

Business Meeting

Tuesday, June 16, 2026 7:30 PM

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

A. Call to Order, Pledge of Allegiance	Presenter: Board Chair
B. Approval of Agenda with Suggested Motions and Resolutions	Presenter: Board Chair
B.1. Suggested Motions and Resolutions	
C. Superintendent Report	
D. Business Action Items	
D.1. Motion: 2026-2028 Custodian Master Agreement	
D.2. Motion: Proposed Calendar Changes SY 2026-2027	Presenter: Dr. Amy Cochran
D.3. Motion: Approval of the Fiscal Year 2026-27 Adopted Budget	Presenter: Superintendent Brenda Lewis
D.4. RESOLUTION: Certification of Updated District Population Estimate	
D.5. RESOLUTION Accepting Gifts	Presenter: Board Chair
E. Consent Agenda	Presenter: Board Chair
E.1. Minutes of the School Board Business Meeting , Work Session, and Closed Session Held on May 19, 2026	
E.2. New Contracts, Amendments, Leaves of Absence, Terminations, Resignations, and Retirements	
E.3. Language Access Plan	
E.4. Q Comp Annual Report 2025-2026	
E.5. Curriculum for Social Studies, Secondary Literacy Intervention & Grade 9/10 Lang & Lit Curriculum	
E.6. MSHSL Membership	
F. Written Information	
F.1. First Reading of Policies	
F.1.a. Policy 598 School Admission	Presenter: Dr. Amy Cochran
G. Important Future School Board Dates	Presenter: Board Chair
G.1. District Holiday - Buildings Closed June 19, 2026	
G.2. District Holiday - Buildings Closed July 3, 2026	
G.3. Fridley Public Schools Board Meeting July 21, 2026 Work Session, 5:30 PM	

Public Comment, 7:00 PM
Business Meeting, 7:30 PM
Fridley Community Center

H. **Adjournment**

Presenter: Board
Chair

Tuesday, June 16, 2026
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 June 16, 2026.

C. Superintendent Report

D. Business Action Items

a. Motion: Approval of the 2026-2028 Custodian Master Agreement

Suggested Motion: Motion by _____, seconded by _____ to approve the 2026-2028 Custodian Master Agreement.

b. Motion: Approval of the 2026-2027 School Year Calendar Adjustments

Suggested Motion: Motion by _____, seconded by _____ to approve the 2026-2027 School Year Calendar Adjustments.

c. Motion: Approval of the Fiscal Year 2026-2027 Adopted Budget

Suggested Motion: Motion by _____, seconded by _____ to accept the approval of the Fiscal year 2026-27 adopted budget.

d. RESOLUTION: Certification of Updated District Population Estimate

Suggested Motion: Motion by _____, seconded by _____ to approve the certification of updated district population estimate.

e. 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 Middle School donations for the 8th grade send-off:
 - a. Josefina Arce
 - b. Rashidatu Barway
 - c. Lisa Boberg
 - d. Muhammed Conta
 - e. Tiffany Demo

- f. Lauren Gilbert
- g. Stephanie Haage
- h. Tosin Imade
- i. Stacy Nealy
- j. Angie Peterson
- k. Susana Salvin
- l. Laura Sisterman
- m. Melissa Spreeman
- n. May Vang
- o. Toni Vang

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

E. Consent Agenda

Suggested Motion: Motion by _____, seconded by _____ to approve the consent agenda including the minutes of the closed meeting, business meeting, and work session held on May 19; New Contracts, Amendments, Leaves of Absence, Resignations, Retirements, and Terminations; language access plan, QComp Annual Plan, the curriculum for social studies, secondary literacy intervention and Grade 9/10 lang and lit curriculum; and the MSHSL Membership

F. Written Information

- a. First Reading of Policies
 - i. Policy 598 School Admission

G. Important Future School Board Dates

- A. District Holiday - No School
June 19, 2026
- B. District Holiday - No School
June 19, 2026
- C. Fridley Public Schools School Board Meeting
July 21, 2026
Fridley Community Center
5:30 PM Work Session
7:00 PM Public Comment
7:30 PM Business Meeting

H. Adjournment

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

Fridley Independent School District 14
2026-28 2024-26 MASTER AGREEMENT
Custodians or Custodian Engineers

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THIS AGREEMENT, made and entered into as of the first day of July ~~2026~~ ~~2024~~, by and between the School Board of Independent School District 14 of Anoka County, Minnesota, hereinafter referred to as the Employer and Education Minnesota Fridley Custodians AFL-CIO, hereinafter referred to as the Union in compliance with the Public Employment Labor Relations Act of 1971 as amended, mutually agree to the following terms and conditions of employment for the duration of this contract.

Article I Collective Bargaining

The Employer recognizes and shall abide by the principles of collective bargaining as relating to wages, hours of employment and working conditions, and further recognizes the Union as the sole and exclusive bargaining agency for all custodians and custodian-engineer employees except those designated as supervisory or confidential employees.

Article II Adhere to Agreement

The Employer shall not enter into any agreement with custodian or custodian-engineer employees, individually or collectively, which in any way conflicts with the terms and provisions of this Agreement, nor shall the Employer discriminate against an employee because of membership in the Union. In consideration of the recognition herein granted, it is further agreed that during the life of the Agreement there shall be no strikes, stoppage, or slow-down of work so long as the terms and provisions of the Agreement are adhered to by the Employer. Neither the Employer nor the Union, its agents, officers, or representatives shall instigate any attempt to breach the Agreement, nor shall the employer at any time instigate a lockout against employees.

Article III Discipline, Discharge, Probationary Period, and Personnel Files

Section 1. Probationary Period

An employee under the provisions of this Agreement shall serve a probationary period of 120 working days of continuous service in the School District during which time the School District shall have the unqualified right to suspend without pay, discharge or otherwise discipline such employee; and during this probationary period, the employee shall have no recourses to the

grievance procedure, insofar as suspension, discharge or other discipline is concerned. However, a probationary employee shall have the right to bring a grievance on any other provisions of the contract alleged to have been violated.

Section 2. Completion of Probationary Period, Discharge, Discipline

An employee who has completed the probationary period will have a disciplinary action taken against them only for just cause. Any disciplinary action shall comply with law and regulation, shall be fair and equitable and shall be consistent with the principle of progressive discipline. Progressive Disciplinary action may include the following:

1. Oral reprimand
2. Written reprimand
3. Suspension without pay
4. Discharge

Subd 1. Whenever possible, the District shall discuss with the Custodian(s) any concern which may lead to a disciplinary action and shall offer constructive suggestions for correction before any disciplinary action is initiated.

Subd 2. Custodians shall be entitled to have a representative of the Union present in the event that she/he is being reprimanded, warned or disciplined for any infraction of rules and delinquency in professional performance. If a Custodian requests representation, no action shall be taken with respect to the matter until a representative of the Union is present, provided that the representative is available in a timely manner so as not to delay the action.

Section 3. Probationary Period, Change of Position

In addition to the initial probationary period an employee transferred or promoted to a different position shall serve a new probationary period of thirty (30) working days in any such new position. During this thirty (30) working day probationary period, if it is determined by the School District that the employee's performance in the new position is unsatisfactory, the School District shall have the right to reassign the employee to the former position. The employee has the right to return to his/her former position within thirty (30) working days.

Section 4. Personnel Files

All monitoring or observation of the work performance of a custodian shall be conducted openly and with full knowledge of that person.

Subd 1. No written material of a Custodian's conduct, service or character shall be placed in her/his personnel file unless the custodian has been given prompt written notice.

Subd 2. As provided by law, Custodians shall be entitled to submit a written response to any material placed in their personnel file or seek expungement of any material through the grievance procedure.

Subd. 3. Custodians shall have the right upon request to review the contents of their personnel file and to receive a copy of any and all documents contained therein.

Section 5. Right to Views

Nothing contained in this Agreement shall be construed to limit, impair or affect the right of any custodian or his/her representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, so long as the same is not designated to and does not interfere with the full faithful and proper performance of the duties of employment or circumvent the rights of the exclusive representative or the employer.

Section 6. Anniversary Date

For purposes of determining eligibility for an experience increment wage increase, step advancement, vacation accrual, and District 403b plan, each employee's anniversary date will be adjusted to July 1 of the calendar year in which he/she was hired. If an employee's actual hire date is between July 1 and December 30, the anniversary date will occur July 1 of that school year. If an employee's actual hire date is between January 1 and June 30, the first anniversary will occur July 1 of the next school year.

Article IV Assignment

Section 1. Basic Work Week

A regular work week shall consist of 5 eight-hour days exclusive of lunch. Authorized overtime is to be paid at the rate of time and one half. The foregoing hours represent the normal work day and shall not be considered a guarantee nor preclude part time employment, according to Federal Fair Labor Standards Act (FLSA).

Section 2. Shifts and Starting Time

All employees will be assigned starting time and shifts as determined by the School District.

Subd. 1. Starting times and shifts will be determined at the beginning and end of the school year. First shift will end no later than 6 p.m. Second shift will end no later than 1 a.m.

Subd. 2. Once a shift is established, at least two (2) weeks' notice shall be given before a change.

Subd. 3. When an employee is absent from work for more than five (5) days, the employee's shift shall be offered to current building custodians in seniority order. A substitute, if any, will be assigned the remaining shift. If a suitable substitute is not available, the shift change will not occur.

Subd. 4. Shifts may be adjusted on non-student contact days with a mutual agreement among the employee, the building principal, and the Facilities Manager.

Section 3. Tuition for Course of Study

With the School District's prior approval, employees shall be reimbursed for the cost of tuition for a course of study in areas related to the employee's job responsibilities under the following conditions:

1. The course requested is related specifically to the employee's job functions;
2. Transcript verifying a "C" grade or above, or a certificate of satisfactory completion if lesser grades are not assigned, is received; and
3. Attendance at a minimum of 90% of the class sessions is verified by the instructor.

Section 4. State of Minnesota Engineer License

Employees in classifications II, III, IV, V and VI, of the wage schedule must have and maintain a State of Minnesota Engineer license not less than 2nd Class C Grade. The School District reserves the discretion to grant a new hire up to two (2) years to obtain licensure under this provision. Failure to maintain licensure will be cause for immediate discharge. It is the responsibility of the employee to obtain and maintain the licensure and for all associated costs.

Section 5. Training

Training and other professional development opportunities in the areas of machinery, equipment operation, licensure and certification including DOT driving certification may be provided for all unit members who desire such training as approved by the district.

Section 6. Workshops Staff Development

The school district will pay for all reasonable employee expenses to employees who are required by the school district to attend workshops, schools or meetings to maintain the necessary skills for the employee's position. Attendance at meetings, conventions, and workshops related to the employee's position will be granted without the loss of pay provided that the time for attendance is approved in advance by the employee's Manager. Any employee may be given the option to attend a workshop of the employee's choosing for self-improvement subject to the Facilities Manager's approval.

Section 7. Labor/Management Committee

The Union and District will establish a joint committee that will meet a minimum of four times per year to address concerns and discuss ideas for improvements for custodial staff. The meeting will be jointly convened by the Union President and ~~the Superintendent's Designee Buildings and Grounds Manager~~. Meetings will be scheduled by September 1st for the full school year.

Article V Vacations

Section 1. Eligibility

For employees with less than 1 year of service, as defined by Article III, Section 6, vacation will be earned and allocated to employees on a monthly basis.

If an employee does not complete his/her probationary period, any unused vacation will not be paid out to the employee, and any vacation used during the probationary period will be considered unearned and will be deducted from gross pay on the employee's final paycheck.

Section 2. Earned Vacations

For all employees, except those with less than one (1) year of service, vacation is credited to an employee on the first day of the fiscal year and credited on a prorated basis for part-time employees covered by this collective bargaining agreement.

Employees shall earn and be credited vacation as follows:

Less than 1 year of service – 4 hours/month
1-5 years of service – 80 hours annually
6-10 years of service – 120 hours annually
11-15 years of services – 160 hours annually
16+ years of service – 200 hours annually

Section 3. Request for Vacation Time

Request for vacation shall be submitted at least one week prior to use of vacation time. Vacations shall not be granted in less than an eight-hour block of time. However, vacation may be taken, with district approval, in a four-hour block (half day) if coverage for that period of time is not required or a substitute can be obtained. The custodian will submit the online request routed to the Facilities Manager for approval. At the point of receiving the notification of the online request, the Facilities Manager will approve or disapprove within 5 days of receiving this notification. If an employee has not received an online system response to the vacation request in writing within five days of submitting the request, the request will be deemed to have been granted and the employee will be allowed to take the requested time as vacation. If the Facilities Manager is not available within this one-week period, the requests will need to be forwarded to a designee approved by the Facilities Manager. The district will provide computer training for vacation requests for all custodians who request it.

Section 4. Holidays that Fall within Vacation Period

Any legal holiday or holidays that fall within an employee's vacation period shall not count as a vacation day.

Section 5. Vacation Pay upon Leaving Employment

Any employee who leaves the employ of the School District during the calendar year for any voluntary reason and gives two-week's notice and works the full two weeks shall receive up to ten (10) days of earned available vacation pay upon separation. If an employee does not complete their probationary period, any accrued vacation shall be prorated based on days/hours worked in the assignment. Any over-use of vacation time shall be deducted from the employee's last paycheck. Any employee whose employment is terminated will not receive any vacation payout and any overused vacation time will be deducted from the final paycheck.

Section 6. Vacation Accrual

Custodians will be allowed to carryover up to ten (10) days of accrued vacation each fiscal year. All other vacation time must be used during the year in which it is accrued, July 1 through June 30, or it will be forfeited.

Article VI Sick Leave

Section 1. Sick Leave

Subd. 1. A full time employee shall earn sick leave at the rate of 8 hours for each month of service in the employ of the School District. Annual sick leave shall accrue monthly as it is earned on a proportionate basis to the employee's work year. Part time employees' sick leave will be prorated based on the employee's hours worked per day up to eight hours.

Subd. 2. Unused sick leave hours may accumulate to an unlimited maximum.

Subd. 3. Sick leave with pay shall be allowed whenever an employee's absence is due to illness of the employee or the employee's minor children, which prevented attendance and performance of duties on that day or days. Earned sick leave may be used for illness or injury of relatives pursuant to *MS.181.9413* but must at least include the following individual's brother, sister, mother, father, spouse, child, in-laws, grandparents and grandchildren.

Subd. 4. A certificate from a physician may be required whenever an absence for three or more consecutive days occurs.

Subd. 5. Sick leave allowed shall be deducted from the accrued sick leave hours earned by the employee.

Subd. 6. Sick leave pay shall be approved only upon submission of an absence recorded in the school district online system by the employee.

Subd. 7.

Employees must exhaust all of their paid time off prior to taking unpaid time off.

Section 2. Family and Medical Leave

Upon application, employees will be granted up to twelve (12) weeks of unpaid leave consistent with the Federal Family and Medical Leave Act.

