: Instrument rental fee \$35)

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

MUSIC PRODUCTION 1: 0727

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

MUSIC PRODUCTION 2: 0781

Credit: .5 One Semester

Prerequisite: Music Production 1

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

BEGINNING GUITAR : 0728

Credit: .5 each semester - 1 Semester Course

Open To: Grade 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

VARSITY BAND: 0724, 0725

Credit: .5 each semester - 2 Semester Course

Open To: Grade 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

CONCERT BAND: 0731, 0732

Credit: .5 each semester - 2 Semester Course

Prerequisite: Audition For 9th & 10th Graders

Open To: Grade 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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



JAZZ ENSEMBLE: 0734

Credit: .5 each year - 1 Semester Course

Prerequisite: Audition

Open To: Grade 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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

CONCERT CHOIR: 0778, 0779

Credit: .5 each semester - 2 Semester Course

Open to: Grade 9, 10, 11, 12

Graduation Requirement: Meets Arts Requirement

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



BEL CANTO CHOIR: 0735, 0736

Credit: .5 each semester - 2 Semester Course

Open To: 9, 10, 11, 12 Females

Graduation Requirement: Elective

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



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

Credit: .5 per semester - 1 Semester Course

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

Graduation Requirement:

Meets Arts Requirement



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

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

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



AVID 9:

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

PREREQUISITE: Application and Interview.

Coordinator Consent Required

OPEN TO: Grade 9

GRADUATION REQUIREMENT: Elective

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

AVID 10:

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

PREREQUISITE: AVID 9 or Application and Interview.

Coordinator Consent Required

OPEN TO: Grade 10

GRADUATION REQUIREMENT: Elective

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

AVID 11:

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

PREREQUISITE: AVID 9 or 10 or Application and Interview.

Coordinator Consent Required

OPEN TO: Grade 11

GRADUATION REQUIREMENT: Elective

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

AVID 12:

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

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

Coordinator Consent Required

OPEN TO: Grade 12

GRADUATION REQUIREMENT: Elective

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



Career & Technical Education (Design)



BUSINESS

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

Possible Business Courses:

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

MICROSOFT WORD: 0504



Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Design Requirement

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

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

COMPUTER APPLICATIONS: 0505



Credit: .5 One Semester

Prerequisite: Microsoft Word

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Design Requirement

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

Career Pathways: Information Technology, Marketing, Communications

ENTREPRENEURSHIP: 0524



Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Design Requirement

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

Career Pathways: Entrepreneurship, Management



MARKETING: 0522



Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Design Requirement

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

Career Pathways: Marketing

ACCOUNTING 1: 0520



Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Design Elective

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

ACCOUNTING 2: 0521



Credit: .5 One Semester

Prerequisite: Accounting 1

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Design Requirement

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

Career Pathways: Finance, Management

PERSONAL FINANCE: 0525

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Design Elective

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

Career Pathways: Finance

DP BUSINESS MANAGEMENT SL: 0511, 0512



Credit: .5 each semester

(Both semesters recommended)

This is a 1-Year Course

Open To: Grades 11, 12

Graduation Requirement: Elective

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

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

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



Career & Technical Education (Design)

FAMILY AND CONSUMER SCIENCES

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

CHILD & HUMAN DEVELOPMENT: 0824

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Design Requirement

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

FUNDAMENTALS OF FOOD PREPARATION (FOODS 1): 0825

Credit: .5 One Semester

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Design Requirement

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



CULINARY FOODS (FOODS 2): 0826

Credit: .5 One Semester

Prerequisite: Fundamentals of Food Preparation

Open To: Grades 10, 11, 12

Graduation Requirement:

Meets Design Requirement

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

Career & Technical Education (Design)

TECHNOLOGY

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



Graphic Design and Printing Technologies Pathway

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

Courses for this Pathway

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

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

Programming and Software Development Pathway

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

Courses for this Pathway

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

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

Construction Pathway

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

Courses for this Pathway

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

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

WEB DESIGN: 0918

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



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

GRAPHIC ARTS TECHNOLOGY: 0921

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

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

ADVANCED GRAPHIC ARTS: 0922

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



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



BEGINNING ADOBE ILLUSTRATOR: 0909

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



A+ PROGRAMMING – SOFTWARE & HARDWARE: 0911, 0912

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



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

INTRODUCTION TO COMPUTER SCIENCE: 0913, 0914

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



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

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

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



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

WOODWORKING TECHNOLOGY: 0923

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

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



ADVANCED WOODWORKING TECHNOLOGY: 0924

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

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



HOME REPAIR: 0925

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



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

Career & Technical Education (Design)

WORK BASED LEARNING

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



WORK EXPERIENCE SEMINAR: 0926

Credit: .5 One Semester

Open to: Grades 10, 11, 12

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

WORK EXPERIENCE INTERNSHIP: 0927

Credit: .5 One Semester

Prerequisite: Successful Completion of Work Experience Seminar

Open to: Grades 11, 12

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



Individuals & Societies (Social Studies)

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

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

Individuals & Societies (Social Studies) Pathways



Grade 9

U.S. History

Grade 10

World History/
Geography

Electives:

Psychology
Abnormal Psychology
Basic Law

Grade 11

DP History HL 11
or
DP Global Politics SL 11

Electives:

Psychology
Abnormal Psychology
Basic Law
World Religions
Sociology

Grade 12

DP History HL 12
or
DP Global Politics SL 12

Electives:

