

**NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138
NORTH BRANCH AREA EDUCATION CENTER, BOARD ROOM, ROOM C120
38705 GRAND AVENUE
NORTH BRANCH, MN 55056
REGULAR SCHOOL BOARD MEETING
MAY 14, 2026
5:30 PM**

Remote Participation Notice: One or more School Board members may participate in this meeting remotely pursuant to Minnesota Statutes § 13D.02 or § 13D.021, using interactive technology. This provision applies to both regular business meetings and work sessions.

AGENDA

- I. Call to Order
- II. Roll Call
- III. Pledge of Allegiance
- IV. Approval of Agenda
- V. Superintendent's Report
- VI. Removal of Consent Items for Discussion
- VII. Approval of Consent Items
 - A. Minutes of April 9, 2026 Policy Committee Meeting 5
 - B. Minutes of April 9, 2026 Regular School Board Meeting 6
 - C. Minutes of April 14, 2026 OPEB Committee Meeting 14
 - D. Minutes of April 23, 2026 Work Session
 - E. Authorization of Payments, Transfers, and Investment Activity
 - F. Personnel
 - 1. Robert Pufall, resignation effective July 15, 2026, as Special Education Assistant at North Branch Area Education Center
 - 2. Stacy Redding, resignation effective June 30, 2026, as Counselor at North Branch Area High School
 - 3. Steven Schoener, resignation effective June 5, 2026, as Special Education Assistant at North Branch Area High School
 - 4. Rebecca Springman, resignation effective at the end of 2025-26 school year, as Science Teacher at North Branch Area High School
 - 5. Roberta Backus, leave request effective April 13, 2026 through May 1, 2026, as School Counselor at North Branch Area Middle School and Norse Area Learning Center
 - 6. Erika Duffy, leave request effective August 19, 2026 through October 11, 2026, as Grade 4 Teacher at Sunrise River School
 - 7. Kristina Murphy, leave request effective May 1, 2026 through June 5, 2026, as Lunchroom/Playground Assistant at Sunrise River School
 - 8. Cynthia Scheele, leave extension request through May 11, 2026, as Youth Connections Program Manager at North Branch Area Education Center
 - 9. Jenna Battaglia, position change effective July 1, 2026, from Accountant to Controller at North Branch Area Public Schools

10. John Roggemann, beginning with the 2026-27 school year, position change from Special Education Assistant to Special Education Teacher at North Branch Area High School
 11. Madison Boeke, BS, Step 4, beginning with the 2026-27 school year, as Elementary Teacher at North Branch Area Education Center
 12. Matthew DiMartino, MA, Step 11, beginning with the 2026-27 school year, as Math Teacher at North Branch Area High School
 13. Alyssa Hempel, BS, Step 1, beginning with the 2026-27 school year, as Elementary Teacher at Sunrise River School
 14. Cassandra Johnson, BS, Step 1, Long Term Substitute Teacher for Erika Duffy, effective April 13, 2026 through June 8, 2026, as Grade 4 Teacher at Sunrise River School
 15. Benjamin Wacker, BS, Step 1, one-year contract for the 2026-27 school year for a Tier 1 License, as Elementary Teacher at North Branch Area Middle School
 16. Jillian Anderson, employment effective May 11, 2026, as Human Resources Specialist at North Branch Area Public Schools
 17. Bao Yang, temporary employment effective March 26, 2026 through the end of the 2025-26 school year, as Special Education Assistant at North Branch Area Education Center
 18. 2025-26 Extracurricular Spring Coach Positions
 - a. Jules Horsfall, Class 6, Step 1, as (0.5 FTE) Middle School Softball Coach
 - b. Casey Schwalbe, Class 4, Step 3, as Assistant Coach for Baseball
 - c. Bryant Meyer, Class 5, Step 5, as Assistant Coach for Boys Tennis
 - d. Andrew Orf - Volunteer Baseball Coach
 - e. Mikayla Carlson - Volunteer Softball Coach
 - f. Peyton Verdon - Volunteer Softball Coach
 - g. Carl Neumann - Volunteer Track & Field Coach
 19. 2025-26 Activity Advisor Position
 - a. Erik Lund, Class 9, Step 1, as Advisor for Musical Set Construction
 - b. Tristen Ray, Class 9, Step 2, as Advisor for Musical Tech Booth (Lights & Sound)
- G. Tenure of the Following Teachers
1. Maxwell Anderson - English Teacher - North Branch Area High School
 2. Jennifer Berg - Elementary Teacher - Sunrise River School
 3. Olivia Berg - Elementary Teacher - Sunrise River School
 4. Jonathan Bodell - Business Teacher - North Branch Area High School
 5. Hunter Brandel - Social Studies Teacher - North Branch Area High School
 6. Jessica Carlson - Community Education Early Childhood Teacher - North Branch Area Education Center
 7. Annette Fairbanks - Early Childhood Coordinator - North Branch Area Education Center
 8. Alissa Glines - Elementary Teacher - Sunrise River School
 9. Kaitlyn Lindquist - Elementary Teacher - Sunrise River School
 10. Megan Nysse - Elementary Teacher - North Branch Area Education Center
 11. Claire Patterson - Math Teacher - North Branch Area High School
 12. David Pirrie - English Teacher - Distance Learning Academy
 13. Gracia Quinehan - Science Teacher - North Branch Area Middle School

- 14. Ashton Salow - Math Teacher - North Branch Area Middle School
- 15. Abigale Webster - Community Education Early Childhood Teacher - North Branch Area Education Center
- 16. Eric Wilson - Elementary Teacher - Sunrise River School

H. Policies

- 1. Policy 427 - Workload Limits for Certain Special Education Teachers 15
- 2. Policy 521 - Student Disability Nondiscrimination 17
- 3. Policy 613 - Graduation Requirements 19

I. Acceptance of Donations

Minnesota Statute 123B.02 permits school boards to "...receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, and for the benefit of pupils thereof."

