

Agenda

1. ROUTINE BUSINESS ITEMS
 - 1.1. Call to Order/Pledge of Allegiance
 - 1.2. Roll Call: Stenson ___ Birhanzi ___ Wibben ___ Shourds ___ Miller ___ and Norman ___.
 - 1.3. Approval of Agenda
 - 1.4. Special Presentation
 - 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. Special Board Meeting Minutes September 23, 2025
 - 1.5.3. Bills
 - 1.5.4. Treasurer's Report
 - 1.5.5. Budget Report
 - 1.5.6. Personnel Actions
 - 1.5.6.1. Employment
 - 1.5.6.2. Resignations/Retirements
 - 1.5.6.3. Reassignments
 - 1.5.6.4. Terminations
 - 1.6. Resolution Accepting a Gift, Donation, Contribution or Bequest RESOLUTION ACCEPTING MONETARY, PROPERTY, GOODS OR SERVICES DONATION
 - 1.6.1. The United Methodist Church donated \$576.68 to Little Thunder Hawk Care in memory of Hallie Helgeson.
 - 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
 - 1.10. Congratulatory Action and Recognition
2. DISCUSSION ITEMS
 - 2.1. 2024-25 Achievement & Integration Report
 - 2.2. Policy Revision First Reading
 - 2.3. Teacher Seniority List
 - 2.4. Discussion regarding Special Education Teachers and Paraprofessionals.
3. ACTION ITEMS
 - 3.1. Approve Fundraising Requests
 - 3.2. Approve the Resolution of the Governing Board Supporting Form A Application to the Minnesota State High School League Foundation.

3.3. Resolution Relating to the Issuance of School Building Bonds and Calling a Special Election Thereon.

4. ADJOURNMENT

ROUNDTABLE NEWS

ACCOUNTABILITY THAT PUTS STUDENTS FIRST



“Which is the truly successful school?” asked John Tanner, founder of braveEd during his Zoom meeting with the National Superintendents Roundtable in January. A school with a graduation rate of 95%+ with an enrollment made up primarily of young people who would graduate regardless of

where they went to school? Or a school with a graduation rate of 75%, with an enrollment made up largely of students likely to dropout?

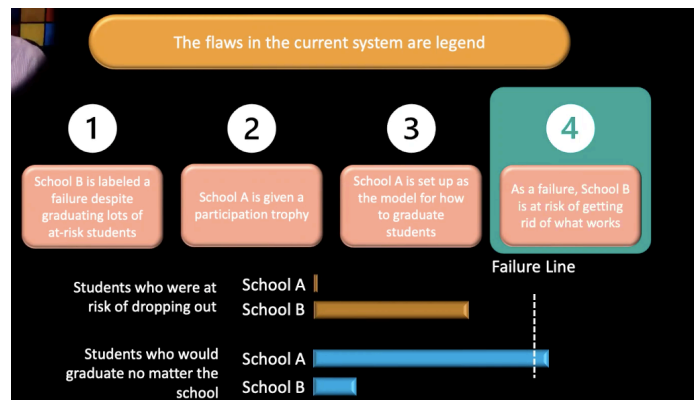
Yet the current accountability metrics used in the United States will hail School A and demand that School B scrap everything it is doing, to the great detriment of the school, its students, and the community it serves.

What we have, insisted Tanner, is an accountability system based on compliance that examines the past. What we need is a system based on the benefits it provides to students and looks to the future. Building such a system, he said, requires us to define the problem, be clear about the challenges, and offer a solution that makes sense for schools.

Flaws in the current system are legion.

“Let’s define the problem,” said Tanner, “by starting with graduation rates, an easy metric for most people to understand.” The “fundamental flaw” in thinking about graduation rates can be identified when we realize that “we can divide students into two camps.” One camp is made up of students “likely to graduate, no matter what school they attend.” The other contains students who are always going to be at risk of dropping out. If you set the bar for school success at 90% graduation rate, School A, with its 95% graduation rate, may be contributing little to that metric because their students were going to graduate regardless of which school they attended. School B, by contrast, is doing “a great job getting kids across the graduation stage.”

But School B is labeled a failure, while School A gets a participation trophy. Then we set School A up as a model, even though it wouldn’t know what to do with students likely to drop out, and ask School B to change everything it is doing. “It’s just a level of falseness and disingenuity that makes me mad every time I think of it.”



Testing fails to distinguish between school and non-school effects.

Researchers, said Tanner, understand that when it comes to student achievement, there are school effects and non-school effects. The school effect can be massive, but we frequently see just the opposite, as well.

What standardized testing does is tell you something about the combined school and non-school effects. But based on test scores alone, there’s no opportunity to understand which effect is at work to which degree in any school. “You cannot draw a line in the sand, ethically or morally, with any degree of certainty, and say that above this line is school success and below it is school failure.”

But our current approach to label schools successes or failures means that officials are telling parents: Here are the schools you want your children in. This is the neighborhood where you should buy a house. But here is a neighborhood you want to avoid because of its failing schools. Don’t invest there. And, in places like Texas, schools deemed to be failures will be facing demands to change everything: “Fire the principal, fire the staff, turn it over to a charter organization or a voucher system. These are false messages that are almost the opposite of the truth in many cases.”

We are trying to improve schools via compliance, not an emphasis on effectiveness.

Compliance, he warned, is what is driving the current accountability approach, not school effectiveness. Accountability and standards have been hijacked by testing.

Checking all the boxes in a compliance system doesn't give us effective schools. "Suppose," suggested Tanner, "we told doctors that unless 75% of your patients improve under your care, you'll lose your license. We'd have problems the likes of which we've never seen before." Doctors would cherry-pick patients and start practicing in unethical ways. Best practice would go out the window as physicians pursued bad metrics. The profession would become a miserable place to work, because "patient health would become secondary to job security."

We're on the cusp of that with schools, warned Tanner. "If you're in a school the state labels a failure, your efforts to defend best practice will result in people accusing you of being an apologist." We need, he said, to face up to the question of whether we're teaching to the test or doing what is best for children. "The fact that that choice exists tells us we're in trouble."

The primary stakeholder needs to be the student.

We will build two entirely different accountability systems depending on how we answer this question, he pointed out. "Am I accountable to the state for high and rising test scores? Or am I accountable to the children in this community for the benefits the community expects when the children come to my school?" How that question is answered will create two fundamentally different organizations.

So, we need to answer the question, "Who is the primary stakeholder?" This is not to dismiss the governor or state legislature. Even if these policymakers went away, "We'd still have a child in front of us who needs an education."

That reality, he insisted, means that the child is our primary stakeholder. "That's why we're here. That's why we're in education."

Defining accountability.

When we think about building an accountability system that puts students at the heart of the matter, we need to build an accountability system that "boils down to three things: It boils down to being responsible, to being answerable, and to being easy to understand to all our stakeholders."

Above all, he insisted, being answerable requires telling the truth about your schools. And that truth does not reside deep within the technical organization. It has to be explicable to your stakeholders. "Imagine if your

doctor tossed the results of your lab tests at you and told you to figure it out yourself." Yet, he warned, we lead with complex, technical data that the typical citizen has trouble understanding. Be responsible. Be answerable. And be explicable.

Benefits-Based Accountability.

We need to replace an accountability system that examines the past imperfectly through compliance with what Tanner defined as Benefits-Based Accountability.

"Every profession," he said, "is defined through a set of finite benefits its stakeholders expect. Hospitals are expected to provide care and address complex medical problems. Fire stations are expected to help people in crisis with fires, or floods, or getting people to hospitals."



What are the stakeholder benefits for schools? Parents want us to educate their children, care for them, focus on their strengths, make sure the kids have a sense of belonging, and develop them as citizens.

"Look stakeholders in the eye and say, 'Here's where we're effective and why. And here are areas where we're not as effective as we need to be.'" That gesture "is the most trust-building gesture in any accountability system."

We can establish a Benefits-Based Accountability system that is meaningful to stakeholders by understanding that every profession exists to provide finite benefits to primary stakeholders, offer honest accountings for each benefit, tell a truth story using evidence, and account for the future shape of the organization.

We're ready now to hold a national conversation on such a system, he concluded, something that would have been unthinkable a decade ago.

ISD 129 – MONTEVIDEO PUBLIC SCHOOLS
Minutes of Regular School Board Meeting
Held September 8, 2025, in Montevideo, MN

Chairman Stenson called the regular meeting of the School Board of Independent School District #129 to order at 6:04 p.m. on Monday, September 8, 2025, in the District Board Room of Montevideo Middle School.

Members present were Wibben, Shourds, Norman, and Stenson. Superintendent Skjeveland, Chief Business Official, Adam Spray, Principal, Sachariason, Principal Maethner, and Activities Director Mike Trewick were also present. Representatives from Bray Architect, RA Morton, and Ehlers were present.

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

Student Representative, Emmary Birhanzl, provided an update on the high school during the first couple of weeks of school.

Director Wibben 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 11, 2025
- September Board Bills

TOTAL EXPENDITURES BY FUND

GENERAL FUND	\$	213,349.88
FOOD SERVICE	\$	14,081.21
COMMUNITY SERVICES	\$	15,859.88
CAPITAL EXPENDITURE	\$	52,383.04
BUILDING CONSTRUCTION	\$	112,180.57
STUDENT ACTIVITIES	\$	11,963.75
MINN RIVER VALLEY ED DIST	\$	60,255.52
MRVED COMMUNITY EDUCATION	\$	6,274.99
TOTAL BY FUND	\$	486,348.84

- Treasure Report
- Personnel Actions
 - Employment: Daniel Parker, Special Ed Paraprofessional, High School
Mikaylah Zimmerman, ESL Teacher, Ramsey Elementary
Aubrey Johnson, Kindergarten Assistant, Ramsey Elementary
Camryn Mortenson, Special Ed Paraprofessional, Ramsey Elementary
Lilya Ontivieros Aase, Special Ed Paraprofessional, Sanford Elementary
Mikyla Olson, Childcare Assistant, Hawks Nest
Jocelyn Baumann, Childcare Assistant, Hawks Nest
Tammy Berends, Special Ed Paraprofessional, Sanford Elementary
Kaitlyn Fiscus, Library Assistant and Paraprofessional, Ramsey Elementary
Natalie Turrubiartes, PT Special Ed Paraprofessional, Sanford Elementary
Adam Corder, Special Ed Paraprofessional, Ramsey Elementary
Michael Harrison, Custodian, High School
 - Resignations: Jasmine Heim resigned as Rec & Aquatics Coordinator, Community Education
Fred Robarge resigned as Custodian at Middle School
Emily Juarez resigned as an ESL Paraprofessional at the Middle School

- Reassignments: Monica Fuentes Safron has been reassigned to the EL Paraprofessional position at the Middle School, effective September 15th.
- Terminations: Molly Kubesh was terminated as an ESL Paraprofessional at the Middle School.
- Approve the Fall and Full-year Extra-Curricular Assignments
- Resolution Accepting a Gift, Donation, Contribution, or Bequest – Chippewa County Law Enforcement donated \$2,000 towards School Safety. Motion by Director Wibben and seconded by Director Norman to accept the listed gifts, donations, contributions, and bequests. After a roll call vote, all members voted Aye, the motion carried.
- Superintendent's Report
- Chairman Stenson provided an update on the Negotiations process.
- Administrators Report

Discussion Items: Chairman Stenson led the discussion surrounding the facilities project discussion. Representatives with Bray Architect, RA Morton, and Ehlers were present to address questions on the scope of the project as well as provide timeline information related to submitting a Review & Comment to MDE by mid to late September.

