

## **Agenda**

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **MISSION AND VISION STATEMENTS**
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. Facility Steering  
**Presenter:** Director Matt Hathaway
    7. Community Ed  
**Presenter:** Director Brigid Tuck
  2. Superintendent Report
    1. Strategic Plan Update  
**Presenter:** Superintendent Johnson
    2. Update on 2020-21 Superintendent Goals  
**Presenter:** Superintendent Johnson
9. **CONSENT AGENDA**
  1. District Office Consent Items
    1. Minutes of Special School Board Meeting on June 15, 2020
    2. Minutes of Regular School Board Meeting on August 3, 2020
    3. Minutes of Special School Board Meeting of August 17, 2020
    4. Minutes of Special School Board Meeting of August 26, 2020
  2. Business Office Consent Items
  3. Personnel Consent Items
    1. Hirings
      1. Tennis Paraprofessional- Denice Maus

2. Health Assistant/Park Attendance Secretary- Heidi Hagen
3. MS/HS Secretary- Gillian Wychor
4. Night Custodian- Barb Johnson
5. Night Custodian- Jeff Osborne
6. Long-Term Sub First Grade- Lucas Thomson
7. Hilltop Technology Paraprofessional - Lindsay Coil
8. Hilltop Title I / Park CEIS Teacher - Audra Brenke
2. Resignations
  1. Telepractice Paraprofessional -Jessica Steinborn
  2. MS Tennis Coach - Emily Barnard
  3. First Grade Teacher- Morgan Sefkar
3. Requests
4. Retirements
10. **RECOMMENDATION TO APPROVE PURCHASES ABOVE \$5,000**
11. **OLD BUSINESS**
  1. Recommendation to return to in-person School Board meetings scheduled at MS/HS in Le Sueur and in-person School Board Workshops scheduled at Hilltop in Henderson
12. **NEW BUSINESS**
  1. Policies
    1. Consideration to Approve the First Reading of Three for Policy 616 (School District System Accountability)
    2. Consideration to Approve the First and Final Reading of Policy 808 (COVID-19 Face Covering)
    3. Consideration to Approve the First and Final Reading of Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process) and Policy 422 (Policies Incorporated By Reference)
  2. Recommendation to Approve 2020-21 LS-H Schools Student Device Handbook
  3. Consideration to Approve Proposed Maximum Tax Levy Certification  
**Presenter:** Ky Battern
  4. Recommendation to Move the November 2, 2020 Regular School Board Meeting to November 9, 2020 for the Purpose of Canvassing Election Results
13. **BOARD MEMBER COMMUNICATIONS / IDEAS EXCHANGE**
14. **NEXT MEETING INFORMATION**
  1. Schedule of Upcoming Meetings
15. **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:

- o Schoeppner & Associates - \$100 for Community Education Book Buddies,
- o First Farmers & Merchants Bank - \$150 for Community Education Up North Virtual Race,
- o Radermacher's - \$150 for Community Education Up North Virtual Race,
- o Minnesota Valley Action Council - \$9,297.30 MN Workforce Development grant for Adult Basic Education computers.

Adopted this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

Signed:

\_\_\_\_\_  
School Board Chair, Brigid Tuck

Attest:

\_\_\_\_\_  
School Board Clerk, Kelsey Schwartz

INDEPENDENT SCHOOL DISTRICT 2397  
LE SUEUR-HENDERSON PUBLIC SCHOOLS  
MINUTES OF SPECIAL SCHOOL BOARD MEETING  
ZOOM MEETING  
June 15, 2020

Item 1.0     **Call to Order:** The special meeting of the Le Sueur-Henderson School Board was called to order at 6:36 pm. Board members in attendance via Zoom are: Erina Prom, Gretchen Rehm, Kelsey Schwartz, Brigid Tuck, Matt Hathaway, and Brian Kane.

*Members Absent: Joe Roby*

Also in attendance: Superintendent, Dr. Marlene Johnson;

Item 2.0     **Pledge of Allegiance:**

Item 3.0     **Approval of Agenda:** Motion by Rehm, second by Schwartz, carried 6-0, to approve the meeting agenda.

Prom	Yes	Tuck	Yes
Rehm	Yes	Schwartz	Yes
Hathaway	Yes	Kane	Yes

Item 4.0     **Consent Agenda:** Motion by Schwartz, second by Kane, carried 6-0, to approve the following consent items and expenses.

Prom	Yes	Tuck	Yes
Rehm	Yes	Schwartz	Yes
Hathaway	Yes	Kane	Yes

Item 4.1     Personnel Consent Items:

Item 4.1.1   Hirings:

Item 4.1.1.1   MS/HS Special Ed Teacher- Kathy Luepke

Item 4.1.1.2   Summer Kids Club Supervisor- Sandra Schulter

Item 4.1.1.3   Summer Kids Club Supervisor- Stephanie Botkins

Item 4.1.1.4   Summer Kids Club Supervisor- Seth Hardel

Item 4.1.1.5   8th Grade Volleyball Coach- Taylor Holicky

Item 4.1.1.6   Fall Play Director- Emily Barnard

Item 4.1.1.7   Hilltop Title 1/Park CEIS Teacher- Mariah Schug

Item 4.2     **Purchases Above \$5,000:**

Item 4.2.1 IEA Environmental, Health and Safety Management Services for Fiscal Years 2021-2023.

Item 4.2.2 NWEA testing for 2020-21 school year.

Item 4.2.3 UNESCO invoice.

Item 5.0 **New Business:**

Item 5.1 Committee member revision.

Item 5.2 Motion by Hathaway, second by Kane, carried 6-0, to accept garbage quote from LJP Waste Solutions for fiscal years 2021 and 2022 with stipulation we look into what happens if we do not have classes come fall.

Prom	Yes	Tuck	Yes
Rehm	Yes	Kane	Yes
Schwartz	Yes	Hathaway	Yes

Item 15.0 **More Meeting Options:**

Item 16.0 **Adjourn:** Motion by Prom, second by Kane, carried 6-0, to adjourn the meeting at 6:44 pm.

Prom	Yes	Tuck	Yes
Rehm	Yes	Schwartz	Yes
Hathaway	Yes	Kane	Yes

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Board Clerk

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Board Chair

Approved on: \_\_\_\_\_

INDEPENDENT SCHOOL DISTRICT 2397  
LE SUEUR-HENDERSON PUBLIC SCHOOLS  
MINUTES OF REGULAR SCHOOL BOARD MEETING  
ZOOM MEETING  
August 3, 2020

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

*Members Absent:*

Also in attendance: Superintendent, Dr. Marlene Johnson; Technology Coordinator, Alexis Frischmon

Item 2.0     **Pledge of Allegiance:**

Item 3.0     **Mission and Vision Statement:**

Item 4.0     **Strategic Plan Review:**

Item 5.0     **Approval of Agenda:** Motion by Schwartz, second by Roby, carried 7-0, to approve the meeting agenda with the removal of item 12.3.

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

Item 6.0     **Open Forum:**

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

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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 Rehm and upon being seconded by Board Member Schwartz, said resolution was duly adopted by the following roll call vote, carried 7-0.

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

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 Facilities Steering
- Item 8.1.7 Community Ed Council

Item 8.2      Superintendent Reports

- Item 8.2.1 Strategic Plan Update
- Item 8.2.2 Le Sueur Bus Transportation

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

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

Item 9.1      District Office Consent Items

- Item 9.1.1 Minutes for Regular School Board meeting on July 13, 2020
- Item 9.1.2 Minutes for Special School Board meeting on July 23, 2020

Item 9.2      Business Office Consent Items

Item 9.3      Personnel Consent Items

- Item 9.3.1 Hirings:
  - Item 9.3.1.1 Elementary Art- Emily Gehler
  - Item 9.3.1.2 K-12 Library Media- Breanne Nelsen
- Item 9.3.2 Resignations:
  - Item 9.3.2.1 Health Office/Attendance Secretary- Kelley Reiser
- Item 9.3.3 Requests:
- Item 9.3.4 Retirements:

Item 10      **Purchases Above \$5,000:**

Item 10.1      Motion by Hathaway, second by Roby, carried 7-0, to approve the purchase of chromebooks, chromebook cases and iPads for students.

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

Item 10.2      Motion by Kane, second by Schwartz, carried 7-0, to approve Nuessmeier Electric to replace electrical blocks on the High School roof.

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

Item 10.3      Motion by Hathaway, second by Tuck, carried 7-0, to approve rental of snow equipment from Ziegler Cat.

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

Item 11.0      **Old Business**

\_\_\_\_\_ Item 11.1      Summary of the Superintendent Evaluation

Item 12.0      **New Business**

\_\_\_\_\_ Item 12.1      Motion by Schwartz, second by Kane, carried 7-0, to approve Superintendent 2020-21 goals.

