

## Business Meeting

Tuesday, December 17, 2024 7:30 PM

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

A. <b>Truth in Taxation Presentation (at 7:00PM)</b>	<b>Presenter:</b> Jason Mutzenberger
B. <b>Call to Order, Pledge of Allegiance</b>	<b>Presenter:</b> Board Chair
C. <b>Approval of Agenda with Suggested Motions and Resolutions</b>	<b>Presenter:</b> Board Chair
C.1. Suggested Motions and Resolutions	
D. <b>Audit Presentation</b>	<b>Presenter:</b> Creative Solutions
E. <b>Superintendent Report</b>	<b>Presenter:</b> Superintendent Brenda Lewis
F. <b>Business Action Items</b>	
F.1. Motion: Approval of the Audit Results	<b>Presenter:</b> Superintendent Brenda Lewis
F.2. Motion: Tax Levy Final Certification Pay 25 Levy	<b>Presenter:</b> Superintendent Brenda Lewis
F.3. RESOLUTION Accepting Gifts	<b>Presenter:</b> Board Chair
F.4. RESOLUTION to Approve the contract with the Center for Effective School Operations ("CESO") and Notice of Termination	<b>Presenter:</b> Board Chair
G. <b>Consent Agenda</b>	<b>Presenter:</b> Board Chair
G.1. Minutes of the School Board Business Meeting Held on November 19, 2024	
G.2. New Contracts, Amendments, Leaves of Absence, Terminations, Resignations, and Retirements	
G.3. American Indian Education Aid Application and Program Plan	
H. <b>Important Future School Board Dates</b>	<b>Presenter:</b> Board Chair
H.1. IB Diploma Celebration & Silver Platter Breakfast December 18, 2024 7:30 AM FHS Media Center	
H.2. FHS Holiday Spectacular December 19, 2024 7:00 PM District Auditorium	
H.3. No School - Winter Break December 23, 2024 - January 1, 2025	
H.4. Free Family Movie Night: Kung Fu Panda 4 January 3, 2025 7:00 PM District Auditorium	
H.5. Earning College Credit at FHS Info Night January 15, 2025 6:00 PM District Auditorium	

H.6. FMS 7th and 8th Grade Dance  
January 16, 2025 4:00 PM  
Fridley Middle School

H.7. RLS Family BINGO Night  
January 16, 2025 5:00 PM  
Stevenson Elementary School

H.8. No School - Planning/Evaluation Day  
January 17, 2025

H.9. No School - MLK, JR. Holiday  
January 20, 2025

H.10. Fridley Public Schools Board Meeting  
January 21, 2025 - Organizational Meeting  
Work Session, 5:30 PM  
Public Comment, 7:00 PM  
Business Meeting, 7:30 PM  
Fridley Community Center

I. **Adjournment**

**Presenter:** Board  
Chair



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# Fridley Public Schools, ISD 14

## Public Hearing for Taxes Payable in 2025

DECEMBER 17, 2024

PRESENTED BY:

JASON MUTZENBERGER, BUSINESS  
MANAGER

# Minnesota State Law Requirements

## A Public Meeting...

- Between November 25th & December 30th
- At 6:00 PM or later
- May be part of regularly scheduled meeting
- Must allow for public comments
- May adopt final levy at same meeting

## ...and Presentation of:

- Current year budget
- Proposed property tax levy

# Hearing Agenda

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Background  
Information on  
School Funding



District's Budget



District's Proposed  
Tax Levy for Taxes  
Payable in 2025



Public Comments

# MN Legislature Must Set Funding for Minnesota Public Schools

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Minnesota Constitution ARTICLE XIII

MISCELLANEOUS SUBJECTS

Section 1

**“UNIFORM SYSTEM OF PUBLIC SCHOOLS.** The stability of a republican form of government depending mainly upon the intelligence of the people, it is the duty of the legislature to establish a general and uniform system of public schools. The *legislature shall make such provisions by taxation or otherwise* as will secure a thorough and efficient system of public schools throughout the state.”

As a Result,  
Funding is  
Highly  
Regulated

**State Sets:**

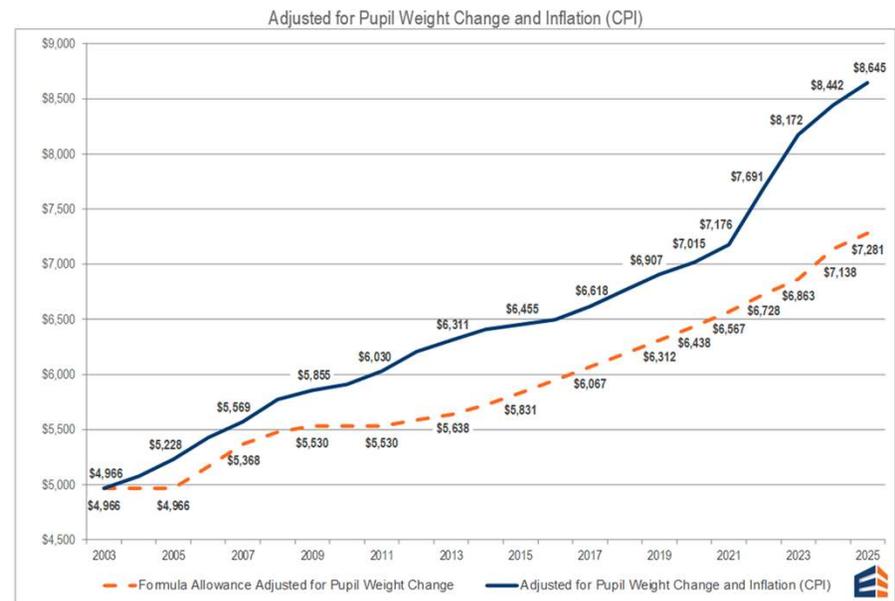
- Formulas which determine revenue; most revenue based on specified amounts per pupil
- Tax policy for local schools
- Maximum authorized property tax levy
  - Districts can levy less, but not more than amount authorized by state, unless approved by voters in November

State also authorizes school board to submit referendums for operating & capital needs to voters for approval

# General Education Formula Allowance, 2003-25

- Since 2002-03, state General Education Revenue formula has not kept pace with inflation
- For Fiscal Year 2023-24, an increase of 4.00% or \$275 over previous year was approved
- For Fiscal Year 2024-25, an increase of 2.00% or \$143 over previous year was approved

Per-pupil allowance for Fiscal Year 2024-25 of \$7,281 would need to increase by another \$1,364 (18.7%) to have kept pace with inflation since 2002-03, resulting in an allowance of \$8,645



Source: MDE June 2024 Inflation Estimates and Minnesota Laws 2023

According to MN Department of Education (MDE):

FY 2023 costs of providing programs were underfunded statewide by \$726 million

Even with recent funding, costs will be underfunded by \$455 million statewide by FY 2027

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

## Underfunding of Special Education

# Budget Information

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Because approval of school district budget lags certification of tax levy by six months, state requires only current year budget information be presented at this hearing. Fiscal Year 2025-26 budget will be adopted by School Board in June 2025.

**School district budgets are divided into separate funds, based on purposes of revenue, as required by law.**

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

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

*\*Other Post-Employment Benefits*

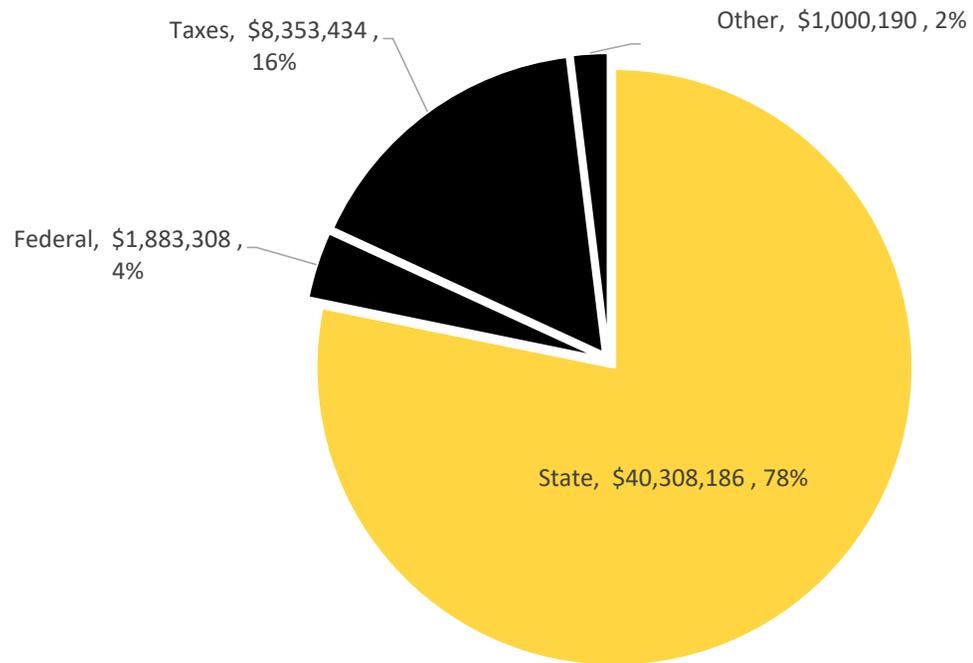


# 2024-2025 Budget All Funds

Fund	June 30, 2024 Fund Balances	FY 2025 Budget Revenues and Transfers In	FY 2025 Budget Expenditures and Transfers Out	June 30, 2025 Projected Fund Balances
General Fund/Restricted	\$354,077	\$13,783,025	\$15,699,620	\$(1,562,518)
General Fund/Other	2,768,664	37,762,093	40,353,497	177,260
Food Service Fund	1,021,537	2,506,900	2,965,554	562,883
Community Service Fund	(530,574)	2,736,538	2,545,113	(339,149)
Building Construction Fund	472,298	3,288,759	3,280,000	481,057
Debt Service Fund	1,141,267	4,852,485	5,004,143	989,609
Internal Service Fund	5,876,990	6,727,953	7,300,141	5,304,802
OPEB Revocable Trust Fund	3,597,994	340,000	561,250	3,376,744
OPEB Debt Service Fund	135,812	0	0	135,812
<b>Total - All Funds</b>	<b>\$14,838,065</b>	<b>\$71,997,753</b>	<b>\$77,709,318</b>	<b>\$9,126,500</b>

