

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
JUNE 11, 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. | School Board Recognition | |
| | A. The Viking Way Banner Project | 5 |
| VI. | Superintendent's Report | 20 |
| VII. | Removal of Consent Items for Discussion | |
| VIII. | Approval of Consent Items | |
| | A. Minutes of May 14, 2026 Policy Committee Meeting | 28 |
| | B. Minutes of May 14, 2026 Regular School Board Meeting | 29 |
| | C. Minutes of May 28, 2026 Work Session | 36 |
| | D. Authorization of Payments, Transfers, and Investment Activity | 39 |
| | E. Personnel | |
| | 1. Lorie Petrik, retirement effective at the end of the 2025 - 2026 school year, as Preschool Teacher at North Branch Area Education Center | |
| | 2. Jillian Anderson, resignation effective May 20, 2026, as Human Resource Specialist at North Branch Area Public Schools | |
| | 3. Becky Cousino, resignation effective May 29, 2026, as Lunchroom/Playground Assistant at Sunrise River School | |
| | 4. Benjamin Paro, resignation effective at the end of the 2025 - 2026 school year, as Instrumental Music Teacher at North Branch Area Middle School | |
| | 5. Hannah Rawleigh, resignation effective at the end of the 2025 -2026 school year, as Family and Consumer Sciences Teacher at North Branch Area High School | |
| | 6. Kaitlin Turner, resignation effective at the end of the 2025 - 2026 school year, as Speech Language Pathologist at Sunrise River School | |
| | 7. Bridgette Cain, leave request effective May 20, 2026 through June 5, 2026, as Special Education Assistant at North Branch Area Education Center | |
| | 8. Morgan Lemmerman, leave request effective approximately September 16, 2026 for 6 weeks, as Health Clerk at Sunrise River School | |
| | 9. David Pirrie, leave request effective May 11, 2026 through June 5, 2026, as Distance Learning Teacher at Distance Learning Academy | |

10. Caleb Stiles, leave request effective approximately May 31, 2026 through June 5, 2026, as Social Studies Teacher at Norse Area Learning Center
11. Sarah Volk, leave request effective August 24, 2026, return to work September 16, 2026, as Media/Health Clerk at North Branch Area Education Center
12. Kayla Carlson, employment effective June 1, 2026 through the end of the 2025 - 2026 school year, as Special Education Assistant at Life Work Center
13. Becky Cousino, employment effective May 26, 2026, as Lunchroom/Playground Assistant at Sunrise River School
14. Noel Moore, employment effective April 28, 2026, as School Age Care Adult Assistant at North Branch Area Education Center
15. Robert Blackwell, beginning with the 2026 - 2027 school year, position change from Education Assistant at North Branch Area High School to BA, Step 1, One-year contract as Tier 1 English Learning Teacher at North Branch Area Public Schools
16. Geri Erickson, effective August 1, 2026, position change from Early Childhood Assistant to BA/BS, Step 1, Community Education Early Childhood Instructor at North Branch Area Education Center
17. Amanda Hals, beginning with the 2026 - 2027 school year, position change from Special Education Assistant to BS, Step 1, Special Education Teacher, at Sunrise River School
18. McKayla Jelberg, beginning with the 2026 - 2027 school year, position change from Special Education Assistant to BS, Step 1, Special Education Teacher at North Branch Area Education Center
19. Christine Lundberg, effective June 1, 2026, position change from Bookkeeper to Human Resource Specialist at North Branch Area Public Schools
20. Charles Linder, BA+30, Step 5, One-year contract for the 2026 - 2027 school year, as Tier 2 Special Education Teacher at North Branch Area High School
21. Nathan Appleby, BA, Step 15, beginning with 2026 - 2027 school year, as Physical Education Teacher at North Branch Area High School
22. Sara Carlston, MEd, Step 13, beginning with the 2026 - 2027 school year, as Math Teacher at North Branch Area Middle School
23. Jon Griffith, BS+45, Step 3, one-year contract for the 2026 - 2027 school year, as Tier 2 Special Education Teacher at North Branch Area High School
24. Cassandra Johnson, MS, Step 2, beginning with the 2026 - 2027 school year, as Elementary Teacher at Sunrise River School
25. Whitney Murphy, BS, Step 6, beginning with the 2026 - 2027 School Year, as Special Education Teacher at North Branch Area High School
26. Kaley Paehlke, BA, Step 1, beginning with the 2026 - 2027 school year, as Elementary Teacher at Sunrise River School
27. Caleb Stiles, MA, Step 3, beginning with the 2026 - 2027 school year, as Social Studies Teacher, at Norse Area Learning Center
28. Luke Swiatek, MAT, Step 1, beginning with the 2026 - 2027 school year, as Science Teacher at North Branch Area High School

29. Deanna Wilson, BA, Step 5, one - year contract for the 2026 -2027 school year, as Tier 2 English Teacher at North Branch Area Middle School	
F. Tenure of the Following Teachers	
1. Nathan Appleby - Physical Education Teacher - North Branch Area High School	
G. Q-Comp Report	40
H. Policies	
1. Policy 525 - Violence Prevention (Applicable to Students and Staff)	54
2. Policy 713 — Student Activity Accounting	59
3. Policy 612.1 - Development of Parent and Family Engagement Policies for Title I Programs	63
I. Acceptance of Donations	68
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.

IX. 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.	
X. Old Business	
A. Consider Approval of a Second Reading of the Following Policy	
1. Policy 522 - Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process	69
XI. New Business	
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B. Consider Approval of the Student Fees for the 2026 - 2027 School Year	86
C. Consider Revisions to the 2025 - 2026 Budget and Adoption of 2026 - 2027 Budget	95
D. Consider Approval of the Long-Term Facilities Maintenance Plan	104
E. Consider the Resolution Approving the Long-Term Facility Maintenance Program Budget and Authorizing the Inclusion of a Proportionate Share of those Projects in the District's Application for Fiscal Year 2028 Long-Term Facility Maintenance Revenue	107
F. Consider Resolution Approving the Certification of Updated District Population Estimate	113
G. Consider Approval of the Annual Language Access Plan	115

- H. Consider Resolution Establishing Dates for Filing Affidavits of Candidacy 122
- I. Consider Renewal of Membership in Minnesota School Boards Association (MSBA) \$12,278.00 127
- J. Consider Request to Bid for Garbage Services
- K. Consider Request to Bid for Fuel and Gasoline
- XII. Addendum
- XIII. Information
- XIV. Board Requests
- XV. Committee Reports
- XVI. Dates to Remember
 - A. July 9, 2026 at 4:30 PM, Policy Committee Meeting at North Branch Area Middle School, SRC Conference Room
 - B. July 9, 2026 at 5:30 PM, Regular School Board Meeting at North Branch Area Middle School, FTLA Room #816
 - C. July 9, 2026 at 6:30 PM, School Board Retreat at North Branch Area Middle School, FTLA Room #816
- XVII. Adjournment



**NORTH BRANCH
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**CONGRATULATIONS
ART BANNER
WINNERS !**



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**Each Viking Story
Moves Us Forward**

Lee Ann Falen - Staff



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SKOL!

Vella Larkin – 7th Grade



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**Viking Pride in Where
We've Been and Where
We're Going**

