



A World-Class Community of Learners

Fridley Public Schools is committed to creating a welcoming, respectful environment that provides an equitable and inclusive education for each student, staff and community member by ensuring that opportunities, access, and resources are aligned to support the growth and academic achievement of each student.

104 School District 14 Mission Statement

I. Purpose

The purpose of this policy is to establish a clear statement of the purpose for which the Fridley Public School District 14 exists.

II. General Statement of Policy

The mission statement is based on the beliefs and values of the community as perceived by School Board members elected to represent the community. The mission statement should be the basis on which decisions are made. The School Board, on behalf of and with extensive participation by the community, will develop a consensus among its members regarding the nature of the enterprise the School Board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

III. Mission Statement for Fridley School District 14

District Mission:

Belonging | Educating | Inspiring

District Vision:

As the premier school district of choice, Fridley Public Schools is a learning community through:

- **Empowering Individual Potential:** *Amplify, challenge, and embrace the individual journey of each learner, helping them forge a compelling path to reach their highest potential both inside and outside the classroom.*
- **Educational Community and Commitment:** *Our world-class professional workforce is committed to collaboration and best-practice education, embraces our dedication to Fridley Public Schools that fosters a deep sense of pride and respect, ensuring a safe and supportive environment where everyone belongs.*
- **Family and Community Partnerships:** *We build strong partnerships with families that enhance the educational experience through positive interactions, open and honest communication, and honoring diverse perspectives.*
- **Celebrating Success:** *Through regular celebrations of achievements and positive experiences, we cultivate an environment of encouragement and school spirit, reinforcing our identity as a vibrant and cohesive community. “We are Fridley Strong.”*



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Core Values:

- **Belonging:** Every colleague, every student and every family is welcome and valued.
- **Rigor:** We provide learning experiences in which every student is challenged, engaged, and with ownership of their learning through increasingly complex levels of understanding.
- **Accountability:** We use data, science, and measurable outcomes to ensure we meet our goals.
- **Stewardship:** We are thoughtful and responsible with our resources.
- **Partnership:** Together we achieve more than alone.

Strategic Directions:

- Providing access to high quality, rigorous, and relevant instruction in each classroom.*
- Enhancing our student support structures and processes to meet students' academic, social, behavior needs while increasing engagement and belonging.*
- Supporting staff in personal and professional growth to promote collaboration and accountability in the professional community.*
- Evolving our practices to engage families in schools.*
- Improving efficiency, effectiveness, equity, and safety in district facilities, finance and operations.*

IV. Accountability/Evaluation

Individual schools will establish goals in the district priority areas each year based on the needs at each school. Each school will measure and report progress towards attainment of its goals and will make changes in its goals and supporting activities as needed.

The district administration will provide direction and support for program development and evaluation and will monitor the extent to which district priorities were successfully addressed.

Legal References:

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)

School Board Action:

Revised as Policy 2.000 February 26, 1985

Revised as Policy 104 December 21, 1999

Revised January 17, 2006

Revised November 16, 2010

Revised March 15, 2011



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