

## Business Meeting

Tuesday, March 17, 2026 7:30 PM

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

<b>A. Call to Order, Pledge of Allegiance</b>	<b>Presenter:</b> Board Chair
<b>B. Approval of Agenda with Suggested Motions and Resolutions</b>	<b>Presenter:</b> Board Chair
B.1. Suggested Motions and Resolutions	
<b>C. Superintendent Report</b>	<b>Presenter:</b> Superintendent Brenda Lewis
<b>D. Business Action Items</b>	
D.1. RESOLUTION Accepting Gifts	<b>Presenter:</b> Board Chair
D.2. Achievement & Integration Plan 2026-2029	
D.3. Agreement with Environmental Plan Services for the FMS Asbestos Removal	
<b>E. Consent Agenda</b>	<b>Presenter:</b> Board Chair
E.1. Minutes of the School Board Business Meeting Held on February 17, 2026	
E.2. New Contracts, Amendments, Leaves of Absence, Terminations, Resignations, and Retirements	
E.3. Overnight Field Trip - East Coast Trip Summer 2027	
E.4. Overnight Field Trip - Model United Nations - Minneapolis April 2026	
E.5. School Board Meeting Calendar 2026-2027	
<b>F. Important Future School Board Dates</b>	<b>Presenter:</b> Board Chair
F.1. SAFF Capitol Visit March 18, 2026	
F.2. RLS PTO Meeting March 18, 2026 4:30 PM Stevenson Elementary	
F.3. No School March 19 & 20	
F.4. FHS Boys Tennis begins March 23, 2026	
F.5. Preschool STEM Night March 24, 2026 5-7 PM Fridley Community Center	
F.6. Festival of Nations March 26, 2026 5:30-7 PM Stevenson Elementary	
F.7. FHS Spring Concert March 26, 2026 7 PM District Auditorium	
F.8. No School - Spring Break March 30-April 3	

F.9. FMS Baseball, FMS Softball, FMS Track & Field  
begins

April 6, 2026

F.10. RLS PTO Meeting

April 9, 2026 4:30 PM

Stevenson Elementary

F.11. No School - Staff Development

April 10, 2206

F.12. American Indian Powwow

April 11, 2026 1-5 PM

Champlin Park High School

F.13. AMSD/MASA Region 9 Day at the Capitol

April 13, 2026

F.14. Hayes Better Together Family Meeting

April 13, 2026 5 PM

Hayes Elementary

F.15. Fridley Public Schools Board Meeting

April 21, 2026

Work Session, 5:30 PM

Public Comment, 7:00 PM

Business Meeting, 7:30 PM

Fridley Community Center

F.16. Free Family Movie Night - Zootopia 2

April 17, 2026 7 PM

District Auditorium

G. **Adjournment**

**Presenter:** Board  
Chair

## **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 Hayes Elementary School
  - **A Book of My Own** - 450 books for students enrolled in elearning
- So many others who have continued to contribute to our school community to provide funds, supplies, volunteer services that have helped us help our students and families impacted by ICE-related activities and events.

## Achievement and Integration Plan July 1, 2026 to June 30, 2029

**District ISD# and Name:** ISD 14, Fridley  
**District Integration Status:** RI  
**Superintendent:** Brenda Lewis, PhD.  
Phone: 763.502.5000

Email: [lewis@isd14.org](mailto:lewis@isd14.org)  
**Plan submitted by:** Amy Cochran  
Title: Senior Officer of Academics and Innovation  
Phone: 763.502.5005  
Email: [Cochran@isd14.org](mailto:Cochran@isd14.org)

### Partnering Districts

Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed.

1. Anoka-Hennepin School District
2. Buffalo-Hanover-Montrose School District
3. Brooklyn Center School District
4. ISD 728
5. Osseo School District
6. Rockford School District

Provide the name of your integration collaborative if you have one: **Northwest Suburban Integration School District.**

### Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a Racially Identifiable School (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

- |                     |                     |
|---------------------|---------------------|
| 1. Enter text here. | 4. Enter text here. |
| 2. Enter text here. | 5. Enter text here. |
| 3. Enter text here. | 6. Enter text here. |

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

### School Board Approval

We certify that we have approved this Achievement and Integration plan (Minn. Stat. § 124D.861, subd. 4).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Brenda Lewis, PhD

Signature:

Date Signed:

School Board Chair: Jake Karnopp

Signature:

Date Signed:

## Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a **Multidistrict Collaboration Council (MDCC)** to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with Racially Identifiable Schools (RIS) are required to convene a **Community Collaboration Council (CCC)** to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2). *Record your Community Collaboration Council members on the RIS portion of this form.*

Districts with an **American Indian Parent Advisory Committee (AIPAC)** must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide on page 8 of the [Achievement and Integration Plan Guide](#).

Below, **list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations** for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

**Multidistrict Collaboration Council:** Our district participates in a Multi-District Collaborative Council to include the following: 1) Tom Shaw, Director of Student Support Services with the Anoka-Hennepin School District, 2) Jena Carlson, Director of Teaching and Learning with the Brooklyn Center School District, 3) Nancy Eiyneck, Educational Equity Coordinator and Pam Miller, Director of Teaching and Learning with the Buffalo-Hanover-Montrose School District, 4) Amy Cochran, Senior Officer of Academics with the Fridley School District, 5) Kelly Corbett, Director of Teaching and Learning with ISD 728, 6) Michael Walker, Director of Equity and Inclusion with the Osseo School District, and 7) Jeff Ridelhoover with the Rockford School District.

**American Indian Parent Advisory Committee (AIPAC):** Our district AIPAC is made up of Jayna Gunderson, American Indian Education Coordinator, Josh Callahan and Natasha Spry. We met with the AIPAC to share an update on our current A and I plan and the results. The committee met on February 3, 2026, and February 9, 2026, where members reviewed elements of the plan and provided feedback and recommendations to support American Indian students and families. These meetings allowed for open discussion and ensured that parent voices and perspectives meaningfully informed the development of the district's plans.

## Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us).

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

## Achievement and Integration Goals

**You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.**

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

### Goal #1:

By Spring 2029, the percentage point gap between Hispanic/Latino students and White students scoring at or above the 40th percentile on FastBridge aReading will decrease from 42.1 (Spring 2025) to 22.1 (Spring 2029), decreasing by 5 percentage points annually.

**Goal type:** Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

### Strategy #1: Implementation of local literacy plan

**Type of Strategy:** Innovative and integrated preK-12 learning environments

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.</b> | <input type="checkbox"/> Increases graduation rates.                         |
| <input type="checkbox"/> Provides school enrollment choices.  | <input type="checkbox"/> Increases access to effective and diverse teachers. |
| <input type="checkbox"/> <b>Increases cultural fluency, competency, and interaction.</b>  |  |

## Narrative description of this strategy.

**Comprehensive Literacy Reform and Culturally Responsive Instruction:** To accelerate academic achievement and close the percentage-point gap between Hispanic/Latino and White students on the FastBridge aReading assessment, Fridley Public Schools will implement a multi-faceted approach to literacy that bridges rigorous Tier 1 instruction, implementation of targeted reading interventions, and culturally responsive teaching practices.

**Human-Centered & Culturally Responsive Foundations:** We are committed to moving beyond a deficit-based model by placing an asset-based value on the diverse languages and cultures our students bring to the classroom. We will ensure that every educator understands the unique linguistic identity of their learners.

**Evidence-Based Professional Excellence:** We are investing heavily in structured literacy training. By the spring of 2026, all Read Act Phase 1 educators and administrators will have completed comprehensive LETRS training, with Phase 2 training following during the 2026-2027 school year. We are also providing 8 hours of structured literacy training to all of our K-12 paraprofessionals. For our secondary staff, a professional learning focus will shift toward Disciplinary Literacy, ensuring that high-level reading and writing strategies are embedded across all content areas.

