

## **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
  2. Students of the Month
8. **REPORTS**
  1. Committee Reports
    1. Finance  
**Presenter:** Director Matt Hathaway
    2. Negotiations  
**Presenter:** Director Joe Roby
    3. MVED  
**Presenter:** Director Steve Cross
    4. Human Resource  
**Presenter:** Director Kelsey Schwartz
    5. Policy  
**Presenter:** Director Gretchen Rehm
    6. Facility Steering  
**Presenter:** Director Matt Hathaway
    7. Community Ed Council  
**Presenter:** Director Brigid Tuck
  2. Superintendent Report
    1. Student Enrollment Update
9. **CONSENT AGENDA**
  1. Approval of District Office Consent Items
    1. Minutes of Regular School Board Meeting held on September 7, 2021.
    2. Minutes of Special School Board meeting held on September 27, 2021.
  2. Approval of Business Office Consent Items
  3. Approval of Personnel Consent Items
    1. Hirings
      1. 2021 Fall Musical Paraprofessional- Nancy Herron
      2. HT Special Ed. Para- Breana Kroehler
    2. Resignations
      1. C Squad Boys Basketball Coach- Dana Owens
      2. 7th/8th Grade Softball- Jen Hovick

3. Head Wrestling Coach- Mike May

10. **PURCHASES ABOVE \$5,000**

11. **OLD BUSINESS**

12. **NEW BUSINESS**

1. Approve the first and final reading on Policy 601 and 607.

2. Discuss of Commissioner's Review & Comments

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:

- Schoeppner & Associates - \$500 to assist students with school supplies or other needs,
- K&R Graphics - ½ cost of laminate desk wrap for A.D. secretary desk, a value of \$447.75,
- Matt & Kim Merrill - \$40 to sponsor a child for snack cart,
- Redeemer Lutheran Church - \$355 to assist students with school supplies or other needs,
- Joanne Smith - \$80 to sponsor two children for snack cart,
- P.T.O. - \$110.67 for end of year awards and kindergarten tassels,
- Brian & Kristan Pfarr - \$160 to sponsor four children for snack cart,
- K&R Graphics – 68 football helmet laminate decals, a value of \$136,
- Robert & Joan Reasoner - \$80 to sponsor two children for snack cart.

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

Signed:

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

Attest:

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



BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT 2397  
LE SUEUR-HENDERSON PUBLIC SCHOOLS  
MINUTES OF REGULAR SCHOOL BOARD MEETING  
MS/HS MEDIA CENTER  
September 7, 2021

Item 1.0      **Call to Order:** The regular meeting of the Le Sueur-Henderson Board of Education was called to order at 6:31 PM. Board members in attendance were Brigid Tuck, Kelsey Schwartz, Gretchen Rehm, Matt Hathaway, Steve Cross

Members Absent: Joe Roby and Brian Sorenson

Also in attendance: Superintendent, Jim Wagner; Administrative Assistant, Juanita Flores, Rachel, Henderson Independent

Item 2.0      **Pledge of Allegiance:**

Item 3.0      **Mission and Vision Statements**

Item 4.0      **Strategic Plan Review**

Item 5.0      **Approval of Agenda:** Motion by Hathaway, second by Schwartz, carried 5-0, to approve the meeting agenda.

Item 6.0      **Open Forum:**

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

Item 7.1 A resolution was presented to accept grants and donations to the Le Sueur - Henderson Public School District. Said resolution is attached hereto and made a part of these minutes. Motion made by Board Member Rehm and upon being seconded by Board Member Cross said the resolution was duly adopted by the following roll call vote, carried 5-0.

Rehm:	Yes	Cross:	Yes
Hathaway:	Yes	Schwartz:	Yes
Tuck:	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 Facility Steering
- Item 8.1.7 Community Ed Council
- Item 8.2 Superintendent Report

Item 9.0        **Consent Agenda:** Motion by Rehm, second by Schwartz, carried 5-0, to approve the following consent items:

Item 9.1 District Office Consent Items:

Item 9.1.1 Minutes of August 2, 2021, Regular School Board Meeting

Item 9.2 Business Office Consent Items:

Item 9.2.1 Accept the assigned fund balance of \$61,318.26 for the Donation Activity Accounts under Board control and allows the groups to carry over balances.