Article VII Holidays

Section 1. Eligibility

This Article shall apply to employees who are regularly employed on a twelve (12) month basis and thirty (30) hours week on a regular assignment and shall not apply to employees regularly assigned less than twelve (12) months a year and thirty (30) hours per week.

Section 2. Paid Holidays

Custodians will be paid for ~~eleven~~ ~~nine~~ (11 9) holidays listed below and four (4) floating holidays days to be taken on any of the following days subject to administrative approval seven (7) calendar days in advance, when school is not in session. Examples of non-school days are educational conventions, day after Thanksgiving, days during Winter Break, days during Spring Break, and District workshops/staff development days. The only exception to the requirements that school not be in session is that the floating holidays may be used for a religious holiday not listed in this section. Employees who fail to take floating holidays on the days listed will forfeit them.

Fourth of July	Christmas Day
Labor Day	New Year's Eve Day
Thanksgiving Day	New Year's Day
Christmas Eve Day	Good Friday
Memorial Day	Juneteenth
MLK Day	

- New hire employees starting after July 1 and before Thanksgiving will be credited with four (4) floating holidays after completing their probationary period.
- New hire employees starting after Thanksgiving and before Martin Luther King Jr. day will be credited with three (3) floating holidays after completing their probationary period.
- New hire employees starting after Martin Luther King Jr. day and before Presidents' Day will be credited with two (2) floating holidays.
- New hire employees starting after Presidents' Day until June 30th will not be credited with floating holidays until after July 1st.

Subd. 1. Conflicts shall be resolved by seniority within buildings.

Subd. 2. Employees whose normal shift includes work on Saturday or Sunday shall be allowed to take the two floating holidays on Saturday(s) and/or Sunday(s).

Section 3. Weekends

Holidays that fall on weekends will be observed on Friday or Monday as established by the School District.

Section 4. Eligibility

In order to be eligible for holiday pay, an employee must have worked a regular work day before and after the holiday unless he/she is on approved leave or on vacation under these provisions.

Article VIII Hours of Service

Section 1. Overtime

All overtime will be assigned on an as needed basis. This will be scheduled as determined by the Facilities Manager or their designee. Assigned Overtime will be a minimum of four hours and up to a maximum of 8 hours. The assigned overtime shifts will be published via the School District email system a minimum of one month in advance. A minimum notice of 48 hours shall be provided via the School District email system if overtime is cancelled by the Facilities Manager or their designee. Failure to provide 48-hour notice will result in the scheduled employee receiving 2 hours of pay at their regular rate of pay.

Section 2. Minimum Callback:

There shall be a two (2) hour minimum pay for call back at time and one half (1.5~~x~~) when an employee must either return after leaving work or is called in on a day off. Two (2) times the regular rate of pay shall be paid for holidays and Sundays.

Section 3. Split Shifts

Split shifts will be assigned, only by mutual agreement between employer and the affected employee, and the exclusive representative shall be notified before any shifts are agreed upon.

Section 4. Two Weeks' Notice

Two weeks' notice shall be required of an employee if he/she wishes to resign. Two weeks' notice shall be given to an employee if he/she is to be subject to reduction in force.

Section 5. Inclement Weather

In the event schools are closed **or transition to E-Learning or other learning models** due to inclement weather or other emergency closings, custodians will work four hours on that day, and shall receive the regular eight hours pay for the day. If weather conditions during the school closure are deemed hazardous to travel according to the Department of Transportation, 8 hours of vacation/personal leave may be used.

If the inclement weather conditions improve and the employee works the last four hours of their shift, they shall receive the regular eight hours pay for the day. The employee must call the Facilities Manager for approval to work for the last four hours of their shift.

Section 6. Emergency Schedules and Assignments.

In the event of an energy shortage, severe weather (such as damages to buildings), pandemic or other emergency (such as a threat), the School District reserves the right to modify the school day, employee schedules and/or building assignments as the School District shall determine is in the best interests of the school district.

Section 7. Holiday/Sunday Pay

Employees shall be paid two times the rate for hours worked when the employee is required to work on a holiday or on a Sunday (excluding employees regularly scheduled to work on Sundays).

Employees who are regularly scheduled to work Sunday through Thursday shall be paid two times the rate for hours worked when that employee is required to work on a holiday or on a Saturday. Employees who are regularly scheduled to work Tuesday through Saturday shall be paid two times the rate for hours worked when that employee is required to work on a holiday or on a Monday.

Section 8. Union Meetings

The union shall be allowed up to four all member meetings during the duration of this agreement with a maximum of four hours total for contract proposal development and for contract ratification; the union shall attempt to schedule these meetings on non-student contact days. The meetings may be held during the work day. The exception to this shall be if the ratification occurs in a year other than the year in which the contract expires. The union shall schedule the meetings and inform the Director of Human Resources at least five working days prior to the scheduled meeting.

Article IX Leaves of Absence

Section 1. Personal Leave

Employees may use 24 hours of personal leave per year for personal business and emergencies, a transaction, hearing, or consultation which requires the presence of the staff member during working hours, and which would be impossible to fulfill at any other time. Requests for personal leave must be submitted to the staff member's supervisor in writing two days in advance, except in emergency cases. For newly hired members, the personal leave allocation shall be pro-rated based on start date.

Section 2. Jury Duty

All employees, regardless of scheduled shift, shall be granted the additional amount to make up full pay if required to serve on jury duty or subpoenaed for any court duty. The employee must submit the jury duty notification document to human resources prior to entering time off for jury duty. An employee must reimburse the district the full amount earned for the jury duty, less mileage, and provide documentation of the accompanying payment for jury duty.

Section 3. Unpaid Leaves of Absences

In the event of a serious illness by an employee covered by this contract whereby accumulated sick leave is entirely used and is unable to return to normal duties because of this illness, the School Board grants a temporary unpaid leave of absence for the balance of said fiscal year. Said temporary leave may be, at the discretion of the Board, further extended by School Board action upon its expiration.

Subd. 1. Credit: An employee who returns from unpaid leave shall retain experience credit for pay purposes and other benefits which had accrued at the time he/she went on leave. No further credit shall accrue for the period of time that an employee was on unpaid leave.

Section 4. Supplementation to Workers' Compensation Benefits

Subd. 1. An employee who is absent from work due to a work-related injury and is receiving workers' compensation benefits may elect, in writing, to supplement workers' compensation benefits by using his/her accrued sick leave and/or vacation leave in order to receive the full amount of his/her normal pay.

Subd. 2. If an employee elects to supplement workers' compensation benefits under Subd. 1, the amount of the employee's accrued sick leave or vacation leave shall be proportionately reduced in the amount of the supplemental pay. Elections will automatically cease when the employee's accrued sick leave and vacation leave have been exhausted.

Subd. 3. In no event shall an election to supplement workers' compensation benefits from accrued sick leave or vacation leave result in an employee receiving more than his/her normal daily, weekly or monthly pay.

Subd. 4. Employees must provide the documentation needed to determine the supplemental amount payable from accrued sick leave or vacation leave. Elections pursuant to this Section are valid only during periods during which the employee is receiving workers' compensation benefits.

Section 5. Bereavement

An employee shall be granted up to five (5) days bereavement leave per occurrence on the determination of the employee due to the death of a member of the family. The family includes spouse, child, parent, sibling, grandchild, niece, nephew, aunt, uncle, grandparent, in-laws of the same degree, other parent of child and regular members of the immediate household. In extenuating circumstances, an employee can request approval from Human Resources for use of this benefit for an individual who is not listed above but who stands in the same relationship with the employee. This leave shall be deducted from sick leave benefits. Additional bereavement leave may be granted at the discretion of the Superintendent or designee.

Section 6. Union Leave

A total of no more than twelve (12) hours per year may be used for union business at the discretion of the Union President. The president will approve member use of this time and must consult with the Facilities Manager when time off for union business is requested.

Section 7. Child Care Leave

Employees covered by the contract shall be eligible for child care leave as follows:

Subd. 1. An unpaid child care leave shall be granted by the School District subject to the provisions of this Section and the Family Medical Leave Act. Child care leave shall be granted because of the need to prepare and provide parental care for a child or children of the employee for an extended period of time.

Subd. 2. An employee electing child care leave shall inform the Superintendent in writing of intention to take leave at least three (3) calendar months before commencement of the intended leave. The commencement of leave shall be advanced to such time as may be necessary to accommodate premature birth.

Subd. 3. If the reason for the child care leave is occasioned by pregnancy, an employee may elect to utilize sick leave pursuant to the sick leave provisions of this Agreement and the Family Medical Leave Act. A pregnant employee will also provide at the time of the leave application, a statement from her physician indicating the expected day of delivery.

Subd. 4. In making a determination concerning the commencement and duration of a child care leave, the School Board shall not, in any event, be required to:

- A. Grant any leave more than twelve (12) months in duration
- B. Permit the employee to return to his/her employment prior to date designated in the request for child care leave.

Subd. 5. An employee returning from child care leave shall be re-employed in the position which was held at the commencement of the leave.

Subd. 6. Failure of the employee to return pursuant to the date determined under this section shall constitute grounds for termination unless the School District and the employee mutually agree to an extension in the leave.

Subd. 7. The parties agree that the applicable periods of probation for employees as set forth in Minnesota Statutes are intended to be periods of actual service enabling the School District to have opportunity to evaluate an employee's performance. The parties agree, therefore, that periods of time for which the employee is on child care leave shall not be counted in determining the completion of the probationary period.

Subd. 8. An employee who returns from child care leave within the provisions of this section shall retain all previous experience credit for pay purposes and any unused leave time

accumulated under the provisions of the Agreement at the commencement of the beginning of the leave. The employee shall not accrue additional experience credit for pay purposes or leave time during the period of absence of child care leave.

Subd. 9. Provisions of this policy which apply after the birth of a child also apply following the adoption of a child. Up to six (6) weeks may be taken as paid leave, providing the employee has accumulated adequate sick leave. The paid leave shall come from the employee's accumulated sick leave.

Section 8. Aging Parent Leave

Subd. 1. An unpaid aging parent leave shall be granted by the School District subject to the provisions of this section. Aging parent leave shall be granted because of the need to prepare and provide care for an aging parent of the employee for an extended period of time.

Subd. 2. An employee electing aging parent leave shall inform the Superintendent in writing of his/her intention to take this leave as soon as known. The leave shall be approved at the discretion of the Superintendent.

Article X Rates of Pay

Section 1. Wage Schedule -See Attachment A

The classification, hourly wage and differentials in Attachment A, including step advancement shall be a part of this Agreement and will be paid for each hour worked or taken as paid leave by the employee. Upon ratification of this agreement, salary, step advancement and benefits shall be retroactive to July 1, 2026 ~~2023~~. Retroactive pay and benefits shall apply only to employees employed at the time of ratification.

Section 2. Step Placement

When hired, Custodians may be placed on the wage schedule at the discretion of the School District.

Section 3: Boiler/Pool License

All members carrying the following licenses will be paid \$1000 per year, spread over bimonthly paychecks, per license carried.

License Type	Stipend per year
Specialist	\$1,000
2 nd Class C	\$1,000
1 st Class C	\$1,000
Chief C	\$1,000

Pool License	\$1,000
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The School District shall pay the cost of testing and other fees incurred for renewal or upgrading of a boiler license each year when the School District requires the employee to maintain a boiler license as a requirement for their job.

Section 4. Substitute Differential

An employee substituting in a higher classification, will be paid the wages for that classification. ~~after the second consecutive day retroactive to the start of the substitute service.~~

Section 5. Uniforms

Clean, pressed and mended uniforms will be required with color, style, and vendors to be determined at meet and confer with the Union, the Director of Finance, and the Facilities Manager. Work shoes, coveralls, or other items that are approved by the Facilities Manager will be considered authorized uniform items. Claims must be submitted prior to October 31 for payment. Uniforms are required year around. Eligibility for this benefit is limited to employees who have completed the probationary period.

Uniform shirts and safety rated clothing/equipment for use in high voltage areas will be provided by the District at no cost to the employees. Pants meeting District specifications should be purchased by the employee with no reimbursement from the District. Qualified non slip shoes shall be worn at all times during the work day except for occasions which require alternate outdoor footwear. Up to \$400 ~~300~~ per year will be reimbursed for approved non-slip shoes with receipts submitted by ~~June 30th~~ ~~July 1st~~. ~~Reimbursement will be received with 4 weeks of submitting receipt.~~ An exception to this date may be allowed on upon consultation and agreement between the unit president and the Director of Finance and Operations.

Section 6. Off-Site Lunch Break

Employees may the leave work site during lunch break provided that the custodian has his/her pager or cell phone on at all times during his/her break and that the employee will immediately return to work if called back to the building. The employee’s time will be recorded in real time using the district approved method when leaving the building for lunch.

Section 7. Job Descriptions

All changes to job descriptions will be reviewed with the Union President.

**Article XI
Insurance**

Section 1. Selection of Carrier

The selection of the insurance carrier and policy shall be made by the School District as provided by law.

Section 2. Insurance Benefits

Health and Hospitalization Contribution: The School District shall contribute up to the same amount provided for the teachers for all custodians working 80% or more of a full time schedule and who are enrolled in the School District group health and hospitalization plan. Any additional cost of the premium shall be borne by the employee and paid by payroll deduction.

The district's contribution toward health insurance shall be:

Single	100% of the Base plan
Employee + 1	81% of the Base plan
Family	74% of the Base plan

Long Term Disability Contribution: The District will provide a long-term disability insurance plan for employees scheduled to work 20 or more hours/week providing a benefit of 70% of basic annual salary in the event of disability caused by sickness or accident. The waiting period for this benefit shall be 60 calendar days. Participation in the plan is mandatory for all qualified employees and the premium for the plan will be paid by the employee through payroll deduction. An hourly wage adjustment has been made to compensate for the deduction of the Long Term Disability premium.

Life Insurance Contribution: The District will provide a group term life insurance policy on the life of all custodians scheduled to work 20 or more hours/week by the District in the amount of \$50,000. Each custodian may apply for up to \$150,000 of supplemental coverage at their own expense.

Dental Insurance Contribution: The District shall contribute the total premium for individual coverage for all custodians scheduled to work 40 hours/week by the School District who qualify for and who are enrolled in the School District dental health plan. For custodians working less than 40 hours/week, but more than 20 hours/week, a prorated amount towards premium for individual coverage will be contributed by the District.

Section 3. Claims against the School District

It is understood that the School District's only obligation is to purchase an insurance policy and pay such amounts as agreed to herein and no claim shall be made against the School District as a result of a denial of insurance benefits by an insurance carrier.

Section 4. Duration of Insurance Contributions

An employee is eligible for School District contribution as provided in this Article as long as the employee is employed by the School District. Upon exhaustion of sick leave or termination of employment, all District contributions shall cease except as stated in Article XVI, Section 9.

Section 5. Eligibility

Benefits provided in this Article are designed for permanent personnel.

Section 6. Continuation of Insurance after Retirement

An employee who retires after age 55 and has fifteen (15) years of service to the District, pursuant to severance pay or qualified for disability retirement at any age may continue participation in the District group medical and group life insurance plans. The employee shall pay the entire premium for such insurance commencing with the date of retirement.

