

Regular School Board Meeting

Monday, July 13, 2020 6:30 PM

LS-H MS/HS Media Center, 901 Ferry St., Le Sueur, MN 56058

1. **CALL TO ORDER**

2. **PLEDGE OF ALLEGIANCE**

3. **MISSION AND VISION STATEMENTS**

Presenter: BOARD
MEMBERS-ALTERNATING

4. **STRATEGIC PLAN REVIEW**

5. **APPROVAL OF AGENDA**

6. **OPEN FORUM**

7. **LE SUEUR - HENDERSON SCHOOL DISTRICT RECOGNIZES**

1. Donations & Grants Received

8. **REPORTS**

1. Committee Reports

1. Finance

Presenter:
Superintendent
Johnson

2. Negotiations

Presenter: Director
Joe Roby

3. MVED

Presenter: Director
Erina Prom

4. Human Resource

Presenter: Director
Kelsey Schwartz

5. Policy

Presenter: Director
Erina Prom

6. Facilities Steering

Presenter: Director
Matt Hathaway

7. Community Ed Council

Presenter: Director
Brigid Tuck

2. Superintendent Report

1. LaRae Ludwig for PD

2. Jeff Christ- Athletics Update

9. **CONSENT AGENDA**

1. District Office Consent Items

1. Approve minutes for Regular School Board Meeting on June 1, 2020

2. Approve minutes for Special School Board Meeting on March 16, 2020

2. Business Office Consent Items

1. Budget Analysis Year to Date

2. Consideration to Authorize Superintendent to Consider and Approve/Disapprove Nonresident Student Tuition Agreements and Enrollment Options Requests on an Individual Basis as received during the 2020-21 School Year

3. Consideration to Authorize Treasurer to Invest and Transfer Funds within Statutory Limitations for the 2020-21 School Year

1. Consideration to Authorize Superintendent and/or District Business Manager to Act on Behalf of Board to Invest, Transfer and Expend Funds within Board Limitations for the 2020-21 School Year

2. Consideration to Authorize Superintendent and/or District Business Manager to Act on Behalf of Board to make Electronic Funds Transfers for the 2020-21 School Year

4. Consideration to Authorize the Electronic Transfer of Funds for the A/P system via Commerce Bank for the 2020-21 School Year

5. Consideration to Authorize School Depositories for the 2020-21 School Year

6. Consideration to Set Substitute Teacher Salary for the 2020-21 School Year

Presenter: Dr. Johnson

7. Consideration to Set Substitute Classified/Custodial Salary for the 2020-21 School Year

8. Consideration to Set Co-Curricular Participation and Admission Fees for the 2020-21 School Year

9. Consideration to Renew Membership in Minnesota School Boards Association (MSBA) for the 2020-21 School Year

10. 2020-21 Handbooks

1. 2020-21 Elementary Handbook

2. 2020-21 Middle/High School Handbook

3. 2020-21 Activities Handbook

3. Personnel Consent Items

1. Hirings:

1. Drivers Ed Classroom Instructor- Don Fraser

2. Fall Play Assistant- Zach Kubasta

3. Health Office Assistant/Park Attendance Secretary- Kelley Reiser

4. Hilltop Tech Paraprofessional- Amy Kulyas

5. Title One Paraprofessional in Park Elem- Kami Welter

2. Resignations:

1. Library Media Specialist- Megan Walker

2. Kids Club- Dawn McConnell

3. Elementary Art Specialist- Erika Kuhlers

3. Requests:

4. Retirements:

10. **RECOMMENDATION TO APPROVE PURCHASES ABOVE \$5,000**

1. 7 Mindsets Professional Development Curriculum and Training

2. MacBook Air Laptops

3. Textbooks for Industrial Tech from Goodheart-Willcox Publisher

4. Minnesota Insurance Scholastic Trust-Property/Liability Insurance

11. **OLD BUSINESS**

1. School Board General Election

2. Consideration to approve the corrections for the following contracts:

1. Jennifer Vrklan, Accounting Clerk Contract 2020-21

2. Juanita Flores, Administrative Assistant Contract 2020-21

3. Todd Vrklan, Buildings & Grounds Director Contract 2020-21

12. **NEW BUSINESS**

1. Policies:

1. Consideration to approve the third reading for polices 802, 805 and 806.

2. Consideration to approve LTFM 10 year plan

3. Consideration to Adopt a Resolution continuing membership in the Adult Basic Education for 2020-21 and Authorizing ISD 2397 to Act as the Fiscal Agent.

4. Consideration to approve the template of the LS-H school logo be used at Hometown Bank on the debit card template for students and LS-H residents

5. Principal's Contract Language

6. Recommendation to approve MOU for Compensation for Paras hired between July 1, 2019 and February 3, 2020

7. Consideration to approve 2020-21 District Wide Professional Development

8. Cares Act Expenditures

Presenter:
Superintendent
Johnson

9. Recommendation to transfer \$45,000 from unassigned tech budget 2019-20 to the assigned 2020-21 tech budget.

10. Organizational Chart Updates

11. [Enrollment & General Education Revenue Update](#)

13. **BOARD MEMBER COMMUNICATIONS / IDEAS EXCHANGE**

14. **NEXT MEETING INFORMATION**

1. Schedule of Upcoming Meetings

15. **MORE MEETING OPTIONS**

16. **SUPERINTENDENT EVALUATION**

1. Consideration to enter into closed session for the evaluation of Superintendent, Dr. Marlene Johnson as permitted by M.S. 13D.05., Subd. 03

2. Consideration to reopen the regular meeting

17. **ADJOURN**

**RESOLUTION TO ACCEPT GRANTS AND DONATIONS
TO THE LE SUEUR-HENDERSON SCHOOL DISTRICT**

WHEREAS, the Le Sueur-Henderson School District Board encourages the support of the district's educational programs through the funding and support of grant opportunities and donations that meet the goals and objectives of the school district;

WHEREAS, the school district will control and maintain all grants and donations to ensure that the interests of all students are met;

WHEREAS, the grants and donations listed below have been reviewed and approved by the administration of the Le Sueur-Henderson School District;

THEREFORE, BE IT RESOLVED, by the School Board of Independent School District No. 2397, to accept the following grants and donations for the purposes intended:

- Le Sueur Lions - \$150 for Community Education Book Buddies program,
- Henderson Lions - \$500 for elementary literacy incentive,
- Families First of Minnesota - \$41,928.70 for Pathways Scholarships for Little Giants tuition assistance,
- Minnesota Valley Action Council - \$2,445 GPS United Way Grant for High Step and Source Code Academy Programming.

Adopted this _____ day of _____, 20_____.

Signed:

School Board Chair, Brigid Tuck

Attest:

School Board Clerk, Kelsey Schwartz

2020-21 District Staff Development Plan

DSDT Goal for 2020/21: Each PLC in the district will align their instructional outcomes and follow an organized progression that is equitable for all students using differentiation to cognitively challenge each student.

Priority of Needs

1. Technology
2. PLCs: Interventions & Extensions, Questions 2, 3, 4
3. Best Practices in Teaching
4. Equity/Social Justice
5. Social/Emotional Learning

Steps to Reach Goal:

1. All early outs will be used for PLC work.
2. Create district experts to assist PLCs: SDPLT members & PLC Conference attendees
3. Technology: Offer opportunities/break out sessions on inservice days using LS-H “Techsperts” & Offer PD Money for “techsperts” to attend training outside of the district.
4. PLCs: Revisit Q#1 of PLCs in August (limited amount of time); Allow time for vertical alignment; Use PLCs experts for Qs 2, 3, 4 at Nov. & Feb. Inservice with possible breakout sessions.
5. Best Practices: Minimum of 2 sessions to address best practices in education; Address components of high quality instruction no matter the format-in person or virtual; Review instructional frameworks with teacher; use self-assessment to move teachers forward.
6. Equity: Former LS-H Students to speak in August; Session in August on strategies; Possible teacher home visits; Continue at each inservice day
7. Social Emotional Learning: Focus on relationship building; 7 Mindsets district-wide

Professional Development Days Outline

August 26th: All District Inservice ***This needs to be very fluid based on start of the school year***

- Relationship Building with Staff (Model for student relationship building)
- TED Talks/Called LS-H Talks
- Strategies for equitable teaching/reflection
- T-Shirts?
- Health Procedures
- Social/Emotional Learning

August 31st/Sept. 1: Site Inservices

November 13th:

- Technology: Moby Max/iXL to inform instruction; survey of staff needs; google classroom 2.0; Go formative?; Padlet?; Flipgrid?
- Best Practices/PLCs: Focus on Questions 2, 3 & 4. **Assessment Alignment
- Possible Speaker? Danielle Theis on trauma?
- Large Group: equity/social-emotional learning/trauma

February 26th:

- Mini TED Talks to Start
- PLC Reflection: Groups to share with each other; focus on assessment/ intervention/extension
- Equity & Whole Child: Sharing strategies for what is working
- Technology Breakouts
- Best Practice: Examples from our staff (video taped?); Strategies
- Staff Wellness Time

Staff Development Budget 2020-21

| | |
|---|----------|
| PLC Institute Summer 2021 6 staff members with mileage | \$4,500 |
| Speakers for Inservice Days | \$2000 |
| New Teacher Seminars Assuming 8 new teachers | \$2000 |
| Peer Coaching \$600 Stipend per coach (14 coaches) Substitute Teachers for Observations | \$12,600 |
| Mentor Teachers to MSU Co-Teacher Training Sub Cost for 15 teachers (1 Day Training) | \$2,300 |
| Misc. Supplies | \$650 |
| Superintendent Discretionary Money | \$4000 |
| | ----- |
| | \$28,050 |
| Site Staff Development Divided between sites based on number of staff at each site | \$15,000 |

INDEPENDENT SCHOOL DISTRICT 2397
LE SUEUR-HENDERSON PUBLIC SCHOOLS
MINUTES OF REGULAR BOARD MEETING
ZOOM MEETING
June 1, 2020

Item 1.0 **Call to Order:** The regular meeting of the Le Sueur-Henderson School Board was called to order at 6:32pm. Board members in attendance via Zoom are: Erina Prom, Gretchen Rehm, Kelsey Schwartz, Brigid Tuck, Matt Hathaway, Brian Kane and Joe Roby.

Members Absent:

Also in attendance: Superintendent, Dr. Marlene Johnson; Alexis Frischmon, Technology Coordinator; Ky Battern, Business Manager

Item 2.0 **Pledge of Allegiance:** The pledge was recited.

Item 3.0 **Mission and Vision Statements:**

Item 4.0 **Strategic Plan Review:**

Item 5.0 **Approval of Agenda:**

Item 5.1 Motion by Kane, second by Schwartz, carried 7-0, to approve the meeting agenda.

| | | | |
|----------|-----|----------|-----|
| Prom | Yes | Tuck | Yes |
| Rehm | Yes | Schwartz | Yes |
| Hathaway | Yes | Kane | Yes |
| Roby | Yes | | |

Item 6.0 **Open Forum:**

Item 7.0 **Le Sueur-Henderson School District Recognizes:**

Item 7.1 A resolution was presented to accept grants and donations to the Le Sueur-Henderson Public School District. Said resolution is attached hereto and made a part of these minutes. Motion made by Board Member Schwartz and upon being seconded by Board Member Hathaway, said resolution was duly adopted by the following roll call vote: carries 7-0.

| | | | |
|----------|-----|----------|-----|
| Prom | Yes | Tuck | Yes |
| Rehm | Yes | Schwartz | Yes |
| Hathaway | Yes | Kane | Yes |
| Roby | Yes | | |

- Item 7.2 Students of the Month-
- | | | |
|-------------------|-------------------|----------------------|
| K-Amer Traxler | 5- Paige Braaksma | 9- Naima Bravo |
| 1-Liam Haaland | 6-Joey Skubitz | 10-Kevin Rojas |
| 2-Elena Thelemann | 7-Danny Kapsner | 11-Makenna Borchardt |
| 3-Logan Goetze | 8-Johnna Maxwell | 12-Reid Johnson |
| 4- LJ Cornelius | | |

Item 8.0 **Reports:**

- Item 8.1 Committee Reports
- Item 8.1.1 Finance
 - Item 8.1.2 Negotiations
 - Item 8.1.3 MVED
 - Item 8.1.4 Human Resources
 - Item 8.1.5 Policy
 - Item 8.1.6 Steering
 - Item 8.1.7 Community Ed Council

- Item 8.2 Superintendent Report
- Item 8.2.1 Strategic Plan Update
 - Item 8.2.2 Update on 2020-21 Superintendent Goals

Item 9.0 **Consent Agenda:** Motion by Kane, second by Rehm, carried 7-0, to approve the following consent items.

| | | | |
|----------|-----|----------|-----|
| Prom | Yes | Tuck | Yes |
| Rehm | Yes | Roby | Yes |
| Schwartz | Yes | Hathaway | Yes |
| Kane | Yes | | |

- Item 9.1 District Office Consent Items:
- Item 9.1.1 Minutes for Regular School Board meeting on May 4, 2020.
 - Item 9.1.2 Minutes for Special School Board meeting on May 18, 2020.

- Item 9.2 Business Office Consent Items:
- Item 9.2.1 Treasurer's Report- November 2019
 - Item 9.2.2 Bills and Claims for November in the amount of \$708,800.19.
 - Item 9.2.3 Treasurer's Report- December 2019
 - Item 9.2.4 Bills and Claims for December 2019 for the amount of \$682,053.89
 - Item 9.2.5 Treasurer's Report- January 2020
 - Item 9.2.6 Bills and Claims for January 2020 for the amount of \$668,365.97
 - Item 9.2.7 Treasurer's Report- February 2020

Item 9.2.8 Bills and Claims for February 2020 for the amount of \$820,771.03

Item 9.2.9 Budget Analysis Year to Date

Item 9.3 Personnel Consent Items:

Item 9.3.1 Hirings:

Item 9.3.1.1 Title One Reading- Christa Luna

Item 9.3.1.2 Summer Kids Club Supervisor- Nancy Haas

Item 9.3.1.3 Elem. ESL Teacher- Casey Kirsch

Item 9.3.1.4 ESY K-5 Teacher- Megan Schwarz

Item 9.3.1.5 ESY 6-12 Teacher- Andrea Lunder

Item 9.3.1.6 ESY Speech/Language Specialist PreK-12- Jeanne Schoepner

Item 9.3.1.7 ESY Paraprofessional- Bobbi Schleeve

Item 9.3.1.8 ESY Paraprofessional- Marilyn Stutsman

Item 9.3.1.9 ESY Paraprofessional- Chris Domras

Item 9.3.1.10 ESY ECSE Teacher- Molly Schultz

Item 9.3.2 Resignations:

Item 9.3.2.1 Superintendent- Dr. Marlene Johnson

Item 9.3.3 Requests:

Item 9.3.4 Retirements:

Item 10.0 **Purchases Above \$5,000:**

Item 10.1 Motion by Schwartz, second by Hathaway, carried 7-0, to approve renewal for Frontline Absence & Substitute Management and Applicant Track.

| | | | |
|----------|-----|----------|-----|
| Prom | Yes | Tuck | Yes |
| Rehm | Yes | Roby | Yes |
| Schwartz | Yes | Hathaway | Yes |
| Kane | Yes | | |

Item 10.2 Motion by Rehm, second by prom, carried 7-0, to approve renewal for IXL Learning Site License.

| | | | |
|----------|-----|----------|-----|
| Prom | Yes | Tuck | Yes |
| Rehm | Yes | Roby | Yes |
| Schwartz | Yes | Hathaway | Yes |
| Kane | Yes | | |

Item 10.3 Motion by Rehm, second by Roby, carried 7-0, to approve license renewal for Infinite Campus.

| | | | |
|----------|-----|----------|-----|
| Prom | Yes | Tuck | Yes |
| Rehm | Yes | Roby | Yes |
| Schwartz | Yes | Hathaway | Yes |
| Kane | Yes | | |

Item 10.4 Motion by Hathaway, second by Rehm, carried 7-0, to approve purchase of copy paper for the School Year 2020-21 from Cole Papers.

| | | | |
|----------|-----|----------|-----|
| Prom | Yes | Tuck | Yes |
| Rehm | Yes | Roby | Yes |
| Schwartz | Yes | Hathaway | Yes |
| Kane | Yes | | |

Item 10.5 Motion by Roby, second by Kane, carried 7-0, to approve purchase of lights for the mechanic pit at Bus Garage.

| | | | |
|----------|-----|----------|-----|
| Prom | Yes | Tuck | Yes |
| Rehm | Yes | Roby | Yes |
| Schwartz | Yes | Hathaway | Yes |
| Kane | Yes | | |

Item 10.6 Motion by Schwartz, second by Roby, carried 7-0, to approve parking lot repairs.

| | | | |
|----------|-----|----------|-----|
| Prom | Yes | Tuck | Yes |
| Rehm | Yes | Roby | Yes |
| Schwartz | Yes | Hathaway | Yes |
| Kane | Yes | | |

Item 11.0 **Old Business:**

Item 12.0 **New Business:**

Item 12.1 Policies:

Item 12.1.1 Motion by Schwartz, second by Tuck, carried 7-0, to approve second reading for policies 802, 805 and 806.

| | | | |
|----------|-----|----------|-----|
| Prom | Yes | Tuck | Yes |
| Rehm | Yes | Roby | Yes |
| Schwartz | Yes | Hathaway | Yes |
| Kane | Yes | | |

Item 12.2 Motion by Tuck, second by Schwartz, carried 7-0, to approve
Year renewal of Food Service Management contract with A'Viands for School

2020-21.

| | | | |
|----------|-----|----------|-----|
| Prom | Yes | Tuck | Yes |
| Rehm | Yes | Roby | Yes |
| Schwartz | Yes | Hathaway | Yes |
| Kane | Yes | | |

Item 12.3 Motion by Schwartz, second by Roby, carried 7-0, to approve the
2020-21 meal prices as follows:

| | |
|-----------------|--------|
| Breakfast | \$1.50 |
| K-5 Lunch | \$2.75 |
| 6-12 Lunch | \$2.90 |
| Extra Milk | \$.50 |
| Adult Breakfast | \$2.40 |
| Adult Lunch | \$3.95 |

| | | | |
|----------|-----|----------|-----|
| Prom | Yes | Tuck | Yes |
| Rehm | Yes | Roby | Yes |
| Schwartz | Yes | Hathaway | Yes |
| Kane | Yes | | |

Item 12.4 A resolution was presented to continue Membership in the Minnesota
State High School League for 2020-21. Said resolution is attached hereto
and made a part of these minutes.

Motion made by Board member Schwartz and upon being seconded by
Board member Tuck said resolution was duly adopted by the following roll
count:

| | | | |
|----------|-----|----------|-----|
| Prom | Yes | Tuck | Yes |
| Rehm | Yes | Roby | Yes |
| Schwartz | Yes | Hathaway | Yes |
| Kane | Yes | | |

Item 12.5 MOU for Para Contract

Item 12.6 School Board Elections

Item 12.7 Motion by Kane, second by Tuck, carried 7-0, to adopt the preliminary 2020-21 budget as follows:

| | Revenues | Expenditures |
|---------------------------|---------------|---------------|
| General Fund | \$ 11,355,119 | \$ 11,443,489 |
| Food Service Fund | \$ 497,989 | \$ 475,127 |
| Community Ed Fund | \$ 546,691 | \$ 523,722 |
| Adult Basic Ed Consortium | \$ 229,759 | \$ 186,556 |
| Debt Service Fund | \$ 1,380,001 | \$ 1,388,771 |
| Total All Funds | \$ 14,009,559 | \$ 14,017,665 |

| | | | |
|----------|-----|----------|-----|
| Prom | Yes | Tuck | Yes |
| Rehm | Yes | Roby | Yes |
| Schwartz | Yes | Hathaway | Yes |
| Kane | Yes | | |

Item 13.0 **Board Member Communications/Ideas Exchange:**

Item 14.0 **Next Meeting Information:**

Item 14.1 Schedule of Upcoming Meetings

Item 15.0 **More Meeting Options:**

Item 16.0 **Adjourn:** Motion by Rehm, second by prom, carried 7-0, to adjourn the meeting at 8:38pm.

| | | | |
|----------|-----|----------|-----|
| Prom | Yes | Tuck | Yes |
| Rehm | Yes | Roby | Yes |
| Schwartz | Yes | Hathaway | Yes |
| Kane | Yes | | |

INDEPENDENT SCHOOL DISTRICT 2397
LE SUEUR-HENDERSON PUBLIC SCHOOLS
MINUTES OF SPECIAL BOARD MEETING/WORK SESSION
MS/HS MEDIA CENTER
March 16, 2020

Item 1.0 **Call to Order:** The special meeting of the Le Sueur-Henderson School Board was called to order at 6:22 PM. Board members in attendance were: Erina Prom (6:25 PM), Gretchen Rehm, Joe Roby, Kelsey Schwartz (electronically from 36242 295th Ave Le Sueur, MN 56058), Brigid Tuck, Brian Kane and Matt Hathaway.

Members Absent:

Also in attendance: Superintendent, Dr. Marlene Johnson; Rachele- Henderson Independent.

Item 2.0 **Pledge of Allegiance:**

Item 3.0 **Approval of Agenda:**

Item 3.1 Motion by Rehm, second by Kane, carried 6-0, approved the meeting agenda.

Item 4.0 **New Business:**

Item 4.1 Motion by Kane, second by Rehm, carried 7-0, approved the Wendel Company contract.

Item 5.0 **Adjourn:** Motion by Rehm, second by Roby, carried 7-0, adjourned the meeting at 6:25 PM.

Board Clerk

Board Chair

Approved on: _____

Le Sueur-Henderson Public Schools - May 2020 General Fund Expenditures

| | FY20 | FY20 | FY20 | YTD vs | FY19 | FY19 | YTD vs | May | May | May | May |
|---|------------------|------------------|------------------|---------------|------------------|------------------|---------------|----------------|----------------|-----------------|----------------|
| | YTD | Budget | Remaining | Budget | YTD | Budget | Budget | 202011 | 201911 | \$ Δ | % Δ |
| School Board | | | | | | | | | | | |
| Salaries & Benefits | 8,442 | 11,248 | 2,806 | 75.05% | 18,613 | 21,146 | 88.02% | 710 | 658 | 52 | 8% |
| Purchased Services/Travel/Conferences | 4,099 | 7,000 | 2,901 | 58.56% | 10,206 | 10,700 | 95.39% | - | 3,240 | (3,240) | -100% |
| Supplies & Materials | 1,830 | 5,400 | 3,570 | 33.89% | 4,164 | 2,800 | 148.73% | 563 | 514 | 48 | 9% |
| Capital Expenditures | - | - | - | | - | - | | - | - | - | |
| Dues, Membership, Other | 7,302 | 8,000 | 698 | 91.28% | 7,650 | 7,200 | 106.25% | - | - | - | |
| Total School Board | 21,674 | 31,648 | 9,974 | 68.48% | 40,634 | 41,846 | 97.10% | 1,273 | 4,412 | (3,140) | 346.67% |
| Superintendent | | | | | | | | | | | |
| Salaries & Benefits | 207,961 | 229,362 | 21,401 | 90.67% | 204,052 | 227,299 | 89.77% | 18,771 | 17,625 | 1,147 | 7% |
| Purchased Services/Travel/Conferences | 3,169 | 7,200 | 4,031 | 44.02% | 4,930 | 11,100 | 44.41% | 4 | 177 | (173) | -98% |
| Supplies & Materials | 492 | 600 | 108 | 81.97% | 1,744 | 600 | 290.70% | - | - | - | |
| Capital Expenditures | - | - | - | | - | - | | - | - | - | |
| Dues, Membership, Other | 3,279 | 3,500 | 221 | 93.68% | 3,224 | 3,200 | 100.74% | 35 | - | 35 | |
| Total Superintendent | 214,901 | 240,662 | 25,761 | 89.30% | 213,949 | 242,199 | 88.34% | 18,810 | 17,802 | 1,009 | 6% |
| Principals | | | | | | | | | | | |
| Salaries & Benefits | 482,755 | 549,820 | 67,065 | 87.80% | 440,448 | 510,284 | 86.31% | 44,760 | 40,961 | 3,798 | 9% |
| Purchased Services/Travel/Conferences | 3,880 | 7,490 | 3,610 | 51.81% | 5,447 | 9,320 | 58.44% | 143 | 1,307 | (1,165) | -89% |
| Supplies & Materials | 0 | - | (0) | | 918 | 1,980 | 46.34% | - | - | - | |
| Capital Expenditures | - | - | - | | - | - | | - | - | - | |
| Dues, Membership, Other | 2,743 | 3,300 | 557 | 83.12% | 3,904 | 4,200 | 92.95% | - | - | - | |
| Total Principals | 489,378 | 560,610 | 71,232 | 87.29% | 450,717 | 525,784 | 85.72% | 44,902 | 42,269 | 2,633 | 6% |
| Business Services & Administrative Support | | | | | | | | | | | |
| Salaries & Benefits | 212,585 | 235,582 | 22,997 | 90.24% | 205,572 | 230,441 | 89.21% | 19,216 | 19,339 | (124) | -1% |
| Purchased Services/Travel/Conferences | 44,019 | 85,608 | 41,589 | 51.42% | 74,895 | 95,461 | 78.46% | (309) | 8,557 | (8,866) | -104% |
| Supplies & Materials | 3,033 | 1,600 | (1,433) | 189.54% | (557) | 1,030 | -54.06% | - | (866) | 866 | -100% |
| Capital Expenditures | 2,999 | 3,000 | 1 | 99.97% | 4,597 | 2,850 | 161.30% | - | 698 | (698) | -100% |
| Dues, Membership, Other | 15,238 | 15,500 | 262 | 98.31% | 15,103 | 20,500 | 73.68% | 120 | 3,662 | (3,542) | -97% |
| Total Business Services & Administrative Support | 277,873 | 341,290 | 63,417 | 81.42% | 299,611 | 350,282 | 85.53% | 19,027 | 31,390 | (12,363) | -39% |
| Elementary & Secondary Regular Instruction | | | | | | | | | | | |
| Salaries & Benefits | 2,872,396 | 3,626,437 | 754,041 | 79.21% | 3,070,021 | 4,073,397 | 75.37% | 316,882 | 345,573 | (28,692) | -8% |
| Purchased Services/Travel/Conferences | 99,425 | 173,881 | 74,456 | 57.18% | 170,288 | 120,788 | 140.98% | 6,054 | 60,082 | (54,028) | -90% |
| Supplies & Materials | 78,413 | 101,904 | 23,491 | 76.95% | 112,508 | 125,501 | 89.65% | 1,889 | 4,914 | (3,025) | -62% |
| Capital Expenditures | 4,731 | 4,554 | (177) | 103.89% | 19,014 | 12,000 | 158.45% | - | - | - | |
| Dues, Membership, Other | 9,448 | 10,400 | 952 | 90.85% | 3,899 | 12,700 | 30.70% | - | - | - | |
| Total Elementary & Secondary Regular Instruction | 3,064,414 | 3,917,176 | 852,762 | 78.23% | 3,375,730 | 4,344,386 | 77.70% | 324,825 | 410,570 | (85,744) | -21% |

Le Sueur-Henderson Public Schools - May 2020 General Fund Expenditures

| | FY20 | FY20 | FY20 | YTD vs | FY19 | FY19 | YTD vs | May | May | May | May |
|--|------------------|------------------|------------------|---------------|------------------|------------------|----------------|----------------|----------------|-----------------|-------------|
| | YTD | Budget | Remaining | Budget | YTD | Budget | Budget | 202011 | 201911 | \$ Δ | % Δ |
| Extra Curriculars & Donation Accounts | | | | | | | | | | | |
| Salaries & Benefits | 244,274 | 277,351 | 33,077 | 88.07% | 258,247 | 296,603 | 87.07% | 19,830 | 23,391 | (3,561) | -15% |
| Purchased Services/Travel/Conferences | 44,794 | 87,060 | 42,266 | 51.45% | 47,325 | 59,945 | 78.95% | 471 | 8,450 | (7,979) | -94% |
| Supplies & Materials | 69,077 | 71,212 | 2,135 | 97.00% | 80,401 | 16,460 | 488.46% | 1,651 | 6,981 | (5,329) | -76% |
| Capital Expenditures | 3,758 | 9,111 | 5,353 | 41.25% | 5,000 | - | | - | - | - | |
| Dues, Membership, Other | 4,355 | 5,070 | 715 | 85.90% | 4,070 | 8,290 | 49.10% | - | - | - | |
| Total Extra Curriculars & Donation Accounts | 366,258 | 449,804 | 83,546 | 81.43% | 395,044 | 381,298 | 103.60% | 21,953 | 38,822 | (16,869) | -43% |
| Vocational Education Instruction | | | | | | | | | | | |
| Salaries & Benefits | 158,166 | 214,714 | 56,548 | 73.66% | 111,113 | 152,151 | 73.03% | 17,243 | 11,917 | 5,326 | 45% |
| Purchased Services/Travel/Conferences | - | 200 | 200 | 0.00% | - | 550 | 0.00% | - | - | - | |
| Supplies & Materials | 11,870 | 15,129 | 3,259 | 78.46% | 13,898 | 15,129 | 91.86% | 2,257 | 231 | 2,026 | 876% |
| Capital Expenditures | - | 5,572 | 5,572 | 0.00% | 7,888 | 9,072 | 86.95% | - | - | - | |
| Dues, Membership, Other | - | - | - | | - | - | | - | - | - | |
| Total Vocational Education Instruction | 170,036 | 235,615 | 65,579 | 72.17% | 132,900 | 176,902 | 75.13% | 19,500 | 12,148 | 7,352 | 61% |
| Special Education Instruction | | | | | | | | | | | |
| Salaries & Benefits | 1,060,219 | 1,494,221 | 434,002 | 70.95% | 1,153,666 | 1,435,255 | 80.38% | 149,629 | 122,351 | 27,277 | 22% |
| Purchased Services/Travel/Conferences | 347,076 | 393,326 | 46,250 | 88.24% | 240,544 | 254,382 | 94.56% | 215 | 57,985 | (57,770) | -100% |
| Supplies & Materials | 3,775 | 8,055 | 4,280 | 46.86% | 6,922 | 8,041 | 86.09% | - | 148 | (148) | -100% |
| Capital Expenditures | 9,541 | 2,700 | (6,841) | 353.38% | 6,157 | - | | 91 | 91 | - | 0% |
| Dues, Membership, Other | - | - | - | | - | - | | - | - | - | |
| Total Special Education Instruction | 1,420,611 | 1,898,302 | 477,691 | 74.84% | 1,407,289 | 1,697,678 | 82.89% | 149,934 | 180,575 | (30,641) | -17% |
| Technology | | | | | | | | | | | |
| Salaries & Benefits | 52,092 | 63,983 | 11,891 | 81.41% | 118,421 | 124,598 | 95.04% | 7,324 | 6,501 | 823 | 13% |
| Purchased Services/Travel/Conferences | 111,304 | 137,650 | 26,346 | 80.86% | 84,839 | 106,029 | 80.02% | 10,078 | 16,749 | (6,671) | -40% |
| Supplies & Materials | 120,738 | 183,048 | 62,310 | 65.96% | 134,070 | 84,800 | 158.10% | 16 | 1,262 | (1,246) | -99% |
| Capital Expenditures | - | 4,300 | 4,300 | 0.00% | 92,373 | 99,733 | 92.62% | - | - | - | |
| Dues, Membership, Other | 50 | 725 | 675 | 6.90% | - | 725 | 0.00% | - | - | - | |
| Total Technology | 284,183 | 389,706 | 105,523 | 72.92% | 429,703 | 415,885 | 103.32% | 17,418 | 24,512 | (7,094) | -29% |
| Curriculum | | | | | | | | | | | |
| Salaries & Benefits | 68,860 | 104,979 | 36,119 | 65.59% | 127,486 | 171,737 | 74.23% | 6,915 | 11,230 | (4,314) | -38% |
| Purchased Services/Travel/Conferences | 3,363 | 14,500 | 11,137 | 23.19% | 8,278 | 11,500 | 71.98% | - | - | - | |
| Supplies & Materials | 61,846 | 78,259 | 16,413 | 79.03% | 64,314 | 141,919 | 45.32% | - | 149 | (149) | -100% |
| Capital Expenditures | 8,000 | 8,000 | - | 100.00% | - | - | | - | - | - | |
| Dues, Membership, Other | - | - | - | | - | - | | - | - | - | |
| Total Curriculum | 142,070 | 205,738 | 63,668 | 69.05% | 200,078 | 325,156 | 61.53% | 6,915 | 11,378 | (4,463) | -39% |

Le Sueur-Henderson Public Schools - May 2020 General Fund Expenditures

| | FY20 | FY20 | FY20 | YTD vs | FY19 | FY19 | YTD vs | May | May | May | May |
|---|----------------|------------------|------------------|---------------|----------------|----------------|---------------|---------------|---------------|-----------------|--------------|
| | YTD | Budget | Remaining | Budget | YTD | Budget | Budget | 202011 | 201911 | \$ Δ | % Δ |
| Library Media Center | | | | | | | | | | | |
| Salaries & Benefits | 77,880 | 103,890 | 26,010 | 74.96% | 72,144 | 113,171 | 63.75% | 10,297 | 8,017 | 2,281 | 28% |
| Purchased Services/Travel/Conferences | 242 | 1,200 | 958 | 20.19% | 303 | 1,559 | 19.45% | - | - | - | |
| Supplies & Materials | 5,846 | 8,291 | 2,445 | 70.52% | 3,095 | 8,291 | 37.33% | 698 | 993 | (295) | -30% |
| Capital Expenditures | - | - | - | | - | - | | - | - | - | |
| Dues, Membership, Other | - | - | - | | - | - | | - | - | - | |
| Total Library Media Center | 83,969 | 113,381 | 29,412 | 74.06% | 75,543 | 123,021 | 61.41% | 10,995 | 9,010 | 1,986 | 22% |
| Staff Development | | | | | | | | | | | |
| Salaries & Benefits | 19,418 | 117,350 | 97,932 | 16.55% | 15,051 | 89,574 | 16.80% | 9,651 | 817 | 8,834 | 1082% |
| Purchased Services/Travel/Conferences | 29,262 | 21,385 | (7,877) | 136.84% | 24,683 | 49,774 | 49.59% | (245) | - | (245) | |
| Supplies & Materials | 90 | 673 | 583 | 13.37% | - | 200 | 0.00% | - | - | - | |
| Capital Expenditures | - | - | - | | - | - | | - | - | - | |
| Dues, Membership, Other | - | - | - | | - | - | | - | - | - | |
| Total Staff Development | 48,770 | 139,408 | 90,638 | 34.98% | 39,734 | 139,548 | 28.47% | 9,406 | 817 | 8,589 | 1052% |
| Counseling & Guidance Services | | | | | | | | | | | |
| Salaries & Benefits | 163,556 | 224,746 | 61,190 | 72.77% | 166,925 | 212,705 | 78.48% | 17,876 | 18,616 | (741) | -4% |
| Purchased Services/Travel/Conferences | 510 | 1,000 | 490 | 51.00% | 1,180 | 685 | 172.33% | - | 399 | (399) | -100% |
| Supplies & Materials | (1,974) | 6,900 | 8,874 | -28.60% | (5,142) | 6,900 | -74.52% | 42 | 33 | 9 | 27% |
| Capital Expenditures | - | - | - | | - | - | | - | - | - | |
| Dues, Membership, Other | - | - | - | | - | - | | - | - | - | |
| Total Counseling & Guidance Services | 162,092 | 232,646 | 70,554 | 69.67% | 162,963 | 220,290 | 73.98% | 17,918 | 19,048 | (1,131) | -6% |
| Health Services | | | | | | | | | | | |
| Salaries & Benefits | 51,921 | 69,019 | 17,098 | 75.23% | 43,714 | 51,069 | 85.60% | 5,499 | 4,829 | 670 | 14% |
| Purchased Services/Travel/Conferences | 324 | 1,040 | 716 | 31.19% | 661 | 1,160 | 57.00% | - | 66 | (66) | -100% |
| Supplies & Materials | 738 | 1,000 | 262 | 73.79% | 966 | 1,000 | 96.64% | - | - | - | |
| Capital Expenditures | - | - | - | | - | - | | - | - | - | |
| Dues, Membership, Other | - | - | - | | - | - | | - | - | - | |
| Total Health Services | 52,983 | 71,059 | 18,076 | 74.56% | 45,342 | 53,229 | 85.18% | 5,499 | 4,895 | 604 | 12% |
| Transportation | | | | | | | | | | | |
| Salaries & Benefits | 3,156 | - | (3,156) | | 2,562 | 3,411 | 75.10% | 642 | 293 | 349 | 119% |
| Purchased Services/Travel/Conferences | 863,855 | 1,040,643 | 176,788 | 83.01% | 876,780 | 897,901 | 97.65% | 51,736 | 98,240 | (46,504) | -47% |
| Supplies & Materials | - | - | - | | - | - | | - | - | - | |
| Capital Expenditures | - | - | - | | - | - | | - | - | - | |
| Dues, Membership, Other | - | - | - | | - | - | | - | - | - | |
| Total Transportation | 867,011 | 1,040,643 | 173,632 | 83.31% | 879,342 | 901,312 | 97.56% | 52,377 | 98,533 | (46,156) | -47% |

Le Sueur-Henderson Public Schools - May 2020 General Fund Expenditures

| | FY20 | FY20 | FY20 | YTD vs | FY19 | FY19 | YTD vs | May | May | May | May |
|---|------------------|-------------------|------------------|----------------|------------------|-------------------|----------------|----------------|------------------|------------------|--------------|
| | YTD | Budget | Remaining | Budget | YTD | Budget | Budget | 202011 | 201911 | \$ Δ | % Δ |
| Buildings & Grounds | | | | | | | | | | | |
| Salaries & Benefits | 486,331 | 543,882 | 57,551 | 89.42% | 499,423 | 559,141 | 89.32% | 42,952 | 42,385 | 567 | 1% |
| Purchased Services/Travel/Conferences | 373,479 | 411,414 | 37,935 | 90.78% | 376,226 | 423,796 | 88.78% | 28,409 | 28,401 | 8 | 0% |
| Supplies & Materials | 165,166 | 251,443 | 86,277 | 65.69% | 228,075 | 236,043 | 96.62% | 11,515 | 27,123 | (15,609) | -58% |
| Capital Expenditures | 23,098 | 70,188 | 47,091 | 32.91% | 83,565 | 83,566 | 100.00% | - | - | - | |
| Dues, Membership, Other | 5,358 | 5,450 | 92 | 98.31% | 5,838 | 5,450 | 107.11% | - | - | - | |
| Total Buildings & Grounds | 1,053,430 | 1,282,377 | 228,947 | 82.15% | 1,193,127 | 1,307,996 | 91.22% | 82,876 | 97,909 | (15,034) | -15% |
| Long-Term Facility Maintenance | | | | | | | | | | | |
| Salaries & Benefits | 47,376 | 51,824 | 4,448 | 91.42% | 38,627 | 49,776 | 77.60% | 4,309 | 4,116 | 193 | 5% |
| Purchased Services/Travel/Conferences | 146,110 | 143,555 | (2,555) | 101.78% | 101,562 | 104,315 | 97.36% | 21,817 | 12,757 | 9,059 | 71% |
| Supplies & Materials | 8,617 | 17,994 | 9,377 | 47.89% | 14,215 | 17,994 | 79.00% | 162 | 3,108 | (2,946) | 1921.06% |
| Capital Expenditures | 38,042 | 17,265 | (20,777) | 220.34% | 95,865 | 104,423 | 91.80% | 50 | 3,742 | (3,692) | -99% |
| Dues, Membership, Other | - | - | - | | - | - | | - | - | - | |
| Total Long-Term Facility Maintenance | 240,146 | 230,638 | (9,508) | 104.12% | 250,269 | 276,508 | 90.51% | 26,337 | 23,723 | 2,614 | 11% |
| Property Insurance, Work Comp, & Other Misc. | | | | | | | | | | | |
| Salaries & Benefits | 40,519 | - | (40,519) | | 56,148 | - | | - | 1,368 | (1,368) | -100% |
| Purchased Services/Travel/Conferences | 47,820 | 54,901 | 7,081 | 87.10% | 37,191 | 37,287 | 99.74% | - | - | - | |
| Supplies & Materials | - | - | - | | - | - | | - | - | - | |
| Capital Expenditures | - | - | - | | - | - | | - | - | - | |
| Dues, Membership, Other | - | 4,080 | 4,080 | 0.00% | - | 4,080 | 0.00% | - | - | - | |
| Total Property Insurance, Work Comp, & Other Misc. | 88,339 | 58,981 | (29,358) | 149.77% | 93,339 | 41,367 | 225.64% | - | 1,368 | (1,368) | -100% |
| Total General Fund (Fd 01) | 9,048,138 | 11,439,684 | 2,391,546 | 79.09% | 9,685,313 | 11,564,687 | 83.75% | 829,968 | 1,029,182 | (182,345) | -18% |



Minnesota School Boards Association
1900 West Jefferson Ave
St. Peter, MN 56082-3015
507-934-2450 or 800-324-4459

INVOICE

ATTN: Accounts Payable
I.S.D. 2397
115 1/2 N 5TH ST STE 200
LE SUEUR, MN 56058-1820

Invoice No: 24989L8K3V5
Invoice Date: 6/11/2020
Acct No: 220
Due Date: 11/15/2020
PO Number:

| Invoice Item | Qty | Unit Price | Extended |
|--|-----|------------|------------|
| Association Dues (FY 7/1/20 to 6/30/21) | 1 | \$4,550.00 | \$4,550.00 |
| BoardBook Subscription Tier I | 1 | \$175.00 | \$175.00 |
| Policy Services Renewal (FY 7/1/20 to 6/30/21) | 1 | \$715.00 | \$715.00 |

Subtotal: \$5,440.00
Amount Paid: \$0.00
Balance Due: \$5,440.00

Dues for **ISD #2397** are based on 1023.77 "Average Daily Membership of Students Served" for the fiscal year ended June 30, 2019, as provided by the Minnesota Department of Education.

MSBA is not able to accept Credit, Debit, or Procurement Cards as a method of payment of your 2020-21 Dues Invoice. Please remit payment of this invoice to MSBA by CHECK. Thank you for your cooperation.

In accordance with IRS Code Sec. 6113, contributions or gifts (including membership dues) to MSBA are not deductible as charitable contributions for Federal income tax purposes.



Where Minnesota School Boards Learn to Lead

June 2020

Dear Superintendent:

Thank you for your membership in the Minnesota School Boards Association for the past year. MSBA's Board and staff have worked hard to become your go-to organization. MSBA will always go the extra mile for our members:

- Our dedicated staff prides itself on anticipating member needs through engagement, analyzing national and state directives, working with other educational organizations, and providing training to build high-performing boards.
- If you have a question, you can call or email MSBA's professional staff. We will find the answer promptly or get you to someone with the answer. In all our interactions, we strive to make your board a high-performing board that can meet the high expectations of your staff, students, and community.
- Legal and legislative advocacy are essential services of MSBA. As a statewide organization, we pride ourselves in finding a path forward that benefits all our school districts, regardless of shape and size.
- Like you, we care deeply about the success of all Minnesota's public school students. Through our collective, member-driven mission, our goal is to support, promote, and strengthen the work of our public school boards.

Our Association is stronger when our members are stronger. Now is the time to continue investing in your future. Your dues invoice is enclosed, along with a renewal notice for those districts in MSBA's Policy Services. We wish you a successful 2020-2021 school year and hope to continue as your valued and trusted Association. If you have any questions, please don't hesitate to call your Association office at 800-324-4459.

Sincerely,

Kirk Schneidawind
MSBA Executive Director
kschneidawind@mnmsba.org

Deborah Pauly
MSBA President
dpauly@isd717.org

enc.

MINNESOTA SCHOOL BOARDS ASSOCIATION

1900 West Jefferson Avenue, St. Peter, MN 56082-3015 Phone: 507-934-2450 or 800-324-4459
www.mnmsba.org



Where School Boards Learn to Lead

THE POWER OF MEMBERSHIP

In 2019, MSBA:

1.



Responded to more than 15,000 calls and emails, and logged 638,354 web views

2.



Provided timely and relevant communication to 3,811 members who subscribe to the Journal magazine, 3,233 who subscribe to The Leader and 1,912 who subscribe to eClippings

3.



Trained 1,072 members in our Learning to Lead (Phase) workshops

4.



Protected 366 school districts, co-ops, and charter schools through the Minnesota School Boards Association Insurance Trust (MSBAIT)

5.



Advocated for and against 68 bills through the Legislature and brought 28 resolutions to MSBA's Delegate Assembly

6.



Educated and connected 2,422 members at Leadership Conference, and many more through Summer Seminar and other tailored trainings that focus on goal-setting for individual school boards

7.



Kept our 1,170 Facebook members and 4,614 Twitter followers informed and up-to-date with the latest education news and events

8.



Led 88 board members from 13 school districts through Strategic Planning to set the course for the future

9.



Guided 320 school districts through our Policy Services

10.

Directed and supported 136 board members from 21 school boards with superintendent searches



LE SUEUR - HENDERSON PARK & HILLTOP ELEMENTARY

2020-2021
Parent - Student Handbook



Park Elementary

115 N. 5th Street
Le Sueur, MN 56082
(507)665-4700

Christine McDonald, Principal

Hilltop Elementary

700 South Street
Henderson, MN 56044
(507)665-5900

Amanda Feterl, Principal



Dear Parents and Students,

Welcome to a new school year at Park & Hilltop Elementary Schools. We are pleased that you are a member of our school community. We look forward to building a partnership with you as we work together to provide the best possible educational experience for our children. Our goal is to provide inspirational opportunities for social, emotional, physical and academic growth. We want our students to be effective learners and responsible citizens. With your support, we can be a beacon of hope for children and light the way for students to create their own success stories.

As a parent or caregiver, you are an essential link in your child's education. This handbook will assist you in becoming familiar with the practices in the elementary schools. It is our suggestion that families read the handbook together. We are hopeful that it will serve as a part of our communication network with you along with scheduled conferences, curriculum events, newsletters, progress reports, individual notes and phone calls.

We value your contribution of ideas, time, and effort. They benefit not only your own child, but every student at Le Sueur-Henderson Public Schools. If you have a question, comment, concern or compliment about school, please do not hesitate to contact the school principal or your child's teacher. We're always happy to hear from you.

In preparation for the 2020-2021 school year, this handbook and its provided guidelines are based on the presumption that students will be attending school in a traditional manner - face to face. If our schools need to provide education in a different manner, due to COVID 19 Pandemic, we will be communicating any and all changes to procedures and guidelines with our students and families.

We look forward to 2020-2021 as the year we soar with success. Thank you for entrusting your child to our program.

Warm regards,

Christine McDonald, Park Elementary Principal
Amanda Feterl, Hilltop Elementary Principal

Website: www.isd2397.org

Twitter: @isd2397

Facebook: Le Sueur-Henderson Public Schools

Park & Hilltop Elementary Schools

Schools:

Park Elementary

115 N. 5th Street

Le Sueur, MN 56082

Office/Attendance Line (507)665-4700

Fax (507)665-8819

Health Office (507)665-4711

Principal, Christine McDonald cmcdonald@isd2397.org

Hilltop Elementary

700 South Street

Henderson, MN 56044

Office/Attendance Line (507)665-5900

Fax (507)248-3838

Health Office (507)665-5911

Principal, Amanda Feterl afeterl@isd2397.org

School Hours:

Park: 8:20 a.m. - 3:20 p.m., Office 7:30 a.m. - 4:00 p.m.

Hilltop: 8:00 a.m. - 3:00 p.m., Office 7:30 a.m.-7:40 & 7:50 a.m. - 4:00 p.m.

Bus Transportation:

Le Sueur-Henderson Bus Company, (507)665-4650

Director, Kris Stivers

2020-2021 Meal Prices:

Student Breakfast \$1.50

Student Lunch \$2.75

Milk Only \$0.50

Food Service:

A'Viands, (507)665-5813

Director, TBD

Kids Club:

(507)665-4745

Director:Cheri Youngren

Le Sueur-Henderson Public Schools 2020-2021 Calendar



PARK HILLTOP MIDDLE/HIGH SCHOOL ZIEBARTH DISTRICT OFFICE
 665-4700
 665-5900
 665-5800
 665-4626
 665-4600
www.isd2397.org

The Board of Education reserves the right to change or modify the calendar.

JANUARY 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

- 1 NO SCHOOL-Winter Break
- 28 2-Hour Early Out
- 29 NO SCHOOL-E/MS/HS Workday
End of E/MS/HS Semester 1

Jan. Student Days: 19
 Total Student Days: K-5: 87, 6-12: 89

Teacher Contract Days: 20
 Total Teacher Contract Days: 97

- 24-25 New Teacher In-Service Days
- 26 E/MS/HS In-Service
- 27 NO SCHOOL-Teacher Work Day
- 28 NO SCHOOL
- 31 E/MS/HS In-Service

AUGUST 2020

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

Teacher Contract Days: 3
 Total Teacher Contract Days: 3

FEBRUARY 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

- 12 2-Hour Early Out
- 4 & 9 Elem P/T Conf. (Eve)
- 25 MS/HS P/T Conf. (Eve)
- 26 E/MS/HS In-Service

Feb. Student Days: 19
 Total Student Days: K-5: 106, 6-12: 108

Teacher Contract Days: 20
 Total Teacher Contract Days: 117

- 1 E/MS/HS In-Service
 - 2 NO SCHOOL-Teacher Work Day
Open House MS/HS
 - 3-7 NO SCHOOL-Labor Day
 - 8 K-5 Parent/Teacher Conferences
(12p-8p) MS/HS First Day of School
 - 9 K-5 Parent/Teacher Conferences
(8a-3p)
 - 10 K-5 First Day of School
 - 25 2-Hour Early Out
- Sep. Student Days: K-5: 15, 6-12: 17
 Total Student Days: K-5: 15, 6-12: 17
 Teacher Contract Days: 19
 Total Teacher Contract Days: 22

SEPTEMBER 2020

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

MARCH 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

- 31 2-Hour Early Out
- Mar. Student Days: 23
 Total Student Days: K-5: 129, 6-12: 131

Teacher Contract Days: 23
 Total Teacher Contract Days: 140

- 14 2-Hour Early Out
- 15-16 NO SCHOOL - MEA

OCTOBER 2020

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Oct. Student Days: 20
 Total Student Days: K-5: 35, 6-12: 37
 Teacher Contract Days: 20
 Total Teacher Contract Days: 42

APRIL 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

- 1 NO SCHOOL
- 2 NO SCHOOL
- 5 NO SCHOOL

Apr. Student Days: 19
 Total Student Days: K-5: 148, 6-12: 150

Teacher Contract Days: 19
 Total Teacher Contract Days: 159

- 6 NO SCHOOL-E/MS/HS Workday
- 12 2-Hour Early Out E/MS/HS-P/T Conf. (Eve)
- 13 NO SCHOOL-E/MS/HS In-Service
- 17 E/MS/HS-P/T Conf. (Eve)
- 25 2-Hour Early Out
- 26-27 NO SCHOOL-Thanksgiving Break

NOVEMBER 2020

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

Nov. Student Days: 17
 Total Student Days: K-5: 52, 6-12: 54
 Teacher Contract Days: 19
 Total Teacher Contract Days: 61

MAY 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

- 14 2-Hour Early Out
- 28 Seniors last day
- 30 Graduation
- 31 NO SCHOOL-Memorial Day

May Student Days: 20
 Total Student Days: K-5: 168, 6-12: 170

Teacher Contract Days: 20
 Total Teacher Contract Days: 179

- 22 2-Hour Early Out
- 23-31 NO SCHOOL-Winter Break

DECEMBER 2020

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

Dec. Student Days: 16
 Total Student Days: K-5: 68, 6-12: 70
 Teacher Contract Days: 16
 Total Teacher Contract Days: 77

JUNE 2021

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

- 3 Last Day of School- 2 Hour Early Out
End of MS/HS Semester 2
- 4 Teacher End of Year Work Day/
Emergency Closing Make Up Day

Jun. Student Days: 3
 Total Student Days: K-5: 171, 6-12: 173

Teacher Contract Days: 4
 Total Teacher Contract Days: 183
 Teacher Days Including Eve: 185

Le Sueur-Henderson Public Schools

Strategic Plan | 2018-2023

BELIEF STATEMENTS

The Le Sueur-Henderson Public Schools believe:

- That collaboration between the home, the school, and the community has a positive impact on student success;
- That everyone deserves a safe and respectful school environment;
- That all students deserve the opportunity to learn and succeed;
- That diversity enriches the individual, school, and community;
- That educational excellence requires effective leadership, high expectations, teamwork, up-to-date facilities, and the responsible utilization of resources;
- In educating the whole child — academically, socially, physically, and emotionally;
- In continuous improvement and a growth mindset; and
- In an individualized, rigorous, and relevant academic experience.