Psychology
Abnormal Psychology
Basic Law
World Religions
Sociology

U.S. HISTORY: 0400, 0401

Credit: .5 each semester - 2 semester course

Open To: Grades 9

Graduation Requirement: Required

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

WORLD HISTORY / GEOGRAPHY: 0404, 0405

Credit: .5 each semester - 2 semester course

Prerequisite: US History

Open To: Grades 10

Graduation Requirement: Required

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

BASIC LAW: 0412

Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

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

PSYCHOLOGY: 0413

Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

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

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



Credit: .5 each semester

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

Open To: Grades 11, 12

Graduation Requirement: Meets requirement

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

ABNORMAL PSYCHOLOGY: 0430

Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

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



SOCIOLOGY: 0418

Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

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

WORLD RELIGIONS: 0419

Credit: .5 One Semester

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

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

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



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

Graduation Requirement: Meets Requirement

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

Language & Literature (English)

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

English



English 9 and 10

IB Middle Years Programme Language and Literature

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



English 11 and 12

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

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

ENGLISH 9: 0010, 0011

Credit: .5 each semester - 2 semester course

Open To: Grade 9

Graduation Requirement: Required

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

ENGLISH 10: 0016, 0017

Credit: .5 each semester - 2 semester course

Open To: Grade 10

Graduation Requirement: Required

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



ENGLISH 11: DP LANGUAGE AND LITERATURE 11: 0022, 0023

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

Open To: Grades 11

Graduation Requirement: Required

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



ENGLISH 12: DP LANGUAGE AND LITERATURE STANDARD LEVEL (SL): 0028, 0029

Credit: .5 each semester – 2 semester course

Open To: Grades 12

Graduation Requirement: Required

Course Description: This class will build on the work done during English 11. Students will continue to develop and deepen skill so textual analysis for both “literary” and “non-literary” texts. SL students have the option to take the DP exam and can register in the fall of their senior year. The exam fee is \$35. If you have any questions please speak to your English teacher, your dean or the Diploma Programme coordinator. While both SL and HL utilize the same curricular framework, the HL class will study more texts, complete more assessments, and students will be expected to do more independent work outside of the classroom. **(\$35 DP Exam Fee)**



ENGLISH 12: DP LANGUAGE AND LITERATURE STANDARD LEVEL HIGHER LEVEL (HL): 0047, 0048

Credit: .5 each semester – 2 semester course

Open To: Grades 12

Graduation Requirement: Required

Course Description: While both SL and HL utilize the same curricular framework, the HL class will study more texts, complete more assessments, and students will be expected to do more independent work outside of the classroom. Students will register for DP exams in the fall of their senior year, and the exam fee is \$35. If you have any questions please speak to your English teacher, your dean or the Diploma Programme coordinator. **(\$35 DP Exam Fee)**

* As a concurrent enrollment course, students must meet the criteria established by Anoka Ramsey. In addition to the HL Language and Literature content, this course is an introduction to academic writing at the college level. Course content includes the processes of reading and writing, essential composition and research skills, and critical reasoning in various situations. The course requires effectively reasoned and supported essays.



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

Credit: .5 - One Semester Each Year

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

Open To: Grades 11, 12

Graduation Requirement: Elective

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



Language Acquisition (World Languages/EL)

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

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

SPANISH 1: 0109, 0110

Credit: .5 each semester - 2 semester Course

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Language B requirement

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

SPANISH 2: 0111, 0112

Credit: .5 each semester - 2 semester Course

Prerequisite: Spanish 1

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Language B requirement

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

SPANISH 3: 0115, 0116

Credit: .5 each semester - 2 semester Course

Prerequisite: Spanish 2

Open To: Grades 9,10,11,12

Graduation Requirement: Meets Language B requirement

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



SPANISH 4: 0117, 0118

Credit: .5 each semester - 2 semester Course

Prerequisite: Spanish 3

Open To: Grades 10, 11, 12

Graduation Requirement: Meets Language B requirement

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



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

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



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

Prerequisite: Spanish 4

Open To: Grades 11, 12

Graduation Requirement: Meets Language B requirements

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

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

CHINESE 1: 0140, 0141

Credit: .5 each semester - 2 semester Course

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Language B requirement

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

CHINESE 2: 0142, 0143

Credit: .5 each semester - 2 semester course

Prerequisite: Chinese 1

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Language B requirement

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

CHINESE 3: 0144, 0145

Credit: .5 each semester - 2 semester Course

Prerequisite: Chinese 2

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Language B requirement

Course Description: In Chinese 3, students build upon the basic knowledge and skills acquired in Chinese I2. Like in Chinese 2, the goal of this course is to for students to be able to communicate in Chinese. The principal difference between Chinese 2 and Chinese 3 lies in the complexity and difficulty of the vocabulary and grammatical structures. By the end of the course, students will be able to discuss in Chinese the following topics: weather, dining, asking directions, parties, and medicine. Moving on from Chinese 2, Chinese 2 students continue to learn about Chinese history and culture, including sports, education, arts, and religion.



