

NOTICE OF REGULAR MEETING OF THE SCHOOL BOARD
GRAND FORKS PUBLIC SCHOOL DISTRICT #1
Monday, September 25, 2023
Mark Sanford Education Center (Enter at West Door #3)
2400 47th Avenue South, Grand Forks, ND

(The meeting will be broadcast live and archived at <https://www.youtube.com/c/GFSchools>)

AGENDA

Please note the stated times per topic are approximate and intended only as a guide. Upon convening the meeting, agenda topics may begin earlier or later than their stated approximate time.

- 6:00 pm **1. CALL TO ORDER AND PLEDGE OF ALLEGIANCE**
 A. Reading of School Board Meeting Norms
- 6:00 pm **2. PUBLIC HEARING ON PRELIMINARY BUDGET AND CERTIFICATE OF TAX LEVY FOR FY24**
- 6:15 pm **3. APPROVAL OF AGENDA**
- 6:16 pm **4. APPROVAL OF MINUTES**
 A. September 11, 2023
- 6:17 pm **5. PUBLIC COMMENTS**
Individuals wishing to address the school board are asked to complete a Public Comment Card, submit it to the school board secretary before the start of the meeting, and wait to be invited to speak. Each person may speak for up to three (3) minutes. No individual may speak on the same topic more than once. The chairperson reserves the right to limit the comments and the number of speakers. School Board members shall not engage in a response or enter a debate about any issue(s) brought before the board during this portion of the meeting. Public comments and concerns will be directed to the Superintendent of Schools, who will deal with them according to policies adopted by the Board.
- 6. SUPERINTENDENT'S RECOMMENDATIONS FOR DISCUSSION**
- 7. SUPERINTENDENT'S RECOMMENDATIONS FOR ACTION**
- 6:23 pm A. Design Proposal for Public School on Military Installations Grant (Strategic Plan Area 3)
- 6:43 pm B. Consent Agenda:
 1. Teacher Appointments
 2. Student Information Sharing Requests: MusicPlay Online, Blink Learning, and PebbleGo
- 6:44 pm C. General Fund Financial Statement (Strategic Plan Area 3)
- 6:54 pm D. Designation of NDSBA Convention Delegates
- 6:59 pm E. Annual Compliance Report
- 7:04 pm F. Superintendent Evaluation Committee Report
- 7:14 pm G. Policy Review
- 7:19 pm H. Consolidated Grant Application for Federal Title Funding (Strategic Plan Area 3)
- 7:29 pm **8. OTHER**
 A. Announcements
 B. Board Requests for Future Consideration
There should be no discussion concerning any item that is requested for future consideration. The Board President and Superintendent will determine the best method of response to board requests.
 C. School Board Meeting Norms – How did we do?
- 7:34 pm **9. ADJOURNMENT**

Persons with disabilities who may need assistance to access the meeting should call the superintendent's office at 701-787-4880 at least 24 hours prior to this meeting.

Grand Forks Public School District #1

School Board Meeting Norms

The purpose of establishing school board norms is to ensure that all individuals have the opportunity to contribute in the meeting; to increase productivity and effectiveness; and to facilitate the achievement of its goals.

NORMS

- 1) Be prepared
- 2) Be on time
- 3) Value and respect each other
- 4) Exercise thoughtful deliberation and conversation
- 5) Be professional at the Board table and when visiting with the general public
- 6) Speak up when the norms are not being followed
- 7) Advocate on behalf of students and keep the community in mind

GOVERNANCE

- 1) Lead by policy
- 2) Serve as advocates for K-12 public education
- 3) Entrust the day-to-day operations to the professionals; Let the administrators do their work
- 4) Assist community members and stakeholders in following the chain of command

OTHER


- 1) Consider staff and District capacity in resources
- 2) Balance the meeting agendas so one meeting isn't heavier than the other

Brandon Baumbach
Business Manager

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bbaumbach020@mygfschools.org

MEMORANDUM

TO: Grand Forks School Board
FROM: Brandon Baumbach, Business Manager
SUBJECT: Public Hearing on Preliminary Budget and Certificate of Levy for FY24
DATE: September 25, 2023



At its August 7, 2023 school board meeting, the school board authorized a preliminary budget and tax levy which called for a total levy of 131.68 mills. This preliminary budget and tax levy was certified to the County Auditor as required by state law and Notices of Estimated Property Tax and Budget Hearing Dates were sent to each owner of taxable property in the District with a total estimated property tax of at least one hundred dollars.

The total proposed Grand Forks Public School District property tax levy for fiscal year 2023-2024 will be 131.68 mills, the same as for fiscal year 2022-2023 after an increase of 20.68 mills for a sinking & interest fund approved by voters on May 16, 2023.

Citizens should be given an opportunity to present oral or written comments regarding the district's proposed fiscal year 2023-2024 budget.

Final consideration of the fiscal year 2023-2024 budget and property tax levy will occur during the October 9, 2023 school board meeting.



PUBLIC SCHOOL DISTRICT BUDGET AND TAX LEVY - CERTIFICATE OF LEVY
NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
OFFICE OF SCHOOL FINANCE
SFN 9149 (05-2022)

To the County Auditor of _____ County, _____ North Dakota.
You are hereby notified that the School Board of _____ Public School District No. _____
has levied the following amount for:

		Amount of Tax Levied
Fund Group 1 - General Fund		
General Fund Property Tax Levy	70.00 Mills up to	20,455,161.16
Tuition Fund Levy	4.00 Mills up to	1,168,866.35
Miscellaneous Fund Levy	12.00 Mills up to	3,506,599.06
Safety Fund Levy		
Fund Group 2 - Special Reserve		
Special Reserve Levy	3.00 Mills up to	876,649.76
Fund Group 3 - Capital Projects		
Building Fund Levy	20.00 Mills up to	5,844,331.76
Special Assessments Fund Levy	2.00 Mills up to	584,433.18
Fund Group 4 - Debt Service		
Sinking & Interest Fund Levy*	20.68 Mills up to	6,043,039.04
Judgment Bonding Levy		
Total Amount Of Levies	131.68 Mills	38,479,080.31

*Includes mills necessary to pay principal and interest on any bonded debt incurred under NDCC 57-15-17.1 before July 1, 2013.

You will duly enter and extend such tax upon the tax list for the current year against all taxable property in said school district. You will also enter and extend taxes previously levied, if any, by resolution of the school board of this district to pay interest on bonds outstanding and to pay the principal thereof at maturity.

Dated at _____, North Dakota, this _____ day of _____, _____

Business Manager: _____

Filed: _____
Filed: _____
Filed: _____

County Auditor: _____
County Superintendent: _____
Business Manager: _____

Send the original and one copy to the County Superintendent of Schools or designee assigned by the county commissioners, and retain one copy in the school district files.

Fund Group 1
Annual Budget for the Year
Ending June 30, 2024

Appropriations

Estimated or Actual 2022-2023	Appropriation Requested 2023-2024	Final Appropriation 2023-2024
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Section 1 Regular Programs

110-1000 Kindergarten Instruction
110-2100 Kindergarten Support Service
110-2410 Kindergarten Principal
120-1000 Elementary Instruction
120-2100 Elementary Support Service
120-2410 Elementary Principal
130-1000 Junior High Instruction
130-2100 Junior High Support Service
130-2410 Junior High Principal
140-1000 Senior High Instruction
140-2100 Senior High Support Service
140-2410 Senior High Principal

2,413,278.96	2,615,650.26	
18,504,732.07	20,017,436.92	
2,761,670.87	2,970,081.44	
2,774,707.81	3,006,101.65	
10,383,342.55	11,241,773.14	
787,806.68	849,803.35	
1,333,211.85	1,444,156.01	
11,137,567.67	12,054,461.80	
1,579,347.22	1,706,652.27	
1,728,458.08	1,870,678.50	

Section 1 Federal Programs

261-1000 Title I Programs
266-1000 Nutrition Education & Training Program
270-1000 Title III English Language Acquisition
275-1000 Comprehensive Literacy
285-1000 Student Support and Academic Enrichment
290-1000 Title II Professional Development Programs
295-1000 Indian Education Programs
296-1000 Title IV School and Community Programs
298-1000 Other Federal Programs

2,654,606.24	3,159,255.00	
34,623.25	25,729.00	
714,715.13	683,419.00	
525,444.14	550,000.00	
663,686.61	726,189.00	
84,340.60	84,309.00	
675,050.73	373,201.00	
3,713,311.15	1,000,000.00	

Section 1 Undistributed Expenditures

000-2210 Improvement of Instruction Service
000-2220 Instructional Media Service
000-2290 Other Instructional Support Service
000-2310 School Board Services
000-2320 Executive Administration - Superintendent
000-2330 Special Area Administrative Service
000-2500 Support Service - Business
000-2600 Operation & Maintenance of Plant
000-2800 Support Service - Central
000-2900 Other Support Service

2,399,041.89	2,556,002.44	
1,956,525.82	2,111,541.42	
21,675.05	23,492.82	
232,452.91	240,685.50	
979,244.58	1,058,268.45	
2,133,388.00	2,237,297.86	
10,018,502.99	10,218,538.85	
2,643,187.54	2,747,710.94	
63,493.42	65,034.98	

[illegible]

Fund Group 1
Annual Budget for the Year
Ending June 30, 2024

Appropriations

Section V Special Education

200-1000 Special Education Instruction
200-2000 Special Education Support Service
200-2700 Special Education Transportation
200-2950 Boarding Care

Estimated or Actual 2022-2023	Appropriation Requested 2023-2024	Final Appropriation 2023-2024
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17,965,708.94	19,269,363.30	-
2,860,578.56	3,062,584.01	-
886,377.52	1,261,193.75	-

Section VI Career and Technical Education

300-1000 Career and Technical Education Instruction
300-2000 Career and Technical Education Support Service
300-2700 Career and Technical Education Transportation
300-3300 Adult Education

4,752,547.05	5,059,219.26	-
450,553.71	479,977.18	-
47,101.30	67,018.70	-

Total Operating Budget

118,997,086.49	127,214,235.97	-
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Fund Groups 2 - 7
Annual Budget for the Year
Ending June 30, 2024

Appropriations

Fund Groups 2 – 7

Fund Group 2 – Special Reserve Fund
Fund Group 3 – Capital Projects Fund
Fund Group 4 – Debt Service Fund
Fund Group 5 – Food Service Fund
Fund Group 6 – Student Activities Fund
Fund Group 7 – Trust & Agency/Consortium Fund

524,602.30	500,000.00	
12,215,663.94	14,238,114.00	
	4,900,000.00	

The appropriations for Fund Groups 2 through 4 are used to support the mill levy requests on page 1.

Fund Group 1
Annual Budget for the Year
Ending June 30, 2024

Revenue

Actual or Estimated 2022-2023	Revenue Estimated 2023-2024
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1000 Revenue from Local Sources

1100 Taxes

1110 General Fund Property Tax Levy

1131 Tuition Fund Levy

1138 Miscellaneous Fund Levy

1139 Safety Fund Levy

1190 Other Tax Revenue

1200 Revenue In-Lieu of District Property Taxes

1210 Electric Generation, Distribution and Transmission

1220 Telecommunications

1230 Property Tax Credits Reimbursed by the State

1240 Property Owned by State or Nonprofit Agencies

1250 Mobile Home Tax

1290 Other Revenue In-Lieu of Property Taxes

Total Tax Revenue

17,979,593.70	20,455,161.16
1,026,767.74	1,168,866.35
3,082,770.61	3,506,599.06

734,451.58	785,349.07
22,823,583.63	25,915,975.64

1300 Tuition

1310 Regular Programs

1320 Handicapped Programs

1330 Career and Technical Education Programs

1340 Summer School

1350 Adult Education

1360 Driver Education

1380 Residential Treatment Program

Total Tuition

3,408,846.41	3,511,111.80
694,184.78	715,010.32
93,868.80	96,684.86
75,700.00	77,971.00
4,272,599.99	4,400,777.99

1400 Transportation Fees

1410 Regular Programs

1420 Handicapped Programs

1430 Career and Technical Education Programs

Total Transportation Fees

(2,860.00)	-
(2,860.00)	-

1500 Interest Earned

1600 Food Service Revenue

1700 Student Activities Revenue

1800 Community Service Activities Revenue

1900 Other Revenue From Local Sources

630,015.79	630,015.79
35,190.83	36,246.55
1,034,353.97	1,055,041.05

Total Local Revenue

28,792,884.21	32,038,057.03
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Fund Group 1
Annual Budget for the Year
Ending June 30, 2024

Revenue

2000 Revenue from County Sources

2200 Mineral Resources
2210 Oil & Gas Production
2220 Coal Production
2230 Coal Conversion
2900 Other County Revenue

Actual or Estimated 2022-2023	Revenue Estimated 2023-2024
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Total County Revenue

-	-
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3000 Revenue from State Sources

3100 Unrestricted State Revenue
3110 State School Aid
3130 Transportation
3140 State Child Placement
3190 Other Unrestricted State Revenue
Total Unrestricted State Revenue

66,615,705.19	69,280,333.00
733,028.13	742,364.65
360,691.99	364,298.91
67,709,425.31	70,386,996.56

3200 Handicapped Program Aid
3300 Career and Technical Education Program Aid
3410 Special Education Joint Agreements
3420 Career and Technical Education Joint Agreements
3430 Regional Education Assoc. Joint Agreements
3900 Other Restricted State Revenue
Total Restricted State Revenue

376,060.76	379,821.37
482,517.29	396,752.19
349,476.93	352,971.70
43,742.75	44,180.18
914,811.89	923,960.01
2,166,609.62	2,097,685.44

Total State Revenue

69,876,034.93	72,484,682.00
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Fund Group 1
Annual Budget for the Year
Ending June 30, 2024

