

Princeton Public Schools - ISD 477

Tuesday, April 7, 2015 at 7:00 PM

Regular School Board Meeting

District Office Board Room

OUR VISION

NO BOUNDARIES TO LEARNING

OUR MISSION

TO DEVELOP THE POTENTIAL IN EACH PERSON THROUGH ACADEMIC & EXTRA-CURRICULAR PROGRAMS

1. PROCEDURAL ITEMS

- a. Call to Order and Pledge of Allegiance
- b. Roll Call
- c. Citizen Comments

2. REPORTS

- a. Board Members Committee Reports
- b. Student Council Report
- c. Superintendent Report

3. APPROVE AGENDA

4. DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES 3

5. CONSENT AGENDA

The consent agenda consists of non-controversial items that the Board adopts routinely without debate. Any single member may remove an item from consent agenda by requesting removal at the time the consent agenda is moved for adoption. The full text of items approved by consent may be found at the conclusion of the agenda.

- a. Personnel 6
- b. Fundraisers 7
- c. Gifts 8
- d. Open Enrollment Report 9
- e. Enrollment Report 10

6. INFORMATIONAL ITEMS

- a. American Indian Parent Committee Report 11

7. Policies-First Reading 25

8. ACTION

- a. Awarding bids for Princeton Primary 59

- b. Identified Official with Authority
- c. District Initiatives
- d. Budget Adjustments for 2015/2016 and Resolution

WHEREAS, the financial condition of the School District may require the School Board to reduce expenditures for the 2015-2016 school year; and WHEREAS, the District anticipates annual changes and/or reductions in student enrollment for the 2015-2016 school year; and WHEREAS, a reduction in expenditures and/or decreases in student enrollment may require that teachers be non renewed or placed on unrequested leave of absence without pay or fringe benefits as a result of the discontinuance of programs or positions; BE IT RESOLVED, by the School Board of Princeton School District 0477, as follows: That the School Board hereby directs the Superintendent of Schools and Administration to consider the discontinuance of programs or positions as required to reduce expenditures and/or as a result of a reduction in enrollment, and to make recommendations to the School Board for the discontinuance of positions at a subsequent meeting of the School Board.

- 9. **MEETINGS TO BE SET**
- 10. **ADDITIONS TO AGENDA**
- 11. **ADJOURN**

Call to order and Pledge of Allegiance

The regular meeting of the School Board of District #477 was called to order by Chair Deb Ulm on the 17th day of March 2015, at 7:00 p.m. in the District Office Board Room.

Roll Call: Members Present: Jeremy Miller, Eric Minks, Chuck Nagle, Deb Ulm

Members Absent: Chad Young, Howard Vaillancourt, Craig Johnson

Others present: Superintendent Julia Espe and the Director of Business Services Michelle Czech, and the Director of Teaching and Learning Julie Williams, and the Director of Technology Eric Simmons and the Director of Community Education Gwen Anderson.

Student Council Representative: Absent

Citizen Comments: None

REPORTS

Board committee meeting(s) and School Events each Board member attended.

Jeremy Miller:

Wellness Committee Meeting

Deb Ulm:

Policy Meeting, Project Oversight Committee Meeting, Agenda Planning, Wellness Committee Meeting

Student Council Report:

None

Superintendent Report:

Congratulations to the Princeton Girls Basketball Team for making history with their first ever appearance at the State Basketball Tournament. The television show "Life To The Max" is interested in doing a feature on our District. The Vision Conference is March 24, 2015.

APPROVE AGENDA

Motion made by Eric Minks, and seconded by Jeremy Miller, to approve the agenda with the exception of moving the Action Items (#10) ahead of the Information Items (#9). Motion passed unanimously.

DISCUSS and ACT on PREVIOUS BOARD MEETING MINUTES

Motion by Jeremy Miller, and seconded by Eric Minks, to approve the March 3, 2015 Regular Board Meeting Minutes as presented. Motion passed unanimously.

CONSENT AGENDA

Motion made by Jeremy Miller, and seconded by Deb Ulm, to approve the consent agenda items: Personnel, Bills, Wire Transfers, Treasurer's Report, Open Enrollments, Enrollment Update, Gifts, and Field Trips. Motion passed unanimously.

ACTION ITEMS

2nd Policy Readings #208, 406, 410, 413, 419, 421, 425, 501, 506, 509, 526, 807

Motion was made by Eric Minks, and seconded by Deb Ulm, to approve policies #208, 406, 410, 413, 419, 421, 425, 501, 506, 509, 526, 807. Motion passed unanimously.

2016-2017 School Calendar

Motion was made by Eric Minks, and seconded by Jeremy Miller, to approve the 2016-2017 school calendar. Motion passed unanimously.

Community Service Lettering

Jill Overby, Career Advisor at the High School, presented to the Board the program and process for students to be able to acquire varsity letters for completing community service hours. *Motion was made by Jeremy Miller, and seconded by Eric Minks, to approve Varsity Lettering in Community Service for students in grades 7-12. Motion passed 3:1. Board member Chuck Nagle opposed.*

Legislating Resolution

Motion was made by Jeremy Miller, and seconded by Eric Minks, to ask our State Legislators to support our request for five percent growth in the per-pupil funding formula for each of the next two years, Fiscal Year 2016 and Fiscal Year 2017. Furthermore, to ask our State Legislators to vote in support of House File 350 and Senate File 163, which we understand would boost the formula allowance by five percent from \$5,831 to \$6,131 in the coming fiscal year. Upon roll call the following voted in favor of: Chuck Nagle, Eric Minks, Jeremy Miller, Deb Ulm and the following voted against – None. Motion pass unanimously.

INFORMATION

***District Initiative Proposals** - Presentations on District Proposals for 2015 were given. They included information on Alternative Services, Marketing, STEAM (Science, Technology, Engineering, Arts and Math) Program and Spanish Immersion.

***Facility Update** – Ryan Hoffman presented the board with an update on District Referendum Projects.

June Board Meetings – The Princeton School district has received a scholarship for being a “Future Ready School” which entitles Superintendent Espe and up to three district leaders to attend a learning summit. The summit dates conflict with the June 16th board meeting. There will be future discussion on how this will affect June board meetings.

ADDITIONS TO AGENDA - None

ADJOURN – The meeting was adjourned at 9.22 p.m.

*Indicates additional information and handouts from the meeting can be found at www.princeton.k12.mn.us under the meeting agenda access link and then by selecting the March 17, 2015 regular board meeting agenda.

Recorder: Sonia Strickland

Chair Deb Ulm

Clerk Eric Minks

FUNDRAISING APPROVAL FORM

Date of fundraiser: <i>March 18 - May 18, 2015</i>	Projected profit: <i>\$ 1500</i>	Amount earned:	
Group or organization proposing the fundraiser: <i>Boys and Girls Golf</i>		Item(s) being sold: <i>PGA Cards</i>	
Company/organization supplying items to be sold: <i>Birdie Marketing</i>			
The money raised will be used for: <i>Purchase of supplies, shirts</i>			
<p>The school board recognizes a desire and a need for fundraising to support district programs or student activities. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.</p> <p>Pupils may engage in raising funds, under the control of the school, for certain approved activities and for a limited number of charities, subject to the following conditions:</p>		Place a checkmark beside each box to indicate whether the criteria for fundraising are met.	
		Yes	No
1.	Individual student participation is optional. Students will not be pressured to sell products or solicit funds and will not be required to meet a sales quota to participate in an activity or field trip.	✓	
2.	The charity involved has been selected by the student body as one in which they wish to participate (if applicable).	NA	NA
3.	Addressed envelopes are available to people who prefer to donate directly rather than purchase a product.	NA	NA
4.	The raising of funds shall not be done during normal class time. Students will be informed that they are not to fundraise during class time.	✓	
5.	Information is going home with the students to the parents explaining the district's fundraising policy.	✓	
6.	I have discussed this fundraiser with the administrator and have identified the purpose of the fundraiser.	✓	
7.	The students participating in the fundraiser have been informed that they are representing the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and discipline extend to student fundraising activities.	✓	
8.	Door-to-door sales are discouraged, but if approved, students may be allowed to sell door-to-door according to the following standards: <ul style="list-style-type: none"> ◦ K-8: Only allowed if a parent or guardian is with the student ◦ 9-12: Groups of two or more students working together. 	✓	
I have reviewed Policy #511 Fundraising and agree to its provisions:			
Date: <i>3.17.15</i>		Teacher/Sponsor Signature: <i>[Signature]</i>	
As administrator, I understand that approval of this fundraiser means that all provisions of the above policy have been complied with to my satisfaction.			
		<input checked="" type="checkbox"/> APPROVED	<input type="checkbox"/> NOT APPROVED
Date: <i>3/18/15</i>		Administrator Signature: <i>[Signature]</i>	
Date: <i>3/25/15</i>		Superintendent Signature: <i>[Signature]</i>	
Date:		School Board Chair Signature:	

Gifts to Princeton Schools April 7, 2015

<u>School/Program</u>	<u>Amount/Item</u>	<u>Donor</u>	<u>Purpose</u>
Princeton High School	\$500.00	Princeton Jaycees	Girls Basketball-State
PAC	\$350.00	Princeton Rotary Club	Assist with funding "The Choo Choo Bob" show
High School	\$500.00	Princeton Youth Basketball Assoc.	Girls basketball-State
High School-Business Expo	Ipad Mini	Walmart	Business Expo
High School-Business Expo	gift cards	Pizza Barn	Buisness Expo
High School- Swimming/Diving	\$340.00	Booster Club	help with next years travel expenses
North/Level III	\$100.00	Susie Fry-on behalf of Gene Fobbe	Level III program at North

Open Enrolled Students (Out/In) as of April 7th, 2015

In/Out	Start Date	Resident Dist	Attending Dist	Grade	Reason Given
IN	3/9/15	Milaca	Princeton	9	Moving into Princeton eventually
OUT	4/1/15	Princeton	Elk River	K	Moving to that area
OUT	4/1/15	Princeton	Elk River	2	Moving to that area

