Business Meeting

Tuesday, November 17, 2026 7:00 PM
Fridley Community Center, 6085 7th Street NE, Fridley, MN 55432

A.	**Board Chair Comment**	
B.	**Public Comment**	
C.	**Call to Order, Pledge of Allegiance**	**Presenter:** Board Chair
D.	**Approval of Agenda with Suggested Motions and Resolutions**	**Presenter:** Board Chair
D.1.	Suggested Motions and Resolutions	
E.	**Superintendent Report**	
F.	**Business Action Items**	
F.1.	Motion: Approval of the Cardiac Emergency Response Plan	
F.2.	Motion: Approval of the Joint Powers Agreement for School Food Procurement	
F.3.	RESOLUTION Accepting Gifts	**Presenter:** Board Chair
G.	**Consent Agenda**	**Presenter:** Board Chair
G.1.	Business Meeting and Work Session Held on October 20th and Special Emergency Meeting November 13	
G.2.	New Contracts, Amendments, Leaves of Absence, Terminations, Resignations, and Retirements	
H.	**Written Information**	
H.1.	First Reading of Policies	
H.1.a.	Policy 101.1 Name of School District	
H.1.b.	Policy 208 Development, Adoption, and Implementation of Policies	
H.1.c.	Policy 521 Student Disability Nondiscrimination	
I.	**Important Future School Board Dates**	**Presenter:** Board Chair
I.1.	College and Career Week at Hayes November 16-20	
I.2.	FHS Girls Basketball begins November 16-20	
I.3.	FHS Wrestling and Boys Basketball begins November 23	
I.4.	Preschool Picture Retake Day November 23	
I.5.	No School - Thanksgiving Break November 25, 26, 27	
I.6.	FHS Boys Swim/Dive begins November 30	

I.7. RLS 4th Grade Choir Concert
December 2 at the District Auditorium at 5:30pm

I.8. FHS Conferences
December 3 at FHS 4-7:30pm

I.9. Free Family Movie Night
December 4 at the District Auditorium at 7pm

I.10. Hayes Better Together Family Meeting
December 7 at Hayes at 5pm

I.11. Middle School Family Bingo Night
December 9 at FMS at 5-6:30pm

I.12. Middle School Holiday Concert
December 10 at the District Auditorium at 7pm

I.13. FHS Silver Platter Breakfast
December 15 at the FHS Media Center at 7:30am

I.14. Fridley Public Schools School Board Meeting
December 15, 2026
Fridley Community Center
5:30 PM Work Session
7:00 PM Truth in Taxation
7:30 PM Business Meeting

J. **Adjournment** **Presenter:** Board Chair

Tuesday, November 16, 2026
School Board Business Meeting
Motions

A. Public Comment

B. Call to Order, Pledge of Allegiance

C. Approval of Agenda with Suggested Motions and Resolutions

a. Suggested Motions and Resolutions

Suggested Motion: Motion by _____, seconded by _____ to approve the agenda for November 16, 2026.

D. Superintendent Report

E. Business Action Items

a. Motion: Approval of the Cardiac Emergency Response Plan

Suggested Motion: Motion by _____, seconded by _____ to approve the Cardiac Emergency Response Plan

b. Motion: Approval of the Joint Powers Agreement for School Food Procurement

Suggested Motion: Motion by _____, seconded by _____ to approve the Joint Powers Agreement for School Food Procurement

c. RESOLUTION Accepting Gifts

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

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

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

i. The following persons donated to **Fridley Public Schools Theater Program:**
   1. Showcore - Equipment Donation of $6,000

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

F. Consent Agenda

Suggested Motion: Motion by _____, seconded by _____ to approve the consent agenda including minutes of the business meeting held on October 20, 2026 and special emergency meeting held on November 13, 2026; New Contracts, Amendments, Leaves of Absence, Resignations, Retirements and Terminations

G. **Written Information**

a. First Reading of Policies
   i. Policy 101.1 Name of the School District

ii. Policy 208 Development, Adoption, and Implementation of Policies
iii. Policy 521 Student Disability Nondiscrimination

H. **important Future School Board Dates**

a. College and Career Week at Hayes
November 16-20
b. FHS Girls Basketball begins
November 16-20
c. FHS Wrestling and Boys Basketball begins
November 23
d. Preschool Picture Retake Day
November 23
e. No School - Thanksgiving Break
November 25, 26, 27
Tiger Club open November 25 and closed November 26, 27
f. FHS Boys Swim/Dive begins
November 30
g. RLS 4th Grade Choir Concert
December 2 at the District Auditorium at 5:30pm
h. FHS Conferences
December 3 at FHS 4-7:30pm
i. Free Family Movie Night
December 4 at the District Auditorium at 7pm
j. Hayes Better Together Family Meeting
December 7 at Hayes at 5pm
k. Middle School Family Bingo Night
December 9 at FMS at 5-6:30pm
l. Middle School Holiday Concert
December 10 at the District Auditorium at 7pm
m. FHS Silver Platter Breakfast
December 15 at the FHS Media Center at 7:30am
n. Fridley Public Schools School Board Meeting
December 15, 2026
Fridley Community Center
5:30 PM Work Session
7:00 PM Truth in Taxation
7:30 PM Business Meeting

I. Adjournment

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

Fridley Public Schools
Cardiac Emergency Response Plan

Date of issue: October 2026

Contents

Acknowledgements 3

Introduction 4

Cardiac Emergency Response Plan 5

- Purpose 5
- List of Abbreviations 5

Definition of Sudden Cardiac Arrest (SCA) 6

Forming a Cardiac Emergency Response Team (CERT) 6

Additional Information 7

Protocol for Cardiac Emergency Response 8

Automated External Defibrillator (AED) Equipment 11

- Procurement 11
- Placement 11
- Maintenance 11
- Registry 11
- Communication of the Cardiac Emergency Response Plan (CERP) 12
- Training for CPR and AED Use 12
- Integration of Local Emergency Medical Services (EMS) with the School Plan 12
- Practice Drill for Cardiac Emergency Response 12
- Annual Review of the Plan 12

Legal References 13

Appendix I 14

Appendix II 16

- Act Now. Save a Life. 16

Acknowledgements

The Fridley Public Schools is grateful to the following partners for their contributions to the development of this plan.

The Minnesota Department of Education-School Health Services

The Minnesota Department of Health-School Health Services

Introduction

The American Heart Association (AHA) reports more than 350,000 cardiac arrests occurring each year outside of the hospital setting[I]. For children and adolescents under the age of 18 years old, an estimated 7,000 to 23,000 deaths occur each year due to a sudden cardiac arrest (SCA), with SCA becoming the leading medical cause of death in student athletes[II, III]. Evidence has shown survival rates for a SCA event more than double with rapid initiation of cardiopulmonary resuscitation (CPR) and automatic external defibrillation[IV].