CHINESE 4: 0146, 0147

Credit: .5 each semester - 2 semester Course

Prerequisite: Chinese 3

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets Language B requirement

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

CHINESE 5: DP MANDARIN CHINESE: (YEAR 1) 0104, 0105

CHINESE 6: DP MANDARIN CHINESE: (YEAR 2) 0106, 0107



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

Prerequisite: Chinese 4

Open To: Grades 11, 12

Graduation Requirement: Meets Language B requirements

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

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

EL 1 LITERACY: 0150, 0151

Credit: .5 each semester - 2 semester Course

Prerequisite: Placement

Open To: Teacher Placement

Graduation Requirement: Meets Lang & Lit Requirement

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

EL 2 LITERACY: 0162, 0163

Credit: .5 each semester - 2 semester course

Prerequisite: Placement

Open To: Teacher Placement

Graduation Requirement: Meets Lang & Lit Requirement

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

EL 3 LITERACY: 0183, 0184

Credit: .5 each semester - 2 semester course

Prerequisite: Placement

Open To: Teacher Placement

Graduation Requirement: Meets Lang & Lit Requirement

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

EL 4 LITERACY: 0165, 0166

Credit: .5 each semester - 2 semester course

Prerequisite: Placement

Open To: Teacher Placement

Graduation Requirement: Meets Lang & Lit Requirement

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

EL SCIENCE: 0175, 0176

Credit: .5 each semester - 2 semester course

Prerequisite: Placement

Open To: Teacher Placement

Graduation Requirement: Meets Sciences Requirement

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

EL HISTORY: 0178, 0179

Credit: .5 each semester - 2 semester course

Prerequisite: Placement

Open To: Teacher Placement

Graduation Requirement: Meets Individuals & Societies Requirement

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

Mathematics

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

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

Math Pathway



Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Linear Algebra	Non-Linear Algebra	Geometry	Algebra 2	DP Applications
Geometry	Geometry	Algebra 2	DP Applications	DP Analysis/Intro to Stats
	Algebra 2	DP Applications	DP Analysis 1	DP Analysis 2
		DP Analysis 1	DP Analysis 2	Intro to Stats

MATH FOUNDATIONS: 0199, 0200

Credit: .5 each semester - 2 semester course

Prerequisite: Teacher Recommendation Only

Open To: Grades 9

Graduation Requirement: Meets Elective Requirement

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

NON-LINEAR ALGEBRA: 0197, 0198

Credit: .5 each semester - 2 semester course

Prerequisite: Middle School Algebra

Open To: Grades 9,10

Graduation Requirement: Meets Math Requirement

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



GEOMETRY: 0204, 0205

Credit: .5 each semester-2 semester course

Prerequisite: Algebra 8

Open To: Grades 9, 10

Graduation Requirement: Required

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

ALGEBRA 2: 0213, 0214

Credit: .5 each semester - 2 semester course

Prerequisite: Geometry

Open To: Grades 9, 10, 11

Graduation Requirement: Required

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

DP MATH: APPLICATIONS & INTERPRETATION SL 0219, 0220

Credit: .5 each semester - 2 semester course

Prerequisite: Geometry and Algebra 2

Open To: Grades 10, 11, 12

Graduation Requirement: Meets DP and Math Requirement

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



DP MATH: ANALYSIS & APPROACHES SL: (Year 1) 0236, 0237 (Year 2) 0239, 0240 Year 2 includes ARCC College Algebra

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

Prerequisite: Algebra 2

Open To: Grade 10, 11, 12

Graduation Requirement: Meets DP and Math Requirement

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



ANOKA-RAMSEY
COMMUNITY COLLEGE

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

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

Prerequisite: Teacher Recommendation

Open To: Grade 10, 11, 12

Graduation Requirement:

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



ANOKA-RAMSEY
COMMUNITY COLLEGE

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

Credit: .5 each semester - 2 semester course

Prerequisite: Algebra 2

Open To: Grades 11, 12

Graduation Requirement: Meets Math Requirement

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



Physical and Health Education

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

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

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



HEALTH & PHYSICAL EDUCATION 1: 0489

Credit: .5 each semester - 1 semester course

Open To: Grade 9

Graduation Requirement: Required for PE

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

HEALTH & PHYSICAL EDUCATION 2: 0490

Credit: .5 each semester - 1 semester course

Open To: Grade 10

Graduation Requirement: Required for PE

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

HEALTH & PHYSICAL EDUCATION 2-NEW MOVES: 0497

Credit: .5 each semester - 1 semester course

Replaces PE 2 for Interested Females

Open To: Grade 10 Females

Graduation Requirement: Required for PE (or PE 2)

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

HEALTH & PHYSICAL EDUCATION 3: 0491

Credit: .5 each semester - 1 semester course

Open To: Grade 11

Graduation Requirement: Required for PE

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

FRIDLEY FIT: 0492

Credit: .5 each semester - 1 semester course

Open To: 10, 11, 12

Graduation Requirement: Meets elective requirement

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



LEADERSHIP: 0486

Credit: .5 each semester - 1 semester Course

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets elective requirement

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

DANCE: 0494

Credit: .5 each semester - 1 semester course

Open To: Grades 9, 10, 11, 12

Graduation Requirement: Meets elective requirement

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

STRENGTH TRAINING & CONDITIONING: 0496

Credit: .5 each semester - 1 semester course

Open To: Grades 9,10,11,12

Graduation Requirement: Meets elective requirement

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

TEAM SPORTS: 0495

Credit: .5 each semester - 1 semester course

Open To: Grades 10, 11, 12

Graduation Requirement: Meets elective requirement

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

UNIFIED PHYSICAL EDUCATION: 0498

Credit: .5 each semester-1 semester Course

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

Graduation Requirement: Meets elective requirement

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

EMERGENCY MEDICAL RESPONDER: 0483

Credit: .5 each semester

Prerequisite: PE 1 & PE 2

Open To: Grades 11, 12

Graduation Requirement: Meets elective requirement

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

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

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

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

EMERGENCY MEDICAL TECHNICIAN: 0484

Credit: .5 each semester –

This is a 2 hour block class

Prerequisite:

Emergency Medical Responder

Open to: Grades 11,12

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

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

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





Pine Technical & Community College

CERTIFIED NURSING ASSISTANT: 0488

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



Open to: Grades 11,12

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

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

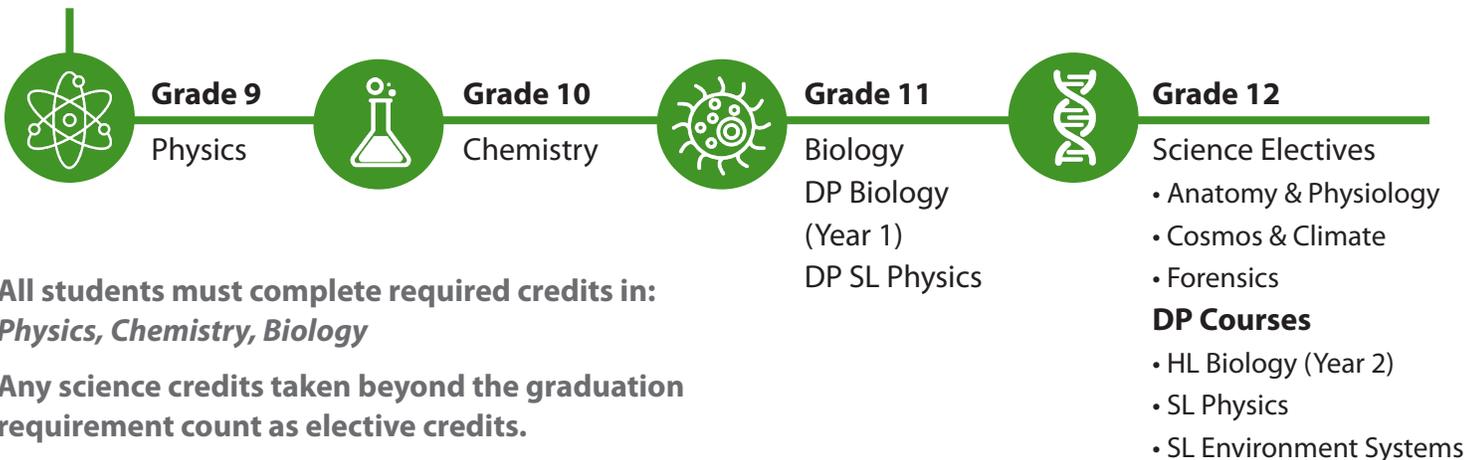
Students in CNA are concurrently enrolled with Pine Technical and Community College for 4 college credits in the Minnesota State School System.



Science

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

Science Pathway



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

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

PHYSICS 9: 0301, 0302

Credit: .5 each semester - 2 semester course

Open To: Grade 9

Graduation Requirement: Required Sciences

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

CHEMISTRY: 0307, 0308

Credit: .5 each semester – 2 semester course

Prerequisite: Physics

Open to: Grade 10

Graduation Requirement: Required Sciences

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



BIOLOGY: 0332, 0333

Credit: .5 each semester - 2 semester course

Prerequisite: Physics, Chemistry

Open To: Grade 11

Graduation Requirement: Required Sciences

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

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

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

Prerequisite: Physics, Chemistry

Open To: Grade 11, 12

Graduation Requirement: Meets Biology requirements

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



DP PHYSICS SL: 0323, 0324

Credit: .5 each semester - 2 semester course

Prerequisite: Recommend Concurrent Higher Level Math and Physics, Chemistry

Open To: Grade 11, 12

Graduation Requirement: Meets Physics requirement

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



DP ENVIRONMENTAL SYSTEMS SL: 0340, 0341

Credit: .5 each semester - 2 semester course

Prerequisite: Physics, Chemistry, Biology

Open To: Grade: 12

Graduation Requirement: Elective credits

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



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

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

Prerequisite: Anatomy & Physiology 1: Physics, Chemistry,

Prerequisite: Anatomy & Physiology 2: Anatomy & Physiology 1

Open To: Grade 11, 12

Graduation Requirement: Elective credits

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

COSMOS AND CLIMATE: 0330

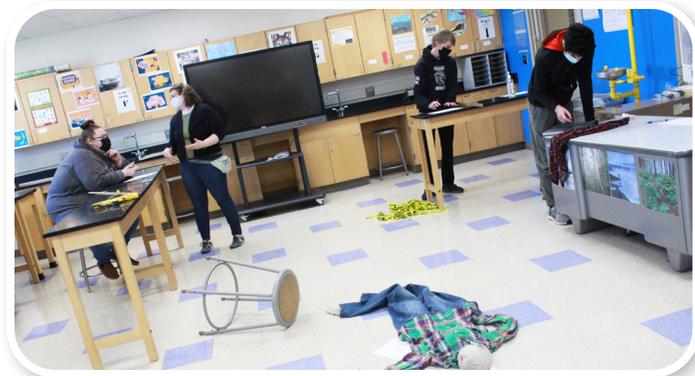
Credit: .5 each semester - 1 semester course

Prerequisite: Physics, Chemistry

Open To: Grade 11, 12

Graduation Requirement: Elective credit

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



FORENSIC SCIENCES: 0322

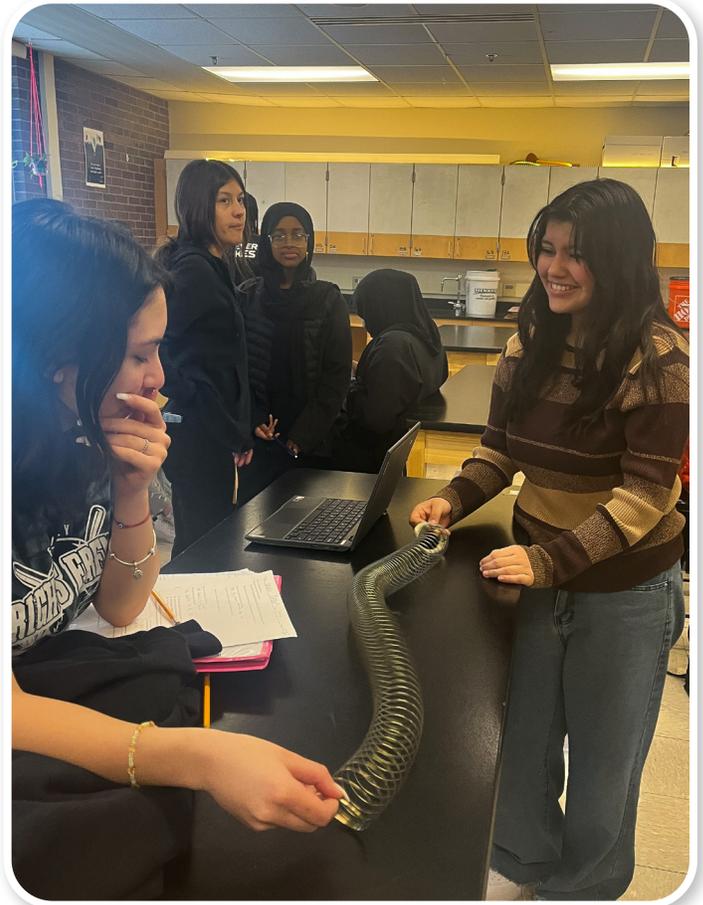
Credit: .5 each semester - 1 semester course