**2014-2015 ENROLLMENT
2015 DISTRICT ENROLLMENT TRACKING**

				10/1/2014											10/28/2014
		Original		End of	End of	Last Day of	Average	10/28/2014							
		Budget	Opening	September	October	November	December	January	February	March	April	May	School	Enrollment	2014 ADM
															End of Year
South	K	222.8	233	231	229	229	231	232	231	232				230.40	222.88
	1st	236.4	222	221	219	219	222	226	226	223				221.40	242.16
	2nd	240.5	247	246	247	247	248	250	251	254				247.60	248.99
	Sub Total	699.7	702	698	695	695	701	708	708	709	0	0	0	699.40	714.03
North	3rd	244.2	246	244	243	243	243	244	244	242				243.40	230.34
	4th	229.1	240	237	241	241	240	238	239	239				239.40	223.48
	5th	224.3	229	228	228	228	226	226	226	224				227.20	255.67
	Sub Total	697.6	715	709	712	712	709	708	709	705	0	0	0	710.00	709.49
Middle	6th	254.9	262	260	260	258	260	260	259	259				259.60	262.87
	7th	258.9	267	268	268	266	267	267	269	268				267.20	267.97
	8th	270.3	279	276	277	276	273	273	273	273				275.00	256.91
	Sub Total	784.1	808	804	805	800	800	800	801	800	0	0	0	801.80	787.75
High School	9th	259.7	267	267	265	265	263	261	263	260				264.20	257.89
	10th	253.5	254	251	255	256	253	253	254	253				253.60	265.16
	11th	251.8	252	249	247	248	249	247	245	244				248.00	247.10
	12th	245.3	261	255	251	252	250	250	249	249				251.60	234.85
	Sub Total	1010.3	1034	1022	1018	1021	1015	1011	1011	1006	0	0	0	1,017.40	1,005.00
K-12 Total		3191.7	3259	3233	3230	3228	3225	3227	3229	3220	0	0	0	3,228.60	3216.27
			3259	-26	-29	-31	-34	-32	-30	-39	-3259	-3259	-3259	-30	

HISTORY OF INDIAN EDUCATION

The 1972 Indian Education Act was the landmark legislation establishing a comprehensive approach to meeting the unique needs of American Indian and Alaska Native students. The unique aspects of the original authority have been retained through subsequent legislative reauthorizing statutes, with the latest revision occurring with the amendments made by the 2001 No Child Left Behind Act (NCLB), which reauthorized the program as Title VII Part A of the Elementary and Secondary Education Act. The Indian Education legislation is unique in the following ways:

1. It recognizes that American Indians have unique, educational and culturally related academic needs and distinct language and cultural needs;
2. It is the only comprehensive Federal Indian Education legislation, that deals with American Indian education from pre-school to graduate-level education and reflects the diversity of government involvement in Indian education;
3. It focuses national attention on the educational needs of American Indian learners, reaffirming the Federal government's special responsibility related to the education of American Indians and Alaska Natives; and
4. It provides services to American Indians and Alaska Natives that are not provided by the Bureau of Indian Affairs.

Legislative History:

- 1969: A Special Senate Subcommittee on Indian Education issues a final report "Indian Education: A National Tragedy- A National Challenge" focusing national attention on the educational situation of American Indian and Alaska Native students.
- 1972: Indian Education Act enacted. Establishes the Office of Indian Education and the National Advisory Council on Indian Education. The various parts of the Act authorized a formula program and several competitive grant programs for Indian children and adults.
- 1974: PL 93-380 amends the Act to add a teacher training program and a fellowship program.
- 1988: PL 100-297 makes BIA funded schools eligible to apply for formula grants. Also creates an authorization for Gifted and Talented education.
- 1994: PL 103-382 reauthorizes Indian Education as Title IX Part A of ESEA. The formula grants reauthorization is amended to require a comprehensive plan to meet the academic and culturally related academic needs of American Indian and Alaska Native students.
- 2001: PL 107-110 Indian Education is reauthorized as Title VII Part A of the No Child Left Behind Act. The formula grants are to be based on challenging State academic content and student academic achievement standards that are used for all students and designed to assist Indian students in meeting those standards.

Title VII- Indian, Native Hawaiian, and Alaska Native Education

SEC. 701 | SEC. 7101 | SEC. 7102

SEC. 701. INDIANS, NATIVE HAWAIIANS, AND ALASKA NATIVES.

Title VII (20 U.S.C. 7401 et seq.) is amended to read as follows:

TITLE VII — INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION

PART A- INDIAN EDUCATION

SEC. 7101. STATEMENT OF POLICY.

It is the policy of the United States to fulfill the Federal Government's unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children. The Federal Government will continue to work with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children.

SEC. 7102. PURPOSE.

(a) PURPOSE- It is the purpose of this part to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the same challenging State student academic achievement standards as all other students are expected to meet.

(b) PROGRAMS- This part carries out the purpose described in subsection (a) by authorizing programs of direct assistance for —

- (1) meeting the unique educational and culturally related academic needs of American Indians and Alaska Natives;
- (2) the education of Indian children and adults;
- (3) the training of Indian persons as educators and counselors, and in other professions serving Indian people; and
- (4) research, evaluation, data collection, and technical assistance.

**U.S. DEPARTMENT OF EDUCATION
OFFICE OF INDIAN EDUCATION**

Definition: Indian means any individual who is {1} a member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribe or bands terminated since 1940, and those recognized by the State in which the tribe or band reside; or {2} a descendent in the first or second degree (parent or grandparent) as described in (1); or {3} considered by the Secretary of the Interior to be an Indian for any purpose; or {4} an Eskimo or Aleut or other Alaska Native; or {5} a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF INDIAN EDUCATION
WASHINGTON, DC 20202
TITLE VI STUDENT ELIGIBILITY CERTIFICATION
Elementary and Secondary Education Act, Title VII, Part A, Subpart I

Parents: Please return this completed form to your child's school. In order to apply for a formula grant under the Indian Education Program, your child's school must determine the number of Indian children enrolled. Any child who meets the following definition may be counted for this purpose. You are not required to complete or submit this form to the school. However, if you choose not to submit a form, the school cannot count your child for funding under the program. This form will become part of your child's school record and will not need to be completed every year. This form will be maintained at the school and information on the form will not be released without your written approval.

Definition: Imlifm means any individual who is (1) a member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribe or bands terminated since 1940, and those recognized by the State in which the tribe or band reside; or (2) a descendent in the first or second degree (parent or grandparent) as described in (1); or (3) considered by the Secretary of the Interior to be an Indian for any purpose; or (4) an Eskimo or Aleut or other Alaska Native; or (5) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

NAME OF CHILD _____ Date of Birth _____
_____ (As shown on
school enrollment records)

School Name _____ Grade _____

NAME OF TRIBE, BAND OR GROUP _____

Tribe, Band or Group is: (check one)

_____ Federally Recognized, _____ State _____ Organized Indian Group
_____ Including Alaska Native _____ Recognized _____ Terminated Meeting #5 of the
Definition Above

Name of individual with tribal membership: _____

Individual named is (check one): _____ Child _____ Child's Parent _____ Child's
Grandparent

Proof of membership, as defined by tribe, band, or group is:

∧. Membership or enrollment number (if readily available) _____

OR Other (explain) _____

Name and address of organization maintaining membership data for the tribe, band or group:

I verify that the information provided above is accurate:

PARENT'S SIGNATURE _____ DATE _____

Mailing Address _____ Telephone _____

- Notice: Public Reporting Burden Notice on Reverse Side

MN Department of Education February 26, 2015

Minnesota Graduation Rate Rises to 81 Percent

New data show more students are graduating overall and in every student group

ROSEVILLE- In 2014, 81.2 percent of Minnesota students graduated from high school, up from 79.8 percent in 2013. In addition, every student group showed an increase from the previous year. This information comes from newly released graduation data, showing continued growth in the number of students successfully completing high school.

"It is incredibly heartening to see our graduation rates continue on an upward trend," Commissioner Cassellius said. "Over the past four years, we have doubled down on our efforts to better support students on their path from K-12 to career and college, and these data show it is working. This is a testament to all of the dedicated educators through Minnesota who make it their mission every single day to ensure all students have the chance to succeed."

Since 2011, students have shown increases in graduation rates every single year. This year's data move Minnesota closer to a statewide goal of having a 90 percent graduation rate by 2020.

In looking at student groups, the data show an upward trend:

Asian/Pacific Islander students posted an 81.7 percent graduation rate, up three points from 2013, and a nine point increase since 2011.

Black students posted a 60.4 percent graduation rate, up nearly three points from 2013, and a more than 10 point increase since 2011.

Students learning English posted a 63.7 percent graduation rate, up four points from 2013, and an 11 point increase since 2011.

Students receiving free- or reduced-price lunch posted a 65.9 percent graduation rate, up two points from 2013, and a seven point increase since 2011.

Hispanic students posted a 63.2 percent graduation rate, up four points from 2013, and a 12 point increase since 2011.

American Indian students posted a 50.6 graduation rate, up more than eight points since 2011.

Students receiving special education services posted a 58.4 percent graduation rate, up more than two points since 2011.

White students posted an 86.3 percent graduation rate, up more than two points since 2011.

The new graduation rates also show gap closure between student groups:

Since 2011, the gap between white and black students narrowed by 8 percentage points while the Hispanic-white gap reduced by 9.6 points.

Since 2011, the graduation rate gap between English learners and native English speaking students in the state has narrowed by over 10 percentage points.

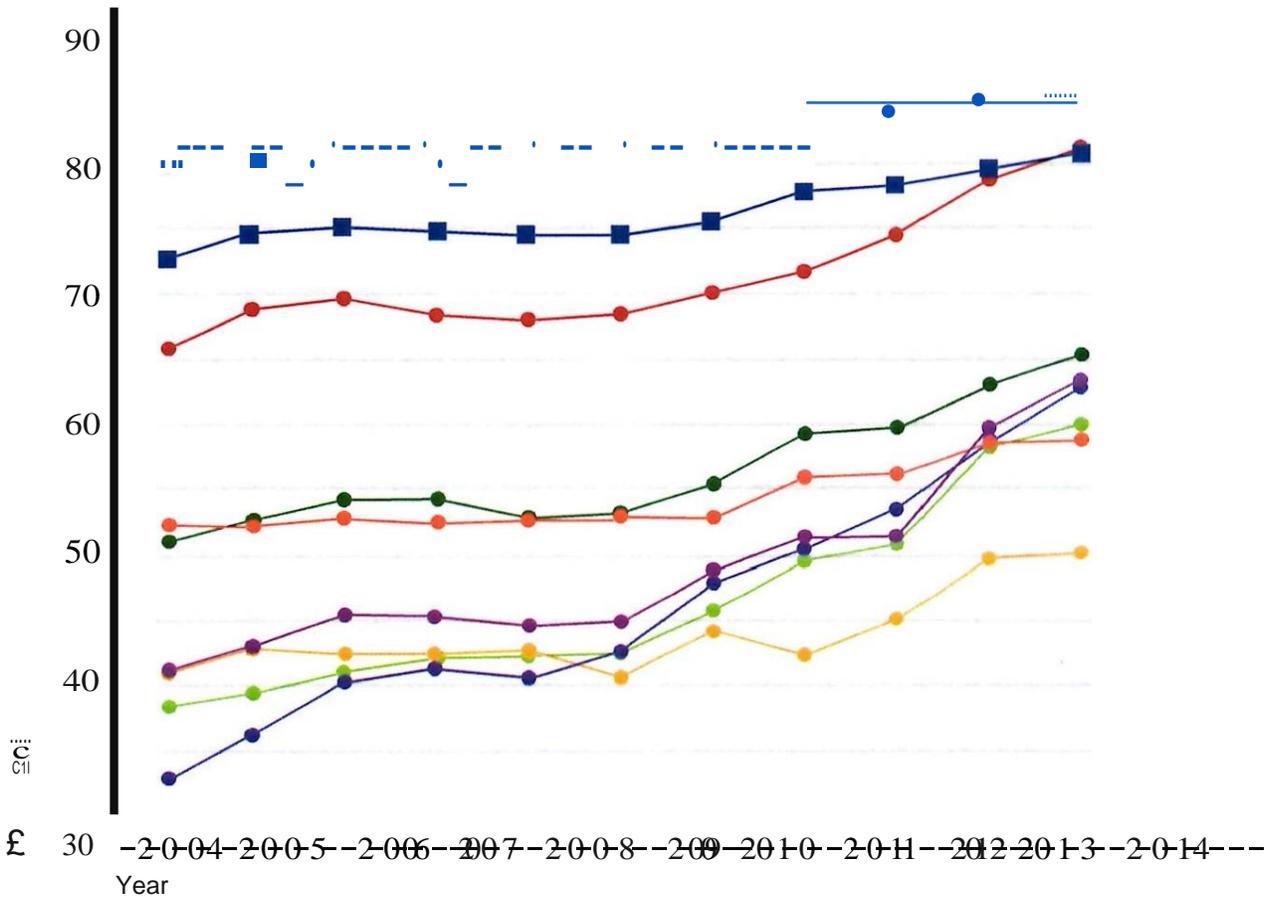
The gap between students in poverty and their more affluent peers has reduced by nearly 7 percentage points since 2011.