Section 7. IRS 125b Plan

An IRS 125B plan will be made available to custodial employees.

Article XII Reduction in Force

Section 1. Layoff

In the event it is necessary to reduce the work force, the least senior employee shall be first laid off. Employees shall be laid off in accordance with the following:

Subd. 1. Custodian Job Classification: In the case of elimination of a position or reduction in the work force, the employees affected may exercise their seniority by replacing a junior employee within his/her classification if qualified. Employees displaced with no junior employee to displace shall be placed on layoff in accordance with Subd. 2 of this section.

Subd. 2. Recall from Layoff: Employees shall be recalled from layoff based on seniority, the last employee laid off shall be the first employee recalled. Employees shall retain recall rights for a period of two (2) years from the date of layoff. Employees recalled from layoff shall have their earned sick leave and seniority reinstated as of the date of layoff. The employee shall forfeit these rights if they fail to report for work within fifteen (15) work days.

Subd. 3. Declination of Vacancies: A custodian may decline a vacant position one time for which the custodian is qualified.

Subd. 4. Acceptance of Vacancies: A custodian may accept a vacant position for which the custodian is qualified if the position is not equal in hours or pay to the employee's original position and still retain recall rights.

Section 2. Seniority Date

Employees shall acquire seniority upon completion of the probationary period as defined in this Agreement, and upon acquiring seniority, the seniority date shall relate back to the first date of service. If more than one employee commences work on the same day, seniority ranking for such employees shall be determined by the last four digits of their social security number

whichever is greater. The seniority list is to be published and posted by October 1. Any person whose name appears on the seniority list shall have 21 days from the date of posting to supply written documentation, proof, and request for change in seniority. Failure to make a timely request for change shall constitute a waiver of the right to challenge the posted list. Upon completion of the challenge period the seniority list may not be challenged until the subsequent year's posting period.

Article XIII Job Postings

Positions which become available shall be posted for a minimum of 5 working days.

1. The applicants whose background and abilities best meet the requirements of the posted position will be called in for an interview by the Facilities Manager.

Article XIV Grievance Procedure

In case of a dispute having to do with the interpretation of/or adherence to the terms and/or provisions of the Agreement, the following procedure will be followed:

Step 1. The individual or individuals concerned shall take the matter up with their immediate supervisor (Facilities Manager) for settlement within ten (10) scheduled working days. If the parties fail to agree or the immediate supervisor fails to adjust the alleged grievance within ten (10) scheduled working days after the grievance is made, the employee may appeal it to the 2nd step as hereinafter provided.

Step 2. The employee with the representation of the President shall take the matter up with the Director of Human Resources within 10 days after the alleged original occurrence. If the parties fail to agree or the matter has not been adjusted within five days after the grievance has reached the 2nd step, the employee may appeal to the 3rd step as hereinafter provided.

Step 3. The employee with the representation of the President may appeal the grievance to the Superintendent or designee within five (5) scheduled working days after the employee received the written response to Step 2. If the parties fail to agree or the matter has not been adjusted within five (5) days after the grievance has reached Step 3, the employee may appeal to Step 4 as hereinafter provided.

Step 4. A Petition for Mediation will be filed within 20 days with the State of Minnesota, Bureau of Mediation Services to attempt adjustment of the matter between the parties involved. If the Mediator cannot resolve the dispute within a reasonable time, he/she shall in good judgment declare an impasse. If an impasse has been declared the dispute may then be appealed to Step 5 as hereinafter provided.

Step 5. Arbitration Procedures. In the event that the employee and the School Board are unable to resolve any grievance, the grievance may be submitted to arbitration as defined herein:

Subd. 1. Request. A request to submit a grievance to arbitration must be in writing signed by the aggrieved party, and such request must be filed in the office of the Superintendent within ten days following the decision in Step 3 of the grievance procedure.

Subd. 2. Prior Procedure Required. No grievance shall be considered by the arbitrator which has not been first duly processed in accordance with the grievance procedure and appeal provision.

Subd. 3. Selection of Arbitrator. Upon the proper submission of a grievance under the terms of this procedure, the parties shall, within ten days after the request to arbitrate, attempt to agree upon the selection of an arbitrator. If no agreement is reached, either party may request that the Bureau of Mediation Services (BMS) supply a list of arbitrators from which the parties shall strike until a single arbitrator is selected pursuant to Minn. Stat. 179A.21, Subd. 2. The request shall ask that the appointment be made within thirty days after the receipt of said request. Failure to agree upon an arbitrator or the failure to request an arbitrator from the BMS within the time periods provided herein shall constitute a waiver of the grievance.

Subd. 4. Submission of Grievance Information.

a) Upon appointment of the arbitrator, the appealing party shall within five days after notice of appointment forward to the arbitrator, with a copy to the School Board, the submission of the grievance which shall include the following:

1. The issues involved.
2. Statement of the facts.
3. Position of the grievant.

b) The School Board shall make a similar submission of information to the union within 5 days of the appointment of arbitrator.

Subd. 5. Hearing. The grievance shall be heard by a single arbitrator and both parties may be represented by such person or persons as they may choose and designate, and the parties shall have the right to a hearing at which time both parties will have the opportunity to submit evidence, offer testimony, and make oral or written arguments relating to the issues before the arbitrator. The proceedings before the arbitrator shall be a hearing denovo.

Subd. 6. Decision. The decision by the arbitrator shall be rendered within thirty days after the close of the hearing. Decisions by the arbitrator in cases properly before him/her shall

be final and binding upon the parties subject, however, to the limitations of arbitration decisions as provided by in the P.E.L.R.A. of 1971 as amended.

Subd. 7. Expenses. Each party shall bear its own expenses in connection with arbitration including expenses relating to the party's representatives, witnesses, and any other expenses which the party incurs in connection with presenting its case in arbitration. A transcript or recording shall be made of the hearing at the request of either party. The parties shall share equally fees and expenses of the arbitrator, the cost of the transcript or recording if requested shall be borne by the party requesting the transcript.

Subd. 8. Jurisdiction. The arbitrator shall have jurisdiction over disputes or disagreements relating to grievances properly before the arbitrator pursuant to the terms of this procedure. The jurisdiction of the arbitrator shall not extend to proposed changes in terms and conditions of employment as defined herein and contained in this written agreement; nor shall an arbitrator have jurisdiction over any grievance which has not been submitted to arbitration in compliance with the terms of the grievance and arbitration procedures as outlined herein; nor shall the jurisdiction of the arbitrator extend to matters of inherent managerial policy, which shall include, but are not limited to, such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure, and selection and direction and number of personnel. In considering any issue in dispute, in its order the arbitrator shall give due consideration to the statutory rights and obligations of the public School Boards to efficiently manage and conduct its operation with the legal limitations surrounding the financing of such operations.

Article XV

I.R.S. Code 403(b)

Section 1. Matching Annuity

Effective no later than July 1, 2001, an eligible Custodian may participate in the District's matching annuity program as provided in M.S. 356.24, subd. 1(5) ii, subject to the provisions contained in this Article.

Section 2. Eligibility

In order for a Custodian to be eligible to participate in the matching annuity plan, the following criteria must be met.

Subd. 1. Custodians working 80 percent or more of a full time schedule shall receive the full contribution.

Section 3. District Contribution

The maximum annual District contribution shall be based on matching a Custodian's contribution per the following:

Subd. 1. The maximum annual District contribution shall be based on matching an employee’s contribution per the following:

	2024-2026
Zero through nine years completed in District	\$2,100
Starting 10th year in district and higher	\$2,500

Subd. 2. The District contribution will begin when the employee initiates an eligible investment program. The amount of the District’s contribution will not exceed the benefit schedule set out in Subd. 1. above.

Subd. 3. An employee may elect to contribute to the selected program more than the district match. This Article only defines the limits of the district’s participation in the selected program.

Subd. 4. The district match cannot be accumulated on a year-to-year basis if an employee elects to begin participation after the first year of eligibility.

Subd. 5. When an employee has an eligible plan in effect, the district’s contribution shall be automatic unless the employee requests otherwise.

Subd. 6. All provisions of this Article are subject to applicable code provisions of Minnesota Statutes, Internal Revenue Code Section 403(b), but not subject to the Grievance Procedure at Article XIV.

Subd. 7. A provider from an approved list of investment companies authorized by the District can be selected by the employee to receive the employer match on behalf of the administrator.

Subd. 8. Contributions cannot be retroactive to the previous calendar year.

Subd. 9. The District’s maximum lifetime contribution shall be no more than \$50,000.

Subd. 10. After they have accumulated 10 days of vacation leave, custodians may make an irrevocable election for the school district to contribute to the employee’s 403(b) account up to 10 days of the annual allocation of vacation leave at step one (1) of employee’s band and grade. Members must make this irrevocable election prior to June 1st affecting the following fiscal years’ accrual.

Section 4. Judicial Decision

If there is any judicial or administrative decision, which deems any part of this article illegal or unconstitutional, this article becomes null and void and becomes subject to re-negotiation.

Article XVI

THIS AGREEMENT shall be in force from July 1, ~~2026~~ ~~2023~~ through June 30, ~~2028~~ ~~2026~~, and shall continue as is from year to year unless either party shall notify the other in writing 60 days prior to expiration date of existing contract of their desire to re-open negotiations.

IN WITNESS WHEREOF, the undersigned have caused this Agreement to be duly executed in behalf of the parties.

Education Minnesota Fridley Custodians
AFL-CIO

As Representing the School Board
School District 14

By _____

By _____

By _____

By _____

Dated _____

Dated _____

Attachment A

**Wage Schedule
FRIDLEY CUSTODIANS**

2025-2026					
Step	Custodian	Night Lead	Maint Tech Elem and FCC Head Engineers	Head of Grounds MS Head Engineers	HS Head Engineers
1	22.54	26.24	28.32	30.94	31.72
2	23.16	27.07	29.16	31.95	32.72
3	23.79	27.95	30.03	33.32	34.08
4	24.44	28.86	30.93	34.30	35.04
5	25.12	29.82	31.86	35.34	36.07

2027-2028					
Step	Custodian	Night Lead Grounds	Maint Tech	Head of Grounds Elem, FCC, MS Head Engineers	HS Head Engineers
1	\$24.14	\$28.11	\$30.34	\$32.19	\$33.00
2	\$24.81	\$29.00	\$31.24	\$33.24	\$34.04
3	\$25.48	\$29.94	\$32.17	\$34.67	\$35.46
4	\$26.18	\$30.91	\$33.13	\$35.69	\$36.46
5	\$26.91	\$31.94	\$34.13	\$36.77	\$37.53

2026-2027					
Step	Custodian	Night Lead Grounds	Maint Tech	Head of Grounds Elem and FCC, MS Head Engineers	HS Head Engineers
1	\$23.44	\$27.29	\$29.45	\$31.56	\$32.35
2	\$24.09	\$28.15	\$30.33	\$32.59	\$33.37
3	\$24.74	\$29.07	\$31.23	\$33.99	\$34.76
4	\$25.42	\$30.01	\$32.17	\$34.99	\$35.74
5	\$26.12	\$31.01	\$33.13	\$36.05	\$36.79

Shift Differential	Amount
2nd Shift	\$0.50

Longevity

Employees shall receive longevity pay recognizing their years of service with the employer on the following basis:

After 10 years	\$0.50 per hour
After 15 years	\$0.55 per hour
After 20 years	\$0.60 per hour
After 25 years	\$0.65 per hour

School Year 2026-2027

[Link to SY Calendar 26-27](#)

As the FPS Calendar Committee began developing the 2027–2028 school year calendar, an error was discovered in the teacher workday calculation formula used for the 2026-2027 calendar. The 2026-2027 school calendar was originally developed during the 2023–2024 school year. The error occurred when the additional professional development days required under the READ Act legislation passed in 2023 were added but not properly accounted for in the district’s calendar creation..

As a result, the 2026-2027 calendar exceeds contractual obligations for staff workdays. As a solution, the district is proposing to move the final student day forward by two days, making Monday, June 7, the last day of school for students. June 8 and June 9 would remain teacher workdays- June 8 will be a professional learning day and June 9 will be evaluation and planning.

CURRENT CALENDAR

MAY	3	4	5	6	7	May 7 Staff Development
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
JUNE	31	1	2	3	4	May 31 District Holiday
	7	8	9	10	11	Jun 9 - Last Day of School /10 - Eval /11 - PD
	14	15	16	17	18	Jun 18 District Holiday
	21	22	23	24	25	
	28	29	30			

PROPOSED CHANGE

- Move last day of school for PreK - 11 to Monday, June 7
- Move staff development day to Tuesday, June 8
- Move Evaluation and Planning to Wednesday, June 9
- Make Thursday, June 10 and Friday, June 11 a non-work day for licensed staff

MAY	3	4	5	6	7	May 7 Staff Development
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
JUNE	31	1	2	3	4	May 31 District Holiday
	7	8	9	10	11	
	14	15	16	17	18	Jun 18 District Holiday (Juneteenth)
	21	22	23	24	25	
	28	29	30			



A World-Class Community of Learners

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
 FROM: Superintendent Brenda Lewis and Lori Andler, Sr Officer of Finance
 DATE: June 16, 2026

RE: Approval of the Fiscal Year 2026-2027 Adopted Budget

Recommendation

Administration recommends approval of the Fiscal Year 2026-2027 Adopted Budget as summarized below.

The proposed budget is based on the best information available as of June 2026. The FY2025 audit has not yet been completed, and FY2026 financial activity remains subject to year-end closing entries and adjustments. Budget projections, revenue estimates, and fund balance estimates are based on projected enrollment, current state funding assumptions, and other information available at this time. These estimates may be revised following completion of the FY2025 audit and finalization of FY2026 year-end financial results and brought back to the School Board as necessary.

Fund	Revenues	Expenditures
General	\$56,412,804	\$56,708,453
Food Service	\$2,550,500	\$2,550,500
Community Service	\$2,585,791	\$2,611,693
Building Construction	\$1,017,827	\$1,017,827
Debt Service	\$5,954,139	\$5,040,085
Internal Service	\$7,423,803	\$7,811,934
OPEB Trust	\$340,000	\$561,250
Total	\$76,284,864	\$76,301,742

Note:

Additional budget information is included in the Fridley Budget Summary 26-27 document.



