

**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  
 JANUARY 8, 2026  
 5:45 PM**

**AGENDA**

- I. Call to Order
- II. Roll Call
- III. Pledge of Allegiance
- IV. Approval of Agenda
- V. Superintendent’s Report 3
  - A. Celebrating the Max Impact
- VI. Removal of Consent Items for Discussion
- VII. Approval of Consent Items
  - A. Minutes of December 11, 2025 Policy Committee Meeting 12
  - B. Minutes of December 11, 2025 Regular School Board Meeting 14
  - C. Authorization of Payments, Transfers, and Investment Activity 20
  - D. Personnel
    - 1. Catherine Aebly, resignation effective December 16, 2025, as Lunchroom/Playground Assistant at Sunrise River Elementary School
    - 2. Katrina Rossman, termination effective January 2, 2026, as Schoolkeeper at North Branch Area Public Schools
    - 3. Joel Larson, leave request effective December 18, 2025 through February 12, 2026, as Lunchroom/Playground Assistant at Sunrise River Elementary School
    - 4. Samantha Stoesz, leave request effective January 5, 2026 through March 23, 2026, as English Teacher at North Branch Area Middle School
    - 5. Lori Tiegen, leave extension request through January 25, 2026, as Grade 3 Teacher at Sunrise River Elementary School
    - 6. Catherine Aebly, employment effective December 15, 2025, as Lunchroom/Playground Assistant at Sunrise River Elementary School
    - 7. Jena Benson, employment effective December 1, 2025, as Special Education Assistant at North Branch Area Education Center
    - 8. Crystal Hoffbeck, employment effective December 1, 2025, as Lunchroom/Playground Assistant at North Branch Area Education Center
    - 9. Steven Schoener, employment effective December 11, 2025, as Special Education Assistant at North Branch Area High School
    - 10. Sarah Servaty, employment effective December 8, 2025, as Schoolkeeper at North Branch Area Public Schools
    - 11. Sarah Krosschell, BS, Step 5, as long-term Substitute Teacher for Samantha Stoesz, effective January 6, 2026 through March 6, 2026, as English Teacher at North Branch Area Middle School

- 12. 2025-26 Activities Advisor Positions
  - a. Brittany Ahner, Class 4, Step 3, as the Speech Head Coach
  - b. Lucas Edson, Class 6, Step 5, as the FRC Robotics Coach (0.5 FTE)
  - c. Nathan Korkowski, Class 6, Step 5, as the 10-12 FRC Robotics Coach (0.5 FTE)
  - d. Angela Tveit, Class 6, Step 5, as the 10-12 FRC Robotics Coordinator (0.5 FTE)

- E. Policy
  - 1. Policy 609 - Religion and Religious and Cultural Observances 21
  - 2. Policy 615 - Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students 25
  - 3. Policy 618 - Assessment of Student Achievement 33
  - 4. Policy 619 - Staff Development for Standards 44
  - 5. Policy 710 - Extracurricular Transportation 48
- F. Acceptance of Donations 52

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

Therefore, the Superintendent recommends the following resolution:

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

- VIII. **Open Mic:** Open mic is a time for public comment. However, it is not a means to have issues added to this evening's agenda. It is also not a means to discuss specific individuals negatively in public, either by name or position. If you would like district follow up to comments, please leave appropriate contact information on the open mic sign-in sheet. Please limit your comments to three minutes.
- IX. New Business
  - A. Consider Resolution to Approve the Personal Finance Graduation Requirement 53
  - B. Consider Resolution Appointing Election Judges for the February 10, 2026 School District Special Election 59
  - C. Consider First Reading of the Following Policy
    - 1. Policy 598 NB - Early Entrance to Kindergarten 66
    - 2. Policy 608 - Instructional Services - Special Education 67
- X. Addendum
- XI. Information
- XII. Board Requests
- XIII. Committee Reports
- XIV. Dates to Remember
  - A. January 22, 2026 at 5:30 PM - School Board Work Session, North Branch Area High School, Media Center Glass Classroom
- XV. Adjournment



# Superintendent Update January 8, 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***

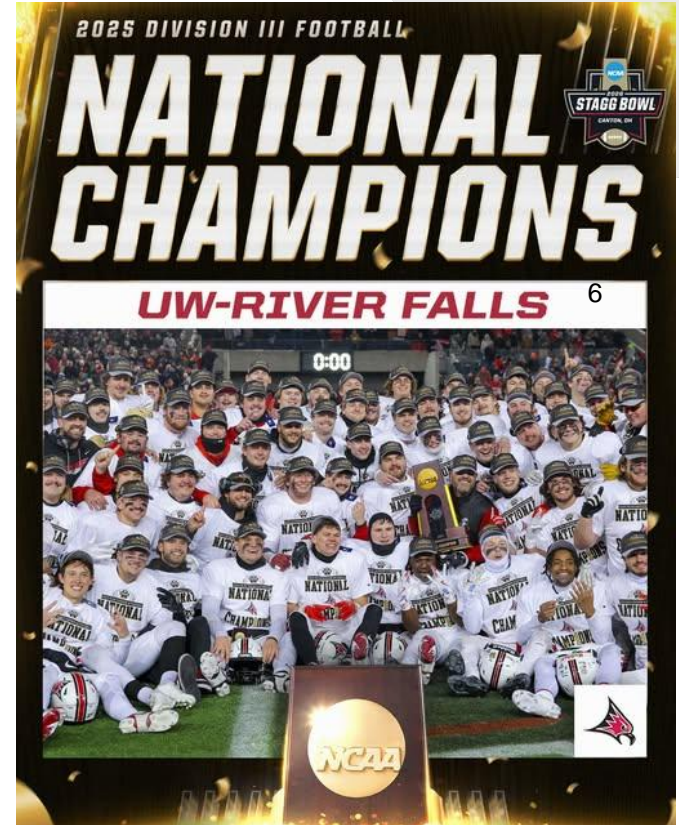
*and become informed and engaged citizens.*

# Vikings Spotlight



SKOL! and congratulations to NBAPS grads Tyler Schneidewind and Adam Johnstone. They are part of the UW River Falls football team that won a DIII national championship on Sunday!!

- River Falls won the Division III football championship with a 24-14 victory over defending champion North Central College



# Upcoming MSBA Panel Presentation Clear Expectations that Protect Learning



The Why video



Parent Perspectives



High School Student Expectations Video



# Upcoming MSBA Panel Presentation

## Viking Innovation: Teacher Apprenticeships

- Overview of Registered Teacher Apprenticeships as a sustainable workforce strategy
- Addresses teacher shortages in high-need licensure areas
- Uses an earn-while-you-learn model with paid employment, mentorship, and licensure
- Confirms the model is fully compliant and state-aligned
- Shares early outcomes showing strong licensure progress and positive impact

# Child Care Champions

## REGISTER NOW CHILD CARE CHAMPIONS TRAINING DAY

Attention  
child care  
providers!

**Saturday, January 31, 2026**  
8am - 3:30pm (doors open at 7:30am)

### North Branch Area High School

Early bird registration ends 12/31/25 - \$50

Registration after 12/31/25 - \$60

Register at [nbaceonline.org](http://nbaceonline.org) or 651-674-1025

Calling all child care providers! Join us for a full-day event dedicated to advancing your skills, connecting with peers, and having fun!