MISSION STATEMENT

The mission of the Le Sueur-Henderson Public Schools is to:

- Provide a shared commitment to learning that enables every student to contribute and succeed in life.

VISION STATEMENT

- Le Sueur-Henderson Public Schools — where individual dreams and aspirations are born and fostered through student-centered learning.

BRANDING STATEMENT

- Small Towns ... Giant Opportunities ... District of Choice.



Absences



Children are expected to be in school every day unless they are ill or there is an emergency in the family. If children are ill, it is better to keep them home than expose others to illness. When a student will be absent for any reason, the parent is expected to notify the school. Parents are requested to call the school office by 9:00 a.m. on the day of the absence to give the reason the child will be missing school. See "ATTENDANCE PROCEDURES" for more information regarding excused and unexcused absences.

Animals in the School



The building administrator must approve all animals brought to school at least 48 hours prior to the visit with a signed release form assuring the animal's health status.

Arrival Time

Park Elementary begins at 8:20 a.m. If your child does not ride the bus, please plan for your child's arrival between 8:00 a.m. - 8:15 a.m.

- **Expectations at Crossings:** When walking to school, all students are expected to stay on the sidewalks and cross intersections at the designated crosswalks.
- **Expectations if being dropped off:** Parents are expected to follow Park's morning drop off procedures. When dropping off children, parents are to remain in their vehicles. Simply pull forward and allow your child out of the vehicle when close to the main doors. **If parents are in need of exiting their vehicle, then the vehicle must be parked in the parking lot. Do not leave parked cars in the driveway.**
- **All children are either to attend breakfast or proceed immediately to the playground.**

Hilltop Elementary begins at 8:00 a.m. If your child does not ride the bus, please plan for your child's arrival between 7:45 a.m. - 7:55 a.m.

- 7:35 a.m. - 7:55 a.m. Breakfast and/or "Walk & Talk"

Assessments



Park and Hilltop Elementary Schools use a variety of assessments to measure student performance and growth. Results of these measures provide teachers with the information needed to develop appropriate lessons and improve instruction for all students. These assessments are administered throughout the year and primarily assess the areas of reading and mathematics.

Measures of Academic Progress (MAP): The MAP test (also known as NWEAs) is generally administered in the fall, winter and spring of each school year to students in grades Kindergarten - 5th grade. Students are tested on both reading and math. Fourth and fifth grade students will also take the Science NWEA at a minimum of one time this

year. The information is used to analyze student growth from year to year and to help target the teacher's instruction.

NWEA Fluency: New to Park and Hilltop Elementary School, NWEA Fluency will be replacing the Fountas and Pinnell Assessment. The NWEA Fluency is administered three (3) times a year for our students in kindergarten through second grade, and to any third, fourth, and fifth grader reading below the grade level standards. This assessment is to determine a student's level of achievement within the five components of reading: Phonics, Phonemic Awareness, Vocabulary, Fluency and Comprehension. This assessment will provide classroom teachers with specific guidance to provide interventions and extensions for each student.

Minnesota Comprehensive Assessment Test (MCA-II): The MN Comprehensive Assessment Test evaluates student progress toward achievement of high standards in reading and math at the 3rd, 4th, and 5th grade level. The 5th grade students have an additional test in science. This information is used to implement improvement strategies and to celebrate our successes. The MN Comprehensive Assessment Tests are administered in April. Please refer to the district assessment calendar found on isd2397.org for exact dates.

What if I choose not to have my student participate in statewide assessments?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/ guardians and include a form to complete if they refuse to have their student participate (see link below). All forms should be completed and returned to the student's site by January 15 to best support school district planning.

[Minnesota Department of Education Parent/Guardian Guide to Statewide Testing](#)

Attendance Procedures



It is the responsibility of the students, parents/guardians and the school to assure that the student attends school every day classes are in session. Absence, for whatever reason, is detrimental to a student's success.

Excused Absences:

To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.

The following reasons may also be sufficient to constitute excused absences: illness, serious illness in the student's immediate family, a death or funeral in the student's immediate family or of a close friend or relative, medical, dental, or orthodontic treatment, or a counseling appointment, court appearances occasioned by family or personal action, religious instruction not to exceed three hours in any week, physical

emergency conditions such as fire, flood, storm, etc., official school field trip or other school/community-sponsored outings, removal of a student pursuant to a suspension (suspensions are to be handled as excused absences and students will be permitted to complete make-up work), family emergencies, or a student's condition that requires ongoing treatment for a mental health diagnosis.

Parent absence requests may be denied or counted as unexcused if they are for reasons other than those listed above.

Student Responsibility After An Excused Absence:

1. Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
2. Work missed because of absence must be made up within 2 days from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

Unexcused Absences:

The following are examples of absences which may be unexcused: Truancy (an absence by a student which was not approved by the parent and/or the school district), any absence in which the student/parent failed to comply with any reporting requirements of the school district's attendance procedures, work at home, work at a business, except under a school-sponsored work release program, parent related work obligations, oversleeping/sleeping in, car trouble, missing the bus, if suspended from the school district transportation, and the child does not attend school, absences resulting from accumulated unexcused tardies (3 tardies equals one unexcused absence), and any other absence not included under the attendance procedures set out in this handbook.

Tardiness:

Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

- a. Elementary: Up to one hour late from the start of the student day. Your child will be considered ABSENT for ½ day if he/she misses more than one hour of morning or afternoon classes.
- b. Middle School & High School: Up to 10 minutes late to a class. Your child will be considered ABSENT if he/she is more than ten minutes late to class.

Excused Tardiness:

Valid excuses for tardiness may include: illness, serious illness in the student's immediate family, a death or funeral in the student's immediate family or of a close friend or relative, medical, dental, or orthodontic treatment, or a counseling appointment, court appearances occasioned by family or personal action, physical

emergency conditions such as fire, flood, storm, etc., and any tardiness for which the student has been excused in writing by an administrator or faculty member.

Unexcused Tardiness:

An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse. The following are examples of tardies which may be unexcused: Truancy (an absence by a student which was not approved by the parent and/or the school district), any absence in which the student/parent failed to comply with any reporting requirements of the school district's attendance procedures, work at home, work at a business, except under a school-sponsored work release program, parent related work obligations, oversleeping/sleeping in, car trouble, missing the bus, if suspended from the school district transportation, and the child is late to school, absences resulting from accumulated unexcused tardies (3 tardies equals one unexcused absence), and any other tardiness not included under the attendance procedures set out in this handbook.

Consequences of Tardiness:

After one unexcused tardy, the student may be required to serve a detention. Three unexcused tardies are equivalent to one unexcused absence.

Attendance-Related Awards:

It will be at the discretion of the building principal if attendance-related awards will be distributed at the end of the school year.

1. Perfect attendance criteria: Child misses 0 days of school (excused or unexcused absences and/or tardies).
2. Exemplary attendance criteria: Child misses 1 day or less of school (excused or unexcused absences and/or tardies).

Background Checks

The LeSueur-Henderson School District has adopted a policy, the purpose of which is to promote the physical, social, and psychological well-being of its students. Pursuant to this policy, the school district shall seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also shall seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees, coaches, assistants, and advisors.

*This is a summary of the Criminal Background Check Policy 404, To view the complete policy, please visit our website www.isd2397.org,

Bicycles



Students are allowed to ride bicycles to school. Racks are provided for parking, but the school does not accept any responsibility for the bicycles. As a measure of safety, we have established the following guidelines:

- All bicycles must be parked in the racks provided; scooters must be kept in the student's locker during school hours.
- No child may ride a bicycle belonging to anyone else.
- Bicycle riders should ride with traffic and obey all traffic rules.
- Bicycles and scooters should be walked on school grounds

Birthdays



Birthday Invitations

- All children love to be invited to a birthday party. We ask your cooperation in not sending birthday invitations to school to be handed out. We have many disappointed children when invitations are handed out and they are not included.

Birthday Treats

- Please remember to let the teacher know ahead of time if you would like to send treats to class. The State Department of Education requires that all treats brought to school be commercially prepared.

Since many children have a variety of food restrictions we strongly encourage you to consider a non food item. A few suggestions would be pencils, erasers, small notebooks, yo-yos, bouncy balls, etc. A board game or book donation to the classroom are also fun ways to honor a child.

Bullying Prohibition Policy

An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.

No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

*A bullying report form and the entire Bullying Prohibition Policy 514 can be found on our district's website www.isd2397.org

Bus Conduct



The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership. This is a summary of the Student Transportation Safety Policy (709, revised 11/23/15). To view the complete policy, please visit our website www.isd2397.org

Rules on the Bus

1. Immediately follow the directions of the driver.
2. Sit in your seat facing forward.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep your arms, legs, and belongings to yourself.
6. No fighting, harassment, intimidation, or horseplay.
7. Do not throw any object.
8. No eating, drinking, or use of alcohol, tobacco, or drugs.
9. Do not bring any weapons or dangerous objects on the school bus.
10. Do not damage the school bus.

Rules at the Bus Stop

1. Get to your bus stop 5 minutes before your scheduled pickup time. The school bus driver will not wait for late students.
2. Respect the property of others while waiting at your bus stop.
3. Keep your arms, legs, and belongings to yourself.
4. Use appropriate language.
5. Stay away from the street, road, or highway when waiting for the bus.
6. Wait until the bus stops before approaching the bus.
7. After getting off the bus, move away from the bus.
8. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
9. No fighting, harassment, intimidation or horseplay.
10. No use of alcohol, tobacco or drugs.

Consequences

All students who have the opportunity to ride district buses may do so as long as they display behavior that is reasonable and safe. Choosing to follow unacceptable behavior will result in the loss of bus privileges.

Behavior Guidelines for Type "A" Offenses:

Spitting, excessive noise (warning by driver), excessive horseplay (warning by driver), eating or drinking on the bus, leaving seat or standing while the bus is in motion, having squirt guns on the bus, profanity, verbal abuse, harassment, obscene gestures, or possession of objectionable material, playing the radio or music unless with earphones, insubordination to the driver or chaperone, and other offenses as reported by the driver or to the principal.

Behavior Consequences for Type "A" Offenses:

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| | <ul style="list-style-type: none"> ● 1st offense – Warning, detention, or one to five school day suspension from school and/or riding the bus. Mandatory notification to parent with a copy of the bus policy. ● 2nd offense – Detention or one to five school day suspension from school and/or riding the bus. Mandatory meeting with parent prior to resumption of bus riding privileges. ● 3rd offense – Five school day suspension from school and/or five to ten school day suspension from riding the bus. Mandatory meeting with parent prior to resumption of bus riding privileges. ● 4th offense – Loss of all bus service. Mandatory meeting with parents. <p><u>Behavior Guidelines for Type “B” Offenses:</u></p> <p>Hanging out of the window, throwing or shooting of any object, physical aggression against any person, use of tobacco or any controlled substance, vandalism to the bus, holding onto or hooking onto any portion of the exterior of the bus, lighting of matches, fireworks, or any flammable object or substances, unauthorized entering or leaving the bus through an emergency door or tampering with bus equipment, sexual, religious, or racial harassment of other students of the driver, violation of state laws regarding carryon items, and other offenses as may be reported by the driver or to the principal.</p> <p><u>Behavior Consequences for Type “B” Offenses:</u></p> <ul style="list-style-type: none"> ● 1st offense – One to five school day suspension from riding the bus. Mandatory meeting with parents. ● 2nd offense – Five to ten school day suspension from riding the bus. Mandatory meeting with parents. ● 3rd offense – Loss of all bus service. Mandatory meeting with parents. |
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| <p>Cell Phones/Electronic Communication Devices</p> | <p>While responsible use of cell phones is permitted during non-school hours, all cell phones must be powered off and secured from 8:00 a.m. to 3:00 p.m. at Hilltop and 8:20 to 3:20 at Park unless otherwise directed by a school staff member. Cell phones or other electronic communication devices with telephone or picture taking options are not allowed to be visible in lavatories or on school buses. If a student is found to be using his/her electronic devices inappropriately, the student may have their electronic devices confiscated until the parent or guardian is able to retrieve the item. Furthermore, students are expected to follow District 2397 Policy 524 ~ INTERNET ACCEPTABLE USE AND SAFETY POLICY. Violations of this policy are subject to disciplinary action.</p> |
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| <p>Change in End of Day Plans</p> | <p>Students must provide a parent/guardian signed note to the teacher if there is any change to their end of day plans. <u>If no note is brought to school, the child will be expected to follow their regular end of day plans.</u></p> <p>We ask that you call the school office before 1:30 p.m. regarding any end of the day transportation changes to insure that the school office has sufficient time to notify the teacher. It is also required that you notify the school office if someone other than a parent/guardian will be picking up your child.</p> |
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Child Safeguard Program

In the event your child will be absent, please notify the school before 9:00am and provide the child's name, classroom teacher and reason for absence. If calling before school hours, please leave the same information on the school's voicemail.

The school will always verify any students who are absent and have not received a phone call or email about.

Classroom Assignment



Hilltop and Park Elementary schools have established an effective and equitable classroom assignment process. Families have an opportunity to participate by completing a Parent Input Form available in spring. Please do not request a specific teacher when completing this form. In order for input to be considered, the form must be turned in on or before the deadline.

Placement Process:

- Parents may complete Parent Input Form.
- Grade level teams create heterogeneous, balanced classes based on parent and teacher input.
- The principal has the final authority on all placements.

Community Resources for Students & Families

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| Le Sueur County Mental Health Center | 1-800-788-9686 |
| Suicide Crisis Line | 1-800-865-0606 or 1-800-SUICIDE (1-800-784-2433) |
| Sibley County Human Services | 507-237-2978 |
| Sioux Trails Mental Health Center | 1-800-247-2809 |
| Catholic Charities | 507-387-5586 |
| Lutheran Social Services | 507-625-7660 |
| Counseling Services of So. Minnesota | 507-931-8040 |
| Psychiatric Clinic of Mankato P.A. | 507-387-3195 |
| Riverview Clinic | 507-625-4060 |
| MN Valley Health Care Center | 507-665-3375 |
| Le Sueur Medical Clinic/Mayo (by hospital) | 507-665-6299 |
| Le Sueur Police Department | 507-665-3313 |
| Henderson Police Department | 507-248-3591 |
| Le Sueur County Sheriff's Department | 507-357-4440 |
| Sibley County Sheriff's Department | 507-237-4330 |
| Sibley Medical Center - Henderson | 507-248-3433 |
| Youth Opportunities | 507-665-6264 |
| LSH Community Education (Adult Basic Ed) | 507-665-4625 |
| LSH Community Education (Little Giants, ECFE, Preschool Screening) | 507-665-4630 |

SIoux TRAILS MENTAL HEALTH CENTER

Sioux Trails Mental Health Center provides a continuum of therapeutic services to those in need of mental health services. Services are available for children, adolescents and adults in six communities. Some services are also available in the client's home, school or community.

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| <p>Curriculum</p> | <p>All students receive instruction in these core subjects: Language Arts (reading, language, spelling, handwriting), Mathematics, Social Studies, Science and Health.</p> <p>In addition, specialists in the following areas provide regular instruction: Physical Education, Art, Music, and Media. For more information, visit the District 2397 website.</p> |
| <p>Dental & Medical Appointments</p> | <p>If a parent/guardian wishes a child to be excused for a dental or medical appointment, a note or email must be sent to the child's teacher indicating the date and time of the appointment. Please include the school office in any communication so we are all aware.</p> <p>Parents/guardians need to come to the office and sign out their child. The child will ONLY be excused from the elementary office. The child will remain in class until the parent arrives. This will eliminate the child missing valuable class time, in the event the parent/guardian is running late.</p> |
| <p>Dismissal/ Early Pick-Up</p> | <p>Regular dismissal is at 3:00 for Hilltop and 3:20 for Park. However, if you are picking up your child during school hours, you <u>must</u> stop in the office so we can note that your child is leaving. The office will call the classroom to release your child when you arrive to pick up. Students will not be released until the teacher receives notification from the school office. For your child's safety, please do not ask us to send your child home from school unattended. Please try to schedule appointments after regular school dismissal time.</p> |
| <p>Drop off & Pick Up Location</p>  | <p>For the safety of our students, parents/guardians must follow the drop off/pick up students procedures. A child's safety is extremely important. We ask for parents to be patient and follow the school's procedures. Our children are precious. Please be patient.</p> <p>Park Elementary Drop off Procedures: Parents are expected to follow Park's morning drop off procedures. When dropping off children, parents are to remain in their vehicles. Simply pull forward and allow your child out of the vehicle when close to the main doors. If parents are in need of exiting their vehicle, then the vehicle must be parked in the parking lot. Do not leave parked cars in the driveway.</p> <p>Park Elementary Pick Up Procedures:</p> <ul style="list-style-type: none"> ● Student Walkers: <ul style="list-style-type: none"> ○ All student walkers will be dismissed AFTER all parent pick-up students are dismissed. <i>This is a change from previous school years.</i> ● Student Pick-up: <ul style="list-style-type: none"> ○ Parents are to stay in their vehicles, place their name card on the car dashboard, stay in the pick up line, and wait for a school adult to bring their child to the vehicle. <ul style="list-style-type: none"> ● Parents will not enter the building at dismissal. Parents will stay in their vehicles. ● Parents will not illegally park on Swan Street. Parents will wait in the Pick up Line. ● If parents choose to illegally park in the school's parking lot or |

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| | <p>on Swan Street, the parent will be subject to being ticketed and the child will not be released from the building until all other pickup cars have been cleared.</p> |
| <p>Emergency Evacuation Procedures</p> | <p>Emergency evacuation procedures are posted in each classroom. Throughout the year the teacher will be reviewing all emergency procedures to ensure students understand what to do in the case of an emergency and/or an evacuation.</p> |
| <p>Emergency Parent/Guardian Contact Information</p> | <p>To provide assistance to each student in case of an emergency, the required emergency information is essential. The annual Student Health Census Form provides up to date emergency phone numbers and medical information. <u>It is the parent's/guardian's responsibility to notify the school of any change of address, telephone number, or emergency numbers.</u></p> |
| <p>Emergency School Closing/Changes Due to Weather or COVID</p> | <p>School cancellations, emergency late starts, or COVID related changes will be announced through the school notification system and on radio stations KEEZ (Z99) 99.1 FM; KYSM 103.5 FM; KRBI 105.5 FM; KMKO 95.7 FM (all are Three Eagles Radio Stations in Mankato); KCHK New Prague 103.5 AM, 95.5 FM and TV stations WCCO Channel 4, KSTP Channel 5, KMSP Channel 9, KARE Channel 11 and KEYC Channel 12. Please use these notification systems, rather than calling the school. It is important our lines are available for emergency calls.</p> |
| <p>English Language Learner & Outreach Worker</p> | <p>The ESL program provides special assistance to students who have a native language and are learning a second language, English. The Outreach Worker will serve as a family-to-school liaison to create the connection between school programs and services to the families of the community.</p> |
| <p>Essential Oils</p> | <p>Staff will not administer essential oils to students. If the student has a Doctor's prescription for essential oils, this should be administered by the nurse or designee.</p> <p>Staff will be cognizant of student health concerns that may be heightened with scents. Some students are sensitive to air fresheners, diffusers, essential oils or other scented products. If a classroom has a student or staff member that is sensitive, that classroom should not use these products.</p> <p>Please talk to the school nurse if you are unsure if a student is sensitive to these products.</p> |
| <p>Family/Church Night</p> | <p>By virtue of a long standing agreement with the Le Sueur-Henderson Ministerial Association, Wednesday evenings are to be free of school activities. No school activities are to be scheduled after 5:45pm on Wednesdays.</p> |

Field Trips



Elementary classes go on field trips related to units studied during the year. These trips are not only enjoyable; they enrich the learning experiences of our students. Teachers are responsible for arranging chaperones to ensure adequate supervision is provided and special needs are met for any student needing extra help or support.

Students participating in field trips are ambassadors of our schools. They are judged not only from the standpoint of discipline, but also appearance. For this reason students are expected to dress appropriately for appearance and the weather.

Before any student can participate in a field trip, a signed form must be on file with the classroom teacher. Parents/guardians will always be notified when classes are planning trips. All trips are free unless otherwise indicated.

Many field trips are sponsored by Parent organizations and H.A.V.E. (Humanities are Vital to Education). Without their financial support these experiences would not be available for our students. Students and staff appreciate their generous contributions.

E-Learning Days Due to Emergency Closings



The term "E-learning day" refers to a school day when instead of coming to our school buildings, teachers and students will be working off-site. Students in grades K-12 will do different learning activities throughout the E-Learning day. E-Learning Days are intended to counter the loss of curriculum momentum resulting from school cancellations due to Minnesota's winter weather. E-Learning Days cannot replace the face-to-face time students have with their teachers but it can provide better continuity when school is interrupted. E-Learning Days also negate the need for makeup school days in June. E-Learning Days are intended to be used for short-term closures; in comparison, Distance Learning is intended for remote learning for longer periods of time (e.g. two weeks or more).

The first two weather related days of school closure will not be made up and there will be no assignments. However, the third through seventh weather related emergency closings will be E-Learning Days. All E-Learning Days count as a day of school for our students and teachers; there will be required assignments.

A maximum of five E-Learning Days can occur per school year. If we exceed that threshold, then the District will activate the Emergency Make Up Days as denoted on the 2020-2021 calendar.

*This is a summary of the E-Learning Days Procedures. To view the complete procedure, please visit our website www.isd2397.org

Food Service (A'Viand's)



A'Viand's, a food service management company, has been contracted to serve the students, staff and administration of the Le Sueur-Henderson ISD 2397.

*** TICKET SALES:** We have a computerized system that allows parents/students to add money to their account. When a student eats a meal, we will deduct from the amount available.

Students will give their PIN number for lunch and breakfast. **Checks should be made payable to ISD 2397, please indicate your child's name on your check memo.**

Breakfast will be available in the school cafeteria each morning from 7:40-8:00am. Students should not arrive for breakfast until the scheduled time. School lunch menus are available in the serving line.

| Food Service Prices 2020-2021 | |
|-------------------------------|--------|
| Student Breakfast | \$1.50 |
| K-5 Lunch | \$2.75 |
| Extra Milk | \$0.50 |

Information regarding free and reduced meal application procedures are made available to families in the fall of each year. If you need a form during the year please contact any of the school offices.

Please note: When a family qualifies for Free or Reduced meals, the school receives more state aid funding, even if the student(s) do not use the hot lunch program. We encourage ALL families to complete a form and return it to school. More state funding means more educational opportunities for our students!

*This is a summary of our Food Service Program. To view the complete program as well as procedures for notifying families of account status, please visit our website www.isd2397.org

Harassment and Violence Policy

The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

* This is a summary of the Harassment & Violence Policy, To view the complete policy, please visit our website www.isd2397.org

Head Lice

As we begin the school year, Health Services would like to remind parents to periodically check their children for head lice. Head lice are not uncommon in school settings, but some studies have shown that lice are NOT highly transferable in the school setting. Below is helpful information about head lice.

LSH School District will follow this procedure:

1. A child will be checked as needed or as referred by a teacher.
2. If LIVE lice are found on a child at school
 - The parent/guardian will be contacted
 - Children will be sent home to be treated and cannot return until there are NO LIVE lice. If there are only nits, then the student can return.
 - Siblings or close contacts in the classroom will be checked as referred by the classroom teacher.
3. When a child returns to school:
 - School personnel will check the child's head, but they are NOT responsible for picking live lice and/or nits from the child's head
 - If there are only nits, then the child will be sent to class
 - If there are live lice, the child will be sent home again to retreat

Preserving the confidentiality of each student/family is mandated. Classroom or school-wide screening is currently discouraged. Screening for nits alone is not an accurate way of predicting which children are or will be infested, and screening for live lice has not been proven to have significant effect on the incidence of head lice in a school community over time*. School screenings cannot take the place of more careful parental checks*. It is the parent's responsibility, as with other conditions, to be aware of their child's needs and seek the necessary care. If information or resources are needed, please contact school health services or your family care provider.

*American Academy of Pediatrics

Health Screening



Vision and hearing screening is conducted in the fall for all students grades: 1, 3 and 5. If you request your child not be screened or if your child has a special health concern that may make it difficult for a routine vision screening, please contact your building health services office.

Vision and Hearing screenings can be conducted at any time by a special request or referral from teachers or parents. When suspected health problems are detected, a referral for a medical evaluation is made. If financial assistance is needed or resource information is requested, please contact the District School Nurse at (507)665-4711.

Healthy Snacks

The Le Sueur-Henderson School district has adopted a wellness policy that promotes healthy lifestyle choices for our students and staff. At Hilltop and Park we will be helping our school community make health conscious choices by offering healthy snacks

at school whenever possible.

We know most children do not get enough fruits and vegetables on a daily basis. Research has shown five servings of fruits/vegetables a day is the minimum for good health, and years down the road, they can reduce heart disease and cancer. Fruits and vegetables are loaded with vitamins and minerals, are low in fat, sugars, and salt and are high in fiber. They are the original "Fast Food".

At the elementary level we would like to offer children in grades K-5 a healthy snack mid-morning to help encourage the five a day habit! We are able to order fruits, vegetables and other healthy options in bulk reducing the cost to you. During back-to-school conferences you will have the opportunity to sign up for healthy snacks for your children. The cost will be \$40.00 for the entire school year. There will be several choices each day for students including: bananas, baby carrots, apples, oranges, sunflower/pumpkin seeds, string cheese, graham crackers and pretzels.

You may still choose to send a daily snack with your students. If you do, we ask that you choose from the following items: any fruits, any vegetables, crackers, pretzels, almonds/cashews, (no peanuts due to allergies), rice cakes, whole grain bagels or yogurt.

We hope you take advantage of this opportunity to perhaps save some money, enjoy the convenience of a school provided snack and most importantly provide "top notch" nutrition for your child at snack time. This is how the cost breaks down.

\$40.00 per year - 173 school days - \$0.23 per day

Please take the time to discuss the snack guidelines with your children. We encourage you to take your children to the produce section when you shop for groceries and let them try new fruits and vegetables. Please make sure to stop by the snack cart in the fall and have a healthy snack and sign your child up for the Healthy Eating Snack Program.

Homework



Any homework assigned will have been fully explained to the pupil and of a type that can be done with resources available in the home. Normally, a child who properly uses time available in school should not have an unreasonable amount of homework. A child who misses school for an appreciable length of time may have make-up work assigned to do at home. When your child has homework, you should help as follows:

1. Provide the child with a place to study which is free from distractions. Check to see the lighting is adequate.
2. Set aside a definite time period in the after school hours and designate it "homework time".
3. After school, in the afternoon, or right after dinner are better for study period than later on in the evening when the child is fatigued.
4. If a child is having a difficult time grasping material, contact the teacher to see if there is anything you can do at home to help your child climb the ladder to successful learning.

5. Provide guidance when the child is doing homework, but don't do the homework.

If you request homework for a child who is ill, call the school office before 11:00am to allow the teacher an opportunity to prepare the assignments. Better yet, mention it when you call the attendance line about the student being out ill. If you send a message requesting homework with a sibling or neighborhood student, please have them stop in to see the teacher when they arrive at school in the morning.

Immunization Requirements



Minnesota law requires parents/guardians of students enrolled in public schools provide documentation that immunizations against certain communicable diseases have been received or provide a signed, notarized conscientious exemption to a school official. The following immunizations are required prior to entrance in Kindergarten:

- 5 doses of diphtheria, tetanus, pertussis;
- 4 doses of polio;
- 2 doses of measles, mumps, rubella;
- 3 doses of Hepatitis B; and 2 doses of varicella (chicken pox).

For further information contact your clinic, public health office or the school nurse. A student will not be allowed to remain in school unless immunizations are up to date. See Minnesota Law.

Information and/or Concerns

When you need information or have a concern about your child, the first person to contact is your child's teacher. Teachers welcome calls from parents. If after talking to the teacher, you still have questions, contact the principal.

Injury/Accidents

Students involved in any injury of any kind in gym, classroom, corridors, as well as in athletic competition, **must report the accident to the teacher/adult in charge immediately.** The student will be referred to the main office as soon as possible for first aid or appropriate care.

Internet Acceptable Use & Safety Policy

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school

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| | <p>district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.</p> <p>* This is a summary of the Internet Acceptable Use & Safety Policy 524. To view the complete policy, please visit our website www.isd2397.org</p> |
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| <p>Kids Club</p> | <p>Community Education offers high quality and affordable school age care for students K-5 at Park Elementary.</p> <p>Dates: Available every day school is in session and summer. Time: 6:30am - 8:15am (before school) 3:15pm - 6:00pm (after school) 1:20 - 6:00pm (late start days) Location: Park Elementary</p> <p>For more information and to receive a registration booklet, please call Community Education at 507-665-4620.</p> |
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| <p>Life Threatening Allergies</p>  | <p>In any given school year we may have students and staff with life threatening allergies to bee stings, peanuts and/or tree nuts. Although emergency medications and treatments are available in the health office in the event of a severe allergic reaction, the best treatment is prevention since measures may not be adequate to counteract the swift severe reactions that may occur.</p> <p>Ideally our environment would be free of all allergens, including those related to foods, but this is not always possible. With peanuts it can be especially difficult since they can be a hidden ingredient in foods.</p> <p>In an effort to keep children and adults safe we ask that you:</p> <ul style="list-style-type: none"> ● Frequently remind your child never to share any part of their lunch or snack. ● Check with the school nurse regarding food allergies or dietary restrictions in the class if you would like to bring treats for a birthday or classroom party. ● Bring treats that are nut and peanut free. |
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| <p>Lunchroom Expectations</p> | <ol style="list-style-type: none"> 1. Students must remain in the cafeteria. 2. Students are responsible for picking up after themselves and returning their trays to the dishwashing area. 3. Students should line up in an orderly manner to get their lunch. 4. Students should keep voices low and behave appropriately. 5. Students should NOT share food with one another from school or home due to potential unknown allergies and spreading germs. |
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Lockers

Students are assigned a locker. Students should never leave money or other items of value in their lockers. According to Minnesota State Law; lockers and desks are District property and may be searched without the student's permission or knowledge. In addition, if school personnel have reasonable suspicion, they may search through any personal belongings.

Lost & Damaged Materials

The school will charge an appropriate replacement fee for electronic devices, textbooks, workbooks and/or library books that are lost and/or damaged beyond repair.

Lost & Found



PLEASE PUT YOUR CHILD'S NAME on all of their personal items; so we can return them if they are lost. Remind your children to check the "lost and found" when something disappeared at school. Parents are welcome to check this area at any time.

Medication Policy



Before a school nurse or health aid designated by the school nurse can administer prescriptions or over-the-counter (OTC) medication to a student, the following must be provided by the parent/guardian:

1. A signed authorization from the parent/guardian
2. Written order from the physician
3. Bottle of medication labeled by a pharmacy/physician (for prescription medications or bottle labeled with student's name (OTC)
4. Asthma inhalers labeled by a pharmacy/physician may be kept by the student. The school nurse and classroom teacher should be aware of its use.

If the inhaler needs to be dispensed from the nurse's office, the above guidelines (1, 2, and 3) should be followed.

Messages



Each staff member has voice mail access. Those messages are picked up before and after school. Emergency messages need to be directed to the office staff.

Each day we receive many requests to get a message to students. We know that occasionally important family things come up and it is necessary to contact your child. However, because teaching/learning is a priority, we need to keep messages and classroom interruptions to a minimum.

Money Brought to School

Any money brought to school should be sealed in an envelope with the student's name, teacher's name, amount and purpose of money clearly marked on the envelope.

Parent Teacher Conferences



Parent-Teacher Conferences are one of the most important channels of communication between school and home. Conferences are held twice a year. You will sign up for a 15 minute visit with your child's teacher through an online scheduler. Watch for more information about how to sign up in the school newsletter.

TIPS FOR A SUCCESSFUL CONFERENCE:

- 1) Arrive on time;
- 2) Make a list before you come of items you want to discuss, or questions you'd like answered;
- 3) Ask for clarification of any information the teacher gives that you don't understand;
- 4) Follow-up with the teacher in the weeks to come.

Positive Behavior Interventions & Support (PBIS)



Park and Hilltop Elementary Schools use the Positive Behavior Interventions and Support (PBIS) system as a system for teaching our students behavior expectations.

PBIS is:

- Used with all students and staff at Park and Hilltop Elementary
- Used in all areas of the school (classrooms, cafeteria, playground, restrooms, buses, etc.)
- Used to help schools create learning environments that teach and support children in making appropriate decisions.

A PBIS school teaches the expectations to all students throughout the school year. PBIS schools provide consistent, predictable and fair use of consequences for all students. Our staff teaches the students these expectations and provides opportunities for them to practice using GIANT PRIDE.

Parents can support PBIS by:

- Reading and discussing the Behavior Expectations Matrix. Matrixes will be available at our upcoming conferences or in the school offices.
- Be involved in your child's daily routines by checking planners/folders, attending conferences and contacting the teacher when you have questions.
- Review the Behavior Expectation Matrix with your child if he/she experiences behavior problems at school.
- Work on a plan to help your child with strategies for choosing appropriate behaviors.
- Support teacher and administrative behavior decisions.

Teaching a behavior that schools expect to see works best when there is consistency across home and school settings. When a child has a challenging behavior at school, a strong partnership between the school and family is important. Family involvement is a key feature when developing positive behavior support plans for all students. School-wide positive behavioral interventions and support is a school-wide approach to helping all children learn to self-manage behaviors. However, parent involvement is really

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| | <p>important in all aspects of PBIS. When parents are involved, outcomes for children are better.</p> <p>Participating in a PBIS initiative is more than volunteering to help with a school field trip or help out in the classroom. It is a willingness to help participate in your own child's positive behavioral support program, and to participate in Park's and Hilltop's PBIS initiative.</p> <p><u>GIANT PRIDE</u></p> <p>The PRIDE in GIANT PRIDE helps us remember the character traits we want all students and staff to strive for.</p> <ul style="list-style-type: none"> ● P= Positive, I will be positive & ready to learn ● R= Respect, I will be considerate of others, their property and myself ● I= Integrity, I will do the "right thing" at all times ● D= Determination, I will believe in myself ● E= Excellence, I will challenge myself to do my best. <p><u>Our Four Compelling Statements that every student and adult will follow.</u></p> <ol style="list-style-type: none"> 1. Treat all Property with Respect 2. Take Responsibility for Your Learning 3. Act in a Safe and Healthy Way 4. Respect the Rights and Needs of Others <p style="text-align: center;">* For more information on Student Discipline please review Policy 506, To view the complete policy, please visit our website www.isd2397.org</p> |
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| <p>PTO</p> | <p>A Parent Teacher Organization is designed to enhance the home-school relationship. The purpose of the organization is three-fold:</p> <ol style="list-style-type: none"> 1. To provide a forum for parent input regarding instruction and organizational practices/policies in the elementary program. 2. To provide parent educational opportunities on academic, social, and emotional topics related to children. 3. To provide opportunities for families to participate together in education and social activities. <p>All parents are invited to become active in the PTO. PTO supports the school in many ways including fundraisers, staff recognition, volunteering opportunities and programs that enhance the education of our students and families.</p> |
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| <p>Personal Belongings of Students</p> | <p>Unless a teacher requests them specifically, students are discouraged to bring toys, sports equipment or other expensive items to school. School staff is not responsible for non-requested items.</p> |
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| <p>Pledge of Allegiance</p> | <p>Students in this school district shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week.</p> <p style="text-align: center;">*This is a summary of the Pledge of Allegiance Policy (Policy 531). To view the complete policy, please visit our website www.isd2397.org</p> |
| <p>Protection and Privacy of Pupil Records</p> | <p>The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.</p> <p><u>GENERAL CLASSIFICATION</u></p> <p>State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.</p> <p style="text-align: center;">* This is a summary of the Protection & Privacy of Pupil Records Policy, To view the complete policy, please visit our website www.isd2397.org</p> |
| <p>Recess</p>  | <p>Be sure your child is properly dressed for the weather conditions. During cold weather children are expected to wear caps or hoods, mittens, snow pants and snow boots. Students will be outside at noon recess and before school unless the temperature or wind-chill is below zero. Please help your child understand the importance of dressing warmly.</p> <p>When students need to remain inside for health reasons the school will need a written request from the parent/guardian. The request should include an explanation as to why the child should be inside and should state the number of days the request is being made for. Requests for more than five days must have a doctor's confirmation. When weather conditions prevent students from going outside, recess will be held in the classrooms/gym space.</p> |
| <p>Records, Parent Access to Student</p> | <p>Parents/guardians are permitted to review their student's educational records. Upon request, the district will provide a list of the types and locations of educational records used by the district. Upon requesting access to records, parents/guardians will be supplied a more detailed copy of rights and procedures involved. Non- custodial parents do have the right to education information including but not limited to records and report cards, please contact the building administrator for additional information. Parents have the ability to access student information on Infinite Campus parent portal.</p> |

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| Reporting to Families | <p>Elementary schools in ISD 2397 operate on a semester system. Individual parent-teacher conferences are scheduled for K-5 students prior to the start of school. In November and March individual parent-teacher conferences are scheduled for all students' grades K-5. Report cards go home with students after the first semester and the end of the year report card will be mailed home. (More information concerning time and date will be sent home prior to conferences).</p> |
| Retention Policy | <p>Recommendations for retention are approached with caution. Children who have repeated a grade will not normally be considered for retention again.</p> <p>If you have questions regarding our district's retention policy/procedure, you should contact your building principal to discuss it further.</p> |
| Safety and Crisis Prevention | <p>The Le Sueur-Henderson School District has in place a Crisis Management Plan to provide guidelines, structure, and a process in dealing with a range of crisis situations which may interrupt the normal operation of school at our building sites and/or in our community. The plan provides a process to deal with any situation that has the potential to result in physical injury to one or more students, staff, or community members.</p> <p>The key elements of the Crisis Management Plan involve the following:</p> <ul style="list-style-type: none"> • Routine and emergency building security procedures • Keeping our students and staff safe and out of harm's way • Identifying the specific role of each member of the school staff during a crisis • Informing school district staff using information channels to communicate effectively • Dealing effectively and fairly with the news media and • Stopping the rumor mill (internally and externally). <p><u>ROUTINE BUILDING SECURITY PROCEDURES</u></p> <p>The school district has in place a daily non-crisis building security plan/practice which applies to all building sites each day and is as follows:</p> <ul style="list-style-type: none"> ● All visitors will be buzzed in during the instructional day. ● All visitors must report to the office (exceptions are school programs and conferences). ● All visitors will be required to show a form of Identification, preferably a driver's license. ● All visitors must wear a visitor's badge. ● Parents dropping off their child when school is already in session must go to the office and sign the child in. ● Parents picking up their children from school before dismissal must come to the office to sign the child out. The secretary will then call your child to the office. |

School Counselor



The school counselor is a resource person within our schools who works with students, parents, teachers and administration. The school counselor may work with students during the year, either individually, in a group, as part of a family or in the classroom setting.

In the classroom, the school counselor uses materials and discussion along with group process skills to help students discover and clarify personal values, learn truths about themselves, develop positive attitudes towards others and find out how others feel and think about important matters. A great variety of topics are discussed: goals, friends, academic successes, cooperation, study habits, competition, family responsibility, self-awareness, justice and values.

The school counselor may

- conduct phone and parent conferences during the year
- provide short-term family support
- help those requiring longer-term support to find appropriate help.

The school counselor works closely with the principal and staff discussing school needs and educational planning. In general, the role of the school counselor is to work to improve communication within the school and between school and home for all those who are interested in academic and personal development of the children.

School Nurse



A certified school nurse is in the district during the school day. Health services are provided for all students and staff. **A diagnosis of any illness is NOT made by the nurse.**

- Park Nurse Hours: 8:00 a.m. - 10:00 a.m.
- Hilltop Nurse Hours: 1:15 p.m. - 3:00 p.m.

Health services include: (1) first aid, (2) hearing and vision screening, (3) limited classroom teaching, (4) individual student/family health counseling, (5) immunization clinic, (6) scoliosis screening, (7) keeping of health records on each child, and (8) a resource for teachers.

If a student becomes ill at school, the parent or guardian, or a person designated by the parent or guardian is called. It is their responsibility to take the student home. In case of an accident, first aid will be administered. The parent or guardian will be called. If the student needs further treatment, it is the responsibility of the parent or guardian to transport the student to the doctor. In the event that a parent or guardian cannot be reached, the school will contact the physician listed on the student information form or make whatever arrangements necessary to provide health services to the child.

It is very important to update the student information form for each of your students each fall, so we have the most current information should illness or an accident occur during the school day. If any changes occur during the year please contact the school secretary with a new address, phone number, work phone, neighbor contact, etc.

If a student's symptoms suggest the presence of a communicable disease, including fever, diarrhea, vomiting and uncontrolled coughing, they should remain home for at least 24 hours or until symptoms resolve.

Parents are requested to report any contagious disease to the school as soon as possible. The rules for returning to school and the incubation period (the length of time from first exposure to appearance of symptoms) for some diseases are listed:

- **CHICKEN POX:** Viral itchy rash illness. Incubation period can range from 10-21 days, usually 14 days. Exclude from school until all pox are dry and scabbed over or rash is faded and no new spots have developed for 24 hours. Immunization possible.
- **MEASLES (RUBEOLA):** Highly contagious viral rash. Incubation period 8-14 days. Contagious 4 days before to 4 days after the rash appears. Complications include diarrhea, ear infections, pneumonia and encephalitis. Immunizations available.
- **MUMPS:** Viral infection. Incubation period 12-25 days, usually 16-18 days. Contagious 7 days before until 9 days after swelling begins. Immunization possible.
- **PERTUSSIS:** Bacterial respiratory infection. Incubation period 6-20 days, usually 7-10 days. Exclude from school until 5 days after antibiotic treatment begins. Immunization available.
- **STREP THROAT:** Incubation period 2-5 days. Medical treatment recommended. Exclude from school for 24 hours after antibiotic treatment begins and no fever is present.
- **PINK EYE:** (Conjunctivitis, viral or bacterial) Incubation period 1-12 days depending on organism, usually 3 days. Contagious while symptoms are present. Medical treatment recommended. Exclude from school until 24 hours after antibiotics are started or until symptoms resolve if unable to keep hands away from eyes.
- **MRSA:** (Methicillin Resistant Staph Aureus) Bacterial skin infection. Exclude from school only if excessive drainage and/or wound cannot be covered.
- **INFLUENZA:** Viral respiratory infection. Incubation period 1-4 days. Exclude from school until the fever is gone and students can participate in activities (generally 5 days after onset of symptoms. Vaccine available.

School Parties



Classroom parties may occur for special events during the school year. Parents will be informed of any arrangements or donations that may be needed.

Birthday treats may be brought and shared with a child's classmates. The treats must be pre-packaged or commercially prepared as designated by State Health Regulations. Contact your child's teacher to set up the day and time and to inquire as to possible food allergies within the classroom.

DISTRICT 2397 WELLNESS POLICY

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| | <p>Policy 533 Revised 6/5/17</p> <ol style="list-style-type: none"> 1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through: <ol style="list-style-type: none"> a. Celebrations and parties. The school district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. b. Classroom snacks brought by parents. The school district will provide to parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards. <p style="text-align: center;">Non Food and Healthy Food Options for Classroom Parties</p> <p style="text-align: center;">*This is a summary of the Wellness Policy 533. The full policy can be found online at www.isd2397.org</p> |
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| <p>Special Education & School Psychologist</p> | <p>Students with special needs are eligible for help from our Special Education teachers. We serve students with learning handicaps as well as behavioral problems that interfere with learning. The school district contracts with a licensed school psychologist to provide special testing and interpretation of those test results.</p> |
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| <p>Speech</p> | <p>Speech clinicians are employed by the school district to work with all of the students in the district who need speech therapy. The clinician sees students with communication problems in any of the following areas: voice disorders, phonology, language disabilities and hearing impairments.</p> |
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| <p>Student Disability and Student Sex Nondiscrimination Policy</p> | <p>The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.</p> <p><u>GENERAL STATEMENT OF POLICY</u></p> <ol style="list-style-type: none"> A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability. B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education. C. For this policy, a learner who is protected under Section 504 is one who: <ol style="list-style-type: none"> 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or 2. has a record of such an impairment; or |
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3. is regarded as having such an impairment.

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

* This is a summary of the Student Disability Nondiscrimination Policy 521, To view the complete policy, please visit our website www.isd2397.org

* To review the district's policy on Student Sex Nondiscrimination, 522, please visit our website www.isd2397.org

Specialist Classes

Students rotate between the specialty classrooms once every four days



PHYSICAL EDUCATION

The basic goals of physical education are to have the children be active, to learn something about movement and to have fun. In the primary grades (K-3) emphasis is on movement education to develop basic skills and perceptual awareness. In the intermediate grades (4-5) many team sports and individual sports are introduced. There is still a concentration on basic skills. Rhythm is a major area at all levels. Physical fitness testing is done in the intermediate grades. Students will be dismissed from physical activities with a doctor's excuse.

GYM SHOES: Children are asked to have separate tennis shoes available for gym periods. This is a safety precaution for your child. The shoes do not need to be new, but clean and free of outside mud and dirt.



MUSIC

The students study a wide spectrum of topics; singing, music history, composers, music appreciation, rhythm and movement exploration, musical instruments and music theory.

ART

Students are exposed to different media; paint, crayon, wood, plastic, fibers, collages, sculptures and prints. The main emphasis in the primary grades is on originality and creativity. The upper grades move into more emphasis on design.



MEDIA

The elementary schools are fortunate to have well-established, cheerful, inviting library media centers for both students and staff. Fine collections of fiction and nonfiction books are available for pleasure reading, as well as, a wide range of popular children's magazines.

The students in K-3 have scheduled library/media classes to ensure their regular, habit



forming exposure to all kinds of reading materials. Computer labs are also available to students and staff. Classes meet with the librarian for a story time, a sharing of what they have been reading or an introduction to some new or previously unknown titles available in the library. Students are then given time to select their books for checkout.

In the intermediate grades, all students receive specific formal instruction in library/media skills and usage. They are introduced to different kinds of books, the card catalog and its use, reference books indexes and a variety of reference aides. They also become familiar with the arrangement of our library/media centers in order to become more self-sufficient now and in the years ahead and to transfer what they learned about our library/media centers to those libraries they encounter in middle school and high school.

Student Dress

We believe neat and proper dress contributes to positive attitudes and self-image. Articles of clothing promoting drug/tobacco use, violence, sexually offensive implications or containing profanity are never acceptable. Inappropriate dress also includes a lack of shoes or shirts, coats (exception: if the teacher believes the room temperature to be too cool), hats, bandanas and any other apparel that interferes with instruction. Please refer to the complete student dress code policy on the District website for further information.

Student Registration

Students enrolled at the elementary schools are automatically registered in the spring for the following school year. Children entering kindergarten in the fall are to be registered in the spring during Kindergarten Roundup (New Kindergarten Registration). Those students new to the district should register prior to school opening in the fall. This registration will take place approximately two weeks in advance of the start of school and may be done at the elementary offices.

Children entering **kindergarten** must be five (5) years of age on or before September 1. The school does have an early admission policy for underage children who qualify. Please consult with the principal if you have questions.

Student Telephone/Cell Phone Use

Students will not be called from classes to answer phone calls except in the case of a family emergency. Important messages will be relayed to students at appropriate times.

We encourage students to leave their cell phones at home. If it is absolutely necessary that your student has a cell phone in school, then they will be required to stay in the child's locker on silent or turned off. If a student brings their cell phone into the classroom and it interferes with the educational process, then it may be confiscated and parents/guardians may be required to pick it up from the office.

Textbooks & Instructional Materials

All textbooks are furnished free of charge by the school district. However, parents/guardians will be charged for loss of books or wear beyond normal use. Personal items such as notebooks, pencils, colors, rulers, pens, etc. are purchased by the individual child. Class supply lists are published each year prior to the start of the school and available on the school websites.

* To review the district policy Internet Acceptable Use and Safety, 524, please visit our website www.isd2397.org

Tobacco-Free Environment Policy

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district or person smokes or uses tobacco, tobacco-related devices or electronic cigarettes in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during the hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related device, or electronic cigarette in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during the hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or a person who is found to have violated this policy.

* This is a summary of the Tobacco-Free Environment Policy, To view the complete policy, please visit our website www.isd2397.org

Title I

The Title I program is a federal program for children needing additional assistance in reading. According to federal and state guidelines the children selected must come from grades K-5.

Trespassing on School Property

Any person who enters or is found on school property shall be classified as unauthorized and shall be subject to removal and lawful prosecution. *The four conditions under which a person may enter or be in a school building are:*

- A. The person is an enrolled student, a parent or guardian of an enrolled student, an employee of the school or school district, or a member of his/her immediate family;
- B. The person has permission or an invitation from a school official to be in the building;
- C. The person is attending a school event, class, or meeting to which the person, the public, or a student's family is invited; or
- D. Has reported the person's presence in the school building in the manner required for visitors to the school.

| | |
|---|--|
| Unnecessary Articles Brought to School | <p>The school cannot be held responsible for any personal items lost or damaged. Please do not permit your child to bring unnecessary articles to school such as toys, personal listening devices, cameras, handheld games or electronic devices. If such items are brought to school and interfere with the educational process they may be confiscated and picked up by the parents/guardians from the office.</p> |
| Videotaping and Filming | <p>The staff recognizes the occasional request from parents to videotape and/or film an activity or programs their child in which their child is participating. The videotaping and/or filming of special programs (i.e. class plays, musical performances, athletic events, etc.) is permissible. The videotaping and/or filming of routine daily instructional programming and/or practices requires teacher notification and permission and is not to include videotaping and/or filming of other students, adults, and/or staff without permission being granted by the parent/guardian and/or respective adult/staff member.</p> |
| Visitors | <p>All visitors must register at the office. Permission must be granted by the classroom teacher in advance and a visitor's pass issued. When leaving the building the visitor's pass should be returned to the office. Students are not permitted to bring other children/guests to visit school.</p> |
| Volunteer Program | <p>We actively seek individuals to volunteer in our elementary schools. We would like to have a wide spectrum of individuals (parents, senior citizens, adults with non-school age children) help the students and staff in our school. If you're interested in volunteering at Park or Hilltop, please call the school offices. A background check will be required to volunteer in our District.</p> |
| Weapons Policy | <p>No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.</p> <p><u>DEFINITIONS</u></p> <p>A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.</p> <p><u>EXCEPTIONS</u></p> <p>A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes</p> |

| | |
|--------------------------------------|--|
| | <p>the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.</p> <p>* This is a summary of the School Weapons Policy, To view the complete policy, please visit our website www.isd2397.org</p> |
| <p>Withdrawal from School</p> | <p>Any student withdrawing from school before the end of the school year must notify the principal's office a minimum of one week before departure. Parents/guardians and students need to make sure all books and other materials have been turned into the teacher. A transcript of the student's records will be forwarded to the new school upon request from the school.</p> |
| <p>Yearbooks</p> | <p>Each spring students are given an opportunity to purchase yearbooks. These special memory books bring smiles to children, parents, and staff members.</p> |
| <p>XYZ</p> | <p>There's much more to know about our school. If you have questions concerning any portion of our school program, we encourage you to call. When schools and parents work together, children benefit. Nothing is more important to us than your children and the partnership between home and school.</p> |

LE SUEUR HENDERSON PARK & HILLTOP ELEMENTARY

DIRECTORY

* All staff email addresses are first initial with last name followed by @isd2397.org
Sometimes email addresses may vary from the above (see email names below).

| <u>Name</u> | <u>Position</u> | <u>Phone Ext</u> |
|------------------------------------|--|---|
| Johnson, Marlene (marlene.johnson) | Superintendent | Ext. 4600 |
| Feterl, Amanda | Hilltop Elementary Principal | Ext. 5900 |
| McDonald, Christine | Park Elementary Principal | Ext. 4700 |
| Christ, Jeff | Activities Director/Assistant Principal | Ext. 5800 |
| Thorstad, Brian | MS/HS Principal | Ext. 5800 |
| Aguilar, Maria | Park Elementary Secretary Hispanic Outreach Coordinator | Ext. 4701 |
| Scheffler, Rachel | Hilltop Elementary Secretary | Ext. 5901 |
| Reiser, Kelley | Park Health Office Assistant | Ext. 4702 |
| Thelman, Molly | School Nurse | Ext. 4711 (Park) Ext. 5911 (Hilltop) |
| Krahn, Kevin | School Psychologist | Ext. 4707 |
| Pfarr, Kristan | Counselor | Ext. 4706 (Park) Ext. 5906 (Hilltop) |
| TBD | Food Service Director | Ext. 5813 |
| Ludwig, LaRae | TOSA | Ext. 5861 |
| Frischmon, Alexis | Technology Coordinator | Ext. 5832 |
| Stivers, Kris | Transportation Director | Ext. 4650 |
| Vrklan, Todd | Building & Grounds Director | Ext. 5841 |
| Warden, Nathan | Community Education Director | Ext. 3325 |

For a complete Staff Directory, please visit www.isd2397.org and select "Staff Directory".