In accordance with the Minnesota Statutes, section 121A.035, Fridley Public Schools has developed this cardiac emergency response plan (CEPR) as a written protocol for the preparation and response to cardiac emergencies in school and school sponsored events.

Cardiac Emergency Response Plan

Fridley Public Schools

Date Adopted by the School Board:

Date Revised:

Purpose

This cardiac emergency health plan (CERP) was developed to provide Fridley Public Schools with a comprehensive strategy for the preparation and response to sudden cardiac arrest (SCA) in the school setting in accordance with Minnesota Statute 121A.035 – Crisis Management Policy.

The adopted CERP should be included in a building level crisis management plan under crisis-specific procedures. After approval by the school board, an adopted plan will become an addendum to the crisis management policy.

Fridley School Board Policy 806 – Crisis Management Policy

List of Abbreviations

Abbreviations	Definitions
AED	automated external defibrillator
CERP	cardiac emergency response plan
CERT	cardiac emergency response team
CPR	cardiopulmonary resuscitation
EMS	emergency medical services
SCA	sudden cardiac arrest

Definition of Sudden Cardiac Arrest (SCA)

The American Heart Association (AHA) defines sudden cardiac arrest (SCA) as a sudden and unexpected loss of heart function where the heart stops beating due to an irregular heart rhythm in persons who may or may not have been diagnosed with a heart condition, When the heart beats abnormally it affects its ability to pump blood which may lead to cardiac arrest[I]. Without immediate response and treatment, the person may lose consciousness and collapse, leading to death within minutes.

Signs of sudden cardiac may include one or more of the following:

- Not moving, unresponsive, or unconscious
- Not breathing normally (e.g. may have irregular breathing pattern, gasping or gurgling, or may not be breathing at all)
- Seizure or convulsion-like movements

It is important to note that SCA may also occur when a person collapses shortly following a firm, sudden, direct hit to the chest.

Forming a Cardiac Emergency Response Team (CERT)

The school administrator in each building will select a cardiac emergency response team (CERT) that will be trained to respond to emergency medical situations. CERT members will be available and willing adults who have current CPR/AED certification from a nationally recognized organization. This team is responsible for developing, implementing, and annually reviewing the school's adopted CERP.

Team members should include school nurses, physical education teachers, athletic directors/trainers, coaches, staff overseeing recess, and any other staff who are present before, during, or after the school day. This team leads the emergency medical response, but it is important that all school staff are familiar with the CERP and their role in responding to a cardiac emergency. As an example, any staff member who witnesses a person unexpectedly collapse should know how to initiate a building's emergency medical response, call 9-1-1 to activate emergency medical services (EMS), and initiate hands-only CPR to an unresponsive person who is not breathing until a CPR-certified team member arrives at the scene.

Additional Information

To ensure a timely response, CERTs will have enough staff members to account for periodic absences and staff turnover. CERT members will be required to step away from their

regular job duties to assist in a cardiac emergency and consideration should be given for classroom coverage in those instances. (Best practice recommendations suggest that a minimum of 10% of overall school staff, 50% of coaches, and 50% of physical educators should hold current CPR/AED certification[V].)

CERTs will determine a communication plan that includes two-way communication covering all areas of the school's campus, both inside and outside the facility. The communication plan should clearly state how staff members activate the CERT and EMS.

Members of this school building's Cardiac Emergency Response Team are listed below:

Cardiac Emergency Response Team

Staff Name	CPR/AED Certification Date
Callie Bachler	District Nurse
Christy Larson	District Nurse
Cora Strobl	Health Assistant- Hayes Elementary
Dalia Rahim	Health Assistant- R.L.Stevenson
Cammille Henderson	Health Assistant- FCC
Jillian Zeidler	Health Assistant-FMS
Cat Brosious	Health Assistant- FHS

Protocol for Cardiac Emergency Response

Although most school staff do not have a background in the medical field, it is possible that a situation will arise that requires quick action from staff to successfully respond to a medical emergency. This protocol provides step-by-step guidance that all staff can follow in the event of a cardiac emergency. Immediate action is critical when responding to a sudden

cardiac arrest event. Fridley Public Schools has identified Allina Health Mercy hospital as the closest medical facility that is equipped in advanced cardiac care.

Scenario: A person is found on the ground, not responding to verbal prompts or physical touch. The person is observed to have abnormal breathing (irregular breaths, gasping, or not breathing at all) and may begin to show seizure-like movements or convulsions. You need to take immediate action.

1. Recognize signs of SCA (may include one or more of the following).
    a. Not moving, unresponsive, or unconscious
    b. Not breathing normally (e.g. may have irregular breathing patterns, gasping or gurgling, or may not be breathing at all)
    c. Seizure or convulsion-like movement
2. The first school staff to observe the unresponsive person designates another adult to call 9-1-1.
    a. Provide school building address
    b. Explain the person's condition/symptoms
    c. Listen carefully to the dispatcher for additional guidance
    d. Stay on the line and answer dispatcher questions
3. The school staff that finds the unresponsive person should also designate someone to retrieve and deliver an AED from the nearest location to the emergency.
4. The first school staff at the scene of the emergency should start CPR (bystander, hands-only CPR if not CPR certified is an effective way to buy time and increase chance of survival until a CERT member or EMS arrive on scene).
    a. Place the person on their back on a firm flat surface
    b. Using 2-hands place the heel of one hand I the center of the chest, on the lower half of the breastbone, with the other hand directly on top (or one hand for smaller children), pushing hard and fast to a depth of about 2 inches (or one-third the depth of the chest for smaller children). You can lift or interlock fingers to keep them off the chest.
    c. 100-120 compressions per minute, allowing the chest to rise fully between compressions
    d. If you are able and willing to provide rescue breaths, use a CPR barrier mask and provide 2 breaths after 30 compressions
    e. Continue compressions until help arrives
5. Once 9-1-1 has been called, activate the CERT immediately using the communication plan outlined in the CERP. Use a calm, clear voice to call the office and state, ***"There is a cardiac emergency in [name specific location within the building] and 911 has been called."***

6. School administrators or office staff will follow the communication procedures within the crises management policy for placing the school in a **"hold"** for medical emergency, and alert CERT using a two-way communication system to the location of the medical emergency.
7. CERT members will report to the emergency location and respond based on roles and responsibilities assigned, ensuring CPR certified staff remain on scene and additional staff are securing the location and available at entry points to quickly direct EMS personnel to the scene.
8. When the AED arrives, turn on the device immediately.
9. Follow the AED's visual and audio prompts for pad placement and school advisement. Note: the AED will only deliver electrical shock if advised by the device. Continue CPR until the person becomes responsive or EMS takes over.
10. Transfer care to EMS upon their arrival reporting the time the unresponsive person was found and when CPR began.
11. A CERT member should be designated to document the emergency, noting the time the event began, when CPR was initiated, when and if the AED delivered a shock, the time EMS arrived on scene and assumed control of the emergency response, and the person's condition when care was transferred to EMS.
12. Following the communication procedures outlined in the building's crisis management plan, school administrator or office staff will notify emergency contact for the unresponsive person.
13. Medical providers evaluating the person following the emergency response may request information about what the person was doing at the time of the event as well as retrieval of date from the AED to determine proper treatment. EMS personnel may request that the school send the AED with the person to the hospital. The school social worker will follow the ambulance to the hospital and act as guardian until the parent/guardian arrives. Schools will have a plan for returning the AED back to campus.
14. CERT members will allow for time following the event for an after-action review to identify success and areas for improving future emergency medical response, updating plans and protocol accordingly. Schools will also discuss a plan for supporting staff and/or student mental health needs following their participation in a medical emergency response.