Therefore, the Superintendent recommends the following resolution:

BE IT RESOLVED by the School Board of Independent School District No. 138 that the School Board accept with appreciation the following contributions and permit their use as designated by the donors.

- VIII. **Open Mic:** Open mic is a time for public comment. However, it is not a means to have issues added to this evening's agenda. It is also not a means to discuss specific individuals negatively in public, either by name or position. If you would like district follow up to comments, please leave appropriate contact information on the open mic sign-in sheet. Please limit your comments to three minutes.
- IX. Old Business
 - A. Consider Approval of a Second Reading of the Following Policy
 - 1. Policy 514 - Bullying Prohibition 26
- X. New Business
 - A. Consider Approval of the Lease and Premise Use Agreement Between SCRED and North Branch Area Public Schools
 - B. Consider Setting June 11, 2026 at 5:30 p.m. for Public Hearing on Student Fees
 - C. Consider Approval of the Superintendent Contract 2026 - 2029
 - D. Consider Approval of a First Reading of the Following Policy
 - 1. Policy 522 - Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process 37
- XI. Information
 - A. Fundraising Reports from November 1, 2025, through April 30, 2026 54
- XII. Board Requests
- XIII. Committee Reports
- XIV. Dates to Remember
 - A. May 28, 2026 at 5:30 PM - School Board Work Session, North Branch Area Education Center - Board Room, Room C120
 - B. June 7, 2026 at 12:30 PM, Graduation Ceremony Meet & Greet, North Branch Area High School - Door #1
 - C. June 7, 2026 at 2:00 PM, Graduation Ceremony, North Branch Area High School - West Gym

- D. June 11, 2026 at 4:30 PM, Policy Committee Meeting, North Branch Area Education Center - DO Conference Room B122
 - E. June 11, 2026 at 5:30 PM, Regular School Board Meeting, North Branch Area Education Center - Board Room, Room C120
- XV. Adjournment

**NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138
NORTH BRANCH AREA EDUCATION CENTER, ROOM B122
POLICY COMMITTEE MEETING
April 9, 2026**

The Policy Committee met on Thursday, April 9, 2026 at 4:30 p.m. in Room B122 at the North Branch Area Education Center.

Members in Attendance: Sarah Grovender, Pakou Lee, Heather Naegele, Tim MacMillan, Superintendent Paul, Taylor Swanson, Todd Tetzlaff and David Treichel

Absent: None

The following policies were reviewed and will move to May 14, 2026 board consent agenda.

Policy 427 - Workload Limits for Certain Special Education Teachers

Policy 521 - Student Disability Nondiscrimination

Policy 613 - Graduation Requirements

The following policies were reviewed following the regular review process and will move to a first reading at the May 14, 2026 school board meeting.

Policy 522 - Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process

Discussion regarding damage to personal property incurred while performing job duties at school.

Action needed, members will gather information and bring this matter back to a future policy meeting for more discussion.

The meeting concluded at 5:22 PM.

Heather Naegele, Clerk

**NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138
NORTH BRANCH AREA EDUCATION CENTER, BOARD ROOM C120,
38705 GRAND AVENUE, NORTH BRANCH, MN 55056
REGULAR SCHOOL BOARD MEETING
THURSDAY, April 9, 2026
5:30 PM**

The School Board of Independent School District 138 met in regular session on Thursday, April 9, 2026 at 5:30 p.m. in the Boardroom at the North Branch Area Education Center.

Chair MacMillan called the meeting to order.

Roll Call: Sarah Grovender, Shelly Johnson, Jesse LaValla, Heather Naegele, Tim MacMillan, Superintendent Paul and Adam Trampe

Absent: None

Others in attendance: Bob Becker, Jason Hehir, Kendra Helin, Mike Hennek, Christine Johnson, Rob Johnson, Chloe Kavanagh, Rachel Kytonen, Pakou Lee, Denise Martin, Claire Patterson, Todd Tetzlaff, Pat Tepoorten and David Treichel

Approval of Agenda:

Moved by Naegele, seconded by LaValla, and carried unanimously to approve the agenda.

School Board Recognition

Winter Sports Awards

- Boys Hockey: Riley (Robert) Dufore, Ben Fruth and James Gosiak
- Girls Hockey: Tori (Victoria) Thurmer
- Gymnastics: Ella Dick, Emma Fenton, Brooke Giese, Sophia Thorsen and Ava Witkowski
- Girls Basketball: Sharis Garcia Velazquez, Sharleen Garcia Velazquez, Eva Glanz, Annabelle Lattimore, Addyson Leim, Carolyn Lombard, Isabel Nuveen, Madison Orf, Sophia Petersen, Alyssa Rediske, Natalia Rosales and Lauren Thiel
- Boys Basketball: Henry Christensen, Brandon Giese, Jacob Knoespel, Ethan Thelander and Ethan Thorson
- Wrestling: Nicholas Andreotti, Mason Henry and Lucas Hunter

- Dance: Annabella Freudenberg, Evelina Gilkerson, Madeline Grovender, Leota Johnson, Addyson Lewerenz, Shanna Swanstrom and Alexis Sway

Superintendent's Report

Superintendent Paul shared an update highlighting district vision, student success, and community engagement. Emphasis remains on collaboration, role clarity, and shared accountability.

North Branch Area High School reported a 93% graduation rate for the Class of 2025, exceeding regional and state averages. Alternative programs continue to support students through flexible pathways.

Updates included Senior Spotlight recognition, staff scholarship fundraising, and upcoming events such as Prom and the spring musical. The district remains focused on ensuring every student graduates with a clear post-secondary plan.

Community engagement remains strong, with over 400 attendees at the World Down Syndrome Day event, along with upcoming initiatives including a food drive and Community Service Day.

Removal of Consent Items for Discussion:

None

Consent Items:

Moved by Grovender, seconded by LaValla and carried unanimously to approve the consent agenda.