#### Why Attend?

- Professional Development: Earn six hours of Develop-approved training by attending three engaging sessions, with nine topics to choose from.
- Networking & Resources: Connect with other providers and explore vendor booths and on-site resources designed to support you.
- Perks & Prizes: Enjoy tasty snacks, and a delicious lunch. Have a professional photo taken. Plus, you'll have the chance to win exciting door prizes!



On Saturday, Jan. 31, North Branch Area High School will host Child Care Champions Training Day.

- 8 am to 3:30 pm
- A full day of learning, networking, and fun designed to support and celebrate child care providers

# NBAPS and the Max Impact

- NBAPS is committed to helping every student see real-life possibilities through confident, applied learning.
- 1958 alum and former valedictorian Max Malmquist has donated \$100,000 to create long-term scholarships for NBAPS graduates.
- In addition, the Max Impact continues with two, \$2,500 scholarships, to be awarded at our annual scholarship night.
- AND, this spring, NBAPS will launch The Max Advantage Finance Challenge, a personal finance competition focused on budgeting, saving, investing, and practical money management.
- This partnership brings learning to life, strengthens community connections, and advances our mission to help all students reach their greatest potential.





**NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138**  
**NORTH BRANCH AREA EDUCATION CENTER, ROOM B122**  
**POLICY COMMITTEE MEETING**  
**December 11, 2025**

The Policy Committee met on Thursday, December 11, 2025 at 4:30 p.m. in Room B122 at the North Branch Area Education Center.

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

Absent: Superintendent Paul and Taylor Swanson

**The following policies were reviewed and will move to January 8, 2026 board consent agenda.**

Policy 609 - Religion

Policy 615 - Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students

Policy 618 - Assessment of Student Achievement

Policy 619 - Staff Development for Standards

Policy 710 - Extracurricular Transportation

**The following policies were reviewed following the regular review process and will move to a first reading at the January 8, 2026 school board meeting.**

Policy 598 NB - Early Entrance to Kindergarten

Policy 608 - Instructional Services - Special Education

**The following policies were reviewed following the regular review process and will not move to the January 8, 2026 school board meeting consent agenda and/or first reading.**

Policy 620 - Credit for Learning

Policy 624 - Online Learning Options

The meeting concluded at 5:21 PM.

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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, December 11, 2025  
5:30 PM**

The School Board of Independent School District 138 met in regular session on Thursday, December 11, 2025, at 5:30 p.m. in the Boardroom at the North Branch Area Education Center.

Chair MacMillan called the meeting to order.

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

**Absent:** None

**Others in attendance:** Kindra Helin, Josh, Kopp, Rachel Kytönen, Pakou Lee, Denise Martin, Norm Nagel, Joel Santjer, Pat Tepoorten, Todd Tetzlaff and David Treichel

**Approval of Agenda:**

Member McMillan moved to remove Policy 506 NB – Student Discipline from the first reading for further review by the Policy Committee. Seconded by Member Naegele and carried unanimously.

**School Board Recognition**

**Fall Sports Recipients**

- **Boys Cross Country:** Joseph Damiani, Nathanael Damiani and Caleb Rueter
- **Girls Cross Country:** Ruby Hanson, Mars Lairson and Ava Witkowski
- **Boys Soccer:** Brady Barie, Jacob Edmonds, Stephen Gerten, Spencer Miller, Tsavneej Moua, Drew Peek, Jackson Puelston and Ethan Thelander
- **Girls Soccer:** Peyton Alock, Kinley Barie, Greta Cady, Ella Dick, Sharis Garcia Velazquez, Sharleen Garcia Velazquez, Kaytlin Hammond, Reese Moryn and Alexis Sway
- **Girls Tennis:** Brianna Bjerketvedt, Ainslee Hunter, Maggie Hunter, Evelyn O'Donnell, Abigail Pfeifer, Paulina Rossini, Charlotte Santjer, Julia Schlagel, Eliana Smit, Kara Sullivan, Cosette Trampe, Rebekah Wurdemann and Libby Zderad

- **Football:** Aayden Anderson, Austin Buehring, Vinny Dufeck, Jacob Edmonds, Josh Eiyнк, Brandon Giese, Aaron Goeltl, Logan Hammel, Mason Henry, Paul Jackson, Jacob Knoespel, Aydan Loren, Colton Marvin, Bo Pederson, Logan Raine, Jackson Schlagel and Ethan Thorsen
- **Volleyball:** Brooke Geise, Heidi Hedberg, Josie Hubbling, Jade Knoespel, Amelia Lattimore, Annabelle Lattimore, Brooklyn Maki, Jenna Minke, Savannah Schroepfer and Sophia Thorsen

### **Superintendent’s Report**

Superintendent Paul highlighted several celebrations across NBAPS. Akirah Arveson, an 11th-grade artist, was recognized for her outstanding artwork, and Norse Area Learning Center students were showcased for excelling in hands-on, applied learning.

Neighborhood Bank generously donated hats and mittens, and the NBAHS Harmonaires helped spread holiday cheer at the Chamber luncheon. Transportation partner, 4.0 Student Services, held a successful “Stuff the Bus” event, collecting more than 2,500 pounds of food and over \$2,600 for Family Pathways.

An overview of NBAPS weather procedures reinforced NBAPS’ commitment to safety, consistency, and timely communication with families.

Superintendent Paul shared a major highlight, a \$100,000 donation from alum Max Malmquist to establish long-term scholarships, along with continued Max Impact scholarships and the launch of the new Max Advantage Finance Challenge this spring. The School Board will formally accept this gift in January.

Upcoming events include the Middle School Christmas musical, A Christmas Line, on December 13–14, and the Vikettes Dance Team showcase on December 20.

The update closed with positive news from the North Branch EDA, which finalized a purchase agreement for 110 acres at the Interstate Business Park—supporting future high-quality jobs and aligning strongly with NBAPS’ career pathways and workforce readiness initiatives.

### **Removal of Consent Items for Discussion:**

None

### **Consent Items:**

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

- A. Minutes of November 6, 2025 Work Session
- B. Minutes of November 13, 2025 Regular School Board Meeting
- C. Minutes of November 13, 2025 Policy Committee Meeting

#### D. Authorization of Payments, Transfers, and Investment Activity

- Accounts Payable, Bank 07 – \$940,240.40
- Auxiliary, Bank 12 - \$12,375.86
- Payroll, Bank 13 - \$2,328,044.48
- Scholarship, Bank 18 - \$0.00
- High School Student Activities, Bank 31 - \$12,565.27
- Middle School Student Activities, Bank 32 - \$0.00

