

**NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138  
NORTH BRANCH AREA HIGH SCHOOL, GLASS CLASSROOM, 38175  
GRAND AVE, NORTH BRANCH, MN 55056  
SCHOOL BOARD WORK SESSION  
THURSDAY, FEBRUARY 27, 2025  
5:30 PM**

**AGENDA**

Notice is hereby given that the School Board of North Branch Area Public Schools will hold a School Board Work Session on Thursday, February 27, 2025 at 5:30 PM in the North Branch Area High School, Glass Classroom, 38175 Grand Ave, North Branch, MN 55056.

- I. Call to Order
- II. Roll Call
- III. Pledge of Allegiance
- IV. Superintendent's Report 2
- V. Work Session Topics
  - A. Spotlight: High School and ALC 12
- VI. Adjournment

# Superintendent Update

February 26, 2025

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# At the forefront of educational excellence



## **WHAT WE INTEND TO CREATE**

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

## **OUR PURPOSE**

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

## Viking Spotlight on Emeline Almquist: North Branch Class of 1937



- **A Lifelong Learner** – Emeline’s curiosity for education was shaped by inspiring teachers and meaningful experiences.
- **Overcoming Challenges** – Encouraged by her first teacher, she turned struggles in reading and math into growth opportunities.
- **The Power of Stories** – A teacher’s tales of the prairie sparked her imagination and broadened her perspective.
- **New Opportunities** – A school bus in 1933 allowed her to attend high school, where she thrived<sup>4</sup> in academics and activities.
- **A Lasting Legacy** – Emeline’s story reminds us that learning is lifelong, knowledge is meant to be shared, and education shapes the future. **SKOL!**

# Elevating each students gifts and talents

[https://www.ted.com/talks/temple\\_grandin\\_the\\_world\\_needs\\_all\\_kinds\\_of\\_minds](https://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds)



Every child has unique gifts and talents that shape their learning journey. Embracing neurodiversity fosters inclusion, creativity, and a sense of belonging. By recognizing diverse strengths, we empower all students to thrive and succeed in their own way.

# We Believe in Music



## The Importance of Elementary Music Education

Boosts Cognitive Skills – Strengthens memory, language, and problem-solving abilities. 6

Supports Social & Emotional Growth – Builds teamwork, confidence, and self-expression.

Fosters Lifelong Appreciation – Encourages creativity and holistic growth.

# Hmong Family and Engagement Night



- Date: Monday, February 24th
- Purpose: Strengthen partnership through human connection
- Three breakout sessions
- Attendance: 60 plus students and families



*“It’s really nice being able to connect with other Hmong family and brainstorms ideas to help all our kids succeed.”*



# Legislative Support for Forward Together Teacher Registered Apprenticeship Program



The direct appropriation to school districts follows the compliance expectations set forth by the Department of Labor and Industry (DOLI) and the Professional Educators Licensing and Standards Board (PELSB) while honoring local control and coordinated uniqueness across independent school districts.

- Stipends to registered teacher apprentices to offset costs of tuition and fees
- Direct program costs, wage progression, and program support for registered apprentices
- Stipends for journey teachers, ensuring continued mentorship and co-teaching support

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In addition to special education, Minnesota continues to face critical teacher shortages in math, career and technical education (CTE), and computer science. While these pathways are still in development, this bill includes \$50,000 to support ISD 138's ongoing work as a teacher registered apprenticeship sponsor, ensuring that these innovative, job-embedded training models can be expanded across the state.

# From local spotlight to statewide spotlight



Mattias to be featured on WCCO Sunday Morning tentatively March 23<sup>rd</sup>.

# Celebrating Viking Student-Athletes



This week we recognized the accomplishments and awards some student-athletes have received this year. The time and effort they put into their athletics and academics doesn't go unnoticed. These are honors above and beyond regular season conference or team awards.