Action Items:

Motion by Director Shourds and seconded by Director Norman to approve the installation of a memorial bench by the softball field in memory of Hallie Helgeson. The motion carried unanimously.

Motion by Director Wibben and seconded by Director Shourds to approve the lane changes for the 2025-26 school year as presented. The motion carried unanimously.

Motion by Director Shourds and seconded by Director Norman to move that the Board authorize the Superintendent to submit all required information to the Commissioner of Education to request Review & Comment for acquisition and betterment of school sites and facilities for a February 10th, 2026 election, with the understanding that the project will be financed through the issuance of School Building Bonds, if approved by the voters. The motion carried unanimously.

Adjournment: Motion by Director Shourds and seconded by Director Norman to adjourn the meeting at 7:34 p.m. The motion carried unanimously.

ISD 129 – MONTEVIDEO PUBLIC SCHOOLS
Minutes of Special School Board Meeting
Held September 23, 2025 in Montevideo, MN

Vice-Chairman Shourds called the special meeting of the School Board of Independent School District #129 to order at 7:15 a.m. on Tuesday, September 23, 2025, in the District Board Room of Montevideo Middle School.

Members present were Wibben, Shourds, Birhanzl, and Norman, Member Miller joined remotely from 204 1st Ave., Verona, ND. Dr. Skjeveland and Chief Business Official, Adam Spray were also present.

Motion by Director Birhanzl and seconded by Director Norman to approve the agenda and the motion carried.

Motion by Director Wibben to approve the maximum amount for the 2025 Payable 2026 Levy and seconded by Director Norman. The motion carried.

Adjournment: Motion by Director Birhanzl and seconded by Director Norman to adjourn the meeting at 7:21 a.m. The motion carried and the meeting was adjourned.

**MONTEVIDEO PUBLIC SCHOOLS
MONTHLY WARRANTS
OCTOBER 13, 2025**

Check #	Vendor	Amount	Description
70673	A&B BUSINESS SOLUTIONS	\$ 3,071.52	PRINTER LEASES
70674	ABDO LLP	\$ 17,000.00	AUDIT SERVICES
70675	AMAZON CAPITAL SERVICES, INC	\$ 8,509.21	MISC EXPENSES
70676	AMERICAN WELDING & GAS, INC	\$ 1,153.90	AG SHOP SUPPLIES
70677	AMPLIFY EDUCATION, INC	\$ 188,168.80	NEW READING CURRICULUM
70678	ANDERSON'S	\$ 592.70	HOMECOMING SUPPLIES
70679	AQUA LOGIC INC	\$ 940.03	POOL CONTROLLER
70680	BACKES TECHNOLOGY SERVICES IN	\$ 3,028.14	CAMERAS/BRIDGE TO BASEBALL FIELD
70681	BENSON FOOD SERVICE	\$ 130.50	PARA CONFERENCE MEALS
70682	BEYONDTRUST CORPORATION	\$ 2,744.64	TECHNOLOGY ORDER
70683	BORCH'S SPORTING GOODS	\$ 11,708.00	UNIFORMS/SUPPLIES
70684	BRAY ASSOCIATES ARCHITECTS, INC	\$ 7,140.00	SUMMER 2025 CONSTRUCTION PROJECTS
70685	BUILDERS FIRSTSOURCE	\$ 233.69	SUPPLIES
70686	CAMBRIDGE-ISANTI SCHOOLS	\$ 2,229.13	INTERNET SERVICE
70687	CDW-GOVERNMENT INC	\$ 4,332.00	TECHNOLOGY ORDER
70688	CHAPPEL CENTRAL INC	\$ 11,241.00	HVAC CONTRACT/REPAIRS
70689	CHARTER COMMUNICATIONS	\$ 309.98	PHONE & INTERNET
70690	CHERRYROAD MEDIA	\$ 1,827.00	EMPLOYMENT ADS/SPORTS ADS
70691	CLARA CITY TELEPHONE	\$ 479.00	FIBER LEASE
70692	CLEAN SITE LLC	\$ 1,045.00	PORTABLE RESTROOM RENTAL
70693	CLEARWAY COMMUNITY SOLAR	\$ 30,947.75	SOLAR CREDITS
70694	COMMUNITY EDUCATION DEPT	\$ 4,890.00	SWNS TUITION
70695	DAVE'S ELECTRIC	\$ 839.99	MITER SAW/REPAIRS
70696	DAYBREAK COMMITTEE	\$ 600.00	DAYBREAK DONATIONS
70697	DC SIGNS	\$ 1,075.00	SIGNS
70698	DEMCO INC	\$ 103.68	LIBRARY SUPPLIES
70699	DEPARTMENT OF HUMAN SERVICES	\$ 222.00	IEP ADMIN FEE
70700	DOUBLE D DEVELOPMENT	\$ 17,099.68	HAWKS NEST LEASE
70701	DRIESSEN WATER INC	\$ 1,031.72	WATER SOFTENER REPAIRS/SALT/WATER
70702	ECOLAB PEST ELIMINATION	\$ 588.08	PEST ELIMINATION
70703	FARMERS UNION OIL COMPANY	\$ 203.72	FUEL/TIRE REPAIR
70704	FAST THREADS	\$ 6,021.86	BAGS/SIGNS/BANNERS/SHIRTS/NEW STUDENT ITEMS
70705	FASTENAL COMPANY	\$ 64.99	CUSTODIAL SUPPLIES
70706	FLINN SCIENTIFIC	\$ 315.64	SCIENCE SUPPLIES
70707	FLOWERS FROM THE HEART	\$ 45.00	FFA FAIR JUDGING
70708	FOLLET CONTENT SOLUTIONS, LLC	\$ 2,081.38	LIBRARY SUPPLIES
70709	GAMETIME	\$ 5,620.00	ENGINEERED WOOD FIBER
70710	GOPHER PERFORMANCE	\$ 209.30	PHY ED EQUIPMENT
70711	GREAT PLAINS NATURAL GAS	\$ 3,966.98	NATURAL GAS BILLING
70712	HEALY AWARDS INC	\$ 1,236.10	AWARDS
70713	HILLYARD FLOOR CARE SUPPLY	\$ 10,380.19	CUSTODIAL SUPPLIES
70714	HIRE IMAGE LLC	\$ 811.10	BACKGROUND CHECKS/DRIVER RECORDS
70715	IKIKCUPI, MAKOCE	\$ 450.00	SPEAKER
70716	INNOVATIVE OFFICE SOLUTIONS, LLC	\$ 18.42	STICKERS
70717	IRONHEART-TREMBLAY, MORGAN	\$ 36.44	WORKSHOP SUPPLIES
70718	J W PEPPER AND SON INC	\$ 151.70	BAND SUPPLIES
70719	JAKES PIZZA	\$ 1,302.54	CONCESSIONS
70720	JIM'S CLOTHING & SPORTING GOOD	\$ 540.00	FB/XC SHIRTS
70721	JOHN DEERE FINANCIAL	\$ 389.27	TRACTOR PARTS
70722	JOHNSON CONTROLS FIRE PROTECT	\$ 9,176.72	ANNUAL SERVICE CONTRACT/SERVICE CALL

**MONTEVIDEO PUBLIC SCHOOLS
MONTHLY WARRANTS
OCTOBER 13, 2025**

70723	LEARNING WITHOUT TEARS	\$ 7,528.95	HANDWRITING
70724	LENOVO (UNITED STATES) INC.	\$ 500.00	RENEWAL FEE
70725	LIVESTOCKJUDGING.COM	\$ 300.00	SUBSCRIPTION
70726	MARCO	\$ 2,279.12	COPIER LEASE
70727	MELODY LANES FAMILY ENTERTAINM	\$ 1,230.00	SUMMER BOWLING
70728	MHS FACULTY LOUNGE, DEB HINDE	\$ 58.01	VENDING PROCEEDS
70729	MILLENNIUM THEATER	\$ 1,012.50	SUMMER MOVIES
70730	MINNESOTA CLAY	\$ 642.03	CLAY & GLAZE
70731	MINNESOTA CLE	\$ 395.00	SCHOOL LAW CONFERENCE
70732	MINNESOTA DEPT OF LABOR AND INI	\$ 450.00	BOILER/PRESSURE VESSELS
70733	MINNESOTA WEST-WORTHINGTON	\$ 431.25	REACH COURSE
70734	MMS FACULTY LOUNGE	\$ 47.66	VENDING PROCEEDS
70735	MN RIVER VALLEY EDUCATION DIST	\$ 5,793.31	FY 25 4TH QUARTER PROGRAMS
70736	MN STATE HS MATH LEAGUE	\$ 700.00	MEMBERSHIP
70737	MOLDE'S ELECTRIC & MECHANICAL II	\$ 6,494.85	LIGHT/ELECTRICAL REPAIRS
70738	MONTE CANDY CO	\$ 400.00	CONCESSIONS
70739	MONTE HARDWARE HANK	\$ 1,283.53	PAINT/CUST SUPPLIES/FACS OVEN
70740	MUSIC STREET INC	\$ 24.00	GUITAR REPAIR
70741	MWP RECREATION	\$ 24,661.43	PLAYGROUND EQUIPMENT INSTALLATION
70742	NASCO	\$ 32.79	DAKOTA SIGN SUPPLIES
70743	NEW DOMINION SCHOOL	\$ 12,140.04	CARE & TREATMENT TUITION
70744	NORTH CENTRAL FOOD PROCESSING	\$ 822.32	DISHWASHER REPAIR
70745	OFFICE OF MNIT SERVICES	\$ 40.33	COMPUTING SERVICES
70746	OLSEN PLUMBING & HEATING INC	\$ 658.45	PLUMBING REPAIRS
70747	PRO-ED	\$ 277.20	SEAT TESTS
70748	RIVERSIDE INSIGHTS	\$ 340.93	SEAT TESTS
70749	ROYAL FLUSH PLUMBING	\$ 265.43	PLUMBING REPAIRS
70750	RUNNING'S SUPPLY INC	\$ 226.89	CUSTODIAL SUPPLIES
70751	SARLETTES MUSIC	\$ 637.45	BAND SUPPLIES
70752	SCHOLASTIC INC MAGAZINES	\$ 317.64	SCHOLASTIC ACTION/STORYWORKS
70753	SCHOOL SPECIALTY INC	\$ 1,845.20	CLASSROOM SUPPLIES
70754	SCHWIETERS FORD	\$ 549.15	VAN REPAIR
70755	SJ MILLER ARTS	\$ 450.00	ART CLASS SUPPLIES
70756	SKJVELAND, JAMIE S	\$ 930.88	MASA CONFERENCE
70757	STAR GROUP, LLC	\$ 51.97	CUSTODIAL SUPPLIES
70758	SW/WC SERVICE COOPERATIVE	\$ 66,492.46	FINAL LEASE/1ST QUARTER/SUMMER SERVICES
70759	SWEETWATER SOUND INC	\$ 33.30	BAND SUPPLIES
70760	SYSCLOUD INC	\$ 2,001.60	TECHNOLOGY ORDER
70761	TAHER, INC	\$ 132,477.36	FOOD SERVICE OPERATING EXPENSES
70762	TEXTBOOK WAREHOUSE	\$ 3,289.20	TEXTBOOKS
70763	T-MOBILE	\$ 89.25	BUS ACCESS POINTS
70764	TOSTENSON LANDFILL	\$ 4,017.21	LANDFILL SERVICES
70765	TRIO SUPPLY COMPANY	\$ 350.55	KITCHEN SUPPLIES
70766	VISA	\$ 8,082.16	MISC EXPENSES
70767	WALLACE RADIO SYNDICATION, LLC	\$ 392.80	DANCE MUSIC
70768	WAYZATA HIGH SCHOOL ATHLETICS	\$ 830.00	DANCE TEAM COSTUME RENTALS
70769	WAYZATA RESULTS INC	\$ 1,003.00	CROSS COUNTRY TIMING
70770	WEST CENTRAL ROOFING	\$ 945.79	ROOF REPAIRS
70771	WEST MUSIC	\$ 275.00	MUSIC CURRICULUM
70772	WOODROW MUSIC LLC	\$ 175.00	MUSIC CURRICULUM
70773	ZEP MANUFACTURING COMPANY	\$ 577.27	CUSTODIAL SUPPLIES