- A. Minutes of March 5, 2026 Policy Committee Meeting
- B. Minutes of March 5, 2026 Regular School Board Meeting
- C. Minutes of March 26, 2026 Special School Board Meeting
- D. Authorization of Payments, Transfers, and Investment Activity
 - Accounts Payable, Bank 07 – \$ 777,316.78
 - Auxiliary, Bank 12 - \$ 8,938.22
 - Payroll, Bank 13 - \$ 2,345,094.35
 - Scholarship, Bank 18 - \$ 5,500.00
 - High School Student Activities, Bank 31 - \$ 12,752.40
 - Middle School Student Activities, Bank 32 - \$ 0.00

E. Personnel

- 1. Lynne Wilzbacher, retirement effective at the end of the 2025-26 school

year, as Grade 3 Teacher at Sunrise River Elementary School

2. Crystal Hoffbeck, resignation effective February 23, 2026, as Lunchroom/Playground Assistant at North Branch Area Education Center
3. Hannah Leuch, resignation effective March 17, 2026, as Early Childhood Assistant at North Branch Area Education Center
4. Richard Red, resignation effective at the end of the 2025-26 school year, as Agriculture Teacher at Norse Area Learning Center
5. Olivia Berg, leave request effective August 19, 2026 through October 18, 2026, as Grade 5 Teacher at Sunrise River Elementary School
6. Christine Hartgers, leave request effective March 23, 2026 through June 12, 2026, as School Age Care Adult Assistant at North Branch Area Education Center
7. Cynthia Scheele, leave request effective March 11, 2026 through April 27, 2026, as Youth Connections Program Manager at North Branch Area Education Center
8. Lynn Wilzbacher leave request effective April 13, 2026 through May 15, 2026, as Grade 3 Teacher at Sunrise River School
9. Kristi Johnson, leave extension request through May 10, 2026, as Kindergarten Teacher at North Branch Area Education Center
10. Jennifer Pate, leave extension request through May 14, 2026, as Special Education Assistant at Sunrise River Elementary School
11. Markell Anderson, non-renewal for the 2026-27 school year, as Spanish Teacher at North Branch Area High School
12. Jordan Antilla, non-renewal for the 2026-27 school year, as Special Education Teacher at North Branch Area Middle School
13. Nathan Appleby, non-renewal for the 2026-27 school year, as Special Education Teacher at North Branch Area High School
14. Angela Biondo, non-renewal for the 2026-27 school year, as Special Education Teacher at Sunrise River School
15. Jaide Ehalt, non-renewal for the 2026-27 school year, as Elementary Teacher at North Branch Area Middle School

16. Gavin Lien, non-renewal for the 2026-27 school year, as Math Teacher at North Branch Area High School
17. Emily Miller, non-renewal for the 2026-27 school year, as Spanish Teacher at North Branch Area High School
18. Dillon Raborn, non-renewal for the 2026-27 school year, as English Teacher at North Branch Area High School
19. Rebekah Towns, non-renewal for the 2026-27 school year, as Elementary Teacher at Sunrise River School
20. Courtney Wood, non-renewal for the 2026-27 school year, as Elementary Teacher at Sunrise River School
21. Josie Schlosser, BS, Step 1, continues as Long-Term Substitute Teacher for Kristi Johnson through May 11, 2026, as Kindergarten Teacher at North Branch Area Education Center
22. Ann Fortier, effective March 30, 2026, position change from Schoolkeeper to Custodian at North Branch Area Public Schools
23. Samantha Guerrette, effective March 30, 2026, position change from Schoolkeeper to Custodian at North Branch Area Public Schools
24. Brandon Persaud, effective March 30, 2026, position change from Schoolkeeper to Custodian at North Branch Area Public Schools
25. Sarah Servaty, effective March 30, 2026, position change from Schoolkeeper to Custodian at North Branch Area Public Schools
26. Heather Freetly, employment effective March 2, 2026, as Lunchroom Assistant at North Branch Area Middle School
27. Sarah Jo Hernandez, employment effective March 16, 2026, as Schoolkeeper at North Branch Area Public Schools
28. Lauren Jackson, employment effective March 4, 2026, as School Age Care Senior Adult Assistant at North Branch Area Education Center
29. Heidi Lehrke, employment effective March 19, 2026, as Lunchroom/Playground Assistant at Sunrise River Elementary School
30. Kayla Markusson, employment effective February 4, 2026, as Lunchroom/Playground Assistant at Sunrise River Elementary School

31. 2025-26 Extracurricular Spring Coach Positions

- a. Matt Solberg, Class 2, Step 10, as Head Coach for Baseball
- b. Josh Beaver, Class 4, Step 5, as Assistant Coach for Baseball
- c. Clint Mattson, Class 4, Step 4, as Assistant Coach for Baseball
- d. Erin Pederson, Class 4, Step 2, as Assistant Coach for Softball
- e. Samantha Pederson, Class 4, Step 4, as Assistant Coach for Softball
- f. Ava Sittlow, Class 4, Step 3, as Assistant Coach for Softball
- g. Jessica Audette, Class 6, Step 6, as Coach for Middle School Softball
- h. Isabella Folkema, Class 6, Step 1, as Coach for Middle School Softball
- i. Kevin Grote, Class 6, Step 9, as Coach for Clay Target
- j. Everett Appleby, Class 4, Step 4, as Assistant Coach for Track & Field
- k. Eli Erickson, Class 4, Step 3, as Assistant Coach for Track & Field
- l. Brandon Hunter, Class 5, Step 2, as Assistant Coach for Boys Tennis

32. 2025-26 Activity Advisor Position

- a. Angela Lund (Brown), Class 9, Step 6, as 0.5 FTE Advisor for the Spring Musical Accompanist (Choreographer)
- b. Angela Lund (Brown), Class 9, Step 6, as 0.5 FTE Advisor for the Spring Musical Set Design (Props)
- c. Angela Lund (Brown), Class 3, Step 3, as 0.6 FTE Spring Musical Director