Item 9.3 Personnel Consent Items:

Item 9.3.1 Hirings

Item 9.3.1.1 8th Grade Volleyball Coach- Jennifer Friederich

Item 9.3.1.2 First Grade Teacher- Sydney Dille

Item 9.3.1.3 Tennis Para Fall 2021- Denice Maus

Item 9.3.1.4 Assistant Tennis Coach- Emily Barnard

Item 9.3.1.5 Special Education Teacher- Renee Ehlers

Item 9.3.1.6 MS/HS Special Ed Para- Roseann Valdez

Item 9.3.1.7 MS/HS Special Ed Para- Nelida Flores

Item 9.3.1.8 Long Term Sub- 5th Grade Teacher- Sandy Hartmann

Item 9.3.1.9 1:1 Special Ed Para at Park Elem.- Holly Gjemse

Item 9.3.1.10 Kindergarten Teacher- Christa Luna

Item 9.3.1.11 Little Giants Preschool Para- Kristine Baumann

Item 9.3.1.12 Special Ed Para- Beatriz Villareal

Item 9.3.2 Resignations

Item 9.3.2.1 Special Ed Para- Nicole Seavers

Item 9.3.2.2 Special Ed Para- Marilyn Stutsman

Item 9.3.2.3 ABE ESL Teacher- ABE Marilyn Stutsman

Item 9.3.3 Requests

Item 9.3.4 Retirements

Item 9.4 Approve School Board Goals and Expectations for 2021-2022

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

Item 10.1 Motion by Cross, second by Rehm, carried 5-0, to approve 60-month municipal lease with Lano Equipment for a New Holland Tractor for snow removal.

Item 11.0        **Old Business**

Item 12.0        **New Business**

Item 12.1 A resolution was presented Authorizing the Le Sueur-Henderson School Board to Establish an Absentee Ballot Board and Le Sueur County Ballot Board to Accept and Reject Absentee Ballots for Elections held within the Le Sueur-Henderson 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 Tuck said the resolution was duly adopted by the following roll call vote, carried 5-0.

Rehm:	Yes	Cross	Yes
Hathaway:	Yes	Schwartz:	Yes
Tuck:	Yes		

Director Sorenson entered at 6:56 PM

Item 12.2 A resolution was presented Relating to Designating a New Polling Place for November 2, 2021, Special Election due to Unavailability of the Regular Polling Place. Said resolution is attached hereto and made a part of these minutes. Motion made by Board Member Sorenson and upon being seconded by Board Member Schwartz, said resolution was duly adopted by the following roll call vote, carried 6-0.

Rehm:	Yes	Cross	Yes
Hathaway:	Yes	Sorenson:	Yes
Tuck:	Yes	Schwartz:	Yes

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

Item 14.0 **Next Meeting Information:**

Item 14.1 Schedule of Upcoming Meetings

Item 15.0 **Adjourn:** Motion by Schwartz, second by Cross, carried 6-0 to adjourn the meeting at 7:04 PM.

BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT 2397  
LE SUEUR-HENDERSON PUBLIC SCHOOLS  
MINUTES OF SPECIAL/LEVY CERTIFICATION SCHOOL BOARD MEETING  
MS/HS MEDIA CENTER  
September 27, 2021

Item 1.0      **Call to Order:** The special meeting of the Le Sueur-Henderson Board of Education was called to order at 6:30 PM. Board members in attendance were Brigid Tuck, Steve Cross, Brian Sorenson, and Matt Hathaway

Members Absent: Joe Roby, Gretchen Rehm, Kelsey Schwartz

Also in attendance: Superintendent, Jim Wagner; Administrative Assistant, Juanita Flores; Business Manager, Ky Battern, Christine McDonald, Jody Rittmiller, Brian Thorstad

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

Item 3.0      **Approval of Agenda:** Motion by Cross, second by Sorenson, carried 4-0, to approve the meeting agenda with the removal of item 5.0.

Item 4.0      **New Business**

Item 4.1 Motion by Hathaway, second by Tuck, carried 4-0, to approve the proposed maximum tax levy certification.

Item 4.2 A resolution was presented Relating to Establishing the Location for Absentee Voting for School District Elections not held on the day of a Statewide Election. Said resolution is attached hereto and made a part of these minutes. Motion made by Board Member Sorenson and upon being seconded by Board Member Cross said the resolution was duly adopted by the following roll call vote, carried 4-0.

