Regular School Board Meeting
Monday, October 12, 2026 6:00 PM

District Office Board Room
2001 William Avenue
Montevideo, MN 56265

Agenda

1. ROUTINE BUSINESS ITEMS
   1.1. Call to Order/Pledge of Allegiance
   1.2. Roll Call: Stenson ___ Birhanzl ___ Wibben ___ Shourds ___ Miller ___ and Norman ___.
   1.3. Approval of Agenda
   1.4. Special Presentation
      1.4.1. Heidi Huseby - MTSS Tiered Update

   1.5. Approval of Consent Agenda
   (*Any item or items may be pulled off the consent agenda, at the request of any board member, for consideration by the board as a whole.)*
      1.5.1. Regular Board of Education Meeting Minutes
      1.5.2. Bills
      1.5.3. Treasurer's Report
      1.5.4. Budget Report
      1.5.5. Personnel Actions
         1.5.5.1. Employment
         1.5.5.2. Resignations/Retirements
         1.5.5.3. Reassignments
   1.6. Resolution Accepting a Gift, Donation, Contribution or Bequest RESOLUTION ACCEPTING MONETARY, PROPERTY, GOODS OR SERVICES DONATION
   1.7. Public Forum
   1.8. Superintendent's Report
   1.9. Board Reports
      1.9.1. Board Committees
      1.9.2. Student Representative Report
      1.9.3. Administrators
2. DISCUSSION ITEMS
   2.1. Policy review for policies: 425, 507.5, and 509.
   2.2. 27-28 Calendar Proposal — Brandon Raymo
3. ACTION ITEMS
   3.1. Approve policies 402, 423, 709, and 418A. The board considered these policies at the September meeting.

   3.2. Approve the Governing Board Resolution supporting Form A Application to the Minnesota State High School League Foundation.
4. RECOGNITION AND APPRECIATION
5. ADJOURNMENT OF THE REGULAR MEETING
6. BOARD WORK SESSION
7. ADJOURNMENT OF THE WORK SESSION

MONTEVIDEO MTSS

1. What is MTSS?
2. 2025-2027 District's MTSS Focus
3. MTSS highlights at each building
4. District MTSS SEMI-DLT Evaluation update

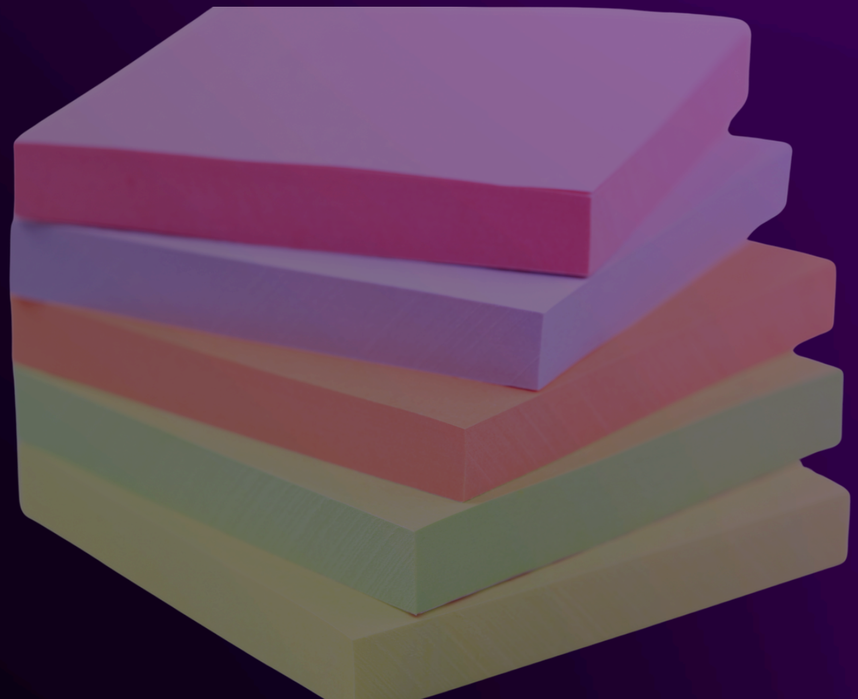


Montevideo School Board Presentation October 2026

MTSS Website

Heidi Huseby

What is MTSS?

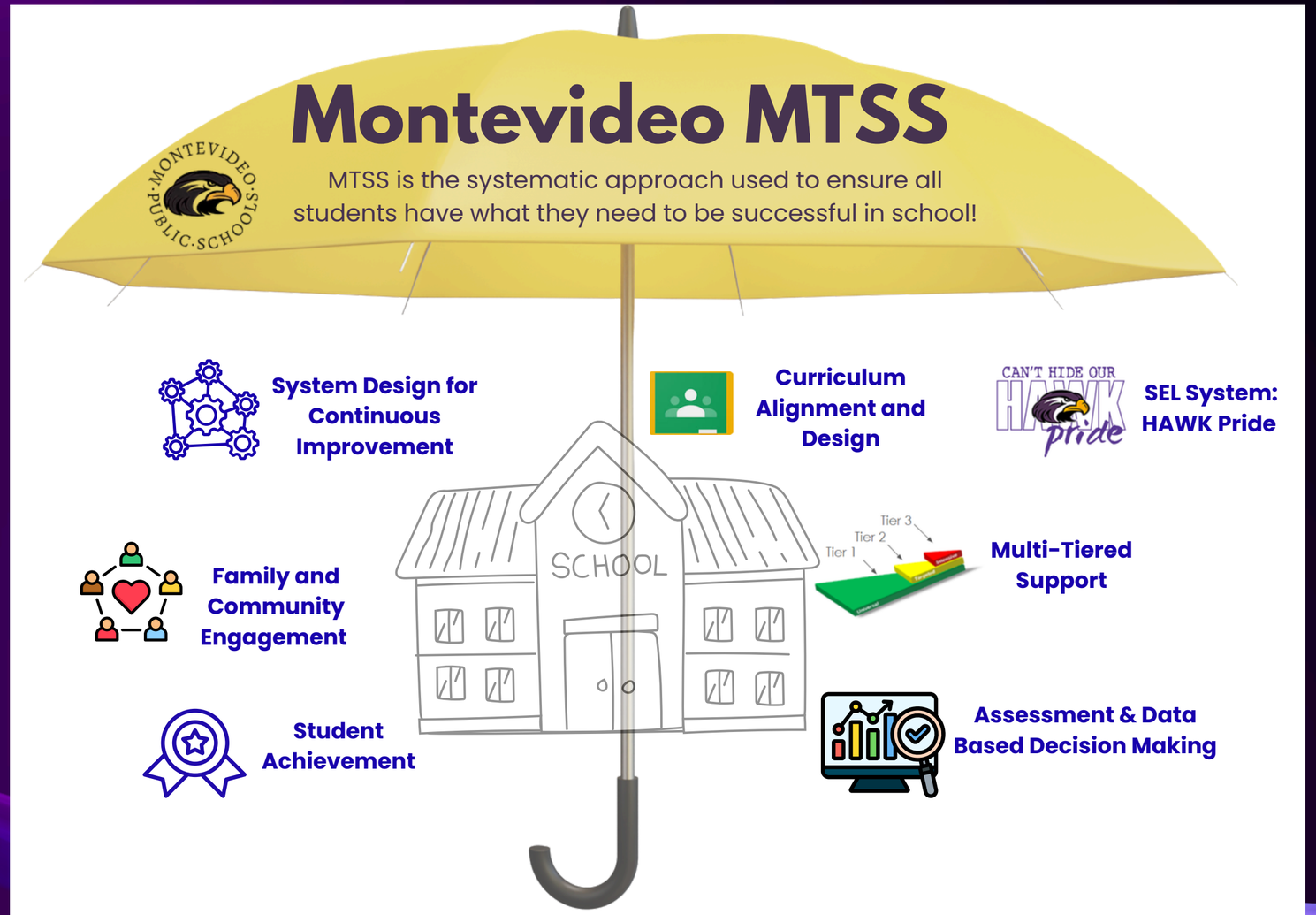



Rx
Patient Name
Adress
Prescription
Signature

Montevideo MTSS

Multi-Tiered System of Supports

MTSS is the systematic approach used to ensure all students have what they need to be successful in school.



Montevideo MTSS

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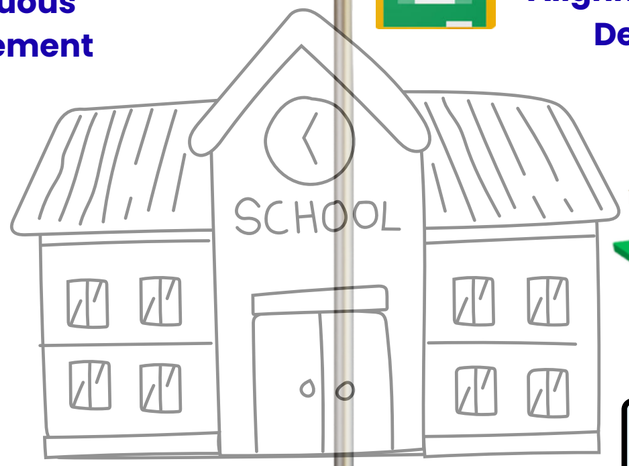
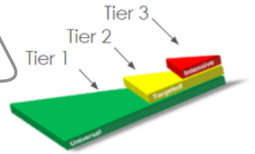
System Design for Continuous Improvement

Curriculum Alignment and Design

SEL System: HAWK Pride



Family and Community Engagement



Multi-Tiered Support

Student Achievement

Assessment & Data Based Decision Making

Montevideo MTSS

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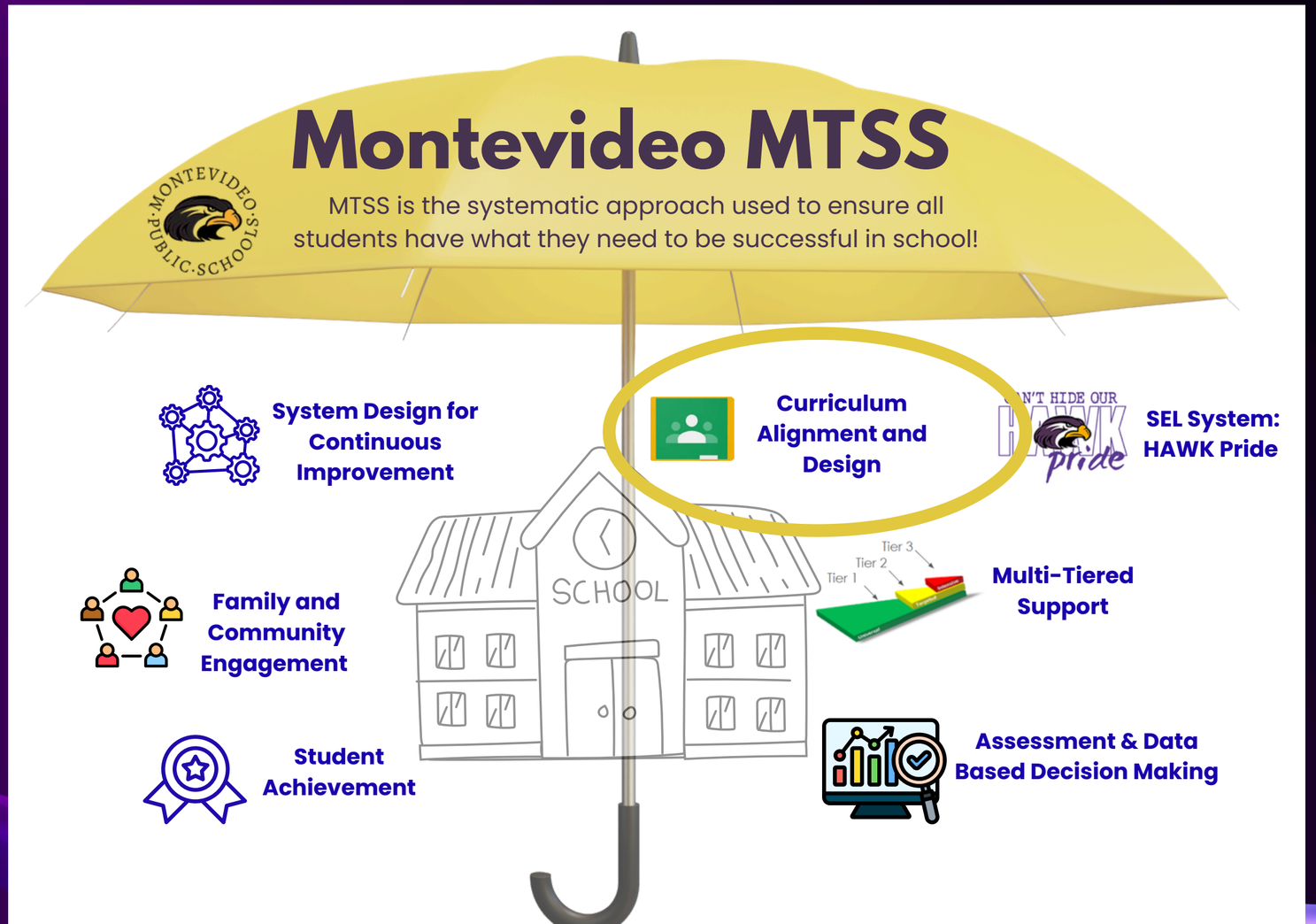