F. Policy

- a. Policy 906 - Community Notification of Predatory Offenders
- b. Policy 907 - Rewards

G. Acceptance of Donations

March 2026

| DATE | DONATION FROM | DONATION TO | AMOUNT | USE |
|-----------|--|----------------------|-------------|-------------------------------|
| 3/3/2026 | Anonymous | NBHS Athletics | \$500.00 | FTC Robotics Program Donation |
| 3/3/2026 | NB Area Hockey Assoc., PO Box 541, North Branch, MN 55056 | NBHS Athletics | \$1,500.00 | Softball Program Donation |
| 3/3/2026 | S.J. & J.A. Rumchik, 44700 Acacia Trl, Harris, MN 55032 | NBHS Athletics | \$100.00 | FTC Robotics Program Donation |
| 3/6/2026 | Jacklyn Badger, 6167 Aztec Trl, North Branch, MN 55056 | NBHS Athletics | \$100.00 | FTC Robotics Program Donation |
| 3/6/2026 | JD Dental Lab, Main Street Center, 6448 Main Street, North Branch, MN 55056 | NBHS Athletics | \$100.00 | FTC Robotics Program Donation |
| 3/6/2026 | Jones Granger Attorneys at Law, 5481 St. Croix Trl, Ste. 150, North Branch, MN 55056 | NBHS Athletics | \$200.00 | FTC Robotics Program Donation |
| 3/6/2026 | Barbara Krawczewski, 16536 Wild Mountain Rd, Taylor Falls, MN 55084 | NBHS Scholarship A/C | \$20,000.00 | Scholarship Donation |
| 3/6/2026 | NBAEF, 38868 12th Ave #4, North Branch, MN 55056 | NBHS Athletics | \$3,000.00 | FTC Robotics Program Donation |
| 3/6/2026 | Maureen Puziewicz, 9955 468th St, Harris, MN 55032 | NBHS Athletics | \$7,500.00 | FTC Robotics Program Donation |
| 3/6/2026 | Stacy Lions Club, PO Box 1, Stacy, MN 55079 | NBHS Scholarship A/C | \$5,000.00 | Scholarship Donation |
| 3/6/2026 | Tom Kadlec Chevrolet, 38420 Tanger Dr, North Branch, MN 55056 | NBHS Athletics | \$1,000.00 | FTC Robotics Program Donation |
| 3/6/2026 | VFW Post 6424, PO Box 373, North Branch, MN 55056 | NBHS Scholarship A/C | \$1,000.00 | Scholarship Donation |
| 3/9/2026 | Empire Insurance Group, 6063 Main St, Ste. A, North Branch, MN 55056 | Sunrise River Elem. | \$500.00 | Fun Run Donation |
| 3/9/2026 | North Branch Dental, PO Box 220, North Branch, MN 55056 | Sunrise River Elem. | \$250.00 | Fun Run Donation |
| 3/9/2026 | Peterson's North Branch Mill, PO Box 218, North Branch, MN 55056 | Sunrise River Elem. | \$500.00 | Fun Run Donation |
| 3/9/2026 | The Hungry Farmer, 6241 Main St, Ste. 100, North Branch, MN 55056 | Sunrise River Elem. | \$500.00 | Fun Run Donation |
| 3/9/2026 | Kim Theis, 4715 384th St, North Branch, MN 55056 | Sunrise River Elem. | \$250.00 | Fun Run Donation |
| 3/9/2026 | Tom Kadlec Chevrolet, 38420 Tanger Dr, North Branch, MN 55056 | Sunrise River Elem. | \$1,000.00 | Fun Run Donation |
| 3/12/2026 | Innovative Design & Engineering, 6202 402nd St, North Branch, MN 55056 | NBHS Athletics | \$250.00 | FTC Robotics Program Donation |
| 3/12/2026 | Daniel McMurchie, 2169 Cool Stream Cir, Eagan, MN 55122 | NBHS Athletics | \$100.00 | FTC Robotics Program Donation |
| 3/12/2026 | North Branch Fire Relief Assoc, PO Box 245, North Branch, MN 55056 | NBHS Athletics | \$500.00 | FTC Robotics Program Donation |
| 3/19/2026 | Anderson & Koch Ford, PO Box 158, North Branch, MN 55056 | NBHS Athletics | \$1,000.00 | FTC Robotics Program Donation |
| 3/19/2026 | Anonymous | NBHS Athletics | \$1,000.00 | FTC Robotics Program Donation |
| 3/19/2026 | Chisago County Pheasants Forever, PO Box 23, Stacy, MN 55079 | NBHS Scholarship A/C | \$750.00 | Scholarship Donation |
| 3/19/2026 | Climate Makers, 1700 Freeway Blvd #10, Brooklyn Center, MN 55430 | NBHS Athletics | \$500.00 | FTC Robotics Program Donation |
| 3/19/2026 | Barbara Nelson, PO Box 102, North Branch, MN 55056 | NBHS Athletics | \$1,000.00 | FTC Robotics Program Donation |
| 3/19/2026 | North Branch Chamber of Commerce, 6063 Main St, Ste. B, North Branch, MN 55056 | NBHS Scholarship A/C | \$500.00 | Scholarship Donation |
| 3/19/2026 | Jayne Taylor, 31000 N Lakes Ct, Lindstrom, MN 55045 | NBHS Athletics | \$200.00 | FTC Robotics Program Donation |
| 3/20/2026 | Anderson & Koch Ford, PO Box 158, North Branch, MN 55056 | NBHS | \$100.00 | Career Day Donation |
| 3/20/2026 | Preferred Tool, PO Box 493, Hugo, MN 55038 | NBHS | \$200.00 | Career Day Donation |
| 3/20/2026 | Tom Kadlec Chevrolet, 38420 Tanger Dr, North Branch, MN 55056 | NBHS | \$100.00 | Career Day Donation |
| 3/20/2026 | Wolf River Electric, 101 Isanti Parkway NE, Isanti, MN 55040 | NBHS | \$100.00 | Career Day Donation |
| 3/27/2026 | Anonymous | NBHS Athletics | \$1,000.00 | FTC Robotics Program Donation |
| 3/27/2026 | Nancy Barber, 20450 Huebner Rd, Apt. 11225, San Antonio, TX 78258 | NBHS Athletics | \$200.00 | FTC Robotics Program Donation |
| 3/27/2026 | Kelly Doohen, 9283 301st Ave NE, North Branch, MN 55056 | NBHS Scholarship A/C | \$1,000.00 | Scholarship Donation |
| 3/27/2026 | Hazelden Betty Ford, PO Box 11, Center City, MN 55012 | NBHS Scholarship A/C | \$600.00 | Scholarship Donation |
| 3/27/2026 | Lakes Region EMS, 40245 Fletcher Ave, North Branch, MN 55056 | NBHS Scholarship A/C | \$1,000.00 | Scholarship Donation |
| 3/27/2026 | Neighborhood National Bank, 5481 St. Croix Trl, North Branch, MN 55056 | NBHS Scholarship A/C | \$500.00 | Scholarship Donation |
| 3/27/2026 | Warren Puziewicz, 6479 Tranquilo, #3062, Irving, TX 75039 | NBHS Athletics | \$1,000.00 | FTC Robotics Program Donation |
| 3/27/2026 | Joel Skelton, PO Box 386, North Branch, MN 55056 | NBHS Scholarship A/C | \$400.00 | Scholarship Donation |
| 3/27/2026 | Wyoming Machine, PO Box 180, Stacy, MN 55079 | NBHS Athletics | \$1,010.00 | FTC Robotics Program Donation |
| 3/30/2026 | CAF America/Associated Bank (A. Fenton) | NBHS Athletics | \$250.00 | Gymnastics Program Donation |
| 3/30/2026 | Chisago County Pheasants Forever, PO Box 23, Stacy, MN 55079 | NBHS Athletics | \$1,000.00 | Clay Target Program Donation |
| 3/30/2026 | NBEA, jharren@isd138.org | NBHS Scholarship A/C | \$2,000.00 | Scholarship Donation |
| 3/30/2026 | Riehle Family Charity, 1521 Glenbeigh Ct, Woodbury, MN 55125 | NBHS Athletics | \$500.00 | FTC Robotics Program Donation |
| 3/30/2026 | Revive Chiropractic, PO Box 94, North Branch, MN 55056 | NBHS Athletics | \$50.00 | Girls Track Program Donation |
| 3/30/2026 | Trinity Lutheran Church, PO Box 447, North Branch, MN 55056 | NBHS Athletics | \$500.00 | FTC Robotics Program Donation |
| 3/30/2026 | NAPA, 5881 Elm St, North Branch, MN 55056 | NBHS Athletics | \$100.00 | FTC Robotics Program Donation |
| 3/31/2026 | Arrow Tank & Engineering, 650 Emerson St N, Cambridge, MN 55008 | NBHS | \$100.00 | Career Day Donation |
| 3/31/2026 | Hawk Aviation, 51601 County Rd 33, Rush City, MN 55069 | NBHS | \$100.00 | Career Day Donation |
| 3/31/2026 | MMCD, 2009 University Ave W, St. Paul, MN 55104 | NBHS | \$100.00 | Career Day Donation |
| 3/31/2026 | Twin Pines Metrology, 3114 Medalist Dr, Oshkosh, WI 54902 | NBHS | \$100.00 | Career Day Donation |
| | | | \$60,810.00 | |
| MAR | Jordan Wyttenback, 40519 Fenian Way, North Branch, MN 55056 | NBHS | | *Donated 2 Prom Dresses |
| MAR | Lucy Jacobson, 40519 Fenian Way, North Branch, MN 55056 | NBHS | | *Donated 1 Prom Dress |