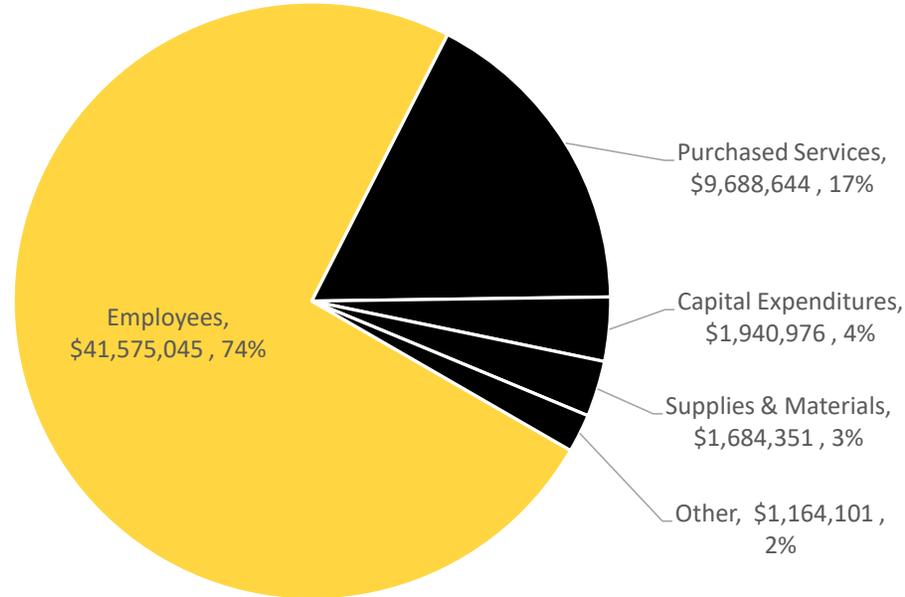
# 2024-2025 Budget General Fund Revenue

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# 2024-2025 Budget General Fund Expenditures

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# Change in Tax Levy does not Determine Change in Budget



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



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



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



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

# Difference in Levy Cycles

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## School District:

- Budget year begins July 1st
- 2025 taxes provide revenue for 2025-26 fiscal year
- Budget adopted in June 2025



## City/County:

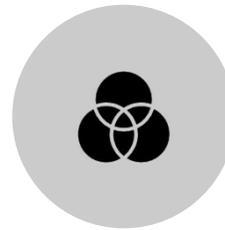
- Budget year begins Jan. 1st
- 2025 taxes provide revenue for 2025 calendar year budget

# Payable 2025 Property Tax Levy

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Determination of levy



Compare 2024 to 2025 levies



Reasons for changes in tax  
levy



Impact on taxpayers

Sample of parcel specific notice mailed to every property owner between November 10 & November 25

### Contents:

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



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

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

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

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

PROPOSED TAXES 2024			
<b>THIS IS NOT A BILL. DO NOT PAY.</b>			
VALUES AND CLASSIFICATION			
Step	Taxes Payable Year	2023	2024
1	Estimated Market Value	\$125,000	\$150,000
	Homestead Exclusion	\$	\$23,800
	Taxable Market Value	\$125,000	\$126,200
	Class	Res NHmstd	Res Hmstd
PROPOSED TAX			
2	Property Taxes before credits		\$1,479.52
	School building bond credit	\$	12.00
	Agricultural market value credit		
	Other credits		
	Property Taxes after credits		\$1,467.52
PROPERTY TAX STATEMENT			
3	Coming in 2024		
<b>The time to provide feedback on PROPOSED LEVIES is NOW</b>			
<i>It is too late to appeal your value without going to Tax Court.</i>			

Proposed Property Taxes and Meetings by Jurisdiction for Your Property			
Contact Information	Meeting Information	Actual 2023	Proposed 2024
State General Property Tax	No public meeting	\$0	\$0
County of Spruce Spruce County Courthouse 123 Spruce St Spruceville, MN 55555 www.co.spruce.mn.us (555) 123-4567	December 6, 7:00 PM	\$438.06	\$484.18
City of Spruceville Mayor's Office 456 Spruce St Spruceville, MN 55555 www.ci.spruceville.mn.us (555) 123-7654	December 2, 6:30 PM Spruceville City Hall	\$273.79	\$312.06
Spruceville School District 999 150 1st St N Spruceville, MN 55555 www.spruceville.k12.mn.us (555) 123-6789 Voter Approved Levies Other Levies	December 9, 7:00 PM Spruceville High School Cafeteria	\$289.35 \$340.11	\$296.68 \$374.60
<b>Total excluding any special assessments:</b>		<b>\$1,341.31</b>	<b>\$1,467.52</b> 9.4%

*Your school district was scheduled to hold a referendum at the November general election. If the referendum was approved by the voters, the school district's voter approved property tax for 2024 may be higher than the proposed amount shown on this notice.*

# School District Property Taxes

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- Each school district may levy taxes in over 40 different categories
- Maximum levy amounts (calculated by MDE) for each category are set by:
  - State law
  - Voter approval
- Property Tax Process
  - Key steps in process are summarized on next slide
  - Any of these steps may affect taxes on a parcel of property, but district has control over only 1 of 6 steps

# Approval of District's Tax Levy in 2024 (Payable 2025)

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## Overview of District's Proposed Tax Levy

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- Proposed Payable 2025 tax levy is an increase from 2024 of \$1,637,780 or 12.50%
- Changes by levy category and reasons for major increases & decreases in levy are included on following slides

Comparison of  
Actual Tax Levy  
Payable in 2024  
to Proposed  
Levy Payable in  
2025

	2023 Pay 24 FY 25	2024 Pay 25 FY 26	Dollar Change	% Change
<b>1 GENERAL FUND</b>				
2 Voter Approved Operating Referendum	\$ 1,695,969	\$ 2,887,630	\$ 1,191,661	
3 Local Optional Revenue	1,926,031	1,924,784	(1,248)	
4 Equity	396,450	341,227	(55,224)	
5 Voter Approved Capital Project Levy	1,272,850	1,346,895	74,046	
6 Operating Capital	275,215	285,900	10,685	
7 Alternative Teacher Compensation	250,065	242,533	(7,532)	
8 Achievement and Integration	225,198	226,379	1,181	
9 Long Term Facility Maintenance (LTFM)	1,284,078	617,869	(666,209)	
10 Building/Leases	609,592	601,709	(7,883)	
11 Other	403,646	466,076	62,430	
12 Prior Year Adjustments	14,339	(28,425)	(42,764)	
<b>10 GENERAL FUND TOTAL</b>	<b>\$ 8,353,433.59</b>	<b>\$ 8,912,577</b>	<b>\$ 559,143</b>	<b>6.69%</b>
<b>11 COMMUNITY EDUCATION FUND</b>				
12 Basic Levy	\$ 98,898	\$ 90,118	\$ (8,780)	
13 Early Child & Family	52,817	54,625	1,807	
14 School Age Care	160,000	175,000	15,000	
15 Other	3,363	3,301	(62)	
16 Prior Year Adjustments	38,927	14,914	(24,012)	
<b>17 COMMUNITY SERVICE FUND TOTAL</b>	<b>\$ 354,005.10</b>	<b>\$ 337,958</b>	<b>\$ (16,047)</b>	<b>-4.53%</b>
<b>18 DEBT SERVICE FUND</b>				
19 Voter Approved	\$ 2,863,981	\$ 3,042,593	\$ 178,612	
20 Other	263,865	435,120	171,255	
21 Long Term Facility Maintenance	1,496,815	2,143,918	647,103	
22 Reduction for Debt Excess	(245,304)	(195,487)	49,817	
23 Prior Year Adjustments	16,471	64,367	47,896	
<b>24 DEBT SERVICE FUND TOTAL</b>	<b>\$ 4,395,827</b>	<b>\$ 5,490,511</b>	<b>\$ 1,094,684</b>	<b>24.90%</b>
<b>25 LEVY GRAND TOTAL</b>	<b>\$ 13,103,266</b>	<b>\$ 14,741,046</b>	<b>\$ 1,637,780</b>	<b>12.50%</b>

# Explanation of Levy Changes

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**Category:**

General Fund – Voter Approved Operating Referendum

**Change:**

+\$1,191,661

**Use of Funds:**

General Operating Expenses

**Reasons for Change:**

- Passage of referendum question in November 2024
- Slight increase in enrollment projections

# Explanation of Levy Changes

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**Category:**

General Fund – Long Term Facilities Maintenance (LTFM)

**Change:**

-\$666,209

**Use of Funds:**

Deferred Facility Maintenance & Health & Safety Program Costs

**Reason for Change:**

- Revenue provided through a combination of property tax levy and state aid
- District borrowed against future LTFM revenue in order to tackle deferred maintenance projects. The offset is an increase in the Debt Service Fund

# Factors Impacting Individual Taxpayers' School Taxes

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

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

# Four Year School Levy Comparison

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- Examples include school district taxes only & are shown based on no change and a 29.5% increase in property value for residential homes over the past four years
  - Actual changes in value may be more or less than this for any parcel of property
  - Intended to provide a fair representation of what happened to school district property taxes over this period for typical properties
- Examples are for property in City of Fridley
- Amounts for 2025 are preliminary estimates; final amounts could change slightly
- Estimates prepared by Ehlers (District's municipal financial advisors)

Estimated Changes in School Property Taxes, 2022 to 2025  
 Based on No Changes in Property Values

Type of Property	Estimated Market Value	Actual Taxes Payable in 2022	Actual Taxes Payable in 2023	Actual Taxes Payable in 2024	Estimated Taxes Payable in 2025	Change in Taxes 2022 to 2025	Change in Taxes 2024 to 2025
Residential Homestead	\$150,000	\$853	\$684	\$702	\$758	-\$95	\$56
	200,000	1,192	955	982	1,072	-120	90
	250,000	1,531	1,226	1,262	1,385	-146	123
	300,000	1,869	1,497	1,542	1,698	-171	156
	350,000	2,208	1,768	1,822	2,012	-196	190
	450,000	2,871	2,299	2,369	2,638	-233	269
	500,000	3,190	2,554	2,633	2,951	-239	318
	600,000	3,937	3,152	3,252	3,646	-291	394
	800,000	5,432	4,347	4,491	5,024	-408	533
1,000,000	6,926	5,542	5,729	6,402	-524	673	
Commercial/ Industrial #	\$500,000	\$3,545	\$2,977	\$3,110	\$3,423	-\$122	\$313
	750,000	5,421	4,552	4,760	5,233	-188	473
	1,000,000	7,297	6,128	6,409	7,042	-255	633
	1,500,000	11,048	9,280	9,708	10,661	-387	953
	2,000,000	14,799	12,431	13,008	14,280	-519	1,272
Apartments and Res. Non-Homestead ( 2 or more units)	\$200,000	\$1,494	\$1,195	\$1,239	\$1,378	-\$116	\$139
	600,000	4,483	3,585	3,716	4,133	-350	417
	1,000,000	7,472	5,975	6,194	6,889	-583	695