**MONTEVIDEO PUBLIC SCHOOLS
MONTHLY WARRANTS
OCTOBER 13, 2025**

9000000062	BIRDSALL, DEREK D	\$	18.90	BETWEEN BUILDING MILEAGE
9000000063	BIRHANZL, KATIANNE M	\$	26.77	HOMECOMING SUPPLIES
9000000064	BROWN, ELIZABETH C	\$	194.97	FIELD TRIP EXPENSES
9000000065	CHRISTIANS, DEBRA A	\$	767.03	CONCESSIONS
9000000066	DISCOVER YOUR SISU THERAPY SEF	\$	7,675.80	CONTRACTED SERVICES
9000000067	FRAGODT, CONNIE	\$	67.90	HOME VISIT MILEAGE
9000000068	GATCHELL, JODY A	\$	113.68	MILEAGE REIMBURSEMENT
9000000069	GEERDES, STACY T	\$	228.10	SUBSCRIPTION/MILEAGE
9000000070	GOPHER STATE ONE CALL	\$	4.05	LOCATING SERVICES
9000000071	HAMPTON, DANIEL H	\$	630.71	FALL PLAY REIMBURSEMENTS
9000000072	HAWKINS INC	\$	10.00	POOL CHEMICALS
9000000073	HUNTLEY, SHAWN K	\$	97.93	HAWK PRIDE EXPENSE
9000000074	IS-CORP	\$	281.25	FINANCE SOFTWARE HOST
9000000075	LAHAYE, BROOKE M	\$	185.00	TPT REIMBURSEMENT
9000000076	LUSCHEN, KERRI ANN	\$	62.54	TPT REIMBURSEMENT
9000000077	MINER, MAQUELAH M	\$	67.58	FFA EXPENSES
9000000078	SHOEMAKER, BRANDEE	\$	60.52	STUDENT COUNCIL SUPPLIES
9000000079	SIEBERT, KATELYN M	\$	1,005.04	MEMBERSHIP/MUSICAL SUPPLIES
9000000080	SPRAY, ADAM E	\$	157.72	SKYWARD CONF REIMBURSEMENTS
9000000081	TOSTENSON, MOLLI K	\$	283.52	SUBSCRIPTION/STAFF DEV REIMBURSEMENT
9000000082	TREWICK, MICHAEL P	\$	64.80	ATHLETIC RIBBONS REIMBURSEMENT
9000000083	VANE, DAVID J	\$	72.86	CLASSROOM SUPPLIES
9000000084	WEBER, VERA S	\$	261.92	MASA CONFERENCE
9000000085	ZACHMAN, ERIKA RENAE	\$	156.10	SKYWARD CONF REIMBURSEMENTS

TOTAL MONTEVIDEO WARRANTS \$ 673,648.44

MINNESOTA RIVER VALLEY EDUCATION DISTRICT WARRANTS

70649	ACHIEVE TFC, LLC	\$	1,384.92	STRATEGIC PLANNING PHASE 1
70650	BENSON FOOD SERVICE	\$	155.00	MRVED PARA CONFERENCE
70651	BRUCE D BERGESON	\$	163.00	PHONE & MILEAGE REIMBURSEMENT
70652	KAIA BERGESON	\$	7,350.00	FALL CTE CLASSES
70653	CLARA CITY TELEPHONE	\$	200.00	FIBER LEASE
70654	DISCIPLINE ASSOCIATES, LLC	\$	180.00	THAT ONE KID BOOKS
70655	DUNRITE HEATING & AIR CONDITIONING	\$	1,882.28	HVAC REPAIRS
70656	ESSENTIAL EDUCATION	\$	761.25	ABE ACADEMIC BUNDLE
70657	GREAT PLAINS NATURAL GAS	\$	31.95	NATURAL GAS SERVICE
70658	HILLYARD FLOOR CARE SUPPLY	\$	752.84	CUSTODIAL SUPPLIES
70659	ISD #129 - MONTEVIDEO	\$	24,408.09	2024-2025 TARGETED SERVICES
70660	ISD #2180-MACCRAY	\$	280.00	ABE DAYCARE
70661	ISD #2853-LAC QUI PARLE VALLEY	\$	40,475.47	2024-2025 TARGETED SERVICES
70662	ISD #2890-RCW	\$	33.69	TITLE III REIMBURSEMENT
70663	ISD #2903-ORTONVILLE SCHOOLS	\$	1,279.25	2024-2025 TARGETED SERVICES
70664	ISD #378-DAWSON	\$	8,903.58	2024-2025 TARGETED SERVICES
70665	LITTLE GLIMPSES BY SUSIE	\$	400.00	ALC STUDENT PICTURES
70666	MINNESOTA ASSOCIATION OF SECONDARY	\$	640.00	MASSP DUES
70667	MINNESOTA WEST-WORTHINGTON	\$	1,135.00	ABE RENT
70668	MOLDE'S ELECTRIC & MECHANICAL INC	\$	213.40	LIGHT REPAIRS
70669	MONTEVIDEO MARKET	\$	60.00	MEETING REFRESHMENTS
70670	TILL 360, LLC	\$	5,000.00	MRVED PARA CONFERENCE
70671	VISA	\$	25,852.11	MISC EXPENSES
70672	ZOOM COMMUNICATIONS, INC	\$	1,800.00	MRVED SUBSCRIPTION

TOTAL MRVED WARRANTS \$ 123,341.83

**MONTEVIDEO PUBLIC SCHOOLS
MONTHLY WARRANTS
OCTOBER 13, 2025**

TOTAL EXPENDITURES BY FUND

GENERAL FUND	\$	416,853.85
FOOD SERVICE	\$	137,405.38
COMMUNITY SERVICES	\$	4,636.52
CAPITAL EXPENDITURE	\$	96,779.00
BUILDING CONSTRUCTION	\$	8,841.94
STUDENT ACTIVIES	\$	8,255.27
MINN RIVER VALLEY ED DIST	\$	109,807.61
MRVED COMMUNITY EDUCATION	\$	14,410.70
TOTAL BY FUND	\$	796,990.27

SEPTEMBER 2025 WIRES / CASH TRANSFERS

9/9/2025 WIRE FROM PMA TO OLD NATIONAL	\$	300,000.00	BILLS
9/12/2025 WIRE FROM PMA TO MINNWEST	\$	670,000.00	PAYROLL
9/18/2025 WIRE FROM PMA TO OLD NATIONAL	\$	300,000.00	INS PMT/BILLS
9/29/2025 WIRE FROM PMA TO MINNWEST	\$	685,000.00	PAYROLL
9/30/2025 WIRE FROM PMA TO OLD NATIONAL	\$	300,000.00	BILLS

SEPTEMBER 2025 MANUAL CHECKS

70486 XCEL ENERGY	\$	21,297.30	ELECTRIC BILLING
70591 SCHOOLSTATUS, LLC	\$	1,360.00	SUBSCRIPTION RENEWAL
70592 SERVPRO	\$	1,760.00	HVAC PROJECT CLEANING
70598 CHARTER COMMUNICATIONS	\$	309.98	PHONE & INTERNET
70599 FARMERS UNION OIL COMPANY	\$	2,678.27	FUEL/TIRE REPAIRS
70600 GREAT PLAINS NATURAL GAS	\$	2,748.09	NATURAL GAS
70601 HOLLYWOOD ON MAIN, LLC	\$	7,980.00	26-26 RENTAL AGREEMENT
70602 MARCO	\$	2,279.12	COPIER LEASE
70603 MINNWEST BANK MONTEVIDEO	\$	200.00	HALLIE SCHOLARSHIP
70604 MONTEVIDEO MARKET	\$	146.77	FACS SUPPLIES
70605 PEPSICO BEVERAGE SALES LLC	\$	943.45	CONCESSIONS
70606 SCAN AIR FILTER, INC	\$	152.88	ALC FILTERS
70607 TOSTENSON LANDFILL	\$	5,414.60	LANDFILL FEES
70608 VERIZON WIRELESS	\$	765.07	MOBILE PHONE SERVICE
70106 BRAMBLE PARK ZOO	\$	-	ELEMENTARY FIELD TRIPS-VOID
70609 BRAMBLE PARK ZOO	\$	1,445.00	ELEMENTARY FIELD TRIPS -REISSUE
70570 SAVVAS LEARNING COMPANY LLC	\$	-	VOID
70610 SAVVAS LEARNING COMPANY LLC	\$	5,450.22	MMS TEXTBOOKS
70621 CENTURYLINK-AZ	\$	119.79	ILP PHONE
70622 CITY OF MONTEVIDEO	\$	332.65	CITY UTILITIES
70623 ISD #129 - MONTEVIDEO	\$	141,198.52	2024-2025 EXPENSES
70624 ISD #2167 - LAKEVIEW	\$	125,380.17	2024-2025 FEDERAL SP ED
70625 ISD #2853 - LQPV	\$	140,197.57	2024-2025 FEDERAL SP ED
70626 QUICKSIGNS OF WILLMAR	\$	724.82	PAINT SIGNS
70627 XCEL ENERGY	\$	1,254.69	MRVED ELECTRIC SERVICE
70628 4.0 SCHOOL SERVICES INC	\$	90,814.69	TRANSPORTATION SERVICES
70629 CITY OF MONTEVIDEO	\$	8,975.52	CITY UTILITIES
70630 JW PEPPER AND SON INC	\$	2,174.19	MUSIC/BAND SUPPLIES
70631 XCEL ENERGY	\$	16,201.82	ELECTRICAL SERVICE

