

**NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138  
NORTH BRANCH AREA EDUCATION CENTER, BOARD ROOM, ROOM C120  
38705 GRAND AVENUE  
NORTH BRANCH, MN 55056  
SCHOOL BOARD WORK SESSION  
NOVEMBER 21, 2024  
5:30 PM**

**AGENDA**

I.	Call to Order	
II.	Roll Call	
III.	Pledge of Allegiance	
IV.	Superintendent's Report	2
V.	Work Session Topics	
	A. Spotlight Presentation: Distant Learning Academy (DLA)	8
	B. SCRED Program Update	16
	C. High School Program Update	37
	D. Update: MDE Annual Comprehensive Achievement and Civic Readiness	56
	E. Review Family Survey Themes	
	F. Staff Survey Overview and Timeline	
VI.	Adjournment	

# Superintendent Update

November 21, 2024

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# At the forefront of educational excellence



## **WHAT WE INTEND TO CREATE**

*Inspire dreams, build integrity and instill hope  
in our students, our staff, our families and our communities.*

## **OUR PURPOSE**

*Partner with students, staff, families and communities to challenge all  
students to achieve their greatest potential and become informed and  
engaged citizens.*

# National Apprenticeship Week



- This week is National Apprenticeship Week, and we are thrilled to celebrate a groundbreaking achievement: *NBAPS proudly hosts eight of Minnesota's first teacher apprentices in the Registered Apprenticeship Program for Teachers*. This innovative initiative <sup>4</sup> provides a paid, supported pathway into teaching, addressing teacher shortages while enhancing our ability to serve students with excellence.
- Department of Labor and Industry Webinar
- Presentation and collaboration at MN Rural Education Association conference

# Education Support Staff Recognition Event



*Brian Moffet, Cathy Gilles, Norm Nagel*

# SRO Program Changes



## THANK YOU

Officer Mike Nelson for his impactful work building our strong School Resource Officer (SRO) Program.

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Our partnership with the North Branch Police Department is a significant part of ensuring school safety.

As Officer Nelson transitions to new opportunities, we extend our gratitude for his vital role, ensuring safe, supportive schools for all.



**FORWARD**

*Together*



**9-12 Distance  
Learning  
Academy**

Spotlight Presentation 11.21.24

# Mission- Purpose of our work

*Partner with students, families and communities to challenge all students to achieve their **greatest potential** and become informed and engaged citizens.*

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NORTH BRANCH  
DISTANCE LEARNING  
ACADEMY

# Life Skills Goal

## Attendance Goal

By the end of semester one, 100% of the students in grades 9-12 enrolled in the Distance Learning Academy average daily attendance will be 85% and above.



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**On-Site Student Support Center**  
North Branch Area High School  
Media Center

All DLA students in **Grades 9-12** who are behind in their coursework as indicated in Edmentum for two consecutive weeks **ARE REQUIRED** to attend in-person support until they have met the requirements for being on-pace. Students not making progress will receive weekly updates via email from their teachers

### **The DLA Student Support Hours**

- Monday through Thursday**
- 2:45 - 4:00 PM
  - Attendance is required



# Life Skills Snapshot



## Action Plan Highlights

Tracking, monitoring, and responding to areas of concern daily

Partnership with students and families

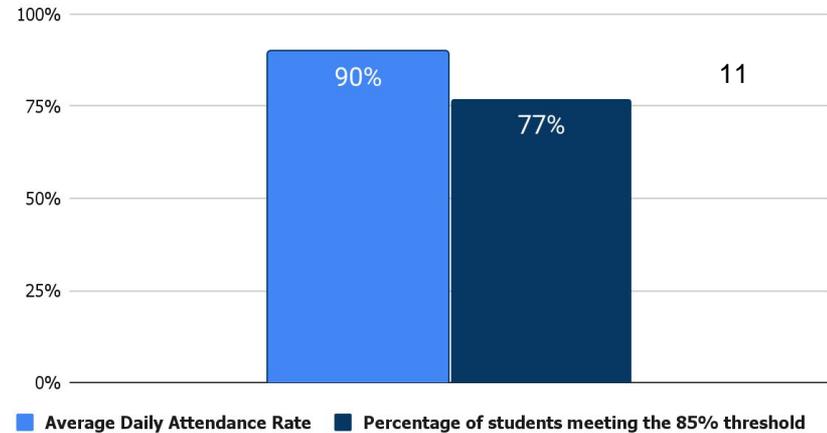
Intervening early and often

Partnering with County to seek additional support

Built in after school intervention

Teacher / Student relationship building through office hours and additional support

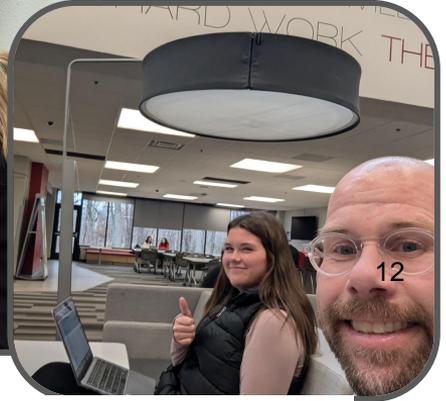
Attendance Data as of 11.18.24



# Academic Goal

## Focus on Grades

During the 2024-2025 school year, 80% of all course grades for students enrolled in the Distance Learning Academy will be a C- or higher.



### On-Site Testing Center North Branch Area High School Media Center

All DLA students in **Grades 9-12** must take their unit tests and end-of-semester tests in person at the high school.

### The DLA Testing Center Hours

#### Walk-ins (No Appointment Needed)

- Monday-Thursday
- 2:45 PM - 4:00 PM

#### By Appointment Only

- Tuesday and Wednesday
- 9:00 AM - 2:00 PM
- Click [HERE](#) to Schedule your appointment

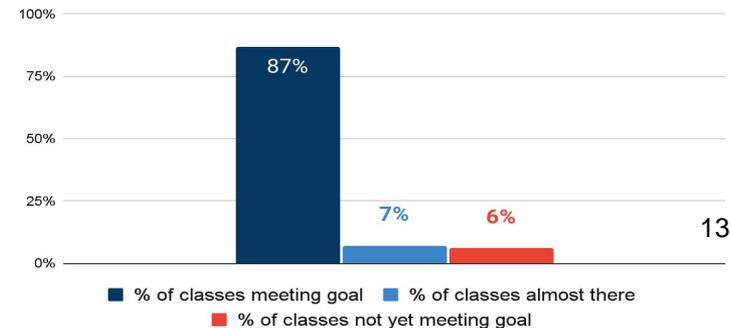
# Academic Snapshot



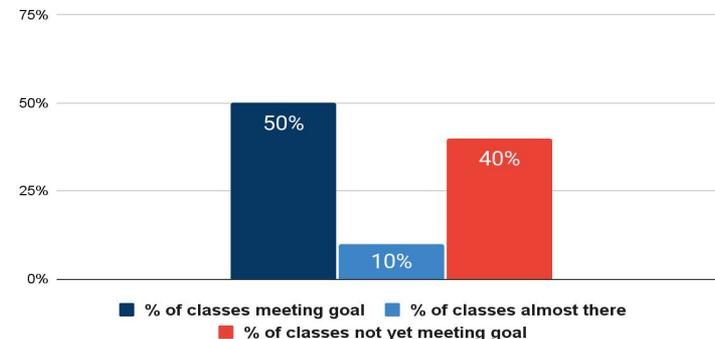
## Taking Action

- Student support through teacher office hours
- Weekly tracking of student progress in all courses
- Intervention Support: Monday - Thursday
- Math Tutoring Availability: Tuesday - Thursday
- Regular Communication and Feedback
- Weekly teacher Professional Learning Community meetings
- Bi-monthly problem solving team
- Principal intervention if interventions prove ineffective