Quinn Colstad – 11th Grade



**Vikings Bring
Different Strengths to
One Journey**

Lyla Nelson – 7th Grade



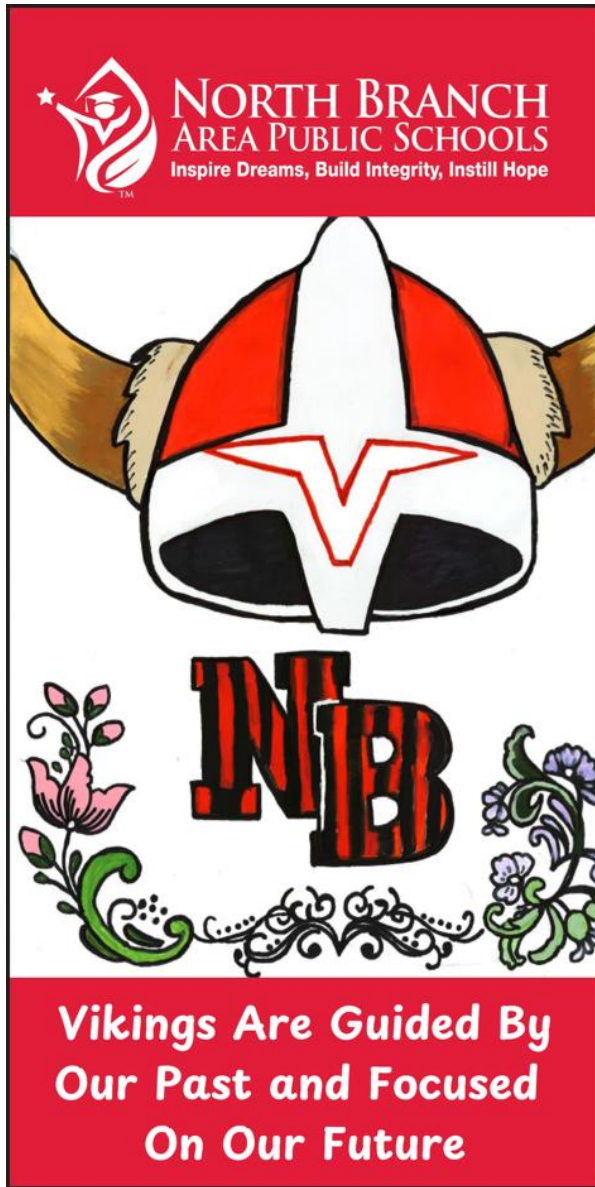
**Vikings Show
Strength in Each
Step**

Adai Hudson – 7th Grade



**Proud of Each
Viking Story**

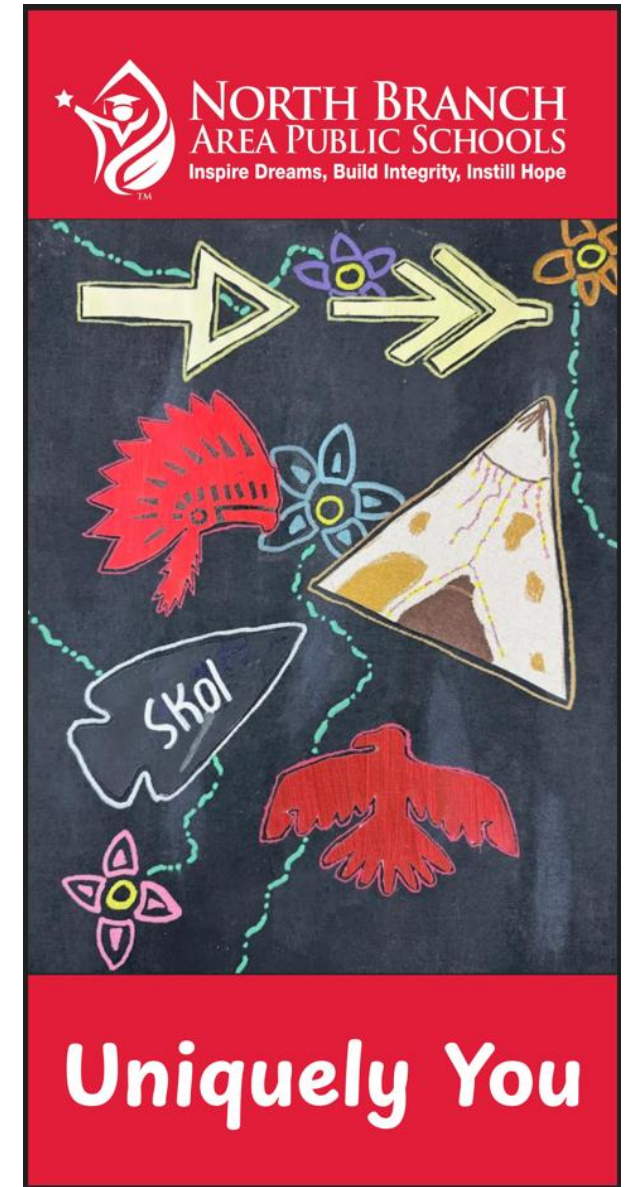
Nicola Meyer – 7th Grade



Corianna Perez— 6th Grade



Lea Rehm – 8th Grade



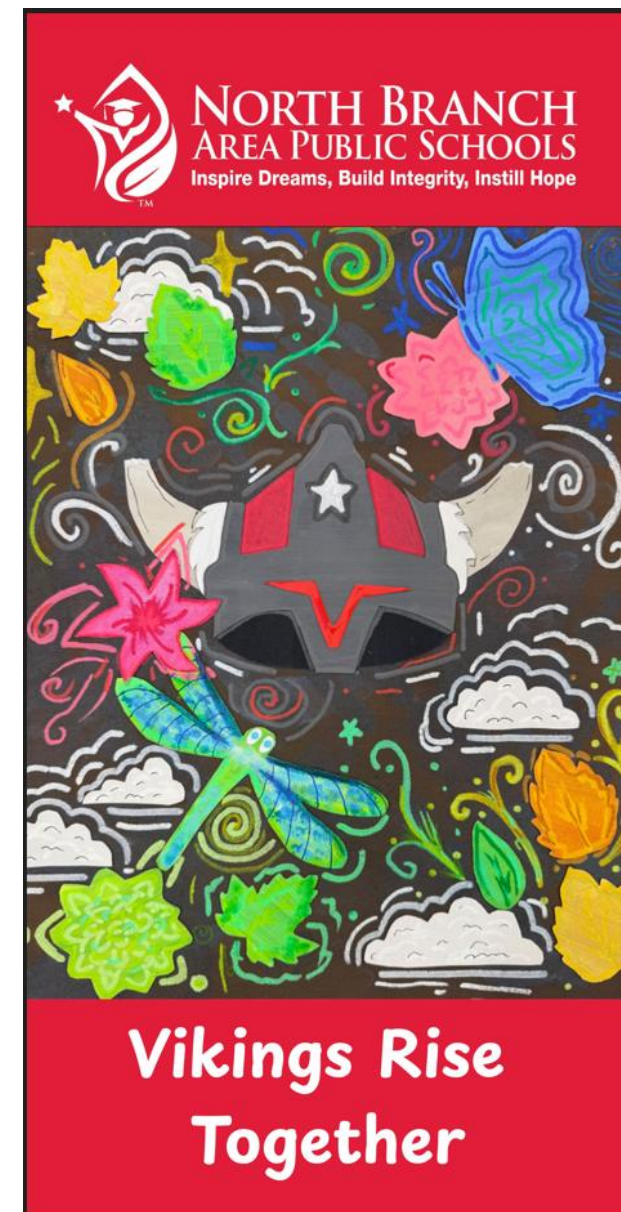
Ayla Austad— 8th Grade



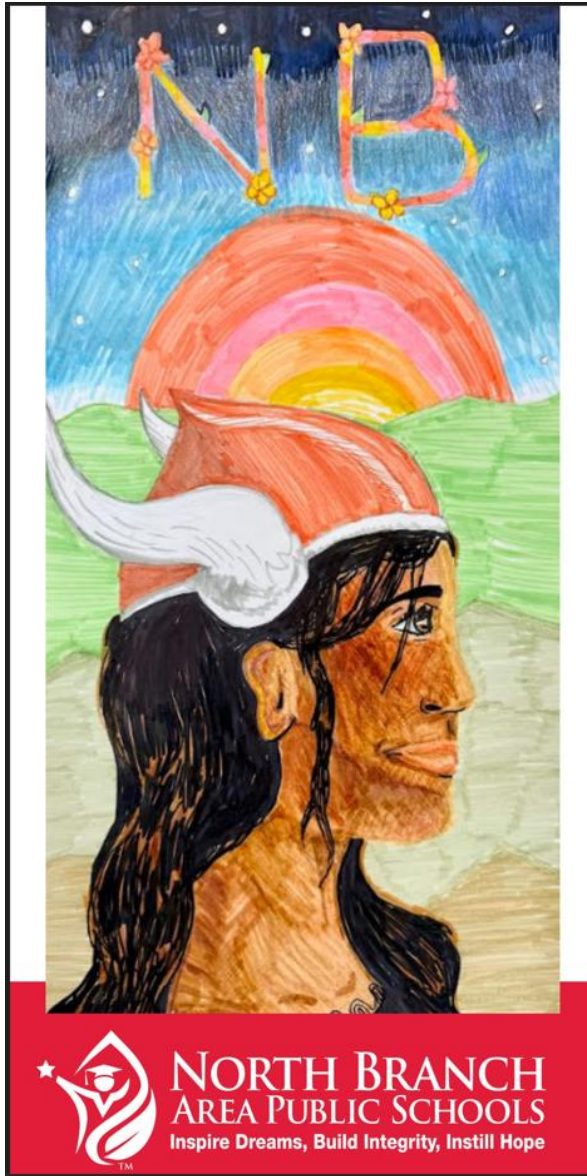
Jaiden Lewis – 8th Grade



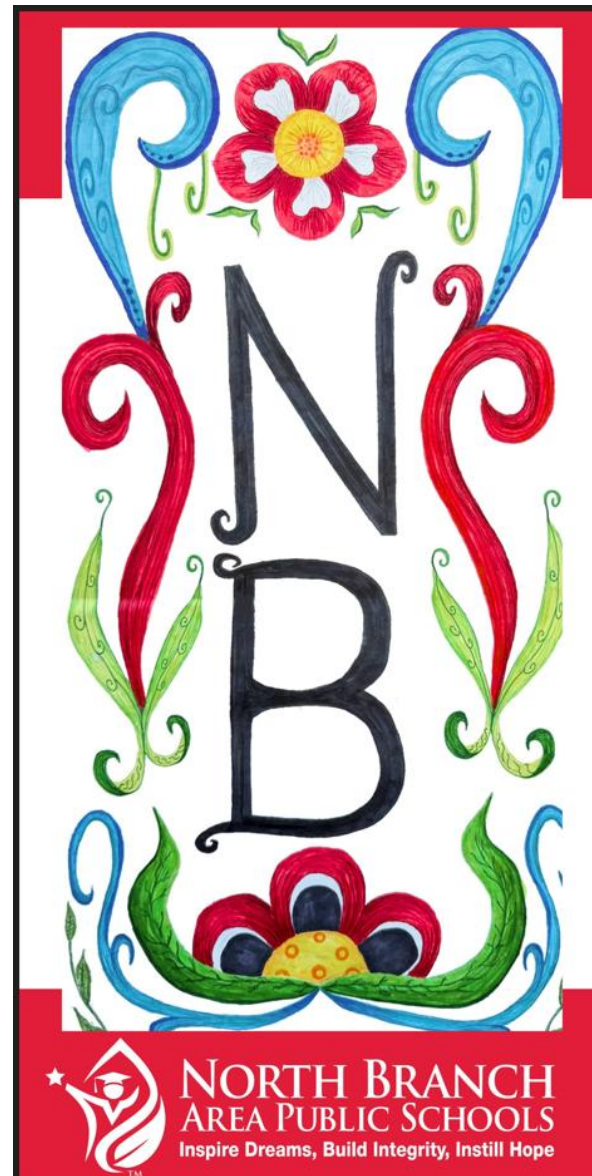
Karis Saites – 8th Grade



Kylie Saites – 8th Grade



Madeline Grovender
11th Grade



Annabella Freudenberg
11th Grade



Molly Meysembourg
Staff



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Viking Strong

Kindergarten

- Aria Berken
- Peter Horn
- Ruth Huges

Third Grade

- Charles Meacham
- Hailey Anderson
- Harvey Rymer
- Jade Castle
- Jessica Johnson

Ally Rivas Vasquez First Grade



First Grade

- Aria Berken
- Brooks Sierra
- Chelsea Spreeman
- Connor Boldt
- Emmett Fetterly
- Gaith AlRoanini
- Harlen Krey
- Harper Benson
- Jack Fairbanks
- Knox Tacheney
- Reid Lyall
- Teddy Streater

Fourth Grade

- David Stenberg
- Melanie Murray
- Ryder Ungerecht

Second Grade

- Azaria Paing
- Brayden Letouneau
- Ellie Vu
- Grace Hampton
- Kendall Flannery
- Laila Pawleski
- Lenora Hoffbeck
- Lexee Lacaina
- Lincoln Chaves
- Nyomi Lo

Fifth Grade

- Kaydence Bibeau
- Reid Schroeder
- Sophia Beach

**** 1st & 2nd Grade Team Collaboration on the Murals**



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TM

**BE ON THE LOOKOUT
FOR OTHER ARTWORKS
SELECTED TO BE FRAMED
OR MADE INTO A POSTER**



ARTWORKS TO BE FRAMED

Sydney Vang – 6th

Lilly Davis – 7th

Andrew Skiba – 8th

Jillian Anderson – 10th

Lahna Koehn – 11th



NORTH BRANCH
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ARTWORKS TO BE MADE INTO POSTERS

Alexa Wiberg – 6th
Emma Hanson – 6th
Gavin Csargo – 6th
Clara Embertson – 9th
Akirah Arveson – 11th
Eva Glanz – 11th
Maddie Kim – 11th
Kyle Xiong – 11th



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**SPECIAL
THANK YOU
TO...**

This activity is made possible in part by the voters of Minnesota through a grant from the East Central Regional Arts Council thanks to a legislative appropriation from the Arts and Cultural Heritage Fund and North Branch Area Education Center Foundation.

We are deeply grateful for these partnerships and their commitment to enriching arts and cultural opportunities for our students and community.





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NORTH BRANCH AREA PUBLIC SCHOOLS
ALL CULTURE CLUB

Yu Nyiam Vue
Adam Xiong
Juan Carlos-Damaso
Simeon Yang
Aracely Velasquez Rojas
Tracy Vang
Ethan Moua
Daisy Bardeaux
Joey Xiong
Deanna Xiong
Mari Julissa Rojas-Damaso
Macy Vang



NORTH BRANCH
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NORTH BRANCH AREA PUBLIC SCHOOLS ART TEACHERS

Lee Ann Fallon
Molly Meysembourg
Sydney Rydberg-Engel

COMMUNITY ARTIST WORKSHOPS

Hmong Tapestry Artist
Kayleen Lee

American Indian Artists
Moir Villard
Delina White

Norwegian Artist
Pam Anderson

Hispanic/Latino Artist
Constanza Carballo



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SKOL!



Superintendent Update

June 11, 2026

Vision

What we intend to create

Inspire dreams,

build integrity,

instill hope

*in our students, our staff, our families
and our communities.*

Mission

Purpose of our work

***Partner** with students, families and communities*

*to challenge all students to achieve their **greatest potential***

and become informed and engaged citizens.

Maximizing Impact in Action



THE MAX IMPACT CHALLENGE FOR THE VIKING CLASS OF 2026

WHAT IS THE MAX IMPACT CHALLENGE?

The Max Impact Challenge is a special opportunity for the **Class of 2026** to compete in teams of 3-6 for monetary team awards made possible by the legacy and generosity of Max Malmquist.

WHERE?

Tailgaters – on the event side
Lunch will be provided!

WHEN?

Wednesday, June 3rd | 11am-2pm
No school for seniors!

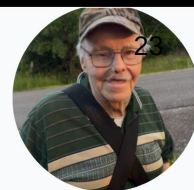
Graduating with a Plan

To be eligible for awards, your team will need to articulate the **value of ongoing learning** after high school. Your team will present to a panel of community leaders for monetary awards.

It can be anything: college, career training, military, or workforce.
What matters is that you have a plan.

Sign up today!

Talk to Paige Stevenson
Call or text: 651-674-1549
pstevenson@isd138.org



Meet Max Malmquist

Lifelong North Branch Resident
1958 Valedictorian

Educator, Historian and Civic leader

After a lifetime of service, Max is giving back to invest in you.



Maximizing Impact Endowment Fund Golf Tournament



MAXIMIZING
Impact
**ENDOWMENT FUND
GOLF FUNDRAISER**

JUNE 14 | 12:00 PM SHOTGUN START

9 TEAMS OF 4, 9 HOLES
Sign up as a team of 4 or sign up individually and we will put you on a team.

NORTH BRANCH GOLF COURSE

\$50 PER PLAYER
Includes golf, cart and food.

DONATIONS TO ENDOWMENT FUND APPRECIATED

FUN FUNDRAISING ACTIVITIES

HOLE CHALLENGES & CONTESTS
Closest to the Pin, Longest Drive, Hole-in-One Challenge & more!

SILENT AUCTION
Featuring Services & Experiences from District Staff

RAFFLES, GAMES & PRIZES
Mulligans, raffles, bucket raffles, putting challenge & more!

DONATIONS TO THE ENDOWMENT FUND APPRECIATED
Every dollar helps maximize impact!

Reserve Your Spot Today!

**Thank you for supporting
OUR STUDENTS AND COMMUNITY!**

Sara Paul
spaul@isd138.org
651-338-1302
Contact Sara Paul to reserve your spot!

Shared Impact of Community Partnerships

“It is thrilling to see the long-term impact of the Edelstein Family Foundation scholarships on so many young lives.”

“What a thoughtful, kind-hearted gift!”

“The co-trustees and I appreciate your leadership to ensure the success of the scholarship program.”

“It was wonderful! I thoroughly enjoyed it.”



Solar for Schools Grant Awarded

- Solar for Schools grant awarded
- Middle School rooftop solar installation planned
- Reduced district cost through grant and federal incentives
- Long-term energy savings anticipated
- Supports sustainability and stewardship goals



**NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138
NORTH BRANCH AREA EDUCATION CENTER, ROOM B122
POLICY COMMITTEE MEETING
May 14, 2026**

The Policy Committee met on Thursday, May 14, 2026 at 4:30 p.m. in Room B122 at the North Branch Area Education Center.

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

Absent: Heather Naegele

The following policies were reviewed and will move to June 11, 2026 board consent agenda.

Policy 525 - Violence Prevention (Applicable to Students and Staff)

Policy 612.1 - Development of Parent and Family Engagement Policies for Title I Programs

Policy 713 — Student Activity Accounting

The following policies were reviewed following the regular review process and will not move forward to the consent agenda or a first reading at the June 11, 2026 school board meeting.

Policy 519 - Interviews of Students by Outside Agencies
Needs more action and further review.

Policy 707 - Transportation of Public Schools Students
Needs more action and Further review.

The meeting concluded at 5:25 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, May 14, 2026
5:30 PM**

The School Board of Independent School District 138 met in regular session on Thursday, May 14, 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, Tim MacMillan, and Superintendent Paul

Absent: Heather Naegele and Adam Trampe

Others in attendance: Rachel Kytönen, Pakou Lee, Denise Martin, Todd Tetzlaff, Pat Tepoorten and David Treichel

Approval of Agenda:

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

Superintendent's Report

Superintendent Paul highlighted district efforts supporting career pathways, student belonging, community engagement, and workforce innovation aligned to the district's vision and mission.

Career readiness updates included North Branch JROTC, Future Forward Day, and agricultural education grant opportunities providing students with hands-on learning, leadership development, and workforce-connected experiences.

Student belonging efforts included Viking Music, theatre programming, Native American cultural engagement, and Viking Hispanic Night to strengthen student voice, culture, and community connections.

Community engagement highlights included Chalk the Walk for Hope, Walk and Roll to School, workforce partnerships, Scholarship Night for the Class of 2026, and continued support from the North Branch Area Education Foundation, Edelstein Family Foundation, and Maximizing Impact Endowment Fund.

Superintendent Paul also shared that the Minnesota Teachers Joint Apprenticeship Training Committee received a \$3 million state grant to expand teacher apprenticeship

programming statewide, further positioning North Branch as a leader in educator workforce development.

The update concluded with district highlights including a 93% graduation rate, structured literacy implementation, four bond rating improvements, elimination of cash-flow borrowing, over \$800,000 in grant funding secured since 2021, and \$1.2 million in scholarships supporting students and staff.

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 April 9, 2026 Policy Committee Meeting
- B. Minutes of April 9, 2026 Regular School Board Meeting
- C. Minutes of April 14, 2026 OPEB Committee Meeting
- D. Minutes of April 23, 2026 Work Session
- E. Authorization of Payments, Transfers, and Investment Activity
 - Accounts Payable, Bank 07 – \$ 1,608,343.27
 - Auxiliary, Bank 12 - \$ 289,824.52
 - Payroll, Bank 13 - \$ 2,049,388.91
 - Scholarship, Bank 18 - \$ 0.00
 - High School Student Activities, Bank 31 - \$ 20,975.31
 - Middle School Student Activities, Bank 32 - \$ 13.26

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

- a. Maxwell Anderson - English Teacher - North Branch Area High School
- b. Jennifer Berg - Elementary Teacher - Sunrise River School
- c. Olivia Berg - Elementary Teacher - Sunrise River School
- d. Jonathan Bodell - Business Teacher - North Branch Area High School
- e. Hunter Brandel - Social Studies Teacher - North Branch Area High School
- f. Jessica Carlson - Community Education Early Childhood Teacher - North Branch Area Education Center
- g. Annette Fairbanks - Early Childhood Coordinator - North Branch Area Education Center
- h. Alissa Glines - Elementary Teacher - Sunrise River School
- i. Kaitlyn Lindquist - Elementary Teacher - Sunrise River School
- j. Megan Nysse - Elementary Teacher - North Branch Area Education Center

- k. Claire Patterson - Math Teacher - North Branch Area High School
- l. David Pirrie - English Teacher - Distance Learning Academy
- m. Gracia Quinehan - Science Teacher - North Branch Area Middle School
- n. Ashton Salow - Math Teacher - North Branch Area Middle School
- o. Abigale Webster - Community Education Early Childhood Teacher - North Branch Area Education Center
- p. Eric Wilson - Elementary Teacher - Sunrise River School

H. Policy

- a. Policy 427 - Workload Limits for Certain Special Education Teachers
- b. Policy 521 - Student Disability Nondiscrimination
- c. Policy 613 - Graduation Requirements

I. Acceptance of Donations

APRIL 2026

DATE	DONATION FROM	DONATION TO	AMOUNT	USE
4/1/2026	Pine Tech & Community College, 900 4th Street SE, Pine City, MN 55063	NBHS	\$100.00	Career Day Donation
4/2/2026	Charley Kloppe, PO Box 301, North Branch, MN 55056	NBHS Scholarship A/C	\$1,000.00	Scholarship Donation
4/2/2026	Maureen Thomsen, 7214 385th St, North Branch, MN 55056	NBHS Scholarship A/C	\$1,000.00	Scholarship Donation
4/9/2026	A1 Tire Service, 5550 Athens Trl, North Branch, MN 55056	NBHS Athletics	\$100.00	FTC Robotics Program Donation
4/9/2026	Anonymous	NBHS Athletics	\$100.00	FTC Robotics Program Donation
4/9/2026	CAF America/Associated Bank (J. Thelander)	NBHS Athletics	\$250.00	Boys Tennis Program
4/9/2026	Claudia & Al Hulbert, 19944 Heron Loop, Bend, OR 97702-2223	NBHS Scholarship A/C	\$1,000.00	Scholarship Donation
4/9/2026	Neighborhood National Bank, 5481 St. Croix Trl, North Branch, MN 55056	NBHS Athletics	\$100.00	FTC Robotics Program Donation
4/10/2026	Anderson & Koch Ford, PO Box 158, North Branch, MN 55056	Sunrise River Elem.	\$500.00	Fun Run Donation
4/10/2026	Anderson Landscaping, 39155 Mica Ave, North Branch, MN 55056	Sunrise River Elem.	\$1,000.00	Fun Run Donation
4/10/2026	First Resource Bank, PO Box 308, Wyoming, MN 55092	Sunrise River Elem.	\$250.00	Fun Run Donation
4/10/2026	Greenside Electric, 7768 Lent Trl, Stacy, MN 55079	Sunrise River Elem.	\$500.00	Fun Run Donation
4/10/2026	Kwik Trip, PO Box 2107, La Crosse, WI 54603	Sunrise River Elem.	\$500.00	Fun Run Donation
4/10/2026	Neighborhood National Bank, 5481 St. Croix Trl, North Branch, MN 55056	Sunrise River Elem.	\$250.00	Fun Run Donation
4/10/2026	North Branch BBQ (Dickeys), 5466 St. Croix Trl, North Branch, MN 55056	Sunrise River Elem.	\$500.00	Fun Run Donation
4/10/2026	North Branch Lions Club, PO Box 172, North Branch, MN 55056	Sunrise River Elem.	\$750.00	Fun Run Donation
4/10/2026	North Grid Electric, 1347 440th St, Harris, MN 55032	Sunrise River Elem.	\$250.00	Fun Run Donation
4/10/2026	Polaris Industries, 2100 Hwy 55, Medina, MN 55340	Sunrise River Elem.	\$750.00	Fun Run Donation
4/16/2026	ECE, PO Box 39, Braham, MN 55006-0039	NBHS Scholarship A/C	\$4,500.00	Scholarship Donation
4/16/2026	Barbara & Michel Nelson, PO Box 102, North Branch, MN 55056	NBHS Scholarship A/C	\$2,000.00	Scholarship Donation
4/16/2026	The NRA Foundation, 11250 Waples Mill Rd, Fairfax, VA 22030-9400	NBHS Athletics	\$2,048.00	Clay Target Program Donation
4/17/2026	Gustafson Excavating, PO Box 788, North Branch, MN 55056	NBHS	\$100.00	Career Day Donation
4/23/2026	Charley Kloppe, PO Box 301, North Branch, MN 55056	NBHS Athletics	\$100.00	DECA Program Donation
4/23/2026	Dianne Patras Smith, 30840 Cedar Crest Trl NE, North Branch, MN 55056	NBHS Athletics	\$100.00	FTC Robotics Program Donation
4/23/2026	Perrault Chiropractic & Acupuncture, PO Box 782, North Branch, MN 55056	NBHS Athletics	\$100.00	DECA Program Donation
4/23/2026	Peterson's North Branch Mill, PO Box 218, North Branch, MN 55056	NBHS Athletics	\$100.00	DECA Program Donation
4/23/2026	Kim Pierce Theis, 4715 384th St, North Branch, MN 55056	NBHS Athletics	\$250.00	DECA Program Donation
4/23/2026	Plastic Products, 13116 Lake Blvd, Lindstrom, MN 55045	NBHS Athletics	\$500.00	FRC Robotics Program Donation
4/23/2026	Revive Chiropractic, PO Box 94, North Branch, MN 55056	NBHS Athletics	\$50.00	Boys Basketball Program-Sports Physical Donation
4/23/2026	Revive Chiropractic, PO Box 94, North Branch, MN 55056	NBHS Athletics	\$50.00	Softball Program-Sports Physical Donation
4/23/2026	Team Foundation, 105 Park Ave NW, Bagley, MN 56621	NBHS Athletics	\$3,000.00	FTC Robotics Program Donation
4/23/2026	The Drive In Restaurant, PO Box 283, Taylor Falls, MN 55084	NBHS Athletics	\$500.00	DECA Program Donation
4/24/2026	Allina Health System, PO Box 1583, Minneapolis, MN 55440-1583	Community Ed	\$2,500.00	Adult Rec Donation
4/29/2026	Revive Chiropractic, PO Box 94, North Branch, MN 55056	NBHS Athletics	\$50.00	Track Program-Sports Physical Donation
4/29/2026	James Riley, RILEYJAMES@JOHNDEERE.COM	NBHS Athletics	\$400.00	FRC Robotics Program Donation
4/29/2026	VFW Post 6424, PO Box 373, North Branch, MN 55056	NBHS Athletics	\$100.00	FTC Robotics Program Donation
4/30/2026	Boka Haven, 5251 386th St, North Branch, MN 55056	NBHS	\$100.00	Career Day Donation
			\$25,448.00	