Cross	Yes
Hathaway:	Yes
Tuck:	Yes
Sorenson:	Yes

Item 4.3 A resolution was presented Relating to Appointing Election Judges and Absentee Ballot Board Members for the November 2, 2021, School District Special Election. Said resolution is attached hereto and made a part of these minutes. Motion made by Board Member Hathaway and upon being seconded by

Board Member Sorenson said resolution was duly adopted by the following roll call vote, carried 4-0.

Cross	Yes
Hathaway:	Yes
Tuck:	Yes
Sorenson:	Yes

Item 4.4 Motion by Sorenson, second by Cross, carried 4-0, to approve the Notice of Testing of Optical Scan Voting System.

Item 5.0 **Closed Session: (REMOVED)**

Item 6.0 **Adjourn:** Motion by Cross, second by Tuck, carried 4-0 to adjourn the meeting at 6:41 PM.



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

Position: 2021 Fall Musical Paraprofessional

Recommended Candidate: Nancy Herron

Recommended by: Jeff Christ

To be completed by administrator:

Candidate has current & appropriate certification (if applicable):

X

Reference checks completed:

X

Years of experience (Step Placement):

1

X

NEW

EXISTING

**Additional Information:** Nancy will be Sean Kulzer's paraprofessional during rehearsals and performances of the HS Fall Musical "Shrek".

Approval of Activities Director:

*Jeff Christ*

*9/20/21*

Electronic Signature

Date



# Employment Recommendation

## Le Sueur - Henderson School District

**Position:** Hilltop Special Education Paraprofessional

**Recommended Candidate:** Breana Kroehler

**Recommended by:** Jody Rittmiller

**Date:** 9/22/21

To be completed by administrator:

Candidate has current & appropriate certification (if applicable):

Reference checks completed:

Years of experience (Step Placement):

X
0

X	<b>NEW</b>	
X	<b>EXISTING</b>	<b>REPLACING: new students with IEP needs - replace tech para for 2 hours a day</b>

<b>Start Date:</b>	Monday, Sept. 27, 2021
<b>Work Hours: (ex: 8:00 am - 3:00 pm)</b>	7:30-3:00
<b>Days of Week (Monday - Friday)</b>	Monday-Friday

**Additional Information:**

- Pending hiring after background check
- Rate of pay \$12.38
- Breanna Kroehler - 507-351-1230, breannakroehler18@gmail.com
- Start date of 9/27/21

Approval of administrator: Jody Rittmiller 9/22/21

Electronic Signature

Date

Approval of Superintendent:

Electronic Signature

Date



# Employment Recommendation

## Le Sueur - Henderson School District

Share with via Google Drive - District Office (Ky, San Juanita, Jim) &  
Technology (James)

**Dana Owens**

Fri, Sep 24, 1:21 PM  
(5 days ago)

to me

Hey,

Didn't know if I would catch you anytime soon here, but I won't be able to coach Basketball this year. I have some other things that are going to be going on during that time and I didn't want to be a distraction of not being at practices or games.

Dana

Greetings,

I have some bad news. I have to resign from coaching middle school softball this spring. I'm hoping it's only a one year deal. Spring of 2022 is my last semester of Paramedic School. It's crunch time and I have to put in 300 clinical hours all over the state of MN. I also have to study to pass the NREMT. I literally will not have the time available to coach. I can certainly help, but I won't be able to do the job the way it needs to be done. I sure hope I can return the following year. I love coaching and this is killing me, but I don't have another option at this point.

Thank you for understanding,

**Jennifer Hovick**

Monday, September 27, 2021

Dear Mr. Jeff Chirst,

Please accept this notice of resignation as the Head Wrestling Coach at LeSueur- Henderson High/Middle School.

Thank you for allowing me the opportunity to serve as the head wrestling coach for the last 5 years. I thoroughly enjoyed my time as head wrestling coach and I am very grateful for the opportunity.

I will be available for any questions the new staff may have, and I will do my best to assist in a smooth transition for the next coaching staff.

Thank you again for the opportunity to coach. I wish the best for the Giants Wrestling program and the athletes moving forward.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael May". The signature is fluid and cursive, with a large initial "M" and a long, sweeping underline.

Michael May

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

MSBA/MASA Model Policy 601

Orig. 1995

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

Rev. ~~2019~~ 2020

## 601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

*[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 establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the world's best workforce.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

### III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
  2. student performance on the Minnesota Comprehensive Assessments;
  3. high school graduation rates; and
  4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- F. “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.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

#### **IV. LONG-TERM STRATEGIC PLAN**

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;  
  
*[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]*
  2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;

***[Note: MSBA/MASA Model Policy 618 addresses this requirement.]***

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;

***[Note: MSBA/MASA Model Policy 616 addresses this requirement.]***

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

***[Note: MSBA/MASA Model Policy 616 addresses this requirement.]***

5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
7. an annual budget for continuing to implement the school district plan.