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

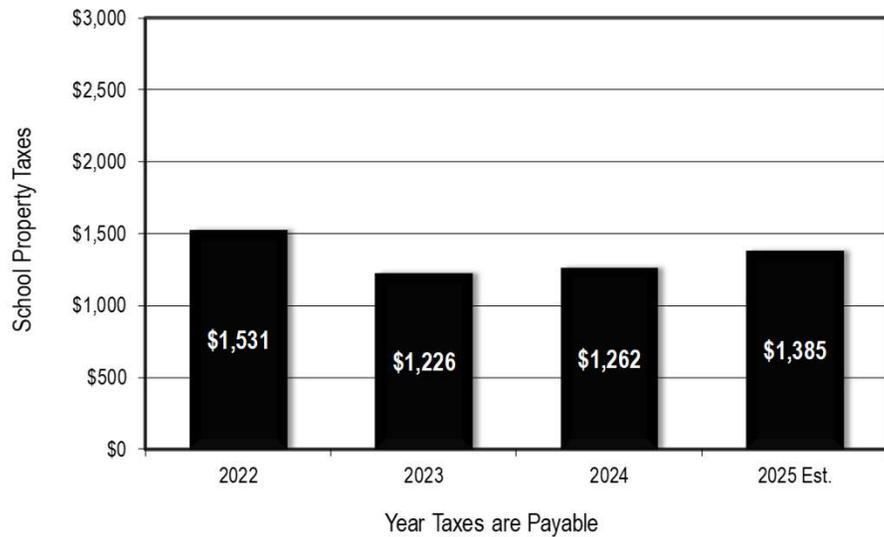
**General Notes**

1. Amounts are based on school district taxes only, and do not include taxes for city or township, county, state, or other taxing jurisdictions.
2. Estimates of taxes payable in 2025 are preliminary, based on the best data available.
3. For all examples of properties, taxes are calculated based on no changes in estimated market value from 2022 to 2025.

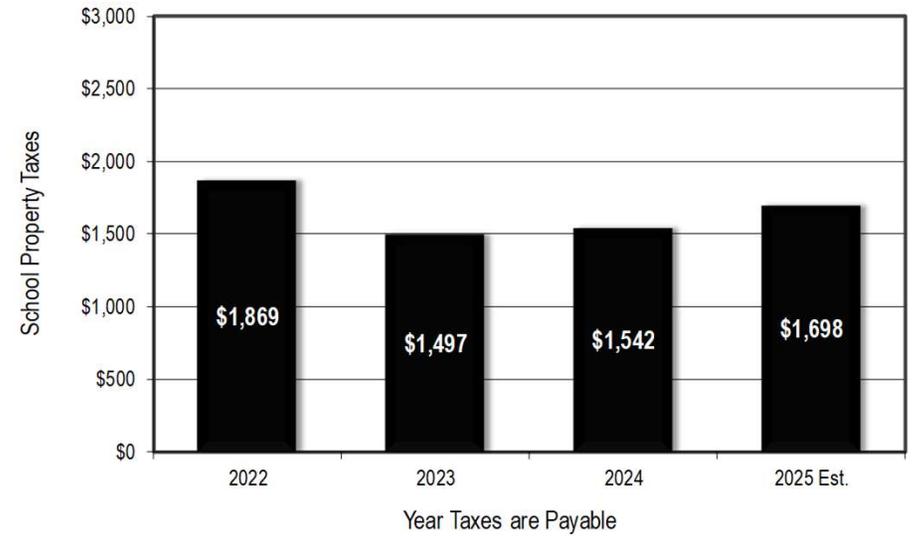
# Estimated Changes in School Property Taxes, 2022-25

*Based on No Changes in Property Value*

**Example 1: \$250,000 Residential Homestead Property**

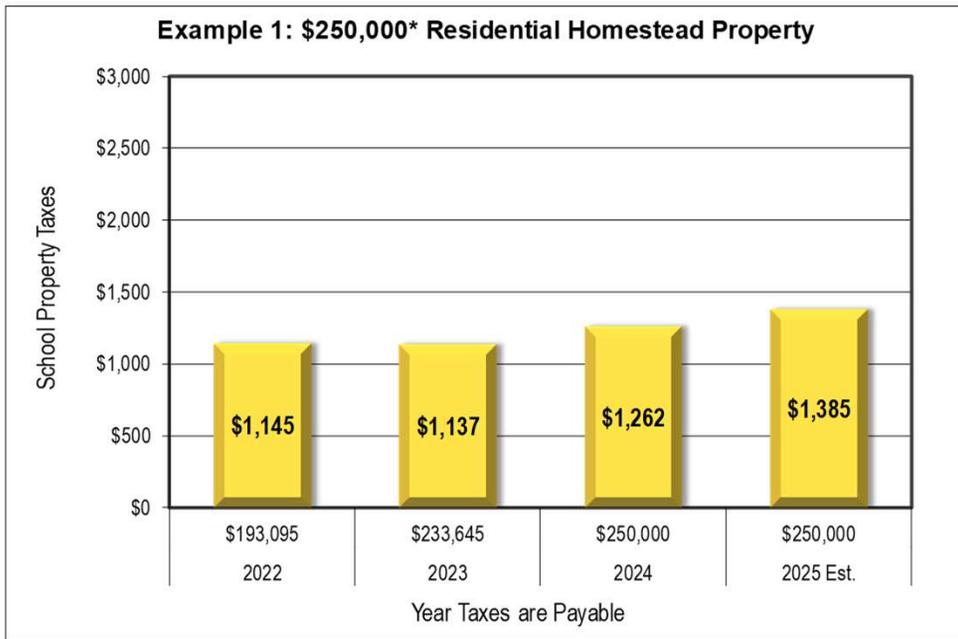


**Example 2: \$300,000 Residential Homestead Property**



# Estimated Changes in School Property Taxes, 2022-25

*Based on 29.5% Cumulative Changes in Property Value*



\* Estimated market value for taxes payable in 2025. Taxes are calculated based on changes in market value of 21.0% from 2022 to 2023, 7.0% from 2023 to 2024 and 0.0% from 2024 to 2025.

# State Property Tax Refunds & Deferral

## Homestead Credit Refund

- Available for all homestead property, both residential and agricultural (house, garage and one acre (HGA) only)
- Refund is sliding scale, based on total property taxes and income (maximum refund is \$3,310 for homeowners and \$2,640 for renters)

## Special Property Tax Refund

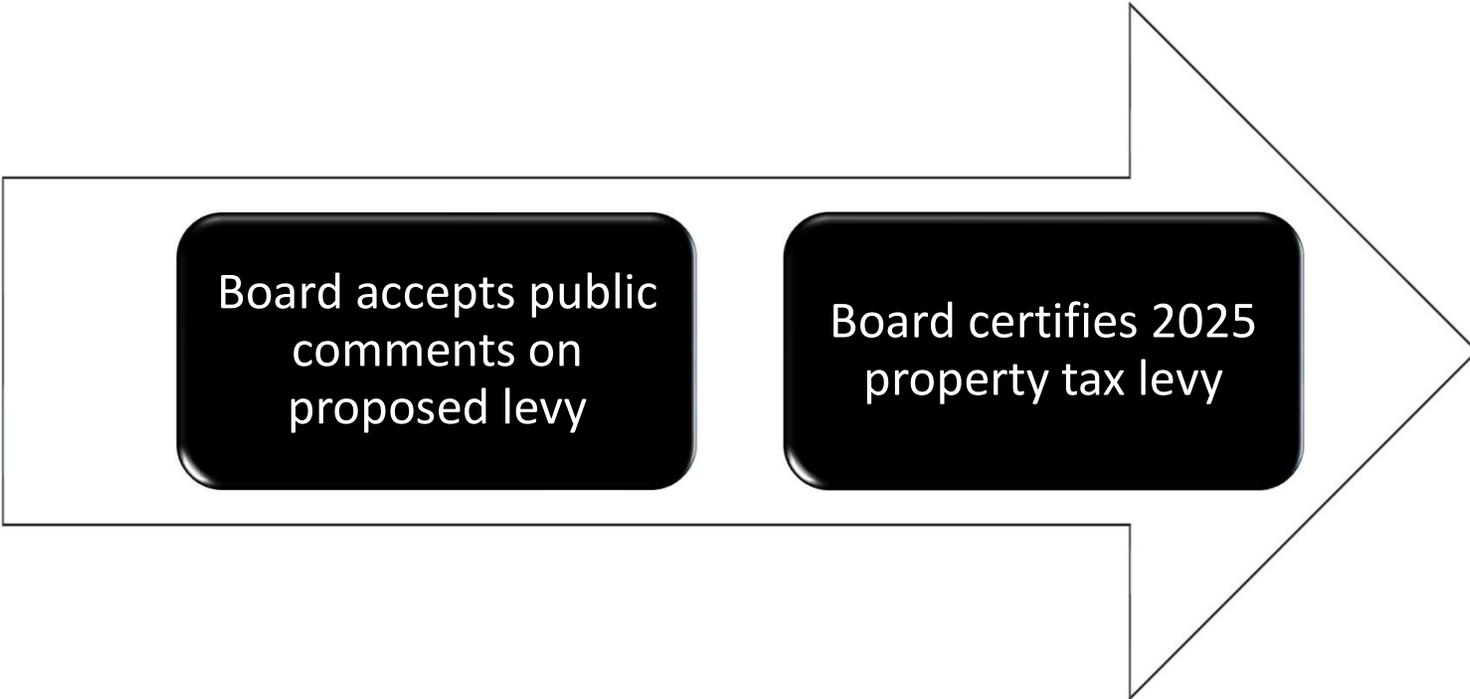
- Available for all homestead property, both residential & agricultural (HGA only) with a gross tax increase of at least 12% and \$100 over prior year
- Refund is 60% of tax increase that exceeds greater of 12% or \$100 (max \$1,000)

## Senior Citizen Property Tax Deferral

- Allows people 65 years of age or older with household income of \$96,000 or less to defer a portion of property taxes on their home

# Next Steps

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Board accepts public  
comments on  
proposed levy

Board certifies 2025  
property tax levy



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PUBLIC COMMENTS

**Tuesday, December 17, 2024**  
**School Board Business Meeting**  
**Motions**

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

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

**a. Suggested Motions and Resolutions**

Suggested Motion: Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to approve the agenda for December 17, 2024.