Open Mic

None

Old Business

A. Approval of Second Reading of the Following Policy

Moved by LaValla, seconded by Johnson and carried unanimously to approve a Second Reading of the Following Policy.

1. Policy 514 - Bullying Prohibition

New Business

A. Approval of the Lease and Premise Use Agreement Between SCRED and North Branch Area Public Schools

Moved by Johnson, seconded by LaValla and carried unanimously to approve the Lease and Premise Use Agreement Between SCRED and North Branch Area Public Schools.

B. Approval of Setting June 11, 2026 at 5:30 p.m. for Public Hearing on Student Fees

Moved by Grovender, seconded by Johnson and carried unanimously to approve Setting June 11, 2026 at 5:30 p.m. for Public Hearing on Student Fees.

C. Approval of the Superintendent Contract 2026 - 2029

Moved by Grovender, seconded by LaValla and carried unanimously to approve the Superintendent Contract 2026 - 2029.

D. Approval of a First Reading of the Following Policy

Moved by LaValla, seconded by Johnson and carried unanimously to approve the Superintendent Contract 2026 - 2029.

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

Information

Fundraising Reports from November 1, 2025, through April 30, 2026

Board Requests

None

Committee Reports

Member MacMillan gave an update on the American Indian Parent Advisory Committee (AIPAC)

Member Grovender gave an update on SCRED

Member LaValla gave an update on the Community Education Advisory Council

Member Johnson gave an update on East Central Regional Development Commission

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

Adjournment

Moved by Grovender, seconded by LaValla and carried unanimously to adjourn the regular meeting at 6:12 PM.

Heather Naegele, Clerk

**NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138
NORTH BRANCH AREA EDUCATION CENTER, BOARDROOM
SCHOOL BOARD WORK SESSION
May 28, 2026**

The School Board of Independent School District 138 met in a Work Session on Thursday, May 28, 2026, at 5:30 p.m. in the Boardroom at North Branch Area Education Center.

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.

Chair MacMillan called the meeting to order.

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

Absent: None

Others in Attendance: Lucy Jacobson, Dana Johnson, Pakou Lee, Danica Porter, Kyra Shepard, Tamara Shepard, Pat Tepoorten, Todd Tetzlaff, David Treichel and Lindsey Wyttenback

The Pledge of Allegiance was said by all.

Superintendent's Report

Superintendent Paul shared the district vision and mission focused on inspiring students, partnering with families, and helping all students reach their full potential.

Highlights included several community engagement events including Hmong Family Engagement Night, the American Indian Drum and Dance Exhibition, Vehicle Fair, and Teddy Bear Band gatherings. A new Save Station with public AED access was installed at NBAPS (high school) through support from the Stacy-Lent Fire Station and Teddy Heart Foundation.

Superintendent Paul also announced Max Impact Day, the Maximizing Impact Endowment Fund and Golf Tournament honoring Max Malmquist and provided an update on the Viking Banner Project supported through the East Central Regional Arts Council and NBAEF, which will feature 16 student banners, 8 posters, and 5 framed artworks displayed throughout the district.

The district is honoring the Edelstein Family Foundation on June 1, 2026 during the High School Spring Concert for their many years of contributions providing over \$70,000 in scholarships to North Branch students and more than \$500,000 over the past 10 years.

Work Session Topics

A. Spotlight: Distance Learning Academy

David Treichel, Director of Teaching and Learning, invited a panel of students, parents and staff experts to answer some meaningful questions about the Distance Learning Academy program. Panel provided personal feedback on what's working and not working in the program or suggestions of changes to some of the program assignments.

Administration reviewed the mission, attendance, and academic goals of the Distance Learning Academy, noting current attendance averages 95% and academic goals target 80% of grades at a C- or higher. Staff continue supporting students through office hours, intervention services, tutoring, communication, and progress monitoring, with semester results showing approximately 73–74% of grades above a C-.

Family feedback emphasized the importance of strong staff relationships, extracurricular opportunities, real-life relevance, and clearer systems for assessments and student advocacy. Future planning includes expanded homeschool partnerships, strengthened parent orientation, entrance criteria review, and AI expectations and supports. Graduates, students, parents, and staff also shared positive experiences and success stories connected to the DLA program.

B. Math Curriculum Update

David Treichel, Director of Teaching and Learning, shared plans to strengthen student confidence, critical thinking, communication, and real-world application in mathematics instruction. Staff reviewed revised Minnesota standards, curriculum evaluation timelines, instructional shifts, professional learning opportunities, and implementation planning. Proposed math acceleration pathways include compacted curriculum options beginning in 4th grade and advancement into Pre-Algebra by 6th grade while maintaining equitable access, support, and flexibility for student growth and readiness.

C. Budget Discussion

Todd Tetzlaff, Director of Human Resources and Finance, gave a presentation on the revised FY26 budget information and the proposed FY27 budget. FY26 revisions were driven by enrollment adjustments, employee benefit increases, and interest earnings, while FY27 planning includes a 2.69% formula increase, compensatory revenue changes, teacher contract increases, and continued inflationary pressures.

Also reviewed were the Long-Term Facilities Maintenance planning requirements, including levy certification and SCRED facility maintenance support. Positive financial indicators included stable enrollment, expanded programming, grants, partnerships, and favorable audits and bond ratings.

June board action items will include approval of revised and proposed budgets, LTFM budgets, student fees, and meal prices.

Board members adjourned the meeting at 7:52 PM

Heather Naegele, Clerk

**ELECTRONIC FUND TRANSFERS
MAY 2026**

Direct Dep Cks			\$1,981,249.49
ACHS			<u>\$11,121.60</u>
			\$1,992,371.09
Other Electronic Fund Transfers:			
Federal/FICA Taxes		5/4/2026	\$77,376.65
		5/4/2026	\$113,620.13
(Also reflected in P/R info)		5/18/2026	\$82,026.43
		5/18/2026	<u>\$126,326.44</u>
			\$399,349.65
Minnesota Withholding Taxes		5/5/2026	\$12,603.68
(Also reflected in P/R info)		5/5/2026	\$20,107.47
		5/19/2026	\$13,533.46
		5/19/2026	<u>\$22,546.26</u>
			\$68,790.87
Economic Service (EBC)		5/4/2026	\$34,519.10
(Also reflected in P/R info)		5/18/2026	\$13,669.14
		5/18/2026	<u>\$20,759.50</u>
			\$68,947.74
MII LIFE-F S A	PEIP	5/6/2026	\$9.33
	PEIP	5/8/2026	\$76.35
	PEIP	5/12/2026	\$420.00
	PEIP Admin Inv	5/22/2026	\$421.25
	PEIP	5/27/2026	<u>\$653.44</u>
			\$1,580.37
MII LIFE-M S A		5/4/2026	\$986.09
		5/4/2026	\$8,396.21
		5/18/2026	\$986.09
		5/18/2026	<u>\$8,218.21</u>
			\$18,586.60
Minnesota Teachers Retirement		5/1/2026	\$10,887.81
		5/1/2026	\$93,271.79
		5/15/2026	\$10,885.30
		5/15/2026	\$102,163.76
		5/29/2026	\$10,953.00
		5/29/2026	<u>\$97,963.72</u>
			\$326,125.38
PERA		5/1/2026	\$42,645.83
		5/15/2026	\$45,478.50
		5/29/2026	<u>\$45,720.45</u>
			\$133,844.78
Delta Dental Plan		5/21/2026	\$22,828.98
MN Sales Tax		5/20/2026	\$198.00

North Branch Area Public Schools Q Comp Annual Report 2025-2026 School Year

Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program.

Core Component: Career Advancement Options

Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes, The teacher leader positions implemented this year aligned with the approved Q Comp plan. Each site maintained designated facilitators responsible for coaching, mentoring, and leading collaborative teams.

If no, please explain what changes have occurred and why? **N/A**

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating Professional Learning Communities (PLC) teams and performing other responsibilities impact classroom instruction?

Facilitators (i.e. Admin., Instructional Coach, Site Leader, PLC Facilitator) are highly effective in shaping classroom instruction, with 83% of staff members agreeing they have a positive impact. This positive influence is reflected in average ratings of 4.12 for classroom instruction on a five point scale.

Teacher facilitators play a vital role by structuring meaningful conversations, fostering collaboration, and guiding problem-solving. Through these interactions, they promote instructional shifts and help teachers respond more effectively to student needs. They also facilitate data analysis and feedback to ensure instruction aligns with student needs and learning goals. Furthermore, facilitators offer crucial mentorship and guidance in areas like classroom management and curriculum implementation

How did the work of teacher leaders impact student achievement?

The survey revealed that 77% of staff members agreed that facilitators (i.e. Admin., Instructional Coach, Site Leader, PLC Facilitator) positively impact student achievement. This positive influence is reflected in average ratings of 4.03 for classroom instruction on a five point scale.

Teacher facilitators play a crucial role in boosting student success through several key actions:

- **Collaboration and Idea Sharing:** The most frequent benefit was the ability to collaborate with teammates, share engagement strategies, teaching tips, and new ideas, and implement them directly into classroom instruction. This included using team knowledge to understand and teach specific skills (like morphology and phonics), and gaining insight from observing learning labs and colleagues' practices.
- **Curriculum Alignment and Planning:** PLC time was consistently used for collaborative planning, ensuring activities, lessons, and assessments were aligned with standards, critical content, and pacing across grade levels. This involved dissecting lessons, planning scope and sequence, reviewing and implementing pilot curriculum materials (ELA, Phonics/Morphology, Math), and creating/adjusting rubrics and proficiency scales.
- **Data-Driven Adjustments:** Many respondents used the collaboration time to analyze student performance data (including common and intervention assessments) to reflect on instruction, determine if current methods were working, inform decision-making, and plan for necessary interventions, extensions, or small-group instruction.
- **Instructional and Classroom Improvement:** Discussions led to implementing higher-level thinking questions, focusing on student-centered learning, adjusting instruction to align with Marzano elements, and trying new classroom management techniques and procedures. New teachers specifically cited veteran teachers' guidance, resources, and advice as highly impactful.

Review Findings

How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

- **Facilitation and Organization:** PLC Facilitators and Site Leaders lead weekly PLC meetings and monthly leadership meetings, discuss upcoming events, and check in on team progress. Facilitators guide meetings and model protocols, while overseeing the organization of tasks like Learning Labs.
- **Information Sharing and Communication:** These roles serve as a form of communication, gathering new information and learning opportunities (especially related to new curriculum like Arts and Letters or SAVVAS) and sharing it with the teams. They provide updates on district initiatives and building goals to help staff stay focused and aligned.
- **Support, Coaching, and Feedback:** Facilitators guide teachers through learning and growth, offer additional information and support throughout the year, and provide assistance on curriculum, strategy, and classroom management questions. Site leaders help review documentation in iObservation and offer ideas for improvement, while instructional coaches provide assistance based on observations.
- **Observations and Guidance:** Instructional coaches conduct observations and provide feedback. PLC facilitators lead learning labs for Tier 2 staff.

What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

The survey results show that Teacher Leaders feel confident, knowledgeable, and supported in their job. This positive self-perception indicates they are well-equipped to make significant contributions to:

- The professional growth of their colleagues.
- The overall success of their educational community.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?

Here's how the district plans to enhance teacher leader training and support:

- **Expanded Ongoing Professional Development:** The district will strengthen continuous training opportunities to further develop teacher leaders' instructional expertise, leadership capacity, and understanding of effective classroom practices.
- **Foundational Leadership Preparation:** Teacher leaders will participate in foundational leadership training designed to equip them with the skills and confidence necessary for success in their roles.
- **Facilitator Capacity Building:** Additional emphasis will be placed on developing facilitators' abilities to lead purposeful discussions, analyze and interpret instructional data, and guide collaborative decision-making that supports student achievement.
- **District-Wide Training:** This training will ensure clear alignment of district Q-Comp goals across all school sites, fostering a more consistent and impactful experience for all educators.

Core Component: Job-embedded Professional Development

Implementation

Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes, Learning teams operated as outlined in the approved plan, meeting regularly with structured agendas and objectives. Teams were encouraged to align work with site goals and student data.

If no, please explain the changes that have occurred and why? N/A

Impact

How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

The survey revealed that a strong majority, 82.4% of staff members, agreed that professional development positively impacted classroom instruction. This consensus is strongly supported by evidence showing that job-embedded professional development, especially when integrated within Professional Learning Communities (PLCs), significantly benefits teachers. This leads directly to improved teaching and better student learning.

Feedback reveals a strong culture of collaboration centered on practical classroom impact. Here are the recurring themes identified across the responses:

- **Enhanced Lesson Planning:** Teachers improved lesson planning by focusing on standards, embedding clear learning targets, and utilizing diverse resources.

- **Improved Classroom Management:** Collaboration with colleagues proved invaluable, leading to better classroom management strategies and the sharing of best practices.
- **Effective Problem-Solving:** Teachers worked together to effectively solve problems related to specific student needs.
- **Data-Driven Instruction:** Analyzing data played a crucial role in informing instruction, helping teachers identify areas for improvement and provide targeted support.
- **Refined Strategies and Assessments:** Teachers implemented peer-recommended strategies and refined assessments, better aligning them with student needs.
- **Support for New Teachers:** New teachers especially valued the insights and support gained through team meetings.
- **Growth for Experienced Educators:** Experienced educators appreciated opportunities for reflection and professional growth.

Overall, job-embedded professional development fostered a collaborative and supportive environment. This allowed teachers to learn from each other, refine their teaching practices, and ultimately create a more positive and effective learning experience for their students.

How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

The positive effects of professional development embedded within PLCs were clear: average ratings were 4.24 for instruction and 4.03 for achievement on a five point scale. 77.5% of the staff members agreed that professional development positively impacted student achievement.