#### E. Personnel

1. Roberta Backus, retirement effective at the end of the 2025-26 school year, as Counselor at North Branch Area Middle School and Norse Area Learning Center
2. Laurie Bednarczyk, retirement effective at the end of the 2025-26 school year, as Grade 3 Teacher at Sunrise River Elementary School
3. John Grund, retirement effective at the end of the 2025-26 school year, as Physical Education Teacher at North Branch Area High School
4. Deborah Pierce, retirement effective at the end of the 2025-26 school year, as Intervention Teacher at Sunrise River Elementary School
5. Diane Solberg, retirement effective at the end of the 2025-26 school year, as Math Teacher at North Branch Area Middle School
6. Juli Summer, retirement effective at the end of the 2026-27 school year, as Kindergarten Teacher at North Branch Area Education Center
7. Rachelle Weinand, retirement effective at the end of the 2025-26 school year, as Technology Integration Specialist at North Branch Area Middle School
8. Tracey Nelson, resignation effective December 10, 2025, as Special Education Assistant at North Branch Area High School
9. Daniel Seiler, resignation effective December 31, 2025, as Schoolkeeper at North Branch Area Public Schools
10. Tina Weinkauff, resignation effective November 21, 2025, as Lunchroom/Playground Assistant at Sunrise River Elementary School
11. Joel Larson, employment effective October 28, 2025, as Lunchroom/Playground Assistant at Sunrise River Elementary School

12. Kristina Murphy, employment effective October 27, 2025, as Lunchroom/Playground Assistant at Sunrise River Elementary School
13. Tristen Geving, BS, Step 1, as long-term Substitute Teacher for Jennifer McCann, effective December 15, 2025 through February 9, 2026, as Kindergarten Teacher at North Branch Area Education Center
14. Cassandra Johnson, BS, Step 1, as long-term Substitute Teacher for Rachel Mellem, effective January 6, 2026 through March 16, 2026, as Grade 2 Teacher at Sunrise River Elementary School
15. Josie Schlosser, BS, Step 1, as long-term Substitute Teacher for Kristi Johnson, effective approximately January 5, 2026 through March 23, 2026, as Kindergarten Teacher at North Branch Area Education Center
  
16. 2025-26 Extracurricular Winter Coach Positions
  - a. Michael Thao, Class 3, Step 2, as Assistant Coach for Wrestling
17. 2025-26 Activity Advisor Positions
  - a. Kelly Doohen, Class 8, Step 3, as High School Math League Advisor
  - b. Sydney Rydberg-Engel, Class 6, Step 2, as Speech Assistant Coach

#### F. Policies

1. Policy 701 - Establishment and Adoption of School District Budget
2. Policy 701.1 - Modification of School District Budget
3. Policy 702 – Accounting
4. Policy 703 - Annual Audit
5. Policy 801 - Equal Access to School Facilities
6. Policy 805 - Waste Reduction and Recycling

#### G. Acceptance of Donations

NOVEMBER 2025

DATE	DONATION FROM	DONATION TO	AMOUNT	USE
11/5/2025	Rebecca Leuer, PO Box 683, North Branch, MN 55056	NBHS Athletics	\$5,000.00	FTC Robotics Program Donation
11/5/2025	Revive Chiropratic, PO Box 94, North Branch, MN 55056	NBHS Athletics	\$300.00	Tennis Program-Sports Physical Donation
11/19/2025	Anonymous	Sunrise River Elem.	\$64.00	Field Trip Fund Donation
11/20/2025	Chris & Laura Darst, 36427 Elk Ave, North Branch, MN 55056	NBHS Scholarship A/C	\$400.00	Scholarship Donation
11/20/2025	Jason Endriss, 3463 Natalies Way, Blacksburg, VA 24060	NBHS Scholarship A/C	\$1,000.00	Scholarship Donation
11/20/2025	NBHS Alumni Association, PO Box 581, North Branch, MN 55056	NBHS Scholarship A/C	\$31,931.32	Scholarship Donation
			\$38,695.32	

**Open Mic**

None

**Old Business**

A. Approval of Second Reading of the Following Policies

Moved by Grovender, seconded by LaValla and carried unanimously to approve Second Reading of the Following Policies.

1. Policy 610 NB - Field Trips
2. Policy 616 NB - School District System Accountability

**New Business**

A. Acceptance of Audit Report for FY2025

Moved by Naegele, seconded by Trampe and carried unanimously to accept the Audit Report for FY2025.

B. Truth in Taxation Hearing Presentation

Dr. Todd Tetzlaff, Director of Human Resources and Finance, gave a presentation for the Truth in Taxation Hearing that's available for public viewing. Dr. Tetzlaff can be reached at 651-674-1009 if there are any questions.

C. Certification of the Property Tax Levy 2025, Payable 2026 in the Amount of \$10,123,678.48

Moved by Grovender, seconded by Naegele and carried unanimously to certify the Property Tax Levy 2025, Payable 2026 in the Amount of \$10,123,678.48

D. Approval of the Resolution Establishing Combined Polling Places for Multiple Precincts and Designating Hours During Which the Polling Places will Remain Open for Voting for School District Elections Not Held on the Day of a Statewide Election

Moved by Grovender, seconded by Trampe and carried unanimously to approve the Resolution Establishing Combined Polling Places for Multiple Precincts and Designating Hours During Which the Polling Places will Remain Open for Voting for School District Elections Not Held on the Day of a Statewide Election.

## **Addendum**

### **A. Approval of the Custodian and Groundskeeper Contract**

Moved by Grovender, seconded by LaValla and carried unanimously to approve the Custodian and Groundskeeper Contract.

## **Information**

Superintendent Paul provided information in response to prior board requests regarding safety, security, and solar.

## **Board Requests**

Member Grovender requested information on the procedure and communication for activity cancellations. The Superintendent will report back.

Member Johnson requested that Policy 506 – Student Discipline be reviewed again by the policy committee prior to a first reading.

## **Committee Reports**

Member LaValla reported on Community Education Council

Member McMillan reported on American Indian Parent Advisory Committee (AIPAC)

Member Naegele reported on the MSBA Delegate Assembly

## **Dates to Remember**

A. December 22, 2025 at 9:00 AM - NBEA Mediation Session, North Branch Area Education Center

B. January 8, 2026 at 4:30 PM - Policy Committee Meeting, North Branch Area Education Center, DO Conference Room B122

C. January 8, 2026 at 5:30 PM - Organizational School Board Meeting, North Branch Area Education Center, Board Room, Room C120

D. January 8, 2026 at 5:45 PM - Regular School Board Meeting, North Branch Area Education Center, Board Room, Room C120

## **Adjournment**

Moved by Naegele, seconded by LaValla and carried unanimously to adjourn the regular meeting at 7:03 PM.