Revenue

4000 Revenue from Federal Sources

4100 Unrestricted Federal Received Direct

4110 P.L. 81-874 Impact Aid

4200 Unrestricted Federal Through State or County Agency

4210 Taylor Grazing

4220 Flood Control

4225 U.S. Fish And Wildlife

4230 Mineral Leases

4240 Bankhead Jones

4260 Johnson O'Malley

4270 PL 96-638 Funds

4290 Other Restricted Federal Aid

4400 Restricted Federal Received Direct

4410 P.L. 81-815 Construction Aid

4420 ESAA - Emergency School Assistance Aid

4440 Indian Education Program

4450 Impact Aid (P.L. 874) Low Income Housing

4460 Headstart

4490 Other Restricted Federal Aid

4500 Restricted Federal Received Through State Agency

4510 Title I Programs

4517 Title II Professional Development Programs

4520 Title III English Language Acquisition

4525 Title IV Student Support and Academic Enrichment

4531 Title IDEA-B Special Education

4532 Preschool Program

4535 Comprehensive Literacy

4545 Carl Perkins Grant

4549 Other Career and Technical Education Programs

4550 Child Nutrition Programs

4559 Nutrition Education & Training Programs

4560 Adult Education Programs

4575 Title IV School and Community Programs

4579 Other Community Education Programs

4580 Career Education

4590 Other Restricted Federal Revenue

4595 Other Federal Aid for Special Education

4700 Federal Revenue Through an Intermediate Agency

4710 Workforce Investment Act (WIA Classroom)

4790 Other Federal Revenue

4800 Federal Revenue in Lieu of Taxes

4900 Federal Revenue for/on Behalf of LEA

4910 Special Education Joint Agreements

4920 Career and Technical Education Joint Agreements

Actual or Estimated 2022-2023	Revenue Estimated 2023-2024
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84,309.00	85,152.09
3,403,267.22	3,437,299.89
	-

2,714,199.28	3,159,255.00
699,521.04	726,189.00
34,623.25	25,729.00
535,829.57	550,000.00
2,357,519.47	2,449,651.00
78,336.06	80,629.34
716,872.52	683,419.31
209,525.00	211,620.25
4,275.36	4,318.11
157,241.51	158,813.93
675,293.61	373,201.00
	-
8,083,056.91	9,669,054.33

5,149.60	5,149.60

Total Federal Revenue

19,759,019.40	21,619,481.85
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Fund Group 1
Annual Budget for the Year
Ending June 30, 2024

Revenue

Actual or Estimated 2022-2023	Revenue Estimated 2023-2024
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5000 Revenue From Other Sources

5100 Sale of Bonds
5200 Interfund Transfers
5300 Sale/Compensation for Loss of Fixed Assets
5400 Refund of Prior Year Expenditures
5500 Services Provided for Another LEA
5700 Revenue to Offset Lease Purchase
5900 Other Revenue

523,768.97	523,768.97
235,899.03	238,258.02
419,352.00	375,000.00

Total Other Revenue

1,179,020.00	1,137,026.99
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Total Local, County, State, Federal, & Other Revenue

119,606,958.54	127,279,247.87
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Fund Group 1 Recap

Beginning Balance on July 1, 2023

12,379,619.00

Total Revenue From Local Sources
Total Revenue From County Sources
Total Revenue From State Sources
Total Revenue From Federal Sources
Total Revenue From Other Sources

32,038,057.03
-
72,484,682.00
21,619,481.85
1,137,026.99

Total Revenue - Fund Group 1

127,279,247.87

Total Beginning Balance And Revenue

139,658,866.87

Total Expenditures - Fund Group 1

127,214,235.97

Estimated Ending Balance on June 30, 2024

12,444,630.90

Maximum School District General Fund Levy Worksheet

Complete section A, B, or C below as applicable.

2022 Taxable Valuation

292,216,588

A. General fund levy authority under 57-15-14.2

1. Maximum general fund levy amount (70 mills times taxable valuation)
2. Prior year general fund levy amount
3. Percentage increase limitation (prior year general fund levy amount times 1.12 + DPI adjustment)
4. Maximum general fund levy amount (lesser of line 1 or line 3)

Levy Amount

20,455,161.16

18,863,331.48

21,126,931.26

20,455,161.16

B. Alternative levy authority under 57-15-01.1 (if applicable)

5. The amount allowed in dollars under 57-15-01.1

(Note: This authority is seldom used. Contact your County Auditor for assistance)

Levy Amount

C. NDCC 57-15-14 Voter approval of excess levies in school districts (if applicable)

6. Specified mill rate approved for a period including taxable years 2009 through 2012
7. Required mill rate reduction
8. Adjusted specified levy (line 9 minus line 10)

Mill Rate

Levy Amount

-

40.00

-

-

Mill Rate

Levy Amount

9. Specified mill rate approved after taxable year 2012

-

Expiration date of specified levy authority

- D. Maximum general fund levy authority (greater of lines 4, 5, 8, 9,)

20,455,161.16

**GRAND FORKS SCHOOL BOARD
GRAND FORKS PUBLIC SCHOOL DISTRICT #1
REGULAR MEETING MINUTES
September 11, 2023**

The School Board of Grand Forks Public School District No. 1 held a regular meeting on Monday, September 11, 2023, at the Mark Sanford Education Center with President Amber Flynn presiding.

Board Members Present: Josh Anderson, Dave Berger, Amber Flynn, Monte Gaukler via phone, Eric Lunn, Jeff Manley, and Cynthia Shabb. **Absent:** Joel Larson and Bill Palmiscno.

Student Board Members Present: Ryaan Alshami and Maggie Barker. **Absent:** None.

Others Present: Dr. Terry Brenner, Superintendent of Schools; Brandon Baumbach, Business Manager; Catherine Gillach, Associate Superintendent of Secondary Education; Matt Bakke, Assistant Superintendent of Elementary Education; Melissa Buchhop, President, Grand Forks Education Association; Michelle Shepperd, President, Grand Forks Air Force Base School Board; and Cindy Johnson, Executive Secretary.

Call to Order and Pledge of Allegiance. The meeting was called to order at 6:00 p.m. and the Pledge of Allegiance was recited.

Reading of School Board Meeting Norms. Anderson read aloud the school board meeting norms.

Approval of Agenda. It was moved by Manley and seconded by Lunn to approve the agenda as amended. Motion carried unanimously. Absent: Larson, Palmiscno, and Shabb.

Shabb joined the meeting at 6:02 p.m.

Approval of Minutes. It was moved by Anderson and seconded by Lunn to approve the minutes of May 22, 2023, as corrected. Motion carried unanimously. Absent: Larson and Palmiscno.

It was moved by Lunn and seconded by Berger to approve the minutes of August 21, 2023, as written. Motion carried unanimously. Absent: Larson and Palmiscno.

Public Comments. Mandy Johnson and her daughter and Nicole Derenne spoke about the Valley Rise Program.

Summer School Reports. Summer School Directors Evan Pederson, Judy Anderson, Mike Wilber, Jay Hepperle, Allison Peterson, Terry Bohan, Kayla Ericson, and Austin Salyer reported highlights of the elementary and secondary summer school, Summer

Performing Arts (SPA), driver's education, and ENCORE programs.

Pederson reported the elementary program's enrollment was the highest it has been since tracking began. A teacher on special assignment (TOSA) was employed to help with issues and he would like to see one in every building next year along with improvements with busing.

Alshami joined the meeting at 6:16 p.m.

Anderson reported the middle school program added reading and math at Twining School and South Middle School hosted an EL program. A special education strategist was employed at each site. Students had a live online tutor.

Wilber and Hepperle reported they split duties for the high school program. Courses are taken for remediation or to free up next year's schedule. 72 students were dropped due to attendance issues. 628 ½ credits were issued. Wilber discussed salary changes, state reimbursements, and new legislation regarding distance education. Hepperle reported on the credit recovery option offered through Edmentum and with assistance from the Mentor Center.

Peterson reported a record enrollment of 1,063 students in SPA. Students receive programming in Fine Arts, instrumental, and strings. Requests for scholarships were also up this year and more were extreme hardship cases. Audience attendance was up with 6 of 8 performances sold out. Peterson

discussed the effect of employee pay raises on the SPA budget and fundraising for next year.

Bohan reported 252 students completed the driver education program which was a decrease from last year. 16 completion certificates were issued, which means those students are not required to take a road test. Vehicles were provided through a rental agreement from Rydell Cars and Grand Forks Subaru.

Ericson reported ENCORE activities included cooking, art, STEM, swimming, and sports and were offered at three schools. Salyer reported on the Valley Rise ENCORE for incoming 5th- and 6th-grade students. Ericson continued with a report on STEMkamp 2023, Summer ENCORE Intro to K.

Alshami left the meeting at 6:57 p.m.

Public School on Military Installations Grant Update.

Dr. Brenner, Taunya Schleicher, and Janell Regimbal gave an update on this grant opportunity. Included was an overview of the grant, deficiencies found at Twining School, security concerns, timeline, and next steps to submit a design proposal to build a new school. The design proposal will be considered for approval by the Grand Forks Air Force Base School Board at its September 19 meeting.

Remote Learning Survey Results. Dr. Brenner reviewed the results of the May 2023 remote learning survey. A high-level overview suggested remote learning during applicable weather-related events continue although with more rigor and increased teacher availability.

Storm Day Decision-making Process. Dr. Brenner gave a comprehensive overview of the decision-making process on whether to delay or cancel school during inclement weather.

NDSBA Opportunities for Board Member Development. Dr. Brenner informed board members of upcoming opportunities for board member development sponsored by the North Dakota School Boards Association (NDSBA), including the New Member Seminar, which per state law requires each newly elected school board member attend within one year of assuming office, School Law Seminar, and Annual Convention. The events will be held October 26-27, 2023, in Bismarck. Board members were asked to notify Cindy Johnson of their attendance plans.

District Achievement Goal Alignment Overview. Gillach gave a high-level overview of the initial steps

taken to align the district's math and literacy goals across the district and anticipated progress monitoring reports.

Consent Agenda. It was moved by Anderson and seconded by Lunn to approve the consent agenda as follows:

- Teacher appointments of Rosemae Agriam, special education teacher effective August 25, 2023, salary \$52,061; Kristine Bendol, special education teacher effective August 31, 2023, salary \$49,728; Mitchell Misagrande, special education teacher effective September 7, 2023, salary \$51,043; Kaith Paraiso, special education teacher effective September 7, 2023, salary \$53,135; and Blessy Mullot, autism teacher effective September 11, 2023, salary \$51,899;
- Open enrollment application for K.A.;
- Third-party individual/entity request for student information for Klett World Languages, easyCBM, Minnesota State University Moorhead student teachers, and Doorway to College Foundation;
- Renewal of Parking Lot Lease with The United Lutheran Church from September 1, 2023, through August 31, 2024, with an annual rental fee of \$14,000 and with an automatic renewal of two subsequent one-year terms through June 30, 2026, unless written notice to non-renew is given; and
- Bus drivers for student transportation as presented.

Motion carried unanimously. Absent: Larson and Palmiscno.

Contracted Staff Resignations and Release from Contracts.

It was moved by Lunn and seconded by Anderson to approve the release from contract for Ally Paradee effective September 20, 2023, with the 5% liquidated damages under Policy DKBB. Motion carried unanimously. Absent: Larson and Palmiscno.

It was moved by Shabb and seconded by Manley to approve the release from contract for Martha Wesley effective September 15, 2023, with the 5% liquidated damages under Policy DKBB. Motion carried unanimously. Absent: Larson and Palmiscno.

Clarification of School Attendance Boundary for Lake Agassiz and Winship Elementary Schools.

Dr. Brenner reported that when West Elementary School came offline in the spring of 2021, district administration communicated with families that all students west of Columbia Road North would attend Lake Agassiz Elementary School while families east of Columbia Road North would attend Winship Elementary School. Within a short amount of time,

those lines put additional enrollment capacity pressure on Winship Elementary School, thus district administration adjusted the boundary line that moved all students west of 20th Street North to Lake Agassiz Elementary School. Students east of 20th Street North attend Winship Elementary School. The adjustment has worked well and the administrative recommendation is for the board to approve the adjustment.

It was moved by Lunn and seconded by Berger to approve the boundary line of 20th Street North is used to guide students west of 20th Street North to Lake Agassiz Elementary School and students east of 20th Street North attend Winship Elementary School. Motion carried unanimously. Absent: Larson and Palmiscno.

Consideration to Initiate a Procurement Process for Snow Removal Services for School Year 2023-2024.

Baumbach explained the administrative recommendation to seek proposals for this year's snow removal services which are likely to exceed \$50,000.

It was moved by Shabb and seconded by Manley to authorize the initiation of a procurement process and post the legal notice for snow removal services for the 2023-2024 school year. Motion carried unanimously. Absent: Larson and Palmiscno.

Consideration of Land Swap Adjacent to Career Impact Academy Site.

Baumbach reported property recently given to the school district from the City of Grand Forks and its Jobs Development Authority included two parcels located on and near the old Holiday Inn location at the intersection of 42nd Ave and Gateway Dr. These two parcels compose the project site for the coming Career Impact Academy. A third parcel privately owned by Ross Huebner is located on the east side of the project site. On August 2, 2023, the finance committee discussed a proposal brought forward by Huebner that contemplates swapping his parcel at 1215 N 42nd St for the 4251 Gateway Drive parcel. The board continued the conversation on August 7, 2023. Since that time, Administration ordered and received an appraisal on the two properties contemplated for the land swap. The appraisal established fair market value of the 1215 N 42nd St (\$540,000) is greater than the 4251 Gateway Drive property (\$440,000). The owner has agreed to demo the vacant structure and concrete prior to delivery to the school district.

It was moved by Anderson and seconded by Berger to approve the land exchange agreement between Ross

Huebner and Grand Forks Public Schools to swap the parcel at 1215 N 42nd St for the 4251 Gateway Drive parcel. Motion carried unanimously. Absent: Larson and Palmiscno.

Joint Powers Agreement between City, School District, and Valley Bus for Student Transportation Services.