Montevideo MTSS

Curriculum Alignment and Design

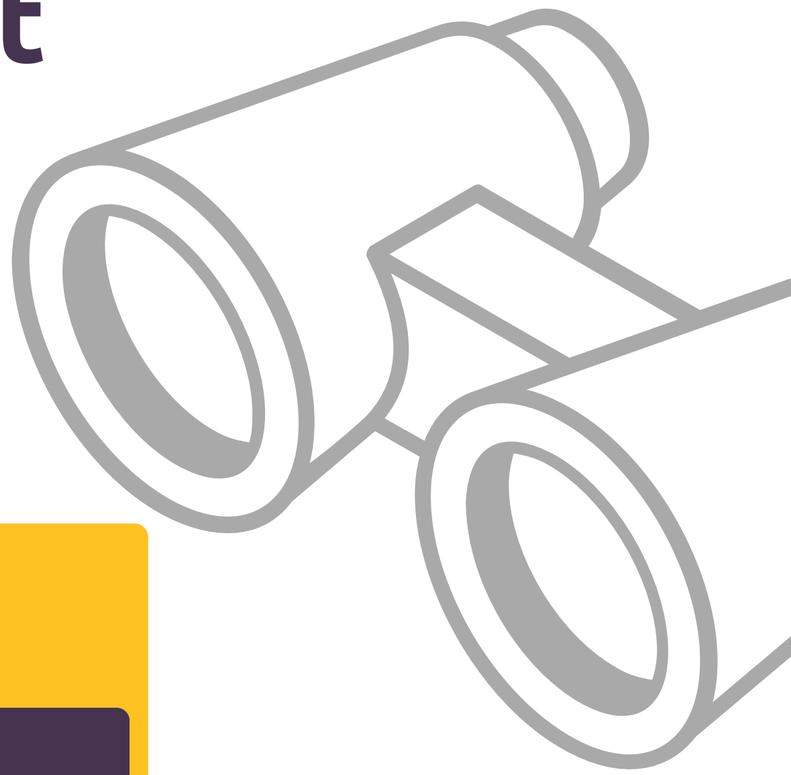
Tier 1 Standard Alignment

Guaranteed and Viable Curriculum

36	A well-articulated scope and sequence is used within grade levels/across grade levels (horizontal alignment) and courses of study (vertical alignment). *Evidence: Learning progressions, curriculum documents	1

Tier 1 Standard Alignment

Guaranteed and Viable Curriculum



2025-2026

Horizontal Alignment

- Across Grade Level rated standard according to the REAL-T
  - Readiness
  - Endurance
  - Assessed
  - Leverage
  - Teacher Input

2026-2027

Vertical Alignment

- Creating Guaranteed & Viable Curriculums
  - Set of Ins & Outs
  - Agreement between grade levels.

What could this look like?







Montevideo's Language Arts Guaranteed & Viable Curriculum

Preschool
Ins...
Outs...

Kindergarten
Ins...
Outs...

First Grade
Ins...
Outs...

Second Grade
Ins...
Outs...

Third Grade
Ins...
Outs...

Fourth Grade
Ins...
Outs...

Fifth Grade
Ins...
Outs...

Sixth Grade
Ins...
Outs...

Seventh Grade
Ins...
Outs...

Eighth Grade
Ins...
Outs...

Ninth Grade
Ins...
Outs...

10-12th Grade
Ins...
Outs...

First Grade Reading

Ins...

- Isolate Initial & Final Sounds: Hear a word like cat and identify that it starts with /c/ and ends with /t/
- Hear spoken individual sounds /s/ /u/ /n/ and verbally blend them to say "sun".
- Sound-out 3-Letter CVC Words: Independently decode simple Consonant-Vowel-Consonant words (mat, rug, sip, dot, pen) by saying each sound and blending them.
- Write the corresponding letters for simple 3-sound words when dictated orally (e.g., teacher says "bat", student writes b-a-t).
- Retell a simple read-aloud story including character(s), setting, and basic sequence (beginning, middle, end).

Outs...

- Orally blending, segmenting, and manipulating 3 to 4 sound words (phonemes).
- Sound-spelling correspondences for consonant blends, digraphs (ch, sh, th, wh), short/long vowels (silent e, vowel teams), and high-frequency word recognition.
- Reading connected, decodable text with accuracy, automaticity, and self-correction strategies rooted in decoding
- Asking and answering questions (who, what, where, when, why) about a text and retelling key details in order (beginning, middle, end).
- Using headings, tables of contents, captions, and glossaries to navigate non-fiction text.

MTSS HAPPENINGS



Hawks Nest

Montevideo Elementary School

Montevideo Middle School

Montevideo High School

Early Childhood: Hawks Nest

- Kindergarten Readiness Assessment
- HAWK Pride Expectations & Acknowledgements
- Early Literacy Screening Fall, Winter, Spring
  - Concepts of Print
  - Onset Sounds
  - Letter Names









MES: Ramsey & Sanford

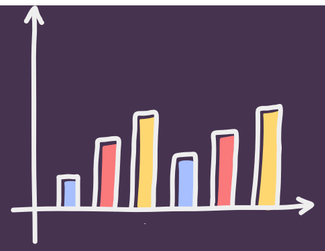
- SEL Tiered Support
  - Tier 1 SEL Plans for Teachers
  - Behavior Interventionists
  - Tier 2 SEL Interventionist-Targeted Skills
- Student Growth Meetings
  - Analyzing Data
  - Teacher Collaboration
  - Support with matching interventions

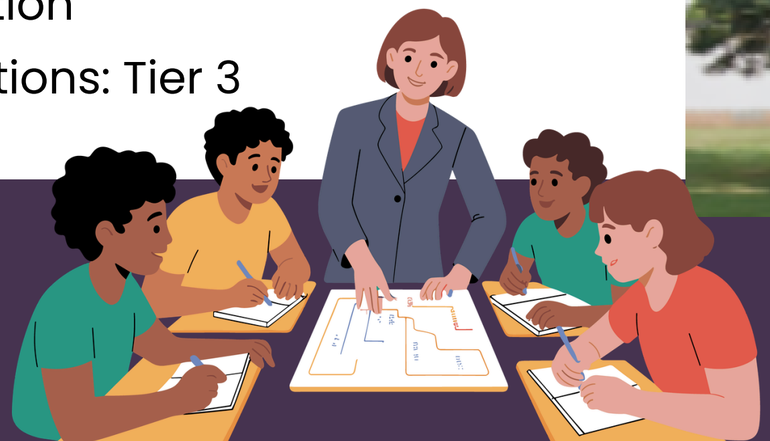


- Reading
  - Tier 1 Reading Curriculum (Year 2)
  - Podding: Tier 2 Intervention
  - Title: Targeting Interventions: Tier 3









MMS: Interventions



- WIN: Reading Intervention
  - New Intervention Curriculum: “Rewards”
- WIN: Math Intervention
- HAWK Pride Expectations & Acknowledgements



- Multisyllabic Word Reading
- Vocabulary
- Reinforces phonics rules and patterns

MHS: Interventions

- SST Weekly Meetings: Team looks at student data and provides intervention support and progress monitoring
- MHS Using Data to determine Study Hall support
  - Focus Study Halls: supports academinc needs
  - Structured Study Halls: organizational needs support
- Training Reading Interventionists: REWARDS Program





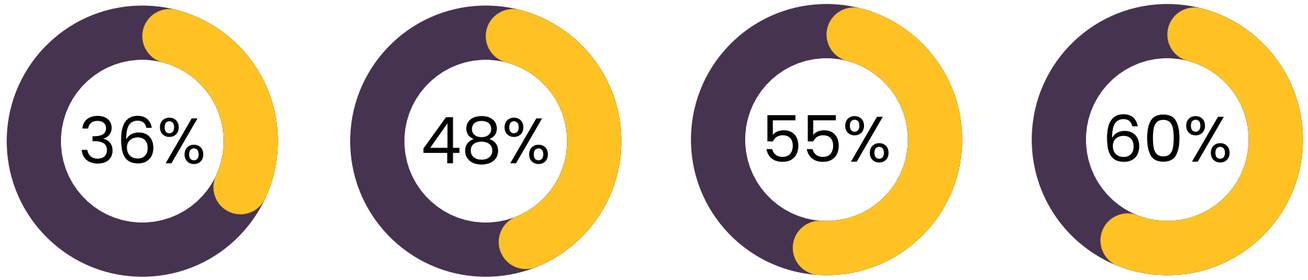
- Multi-Language Learner Classes
- Special Eduaction Classes

MTSS Implementation Update

MTSS Guiding Document is the SEMI-DLT. This document was provided by MDE and guides MN schools to achieve success through MTSS. This document is a self evaluation tool for rating systems and MTSS functions in the district.

The SEMI-DLT has 101 items that cover, in detail, the 5 components of MTSS.



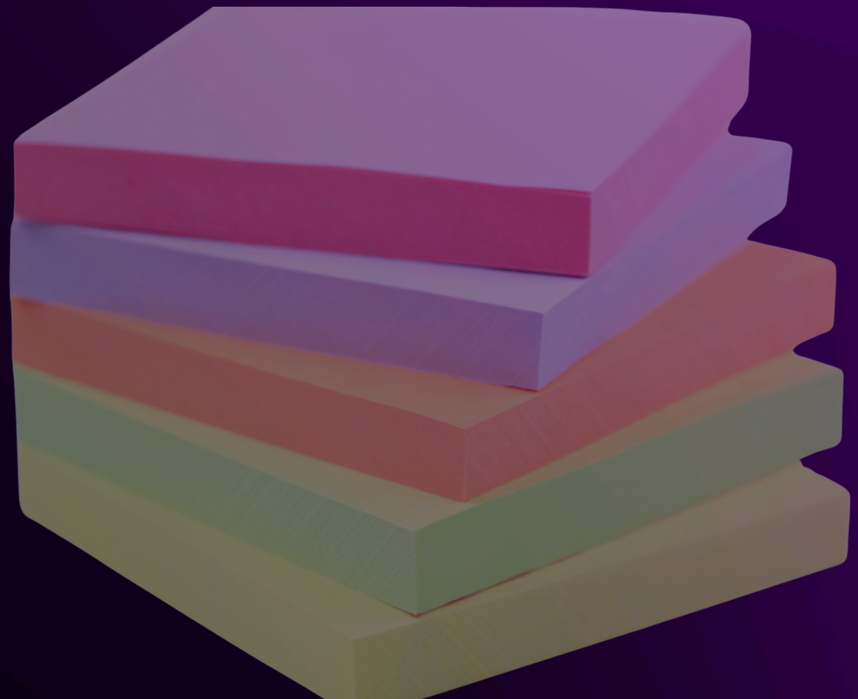


Initial 2023 **Fall 2024** **Fall 2025** **Fall 2026**

Fall 2025 **Current Growth Rating of each Component** **Fall 2026**

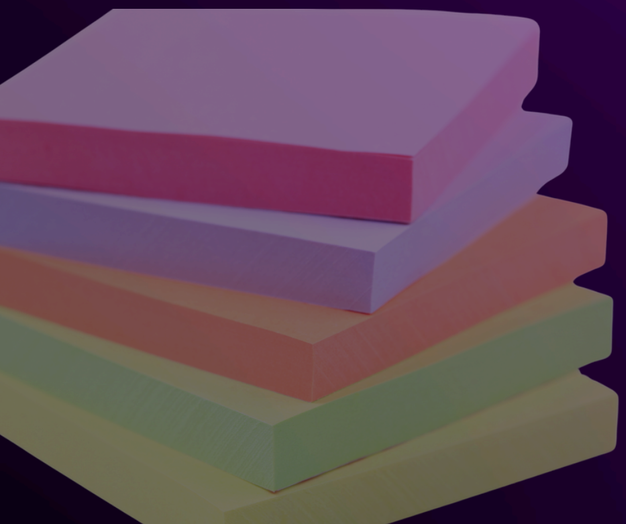
67%	1. Infrastructure for Continuous Improvement	76%
30%	2. Family and Community Engagement	40%
55%	3. Multi-Layered Practices and Support	57%
40%	4. Assessment	60%
35%	5. Data Based Decision Making	50%

What is MTSS?



MTSS is...

MTSS is the systematic approach used to ensure all students have what they need to be successful in school.



Thank You!

