

Regular School Board Meeting
Monday, February 7, 2022 6:30 PM

LS-H MS/HS Media Center & Online (if
unable to attend in person)
901 Ferry St.
Le Sueur, MN 56058

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**
 - 7.1. Donations & Grants Received
 - 7.2. 2021-22 All-Conference One Act Play Team
8. **REPORTS**
 - 8.1. Committee Reports
 - 8.1.1. Finance
Presenter: Director Matt Hathaway
 - 8.1.2. Negotiations
Presenter: Director Joe Roby
 - 8.1.3. MVED
Presenter: Director Steve Cross
 - 8.1.4. Human Resource
Presenter: Director Kelsey Schwartz
 - 8.1.5. Policy
Presenter: Director Gretchen Rehm
 - 8.1.6. Facility Steering
Presenter: Director Matt Hathaway
 - 8.1.7. Community Ed Council
Presenter: Director Brigid Tuck
 - 8.1.8. Calendar Committee
 - 8.2. Superintendent Report
9. **CONSENT AGENDA**
 - 9.1. Approval of District Office Consent Items
 - 9.1.1. Minutes of Organizational School Board Meeting held on 1.3.2022
 - 9.1.2. Minutes of Regular School Board Meeting held on 1.3.2022
 - 9.2. Approval of Business Office Consent Items
 - 9.2.1. Designate Bonnie Barnhardt, Business Manager, as the Senior Administrator on the general fund and food service bank accounts at First Farmers and Merchants
 - 9.2.2. Declare 1996 Ford White Van Obsolete
 - 9.2.3. Declare 2003 Ford Winstar Van Obsolete
 - 9.2.4. Approve Pre-Labor Day Start for 2022-2023 School Calendar

- 9.3. Approval of Personnel Consent Items
 - 9.3.1. Hirings
 - 9.3.1.1. Special Ed Paraprofesional-Kassy Aguilar
 - 9.3.2. Resignations
 - 9.3.2.1. MS/HS Special Ed Teacher, Karen Stockwell, resignation/agreement, effective Monday, February 7, 2022.
 - 9.3.3. Requests
 - 9.3.4. Retirements
- 10. **PURCHASES ABOVE \$5,000**
 - 10.1. Scholastic Literacy Instructional Coaching for Elementary Teachers
- 11. **OLD BUSINESS**
 - 11.1. Summary of the Superintendent's Review
- 12. **NEW BUSINESS**
 - 12.1. Approve Resolution in Support of the Congressional IDEA Full Funding Act
 - 12.2. World's Best Work Force Trend & Comparative Data
 - Presenter:** Teri Burdorf
 - 12.3. Students on the School Board Discussion
 - 12.4. Appointment of Board Committee Members and Chair for Wellness Committee
 - 12.5. Presentation on Solar for Hilltop and MS/HS by Apadana.
 - 12.6. Approve questions for the 2022 Bond Referendum.
 - 12.7. Approve architectural company ATS&R.
- 13. **BOARD MEMBER COMMUNICATIONS / IDEAS EXCHANGE**
- 14. **NEXT MEETING INFORMATION**
 - 14.1. 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:

- United Fund of Le Sueur - \$300 for Community Education Senior Dinner,
- Henderson Lions Club - \$300 for Hilltop Kindness Retreat,
- United Fund of Le Sueur - \$875 for Community Ed Book Buddies,
- Mark Welter Foundation - \$10,000 grant to the elementary counseling department,
- United Fund of Le Sueur - \$125 for Community Education Kindercamp,
- Southern Minnesota Initiative Foundation - \$500 for 7-Mindsets curriculum and professional development.

Adopted this _____ day of _____, 20_____.

Signed:

School Board Chair, Brigid Tuck

Attest:

School Board Clerk, Kelsey Schwartz



Dan Gardner
Executive Secretary – Sports Information Director
705 Shannon Lane
Belle Plaine MN 56011
C Phone: 952-452-2123
E-mail: twin1gard@aol.com

Providing opportunities for students for over fifty years.

1-24-22

2021-22 All-Conference One Act Play Team

The Minnesota River Conference One Act Play Festival was held on January 15, 2022, hosted by LeSueur-Henderson HS. This annual event brought together the OAP shows from the conference. “The students and directors did an outstanding job and I commend them for participating in this great fine arts event,” said MRC President Randy Walsh of Sibley East High School. “The members of the MRC All-Conference team are certainly deserving of their honors.” The all-conference team is named below. For the first time, the judges named starred performances. Belle Plaine, LeSueur-Henderson and Tri-City United Schools were awarded stars for outstanding performances. The all-conference team was chosen by the directors and event judges. Six schools presented shows. Next year’s event will be hosted by Tri-City United High School in Montgomery.

<u>Name</u>	<u>School</u>	<u>Grade</u>
Ava Remus Actress and MRC All-Conference winner - Ava Remus - has had a long history with Belle Plaine’s theatre program. Her first time performing was in the junior high play <i>Sherlock Holmes</i> . For the next six years, Ava has been heavily involved in the theatre department, acting in ten productions and assisting with makeup and set design. Her favorite roles include the Wicked Witch in <i>The Wizard of Oz</i> and Octavia in this year’s <i>Mill Girls</i> . Ava also participates in speech and choir, where she is a member of the Belle Plaine HS Chamber Singers. After high school, Ava plans to pursue a career in graphic design or another technology related field. She is the daughter of Jake and Nikki Remus.	Belle Plaine HS	Senior This year’s MRC Best
Elliana Fahey Elliana Fahey was recently awarded the MSHSL Triple “A” Award for excellence in academics, arts and athletics. She has been performing on stage her entire life. At three years old, she stood in front of hundreds and auctioned off a stuffed puppy for more than it was worth. Elliana continued to entertain audiences in multiple children’s theater performances along with junior high and high school shows. A first time MRC All-Conference winner, Elliana’s favorite theater memory is performing at the O’Shaughnessy Theater on the campus of St. Kate’s during the state performance of <i>The Perfect Ending</i> . Elliana was on the MN All-State Academic team for tennis and a member in the all-state choir. She is currently serving as Miss Shamrock and is First Princess for Miss Belle Plaine. Elliana plans to pursue a degree in genetics at Iowa State University next fall to become a geneticist engaged in biomedical research. She is the daughter of Chris and Sara Fahey.	Belle Plaine HS	Senior
Audra Cruz First time MRC All-Conference winner Audra Cruz has been involved in theater since she was five years old, starting as a pumpkin in <i>Cinderella</i> . She has been in ten Belle Plaine productions with her favorite roles being the evil stepmother in <i>Into The Woods</i> and Pinocchio in <i>Shrek the Musical</i> . She has participated in OAP for three years, and starred at the state competition the past two years. Audra is active in the choir, where she is a member of the BPHS Chamber Singers. She is also a member of the Minnesota Honor Society. After high school, Audra plans on attending University of Arizona where she will pursue a career in biomedical sciences. She is the daughter of Cassandra and Jon Nagel.	Belle Plaine HS	Senior
Merrick Giesen MRC All-Conference honoree Merrick Giesen has appeared in six shows for Belle Plaine’s theatre program, three OAP and three fall shows. Merrick is a skilled artist on and off stage who was integral in this year’s production of <i>Mill Girls</i> intricate set design. Being honored for his role as the Overseer in <i>Mill Girls</i> , Merrick has been able to explore his acting talents and portray a role that is unlike any other he has done before. Merrick was a participant in the MSHSL State Speech competition. He is active in choir, band, track, and student council. He is the son of Dan and Nicole Giesen	Belle Plaine HS	Junior
Josiah Hayes MRC All-Conference honoree Josiah Hayes is no stranger to the stage and has appeared in six shows for Belle Plaine, two of them earning starred performances at the MSHSL One Act Play Festival in 2020 and 2021. Josiah is not afraid of an acting challenge and has the ability to portray any character from Eddie Stuckey in the 2020 production of <i>The Amish Project</i> , to Donkey in <i>Shrek the Musical</i> , to Ephraim Chafee in this year’s production of <i>Mill Girls</i> . Josiah is active in choir, student council, and is a two-year letterman in varsity soccer, while also playing in the summer leagues with Chaska. He is a member of the Minnesota Honor Society. He is the son of Mark and Sara Hayes.	Belle Plaine HS	Junior

Gabby Davidson**LeSueur-Henderson HS****Senior**

Gabby Davidson is the daughter of Jeremy Davidson, Melissa Egstad, and Melissa Davidson. She also is involved in the fall musical/play and speech. Gabby is a hard worker with a passion for everything that she does. She is a leader among the LSH cast and takes direction quickly. Gabby draws in the audience with her acting and has taken her acting to another level this season.

Aeriel Ingles**LeSueur-Henderson HS****Junior**

Aeriel Ingles is the daughter of Jessica Ingles, Jason Ingles, and Kellie Dirksen. She is also involved in the fall musical. Aeriel is always making the cast laugh and works well with her cast-mates. She is confident and has really pushed herself with the LSH show this year. Aeriel takes control of the stage when performing and shares that energy with her cast-mates.

Ava Heimerl**Lester Prairie HS****Sophomore**

Ava Heimerl is the daughter of Rebecca and Craig Heimerl. This is her first year in OAP! Ava is also involved in band, jazz band, solo and ensemble contest, basketball, volleyball and track and field. Ava is a great leader on stage. She often helps others with their lines, while still learning hers. She has not missed a practice and balanced it with her busy basketball schedule. Even though she is new to OAP, she looks as if she has been performing for years. She has been an instrumental actress to the Lester Prairie HS cast.

Michael Ruwersma**Lester Prairie HS****Senior**

Michael Ruwersma is the son of Jennie and Stewart Ruwersma. This is Michael's fourth year in OAP. He is also involved in Knowledge Bowl. Michael is instrumental in the success of all plays at Lester Prairie. When Lester Prairie had a new light/sound system installed, Michael taught himself how to use it and has been teaching other staff members and students. Michael is the stage manager, and without him the directors would be lost. It is going to be a change after Michael graduates. He has been a role model throughout his years in this program.

Elsa McCarty**Mayer Lutheran HS****Senior**

Elsa McCarty is the daughter of Scott and Jenny McCarty. She has been involved in drama productions in both middle school and high school for the past eight years. In addition to her work performing on stage in plays and musicals, Elsa has played soccer for Mayer Lutheran. Elsa and her family live in Waconia, MN.

Allie Rasmussen**Mayer Lutheran HS****Junior**

Allie is the daughter of Adam and Karrie Maetzold, and Dave and Kara Rasmussen. Allie has participated in drama productions every year since the 5th grade, including the One Act Play at Mayer Lutheran High School the past three years. Allie is also a member of National Honor Society, is the junior class president on the student council, has been on honor roll the past three years, has been student of the semester, and is a swim captain. Allie lives with her family in Mayer, MN.

Nathan Panning**NYA Central HS****Junior**

Nathan Panning is the son of Chris and Jennifer Panning. This is Nathan's first year with the drama department at Central, and he has gotten off to a good start as stage crew for the fall play and stage manager for the One Act Play. When he is not assisting in productions, Nathan keeps himself busy, participating in student council, football, knowledge bowl, robotics, jazz band, track and field, and trap shooting. Nathan looks forward to continuing in the drama program in the future.

Carson Mellingen**NYA Central HS****Freshman**

Carson Mellingen is the oldest son of Chad and Sherri Mellingen. This is his first year participating in theater although not his first time acting for the school. Carson also had a prominent role in the school's musical. Aside from acting, Carson is also a member of Knowledge Bowl, Speech and Robotics. Carson is thrilled about earning this reward and looks forward to learning how to improve and become a better actor.

Lillyan Nelson**NYA Central HS****Freshman**

Lillyan Nelson is the daughter of Jason and Amanda Nelson. This is Lillyan's first year being a part of the OAP. She was able to draw and put together wonderful outfits for each of the characters. Lillyan is also involved in PCAT for the Walker Art Museum where she loves learning about the inner workings of a museum. She very much enjoys art and loved being able to incorporate her skills in this play.

Aidan Miland**Tri-City United HS****Sophomore**

Aidan Miland is a sophomore at Tri-City United High School. This is his first OAP. He also participates in soccer, robotics, BPA, GSA, fall musical, spring play, math team, and baseball. He is the son of Jarred Miland and Mary Miland.

Pax Meyer**Tri-City United HS****Senior**

Pax Meyer is a senior at TCU and has participated in the last three one acts. Pax is in ArtTeam, TCU's musicals and plays, and concert/marching/jazz band. They plan on studying art after high school. Pax is the child of Denise and Brian Meyer.

Sydney Whiteis

Tri-City United HS

Senior

This is the second one act play for Sydney Whiteis. She is also a drum major, ARTeam president, and GSA vice-president, as well as being involved in theatre, knowledge bowl, and robotics. She would like to do psychology research after she graduates. Her parents are James and Amanda Whiteis.

Alex Matchinski

Tri-City United HS

Senior

This is Alex Matchinski's second one act play. Outside of one act, he also is involved in band, speech, robotics, NHS, math team, and BPA. After high school, he plans on studying biomedical engineering. Alex is the son of James and Penny Matchinski.

The MRC OAP Directors and festival judges named Ava Remus of Belle Plaine HS as top female actor. Aidan Miland of Tri-City United HS was named top male actor.

Caption for all-conference team picture:

Back Row L-R: Nathan Panning-NYAC, Michael Ruwersma-LP, Alex Matchinski-TCU, Aidan Miland-TCU, Ava Remus-BP, Merrik Giesen-BP.

Middle Row L-R: Sydney Whiteis-TCU, Pax Meyer-TCU, Elliana Fahey-BP, Audra Cruz-BP, Elsa McCarty-MLUTH, Allie Rasmussen-MLUTH, Josiah Hayes-BP.

Front Row: L-R: Lilly Nelson-NYAC, Carson Mellinger-NYAC, Ava Heimerl-LP, Gabby Davidson-LSH, Aerial Ingles-LSH.

Caption for MVPs picture:

Left-Aidan Miland of TCU HS, right-Ava Remus of Belle Plaine HS.

MEMBER SCHOOLS

**BELLE PLAINE LESTER PRAIRIE LESUEUR-HENDERSON MAYER LUTHERAN
NORWOOD YOUNG AMERICA CENTRAL SIBLEY EAST TRI-CITY UNITED**

533 WELLNESS

I. PURPOSE

The purpose of this policy is to set forth methods that promotes student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards.

II. GENERAL STATEMENT OF POLICY

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

III. WELLNESS GOALS

A. Nutrition Promotion and Education

1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. part of health education classes, as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
 - c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.
2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte/snack lines, vending machines, fundraising events, concession stands, and student stores.

B. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities, and screen time;
2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

C. Communications with Parents

1. The school district recognizes that parents and guardians have a primary role in promoting their children's health and well-being.
2. The school district will support parents' efforts to provide a healthy diet and

daily physical activity for their children.

3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. STANDARDS AND NUTRITION GUIDELINES

A. School Meals

1. The school district will provide healthy and safe school meal programs that comply with all applicable federal, state, and local laws, rules, and regulations.
2. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
3. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.
4. Food service personnel will provide clean, safe, and pleasant settings and adequate time for students to eat.
5. Food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all applicable federal, state, and local laws, rules, and regulations and that reimbursable school meals meet USDA nutrition standards.
6. Food service personnel shall adhere to all applicable federal, state, and local food safety and security guidelines.
7. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
8. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
9. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.

10. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students may eat during such activities.

B. School Food Service Program/Personnel

1. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.
2. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Competitive Foods and Beverages

1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores, and for in-school fundraisers.
2. All competitive foods will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.
3. Before and Aftercare (child care) programs must also comply with the school district's nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.

D. Other Foods and Beverages Made Available to Students

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:
 - a. Celebrations and parties. The school district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
 - b. Classroom snacks brought by parents. The school district will provide to parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards.
2. Rewards and incentives. The board encourages classroom celebrations that promote non-food or beverages as classroom and individual rewards and incentives. Schools shall not withhold food or beverages as punishment. Building administration will develop guidelines for rewards and incentives. These guidelines will be placed in the student handbook.
3. Use of food as an alternative meal may be used with prior approval of building administrator who will coordinate with food services director to ensure adherence to nutritional guidelines.
4. Fundraising. The school district will make available to parents and teachers a list of suggested healthy fundraising ideas.

E. Food and Beverage Marketing in Schools

1. School-based marketing will be consistent with nutrition education and health promotion.
2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards.

V. WELLNESS LEADERSHIP AND COMMUNITY INVOLVEMENT

A. Wellness Coordinator

1. The superintendent will designate a school district official to oversee the school district's wellness-related activities (Wellness Coordinator). The Wellness Coordinator will ensure that each school implements the policy.

2. The principal of each school, or a designated school official, will ensure compliance within the school and will report to the Wellness Coordinator regarding compliance matters upon request.

B. Public Involvement

1. The Wellness Coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy.
2. The Wellness Coordinator will hold meetings, from time to time, for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy. All meeting dates and times will be posted on the school district's website and will be open to the public.

VI. POLICY IMPLEMENTATION AND MONITORING

A. Implementation and Publication

1. After approval by the school board, the wellness policy will be implemented throughout the school district.
2. The school district will post its wellness policy on its website, to the extent it maintains a website.

B. Annual Reporting

The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

C. Triennial Assessment

1. At least once every three years, the school district will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:
 - a. the extent to which schools under the jurisdiction of the school district are in compliance with the wellness policy;
 - b. the extent to which the school district's wellness policy compares to

model local wellness policies; and

- c. a description of the progress made in attaining the goals of the school district's wellness policy.
2. The Wellness Coordinator will be responsible for conducting the triennial assessment.
3. The triennial assessment report shall be posted on the school district's website or otherwise made available to the public.