Automated External Defibrillator (AED) Equipment

Automated external defibrillators (AEDs) are devices used to analyze the heart's rhythm and, if necessary, deliver an electrical shock, to restore a normal rhythm. AEDs are lifesaving devices designed to be easy to use with visual and audio guidance.

AEDs are devices used to analyze the heart's rhythm and, if necessary, deliver an electrical shock, to restore normal rhythm. AEDs are life saving devices designed to be easy to use with visual and audio guidance. The U.S. Food and Drug Administration (FDA) and state agencies regulate AEDs.

According to Minnesota State Law 604A.01, also known as the Good Samaritan law, the non-professional user of an AED is exempt from civil liability. The law places a legal duty on people to provide reasonable assistance to others that have been exposed to or are in peril of grave physical harm. The purpose of the Good Samaritan law is to encourage non-emergency personnel to help those in peril. The law protects lay people from civil liability for negligence committed while voluntarily providing emergency care. The immunity exists both at the scene of the emergency and while transporting someone to a location where professional care can be rendered.

Procurement

Fridley Public Schools will procure replacement or additional AEDs through one of the following ways (but not limited to) direct purchase from manufacturers, medical supply distributors, government grants and funding, partnerships with local hospitals or health organizations, fundraising and community donations, nonprofit organizations, or online retailers.

Placement

Fridley Public Schools has placed AEDs throughout the buildings. The AEDs are installed in easily accessible, high traffic areas of the buildings, such as main hallways, cafeterias, and gymnasiums. Our goal is to place enough AEDs throughout the campus to allow for retrieval to the scene within 3 minutes of being notified of a potential cardiac emergency. In addition, portable AEDs are available for coaches or athletic trainers to bring to athletic practices and events.

A complete inventory of AEDs and a site map with AED locations can be found in the district's health and safety google drive.

Each AED is stored in an unlocked case with the device's readiness indicator facing outward and visible signage in the vicinity that clearly indicates the location of the device with AED use instructions available.

Adult pads are available in each AED case. The adult pads can be used for children if pediatric pads are not available. Also included in each AED case is a CPR mask, latex-free gloves, razor, and scissors.

Inspections & Maintenance

The health office is responsible for monthly inspections of the AEDs, storage cabinets and CPR kits to verify all supplies are accounted for and functioning properly. These inspections are documented on an online system and maintained at the district office.

When an AED needs service, the person conducting the inspection notifies the Manager of Buildings and Grounds. The AED batteries and pads are replaced prior to their expiration date. AED units are replaced roughly every 8-10 years, or sooner if discontinued, recalled, or showing alerts.

If a district-owned AED is used, the Manager of Buildings and Grounds must be notified so that the pads and batteries can be replaced.

Registry

Minnesota Statutes 2025, section 403.51, states that a person who purchases or obtains a public access AED shall register that device with an AED registry within 30 working days of receiving the AED. The Manager of Buildings and Grounds is responsible for registering AEDs

with the National Emergency AED Registry (NEAR) through the PulsePoint Foundation at https://www.pulsepoint.org/pulsepoint-aed. AEDs located in Fridley Public School buildings are a combination of public and private devices.

Communication of the Cardiac Emergency Response Plan (CERP)

Fridley Public School's adopted CERP will be distributed broadly as a part of the building's overall crisis management plan to all staff and relevant local emergency responders at the start of each school year. School administrators will designate a CERT member as the person responsible for the updating and distribution of the CERP.

The CERP protocol will be posted near the AEDs and in classrooms, cafeterias, gymnasiums, restrooms, health offices, breakroom spaces, and in main offices.

Training for CPR and AED Use

CERT members will be trained in CPR and AED use by a nationally recognized organizations to ensure timely responses and minimally fulfill the CERT roles of CPR initiation, AED retrieval, and 9-1-1 notification. Certifications for CERT members should be renewed at least every two years.

All school staff and coaches will annually review the school's CERP to increase understanding of how to recognize and respond to a cardiac response.

Integration of Local Emergency Medical Services (EMS) with the School Plan

The adopted CERP with locations of onsite AEDs will be provided, along with facility diagrams and site plans to first responders, as requested.

Practice Drill for Cardiac Emergency Response

The CERP Coordinator(s) will develop and implement a practice drill with CERP members at each district building one time per year, preferably before the school year begins. These practice drills increase a person's chance of survival by 70%.

Annual Review of the Plan

Annual evaluation will occur during a designated school board meeting one time per year utilizing feedback from CEPR Coordinator(s), post-event feedback from after-action reviews, and updated evidence-based best practices.

Legal References

Minnesota Statutes, section 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Minnesota Statutes, section 121A.035 (Crisis Management Policy)

Minnesota Statutes, section 403.51 (Automatic External Defibrillation; Registration)

Minnesota Statutes, section 604A.01 (Good Samaritan Law)

Appendix I

Resources

Table 1: Available resources for implementing a cardiac emergency response plan.

Organization	Provided Resource	Web Address
American Heart Association	Implementation guide to assist with developing action plans, practice drills, and evaluation materials including a school checklist	https://cpr.heart.org/en/training-programs/cardiac-emergency-response-plan-cerp
Project ADAM Minnesota	Free assistance in creation and implementation of a practiced CERP	https://www.childrensmn.org/services/care-specialties-departments/cardiovascular-programs/conditions-and-services/project-adam/
Parent Heart Watch	Toolkit templates and trainings for school and athletic staff, and programs providing AEDs to schools	https://parentheartwatch.org/resources/sca-prevention/cardiac-emergency-response-plan/ https://parentheartwatch.org/programs/get-charged-up/
Sudden Cardiac Arrest Foundation	National funding resources for AEDs and school-based CPR/AED education programs	https://www.sca-aware.org/campus/funding-sources-for-schools

---

[i] American Heart Association. (2023). *Cardiac emergency response planning for schools: A policy statement 2023.*https://www.heart.org/-/media/Files/About-Us-Policy-Research/Policy-Positions/CRP-and-AED/Cardiac-Emergency-Planning-for-Schools.pdf

[ii] Harmon, K. G., Asif, I. M., Maleszewski, J. J., Owens, D. D., Prutkin, J. M., Salerno, J. C., Zigman, M. L., Ellenbogen, R., Rao, A. L., Ackerman, M. J., & Drezner, J. A. (2015). Inceidence, cause, and comparative frequency of sudden cardiac death in National Collegiate Athletic Assoication athletes: A decade in review. Icirculation, 123(1), 10-19.