Open Mic

None

Old Business

- A. Approval of Second Reading of the Following Policy
 Moved by Trampe, seconded by LaValla and carried unanimously to approve a Second Reading of the Following Policy.

1. Policy 799 – OPEB Investment Policy Statement

New Business

- A. Approval of the Student Transportation Services Agreement between North Branch Area Public Schools ISD 138 and 4 Point 0 School Services of North Branch Inc. from 2026 - 2032
Moved by Grovender, seconded by Naegele, and carried unanimously to approve the Student Transportation Services Agreement between North Branch Area Public Schools ISD 138 and 4 Point 0 School Services of North Branch Inc. from 2026 - 2032.
- B. Approval of the Letter of Agreement — Pay Differential for Speech Language Pathology Assistants
Moved by Trampe, seconded by LaValla and carried unanimously to approve First Reading of the Following Policies the Letter of Agreement — Pay Differential for Speech Language Pathology Assistants.
- C. Approval of Authorizing the Issuance of Purchase Orders for Fiscal Year 2026-27 in an Amount not to Exceed 80 Percent of the Adopted 2025-26 Budget for Supplies and Services
Moved by Naegele, seconded by LaValla and carried unanimously to approve Authorizing the Issuance of Purchase Orders for Fiscal Year 2026-27 in an Amount not to Exceed 80 Percent of the Adopted 2025-26 Budget for Supplies and Services.
- D. Approval of a First Reading of the Following Policy
It was moved by Grovender, seconded by LaValla, and carried unanimously to approve a First Reading of the following policy.

Board member Trampe requested revisions to Section VIII, line H, to clarify the use of “school building principal.”

A revised motion was then made by Trampe, seconded by Naegele, to approve the First Reading with the proposed changes, and carried unanimously.