D. Recordkeeping

The school district will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The school district's written wellness policy.
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public.
3. Documentation of the triennial assessment of the local school wellness policy for each school under the school district's jurisdiction efforts to review and update the wellness policy (including an indication of who is involved in the update and methods the school district uses to make stakeholders aware of their ability to participate on the Wellness Committee).

Legal References: Minn. Stat. § 121A.215 (Local School District Wellness Policy)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
42 U.S.C. § 1758b (Local School Wellness Policy)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966) 7
U.S.C. § 5341 (Establishment of Dietary Guidelines) 7
C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources: Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org
United States Department of Agriculture, www.fns.usda.gov

BOARD OF EDUCATION
INDEPENDENT SCHOOL DISTRICT 2397
LE SUEUR-HENDERSON PUBLIC SCHOOLS
MINUTES OF ORGANIZATIONAL BOARD MEETING
MS/HS MEDIA CENTER AND ZOOM MEETING
JANUARY 3, 2022

Item 1.0 **Call to Order:** The organizational meeting of the Le Sueur-Henderson Board of Education was called to order at 6:32 PM. Board members in attendance were: Brigid Tuck, Matt Hathaway, Brain Sorenson, Steve Cross, Gretchen Rehm and Kelsey Schwartz (via Zoom).

Members Absent: Joe Roby

Also in attendance: Superintendent, Jim Wagner; Hal Goetz, SEIU 284, Allan Riga,

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

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

Item 4.0 **Election of Officers:**

Item 4.1 Board member Rehm nominated Tuck for the position of Board Chair.
No other nominations were made. Director Tuck declared Board Chair.

Item 4.2 Board member Rehm nominated Hathaway for the position of Board Vice Chair. No other nominations were made. Director Hathaway declared Board Vice-Chair.

Item 4.3 Board member Hathaway nominated Schwartz for the position of Board Clerk.
No other nominations were made. Director Schwartz declared Board Clerk.

Item 4.4 Board member Rehm nominated Roby for the position of Board Treasurer.
No other nominations were made. Director Roby declared Board Treasurer.

Item 5.0 **Organizational Items:**

Item 5.1 A resolution was presented to declare Columbus Day in October a non-legal holiday in the Le Sueur-Henderson Public School District pursuant to Minnesota Statute 645.44, Subd. 5. 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 Resolution was duly adopted by the following roll call vote, carried 6-0.

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

- Item 5.2 Motion by Cross, second by Sorenson, carried 6-0, to set the dates, times, and locations of 2022 school board meetings with one (1) business meeting and one (1) work session a month.
- Item 5.3 Motion by Schwartz, second by Rehm, carried 6-0, to authorize the use of facsimile signatures in carrying out the district's business.
- Item 5.4 Motion by Rehm, second by Tuck, carried 6-0, to approve the appointment of Anderson, Skubitz & Coryell, PLLC Law Firm as the designated school district's attorney with a contingency to consult with firms Ratwick, Rosack, and Maloney and Kennedy & Graven when a conflict of interest becomes an issue or when a second legal opinion is needed.
- Item 5.5 Motion by Rehm, second by Sorenson, carried 6-0, to designate the Le Sueur County News is the 2022 official newspaper for the school district. (The Le Sueur County News meets all criteria required under state law provisions.)
- Item 5.6 Motion by Cross, second by Sorenson, carried 5-1, to approve the 2022 Board Member Stipends as follows. *Board member Hathaway dissented.*

Director- Annual Stipend	\$1,750
Chairperson- Annual Stipend	\$ 500
Vice Chairperson- Annual Stipend	\$ 125
Treasurer- Annual Stipend	\$ 250
Clerk- Annual Stipend	\$ 250
Special Meeting Compensation (per meeting)	\$ 40
In/Out of District Meeting Compensation per day	\$ 110
In/Out of District Meeting Compensation per ½ day	\$ 55
Negotiations Committee Member Stipend	\$ 250

Board members shall receive the meeting compensation for all regularly scheduled board meetings during the year regardless of attendance. Board members in attendance of all special board meetings during the year shall receive the meeting compensation listed.

There will not be any additional compensation for committee meetings.

Mileage and meal compensation shall be as established by the school board at its annual organizational meeting.

In/Out of District compensation to board members are available only when compensation is not provided by any other agency or governmental body.

Item 5.7 Motion by Tuck, second by Rehm, carried 6-0, to set the cost of reimbursable meals for employees on school business for 2022 as follows:

Breakfast	\$10.00
Lunch	\$15.00
Dinner	<u>\$25.00</u>
Total Daily Rate	\$50.00

Item 5.8 Motion by Rehm, second by Sorenson, carried 6-0, to set the cost of reimbursable meal allowance rates for participating students and coaches/advisors for MSHSL state tournaments for 2022 as follows:

Breakfast	\$ 5.00
Lunch	\$10.00
Dinner	<u>\$15.00</u>
Total Daily Rate	\$30.00

Item 5.9 Motion by Rehm, second by Tuck, carried 6-0, to reimburse mileage for applicable employees at \$0.585/mile based on the standard mileage rate established by the IRS.

Item 5.10 Motion by Tuck, second by Cross, carried 6-0, to authorize the Superintendent to approve all purchase orders processed in accordance to Policy 797 - Purchasing.

Item 5.11 A resolution was presented directing the administration to make recommendations for reductions in programs and positions and reasons therefore. 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 Hathway said Resolution was duly adopted by the following roll call vote, carried 6-0.

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

Item 6.12 Appointment of Board Committee Members, Representatives and Committee Chairs:

Item 5.12.1 Finance Committee Members and Chair- Hathaway(C), Cross, Roby

Item 5.12.2 Human Resources Committee and Chair- Schwartz(C), Tuck, Cross

Item 5.12.3 Policy Committee Members and Chair- Rehm(C), Cross, Schwartz

Item 5.12.4 Negotiations Committee Members and Chair-Roby(C), Tuck,
Sorenson

- Item 5.12.5 Activities Advisory-Hathaway
- Item 5.12.6 Community Education Council Member- Tuck
- Item 5.12.7 District Staff Development Team-Rehm
- Item 5.12.8 Facilities Steering Committee (3 plus 1 Chair)-Hathaway, Sorenson, Rehm - **Who is Chair?**
- Item 5.12.9 Insurance-Schwartz
- Item 5.12.10 MVED Board Member-Cross
- Item 5.12.11 MN State High School League Liaison-Hathaway
- Item 5.12.12 Professional Growth Committee-Tuck
- Item 5.12.13 World's Best Workforce-Tuck, Cross
- Item 5.12.14 Meet and Confer-Rehm
- Item 5.12.15 Marketing Committee-Schwartz(C)

Item 7.0 **Adjourn:** Motion by Rehm, second by Sorenson, carried by 6-0, to adjourn the meeting at 6:56 P.M.

Board Clerk

Board Chair

Approved on: _____

INDEPENDENT SCHOOL DISTRICT 2397
LE SUEUR-HENDERSON PUBLIC SCHOOLS
MINUTES OF REGULAR BOARD MEETING
MS/HS MEDIA CENTER AND ZOOM MEETING
January 3, 2022

Item 1.0 **Call to Order:** The regular meeting of the Le Sueur-Henderson School Board was called to order at 6:57 PM. Board members in attendance were: Brigid Tuck, Matt Hathaway, Brain Sorenson, Steve Cross, Gretchen Rehm, and Kelsey Schwartz (via Zoom).

Members Absent: Joe Roby

Also in attendance: Superintendent, Jim Wagner; Hal Goetz, SEIU Local 284, Allan Riga

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

Item 3.0 **Mission and Vision Statements**

Item 4.0 **Strategic Plan Review**

Item 5.0 **Approval of Agenda:**

Item 5.1 Motion by Sorenson, second by Hathaway, carried 6-0, to approve the meeting agenda.

Item 6.0 **Open Forum:** Allan Riga - Custodian Contract Negotiations & Mediation

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

Item 7.1 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 Sorenson and upon being seconded by Board Member Hathaway said resolution was duly adopted by the following roll call vote, carried 6-0.

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

Item 7.2 2021-2022 MSBA Directors' Award- Directors Brigid Tuck and Gretchen Rehm

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 Reports

Item 8.2.1 COVID Policies

Motion by Hathaway, second by Sorenson, carried 6-0, to adopt Policy 491 Mandatory COVID-19 Vaccination or Testing and Face Coverings contingent on the Supreme Court decision.

Item 9.0 **Consent Agenda:** Motion by Rehm, second by Cross, carried 6-0, to approve the following consent items:

Item 9.1 District Office Consent Items:

Item 9.1.1 Minutes of December 6, 2021 Regular School Board Meeting

Item 9.1.2 Minutes of December 20, 2021 Special School Board Meeting

Item 9.2 Business Office Consent Items:

Item 9.3 Personnel Consent Items:

Item 9.3.1 Hirings:

Item 9.3.1.1 Technology Director- Bruce Grunzke

Item 9.3.1.2 Business Manager- Bonnie Barnhardt

Item 9.3.2 Resignations:

Item 9.3.3 Requests:

Item 9.3.4: Retirements:

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

Item 10.1 Motion by Cross, second by Sorenson, carried 6-0, to approve resurfacing and painting gym floors at Hilltop and MS/HS.

Item 11.0 **Old Business:**

Item 12.0 **New Business:**

Item 12.1 Motion by Rehm, second by Hathaway, carried 6-0, to enter into Closed Session at 7:45 PM as permitted by Minnesota Statute, Section 13D.05, subdivision 3(a), for the mid-year evaluation of the Superintendent.

Item 12.2 Motion by Rehm, second by Cross, carried 6-0, to re-open the regular board Meeting at 8:15 PM.

Item 12.3 Summary of Closed Session

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

Item 14.0 **Next Meeting Information**

Item 15.0 **Adjourn:** Motion by Cross, second by Sorenson, carried 6-0, to adjourn the meeting at 8:03 PM.

Board Clerk

Board Chair

Approved on: _____



Employment Recommendation Le Sueur - Henderson School District

Position: Special Education Paraprofessional

Recommended Candidate: Kassandra Aguilar

Recommended by: Kern

Date: 2-3-22

To be completed by administrator:

Candidate has current & appropriate certification:

NA

Reference checks completed:

yes

Years of experience granted:

NA

Step Placement:

NA

Highest degree currently held:

Bachelor's Degree

Lane Placement:

NA

Credits beyond highest degree granted:

0

New Position

Existing Position

Replacing:

Additional Information:

- Position in Megan Schwarz program

Approval of Principal: Darren Kern

2/3/22

Electronic Signature

Date

Approval of Superintendent:

Electronic Signature

Date

BILL TO:

Le Sueur-Henderson Public Schools

Date 12/16/2021

Mail or fax PO to: SCHOLASTIC INC.

PO BOX 639852
CINCINNATI OH 45263-9852
FAX: 800-560-6815

email: educationorders@scholastic.com

SHIP TO:

YOUR PO#

TOTAL FROM BELOW \$ 5,997.00

CONTACT INFORMATION:

Peter Helberg
MN, ND, SD
PHelberg@Scholastic.com
612-418-5278

2022 EDUCATION

Prices Expire August 31, 2022

Items listed are subject to availability.

DESCRIPTION	ITEM #	QTY	YOUR PRICE	YOUR PRICE	AMOUNT
Professional Development: <Bill up front*>					
Literacy Instructional Coaching (1-9 days)	4AZ-650208	2		\$2,499.00	\$ 4,998.00
60 min office hours for Q & A	4AZ-715540	1		\$999.00	\$ 999.00
60 min office hours for Q & A	4AZ-715540	1		GRATIS	

<p>**State law requires sales tax be added to your order unless we have sales tax exemption certificate on file. Tax on this quote may be your estimated tax, <i>actual tax will be charged at the time of shipping</i>. Scholastic terms are FOB shipping point unless otherwise noted on the purchase order. If tax has been added to your order and you are exempt from sales tax, please fax your "sales tax exemption certificate" to 1-800-560-6815 or mail to Scholastic Inc., 2931 E. McCarty Street, Jefferson City, MO., 65101.</p> <p style="text-align: center;">THANK YOU FOR YOUR BUSINESS!</p> <p style="text-align: center;">Customer Service 1-800-724-6527 Option 3</p>	Subtotal	\$ 5,997.00
	9% S&H	FREE
	**Tax ___%	
	TOTAL	\$ 5,997.00

<p>Most deliveries in the US can be expected in approximately 2 weeks after your order/PO is received.</p>	*CUSTOMER BILLING PREFERENCE <PD>		<p>F.O.B. POINT Jefferson City, MO</p>	<p>NEED BY DATE:</p>	<p>TERMS Net 30</p>
	BILL UP FRONT	BILL ON DELIVERY			

Prices subject to change - prices based on total purchase - all delivery, training or consulting services to be billed at published rates for each activity involved.

Unless otherwise noted, all services must be delivered within 24 months of purchase. Courses are priced to not exceed attendance of 30 teachers unless otherwise noted. We specifically disclaim any and all warranties, express or implied, including but not limited to any implied warranties or with regard to any licensed products. No part of the Services or any related materials may be videotaped, audio taped, photographed or in any way copied, excerpted, reproduced or distributed without the prior written consent of Scholastic. Participants must also refrain from using their cell phones and other electronic devices during the presentation of the Services. To ensure the quality of the Services for other Participants, Participants may be asked to leave if they engage in this activity. Further, they may be prohibited from participating in future Scholastic programs. We shall not be liable for any loss of profits, business, goodwill, data, interruption of business, nor for incidental or consequential merchantability or fitness of purpose, damages related to this agreement.

Resolution in Support of the Congressional IDEA Full Funding Act

WHEREAS, the Le Sueur-Henderson School District recognizes the need for a strong investment in the Individuals with Disabilities Education Act (IDEA); and

WHEREAS, the Individuals with Disabilities Education Act was first enacted in 1975 to help ensure that all students with disabilities will have access to a free appropriate public education and IDEA's enactment more than 45 years ago, the current federal investment in IDEA is less than 14 percent; and

WHEREAS, with the enactment of IDEA, the United States Congress committed to fund up to 40 percent of the additional cost of special education, thereby promising to provide up to 40 percent of the national average per pupil expenditure, which is currently estimated at \$13,828 by the U.S. Department of Education; and

WHEREAS, our nation's school districts face an increased demand for greater resources to fulfill the needs of students under IDEA, including those for students affected by multiple disabilities whose individual education plans require more resources; and

WHEREAS, with each increase in the IDEA child count, the Le Sueur-Henderson School Board and others throughout the country continue to adjust their budgets to accommodate this increased need and ensure that each child educated through IDEA receives the appropriate supports, with some school districts dedicating forty percent or more of their general education budgets to special education services; and,

WHEREAS, Le Sueur-Henderson school district has a \$ _____ cross-subsidy for FY 20. ([Link to MDE Special Education Cross-Subsidy Report FY 2020](#)), which is a one part of the statewide cross-subsidy that was more than \$673 million in FY 20, and is expected to grow to \$806 million in FY 25.

BE IT RESOLVED, that the Le Sueur-Henderson School Board supports the IDEA Full Funding Act that will help strengthen the federal investment in special education by authorizing a ten-year plan to fully fund the federal share of IDEA; and

BE IT RESOLVED, that the Le Sueur-Henderson School Board urges Congress' strong bipartisan support for and passage of the IDEA Full Funding Act; and,

NOW, THEREFORE BE IT RESOLVED that the Le Sueur-Henderson School Board remains committed to providing students with disabilities and their families the supports they need.