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

Item 12.2      Model for back to school learning-*No motion or second; item postponed awaiting MSBA resolution.*

Item 12.3      MOU's for activities and athletics-*Removed due to lack of information (see item 5.0)*

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Director Schwartz left the meeting at 8:28pm.

Item 12.4 Motion by Roby, second by Tuck, carried 6-0, to approve hiring two custodians for one year.

Hathaway	Yes	Rehm	Yes
Kane	Yes	Roby	Yes
Prom	Yes	Tuck	Yes

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

Item 13.1 We wish to Thank the students and families for ensuring that the school devices were so well cared for during distance learning.

Item 14.0 **Next Meeting Information**

Item 15.0 **Adjourn:** Motion by Prom, second by Hathaway, carried 6-0, to adjourn the meeting at 8:39 pm.

Hathaway	Yes	Rehm	Yes
Kane	Yes	Roby	Yes
Prom	Yes	Tuck	Yes

INDEPENDENT SCHOOL DISTRICT 2397  
 LE SUEUR-HENDERSON PUBLIC SCHOOLS  
 MINUTES OF SPECIAL SCHOOL BOARD MEETING  
 ZOOM MEETING  
 August 17, 2020

Item 1.0     **Call to Order:** The special meeting of the Le Sueur-Henderson School Board was called to order at 6:30 pm. Board members in attendance via Zoom are: Erina Prom, Gretchen Rehm, Brigid Tuck, Matt Hathaway, Joe Roby, Kelsey Schwartz and Brian Kane.

*Members Absent:*

Also in attendance: Superintendent, Dr. Marlene Johnson; Technology Coordinator, Alexis Frischmon

Item 2.0     **Pledge of Allegiance:**

Item 3.0     **Approval of Agenda:** Motion by Schwartz second by Kane, carried 7-0, to approve the meeting agenda.

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

Item 4.0     **New Business:**

Item 4.1     A resolution was presented to adopt base learning model for the 2020-21 school year as "In-Person" (Scenario 1) for PreK-5th grade and "Hybrid" (Scenario 2) for Middle School/High School and other COVID-19 related matters. 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 Roby, said resolution was duly adopted by the following roll call vote, carried 6-1. Director Prom voted No.

Prom	No	Kane	Yes
Rehm	Yes	Hathaway	Yes
Roby	Yes	Schwartz	Yes
Tuck	Yes		

Item 4.2     Motion by Roby, second by Rehm, carried 7-0, to approve return to in-person School Board meetings with the option of Zoom available.

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

Item 4.3 Motion by Schwartz, second by Hathaway, carried 7-0, to postpone returning to in-person School Board meetings scheduled at MS/HS in Le Sueur and in-person School Board workshops at Hilltop in Henderson to check with Alexis regarding technology.

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

Item 4.4 Motion by Schwartz, second by Kane, carried 7-0, to approve reduced activity fees for Fall 2020 Sports as follows:

*HS Cross Country & Tennis: \$55 instead of \$110*

*MS Cross Country & Tennis: \$35 instead of \$70*

*MS/HS Swim/Dive: \$55 instead of \$70*

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

Item 5.0 **Adjourn:** Motion by Roby, second by Rehm, carried 7-0, to adjourn the meeting at 7:21pm.

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

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Board Clerk

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Board Chair

Approved on: \_\_\_\_\_



INDEPENDENT SCHOOL DISTRICT 2397  
LE SUEUR-HENDERSON PUBLIC SCHOOLS  
MINUTES OF SPECIAL SCHOOL BOARD MEETING  
ZOOM MEETING  
August 26, 2020

Item 1.0     **Call to Order:** The special meeting of the Le Sueur-Henderson School Board was called to order at 6:06 pm. Board members in attendance via Zoom are: Erina Prom, Gretchen Rehm, Brigid Tuck, Matt Hathaway, Joe Roby, Kelsey Schwartz and Brian Kane.

*Members Absent: Director Hathaway joined the meeting at 6:10 PM,  
Director Roby left the meeting at 6:30 PM.*

Also in attendance: Superintendent, Dr. Marlene Johnson; Technology Coordinator, Alexis Frischmon

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

Item 3.0     **Approval of Agenda:** Motion by Rehm, second by Schwartz, carried 6-0, to approve the meeting agenda.

Prom	Yes	Kane	Yes
Rehm	Yes	Tuck	Yes
Roby	Yes		
Schwartz	Yes		

Item 4.0     **New Business:**

Item 4.1     Motion by Hathaway, second by Tuck, carried 6-0, to approve the quote from NAC for Needlepoint Bi-Polar Ionization.

Prom	Yes	Kane	Yes
Rehm	Yes	Hathaway	Yes
Tuck	Yes	Schwartz	Yes

Item 5.0     **Adjourn:** Motion by Rehm, second by Prom, carried 6-0, to adjourn the meeting at 6:55 PM.

Prom	Yes	Kane	Yes
Rehm	Yes	Hathaway	Yes
Tuck	Yes	Schwartz	Yes



## Coach/Advisor Recommendation Le Sueur - Henderson School District

**Position: Tennis Paraprofessional for Fall 2020 Season**

**Recommended Candidate: Denice Maus**

**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):

3

X

**NEW**

**EXISTING**

**Additional Information:** This will be Denice's 3 year as tennis para for a w/c athlete.

Approval of Activities Director:

*Jeff Christ*

*8/13/20*

Electronic Signature

Date



# Employment Recommendation Le Sueur - Henderson School District

**Position: Health Assistant/Park Attendance Secretary**

**Recommended Candidate:** Heidi Hagen

**Recommended by:** Christine McDonald

**Date:** 8/14/2020

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: Kelly Reiser** - Kelly accepted the position in June, then resigned in late July.

<b>Start Date:</b>	8/26/2020
<b>Work Hours: (ex: 8:00 am - 3:00 pm)</b>	8:00 to 3:00
<b>Days of Week (Monday - Friday)</b>	M - F

**Additional Information:**

- 

Approval of administrator: Christine McDonald

8/14/2020

Electronic Signature

Date

Approval of Superintendent: Marlene M. Johnson

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:** Middle/High School Secretary

**Recommended Candidate:** Gillian Wychor

**Recommended by:** Brian Thorstad

**Date:** 08/19/20

To be completed by administrator:

Candidate has current & appropriate certification:

N/A

Reference checks completed:

Yes

Years of experience granted:

2

Step Placement:

N/A

Highest degree currently held:

Bachelor's

Lane Placement:

\$14.75/hour

Credits beyond highest degree granted:

N/A

New Position

Existing Position

Replacing: Bonnie Davig

**Additional Information:**

- Pending Background Check

Approval of Principal:

*Brian Thorstad*

08/19/20

Electronic Signature

Date

Approval of Superintendent:

Electronic Signature

Date

**Share with via Google Drive - District Office (Ky, Marlene, Juanita) & Technology (Alexis)**



# Employment Recommendation

## Le Sueur - Henderson School District

**Position:** Night Custodian

**Recommended Candidate:** Barb Johnson

**Recommended by:** Todd Vrklan **Date:** 08/20/2020

*To be completed by administrator:*

Candidate has current & appropriate certification (if applicable):

N/A

Reference checks completed:

Yes

Years of experience (Step Placement):

1

<b>X</b>	<b>NEW</b>	
	<b>EXISTING</b>	<b>REPLACING:</b>

**Additional Information:**

- 

Approval of administrator: Todd Vrklan 08/20/2020

Electronic Signature

Date

Approval of Superintendent:

Electronic Signature

Date



# Employment Recommendation Le Sueur - Henderson School District

**Position:** Night Custodian

**Recommended Candidate:** Jeff Osborne

**Recommended by:** Todd Vrklan **Date:** 08/24/2020

*To be completed by administrator:*

Candidate has current & appropriate certification (if applicable):

N/A

Reference checks completed:

Yes

Years of experience (Step Placement):

1

**NEW**

**EXISTING**

**REPLACING:**

**Additional Information:**

•

Approval of administrator: Todd Vrklan

08/24/2020

Electronic Signature

Date

Approval of Superintendent:

Electronic Signature

Date



## Employment Recommendation Le Sueur - Henderson School District

**Position:** Long term Substitute - First Grade

**Recommended Candidate:** Lucas Thompson

**Recommended by:** Christine McDonald

**Date:** 8/25/2020

To be completed by administrator:

Candidate has current & appropriate certification:

yes

Reference checks completed:

yes

Years of experience granted:

0

Step Placement:

0

Highest degree currently held:

BA

Lane Placement:

BA 0

Credits beyond highest degree granted:

0

New Position

Existing Position

Replacing: Danny Bjorlin (Distance Learning Only Teacher)

**Additional Information:**

- This is a position resulting from needing a Distance Learning Teacher.
- Pending Criminal Background Check

Approval of Principal: Christine McDonald

8/25/2020

Electronic Signature

Date

Approval of Superintendent: Marlene M. Johnson- also pending board approval. May start in classroom before board approval if background check is ok