Montevideo Public Schools

Students First

Standard Alignment Timeline

2025-2026

Horizontal

- Individual Rating Standards
- “Leverage” Cross Reference
- Grade level meeting: Agreement

2026-2027

Vertical

- meet with grade level above and below
- meet between learning levels
- Pre K-12 Mastery Standards

2027-2028

Implementation

- Curriculum focus on MS
- Posted Mastery Standards
- Mastery Standards



Montevideo MTSS

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System Design for Continuous Improvement

Curriculum Alignment and Design

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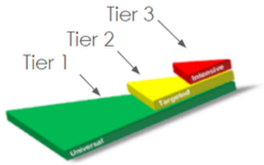
Community Engagement



Multi-Tiered Support

Staff Development

Assessment & Data Based Decision Making

Student Achievement

Montevideo MTSS

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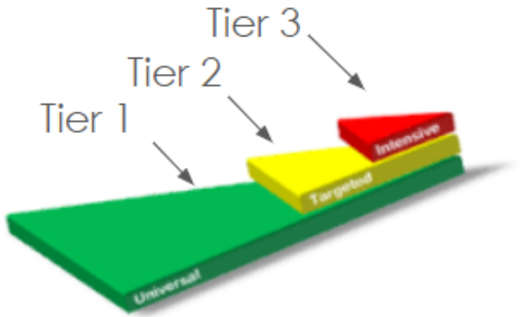

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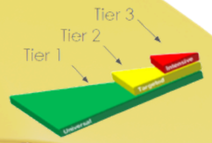

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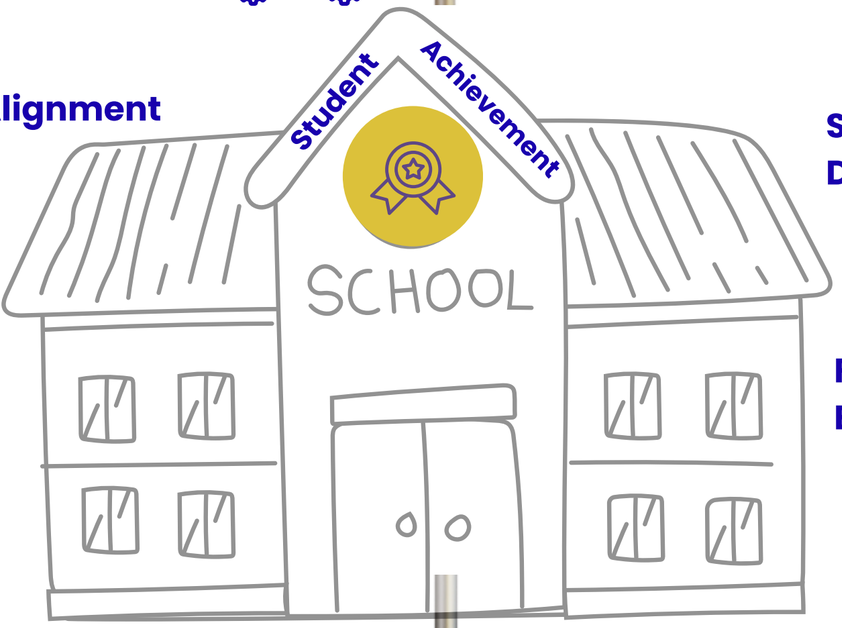

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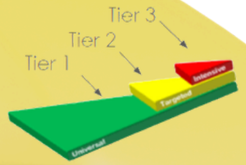

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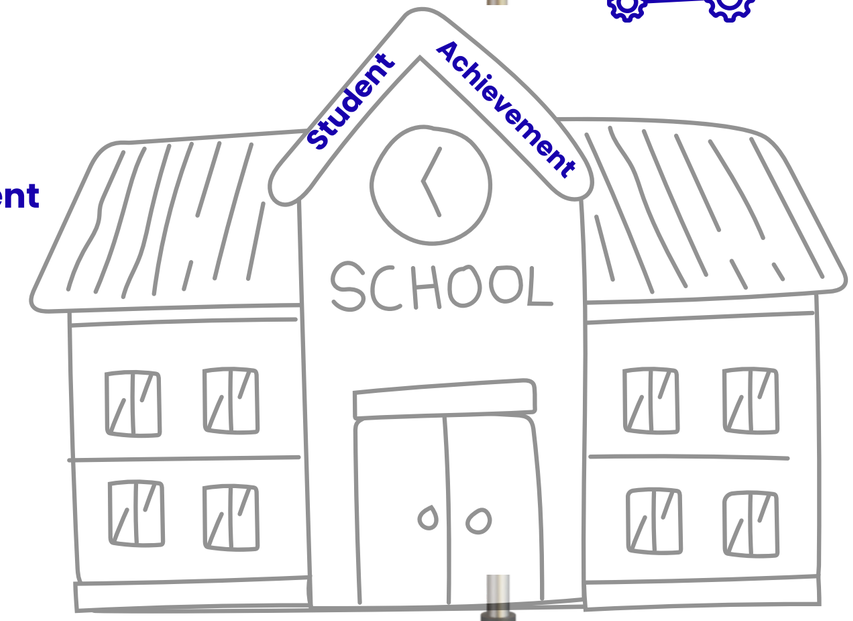

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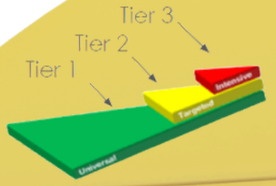

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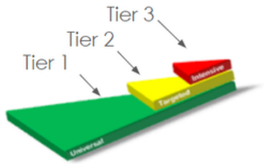

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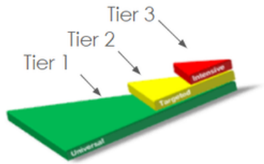


Multi-Tiered Support

Student Achievement

Assessment & Data Based Decision Making

TIERED STRUCTURE

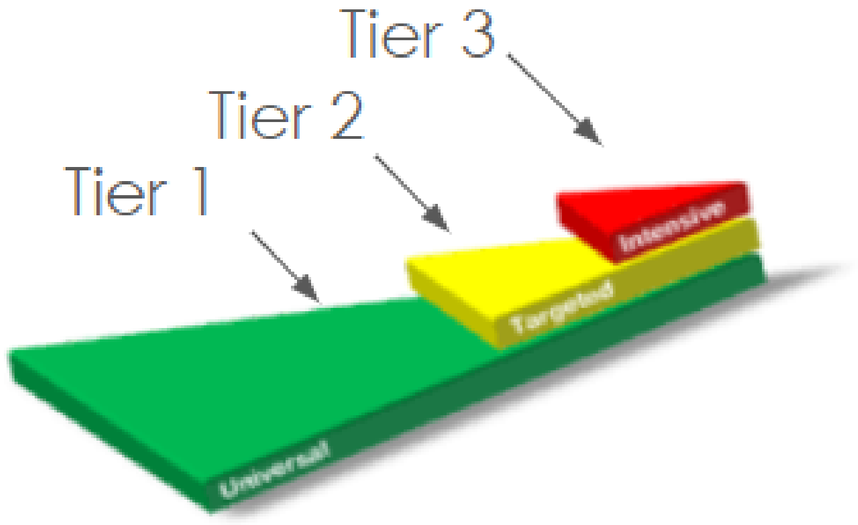
Layered approach to meet students needs

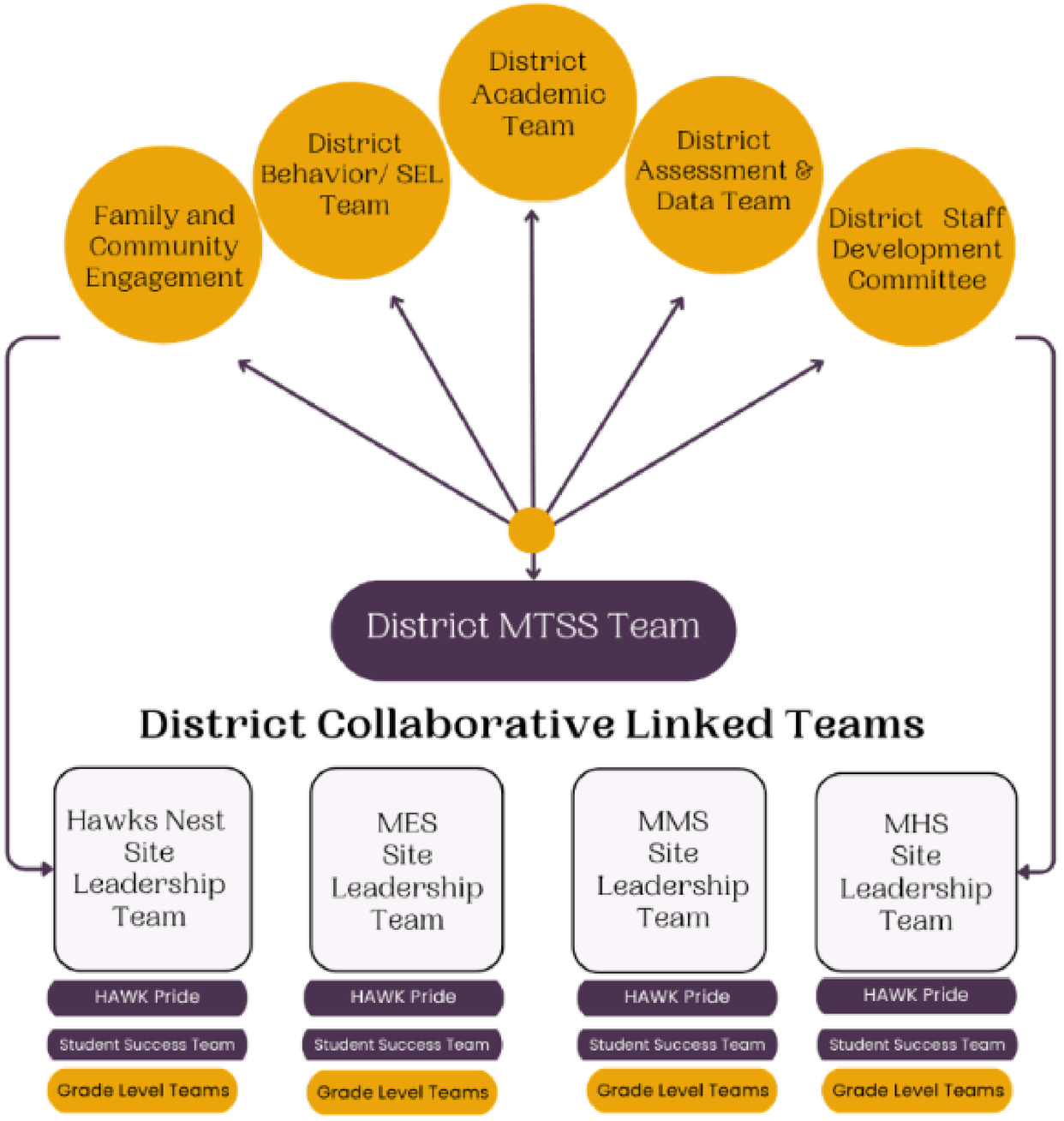
TIER 3: INTENSIVE INSTRUCTION: FEW STUDENTS

TIER 2: TARGETED INSTRUCTION: SOME STUDENTS

TIER 1: UNIVERSAL INSTRUCTION: ALL STUDENTS






District Academic Team
District Behavior/ SEL Team
District Assessment & Data Team
Family and Community Engagement
District Staff Development Committee
District MTSS Team
District Collaborative Linked Teams
Hawks Nest Site Leadership Team
MES Site Leadership Team
MMS Site Leadership Team
MHS Site Leadership Team
HAWK Pride
Student Success Team
Grade Level Teams
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ISD 129 – MONTEVIDEO PUBLIC SCHOOLS
Minutes of Regular School Board Meeting
Held September 14, 2026, in Montevideo, MN

Chairman Stenson called the regular meeting of the School Board of Independent School District #129 to order at 6:00 p.m. on Monday, September 14, 2026, in the District Board Room of Montevideo Middle School.

Members present were Wibben, Shourds, Miller, Norman, Birhanzl, and Stenson. Superintendent Skjeveland, Chief Business Official Adam Spray, Student Representative Taryn Stenson, and Preston Euerle and Travis Fuechtmann with RA Morton were also present.

Director Shourds made the motion, and Director Norman seconded the motion to approve the agenda as presented. The Motion carried unanimously.

Preston Euerle and Travis Fuechtmann, with RA Morton, provided a detailed update on the cost projections of the various components of the construction projects.

Director Birhanzl made the motion, and Director Shourds seconded the motion to approve the Consent Agenda as presented. The Motion carried unanimously.

- Regular Board of Education Meeting Minutes – August 10, 2026
- September Board Bills

TOTAL EXPENDITURES BY FUND		
GENERAL FUND	$	360,247.55
FOOD SERVICE	$	137,131.58
COMMUNITY SERVICES	$	10,386.35
CAPITAL EXPENDITURE	$	124,353.15
BUILDING CONSTRUCTION	$	229,768.00
DEBT REDEMPTION	$ -	
STUDENT ACTIVITIES	$	16,362.32
MINN RIVER VALLEY ED DIST	$	337,376.26
MRVED COMMUNITY EDUCATION	$	3,537.28
TOTAL BY FUND	**$**	**1,219,162.49**

- Treasurer Report
- Budget Report
- Personnel Actions
    - Employment: Andrew DuHoux, Special Ed Paraprofessional, High School
      Nicole Judkins, Special Ed Paraprofessional, Middle School
      Victoria Wagener, Special Ed Paraprofessional, Sanford
      Lori Gonzalez, EL Paraprofessional, Ramsey
      Shawn Anderson, Custodian, Ramsey Elementary
      Hayley Demuth, 8th Grade Science Teacher, Middle School, beginning January, 2027.
      Reikina Robert, Special Ed Paraprofessional, Sanford
      Madison McDonald, Special Ed Paraprofessional, Sanford
      Joan Stangeland, Special Ed Paraprofessional, Sanford
      Cathy Robert, Special Ed Paraprofessional, Ramsey
      Jared Wosmek, Special Ed Paraprofessional, Middle School
      Curtis Hardwick, Special Ed Paraprofessional, Middle School
      Abigail Schmidt, Special Ed Paraprofessional, Sanford
      Marie Collins, Special Ed Paraprofessional, Ramsey

Alicia Blom, Special Ed Paraprofessional, Ramsey
Erin Murphy, High School Math Teacher

- Resignations/Retirements: Karla Anderson, Paraprofessional, Ramsey
  Tayler Kittelson, Childcare Assistant, Hawks Nest
  Joan Stangeland, Childcare Assistant, Hawks Nest
  Hailey Robinson, Paraprofessional, Ramsey
  Taylor Smith, Paraprofessional, Sanford
  Rufina Epwesu, Paraprofessional, Ramsey
  Rosa Acabal, Paraprofessional, Ramsey
  Eric VanSickle is retiring as an Art Teacher effective December 23, 2026
  Zach Smith, Paraprofessional, Ramsey
  Iana Ranu, Paraprofessional, Ramsey
- Reassignments: Robert Leal has been reassigned as Head Custodian for Ramsey.
  Derek Birdsall has been reassigned to Buildings & Grounds
  Alexis Swick has been reassigned to Behavior Interventionist, Ramsey
- Terminations: Autumn Sims was terminated as Program Lead at the Hawks Nest

- Approve the Extracurricular and Fall Coaching Assignments
- Approve the Facility Rental Schedule
- Resolution Accepting a Gift, Donation, Contribution, or Bequest – None
- Superintendent's Report
- Student Representative Report
- Administrators Report

Discussion Items:
Homecoming Parade
Activities Director
MTSS Tiered Update
Brandon Raymo, Achievement and Integration
Policy review for policies 402, 423, 418A, and 709
Renovation Project
Strategic Planning
Strategic Plan
School Land Trust Constitutional Amendment Update

Action Items:
Motion by Director Shourds and seconded by Director Wibben to approve the 26-27 Lane Changes. The motion carried unanimously.
Motion by Director Miller and seconded by Director Birhanzl to approve policies 506, 722, and 806. The motion carried unanimously.
Motion by Director Wibben and seconded by Director Norman to approve the Preliminary 2026 Payable 2027 Levy. The motion carried unanimously.
Motion by Director Birhanzl and seconded by Director Miller to approve the Education Assistant's Contract. The motion carried unanimously.
Adjournment of the Regular Meeting: Motion by Director Birhanzl and seconded by Director Shourds to adjourn the regular meeting at 7:35 p.m. The motion carried unanimously.