**Curricular Alignment & High-Quality Materials:** Fridley is transitioning to implementation of new, high-quality Tier 1 literacy curriculum materials for students in grades K-10. This includes the adoption of foundational skills materials in grades K-3, *Wit & Wisdom* curriculum for grades K-8, and a new, rigorous curriculum resource for high school students. In partnership with building instructional leadership teams, staff will engage in regular collaborative Intellectual Preparation (IP) meetings and Student Work Study (SWS) meetings to ensure these materials are delivered with high expectations and cultural relevance.

**Data-Informed Decision Making & Targeted Intervention:** To ensure every student receives necessary support, we are updating our assessment and data systems while expanding secondary intervention capacity. This includes implementing the Capti ReadBasix screener for grades 4-12. Additionally, through our partnership with Abre, we are developing a Comprehensive Student Data System for real-time progress monitoring. These data-driven insights will guide new, evidence-based reading interventions at the middle and high school levels. To provide this specific instruction without compromising core academic access, we will implement strategic shifts in secondary scheduling. By aligning these targeted interventions with individual student needs, we aim to systematically shrink the achievement gap by 2029.

## Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Increase percentage of instructional staff trained and actively using the Abre data system for real-time access to literacy data to inform instruction and programming.	25%	30%	35%
Number of documented collaborative Intellectual Preparation (IP) Meetings and Student Work Study (SWS) meetings per team, per year	8 meetings	12 meetings	16 meetings

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

**Goal #2:** By June 2029, as part of the NWSISD Collaborative, Fridley Public Schools will increase the number of junior and senior BIPOC students who complete at least one potential college-credit-earning course at Fridley High School from a baseline of 56% of students in the class of 2025 to 64% of students in the class of 2029, as measured by annual course enrollment. (2025 - 229 out of 407)

**Goal type:** Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

## **Strategy #2: AVID**

**Type of Strategy:** Career and college readiness and rigorous coursework for underserved students.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

### **Narrative description of this strategy.**

Fridley Public Schools will support its goal of increasing the percentage of senior BIPOC students who complete at least one college-credit-earning course through the continued implementation and expansion of the AVID College Readiness System in grades 6–12. As part of the NWSISD Collaborative, the district will align its efforts with regional programming designed to promote racial and economic integration and close achievement gaps.

AVID (Advancement Via Individual Determination) is a nationally affiliated college-readiness system designed to increase the number of students who enroll and succeed in four-year colleges and in their lives beyond high school. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

In Fridley, AVID will continue to function as both a schoolwide instructional framework and an elective support class at the secondary level. AVID-trained educators will use research-based instructional strategies across content areas to build students' academic skills, organizational habits, and self-advocacy. These practices help students succeed in rigorous coursework and develop the behaviors necessary for college and career success.

Students enrolled in the AVID elective will participate in a structured class focused on study skills, goal setting, organization, and college and career exploration. AVID students are expected to enroll in advanced or rigorous core classes, such as International Baccalaureate, College in the Schools, or other potential college-credit-earning courses, to prepare for the expectations of a four-year college experience. The elective provides an additional layer of academic and social support, including tutorials, collaborative learning, and college knowledge activities.

Academic Deans working with AVID Coordinators and AVID District Director, will use multiple data points to identify and encourage underserved students, including BIPOC students, to enroll in AVID and advanced coursework. This will include outreach to students and families, course planning support, and ongoing monitoring of student progress. The goal is to

remove barriers to access and ensure that more students enroll in and successfully complete college-credit-earning courses before graduation.

Fridley will continue to participate in regional coordination, professional learning, and program support provided through the NWSISD Collaborative. This includes training for AVID educators, alignment across districts, and shared strategies to increase participation and success for historically underserved students.

Through the combined use of AVID schoolwide instructional practices, targeted student support through the AVID elective, and intentional recruitment into advanced coursework, Fridley Public Schools will expand access to rigorous learning opportunities and increase the percentage of senior BIPOC students who complete at least one college-credit-earning course by the end of the 2029 school year.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Increase the percentage of 11-12 BIPOC Students enrolled in AVID who are also enrolled in one or more college credit earning course.	75%	78%	80%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

## Strategy #3: Integrated Student Enrichment Activities

**Type of Strategy:** *Innovative and integrated preK-12 learning environments*

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.**
- Provides school enrollment choices.**
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

### Narrative description of this strategy.

To support the SMART goal of increasing the percentage of senior BIPOC students completing at least one college-credit-earning course by 2029, Fridley Public Schools will deepen its partnership with the Northwest Suburban Integration School District (NWSISD) to expand access to integrated learning environments, mentorship, and college-readiness experiences.

As a member district of NWSISD, Fridley Public Schools participates in a regional collaborative focused on racial and economic integration and closing achievement gaps across member districts. Through this partnership, Fridley students engage in NWSISD-sponsored student support services designed to increase cultural fluency, cross-cultural interaction, and access to rigorous academic pathways.

Fridley students in middle and high school will participate in NWSISD mentorship programs, including Step-Up: Mentorship for Young Men and Essence: Mentorship for Young Women. These programs are intentionally designed to support students, particularly those from historically underserved backgrounds, through four core pillars: Aspirations, Expectations, Opportunities, and Achievement. Students participate in structured programming that promotes

self-reflection, leadership development, goal setting, and understanding how culture and identity influence academic and career pathways. Activities include college campus visits, career exploration experiences, service-learning projects, team-building exercises, and engagement with guest speakers from diverse professional backgrounds.

These mentorship programs complement the district’s implementation of AVID and other advanced academic pathways by building students’ confidence, college knowledge, and sense of belonging in rigorous coursework. Students are supported in setting high school academic goals aligned to postsecondary aspirations, including enrollment in International Baccalaureate, College in the Schools, Concurrent Enrollment, and other college-credit-earning opportunities. By strengthening students’ expectations of themselves and their academic futures, the programs directly contribute to increased participation in advanced coursework.

In addition to mentorship, NWSISD provides regional college and career conferences and coordinated college experiences for students participating in AVID, Educators Rising, and school-based college and career center programming. These experiences expose students to postsecondary options, financial aid information, and career pathways, helping them make informed decisions about course selection and graduation planning.

Through sustained participation in NWSISD mentorship, college readiness programming, integrated magnet opportunities, and aligned district supports, Fridley Public Schools will create coherent, culturally responsive pathways that increase access to rigorous academic experiences. These coordinated efforts will directly support the district’s goal of increasing the percentage of senior BIPOC students who complete at least one college-credit-earning course by the end of the 2029 school year.

Location of services: NWSISD member districts.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<b>Increase number of BIPOC students participating in Step Up- Baseline 15 students in 2026 participating</b>	16	18	20
<b>Increase number of BIPOC students participating in Essence- Baseline 20 students in 2026 participating</b>	21	23	25
<b>Increase number of BIPOC students participating in community service and engagement activities through NWSID</b>	10	15	20

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

## Strategy #4: International Baccalaureate Magnet Programs

**Type of Strategy:** *Innovative and integrated preK-12 learning environments*

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.**
- Provides school enrollment choices.**
- Increases cultural fluency, competency, and interaction.**
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

Fridley Public Schools is committed to providing a rigorous, world-class educational foundation that prepares every student for the complexities of a global society. Central to this commitment is our status as an International Baccalaureate (IB) district, providing all PreK-12 students with a robust academic grounding that empowers them to engage in high-level, challenging coursework. Through our strategic partnership with Northwest Suburban Integration School District (NWSISD), we are proud to offer IB magnet programming at our preschool, both of our elementary schools, our middle school, and our high school. These programs serve as a regional hub for excellence, open to students from all eight NWSISD member districts.