TOTAL SEPTEMBER 2025 MANUAL CHECKS \$ 582,305.18

**MONTEVIDEO PUBLIC SCHOOLS
MONTHLY WARRANTS
OCTOBER 13, 2025**

SEPTEMBER 2025 PAYROLL DEDUCT CHECKS/EFT PMTS

US TREAS	US TREASURY	\$	133,003.11	FEDERAL PAYROLL TAX
US TREAS	US TREASURY	\$	135,985.89	FEDERAL PAYROLL TAX
MN REV	MN DEPARTMENT OF REVENUE	\$	20,684.44	STATE WITHHOLDING
MN REV	MN DEPARTMENT OF REVENUE	\$	21,334.93	STATE WITHHOLDING
MN TRA	MINNESOTA TEACHERS RETIREMENT ASSO	\$	82,674.23	TRA EFT
MN TRA	MINNESOTA TEACHERS RETIREMENT ASSO	\$	78,816.64	TRA EFT
MN PERA	MN PUBLIC EMPLOYEES RETIREMENT ASSC	\$	21,052.85	PERA EFT
MN PERA	MN PUBLIC EMPLOYEES RETIREMENT ASSC	\$	26,652.24	PERA EFT
BCBS	BLUE CROSS BLUE SHIELD OF MINN	\$	233,729.00	HEALTH EFT
EBC	EDUCATORS BENEFIT CONSULTANTS	\$	29,365.77	PAYROLL 403(B) EFT
EBC	EDUCATORS BENEFIT CONSULTANTS	\$	29,503.11	PAYROLL 403(B) EFT
MN REV	MN DEPARTMENT OF REVENUE	\$	532.26	PAYROLL ACCRUAL
	70593 AFSCME COUNCIL 65	\$	514.44	PAYROLL ACCRUAL
	70594 ISD #129 - MONTEVIDEO	\$	2,229.88	PAYROLL ACCRUAL
	70595 MONTEVIDEO AREA COMMUNITY FOUNDATI	\$	236.50	PAYROLL ACCRUAL
	70596 MONTEVIDEO PUBLIC SCHOOL	\$	635.00	PAYROLL ACCRUAL
	70597 NCPERS GROUP LIFE INS	\$	48.00	PAYROLL ACCRUAL
	70611 AFSCME COUNCIL 65	\$	588.68	PAYROLL ACCRUAL
	70612 AVIBEN	\$	157.50	PAYROLL ACCRUAL
	70613 ISD #129 - MONTEVIDEO	\$	2,229.88	PAYROLL ACCRUAL
	70614 MADISON NATIONAL LIFE INS	\$	5,775.98	PAYROLL ACCRUAL
	70615 MESSERLI & KRAMER	\$	118.49	PAYROLL ACCRUAL
	70616 METLIFE	\$	9,212.48	PAYROLL ACCRUAL
	70617 MN CHILD SUPPORT PAYMENT CTR	\$	112.80	PAYROLL ACCRUAL
	70618 MONTEVIDEO AREA COMMUNITY FOUNDATI	\$	236.50	PAYROLL ACCRUAL
	70619 MONTEVIDEO PUBLIC SCHOOL	\$	70.00	PAYROLL ACCRUAL
	70620 VSP INSURANCE CO	\$	1,693.14	PAYROLL ACCRUAL
	TOTAL PAYROLL CHECKS/EFTS	\$	746,697.36	

SEPTEMBER 2025 PETTY CASH DISBURSEMENTS

9/16/2025	**VOID**Lac Qui Parle Valley High School	\$	-	Cross Country meet 9/16/25
9/16/2025	Anderson, Shawn	\$	99.00	Refund of life insurance premium
9/16/2025	ASCHE, ERIC	\$	140.00	FB Official 9/19/25
9/29/2025	Asche, Mary	\$	140.00	VB Official 9/30/25
9/3/2025	Beseman, Tim	\$	140.00	VB Official 9/4/25
9/3/2025	Central High School	\$	225.00	NYA Cross Country Meet 9/9/25
9/29/2025	Chippewa County Recorder	\$	45.00	Annual reports for census (Chippewa, Yellow Med & Lac Q
9/3/2025	Dripps, Jackie	\$	140.00	VB Official 9/4/25
9/9/2025	Dripps, Jackie	\$	140.00	VB Official 9/11/25
9/15/2025	Dripps, Jackie	\$	140.00	VB Official 9/18/25
9/3/2025	Ebel, Emily	\$	505.00	Farm to Boquet
9/29/2025	Ekren, Mark	\$	180.00	CC invite official 9/30/25
9/9/2025	Ellingson, James	\$	175.00	Swim Starter 9/11/25
9/15/2025	Ellingson, James	\$	175.00	Swim Starter 9/16/25
9/29/2025	Ellingson, James B.	\$	175.00	Swim Starter 9/30/25
9/16/2025	Ergen, Mark	\$	140.00	FB Official 9/19/25
9/19/2025	Frito-Lay	\$	137.64	Chips for FFA hotdog feed
9/16/2025	GROVE, TIM	\$	140.00	FB Official 9/19/25

MONTEVIDEO PUBLIC SCHOOLS

MONTHLY WARRANTS

OCTOBER 13, 2025

9/22/2025	Herman, Mark	\$	140.00	VB Official 9/22/25
9/19/2025	Ironheart, Michael	\$	300.00	Speaker honorarium 9/15/25
9/19/2025	Ironheart-Tremblay, Morgan	\$	450.00	Speaker honorarium 9/12/25
9/16/2025	Jacobson, Colleen	\$	75.00	Lunch account balance
9/16/2025	Jergenson, Rob	\$	140.00	FB Official 9/19/25
9/15/2025	Johnson, Steve	\$	440.00	JV Football Officials (4) 9/15/25
9/29/2025	Kleinwolterink, John	\$	140.00	VB Official 9/30/25
9/15/2025	Knutson, Kelly	\$	30.45	Lunch account balance
9/29/2025	Macziewski, Diana	\$	154.00	Intro to XC
9/16/2025	Marshall High School	\$	40.00	JH VB Tournament 9/13/25
9/29/2025	Minnesota Association Of School Office Professi	\$	50.00	Inv. 8169 - MASOP Membership (D James)
9/16/2025	Mogard, Ryan	\$	140.00	FB Official 9/19/25
9/16/2025	Nerdahl, Mark	\$	49.50	Refund of life insurance premium
9/25/2025	Nerdahl, Mark	\$	37.00	Refund Life insurance premium
9/15/2025	Norby, Chanda	\$	62.94	Lunch account balance
9/9/2025	Pennie-Roy, Heather	\$	140.00	VB Official 9/11/25
9/15/2025	Pennie-Roy, Heather	\$	140.00	VB Official 9/18/25
9/19/2025	Region V FFA	\$	102.00	Montevideo FFA - GITS & LTC
9/22/2025	Stokes, Mick	\$	140.00	VB Official 9/22/25

SEPTEMBER 2025 PETTY CASH TOTAL \$ 5,368.53

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

Date of Report: October 2025

For the Month of: September 2025

Funds	Balance Beginning of Month	Receipts	Disbursements	Accounting/P rior Year Adjustments	Balance End of Month
General	2,851,361.91	4,807,437.18	4,363,127.06	-621,582.18	2,674,089.85
Food Service	942,803.60	974.95	15,283.07	-112,104.81	816,390.67
Community Service	-308,241.76	162,575.85	214,275.40	-54,005.78	-413,947.09
Capital Outlay	-1,097,087.72	15,616.51	54,822.62	463,949.94	-672,343.89
Building Construction	2,153,359.83	12,157.16	119,560.57	-239,932.27	1,806,024.15
Debt Service	886,270.14	130,705.64	0.00		1,016,975.78
Flex Benefit	12,841.80	6,113.97	0.00		18,955.77
Student Activities	258,668.03	16,483.36	13,107.20	143.64	262,187.83
MRVED	2,118,516.27	353,214.32	675,633.89	563,531.46	2,359,628.16
TOTALS	7,818,492.10	5,505,278.94	5,455,809.81	0.00	7,867,961.23

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	\$527,176.56	\$435,454.60	\$775.00	-\$30,035.37	\$ 62,461.59
MinnWest Bank	\$32,140.08	\$884.11		-\$21,334.93	\$ 9,921.04
Flex Account	\$18,955.77				\$ 18,955.77
HS Checking - MW	\$2,942.31	\$31.18			\$ 2,911.13
Trust Accounts					
			Interest Rate		
PMA MN Trust			4.15%	\$	1,388,325.66
PMA - 2025A			4.15%	\$	1,924,336.37
Liquid Asset Fund			4.10% & 4.19%	\$	994,807.82
Investments					
		Maturity Date			
Co-op Credit Union				\$	329.09
Old National Bank- Scholarship		6/11/2026	4.26%	\$	146,345.83
MN Trust Full Flex (TFed CU), IL		10/31/2025	4.08%	\$	254,110.99
Cornerstone Bank, NE		1/26/2026	4.75%	\$	229,000.00
First National Bank, ME		11/24/2025	5.18%	\$	225,850.00
Farmers & Merchants Union Bank, WI		1/12/2026	4.94%	\$	232,550.00
Financial Federal Bank, TN		1/12/2026	5.05%	\$	232,200.00
Harmony Bank, TX		1/12/2026	4.90%	\$	232,700.00
First National Bank of McGregor, TX		7/21/2026	4.75%	\$	227,900.00
ServisFirst Bank, FL		7/21/2026	4.98%	\$	226,950.00
CIBC Bank USA, MI		1/26/2026	4.31%	\$	235,300.00
First Internet Bank of Indiana, IN		7/27/2026	4.47%	\$	229,700.00
Western Alliance Bank, CA		1/26/2026	4.03%	\$	245,800.00
BOM Bank, LA		1/26/2026	4.08%	\$	245,700.00
Consumers Credit Union, IL		8/28/2026	4.08%	\$	240,100.00
American Commercial Bank & Trust		1/25/2027	3.96%	\$	236,700.00
Investors Choice			0.01%	\$	25,005.94
Treasurer's Balance Per Books					\$7,867,961.23

October School Board Report

Good evening, everyone!

Homecoming week was a success and fall sports are nearing their end.

Upcoming Blood Drive

The students at the high school help plan two blood drives throughout the year. These are planned between a collaboration of the student council and Mrs. Stuek's classes. The upcoming one on October 22nd, is being planned primarily by the freshman seminar class as their service learning project. In addition, depending on the number of units that get donated between both events, the American Red Cross gives the school a scholarship to give to students. Last year's scholarship was for \$1000.

ACT

Last spring, juniors were given the curriculum for an ACT prep program. We watched videos and took quizzes throughout the months leading up to the test in our various classes. The goal was to increase the average score from the previous year. This goal was achieved by bringing the average score from 18.7 to 20.1. Some seniors are currently preparing to retake their ACT in just a short couple of weeks by attending daily bootcamps that are held during TA.