SCHOOL BOARD MEMBERS

| | | |
|-----------------|-------------|--------------|
| Brigid Tuck | Board Chair | 952-686-3194 |
| Joe Roby | Treasurer | 507-351-7886 |
| Kelsey Schwartz | Clerk | 507-475-0739 |
| Erina Prom | Vice Chair | 612-708-0930 |
| Brian Kane | Director | 651-238-7963 |
| Gretchen Rehm | Director | 651-249-5779 |
| Matt Hathaway | Director | 612-756-3670 |

The Board of Education usually meets the 1st and 3rd Monday of each month. Meetings will be held at 6:30pm.

LE SUEUR HENDERSON PARK & HILLTOP ELEMENTARY STAFF DIRECTORY

| Name | Grade | Email | Phone Ext |
|--------------------|--------------------|-------------------------------|-----------|
| Nelson, Cindi | Kindergarten | cindi.nelson@isd2397.org | Ext. 4721 |
| Tesch, Rosanne | Kindergarten | rtesch@isd2397.org | Ext. 4720 |
| Tupy, Nicole | Kindergarten | ntupy@isd2397.org | Ext. 4717 |
| Bjorlin, Daniel | Grade 1 | dbjorlin@isd2397.org | Ext. 4732 |
| Leary, Kathy | Grade 1 | kleary@isd2397.org | Ext. 4729 |
| Sefkar, Morgan | Grade 1 | msefkar@isd2397.org | Ext. 4731 |
| Julius, Monroe | Grade 2 | mjulius@isd2397.org | Ext. 4749 |
| Seipel, John | Grade 2 | jseipel@isd2397.org | Ext. 4727 |
| Winters, Colleen | Grade 2 | cwinters@isd2397.org | Ext. 4759 |
| Eischens, Stefanie | Grade 3 | seischens@isd2397.org | Ext. 4746 |
| Gupton, Adina | Grade 3 | agupton@isd2397.org | Ext. 4750 |
| McCoy, Sherri | Grade 3 | smccoy@isd2397.org | Ext. 4728 |
| Faragher, Courtney | Grade 4 | cfaragher@isd2397.org | Ext. 5912 |
| Powell, Rhonda | Grade 4 | rpowell@isd2397.org | Ext. 5923 |
| Roe, Rebecca | Grade 4 | rroe@isd2397.org | Ext. 5919 |
| Bigaouette, Frank | Grade 5 | fbigaouette@isd2397.org | Ext. 5922 |
| Jahr, Therese | Grade 5 | tjahr@isd2397.org | Ext. 5924 |
| Sohns, Faith | Grade 5 | fsohns@isd2397.org | Ext. 5915 |
| Luna, Christa | Reading Specialist | cluna@isd2397.org | Ext. 4724 |
| Carlen, Corey | Physical Education | ccarlene@isd2397.org | Ext. 4743 |
| Enz, Kristin | ECSE | kenze@isd2397.org | Ext. 4718 |
| Flatin, Erica | ECSE | eflatin@isd2397.org | Ext. 4716 |
| Korbel, Janelle | Speech/Language | jkorbel@isd2397.org | Ext. 5844 |
| Kirsch, Casey | ELL | ckirsch@isd2397.org | Ext. 4741 |
| Liu, Peiling | ELL | pliu@isd2397.org | Ext. 5921 |
| Barth, Mariah | Title/CEIS Coach | mbarth@isd2397.org | Ext. 5924 |
| Lunder, Andrea | Special Education | alunder@isd2397.org | Ext. 5920 |
| Irish, Beth | Speech/Language | beth@speechpartnersonline.com | Ext. 4737 |
| Schultz, Molly | Special Education | mschultz@isd2397.org | Ext. 4719 |
| Schwarz, Megan | Special Education | mschwarz@isd2397.org | Ext. 4754 |
| Stier, Lauren | Special Education | lstier@isd2397.org | Ext. 4739 |
| TBD | Media | TBD | Ext. 4712 |
| Weick, Jennifer | Music | jweick@isd2397.org | Ext. 4744 |
| TBD | Art | TBD | Ext. 4756 |

INDEPENDENT SCHOOL DISTRICT 2397

District Office
115 ½ North 5th St. Suite 200
Le Sueur, Minnesota 56058
www.isd2397.org
507-665-4600

STATEMENT OF NON-DISCRIMINATION

The Le Sueur-Henderson School District does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation, creed, religion, receipt of public assistance, marital status or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Section 504 Coordinator:

Brian Thorstad
901 E. Ferry Street
Le Sueur, MN 56058
665-5800

Title IX Coordinator:

Jeff Christ
901 E. Ferry Street
Le Sueur, MN 56058
665-5800

Alternate 504 Coordinator:

Ingrid Al Sattam
901 E. Ferry Street
Le Sueur, MN 56058
665-5807

Alternate Title IX Coordinator:

Dr. Marlene Johnson
115 N. 5th Street
Le Sueur, MN 56058
665-4600

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves this area, or call 1-800-421-3481.

**LE SUEUR-HENDERSON PUBLIC SCHOOL
GRIEVANCE PROCEDURE FOR
COMPLAINTS OF DISCRIMINATION**

The following grievance procedure applies to claims of sex and disability discrimination:

- A. Any person who believes he or she has been the victim of unlawful discrimination or any person with knowledge or belief of conduct that may constitute unlawful discrimination shall report the alleged acts immediately to an appropriate school district official designated by this policy. The complaint must be filed within 30 calendar days of the alleged violation.
- B. The Human Rights Officer is responsible for receiving oral or written complaints of unlawful discrimination toward an employee or student. However, nothing in this policy shall prevent any person from reporting unlawful discrimination toward an employee or student directly with the Human Rights Officer, the school board or other school district official.
- C. While the school board has designated the Human Rights Officer to receive complaints of unlawful discrimination, if the complaint involves the Human Rights Officer, the complaint shall be made to the superintendent.
- D. Upon receipt of a complaint, the Human Rights Officer shall immediately notify the superintendent. If the superintendent is the subject of the complaint, the Human Rights Officer shall immediately notify the school board.
- E. The Human Rights Officer may request but not insist upon a written complaint. Alternative means of filing a complaint, such as through a personal interview or by tape recording, shall be made available upon request for qualified persons with a disability. If the complaint is oral, it shall be reduced to writing within 24 hours and forwarded to the superintendent. Failure to do so may result in disciplinary action. The school district encourages the reporting party to complete the complaint form for written complaints. It is available from the principal of each building or the school district office.
- F. The school district shall respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses, consistent with the school district's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations.

INVESTIGATION

- A. The Human Rights Officer, upon receipt of a complaint alleging unlawful discrimination shall promptly undertake an investigation if deemed appropriate. The investigation may be conducted by the Title IX coordinator for complaints of sex discrimination or the Section 504 Coordinator for complaints of disability discrimination, or a school district official or neutral third party designated by the Title IX coordinator, Section 504 coordinator or Human Rights Officer. The investigation shall be completed within 30 days of the complaint, unless impracticable.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods deemed pertinent by the investigator.

- C. In determining whether the alleged conduct constitutes a violation of this policy, the school district shall consider the facts and the surrounding circumstances such as the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incident occurred.
- D. The school district may take immediate steps to protect the parties involved in the complaint process, pending completion of an investigation of alleged unlawful discrimination.
- E. Upon completion of the investigation, the school district investigator shall make a written report to the Human Rights Officer. If the complaint involves the Human Rights Officer, the report may be filed directly with the superintendent or school board. The report shall include the facts, a determination of whether the allegations have been substantiated, whether a violation of this policy has occurred as well as a description of any proposed resolution which may include alternative dispute resolution.
- F. The district shall comply with federal and state law pertaining to retention of records.

APPEAL

If the grievance has not been resolved to the satisfaction of the complainant, s/he may appeal to the Human Rights Officer within ten (10) school days of receipt of the findings of the school district investigation. The school district investigator shall conduct a review of the appeal and within ten (10) school days of receipt of the appeal, shall affirm, reverse, or modify the findings of the report. The decision of the school district investigator is final but does not preclude pursuit of alternative complaint procedures noted in the section entitled "Right to Alternative Complaint Procedures."

SCHOOL DISTRICT ACTION

- A. Upon conclusion of the investigation and receipt of the findings, the school district shall take appropriate action. If it is determined that a violation has occurred, such actions may include, but is not limited to, warning, suspension, expulsion, transfer, remediation or termination.

School district action taken for violation of this policy shall be consistent with the requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

- B. The result of the school district's investigation of each complaint filed under these procedures shall be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

RETALIATION

The school district shall take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful discrimination toward an employee or student or any person who testifies, assists or participates in an investigation or hearing relating to such unlawful discrimination. Retaliation includes, but is not limited to, any form of intimidation or harassment.

CONFLICT OF INTEREST

If there is a conflict of interest with respect to any party affected by this policy, appropriate action shall be taken such as, but not limited to, appointing or contracting with a neutral third party investigator to conduct the

investigation or recusal from the process by the person for whom a conflict or potential conflict of interest exists.

DISSEMINATION OF POLICY

The school district shall adopt and publish these procedures.

RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the agencies listed below or initiating action in state or federal court.

Claims of discrimination may also be pursued through the following agencies where appropriate:

U.S. Department of Education
Office for Civil Rights, Region V
500 W. Madison Street - Suite 1475
Chicago, IL 60661
Tel: 312-730-1560
TDD: 312-730-1609

MN Department of Human Rights
190 E 5th Street
St. Paul, MN 55101
800-65-3704
651-296-5663

Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student’s achievement, but your student’s participation is important to understand how effectively the education at your student’s school is aligned to the academic standards.

- In Minnesota’s implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered “proficient.”
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

| Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS) | ACCESS and Alternate ACCESS for English Learners |
|---|---|
| <ul style="list-style-type: none"> • Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8, and high school for science. • Majority of students take the MCA. • MTAS is an option for students with the most significant cognitive disabilities. | <ul style="list-style-type: none"> • Based on the WIDA English Language Development Standards. • Given annually to English learners in grades K–12 in reading, writing, listening, and speaking. • Majority of English learners take ACCESS for ELLs. • Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities. |

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCA are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).



Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three-page form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

*To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.*

Date _____ (This form is **only** applicable for the 20__ to 20__ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](http://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____ MCA/MTAS Reading _____ MCA/MTAS Science
 _____ MCA/MTAS Mathematics _____ ACCESS/Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered "proficient."

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only. Student ID or MARSS Number _____

LE SUEUR-HENDERSON MIDDLE SCHOOL/HIGH SCHOOL

Parent - Student Handbook



2020-2021

Connect with Us:

Web: www.isd2397.org

Facebook: Le Sueur-Henderson Public Schools

Twitter: @isd2397

Updated July 2020

LE SUEUR - HENDERSON MIDDLE/HIGH SCHOOL

901 E. Ferry Street Phone 507-665-5800

STUDENT AND PARENT HANDBOOK

WELCOME TO LSH MIDDLE/HIGH SCHOOL

Welcome to Le Sueur-Henderson Middle and High School. It is a privilege to partner with the families, staff and community on behalf of our students. At LS-H we are cultivating the tools, skills and capabilities that our students will need in order to become independent, productive adults with the ability to determine their own future.

In the 21st century, the way we consume, distribute and process information on a daily basis. Our students must have the skills and knowledge needed to be successful beyond high school. Students must be prepared to be lifelong learners and adapters to new technologies and modes of thinking. This means, in addition to learning content at high levels, students must be able to: think critically, solve problems, consume information, demonstrate effective interpersonal skills, and have the grit and perseverance necessary in order to adapt to a constantly shifting landscape. They must be prepared to learn beyond high school and be ready to take on new challenges.

It is for this reason LS-H MS/HS sets and consistently adheres to high expectations around academics and positive behaviors. These expectations apply to each and every student at LS-H. That said, how each student meets those expectations is varied. We must personalize our approach to student learning needs and develop systemic pathways to meet those needs.

Much work has already been done to lay the foundation. We will continue to focus on student learning through our PLC process, through continued development of guaranteed and viable curriculum aligned to state standards, and engage students in rigorous and relevant learning. We will hold students accountable for their learning and behaviors in a safe, supportive learning environment.

We will strive for excellence for each student at LS-H.

Sincerely,

Brian Thorstad
Middle School/High School
Principal

Jeff Christ
Dean of Students/Activities Director

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INDEPENDENT SCHOOL DISTRICT 2397

**District Office
115 ½ North 5th St., Suite 200
Le Sueur, Minnesota 56058
www.isd2397.org
507-665-4600**

STATEMENT OF NON-DISCRIMINATION

The Le Sueur-Henderson School District does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation, creed, religion, receipt of public assistance, marital status or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Section 504 Coordinator:

Brian Thorstad
901 E. Ferry Street
Le Sueur, MN 56058
507-665-5800

Title IX Coordinator:

Jeff Christ
901 E. Ferry Street
Le Sueur, MN 56058
507-665-5800

Alternate 504 Coordinator:

Ingrid Al-Sattam
901 E. Ferry Street
Le Sueur, MN 56058
507-665-5807

Alternate Title IX Coordinator:

Dr. Marlene Johnson
115 N. 5th Street, Suite 200
Le Sueur, MN 56058
507-665-4600

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves this area, or call 1-800-421-3481.

Le Sueur-Henderson Public Schools

Strategic Plan | 2018-2023

BELIEF STATEMENTS

The Le Sueur-Henderson Public Schools believe:

- That collaboration between the home, the school, and the community has a positive impact on student success;
- That everyone deserves a safe and respectful school environment;
- That all students deserve the opportunity to learn and succeed;
- That diversity enriches the individual, school, and community;
- That educational excellence requires effective leadership, high expectations, teamwork, up-to-date facilities, and the responsible utilization of resources;
- In educating the whole child — academically, socially, physically, and emotionally;
- In continuous improvement and a growth mindset; and
- In an individualized, rigorous, and relevant academic experience.

MISSION STATEMENT

The mission of the Le Sueur-Henderson Public Schools is to:

- Provide a shared commitment to learning that enables every student to contribute and succeed in life.

VISION STATEMENT

- Le Sueur-Henderson Public Schools — where individual dreams and aspirations are born and fostered through student-centered learning.

BRANDING STATEMENT

- Small Towns ... Giant Opportunities ... District of Choice.



LE SUEUR HENDERSON MIDDLE/HIGH SCHOOL

901 East Ferry Street

Le Sueur, MN 56058

Phone: (507)665-5800 FAX: (507)665-6012

DIRECTORY

* All staff e-mail addresses are first initial with last name followed by @isd2397.org
Sometimes e-mail addresses may vary from the above - see e-mail names below.

| <u>Name</u> | <u>Position</u> | <u>Phone Ext</u> |
|---------------------|---|------------------|
| Johnson, Marlene | Superintendent | Ext. 4600 |
| Thorstad, Brian | MS/HS Principal | Ext. 5803 |
| Christ, Jeff | Activities Director/Dean of Students | Ext. 5804 |
| Feterl, Amanda | Hilltop Elementary Principal | Ext. 5904 |
| McDonald, Christine | Park Elementary Principal | Ext. 4703 |
| Mediger, Pam | Receptionist/MARSS Coordinator | Ext. 5801 |
| Davig, Bonnie | MS/HS Building Secretary | Ext. 5802 |
| Smykalski, Christy | Activities/Records Secretary | Ext. 5805 |
| Undeberg, Karla | Middle School Counselor/HS Avid Counselor | Ext. 5806 |
| Al-Sattam, Ingrid | High School Counselor | Ext. 5807 |
| Burdorf, Teri | TOSA - LS-H Curriculum Coordinator | Ext. 5817 |
| Christiansen, Nancy | School Psychologist | Ext. 5845 |
| Davis, Marnie | Food Service Director | Ext. 5813 |
| Frischmon, Alexis | Technology Coordinator | Ext. 5832 |
| Ludwig, LaRae | TOSA - LS-H Mentorship Coordinator | Ext.5861 |
| Pfarr, Kristan | Elementary School Counselor | Ext. 4706 |
| Stivers, Kris | Transportation Director | Ext. 4650 |
| Thelemann, Molly | School Nurse | Ext. 5811 |
| Vrklan, Todd | Buildings & Grounds Director | Ext. 5841 |
| Warden, Nate | Community Education Director | Ext. 3325 |

For a complete Staff Directory, please visit www.isd2397.org and select "Staff Directory".

SCHOOL BOARD MEMBERS

| | | |
|-----------------|-------------|--------------|
| Brigid Tuck | Board Chair | 952-686-3194 |
| Erina Prom | Vice Chair | 651-238-7963 |
| Kelsey Schwartz | Clerk | 507-475-0739 |
| Joe Roby | Treasurer | 507-351-7886 |
| Brian Kane | Director | 612-708-0930 |
| Matt Hathaway | Director | 507-665-0037 |
| Gretchen Rehm | Director | 651-249-5779 |

The School Board usually meets the 1st and 3rd Monday of each month. Meetings will be held at 6:30 P.M.

LE SUEUR HENDERSON MIDDLE/HIGH SCHOOL

901 East Ferry Street

Le Sueur, MN 56058

Phone: (507)665-5800 FAX: (507)665-6012

STAFF DIRECTORY

| <u>Name</u> | <u>Position</u> | <u>Email</u> | <u>Phone Ext</u> |
|-----------------------|---------------------------|------------------------------|------------------|
| Allison, Luke | Special Education | lallison@isd2397.org | Ext. 5876 |
| Baston, Jill | Grade 6 | jbaston@isd2397.org | Ext. 5809 |
| Browne-Krosch, Crista | Am Sign Lng | cbkrosch@projectsocrates.org | Ext. 5857 |
| Bruns, Rick | Social Studies | rbruns@isd2397.org | Ext. 5868 |
| Denn, Elizabeth | Special Education | edenn@isd2397.org | Ext. 5858 |
| Fails, Casey | Science | cfails@isd2397.org | Ext. 5883 |
| Fritz, Sherri | Social Studies | sfritz@isd2397.org | Ext. 5856 |
| Froehlich, Shannon | Art | sfroehlich@isd2397.org | Ext. 5821 |
| Goltz, Jeremy | Science | jpgoltz@isd2397.org | Ext. 5889 |
| Greisen, David | Special Education | dgreisen@isd2397.org | Ext. 5880 |
| Hennen, Maria | World Language-Spanish | mhennen@isd2397.org | Ext. 5872 |
| Hill, Tracy | Brailist | thill@isd2397.org | Ext. 5860 |
| Hollnagel, Melissa | Communications | mhollnagel@isd2397.org | Ext. 5816 |
| Hovick, Jennifer | Phy Ed/Health | jhovick2@isd2397.org | Ext. 5819 |
| Hynes, Sue | Special Education | shynes@isd2397.org | Ext. 5870 |
| Korbel, Janelle | Speech Clinician | jkorbel@isd2397.org | Ext. 5844 |
| Kubasta, Zach | Music-Vocal | zkubasta@isd2397.org | Ext. 5838 |
| Lewis, Eric | Grade 6 | elewis@isd2397.org | Ext. 5857 |
| Liu, Peiling | ESL Instructor | pliu@isd2397.org | Ext. 5854 |
| Lowe, Rachel | Music-Instrumental | rlowe@isd2397.org | Ext. 5837 |
| Luepke, Kathy | Special Education | kluepke@isd2397.org | Ext. 5876 |
| Marcussen, Don | Business Education | dmarcussen@isd2397.org | Ext. 5864 |
| May, Mike | Phy Ed/DAPE | mmay@isd2397.org | Ext. 5835 |
| O'Neill, Ellen | Grade 6 | eoneill@isd2397.org | Ext. 5885 |
| Polson, Cole | Communications | cpolson@isd2397.org | Ext. 5885 |
| Propp, Brad | Science | bpropp@isd2397.org | Ext. 5884 |
| Robinson, Payne | Communications | probinson@isd2397.org | Ext. 5863 |
| Ronningen, Jared | Industrial Technology | jronningen@isd2397.org | Ext. 5826 |
| Shoemaker, Courtney | Family & Consumer Science | cshoemaker@isd2397.org | Ext. 5808 |
| Steiger, Robert | Social Studies | rsteiger@isd2397.org | Ext. 5869 |
| Stenzel, Polly | Mathematics | pstenzel@isd2397.org | Ext. 5865 |
| Stockwell, Karen | Special Education | kstockwell@isd2397.org | Ext. 5879 |
| Weber, Zac | Math | zweber@isd2397.org | Ext. 5867 |
| Wendlandt, Ryan | Communications/Reading | rwendlant@isd2397.org | Ext. 5873 |
| Wentzlaff, Theresa | Library Assistant | twentzlaff@isd2397.org | Ext. 5830 |
| Wolf, Ryan | Math | rwolf@isd2397.org | Ext. 5887 |
| Zeiher, Ann | Math | azeiher@isd2397.org | Ext. 5866 |

For a complete Staff Directory, please visit www.isd2397.org and select "Staff Directory"

2020-21 MIDDLE/HIGH SCHOOL DAILY SCHEDULE

Regular 7 Period Schedule

Hours

1 8:10-9:02
2 9:07-9:58
3 10:03-10:54

HS Lunch 10:54-11:24

HS 4 11:29-12:20

MS 4 10:59-11:50

MS Lunch 11:50-12:20

5 12:25-1:16

6 1:21-2:12

7 2:17-3:08

Two Hour Early Out Schedule

Hours

1 8:10-8:45
2 8:50-9:24
3 9:29-10:03
4 10:08-10:42

HS Lunch 10:42-11:12

HS 5 11:17-11:51

MS 5 10:47-11:21

MS Lunch 11:21-11:51

6 11:56-12:30

7 12:35-1:08

Two Hour Late Start Schedule

Hours

1 10:10-10:45
2 10:50-11:24

HS Lunch 11:24-11:54

HS 3 11:59-12:33

MS 3 11:29-12:03

MS Lunch 12:03-12:33

4 12:38-1:12

5 1:17-1:51

6 1:56-2:30

7 2:35-3:08

Le Sueur-Henderson Public Schools 2020-2021 Calendar



PARK 665-4700
HILLTOP 665-5900
MIDDLE/HIGH SCHOOL 665-5800
ZIEBARTH 665-4626
DISTRICT OFFICE 665-4600

www.isd2397.org

The Board of Education reserves the right to change or modify the calendar.

| JANUARY 2021 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

- 1 NO SCHOOL-Winter Break
- 28 2-Hour Early Out
- 29 NO SCHOOL-E/MS/HS Workday
End of E/MS/HS Semester 1

Jan. Student Days: 19
 Total Student Days: K-5: 87, 6-12: 89
 Teacher Contract Days: 20
 Total Teacher Contract Days: 97

- 24-25 New Teacher In-Service Days
- 26 E/MS/HS In-Service
- 27 NO SCHOOL-Teacher Work Day
- 28 NO SCHOOL
- 31 E/MS/HS In-Service

| AUGUST 2020 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

Teacher Contract Days: 3
 Total Teacher Contract Days: 3

| FEBRUARY 2021 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

- 12 2-Hour Early Out
- 4 & 9 Elem P/T Conf. (Eve)
- 25 MS/HS P/T Conf. (Eve)
- 26 E/MS/HS In-Service

Feb. Student Days: 19
 Total Student Days: K-5: 106, 6-12: 108
 Teacher Contract Days: 20
 Total Teacher Contract Days: 117

- 1 E/MS/HS In-Service
- 2 NO SCHOOL- Teacher Work Day
Open House MS/HS
- 3-7 NO SCHOOL-Labor Day
- 8 K-5 Parent/Teacher Conferences
(12p-8p) MS/HS First Day of School
- 9 K-5 Parent/Teacher Conferences
(8a-3p)
- 10 K-5 First Day of School
- 25 2-Hour Early Out

| SEPTEMBER 2020 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

Sep. Student Days: K-5: 15, 6-12: 17
 Total Student Days: K-5: 15, 6-12: 17
 Teacher Contract Days: 19
 Total Teacher Contract Days: 22

| MARCH 2021 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

- 31 2-Hour Early Out

Mar. Student Days: 23
 Total Student Days: K-5: 129, 6-12: 131
 Teacher Contract Days: 23
 Total Teacher Contract Days: 140

- 14 2-Hour Early Out
- 15-16 NO SCHOOL - MEA

| OCTOBER 2020 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Oct. Student Days: 20
 Total Student Days: K-5: 35, 6-12: 37
 Teacher Contract Days: 20
 Total Teacher Contract Days: 42

| APRIL 2021 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

- 1 NO SCHOOL
- 2 NO SCHOOL
- 5 NO SCHOOL

Apr. Student Days: 19
 Total Student Days: K-5: 148, 6-12: 150
 Teacher Contract Days: 19
 Total Teacher Contract Days: 159

- 6 NO SCHOOL-E/MS/HS Workday
- 12 2-Hour Early Out E/MS/HS-P/T Conf. (Eve)
- 13 NO SCHOOL-E/MS/HS In-Service
- 17 E/MS/HS-P/T Conf. (Eve)
- 25 2-Hour Early Out
- 26-27 NO SCHOOL-Thanksgiving Break

| NOVEMBER 2020 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

Nov. Student Days: 17
 Total Student Days: K-5: 52, 6-12: 54
 Teacher Contract Days: 19
 Total Teacher Contract Days: 61

| MAY 2021 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

- 14 2-Hour Early Out
- 28 Seniors last day
- 30 Graduation
- 31 NO SCHOOL-Memorial Day

May Student Days: 20
 Total Student Days: K-5: 168, 6-12: 170
 Teacher Contract Days: 20
 Total Teacher Contract Days: 179

- 22 2-Hour Early Out
- 23-31 NO SCHOOL-Winter Break

| DECEMBER 2020 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

Dec. Student Days: 16
 Total Student Days: K-5: 68, 6-12: 70
 Teacher Contract Days: 16
 Total Teacher Contract Days: 77

| JUNE 2021 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

- 3 Last Day of School- 2 Hour Early Out
End of MS/HS Semester 2
- 4 Teacher End of Year Work Day/
Emergency Closing Make Up Day

Jun. Student Days: 3
 Total Student Days: K-5: 171, 6-12: 173
 Teacher Contract Days: 4
 Total Teacher Contract Days: 183
 Teacher Days Including Eve: 185

I. GENERAL INFORMATION

BACKPACKS

All backpacks will remain in lockers from 8:10 to 3:08 each day. Students will not carry backpacks/excessively large purses/briefcases and any other item administration deems too large to and from classes each day.

CLOSED CAMPUS

Le Sueur-Henderson Middle and High School is a closed campus. Only Seniors may leave during lunch and Seniors eligible for Senior Privileges may leave during Study Hall. Students who have signed up to take online classes or PSEO must elect to be on campus or off-campus for the entire semester. Students who remain on campus during online classes or PSEO will be assigned to a designated area of the building where attendance will be taken each day. Students who elect to be off campus during their online class must leave school property each day and sign in/out through the school office.

CRISIS MANAGEMENT - EDITED

The Le Sueur-Henderson School District has in place a Crisis Management Plan to provide guidelines, structure, and a process in dealing with a range of crisis situations which may interrupt the normal operation of school at our building sites and/or in our community. The plan provides a process to deal with any situation that has the potential to result in physical injury to one or more students, staff, or community members.

The key elements of the Crisis Management Plan involve the following:

- Routine and emergency building security procedures
- Keeping our students and staff safe and out of harm's way
- Identifying the specific role of each member of the school staff during a crisis
- Informing school district staff using information channels to communicate effectively
- Dealing effectively and fairly with the news media and
- Stopping the rumor mill (internally and externally).

For more information, please review [District Policy 806](#).

DATA PRIVACY/RELEASE OF STUDENT INFORMATION- NEW

Student records are classified as public, private, or confidential. State & federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. The directory information identified by the Le Sueur-Henderson School District can be found in Policy #515. Per Federal law, Le Sueur-Henderson Schools provides a list of high school students to secondary institutions and military recruiter offices as requested, unless the parent or student requests in writing that their name be removed from the listing. This information is public. The parent or student may, however, notify the school in writing that any or all of the information listed here not be released on that individual student. Parents (or students 18+) who do not want this information to be shared should give notice in writing to the district by October 1st of each year. For more complete information on the rights of parents/guardians and eligible students regarding student records, please review District Policy #515.

EMERGENCY EVACUATION PROCEDURES

Emergency evacuation procedures are posted in each classroom. It is the student's responsibility to know the procedure for each classroom.

FAMILY/CHURCH NIGHT

By virtue of a long standing agreement with the Le Sueur-Henderson Ministerial Association, Wednesday evenings are to be free of school activities. No school activities are to be scheduled after 5:45 p.m. on Wednesdays unless specifically approved by the Superintendent.

FEES - NEW

Materials that are part of the basic educational program are provided with state, federal and local funds at no charge to a student. Fees may be charged to students under circumstances including:

- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies or equipment.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Cost of school equipment or material either lost, destroyed, broken, or unduly damaged through carelessness or failure to follow instructions, in the amount necessary to restore the item involved to service.
- Use of musical instruments owned or rented by the school district.
- Participation fee for co-curricular activities such as athletics. See the activities office for information about these fees.
- Cost of the yearbook, graduation announcements, or class rings.
- A school district sponsored driver or motorcycle education training course.

Students are required to furnish their own paper, pencils, pens, notebooks, graph paper, sketchpads, calculators, physical education clothing, tennis and athletic shoes and other items of personal equipment.

LOST AND FOUND

The lost and found service is located in the office. Contact the receptionist if you have lost or found items. Students should not leave money or valuables in lockers. Keep your locker locked at all times and do not share your locker combination with others.

PLEDGE OF ALLEGIANCE - NEW

In accordance with state law, schools in the district recite the Pledge of Allegiance to the United States of America one or more times each week. Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice.

POSTERS, BANNERS, SIGNS, AND BULLETIN BOARDS - NEW

School sponsored co-curricular activities may post signs/banners/posters to advertise activities concerning school functions with the approval of their group's advisor. School clubs may post signs to advertise meeting times and location with the approval of school administration. Functions that are not school sponsored must have approval of school administration before being posted. Le Sueur-Henderson Middle/High School will have designated posting areas within the building, and all signs/banners/posters must be within these designated posting areas. Any sign/banner/poster not posted in the approved areas or posted without administrative approval will be removed. Those who post information are expected to remove it the school day following the event. Prior permission of administration is required of anyone for the distribution or selling of pamphlets in or about Le Sueur-Henderson Middle/High School.

SCHOOL HOURS

Students are scheduled into classes from 8:10 to 3:08 each day. Students are responsible to report to their assigned classes in the time allowed. The building is open from 7:30 a.m. to 4:00 p.m. for students to use the library or meet with teachers. Students are expected to conduct themselves appropriately during this time. Loitering in the building is not allowed.

SENIOR PRIVILEGES

Senior Privileges is a program for seniors who are on track for graduation. Students must have attained a minimum of 20 credits at the beginning of their senior year and 22.5 at the beginning of the second semester of

their senior year. Students must demonstrate responsibility by maintaining a minimum cumulative GPA of 2.0 or a most recent quarter GPA of 2.0 and sustaining a positive attendance record (no more than 5 excused or unexcused absences per semester and no more than 3 tardies during a semester). Seniors who qualify are released from school during their lunch. Senior Privileges will be removed for disciplinary, academic, and/or attendance issues. Seniors who qualify for Senior Privileges must complete the application form, have their parent or guardian sign it, and submit it. Seniors will be informed by the principal or their designee when they have been approved.

STUDENT INSURANCE

The school district has no student insurance for accidents occurring at school.

STUDENT LOCKERS - NEW

Students and parents are reminded that lockers are school property and “on loan” to the student for the school year. It is the responsibility of the student to ensure that no one else has the combination for the locker, and to keep the contents of the locker free of illegal or dangerous items. Valuables; including wallets or purses, should not be kept in the locker, as the district assumes no responsibility for lost or stolen items. Only school locks are allowed on lockers; this does not apply to athletic lockers. Other locks used in locker rooms will be removed, even if the lock is destroyed (with no replacement compensation), when deemed necessary by school administration. Students are reminded to report any problems with their locker, repairs needed or theft immediately. If the locker is damaged, a fine will be assessed. The fine will be based on the cost of the repairs. According to District Policy #502, school officials may inspect the interiors of lockers for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student’s personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials. Students may be held responsible for damage done to his/her locker. All lockers must be emptied completely by the last day of the completion of each school year.

STUDENT MESSAGES/DELIVERIES - NEW

Parents/guardians are asked to refrain from calling students during the school hours. Only urgent phone messages from a parent/guardian will be delivered to students. Students are expected to stop in the office for packages delivered from parents. No work related messages from employers will be delivered. No student-to-student messages will be delivered. The school will not accept delivery of gifts, flowers, food, etc. for students.

STUDENT PARKING

Student parking will not be assigned and will be on a first come, first choice basis each day. Students will need to complete a parking permit registration form and submit payment to the Le Sueur-Henderson High School office. This can be done beginning on the third Monday in August. The cost for a parking pass will be determined by the following dates of purchase and be valid through the school year:

- **Permits purchased between August 2020 - Nov. 6, 2020 - \$70.00**
- **Permits purchased between Nov. 9, 2020 - Jan. 29, 2021 - \$52.50**
- **Permits purchased between Feb. 1 - March 31, 2020 - \$35.00**
- **Permits purchased between April 3 - June 3, 2020 - \$17.50**

Upon receipt of payment and registration, the student will receive a parking permit allowing them to park in the North or West parking lots at LS-H High School. The school bus lot and faculty lot off of Ferry Street are off limits to students from 7:30 a.m. to 4:00 p.m. Parking lot will be randomly checked for vehicles that do not have permits as well as cars parked in nonstudent locations. Vehicles parked on school grounds without the proper permit or parked in nonstudent locations will be towed at the owner’s expense. Interiors of students’ vehicles in

school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of a law, school policy, or rule. If a search yields contraband, school officials may seize the item and may turn it over to legal authorities when appropriate. A student who violates this policy may be subject to withdrawal of parking privileges and/or discipline according to the school district's "Student Discipline" policy.

VISITORS- EDITED

Students enrolled in other school districts may not attend LS-H Middle and High School during the academic day. They are welcome to attend extra curricular activities and must follow the guest procedures outlined for all school dances.

We value and encourage parental involvement. We also encourage parent visits to school, especially for special events such as concerts, conferences, open house, and sporting events, and also for volunteering opportunities. We also encourage parents to visit during the school day. In the interest of assuring student safety and minimizing disruptions to the educational process, visitors who plan to come in during the student day (8:10 AM-3:08 PM) must abide by the following guidelines:

1. Parents are welcome to visit the guidance or administrative offices at any time during the school day, but appointments are advised if you wish to see a specific person.
2. Please notify the school office at least 24 hours in advance if you wish to visit a classroom so that the teacher can also be notified.
3. Please do not use the classroom visit for parent-teacher conferencing. Teacher conferences should be scheduled for before 8:10 AM or after 3:08 PM.
4. Please do not bring others, especially young children, on your visit.
5. Classroom visitation will, in general, be permitted only for classes in which your child is enrolled and presently attending.
6. Actions or demonstrations that draw attention or disrupt the class in any way are prohibited.
7. Visitors will not audiotape, videotape or take photographs during the class without prior permission from the principal.
8. The names of students shall not be mentioned by the visitor when publicly discussing anything observed during the visit.
9. If a parent requests a visit to his or her school and custody of the child is an issue, the principal will abide by existing legal agreements.
10. School administrators have the discretion to adopt or enforce more specific and/or restrictive rules governing visits to school buildings.

Visitors must report to the school office when they arrive to obtain a visitor's pass. This is done to assure student safety. An individual or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district. During the school day, visitors will be asked to present a government-issued ID, such as a driver's license or passport, which will be scanned into the system. The Raptor system will then conduct an on-the-spot background check against the national sex-offender database. Once entry is approved, a sticker badge will be issued. The system does not create a copy of the ID. The Raptor scanner collects the ID photo, name, date of birth, and the last four digits of the license number. All visitors will both register and check out in the school office.

WEATHER EMERGENCIES

School cancellations or emergency late starts will be announced through the school notification system and on radio stations KEEZ (Z99) 99.1 FM; KYSM 103.5 FM; KRBI 105.5 FM; KMKO 95.7 FM (all are Three Eagles Radio Stations in Mankato); KCHK New Prague 103.5 AM, 95.5 FM and TV stations WCCO Channel 4, KSTP Channel 5, KMSP Channel 9, KARE Channel 11 and KEYC Channel 12. Please use these notification systems,

rather than calling the school. It is important our lines are available for emergency calls. All activities and practices are canceled when school is canceled.

II. ACADEMICS

ACADEMIC INFORMATION (GRADES 9 – 12)

COMPUTING GRADE POINT AVERAGE

Each grade is given a value. The quarterly GPA is the average value of the grades earned in the quarter just completed.

Grades are valued as follows:

| | | |
|-------------|------------|-----------|
| A = 4.00 | B- = 2.667 | D+ = 1.33 |
| A- = 3.667 | C+ = 2.333 | D = 1.000 |
| B + = 3.333 | C = 2.000 | D- = .667 |
| B = 3.000 | C- = 1.667 | F = .000 |

FLEX LEARNING DAYS DUE TO EMERGENCY CLOSINGS

The term “flexible learning day” refers to a school day when instead of coming to our school buildings, teachers and students will be working off-site. Students in grades K-12 will do different learning activities throughout the flexible learning day.

Flexible Learning Days are intended to counter the loss of curriculum momentum resulting from school cancellations due to Minnesota’s winter weather. Flexible Learning Days cannot replace the face-to-face time students have with their teachers but it can provide better continuity when school is interrupted. Flexible Learning Days also negate the need for makeup school days in June.

The first two weather related days of school closure will not be made up and there will be no assignments. However, the third through seventh weather related emergency closings will be Flexible Learning Days. All Flexible Learning Days count as a day of school for our students and teachers; there will be required assignments.

A maximum of five Flexible Learning Days can occur per school year. If we exceed that threshold, then the District will activate the Emergency Make Up Days as denoted on the school calendar.

*This is a summary of the Flex Learning Days Procedures. To view the complete procedure, please visit our website www.isd2397.org

GRADUATION RECOGNITION

Le Sueur-Henderson High School will give special recognition for student academic achievement at the Commencement Ceremony as follows:

Honors: (GPA 3.0 to 3.5) will be recognized at the Graduation Ceremony as graduating with Honors and noted in the program.

High Honors: (GPA 3.51 to 3.85) students will be recognized at the Graduation Ceremony with yellow cords and noted in the program.

Graduating with Distinction: (GPA 3.86 and above) will be recognized at the Graduation Ceremony with medals and noted in the program.

*Graduation recognition will be determined at the end of first semester of senior year.

Students graduating with Distinction will be eligible to apply to speak at the graduation ceremony. Students will apply to the Faculty Leadership Team (SPDLT) and they will determine who will speak at graduation. The application will include why they wish to address the class and community and demographic information.

GRADUATION REQUIREMENTS - EDITED

A primary goal of Le Sueur-Henderson High School is that each student who attends will be college and career ready upon graduation. We also strive to help each student be healthy, safe, engaged, supported, and challenged. All students must meet the requirements for graduation as prescribed by the State of Minnesota and the School Board of Independent School District #2397. For a detailed explanation of graduation requirements, see Student Registration Guide.

HONOR ROLL

1. Students must carry a minimum of three classes with letter grades to be listed on the honor roll.
2. Any class which is graded S (satisfactory) or U (unsatisfactory) will not be computed for honor roll purposes.
3. Students have the opportunity of being recognized each quarter in one of three levels:
A Honor Roll: GPA of 3.667 or above
B+ Honor Roll: GPA of 3.333 - 3.666
B Honor Roll: GPA of 3.000 - 3.332

INCOMPLETE GRADES - EDITED

Incomplete grades are given only due to circumstances beyond the control of the student. Students who receive an incomplete at the end of a grading period have 2 weeks (10 school days) to complete the work. After that time, work not turned in will receive a failing grade.

SCHEDULES - NEW

Students must be registered and attending LSHS for seven periods each semester. Students may only register for two periods of study hall. Any variation from these guidelines would be at the principal's discretion.

SCHEDULE CHANGES - NEW

During summer, schedule changes can only be made during "Back to Business Days." Phone calls and emails regarding schedule changes will not be accepted. To make schedule changes once school starts, students must make changes during the first four days of the semester. Please note that the counselor will only be making schedule changes during the first four days of each semester. Because a thorough registration process occurred in Spring semester of the previous school year that determined section numbers and teacher allocations, schedule change requests can only be made for the following reasons:

1. The student does not have the prerequisite(s) for the class listed.
2. The student failed a class.
3. There is an obvious error (two classes scheduled at the same time).
4. A class that is needed to graduate is not listed or was dropped from the schedule.
5. The schedule is unbalanced.

Due to the importance of keeping our class size as low as possible, changes cannot be accepted for the following reasons:

1. The student has not completed summer requirements.
2. To request a specific teacher or hour.
3. To have a class with a friend.
4. To have a specific lunch period.

SECTION 504 POLICY STATEMENT: - NEW

Section 504 is a federal regulation that prohibits discrimination against persons with a disability in any program with federal financial assistance. It defines a person with a disability as anyone who:

1. Has a physical or mental impairment which substantially limits one or more major life activity such as caring for one's self, performing manual tasks, seeing, hearing, speaking, breathing, learning and working;
2. Has a record of such an impairment; or
3. Is regarded as having such impairment. (34 Code of Federal Regulations Part 104.3)

It is the policy of the Le Sueur-Henderson Board of Education to provide a free and appropriate education to each handicapped student within its jurisdiction, regardless of the nature or severity of the handicap. It is the intent of the district to ensure that students who are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be handicapped under this policy even though they do not require services pursuant to the Individuals with Disabilities Act (IDEA). Due process rights of handicapped students and their parents under Section 504 will be enforced. Questions or concerns can be directed to the school office.

SPECIAL EDUCATION - NEW

The district takes pride in offering high quality staff and programs to students with special needs for learning. Several special needs programs are offered within the school or in cooperation with the Minnesota Valley Education District (MVED).

STUDENT AND PARENT COMMUNICATION TIMELINES - EDITED

Students and parents should check final grades on Infinite Campus at the end of each term. See the 2020-2021 school calendar for dates.

III. ACTIVITIES

CO-CURRICULAR ACTIVITIES INFORMATION

Students are encouraged to participate in the many co-curricular activities available at Le Sueur-Henderson High School. Information regarding participation fees and head coaches/advisors can be found in the LS-H Activities Handbook.

A MSHSL Parent Permission form must be signed by both parent and student once each year; also, a physical examination form must be on file signed by doctor, parent and student and must be renewed every three years. (Participants cannot begin without these forms).

CO-CURRICULAR ACADEMIC ELIGIBILITY STANDARDS

Academic achievement and co-curricular activity participation go hand in hand to promote the educational growth of each student. Whenever there is a question of priority, however, we at Le Sueur-Henderson High School believe that academics should take precedence. For this reason and to encourage achievement in both curricular and co-curricular areas, the following academic standards and eligibility guidelines have been established.

In order to be eligible for all co-curricular events, students must have all school work current and up to a passing level. Every two weeks, starting with the 3rd week of each semester, a "deficiency list" will be generated by the Activities Director. All students whose name appears on the "deficiency list" will forfeit their privilege to participate in co-curricular events until they are passing all of their classes. In order to regain eligibility for co-curricular participation, ineligible students are required to bring teacher-signed verification to the Activities Director or the Activities Director's Secretary that their schoolwork is at a passing level.

STUDENT IN GOOD STANDING EXPECTATIONS

All Homecoming/Snow Week Dance/Prom/School Dance/Valleyfair attendees must qualify as a student in good standing. To qualify as a student in good standing, A student must:

- Complete all assigned detention time.
- Pay all fees.
- Not be serving any in or out of school suspension or exclusion during the scheduled event.
- Not have a record of repeated behavioral violations. Such a record may result in loss of participation as determined by school administration.
- Not have more than 4 unexcused absences at school for Homecoming
- Not have more than 6 unexcused absences at school for Snow Week
- Not have more than 7 unexcused absences at school for prom or Valleyfair.

A student who is not in good standing significantly compromises their education and the integrity of the school environment. Students must understand that going to homecoming and/or prom is a privilege and that their primary responsibility is to maximize their academic opportunities while at LS-H.

MOOD ALTERING CHEMICALS

Students are subject to Minnesota State High School League Rules.

PENALTIES FOR CATEGORY I: ATHLETIC, ACTIVITIES, DEBATE, SPEECH, ONE ACT PLAY

1. 1st Offense: Student will lose eligibility for the next 2 consecutive contests or 2 weeks of a season in which the student is a participant, whichever is greater.
2. 2nd Offense: Student will lose eligibility for the next 6 consecutive contests or 3 weeks of a season in which the student is a participant, whichever is greater.
3. 3rd Offense: Student will lose eligibility for the next 12 consecutive contests or 4 weeks of a season in which the student is a participant, whichever is greater.

PENALTIES FOR CATEGORY II: MUSICAL ACTIVITIES, VISUAL ART ACTIVITIES

1. 1st Offense: Student will lose eligibility for the next activity performance.
2. 2nd Offense: Student will lose eligibility for the next two (2) activity performances.
3. 3rd Offense: Student will lose eligibility for the next four (4) activity performances. If a student is involved in both categories, they are required to serve penalties in each.

*Students with a chemical violation that have not completed their penalty are ineligible to be royalty candidates for Homecoming or Snowball or participate in other school sponsored activities.

DUE PROCESS PROCEDURE

A student, parent or guardian wishing to contest a school's decision regarding eligibility may appeal that decision by contacting the Activities Director's office for a copy of the Due Process Procedure.

FEE WAIVER

District policy allows activity fees to be waived on the basis of undue hardship or family income/family need. The Activities Director will determine eligibility.

- Students who qualify for "free lunch" will have their fee waived.
- Students who qualify for "reduced lunch" will pay 1/2 the required fee.

Please notify the Activities Director if you qualify for free/reduced lunches.

ACTIVITY PASSES

Activity passes may be purchased at the High School Activities Office or at the ticket gate before games. The passes may be used for all regular season home events, excluding tournaments and/or playoffs. *These passes cannot be used for post-season events.*

Student Season Pass: \$30
Adult Season Pass: \$75

Sr. Citizens - LSH Taxpayer (60 & Over): Apply to A.D. for Free Pass
Sr. Citizen Non-LSH Taxpayers: (60 & Over) \$30

MINNESOTA RIVER CONFERENCE SPORTSMANSHIP CODE

- Accept the decisions of the contest officials.
- Avoid unsportsman-like gestures or language.
- Display modesty in victory and graciousness in defeat.
- Show respect for opposing coaches, players and fans.
- Show respect for public property.
- Show respect for coaches decisions during and after games.
- Be positive and refrain from negative comments

SCHOOL DANCES - NEW

All LSHS students attending school dances are required to have a LS-H photo ID for admission. Non-LSH students may also attend if they attend with a LS-H student and have completed a school dance verification form available in the office. Guest must at least be in 9th grade and younger than 21 years of age. Appropriate behavior and dancing must be displayed at all times, or students will be asked to leave the dance.

Prom is a formal evening that is sponsored by the Junior class and includes a grand march and dance. All 11th and 12th grade students are invited. The following guidelines must be followed to participate in the event:

- All couples must register in the office.
- All participants are expected to dress formally.
- Administration reserves the right to deny a student from participating if they deem a student has not followed dress expectations for this event or the school dress code.
- 10th grade students may attend as the guest of an 11th or 12th grade student. Any student below 10th grade may not attend as a guest.

NATIONAL HONOR SOCIETY

The purpose of this organization shall be to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of secondary schools.

Membership in the Le Sueur-Henderson High School Chapter of the National Honor Society is an honor bestowed upon a student at an induction ceremony each May. To be eligible for membership, the candidate must meet the following criteria:

1. Be a member of the sophomore, junior or senior class.
2. Have a cumulative scholastic average of 3.33 ("B+") for the sophomore and/or junior year.

When candidates have met these scholastic criteria, they become probationary members and will be evaluated on the basis of service, leadership, and character. Probationary members become official members by a majority vote of the Honor Society Faculty Council and are inducted at a special ceremony in the spring.

Each year all members of the Le Sueur - Henderson Honor Society are required to plan and participate in one or more service projects that have the following characteristics: fulfill a need within the school or community; have

the support of the administration and the faculty; be appropriate and educationally defensible; and be well planned, organized and executed.

IV. STUDENT SERVICES

A'VIAND'S LUNCH/BREAKFAST PROGRAM - UPDATE PRICES FOR 20-21

A'Viand's, a food service management company, has been contracted to serve the students, staff and administration of the Le Sueur-Henderson ISD 2397.

***TICKET SALES:** We have a computerized system that allows parents/students to add money to their account. When a student eats a meal, we will deduct from the amount available.

Students will give their PIN number for lunch and breakfast. Students will be expected to settle their accounts in the mornings at the high school kitchen. **Checks should be made payable to ISD 2397, please indicate your child's name on your check memo.**

Breakfast will be available in the school cafeteria each morning from 7:40-8:00 a.m. Students should not arrive for breakfast until the scheduled time. School lunch menus are available in the serving line.

| Food Service Prices 2020-2021 | | |
|-------------------------------|--|--------|
| Student Breakfast | | \$1.50 |
| 6-12 Lunch | | \$2.85 |
| Extra Milk | | \$0.50 |

Information regarding free and reduced meal application procedures are made available to families in the fall of each year. If you need a form during the year please contact Marnie Davis at 665-5813, or the school office

*Please note: When a family qualifies for Free or Reduced meals, the school receives more state aid funding, even if the student(s) do not use the hot lunch program. If your family meets the guidelines, Please complete a form and return it to school. **More state funding means more educational opportunities for our students!***

PROCEDURE FOR NOTIFYING FAMILY OF ACCOUNT STATUS

- A. Food account balances are posted to the Infinite Campus Parent Portal daily for families to review.
- B. The parent/guardian will be notified when any of their children's accounts are \$5.00 or less according to the following procedures.
 - a. Middle / High School
 - i. Once a student's balance becomes \$5.00 or less, email notification will be sent to the parent/guardian contact by the Food Service Director.
 - ii. If the account becomes below \$0, an email and letter will be sent home by the Food Service Director.
 - iii. When the balance is -\$15.00, a phone call to parent/guardian will be made by the school counselor, secretary, or food service director. Referral to counselor from Admin. Students will not be allowed to take items beyond a single reimbursable meal.
 - iv. When the balance is at -\$30.00, Building principal or designee will meet with the family.
- C. Families using Non-Sufficient Fund Checks to replenish their lunch accounts will be charged \$15.00 for collection charges.

- D. At the end of the year, significant negative accounts (below -\$50) for Food Service Fund Balances and/or unreturned or damaged school district property will be sent to collections after attempts have been made to contact parents/guardians.

SCHOOL NURSE - UPDATED

A certified school nurse is in the district during the school day to provide health services for all students and staff. A diagnosis of any illness is not made by the nurse. Health services include: (1) first aid, (2) hearing and vision screening, (3) limited classroom teaching, (4) individual student/family health counseling, (5) immunization clinic, (6) scoliosis screening, (7) keeping of health records on each child, and (8) a resource for teachers.

If a student becomes ill at school, the parent or guardian, or a person designated by the parent or guardian is called by the school nurse. It is the parent responsibility to take the student home. In case of an accident, first aid will be administered and the parent or guardian will be called. If the student needs further treatment, it is the responsibility of the parent or guardian to transport the student to the doctor. In the event that a parent or guardian cannot be reached, the school will contact the physician listed on the student information form or make whatever arrangements necessary to provide health service to the child.

It is very important to update the student information form for each of your students each Fall, so we have the most current information should illness or an accident occur during the school day. If any changes occur during the year please contact the school secretary with a new address, phone number, work phone, neighbor contact, etc.

Illnesses

Students not feeling well must report to the nurse's office. Students calling a parent/guardian for pickup from school prior to seeing the school nurse will receive an unexcused absence. When your child is ill, please call the school daily to report the illness. If we call because your child has become ill, please make arrangements for your child to be picked up within an hour.