**High School  
and Norse  
Area Learning<sup>12</sup>  
Center**

Spotlight Presentation 2.27.25



# Vision- What we intend to create

*Inspire dreams, build integrity and 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<sup>14</sup> to achieve their **greatest potential** and become informed and engaged citizens.*



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**Clint Link** - Principal

**Amanda Deager** - Asst Principal  
Norse and HS

**Jacob Truby** - Asst Principal at HS

## Big Blur

How your 4 year path leads to post-secondary plan



# Student Spotlight

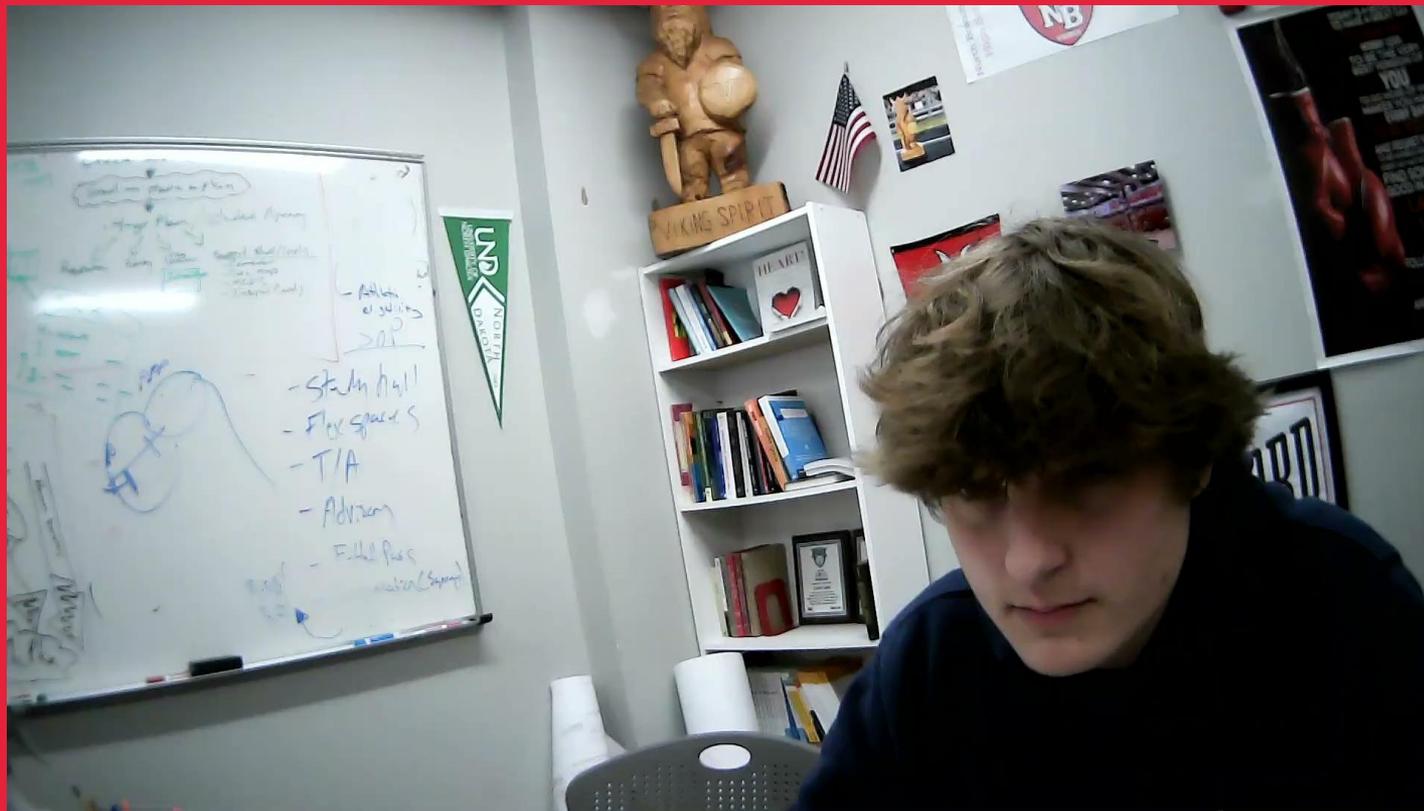


Madison Moran



Sophia Benedict





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Jake Durham - 12th Grade

# Staff Spotlight

Mr. Sam Lubs - NBAHS Choir Director



# Academic Goal



## Academic Goal

80% of our student's grades will be a C- or above in all content areas at the end of each grading period

Current Grade	9	10	11	12	Grand Total
A	622	472	296	259	1649
A-	195	181	114	69	559
B	132	112	106	81	431
B-	99	71	91	43	304
B+	103	120	113	62	398
C	80	78	94	48	300
C-	52	64	61	26	203
C+	78	82	86	37	283
D	59	66	73	21	219
D-	37	38	52	13	140
D+	46	53	71	27	197
F	185	160	184	62	591
P	29	47	50	45	171
<b>Grand Total</b>	<b>1717</b>	<b>1544</b>	<b>1391</b>	<b>793</b>	<b>5445</b>