The IB framework infuses our core curriculum at all levels with a global perspective, helping young people understand their vital roles as responsible world citizens. Our instructional approach places a heavy emphasis on deep inquiry, conceptual thinking, and interdisciplinary learning. By prioritizing world languages and international-mindedness, we cultivate the "IB Learner Profile" in every student—encouraging them to be principled, caring, open-minded, and reflective risk-takers.

To sustain this level of academic rigor and offer more choices to our students, we are actively expanding our Career-related Programme (CP) at the secondary level, ensuring students have direct pathways to post-secondary success. Supporting this growth is a dedicated faculty; our educators participate in ongoing, IB-approved professional training to ensure that our instructional practices remain at the forefront of global educational standards.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<b>Increase the number of BIPOC students enrolled in IB Career Related Program, obtaining college credit</b>	4	6	8
<b>Increase the percentage of BIPOC students earning a 4 or higher on their DP exams.</b>	40%	42%	44%

## Strategy #5: Concurrent Enrollment

**Type of Strategy:** *Career and college readiness and rigorous coursework for underserved students, including students enrolled in ALC*

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

### Narrative description of this strategy.

At Fridley High School, we believe that the relevancy and postsecondary value of our course offerings are paramount to the long-term success of our students. As a district, we are committed to ensuring that every graduate leaves our system not only prepared for life after high school, but already meaningfully engaged in it. Concurrent enrollment is a cornerstone of this commitment and a critical strategy in achieving our goal: that every senior BIPOC student completes at least one college credit-bearing course before graduation.

Through annual surveys, school board listening sessions, and family engagement events, Fridley students and families have consistently communicated a clear message: they want expanded opportunities to earn college credit while remaining connected to their high school community. While participation in Postsecondary Enrollment Options (PSEO) has increased, many families prefer that students access rigorous college coursework within the supportive structure of Fridley High School.

In response, Fridley Public Schools has strengthened partnerships with Anoka-Ramsey Community College and Pine Technical & Community College to expand concurrent enrollment options on our campus. Currently, students can access four concurrent enrollment courses through Anoka-Ramsey and three within our Healthcare Career Pathway through Pine Technical & Community College. These offerings represent a strong foundation—but also a beginning.

Our broader vision is to develop an Associate Degree Attainment Program available to students in grades 9–12. This program will align with the Minnesota General Education Transfer Curriculum (MNTC), ensuring that credits earned at Fridley are transferable, rigorous, and meaningful across Minnesota’s public colleges and universities.

The short-term goals of this initiative include extending concurrent enrollment opportunities across all core subject areas: Language and Literature, Mathematics, Individuals and Societies, Science.

By embedding concurrent enrollment into core academic pathways, we remove barriers that often prevent students—particularly BIPOC students—from accessing advanced coursework. When college-credit opportunities are integrated into the school day, supported by trusted educators, and accessible to all, participation becomes normalized rather than exceptional.

Historically, advanced coursework and college credit opportunities have not been equitably distributed. By embedding concurrent enrollment into Fridley’s core programming and career pathways, we intentionally disrupt that pattern.

This strategy supports our goal in several key ways:

1. Access: Courses are offered on campus, during the school day, eliminating transportation and cost barriers.
2. Belonging: Students remain connected to peers, trusted staff, and culturally responsive supports.
3. Academic Identity: Early success in college-level coursework builds confidence and a college-going mindset.
4. Transferability: Alignment with the Minnesota Transfer Curriculum ensures that credits carry value beyond high school.
5. Retention: Expanding high-value programming strengthens student engagement and keeps enrollment at Fridley High School.

When senior BIPOC students graduate having successfully completed at least one college credit-bearing course, they leave with tangible proof of their ability to succeed in postsecondary environments. This milestone shifts narratives—from potential to performance, from aspiration to achievement.

Concurrent enrollment at Fridley High School is more than an academic initiative—it is an equity strategy, a retention strategy, and a postsecondary readiness strategy. By expanding partnerships, building rigorous pathways, and aligning to an Associate Degree Attainment framework, Fridley Public Schools is creating transformational change.

Location of services: Fridley High School

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<b>Increase the number of concurrent enrollment courses offered at Fridley High School by one over the next 3 years. (10 courses offered in 2025-2026 school year)</b>	+1	+1	+1

**Goal #3:** By June 30, 2029, Fridley Public Schools will increase the percentage of staff of color from 22% (Spring 2026 baseline) to 28%, achieving a measurable increase of 2 percentage points per year over three fiscal years (FY27, FY28, and FY29), as measured by annual human resources staffing data.

**Goal type:** Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.

**Strategy #6:** Build and Expand Diverse Staff Pipelines with Targeted and Inclusive Recruitment Practices.

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.**

**Narrative description of this strategy.**

Fridley Public Schools will strengthen and expand its internal and external pipelines to increase the number of qualified candidates of color entering the district. The district will invest in Grow-Your-Own pathways for paraprofessionals, substitutes, and community members who are interested in becoming licensed teachers or staff. This will include partnerships with colleges, universities, and alternative licensure programs that serve diverse candidate populations. The district will provide student teaching placements, internships, and residency opportunities within its schools to create early connections with potential hires. When possible, financial support such as tuition assistance, stipends, or grant-funded opportunities will be offered to reduce barriers and encourage completion of licensure programs.

The district will implement intentional, equity-focused recruitment practices to increase the number of applicants and hires of color each year. Recruitment efforts will include attending targeted job fairs, advertising in affinity-based educator networks, and building relationships with preparation programs that serve diverse candidates. Hiring processes will be reviewed and refined to ensure they are inclusive and free from bias, including the use of diverse interview teams, structured interview protocols, and clear evaluation criteria. The district will also highlight its commitment to equity, belonging, and professional growth in all recruitment materials. In addition, for hard-to-fill positions, the district will pursue the hiring of highly qualified international teachers through approved programs, ensuring all candidates meet state licensure requirements and receive appropriate onboarding and support.

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<b>BIPOC participation in Grow Your Own programs will increase by 2 teachers each year</b>	8	10	12

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	<b>Target 2027</b>	<b>Target 2028</b>	<b>Target 2029</b>
<b>BIPOC student participation will increase in our concurrent enrollment Foundations of Education</b>	20	22	25

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

## Strategy #7: Strengthen Retention and Belonging for Staff of Color

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.**

**Narrative description of this strategy.** Fridley Public Schools will focus on retaining staff of color by creating supportive, inclusive, and growth-oriented work environments. The district will provide structured mentoring and induction programs for new staff, with additional support for educators of color. Leaders will receive professional development on culturally responsive supervision, inclusive leadership practices, and equitable evaluation. The district will also create leadership pathways and professional growth opportunities for staff of color, and regularly gather feedback through climate surveys and listening sessions to inform continuous improvement efforts. If staff do leave FPS, we will focus on exit interviews and using this data to help us learn and grow.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	<b>Target 2027</b>	<b>Target 2028</b>	<b>Target 2029</b>
<b>The retention rate for BIPOC teachers will increase. 2026 Get Baseline Data</b>	2% increase	2% increase	2% increase
<b>Increase leaders training on culturally responsive practices</b>	90% of leaders trained	95%	100%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

## Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text.

This Achievement and Integration Plan creates systemwide coherence by aligning academic, integration, and talent development strategies under a unified framework rather than operating separate, disconnected initiatives. Instead of

layering new programs onto existing structures, Fridley Public Schools is intentionally strengthening and integrating current systems to maximize impact and reduce redundancy.