Baumbach reported this agreement clarifies the roles and responsibilities related to providing student transportation services to the District, the City of Grand Forks (Cities Area Transit), and Valley Bus Grand Forks, LLC. It is the same mechanism used with the previous student transportation vendor to address an ongoing bus driver shortage.

It was moved by Lunn and seconded by Shabb to approve the joint powers agreement between the City, School District, and Valley Bus for Student Transportation Services through June 2, 2024. Motion carried unanimously. Absent: Larson and Palmiscno.

Policy Review. Shabb reported on the September 5, 2023, meeting of the Policy Review Committee and the ensuing recommendations.

It was moved by Shabb and seconded by Lunn to complete the first reading of the following policies as written or amended:

1. ABAD, Virtual School (as amended)
2. ABEC, School Meal Charge Policy (as amended)
3. BC, Meetings of the Board (as amended)
4. BCAA, Board Meeting Agenda and Pre-Meeting Preparation (as amended)
5. DGGa, Professional Development Plan (as amended)
6. FAAA, Open Enrollment (as amended)
7. FFD, Possessing Weapons (as amended)
8. FFK, Suspension and Expulsion (as amended)
9. KAAA, Visitors in the Schools (as amended)
10. GACG, Educational Opportunities Through Sponsoring Entities (as amended)
11. HCAE, Disbursement of Monies (as amended)
12. FDB, Education of the Homeless Student (as amended)
13. FDH, Students in Foster Care (as amended)

Motion carried unanimously. Absent: Larson and Palmiscno.

Authorization for Sale of Building Trades Project House.

Baumbach reported construction on the 2023-2024 school year's house located at 3071 44th Avenue South has started. Part of the selling process includes school board action to designate school district representatives to handle the closing transaction.

It was moved by Lunn and seconded by Manley to authorize the school board president or their designee and the business manager to sign the required closing documents for the sale of the 3071 44th Avenue South residential property. Motion carried unanimously. Absent: Larson and Palmiscno.

Announcements. Dr. Brenner announced the Cushman Classic XXVII will be held on Friday, September 15 at Cliff Cushman Field. Board members and Administration are invited to assist with serving the tailgate meal in the food court.

Dr. Brenner announced this is the last meeting for Grand Forks Herald Reporter Joe Banish as he will be working in the communications department at UND.

Board Requests for Future Consideration. None.

School Board Norms – How did we do? Anderson reported the board did quite well in following its meeting norms.

Adjournment. There being no further business, the meeting adjourned at 8:26 p.m.

APPROVED _____
(Date)

Amber Flynn, President

Brandon Baumbach, Business Manager

Dr. Terry Brenner
Superintendent of Schools

Phone: 701.787.4880
Fax: 701.772.7739
tbrenner270@mygfschools.org

MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools 
SUBJECT: Design Proposal for Public School on Military Installations Grant
DATE: September 25, 2023

At your meeting on Monday, Taunya Schleicher and I, along with representatives from JLG Architects, will update you on progress toward the potential new building of Nathan Twining Elementary & Middle School at the Grand Forks Air Force Base. This will be a follow-up to your discussion on September 19, 2023, with tonight's presentation followed by an action request.

Included with this memorandum is an updated yet pared-down slide deck with a few schematic designs for your review. JLG representatives Brian Summerfeld and Dan Miller will talk through those slides.

At their meeting on Tuesday, September 19, 2023, the school board of District 140 approved through action the proposal to be submitted to the Office of Local Defense Community Cooperation (OLDCC) by Tuesday, September 26.

The administrative recommendation is for the school board to approve the Design Proposal to be submitted to the Office of Local Defense Community Cooperation (OLDCC) by September 26, 2023.

Enclosure: Slide Deck

Nathan Twining Elementary and Middle School

Public Schools on Military Installations Proposal
September 19, 2023

Public Schools on Military Installations Grant

- Nathan Twining Elementary and Middle School was identified in 2011 & 2018 DODEA Facility Condition Assessment Report due to serious capacity and condition deficiencies

- Eligible project costs to correct school's capacity/condition:
 - Project administration
 - Architectural / Engineering, Design
 - Preparation of environmental documentation
 - Inspection and Testing
 - Construction
 - Equipment and Furnishings
 - Contingency Costs
 - Demolition of facilities being replaced, renovated or repaired
 - Costs for swing space, if required, to implement the project



Key Decisions

Renovation vs New Build

- Renovation Total Cost Estimate- **\$42,252,234.00**
 - Grant - \$33,801,787.00
 - District 20% Match - \$8,450,447
 - These costs do not include AE fees likely to add \$2MM to the overall costs of a renovation project

- New Building Estimated Cost (LEED Silver) - **\$78,171,385**
 - Grant - \$62,537,108 (across both phases of proposals)
 - District 20% Match - \$15,634,277 (across both phases of proposals)
 - Net Zero READY - **\$80,891,385**
 - Grant - \$64,713,108
 - District 20% Match - \$16,178,277
 - Net ZERO - **\$82,951,385**
 - Grant - \$66,361,108
 - District 20% Match - \$16,590,277



VISION STATEMENT

"A future-ready learning environment focused on providing military affiliated students with a high quality education through the principles of STEM learning. A design that celebrates the values of our military personnel and provides an enhanced quality of life for our military families."

COMMUNITY CONNECTION



A destination that represents the heart of the community and supports new connections. The building should support the relationship between District 1 and District 140 and connect the experience of students as they move from school on the base to other schools in the district.



CELEBRATES THE STORY OF GRAND FORKS AIR FORCE BASE



A space that reflects the values of military families and their service. Welcoming to new families and displays the unique story and history of the Grand Forks Air Force Base to generate excitement for the base.



STEM-FOCUSED



Celebrate the impact of STEM learning throughout the building by providing future-ready space that adapts to emerging technologies and aligns with local career pathways.



BUILDING AS TEACHING TOOL



Create space that is adaptable to future education needs and changes on base. Provide flexible, future-ready learning environments that embrace parity in programming, sustainable buildings systems, and provide opportunities for applied STEM learning throughout the building.



GLOBAL PERSPECTIVE



A welcoming environment that reflects the global perspective of students and families on the base. Celebrate the unique experiences students bring with them to school as part of developing future leaders and preparing them for life post-graduation.



NEW TWINING K-8 SCHOOL

PROJECT GOALS & FDE INTEGRATION

SEPTEMBER 2023 | JLG 23238 | © 2023 JLG ARCHITECTS



Design Building Layout Concept

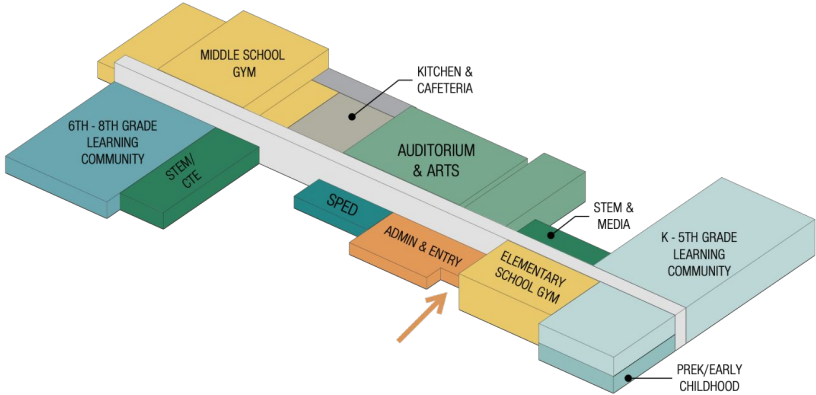
- Target Capacity - 500 students
- Total Gross Area - 110,156 square Feet
 - Early Childhood Learning Neighborhood
 - K-5 Learning Neighborhood
 - 6-8 Learning Neighborhood
 - Activity Areas
 - Administration
 - Special Education
 - Fine Arts
 - Building Services
 - Outdoor Programming





BUILDING PROGRAMING

Target Capacity: 500 Students
Total Area: 110,000 sf



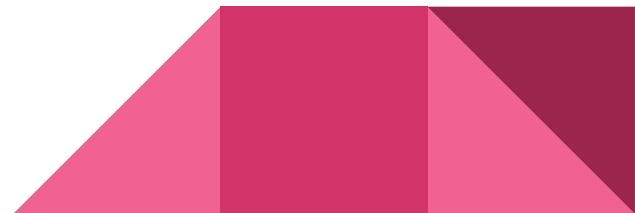
NEW TWINING K-8 SCHOOL

BUILDING PROGRAMING
SEPTEMBER 2023 | JLG 23238 | © 2023 JLG ARCHITECTS



Special Considerations

- LEED Silver
- Net ZERO Ready
- Net Zero
- Must rectify FCAR deficiencies for 30 years



Phase 1 – Design Proposal

- Grand Forks Public Schools will submit a Phase 1 - Design proposal to OLDCC by September 26, 2023
- Proposal will demonstrate need for a new building versus a renovation and request funding for the design of the building
- A Design Proposal will allow district time to secure 20% matching funds
- Continue Work in progress for Phase 2 - New Building Proposal



Phase 1 – Design Budget

- Design Phase Soft Costs Proposal - **\$3,668,802**
 - Grant - \$2,935,042
 - District 20% Match - \$733,760



Timeline

Proposal 1 - Design Proposal - Due September 26th, 2023

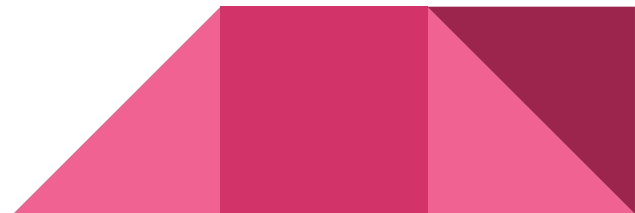
Next Steps

- Federal Review Team reviews proposal and schedule site visit - Late Winter or Spring 2024
- Environmental Study Conducted - process begins ASAP
- Proposal 2 - Building Proposal upon invite from PMSI team



School Board Motion

The administrative recommendation is for the school board to approve the Design Proposal to be submitted to the Office of Local Defense Community Cooperation (OLDCC) by September 26, 2023.



Questions before Board Action

Dr. Terry Brenner
Superintendent of Schools

Phone: 701.787.4880
Fax: 701.772.7739
tbrenner270@mygfschools.org

MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Consent Agenda
DATE: September 25, 2023



Many items of a routine nature can be handled as one item rather than spending additional time on each item. Therefore, the Consent Agenda has been developed for the school board's use to speed up the process of conducting its meetings. Items that may be listed on the Consent Agenda include:

- Appointments (excludes administrative appointments)
- Waivers of Years of Experience and Appointments
- Leave Requests (excludes requests for extension)
- Open Enrollment Applications
- Resignations
- Student Placements
- Student Travel Requests
- Other routine items may be included at the discretion of the board president or superintendent

There should be no discussion concerning an individual item on the Consent Agenda. However, during the approval of the school board meeting agenda, any board member may request an item be removed from the Consent Agenda for further discussion. Once the school board meeting agenda has been approved, all items listed on the Consent Agenda are handled as one item.

Items appearing on the Consent Agenda at the time of the publishing of this agenda packet with their requested considerations are:

Teacher Appointments
Student Information Sharing Requests: MusicPlay Online, Blink Learning, and PebbleGo

The administrative recommendation is for approval.

cj
Attachments



Griffin Gillespie, SHRM-CP
Director of Human Resources

Department Phone: 701.787.4878
Direct Phone: 701.746.2205, Ext. 7112
Fax: 701.787.4350
ggillespie080@mygfschools.org

MEMORANDUM

TO: Dr. Terry Brenner, Superintendent
FROM: Griffin Gillespie, Human Resources Director
SUBJECT: Teacher Appointments
DATE: September 25, 2023

GG

Pursuant to North Dakota Century Code 15.1-09-33 the School Board approves the issuance of contracts to school district personnel.

Appointments appearing on this list at the time of the publishing of the agenda packet follow. There may be additional appointments presented for consideration at the meeting.

Administrative recommendation is to approve the appointments. Effective dates are listed for each employee.

Attachment

GG



.....

Name: Alex Regorgo
Degree: BA+15
Yrs of Exp: 9
Salary: \$50,003(170 days)
Position: Replacement
Effective: September 18, 2023

Major: Special Education
Assignment: Special Education Teacher
Location: Valley Middle School

.....

Name: Christian Salazar
Degree: BA+30
Yrs of Exp: 4
Salary: \$47,427(170 days)
Position: Replacement
Effective: September 18, 2023

Major: Special Education
Assignment: Special Education Teacher
Location: Viking Elementary School

.....

Name: Kristan Neufeld
Degree: MA/MS
Yrs of Exp: 8
Salary: \$51,704(167 days)
Position: Replacement
Effective: September 21, 2023

Major: Education
Assignment: 4th Grade Teacher
Location: Twining Elementary School

.....

Name: Pramod Polimari
Degree: MA/MS
Yrs of Exp: 12
Salary: \$53,233(163 days)
Position: Replacement
Effective: September 27, 2023

Major: Special Education
Assignment: Special Education Teacher
Location: South Middle School

.....

Name: Jasmin Nogra
Degree: MA+15
Yrs of Exp: 11
Salary: \$52,543(160 days)
Position: Replacement
Effective: October 2, 2023

Major: Special Education
Assignment: Special Education Teacher
Location: Ben Franklin

.....

Name: Charmaine Jangao
Degree: BA/BS
Yrs of Exp: 6
Salary: \$44,055(160 days)
Position: Replacement
Effective: October 2, 2023

Major: Secondary Education
Assignment: 6th Grade ELA Teacher
Location: South Middle School

.....

MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Consent Agenda: Student Information Sharing Requests – MusicPlay Online, Blink Learning, and PebbleGo
DATE: September 25, 2023



Policy [FGA](#), Student Education Records and Privacy, and requires Board approval of student information sharing requests from third-party individuals/entities other than parties to which the District reports student information under the law.