[iii] Parent Heart Watch. (2023). *Out-of-hospital cardiac arrest in youth. Estimated from various sources.* https://parentheartwatch.org/resources/incidence-of-sca-in-youth/

[iv] Sasson, C., Rogers, M. A., Dahl, J., Kellermann, A. L. (2010). Predictors of survival from out-of-hospital cardiac arrest: A systematic review and meta-analysis. *Circ Cardiovasc Qual Outcomes, 3*(1):63-81. https://doi.org/10.1161/circoutcomes.109.889576

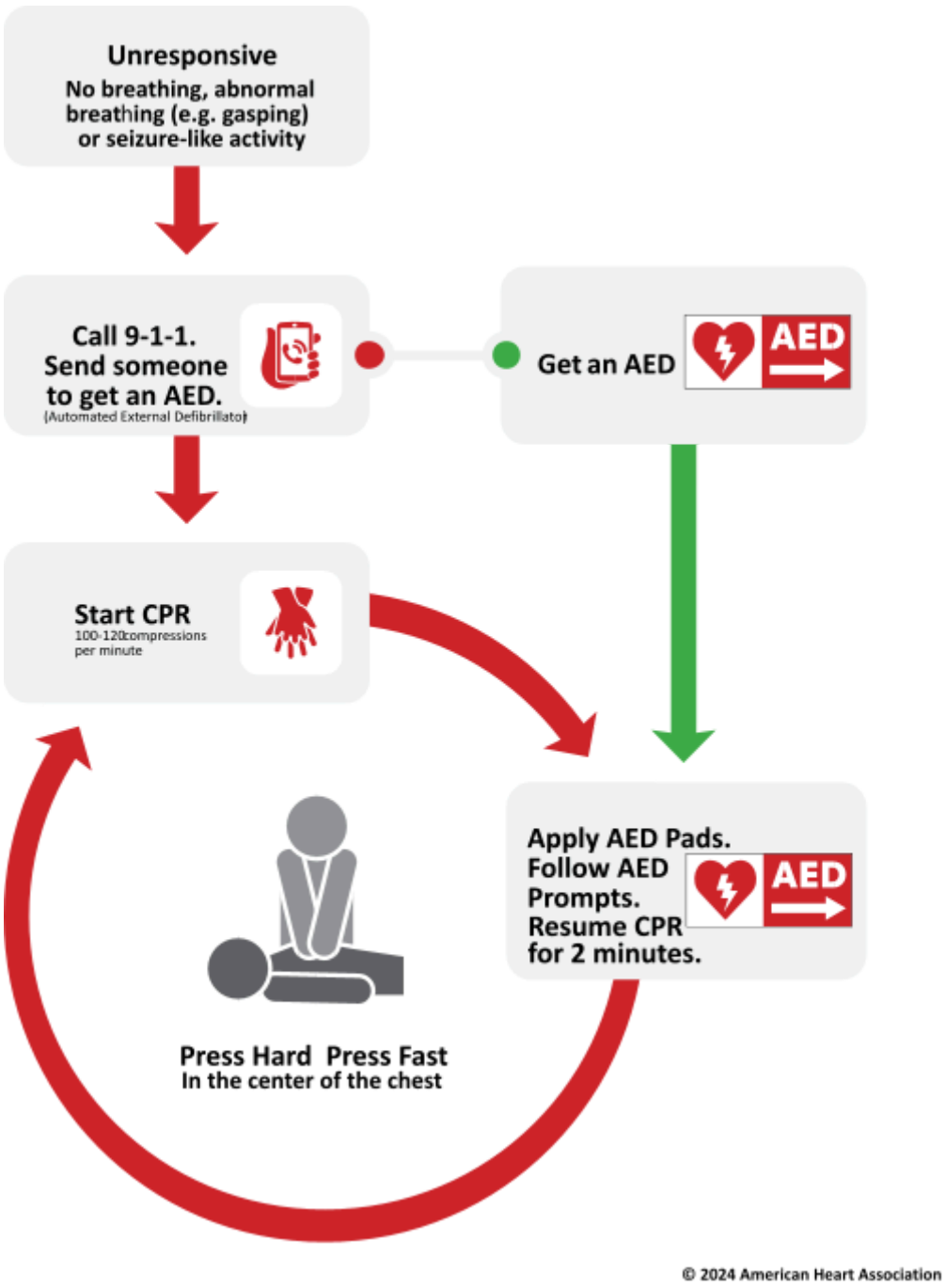
[v] American Heart Association. (n.d.) *Cardiac emergency response plan-Schools.* https://cpr.heart.org/en/training-programs/nation-of-heartsavers/cardiac-emergency-response-plan

vi Perkins, G. D., Travers, A. H., Berg, R. A., Castren, M., Considine, J., Escalante, R., … & Yeung, J. (2015). Part 3: Adult basic life support and automated external defibrillation: 2015 international census on cardiopulmonary resuscitation and emergency cardiovascular care science with treatment recommendations. *Resuscitation, 95,* e43-e69.

[vii] Evans S. Legg M. (2024), Cardiac emergency response plan: Is your school prepared? *NASN School Nurse, 39*(4):175-180. https://doi.org/10.1177/1942602X231201087

Appendix II

Act Now. Save a Life.



AED Inventory of Public/Private Status

Location	Status
HS Main Hallway	Public
HS Auditorium	Public
HS Gym/Concession	Public
HS Cafeteria Hallway	Public
HS Athletics Trainer	Private
MS Main Entrance	Public
MS Pool	Public
MS Media Center	Public
FCC Door 10	Public
Hayes-Gym	Public
Hayes - Health Office	Public
RLS - Gym	Public
RLS - Health Office	Public
Vista-Secretary's Office	Private

JOINT POWERS AGREEMENT

FOR

SCHOOL FOOD PROCUREMENT

This Agreement is between Independent School District No. 831, Forest Lake Area Schools, Independent School District No. 12, Centennial, Independent School District No. 2144, Chisago, and Independent School District No. 14, Fridley Public Schools (collectively, the Districts).