## 24-25 SY

Date	Percent C- or Above	C- or Above	Not C- or Above	Total Grades
9/16	89.12%	3130	382	3512
9/30	81.73%	4227	18.27%	5172
10/14	81.11%	4454	18.89%	5491
10/28	80.87%	4426	19.13%	5473
11/11	80.79%	4412	19.21%	5461
11/25	79.34%	4319	20.66%	5444
12/9	79.54%	4330	20.46%	5444
1/6	78.93%	4298	21.07%	5445
FINAL	80.98%	4642	19.02%	5732

## 1st Semester

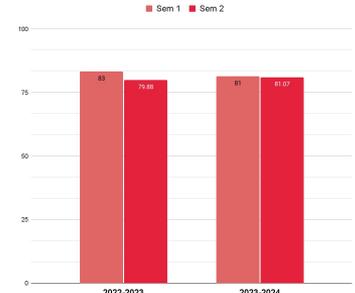
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Date	Percent C- or Above	C- or Above	Not C- or Above	Total Grades
2/4	78.37%	1928	532	2460
2/19	77.81%	3454	985	4439

## 2nd Semester

## 22-24 SY

Percent of Grades C- or Better



# Standardizing Grading Practices

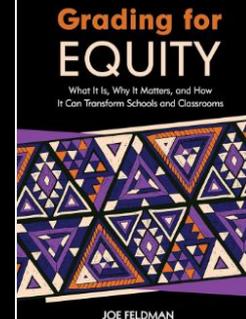
- Grades need to be easily calculated by the student and families
- Grades need to show what the student knows and doesn't know and behaviors are separated
- Grades need to align to Priority Standards and primarily connected to Summative Assessments (Not practice work)



Proficiency Scale for Standard 9.4.3.12.5

Dimension	Emerging	Developing	Proficient	Advanced
Identification of Developments	Recognizes a few basic innovations (e.g., names of a couple of scientific or technological breakthroughs) without much detail.	Identifies several major developments (such as the advent of antibiotics, early aviation advances, or the beginnings of nuclear science) with moderate accuracy.	Accurately lists a broad range of key developments in science, medicine, and technology during 1900–1950, naming specific innovations and influential figures.	Provides a comprehensive identification of both well-known and less obvious innovations, articulating their significance and interconnections within the period's technological landscape.
Contextual Understanding	Provides minimal or isolated context; views developments as standalone facts without linking them to broader historical changes.	Offers basic historical context by connecting some developments to events of the period, though connections may be superficial.	Explains how each development fits into broader social, political, and economic shifts during 1900–1950, clearly situating innovations within their historical context.	Delivers nuanced, interdisciplinary context that integrates global perspectives, explaining how scientific, medical, and technological breakthroughs both shaped and were shaped by broader historical forces.

## Priority Standards



# Life Skills Goal

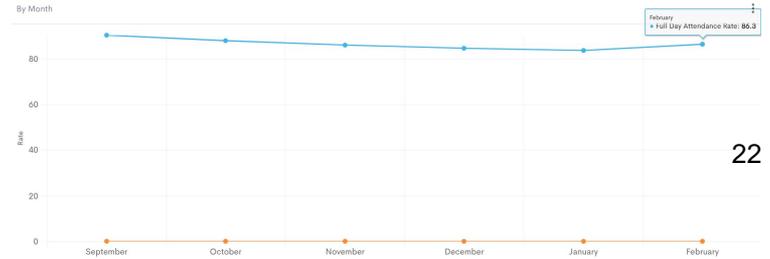


## Building Wide Goal

Student full day (daily) attendance rate will be at 90% or higher at the end of each grading term.