Prerequisite: Physics, Chemistry

Open To: Grade 11, 12

Graduation Requirement: Elective credit

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



Additional Course Offerings

PERSONAL & PROFESSIONAL SKILLS:

(Gr. 11) 0042, (Gr.12) 0043

Credit: .5 - One Semester Each Year

Prerequisite: Both semesters are required for the IB CP

Graduation Requirement: Elective

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



THEORY OF KNOWLEDGE: (Gr. 11) 0051

(Gr. 12) 0052

Credit: .5 - One Semester Each Year

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

Open To: Grades 11, 12

Graduation Requirement: Elective

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



YEARBOOK: 0040, 0041

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

Open To: Grades 10, 11, 12

Graduation Requirement: Elective

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

APPROACHES TO LEARNING: GRADE 9

This course is assigned by teacher recommendation only.

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

INTERVENTION READING TIER 1, TIER 2, TIER 3

Credit: .5 each semester

Graduation Requirement: Elective

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



Specialized Services Program (IEP Required)

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

SRC MATH: 0963,0964

Credit: .5 each semester - 1 semester course

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

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

SRC ENGLISH: 0967, 0968

Credit: .5 each semester - 1 semester course

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

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

CAREER EXPLORATION: 0952

Credit: .5 each semester - 1 semester course

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

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



SRC WORK EXPERIENCE: 0954, 0955

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

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

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

LIFE PREP ENGLISH : 0569, 0570

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

LIFE PREP MATH: 0572, 0573

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

LIFE PREP SOCIAL SKILLS: 0594, 0595

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

LIFE PREP EMPLOYMENT SKILLS : 0610, 0611

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

LIFE PREP TRANSITION SKILLS: 0575, 0576

Credit: 1.0 each semester - 1 semester course

Prerequisite: IEP

Open to: Gr 9, 10, 11, 12

Approval by Case manager

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

UNIFIED PHYSICAL EDUCATION: 0498

Credit: .5 each semester-1 semester Course

Open To: IEP

Graduation Requirement: Meets elective requirement

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



EXCEL : 0613, 0614

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

TRANSITION 1: PERSONAL FINANCE: 0620

Credit: .5 each semester - 1 semester course

Prerequisite: IEP

Open to: Grade 9

Approval by Case manager

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

TRANSITION 2: INDEPENDENT LIVING: 0621

Credit: .5 each semester - 1 semester course

Prerequisite: IEP

Open to: Grade 10

Approval by Case manager

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

GRADUATION PLAN STUDIES: 0072

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grade 12

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

SOCIAL/EMOTIONAL LEARNING: 0969, 0970

Credit: .5 each semester - 2 semester course

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

Approval by Case manager

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

ATLAS MATHEMATICS: 0700, 0701

Credit: .5 each semester - 2 semester course

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

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

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

Course Description: This class reads, discusses, and analyzes novels of different genres such as: memoirs, historical fiction and non-fiction, and mystery/suspense. Poetry and Shakespeare are also points of study, as well as short stories that highlight the different elements of literature. The class also includes daily instruction and practice with writing rules and mechanics. Students develop their writing and editing skills with the large assessments being MYP Assessment writing tasks. Students are assessed twice a year using the Basic Reading Inventory and will take the NWEA Reading test three times a year. Tenth grade students will also complete their Personal Project journal, product, and paper.

ATLAS PERSONAL FINANCE: 0713, 0714

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

ATLAS PE/HEALTH: 0715, 0716

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

ATLAS GROUP SOCIAL SKILLS 0788, 0789

Credit: .5 each semester - 2 semester course

Prerequisite: IEP

Open to: Grades 9, 10, 11, 12

Approval by Case manager

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

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ART

Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
Foundation Art 2D	0656	28	9, 10, 11, 12	Arts	Visual Arts
Foundation Art 3D	0657	28	9, 10, 11, 12	Arts	Visual Arts
Ceramics	0658	30	9, 10, 11, 12	Arts	Visual Arts
Drawing & Painting	0659	29	10, 11, 12	Arts	Visual Arts
Photography 1	0664	29	9, 10, 11, 12	Arts	Visual Arts, Printing Technology
Photography 2	0665	30	10, 11, 12	Arts	Visual Arts, Printing Technology
Media Arts: Animation	0667	31	10, 11, 12	Arts	Visual Arts, Audio/Video Technology & Film
Media Arts: Video Production	0668	31	10, 11, 12	Arts	Visual Arts, Audio/Video Technology & Film

MUSIC

Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
Beginning Guitar	0728	32	9, 10, 11, 12	Arts	Performing Arts
Jumpstart Band	0726	32	9, 10, 11, 12	Arts	Performing Arts
Music Production 1	0727	32	9, 10, 11, 12	Arts	Performing Arts
Music Production 2	0781	32	10, 11, 12	Arts	Performing Arts
Varsity Band	0724, 0725	32	9, 10, 11, 12	Arts	Performing Arts
Concert Band	0731, 0732	32	9, 10, 11, 12	Arts	Performing Arts
Jazz Ensemble	0733, 0734	33	9, 10, 11, 12	Arts	Performing Arts
Concert Choir	0778, 0779	33	9, 10, 11, 12	Arts	Performing Arts
Bel Canto Choir	0735, 0736	33	9, 10, 11, 12	Arts	Performing Arts
DP Music SL	0743, 0746	33	11 & 12	Arts	Performing Arts