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Heather Naegele, Clerk

**ELECTRONIC FUND TRANSFERS  
DECEMBER 2025**

Direct Dep Cks			\$1,268,554.86
ACHS			<u>\$10,976.44</u>
			<b>\$1,279,531.30</b>
Other Electronic Fund Transfers:			
Federal/FICA Taxes		12/1/2025	\$78,389.56
		12/1/2025	\$106,477.58
		12/15/2025	\$76,539.21
		12/15/2025	\$119,645.24
		12/18/2025	\$248.92
		12/29/2025	\$85,246.43
		12/29/2025	<u>\$131,502.96</u>
			<b>\$598,049.90</b>
Minnesota Withholding Taxes		12/2/2025	\$373.01
(Also reflected in P/R info)		12/2/2025	\$12,797.02
		12/2/2025	\$18,447.95
		12/15/2025	\$420.99
		12/16/2025	\$12,382.29
		12/16/2025	\$20,800.97
		12/19/2025	\$32.31
		12/29/2025	\$492.74
		12/30/2025	\$14,121.50
		12/30/2025	<u>\$23,190.88</u>
			<b>\$103,059.66</b>
Economic Service (EBC)		12/2/2025	\$13,664.92
(Also reflected in P/R info)		12/2/2025	\$20,277.55
		12/15/2025	\$13,391.46
		12/15/2025	\$20,494.31
		12/29/2025	\$13,645.69
		12/29/2025	<u>\$20,394.23</u>
			<b>\$101,868.16</b>
MII LIFE-F S A	PEIP	12/2/2025	\$206.00
	PEIP	12/9/2025	\$23.43
	PEIP	12/9/2025	\$1,250.04
	PEIP	12/10/2025	\$107.97
	PEIP	12/16/2025	\$67.13
	PEIP	12/16/2025	\$333.00
	PEIP	12/17/2025	\$31.73
	PEIP	12/18/2025	\$11.50
	PEIP Admin Inv	12/23/2025	\$399.25
	PEIP	12/26/2025	\$1,117.98
	PEIP	12/29/2025	\$533.22
	PEIP	12/30/2025	\$155.74
	PEIP	12/30/2025	\$670.11
	PEIP	12/31/2025	<u>\$420.00</u>
			<b>\$5,327.10</b>
MII LIFE-M S A		12/2/2025	\$766.17
		12/2/2025	\$7,476.52
		12/15/2025	\$766.17
		12/15/2025	\$7,489.02
		12/29/2025	\$766.17
		12/29/2025	<u>\$7,389.02</u>
			<b>\$24,653.07</b>
Minnesota Teachers Retirement		12/12/2025	\$10,908.89
		12/12/2025	\$97,514.95
		12/26/2025	\$10,913.79
		12/26/2025	<u>\$106,307.70</u>
			<b>\$225,645.33</b>
PERA		12/12/2025	\$42,543.99
		12/18/2025	\$172.80
		12/26/2025	<u>\$46,252.81</u>
			<b>\$88,969.60</b>
Delta Dental Plan		12/11/2025	<b>\$21,928.07</b>
MN Sales Tax		12/22/2025	<b>\$231.00</b>
Neopost Advance		12/11/2025	<b>\$10,000.00</b>

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 609

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2024~~2~~

## **609 RELIGION AND RELIGIOUS AND CULTURAL OBSERVANCES**

### **I. PURPOSE**

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.
- B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.
- D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

### **III. RESPONSIBILITY**

- A. The superintendent shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:
  - 1. The proposed activity must have a secular purpose.
  - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.
  - 3. The activity must not foster excessive governmental relationships with religion.
  - 4. Notwithstanding the foregoing guidelines, reasonable efforts must be made to accommodate any student who wishes to be excused from a curricular activity for a religious observance or American Indian cultural practice, observance, or ceremony. The school district must provide annual notice to parents of this policy.
- B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

#### **Legal References:**

U. S. Const., amend. I

Minn. Stat. § 120A.22, Subd. 12~~(3)~~ (Compulsory Instruction)

Minn. Stat. § 120A.35 (Absence from School for Religious and Cultural)

Observances)

Minn. Stat. § 121A.10 (Moment of Silence)

*Good News Club v. Milford Central School*, 533 U.S. 98 (2001)

*Santa Fe Indep. Sch. Dist. v. Doe*, 530 U.S. 290 (2000)

*Tangipahoa Parish Bd. of Educ. v. Freiler*, 530 U.S. 1251 (2000)

*Lemon v. Kurtzman*, 403 U.S.602, (1971)

*Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1*, 690 F.3d 996 (8<sup>th</sup> Cir. 2012)

*Wigg v. Sioux Falls Sch. Dist.*, 382 F.3d 807 (8<sup>th</sup> Cir. 2004)

*Doe v. School Dist. of City of Norfolk*, 340 F.3d 605 (8<sup>th</sup> Cir. 2003)

*Stark v. Independent Sch. Dist. No. 640*, 123 F.3d 1068 (8<sup>th</sup> Cir. 1997)

*Florey v. Sioux Falls Sch. Dist. 49-5*, 619 F.2d 1311 (8<sup>th</sup> Cir. 1980)

*Roark v. South Iron R-1 Sch. Dist.*, 573 F.3d 556 (8<sup>th</sup> Cir. 2009)

*Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728*, 599 F.Supp.2d 1136 (D. Minn. 2009)

*LeVake v. Independent Sch. Dist. No. 656*, 625 N.W.2d 502 (Minn. App. 2001)

Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)

Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)

Minn. Op. Atty. Gen. 63 (1940)

Minn. Op. Atty. Gen. 120 (1924)

Minn. Op. Atty. Gen. 121 (1924)

**Cross References:** MSBA/MASA Model Policy 801 (Equal Access to School Facilities)

# EDUCATION PROGRAMS

## Religion and Religious and Cultural Observances

609

### I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

### II. GENERAL STATEMENT OF POLICY

- A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.
- B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.
- D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

### III. RESPONSIBILITY

- A. The superintendent shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:
  - 1. The proposed activity must have a secular purpose.
  - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.
  - 3. The activity must not foster excessive governmental relationships with religion.
  - 4. Notwithstanding the foregoing guidelines, reasonable efforts must be made to accommodate any student who wishes to be excused from a curricular activity for a religious observance or American Indian cultural practice, observance, or ceremony. The school district must provide annual notice to parents of this policy.

## EDUCATION PROGRAMS

### Religion

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- B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

#### **Legal References:**

U. S. Const., amend. I  
Minn. Stat. § 120A.22, Subd. 12 (Compulsory Instruction)  
Minn. Stat. § 120A.35 (Absence from School for Religious and Cultural Observances)  
Minn. Stat. § 121A.10 (Moment of Silence)  
*Good News Club v. Milford Central School*, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)  
*Santa Fe Indep. Sch. Dist. v. Doe*, 530 U.S. 290, 120 S.Ct. 2266 (2000)  
*Tangipahoa Parish Bd. of Educ. v. Freiler*, 530 U.S. 1251, 120 S.Ct. 2706 (2000)  
*Lemon v. Kurtzman*, 403 U.S.602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)  
*Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1*, 690 F.3d 996 (8th Cir. 2012)  
*Wigg v. Sioux Falls Sch. Dist.*, 382 F.3d 807 (8th Cir. 2004)  
*Doe v. School Dist. of City of Norfolk*, 340 F.3d 605 (8th Cir. 2003)  
*Stark v. Independent Sch. Dist. No. 640*, 123 F.3d 1068 (8th Cir. 1997)  
*Floreys v. Sioux Falls Sch. Dist. 49-5*, 619 F.2d 1311 (8th Cir. 1980)  
*Roark v. South Iron R-1 Sch. Dist.*, 573 F.3d 556 (8th Cir. 2009)  
*Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728*, 599 F.Supp.2d 1136 (D. Minn. 2009)  
*LeVake v. Independent Sch. Dist. No. 656*, 625 N.W.2d 502 (Minn. App. 2001)  
Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)  
Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)  
Minn. Op. Atty. Gen. 63 (1940)  
Minn. Op. Atty. Gen. 120 (1924)  
Minn. Op. Atty. Gen. 121 (1924)

#### **Cross References:**

NB Policy 801 (Equal Access to School Facilities)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 615

Orig. 1997

Revised: \_\_\_\_\_

Rev. 2024 *(Nov.)*

## **615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND LEP STUDENTS**

### **I. PURPOSE**

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, Section 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

### **II. GENERAL STATEMENT OF POLICY**

#### **A. Minnesota Test of Academic Skills (MTAS)**

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
  - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
    - (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
    - (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;
    - (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
    - (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
    - (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic

progress and how the student would participate in statewide testing.