First, literacy reform efforts consolidate professional development, curriculum adoption, intervention systems, and assessment tools into one comprehensive PreK–12 literacy framework. Rather than maintaining separate building-based literacy initiatives, the district is aligning Tier 1 instruction, structured literacy training, intervention programming, and data systems across all schools. This reduces duplication of professional learning, assessment tools, and intervention resources while increasing consistency and instructional fidelity.

Second, college and career readiness efforts are intentionally braided together. AVID, International Baccalaureate programming, concurrent enrollment, NWSISD mentorship, and career pathways are not stand-alone initiatives; they operate as interconnected components of one coherent postsecondary readiness strategy. By embedding concurrent enrollment and IB pathways into the core master schedule and aligning them with AVID recruitment and NWSISD mentoring supports, the district eliminates parallel support structures and ensures students access layered supports within one coordinated system.

Third, recruitment and retention strategies for staff of color are streamlined through unified Grow-Your-Own pathways, structured mentoring, and equity-centered hiring practices. Instead of separate diversity initiatives operating independently, the district is building one comprehensive talent pipeline strategy that integrates recruitment, licensure support, induction, and leadership development.

Finally, partnerships through the Northwest Suburban Integration School District allow Fridley to leverage regional programming rather than independently creating similar programming locally. This shared-services model increases student access to integrated learning environments while maximizing fiscal efficiency.

Through alignment, shared data systems, regional collaboration, and integration of programming into core district structures, this plan strengthens outcomes while reducing fragmentation, redundancy, and inefficiencies across the system.



# AIA® Document A101® – 2017

## Standard Form of Agreement Between Owner and Contractor where the basis of payment is a Stipulated Sum

**AGREEMENT** made as of the Fifth day of March in the year Two Thousand Twenty-Six  
(In words, indicate day, month and year.)

**BETWEEN** the Owner:  
(Name, legal status, address and other information)

Fridley Public Schools  
6000 West Moore Lake Drive  
Fridley, MN 55432

and the Contractor:  
(Name, legal status, address and other information)

Environmental Plant Services, Inc.  
2315 Hampden Avenue  
Saint Paul, MN 55114

for the following Project:  
(Name, location and detailed description)

Fridley Middle School  
Spring/Summer 2026 Asbestos Removal  
6000 West Moore Lake Drive  
Fridley, MN 55432

The Architect:  
(Name, legal status, address and other information)

Institute for Environmental Assessment, Inc.  
9201 West Broadway North, Suite 600  
Brooklyn Park, MN 55445-1924

The Owner and Contractor agree as follows.

### ADDITIONS AND DELETIONS:

The author of this document may have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

The parties should complete A101®-2017, Exhibit A, Insurance and Bonds, contemporaneously with this Agreement. AIA Document A201®-2017, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

**TABLE OF ARTICLES**

- 1 THE CONTRACT DOCUMENTS**
- 2 THE WORK OF THIS CONTRACT**
- 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION**
- 4 CONTRACT SUM**
- 5 PAYMENTS**
- 6 DISPUTE RESOLUTION**
- 7 TERMINATION OR SUSPENSION**
- 8 MISCELLANEOUS PROVISIONS**
- 9 ENUMERATION OF CONTRACT DOCUMENTS**

**EXHIBIT A INSURANCE AND BONDS**

**ARTICLE 1 THE CONTRACT DOCUMENTS**

The Contract Documents consist of this Agreement, Conditions of the Contract (General, Supplementary, and other Conditions), Drawings, Specifications, Addenda issued prior to execution of this Agreement, other documents listed in this Agreement, and Modifications issued after execution of this Agreement, all of which form the Contract, and are as fully a part of the Contract as if attached to this Agreement or repeated herein. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations, or agreements, either written or oral. An enumeration of the Contract Documents, other than a Modification, appears in Article 9.

**ARTICLE 2 THE WORK OF THIS CONTRACT**

The Contractor shall fully execute the Work described in the Contract Documents, except as specifically indicated in the Contract Documents to be the responsibility of others.

**ARTICLE 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION**

**§ 3.1** The date of commencement of the Work shall be:

*(Check one of the following boxes.)*

- The date of this Agreement.
- A date set forth in a notice to proceed issued by the Owner.
- Established as follows:  
*(Insert a date or a means to determine the date of commencement of the Work.)*

If a date of commencement of the Work is not selected, then the date of commencement shall be the date of this Agreement.

**§ 3.2** The Contract Time shall be measured from the date of commencement of the Work.

**§ 3.3 Substantial Completion**

**§ 3.3.1** Subject to adjustments of the Contract Time as provided in the Contract Documents, the Contractor shall achieve Substantial Completion of the entire Work:

*(Check one of the following boxes and complete the necessary information.)*

- Not later than ( ) calendar days from the date of commencement of the Work.
- By the following date: July 31, 2026

§ 3.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Contractor shall achieve Substantial Completion of such portions by the following dates:

Portion of Work	Substantial Completion Date
Not Applicable	

§ 3.3.3 If the Contractor fails to achieve Substantial Completion as provided in this Section 3.3, liquidated damages, if any, shall be assessed as set forth in Section 4.5.

**ARTICLE 4 CONTRACT SUM**

§ 4.1 The Owner shall pay the Contractor the Contract Sum in current funds for the Contractor's performance of the Contract. The Contract Sum shall be Two Hundred Eighty-Seven Thousand Four Hundred Forty Dollars and Zero Cents (\$ 287,440.00 ), subject to additions and deductions as provided in the Contract Documents.

**§ 4.2 Alternates**

§ 4.2.1 Alternates, if any, included in the Contract Sum:

Item	Price
Not Applicable	

§ 4.2.2 Subject to the conditions noted below, the following alternates may be accepted by the Owner following execution of this Agreement. Upon acceptance, the Owner shall issue a Modification to this Agreement.

*(Insert below each alternate and the conditions that must be met for the Owner to accept the alternate.)*

Item	Price	Conditions for Acceptance
Add Alternate 1: Removal of Mudded Fittings in Tunnel from Pool to Mechanical Room by Room 180B	Five Thousand Dollars and Zero Cents \$5,000.00	District Approval

§ 4.3 Allowances, if any, included in the Contract Sum:

*(Identify each allowance.)*

Item	Price
Not Applicable	

§ 4.4 Unit prices, if any:

*(Identify the item and state the unit price and quantity limitations, if any, to which the unit price will be applicable.)*

Item	Units and Limitations	Price per Unit (\$0.00)
Unit Price 1: Asbestos Supervisor (Foreman)	Hour	\$165.00
Unit Price 2: Asbestos Worker	Hour	\$160.00
Unit Price 3: Additional Mobilizations	Round Trip	\$900.00

§ 4.5 Liquidated damages, if any:

*(Insert terms and conditions for liquidated damages, if any.)*

Assessed in Accordance with AIA Document A201 and Modifications (Section 00810, Article 2)

§ 4.6 Other:

*(Insert provisions for bonus or other incentives, if any, that might result in a change to the Contract Sum.)*

Not Applicable

**ARTICLE 5 PAYMENTS**

**§ 5.1 Progress Payments**

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User Notes:

(69a995caea10dcc98f3a94f)

§ 5.1.1 Based upon Applications for Payment submitted to the Architect by the Contractor and Certificates for Payment issued by the Architect, the Owner shall make progress payments on account of the Contract Sum to the Contractor as provided below and elsewhere in the Contract Documents.