Percentage of current grades as of 11.20.24

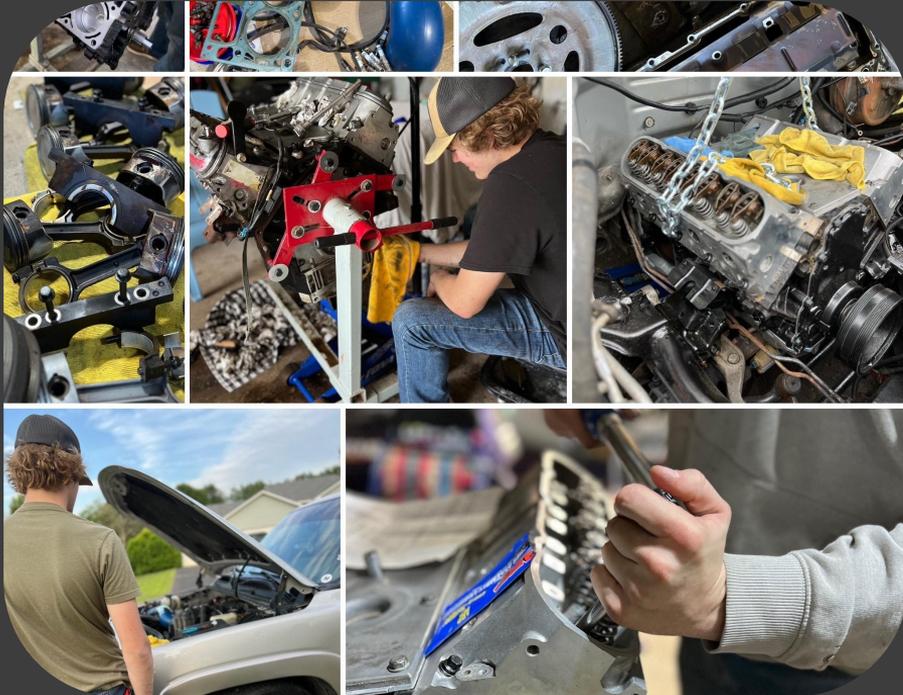


Percentage of on target grades as of 11.20.24



## Michael Hals 12th Grade

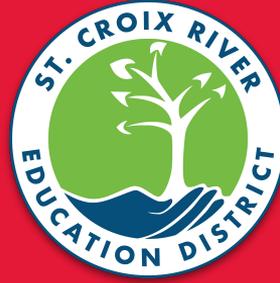
- Auto Independent Study
- Ford online curriculum leading to certification - Certified Ford Tech
- Teacher - Tylor Sogert





[Lana Houck](#)  
11th Grade

- Longest standing Distance Learning Student
- Nationally renowned Barrel racer
- Scholarship award recipient



# Partnership in Action: Snapshot of Life Skills Implementation

November 21, 2024

# Some of our amazing SCRED partners



**Nicole Woodward**  
**Executive Director**

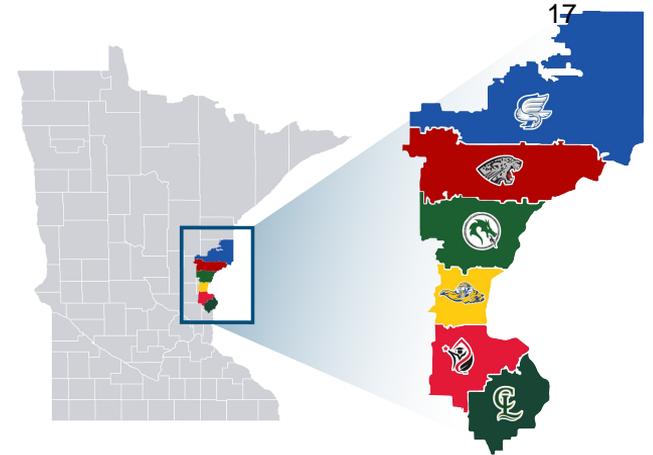
Nicole's first position at SCRED was NBAMS School Psychologist



**Sarah Kloeckl**  
**Director of Special Education**

Began teaching in 2006 and worked as a paraprofessional and PCA before that

SCRED's Mission:  
**Maximizing outcomes  
through partnership**



# Some of our amazing SCRED partners



**Nic van Oss**  
**MTSS & School Climate  
Specialist**

Years of experience in residential and “Setting 4” (separate school) behavior programs.



**Jerilyn Mattson**  
**Social Behavior Services  
Coordinator**

15 years of experience in Special Education, including “Setting 3” & “Setting 4.”



**Dr. Kristin Orton**  
**Special Services  
Supervisor**

20 years at Heartland AEA in Iowa, an organization with national recognition and a strong legacy

# What we're sharing

1. **Superhero characters to enhance school-wide expectations**  
(Nic & Taylor)
2. **Major/Minor Charts & ongoing support in this area** (Nic & Clint)  
19
3. **Improved process that promotes independence** (Kristin)
4. **Improved process to identify a student for Setting IV services**  
(Kristin & Jerilyn)



# Superhero Characters to Enhance School-Wide Expectations

# Clear Behavior Expectations

Between 2020-2022, in collaboration with principals, leadership teams, and our SCRED partners, we designed signage, banners, and lessons to communicate each school's behavior expectations

The use of icons was an innovative, eye-catching approach to this practice





CAPTAIN RESPECT



MR. RESPONSIBLE



MS. READY TO LEARN



SUPER SAFE



CAPTAIN RESPECT



MR. RESPONSIBLE



MS. READY TO LEARN

Designing superhero characters last spring **personified** these character traits + opened **opportunities** for further student and family engagement





MR. RESPONSIBLE  
keeps our school clean and safe!



Draw Mr. Responsible using his superpower!