Electronic Signature

Date

**Share with via Google Drive - District Office (Ky, Marlene, Juanita) & Technology (Alexis)**



# Employment Recommendation Le Sueur - Henderson School District

**Position:** Lindsay Coil

**Recommended Candidate:** Hilltop Technology Paraprofessional

**Recommended by:** Amanda Feterl

**Date:** 9/1/2020

To be completed by administrator:

Candidate has current & appropriate certification (if applicable):

NA

Reference checks completed:

X

Years of experience (Step Placement):

0

X

**NEW**

**EXISTING**

**REPLACING: Amy Kulyas**

<b>Start Date:</b>	9/2/2020
<b>Work Hours: (ex: 8:00 am - 3:00 pm)</b>	7:30-2:30
<b>Days of Week (Monday - Friday)</b>	Monday-Friday

**Additional Information:**

- 

Approval of administrator:

*Amanda Feterl*

*9/1/2020*

Electronic Signature

Date

Approval of Superintendent:

Electronic Signature

Date



## Employment Recommendation Le Sueur - Henderson School District

**Position: Hilltop Title/Park CEIS**

**Recommended Candidate: Audra Brenke**

**Recommended by: Amanda Feterl**

**Date: 9/1/2020**

To be completed by administrator:

Candidate has current & appropriate certification:

X

Reference checks completed:

X

Years of experience granted:

3

Step Placement:

Step 3

Highest degree currently held:

BS

Lane Placement:

1

Credits beyond highest degree granted:

0

New Position

Existing Position

Replacing: Mariah Barth

**Additional Information:**

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Approval of Principal: *Amanda Feterl*

*9/1/2020*

Electronic Signature

Date

Approval of Superintendent: Marlene Johnson

Electronic Signature

Date

**Share with via Google Drive - District Office (Ky, Marlene, Juanita) & Technology (Alexis)**

Jesseca Steinborn  
202 DeVries Ave  
Hollandale, MN 56045

August 24, 2020

ISD 2397  
115 ½ North Fifth Street  
Le Sueur, MN 56058

RE: LETTER OF RESIGNATION

To whom this may concern,

Please accept this as my formal notice of resignation from my position of Telepractice Paraprofessional. I will not be returning for the 2020-2021 school year.

After careful consideration, I've made the decision to resign from my position. Working for ISD 2397 for the last eight years has been a wonderful experience. I have grown and learned so much thanks to the wonderful, compassionate staff at LSH. I am grateful to have been a part of such a great team.

Please let me know if you have any questions or need help transitioning a new staff member as a Telepractice Paraprofessional.

Sincerely,

Jesseca Steinborn

A handwritten signature in cursive script, reading "Jesseca Steinborn", is written over a horizontal line.

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**Fwd: MS tennis coach resignation**

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**Marlene Johnson** <mjohnson@isd2397.org>  
To: Jennifer Vrklan <jvrklan@isd2397.org>

Fri, Aug 28, 2020 at 1:24 PM

Please put her down on resignations for the sept. board meeting. Thanks so much. :)

----- Forwarded message -----

From: **Jeff Christ** <jchrist@isd2397.org>

Date: Fri, Aug 28, 2020 at 1:11 PM

Subject: MS tennis coach resignation

To: Marlene Johnson <mjohnson@isd2397.org>, San Juanita Flores <sflores@isd2397.org>, Ky Battern <kbattern@isd2397.org>

Please see statement from Emily Barnard regarding her resignation from her MS tennis coaching position. She started a new job. She will still be our Fall Play and One Act Play Director if those activities still happen.

**Hey Jeff —**

**Sorry I missed your call, I've been at work since this morning. So I do think my schedule is going to cut into a full time status with tennis, so this email will mark as my official resignation. I do still plan on volunteering and subbing for Tor when needed. I'll give you a call tomorrow afternoon to chat more!**

**Thanks,**

**Emily**

I will send Juanita the form for posting for a new MS tennis coach. We do have a couple of volunteers that are picking up practices for now.

Jeff

--

Jeff Christ

Dean of Students/Activities Director

LeSueur-Henderson MS/HS

(W)507-665-5804



**Small Towns... GIANT Opportunities... District of Choice**

--

Marlene M. Johnson, Ed.D  
Superintendent of Schools  
Le Sueur-Henderson Public Schools  
(507 ) 665-4600



**Small Towns... GIANT Opportunities... District of Choice**

Morgan Sefkar  
08/27/2020

Le Sueur-Henderson  
Public School District  
115 N 5<sup>th</sup> St.  
Le Sueur, MN 56058

To Whom It May Concern,

Through this letter, I hereby announce my resignation from the position of Elementary First Grade Teacher for Le Sueur-Henderson Public Schools. As I have accepted a position with Spring Lake Park Public Schools.

It has been an absolute pleasure working with the entire staff of LSH for the past three years. In my time here, I have grown tremendously as a professional and as an educator and I owe that to the support of my administration and colleagues. I appreciate the opportunities and relationships that I have been able to build upon in this district. LSH is truly a small community with giant hearts and dedication to those around them.

This is a decision that is not an easy one, but it is one that I need to make for my future with my fiancé, as we start our life together up in in the Twin Cities.

Thank you,

Morgan Sefkar

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 616

Orig. 1997

Revised: \_\_\_\_\_

Rev. 2019

## **616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**

*[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]*

### **I. PURPOSE**

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and federal law.

### **II. GENERAL STATEMENT OF POLICY**

Implementation of the Minnesota Academic Standards and federal law will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

### **III. DEFINITIONS**

- A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students

attain career and college readiness before graduating from high school; and have all students graduate from high school.

#### IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

##### A. School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee ~~for Comprehensive Continuous Improvement of Student Achievement (Advisory Committee)~~.
2. The Advisory Committee will be established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- 2 3. The school district-wide improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

*[Insert Local Cycle in this space]*

##### C. Implementation of Graduation Requirements

1. The ~~school board shall appoint a Graduation Standards Implementation Committee which~~ Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of ~~this~~ the Advisory eCommittee shall be published annually to the community. The school

board shall receive public input and comment and shall adopt or update this policy at least annually. ~~The Graduation Standards Implementation Committee [will/will not] be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.~~

~~[Note: The Graduation Standards Implementation Committee may be comprised of an existing committee such as the Advisory Committee for Comprehensive Continuous Improvement of Student Achievements. Regardless of whether a new committee or an existing committee is utilized, the committee should be comprised of representatives of the community, including equal representation from school board members, students, parents, teachers, representatives of local businesses, and representatives of the community at large. Among these members should be individuals who are able to represent the needs of students throughout the district including students with special needs.]~~

2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the ~~Graduation Standards Implementation~~ Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The ~~Graduation Standards Implementation~~ Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. ~~Advisory Committee for~~ Comprehensive Continuous Improvement of Student Achievement

1. By [ date ] of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
  - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Academic Standards;
  - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
  - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
  - d. Advising the school board about development of the annual budget.
  
3. The Advisory Committee shall meet the following criteria:
  - a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
  - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
  - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
  - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
  
4. The Advisory Committee shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers,

parents, support staff, students, and other community residents. Included in its membership should be:

- a. The Director of Curriculum (or similar educational leader)
- b. Principal
- c. School Board Member
- d. Student Representative
- e. One teacher from each building or instructional level
- f. Two parents from each building or instructional level
- g. Two residents without school-aged children, non-representative of local business or industry
- h. Two residents representative of local business or industry
- i. District Assessment Coordinator (if different from “a.” above)

*[Note: This Advisory Committee composition is a model only.]*

5. Translation services should be provided to the extent appropriate and practicable.

6. The Advisory Committee shall meet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school board for its input and approval.

E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward Literacy by Grade 3, the Graduation Standards, as well as program evaluation data for use by the Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student

achievement at the school site. This plan shall annually be approved by the school board.

F. Reporting

1. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.
2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

***Legal References:*** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.35 (Student Achievement Levels)  
Minn. Stat. § 120B.36 (School Accountability; Appeals Process)  
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.04 (Site Decision Making Agreement)  
Minn. Stat. § 123B.147, Subd. 3 (Principals)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References:*** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 619 (Staff Development for Standards)  
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 808  
Orig. 2020

Revised: \_\_\_\_\_

## **808 COVID-19 FACE COVERING POLICY**

*\*This policy is in effect when mandated by the Governor's Executive Order or if mandated by State or Federal Regulations. If there are no such mandates, this policy will not be enforced.*

### **I. PURPOSE**

The purpose of this policy is to establish requirements for employees, students, and other persons (including visitors, guests, contractors, etc.) present on school property to wear face coverings in classrooms, preschool, child care settings and other indoor areas, as well as outdoor areas where a physical distance of 6 feet cannot be maintained between persons, in order to minimize exposure to COVID-19.