§ 5.1.2 The period covered by each Application for Payment shall be one calendar month ending on the last day of the month, or as follows:

As Specified

§ 5.1.3 Provided that an Application for Payment is received by the Architect not later than the N/A day of a month, the Owner shall make payment of the amount certified to the Contractor not later than the N/A day of the month. If an Application for Payment is received by the Architect after the application date fixed above, payment of the amount certified shall be made by the Owner not later than (N/A ) days after the Architect receives the Application for Payment. *(Federal, state or local laws may require payment within a certain period of time.)*

§ 5.1.4 Each Application for Payment shall be based on the most recent schedule of values submitted by the Contractor in accordance with the Contract Documents. The schedule of values shall allocate the entire Contract Sum among the various portions of the Work. The schedule of values shall be prepared in such form, and supported by such data to substantiate its accuracy, as the Architect may require. This schedule of values shall be used as a basis for reviewing the Contractor's Applications for Payment.

§ 5.1.5 Applications for Payment shall show the percentage of completion of each portion of the Work as of the end of the period covered by the Application for Payment.

§ 5.1.6 In accordance with AIA Document A201™–2017, General Conditions of the Contract for Construction, and subject to other provisions of the Contract Documents, the amount of each progress payment shall be computed as follows:

§ 5.1.6.1 The amount of each progress payment shall first include:

- .1 That portion of the Contract Sum properly allocable to completed Work;
- .2 That portion of the Contract Sum properly allocable to materials and equipment delivered and suitably stored at the site for subsequent incorporation in the completed construction, or, if approved in advance by the Owner, suitably stored off the site at a location agreed upon in writing; and
- .3 That portion of Construction Change Directives that the Architect determines, in the Architect's professional judgment, to be reasonably justified.

§ 5.1.6.2 The amount of each progress payment shall then be reduced by:

- .1 The aggregate of any amounts previously paid by the Owner;
- .2 The amount, if any, for Work that remains uncorrected and for which the Architect has previously withheld a Certificate for Payment as provided in Article 9 of AIA Document A201–2017;
- .3 Any amount for which the Contractor does not intend to pay a Subcontractor or material supplier, unless the Work has been performed by others the Contractor intends to pay;
- .4 For Work performed or defects discovered since the last payment application, any amount for which the Architect may withhold payment, or nullify a Certificate of Payment in whole or in part, as provided in Article 9 of AIA Document A201–2017; and
- .5 Retainage withheld pursuant to Section 5.1.7.

#### § 5.1.7 Retainage

§ 5.1.7.1 For each progress payment made prior to Substantial Completion of the Work, the Owner may withhold the following amount, as retainage, from the payment otherwise due:

*(Insert a percentage or amount to be withheld as retainage from each Application for Payment. The amount of retainage may be limited by governing law.)*

Five Percent (5%)

§ 5.1.7.1.1 The following items are not subject to retainage:

*(Insert any items not subject to the withholding of retainage, such as general conditions, insurance, etc.)*

Not Applicable

**§ 5.1.7.2** Reduction or limitation of retainage, if any, shall be as follows:  
*(If the retainage established in Section 5.1.7.1 is to be modified prior to Substantial Completion of the entire Work, including modifications for Substantial Completion of portions of the Work as provided in Section 3.3.2, insert provisions for such modifications.)*

Not Applicable

**§ 5.1.7.3** Except as set forth in this Section 5.1.7.3, upon Substantial Completion of the Work, the Contractor may submit an Application for Payment that includes the retainage withheld from prior Applications for Payment pursuant to this Section 5.1.7. The Application for Payment submitted at Substantial Completion shall not include retainage as follows:  
*(Insert any other conditions for release of retainage upon Substantial Completion.)*

Not Applicable

**§ 5.1.8** If final completion of the Work is materially delayed through no fault of the Contractor, the Owner shall pay the Contractor any additional amounts in accordance with Article 9 of AIA Document A201–2017.

**§ 5.1.9** Except with the Owner’s prior approval, the Contractor shall not make advance payments to suppliers for materials or equipment which have not been delivered and stored at the site.

**§ 5.2 Final Payment**

**§ 5.2.1** Final payment, constituting the entire unpaid balance of the Contract Sum, shall be made by the Owner to the Contractor when

- .1 the Contractor has fully performed the Contract except for the Contractor’s responsibility to correct Work as provided in Article 12 of AIA Document A201–2017, and to satisfy other requirements, if any, which extend beyond final payment; and
- .2 a final Certificate for Payment has been issued by the Architect.

**§ 5.2.2** The Owner’s final payment to the Contractor shall be made no later than 30 days after the issuance of the Architect’s final Certificate for Payment, or as follows:

Not Applicable

**§ 5.3 Interest**

Payments due and unpaid under the Contract shall bear interest from the date payment is due at the rate stated below, or in the absence thereof, at the legal rate prevailing from time to time at the place where the Project is located.

*(Insert rate of interest agreed upon, if any.)*

0.00 %

**ARTICLE 6 DISPUTE RESOLUTION**

**§ 6.1 Initial Decision Maker**

The Architect will serve as the Initial Decision Maker pursuant to Article 15 of AIA Document A201–2017, unless the parties appoint below another individual, not a party to this Agreement, to serve as the Initial Decision Maker.

*(If the parties mutually agree, insert the name, address and other contact information of the Initial Decision Maker, if other than the Architect.)*

Not Applicable

**§ 6.2 Binding Dispute Resolution**

For any Claim subject to, but not resolved by, mediation pursuant to Article 15 of AIA Document A201–2017, the method of binding dispute resolution shall be as follows:

*(Check the appropriate box.)*

Arbitration pursuant to Section 15.4 of AIA Document A201–2017

Litigation in a court of competent jurisdiction

[ ] Other (Specify)

If the Owner and Contractor do not select a method of binding dispute resolution, or do not subsequently agree in writing to a binding dispute resolution method other than litigation, Claims will be resolved by litigation in a court of competent jurisdiction.

**ARTICLE 7 TERMINATION OR SUSPENSION**

§ 7.1 The Contract may be terminated by the Owner or the Contractor as provided in Article 14 of AIA Document A201–2017.

§ 7.1.1 If the Contract is terminated for the Owner’s convenience in accordance with Article 14 of AIA Document A201–2017, then the Owner shall pay the Contractor a termination fee as follows:  
*(Insert the amount of, or method for determining, the fee, if any, payable to the Contractor following a termination for the Owner’s convenience.)*

Not Applicable

§ 7.2 The Work may be suspended by the Owner as provided in Article 14 of AIA Document A201–2017.

**ARTICLE 8 MISCELLANEOUS PROVISIONS**

§ 8.1 Where reference is made in this Agreement to a provision of AIA Document A201–2017 or another Contract Document, the reference refers to that provision as amended or supplemented by other provisions of the Contract Documents.

§ 8.2 The Owner’s representative:  
*(Name, address, email address, and other information)*

Mike Voss  
Institute for Environmental Assessment, Inc.  
9201 West Broadway, Suite 600  
Brooklyn Park, MN 55445-1924

§ 8.3 The Contractor’s representative:  
*(Name, address, email address, and other information)*

Lance Valerius  
Environmental Plant Services, Inc.  
2315 Hampden Avenue  
Saint Paul, MN 55114

§ 8.4 Neither the Owner’s nor the Contractor’s representative shall be changed without ten days’ prior notice to the other party.

**§ 8.5 Insurance and Bonds**

§ 8.5.1 The Owner and the Contractor shall purchase and maintain insurance as set forth in AIA Document A101™–2017, Standard Form of Agreement Between Owner and Contractor where the basis of payment is a Stipulated Sum and elsewhere in the Contract Documents.

§ 8.5.2 The Contractor shall provide bonds as set forth in AIA Document A101™–2017 and elsewhere in the Contract Documents.