1. Policy 514 - Bullying Prohibition

Information

None

Board Requests

None

Committee Reports

Member MacMillan gave a reminder of an upcoming American Indian Parent Advisory Committee (AIPAC) date.

Dates to Remember

- A. April 14, 2026 at 1:30 PM - OPEB Committee Meeting, Virtual
- B. April 23, 2026 at 5:30 PM - School Board Work Session, North Branch Area Education Center, Board Room, Room C120
- C. May 14, 2026 at 4:30 PM - Policy Committee Meeting, North Branch Area Education Center, DO Conference Room B122
- D. May 14, 2026 at 5:30 PM - Regular School Board Meeting, North Branch Area Education Center, Board Room, Room C120

Adjournment

Moved by Grovender, seconded by LaValla and carried unanimously to adjourn the regular meeting at 6:38 PM.

Heather Naegele, Clerk

NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138
VIRTUAL MEETING
OPEB TRUST COMMITTEE MEETING
April 14, 2026

The OPEB Trust Committee met in a virtual meeting on Tuesday, April 14, 2026 at 1:30 p.m.

In attendance: Tim MacMillan, Connor Nelson (Wells Fargo), Superintendent Paul, John Schultz (Wells Fargo), Todd Tetzlaff and Adam Trampe

The Wells Fargo team provided a review of the performance of the OPEB trust over the past 12 months and since inception of the fund. According to the current status of our OPEB Trust and the most recent actuarial report, NBAPS is fully funded to meet 130% of its future obligations. The same statement cannot be made for all school districts with an OPEB trust. We are in a good position. Dr. Tetzlaff and Board members MacMillan and Trampe asked several questions in regards to the fund allocation to ensure we continue to be well positioned. The recently approved school board policy regarding investment parameters was discussed and the current allocation of the funds versus the target allocation was compared. A discussion regarding the variations in investments over time and the possibility of seeking improved returns, and the additional risk associated with that opportunity, took place.

Heather Naegele, Clerk

EMPLOYEES/PERSONNEL

Workload Limits for Certain Special Education Teachers

427

I. PURPOSE

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

II. DEFINITIONS

A. Special Education Staff; Special Education Teacher

“Special education staff” and “special education teacher” both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Professional Educator Licensing and Standards Board to instruct children with specific disabling conditions.

B. Direct Services

“Direct services” means special education services provided by a teacher or a related service professional when the services are related to instruction, including cooperative teaching.

C. Indirect Services

“Indirect services” means special services which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the pupil to monitor and observe. Indirect services may be provided by a teacher or related services professional to another regular education, special education teacher, related services professional, paraprofessional, support staff, parents, and public and nonpublic agencies to the extent that the services are written in the pupil's IEP and IFSP.

D. Workload

“Workload” means a special education teacher's total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

III. GENERAL STATEMENT OF POLICY

- A. Workload limits for special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.
- B. In determining workload limits for special education staff, the school district shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required in the IEPs of

North Branch Independent School District No. 138: Policy #427

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EMPLOYEES/PERSONNEL

Workload Limits for Certain Special Education Teachers

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eligible students.

IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employment Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Legal References: Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)
Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions of "Direct Services," "Indirect Services," "Teacher," and "Workload")
Minn. Rule 3525.2340, Subp. 4.B. (Case Loads for School-Age Educational Service Alternatives)

Cross References: NB Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
NB Policy 608 (Instructional Services – Special Education)

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STUDENTS

Student Disability Nondiscrimination

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I. PURPOSE

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. Disabled students who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
 - 2. has a record of such an impairment;
 - 3. is regarded as having such an impairment; or
 - 4. has an impairment that is episodic or in remission and would materially limit a major life activity when active.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions or comments should contact the Director of Teaching and Learning. This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: Minn. Stat. § 363A.03, Subd. 12 (Definitions)
42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)
29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)

North Branch Independent School District No. 138: Policy #521

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Last Reviewed: 11/10/21, 5/14/26

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Effective: 2/12/98, 6/10/04, 11/13/14, 5/9/19, 5/14/26

Cross References: NB Policy 402 (Disability Nondiscrimination)

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Last Reviewed: 11/10/21, 5/14/26

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Effective: 2/12/98, 6/10/04, 11/13/14, 5/9/19, 5/14/26

EDUCATION PROGRAMS

Graduation Requirements

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I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- C. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- D. "Required standard" means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.
- E. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

The Director of Teaching and Learning shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. ASSESSMENT GRADUATION REQUIREMENTS

North Branch Independent School District No. 138: District Policy #613

Adopted: August 10, 2000

Replaced: 6120.5 Assurance of Mastery and 6162.6 Research and Testing

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A. Graduation Requirements

Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

1. Achievement and career and college readiness in mathematics, reading, and writing, and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student.
2. Consistent with this paragraph and Minnesota Statutes, section 120B.125, age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

B. Targeted Instruction Plan

1. A student must receive targeted, relevant, academically rigorous, and resourced instruction, which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
2. Consistent with Minnesota Statutes, sections 120B.13, 124D.09, 124D.091, 124D.49, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for

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a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.

3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- C. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students must successfully complete, as determined by the school district, the following high school level credits for graduation:

A. Credit Requirements

1. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
2. Three credits of mathematics sufficient to satisfy all of the academic standards in mathematics;
3. Three credits of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12;
4. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

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5. One credit in the arts sufficient to satisfy all of the academic standards in the arts;
6. Credit sufficient to satisfy the state standards in physical education and health;
7. A minimum of seven elective credits.
8. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

B. Credit equivalencies

1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph A.4, above, if the credit is sufficient to satisfy all of the academic standards in economics.
2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph A.3, above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph A.3, above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry academic standards or all of the physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph A.3, above.
3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph A.2 or Paragraph A.5, above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph A.2, above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph A.2 or Paragraph A.3, above, if the credit meets the

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state academic standards in mathematics or science.