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 Schools

***Adopted Budget
Fiscal Year 2026-2027***

June 16, 2026



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

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INTRODUCTORY SECTION

Organizational Overview

Fridley School Board

Board Member	Position
Jake Karnopp	Chair
Sara Jones	Vice Chair
Nikki Auna	Treasurer
Avonna Starck	Clerk
Sara Schreiner	Director
Pajjar Yang	Director

Fridley Administrative Team

Position	Name
Superintendent	Dr. Brenda Lewis
Assistant Superintendent	Rochelle Cox
Senior Officer of Academics and Innovation	Dr. Amy Cochran
Senior Officer of Student & Family Support	Harold Scott
Senior Officer of Finance	Lori Andler
Equity & Family Empowerment Coordinator	Aloda Sims
Director of Student Services	Dr. Danielle Thompson
Director of Nutritional Services	Renee Arbogast
Director of Community Education	Stephen Keeler
High School Principal	Kelly McConville
High School Assistant Principal	Kari Varichak, Jason Blanshan
High School Activities Director	Justin Reese
Middle School Principal	Jordan Halverson
Middle School Assistant Principal	Kitty Hallin-Payne, Melissa Kidd
VISTA Elementary & Secondary Principal	Matthew Engelhardt
VISTA Elementary & Secondary Asst. Principal	Mark Jacobs
Hayes Elementary Principal	Angaelika Iverson
Hayes Elementary Assistant Principal	Greg Beeck
Stevenson Elementary Principal	Veronica Mathison
Stevenson Elementary Assistant Principal	Abby Jensen

Budget Executive Section

Classroom Staffing:

Based on estimated enrollment and Fridley Maximum Class Size:

Grade	Class Size
Pre-Kindergarten	20
Kindergarten	20
Grades 1-2	24
Grade 3-4	25
Grades 5	25
Grades 6-8	34
Grades 9-12	34

Financial Overview

The FY2027 adopted budget is based on the best information available as of June 2026. The FY2025 audit has not yet been completed, and FY2026 financial activity remains subject to year-end closing entries and audit adjustments. Budget projections and fund balance estimates will be updated as additional information becomes available.

Overview of Funds

To understand this budget document, it is helpful to know that there are significant legal restrictions on how school districts must spend and account for the public funds that are received. It is important to be aware of the fund structure discussed below because, **with very few exceptions, money cannot be transferred from one fund to another.** There are also revenue streams within the funds that are restrictive; Integration Aid, for example, can only be spent for items as noted in the District Integration plan, and may not be used for general classroom expenses. The district's 2027 fiscal year coincides with the school year, spanning from July 1, 2026 through June 30, 2027.

General Fund:

The General Fund contains all revenue and expenses for the general, day-to-day operations of the district. This includes salaries and benefits for teachers, paraprofessionals, administrators, custodians, and clerical; instructional supplies, technology, transportation, textbooks, and money spent to operate and repair District buildings. The district breaks out portions of this activity for internal tracking and budgeting purposes. Internal funds include General Fund (01), Transportation (03), Student Activities (51), and Capital Outlay (05).

The Transportation Fund contains all revenue and expenses for regular "to and from" school day transportation; it does not include special education costs or extracurricular trips.

The Student Activity Fund is used to account for those activity groups that are for the students and run by the students. These groups have adult advisors, but the nature of activities is dictated by the students. Revenues usually consist of fundraisers and donations, while expenses are most often food, clothing, and travel.

The Capital Outlay Fund is used to track the restricted revenue sources of Operating Capital and Long-Term Facilities Maintenance, which are a combination of state aid and local property taxes. Operating Capital is allocated to each building based on enrollment and is used for building-level long term program goals (textbooks, furniture, software, and hardware purchases). The remaining amounts are allocated between curriculum, technology, and grounds. Long-Term Facilities Maintenance revenue is dedicated to finance long term building repair projects, including but not limited to roofing, parking lots, HVAC systems and fire suppression systems.

Food Service Fund:

The Food Service Fund (02) contains all revenue and expenses for the school breakfast, lunch, and summer feeding programs. The funding for these programs includes local fees, state aid and federal aid. The Minnesota Department of Education (MDE) requires all funding to follow federal guidelines and therefore is extremely restrictive on allowable expenses. For example, the fund could be used to purchase an oven for the kitchen but may not be used to purchase cafeteria tables.

Community Service Fund:

The Community Service Fund (04) is used to track revenue and expenses for community education programs such as Early Childhood Family Education, School Readiness (preschool), Adult Basic Education, Tiger Club (childcare programs), and youth and adult enrichment and recreation. The fund is also used to track nonpublic school state aid flow through for textbooks, health, and counseling. Revenues primarily come from fees charged for programs, supplemented by local property taxes and state aid.

Building Construction Fund:

The Building Construction Fund (06) is used to track expenses for major building projects and for Long-Term Facility Maintenance projects exceeding \$2,000,000. Proceeds from debt issuances are placed in this fund and then spent down.

Debt Service Fund:

The district has two debt service funds: Debt Service Fund (07) and OPEB Debt Service Fund (47). The 'regular' debt service fund is used to pay the debt service on bonds sold to finance construction or maintenance projects. The OPEB debt service fund is used to pay the debt service on bonds that were sold to finance the district's severance and other post-employment benefits such as health insurance for retirees.

OPEB Revocable Trust Fund:

The OPEB Revocable Trust Fund (25) contains the proceeds from the bond that was issued to finance retiree benefits related to health insurance. Each year the district transfers a portion of the investments to the General Fund to pay for retiree benefits.

Other Information

State Basic General Education Aid

The largest single funding source for the district is basic General Education Aid. The State Legislature sets the basic formula allowance for each year; total basic general education revenue is then calculated by multiplying the formula allowance by the number of pupil units. Pupil units are calculated using a weighting system applied to the average daily membership. For example, a 1st grader that is enrolled all year is assigned a weight of 1.0, and so generates \$7,683 in basic formula revenue. A 9th grader that is enrolled all year is assigned a weight of 1.2 and would generate \$9,219.60 in basic formula revenue.

Historical General Education Aid Formula Allowance		
Year	Amount	Percent Increase
2017	\$6,067	2.0%
2018	6,188	2.0%
2019	6,312	2.0%
2020	6,438	2.0%
2021	6,567	2.0%
2022	6,728	2.5%
2023	6,863	2.0%
2024	7,138	4.0%
2025	7,281	2.0%
2026	7,481	2.74%
2027	\$7,683	2.70%

Historical Enrollment and Estimated Enrollment for 2026-2027 (Average Daily Membership):

Grade	20-21	21-22	22-23	23-24	24-25	25-26	26-27 Budget
K	200	182	189	196	183	192	185
1	198	203	182	180	189	201	184
2	186	186	186	173	188	194	204
3	181	185	190	173	170	196	186
4	194	169	185	181	184	176	196
5	189	190	151	163	175	180	176
6	228	183	192	164	187	191	196
7	234	221	184	181	177	182	203
8	208	233	231	175	189	183	200
9	237	236	230	230	217	216	192
10	262	247	252	234	240	221	218
11	240	225	221	238	207	186	228
12	198	215	193	194	206	158	217
TOTAL ADM	2,755	2,676	2,586	2,482	2,512	2,476	2,585

Grades	20-21	21-22	22-23	23-24	24-25	25-26	26-27
K-5	1,148	1,115	1,084	1,066	1,089	1,139	1,131
6-8	670	638	607	520	553	556	599
9-12	937	923	895	896	870	781	855
Total	2,755	2,676	2,586	2,482	2,512	2,476	2,585

FINANCIAL SECTION

Fund Balance

The level of spending is set with several considerations in mind, but one of the chief items is to maintain an adequate level of reserves for unanticipated events. The district's goal is to achieve an unassigned fund balance in operating funds between 7 and 10 percent of the annual operating budget. The balance can be considered the district's savings account, and maintaining a prudent fund balance is important for the stability of the district.

The fund balance amounts presented in this budget are based on the best information available as of June 2026. The FY2025 audit has not yet been completed, and FY2026 financial activity remains subject to year-end closing entries and adjustments. As a result, beginning fund balances, projected ending fund balances, and related financial projections included in this budget are preliminary estimates and may be revised following completion of the FY2025 audit and finalization of FY2026 year-end financial results.

Unanticipated events that could require the district to use unassigned fund balance include:

- Property tax delinquencies and abatements
- Enrollment fluctuations
- Unanticipated price increases for essential purchases (e.g., utilities and health insurance)
- State revenue reductions or aid proration
- Federal funding reductions
- Public health emergencies or other unforeseen events

The following fund balance summary reflects management's best estimates as of June 2026 and is intended for budget planning purposes. Actual beginning and ending fund balances may differ following completion of the FY2025 audit and finalization of FY2026 year-end financial results.

Fund Balance Summary				
Fund	FY26 Projected Fund Balance	FY27 Revenues	FY27 Expenditures	FY27 Projected Fund Balance
General Fund	(\$1,323,765)	\$56,412,804	\$56,708,453	(\$1,619,414)
Food Service Fund	\$160,982	\$2,550,500	\$2,993,672	\$160,982
Community Ed Fund	(\$1,063,343)	\$2,585,791	\$2,611,693	(\$1,089,245)
Building Fund	\$10,593	\$1,017,827	\$1,017,827	\$10,593
Debt Service Fund	\$2,082,399	\$5,954,139	\$5,040,085	\$2,996,453
Internal Service Fund	\$5,166,169	\$7,423,803	\$7,811,934	\$4,778,038
OPEB Revocable Trust Fund	\$3,004,703	\$340,000	\$561,250	\$2,783,453
Total All Funds	\$8,037,738	\$76,284,864	\$76,301,742	\$8,020,860

Note: Fund balance amounts shown above are preliminary estimates based on available financial information as of June 2026. Amounts are subject to change upon completion of the FY2025 audit and finalization of FY2026 year-end financial results.

Summary

	Description	2024-2025 Revised	2025-2026 Adopted	Increase / (Decrease)
Revenues:				
	Levy	\$8,735,289	\$9,317,788	\$582,499
	Education Aids	29,808,576	30,810,076	1,001,500
	Categorical State Aids	11,560,581	12,680,513	1,119,932
	Local Revenues	1,245,163	1,263,451	18,288
	Federal Programs	2,818,514	2,206,625	(611,889)
	Total Revenues	\$54,168,123	\$56,278,453	\$2,110,330
Expenditures:				
	Salaries and Wages	\$30,853,812	\$31,658,447	\$804,635
	Employee Benefits	10,818,237	11,562,093	743,856
	Purchased Services	10,043,390	9,681,291	(362,099)
	Supplies and Materials	1,844,596	1,837,246	(7,350)
	Capital Expenditures	1,716,572	805,888	(910,684)
	Other Expenditures	289,260	288,260	(1,000)
	Other Financing Uses	1,025,228	875,228	(150,000)
	Total Expenditures	\$56,591,095	\$56,708,453	\$117,358
	Change in Fund Balance	(\$2,422,972)	(\$430,000)	\$1,992,972

Revenues:

Revenue projections are based on projected enrollment, current state funding assumptions, and information available as of June 2026. Revenue estimates may be revised following completion of the FY2025 audit and finalization of FY2026 year-end financial results.

Expenditures:

Expenditure projections reflect anticipated staffing requirements, contractual obligations, employee benefit costs, transportation costs, utilities, and other operational needs. The budget also includes costs associated with expanded special education programming, including the addition of a middle school Setting IV program and an Autism Center program. Administration continues to evaluate expenditures and identify opportunities for cost containment while maintaining educational programming and services for students. Because the FY2025 audit has not been completed and FY2026 financial activity remains subject to year-end adjustments, expenditure projections may be revised as additional information becomes available.

INFORMATIONAL SECTION

Levy Summary

A portion of the district’s funding comes from local property taxes, for the General Fund this revenue makes up approximately 16% of funding. The district receives general education revenue from both state aid payments and local property taxes; the mix of aid and levy is designed to equalize local tax burdens between wealthier and less wealthy districts. In the debt service fund, amounts are levied to repay bonds that were used to finance building projects. There are also specific levies to support community education programming. For reference, the levy information shown below reflects previously approved levy amounts. Levy proceeds are collected through the property tax system and recognized as revenue in the applicable fiscal year. The following pages show the breakdown of levy categories by fund. The following page shows the breakdown of the levy categories by fund.

Levy Summary				
Description	2022 Pay 23 Levy	2023 Pay 24 Levy	2024 Pay 25 Levy	Change
General	\$7,915,765	\$8,353,434	\$8,912,577	\$559,143
Community Service	349,660	354,005	337,958	(16,047)
General Debt Service	3,695,681	4,395,827	5,490,511	1,094,684
OPEB Debt Service	539,304	-	-	-
Total Levy	\$12,500,410	\$13,103,266	\$14,741,046	\$1,637,780
Percent Increase				12.50%

Levy Summary					
Fund Level Category	2022 Pay 23 Levy	2023 Pay 24 Levy	2024 Pay 25 Levy	\$ Change	% Change
General Fund					
Voter Approved Operating Referendum	\$1,678,485	\$1,695,969	\$2,887,630	\$1,191,661	
Local Optional Revenue	1,883,553	1,926,031	1,924,783	(1,248)	
Equity	410,358	396,450	341,227	(55,223)	
Voter Approved Capital Project Levy	1,080,189	1,272,850	1,346,895	74,045	

Levy Summary

Fund Level Category	2022 Pay 23 Levy	2023 Pay 24 Levy	2024 Pay 25 Levy	\$ Change	% Change
Operating Capital	231,363	275,215	285,900	10,685	
Alternative Teacher Compensation	267,958	250,065	242,533	(7,532)	
Achievement & Integration	231,175	225,198	226,379	1,181	
Long Term Facilities Maintenance	1,113,525	1,284,078	617,869	(666,209)	
Instructional Lease	613,804	609,592	601,709	(7,883)	
Other	387,541	403,646	466,076	62,430	
Prior Year Adjustments	17,813	14,339	(28,425)	(42,764)	
Total General Fund	\$7,915,765	\$8,353,434	\$8,912,577	\$559,143	6.69%
Community Service					
Basic Community Education	\$132,835	\$98,898	\$90,118	(\$8,780)	
Early Childhood Family Education	54,739	52,817	54,625	1,808	
School Age Care	160,000	160,000	175,000	15,000	
Other	1,477	3,363	3,301	(62)	
Prior Year Adjustments	610	38,927	14,914	(24,013)	
Total Community Service	\$349,661	\$354,005	\$337,958	(\$16,047)	(4.53%)
Debt Service					
Debt Service-Voter Approved	\$2,278,080	\$2,863,981	3,042,593	\$178,612	
Other	260,295	263,865	435,120	171,255	
Long-Term Facilities Maintenance	1,457,144	1,496,815	2,143,918	647,103	
OPEB Bond	569,993	-	-	-	
Reduction for Debt Excess	(342,499)	(245,304)	(195,487)	49,817	
Prior Year Adjustments	11,973	16,471	64,368	47,897	
Total Debt Service	\$4,234,986	\$4,395,827	\$5,490,511	\$1,094,684	24.90%
Total Levy, All Funds	\$12,500,410	\$13,103,266	\$14,741,046	\$1,637,780	12.50%
Subtotal by Truth in Taxation Categories:					
Voter Approved	\$5,040,591	\$5,758,786	\$7,217,278	\$1,458,492	
Other	7,459,820	7,344,480	7,523,768	179,288	
Total	\$12,500,410	\$13,103,266	\$14,741,046	\$1,637,780	12.50%

Levy information reflects the most recently approved levy information available at the time of budget adoption. Future levy amounts will be determined through the annual Truth in Taxation and levy certification process.