The survey revealed staff members strongly agreed that professional development positively impacted student achievement. This was largely due to job-embedded professional development, which significantly boosted student success in several ways:

Data-Driven Change

- The most prominent theme is the use of data to make instructional changes.
- **Targeted Reteaching:** Teachers used MCA scores, "Quick Quizzes," formative assessments, and progress monitoring to identify exactly which skills students lacked.
- **Flexible Grouping:** Data allowed for the creation of flexible learning groups across entire grade levels, meeting students where they were rather than sticking to a fixed pace.
- **Spiral Review:** Teams identified low-scoring areas from previous years (like 3rd-grade MCAs) and built spiral review into flex time to shore up gaps before testing.

Collaborative-Resource Sharing

Teachers moved away from working in isolation ("stuck in a bubble") toward a shared instructional toolbox.

- **Shared Materials:** Staff shared everything from slide decks and rubrics to "best practice" engagement games (e.g., Gimkit, Blooket).

- **Unpacking New Curriculum:** Time was devoted to collaboratively navigating the new **Arts and Letters** and Savvas curricula, which many noted would have been overwhelming to tackle alone.
- **Standard Alignment:** Collaboration ensured that all students in a grade level received consistent, high-quality instruction regardless of who their teacher was.

Student-Centered Problem Solving

PLCs provided a sounding board for dealing with the most complex classroom dilemmas.

- **Behavior and SEL:** Teams discussed Social-Emotional Learning (SEL) strategies and classroom management tips for challenging groups, such as implementing visual expectations for ELL students or specialized behavior rubrics.
- **Inclusive Environment:** Feedback helped general education teachers improve their accommodations and modifications for special education students.

Professional Vulnerability and Reflection

The structured nature of the PLC (specifically the use of Protocols and Learning Labs) fostered a culture of open feedback.

- **Peeling the Onion:** Teachers presented dilemmas and received constructive criticism, leading to sharper planning and more responsive teaching.
- **Intentionality:** Many noted that knowing they would be reflecting on their lessons during PLC made them more thoughtful in their preparation and more likely to post clear learning targets.
- **Peer Observation:** Seeing how colleagues managed their classrooms or handled specific situations provided valuable insight that was immediately applied.

Customization of Curriculum

Staff did not just follow the book; they adapted resources to fit their specific students.

- **User-Friendly Tweaks:** Teachers broke down curriculum assessments into student-friendly and age-appropriate formats (especially in 1st grade).
- **Identifying Gaps:** Teams looked at standards and filled the holes where the new curriculum didn't quite meet the required rigor or expectations.
- **Key Takeaway:** The PLC served as a bridge between raw data and student success. By focusing on alignment, shared expertise, and rapid response to student needs, teachers felt more supported, and students saw measurable progress in their learning targets.

Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

Effective Professional Learning Communities (PLCs) are crucial for boosting student achievement. Through collaborative discussions, teachers within PLCs effectively identified areas where students needed the most support. This teamwork directly led to the development of specific instructional strategies aimed at improving student performance.

Key aspects of effective PLCs included:

- **Data-Driven Focus:** PLCs analyzed data to pinpoint student needs.
- **Strategy Sharing:** Teachers actively shared and refined instructional strategies.
- **High Engagement:** Discussions were purposeful and directly supported by school-wide goals and instructional leadership.

The Instructional Coaches and Site Leads also played a vital role, working closely with both PLCs and administration to contribute valuable strategies. Furthermore, leadership teams consistently met to analyze student data and discuss next steps or specific strategies needed to further enhance student achievement, ensuring a comprehensive approach to improvement.

How did learning teams use data and implement the selected instructional strategies and follow up on implementation?

Weekly Professional Learning Community (PLC) meetings were centered on using data to improve instruction. Here's how teams approached this:

- **Collaboration on New Curriculum:** Dedicated time was provided for staff to collaboratively unpack and navigate the newly adopted Arts and Letters and Savvas curricula. Teachers consistently noted that having structured opportunities to work together made the transition significantly more manageable and productive. Many expressed that independently learning and implementing the new materials would have been overwhelming due to the depth, pacing, and instructional expectations of the programs.
- **Developing Common Assessments:** Teams created common formative assessments to measure student understanding.
- **Analyzing Data:** After lessons, they analyzed the assessment data to identify both student strengths and weaknesses.
- **Informing Next Steps:** This analysis directly informed their next steps, including differentiated instruction and selecting the most impactful teaching strategies.

This continuous cycle ensured that teaching methods were constantly adapted to meet student needs.

2025 - 2026 Student Achievement Data

SY25 Q-Comp Results

North Branch Early Learning Center and Sunrise River Elementary Goal

The percentage of students enrolled in grades K through 5 as of October 1 who either:

- score at or above the proficiency target as measured by FAST aReading,

Those students who did not meet proficiency

- meet or exceed their reading growth goal will increase from 68.96% in the Spring of 2025 to 69.96% in the Spring of 2026.

Result: In the Spring 69.08% of students met or exceeded growth or maintained a score at or above proficiency.

North Branch Area Middle School Goal

The percentage of students enrolled in grades 6 through 8 as of October 1 at NBAMS who either:

- 1) meet or exceed their reading growth goal,
- 2) maintain a score at or above the proficiency target as measured by FAST aReading,

will increase from 70.9% in the Spring of 2025 to 71.9% in the Spring of 2026.

Result: In the Spring 73.50% of students met or exceeded growth or maintained a score at or above proficiency.

North Branch Area High School Goal

In the spring of 2026, the percentage of NBAHS students in the class of 2027 who score an ACT composite score of 22 or higher will increase from 40.3% to 41.3% when compared with the results from the spring of 2025.

Result: The percentage of students scoring a 22 or higher on this roster was 24.6%, which falls significantly short of the 41.3% target and is lower than the previous spring's 40.3% baseline.

North Branch Norse Area Learning Center Goal

By June of 2026, the percentage of students enrolled on October 1, 2025, who score low risk on the aReading test will increase from 33.3% in the Fall of 2025, to 34.4% in the Spring of 2026.

Result: In the Spring of 2026, the percentage of students enrolled on October 1, 2025, who scored low risk on the aReading test decreased from 33.3% to 20%.

North Branch Distance Learning Academy Goal

By June of 2026, the percentage of students enrolled full time on October 1, 2025, who score low risk on the aReading test will increase from 55.56% in the Fall of 2025, to 56.56% in the Spring of 2026.

Results: In the Spring of 2026, the percentage of students enrolled on October 1, 2025 who scored low risk on aReading increased from 55.56% to 66.67%

Chisago County Schools' Life Work Center

By May 2026, 70% of the 1st year students continuously enrolled in the Chisago County Schools' Life Work Center and participating in "LWC" PAES (Practical Assessment Exploration System) will show a minimum increase of 25 points in their PAES Lab aptitude scores. Baseline data will be collected by the end of trimester one in each of the 5 career fields during fall 2025

Results: 85% of the 1st year students continuously enrolled in the Chisago County Schools' Life Work Center and participating in "LWC" PAES (Practical Assessment Exploration System) will show a minimum increase of 25 points in their PAES Lab aptitude scores.

Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development?

The district's analysis of job-embedded professional development highlighted several key areas for improvement:

- **Ensure Understanding of the Continuous Learning Cycle:** It's crucial that all Professional Learning Communities (PLCs) fully grasp this fundamental framework for ongoing improvement
- **Support PLCs for Non-Classroom Staff:** We need to find better ways to support PLCs for staff members who aren't classroom teachers, as current procedures often cater primarily to classroom-based roles.
- **Flexible Meeting Groupings:** To maximize impact, PLCs should have flexibility to meet with other PLC's to improve communication and strengthen student outcomes.
- **Connect School-Wide Initiatives with Team-Based Problem-Solving:** Facilitators will receive support in bridging broader school goals with the specific problem-solving efforts happening within their teams.
- **Reflection Questions:** Analyze current questions and reform them to better meet the needs of staff. These efforts will help ensure that job-embedded professional development is effective and accessible for all staff, leading to improved outcomes across the district.

Core Component: Teacher Evaluation

Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes, Observations and evaluations were implemented according to the approved plan. Staff participated in multiple observations, followed by feedback and coaching sessions.

If no, please explain the changes that have occurred and why? N/A

Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction?

Our district's observation and evaluation process is significantly improving both classroom instruction and student achievement. A strong 76.9% of staff members agree it positively influences classroom instruction. This positive view is widely supported by staff comments that highlight the collaborative nature of observations conducted by both teacher leaders and administrators.

Teachers particularly value feedback that helps them refine their teaching, finding peer observations especially insightful.

This process fosters a culture of continuous improvement, helping teachers grow professionally and enhance their teaching practices. It promotes a learning community where educators work together to support each other's growth and ultimately improve student learning. The collaborative observations and emphasis on reflection create a supportive, growth-oriented environment that benefits both teachers and students.

What impact did the observation/evaluation process, including coaching, have on student achievement?

In the same survey, 76.3% of staff members agreed that their observation and evaluation process impacted student achievement. Their comments generally highlighted two key areas:

- **Increased Student Engagement:** The process led to students being more engaged in the classroom.
- **Enhanced Teaching Through Collaboration:** Staff noted that collaboration within their PLCs allowed them to improve their teaching and lessons for students by incorporating diverse perspectives.

Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

Observations are vital for fostering professional growth and improving student learning. Staff consistently reported that observations provided:

- **Constructive Ideas:** Clear, actionable suggestions for improvement.
- **Clear Direction:** Guidance on how to achieve better student outcomes.

Teachers felt comfortable and open to the support offered, and many successfully put the suggestions they received into practice.

Key aspects that contributed to their value include:

- **Valued Peer Feedback:** Teachers especially appreciated feedback from their peers, noting that consistent observation feedback significantly contributed to their growth.
- **Tailored Instruction:** Site reviewers confirmed they used this feedback to tailor instruction and enhance critical areas such as lesson timing and classroom management.

How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

- Before the school year began, both PLC facilitators and staff members received initial training. Additional follow-up training was provided throughout the year as needed.
- During PLC meetings, discussions frequently focused on Marzano elements and their corresponding "look-fors" (observable behaviors or indicators of those elements in practice).

Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?

For the 2026-27 school year, the district will prioritize training for all leaders to ensure high-quality and consistent feedback.

- **Comprehensive Training for New Personnel:** Leaders will receive training to prepare them for their roles.
- **Continued Inter-Rater Reliability:** Teacher Leaders and Administration will receive ongoing training to ensure consistency in observations and feedback across the board.
- **Sustained Professional Development:** All groups will participate in continuous training and conversations throughout the year to foster ongoing growth and skill development.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes, The Q Comp program continues to positively affect both instructional practice and student learning. Staff feel supported, engaged in meaningful professional development, and empowered to implement new strategies based on collaborative learning.

If no, please explain the changes that have occurred and why?

Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes

If no, please explain the changes that have occurred and why?

Impact

What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? 27%

What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? 100%

What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? 100%

What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? 100%

Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)? No

If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? NA

What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? NA

What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? NA

What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? NA

Recommendations

How will the district use the data to improve the effectiveness of this core component?

Analyze Barriers to Student Achievement Goal Attainment

With only 27% of licensed staff earning performance pay based on student outcomes, the Qcomp administrator and site advisors will conduct a root cause analysis to determine systemic or instructional barriers. Focus areas may include assessment design, alignment of goal rigor to instructional practices.

Refine Professional Development to Better Target Student Growth

While staff report high satisfaction with collaborative learning, professional development should be further aligned with instructional strategies proven to impact student achievement. As leadership teams meet to develop action plans, emphasis on targeted coaching and professional development should focus on meeting the needs of all students, formative assessment aligned to state benchmarks, and intervention strategies.

Tracking and Monitoring of Student Achievement

To enhance the effectiveness of performance pay it is recommended that the District Site Advisory Committee establish a formal process to regularly monitor student achievement data across buildings. This oversight should be used to evaluate progress toward schoolwide and Q Comp

General Program Impact and Recommendations

What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?

The Q Comp program continues to be a major force for teacher growth, instructional improvement, and shared leadership in our district. Both internal surveys confirm that PLCs, coaching, and evaluations are all effective tools for professional learning and student success.

The program's positive impact on instruction is clear in how it balances flexibility with structure for teachers. As staff members noted, this includes:

- **Flexibility and Choice in Growth Plans:** Teachers appreciate the freedom to develop their own professional development plans and choose their focus areas, which increases their engagement and motivation.
- **Structured Support for PLCs:** PLC Facilitators benefit from the clear framework of the Continuous Learning Cycle. This provides a structured process for collaboration, sharing best practices, and mutual accountability, offering crucial support for educators.
- **Meaningful Self-Reflection:** Teachers are engaging in deeper, more intentional self-assessments, directly aligning their reflections with school goals and student learning objectives. This targeted reflection leads to more effective teaching practices.

- **Clearly defining roles and responsibilities:** Teacher leaders will review roles and responsibilities to make sure we are supporting staff and students.

Teachers' comments consistently highlight the value of the program's components:

- "As a PLC our ELA team was able to discuss common assessments both formative and summative. We were able to discuss how we were grading certain assessments and looked for ways to improve student achievement through reteaching, small groups instruction."
- The PLC experience gave me insight into the processes of other teachers and it was awesome to learn from their methods.

These comments show a high level of engagement and a direct link between the program's initiatives and actual shifts in teaching.

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

The Q Comp program is positively impacting student achievement by promoting a data-driven approach to instruction. Here's how:

- **Increased Data Analysis:** Teachers are now placing a greater emphasis on analyzing student data, especially from formative assessments.
- **Informed Instructional Decisions:** This data directly informs instructional decisions, allowing teachers to customize their teaching to meet students' specific needs.
- **Responsive Classroom Environment:** The program fosters a more responsive classroom where educators can analyze data and take immediate action to address learning gaps.

This strong focus on using data to continuously improve instruction suggests a positive impact on student achievement.

How will the district use the review findings to improve the overall effectiveness of the program?

Our commitment to the district's strategic vision is ongoing. We'll continuously evaluate and refine our support for the Q Comp Core Components, using insights from this report to pinpoint areas for improvement across all aspects of the program.

Here's how we plan to enhance our efforts:

- **Empowering PLCs:** Schools will be empowered to leverage Professional Learning Communities (PLCs) to collaborate on formative assessments, analyze student data to identify needs and achievement gaps, and then develop targeted strategies to close those gaps.
- **Integrating Life Skills:** We recognize the importance of life skills and will prioritize its integration to foster well-rounded student success.
- **Ensuring Consistent Practice:** We'll continue calibrating across buildings to ensure consistent practices in professional development and instructional support.
- **Aligning Learning and Outcomes:** We'll prioritize visible alignment between the work of learning teams, observations, and student achievement outcomes, and align instruction to the rigor of standards.
- **Strengthening Administrator Support:** We will continue to support administrators in ensuring inter-rater reliability of teacher evaluations. By creating a structured process for improvement through coaching,

administrators will receive meaningful feedback on their evaluation practices, fostering accuracy, consistency, and growth across the system.

- **Clearly Defining Roles and Responsibilities:** Next year, the district will use a defined process to audit the responsibilities of the three building instructional coaches (elementary, middle, and high school). The primary goal is to ensure the work being executed aligns with the official responsibilities of the position. This process will be an audit of duties and role alignment, and will intentionally *not* evaluate the performance or effectiveness of the individuals in those roles.

STUDENTS

Violence Preventions (Applicable to Students and Staff)

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I. PURPOSE

The purpose of this policy is to recognize that violence has increased and to identify measures that the school district will take in an attempt to maintain a learning and working environment that is free from violent and disruptive behavior.

The school board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities and on school grounds, buses, or field trips while under school district supervision.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to strictly enforce its weapons policy (Policy 501).
- B. The policy of the school district is to act promptly in investigating all acts, or formal or informal complaints, of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- C. The administration will periodically review discipline policies and procedures, prepare revisions if necessary, and submit them to the school board for review and adoption.
- D. The school district will implement approved violence prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

III. IMPLEMENTATION OF POLICY

- A. The school board will review and approve policies to prevent and address violence in our schools. The superintendent or designee will develop procedures to effectively implement the school weapons and violence prevention policies. It shall be incumbent on all students and staff to observe all policies and report violations to the school administration.
- B. The school board and administration will inform staff and students annually of policies and procedures related to violence prevention and weapons.
- C. The school district will act promptly to investigate all acts and formal and informal complaints of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- D. The consequences set forth in the school weapons policy (Policy 501) will be imposed upon any student or nonstudent who possesses, uses or distributes a weapon when in a school location.
- E. The consequences set forth in the school hazing policy (Policy 526) will be imposed upon any

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Adopted: February 12, 1998

Revised: 5/5/23, 6/11/15, 5/11/17, 8/10/17, 1/24/19, 6/11/26

Effective: 5/5/23, 6/11/15, 5/11/17, 8/10/17, 1/24/19, 6/11/26

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Violence Preventions (Applicable to Students and Staff)

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student or staff member who commits an act against a student or staff member; or coerces a student or staff member into committing an act, that creates a substantial risk of harm to a person in order for the student or staff member to be initiated into or affiliated with an organization, or for any other purpose.