6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

VII. GRADUATION STANDARDS REQUIREMENTS

A. All students must demonstrate their understanding of the following academic standards:

1. School District Standards, Health (K-12);
2. School District Standards, Career and Technical Education (K-12); and
3. School District Standards, World Languages (K-12).

B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.

C. All students must satisfactorily complete the following required Academic Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, English Language Arts K-12;
2. Minnesota Academic Standards, Mathematics K-12;
3. Minnesota Academic Standards, Science K-12;
4. Minnesota Academic Standards, Social Studies K-12; and
5. Minnesota Academic Standards, Physical Education K-12.

D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.

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- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.13 (Advanced Placement and International Baccalaureate Programs)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.091 (Concurrent Enrollment Program Aid)
Minn. Stat. § 124F.08 (Education and Employment Transitions Partnerships)
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12 Language Arts)

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Minn. Rules Parts 3501.0750 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0960 (Academic Science Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1350 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

NB Policy 104 (School District Mission Statement)
NB Policy 601 (School District Curriculum and Instruction Goals)
NB Policy 614 (School District Testing Plan and Procedure)
NB Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
NB Policy 616 (School District System Accountability)

Resources:

Minnesota House of Representatives: Minnesota's Graduation Requirements (November 2025) (accessed 01/29/26)

STUDENTS

Bullying Prohibition Policy

514

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
1. on the school premises, at the school functions or activities, on the school transportation;
 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
 3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed

on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

- D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

- E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- H. False accusations or reports of bullying against another student are prohibited.
- I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
1. The developmental ages and maturity levels of the parties involved;
 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 3. Past incidences or past or continuing patterns of behavior;
 4. The relationship between the parties involved; and
 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that

include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- F. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, 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 grounds, 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 bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- G. "Prohibited conduct" means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct. .
- H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student

who is the target or victim of prohibited conduct.

- I. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or

personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
 - G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.
- V. SCHOOL DISTRICT ACTION**
- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
 - B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
 - C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
 - D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and the student's developmental age and behavioral history. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.
 - E. The school district is not authorized to disclose to a victim private educational or personnel data

regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent or guardian of students who are targets of bullying or other prohibited conduct and the parent or guardian of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law. For purposes of notification presumed under this paragraph, a parent or legal guardian may designate in writing to the school another individual to be notified of the prohibited conduct.

- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct.

Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 4. The incidence and nature of cyberbullying; and
 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement

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- prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. Article II, paragraph D, regarding malicious and sadistic conduct must be conspicuously posted throughout each school building.
- C. This policy shall be conspicuously posted in the administrative offices of the school and school district in summary form.
- D. This policy must be distributed to each school district or school employee and independent contractor, if the contractor regularly interacts with students, at the time of employment with the district or the school.
- E. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to

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Adopted: 6/10/04

Last Reviewed: 4/8/21, 12/9/21, 10/10/24, 5/14/26

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parents at the beginning of each school year.

- F. This policy shall be available to all parents and other school community members in an electronic format in the languages appearing on the school district's or a school's website, consistent with the district policies and practices.
- G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.
- H. The school district designates the principal as the primary contact person in the school building to receive reports of prohibited conduct

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References:

NB Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
NB Policy 413 (Harassment and Violence)
NB Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
NB Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
NB Policy 501 (School Weapons Policy)
NB Policy 506 (Student Discipline)
NB Policy 507 (Corporal Punishment)
NB Policy 515 (Protection and Privacy of Pupil Records)
NB Policy 521 (Student Disability Nondiscrimination)
NB Policy 522 (Title IX Sex Nondiscrimination Policy)
NB Policy 524 (Internet Acceptable Use and Safety Policy)

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NB Policy 525 (Violence Prevention)
NB Policy 526 (Hazing Prohibition)
NB Policy 529 (Staff Notification of Violent Behavior by Students)
NB Policy 709 (Student Transportation Safety Policy)
NB Policy 711 (Video Recording on School Buses)
NB Policy 712 (Video Surveillance Other Than on Buses)

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I. GENERAL STATEMENT OF POLICY

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:
- Todd Tetzlaff, Director of Finance and Human Resources, 651-674-1009, 38705 Grand Ave,
North Branch, MN 55056, ttetzlaf@isd138.org
- Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.
- E. The effective date of this policy is August 14, 2020, and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

- A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual

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knowledge is the respondent.

- B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. “Day” or “days” means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. “Education program or activity” means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- F. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
 - 1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
 - 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
- G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such

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questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

- I. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. "Sexual harassment" means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:
 - 1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
 - 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
 - 3. Any instance of sexual assault (as defined in the Clery Act, 20 United States Code section 1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 United States Code section 12291).
- L. "Supportive measures" means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minnesota Statutes section 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
- M. "Title IX Personnel" means any person who addresses, works on, or assists with the school district's response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:

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1. "Title IX Coordinator" means an employee of the school district that coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administrating the grievance process.
2. "Investigator" means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
3. "Decision-maker" means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
4. "Appellate Decision-maker" means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.
5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.

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2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
 3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.
- B. Objective and Unbiased Evaluation of Complaints
1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
 2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.
- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- D. Confidentiality
- The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code section 1232g, FERPA regulations, 34 Code of Federal Regulations part 99, Minnesota law under Minnesota Statutes section 13.32, or as required by law, or to carry out the purposes of 34 Code of Federal Regulations part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).
- E. Right to an Advisor; Right to a Support Person
- Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in

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lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.

2. The grievance process shall use a preponderance of the evidence standard (i.e.

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whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary

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sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the

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Adopted: 4/11/02

Replaces: NB Policy 5145 Nondiscrimination on the Basis of Sex in Education Programs and Activities

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Effective: 4/11/02, 5/13/04, 5/11/17, 2/11/21, 1/12/23, (June 2026)44

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supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
 - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
 - 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
 - 5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
 - 6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

- 1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
 - a. The school district undertakes an individualized safety and risk analysis;

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- b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
- c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal

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resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the school district's education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by the school district; or
 - 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

IX. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.