**C. Superintendent and Staff Reports**

**a. Audit Presentation**

**b. Superintendent Report**

**D. Business Action Items**

**a. Motion: Approval of the Audit Results**

Suggested Motion: Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to approve the audit results for 2023-2024.

**b. Motion: Tax Levy Final Certification of Pay 25 Levy**

Suggested Motion: Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to approve the tax levy final certification of Pay 25 Levy

**c. RESOLUTION Accepting Gifts**

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

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

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

i. The following persons donated to **Fridley Community Education**:

1. Fridley Education Association - \$334 for popcorn at the Free Family Movie Nights

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

**d. RESOLUTION to approve the contract with the Center for Effective School Operations and Notice of Termination**

Suggested Motion: Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to approve the contract with the Center for Effective School Operations and Notice of Termination.

**E. Consent Agenda**

Suggested Motion: Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to approve the consent agenda including minutes of the business meeting held on November 17; New Contracts,

Amendments, Leaves of Absence, Resignations and Terminations; and American Indian Education Aid Application and Program Plan

**F. Important Future School Board Dates**

- a. IB Diploma Celebration & Silver Platter Breakfast  
December 18, 2024 7:30 AM  
FHS Media Center
- b. FHS Holiday Spectacular  
December 19, 2024 7:00 PM  
District Auditorium
- c. No School - Winter Break  
December 23, 2024 - January 1, 2025
- d. Free Family Movie Night: "Kung Fu Panda 4"  
January 3, 2024 7:00 PM  
District Auditorium
- e. FMS 7th and 8th Grade Dance  
January 16, 2025 4:00 PM  
Fridley Middle School
- f. RLS Family Bingo Night  
January 16, 2025 5:00 PM  
Stevenson Elementary School
- g. No School - Planning/Evaluation Day  
January 17, 2025
- h. No School - MLK, Jr Holiday  
January 20, 2025
- i. Fridley Public Schools School Board Meeting  
January 21, 2025  
Fridley Community Center  
5:30 PM Work Session  
7:00 PM Public Comment  
7:30 PM Business Meeting

**G. Adjournment**

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



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

TO: Members of the School Board and Superintendent Lewis  
FROM: Jason Mutzenberger, Business Manager  
DATE: December 17, 2024  
RE: Tax Levy Final Certification Pay 25 Levy

### **Recommendation**

#### **For the Board of Education to approve the School Year Pay 2025 Tax Levy Certification.**

Attached is the payable 2025 Property Tax Levy. At the regular meeting, we will be asking for Board approval to set the levy at \$14,741,045.82. This is an increase of 12.50% from last year and includes the passage of the operating referendum in November 2024.

Below is the levy limitation timeline for the Payable 2025 Levy:

**September 17** – School Board approved the preliminary levy

**September 30** – Levy was due to Anoka County and Minnesota Department of Education

**Mid-November** – Anoka County mailed proposed property tax statements to Fridley property owners

**December 17** – School Board holds Public Hearing for Taxes Payable in 2025 and approves the final payable 2025 levy certification

During the regular meeting, we will hold the Public Hearing for Taxes Payable in 2025. We will make a presentation of the levy and provide the required information on:

- 2024-25 District budget
- Payable 2025 property tax levy and reasons for the change in levy
- After the presentation, the public will be able to make comments regarding the levy.



#### INTERNATIONAL BACCALAUREATE (IB) PROGRAMME

Our IB World Schools provide:

Primary Years Programme (PYP) in Preschool  
Primary Years Programme (PYP) in grades K-4  
Middle Years Programme (MYP) in grades 5-10  
Diploma Programme (DP) in grades 11-12

#### OUR SCHOOLS

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

**Fridley Public School District  
Preliminary Levy Certification Payable 2025**

Categories		2023 Pay 24 FY 25	2024 Pay 25 FY 26	Dollar Change	% Change
1	<b>GENERAL FUND</b>				
2	Voter Approved Operating Referendum	\$ 1,695,969	\$ 2,887,630	\$ 1,191,661	
3	Local Optional Revenue	1,926,031	1,924,784	(1,248)	
4	Equity	396,450	341,227	(55,224)	
5	Voter Approved Capital Project Levy	1,272,850	1,346,895	74,046	
6	Operating Capital	275,215	285,900	10,685	
7	Alternative Teacher Compensation	250,065	242,533	(7,532)	
8	Achievement and Integration	225,198	226,379	1,181	
9	Long Term Facility Maintenance (LTFM)	1,284,078	617,869	(666,209)	
10	Building/Leases	609,592	601,709	(7,883)	
11	Other	403,646	466,076	62,430	
12	Prior Year Adjustments	14,339	(28,425)	(42,764)	
10	<b>GENERAL FUND TOTAL</b>	<b>\$ 8,353,433.59</b>	<b>\$ 8,912,577</b>	<b>\$ 559,143</b>	<b>6.69%</b>
11	<b>COMMUNITY EDUCATION FUND</b>				
12	Basic Levy	\$ 98,898	\$ 90,118	\$ (8,780)	
13	Early Child & Family	52,817	54,625	1,807	
14	School Age Care	160,000	175,000	15,000	
15	Other	3,363	3,301	(62)	
16	Prior Year Adjustments	38,927	14,914	(24,012)	
17	<b>COMMUNITY SERVICE FUND TOTAL</b>	<b>\$ 354,005.10</b>	<b>\$ 337,958</b>	<b>\$ (16,047)</b>	<b>-4.53%</b>
18	<b>DEBT SERVICE FUND</b>				
19	Voter Approved	\$ 2,863,981	\$ 3,042,593	\$ 178,612	
20	Other	263,865	435,120	171,255	
21	Long Term Facility Maintenance	1,496,815	2,143,918	647,103	
22	Reduction for Debt Excess	(245,304)	(195,487)	49,817	
23	Prior Year Adjustments	16,471	64,367	47,896	
24	<b>DEBT SERVICE FUND TOTAL</b>	<b>\$ 4,395,827</b>	<b>\$ 5,490,511</b>	<b>\$ 1,094,684</b>	<b>24.90%</b>
25	<b>LEVY GRAND TOTAL</b>	<b>\$ 13,103,266</b>	<b>\$ 14,741,046</b>	<b>\$ 1,637,780</b>	<b>12.50%</b>

## **RESOLUTION Accepting Gifts**

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

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

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

- The following persons donated to **Fridley Community Education:**
  - Fridley Education Association - \$334 for popcorn at Free Family Movie Nights

**EXTRACT OF MINUTES  
OF THE MEETING OF THE SCHOOL BOARD OF  
INDEPENDENT SCHOOL DISTRICT NO. 14  
FRIDLEY, MINNESOTA**

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 14, Fridley, Minnesota, was held on the 17th day of December, 2024, at \_\_\_:00 o'clock p.m.

The following Board Members were present:

and the following were absent:

Board Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

**RESOLUTION TO APPROVE THE CONTRACT  
WITH THE CENTER FOR EFFECTIVE SCHOOL OPERATIONS (“CESO”) AND  
NOTICE OF TERMINATION**

WHEREAS, the School Board is vested with the authority under Minnesota Statutes §123B.09 for the care, management and control of the School District and the Board’s related fiduciary responsibilities; and

WHEREAS, the Superintendent recommends that the Master Service Agreement (“MSA”) with CESO be approved for the term expiring on June 30, 2025; and

WHEREAS, Section 1.3 of the MSA provides for termination with notice of at least 120 days prior to June 30, 2025; and

WHEREAS, pursuant to Section 1.3 of the MSA, all Service Agreements under the MSA (Finance Support, Transportation Support, and Thought and Strategy Partnership) are terminated upon termination of the MSA; and

WHEREAS, the Human Resources Support Service Agreement (Addendum II to the MSA) was terminated by mutual agreement between CESO and the School District effective October 31, 2024.

NOW, THEREFORE, be it resolved by the School Board of Independent School District No. 14 as follows:

1. The Master Service Agreement with CESO is hereby approved for the term expiring on June 30, 2025.

2. The Superintendent is directed to provide written notice of termination of the MSA and related Service Agreements to the principals of CESO so it is received by CESO no later than February 28, 2025.

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

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

**Minutes**  
**School Board Business Meeting**  
**Fridley Independent School District 14**  
**November 19, 2024**

**Call to Order, Pledge of Allegiance**

Board Chair Karnopp called the Business Meeting of the Fridley School Board to order at 7:31 PM on Tuesday, November 19, 2024, at the Fridley Community Center. The following Board members were present in the room: Nikki Auna, Sara Jones, Jake Karnopp, Erik Keeler, Ross Meisner, Avonna Starck, and Student representative Aiyanna Shobe. Absent: Student representatives: Deqa Ahmed

**Approval of the Agenda with Suggested Motions and Resolutions**

Motion by Meisner, seconded by Jones, to approve the agenda for November 19, 2024. Upon vote being taken, all voted in favor, none against, none abstained. Motion carried 6-0.

**Superintendent and Staff Reports**

A. Superintendent Report

Superintendent Lewis introduced Mya Karsten and Addison Aleshire along with Activities Director Justin Reese to present a Fall Activities Recap. Student School Board Representative Aiyanna Shobe presented on the student school board conference she attended with Lori Andler, Director of Administrative Services. Fridley Middle School Principal Dr. Amy Cochran and Assistant Principal Matthew Engelhardt presented on the Lavinia work and academic improvement at Fridley Middle School. Director of Community Education, Stephen Keeler presented on the Early Childhood Fall Festival, the Tiger Club Family Night and the Preschool IB Night. Superintendent Lewis presented on her involvement at the High Impact Tutoring Panel and the National Summer Learning Summit, Announcement of Senior Officer of Human Resources Boukham Moua. Senior Officer of Operations and System Alignment, Rochelle Cox presented on the Custodian training and Microfiber cloth usage, and Superintendent Lewis announced a big Thank You to FPS voters on passing the two question Referendum.

**Business Action Items**

A. **RESOLUTION Accepting Gifts**

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

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

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

1. The following persons donated to **Early Childhood Education**:

- a. HyVee Meat Bundle gift card for the Fall Festival
- b. Target \$75 gift card for the Fall Festival

Motion by Auna, seconded by Keeler, to accept the gifts and thank the donors for their contributions. Upon roll call vote being taken all voted in favor, none against, none abstained. Motion carried 6-0.