- F. Students who engage in assault or violent behavior will be removed from the classroom immediately and for a period of time deemed appropriate by the principal, in consultation with the teacher, pursuant to the student discipline policy (Policy 506).
- G. Students with disabilities may be expelled for behavior unrelated to their disabilities, subject to the procedural safeguards required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Pupil Fair Dismissal Act.
- H. Procedures will be developed for the referral of any person in violation of this policy or the weapons policy to the local law enforcement agency in accordance with Minnesota Statutes 121A.05.
- I. Students who wear objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or that approves, advances, or provokes any form of religious, racial, or sexual harassment or violence against other individuals as defined in the harassment and violence policy (Policy 413) will be subject to the procedures set forth in the student dress and appearance policy (Policy 504). "Gang" as used in this policy means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. A "pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.
- J. This policy is not intended to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, denote gang affiliation, advocate harassment or violence against others, are likely to disrupt the education process, or cause others to react in a violent or illegal manner (Policy 504).

IV. PREVENTION STRATEGIES

The school district has adopted and will implement the following prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

- A. Adopt a district crisis management policy to address potential violent crisis situations in the district.

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Violence Preventions (Applicable to Students and Staff)

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- B. Provide training in recognition, prevention, and safe responses to violence and development of a positive school climate.
- C. Coordinate a local school security review committee or task force comprised of school officials, law enforcement, parents, students, and other youth service providers to advise on policy implementation.
- D. In-service training for personnel in aspects of reporting, visibility, and supervision as deterrents to violence.
- E. In-service training for personnel and school board members by experts familiar with sexual abuse, domestic violence, and personal safety issues on the following: helping students identify violence in the family and the community so that students may learn to resolve conflicts in effective, nonviolent ways; responding to a disclosure of child sexual abuse in a supportive, appropriate manner; and/or complying with mandatory reporting requirements under the Maltreatment of Minors Reporting Act.
- F. Promote student safety responsibility by encouraging the reporting of suspicious individuals and unusual activities on school grounds.
- G. Establish a curriculum committee that explores ways of teaching students violence prevention strategies, law-related education, and character/values education (universal values, e.g., honesty, personal responsibility, self-discipline, cooperation, and respect for others).
- H. Establish clear school rules that prevent and deter violence.
- I. Develop cross-cultural awareness programs to unify students of all cultures and backgrounds, to develop mutual respect and understanding of shared experiences and values among students, and to promote the message of inclusion.
- J. Establish conflict resolution training, conflict management, or peer mediation programs for staff and students to teach conservative approaches to settling disputes.
- K. Develop curriculum that teaches social skills such as maintaining self-control, building communications skills, forming friendships, resisting peer pressure, being appropriately assertive, forming positive relationships with adults, and resolving conflict in nonviolent ways.
- L. Develop curriculum that teaches critical viewing and listening skills in analyzing mass media to recognize stereotypes, distinguish fact from fantasy, and identify differences in behavior and values that conflict with their own.
- M. Develop student safety forums that both inform and elicit students' ideas about particular safety problems in the building.

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Violence Preventions (Applicable to Students and Staff)

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- N. Develop a student photo or name identification system for quick identification of the student in case of emergency.
- O. Develop a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus.
- P. Require all visitors to check-in the main office upon their arrival and state their business at the school. A visitor badge may be issued for easy identification that the visitor is authorized to be present in the school building.
- Q. Develop curriculum 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.
- R. Develop curriculum on child sexual abuse prevention for students, including age- appropriate instruction on recognizing sexual abuse and assault, boundary violations, and ways offenders groom or desensitize victims, as well as strategies to promote disclosure, reduce self-blame, and mobilize bystanders. The curriculum may be created in consultation with federal, state, and local agencies and community-based organizations, including the Child Welfare Information Gateway website maintained by the United States Department of Health and Human Services, to identify research-based tools, curricula, and programs to prevent child sexual abuse.
- S. Provide training to all school personnel on recognizing and preventing sexual abuse and sexual violence which may include training on mandatory reporting requirements provided on the Department of Education's website and reviewing the Code of Ethics for Minnesota Teachers.

V. STUDENT SUPPORT

- A. Students will have access to school-based student service professionals, when available, including counselors, nurses, social workers, and psychologists who are knowledgeable in methods to assist students with violence prevention and intervention.
- B. Students will be apprised of school board policies designed to protect their personal safety.
- C. Students will be provided with information as to school district and building rules regarding weapons and violence.
- D. Students will be informed of resources for violence prevention and proper reporting.

VI. PERSONNEL

- A. School district personnel shall comply with the school weapons policy (Policy 501) and the school hazing policy (Policy 526).
- B. School district personnel shall be knowledgeable of violence prevention policies and report any

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Violence Preventions (Applicable to Students and Staff)

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violation to school administration immediately. School district personnel will be informed annually as to school district and building rules regarding weapons and violence prevention.

- C. School district personnel or agents of the school district shall not engage in emotionally abusive acts including malicious shouting, ridicule, and/or threats or other forms of corporal punishment (Policy 507).

Legal References:

Minn. Stat. § 13.43, Subd. 16 (Personnel Data)
Minn. Stat. § 120B.22 (Violence Prevention Education)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.64 (Notification)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)
18 U.S.C. § 921 (Definition of Firearm)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
McIntire v. Bethel School, 804 F.Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992)
Olesen v. Board of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820, 44 Educ. L.Rep. 205 (N.D. Ill. 1987)

Cross References:

NB Policy 413 (Harassment and Violence)
NB Policy 501 (School Weapons Policy)
NB Policy 504 (Student Dress and Appearance)
NB Policy 506 (Student Discipline)
NB Policy 507 (Corporal Punishment)
NB Policy 514 (Bullying Prohibition Policy)
NB Policy 526 (Hazing Prohibition)
NB Policy 529 (Staff Notification of Violent Behavior by Students)

NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES

Student Activity Account

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I. PURPOSE

The school board recognizes the need to provide alternative paths to learning, skill development for its students, and activities for student enjoyment. It also understands its commitment to and obligation for assuring maximum accountability for public funds and student activity funds. For these reasons, the school board will assume control over and/or oversee funds for student activities as set forth in this policy.

II. GENERAL STATEMENT OF POLICY

A. Curricular and Cocurricular Activities

The school board shall take charge of, control over, and account for all student activity funds that relate to curricular and cocurricular activities.

B. Extracurricular Activities

The school board shall take charge of and control over all student activity accounting that relates to extracurricular activities.

C. Non-Student Activities

In overseeing student activity accounts under this policy, the school board shall not maintain or account for funds generated by non-students including, but not limited to, convenience funds of staff members, booster club funds, parent-teacher organization or association funds, or funds donated to the school district for specified purposes other than student activities.

III. DEFINITIONS

A. Cocurricular Activity

A "cocurricular activity" means those portions of the school-sponsored and directed activities designed to provide opportunities for students to participate in such experiences on an individual basis or in groups, at school and at public events, for improvement of skills (i.e., interscholastic sports, band, etc.). Cocurricular activities are not offered for school credit, cannot be counted toward graduation, and have *one or more* of the following characteristics:

1. They are conducted at regular and uniform times during school hours, or at times established by school authorities;
2. They are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit; and
3. They are partially, primarily, or totally funded by public moneys for general instructional purposes under direction and control of the school board.

NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES

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B. Curricular Activity

A “curricular activity” means those portions of the school program for which credit is granted, whether the activity is part of a required or elective program.

C. Extracurricular (Noncurricular/Supplementary) Activity

An “extracurricular (noncurricular/supplementary) activity” means all direct and personal services for students for their enjoyment that are managed and operated under the guidance of an adult or staff member. Extracurricular activities have *all* of the following characteristics:

1. They are not offered for school credit nor required for graduation;
2. They generally are conducted outside school hours or, if partly during school hours, at times agreed by the participants and approved by school authorities;
3. The content of the activities is determined primarily by the student participants under the guidance of a staff member or other adult.

D. Public Purpose Expenditure

A “public purpose expenditure” is one which benefits the community as a whole, is directly related to the functions of the school district, and does not have as its primary objective the benefit of private interest.

IV. MANAGEMENT AND CONTROL OF ACTIVITY FUNDS

A. Curricular and Cocurricular Activities

1. All money received on account of cocurricular activities shall be turned over to the treasurer, who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the school board upon properly allowed itemized claims.
2. The treasurer shall account for all revenues and expenditures related to curricular and cocurricular activities in accordance with the Uniform Financial Accounting and Reporting Standards (UFARS) and school district policies and procedures.

B. Extracurricular Activities

1. Any and all costs of extracurricular activities may be provided from school revenues.

NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES

Student Activity Account

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2. All money received or expended for extracurricular activities shall be recorded in the same manner as other revenues and expenditures of the school district and shall be turned over to the treasurer, who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the school board upon properly allowed itemized claims.
3. The treasurer shall account for all revenues and expenditures related to extracurricular activities in accordance with UFARS and school district policies and procedures.
4. All student activity funds will be collected and expended:
 - a. in compliance with school district policies and procedures;
 - b. under the general direction of the principal and with the participation of students and faculty members who are responsible for generating the revenue;
 - c. in a manner which does not produce a deficit or an unreasonably large accumulation of money to a particular student activity fund;
 - d. for activities which directly benefit the majority of those students making the contributions in the year the contributions were made whenever possible; and
 - e. in a manner which meets a public purpose.
5. Activity accounts of a graduated class will be terminated prior to the start of the school year following graduation. Any residual money from a graduating class activity fund will remain in the general fund and may be used for any school district purpose. Prior to depositing such accounts, all donations or gifts accepted for the specific purpose of the student activity account shall be administered in accordance with the terms of the gift or donation and school district policy.

V. DEMONSTRATION OF ACCOUNTABILITY

A. Annual External Audit

The school board shall direct its independent certified public accountants to audit, examine, and report upon student activity accounts as part of its annual school district audit in accordance with state law.

B. Fundraiser Report

The administration will prepare a fundraising report semi-annually which will be reviewed by the school board in May and November. The report will list the activity, type of fundraisers, timing, purpose, and results.

NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES

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Legal References: Minn. Stat. § 123B.02, Subd. 6 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. § 123B.35 (General Policy)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.38 (Hearing)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)
Minn. Rules Part 3500.1050 (Definitions for Pupil Fees)
Visina v. Freeman, 252 Minn. 177, 89 N.W.2d 635 (1958)
Minn. Op. Atty. Gen. 159a-16 (May 10, 1966)

Cross References: Uniform Financial Accounting and Reporting Standards (UFARS)
NB Policy 510 (School Activities)
NB Policy 511 (Student Fundraising)
NB Policy 701 (Establishment and Adoption of School District Budget)
NB Policy 701.1 (Modification of School District Budget)
NB Policy 702 (Accounting)
NB Policy 703 (Annual Audit)
NB Policy 706 (Acceptance of Gifts)

EDUCATION PROGRAMS

Development of Parent and Family Engagement Policies for Title I Programs

612.1

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed, and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public and private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities, and procedures for the engagement of parents and families in its Title I programs.
- B. The policy of the school district is to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parent and family engagement policies.

III. DEVELOPMENT OF DISTRICT LEVEL POLICY

The school board directs the administration to develop jointly with, agree upon with, and distribute to parents and family members of participating children a written parent and family engagement policy that will be incorporated into the school district's Title I plan. This policy establishes the expectations for meaningful parent and family involvement and describe how the school district will:

- A. Involve parents and family members in the joint development of the school district's Title I plan and the development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. Coordinate and integrate parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- D. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or who are of a racial

EDUCATION PROGRAMS

Development of Parent and Family Engagement Policies for Title I Programs

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or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;

- E. Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level parent and family engagement policies; and
- F. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of each school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents and families, that shall describe the means for carrying out the federal requirements of parent and family engagement. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- A. The policy will describe the means by which each school with a Title I program will:
 - 1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
 - 2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement;
 - 3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan, except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
 - 4. Provide parents of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the

NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138: Policy #612.1

Adopted: 2/13/03

Last Reviewed: 8/10/06, 11/10/21, 6/11/26

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Effective: 2/13/03, 3/14/13, 2/8/18, 6/11/26

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challenging state academic standards; if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
 2. Describe the ways each parent will be responsible for supporting his or her child's learning by volunteering in his or her child's classroom and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
 3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
 - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents; and
 - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
 - d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:
1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;

EDUCATION PROGRAMS

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2. Provide materials and training to assist parents in working with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
 3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
 4. Coordinate and integrate parental involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent feasible and appropriate;
 5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
 6. Provide such other reasonable support for parental involvement activities as requested by parents.
- D. The policy will also describe the process to be taken if the school district and school choose to:
1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
 2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
 3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 4. Train parents to enhance the involvement of other parents;
 5. Arrange meetings at a variety of times or conduct in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation in school-related activities;
 6. Adopt and implement model approaches to improving parental involvement;
 7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and

EDUCATION PROGRAMS

Development of Parent and Family Engagement Policies for Title I Programs

612.1

8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
- E. To carry out the requirements of parent and family engagement, the school district and schools, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language that is understandable by the parents.
- F. The school district and each school shall inform parents and parent organizations of the existence of family engagement in education programs.

The policies will be updated periodically to meet the changing needs of parents and the school.

Legal References: 20 U.S.C. § 6318 (Parent and Family Engagement)

Cross References: None

Resources: U.S. Department of Education: Parent and Family Engagement Non-Regulatory Guidance (January 2025)

May 2026

DATE	DONATION FROM	DONATION TO	AMOUNT	USE
5/5/2026	Box Tops for Education	Sunrise River Elem.	\$60.30	School Supply Donation
5/5/2026	Embrace Orthodontics, 125 McKinley St N, Cambridge, MN 55008	Sunrise River Elem.	\$250.00	Fun Run Donation
5/5/2026	North Branch Dental, PO Box 220, North Branch, MN 55056	NBHS Athletics	\$100.00	DECA Nationals Donation
5/5/2026	North Branch Family Chiropractic, 6241 Main St, Ste 102, North Branch, MN 55056	Sunrise River Elem.	\$250.00	Fun Run Donation
5/5/2026	North Branch Fire Relief Assoc, PO Box 245, North Branch, MN 55056	NBHS Scholarship	\$6,000.00	Scholarship Donation
5/5/2026	Pizza Pub of North Branch, PO 333, North Branch, MN 55056	Sunrise River Elem.	\$500.00	Fun Run Donation
5/5/2026	Prism Design & Embroidery, PO Box 820, North Branch, MN 55056	Sunrise River Elem.	\$500.00	Fun Run Donation
5/5/2026	Tailgaters, 6355 Elm St, Ste 400, North Branch, MN 55056	Sunrise River Elem.	\$500.00	Fun Run Donation
5/14/2026	Anonymous	NBHS Athletics	\$200.00	FTC Robotics Worlds Donation
5/14/2026	Melinda Flack, mindy.flack@gmail.com	NBHS Athletics	\$50.00	FTC Robotics Worlds Donation
5/14/2026	Scott Kaufman, serf.kauf@gmail.com	NBHS Athletics	\$100.00	FTC Robotics Worlds Donation
5/14/2026	Laurie Stramer, 5420 Emily Ln, Stacy, MN 55079	NBHS Athletics	\$100.00	FTC Robotics Worlds Donation
5/21/2026	Anonymous	NBHS Athletics	\$150.00	Musical Prop Donation
5/28/2026	James Riley, RILEYJAMES@JOHNDEERE.COM	NBHS Athletics	~~\$1,000.00~~	FRC Robotics Program Donation
			\$9,760.30	
MAY	Teddy's Heart Foundation, 7946 Jorgensen Ave S, Cottage Grove, MN 55016	Sunrise River Elem.		*Donated an AED System (Estimated Value \$6,964.00)

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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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Adopted: 4/11/02

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

Last Reviewed: 12/9/21, 5/9/24, 6/11/26

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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 administering 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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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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TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

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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

North Branch Independent School District No. 138: Policy #522

Adopted: 4/11/02

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

Last Reviewed: 12/9/21, 5/9/24, 6/11/26

Revised: 5/13/04, 5/11/17, 2/11/21, 1/12/23

Effective: 4/11/02, 5/13/04, 5/11/17, 2/11/21, 1/12/23, 6/11/26

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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)

Student Fees Public Hearing

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JUNE 11, 2026

Public Hearing

Before school board action on fees

Fees charged to students

- Activity fees
- School fees

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There are some proposed increases to offset rising costs