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- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:

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1. Identification of the allegations potentially constituting sexual harassment;
 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 3. Findings of fact supporting the determination;
 4. Conclusions regarding the application of the school district's code of conduct to the facts;
 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);

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2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false

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statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
1. The Title IX definition of sexual harassment;
 2. The scope of the school district's education program or activity;
 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.

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- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
 2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
 4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
 2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
 3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven calendar years records of:

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1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Personnel.

Legal References:

Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. §§ 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act ("Clery Act"))

Cross References:

NB Policy 102 (Equal Educational Opportunity)
NB Policy 413 (Harassment and Violence)
NB Policy 506 (Student Discipline)
NB Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)



North Branch Area Education Center

38705 Grand Avenue, North Branch, MN 55056

651.674.1025

**North Branch Area Education Center Fundraising Summary
(November 1, 2025 - April 30, 2026)**

- We have conducted no fundraising activities during this time period.

SUNRISE RIVER ELEMENTARY SCHOOL

Taylor Swanson, Principal

37775 Grand Ave., North Branch, MN 55056
Phone / 651-674-1100 Fax / 651-674-1110
www.isd138.org



**NORTH BRANCH
AREA PUBLIC SCHOOLS**

Inspire Dreams, Build Integrity, Instill Hope

April 30, 2026

North Branch Area Public Schools
Sunrise River Elementary School
Grades 1-5
Fundraiser Report for the dates:
November 1, 2025 – April 30, 2026

Fundraising: \$0.00

Taylor Swanson
Principal, Sunrise River Elementary School
tswanson@isd138.org
651-674-1105



North Branch Area High School

38175 Grand Avenue, North Branch, MN 55056

651.674.1500

North Branch Area High School Fundraising Summary (November 1, 2025 - April 30, 2026)

| Group | Fundraiser | Season | Projected Profit | Deposits | Expenses | Profit |
|----------------|-----------------------------|--------|------------------|------------|------------|------------|
| Band/Choir | Wreath Sales | Fall | \$2,000.00 | \$4,364.00 | \$4,164.21 | \$199.79 |
| | | | | \$1,151.00 | | \$1,151.00 |
| | Coupon Card Sales | Fall | \$2,000.00 | \$1,340.00 | | \$1,340.00 |
| | | | | \$2,145.00 | | \$2,145.00 |
| | | | \$4,000.00 | \$9,000.00 | \$4,164.21 | \$4,835.79 |
| FRC Robotics | Vertical Raise | Winter | \$1,000.00 | \$658.75 | | \$658.75 |
| | | | \$1,000.00 | \$658.75 | \$0.00 | \$658.75 |
| FTC Robotics | Community Ed Arts Fest | Fall | \$800.00 | \$497.35 | | \$497.35 |
| | | | \$800.00 | \$497.35 | \$0.00 | \$497.35 |
| Knowledge Bowl | Concessions Sales Home Meet | Winter | \$200.00 | \$250.00 | \$173.14 | \$76.86 |
| | | | | \$697.00 | | \$697.00 |
| | | | \$200.00 | \$947.00 | \$173.14 | \$773.86 |
| FFA | Fruit Sales | Winter | \$1,500.00 | \$2,202.50 | \$664.27 | \$1,538.23 |
| | Flower Sale Fundraiser | Winter | \$100.00 | \$595.00 | \$300.78 | \$294.22 |
| | Flower Sale Fundraiser | Winter | \$400.00 | \$505.87 | | \$505.87 |
| | Flower Sale Fundraiser | Winter | \$100.00 | \$168.00 | | \$168.00 |
| | | | \$2,100.00 | \$3,471.37 | \$965.05 | \$2,506.32 |

| | | | | | | |
|---|-------------------------------|--------|--------------------|--------------------|-------------------|--------------------|
| | | | | | | |
| Student Council | Boo Grams | Fall | \$100.00 | \$121.00 | \$108.74 | \$12.26 |
| | Candy Gram & Cookie Sales | Winter | \$100.00 | \$36.75 | | \$36.75 |
| | | | \$200.00 | \$157.75 | \$108.74 | \$49.01 |
| | | | | | | |
| Wrestling | Cub Foods Bagging | Winter | \$1,500.00 | \$1,085.00 | | \$1,085.00 |
| | | | \$1,500.00 | \$1,799.00 | \$0.00 | \$1,799.00 |
| | | | | | | |
| Girls Basketball | County Market Grocery Bagging | Winter | \$800.00 | \$932.91 | | \$932.91 |
| | Vertical Raise | Winter | \$5,000.00 | \$6,926.65 | | \$6,926.65 |
| | | | \$5,800.00 | \$7,859.56 | | \$7,859.56 |
| | | | | | | |
| Dance Team | Flower Sales | Winter | \$100.00 | \$105.00 | | \$105.00 |
| | | | \$100.00 | \$105.00 | | \$105.00 |
| | | | | | | |
| Musical | Calendar Fundraiser | Spring | \$1,000.00 | \$2,143.00 | | \$2,143.00 |
| | | | \$1,000.00 | \$2,143.00 | \$0.00 | \$2,143.00 |
| | | | | | | |
| Baseball | Card Sales | Spring | \$6,000.00 | \$7,865.00 | | \$7,865.00 |
| | | | \$6,000.00 | \$7,865.00 | \$0.00 | \$7,865.00 |
| | | | | | | |
| Gymnastics | Apparel Fundraiser | Winter | \$100.00 | \$22.27 | | \$22.27 |
| | | | \$100.00 | \$22.27 | | \$22.27 |
| | | | | | | |
| | | | | | | |
| November 2025 - April 2026 Fundraising Totals: | | | \$22,800.00 | \$34,526.05 | \$5,411.14 | \$29,114.91 |