Le Sueur - Henderson Public Schools

NWEA and MCA Assessment Results 2020-2021

World's Best Workforce:

- results 2020-2021
- goals 2021-2022

Area Comparisons of Proficiency on Spring 2021 MCA tests

District	Grade 3 Reading	Grade 3 Math	Grade 4 Reading	Grade 4 Math	Grade 5 Reading	Grade 5 Math	Grade 5 Science	Grade 6 Reading	Grade 6 Math	Grade 7 Reading	Grade 7 Math	Grade 8 Reading	Grade 8 Math	Grade 8 Science	Grade 10 Reading	Grade 10 Math	Grade 11 HS Science
LSH	40	53.6	43.3	45.9	57.4	41	47.5	43.9	24.4	59.1	60	52.4	46.4	20.9	62.5	33.3	54.7
Sibley East	35.7	58.9	48.6	58.3	46.8	37.1	39	44.2	26.7	31.9	22.5	45.3	18.4	17.1	41.3	30	32.9
St. Peter	46.3	71.4	44.5	52.6	52.7	38.8	33.1	42.1	28.8	46.7	37.7	46.6	34.6	24.2	60.7	36	52.6
NVA	43.6	50.9	70.2	62.5	64.4	49.2	48.3	66.4	31.6	43.9	37.5	48.3	26.3	23.7	53.8	39.3	37.9
WEM	65	75	57.4	59.6	69.6	32.7	53.8	44.6	43.6	37.9	31.8	44.8	37.3	32.8	60.8	37.5	42.5
Belle Plaine	49.2	62.2	49.1	69.1	59.5	39.7	63.6	64	31.3	46.1	36.6	47.3	21.2	30	70.1	37.8	45.6
Average	46.6	62	52.1	58	56.7	39.75	47.5	51.2	31	47.9	37.6	47.45	30.7	24.7	58.2	35.6	44.3

2020-2021 Park Elementary

Data at a Glance

Winter 2021 NWEA	Fall to Winter Met Growth
Kindergarten	NA--NA
1st Grade	34.1%(R) 50%(M)
2nd Grade	56 %(R) 42.9 %(M)
3rd Grade	52.8 %(R) 54.5%(M)

Park

2021 MCAs	Reading	Math
3rd Grade	40% State -48.2	45.9% State-53.6%

MCA Reading Proficiency in Grade 3

				2013	2014	2015	2016	2017	2018	2019	2021	
Reading	Does Not Meet	23	41.8									
Grade 3	Partially Meets	10	18.2									
	Meets	17	30.9	47.8	66.3	48.61	63.3	51.67	48.24	38.81	40	LSH
	Exceeds	5	9.1	57.4	58.2	58.9	59.7	56.5	56.2	54.6	48.2	State
				-9.6	8.1	-10.29	3.6	-4.83	-7.96	-15.79	-8.2	Above/ Below average
	Total	55/58	94.80%									

3rd grade Reading



MCA Math Proficiency in Grade 3

				2013	2014	2015	2016	2017	2018	2019	2021	
Math	Does Not Meet	15	26.8									
Grade 3	Partially Meets	11	19.6	63.3	75.3	66.7	70.5	66.67	70.59	56.72	53.6	LSH
	Meets	19	33.9	71.5	71.9	70.9	69.4	68.1	67	65.6	57	State
	Exceeds	11	19.6	-8.2	3.4	-4.2	1.1	-1.43	3.59	-8.88	-3.4	Above/ Below Average
	Total	56/58	96.6									

3rd grade Math



2020-2021 Hilltop Elementary

Data at a Glance

Winter 2021 NWEA	Met Growth (Fall 2020- Winter 2021)
4th Grade	45% (R) 50.8% (M)
5th Grade	46.8% (R) 46.8% (M)

Hilltop Continued

2021 MCAs	Reading	Math	Science
4th Grade	43.3% State-49.2	45.9% State-53.6%	--
5th Grade	57.4% State-59.3	41% State 40.9%	47.5% State-47.9

MCA Reading Proficiency in Grade 4

Reading				2013	2014	2015	2016	2017	2018	2019	2021
Grade 4	Does Not Meet	20	33.3								
	Partially Meets	14	23.3	44.4	53.5	60.23	56	61.19	60	51.85	43.3 LSH
	Meets	19	31.7	54.2	55.2	57.9	58.3	56.8	56.2	55	49.2 State
	Exceeds	7	11.7	-9.8	-1.7	2.33	-2.3	4.39	3.8	-3.55	-5.9
Total		60/62	96.80%								Above/ Below average

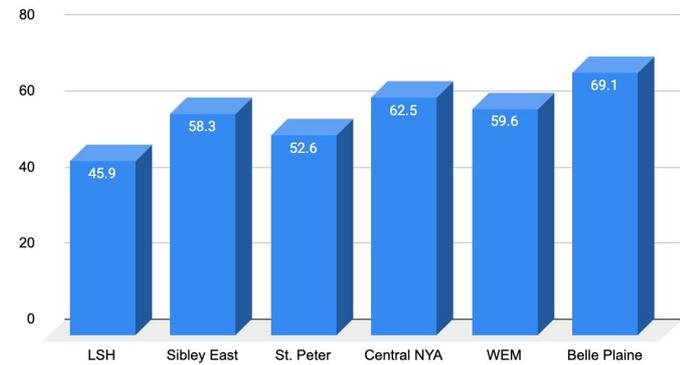
4th Grade Reading



MCA Math Proficiency in Grade 4

Math				2013	2014	2015	2016	2017	2018	2019	2021
Grade 4	Does Not Meet	21	34.4								
	Partially Meets	12	19.7	49.2	75.6	75	71.1	71.21	66.67	70.37	45.9 LSH
	Meets	16	26.2	71.3	70.3	70	68.7	66.7	65.5	63.9	53.6 State
	Meets or Exceeds:										
	Exceeds	12	19.7	45.9	-22.1	5.3	5	2.4	4.51	1.17	6.47
Total		61/62	98.4								

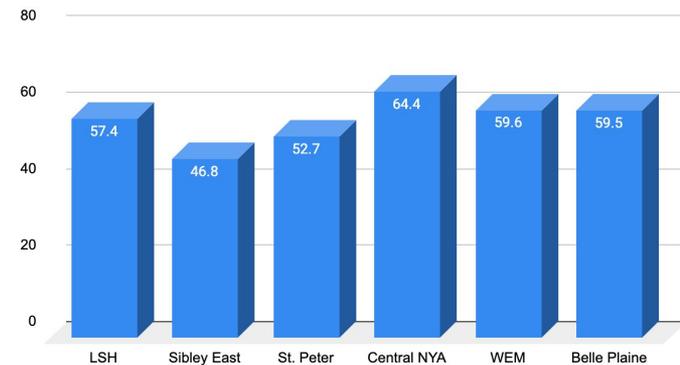
4th Grade Math



MCA Reading Proficiency in Grade 5

Reading				2013	2014	2015	2016	2017	2018	2019	2021
Grade 5	Does Not Meet	12	19.7								
	Partially Meets	14	23	53.6	66.7	62.96	72.6	60.53	70.15	80.7	57.4 LSH
	Meets	29	47.5	63.1	67	66.7	67.7	67.5	67.4	65.8	59.3 State
	Meets or Exceeds:										
	Exceeds	6	9.8	-9.5	-0.3	-3.74	4.9	-6.97	2.75	14.9	-1.9
Total		61	100%								

5th Grade Reading



MCA Math Proficiency in Grade 5

Math				2013	2014	2015	2016	2017	2018	2019	2021
Grade 5	Does Not Meet	21	34.4								
	Partially Meets	15	24.6	34.5	61.9	54.32	62.7	63.64	62.12	63.16	41 LSH
	Meets	20	32.8	59.1	60.9	59.7	58.8	57.1	55.3	52	40.9 State
	Exceeds	5	8.2	Meets or Exceeds: 41	-24.6	1	-5.38	3.9	6.54	6.82	11.16
Total		61/62	98.40%								

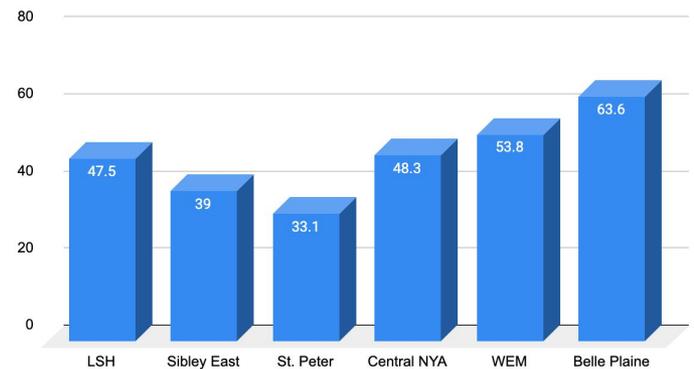
5th grade Math



MCA Science Proficiency in Grade 5

Science				2017	2018	2019	2021	
Grade 5	Does Not Meet	14	23					
	Partially Meets	18	29.5	59	75	69	47.5 LSH	
	Meets	24	39.3	60	58.2	54.9	47.9 State	
	Exceeds	5	8.2	Meets or Exceeds: 47.5	-1	16.8	14.1	-0.4
Total		61/62	98.4					

5th Grade Science



2020-2021 Middle School Data at a Glance

Fall 2020 NWEA	Reading	Math
6th Grade	61.9%	69.2%
7th Grade	75.9%	89.4%
8th Grade	70.7%	77.5%

MS Data at a Glance

2021 MCAs	Reading	Math	Science
6th Grade	43.9% State-54.9%	24.4% State-36.8%	--
7th Grade	59.1% State-48.1%	60% State-37.2%	--
8th Grade	52.4% State-49.4%	46.4% State-39.4%	24.3% State-33.8%

6th grade Reading

Reading				2013	2014	2015	2016	2017	2018	2019	2021	
Grade 6	Does Not Meet	24	36.4									
	Partially Meets	13	19.7	41.9	43.3	43.94	65.1	58.25	48.28	62.96	43.9	LSH
	Meets	21	31.8	58.8	60.3	63.9	62.3	63.4	64.9	62.8	54.9	State
	Meets or Exceeds:											
	Exceeds	8	12.1	43.9	-16.9	-17	-19.96	2.8	-5.15	-16.62	0.16	-11
	Total	66/98	67.30%									Above/ Below Average

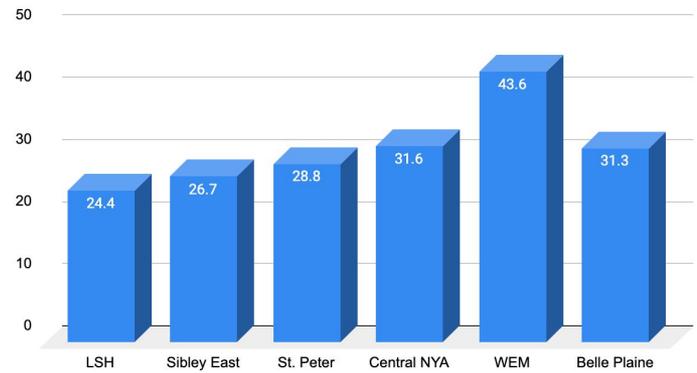
6th Grade Reading



6th grade Math

Math				2013	2014	2015	2016	2017	2018	2019	2021	
Grade 6	Does Not Meet	41	52.6									
	Partially Meets	18	23.1	32.3	11.2	34.85	38.8	51	37.93	43.21	24.4	
	Meets	14	17.9	55.9	56.1	57.9	55.9	55.2	54.3	50.2	36.8	State
	Meets or Exceeds:											Above/ Below Average
	Exceeds	5	6.4	-23.6	-44.9	-23.05	-17.1	-4.2	-16.37	-6.99	-12.4	
	Total	86/98	87.80%									

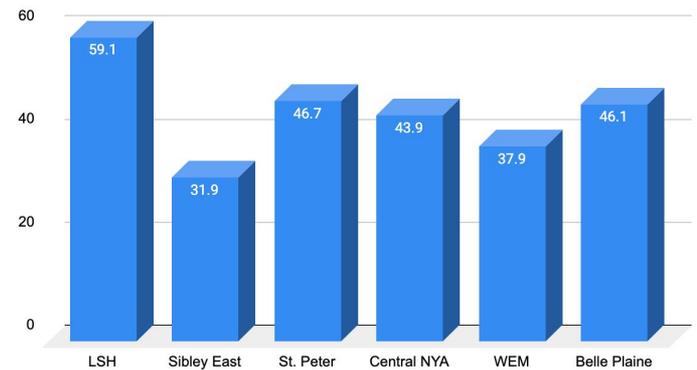
6th Grade Math



7th grade Reading

Reading				2013	2014	2015	2016	2017	2018	2019	2021	
Grade 7	Does Not Meet	10	22.7									
	Partially Meets	8	18.2	39.4	47.2	31.82	50	52.44	61.9	41.67	59.1	LSH
	Meets	23	52.3	53.9	55.8	55.7	56.6	57.5	58.7	52.1	48.1	State
	Meets or Exceeds:											Above/ Below average
	Exceeds	3	6.8	-14.5	-8.6	-23.88	-6.6	-5.06	3.2	-10.43	11	
	Total	44/69	65.20%									

7th grade Reading



7th grade Math

Math				2013	2014	2015	2016	2017	2018	2019	2021
Grade 7	Does Not Meet	10	16.7								
	Partially Meets	14	23.3	25.7	27.3	21.59	41.2	43.21	53.57	41.67	60 LSH
	Meets	27	45	54.3	55.6	55	56.2	54.9	55	52.1	37.2 State
	Exceeds	9	15	-28.6	-28.3	-33.41	-15	-11.69	-1.43	-10.43	22.8
	Meets or Exceeds:	60									Above/ Below Average
	Total	61/69	88.40%								

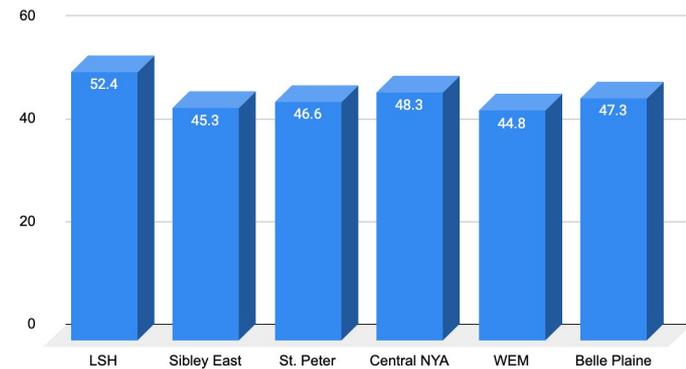
7th grade Math



8th grade Reading

Reading				2013	2014	2015	2016	2017	2018	2019	2021
Grade 8	Does Not Meet	20	31.7								
	Partially Meets	10	15.9	37.8	42.4	36.67	44.9	44.78	41.03	52.08	52.4 LSH
	Meets	28	44.4	53.8	55.6	56.2	57	58.7	59.1	57.6	49.4 State
	Exceeds	5	7.9	-16	-13.2	-19.53	-12.1	-13.92	-18.07	-5.52	3
	Meets or Exceeds:	52.4									Above/ Below Average
	Total	66/75	88%								

8th grade Reading



8th grade Math

Math				2013	2014	2015	2016	2017	2018	2019	2021	
Grade 8	Does Not Meet	12	17.4									
	Partially Meets	25	36.2	60	54.4	64.84	51.1	60.87	65.38	64.29	46.4 LSH	
	Meets	20	29	57.3	58.2	58	58	58	57.9	55	39.4 State	
	Meets or Exceeds:										Above/ Below Average	
	Exceeds	12	17.4	46.4	2.7	-3.8	6.84	6.9	2.87	7.48	9.29	7
Total		70/75	93.30%									

8th grade Math



8th grade Science

Science				2017	2018	2019	2021	
Grade 8	Does Not Meet	26	37.1					
	Partially Meets	27	38.6	23.2	25.3	36.5	24.3 LSH	
	Meets	15	21.4	46.2	45.2	43	33.8 State	
	Meets or Exceeds:						Above/ Below Average	
	Exceeds	2	2.9	24.3	-23	-19.9	-6.6	-9.5
Total		70/78	89.7					

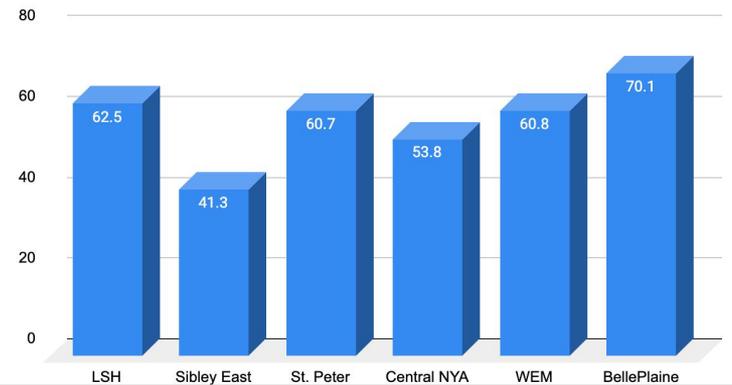
HS Data at a Glance

2021 MCAs	Reading	Math	Science
10th Grade	62.5% State-58.1%	--	--
11th Grade	--	33.3% State-41.2%	--
10/12th Grade	--	--	54.7% State-48.3%

10th grade Reading

Reading				2013	2014	2015	2016	2017	2018	2019	2021	
Grade 10	Does Not Meet	11	17.2									
	Partially Meets	13	20.3	61.3	49.3	53.41	49.3	64.77	44.4	44.12	62.5 LSH	
	Meets	20	31.3	62.2	60	57.2	58.9	60.3	59.9	60.4	58.1 State	
	Meets or Exceeds:											
	Exceeds	20	31.3	62.5	-0.9	-10.7	-3.79	-9.6	4.47	-15.5	-16.28	4.4 Above/ Below Average
	Total	67/91	73.60%									

10th Grade Reading



11th grade Math

Math				2013	2014	2015	2016	2017	2018	2019	2021	
Grade 11	Does Not Meet	18	35.3									
	Partially Meets	16	31.4	40.3	45.8	35.1	38.2	39.66	44.44	32.5	33.3 LSH	
	Meets	13	25.5	51.5	49.8	48.7	47.1	48.3	47.9	45	41.2 State	
	Meets or Exceeds:											
	Exceeds	4	7.8	33.3	-11.2	-4	-13.6	-8.9	-8.64	-3.46	-12.5	-7.9 Above/ Below Average
	Total	52/81	64.20%									

11th grade math



HS Science

Science				2107	2018	2019	2021			
HS	Does Not Meet	13	17.3							
	Partially Meets	21	28	49.3	50	27.3	54.7 LSH			
	Meets	30	40	56.3	52.2	54.4	48.3 State			
	Exceeds	11	14.7	Meets or Exceeds: 54.7		-7	-2.2	-27.1	6.4	Above/Below Average
	Total	75	---							

HS Science



ACT Results

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

Year	Number of Students Tested School	Percent Who Met Benchmarks					Met All Four School
		English School	Mathematics School	Reading School	Science School		
2016-2017	54	44	39	31	35	24	
2017-2018	75	64	40	37	31	19	
2018-2019	44	32	27	16	18	7	
2019-2020	0	-	-	-	-	-	
2020-2021	26	46	38	42	19	15	

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested School	Average ACT Scores					Composite School
		English School	Mathematics School	Reading School	Science School		
2016-2017	54	18.0	19.9	19.9	20.7	19.7	
2017-2018	75	19.6	20.2	20.8	20.9	20.5	
2018-2019	44	16.1	18.6	18.0	19.6	18.2	
2019-2020	0	-	-	-	-	-	
2020-2021	26	18.0	20.5	20.9	20.2	20.0	

ACT Results

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

Year	Number of Students Tested School	Percent Who Met Benchmarks					Met All Four School
		English School	Mathematics School	Reading School	Science School		
2016-2017	0	-	-	-	-	-	
2017-2018	0	-	-	-	-	-	
2018-2019	0	-	-	-	-	-	
2019-2020	0	-	-	-	-	-	
2020-2021	32	34	28	28	34	16	

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested School	Average ACT Scores					Composite School
		English School	Mathematics School	Reading School	Science School		
2016-2017	0	-	-	-	-	-	
2017-2018	0	-	-	-	-	-	
2018-2019	0	-	-	-	-	-	
2019-2020	0	-	-	-	-	-	
2020-2021	32	17.7	19.3	19.8	19.8	19.3	

Graduation Rate Trend



Organization	Year	Graduated count	Graduated %
Statewide	2016	54,071	82.5%
	2017	54,843	82.7%
	2018	55,869	83.2%
	2019	57,171	83.7%
	2020	56,684	83.8%
Le Sueur-Henderson School District	2016	65	89.0%
	2017	83	90.2%
	2018	52	81.3%
	2019	85	93.4%
	2020	75	93.8%

Area Graduation Rate Trends

Graduation Rate	State	LSH	Sibley East	St. Peter	NYA	WEM	Belle Plaine
2016	82.5	89	91	93	95.5	90	89.5
2017	82.7	90.2	89.5	87.2	91.5	86.4	91.8
2018	83.2	81.3	93.7	94.3	96.1	88.2	88.7
2019	83.7	93.4	87.3	87.9	95.8	93.3	94.4
2020	83.8	93.8	91	90.5	93.8	91.2	91.6
2021		92					

World's Best WorkForce

What is World's Best Workforce (WBWF)?