Application for Educational Benefits may either reduce fees to ½ price or eliminate fees for qualifying families

Public comment and questions

Student Activities -High School

		Current	Proposed
Athletics (except Football / Hockey)		250	250
Football		300	300
Hockey		575	575
Fine Arts / Academics			
Musical, Speech		170	170
Math League, Knowledge Bowl,		170	170
Jazz Band, Harmonaires			
DECA, ProStart, FFA		170	170
Robotics (9-12)		170	170
Clay Target (9-12)		170 plus	170 plus
		shells and clays	shells and clays
Weight Room		50 per season	50 per season
		Free during season	with registration
Family Cap		1000	1000

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Student Activities -Middle School

		Current	Proposed
Athletics (except Hockey)		160	160
Hockey		485	485
Weight Room		50 per season	50 per season
Fine Arts / Academics			
Math League, Knowledge Bowl		120	120
Speech, Jazz Band, Show Choir			
Robotics (7-9)		120	120
Family Cap		1000	1000

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Other Fees -High School

		Current	Proposed
Parking for Full Year		135	135
Parking for Each Semester		75	75
			90
Graduation Fee		30	30
Transcript Fee (Certified)		n/c	n/c
Transcript Fee (Non-Certified)		n/c	n/c

Classroom Fees -High School

		Current	Proposed
Welding, Adv Welding, Metal Arts		30	30
Intro to Engineering		20	20
Ceramics		20	20
Floral Design		20	20
FACS Exploration		20	20
Beginning Foods		30	30
Advanced Foods		40	40
ProStart (Yearlong to Semester)		40	40
Instrument Rental - Percussion		30	30
Instrument Rental - Other Instruments		60	60
		Current	Proposed
Instrument Rental - Percussion		30	30
Instrument Rental - Other Instruments		60	60

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Other Fees -Middle School

		Current	Proposed
Instrument Rental - Percussion		30	30
Instrument Rental - Other Instruments		60	60

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Meal Prices

MEAL PRICES			
		Current	Proposed
Breakfast	Student	n/c	n/c
	Adult	\$2.60	\$2.70
	DL Student	n/c	\$2.70
Lunch	Elem Student	n/c	n/c
	Sec Student	n/c	n/c
	Adult	\$5.05	\$5.15
	DL Student	n/c	\$5.15
Milk		n/c	\$0.70

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Comments and Questions

Please contact:

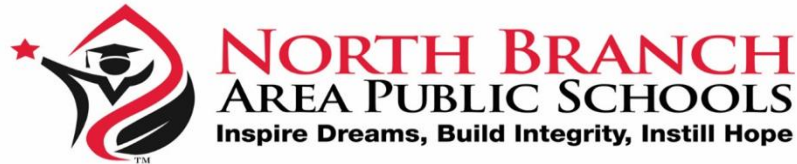
Todd Tetzlaff
Director of Finance and Human Resources
(651) 674 - 1009
ttetzlaf@isd138.org

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2025-26 Budget Presentation

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JUNE 11, 2026

Todd Tetzlaff, Director of Finance and Human Resources

Current Year Revised Budget – All Funds Revenue

			Revenue	Revenue	
			FY 26 Original	FY 26 Revised	Difference
Fund 01	General Fund		\$ 39,210,398.00	\$ 39,162,121.00	\$ (48,277.00)
Fund 02	Food Service		\$ 2,120,064.00	\$ 2,167,476.00	\$ 47,412.00
Fund 04	Comm Ed		\$ 1,995,497.00	\$ 2,113,300.00	\$ 117,803.00
Fund 07	Debt Service		\$ 5,372,018.00	\$ 5,372,018.00	\$ -
Fund 20	Internal Svc		\$ 275,500.00	\$ 305,000.00	\$ 29,500.00
Fund 45	Irrevocable Trust		\$ 179,850.00	\$ 227,000.00	\$ 47,150.00
Fund 47	OPEB Debt Svc		\$ -	\$ 407,601.00	\$ 407,601.00
	All Revenue		\$ 49,153,327.00	\$ 49,754,516.00	\$ 601,189.00

Current Year Revised Budget – All Funds Expenses

			Expenses	Expenses	
			FY 26 Original	FY 26 Revised	Difference
Fund 01	General Fund		\$ 39,938,496.00	\$ 40,484,229.00	\$ 545,733.00
Fund 02	Food Service		\$ 1,825,970.00	\$ 1,833,770.00	\$ 7,800.00
Fund 04	Comm Ed		\$ 2,040,095.00	\$ 2,182,647.00	\$ 142,552.00
Fund 07	Debt Service		\$ 5,305,830.00	\$ 5,305,830.00	\$ -
Fund 20	Internal Svc		\$ 241,235.00	\$ 253,000.00	\$ 11,765.00
Fund 45	Irrevocable Trust		\$ 327,000.00	\$ 122,000.00	\$ (205,000.00)
Fund 47	OPEB Debt Svc		\$ 429,220.00	\$ 429,220.00	\$ -
					97
	All Expenses		\$ 50,107,846.00	\$ 50,610,696.00	\$ 502,850.00

2026 – 2027 Proposed Budget – All Funds Revenue

			Revenue	Revenue	
			FY 26 Revised	FY 27 Proposed	Difference
Fund 01	General Fund		\$ 39,162,121.00	\$ 40,000,205.00	\$ 838,084.00
Fund 02	Food Service		\$ 2,167,476.00	\$ 2,175,526.00	\$ 8,050.00
Fund 04	Comm Ed		\$ 2,113,300.00	\$ 2,128,750.00	\$ 15,450.00
Fund 07	Debt Service		\$ 5,372,018.00	\$ 5,590,997.00	\$ 218,979.00
Fund 20	Internal Svc		\$ 305,000.00	\$ 305,000.00	\$ -
Fund 45	Irrevocable Trust		\$ 227,000.00	\$ 227,000.00	\$ -
Fund 47	OPEB Debt Svc		\$ 407,601.00	\$ -	\$ (407,601.00)
					98
	All Revenue		\$ 49,754,516.00	\$ 50,427,478.00	\$ 672,962.00

2026 – 2027 Proposed Budget – All Funds Expenses

			Expenses	Expenses	
			FY 26 Revised	FY 27 Proposed	Difference
Fund 01	General Fund		\$ 40,484,229.00	\$ 40,974,707.00	\$ 490,478.00
Fund 02	Food Service		\$ 1,833,770.00	\$ 1,895,070.00	\$ 61,300.00
Fund 04	Comm Ed		\$ 2,182,647.00	\$ 2,259,950.00	\$ 77,303.00
Fund 07	Debt Service		\$ 5,305,830.00	\$ 5,305,830.00	\$ -
Fund 20	Internal Svc		\$ 253,000.00	\$ 253,000.00	\$ -
Fund 45	Irrevocable Trust		\$ 122,000.00	\$ 122,000.00	\$ -
Fund 47	OPEB Debt Svc		\$ 429,220.00	\$ 429,220.00	\$ 99 -
	All Expenses		\$ 50,610,696.00	\$ 51,239,777.00	\$ 629,081.00

Long Term Facilities Maintenance Ten Year Plan

- Revenue is based on the age of the buildings in the District and student enrollment.
- Expenditures have been collaboratively planned by the Director of Finance and Human Resources and the Director of Buildings and Grounds.

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LTFM Revenue

FY 28 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection

5/20/2026

138 <= Type in School District Number															
NORTH BRANCH															
Calculations for Ten Year Projection			Change only if requiring levy adjustments	Payable 2026 LLC Certification	Current Estimate										
	Pay 26 LLC #	FY 2026	FY 2027	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	FY 2036		
5	Initial Formula Revenue														
6	Current year APU	57	2,936.20	2,937.36	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94		
6a	Additional Pre-K Pupil Units (see line 16 of Pre-K application for			-	-	-	-	-	-	-	-	-	-		
6b	Total Adjusted Pupil Units = (6) + (6a)			2,937.36	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94		
7	District average building age (uncapped)	401	35.76	35.76	36.76	37.76	38.76	39.76	40.76	41.76	42.76	43.76	44.76		
8	Formula allowance		\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00		
9	Building age ratio = (Lesser of 1 or (7) / 35)	402	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000		
32	District LTFM Revenue (30) - (31)	421	1,115.756	1,116.195	1,116.416	1,116.416	1,116.416	1,116.416	1,116.416	1,116.416	1,116.416	1,116.416	1,116.416		
33	LTFM Revenue for District Share of Eligible Cooperative / Intermediate Projects (Unequalized)	422	28.303	28.303	-	-	-	-	-	-	-	-	-		
34	Grand Total LTFM Revenue (32) + (33)	423	1,144.059	1,144.498	1,116.416	1,116.416	1,116.416	1,116.416	1,116.416	1,116.416	1,116.416	1,116.416	1,116.416		
Aid and Levy Shares of Total Revenue															
35	For ANTC & APU - Three Year Prior Date		2024	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033		
36	Three Year Prior Ag Modified ANTC	35	34,344.093	34,344.093	38,161.974	39,688.453	41,275.992	42,927.031	44,644.112	46,429.877	48,287.072	50,218.555	52,227.297		
37	Three Year Prior Adjusted Pupil Units (APU)	54	3,004.91	3,004.92	2,946.04	2,933.57	2,937.36	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94		
38	ANTC / APU = (36) / (37)	425	11,429.33	11,429.29	12,953.64	13,529.08	14,052.09	14,611.28	15,195.73	15,803.56	16,435.70	17,093.13	17,776.85		
39	State Average ANTC / APU with Ag Value Adjustment	426	13,658.30	13,658.30	14,248.69	14,899.31	15,697.71	16,326.00	16,979.00	17,658.00	18,364.00	19,099.00	19,863.00		
40	Equalizing Factor = 125.5% of (39) or 127% of (39) starting FY 2	427	17,141.17	17,141.17	18,095.84	18,922.12	19,936.09	20,734.02	21,563.33	22,425.66	23,322.28	24,255.73	25,226.01		
41	Local (Levy) Share of Equalized Revenue (lesser of 1 or (38) / (4	428	66.68%	66.68%	71.58%	71.50%	70.49%	70.47%	70.47%	70.47%	70.47%	70.47%	70.47%		
42	State (Aid) Share of Equalized Revenue (1 - (41))	429	33.32%	33.32%	28.42%	28.50%	29.51%	29.53%	29.53%	29.53%	29.53%	29.53%	29.53%		
43	Equalized Revenue (lesser of (34) or (6) * (8))	424	1,115.756	1,116.195	1,116.416	1,116.416	1,116.416	1,116.416	1,116.416	1,116.416	1,116.416	1,116.416	1,116.416		
44	Initial LTFM State Aid (42) * (43)	430	371.792	371.945	317,246	318,193	329,503	329,677	329,675	329,668	329,654	329,672	329,674		
45	Old Formula Grandfathered Alternative Facilities Aid	432	-	-	-	-	-	-	-	-	-	-	-		
46	Total LTFM State Aid (greater of (44) or (45))	433	371.792	371.945	317,246	318,193	329,503	329,677	329,675	329,668	329,654	329,672	329,674		
47	Total LTFM Levy (34) - (46) (including coop/intermediate)	436	772.266	772.553	799,170	798,224	786,914	786,740	786,741	786,748	786,762	786,744	786,742		
50	Existing LTFM Bonds excluding Bonds on line 17 (principal + interest)*1.05 from "FM Other Bonds" tab			785,873	785,295	784,088	-	-	-	-	-	-	-		
57	Total General Fund Revenue = (34) - (51) (includes Coop Levy, if any in line 33)	442		358,625	331,121	332,329	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416		
58	General Fund Equalized Revenue = (43) - (52)	443		330,323	331,121	332,329	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416		
59	Total General Fund Aid = (46) - (53)	444		110,072	94,093	94,718	329,503	329,677	329,675	329,668	329,654	329,672	329,674		
60	General Fund Equalized Levy = (58) * (41)	445		220,251	237,028	237,611	786,914	786,740	786,741	786,748	786,762	786,744	786,742		
61	General Fund Unequalized Levy = (57) - (58)	446		28,303	-	-	-	-	-	-	-	-	-		
62	Total General Fund Levy = (60) + (61)	447		248,553	237,028	237,611	786,914	786,740	786,741	786,748	786,762	786,744	786,742		

LTFM Expenses

	Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413	Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only										ED - 02478-12		
Instructions: Enter estimated, allowable LTFM expenditures (<i>Fund 01 and/or Fund 06 only</i>) under Minnesota Statutes 2025, section 1238.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.														
District Info. (REQUIRED) Enter Information		District Info. (REQUIRED) Enter Information												
District Name: North Branch Area Public Schools		Date: 6/5/2026												
District Number: 138		Email: zberg@isd138.org												
District Contact Name: Zach Berg														
Contact Phone #: (651)674-1091														
Expenditure Categories				Fiscal Year (FY) Ending June 30										
				2026 (base year)	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.														
Finance Code	Category (1)													
347	Physical Hazards	\$30,563	\$45,000	\$45,000	\$45,000	\$80,000	\$85,000	\$85,000	\$90,000	\$90,000	\$90,000	\$90,000	\$100,000	
349	Other Hazardous Materials	\$75	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
352	Environmental Health and Safety Management	\$84,544	\$45,000	\$45,000	\$45,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$5,000	
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
363	Fire Safety	\$50,232	\$40,000	\$46,000	\$46,000	\$40,000	\$50,000	\$60,000	\$75,000	\$75,000	\$75,000	\$75,000	\$10,000	
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$100,000	
Total Health and Safety Capital Projects - Category (1)		\$165,414	\$130,000	\$136,000	\$136,000	\$195,000	\$210,000	\$220,000	\$240,000	\$240,000	\$240,000	\$240,000	\$215,000	
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year - Additional Revenue														
Finance Code	Category (2)													
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
363	Fire Safety	\$0	\$0	\$0	\$0	\$250,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Health and Safety Capital Projects \$100,000 or More - Category (2)		\$0	\$0	\$0	\$0	\$250,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Finance Code	Category (5)													
368	Building Envelope	\$938	\$2,000	\$2,500	\$3,000	\$25,000	\$25,000	\$25,000	\$10,000	\$15,000	\$20,000	\$20,000	\$20,000	
369	Building Hardware and Equipment	\$58,474	\$20,000	\$7,500	\$7,500	\$20,000	\$25,000	\$100,000	\$35,000	\$25,000	\$25,000	\$40,000		
370	Electrical	\$7,627	\$45,156	\$36,246	\$39,193	\$60,000	\$75,000	\$86,416	\$76,416	\$71,028	\$96,028	\$41,416		
379	Interior Surfaces	\$10,344	\$50,000	\$40,000	\$40,000	\$96,416	\$156,416	\$100,000	\$200,000	\$150,000	\$125,000	\$100,000		
380	Mechanical Systems	\$81,135	\$30,000	\$35,000	\$30,000	\$250,000	\$300,000	\$300,000	\$300,000	\$320,388	\$320,388	\$450,000		
381	Plumbing	\$36,368	\$30,000	\$25,000	\$20,000	\$70,000	\$45,000	\$60,000	\$50,000	\$80,000	\$75,000	\$50,000		
382	Professional Services and Salary	\$20,025	\$5,000	\$5,000	\$7,500	\$10,000	\$30,000	\$60,000	\$40,000	\$40,000	\$40,000	\$50,000		
383	Roof Systems (normally below \$100,000 unless the school chooses not to receive additional revenue for \$100K or more roofing project/site/year - pending 2025 Legislation)	\$0	\$7,000	\$10,000	\$10,000	\$40,000	\$50,000	\$65,000	\$65,000	\$75,000	\$75,000	\$25,000		
384	Site Projects	\$116,344	\$52,789	\$20,000	\$25,000	\$100,000	\$200,000	\$100,000	\$100,000	\$100,000	\$100,000	\$125,000		
Total Deferred Capital Expenditures and Maintenance Projects - Category (5)		\$331,255	\$241,945	\$181,246	\$182,193	\$671,416	\$906,416	\$896,416	\$876,416	\$876,416	\$876,416	\$901,416		
Total Annual 10-Year Plan Expenditures				\$496,669	\$371,945	\$317,246	\$318,193	\$1,116,416	\$1,116,416	\$1,116,416	\$1,116,416	\$1,116,416	\$1,116,416	



Questions?