Graduation rates continue to rise, even as the expectations for students have increased. Rigorous math standards adopted in 2007 were in place in 2011, and in 2013, students were tested on new, more difficult English language arts standards.

"While today's data show Minnesota is moving in the right direction, there is more work to do," Cassellius said. "We must maintain our urgency, working together to close gaps for all student groups and with that goal of a 90-percent graduation rate by 2020 always in our minds. It won't be easy, but I believe we can do it."

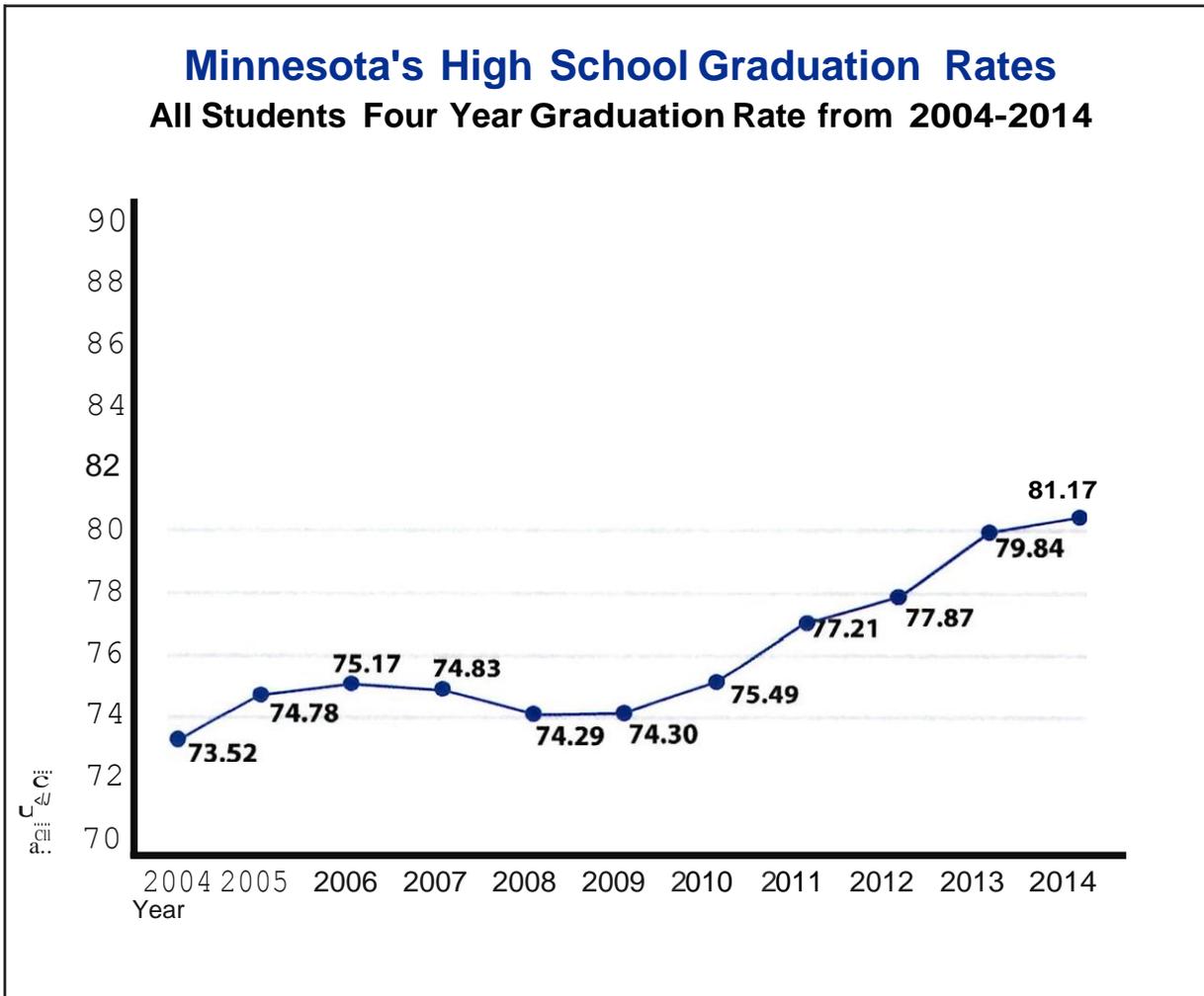
Leading for educational equity and excellence. Every day for every one.

Minnesota's High School Graduation Rates All Student Groups Four Year Graduation Rate from 2004-2014



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
American Indian/Alaskan Native	41.05	43.22	42.68	42.69	43.54	40.99	44.18	42.48	45.56	49.01	50.57
Asian/Pacific Islander	66.69	68.75	69.69	67.44	66.45	67.62	70.07	72.88	74.38	78.22	81.65
Black, not of Hisoanic oriain	38.01	39.31	41.08	42.37	42.65	42.95	46.38	49.93	51.68	57.76	60.36
Hispanic	33.90	36.84	40.87	42.23	41.08	43.34	47.88	51.14	53.86	58.98	63.18
White, not of Hispanic origin	80.04	81.21	81.70	81.76	81.58	82.09	82.52	83.80	84.10	85.2	86.27
Free/Reduced-Price Lunch	51.75	53.24	54.21	54.70	53.64	53.95	55.88	58.75	59.90	63.79	65.94
Limited English Proficient	41.75	43.45	45.80	45.18	44.32	44.88	48.81	52.51	52.09	59.32	63.72
Special Education	53.35	52.84	53.59	53.09	53.36	53.81	53.25	56.22	56.68	58.21	58.43
All Students	73.52	74.78	75.17	74.83	74.29	74.30	75.49	77.21	77.87	79.84	81.17

Leading for educational equity and excellence. Every day for every one.



124D.78 PARENT AND COMMUNITY PARTICIPATION.

Subdivision I. **Parent committee.** School boards and American Indian schools must provide for the maximum involvement of parents of children enrolled in education programs, programs for elementary and secondary grades, special education programs, and support services. Accordingly, the board of a school district in which there are ten or more American Indian children enrolled and each American Indian school must establish a parent committee. If a committee whose membership consists of a majority of parents of American Indian children has been or is established according to federal, tribal, or other state law, that committee may serve as the committee required by this section and is subject to, at least, the requirements of this subdivision and subdivision 2.

The parent committee must develop its recommendations in consultation with the curriculum advisory committee required by section 120B.11, subdivision 3. This committee must afford parents the necessary information and the opportunity effectively to express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school or program. The committee must also address the need for adult education programs for American Indian people in the community. The board or American Indian school must ensure that programs are planned, operated, and evaluated with the involvement of and in consultation with parents of children served by the programs.

Subd. 2. **Resolution of concurrence.** Prior to December 1, the board or American Indian school must submit to the department a copy of a resolution adopted by the parent committee. The copy must be signed by the chair of the committee and must state whether the committee concurs with the educational programs for American Indian children offered by the school board or American Indian school. If the committee does not concur with the educational programs, the reasons for nonconcurrence and recommendations shall be submitted with the resolution. By resolution, the board must respond, in cases of nonconcurrence, to each recommendation made by the committee and state its reasons for not implementing the recommendations.

Subd. 3. **Membership.** The committee must be composed of parents of children eligible to be enrolled in American Indian education programs; secondary students eligible to be served; American Indian language and culture education teachers and aides; American Indian teachers; counselors; adult American Indian people enrolled in educational programs; and representatives from community groups. A majority of each committee must be parents of children enrolled or eligible to be enrolled in the programs. The number of parents of American Indian and non-American Indian children shall reflect approximately the proportion of children of those groups enrolled in the programs.

Subd. 4. **Alternate committee.** If the organizational membership or the board of directors of an American Indian school consists of parents of children attending the school, that membership or board may serve also as the parent committee.

History: 1977 c 312 s 7; 1988 c 718 art 3 s 10-3; 1991 c 265 art 3 s 18; 1994 c 647 art 1 s 19; !Sp/995 c 3 art 16s 13; 1997 c 7 art 1 s 71; 1998 c 397 art 2 s 149-151, /64; art!! s 3; !Sp200! c 6 art 2 s 41

MEMORANDUM

TO: Independent School District Superintendents
Charter School Directors

FROM: Dennis W. Olson, Director of American Indian Education

DATE: October 24, 2014

RE: American Indian Education Resolution and Parent Committee Forms

School districts that enroll ten or more American Indian students are required by Minnesota law to establish an American Indian Parent Advisory Committee and complete the Resolution of concurrence/non-concurrence documents *each* school year. Please note that the school district must convene an American Indian Parent Advisory Committee meeting in order to complete the necessary forms.

The following forms are needed:

- Transmittal of Resolution Form
- American Indian Parent Advisory Committee Roster
- American Indian Parent Advisory Committee Resolution
- Any supporting documents if necessary (school board minutes, recommendations)

The completed forms should be mailed via U.S. Postal service to the address below by **December 15, 2014**. Please remember to keep a copy for your records.

Minnesota Department of Education
Office of Indian Education
1500 Highway 36 West
Roseville, MN 55113

If you have any questions or need assistance completing these documents, please contact Shirley Kampa at 651-582-8372 or by email at shirley.kampa@state.mn.us. You may also contact Dennis Olson at 651-582-8300 or by email at dennis.w.olson@state.mn.us

We appreciate your support in ensuring that American Indian parents and community members have a voice in the education of their children.



**Office of Indian Education
Transmittal of Resolution and Parent Committee Roster**

Identification Information		
School District Name		District Type/No.
Name of person completing form	Title	Telephone

Resolution/Parent Committee Information

Check all applicable items and attach the requested information:

This district does not have 10 or more American Indian students enrolled, therefore no Parent Committee has been established, and no resolution/recommendations are attached (sign below and return the form to the Office of Indian Education).