Many students and parents are concerned about when students should stay home or attend school. The following information is intended to help with this decision:

- If the student has had a fever of 100 degrees or more, the student should stay home for 24 hours after the temperature returns to normal without medication
- If the student has vomited or had diarrhea, he/she should stay home until 24 hours after the last episode
- If the student has any rash that may be disease-related or the cause is unknown, check with your health care provider before sending him/her to school
- If the student has open/draining skin sores, or inflamed/draining eyes or ears the student should stay home until seen by your healthcare provider

ESSENTIAL OILS AND OTHER SCENTED PRODUCTS

Staff will not administer essential oils to students. If the student has a Doctor's prescription for essential oils, this should be administered by the nurse or designee. Staff will be cognizant of student health concerns that may be heightened with scents. Some students are sensitive to air fresheners, diffusers, essential oils or other scented products. If a classroom has a student or staff member that is sensitive, that classroom should not use these products. Please talk to the school nurse if you are unsure if a student is sensitive to these products.

GUIDANCE COUNSELOR

Mission Statement

The mission of the Guidance and Counseling Program is to empower all learners to lead satisfying lives in the present and to make successful connections to the future.

Services available to every student:

- Helping students plan a program, select courses and change schedules if necessary.
- Testing and interpretation of test scores.
- Providing career information.
- Helping students deal with a personal crisis.
- Assisting individual students with decision making and goal setting.

Location

The Guidance Center is located in the main office. Ms. Ingrid Al-Sattam is the School Counselor for students in grades 9-12.

Ms. Karla Undeberg is the School Counselor for students in grades 6-8 and high school AVID students. The Middle School Guidance Counselor Office is located on the second floor of the middle school.

Career Development Center

This area is accessible to all students and is located near the high school counselor's office. It includes numerous print and computer-based resources for younger students to begin exploring careers or to help older students prepare for post-secondary school training (2-year, 4-year and technical colleges), the military or employment. Internet connection is available for student use to search for post-secondary admission, testing and financial aid as well as for general career exploration.

Appointments

To make an appointment with the counselor, check with the counselor and set an appointment. Parents who wish to make an appointment to discuss their student's needs may do so by contacting their student's guidance counselor.

Ingrid Al-Sattam: (507) 665-5807
ialsattam@isd2397.org

Karla Undeberg: (507) 665-5806
kundeberg@isd2397.org

Program Outcomes

1. To provide guidance and counseling services that are flexible and relate to a variety of current student needs.
2. To assist all students to develop self-understanding and a positive self-concept.
3. To assist all students to develop effective human relations.
4. To assist teachers in their classroom relationships with students.
5. To provide positive intervention of students in need.
6. To assist all students to develop decision-making competencies.
7. To provide students with developmental career education experiences and information.
8. To help students relate their high school studies to their abilities and to their future career goals.
9. To assist students in applying to and being accepted at colleges and technical schools.
10. To provide students with information on post-high school opportunities in the workforce, the military, and other specialty careers.
11. To provide parents and students with current information on financial aid and scholarships.
12. To facilitate the administration of district-wide testing program.
13. To provide students, parents, teachers and administrators with standardized test results and interpretations.

LIBRARY MEDIA CENTER - EDITED

The Library Media Center (LMC) serves as an instructional facility for all students and staff. It is here that the critical skills of information gathering, analyzing, and evaluating are practiced and reinforced. Located in the LMC are: a main reading and instructional area, a mini-lab for students conducting online research and working on computer projects, a video viewing station, and access to a variety of resources.

The resources of the LMC are made available to all students. Students, in turn, are expected to demonstrate proper care of the materials, equipment and facilities. This includes sharing resources with others by returning them when due. Students will be charged fees for lost or damaged materials.

Use of the LMC during Study Hall

The library is a place for quiet study. Students using the center must not interfere with others working there. No food or pop is allowed in the library or the computer labs. Come to the centers prepared.

Grades 6-8 Procedure: Teachers will take their students to the LMC during classes and stay with them while they are in the LMC.

Grades 9 - 12 Procedure: To use the LMC during study hall, students must obtain a pass from the academic teacher who assigned the materials being worked on. No more than 5 students from any one study hall will be allowed to use the LMC during any given class period. All students must write their name on the sign-in sheets provided at the Media Center desk. Classroom teachers will accompany their students to the LMC and stay with them if more than 5 students need to use the LMC. Students who are taking online courses will not be allowed to use the LMC unless appropriate technology/resources are unable to be provided in their designated school location.

Penalty for Misuse of the LMC

Students who do not behave in a responsible manner will not be allowed to use the LMC for a time determined by the teacher and Dean of Students or Principal.

V. ATTENDANCE

ATTENDANCE PROCEDURES

It is the responsibility of the students, parents/guardians and the school to assure that the student attends school every day classes are in session. Absence, for whatever reason, is detrimental to a student's success. It is the student's responsibility to make up all work missed due to absence. In accordance with the regulations of the Minnesota Department of Education and the Minnesota Compulsory Attendance Law (MN. Stat.120A.22), students are required to be full time students and attend all assigned classes every day school is in session.

- Any student enrolled in PSEO courses, work experience programs, or on-line courses not affiliated with Le Sueur-Henderson School District #2397 may not be in the building without prior authorization during those periods due to a lack of supervision and potential disruption of the educational setting.
- No student may leave school property during school hours, unless authorized in writing by the Principal or Dean of Students with approval by a parent/guardian. Students must check out through the office if they need to leave the building during the school day. Leaving the school building without a pass will result in an unexcused absence for all classes missed.
- Students are not allowed to sit or be inside of a parked vehicle for any reason during the school day. Office permission must be obtained in order to go inside of a vehicle at any time during the school day; this includes the lunch period. Seniors who have obtained and intend to use Senior Privileges must leave school grounds during their study hall or lunch period. Loitering on school grounds is not allowed.
- Parent absence requests may be denied or counted as unexcused if they are for reasons other than those listed below.
- The school requires a phone call as early as possible. Office hours are 7:30 AM to 4:00 PM. Voicemail will be checked for those parents calling before the office is open. Absences not reported by parents will be recorded as unexcused. **THE ATTENDANCE LINE PHONE NUMBER is 507-665-5801.**

Excused Absences May Include:

- Illness of a student
- Extended illness (Medical Professional Verification May Be Required)
- Death of a family member
- Medical, dental, or orthodontic treatment, or a counseling appointment.
- Religious instruction not to exceed three hours in any week.
- Required court appearance
- Physical emergency conditions such as fire, flood, storm, etc.
- Official school field trip or other school/community-sponsored outings.
- Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
- Active duty in any military branch of the United States.
- A student's condition that requires ongoing treatment for a mental health diagnosis.
- Pre-approved/planned absences: The student is responsible for presenting the Pre-Arranged Absence Form to their teacher in order to obtain assignments for the time that he/she will be absent, this includes school related activities, dental/medical appointments which cannot be scheduled outside the school day, and vacations.
- Any other absences that are pre-approved by the administration. Written application for approval of vacation days must be submitted to the school office by a parent/guardian.

College Visits: - New

Students are allowed a combination of 3 (three) college visits during their junior and senior years. Additional days may be used with school approval. Parents should notify the attendance secretary in advance of the visit.

Student's Responsibility After an Excused Absence:

- Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- Work missed because of absence must be made up within 2 days from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

Unexcused Absences May Include:

- Truancy: An absence by a student which was not approved by the parent and/or the school district.
- Any absence in which the student/parent failed to comply with any reporting requirements of the school district's attendance procedures.
- Work at home.
- Work at a business, except under a school-sponsored work release program.
- Parent related work obligations - It is the parent's responsibility to ensure a child has transportation to attend school.
- Oversleeping.
- Car problems/trouble.
- Missing the bus.
- If suspended from the school district transportation, and the child does not attend school.
- Absences resulting from accumulated unexcused tardies, (3) tardies equal one unexcused absence.
 - Middle and High School: Up to 10 minutes late to a class
 - Your child will be considered ABSENT if he/she is more than ten minutes late to class.
- Any other absence not included under the attendance procedures set out in this policy.
- Skipping class.
- Leaving the building without office permission.

- Personal Business -- If an absence is absolutely necessary but the reason is too delicate or sensitive to discuss, the parent should call the Dean of Students or Principal who will ask for just enough information to determine that the absence should be excused. The administration has the right to determine the acceptability of using school time for personal business.

Parents should discuss, before the absence occurs, any other absences not mentioned above with the Dean of Students or Principal. For a student's absence to be excused, the parent or guardian shall notify the school by phone (507-665-5800) the morning of the absence.

Consequences of Unexcused Absences:

- Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.
- Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
- In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.
- A letter will be sent to parent/guardian after 3 (three) unexcused absences.
- If a student reaches 5 (five) unexcused absences a letter will be sent home and a parent meeting with the Dean of Students to make an attendance plan will occur. The county attorney's office may also be notified along with the county social worker.
- If a student reaches 7 (seven) unexcused absences they are considered habitually truant and the county attorney's office will be notified.
- Consequences of tardiness may include detention after 1 unexcused tardies. In addition 3 unexcused tardies are equivalent to one unexcused absence.

Participation in District Sponsored Extracurricular Activities and On-The-Job Training Programs:

This procedure applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.

- School-initiated absences will be accepted and participation permitted.
- A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
- If a student is suspended from any class, he or she may not participate in any activity or program that day.
- If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

Required Reporting

A. Continuing Truant (Ages 13-18) and Educational Neglect (Ages 5-12)

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse within a single school year for three or more class periods on three days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant or parent is in violation of educational neglect
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;

3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
4. That this notification serves as the notification required by Minn. Stat. § 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and
9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

C. Habitual Truant/Educational Neglect

1. A habitual truant/ educational neglect is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.

2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

VI. STUDENT CONDUCT

18 YEAR OLDS - NEW

Minnesota Law 120.06 states that school districts may impose the same rules and regulations on students 18-21 years of age as those imposed on students under 18. All Le Sueur-Henderson High School students are expected to adhere to the same set of policies and guidelines.

CELL PHONES/ELECTRONIC DEVICES - EDITED

LSH recognizes that cell phones and electronic devices can serve an educational purpose. Students are reminded that having a cell phone in your possession is a privilege at LS-H MS/HS. Students must adhere to each teachers' classroom expectations and guidelines in their specific classroom and learning spaces. Students are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, gang activity, etc. All electronic devices including, but not limited to, cell phones, radios, CD players, pagers, gaming devices, MP3 players, iPods, etc. must be turned off and concealed during instructional time and while in the media center and computer labs unless authorized by the classroom teacher for instructional purposes. Making or receiving a call or text messaging may only occur before or after school, during the individual student's assigned lunch, or during passing time. Students will not be allowed to leave class in response to any electronic devices. The use of earbuds in classrooms will be at the teacher's discretion. However, for safety reasons, earbuds will not be allowed outside of classrooms during the school day. Le Sueur-Henderson Middle/High assumes NO RESPONSIBILITY for the loss or theft of any electronic devices nor is it obligated to investigate any loss or theft. If you are concerned about loss or theft, leave the device at home. 6-8th grade students are expected to leave cell phones/electronic devices in their locker and will only have access to them during passing times or lunch.

Consequences:

Referral #1: Confiscation of the device plus verbal warning. Student will pick up device at the end of the day from the Dean of Students.

Referral #2: Confiscation of the device. Parent(s) will pick up the device at the end of the day from the Dean of Students or Principal.

Referral #3: (Insubordination) Confiscation of the device, student will be required to serve after school detention, and loss of Senior Privileges. Parent(s) will pick up device at the end of the day from the Dean of Students or Principal.

Referral #4: (Insubordination) Confiscation of the device plus student will be required to check device into the office for an extended period and be subject to detention. Parent(s) will pick up device at the end of the day from the Dean of Students or Principal

COMMUNICATION - NEW

Parents shall be notified as deemed appropriate by school personnel of the rules of conduct and resulting disciplinary actions except as provided otherwise by the Minnesota Pupil Fair Dismissal Act.

Bullying Report Form

A bullying report form has been established in an ongoing effort to maintain a safe learning environment. The purpose of the form is to provide students and parents with a simple way to report unsafe situations. Students can still share any concerns they might have with school staff. The Bullying Report Form is one more option students and parents have to help keep schools safe and communicate with district administrators.

[LSH Bullying Report Form Link](#)

FOOD AND BEVERAGES: - NEW

In an effort to maintain high quality school facilities, food and beverages may not be consumed in classrooms and other instructional areas (Ex. fine arts and physical education areas). Students are allowed to carry a water bottle in instructional areas of LS-H Middle/High School. Food and beverage purchased from A'Viand's Food Service may be consumed in the commons or near a second chance breakfast location. Food and beverage may not be consumed in hallways, classrooms, or other areas of the building. If litter becomes a problem in the commons, food and beverage privileges in that area will be removed. Similarly, if refuse from items purchased from vending machines becomes problematic, we will close off access to the vending machines during the school day. Only a principal may grant an exception to the food and beverage policy stated above. Students with special health needs may possess and consume food and/or beverages by arrangement through the health office.

NUISANCE/CONTRABAND ITEMS - NEW

“Contraband” means any unauthorized item, the possession of which is prohibited by school district policy and/or law. Such items as fireworks; lighters of any kind; paintballs & paintball guns; squirt guns; knives of any kind; laser pointers/pens; inappropriate media (pictures, magazines, items displaying the Confederate flag or other racial symbols/innuendos, etc.); incense; etc. are all contraband & are NOT allowed in school, on school property/grounds, at school activities, and/or on school buses. If a student inadvertently brings such an item(s) to school, the student needs to report directly to the school office with the item & turn it over to appropriate staff. If this is done accordingly, no consequences will be considered. These items will be confiscated and must be picked up by a parent. Repeated violations of this policy will be considered insubordination and will be subject to further disciplinary consequences.

PICTURES/VIDEO/AUDIO RECORDING: - NEW

Students shall not photograph or videotape other individuals at school or at school sponsored activities without their knowledge and consent, except for activities considered to be in the public arena such as sporting events or public performances. Use of cellular phones or other personal electronic devices is strictly prohibited in locker rooms and restrooms. Assuring academic integrity: Students shall not use cellular phones or other electronic

devices in any way that may cause a teacher or staff member to question whether the student may be cheating on tests or academic work or violating copyright policy.

Use of cellular phones or other personal electronic devices must not violate any other district policies, including those regarding student privacy, copyright, cheating, plagiarism, civility, student code of conduct, electronic technologies acceptable use, or harassment. If a violation occurs involving more than one District policy, consequences for each policy will apply.

TECHNOLOGY USE - NEW

The Le Sueur-Henderson School District is committed to teaching 21st century skills. We believe that using technology for teaching and learning supports communication, collaboration, critical thinking and creativity in the classroom. LS-H Schools want to ensure students develop the skills and knowledge necessary to responsibly navigate this emerging modern world. Therefore, Le Sueur-Henderson Schools has implemented a 1:1 (student to computing device) program for grades 4-12 using chromebooks to create a seamless and dynamic educational experience for students. All chromebooks are the property of Le Sueur-Henderson Schools and as a result may be seized and reviewed at any time. Students should have no expectation of privacy of materials found on the chromebook. Please review District Policy 524 and the Device Handbook for further information.

TENNESSEN WARNING - NEW

During investigations of student misconduct, students may have the right to say nothing. There may be consequences applied, regardless of the student’s decision. Students have the right to know the intended use of any personal information requested and who is authorized to see such information.

BEHAVIORS DEFINED AND CONSEQUENCES:

The following guidelines have been established in order to help students, parents, and teachers better understand the behavioral expectations for students. The consequences are aimed at assisting students in meeting expectations. They are not, however, absolute. Each disciplinary situation that arises will be handled with the best interests of the student involved and the school as a whole in mind. Therefore, professional judgment may be used when determining what, if any, consequences are enforced in a given disciplinary situation. The principal or designee may impose or recommend longer suspensions, expulsion, or any other discipline as appropriate on a case by case basis. Definition of violations follow the table.

| Violation | First Offense | Second Offense | Subsequent Offenses |
|--------------------------|--|---|--|
| Abuse of Technology | Varies depending on offense: Warning to possible recommendation for expulsion | | |
| Assault/Staff or Student | Suspension and possible recommendation for expulsion; parent conference; contact law enforcement | | |
| Bullying | Varies depending on offense: Warning, suspension, or recommendation for expulsion Bullying education with counselor | | |
| Bus Misbehavior | Warning and parent contact | Loss of riding privileges for one week and parent contact/meeting | Loss of riding privileges for the remainder of the school year and parent meeting. |
| Cafeteria Misconduct | Warning/Lunch Detention | Lunch Detention, Regular Detention | Possible permanent seating. Suspension and parent contact. |

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|---|---|---|--|
| | | and/or assigned seating. Parent Contact | |
| Cyberbullying | Varies depending on offense: Warning to possible recommendation for expulsion | | |
| Disorderly Conduct (Outside of classroom) | Warning and parent contact | Minimum of one hour of detention and parent contact | In-school suspension and parent contact |
| Disruptive Conduct (Classroom) | Removal from class for one class period; parent contact | Removal from class period for three days; parent contact | See Classroom Removal Policy |
| Electronic Devices (When NOT being used properly or used without teacher permission.) | Confiscation by teacher and given to office. Returned to student at end of day. | Confiscation by teacher and given to the office. Parents can retrieve at the end of the day. (Parent Contact) | Confiscation by teacher and given to office. Parents must retrieve. Parent meeting to discuss alternative plans to prevent future disruptions. |
| Fighting | Suspension; parent conference; contact law enforcement; Counseling | Suspension; parent conference; contact law enforcement; Counseling | 5 day suspension and possible recommendation for expulsion; parent conference; contact law enforcement; Counseling |
| Harassment/ Threats | Varies depending on offense: Warning to possible recommendation for expulsion | | |
| Hazing | Varies depending on offense: Warning to possible recommendation for expulsion | | |
| Improper Dress See Dress Standards | Change into proper clothing. Parent contact. | Change into proper clothing. Detention. Parent Contact. | Considered to be Insubordinate. Parent contact. |
| Insubordination | 1-2 days of In-school suspension or possible out of school suspension; parent contact | 1 - 3 days of in-school or out of school suspension; Parent conference. | 3-5 Day Suspension and possible recommendation for expulsion. Contact parents. |
| Leaving the building without | Detention | Increased time in detention. | Suspension |

| | | | |
|--|---|---|--|
| a pass. (This includes lunch.) | | | |
| Nuisance Objects | Varies depending on offense and object. | 1 – 3 day suspension; parent conference; possible law enforcement contact | Suspension; possible recommendation for expulsion |
| Plagiarism | Possible no credit and teacher discretion on possible retake. Parent contact. | Parent conference and possible failing quarter/semester grade. | |
| Cheating | Possible no credit and teacher discretion on retake. Parent Contact | Parent conference and possible failing quarter/semester grade. | |
| Theft, buying or receiving stolen goods | Return/replace; 1 - 5 day suspension. Contact parents and may involve law enforcement. | Return/replace; 3-7 day suspension; Contact parents and may involve law enforcement. | 5-9 day suspension and possible recommendation for expulsion. Contact parents and law enforcement. |
| Unnecessary use of physical force | Warning to suspension depending on the offense | | |
| Use or possession of tobacco or vaping products, including matches or lighter | 1 - 2 day suspension; confiscation; contact parents and law enforcement; Counseling | 3 day suspension; confiscation; contact parents and law enforcement; Counseling | Up to 5 days suspension; confiscation; contact parents and law enforcement Counseling |
| Use/possession of chemicals, alcohol or items intended to be used as mood altering | 3-5 day suspension; contact parents and law enforcement Counseling | 5 days suspension; contact parents and law enforcement; possible recommendation for expulsion Counseling | |
| Vandalism | Restitution; 1 - 3 day suspension. Contact parent and potential law enforcement involvement. | Restitution; 3-5 day suspension; contact parent and law enforcement. | Restitution; suspension and possible recommendation for expulsion; contact parent and law enforcement. |

| | | | |
|--|---|--|-----------------------------|
| Vulgar Language 1.General 2.Toward Staff | 1. Detention 2. ISS | 1.Detention or ISS 2. ISS or suspension | Suspension & parent meeting |
| Weapons, Possession and distribution | Suspension; contact parent and law enforcement; recommendation for expulsion. | | |

ABUSE OF TECHNOLOGY:

Technology is available to students in many areas. Its use can enhance student learning and offer opportunities for student creativity. Specific guidelines are outlined in the Acceptable Use Policy. The use of the school district system and access to use of the Internet is a privilege, not a right.

ASSAULT: STAFF OR STUDENT:

Assault is committing acts of verbal and/or non verbal coercion through intimidation or threat of force. Assault and battery is committing a physical attack upon another person with the intent of causing bodily harm.

BULLYING:

See School District Policy Bullying Prohibition at the end of the Le Sueur-Henderson High School Parent/Student Handbook.

BUS MISBEHAVIOR:

Safety is of prime concern for the school bus driver. A student is in violation of this rule when he/she interferes with the safe and efficient transportation of students to and from school and/or fails to accept and carry out reasonable instructions given by the bus driver. Students must remember that riding the school bus is a privilege, not a right.

CAFETERIA MISCONDUCT:

Le Sueur-Henderson Middle/High School has a closed campus (Except for Seniors) and students are expected to stay in school for lunch. Students are expected to behave appropriately and cannot take food out of the Commons.

CYBER BULLYING:

Cyberbullying is the act of using technology, such as the Internet or cellular phones, to bully or intimidate. Cyber bullying most often occurs outside of school; however, when the behavior causes a disruption at school and has a direct effect on school safety, students are subject to discipline. Cyber bullying includes messages intended for both students and staff members.

Students who engage in cyberbullying will suffer consequences ranging from a warning to expulsion.

DISORDERLY CONDUCT:

This is defined as engaging in obscene or abusive language or in boisterous and noisy conduct tending to arouse alarm or resentment in others (i.e. poor sportsmanship at athletic events, inappropriate cheers.) False fire alarms will result in an automatic five-day suspension and notification of police.

DISRUPTIVE CONDUCT (CLASSROOM):

Students who are disruptive in the classroom stop their own learning process and interfere with the learning process of other students.

ELECTRONIC DEVICES:

Electronic devices are generally a distraction to the educational process. Additionally, they can disrupt classrooms. If students choose to bring an electronic device to school, it must be muted so it does not disrupt the classroom. Lost or stolen items are often not retrieved and the school will not be responsible for them.

FIGHTING:

Fighting is mutual combat in which both parties have contributed to the situation by verbal and/or physical action.

Students are expected to avoid fights and to seek other non-violent means of resolving conflicts. To that end, they are expected to walk away from situations in which they are provoked if at all possible.

HARASSMENT: RELIGIOUS, RACIAL, AND SEXUAL HARASSMENT:

See District 2397 Policy Against Religious, Racial and Sexual Harassment and Violence at the end of the Le Sueur-Henderson Middle/High School Parent/Student Handbook. www.isd2397.org

HAZING:

See School District Policy Hazing Prohibition at the end of the Le Sueur-Henderson Middle/High School Parent/Student Handbook.

Athletes who violate this rule are subject to the same High School League consequences as those who violate High School League rules concerning chemical use and harassment. Participants in hazing or initiation may also be subject to criminal and/or civil action.

DRESS STANDARDS: EDITED

At Le Sueur-Henderson Middle/High School, we take pride in the appearance of our students and our learning environment. Our dress reflects the quality of our school, conduct, and adhering to basic standards of dress is preparation for adhering to standards of dress in professional settings after high school. All students must be attired appropriately. This means that all undergarments will be fully covered at all times, midriff will be fully covered at all times, back will be fully covered at all times, and posterior will be covered at all times. Shoes must be worn at all times and must not pose a risk to damaging school property.

The following types of clothing are examples of items that are not considered school or workplace appropriate and should not be worn during the school day. This includes, but is not limited to the following:

- Low-cut tops or bottoms
- Shorts or skirts that reveal buttocks
- Tank tops/halter tops that do not provide enough coverage
- Pants that reveal undergarments
- Any jewelry, accessory or clothing that could be used as a weapon is prohibited. This may include, but is not limited to: rings, chains, bracelets, spiked accessories, etc.
- Clothing that advertises tobacco, beer, liquor, drugs or contains a message that is lewd, vulgar, or obscene.
- Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in school policy.

Standards for attire and grooming while participating in elective co-curricular programs may involve additional requirements of students as they represent our school and community.

Students in violation of this policy will be asked to adjust their attire. This may include a phone call to a parent to bring appropriate clothing. If there is repetitive violation of dress code, further action will be taken. The school will reserve the right to change the dress code at any time.

INSUBORDINATION:

Each person, regardless of position or role at Le Sueur-Henderson Middle/High School, has the right to be treated with respect. The deliberate refusal to follow and obey the reasonable request or order of a school staff member or employee will be considered insubordination. For example, any student who refuses to give the proper name to a district employee or go to the office when directed to do so will be considered insubordinate.

Insubordination is also involved when students directly attack a staff member or employee, either physically or with words or manner including but not limited to swearing or obscene language or gestures.

LEAVING THE BUILDING WITHOUT A PASS:

Students are not allowed to leave the building during the day without a pass from the office. This includes going out to the parking lot to retrieve books or supplies from cars. If students need to leave the building, they need to stop in the office to receive a pass. Teachers do not have authority to give students passes to leave the building.

NUISANCE OBJECTS:

Nuisance devices detract from the learning environment and can be potentially dangerous. Nuisance items include but are not limited to firecrackers, water pistols, water balloons, and smoke bombs. Students cannot be in possession of these items on school ground, at school events, or on school buses. Depending on the seriousness of the item, police may be called.

PLAGIARISM/CHEATING:

The acts of plagiarism and cheating interfere with the learning process. They keep one student from learning and others from having the uniqueness of their work recognized. The following are the most common types of plagiarism that occur in student work:

- A. Blatant plagiarism or the direct copying of another's material without acknowledging that source
- B. Plagiarizing material or using an original idea of someone else without crediting the source of the material or idea.

To cheat is to mislead an instructor in some way so as to receive a grade for work that the student did not originate, or work performed with unauthorized aid and assistance. Providing work to another student who then claims it as his/her own is considered cheating.

THEFT/BUYING OR RECEIVING STOLEN GOODS:

Students should not bring large amounts of money or valuable property to school. Theft is the unauthorized taking of the property of another. A student knowingly in possession of stolen items is in violation of this policy.

UNNECESSARY USE OF PHYSICAL FORCE OR ROUGHNESS:

This is defined as irresponsible/inappropriate behavior that presents either the potential for or is the cause of physical injury to self or others.

USE OR POSSESSION OF TOBACCO, VAPING PRODUCTS, MATCHES OR LIGHTER:

Use and tobacco is forbidden by state law to anyone under the age of 21. This includes e-cigarettes. Smoking and/or possession of tobacco products is prohibited in school, on school grounds, in the parking lot, and at school-sponsored events. This no-tobacco use/possession policy is in effect both before and after school hours. See School District Policy Tobacco-Free Environment at the end of the Le Sueur-Henderson Middle/High School Parent/Student Handbook.

USE/POSSESSION OF CHEMICALS, ALCOHOL, ITEMS INTENDED TO BE USED AS MOOD ALTERING, PARAPHERNALIA:

The possession or use of controlled chemical substances by students is harmful and illegal. Possession of controlled substances includes illegal drugs, alcohol, or substances intended to be used as mood altering chemicals. Possession and use of narcotics without a prescription is illegal at any age. The school district will help the student and family find resources when appropriate to help maintain the proper atmosphere for learning. Students in violation of this policy during end of year activities will not be allowed to participate in any final week activities including graduation.

VANDALISM:

All members of the school community want to be proud of their school. Vandalism is the willful destruction and/or defacement of property or the destruction and/or defacement through negligence. Students will be responsible to pay restitution for all acts of vandalism.

VULGAR LANGUAGE:

An effective learning and work environment is free of inappropriate language. Students should refrain from swearing while at school. This includes before school, during class, between classes and at lunch, after school, at

school sponsored events, and during bus transportation. Using vulgar language towards a staff member may likely result in greater consequences.

WEAPONS:

Items included in this policy:

1. Any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, a firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains, arrows; and objects that have been modified to serve as a weapon.
2. Additionally, items treated like weapons which includes, but is not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. Articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate.

A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in her or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. The superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VII. DISTRICT POLICIES AND PROCEDURES

The policies printed in the following section of this handbook are summarized. Not all district policies are referenced in this handbook. Copies of these policies in their entirety may be obtained by visiting www.isd2397.org.

CLASSROOM REMOVAL PROCEDURE (POLICY 506 VIII.A)

To maintain a proper learning environment, students will sometimes need to be removed from the classroom. Disruptive, uncooperative, or inappropriate behavior that affects the learning environment is subject to Le Sueur-Henderson Middle/High School's classroom removal policy. Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class. Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

STUDENT DISCIPLINE (POLICY #506)

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student at (Some of the policies printed in the following section of this handbook are summarized. Not all district policies are referenced in this handbook. Copies of these policies in their entirety may be obtained by visiting www.isd2397.org.)

Attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

SEARCHES OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS, AND STUDENT'S PERSON ([POLICY 502](#))

Lockers and Personal Possessions Within a Locker

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

It shall be a violation of this policy for students to use lockers and desks for unauthorized purposes or to store contraband. It shall be a violation for students to carry contraband on their person or in their personal possessions

STATEWIDE REASONABLE FORCE STATUTE ([MN Statute 121A.582](#))

This law allows use of reasonable force by a teacher, school employee, bus driver, or other agent of a school district. Reasonable Force may be used when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another. This law does not authorize corporal punishment, which is prohibited by M.S.121A.67 nor does it authorize aversive and deprivation procedures, which are prohibited by M.S.121A.67.

STUDENT TRANSPORTATION SAFETY ([POLICY 709](#))

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

Rules on the Bus

1. Immediately follow the directions of the driver.
2. Sit in your seat facing forward.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep your arms, legs, and belongings to yourself.
6. No fighting, harassment, intimidation, or horseplay.
7. Do not throw any object.
8. No eating, drinking, or use of alcohol, tobacco, or drugs.
9. Do not bring any weapons or dangerous objects on the school bus.
10. Do not damage the school bus.

Rules at the Bus Stop

1. Get to your bus stop 5 minutes before your scheduled pickup time. The school bus driver will not wait for late students.
2. Respect the property of others while waiting at your bus stop.
3. Keep your arms, legs, and belongings to yourself.
4. Use appropriate language.
5. Stay away from the street, road, or highway when waiting for the bus.
6. Wait until the bus stops before approaching the bus.
7. After getting off the bus, move away from the bus.
8. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
9. No fighting, harassment, intimidation, or horseplay.
10. No use of alcohol, tobacco, or drugs.

Consequences

All students who have the opportunity to ride district buses may do so as long as they display behavior that is reasonable and safe. Choosing to follow unacceptable behavior will result in the loss of bus privileges.

FIELD TRIP NOTIFICATION PROCEDURE

Students in grades 6-12 may occasionally leave the school grounds for a class. Teachers will notify parents before any events. These notifications will explain when and where the trip will take place and ask parents to notify the school if they decline the opportunity. If parents do not notify the school, it will be assumed that parents approve their child's attendance. If you have any questions about travel during school hours, please contact your child's teacher or the school office.

Some of the classes at Le Sueur-Henderson High School (9-12) will require students to travel during school hours from time to time. Teachers will notify parents of the requirements of the course and will make the necessary arrangements so that all students can participate. If you have any questions about travel during school hours, please contact your child's teacher or the school office. **Le Sueur-Henderson Public School assumes parents approve of their son or daughter traveling for class unless they notify the school otherwise.**

Students in grades 6, 7 & 8 may also leave school grounds for a class. Due to the age of these students, parents must consent to any field trip their child attends. Teachers will notify parents before any events. These notifications will explain when and where the trip will take place and ask parents to notify the school if they decline the opportunity. If parents do not notify the school, it will be assumed that parents approve their child's attendance.

HAZING PROHIBITION (POLICY 526)

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures. Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.
- G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act
- I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

INTERNET ACCEPTABLE USE AND SAFETY POLICY (POLICY 524)

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. The school district expects that faculty will blend thoughtful use of the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

Unacceptable Uses:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;

- obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - information or materials that could cause damage or danger of disruption to the educational process;
 - materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.

DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL (POLICY 418)

- A. Use of controlled substances, toxic substances, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses alcohol, toxic substances, or controlled substances in any school location.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

HARASSMENT & VIOLENCE (POLICY 413)

The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

BULLYING (POLICY 514)

School Board Policy 514 defines “bullying” as intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student’s act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.

No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

SCHOOL WEAPONS POLICY (POLICY 501)

No student or non-student, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

Definitions

A “weapon” means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

Exceptions

A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal’s office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal’s office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon’s location.

STUDENT DISABILITY NONDISCRIMINATION (POLICY 521)

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

- A. Disabled students who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person’s major life activities; or
 - 2. has a record of such an impairment; or
 - 3. is regarded as having such an impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

PROTECTION AND PRIVACY OF PUPIL RECORDS (POLICY 515)

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid

court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

Surveys that contain questions from one or more of the eight protected areas and are funded by the Department of Education, the school will notify parents of the survey and obtain written consent before the student submits to the survey. The school also administers surveys that are not funded by the Department. Parents may wish to opt-out their students, but the school district does not need written consent to administer these surveys. However, we do notify parents of surveys that we administer.

WELLNESS POLICY (POLICY 533)

The purpose of this policy is to assure a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

- A. The school board recognizes that nutrition promotion and education, physical activity, and other school-based activities that promote student wellness are essential components of the educational process and that good health fosters student attendance and learning.
- B. The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The school district encourages the involvement of parents, students, representatives of the school food authority, teachers, school health professionals, the school board, school administrators, and the general public in the development, implementation, and periodic review and update of the school district's wellness policy.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

Building Guidelines For Classroom Celebration Incentives

The Board encourages classroom celebrations that promote non-food or beverages as classroom or individual rewards and incentives. Schools shall not withhold food or beverages as punishment. There will be no opportunities for a student to feel shamed when incentives and rewards are provided to class and individuals.

Non-Food Celebration Suggestions:

Talk time, late assignment pass, have class outside, nature hike outside, group game, recognition in morning announcements, music choice, etc.

Smart Snack Suggestions:

100 calorie packs of whole grain crackers, whole grain pretzels, baked tortilla or potato chips, sugar-free pudding cups, boxed raisins, dried fruits, fruit cups, etc.

TOBACCO-FREE ENVIRONMENT (POLICY 419)

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or electronic

cigarettes in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related device, or electronic cigarette in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, devices, or electronic cigarettes. The school district will not promote or allow promotion of tobacco products or e-cigarettes on school property or at school-sponsored events.

FLEXIBLE LEARNING GUIDELINES

The term “flexible learning day” refers to a school day when instead of coming to our school buildings, teachers and students will be working off-site. Students in grades K-12 will do different learning activities throughout the flexible learning day.

Staff Availability

Teachers, administrators, and other licensed professionals will be available by email, phone (via voicemail) from 9:30 am - 11:30 am and then from 12:00 pm until 3:00pm. The staff directory includes all district email addresses and voice mail extensions.

Student Work

Flexible Learning Days for students in grades 6-12 will consist of communicating online as well as having packets available for each of their courses. Teachers will physically and /or virtually share assignments and hold virtual office hours, while students complete assignments and receive guidance from teachers.

Student work must be **submitted by the end of the third school day after a school cancellation.**

Unique Learners, as required under Chapter 125A:

Any unique learners requiring further accommodations or modifications will receive individual directions from their case managers.

- At the annual IEP meetings, the key stakeholders (case manager, parent, teacher and student) will collaborate on individual flexible learning day plans.
- On a Flexible Learning Day the classroom teacher will be the main resource for help on assignments and lessons. If a child ordinarily leaves the classroom and goes to another teacher for math, reading, or some other subject, then that special area teacher should be the point of contact on the assignment for that particular area.

Certified Teaching Staff Responsibilities

- Check email and/or voicemail throughout the Flexible Learning Day from 9:30 am-11:30 am and then from 12:00 pm until 3:00 pm.
- Continue working on professional development topics.

EMPLOYMENT BACKGROUND CHECKS (POLICY 404)

The Le Sueur-Henderson School District has adopted a policy, the purpose of which is to promote the physical, social, and psychological well-being of its students. Pursuant to this policy, the school district shall seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also shall seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

STUDENT SEX NONDISCRIMINATION (POLICY 522)

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

- A. The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. It is the responsibility of every school district employee to comply with this policy.
- C. The school board hereby designates the Activities Director Jeff Christ as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- D. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academic standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student’s achievement, but your student’s participation is important to understand how effectively the education at your student’s school is aligned to the academic standards.

- In Minnesota’s implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered “proficient.”
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

| Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS) | ACCESS and Alternate ACCESS for English Learners |
|---|---|
| <ul style="list-style-type: none"> • Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8, and high school for science. • Majority of students take the MCA. • MTAS is an option for students with the most significant cognitive disabilities. | <ul style="list-style-type: none"> • Based on the WIDA English Language Development Standards. • Given annually to English learners in grades K–12 in reading, writing, listening, and speaking. • Majority of English learners take ACCESS for ELLs. • Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities. |

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCA are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).



Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three-page form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.

Date _____ (This form is **only** applicable for the 20____ to 20____ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](http://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____ MCA/MTAS Reading _____ MCA/MTAS Science

_____ MCA/MTAS Mathematics _____ ACCESS/Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered "proficient."

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only. Student ID or MARSS Number _____

LE SUEUR-HENDERSON PUBLIC SCHOOL
GRIEVANCE PROCEDURE FOR COMPLAINTS OF DISCRIMINATION

The following grievance procedure applies to claims of sex and disability discrimination:

A. Any person who believes he or she has been the victim of unlawful discrimination or any person with knowledge or belief of conduct that may constitute unlawful discrimination shall report the alleged acts immediately to an appropriate school district official designated by this policy. The complaint must be filed within 30 calendar days of the alleged violation.

B. The Human Rights Officer is responsible for receiving oral or written complaints of unlawful discrimination toward an employee or student. However, nothing in this policy shall prevent any person from reporting unlawful discrimination toward an employee or student directly with the Human Rights Officer, the school board or other school district official.

C. While the school board has designated the Human Rights Officer to receive complaints of unlawful discrimination, if the complaint involves the Human Rights Officer, the complaint shall be made to the superintendent.

D. Upon receipt of a complaint, the Human Rights Officer shall immediately notify the superintendent. If the superintendent is the subject of the complaint, the Human Rights Officer shall immediately notify the school board.

E. The Human Rights Officer may request but not insist upon a written complaint. Alternative means of filing a complaint, such as through a personal interview or by tape recording, shall be made available upon request for qualified persons with a disability. If the complaint is oral, it shall be reduced to writing within 24 hours and forwarded to the superintendent. Failure to do so may result in disciplinary action. The school district encourages the reporting party to complete the complaint form for written complaints. It is available from the principal of each building or the school district office.

F. The school district shall respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses, consistent with the school district's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations.

INVESTIGATION

A. The Human Rights Officer, upon receipt of a complaint alleging unlawful discrimination shall promptly undertake an investigation if deemed appropriate. The investigation may be conducted by the Title IX coordinator for complaints of sex discrimination or the Section 504 Coordinator for complaints of disability discrimination, or a school district official or neutral third party designated by the Title IX coordinator, Section 504 coordinator or Human Rights Officer. The investigation shall be completed within 30 days of the complaint, unless impracticable.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint.

The investigation may also consist of other methods deemed pertinent by the investigator.

C. In determining whether the alleged conduct constitutes a violation of this policy, the school district shall consider the facts and the surrounding circumstances such as the nature of the behavior,

past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incident occurred.

D. The school district may take immediate steps to protect the parties involved in the complaint process, pending completion of an investigation of alleged unlawful discrimination.

E. Upon completion of the investigation, the school district investigator shall make a written report to the Human Rights Officer. If the complaint involves the Human Rights Officer, the report may be filed directly with the superintendent or school board. The report shall include the facts, a determination of whether the allegations have been substantiated, whether a violation of this policy has occurred as well as a description of any proposed resolution which may include alternative dispute resolution.

F. The district shall comply with federal and state law pertaining to retention of records.

APPEAL

If the grievance has not been resolved to the satisfaction of the complainant, s/he may appeal to the Human Rights Officer within ten (10) school days of receipt of the findings of the school district investigation. The school district investigator shall conduct a review of the appeal and within ten (10) school days of receipt of the appeal, shall affirm, reverse, or modify the findings of the report. The decision of the school district investigator is final but does not preclude pursuit of alternative complaint procedures noted in the section entitled "Right to Alternative Complaint Procedures."

SCHOOL DISTRICT ACTION

A. Upon conclusion of the investigation and receipt of the findings, the school district shall take appropriate action. If it is determined that a violation has occurred, such actions may include, but is not limited to, warning, suspension, expulsion, transfer, remediation or termination.

School district action taken for violation of this policy shall be consistent with the requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

B. The result of the school district's investigation of each complaint filed under these procedures shall be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

RETALIATION

The school district shall take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful discrimination toward an employee or student or any person who testifies, assists or participates in an investigation or hearing relating to such unlawful discrimination. Retaliation includes, but is not limited to, any form of intimidation or harassment.

CONFLICT OF INTEREST

If there is a conflict of interest with respect to any party affected by this policy, appropriate action shall be taken such as, but not limited to, appointing or contracting with a neutral third party investigator to conduct the investigation or recusal from the process by the person for whom a conflict or potential conflict of interest exists.

DISSEMINATION OF POLICY

The school district shall adopt and publish these procedures.

RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may

include filing charges with the agencies listed below or initiating action in state or federal court.

Claims of discrimination may also be pursued through the following agencies where appropriate:

U.S. Department of Education
Office for Civil Rights, Region V
500 W. Madison Street- Suite 1475
Chicago, IL 60661
Tel: 312-730-1560
TDD: 312-730-1609

MN Department of Human Rights
190 E 5th Street
St. Paul, MN 55101
800.657.3704
651.296.5663
TDD 651.296.1283

For complaints of employment discrimination:

Equal Employment Opportunity Commission
330 S. 2nd Avenue
Suite 430
Minneapolis, MN 55401
800.669.4000
612.335.4040
TDD 612.335.4045

This document provides general information and is not to be a substitute for legal advice. Changes in the law, including timelines for filing a complaint, may affect your rights.

LE SUEUR-HENDERSON STUDENT ACTIVITIES

HANDBOOK



2020 - 2021

Dear Parents and Students,

Thank you for reviewing the 2020-21 LSH Activity Handbook. This year's Fall Activities meeting will take place on **Wed. Aug. 12 @ 7pm in the LSH Auditorium**. At that time you will receive some basic information about our programs, meet the coaches, and pick up schedules for the 2020-21 fall season.

At the start of each season, each coach will meet with parents and athletes to discuss the Le Sueur-Henderson Activities Handbook. This Handbook includes participation conditions, try-out procedures, problem/conflict resolution, Board policy, sportsmanship, scholastic eligibility, MSHSL eligibility, fees, behavior expectations, transportation, coaching expectations and much more. You will be notified when these meetings will be held. We strongly encourage all athletes and their parents to attend their respective coaches meetings. If you cannot attend, please contact your son/daughter's coach to get all pertinent information.

For up-to-the-minute changes, please visit our website at <https://hsms.isd2397.org> (link: Activities: Activities Calendar). There is also a nice feature to use in Activities Calendar: By clicking on the blue "Notify Me!" icon near the upper right hand corner, you can receive instant emails when changes are made. Another website you may want to visit is the Minnesota State High School League: www.mshsl.org.

Thank you for your participation in LSH Activities and please don't hesitate to contact me if you have any questions or concerns.

Sincerely,

Jeff Christ

Jeff Christ
LSH Activities Director
507-665-5804
jchrist@isd2397.org

Le Sueur-Henderson Public Schools

Strategic Plan | 2018-2023

BELIEF STATEMENTS

The Le Sueur-Henderson Public Schools believe:

- That collaboration between the home, the school, and the community has a positive impact on student success;
- That everyone deserves a safe and respectful school environment;
- That all students deserve the opportunity to learn and succeed;
- That diversity enriches the individual, school, and community;
- That educational excellence requires effective leadership, high expectations, teamwork, up-to-date facilities, and the responsible utilization of resources;
- In educating the whole child — academically, socially, physically, and emotionally;
- In continuous improvement and a growth mindset; and
- In an individualized, rigorous, and relevant academic experience.

MISSION STATEMENT

The mission of the Le Sueur-Henderson Public Schools is to:

- Provide a shared commitment to learning that enables every student to contribute and succeed in life.

VISION STATEMENT

- Le Sueur-Henderson Public Schools — where individual dreams and aspirations are born and fostered through student-centered learning.

BRANDING STATEMENT

- Small Towns ... Giant Opportunities ... District of Choice.



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Helpful Websites. Addresses & Phone Numbers

Le Sueur-Henderson Public Schools Website www.isd2397.org
LSH GIANTS Activities Facebook www.facebook.com/lsh.giants
Minnesota State High School League Website www.mshsl.org

| | |
|------------------------------|---|
| Activities Director | Jeff Christ (W) 507-665-5804 jchrist@isd2397.org |
| Activities Secretary | Christy Smykalski (W) 507-665-5805 |
| Athletic Trainer | Orthopedic & Fracture Clinic (OFC) |
| Middle/High School Principal | Brian Thorstad (W) 507-665-5800 |
| Superintendent | Dr. Marlene Johnson (W) 507-665-4600 |

Le Sueur-Henderson Middle/High School 507-665-5800 Fax: 507-665-6012
Minnesota State High School League 763-560-2262

| | |
|--------------------------|------------------------------------|
| Le Sueur-Henderson MS/HS | Minnesota State High School League |
| 901 East Ferry Street | 2100 Freeway Boulevard |
| Le Sueur, MN. 56058 | Brooklyn Center, MN. 55430 |

2018-2019 CO-CURRICULAR COACHES AND ADVISORS

| | |
|---|-------------------------------------|
| Football | Head Coach Mike May |
| Boys Basketball | Head Coach Robert Steiger |
| Boys/Girls Cross Country | Head Coach Don Marcussen |
| Girls Basketball | Head Coach John Garvey |
| Volleyball | Head Coach Stacey Feser |
| Girls Swimming/Diving (co-op w/TCU) | Head Coach Kristen Munden(TCU) |
| Dance (co-op w/TCU) | Head Coach Allison Hanek(TCU) |
| Wrestling | Head Coach Mike May |
| Girls Tennis | Head Coach Linda Seaver |
| Boys Hockey (MN River co-op) | Head Coach Shea Roehrkaase |
| Girls Hockey (MN River co-op) | Head Coach Tom Blaido |
| Baseball | Head Coach Rick Bruns |
| Softball | Head Coach Anne Lewis & Eric Lewis |
| Boys/Girls Golf (co-op w/Sibley East/Cleveland) | Head Coach Rod Reinhardt |
| Boys/Girls Track | Head Coach Sue Hynes |
| Fall Play- HS | Emily Barnard/Zach Kubasta |
| One Act Play | Emily Barnard |
| Speech | Ryan Wendlandt |
| National Honor Society | Sue Hynes |
| Visual Arts | Shannon Froehlich |
| Knowledge Bowl | H.S.- Brad Propp/M.S. -Teri Burdorf |
| H.S. Student Council | Courtney Shoemaker |
| M.S. Leadership Club | Sherri Fritz, Karla Undeberg |
| Jr. Class Prom | Shannon Froehlich, Sue Hynes |
| Yearbook | Cole Polson |

GENERAL STATEMENT OF POLICY

It is the policy of the Le Sueur-Henderson School District to actively seek out and encourage each student to participate as fully as practical in the district's co-curricular activities program.

The Le Sueur-Henderson Public School shall abide by the rules and/or regulations of the Minnesota State High School League, Section 2A, and ISD 2397. The co-curricular program objectives are as follows:

1. To provide co-curricular activities sufficient in number, depth and scope on both an athletic and cultural level, to allow an opportunity for each and every student to participate in at least one activity during the current school year.
2. To provide students with the opportunity to develop non-academic skills, promote emotional balance, improve social behavior, and to have "fun".
3. To learn the rules and significance of various games and activities and become better spectators, viewers and citizens of their communities.
4. To relate the co-curricular activities to the curricular program in a joint effort to promote character, knowledge, understanding and appreciation of self and one another.

MISSION STATEMENT FOR GIANTS ACTIVITIES:

Le Sueur-Henderson Middle/High School, in partnership with its students, coaches and families will encourage and support participation in all of the co-curricular activities offered at LSH.

We will instill “**GIANT PRIDE**” throughout the school district and the communities in which we live . “**GIANT PRIDE**” is based on the six pillars of character; ***Trustworthiness, Respect, Responsibility, Fairness, Citizenship, Caring.***

MINNESOTA STATE HIGH SCHOOL LEAGUE MISSION STATEMENT

The MSHSL provides educational opportunities for students through interscholastic athletics and fine arts programs, and provides leadership and support for member school.

MSHSL League Values:

- Equity, fairness and justice.
- Activities that support the academic mission of member schools.
- Fair play and honorable competition.
- Activities which support "chemical free" and healthy lifestyles.
- Treating all people with dignity and respect.

STATEMENT OF NON-DISCRIMINATION

The Le Sueur-Henderson School District does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation, creed, religion, receipt of public assistance, marital status or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Section 504 Coordinator:
Brian Thorstad
901 E. Ferry Street
Le Sueur, MN 56058
665-5803

Title IX Coordinator:
Jeff Christ
901 E. Ferry Street
Le Sueur, MN 56058
665-5804

Alternate 504 Coordinator:
Ingrid Al Sattam
901 E. Ferry Street
Le Sueur, MN 56058
665-5807

Alternate Title IX Coordinator:
Dr. Marlene Johnson
115 N. 5th Street, Suite 200
Le Sueur, MN 56058
665-4600

For further information on notice of non-discrimination, visit: -
[-http://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm](http://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm) for the address and phone number of the office that serves this area, or call 1-800-421-3481

- Or refer to:
Policy 419-522<https://www.isd2397.org/common/pages/DisplayFile.aspx?itemId=110450>

Athletic Activities Offered at Le Sueur-Henderson Middle/High School:

Fall Season: Football, Tennis, Volleyball, Cross Country, Swimming/Diving

Winter Season: Basketball, Hockey, Dance, Wrestling, Adaptive Floor Hockey

Spring Season: Baseball, Softball, Track & Field, Golf, Adaptive Bowling

OTHER ACTIVITIES OFFERED

Band - Grades 6-12.

See Rachel Lowe

Choir - Grades 6-12.

See Zach Kubasta

Bowling - Grades 6-12.

300 Club- LeSueur

Trap Shooting - Grades 7-12.

Must have completed gun safety class.

Fall Play - Grades 9-12.

Emily Barnard/Zach Kubasta

One-Act Play- Grades 7-12.

Emily Barnard-MSHSL competition play

Visual Arts - Grades 9-12. MSHSL Competition in April. Involves six different categories of Artwork.

See Shannon Froehlich.

Spring Play- Grades 6-8.

Emily Barnard- March performance

Speech- Grades 7-12. Season is from January - April.

See Ryan Wendlandt

| | |
|--|-------------------------------------|
| <u>Target-</u> Chemical free leadership group for Grades 9-12. | See TBD |
| <u>Knowledge Bowl (MS & HS.)-</u> Grades 6-9 in the Fall. | See Teri Burdorf. |
| Grades 9-12 in the Winter. | See Brad Propp |
| <u>Yearbook-</u> Grades 6-12. | See Cole Polson |
| <u>HS Student Council -</u> | See Courtney Shoemaker |
| <u>MS Leadership Club -</u> | See Karla Undeberg or Sherri Fritz |
| <u>National Honor Society -</u> Grades 11-12. | See Sue Hynes. |
| <u>Jr. Class Prom Advisors -</u> | See Sue Hynes or Shannon Froehlich. |
| <u>Graduation Committee -</u> Grade 12 | See Bonnie Davig |

TEAM PARTICIPATION CONDITIONS

7th and 8th grade athletics: The primary focus of this program is to allow each student athlete optimal participation regardless of his/her skill level. The following guidelines will apply to help assure that the program is for the benefit of the student athletes: ***(There is no guarantee that playing time will be equal.)***

- All student athletes who meet the attendance standard will be given practice time and game time.
- No team shall cut any student athlete desiring to participate (unless the student participant does not meet attendance and conduct requirements).
- All team participants will have a uniform or will be dressed alike for competition.

Each middle school coach shall adhere to the guidelines of assuring participation in both practice and competition. The desire to win will not come before the requirement to include every student athlete in the practice/competition. Certain games or contest alternatives may be needed and may be implemented by the coaches to assure optimal participation.

Each coach must plan and organize his/her practices to make sure that all students will participate. Practices must be planned and organized to accommodate a wide spectrum of skill levels.

Facilities will be used to their greatest advantage. Cooperation will occur between boys' and girls' coaches as well as between other groups and organizations to make the most effective use of available facilities.