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



# Major/Minor Charts & Ongoing Support in This Area

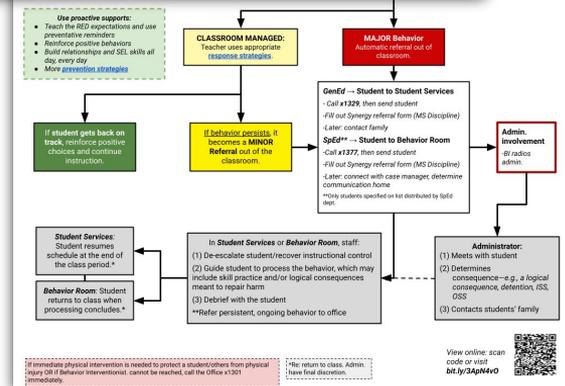
# Major/Minor Charts

Each school developed a chart in Jan. 2023 and refined details throughout the 2023-24 school year. They divide misbehavior into two buckets:

- When a **MINOR** behavior occurs (e.g., cell phone use, interrupting), the teacher attempts to correct it. If it persists, the student is referred out of class.
- When a **MAJOR** behavior occurs (e.g., physical aggression, racial slurs), the student is immediately referred out of class.

CLASSROOM MANAGED	MAJOR Referrals
<b>If the behavior persists, it becomes a MINOR Referral</b> Student is then sent to Behavioral Intervention/Processing (see flowchart)	<b>MAJOR Referrals</b> Automatic behaviors Student removed by BI/Admin from classroom
<b>Disorderly/Insubordination</b> - Examples: <ul style="list-style-type: none"> <li>Arguing / "talking back"</li> <li>Talking too loudly</li> <li>Interrupting / side conversations</li> <li>Running/shouting in the hallway</li> <li>Not following instructions</li> <li>Refusal/defiance</li> <li>Ignoring the teacher</li> <li>Teasing or name calling</li> <li>Inappropriate language or topics</li> <li>Inappropriate displays of affection</li> </ul>	<b>Verbal Abuse</b> - <ul style="list-style-type: none"> <li>Language, gestures, etc. that are inappropriate or degrading – directed toward staff.</li> <li>Inappropriate language, gestures, and name calling etc. based on race, disability, gender, etc. that are not directed at any particular staff member or student.</li> </ul>
<b>Technology</b> - Failure to follow school electronic device policies and procedures.	<b>Bullying/Harassment (includes Cyber Bullying)</b> - Directed toward a student. Refer to the statutory definition of bullying (i.e., ongoing behavior; power imbalance). E.g., malicious use of social media slurs. This is more intense than teasing ("Disorderly/insubordination").
<b>Attendance</b> - <ul style="list-style-type: none"> <li>Leaving class without permission</li> <li>Tardies- Student arrives late -&gt; record on attendance log. Two tardies in a month = attendance referral.</li> </ul>	<b>Threat/intimidation</b> - E.g., "I'm gonna beat you up." "Get out of my way or else."
<b>Physical Contact</b> - Intentional or unintentional physical contact that is not age-appropriate and may or may not involve harm. This is distinct from actual fighting. Examples: <ul style="list-style-type: none"> <li>Pushing/shoving (non-age appropriate)</li> <li>Horsey/hitting (non-age appropriate)</li> <li>Play fighting (non-age appropriate)</li> </ul>	<b>Terroristic Threats</b> - E.g., "I'm going to blow this place up." <b>Fighting</b> - More intense than roughhousing/play fighting, but not as intense as "Assault." <b>Assault</b> - Physical assault (intended to inflict bodily harm) or sexual assault.
<b>Academic Dishonesty</b> - Intentional behavior including, but not limited to, plagiarism, copying another's work, cheating, or altering records.	<b>Violence</b> - Bomb, Bomb Threat, Hazing, Homicide, Robbery (using force), Weapon -----ADVERSE MAJOR behaviors ----- <b>Contributors:</b> Alcohol, Controlled Substances (prescription), Illegal Drugs, Over-the-Counter Medications against School policy, Pyrotechnic, Tobacco <b>Other:</b> Arson, Extortion, Gang Activity, On School Property w/out Permission, Theft

North Branch Area High School / Updated June 2024



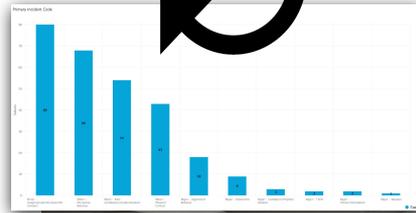
# Ongoing Implementation

Ongoing discussions and adjustments are critical to effective implementation.

Our Major/Minor Charts align with our data and are centered in ongoing staff development

Major/Minor Charts are a **cornerstone** upon which we're using training and coaching to equip teachers with proactive and responsive behavior techniques

CLASSROOM MANAGED	MAJOR Referrals
<p><b>If the behavior persists, it becomes a MINOR Referral</b>  <small>Student is then sent to Student Intervention/Processing Unit (SIPU)</small></p> <p><b>Disorderly/Insubordination</b> - Examples:</p> <ul style="list-style-type: none"> <li>• Arguing / talking back</li> <li>• Talking too loudly</li> <li>• Interrupting / talk conversations</li> <li>• Running/shoving in the hallway</li> <li>• Not following instructions</li> <li>• Refusal/defiance</li> <li>• Ignoring the teacher</li> <li>• Talking to another teacher</li> <li>• Inappropriate language or topics</li> <li>• Inappropriate behavior of electronics</li> </ul> <p><b>Technology</b> - Failure to follow school electronic device policies and procedures.</p> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• Leaving class without permission</li> <li>• Tardies: Student arrives late -- <a href="#">report on attendance log</a>. Two tardies in a month = attendance referral.</li> </ul> <p><b>Physical Contact</b> - Intentional or unintentional physical contact that is in our disciplinary code that may not involve harm. This is distinct from actual fighting. Examples:</p> <ul style="list-style-type: none"> <li>• Pushing/shoving (low-impact contact)</li> <li>• Horseplay/teasing (low-impact contact)</li> <li>• Play fighting (low-impact contact)</li> </ul> <p><b>Academic Dishonesty</b> - Intentional behavior including, but not limited to, plagiarism, copying another's work, cheating, or altering records.</p>	<p><b>Verbal Abuse</b></p> <p>Language, gestures, etc. that are inappropriate or derogatory - directed toward staff.</p> <ul style="list-style-type: none"> <li>• Inappropriate language, gestures, and name calling etc. based on race, disability, gender, etc. that are not directed at any particular staff member or student.</li> </ul> <p><b>Bullying/Harassment (includes Cyber Bullying)</b> - Directed toward a student. Refers to the abusive behavior of bullying (i.e., ongoing behavior toward a student). E.g., malicious use of social media sites. This is more intense than teasing ("punching somebody's buttons").</p> <p><b>Threat/Intimidation</b> - E.g., "I'm gonna beat you up." "Get out of my way or else."</p> <p><b>Terroristic Threats</b> - E.g., "I'm going to blow this place up."</p> <p><b>Fighting</b> - Allow intense than roughhousing/play fighting, but not as intense as "fights".</p> <p><b>Assault</b> - Physical assault (intended to inflict bodily harm) or sexual assault.</p> <p><b>Vandalism/Property Related</b> - Willful or malicious destruction or damage of school or personal property (e.g., throwing a laptop).</p> <p><b>Weapons</b></p> <ul style="list-style-type: none"> <li>• Possession</li> <li>• Violence - Bomb, Bomb Threat, Hearing, Homicide, Robbery (using force), Stalking</li> </ul> <p><b>Controlled Alcohol, Controlled Substances (prescription), Illegal Drugs, Shoplifting/Counterfeit Medications against School policy, Pyrotechnics, Tobacco, Possession of Dangerous Weapons</b></p> <p><b>Do School Property Violate</b></p>