B. School district site and school site goals shall include the following:

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.\* These skills include the following:

***[\*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]***

- a. reading, writing, speaking, listening, and viewing in the English language;
- b. mathematical and scientific concepts;
- c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);

- d. creative and critical thinking, decision making, and study skills;
  - e. work readiness skills;
  - f. global and cultural understanding.
2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
- a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
  - b. bring many perspectives, including historical, to contemporary issues;
  - c. develop an appreciation and respect for democratic institutions;
  - d. communicate and relate effectively in languages and with cultures other than the student's own;
  - e. practice stewardship of the land, natural resources, and environment;
  - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
- a. establishing and achieving personal and career goals;
  - b. adapting to change;
  - c. leading a healthy and fulfilling life, both physically and mentally;
  - d. living a life that will contribute to the well-being of society;
  - e. becoming a self-directed learner;
  - f. exercising ethical behavior.
5. Students will be given the opportunity to acquire human relations skills

necessary to:

- a. appreciate, understand, and accept human diversity and interdependence;
- b. address human problems through team effort;
- c. resolve conflicts with and among others;
- d. function constructively within a family unit;
- e. promote a multicultural, gender-fair, disability-sensitive society.

***[Note: School district and site goals example courtesy of the Winona School District.]***

- C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.
1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
  2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.

***[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]***

3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive

assessment and annually report summary assessment results to the Commissioner of Education by July 1.

4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students with: who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:

(a) a summary of the district's efforts to screen for dyslexia;

(b) the number of students screened for that reporting year; and

(c) the number of students demonstrating characteristics of dyslexia for that year.

~~b. —convergence insufficiency disorder.~~

5. A student identified as having a reading difficulty must be provided with alternate instruction under Minn. Stat. § 125A.56, Subd. 1.
6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
  - a. the student's reading proficiency as measured by a locally adopted assessment;
  - b. reading-related services currently being provided to the student and the student's progress; and
  - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

This provision may not be used to deny a student's right to a special education evaluation.

7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer

school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

***[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph 8.]***

8. The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.

***Legal References:*** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)  
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)  
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.147, Subd. 3 (Principals)  
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required)  
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)  
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 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 616 (School District System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

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

MSBA/MASA Model Policy 607

Orig. 1995

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

Rev. ~~2005~~ 2020

## 607 ORGANIZATION OF GRADE LEVELS

### I. PURPOSE

The purpose of this policy is to address the grade level organization of schools within the school district.

### II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to address the groupings of grade levels as recognized in Minn. Stat. § 120A.05, as follows:

*[Note: Each school district should identify within the groupings as defined in Minn. Stat. § 120A.05, how grade levels shall be organized within the school district from the options listed below:*

<i>Elementary:</i>	<i>Grades prekindergarten through 6</i>
<i>Middle:</i>	<i>Minimum of two consecutive grades above 4th but below 10th</i>
<i>Secondary:</i>	<i>(Grades 7 through 12)</i>
<i>Junior High</i>	<i>Grades ___ through ___</i>
<i>Senior High</i>	<i>Grades ___ through ___</i>
<i>Vocational</i>	<i>Grades 7 through 12]</i>

B. The superintendent may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.

C. The school district may request documentation that verifies a student falls within the school's minimum and maximum age requirements for admission to publicly funded prekindergarten, preschool, kindergarten, or grades 1 through 12. Documentation may include a passport, a hospital birth record or physician's certificate, a baptismal or religious certificate, an adoption record, health records, immunization records, immigration records, previously verified school records, early childhood screening records, Minnesota Immunization Information Connection records, or an affidavit from a parent.

### III. DEFINITIONS

- A. “Kindergarten” means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.
- B. “Prekindergarten” means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

**Legal References:** Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Public Schools)  
[Minn. Stat. § 120A.20, Subd. 4 \(Verification of Age for Admission to Public School\)](#)  
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

**Cross References:**



October 7, 2021

Jim Wagner, Superintendent  
Le Sueur-Henderson School District, ISD #2397-01  
115 ½ N 5<sup>th</sup> Street, Suite 200  
Le Sueur, MN 56058-1849

Dear Superintendent Wagner:

Minnesota Statutes, section 123B.71, requires a review and comment statement on the educational and economic advisability of your proposed school construction project. Information supplied by your school district and from Minnesota Department of Education sources is the basis of this review and comment. With this positive review and comment, voter and board approval is required for Le Sueur-Henderson Public School District, Independent School District #2397-01, to proceed with the proposed projects.