Coaches will remember that these guidelines and procedures are the result of coaches focusing on the "total development" of each participant. Each student who participates has many human needs: physical, emotional, and social. The coach must coach the student athlete as well as the sport. Each coach will consider the following student/athlete characteristics in working with these students: (ISD 2397 believes that.

- A. Students have a need to belong to a group.
- B. Students have a need to be accepted by their peers.
- C. Students have the need to explore a variety of experiences.
- D. Students need a chance to channel their energies in physical activity.
- E. Students need opportunities to express their feelings.
- F. Students need a place and/or situations to be with friends in social settings.
- G. Students require a means of achieving self-satisfaction. (Feeling successful)
- H. Students need a time in every day for fun and enjoyment.

- I. Students need a means of receiving approval from their parents, teachers, and adults they come in contact with.

The School Board expects every coach to work with all athletes who are interested and have a need to belong and not to work only with gifted, highly skilled student athletes. Each student participant is an important individual whose experiences shape attitudes and actions for the future. Therefore, every coach will adhere to these guidelines as established by the local School Board. All coaches at LSH are subject to background checks as per district policy:

(Policy 404 <https://www.isd2397.org/common/pages/DisplayFile.aspx?itemId=11520497>)

9th grade "C" teams: 9th grade teams are considered teams in transition. Participation in practice and in competition will continue to be a strong emphasis and no squad members will be cut on the basis of ability. Coaches will make every effort to give significant playing time to all players throughout the overall season, however, playing time may not be equal. Teams will strive to be competitive.

Varsity and "B" teams: Participation will be based upon the most skilled athletes who will maximize the possibilities for individual and team success. (In some instances, it may be necessary to limit the size of the varsity and "B" squads to a manageable number).

Selection Guidelines for Varsity and "B" Team Participation:

Responsibility for Selection:

- Choosing the members of varsity and "B" teams shall be the sole responsibility of the coaching staff.
- Prior to try-outs, the coach shall provide the following information to all eligible candidates for the team(s):
 - Length of try-out period;
 - Written criteria used to select the team members;
 - Number of team members to be selected;
 - Practice commitment for team members who make the team; and
 - Game commitments.

Procedures Used for Team Selections:

- When a squad selection number is limited, the process will include three important elements: (each candidate will)
 - have an opportunity to participate in a minimum of five (5) practices;
 - have performed in at least one intrasquad/scrimmage game/session; and
 - be personally informed of the reason(s) why the candidate was not chosen.
- **No posting of candidates.** The coach will meet one-on-one with all candidates who have tried out for the team. Everyone will be notified individually by the coach as to his or her selection status.
- Coaches will discuss alternative possibilities for participation in the sport or other areas the student athlete might participate in the activities program.
- If a coach foresees difficulties as a result of squad selections, s/he will discuss the situation

with the activities director.

PROBLEM / CONFLICT RESOLUTION

LSH coaches/directors/advisors are professionals and are expected to conduct themselves in a professional manner. We cannot promise that all concerns can be resolved to individual or family preferences, but we can promise that we will listen to your concerns and respond to the best of our ability.

In order for our programs to be successful, we must all work together (parent, coach and participant). We strive to do what is best for each individual student-athlete. As teachers and coaches we care a great deal about your son/daughter and want to contribute to his/her individual development in a positive way.

To allow for an appropriate exchange of opinions when the need arises, a procedure has been developed to create an open line of communication between the school, parent/guardian, student athlete and coach. The following procedure will allow for an exchange of opinion in a professional manner.

Most conflicts are better resolved with an appropriate cooling down period. No conflict between a parent, student, official or coach/advisor should be addressed during or immediately after an activity. The activity site, practice field, lobby or locker room are not appropriate places to handle conflict. If you have a concern, please call or arrange a meeting the following workday after the incident/practice/game. Many of our coaches teach in the district. Most coaches have voicemail in the building where they teach. Leave a message and the coach will return your call. If you wish, a phone call or email to the coach/director may be the most appropriate way to initiate a dialogue. If your concern has not been addressed to your satisfaction, then refer to the flow chart below.

Chain of Communication

Every organization has and needs an orderly process to use when problems/issues arise. The Chain of Communication at Le Sueur-Henderson High School is as follows:

Step One: Player makes a direct contact with the Coach/Director

Step Two: Parent makes a direct contact with the Coach/Director

Step Three: Parents make a direct contact with the Activities Director

Step Four: Parents make a direct contact with the High School Principal

Step Five: Parents make a direct contact with the Superintendent

Step Six: Superintendent contacts the School Board

Parents/athletes are strongly encouraged to follow this chain of communication whenever an issue arises concerning a coach or director. If a concern is not resolved to your satisfaction at one level, you are encouraged to go to the next level in the chain of communication. However, all concerns should begin with the student and coach/director, and then advance up the chain of communication.

PARENTS RESPONSIBILITIES

Parents are expected to encourage their sons/daughters to perform to the best of their abilities both athletically and academically. They should be a source of support for the student athlete and the program in which they are participating.

We would like all of our parents to be role models for our student athletes and set a good example for all of our students at Le Sueur-Henderson Middle/High School. As such, they will exemplify good attitudes by treating all players, coaches, fans, officials and other parents with respect and dignity. Parents must insist that athletes abide by the rules established by the coach, the school district, Section 2A, and the Minnesota State High School League.

Parents should be positive in support of their own team and recognize the achievements of the opposing team. Vulgar, racial, derogatory or disparaging remarks are never appropriate. Parents should allow their athletes to enjoy the benefits of competition, remembering that not everyone can be a star, be on the first team, or have equal playing time.

Any acts of misconduct may result in disciplinary action whether or not this misconduct is directly involved with a school event or activity. The Minnesota State High School League's Code of Responsibility allows school authorities to discipline spectators for violation of MSHSL, Region 2A, and/or local school rules. Disciplinary action may include removal from a contest and/or permanent removal from MSHSL and/or Le Sueur-Henderson sponsored events.

TEN TIPS FOR PARENTS OF STUDENT/ATHLETES

- 1) **TEACH RESPECT FOR AUTHORITY.** There will be times when you disagree with a coach or an official, but always remember they are trying to do their best.
- 2) **BE SUPPORTIVE OF THE COACH.** When talking with your child about any coach, be supportive and positive about the decisions the coach is making. If there is a problem, speak directly to the coach about it.
- 3) **GET TO KNOW THE COACH.** Coaches can have a powerful influence on your child, take the time to attend all pre-season meetings and get to know the coach's expectations, philosophy, and guidelines for the season.
- 4) **LET THE COACH DO THE COACHING.** It is confusing for an athlete when they are hearing a different message from their parents.
- 5) **SHOW UNCONDITIONAL LOVE.** Let your child know that you love him/her whether you win or lose, whether they played in the game or not, and whether they played well or not.
- 6) **LISTEN TO YOUR CHILD.** Always take the time to listen and support your child, but remember to stay rational until you have investigated the situation for yourself. Keep winning and losing in proper perspective!
- 7) **BE A POSITIVE ROLE MODEL.** Take a good honest look at your actions and reactions in an athletic setting.
- 8) **INSIST ON GOOD GRADES.** Check on your child's grades frequently.
- 9) **INSIST ON FOLLOWING THE RULES.** Help lead your child to follow all MSHSL, Section, LSH, and team rules. It is your duty to hold them accountable and report any violations to the head coach.
- 10) **NO EXCUSES.** Do not offer excuses if your child is not participating as much as you would like or if they are not at the level you would like.

SPORTSMANSHIP

School District 2397 students will demonstrate good sportsmanship at all activities. Student participants in co-curricular activities represent the school in a very public manner, and thus student conduct is under close scrutiny. Because of their visibility and status as a role model for other students, it is extremely important that all of our students demonstrate proper conduct and abide by school rules, Minnesota State High School League rules, local and state laws.

Student athletes, coaches, and fans representing Le Sueur-Henderson High School are expected to conduct themselves in a manner that would not cause the school, parents, or community any embarrassment. This applies whenever the student or coach is part of any activity, either athletic or non-athletic; before or after a contest/performance or practice, in transit to and from activities, or at any function associated with the activity.

Any acts of misconduct may result in disciplinary action whether or not this misconduct is directly involved with a school event or activity. The Minnesota State High School League's Code of Responsibility allows school authorities to discipline students for violation of League, State, Federal, and/or school rules.

In addition, coaches/advisors may establish their own additional specific rules. These rules should be presented to players and parents at the beginning of the season and are subject to the approval of the Activities Director.

SPECTATOR EXPECTATIONS at CO-CURRICULAR EVENTS

- It is recommended that elementary age students be accompanied by an adult at all activities and performances for their safety and the safety of others.
- We welcome enthusiastic fans that come to watch the game/performance and encourage our team/performers. *Good sportsmanship is our goal.*
- Please arrive at an appropriate time prior to the beginning of an auditorium event. If this is not possible, please enter quietly at an appropriate time, such as a scene change or after the first musical selection.
- Running, throwing objects, or horseplay, such as grabbing hats or playing catch in crowded areas is both disruptive and dangerous. Spectators that endanger themselves or others by their behavior will be removed from the event.
- Alcohol, tobacco and tobacco products are not allowed on any of the school grounds. (This includes outdoor venues like football, baseball, softball, and track)
- We expect spectators to address volunteers, supervisors and each other respectfully. *Offensive language has no place at Le Sueur-Henderson activities.*
- Signs are to be designed to promote local and positive enthusiastic support. Any signage must be approved by the Activities Director
- **Use of noisemakers, horns, whistles, or other artificial objects is not permitted at any MSHSL sponsored event.**

FORMS NECESSARY FOR ATHLETIC PARTICIPATION

1. A physical form, not more than three years old must be on file for all sports.
2. The Minnesota State High School League Eligibility Brochure must be read & the MSHSL

Eligibility Statement must be signed by the student and the parent/guardian annually. (**Concussion management information added in the fall of 2011.**)

3. On the reverse side of #2 above, the Minnesota State High School League Sports Health Questionnaire must be signed annually. The signature of the parent or guardian approving participation is required.

4. A Weight Certification form for those athletes participating in wrestling must be on file in the Activities Office before the first contest.

5. Before a student starts an activity they must have the proper forms and/or fees turned into the Activities Office. The student athlete must get the **Emergency Medical Information form** filled in and signed by the Activities Office before he/she can begin participation in any school activity.

FORMS NECESSARY FOR FINE ARTS PARTICIPATION

The Minnesota State High School League Eligibility Brochure & Statement must be signed by the student AND the parent/guardian annually.

SPORTS PHYSICALS

Le Sueur-Henderson Middle/High School, as a member of the Minnesota State High School League, requires students who participate in Middle/High School interscholastic athletic activities to complete a physical examination every three years. Only sports physicals as approved by the Minnesota State High School League are acceptable. This physical must be on file in the Activities Office before an athlete will be allowed to begin practice.

PARTICIPATION AFTER INJURY REPORT

Any time a participant goes to a doctor/chiropractor regarding an injury and the doctor/chiropractor has removed the student athlete from practice/competition, they may NOT participate in either practices or games until they have a signed release from the appropriate medical personnel. This is to be turned in to the Activities Office where it will be kept on file and shared with the coach.

If the injured participant is treated by the trainer and is not seen by a doctor/chiropractor, a signed release is not needed. However, it is the coach's responsibility to be in touch with the parents and the trainer to know if and when the participant would be returning to competition and what care and treatment should be continued for the athlete.

DUAL PARTICIPATION

A student/athlete may be allowed to participate in two co-curricular activities during the same season if the following conditions are met. An agreement about practice and game commitments are agreed upon by all of the following parties.

- 1) The Student/Athlete's Parents
- 2) The Student/Athlete
- 3) Both Head Coaches
- 4) LSH Activities Director
- 5) LSH H.S. Principal

The student/athlete would be required to pay for one full participation and ½ of another.

ACADEMIC STANDARDS FOR PARTICIPATION

Academic Achievement and co-curricular activity participation go hand in hand to promote the educational growth of each student. For this reason and to encourage achievement in both curricular and co-curricular areas, the following academic standards and eligibility guidelines have been established. In order to be eligible for all co-curricular events, students must have all school work current and up to a passing level.

Every two weeks the Activities Director will run a "deficiency list" report that includes each student that is currently failing a class. Any student whose name appears on the list will forfeit his/her privilege to participate in co-curricular games until their grade is up to a passing level. Academically ineligible students may still practice. The "deficiency list" will be reviewed every 2-3 weeks throughout each quarter/semester. ***In order to regain eligibility for co-curricular participation, ineligible students can bring a teacher-signed verification to the Activities Director or Activities Secretary stating that their schoolwork is at a passing level. A teacher may also email the Activities Director and/or Activities secretary. The AD and/or AD Secretary will then notify the coach when an athlete is eligible.***

APPEALS PROCESS

The Activities Director will notify students and parents when a student becomes ineligible. A student and/or parent may appeal an ineligibility decision by calling the Activities Director and requesting that a meeting be held with the Eligibility Committee. (Principal, Activities Director, teacher, School Board representative, and in some cases the School Psychologists.)

Ineligible students (if not suspended from school) may enjoy all opportunities of school and team membership, except wearing of the team uniform at games/contests and participation in any game, meet, contest, concert or festival. Whichever is greater. No exception is permitted.

MOOD-ALTERING CHEMICALS (Category I Policy)

Definition of Category I Activities: Those MSHSL sponsored activities in which a member school has a schedule of interscholastic contests, exclusive of MSHSL sponsored tournaments. (Athletics, Speech, One Act Play, Large Group and Solo/Ensemble Band & Choir.)

A. Philosophy and Purpose: The Minnesota State High School League recognizes the use of mood-altering chemicals as a significant health problem for adolescents, resulting in negative effects on behavior, learning and the total development of each individual. The misuse and abuse of mood-altering chemicals by adolescents affect co-curricular participation and development of related skills.

B. Bylaw: During the calendar year, regardless of the quantity, a student shall not: (1) consume a beverage containing alcohol; (2) use tobacco; or, (3) use or consume, have in possession, buy, sell, or give away any other controlled substance.

1. The bylaw applies to the 12-month calendar year.

2. It is not a violation for a student to be in possession of a controlled substance specifically prescribed for the student's own use by his/her doctor.

C. Penalty:

1. First Violation: After confirmation of the first violation, the student shall lose eligibility for the next

two (2) consecutive interscholastic contests or two (2) weeks of a season in which the student is a participant, whichever is greater. No exceptions will be permitted.

2. Second Violation: After confirmation of the second violation, the student shall lose eligibility for the next six (6) consecutive interscholastic contests in which the student is a participant or three (3) weeks, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.

3. Third and Subsequent Violations: After confirmation of the third or subsequent violation, the student shall lose eligibility for the next twelve (12) consecutive interscholastic contests in which the student is a participant or four (4) weeks, whichever is greater. If after the third or subsequent violation, the student has been assessed to be chemically dependent and the student on his/her own volition becomes a participant in a chemical dependency program or treatment program, then the student may be certified for reinstatement in MSHSL activities after a minimum period of six (6) weeks. The director or a counselor of a chemical dependency treatment center must issue such certification.

4. Accumulative Penalties: Penalties shall be cumulative beginning with the student's first participation in a League activity and continuing through the student's high school career.

5. Denial Disqualification: A student shall be disqualified from all inter-scholastic athletics for nine (9) additional weeks beyond the student's original period of ineligibility when the student denies violation of the rule, is allowed to participate and then is subsequently found guilty of the violation. Ineligible students (if not suspended from school) may enjoy all opportunities of school and team membership, except the wearing of the team uniform and participation in any game, meet, contest, concert festival.

The Right to Investigate: School District 2397 has the right to investigate any situation that deals with any and all potential MSHSL rules violations.

It is the parent's responsibility to inform the Athletic Director and/or coach if there has been a MSHSL violation.

***For information on MSHSL Rules of Eligibility go to: mshsl.org, click on "Handbook"**

Category II Activity Policy:

Definition of Category II Activities: Activities that do not have a schedule of interscholastic contests. (Fall Play, Spring Play, Knowledge Bowl, LifeSmarts, Band, and Choir Concerts)

First Violation: The student will lose eligibility for the next activity performance.

Second Violation: The student will lose eligibility for the next two (2) activity performances.

Third Violation: The student will lose eligibility for the next four (4) activity performances.

If a student is involved in an activity in both Category I and Category II at the same time, they are required to serve penalties in each category. All penalties in either category are cumulative.

FEEES

School District 2397 requires that a fee be paid prior to the first day of practice in all co-curricular activities. Fees are used to help offset the cost of equipment, supplies, officials, transportation and other related costs.

FALL SEASON:

| | | |
|-----------------|---------------|---------------|
| Football | MS = \$90.00 | HS = \$140.00 |
| Cross Country | MS = \$70.00 | HS = \$110.00 |
| Volleyball | MS = \$70.00 | HS = \$110.00 |
| Girls Tennis | MS = \$70.00 | HS = \$110.00 |
| Swimming/Diving | MS = \$120.00 | HS = \$120.00 |

WINTER SEASON

| | | |
|-----------------------|---------------|---------------|
| Boys Hockey | MS = 260.00 | HS = \$260.00 |
| Girls Hockey | MS = 260.00 | HS = \$260.00 |
| Wrestling | MS = \$80.00 | HS = \$120.00 |
| Boys/Girls Basketball | MS = \$80.00 | HS = \$120.00 |
| Girls Dance | MS = \$120.00 | HS = \$120.00 |
| Adaptive Floor Hockey | MS = \$100.00 | HS = \$100.00 |

SPRING SEASON:

| | | |
|------------------|---------------|---------------|
| Baseball | MS = \$70.00 | HS = \$110.00 |
| Softball | MS = \$70.00 | HS = \$110.00 |
| Boys/Girls Track | MS = \$70.00 | HS = \$110.00 |
| Boys/Girls Golf | MS = \$70.00 | HS = \$110.00 |
| Adaptive Bowling | MS = \$100.00 | HS = \$100.00 |

Non-Athletic Fees

| | | |
|--------------------|--------------|--------------|
| Middle School Play | MS = \$60.00 | ----- |
| One-Act Play | ----- | HS = \$70.00 |
| Fall Play | ----- | HS = \$70.00 |
| Knowledge Bowl | MS = \$60.00 | HS = \$70.00 |
| Speech | MS = \$60.00 | HS = \$70.00 |

There is also a Family Maximum of \$500 per family.

FEE WAIVER

District policy allows activity fees to be waived on the basis of undue hardship or family income/family need. The Activities Director will determine eligibility.

Students who qualify for "free lunch" will have their fee waived.

Students who qualify for "reduced lunch" will pay 1/2 the required fee.

Please notify the Activities Director if you qualify for free/reduced lunches.

REFUNDS

Refunds of fees for activities will be prorated until halfway through the season for those students who cease to participate in the activity. There will be no refund of the activity fee in the event a student becomes ineligible as a result of violation of Minnesota State High School League rules or Le Sueur-Henderson High School rules.

ATTENDANCE AND BEHAVIOR STANDARDS

Students involved in all co-curricular activities are expected to abide by all school attendance and behavior guidelines. Participation is a privilege offered to students in good standing.

- a. Students absent due to illness must be in school by 9:10 a.m. and remain in school for the rest of the day in order to be eligible to practice or participate/play in activities that day. Coming home late from an activity, school event, or field trip is not an excuse to "sleep in" and come to school late.
- b. Students who participate in co-curricular activities or attend a school sponsored field trip or event must be in school by the start of first period of the next day.
- c. Exceptions may be made due to illness, death in the family or pre-approval.
- d. Students with a pre-excused absence are allowed to practice and/or compete/perform.
- e. Students with in-school or out-of-school suspensions may NOT practice or compete/perform in activities/contests on days of suspension.
- f. Students with an unexcused absence for ANY hour of the day may not practice or compete/perform on that day. This includes lunch and study hall. Only Seniors or students taking off-campus online classes are allowed to leave the campus during lunch or study halls.
- g. Students with detentions may practice or compete/perform in contests if their detention time is served after school first. Individual coaches may have more specific penalties.

If a student should practice or compete/perform on a day when he/she is ineligible, he/she will be held out of the next equivalent practice or contest/performance.

TRANSPORTATION

All participants attending activities are normally required to ride to and from these events on the transportation provided by the school.

A parent/guardian may transport a son/daughter home from an activity. Parent must sign out with the coach and both a verbal and visual recognition is necessary before the student may leave an event with his/her parent/guardian.

Students are not allowed to drive or ride with other students to or from a contest in which the school provides transportation unless it has been pre-approved by the Activities Director. Failure to abide by this policy will result in suspension from the team.

AWARDS-LETTERING REQUIREMENTS

Every head coach/advisor must submit "specific requirements" for lettering in his/her sport/activity. These requirements are kept on file in the Activities Office.

AWARDS SYSTEM

A chenille "LSH" will be awarded the first time that a student meets the criteria for lettering in a

sport/activity. For each year following they will receive a certificate.

SCRIMMAGES

All scrimmages must be pre-approved by the activities director. Only one away scrimmage will be allowed and a team cannot scrimmage more than three times.

(MSHSL Policy regarding the number of scrimmages.)

EQUIPMENT

Use of school equipment is a privilege. All equipment must be returned to the coach at the end of a season. Students will not be issued equipment for any other sport or activity until they have returned or paid for all equipment from the previous sport or activity. An athlete will be billed for the replacement cost for any lost, damaged, or non-returned equipment.

UNIFORMS

All athletic teams representing Le Sueur-Henderson High School shall wear uniforms and equipment issued by the school. All such issued equipment and uniforms are the responsibility of the student/athlete. These uniforms are **NOT** to be worn for personal use or during P.E. classes. They are only to be worn for official practices, games, or other specific school activities.

Individual team members are responsible for laundering school-issued uniforms during the season. DO NOT dry any school-issued uniforms on high heat. It is best not to put them in the dryer at all. All uniforms must be laundered before they are returned at the end of the season.

An athlete will be billed for the replacement cost for any lost, damaged, or non-returned uniform.

INITIATIONS/HAZING

Team gatherings and activities to build team unity are important and are encouraged; however, for safety and liability reasons and to prevent hazing and/or harassment, **initiation** events are **NOT allowed**. Students who violate this rule are subject to the same High School League consequences as those who violate High School League rules concerning chemical use and harassment. Participants in hazing or initiation may also be subject to criminal and/or civil action.

FUNDRAISING

Coaches may determine that fundraising is necessary to purchase equipment or "extras" that are not provided by the school. Such items could include team and individual awards, transportation costs to additional scrimmages, banquet expenses, equipment etc. All fundraising activities are voluntary. Coaches are encouraged to give parents the option to donate money instead of selling a fundraising item. We would like to encourage all parents, coaches, and GIANTS fans to get involved with the annual BLUE & GOLD golf tournament as well as the Fall Giant Night Out!

DATA PRIVACY

By law, certain personal information cannot be released by a coach unless both the student and parent give permission. Coaches will hand out forms at the beginning of the season if they intend on publishing data that is covered under the Data Privacy Laws.

PUBLIC RELATIONS/PUBLICITY

Our activity programs are in the eye of the public more than any of our academic programs. We receive more praise and are subject to more criticism than any other program. How we conduct ourselves as coaches, athletes, parents and fans will be a reflection of the entire school system.

All Head coaches are responsible for notifying all appropriate news media sources immediately at the conclusion of their contest

SOCIAL NETWORKING SITES

As a student at LSH High School, you are expected to follow the student handbook guidelines, even though an event may happen off school property or after school hours.

Social network sites, other digital platforms (including cell phones) and distribution mechanisms that facilitate students communicating with other students are considered "Social Networking" platforms. Participation in such networks has both positive appeal and potentially negative consequences. It is important the LSH students be aware of these consequences and exercise appropriate caution if they choose to participate.

Students are not restricted from using any online social network sites and/or digital platforms. However, users must understand that any content they make public via online social networks or digital platforms is expected to follow acceptable social behaviors and also to comply with federal, state and local laws, as well as, your Student Handbook. As an LSH student, you must be aware of your Student Handbook regulations and expectations of our said co-curricular programs. Ignorance of these regulations does not excuse students from adhering to them.

Guidelines for Students:

These guidelines are intended to provide a framework for students to conduct themselves safely and responsibly in an online environment. As a student at Le Sueur-Henderson you should:

1. Be careful with how much and what kind of identifying information you post on social networking sites. Virtually anyone with an email address can access your personal page. It is unwise to make available information such as full date of birth, social security number, address, phone number, cell phone numbers, class schedules, bank account information, or details about your daily routine. All of these can facilitate identity theft or stalking. Social Media sites provide numerous privacy settings for information contained in its pages. Use these settings to protect private information. However, once posted, remember the information becomes property of the website and public record.
2. Be aware that community members, family, and potential current and future employers and college admissions offices often access information you place on online social networking sites. You should think about any information you post on sites or similar directories that potentially portrays an image of you to a prospective employer or school. The information is considered public information. Protect yourself by maintaining a self-image that you can be proud of years from now.
3. Be careful in responding to unsolicited emails asking for passwords or PIN numbers. Reputable businesses do not ask for this information in emails.
4. Don't have a false sense of security about your rights to freedom of speech when using Social

Media. Understand that freedom of speech is not unlimited. The online social network sites are NOT a place where you can say and do whatever you want without repercussions or personal accountability.

5. Remember photos once put on the social network site's server become their property and public record. You may delete the photo from your profile but it still stays on their server. Internet search engines like Google or Yahoo may still find that image long after you have deleted it from your profile. Think long and hard about what type of photo you want to represent you.
6. Whoever is the adult (over 18) responsible for the contracts, computers, phone lines, etc. is liable (civil and criminal) for your actions as a minor as well.

Things Students Should Avoid:

1. Derogatory language or remarks about our students, teammates, school personnel and our community at-large; as well as, teachers, or coaches; student-athletes, administrators or representatives of other schools.
2. Demeaning statements about or threats to any third party (including support of demeaning statements and threats- don't respond to these).
3. Distribution and possession of unauthorized videos and photos or statements depicting violence; hazing; sexual harassment and content; vandalism; stalking; underage drinking, selling, possessing, or using controlled substances; or any other inappropriate behaviors.
4. Creating a serious danger to the safety of another person or making a credible threat of serious physical or emotional injury to another person.
5. Indicating knowledge of unreported felonies, crimes, thefts or damage to property or unethical behavior.
6. Indicating knowledge of an unreported school or team violation - regardless if the violation was unintentional or intentional.

One of the biggest lessons social network users can learn is that anything you post online enters the public record. You never know who may be looking and when.

Students, parents and guardians, let it be known that any student in violation of said conduct is subject to consequences to be determined by the Administration, Principal and/or Activities Director.

The Minnesota State High School League Student Code of Responsibilities, Bylaw 206.00, is applicable and relevant in all student related issues and concerns in such matters.

WEDNESDAYS/SUNDAYS

No practice or competition is allowed on Sundays. Wednesday practices will end at 5:45pm so as not to conflict with family night. Rarely will an athletic activity take place on a Wednesday evening. Exceptions may result from Section tournaments/games in which we, as a school district, have no control.

HOLIDAYS/VACATIONS

Practices will not be held on Thanksgiving Day, Christmas Day and New Year's Day. Coaches will avoid practices on other holidays whenever possible. Practice or games may be held during holiday and vacation periods but separate practice schedules for these periods shall be made and distributed to the athletes involved well in advance of the holiday/vacation period

ACTIVITY PASSES

Activity passes may be purchased at the Activities Office at the High School or at the gate before games. **The passes may be used for regular season home events, excluding tournaments and/or playoffs. Passes cannot be used for post season tournament play.**

| | |
|-----------------------------|-----------------------|
| <u>Student Season Pass:</u> | \$30 |
| <u>Adult Season Pass:</u> | \$75 |
| Sr. Citizens (60 and over) | Free Admission |
| Children under 5 yrs. | Free Admission |

EMERGENCY CLOSING OF SCHOOL

In the event that school is closed for any type of emergency closing, including inclement weather, all co-curricular practices, games, or events are canceled.

EXCEPTION: Sub-Section and/or Section playoff contests may still be played as scheduled.

COACHES CODE OF CONDUCT

Coaches at Le Sueur-Henderson Middle/High School are expected to follow the following code of conduct in their relationships with student athletes.

As a coach, I recognize:

- My position as a role model for all students in terms of my language, behavior and attitudes.
- My responsibility to treat all athletes fairly and with dignity and respect.
- My need to exhibit the highest ethical and moral behavior at all times.
- The importance of honesty, integrity and respect for the rules and my responsibility to teach these values to my athletes.
- The need to keep winning and losing in its proper perspective.
- That athletes are students first and athletes second and I will do everything possible to help students be successful in school.
- The importance of each activity that students participate in and will do whatever I can to support all activities.
- My need to be receptive to parent concerns.

ACTIVITY EVALUATIONS

Included at the back of this packet is a copy of the Le Sueur-Henderson Middle/High School Activities Evaluation Form. Please use this form to evaluate your son/daughter's participation in school activities. The purpose of this evaluation is to gain feedback from parents and students so that we can constantly improve the activity programs offered at Le Sueur-Henderson Middle/High School. The evaluations also give coaches/directors feedback, which help them in their professional growth. Coaches/directors will not see the names of people returning this evaluation; only the information contained within the

evaluations will be shared. You are asked to be constructive in your comments, providing positive and supportive feedback, as well as suggestions for improvement and/or criticism of a coach/director. Everyone appreciates hearing that they are doing a good job. Coaches have been asked to include a copy of this evaluation in their team handout or to make evaluations available at their end of season banquet. Thank you for your continued support of GIANTS activities!

Minnesota River Conference

Sportsmanship Creed

- Accept the decisions of the contest officials.
- Avoid unsportsmanlike gestures or language.
- Display modesty in victory and graciousness in defeat.
- Show respect for opposing coaches, players and fans.
- Show respect for public property.
- Show respect for coaches' decisions during and after the games.
- Be positive and refrain from negative comments.

Athletic & Fine Arts Sportsmanship Policy

I. Program Goals / Expectations:

It is the vision of the Minnesota River Conference Schools to call upon the school community of: teachers, coaches, students, parents and directors of music, speech, debate and drama; to strive for sportsmanship in everything they do by teaching the values, long thought inherent in interscholastic activities.

The Minnesota River Conference views this policy as an effort to instill: values, personal responsibility, good sportsmanship and good citizenship in our students, coaches, and fans.

It is the belief of the Minnesota River Conference Schools that students can believe in and live by the values of: dignity, respect, equity, fairness, scholarship and sportsmanship.

The expectations of the Minnesota River Conference is to provide an environment where:

- Coaches lead by example through respect of officials and acceptance of the outcome of the event, without criticism.
- Spectators support the efforts of their team through attendance at events and avoid abusive sideline coaching and criticism of game officials.
- Students demonstrate the model of sportsmanship whether completing or being a spectator

II. Target Audience:

The Sportsmanship Policy of the Minnesota River Conference Schools is aimed at our students, coaches, parents, and fans. Through on-going sportsmanship programs and activities, the Minnesota River Conference will present its policy throughout the communities of the MRC.

III. Sportsmanship Committee Membership:

The Minnesota River Conference Schools will form an MRC Advisory Sportsmanship Committee consisting of the MRC athletic directors. It shall be the duty of the committee to revise the Sportsmanship Policy and promote school sponsored programs, which encourage sportsmanship at the Minnesota River Conference Schools.

IV. The Minnesota River Conference Sportsmanship Resolution:

Recognizing that participation in interscholastic activities is a privilege, the Minnesota River Conference requires that conduct of student participants be exemplary at all times. Participants are representatives of the Minnesota River Conference and their school and must conduct themselves appropriately both while in school and out of school. Student participants who violate this policy are subject to being removed from the activity at the discretion of the coach, athletic director, or building principal.

The building principal, with input from coaches, parents, teachers and students shall develop rules or conduct codes for all participants consistent with this policy and the rules adopted by the Minnesota State High School League.

These rules should contain a notice to participants that failure to abide by them could result in removal from the activity. The rules and conduct codes shall be reviewed by the building principal and athletic director periodically and presented to the school board.

V. Code of Conduct:

School Board:

- Adopt policies/resolutions that promote the ideals of good sportsmanship, ethics, and integrity.
- Serve as a positive role model and expect the same from parents, fans, participants, coaches and other school personnel.
- Support and reward participants, coaches, school administrators and fans that display good sportsmanship.
- Recognize the value of school activities as a vital part of education.
- Attend and enjoy school activities.

School Administrators:

- Develop a program for teaching and promoting sportsmanship.
- Provide appropriate supervisory personnel for each interscholastic event.
- Support participants, coaches and fans that teach and display good sportsmanship.
- Recognize exemplary behavior and actively discourage undesirable conduct by participants, coaches and fans.

- Attend events whenever possible and function as a model of good sportsmanship.

Coaches:

- Follow the rules of the sport during the progress of the contest.
- Accept the decisions of contest officials and show respect for those decisions.
- Avoid unsportsmanlike gestures or language
- Display modesty in victory and graciousness in defeat.
- Avoid excessive public display of criticism in front of participants or spectators
- Teach sportsmanship and reward players that are good sports.
- Avoid any contact with officials immediately following games.

Student-Athletes:

- Show respect for opponents by shaking hands with them.
- Accept the decisions of the contest officials.
- Avoid unsportsmanlike gestures or language.
- Display modesty in victory and graciousness in defeat.
- Learn the rules of the game.
- Show respect for opposing coaches, players and fans.

Spectators:

- Take part in cheers with the cheerleaders and applaud good performances.
- Work cooperatively with contest officials and supervisors in keeping order.
- Refrain from crowd booing, foot stomping or making negative comments about officials or participants.
- Stay off the playing floor or contest area at all times.
- Show respect for public property.
- Show respect for coaches' decisions during and after the games.
- Be positive and refrain from negative comments.

Bands:

- Choose appropriate music and time for performing
- Show respect at all times for officials, opponents and spectators.
- Stay off the playing floor or contest area at all times.

Officials:

- Accept your role in an unassuming manner.
- Maintain confidence and poise, controlling the contest from start to finish.
- Know the rules of the game thoroughly and abide by the established Code of Ethics.
- Publicly shake hand with coaches or both teams before the contest.
- Never exhibit emotions or argue with participants and coaches when enforcing rules.
- When watching a game as a spectator, give the officials the same respect you expect to receive when working a contest.
- Be prompt for all contests.

Media:

- Report acts of unsportsmanlike behavior without giving undue publicity to unsportsmanlike conduct.
- Refrain from making negative comments toward participants, coaches or contest officials.

- Recognize the efforts of all whom participate in the contest.
- Report facts without demonstrating partiality to either team.
- Film and report from school designated areas.

VI. Code of Ethics:

Coach:

A coach will be in violation of the standards or good sports established by the Minnesota State High School League by:

- Making degrading or critical remarks about officials during or after a contest either on the field of play from the bench or through any public news media.
- Arguing with officials or goes through motions indicating dislike/disdain for a decision.
- Detaining the officials following the contest to request a ruling or explanation of actions taken by the official.
- Being ejected from any contest.

Players:

As a student participant of the Minnesota River Conference Interscholastic activities, I understand and accept the following responsibilities:

- I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
- I will be fully responsible for my own actions and the consequences of my actions.
- I will respect the property of others.
- I will respect and obey the rules of the Minnesota River Conference and the laws of my community, state and country.
- I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state, and country.
- I will show respect for the calls of the officials and refrain from any actions or comments that are disrespectful.

VII. Promotion Strategies:

Ideas for promoting the "Good Sport Program":

Throughout the school year, the Sportsmanship Committee will establish ideas for promoting "Good Sport Program" at the Minnesota River Conference. The "Good Sport Program" at the Minnesota River Conference will include, but not be limited to the following:

- Creation of a "warning ticket" to hand to those who exhibit poor sportsmanship in the stands.
- Development of a speaker's bureau: Administrators and coaches and selected student athletes could talk with local adult civic organizations about the "BE a Good Sport" campaign. Student-athletes could deliver talks to students in the junior high and elementary schools to stress good sportsmanship.
- Have the school board develop a policy that stresses that attendance at an athletic event is a privilege, and that inappropriate behavior by any party will be dealt with appropriately.
- Send local media press releases stating that the Minnesota River Conference has joined the "Good Sport" campaign to promote good sportsmanship.
- Use the "Be a Good Sport" logo and ads in the Minnesota River Conference publications.
- Create banners and posters that convey the messages of good sportsmanship and welcome

opponents to the Minnesota River Conference.

- If the Minnesota River Conference and its spectators and athletes receive good sportsmanship from opponents, write letters to the principal or athletic director of that school. The end result is that both parties are encouraged to practice good sportsmanship.
- Have the Minnesota River Conference public address announcer read a pregame statement encouraging sportsmanship and proper respect for the opponents and game officials.

Rewards for "Good Sports" Behavior:

Throughout the school year, the Sportsmanship Committee will establish ideas for rewarding sportsmanship at the Minnesota River Conference. The "Good Sport Program" at the Minnesota River Conference will include, but not be limited to the following:

- Have administrators, coaches and cheerleaders note examples of good sportsmanship. Those individuals will be recognized in a "Good Sport Program" Recognition program.
- Handout sportsmanship rewards at home events.

Consequences for Acts of Misconduct:

Acts of misconduct will be dealt with on an individual basis. Depending on the severity of the misconduct; players, coaches, and spectators could:

- Receive oral reprimands
- Be asked to leave the event
- Be removed from the playing event
- Serve a one game suspension or more
- Further legal ramifications could apply to personal behavior deemed inappropriate.

VIII. Evaluation Procedures:

During the course of the school year, the Minnesota River Conference will evaluate the effectiveness of our sportsmanship program. Things to evaluate will include:

- Promotional activities
- Team and fan behavior
- School procedures to handle conflicts
- Recognition programs to reward good sports behavior
- Crowd control plans

LE SUEUR-HENDERSON SCHOOL SONG

FIGHT, FIGHT, LSH LET'S FIGHT

GO, GO, YOU GIANTS

WIN, WIN, YOU BLUE AND GOLD WE'RE

WITH YOU TONIGHT RAH, RAH, RAH

FIGHT, FIGHT, TO VICTORY TEAM,

TEAM, IT'S YOUR GAME SCORE,

SCORE, SCORE

AND THEN SCORE SOME MORE, YOU GIANTS TEAM!!

Pause LSH, LSH

LSH, LSH

GIANTS, GIANTS

What Are Sports Injuries?

The term sports injury, in the broadest sense, refers to the kinds of injuries that most commonly occur during sports or exercise. Some sports injuries result from accidents; others are due to poor training practices, improper equipment, lack of conditioning, or insufficient warm-up and stretching.

Although virtually any part of your body can be injured during sports or exercise, the term is usually reserved for injuries that involve the musculoskeletal system, which includes the muscles, bones, and associated tissues like cartilage.

Common Types of Sports Injuries

A **bruise or contusion** results when muscle fiber and connective tissue are crushed; torn blood vessels may cause a bluish appearance. Most bruises are minor, but some can cause more extensive damage and complications.

*A **strain** is a twist, pull, or tear of a muscle or tendon, a cord of tissue connecting muscle to bone. It is an acute, non contact injury that results from overstretching or over-contraction. Symptoms of a strain include pain, muscle spasms, and loss of strength.*

*A **sprain** is a stretch or tear of a ligament, the band of connective tissue that joins the end of one bone with another. Sprains can range from first degree (minimally stretched ligament) to third degree (a complete tear). Signs of a sprain include varying degrees of tenderness or pain; bruising; inflammation; swelling; inability to move a limb or joint; or joint looseness, laxity, or instability.*

Acute fractures: a break with little damage to the surrounding tissue or compound break in which the bone pierces the skin with little damage to the surrounding tissue. Most acute fractures are emergencies. One that breaks the skin is especially dangerous because there is a high risk of infection.

Stress fractures: Stress fractures occur largely in the feet and legs and are common in sports that require repetitive impact, primarily running/jumping sports such as gymnastics or track and field. Running creates forces two to three times a person's body weight on the lower limbs. The most common symptom of a stress fracture is pain at the site that worsens with weight-bearing activity. Tenderness and swelling often accompany the pain.

What's the Difference Between Acute and Chronic Injuries?

Acute injuries, such as a sprained ankle, strained back, or fractured hand, occur suddenly during activity. Signs of an acute injury include the following:

- Sudden, severe pain, swelling
- Inability to move a joint through its full range of motion
- Inability to place weight on a lower limb
- Extreme tenderness in an upper limb
- Extreme limb weakness
- Visible dislocation or break of a bone

Chronic injuries usually result from overusing one area of the body while playing a sport or exercising over a long period. The following are signs of a chronic injury:

- pain when performing an activity
- Swelling
- A dull ache when at rest

What Should I Do if I Suffer an Injury?

First point of contact is the coaches and staff, then the athletic trainer. Most injuries can be treated with the help and direction from the athletic trainer but that doesn't eliminate a visit to the primary physician if desired. Whether an injury is acute or chronic, there is never a good reason to try to "work through" the pain. Just STOP! Continuing the activity only causes further harm and possible tissue damage.

When to Seek Medical Treatment

- The injury causes severe pain, swelling, or numbness.
- You can't tolerate any weight on the area.
- The pain or dull ache of an old injury is accompanied by increased swelling or joint abnormality or instability.

How to Treat at Home

If you don't have any of the above symptoms, it's probably safe to treat the injury at home—at least at first. If pain or other symptoms worsen, it's best to check with your healthcare provider. Use the RICE method to relieve pain and inflammation and speed healing. Follow these four steps immediately after injury and continue for at least 72 hours.

- **Rest.** Reduce regular exercise or activities of daily living as needed. If you cannot put weight on an ankle or knee, crutches may help.
- **Ice.** Apply an ice pack to the injured area for 15-30 minutes at a time, four to eight times a day. An ice bag or plastic bag filled with crushed ice can be placed directly on the skin but if a GEL pack is used, a barrier NEEDS to separate the pack and the skin.
- **Compression.** Compression of the injured area may help reduce swelling. Compression should also be used during the icing process; (1) to hold cold therapy in place, and (2) compression of tissue will promote an improved environment for healing. Elastic wraps or ACE bandage work well.
- **Elevation.** If possible, keep the injured ankle, knee, elbow, or wrist elevated on a pillow, above the level of the heart, to help decrease swelling. Whenever not in use—elevate the injury.

The Body's Healing Process

From the moment a bone breaks or ligament tears, your body goes to work to repair the damage. Here's what happens at each stage of the healing process:

At the moment of injury: Chemicals are released from damaged cells, triggering a process called inflammation. This process causes tissues to become swollen, tender, and painful; although inflammation

is needed for healing, it can actually slow the healing process if left unchecked. Blood vessels at the injury site become dilated; blood flow increases to carry nutrients to the site of tissue damage.

Within hours of injury: White blood cells (leukocytes) travel down the bloodstream to the injury site where they begin to tear down and remove damaged tissue, allowing other specialized cells to start developing scar tissue.

Within days of injury: Scar tissue is formed on the skin or inside the body. The amount of scarring may be proportional to the amount of swelling, inflammation, or bleeding within. In the next few weeks, the damaged area will regain a great deal of strength as scar tissue continues to form.

Within a month of injury: Scar tissue may start to shrink; bringing damaged, torn, or separated tissues back together. However, it may be several months or more before the injury is completely healed.

Who Should I See for My Injury?

Depending on your preference and the severity of your injury or the likelihood that your injury may cause ongoing, long-term problems, you may want to see, or have your primary health care professional refer you to, one of the following:

- *Athletic Trainer:* A health care professional who can make an assessment, provide treatment, and develop a rehabilitation program for the injury right through the high school. Should advanced care and modalities be needed, free consults through the Orthopaedic and Fracture Clinic are available. Time specific, only at 8 am Monday thru Friday at the Wickersham Health Campus.
- *Physical Therapy:* A health care professional who can diagnosis, provide treatment, and develop a rehabilitation program immediately following an injury or upon referral from your primary care
- *Orthopaedic surgeon:* A doctor specializing in the diagnosis and treatment of the musculoskeletal system, which includes bones, joints, ligaments, tendons, muscles, and nerves.

Rest

Although it is important to get moving as soon as possible, you must also take time to rest following an injury. All injuries need time to heal; proper rest will help the process. Your health care professional can guide you regarding the proper balance between rest and rehabilitation.

Rehabilitation (Exercise)

A key part of rehabilitation from sports injuries is a graduated exercise program designed to return the injured body part to a normal level of function.

With most injuries, early mobilization- getting the part moving as soon as possible-will speed healing. Generally, early mobilization starts with gentle range-of-motion exercises and then moves on to stretching and strengthening exercise when you can without increasing pain.

As damaged tissue heals, scar tissue forms, which shrinks and brings torn or separated tissues back together. As a result, the injury site becomes tight or stiff, and damaged tissues are at risk of re-injury. That's why stretching and strengthening exercises are so important. You should continue to stretch the muscles daily and as the first part of your warm-up at the beginning of exercise.

The athletic trainer has prepared sheets of rehabilitation exercises for various injuries that can be performed at school and at home. Remember that progression is the key principle for the injured body part and return to play. Start with just a few exercises, do them often, and then gradually increase how much you do. A complete rehabilitation program should include exercises for flexibility, endurance, and strength; instruction in balance and proper body mechanics related to the sport; and a planned return to full participation.

Throughout the rehabilitation process, avoid painful activities and concentrate on those exercises that will improve function in the injured part. Don't resume your sport until you are sure you can stretch the injured tissues without any pain, swelling, or restricted movement, and monitor any other symptoms. When you do return to your sport, start slowly and gradually build up to full participation. For more advice on how to prevent injuries as you return to active exercise.

Other Therapies

- **Cold/cryotherapy:** Ice packs reduce inflammation by constricting blood vessels and limiting blood flow to the injured tissues. Cryotherapy eases pain by numbing the injured area. It is generally used for only the first 72 hours after injury. Cold therapy needs to be a timed event; 15-30 minutes on and 30-45 minutes off. The timing of the event permits sufficient vasoconstriction and slowed metabolism, only to allow the body a chance to return to homeostasis (98.6° F). At this time only warm, nutrient rich, and oxygen rich red blood enters and the repair process works optimally.
- **Heat/thermotherapy:** Heat, in the form of hot compresses or heating pads, causes the blood vessels to dilate and increase blood flow to the injury site. Increased blood flow aids the healing process by removing cell debris from damaged tissues and carrying healing nutrients to the injury site. Heat also helps to reduce pain. It should not be applied within the first 72 hours after an injury. Heating pads are dry heat and can damage tissue through the removal of body moisture and sweating; these should be used on a timed basis, err on the side of caution (5-10 minutes on low settings).
- **Massage:** Manual pressing, rubbing, and manipulation soothe tense muscles and increase blood flow to the injury site. Warming tissue prior to massage will assist this process, followed with a gentle stretch for 30 seconds.

For More Information

The National Institute of Arthritis and Musculoskeletal and Skin Diseases Website
<http://www.niams.nih.gov>

National Athletic Trainers Association: <http://www.nata.org>

American Academy of Orthopaedic Surgeons (AAOS) <http://www.aaos.org>

American Academy of Pediatrics <http://www.aap.org>

American Medical Society for Sports Medicine <http://www.amssm.org> American Orthopedic Society for Sports Medicine <http://www.sportsmed.org> American Physical Therapy Association

<http://www.apta.org>

American College of Sports Medicine <http://www.acsm.org>

LE SUEUR-HENDERSON PUBLIC SCHOOL GRIEVANCE PROCEDURE FOR COMPLAINTS OF DISCRIMINATION

The following grievance procedure applies to claims of sex and disability discrimination:

A. Any person who believes he or she has been the victim of unlawful discrimination or any person with knowledge or belief of conduct that may constitute unlawful discrimination shall report the alleged acts immediately to an appropriate school district official designated by this policy. The complaint must be filed within 30 calendar days of the alleged violation.

B. The Human Rights Officer is responsible for receiving oral or written complaints of unlawful discrimination toward an employee or student. However, nothing in this policy shall prevent any person from reporting unlawful discrimination toward an employee or student directly with the Human Rights Officer, the school board or other school district official.

C. While the school board has designated the Human Rights Officer to receive complaints of unlawful discrimination, if the complaint involves the Human Rights Officer, the complaint shall be made to the superintendent.

D. Upon receipt of a complaint, the Human Rights Officer shall immediately notify the superintendent. If the superintendent is the subject of the complaint, the Human Rights Officer shall immediately notify the school board.

E. The Human Rights Officer may request but not insist upon a written complaint. Alternative means of filing a complaint, such as through a personal interview or by tape recording, shall be made available upon request for qualified persons with a disability. If the complaint is oral, it shall be reduced to writing within 24 hours and forwarded to the superintendent. Failure to do so may result in disciplinary action. The school district encourages the reporting party to complete the complaint form for written complaints. It is available from the principal of each building or the school district office.

F. The school district shall respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses, consistent with the school district's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations.

INVESTIGATION

A. The Human Rights Officer, upon receipt of a complaint alleging unlawful discrimination shall promptly undertake an investigation if deemed appropriate. The investigation may be conducted by the Title IX coordinator for complaints of sex discrimination or the Section 504 Coordinator for complaints of disability discrimination, or a school district official or neutral third party designated by the Title IX coordinator, Section 504 coordinator or Human Rights Officer. The investigation shall be completed within 30 days of the complaint, unless impracticable.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint.

The investigation may also consist of other methods deemed pertinent by the investigator.

C. In determining whether the alleged conduct constitutes a violation of this policy, the school district shall consider the facts and the surrounding circumstances such as the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incident occurred.

D. The school district may take immediate steps to protect the parties involved in the complaint process, pending completion of an investigation of alleged unlawful discrimination.

E. Upon completion of the investigation, the school district investigator shall make a written report to the Human Rights Officer. If the complaint involves the Human Rights Officer, the report may be filed directly with the superintendent or school board. The report shall include the facts, a determination of whether the allegations have been substantiated, whether a violation of this policy has occurred as well as a description of any proposed resolution which may include alternative dispute resolution.

F. The district shall comply with federal and state law pertaining to retention of records.

APPEAL

If the grievance has not been resolved to the satisfaction of the complainant, s/he may appeal to the Human Rights Officer within ten (10) school days of receipt of the findings of the school district investigation. The school district investigator shall conduct a review of the appeal and within ten (10) school days of receipt of the appeal, shall affirm, reverse, or modify the findings of the report. The decision of the school district investigator is final but does not preclude pursuit of alternative complaint procedures noted in the section entitled "Right to Alternative Complaint Procedures."

SCHOOL DISTRICT ACTION

A. Upon conclusion of the investigation and receipt of the findings, the school district shall take appropriate action. If it is determined that a violation has occurred, such actions may include, but is not limited to, warning, suspension, expulsion, transfer, remediation or termination.

School district action taken for violation of this policy shall be consistent with the requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

B. The result of the school district's investigation of each complaint filed under these procedures shall be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

RETALIATION

The school district shall take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful discrimination toward an employee or student or any person who testifies, assists or participates in an investigation or hearing relating to such unlawful discrimination. Retaliation includes, but is not limited to, any form of intimidation or harassment.

CONFLICT OF INTEREST

If there is a conflict of interest with respect to any party affected by this policy, appropriate action shall be taken such as, but not limited to, appointing or contracting with a neutral third party investigator to conduct the investigation or recusal from the process by the person for whom a conflict or potential conflict of interest exists.

DISSEMINATION OF POLICY

The school district shall adopt and publish these procedures.

RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the agencies listed below or initiating action in state or federal court.

Claims of discrimination may also be pursued through the following agencies where appropriate:

U.S. Department of Education
Office for Civil Rights, Region V
500 W. Madison Street- Suite 1475
Chicago, IL 60661
Tel: 312-730-1560
TDD: 312-730-1609

MN Department of Human Rights
190 E 5th Street
St. Paul, MN 55101
800.657.3704
651.296.5663
TDD 651.296.1283

For complaints of employment discrimination:

Equal Employment Opportunity Commission
330 S. 2nd Avenue
Suite 430
Minneapolis, MN 55401
800.669.4000
612.335.4040
TDD 612.335.4045

This document provides general information and is not to be a substitute for legal advice. Changes in the law, including timelines for filing a complaint, may affect your rights.

**END-OF-THE SEASON EVALUATION
LE SUEUR-HENDERSON MIDDLE/HIGH SCHOOL SPORTS/ACTIVITIES**

Sport/Activity: _____

Participation Level (please circle one): Var "B" "C" 8th 7th
Girls Boys

Gender:

Dear Le Sueur/Henderson Parents/Guardians,
I would like you to fill out this brief evaluation so that we can continue to improve our activity programs. Please be honest, constructive and sincere in your comments. I will compile the results of the evaluations and share them with the coach/advisor. The purpose of this evaluation is to help our coaches/advisors continue to grow and improve as individuals and as coaches/advisors.