# Improved Process That Promotes Independence

# Educational Assistants

- Hardworking staff who support students with disabilities
- Providing important services – health/personal care, behavior support, adaptive/functional needs
- **If overused**, EA support can
  - Promote dependence on adults
  - Lower motivation/perseverance
  - Interfere with peer relationships
  - Reduce attention from licensed teacher



# In Development: Planning Guide for IEP Teams

- Support for IEP teams to consider appropriate support for students and grow independence.
- Consider instruction, accommodations, assistive technology, and paraprofessionals
- Collaborating with principals and teachers as draft is finalized
- Plans to start using this spring, with full roll-out in fall.

**Paraprofessional Planning Guide**

Student Name:  
Case Manager:  
Other Collaborators:  
Date Started:

**Purpose of this planning guide**

- To provide structured questions and considerations for an IEP team when a student is not making adequate progress and the IEP team may be considering the need for paraprofessional services.
- The goal of the IEP team is to provide the best, most appropriate support needed to foster lifelong independence: no more support than needed for no longer than needed.

**Current Needs and Concerns**

**Area(s) of Concern**

- What are the main health, behavior, and/or adaptive/functional concerns that are impeding the student from making progress? Check all that apply.

Health/Personal Care	Behavior	Adaptive/Functional
<input type="checkbox"/> G-tube <input type="checkbox"/> Medications <input type="checkbox"/> Suctioning <input type="checkbox"/> Diaper changing <input type="checkbox"/> Full Toilet care	<input type="checkbox"/> Physically Assaultive <input type="checkbox"/> Self Injurious <input type="checkbox"/> Non-Compliant <input type="checkbox"/> Disruptive <input type="checkbox"/> Hyperactive	<input type="checkbox"/> Physical Assistance <input type="checkbox"/> Verbal Prompting <input type="checkbox"/> Assistive Technology <input type="checkbox"/> On-task behavior <input type="checkbox"/> Communication supports



# Improved Process to Identify a Student for Setting IV Services

# Setting IV Behavior Programs

- IEP teams are obligated to place a student in their “Least Restrictive Environment”
- IEP teams work to identify goals and supports to meet each student’s needs
- “Federal Setting IV” programs are separate, 100% Special Education school facilities
- NBAPS can access Pathway to Change and SOAR programs to place students for significant supports for behavior needs
- Both programs have finite student capacity





# Improved Process

- Previous guideline (2015-2024) included requirements re: data collection, student programming, and timetables.
- Data collection is essential for effective, individualized student programming
- IEP teams expressed frustration that the timetable requirements needed more flexibility
- Guideline has been updated: Continues with data collection requirements while expanding flexibility of IEP team's use of timetable in placement decisions.

The screenshot shows the Table of Contents for Special Education Guideline #13. It includes a list of sections and subsections with their corresponding page numbers. The page number 33 is highlighted in the right margin. Below the Table of Contents is a section header for Section 1: General Information and Background, followed by the text for Subsection 1a: Purpose.

Table of Contents	
<a href="#">Section 1: General Information and Background</a>	
<a href="#">Subsection 1a: Purpose</a>	
<a href="#">Subsection 1b: Rationale</a>	
<a href="#">Subsection 1c: Definitions</a>	
<a href="#">Section 2: Roles and Responsibilities</a>	
<a href="#">Section 3: Guidance</a>	
<a href="#">Proposing A Change in Placement to a Setting IV Program</a>	
<a href="#">Section 4: Placement Process</a>	
<a href="#">Coordinating Placement into a Setting IV Program – Currently Enrolled Students</a>	33
<a href="#">Coordinating Placement into a Setting IV Program – Move-In/Open Enrolled Students</a>	
<a href="#">Section 5: Reintegration Process</a>	
<a href="#">Coordinating Placement into Mainstream School Building (“Reintegration”)</a>	
<a href="#">Appendix</a>	
<a href="#">Appendix A: Legal References</a>	
<a href="#">Appendix B: Setting IV Placement Agenda</a>	
<a href="#">Appendix C: Prior Written Notice for Placement in Setting IV Behavior Program</a>	
<a href="#">Appendix D: Billing Process</a>	

**Section 1: General Information and Background**

**Subsection 1a: Purpose**  
The purpose of this guideline is to provide Individualized Education Program (IEP) teams with clear guidance on how to proceed when they believe that a student is in need of placement in one of the St. Croix River Education District (SCRED) shared Setting IV behavior programs.

**Subsection 1b: Rationale**  
A small number of students with disabilities will exhibit behaviors that severely disrupt the learning environment and pose imminent threat to the safety of themselves and others. When supporting these students, IEP teams need to consider multiple options – including Setting IV programs – and ultimately propose programming that constitutes a Free and Appropriate Public Education (FAPE) in the student’s Least Restrictive Environment (LRE).