Recitals

1. The Districts seek to obtain quotes from prospective food distributors to provide commercial food products and related food service goods for their respective schools. By joining together in the procurement process, the Districts hope to obtain beneficial volume pricing. Based on the quotes received and subsequent negotiations, the Districts will choose a food distributor (the Prime Vendor) with which to contract for the 2027-2028 school year, with up to four one-year renewals.
2. On behalf of the Districts, ISD 831 is willing to undertake the Request for Quotes process and negotiate the quotes received, with input from ISD 12, ISD 2144 and ISD 14. The Request for Quotes will provide the necessary information for all four Districts to obtain the best pricing.
3. Following selection of the Prime Vendor, each District will be responsible for its own orders and work directly with the Prime Vendor on all issues relating to the products and services purchased.

Agreement

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

behalf of the Districts and negotiate a food services contract with the Prime Vendor.

2. **Term.**

   a. Effective Date: the last date executed by the parties hereto.

   b. Term: the 2027-2028 school year, subject to any renewals of the Prime Vendor agreement.

   c. Renewal of the Prime Vendor agreement: following the 2027-2028 school year, the Prime Vendor agreement may be renewed for up to four one-year renewals. Each renewal of the Prime Vendor agreement must be approved by each District authorized representative.

   d. Termination Date: the termination date of the Prime Vendor agreement.

3. **Contract Procurement.**

   a. ISD 831 shall draft a Request for Quotes for school food vendors. The RFQ shall be provided to ISD 12, ISD 2144 and ISD 14 staff for review and input and include necessary data from all Districts on which potential vendors can base their responses.

   b. ISD 831 shall issue the RFQ to potential vendors, respond to vendor questions, receive vendor quotes, and engage in negotiations with vendors as appropriate. The quotes received will be shared with the Districts for input on the quotes and negotiations.

   c. Based on the quotes received, input from the Districts, and any subsequent negotiations, ISD 831 shall award a contract to a single Prime Vendor.

   d. Each District shall have the right to order products pursuant to the Prime Vendor contract. Such orders shall be handled directly between the ordering District and the Prime Vendor. Each District is solely responsible for placing and paying for its own orders. Any disputes between a District and the Prime Vendor shall be resolved by that District.

4. **Authorized Representatives.** For purposes of approving the RFQ and providing input on the RFQ process and negotiations, ISD 12, ISD 2144 and ISD 14 authorize the following representative to act on behalf of their respective District:

   a. Tara Malinski, Food Service Director ISD 12

   b. Renee Arbogast, Food Service Director ISD 14

   c. Laura Cierzan, Food Service Director ISD 2144

5. **Assignment and Amendment.**

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

    b. Any amendment to this Agreement must be in writing and is not effective until has been authorized and executed.

6. **Liability.** To the full extent permitted by law, actions by the parties pursuant to this Agreement are intended to be and shall be construed as a "cooperative activity" and it is the intent of the parties that they shall be deemed a "single governmental unit" for the purposes of liability during the procurement of a contract with a single Prime Vendor, all as set forth in Minnesota Statutes, Section 471.59, subd. 1a(b). Each party shall assume individual liability for any and all disputes that may arise between it and the Prime Vendor once a contract has been awarded, unless the dispute involves all four parties. Each party to this Agreement expressly declines responsibility for the acts or omissions of the other parties for purposes of Minnesota Statutes, Section 471.59, subd. 1a(b)

7. **Governing Law, Finality and Severability.**

    a. Governing Law. This Agreement shall be governed by and construed according to the laws of the State of Minnesota. Any legal proceedings taken arising out of the terms and conditions of the Agreement shall be venued in the district courts of the State of Minnesota.

    b. Severability. The provisions of this Agreement are severable. If any section, paragraph, subdivision, sentence, clause or phrase of the Agreement is held to be contrary to law, rule, or regulation having the force and effect of law, such decision shall not affect the remaining portions of this Agreement.

    c. Reservation of Authority. Nothing in this Agreement shall act as a waiver by a participating Party of its individual power and legal authority to obtain the products and services contemplated in this Agreement.

    d. Final Agreement. It is understood and agreed that the entire agreement of the parties is contained here and that this contract supersedes all oral or written agreements and negotiations between the parties relating to this subject matter.

    e. Counterparts. This Agreement may be executed in two or more counterparts, each of which shall be an original, but all of which shall constitute one and the same instrument. Fully executed copies shall be provided to all Parties.

[Signature page follows.]

Independent School District No. 831

_____ Dated: _____, 2026
Board Chair

_____ Dated: _____, 2026
Board Clerk

Independent School District No. 12

_____ Dated: _____, 2026
Board Chair

_____ Dated: _____, 2026
Board Clerk

Independent School District No. 2144

_____ Dated: _____, 2026
Board Chair

_____ Dated: _____, 2026
Board Clerk

Independent School District No. 14

_____ Dated: _____, 2026
Board Chair

_____ Dated: _____, 2026
Board Clerk

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:

Theatre
Showcore
Equipment Donation of $6000

FRIDLEY PUBLIC SCHOOLS — INDEPENDENT SCHOOL DISTRICT 14
SCHOOL BOARD BUSINESS MEETING — MINUTES

Tuesday, October 20, 2026

Work Session: 5:30 PM | Business Meeting: 7:00 PM

Business Meeting called to order at: 7:00 p.m.

A. Call to Order, Pledge of Allegiance

Roll Call

Ms. Auna:	Present	**Ms. Jones:**	Present
Mr. Karnopp:	Present	**Ms. Schreiner:**	Present
Ms. Starck:	Absent	**Ms. Yang:**	Present
Lelai Juasemai	Present	**Malik Bah**	Absent

Five of six Board members were present. Director Starck was absent. Student Representative Bah was absent.

B. Public Comment

C. Approval of Agenda with Suggested Motions and Resolutions

Motion by Board Clerk Auna, seconded by Director Schreiner, to approve the agenda for October 20, 2026.

All those in favor: 5 All opposed: 0 Motion: Passed

D. Superintendent Report

Items presented (no vote unless noted):

• Costa Rica Trip Recap — Students Audrey Kragenbrink, Julien Siewe, and Jacqueline Gnronfoun
• Finance Update — Superintendent Brenda Lewis
• Enrollment Update — Director Caitlin Payton
• Blue Ribbon Commission on Special Education — Superintendent Brenda Lewis
• Tax Incremental Financing — Superintendent Brenda Lewis
• Full Service Community Schools Grant Award — Superintendent Brenda Lewis
• Achievement and Integration Update — Senior Officer Amy Cochran
• Construction Update — Assistant Superintendent Rochelle Cox
• Board Updates
• Upcoming Events

E. Consent Agenda

Includes: Minutes of the Business Meeting and Work Session held September 15, 2026; New Contracts, Amendments, Leaves of Absence, Lane Changes, Terminations, Resignations, and Retirements; Overnight Field Trip for 7th Grade Middle School to Long Lake Conservation Center, Palisade, MN, October 21–23, 2026; and MSHSL Foundation Resolution.