The Board entered into a Work Session at 7:40 p.m. to discuss the Superintendent Evaluation process.

The Work Session adjourned at 8:20 p.m.

MONTEVIDEO PUBLIC SCHOOLS
MONTHLY WARRANTS
OCTOBER 12, 2026

Check #	Vendor	Amount	Description
72563	4.0 SCHOOL SERVICES INC	285,916.51	SEPT/OCTOBER TRANSPORTATION SERVICES
72564	A&B BUSINESS SOLUTIONS	1,535.76	PRINTER LEASES
72565	ABDO LLP	16,700.00	AUDIT SERVICES
72566	ACUITY SPECIALTY PRODUCTS, INC	261.52	CUSTODIAL SUPPLIES
72567	AMAZON CAPITAL SERVICES, INC	4,185.92	MISC SUPPLIES
72568	AMERICAN DOOR WORKS	515.75	GARAGE DOOR REPAIRS
72569	AMERICAN WELDING & GAS, INC	552.86	AG SHOP SUPPLIES
72570	ANDERSON'S	555.96	HOMECOMING SUPPLIES
72571	BENSON FOOD SERVICE	252.50	PARA CONFERENCE MEALS
72572	BORCH'S SPORTING GOODS	1,015.00	TRAINING ROOM SUPPLY BAGS
72573	BRAY ASSOCIATES ARCHITECTS, INC	219,772.00	2026 A - PHASE 1,2, & 3
72574	BSN SPORTS	7,242.00	FB HELMETS & SHOULDER PADS
72575	BURMEISTER AUTO BODY	1,204.23	WINDSHIELD ON TRUCK
72576	BUSINESS ESSENTIALS	1,897.62	PAPER ORDER
72577	CARLSON & STEWART REFRIGERATION	347.27	COOLER REPAIR
72578	CDW-GOVERNMENT INC	5,301.08	TECHNOLOGY ORDER
72579	CHAPPEL CENTRAL INC	13,099.39	HVAC REPAIRS/MONTHLY CONTRACT
72580	CHARTER COMMUNICATIONS	342.06	PHONE/INTERNET
72581	CITY OF MONTEVIDEO UTILITIES	5,556.92	UTILITY BILLINGS
72582	CLARA CITY TELEPHONE	679.00	FIBER LEASE
72583	CLEAN SITE LLC	1,320.00	PORTABLE RESTROOM RENTALS
72584	CLEARWAY COMMUNITY SOLAR	15,650.03	SOLAR CREDITS
72585	COLD STONE CREAMERY	1,567.00	CONCESSIONS
72586	COMMUNITY EDUCATION DEPT	3,545.00	SWNS TUITION
72587	CULLIGAN ULTRAPURE INC	108.95	SALT
72588	DC SIGNS	2,903.00	SIGNS/RECORD BOARDS/LANYARDS/DECALS
72589	DECKER EQUIPMENT	370.14	SIGNS/LOCKS
72590	DEMCO INC	332.78	LIBRARY SUPPLIES
72591	DIRTY DOG PRODUCTIONS LLC	363.06	DANCE TEAM MUSIC
72592	DOUBLE D DEVELOPMENT	17,540.61	HAWKS NEST LEASE
72593	DSC COMMUNICATIONS	604.50	SANFORD RADIOS
72594	ECKROTH MUSIC	164.25	BAND BOOKS
72595	ECOLAB PEST ELIMINATION	611.60	PEST ELIMINTATION
72596	FARMERS UNION OIL COMPANY	2,356.51	BULK FUEL/TIRE REPAIRS/DE FUEL
72597	FAST THREADS	605.25	V-BALL UNIFORMS
72598	FASTENAL COMPANY	642.55	AIR FILTERS
72599	FLOWERS FROM THE HEART	245.00	HOMECOMING SUPPLIES
72600	FOLLET CONTENT SOLUTIONS, LLC	573.61	BOOK ORDERS
72601	GERVAIS JEWELERS	48.00	ENGRAVING
72602	GOPHER SPORTS	565.42	PLAYGROUND BALLS
72603	GREAT PLAINS NATURAL GAS	5,179.91	NATURAL GAS SERVICE
72604	HILLYARD FLOOR CARE SUPPLY	10,776.71	CUSTODIAL SUPPLIES
72605	HOMESTORE DESIGN CENTER INC	2,585.00	FLOORING
72606	INNOVATIVE OFFICE SOLUTIONS, LLC	9,989.16	OFFICE FURNITURE
72607	J W PEPPER AND SON INC	602.18	CHOIR/BAND/MUSIC SUPPLIES
72608	JOHN DEERE FINANCIAL	5,224.03	SKIDSTEER REPAIRS
72609	KENNEDY & GRAVEN CHARTERED	675.00	LEGAL SERVICES
72610	LENOVO (UNITED STATES) INC.	500.00	TECHNOLOGY ORDER
72611	MARCO	2,279.12	COPIER LEASE
72612	MARCO TECHNOLOGIES, LLC	344.14	COPIER SUPPLIES

MONTEVIDEO PUBLIC SCHOOLS
MONTHLY WARRANTS
OCTOBER 12, 2026

72613	MELODY LANES FAMILY ENTERTAINMEI	900.00	YOUTH BOWLING LEAGUE
72614	MIND YOUR BUSINESS	42.11	FALL PLAY
72615	MINNESOTA DEPT OF LABOR AND INDU	375.00	BOILER CERTIFICATIONS
72616	MN ELEM SCHOOL PRINCIPALS ASSN	979.00	MESPA MEMBERSHIP FEE
72617	MN RIVER VALLEY EDUCATION DIST	5,752.96	2025-2026 4TH QUARTER SERVICES
72618	MN STATE HS MATH LEAGUE	700.00	MEMBSHIP FEE
72619	MOLDE'S ELECTRIC & MECHANICAL INC	739.12	LIGHT REPAIRS/REPLACEMENT
72620	MONTE CANDY CO	335.00	CONCESSIONS
72621	MONTE HARDWARE HANK	11.07	CUSTODIAL SUPPLIES
72622	MONTEVIDEO AMERICAN LEGION CATEI	5,218.90	STAFF LUNCHEON/HOF BANQUET
72623	MUSIC STREET INC	410.00	BAND REPAIRS/SUPPLIES
72624	MUSIC THEATRE INTERNATIONAL	5.00	PERUSALS
72625	NCS PEARSON INC	145.00	ONLINE TESTING
72626	OFFICE OF MNIT SERVICES	117.34	COMPUTING SERVICES
72627	OLSEN PLUMBING & HEATING INC	368.35	PLUMBING REPAIRS
72628	PEPSICO BEVERAGE SALES LLC	789.92	CONCESSIONS
72629	PETTY CASH FUND	2,004.00	PETTY CASH REIMBURSEMENTS
72630	PLANK ROAD PUBLISHING	185.45	MUSIC
72631	RA MORTON CONSTRUCTION MANAGEF	20,000.00	2026 A - SERVICES
72632	REGENTS OF THE UNIV OF MN	1,750.00	PRINCIPALS ACADEMY
72633	RUNNING'S SUPPLY INC	579.38	SUPPLIES
72634	SARLETTES MUSIC	1,005.03	BAND REPAIRS/SUPPLIES
72635	SCHOLASTIC INC MAGAZINES	219.78	ACTION MAGAZINES
72636	SCHOOL SPECIALTY LLC	1,581.40	CLASSROOM SUPPLIES
72637	SOUTHERN MN INSPECTION INC	2,196.70	INSPECTION REPAIRS
72638	ST FRANCIS AREA SCHOOLS	163.13	IN CARE & TREATMENT SERVICES
72639	STARLIGHT AND MAIN THEATRE COMPA	3,510.00	THEATRE RENTAL FEES
72640	SUMMIT FIRE PROTECTION	1,879.52	SEMI-ANNUAL INSPECTIONS
72641	SW/WC SERVICE COOPERATIVE	36,156.00	2025-2026 LEASE/SUMMER SERVICES/26-27 LEASE
72642	SWEETWATER SOUND INC	61.79	SUPPLIES
72643	SYSCLOUD INC	3,000.00	TECHNOLOGY ORDER
72644	TAHER, INC	53,965.68	FOOD SERVICE SERVICES
72645	TEXTBOOK WAREHOUSE	852.20	TEXTBOOKS
72646	TITAN MACHINERY - DAWSON	9,106.34	PAYLOADER REPAIRS
72647	T-MOBILE	89.25	BUS ACCESS POINTS
72648	TOSTENSON LANDFILL	4,077.85	LANDFILL SERVICES
72649	TRANE US INC	542.00	HVAC CONTROLS
72650	TREVIPAY	2,859.45	MISC SUPPLIES
72651	VISA	11,726.52	MISC SUPPLIES
72652	WAYZATA RESULTS INC	1,178.76	CROSS COUNTRY MEET TIMING
72653	XCEL ENERGY	31,964.90	ELECTRIC BILLINGS
72654	ZANER-BLOSER INC	3,605.80	HANDWRITING CURRICULUM
9000000334	ARNDT, KRISTI L	11.10	BETWEEN BUILDING MILEAGE
9000000335	ARNOLD, JILL M	52.14	CLASSROOM SUPPLIES
9000000336	BROWN, ELIZABETH C	168.88	NATIVE CLUB EXPENSES
9000000337	CARLSON, KAILEE A	117.04	SPEECHPATHOLOGY RENEWAL
9000000338	DISCOVER YOUR SISU THERAPY SERVI	6,862.77	OT SERVICES
9000000339	FRAGODT, CONNIE	210.52	HOME VISIT MILEAGE/IEIC MILEAGE
9000000340	GEERDES, STACY T	164.62	RENEWAL FEE/MILEAGE
9000000341	GOPHER STATE ONE CALL	6.75	LOCATING SERVICES
9000000342	HAWKINS INC	10.00	POOL CHEMICALS
9000000343	HUNTLEY, SHAWN K	180.25	EXPENSE REIMBURSEMENTS
9000000344	IS-CORP	310.00	FINANCE SOFTWARE HOSTING FEE
9000000345	KIENITZ, BRADY D	139.52	REIMBURSEMENTS
9000000346	KOEPKE, ZACHARY TYLER	610.30	REIMBURSEMENTS
9000000347	LEE, SARAH L	53.95	REIMBURSEMENTS

MONTEVIDEO PUBLIC SCHOOLS
MONTHLY WARRANTS
OCTOBER 12, 2026

9000000348	REDMANN, NICOLE M	7.44	BETWEEN BUILDING MILEAGE
9000000349	SKJEVELAND, JAMIE S	1,141.46	MASA/LAW CONF EXPENSES
9000000350	SNELL, KELLY M	123.70	ECS MEAL
9000000351	TOSTENSON, MOLLI K	138.52	SPEECHPATHOLOGY RENEWAL