- b. MTAS participation decisions must not be made on the following factors:
  - (1) Student's disability category;
  - (2) Placement;
  - (3) Participation in a separate, specialized curriculum;
  - (4) An expectation that the student will receive a low score on the MCA;
  - (5) Language, social, cultural, or economic differences;
  - (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

- 1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
- 2. Eligibility Requirements
  - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
  - b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
  - c. For students in grades that the MTAS is not administered:
    - (1) the student must have cognitive functioning significantly below age level;
    - (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
    - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
  - d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
  - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
- 3. Alternate ACCESS participation decisions must not be made on the following factors:

- a. Student’s disability category;
- b. Participation in a separate, specialized curriculum;
- c. Current level of English language proficiency;
- d. The expectation that the student will receive a low score on the ACCESS for ELs;
- e. Language, social, cultural, or economic differences;
- f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

**III. DEFINITION OF TERMS**

See the current “Procedures Manual for the Minnesota Assessments” which is produced by the Minnesota Department of Education and available through [minnesota.pearsonaccessnext.com/policies-and-procedures](http://minnesota.pearsonaccessnext.com/policies-and-procedures).

**IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING**

See Chapter 45 of the current “Procedures Manual for the Minnesota Assessments” and Guidelines for Administration of Accommodations and Linguistic Supports.

**V. RECORDS**

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

**Legal References:** Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)  
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
 Minn. Stat. § 125A.08 (Individualized Education Programs)  
 Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)  
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
 Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
 Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
 Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS)  
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>

Alternate ACCESS for ELLs Participation Guidelines,  
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 616 (School District System Accountability)

## EDUCATION PROGRAMS

### Testing Accommodations, Modifications, and Exemptions for IEPS, Section 504 Plans, and LEP Students 615

#### I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

#### II. GENERAL STATEMENT OF POLICY

##### A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
  - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
    - (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
    - (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;
    - (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
    - (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to

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North Branch Independent School District No. 138: Policy #615

**Adopted:** March 14, 2013

**Last Reviewed:** 1/8/2026

**Revised:** 5/12/16, 6/8/17, 2/14/19, 1/8/2026

**Effective:** 3/14/13, 5/12/16, 6/8/17, 2/14/19, 1/8/2026

## EDUCATION PROGRAMS

### Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students 615

actively participate in school, work, home, and community environments;

- (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

b. MTAS participation decisions must not be made on the following factors:

- (1) Student's disability category;
- (2) Placement;
- (3) Participation in a separate, specialized curriculum;
- (4) An expectation that the student will receive a low score on the MCA;
- (5) Language, social, cultural, or economic differences;
- (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.

2. Eligibility Requirements

- a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
- b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
- c. For students in grades that the MTAS is not administered:
  - (1) the student must have cognitive functioning significantly below age level;

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Effective: 3/14/13, 5/12/16, 6/8/17, 2/14/19, 1/8/2026

## EDUCATION PROGRAMS

### Testing Accommodations, Modifications, and Exemptions for IEPS, Section 504 Plans, and LEP Students 615

- (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
      - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
    - d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
    - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
  - 3. Alternate ACCESS participation decisions must not be made on the following factors:
    - a. Student's disability category;
    - b. Participation in a separate, specialized curriculum;
    - c. Current level of English language proficiency;
    - d. The expectation that the student will receive a low score on the ACCESS for ELs;
    - e. Language, social, cultural, or economic differences;
    - f. Concern for accountability calculations.
- C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

### III. DEFINITION OF TERMS

See the current "Procedures Manual for the Minnesota Assessments" which is produced by the Minnesota Department of Education and available through [pearsonaccess.com](http://pearsonaccess.com).

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**Last Reviewed:** 1/8/2026

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**Effective:** 3/14/13, 5/12/16, 6/8/17, 2/14/19, 1/8/2026

## EDUCATION PROGRAMS

### Testing Accommodations, Modifications, and Exemptions for IEPS, Section 504 Plans, and LEP Students 615

#### IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 4 of the current "Procedures Manual for the Minnesota Assessments" and 2017-18 Guidelines for Administration of Accommodations and Linguistic Supports ([http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommandLS\\_2018.pdf](http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommandLS_2018.pdf)).

#### V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

#### **Legal References:**

Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS),  
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>  
Alternate ACCESS for ELLs Participation Guidelines,  
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

#### **Cross References:**

NB Policy 104 (School District Mission Statement)  
NB Policy 601 (School District Curriculum and Instruction Goals)  
NB Policy 613 (Graduation Requirements)  
NB Policy 614 (School District Testing Plan and Procedure)  
NB Policy 616 (School District System Accountability)

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**Effective:** 3/14/13, 5/12/16, 6/8/17, 2/14/19, 1/8/2026

## 618 ASSESSMENT OF STUDENT ACHIEVEMENT

### I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

### II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

### III. DEFINITIONS

~~A. "Above grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~

A. "Academic standard" means a summary description of student learning in a required content area or elective content area.

~~"Below grade level" test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.~~

B. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

~~"Computer adaptive assessments" means fully adaptive assessments.~~

D. "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.

E. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.

- E. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- ~~J. "Fully adaptive assessments" include on-grade level test items and items that may be above or below a student's grade level. **[Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]**~~
- ~~K. "On-grade level" test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.~~
- GL. "Required standard" means (1) a statewide adopted expectation for student learning in the content areas of ~~English~~ language arts, mathematics, science, social studies, physical education, and the arts, ~~and/or~~ (2) a locally adopted expectation for student learning in health ~~or the arts~~.

#### IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The **[school board/superintendent/director of instruction]** shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

#### V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

##### A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

***[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]***

##### B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
  - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;

- b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
  - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
  4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
  5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
  6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The [Minnesota](#) Commissioner of Education must create and publish a form for parents and guardians that:
  - a. explains the need for state academic standards;
  - b. identifies the state assessments that are aligned with state standards;
  - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
  - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
  - e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and
  - f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

## **VI. RIGOROUS COURSE OF STUDY WAIVER**

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
  - 1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
  - 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
  - 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

## **VII. CAREER EXPLORATION ASSESSMENT**

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. All students, except those eligible for alternative assessments, will be encouraged to participate in a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness

benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.022 (Elective Standards)  
Minn. Stat. § 120B.023 (Benchmarks)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.3520 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)

# EDUCATION PROGRAMS

## Assessment of Student Achievement

618

### I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

### II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

### III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- D. "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- E. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.
- F. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- G. "Required standard" means (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.

# EDUCATION PROGRAMS

## Assessment of Student Achievement

618

### IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The Director of Teaching and Learning shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

### V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

#### A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

#### B. Statewide Academic Standards Testing

- 1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
- 2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
  - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
  - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
  - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).

## EDUCATION PROGRAMS

### Assessment of Student Achievement

618

3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
  4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
  5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
  6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.
- C. Student Participation
1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:
    - a. explains the need for state academic standards;
    - b. identifies the state assessments that are aligned with state standards;
    - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
    - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
    - e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and
    - f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.