Motion by Board Clerk Auna, seconded by Vice Chair Jones, to approve the consent agenda as presented.

All those in favor: 5 All opposed: 0 Motion: Passed

F. Important Future School Board Dates

• Dance Team and Middle School Wrestling begin — October 26
• Fun Run at RLS and Hayes Fall Fun Run — October 30
• Youth in Government Launch — October 31
• No School, Staff Development (Tiger Club Closed) — November 3
• Preschool Family IB Night — November 12
• No School, Evaluation/Planning Day — November 13
• High School Musical, *Matilda* — November 13, 14, 19, 20, and 21, 7:00 PM, District

Auditorium
• High School Girls Basketball begins — November 16
• School Board Work Session (5:30 PM) and Business Meeting/Open Forum (7:00 PM) — November 17, Fridley Community Center

G. Adjournment

Motion by Board Treasurer Yang, seconded by Director Schreiner, to adjourn the meeting at 7:57 p.m.
All those in favor: 5 All opposed: 0 Motion: Passed
Meeting adjourned at 7:57 p.m.

Minutes
School Board Emergency Special Meeting
Fridley Independent School District 14
November 13, 2026

Call to Order
Board Chair Karnopp called the Special Emergency Business Meeting of the Fridley School Board to order at 3:30 PM on Friday, November 13, 2026, at the Fridley High School. The following Board members were present in the room: Nikki Auna, Sara Jones, Jake Karnopp, Sara Schreiner, and Pajjar Yang. Absent: Avonna Starck

Motion to call the meeting to order.
Motion by Schreiner, seconded by Jones. Upon the vote being taken all voted in favor, none against, none abstained. Motion carried 5-0.

Motion to place Superintendent Brenda Lewis on paid administrative leave effective immediately and to authorize Chair Karnopp to notify Brenda Lewis of the same by Auna, seconded by Yang, to approve the motion to place Superintendent Brenda Lewis on paid administrative leave effective immediately. Upon roll call vote, Auna, Jones, Karnopp, Schreiner voted in favor, none against, none abstained. Motion carried 5-0.

Motion to place Assistant Superintendent Rochelle Cox on paid administrative leave effective immediately and to authorize Chair Karnopp to notify Rochelle Cox of the same by Schreiner, seconded by Jones, to approve the motion to place Assistant Superintendent Rochelle Cox on paid administrative leave effective immediately. Upon roll call vote, Auna, Jones, Karnopp, Schreiner voted in favor, none against, none abstained. Motion carried 5-0.

Motion to designate Dr. Amy Cochran as Interim Superintendent
Motion by Jones, seconded by Auna, to approve the motion to designate Dr. Amy Cochran as Interim Superintendent. Upon roll call vote, Auna, Jones, Karnopp, Schreiner voted in favor, none against, none abstained. Motion carried 5-0.

Business Meeting Adjournment
Motion by Auna, seconded by Yang to adjourn the meeting at 3:32 PM. Upon vote being taken all voted in favor, none against, none abstained. Motion carried 5-0.

Personnel Changes
11/17/2026
2026-2027

New Contracts and Amendments per Master Agreements (2026-2027)

- Sahar Abuhussein, Early Childhood Special Education Teacher, Fridley Community Center, MA/Step 2, effective 10/22/26
- Marwa Awil, Paraeducator, Hayes, Step 1, effective 10/19/26
- Trisha Davis, Paraeducator, VISTA Middle, Step 1, effective 10/29/26
- Dixon Gahnz, Paraeducator, Fridley Middle, Step 3, effective 10/22/26
- Emily Hill, Reading Intervention Teacher, Fridley Middle, BA/Step 1, effective 10/19/26
- Aubri Lindberg, Special Education Teacher, Online Academy, MA/Step 11, effective 11/10/26
- Achilles Melitante, Special Education Building Substitute, VISTA High, BA, effective 10/13/26
- Kellan Okwako, Paraeducator, VISTA Autism Center, Step 3, effective 11/4/26

Leave of Absence

- Catherine Brosious, Health Assistant, Fridley High, effective 10/23/26
- Madelyn Douglas, SAC Program Manager, FCC, effective 11/10/26
- Madeline Foucault, Teacher, Fridley High, effective 11/4/26
- Bobbi Pratt, Teacher, Fridley Middle, effective 11/10/26

Return from Leave of Absence

- Shana Fiocchi, Teacher, Stevenson Elementary, effective 11/16/26
- N.H, effective 11/9/26
- Mark Jacobs, Assistant Special Education Administrator, Vista Middle, effective 11/12/26
- Kelly McConville, Special Education Administrator, VISTA High, effective 10/19/26
- Ashley Mellgren, Teacher, Stevenson, effective 11/16/26
- Omotilewa Oke, Teacher, Stevenson, effective 11/2/26
- Madalyn Skarolid, Teacher, Stevenson, effective 11/30/26
- Clare Toll, Teacher, Hayes, effective 8/24/26

Status Changes (2026-2027)

- Sarah May Baguio, Building Substitute, Fridley High, to Special Education Long-term Substitute, Fridley High, BA/Step 1, effective 11/4/26
- Jerwin Lorgonio, Building Substitute, Fridley High to Math Long Term Substitute, MA/Step 9, effective 10/26/26
- Princess Joy Marin, Building Substitute, Fridley High, to Science Long-term Substitute, Fridley High, BA/Step 7, effective 10/19/26

Resignations (2026-2027)

- Greg Beeck, Special Education Administrator, Vista Middle, effective 11/6/26, currently on leave
- Jarrett Dolan, FCC Receptionist, Fridley Community Center, effective 11/13/26
- N.H., effective 11/9/26
- Zachary Munson, Social Worker, Hayes, effective 11/6/26
- Lauren Yurek, Special Education Teacher, Hayes, effective 11/24/26

Part 1 — Redline: Fridley Policy 101.1 Compared to MSBA/MASA Model

101.1 NAME OF THE SCHOOL DISTRICT

I. Purpose

The purpose of this policy is to clarify the name of the school district.

II. General Statement of Policy

Pursuant to statute, the official name of the school district is Independent School District No. 14. However, the school district is often referred to by other informal names. In order to avoid confusion and to encourage consistency in school district letterheads, signage, publications, and other materials, the school board intends to establish a uniform name for the school district.

III. Uniform Name

A. The name of the school district shall be Fridley Public Schools District 14.

B. The name specified above may be used to refer to the school district and may be shown on school district letterheads, signage, publications, and other materials.