Passed in 2013 under Minnesota statutes, section 120B.11, the development and implementation of WBWF is meant to ensure that school districts and charter schools in Minnesota enhance student achievement. As a result, school boards that govern districts and charter schools are required to develop a comprehensive, long term strategic plan that supports and improves teaching and learning.



World's Best Workforce results 2020-2021, goals 2021-2022

- Goal area 1- All students ready for school
- Goal area 2- All students read on grade level by grade three
- Goal area 3- All achievement gaps closed
- Goal area 4- All students college and career ready
- Goal area 5- All students graduate

Equitable Access to Excellent and Diverse Educators

WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

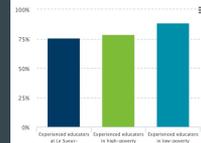
- New teacher mentoring program
- Peer coaching program
- Personal day increase with years of service
- Higher pay for advanced degrees

In 2020-2021, The Le Sueur- Henderson School District had :

Percentage of experienced educators

Note: An experienced educator has more than three years of experience.

This district has 30.63% of students receiving free or reduced-price meals and is considered neither a high- nor low-poverty district.

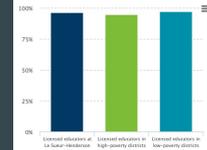


Category	Percent experienced
Experienced educators at Le Sueur-Henderson School District	75.06%
Experienced educators in high-poverty districts statewide	78.50%
Experienced educators in low-poverty districts statewide	88.90%

Percentage of licensed educators

Note: Licensed educators have a license or permission in the subject areas of the courses being taught.

This district has 30.63% of students receiving free or reduced-price meals and is considered neither a high- nor low-poverty district.

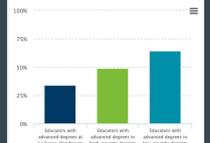


Category	Percent taught by licensed educators
Licensed educators at Le Sueur-Henderson School District	96.55%
Licensed educators in high-poverty districts statewide	94.83%
Licensed educators in low-poverty districts statewide	97.13%

Percentage of educators with advanced degrees

Note: Educators with advanced degrees possess a master's degree or more.

This district has 30.63% of students receiving free or reduced-price meals and is considered neither a high- nor low-poverty district.



Category	Percent with advanced degrees
Educators with advanced degrees at Le Sueur-Henderson School District	33.78%
Educators with advanced degrees in high-poverty districts statewide	48.54%
Educators with advanced degrees in low-poverty districts statewide	64.12%

What are some challenges LSH has faced regarding in-field, experienced, excellent teachers?

Some of the staff turnover in the past 7 years:

Elementary Reading/Title- 8 different people, 0 Reading Specialist licensed

Elementary ELL- 3 different people, 1 licensed ELL

MS/HS English- 7 different people

MS/HS Math 4 different people

MS/HS Science- 7 different people

District Wide SPED- 17 different teachers + MVED

Administrators-3 supt +1 interim, 9 Principals, 2 AD/Dean

Equitable Access to Excellent and Diverse Educators

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Race/Ethnicity	Student	Teaching staff
White	77.4%	89.4%
Hispanic or Latino	16.1%	2%
Two or more races	4%	0%
Black or African American	1.7%	0%
American Indian or Alaskan Native	0.3%	0%
Native Hawaiian or Pacific Islander	0.2%	1%
Asian	0.2%	5%

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district?

- KSP 150- Exploring Careers in Education
 - Minnesota State University-Mankato Interview panels
 - Minnesota State University-Mankato teacher candidate placement
-

2020-2021-Goal 1- All Students Ready For School

Goal	Result	Goal Status
The LSH School district had 4.68% of Kindergarten students arriving for school unscreened in the 2019-2020 school year and will maintain the percentage of Kindergarten students arriving for school unscreened to 5% or lower in the 2020-2021 school year.	Goal Not Met- 7.55% of LSH Kindergarten students were unscreened at the start of the 2020-2021 school year. (4/53)	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

2021- 2022 Goal Area 1- All Students Ready for School

The Le Sueur- Henderson School District had 7.55% of students arriving for Kindergarten unscreened for the 2020-2021 school year. By the 2022-2023 school year, LSH schools will reduce that percentage to 5% or fewer Kindergarten students arriving in the Fall unscreened.

2020-2021 Goal 2-All students achieving grade level

Goal	Result	Goal Status
The LSH School District will increase the percentage of students whose Winter NWEA Reading scores fall in the Average, High Average and High Categories from 63.3% as 2nd graders to 68% of students as 3rd graders.	62.5% of LSH School District 3rd graders scores on the Winter NWEA Reading test fell into the Average, High Average and High Categories.	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

2021-2022 Goal 2- All students reading on grade level by 3rd grade

The Fall NWEA Reading test indicates a prediction of twelve third grade students who will score in the partially meets category on the Spring 2022 MCA Reading Test. Of those 12 students, 41.67% will move to the meets category by the Spring MCA Reading test.

2020-2021 Goal 3- All achievement gaps closed

Goal	Result	Goal Status
As measured by the Spring 2019 Reading MCA test, 52.5% of "All" students in the LSH School District were proficient. 38.9% of students who qualify as "Free and Reduced" demonstrated proficiency on the same exam. This is a 13.6% gap between the groups. We will continue to close that gap to 11% or less by Spring 2021, as measured by the MCA Reading Assessment.	51.2% of "All" students who took the Spring MCA Reading test in the LSH School District demonstrated proficiency on the exam. 41.7% of students who qualify as "Free and Reduced" demonstrated proficiency on the same exam. This is a 9.5% gap between the two groups.	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

2021-2022 Goal 3- All achievement gaps closed

On the Spring 2019 MCA Reading tests, 29.1% of Hispanic/Latino students, 38.6% of Free and Reduced students, and 26.2% of Special Education students demonstrated proficiency. Le Sueur- Henderson School district will raise those percentages to 35% of Hispanic/Latino students, 45% of Free and Reduced students and 32% of Special Education students demonstrating proficiency on the Spring 2022 Reading MCA tests.

2020-2021 Goal 4- All students college and career ready

Goal	Result	Goal Status
The average composite score of Le Sueur- Henderson students who took the ACT in 2018-2019 was 18.2. The average composite score will increase 1 point by the 2020-2021 ACT test and continue to increase 1 point each year over the next two years to meet and exceed the national average score of 20.8	The average composite score for Le Sueur- Henderson students who took the ACT in 2020-2021 was 19.6.	Check one of the following: <input checked="" type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

2021-2022 Goal 4 All students college and career ready

- The percentage of LSH's graduating students who have earned college credit in articulated concurrent enrollment, dual credit, PSEO courses or earned a score of 3+ on an AP exam will increase from 40.8% in 2021 to 50 % in 2022.
- The percentage of LSH's graduating students in 2022 who have received an industrial certification or earned credit in a CTE course will increase from 90.14% in 2021 to 94 % in 2022.

2020-2021 Goal 5- All students graduate

Goal	Result	Goal Status
The Le Sueur- Henderson High School will maintain a graduation rate of 93% or higher for eligible seniors in the 2020-2021 school year.	The preliminary data for graduation rate for eligible seniors Spring 2021 is 92%	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

2021-2022 Goal 5- All students graduate

- Preliminary data shows that Le Sueur-Henderson High School had a graduation rate of 92% of seniors graduating in Spring 2021. By Spring of 2022, the graduation rate will improve to 95% of seniors graduating.
- The percentage of juniors who are on- track with credit completion by the end of the school year will increase from 85.9% in 2021 to 90% in 2022.

Q & A

Questions?

Discussion?



LE SUEUR - HENDERSON PUBLIC SCHOOLS

Request for Proposal
February 3, 2022



Contact:
David M. Maroney, AIA/NCARB
Vice President
ATSR Planners/Architects/Engineers
dmaroney@atsr.com
p: 763.525.3226

A T S R

PLANNERS + ARCHITECTS + ENGINEERS

COVER LETTER



PLANNERS + ARCHITECTS + ENGINEERS

February 3, 2022

Mr. Jim Wagner, Superintendent
ISD 2397 LeSueur-Henderson Public Schools

Re: ATSR Statement of Qualifications and Proposal for Pre-Referendum Services

Dear Superintendent Wagner,

Thank you for inviting ATSR to submit our qualifications and assist Le Sueur - Henderson Public Schools bond referendum planning team. We know how important the success of this project is to your District; it is very important to us as well. We are ready to engage with your committees and community as follows:

Step 1: Get to know your District, enrollment history, enrollment projections, utilization of each building. Work with you to develop/confirm your options for facility needs, provide concept plans, develop cost estimates with Kraus-Anderson and assist by sharing with user groups and stake holders.

- We propose a fixed fee, hourly not-to-exceed \$25,000, plus standard reimbursables.

Step 2: Provide pre-referendum services and assist with preparing promotional materials and messaging.

- We propose a fixed fee, hourly not-to-exceed \$7,500 plus standard reimbursables.

Step 3: Provide resulting project development, architecture/engineering design, preparation of quality construction documents for competitive contractor bids, construction phase administration to enable on-time completion, then 1-year post occupancy evaluation to confirm that the solution meets your needs.

- We propose an AIA Owner-Architect Agreement with A/E fees based on size and type of actual project (i.e., LTFM, renovations, additions, renovations, new construction)

ATSR partners and staff are passionate about PreK-12 education. Our commitment extends to understanding future directions in education and planning/designing facilities that serve your District, your students, and the Le Sueur - Henderson community for the future. We value our successful projects developed with you and hope to continue by helping your new team with challenges and opportunities in your schools. ATSR is ready to begin and available to meet your School Board at your February 22, 2022 Board Work Session as your District's architect. Please let me know if you have any questions.

Sincerely,

David M. Maroney, AIA/NCARB
ATSR Vice President / Executive Officer

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1.0 FIRM PROFILE

FIRM INFORMATION

ATSR Planners | Architects | Engineers
8501 Golden Valley Road, Suite 300
Minneapolis, Minnesota 55427
David Maroney, AIA | NCARB
ATSR Vice President
dmaroney@atsr.com | 763.525.3226

ATSR is a nationally recognized, multi-disciplinary planning, architectural, and engineering firm specializing in PreK-12 school facilities. Founded in 1944, ATSR is a Minnesota registered "S" corporation and is privately held by active partners in the firm. We're proud to successfully provide long-term relationships with school districts, some for more than 69 years.

EXPERIENCE

Over the past ten years, ATSR has designed approximately \$2 billion of school construction. As PreK-12 school specialists, 98% of our annual work is planning and designing educational facilities. Comprehensive in-house disciplines and a single-source of responsibility means dedicated support and exceptional service to you. Our 78 years of continuous service is a testimony to our values. Our experience is your resource to provide successes exceeding your expectations.

PHILOSOPHY

ATSR's philosophy is that a successful project enhances our clients' program/aesthetic needs, while adhering to budget/schedule requirements. Communication and user-group involvement are essential for a successful project. Design is an evolving process - a collaboration between architect and the building users and owners.

SERVICES

ATSR provides comprehensive services for your benefit as your single-source of responsibility. Our depth of experience and knowledge gives you the confidence of ATSR's single-point source with accountability.

ATSR provides **in-house services** for you:

- Educational adequacy studies
- Facility analysis | Space utilization
- Building condition assessments
- Pre-bond referendum planning/assistance
- Architecture and Interior Design
- 'Future-Ready' learning design
- Educational Facility Planning
- Mechanical engineering
- Electrical engineering
- Technology design (voice|data|video|security|infr)
- Landscape architecture
- Sustainability | LEED | Energy rebates
- Scheduling | Cost estimating
- Fixtures, Furniture, and Equipment (FF&E)
- Food service design
- Hardware design | Roof design
- Specifications for all disciplines noted above

ATSR'S CONSULTANTS

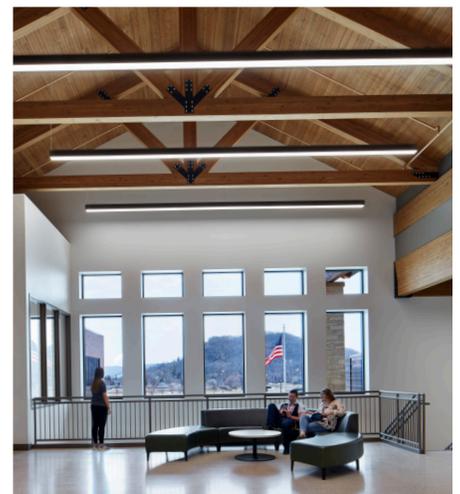
ATSR utilizes consultants we have long-term relationships with for the following disciplines:

- Civil engineering
- Structural engineering
- Acoustical design
- Enrollment demographics



"ATSR has developed deep relationships for a long time with vendors and manufacturers I trust. In my 35 years of experience doing this, it is nice to have that commonality of understanding that no matter what ATSR selects, it is of quality and thought-out well. The ATSR relationship for continued support after the initial build is strong!"

*Carl Menk, Director of Information Technologies and Facilities
Tri-City United (TCU) School District*



1 . 0 F I R M P R O F I L E

ATSR MANAGEMENT AND KEY PERSONNEL

Dean S. Beeninga, AIA NCARB REFP LEED	President Exec. Officer*	34 years of experience
David M. Maroney, AIA NCARB	Vice President Exec. Officer*	40 years of experience
Paul W. Erickson, AIA NCARB REFP	Past President Exec. Officer*	44 years of experience
Daniel C. Moll, AIA CID LEED AP BD+C	Partner Architecture*	45 years of experience
William W. Martin, AIA CDT CCCD	Partner Construction Admin.	48 years of experience
Nicholas Achina, PE	Partner Electrical	30 years of experience
Eric Anderson, AIA	Partner Architecture	20 years of experience
Joe Anton, AIT CSI & AIA Associate	Partner Architecture	17 years of experience
Sarah Fox, AIT NCARB LEED Associate	Partner Architecture	22 years of experience
Nancy LaBissoniere, AIA	Partner Architecture	30 years of experience
Peter Lacey, RIBA LEED AP	Partner Architecture	25 years of experience
Blayne Parkos, PE LEED AP BD+C	Partner Mechanical	21 years of experience
Kara Rise, IIDA LEED AP ID+C	Partner Interiors	16 years of experience
Jennifer Miller	Assoc. Partner Interiors	14 years of experience
Patrick Collins, PE	Assoc. Partner Mechanical	7 years of experience

* ATSR Board of Director

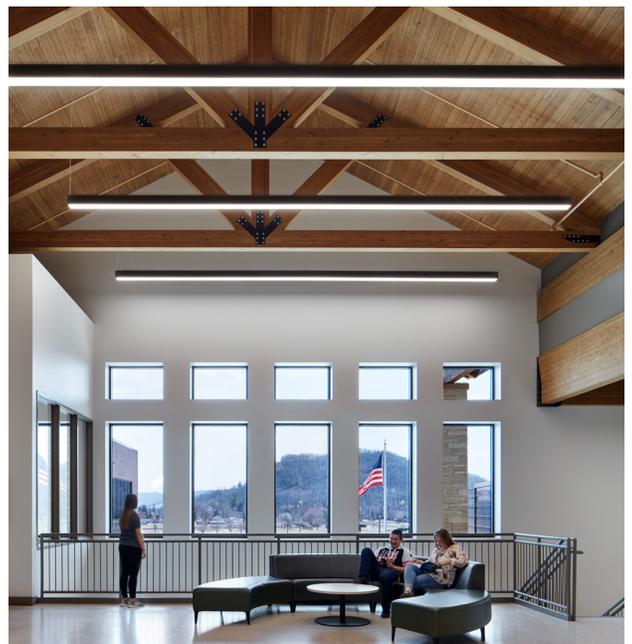
Staffing by Discipline

<p>Architecture</p> <ul style="list-style-type: none"> 8 Architects (licensed) 8 Architectural Designers/Technicians 3 Interior Designers 1 Landscape Architect/Site Development 2 Contract Administration 2 Specifications / Quality Control 	<p>Mechanical</p> <ul style="list-style-type: none"> 2 Mechanical Engineers (licensed) 6 Designers / Technicians <p>Educational Planning</p> <ul style="list-style-type: none"> 2 Educational Planners 	<p>Electrical / Technology</p> <ul style="list-style-type: none"> 1 Electrical Engineer (licensed) 2 Electrical Designers / Technicians 1 Technology Designers / Specialists <p>Support</p> <ul style="list-style-type: none"> 5 Admin / Marketing / Support
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COMMITMENT TO EDUCATION

ATSR is corporately committed to the education community. We are actively involved in professional education organizations and lead the way with new ideas and resources, serving as a valued partner to our clients. ATSR partners make presentations and author articles on school design issues at the state, national, and international levels. Our educational projects in the past ten years include:

- 36 new elementary schools
- 12 PreK-12 schools
- 3 K-8 schools & 9 1-10 schools
- 150+ facility assessments and long-range educational facility planning studies
- 500+ major additions and alterations
- 19 new middle/junior high schools
- 29 new high schools
- 500+ educational technology projects (voice, video, data, security)
- 1000+ deferred maintenance projects
- 17 district service centers
- 150+ ADA surveys
- 3 special education schools



2.0 LE SUEUR - HENDERSON BENEFIT

ATSR'S UNIQUE QUALIFICATIONS BENEFIT LE SUEUR - HENDERSON SCHOOLS:

You receive creative and time-tested solutions...	ATSR is a well-established award-winning local firm with 78 years of continuous operation.
Your educational philosophy is our guiding light...	ATSR's multi-disciplined firm of professionals specialize in education facilities - 98% of work is schools.
Your team is listened to and guided by ATSR...	We are excellent listeners, collaborators, and consensus-builders, inspired to strive for excellence.
Your project is built how you envision it...	We are attentive-to-detail in communicating, designing, and documenting effectively.
You are in control of choices...	Through our database of school costs, we provide you accurate and detailed budgets.
You are able to make effective decisions...	ATSR understands your educational and financial needs, providing pertinent information to you.
You can count on us for the long-term...	ATSR addresses comprehensive needs, developing long-term relationships to serve you with excellence.
Your project receives the care it deserves...	ATSR owners are school design specialists integrally involved in your project.
You save money by design...	ATSR partners with you and your community in designing sustainable and energy efficient design.
Your project runs smoothly...	Our in-house disciplines provide single-source-responsibility through clear communications and concise design/construction documents.