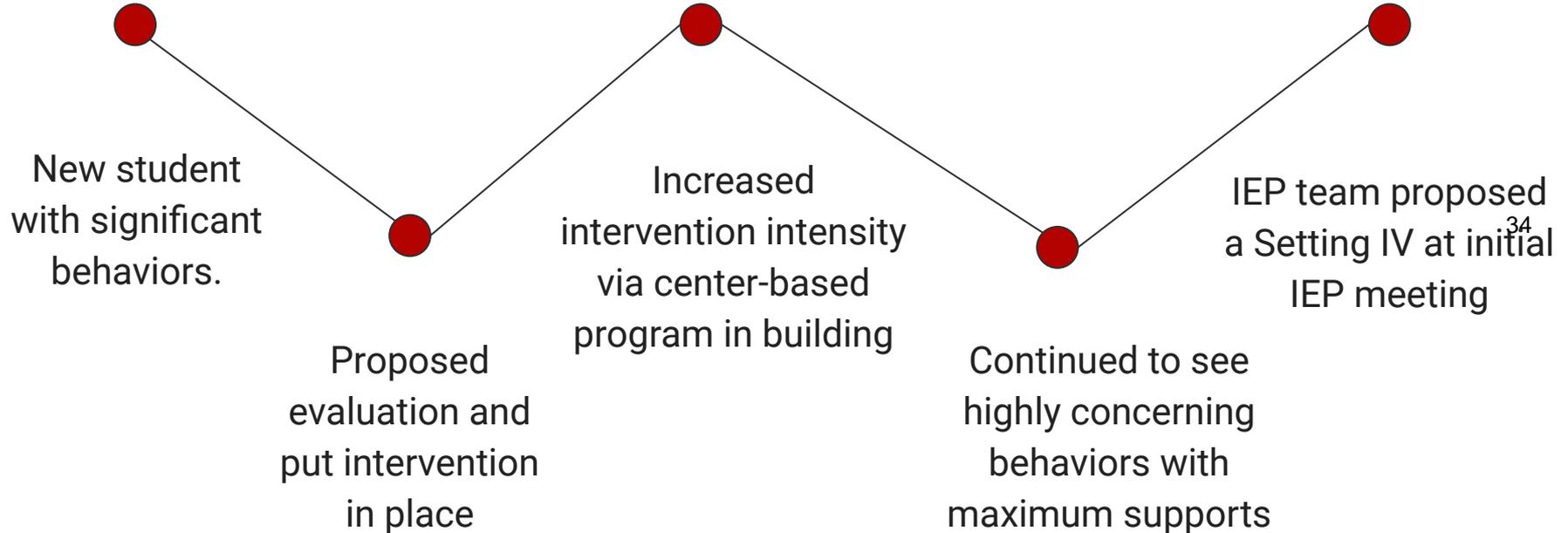
**Subsection 1c: Definitions**

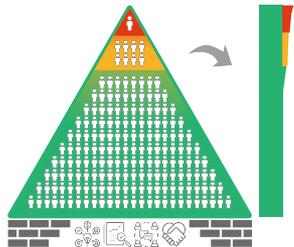
- **Behavior Support Plan (BSP):** A BSP is legally an extension of the IEP. Essentially, behavior accommodations move into their own dedicated plan.
- **Free and Appropriate Public Education (FAPE):** A legal right for students with disabilities that’s guaranteed by the Individuals with Disabilities Education Act (IDEA). FAPE ensures that students with disabilities receive

Adopted: 11/11/2024      Revised: NA      Approved: 11/11/2024

1

# What this looked like in practice





Our schools are working hard to **enhance their center-based programming** to ensure a strong continuum of support for students with special needs.



General Education

General Education with Support

Accommodations  
Modifications

Resource

Co-taught  
Push in  
Pull out

Specialized Programs within Gen Ed Building:  
Center-based

Specialized Programs:  
In Separate Building  
or  
Homebound

Hospital  
Residential

← LESS RESTRICTIVE

MORE RESTRICTIVE →





**Thank you!**

**Discussion**

# North Branch Area High School Program Update

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November 21, 2024





# Choice Not Chance!



Revisoning the High School Experience:

## *The Big Blurr*

(Jobs for the Future)



# Agenda

1. School Schedule Considerations
2. Elective and Required Courses Discussion



# School Schedule Considerations

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# Where we have been/Where we are going



- Where we have been

- We are 3 years into a block schedule
- Last year, all NBAHS students had a schedule featuring 7 periods and period of FLEX, all under the umbrella of an 8 x 2 schedule
- FLEX posed as a challenge for students, staff, and school management
- *The move to the 8 x 2 block schedule was done in an effort to remove FLEX from the schedule (We still offer FLEX options to students)*

- Where we are at

- This is the first year having an 8 x 2 block schedule
- Tuesday - Friday: 4 classes a day
- Momentum Monday: All 8 classes
  - Positives: Removal of FLEX has increased appropriate student behavior
  - Challenges: Unintended consequence of accelerating completion of graduation requirements and pressure on elective course offerings; lack of alignment with Norse ALC schedule

# 8 x 2 Challenges

## Seniors

- Most seniors, beyond their three required courses (American Government, Economics, and English 12), have already earned the necessary credits for graduation.
- In the 8-period schedule, adding five additional classes to their schedules poses a challenge due to the availability of necessary or relevant courses.

## Freshmen, Sophomores, and Juniors

- The eight-period schedule accelerates their path toward graduation.
- Many juniors are already enrolled in courses normally taken by seniors, with some expected to meet their elective credit requirements by the end of this year.
- A growing number of students, particularly juniors, are progressing faster than anticipated, creating a shortage of elective options to satisfy their academic needs.

# NBAHS 24-25

## BELL SCHEDULE T-F



**BLOCK 1** 7:55-9:21

.....

**BLOCK 2** 9:26-10:52

.....

**BLOCK 3** 10:57-12:59<sub>42</sub>

LUNCH A	LUNCH B	LUNCH C
LUNCH 10:57-11:28	CLASS 10:57-11:43	CLASS 10:57-12:23
CLASS 11:33-12:59	LUNCH 11:43-12:14	LUNCH 12:28-12:59
	CLASS 12:19-12:59	

**BLOCK 4** 1:04-2:30

# Viking Voyagers Schedule Committee

- Our Schedule Committee, “Viking Voyagers,” met bi-weekly to discuss school scheduling possibilities
- *Vision: Inspire Dreams, Build Integrity, Instill Hope*
  - Does our school schedule reflect our values?
  - Does our schedule allow for students see the value in electives?
  - Does our schedule allow our students to trying new things?
  - Does our schedule allow our students to feel like they belong?
  - Does our schedule allow our students feel like school is serving them?
  - Does our schedule allow for an increase in student engagement, academic achievement, and overall well-being?

## NBAHS 24-25 BELL SCHEDULE T-F



**BLOCK 1** 7:55-9:21

**BLOCK 2** 9:26-10:52

**BLOCK 3** 10:57-12:59<sup>43</sup>

LUNCH A	LUNCH B	LUNCH C
LUNCH 10:57-11:28	CLASS 10:57-11:43	CLASS 10:57-12:23
CLASS 11:33-12:59	LUNCH 11:43-12:14	LUNCH 12:28-12:59
	CLASS 12:19-12:59	

**BLOCK 4** 1:04-2:30

# Support for Schedule Adjustment to 7-Period Schedule

## After three Viking Voyagers sessions, it was widely agreed that:

- The 7-period day aligns with our "Choice, Not Chance" initiative.
- Retaining aspects of the block schedule allows for:
  - Extended time for labs, research, and independent study.
- Teachers value meeting with students more frequently throughout the week for:
  - Consistency in instruction.
  - Strengthened student-teacher connections.