C. In official communications and on school district ballots, the school district shall be referred to as Independent School District No. 14 (Fridley Public Schools). Any inadvertent failure to use the correct name shall not invalidate any legal proceeding or matter or affect the validity of any official document executed on behalf of the school district.

Legal References:

Minn. Stat. ~~§123A.55~~§ 123A.55 (Classes, Number)

Cross References:

None

School Board Action:

Adopted December 21, 1999

Reviewed/Revised _____, 2026

Part 2 — MSBA/MASA Model Policy 101.1

MSBA/MASA Model Policy 101.1

Orig. 1998

Rev. 1999

101.1 NAME OF THE SCHOOL DISTRICT

I. PURPOSE

The purpose of this policy is to clarify the name of the school district.

II. GENERAL STATEMENT OF POLICY

Pursuant to statute, the official name of the school district is Independent School District No. [number] [name]. However, the school district is often referred to by other informal names. In order to avoid confusion and to encourage consistency in school district letterheads, signage, publications and other materials, the school board intends to establish a uniform name for the school district.

III. UNIFORM NAME

A. The name of the school district shall be [name].

B. The name specified above may be used to refer to the school district and may be shown on school district letterheads, signage, publications and other materials.

C. In official communications and on school district ballots, the school district shall be referred to as Independent School District No. [number] [name], but inadvertent failure to use the correct name shall not invalidate any legal proceeding or matter or affect the validity of any document.

Legal References:

Minn. Stat. § 123A.55 (Classes, Number)

Cross References:

None

Part 3 — Summary of Changes

- **No new substantive changes**
  - The MSBA/MASA model for 101.1 was last revised in 1999, the same year Fridley adopted its policy. Fridley's policy already matches the model in substance.
  - **Recommendation:** Treat this as a review and reaffirmation with technical edits. Under Policy 208, technical changes do not require two readings.
- **Technical edits in the redline**
  - Adds "No." to "Independent School District No. 14" (II and III.C), matching the official statutory form.
  - Letters the three paragraphs in Section III as A, B, and C, matching the model.
  - Adds "Cross References: None" and fixes citation spacing and serial commas.
- **Fridley local language kept**
  - III.C: Fridley's savings clause covers "any official document executed on behalf of the school district." The model says "any document." Either works; the redline keeps Fridley's wording.

Redline: Fridley Policy 208 with 2026 MSBA/MASA Updates

208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the School Board and provide the means for it to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policies shall be maintained and modified as needed. Policies shall define the desire and intent of the School Board and should be in a form that is sufficiently explicit to guide administrative action. All employees are responsible to implement and comply with School Board policies in a conscientious and professional manner.

III. DEVELOPMENT OF POLICY

A. The School Board has jurisdiction to legislate policy with the force and effect of law for the school district. School district policy provides the school board's general direction for the school district while delegating policy implementation to the administration.

B. The School district's policies provide guidelines and goals to the school community. The policies are the basis for guidelines and directives created by the administration. The School Board shall determine the effectiveness of policies by evaluating periodic reports from the administration.

C. Policies may be proposed by a School Board member, employee, student, or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the School Board agenda. The superintendent will be responsible to provide for regular policy revisions or new policies to be recommended to the School Board.

IV. ADOPTION AND REVIEW OF POLICY

A. The School Board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two School Board meetings. The proposals shall be ~~read~~distributed and public comment will be allowed at both meetings.

B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the School Board at a meeting after the two meetings at which public input was received. The policy will be effective on the latter of the date of passage or the date stated in the motion.

C. In an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the School Board in a single meeting. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The policy adopted in an emergency shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The School Board shall have discretion to determine what constitutes an emergency.

D. If a policy is ~~modified~~revised with minor, technical changes that do not affect the substance of the policy ~~or because of a legal change over which the School Board has no control, the modified policy may be approved at one meeting at the discretion of the School Board.~~, the School Board directs school district staff to incorporate the technical revisions in the relevant policy.

If a policy is revised because of a legal change over which the School Board has no control, the modified policy may be approved at one meeting at the discretion of the School Board.

V. IMPLEMENTATION OF AND ACCESS TO POLICY

A. The superintendent shall be responsible for implementing School Board policies, other than the policies that cover how the school board will operate. The superintendent shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the School Board. It shall be the responsibility of all employees to keep informed about and to implement School Board policies.

B. Each School Board member shall have access to school district policies. A copy of the school district policies is available online on the school website. A QR Code shall be placed in the office of each school and in the district office and shall be available for reference purposes to employees or other interested persons.

C. The superintendent, employees designated by the superintendent, and individual School Board members shall be responsible for keeping the policy current.

D. The school board shall review policies at least once every three years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: 410 Family and Medical Leave Policy; 506 Student Discipline; 722 Public Data Requests; and 806 Crisis Management Policy.

E. When no School Board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the mission, educational philosophy, and financial condition of the school district. Under such circumstances, the superintendent shall advise the School Board of the need for a policy and present a recommended policy to the School Board for approval.

Legal References:

~~Minn. Stat. 123.33, Subd. 1 (School Boards Powers) Minn. Stat. 123.35, Subd. 1 (School District Powers)~~

Minn. Stat. § 123B.02, Subd. 1 (School District Powers)

Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References:

Policy 305 (Policy Implementation)

SCHOOL BOARD ACTION:

Adopted December 21, 1999

Revised July 19, 2011

Revised February 17, 2015

Revised May 17, 2016

Revised May 17, 2022

Revised October 18, 2022

Revised _____, 2026

Part 2 — 2026 MSBA/MASA Model Policy 208

MSBA/MASA Model Policy 208

Orig. 1995

Rev. 2026

208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

[Note: The provisions of this policy are recommendations. The procedures for policy development, adoption, and implementation are not specifically provided by statute.]

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policies shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form that is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

A. The school board has jurisdiction to legislate policy with the force and effect of law for the school district. School district policy provides the school board's general direction for the school district while delegating policy implementation to the administration.

B. The school district's policies provide guidelines and goals to the school community. The policies are the basis for guidelines and directives created by the administration. The school board shall determine the effectiveness of policies by evaluating periodic reports from the administration.

C. Policies may be proposed by a school board member, employee, student, or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION AND REVIEW OF POLICY

A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two (2) school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings.

B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a meeting after the two (2) meetings at which public input was received. The policy will be effective on the latter of the date of passage or the date stated in the motion.

C. In an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board in a single meeting. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The policy adopted in an emergency shall expire within one (1) year following the emergency action unless the policy

adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency.

D. If a policy is revised with minor, technical changes that do not affect the substance of the policy, the school board directs school district staff to incorporate the technical revisions in the relevant policy.

If a policy is revised because of a legal change over which the school board has no control, the modified policy may be approved at one (1) meeting at the discretion of the school board.