**B. Approval of the 2025-26 School Year Calendar**

Motion by Meisner, seconded by Auna to approve the 2025-26 School Year Calendar. Upon the vote being taken all voted in favor, none against, none abstained. Motion carried 6-0.

**C. Consent Agenda**

Motion by Keeler, seconded by Jones to approve the consent agenda including minutes of the business meeting held on October 22, 2024 and special meeting held on November 15, 2024; Financial Reports; New Contracts, Amendments, Leaves of Absence, Resignations and Terminations. Upon vote being taken all voted in favor, none against, none abstained. Motion carried 6-0.

**Important Future Board Dates**

- A.** FHS Fall Musical: Urinetown  
November 21, 22, 23 at 7:00 PM  
District Auditorium
- B.** No School: Thanksgiving Break  
November 28 & 29
- C.** Hayes Better Together Meeting  
December 2 at 5:00 PM  
Hayes Elementary
- D.** FHS Conferences  
December 4 at 4:00-8:00 PM  
Fridley High School
- E.** RLS 4th Grade Concert  
December 5 at 5:30 PM  
District Auditorium
- F.** Free Family Movie Night: Ultraman Rising  
December 6 at 7:00 PM  
District Auditorium
- G.** FMS Holiday Band and Choir Concert  
December 10 at 7:00 PM  
District Auditorium
- H.** RLS PTO Meeting  
December 11 at 5:00 PM  
Stevenson Elementary

- I. FMS Family BINGO  
December 12 at 5:00 PM  
Fridley Middle School
- J. Fridley Public Schools School Board Meeting  
December 17  
Fridley Community Center  
5:30 PM Work Session  
7:00 PM Truth in Taxation  
7:30 PM Business Meeting

**Adjournment**

Motion by Keeler, seconded by Auna to adjourn the meeting at 8:25 PM. Upon vote being taken, all voted in favor, none against, none abstained. Motion carried 6-0.

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Jake Karnopp, Board Chair

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Ross Meisner, Board Clerk

**Personnel Changes  
2024-2025**

**New Contracts and Amendments per Master Agreements (2024-2025)**

<b>First Name</b>	<b>Last Name</b>	<b>Assignment</b>	<b>Step/Lane/Salary</b>	<b>School</b>
Santos	Aguirre	Paraeducator	Step 3	VISTA
Christopher	Cudnowski	Extended Day Science Teacher	Schedule C	FHS/ALC
Spencer	Ellis	Paraeducator	Step 3	RLS
Rebecca	Fisher	Glee Club Advisor	Schedule C	HYS
Crystal	Flint	Assistant Girls Basketball Coach	Schedule C	FHS
Jordan	Foster	Paraeducator	Step 1	VISTA
Anna	Hamer	Lego League Advisor	Schedule C	RLS
Cynthia	Harmon-Robinson	C Team Girls Basketball	Schedule C	FHS
Samantha	Johnson	Targeted Services Teacher	Schedule C	FMS
Erika	Knapton	Custodian	Rehire - Step 1	RLS
Michael	Kovash	Extended Day Substitute	Schedule C	FHS/ALC
Jessica	Miller-Johnson	Extended Day Dean of Students	Schedule C	FHS/ALC
Madison	Morrissey	Extended Day Social Studies Teacher	Schedule C	FHS/ALC
Mae	Nallos	Preschool	BA / Step 11	FCC
Omotilewa	Oke	Building Sub	\$30/hour	RLS
Beth	Olsen	Special Ed Teacher	BA / Step 8	HYS
Meera	Ostrom	Extended Day English Teacher	Schedule C	FHS/ALC
Marigona	Prestreshi	Paraeducator	Step 1	HYS
Rachel	Pobuda	LTS - Preschool	BA/Step 10	FCC
Camille	Rasmussen	Targeted Services Teacher	Schedule C	FMS

12-17-24 School Board Meeting

Afolabi	Runsewe	Assistant Principal - Preschool	Master Agreement	FCC
Terance	Smith	Paraeducator	Step 2	VISTA
Coraline	Strobl	Substitute Health Assistant	\$20.20/hour	District
Rayzjon	Walker	Paraeducator	Step 1	VISTA
Jessica	Wiedner	Targeted Services Teacher	Schedule C	FMS
Camille	Zahn	Targeted Services Sub	Schedule C	FMS

**Position Changes (2024-2025)**

First Name	Last Name	Original Assignment	Change	School
Rubeliza	Aguilar	VISTA para	ECSE para	FCC
Maxel	Aguinaldo	RLS para	ECSE para	FCC
Engelyn	Basilio	VISTA para	RLS para	RLS
Maria	Berden	FHS Para	HYS para	HYS
Nica	Calvan	ECSE para	RLS para	RLS
Eula	Canazares	RLS para	VISTA para	VISTA
Judy Ann	Denuyo	VISTA para	FHS para	FHS
Myla	Desuina	ECSE para	RLS para	RLS
Susan	Lindgren	FMS Custodian	FHS Custodian	FHS
Marianne	Maoirat	FHS para	VISTA para	VISTA
Iona	Ricafort	RLS para	FHS para	FHS
Emelyn	Senining	HYS para	VISTA para	VISTA

**Individual Contracts (2024-2025)**

First Name	Last Name	Assignment	Step/Lane/Salary	School
Anita	Yang	Human Resources Generalist	Individual Contract	District
Suzanne	Gallagher	MARSS/Enrollment Coordinator	Individual Contract	District

**Lane Changes - MISSED IN OCTOBER**

First Name	Last Name	Current Lane	New Lane
Berit	Wickland	BA+10	MA

**Leaves of Absence (2024-2025)**

- Kathy Backstrom has requested a leave of absence from her clerical position at Fridley Public Schools from March 4, 2025 through April 1, 2025.
- Amanda Selin has requested a leave of absence from her Cook position at Fridley High School from November 15, 2024 through March 10, 2025.

**Resignations (2024-2025)**

- David Aboud has resigned his Lead Custodian position at Hayes Elementary effective November 13, 2024.
- Traci Brauns has resigned from her Paraeducator - Special Ed position at Stevenson Elementary, effective 10/24/24.
- Sylvia Ebune has resigned from her Building Sub position at Fridley Middle School effective December 4, 2024.
- Shannon Nurmi has resigned her Cook position at Stevenson Elementary, effective November 1, 2024.
- Marigona Prestreshi has resigned her Paraeducator - Special Ed position at Hayes Elementary, effective 12/10/24.
- Raquel Townsend has resigned her Custodian position at Stevenson Elementary, effective November 26, 2024.

**Retirements (2024-2025)**

- Lori O'Dowd has retired from her Enrollment Coordinator position at Fridley Public Schools, effective December 31, 2024.

**Terminations (2024-2025)**

- Yasir Yusuf has been terminated from his paraeducator position at Fridley Public Schools, effective December 6, 2024.



## **American Indian Education Aid Application**

School Year (SY) 2024-25 | Fiscal Year (FY) 2025

## American Indian Education Aid

The American Indian Education Aid (AIEA) program is administered by the Minnesota Department of Education (MDE) and provides per-pupil funding to districts, charter schools, cooperatives, and Tribal contract schools that report a state American Indian student count of 20 or more on the October 1 MARSS (Minnesota Automated Reporting Student System) reporting deadline. Twenty American Indian students generate a base award of \$40,000, and each American Indian student beyond that generates an additional \$500.

Districts, charter schools, and Tribal contract schools that meet the 20-student threshold are eligible to receive AIEA. The [SY2024-25 American Indian Education Aid Program Eligibility](#) document is posted on our website which includes the state American Indian student count along with the maximum aid award that those students generate.

Please carefully review the American Indian Education Aid Program Guidance document located on the [American Indian Education Aid](#) webpage prior to completing this application. This document provides in-depth information about American Indian student counts, aid awards, aid distribution, and expenditures, as it will help to inform staff and American Indian Parent Advisory Committees (AIPACs) to collaborate on the required application narratives and budget.

## The Application Overview

This application is comprised of three required sections. Incomplete applications will be returned for revision.

### Section 1: Applicant Information

This section asks for pertinent information including the name and number of the district, charter school, cooperative, or Tribal contract school, the name and contact information for applicable staff, and the name and contact information for the AIPAC chairperson.

### Section 2: The Program Plan

This affords applicants with the opportunity to provide a thorough narrative on the operations and goals of the American Indian Education program within the district, charter, cooperative, or Tribal contract school. This section is governed by six areas of focus found within [Minnesota Statutes 2023, section 124D.74, subdivision 1](#):

1. Support postsecondary preparation for American Indian pupils;
2. Support the academic achievement of American Indian pupils ;
3. Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils;
4. Provide positive reinforcement of the self-image of American Indian pupils;
5. Develop intercultural awareness among pupils, parents, and staff; and,
6. Supplement (not supplant) state and federal educational and co-curricular programs.

The six areas of focus must contain the details of the program(s) that are to be implemented. The bulk of the budget may not be funneled into just one of the areas of focus. There should be a balance between academic and cultural pursuits. The program details must align to [Minnesota Statutes 2023, section 124D.81, subdivision 2](#), and must specifically address each of the following:

- a. Identify the measures that will be used to meet the requirements of [Minnesota Statutes 2023, sections 124D.71-82](#).
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that required and elective courses as structured do not have a discriminatory effect within the meaning of [Minnesota Statutes 2023, section 124D.74, subdivision 5](#); and
- e. Describe how the program will be organized, staffed, coordinated, and monitored; and,
- f. Project expenditures for programs under [Minnesota Statutes 2023, sections 124D.71-82](#) (see required supplements below).

### **New: American Indian Education Aid (AIEA) Program Plan Evaluation Rubric**

This rubric is what AIPACs and districts will collaboratively use to design goals for their application/plan. The Office of American Indian Education will also use this rubric to provide feedback, request clarification, or ask for improvements on the application/plan. This document is located on the [American Indian Education Aid](#) webpage.

### **Section 3: The Certification Statement**

This section is a signed declaration, affirming that all parties have reviewed the Office of American Indian Education’s resources pertaining to AIEA, the program plan was created collaboratively and in full consultation with the AIPAC, and the AIPAC is afforded the opportunity to make suggestions, review data, and collaborate with staff on the goals, initiatives, and expenditures outlined within the application narrative. It requires the hand-written signatures of the superintendent or charter/tribal school director, the primary American Indian Education staff person, and the AIPAC chair.