"...We are treated as if we are the only client that is important to them. ATSR has a genuine curiosity, interest, and ability to learn everything they can about what we want to accomplish with our facilities to better serve kids."

"ATSR is not about building monuments to a portfolio, rather they focus on meeting each client's needs no matter the location or size of the project."

*Donald Schломann, Ph.D.,
Superintendent of Schools (former)
Community Unit School District 303*

3.0 DESIGNING 'FUTURE-READY' ELEMENTARY SCHOOLS

DESIGN SUCCESS FOR 'FUTURE-READY' ELEMENTARY STUDENTS

ATSR's passion is to design elementary schools that support and enhance your educational program. Through our participatory planning process we engage students, staff, parents, the community, and other user-groups to shape and form the facility design – enhancing learning and community usage. Our team will lead, guide, and inspire you to bring consensus for a successful design; this is our strength. We believe a successful design is defined by how well it serves the students, staff, and the community today and for the future.

ATSR believes that a successful design brings about an elementary school that is:

- Reflective of the community and the neighborhood culture
- An enjoyable place for children, staff, and the community
- Stimulating to the senses for learning through color, design features, and details
- A healthy and comfortable environment for promoting a child's eagerness to learn
- A place where children feel welcome, safe, and secure
- Flexible and expandable to meet today's learning needs and 'future-ready' directions
- A place where children are encouraged to explore and create
- Technologically advanced for learning
- Connected directly with daylight throughout
- A rich opportunity to serve the educational, recreational, cultural, and civic needs of your community



3.0 DESIGNING 'FUTURE-READY' ELEMENTARY SCHOOLS

DESIGN SUCCESS FOR ELEMENTARY STUDENTS



4.0 ELEMENTARY SCHOOLS AND SPECIAL PROJECTS

SOUTHVIEW ELEMENTARY SCHOOL, MARSHALL, MN

ATSR has engaged the community at Marshall Public Schools through several long-range facilities plans, two successful bond referenda totalling over \$50 million (with over 62% voter approval), designing a new high school, a new elementary school, additions to the early childhood building, and numerous additions/alterations projects since 2005. ATSR services involved a facilities committee process and full community engagement with input/feedback/surveys, developing trust.

Recently opened, this \$20 million new 85,100 square foot 600-student two-story elementary community school is designed with 'future-ready' spaces for student-centered learning. Flexible team learning areas are designed throughout the facility, supporting grades 2-4 classroom clusters.



Focusing on LEED and sustainable design strategies, high-performance features include:

- Natural day-light from windows and skylights to infiltrate the spaces, providing a biophilic environment for students.
- Chilled-beam mechanical displacement ventilation systems.
- LED lighting throughout.
- Super-insulated envelope for energy efficiency.
- Multi-use/multi-function spaces, effectively reducing the building footprint and resources necessary to fulfill programs in the building.
- Community functions for full utilization, reducing the need for the Marshall community to construct facilities elsewhere.
- Decisions that incorporate long-lasting benefits, impacting life-cycle costs, requiring less maintenance and contributing to less waste.
- Products/construction elements incorporating local/regional building materials, reducing transporting elements from out-of-region.
- Surfaces which require periodic maintenance can be repaired/refinished, rather than requiring entire replacement.
- Durable, low-maintenance, and recyclable metal panels (same for the EPDM roof membrane).
- Masonry as wall materials, with a long lasting service life and low maintenance.
- Heavier-gauged doors, frames, and high-grade commercial door hardware, requiring less maintenance/replacement.
- Durable flooring selections with less maintenance/replacement, with high recycle content.
- Durable paint finishes, at exterior/interior metal surfaces and high-moisture/ high-contact surfaces, with sustainable heavy-duty coatings, eliminating frequent repainting with less durable coatings.
- Heavy-duty heavier gauge metal lockers with stronger top/side panels, requiring less maintenance and providing opportunity for recycling at the end of their useful life.



4.0 ELEMENTARY SCHOOLS AND SPECIAL PROJECTS

TRI-CITY UNITED PUBLIC SCHOOLS, MN

2,100 students / 5 buildings

ATSR conducted a district-wide master plan study with involvement from a 50-member community task force. Design options considered enrollment projections, building capacity, and long-term facilities maintenance. The school board accepted the taskforce recommendation, which resulted in the passage of a \$22.1 million (two-question) bond referendum that includes building improvements at four schools with additional classrooms, renovations, secure entries, mechanical system upgrades, reroofing work, and ag/tech shop plus science lab. A 700-seat new auditorium/fine arts center and added locker rooms are at the high school.

Contact:

Teri Preisler, Ed.D., Superintendent (retired), 507.364.8100
Carl Menk, Director of Facilities & IT, 507.364.8415

LONSDALE ELEMENTARY SCHOOL

The 11,600 square foot addition added Grades 5 and 6 to the PreK-4 arrangement with eight additional classrooms, a flexible learning area commons for Kindergarten as well as student restrooms and Grade 1 space. The addition enables students to continue their Grades 5-6 school experience near their homes, relieving pressure off Montgomery PreK-6 and middle school building. The construction cost was \$2,385,000.

LECENTER PREK-8 SCHOOL

The 4,000 square feet of alterations supports a student capacity of 555 students with updated 'future-ready' spaces. The construction cost was \$2,908,000.

MONTGOMERY PREK-8 SCHOOL

The 4,200 square foot alterations and 1,000 square foot addition enhances learning, serving the capacity of 675 students. The construction cost was \$1,632,000.

"A huge thank you to ATSR for being willing to listen. You may think that that's just automatic in any case but it really isn't. ATSR held true to what our vision was and helped us to even realize our vision even clearer."

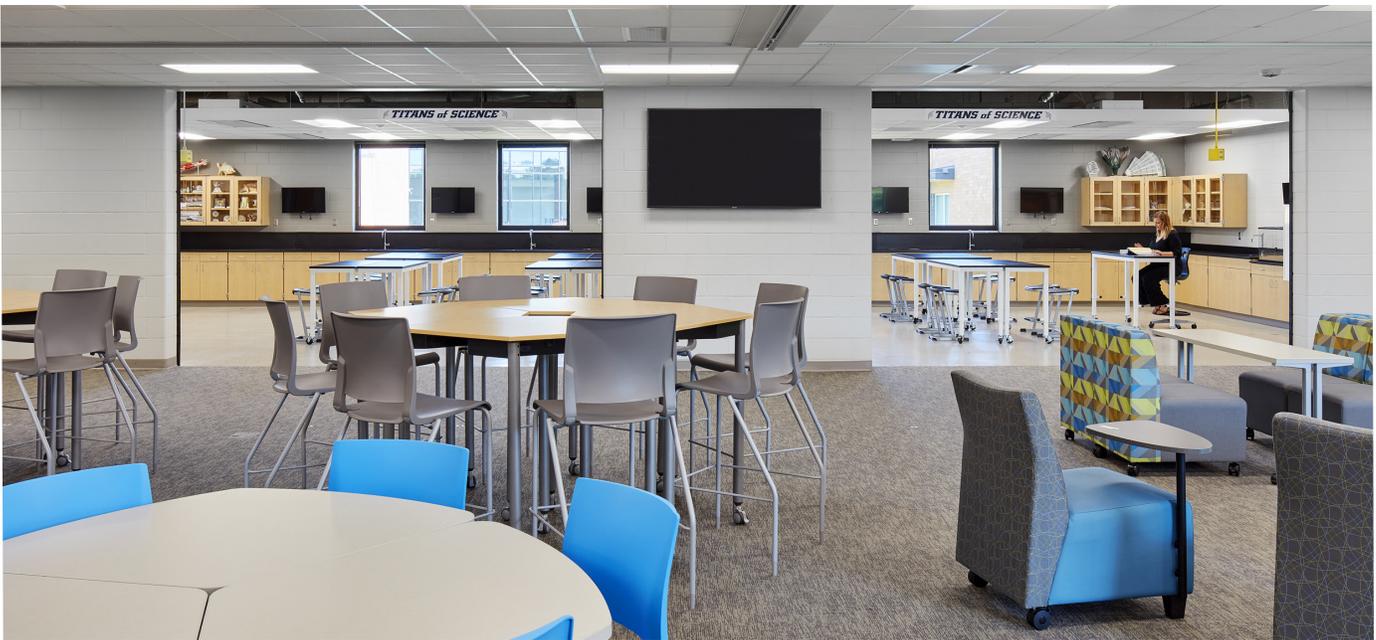
*Teri Preisler, Ed.D., Superintendent (retired)
Tri-City United Public Schools*



4.0 ELEMENTARY SCHOOLS AND SPECIAL PROJECTS

TRI-CITY HIGH SCHOOL TRI-CITY UNITED PUBLIC SCHOOLS, MN

As part of the school district's referendum, ATSR designed additions at several locations to the high school, including a new science research center and flexible team project area. This 'future-ready' project is designed for maximum flexibility, expanding the science curriculum with emphasis on project-based interdisciplinary learning. The 16,240 square foot addition of learning space and 16,214 square feet addition of a new 700-seat auditorium supports a capacity of 675 students for a construction cost of \$11.8 million.



"...the most frequent comment I heard was "wow it's such a sense of pride...this is ours." It's been so important to be able to hold true to what our community voted for and to create something they're proud of...A huge thanks to ATSR for willing to listen.... You may think that it's just automatic, but it really isn't. ATSR held true to our vision and helped us realize our vision even clearer."

*Teri Preisler, Superintendent of Schools (retired)
Tri-City United (TCU) School District*

4.0 ELEMENTARY SCHOOLS AND SPECIAL PROJECTS

CHIPPEWA FALLS AREA UNIFIED SCHOOL DISTRICT, WI

5,000 students / 10 buildings

ATSR guided Chippewa Falls Area Unified School District (CFAUSD) with their strategic planning to meet future needs of the District and to meet its mission on behalf of students, parents, and taxpayers. CFAUSD's master plan includes:

- Enrollment capacity analysis/forecast
- Comprehensive 25-year facilities timelines
- Major capital improvements and timelines per building
- Facility age/useful life breakouts per building
- Annual & cumulative capital investment per building
- Facility upgrades per building recommendations
- Property acquisition options by population growth



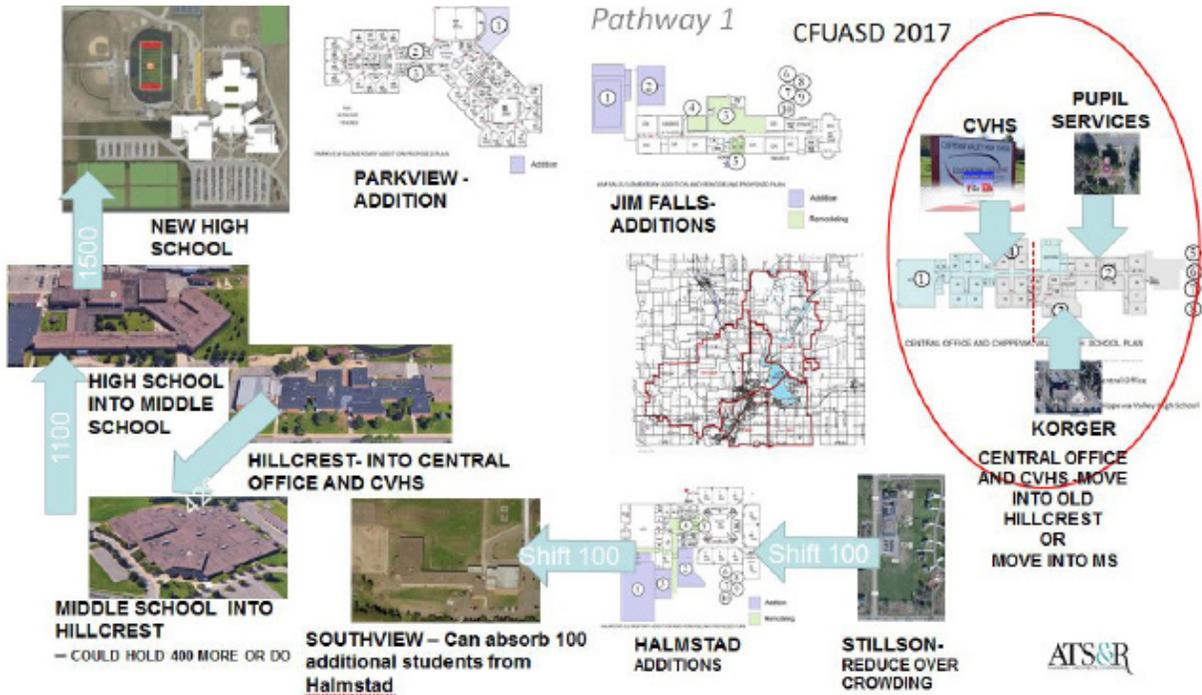
From the passage of the \$65 million bond referendum, design of a new elementary school, major renovations to the middle school, a STEAM addition at the high school, and major mechanical work will commence.

Contact:

Heidi Taylor-Eliopoulos, Ed.D., Former Superintendent

(Currently Superintendent of The School District of Altoona, 715.839.6033; heliopoulos@altoona.k12.wi.us)

Chad Trowbridge, Executive Director of Business Services & Finance, 715.726.2417, trowbrcm@chipfalls.org



1. GYM ADDITION
2. LIBRARY ADDITION
3. SPECIAL EDUCATION ADDITIONAL SPACES
4. COLLABORATION SPACE / LARGE GROUP SPACE
5. TOILET RENOVATIONS
6. AIR QUALITY / ROILER / FURNING / FURNISHING / ELECTRICAL / TECHNOLOGY INFRASTRUCTURE REPLACEMENTS AND IMPROVEMENTS
7. PLUMBING REPLACEMENTS
8. EXTERIOR & INTERIOR FINISH - WALLS / WINDOWS / FLOORS / CEILING / LIGHTS / DOORS / CABINETS / LOCKERS REPLACEMENTS

CFUASD 2017
HALMSTAD ELEMENTARY

Project Name	Gross SF	Nov 2018 Project Cost
A. Renovation		\$6,180,075
Repair and Reinstatement of current materials and systems		
B. Additions		
Gym and storage	9,895 sq ft	\$3,769,750
Library - open entry	600 sq ft	\$262,840
New Toilets	788 sq ft	\$280,608
Library	3,240 sq ft	\$1,070,481
TELEVISION REPLACEMENT	580 sq ft	\$170,180
C. Renovation		
TELEVISIONS TO CONSIDER	480 sq ft	\$80,950
General Renovation	1,000 sq ft	\$180,080
Total		\$11,955,884

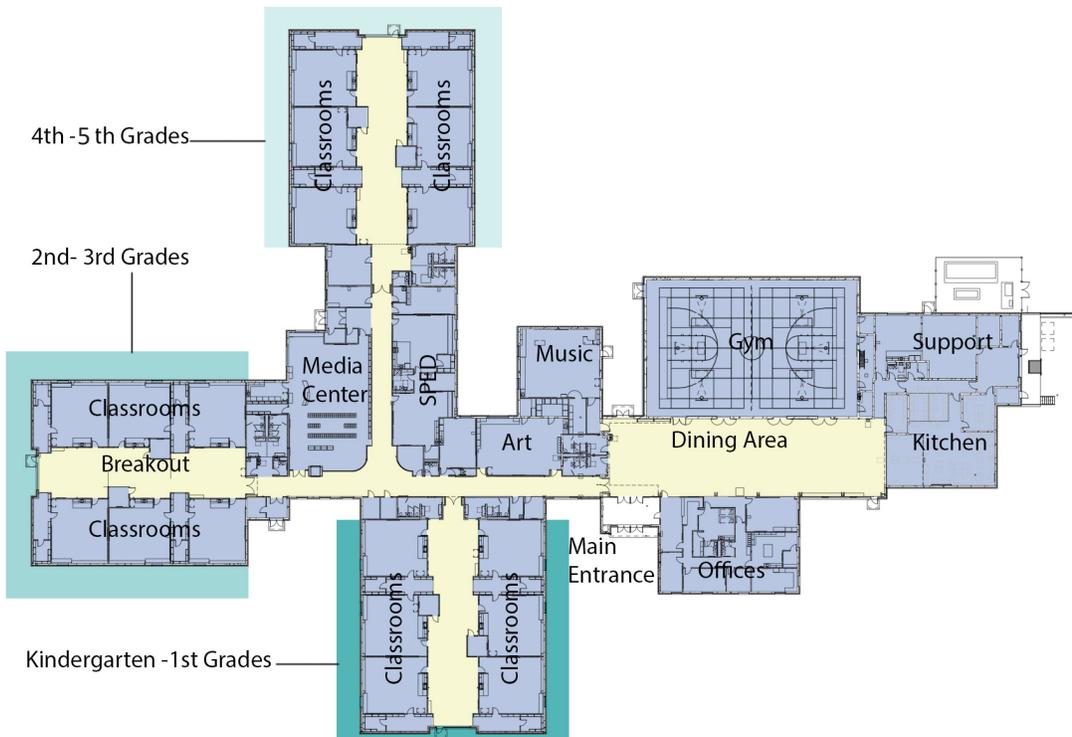
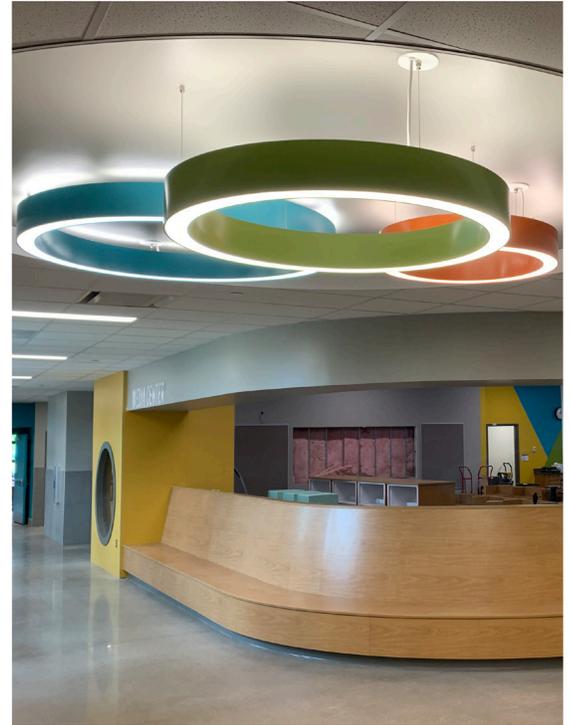
"I am so impressed by our work with ATSR. They are knowledgeable not just about the building process, but about designing environments that support student learning."