### **II. GENERAL OF STATEMENT OF POLICY**

- A. The policy of the school district is to comply with Executive Order 20-81, Executive Order 20-82, and applicable face covering requirements from the Minnesota Department of Health and the Minnesota Department of Education.
- B. Face coverings are meant to protect other people in case the wearer does not know they are infected.
- C. Unless an exception described in Part IV below applies, all students, staff, and other people present indoors in school buildings and district offices or riding on school transportation vehicles are required to wear a face covering.
- D. A violation of this policy occurs when any student, staff, or other person present in a school building, in the school district office, or on a school transportation vehicle fails to wear a face covering, unless an enumerated exception applies.

### **III. DEFINITION OF FACE COVERING**

- A. A face covering must be worn to cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear. The following are included in the definition of face covering:
  - 1. Paper or disposable mask;
  - 2. Cloth face mask;
  - 3. Scarf;
  - 4. Neck gaiter;
  - 5. Bandana;
  - 6. Religious face covering; and
  - 7. Medical-grade masks and respirators
- B. A face shield is a clear plastic barrier that covers the face and allows visibility of facial expressions and lip movements for speech perception. A face shield should extend below the chin anteriorly, to the ears laterally, and there should be no exposed gap between the forehead and the shield's headpiece.
- C. Masks that incorporate a valve designed to facilitate easy exhaling, mesh masks, or masks with openings, holes, visible gaps in the design or material, or vents are not sufficient face coverings because they allow exhaled droplets to be released into the air.

### **IV. EXCEPTIONS AND ALTERNATIVES; TEMPORARY REMOVAL OF FACE COVERING**

- A. Face coverings should not be placed on anyone under age 2, anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.
- B. A face shield may be used as an alternative to a face covering in the following situations:
  - 1. A student in grades kindergarten through eighth grade may wear a face shield when wearing a face covering is problematic.
  - 2. A teacher of any grade level may wear a face shield when wearing a face covering may impede the educational process.

3. Staff, students, or visitors who cannot tolerate a face covering due to a developmental, medical, or behavioral health condition may wear a face shield instead of a face covering.
  4. Staff providing direct support student services may wear a face shield instead of a face covering when a face covering would impede the service being provided.
- C. Staff, students, and other people present in school buildings or in district offices may temporarily remove their face covering or face shield in the following situations:
1. When engaging in classes or activities conducted outdoors, though people participating in these activities should maintain six feet of distance to the extent possible;
  2. When engaging in indoor physical activity where the level of exertion makes wearing a face covering difficult, though people participating in these activities should maintain six feet of distance to the extent possible;
  3. During activities, such as swimming or showering, where the face covering will get wet;
  4. While receiving a service, including nursing, medical, or personal care services, that cannot be performed or is difficult to perform when the individual receiving the service is wearing a face covering;
  5. Pre-kindergarten students age 5 years and younger participating in programming in a school building or district office;
  6. When the wearer needs to remove their face covering to eat or drink, though care should be taken to maintain as much space as possible between people while doing so;
  7. During indoor practices or performances involving singing, acting, public speaking, or playing musical instruments where a face covering cannot be used while playing the instrument, though people participating in these activities should maintain six feet of distance to the extent possible;
  8. When required by school staff for the purposes of identification;
  9. Staff working alone in their offices, classrooms, vehicles, or job locations that have no person-to-person interaction;
  10. Staff working in communal spaces that have barriers such as Plexiglas or cubicle walls between employees that are above face level; or

11. When communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with a face covering difficult, provided that social distancing is maintained to the extent possible.

## **V. IMPLEMENTATION**

- A. This policy will be conspicuously posted in each school building and administrative office and communicated to students, staff, families, and potential visitors to the school building.
- B. The school district will provide face coverings and/or face shields to employees and students. Employees and students may choose to wear their own face covering as long as it covers the nose and mouth. To the extent practicable, the school district will maintain an extra supply of face coverings for people who forget to bring their face covering.
- C. The school district will teach and reinforce the use of face coverings and/or face shields for students and staff throughout the school day, including on transportation vehicles, inside school buildings, and generally when on school grounds.
- D. Individuals who cannot tolerate a face covering due to a medical condition or disability related condition may be permitted to utilize alternative options such as a face shield or other reasonable accommodation. The Superintendent or designee shall have discretion to determine whether an employee, parent, or community member qualifies for a reasonable accommodation and the accommodation to be provided. For a student with a medical condition or disability, the student's education team (i.e. IEP team, Section 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, the school district may require an individual to provide a physician's note and/or other relevant information or with respect to the condition or circumstance. Requests for reasonable accommodations from the face covering requirement shall be assessed on a case-by-case basis in accordance with applicable federal and state law.
- E. All face coverings shall meet the requirements of applicable dress code policies and/or codes of conduct. To the extent the face covering requirements of this policy conflict with MSBA Model Policy 504 – Student Dress and Appearance, this Policy shall control.
- F. The school district will make available distance learning to its enrolled students who may be medically vulnerable or otherwise unwilling to return to in-person or hybrid learning.

## **VI. ENFORCEMENT; CONSEQUENCES FOR NON-COMPLIANCE**

- A. In order to promote the health and safety of employees, students and members of the community, and make available a safe environment that is conducive to learning, compliance with this policy is necessary.
- B. Employees who fail or refuse to comply with this policy may be subject to discipline, as appropriate, up to and including the termination of employment.
- C. Students who fail or refuse to comply with this policy may be subject to discipline or removal from school property. Students unwilling to participate in in-person or hybrid learning in compliance with this policy will be offered distance learning.
- D. The school district may, in its discretion, report violators of this policy to law enforcement. Any individual who willfully violates Emergency Executive Order 20-81 or 20-82 is guilty of a petty misdemeanor and upon conviction must be punished by a fine not to exceed \$100. (NOTE: This does not apply to: (1) children younger than 14 years old; or (2) students 14 years old and older who are enrolled in a school identified in Paragraph 12 of Emergency Executive Order 20-81, and who are on the premises of the school for educational purposes).

***Legal References:*** Emergency Executive Order 20-81  
Emergency Executive Order 20-82  
Minn. Stat. § 12.45 (Governor's Orders and Rules, Effect)  
Minn. Stat. § 12.45 (Violations; Penalties)

***Cross References:*** MSBA/MASA Model Policy 807 (Health and Safety Policy)  
MSBA/MASA Model Policy 504 (Student Dress and Appearance)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 522

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2020

## **522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS**

*[Note: On May 6, 2020, the U.S. Department of Education, Office for Civil Rights (OCR), released the long-awaited final rule amending Title IX regulations at 34 C.F.R. Part 106. These regulations, which go into effect on August 14, 2020, are the first Title IX regulations applicable to sexual harassment and are applicable to complaints by both school district students and employees. The extensive regulations will require districts to revise their policies and procedures with respect to sexual harassment and ensure that administration and staff are trained on the new requirements.]*

*The final rule requires school districts to provide notice of its nondiscrimination policy and grievance procedures, including how to file or report sexual harassment and how the school district will respond to the following groups: applicants for admission and employment; students; parents or legal guardians; and unions or professional organizations holding agreements with the school district. 34 C.F.R. § 106.8(b). The provisions of this policy generally conform to the requirements of the new regulations.]*

### **I. GENERAL STATEMENT OF POLICY**

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.

- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

**[INSERT: NAME(S) TITLE(S) PHONE NUMBER(S) OFFICE ADDRESS(ES) EMAIL ADDRESS(ES)]**

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020 and applies to alleged violations of this policy occurring on or after August 14, 2020.

## **II. DEFINITIONS**

- A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- A. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- B. "Education program or activity" means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- C. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.

1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant's physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
  2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
- D. "Informal resolution" means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- E. "Relevant questions" and "relevant evidence" are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- F. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- G. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- H. "Sexual harassment" means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:
1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
  2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or

3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).
- I. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
  - J. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
    1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
    2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
    3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
    4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as

the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.

5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

***[NOTE: It is recommended that school districts designate a primary Title IX Coordinator and at least one alternate Title IX Coordinator so that the alternate can undertake Title IX Coordinator responsibilities in the event the primary Title IX Coordinator is a party to a complaint, or is otherwise not qualified under this policy to serve in that role in a particular case.]***

### **III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS**

#### **A. Equitable Treatment**

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

#### **B. Objective and Unbiased Evaluation of Complaints**

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid

credibility determinations based solely on a person's status as a complainant, respondent, or witness.

- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

- D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, or FERPA's regulations, and State law under Minn. Stat. § 13.32 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

- E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

- F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice

will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

***[NOTE: The Title IX regulations require reasonably prompt timeframes for conclusion of the grievance process, but do not specify any particular timeframes. The time periods below are suggested. School districts may establish their own district-specific timeline, although it is recommended that legal counsel be consulted before adjusting time periods.]***

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a

formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.

3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

#### **IV. REPORTING PROHIBITED CONDUCT**

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

#### **V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR**

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's

wishes is not clearly unreasonable in light of the known circumstances.

- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
  2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
  3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
  4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
  5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
  6. A copy of this policy.

## **VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT**

### **A. Emergency Removal of a Student**

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
  - a. The school district undertakes an individualized safety and risk analysis;
  - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
  - c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision

immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

*[NOTE: The interrelationship between the Title IX regulations authorizing the emergency removal of student and the Minnesota Pupil Fair Dismissal Act (MPFDA) is unclear at this time. School districts should consult with legal counsel regarding the emergency removal of a student. At a minimum, it is recommended that school districts provide alternative educational services, as defined in the MPFDA, to any student so removed under the Title IX regulations.]*

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

**VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT**

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under

which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

## **VIII. DISMISSAL OF A FORMAL COMPLAINT**

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
  - 1. Would not meet the definition of sexual harassment, even if proven;
  - 2. Did not occur in the school district's education program or activity; or
  - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
  - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
  - 2. The respondent is no longer enrolled or employed by the school district; or
  - 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

*[NOTE: For example, school districts are reminded of the obligation under Minn. Stat. § 122A.20, subd. 2, to make a mandatory report to PELSB concerning any teacher who resigns during the course of an investigation of misconduct.]*

## **IX. INVESTIGATION OF A FORMAL COMPLAINT**

- A. If a formal complaint is received by the School District, the school district will

assign or designate an Investigator to investigate the allegations set forth in the formal complaint.

- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

## **X. DETERMINATION REGARDING RESPONSIBILITY**

***[NOTE: The Title IX regulations do not require school districts to conduct live hearings as part of the decision-making phase of the grievance process. Accordingly, this Policy does not include procedures for a live hearing. If a school district desires to create such procedures, legal counsel should be consulted.]***

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.

- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
  - 1. Identification of the allegations potentially constituting sexual harassment;
  - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
  - 3. Findings of fact supporting the determination;
  - 4. Conclusions regarding the application of the school district's code of conduct to the facts;
  - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
  - 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the

school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

## **XI. APPEALS**

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
  - 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
  - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  - 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

## **XII. RETALIATION PROHIBITED**

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex

discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

### **XIII. TRAINING**

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
  - 1. The Title IX definition of sexual harassment;
  - 2. The scope of the school district's education program or activity;
  - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
  - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
  - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
  - 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training

materials available for public inspection upon request.

#### **XIV. DISSEMINATION OF POLICY**

- A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
  - 1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
  - 2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
  - 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
  - 4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

#### **XV. RECORDKEEPING**

***[NOTE: School districts should consider amending their respective retention schedules to reflect the recordkeeping requirements discussed below].***

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
  - 1. The basis for the school district's conclusion that its response to the report

or formal complaint was not deliberately indifferent;

2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
  3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
  4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven calendar years records of:
1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
  2. Any appeal and the result therefrom;
  3. Any informal resolution and the result therefrom; and
  4. All materials used to train Title IX Personnel.

***Legal References:*** Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)  
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)  
34 C.F.R. Part 106 (Implementing Regulations of Title IX)  
20 U.S.C. § 1400, *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)  
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act of 1990, as amended)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)  
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

***Cross References:*** MSBA/MASA Model Policy 102 (Equal Educational Opportunity)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital  
Status Nondiscrimination)

*Revised: 02/04/2019*

## **422 POLICIES INCORPORATED BY REFERENCE**

### **PURPOSE**

Certain policies as contained in this policy reference manual are applicable to employees as well as to students. In order to avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies which also apply to employees:

Policy 102	Equal Educational Opportunity
Policy 103	Complaints – Students, Employees, Parents, Other Persons
Policy 206	Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations
Policy 211	Criminal or Civil Action Against School District, School Board Member, Employee, or Student
Policy 305	Policy Implementation
Policy 505	Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees
Policy 507	Corporal Punishment
Policy 510	Student Activities
Policy 511	Student Fundraising
Policy 517	Student Recruiting
Policy 518	DNR-DNI Orders
Policy 519	Interviews of Students by Outside Agencies
Policy 524	Internet Acceptable Use and Safety Policy
Policy 525	Violence Prevention
Policy 610	Field Trips
Policy 710	Extracurricular Transportation
Policy 711	Video Recording on School Buses
Policy 712	Video Surveillance Other Than on Buses
Policy 802	Disposition of Obsolete Equipment and Material

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

*Legal References:*

*Cross References:*

# ISD 2397 Le Sueur-Henderson Schools

## Student Device Handbook



2020-2021

# Program Overview

## ISD 2397 Mission

Unified focus on learning that inspires individual student achievement.

## ISD 2397 Vision

Our vision is to provide high quality curriculum, instruction and professional development that inspires a culture of excellence, integrity and collaboration.

## Technology Vision

Provide all students with access to technology in order to improve engagement, accelerate learning, develop 21st century skills, and transform instruction.

## Technology Goals and Objectives

ISD 2397 Technology Goal #1: Develop a common understanding of how to effectively use technology to accelerate good instruction using a digitally rich curriculum.

ISD 2397 Technology Goal #2: Utilize technology to provide all students with experience to develop and practice 21st century skills.

ISD 2397 Technology Goal #3: Work with families and students to provide safe, secure, and supportive online learning environments and an understanding of good digital citizenship.

## ISD 2397 Technology Team

<b>Dr. Marlene Johnson</b>	<b>Alexis Frischmon</b>	<b>TBD</b>	<b>Pat Laabs</b>
<b>Superintendent of Schools</b>	<b>District Technology Coordinator</b>	<b>Technology Assistant</b>	<b>Technology Assistant</b>
<b>507-665-4600</b>	<b>507-665-5815</b>	<b>507-665-5990</b>	<b>507-665-4726</b>

## I. Student Responsibilities

A. Students are expected to use their school issued device appropriately for educational purposes and follow all classroom practices and procedures.

B. Students are expected to have their school issued device in school each day with a fully charged battery. A limited number of loaners may be available on a first-come, first-serve basis. Students may not use a loaner more than three times a semester. Forgetting a school issued device or having a dead battery will not be accepted as a reason for failing to complete work or turn in assignments. Charging stations will be available for students who may need a recharge during the school day or for students who are not bringing their school issued device home. Repeated failure to bring the school issued device to school or failing to charge the battery will result in the loss of take home privileges for the student.

C. If students leave their mobile device at home, they are responsible for getting the coursework completed as if they had their mobile device present.

D. Students may load photos and videos on their school issued device, as long as all content complies with the District's Internet Acceptable Use and Safety Policy. The use of music on the school issued device during instructional time will be at the discretion of the classroom teacher. The presence of inappropriate music, photos, or videos will result in the loss of the device and/or other disciplinary actions.

E. Students must not remove any stickers or asset tags the district places on the device for purposes of identifying the device as property of the district.

F. Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. Apps installed on mobile devices must be approved and installed by a member of the Le Sueur Henderson Schools Technology Department or building designee.

G. If non-conforming apps or software are discovered on the school issued device, the device will be restored to the school set of software and disciplinary actions may be enacted. Technology staff is not responsible for saving, restoring, or backing up documents, music, videos, or photos that students may be storing on the school issued devices.

H. Students are encouraged to store documents, worksheets, notes and other files on their school issued devices, but they are responsible for backing up or saving all work to their cloud-based Google Drive.

I. All student mobile devices are provisioned by the Technology Department for the purposes of initializing and managing all mobile devices in a secure and organized fashion. Any attempts by students to circumvent any district management settings through software restoration, Chrome or iOS setting manipulation, remote proxy settings or jailbreaking will result in the confiscation of the mobile device and/or disciplinary action.

J. Students will not be allowed to personalize the case provided by the school.

K. Students must seek staff permission before printing from their school issued devices and are encouraged to share documents electronically instead of printing.

L. Students are responsible for setting and remembering their device access codes and passwords. School staff can reset access codes or passwords at any time to gain access to district owned devices, including those issued to students.

M. Students are required to use their school district email address for account creation related to school work or subscription services provided by the district.

N. Mobile devices will be distributed to students once their families have reviewed the Mobile Device Loan Agreement and have accepted the terms of the Mobile Device Loan Agreement available through the District website. In addition to accepting the Mobile Device Loan Agreement, families will determine if they will opt for the District Mobile Device Maintenance Plan or take full responsibility for the repair/replacement of the mobile device if damaged, requires non-warranty repair, is lost, or stolen.

- **Under the “In-Person” learning model**, students in grades PreK - 3 will not have take home privileges and their devices will be stored at the school. Only students in grades 4-12 will need to decide if they will opt out of the take home privileges when completing the Mobile Device Loan Agreement.
- **Under the “Hybrid” or “Distance Learning” learning model**, students will be expected to bring their devices home in accordance with their school’s learning plans. Each building or program will communicate specific details and expectations with families.