§ 8.6 Notice in electronic format, pursuant to Article 1 of AIA Document A201–2017, may be given in accordance with a building information modeling exhibit, if completed, or as otherwise set forth below:  
*(If other than in accordance with a building information modeling exhibit, insert requirements for delivering notice in electronic format such as name, title, and email address of the recipient and whether and how the system will be required to generate a read receipt for the transmission.)*

Not Applicable

§ 8.7 Other provisions:

Not Applicable

**ARTICLE 9 ENUMERATION OF CONTRACT DOCUMENTS**

§ 9.1 This Agreement is comprised of the following documents:

- .1 AIA Document A101™–2017, Standard Form of Agreement Between Owner and Contractor
- .2 Not Applicable
- .3 AIA Document A201™–2017, General Conditions of the Contract for Construction
- .4 Building information modeling exhibit, dated as indicated below:  
*(Insert the date of the building information modeling exhibit incorporated into this Agreement.)*

.5 Drawings

Print Number	Title	Date
AD101	Demolition Plan Area A	Not Applicable
AD102	Demolition Plan Area B	Not Applicable
AD103	Demolition Plan Area D	Not Applicable
AD104	Demolition Plan Area E	Not Applicable
AD105	Demolition Plan Area F	Not Applicable
AD106	Demolition Plan Area G	Not Applicable

.6 Specifications

Section	Title	Date	Pages
Table of Contents (Exhibit A)	Section 00010 - Table of Contents	1/13/26	00010-1 through 00010-2

.7 Addenda, if any:

Number	Date	Pages
Not Applicable		

Portions of Addenda relating to bidding or proposal requirements are not part of the Contract Documents unless the bidding or proposal requirements are also enumerated in this Article 9.

.8 Other Exhibits:

*(Check all boxes that apply and include appropriate information identifying the exhibit where required.)*

- AIA Document E204™–2017, Sustainable Projects Exhibit, dated as indicated below:  
*(Insert the date of the E204-2017 incorporated into this Agreement.)*

- The Sustainability Plan:

Title	Date	Pages
Not Applicable		

- Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages
Performance and Labor & Material Payment Bonds	Section 00610 - Performance and Labor	1/13/26	00610-1

	& Material Payment Bonds		
Supplementary Conditions	Section 00800 - Supplementary Conditions	1/13/26	00800-1 through 00800-6
Modifications to General Conditions	Section 00810 - Modifications to General Conditions	1/13/26	00810-1 through 00810-8
Additional Articles	Section 00820 - Additional Articles	1/13/26	00820-1

- .9** Other documents, if any, listed below:  
*(List here any additional documents that are intended to form part of the Contract Documents. AIA Document A201™-2017 provides that the advertisement or invitation to bid, Instructions to Bidders, sample forms, the Contractor's bid or proposal, portions of Addenda relating to bidding or proposal requirements, and other information furnished by the Owner in anticipation of receiving bids or proposals, are not part of the Contract Documents unless enumerated in this Agreement. Any such documents should be listed here only if intended to be part of the Contract Documents.)*

Construction Schedule (Exhibit B)

This Agreement entered into as of the day and year first written above.

\_\_\_\_\_  
**OWNER** *(Signature)*

BY: Brenda Lewis, Superintendent

\_\_\_\_\_  
*(Printed name and title)*



\_\_\_\_\_  
**CONTRACTOR** *(Signature)*

BY: Lance Valerius, Project Manager

\_\_\_\_\_  
*(Printed name and title)*

Exhibit A  
**SECTION 00010**  
**Table of Contents**

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**Introductory Information**

00001	Project Title Page
00005	Certifications Page
00010	Table of Contents
00015	List of Drawings

**Bidding Requirements**

00100	Advertisement for Bids
00200	Instructions to Bidders (AIA A701)
00205	Modifications to Instructions to Bidders
00210	Supplementary Instructions to Bidders

**Bid Forms and Supplements**

00410	Quote Form
00430	Construction Schedule

**Contracting Requirements**

00610	Performance and Labor and Material Payment Bonds (AIA A312)
00700	General Conditions (AIA A201)
00800	Supplementary Conditions
00810	Modifications to General Conditions
00820	Additional Articles

**Division 1 - General Requirements**

01013	Summary of Work – Asbestos Abatement
01028	Applications for Payment – Asbestos Abatement
01043	Coordination – Asbestos Abatement
01097	Reference Standards & Definitions – Asbestos Abatement
01098	Codes, Regulations and Standards – Asbestos Abatement
01301	Submittals – Asbestos Abatement
01503	Temporary Facilities – Asbestos Abatement
01513	Temporary Pressure Differential and Air Circulation System
01526	Temporary Enclosures
01527	Regulated Areas
01529	Mini Enclosures and Glovebags
01560	Worker Protection – Asbestos Abatement
01562	Respiratory Protection
01563	Decontamination Units
01701	Contract Closeout – Asbestos Abatement
01711	Project Decontamination

# Exhibit A

## Division 2 - Site Work

02061 Building Component Demolition – Asbestos Abatement  
02081 Removal of Asbestos-Containing Materials  
02084 Disposal of Asbestos-Containing Material  
02087 Resilient Flooring Removal

Appendix A Responsible Contractor Document  
Appendix B Prevailing Wage Rates

Exhibit B

# SECTION 00430 Construction Schedule

**Project:** Fridley Middle School – Spring/Summer 2026 Asbestos Removal

**Contractor:** Lance Valerius

Name 2315 Hampden Ave

Address St. Paul MN 55114

City/State/Zip

**Contract Start Date:** 4-6-2026

**Contract Completion Date:** 7-31-2026

	<b>Phase 1 Work Dates</b>	<b># of Workers per Shift</b>	<b>Phase 2 Work Dates</b>	<b># of Workers per Shift</b>
Preparation of Work Area	From: Per Spec To:	3	From: Per Spec To:	8
Removal and Decontamination	From: To:	↓	From: To:	↓
Clearance Air Testing	From: To:	↓	From: To:	↓
Removal of Isolation	From: To:	↓	From: To:	↓

	<b>Phase 3 Work Dates</b>	<b># of Workers per Shift</b>	<b>Phase 4 Work Dates</b>	<b># of Workers per Shift</b>
Preparation of Work Area	From: Per Spec To:	7	From: Per Spec To:	8
Removal and Decontamination	From: To:	↓	From: To:	↓
Clearance Air Testing	From: To:	↓	From: To:	↓
Removal of Isolation	From: To:	↓	From: To:	↓

	<b>Phase 5 Work Dates</b>	<b># of Workers per Shift</b>	<b>Phase 6 Work Dates</b>	<b># of Workers per Shift</b>
Preparation of Work Area	From: Per Spec To:	8	From: Per Spec To:	5
Removal and Decontamination	From: To:	↓	From: To:	↓
Clearance Air Testing	From: To:	↓	From: To:	↓
Removal of Isolation	From: To:	↓	From: To:	↓

## Exhibit B

	<b>Phase 7 Work Dates</b>	<b># of Workers per Shift</b>
Preparation of Work Area	From: Per Spec To:	2
Removal and Decontamination	From: To:	
Clearance Air Testing	From: To:	
Removal of Isolation	From: ↓ To:	↓

Comments:

**Minutes**  
**School Board Business Meeting**  
**Fridley Independent School District 14**  
**February 17, 2026**

**Call to Order, Pledge of Allegiance**

Board Chair Karnopp called the Business Meeting of the Fridley School Board to order at 7:40 PM on Tuesday, January 20, 2026, at the Fridley Community Center. The following Board members were present in the room: Nikki Auna, Sara Jones, Jake Karnopp, Sara Schreiner, Avonna Starck, and Pajjar Yang. Absent: Student representatives Aiyanna Shobe & Malik Bah

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

Motion by Starck, seconded by Jones, to approve the agenda for February 17, 2026. Upon a vote being taken, all voted in favor, none against, none abstained. Motion carried 6-0.