*Dr. Heidi Eliopoulos,
Superintendent (former)
Chippewa Falls Area Unified School District*

4.0 ELEMENTARY SCHOOLS AND SPECIAL PROJECTS

STILLSON ELEMENTARY SCHOOL, CHIPPEWA FALLS, WI

ATSR designed this high performance new school for Chippewa Falls Area Unified School District. The unique design celebrates 'future-ready' student-centered learning with ubiquitous technology throughout. 'Break-out' spaces are designed as centers for project-based and collaborative learning to the classroom clusters. The school is zoned for community-use for after school hours, providing easy access to gyms, dining space, and ancillary spaces.



Project Information

Grades:
Kindergarten - 5th Grade

Program Capacity:
500 students

Building Size:
73,950 square feet

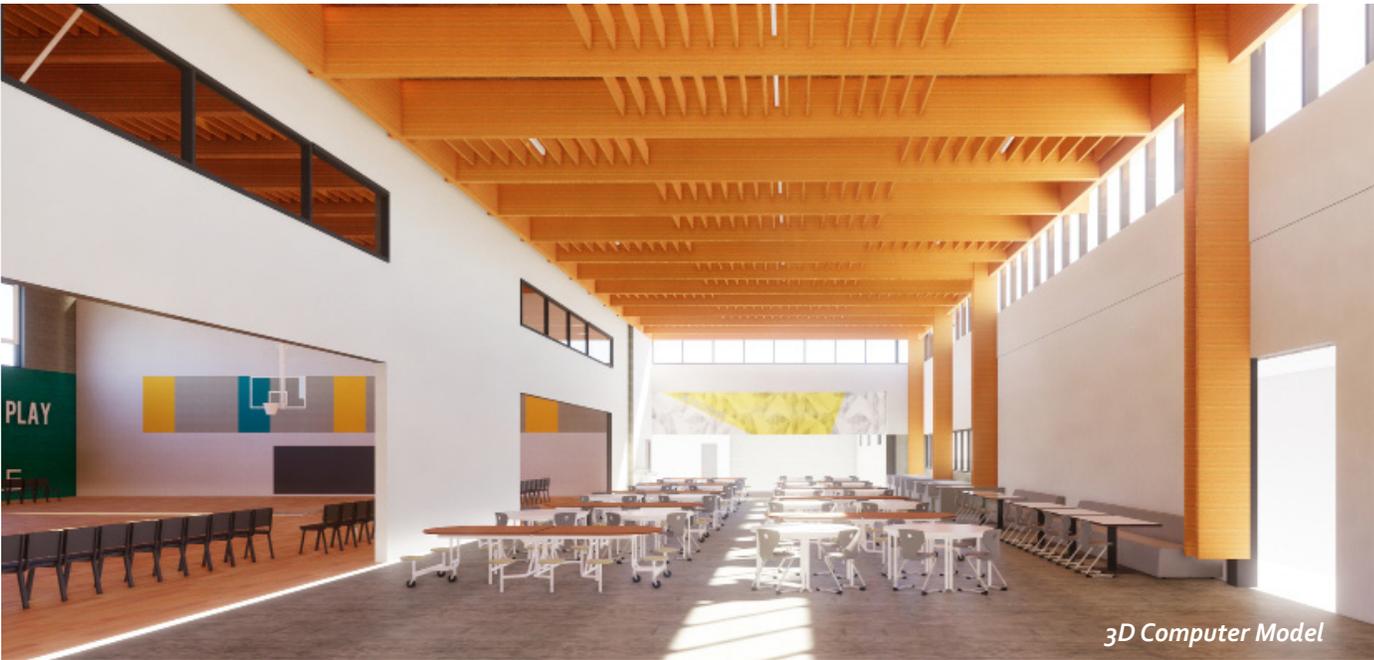
Completion:
August 2020

Construction Cost:
\$18,270,000

Site Size:
18 of 35 acres developed

4.0 ELEMENTARY SCHOOLS AND SPECIAL PROJECTS

STILLSON NEW ELEMENTARY SCHOOL, WI (CONTINUED)



3D Computer Model



3D Computer Model

4.0 ELEMENTARY SCHOOLS AND SPECIAL PROJECTS

STILLSON ELEMENTARY SCHOOL (CONTINUED)

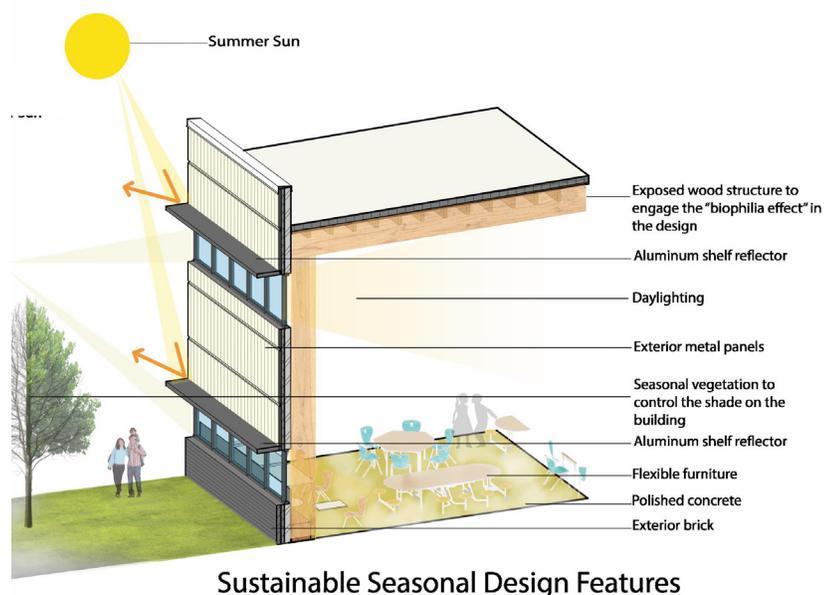
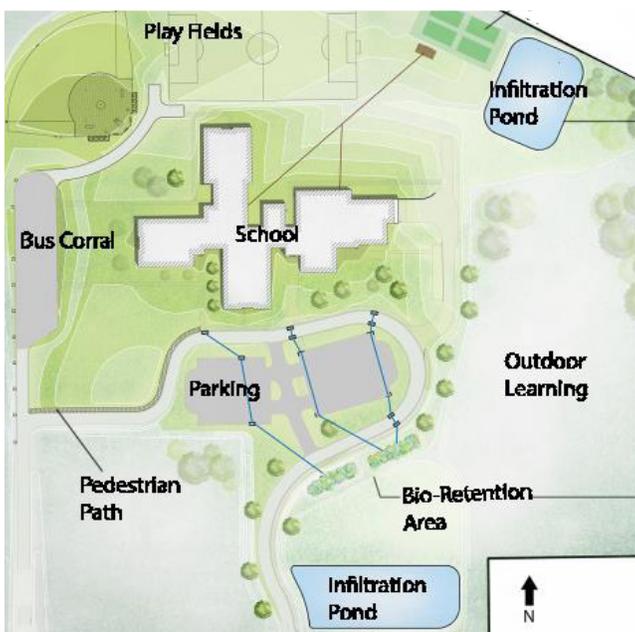
Partnering with state government energy programs, ATSR designed/engineered/implemented energy-efficiency and sustainability features for a 10-year payback, giving the District \$300,000 in energy savings as follows:

Site Features

- Stormwater runoff is infiltrated on site; retention ponding is designed for stormwater to remain on site
- Limited paved/impervious surface on site
- Drinking water used on site is infiltrated on site; no wastewater leaves the site
- Amount of imported fill is limited for the site
- Site infiltrates water coming onto the site from other sites
- Bio-retention basins and infiltration basins are incorporated on the site
- Bike racks conveniently located for students and staff
- Bio-retention filtration of storm water run-off at hard surface parking lots to retention ponds
- Site pathways for pedestrians, walkers, and bikers to access the school grounds
- Strategically-located natural landscaping with local vegetation varieties

Architectural Systems

- High-performance exterior windows (low heat gain glass) with glazing solar gain (i.e., $U=0.25-0.38$; Solar Heat Gain Coefficient= 0.37 ; Visible Transmittance= 0.7) with argon gas in aluminum thermo-break frames for comfort for occupants and HVAC efficiency
- Horizontal sun shading screens at south-facing windows to reduce undesirable glare and heat gain
- Roof insulation thickness at 6 inches overall for thermal integrity
- Local materials and local construction labor with reduced materials transportation costs
- Building orientation for maximum day-lighting and energy efficiency
- Visual connections with nature via design fenestration
- Day-lighting and skylights throughout
- Building envelope design exceeds the energy code – improving energy reduction by 80% (2020) to meet current 2030 Challenge goal.
- Acoustics-sound absorbing material above 20' height



4.0 ELEMENTARY SCHOOLS AND SPECIAL PROJECTS

STILLSON ELEMENTARY SCHOOL (CONTINUED)

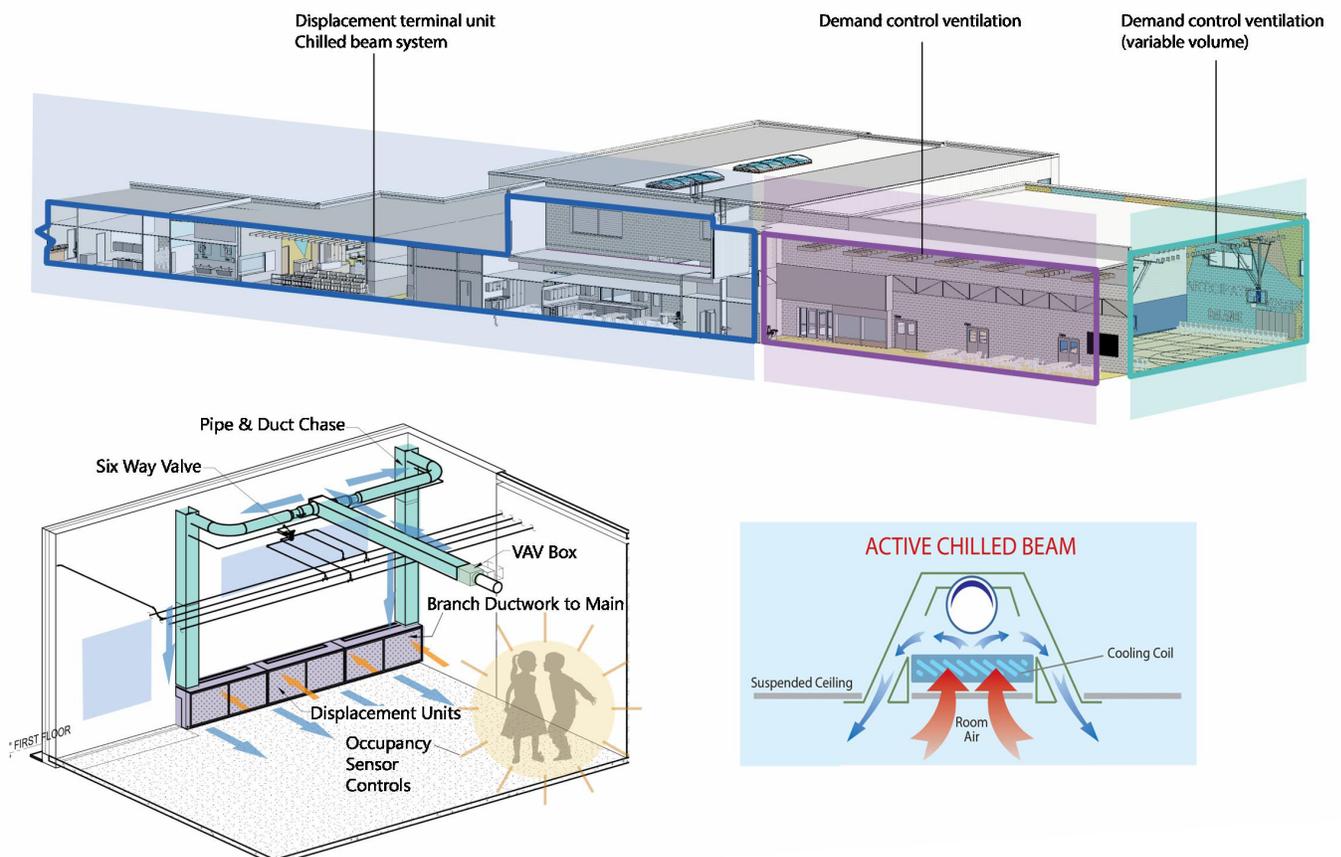
Sustainable design and energy-efficiency features incorporated into the project: (continued)

Electrical Systems

- Automatic dimming day-lighting control (down to 10%) with harvesting potential, controlling area within 15 feet from walls or window heights at offices and commons
- Occupancy sensor controls at commons, classrooms, gymnasium, offices, kitchen, and other spaces
- Lighting power reduced by 20-30% from 'baseline' to 0.61 W/ft² in classrooms, 0.72 W/ft² in kitchen, 0.57 W/ft² in office areas, 0.66 W/ft² in gymnasium, and 0.63 W/ft² in commons (with LED lighting)

Mechanical Systems (exceeding ASHRAE 90.1 baseline standards)

- Total heat recovery (i.e., 75% effective sensible and latent) on 90% of the building exhaust air at classrooms
- Variable-Air-Volume with gas boiler and air cooled chiller for commons, gym, offices, and classrooms
- Variable frequency drives (VFDs) on building heating water loop pump motors for hydronic system coils
- VFDs on chilled water loop pump motors for hydronic system coils
- VFDs on chiller compressor to improve part load performance curve
- 10% improved chiller efficiency values to 1.07kW/ton
- 95% peak efficiency rated condensing gas boiler with aggressive temperature reset schedule with return water temperatures (140F: peak winter / 90F: mild conditions)
- 95% efficient natural gas service water heating
- Reduced fan power from 'baseline' by 30% for supply/return/exhaust
- Demand control ventilation (i.e., CO₂ sensors, control of zones) to reduce outside air while occupied
- Occupancy sensor control of zone temperature (i.e., set-points float/reset to 'unoccupied' levels)
- Displacement ventilation with air delivery at floor level (air return above occupied space) at classrooms



4.0 ELEMENTARY SCHOOLS AND SPECIAL PROJECTS

SUNRISE EARLY CHILDHOOD - 5TH GRADE NEW ELEMENTARY SCHOOL & BROOKSIDE EARLY CHILDHOOD - 5TH GRADE NEW ELEMENTARY SCHOOL, ISD11, BLAINE & RAMSEY, MN

The Anoka-Hennepin School District requested the two new elementary schools to be high-performance and sustainable designs. The following highlighted features will also apply to the new SPPS school design:

- Efficient construction waste management
- Non-toxic construction materials
- Environmentally-safe installation of materials
- State-of-the-art indoor air quality systems for a healthy learning environment
- Day-lighting that reduces electrical demand
- Selected materials are local and require less fuel consumption for transportation
- Natural vegetation that reduces water demand

Engineering strategies

The mechanical/electrical systems are designed with focus on indoor air quality, energy efficiency, affordability, and maintainability. The ventilation system for classrooms incorporates dedicated outdoor air systems that utilize enthalpy wheels which transfer waste energy from exhaust air to preconditioned ventilation air entering the building, thus increasing energy efficiency.

The design includes induction displacement systems in classrooms and chilled beams in other areas. When coupled with dedicated outdoor air handlers, the systems allow for air-handlers to only move required amounts of outdoor air to spaces, reducing ductwork sizes and total air amounts moved by fans, reducing energy usage. Consequently, the heating and cooling plant sizes are reduced for the facility.