Budget Revisions

The administration anticipates bringing budget revisions and updated fund balance projections to the School Board following completion of the FY2025 audit and finalization of FY2026 year-end financial results.

Fridley Public Schools
Certification of Updated District Population
Estimate

RESOLUTION

CERTIFYING THE POPULATION ESTIMATE FOR THE 2026
PAYABLE 2027 LEVY OF INDEPENDENT SCHOOL DISTRICT #
14

WHEREAS, the Independent School District #14 has experienced an increase in population from the 2020 census figure of 17,319, to the current census figure of 18,026 as determined by the State Demographer.

BE IT RESOLVED, by the School Board of Independent School District #14 that the census figure of 18,026 be certified to the State Demographer for approval of use in the 2026 payable 2027 revenue calculations.

For the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof: _____

And the following voted against: _____

Whereupon said resolution was declared duly passed and adopted.

Date: _____

BY ORDER OF THE SCHOOL BOARD

_____ (Clerk Signature)

_____ (Clerk Name)

School Board Clerk

Once the resolution is formally approved at a June 2026 school board meeting, please scan and email the signed copy to.

Eric.Guthrie@state.mn.us

and

susan.brower@state.mn.us

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 Middle School donations for the 8th grade send-off:
 - Josefina Arce
 - Rashidatu Barway
 - Lisa Boberg
 - Muhammed Conta
 - Tiffany Demo
 - Lauren Gilbert
 - Stephanie Haage
 - Tosin Imade
 - Stacy Nealy
 - Angie Peterson
 - Susana Salvin
 - Laura Sisterman
 - Melissa Spreeman
 - May Vang
 - Toni Vang

Minutes
School Board Business Meeting
Fridley Independent School District 14
May 19, 2026

Call to Order, Pledge of Allegiance

Board Chair Karnopp called the Business Meeting of the Fridley School Board to order at 7:30 PM on Tuesday, May 19, 2026, at the Fridley Community Center. The following Board members were present in the room: Nikki Auna, Sara Jones, Jake Karnopp, Sara Schreiner and Pajjar Yang and Student Representative Aiyanna Shobe. Absent: Avonna Starck and Student representative Malik Bah

Approval of the Agenda with Suggested Motions and Resolutions

Motion by Jones, seconded by Auna, to approve the agenda for May 19, 2026. Upon a vote being taken, all voted in favor, none against, none abstained. Motion carried 5-0.

Superintendent and Staff Reports

A. Superintendent Report

Dr. Amy Cochran presented on 2025-26 Calendar Adjustments; Superintendent Brenda Lewis reviewed Module 4: Detailed Action Plan on SOD; Lori Andler gave an audit update and Superintendent Brenda Lewis discussed the legislative changes on compensatory revenue and the funding Fridley will lose; Superintendent Brenda Lewis reviewed budget reductions; Superintendent Brenda Lewis gave a legislative update; Assistant Superintendent Rochelle Cox gave an update on construction projects; Superintendent Brenda Lewis reviewed staff appreciation week, adaptive bowling champions, scholastic awards night, honored our senior student representative Aiyanna Shobe, and being invited to speak at the AVID Board Meeting in June; Vice Chair Jones gave an update on NE Metro 916 meeting and Treasurer Auna gave an update on NWSISD; reminder about graduation given.

Business Action Items

A. RESOLUTION to Terminate and Non-Renew the Teaching Contract of Certain Non-tenured, Probationary Teachers for 2025-2026

WHEREAS, (names listed below) is a probationary teacher in Independent School District 14.

BE IT RESOLVED by the School Board of Independent School District 14 that pursuant to Minnesota Statute 122A.40, Subdivision 5, that the teaching contract of (teacher) a probationary teacher in Independent School District 14, is hereby terminated without pay or fringe benefits at the close of the current 2025-2026 school year.

BE IT FURTHER RESOLVED, that written notice be sent to said teacher regarding School Board termination and non-renewal of his/her contract as provided by law

Resolution relating to the Non-Renewal of Probationary Teachers Contract for 2025-2026 as follows: Stephanie Kurrika

Resolution relating to the Non-Renewal of Probationary Teachers Contract due to Budgetary Reasons for 2025-2026 as follows: Patrick Wells

Resolution relating to Employment Ending due to the lack of required licensure of Probationary Teachers for 2025-2026 as follows: Norhan Hassan, Sarah Hayes

Motion by Auna, seconded by Jones to approve the Resolution to Terminate and Non-Renew the Teaching Contract of Certain Non-tenured, Probationary Teachers for 2025-2026. Upon a roll call vote being taken all voted in favor, none against, none abstained. Motion carried 5-0.

B. Motion: Approval of the 2025-2026 School Year Calendar Adjustments

Motion by Schreiner, seconded by Jones to approve the 2025-2026 School Year Calendar Adjustments. Upon a vote being taken all voted in favor, none against, none abstained. Motion carried 5-0.

C. Motion: Second Reading and Adoption of Policies

A. Policy 305 Policy Implementation

B. Policy 306 - School Administrator Code of Ethics

Motion by Auna, seconded by Schreiner to accept the Second Reading and Adoption of Policies 305 and 306. Upon a vote being taken all voted in favor, none against, none abstained. Motion carried 5-0.

D. Motion: First Reading and Adoption of Policy

A. Policy 722 Public and Data Subject Request

Motion by Yang, seconded by Jones to accept the First Reading and Adoption of Policy 722. Upon a vote being taken all voted in favor, none against, none abstained. Motion carried 5-0.

Consent Agenda

Motion by Auna, seconded by Schreiner to approve the consent agenda including the minutes of the business meeting held on April 19, the training session and Special Meeting held on May 5, 2026; New Contracts, Amendments, Leaves of Absence, Resignations, Retirements, and Terminations; and Statement of Assurances SY 2027 Application for Special Ed Funds. Upon a vote being taken all voted in favor, none against, none abstained. Motion carried 5-0.

Important Future School Board Dates

- A. FHS Band Pops Concert
May 20, 2026 at 7pm
District Auditorium
- B. FHS Choir Pops Concert
May 21, 2026 at 7pm
District Auditorium
- C. District Holiday - No School
May 25, 2026
- D. FHS Graduation
June 5, 2026 5 pm
Roy Wilkins Auditorium
- E. Last Day of School for PreK- Grade 11
June 8, 2026
- F. Fridley Public Schools School Board Meeting
June 16, 2026
Fridley Community Center
5:30 PM Work Session
7:00 PM Public Comment
7:30 PM Business Meeting

Adjournment

Motion by Schreiner, seconded by Auna to adjourn the meeting at 8:37 PM. Upon a vote being taken all voted in favor, none against, none abstained. Motion carried 5-0.

Jake Karnopp, Board Chair

Avonna Starck, Board Clerk

Minutes
School Board Work Session
Fridley Independent School District 14
May 19, 2026

Call to Order

The Work Session of the Fridley School Board was called to order by School Board Chair Karnopp at 6:15 p.m. on Tuesday, May 19, 2026, at the Fridley Community Center. The following Board members were present in the room: Nikki Auna, Sara Jones, Jake Karnopp, Sara Schreiner, Pajjar Yang and Student Representative: Aiyanna Shobe. Absent: Avonna Starck and Student Representative: Malik Bah

The following items were discussed:

A. Student School Board Representatives for 2026-27

Adjourned at 6:45 p.m.

Jake Karnopp, Board Chair

Avonna Starck, Board Clerk

Minutes
School Board Closed Session
Fridley Independent School District 14
May 19, 2026

Call to Order

Board Chair Karnopp called the Closed Session of the Fridley School Board to order at 5:30 p.m. on Tuesday, May 19, 2026, at Fridley Community Center. In the room: Nikki Auna, Sara Jones, Jake Karnopp, Sara Schreiner, Pajjar Yang, Student Representative: Aiyanna Shobe. Absent: Avonna Starck and Student Representative Malik Bah

Approval of Agenda with Suggested Motions and Resolutions

Motion by Auna, seconded by Schreiner, to approve the agenda for the Closed Session for May 19, 2026. Upon roll being called, Auna, Jones, Karnopp, Schreiner and Yang voted in favor, none against, none abstained. Motion carried 5-0.

Approval to move into Closed Session

In accordance with Minnesota Statute the Board will meet in closed session pursuant to Minnesota Statute 13D.05, subd 3(c) for purchase or sale of property at 1317 Rice Creek Road in the City of Fridley, Minnesota.

Motion by Jones, seconded by Schreiner, to enter into Closed Session to discuss the purchase of property at 1317 Rice Creek Road in the City of Fridley, Minnesota. Upon roll being called, Auna, Jones, Karnopp, Schreiner, and Yang voted in favor, none against, none abstained. Motion carried 5-0

Closed Session began at 5:31 p.m. on May 19, 2026.

Real Estate Purchase Discussion

Approval to end the Closed Session

Motion by Jones, seconded by Yang, to end the Closed Session and return to Open Meeting procedures. Upon roll being called, Auna, Jones, Karnopp, Schreiner, and Yang voted in favor, none against, none abstained. Motion carried 5-0. Closed Session ended at 5:41 p.m. on May 19, 2026.

Adjournment of the Closed Session Meeting

Motion by Jones, seconded by Yang, to adjourn at 5:41 p.m. Upon roll being called, Auna, Jones, Karnopp, Schreiner, and Yang voted in favor, none against, none abstained. Motion carried 5-0.

Jake Karnopp, Board Chair

Avonna Starck, Clerk

Personnel Changes 2025-2026

Individual Contracts (2025-2026)

- Nicole Alley, Student Services Coordinator, Vista, effective 7/1/26
- Blair Curtis, Student Services Coordinator, Vista, effective 7/1/26
- Leah James, Student Services Coordinator, Vista, effective 7/1/26
- Jessica Lange Brar, MYP/DP Coordinator, Fridley Middle, effective 7/1/26

Leaves of Absence

- Sarah Armstrong, Teacher, Hayes, effective 7/1/26

Return from Leave of Absence

- Hellen Keraka, Teacher, Vista, effective 5/21/26
- Cristina Villanueva De Flores, Custodian, Fridley High, effective 5/26/26

Resignations (2025-2026)

- Amy Larsen, Paraeducator, Stevenson, effective 5/15/26
- Joy Mickelson, Classroom Assistant LTS, FCC, effective 6/5/26
- Wendy Newman, Administrative Assistant, FCC, effective 5/29/26
- Ann Tate, Speech, Hayes, effective 6/10/26
- Sophia Torgrimson, Health Assistant, Fridley Middle, effective 6/8/26

Positions Ending (2025-2026)

- Beth Olsen, Building Sub, Hayes, effective 6/11/26
- Olivia Montague, Building Sub, Hayes, effective 6/11/26
- Pu Xu, Building Sub, Fridley High, effective 6/11/26

Non-Extension of Individual Contract

- Aleksandr Simanovich, Technology Manager Systems & Infrastructure, Individual Contract, District Office, effective 6/30/26

Language Access Plan

Section 1: Policy Directives

This section sets forth the laws, standards, and operating principles that will govern the implementation of Fridley Public Schools' language access plan.

Policy Foundation

Federal

- Title VI of the Civil Rights Act of 1964 was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.
- Equal Educational Opportunity Act (EEOA) requires states and school districts to provide equal educational opportunity to students learning English by taking appropriate actions to overcome language barriers.
- Individuals with Disabilities Education Act (IDEA) upholds language access rights for bilingual families by requiring that students be tested in their home language and Individual Educational Plans (IEP) be written in the appropriate home language. IEP meetings must be conducted in the family's home language using a highly trained and qualified interpreter.

State

Minnesota Statutes, section 123B.32 states:

- Subd. 1. Language access plan required. Starting in the 2025-2026 school year, during a regularly scheduled public board hearing, a school board must adopt a language access plan that specifies the district's process and procedures to render effective language assistance to students and adults who communicate in a language other than English. The language access plan must be available to the public and included in the school's handbook.
- Subd. 2. Plan requirements. The language access plan must include how the district and its schools will use trained or certified spoken language interpreters for communication related to academic outcomes, progress, determinations, and placement of students in specialized programs and services; and how families and communities will be notified of their rights under this plan.
- Subd. 3. Regular review. The board must review the plan every two years and update the plan as appropriate.
- Minnesota Learning for English Academic Proficiency (LEAPS) Act of 2014, Chapter 272, H.F No. 2397, Article 1. The law has three principal goals for all English Learner (EL) students: 1) academic English proficiency; 2) grade-level content knowledge; and 3) multilingual skills development.

Code of Ethics for Interpreters

Fridley Public Schools aligns our values and practices with the National Code of Ethics for Education Interpreters, per the recommendation of Minnesota's Department of Education.



Definitions

American Sign Language (ASL) – A visually perceived language based on a naturally evolved system of articulated hand gestures and their placement relative to the body, along with non-manual markers such as facial expressions, head movements, shoulder raises, mouth morphemes, and movements of the body.

Bilingual staff - Staff who are fluent in multiple languages but are not usually trained interpreters. They can assist with simple tasks (helping with forms/relaying basic messages) but should not interpret or be pulled from primary duties.

Emergent Multilingual Speakers – Individuals whose primary language is not English and who have limited ability to communicate effectively in English but are in the process of developing their English language proficiency. Language access industry leaders and advocates prefer the use of this term when referring to the intended beneficiaries of language access services.

English Language Development (ELD) is a Fridley’s program for students identified as English Learners (EL). This program provides academic English language support to multilingual learners.

English Learner (EL) / Multilingual Learner (ML) – A status assigned to students whose primary language is not English, who lacks the necessary skills to understand, speak, read, and write in English but are receiving English Language Development services. At Fridley, we use the term **Multilingual Learner (ML)** to refer to our students who are in our ELD program.

Home Language – The language that is most commonly used in the home by members of a family, or the language that parents use when speaking with their children.

Interpretation – The act of listening to a communication in one language (source language) and orally converting it to another language (target language). The interpreter must retain the same meaning as the original message without omitting information, summarizing or otherwise altering the message and without adding the interpreter’s own thoughts or opinions.

Interpreter – A trained professional who provides interpreting services.

Language Access - Providing individuals who communicate in a language other than English with timely and reasonable access to the same information and services as English-speaking individuals.

Language Assistance Services – Oral, expressive, written, and technological supportive services that help students and families communicate effectively with school staff. These services ensure students and families can participate fully in school services, activities, and programs.

Limited English Proficient (LEP) – Individuals whose primary language is not English and who have limited ability to communicate effectively in English, including writing, reading, speaking, and listening comprehension. Federal law uses this term to refer to the intended beneficiaries of language access services.

Primary Language (Preferred Language) – A language in which an individual most effectively communicates.

Relay – Telephone accessibility services to people who are deaf, deafblind, hard of hearing, or speech disabled.

Remote Interpreting – Interpreting that is provided via telephone or video call.

Screen Reader – Software programs that allow blind or visually impaired users to read the text that is displayed on the computer screen with a speech synthesizer or braille display.