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North Branch Independent School District No. 138: Policy #618

Adopted: 6/8/17

Last Reviewed: 1/8/26

Revised: 2/8/18, 2/14/19, 12/14/23, 1/8/26

Effective: 6/8/17, 2/8/18, 2/14/19, 12/14/23, 1/8/26

## EDUCATION PROGRAMS

### Assessment of Student Achievement

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2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

#### VI. RIGOROUS COURSE OF STUDY WAIVER

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
  1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
  2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
  3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

#### VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and

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North Branch Independent School District No. 138: Policy #618

Adopted: 6/8/17

Last Reviewed: 1/8/26

Revised: 2/8/18, 2/14/19, 12/14/23, 1/8/26

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Effective: 6/8/17, 2/8/18, 2/14/19, 12/14/23, 1/8/26

618 Assessment of Student Achievement, Page 4 of 6

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## EDUCATION PROGRAMS

### Assessment of Student Achievement

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partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

- C. All students, except those eligible for alternative assessments, will be encouraged to participate in a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

#### **Legal References:**

Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.022 (Elective Standards)  
Minn. Stat. § 120B.023 (Benchmarks)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

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North Branch Independent School District No. 138: Policy #618

**Adopted:** 6/8/17

**Last Reviewed:** 1/8/26

**Revised:** 2/8/18, 2/14/19, 12/14/23, 1/8/26

**Effective:** 6/8/17, 2/8/18, 2/14/19, 12/14/23, 1/8/26

## EDUCATION PROGRAMS

### Assessment of Student Achievement

618

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.3520 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:**

NB Policy 104 (School District Mission Statement)  
NB Policy 601 (School District Curriculum and Instruction Goals)  
NB Policy 613 (Graduation Requirements)  
NB Policy 614 (School District Testing Plan and Procedure)  
NB Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
NB Policy 616 (School District System Accountability)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 619

Orig. 1998

Revised: \_\_\_\_\_

Rev. 2024

## **619 STAFF DEVELOPMENT FOR STANDARDS**

### **I. PURPOSE**

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

### **II. GENERAL STATEMENT OF POLICY**

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels.

### **III. STANDARDS FOR STAFF DEVELOPMENT**

- A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students, including those with special needs.

### **IV. TRAINING AND PROFESSIONAL DEVELOPMENT**

#### **A. Paraprofessionals**

The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles, and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers and Administrators

The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

- Legal References:** Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness~~the World’s Best Workforce~~)  
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)  
Minn. Stat. § 122A.16 (Qualified Teacher Defined)  
Minn. Stat. § 122A.60 (Staff Development Program)  
Minn. Rules Parts 3501.06~~6040-3501.0655~~ (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
- Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 616 (School District System Accountability)

# EDUCATION PROGRAMS

## Staff Development for Standards

619

### I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

### II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels.

### III. STANDARDS FOR STAFF DEVELOPMENT

- A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students, including those with special needs.

### IV. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual

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North Branch Independent School District No. 138: District Policy #619

**Adopted:** August 10, 2000

**Last Reviewed:** 1/8/26

**Revised:** 3/14/13, 6/16/16, 2/8/18, 2/14/19, 1/8/26

**Effective:** 8/10/00, 3/14/13, 6/16/16, 2/8/18, 2/14/19, 1/8/26

## EDUCATION PROGRAMS

### Staff Development for Standards

619

needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers/Administrators.

The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

**Legal References:**

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)  
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)  
Minn. Stat. § 122A.16 (Qualified Teacher Defined)  
Minn. Stat. § 122A.60 (Staff Development Program)  
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:**

NB Policy 104 (School District Mission Statement)  
NB Policy 601 (School District Curriculum and Instruction Goals)  
NB Policy 613 (Graduation Requirements)  
NB Policy 616 (School District System Accountability)

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North Branch Independent School District No. 138: District Policy #619

**Adopted:** August 10, 2000

**Last Reviewed:** 1/8/26

**Revised:** 3/14/13, 6/16/16, 2/8/18, 2/14/19, 1/8/26

**Effective:** 8/10/00, 3/14/13, 6/16/16, 2/8/18, 2/14/19, 1/8/26

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 710

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2022+2

## **710 EXTRACURRICULAR TRANSPORTATION**

### **I. PURPOSE**

The purpose of this policy is to make clear to students, parents, and staff the school district's policy regarding extracurricular transportation.

### **II. GENERAL STATEMENT OF POLICY**

The determination as to whether to provide transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by the school district administration. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

### **III. ARRANGEMENT OF EXTRACURRICULAR TRANSPORTATION**

School district employees shall not undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities unless specifically directed or approved by the school district administration. All transportation arrangements made by a school district employee must be approved by a building administrator. If the school district makes no arrangements for extracurricular transportation, students who wish to participate are responsible for arranging for or providing their own transportation.

### **IV. NO EMPLOYEE TRANSPORTATION OF STUDENTS WITH PERSONAL VEHICLES**

An employee must not use a personal vehicle to transport one or more students except as provided herein. However, employees may make appropriate transportation arrangements for students as necessary in an emergency or other unforeseeable circumstance.

In a nonemergency situation, an employee must get prior, written approval from the administration before transporting a student in a personal vehicle. If a school vehicle is available, the employee will use the school vehicle. The administration has the sole discretion to make a final determination as to the appropriate use of a personal vehicle to transport one or more students.

If any emergency transportation arrangements are made by employees pursuant to this section, the relevant facts and circumstances shall be reported to the administration as soon thereafter as practicable.

All vehicles used to transport students shall be properly registered and insured.

***[Note: This policy provides that employees may use a personal vehicle to transport students in an emergency or other unforeseeable circumstance. An "emergency or other unforeseeable circumstance" does not include situations where regular transportation is available or scheduled.]***

***For example, if a scheduled extracurricular event occurs outside of the school district and the school district transports a team or group of students to and from the event, an employee would be prohibited by law from using a personal vehicle to transport some students to the event. In contrast, if a student attending this same event became ill or injured and required***

**immediate transportation home or to a health care facility, the exigent need to transport one student would not constitute regular or scheduled transportation. An employee would have authority to transport the student in a personal vehicle under these circumstances, if using a vehicle that is properly registered and insured. The expectation of the school district is that the employee would immediately contact administration about these circumstances to ensure oversight of the employee's use of this exception.**

**Nonregular and nonscheduled transportation also would include situations where some notice may be provided of the need for transportation to a nonscheduled event for which transportation generally is not provided by the school district. For example, a group of students may participate in a scheduled debate competition for which regular school district transportation is provided. Two students advance to a regional competition the following day. Transportation would not have been scheduled to the regional competition as the students' advancement was not predicted. These circumstances may justify an employee's use of a personal vehicle to transport the two students to the regional competition, if the vehicle is properly registered and insured. Because the employee has sufficient time to contact an administrator, advance written permission by an administrator would be expected for the purpose of overseeing that the reasons for an employee using a personal vehicle comply with the requirements of the law.]**

## **V. FEES**

In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.