Resolution is attached:

Date resolution passed by Parent Committee: _____

– Date resolution presented to Local School Board: _____

The attached resolution is a resolution of (check one): Concurrence Non-concurrence

Recommendations are (check one): Included Not included

Resolution is NOT attached. If not attached, explain:

School Board Response is NOT attached. If not attached, explain:

A Parent Committee has NOT been established. If checked, please explain why not, including discussion of any steps that have been taken to establish a parent committee:

The district requests that the Office of Indian Education provide assistance in the following area(s):

Parent Committee Training

Staff Development on American Indian history and culture

Other (explain):

The information provided on this form is true and accurate to the best of my belief and knowledge.

Signature – Superintendent of School District/Authorized Representative _____

Date signed _____

GENERAL INFORMATION AND INSTRUCTIONS: Minnesota Statutes, section 1240.78 Subdivision 1 (previously 126.51.a) School Boards and American Indian schools must provide for the maximum involvement of children enrolled in education programs, programs of elementary and secondary grades, special education programs, and support services. Accordingly, the board of a school district in which there are **10 or more American Indian children enrolled** and each American Indian school must establish a parent committee. If a committee whose membership consists of a majority of parents of American Indian children has been or is established according to federal, tribal or other state law, that committee may serve as the committee required by this section and is subject to, at least, the requirements of this subdivision and subdivision 2.

The **PARENT COMMITTEE** must be composed of parents of children eligible to be enrolled in American Indian education programs, secondary students eligible to be served; American Indian language and culture education teachers and aides; American Indian teachers; counselors; adult American Indian people enrolled in educational programs; and representatives from community groups. The number of parents of American Indian and non-American Indian children shall reflect approximately the proportion of children of those groups in the programs. The parent committee must develop its recommendations in consultation with the curriculum advisory committee required by Section 1208.11, subdivision 3. This committee must afford parents the necessary information and the opportunity to effectively to express their views concerning all aspects of American Indian Education and the educational needs of the American Indian children enrolled in the school or program. The committee must also address the need for adult education programs for American Indian people in the community. The board or American Indian school must ensure that programs are planned, operated and evaluated with the involvement of and in consultation with parents of children served by the programs.

RESOLUTION of concurrence, prior to **January 1**, the board of American Indian school must submit to the department a copy of a resolution adopted by the parent committee. The copy must be signed by the chair of the committee and must state whether the committee concurs with the educational programs for American Indian children offered by the school board or American Indian school. ***If the committee does not concur with the educational programs, the reasons for non-concurrence and recommendations shall be submitted with the resolution. By resolution, the board must respond, in cases on non-concurrence, to each recommendation made by the committee and state its reasons for not implementing the recommendation.***

In order to comply with Minnesota Statutes, section 1240.78, please complete 1) Transmittal Form, 2) Parent Roster, 3) Parent Committee Resolution and supporting documents, as applicable, by **December 15th of each school year** and mail to:

Minnesota Department of Education
Office of Indian Education
1500 Highway 36 West
Roseville, MN 55113

If assistance is needed in completion of these forms, please call (651) 582-8862.

2014-15 PARENT COMMITTEE RESOLUTION

WHEREAS, the _____ Independent School District Charter School # _____ provides an opportunity for all of its citizens to participate in district program communities, and

WHEREAS, the Indian Education Parent Committee of the _____ Independent School District Charter School # _____ is the duly elected and established Parent Committee comprised of parents of children eligible to be enrolled in American Indian programs, secondary students, representatives from community groups, school administrators, and

WHEREAS, the Parent Committee's current responsibilities are addressed in adopted by-laws and apply to programs specifically designed for American Indian learners implemented through Indian Education Program, and

WHEREAS, the Parent Committee's responsibilities have been expanded to include involvement in and advisement of all educational programs, programs for elementary and secondary grades, special education programs and support services, and

WHEREAS, the Indian Education Parent Committee of _____ Independent School District Charter School did meet on _____ to review, recommend and approve this Resolution, and

WHEREAS, the Parent Committee has found most of the District's educational programs to be adequate in meeting the needs of American Indian students. .

THEREFORE BE IT RESOLVED, the Parent Committee **o f** _____ does concur that the district's programs meet American Indian student needs.

In favor of Resolution _____ **Not in favor of Resolution*** _____

Name
Chairperson
Indian Education Parent Committee

Date

****If the committee does not concur with the Resolution, the reasons for the non-concurrence and recommendations shall be submitted with this Resolution. By resolution, the Board must respond, to each recommendation made by the committee and state its reasons for not implementing the recommendation. (Minn. Stat., § 1240.78, Subd.1)***

PRINCETON PUBLIC SCHOOLS

LEGAL STATUS OF THE SCHOOL DISTRICT

I. PURPOSE

~~A~~ ~~It is a~~ primary principle of this nation ~~is~~ that the public welfare demands an educated and informed citizenry. The power to provide for public education is a state function vested in the state legislature and delegated to local school districts. The purpose of this policy is to clarify the legal status of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district is a public corporation subject to the control of the legislature, limited only by constitutional restrictions. The school district has been created for educational purposes.
- B. The legislature has authority to prescribe the school district's powers and privileges, its boundaries and territorial jurisdictions.
- C. The school district has only the powers conferred on it by the legislature; however, the school district's authority to conduct the business of the school district includes implied powers in addition to any specific powers granted by the legislature.

III. RELATIONSHIP TO OTHER ENTITIES

- A. The school district is a separate legal entity.
- B. The school district is coordinate with and not subordinate to the county(ies) in which it is situated.
- C. The school district is not subservient to municipalities within its territory.

IV. POWERS AND AUTHORITY OF THE SCHOOL DISTRICT

A. Funds

- 1. The school district, through its school board, has authority to raise funds for the operation and maintenance of its schools, and authority to manage and expend such funds, subject to applicable law.
- 2. The school district has wide discretion over the expenditure of funds under its control for public purposes, subject to the limitations provided by law.

3. School district officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.

B. Raising Funds

1. The school district shall, within the limitations specified by law, provide by levy of tax necessary funds for the conduct of schools, payment of indebtedness, and all proper expenses.
2. The school district may issue bonds in accordance with the provisions of Minn. Stat. Ch. 475, or other applicable law.
3. The school district has authority to accept gifts and donations for school purposes, subject to applicable law.

C. Property

1. The school district may acquire property for school purposes. It may sell, exchange, or otherwise dispose of property which is no longer needed for school purposes, subject to applicable law.
2. The school district shall manage its property in a manner consistent with the educational functions of the district.
3. The school district may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission.
4. School district officials hold school property as trustees for the use and benefit of students, taxpayers and the community.

D. Contracts

1. The school district is empowered to enter into contracts in the manner provided by law.
2. The school district has authority to enter into installment purchases and leases with an option to purchase, pursuant to Minn. Stat. § 465.71 or other applicable law.
3. The school district has authority to make contracts with other governmental agencies and units for the purchase, lease or other acquisition of equipment, supplies, materials, or other property, including real property.
4. The school district has authority to enter into employment contracts. As a public employer, the school district, through its designated representatives, shall meet and negotiate with public employees in an appropriate bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

E. Textbooks, Educational Materials, and Studies

1. The school district, through its school board and administrators, has the authority to determine what textbooks, educational materials, and studies should be pursued.
2. The school district shall establish and apply the school curriculum.

F. Actions and Suits

The school district has authority to sue and to be sued.

Legal References: Minn. Const. art. 13, § 1
Minn. Stat. Ch. 123B. (School Districts, Powers and Duties)
Minn. Stat. Ch. 179A (Public Employment Labor Relations)
Minn. Stat. § 465.035 (Conveyance or Lease of Land)
Minn. Stat. §§ 465.71; 471.345; 471.6161; [471.6175](#); 471.64 (rights, powers, duties of political subdivisions)
Minnesota Association of Public Schools v. Hanson, 287 Minn. 415, 178 N.W.2d 846 (1970)
Independent School District No. 581 v. Mattheis, 275 Minn. 383, 147 N.W.2d 374 (1966)
Village of Blaine v. Independent School District No. 12, 272 Minn. 343, 138 N.W.2d 32 (1965)
Huffman v. School Board, 230 Minn. 289, 41 N.W.2d 455 (1950)
State v. Lakeside Land Co., 71 Minn. 283, 73 N.W.970 (1898)

Cross References: MSBA Model Policy 201 (Legal Status of School Board)
MSBA Model Policy 603 (Curriculum Development)
MSBA Model Policy 604 (Instructional Curriculum)
MSBA Model Policy 606 (Textbooks and Instructional Materials)
MSBA Model Policy 705 (Investments)
MSBA Model Policy 706 (Acceptance of Gifts)
MSBA Model Policy 801 (Equal Access to Facilities of Secondary Schools)
MSBA Service Manual, Chapter 4, Employee Negotiations
MSBA Service Manual, Chapter 13, School Law Bulletin “F” (Contract and Bidding Procedures)

Independent School District #477

Princeton, Minnesota 55371

Adopted: February 11, 2003

Reviewed October 8, 2013

[Reviewed March 17, 2015](#)

PRINCETON PUBLIC SCHOOLS
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. 477. 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.

I. UNIFORM NAME

- A.** The name of the school district shall be Princeton Public Schools.
- 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. 477 (Princeton Public Schools), 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:

Independent School District #477
Princeton, Minnesota 55371

Adopted: February 11, 2003
Reviewed: March 17, 2015

PRINCETON PUBLIC SCHOOLS

EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

II. GENERAL STATEMENT OF POLICY

- A. It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. It is the responsibility of every school district employee to comply with this policy conscientiously.
- E. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

Legal References: Minn. Stat. Ch. 363 (Minnesota Human Rights Act)
 Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
 42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)
 20 U.S.C. § 1681 et seq. (Title IX of the Education Amendments of 1972)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
 MSBA/MASA Model Policy 413 (Harassment and Violence)
 MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
 MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

Independent School District #477
 Princeton, Minnesota 55371

Adopted: December 17, 2002
 Reviewed: October 8, 2013
 Reviewed: [March 17, 2015](#)

PRINCETON PUBLIC SCHOOLS

**COMPLAINTS - STUDENTS, EMPLOYEES,
PARENTS, OTHER PERSONS**

I. PURPOSE

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure to be used.

II. GENERAL STATEMENT OF POLICY

- A. Students, parents, employees or other persons, may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. A person may file a complaint at any level of the school district; i.e., principal, superintendent or school board. However, persons are encouraged to file a complaint at the building level when appropriate.
- B. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or follow-up procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent who shall determine whether an internal or external investigation should be **conducted provided**. In either case, the superintendent shall determine the nature and scope of the investigation and designate the person responsible for the investigation or follow-up relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.
- C. The appropriate administrator shall respond to the complaining party concerning the outcome of the investigation or follow-up, including any appropriate action or corrective measure that was taken. The superintendent shall be copied on the correspondence and consulted in advance of the response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) or other law.