The Board's consideration of the following individuals/entities is requested:

1. MusicPlay Online.
MusicPlay is a digital curriculum resource our Elementary Music Teachers want to pilot for consideration of a curriculum resource adoption. It is the music content for grades K-5. This resource is the main platform for the content needed by music teachers to provide instruction for their ND State Standards. This resource provides lessons, activities, and resources that align with the music standards from our state that our music educators need to give students the instruction needed to meet proficiency in music education.
2. Blink Learning.
Blink Learning is the Digital platform for Klett World Language's German program. It allows students to interact with the German Language in an engaging real-world manner. The platform promotes learning and moves the student toward proficiency in German.
3. PebbleGo.
PebbleGo is a curricular content hub specifically designed for K-2 students. Packed with informational articles and literacy supports for students of all abilities, it boosts engagement and fosters independent learning in core subject areas. Students can independently read a variety of research topics. They are divided into five main modules -- animals, science, biographies, social studies, and health -- and are divided into topics and subtopics. Students can use PebbleGo for content research or reading for their pleasure.

Administrative recommendation is to approve MusicPlay Online, Blink Learning, and PebbleGo to access or receive student information that is needed for a school official as defined in Policy FGA.

cj

Brandon Baumbach
Business Manager

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Direct Phone: 701.746.2205, Ext. 7126
Fax: 701.772.7739
bbaumbach020@mygfschools.org

MEMORANDUM

TO: Grand Forks School Board
FROM: Brandon Baumbach, Business Manager
SUBJECT: General Fund Financial Statement
DATE: September 25, 2023



Pursuant to the North Dakota Century Code and School District Policy, attached is the General Fund Financial Statement for Grand Forks Public School District #1 for the period of July 1, 2023 through August 31, 2023.

For the first two months of fiscal year 2023-2024, total general fund revenues were \$7,555,054 and total general fund expenditures were \$4,843,144, resulting in revenues over expenses of \$2,711,910.

Administrative recommendation is to approve the General Fund Financial Statement for the period of July 1, 2023 through August 31, 2023 as presented.



GRAND FORKS PUBLIC SCHOOLS
GENERAL FUND FINANCIAL STATEMENT
As of August 31, 2023

	2023-2024 <u>PRELIMINARY</u> <u>BUDGET</u>	2023-2024 <u>ACTUAL</u>	<u>%</u>	<u>BUDGET</u> <u>BALANCE</u>
<u>REVENUES</u>				
A. Local Sources	\$ 32,038,057	\$ 277,805	0.9%	\$ 31,760,252
B. State Sources	72,131,711	7,218,632	10.0%	64,913,079
C. Federal Sources	21,059,973	54,713	0.3%	21,005,260
D. Revenue from Other Sources	<u>1,137,027</u>	<u>3,904</u>	0.3%	<u>-300.00%</u>
TOTAL REVENUES	<u>\$ 126,366,767</u>	<u>\$ 7,555,054</u>	<u>6.0%</u>	<u>\$ 117,678,588</u>
<u>EXPENDITURES</u>				
A. Salaries	\$ 81,728,163	\$ 2,319,247	2.8%	\$ 79,408,916
B. Fringe Benefits	22,434,274	405,142	1.8%	22,029,132
C. Other Expenses	20,694,401	1,885,579	9.1%	18,808,822
D. Utilities	<u>2,205,258</u>	<u>233,176</u>	<u>10.6%</u>	<u>1,972,082</u>
TOTAL EXPENDITURES	<u>\$ 127,062,095</u>	<u>\$ 4,843,144</u>	<u>3.8%</u>	<u>\$ 122,218,952</u>
REVENUES OVER/(UNDER) EXPENSES	<u>\$ (695,328)</u>	<u>\$ 2,711,910</u>		

A. LOCAL SOURCES

Property Taxes	\$ 25,130,627	\$ 70,143	0.3%	\$ 25,060,483
Revenue in Lieu of Taxes	785,349	-	0.0%	785,349
Impact Aid	3,000,000	-	0.0%	3,000,000
Tuition	1,226,122	-	0.0%	1,226,122
Drivers Education	77,971	(900)	-1.2%	78,871
Interest Income	630,016	110,377	17.5%	519,639
ENCORE Fees	344,196	-	0.0%	344,196
SPA Activities	126,730	38,341	30.3%	88,389
Summer School Activities	6,201	-	0.0%	6,201
Rental Income	5,000	-	0.0%	5,000
Contributions / Donations	12,769	5,000	39.2%	7,769
Other Local	<u>693,075</u>	<u>\$ 54,843</u>	<u>7.9%</u>	<u>638,232</u>
TOTAL LOCAL REVENUE	<u>\$ 32,038,057</u>	<u>\$ 277,805</u>	<u>0.9%</u>	<u>\$ 31,760,252</u>

GRAND FORKS PUBLIC SCHOOLS
GENERAL FUND FINANCIAL STATEMENT
As of August 31, 2023

	2023-2024 <u>PRELIMINARY</u> <u>BUDGET</u>	2023-2024 <u>ACTUAL</u>	<u>%</u>	BUDGET <u>BALANCE</u>
B. STATE SOURCES				
State Aid Formula Payment	\$ 69,280,333	\$ 7,180,856	10.4%	\$ 62,099,477
Transportation	742,365	32,817	4.4%	709,548
Special Education	744,120	-	0.0%	744,120
Career & Technical Education	396,752	-	0.0%	396,752
Adult Education	219,170	-	0.0%	219,170
Restricted State Aid - Other	<u>748,970</u>	<u>4,959</u>	<u>0.7%</u>	<u>744,011</u>
TOTAL STATE REVENUE	<u>\$ 72,131,711</u>	<u>\$ 7,218,632</u>	<u>10.0%</u>	<u>\$ 64,913,079</u>
C. FEDERAL SOURCES				
Title I, Part A	\$ 3,159,255	\$ -	0.0%	\$ 3,159,255
Title II, Part A	726,189	-	0.0%	726,189
Title III, Part A	25,729	-	0.0%	25,729
Title IV, Part A	550,000	-	0.0%	550,000
ENCORE (21st Century CCLC)	373,201	-	0.0%	373,201
Head Start	2,882,109	-	0.0%	2,882,109
IDEA B - Special Education	2,449,651	10,000	0.4%	2,439,651
Preschool Program	80,629	-	0.0%	80,629
Indian Education Programs	85,152	-	0.0%	85,152
Carl Perkins	211,620	-	0.0%	211,620
Adult Education	158,814	-	0.0%	158,814
CARES Act/ESSER	9,669,054	44,713	0.5%	9,624,341
Restricted Federal - Other	<u>688,569</u>	<u>-</u>	<u>0.0%</u>	<u>688,569</u>
TOTAL FEDERAL REVENUE	<u>\$ 21,059,973</u>	<u>\$ 54,713</u>	<u>0.3%</u>	<u>\$ 21,005,260</u>
D. REVENUE FROM OTHER SOURCES				
Sale of Real Property	523,769	10	(400,000)	-176.37%
Services Provided Another LEA	375,000	-	400,000	6.67%
Refund from Prior Year Expenses (E-Rate)	238,258	\$ 3,894.4	-	-100.00%
TOTAL OTHER REVENUE	<u>\$ 1,137,027</u>	<u>\$ 3,904</u>	<u>0.3%</u>	<u>-300.00%</u>
TOTAL GENERAL FUND REVENUE	<u>\$ 126,366,767</u>	<u>\$ 7,555,054</u>	<u>6.0%</u>	<u>\$ 117,678,588</u>
A. SALARIES				
Professional Staff	\$ 59,478,519	\$ 1,321,722	2.2%	\$ 58,156,796
Paras / Classified Staff	18,253,702	968,956	5.3%	17,284,746
Subs / Other	<u>3,995,942</u>	<u>28,569</u>	<u>0.7%</u>	<u>3,967,374</u>
TOTAL SALARIES	<u>\$ 81,728,163</u>	<u>\$ 2,319,247</u>	<u>2.8%</u>	<u>\$ 79,408,916</u>
B. FRINGE BENEFITS				
Health Insurance	8,459,388	\$ -	0.0%	\$ 8,459,388
TFFR (Employer Share)	7,170,550	149,551	2.1%	7,020,999
FICA (Employer Share)	5,963,698	175,349	2.9%	5,788,349
IRA/403B (Employer Share)	461,759	28,745	6.2%	433,014
Disability Insurance	253,127	5,772	2.3%	247,355
Workers Comp	86,465	45,721	52.9%	40,744
Unemployment Comp	2,020	-	0.0%	2,020

GRAND FORKS PUBLIC SCHOOLS
GENERAL FUND FINANCIAL STATEMENT
As of August 31, 2023

	2023-2024 <u>PRELIMINARY</u> <u>BUDGET</u>	2023-2024 <u>ACTUAL</u>	<u>%</u>	<u>BUDGET</u> <u>BALANCE</u>
Life Insurance	37,268	5	0.0%	37,262
TOTAL FRINGE BENEFITS	\$ 22,434,274	\$ 405,142	1.8%	\$ 22,029,132
C. <u>OTHER EXPENSES</u>				
Supplies	\$ 2,422,964	\$ 178,142	7.4%	\$ 2,244,822
Equipment & Furniture	2,402,754	130,946	5.4%	2,271,809
Textbooks / Curriculum Adoption	1,525,760	106,979	7.0%	1,418,780
Library Books & Materials	80,374	5,437	6.8%	74,937
Purchased Services	5,739,136	332,299	5.8%	5,406,837
Legal Services	185,600	3,990	2.1%	181,610
Student Transportation	1,369,493	39	0.0%	1,369,454
Field Trips	59,831	1,210	2.0%	58,621
Tuition	778,080	130	0.0%	777,950
Telephones	272,898	23,603	8.6%	249,295
Postage	48,021	2,730	5.7%	45,291
Printing	129,017	749	0.6%	128,268
Insurance	502,980	503,526	100.1%	(546)
Rent	765,436	147,501	19.3%	617,934
Service Agreements	673,294	224,258	33.3%	449,036
Construction Services	821,431	2,885	0.4%	818,546
Travel	434,202	32,274	7.4%	401,928
Car Allowances	148,960	1,166	0.8%	147,794
Gas & Oil	52,939	6,437	12.2%	46,501
Supervisor Meals	27,182	15,537	57.2%	11,645
Dues / Fees	1,587,826	165,741	10.4%	1,422,085
Service Awards / Employee Recognition	18,223	-	0.0%	18,223
Transfer to Fund #61	648,000	-	0.0%	648,000
TOTAL OTHER EXPENSES	\$ 20,694,401	\$ 1,885,579	9.1%	\$ 18,808,822
D. <u>UTILITIES</u>				
Water & Sewage	166,827	\$ 13,753	8.2%	\$ 153,075
Natural Gas	747,319	11,105	1.5%	736,214
Electricity	1,291,112	208,319	16.1%	1,082,793
TOTAL UTILITIES	\$ 2,205,258	\$ 233,176	10.6%	\$ 1,972,082
TOTAL GENERAL FUND EXPENDITURES	\$ 127,062,095	\$ 4,843,144	3.8%	\$ 122,218,952

GRAND FORKS PUBLIC SCHOOLS
GENERAL FUND FINANCIAL STATEMENT (YEAR-OVER-YEAR COMPARISON)
As of August 31, 2023

	2023-2024 <u>ACTUAL</u>	2022-2023 <u>ACTUAL</u>	<u>YTD Change</u>	<u>% Change</u>
<u>REVENUES</u>				
A. Local Sources	\$ 277,805	\$ 125,282	\$ 152,523	121.7%
B. State Sources	7,218,632	6,800,137	418,494	6.2%
C. Federal Sources	54,713	8,237	46,476	564.2%
D. Revenue from Other Sources	<u>3,904</u>	<u>546</u>	<u>3,358</u>	<u>615.0%</u>
TOTAL REVENUES	<u>\$ 7,555,054</u>	<u>\$ 6,934,202</u>	<u>\$ 620,852</u>	<u>9.0%</u>
<u>EXPENDITURES</u>				
A. Salaries	\$ 2,319,247	\$ 1,866,323	\$ 452,924	24.3%
B. Fringe Benefits	405,142	289,863	115,278	39.8%
C. Other Expenses	1,885,579	1,551,544	334,035	21.5%
D. Utilities	<u>233,176</u>	<u>278,812</u>	<u>(45,637)</u>	<u>-16.4%</u>
TOTAL EXPENDITURES	<u>\$ 4,843,143</u>	<u>\$ 3,986,542</u>	<u>\$ 856,601</u>	<u>21.5%</u>
REVENUES OVER/(UNDER) EXPENSES	<u>\$ 2,711,911</u>	<u>\$ 2,947,660</u>	<u>\$ (235,749)</u>	

COMMENTS:

- 1) Higher due to off-contract hourly wage increase in teacher negotiated agreement
- 2) Really Great Reading, ESSER III Learning Loss