**New:** Through the 2023 Minnesota Legislative Session, any district, charter school, cooperative, or Tribal contract school that has 100 or more state-identified American Indian students must have a dedicated American Indian Education coordinator and provide American Indian culture and language classes. If this is applicable to your district, charter school, cooperative, or Tribal contract school, please ensure it is filled out completely. For any additional questions, please email [American Indian Education Aid](mailto:mde.aiea@state.mn.us) (mde.aiea@state.mn.us).

### **Required Supplements**

In addition to this application, participants are required to fill out and submit a budget worksheet and an AIPAC roster. Both items are available as separate downloads on the [American Indian Education Aid](#) webpage.

Applications that are submitted without both of these required items will not be accepted and will be returned for re-submission.

## The Program Budget Worksheet

The budget worksheet is a downloadable excel workbook that must accompany the AIEA application at the time of submission, and it must align to the AIEA award estimate. It is formatted for ease of use. Budget worksheets must detail the projected expenditures that will support the activities and initiatives outlined within the program plan narrative, and it supports adherence to item “f” above.

Applicants that propose using 50% or more of AIEA on staff salaries must also fill out the Budget Supplement tab. See the salaries section of the American Indian Education Aid Program Guidance document for more information.

## The AIPAC Roster

The AIPAC roster is a downloadable supplement that must accompany the AIEA application at the time of submission.

## The Application Deadline

In order to afford participants more flexibility to collaborate with their AIPACs and write their program plans, the American Indian Education Aid Program uses a submission window.

All applications must be submitted **September 1–November 30**. Extensions beyond November 30 will not be granted.

## Submit

Submit your completed application, your budget worksheet, and your AIPAC roster to [American Indian Education Aid](mailto:mde.aiea@state.mn.us) (mde.aiea@state.mn.us).

## **Applicant Information**

### **District, Charter, or Tribal Contract School Information**

District/Charter/Tribal Contract School Name: Fridley Public Schools

District/Charter/Tribal Contract School Number: ISD 14

### **Superintendent, Charter School, or Tribal Contract School Director**

Name: Dr. Brenda Lewis

Email: lewis@isd14.org

Telephone: 763-502-5001

### **American Indian Education Staff**

Primary Staff Name: Jayna Gunderson, American Indian Education Coordinator

Email: gunderson@isd14.org

Telephone: 763-502-5046

Secondary Staff Name: Laura Siefert-Hertling

Name: Director of Special Services

Email: seifert Hertling@isd14.org

Telephone: 763-502-5024

### **American Indian Parent Advisory Committee Chairperson**

Name: Josh Callahan

Email: jcallahan@ccm.com

Telephone: 651-343-2964

Fridley Schools American Indian Education MDE Allocation for 2024-25: \$88,000

# The SY2024-25 American Indian Education Program Plan

## Area 1: Support Postsecondary Preparation for American Indian Pupils

Provide a program narrative for how the district will support postsecondary preparation for American Indian pupils. This narrative must address items a–e.

- a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2023, sections 124D.71-82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of Minnesota Statutes 2023, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

### Narrative:

American Indian students with Fridley Public Schools will be ready for a post-secondary option after high school including: college/university education, technical training, or joining the work force. This will be achieved by ensuring American Indian students have positive attendance, academic achievement and stay in school through graduation.

#### Attendance Data:

Last school year’s data shows that attendance for American Indian students was significantly lower than their non-American Indian peers in the following grade levels: pre-K/early childhood, elementary school, middle school and High School. See table below.

Fridley Schools 2023-24 Student Attendance Data			Attendance gap data over three years		
School / Grade	2023-24 % Attendance for Students Identified as American Indian [1]	2023-24 Percent Attendance Students identified as non-American Indian [2]	2021-22 gap	2022-23 gap	2023-24 gap
Pre-K students / early childhood	74.66%	87.80%	15.48%	36.40%	13.14%
Elementary School Students in Grades K-4	89.00%	92.80%	8.47%	18.42%	3.80%
Middle School Students in Grades 5-8	89.00%	96.10%	6.93%	40.20%	7.10%

High School students in Grades 9 - 12	79.53%	89.30%	<b>-3.56%</b>	46.19%	9.77%
ALC students in Grades 9 - 12	49.08%	67.10%	23.73%	<b>-20.0%</b>	18.02%
District Grades Pre-K - 12	81.52%	90.70%	8.18%	32.75%	9.18%
[1] Average daily attendance (ADA) is determined using Federal Absenteeism Percentage from Campus for the 2023-24 school year [2] Average daily attendance (ADA) is determined using MARSS 15 - District ADM Served for 2023-24 school year			<b>Bold numbers indicate attendance for students identified as American Indian is better than peers.</b>		

Attendance Goal:

By the end of the 2023-24 school year, attendance for American Indian students will show positive progress, and improve by at least 5% for each grade level in the table below. In addition to the goal for this school year, we will continue to make significant progress toward the goal that American Indian student attendance in Fridley Public Schools will be equal to or better than their non-American Indian peers.

Improved attendance rates will be achieved through ongoing contact between the American Indian Education Coordinator and school staff and students and families of students who demonstrate attendance concerns. Together we aim to identify barriers to attendance and work to provide supports and/or connect families to resources with the goal of alleviating those barriers. Connections may include student/family contact, email, text, phone calls, home-visits or other methods of connecting with and supporting students and families. This year, the Fridley School district has hired a district-wide Attendance Specialist Social worker who is also working collaboratively with the American Indian Education Coordinator in supporting positive attendance for all students with a focus on supporting American Indian students.

Graduation Rates:

2020-21 graduation rate for AI students was 100%. All six students identified as American Indian graduated.  
 2021-22 graduation rate for students identified as American Indian was 100%. Five students graduated, and one student participated in a transition program supporting their individual Special Education services needs and will receive a diploma when they transition out of this program up to age of 21.  
 2022-23 graduation rate for AI students was 100% as 6 of the students graduated and one student continued enrollment per their Individual Education Plan (IEP).  
 2023-24: Graduation rate for AI students was 100%. Six students graduated and one student continued enrollment per their Individual Education Plan (IEP).

Graduation Goal: The 2024-25 school year goal is that 100% of the five American Indian students who are currently enrolled will graduate from high school prepared for any post-secondary option.

The attendance and graduation goals will be achieved by further exploring the data, monitoring, and providing support and intervention such as: student contact and advocacy, academic support, family contact, cultural education and support, connection to support for mental health or other student-specific needs. This will be implemented, coordinated, and monitored primarily by the American Indian Education Coordinator.

American Indian students have the option to connect with the American Indian Education Coordinator who is a Licensed School Counselor. This option is in addition to their regular teachers, Academic Deans, Equity and Inclusion Specialists, College and Career Specialist, Social Workers and other school staff. American Indian students have access to regular group cultural meetings with the American Indian Education Coordinator and various community members, including MIGIZI staff, during the school year. American Indian students at the high school and ALC have access to the American Indian Culture and Language elective class offered at Fridley High school providing academic and cultural knowledge as well as a support in a smaller class setting. American Indian students also have the option to explore career options, and post-secondary options through speakers, field trips, college fair, and/or other opportunities that come available.

Programming will be organized by having voluntary participation by students through individual contact and invitation to regular group meetings. Regular monitoring will occur primarily by the American Indian Education Coordinator and Director of Special Services. Non-specific/personal student information may be shared at AIPAC meetings throughout the school year. These programs are designed to have a non-discriminatory effect by being voluntary, housed within the same building that the students are primarily in, and be confidential as appropriate.

## Area 2: Support the Academic Achievement of American Indian Pupils

Provide a program narrative for how the district will support the academic achievement of American Indian students. This narrative must address items a–e.

- a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2023, sections 124D.71-82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of Minnesota Statutes 2023, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

### Narrative:

American Indian students in Fridley Public Schools will demonstrate academic progress and be at an academic level equal to, or better than, their non-American Indian peers as measured by standardized tests.

The activities, methods and programs that will be implemented to achieve this goal include identifying American Indian students who are experiencing attendance concerns and applying specific intervention strategies based on individual circumstances. Identifying American Indian students who have not yet demonstrated proficiency in reading or math based on testing data and connect them with additional resources such as Targeted Services/Extended Day Learning, tutoring or other options as identified by school staff and/or parents/guardians. Delivering small group meetings and/or field trips supporting cultural knowledge, academic support and/or post-secondary readiness.

American Indian students have the opportunity to participate in regular group meetings and/or individual cultural activities based on student interests. The goal of these meetings is to build a greater connection with school and to their culture. Activities and topics may include language, music, teachings, traditions, food, cultural trunks and school success. Students also have access to an additional person to connect with – the American Indian Education Coordinator.

The district goals and objectives are that American Indian students with Fridley Public Schools will demonstrate academic progress and be at an academic level equal to or better than their non-American Indian peers. This will be achieved through the activities and programming mentioned above.

The data tables below provide baseline and current achievement data of American Indian students compared to white students using MDE MCA data from the 2023-24 school year.

Proficiency Rates in your District/School: Fridley Public Schools

	Math	Reading
American Indian Students	14.3%	26.8%
White Students	44.3%	52%
Gap Analysis	-30%	-25.2%

The academic achievement goal for the 2024-25 school year is that American Indian students will demonstrate at least a 5% improvement in proficiency in the areas of both math and reading on the state MCA tests administered the spring of 2025. The ongoing American Indian Education goal is to have American Indian students demonstrate continued, significant positive progress each year in the areas of math and reading until such time that American Indian students' accountability factors are the same or higher than their non-American Indian peers. This goal is in reference to the above data table.

How this goal will be achieved: Fridley Schools will utilize data to identify American Indian students who currently demonstrate a lack of proficiency in grade-level knowledge and skills in the areas of reading and math. Universal screening is used to identify students who would benefit from Tier I interventions including: new curriculum, Heggerty Focus, Morpheme Magic, LETRS, Foundations, Wit & Wisdom and other interventions. Tier II interventions include access to small group tutoring. Students are placed in appropriate supports and interventions with parent notification, approval and ongoing communication. Students in higher grades are encouraged to participate in one or all of the following: remediation classes, after-school programming and connected to small group tutoring only available to students who are in American Indian Education programming.

Programming will be organized by having contact with students on a voluntary basis through individual contact and invitation to regular meetings. Regular monitoring will occur by the American Indian Education Coordinator and overseen by the Director of Special Services. General, non-specific or non-personal student information may be shared at AIPAC meetings throughout the school year. These programs are designed to have a non-discriminatory effect by being voluntary, housed within the same building that the students are primarily in, and confidential as appropriate.