103-1

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Cross References: MSBA Model Policy 206 (Public Participation in School Board Meetings/
Complaints about Persons at School Board Meetings and Privacy
Considerations)
MSBA Model Policy 403 (Discipline, Suspension and Dismissal of School
District Employees)
MSBA Model Policy 413 (Harassment and Violence)
[MSBA/MASA Model Policy 514 \(Bullying Prohibition\)](#)
MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School
Records-Privacy-Access to Data)

Independent School District #477
Princeton, Minnesota 55371

Adopted: February 11, 2003
Revised October 8, 2013
[Revised March 17, 2015](#)

PRINCETON PUBLIC SCHOOLS

LEGAL STATUS OF THE SCHOOL BOARD

I. PURPOSE

The care, management and control of the schools is vested by statutory and constitutional authority in the school board. The school board shall carry out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education. The purpose of this policy is to define the authority, duties and powers of the school board in carrying out its mission.

II. GENERAL STATEMENT OF POLICY

- A. The school board is the governing body of the school district. As such, the school board has responsibility for the care, management, and control over public schools in the school district.
- B. Generally, elected members of the school board have binding authority only when acting as a school board legally in session, except where specific authority is provided to school board members or officers individually. Generally, the school board is not bound by an action or statement on the part of an individual school board member unless the action is specifically directed or authorized by the school board.

III. DEFINITION

“School board” means the governing body of the school district.

IV. ORGANIZATION AND MEMBERSHIP

- A. The membership of the school board consists of seven elected directors. The term of office is four years.

[Note: This number may be different for combining or consolidating school boards that are in a transition period.]

- B. There may be other ex officio members of the school board as provided by law. The superintendent is an ex officio member.

- C. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the school board.

V. POWERS AND DUTIES

- A. The school board has powers and duties specified by statute. The school board's authority includes implied powers in addition to specific powers granted by the legislature.
- B. The school board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.
- C. The school board shall superintend and manage the schools of the school district; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.
- D. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.
- E. The school board, among other duties, shall perform the following in accordance with applicable law:
 - 1. provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
 - 2. conduct the business of the schools and pay indebtedness and proper expenses;
 - ~~3. make and authorize contracts;~~
 - 3. employ and contract with necessary qualified teachers and discharge the same for cause;
 - ~~4. manage the schools; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts;~~
 - 4. provide services to promote the health of its pupils;
 - 5. provide school buildings and erect needed buildings;
 - 6. purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes;
 - 7. provide for payment of claims against the school district, and prosecute and defend actions by or against the school district, in all proper cases;

8. employ and discharge necessary employees and contract for other services;
9. provide for transportation of pupils to and from school, as governed by statute; and
10. procure insurance against liability of the school district, its officers and employees.

F. The school board, at its discretion, may perform the following:

1. provide library facilities, public evening schools, adult and continuing education programs, summer school programs and intersession classes of flexible school year programs;
2. furnish school lunches for pupils and teachers on such terms as the school board determines;
3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;
4. lease rooms or buildings for school purposes;
5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
6. authorize cocurricular and extracurricular activities;
7. receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose; and
8. perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

Legal References:

Minn. Stat. § 123A.22 (Cooperative Centers)
 Minn. Stat. § 123B.02 (general powers)
 Minn. Stat. § 123B.09 (school board powers)
 Minn. Stat. § 123B.14 (school district officers)
 Minn. Stat. § 123B.23 (Liability Insurance)
 Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)
 Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)
 Minn. Stat. § 123B.85 (definition)
Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 233, 199 N.W. 911 (1924)

Cross References:

MSBA Model Policy 101 (Legal Status of the School District)
 MSBA Model Policy 202 (School Board Officers)

MSBA Model Policy 203 (Operation of the School Board-Governing Rules)
MSBA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA Service Manual, Chapter 3, School Board and its Powers

Independent School District #477
Princeton, Minnesota 55371

Adopted: February 11, 2003
Revised March 17, 2015

PRINCETON PUBLIC SCHOOLS

OPERATION OF THE SCHOOL BOARD – GOVERNING RULES

I. PURPOSE

The purpose of this policy is to provide governing rules for the conduct of meetings of the school board.

II. GENERAL STATEMENT OF POLICY

An orderly school board meeting allows school board members to participate in discussion and decision of school district issues. Rules of order allow school board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner.

III. RULES OF ORDER

Rules of order for school board meetings shall be as follows:

- A. Minnesota statutes where specified;
- B. Specific rules of order as provided by the school board consistent with Minnesota statutes; and
- C. Robert’s Rules of Order, Revised (latest edition) where **consistent** with A. and B., above.

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)
 Minn. Stat. § 123B.09, Subds. 6, 7, and 10 (School Board Matters)
 Minn. Stat. § 123B.14 (Officers)

Cross References: Princeton Public School Policy #203.1 (School Board Procedures, Rules of Order)
 Princeton Public School Policy #203.2 (Order of the Regular School Board Meeting)
 Princeton Public School Policy #203.5 (School Board Meeting Agenda)
 Princeton Public School Policy #203.6 (Consent Agendas)

Adopted: February 11, 2003
Revised: August 11, 2009
Revised March 17, 2015

PRINCETON PUBLIC SCHOOLS**SCHOOL BOARD PROCEDURES; RULES OF ORDER****I. PURPOSE**

The purpose of this policy is to provide specific rules of order to conduct meetings of the school board.

II. GENERAL STATEMENT OF POLICY

To ensure that school board meetings are conducted in an orderly fashion, the school board will follow rules of order which will allow the school board:

- A. To establish guidelines by which the business of the school board can be conducted in a regular and internally consistent manner;
- B. To organize the meetings so all necessary matters can be brought to the school board and decisions of the school board can be made in an orderly and reasonable manner;
- C. To insure that members of the school board have the necessary information to make decisions on substantive issues and to insure adequate discussion of decisions to be made; and
- D. To insure that meetings and actions of the school board are conducted so as to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

III. RULES OF ORDER

- A. School board members need not rise to gain the recognition of the chair.
- B. A motion will be adopted or carried if it receives the affirmative votes of a majority of those actually voting on the matter. Abstentions are considered to be acquiescence to the vote of the majority. It should be noted that some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.
- C. All motions that require a second shall receive a second prior to opening the issue for discussion of the school board. If a motion that requires a second does not receive a second, the chair may declare that the motion fails for lack of a second

or may provide the second. The names of the members making and seconding a motion shall be recorded in the minutes.

- D. The chair shall decide the order in which school board members will be recognized to address an issue. An attempt should be made to alternate between pro and con positions if appropriate to the discussion. A member shall only speak to an issue after the member is recognized by the chair.
- E. The chair shall rule on all questions relating to motions and points of order brought before the school board.
- F. A ruling by the chair is subject to appeal to the full school board pursuant to Robert's Rules of Order.
- G. The school board shall have authority to recognize any member of the audience regarding a request to be heard at the school board meeting. Members of the public who wish to be heard shall follow school board procedures.
- H. The chair has the authority to declare a recess at any time for the purpose of restoring decorum to the meeting or for any other necessary purpose.
- I. The chair shall repeat a motion or the substance of a motion prior to the vote. The chair shall call for an affirmative and a negative vote on all motions.
- J. The order in which names will be called for roll call votes will be determined by the school board.
- K. The chair has the same right and responsibility as each school board member to vote on all issues.
- L. The chair shall announce the result of each vote. The vote of each member, including abstentions, shall be recorded in the minutes. If the vote is unanimous, it may be reflected as unanimous in the minutes if the minutes also reflect the members present.
- M. A majority of the voting members of the school board constitute a quorum. The absence of a quorum may be raised by the chair or any member. Generally any action taken in the absence of a quorum is null and void. The only legal actions the school board may take in the absence of a quorum are to fix the time at which to adjourn, to adjourn, to recess or to take measures to obtain a quorum.

Legal References: Minn. Stat. § 13D.01, Subd. 4 (Open Meeting Law)
203.1-2

Minn. Stat. § 122A.40 (Employment Contracts, Termination)
Minn. Stat. § 123B.09, Subds. 6 and 7 (School Board Powers)
Minn. Stat. § 126C.53 (Enabling Resolution; Form of Certificates of Indebtedness)
Minn. Stat. § 331A.01, Subd. 6 (Newspapers; Definitions)
Minn. Stat. § 331A.04, Subd. 6 (Newspapers; Exception to Designation Priority)
Minn. Stat. § 471.88 (Exceptions)

Cross References: Princeton Public School Policy #203 (Operation of the School Board - Governing Rules)
Princeton Public School Policy #203.2 (Order of the Regular School Board Meeting)
Princeton Public School Policy #203.5 (School Board Meeting Agenda)
Princeton Public School Policy #203.6 (Consent Agendas)

Adopted: February 11, 2003
Revised: August 11, 2009
Revised March 17, 2015

PRINCETON PUBLIC SCHOOLS**ORDER OF THE
REGULAR SCHOOL BOARD MEETING****I. PURPOSE**

The purpose of this policy is to ensure consistency in the order of business at regular school board meetings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board to consider matters that come before it in a consistent and orderly manner.

III. ORDER

A. The school board shall conduct an orderly school board meeting. The school board will, at all regular school board meetings, follow an agenda order similar to:

1. Call to order.
2. Pledge of Allegiance.
3. Roll Call.
4. Citizen Comments.
5. Review Communications.
6. Act on Agenda.
7. Consent Agenda.
8. New Business / Reports from various staff and/or groups.
9. Set Committee Dates.
10. Additions to agenda.

11. Adjournment.

- B. Items in this order may be considered as part of a consent agenda.
- C The school board may depart from the order of business with the consent of the majority of members present.

Legal References: Minn. Stat. § 123B.09, Subd. 7 (School Board powers)

Cross Reference: MSBA/MASA Model Policy 203 (Operation of the School Board - Governing Rules)
MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)
MSBA/MASA Model Policy 203.6 (Consent Agendas)

Princeton, Minnesota 55371

203.2

Revised March 17, 2015

203.2-

PRINCETON PUBLIC SCHOOLS

CONSENT AGENDAS

I. PURPOSE

The purpose of this policy is to allow the use of a consent agenda.

II. GENERAL STATEMENT OF POLICY

In order for a more efficient administration of school board meetings, the school board may elect to use a consent agenda for the passage of noncontroversial items or items of a similar nature.

III. CONSENT AGENDAS

- A. The superintendent, in consultation with the school board chair, may place items on the consent agenda. By using a consent agenda, the school board has consented to the consideration of certain items as a group under one motion. Should a consent agenda be used, an appropriate amount of discussion time will be allowed to review any item upon request.
- B. Consent items are those which usually do not require discussion or explanation prior to school board action, are noncontroversial and/or similar in content, or are those items which have already been discussed and/or explained and do not require further discussion or explanation. Such agenda items might include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, approval of reports, etc. These items might also include similar groups of decisions such as, but not limited to, approval of staff contracts, approval of maintenance details for the school district buildings and grounds or approval of various schedules.
- C. Items shall be removed from the consent agenda by a timely request by an individual school board member for independent consideration. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the school board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.