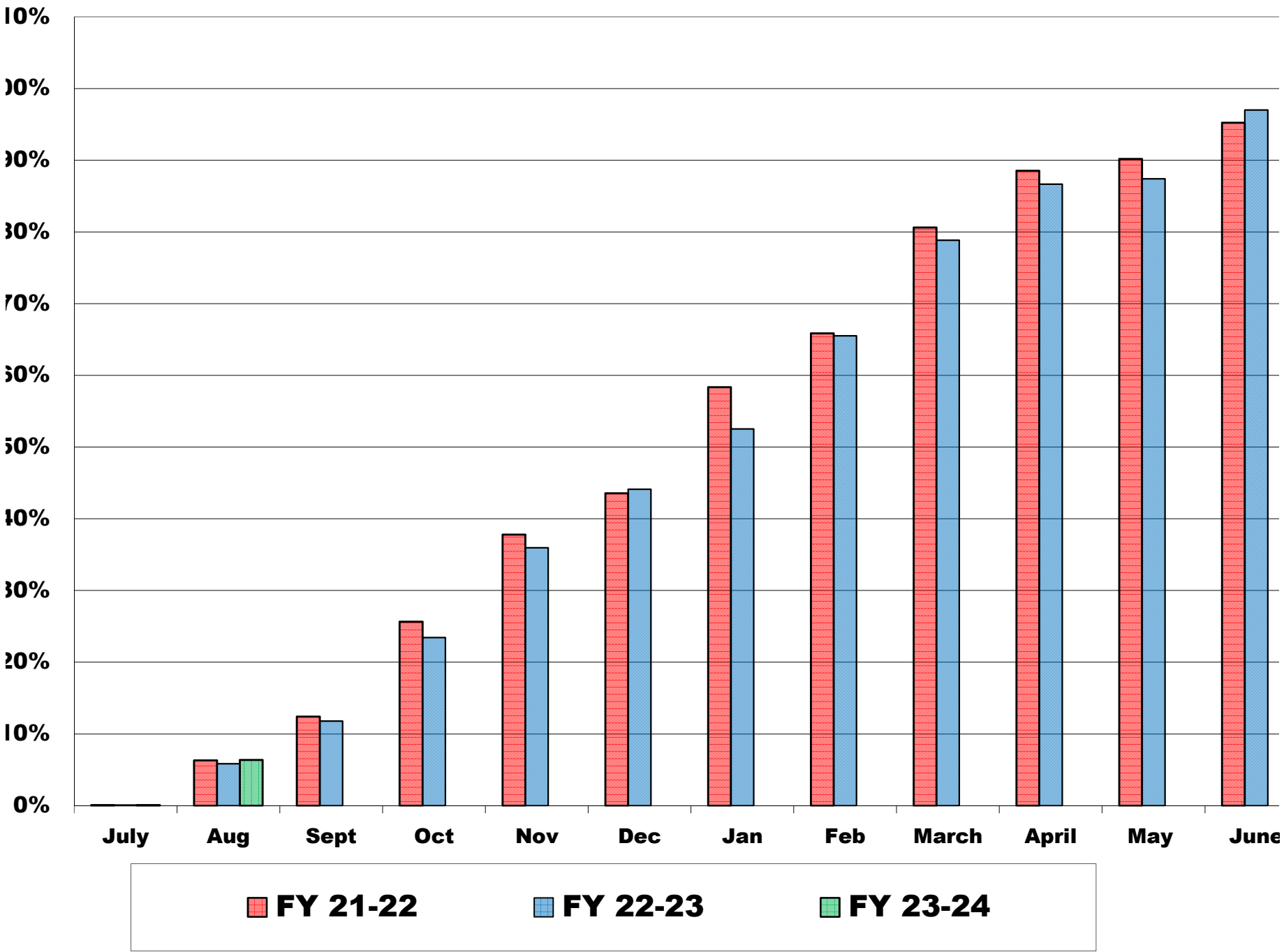
GRAND FORKS PUBLIC SCHOOLS
GENERAL FUND FINANCIAL STATEMENT (YEAR-OVER-YEAR COMPARISON)
As of August 31, 2023

	2023-2024 <u>ACTUAL</u>	2022-2023 <u>ACTUAL</u>	<u>YTD Change</u>	<u>% Change</u>
A. LOCAL SOURCES				
Property Taxes	\$ 70,143	\$ 83,170	\$ (13,026)	-15.7%
Revenue in Lieu of Taxes	\$ -	\$ -	-	0.0%
Impact Aid	\$ -	\$ -	-	0.0%
Tuition	\$ -	\$ -	-	0.0%
Drivers Education	\$ (900)	\$ 400	(1,300)	-325.0%
Interest Income	\$ 110,377	\$ 8,059	102,317	1269.6%
ENCORE Fees	\$ -	\$ -	-	0.0%
SPA Activities	\$ 38,341	\$ 29,993	8,349	27.8%
Summer School Activities	\$ -	\$ -	-	0.0%
Rental Income	\$ -	\$ -	-	0.0%
Contributions / Donations	\$ 5,000	\$ -	5,000	0.0%
Other Local	\$ 54,843	\$ 3,660	51,183	1398.5%
TOTAL LOCAL REVENUE	\$ 277,805	\$ 125,282	\$ 152,523	121.7%
B. STATE SOURCES				
State Aid Formula Payment	\$ 7,180,856	\$ 6,700,190	\$ 480,666	7.2%
Transportation	\$ 32,817	\$ 74,236	(41,420)	-55.8%
Special Education	\$ -	\$ 12,660	(12,660)	-100.0%
Career & Technical Education	\$ -	\$ -	-	0.0%
Adult Education	\$ -	\$ -	-	0.0%
Restricted State Aid - Other	\$ 4,959	\$ 13,051	(8,092)	-62.0%
TOTAL STATE REVENUE	\$ 7,218,632	\$ 6,800,137	\$ 418,494	6.2%
C. FEDERAL SOURCES				
Title I, Part A	\$ -	\$ -	\$ -	0.0%
Title II, Part A	\$ -	\$ -	-	0.0%
Title III, Part A	\$ -	\$ -	-	0.0%
Title IV, Part A	\$ -	\$ -	-	0.0%
ENCORE (21st Century CCLC)	\$ -	\$ -	-	0.0%
Head Start	\$ -	\$ -	-	0.0%
IDEA B - Special Education	\$ 10,000	\$ -	10,000	0.0%
Preschool Program	\$ -	\$ -	-	0.0%
Indian Education Programs	\$ -	\$ -	-	0.0%
Carl Perkins	\$ -	\$ -	-	0.0%
Adult Education	\$ -	\$ -	-	0.0%
CARES Act/ESSER	\$ 44,713	\$ -	44,713	0.0%
Restricted Federal - Other	\$ -	\$ 8,237	(8,237)	-100.0%
TOTAL FEDERAL REVENUE	\$ 54,713	\$ 8,237	\$ 46,476	564.2%
D. REVENUE FROM OTHER SOURCES				
Sale of Real Property	\$ 10	\$ 546	\$ (536)	-98.2%
Services Provided Another LEA	\$ -	\$ -	-	0.0%
Refund from Prior Year Expenses (E-Rate)	\$ 3,894	\$ -	3,894	0.0%
TOTAL OTHER REVENUE	\$ 3,904	\$ 546	\$ 3,358	615.0%
TOTAL GENERAL FUND REVENUE	\$ 7,555,054	\$ 6,934,202	\$ 620,852	9.0%

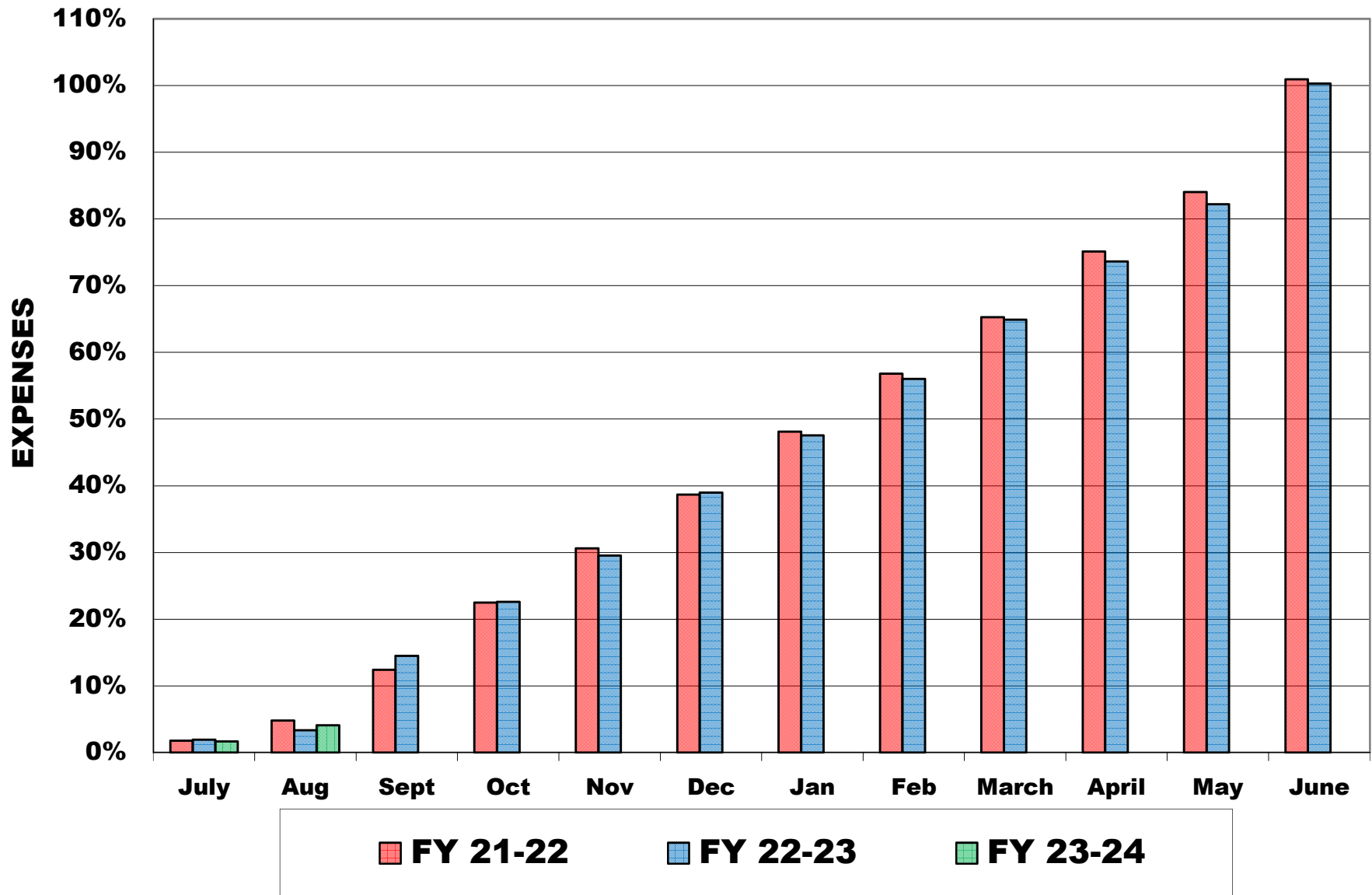
GRAND FORKS PUBLIC SCHOOLS
GENERAL FUND FINANCIAL STATEMENT (YEAR-OVER-YEAR COMPARISON)
As of August 31, 2023

	2023-2024 <u>ACTUAL</u>	2022-2023 <u>ACTUAL</u>	<u>YTD Change</u>	<u>% Change</u>
	-			
A. SALARIES	-			
1) Professional Staff	\$ 1,321,722	\$ 1,018,364	\$ 303,359	29.8%
Paras / Classified Staff	\$ 968,956	\$ 842,710	126,246	15.0%
Subs / Other	\$ 28,569	\$ 5,249	23,320	444.3%
TOTAL SALARIES	\$ 2,319,247	\$ 1,866,323	\$ 452,924	24.3%
B. FRINGE BENEFITS				
Health Insurance	\$ -	\$ -	\$ -	0.0%
TFFR (Employer Share)	\$ 149,551	\$ 116,876	32,675	28.0%
FICA (Employer Share)	\$ 175,349	\$ 142,084	33,265	23.4%
IRA/403B (Employer Share)	\$ 28,745	\$ 25,708	3,037	11.8%
Disability Insurance	\$ 5,772	\$ 5,193	578	11.1%
Workers Comp	\$ 45,721	\$ -	45,721	0.0%
Unemployment Comp	\$ -	\$ -	-	0.0%
Life Insurance	\$ 5	\$ 3	3	100.0%
TOTAL FRINGE BENEFITS	\$ 405,142	\$ 289,863	\$ 115,278	39.8%
C. OTHER EXPENSES				
Supplies	\$ 178,142	\$ 303,277	\$ (125,135)	-41.3%
Equipment & Furniture	\$ 130,946	\$ 7,749	123,197	1589.9%
2) Textbooks / Curriculum Adoption	\$ 106,979	\$ 31,880	75,100	235.6%
Library Books & Materials	\$ 5,437	\$ 4,968	469	9.4%
Purchased Services	\$ 332,299	\$ 184,322	147,977	80.3%
Legal Services	\$ 3,990	\$ 5,233	(1,243)	-23.7%
Student Transportation	\$ 39	\$ 238	(199)	-83.6%
Field Trips	\$ 1,210	\$ 1,951	(741)	-38.0%
Tuition	\$ 130	\$ -	130	0.0%
Telephones	\$ 23,603	\$ 19,776	3,827	19.4%
Postage	\$ 2,730	\$ 2,424	306	12.6%
Printing	\$ 749	\$ 1,090	(341)	-31.3%
Insurance	\$ 503,526	\$ 487,781	15,745	3.2%
Rent	\$ 147,501	\$ 170,773	(23,272)	-13.6%
Service Agreements	\$ 224,258	\$ 238,921	(14,663)	-6.1%
Construction Services	\$ 2,885	\$ -	2,885	0.0%
Travel	\$ 32,274	\$ 3,386	28,888	853.2%
Car Allowances	\$ 1,166	\$ 893	273	30.5%
Gas & Oil	\$ 6,437	\$ 7,924	(1,487)	-18.8%
Supervisor Meals	\$ 15,537	\$ 7,300	8,237	112.8%
Dues / Fees	\$ 165,741	\$ 71,660	94,081	131.3%
Service Awards / Employee Recognition	\$ -	\$ -	-	0.0%
Transfer to Fund #61	\$ -	\$ -	-	0.0%
TOTAL OTHER EXPENSES	\$ 1,885,579	\$ 1,551,544	\$ 334,035	21.5%
D. UTILITIES	-			
Water & Sewage	\$ 13,753	\$ 27,271	\$ (13,519)	-49.6%
Natural Gas	\$ 11,105	\$ 22,030	(10,925)	-49.6%
Electricity	\$ 208,319	\$ 229,511	(21,193)	-9.2%
TOTAL UTILITIES	\$ 233,176	\$ 278,812	\$ (45,637)	-16.4%
TOTAL GENERAL FUND EXPENDITURES	\$ 4,843,143	\$ 3,986,542	\$ 856,601	21.5%