O. Students are allowed to set up wireless networks on their mobile device. This will assist them with mobile device use while at home. However, the District Acceptable Use Policy must be followed while at home, using a district owned device.

## II. Parent Expectations

A. Parents are encouraged to view the Device Video found on the district website. The Mobile Device Loan Agreement form is also posted on the website to review and sign prior to receiving a student device. If parents are unable to watch the video, then they are asked to review this Student Device Handbook.

B. The District asks for parents’ support in communicating with their child about the standards of appropriate content and helping to monitor the use of the school issued device at home.

C. Parents and Students are responsible for reading and signing the Mobile Device Loan Agreement found at the end of this handbook and on the district website.

D. Parents are encouraged to become familiar with the device and help ensure the use of the technology to track their child’s progress. The school issued device allows parents and students to view teachers’ assignments, calendars, track homework and monitor progress toward coursework completion.

E. Parents should help to ensure that only the student uses the school issued device.

## III. Terms of the Student Device Loan

A. A school issued device will be distributed at the discretion of the District Administration upon confirmation that the Mobile Device Loan Agreement form has been signed.

B. Legal ownership of the student issued device remains with the District. The use of the device is a privilege extended to students and is conditioned upon compliance with the requirements of this handbook, the District’s Internet Acceptable Use and Safety Policy, and all other District policies.

C. Just as the district currently provides textbooks and instructional materials for students at no cost, the district will supply students with a school issued device to take home to meet the instructional demands of ISD 2397 coursework at no cost. While, there is no required fee for use of a school issued device, in the case of loss, theft, or damage resulting from accidents, abuse, neglect, or intentional damage, the student or family may be charged a fee for needed repairs, not to exceed up to the full

replacement cost of the device or accessories in case of loss, theft, or accidental damage as determined by the school administration. Families have the option to participate in a maintenance program for a fee to help reduce the cost of any repairs or replacements.

D. School issued devices and accessories will be checked in at the end of each school year at a date and time determined by the Administration. Students who graduate early, transfer, withdraw, are suspended, or expelled will return the device and accessories at the time of withdrawal.

E. The District reserves the right to confiscate the student issued device and accessories at any time if the student does not fully comply with the terms of this handbook. The District may also choose to limit and/or withdraw home use privileges for failure to comply.

F. Students are provided one student device charger and adapter. It is the student's responsibility to possess these accessories at all times and replace if damaged, lost or stolen.

G. Failure to return the property in a timely fashion may result in the levying of a fine or the involvement of law enforcement. Fines will be levied if the following equipment is not returned:

- iPad - \$379 - Chromebook - \$235 - Charging Cable - \$25 - Device Case - \$30

H. Software and apps will be managed by the District, due to the need to comply with licensing agreements.

I. The school issued device will be subject to routine monitoring by teacher, administrators, and/or technology staff. Users have no expectation of privacy when using District equipment or technology systems.

J. If technical difficulties occur, the mobile device will be restored to factory settings. This approach minimizes the "down time" for use of the device during the instructional day. The school does not accept responsibility for the loss of any software or documents deleted due to a re-format and re-image. It is recommended to have all data backed up to Google Drive at all times. iCloud backup may be used for students with their managed Apple IDs. Students should be able to recover files they have saved to these cloud storage services. Apps remain associated with the student's profile and may be downloaded from the Mosyle Manager app on the iPad or Chrome Web Store on Chromebooks. In addition, depending upon the nature of the issues, potential consequences for issues caused intentionally to one's own or another's issued iPad may result in confiscation of the iPad with usage allowed only during the school day.

K. Each device has identifying labels, which must not be removed or altered in any fashion. Students may not permanently mark the device or case in any fashion.

L. Camera and microphone use: The device comes equipped with audio and video recording capabilities through a built-in microphone and front and/or rear-facing cameras. All electronic recordings created with the device must comply with District Policies and State and Federal Laws. Use of the device and any other devices with audio and video recording capabilities during instructional time is at the discretion of the teacher. Any electronic recordings obtained with the recording device are for instructional/educational purposes and individual use. Therefore, electronic recordings obtained with the device may not be shared, published or re-broadcasted for any reason by the student without permission. Furthermore, users of the device should be aware that State and Federal laws in many instances prohibit secret or surreptitious recording undertaken without the knowledge and consent of the person or persons being recorded. Video and/or audio recording is strictly prohibited on school issued and personally owned devices in all locker rooms, bathrooms, and other changing areas. Violations of State and Federal recording laws may be reported to the proper authorities and may result in criminal prosecution.

M. The use of the school issued device during instructional time is governed by classroom teachers.

Failure to follow the instructions of the teacher will result in disciplinary action.

## IV. General Care Instructions

- A. School issued device screens should only be cleaned with a soft, clean cloth. Chemical cleaners or liquids, including water, should not be used on the devices.
- B. Charging cables/cords should be inserted and removed carefully to prevent damage. This should be done on both ends of the cable by grasping the plugs rather than the cord. The charging cord should be plugged into the wall outlet before connection to the device. When disconnecting, remove the cable from the device before pulling the plug from the wall outlet.
- C. School issued devices must be kept in the protective cases at all times.
- D. Students should never put weight on the school issued device, stack items on top of them or wedge them tightly into a backpack or case. The device cases should not be used as a folder to carry other items, including any sharp or pointed items such as pens or pencils.
- E. Liquids, food and other debris can damage school issued devices. Devices should be closed in cases and away from food and liquids at all times.
- F. School issued devices should not be exposed to extreme temperatures. Students should not leave the device in any location where the temperature falls below freezing or exceeds 95 degrees Fahrenheit. If the device is cold, it should be allowed to warm up to room temperature before use. A device exposed to direct sunlight or high temperatures may overheat during use and must be allowed to cool down before subsequent use.
- G. Using Wi-Fi, Bluetooth, a high screen brightness, and video shortens battery life. Students should learn to manage these settings and apps to improve battery performance.

## VI. Voluntary Maintenance Plan

Le Sueur-Henderson Public Schools recognizes the need to protect the investment made by the district and families when issuing devices to students. Therefore, a voluntary maintenance plan is available to each family. The cost for this insurance is \$30 per device (family maximum of \$60-full price, family maximum of \$30-reduced) and will be due upon receipt of your child's device. Families receiving educational benefits such as free or reduced lunch may be eligible for a reduced rate.

The maintenance plan will provide coverage for accidental damage (drops/spills), cracked screens, theft, vandalism, fire, flood, natural disasters, and power surges due to lightning. The \$30 payment is nonrefundable. This annual coverage begins upon receipt of the payment and ends at the conclusion of each school year. The maintenance plan does not cover lost or stolen devices or damaged charging cords or cases.

All maintenance claims must be reported to the Media Center or office of your child's school. In cases of theft or other criminal acts, a police report, or fire report in the case of fire, MUST be filed by the student or parent for the maintenance coverage to be utilized. A copy of the police/fire report must be provided to the Principal's Office.

Families who opt out of the maintenance plan will be held responsible for ALL damage to their devices including, but not limited to: broken screens, cracked casing or plastic pieces, inoperability, etc. Lost items such as devices, cases, and charging cords will be charged the actual replacement cost.

**INTENTIONAL DAMAGE:** Students/parents are responsible for full payment of intentional damages to devices. The maintenance plan DOES NOT cover intentional damage of the device.

### Maintenance Plan Coverage Summary

Event	Maintenance Plan Coverage \$30 Annual Fee	No Maintenance Plan \$0 Annual Fee
Cracked screen or trackpad replacement	1st Event: \$15 to repair Additional Events: \$30 per event	All Events: Full repair cost (\$75-\$125 est.)
Keyboard replacement	1st Event: \$25 to repair Additional Events: \$50 to repair	All Events: Full repair cost (\$75-\$90 est.)
Device Frame Repair	1st Event: \$25 to repair Additional Events: \$60 to repair	All Events: Full repair cost (varies)
Charger Replacement	All Events: \$25	iPad: \$20, Chromebook: \$35
Device Replacement (Lost/Stolen)	1st Event: \$120 to replace Additional Events: Full cost	iPad: \$379, Chromebook: \$240

### Damage/Loss/Stolen Claim Procedure

This process is to be followed for all damaged, lost, or stolen device claims regardless of whether or not the maintenance plan has been purchased.

**STEP 1:** The student reviews the Claim Form (see appendix) with media center or office staff with tech department assistance, if necessary.

**STEP 2:** Device will be turned over to school staff for repair and the Claim Form will be sent home with the student for parent/guardian signatures.

The student will receive a loaner device for the time theirs is being repaired or replaced once the signed form is received. The student will not be allowed to bring the device home until all repair fees are paid.

**STEP 3:** Student device will be re-issued to student once repairs have been completed and all fees have been paid.

## VII. Purchase Option

A. Families do not have an option to purchase a school owned device.

B. An individually owned device will be subject to all of the terms and conditions of the Student Device Handbook and the Internet Acceptable Use and Safety Policy.