Air-handling systems and fans are designed with Electronically Commutated Motors (ECM) which use less energy than AC motors of the past. A 'Variable Refrigerant Flow' system, designed for the food service area, cools space (even during winter) as large amounts of heat are dissipated, making the area more comfortable and productive.

Direct digital controls and the EMS provide centralized occupancy scheduling and night setback for ventilation/exhaust systems, plus temperature settings for energy efficiency. CO₂ sensors monitor indoor air quality as the EMS manages/controls quality of the environment. The system also informs facility managers for operation of mechanical systems and preventive maintenance scheduling. Air-flow measuring stations provide documentation of required ventilation air to each occupied space.

Architectural Strategies

The design of each 136,000 square foot school emphasizes maximum flexibility of layout, plan compactness, and effective day-lighting strategies. Flexibility is accomplished by classroom clusters, a variety of small group spaces, operable partitions, and multiple access points into classrooms for accommodating grade-level fluctuations. The plan offers expansion capability at all areas of the building. The compact two-story design reduces student travel distances between clusters, learning commons, dining, and other spaces.

Natural day-lighting is incorporated into learning spaces and core areas, with occupancy sensors controlling supplemental LED lighting needed for proper light levels. Large skylights and clerestory window features flood day-light into interior spaces and circulation areas.



4.0 ELEMENTARY SCHOOLS AND SPECIAL PROJECTS

SUNRISE & BROOKSIDE EARLY CHILDHOOD - 5TH GRADE NEW ELEMENTARY SCHOOLS, (CONTINUED)

The following are exterior and interior images of the early childhood - 5th grade new elementary schools:



Owner:	ISD11 Anoka-Hennepin Public Schools
Project Size:	136,000 sf
	New School
Completion Date:	August 2019
Building Construction:	\$29,074,000
Site Construction:	\$2,600,000 (21 acres)

4.0 ELEMENTARY SCHOOLS AND SPECIAL PROJECTS

RUSHFORD-PETERSON NEW EARLY CHILDHOOD - 12TH GRADE SCHOOL RUSHFORD-PETERSON SCHOOL DISTRICT, RUSHFORD, MN



ATSR and Rushford-Peterson Schools focused on incorporating LEED and sustainable design strategies for the early childhood - 12th grade new school. Systems include those with an effective life-cycle-cost, including:

- Tilt-up precast wall panel system for 90% of school
- Reduced HVAC loading
- Polished concrete flooring
- Increased roof insulation thickness
- Enhanced solar-heat-gain (SHG) window glazing
- Partial permeable paving system

Architectural Strategies

Building finishes include low VOC materials selected for cabinetry and countertops throughout. Windows were selected based on their solar heat gain coefficient (SHGC) for solar radiation admissions through windows, doors, and skylights (transmitted directly and/or absorbed).

Site Strategies

Buildable land was limited in the valley. The school was designed on a hill that had a 100-foot drop from rear-to-front of the site. In the selection, crop land was avoided. On-site sand was used as suitable fill/base material, saving costs of transporting soils. The school is next to play fields, reducing transport distance. Native grasses/vegetation were planted over 40% of the site (north); native grasses/seeding versus sod was planted on the south portion. In lieu of impervious surfaces, permeable pavers were installed for fire access and bus drives. Heated concrete is at the main entry for increased safety, reduced maintenance, and no-use of surface salts. Retaining walls and hills were created for level ballfield areas.

Engineering Strategies

The school is designed with enhanced energy recovery, zoned heating, occupancy sensing to reduce outside air requirements, and LED lighting. Smaller-sized air handling units and chillers were designed due to enhanced insulation values of pre-cast panels and roof, variable speed pumps, low velocity HVAC air systems, and occupancy/daylight lighting controls.

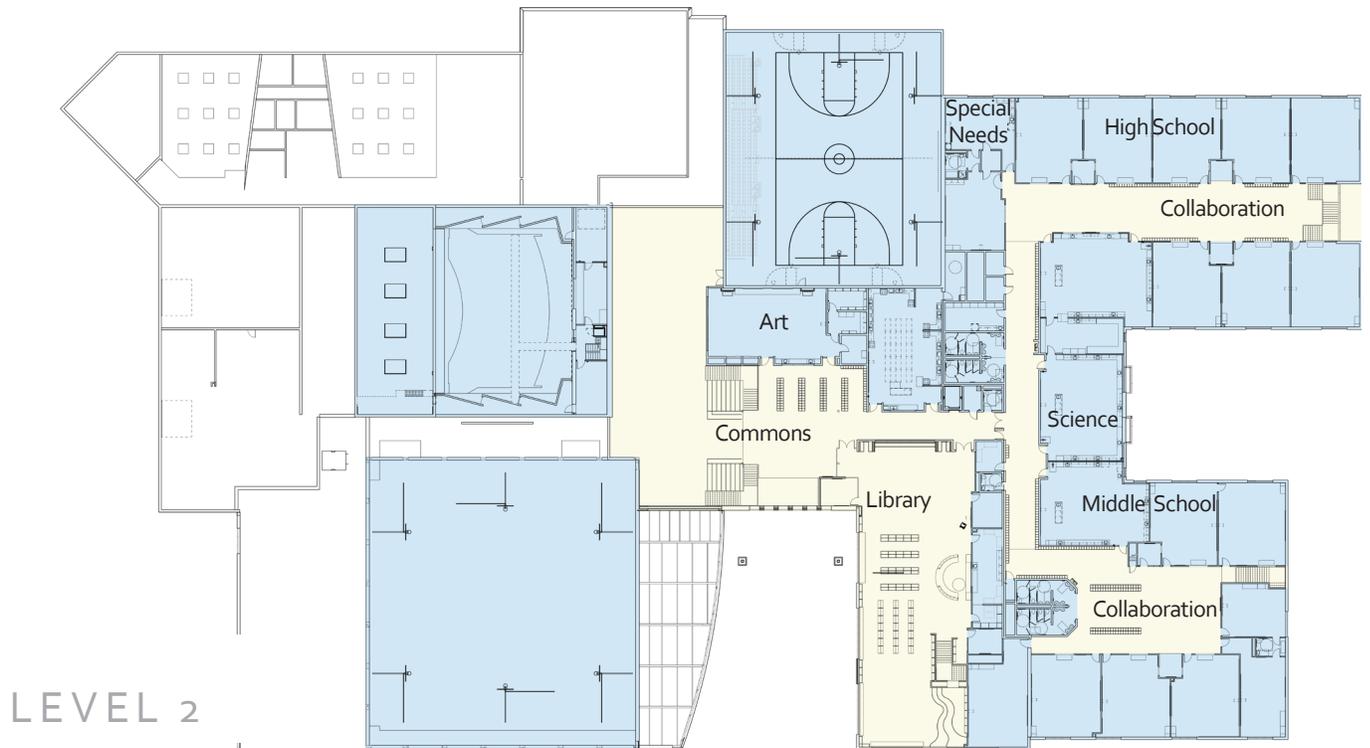
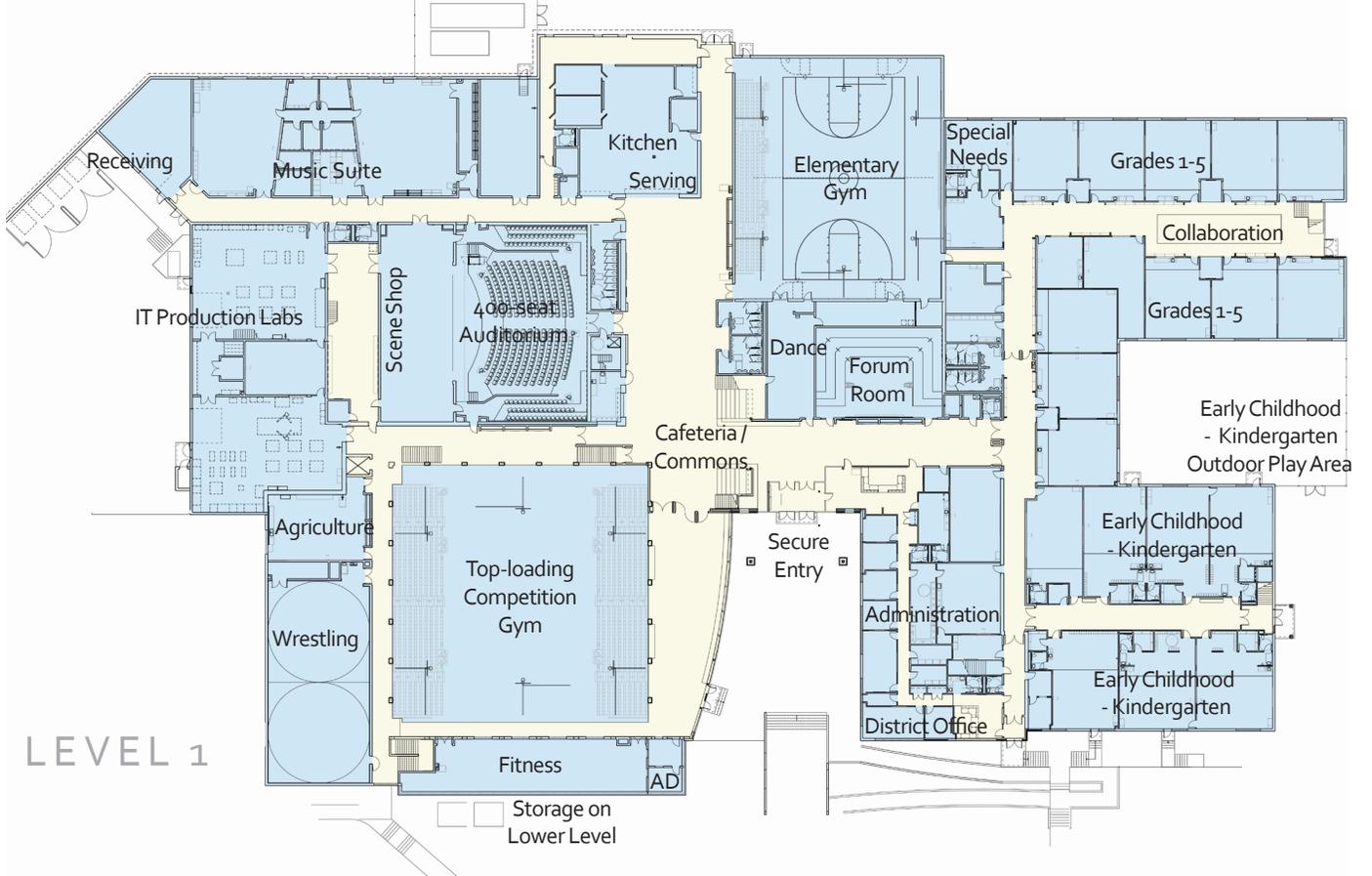


Contact: Chuck Ehler, Superintendent (retired), 507.864.7785; 507.458.4724, csehler@acegroup.cc
Building Size: 175,000 sf; Capacity: 715 students
Construction Cost: \$33.5M; Completion: 8/2017

4.0 ELEMENTARY SCHOOLS AND SPECIAL PROJECTS

RUSHFORD-PETERSON NEW EARLY CHILDHOOD - 12TH GRADE SCHOOL (CONTINUED)

The following are floor plans of the new school:



4.0 ELEMENTARY SCHOOLS AND SPECIAL PROJECTS

I.J. HOLTON NEW INTERMEDIATE SCHOOL, AUSTIN, MN AUSTIN PUBLIC SCHOOL DISTRICT



The new school embraces Science, Technology, Engineering, Arts, and Mathematics (STEAM), harnessing curiosity for engineering/technology learning. The design enhances real-world experiences, motivating students through relevant problem-based applications. The project incorporates LEED/sustainable design strategies including:

- Natural day-light from windows/skylights, providing a biophilic environment for students.
- Chilled-beam mechanical displacement ventilation systems, and 100% ice storage system for cooling.
- LED lighting throughout.
- Super-insulated envelope for energy efficiency.
- Multi-use spaces, reducing the building footprint and resources necessary to fulfill programs in the building.
- Community use, reducing the need for the Austin community to construct facilities elsewhere.
- Decisions based on life-cycle cost analyses, requiring less maintenance and contributing to less waste.
- Products/construction elements using local materials, reducing transporting elements from out-of-region.
- Surfaces requiring periodic maintenance can be repaired/refinished, rather than replacement.
- Durable, low-maintenance, and recyclable metal panels (same for the EPDM roof membrane).
- Masonry as wall materials, with a long service life.
- Heavy-gauge doors/frames and high-grade hardware.
- Durable flooring selections with less maintenance/replacement, with high recycle content.



Owner: Austin Public Schools, Austin, Minnesota

Size: 117,750 square feet

Design Capacity: 880 students

Grade Levels: 5 - 6

Completion Date: Fall 2015

4.0 ELEMENTARY SCHOOLS AND SPECIAL PROJECTS

MINNETONKA SCHOOL DISTRICT, MN

ATSR has designed additions and alterations at all six elementary schools in Minnetonka School District. The following projects feature the type of projects designed:

Deephaven Elementary School
Media Center Renovations & Rebranding



Before

After



Before

After

4.0 ELEMENTARY SCHOOLS AND SPECIAL PROJECTS

MINNETONKA SCHOOL DISTRICT, MN (CONTINUED)

ATSR has designed additions and alterations at all six elementary schools in Minnetonka School District. The following projects feature the type of projects designed:

Clear Springs Elementary School
Addition/Alterations, Safety/Security, & Rebranding



Before

After

Groveland Elementary School
Media Center Renovations & Deferred Maintenance



Before

After

4.0 ELEMENTARY SCHOOLS AND SPECIAL PROJECTS

**LEARNING
BY DESIGN**



MINNETONKA HIGH SCHOOL, 'THE LOFT' & 'VANTAGE', MINNETONKA, MN MINNETONKA PUBLIC SCHOOL DISTRICT

ATSR designed 'The Loft' and 'Vantage' in under-utilized spaces. The objective was to design a learning environment to enhance a student's personal learning experience. New windows were cut-in to bring natural light essential for learning/environmental connections. Energy efficient lighting with occupancy sensors and mechanical systems bring in fresh air. Students have much choice where to work and how to control sound/lighting. Various furniture settings ensure student comfort. Varied-sized rooms, niches, and open space support various activities in the design. Features include 'caves' for distraction-free study; spaces for students to be 'alone together' working independently next to peers with a coffee shop 'buzz'; collaborative area with ubiquitous technology; 'maker-space' to spread-out projects; spaces for lessons and teaming; student work space with teacher oversight; flexible space for larger presentations.



Building Use: Grades 9-12 High School

Construction Contract Amount: \$2.9 M

Building Type/Size: 15,800 SF Alterations

Completion Date: August 2018/15/13

Contact:

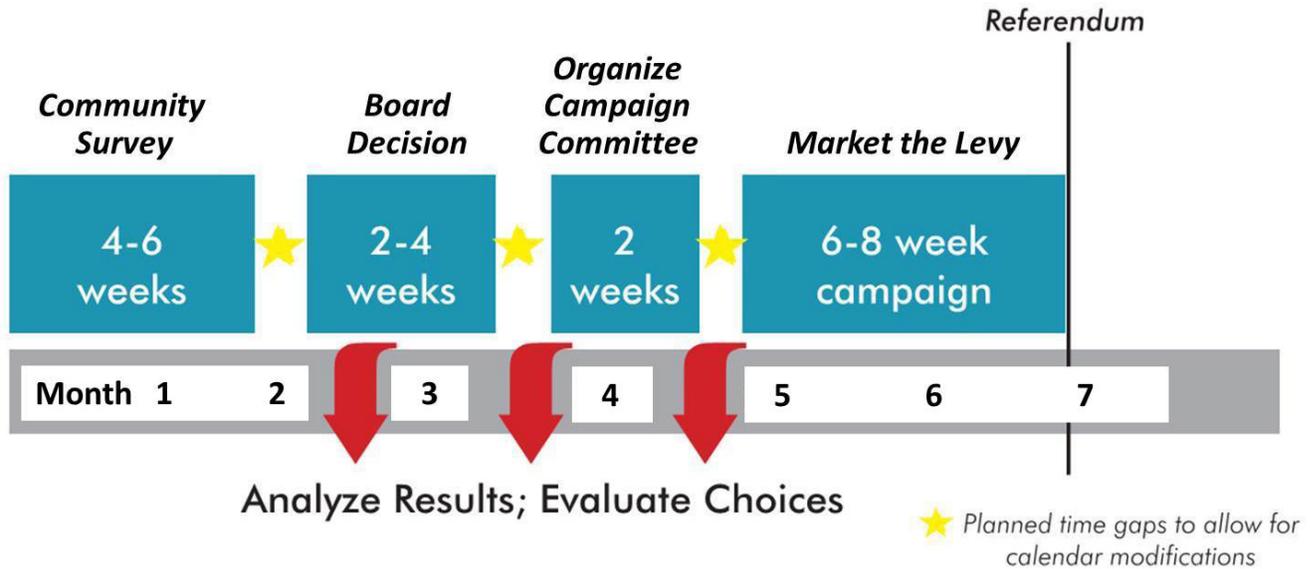
Paul Bourgeois, Exec. Dir. Finance-Operations,
952.401.5024

Dr. Dennis Peterson, Superintendent,
952.401.5004



5.0 BOND REFERENDUM SERVICES

STEPS FOR A REFERENDUM



If Le Sueur - Henderson School District plans to pursue a bond referendum after the long-range facilities planning outcomes, ATSR is a specialist in the referendum process and is ready to provide services in this effort as desired by the your school board. Here are the following steps for success:

STEP ONE: TASK FORCE / COMMUNITY SURVEY

Following the work of your task force and school board review/discussion, it's important to provide an opportunity for the community to 'weigh-in' on the proposed solution – this step is too often overlooked. A community survey provides valuable information to the school board as a part of its decision-making process and to a campaign committee responsible for marketing the plan to the community. In this step, time is spent polling the community for their views on a potential bond levy. A professional survey organization conducts the survey. The following activities occur at this time:

- Conduct board workshop to define scope/plan/schedule
- Engage financial consultant / Engage survey consultant
- Confirm survey questions/topics
- Review draft survey for community / Issue / Receive results
- Conduct board work session with consultants (architect/survey/finance)

STEP TWO: BOARD DECISION

The School Board discusses the final set of recommendations from the task force and also reviews the survey results. Fine tuning the final 'plan' occurs before passing a resolution calling for an election. While it is not necessary to have a unanimous vote at this point in the process, a less than unanimous vote reduces the chances for a successful levy election. The following activities occur at this time:

- Meet with district user-groups to refine scope and develop concept layouts
- Conduct board meeting to review concepts and scope
- Board determines referendum amount – single or multiple-question ballot
- Approve Review and Comment submittal to the Minnesota Department of Education (MDE)
 - 60-day review period for MDE
 - After MDE approval, 20-day publication period (not more than 60 days) before the referendum

5.0 BOND REFERENDUM SERVICES

STEP THREE: ORGANIZE CAMPAIGN COMMITTEE

A levy initiative receives its energy from 'grass roots' supporters. Members of the community, including key stakeholders, are asked to serve on a campaign committee tasked with the responsibility of creating a positive outcome for the bond levy. The following activities occur:

- Meet with superintendent and board representatives for key players from original task force
- Meet with committee chairs
- Determine strategies for marketing the plan
- Determine community meetings and other venues
- Determine media, flyers, social media, and communications devices

STEP FOUR: MARKET THE LEVY

Campaign committees utilize messaging techniques (i.e., publishing brochures, social media, presentation boards) that include information related to issues such as cost to the taxpayer and impacts on programs (both if it passes or fails). Attending public meetings, making presentations to service organizations, and utilizing the local newspaper are typical practices by the campaign committee and school district leaders.