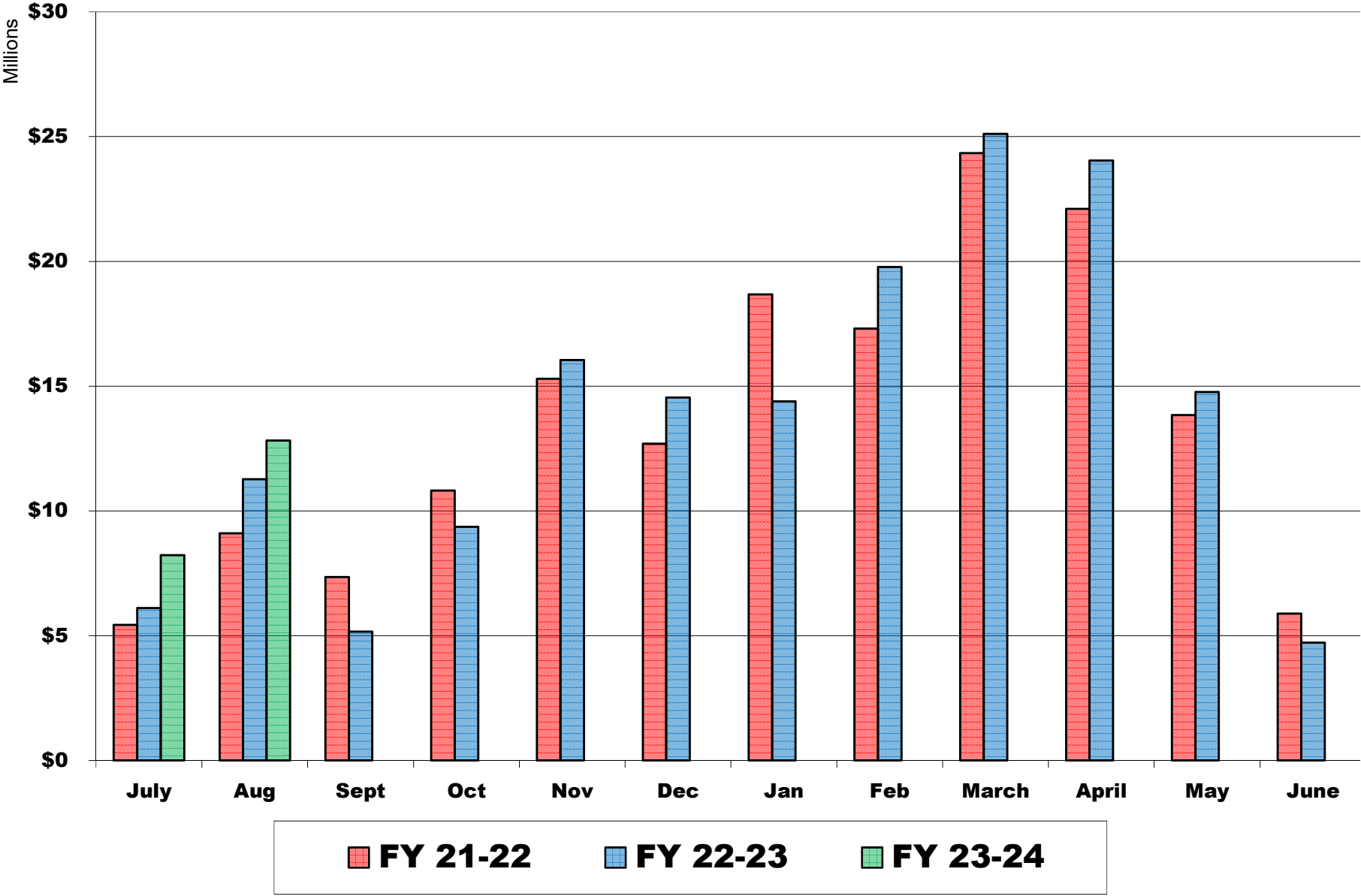
GRAND FORKS PUBLIC SCHOOLS
General Fund Revenues



GRAND FORKS PUBLIC SCHOOLS
General Fund Expenses



GRAND FORKS PUBLIC SCHOOLS
General Fund Balances



Dr. Terry Brenner
Superintendent of Schools

Phone: 701.787.4880
Fax: 701.772.7739
tbrenner270@mygfschools.org

MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Designation of NDSBA Convention Delegates
DATE: September 25, 2023



North Dakota School Board Association (NDSBA) convention delegates and alternates must have their name submitted to the NDSBA office by October 13 to vote in the Delegate Assembly, which meets at the end of the convention schedule. The delegates' names must be submitted at the time of registration. Only elected school board members may serve as delegates and alternates. According to the formula for determining delegates, Grand Forks Public School District #1 is authorized up to five (5) delegates.

To date, Monte Gaukler has indicated she plans to attend the annual convention. It is not yet known if any other board members plan to attend the annual convention.

The Administrative recommendation is for the board to designate Monte Gaukler as a delegate and authorize the district administration to designate up to four additional board members who register to attend the convention to serve as convention delegates to the 2023 NDSBA Annual Convention and Delegate Assembly.

cj

MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
DATE: September 25, 2023
SUBJECT: Annual Compliance Report



North Dakota Century Code [15.1-06-06](#) requires that all North Dakota schools and school districts must submit an “Annual Compliance Report” to the North Dakota Department of Public Instruction by October 1st of each school year in order to be declared “APPROVED” and receive foundation aid. The report is completed and submitted on the state STARS system.

In order to obtain certification for approval, the school district superintendent must submit a report for each of the district’s schools, complete with the signature of the school principal and the superintendent. The Annual Compliance Report must be approved by the school board prior to submission by the superintendent.

Attached is a copy of a summary report as evidence of compliance by each of the Districts’ schools. All school principals indicate complete compliance with all compliance areas.

Administrative recommendation is for approval of the 2023-2024 Annual Compliance Report.

cj
Attachment



LEA Annual Compliance Report

Public LEA: Grand Forks 1
School Year: 2023-2024
Due Date: Oct 1, 2023

Contact: Angie Thomas
Phone: 701-328-2597
Email: afthomas@nd.gov

[STARS Home](#) ► [LEA Annual Compliance Report](#) ► Annual Compliance Report

Annual Compliance Report

Approval of LEAs

County No. 18
LEA No. 001

School	Approved	Compliance Completion Date	Extension Date	School Board Approval Date (mm/dd/yyyy)	School Compliance Report Submitted
Ben Franklin Elem School	No	09/11/2023		<input type="text"/>	Yes
Central High School	No	08/31/2023		<input type="text"/>	Yes
Century Elem School	No	08/24/2023		<input type="text"/>	Yes
Community Alternative High School	No	08/23/2023		<input type="text"/>	Yes
Discovery Elem School	No	09/11/2023		<input type="text"/>	Yes
J Nelson Kelly Elem School	No	08/18/2023		<input type="text"/>	Yes
Lake Agassiz Elem School	No	09/15/2023		<input type="text"/>	Yes
Lewis and Clark Elem School	No	08/25/2023		<input type="text"/>	Yes
Nathan Twining Elem-Middle School	No	08/25/2023		<input type="text"/>	Yes

Phoenix Elem School	No	09/11/2023	<input type="text"/>	Yes
Red River High School	No	09/14/2023	<input type="text"/>	Yes
Schroeder Middle School	No	09/07/2023	<input type="text"/>	Yes
South Middle School	No	09/07/2023	<input type="text"/>	Yes
Valley Middle School	No	09/18/2023	<input type="text"/>	Yes
Viking Elem School	No	08/17/2023	<input type="text"/>	Yes
Wilder Elem School	No	08/25/2023	<input type="text"/>	Yes
Winship Elem School	No	08/25/2023	<input type="text"/>	Yes

[HB 1029 \(effective July 1, 2011\)](#)

This LEA notifies the Department of Public Instruction that it complies with the following statutory requirements ([NDCC 15.1-06-06](#)):

In order to obtain certification that a LEA is approved, the superintendent of the district in which the LEA is located shall submit to the Superintendent of Public Instruction an Annual Compliance Report verifying that each school in the district is in accordance with statutory requirements. By checking each compliance area, providing the signatures of the principal(s) and superintendent, and being formally approved by the board of the school district, the district is providing assurance that:

1. Valid Teaching License Pre-K-12

Each classroom teacher is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board ([15.1-09-57](#) and [15.1-18](#)).

2. Personnel-Highly Qualified Pre-K-12

- a. The institution certifies that all administrators employed by the district hold a valid North Dakota Administrative Credential appropriate for the position they hold.
 - Elementary Credential ([NDAC 67.11.21](#))
 - Secondary Credential ([NDAC 67.11.21](#))
 - Superintendent Credential ([NDAC 67.11.07](#))
- b. Each licensed and credentialed educator is fulfilling only those duties and course areas or fields for which the educator is licensed or credentialed. An out of field teacher may teach in a field or course if they have received an exception under sections [15.1-09-57](#) and [15.1-18](#).
- c. The institution certifies that all library media specialists employed by the district hold a valid North Dakota Credential appropriate for the position they hold.
 - Library Media Credential ([NDAC 67.11.04](#))

- d. The institution certifies that all counselors employed by the district hold a valid North Dakota Credential appropriate for the position they hold.
School Counselor Credential ([NDAC 67.11.05](#))

3. Curriculum Pre-K-12

The school meets all curricular requirements set forth in chapter [15.1-21](#).

- a. The institution certifies that a comprehensive education program is provided to all students to include coursework required by NDCC Curriculum Requirements ([NDCC 15.1-21](#)).
- b. Develop a computer science and cybersecurity integration plan based on the ND Computer Science & Cybersecurity content standards to ensure introduction to computer science and cybersecurity knowledge. The plan is approved by the local school board ([HB 1398](#)).
- c. All schools share interim testing data with the SLDS within 30 days of test administration.

4. Review Process and Continuous Improvement Pre-K-12

The school participates in and meets the requirements of a review process that is:

- a. Designed to improve student achievement through a continuous cycle of improvement; and
- b. Approved by the superintendent of public instruction ([15.1-06-06](#)).
- c. All schools in the district have an updated and completed Strategy Map.

5. Safety Requirements Pre-K-12

The physical school plant(s) (note: the fire marshal portion of this section does not apply to virtual schools) and staff are adhering to proper safety requirements.

- a. Has no unremedied deficiency; or
- b. Has deficiencies that have been addressed in a plan of correction that was submitted to and approved by the state fire marshal or the state fire marshal's designee ([NDCC 15.1-06-09](#)).
- c. Contagious or Infectious Disease ([NDCC 23-07-16 to 23-07-17.1](#)).
- d. Reporting of Child Abuse ([NDCC 50-25.1-03, -09, -13](#)).
- e. Each public and nonpublic school teacher, administrator, and counselor has completed the online interactive training module provided by the department of health and human services for mandated reporters of suspected child abuse or neglect ([HB 1144](#)).

6. Background Checks Pre-K-12

All individuals hired after June 30, 2011, and having unsupervised contact with students at the school have:

- a. Undergone a criminal history background check requested by the employing school district; or
- b. Undergone a criminal history background check in order to be licensed by the education standards and practices board or by any other state licensing board ([15.1-06-06.1](#)).

[Criminal History Record Check {NDCC 12-60-24\(2\)\(X and Y\)}](#)

7. eTranscript

The school uses North Dakota eTranscripts, or an alternative information system designated by the information technology department in collaboration with the superintendent of public instruction, to generate

official transcripts ([15.1-06-06](#)).

8. Compliance

Assure the institutions in the district are complying with these statements.

- a. The institution certifies that appropriate and effective counseling services are provided for all students. [K-12 School Counselor Requirements \(NDCC 15.1-06-19\)](#).
- b. The institution certifies that it is evaluating its superintendent in accordance to section 15.1-14-03 of the NDCC. It is further recommended that the evaluation tool that the school boards use is the model provided by the ND School Boards Association. <https://www.ndsba.org/wp/>.
- c. The institution certifies that they are following all requirements outlined for schools in North Dakota Century Code and North Dakota Administrative Code.
[North Dakota Century Code Elementary and Secondary Education \(NDCC 15.1\)](#)
[North Dakota Administrative Code \(NDAC 67-01\)](#)

Other Applicable Law & AG Opinions
School Fees-L-29, 8/10/01

9. LEA Return to In-Person Instruction Plan (Formerly Health and Safety Plan)

- ☐ An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan. Districts are to use the same "link" they used for their Health And Safety Plan.

LEA Return to In-Person Instruction Plan Website *

Formally Approved by the Board - Authorized Representative Signatures of Annual Compliance Report Requirements before submission:

- a. Be signed by the school principal(s) and the superintendent of the school district;
- b. Be formally approved by the board of the school district; and
- c. Be filed with the Superintendent of Public Instruction before 5 p.m. on
 1. October 1, 2023; or that
 2. Due to unforeseen circumstances, the date the extension has been granted by DPI. The extension terminates at 5 p.m. on October 15, 2023 [\[15.1-06-06 \(2\) and \(6\)\]](#).

10. Exceptions

All schools/districts must comply with the statutory requirements for school approval. However, there are rare occasions when even though extensive efforts have been made, schools are unable to meet a specific requirement. Please note any exceptions and the efforts that have been made to comply.

Verification

I hereby certify that the school identified above meets all statutory requirements for school approval as stated in the North Dakota Century Code, with the exception of the items noted below. Electronic data submissions each year to the Department of Public Instruction are also considered legal signatures. The North Dakota Attorney General

allows 'signature by submission' and any submission of electronic data is considered to be signed. I recognize that it is a class A misdemeanor if I make a false statement when the statement is material and I do not believe it to be true. ([NDCC 12.1-11-02](#)).

Superintendent Signature:

Date (mm/dd/yyyy)



MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Superintendent Evaluation Committee Report
DATE: September 25, 2023



North Dakota Century Code [15.1-14-03](#) provides that the school board shall conduct an evaluation of the superintendent's performance on or before November 15 and on or before March 15.