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# 7 Period Day Examples

## 7 Period Schedule

Period 1  
Period 2  
Period 3  
Period 4  
Period 5  
Period 6  
Period 7

## 7 Period Schedule w/ Advisory and/or FLEX

Period 1  
Period 2  
Period 3  
Period 4  
Period 5  
Period 6  
Period 7  
Advisory and/or FLEX

## 7 Period Block Schedule (8 x 2 Schedule)

### DAY 1

Period 1  
Period 2  
Period 3  
Period 4

### DAY 2

Period 5  
Period 6 45  
Period 7  
Advisory and/or FLEX

# 7 Period Day Example: Detroit Lakes High School

## DLHS 2024-2025 BELL SCHEDULE

	Monday 7 PERIOD	Tuesday/Friday 7 PERIOD	Wednesday ODD BLOCK		Thursday EVEN BLOCK	
<b>Zero Hour</b>	7:20-8:10 (50)	7:20-8:10 (50)	<b>Zero Hour</b>	7:20-8:10 (50)	<b>Zero Hour</b>	7:20-8:10 (50)
<b>Period 1</b>	8:15 - 9:05 (50)	8:15 - 9:05 (50)	<b>Period 1</b>	8:15 - 9:45 (90)	<b>Period 2</b>	8:15 - 9:45 (90)
<b>Period 2</b>	9:10-10:00 (50)	9:10-10:00 (50)	<b>Break</b>	9:45-10:00 (15)	<b>Break</b>	9:45-10:00 (15)
<b>Period 3</b>	10:05-10:55 (50)	10:05-10:55 (50)	<b>Period 3</b>	10:00-11:30 (90)	<b>Period 4</b>	10:00-11:30 (90)
<b>Period 4</b>	11:00-11:50 (50)	11:00-11:50 (50)	<b>Period 5 (Lunch-See below)</b>	11:35-1:35 (90+30=120)	<b>Period 6 (Lunch-See below)</b>	11:35-1:35 (90+30=120)
<b>Period 5 (Lunch-See below)</b>	11:55-1:15 (50+30=80)	11:55-1:15 (50+30=80)				
<b>Period 6</b>	1:20-2:10 (50)	1:20-2:10 (50)	<b>Period 7</b>	1:40 - 3:10 (90)	<b>AIT 1</b>	1:40 - 2:35 (55)
<b>Period 7</b>	2:15-3:05 (50)	2:15-3:05 (50)				
<b>Laker Time/AIT</b>	<b>Laker Time</b> 3:10-3:30 (20)	<b>AIT</b> 3:10-3:30 (20)	<b>Laker Time</b>	3:15-3:30 (15)	<b>AIT 2</b>	2:40 - 3:30 (50)

7 Period Lunch Schedule		Block Lunch Schedule	
<b>Lunch A</b> 11:55 - 12:20 (25)	<b>Class B</b> 12:25-1:15 (50)	<b>Lunch A</b> 11:35 - 12:00 (25)	<b>Class B</b> 12:05-1:35 (90)
<b>Class A</b> 11:55 - 12:45 (50)	<b>Lunch B</b> 12:50-1:15 (25)	<b>Class A</b> 11:35 - 1:05 (90)	<b>Lunch B</b> 1:10-1:35 (25)



# Illustrative Example of Detroit Lakes High School fitted for NBAHS

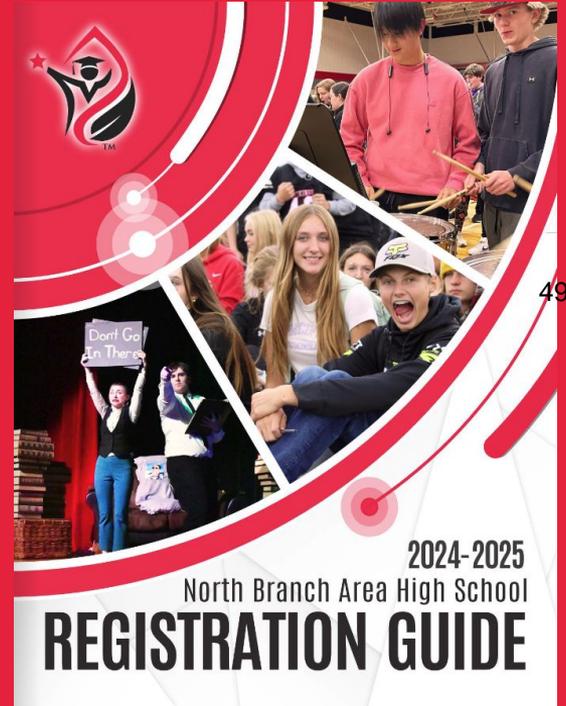
## DETROIT LAKES MODEL

Monday/Tuesday/Friday STANDARD 7-PERIOD DAY		Wednesday ODD BLOCK		Thursday EVEN BLOCK	
<b>Period 1</b>	50 Minutes (approx.)	<b>Period 1</b>	90 Minutes (approx.)	<b>Period 2</b>	90 Minutes (approx.)
<b>Period 2</b>	50 Minutes				
<b>Period 3</b>	50 Minutes	<b>Period 3</b>	90 Minutes	<b>Period 4</b>	90 Minutes
<b>Period 4</b>	50 Minutes				
<b>Period 5 / Lunch</b>	80 Minutes (50 + 30 Min. Lunch)	<b>Period 5 / Lunch</b>	120 Minutes (90 + 30 Min. Lunch)	<b>Period 6 / Lunch</b>	120 Minutes (90 + 30 Min. Lunch)
<b>Period 6</b>	50 Minutes				
<b>Period 7</b>	50 Minutes	<b>Period 7</b>	90 Minutes	<b>Advisory / Viking Time</b>	90 Minutes

# Course Considerations for 2025-26 Registration Guide

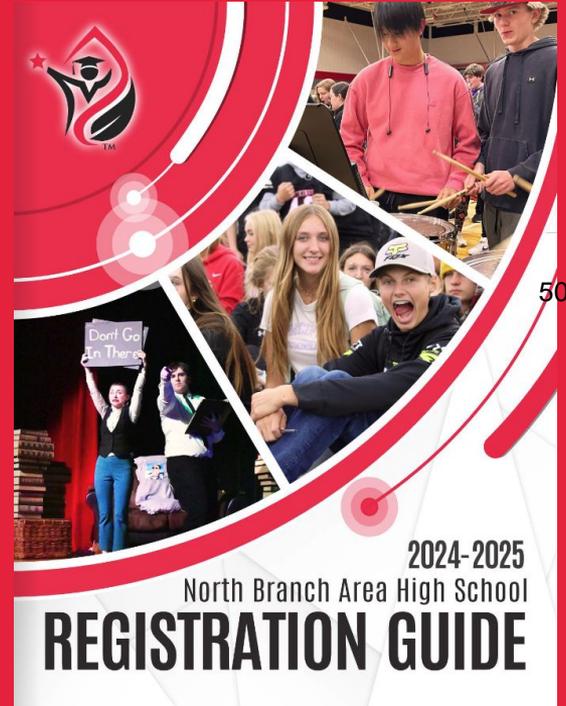
# Current Elective Requirements

- Seniors (Class of 2025)
  - 37.5 Total Credits Required for Graduation (Trimesters)
  - 14 Total Elective Credits
- Juniors (Class of 2026)
  - 23.5 Total Credits Required for Graduation
  - 8 Total Elective Credits
- Sophomore (Class of 2027)
  - 23.5 Total Credits Required for Graduation
  - 7.5 Total Elective Credits
  - .5 Freshman Seminar Requirement
- Freshmen (Class of 2028)
  - 23.5 Total Credits Required for Graduation
  - 7.5 Total Elective Credits
  - .5 Freshman Seminar Requirement
- All students are currently taking Advisory (non-credited)