[Note: The school board may choose to direct school district staff or the school board's policy committee to incorporate technical revisions, such as statutory references, grammatical improvements, and similar matters without requiring formal school board approval of the technical revision.]

V. IMPLEMENTATION OF AND ACCESS TO POLICY

A. The superintendent shall be responsible for implementing school board policies, other than the policies that cover how the school board will operate. The superintendent shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.

B. Each school board member shall have access to school district policies. A copy of the school district policies shall be placed in the office of each school attendance center and in the central school district office and shall be available for reference purposes to other interested persons.

C. The superintendent, employees designated by the superintendent, and individual school board members shall be responsible for keeping the policy current.

D. The school board shall review policies at least once every three (3) years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: 506 Student Discipline; 722 Public Data Requests; and 806 Crisis Management Policy.

E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the mission, educational philosophy, and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

Legal References:

Minn. Stat. § 123B.02, Subd. 1 (School District Powers)

Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References:

MSBA/MASA Model Policy 305 (Policy Implementation)

Part 3 — The Two New Changes

- **Change 1: Technical revisions no longer need a board vote (Section IV.D)**
  - **Current Fridley:** Minor changes and legally required changes are both approved by the board at one meeting.
  - **2026 model:** The two are separated. Minor, technical changes that don't affect substance (statutory citations, grammar, similar fixes) are incorporated by district staff without a board vote.
  - **Unchanged:** Changes forced by a law change the board doesn't control can still be approved at one meeting at the board's discretion.
  - **Board decision needed:** Assign technical revisions to district staff (as drafted in the redline) or to the board's policy committee.
  - **Effect:** Fewer routine policy items on board agendas, faster cleanup of outdated references.
- **Change 2: Annual board approval of administrative guidelines and handbooks (Section V.A)**
  - **New requirement:** The superintendent's administrative guidelines and directives, including employee and student handbooks, are subject to annual review and approval by the school board.
  - **Current Fridley:** No such requirement; the superintendent develops guidelines without annual board approval.
  - **Effect:** Adds a recurring item to the board calendar and a preparation timeline for handbook owners.
  - **Recommended next step:** Review the workload and calendar impact with Dr. Lewis before first reading.
- **Also in the redline (technical, not substantive)**
  - IV.A: "read" changed to "distributed."
  - Legal references updated from outdated Minn. Stat. 123.33/123.35 to §§ 123B.02 and 123B.09.
  - Punctuation fixes in III.C, V.D, and V.E.
  - Fridley local language kept: employee responsibility (II, V.A), superintendent's revision role (III.C), website/QR-code access (V.B), and Policy 410 on the annual review list (V.D).

Part 1 — Redline: Fridley Policy 521 with 2026 MSBA/MASA Updates

521 STUDENT DISABILITY NONDISCRIMINATION

I. Purpose

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive ~~the required~~a free appropriate public education.

II. General Statement of Policy

A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.

B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504 ~~of the Rehabilitation Act of 1973~~, need services, accommodations, or programs in order that such learners may receive ~~the required~~a free appropriate public education.

C. For this policy, a learner who is protected under Section 504 is one who:

1. Has a physical or mental impairment that substantially limits one or more of such person's major life activities~~, including learning~~; or
2. Has a record of such an impairment;
3. Is regarded as having such an impairment; or
4. Has an impairment that is episodic or in remission and would materially limit a major life activity when active.

D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they ~~do not require IEP services~~are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in education may be an unfair discriminatory practice under the Minnesota Human Rights Act.

III. Coordinator

Persons who have questions or comments should contact Danielle Thonpson, Director of Special Services, 6000 West Moore Lake Drive, Fridley, MN 55432, 763-502-5024. This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References:

Minn. Stat. § 363A.03, Subd. 12 (Definitions)

Minn. Stat. § 363A.02, Subd. 1 (Public Policy)

20 U.S.C. § 1684 (Blindness or Visual Impairment; Prohibition against Discrimination)

42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)

29 U.S.C. § 794 et seq. (~~504 of~~ Rehabilitation Act of 1973, ~~§504~~§ 504)

34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References:

MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

School Board Action:

Adopted June 18, 2002

Revised June 19, 2012

Revised March 18, 2014

Revised May 17, 2022

Revised August 20, 2024

Revised _____, 2026

Part 2 — 2026 MSBA/MASA Model Policy 521

MSBA/MASA Model Policy 521

Orig. 1995

Rev. 2026 (October)

521 STUDENT DISABILITY NONDISCRIMINATION

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.

B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

C. For this policy, a learner who is protected under Section 504 is one who:

1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or

2. has a record of such an impairment;

3. is regarded as having such an impairment; or

4. has an impairment that is episodic or in remission and would materially limit a major life activity when active.

D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in education may be an unfair discriminatory practice under the Minnesota Human Rights Act.

III. COORDINATOR

Persons who have questions or comments should contact [title, name, office address, and telephone number]. This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the

accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References:

Minn. Stat. § 363A.03, Subd. 12 (Definitions)

Minn. Stat. § 363A.02, Subd. 1 (Public Policy)

20 U.S.C. § 1684 (Blindness or Visual Impairment; Prohibition against Discrimination)

42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)

29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)

34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References:

MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

Part 3 — The Two New Changes

- **Change 1: Duty to engage in the accommodation process under Minnesota law (new Section II.E)**
  - **New language:** Failing to engage in the process of determining whether a reasonable accommodation exists may be an unfair discriminatory practice under the Minnesota Human Rights Act.
  - **Current Fridley:** No such provision. The policy addresses only federal Section 504 obligations.
  - **Effect:** Not engaging in the process can itself be a violation, separate from whether an accommodation is ultimately provided. Staff should document each request and the district's response.
  - **Related:** Minn. Stat. § 363A.02 is added to the legal references to support this section.
- **Change 2: Eligibility language aligned with IDEA terms (Section II.D)**
  - **Current Fridley:** Students may be eligible under 504 even though they "do not require IEP services."
  - **2026 model:** Students may be eligible even though they "are not eligible for special education" under IDEA, and eligibility now covers "services, accommodations, or programs."
  - **Effect:** Uses the IDEA eligibility standard rather than the IEP document, and makes clear that 504 covers more than services.
- **Other updates in the redline**
  - II.A: Protection is tied to students who meet the Section 504 definition in Paragraph C.
  - II.C.1: "including learning" is removed. Learning is still a major life activity under federal law, so coverage does not narrow.
  - I and II.B: "the required" becomes "a" free appropriate public education; Section 504 is defined once and shortened afterward.
  - Legal references: adds Minn. Stat. § 363A.02 and 20 U.S.C. § 1684 (blindness/visual impairment), and fixes citation formatting.
  - Fridley local language kept: the Director of Special Services contact information in Section III.