Pursuant to School Board Policy [CAAB](#), the Superintendent Evaluation Committee met with the superintendent on September 18, 2023, to mutually establish the specific evaluation criteria and instrument. Committee members are Josh Anderson, Monte Gaukler, Jeff Manley, Cynthia Shabb, Michelle Shepperd, and me.

Superintendent Evaluation Instrument Talking Points

1. Evaluation instrument/format is modified to reflect components of the Superintendent Job Description Board Regulation [CAAA-BR](#) and [District Strategic Plan](#) as required by Policy CAAB.
2. Superintendent will provide a narrative of indicators for each evaluation area.
3. Evaluation instrument will be produced and distributed electronically via SurveyMonkey. A paper copy is attached for information but please note the layout may change slightly in SurveyMonkey.
4. Superintendent's goals will accompany the evaluation tool.
5. Board members are encouraged to visit with the Superintendent for any clarification on unknown topics.

Timeline

November 15, 2023, Evaluation

- September 18 – Superintendent Evaluation Committee meets to mutually establish specific evaluation criteria and instrument.
- September 25 – School Board considers evaluation criteria and instrument.
- October 23 – Evaluation instrument is distributed to board members.
- October 30 – Deadline for board members to return completed evaluation instrument.
- November 7 – Superintendent Evaluation Committee meets to review board member responses and develop a draft evaluation.
- November 13 – School Board considers draft evaluation.

March 15, 2024, Evaluation

- February 5 – Evaluation instrument is distributed to board members.
- February 12 - Deadline for board members to return completed evaluation instrument.
- February 19 – Superintendent Evaluation Committee meets to review board member responses and develop a draft evaluation.
- March 4 – School board considers draft evaluation.



Superintendent Evaluation Committee Report
September 25, 2023
Page 2

The committee and administrative recommendations are to approve the process and instrument for this year's superintendent evaluations as outlined.

cj

Attachments: Evaluation Form
Evaluation Summary Form

Superintendent Evaluation Board Member Input Form

School Year: _____

Superintendent's Name: _____

Board Member's Name: _____

The role of the superintendent is to serve as the chief executive officer of the school district advising the school board on issues of public elementary and secondary education. The superintendent carries out these responsibilities and exercises the powers of the school board delegated to him/her by the school board.

Per Policy [CAAB](#), the evaluation of the Superintendent shall be related to the [Superintendent's job description](#) and the priorities and goals of the [District Strategic Plan](#) for the year in question.

This evaluation tool uses the below assessment measures as a basis for board members to indicate their impression of the superintendent's performance in the areas of Leadership, Administration, Curriculum and Instruction, Human Resources, and Communication.

4 - Highly Effective	• Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations.
3 – Effective	• Superintendent consistently demonstrates capable and satisfactory performance of the function.
2 – Partially Effective	• Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement.
1 – Ineffective	• Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement.

Below each area of performance are several indicators and the superintendent's narrative of evidences related to the area. These indicators and narrative may help board members and the Board to assess overall performance in each area. The Board is encouraged at the beginning of the evaluation cycle to discuss each performance area to determine if and what changes should be made to the indicators so that they remain representative of the collective expectations of the Board.

Using the ratings described above, please place an "✓" in the appropriate box to indicate your impression of the superintendent's performance in each of the indicators found on the following pages. In addition, please circle the appropriate overall numbered rating at the bottom of each section.

<u>Area of Performance</u>	Highly Effective	Effective	Partially Effective	Ineffective
Leadership				
<u>Indicators:</u>				
Facilitates school board planning, policy, and monitoring functions.				
Establishes expectations, operational guidelines, and practices that support the realization of the district's mission and goals.				
Facilitates staff and Board familiarity with current trends, issues, and practices in education at the local, state, and national levels.				
Serves as superintendent of Grand Forks Air Force Base Public School District #140 as fulfillment of the Joint Powers Agreement established by GFPSD #1 and GFAFB PSD #140.				
Represents the school district in legislative matters and government relations.				
Participates in civic organizations and affairs.				
Serves as an affiliate with state and national professional organizations.				
Coordinates joint efforts with such agencies as the Park Board and the City of Grand Forks.				

[Insert Dr. Brenner's narrative of evidences related to Leadership Indicators]

How would you classify the superintendent's overall performance in the area of Leadership?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective
-----------------------------	----------------------	--------------------------------	------------------------

Comments: _____

<u>Area of Performance</u>	Highly Effective	Effective	Partially Effective	Ineffective
Administration				
<u>Indicators:</u>				
Plans school board meetings, prepare reports, and advise the school board on policies and actions.				
Implements rules, regulations, and policies of the school board through direction and delegation of the administrative staff.				
Maintains safe and educationally appropriate school buildings and sites. Develop long-range site and facility plans.				
Organizes the business affairs of the school system and makes annual budget recommendations. Signs employment, service, and purchase contracts on behalf of the district.				
Administers the Impact Aid Program.				
Submits reports to the Department of Public Instruction and various federal agencies.				

[Insert Dr. Brenner's narrative of evidences related to Administration Indicators]

How would you classify the superintendent's overall performance in the area of Administration?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective
----------------------	---------------	-------------------------	-----------------

Comments: _____

<u>Area of Performance</u>	Highly Effective	Effective	Partially Effective	Ineffective
Curriculum and Instruction				
<u>Indicators:</u>				
Facilitates organization and evaluation of classroom and extracurricular programs.				
Arranges for the coordination and integration of technology into all instructional and management functions.				
Organizes an appropriate system of assessment of all students' progress.				
Cooperates with other local, state, and national educational agencies that influence curriculum and instruction.				

[Insert Dr. Brenner's narrative of evidences related to Curriculum and Instruction Indicators]

How would you classify the superintendent's overall performance in the area of Curriculum and Instruction?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective
-----------------------------	----------------------	--------------------------------	------------------------

Comments: _____

<u>Area of Performance</u>	Highly Effective	Effective	Partially Effective	Ineffective
Human Resources				
<u>Indicators:</u>				
Oversees the development of a comprehensive personnel system that provides policies, procedures, and authority for recruitment, employment, supervision, evaluation, and termination practices related to all positions in the district.				
Organizes and supervises the administrative team, delegating tasks in an efficient manner.				
Oversees the employment, supervision, and evaluation of all employees.				
Plans staff development activities designed to maximize student learning and teacher effectiveness.				
Expedites school board salary negotiations with employee groups.				

[Insert Dr. Brenner's narrative of evidences related to Human Resources Indicators]

How would you classify the superintendent's overall performance in the area of Human Resources?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective
----------------------	---------------	-------------------------	-----------------

Comments: _____

<u>Area of Performance</u>	Highly Effective	Effective	Partially Effective	Ineffective
Communication				
<u>Indicators:</u>				
Operates a community-wide public information program that includes meeting with members of the media.				
Maintains communications with officials at the Grand Forks Air Force Base and Grand Forks Air Force Base School District #140 School Board.				
Maintains communications with building and district personnel.				
Collaborates with other educational and social agencies in the community.				
Encourages and promotes parent involvement in the schools.				
Organizes public forums as appropriate to work on specific local education issues.				
Develops communication systems with state and federal agencies as well as local, state, and federal legislators.				

[Insert Dr. Brenner's narrative of evidences related to Communication Indicators]

How would you classify the superintendent's overall performance in the area of Communication?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective
----------------------	---------------	-------------------------	-----------------

Comments: _____

<i>Strategic Plan Area 1 – Academics – High-Reliability Schools Framework</i>					
Academic Engagement and Strategies for Student Success		Highly Effective	Effective	Partially Effective	Ineffective
<u>Indicators:</u>					
Goal 1 - Effective Teaching in Every Classroom Effective teaching in every classroom will be defined by a common language for instructional practices and strategies. Effective teaching in every school is defined by the myriad conditions a teacher creates for learning.					
Goal 2 – Emphasize cultural competence in our K-12 curriculum. Cultural Competence is a mindset, a worldview, a way a person or an organization makes assumptions for effectively describing, responding to, and planning for issues that arise in diverse environments. Cultural proficiency is a paradigm shift from viewing cultural differences as problematic to learning how to interact effectively with a variety of cultures. Therefore, as a result of our efforts, students and staff will accept and respect the diversity of gender, race, culture, and age differences.					
Goal 3 - Provide district staff, principals, and teachers with professional development to help them assess their own cultural viewpoints and biases and effectively engage diverse families and community members.					

[Insert Dr. Brenner’s narrative of evidences related to Academic Engagement and Strategies for Student Success Indicators]

How would you classify the superintendent’s overall implementation of Academic Engagement and Strategies for Student Success?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective
-----------------------------	----------------------	--------------------------------	------------------------

Comments: _____

<u>Strategic Plan Area 1 – Academics – High-Reliability Schools Framework</u>					
Professional Learning & Technology					
<u>Indicators:</u>		Highly Effective	Effective	Partially Effective	Ineffective
Goal 1 - Effective Teaching in Every Classroom. Effective teaching in every classroom will be defined by a common language for instructional practices and strategies. Effective teaching in every classroom is defined by the myriad conditions a teacher creates for learning.					

[Insert Dr. Brenner's narrative of evidences related to Professional Learning & Technology Indicators]

How would you classify the superintendent's overall implementation of Professional Learning & Technology?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective
----------------------	---------------	-------------------------	-----------------

Comments: _____

<u>Strategic Plan Area 1 – Academics – High-Reliability Schools Framework</u>				
Innovation and Creativity				
<u>Indicators:</u>				
	Highly Effective	Effective	Partially Effective	Ineffective
Goal 1 - Empower persons at all levels of Grand Forks Public Schools (students, support staff, teachers, administration) to explore and develop ideas, passions, and leadership skills as they align with the District's mission, vision, and goals.				
Goal 2 - Invest in building teacher capacity around innovative practices in a student-centered classroom, acknowledging that an effective teacher is the most important factor affecting student achievement and personal development.				
Goal 3 - Ensure equitable access to rigorous, meaningful learning experiences for all students, regardless of the schools they attend, their triumphs or challenges, or perceived abilities.				
Goal 4 - Challenge the conventional constructs of age, time, schedules, and other facets of the traditional school day to ensure purposeful learning.				

[Insert Dr. Brenner's narrative of evidences related to Innovation and Creativity Indicators]

How would you classify the superintendent's overall implementation of Innovation and Creativity?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective
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Comments: _____

<u>Strategic Plan Area 2 – Comprehensive School District Mental Health System</u>				
Mental Health		Highly Effective	Effective	Partially Effective
<u>Indicators:</u>				
Goal 1 - Increase mental health literacy for all students, families, and staff. Mental health literacy is defined as understanding how to foster and maintain good mental health, understanding mental disorders, and their treatments, decreasing stigma, and understanding how to seek help effectively.				
Goal 2 - Implement best practices for mental health screening to determine whether students may be at risk for a mental health concern.				
Goal 3 - Provide mental health promotion services and supports for all students.				
Goal 4 - Provide early intervention services and supports to address the mental health concerns of students who are experiencing mild distress, functional impairment, or are at risk for a given problem or concern.				
Goal 5 - Provide treatment services and supports to address mental health concerns for students experiencing significant distress and functional impairment.				

[Insert Dr. Brenner's narrative of evidences related to Mental Health Indicators]

How would you classify the superintendent's overall implementation of Mental Health?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective
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Comments: _____

<u>Strategic Plan Area 2 – Comprehensive School District Mental Health System</u>					
Positive School Climate & Culture		Highly Effective	Effective	Partially Effective	Ineffective
<u>Indicators:</u>					
Goal 1 - Assess and improve school climate.					
Goal 2 - Assess and improve trauma-informed practices.					
Goal 3 – Strengthen expectations of students and staff and ensure accountability of students and staff to address any harassing, offensive, hateful or discriminatory speech directed at individuals or groups of individuals based on race, religion, color, national origin, gender, sexual orientation or disability.					

[Insert Dr. Brenner’s narrative of evidences related to Positive School Climate & Culture Indicators]

How would you classify the superintendent’s overall implementation of Positive School Climate & Culture?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective
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Comments: _____

<u>Strategic Plan Area 2 – Comprehensive School District Mental Health System</u>					
Social-Emotional Learning					
<u>Indicators:</u>		Highly Effective	Effective	Partially Effective	Ineffective
Goal 1 - Increase social and emotional learning skills for all students and staff.					
Goal 2 - Identify student strengths and developmental assets (e.g., school connectedness, social skills, self-determination, decision-making, etc.) and commit to improving SEL-related systems and practices continuously.					

[Insert Dr. Brenner's narrative of evidences related to Social Emotional Learning Indicators]

How would you classify the superintendent's overall implementation of Social Emotional Learning?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective
----------------------	---------------	-------------------------	-----------------

Comments: _____

<u>Strategic Plan Area 2 – Comprehensive School District Mental Health System</u>				
Community Engagement				
<u>Indicators:</u>				
	Highly Effective	Effective	Partially Effective	Ineffective
Goal 1 - Support a full continuum of care within a multi-tiered system of support by school and community partners working together and maximizing their knowledge and resources.				
Goal 2 - Involve students and families in all aspects of prevention, intervention, and health promotion design, implementation, and evaluation.				
Goal 3 - Ensure that all staff, students, families, and community members have a sense of belonging at our schools and that we provide opportunities inside and outside of the classroom where everyone can learn about each other's diverse backgrounds.				
Goal 4 - Build upon our existing school partnerships with diverse community organizations.				
Goal 5 - Use multiple and diverse funding sources (District, local, state, and federal) and types of funding (grants, private foundation funding, etc.) to support a sustainable, comprehensive school district mental health system.				

[Insert Dr. Brenner's narrative of evidences related to Community Engagement Indicators]

How would you classify the superintendent's overall implementation of Community Engagement?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective
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Comments: _____

<u>Strategic Plan Area 3 – Resource Management and Long-Term Planning</u>					
Master Facilities Planning					
<u>Indicators:</u>		Highly Effective	Effective	Partially Effective	Ineffective
Goal 1 - Grand Forks Public Schools will engage in a process to ensure long-term planning for school district facilities and associated operational and maintenance costs.					