TOTAL MONTEVIDEO WARRANTS **$ 876,664.52**

MINNESOTA RIVER VALLEY EDUCATION DISTRICT WARRANTS

72543	BERGESON, BRUCE D	$ 136.40	CTE MILEAGE/PHONE REIMBURSEMENT
72544	CLARA CITY TELEPHONE	$ 200.00	FIBER LEASE
72545	CULLIGAN ULTRAPURE INC	$ 66.90	WATER
72546	DAWSON-BOYD PUBLIC SCHOOLS	$ 116,770.38	FEDERAL SP ED FUNDS/TARGETED SERVICES
72547	FOLEY, JOAN N	$ 82.99	ILP MILEAGE
72548	GREAT PLAINS NATURAL GAS	$ 28.50	NATURAL GAS SERVICE
72549	HILLYARD FLOOR CARE SUPPLY	$ 1,189.04	MRVED CUSTODIAL SUPPLIES
72550	ISD #129 - MONTEVIDEO	$ 25,636.17	TARGETED SERVICES
72551	ISD #2159-BUFFALO LAKE-HECTOR-STE	$ 84.10	TITLE III SUB REIMBURSEMENT
72552	ISD #2167-LAKEVIEW	$ 124,485.83	FEDERAL SPECIAL ED FUNDS
72553	ISD #2180-MACCRAY	$ 381.83	ABE DAYCARE
72554	ISD #2190 - YME	$ 11,062.54	SPECIAL ED SERVICES
72555	ISD #2853-LAC QUI PARLE VALLEY	$ 43,392.16	TARGETED SERVICES
72556	ISD #2903-ORTONVILLE SCHOOLS	$ 2,046.80	TARGETED SERVICES
72557	ISD #414 - MINNEOTA	$ 3,940.09	TARGETED SERVICES
72558	MAAP STARS, CO KRISTIN TUEL	$ 279.00	FALL LEADERSHIP CONFERENCE
72559	MINNESOTA WEST-WORTHINGTON	$ 2,770.66	CTE BOOKS/ABE FACILITY RENT
72560	SMITH, LAWRENCE D	$ 154.28	ILP MILEAGE
72561	STEWART, AMY J	$ 5,950.00	CTE - FALL 2026
72562	SW/WC SERVICE COOPERATIVE	$ 487.72	BEHAVIORAL THREAT/PARA CONFERENCE

TOTAL MRVED WARRANTS **$ 339,145.39**

TOTAL EXPENDITURES BY FUND

GENERAL FUND	$	488,545.87
FOOD SERVICE	$	55,156.66
COMMUNITY SERVICES	$	7,112.84
CAPITAL EXPENDITURE	$	79,404.64
BUILDING CONSTRUCTION	$	239,772.00
DEBT REDEMPTION	$	-
STUDENT ACTIVIES	$	6,234.27
MINN RIVER VALLEY ED DIST	$	338,066.80
MRVED COMMUNITY EDUCATION	$	1,516.83
TOTAL BY FUND	**$**	**1,215,809.91**

MONTEVIDEO PUBLIC SCHOOLS
MONTHLY WARRANTS
OCTOBER 12, 2026

SEPTEMBER 2026 WIRES / CASH TRANSFERS

9/14/2026	WIRE FROM PMA TO MINNWEST	$	690,000.00	PAYROLL
9/14/2026	WIRE FROM 2026A TO PMA LIQUID	$	229,768.00	BUILDING CONSTRUCTION TRANSFER
9/15/2026	WIRE FROM PMA TO OLD NATIONAL	$	900,000.00	BOARD BILLS/PAYROLL
9/25/2026	WIRE FROM LAF TO OLD NATIONAL	$	250,000.00	INS PAYMENT
9/29/2026	WIRE FROM PMA TO MINNWEST	$	700,000.00	PAYROLL
9/29/2026	WIRE FROM LAF TO MINNWEST	$	40,000.00	PAYROLL

SEPTEMBER 2026 MANUAL CHECKS

72387	CENTURYLINK-AZ	$	135.89	MRVED PHONE
72388	GREAT PLAINS NATURAL GAS	$	28.50	MRVED GAS SERVICE
72389	XCEL ENERGY	$	1,159.97	MRVED ELECTRICAL SERVICE
72390	XCEL ENERGY	$	31,099.55	ELECTRICAL SERVICE
72521	AMAZON CAPITAL SERVICES, INC	$	1,053.41	MISC SUPPLIES
72522	JOHN DEERE FINANCIAL	$	515.48	MOWER PARTS
72523	PETTY CASH FUND	$	7,300.45	PETTY CASH REIMBURSEMENTS
72524	SCHOOLSTATUS, LLC	$	1,400.00	RENEWAL SUBSCRIPTION
72525	TREVIPAY	$	509.51	MISC SUPPLIES
72526	US POST OFFICE	$	34.00	RETURNED CALENDAR POSTAGE
72527	VERIZON WIRELESS	$	764.97	MOBILE PHONE SERVICE
72528	HUDL	$	16,000.00	HUDL SUBSCRIPTION RENEWAL
	TOTAL SEPTEMBER 2026 MANUAL CHECKS	**$**	**60,001.73**	

SEPTEMBER 2026 PAYROLL DEDUCT CHECKS/EFT PMTS

US TREAS	US TREASURY	$	136,871.21	FEDERAL PAYROLL TAX
US TREAS	US TREASURY	$	145,353.95	FEDERAL PAYROLL TAX
MN REV	MN DEPARTMENT OF REVENUE	$	22,139.84	STATE WITHHOLDING
MN REV	MN DEPARTMENT OF REVENUE	$	23,737.46	STATE WITHHOLDING
MN TRA	MINNESOTA TEACHERS RETIREMENT ASSOC	$	85,791.49	TRA EFT
MN TRA	MINNESOTA TEACHERS RETIREMENT ASSOC	$	84,866.21	TRA EFT
MN PERA	MN PUBLIC EMPLOYEES RETIREMENT ASSOC	$	18,438.52	PERA EFT
MN PERA	MN PUBLIC EMPLOYEES RETIREMENT ASSOC	$	25,661.87	PERA EFT
EBC	EDUCATORS BENEFIT CONSULTANTS	$	30,285.24	PAYROLL 403(B) EFT
EBC	EDUCATORS BENEFIT CONSULTANTS	$	30,154.03	PAYROLL 403(B) EFT
UHC	UNITED HEALTHCARE	$	183,426.00	HEALTH EFT
DELTA	DELTA DENTAL	$	1,755.84	DENTAL EFT
72515	AFSCME COUNCIL 65	$	342.81	PAYROLL ACCRUAL
72516	ISD #129 - MONTEVIDEO	$	2,816.55	PAYROLL ACCRUAL
72517	MADISON NATIONAL LIFE INS	$	11,217.51	PAYROLL ACCRUAL
72518	MONTEVIDEO PUBLIC SCHOOL	$	23.00	PAYROLL ACCRUAL
72519	NCPERS GROUP LIFE INS	$	48.00	PAYROLL ACCRUAL
72520	SOUTHWEST INITIATIVE FOUNDATION	$	245.00	PAYROLL ACCRUAL
72529	AFLAC	$	1,494.49	PAYROLL ACCRUAL
72530	AFSCME COUNCIL 65	$	641.58	PAYROLL ACCRUAL
72531	AVIBEN	$	167.70	PAYROLL ACCRUAL
72532	ISD #129 - MONTEVIDEO	$	2,816.55	PAYROLL ACCRUAL
72533	MADISON NATIONAL LIFE INS	$	3,418.27	PAYROLL ACCRUAL
72534	MONTEVIDEO PUBLIC SCHOOL	$	10.45	PAYROLL ACCRUAL
72535	SOUTHWEST INITIATIVE FOUNDATION	$	245.00	PAYROLL ACCRUAL
72536	VSP INSURANCE CO	$	1,646.00	PAYROLL ACCRUAL
	TOTAL PAYROLL CHECKS/EFTS	**$**	**813,614.57**	

SEPTEMBER 2026 PETTY CASH DISBURSEMENTS

9/17/2026	Beseman, Tim	$	140.00	VB Official 9/17/26
9/17/2026	Bovee, Daniel	$	150.00	FB Official 9/18/26

MONTEVIDEO PUBLIC SCHOOLS
MONTHLY WARRANTS
OCTOBER 12, 2026

9/17/2026	Bovee, Tom	$	150.00	FB Official 9/18/26
9/2/2026	Buell, Nancy	$	400.00	New Teacher Orientation
9/11/2026	Busskohl, Brett	$	150.00	FB Official 9/11/26
9/15/2026	CCM Wellness Center	$	60.00	LTH Field Trip 8/7/26
9/15/2026	Central High School	$	250.00	9/15/26 CC Meet
9/15/2026	Chippewa County Recorder	$	45.00	School Reports
9/2/2026	Dripps, Jackie	$	140.00	VB Official 9/3/26
9/11/2026	Gifford, Lexie	$	400.00	New Teacher Orientation
9/14/2026	Hanson, Kevin	$	140.00	JV FB Official 9/14/26
9/11/2026	Hein, Alex	$	150.00	FB Official 9/11/26
9/11/2026	Hendrickson, Bob	$	150.00	FB Official 9/11/26
9/11/2026	Hendrickson, Jackson	$	150.00	FB Official 9/11/26
9/14/2026	Hinde, Scott	$	140.00	JV FB Official 9/14/26
9/17/2026	Holland, Tom	$	150.00	FB Official 9/18/26
9/17/2026	ISD #129	$	60.00	HS St Council Homecoming starting cash
9/17/2026	Jergenson, Rob	$	150.00	FB Official 9/18/26
9/14/2026	Johnson, Steve	$	140.00	JV FB Official 9/14/26
9/17/2026	Kent, Ashley	$	140.00	VB Official 9/17/26
9/11/2026	Lee, Mike	$	150.00	FB Official 9/11/26
9/2/2026	Macziewski, Nicholas	$	400.00	New Teacher Orientation
9/15/2026	MRI Software LLC	$	220.45	Background Checks
9/14/2026	Ogdahl, Tom	$	140.00	JV FB Official 9/14/26
9/2/2026	Pennie, Heather	$	140.00	VB Official 9/3/26
9/2/2026	Redmann, Nicole	$	400.00	New Teacher Orientation
9/2/2026	Riggs, Glenn	$	400.00	New Teaher Orientation
9/11/2026	Schiller, Clint	$	400.00	New Teacher Orientation
9/17/2026	Smith, Pat	$	45.00	Refund - Multiage Magic
9/11/2026	True, Justin	$	400.00	New Teacher Orientation
9/15/2026	Vega Jr, Ramon	$	400.00	New Teacher Orientation
9/15/2026	Von Jacobson, Trenton	$	250.00	Presenter fee for Native lacrosse presentation
9/2/2026	Wellness For Living	$	450.00	CupCake Wars
9/15/2026	West Fargo High School	$	100.00	Girls Swimming Border Battles
9/17/2026	Wolner, Chris	$	150.00	FB Official 9/18/26
9/23/2026	Bachman, Kevin	$	400.00	New Teacher Orientation
9/23/2026	Hansen, Kevin	$	120.00	JV FB Official 9/24/26
9/21/2026	ISD #129	$	90.00	HS St Council Homecoming starting cash
9/25/2026	ISD #129	$	250.00	MMS St Council Starting Cash
9/25/2026	Janke, Cheryl	$	60.00	Beef for FFA Meeting
9/23/2026	Johnson, Steve	$	120.00	JV FB Official 9/24/26
9/21/2026	Marshall Public Schools	$	100.00	JH VB Tournament Fee
9/23/2026	Ogdahl, Tom	$	120.00	JV FB Official 9/24/26
9/21/2026	Souther, Melany	$	175.00	Swim Starter 9/22/26
9/21/2026	Wabasso Public Schools	$	150.00	VB Invite Fee
9/25/2026	Walters, Ariel	$	24.00	Lunch Account Balance
9/23/2026	Wegner, Kim	$	120.00	JV FB Official 9/24/26
9/23/2026	Wellness For Living	$	275.00	Cotton Candy Class

SEPTEMBER 2026 PETTY CASH TOTAL $ 9,304.45

Independent School District No. 129
TREASURER'S REPORT TO THE SCHOOL BOARD

Date of Report: October 2026 **For the Month of: September 2026**

Funds	Balance Beginning of Month	Receipts	Disbursements	Accounting/Prior Year Adjustments	Balance End of Month
General	2,191,361.37	6,362,049.26	6,644,608.55	246,175.09	2,154,977.17
Food Service	662,957.31	899.50	137,131.58	-97,677.04	429,048.19
Community Service	-702,699.88	143,910.01	213,715.51	-55,151.20	-827,656.58
Capital Outlay	-1,046,582.52	306.14	126,636.05		-1,172,912.43
Building Construction	19,490,256.23	4,792.32	229,768.00		19,265,280.55
Debt Service	1,496,348.26	122,530.38	0.00		1,618,878.64
Flex Benefit	10,652.49	8,260.18	4,243.35		14,669.32
Student Activities	282,848.98	7,514.97	16,687.90	73.98	273,750.03
MRVED	2,386,847.55	424,064.49	528,598.81	-93,420.83	2,188,892.40
TOTALS	**24,771,989.79**	**7,074,327.25**	**7,901,389.75**	**0.00**	**23,944,927.29**