'Marketing' recognizes that voters' decisions are based on different rationale/reason. Target messages to different stakeholders based, in part, from survey results referenced in Step Two. Utilize many communications channels including social media (e.g., websites, Facebook, instagram, twitter, etc.). Getting the word out through social media provides opportunities for the community to learn about the levy initiative and communicate it to their friends. Activities during this step include:

- Hold community meetings / focus group meetings / publish social media
 - Organize events on early voting nights (e.g., petting zoo, ice-cream social, etc.)
 - Have activities on election day to 'get out the vote' (e.g., open houses, track & field day event, etc.)
 - Arrange phone call banks from union groups, community members, and other organizations
 - Publish videos and engage in social media blitzes
- Receive favorable Review and Comment from MDE; publish in local newspaper (MDE requirement)
- Referendum vote day!

ATSR has extensive experience in this process and will provide our expertise in support of your efforts, as desired by your school district.



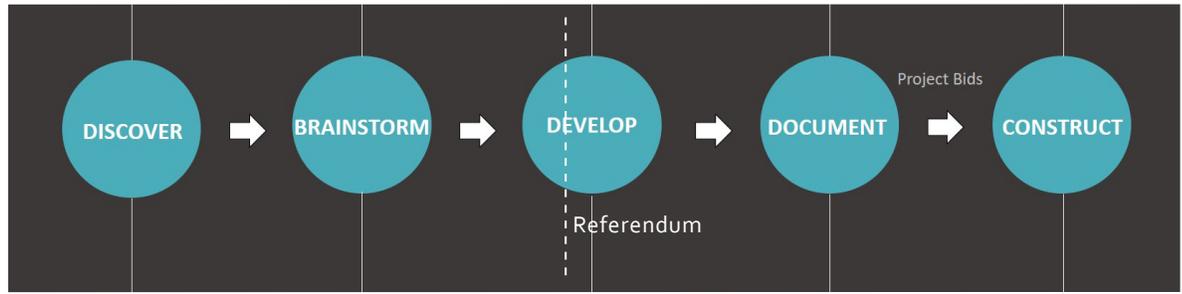
5.0 BOND REFERENDUM SERVICES

REFERENDUM IMAGES THAT 'TELL THE STORY' TO THE COMMUNITY

Throughout this proposal, we have shown 3D computer models used to communicate to the community and staff the spaces in the project. Here are a few additional images ATSR develops with your committee(s) and community to show how the project meets the needs for learning and community use:



6.0 PLANNING AND PROJECT APPROACH



A COLLABORATIVE PROCESS

ATSR leads, guides, and inspires your team in a collaborative process for Le Sueur - Henderson School District's project through excellent communications, consistency, caring, with a long-term commitment.

DISCOVER

ATSR provides (with your engagement):

- Building analysis
- Educational facilities analysis
- Budget analysis
- Project / Program development
- Verification of existing conditions
- 'Visioning' workshop
- Openness to listen, learning, and share

You provide input (ATSR leads/guides):

- Form steering committee
- Input from stakeholders
- Questionnaires / surveys / tours
- Guided independent research
- Sharing and visioning sessions
- Establish project goals
- Confirm program

BRAINSTORM

ATSR provides (with your engagement):

- Establish relationships and adjacencies
- Establish desired aesthetic
- Provide various options to address space needs
- Prepare preliminary cost estimates
- Establish design direction

You provide input (ATSR leads/guides):

- Brainstorm options with steering committee
- Brainstorm options with focus groups

DEVELOP

ATSR provides (with your engagement):

- Develop design direction
- 3D computer modeling
- Outline specifications
- Cost estimate
- City communication and coordination

You provide input (ATSR leads/guides):

- Input from focus groups
- Decisions on systems and materials
- Approval of design

DOCUMENT

ATSR provides (with your engagement):

- Preparation of construction documents and specifications
- City and state submissions

You provide input (ATSR leads/guides):

- City agency involvement

CONSTRUCT

ATSR provides (with your engagement):

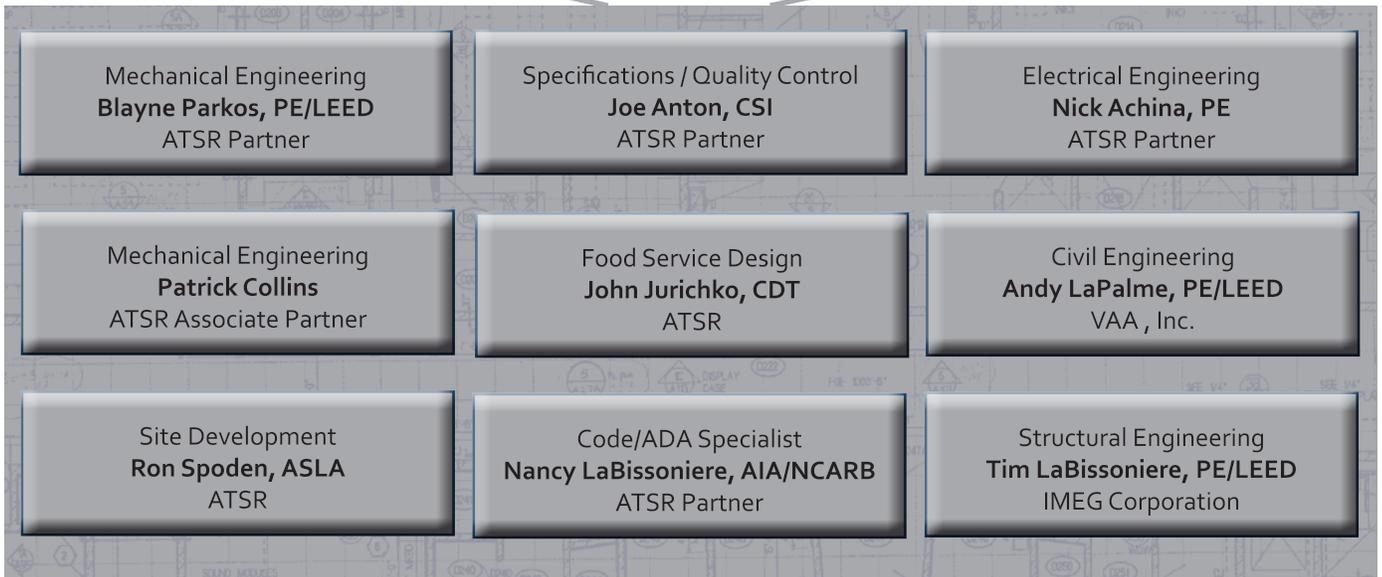
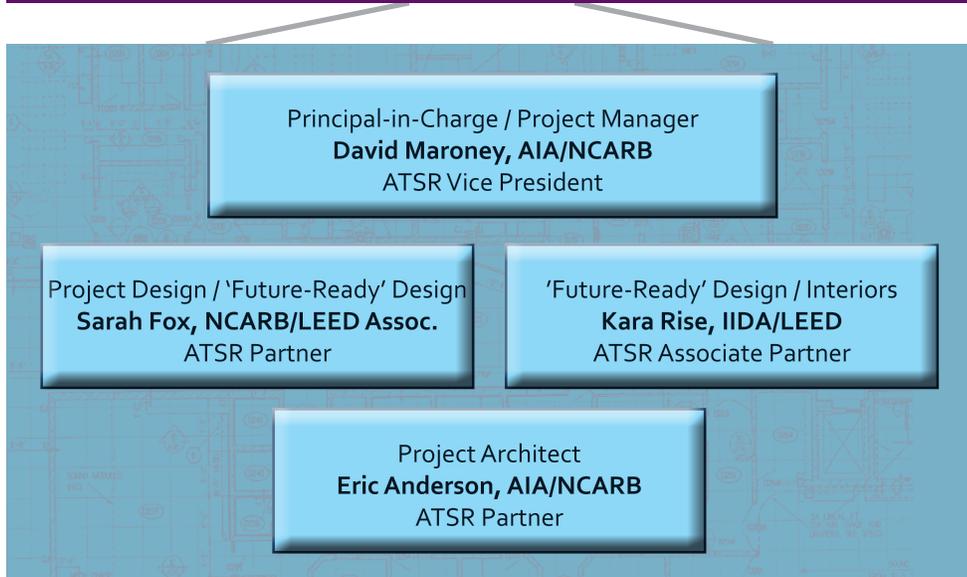
- Bidding
- Construction administration
- Pre-construction meetings
- Review shop drawings
- Punch-list
- Project close-out

You provide input (ATSR leads/guides):

- Site meetings with contractor and ATSR
- Final review

7.0 PROJECT TEAM

Le Sueur - Henderson School District



7.0 PROJECT TEAM



DAVID M. MARONEY, AIA / NCARB

ATSR Vice President, Principal-in-Charge / Project Manager

David Maroney, has 40+ years of experience specializing in educational architecture with extensive involvement in pre-bond referenda services, new facilities, additions, and alterations projects. His knowledge encompasses facilities assessments, long-range planning, community engagement, facility programming, building design, cost estimating, scheduling, and quality control with a strong sensitivity to educational curriculum and 21st century learning solutions. David is excited to work with Le Sueur - Henderson School District.



SARAH J. FOX, LEED ASSOCIATE / NCARB

ATSR Partner, Architecture, Project Design / 'Future-Ready' Learning & Design

Sarah has extensive experience working with team members on planning and design of new spaces. She excels in community engagement and applying a client's unique sensitivities and expectations in design. Sarah works as a designer on education projects including new facilities, complex additions/alterations designs, and master planning projects. Her creative design skills are shown in the design/build process including design sketches, drafting, digital graphics, 3-D modeling, and documents coordination. Sarah is excited to work with Le Sueur - Henderson School District.



KARA RISE, IIDA / LEED™AP BD+C

ATSR Partner, Interior Design / 'Future-Ready' Learning & Design

Kara Rise specializes in designs for school projects. She excels in 'future-ready' learning design trends, programming, space planning, construction documents preparation, selection of interior finishes/materials for new facilities and remodels, project management, and ordering/budget verification of furnishings/fixtures/equipment (FF&E). Kara received a Bachelor of Science in Business Administration and Interior Design from North Dakota State University, and is a member of USGBC. Kara is excited to work with Le Sueur - Henderson School District.



ERIC ANDERSON, AIA / NCARB

ATSR Partner, Project Architect

Eric is a registered architect specializing in educational architecture. His work includes planning, sustainable design, contract documents, and project management. Skillfully using computer modeling programs, he leads clients to see designs three-dimensionally in the virtual environment. He is actively involved in 21st century learning design efforts for the future of education. Eric has a Master's in Architecture from the University of Minnesota. He is excited to work with Le Sueur - Henderson School District.



BLAYNE PARKOS, PE / LEED™AP BD+C

ATSR Partner, Director of Mechanical Engineering

Blayne provides leadership to ATSR's mechanical engineering team. His experience encompasses fire protection, plumbing, HVAC, energy management, temperature controls, performing energy audit programs, sustainable design, analysis of mechanical infrastructure, and project management for educational facilities. Blayne graduated from North Dakota State University with a bachelor's degree in mechanical engineering and is licensed in Minnesota and a member of USGBC. Blayne is excited to work with Le Sueur - Henderson School District.



NICHOLAS ACHINA, P.E.

ATSR Partner, Director of Electrical Engineering

Nick is an electrical engineer specializing in lighting, power distribution, fire alarm, communications, and special systems for school facilities. Nick excels at problem solving, cost estimating, design calculations, design schedules, equipment selection/layout, specifications, sustainable design, quality assurance, and construction coordination. Nick is excited to work with Le Sueur - Henderson School District.

8.0 ATSR ATTRIBUTES = YOU BENEFIT

Superior Overall Performance

"Exceptional at balancing budget, business, and design"

"Partners with you forever..."

"98% of annual work is schools = extensive experience"

"ATSR is phenomenal! More than any other A/E firm I have worked with, ATSR focuses on the client's needs and actually partners with the client...They understand your needs first, then...respectfully share their vast expertise. With their single-source approach, there is absolutely no weak link."

*Brian Sullivan, Chief Administrator
Maranatha Christian Academy*

The Knowledge Experts for PreK-12 Schools

"65+ years of national and international leaders in schools"

"Focus on meeting the client's educational needs"

"Moves quickly with new ideas and concepts for school design"

"Like no other firm...your staff delivers a one-of-a-kind unique flexibility to address whatever our facilities needs...space studies, new schools, redesigns and repurposing, working with state requirements, writing rock-solid specs, working with our school board, managing public hearings...it's the full deal!"

*Chuck Holden, Chief Operations Officer (former)
Anoka-Hennepin School District #11*

One-Stop-Shop—Multi-Disciplinary Team

"In-house experts in all core areas"

"Staff with in-depth understanding of schools"

"Brings the latest in research and systems to the project"

"No other firm I have worked with has the in-house staff with the depth of knowledge and expertise in schools that can meet all these needs and respond as quickly and effectively as ATSR."

*Dennis Peterson, Superintendent of Schools
Minnetonka Public Schools*

Builds Consensus Between Diverse Groups

"Successful in building interpersonal relationships"

"Ability to listen and present creative solutions"

"Engages people and establishes partnerships"

"I am indebted to you for your contributions to our new school. We truly have been blessed!!!! Thanks to everyone's collaboration, cooperation and willingness to do things right, we have a building that is highly functional and will serve us well for generations to come...job well done!!!"

*Chuck Ehler, Superintendent of Schools (former)
Rushford-Peterson Schools*

Innovative Design—The Pride of the Community

"Personal care results in excellent designs"

"Knowledge in creating powerful learning experience for students"

"Meeting clients needs rather than building monuments"

"At our dedication event, the place was full! The head of Global Research for Cargill gave a keynote. The Board was very impressed with the whole project and expressed enthusiastically how well it turned out...it really has a lot of curb appeal; job well done ATSR!"

*Paul Bourgeois, Executive Director of Finance & Operations
Minnetonka Public Schools*

Creates Cost Saving Efficiencies

"Creative designs that effectually maximize space and save money"

"High performance sustainable energy-efficient facilities"

"Low operations & maintenance costs due to effective design"

"ATSR has delivered high quality facilities that have cost us less to maintain; at the high school alone we've saved an estimated \$52,000 per year in energy costs."

*Damian LaCroix, Superintendent of Schools
Howard-Suamico School District*

Accurate Cost Estimates & On-Time

"Extremely accurate estimates = value having ATSR on board"

"On-time, within budget, and at the highest quality"

"Low change orders due to high quality service and care"

"As summed up by our School Board at the recent ribbon cutting, the project designed by ATSR was delivered 'on-time, within the original budget, and at the highest quality'."

*Deb Henton, Ed.D., Superintendent of Schools (former)
North Branch Area Public Schools*

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

SCHEDULED MEETINGS/ACTIVITIES

DATE	DESCRIPTION	TIME	LOCATION
February 7, 2022	Policy Committee Meeting	5:30 PM	MS/HS Media Center & Zoom (if unable to attend in person)
February 7, 2022	Regular School Board Meeting	6:30 PM	MS/HS Media Center & Zoom (if unable to attend in person)
February 9, 2022	Negotiation Committee Meeting (LSHEA)	5:30 PM	District Office Conference Room
February 21, 2022	School Board Work Session	6:30 PM	MS/HS Media Center & Zoom (if unable to attend in person)
March 7, 2022	Regular School Board Meeting	6:30 PM	MS/HS Media Center & Zoom (if unable to attend in person)
March 21, 2022	School Board Work Session	6:30 PM	MS/HS Media Center & Zoom (if unable to attend in person)
April 4, 2022	Regular School Board Meeting	6:30 PM	MS/HS Media Center & Zoom (if unable to attend in person)
April 18, 2022	School Board Work Session	6:30 PM	MS/HS Media Center & Zoom (if unable to attend in person)

In case of a weather emergency/school closing, Board meeting will be held the next Tuesday at the same time/place.