***The district shall publish a summary of the review and comment statement (the final two pages) in the legal newspaper of the district at least 20 days, but not more than 60 days, prior to holding a referendum for bonds or soliciting any bids for the construction, expansion, or remodeling of an educational facility.*** The department may request a statement certifying the publication, and require the submission, review, and approval of preliminary and final construction plans.

Minnesota Statutes, section 123B.71, requires the commissioner to include comments from residents of the school district in the review and comment. As of the date of this letter, no public comments have been received. In addition, Minnesota Statutes, section 123B.71, ***requires the school board hold a public meeting to discuss the review and comment prior to the date of the bond referendum election.***

Minnesota Statutes, section 123B.71, ***requires that a school district, prior to occupying a new or renovated facility after July 1, 2002, must submit a certification prepared by a system inspector to the commissioner and the building code official that will provide an occupancy permit.*** The certification must verify that the facility's installed or modified heating, ventilation, and air conditioning system operates according to design specifications and code, a system for monitoring outdoor airflow and total airflow of ventilation systems has been installed, and any installed or modified heating, ventilation, or air conditioning system provides an indoor air quality filtration system that meets ASHRAE (American Society of Heating, Refrigerating and Air-Conditioning Engineers) Standard 52.1.

If you have any questions, please contact Chris Kubesh, Education Finance specialist, at 651-582-8319 or [chris.kubesh@state.mn.us](mailto:chris.kubesh@state.mn.us). Thank you for working with us to improve school facilities for Minnesota students.

Sincerely,

  
Heather Mueller, Ed.D.  
Commissioner

cc: Brigid Tuck, School Board Chair

Enclosure

**The Commissioner of the Department of Education  
Review and Comment on the School Construction  
Proposal of Le Sueur-Henderson Public School District, ISD #2397-01**

A review and comment must be provided on a school district construction project proposal before the district conducts a referendum, solicits bids, or issues bonds for the project. A project proposal has been submitted for review and comment according to requirements set forth in Minnesota Statutes, section 123B.71, subdivisions 9 and 10, and Minnesota Statutes, section 123B.72. The district provides the following information:

1. The geographic area and population to be served:
  - a. preschool through grade 12 student enrollment for the past five years, and
  - b. student enrollment projections for the next five years.
2. A list of existing school facilities:
  - a. by year constructed,
  - b. their uses, and
  - c. an assessment of the extent to which alternate facilities are available within school district boundaries and in adjacent school districts.
3. A list of specific deficiencies of the facility:
  - a. demonstrating the need for a new or renovated facility to be provided,
  - b. the process used to determine the deficiencies,
  - c. a list of those deficiencies that will and will not be addressed by the proposed projects,
  - d. a list of specific benefits that the new or renovated facility will provide to students, teachers, and community users served by the facility.
4. A description of the project, including:
  - a. specifications of site and outdoor space acreage,
  - b. square footage allocations for classrooms, laboratories and support spaces,
  - c. estimated expenditures for major portions of the project,
  - d. estimated changes in facility operating costs, and
  - e. dates the project will begin and be completed.
5. A specification of the source of project financing, including:
  - a. applicable statutory citations,
  - b. the scheduled date for a bond issue or school board action,
  - c. a schedule of payments, including debt service equalization aid, and
  - d. the effect of a bond issue on local property taxes by property class and valuation.
6. Documentation obligating the school district and contractors to comply with the following items:
  - a. Minnesota Statutes, section 471.345 governing municipal contracts,
  - b. sustainable design,
  - c. school facility commissioning under Minnesota Statutes, section 123B.72, certifying the plans and designs for heating, ventilating, air conditioning and air filtration for an extensively renovated or new facility meet or exceed current code standards, including ASHRAE air filtration Standard 52.1,
  - d. American National Standards Institute (ANSI) acoustical performance criteria, design requirements and guidelines for schools on maximum background noise levels and reverberation times,
  - e. state fire code,
  - f. chapter 326B governing building codes, and
  - g. consultation with affected government units about the impact of the project on utilities, roads, sewers, sidewalks, retention ponds, school bus and automobile traffic, access to mass transit and safe access for pedestrians and cyclists.