Mission Statement for GIANTS Activities:

Le Sueur-Henderson Middle/High School, in partnership with its students, coaches and families will encourage and support participation in all of the co-curricular activities offered at LSH.

Our goal is to instill "GIANT PRIDE" throughout the school district and the communities in which we live in.

GIANT PRIDE is based on the six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Citizenship, & Caring.

1. How well was the mission statement followed?

Excellent Good Fair Poor Very Poor Don't Know

Comments:

2. Were the team and individuals dealt with in a fair manner?

Excellent Good Fair Poor Very Poor Don't Know

Comments:

3. How would you rate the coaching?

Excellent Good Fair Poor Very Poor Don't Know

Comments:

4. What is your overall rating of the experience you or your son/daughter had with the activity just completed?

Excellent Good Fair Poor Very Poor Don't Know

Comments:

5. The coach was fair, trustworthy, caring, respectful, & responsible with team members throughout the season?

Excellent Good Fair Poor Very Poor Don't Know

Comments:

6. The coach promotes and demonstrates good sportsmanship and citizenship whether we win or lose?

Excellent Good Fair Poor Very Poor Don't Know

Comments:

7. What one thing would you tell your coach that would help him/her to become a better coach?

Excellent Good Fair Poor Very Poor Don't Know

Comments:

Thank you for taking the time to complete this survey.

Please return to:
Jeff Christ, Activities Director
Le Sueur-Henderson High School
901 East Ferry Street
Le Sueur, MN 56058

Le Sueur-Henderson Public Schools

Independent School District 2397

Le Sueur-Henderson Middle/High School

901 East Ferry Street

Le Sueur, MN 56058

Phone: (507) 665-4600 ● www.isd2397.org ● Fax: (507) 665-6858

LS-H Athletic Department Acceleration Policy

Occasionally a need to accelerate an athlete to a higher level of play is required or requested. This is usually based upon team need or a particular athlete's skill level. The process of acceleration has several steps.

1. The coach will meet and discuss the situation with the Activities Director
2. The coach will discuss the situation with the parents (done prior to the athlete's knowledge)
3. If the parent(s) are in agreement with the acceleration, the athlete is informed and if the athlete is in favor of the move, the acceleration takes place.
4. If the parent(s) disapprove, the process stops and the athlete will stay at the current level without knowledge of the discussions.

Accelerating an athlete can be a touchy situation. There are pluses and minuses for such a move. I do not recommend accelerating an athlete unless it is to the varsity level and then only if it is seen that the athlete will make a significant impact on the success of the team.

This form pertains to students in grades 7 & 8 who may be asked by their coach to be move to a higher level of competition:

DATE: _____ SPORT: _____ GRADE: _____

NAME OF STUDENT: _____

CURRENT LEVEL OF COMPETITION: _____ LEVEL OF MOVE REQUESTED: _____

A move to a high level of competition may result in:

- Higher level of competition
- Greater number of competitive events
- More travel
- Later home arrivals after events
- Higher risk of injury
- Situations with other students

_____ I approve of proposed level move

_____ I disapprove of proposed move

Parent Signature _____ Athlete Signature _____

A.D. Signature _____ Coaches Signatures _____

Dear Parent(s)/Guardian(s),

Le Sueur-Henderson High School assumes that certain directory information will be released **unless a parent requests that no information** be given. The information included in this assumption is team directories, rosters, newspaper releases, awards, etc.

Due to Data Privacy Laws, the Le Sueur-Henderson School District must have a signed "Request for Denial of Release of Information" so that if and when requested, information is not released to schools making athletic inquiries about your child, etc.

Please read and sign the **Denial to Release** form at the bottom of the page IF this is your wish and have your son/daughter return the form to his/her coach.

Thank you for your cooperation,

Jeff Christ
Activities Director

Requesting DENIAL of RELEASE OF INFORMATION

I/We **DO NOT** give permission to the Le Sueur-Henderson High School Activities Department and school district coaches to release information concerning my/our son/daughter, for the current school year, to appropriate personnel from a college/university who may request information for recruiting purposes.

____ I/We also **DO NOT** give permission for coaches to publish my/our name(s) in directory information that is given to other members of my/our son's/daughter's team.

____ I/We **DO NOT** give permission to LSH to publish our student's name on rosters, newspaper releases, awards, etc. regarding his/her athletic activities.

Student's name: _____

Parent's/Guardian's signature: _____

Date: _____

Return form to your coach to be placed in the Athletic Office file

2020-21 LE SUEUR-HENDERSON SCHOOLS ACTIVITIES REGISTRATION FORM

This form must be completed and returned to the Activities Office before athletes can practice/play.

Student Name _____ Grade _____ Gender _____ Address _____
 _____ City _____ Zip _____ Birth Date _____
 Home Phone _____ Parent Email: _____ Mother's Name _____
 Phone _____ Work Phone _____ Father's Name _____
 Phone _____ Work Phone _____ Medical History: Diabetes _____ Epilepsy _____
 _____ Asthma _____

Allergies (list) _____

List any other health concerns: _____

Permission is hereby granted to the attending physician to proceed with any medical or surgical treatment, x-ray examinations, and immunizations for the above named student. In the event of serious illness, the need for major surgery, or significant accidental injury, I understand that an attempt will be made by the attending physician to contact me in the most expeditious means possible. If said physician is not able to communicate with me, the treatment necessary for the best interest of the student may be given. In the event that an emergency arises during a practice session, an effort will be made to contact parents or guardians as soon as possible. Permission is also granted to the athletic trainer or coach to provide emergency treatment to this student prior to his admission to a medical facility.

Parent/Guardian Signature _____ Date _____ Non-parent to notify in
 case of emergency _____ Phone _____ Family Physician Name _____
 _____ Phone _____

Insurance info: _____ Group #: _____ Policy #: _____

I understand that as a participant, all MSHSL and Le Sueur-Henderson Schools participation and eligibility policies will be followed.

Parent/Guardian Signature _____ Date _____ Student Signature _____
 _____ Date _____

*** OFFICE USE ONLY * THIS FORM MUST BE COMPLETED BEFORE YOU WILL BE
 ALLOWED TO PARTICIPATE AND/OR PRACTICE!**

FALL SPORT: _____

Physical _____ MSHSL Form _____ Fee Pd. _____ (or Payment Plan _____)

The student has turned in all eligibility forms and paid his/her fee
 and is cleared to participate in practices, contests, and performances _____

(Athletic Office Signature Only) Date

WINTER SPORT: _____

Physical _____ MSHSL Form _____ Fee Pd. _____ (or Payment Plan _____)

The student has turned in all eligibility forms and paid his/her fee
 and is cleared to participate in practices, contests, and performances _____

(Athletic Office Signature Only) Date

SPRING SPORT: _____

Physical _____ MSHSL Form _____ Fee Pd. _____ (or Payment Plan _____)

The student has turned in all eligibility forms and paid his/her fee
 and is cleared to participate in practices, contests, and performances _____

(Athletic Office Signature Only) Date



Employment Recommendation Le Sueur - Henderson School District

Position: Driver Ed Classroom Instructor

Recommended Candidate: Don Fraser

Recommended by: Nathan Warden

Date: 6/4/20

To be completed by administrator:

Candidate has current & appropriate certification:

Yes

Reference checks completed:

Yes

Years of experience granted:

Step Placement:

\$1400

Highest degree currently held:

BA Teachers license

Lane Placement:

N/A

Credits beyond highest degree granted:

N/A

New Position

Existing Position

Replacing:

Additional Information:

- With covid-19, Don is able to teach Dr. Ed. Classroom virtually to our students

Approval of Principal: Nathan Warden

6/4/20

Electronic Signature

Date

Approval of Superintendent:

Electronic Signature

Date

Share with via Google Drive - District Office (Ky, Marlene, Juanita) & Technology (Alexis)



Coach/Advisor Recommendation Le Sueur - Henderson School District

Position: Fall Play Assistant

Recommended Candidate: Zach Kubasta

Recommended by: Jeff Christ

To be completed by administrator:

Candidate has current & appropriate certification (if applicable):

X

Reference checks completed:

X

Years of experience (Step Placement):

1

X

NEW

EXISTING

Additional Information: Zach will be our new LSH choir director.

Approval of Activities Director:

Jeff Christ

6/10/20

Electronic Signature

Date



Employment Recommendation Le Sueur - Henderson School District

Position: Health Office Assistant/Park Attendance Secretary

Recommended Candidate: Kelley Reiser

Recommended by: Christine McDonald

Date: 6/11/2020

To be completed by administrator:

Candidate has current & appropriate certification (if applicable):

yes

Reference checks completed:

yes

Years of experience (Step Placement):

0

| | | |
|----------|-----------------|-------------------|
| X | NEW | |
| | EXISTING | REPLACING: |

| | |
|--|---|
| Start Date: | 9/2020 (Start Date same as other paraprofessionals) |
| Work Hours: (ex: 8:00 am - 3:00 pm) | 8:00 to 3:00 |
| Days of Week (Monday - Friday) | M-F |

Additional Information:

- Per the job posting, Kelley will be paid \$12.50per hour

Approval of administrator: Christine McDonald 6/11/2020

Electronic Signature

Date

Approval of Superintendent:

Electronic Signature

Date



Employment Recommendation

Le Sueur - Henderson School District

Share with via Google Drive - District Office (Ky, Marlene, Jackie) & Technology (Mike)



Employment Recommendation

Le Sueur - Henderson School District

Position: Hilltop Technology Paraprofessional

Recommended Candidate: Amy Kulyas

Recommended by: Amanda Feterl

Date: 6/15/2020

To be completed by administrator:

Candidate has current & appropriate certification (if applicable):

NA

Reference checks completed:

X

Years of experience (Step Placement):

.5

| |
|---|
| |
| x |

NEW

EXISTING

REPLACING: Dana Owens

| | |
|--|-------------------|
| Start Date: | August 2020 |
| Work Hours: (ex: 8:00 am - 3:00 pm) | 7:30 AM - 2:30 PM |
| Days of Week (Monday - Friday) | Monday - Friday |

Additional Information:

-

Approval of administrator:

Amanda Feterl

6/15/2020

Electronic Signature

Date

Approval of Superintendent:

Electronic Signature

Date



Employment Recommendation

Le Sueur - Henderson School District

Share with via Google Drive - District Office (Ky, Marlene, Jackie) &
Technology (Mike)



Employment Recommendation

Le Sueur - Henderson School District

Position: Title One Paraprofessional at Park Elementary

Recommended Candidate: Kami Welter

Recommended by: Christine McDonald

Date: 7/8/2020

To be completed by administrator:

Candidate has current & appropriate certification (if applicable):

yes

Reference checks completed:

yes

Years of experience (Step Placement):

| | |
|----------|-----------------|
| X | NEW |
| X | EXISTING |

NEW

EXISTING

REPLACING: This position was originally reduced from the 19/20 budget, yet is not being reinstated. This was Kami's position during the 19/20 school year.

| | |
|--|--|
| Start Date: | August 2020 - Normal Paraprofessional start date |
| Work Hours: (ex: 8:00 am - 3:00 pm) | 6.5 hours per day, 8:00 - 3:00 (including duty free lunch) |
| Days of Week (Monday - Friday) | M-F |

Additional Information:

- See above. This has been Kami's position for many years. The board reduced this position, yet is now being reinstated.

Approval of administrator: Christine McDonald

7/8/2020

Electronic Signature

Date



Employment Recommendation Le Sueur - Henderson School District

Approval of Superintendent:

Electronic Signature

Date

Share with via Google Drive - District Office (Ky, Marlene, Jackie) & Technology (Mike)

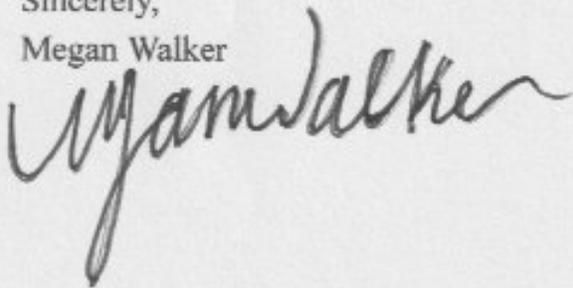
June 29th, 2020

Dear Amanda, Christine, and Marlene,

Please accept this letter of resignation effective immediately. I have accepted a position as a Media/STEM specialist in the Apple Valley school district. Thank you so much for all that you and the district have done for me. You took a chance on me and gave me the wonderful job opportunity as a Media Specialist. Because of you, I have found my dream career field and love what I do everyday.

Again, thank you!

Sincerely,
Megan Walker

A handwritten signature in cursive script that reads "Megan Walker". The signature is written in black ink and is positioned below the typed name.

June 23, 2020

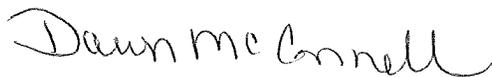
Kid's Club
Community Education
ISD 2397
706 Turril Street
Le Sueur, MN 56058

Dear Nate Warden and Cheri Youngren:

After careful consideration and putting my family's health and safety as a top priority during this pandemic, I am giving my notice of resignation as a kid's club aid. Please accept this as my resignation notice effective July 3, 2020. This will give you some time to find a replacement for my shift.

I have enjoyed working for Kid's Club and thanks for the opportunity. I will miss the children and staff.

Sincerely,

A handwritten signature in cursive script that reads "Dawn McConnell".

Dawn McConnell

June 30th 2020

Letter of Resignation

Dear Marlene, Christine, and Amanda

It is with a heavy heart that I submit my resignation. Please accept this letter as my formal notification that I am resigning from Elementary Art Specialist with the Le Sueur-Henderson School District, effective immediately, as I have accepted a new position in the Mankato School District.

I want to thank you for the opportunity you gave me to grow, learn, and collaborate with you in the Le Sueur-Henderson District for the last five years. It has been a pleasure to work with you, my colleagues, and our students and I wish you all the best. This was a very difficult decision to make, especially with how our school year ended, but I am excited to continue on in my path.

Please let me know if I can be of any assistance during this transition. I wish the district much success and hope to stay in touch.

Thank you again,
Erika Kuhlers

Quote Number 00001268
 Quote Date 2/26/2020

Prepared By Christine Post
 Email chris@7mindsets.com
 Phone (770) 235-3971

CONTACT INFORMATION

Contact Name Bonnie Davig
 Email bdavig@isd2397.org

Prepared For: Le Sueur-Henderson Middle HS
 Billing Address 901 Ferry St
 Le Sueur, MN 56058
 United States

Brian Thorstad
bthorstad@isd2397.org

Notes

Quote Notes: NOTE: Renewal lines represent 2021/22 school years

Terms

License Start Date 8/1/2020

License End Date 7/31/2022

| Product | Product Description | List Price | Sales Price | Quantity | Total Price |
|---|--|-------------|-------------|----------|-------------|
| Half Day Professional Development (New) | Onsite Training, Coaching, and Modeling | \$2,000.00 | \$2,000.00 | 1.00 | \$2,000.00 |
| School Site License (New) | Full Access 7 Mindsets Online Resources and Curriculum | \$7,000.00 | \$5,000.00 | 1.00 | \$5,000.00 |
| School Site License (Renew) | Full Access 7 Mindsets Online Resources and Curriculum | \$7,000.00 | \$5,000.00 | 2.00 | \$10,000.00 |
| School Site License - Single Semester | Full Access 7 Mindsets Online Resources and Curriculum | \$3,750.00 | \$0.00 | 1.00 | \$0.00 |
| Travel | Travel Expenses Associated with Onsite Training Visit | \$750.00 | \$750.00 | 1.00 | \$750.00 |
| | | Subtotal | \$17,750.00 | | |
| | | Grand Total | \$17,750.00 | | |

License applies to the following School(s) or Group(s)

License Accounts: LeSueur-Henderson Public schools K-12 (Full District)

Product Terms & Definitions

License Terms

License to 7 Mindsets Online Portal *means* access to all Student and Educator Curriculum (Self-Paced, and Facilitated Group Modules), Resource Hub, Leadership Zone, Parent Resources, and all supporting materials.

7 Mindsets online portal may be accessed at www.7mindsetsportal.com. Renewal notification details will be sent sixty (60) days prior to

License End Date. Invoices will be generated within thirty (30) days of License End Date.

License delivered pursuant to License Start and End Dates listed in the above terms.

Professional Development Terms

7 Mindsets Professional Development means Onsite and/or Virtual Training and Implementation Services. Scope and delivery date(s) to be determined during initial discovery process, unless previously agreed upon and referenced in Notes section above.

Complete License Terms and Conditions may be found in the Master Subscription Agreement at 7mindsetsportal.com/agreement.pdf

Purchasing Terms & Approval

Purchase Orders (PO) may be sent directly to orderprocessing@7mindsets.com or faxed to (678) 550-9750.
If applicable, please include current tax exempt form.

If a Purchase Order (PO) is NOT required, please *Sign Below* and an invoice will be generated and sent via email.

Invoice Instructions

School or District:

Attention:

Special Instructions (Reference PO or Requisition Number, etc):

Email:

Customer Approval

Upon signature by Customer and submission to orderprocessing@7mindsets.com, the Customer acknowledges and accepts the terms of this order, pricing, applicable training dates and deliverables. All billing pertaining to this order form will contain the pricing and payment terms listed above.

Printed Name _____

Title _____

Signature _____

Date _____

Congratulations Grant Recipients!

Thank you to all 20 schools who applied. Over half a million dollars were requested this year! The PrairieCare Child & Family Fund is committed to posting the next 'Request for Proposals' in October 2020.

2020-21 Grant Recipients

In May, PrairieCare Child & Family Fund, which launched in March of 2016, awarded \$185,000 in grant funding to TEN Minnesota school districts & non-profits to support mental health education and training to those who support or provide educational services to youth. PrairieCare Child & Family Fund selected the following districts based upon the overall impact and sustainability of their proposed programs: Since 2016, a total of \$545,000 has been awarded to TWENTY-SEVEN school districts throughout the state!!



- District #622
- Eastern Carver County Schools
- Lake Agassiz Education Cooperative (Detroit Lakes Area)
- Le Sueur Henderson Public Schools
- Marshall Middle School
- Northfield Public Schools
- Paynesville Public Schools
- South Washington Co. Schools
- Washburn Center with Minneapolis & Bloomington Schools
- White Bear Lake Schools

This is the fourth series of grant funding awarded by the PrairieCare Child & Family Fund, and the amount awarded increased based upon the overall success of fundraising and the quality of the proposals received. The purpose of this grant making foundation is to *support mental health innovations in education, services and research*. The goal of this grant is to help create sustainable education programs for district and program staff to better identify and work with kids who may be struggling with poor mental health. Many of the proposals included regular staff education and seminars as well as curriculum's that will be implemented into the daily educational routine for kids that promote resiliency and mental wellness.

The awarded districts will be finalizing the development of their programs this spring and will be implemented in the fall for the start of the 2020/21 school year. "The ten school districts receiving grants will be providing better mental health support to their students, staff and communities. We are proud to be their partners," said Board President, Sandy Nicholson. The school districts selected provide board representation from many social, economic and cultural classes throughout the state of Minnesota. The PrairieCare Child & Family Fund is committed to posting the next 'Request for Proposals' in October of 2020.



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park • Illinois 60477-6243
Phone: 1.800.323.0440 • Fax: 1.888.409.3900
www.g-w.com • custserv@g-w.com

QUOTE

| |
|------------------------------|
| Account Number 0005605801 |
| Quote Number 13587874 |
| Quote Date 6/29/20 |

Duns No. 00517-6706
U.S. Fed I.D. 36-2135994
Canada BN: 855264339

Bill To:

Ship To:

LE SUEUR-HENDERSON ISD 2397
115 1/2 N 5TH ST
LE SUEUR MN 56058-1820

LE SUEUR-HENDERSON ISD 2397
TERI BURDORF
115 1/2 N 5TH ST
LE SUEUR MN 56058-1820

Please refer to your Account Number and Process Number on all correspondence.

| Process No. | Process Date | Purchase Order Number | Shipped Via | | | Expiration Date |
|-------------------|--------------|-------------------------|---|------------------------|---------|------------------------|
| 13587874 | 6/29/20 | 13587874 QUOTE 06/29/20 | *** U.P.S. GROUND *** | | | 10/31/20 |
| ISBN | Quantity | Item | Title (©) | List Price | Disc. % | Net Extended Price |
| 978-1-63126-345-3 | 12 | BDL | MODERN METAL TX/OLS6 (2018) * | 195.00 | 25.00 | 1755.00 |
| 978-1-63126-395-8 | 1 | OIR | SMALL GAS ENG 6YR EMAIL (2017) *DESK COPY | | | .00 |
| 978-1-63126-346-0 | 1 | OIR | MODERN METAL 6YR EMAIL (2018) * | 528.00 | 25.00 | 396.00 |
| 978-1-63126-394-1 | 25 | BDL | SMALL GAS ENGINES TX/OLS6(2017) * | 159.96 | 25.00 | 2999.25 |
| 978-1-63126-332-3 | 25 | BDL | WELDING FUNDAMEN TX/OLS6(2017) * | 168.00 | 25.00 | 3150.00 |
| 978-1-63126-333-0 | 1 | OIR | WELDING FUNDAMEN 6YR EMAIL (2017) *DESK COPY | | | .00 |
| Sub-Total | | Sales Tax | | Shipping Charge | | PAY THIS AMOUNT |
| 8300.25 | | .00 | | 179.57 | | |

Shipping Charges are good for 30 days from date of quote.

Page Number 1 of 1

Invoices that include multi-year, online subscription items cannot be paid via credit/debit card.

Free items available only with purchase of student items direct from Goodheart-Willcox.

| | | |
|-------------------------------|--------------------------------|----------------------------------|
| BDL Bundle | OG Observation Guide | SG Study Guide |
| CCL Common Cartridge License | OIR Online Instructor Resource | SHP Shop Manual |
| CCK Common Cartridge Packet | OLS Online Learning Suite | TAW Teacher's Annotated Workbook |
| EBI Ebook Instructor | OSC Online Student Center | TE Teacher's Edition |
| EBS Ebook Student | OT Online Textbook | TSE Exam View Test Software |
| EHI EduHub Instructor Product | PP PowerPoint | TXT Textbook |
| EHS EduHub Student Product | RCD Instructor's Resource CD | WB Workbook |
| LM Lab Manual | SDG Software Design Guide | |



Le Sueur-Henderson Public Schools

Independent School District 2397

115 North Fifth Street, Suite 200
Le Sueur, MN 56058

Phone: (507) 665-4600 • www.isd2397.org • Fax: (507) 665-6858

NOTICE OF FILING DATES FOR ELECTION TO THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 2397
LE SUEUR-HENDERSON PUBLIC SCHOOLS
STATE OF MINNESOTA

NOTICE IS HEREBY GIVEN that the period for filing Affidavits of Candidacy for the office of school board member of Independent School District No. 2397 shall begin on July 28, 2020 and shall close at 5:00 P.M. on August 11, 2020.

The general election shall be held on Tuesday, November 3, 2020. At that election, three members will be elected to the School Board for terms of four (4) years each.

Affidavits of Candidacy are available from the School District Office, 115 ½ North 5th Street, Suite 200, Le Sueur, MN. The filing fee for this office is \$2.00. A candidate for this office must be an eligible voter, must be 21 years of age or more on assuming office, must have been a resident of the school district from which the candidate seeks election for 30 days before the general election, and must have no other affidavit on file for any other office at the same primary or next ensuing general election.

The Affidavits of Candidacy must be filed in the school district office and the filing fee paid prior to 5:00 P.M. on August 11, 2020.

BY ORDER OF THE SCHOOL BOARD

Kelsey Schwartz
School District Clerk

ACCOUNTING CLERK CONTRACT

ARTICLE I PURPOSE

This Contract is entered into between Independent School District No. 2397, Le Sueur-Henderson, Minnesota, hereinafter referred to as the School District, and Jennifer D. Vrklan, hereinafter referred to as the Accounting Clerk, who agrees to perform the duties of the Accounting Clerk of the School District.

ARTICLE II DURATION, EXPIRATION, TERMINATION DURING THE TERM, MUTUAL CONSENT, AND CONTINGENCY

Section 1. Duration: This Contract is for a term of one year commencing on July 1, 2020, and ending on June 30, 2021. It shall remain in full force and effect unless modified by mutual consent of the School Board and the Accounting Clerk or unless terminated as provided in this Contract.

Section 2. Expiration: This Contract shall expire at the end of the term specified in Section 1. above. At the conclusion of its term, neither party shall have any further claim against the other, and the School District's employment of the Accounting Clerk shall cease, unless a subsequent Contract is entered into by the parties. In the event the parties fail to enter into a subsequent contract, the Accounting Clerk's employment shall continue on a month-to-month basis until the School Board either enters into a subsequent Contract with the Accounting Clerk or until the School Board provides sixty (60) calendar days of written notice of the termination of the Accounting Clerk's employment.

Section 3. Termination During the Term: The Accounting Clerk's employment may be terminated during the term of this Contract only for cause as defined in M.S. 122A.40, Subd. 9. and Subd. 13., but, except for purposes of describing grounds for discharge, the provisions of M.S. 122A.40 shall not be applicable. If the School Board proposes to terminate the Accounting Clerk during the term of this Contract for cause as described in M.S. 122A.40, Subd. 9. or Subd. 13., it shall notify the Accounting Clerk, in writing, of the proposed grounds for termination. The Accounting Clerk shall be entitled to a hearing before an arbitrator provided the Accounting Clerk makes such a request, in writing, to the School Board Chair within fifteen (15) calendar days after receipt of the written notice of the proposed termination. In such event, the parties shall jointly petition the Bureau of Mediation Services (BMS) for a list of five (5) arbitrators. The arbitrator shall be selected by the parties through the normal striking process as provided by BMS rules. The arbitrator shall conduct a hearing under normal arbitration procedure rules and issue a written decision. The decision of the arbitrator shall be final and binding upon the parties, subject to normal judicial review of arbitration decisions as provided by law. The Accounting Clerk may be suspended with pay pending final determination by the arbitrator. If the Accounting Clerk fails to request a hearing as provided in this section within the fifteen (15)-day calendar period, he/she shall be deemed to have acquiesced to the School Board's proposed action, and the proposed action shall become final on such date as determined by the School Board, and the Accounting Clerk shall have no further claim or recourse.

Section 4. Mutual Consent: This Contract may be terminated at any time by mutual consent of the School Board and the Accounting Clerk.

Section 5. Contingency: If this Contract is a subsequent Contract entered into prior to the completion of an existing Contract, this subsequent Contract is contingent upon the Accounting Clerk completing the terms of the existing Contract.

ARTICLE III DUTIES

The Accounting Clerk shall serve under the direction of the **Business Manager**. The Accounting Clerk shall

perform all duties incident to the position of Accounting Clerk and such other duties as may be prescribed by the Business Manager, Superintendent and School Board from time to time. The Accounting Clerk shall abide by the policies, regulations, rules, and procedures established by the School Board and the Commissioner of the Department of Education and shall abide by all Minnesota laws relating to the operation of the School District. The Accounting Clerk shall attend School Board and other meetings as directed by the Superintendent.

ARTICLE IV DUTY YEAR AND LEAVES OF ABSENCE

Section 1. Basic Work Year: The Accounting Clerk's duty year shall be for the entire twelve (12)-month Contract year, and the Accounting Clerk shall perform duties on those legal holidays on which the School Board is authorized to conduct school if the School Board so determines. The Accounting Clerk shall be on duty during any emergency, natural or unnatural, unless otherwise excused in accordance with School Board administrative policy.

Section 2. Vacation: The Accounting Clerk shall earn **eighteen (20)** working days of annual paid vacation each Contract year, or 13.34 hours per month. Unused vacation may carry up to 10 unused vacation days into next year, with superintendent approval. Upon voluntary termination of employment, the Accounting Clerk shall be entitled to payment for any unused vacation days earned and accrued pursuant to the provisions of this section; however, if the Accounting Clerk is involuntarily terminated, he/she shall not be entitled to unused earned and accrued vacation days.

Section 3. Holidays: The Accounting Clerk shall be entitled to ten (10) paid holidays: 4th of July, Labor Day, Thanksgiving, and Friday after Thanksgiving, Christmas Eve day, Christmas Day, New Year's Eve day, New Year's Day, Good Friday, and Memorial Day.

Section 4. Sick Leave: The Accounting Clerk shall earn paid sick leave at the rate of 1.25 **day** per working month, and earned sick leave may accumulate to a maximum of one hundred and twenty (120) days. Upon voluntary or involuntary termination of employment, the Accounting Clerk shall not be entitled to unused earned and accrued sick leave days.

Section 5. Workers' Compensation: Pursuant to M.S. Chapter 176, the Accounting Clerk injured on the job in the service of the School District and collecting workers' compensation insurance may draw sick leave and receive full salary from the School District, the salary to be reduced by an amount equal to the insurance payments, and only that fraction of the days not covered by insurance will be deducted from accrued sick leave.

Section 6. Emergency and Funeral Leave: The Accounting Clerk shall be granted bereavement leave for a death within the Accounting Clerk's immediate family. The time utilized shall be in an amount to be determined after conferring with the Superintendent. Days utilized will not be deducted from the Accounting Clerk's sick leave. "Immediate family" is defined as the Accounting Clerk's spouse, child, parent, brother, sister, grandparent, brother-in-law, sister-in-law, mother-in-law, father-in-law, or grandchildren. This particular type of personal leave shall be extended from one to five days as determined and granted by the superintendent or his designated representative for any particular event.

Funeral leave of up to one (1) day per school year shall be granted for funerals of friends and other persons not mentioned in the previous paragraph. Such leave shall be non-accumulative.

Section 7. Jury Service: The Accounting Clerk who serves on jury duty shall be granted the day or days necessary as stipulated by the court to discharge this responsibility without any salary deduction or loss of basic leave allowance. The compensation received for jury duty service shall be remitted to the School District.

Section 8. Military Leave: Military leave shall be granted pursuant to applicable law.

Section 9. Insurance Application: A Accounting Clerk on unpaid leave is eligible to continue to participate in group insurance programs if permitted under the insurance policy provisions. The Accounting Clerk shall pay the entire premium for such insurance commencing with the beginning of the leave and shall pay to the School District the monthly premium in advance. In the event the Accounting Clerk is on paid leave from the School District under Section 4. above or supplemented by sick leave pursuant to Section 5. above, the School District will continue insurance contributions as provided in this Contract until sick leave is exhausted. Thereafter, the Accounting Clerk must pay the entire premium for any insurance retained.

ARTICLE V INSURANCE

Section 1. Health and Hospitalization Insurance: The School District shall provide the Accounting Clerk and the Accounting Clerk's dependents with health and hospitalization insurance coverage under the School District's group health and hospitalization insurance plan. The School District shall contribute the sum of \$6,700 annually (\$558.33 per month) for single coverage and \$10,800 annually (\$900 per month) for family coverage toward the premium for such insurance. The balance of the premium shall be paid by the Accounting Clerk through payroll deduction.

NOTE 2: In the event this Contract will cause or does cause penalties, fees, or fines to be assessed against the School District, the parties agree to reopen negotiations that result in a revised Contract between the parties that eliminates or reduces penalties, fees, or fines to be assessed against the School District. The amount of any reduction in the School District's contribution toward the Accounting Clerk's healthcare benefits as a result of addressing the "highly compensated employee" component of the ACA will be placed into another School District provided benefit(s) (i.e., a retirement HRA, salary, etc.) as agreed upon between the parties.

Section 2. Life Insurance: The School District shall provide, at its own expense, term life insurance for the Accounting Clerk under the School District's group term life insurance plan in the amount of \$20,000, payable to the Accounting Clerk's named beneficiary(ies).

NOTE 3: According to the Internal Revenue Service rules, the amount of School District premium contribution that pays for life insurance coverage in excess of \$50,000 is considered taxable income, so the School District should be certain that it is reporting that contribution as such, and the Accounting Clerk needs to know why that amount is being reported.

Section 3. Long-Term Disability Insurance: The School District shall provide, at its own expense, long-term disability insurance for the Accounting Clerk under the School District's group long-term disability insurance under which full-time employees may be included and which will compensate those persons covered thereby two-thirds (2/3) of the covered person's annual salary, effective after thirty (30) days' disability and payable to age seventy (70) subject to requirements of the insurance carrier.

Section 4. Eligibility: The eligibility of the Accounting Clerk and the Accounting Clerk's dependent(s) and beneficiary(ies) for insurance benefits shall be governed by the terms of the insurance policies purchased by the School District pursuant to this article.

Section 5. Claims Against the School District: The School District's only obligation is to purchase the insurance policies described in this article, and no claim shall be made against the School District as a result of denial of insurance benefits by an insurer if the School District has purchased the policies and paid the premiums described in this article.

ARTICLE VI

OTHER BENEFITS

Section 1. Tax-Sheltered Annuities: The Accounting Clerk is eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) of the Internal Revenue Code of 1986, M.S. 123B.02, Subd. 15., School District policy, and as otherwise provided by law. The District will match dollar for dollar of employee contribution, up to a maximum District contribution of \$1,300 per year.

Section 2. Conferences and Meetings: The School District shall pay all legally valid expenses and fees for the Accounting Clerk's attendance at professional conferences and meetings with other educational agencies when such attendance is required, directed, or permitted by the Superintendent and/or the School Board. The Accounting Clerk shall periodically report to the Superintendent relative to all meetings and conferences attended. The Accounting Clerk shall file itemized expense statements to be processed and approved as provided by School Board policy and law.

ARTICLE VII SALARY

The Accounting Clerk shall be paid an annual salary of \$45,000 for the 2020 - 2021 Contract year. The annual salary may be modified, but shall not be reduced, during the term of this Contract. The salary shall be paid in twenty-four (24) equal installments during the Contract year.

ARTICLE VIII OTHER PROVISIONS

Section 1. Outside Activities: While the Accounting Clerk shall devote full time and due diligence to the affairs and the activities of the School District, he/she may also serve as a consultant to other school districts or educational agencies, lecture, engage in writing and speaking activities, and engage in other activities if, as solely determined by the Superintendent, such activities do not impede the Accounting Clerk's ability to perform the duties of the Accounting Clerk's position. However, the Accounting Clerk may not engage in other employment, consultant service, or other activity for which a salary, fee, or honorarium is paid without the prior approval of the Superintendent.

Section 2. Indemnification and Provision of Counsel: In the event that an action is brought or a claim is made against the Accounting Clerk arising out of or in connection with his/her employment and the Accounting Clerk is acting within the scope of employment or official duties, the School District shall defend and indemnify the Accounting Clerk to the extent permitted by law. Indemnification, as provided in this section, shall not apply in the case of malfeasance in office or willful or wanton neglect of duty, and the obligation of the School District in this regard shall be subject to the limitations as provided in M.S. Chapter 466.

Section 3. Dues: The Accounting Clerk is encouraged to belong to and participate in appropriate professional, educational, economic development, community, and civic organizations when such membership will serve the best interests of the School District. Accordingly, the School District will pay the membership dues for such organizations as are required, directed, or permitted by the Superintendent and/or the School Board. The Accounting Clerk shall present appropriate statements for approval as provided by law.

Section 4: Daily Rate of Pay: For purposes of this contract, the Accounting Clerk's daily rate of pay is determined by dividing the total Accounting Clerk's annual salary by 260 days.

ARTICLE IX SEVERABILITY

The provisions of this Contract shall be severable, and if any such provision or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Contract or

the application of any provision thereof.

IN WITNESS WHEREOF, I have subscribed
my signature this ____ day of
_____, 20____.

Accounting Clerk

IN WITNESS WHEREOF, we have subscribed
our signatures this ____ day of
_____, 20____.

School Board Chair

School Board Clerk

ADMINISTRATIVE ASSISTANT CONTRACT

ARTICLE I PURPOSE

This Contract is entered into between Independent School District No. 2397, Le Sueur-Henderson, Minnesota, hereinafter referred to as the School District, and San Juanita Flores-Soria, hereinafter referred to as the Administrative Assistant, who agrees to perform the duties of the Administrative Assistant of the School District.

ARTICLE II DURATION, EXPIRATION, TERMINATION DURING THE TERM, MUTUAL CONSENT, AND CONTINGENCY

Section 1. Duration: This Contract is for a term of one year commencing on July 1, 2020 and ending on June 30, 2021. It shall remain in full force and effect unless modified by mutual consent of the School Board and the Administrative Assistant or unless terminated as provided in this Contract.

Section 2. Expiration: This Contract shall expire at the end of the term specified in Section 1. above. At the conclusion of its term, neither party shall have any further claim against the other, and the School District's employment of the Administrative Assistant shall cease, unless a subsequent Contract is entered into by the parties. In the event the parties fail to enter into a subsequent contract, the Administrative Assistant's employment shall continue on a month-to-month basis until the School Board either enters into a subsequent Contract with the Administrative Assistant or until the School Board provides sixty (60) calendar days of written notice of the termination of the Administrative Assistant's employment.

Section 3. Termination During the Term: The Administrative Assistant's employment may be terminated during the term of this Contract only for cause as defined in M.S. 122A.40, Subd. 9. and Subd. 13., but, except for purposes of describing grounds for discharge, the provisions of M.S. 122A.40 shall not be applicable. If the School Board proposes to terminate the Administrative Assistant during the term of this Contract for cause as described in M.S. 122A.40, Subd. 9. or Subd. 13., it shall notify the Administrative Assistant, in writing, of the proposed grounds for termination. The Administrative Assistant shall be entitled to a hearing before an arbitrator provided the Administrative Assistant makes such a request, in writing, to the School Board Chair within fifteen (15) calendar days after receipt of the written notice of the proposed termination. In such event, the parties shall jointly petition the Bureau of Mediation Services (BMS) for a list of five (5) arbitrators. The arbitrator shall be selected by the parties through the normal striking process as provided by BMS rules. The arbitrator shall conduct a hearing under normal arbitration procedure rules and issue a written decision. The decision of the arbitrator shall be final and binding upon the parties, subject to normal judicial review of arbitration decisions as provided by law. The Administrative Assistant may be suspended with pay pending final determination by the arbitrator. If the Administrative Assistant fails to request a hearing as provided in this section within the fifteen (15)-day calendar period, he/she shall be deemed to have acquiesced to the School Board's proposed action, and the proposed action shall become final on such date as determined by the School Board, and the Administrative Assistant shall have no further claim or recourse.

Section 4. Mutual Consent: This Contract may be terminated at any time by mutual consent of the School Board and the Administrative Assistant.

Section 5. Contingency: If this Contract is a subsequent Contract entered into prior to the completion of an existing Contract, this subsequent Contract is contingent upon the Administrative Assistant completing the terms of the existing Contract.

ARTICLE III

DUTIES

The Administrative Assistant shall serve under the direction of the Superintendent. The Administrative Assistant shall perform all duties incident to the position of Administrative Assistant and such other duties as may be prescribed by the Superintendent and School Board from time to time. The Administrative Assistant shall abide by the policies, regulations, rules, and procedures established by the School Board and the Commissioner of the Department of Education and shall abide by all Minnesota laws relating to the operation of the School District. The Administrative Assistant shall attend School Board and other meetings as directed by the Superintendent.

ARTICLE IV DUTY YEAR AND LEAVES OF ABSENCE

Section 1. Basic Work Year: The Administrative Assistant's duty year shall be for the entire twelve (12)-month Contract year, and the Administrative Assistant shall perform duties on those legal holidays on which the School Board is authorized to conduct school if the School Board so determines. The Administrative Assistant shall be on duty during any emergency, natural or unnatural, unless otherwise excused in accordance with School Board administrative policy.

Section 2. Vacation: The Administrative Assistant shall earn **nineteen (20)** working days of annual paid vacation each Contract year, or 13.34 hours per month. Unused vacation may carry up to 10 unused vacation days into next year, with superintendent approval. Upon voluntary termination of employment, the Administrative Assistant shall be entitled to payment for any unused vacation days earned and accrued pursuant to the provisions of this section; however, if the Administrative Assistant is involuntarily terminated, he/she shall not be entitled to unused earned and accrued vacation days.

Section 3. Holidays: The Administrative Assistant shall be entitled to ten (10) paid holidays: 4th of July, Labor Day, Thanksgiving, and Friday after Thanksgiving, Christmas Eve day, Christmas Day, New Year's Eve day, New Year's Day, Good Friday, and Memorial Day.

Section 4. Sick Leave: The Administrative Assistant shall earn paid sick leave at the rate of 1.25 days per working month and earned sick leave may accumulate to a maximum of one hundred and twenty (120) days. Upon voluntary or involuntary termination of employment, the Administrative Assistant shall not be entitled to unused earned and accrued sick leave days.

Section 5. Workers' Compensation: Pursuant to M.S. Chapter 176, the Administrative Assistant injured on the job in the service of the School District and collecting workers' compensation insurance may draw sick leave and receive full wages from the School District, the wages to be reduced by an amount equal to the insurance payments, and only that fraction of the days not covered by insurance will be deducted from accrued sick leave.

Section 6. Emergency and Funeral Leave: The Administrative Assistant shall be granted bereavement leave for a death within the Administrative Assistant's immediate family. The time utilized shall be in an amount to be determined after conferring with the Superintendent. Days utilized will not be deducted from the Administrative Assistant's sick leave. "Immediate family" is defined as the Administrative Assistant's spouse, child, parent, brother, sister, grandparent, brother-in-law, sister-in-law, mother-in-law, father-in-law, or grandchildren. This particular type of personal leave shall be extended from one to five days as determined and granted by the superintendent or his designated representative for any particular event.

Funeral leave of up to one (1) day per school year shall be granted for funerals of friends and other persons not mentioned in the previous paragraph. Such leave shall be non-accumulative.

Section 7. Jury Service: The Administrative Assistant who serves on jury duty shall be granted the day or days necessary as stipulated by the court to discharge this responsibility without any wages deduction or loss of basic leave allowance. The compensation received for jury duty service shall be remitted to the School District.

Section 8. Military Leave: Military leave shall be granted pursuant to applicable law.

Section 9. Insurance Application: An Administrative Assistant on unpaid leave is eligible to continue to participate in group insurance programs if permitted under the insurance policy provisions. The Administrative Assistant shall pay the entire premium for such insurance commencing with the beginning of the leave and shall pay to the School District the monthly premium in advance. In the event the Administrative Assistant is on paid leave from the School District under Section 4. above or supplemented by sick leave pursuant to Section 5. above, the School District will continue insurance contributions as provided in this Contract until sick leave is exhausted. Thereafter, the Administrative Assistant must pay the entire premium for any insurance retained.

ARTICLE V INSURANCE

Section 1. Health and Hospitalization Insurance: The School District shall provide the Administrative Assistant and the Administrative Assistant's dependents with health and hospitalization insurance coverage under the School District's group health and hospitalization insurance plan. The School District shall contribute the sum of \$6,700 annually (\$558.33 per month) for single coverage and \$10,800 annually (\$900 per month) for family coverage toward the premium for such insurance. The balance of the premium shall be paid by the Administrative Assistant through payroll deduction.

NOTE 2: In the event this Contract will cause or does cause penalties, fees, or fines to be assessed against the School District, the parties agree to reopen negotiations that result in a revised Contract between the parties that eliminates or reduces penalties, fees, or fines to be assessed against the School District. The amount of any reduction in the School District's contribution toward the Administrative Assistant's healthcare benefits as a result of addressing the "highly compensated employee" component of the ACA will be placed into another School District provided benefit(s) (i.e., a retirement HRA, wages, etc.) as agreed upon between the parties.

Section 2. Life Insurance: The School District shall provide, at its own expense, term life insurance for the Administrative Assistant under the School District's group term life insurance plan in the amount of \$20,000, payable to the Administrative Assistant's named beneficiary(ies).

NOTE 3: According to the Internal Revenue Service rules, the amount of School District premium contribution that pays for life insurance coverage in excess of \$50,000 is considered taxable income, so the School District should be certain that it is reporting that contribution as such, and the Administrative Assistant needs to know why that amount is being reported.

Section 3. Long-Term Disability Insurance: The School District shall provide, at its own expense, long-term disability insurance for the Administrative Assistant under the School District's group long-term disability insurance under which full-time employees may be included and which will compensate those persons covered thereby two-thirds (2/3) of the covered person's annual wages, effective after thirty (30) days' disability and payable to age seventy (70) subject to requirements of the insurance carrier.

Section 4. Eligibility: The eligibility of the Administrative Assistant and the Administrative Assistant's dependent(s) and beneficiary(ies) for insurance benefits shall be governed by the terms of the insurance policies purchased by the School District pursuant to this article.

Section 5. Claims Against the School District: The School District's only obligation is to purchase the insurance policies described in this article, and no claim shall be made against the School District as a result of denial of insurance benefits by an insurer if the School District has purchased the policies and paid the premiums described in this article.

ARTICLE VI

OTHER BENEFITS

Section 1. Tax-Sheltered Annuities: The Administrative Assistant is eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) of the Internal Revenue Code of 1986, M.S. 123B.02, Subd. 15., School District policy, and as otherwise provided by law. The District will match dollar for dollar of employee contribution, up to a maximum District contribution of \$900 per year.

Section 2. Conferences and Meetings: The School District shall pay all legally valid expenses and fees for the Administrative Assistant's attendance at professional conferences and meetings with other educational agencies when such attendance is required, directed, or permitted by the Superintendent and/or the School Board. The Administrative Assistant shall periodically report to the Superintendent relative to all meetings and conferences attended. The Administrative Assistant shall file itemized expense statements to be processed and approved as provided by School Board policy and law.

ARTICLE VII WAGE RATE

The Administrative Assistant shall be paid at an hourly rate of \$18.33 per hour for the 2020 - 2021 Contract year.

ARTICLE VIII OTHER PROVISIONS

Section 1. Outside Activities: While the Administrative Assistant shall devote full time and due diligence to the affairs and the activities of the School District, he/she may also serve as a consultant to other school districts or educational agencies, lecture, engage in writing and speaking activities, and engage in other activities if, as solely determined by the Superintendent, such activities do not impede the Administrative Assistant's ability to perform the duties of the Administrative Assistant's position. However, the Administrative Assistant may not engage in other employment, consultant service, or other activity for which a salary, fee, or honorarium is paid without the prior approval of the Superintendent.

Section 2. Indemnification and Provision of Counsel: In the event that an action is brought or a claim is made against the Administrative Assistant arising out of or in connection with his/her employment and the Administrative Assistant is acting within the scope of employment or official duties, the School District shall defend and indemnify the Administrative Assistant to the extent permitted by law. Indemnification, as provided in this section, shall not apply in the case of malfeasance in office or willful or wanton neglect of duty, and the obligation of the School District in this regard shall be subject to the limitations as provided in M.S. Chapter 466.

Section 3. Dues: The Administrative Assistant is encouraged to belong to and participate in appropriate professional, educational, economic development, community, and civic organizations when such membership will serve the best interests of the School District. Accordingly, the School District will pay the membership dues for such organizations as are required, directed, or permitted by the Superintendent and/or the School Board. The Administrative Assistant shall present appropriate statements for approval as provided by law.

ARTICLE IX

SEVERABILITY

The provisions of this Contract shall be severable, and if any such provision or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Contract or the application of any provision thereof.

IN WITNESS WHEREOF, I have subscribed
my signature this ____ day of
_____, 20____.

IN WITNESS WHEREOF, we have subscribed
our signatures this ____ day of
_____, 20____.

Administrative Assistant

School Board Chair

School Board Clerk

BUILDINGS & GROUNDS DIRECTOR CONTRACT

ARTICLE I PURPOSE

This Contract is entered into between Independent School District No. 2397, Le Sueur-Henderson, Minnesota, hereinafter referred to as the School District, and Todd Vrklan, hereinafter referred to as the Buildings & Grounds Director, who agrees to perform the duties of the Buildings & Grounds Director of the School District.

ARTICLE II DURATION, EXPIRATION, TERMINATION DURING THE TERM, MUTUAL CONSENT, AND CONTINGENCY

Section 1. Duration: This Contract is for a term of one year commencing on July 1, 2020, and ending on June 30, 2021. It shall remain in full force and effect unless modified by mutual consent of the School Board and the Buildings & Grounds Director or unless terminated as provided in this Contract.

Section 2. Expiration: This Contract shall expire at the end of the term specified in Section 1. above. At the conclusion of its term, neither party shall have any further claim against the other, and the School District's employment of the Buildings & Grounds Director shall cease, unless a subsequent Contract is entered into by the parties. In the event the parties fail to enter into a subsequent contract, the Buildings & Grounds Director's employment shall continue on a month-to-month basis until the School Board either enters into a subsequent Contract with the Buildings & Grounds Director or until the School Board provides sixty (60) calendar days of written notice of the termination of the Buildings & Grounds Director's employment.

Section 3. Termination During the Term: The Buildings & Grounds Director's employment may be terminated during the term of this Contract only for cause as defined in M.S. 122A.40, Subd. 9. and Subd. 13., but, except for purposes of describing grounds for discharge, the provisions of M.S. 122A.40 shall not be applicable. If the School Board proposes to terminate the Buildings & Grounds Director during the term of this Contract for cause as described in M.S. 122A.40, Subd. 9. or Subd. 13., it shall notify the Buildings & Grounds Director, in writing, of the proposed grounds for termination. The Buildings & Grounds Director shall be entitled to a hearing before an arbitrator provided the Buildings & Grounds Director makes such a request, in writing, to the School Board Chair within fifteen (15) calendar days after receipt of the written notice of the proposed termination. In such event, the parties shall jointly petition the Bureau of Mediation Services (BMS) for a list of five (5) arbitrators. The arbitrator shall be selected by the parties through the normal striking process as provided by BMS rules. The arbitrator shall conduct a hearing under normal arbitration procedure rules and issue a written decision. The decision of the arbitrator shall be final and binding upon the parties, subject to normal judicial review of arbitration decisions as provided by law. The Buildings & Grounds Director may be suspended with pay pending final determination by the arbitrator. If the Buildings & Grounds Director fails to request a hearing as provided in this section within the fifteen (15)-day calendar period, he/she shall be deemed to have acquiesced to the School Board's proposed action, and the proposed action shall become final on such date as determined by the School Board, and the Buildings & Grounds Director shall have no further claim or recourse.

Section 4. Mutual Consent: This Contract may be terminated at any time by mutual consent of the School Board and the Buildings & Grounds Director.

Section 5. Contingency: If this Contract is a subsequent Contract entered into prior to the completion of an existing Contract, this subsequent Contract is contingent upon the Buildings & Grounds Director completing the terms of the existing Contract.

ARTICLE III DUTIES

The Buildings & Grounds Director shall serve under the direction of the Superintendent. The Buildings & Grounds Director shall perform all duties incident to the position of Buildings & Grounds Director and such

other duties as may be prescribed by the Superintendent and School Board from time to time. The Buildings & Grounds Director shall abide by the policies, regulations, rules, and procedures established by the School Board and the Commissioner of the Department of Education and shall abide by all Minnesota laws relating to the operation of the School District. The Buildings & Grounds Director shall attend School Board and other meetings as directed by the Superintendent.

ARTICLE IV DUTY YEAR AND LEAVES OF ABSENCE

Section 1. Basic Work Year: The Buildings & Grounds Director's duty year shall be for the entire twelve (12)-month Contract year, and the Buildings & Grounds Director shall perform duties on those legal holidays on which the School Board is authorized to conduct school if the School Board so determines. The Buildings & Grounds Director shall be on duty during any emergency, natural or unnatural, unless otherwise excused in accordance with School Board administrative policy.

Section 2. Vacation: The Buildings & Grounds Director shall earn **seventeen (20)** working days of annual paid vacation each Contract year, or 13.34 hours per month. Unused vacation may carry up to 10 unused vacation days into next year, with superintendent approval. Upon voluntary termination of employment, the Buildings & Grounds Director shall be entitled to payment for any unused vacation days earned and accrued pursuant to the provisions of this section; however, if the Buildings & Grounds Director is involuntarily terminated, he/she shall not be entitled to unused earned and accrued vacation days.

Section 3. Holidays: The Buildings & Grounds Director shall be entitled to ten (10) paid holidays: 4th of July, Labor Day, Thanksgiving, and Friday after Thanksgiving, Christmas Eve day, Christmas Day, New Year's Eve day, New Year's Day, Good Friday, and Memorial Day.

Section 4. Sick Leave: The Buildings & Grounds Director shall earn paid sick leave at the rate of 1.25 days per working month, and earned sick leave may accumulate to a maximum of one hundred and twenty (120) days. Upon voluntary or involuntary termination of employment, the Buildings & Grounds Director shall not be entitled to unused earned and accrued sick leave days.

Section 5. Workers' Compensation: Pursuant to M.S. Chapter 176, the Buildings & Grounds Director injured on the job in the service of the School District and collecting workers' compensation insurance may draw sick leave and receive full salary from the School District, the salary to be reduced by an amount equal to the insurance payments, and only that fraction of the days not covered by insurance will be deducted from accrued sick leave.