- D. Consent agenda items are approved en masse by one vote of the school board. The consent agenda items shall be separately recorded in the minutes.

Legal References: Minn. Stat. § 123B.09, Subd. 7 (School Board powers)

Cross References: MSBA/MASA Model Policy 203.2 (Order of the Regular School Board Meeting)
MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)

Independent School District #477
Princeton, Minnesota 55371

Adopted: February 11, 2003
Revised March 17, 2015

PRINCETON PUBLIC SCHOOL
SCHOOL BOARD MEETING MINUTES

I. PURPOSE

The purpose of this policy is to establish procedures relating to the maintenance of records of the school board and the publication of its official proceedings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

III. MAINTENANCE OF MINUTES AND RECORDS

A. The clerk shall keep and maintain permanent records of the school board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law shall be recorded in a journal kept for that purpose. Public records maintained by the school district shall be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.

B. Recordings of Closed Meetings

1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the expense of the school district. Recordings of closed meetings shall be made separately from the recordings of an open meeting, to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.
2. Recordings of closed meetings shall be preserved by the school district for the following time periods:

- a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.
 - b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.
 - c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.
 - d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.
 - e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.
3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:
- a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.
 - b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.
 - c. Recordings of any other closed meetings shall be classified and/or released as required by court order.
4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.
5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:

204-2

- a. The date of the closed meeting;
 - b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of real property, educational data, etc.); and
 - c. The classification of the data.
6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3. above.

IV. PUBLICATION OF OFFICIAL PROCEEDINGS

- A. The school board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the school board conducts regular meetings not more than once every thirty (30) days, the school board need not publish the minutes until ten (10) days after they have been approved by the school board.
- B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the school board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the school board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the school board, the proceedings to be published may reflect that fact.
- C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the school board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.

Legal References: Minn. Stat. § 13D.01, Subds. 4-6 (Open Meeting Law)
Minn. Stat. § 123B.09, Subd. 10 (Publishing Proceedings)
Minn. Stat. § 123B.14, Subd. 7 (Record of Meetings)
Minn. Stat. § 331A.01 (Definition)
Minn. Stat. § 331A.05, Subd. 8 (Notice Regarding Published Summaries)
Minn. Stat. § 331A.08, Subd. 3 (Publication of Proceedings)
Op. Atty. Gen. 161-a-20, December 17, 1970
Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W.2d 428 (1956)

Cross References: Princeton Public Schools Policy 205 (Open Meetings and Closed Meetings)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

Adopted: December 17, 2002
Revised: April 14, 2009
Revised March 17, 2015

PRINCETON PUBLIC SCHOOLS

DISTRIBUTION OF MATERIALS ON SCHOOL DISTRICT PROPERTY BY NONSCHOOL PERSONS

I. PURPOSE

The purpose of this policy is to provide for distribution of materials appropriate to the school setting by nonstaff and nonstudents on school district property in a reasonable time, place, and manner which does not disrupt the educational program nor interfere with the educational objectives of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district intends to provide a method for nonschool persons and organizations to distribute materials appropriate to the school setting, within the limitations and provisions of this policy.
- B. To provide for orderly and nondisruptive distribution of materials, the school board adopts the following regulations and procedures.
- C. Friday folders may only be used for communications generated by the district, the school, a school sponsored event or activity, or an activity feeder program.

III. DEFINITIONS

- A. “Distribution” means circulation or dissemination of materials by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying materials, or placing materials in internal staff or student mailboxes.
- B. “Materials” includes all materials and objects intended by nonschool persons or nonschool organizations for distribution. Examples of nonschool-sponsored materials include but are not limited to leaflets, brochures, buttons, badges, flyers, petitions, posters, underground newspapers whether written by students, employees or others, and tangible objects.

- C. “Nonschool person” means any person who is not currently enrolled as a student in or employed by the school district.
- D. “Obscene to minors” means:
1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- E. “Minor” means any person under the age of eighteen (18).
- F. “Material and substantial disruption” of a normal school activity means:
1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.
 2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) “material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

- G. “School activities” means any activity sponsored by the school, including but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, other theatrical productions, and in-school lunch periods.
- H. “Libelous” is a false and unprivileged statement about a specific individual that tends to harm the individual’s reputation or to lower him or her in the esteem of the community.

IV. GUIDELINES

- A. Nonschool persons and organizations may, within the provisions of this policy, be granted permission to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, materials and objects which are appropriate to the school setting.
- B. Requests for distribution of materials will be reviewed by the Superintendent on a case-by-case basis. However, distribution of the following materials is always prohibited. Material is prohibited that:
 - 1. is obscene to minors;
 - 2. is libelous;
 - 3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
 - 4. advertises any product or service not permitted to minors by law;
 - 5. advocates violence or other illegal conduct;
 - 6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person’s race, religious or ethnic origin);
 - 7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school

regulations.

C. Permission for nonschool persons to distribute materials on school district property is a privilege and not a right. In making decisions regarding permission for such distribution, the Superintendent will consider factors including, but not limited to the following:

1. whether the material is educationally related;
2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline or school activities;
3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;
4. the quantity or size of materials to be distributed;
5. whether distribution would require assignment of school district staff, use of school district equipment or other resources;
6. whether distribution would require that nonschool persons be present on the school grounds;
7. whether the materials are a solicitation for goods or services not requested by the recipients.
8. is in direct violation with state & federal statute.

D. No political campaigning by individuals will be permitted on school property.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

If permission is granted pursuant to this policy for the distribution of any materials, the time, place and manner of distribution will be solely within the discretion of the Superintendent, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any nonschool person wishing to distribute materials must first submit for approval a copy of the materials to the Superintendent at least five days in

advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request.
 2. Date(s) and time(s) of day of requested distribution.
 3. If material is intended for students, the grade(s) of students to whom the distribution is intended.
 4. The proposed method of distribution.
- B. The Superintendent will review the request and render a decision. The administration will assign a location and method of distribution and will inform the persons submitting the request whether nonschool persons may be present to distribute the materials. In the event that permission to distribute the materials is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.
- C. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.
- D. In the event that permission to distribute materials is denied, the nonschool person or organization may request reconsideration of the decision by the school board. The request for reconsideration must be in writing and must set forth the reasons why distribution is desirable and in the interest of the school community.

VII. VIOLATION OF POLICY

Any party violating this policy or distributing materials without permission will be directed to leave the school property immediately and, if necessary, the police will be called.

VIII. IMPLEMENTATION

The school district administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

Legal References: U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Doe v. South Iron R-1 School District, 498 F.3d 878 (8th Cir. 2007).
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987).
Cornelius v. NAACP Legal Defense and Educational Fund, Inc., 473 U.S. 788, 105 S.Ct. 3439, 87 L.Ed.2d 567 (1985)
Perry Education Ass'n v. Perry Local Educators' Ass'n, 460 U.S. 37, 103 S.Ct. 948, 74 L.Ed.2d 794 (1983)
Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009).
Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist., 640 F.3d 329 (8th Cir. 2011), cert. denied U.S. _____, 132 S.Ct. 592 (2011).

Cross References: Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
Policy 512 (School Sponsored Student Publications)

Adopted: January 10, 2006

Revised: October 27, 2009

Revised: March 17, 2015

April 3, 2015

Michelle Czech, Director of Finance
 Princeton Public Schools, Independent School District #477
 706 First Street
 Princeton, MN 55374

Re: Princeton New Primary Elementary School
 ICS Project #5072

Dear Michelle:

On Thursday, March 26, 2015, we received bids for the Princeton New Primary Elementary Project.

ICS Consulting, Inc. has reviewed the bids received for the above referenced project. We have contacted the apparent low bidders and have confirmed that their bids are valid. Our itemized recommendation is as follows:

Base Bid Division 1: Ebert, Inc.	\$1,528,000.00
Base Bid Division 2: W. Gohman Construction Co.	\$6,671,012.00
Base Bid Division 3: W. Gohman Construction Co.	\$1,207,918.00
Base Bid Division 4: Mid State Tile Company, Inc.	\$117,584.00
Base Bid Division 5: FLR Sanders, Inc.	\$59,900.00
Base Bid Division 6: Floors By Beckers, Inc.	\$559,580.00
Base Bid Division 7: Fransen Decorating, Inc.	\$121,370.00
Base Bid Division 8: Mad Dog Interiors, Inc.	\$177,680.00
Base Bid Division 9: Suburban Elevator of Minnesota	\$51,639.00
Base Bid Division 10: El-Jay Plumbing & Heating, Inc.	\$3,400,082.00
Base Bid Division 11: Strategic Equipment, Inc.	\$253,950.00
Base Bid Division 12: A & H Electric, Inc.	\$1,413,998.00
Base Bid Division 13: JF Equipment, LLC	\$138,900.00
Base Bid Division 14: LSI Corporation of America, Inc.	\$228,549.00
Base Bid Division 15: Mid-Central Door Company	\$212,648.00

Based on the recommendations above, we recommend that the District enter into a contract with the above mentioned for the total Project amount of \$16,142,810.00. At this time no Alternates are being accepted.

Upon your action, we will draft a contract reflecting this amount to the appropriate Contractors.

Sincerely,



Ryan Hoffman
 Project Manager

Princeton Public Schools
 Princeton New Primary Elementary School
 OWNER: Princeton Public Schools
 OWNER'S REPRESENTATIVE: ICS Consulting, Inc.
 ENGINEER/ARCHITECT: Wold Architects & Engineers

BID TABULATIONS
 Thursday, March 26, 2015

Bid opening at 2:00 p.m.
 Bid Division 1: Sitework, Utilities & Landscaping

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Ebert, Inc. dba Ebert Construction	New Look Contracting, Inc.	Peterson Companies, Inc.	Boser Construction, Inc.	Rachel Contracting, Inc.	Veit & Company, Inc.
BID DIVISION	1	1	1	1	1	1
BID SECURITY	Yes	Yes	Yes	Yes	Yes	Yes
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3	1,2,3	1,2,3	1,2,3
RESPONSIBLE BIDDER	Yes	Yes	Yes	Yes	Yes	Yes
BASE BID	\$1,528,000.00	\$1,649,000.00	\$1,871,000.00	\$1,724,000.00	\$1,992,337.00	\$1,999,536.00
ALTERNATE #1	ADD: \$500.00	\$0 / No Bid	\$0 / No Cost	\$0 / No Bid	No Change	N/A
COMBINED BID DIVISIONS				1, 2 and 3		
COMBINED BASE BID				\$9,620,000.00		
COMBINED BID ALTERNATE #1				ADD: \$154,000.00		

09

Princeton Public Schools
 Princeton New Primary Elementary School
 OWNER: Princeton Public Schools
 OWNER'S REPRESENTATIVE: ICS Consulting, Inc.
 ENGINEER/ARCHITECT: Wold Architects & Engineers