Sight Translation – The oral interpretation of a written document. This occurs when an interpreter reads a document and then provides a complete oral interpretation of the information that it contains.

Simultaneous Interpretation Equipment – Equipment that allow a group of people to listen through headsets to information interpreted into their primary language. This method is most appropriate for large group settings and meetings where multiple languages are being interpreted simultaneously.

Translator – A person who provides translation services.

Translation – The restating of written text from one language (source language) into an equivalent written text in another language (target language).

DRAFT



Section 2: The Plan

Overview

Fridley Public Schools is proud of the 61+ languages spoken by our community. As of 2025-2026, Spanish is the most spoken language within our multilingual population, present in 55% of homes where languages other than English are spoken. Somali (23%), Hmong (9%), Oromo (7%) and Arabic (6%) are the most frequently spoken languages after English and Spanish.

Fridley Public Schools language access plan provides a blueprint for bringing the district into full compliance with state and federal language access requirements, including how the district will increase its capacity to address language service and resource needs identified in its self-assessment.

This plan is also a roadmap that will help staff navigate the process of setting deadlines, priorities, and identifying responsible personnel for policy and procedures development; hire, contract, assess, and ensure quality control of language assistance services; provide notice of services; provide training of staff; and conduct ongoing monitoring and evaluation.

Best Practices for Using Language Assistance Resources

1. Prioritize Highly Trained and Qualified Interpreters

- **Best Practice:** Schools are legally required to provide interpretation and translation services from individuals who are appropriate and competent, recognizing that merely being bilingual is not enough for professional interpreting services. Trained interpreters possess specific interpretation techniques, high levels of language proficiency in both source and target languages, familiarity with the educational environment and processes, and knowledge of the cultural backgrounds of the populations they serve.

2. Build Relationships with Families and Students Through Language Assistance

- **Best Practice:** When working with interpreters, school staff should direct their attention and communication towards the child and family, not the interpreter, to build rapport and ensure the family feels like the primary client. The interpreter's role is to facilitate this connection by being inconspicuous and using first-person language to convey messages directly from the speaker.

3. Prepare, Debrief and Reflect

- **Best Practice:** All school staff should proactively prepare interpreters for upcoming sessions by providing context, discussing confidentiality, outlining expectations, and debriefing with the interpreter after the session to clarify any questions and review what transpired.

4. Understand and Respect Families' Preferences and Cultural Contexts

- **Best Practice:** Schools should actively ascertain families' preferred communication methods with consideration to both verbal and nonverbal communication preferences, respect of cultural

norms related to communication patterns, as well as family roles. This includes recognizing varying primary language literacy levels and the unique barriers immigrant and multilingual families might experience in accessing English spaces and resources.

5. **Be an Advocate: Proactively Address Language Access Needs**

- **Best Practice:** Our district has a legal and ethical responsibility to ensure families receive information in their primary language. It is the responsibility of staff to identify and utilize the available language access options outlined in this plan, understand their appropriate uses (e.g., when to use an app versus a professional interpreter), and actively advocate for policies and resources to support comprehensive language services when gaps exist. We commit to finding opportunities for continuous improvement.

Language Access Plan

Description of Services

Our district provides a range of services to support full access to education, information and events. Examples of these services include, but are not limited to:

- Self-identified languages spoken and communication preferences for every family, listed in student information systems (SIS) and utilized for both one and two way communication
- Translation of critical building and district information in the top 5 languages. Use of TransAct Parent Notices for communication regarding specialized services (IEPs, Notification of ELD Programming)
- Use of AAC devices for students, relay service, screen readers, American Sign Language (ASL) interpreters
- Multilingual learner identification, services and support in English language development for students from PreK-12th Grade
- Spanish family liaisons serving both elementary and secondary schools
- Written translation of documents and district communications
- Interpretation in-person (face to face / on-site), including ASL
- Interpretation remotely (telephone / video)
- Simultaneous interpretation equipment provided at select school events (conferences, Bingo, etc.)
- Translation for Fridley Public Schools websites, SeeSaw, and Infinite Campus's parent portal.
- Language Access Plan working group to support implementation of this plan and continuous improvement of language access practices.

Requesting Services

Families and students have multiple modes of requesting language services, including:

- Utilizing [Language Identification Charts](#) when in front offices and/or reception areas throughout the district.
- Requesting language services when meeting with school staff for regular specialized services meetings or attending community education events or classes.
- Requesting changes to their primary language by contacting their school or the enrollment coordinator.



- Requesting changes to their communication preferences by contacting their school or building staff. For example, a family may request to be contacted by email or text message instead of phone calls in their primary language.
- Requesting additional language assistance services (examples below) as needed by contacting their school.

Implementation

All staff at Fridley Public Schools are responsible for building a culture of belonging and access with students and families. Our Language Access Working Group reviews the plan for evaluation and revisions on a semiannual basis.

In addition to the Language Access Working Group, this section details the chains of command for authority and oversight and explains any coextensive responsibility and coordination with other districts, community-based organizations, and external partners.

Language Access Working Group		
Site	Admin Lead (1) Can include: <ul style="list-style-type: none"> • Principal • Asst. Principal • Instructional Lead or IB Coordinator 	Staff Leads (2) Must include at least 1: <ul style="list-style-type: none"> • Equity & Inclusion Staff <i>OR</i> • Multilingual Learning Staff <i>OR</i> • Special Education Staff
Fridley Community Center	1. Karin Beckstrand, PYP Coordinator	1. TBD 2. TBD
Hayes Elementary	1. Anna Zawadski, Instructional Leader	1. Alexina (Zina) Eghan, Special Education Teacher 2. Ivan Celedon, Spanish Family Liaison
Stevenson Elementary	1. Kate Talafous, IB Coordinator	1. Suzanne Jokela, Multilingual Learner Teacher 2. Ivan Celedon, Spanish Family Liaison
Fridley Middle School	1.	1. Emmarhian Jaquette, Multilingual Learner Teacher 2. TBD
Fridley High School	1. TBD	1. Carlos Villagomez, Spanish Family Liaison 2. TBD
VISTA	1. TBD	1. TBD
District	1. Rochelle Cox, Assistant	1. Wes Nemenz, Multilingual Learning &

	Superintendent 2. Dr. Amy Cochran, Senior Office of Academics and Innovation 3. Dr. Danielle Thompson, Director of Student Support Services	Talent Development Coordinator 2. Alissa Blood, Special Education Coordinator
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Accountability

Below is a list of critical actions and accountable staff related to each action. While other staff may play necessary roles in completing the action or task, ultimately one or more staff members must be accountable for ensuring proper procedures are followed. Staff assisting with the completion of actions should clearly communicate issues or report concerns to the accountable staff member.

Critical Action(s)	Accountable Staff
Communicate and coordinate Language Access Plan expectations, policies and procedures, including critical implications for buildings	Multilingual Learning and Talent Development Coordinator
Develop accountability index and evaluation metrics for Language Access Plan implementation and maintenance	Multilingual Learning and Talent Development Coordinator
Coordinate contracts with external and partner organizations providing interpretation and translation services	Senior Officer of Finance and Technology Multilingual Learning and Talent Development Coordinator
Identify and record families language backgrounds and language assistance needs (interpreter) in student information system; update as needed	Enrollment Coordinator Teachers and School Staff Technology Manager
Welcome families in need of language assistance and direct them to Language Identification Chart / use Propio to provide on-demand assistance	Front Office Staff Enrollment Coordinator Teachers and School Staff
Communicate annually/remind staff of language access practices for schools (Propio, Language Line, communication log)	Multilingual Learning and Talent Development Coordinator Building Administrators <ul style="list-style-type: none"> • Instructional Leaders
Coordinate interpreters, translations and/or simultaneous translation equipment for school events (conferences, etc.)	Building Administrators, with assistance from <ul style="list-style-type: none"> • ML Teachers



	<ul style="list-style-type: none"> ● Special Education Coordinators ● Spanish Family Liaisons
Coordinate interpreters or translations for student support services meetings, including evaluations and assessments, IEP reviews, due process, etc.	Director of Student Support Services <ul style="list-style-type: none"> ● Special Education Coordinators ● Case Managers ● ML Teachers
Communicate critical district or schoolwide updates using messenger systems.	Senior Officer of Finance and Technology Senior Officer of Academics and Innovation Assistant Superintendent

External Partners and Community Organizations

- Propio
- Talking Points
- Language Line

Identification and Assessment of Language Assistance Needs

Upon enrollment at Fridley Public Schools, families and students indicate their primary languages on the Minnesota Home Language Survey (MNLS). This information is recorded in our student information system and is used for initial communication purposes and program enrollment for specialized services. Our enrollment staff uses the MNLS survey responses and additional enrollment information to further identify language assistance needs, including the use of interpreters. These requests are then entered as flags in the student information system to notify school staff of the need for interpretation services in communication.

Recognizing that language use is dynamic among our multilingual families, families are able to update their primary language at any time by communicating with their students’ school. We encourage any student, family or community member who needs language assistance services to utilize them.

Language Assistance Assessment for Students with Specialized Services

Included in special services processes, we assess for language assistance in the following ways:

- When students enroll in our district, their families indicate their primary or home language on the Minnesota Home Language Survey. This information is recorded in our student information system. If students require the use of American Sign Language (ASL) or other language assistance needs, these are also recorded at the time of enrollment.
- All students with a home language other than English become EL eligible and are screened for ELD services. Families are notified if their child qualifies for ELD services using TransACT Parent Notices’

Parent Notification Form in their primary language and English within 10 days of their enrollment. The notification includes the amount of time and type of EL service the child receives and shares the right to refuse service. Detailed information about ELD services can be found in our Language Instruction Education Program (LIEP) Plan. For students who are multilingual but do not become eligible for ELD services based on their initial screening, language assistance services can be accessed by the family at any time.

- For students with an identified language disorder, language assistance needs are discussed annually in the students’ IEP meetings by Speech Language Pathologists.

Ongoing Assessment & Evaluation

The Language Access Plan Working Group plays the central role in evaluating the plan’s effectiveness as well as making recommendations for continuous improvement. The group meets regularly throughout each school year to continually:

- Utilize the Minnesota Department of Education’s Language Access Plan Implementation Self-Assessment Tool annually
- Meet quarterly with building administrators to evaluate progress and provide targeted support
- Review interpretation and translation data from service providers (LanguageLine, Propio, SeeSaw) to identify trends in language support demand and mode (over the phone, on site, etc.)
- Collaborate with Technology Coordinator on inbound data tracking and optimizing customer service systems for families and students
- Implement and maintain standardized procedures around gathering language assistance data from students and families at school and community events

Timeline

Critical Component	Benchmarks	Completed By	Owner
Language Access Plan Working Group (25-26)	<input checked="" type="checkbox"/> Working Group Session 1 <input checked="" type="checkbox"/> Working Group Session 2	1/1/2026 5/1/2026	Multilingual and Talent Development Coordinator
Self Assessment and Report	<input checked="" type="checkbox"/> Initial Self Assessment completed by building administrators <input checked="" type="checkbox"/> Points of improvement reported	7/1/25	Multilingual and Talent Development Coordinator
Update Family Language Background Gathering Practices	<input checked="" type="checkbox"/> Meet with MARSS Coordinator / Enrollment to discuss Interpreter flag and Primary Home Language <input checked="" type="checkbox"/> Meet with MARSS Coordinator / Enrollment to discuss enrollment practices, collecting educational	6/30/25 5/1/26	Multilingual and Talent Development Coordinator

	background information and training needed for staff		
Final Draft Approval	<input type="checkbox"/> Final draft is presented and approved (Assistant Superintendent, Senior Officer of Finance and Technology, Senior Officer of Academics and Innovation, Director of Student Support Services)	5/15/26	Senior Office of Academics and Innovation (Approval)
School Board Approval	<input type="checkbox"/> Present finalized plan and receive approval from School Board	6/30/26	Senior Officer of Academics and Innovation
Student & Family Language Assistance Needs	<input type="checkbox"/> Survey language assistance needs to update SIS during 26-27 enrollment and back to school season	10/1/26	Multilingual and Talent Development Coordinator Technology Manager
Language Access Plan Working Group (26-27)	<input type="checkbox"/> Review language assistance survey responses and implement action plan <input type="checkbox"/> Support in development of staff awareness resources and trainings	6/1/27	
Communications Plan for Staff	<input type="checkbox"/> Language Access Plan: Staff Training <input type="checkbox"/> Update norms and expectations with SIS and Data Systems (Logging communication, communication preference updates)	After board approval	Multilingual and Talent Development Coordinator Communications
Communication Plan for Families and Caregivers	<input type="checkbox"/> Communications and print materials publicizing availability of language services	After board approval	Multilingual and Talent Development Coordinator Communications
Year 1 Evaluation	<input type="checkbox"/> Complete annual self-evaluation and report on continuous improvement tasks.	6/1/2027	Multilingual and Talent Development

			Coordinator Language Access Plan Working Group
Biannual Board Review	<input type="checkbox"/> Present 2 year report on Language Access Plan implementation progress and improvements.	6/1/2028	Multilingual and Talent Development Coordinator Language Access Plan Working Group

Notice of Services

Fridley Public Schools provides notification of language assistance services in several ways: on our website, at enrollment and district intake, through communication sent home from the district, and ongoing communication with families.

Each school building and site is responsible for developing specific procedures around advertisement and coordination of language assistance services, including for conferences, school intake appointments, caregiver-teacher meetings, advisory council meetings, etc. For assistance in providing notice of language services to families, school buildings should contact the Language Access Plan lead.

Training for Staff

Upon approval of this plan, several training modules will be provided for existing and newly hired staff. These asynchronous modules will familiarize staff with policies and procedures relating to the language access plan and include key topics, such as:

- Available language assistance services and procedures for requesting language services, including interpretation and translation
- Best practices for staff working with interpreters and translating documents
- Culturally responsive practices for staff when providing language support to families and students
- Procedures for updating communication preferences or language assistance needs, and site-specific information on logging communications with families
- Signage and visual aids to support language access at sites

Plan Maintenance

The implementation and fidelity of this plan will be monitored by the Language Access Plan Working Group, which meets semiannually for the purpose of maintaining the plan and evaluating its effectiveness. Ultimate



approval and monitoring of this plan will be provided by the Superintendent. Furthermore, the plan will be presented for biannual review and approval by the School Board.

DRAFT



Section 3: Procedures

Overview

This section sets forth guidelines and steps for staff to coordinate, gather data, and deliver uniform services to students, families, and community members.

Procedures

Responding to Requests and Correspondences for Language Assistance

When responding to in-person requests or correspondences from individuals with language assistance needs, staff can:

- use the Language Line provided on every district phone to provide interpretation over the phone to in-person individuals
- access on-demand video or phone translation using Propio ([Propio Access Information](#)) using their district-issued computer or telephone
- arrange in-person interpretation scheduled in advance with assistance from Propio or available staff approved for interpretation

When responding to requests from those who are deaf, deafblind, hard of hearing, or speech disabled, staff can contact Dr. Danielle Thompson, Director of Student Services (email: drthompson@isd14.org; phone: 763-502-5012)

Identifying Language Needs of Families and Students

To identify the language needs of students and families, our enrollment office is the first point of contact for identification. In addition to discussing language needs, families complete enrollment and language surveys that capture first languages and current languages, as well as if interpretation services are requested. For any families who request languages other than English for communications, enrollment flags these students in our student information system.