Emmary Birhanzl, School Board Representative

October Board Updates

Hawks Nest: Kelly Snell

Insert Update Here

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 12th MES News for Families](#)
- [September 19th MES News For Families](#)
- [September 26th MES News for Families](#)
- [October 3rd MES News for Families](#)

MES COMMUNITY ENGAGEMENT

Communication: MES Classroom Spotlight

In addition to our newsletters, this year MES is highlighting a classroom each week. Classroom teachers have signed up for weeks during the school year to feature their class and an activity or lesson happening in their classroom. We are working to find a balance between what is fun and novel, but also give a view of what instruction looks like on a regular day in the classroom. There is then a picture and story shared both to the newsletter and social media. Our intent is to open a window into our classrooms to the community, celebrate what is happening, and tell the story of MES. You will see these articles in the newsletters linked above and a shorter snippet on social media. We have a lot of great things happening each day!

Homecoming

A big thank you to the HS Student Council and staff. This is the second year we included K-2 into the Pepfest activity, and it was a lot of fun. Student behavior and engagement was outstanding for this event. The high school student council was instrumental in this as they planned events with the whole student body in mind.

MES STUDENT ACHIEVEMENT: Tiered Academic Assessment

Assessment Changes for the School Year

Our first FastBridge Assessment Window was September 23rd-27th. In our first grade-level student growth meetings, we focused on navigating reports, how to get

students into interventions, and what to report to parents with conferences coming up.

Tier II Instructional Grouping

In Quarter 2, we are beginning podding for grades K-4. Podding is across grade levels. We take students' assessment data from the phonics decoding survey that tells us what skills they have mastered and what skills they need to develop in reading. We then group students (or pod students) into skill levels across the grade level, so all students receive instruction in the skills they need to progress their reading achievement. These groupings are flexible as are regularly assessed, they are able to move into other groups as they are showing mastery.

Coming out of student growth meetings, we worked to create Tier 2 podding groups for students. We focused especially on students between the 25-50 percentile in podding groupings as these students are close to meeting grade-level benchmarks. In addition to the classroom teachers taking groups, title teachers help to create more groups to support learners. By targeting skills and monitoring progress we are working to meet readers where they are and reinforce skills needed to move to the next level.

SAFE SCHOOLS

Evacuation Drill

MES was able to practice an evacuation drill in the case of an emergency. We like to ensure we practice in the fall so students and staff are comfortable with the plan for the year. The drill went smoothly, students and staff were well prepared.

Fire Safety Week

During the week of October 6th we learn about Fire Safety Week. We were grateful for the help of the Montevideo Fire Department in teaching our students about Fire Safety. Brandon Raymo works with the schools on behalf of the fire department. They do an excellent job with our students and planning activities for students to teach fire safety. EMT staff helped to alleviate the uncertainty if the need should ever arise to ride in an ambulance. Lee Mar Ranch Equine Center also brought in a local celebrity named "Foxy" to show students how to safely work with horses and be around big animals.



MMS: Shawn Huntley

Greetings Montevideo School Board,

Over the past few years, we have observed an increase in student behaviors that affect individual students, as well as behaviors that disrupt the learning environment for others. This

year, our HAWK Pride Behavior Team is dedicated to supporting students in making positive choices, with an emphasis on recognizing those who demonstrate expected behaviors.

One specific area of focus is teaching social-emotional learning skills to our students. All fifth-grade students will receive 50 minutes of weekly instruction using the Positive Action Curriculum, delivered by David Bothun from Countryside Public Health. Additionally, our social workers will implement bi-weekly social-emotional learning themes and activities for all MMS students during advisory time, using Be Good People resources.

To recognize positive student behaviors, we have intensified our efforts to give HAWK Awards to students who consistently demonstrate HAWK Pride by completing their schoolwork, arriving to class on time, and having no office discipline referrals. For example, every Tuesday during advisory is grade check day. All students who have no missing assignments will receive a HAWK Award. At mid-quarter and at the end of the quarter, students will also receive HAWK Awards for the expected behaviors mentioned earlier.

We encourage students to place their HAWK Awards in the HAWK Pride tumbler located in the MMS Office.



Every Friday, 5 names are drawn as our weekly HAWK Pride Award winners. Winners receive \$1 Ala Carte coupon and get to play HAWK Pride Plinko for a chance to win an additional 1-5 HAWK Awards to be placed in the tumbler.



At the end of the school year, a drawing from the tumbler will be held to give out prizes. Our Grand Prize is a Maxshot Electric Scooter. Additional prizes can be seen in the tumbler picture above.



Finally, how we respond to recurring student behaviors can viewed by clicking the link:
<https://docs.google.com/document/d/1b81YdVStHanlc6kVI8KTiojBbzBHbZXrsy9Qh4xH0Pw/edit?usp=sharing>

MHS: Tanya Maethner

September is always a busy month in education and that was certainly true at the High School! Homecoming went very well — students showed their Thunder Hawk spirit, and events were positive and well-attended. Congratulations to the 2025 Homecoming Court and candidates: Gabby Augeson, Jessa Norby, Elizabeth O'Malley, Calli Zeidler, Tosten Christenson, Nelson Baukol, Nolan Christopher, and Landon Kilibarda. Special congratulations to our Princess Emmary Birhanzi, Prince Jackson Koenen, Queen Emma Schwendemann, and King Gabriel Medina.

We have now held two Student Leadership trainings with Scott Bergman, both of which were well-received by our student leaders. His sessions continue to build confidence, teamwork, and accountability among our students.

Congratulations to our Senior Class Officers: Emmary Birhanzi, Class of 2026 President, and Officers Gabby Augeson, Tosten Christenson, and Nolan Christopher. These students help plan senior events, including the Annual Spaghetti Supper, Senior Banquet, Baccalaureate, and Graduation.

October is College Knowledge Month in Minnesota. Minnesota colleges are waiving application fees, and our counselors are assisting seniors with applications throughout the month. Seniors will have an opportunity to retake the ACT on October 28, and staff and students are encouraged to wear college gear every Wednesday in October to promote postsecondary awareness.

Jostens visited on October 8 to guide seniors through ordering caps, gowns, tassels, and medals for graduation. Sophomores also met with Jostens to learn about ordering class rings.

Looking ahead:

- **Indigenous Peoples' Day** – October 13
- **Common In-Service in Benson** – October 15
- **Education Minnesota (MEA)** – October 16–17
- **ACT Retake for Seniors - October 28**
- **Principals Academy in Mankato** – October 29–30
- **End of 1st Quarter** – November 1
- **College and Career Fair** – November 3

The first quarter has been productive and positive. Our students are engaged, and staff continue to deliver strong instruction while emphasizing college and career readiness.

Activities: Michael Trewick

Initiatives

1. Emergency Action Plans: We are asking all of our activities to develop an emergency action plan from their practice location following MSHSL guidelines. We started by reviewing practice locations and giving our teams that practice farther away from the High School access to Sanford Elementary for AED access and shelter access in case of inclement weather. **Most fall teams have turned in their plans and went over them. We are still working with Cross Country and deciding how to do theirs since they practice in several locations. They have talked to teams about where the AED closets to each practice location is.**
2. Leadership Program: Better U program led by Scott Bergman. (Former Sauk Centre Hall of Fame coach and Activities Director) Principal Maethner and myself will join Scott in doing an hour with our Head Coaches and I will assist Scott in doing an hour with student leaders. **Our student group of leaders has met twice with Scott, Ms Maethner and myself. They have done a great job with the discussions and how each situation affects our school. I was able to join the Jr's and Sr's from this group at the West Central Conference Leadership Conference in Sauk Centre. Once again our students shined and stood out among their peers. Very proud to be their activities director.**
3. Hall of Fame: I have begun the process of identifying potential committee members for the hopes of inducting a class next fall. As we progress I will share more information. **Starting to put names on a list of potential committee members. Hoping to have a preliminary meeting in Late October early November.**

Fall Play: They are right in the middle of their preparation for a November 14th at 7pm and November 15th at 7pm production of "George Washington Slept Here" at the Hollywood Theatre.

Student Council: The students and advisors did a great job with Homecoming week. Everything from the all district pepfest (which we live streamed this year) to the parade. Weeks like this is what makes Montevideo a special place.

Cross Country: We hosted our home meet at the golf course last week and it was so well done and planned by coach Dave. We host the West Central Conference meet on October 14th. If you have never been to a meet you should plan on going.

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 which started the year with zero games has ended playing 5 or 6 games. 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.

Girl's Swim and Dive: The swim team has been very competitive this year. They are doing somethings that they have not done for years. Jody and I went and picked the scoreboard up from Alexandria and the rest of the Colorado Timing system arrived. Jody is currently planning to have it installed. We host the West Central Conference meet later this month.

Girl's Tennis: They have only lost 2 matches this year. They got the number 1 seed in the section. They will play in the semi-final and hopefully final match on Wednesday. WE have already beat all 3 teams we could possibly play.

Volleyball: It has been an up and down year for this young team. They will return the whole team next year. They got their first 2 wins this past weekend in a tournament in Marshall. 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.

Go Hawks!!

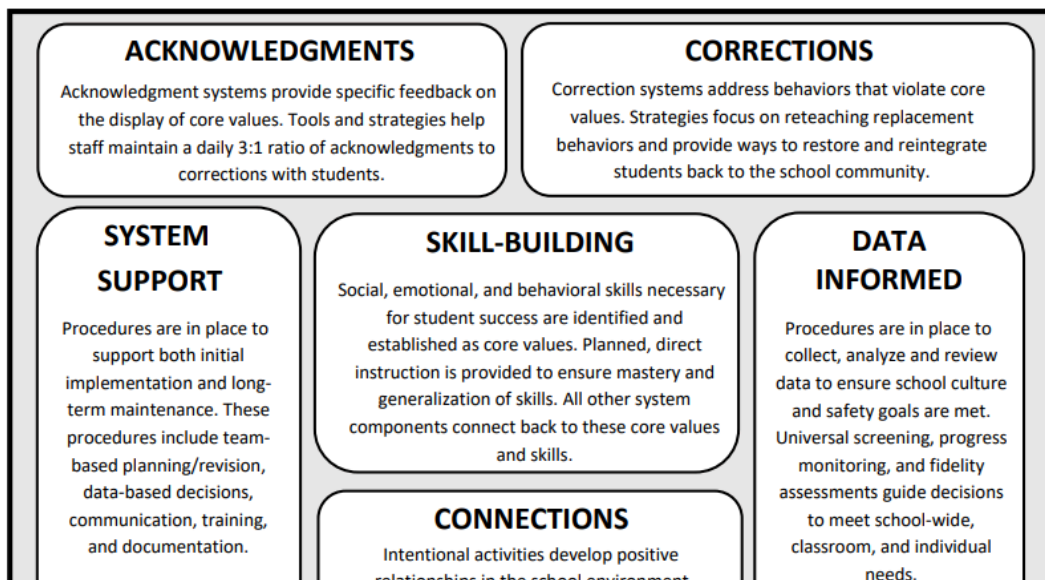
MTSS: Heidi Huseby

Hello Montevideo School board Members!