## VIII. Security and Theft Protection

A. The school issued device may ONLY be used by the assigned student. Family members may not

use for personal use. The student may not loan the device to another student.

B. The student is responsible for the security of the school issued device at all times. The device should never be left unsecured. When not with the student, the device should be secured or stored in a locked location out of view. During after-school activities and/or away events, students are still responsible for securing the device.

C. Students should keep personal information about themselves and others off the school issued device. Password security for network systems should be maintained, as should the privacy of locker combinations. It is the responsibility of the student to keep his or her information secure.

## IX. Damage, Theft, Repair

A. Damage or hardware issues must be reported immediately to the appropriate school personnel. For cases of hardware failure or accidental damage, a loaner will be provided for the student throughout the repair/replacement process. There may be a delay if there are no loaners available.

B. Repeated requests by a student for repairs to damaged or broken devices will result in the student's "Take Home Privileges" being revoked and in extreme cases the student/parents, at the discretion of district/building administration, may be required to pay for continued repairs.

C. Students/parents are responsible for the full cost of any willful, negligent or intentional damage to the school issued device. Failure to pay for willful, negligent or intentional damage may result in legal consequences.

D. Theft must be reported immediately to the appropriate school personnel. Students/parents will be required to complete a theft report through the local police department.

E. The school issued device contains software that can be activated to track and recover missing school issued devices. The District will coordinate with law enforcement to track missing or lost school issued devices.

F. When a mobile device is damaged and returned to the school for repair, following the payment of any damage repair or replacement fees, during the regular school year a replacement mobile device will be issued in its place. Mobile Devices that are fully functional but may have cosmetic damage such as bends, dents and scratches may not be immediately repaired.

## X. Personally Owned Devices

A. School issued devices are monitored and managed by district staff. Students are asked NOT to bring their own devices for school use but instead use provided school issued devices that are furnished with the latest software and security applications and function effectively in the classroom.

B. Personally owned school issued devices that are brought into the District must be brought to the media center and registered with technology staff before they are allowed onto the school network. This is for network security purposes as well as to comply with federal legislation regarding internet content filtering.

C. The District is not responsible for the loss, theft or damage of any personally owned devices that are brought to school.

## XI. Good Digital Citizenship

If students need to sign up for specific school sponsored services on their device, they should ALWAYS use their isd2397.org account because this is issued by the school. Students should not use other accounts (Gmail, Yahoo, etc.) when signing up for these services. While working in a digital and collaborative environment, students should always conduct themselves as good digital citizens by adhering to the following:

1. Respect Yourself. I will show respect for myself through my actions. I will select online names that are appropriate. I will use caution with the information, images, and other media that I post online. I will carefully consider what personal information about my life, experiences, or relationships I post. I will not be obscene. I will act with integrity.
2. Protect Yourself. I will ensure that the information, images, and materials I post online will not put me at risk. I will not publish my personal details, contact details, or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me while online. I will protect passwords, accounts, and resources.
3. Respect Others. I will show respect to others. I will not use electronic mediums to antagonize, bully, harass, or stalk people. I will show respect for other people in my choice of websites. I will not visit sites that are degrading to others, pornographic, racist, or inappropriate.
4. Protect Others. I will protect others by reporting abuse and not forwarding inappropriate materials or communications. I will avoid unacceptable materials and conversations.
5. Respect Intellectual property. I will request permission to use copyrighted or otherwise protected materials. I will suitably cite all use of websites, books, media, etc. I will acknowledge all primary sources. I will validate information. I will use and abide by the fair use rules.
6. Protect Intellectual Property. I will request to use the software and media others produce. I will purchase, license, and register all software or use available free and open source alternatives rather than pirating software. I will purchase my music and media and refrain from distributing these in a manner that violates their licenses.

## XII. Parent Guide to Online Safety

A **digital citizen** is one who knows what is right and wrong, exhibits intelligent technology behavior, and makes good choices when using technology. Too often we see students, as well as adults misusing and abusing technology. The issue is more than what the users do not know but what is considered appropriate technology usage.

Intentional, frequent discussions with your child of any age, are necessary and allow you to be proactive in protecting your child and further educating him/her. Experts warn that children are most vulnerable to online dangers while at home. Please note the following suggestions as they might be of assistance in further educating your child about appropriate use of technology including the device and home Internet use.

In alignment with the Le Sueur-Henderson Public Schools Acceptable Use Policy beyond school, parents must take responsibility for the use of technology and the Internet. As a parent, you are responsible for monitoring your child's use of school issued educational technology including school issued email and cloud accounts as well as the Internet. This includes Internet use at home or any other remote location outside of school.

## **Web Filter**

A Web filter is a program that can screen websites to determine whether some or all of it should not be displayed to the user. A Web filter allows a school district or a family to block certain websites that may be offensive, profane, vulgar or harmful to students.

The Internet used at school is protected, as required by Federal Law, by a filtering service. School-owned Chromebooks are protected through Securly. Securly is a filtering/compliance software that manages the Chromebook. While many potential dangers are filtered and blocked on the school's wireless network and on school owned devices, children often have complete, unrestricted access to inappropriate sites at home.

If you have family owned devices, we strongly suggest installing software to filter and block inappropriate content on your home wireless network.

Families have a number of options to protect their children at home. Most Internet Service Providers (ISP's) can filter your home internet for you. Simply call your Internet Service Provider and make this request. Usually, you will be provided with a scale of maturity levels to choose from. Families without this option, or those that would like more control over what content is blocked can consider OpenDNS (free version available), SafeEyes, and NetNanny (paid for service). Some of these products offer additional protection features such as cell phone filtering, text message and photo screening tools, and digital footprint/reputation monitoring.

To learn more: visit [www.common sense media.org](http://www.common sense media.org) and search digital footprint. visit NetSmartz and select 'Choose an issue' (<http://www.netsmartzkids.org/> or <http://www.nsteens.org/> or ) Families can protect children while on their smartphones as well. <http://www.imore.com/restrictions> - for iPhone <http://www.androidcentral.com/setting-kid-friendly-android-device> - for Android <https://www.bark.us/> - Monitor, detect, and sends alerts for 21 social media sites (paid for service) Circle - Monitor, detect, alert (paid for service)

Set Expectations Regularly share your expectations with your child about accessing only appropriate sites and content, as well as being a good person when online (even when parents aren't watching). Understand that your child's use of many technologies (such as computers, devices, iPods, video game systems, and cell phones) likely gives your teen the ability to connect to unfiltered public wireless networks (such as in a library or coffee shop, by picking up a neighbor's wireless signal, or connecting to the Internet through a cell service). Therefore, it is important to maintain regular, open dialog about Internet use and access. Discuss your expectation for appropriate use and behavior.

## **Monitor & Limit Screen Time**

Experts suggest having teens surf the Internet in a central place at home, such as the kitchen or family room, rather than away from adult supervision or behind a closed door. Know what your child is doing with technology and how his or her time is being spent. Technology can be a great tool and resource, but also has the potential to be a big distractor. Help your child learn to focus on completing tasks or assignments prior to engaging in other Internet activities. Teaching today's children how to manage multiple sources of information and potential distractions is a critical life skill, one best learned before heading off to college or the workplace.

Put the device to Bed, But Not in the Bedroom

Experts suggest parking all technology devices, from cellphones to devices, in a common family room overnight to discourage late night, unmonitored use and sleep disruption. Don't allow your child to sleep with the device. Remember to model appropriate use and balance of technology in your own life as well.

## **Media Agreements**

Media Agreements are a resource and checklist that parents can use to guide conversations with their kids about media use. They are designed to help parents establish guidelines and expectations around media use and behavior that are right for their family. Some families are comfortable using them as signed agreements. Others refer to them to use simply as a checklist to guide conversations. Either way, they are a great way to help parents and kids get on the same page about media and technology use.

Take time to review Family Media Agreement examples online and discuss them with your child-- 1:1 Family Media Agreement and 1:1 Family Device Contract.

Find more great tips and resources at Common Sense Media

### **Additional Recommendations**

Regularly check your child's privacy settings on all commonly used sites and networks. Ignoring privacy settings on sites like Facebook means your teen's photos, contact information, interests, and possibly even cell phone GPS location could be shared with more than a half-billion people.

Remind your child: Anything they do or post online creates a digital record, often called a "Digital Footprint." Nothing online is totally private, even if it is intended to be. Once digitized, it can be saved, sent and reposted elsewhere. A good rule of thumb: If you don't want a parent, teacher, principal, future employer or college admissions office to know something, don't post it online. Set up some sort of test question to frequently ask your child, such as "Would Grandma approve?"

"Friends" aren't always who they say they are. Encourage your child to only be friends online with friends they know in person. Never give access to personal information to people met online. Never post personally identifiable information online. This includes: full name, address, phone number, email, where you are meeting friends or where you hang out. Discuss with your child how easy it is for someone to find you based on what you post online.