NORTH BRANCH
AREA PUBLIC SCHOOLS
Inspire Dreams, Build Integrity, Instill Hope

JUNE 11, 2026

Todd Tetzlaff, Director of Finance and Human Resources

		Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413	Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only										ED - 02478-12
Instructions: Enter estimated, allowable LTFM expenditures (<i>Fund 01 and/or Fund 06 only</i>) under Minnesota Statutes 2025, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.													
District Info. District Name: North Branch Area Public Schools District Number: 138 District Contact Name: Zach Berg Contact Phone #: (651)674-1091		(REQUIRED) Enter Information Date: 6/5/2026 Email: zberg@nsd138.org											
Expenditure Categories													
Fiscal Year (FY) Ending June 30													
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.													
Category (1)													
Finance Code		2026 (base year)	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	
347	Physical Hazards	\$30,563	\$45,000	\$45,000	\$45,000	\$80,000	\$85,000	\$85,000	\$90,000	\$90,000	\$90,000	\$100,000	
349	Other Hazardous Materials	\$75	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
352	Environmental Health and Safety Management	\$84,544	\$45,000	\$45,000	\$45,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$55,000	
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
363	Fire Safety	\$50,232	\$40,000	\$46,000	\$46,000	\$40,000	\$50,000	\$60,000	\$75,000	\$75,000	\$75,000	\$100,000	
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$100,000	
Total Health and Safety Capital Projects - Category (1)		\$165,414	\$130,000	\$136,000	\$136,000	\$195,000	\$210,000	\$220,000	\$240,000	\$240,000	\$240,000	\$215,000	
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year - Additional Revenue													
Category (2)													
Finance Code		2026 (base year)	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	
352	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
363	Fire Safety	\$0	\$0	\$0	\$0	\$250,000	\$0	\$0	\$0	\$0	\$0	\$0	
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Health and Safety Capital Projects \$100,000 or More - Category (2)		\$0	\$0	\$0	\$0	\$250,000	\$0	\$0	\$0	\$0	\$0	\$0	
Category (3)													
Finance Code		2026 (base year)	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	
368	Building Envelope	\$938	\$2,000	\$2,500	\$3,000	\$25,000	\$25,000	\$25,000	\$10,000	\$15,000	\$30,000	\$20,000	
369	Building Hardware and Equipment	\$58,474	\$20,000	\$7,500	\$7,500	\$20,000	\$25,000	\$100,000	\$35,000	\$25,000	\$25,000	\$40,000	
370	Electrical	\$7,627	\$45,156	\$36,246	\$39,193	\$60,000	\$75,000	\$86,416	\$76,416	\$71,028	\$96,028	\$41,416	
379	Interior Surfaces	\$10,344	\$50,000	\$40,000	\$40,000	\$96,416	\$156,416	\$100,000	\$200,000	\$150,000	\$125,000	\$100,000	
380	Mechanical Systems	\$81,135	\$30,000	\$35,000	\$30,000	\$250,000	\$300,000	\$300,000	\$300,000	\$320,388	\$320,388	\$450,000	
381	Plumbing	\$36,368	\$30,000	\$25,000	\$20,000	\$70,000	\$45,000	\$60,000	\$50,000	\$80,000	\$75,000	\$50,000	
382	Professional Services and Salary	\$20,025	\$5,000	\$5,000	\$7,500	\$10,000	\$30,000	\$60,000	\$40,000	\$40,000	\$40,000	\$50,000	
383	Roof Systems (normally below \$100,000 unless the school chooses not to receive additional revenue for \$100K or more roofing project/site/year - pending 2025 legislation)	\$0	\$7,000	\$10,000	\$10,000	\$40,000	\$50,000	\$65,000	\$65,000	\$75,000	\$75,000	\$25,000	
384	Site Projects	\$116,344	\$52,789	\$20,000	\$25,000	\$100,000	\$200,000	\$100,000	\$100,000	\$100,000	\$100,000	\$125,000	
Total Deferred Capital Expenditures and Maintenance Projects - Category (3)		\$331,255	\$241,945	\$181,246	\$182,193	\$671,416	\$906,416	\$896,416	\$876,416	\$876,416	\$876,416	\$901,416	
Total Annual 10-Year Plan Expenditures		\$496,669	\$371,945	\$317,246	\$318,193	\$1,116,416	\$1,116,416	\$1,116,416	\$1,116,416	\$1,116,416	\$1,116,416	\$1,116,416	

FY 28 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				5/20/2026									
138	<= Type in School District Number												
	NORTH BRANCH												
		Change only	Payable 2026										
		if requiring levy	LLC Certification										
Calculations for Ten Year Projection				Current Estimate									
	Pay 26												
	LLC #	FY 2026	FY 2027	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	FY 2036
5	Initial Formula Revenue												
6	Current year APU	57	2,936.20	2,937.36	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94
6a	Additional Pre-K Pupil Units (see line 16 of Pre-K application for details)			-	-	-	-	-	-	-	-	-	-
6b	Total Adjusted Pupil Units = (6) + (6a)			2,937.36	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94
7	District average building age (uncapped)	401	35.76	35.76	36.76	37.76	38.76	39.76	40.76	41.76	42.76	43.76	44.76
8	Formula allowance			\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00
9	Building age ratio = (Lesser of 1 or (7) / 35)			1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000

FY 28 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				5/20/2026										
138	<= Type in School District Number													
	NORTH BRANCH													
			Change only if requiring levy adjustments	Payable 2026 LLC Certification										
Calculations for Ten Year Projection				Pay 26	Current Estimate									
		LLC #	FY 2026	FY 2027	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	FY 2036
32	District LTFM Revenue (30) - (31)	421		1,115,756	1,116,195	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416
33	LTFM Revenue for District Share of Eligible Cooperative / Intermediate Projects (Unequalized)	422		28,303	28,303	-	-	-	-	-	-	-	-	-
34	Grand Total LTFM Revenue (32) + (33)	423		1,144,059	1,144,498	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416
Aid and Levy Shares of Total Revenue														
35	For ANTC & APU - Three Year Prior Date			2024	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
36	Three Year Prior Ag Modified ANTC	35		34,344,093	34,344,093	38,161,974	39,688,453	41,275,992	42,927,031	44,644,112	46,429,877	48,287,072	50,218,555	52,227,297
37	Three Year Prior Adjusted Pupil Units (APU)	54		3,004.91	3,004.92	2,946.04	2,933.57	2,937.36	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94	2,937.94
38	ANTC / APU = (36) / (37)	425		11,429.33	11,429.29	12,953.64	13,529.08	14,052.09	14,611.28	15,195.73	15,803.56	16,435.70	17,093.13	17,776.85
39	State Average ANTC / APU with Ag Value Adjustment	426		13,658.30	13,658.30	14,248.69	14,899.31	15,697.71	16,326.00	16,979.00	17,658.00	18,364.00	19,099.00	19,863.00
40	Equalizing Factor = 125.5% of (39) or 127% of (39) starting FY 28 and later	427		17,141.17	17,141.17	18,095.84	18,922.12	19,936.09	20,734.02	21,563.33	22,425.66	23,322.28	24,255.73	25,226.01
41	Local (Levy) Share of Equalized Revenue (lesser of 1 or (38) / (40))	428		66.68%	66.68%	71.58%	71.50%	70.49%	70.47%	70.47%	70.47%	70.47%	70.47%	70.47%
42	State (Aid) Share of Equalized Revenue (1 - (41))	429		33.32%	33.32%	28.42%	28.50%	29.51%	29.53%	29.53%	29.53%	29.53%	29.53%	29.53%
43	Equalized Revenue (lesser of (34) or (6) * (8))	424		1,115,756	1,116,195	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416
44	Initial LTFM State Aid (42) * (43)	430		371,792	371,945	317,246	318,193	329,503	329,677	329,675	329,668	329,654	329,672	329,674
45	Old Formula Grandfathered Alternative Facilities Aid	432		-	-	-	-	-	-	-	-	-	-	-
46	Total LTFM State Aid (greater of (44) or (45))	433		371,792	371,945	317,246	318,193	329,503	329,677	329,675	329,668	329,654	329,672	329,674
47	Total LTFM Levy (34) - (46) (including coop/intermediate)	436		772,266	772,553	799,170	798,224	786,914	786,740	786,741	786,748	786,762	786,744	786,742
50	Existing LTFM Bonds excluding Bonds on line 17 (principal + interest)*1.05 from "FM Other Bonds" tab				785,873	785,295	784,088	-	-	-	-	-	-	-
57	Total General Fund Revenue = (34) - (51) (includes Coop Levy, if any in line 33)	442			358,625	331,121	332,329	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416
58	General Fund Equalized Revenue = (43) - (52)	443			330,323	331,121	332,329	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416
59	Total General Fund Aid = (46) - (53)	444			110,072	94,093	94,718	329,503	329,677	329,675	329,668	329,654	329,672	329,674
60	General Fund Equalized Levy = (58) * (41)	445			220,251	237,028	237,611	786,914	786,740	786,741	786,748	786,762	786,744	786,742
61	General Fund Unequalized Levy = (57) - (58)	446			28,303	-	-	-	-	-	-	-	-	-
62	Total General Fund Levy = (60) + (61)	447			248,553	237,028	237,611	786,914	786,740	786,741	786,748	786,762	786,744	786,742
48	Debt Service Portion of Revenue (Grandfather Districts *)													
	* MPLS, Anoka, Bloomington, Robbinsdale, Rochester, St. Paul, Duluth	765+766+ 767+768+ 770												
51	Total Debt Service Revenue = (49) + (50) + (50b)	771			785,873	785,295	784,088	-	-	-	-	-	-	-
52	Equalized Debt Service Revenue (lesser of (43) or (51))	437			785,873	785,295	784,088	-	-	-	-	-	-	-
53	Debt Service Aid = (52) * (42)	439			371,945	317,246	318,193	-	-	-	-	-	-	-
54	Equalized Debt Service Levy = (52) - (53)	440			413,927	468,049	465,895	-	-	-	-	-	-	-
55	Unequalized Debt Service Revenue and Levy = (Greater of zero or (51) - (50))	441			-	-	-	-	-	-	-	-	-	-
56	General Fund Portion of Revenue (Grandfather Districts *)													
57	Total General Fund Revenue = (34) - (51) (includes coop levy, if any in line 33)	442			358,625	331,121	332,329	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416
58	General Fund Equalized Revenue = (43) - (52)	443			330,323	331,121	332,329	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416	1,116,416
59	Total General Fund Aid = (46) - (53)	444			-	-	-	329,503	329,677	329,675	329,668	329,654	329,672	329,674
60	General Fund Equalized Levy = (58) * (41)	445			330,323	331,121	332,329	786,914	786,740	786,741	786,748	786,762	786,744	786,742
61	General Fund Unequalized Levy = (57) - (58)	446			28,303	-	-	-	-	-	-	-	-	-
62	Total General Fund Levy = (60) + (61)	447			358,625	331,121	332,329	786,914	786,740	786,741	786,748	786,762	786,744	786,742
	Notes:													
	1. Underlevy on general fund equalized levy results in proportionate reduction in associated aid.													
	2. Total Debt Service revenue on line 49 must not exceed total LTFM revenue for individual district projects (line 30) for any of the 10 years in the plan.													
	3. For 1A districts with old Alt Facilities bonding, the amount on line 22 will reduce initial revenue on line 10, less the H & S portion entered on line 14.													
End of Worksheet														

School District's Proportionate Share of LTFM Intermediates/Cooperatives

Extract of Minutes of School Board Meeting School District No. 138 North Branch Area Public Schools State of Minnesota

Pursuant to due call and notice thereof, a School Board meeting of School District No. 138, State of Minnesota, was held on June 11, 2026, at 5:30 PM, for the purpose, in part, of approving the FY 28 Long-Term Facility Maintenance budget and authorizing the inclusion of a proportionate share of St. Croix River Education School District's long-term facility maintenance projects in the district's application for long-term facility maintenance.

_____ introduced the following resolution and moved its adoption:

Resolution approving long-term facility maintenance program budget and authorizing the inclusion of a proportionate share of those projects in the district's application for fiscal year (FY) 2028 long-term facility maintenance revenue

Be it resolved by the School Board of District No. 138, State of Minnesota, as follows:

1. The Governing Board of St. Croix River Education District has approved a long-term facility maintenance program budget for its facilities for the 2027-2028 school year (FY 2028) in the amount of \$104,902 of which District Number 138's proportionate share is \$28,642.44 consisting of \$28,642.44 for pay as you go projects. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved. (Exhibit A)
2. Minnesota Statutes, section 123B.53, subdivision 1, as amended, provides that if a special education district's long-term facility maintenance budget is approved by the school boards of each of the education district's member school districts, each member district may include its proportionate share of the costs of the education school district's program in its long-term facility maintenance revenue application.

3. The proportionate share of the costs of the education district's long-term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the education district's long-term facility maintenance program times the most current finalized year end ADM percentage of participation in the education district. For school year 2027-28 (fiscal year 28), the long-term facility maintenance costs shall be funded through annual levy. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application for FY 28 is hereby approved, subject to approval by the Commissioner of Education. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the education district's program, the district shall promptly pay to the education district the applicable aid or levy proceeds.

The motion for the adoption of the foregoing resolution was duly seconded by _____ and, upon vote being taken thereon, the following voted in favor thereof:

_____.

And the following voted against: _____.

Whereupon said resolution was approved and adopted by the school board of Independent School District No. 138.

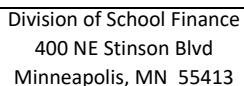
STATE OF MINNESOTA)
) ss
COUNTY OF CHISAGO)

I, the undersigned, being the duly qualified and acting Clerk of School District No. 138, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. 138, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of St. Croix River Education District No. 6009’s long-term facility maintenance program budget and authorizing the inclusion of a proportionate share of the School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk on June 11, 2026.

Clerk

School District No. 138



ED-02479-11

District Name:	Name of Person Completing this Report:	Title:	
St. Croix River Education District	Suzanne Hischer	Director of Business Services	
Telephone Number:	Email Address:		Date Submitted:
320-358-1213	shischer@scred.k12.mn.us		6/22/2026

1. Pay-as-you-go revenue portion		\$ 104,902.00
2. Bond debt service revenue portion		\$ -
3. Total revenue amounts to allocate		\$ 104,902.00

Notes - Allocation method agreed to by member districts:

End of Worksheet

	Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413	Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only										ED - 02478-10
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2023, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.												
District Info.		(REQUIRED) Enter Information		District Info.		(REQUIRED) Enter Information						
District Name:		St. Croix River Education District		Date:		6/22/2026						
District Number:		6009-61		Email:		shischer@scred.k12.mn.us						
District Contact Name:		Suzanne Hischer										
Contact Phone #		320-358-1213										
Expenditure Categories		Fiscal Year (FY) Ending June 30										
		2026 (base year)	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.												
Finance Code	Category (1)											
347	Physical Hazards	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
349	Other Hazardous Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
352	Environmental Health and Safety Management	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year - Additional Revenue												
Finance Code	Category (2)											
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151												111
Finance Code	Category 3 (a)											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Gender-Neutral Single-User Restrooms												
Finance/Course Codes	Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025											
Finance Code 384 and Course Code 684 MUST USE BOTH	Remodeling for gender-neutral single user restroom per site.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Gender-Neutral Single User Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility												
Finance Code	Category (4)											
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Accessibility Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects												
Finance Code	Category (5)											
368	Building Envelope	\$0	\$87,670	\$0	\$0	\$0	\$0	\$0	\$238,100	\$0	\$0	\$0
369	Building Hardware and Equipment	\$0	\$95,445	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
370	Electrical	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
379	Interior Surfaces	\$0	\$0	\$43,628	\$0	\$65,000	\$0	\$0	\$0	\$0	\$0	\$0
380	Mechanical Systems	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$507,927	\$0	\$0	\$0
381	Plumbing	\$0	\$0	\$11,250	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
382	Professional Services and Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
383	Roof Systems	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
384	Site Projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Deferred Capital Expense and Maintenance		\$0	\$183,115	\$54,878	\$0	\$65,000	\$0	\$0	\$746,027	\$0	\$0	\$0
Total Annual 10-Year Plan Expenditures		\$0	\$183,115	\$54,878	\$0	\$65,000	\$0	\$0	\$746,027	\$0	\$0	\$0
Fund Balance Section												
Fund 01												
	Beginning Fund Balance 01-467-XX	\$209,804	\$314,706	\$236,493	\$286,517	\$391,419	\$431,321	\$536,223	\$641,125	\$0	\$0	\$0
	LTFM Fiscal Year Revenue - Levy	\$104,902	\$104,902	\$104,902	\$104,902	\$104,902	\$104,902	\$104,902	\$104,902	\$0	\$0	\$0
	LTFM Fiscal Year Revenue - AID if Applicable	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Fiscal Year Revenue Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer OUT if applicable - Special Legislation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Estimated Fiscal Year Expenditures	\$0	\$183,115	\$54,878	\$0	\$65,000	\$0	\$0	\$746,027	\$0	\$0	\$0
Ending Fiscal Year Fund Balance 01-467-XX		\$314,706	\$236,493	\$286,517	\$391,419	\$431,321	\$536,223	\$641,125	\$0	\$0	\$0	\$0

[illegible]

BACKGROUND:

According to Minnesota Statutes § 275.14, the population of a school district must be certified by the Department of Education from the most recent federal census. In any year in which no federal census is taken, a population estimate may be made and submitted to the state demographer for approval. The school board can pass a resolution by June 30, 2026, of the updated population of the district as determined by the state demographer.