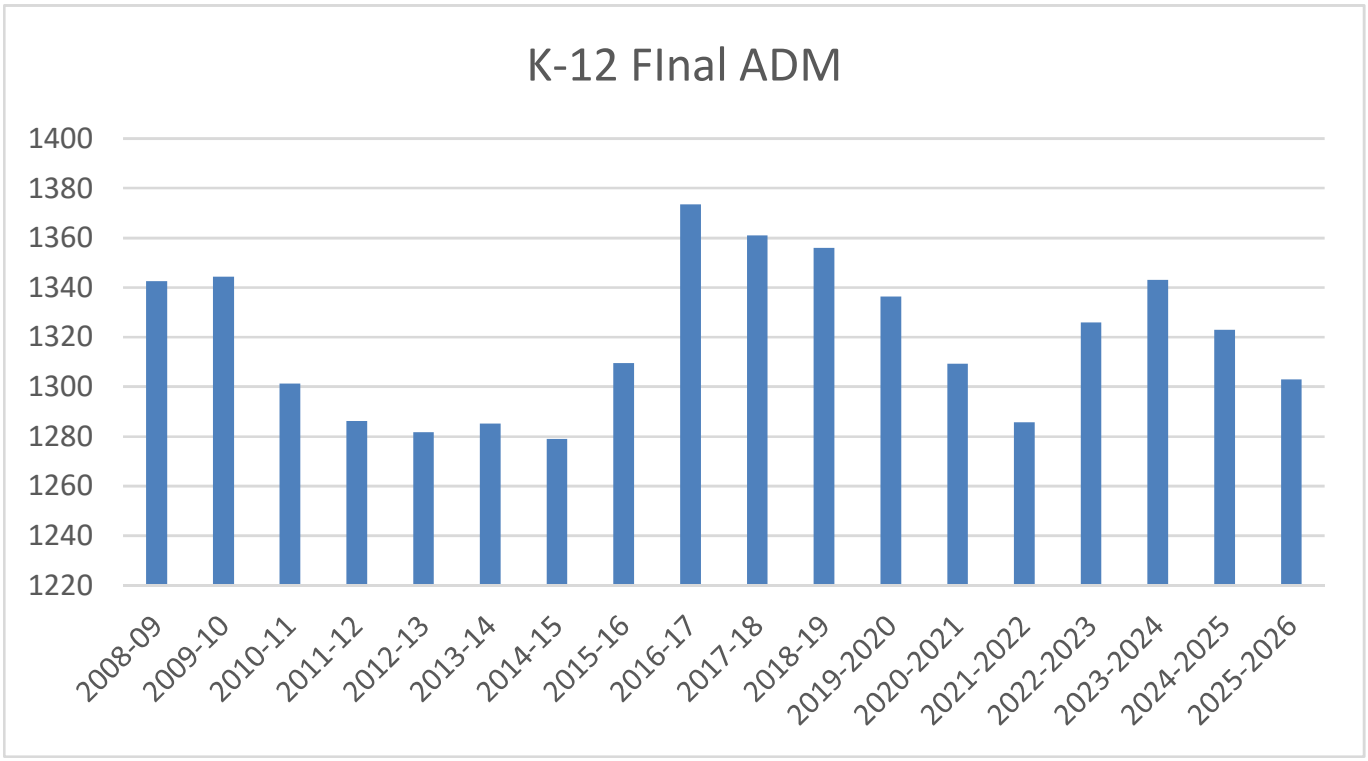
RECONCILEMENT OF TREASURER'S BALANCE WITH BANK STATEMENTS

Bank	Bank Balance	Outstanding Checks	Outstanding Deposits	Other Reconciling Items		Balance Per Treasurer's Books
Checking						
Old National Bank	$199,635.24	$80,483.73	$850.00	-$30,154.03	$	89,847.48
MinnWest Bank	$44,387.71			-$23,737.46	$	20,650.25
Flex Account	$14,669.32	$0.00			$	14,669.32
HS Checking - MW	$2,942.31	$31.18			$	2,911.13
Trust Accounts			**Interest Rate**			
PMA MN Trust			3.70%		$	788,405.66
PMA - 2025A			3.70%		$	417,365.82
PMA - 2026A			3.70%		$	1,063,295.92
Liquid Asset Fund			3.60% & 3.71%		$	394,147.77
Investments		**Maturity Date**				
Co-op Credit Union					$	333.83
Old National Bank- Scholarship					$	150,761.14
2026A FRI Accounts - Various Institutions/Maturity Dates/Rates					$	18,765,610.16
MN Trust Full Flex (TFed CU), IL		10/31/2026	3.78%		$	263,628.78
MNTrust Term Series II		1/22/2027	3.85%		$	1,250,000.00
American Pride Bank, GA		1/11/2027	3.85%		$	246,000.00
American Commercial Bank & Trust		1/25/2027	3.96%		$	236,700.00
Solera National Bank, CO		1/25/2027	3.69%		$	240,600.00
Investors Choice			0.01%		$	0.03

Treasurer's Balance Per Books **$23,944,927.29**

Balance Less Construction Funds **$2,448,655.39**

Actual End of Year	Fiscal Year	Total ISD #129	K-12	ALC	EC	HK	K	1	2	3	4	5	6	7	8	9	10	11	12
6/30/2009	2008-09	1360	1343	111	17	10	78	88	94	97	104	98	108	105	113	104	105	140	97
6/30/2010	2009-10	1366	1344	116	22	15	90	91	86	100	96	101	99	106	105	117	107	108	124
6/30/2011	2010-11	1322	1301	103	21	20	67	116	89	89	101	94	103	103	100	108	116	99	98
6/30/2012	2011-12	1307	1286	98	21	16	88	97	115	83	90	96	95	102	97	99	110	106	92
6/30/2013	2012-13	1304	1282	97	22	16	85	105	102	113	85	90	94	95	99	98	98	106	96
6/30/2014	2013-14	1307	1285	87	22	17	85	99	105	102	113	85	90	91	104	98	97	100	101
6/30/2015	2014-15	1300	1279	112	21	16	77	104	108	106	102	112	90	86	92	101	99	97	90
6/30/2016	2015-16	1330	1310	110	20	26	89	102	101	107	110	106	108	92	85	94	105	96	88
6/30/2017	2016-17	1397	1373	120	24	20	96	118	110	105	111	117	111	112	93	88	102	101	91
6/30/2018	2017-18	1377	1361	135	16	19	87	115	118	108	102	114	114	107	110	92	86	95	94
6/30/2019	2018-19	1378	1356	184	22	25	74	108	114	114	108	102	116	115	107	111	95	80	88
6/30/2020	2019-2020	1360	1336	152	24	18	75	94	105	120	116	106	102	112	121	101	107	85	74
6/30/2021	2020-2021	1322	1309	117	13	34	87	93	90	99	106	118	106	101	106	113	94	94	71
6/30/2022	2021-2022	1304	1286	96	18	17	83	125	93	86	97	103	111	99	102	94	106	81	88
6/30/2023	2022-2023	1350	1326	84	24	20	90	107	123	99	88	107	106	116	101	106	93	97	72
6/30/2024	2023-2024	1363	1343	45	20	0	111	109	102	127	94	89	114	102	111	105	99	83	99
6/30/2025	2024-2025	1342	1323	63	19	0	97	96	109	106	127	97	87	109	101	112	107	97	79
6/30/2026	2025-2026	1324	1303	39	21	0	97	96	98	106	109	116	94	83	103	101	109	103	89
Budgeted																			
	2025-2026	1343		75	22	0	100	97	97	107	111	120	95	83	105	100	112	105	89
	2026-2027	1354		75	22	0	100	100	97	97	107	107	120	95	85	105	101	113	105
Sep-26	ADM	1318		86	22	0	81	94	95	100	102	108	120	93	88	107	104	104	100
Oct-26	ADM	0																	
Nov-26	ADM	0																	
Dec-26	ADM	0																	
Jan-27	ADM	0																	
Feb-27	ADM	0																	
Mar-27	ADM	0																	
Apr-27	ADM	0																	
May-27	ADM	0																	


K-12 FInal ADM
1400
1380
1360
1340
1320
1300
1280
1260
1240
1220
2008-09
2009-10
2010-11
2011-12
2012-13
2013-14
2014-15
2015-16
2016-17
2017-18
2018-19
2019-2020
2020-2021
2021-2022
2022-2023
2023-2024
2024-2025
2025-2026

Report

Topics to Be Discussed

Today, I will be discussing the results of the student voice and feedback surveys completed by freshmen, sophomores, and juniors. The main topics will include cafeteria food and lunch, bathroom passes and school rules, homework and academic pressure, college and career preparation, and opportunities for more activities and electives. I will also discuss what students feel is going well at our school and areas where we could improve.

Survey Overview

A total of 256 responses were collected from freshmen, sophomores, and juniors. Overall, the surveys showed that many students have positive experiences at school, but there are also concerns and suggestions that deserve attention. The goal of these surveys was to give students an opportunity to share their opinions and help identify changes that could make our school experience better.

Cafeteria Food and Lunch

One of the main concerns brought up by students was the cafeteria food. Some students would like more variety, better food options, and improvements in food quality and portions. This could be an area where the school gathers additional student input to see what changes would be most helpful and realistic.

Bathroom Passes and School Rules

Another topic was the bathroom and digital hall-pass system. Some students feel that the current system could be more efficient. It may be helpful to review the system, listen to student and staff feedback, and determine whether there are ways to make it easier to use while still maintaining school safety and accountability.

Homework and Academic Pressure

The surveys also showed that some students experience stress from homework and schoolwork. Students may benefit from additional academic support and communication between teachers when major assignments and tests are scheduled. The goal would not be to reduce expectations, but to make sure students have the support they need to succeed.

College and Career Preparation

Another area for improvement is preparing students for life after high school. Students expressed interest in more college and career information, college visits, and additional career-focused classes and electives. Providing students with more opportunities to explore different career paths could help them feel more prepared for their futures.

Activities and Student Opportunities

Students also suggested adding more activities, clubs, sports, and elective classes. Some ideas included additional sports, chess, language classes, engineering, and school dances. Before making changes, the school could gather more information about student interest and determine which opportunities are realistic based on staffing, funding, and participation.

Positive Feedback

Although there were concerns, students also shared positive feedback about our school. Students appreciate having different classes to choose from, participating in sports and activities, and building relationships with teachers and other students. Many freshmen also reported that they were adjusting to high school and becoming more comfortable in the school environment. These positive experiences are important to recognize and continue building on.

Recommendations and Next Steps

Based on the survey results, I recommend that we continue reviewing student feedback, especially regarding cafeteria food, bathroom passes, academic pressure, and preparation for life after high school. We could also explore opportunities to add activities and electives based on student interest.

I believe it is important not only to collect student opinions but also to communicate what happens after the feedback is received. Even if every suggestion cannot be implemented, explaining what can be changed and why would help students feel heard and involved in decisions.

Conclusion

Overall, the student surveys provided helpful information about what students appreciate and what they would like to improve. As the student representative, my goal is to make sure student voices are heard and that their feedback is shared with the school board. By working together, we can recognize what is already working well and look for realistic ways to improve our school for everyone.

The Senior Results I will just send the form to look at due to not many responding to it due to time being sent out.

If you would like to see the teachers Fun Staff Survey I will share it here as well to look at if interested.

October Board Updates

Hawks Nest: Kelly Snell

The Hawks Nest was excited to be included in the Homecoming festivities this year with their very own mini-pepfest complete with an obstacle course coordinated by staff and high school visitors. In addition to the pepfest our students had a coloring contest, searched daily for “Harry the Hawk” and participated in dress up days. It was a fun week at the Hawks Nest.









Students are also participating in Fire Prevention Week in October with fire drills, field trips to the fire hall and in class education. We’re grateful to our volunteer firefighters for taking time to show the children their equipment and talking to them about fire safety.

ECFE classes have had a very slow start this year, having most cancelled due to low enrollment. This is unusual as in years past these same classes have filled to capacity. It is unclear why this has occurred. Increased communications have been generated with home childcares and local childcare centers with requests to promote ECFE with their families.

Early Childhood Screening resulted in 7 full referrals for special education evaluations. Several of the recently screened families have now registered for Small World Preschool bringing our total Small World registration across 3 classrooms to 79 students.

Montevideo Community Education was the recipient of a $1000 Chippewa CARE Collaborative grant to be used to offer Heroes in Action scholarships for recreation, enrichment, and ECFE courses. These scholarships are awarded based on the application for educational benefits and eligible youth receive either 25% or 50% discount on registration. Drivers Education is not eligible for Heroes in Action scholarships at this time.

NFL Flag Football wraps up on Saturday, Oct 10. 37 youth grades 1-6 participated in this first year offering. EMP Wingman Fall VB Camp with Daynica Brown, championship coach and multiple-time Minnesota State Class A Coach of the Year, has been recently added with a start date in October.

Work has begun on a campaign for National Community Education Day, November 12 and also the next catalog of course offerings which will include January - May 2027.

MES: Heidi Sachariason

MES FAMILY ENGAGEMENT

MES Hawk News

MES provides families with weekly newsletters. This is a strategy we use at the elementary level to keep families informed. Below are the newsletters we have had for families so far this year. Staff also receive a newsletter each week.

- September 11th MES News for Families
- September 18th MES News For Families
- September 25th MES News for Families
- October 2nd MES News for Families

MES COMMUNITY ENGAGEMENT

Homecoming

A big thank you to the HS Student Council and staff for the planning for homecoming week. Students came to the elementaries to give students a pepfest in their own gyms rather than coming to the high school this year.

Fire Safety Week

During the week of October 5th we learn about Fire Safety Week. We were grateful for the help of the Montevideo Fire Department in teaching our

students about Fire Safety. Mr. Raymo and the fire department do an excellent job with our students and planning activities for students to teach fire safety.