**Current = 86.3%**

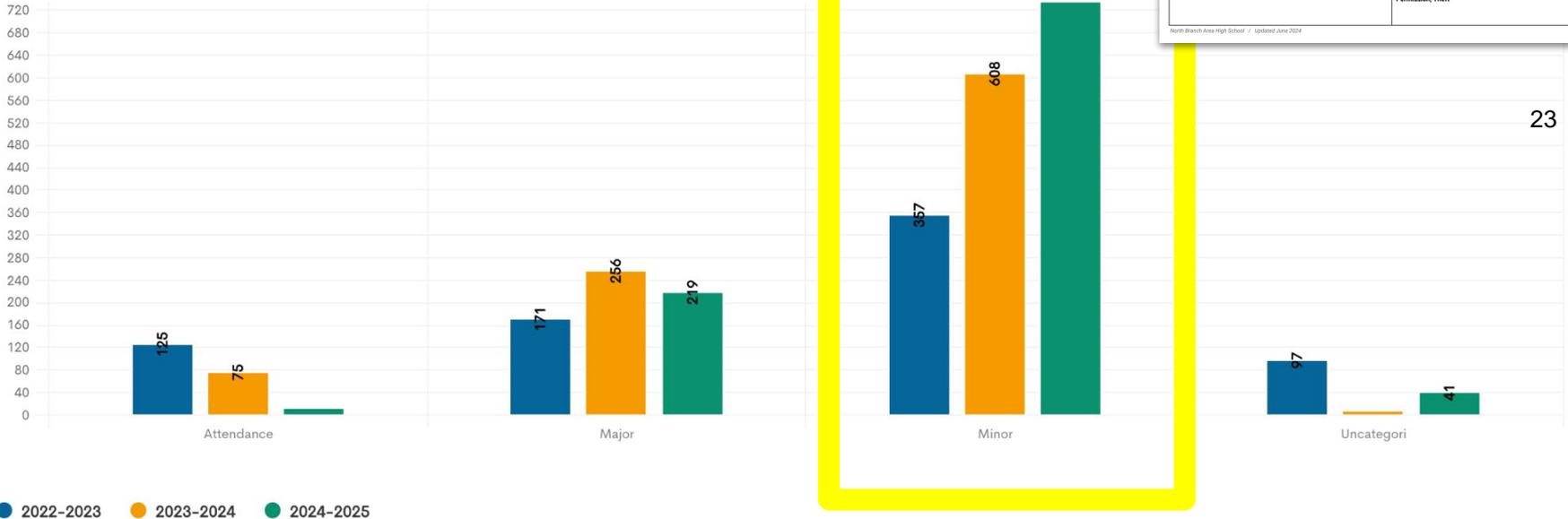
Attendance By Month



**23-24 SY = 82.96%**



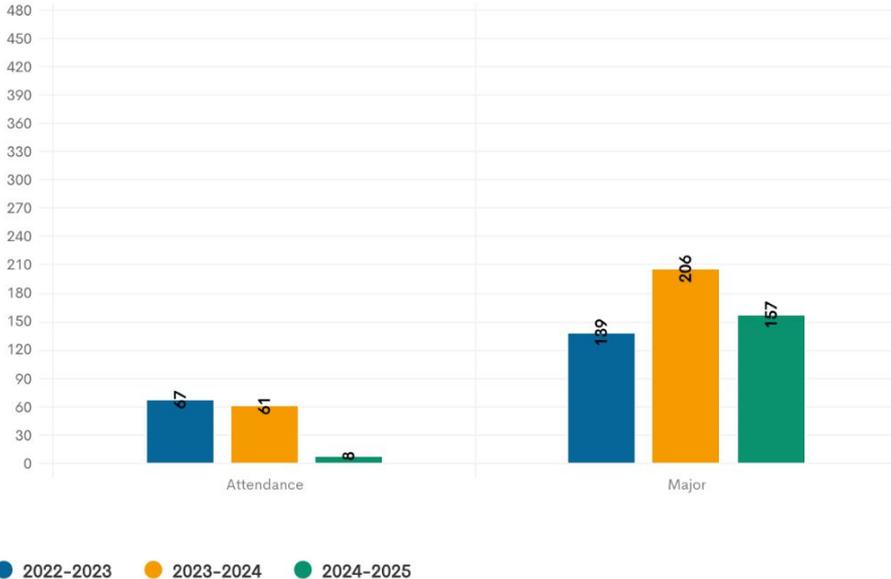
# Discipline Incidents SY23-25 (All Data)



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

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# Discipline Incidents SY23-25 (Removing Cell Phone Confiscations)



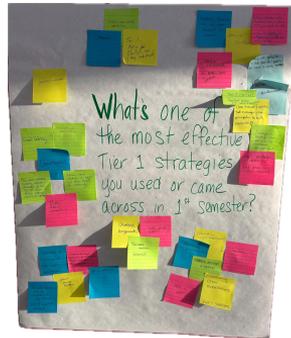
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# S.H.I.E.L.D

## Tier 1 Intervention Professional Development

- S – Support for All
- H – Holistic Interventions:
- I – Inclusive Practices
- E – Evidence-Based Strategies:
- L – Leadership in Collaboration
- D – Data-Driven Decisions



# Schedule

- Strong support from students and staff for a **Hybrid Block Schedule** next year.
- This continued redesign will assist in shifting our school culture toward a **stronger focus on learning.**
- A balance of consistent class connections and dedicated time for deeper learning.
  - Students will have each class four times a week
- Scheduled time for **academic interventions** to support students in need.
- Opportunities for **extension, exploratory and fun activities** for our learners.