This month our staff will be headed to the MRVED Common day in Benson on October 15th. This day will be filled with learning Tier 1 behavioral strategies to make connections, build trust and positive engagement with students. These are components of a behavior system within MTSS. Our district will have specific time to bridge the connection with our staff on how what we learned fits into our MTSS structure here in Montevideo.

We will learn that each tier of the multi-tiered system of behavior support included common features. These features can be conceptualized as parts of a cafeteria tray. If any part of the tray is too empty or sparse it can weaken the entire system. Likewise, if a compartment is overfull, it will result in initiative overload or confusion. Balance is key!

Building SLT and Hawk Pride Teams will define how the core features of their tray are filled for each learning level.



Tier 1 Standard Alignment: Teachers are digging into the efforts to align mastery standards Pre-k-12 . We are currently in the first steps in reaching our goal of having an aligned Tier 1 scope and sequence for Montevideo School District. This is a 2 year process. And the work is happening! The first step was for teachers to complete a “Gut Check”, essentially rating the mn standard based on 5 categories: and asking themselves these questions below...

Readiness: Does this benchmark or skill determine progression to the next level?

Endurance: Will this benchmark or skill be used beyond the unit or chapter in “this” class?

Assessment: Is this benchmark or skill assessment on a universal screener?

Leverage: Is this benchmark or skill needed in other subjects? For example: understanding fractions is a skill that is required for “Buildings” or “

Teacher Input: This category can be marked by a teacher if by their subject expertise they see fit.

2024–25 Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically using the unique link that was sent to the Superintendent. You can copy your responses from this template into the electronic form.

District Name: Montevideo ISD #129

A&I Contact: Dr. Jamie Skjeveland

Title: Superintendent

Phone: 320-269-8833

Email: jskjeveland@montevideoschools.org

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2024–25 school year (SY)?

Yes No

What year of your Achievement & Integration plan are you reporting on?

Year 1 (3-year plan spans July 1st, 2024 – June 30, 2027)

Year 2 (3-year plan spans July 1st, 2023 – June 30, 2026)

Year 3 (3-year plan spans July 1st, 2022 – June 30, 2025)

Did you have a Racially Identifiable School (RIS) in the 2024–25 SY?

Yes No

Annual Public Meeting

Annual public meeting was held in the fall of 2024.

Date of the school board annual public meeting to review progress on the Achievement and Integration plan for the 2024-25 SY: October 13, 2025

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2024- 25 SY)	On Track?
<p>The percentage of non-white students at grade level in reading by the end of 3rd grade according to Spring STAR assessments will increase from 26% in 2022 to 44% in 2026.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> X Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>2023-2024 = 32%</p>	<p>According to the data provided through FastBridge aReading Assessments, 39% of non-white 3rd grade students were at grade level by the end of the 2024-2025 school year.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> X On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

What data have you used to identify needs in this goal area?

*To identify needs in this goal area, we have utilized student performance data from two primary assessments: the **Spring STAR Reading Assessments** and the **FastBridge Reading Assessments**. In 2022, the STAR assessment data showed that **only 26% of non-white students** were reading at grade level by the end of 3rd grade. This low proficiency rate indicated a significant opportunity and need for targeted academic support and intervention. More recently, FastBridge data from the end of the **2024–2025 school year** showed that **39% of non-white 3rd grade students** reached grade-level proficiency, suggesting improvement but also a continued need for focused efforts to meet the 2026 target of 44%.*

How is this data disaggregated by student groups?

*The data is **disaggregated by race and ethnicity**, specifically identifying outcomes for non-white students compared to their peers. Within the broader non-white category, we further break down the data by subgroups (e.g., Black/African American, Hispanic/Latino, Asian, Native American) when sample sizes allow, to ensure we are recognizing and addressing achievement gaps between and within racial and ethnic groups. We also consider additional factors such as **English learner (EL) status**, **socioeconomic status**, and **students with disabilities**, where appropriate, to ensure that intersecting needs are identified and addressed.*

What strategies are in place to support this goal area?

Several evidence-based strategies have been implemented to improve reading proficiency among non-white 3rd grade students:

- 1. Tiered Reading Interventions using the Multi-Tiered System of Supports (MTSS), tailored to individual student needs based on assessment data.*
 - 2. Culturally responsive teaching practices, including diverse classroom libraries and inclusive curriculum materials that reflect students' backgrounds and identities.*
 - 3. Small group, data-driven instruction focused on foundational reading skills, informed by regular progress monitoring through FastBridge.*
 - 4. Targeted professional development for teachers on best practices in early literacy and equity-centered instruction.*
-

How well are you implementing your strategies?

Implementation fidelity is monitored through regular instructional walkthroughs, teacher coaching cycles, and review of intervention schedules and lesson plans. We have seen increased teacher participation in professional development and more consistent use of progress monitoring tools. However, we are still working to ensure equitable access to interventions across all non-white subgroups and school sites. Feedback from staff and families has helped us identify gaps in both delivery and alignment, particularly around cultural responsiveness.

How do you know whether it is or is not helping you make progress toward your goal?

Progress is tracked through annual and interim assessment data (STAR and FastBridge), alongside formative classroom data and progress monitoring results. The increase from 26% proficiency in 2022 to 39% in 2025 among non-white 3rd grade students is evidence that strategies are having a positive impact. However, disaggregated analysis reveals variation in growth among subgroups, signaling the need for continued adjustments. Additionally, qualitative data—such as teacher and family feedback and student engagement indicators—provide important context and validate quantitative findings.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2024- 25 SY)	On Track?
<p>Equitable Access to Teachers</p> <p>2. Increase the number of students graduating from MHS that enter a teacher preparation program from five in 2022 to a minimum of ten in 2026.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input checked="" type="checkbox"/> Teacher Equity</p>	<p>Five students who graduated from MHS entered a teacher preparation program in 2022</p>	<p>The number of 2025 graduating seniors who planned to enter teaching was six.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

1. What data have you used to identify needs in this goal area?

The primary data used to identify needs in this goal area include:

- *Baseline graduation data from 2022, showing that only five students from MHS entered a teacher preparation program.*
- *Annual progress monitoring data, particularly the 2025 report, which indicated that six students entered such programs.*
- *Target goal data: The intended increase is to reach at least ten students by 2026.*

This data shows a slight increase (from 5 to 6), but not at a pace consistent with reaching the 2026 target, indicating a need for more effective strategies and possibly earlier interventions.

2. How is this data disaggregated by student groups?

To provide meaningful insights and address equity, this data is disaggregated by the following student groups:

- *Gender*
 - *Socioeconomic status (e.g., free/reduced lunch status)*
 - *English Learners*
 - *Students with Disabilities*
-

3. What strategies are in place to support this goal area?

Strategies include:

- *Partnerships with local colleges/universities offering dual credit or early college courses in education.*
 - *Mentorship from current teachers, particularly those with similar backgrounds to the students.*
 - *Career counseling and academic advising with a focus on teaching careers.*
 - *Career fairs highlighting the benefits and opportunities in education.*
 - *Scholarships for students entering teacher preparation programs.*
-

4. How well are you implementing your strategies?

Based on the data (only one additional student entered a program over three years), implementation appears to be limited or inconsistently effective. Some possible implementation issues:

- *Lack of student awareness or interest in available programs.*
 - *Insufficient mentorship or exposure to the teaching profession.*
 - *Low visibility or access to support systems (e.g., college partnerships, application support).*
 - *Barriers (financial, cultural, systemic) preventing students from pursuing education pathways.*
-

5. How do you know whether it is or is not helping you make progress toward your goal?

The measurable outcome—an increase from 5 to 6 students in three years—suggests very limited progress toward the goal of 10 students by 2026. This indicates that current strategies are not having the desired impact. Evidence includes:

- *Enrollment trend data shows stagnation.*
- *Program participation numbers are low or not translating into postsecondary education choices.*
- *Qualitative feedback from students about career interests.*

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2024-25 SY)	On Track?
The percentage of students who report an increase in their level of comfort in initiating and maintaining positive relationships with students different from themselves at summer programs will increase an average of 5% by 2026 (Baseline will be established in 2024).	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	2024 Baseline-95%	Post-survey showed an average of 96% of students agree/strongly agree they feel comfortable in initiating and maintaining positive relationships with students different than themselves.	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met
<p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <p>https://docs.google.com/document/d/1rknTJIYs6VZiYRTI5SOBFvxL7OEwA8i4/edit?usp=drive_link&oid=115147225723150121259&rtpof=true&sd=true</p>				

Goal 4

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2024-25 SY)	On Track?

<p>Increase the average number of college credits earned by MHS non-white students while in high school from 9 in 2022 to 15 in 2026.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>The baseline from 2023-2024 was nine.</p>	<p>For the Class of 2025, the average was seven college credits earned by MHS non-white students while in high school.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>
---	--	--	--	---

1. What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

We analyzed historical dual credit course enrollment data, transcript records, and postsecondary readiness indicators from 2020–2025. The data is disaggregated by:

- *Socioeconomic status*
- *ELL status*
- *IEP status*

Disaggregated data revealed that non-white students are underrepresented in dual credit/AP courses and earn fewer college credits on average compared to their white peers.

2. What strategies are in place to support this goal area?

Several strategies are being implemented to support this goal:

- *Expanded Access to Dual Credit Courses: We've increased course offerings and removed GPA-based prerequisites that created barriers for underrepresented students.*
 - *Targeted Outreach and Counseling: Academic counselors are conducting one-on-one meetings with non-white students to identify interests and encourage enrollment in credit-bearing college courses.*
 - *Teacher and Staff PD: Professional development for educators focuses on culturally responsive teaching and equity in advanced coursework placement.*
 - *Family Engagement: Hosting information nights for families, particularly targeting non-white communities, to raise awareness of dual credit opportunities and supports.*
-

3. How well are you implementing your strategies?

Implementation has been inconsistent across content areas and student cohorts. Some content areas have shown success in increasing non-white student enrollment in dual credit courses, while others lag due to staffing limitations or lack of targeted outreach. In particular:

- *Support programs are not yet universally available or fully utilized.*
 - *Counselor-to-student ratios continue to limit deep engagement and consistent follow-up.*
-

4. How do you know whether it is or is not helping you make progress toward your goal?

We are using the following indicators to measure progress:

- *Annual average number of college credits earned by non-white students (our primary metric)*
- *Enrollment trends in dual credit courses by disaggregated groups*
- *Course pass rates and credit attainment data*

Given that the Class of 2025 earned an average of 7 credits—a decrease from the 2022 baseline of 9—these data indicate that our current strategies are not yet yielding the desired results.

Summary & Next Steps:

We are off track from our goal and need to refocus on fidelity of implementation, especially around proactive counseling and expanding academic supports. Immediate action steps include:

- *Expand student support programs across all content areas*
- *Increase staff training around course recommendation and potential bias*
- *Set yearly benchmarks (e.g., 11 credits by Class of 2026) to course-correct earlier*

By improving consistency and accountability, we aim to reverse current trends and make measurable progress toward the 2026 goal.