At any time after enrollment, families may update their language preferences by contacting their child's school or the enrollment office.

Recording and Providing Information on Family Language Preferences

Staff may record information on family language preferences through Infinite Campus, our student information system. Additionally, staff may report updated preferences or assistance needs to their building administrator or to the enrollment office.

At enrollment, staff will inform individuals with language assistance needs about the available services described in this plan.



Coordinating In-Person / On-Site / Face to Face Interpreters

To procure in-person interpreter services, staff coordinate with their building principal or administration team. These steps should also be followed for users of American Sign Language in addition to speakers of languages other than English. Building administrators work with staff to utilize Propio for on-site/face to face interpreting following the steps below:

Propio On-Site / Face to Face Interpretation

- If there is an immediate, urgent need for on site interpreting, please call: 952-920-6160; Select option 1
- Email all other requests to mn.clientrequests@Propio-ls.com
 - Include the following: Language Needed, Date/Time/Duration of Appointment, School Name and Address, Requestor Name, Requestor Email, Check in location, Name of Student, Meeting Link (if virtual - see below)
 - For **virtual meetings**, you can request a Video Interpreter at a reduced rate. *Please include your meeting link in the request email.*
 - Note: Once the request is filled you will receive an email confirmation
- The cost of this service is \$50 per hour, 1 hour minimum plus mileage. There is no charge for cancellation 24 hours in advance of the appointment.
- If Propio is unable to fill a request for a face-to-face (on-site) interpreter (you will be notified via email if they cannot fill your request), contact the Language Access Plan administrator.

Coordinating Telephone, Video or Remote Interpreters



To procure telephone or video interpretation services, staff utilize Propio and Propio ONE. These steps should be followed for users of American Sign Language in addition to speakers of languages other than English.

[One-Pager on Accessing Phone / Video Interpretation from Propio](#)

Propio Phone Interpretation

- To access an interpreter, dial 763-292-2407
- Provide the required information: *Your first and last name, your building/location, the first and last name of your conversation partner.*
- The backup service line is 1-866-386-1284

Propio ONE Video Interpretation (via Web Browser or App)

- Open Propio ONE via web browser: one.propio-ls.com
- Enter user code **(5cf2ka)**
- Select language
- Select audio  or video  icon
- User code: **5cf2ka**

Coordinating Written Translations

[Awaiting additional info from L. Andler]



[Describe how staff will procure translation of documents and, if possible, facilitate a parent/community review process to ensure translated materials are effective.]

Roles of Bilingual Staff

Bilingual staff should not be used for interpretation unless they have been trained in providing professional interpretation services and are familiar with the code of ethics. Bilingual staff should not be expected to perform translation or interpretation duties that are beyond the scope of their job description. For example, a staff member who speaks Somali should not be used as an interpreter for conferences - the school site should arrange for on-site interpreters from one of our external partners.

Some bilingual staff, such as Spanish Family Liaisons, perform interpretation and translation as part of their regular duties and it is appropriate to utilize their assistance in providing access to students, families, community members and other staff.

Examples of language access and interpretation tasks that our Family Liaison staff regularly perform:

Two-Way Communication & Interpretation

- Facilitate inbound and outbound communication (via email, phone, or in-person meetings) between parents, students, and a wide range of school staff—including teachers, deans, support services, social workers, advisors, administrators, and office staff. Key areas of communication include:
 - *Academic & Graduation Progress*: Explaining transcripts, tracking graduation credits, facilitating credit recovery referrals (e.g., Metro Heights), and discussing upcoming projects or homework help.
 - *Student Support & Accountability*: Managing communications regarding grades, attendance issues, behavior incidents, IEPs, and 504 plans.
 - *School Operations & Logistics*: Assisting with new student intakes, transportation, lunch programs, events, and field trips.
 - *School Events*: Coordinating and communicating about parent-teacher conferences and graduation details.
 - *Emergencies*: Providing families and students with trustworthy communication during Operation Metro Surge, school closures, and other emergencies.

Written Outreach & Correspondence

- *Bilingual Progress Updates*: Draft and send personalized letters in both English and Spanish to congratulate students and provide updates on key academic metrics after semester grading is finalized.

Family & Student Education

- *Financial Aid Navigation*: Assisting and educating families on FAFSA and Minnesota Dream Act applications.
- *Digital Literacy & Tools*: Training parents on how to navigate school websites and applications, such as Infinite Campus.



Emergency Communication Protocol

Fridley Public Schools is committed to communicating promptly, clearly, and effectively with all families during emergencies and urgent situations, including severe weather, school safety incidents, transportation changes, public health concerns, and other time-sensitive events.

The district uses a multi-layered communication system to ensure families receive information in a timely and accessible manner. Emergency and urgent communications may be shared through:

- District phone calls, text messages, and emails
- Infinite Campus messenger notifications
- The district website
- Social media platforms
- Building-level communication systems
- Printed notices when appropriate

To support families who speak languages other than English, the district utilizes translation and interpretation supports, including:

- TalkingPoints will soon be implemented for translated text communication with families
- Google Translate and AI-supported translation tools for rapid communication when immediate translation is needed
- Professional translation and interpretation services for important or sensitive communications
- Multilingual staff support when available
- Critical communications are translated into the primary languages commonly spoken within the district whenever possible, including Spanish, Somali, and Hmong. In urgent situations where immediate communication is necessary, the district may first send information in English followed by translated communication as quickly as possible.

Fridley Public Schools also works to ensure that school staff understand procedures for accessing interpreters and translated materials during emergencies and throughout the school year. Families are encouraged to keep their contact information and preferred language updated with their child's school to ensure effective communication.

Artificial Intelligence (AI) and Translation Services

Fridley Public Schools allows for the use of artificial intelligence (AI) translation services for non-critical communication elements. Many AI programs do not have strong data privacy terms, especially for students and confidential information. School staff must not use AI to translate documents with any student data unless given written approval from the Technology Manager. For example, AI should not be used to translate IEP documents or English Language Development program enrollment because both of these documents include sensitive student data. When external partners engage AI for translation or interpretation services, they are subject to Fridley Public Schools' data privacy agreements.

AI may be used for non-critical and non-confidential communications. It is best practice for staff to disclose whenever AI is utilized in translation. For example, AI use may be cited on the bottom of a document ("Google Translate was used to translate this document"), or before starting an audio transcription). If used in documents



and flyers, these materials should explicitly provide a call back number so students and parents can contact someone at the district office if they have questions or need to clarify information.

Whenever possible, we recommend utilizing our language assistance resources before utilizing AI. Finally, it is best practice to have a human proficient in the translated language to proof-read the document(s) before use and dissemination.

Challenges and Troubleshooting

For challenges with coordinating language access services, staff should first contact their building administrator. Examples of challenges include interpreters canceling frequently or not showing for scheduled services, technical difficulties with digital platforms, errors in translations, etc.

For ongoing challenges with procuring language services from an external partner or dedicated staff member, building administrators can contact the Multilingual Learning and Talent Development Coordinator and/or Director of Student Support Services for additional assistance. Contact Information

Wes Nemenz
Multilingual Learning and Talent Development Coordinator
nemenz@isd14.org
763-502-5023

Dr. Danielle Thompson
Director of Student Services
drthompson@isd14.org
763-502-5012

Dr. Amy Cochran
Senior Officer of Academics and Innovation
cochran@isd14.org
763-502-5401

Resources

- [🔗 Fridley Interpretation Quick Cards - 2026](#)
- [🔗 Language Identification Charts](#)
- [🔗 One-Pager on Accessing Phone / Video Interpretation from Propio](#)

Q Comp Annual Report 2025-2026

This template, which may be changed as needed, is designed to help formulate the Quality Compensation (Q Comp) Annual Report. Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. We also recommend that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations.

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. **All information reported should be based on the current school year.** We recommend that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes. Our teacher leader positions this year align with those outlined in our plan which includes instructional leaders that observe, coach and evaluate teachers.

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating PLC/learning teams and performing other responsibilities impact classroom instruction?

The work of instructional leaders had a significant and positive impact on classroom instruction throughout the school year. Through coaching, classroom observations, mentoring, facilitating collaborative PLCs, and supporting professional growth, instructional leaders strengthened teacher capacity and deepened educators' understanding and implementation of effective instructional practices.

Instructional leaders played a central role in facilitating professional learning aligned to district priorities, helping staff implement Tier 1 curriculum with greater consistency and fidelity while strengthening instructional strategies that support student learning. Through ongoing collaboration with teachers, they provided job-embedded support, feedback, and modeling that translated professional learning into classroom practice.

Additionally, instructional leaders actively participated in building leadership and team leader meetings, helping ensure alignment, consistency, and shared expectations across grade levels and content areas. Their work fostered stronger collaboration among staff, increased instructional coherence across schools, and created structures for continuous improvement that positively impacted teaching and learning.

How did the work of teacher leaders impact student achievement?

Teacher leaders positively impacted student achievement by strengthening instructional practices, increasing teachers' use of data, and providing ongoing support that improved classroom decision-making and student outcomes.

One key area of impact was their work with individual teachers to develop robust student learning goals that were data-driven, measurable, and instructionally meaningful. These collaborative goal-setting conversations helped teachers focus on specific student outcomes, monitor progress more intentionally, and adjust instruction to better meet the needs of learners. As a result, _____% of teachers met or exceeded their individual student learning goals.

Instructional leaders also played an important role in helping teachers analyze and interpret student data, strengthen curriculum implementation, and identify instructional strategies that would have the greatest impact on learning. Through coaching conversations, observations, and ongoing support, teacher leaders helped create stronger alignment between instructional practices and student needs.

During end-of-year reflection meetings, teachers consistently identified instructional leaders as instrumental in helping them better understand their data, strengthen curriculum implementation, and refine their instructional decision-making. This feedback underscores the value of embedded teacher leadership in promoting high-quality instruction, building teacher efficacy, and ultimately improving student achievement outcomes.

Review Findings

How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

The training instructional leaders received significantly strengthened their ability to fulfill the responsibilities of their roles and effectively meet the needs of licensed staff members. Throughout the year, instructional leaders participated in ongoing professional learning and coaching support, including targeted coaching from the Lavinia Group, where they practiced and applied a variety of coaching models and strategies designed to strengthen adult learning and professional growth.

This training provided instructional leaders with practical tools and frameworks for conducting coaching conversations, facilitating reflection, giving actionable feedback, and supporting teachers through goal setting and instructional problem-solving. By engaging in authentic practice opportunities and receiving feedback on their own coaching approaches, instructional leaders were able to refine their skills and increase their effectiveness in supporting colleagues.

Instructional leaders consistently reported that they highly valued this training and found it directly applicable to their day-to-day coaching responsibilities. The learning experiences increased their confidence and preparedness to support teachers through classroom observations, data discussions, feedback cycles, and instructional planning. As a result, instructional leaders were better equipped to build trusting and productive coaching relationships, facilitate meaningful professional learning experiences, and respond to the evolving needs of licensed staff members.

The investment in leadership development not only strengthened the capacity of instructional leaders themselves but also increased the quality and consistency of support available to teachers, creating stronger systems for continuous improvement across schools.

What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

The results of teacher leader evaluations demonstrated that instructional leaders had a meaningful impact on the effectiveness and professional growth of licensed staff members. Feedback from teachers consistently indicated that instructional leaders provided valuable coaching, guidance, and support that strengthened instructional practice and increased teacher confidence.

Through both formal and informal interactions, instructional leaders supported teachers in analyzing student data, developing meaningful student learning goals, reflecting on instructional practices, and identifying strategies to improve student outcomes. Their ongoing presence and accessibility created opportunities for timely feedback, collaborative problem-solving, and job-embedded professional learning that directly supported classroom practice.

Teacher feedback also highlighted the strong relationships instructional leaders built with staff members, creating environments where teachers felt supported in taking risks, reflecting on practice, and continuously improving their instruction.

Overall, evaluation results indicate that instructional leaders played a key role in increasing the capacity and effectiveness of licensed staff members by strengthening instructional practices, improving data-informed decision-making, and contributing to a culture of continuous improvement across buildings. Their work helped create more consistent instructional practices and stronger systems of support for teachers, ultimately benefiting student learning outcomes.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?

The district will use the review findings to continue strengthening and refining the effectiveness of teacher leadership by building upon successful practices while responding intentionally to the needs and feedback expressed by Instructional Leaders. Findings from the review process reinforced the importance of ongoing collaboration, targeted professional learning, and structured support systems in maximizing the impact of teacher leadership roles.

The district will continue to hold regular Instructional Leader meetings, which have proven to be valuable spaces for collaboration, reflection, calibration, and shared learning. These meetings will remain a central structure for aligning work across buildings, ensuring consistency in expectations, and supporting continuous improvement in coaching and leadership practices.

Feedback from Instructional Leaders also indicated a strong desire for continued professional development related to effective coaching practices. In response, the district is committed to providing ongoing training opportunities focused on deepening instructional coaching skills, strengthening strategies for adult learning,

expanding facilitation techniques, and refining leaders' ability to support data-driven instruction and professional growth.

Additionally, the district will continue to gather feedback from instructional leaders and licensed staff members to ensure supports remain relevant and responsive to evolving needs. Using review findings to inform future planning will allow the district to continuously improve the structure, training, and support systems connected to teacher leadership.

By listening to instructional leaders and responding with purposeful support and development opportunities, the district aims to maximize the impact of teacher leadership on instructional quality, strengthen educator effectiveness, and improve student outcomes across the district.

Core Component: Job-embedded Professional Development

Implementation

Are PLC/learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes. Our PLCs/ learning teams and meetings align with our approved plan.

Impact

How did teacher learning from PLC/learning teams and other job-embedded professional development activities impact classroom instruction?

Teacher learning through collaborative PLC/learning teams and other job-embedded professional development activities had a meaningful impact on classroom instruction by strengthening instructional practices, increasing teacher confidence, and improving the implementation of evidence-based strategies across classrooms.

This year, all teachers participating in READ Act literacy training engaged in intensive, structured professional development focused on evidence-based literacy instruction. This learning was intentionally connected to ongoing coaching support and the implementation of new curriculum resources aligned to the science of reading, allowing teachers to move beyond theory and apply new learning directly within their classrooms. As a result, teachers reported increased confidence in using structured literacy routines, stronger understanding of foundational reading practices, and an improved ability to meet the needs of students with diverse reading profiles.

PLC/learning teams and coaching cycles further supported this work by creating opportunities for teachers to collaborate, analyze student data, reflect on instructional practices, and problem-solve around student needs. These job-embedded structures allowed teachers to receive ongoing feedback, refine instructional approaches, and consistently implement new strategies over time.