MES STUDENT ACHIEVEMENT: CLASS SIZE ANALYSIS

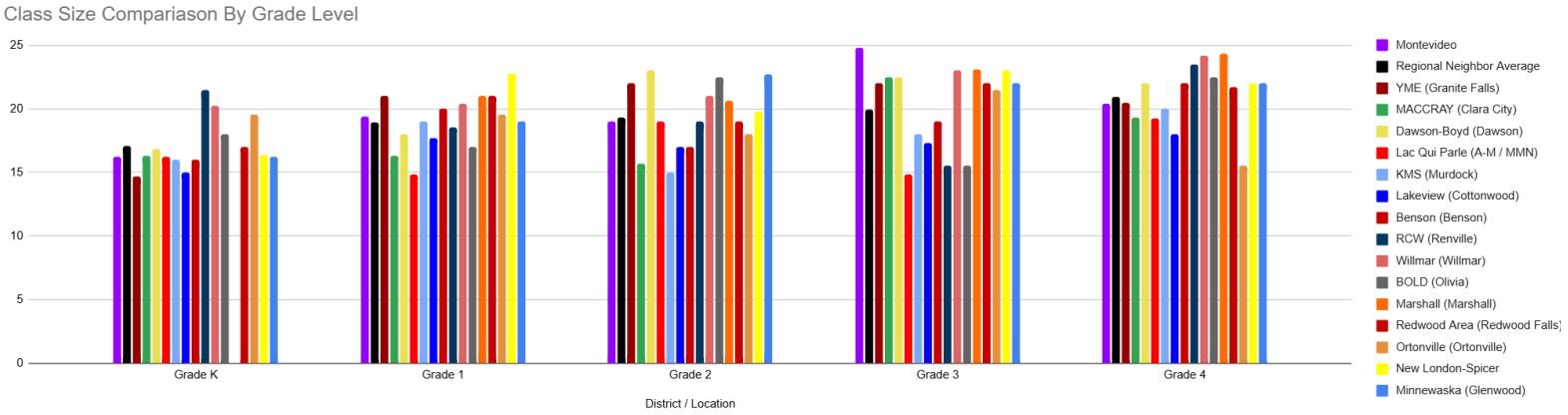
Last school year, cutting a teaching position led to increased class sizes. Below is a summary of state guidelines, regional comparisons, and teacher survey findings regarding elementary class sizes.

State Guidance: Districts must reserve state revenue to hire K–3 classroom teachers to achieve a 17:1 average ratio (MN Statute 126C.12).

Regional Comparisons (50-Mile Radius):

Grade Level	Montevideo			Regional Average (50 Mile radius)	Comparison Between Montevideo and Regional Average
	Student Count	Sections	Average Class Size		
Kindergarten	81	5	16.2	17.1	**Montevideo is slightly** below the regional average
Grade 1	97	5	19.4	18.9	Montevideo aligns with regional averages
Grade 2	95	5	19.0	19.3	
Grade 3	99	4	24.8	19.9	Montevideo is the highest in the comparison group
Grade 4	102	5	20.4	21.7	**Montevideo is slightly** below the regional average

Teacher Survey Results: 21 teachers (87.5% of staff) responded to a survey on class size impact.



- **Instructional Impact:** 47.6% of surveyed teachers report that class size prevents reaching every student daily (14.3% weekly).
- **20-Student Threshold:** Class sizes under 20 allow quiet environments and frequent 1-on-1 check-ins. Class sizes of 21+ lead to increased noise, crowding, and management challenges.
- **Workload Strain:** Without classroom TAs, larger class sizes add hours of weekly prep, grading, and parent communication.

Montevideo Teacher-Recommended Class Size Targets

Grade Span	Recommended Range	Rationale
Kindergarten	16-18	Essential for foundational skills and intensive 1-1 assistance.
Grade 1-2	18-20	Critical window for early intervention before academic gaps widen.
Grades 3-4	18-22	Accommodates small-group differentiation and physical room square-footage.

MMS: Shawn Huntley

October School Board Report for MMS

The Montevideo Middle School Student Advisory Team has started!

Purpose of the Team:

The Principal/Student Advisory Team provides a direct platform for students to voice their suggestions for school improvement, discuss areas of concern regarding student life and school culture, and work collaboratively with school administration to brainstorm solutions. As a member, you will serve as a representative of your peers, helping to ensure that student perspectives guide our school leadership decisions.

Team Member Commitments:

- Attend scheduled advisory meetings during the school day with the Principal.
- Actively participate in respectful discussions and group brainstorming sessions.
- Gather feedback and listen to ideas from classmates and peers.
- Demonstrate a commitment to improving our school community for everyone.

Team Updates:

- The Student Advisory Team currently has eight students from grades 7 and 8.
- We have met 3 times.
- We have developed a Google Form survey for students to gather interest in attending an after-school activity/club. Some ideas include an E-Sports Club, Board Game Club, Cooking/Baking Club, Book Club, Theatre/Drama Club, and several others.
- We will send the survey to all students in grades 5-8 this week to gauge interest.
- We will then select which clubs have enough interest to start up.
- Each club will need an adult supervisor. We currently have 2 community members willing to supervise/sponser a club. One of these includes the owner of the game store downtown.
- Finally, we have created a list of ideas on how to improve the student experience at MMS. A few ideas include increasing students' sense of belonging and acceptance of all persons, elective class options, and allowing gum, bubblers, and cell phones (during lunch).

I will be attending South View Middle School in Edina, MN on October 28th. I attended sessions held by South View at the MASSP Conference last winter. They are one of the highest-performing middle schools in the state and have robust advisory, flex, and intervention programs that I am interested in seeing in action.

MHS: Christine Udarbe

October School Board Report for MHS

Montevideo High School has updated its attendance and tardy procedures, shifting to a proactive, restorative approach focused on early support. Rather than relying solely on consequences when a student misses class or school, our staff now works directly with families to identify and solve the root causes of attendance issues, such as transportation hurdles, medical concerns, or personal obligations. While clear accountability measures like detention, which focuses on homework help and completion, remain in place for repeated unexcused absences, every step in the process now prioritizes partnership, flexible scheduling, and practical support over simple discipline.

This restorative shift is already producing positive results. Our current regular attendance rate is 96%, which is 1% higher than our school goal of 95% and 10% higher than last year's 86% annual rate. Equally encouraging is the positive feedback from our school community. Parents have frequently expressed their gratitude for our academic success coordinator for her efforts to listen and understand their family's specific circumstances, offering helpful resources to keep their students on track rather than immediately issuing a consequence. We are proud of this

momentum and look forward to continuing this supportive approach to help every student succeed.

MTSS: Heidi Huseby

Presenting at Meeting

Activities: Michael Trewick

Hall of Fame: We inducted our first Hall of Fame class since 2017. Several new members attended and were introduced to our student body at our Homecoming pepfest. They all attended our Homecoming Football game and where introduced at half time. On Saturday we held a banquet at the Legion that 135 people attended. Our next class will be inducted in 2 years and hopefully that will be in the new PAC.

Fall Play: They are right in the middle of their preparation for a November 13th at 7pm and November 14th at 7pm production of "Radium Girls" at the Hollywood Theatre.

Student Council: The students and advisors did an awesome job with Homecoming week. Everything from individual school pepfests to the parade. Weeks like this is what makes Montevideo a special place.

Cross Country: We hosted our home meet at the golf course yesterday and it was so well done and planned by coach Dave. We have almost 50 students signed up for cross country this year. Both the boys and girls team have been competitive in every meet this year.

Football: The varsity continues to make strides each and every week. It may not show in the scoreboard but they are getting better. We got placed in an incredibly good district. The c-squad will play 7 games this year.. They have been competitive in every game they have played either winning or losing the game in the last couple of minutes. Our numbers and competitiveness at the JH level has been very good. Our Elementary Flag Football league is thriving with young future Thunder Hawks

Girl's Swim and Dive: The swim team has been very competitive this year. They are doing some things that they have not done for years. The girls are doing a great job adjusting to a new Head Coach and a new JV coach.

Girl's Tennis: They have lost very few matches this year. matches this year. They got the number 2 seed in the section. They will start Section Tennis with a home meet next week.. We have already beat all the section teams except Morris Area this year (lost a tight 4-3 match)

Volleyball: It has been an up and down year for this team. They won the first conference match in their last 18 games last Thursday. They will head to a weekend tournament in Marshall Friday. They could be a team that could upset some teams in the section. Our JH program has had a great year and had enough numbers for 3 teams.

425 STAFF DEVELOPMENT AND MENTORING

[NOTE: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The school board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.

2. Members of the Advisory Staff Development Committee shall be appointed by the school administration. Committee members shall serve a [**two-year term**] based upon nominations by board members, teachers, and paraprofessionals. The school administration shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

[NOTE: The board may choose the Committee members' term of service.]

B. The school board will establish the Site Professional Development Teams.

1. Members of the Site Professional Development Teams will be appointed by the school administration. Team members shall serve a [**two-year term**] based upon nominations by board members, teachers, and paraprofessionals. The school administration shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.

2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

A. The Advisory Staff Development Committee will develop a Staff Development Plan that will be reviewed and subject to approval by the school board [**twice a year**].

B. The Staff Development Plan must contain the following elements:

1. Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school board;

[NOTE: The board-determined education outcomes for your district could be inserted here.]

2. The means to achieve the Staff Development outcomes;

3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;

4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

    a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;

    b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;

    c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;

    d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;

    e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;

    f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and

    g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

5. The Staff Development Plan also must:

    a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;

    b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

    c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;

    d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and

    e. Reinforce national and state standards of effective teaching practice.

6. Staff development activities must:

   a. Focus on the school classroom and research-based strategies that improve student learning;

   b. Provide opportunities for teachers to practice and improve their instructional skills over time;

   c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;

   d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;

   e. Align with state and local academic standards;

   f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;

   g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;

   h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and

   i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.

7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.

8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

   [NOTE: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes, section 122A.40, subdivisions~~.~~ 7 and 7a, or Minnesota Statutes, section 122A.41, subdivisions 4 and 4a, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training which enable teachers to achieve the staff development outcomes enumerated above in Subparagraph III.B.4.]

C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.

D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board [**on a quarterly basis**] the extent to which staff at the site have met the outcomes of the Staff Development Plan.

E. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.

F. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Article VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will review the site plans for consistency with the Staff Development Plan [**twice a year**].

B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.

C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Article V. below.

V. STAFF DEVELOPMENT FUNDING

A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two (2) percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.

C. Release time provided for teachers to supervise students on field trips and school

activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes, section 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

A. On a **[yearly]** basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan **[on a quarterly basis]**.

C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:

1. additional stipends as incentives to mentors who are of color or who are American Indian;

2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;

3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or

4. ~~grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.~~professional development focused on ways to close opportunity and achievement gaps for students of color and American Indian students; or

5. for teachers of color and American Indian teachers, graduate courses toward a first master's degree in a field related to their licensure or toward an additional license.

To the extent the school district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for

teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six (6) of the eight (8) hours must be completed before the first instructional day of the school year or within thirty (30) days of hire. The school district must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.

B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.

C. For paraprofessionals who provide direct support to students, at least fifty (50) percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.

D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

VIII. REPORTING

A. The school district and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's comprehensive achievement and civic readiness report.

1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.

2. The report will provide a breakdown of expenditures for:

   a. Curriculum development and curriculum training programs;

   b. Staff development training models, workshops, and conferences; and

   c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

   The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

3. The report will be signed by the superintendent and staff development chair.

B. To the extent the school district receives a grant for mentorship activities described in Paragraph V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing

and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 121A.642 (Paraprofessional Training)
Minn. Stat. § 122A.187 (Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7, 7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References: None

507.5 SCHOOL RESOURCE OFFICERS

[NOTE: The provisions of this policy substantially reflect statutory requirements. School districts utilizing school resource officers may choose to adopt this policy.]

I. PURPOSE

The purpose of this policy is to establish the contractual duties and training requirements of a school resource officer.

II. GENERAL STATEMENT OF POLICY

The school district, upon securing the services of one or more school resource officers, is committed to establishing the qualifications and duties required of these officers. A contract for the services of a school resources officer with the school district must meet the requirements of this policy.

III. DEFINITIONS

A. "School" means an elementary school, middle school or secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13.

B. "School resource officer" means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer's regular responsibilities through the terms of a contract entered between the peace officer's employer and the designated school district or charter school.

IV. CONTRACTUAL DUTIES

A. A school resource officer's contractual duties with the school district shall include:

1. fostering a positive school climate through relationship building and open communication;

2. protecting students, staff, and visitors to the school grounds from criminal activity;

3. serving as a liaison from law enforcement to school officials;

4. providing advice on safety drills;

5. identifying vulnerabilities in school facilities and safety protocols;

6. educating and advising students and staff on law enforcement topics; and,

7. enforcement of criminal laws.

B. The school district may contract with a school resource officer's employer for the officer to perform additional duties to those described in Paragraph IV.A.

C. A school resource officer must not use force or the authority of their office solely to

enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.

D. Nothing in this Article limits any other duty or responsibility imposed on peace officers; limits the expectation that peace officers will exercise professional judgment and discretion to protect the health, safety, and general welfare of the public when carrying out their duties; or creates a duty for school resource officers to protect students, staff, or others on school grounds that is different from the duty to protect the public as a whole.

V. TRAINING

A. Except as provided for in Paragraphs V.B., V.C., and V.D. below, ~~beginning September 1, 2025,~~ a peace officer assigned to serve as a school resource officer must complete a training course that provides instruction on the learning objectives identified in Minnesota Statutes, section 626.8482, subdivision 4 prior to assuming the duties of a school resource officer.

B. A peace officer who has completed either the School Safety Center standardized Basic School Resource Officer Training or the National School Resource Officer Basic School Resource Officer course prior to September 1, 2025, must complete the training mandated under Paragraph V.A. above before June 1, 2027. A peace officer covered under this paragraph may complete a supplemental training course approved by the board pursuant to Minnesota Statutes, section 626.8482, subdivision 4, paragraph (b), to satisfy the training requirement.

C. If an officer's employer is unable to provide the required training course to the officer prior to the officer assuming the duties of a school resource officer, the officer must complete the required training within six (6) months of assuming the duties of a school resource officer. The officer is not required to perform the duties described in Minnesota Statutes, section 626.8482, subdivision 2, paragraph (a), clause (4) or (5), until the officer has completed the required training course. The officer must review any policy adopted by the officer's employer pursuant to section 626.8482, subdivision 6 before assuming the other duties of a school resource officer and must comply with that policy.