BID TABULATIONS
 Thursday, March 26, 2015

Bid opening at 2:00 p.m.
 Bid Division 1: Sitework, Utilities & Landscaping

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Minnesota Utilities & Excavation, LLC	Joe's Excavating, Inc.	Black & Dew, LLC.	W. Gohman Construction Co.		
BID DIVISION	1	1	1			
BID SECURITY	Yes	Yes	Yes			
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3			
RESPONSIBLE BIDDER	Yes	Yes	Yes			
BASE BID	\$1,999,988.00	\$1,837,000.00	\$1,647,000.00			
ALTERNATE #1	No Bid	No Bid	No Change			
COMBINED BID DIVISIONS				1, 2 and 3		
COMBINED BASE BID				\$9,608,754.00		
COMBINED BID ALTERNATE #1				ADD: \$101,603.00		

101

Princeton Public Schools
 Princeton New Primary Elementary School
 OWNER: Princeton Public Schools
 OWNER'S REPRESENTATIVE: ICS Consulting, Inc.
 ENGINEER/ARCHITECT: Wold Architects & Engineers

BID TABULATIONS
 Thursday, March 26, 2015

Bid opening at 2:00 p.m.
 Bid Division 2: Building Envelope, Structure & Ext Openings

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Ebert, Inc. dba Ebert Construction	Black & Dew, LLC	Boser Construction, Inc.	W. Gohman Construction Co.		
BID DIVISION	2	2	2	2		
BID SECURITY	Yes	Yes	Yes	Yes		
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3	1,2,3		
RESPONSIBLE BIDDER	Yes	Yes	Yes	Yes		
BASE BID	\$6,780,000.00	\$7,089,000.00	\$6,820,000.00	\$6,671,012.00		
ALTERNATE #1	ADD: \$47,000.00	ADD: \$45,200.00	ADD: \$42,000.00	ADD: \$41,504.00		
COMBINED BID DIVISIONS		2 and 3	2 and 3	1, 2 and 3		
COMBINED BASE BID		\$8,304,000.00	\$8,039,000.00	\$9,608,754.00		
COMBINED BID ALTERNATE #1		ADD: \$107,400.00	ADD: \$154,000.00	ADD: \$101,603.00		

20

Princeton Public Schools

Princeton New Primary Elementary School

OWNER: Princeton Public Schools

OWNER'S REPRESENTATIVE: ICS Consulting, Inc.

ENGINEER/ARCHITECT: Wold Architects & Engineers

BID TABULATIONS

Thursday, March 26, 2015

Bid opening at 2:00 p.m.

Bid Division 3: Interior Const., Carpentry and Misc. Equipment

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Black & Dew, LLC	W. Gohman Construction Co.	Ebert, Inc. dba Ebert Construction	Boser Construction, Inc.		
BID DIVISION	3	3	3	3		
BID SECURITY	Yes	Yes	Yes	Yes		
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3	1,2,3		
RESPONSIBLE BIDDER	Yes	Yes	Yes	Yes		
BASE BID	\$1,225,000.00	\$1,207,918.00	\$1,220,000.00	\$1,360,000.00		
ALTERNATE #1	ADD: \$62,200.00	ADD: \$60,100.00	ADD: \$44,000.00	ADD: \$67,000.00		
COMBINED BID DIVISIONS	2 and 3	1, 2 and 3	1, 2 and 3	1, 2 and 3		
COMBINED BASE BID	\$8,304,000.00	\$9,608,754.00	\$9,458,000.00	\$9,620,000.00		
COMBINED BID ALTERNATE #1	ADD: \$107,400.00	ADD: \$101,603.00	ADD: \$91,500.00	ADD: \$154,000.00		
COMBINED BID DIVISIONS				2 and 3		
COMBINED BASE BID				\$8,039,000.00		
COMBINED BID ALTERNATE #1				ADD: \$154,000.00		

63

Princeton Public Schools
 Princeton New Primary Elementary School
 OWNER: Princeton Public Schools
 OWNER'S REPRESENTATIVE: ICS Consulting, Inc.
 ENGINEER/ARCHITECT: Wold Architects & Engineers

BID TABULATIONS
 Thursday, March 26, 2015

Bid opening at 2:00 p.m.
 Bid Division 4: Tile Flooring

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Mid State Tile Company, Inc.	Grazzini Brothers & Company	Northland Flooring and Design, LLC	Advance Terrazzo & Tile Co., Inc.	WTG Terrazzo & Tile, Inc.	
BID DIVISION	4	4	4	4	4	
BID SECURITY	Yes	Yes	Yes	Yes	Yes	
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3	1,2,3	1,2,3	
RESPONSIBLE BIDDER	Yes	Yes	Yes	Yes	Yes	
BASE BID	\$117,584.00	\$185,200.00	\$188,000.00	\$164,970.00	\$170,800.00	
ALTERNATE #1	No Bid	No Bid	No Change	No Bid	No Bid	
COMBINED BID DIVISIONS						
COMBINED BASE BID						
COMBINED BID ALTERNATE #1						

64

Princeton Public Schools
 Princeton New Primary Elementary School
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 ENGINEER/ARCHITECT: Wold Architects & Engineers

BID TABULATIONS
 Thursday, March 26, 2015

Bid opening at 2:00 p.m.
 Bid Division 5: Wood Floor Covering

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Haldeman-Homme, Inc. dba Anderson Ladd	FLR Sanders, Inc.	J Wood Sports Flooring LLC			
BID DIVISION	5	5	5			
BID SECURITY	Yes	Yes	Yes			
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3			
RESPONSIBLE BIDDER	Yes	Yes	Yes			
BASE BID	\$68,130.00	\$59,900.00	\$61,400.00			
ALTERNATE #1	N/A	N/A	No Bid			
COMBINED BID DIVISIONS						
COMBINED BASE BID						
COMBINED BID ALTERNATE #1						

CS

Princeton Public Schools
 Princeton New Primary Elementary School
 OWNER: Princeton Public Schools
 OWNER'S REPRESENTATIVE: ICS Consulting, Inc.
 ENGINEER/ARCHITECT: Wold Architects & Engineers

BID TABULATIONS
 Thursday, March 26, 2015

Bid opening at 2:00 p.m.
 Bid Division 6: Carpet & Resilient Floor Coverings

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	M.C.I. Inc. dba Multiple Concepts	Floors By Beckers, Inc.	Grazzini Brothers & Company			
BID DIVISION	6	6	6			
BID SECURITY	Yes	Yes	Yes			
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3			
RESPONSIBLE BIDDER	Yes	Yes	Yes			
BASE BID	\$800,000.00	\$559,580.00	\$791,885.00			
ALTERNATE #1	No Bid	No Bid	No Bid			
COMBINED BID DIVISIONS						
COMBINED BASE BID						
COMBINED BID ALTERNATE #1						

Princeton Public Schools
 Princeton New Primary Elementary School
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 ENGINEER/ARCHITECT: Wold Architects & Engineers

BID TABULATIONS
 Thursday, March 26, 2015

Bid opening at 2:00 p.m.
 Bid Division 7: Wall Finishes

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	DeGolier Quality Painting, Inc.	Steinbrecher Painting, Inc.	Fransen Decorating, Inc.			
BID DIVISION	7	7	7			
BID SECURITY	Yes	Yes	Yes			
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3			
RESPONSIBLE BIDDER	Yes	Yes	Yes			
BASE BID	\$147,455.00	\$129,900.00	\$121,370.00			
ALTERNATE #1	No Bid	\$0 / No Change	ADD: \$500.00			
COMBINED BID DIVISIONS						
COMBINED BASE BID						
COMBINED BID ALTERNATE #1						

67

Princeton Public Schools
 Princeton New Primary Elementary School
 OWNER: Princeton Public Schools
 OWNER'S REPRESENTATIVE: ICS Consulting, Inc.
 ENGINEER/ARCHITECT: Wold Architects & Engineers

BID TABULATIONS
 Thursday, March 26, 2015

Bid opening at 2:00 p.m.
 Bid Division 8: Acoustical Treatments

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Mad Dog Interiors, Inc.	St. Cloud Acoustics, Inc.	Acoustics Associates, Inc.	Twin City Acoustics, Inc.		
BID DIVISION	8	8	8	8		
BID SECURITY	Yes	Yes	Yes	Yes		
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3	1,2,3		
RESPONSIBLE BIDDER	Yes	Yes	Yes	Yes		
BASE BID	\$177,680.00	\$198,760.00	\$235,000.00	\$209,490.00		
ALTERNATE #1	N/A	N/A	No Bid	No Bid		
COMBINED BID DIVISIONS						
COMBINED BASE BID						
COMBINED BID ALTERNATE #1						

Princeton Public Schools
 Princeton New Primary Elementary School
 OWNER: Princeton Public Schools
 OWNER'S REPRESENTATIVE: ICS Consulting, Inc.
 ENGINEER/ARCHITECT: Wold Architects & Engineers

BID TABULATIONS
 Thursday, March 26, 2015

Bid opening at 2:00 p.m.
 Bid Division 9: Elevator

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Suburban Elevator of Minnesota					
BID DIVISION	9					
BID SECURITY	Yes					
ADDENDA REC'D.	1,2,3					
RESPONSIBLE BIDDER	Yes					
BASE BID	\$51,639.00					
ALTERNATE #1	No Bid					
COMBINED BID DIVISIONS						
COMBINED BASE BID						
COMBINED BID ALTERNATE #1						

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Princeton Public Schools
 Princeton New Primary Elementary School
 OWNER: Princeton Public Schools
 OWNER'S REPRESENTATIVE: ICS Consulting, Inc.
 ENGINEER/ARCHITECT: Wold Architects & Engineers

BID TABULATIONS
 Thursday, March 26, 2015

Bid opening at 2:00 p.m.
 Bid Division 10: Mechanical

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Thelen Heating & Roofing, Inc.	El-Jay Plumbing & Heating, Inc.	R.J. Mechanical, Inc.	Peterson Sheet Metal, Inc.	McDowall Company	Weidner Plumbing and Heating Co.
BID DIVISION	10	10	10	10	10	10
BID SECURITY	Yes	Yes	Yes	Yes	Yes	Yes
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3	1,2,3	1,2,3	1,2,3
RESPONSIBLE BIDDER	Yes	Yes	Yes	Yes	Yes	Yes
BASE BID	\$3,588,000.00	\$3,400,082.00	\$3,446,000.00	\$4,045,000.00	\$3,497,670.00	\$3,490,000.00
ALTERNATE #1	ADD: \$1,200.00	ADD: \$2,700.00	ADD: \$2,310.00	No Change	ADD: \$2,200.00	ADD: \$975.00
COMBINED BID DIVISIONS						
COMBINED BASE BID						
COMBINED BID ALTERNATE #1						

70

Princeton Public Schools
 Princeton New Primary Elementary School
 OWNER: Princeton Public Schools
 OWNER'S REPRESENTATIVE: ICS Consulting, Inc.
 ENGINEER/ARCHITECT: Wold Architects & Engineers