Section 6. Emergency and Funeral Leave: The Buildings & Grounds Director shall be granted bereavement leave for a death within the Buildings & Grounds Director's immediate family. The time utilized shall be in an amount to be determined after conferring with the Superintendent. Days utilized will not be deducted from the Buildings & Grounds Director's sick leave. "Immediate family" is defined as the Buildings & Grounds Director's spouse, child, parent, brother, sister, grandparent, brother-in-law, sister-in-law, mother-in-law, father-in-law, or grandchildren. This particular type of personal leave shall be extended from one to five days as determined and granted by the superintendent or his designated representative for any particular event.

Funeral leave of up to one (1) day per school year shall be granted for funerals of friends and other persons not mentioned in the previous paragraph. Such leave shall be non-accumulative.

Section 7. Jury Service: The Buildings & Grounds Director who serves on jury duty shall be granted the day or days necessary as stipulated by the court to discharge this responsibility without any salary deduction or loss of basic leave allowance. The compensation received for jury duty service shall be remitted to the School District.

Section 8. Military Leave: Military leave shall be granted pursuant to applicable law.

Section 9. Insurance Application: A Buildings & Grounds Director on unpaid leave is eligible to continue to participate in group insurance programs if permitted under the insurance policy provisions. The Buildings & Grounds Director shall pay the entire premium for such insurance commencing with the beginning of the leave and shall pay to the School District the monthly premium in advance. In the event the Buildings & Grounds Director is on paid leave from the School District under Section 4. above or supplemented by sick leave pursuant to Section 5. above, the School District will continue insurance contributions as provided in this Contract until sick leave is exhausted. Thereafter, the Buildings & Grounds Director must pay the entire premium for any insurance retained.

ARTICLE V INSURANCE

Section 1. Health and Hospitalization Insurance: The School District shall provide the Buildings & Grounds Director and the Buildings & Grounds Director's dependents with health and hospitalization insurance coverage under the School District's group health and hospitalization insurance plan. The School District shall contribute the sum of \$6,700 annually (\$558.33 per month) for single coverage and \$10,800 annually (\$900 per month) for family coverage toward the premium for such insurance. The balance of the premium shall be paid by the Buildings & Grounds Director through payroll deduction.

NOTE 2: In the event this Contract will cause or does cause penalties, fees, or fines to be assessed against the School District, the parties agree to reopen negotiations that result in a revised Contract between the parties that eliminates or reduces penalties, fees, or fines to be assessed against the School District. The amount of any reduction in the School District's contribution toward the Buildings & Grounds Director's healthcare benefits as a result of addressing the "highly compensated employee" component of the ACA will be placed into another School District provided benefit(s) (i.e., a retirement HRA, salary, etc.) as agreed upon between the parties.

Section 2. Life Insurance: The School District shall provide, at its own expense, term life insurance for the Buildings & Grounds Director under the School District's group term life insurance plan in the amount of \$50,000, payable to the Buildings & Grounds Director's named beneficiary(ies).

NOTE 3: According to the Internal Revenue Service rules, the amount of School District premium contribution that pays for life insurance coverage in excess of \$50,000 is considered taxable income, so the School District should be certain that it is reporting that contribution as such, and the Buildings & Grounds Director needs to know why that amount is being reported.

Section 3. Long-Term Disability Insurance: The School District shall provide, at its own expense, long-term disability insurance for the Buildings & Grounds Director under the School District's group long-term disability insurance under which full-time employees may be included and which will compensate those persons covered thereby two-thirds (2/3) of the covered person's annual salary, effective after thirty (30) days' disability and payable to age seventy (70) subject to requirements of the insurance carrier.

Section 4. Eligibility: The eligibility of the Buildings & Grounds Director and the Buildings & Grounds Director's dependent(s) and beneficiary(ies) for insurance benefits shall be governed by the terms of the insurance policies purchased by the School District pursuant to this article.

Section 5. Claims Against the School District: The School District's only obligation is to purchase the insurance policies described in this article, and no claim shall be made against the School District as a result of denial of insurance benefits by an insurer if the School District has purchased the policies and paid the premiums described in this article.

ARTICLE VI

OTHER BENEFITS

Section 1. Tax-Sheltered Annuities: The Buildings & Grounds Director is eligible to participate in a tax-sheltered annuity plan through payroll deduction established pursuant to Section 403(b) of the Internal Revenue Code of 1986, M.S. 123B.02, Subd. 15., School District policy, and as otherwise provided by law. The District will match dollar for dollar of employee contribution, up to a maximum District contribution of \$2,000 per year.

Section 2. Conferences and Meetings: The School District shall pay all legally valid expenses and fees for the Buildings & Grounds Director's attendance at professional conferences and meetings with other educational agencies when such attendance is required, directed, or permitted by the Superintendent and/or the School Board. The Buildings & Grounds Director shall periodically report to the Superintendent relative to all meetings and conferences attended. The Buildings & Grounds Director shall file itemized expense statements to be processed and approved as provided by School Board policy and law.

Section 3. Mileage Reimbursement: The School District shall reimburse the Buildings and Grounds Director for school business mileage at the current IRS rate to a maximum of \$750 per year.

ARTICLE VII SALARY

The Buildings & Grounds Director shall be paid an annual salary of \$62,223 for the 2010 - 2021 Contract year. \$3,500 will be paid in addition to base salary after evidence of completion and maintenance of Minnesota Facility Management Professionals Certification. The annual salary may be modified, but shall not be reduced, during the term of this Contract. The salary shall be paid in twenty-four (24) equal installments during the Contract year.

ARTICLE VIII OTHER PROVISIONS

Section 1. Outside Activities: While the Buildings & Grounds Director shall devote full time and due diligence to the affairs and the activities of the School District, he/she may also serve as a consultant to other school districts or educational agencies, lecture, engage in writing and speaking activities, and engage in other activities if, as solely determined by the Superintendent, such activities do not impede the Buildings & Grounds Director's ability to perform the duties of the Buildings & Grounds Director's position. However, the Buildings & Grounds Director may not engage in other employment, consultant service, or other activity for which a salary, fee, or honorarium is paid without the prior approval of the Superintendent.

Section 2. Indemnification and Provision of Counsel: In the event that an action is brought or a claim is made against the Buildings & Grounds Director arising out of or in connection with his/her employment and the Buildings & Grounds Director is acting within the scope of employment or official duties, the School District shall defend and indemnify the Buildings & Grounds Director to the extent permitted by law. Indemnification, as provided in this section, shall not apply in the case of malfeasance in office or willful or wanton neglect of duty, and the obligation of the School District in this regard shall be subject to the limitations as provided in M.S. Chapter 466.

Section 3. Dues: The Buildings & Grounds Director is encouraged to belong to and participate in appropriate professional, educational, economic development, community, and civic organizations when such membership will serve the best interests of the School District. Accordingly, the School District will pay the membership dues for such organizations as are required, directed, or permitted by the Superintendent and/or the School Board. The Buildings & Grounds Director shall present appropriate statements for approval as provided by law.

Section 4: Daily Rate of Pay: For purposes of this contract, the Buildings & Grounds Director's daily rate of pay is determined by dividing the total Buildings & Grounds Director's annual salary by 260 days.

ARTICLE IX
SEVERABILITY

The provisions of this Contract shall be severable, and if any such provision or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Contract or the application of any provision thereof.

IN WITNESS WHEREOF, I have subscribed
my signature this ____ day of
_____, 20__.

IN WITNESS WHEREOF, we have subscribed
our signatures this ____ day of
_____, 20__.

Buildings & Grounds Director

School Board Chair

School Board Clerk

Adopted: _____

MSBA/MASA Model Policy 802

Orig. 1995

Revised: _____

Rev. ~~2018~~ 2019

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

- A. “Contract” means an agreement entered into by the school district for the sale of supplies, materials, or equipment.
- B. “Official newspaper” is a regular issue of a qualified legal newspaper.

IV. MANNER OF DISPOSITION

A. Authorization

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

B. Contracts Over \$175,000

1. If the value of the equipment or materials is estimated to exceed \$175,000, sealed bids shall be solicited by two weeks’ published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.
2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.

3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.
4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may readvertise.
5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From \$25,000 to \$175,000

If the amount of the sale is estimated to exceed \$25,000 but not to exceed \$175,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts \$25,000 or Less

If the amount of the sale is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, in the discretion of the school board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment, including a tablet device, by conveying the property and title to:

1 a. another school district;

2 b. the state department of corrections;

~~3~~ c. the board of trustees of Minnesota State Colleges and Universities;
~~or~~

4 d. the family of a student residing in the district whose total family income meets the federal definition of poverty; ~~or-~~

e. a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.

2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

Legal References: Minn. Stat. § 13.591 (Business Data)
Minn. Stat. § 15.054 (Public Employees Not to Purchase Merchandise from Governmental Agencies; Exceptions; Penalty)
Minn. Stat. § 123B.29 (Sale of School Building at Auction)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 645.11 (Published Notice)

Cross References: MSBA Service Manual, Chapter 13, School Law Bulletin "F" (School District Contract and Bidding Procedures)

Adopted: _____

MSBA/MASA Model Policy 805

Orig. 1996

Revised: _____

Rev. ~~2015~~ 2016

805 WASTE REDUCTION AND RECYCLING

[Note: The obligations stated in this policy are substantial and are virtually all governed by statute. Accordingly, you will see statutory references throughout the policy. Obviously a school district may choose to add obligations by policy.]

I. PURPOSE

The purpose of this policy is to establish a resource recovery program to promote the reduction of waste, the separation and recovery of recyclable and reusable commodities, the procurement of recyclable commodities and commodities containing recycled materials, the disposition of waste materials and surplus property, and the establishment of a program of education to develop an awareness of environmentally sound waste management. (Minn. Stat. § 115A.15, Subd. 1)

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to comply with all state laws relating to waste management and to make resource conservation an integral part of the physical operations and curriculum of the school district.

III. DEFINITIONS

- A. “Lamp recycling facility” means a facility operated to remove, recover, and recycle for reuse mercury or other hazardous materials from fluorescent or high intensity discharge lamps. (Minn. Stat. § 116.93, Subd. 1)
- B. “Mixed municipal solid waste” means garbage, refuse, and other solid waste that is aggregated for collection but does not include auto hulks, street sweepings, ash, construction debris, mining waste, sludges, tree and agricultural wastes, tires, lead acid batteries, motor and vehicle fluids and filters, and other materials collected, processed, and disposed of as separate waste streams. (Minn. Stat. § 115A.03, Subd. 21)
- C. “Packaging” means a container and any appurtenant material that provide a means of transporting, marketing, protecting, or handling a product and includes pallets and packing such as blocking, bracing, cushioning, weatherproofing, strapping, coatings, closures, inks, dyes, pigments, and labels. (Minn. Stat. § 115A.03, Subd. 22b)
- D. “Postconsumer materials” means a finished material that would normally be discarded as a solid waste having completed its life cycle as a consumer item. (Minn. Stat. § 115A.03, Subd. 24b)

- E. “Rechargeable battery” means a sealed nickel-cadmium battery, a sealed lead acid battery, or any other rechargeable battery, except certain dry cell batteries or a battery exempted by the Commissioner of the Pollution Control Agency (PCA) (Commissioner). (Minn. Stat. § 115A.9157)
- F. “Recyclable commodities” means materials, pieces of equipment, and parts which are not reusable but which contain recoverable resources. (Minn. Stat. § 115A.15, Subd. 1a(a))
- G. “Recyclable materials” means materials that are separated from mixed municipal solid waste for the purpose of recycling or composting, including paper, glass, plastics, metals, automobile oil, batteries, source-separated compostable materials, and sole source food waste streams that are managed through biodegradative processes. Refuse-derived fuel or other material that is destroyed by incineration is not a recyclable material. (Minn. Stat. § 115A.03, Subd. 25a)
- H. “Recycling” means the process of collecting and preparing recyclable materials and reusing the materials in their original form that do not cause the destruction of recyclable materials in a manner that precludes further use. (Minn. Stat. § 115A.03, Subd. 25b)
- I. “Resource conservation” means the reduction in the use of water, energy, and raw materials. (Minn. Stat. § 115A.03, Subd. 26a)
- J. “Reusable commodities” means materials, pieces of equipment, parts, and used supplies which can be reused for their original purpose in their existing condition. (Minn. Stat. § 115A.15, Subd. 1a(b))
- K. “Source-separated compostable materials” means materials that:
 - 1. are separated at the source by waste generators for the purpose of preparing them for use as compost;
 - 2. are collected separately from mixed municipal solid waste and are governed by state licensing provisions;
 - 3. are comprised of food wastes, fish and animal waste, plant materials, diapers, sanitary products, and paper that is not recyclable because the Commissioner has determined that no other person is willing to accept the paper for recycling;
 - 4. are delivered to a facility to undergo controlled microbial degradation to yield a humus-like product meeting the PCA’s class I or class II, or equivalent, compost standards and where process rejects do not exceed 15 percent by weight of the total material delivered to the facility; and
 - 5. may be delivered to a transfer station, mixed municipal solid waste

processing facility, or recycling facility only for the purposes of composting or transfer to a composting facility, unless the Commissioner determines that no other person is willing to accept the materials.

(Minn. Stat. § 115A.03, Subd. 32a)

- L. “Waste reduction” or “source reduction” means an activity that prevents generation of waste or the inclusion of toxic materials in waste, including:
1. reusing the product in its original form;
 2. increasing the life span of a product;
 3. reducing material or the toxicity of material used in production or packaging; or
 4. changing procurement, consumption, or waste generation habits to result in smaller quantities or lower toxicity of waste generated.

(Minn. Stat. § 115A.03, Subd. 36b)

IV. WASTE DISPOSAL

- A. The school district will attempt to decrease the amount of waste consumable materials by:
1. reduction of the consumption of consumable materials whenever practicable;
 2. full utilization of materials prior to disposal;
 3. minimization of the use of non-biodegradable products whenever practicable.
- B. Each school district facility shall also collect at least three recyclable materials, such as, but not limited to, the following: paper, glass, plastic, and metal. (Minn. Stat. § 115A.151)
- C. The school district will transfer all recyclable materials collected to a recycler and, to the extent practicable, cooperate with, and participate in, recycling efforts being made by the city and/or county where the school district is located. (Minn. Stat. § 115A.151)
- D. Prior to entering into a contract for the management of mixed municipal solid waste, the school district will determine whether the disposal method provided for in the contract is equal to or better than the waste management practices currently employed in the county or district plan in the county where the school district is located and whether the contract is consistent with the solid waste plan. If the

waste management method provided for in the contract is ranked lower than the waste management practices employed by the county or district, the school district will:

1. determine the potential liability to the school district and its taxpayers for managing waste in this manner;
2. develop and implement a plan for managing the potential liability; and
3. submit the information in (1) and (2) above to the PCA.

If the contract is inconsistent with the county plan or if the school district's waste management activities are inconsistent with the county plan, the school district should obtain the consent of the county prior to entering into a binding contract or developing or implementing inconsistent solid waste management activities. (Minn. Stat. § 115A.46, Subd. 5; Minn. Stat. § 115A.471; Minn. Stat. § 458D.07, Subd. 4)

E. The school district may not knowingly place motor oil, brake fluid, power steering fluid, transmission fluid, motor oil filters, or motor vehicle antifreeze (other than small amounts of antifreeze contained in water used to flush the cooling system of a vehicle after the antifreeze has been drained and does not include de-icer that has been used on the exterior of a vehicle) in or on:

1. solid waste or solid waste management facilities other than a recycling facility or household hazardous waste collection facility;
2. the land unless approved by the PCA; or
3. the waters of the state, an individual sewage treatment system, or in a storm water or waste water collection or treatment system unless:
 - a. permitted to do so by the operator of the system and the PCA;
 - b. the school district generates an annual average of less than 50 gallons of waste motor vehicle antifreeze per month; and
 - c. the school district keeps records of the amount of waste antifreeze generated, maintains these records on site and makes the records available for inspection for a minimum of three years following generation of the waste antifreeze.

(Minn. Stat. § 115A.916)

F. The school district may not place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:

1. in solid waste; or
2. in a wastewater disposal system.

(Minn. Stat. § 115A.932, Subd. 1(a))

G. The school district may not knowingly place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:

1. in a solid waste processing facility; or
2. in a solid waste disposal facility.

(Minn. Stat. § 115A.932, Subd. 1(b))

H. The school district will recycle a fluorescent or high-intensity discharge lamp by delivery of the lamp to a lamp recycling facility or to a facility that collects and stores lamps for the purpose of delivering them to a lamp recycling facility, including, but not limited to, a household hazardous waste collection or recycling facility, retailer take-back and utility provider program sites, or other sites designated by an electric utility under Minn. Stat. § 216B.241, Subds. 2 and 4. (Minn. Stat. § 115A.932, Subd. 1(c))

I. The school district may not place a lead acid battery in mixed municipal solid waste or dispose of a lead acid battery. The school district also may not place in mixed municipal solid waste a dry cell battery containing mercuric oxide electrode, silver oxide electrode, nickel-cadmium, or sealed lead-acid that was purchased for use or used by the school district. The school district also may not place in mixed municipal solid waste a rechargeable battery, a rechargeable battery pack, a product with a nonremovable rechargeable battery, or a product powered by rechargeable batteries or rechargeable battery pack, from which all batteries or battery packs have not been removed. (Minn. Stat. § 115A.915; Minn. Stat. § 115A.9155, Subd. 1; Minn. Stat. § 115A.9157, Subd. 2)

J. The school district may not place yard waste:

1. in mixed municipal solid waste;
2. in a disposal facility;
3. in a resource recovery facility, except for the purposes of reuse, composting, or cocomposting; or
4. in a plastic bag unless exempt as specified in Minn. Stat. § 115A.931(c), (d), or (e).

(Minn. Stat. § 115A.931)

- K. The school district may not place a telephone directory:
1. in solid waste;
 2. in a disposal facility; or
 3. in a resource recovery facility, except a recycling facility.

(Minn. Stat. § 115A.951, Subd. 2)

- L. The school district may not:
1. place major appliances in mixed municipal solid waste; or
 2. dispose of major appliances in or on the land or in a solid waste processing or disposal facility.

(Minn. Stat. § 115A.9561)

- M. The school district may not place in mixed municipal solid waste an electronic product containing a cathode-ray tube. (Minn. Stat. § 115A.9565)
- N. The school district, on its own or in cooperation with others, may implement a program to collect, process, or dispose of household batteries. The school district may provide financial incentives to any person, including public or private civic groups, to collect the batteries. (Minn. Stat. § 115A.961, Subd. 3)

V. PROCUREMENT OF RECYCLED COMMODITIES AND MATERIALS

- A. When practicable and when the price of recycled materials does not exceed the price of nonrecycled materials by more than 10 percent, the school district may purchase recycled materials. In order to maximize the quantity and quality of recycled materials purchased, the school district may also use other appropriate procedures to acquire recycled materials at the most economical cost to the school district. (Minn. Stat. § 16C.073, Subd.3(a))
- B. When purchasing commodities and services, the school district will apply and promote waste management practices with special emphasis on the reduction of the quantity and toxicity of materials in waste. (Minn. Stat. § 16C.073, Subd. 3(b))
- C. Whenever practicable, the school district will:
1. purchase uncoated copy paper, office paper, and printing paper unless the coated paper is made with at least 50 percent postconsumer material;

2. purchase recycled content copy paper with at least 30 percent postconsumer material by weight and purchase office and printing paper with at least 10 percent postconsumer material by weight;
3. purchase paper which has not been dyed with colors, excluding pastel colors;
4. purchase recycled content copy, office, and printing paper that is manufactured using little or no chlorine bleach or chlorine derivatives;
5. use reusable binding materials or staples and bind documents by methods that do not use glue;
6. use soy-based inks;
7. purchase printer or duplication cartridges that:
 - a. have 10 percent post-consumer material; or
 - b. are purchased as remanufactured; or
 - c. are backed by a vendor-offered program that will take back the printer cartridges after their useful life, ensure that the cartridges are recycled, and comply with the definition of recycling in Minn. Stat. § 115A.03, Subd. 25b;
- ~~7~~ 8. produce reports, publications, and periodicals that are readily recyclable;
- ~~8~~ 9. purchase paper which has been made on a paper machine located in Minnesota; and
- ~~9~~ 10. print documents on both sides of the paper where commonly accepted publishing practices allow.

(Minn. Stat. § 16C.073, Subd. 2)

- D. The school district may not use a specified product included on the prohibited products list published in the State Register. (Minn. Stat. § 115A.9651)
- E. In developing bid specifications, the school district will consider the extent to which a commodity or product is durable, reusable or recyclable, and marketable through applicable local or regional recycling programs and the extent to which the commodity or product contains postconsumer material. (Minn. Stat. § 16C.073, Subd. 3(b))
- F. When a project involves the replacement of carpeting, the school district may require all persons who wish to bid on the project to designate a carpet recycling

company in their bids. (Minn. Stat. § 16C.073, Subd. 3(b))

VI. OTHER

The policy of the school district is to actively advocate, where appropriate, for resource conservation practices to be adopted at the local, regional, and state levels.

Legal References: Minn. Stat. § 16C.073 (Purchase and Use of Paper Stock; Printing)
Minn. Stat. § 115A.03 (Definitions)
Minn. Stat. § 115A.15 (State Government Resource Recovery)
Minn. Stat. § 115A.151 (State and Local Facilities)
Minn. Stat. § 115A.46 (Requirements)
Minn. Stat. § 115A.471 (Public Entities; Management of Solid Waste)
Minn. Stat. § 115A.915 (Lead Acid Batteries; Land Disposal Prohibited)
Minn. Stat. § 115A.9155 (Disposal of Certain Dry Cell Batteries)
Minn. Stat. § 115A.9157 (Rechargeable Batteries and Products)
Minn. Stat. § 115A.916 (Motor Vehicle Fluids and Filters; Prohibitions)
Minn. Stat. § 115A.931 (Yard Waste Prohibition)
Minn. Stat. § 115A.932 (Mercury Prohibition)
Minn. Stat. § 115A.951 (Telephone Directories)
Minn. Stat. § 115A.9561 (Major Appliances)
Minn. Stat. § 115A.9565 (Cathode-Ray Tube Prohibition)
Minn. Stat. § 115A.961, Subd. 3 (Household Batteries; Collection, Processing, and Disposal)
Minn. Stat. § 115A.9651 (Listed Metals in Specified Products, Enforcement)
Minn. Stat. § 116.93, Subd. 1 (Lamp Recycling Facilities)
Minn. Stat. § 216B.241, Subds. 2 and 4 (Energy Conservation Improvement)
Minn. Stat. § 458D.07 (Sewage Collection and Disposal)
National Solid Waste Management Ass'n v. Williams, et al., 966 F.Supp. 844 (D. Minn. 1997)

Cross References:

FOR ASSISTANCE IN DRAFTING A CRISIS MANAGEMENT PLAN

Resources are available to assist school districts in drafting a Crisis Management Policy and/or building-specific crisis management plans. Please contact any of the organizations listed below for assistance:

A. Minnesota Department of Education

Division of Compliance and Assistance
1500 Highway 36 West
Roseville, MN 55113-4266
651-582-~~8705~~8710 FAX: 651-582-8725
www.education.state.mn.us

Division of Safe and Healthy Learners
1500 Highway 36 West
Roseville, MN 55113-4266
651-582-8309 FAX: 651-582-8725
www.education.state.mn.us/mde/Learning_Support/Safe_and_Healthy_Learners/index.html

B. Minnesota Department of Public Safety

Division of Homeland Security and Emergency Management
444 Cedar Street, Suite 223
St. Paul, MN 55101-6223
651-~~296-2233~~201-7400 FAX: 651-296-0459
www.hsem.state.mn.us

C. Minnesota Department of Public Safety

State Fire Marshall Division
444 Cedar Street, Suite 145
St. Paul, MN 55101-5145
651-~~282-6555~~201-7200 FAX: 651-215-0525

D. Minnesota School Boards Association

1900 West Jefferson Avenue
St. Peter, MN 56082-3015
800-324-4459 FAX: 507-931-1515
507-934-2450
www.mnmsba.org

E. Knutson, Flynn & Deans

MSBA/MASA Policy Services Legal Counsel
1155 Centre Pointe Drive, Suite 10
St. Paul, MN 55120-1268
651-222-2811 FAX: 651-225-0600
www.kfdmn.com

OTHER RESOURCES/PUBLICATIONS:

U.S. Department of Education
www2.ed.gov/emergencyplan

The site includes crisis planning resources, including Practical Information on Crisis Planning – A Guide for Schools and Communities, January 2007; and A Bomb Threat Assessment Guide which is available on CD-Rom.

Information on school security equipment and technology, including a link to The Appropriate and Effective Use of Security Technologies in U.S. Schools, September 1999, National Institute of Justice.

www.schoolsecurity.org/resources/security-equipment.html

Threat Assessment in Schools: A Guide to Managing Threatening Situations and To Creating Safe School Climates (U.S. Department of Education, May 2002)

www2.ed.gov/admins/lead/safety/threatassessmentguide.doc

The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States (U.S. Department of Education, May 2002)

www2.ed.gov/admins/lead/safety/preventingattacksreport.doc

For support, advice, and assistance for coordination of outside mental health resources, consult with the Minnesota Department of Education, Division of Safe and Healthy Learners. Phone: 651-582-8352

www.education.state.mn.us

A school safety guide is available through the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management.

www.hsem.state.mn.us

Additional Web Sites:

www.ready.gov

www.fema.gov/kids

www.redcross.org/services/disaster

www.nasponline.org

Your local emergency response agencies (law enforcement, fire, emergency management) can also assess your building and situation, suggest changes, and assist in drafting building-specific crisis management/emergency plans.

FIRE

In the event of a fire, smoke from a fire or detection of a gas odor:

- Pull fire alarm and notify building occupants by means of

 - Evacuate students and staff to the designated areas.
 - These areas should be a safe distance away from emergency personnel.
 - Be aware of the arrival of emergency responders. See map of evacuation routes and assembly areas located

(or included in this manual on next page)
 - Follow primary fire drill route whenever possible. Follow alternate route if primary route is blocked or dangerous. See map, located

- (or included in this manual on next page)
- Teachers take class roster.
 - Teachers take attendance after evacuation.
 - Teachers report missing students to building administrator immediately.
- If trapped by fire, go to **Shelter-in-Place Procedures**.

Building administrator:

- Building administrator notifies fire department (call **911**) and superintendent.
- Building administrator or designee meets with emergency officials as soon as possible.
- After consulting with appropriate official, building administrator may move students to primary relocation center at _____ if weather is inclement or building is damaged.
- **Do not** reenter buildings until they are declared safe by fire or law enforcement personnel.
- Building administrator notifies staff and students of termination of emergency.

*Fire drills should be held at varied times during the school day.
Practice both primary and alternate routes.*

Extra staffing is necessary for students with special medical or physical needs.

HAZARDOUS MATERIALS

Incident occurs in school:

- Notify building administrator/office.
- Call **911**. If the type and/or location of hazardous material is known, report that information to 911.
- Evacuate to an upwind location, taking class roster. Teachers take attendance after evacuation.
- Seal off area of leak/spill. Close doors.
- Fire officer in charge will determine additional shelter-in-place or evacuation actions.
- Shut off heating, cooling, and ventilation systems in contaminated area to reduce the spread of contamination.
- Building administrator notifies superintendent.
- Notify parents/guardians if students are evacuated, according to district policy and/or guidance.
- Resume normal operations when fire officials approve.

Incident occurs near school property:

- Fire or law enforcement will notify school officials.
- Consider closing outside air intake, evacuating students to a safe area, or sheltering students inside the building until emergency passes or relocation is necessary.
- Fire officer in charge of scene will instruct school officials on the need for sheltering or evacuation.
- Follow procedures for sheltering or evacuation.
- If evacuating, teachers take class rosters and take attendance after evacuation.
- If evacuation is not ordered, be aware of and remain alert for any change in health conditions of students and staff, especially respiratory problems. Seek medical attention if necessary.
- Notify parents/guardians if students are evacuated, according to district policy and/or guidance.
- Resume normal operations when fire officials approve.

Extra staffing is necessary for students with special medical and/or physical needs.

SEVERE WEATHER TORNADO/SEVERE THUNDERSTORM/FLOODING

Tornado/severe thunderstorm WATCH has been issued in an area near school:

- Monitor NOAA Weather Radio All Hazards (National Weather Service) or emergency alert radio stations.
- Bring all persons inside building(s).
- Close windows.
- Review tornado drill procedures and location of safe areas.

Tornado safe areas are interior hallways or rooms away from exterior walls and windows and away from large rooms with long-span ceilings.

- Review “drop and tuck” procedures with students.

Tornado/severe thunderstorm WARNING has been issued in an area near school, or a tornado has been spotted near school:

- Move students and staff to safe areas.
- Close classroom doors.
- Teachers take class rosters.
- Ensure that students are in “tuck” positions.
- Teachers take attendance.
- Remain in safe area until warning expires or emergency personnel have issued an all-clear signal.

Post diagrams in each classroom showing routes to areas. Attach a building diagram showing safe areas.

Flooding:

- Monitor NOAA Weather Radio All Hazards and emergency alert radio stations. Stay in contact with emergency management officials.
- Review evacuation procedures with staff.
- Check relocation centers. Find an alternate relocation center if primary and secondary centers would also be flooded.
- Check transportation resources.
- If district officials and emergency responders advise evacuation, do so immediately.
- Teachers take class rosters.
- Teachers take attendance.
- Notify parents/guardians according to district policy.

Refer to Severe Weather Awareness Week postings at www.hsem.state.mn.us for further information on severe weather safety.

MEDICAL EMERGENCY

Life-threatening injury or illness, or death:

- Notify office staff/building administrator to make emergency calls. If unable to reach office immediately, call **911**. **Work as a team.**
- Give full attention to the victim(s).
- Do not attempt to move a person who is ill or injured unless he/she is in immediate danger of further injury.
- If possible, isolate the affected student/staff member. Disperse onlookers and keep others from congregating in the area.
- Check breathing. Is the airway clear? Is the victim in a position to facilitate breathing?
- Help stop bleeding.
 - Applying pressure on wound or elevating wound may help stop or slow bleeding.
 - Protect yourself from body fluids. Use gloves if available.
- Check for vital signs. Initiate first aid, if you are trained.
- Comfort the victim(s) and offer reassurance that medical attention is on the way.
- After immediate medical needs have been cared for, remain to assist emergency medical services personnel with pertinent information about the incident.

Non-life-threatening injury or illness:

- For all non-life-threatening illnesses and injuries, call the office/nurse.

Administrator:

- In case of traumatic medical emergency or death at school:
 - Notify superintendent.
 - Notify victim's parents, guardians, or family.
 - Activate post-crisis procedures, if necessary.
- In all other medical emergencies, assess individual's need for post-crisis intervention.

FIGHT/DISTURBANCE

- Ensure the safety of students and staff first.
- Notify building administrator/security/law enforcement. **Work as a team**, especially when separating participants.
- Don't let a crowd incite participants. Disperse onlookers and keep others from congregating in the area.
- When participants are separated, do not allow further visual or verbal contact.
- Document all activities witnessed by staff.
- Deal with event according to school's discipline policy.
- Building administrator notifies parents/guardians of students involved in fight. Superintendent and police may be notified as necessary, or as indicated by school policy.
- Assess counseling needs of participants and witnesses. Implement post-crisis procedures as needed.

*For fights or disturbances that elevate to possible assault level, refer to **Assault** guidance.*

ASSAULT

- Ensure the safety of students and staff first.
- Notify building administrator. **Work as a team.**
- Notify law enforcement if circumstances lead you to believe that criminal activity is involved, e.g., if a weapon is used, if there has been a sexual assault or there is a physical injury that causes substantial pain.
- Seal off area to preserve evidence and disperse onlookers.
- If victim requires medical attention, follow **Medical Emergency** procedures.
- **Do not leave the victim alone.**
- Notify parents/guardians and superintendent per district policy.
- Document all activities witnessed by staff.
- Assess counseling needs and implement post-crisis procedures as needed.

INTRUDER

Intruder – an unauthorized person who enters school property:

Minn. Stat. § 609.605, Subd. 4, gives a school building administrator authority to have persons removed from school property as trespassers if they are not authorized to be there.

- Politely greet intruder and identify yourself.
 - Consider asking another staff person to accompany you before approaching intruder.
- Inform intruder that all visitors must register at the main office.
 - Ask intruder the purpose of his/her visit. If possible, attempt to identify the individual and/or vehicle.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.
- Notify building administrator or law enforcement.

If intruder refuses to leave:

- Notify building administrator and law enforcement if intruder refuses to leave. Give law enforcement full description of intruder.
- Back away from intruder if he/she indicates a potential for violence. Allow an avenue of escape. To the extent possible, maintain visual contact.
 - Be aware of intruder's actions at this time (where he/she is located in school building, whether he/she is carrying a weapon or package, etc.).
 - Maintaining visual contact and knowing the location of the intruder is less disruptive than doing a building-wide search later.

Should the situation escalate quickly, the building administrator may decide at any time to initiate lockdown procedures.

Note: To assist staff members who interact with a stranger at school, use the "I CAN" rule.

Intercept

Contact

Ask

Notify

WEAPONS

Staff or students who are aware of a weapon brought to school:

- Immediately notify building administrator, teacher or law enforcement.
 - Give the following information:
 - Name of person suspected of bringing the weapon.
 - Location of the weapon.
 - Whether the suspect has threatened anyone.
 - Any other details that may prevent the suspect from hurting someone or himself/herself.

- Teachers who suspect that a weapon is in the classroom: **STAY CALM.**
 - Do not call attention to the weapon.
 - Notify the building administrator, the school resource officer or a neighboring teacher as soon as possible.
 - Teacher should not leave the classroom.

Building administrator:

- Call law enforcement to report that a weapon is suspected in school.

- Ask another administrator or a law enforcement officer to participate in questioning the suspected student or staff member.
 - Consider the best time and place to approach the person, taking into account these factors if possible:
 - Need for assistance from law enforcement.
 - Type of weapon.
 - Safety of persons in the area.
 - State of mind of the suspected person.
 - Accessibility of the weapon.

- Separate student/staff member from weapon, if possible.

- If the suspect threatens you with the weapon, **DO NOT** try to disarm him/her. Back away with your hands up. **STAY CALM.**

- Follow district procedures if you need to conduct a weapons search.

- Document all activities related to a weapons incident according to reporting requirements of the district and Minnesota Statutes.

- If the suspect is a student, notify parent(s)/guardian(s) according to district policy.

SHOOTING

If a person displays a firearm or begins shooting:

- Move to or seek safe shelter. Go to lockdown procedures.
- Notify building administrator/law enforcement.
- Call **911**.

If you hear gunshots:

- If possible, determine where shooting is taking place.
- Seek safe shelter.
 - If outside, stay as low to the ground as possible, and find any kind of cover.
 - If inside, go to lockdown procedures.
- Teachers take attendance and notify the building administrator of missing students or staff as soon as it is safe to do so.

Building administrator/school resource officer/security/law enforcement:

- Building administrator may order lockdown procedures.
- Assess the situation as to:
 - The shooter's location.
 - Injuries.
 - Potential for additional shooting.
- Call **911** and give as much detail as possible about the situation.
- Secure the school, if appropriate.
- Help students and staff find safe shelter.
- Care for the injured *if it is safe to do so* until emergency responders arrive. Do not add to the victim list by exposing yourself to danger.
- Notify superintendent's office.
- Refer media to district spokesperson per media procedures.
- Initiate post-crisis procedures.

Work with local law enforcement to identify their response methods and capabilities. Provide them with updated building diagrams.

HOSTAGE

Witness to a hostage situation:

If the hostage-taker is unaware of your presence, DO NOT INTERVENE!

- Notify building administrator. Building administrator may wish to initiate lockdown procedures or evacuation.
- Call **911**. Give dispatcher details of situation.
- Seal off area near hostage scene.
- Police will take control of hostage scene; building administrator coordinates with police for safety and welfare of students and staff.
- Document all activities.

If taken hostage:

- Cooperate with hostage-taker to the fullest extent possible.
- Try not to panic. Calm students if they are present.
- Treat the hostage-taker as normally as possible.
- Be respectful to the hostage-taker.
- Ask permission to speak; do not argue or make suggestions.

BOMB THREAT

Critical information:

- Schools are responsible for assessing bomb threats to determine credibility.
- All bomb threats must be taken seriously until they are assessed.
- The decision whether or not to evacuate rests with the **school**, not the responding agencies, unless a device is located.

Procedures upon receiving a bomb threat:

By phone call

- Complete the *Checklist for Telephone Threats*.

By written note

- Preserve evidence.
- Place note in plastic bag, if available.
- Photograph words written on walls.
- Notify building administrator or designee.
- Notify law enforcement.
- Building administrator orders evacuation or other actions according to threat assessment and school policy.

Caution: Overreacting may encourage additional threats.

Scanning process considerations:

- Scan classrooms and common areas for suspicious items. Scans should be made by people who are familiar with the building. Assign staff to certain areas of the building. Keep in mind that a bomb could be placed *anywhere* on school property – inside or outside.
- Any suspicious devices, packages, etc., should be pointed out to emergency responders. **Do not touch.**
- Once a device is located, emergency responders take responsibility for it.

Evacuation considerations:

- If a decision is made to evacuate, notify staff via phone system, hardwired PA system or by messenger. **Do not use cell phones, radios or fire alarm system** because of risk of activating a device.
- While notification is being made, other staff should survey the grounds to clear exits and areas where students and staff will be going. Exit routes should be altered accordingly if the location of the device is known.
- When evacuating, leave everything as-is. Leave room doors unlocked. Teachers take class roster.

*Bomb squads generally will **not** search a building unless a suspicious package has been located.*

CHEMICAL OR BIOLOGICAL THREAT

If a telephone threat references a chemical or biological device or package, complete the *Checklist for Telephone Threats* procedures and refer to safety procedures in *Bomb Threat* and *Hazardous Materials* sections.

This page addresses receiving, by mail or delivery service, a suspicious letter or package that might be a chemical or biological threat.

When sorting mail or receiving delivered packages:

- Look for characteristics that make you suspicious of the content.
 - excessive postage, excessive weight
 - misspellings of common words
 - oily stains, discolorations, odor
 - no return address or showing a city or state in the postmark that does not match the return address
 - package not anticipated by someone in the school or not sent by a known school vendor

If a letter/package is opened and contains a written threat by no suspicious substance:

- Notify building administrator and law enforcement.
- Limit access to the area in which the letter/package was opened to minimize the number of people who might directly handle it. It is considered criminal evidence.
- Ask the person who discovered/opened the letter or package to place it into another container, such as a plastic bag.
- Turn the letter/package over to law enforcement. Document all activities.

If a letter or package is opened and contains some type of suspicious substance:

- Notify building administrator and law enforcement.
- Isolate the people who have been exposed to the substance. The goal here is to prevent/minimize spreading contamination.
- Limit access to the area in which the letter/package was opened.
- Ask the person who discovered/opened the letter/package to place it into another container, such as a clear plastic zip-lock bag. Handle with gloves if possible.
- Emergency officials will determine the need for decontamination of the area and the people exposed to the substance.

Building administrator:

- Building administrator and emergency officials determine whether evacuation is necessary.
- Building administrator notifies superintendent. Notification is made to parents/guardians, according to district policies.
- Implement post-crisis procedures as necessary.

Consider having gloves and zip-lock bags available at mail sorting areas.

CHECKLIST FOR TELEPHONE THREATS

If you receive a telephone threat (bomb/chemical/other):

- **Remain calm**
- **Do not hang up. Keep the caller on the line as long as possible and listen carefully.**

Ask the following questions:

- Where is the bomb/chemical or other hazard?
- When will it explode/be activated?
- What does it look like?
- What kind of bomb/hazard is it?
- What will cause it to explode/activate?
- What is your name?
- Did you place the bomb/hazard? WHY?
- Where are you?

Exact wording of the threat: _____

If voice is familiar, who did it sound like? _____

Caller ID information:

| | | | | |
|------|--------|-------|----------|-----|
| male | female | adult | juvenile | age |
|------|--------|-------|----------|-----|

Call origin:

| | | | |
|-------|---------------|----------|------------|
| local | long distance | internal | cell phone |
|-------|---------------|----------|------------|

Caller's voice: Note pattern of speech, type of voice, tone. Check all that apply.

| | | | | | |
|---------|----------|------------|----------------|--------|----------|
| Calm | Excited | Loud | Soft | Deep | Nasal |
| Raspy | Distinct | Slurred | Normal | Crying | Laughter |
| Slow | Rapid | Disguised | Accent | Lisp | Stutter |
| Drunken | Familiar | Incoherent | Deep breathing | | |

Background sounds: Check all that apply.

| | | | | | |
|--------|--------------|---------------|--------|------------------|-------|
| Voices | Airplanes | Street noises | Trains | Quiet | Bells |
| Clear | Static | Animals | Party | Vehicles | |
| Horns | House noises | PA system | Music | Factory machines | |
| Motor | Phone booth | Other: | | | |

Threat language: Check all that apply.

| | | | | | |
|---------------------------|------|-------|------------|------------|-----------------------------|
| Well-spoken (educated) | Foul | Taped | Incoherent | Irrational | Message read from script |
|---------------------------|------|-------|------------|------------|-----------------------------|

Did caller indicate knowledge of the building? Give specifics: _____

Person receiving call: _____ Phone number where call received: _____

LEAVE YOUR PHONE OFF THE HOOK. DO NOT HANG UP AFTER CALLER HANGS UP.

DEMONSTRATION

If demonstrators are near but not on school property:

- Building administrator notifies staff and superintendent's office.
- Monitor situation. Notify law enforcement if necessary.

If demonstrators are on school property:

- Ensure safety of students and staff, particularly safe entry into and exit from the building.
- Building administrator notifies staff and superintendent's office.
- Building administrator asks demonstrators to leave school property. Warn them that they are violating the state trespass statute. Notify law enforcement if necessary.
 - *If demonstrators leave*, continue to monitor the situation.
 - *If demonstrators do not leave*, notify law enforcement. Building administrator may initiate "lockdown with warning." (**See Lockdown Procedures**)

SUICIDE

Suicide threat:

- Consider any student reference to suicide as serious.
- Do not leave the student alone.
- Notify the school counselor, social worker, psychologist, or building administrator immediately.
- Stay with the student until suicide intervention staff arrives.
- Do not allow the student to leave school without parent, guardian, or other appropriate adult supervision.

Suicide attempt in school:

- Notify building administrator, school nurse, or other appropriate professional staff.
- Call **911** if the person needs medical attention, has a weapon, needs to be restrained, or parent/guardian cannot be reached.
- Try to calm the suicidal person.
- Stay with the suicidal person until suicide intervention staff arrives.
- Isolate the suicidal person or the area, if possible.
- Initiate first aid.
- Do not allow the student to leave school without parent, guardian, or other appropriate adult supervision.

Building administrator:

- Call parent(s) or guardian(s) if the suicidal person is a student.
- Call family or emergency contact if suicidal person is a staff member.
- Notify superintendent or appropriate district level administrator.
- Work with district public information officer.
- Implement post-crisis procedures.

LOCKDOWN PROCEDURES

One means of securing the school is to implement lockdown procedures. These procedures may be called for in the following instances:

- 1) **Lockdown with warning** – The threat is outside of the school building. The school may have been notified of a potential threat outside of the building.
- 2) **Lockdown with intruder** – The threat/intruder is inside the building.

Lockdown with warning procedures:

- Building administrator will order and announce “lockdown with warning” procedures. Repeat announcement several times. Be direct. Code words lead to confusion.
- Bring people inside.
- Lock exterior doors.
- Clear hallways, restrooms, and other rooms that cannot be secured.
- Pull shades. Keep students away from windows.
- Control all movement, but continue classes. Disable bells. Move on announcement only.
- Building administrator will announce “all clear.”

Lockdown with intruder procedures (these actions happen rapidly):

- Building administrator will order and announce “lockdown with intruder.” Repeat announcement several times. Be direct. Code words lead to confusion.
- Immediately direct all students, staff and visitors into nearest classroom or secured space. Classes that are outside of the building SHOULD NOT enter the building. Move outside classes to primary evacuation site.
- Lock classroom doors.
- DO NOT lock exterior doors.
- Move people away from windows and doors. Turn off lights.
- DO NOT respond to anyone at the door until “all clear” is announced.
- Keep out of sight.
- Building administrator will announce “all clear.”

Some other threats may override lockdown, i.e., confirmed fire, intruder in classroom, etc. Consider making an action plan for people in large common areas, i.e., cafeteria, gymnasium.

Lockdown may be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency or disturbance.

SHELTER-IN-PLACE PROCEDURES

Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants.

Sheltering in place is used when evacuation would put people at risk (i.e., tornado, environmental hazard, blocked evacuation route).

Shelter areas may change depending on the emergency:

- Identify safe areas in each school building.
- Building administrator announces that students and staff must go to shelter areas.
- Bring all persons inside building(s).
- Teachers take class rosters.
- Close all exterior doors and windows, if appropriate.
- Turn off ventilation leading outdoors, if appropriate.
- Teachers account for all students after arriving in shelter area.
- All persons remain in shelter areas until a building administrator or emergency responder declares that it is safe to leave.

If all evacuation routes are blocked:

- Stay in room and close door.
- Keep air as clean as possible.
 - Seal door.
 - Open or close windows as appropriate.
 - Limit movement and talking in room.
- Communicate your situation to administration or emergency officials by whatever means possible.

EVACUATION/RELOCATION

Evacuation:

- Building administrator initiates evacuation procedures.
- Evacuation routes may be specified according to the type of emergency. They may need to be changed for safety reasons.
 - Bombs: Building administrator notifies staff of evacuation route dictated by known or suspected location of device.
 - Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route.
 - Chemical spill: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly.
- Teachers take class rosters.
- Do not lock classroom doors when leaving.
- When outside the building, account for all students. Immediately inform building administrator of any missing student(s).

Relocation:

- Building administrator determines whether students and staff should be evacuated to a relocation center.
- Building administrator or school emergency response team designee notifies relocation center.
- If necessary, a school emergency response team designee coordinates transportation to relocation center.
- Teachers stay with class en route to the relocation center and take attendance upon arriving at the center.
- Use student release forms for students who are picked up from a relocation center.
- Notify superintendent's office and district public information office of relocation center address.

Relocation centers:

List primary and secondary student relocation centers. The primary site is usually located close to the school. The secondary site is usually located farther away. Include maps and written directions to centers for staff reference.

Primary Relocation Center: _____ Secondary Relocation Center: _____
Address: _____ Address: _____
Phone: _____ Phone: _____

MEDIA PROCEDURES

All staff must refer media contacts to district spokesperson. The school district, in coordination with assisting agencies, assumes responsibility for issuing public statements during an emergency.

- Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

District spokesperson: _____
Name Contact number(s)

Alternate spokesperson: _____
Name Contact number(s)

Consider pre-designating site spokespersons.

- District Public Information (PI) person helps district spokesperson coordinate media communications.

District PI: _____
Name Contact number

Alternate PI: _____
Name Contact number

Media checklist:

- Building administrator relays all factual information to superintendent and public information person.
- Establish a media information center away from the affected area. Consider:
 - Media need timely and accurate information. However, protect the privacy of staff and students when necessary and justified.
 - Media will want to be close enough to shoot video footage and photographs, but they should not be allowed to hinder responders.
- Before holding a news conference, brief the participants and coordinate information.
 - Determine the message you want to convey. Create key messages for target audiences: parents, students, and the community.
 - Emphasize the safety of students and staff.
 - Engage media to help distribute important public information. Explain how the emergency is being handled.
 - Respect privacy of victims and families of victims. Do not release names to media.
- Update media regularly. DO NOT say “No comment.” Ask other agencies to assist with media.
- Maintain log of all telephone inquiries for future use.

POST-CRISIS INTERVENTION PROCEDURES

- Assess the situation to determine the need for post-crisis interventions for staff, students, and families.
- Provide post-crisis briefings for staff, students, and families as appropriate.
- Re-establish school and classroom routine as quickly as possible.
- Consider interventions:
 - Defusing – Provide defusing sessions for students and staff as quickly as possible after the emergency.
Defusings are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident. **Defusing should be conducted by trained individuals.**
 - Debriefing – Conduct critical-incident stress debriefing (CISD) three to four days after the emergency.
CISD is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. It must be modified for student’s development level. **CISD should only be conducted by trained professionals.**
 - Counseling – Provide grief counseling.
- Provide on-going support as necessary for staff, students and families.
 - Monitor and support staff.
 - Provide ongoing opportunities for children to talk about their fears and concerns. They may have more questions as time passes.
 - Identify and monitor at-risk students.
 - Provide individual crisis or grief counseling, if necessary.
 - Conduct outreach to homes.
 - Provide follow-up referral for assessment and treatment, if necessary.

The district should identify a 24-hour contact person or agency responsible for post-crisis assessment and interventions.

In the event of a tragic, highly publicized event, mental health professionals from federal, state and non-government agencies may respond to offer post-crisis aid. Effective coordination is critical. Consult with the Minnesota Department of Education for support, advice and assistance in coordinating the activities of outside entities.

SCHOOL EMERGENCY RESPONSE TEAM

Build the school’s emergency response team with people who can perform the functions identified below. Backup personnel should be assigned to each function, and key personnel should be cross-trained in critical requirements of the functions. Staff members who are not responsible for students should fill as many of the functions as possible. **Depending on the emergency, one person may be able to perform multiple assignments.**

See next page for descriptions of emergency response team functions.

| Function | Staff Assigned | Backup Staff |
|---|----------------|--------------|
| Incident Commander (person in charge) | | |
| Safety | | |
| Public Information | | |
| Liaison | | |
| Operations Chief | | |
| Medical | | |
| (attach list of qualified first-aid/CPR responders in building) | | |
| Site Security/ Facility Check | | |
| Student Release Coordinator | | |
| Logistics Chief | | |
| Communications | | |
| Transportation | | |
| Planning Chief | | |
| Financial/ Recordkeeping | | |

These functions mirror the National Incident Management System (NIMS) used by emergency responders.

SCHOOL RESPONSE TEAM FUNCTIONS

The National Incident Management System (NIMS) was adopted by the U.S. Department of Homeland Security and is intended for use by all state and federal agencies when responding to emergencies. The system provides integrated and coordinated management guidelines for all types of disasters and emergencies.

Most functions necessary for emergency response in the community are also necessary for emergencies within the schools. Incident management functions below are described in the context of a school setting.

| | |
|---|---|
| Incident Commander (person in charge) | Activates school's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in-place; notifies district authorities and provides situation updates; requests resources. |
| Safety | Responsible for safety and security of the site; stops operations if conditions become unsafe. |
| Public Information | May be designated site spokesperson; cooperates with the district and other agencies on joint news releases; coordinates media briefings as necessary. |
| Liaison | Contact person for outside agencies; may represent school/district at city emergency operations center or at emergency responders' on-scene command post. |
| Operations Chief | Directs actions, i.e., lockdown, evacuation, site security, release of students to parents/guardians, first aid or medical care, cleanup, control of utilities. |
| Medical | Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school's first aid/CPR responders. |
| Site Security/Facility Check | Responsible for seeing that the school building and grounds are visually inspected and secured. |
| Student Release Coordinator | Responsible for implementing school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocation site. |
| Logistics Chief | Estimates logistical needs; gets personnel, facilities (relocation sites), services, and materials to support operations. |
| Communications | Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response. |
| Transportation | Responsible for arranging transportation for emergency relocations and early dismissal of school; keeps current contact list of transportation providers. |
| Planning Chief | Assists in assessing emergencies; establishes priorities, identifies issues and prepares an action plan with incident commander. |
| Financial/Recordkeeping | Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with district for insurance; initiates business recovery efforts. |

EMERGENCY PHONE NUMBERS

Fire/Ambulance/Police

Emergency-911

Dispatch Center:

(for local police, fire and emergency medical services)

Public Utilities

Electricity: Company _____
 Contact person _____
 24-hour emergency number(s) _____

Gas: Company _____
 Contact person _____
 24-hour emergency number(s) _____

Water: Company _____
 Contact person _____
 24-hour emergency number(s) _____

Emergency Management Agencies

Local emergency management director:

Name _____
Telephone _____

County emergency management director:

Name _____
Telephone _____

Referrals

Hazardous Materials: Report hazardous materials leaks or spills to Minnesota Duty Officer
24-hour numbers Statewide (800) 422-0798 Metro area (651) 649-5451

Poison Control Center _____

Crime Victim Services _____

Post-Crisis Intervention/Mental Health Hotline _____

[Note: These procedures are provided as a sample and a starting place for your schools to begin planning for a situation like a pandemic. A pandemic policy is not legally required.]