**Superintendent and Staff Reports**

A. Superintendent Report

Superintendent Lewis reviewed the monthly financial status, the Statutory Operating Debt handout and module 1: Statutory Operating Debt: Understanding our current situation and path forward. Advisor for Youth in Government (YIG), Steve Holt introduced students: Eleanor Auna, Amera Husein, and Sophia Good who presented on Fridley's group of YIG students and the recent convention at the Capitol. Josh Callahan, Natasha Spry, and Jayna Gunderson presented on the American Indian Parent Advisory Committee, its goals, and the concurrent vote. Aloda Sims presented on Black History Month and African American Parent Involvement Day. Superintendent Lewis thanked the many donors for contributing to our efforts to provide funds, supplies for families and students affected by the ICE raids in MN. Superintendent Lewis thanked our School Counselors for their work with our students and families. Superintendent Lewis presented a proposed legislation that would allow districts to continue to count students in ADM if they were enrolled as of Jan 1, 2026 and did not enroll in another district. Superintendent Lewis shared she would be testifying on the House Education Policy Committee about Prohibiting ICE Agents from Schools; for the House Education Finance Committee on the impact of ICE on schools; and on the Senate Education Finance Committee on the impact of ICE on schools. Superintendent Lewis gave an overview of the AMSD Legislative Preview. Board Vice Chair Jones gave an update on the recent NE Metro 916 Board Meetings. Board Treasurer Auna gave an update on the NWSISD Board Meeting.

**Business Action Items**

A. RESOLUTION Accepting Gifts

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

**B. Motion: Approval of the FCC Basement Project Bids**

Motion by Jones, seconded by Yang to award the bid for the FCC Basement Project to CM Construction. Upon a vote being taken all voted in favor, none against, none abstained. Motion carried 6-0.

**Consent Agenda**

Motion by Starck, seconded by Schreiner to approve the consent agenda including the minutes of the business meeting held on January 20 and the special meeting held on February 6; New Contracts, Amendments, Leaves of Absence, Resignations and Terminations; Overnight Field Trip for Robotics to the Northern Lights Regional FIRST robotics competition March 4-7, 2026 in Duluth and to the Iowa Regional FIRST robotics competition March 25-29, 2026 in Cedar Falls, Iowa; American Indian Parent Advisory Committee (AIPAC) Vote of Concurrence and Annual Compliance Submission (2025–26); Iowa recertification for Superintendent Brenda Lewis. Upon a vote being taken all voted in favor, none against, none abstained. Motion carried 6-0.

**Important Future School Board Dates**

- a. FHS Adapted Bowling Begins  
February 23, 2026
- b. Preschool Welcome Night  
February 24, 2026 5-6:30 PM  
Fridley Community Center
- c. FMS Winter Band & Choir Concert  
February 24, 2026 7:00 PM  
FMS Gym
- d. 2nd Grade Choir Concert  
February 26, 2026 5:30 PM  
Stevenson Elementary
- e. FHS Open Mic Night  
February 26, 2026 7:00 PM  
District Auditorium
- f. FHS Badminton Begins  
March 2, 2026
- g. IB Silver Platter Breakfast  
March 2, 2026 7:30 AM  
Fridley High School
- h. FHS and FMS Jazz Band Concert  
March 2, 2026 7:00 PM  
FMS Cafeteria

- i. Spring Conferences  
March 3, 2026 4-7:20 PM  
Stevenson Elementary
- j. VISTA Family Night  
March 11, 2026 5-7 PM  
VISTA Elementary
- k. FMS Musical "Addams Family Jr"  
March 11 and March 14, 2026 7:00 PM  
District Auditorium
- l. FMS Musical "Addams Family Jr"  
March 15, 2026 2:00 PM  
District Auditorium
- m. FHS Boys Volleyball, Baseball and Boys/Girls Golf begins  
March 16, 2026
- n. Fridley Public Schools School Board Meeting  
March 17, 2026  
Fridley Community Center  
7:00 PM Public Forum  
7:30 PM Business Meeting

**Adjournment**

Motion by Auna, seconded by Starck to adjourn the meeting at 9:15 PM. Upon a 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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Avonna Starck, Board Clerk

## Personnel Changes 2025-2026

### New Contracts and Amendments per Master Agreements (2025-2026)

- Keyonna Hamlin, Paraeducator, VISTA Secondary, Step 2, effective 3/3/26
- Jaivanna Harseen, Paraeducator, Hayes, Step 3, effective 3/4/26
- Anita Walk, Grade 4 LTS, Stevenson, BA/Step 1, effective 3/2/26
- Cory Wintersteen, Paraeducator, Fridley Middle, Step 3, effective 2/25/26

### Individual Contracts (2025-2026)

- Steven Monsrud, Safety and Security Coordinator, VISTA, effective 1/26/26
- Carlos Montenegro, Security and Emergency Specialist, VISTA, effective 2/17/26
- Randi Oman, Security and Emergency Specialist, VISTA, effective 3/1/26

### Lane Changes (2025-2026)

First Name	Last Name	Current Lane	Lane Change
Crystal	Anderson	BA, Step 9	MA, Step 9
Rebecca	Barrett	MA, Step 22	MA+10, Step 22
Courtney	Benjamin	BA+40, Step 5	MA, Step 5
Je'Naya	Brown	MA, Step 8	MA+10, Step 8
Laura	Carpenter	MA, Step 10	MA+10, Step 10
Allieah	Cayaban	BA, Step 1	BA+20, Step 1
Chelsea	Clark	MA, Step 8	MA+10, Step 8
Brittney	Gill	MA, Step 11	MA+10, Step 11
Amy	Harker	BA+20, Step 16	BA+30, Step 16
Melissa	Harms	MA, Step 13	MA+10, Step 13
Alicia	Hempel	BA+40, Step 18	MA, Step 18
Emily	Latzka	MA+20, Step 22	MA+40, Step 22

3-17-26 School Board Meeting

Ana Mae	Legaspi	BA, Step 2	BA+30, Step 2
Jordan	Likness	MA+10, Step 12	MA+20, Step 12
Ashley	Mellgren	MA, Step 6	MA+10, Step 6
Siena	Olson	BA, Step 3	BA+10, Step 3
Meera	Ostrom	BA+20, Step 6	BA+30, Step 6
Leah	Schroeder	MA, Step 19	MA+10, Step 19
Elizabeth	Stanton	MA, Step 11	MA+10, Step 11
Ann	Tate	MA, Step 18	MA+10, Step 18
Jennifer	Venne	MA, Step 22	MA+10, Step 22
Berit	Wickland	MA, Step 5	MA+10, Step 5
Catherine	Winter	BA, Step 3	BA+20, Step 3

**Leaves of Absence**

- Courtney Green, Equity & Inclusion Specialist, FCC, effective 2/27/26
- Febe Gonzalez, Finance Coordinator, FCC, effective 2/17/26
- Anna Hamer, Teacher, Stevenson, effective 2/20/26
- Siena Olson, Teacher, Fridley High, effective 4/6/26
- Jada Probasco, Paraeducator, Fridley High, effective 3/9/26

**Return from Leave of Absence**

- Pamela Byrnes, School Nutrition, Fridley High, effective 3/9/26
- Hannah Johnson, Teacher, Fridley High, effective 3/11/26

**Status Changes (2025-2026)**

- Ronaldo Grefaldo, Building Sub, Fridley Middle to Special Ed Teacher, BA/Step 3, effective 2/2/26
- Jerwin Lorgonio, Building Sub, Fridley High to Math (Long Term Substitute), MA/Step 8, effective 1/20/26

**Resignations (2025-2026)**

- Emily Fewer, Grade 4, Stevenson, effective 6/12/26
- Raquel Klismith, Paraeducator, Stevenson, effective 3/18/26