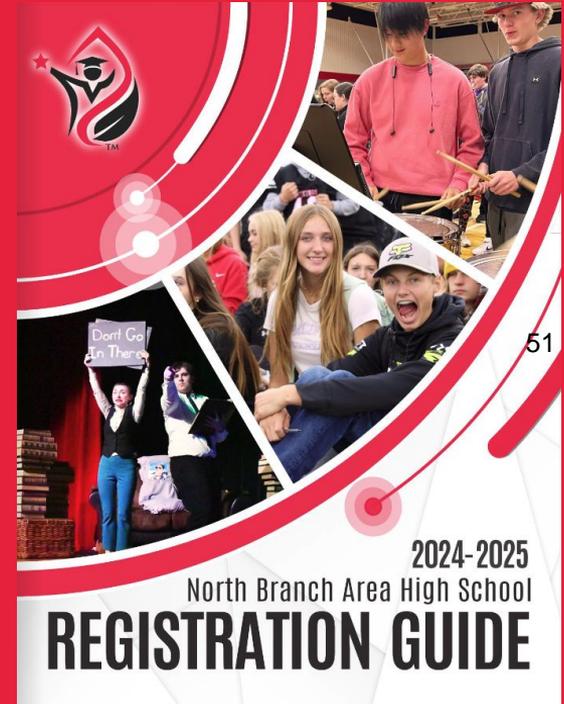
# Graduation Requirements

1. Exploring Advisory for credit course for all students
2. Begin shift of Personal Finance course design



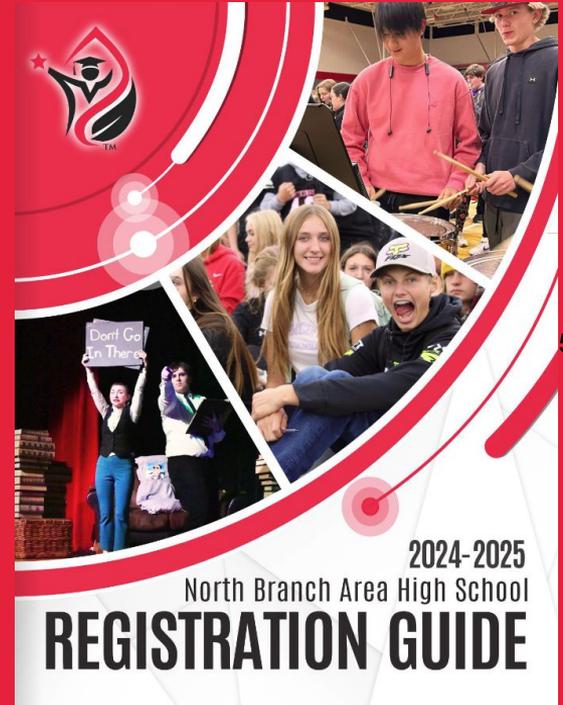
# Advisory

- Considering credit requirements for 4 year plan tasks
  - High School Planning
    - Freshmen: 4-Year HS Plan
    - Sophomores: Career Exploration
    - Juniors: Support for Career/College Connections
    - Seniors
      - Resume Building
      - Capstone/Portfolio
  - Life Skills



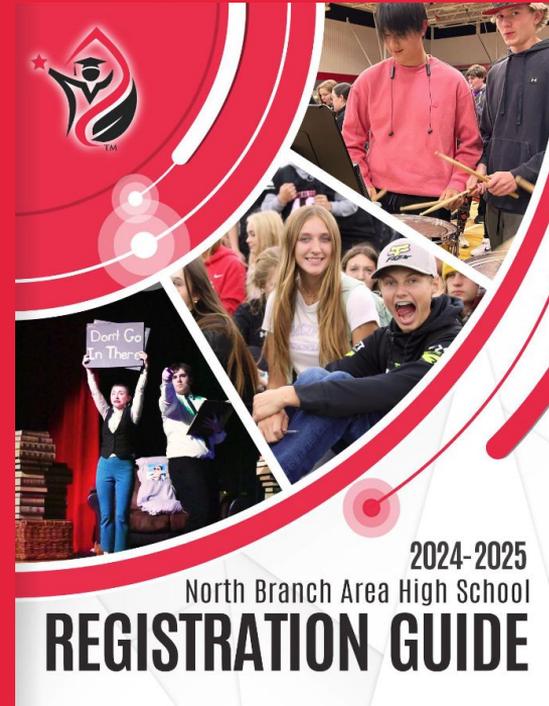
# Personal Finance

- Begin shift of Personal Finance course design
- One-semester course for ½ credit
  - 2025-26 12th grade only elective
  - 2026-27 12th grade only elective
    - Consider local requirement for graduation a year in advance of statutory requirement
  - 2027-28 12th grade graduation requirement



# Considering Senior Only Electives

- Exploration of Medical Field
  - Emergency Medical Responder Certification (EMR)
- CTE Capstone Projects
  - Ford Certification
  - Welding Portfolio
- Outdoor Activities PE Course



## Student Impact

- **Advisory** - has and will offer students time to build community, track academic progress, and plan for graduation and postsecondary goals.
- **Personal Finance** - This Senior only course will teach essential resource management skills as the move into adulthood.
- Course load will be less on 9th and 10th grade students with 7 classes vs. 8.



Questions to help  
guide add  
perspective to our  
thinking?



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**North Branch Area Public Schools**  
**MDE Annual Comprehensive Report- Achievement and Civic Readiness**  
**2023-2024**

WBWF Contact:

David Treichel, Director of Teaching and Learning

Phone: (651) 674-1055

Email: [dtreichel@isd138.org](mailto:dtreichel@isd138.org)

Website: [Teaching and Learning](http://Teaching and Learning)

District Strategic Planning Advisory Committee Members

Member Name	Role in the District
Sara Paul	Superintendent
David Treichel	Director of Teaching and Learning
Todd Tetzlaff	Director of Finance and Human Services



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Taylor Swanson	SRS Principal
Erica Bjerketvedt	Director of Early Learning and Community Education 57
Kelly Detzler	MS Principal
Clint Link	HS Principal
Patrick Tepoorten	Community Relations Coordinator
Kindra Helin	Activities Director
Theresa Anderson	Instructional Coach
Reid Anderson	EL/Spanish Teacher
Ella Boley	HS/MS Parent
Louie Boley	HS/MS Parent
Steve Husmann	SRS Parent
Shelly Johnson	School Board/Parent
Jen Mackey	SRS Parent
Brad Browman	Parent/Business Owner



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Benedict Eiyнк	MS Parent	
Tami Grams	SRS/MS Parent	58
Lauren Gilkerson	Parent/Substitute Teacher	
Sara Smit	Parent/Substitute Teacher	
Adrienne Hard	MS Parent	
Jarah Mitchell	Parent	
Lisa Nephew	Parent	
Jeannette Winiecki	Chisago County	
Heather Naegele	School Board/Parent	
Jesse Lavalla	School Board/Parent	
Nathan Sondrol	City of North Branch	
Jess Thelander	Business Representative	
Blake Hunter	HS Student	
Ava Stokes	HS Student	