Adopted: _____

Revised: August, 2024

MSBA/MASA Model Policy 506

Orig. 1995

Rev. 2024 (June)

First Reading, October, 2025

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

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

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

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

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

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

III. DEFINITIONS

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative

education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minnesota Statutes, sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section [120B.02](#) and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
 - 1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
 - 2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
 - 3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

A. The School Board

The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

B. Superintendent

The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

C. Principal

The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the principal's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress, places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

D. Teachers

All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

E. Other School District Personnel

All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school

bus driver, or other agent of a school district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

F. Parents or Legal Guardians

Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

G. Students

All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

H. Community Members

Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

I. Reasonable Force Reports

1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right to an education and the right to learn.

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or

departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
2. The use of profanity or obscene language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;

15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or

which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
 - 1. a student causes or is likely to cause serious physical harm to other students or staff;
 - 2. the student's parent or guardian specifically consents to the use of recess detention; or
 - 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When

such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

C. **Procedures for Removal of a Student From a Class.**

1. *Students shall be removed from class in accordance with the pupil fair dismissal act.*

D. **Period of Time for which a Student may be Removed from a Class shall not exceed five (5) class periods for a violation of a rule of conduct.**

E. **Responsibility for and Custody of a Student Removed from Class.**

1. *Designation of where student is to go when removed shall be determined by the principal or the principal's designee.*

F. **Procedures for Return of a Student to a Specific Class from Which the Student was Removed.**

1. A student shall return to class in accordance with the terms outlined in the Student Fair Dismissal Act.

G. **Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;**

1. *Students and the student's parents or guardian shall be informed of the violation of rules per the requirements of the Pupil Fair Dismissal Act.*

H. **Students with a Disability; Special Provisions.**

1. *Staff shall determine whether there is a need for further assessment;*
2. *staff shall determine whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a disabled student who is removed from class or disciplined; and*
3. *Any procedures determined appropriate for referring students in need of special education services to those services.*

I. **Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.**

1. *The principal, counselor and teacher shall serve as the chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.26;*
2. *Teachers shall report to the chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.29.*

XII. DISMISSAL

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
 - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
 - b. kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the

parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

4. The definition of suspension under Minnesota Statutes, section [121A.41, subdivision 10](#), does not apply to a student's dismissal from school for less than one school day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.
7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the

student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action

may be based, and to confront and cross-examine any witnesses testifying for the school district.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes, section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special

education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13.

XVI. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes, section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes, section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes, chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XX. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. §§ 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.611 (Recess and Other Breaks)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 507.5 (School Resource Officers)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

722 PUBLIC DATA AND DATA SUBJECT REQUESTS

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13 (MGDPA), and Minnesota Rules, parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes, section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes, section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of Minnesota Statutes, section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes, section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:

- a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact the requestor (such as phone number, address, or email address).
2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.
 3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
 4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The responsible authority will respond to a data request at reasonable times and places as follows:
1. The responsible authority will notify the requestor in writing as follows:
 - a. The requested data does not exist; or
 - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.
 2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
 3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
 4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
 5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
 - 1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 - 1. The estimated costs of preparing the summary data, if any; and
 - 2. The summary data requested; or
 - 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 - 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA BY AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.
- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes, section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.

- H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes, section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes, chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:
 - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
 - 2. Date the request is made;
 - 3. A clear description of the data requested;
 - 4. Proof that the individual is the data subject or the data subject's parent or guardian;
 - 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - 6. Method to contact the requestor (such as phone number, address, or email address).
- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VIII. COSTS

- A. Public Data
 - 1. The school district will charge for copies provided as follows:
 - a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.
 - b. More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
 - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).

- (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
2. All charges must be paid for [in cash or by check] in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:
 - a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
 - b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule, 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.
2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IX. Annual Review and Posting

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.
- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Data Practices Contacts

Responsible Authority:

Dr. Jamie Skjeveland, Superintendent
District Office
Montevideo Public Schools
320-269-8833; jskjeveland@montevideoschools.org

Data Practices Compliance Official:

Michele Amborn

Montevideo Public Schools

320-269-8833; mamborn@montevideoschools.org

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 13.01 (Government Data)

Minn. Stat. § 13.02 (Definitions)

Minn. Stat. § 13.025 (Government Entity Obligation)

Minn. Stat. § 13.03 (Access to Government Data)

Minn. Stat. § 13.04 (Rights of Subjects to Data)

Minn. Stat. § 13.05 (Duties of Responsible Authority)

Minn. Stat. § 13.32 (Educational Data)

Minn. Rules Part 1205.0300 (Access to Public Data)

Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References:

MSBA/MASA Model Policy 406 (Public and Private Personnel Data)

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Adopted: _____

MSBA/MASA Model Policy 806

Orig. 1999

Revised: _____

Rev. 2025

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the

provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

[NOTE: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education’s document entitled, “Practical Information on Crisis Planning, a Guide for Schools and Communities.” A website link is provided in the resource section of this Policy.]

a. Lock-Down Procedures

Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

[NOTE: Minnesota law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes, section 121A.035.]

b. Evacuation Procedures

Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building’s crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

[NOTE: Minnesota law requires a minimum of five school fire drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota Statutes, section 121A.035.]

c. Sheltering Procedures

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

[NOTE: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]

2. Crisis-Specific Procedures

The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

[NOTE: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]

3. School Emergency Response Teams

a. Composition

The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

[NOTE: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]

b. Leaders

The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents

Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

[NOTE: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.

[NOTE: The State Fire Marshal advises schools to defer fire drills during the winter months.]

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and

site plans will be provided to first responders, such as fire and law enforcement personnel.

[NOTE: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes, section 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

[NOTE: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
 - a. a statistically significant effect on relevant outcomes based on any of the following:
 - i. strong evidence from one or more well designed and well implemented experimental studies;
 - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
 - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias.

- b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
 - b. the importance of taking threats seriously and seeking help; and
 - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.
3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
 - a. student opportunities for leadership related to prevention and safety;
 - b. encouragement and support to students in establishing clubs and programs focused on safety; and

- c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

- 1. the effect of active shooter drills on the safety of students and staff; and
- 2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures

- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

[NOTE: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

[NOTE: The Every Student Succeeds Act, 20 United States Code, section 6301, et seq.; Title IX, 20 United States Code, section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code, section 7912, require school districts to establish such transfer procedures.]

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
Comprehensive School Safety Guide
[Minnesota School Safety Center - Resources \(mn.gov\)](http://mn.gov)

Resources: I Love U Guys Foundation, *Standard Response Protocol*
<https://iloveuguy.org/The-Standard-Response-Protocol.html> (012325)
Safe and Sound Schools
<https://safeandsoundschools.org/> (012325)



Montevideo Public Schools

2001 William Avenue – Montevideo MN 56265
(320) 269-8833 FAX (320) 259-8834

FUNDRAISING REQUEST FORM

It is the district's belief that fundraising should:

1. Be done for a specific purpose and only when needed
2. Be completed in a reasonable amount of time
3. Be scheduled to ensure multiple fundraising events are not being done at the same time
4. Not replicate another fundraiser
5. Have a service component if possible

Name: Riley Frank + Katelyn Siebert Date: 10/02/2025

Organization Doing the Fundraiser

Snap! Mobile

Advisor

Riley Frank + Katelyn Siebert

Specific date(s) for when the fundraiser will take place. Please do not give ranges.

Start Date: 11/17 (concert will have QR code posted)
the other main fundraising date will be on 12/15.

What, specifically, are you fundraising for (what will be purchased with the proceeds)?

This fundraiser is for the MMS and MHS musical. The funds will be used to assist with music rights purchases, costumes, set design, and props.

How do you plan on raising the money? (type of fundraiser: selling door-to-door, service provided, etc.)

This fundraiser is all digital. It uses a custom website as a donation platform. We will have QR codes in concert programs for families to scan and donate. It also sends emails and texts. There is also a clothing store.

If you are selling a product, what percentage goes to the company, and what percentage returns to the school organization?

The margin is 82% to the school, and 18% to Snap! Mobile

Give examples of the products you sell and what you charge for them.

The apparel store has options like hats, shirts, and sweatshirts. prices range from \$20 - \$100 depending on item.

This request form must be signed by the Advisor, Principal/Activities Director, and Superintendent and approved by the School Board before the fundraiser can be conducted. Once the School Board has approved the request, the Advisor will be notified of approval via interschool mail.

The majority of the fundraiser is donation not sales.

<u>Riley Frank</u> Advisor's Signature	<u>10/02/23</u> Date	<u>Michelle Farris</u> Principal/Activities Director's Signature	<u>10/7/2025</u> Date
<u>[Signature]</u> Superintendent Signature	<u>10/8/25</u> Date	_____ Board Approval	_____ Date

"Montevideo Public Schools empowers all learners to achieve their potential by providing an exemplary education rooted in innovation, partnerships, and accountability."

MONTVIDEO



THUNDER HAWKS

Montevideo Public Schools

2001 William Avenue – Montevideo MN 56265

(320) 269-8833 FAX (320) 259-8834

FUNDRAISING REQUEST FORM

It is the district's belief that fundraising should:

1. Be done for a specific purpose and only when needed
2. Be completed in a reasonable amount of time
3. Be scheduled to ensure multiple fundraising events are not being done at the same time
4. Not replicate another fundraiser
5. Have a service component if possible

Name: Amanda Maczienski Date: 9.25.25

Organization Doing the Fundraiser

Advisor

Specific date(s) for when the fundraiser will take place. Please do not give ranges.

What, specifically, are you fundraising for (what will be purchased with the proceeds)?

How do you plan on raising the money? (type of fundraiser: selling door-to-door, service provided, etc.)

If you are selling a product, what percentage goes to the company, and what percentage returns to the school organization?

Give examples of the products you sell and what you charge for them.

Dance Team
Amanda Maczienski
Sell popcorn from about 10.27-11.7
Uniform fees, makeup, team meals dance workout items, team bonding, & other misc. items.
Sell gourmet popcorn from our local Theater
We work with the Millinium Theater & we split the profit 50/50.
We sell 8cup bags of popcorn & 3cup bags of popcorn in a variety of flavors

This request form must be signed by the Advisor, Principal/Activities Director, and Superintendent and approved by the School Board before the fundraiser can be conducted. Once the School Board has approved the request, the Advisor will be notified of approval via interschool mail.

	9.25.25		9/26/25
Advisor's Signature	Date	Principal/Activities Director's Signature	Date
	10/8/25	_____	_____
Superintendent Signature	Date	Board Approval	Date

"Montevideo Public Schools empowers all learners to achieve their potential by providing an exemplary education rooted in innovation, partnerships, and accountability."

Equal Opportunity Employer

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 athletics and fine arts;

WHEREAS, the Governing Board of Montevideo Public Schools recognizes the value of student participation in extracurricular activities; 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 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.