## Description of Proposed School Construction Project

Le Sueur-Henderson School District, ISD #2397-01, is proposing a two-question referendum on November 2, 2021. The first ballot question would authorize \$50 million in bonding authority to finance facility upgrades at Hilltop Elementary and middle/high school as well as the decommissioning of Park Elementary. The second ballot question would authorize \$7.5 million to finance an activity center at the high school.

Though the district is projecting a decrease in enrollment over the next several years, a PK-3 addition to the middle/high school will allow the district to decommission Park Elementary; its oldest building (from the 1930s) and a building in need of significant deferred maintenance and upgrades.

Proposed projects would be scheduled for completion in the 2022-2023 calendar years. Cost estimates by ballot question/project type are as follows:

<b>Ballot Question #1</b>			
<b>Middle / High School</b>		<b>Hilltop Elementary (Grades 4 &amp; 5)</b>	
PK-3 Addition	\$20,010,489	Classroom Addition	\$3,158,229
Deferred Maintenance	\$6,287,000	Site Improvements	\$900,000
Site Improvements	\$800,000	Renovations	\$3,434,288
CTE Addition	\$286,000	Deferred Maintenance	\$700,000
Renovations	\$2,596,686		<b>\$8,192,517</b>
	<b>\$29,980,175</b>	<b>Districtwide</b>	
<b>Park Elementary</b>		Fees, Permits & Testing / Contingency	\$10,147,291
Decommissioning	\$969,752	Bond Issuance	\$710,265
			<b>\$10,857,556</b>
<b>Total Project Costs - Ballot Question #1</b>	<b>\$50,000,000</b>		
<b>Ballot Question #2</b>			
<b>Middle / High School</b>			
Construction - Activity Center	\$5,623,300		
Site Improvements	\$300,000		
Fees, Permits & Testing / Contingency	\$1,480,825		
	<b>\$7,404,125</b>		

The district has supplied cost estimates to operate and staff the additional classroom space and it appears existing revenues will be sufficient to fund any associated operational cost increases. The proposed projects appear to be in the long-term interest of the school district.

If the bond referendum is successful and bonds are sold, the debt service on the bonds will be eligible for debt service equalization under Minnesota Statutes, section 123B.53, subdivision 3, if the bond schedule is approved. The amount of debt service equalization aid, if any, the district receives is determined annually and is dependent upon property wealth, student population, and other statutory requirements.

## Review and Comment Statement

Based on the department's analysis of the school district's required documentation and other pertinent information from sources of the Minnesota Department of Education, the Commissioner of Education provides a positive review and comment.

### Additional Information is Available

Persons desiring additional information regarding this proposal should contact the school district superintendent's office.



Heather Mueller, Ed.D.  
Commissioner

October 7, 2021

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

# SCHEDULED MEETINGS/ACTIVITIES

<b>DATE</b>	<b>DESCRIPTION</b>	<b>TIME</b>	<b>LOCATION</b>
October 5, 2021	<b>Negotiations Committee Meeting-</b> Director Tuck via Zoom from: 7025 Northland Dr. N Brooklyn Park, MN.	6:00 PM	District Conference Rm/ Zoom
October 6, 2021	<b>Referendum- Public Meeting</b>	6:00 PM	Park Elementary Gym
October 8, 2021	<b>HR Committee Meeting</b>	3:00 PM- 4:00 PM	District Conference Rm/ Zoom
October 11, 2021	<b>Regular School Board Meeting</b>	6:30 PM	MS/HS Media Center
October 18, 2021	<b>School Board Work Session</b>	6:30 PM	Hilltop Media Center
November 1, 2021	<b>Policy Committee Meeting</b>	5:00 PM	MS/HS Media Center
November 1, 2021	<b>Regular School Board Meeting</b>	6:30 PM	MS/HS Media Center
November 15, 2021	<b>School Board Work Session</b>	6:30 PM	MS/HS Media Center
December 6, 2021	<b>Reg. Mtg/Tr in Txtn/Levy Adpt</b>	6:30 PM	MS/HS Media Center
<i>In case of a weather emergency/school closing, Board meeting will be held the next Tuesday at the same time/place.</i>			
	<a href="https://docs.google.com/spreadsheets/d/1veOz-5YPT7">https://docs.google.com/spreadsheets/d/1veOz-5YPT7</a>		