### **Legal References:**

Minn. Stat. § 123B.36 (Authorized Fees)  
Minn. Stat. § 169.011, Subd. 71(a) (Definitions ~~of a School Bus~~)  
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards ~~Exemption~~)

### **Cross References:**

MSBA/MASA Model Policy 610 (Field Trips)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
~~MSBA Service Manual, Chapter 2, Transportation~~

# NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES

## Extracurricular Transportation

710

### I. PURPOSE

The purpose of this policy is to make clear to students, parents, and staff the school district's policy regarding extracurricular transportation.

### II. GENERAL STATEMENT OF POLICY

The determination as to whether to provide transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by the school district administration. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

### III. ARRANGEMENT OF EXTRACURRICULAR TRANSPORTATION

School district employees shall not undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities unless specifically directed or approved by the school district administration. All transportation arrangements made by a school district employee must be approved by a building administrator. If the school district makes no arrangements for extracurricular transportation, students who wish to participate are responsible for arranging for or providing their own transportation.

### IV. NO EMPLOYEE TRANSPORTATION OF STUDENTS WITH PERSONAL VEHICLES

An employee must not use a personal vehicle to transport one or more students except as provided herein. However, employees may make appropriate transportation arrangements for students as necessary in an emergency or other unforeseeable circumstance.

In a nonemergency situation, an employee must get prior, written approval from the administration before transporting a student in a personal vehicle. If a school vehicle is available, the employee will use the school vehicle. The administration has the sole discretion to make a final determination as to the appropriate use of a personal vehicle to transport one or more students.

If any emergency transportation arrangements are made by employees pursuant to this section, the relevant facts and circumstances shall be reported to the administration as soon thereafter as practicable.

All vehicles used to transport students shall be properly registered and insured.

### V. FEES

In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.

# NON-INSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES

## Extracurricular Transportation

710

**Legal References:** Minn. Stat. § 123B.36 (Authorized Fees)  
Minn. Stat. § 169.011, Subd. 71(a) (Definition)  
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards)

**Cross References:** NB Policy 610 (Field Trips)  
NB Policy 709 (Student Transportation Safety Policy)

DECEMBER 2025

DATE	DONATION FROM	DONATION TO	AMOUNT	USE
12/2/2025	Alex Streater, PO Box 566, North Branch, MN 55056	NBHS Scholarship A/C	\$1,000.00	Scholarship Donation
12/3/2025	NB Area Hockey Association, PO Box 541, North Branch, MN 55056	NBHS	\$5,000.00	HS Boys Hockey Bussing Donation
12/4/2025	Cyber Grants/US Bank (Matching Gift-D. Cash)	Sunrise River Elem.	\$64.00	Field Trip Fund Donation
12/9/2025	Anonymous (Arts Fest Tips)	NBHS Athletics	\$497.35	FTC Program Donation
12/9/2025	Margaret Kuusisto, 1631 State Rd 48, Frederic, WI 54837	NBHS Athletics	\$100.00	Girls Basketball Program Donation
12/10/2025	Max Malmquist, 4552 392nd St, North Branch, MN 55056	NBHS Scholarship A/C	\$106,000.00	Scholarship Donation
12/19/2025	Cyber Grants/US Bank (Matching Gift-D. Cash)	Sunrise River Elem.	\$64.00	Field Trip Fund Donation
12/19/2025	Revive Chiropratic, PO Box 94, North Branch, MN 55056	NBHS Athletics	\$50.00	Boys Basketball-Sports Physical Donation
12/23/2025	Anonymous	Sunrise River Elem.	\$64.00	Field Trip Fund Donation
12/23/2025	Stacy Lent Fire Dept Relief Assn, PO Box 123, Stacy, MN 55079	NBHS Scholarship A/C	\$10,000.00	Scholarship Donation
12/26/2025	Anonymous	Sunrise River Elem.	\$64.00	Field Trip Fund Donation
12/30/2025	Vikings Girls Basketball Club Association, North Branch, MN 55056	NBHS Athletics	\$1,000.00	Girls Basketball Program Donation
12/31/2025	John Riehle, 1521 Glenbeigh Ct, Woodbury, MN 55125	NBMS	\$250.00	Middle School Band Donation
12/31/2025	John Riehle, 1521 Glenbeigh Ct, Woodbury, MN 55125	NBHS Athletics	\$250.00	High School Band Program Donation
12/31/2025	John Riehle, 1521 Glenbeigh Ct, Woodbury, MN 55125	NBHS Athletics	\$500.00	FRC Robotics Program Donation
12/31/2025	John Riehle, 1521 Glenbeigh Ct, Woodbury, MN 55125	NBHS Athletics	\$500.00	Girls Tennis Program Donation
			<b>\$125,403.35</b>	



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# Personal Finance Graduation Requirement

## January 2026

## Preparing Students for Life After High School

- Beginning next year, Minnesota requires all students in the graduating class of 2028 and beyond to complete a personal finance course. This ensures students leave high school with practical skills to manage money, make informed decisions, and confidently step into adulthood.
- In North Branch Area Public Schools, we are recommending to move forward with this graduation requirement for the the class of 2027, one year ahead of the state mandate.



## Senior Year Personal Finance Course

Senior year is when students are making real-life decisions about jobs, college, military service, or entering the workforce. This course is designed to support students right when they need it most.

Topics like understanding a paycheck, managing a budget, choosing insurance, and using credit wisely are far more meaningful when students can immediately apply what they learn to their next steps after graduation. 55

This is a standalone personal finance graduation requirement, meaning it focuses specifically on financial life skills. It does not replace existing math or social studies requirements but instead adds an important layer of preparation for life after high school.

## What will students learn?

Students will learn practical, real-world financial skills, including:

- How emotions and habits can affect money decisions
- How to read a paycheck and understand taxes
- How banks, credit unions, and financial systems work
- How credit, loans, and debt impact future opportunities
- How insurance protects people and property
- How to create a budget and begin planning for long-term financial security

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These lessons are designed to help students avoid common financial mistakes and build confidence as they enter adulthood.

The course will be taught by licensed and qualified teachers with backgrounds in Career and Technical Education, Social Studies, or Math, educators who specialize in helping students connect learning to real-world applications.



## Recommended Board Action

Approve adding a 0.5 credit personal finance graduation requirement for all students beginning with the 2026–27 school year, ensuring every graduate leaves North Branch prepared for financial independence.



## Discussion

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Personal Finance 26-27 School Year

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

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 duly held in the School District on January 8, 2026, at 5:30 o'clock p.m., for the purpose, in part, of adopting a resolution appointing election judges.

Member \_\_\_\_\_ moved the adoption of the following Resolution:

**RESOLUTION APPOINTING ELECTION JUDGES  
FOR THE FEBRUARY 10, 2026  
SCHOOL DISTRICT SPECIAL ELECTION**

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

1. The individuals specified on EXHIBIT A attached hereto, each of whom is qualified to serve as an election judge, are hereby appointed as judges of election for the School District's special election on February 10, 2026, to act as such at the combined polling place listed on said exhibit.

2. The election judges shall act as clerks of election, count the ballots cast, and submit the results to the School Board for canvass in the manner provided for other school district elections.

3. The School District Clerk and the Clerk's designee are hereby authorized to appoint additional election judges, as needed, to fill vacancies that may occur on or before election day.

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.