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Sophia Petersen	HS Student	
Aurorah Bennett	HS Student	59
Shakarah Jackson	HS Student	
Nora Toussaint	HS Student	
Charles Klopp	Community Member	
Kelly Doohen	HS Parent	

## Annual Public Meetings

Date of Strategic Planning/WBWF Advisory Meeting: November 6, 2024

Date of School Board / Public Meeting: November 21, 2024

Date report submitted to Minnesota Department of Education (Due December 15, 2022) and posted to NBAPS Website - November 22, 2024



Goal Area: All Students Ready for School

2023-2024 Goal	2023-2024 Results	Goal Status
<p><u>Academic:</u>            By June of 2024, 80% of the preschool students will meet grade level expectations in the area of language, literacy and mathematics as measured by TS Gold formative and summative assessments.</p>	<p><u>Academic Outcome:</u>            As of June 1, 2024 TS Gold SPRING checkpoint data in the following language and literacy objective areas shows the percentage of preschool students meeting age level expectations:</p> <ul style="list-style-type: none"> <li>• Objective 10a Engages in conversations - 88% meeting expectations</li> <li>• Objective 15a Notices and discriminates rhyme - 71% meeting expectations</li> <li>• Objective 16b Identifies letter-sound correspondence - 96% meeting expectations</li> </ul> <p>As of June 1, 2024 TS Gold SPRING checkpoint data in the following mathematics objective area shows the percentage of preschool students meeting age level expectations:</p> <p>Objective 20b Quantifies - 82% Meeting expectations</p>	<p><b><i>Check one of the following:</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>



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Goal Area: Close the Achievement Gap(s) Between Student Groups

2023-2024 Goal	2023-2024 Results	Goal Status						
<p>By June 1, 2024, 90% of identified ELL students will demonstrate growth to proficiency; students not demonstrating growth to proficiency will have a personalized learning plan.</p>	<p>As of June 1, 2024, 59.7% of identified ELL students demonstrated growth toward proficiency, falling short of the targeted 90% goal. For those students who did not demonstrate growth to proficiency, personalized learning plans were implemented to support individualized learning needs and address areas requiring further development. Continued focus on targeted interventions, instructional support, and progress monitoring will be essential in driving future gains toward achieving proficiency for all ELL students.</p>	<p><i>Check one of the following:</i>  <input checked="" type="checkbox"/> On Track (multi-year goal)  <input type="checkbox"/> Not On Track (multi-year goal)  <input type="checkbox"/> Goal Met (one-year goal)  <input type="checkbox"/> Goal Not Met (one-year goal)</p>						
<p>By June 1, 2024, students enrolled in college-level courses will mirror district demographics; areas of focus will have an intentional plan for alignment.</p>	<table border="1"> <thead> <tr> <th data-bbox="758 1287 1024 1386">Demographic Category</th> <th data-bbox="1024 1287 1295 1386">HS Demographic %</th> <th data-bbox="1295 1287 1562 1386">% taking College level courses</th> </tr> </thead> <tbody> <tr> <td data-bbox="758 1386 1024 1463">Asian</td> <td data-bbox="1024 1386 1295 1463">5.81%</td> <td data-bbox="1295 1386 1562 1463">1.78%</td> </tr> </tbody> </table>	Demographic Category	HS Demographic %	% taking College level courses	Asian	5.81%	1.78%	<p><i>Check one of the following:</i>  <input type="checkbox"/> On Track (multi-year goal)  <input type="checkbox"/> Not On Track (multi-year goal)</p>
Demographic Category	HS Demographic %	% taking College level courses						
Asian	5.81%	1.78%						



# NORTH BRANCH AREA PUBLIC SCHOOLS

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Black	1.26%	.59%
Hispanic	5.34%	4.73%
Multiple	3.14%	4.14%
White	84.14%	88.76%

\* American Indian not reported value is >20

To ensure the demographic representation in our AP Computer Science and other college-level courses aligns with the overall demographics of our high school, teachers, counselors, and administrative staff identified and are implementing additional targeted outreach strategies. These efforts aim to engage students from all demographic groups, clarify course content, and highlight the benefits of enrolling in college-level courses.

\_\_\_ Goal Met (one-year goal)

\_\_\_ Goal Not Met (one-year goal) 62

## Goal Area 4: All Students Career and College-Ready by Graduation



# NORTH BRANCH

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2023-2024 Goal	2023-2024 Results	Goal Status
<p>By June 1, 2024, 80% of all formative assessments in grades 4 and 5 at the elementary level and class grades at the Middle and High School will be at grade level/course proficiency; students yet to demonstrate that desired outcome will have a personalized learning path showing growth toward proficiency.</p>	<p>By June 1, 2024, significant progress was made toward achieving proficiency in formative assessments and course grades across grades 4-12. For elementary students in grades 4 and 5, 67.61% of formative assessments met grade-level proficiency, indicating areas for growth toward the 80% target. Middle school students in grades 6-8 achieved 84% proficiency, exceeding expectations with most students scoring above a C-. At the high school level, 81% of students earned grades above a C-, meeting targeted proficiency level.</p>	<p style="text-align: right;">63</p> <p><b><i>Check one of the following:</i></b></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>
<p>By the end of September 2023, 90% of 9-12 students will have completed the College and Career inventory (student insight card); students yet to complete the inventory will have a plan to complete it supervised by the school counselors</p>	<p>By the end of September 2023, 83% of students in grades 9-12 completed the College and Career Inventory (Student Insight Card). For the remaining students who had not yet completed the inventory, a plan was established to ensure completion under the supervision of school counselors.</p>	<p><b><i>Check one of the following:</i></b></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p>



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		___ Goal Not Met (one-year goal)
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Goal Area: All students graduate

<b>2023-2024 Goal</b>	<b>2023-2024 Results</b>	<b>Goal Status            Goal Met/Goal            Partially Met/Did not            Meet Goal</b>
<p>By the end of the 2023-24 school year, 90% of students in the 4-year graduation cohort at NBAHS will graduate on time; 100% of Students not meeting graduation requirements will have a Continuous Learning Plan identifying courses and timeline to earning their diploma.</p>	<p>By the end of the 2023-24 school year, 89.1% of students in the 4-year graduation cohort at NBAHS graduated on time, just short of our 90% goal. Additionally, students not meeting graduation requirements were provided with a Continuous Learning Plan, outlining specific courses and a timeline to support their progress toward earning their diploma. This proactive approach ensures that every student has a clear pathway to completion, even if they</p>	<p><i>Check one of the following:</i></p> <p><u>  x  </u> On Track (multi-year goal)</p> <p><u>    </u> Not On Track (multi-year goal)</p>



# NORTH BRANCH AREA PUBLIC SCHOOLS

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	are unable to graduate within the traditional four-year timeframe.	<input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) 65
--	--------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------