### **Area 3: Make Curriculum Relevant to the Needs, Interests, and Cultural Heritage of American Indian Pupils**

Provide a program narrative for making curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils. This narrative must address items a–e.

- a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2023, sections 124D.71-82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of Minnesota Statutes 2023, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

#### **Narrative:**

The Fridley School district will continue to work to make curriculum relevant to the needs, interests and cultural heritage of American Indian students by actively working to incorporate contemporary and historic information, views, voices and narrative into curriculum across all subject areas.

The district American Indian Education Coordinator will meet regularly with the district Teaching, and Learning and Curriculum Development team with the purpose of reviewing current curriculum and assessing where we can further incorporate relevant American Indian curriculum. These departments will continue to review curriculum to ensure that it meets the American Indian MDE Minnesota state content standards at each grade level at minimum. Resources for obtaining more relevant curriculum include, but is not limited to, OIE’s Teaching and Learning page, as well as resources that are shared by larger school districts like Saint Paul, Minneapolis, Osseo and Anoka-Hennepin Schools.

Early childhood education will utilize Native books, materials and resources to teach student lessons such as feelings, choices, seasons, teachings, etc. Examples of these materials and resources can be found from stores such as ‘Northern Reflections’, ‘Birchbark Books’, ‘Black Bears and Blueberries.com’, ‘Birdcage Bookstore’ and others focusing on those owned and operated by Native American people. American Indian students in all grade levels are invited to take books and/or other relevant materials home to keep. Resources include smudging materials, beading kits and books.

In the two elementary schools, the new science standards will continue to be embedded into the ‘Units of Enquiry’ teacher planners. As the Science standards and curriculum are implemented this school year and beyond, topics such as Native Skywatchers and seasons/moons, winter count, and plant knowledge will be included. The middle school, the 6<sup>th</sup> grade ‘Minnesota Studies’ class will include Native voice and perspective with both historical and contemporary focus. In the High School and Alternative Learning Center, the language and literature and history teachers are focusing on culturally diverse authors and books with at least one unit dedicated to Native American authors/books. American Indian students are invited to take books or other resources paid via the AIEA grant home to keep without repercussion.

Measure of success: To measure the accomplishment of these goals, the district will reflect at each curriculum meeting on the following: 1. How can we incorporate Native American voice/perspective into the unit plan? 2. How did we do on incorporating Native American voice? 3. What can we do differently/better next time?

In addition to these measures, the AIPAC committee will be informed by the American Indian Education Coordinator about initiatives at scheduled AIPAC meetings to obtain input and feedback from the committee and make changes per the AIPAC committee's feedback. We will have accomplished these goals if AIPAC has a greater voice in curriculum and updates are included in curriculum by end of the school year and beyond.

These programs are designed to have a non-discriminatory effect by being equally implemented in curriculum benefiting learning for all students in the district.

The program will be staffed by the American Indian Education Coordinator collaborating with the district's Teaching and Learning team and district teachers for ongoing coordination of goals and process monitoring.

The Fridley School District continues to work toward an effective system of obtaining feedback from American Indian students on current and new Indigenized curriculum that they experience in the classroom. Last year, students said they were not interested in completing regular surveys regarding curriculum. This year we are looking to potentially seek feedback from students in culture group meetings or other environment where students feel safe to share honest feedback.

## Area 4: Provide Positive Reinforcement of the Self-Image of American Indian Pupils

Provide a program narrative for how the district will provide positive reinforcement of the self-image of American Indian pupils. This narrative must address items a-e.

- a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2023, sections 124D.71-82
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of Minnesota Statutes 2023, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

### Narrative:

The Fridley School District will further support the positive reinforcement of the self-image of American Indian pupils through ensuring that American Indian contemporary and historical presence is acknowledged, heard, honored and celebrated.

These goals will be supported through the following activities:

Students and staff at all grade levels of the school district celebrated Indigenous Peoples' Day on October 9<sup>th</sup> with organized activities and information. To celebrate November 'Native American Heritage Month', students and staff at the two elementary school experienced performances Dakota / Ojibwe singers, drummers and dancers. The school-wide portion of the event was paid through funds from the school's budget and the Understanding Minnesota Mini-Grant not AIEA.

The Director of Nutritional Services and district nutrition staff prioritize and incorporate traditional Native American foods and ingredients into school lunch options. Especially in November honoring Native American Heritage Month. These foods include locally sourced vegetables, squash, corn, wild rice and other dishes inspired by "The Sioux Chef's Indigenous Kitchen" and Native resources.

The district created a Land Acknowledge Statement that was approved by the AIPAC in 2020-21. This statement is read at the start of meetings and is included in district-wide information and district website. The Land Acknowledge Statement is read at the start of most, if not all, district meetings. This is a high priority in the Fridley Public School District.

Flags from the eleven tribal nations located in what is now Minnesota are displayed in both the district offices that are housed in the high school, and the entrance to the Fridley Community Center which is where Fridley Schools pre-k programs and where families initially enroll in Fridley schools.

The district will continue to provide Native American student groups, resources, language learning, activities and fieldtrip opportunities. American Indian students in elementary, middle and pre K programs are invited to Native American student cultural groups throughout the school year. Students in grades 1-12 have the opportunity to participate in and at least one culturally focused field trip during the school year. Last year

American Indian students in elementary school visited the Dakota winter experience at the Gibbs Farm in Saint Paul. Graduating American Indian seniors are honored with graduation stoles, and/or drumming or other activity at awards night or other event.

Last year (2023-24), we had approximately 3-5 students consistently participating in the middle school groups with MIGIZI. Our goals for this year will have been achieved if we have at least 15 of the 40 eligible middle school students regularly participating in groups and activities. Also, last year, two new families participated in at least one AIPAC meeting. This year, our goal is for at least one “new” family to participate in at least one meeting and/or event.

These programs are designed to have a non-discriminatory effect by being voluntary, housed within the same building that the students are primarily in, and confidential as appropriate. The program will be organized, staffed, coordinated, and monitored by the American Indian Education Coordinator.

We will know if the goals have been achieved through student feedback and continued participation, as well as AIPAC feedback in the spring.

*Supplemental information: The Fridley Public Schools Land Acknowledgement Statement:*

*“We collectively acknowledge that Minnesota is located on the traditional, ancestral, contemporary and occupied lands of the Ojibwe Anishinaabe and Dakota Oyate Indigenous peoples. We make this acknowledgement to honor and respect the Dakota Oyate and Ojibwe Anishinaabe people, the original stewards of lands and waters, their ancestors, descendants, traditions as well as the land itself.*

*We have a moral responsibility to advocate and be in alliance with our Indigenous communities as we continue our equity and inclusion journey.” <https://www.fridleyschools.org/about-us/missionbeliefs>*

## Area 5: Develop Intercultural Awareness Among Pupils, Parents, and Staff

Please provide a program narrative explaining how the district will develop intercultural awareness among pupils, parents, and staff. This narrative must address items a–e.

- a. Identify the measures that will be used to meet the requirements of Minnesota Statutes 2023, sections 124D.71-82;
- b. Identify the activities, methods and programs that will be implemented to meet the educational needs of American Indian students;
- c. Describe the district goals and objectives, and how those objectives will be achieved;
- d. Demonstrate that courses do not have a discriminatory effect within the meaning of Minnesota Statutes 2023, section 124D.74, subdivision 5; and,
- e. Describe how the program will be organized, staffed, coordinated and monitored.

### Narrative:

The Fridley Public School District will develop intercultural awareness among pupils, parents, and staff. Activities, methods and programs to be implemented supporting this goal will include the following:

Schools in the district share synchronized curriculum honoring Indigenous Peoples Day and Native American Heritage month. The flags of the eleven tribal nations located in what is currently Minnesota are hanging in Fridley High School and Fridley Community Center District Offices visible to students, families and staff.

We aim to increase AIPAC interest and participation through ongoing communication and feedback from students and families about topics and/or activities that may be of interest.

The Fridley school community will continue to read the Land Acknowledgement Statement at the start of meetings throughout the district.

The American Indian Education Coordinator will continue to coordinate with the district Equity and Inclusion Specialists who support all cultural groups at each building to help ensure that the goals supporting American Indian Students mentioned in this document are known and supported in each of the schools.

The measure that will be used to develop intercultural awareness among pupils, parents and staff, is the increased interest and feedback about opportunities available. The goal is to increase exposure and interaction with American Indian topics, people and culture both contemporary and historic. This includes smudging, activity boxes, culture trunks, language learning and Native American student-led topics like powwows, dance, regalia, medicines, food, etc.

We will know if the goals have been achieved through an increase in the number of Native American intercultural activities that students and staff have access to throughout the school year, and an increase in the number of people who participate.

The program will be organized by communicating with students and/or families and participation on a voluntary basis. Regular monitoring will occur by the American Indian Education Coordinator and overseen by the Director of Special Services.

## **Area 6: Supplement (not supplant) State and Federal Educational and Co-curricular Programs**

Please provide a program narrative for how the initiatives outlined in program areas 1–5 will supplement (not supplant) state and federal educational and co-curricular programs, specific to American Indian students.

### **Narrative:**

Fridley Public Schools will employ a dedicated American Indian Education Coordinator who is a Licensed School Counselor dedicated to supporting the American Indian student population. This position is in addition to the Academic Deans, Social Workers, Teachers and other staff who American Indian students have access to. This person will also coordinate activities and initiatives supporting American Indian students.

Students will have the option to meet in small group sessions facilitated by the American Indian Education Coordinator, community members and MIGIZI, with the goal of further supporting students' cultural identity and knowledge. This includes participating in the American Indian Culture and Language class at the high school.

Students who identify as American Indian will have the same opportunities for college visits, post-secondary preparation, testing, etc. as the rest of the student body. However, in addition to these activities, American Indian students have access to an additional dedicated American Indian Education Coordinator, who is a licensed School Counselor as well as college visits and fieldtrips.

The Fridley Public School District will have achieved this goal if the additional services and opportunities offered to American Indian students and families does not supplant services available for all students.

These programs are designed to have a non-discriminatory effect by being voluntary, housed within the same building that the students are primarily in, and confidential as appropriate.