### 3-17-26 School Board Meeting

- Nathan Moore, Paraeducator, Fridley Middle, effective 2/20/26
- Emily Young, Social Worker, Hayes, effective 2/13/26

#### **Retirements (2025-2026)**

- Michele Barrett, Reading, Stevenson, effective 6/12/26
- Blair Berger, Music, Fridley Middle, effective 6/12/26
- Teresa Bridges, Special Education, Fridley High, effective 6/12/26
- Jennifer DeMars, English, Fridley High, effective 6/12/26
- Alisa Phelps, Instructional Leader/Reading teacher, Fridley High, effective 6/12/26
- Dianne Rae, Media Clerk, Stevenson, effective 6/10/26
- Debra Rein, Reading, Stevenson, effective 6/12/26
- Cynthia Richmond, Receptionist, Stevenson, effective 6/10/26

#### **Terminations (2025-2026)**

- Nayeli Williams, Paraeducator, Fridley Middle, effective 3/4/26



# Fridley Public Schools

A World-Class Community of Learners

## School Board Approval of Overnight Field Trip

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

<b>Completed by</b> Todd Reiland, Ashley Gruhlke, Katie Shook & Sarah Bennek	<b>Subject area</b> All Subject 7 <sup>th</sup> and 8 <sup>th</sup> graders	<b>Date of request</b> 1/13/26
<b>Name of school and staff member(s) planning trip</b> Fridley Middle - Todd Reiland- Katie Shook and Sarah Bennek		
<b>Name and address of outside sponsoring group</b>	<b>Name of travel agent selected</b> SON Tours 3400 McClure Bridge Road Building B Suite D, Duluth GA 30096	
<b>List fees or expenses that will be paid by the travel agent to the staff member</b> \$25 per student split between leaders	<b>What are the limits of liability by travel agent? (attach copy of insurance statement)</b> Attached insurance statement	
<b>Number of students on trip</b> will depend on sign up- usually 50-100 students	<b>Number of school days missed</b> 0	
<b>Educational objectives of proposed trip</b> This trip is a direct connection for the students in American History in 8 <sup>th</sup> grade. Provide the students with a first hand experience of USA History and how our country was formed and runs today.		
<b>Location of trip (city, state, country)</b> Washington DC., Gettysburg New York City	<b>Dates of trip</b> June 15 <sup>th</sup> to June 20 <sup>th</sup> 2027 Sign up will be at the end of February 2026.	<b>Events (if any)</b> See attached Itinerary
<b>Number of staff attending</b> Possibly around 5-15 depends on number of students signing up.	<b>Number of parents attending as chaperones</b> Possibly around 5-15 depends on number of students signing up.	<b>Who pays for staff and parent expenses?</b> Staff is paid for by the SON Tours and Parents pay for themselves
<b>Expenses paid by district</b> 0	<b>Will the district provide a substitute?</b> none needed	<b>How many days?</b> 6
<b>Cost per student</b> \$1669 plus Airfare	<b>Expenses paid by fund-raising or sponsor</b> \$0	<b>Expenses paid by students</b> \$1669 plus airfare
<b>Special travel and lodging arrangements</b>	Information attached	<b>Itinerary (including dates)</b> Information attached
<b>Will you include information that will be provided to parents/students for advertising the trip?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Attached	<b>Will you complete parent approval for students to receive emergency needed treatment?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Attached
<b>Will be brought to School Board for action on what School Board meeting date?</b> January 2026		

Approved by:

Principal 	Superintendent
Date 1/20/26	Date



**School Board Approval  
of Overnight Field Trip**

*A World-Class Community of Learners*

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

<b>Completed by</b> Jessica Schuette	<b>Subject area</b> Individuals and Societies (Social Studies)	<b>Date of request</b> 02/27/2026
<b>Name of school and staff member(s) planning trip</b> Jessica Schuette (FHS) & Aaron Cuthbert (FMS)		
<b>Name and address of outside sponsoring group</b> YMCA Center for Youth Voice 1801 University Avenue SE, Minneapolis, MN 55414	<b>Name of travel agent selected</b> NA	
<b>List fees or expenses that will be paid by the travel agent to the staff member</b> NA	<b>What are the limits of liability by travel agent? (attach copy of insurance statement)</b> NA	
<b>Number of students on trip</b> 27	<b>Number of school days missed</b> 1 (Thursday, April 9th - there is no school on Friday, April 10th)	
<b>Educational objectives of proposed trip</b> Participants in Model UN learn how countries interact with each other and gain a global perspective on the issues that impact our everyday lives.		
<b>Location of trip (city, state, country)</b> Minneapolis Marriot Hotel 30 South 7th Street Minneapolis, MN 55402	<b>Dates of trip</b> Thursday, April 9, 2026 - Saturday, April 11, 2026	<b>Events (if any)</b> Model United Nations Conference
<b>Number of staff attending</b> Two	<b>Number of parents attending as chaperones</b> None	<b>Who pays for staff and parent expenses?</b>
<b>Expenses paid by district</b> None Transportation paid by NWSISD	<b>Will the district provide a substitute?</b> Yes, on Thursday, April 9, 2026	<b>How many days?</b> Three days (mid-morning Thursday to Saturday afternoon)
<b>Cost per student</b> \$459 (YMCA also provides needs-based scholarships)	<b>Expenses paid by fund-raising or sponsor</b> \$ Additional funding for needs-based scholarships (above those provided by the YMCA) are covered by Fridley Lions Club donations	<b>Expenses paid by students</b> \$459 (YMCA also provides needs-based scholarships and if additional funding is needed, donations from the Fridley Lions Club is used)

<b>Special travel and lodging arrangements</b>	Conference takes place at the Marriott Hotel. Student lodging is included in the price of the conference. Security guards are present on every floor.	<b>Itinerary (including dates)</b>	Thursday, April 9, 2026 students will depart FHS for the Minneapolis Marriott. Students will attend the conference during the day (Thursday - Saturday) and participate in evening activities (Thursday and Friday) planned by the YMCA all taking place at the Marriott. Lunches will be in the skyway, YMCA staff is present to help students to stay in designated areas. Saturday, April 11, 2026 students will return to FHS from the Minneapolis Marriott.
<b>Will you include information that will be provided to parents/students for advertising the trip?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Attached	<b>Will you complete parent approval for students to receive emergency needed treatment?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Attached
<b>Will be brought to School Board for action on what School Board meeting date?</b>		March 17, 2026	

**Approved by:**

Principal	Superintendent
Date	Date

## Fridley Public Schools School Board Meeting Calendar 2026-2027 School Year

**Place:** Fridley Community Center, 6085 7<sup>th</sup> Street NE, Fridley, MN 55432

**Date and Time:**

5:30pm - Work Session (1 <sup>st</sup> Tuesday of the month)	5:30pm - Work Session 7:00 pm - Public Comment 7:30pm - Business Meeting (3 <sup>rd</sup> Tuesday of the month)
	Tuesday, July 21, 2026
	Tuesday, August 18, 2026
	Tuesday, September 15, 2026
Tuesday, October 6, 2026	Tuesday, October 20, 2026
	Tuesday, November 17, 2026
Tuesday, December 1, 2026	*Tuesday, December 15, 2026
	Tuesday, January 19, 2027
Tuesday, February 2, 2027	Tuesday, February 16, 2027
	Tuesday, March 16, 2027
Tuesday, April 6, 2027	Tuesday, April 20, 2027
	Tuesday, May 18, 2027
	Tuesday, June 15, 2027

\*The Truth in Taxation hearing will be held on December 15 at the regularly scheduled Public Comment 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.

**Public Comment** is generally held prior to business meetings. Community members are welcome to attend and participate during designated public comment periods.

**Work sessions are held at 5:30 PM.** These are generally held on the third Tuesday of the month and four times a year 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**