AVID

Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
AVID 9	0024, 0025	34	9	Elective	Foundation Knowledge & Skills
AVID 10	0034, 0035	34	10	Elective	Foundation Knowledge & Skills
AVID 11	0060, 0061	34	11	Elective	Foundation Knowledge & Skills
AVID 12	0080, 0081	34	12	Elective	Foundation Knowledge & Skills

CAREER & TECHNICAL EDUCATION (DESIGN)

BUSINESS TECHNOLOGY

Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
Microsoft Word	0504	35	9, 10, 11, 12	Design	Business, Management & Administration
Computer Application	0505	35	10, 11, 12	Design	Business, Management & Administration
Entrepreneurship	0524	35	10, 11, 12	Elective	Marketing, Sales & Services Business, Management & Administration
Marketing	0522	36	10, 11, 12	Elective	Business, Management & Administration
Accounting 1	0520	36	10, 11, 12	Elective	Business, Management & Administration
Accounting 2	0521	36	10, 11, 12	Elective	Business, Management & Administration
Personal Finance	0525	36	9, 10, 11, 12	Elective	Marketing, Sales & Services, Business, Management & Administration
DP Business and Management SL	0511, 0512	36	11, 12	Elective	Marketing, Sales & Services, Business, Management & Administration

CAREER & TECHNICAL EDUCATION (DESIGN)

FAMILY & CONSUMER SCIENCES

Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
Child & Human Development	0824	37	9, 10, 11, 12	Elective	Human Services
Fundamentals of Food Preparation	0825	37	9, 10, 11, 12	Design	Hospitality & Tourism
Culinary Foods	0826	37	9, 10, 11, 12	Design	Hospitality & Tourism

CAREER & TECHNICAL EDUCATION (DESIGN)

WORK BASED LEARNING

Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
Work Experience Seminar	0926	41	10, 11, 12		
Work Experience Internship	0927	41	11, 12		

CAREER & TECHNICAL EDUCATION (DESIGN)

TECHNOLOGY EDUCATION

Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
Intro. To Computer Science	0913, 0914	39	11, 12	Design	Information Technology
Web Design	0918	39	9, 10, 11, 12	Design	Visual Arts, Audio/Video Technology & Film
Graphic Arts	0921	39	9, 10, 11, 12	Design	Printing Technology, Visual Arts
Advanced Graphic Arts Tech	0922	39	10, 11, 12	Design	Printing Technology, Visual Arts
Beginning Adobe Illustrator	0909	39	9, 10, 11, 12	Design	Printing Technology, Visual Arts
Computer Aided Drafting & Design	0916, 0917	39	10, 11, 12	Design	Architecture & Manufacturing, Science, Technology, Engineering, & Math
A + Programming-Hardware & Software	0911, 0912	39	11, 12	Design	Information Technology
Woodworking Technology	0923	40	9, 10, 11, 12	Design	Architecture & Manufacturing
Advanced Woodworking Technology	0924	40	10, 11, 12	Design	Architecture & Manufacturing
Home Repair	0925	40	9, 10, 11, 12	Design	Architecture & Manufacturing

INDIVIDUALS & SOCIETIES (SOCIAL STUDIES)

Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
US History	0400, 0401	42	9	Required	Government & Public Administration
World History/Geography	0404, 0405	42	10	Required	Government & Public Administration, Hospitality & Tourism
DP Global Politics 11th DP Global Politics 12th	0421 0422, 0423	43	11 12	Required	Government & Public Administration, Human Services
DP History HL-11th DP History HL-12th	0424, 0425, 0427, 0428	43	11 12	Required	Government & Public Administration, Human Services
Basic Law	0412	42	10, 11, 12	Elective	Government & Public Administration, Human Services
Psychology	0413	42	10, 11, 12	Elective	Human Services
Abnormal Psychology	0430	43	11, 12	Elective	Human Services
Sociology	0418	43	11, 12	Elective	Human Services
World Religions	0419	43	11, 12	Elective	Government & Public Administration, Human Services

LANGUAGE & LITERATURE (ENGLISH)

Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
English 9	0010, 0011	44	9	Required	Foundation Knowledge & Skills
English 10	0016, 0017	44	10	Required	Foundation Knowledge & Skills
DP Language & Lit -11	0022, 0023	45	11	Required	Foundation Knowledge & Skills
DP Language & Lit SL-12	0028, 0029	45	12	Required	Foundation Knowledge & Skills
DP Language & Lit HL-12	0047, 0048	45	12	Required	Foundation Knowledge & Skills
DP TOK-11th	0051	45	11	Elective	Foundation Knowledge & Skills
DP TOK-12th	0052		12		

LANGUAGE ACQUISITION (WORLD LANGUAGE/EL)

Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
Spanish 1	0109, 0110	46	9, 10, 11, 12	Lang Acq	Hospitality & Tourism, Human Services
Spanish 2	0111, 0112	46	9, 10, 11, 12	Lang Acq	Hospitality & Tourism, Human Services
Spanish 3	0115, 0116	46	9, 10, 11, 12	Lang Acq	Hospitality & Tourism, Human Services
Spanish 4	0117, 0118	46	9, 10, 11, 12	Lang Acq	Hospitality & Tourism, Human Services
DP Spanish SL 5-11th DP Spanish SL 6-12th	0094, 0095 0096, 0097	47	11 12	Lang Acq	Hospitality & Tourism, Human Services
Chinese 1	0140, 0141	47	9, 10, 11, 12	Lang Acq	Hospitality & Tourism, Human Services
Chinese 2	0142, 0143	47	9, 10, 11, 12	Lang Acq	Hospitality & Tourism, Human Services
Chinese 3	0144, 0145	47	9, 10, 11, 12	Lang Acq	Hospitality & Tourism, Human Services
Chinese 4	0416, 0147	47	9, 10, 11, 12	Lang Acq	Hospitality & Tourism, Human Services
DP Chinese SL 5-11th DP Chinese SL 6-12th	0104, 0105 0106, 0107	48	11 12	Lang Acq	Hospitality & Tourism, Human Services
EL 1 Literacy	0150, 0151	48	9, 10, 11, 12	Lang Acq	
EL 2 Literacy	0162, 0163	48	9, 10, 11, 12	Lang Acq	
EL 3 Literacy	0183, 0184	48	9, 10, 11, 12	Lang Acq	
EL 4 Literacy	0165, 0166	48	9, 10, 11, 12	Lang Acq	
EL Science	0175, 0176	48	9, 10, 11, 12		
EL History	0178, 0179	48	9, 10, 11, 12		

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MATHEMATICS

Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
Math Foundations	0199, 0200	49	9		Architecture & Manufacturing Business, Management & Administration, STEM
Non-Linear Algebra	0197, 0198	49	9, 10		Architecture & Manufacturing Business, Management & Administration, STEM
Geometry	0204, 0205	49	9, 10		STEM, Architecture & Manufacturing
Algebra 2	0213, 0214	49	9, 10, 11		Architecture & Manufacturing Business, Management & Administration, STEM
DP Math: Applications & Interpretation SL	0219, 0220	50	10, 11, 12		Science, Technology, Engineering & Science
DP Math Analysis & Approaches SL 11th	0236, 0237	50	10, 11, 12		Architecture & Manufacturing, Science, Technology, Engineering & Science
DP Math Analysis & Approaches SL 12th	0239, 0240				
ARCC - Introduction to Statistics	0221, 0222	50	11, 12	Elective	Science, Technology, Engineer- ing & Science, Social Sciences

PHYSICAL EDUCATION / HEALTH

Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
Physical & Health Education 1	0489	51	9	Required	Health
Physical & Health Education 2	0490	51	10	Required	Health
Physical & Health Education 2: New Moves	0497	52	10 Females	Required	Health
Physical & Health Education 3	0491	52	11	Required	Health
Fridley Fit	0492	52	10, 11, 12	Elective	Health
Leadership	0486	52	9, 10, 11, 12	Elective	Health
Dance	0494	52	9, 10, 11, 12	Elective	Health
Strength Training	0496	52	9, 10, 11, 12	Elective	Health
Team Sports	0495	53	10, 11, 12	Elective	Health
Unified Physical Education	0498	53	11, 12	Elective	Health
Emergency Medical Responder	0483	53	11, 12		Support Services
Emergency Medical Technician	0484	53	11, 12		Support Services
Certified Nursing Assistant	0488	54	11, 12		Support Services

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SCIENCES

Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
Physics	0301, 0302	55	9	Required	Architecture & Manufacturing Science, Technology, & Engineering
Chemistry	0307, 0308	55	10	Required	Architecture & Manufacturing Science, Technology, & Engineering
Biology	0332, 0333	56	11	Required	Science, Technology & Engineering, Biotechnology, Research & Development
DP Biology HL-11th DP Biology HL-12th	0316, 0317, 0319, 0320	56	11 12		Science, Technology & Engineering, Biotechnology, Research & Development
DP Physics SL	0323, 0324	56	12		Architecture & Manufacturing Science, Technology, & Engineering
DP Environmental Systems	0340, 0341	56	12		Architecture & Manufacturing, Science, Technology, Engineering
Anatomy & Physiology 1 & 2	0310, 0311	57	11, 12		Science, Technology & Engineering, Biotechnology, Research & Development
Cosmos & Climate	0330	57	11, 12		Science, Technology & Engineering
Forensic Sciences	0322	57	11, 12		Science, Technology & Engineering, Biotechnology, Research & Development

ADDITIONAL COURSE OFFERINGS

Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
Personal & Professional Skills	0042, 0043	58	11 12	CP Certificate	Printing Technology
DP TOK-11th DP TOK-12th	0051 0052	58	11 12	IB Diploma	Foundation Knowledge & Skills
Yearbook	0040, 0041	58	9, 10, 11, 12	Elective	Foundation Knowledge & Skills
Approaches to Learning (ATL)	0037, 0038, 0040, 0044	58	9		Foundation Knowledge & Skills
Intervention Reading: Tier 1, Tier 2, Tier 3	0054, 0055	58	9, 10		Foundation Knowledge & Skills

SPECIALIZED SERVICES PROGRAM (IEP REQUIRED) COURSES					
Subject/Course	Course #	Page	Grades Open To	Meets Req. for	Career Area
SRC Math	0963, 0964	59	9, 10, 11, 12		
SRC English	0967, 0968	59	9, 10, 11, 12		
Transition Skills	0575, 0576	59	9, 10, 11, 12		
Career Exploration	0952	59	9, 10, 11, 12		
SRC Work Experience	0954	59	9, 10, 11, 12		
Life Prep English	0569, 0570	60	9, 10, 11, 12		
Life Prep Math	0572, 0573	60	9, 10, 11, 12		
Life Prep Social Skills	0594, 0595	60	9, 10, 11, 12		
Life Prep Employment Skills	0610, 0611	60	9, 10, 11, 12		
Unified Physical Education	0498	60	9, 10, 11, 12		
EXCEL	0614, 0615	61	9, 10, 11, 12		
Transition 1, 2, 3, 4	0620, 0621 0622, 0623	61	9, 10, 11, 12		
Graduation Plan Studies	0072	61	12		
Social/Emotional Learning (SEL)	0969, 0970	61	9, 10, 11, 12		
ATLAS Language & Literature (English)	0707, 0708	61	9, 10, 11, 12		
ATLAS Mathematics	0770, 0701	61	9, 10, 11, 12		
ATLAS Personal Finance	0713, 0714	61	9, 10, 11, 12		
ATLAS PE/Health	0715, 0726	61	9, 10, 11, 12		
ATLAS Group Social Skills	0788, 0789	61	9, 10, 11, 12		