Cyberbullying (threatening or harassing another individual through technology) is a growing concern for today's youth. It takes many forms, such as forwarding a private email, photo, or text message for others to see, starting a rumor, or sending a threatening or aggressive message, often anonymously. Talk with your child about not partaking in this behavior and encourage her/him to report incidents of cyberbullying to an adult.

[More helpful websites with Internet safety tips for parents: Common Sense Media](#)

[www.CommonSenseMedia.org](http://www.CommonSenseMedia.org) Net Cetera

[www.ftc.gov/bcp/edu/pubs/consumer/tech/tec04.pdf](http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec04.pdf)

Connect Safely - <http://www.connectsafely.org/>

# **Le Sueur-Henderson Public Schools - 1:1 Device Policies & Guidelines**

## **Mobile Device Loan Agreement**

*(Detach and Return to the School or Complete Online)*

Access to the technology in the Le Sueur-Henderson Public School District has been established for educational purposes. The use of the Le Sueur-Henderson Public School District's electronic technologies is a valued resource to our community. All electronic technologies must be used in support of the educational program of the District. This access may be revoked at any time for abusive or inappropriate conduct related to the use of electronic technologies.

Failure to comply with the District's Bullying Prohibition Policy (Policy 514), Internet Acceptable Use & Safety Policy (Policy 524), and the guidelines stated in the Le Sueur – Henderson Student Device Handbook for care and use of the school issued devices may result in the loss of privilege to take the device home or use the device in general.

The school issued device is the property of Le Sueur-Henderson Public Schools and as a result may be confiscated and reviewed at any time. The student should have NO expectation of privacy of materials found on a school issued device.

**\_\_\_\_\_ I have read all the policies and guidelines in the Le Sueur-Henderson Public Schools Student Device Handbook and understand my responsibilities as a user of a school issued device:**

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**\_\_\_\_\_ I/we have read all the policies and guidelines in the Le Sueur-Henderson Public Schools Student Device Handbook and understand my/our responsibilities as a parent of a student using a school issued device:**

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**\_\_\_\_\_ I/we are opting in to the voluntary ISD 2397 Maintenance Program.**

**\_\_\_\_\_ \$30 Full Cost    \_\_\_\_\_ \$15 Reduced Lunch Cost    \_\_\_\_\_ \$0 Free Lunch Cost**

**\_\_\_\_\_ I/we are declining the voluntary ISD 2397 Maintenance Program and understand that I will be responsible for the full cost of any damages to the school issued device.**

**\_\_\_\_\_ I/we are opting out of the student device Take Home Privileges.**

## Appendix A - Commonly Asked Questions

### **1. What are my responsibilities as a parent/guardian in terms of replacement of the school issued device if it is damaged, lost or stolen?**

The Le Sueur-Henderson School District will be responsible for the repair of the school issued device for normal wear of the unit. If the student owned device is accidentally or intentionally damaged, stolen, or lost, the student/parent/guardian is responsible for the cost of the repairs or replacing the device. Families can opt in to the voluntary maintenance program to help reduce the costs of common repairs. The school regards the devices as all other materials that are checked out to a student ex: library materials, sports equipment, etc. The student should report any damage immediately to the school media center help desk.

### **2. Does my child have to accept a device?**

A device will be assigned to each K-12th grade student for the 2020-2021 school year for use at school and to take home under certain learning scenarios. If a parent/guardian does not want the child to take a device home when school is operating using an "In-Person" Model (Scenario 1), then the parent may submit that request when completing the Mobile Device Loan Agreement form. In this case the student will need to check the device in and out of the media center each day.

### **3. May my child use their own laptop or mobile device at school instead of the school-issued device?**

At school, students will be required to bring and use their school issued device as their primary learning device. This will allow the school system to monitor student use and push out applications for students to use for classwork. Using a standard device also will ensure that teachers and students are "on the same page" as they teach and learn together in the classroom. Students not in the grades selected for school issued devices may bring personal devices that are subject to the Bring Your Own Device guidelines outlined in the respective student handbook.

### **4. How is the school paying for the Chromebooks?**

The devices have been purchased using existing capital technology budgets.

### **5. As a parent/guardian, how do I monitor my child's use of the internet?**

Internet access is filtered on devices both on and off campus. However, parents should monitor their child's internet use when off campus because it is possible to circumvent the filters. Many internet service providers offer services and tools for parents to support safe and responsible internet use for children. Also, Please see the "Parent's Guide to Online Safety" section of this handbook for more detailed information.

### **6. What if we don't have wifi at home?**

Google Docs allows the user to work in offline mode so students can complete classwork at home, even without internet access. Files are saved locally to the device, then automatically updated the next time a wireless connection is detected. A student can start a project at school and finish it at home, even without an Internet connection. When the student returns to school the next day, anything they worked on at home will be automatically updated to their Google Drive. Offline mode must be enabled before students can use it. In offline mode, students can edit their docs, sheets, slides, and drawings.

### **7. Can students buy their own cover/bag?**

No, the district has provided a case, and the device should be kept in that case when not in use. The device and case are slim enough to fit inside another bag or backpack if required.

### **8. What if a student forgets to charge their device?**

Students are expected to fully charge their device each evening at home, which should provide sufficient battery life to use the device throughout the school day. Students should also try to preserve battery power during the school day by lowering the lid whenever the device is not in use. Students are expected to leave their chargers at home. Opportunities to charge devices at school will be limited. Students who consistently come to class unprepared without a charge may be subject to disciplinary action.

**9. Will students keep their device for the summer?**

All devices and accessories will be returned during the final week of school so they can be checked for any service needs and prepared for use the following year. A device may be made available for students taking summer school classes that require them.

## Appendix B - Device Theft, Loss, or Damage Report

This form must be completed to report a theft or loss/damage of an iPad. No new equipment will be issued or repairs will be made unless this form is completed. Please complete as many sections as possible.

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Parent/Guardian Name: \_\_\_\_\_

Device Asset Tag of S/N: \_\_\_\_\_ Parent/Guardian Contact: \_\_\_\_\_

If lost or stolen, when was the device last seen?

When was the theft/damage reported to the school? Who was it reported to?

Please describe, with as much detail as possible, the circumstances that resulted in the device being stolen, lost, or damaged? Include names of any individuals that could be involved.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
School Admin Signature

Office Use:

Maintenance Plan: Y or N

Notes:



**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](http://www.isd2397.org) • Fax: (507) 665-6858

**To:** Le Sueur-Henderson School Board

**From:** Ky Battern, Business Manager

**Date:** 9/8/2020

**Regarding:** Certification of Levy Authority for 2020 Payable 2021 Levy

Every year school boards are required to certify their district's proposed levies to their home county auditor no later than September 30. Below is some background information as provided by MDE regarding this part of the levy process and a recommendation for a board vote to approve the maximum levy authority.

**MDE Guidance on Local Optional Revenue (LOR):**

Minnesota Statutes, section 126C.10, subdivision 2(e), makes all school districts eligible for the \$724 per pupil unit local optional revenue. Local optional revenue is an equalized levy based on referendum market value (RMV) with an equalizing factor of \$880,000 per resident pupil unit for the first \$300 of authority (tier 1). The second tier of local optional revenue pertains to the \$424 per adjusted pupil unit and is equalized at \$510,000.

To levy less than the maximum \$724 allowance for Pay 2021, a school district must indicate this on Question 6 of the General and Community Service screen of the Levy Information System. A board resolution is not required. This will be the vehicle in which districts can use to indicate how much it would like to levy for LOR for the proposed levy. Since LOR revenue decisions will no longer impact referendum revenue, districts will have the option to certify less than the maximum as part of the levy certification process.

**Recommendation:**

Board to Approve the MAXIMUM Levy Authority for the 2020 Payable 2021 Levy Limitation & Certification.

Available LOR Levels for Le Sueur-Henderson Public Schools:

Tier 1 - \$300 Per Pupil Unit (PPU)

Tier 2 - \$424 PPU

Maximum LOR Available = \$724 PPU

**INDEPENDENT SCHOOL DISTRICT 2397  
LE SUEUR-HENDERSON PUBLIC SCHOOLS**

## SCHEDULED MEETINGS/ACTIVITIES

DATE	DESCRIPTION	TIME	LOCATION
September 8, 2020	Policy Committee Meeting	6:00 PM	Zoom Meeting - Please email <a href="mailto:mjohnson@isd2397.org">mjohnson@isd2397.org</a> for meeting information
September 8, 2020	Regular Board Meeting/Levy Certification	6:30 PM	Zoom Meeting - Please email <a href="mailto:mjohnson@isd2397.org">mjohnson@isd2397.org</a> for meeting information
September 10, 2020	Negotiation Committee Meeting	10:00 AM	Zoom Meeting - Please email <a href="mailto:mjohnson@isd2397.org">mjohnson@isd2397.org</a> for meeting information
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.*