D. An officer who is serving as a substitute school resource officer for fewer than sixty (60) student contact days within a school year is not obligated to complete the required training or perform the duties described in Minnesota Statutes, section 626.8482 subdivision 2, paragraph (a), clause (4) or (5), but must review and comply with any policy adopted pursuant to subdivision 6 by the law enforcement agency that employs the substitute school resource officer.

E. For each school resource officer employed by an agency, the chief law enforcement officer must maintain a copy of the most recent training certificate issued to the officer for completion of the training mandated under this section.

VI. DUTY TO IDENTIFY

A. A law enforcement officer must identify the law enforcement agency or other entity employing the individual, the individual's last name, and the individual's identification number if the individual is:

1. licensed by the Board of Peace Officer Standards and Training; or

2. an officer employed by a federally recognized Tribe, as defined in 25 United States Code, section 450b(e).

B. A law enforcement officer satisfies the requirements of Paragraph A. above if:

1. the officer wears a uniform that clearly identifies the law enforcement agency or other entity employing the officer and displays any combination of a badge, nameplate, identification patch, or other label that clearly identifies the officer's last name and identification number;

2. the officer wears body armor or a protective suit for the purposes of crowd control or participation as a member of a special weapons and tactics team, and displays any combination of a badge, nameplate, identification patch, or other label that clearly identifies the law enforcement agency or other entity employing the officer and the officer's identification number; or

3. upon request, the officer states the required information or provides a card that includes the required information.

VII. USE OF CHEMICAL IRRITANTS

The school district must provide information about the use of any chemical irritant, smoke screen, or diversionary device deployed within a building as required under Minnesota Statutes, section 626.745.

Legal References:
Minn. Stat. § 120A.05, subds. 9, 11, and 13 (Definitions)
Minn. Stat. § 123B.02, subd. 25 (General Powers of Independent School Districts – School Resource Officers)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)

Cross References:
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)

Resources:
MN House of Representatives: School Resource Officers (accessed 10/02/25)
MN Department of Public Safety: School Resource Officer Training (accessed 10/02/25)
MN Department of Public Safety: FAQs for Mandated School Resource Officer (SRO) Requirements (accessed 10/02/25)
U.S. Department of Education: FAQs on Photos and Videos under FERPA (accessed 10/02/25)
U.S. Department of Education: School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA) (accessed 10/02/25)
U.S. Department of Education: Does FERPA distinguish between School Resource Officers (SROs) and other local police officers who work in a school? (accessed 10/02/25)

509 ENROLLMENT OF NONRESIDENT STUDENTS

[NOTE: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes, section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

The school board adopts specific standards for acceptance and rejection of Open Enrollment applications.

III. OPEN ENROLLMENT PROCESS

A. Open Enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; ~~grade level;~~ or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and

2. in considering the capacity of a grade level, the school district may ~~only~~ limit the enrollment of nonresident students in its schools or programs to a number not less than the lesser of:

   a. one (1) percent of the total enrollment at each grade level in the school district; or

   b. the number of school district resident students at that grade level enrolled in a nonresident school district according to~~in accordance with~~ Minnesota Statutes, section 124D.03.

3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. If the school district limits enrollment of nonresident students pursuant to Paragraph A.~~this section~~, the school district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

C. The parent of a student with a disability not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect, in the same manner as the parent of a resident student with a disability, a school in the nonresident district where the child is enrolled in a Head Start program or a licensed child care setting in the nonresident district, provided the child can be served in the same setting as other children in the nonresident district with the same level of disability.

Under this paragraph, parents must demonstrate enrollment in a community preschool or childcare setting in a nonresident district.

[NOTE: MDE's *Birth up to Kindergarten Enrollment, Legislative Changes* states, ~~:~~ "There is no standard set for how parents must demonstrate enrollment in a community preschool or childcare setting. We recommend a written policy for this process." A district may choose to insert applicable local provisions here.]

D. A nonresident preschool aged child with a disability open enrolled in the district may be required to open enroll for kindergarten.

[NOTE: MDE's *Birth up to Kindergarten Enrollment, Legislative Changes* offers the following recommendation: "the non-resident district may elect to allow the child's enrollment status to continue without completing another application. MDE recommends that districts create policies around this election which must be non-discriminatory and in writing." A district may choose to insert applicable local provisions here.]

IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application

In addition to the provisions above, the school district may refuse to allow a pupil who is expelled under Minnesota Statutes, section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than two and one-half inches in length, at school or a school function;

2. possessing or using an illegal drug at school or a school function;

3. selling or soliciting the sale of a controlled substance while at school or a school function; or

4. committing a third-degree assault as described in Minnesota Statutes, section 609.223, subdivision 1. ~~involving assaulting another and inflicting substantial bodily harm.~~

B. Standards that may not be used for rejection of application

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. the student's previous academic achievement ~~of a student~~;

2. the student's athletic or extracurricular ability ~~of a student~~;

3. the student's disabling conditions ~~of a student~~;

4. the student's proficiency in the English language;

5. the student's district of residence, except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or

6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in this policy.

C. Application

The ~~student and~~ parent or guardian must complete and submit the "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) Application if applicable) developed by MDE and available on its website. The signed application must be submitted by January 15 for initial enrollment beginning the following school year.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 142D.08~~124D.151~~ to follow the application procedures under Minnesota Statutes, section 124D.03, subdivision 3~~this subdivision~~ to enroll in kindergarten. A school district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 142D.08~~124D.151~~ or to remain enrolled in the school district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under Minnesota Statutes, section 124D.03, subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the school district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

D. Lotteries

1. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The school district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

   a. the student's resident district does not operate a school building;

   b. the municipality is located partially or fully within the boundaries of at least five (5) school districts;

   c. the nonresident district in which the student seeks to enroll operates one (1) or more school buildings within the municipality; and

   d. no other nonresident, independent, special, or common school district operates a school building within the municipality.

2. The process for the school district lottery must be established by school board policy and posted on the school district's website.

E. Exclusion

1. Administrator's initial determination

   If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of

whether exclusion proceedings should be initiated.

2. Superintendent's review

The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes, section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant under Minnesota Statutes, section 260C.007, subdivision 19, the student has been provided appropriate services for truancy under Minnesota Statutes, chapter 260A, and the student's case has been referred to juvenile court.

A "habitual truant" is a child who is at least twelve (12) years old and less than eighteen (18) years old~~under seventeen (17) years of age~~ who is absent from attendance at school without lawful excuse ~~for seven (7) school days in a school year if the child is in elementary school or~~ for one (1) or more class periods on seven (7) school days in a school year if the child is in middle school, junior high school, or high school, or a child who is seventeen (17) years of age who is absent from attendance at school without lawful excuse for one (1) or more class periods on seven (7) school days in a school year and who has not lawfully withdrawn from school. Pursuant to Minnesota Statutes, section 260C.163, subdivision 11, "habitual truant" also means a child under age twelve (12) who has been absent from school for seven (7) school days without lawful excuse, based on a showing by clear and convincing evidence that the child's absence is not due to the failure of the child's parent, guardian, or custodian to comply with compulsory instruction laws.

The school district may also terminate the enrollment of a nonresident student over seventeen (17) years of age if the student is absent without lawful excuse for one (1) or more periods on fifteen (15) school days and has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and if the school district reasonably believes that a student does not otherwise meet the residency requirements of the school district in which the student is attending school, the student may be ~~for enrollment may be terminated from enrollment and~~ removed from school~~. Prior to removal from school, the school district will send to the student's parents~~ only after the school district sends the student's parents ~~a~~ written notice of the school district's belief ~~that the student is not a resident of the school district. The notice shall~~ including the facts upon which the belief is based, and ~~notice to the parents of their~~ an opportunity to provide documentary evidence~~,~~ in person ~~or in writing, of residency~~ to the superintendent or the superintendent's designee, or, at the option of the parents, by sending the documentary evidence to the superintendent, or a designee, ~~The superintendent or the superintendent's designee~~ who will make ~~the~~ a final determination as to the residency status of the student.

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is

placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Legal References:
Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 125A.13 (School of Parents' Choice)
Minn. Stat. § 142D.08 (Voluntary Prekindergarten Program for Eligible Four-Year-Old Children)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Definitions)
Minn. Stat. § 260C.163, Subd. 11 (Hearing)
Minn. Stat. § 609.223, Subd. 1 (Assault in the Third Degree)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)
18 U.S.C. 930, para. (g)(2) (Definition of weapon)

Cross References:
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 517 (Student Recruiting)

Resources:
Minnesota Department of Education: Open Enrollment (accessed 03/18/26)

MONTEVIDEO PUBLIC SCHOOLS 2027-28 Draft

Quarter 1

	M	T	W	Th	F
Aug.	16	17	18	19	20
Aug.	23	24	25	26	27
Sept.	30	31	1	2	3
Sept.	6	7	8	9	10
Sept	13	14	15	16	17
Sept.	20	21	22	23	24
Sept./Oct.	27	28	29	30	1
Oct.	4	5	6	7	8
Oct.	11	12	13	14	15
Oct.	18	19	20	21	22
Oct.	25	26	27	28	29
Nov.	1	2	3	4	5

45 Student Days
2 Workshop Days
2 Staff Development Days

Quarter 2

	M	T	W	Th	F
Nov.	8	9	10	11	12
Nov.	15	16	17	18	19
Nov.	22	23	24	25	26
Nov/Dec.	29	30	1	2	3
Dec.	6	7	8	9	10
Dec.	13	14	15	16	17
Dec.	20	21	22	23	24
Dec.	27	28	29	30	31
Jan.	3	4	5	6	7
Jan.	10	11	12	13	14
Jan.	17	18	19	20	21

44 Student Days
1 Staff Development Day
1 Comp Day

Quarter 3

	M	T	W	Th	F
Jan.	24	25	26	27	28
Jan./Feb.	31	1	2	3	4
Feb.	7	8	9	10	11
Feb.	14	15	16	17	18
Feb.	21	22	23	24	25
Feb./Mar.	28	29	1	2	3
Mar.	6	7	8	9	10
Mar.	13	14	15	16	17
Mar.	20	21	22	23	24

44 Student Days

Quarter 4

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

41 Student Days
1 Staff Development Day
1 Workshop Day

Aug. 18, 19	New Teacher Workshop
Aug. 23, 24, 25	Workshop/Staff Development days
Aug. 30	First day of school for students
Sept. 3	No School
Sept. 6	Labor Day—No School
Sept. 17	Early Dismissal - Staff Development
Oct. 1	Early Dismissal—Staff Development
Oct. 15	Early Dismissal -Staff Development
Oct. 20	Staff Development - No School for Students
Oct. 21-22	Fall Break– No School
Oct. 29	Early Dismissal-Staff Development
Nov. 5	Early Dismissal & End of Quarter 1
Nov. 8	First day of Quarter 2
Nov. 19	Early Dismissal-Staff Development
Nov. 22	Parent Teacher Conferences 4pm-8pm
Nov. 23	Parent Teacher Conferences 8am-8pm—No school for students
Nov. 24	Teacher Comp Day
Nov. 25-26	Thanksgiving
Dec. 3	Early Dismissal-Staff Development
Dec. 10	Early Dismissal –Staff Development
Dec. 23	Early Dismissal-Staff Development
Dec. 24-31	Winter Break – No School
Jan. 7	Early Dismissal-Staff Development
Jan. 17	Staff Development Day-No School for students
Jan. 21	Early Dismissal-End of Quarter 2
Jan. 24	First day of Quarter 3
Feb. 4	Early Dismissal-Staff Development
Feb. 18	Early Dismissal-Staff Development
Feb. 21	Presidents' Day Break - No School
Mar. 3	Early Dismissal-Staff Development
Mar. 17	Early Dismissal-Staff Development
Mar. 24	Early Dismissal-End of Quarter 3
March 27	First day of Quarter 4
April 7	Early Dismissal-Staff Development
April 13	Common In-Service-No School for Students
April 14-17	Spring Break
April 28	Early Dismissal - Staff Development
May 12	Early Dismissal—Staff Development
May 19	Graduation
May 25	Last day of school for students/Early Dismissal

Snow Day Make-Up Dates
If days needs to be made up the following dates, in order, will be used:
#1 February 21
#2 April 17

174 Student Days
4 Wksp./Conf. Days
4 Staff Dev. Days
1 Comp Day
183 Days

Early Dismissal

Ramsey	1:15 p.m.
Sanford	1:20 p.m.
MHS	1:25 p.m.
MMS	1:30 p.m.

	First Day of Quarter	△	Early Dismissal - Staff Development
	Last Day of Quarter	◇	Common In-service w/ Neighboring Schools
	No School	☆	Teachers' Comp Day - No School for Students
○	Workshop - No School for Students	◇	Staff Development Day - No School for Students
	Parent-Teacher Conferences		

FORM A

RESOLUTION OF GOVERNING BOARD SUPPORTING
FORM A APPLICATION TO MINNESOTA
STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in MSHSL athletics and fine arts;

WHEREAS, the Governing Board of Montevideo Public Schools recognizes the value of student participation in MSHSL athletics and fine arts; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools in recognizing, promoting and funding extracurricular participation by high school students in MSHSL athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of Montevideo Public Schools supports the school's application to the Minnesota State High School League Foundation for a FORM A grant to offset student activity fees.

Andrew Stenson _____
Date Board Chair/Head of School

Adam Spray _____
Date Board Clerk – Treasurer/ Finance Director