10/6/2025 _____
Date Board Chair/Head of School

10/6/2025 _____
Date Board Clerk – Treasurer/ Finance Director

CERTIFICATION OF MINUTES RELATING

TO

SCHOOL BUILDING BONDS

ISSUER: INDEPENDENT SCHOOL DISTRICT NO. 129
(MONTEVIDEO PUBLIC SCHOOLS)

GOVERNING BODY: SCHOOL BOARD

KIND, DATE, TIME AND PLACE OF MEETING:

At a regular meeting held on October 13, 2025, at 6:00 o'clock p.m., in the School District.

MEMBERS PRESENT:

MEMBERS ABSENT:

Documents Attached: Extract of Minutes of said meeting.

**RESOLUTION RELATING TO AUTHORIZING THE ISSUANCE OF
SCHOOL BUILDING BONDS AND CALLING AN ELECTION THERON**

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the obligations referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said obligations; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS MY HAND officially as such recording officer this ____ day of _____, 2025.

School District Clerk

EXTRACT OF MINUTES OF A MEETING
OF THE SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 129
(MONTEVIDEO PUBLIC SCHOOLS)
STATE OF MINNESOTA

HELD: OCTOBER 13, 2025

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 129 (Montevideo Public Schools), State of Minnesota, was duly held in the School District on October 13, 2025, at 6:00 o'clock p.m.

Member _____ moved the adoption of the following Resolution:

**RESOLUTION RELATING TO AUTHORIZING THE ISSUANCE OF
SCHOOL BUILDING BONDS AND CALLING AN ELECTION THERON**

BE IT RESOLVED by the School Board of Independent School District No. 129, State of Minnesota, as follows:

1. The School Board hereby finds and determines that it is necessary and expedient for the School District to borrow money in an aggregate principal amount not to exceed \$42,000,000 and not to exceed any limitation upon the incurring of indebtedness which shall be applicable on the date or dates of the issuance of any bonds, for the purpose of providing funds for the acquisition and betterment of school sites and facilities, including the installation of safety and security improvements at all school sites and facilities; the construction of various deferred maintenance and infrastructure improvement projects at the High School site and facility, including plumbing upgrades; and the construction and equipping of an auditorium addition to the High School. The question on the borrowing of funds for these purposes shall be School District Question 1 on the School District ballot at the special election held to approve said authorization.

2. The administration of the School District is hereby authorized and directed to consult with the Minnesota Department of Education and cause a proposal to be prepared and submitted to the Commissioner of Education for the Commissioner's Review and Comment on behalf of the School Board, and to take such other actions as necessary to comply with the provisions of Minnesota Statutes, Section 123B.71, as amended. Any such actions taken by the administration prior to the date of this resolution are hereby ratified, confirmed, and approved in all respects. The actual holding of the special election on School District Question 1 specified above shall be contingent upon the receipt of a positive or unfavorable (provided applicable statutory requirements are met) Review and Comment from the Commissioner of Education on the projects included in that question.

3. The Clerk is hereby authorized and directed to cause the Commissioner's Review and Comment to be published in the legal newspaper of the School District at least forty-eight (48) but not more than seventy (70) days prior to the date of the special election specified below.

4. The School Board must hold a public meeting to discuss the Commissioner's Review and Comment before the referendum for bonds.

5. The ballot question specified above shall be submitted to the qualified voters of the School District at a special election, which is hereby called and directed to be held on Tuesday, February 10, 2026, between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m. This date is a uniform election date specified in Minnesota Statutes, Section 205A.05.

6. Pursuant to Minnesota Statutes, Section 205A.11, the School District's combined polling place and the precincts served by the combined polling place, as previously established and designated by a resolution of the School Board dated November 12, 2024, is hereby designated for this special election. In the event a municipality located in whole or in part within the boundaries of the School District will also be conducting a municipal election on February 10, 2026, any affected School District voters will vote at their respective municipal polling locations and not the School District's combined polling place.

7. The Clerk is hereby authorized and directed to prepare a notice to any voters who will be voting at a combined polling place for this special election. The notice must be sent by nonforwardable mail to every affected household in the School District with at least one registered voter. The notice must be mailed no later than fourteen (14) days before the date of the election. A notice that is returned as undeliverable must be forwarded immediately to the appropriate county auditor. The notice must include the following information: the date of the election, the hours of voting and the location of the voter's polling place. This notice may be in the same form as the notice of special election to be published and posted.

8. The Clerk is hereby authorized and directed to cause written notice of said special election to be given: (i) to the county auditor of each county in which the School District is located, in whole or in part, at least eighty-four (84) days prior to the date of said election; and (ii) to the Commissioner of Education at least seventy-four (74) days prior to the date of said election. The notice shall specify the date of said special election and the title and language for each ballot question to be voted on at said special election. Any notice given prior to the date of the adoption of this resolution is ratified and confirmed in all respects.

9. The Clerk is hereby authorized and directed to cause notice of said special election to be posted for public inspection at the administrative offices of the School District at least ten (10) days before the date of said special election.

10. The Clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the School District for public inspection at least four (4) days before the date of said special election and to cause a sample ballot to be posted in the combined polling place on election day. The sample ballots shall not be printed on the same color paper as the official ballot.

11. The Clerk is hereby authorized and directed to cause notice of said special election to be published in the official newspaper of the School District, for two (2) consecutive weeks with the last publication being at least one (1) week before the date of said election. The notice of election so posted and published shall state each question to be submitted to the voters as set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.

12. The Clerk is hereby authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in the combined polling place on election day.

13. The Clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this special election and generally to cooperate with election authorities conducting other elections on that date. The Clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or understandings with appropriate officials regarding preparation and distribution of ballots, the administration of absentee voting, election administration and cost sharing.

14. The Clerk and members of the administration are further authorized and directed to cause a ballot to be prepared for use at said election in substantially the following form, with such changes in form, color, instructions, and content as may be necessary to accommodate an optical scan voting system, to correct typographical errors, or to comply with the form and content requirements of applicable state election laws:

[Form of Ballot on the Following Page]

Special Election Ballot

Independent School District No. 129 (Montevideo Public Schools)

February 10, 2026

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this: .

To vote for a question, fill in the oval next to the word "Yes" on that question.
To vote against a question, fill in the oval next to the word "No" on that question.

School District Question 1 Approval of School District Bond Issue

Yes

No

Shall the school board of Independent School District No. 129 (Montevideo Public Schools) be authorized to issue its general obligation school building bonds in an amount not to exceed \$42,000,000 to provide funds for the acquisition and betterment of school sites and facilities, including the installation of safety and security improvements at all school sites and facilities; the construction of various deferred maintenance and infrastructure improvement projects at the High School site and facility, including plumbing upgrades; and the construction and equipping of an auditorium addition to the High School?

**BY VOTING "YES" ON THIS BALLOT QUESTION, YOU
ARE VOTING FOR A PROPERTY TAX INCREASE.**

15. Optical scan ballots must be printed in black ink on white material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

16. If the School District will be contracting to print the ballots for this special election, the Clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer, at the request of the election official, shall furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit or certified check acceptable to the Clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The Clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

17. The Clerk is hereby authorized and directed to provide for testing of the optical scan voting system at least three (3) days before voting equipment is used. The Clerk shall cause notice of the time and place of the test to be given at least two (2) days in advance by publishing the Notice of Testing once in the official newspaper and by causing the notice to be posted in the office of the county auditor, the administrative offices of the School District, and the office of any other local election official conducting the test.

18. The Clerk is hereby authorized and directed to cause notice of the location of the counting center or the place where the ballots will be counted to be published in the official newspaper at least once during the week preceding the week of the election and in the newspaper of widest circulation once on the day preceding the election, or once the week preceding the election if the newspaper is a weekly.

19. As required by Minnesota Statutes, Section 203B.121, the School Board hereby establishes a ballot board to process, accept and reject absentee ballots at School District elections not held in conjunction with the state primary or state general election or that are conducted by a municipality on behalf of the School District and generally to carry out the duties of a ballot board as provided by Section 203B.121 and other applicable laws. The ballot board must consist of a sufficient number of election judges. The ballot board may include deputy county auditors and deputy city clerks who have received training in the processing and counting of absentee ballots. The Clerk or the Clerk's designee is hereby authorized and directed to appoint the members of the ballot board. The Clerk or the Clerk's designee shall establish, maintain and update a roster of members appointed to and currently serving on the ballot board and shall report to the School Board from time to time as to its status. Each member of the ballot board shall be paid reasonable compensation for services rendered during an election at the same rate as other election judges; provided, however, if a staff member is already being compensated for regular duties, additional compensation shall not be paid for ballot board duties performed during that staff member's duty day. Each member of the ballot board must be provided adequate training on the processing and counting of absentee ballots, including but not limited to instruction on accepting and rejecting

absentee ballots, storage of absentee ballots, timelines and deadlines, the role of the ballot board, procedures for opening absentee ballot envelopes, procedures for counting absentee ballots, and procedures for reporting absentee ballot totals.

20. The Clerk is hereby authorized and directed to begin assembling names of trained election judges to serve at the combined polling place during the special election. The election judges shall act as clerks of election, count the ballots cast and submit the results to the School Board for canvass in the manner provided for other School District elections. The election must be canvassed between the third and the tenth day following the election.

21. The Clerk shall make all Campaign Financial Reports required to be filed with the School District under Minnesota Statutes, Section 211A.02 available on the School District's website. The Clerk must post the report on the School District's website as soon as possible, but no later than thirty (30) days after the date of the receipt of the report. The School District must make a report available on the School District's website for four years from the date the report was posted to the website. The Clerk must also provide the Campaign Finance and Public Disclosure Board with a link to the section of the website where reports are made available.

The motion for the adoption of the foregoing resolution was duly seconded by

_____. On a roll call vote, the following voted in favor:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

The combined polling place for this election and the precincts served by the combined polling place are as follows:

COMBINED POLLING PLACE: National Guard Training and Community Center
TACC – 711 South 17th Street
Montevideo, MN 56265

This combined polling place serves all territory located in Independent School District No. 129 located in Grace Township, Granite Falls Township, Havelock Township, Leenthrop Township, Mandt Township, City of Montevideo P-1, City of Montevideo P-2, Rosewood Township, Sparta Township, Tunsberg Township, and the City of Watson, Chippewa County, Minnesota; Baxter Township, Camp Release Township, and Lac qui Parle Township, Lac qui Parle County, Minnesota; and Stony Run Township and Lisbon Township, Yellow Medicine County, Minnesota.

Any eligible voter residing in the School District may vote at said election at the combined polling place designated above for the precinct in which he or she resides. The polls for said election will be opened at 7:00 o'clock a.m. and will close at 8:00 o'clock p.m. on the date of said election.

A voter must be registered to vote to be eligible to vote in this election. An unregistered individual may register to vote at the combined polling place on election day.

Dated: _____, 2025.

BY ORDER OF THE SCHOOL BOARD

/s/

School District Clerk
Independent School District No. 129
(Montevideo Public Schools)
State of Minnesota