**EXHIBIT A**

COMBINED POLLING PLACE

Main Street Church

ELECTION JUDGES

Head Election Judge

Lynn Wilson  
Dan Goldbloom  
Thomas Davis  
Anna Gilkerson  
Dianne Klund  
Tracy Ibinger  
Rebecca Whiting  
Lorraine Moeller  
Lynning Peterson  
Barbara Vincent  
Carol Gilquist  
Corrine Meyer  
Lin Strong

Alternates

Absentee Ballot Board



EXTRACT OF MINUTES OF A MEETING  
OF THE SCHOOL BOARD  
OF INDEPENDENT SCHOOL DISTRICT NO. 138  
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STATE OF MINNESOTA

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 duly held in the School District on January 8, 2026, at 5:30 o'clock p.m., for the purpose, in part, of adopting a resolution appointing election judges.

Member Grovender moved the adoption of the following Resolution:

**RESOLUTION APPOINTING ELECTION JUDGES  
FOR THE FEBRUARY 10, 2026  
SCHOOL DISTRICT SPECIAL ELECTION**

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

1. The individuals specified on EXHIBIT A attached hereto, each of whom is qualified to serve as an election judge, are hereby appointed as judges of election for the School District's special election on February 10, 2026, to act as such at the combined polling place listed on said exhibit.
2. The election judges shall act as clerks of election, count the ballots cast, and submit the results to the School Board for canvass in the manner provided for other school district elections.
3. The School District Clerk and the Clerk's designee are hereby authorized to appoint additional election judges, as needed, to fill vacancies that may occur on or before election day.

The motion for the adoption of the foregoing resolution was duly seconded by Naegele. On a roll call vote, the following voted in favor: Grovender, Johnson, LaValla, MacMillan, Naegele and Trampe

and the following voted against: None

whereupon said resolution was declared duly passed and adopted.

**EXHIBIT A**

COMBINED POLLING PLACE

Main Street Church

ELECTION JUDGES

Head Election Judge

Lynn Wilson  
Dan Goldbloom  
Thomas Davis  
Anna Gilkerson  
Dianne Klund  
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Rebecca Whiting  
Lorraine Moeller  
Lynning Peterson  
Barbara Vincent  
Carol Gilquist  
Corrine Meyer  
Lin Strong

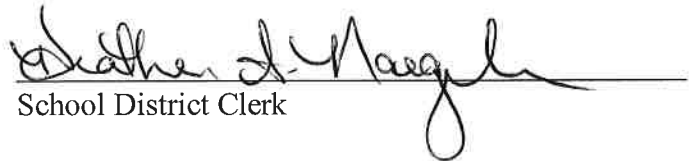
Alternates

Absentee Ballot Board

STATE OF MINNESOTA    )  
                                  ) ss.  
COUNTY OF CHISAGO    )

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 appointing election judges for a special election of said school district, 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 8th day of January, 2026.

  
\_\_\_\_\_  
School District Clerk



# STUDENTS

## Early Entrance to Kindergarten

598-NB

### I. PURPOSE

The purpose of this policy is to provide guidance to professional staff and parents regarding early entrance to kindergarten.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. § 124D.02 requiring school districts to have a board-adopted policy for early admission to kindergarten for select students.
- B. The school district will adopt procedures that establish a comprehensive evaluation for early admission to kindergarten.

**Legal References:** Minn. Stat. § 124D.02 (Kindergarten Enrollment)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 608

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2024~~2~~

## 608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

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

### I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need to provide special educational services to some students in the school district.

### II. GENERAL STATEMENT OF POLICY

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

### III. CHILDREN BIRTH THROUGH AGE SIX EXPERIENCING DEVELOPMENTAL DELAYS

A. "Child with a disability" means a child identified under federal and state special education law as deaf or hard-of-hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children. A licensed physician, an advanced practice registered nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability.

B. In addition to Paragraph A, every child under age three and, at local district discretion, every child from age three through age six, who needs special instruction and services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children under age three and by the rules of the Commissioner of the Minnesota Department of Education for children ages three through six, because the child has a substantial delay or has a diagnosed physical or mental condition or disorder with a high probability of resulting in developmental delay is a child with a disability.

C. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children, is not a child with a disability.

**[NOTE: The 2024 Minnesota legislature revised these provisions in part to account for the responsibilities of the new Department of Children, Youth, and Families. The provisions quote Minnesota Statutes, section 125A.02.]**

### IV. RESPONSIBILITIES

A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for ~~disabled~~-children with a disability who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.

- B. The school district shall ensure that all qualified children with a disability are provided special education and related services that are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.
- D. The school district may conduct an assessment for developmental adapted physical education, as defined in Minnesota Rules, part 3525.1352, as a stand-alone evaluation without conducting a comprehensive evaluation of the student in accordance with prior written notice provisions in Minnesota Statutes, section 125A.091, subdivision 3a. A parent or guardian may request that the school district conduct a comprehensive evaluation of the parent's or guardian's student.

**[NOTE: The 2024 Minnesota legislature enacted paragraph D. This provision is permissive, not mandatory. A school board can decide whether to add it to a policy.]**

**Legal References:** Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 125A.02 (Child with a Disability Defined)  
Minn. Stat. § 125A.027 (Rulemaking)  
Minn. Stat. § 125A.03 (Special Instruction for Children with a Disability)  
Minn. Stat. § 125A.08 (Individualized Education Programs)  
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)  
Minn. Stat. § 125A.29 (Responsibilities of County Boards and School Boards))  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)  
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)  
MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

# EDUCATION PROGRAMS

## Instructional Services – Special Education

608

### I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need to provide special educational services to some students in the school district.

### II. GENERAL STATEMENT OF POLICY

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

### III. CHILDREN BIRTH THROUGH AGE SIX EXPERIENCING DEVELOPMENTAL DELAYS

- A. "Child with a disability" means a child identified under federal and state special education law as deaf or hard-of-hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children. A licensed physician, an advanced practice registered nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability.
- B. In addition to Paragraph A, every child under age three and, at local district discretion, every child from age three through age six, who needs special instruction and services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children under age three and by the rules of the Commissioner of the Minnesota Department of Education for children ages three through six, because the child has a substantial delay or has a diagnosed physical or mental condition or disorder with a high probability of resulting in developmental delay is a child with a disability.
- C. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children, is not a child with a disability.

### IV. RESPONSIBILITIES

- A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for children with a disability who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as

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North Branch Independent School District No. 138: District Policy 608

Adopted: March 14, 2013

Replaced:

Revised: 2026

Effective: March 14, 2013, 2026

set forth in Minnesota and federal law.

- B. The school district shall ensure that all qualified disabled children are provided special education and related services which are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.
- D. The school district may conduct an assessment for developmental adapted physical education, as defined in Minnesota Rules, part 3525.1352, as a stand-alone evaluation without conducting a comprehensive evaluation of the student in accordance with prior written notice provisions in Minnesota Statutes, section 125A.091, subdivision 3a. A parent or guardian may request that the school district conduct a comprehensive evaluation of the parent's or guardian's student.

**Legal References:** Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 125A.02 (Definition of Child with a Disability)  
Minn. Stat. §§ 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29 (District Obligations)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

**Cross References:** NB Policy 402 (Disability Nondiscrimination Policy)  
NB Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)  
NB Policy 509 (Enrollment of Nonresident Students)  
NB Policy 521 (Student Disability Nondiscrimination)