At the secondary level, teachers identified professional learning focused on supporting multilingual learners and implementing schoolwide AVID strategies as especially impactful. These learning experiences provided concrete strategies for supporting academic language development, increasing student engagement, and creating more equitable, rigorous, and accessible learning environments for all learners.

Overall, the combination of targeted professional learning, collaborative learning structures, embedded coaching, and aligned curriculum resources strengthened instructional practice across grade levels and content areas. This integrated approach supported greater consistency in instruction, increased teacher efficacy, and positively impacted student learning outcomes.

How did teacher learning from PLC/learning teams and other job-embedded professional development impact student achievement?

Teacher learning through collaborative PLC/learning teams and other job-embedded professional development positively impacted student achievement by strengthening instructional practices, increasing the use of data-informed decision-making, and creating more targeted supports for students.

One of the most notable areas of success was the development and implementation of teacher-written individual student learning goals that were grounded in student data and focused on specific skill development. Through collaborative learning structures, coaching conversations, and ongoing reflection, teachers used these goals to identify priority learning needs, implement targeted instructional strategies, and monitor progress toward measurable outcomes. This process helped ensure that instruction was more intentional, responsive, and aligned to student needs.

Professional learning experiences also increased teachers' ability to analyze student data, implement evidence-based instructional practices, and adjust instruction based on student performance. Through PLC/learning teams and job-embedded collaboration, teachers had regular opportunities to examine outcomes, share effective practices, and refine instruction in real time.

As a result of this focused professional learning and goal-setting process, we observed varied increases in student achievement data across grade levels and buildings. While outcomes differed based on student needs, grade levels, and learning contexts, the consistent implementation of instructional strategies aligned with current best practices contributed to overall student growth and improved learning outcomes.

These results reinforce the importance of continued investment in collaborative, job-embedded, and data-driven professional learning models that build teacher capacity and create direct, positive impacts on student achievement.

Review Findings

How did the sites or PLC/learning teams identify needs and instructional strategies to increase student achievement?

Sites and PLC/learning teams identified needs and instructional strategies to increase student achievement through a structured process of data analysis, collaborative planning, and ongoing reflection. Each school developed a comprehensive Site Improvement Plan that included goals focused on measurable student achievement outcomes, and on the instructional practices, systems, and adult actions necessary to achieve those outcomes.

These plans were grounded in a careful review of multiple sources of student performance data, including state assessment results, local benchmark assessments, classroom-based measures, and other relevant student

learning evidence. Through this analysis, teams identified priority areas for growth, with many schools focusing efforts on strengthening outcomes in literacy and mathematics.

PLC/learning teams used this data to identify achievement gaps, prioritize student needs, and select evidence-based instructional strategies aligned to identified areas of focus. Teams regularly engaged in collaborative discussions around student progress, instructional effectiveness, and implementation challenges, allowing them to adjust practices and interventions throughout the year.

In addition to data analysis, schools leveraged instructional leaders, coaching structures, and professional learning opportunities to support the implementation of identified strategies. This ongoing cycle of analyzing data, planning instruction, implementing strategies, and monitoring results helped create a more responsive instructional system focused on continuous improvement and increased student achievement.

Overall, the use of structured improvement planning and collaborative learning processes ensured that instructional decisions were purposeful, data-driven, and aligned to the specific needs of students and school communities.

How did PLC/learning teams use data and implement the selected instructional strategies and follow-up on implementation?

PLC/learning teams used data as an ongoing tool to guide decision-making, monitor progress, and refine instructional practices throughout the year. Teams regularly analyzed multiple sources of student data, including benchmark assessments, classroom-based measures, formative assessments, and progress-monitoring data, to evaluate student growth and identify areas where additional support or instructional adjustments were needed.

Once instructional strategies were selected, PLC/learning teams implemented them through collaborative planning, shared instructional practices, and targeted interventions aligned to identified student needs. Teachers worked together to determine how strategies would look in practice, ensuring consistency in implementation across classrooms and grade levels.

Follow-up on implementation occurred through ongoing cycles of inquiry, where teams regularly reviewed progress toward goals, reflected on the effectiveness of instructional strategies, and adjusted practices based on student outcomes. PLC/learning teams used structured conversations, data review protocols, classroom observations, and coaching support to monitor implementation and maintain focus on continuous improvement.

By involving classroom teachers, instructional coaches, and building leaders throughout this process, schools built collective ownership and shared accountability for student outcomes. This collaborative approach ensured that instructional strategies were practical, consistently implemented, and responsive to student needs, ultimately strengthening instructional effectiveness and increasing student achievement.

Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development?

The district will use the review findings to strengthen the effectiveness of job-embedded professional development by continuing to invest in high-quality professional learning experiences, refining collaborative structures, and ensuring alignment between professional learning and instructional priorities.

A key finding from the review process reinforced the importance of ongoing, evidence-based literacy instruction and embedded support for implementation. As a result, the district will continue providing literacy training aligned with the requirements of the READ Act, ensuring educators have access to professional learning grounded in research-based practices that support effective reading instruction and improved student outcomes.

In addition, the district will prioritize the development and strengthening of collaborative structures at all levels to support meaningful teacher collaboration, reflection, and data-driven decision-making. PLC/learning teams, coaching cycles, and collaborative planning opportunities will continue to provide teachers with structured time to apply new learning, analyze student performance, share effective practices, and collaboratively problem-solve around instructional challenges.

Review findings also highlighted the value of coaching and ongoing support in transferring professional learning into classroom practice. Therefore, the district will continue aligning professional development opportunities with instructional priorities while increasing opportunities for job-embedded coaching, feedback, and follow-up support to strengthen implementation.

By intentionally aligning professional learning with district goals and creating consistent structures for collaboration and application, the district aims to ensure that job-embedded professional development remains relevant, responsive, and impactful in improving instructional practices and student learning outcomes across all schools.

Core Component: Teacher Evaluation

Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes, all licensed staff were evaluated as outlined in our approved plan.

Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction?

The observation and evaluation process, including coaching support, had a meaningful and positive impact on classroom instruction across the district by promoting reflection, strengthening instructional practices, and supporting continuous professional growth. Feedback from teachers, Instructional Leaders, and principals consistently indicates that the process is viewed as a valuable tool for improving instructional effectiveness rather than simply measuring performance.

Structured observation cycles and post-observation conversations created intentional opportunities for teachers to reflect on their practice, receive actionable feedback, and engage in meaningful dialogue about instructional

decisions. These reflective conversations helped teachers identify strengths, recognize opportunities for growth, and make instructional adjustments that better supported student learning.

The evaluation framework itself provided a common language and clear expectations for high-quality instruction, helping maintain focus on district instructional priorities and ensuring consistency across buildings. The process supported alignment around clearly defined goals and reinforced evidence-based instructional practices.

When paired with coaching, the observation and evaluation process became more personalized and impactful. Coaching conversations helped teachers apply feedback, refine instructional strategies, analyze student outcomes, and set purposeful professional goals. This ongoing support increased teacher confidence, strengthened implementation of effective practices, and created opportunities for continuous improvement over time.

Overall, the observation and evaluation process contributed to a stronger culture of professional learning and continuous improvement, where teachers felt supported in their growth and classroom instruction became increasingly aligned to best practices, district priorities, and student needs.

What impact did the observation/evaluation process, including coaching, have on student achievement?

The observation and evaluation process, including coaching, positively impacted student achievement by strengthening instructional practice, increasing the use of data-driven decision-making, and ensuring a consistent focus on student learning outcomes across classrooms.

Through structured observation cycles and coaching conversations, teachers received targeted, actionable feedback that supported instructional refinement and encouraged professional growth. This feedback helped teachers make purposeful adjustments to instruction, try new strategies, and respond more effectively to student learning needs.

A key component of this impact was the integration of clear, data-driven student learning goals within the evaluation and coaching process. These goals kept instruction focused on measurable student outcomes and supported teachers in monitoring progress, identifying gaps in learning, and adjusting instruction in real time to better meet student needs.

As instructional practice became more intentional and aligned to student data, teachers were better able to implement evidence-based strategies, differentiate instruction, and provide targeted support. This shift contributed to improved student engagement and growth across classrooms.

Overall, the observation and evaluation process, when combined with coaching, helped strengthen the connection between instructional practice and student achievement, resulting in more focused instruction and improved learning outcomes for students.

Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

Teachers reported that feedback from both formal observations and informal walkthroughs played a significant role in supporting self-reflection and improving instructional practice. Multiple feedback points, combined with

data conversations and coaching support, helped teachers develop a clearer understanding of their instructional strengths and identify specific areas for growth.

The structured reflection process encouraged teachers to think critically about the impact of their instructional decisions on student learning. By engaging in ongoing dialogue with evaluators and instructional leaders, teachers were able to make intentional, timely adjustments to their practice, including refining instructional strategies, improving differentiation, and strengthening alignment to student needs and learning goals.

This consistent cycle of observation, feedback, reflection, and adjustment contributed to more responsive instruction and supported continuous professional growth across classrooms.

How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

This year, we recognize that training and calibration related to inter-rater reliability for principals and instructional leaders was an area of growth. While evaluators made a strong effort to provide meaningful, timely, and constructive feedback to licensed staff, the level of consistency across buildings was impacted by limited opportunities for structured calibration and collaborative scoring practice.

As a result, there was variation in how evaluation expectations and feedback were interpreted and applied across sites. This highlighted the need for more intentional, ongoing professional learning focused on inter-rater reliability, shared understanding of instructional expectations, and consistent application of the evaluation framework.

Moving forward, the district will prioritize collaborative training opportunities, norming sessions, and structured calibration work to strengthen alignment among evaluators. This will support more consistent, equitable, and actionable feedback for all licensed staff members, ultimately enhancing the impact of the observation and evaluation process on instructional improvement.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?

The district will use the findings from the review process to strengthen the effectiveness, consistency, and impact of teacher evaluation practices across schools. Feedback collected from staff and instructional leaders will be analyzed to identify strengths, areas for growth, and opportunities to improve implementation fidelity within the evaluation system.

The district will use this information to refine professional learning opportunities for evaluators and staff, strengthen calibration practices to ensure consistency across buildings, and enhance feedback processes so that evaluation conversations remain meaningful, growth-oriented, and connected to instructional improvement.

Additionally, findings will inform adjustments to evaluation timelines, communication practices, and support structures to ensure the process remains manageable, transparent, and aligned with district goals. Data gathered through the review process will also help identify trends and prioritize future professional development efforts that directly support teacher growth and student achievement.

Through ongoing reflection and continuous improvement cycles, the district will use review findings to ensure that teacher evaluation remains a supportive process focused on improving instructional practice and increasing positive outcomes for all students.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes, the performance pay amounts and standards are the same as outlined in our approved plan.

Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes, the salary schedule movement are the same as outlined in our approved plan.

Impact

What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? %

What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? %

What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? %

What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? %

Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)?

If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? %

What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %

What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %

What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %

Recommendations

How will the district use the data to improve the effectiveness of this core component?

The district will use data regarding the percentage of staff meeting the variety of measures to evaluate the effectiveness, consistency, and implementation of this core component across schools and programs. By analyzing trends within the data, the district can identify strengths, areas where additional support may be needed, and patterns that may impact successful implementation.

The data will be used to inform professional learning, strengthen support systems, and refine processes to ensure staff have clear expectations and access to the resources necessary for success. District and building leaders will review results to identify gaps between intended practices and implementation, allowing for targeted adjustments to improve fidelity and effectiveness.

Additionally, the district will use the findings to guide ongoing conversations around calibration, communication, and equitable access to supports, ensuring that staff have consistent opportunities to meet expectations. Progress monitoring over time will help determine whether adjustments are leading to improved outcomes and increased staff success across measures.

Ultimately, this data will support continuous improvement efforts by helping the district make informed decisions that strengthen implementation, increase staff effectiveness, and improve outcomes for students.

General Program Impact and Recommendations

What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?

The implementation of the Q Comp program has had a positive and sustained impact on instructional practice across the district. Participation in Q Comp has supported the development of a strong culture of reflection, collaboration, and continuous improvement, where teachers regularly examine instructional practices and student learning outcomes.

Through structured collaboration, coaching, and goal-setting processes, instructional teams are actively engaged in analyzing student data and using that information to make informed instructional decisions. This focus on evidence-based practice and ongoing reflection has strengthened instructional effectiveness, increased consistency across classrooms, and contributed to a more cohesive, student-centered learning environment throughout the district.

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

As a result of implementing the Q Comp program, the district has strengthened its data-based decision-making processes and deepened its ability to analyze student achievement data. Educators are now more consistently

examining results at a granular level, including disaggregating data by student groups in order to better identify and address achievement gaps.

While these improvements have enhanced the district's capacity to respond to student needs and target instruction more effectively, we recognize that overall student achievement outcomes continue to require improvement. Moving forward, the district remains committed to intensifying instructional efforts, strengthening implementation of evidence-based practices, and accelerating progress toward closing achievement gaps across all student groups.

How will the district use the review findings to improve the overall effectiveness of the program?

The district will use the review findings to strengthen the overall effectiveness of the Q Comp program by increasing collaboration, alignment, and coherence across buildings. In the coming year, the district plans to expand cross-district opportunities for principals and instructional leaders to engage in shared learning, examine implementation practices, and build collective capacity.

These collaborative structures will support stronger instructional leadership, more consistent implementation of program components, and improved alignment of goals and practices across schools. By enhancing shared learning and coherence, the district aims to increase the overall impact of Q Comp on instructional quality and student learning outcomes.

This is a Fridley Public Schools Policy.

Recommended changes below to align with Academics and Innovation recommendations:

598 SCHOOL ADMISSION POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

III. DEFINITIONS

A. *Early Entrance* refers to the practice of admitting kindergarten students that are younger than 5 years of age or first grade students that are younger than 6 years of age by September 1 of a given academic calendar year.

B. *Professional Staff* refers to a team comprised of a principal, teachers, school psychologist and director of educational services.

IV. EARLY ENTRANCE REQUIREMENTS

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

A. Children considered for early entrance to kindergarten must be 5 years of age on or before December 1st in the year of early entrance.

B. Children considered for early entrance to grade one must be 6 years of age on or before December 1st in the year of early entrance.

C. The following criteria must also be satisfied

1. Children must demonstrate superior general cognitive functioning as measured by the Weschler Preschool and Primary Scale of Intelligence – (current version). Children must have a full scale score at or above the 98 percentile on this test to qualify for early entrance

2. Children must demonstrate average to above-average school readiness skills when compared to age-appropriate readiness measures to qualify for early entrance.

3. Children must demonstrate average or above-average scores on the social/emotional behavior on the *Behavior Assessment System for Children* – Parent Rating and in the psychological assessment by the evaluator to qualify for early entrance.

V. DIRECTIVES AND GUIDELINES

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

Legal References:

Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 120A.01 (Admission to Public School)

School Board Action:

Adopted as Policy 598 May 20, 2008

Revised July 16, 2013

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