BID TABULATIONS
 Thursday, March 26, 2015

Bid opening at 2:00 p.m.
 Bid Division 11: Kitchen Equipment

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Strategic Equipment, Inc.					
BID DIVISION	11					
BID SECURITY	Yes					
ADDENDA REC'D.	NO					
RESPONSIBLE BIDDER	Yes					
BASE BID	\$253,950.00					
ALTERNATE #1	No Bid					
COMBINED BID DIVISIONS						
COMBINED BASE BID						
COMBINED BID ALTERNATE #1						

71

Princeton Public Schools
 Princeton New Primary Elementary School
 OWNER: Princeton Public Schools
 OWNER'S REPRESENTATIVE: ICS Consulting, Inc.
 ENGINEER/ARCHITECT: Wold Architects & Engineers

BID TABULATIONS
 Thursday, March 26, 2015

Bid opening at 2:00 p.m.
 Bid Division 12: Electrical

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	A & H Electric, Inc.	Avon Electric Services, Inc.	Peoples Electric Co., Inc.	Northern Air Corporation dba NAC Mechanical and Electrical Services		
BID DIVISION	12	12	12	12		
BID SECURITY	Yes	Yes	Yes	Yes		
ADDENDA REC'D.	1,2,3	1,2,3	1,2,3	1,2,3		
RESPONSIBLE BIDDER	Yes	Yes	Yes	Yes		
BASE BID	\$1,413,998.00	\$1,460,000.00	\$1,600,000.00	\$1,540,000.00		
ALTERNATE #1	No Cost Change	ADD: \$700.00	No Change	ADD: \$500.00		
COMBINED BID DIVISIONS						
COMBINED BASE BID						
COMBINED BID ALTERNATE #1						

72

Princeton Public Schools
 Princeton New Primary Elementary School
 OWNER: Princeton Public Schools
 OWNER'S REPRESENTATIVE: ICS Consulting, Inc.
 ENGINEER/ARCHITECT: Wold Architects & Engineers

BID TABULATIONS
 Thursday, March 26, 2015

Bid opening at 2:00 p.m.
 Bid Division 13: Lockers (Supply Only)

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	JF Equipment, LLC	Lyon, LLC				
BID DIVISION	13	13				
BID SECURITY	Yes	Yes				
ADDENDA REC'D.	1,2,3	1,2				
RESPONSIBLE BIDDER	Yes	Yes				
BASE BID	\$138,900.00	\$163,000.00				
ALTERNATE #1	No Bid	No Bid				
COMBINED BID DIVISIONS						
COMBINED BASE BID						
COMBINED BID ALTERNATE #1						

Princeton Public Schools
 Princeton New Primary Elementary School
 OWNER: Princeton Public Schools
 OWNER'S REPRESENTATIVE: ICS Consulting, Inc.
 ENGINEER/ARCHITECT: Wold Architects & Engineers

BID TABULATIONS
 Thursday, March 26, 2015

Bid opening at 2:00 p.m.
 Bid Division 14: Casework (Supply Only)

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Lance Service, Inc.	LSI Corporation of America, Inc.				
BID DIVISION	14	14				
BID SECURITY	Yes	Yes				
ADDENDA REC'D.	1,2,3	1,2,3				
RESPONSIBLE BIDDER	Yes	Yes				
BASE BID	\$315,900.00	\$228,549.00				
ALTERNATE #1	No Change	No Change				
COMBINED BID DIVISIONS						
COMBINED BASE BID						
COMBINED BID ALTERNATE #1						

Princeton Public Schools
 Princeton New Primary Elementary School
 OWNER: Princeton Public Schools
 OWNER'S REPRESENTATIVE: ICS Consulting, Inc.
 ENGINEER/ARCHITECT: Wold Architects & Engineers

BID TABULATIONS
 Thursday, March 26, 2015

Bid opening at 2:00 p.m.
 Bid Division 15: Doors, Frames and Hardware

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Mid-Central Door Company					
BID DIVISION	15					
BID SECURITY	Yes					
ADDENDA REC'D.	1,2,3					
RESPONSIBLE BIDDER	Yes					
BASE BID	\$212,648.00					
ALTERNATE #1	N/A					
COMBINED BID DIVISIONS						
COMBINED BASE BID						
COMBINED BID ALTERNATE #1						

7/5

District

Proposals 2015

WHY?

District Goals

Attract

Recruit

Retain

Alternative Services: Who?

FY14 ADMs Leaving the District

- ALC-34.44
- Targeted Services-19.78
- Online Programs-42.23
- Homeschool-188
- Care and Treatment-4.25

Alternative Services: Why?

- Targeted Programs could be aligned with student interventions
- ALC, Online, and Care and Treatment instruction could be aligned with district curriculum planning and expectations
- All students enrolled would count in Free and Reduced calculations

Alternative Services: What?

Timeline of Service Delivery

- Fall 2015-Care and Treatment-2 Sites
- Winter 2015-Online Starts
- Summer 2016-Targeted Services
- Fall 2016-ALC



District Public Image

This initiative is meant to:

- Attract families with children birth-5
- Influence public opinion
- Build positive & mutually beneficial relationships between the District and community

Public Image: Why?

There has been a decline in enrollment in the Princeton School District. Students are opting to open enroll in other districts, especially at the time of entering kindergarten and in the 11th and 12th grades.

Public Image how?

A plan to work on our District's Public Image

- Tigers in Training
- Hire a Public Relations consultant to advise on the development of a tagline, district branding, and develop signage (billboard) and other marketing items to improve and standardize our public image.

Public Image

- Help the community identify with us
- Encourage enrollment and participation in events
- Share our successes and leverage our assets
- Develop relationships with all district families

Public image how much?

Billboard	\$2,000
Community Sign	In process
PR Consultation	\$10,000
Branding, printing, flyers, signage	\$15,000
Website and Social Media	No cost



STEAM: Who will be impacted?

We are interested in creating and designing a STEAM program tailored to the needs of **all** Princeton Middle School students (Grades 6-8).
Working with secondary schools and local businesses to ensure our students are college and career ready.

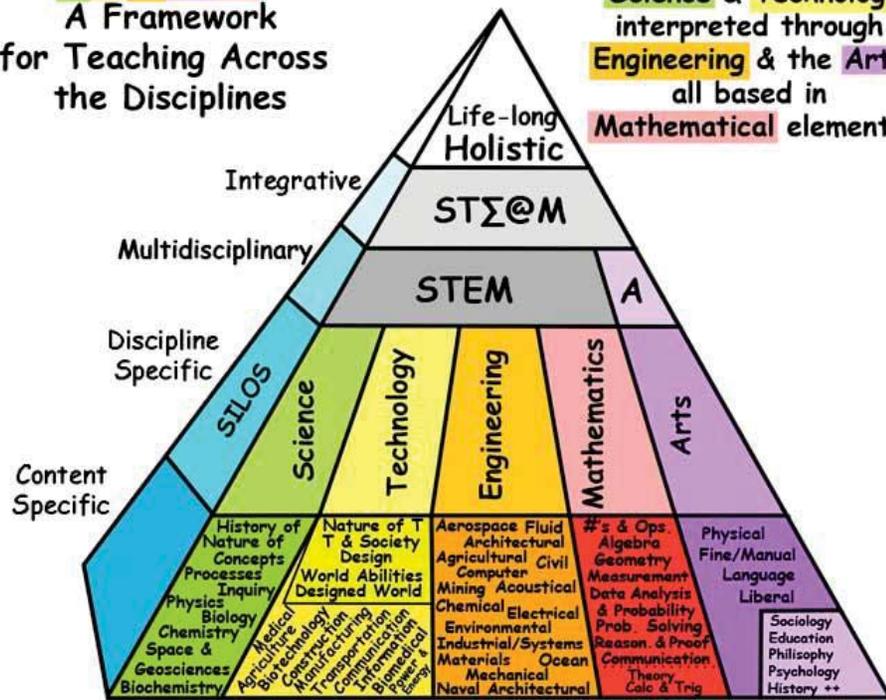
STEAM: What is it?

- STEAM - stands for Science, Technology, Engineering, Arts, and Math
- Interdisciplinary units and lesson with STEAM focus
- Critical thinking and problem solving skills
- Students create portfolios showcasing their knowledge
- Students use both sides of the brain
- Units adaptable for ALL students

STEAM: What?

STΣ@M:
A Framework
for Teaching Across
the Disciplines

STΣ@M =
Science & Technology
interpreted through
Engineering & the Arts,
all based in
Mathematical elements.



www.STEAMedu.com

C.2006-2011 ©. Yakman

STEM VS. STEAM

MAIN FUNCTIONS: Advanced Abilities
Realization and Ability
to Correct Errors

BOTH SIDES OF THE BRAIN DETERMINE: Personality Traits
Personal Abilities

LEFT MAIN FUNCTIONS:

- Controls Muscles on Right Side of Body
- Controls Language
- Math
- Logic
- Speech
- Analytical
- Intellectual

RIGHT MAIN FUNCTIONS:

- Controls Muscles on Left Side of Body
- Spatial abilities
- Facial recognition
- Visual Imagery
- Art&Music
- Emotion
- Creativity

WHY HALF IS NOT ENOUGH

STEAM: WHY?

- 15 out of 20 future jobs will have a STEAM focus (St. Cloud State)
- Lessons are based on the fields of discovery and invention
- Connection to career and life-readiness
- Technical skills are growing in value every day (Normandale College, Del Smith)

STEAM: How and Where?

- Commit to a STEAM school/district at middle school
- Provide staff with training and time to create and implement STEAM lessons in curriculum
- Include school staff in network of STEAM teachers
- Embed STEAM curriculum in allied arts courses (6-8)
- Added staff will not be needed
- Future expansion to elementary schools
- Minimal start up and continuing costs

STEAM: How Much?

Devices

Training

Interactive White Boards

3-D Printer

Maximum Cost: \$18,000

Spanish Immersion: Who?

Language Immersion is an approach to second language instruction in which the usual learning activities are conducted in a second language. Immersion classes follow the same curricula as those in non-immersion classrooms.

The Spanish Immersion Program Initiative would begin with the Kindergarten class and one Four Year Olds class, and add a grade level each year.

Spanish Immersion: Research

Research on Immersion Programs shows that students meet or exceed academic expectations in:

- Second language skills: Students functionally proficient in the immersion language and are able to communicate according to their age and grade level.
- English language skills: While at first there is a lag in English reading and writing skills, immersion students do as well or better than students in English-only classes.

Spanish Immersion: Research

- Develop higher level thinking skills
- Increase awareness and appreciation of other cultures
- Achieve as well as or better than non-immersion peers on standardized tests in verbal and mathematical skills

Spanish Immersion: When and How?

Fall 2015: The Spanish Immersion Program would begin with the Kindergarten and Four Year Old class. Each year a grade level would be added.

Spanish Immersion will be available to any Kindergarten student who resides in the school district and enrolls in the program. It will also be an option for Open Enrollment students. Students living outside our district should work with the Business Director to negotiate any potential transportation plans.

Spanish Immersion: How Much?

Devices

Curriculum

Interactive White Boards

Training

Maximum Cost: \$31,000