HIGHLY CONTAGIOUS SERIOUS ILLNESS OR PANDEMIC FLU

- The school district may provide information on the proper methods for hand washing, covering coughs, and social distancing. Reminders of these methods may be placed throughout the school district's buildings.
- Children and staff should be asked to wash their hands thoroughly and frequently. All classroom surfaces should be disinfected according to guidance from health officials.
- If a case of highly contagious serious illness is suspected, the sick student, employee, or visitor should be immediately sent home. If that is not possible, the person should be isolated, as much as possible, until arrangements can be made for the person to leave the school.
- If a serious illness is confirmed, the local health agency should be notified and communication efforts initiated. See *Emergency Phone Numbers* and *Media Procedures*.
- In the absence of a school closure order from a state agency, the superintendent, in consultation with the school board, will determine when to close school due to significant risk of spreading the illness. See *Early School Closure Procedures, Part III.F.*, especially if school is closed before the end of a school day.
- If an extended school closure is ordered, the school district may make online learning or other at home learning options available to the extent feasible.
- Any closed school buildings should be disinfected according to guidance from health officials before reopening.

| FY 22 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection | | | | Revised 5/6/2020 | | | | | | | | | | |
|---|--|--------|-------------------|-------------------|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|
| 2397 | <= Type in School District Number | | | | | | | | | | | | | |
| | LE SUEUR-HENDERSON SCHOOL DISTRICT | | Change only | | | | | | | | | | | |
| | | | if requiring levy | Payable 2020 | | | | | | | | | | |
| | | | adjustments | LLC Certification | Current Estimate | | | | | | | | | |
| Calculations for Ten Year Projection | | Pay 20 | | | | | | | | | | | | |
| | | LLC # | FY 2020 | FY 2021 | FY 2021 | FY 2022 | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 | FY 2028 | FY 2029 | FY 2030 |
| 1 | Type your district number in cell A2 (Minneapolis = 1.2) | | | | | | | | | | | | | |
| 2 | Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 17 to 18, 20, 21, 26, 27 and 50 | | | | | | | | | | | | | |
| 3 | Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33 | | | | | | | | | | | | | |
| 4 | Look-up data from following tabs | | | | | | | | | | | | | |
| 5 | Initial Formula Revenue | | | | | | | | | | | | | |
| 6 | Current year APU | 57 | 1,052.20 | 1,051.90 | 1,040.20 | 1,020.00 | 991.60 | 971.30 | 952.15 | 933.38 | 914.98 | 896.94 | 879.26 | |
| 6a | Additional Pre-K Pupil Units (line 19 of Pre-K application) | | | | | | | | | | | | | |
| 6b | Total Adjusted Pupil Units = (6) + (6a) | | | 1,051.90 | 1,040.20 | 1,020.00 | 991.60 | 971.30 | 952.15 | 933.38 | 914.98 | 896.94 | 879.26 | |
| 7 | District average building age (uncapped) | 451 | 56.65 | 56.65 | 57.65 | 58.65 | 59.65 | 60.65 | 61.65 | 62.65 | 63.65 | 64.65 | 65.65 | |
| 8 | Formula allowance | | \$ 380.00 | \$ 380.00 | \$ 380.00 | \$ 380.00 | \$ 380.00 | \$ 380.00 | \$ 380.00 | \$ 380.00 | \$ 380.00 | \$ 380.00 | \$ 380.00 | |
| 9 | Building age ratio = (Lesser of 1 or (7) / 35) | 452 | 1.00000 | 1.00000 | 1.00000 | 1.00000 | 1.00000 | 1.00000 | 1.00000 | 1.00000 | 1.00000 | 1.00000 | 1.00000 | |
| 10 | Initial revenue = (6) * (8) * (9) | 453 | 399,836 | 399,722 | 395,276 | 387,600 | 376,808 | 369,094 | 361,818 | 354,685 | 347,692 | 340,838 | 334,118 | |
| 11 | Added revenue for Eligible H&S Projects > \$100,000 / site | | | | | | | | | | | | | |
| 12 | Debt service for existing Alt facilities H&S bonds (1B) - gross before debt excess | 702 | | | | | | | | | | | | |
| 13 | Debt Excess related to Debt service for existing Alt facilities H&S bonds (1B) | 756 | | | | | | | | | | | | |
| 14 | Debt service for portion of existing Alt facilities bonds from line (22) attributable to eligible H&S Projects > \$100,000 per site (1A) | 701 | | | | | | | | | | | | |
| 15 | Debt Excess related to Debt service for portion of existing Alt facilities bonds attributable to eligible H&S Projects > \$100,000 per site (1A) | 755 | | | | | | | | | | | | |
| 17 | Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue | 767 | | | | | | | | | | | | |
| 18 | Pay as you go revenue for eligible new H&S projects > \$100,000 / site | 455 | | | | | | | | | | | | |
| 19 | Total additional revenue for eligible H&S projects >\$100,000 / site (12) - (13) + (14) -(15) + (17) + (18) | 456 | | | | | | | | | | | | |
| | Added revenue for Pre-K remodeling (for VPK approvals only) | | | | | | | | | | | | | |
| 20a | Net debt service for bonds approved for Pre-K remodeling | 768 | | | | | | | | | | | | |
| 20b | Pay as you go for projects approved for Pre-K remodeling | 457 | | | | | | | | | | | | |
| 20c | Total Pre-K revenue | | | | | | | | | | | | | |
| 20d | Total New Law Revenue (10) + (19) + (20c) | 458 | | 399,722 | 395,276 | 387,600 | 376,808 | 369,094 | 361,818 | 354,685 | 347,692 | 340,838 | 334,118 | |

| | | |
|---|--|--|
|  | Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266 | Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 |
|---|--|--|

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes, section 123B.595, subdivision 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the

| District Info. | Enter Information | District Info. | Enter Information |
|------------------------|-----------------------------------|----------------|----------------------|
| District Name: | Le Sueur-Henderson Public Schools | Date: | 7/7/2020 |
| District Number: | 2397-01 | Email: | kbattern@isd2397.org |
| District Contact Name: | Ky Battern | | |
| Contact Phone # | 507-665-4603 | | |

| | | Fiscal Year (FY) Ending June 30 | | | | | | | |
|---|--|---------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Expenditure Categories | | 2020 (base year) | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 |
| Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366. | | | | | | | | | |
| Finance Code | Category (1) | | | | | | | | |
| 347 | Physical Hazards | \$24,388 | \$13,451 | \$13,547 | \$13,643 | \$13,741 | \$13,841 | \$13,942 | \$14,045 |
| 349 | Other Hazardous Materials | \$950 | \$4,850 | \$2,000 | \$5,030 | \$2,000 | \$4,850 | \$5,060 | \$2,000 |
| 352 | Environmental Health and Safety Management | \$11,730 | \$29,722 | \$30,142 | \$30,569 | \$31,002 | \$31,442 | \$31,888 | \$32,341 |
| 358 | Asbestos Removal and Encapsulation | \$970 | \$3,130 | \$3,130 | \$3,130 | \$3,130 | \$3,130 | \$3,130 | \$3,130 |
| 363 | Fire Safety | \$21,788 | \$22,330 | \$22,665 | \$23,005 | \$23,350 | \$23,700 | \$24,056 | \$24,417 |
| 366 | Indoor Air Quality | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Health and Safety Capital Projects | | \$59,826 | \$73,483 | \$71,484 | \$75,377 | \$73,223 | \$76,963 | \$78,076 | \$75,932 |
| Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year | | | | | | | | | |
| Finance Code | Category (2) | | | | | | | | |
| 358 | Asbestos Removal and Encapsulation | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 363 | Fire Safety | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 366 | Indoor Air Quality | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Health and Safety Capital Projects \$100,000 or More | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151 | | | | | | | | | |
| Finance Code | Category (3) | | | | | | | | |
| 355 | Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner. | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Remodeling for Approved Voluntary Pre-K Projects | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Accessibility | | | | | | | | | |
| Finance Code | Category (4) | | | | | | | | |
| 367 | Accessibility | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Accessibility Projects | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Deferred Capital Expenditures and Maintenance Projects | | | | | | | | | |
| Finance Code | Category (5) | | | | | | | | |
| 368 | Building Envelope | \$1,249 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 369 | Building Hardware and Equipment | \$16,296 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 370 | Electrical | \$1,660 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 379 | Interior Surfaces | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 380 | Mechanical Systems | \$64,385 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 381 | Plumbing | \$5,081 | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| 382 | Professional Services and Salary | \$102,124 | \$92,080 | \$95,869 | \$97,578 | \$99,338 | \$101,150 | \$103,016 | \$104,938 |
| 383 | Roof Systems | \$14,547 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 384 | Site Projects | \$72,615 | \$132,000 | \$132,000 | \$132,000 | \$132,000 | \$132,000 | \$132,000 | \$132,000 |
| Total Deferred Capital Expense and Maintenance | | \$277,957 | \$227,080 | \$230,869 | \$232,578 | \$234,338 | \$236,150 | \$238,016 | \$239,938 |
| Total Annual 10-Year Plan Expenditures | | \$337,783 | \$300,563 | \$302,352 | \$307,955 | \$307,561 | \$313,113 | \$316,092 | \$315,870 |
| Fund Balance Section | | | | | | | | | |
| Fund 01 | | | | | | | | | |
| | Beginning Fund Balance 01-467-XX | \$253,134 | \$264,032 | \$363,191 | \$456,115 | \$535,760 | \$605,006 | \$660,988 | \$713,990 |
| | LTFM Fiscal Year Revenue - Levy | \$240,883 | \$118,372 | \$93,266 | \$81,551 | \$73,997 | \$70,413 | \$70,404 | \$70,407 |
| | LTFM Fiscal Year Revenue - AID if Applicable | \$107,798 | \$281,350 | \$302,010 | \$306,049 | \$302,811 | \$298,681 | \$298,690 | \$298,687 |
| | LTFM Fiscal Year Revenue Other | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Transfer OUT if applicable (COVID-19) by End of Fiscal Year (06-30-20) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Estimated Fiscal Year Expenditures | \$337,783 | \$300,563 | \$302,352 | \$307,955 | \$307,561 | \$313,113 | \$316,092 | \$315,870 |
| | Ending Fiscal Year Fund Balance 01-467-XX | \$264,032 | \$363,191 | \$456,115 | \$535,760 | \$605,006 | \$660,988 | \$713,990 | \$767,214 |
| Fund 06 | | | | | | | | | |
| | Beginning Fund Balance 06-467-XX | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Fiscal Year Bonded Revenue | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Fiscal Year Revenue Other | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Transfer OUT if applicable (COVID-19) by End of Fiscal Year (06-30-20) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | LTFM Estimated Fiscal Year Expenditures | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| | Ending Fiscal Year Fund Balance 06-467-XX | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| End of worksheet | | | | | | | | | |

|  | | Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266 | Projects Only | ED - 02478-06 |
|---|--|--|------------------|------------------|
| Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minneells provided. | | | | |
| District Info. | | Enter Information | | |
| District Name: | Le Sueur-Henderson Public Schools | | | |
| District Number: | 2397-01 | | | |
| District Contact Name: | Ky Battern | | | |
| Contact Phone # | 507-665-4603 | | | |
| Expenditure Categories | | | | |
| | | 2028 | 2029 | 2030 |
| Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366. | | | | |
| Finance Code | Category (1) | | | |
| 347 | Physical Hazards | \$14,149 | \$14,255 | \$14,362 |
| 349 | Other Hazardous Materials | \$2,000 | \$2,000 | \$2,000 |
| 352 | Environmental Health and Safety Management | \$32,800 | \$33,267 | \$33,740 |
| 358 | Asbestos Removal and Encapsulation | \$3,130 | \$3,130 | \$3,130 |
| 363 | Fire Safety | \$24,783 | \$25,155 | \$25,532 |
| 366 | Indoor Air Quality | \$0 | \$0 | \$0 |
| Total Health and Safety Capital Projects | | \$76,862 | \$77,806 | \$78,764 |
| Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year | | | | |
| Finance Code | Category (2) | | | |
| 358 | Asbestos Removal and Encapsulation | \$0 | \$0 | \$0 |
| 363 | Fire Safety | \$0 | \$0 | \$0 |
| 366 | Indoor Air Quality | \$0 | \$0 | \$0 |
| Total Health and Safety Capital Projects \$100,000 or More | | \$0 | \$0 | \$0 |
| Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151 | | | | |
| Finance Code | Category (3) | | | |
| 355 | Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner. | \$0 | \$0 | \$0 |
| Total Remodeling for Approved Voluntary Pre-K Projects | | \$0 | \$0 | \$0 |
| Accessibility | | | | |
| Finance Code | Category (4) | | | |
| 367 | Accessibility | \$0 | \$0 | \$0 |
| Total Accessibility Projects | | \$0 | \$0 | \$0 |
| Deferred Capital Expenditures and Maintenance Projects | | | | |
| Finance Code | Category (5) | | | |
| 368 | Building Envelope | \$0 | \$0 | \$0 |
| 369 | Building Hardware and Equipment | \$0 | \$0 | \$0 |
| 370 | Electrical | \$0 | \$0 | \$0 |
| 379 | Interior Surfaces | \$0 | \$0 | \$0 |
| 380 | Mechanical Systems | \$0 | \$0 | \$0 |
| 381 | Plumbing | \$3,000 | \$3,000 | \$3,000 |
| 382 | Professional Services and Salary | \$106,916 | \$108,954 | \$111,052 |
| 383 | Roof Systems | \$0 | \$0 | \$0 |
| 384 | Site Projects | \$132,000 | \$132,000 | \$132,000 |
| Total Deferred Capital Expense and Maintenance | | \$241,916 | \$243,954 | \$246,052 |
| Total Annual 10-Year Plan Expenditures | | \$318,778 | \$321,760 | \$324,816 |
| Fund Balance Section | | | | |
| Fund 01 | | | | |
| | Beginning Fund Balance 01-467-XX | \$767,214 | \$817,530 | \$864,864 |
| | LTFM Fiscal Year Revenue - Levy | \$70,405 | \$70,403 | \$70,411 |
| | LTFM Fiscal Year Revenue - AID if Applicable | \$298,689 | \$298,691 | \$298,683 |
| | LTFM Fiscal Year Revenue Other | \$0 | \$0 | \$0 |
| | LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab) | \$0 | \$0 | \$0 |
| | LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab) | \$0 | \$0 | \$0 |
| | LTFM Transfer OUT if applicable (COVID-19) by End of Fiscal Year (06-30-20) | \$0 | \$0 | \$0 |
| | LTFM Estimated Fiscal Year Expenditures | \$318,778 | \$321,760 | \$324,816 |
| Ending Fiscal Year Fund Balance 01-467-XX | | \$817,530 | \$864,864 | \$909,142 |
| Fund 06 | | | | |
| | Beginning Fund Balance 06-467-XX | \$0 | \$0 | \$0 |
| | LTFM Fiscal Year Bonded Revenue | \$0 | \$0 | \$0 |
| | LTFM Fiscal Year Revenue Other | \$0 | \$0 | \$0 |
| | LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab) | \$0 | \$0 | \$0 |
| | LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab) | \$0 | \$0 | \$0 |
| | LTFM Transfer OUT if applicable (COVID-19) by End of Fiscal Year (06-30-20) | \$0 | \$0 | \$0 |
| | LTFM Estimated Fiscal Year Expenditures | \$0 | \$0 | \$0 |
| Ending Fiscal Year Fund Balance 06-467-XX | | \$0 | \$0 | \$0 |
| End of worksheet | | | | |

Le Sueur-Henderson Public Schools
LTFM 10 Year Plan Expenditure Detail

Inflation Increase: 1.50% 1.50% 1.50% 1.50% 1.50% 1.50% 1.50% 1.50% 1.50% 1.50% 1.50%

| Fd | Org | Pro | Cr | Fin | Obj | Fin Description | Site | Detail | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 |
|---|-----|-----|-----|-------------|-----|--|------|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | | | | | | | | | | | | | | | | |
| 01 | 005 | 865 | 000 | 347 | 305 | Physical Hazards | 005 | MEI Elevator Inspection | 2,246 | 2,280 | 2,314 | 2,349 | 2,384 | 2,420 | 2,456 | 2,493 | 2,531 | 2,569 | 2,607 |
| 01 | 005 | 865 | 000 | 347 | 305 | Physical Hazards | 005 | SMI Gym/Auditorium Inspection | 4,011 | 4,071 | 4,132 | 4,194 | 4,257 | 4,321 | 4,386 | 4,452 | 4,518 | 4,586 | 4,655 |
| 01 | 005 | 865 | 000 | 347 | 401 | Physical Hazards | 005 | Playground FIBAR | 3,100 | 3,100 | 3,100 | 3,100 | 3,100 | 3,100 | 3,100 | 3,100 | 3,100 | 3,100 | 3,100 |
| 01 | 005 | 865 | 000 | 347 | 401 | Physical Hazards | 005 | School Student Protective Gear | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 |
| 01 | 005 | 865 | 000 | 349 | 305 | Other Hazardous Materials | 005 | Radon Testing | 3,000 | | | 3,030 | | | 3,060 | | | | |
| 01 | 005 | 865 | 000 | 349 | 305 | Other Hazardous Materials | 005 | Lead and Water Testing | | 2,850 | | | | 2,850 | | | | | |
| 01 | 005 | 865 | 000 | 349 | 305 | Other Hazardous Materials | 005 | Annual Hazards Material Report | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 |
| 01 | 005 | 865 | 000 | 349 | 350 | Other Hazardous Materials | 005 | Other Misc. Costs | 1,975 | 1,975 | 1,975 | 1,975 | 1,975 | 1,975 | 1,975 | 1,975 | 1,975 | 1,975 | 1,975 |
| 01 | 005 | 865 | 000 | 352 | 305 | Environmental Health & Safety Management | 005 | IEA Management Services | 11,000 | 11,165 | 11,332 | 11,502 | 11,675 | 11,850 | 12,028 | 12,208 | 12,391 | 12,577 | 12,766 |
| 01 | 005 | 865 | 000 | 352 | 405 | Environmental Health & Safety Management | 005 | Online SDS Management (Safe Schools) | 1,199 | 1,217 | 1,235 | 1,254 | 1,273 | 1,292 | 1,311 | 1,331 | 1,351 | 1,371 | 1,391 |
| 01 | 005 | 865 | 000 | 352 | 405 | Environmental Health & Safety Management | 005 | Dude Solutions Inc. | 487 | 494 | 502 | 509 | 517 | 525 | 533 | 540 | 549 | 557 | 565 |
| 01 | 005 | 865 | 000 | 352 | 405 | Environmental Health & Safety Management | 005 | Safe Schools | 1,700 | 1,726 | 1,751 | 1,778 | 1,804 | 1,831 | 1,859 | 1,887 | 1,915 | 1,944 | 1,973 |
| 01 | 005 | 865 | 000 | 352 | 350 | Environmental Health & Safety Management | 005 | Other Misc. Costs | 1,700 | 1,700 | 1,700 | 1,700 | 1,700 | 1,700 | 1,700 | 1,700 | 1,700 | 1,700 | 1,700 |
| 01 | 005 | 865 | 000 | 358 | 350 | Asbestos Removal and Encapsulation >\$100,000 per Site | 005 | Various Asbestos Removal Costs | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 | 2,800 |
| 01 | 005 | 865 | 000 | 358 | 366 | Asbestos Removal and Encapsulation >\$100,000 per Site | 005 | Asbestos Training | 330 | 330 | 330 | 330 | 330 | 330 | 330 | 330 | 330 | 330 | 330 |
| 01 | 100 | 865 | 000 | 363 | 305 | Fire Safety | 100 | Park - Life Safety Systems Testing & Monitoring | 5,500 | 5,583 | 5,666 | 5,751 | 5,837 | 5,925 | 6,014 | 6,104 | 6,196 | 6,289 | 6,383 |
| 01 | 101 | 865 | 000 | 363 | 305 | Fire Safety | 101 | Hilltop - Life Safety Systems Testing & Monitoring | 2,500 | 2,538 | 2,576 | 2,614 | 2,653 | 2,693 | 2,734 | 2,775 | 2,816 | 2,858 | 2,901 |
| 01 | 300 | 865 | 000 | 363 | 305 | Fire Safety | 300 | MS/HS - Life Safety Systems Testing & Monitoring | 13,000 | 13,195 | 13,393 | 13,594 | 13,798 | 14,005 | 14,215 | 14,428 | 14,644 | 14,864 | 15,087 |
| 01 | 005 | 865 | 000 | 363 | 350 | Fire Safety | 005 | Other Misc. Costs | 1,000 | 1,015 | 1,030 | 1,046 | 1,061 | 1,077 | 1,093 | 1,110 | 1,126 | 1,143 | 1,161 |
| | | | | 366 | | Indoor Air Quality | | | | | | | | | | | | | |
| Total Health & Safety Capital Projects | | | | | | | | | 59,573 | 60,063 | 57,862 | 61,551 | 59,190 | 62,719 | 63,618 | 61,258 | 61,967 | 62,688 | 63,419 |
| | | | | 358 >\$100k | | Asbestos Removal and Encapsulation >\$100,000 per Site | | | | | | | | | | | | | |
| | | | | 363 >\$100k | | Fire Safety >\$100,000 per Site | | | | | | | | | | | | | |
| | | | | 366 >\$100k | | Indoor Air Quality >\$100,000 per Site | | | | | | | | | | | | | |
| Total Health & Safety Capital Projects >\$100,000 | | | | | | | | | - | - | - | - | - | - | - | - | - | - | - |
| | | | | 367 | | Accessibility | | | | | | | | | | | | | |
| Total Accessibility | | | | | | | | | - | - | - | - | - | - | - | - | - | - | - |
| 01 | 005 | 865 | 000 | 381 | 350 | Plumbing | 005 | Misc. Repairs | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 |
| 01 | 100 | 865 | 000 | 382 | 305 | Professional Services | 100 | NAC - Service Agreement | 9,957 | 9,957 | 10,454 | 10,454 | 10,454 | 10,454 | 10,454 | 10,454 | 10,454 | 10,454 | 10,454 |
| 01 | 101 | 865 | 000 | 382 | 305 | Professional Services | 101 | NAC - Service Agreement | 3,837 | 3,837 | 4,470 | 4,470 | 4,470 | 4,470 | 4,470 | 4,470 | 4,470 | 4,470 | 4,470 |
| 01 | 300 | 865 | 000 | 382 | 305 | Professional Services | 300 | NAC - Service Agreement | 21,782 | 21,872 | 22,871 | 22,871 | 22,871 | 22,871 | 22,871 | 22,871 | 22,871 | 22,871 | 22,871 |
| 01 | 005 | 865 | 000 | 382 | 305 | Professional Services and Salary | 005 | School Dude Services | 2,137 | 2,169 | 2,201 | 2,234 | 2,268 | 2,302 | 2,336 | 2,371 | 2,407 | 2,443 | 2,480 |
| 01 | 005 | 865 | 000 | 382 | 110 | Professional Services and Salary | 005 | Vrikan, Todd | 21,115 | 22,327 | 22,997 | 23,687 | 24,397 | 25,129 | 25,883 | 26,660 | 27,459 | 28,283 | 29,132 |
| 01 | 005 | 865 | 000 | 382 | 170 | Professional Services and Salary | 005 | Wolf, Brian | | 17,350 | 17,871 | 18,407 | 18,959 | 19,528 | 20,113 | 20,717 | 21,338 | 21,978 | 22,638 |
| 01 | 005 | 865 | 000 | 382 | 170 | Professional Services and Salary | 005 | Fitzpatrick, Ryan | | 14,568 | 15,005 | 15,455 | 15,919 | 16,396 | 16,888 | 17,395 | 17,917 | 18,454 | 19,008 |
| 01 | 100 | 865 | 000 | 384 | 350 | Site Projects | 100 | Park - Incidental Carryover | 17,000 | 17,000 | 17,000 | 17,000 | 17,000 | 17,000 | 17,000 | 17,000 | 17,000 | 17,000 | 17,000 |
| 01 | 101 | 865 | 000 | 384 | 350 | Site Projects | 101 | Hilltop - Incidental Carryover | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 | 8,000 |
| 01 | 300 | 865 | 000 | 384 | 350 | Site Projects | 300 | MS/HS - Incidental Carryover | 17,000 | 17,000 | 17,000 | 17,000 | 17,000 | 17,000 | 17,000 | 17,000 | 17,000 | 17,000 | 17,000 |
| 01 | 100 | 865 | 000 | 384 | 590 | Site Projects | 100 | Park - Incidental Carryover | 12,000 | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 |
| 01 | 101 | 865 | 000 | 384 | 590 | Site Projects | 101 | Hilltop - Incidental Carryover | 12,000 | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 |
| 01 | 300 | 865 | 000 | 384 | 590 | Site Projects | 300 | MS/HS - Incidental Carryover | 50,000 | 50,000 | 50,000 | 50,000 | 50,000 | 50,000 | 50,000 | 50,000 | 50,000 | 50,000 | 50,000 |
| Total Annual 10 Year Plan Expenditures | | | | | | | | | 177,828 | 227,080 | 230,869 | 232,578 | 234,338 | 236,150 | 238,016 | 239,938 | 241,916 | 243,954 | 246,052 |

SCHOOL BOARD RESOLUTION

WHEREAS, the Board of Education strives to provide a comprehensive education program which serves the recreational, enrichment, cultural and academic needs of residents; and

WHEREAS, the Board of Education hopes to realize the academic goal by making Adult Basic Education opportunities available to its adult residents; and

WHEREAS, the Board of Education understands funded through P.L. 230 (Adult Education Act of 1965 as amended) and M.S. Chapter 123.55 Subd. 8 (General Powers of an Independent School District) and Chapter 124.26 Subd. 1.2 and 4 (Education Program for Adults) need to be a part of a cooperative Adult Basic Education Delivery System established by written agreement/between two or more school districts.

NOW, THEREFORE, be it resolved that District 2397 agrees to work with:

- | | |
|---------------------------------|---|
| 2397 (Le Sueur-Henderson) | 829 (Waseca) |
| 2365 (Gibbon-Fairfax- Winthrop) | 2835 (Janesville-Waldorf Pemberton) |
| 508 (Saint Peter) | 2168 (New Richland-Hartland-Ellendale-Geneva) |
| 310 (Sibley East) | 2143 (Waterville-Elysian-Morristown) |
| 2905 (Tri-City United) | Le Sueur County Law Enforcement Center |
| 507 (Nicollet) | Nicollet County Law Enforcement Center |
| 391 (Cleveland) | |

in establishing a cooperative Adult Basic Continuing Education project for the 2020-21 school year.

Adopted this _____ day of _____, 2020

Superintendent

School Board Chairperson

District Number



HOME TOWN BANK

GO GIANTS!

Le Sueur-Henderson Public Schools



2019/2020 & 2020/2021 Principals' Negotiations - Tentatively Agreed upon Terms - 6/11/2020

- HSA contribution in both contract years shall be \$ 3,000.00
- Health and Hospitalization Insurance:
 - The district will contribute \$6,375.50 for single coverage, \$12,800 for family (dependent) coverage in the 19/20 contract.
 - The district will contribute \$7,015 for single coverage, and \$14,800 for family (dependent) coverage in the 20/21 contract.
- Salary:
 - In 2019/2020, there shall be a 0.5% increase for each principal off of their 2018/2019 base salary
 - IN 2020/2021, there shall be a 0.5% increase for each principal off of their 2019/2020 salary
- Language around allowance for at-home computer workstation should be removed
- The District will increase the coverage up to \$ 1,500 for each principal's local and state convention and meeting expenses (up from a current level of \$ 1,350).
- Add language around the district covering each principal's BOSA fee (district will pay this fee)
- Add language: District Staff Development or Curriculum funds will be used to to pay for a principal's convention and meeting costs when the training involves collaborative efforts with teachers (ie: PLC Institute, MDE Curriculum Meetings, etc.), and/or required trainings outside of the role as a building principal (ie: Title One, District Assessment, etc.)
- Language around national convention/meetings should be changed to:
 - *In addition, the district will cover the normal and reasonable expenses related to each principal attending a national conference and/or convention. It is agreed that each Principal shall be entitled to attend one national professional conference of his/her choice on a tri annual basis, in consultation with the superintendent. Knowledge learned from national conferences attended must be shared in an appropriate manner to benefit the district. If estimated reimbursable expenses for a conference is greater than \$5,000, school board approval - based upon recommendation from the superintendent - will be required prior to said conference. Reimbursed expenses will be governed by School District policy and procedures.*
- Each principal's 403(b) lifetime max shall now be \$ 50,000 (currently \$ 36,000)
- Mileage expense:
 - maintain a \$500/year limit for district work-related reimbursable mileage for Le Sueur-Henderson principals. The principal assigned to the District Assessment Coordinator and/or Title One Coordinator will be entitled to a maximum of \$1000 in reimbursable mileage per year.

LE SUEUR – HENDERSON INDEPENDENT SCHOOL DISTRICT # 2397

And

MINNESOTA TEAMSTERS PUBLIC AND LAW ENFORCEMENT EMPLOYEES' UNION, LOCAL # 320

MEMORANDUM OF UNDERSTANDING

Compensation for Paraprofessionals hired between July 1, 2019 and February 3, 2020

June 10, 2020

The AGREEMENT is made and entered into on June 10, 2020, by and between the Le Sueur – Henderson Independent School District # 2397 (hereinafter referred to as the "District") and the Minnesota Teamsters Public and Law Enforcement Employees' Union, Local # 320 (hereinafter referred to as the "Unit").

All members of the Unit hired between July 1, 2019 and February 3, 2020 shall be compensated at a rate of \$ 13.50 per hour (for paraprofessionals) and \$ 14.25 per hour (for specialized paraprofessionals) for the 2019/2020 year.

All members of the Unit hired after February 3, 2020 shall be compensated at a rate of \$ 12.00 per hour (for paraprofessionals) and \$ 12.75 per hour (for specialized paraprofessionals), and be granted a 3% wage increase during the 2020/2021 year, as outlined in the Master Agreement.

This agreement shall not set precedent, and it is understood and agreed upon that wages for newly hired members of the Unit shall be subject to negotiation for subsequent master agreements.

The Parties agree to these terms.

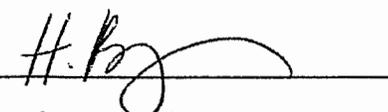
Dated: 6-10-2020

Le Sueur – Henderson Ind. School District # 2397

By: 
Dr. Marlene Johnson, Superintendent

Dated: 6/10/2020

MN Teamsters Local # 320

By: 
Hannah Bernhardson

2020-21 District Staff Development Plan

DSDT Goal for 2020/21: Each PLC in the district will align their instructional outcomes and follow an organized progression that is equitable for all students using differentiation to cognitively challenge each student.

Priority of Needs

1. Technology
2. PLCs: Interventions & Extensions, Questions 2, 3, 4
3. Best Practices in Teaching
4. Equity/Social Justice
5. Social/Emotional Learning

Steps to Reach Goal:

1. All early outs will be used for PLC work.
2. Create district experts to assist PLCs: SDPLT members & PLC Conference attendees
3. Technology: Offer opportunities/break out sessions on inservice days using LS-H “Techsperts” & Offer PD Money for “techsperts” to attend training outside of the district.
4. PLCs: Revisit Q#1 of PLCs in August (limited amount of time); Allow time for vertical alignment; Use PLCs experts for Qs 2, 3, 4 at Nov. & Feb. Inservice with possible breakout sessions.
5. Best Practices: Minimum of 2 sessions to address best practices in education; Address components of high quality instruction no matter the format-in person or virtual; Review instructional frameworks with teacher; use self-assessment to move teachers forward.
6. Equity: Former LS-H Students to speak in August; Session in August on strategies; Possible teacher home visits; Continue at each inservice day
7. Social Emotional Learning: Focus on relationship building; 7 Mindsets district-wide

Professional Development Days Outline

August 26th: All District Inservice ***This needs to be very fluid based on start of the school year***

- Relationship Building with Staff (Model for student relationship building)
- TED Talks/Called LS-H Talks
- Strategies for equitable teaching/reflection
- T-Shirts?
- Health Procedures
- Social/Emotional Learning

August 31st/Sept. 1: Site Inservices

November 13th:

-Technology: Moby Max/iXL to inform instruction; survey of staff needs; google classroom 2.0; Go formative?; Padlet?; Flipgrid?

-Best Practices/PLCs: Focus on Questions 2, 3 & 4. **Assessment Alignment

-Possible Speaker? Danielle Theis on trauma?

-Large Group: equity/social-emotional learning/trauma

February 26th:

-Mini TED Talks to Start

-PLC Reflection: Groups to share with each other; focus on assessment/ intervention/extension

-Equity & Whole Child: Sharing strategies for what is working

-Technology Breakouts

-Best Practice: Examples from our staff (video taped?); Strategies

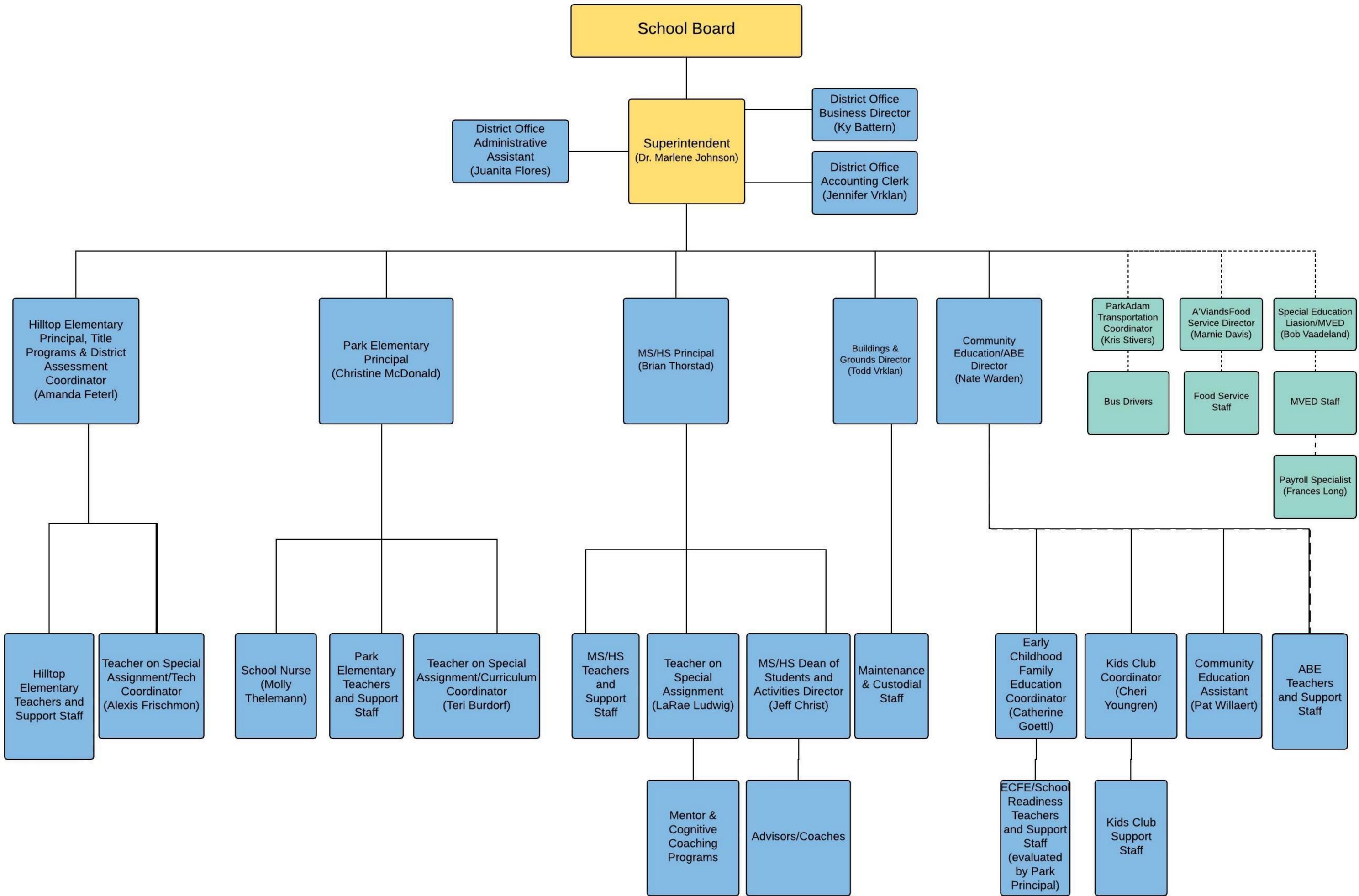
-Staff Wellness Time

Staff Development Budget 2020-21

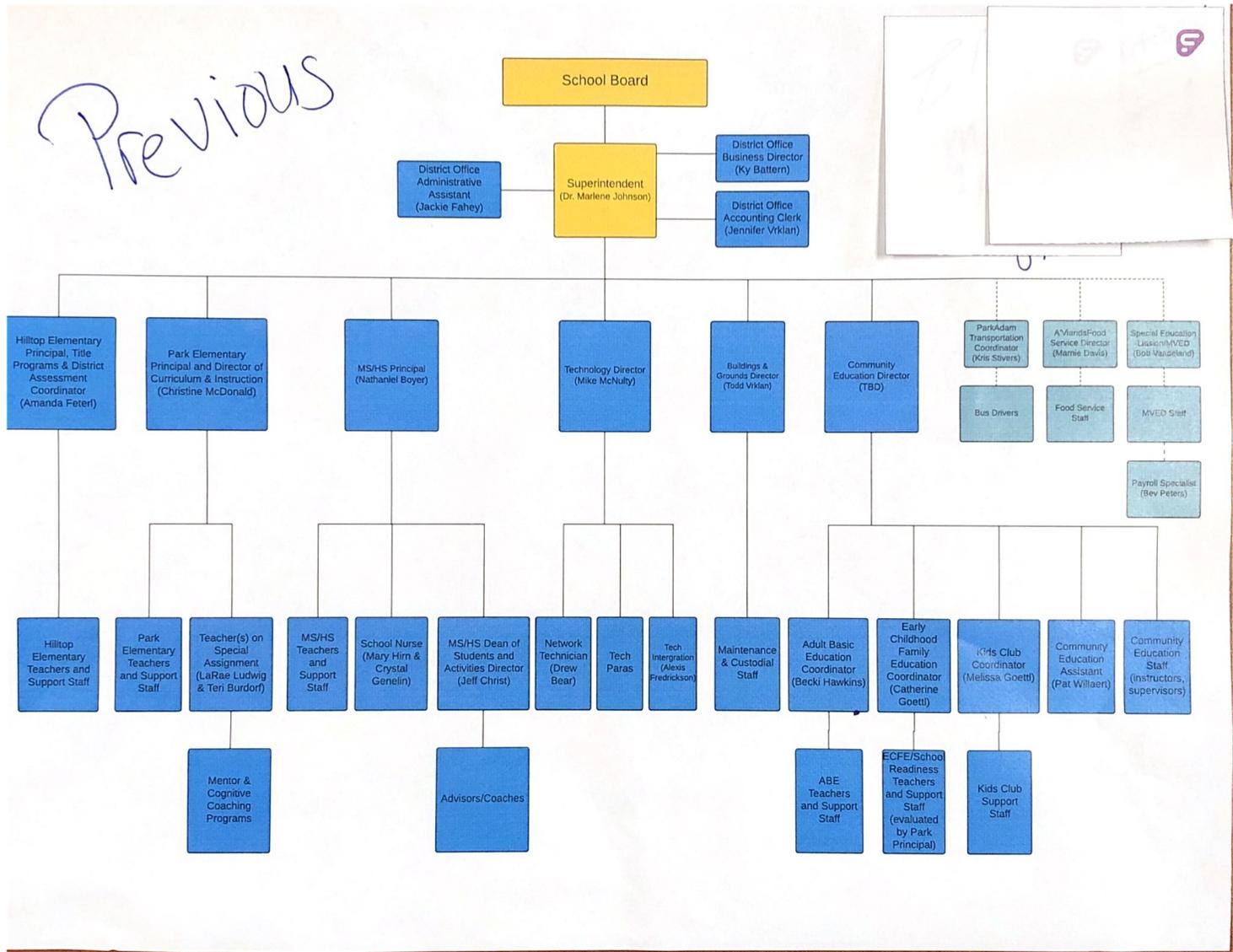
| | |
|---|----------|
| PLC Institute Summer 2021 6 staff members with mileage | \$4,500 |
| Speakers for Inservice Days | \$2000 |
| New Teacher Seminars Assuming 8 new teachers | \$2000 |
| Peer Coaching \$600 Stipend per coach (14 coaches) Substitute Teachers for Observations | \$12,600 |
| Mentor Teachers to MSU Co-Teacher Training Sub Cost for 15 teachers (1 Day Training) | \$2,300 |
| Misc. Supplies | \$650 |
| Superintendent Discretionary Money | \$4000 |
| | ----- |
| | \$28,050 |
| Site Staff Development Divided between sites based on number of staff at each site | \$15,000 |

Cares Expenditures

- a. Signage: \$7,000
- b. Plexiglass: \$2,000
- c. Video Cameras: \$3,000
- d. Face Masks/Shields: \$2,000
- e. Thermometers: \$500.
- f. Coordinator and sub(for coordinator) when needed- 10-50,000 Salaries
- g. Cleaning Machines \$15,000
- h. Cots-\$3,000
- i. 2 Schools that get portions of this money TBD
- j. Jet Packs and Data Minutes: \$7,000 (we are also looking at a private grant as well from SCSC)
- k. Technology- 8,000 to fix computers
- l. Extra cleaning supplies-5,000-10,000
- m. New computers- for 3rd grade- 65 Chrome books Price approx. 16,000- chromebooks and cases.



Previous



FINANCIAL PLANNING MODEL ENROLLMENT WORKSHEET

This worksheet receives data from the REPORT worksheet and the ENHIST worksheet to use with the FPM

The CELLS BELOW ARE COPY/PASTE VALUES TO THE FPM, EN-IN WORKSHEET CELL F3

| LESUEUR-HENDERSON | | | | | | | | 2397 | | Wt Ratio 7 Yrs | | | | | |
|---|---------|--------------|--------------|--------------|--------------|--------------|---------|--------------|---|----------------|----------|--|--------|--|--|
| ADM's | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | PPU's | | | | | | | |
| | | | | | | | | FY20 | FY21 | FY22 | FY23 | FY24 | FY25 | | |
| EC | 16.0 | 20.6 | 21.7 | 21.8 | 22.6 | 24.3 | 25.1 | 20.59 | 21.71 | 21.80 | 22.55 | 24.30 | 25.15 | | |
| VPK | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | - | - | - | - | - | - | | |
| Handicapped K Kindergarten | 16.68 | 15.87 | 16.78 | 16.85 | 17.43 | 18.78 | 19.44 | 56.82 | 60.09 | 55.78 | 65.90 | 71.50 | 65.73 | | |
| Grade 1 | 66.9 | 56.9 | 56.8 | 60.1 | 55.8 | 65.9 | 71.5 | 56.90 | 56.84 | 60.11 | 55.80 | 65.92 | 71.53 | | |
| Grade 2 | 65.5 | 62.2 | 56.1 | 56.0 | 59.2 | 55.0 | 65.0 | 62.15 | 56.07 | 56.01 | 59.23 | 54.98 | 64.96 | | |
| Grade 3 | 66.1 | 64.0 | 61.4 | 55.4 | 55.3 | 58.5 | 54.3 | 64.01 | 61.37 | 55.37 | 55.31 | 58.49 | 54.29 | | |
| Grade 4 | 83.1 | 63.9 | 63.0 | 60.4 | 54.5 | 54.4 | 57.5 | 63.85 | 62.98 | 60.39 | 54.48 | 54.42 | 57.55 | | |
| Grade 5 | 64.8 | 89.0 | 65.4 | 64.5 | 61.8 | 55.8 | 55.7 | 89.03 | 65.36 | 64.47 | 61.81 | 55.76 | 55.70 | | |
| Grade 6 | 83.4 | 68.2 | 98.6 | 72.4 | 71.4 | 68.4 | 61.7 | 68.18 | 98.57 | 72.36 | 71.38 | 68.44 | 61.74 | | |
| Grade 7 | 86.6 | 76.9 | 66.1 | 95.5 | 70.1 | 69.2 | 66.3 | 92.22 | 79.27 | 114.61 | 84.14 | 82.99 | 79.57 | | |
| Grade 8 | 101.5 | 85.7 | 75.7 | 65.1 | 94.1 | 69.1 | 68.2 | 102.84 | 90.89 | 78.12 | 112.95 | 82.92 | 81.79 | | |
| Grade 9 | 85.8 | 100.9 | 86.5 | 76.4 | 65.7 | 95.0 | 69.7 | 121.06 | 103.78 | 91.71 | 78.84 | 113.98 | 83.67 | | |
| Grade 10 | 71.9 | 84.7 | 99.6 | 85.4 | 75.5 | 64.9 | 93.8 | 101.63 | 119.56 | 102.50 | 90.58 | 77.86 | 112.58 | | |
| Grade 11 | 82.8 | 68.3 | 80.9 | 95.2 | 81.6 | 72.1 | 62.0 | 81.97 | 97.09 | 114.22 | 97.92 | 86.53 | 74.38 | | |
| Grade 12 | 89.8 | 78.2 | 65.2 | 77.3 | 90.9 | 77.9 | 68.9 | 93.89 | 78.29 | 92.73 | 109.09 | 93.52 | 82.65 | | |
| Area Learning Ctr. | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | - | - | - | - | - | - | | |
| | | | | | | | | 1,075.13 | 1,051.86 | 1,040.17 | 1,019.97 | 991.62 | 971.29 | | |
| PreK-12 | 1,024 | 976 | 957 | 941 | 924 | 902 | 886 | | | | | | | | |
| K-12 | 1,008 | 956 | 935 | 919 | 902 | 878 | 860 | | | | | | | | |
| ADM Decrease | (47.50) | (19.15) | (15.86) | (16.81) | (22.40) | (16.47) | | | | | | | | | |
| % Decrease | -4.64% | -1.96% | -1.66% | -1.79% | -2.42% | -1.83% | | | | | | | | | |
| Gen Ed Revenue | | \$ 8,965,517 | \$ 8,849,574 | \$ 8,700,377 | \$ 8,484,201 | \$ 8,303,469 | | | | | | | | | |
| Estimated Revenue Decrease | | | \$ (115,943) | \$ (149,197) | \$ (216,176) | \$ (180,732) | = | \$ (662,048) | Total FY22-FY25 Revenue Decrease Assuming No % Increase to Gen Ed Formula | | | | | | |
| | | | -1.29% | -1.69% | -2.48% | -2.13% | | | | | | | | | |
| Per Pupil Units (PPUs) | | | 1,040 | 1,020 | 992 | 971 | | | | | | | | | |
| Operating Levy Needed to Replace Lost Revenue PPU | \$ | 111.47 | \$ | 146.28 | \$ | 218.00 | \$ | 186.07 | = | \$ | 662 | Additional Operating Levy Needed to Maintain Current Revenue Numbers | | | |

This includes HK

**INDEPENDENT SCHOOL DISTRICT 2397
LE SUEUR-HENDERSON PUBLIC SCHOOLS**

SCHEDULED MEETINGS/ACTIVITIES

| DATE | DESCRIPTION | TIME | LOCATION |
|--------------------|---|----------|---|
| July 8, 2020 | Finance Committee Meeting | 10:00 AM | Please email mjohnson@isd2397.org for meeting information |
| July 9, 2020 | HR Committee Meeting via Zoom (email Dr. Johnson) | 12:00 PM | Please email mjohnson@isd2397.org for meeting information |
| July 10, 2020 | Facility Steering Committee Meetnig | 9:00 AM | Please email mjohnson@isd2397.org for meeting information |
| July 13, 2020 | Regular Board Meeting | 6:30 PM | MS/HS Media Center 901 Ferry St, Le Sueur, MN 56058 |
| July 14, 2020 | Facility Steering Committee Meeting | 8:30 AM | Please email mjohnson@isd2397.org for meeting information |
| July 20, 2020 | School Board Work Session | 6:30 PM | Hilltop Media Center 700 South St, Henderson, MN. 56044 |
| July 28, 2020 | Facility Steering Committee Meeting | 8:30 AM | Please email mjohnson@isd2397.org for meeting information |
| August 3, 2020 | Regular Board Meeting | 6:30 PM | MS/HS Media Center 901 Ferry St, Le Sueur, MN 56058 |
| August 11, 2020 | Facility Steering Committee Meeting | 8:30 AM | Please email mjohnson@isd2397.org for meeting information |
| Agust 17, 2020 | School Board Work Session | 6:30 PM | Hilltop Media Center 700 South St, Henderson, MN. 56044 |
| September 8, 2020 | Regular Board Meeting | 6:30 PM | MS/HS Media Center 901 Ferry St, Le Sueur, MN 56058 |
| September 21, 2020 | School Board Work Session | 6:30 PM | Hilltop Media Center 700 South St, Henderson, MN. 56044 |
| October 12, 2020 | Regular Board Meeting | 6:30 PM | MS/HS Media Center 901 Ferry St, Le Sueur, MN 56058 |
| October 19, 2020 | School Board Work Session | 6:30 PM | Hilltop Media Center 700 South St, Henderson, MN. 56044 |
| November 2, 2020 | Regular Board Meeting | 6:30 PM | MS/HS Media Center 901 Ferry St, Le Sueur, MN 56058 |
| November 16, 2020 | School Board Work Session | 6:30 PM | Hilltop Media Center 700 South St, Henderson, MN. 56044 |
| December 7, 2020 | Reg Mtg/Tr in Txtn/Levy Adpt | 6:30 PM | MS/HS Media Center 901 Ferry St, Le Sueur, MN 56058 |
| December 21, 2020 | School Board Work Session | 6:30 PM | Hilltop Media Center 700 South St, Henderson, MN. 56044 |

In case of a weather emergency/school closing, Board meeting will be held the next Tuesday at the same time/place.



Minnesota Insurance Scholastic Trust

July 1, 2020 to July 1, 2021

Property/Casualty Program

INVOICE

DUE BY: July 31, 2020

School District: Le Sueur-Henderson Public Schools ISD#2397

| Effective Date | Policy # | Company | Description | Annual Premium |
|--------------------------------|---------------------------------|---------------------------------------|---|--------------------|
| July, 1, 2020 | 2480069 | Great American Insurance Company | Package Policy – including Surplus Lines Taxes and Fees | \$15,226.21 |
| July, 1, 2020 | IXG933763 | General Star Indemnity | Excess Liability – including Surplus Lines Taxes and Fees | \$2,032.98 |
| July, 1, 2020 | KTK-XSP-2J42536-8-20 | Travelers Indemnity Company | Excess Property | \$31,467.00 |
| July, 1, 2020 | YB2-L9L-467355-010 | Liberty Mutual Fire Insurance Company | Boiler & Machinery | \$1,986.00 |
| July, 1, 2020 | 002264006 | Ironshore Specialty Insurance Company | Pollution Liability – including Surplus Lines Taxes and Fees | \$1,587.85 |
| July, 1, 2020 | B1262FF 0003719 B1262F 169720 | Lloyd's of London | Cyber Liability and Excess Cyber Liability – including Surplus Lines Taxes and Fees | \$2,556.42 |
| July, 1, 2020 | N/A | Arthur J. Gallagher | Risk Management Services Fee | \$4,427.00 |
| July, 1, 2020 | N/A | Gallagher Bassett Services | Claims Administration Fee | \$2,080.00 |
| July, 1, 2020 | N/A | Gallagher Bassett Services | Loss Control Services | \$1,000.00 |
| July, 1, 2020 | N/A | MIST | Operating Expense Fee | \$1,090.00 |
| July, 1, 2020 | PK1019119 | MIST | Loss Fund – Package | \$31,128.00 |
| TOTAL PROGRAM COSTS DUE | | | | \$94,581.46 |

PLEASE MAKE YOUR CHECK PAYABLE TO MIST AND REMIT IT TO:
MINNESOTA INSURANCE SCHOLASTIC TRUST
C/O ARTEX
1840 SOUTH STAPLEY DRIVE, SUITE 234
MESA, ARIZONA 85204

In accordance with the MIST By-Laws, a 6% interest rate will be charged to the School District for any payment received after its due date.

**Le Sueur-Henderson Public Schools
Property/Casualty Insurance
Minnesota Insurance Scholastic Trust**

| | <u>2017-2018</u> | <u>2018-2019</u> | <u>2019-2020</u> | <u>2020-2021</u> |
|-----------------------|------------------|------------------|------------------|------------------|
| Annual Premium | 42,054.25 | 42,698.84 | 54,901.60 | 94,581.46 |
| Increase \$ | | 644.59 | 12,202.76 | 39,679.86 |
| Increase % | | 1.53% | 28.58% | 72.27% |