# Norse Area Learning Center

Amanda Daeger



# NB



## Norse ALC and High School

- Dual Enrollment Increase
- Transition between sites is seamless
- Future Possibilities seem bright.

# Spotlight

## MAAP Legislative Day

**Chris Thompson and Erik Lien**

We took two students to the State Capitol in St. Paul on February 19th. We met with the MAAP STARS officers and the lobbyist team.

We met with our local Representative and Senator!

We will invite Sen Koran and Rep. Rymer to visit Norse in the Fall.



# MAAP Conference

Learning from others in the field



## MAAP Stars

Gives students an opportunity to demonstrate the artistic, career, and life skills they have developed. Students participate in a wide variety of competitive and demonstrative events that are done individually and or in teams.



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# Spotlight

## Hands On Learning

**Emily Strieffel**

Landscaping focused on landscape design, blue prints, and hands on applications.

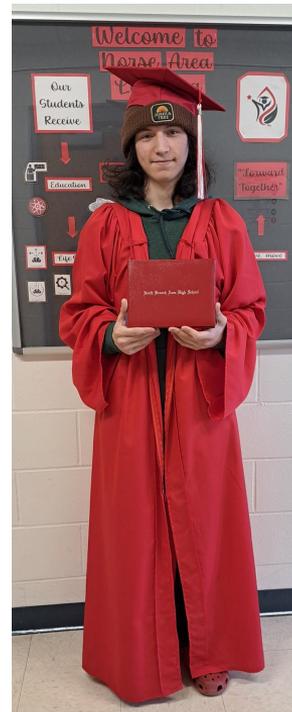
Intro to Culinary Arts focused on teaching real life kitchen skills.

We also received a NBAEF grant to purchase kitchen equipment and supplies to enable students to do weekly hands on food labs.



# Graduation

7 graduates so far this school year!



# Academic Goal

Norse Area Learning Center



## Credit Recovery

Attempted 134

Credits Earned 120

89.6% Recovery Rate

## Credit Recovery

Get caught up and graduate on time

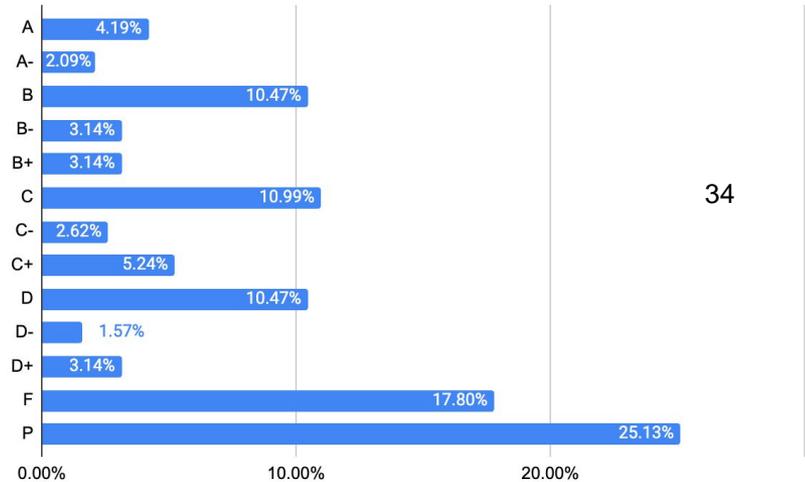
# Academic Goal

Norse Area Learning Center



## Academic Goal

80% of our student's on target grades within Edmentum will be passing at a C- or higher at the end of each grading period.



67% of students are passing at C- or higher

# Life Skills Goal

## Norse Area Learning Center



to 75% or higher during  
the 2024-25 school year.

# Future of Norse



## Profile of a Learner

Success isn't defined by grades but by the essential life skills that shape our students' futures. Our diverse graduates bring unique strengths, and we are committed to fostering growth in:

- Collaboration
- Financial Literacy
- Problem Solving
- Empathy
- Community Involvement/Kindness
- Goals/Motivation

## System Evaluation

We're taking a closer look at our current systems and structures to see how well they align with the values in the Profile of a Learner.

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- Bell Schedule
- Curriculum
  - Edmentum
  - Project Based Learning development
  - Cross curricular Development
- Building a partnership with Pine Tech through Early Middle College (EMC)