## The Certification Statement

By physically signing below, you hereby certify that the American Indian Education Aid application components have been developed in **full collaboration with the district, charter school, or Tribal contract school's American Indian Parent Advisory Committee**, pursuant to [Minnesota Statutes 2023, section 124D.78](#), and you attest that:

- All parties have reviewed the Office of American Indian Education's resources and Every Student Succeeds Act (ESSA) indicator data pertaining to American Indian Education Aid, and,
- All goals, narratives, and budgets were discussed in detail and agreed upon by all parties, and,
- All programming initiatives supplement, and do not supplant any state or federal educational or co-curricular programs.

## AIPAC Must Indicate

- We have received our district/school Every Student Succeeds Act (ESSA) indicator data to assist in making data-driven decisions.
- We confirm this program plan clearly provides programming for state identified American Indian students only.

## District Must Indicate

*Any district or participating school that conducts American Indian education programs pursuant to [Minnesota Statutes 2023, sections 124D.71-82](#) with 100 or more state-identified American Indian students are to have a coordinator dedicated to State Indian Education programming.*

[Minnesota Statutes 2023, section 124D.76, Dedicated American Indian Education Coordinator](#)

- Yes, we have 100 or more State identified American Indian students.
  - We have a dedicated American Indian Education Coordinator
  - We do not have a dedicated American Indian Education Coordinator
- No, we do not have 100 or more State identified American Indian students

[Minnesota Statutes, section 124D.74, subdivision 7, American Indian culture and language classes](#) if: (1) at least five percent of students are American Indian students; or (2) 100 or more students are American Indian students.

Yes, we provide American Indian culture and language classes

K-6 grades

7-12 grades

Other grades: PreK

No, we do not have at least five percent; or 100 or more American Indian students.

## Signatures:

Superintendent or Charter/Tribal Contract School Director: Signature on attached document  
Dr. Brenda Lewis, Superintendent

Director of American Indian Education: Signature on attached document  
Laura Seifert-Hertling, Director of Special Services

American Indian Parent Advisory Committee Chair: Signature on attached document  
Josh Callahan, AIPAC Chairperson

## The Certification Statement

By physically signing below, you hereby certify that the American Indian Education Aid application components have been developed in full collaboration with the district, charter school, or Tribal contract school's American Indian Parent Advisory Committee, pursuant to Minnesota Statutes 2023, section 124D.78, and you attest that:

- All parties have reviewed the Office of American Indian Education's resources and Every Student Succeeds Act (ESSA) indicator data pertaining to American Indian Education Aid, and,
- All goals, narratives, and budgets were discussed in detail and agreed upon by all parties, and,
- All programming initiatives supplement, and do not supplant any state or federal educational or co-curricular programs.

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We have received our district/school Every Student Succeeds Act (ESSA) indicator data to assist in making data-driven decisions.

We confirm this program plan clearly provides programming for state identified American Indian students only.

## District Must Indicate

Any district or participating school that conducts American Indian education programs pursuant to Minnesota Statutes 2023, sections 124D.71-82 with 100 or more state-identified American Indian students are to have a coordinator dedicated to State Indian Education programming.

Minnesota Statutes 2023, section 124D.76, Dedicated American Indian Education Coordinator

Yes, we have 100 or more State identified American Indian students.

We have a dedicated American Indian Education Coordinator

We do not have a dedicated American Indian Education Coordinator

No, we do not have 100 or more State identified American Indian students

Minnesota Statutes, section 124D.74, subdivision 7, American Indian culture and language classes if: (1) at least five percent of students are American Indian students; or (2) 100 or more students are American Indian students.

Yes, we provide American Indian culture and language classes

K-6 grades

7-12 grades

Other grades: Pre K

No, we do not have at least five percent; or 100 or more American Indian students.

### Signatures:

Superintendent or Charter/Tribal Contract School Director: Brenda Lewis  
Dr. Brenda Lewis, Superintendent

Director of American Indian Education: Karina Seifert-Helling  
Laura Seifert-Helling, Director of Special Services

American Indian Parent Advisory Committee Chair: [Signature]  
Josh Callahan, AIPAC Chairperson





		n/a
Total Expenses	#ERROR!	

## American Indian Education Aid Budget Workbook

### American Indian Education Aid Workbook Directions

This workbook is a required component of the American Indian Education Aid (AIEA) program. It contains six tabs. Carefully review the directions for each tab below prior to completion.

#### Tab 1: Directions - Read First

Directions for the use of each tab.

#### Tab 2: Example Budget

This is an example of what an AIEA budget could look like. It is a reference for informing the completion of Tab 3.

#### Tab 3: Budget Worksheet

This worksheet is **Required**. Users must cite the goods and services that AIEA will pay for. These goods and services must be clearly reflected within the AIEA application's program plan narrative(s). The user must cite the amount of aid to support the goods or services. See additional details below.

**Row 1:** The user must type the name of the district, charter school, cooperative, or Tribal contract school.

**Row 2:** The user must type the district or school's identifying number.

**Row 3:** Do not change the Title of the Program.

**Row 4:** The user must type the district, charter, or Tribal contract school's AIEA award estimate for the specified year. This amount can be found on the Office of American Indian Education website each school year.

**Row 5:** This is the year the funding period represents, until June 30 of that school year.

**Column C, Budget Amount:** The user types directly into this column. This column must cite the goods and services that AIEA will pay for, including salaries and any contracted services. All items in this column must be clearly reflected within each AIEA application program plan narrative(s).

**Column D, FTE:** The user types directly into this column. This column must cite full time equivalent (FTE) that AIEA will pay for, including salaries and any contracted services. All items in this column must be clearly reflected within each AIEA application program plan narrative(s).

**Column E, Specify Focus Area (1-6):** The user types directly into this column. The user must indicate the area of focus that the cited expense in Column C is aligned to. Users may type directly into the section. See the *Example budget* for reference.

**Column F, Description for Budget Line:** The user types directly into this column. The user must indicate the area of focus that the cited expense in Column C is aligned to. Users may type directly into the section. See the *Example budget* for reference.

**Row 46:** This is the automatic calculation of the total of all budget items. It will add up for the user.

**Tab 4: Example Supplement**

If a district, charter, or Tribal contract school spends more than 50% of their AIEA on salaries then they are required to fill out a Budget Supplement that cites **specific** additional funds that are used to support American Indian education programs. This is an example of various funding opportunities outside of AIEA that can be used to support your American Indian education programs. It is a reference for informing the completion of Tab 5.

**Tab 5: Budget Supplement**

**Row 1, A-C:** This is the title of the worksheet. Do not edit.

**Column A, Funding Sources:** The user types directly into this section. Cite each additional funding source that is used to support the AIEA program with the **specific dollar amount**. See *Example Supplement*.

**Column B, Amount of Funding:** The user types directly into this section, citing the amount the funding source provides to augment the AIEA program. This column will automatically sum inputted amounts.

**Row 28, B:** This is the sum of all the budgetary amounts the user inputted in Column B.

**Tab 6: Areas of Focus**

This tab contains a list of the Areas of Focus. It is for reference only. Do not remove or edit.

**Acronyms Used in this Document**

**AIEA:** American Indian Education Aid

**ARP:** American Rescue Plan

**ESSER:** Elementary and Secondary School Emergency Relief

**FTE:** Full Time Equivalent

**GEER:** Governor's Emergency Education Relief

**JOM:** Johnson O'Malley

**UFARS:** Uniform Financial Accounting and Reporting Standards



<b>Additional Funding That Supports American Indian Education</b>		<b>SY2024-25   FY25</b>
Funding Source(s)	Amount of Funding	n/a
GEERS		n/a
ARP		n/a
ESSER		n/a
Title I, Part A (targeted services for K-5 American Indian students: Academic Enrichment)	\$ 88,000.00	n/a
Title II		n/a
Title III		n/a
Title IV, Part A		n/a
Title IV, Part B (21st Century)		n/a
Title VI		n/a
Title VII (Impact Aid)		n/a
JOM		n/a
Achievement and Integration (2 FTE Indian Education Cultural Liaisons, K-5)	\$ 120,000.00	n/a
Public Grants (Tiwahe Foundation: Backpacks + Supplies for Fall Indian Education/Open House w/Indian Education)	\$ 2,500.00	n/a
Private Grants		n/a
Tribal Funding		n/a

n/a	n/a	n/a
Total Expenses	#ERROR!	

Area of Focus	Explanation of Area of Focus
Area 1	Support postsecondary preparation for pupils
Area 2	Support the academic achievement of American Indian students
Area 3	Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils
Area 4	Provide positive reinforcement of the self-image of American Indian pupils
Area 5	Develop intercultural awareness among pupils, parents, and staff
end of worksheet	

## The American Indian Parent Advisory Committee (AIPAC) Roster

### About Membership

Per [Minnesota Statutes, section 124D.78, subdivision 3](#), *The American Indian Parent Advisory Committee must be composed of parents or guardians of American Indian children eligible to be enrolled in American Indian education programs; American Indian secondary students; American Indian family members of students eligible to be enrolled in American Indian education programs; American Indian language and culture education teachers and paraprofessionals; American Indian teachers; American Indian district employees; American Indian counselors; adult American Indian people enrolled in educational programs; and American Indian community members. The majority of each committee must be the parents or guardians of the American Indian children enrolled or eligible to be enrolled in the programs.*

### About the Roster and Sign-in Sheet

The AIPAC roster is for committee members only. This form is electronic and fillable. You **must** include the committee member's name, email, and phone in the first column. Subsequent columns contain a drop-down menu option. Select the best option for each particular committee member.

The sign-in sheet for district, charter, or Tribal contract school employees is also fillable. School personnel often participate in committee meetings and serve as a bridge between the committee and the district, charter, or Tribal contract school, helping to navigate school processes while furthering the goals and initiatives of the committee members. Employee participation levels vary depending on the district, charter school, or Tribal contract school. If an employee identifies as American Indian, they are eligible to serve as a voting committee member and may be included on the roster, rather than the district, charter school, or Tribal contract school sign-in sheet.

### Submission

Fall: For districts, charter schools, or Tribal contract schools participating in the American Indian Education Aid program: [MDE.AIEA@state.mn.us](mailto:MDE.AIEA@state.mn.us)

March 1: As part of the AIPAC and district, charter school, or Tribal contract school Annual Compliance process: [MDE.AIEA@state.mn.us](mailto:MDE.AIEA@state.mn.us)



Committee Member Name, Email, and Phone	American Indian	Committee Member Role	Primary Area of Representation

**District, Charter, or Tribal Contract School Employee Sign-in Sheet**

<b>Employee Name, Email, and Phone</b>	<b>Employee Title</b>