2023-24 FRIDLEY HIGH SCHOOL REGISTRATION GUIDE



IB CONTINUUM

FRIDLEY PUBLIC SCHOOLS

FORM B2

RESOLUTION OF SCHOOL BOARD/GOVERNING BOARD SUPPORTING FORM B2 APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of **Fridley High School** recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools to provide seminars/training opportunities or support for specific school functions for students/faculty members/officials and others who are involved in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of **Fridley High School** supports the school's application to the Minnesota State High School League Foundation for a **FORM B2** grant to offset costs in three specific areas including leadership initiatives, safety and transportation that reduces barriers to participation.

Ross Meisner

Date

Board Chair

Jake Karnopp

Date

Board Clerk - Treasurer

A RESOLUTION submitted by an Activity Conference or Region Committee must adhere to the same form and context of the School Board Resolution above.

The American Indian Parent Advisory Committee Resolution

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

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

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

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

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

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

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

Alesha Goodwin-Gutierrez 
AIPAC Chairperson Printed Name and Signature

12/16/2022
Date

Annual Compliance/Vote of Concurrence or Nonconcurrence

District, Charter, or Tribal School Name: Fridley Schools ISD #14

The American Indian Parent Advisory Committee Vote

The AIPAC Issued a Vote of Concurrence

Date of Concurrent Vote: 12/16/22

Date the AIPAC presented to the school board: _____

The AIPAC issued a Vote of Nonconcurrence

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

Date of Nonconcurrent vote: _____

Date the AIPAC presented to the school board: _____

Date the written response from the school board is due: _____

The District/School Does Not Have an AIPAC

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

Required signatures

**Digital signatures are accepted*

School Board Chairperson Date

Superintendent or Charter/Tribal School Director Date

Alesha [Signature] 12/16/2022
AIPAC Chairperson Date

SCHOOL BOARD MEETINGS | 2023-2024

JULY '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

04 District Holiday – 4th of July
18 School Board Meeting

JANUARY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

01 Winter Break
02 Board Work Session
15 M.L. King Day
16 School Board Meeting
25 No School: Eval/Plan
26 No School: Staff Dev

AUGUST '23						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

15 School Board Meeting

FEBRUARY '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

06 Board Work Session
19 No School: Presidents' Day
20 School Board Meeting

SEPTEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

04 District Holiday - Labor Day
05 First Day of School
06 First Days of School
19 School Board Meeting

MARCH '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

05 Board Work Session
19 School Board Meeting
25-29 Spring Break

OCTOBER '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

03 Board Work Session
18 No School: Conf Day
19 No School: MEA
20 No School: MEA
24 School Board Meeting

APRIL '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

02 Board Work Session
08 No School
09 No School: Plan/Eval
14 School Board Meeting

NOVEMBER '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

06 No School: Eval/Plan
07 No School: Staff Dev
21 School Board Meeting
23 Thanksgiving Day
24 Day After Thanksgiving

MAY '24						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

07 Board Work Session
21 School Board Meeting
27 Memorial Day

DECEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

05 Board Work Session
19 School Board Meeting
22-29 Winter Break

JUNE '24						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

04 Board Work Session
06 Last Day of School
07 No School: Plan/Eval
18 School Board Meeting

Fridley Public Schools School Board Meeting Calendar 2023-2024 School Year

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

Date and Time:

5:30pm - Work Session (1 st Tuesday of the month)	5:30pm - Work Session 7:00 pm - Public Forum 7:30pm - Business Meeting (3 rd Tuesday of the month)
<i>No July session (4th of July Holiday)</i>	Tuesday, July 18, 2023
<i>No August session (National Night Out)</i>	Tuesday, August 15, 2023
<i>No September session (School Starts)</i>	Tuesday, September 19, 2023
Tuesday, October 3, 2023	Tuesday, October 24, 2023
<i>No November session (Election Day)</i>	Tuesday, November 21, 2023
Tuesday, December 5, 2023	*Tuesday, December 19, 2023
Tuesday, January 2, 2024	Tuesday, January 16, 2024
Tuesday, February 6, 2024	Tuesday, February 20, 2024
Tuesday, March 5, 2024	Tuesday, March 19, 2024
Tuesday, April 2, 2024	Tuesday, April 16, 2024
Tuesday, May 7, 2024	Tuesday, May 21, 2024
Tuesday, June 4, 2024	Tuesday, June 18, 2024

*The Truth in Taxation hearing will be held on December 19 at the regularly scheduled Public Forum at 7 PM.

Special meetings may also be officially posted as needed.

You are welcome to attend School Board Meetings. The School Board business meeting is generally held on the third Tuesday of the month at 7:30 PM at the Fridley Community Center. Copies of the monthly business meeting agenda are posted in advance of each meeting. The School Board is responsible to meet legal obligations for conducting School Board business in public while observing legal mandates for discussion of data that may be private as it relates to students or employees. The School Board chair is obligated to establish the business meeting agenda and an orderly process for the School Board to conduct official consideration and action on business items in public.

A Public Forum is held at 7 PM, prior to each regularly scheduled business meeting, to provide citizens the opportunity to address the board on any topic. Community members are also invited to contact School Board members via the School Board message line (763-502-5060) or to make personal contact with their elected representatives.

Work sessions are held at 5:30 PM. These are generally held on the third Tuesday of the month and some months on the first Tuesday of the month. No official action is taken at these discussion sessions and both meetings are open to the public.

All Meetings Are Open to the Public