According to estimates from the state demographer, the district population increased from 20,964 in 2020 to 22,881 in 2025. This population increase will impact the revenue the community education programs receive based on the current funding calculation, which uses the district population to determine total funding.

Increased Revenue by Program Area

General Comm Ed - Census Increase x \$6.35

Youth Service - Census Increase x \$1

Adults With Disabilities - Census Increase x \$.34

Youth After-School Enrichment - Census Increase x \$1.85

(1) \$1.85 times the greater of 1,335 or the population of the district, as defined in section 275.14, not to exceed 10,000; and

(2) \$0.43 times the population of the district, as defined in section 275.14, in excess of 10,000. Youth after-school enrichment revenue must be reserved for youth after-school enrichment programs.

Certification of Updated District Population Estimate

RESOLUTION

CERTIFYING THE POPULATION ESTIMATE FOR THE 2026 PAYABLE 2027 LEVY OF INDEPENDENT SCHOOL DISTRICT #138

WHEREAS, the Independent School District #138 has experienced an increase in population from the 2020 census figure of 20,964 to the current census figure of 22,881 as determined by the State Demographer.

BE IT RESOLVED, by the School Board of Independent School District #138 that the census figure of 22,881 be certified to the State Demographer for approval of use in the 2026 payable 2027 revenue calculations.

For the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof: _____

And the following voted against: _____

Whereupon said resolution was declared duly passed and adopted.

Date: _____

BY ORDER OF THE SCHOOL BOARD

_____ (Clerk Signature)

(Clerk Name) School Board Clerk

Once the resolution is formally approved at a June 2026 school board meeting, please scan and email the signed copy to.

Eric.Guthrie@state.mn.us

susan.brower@state.mn.us

Jeff.Howison@state.mn.us



Language Access Plan

NBAPS is committed to ensuring meaningful access to all educational programs, services, and activities for all families, regardless of language background. This plan is adopted in compliance with the following federal and state requirements:

Federal Requirements:

- **Title VI of the Civil Rights Act of 1964:** Prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance, which is interpreted to require recipients to take reasonable steps to ensure meaningful access to their programs and services by persons with Limited English Proficiency (LEP).
- **Equal Educational Opportunity Act (EEOA):** Requires states and school districts to take appropriate action to overcome language barriers that impede equal participation by students in their instructional programs.
- **Individuals with Disabilities Education Act (IDEA):** Upholds language access rights by requiring that students be tested in their home language and that Individualized Education Plans (IEPs) be written and explained in the family's primary language, using a highly trained and qualified interpreter during the meeting.

State Requirements:

- **Minnesota Statutes, section 123B.32 (Language Access Plan Required):**
 - **Adoption:** The School Board must adopt this plan during a regularly scheduled public board hearing.
 - **Plan Scope:** The plan specifies the district's process and procedures to render effective language assistance, including the use of trained or certified interpreters for communication related to academic outcomes, progress, determinations, and placement in specialized programs. It also requires the notification of families and communities of their rights.
 - **Public Access:** This plan is available to the public and included in the district's Parent and Staff handbooks.
 - **Review Cycle:** The School Board shall formally review the plan every two years and update it as appropriate.
- **Minnesota Learning for English Academic Proficiency (LEAPS) Act of 2014:** The district's LAP is aligned with the principal goals for all English Learner (EL) students: 1) academic English proficiency; 2) grade-level content knowledge; and 3) multilingual skills development.

Definitions

The following definitions are used to ensure uniform application of this plan:

- **American Sign Language (ASL)** – A visually perceived language based on a naturally evolved system of articulated hand gestures and their placement relative to the body, along with non-manual markers.
- **Relay** – Telephone accessibility services to people who are deaf, deafblind, hard of hearing, or speech disabled.
- **Screen Reader** – Software programs that allow blind or visually impaired users to read the text that is displayed on the computer screen with a speech synthesizer or braille display.
- **Interpretation** – The act of orally converting a communication from one language (source language) to another language (target language) while retaining the same meaning as the original message.
- **Interpreter** – A person who provides interpreting services.
- **Simultaneous Interpretation Equipment** – Equipment that allows a group of people to listen through headsets to information interpreted into their primary language.
- **Language Assistance Services** – Oral, expressive, written, and technological supportive services that ensure students and families can participate fully in school services, activities, and programs.
- **Limited English Proficient (LEP)** – Individuals whose primary language is not English and who have limited ability to communicate effectively in English, including writing, reading, speaking, and listening comprehension.
- **Emergent Multilingual Speakers** – Individuals whose primary language is not English and who are in the process of developing their English language proficiency (preferred term over LEP).
- **English Learner (EL)** – A status assigned to students whose primary language is not English, who lack necessary English skills but are receiving English language development instructions in a public school or charter setting.
- **Home Language** – The language most commonly used in the home by family members, or the language parents use when speaking with their children.
- **Primary Language** – An individual's native tongue or the language in which an individual most effectively communicates.
- **Sight Translation** – The oral interpretation of a written document by an interpreter.
- **Remote Interpreting** – Interpreting that is provided via telephone or video call.
- **Translator** – A person who provides translation services.
- **Translation** – The restating of written text from one language (source language) into an equivalent written text in another language (target language).
- **Vital Document** – Materials deemed vital to ensuring access to educational services, programs, and activities, or contain information required by law to translate or provide in audio format (e.g., enrollment forms, special education notices, disciplinary letters).



NBAPS is committed to equitable access to information and support for all families and provides the following language access services:

1. **Written Translation:**
 - Important district and school-level documents, including enrollment information, school policies, parent notifications, and special education paperwork, can be translated into families' primary languages upon request or when required by law.
 - Translation is completed by qualified personnel or through professional language services to ensure accuracy and clarity.
2. **Interpretation Services:**
 - Available for meetings such as parent-teacher conferences, Individualized Education Plan (IEP) meetings, disciplinary hearings, and other school-related events. Requests must be made in advance.
 - Telephone or video interpretation services are used when in-person interpretation is not feasible, ensuring real-time communication support.
3. **TransAct:** The district utilizes TransAct, a platform that provides legally compliant, pre-translated parent communication documents in multiple languages for consistent accurate communication.
4. **Language Line:** For immediate, on-demand needs, staff access Language Line, a 24/7 telephonic interpretation service. This supports front office staff, nurses, counselors, and administrators in quickly responding to non-English speaking students and families.
5. **Requesting Additional Language Assistance:** Students and parents/guardians with specific language access needs are encouraged to contact building-level administration to coordinate appropriate services in a timely and effective manner.

Implementation

Leadership and Oversight

- The Department of Teaching and Learning oversees the development, implementation, and ongoing improvement of the LAP, including establishing plan objectives, ensuring compliance, and aligning strategies with instructional and family engagement goals.
- At the building level, administrators and support services staff implement language access procedures in daily school operations, ensuring services are readily available and staff are trained.



Identification and Assessment of Language Assistance Needs

NBAPS employs comprehensive proactive and responsive strategies, including:

- **Written Communication:** District and building-level written communications are translated into each family's home language.
- **Oral Interpretation Services:** Provided during critical touch points such as Parent-Teacher Conferences, IEP meetings, and family engagement events. Services are available in person and virtually.
- **Community Engagement and Needs Assessment:** NBAPS hosts annual community engagement nights to gather direct feedback from multilingual families on current service effectiveness and additional support needs. The insights directly inform district planning.

NBAPS proactively advertises and notifies students and families about the availability of free language assistance services through:

- District website and school homepages.
- Included annually in the Student and Parent handbook, and shared during the enrollment process.
- District communications (newsletters, report cards, parent meeting notices) includes a standardized statement indicating that language assistance is available upon request.

Training for Staff

NBAPS provides targeted, ongoing professional development coordinated through Instructional Coaches. Sessions cover interpretation and translation services, and legal obligations.

- Offered through professional development sessions, department/PLC sessions, and new staff orientation modules.
- The Director of Teaching and Learning collaborates with Staff Development Committees to ensure alignment with district goals.

Plan Maintenance

The plan is continuously monitored and updated. Feedback is a gift and used to make modifications to policies and procedures.



Community Engagement and Partnership

NBAPS actively collaborates with families, specifically targeting Spanish and Hmong-speaking families, to raise awareness of language access services. Direct feedback from families guides the refinement of the LAP and future professional development.

Language Assistance Models & Tools

NBAPS utilizes a tiered approach to translation and interpretation services, matching the appropriate technology or professional service to the specific communication need.

Digital & AI Translation

For written communication and routine updates, the district employs ReachMyTeach, an AI-powered platform.

- Facilitates two-way dialogue (e.g., homework, progress updates) between staff and families whose home language is other than English.
- Used for newsletters, flyers, and non-vital school documents.
- Per MDE recommendations, all AI-translated materials include a clear call-back number, allowing families to seek further clarification from the district office if needed.

Live Interpretation

For real-time spoken interactions, staff follow a standardized protocol to ensure immediate assistance:

- Staff first identify the family's preferred language via the student information system or direct inquiry.
- For telephone calls or in-person front desk requests, staff may utilize Language Line or ReachMyTeach virtual interpretation to facilitate a three-way conversation with a qualified interpreter.

Responding to Requests from Individuals who are Deaf, Deafblind, Hard of Hearing, or Speech Disabled

NBAPS is committed to providing equally effective communication to all individuals, in compliance with the Americans with Disabilities Act (ADA).

When an in-person request for an American Sign Language (ASL) interpreter is made, staff follow the process for requesting for a qualified ASL interpreter or visual interpreting service. For immediate, non-scheduled needs,



staff may utilize available video remote interpreting (VRI) services on a district device until an in-person interpreter can be secured.

Tracking and Recording Language Preferences

NBAPS uses the Student Information System (SIS) as the primary record for a student's and family's Home Language and Primary Communication Preference.

1. Language preference is collected during the initial enrollment process via the Home Language Questionnaire (HLQ) and is recorded in the SIS.
2. All staff who identify a discrepancy or receive a new language preference request notify the Building Secretary.
3. The Building Secretary is responsible for updating the primary communication preference in the SIS to ensure all automated and targeted communication (e.g., through ReachMyTeach) is delivered in the correct language.

In-Person, Telephone or Video Interpretation Services

Formal, planned events require the procurement of a highly qualified in-person interpreter.

1. The requesting staff member must request to the building administrator the need for in person-interpreter services
2. The request includes: date, time, location, purpose, duration, the specific language required, and the names/roles of all participants.
3. The building office staff are responsible for booking the interpreter from the district's approved vendor list.
4. Staff can use the on-demand video interpretation feature within the ReachMyTeach app for unscheduled, brief check-ins in the predominant home languages (Spanish or Hmong).
5. For pre-scheduled virtual meetings, staff notify the building office staff, who then schedule the interpretation service.
6. The building office staff confirm the booking and send the interpreter necessary preparatory materials without violating confidentiality.

Translation of Documents

NBAPS documents are categorized to determine the appropriate translation method.

1. Documents translated via this ReachMyTeach service must include a visible call-back number for parents to contact the district for further clarification (per MDE mandate).
2. The district will seek feedback from the stakeholder groups to review for cultural relevance and clarity.



Roles and Expectations of Bilingual Staff

Bilingual staff are a valuable asset but must be used judiciously to support, not replace, professional language services.

1. Bilingual staff are authorized to provide *in-house language support* for:
 - Reviewing translated informational documents (e.g., those from ReachMyTeach) for accuracy and cultural context.
 - Assisting families with general forms and navigating school processes during spontaneous, low-stakes interactions.
 - Conducting routine, non-critical communications with parents (e.g., homework reminders, positive updates).
2. Bilingual staff, regardless of proficiency, are not authorized to serve as the sole interpreter or translator for any highly sensitive student confidential documents or any meeting requiring a Required Professional Interpreter.

Contact Information

David Treichel

Director of Teaching and Learning

dtreichel@isd138.org

651-674-1055

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 138
(NORTH BRANCH AREA PUBLIC SCHOOLS)
STATE OF MINNESOTA

HELD: JUNE 11, 2026

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 138 (North Branch Area Public Schools), State of Minnesota, was held in the School District on June 11, 2026, at 5300 o'clock p.m., for the purpose, in part, of establishing dates for filing affidavits of candidacy for the 2026 School District general election.

The following members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION ESTABLISHING DATES
FOR FILING AFFIDAVITS OF CANDIDACY**

BE IT RESOLVED by the School Board of Independent School District No. 138, State of Minnesota, as follows:

1. The period for filing Affidavits of Candidacy for the office of school board member of Independent School District No. 138 shall begin on July 14, 2026, and shall close on July 28, 2026. An Affidavit of Candidacy must be filed in the office of the School District Clerk and the \$2 filing fee paid prior to 5:00 o'clock p.m. on July 28, 2026.

2. The Clerk is hereby authorized and directed to cause notice of said filing dates to be published in the official newspaper of the School District at least two (2) weeks prior to the first day to file Affidavits of Candidacy. Publication of said notice prior to the date of adoption of this resolution is hereby ratified and approved in all respects.

3. The Clerk is hereby authorized and directed to cause notice of said filing dates to be posted at the administrative offices of the School District at least ten (10) days prior to the first day to file Affidavits of Candidacy.

4. The Clerk is further authorized and directed to notify the official responsible for preparing the ballot of the names of the candidates placed on the ballot, any changes to candidates, and other information necessary to prepare the ballot. The notification must be made within one (1) business day of receiving the filing or change or immediately following the close of the filing period, whichever is sooner, unless the Clerk and official agree to an alternative notification timeline.

5. The notice of said filing dates shall be in substantially the following form:

(Form of Notice on the following page).

**NOTICE OF FILING DATES FOR ELECTION TO THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 138
(NORTH BRANCH AREA PUBLIC SCHOOLS)
STATE OF MINNESOTA**

NOTICE IS HEREBY GIVEN that the period for filing Affidavits of Candidacy for the office of School Board member of Independent School District No. 138 shall begin on July 14, 2026, and shall close at 5:00 o'clock p.m. on July 28, 2026.

The general election shall be held on Tuesday, November 3, 2026. At that election, three (3) members will be elected to the School Board for terms of four (4) years each.

Affidavits of Candidacy are available from the School District Clerk, Independent School District No. 138, 38705 Grand Avenue, North Branch, MN 55056. The filing fee for this office is \$2. A candidate for this office must be an eligible voter, must be 21 years of age or more on assuming office, must have been a resident of the School District from which the candidate seeks election for thirty (30) days before the general election, and must have no other affidavit on file for any other office at the same primary or general election.

The Affidavits of Candidacy must be filed in the office of the School District Clerk and the filing fee paid prior to 5:00 o'clock p.m. on July 28, 2026.

Dated: June 11, 2026

BY ORDER OF THE SCHOOL BOARD

/s/

School District Clerk
Independent School District No. 138
(North Branch Area Public Schools)
State of Minnesota

The motion for the adoption of the foregoing resolution was duly seconded by _____ . On a roll call vote, the following voted in favor:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
) ss.
COUNTY OF HENNEPIN)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 138 (North Branch Area Public Schools), State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the school board of said school district duly called and held on the date therein indicated, so far as such minutes relate to establishing dates for filing affidavits of candidacy, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such Clerk this 11th day of June, 2026.

School District Clerk



Minnesota School Boards Association
1900 West Jefferson Avenue
St. Peter, MN 56082-3015
507-934-2450 or 800-324-4459

Invoice	INV-15675-W2T9P7
Date	7/1/2026
Amount Due	\$12,278.00
Payment Terms	NET 30

North Branch Area
PO Box 370
North Branch, MN 55056-0370

Customer Name			Purchase Order No.	
North Branch Area				
Description	Item	Quantity	Unit Price	Ext. Price
Policy Services Subscription - North Branch Area	Policy Services Renewal	1	\$775.00	\$775.00
ISD Membership - North Branch Area	Association Dues	1	\$8,278.00	\$8,278.00
BoardBook Subscription - North Branch Area	BoardBook Subscription	1	\$3,225.00	\$3,225.00

Subtotal	\$12,278.00
Total	\$12,278.00