[Insert Dr. Brenner’s narrative of evidences related to Master Facilities Planning Indicators]

How would you classify the superintendent’s overall implementation of Master Facilities Planning?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective
----------------------	---------------	-------------------------	-----------------

Comments: _____

<p><i>Strategic Plan Area 3 – Resource Management and Long-Term Planning</i></p> <p>Long-Term Technology Planning</p> <p><u>Indicators:</u></p>	Highly Effective	Effective	Partially Effective	Ineffective
Goal 1 - Grand Forks Public Schools will create a long-term plan for technology to maximize digital learning opportunities.				

[Insert Dr. Brenner’s narrative of evidences related to Long-Term Technology Planning]

How would you classify the superintendent’s overall implementation of Long-Term Technology Planning?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective
-----------------------------	----------------------	--------------------------------	------------------------

Comments: _____

<u>Strategic Plan Area 3 – Resource Management and Long-Term Planning</u>					
Long-Term Financial Planning					
<u>Indicators:</u>		Highly Effective	Effective	Partially Effective	Ineffective
Goal 1 - Grand Forks Public Schools will develop a sustainable, long-term financial plan.					

[Insert Dr. Brenner’s narrative of evidences related to Long-Term Financial Planning]

How would you classify the superintendent’s overall implementation of Long-Term Financial Planning?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective
----------------------	---------------	-------------------------	-----------------

Comments: _____

<u>Strategic Plan – Other Areas</u>					
Human Resources					
<u>Indicators:</u>		Highly Effective	Effective	Partially Effective	Ineffective
Goal 1 - Workplace Culture – Grand Forks Public Schools will create a culture and work environment that makes the District an employer of choice. Several motivating factors attract applicants and retain employees. It is vital to create a culture that recognizes human motivators and allows for flexibility in meeting a wide range of needs facing our existing or potential workforce.					
Goal 2 – Recruitment, Outreach, and Promotions – Grand Forks Public Schools will promote the District as a major employer in the state and region and will continually review recruitment efforts and expand efforts when necessary to attract the best candidates at all levels. Also, the District will seek to recruit a diverse applicant pool for all openings.					

[Insert Dr. Brenner’s narrative of evidences related to Human Resources]

How would you classify the superintendent’s overall implementation of Human Resources?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective
----------------------	---------------	-------------------------	-----------------

Comments: _____

Superintendent DRAFT Evaluation [insert date]

The role of the superintendent is to serve as the chief executive officer of the school district advising the school board on issues of public elementary and secondary education. The superintendent carries out these responsibilities and exercises the powers of the school board delegated to him/her by the school board.

Per Policy [CAAB](#), the evaluation of the Superintendent shall be related to the [Superintendent's job description](#) and the priorities and goals of the [District Strategic Plan](#) for the year in question.

The Superintendent Evaluation Committee met on [insert date] to review evaluation input that was provided by board members who provided their impressions of the superintendent's performance of his job description and implementation of the priorities and goals of the district's strategic plan as seen below.

This evaluation tool measured the performance areas and strategic plan areas as follows:

4 - Highly Effective	<ul style="list-style-type: none"> Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations.
3 – Effective	<ul style="list-style-type: none"> Superintendent consistently demonstrates capable and satisfactory performance of the function.
2 – Partially Effective	<ul style="list-style-type: none"> Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement.
1 – Ineffective	<ul style="list-style-type: none"> Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement.

Compilation of Board Member Responses

Area of Performance: Leadership

School Board Member	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Flynn				
Berger				
Anderson				
Gaukler				
Larson				
Lunn				
Manley				
Palmiscno				
Shabb				
MShepperd				
BShepperd				
Harland				
Neumann				
Rivera				
TOTAL				

Area of Performance: Administration

School Board Member	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Flynn				
Berger				
Anderson				
Gaukler				
Larson				
Lunn				
Manley				
Palmiscno				
Shabb				
MShepperd				
BShepperd				
Harland				
Neumann				
Rivera				
TOTAL				

Area of Performance: Curriculum and Instruction

School Board Member	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Flynn				
Berger				
Anderson				
Gaukler				
Larson				
Lunn				
Manley				
Palmiscno				
Shabb				
MShepperd				
BShepperd				
Harland				
Neumann				
Rivera				
TOTAL				

Area of Performance: Human Resources

School Board Member	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Flynn				
Berger				
Anderson				
Gaukler				
Larson				
Lunn				
Manley				
Palmiscno				
Shabb				
MShepperd				
BShepperd				
Harland				
Neumann				
Rivera				
TOTAL				

Area of Performance: Communication

School Board Member	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Flynn				
Berger				
Anderson				
Gaukler				
Larson				
Lunn				
Manley				
Palmiscno				
Shabb				
MShepperd				
BShepperd				
Harland				
Neumann				
Rivera				
TOTAL				

Strategic Plan Area 1: Academics – High-Reliability Schools Framework
Academic Engagement and Strategies for Student Success

School Board Member	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Flynn				
Berger				
Anderson				
Gaukler				
Larson				
Lunn				
Manley				
Palmiscno				
Shabb				
MShepperd				
BShepperd				
Harland				
Neumann				
Rivera				
TOTAL				

Strategic Plan Area 1: Academics – High-Reliability Schools Framework
Professional Learning & Technology

School Board Member	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Flynn				
Berger				
Anderson				
Gaukler				
Larson				
Lunn				
Manley				
Palmiscno				
Shabb				
MShepperd				
BShepperd				
Harland				
Neumann				
Rivera				
TOTAL				

Strategic Plan Area 1: Academics – High-Reliability Schools Framework Innovation and Creativity

School Board Member	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Flynn				
Berger				
Anderson				
Gaukler				
Larson				
Lunn				
Manley				
Palmiscno				
Shabb				
MShepperd				
BShepperd				
Harland				
Neumann				
Rivera				
TOTAL				

Strategic Plan Area 2: Comprehensive School District Mental Health System Mental Health

School Board Member	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Flynn				
Berger				
Anderson				
Gaukler				
Larson				
Lunn				
Manley				
Palmiscno				
Shabb				
MShepperd				
BShepperd				
Harland				
Neumann				
Rivera				
TOTAL				

Strategic Plan Area 2: Comprehensive School District Mental Health System
Positive School Climate & Culture

School Board Member	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Flynn				
Berger				
Anderson				
Gaukler				
Larson				
Lunn				
Manley				
Palmiscno				
Shabb				
MShepperd				
BShepperd				
Harland				
Neumann				
Rivera				
TOTAL				

Strategic Plan Area 2: Comprehensive School District Mental Health System
Social-Emotional Learning

School Board Member	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Flynn				
Berger				
Anderson				
Gaukler				
Larson				
Lunn				
Manley				
Palmiscno				
Shabb				
MShepperd				
BShepperd				
Harland				
Neumann				
Rivera				
TOTAL				

Strategic Plan Area 2: Comprehensive School District Mental Health System Community Engagement

School Board Member	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Flynn				
Berger				
Anderson				
Gaukler				
Larson				
Lunn				
Manley				
Palmiscno				
Shabb				
MShepperd				
BShepperd				
Harland				
Neumann				
Rivera				
TOTAL				

Strategic Plan Area 3: Resource Management and Long-Term Planning Master Facilities Planning

School Board Member	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Flynn				
Berger				
Anderson				
Gaukler				
Larson				
Lunn				
Manley				
Palmiscno				
Shabb				
MShepperd				
BShepperd				
Harland				
Neumann				
Rivera				
TOTAL				

Strategic Plan Area 3: Resource Management and Long-Term Planning

Long-Term Technology Planning

School Board Member	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Flynn				
Berger				
Anderson				
Gaukler				
Larson				
Lunn				
Manley				
Palmiscno				
Shabb				
MShepperd				
BShepperd				
Harland				
Neumann				
Rivera				
TOTAL				

Strategic Plan Area 3: Resource Management and Long-Term Planning

Long-Term Financial Planning

School Board Member	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Flynn				
Berger				
Anderson				
Gaukler				
Larson				
Lunn				
Manley				
Palmiscno				
Shabb				
MShepperd				
BShepperd				
Harland				
Neumann				
Rivera				
TOTAL				

Strategic Plan Area: Other Human Resources

School Board Member	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Flynn				
Berger				
Anderson				
Gaukler				
Larson				
Lunn				
Manley				
Palmiscno				
Shabb				
MShepperd				
BShepperd				
Harland				
Neumann				
Rivera				
TOTAL				

TOTALS

Job Description (JD) and Strategic Plan (SP) Areas	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
JD - Leadership				
JD – Administration				
JD – Curriculum and Instruction				
JD – Human Resources				
JD – Communication				
SP – Academic Engagement and Strategies for Student Success				
SP - Professional Learning & Technology				
SP – Innovation and Creativity				
SP – Mental Health				
SP – Positive School Climate & Culture				
SP – Social-Emotional Learning				
SP – Community Engagement				
SP – Master Facilities Planning				
SP – Long-Term Technology Planning				
SP – Long-Term Financial Planning				
SP – Human Resources				
TOTAL				

Highly Effective = 49-64	Effective – 33-48	Partially Effective = 17-32	Ineffective = 0-16
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Upon review, the Superintendent's Evaluation Committee and Grand Forks School Board find the superintendent's overall evaluation to be **[insert SATISFACTORY OR UNSATISFACTORY]**.

Approved by the Grand Forks School Board on _____, 2023.

Amber Flynn
President
Grand Forks School Board
Grand Forks PSD #1

Michelle Shepperd
President
GFAFB School Board
GFAFB PSD #140

Terry Brenner
Superintendent of Schools

Date _____

Date _____

Date _____

MEMORANDUM

TO: Grand Forks School Board Members
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Policy Review
DATE: September 25, 2023

TB

Following the completion of their first reading as written or amended at the September 11, 2023, school board meeting and with no other changes made to the policies since their first reading, the following actions are recommended:

To complete the second reading as written or amended and adoption as an official policy of the District of the following policies:

1. ABAD, Virtual School (as amended)
2. ABEC, School Meal Charge Policy (as amended)
3. BC, Meetings of the Board (as amended)
4. BCAA, Board Meeting Agenda and Pre-Meeting Preparation (as amended)
5. DGGG, Professional Development Plan (as amended)
6. FAAA, Open Enrollment (as amended)
7. FFD, Possessing Weapons (as amended)
8. FFK, Suspension and Expulsion (as amended)
9. KAAA, Visitors in the Schools (as amended)
10. GACG, Educational Opportunities Through Sponsoring Entities (as amended)
11. HCAE, Disbursement of Monies (as amended)
12. FDB, Education of the Homeless Student (as amended)
13. FDH, Students in Foster Care (as amended)

To rescind the following policies:

1. BCAB, Board Meeting Procedures (presumes the adoption of BC and BCAB)
2. 8400, Business Manager – Disbursement of Funds (presumes the adoption of HCAE)

cj
Attachments

VIRTUAL SCHOOL

Definitions

- *Academic pacing guide* means a document created or adopted by the school district which outlines the amount of course content covered during each portion of the school year.
- *Educational equity* means every student has access to the resources and educational rigor they need at the right moment in their education regardless of race, gender, ethnicity, language, disability, family background, or family income.
- *Virtual instruction* means teaching and learning that takes place through digital means and can be synchronous or asynchronous.
- *Virtual school* means an educational institution operated by a school district in this state which offers virtual instruction. Virtual schools generally do not maintain a physical facility, and students and teachers are geographically remote from one another.
- *[Military-connected student means a student impacted by a military-directed reassignment or mid-year relocation.]*

Virtual School Requirements

The District endorses the offering of full-time virtual instruction through the Grand Forks Virtual Secondary School for students in grades K-12 in accordance with state law and administrative rules.

The Grand Forks Virtual Secondary School is an alternative academic environment for students who desire a different approach to the traditional school setting. The courses offered in the virtual school shall align with the District's approved curriculum and standards for learning.

The Board prioritizes educational equity by identifying and removing institutional barriers and other factors that obstruct access and opportunity to a quality, virtual education. Students regardless of race, color, religion, sex, gender identify, national origin, ancestry, disability, or age, will have an opportunity to enroll in the Grand Forks Virtual Secondary School.

The Board acknowledges that online learning is not for everyone. The District, in consultation with the parent/guardian and student, shall assess student readiness to determine if virtual instruction is right for them. As with students enrolled in traditional schools, the 504 or IEP team shall have decision-making authority for students with disabilities enrolled in the virtual school.

Students in grades K-5 may transfer into or out of the virtual school prior to the start of the school year or at the trimester breaks. Students in grades 6–12 may transfer into or out of the virtual school prior to the start of the school year or at the semester breaks.

Students enrolled in the Grand Forks Virtual Secondary School must maintain expected progress in their courses for their age, grade, and ability level. Expectations will be communicated to the students and parent(s)/guardian(s) by the teacher at the beginning of the course. Students unable to meet the expected progress in their courses may be required to return to in-person instruction.

Students participating in extracurricular and/or cocurricular activities must adhere to district policies, academic pacing guides, and grade requirements to maintain extracurricular eligibility.

Virtual students shall participate in all state and district-wide assessments in the same manner as students enrolled in traditional instruction.

Student attendance will be recorded on a daily basis. In addition, the District shall verify the attendance of students participating in virtual instruction by monitoring the student's progress on academic pacing guides set forth in the Grand Forks Virtual Secondary School Handbook.

In accordance with state law, non-district resident students shall not be allowed to open-enroll into the Grand Forks Virtual Secondary School [except for military-connected students, students with medical conditions unable to physically attend school, or students moving out of state. Military-connected students, students with medical conditions unable to physically attend school, or students moving out of state may enroll early or remain enrolled and attend the Grand Forks Virtual Secondary School but only for the duration of the current school year. However, a cost-sharing agreement with the a student's resident district, may be used to allow non-resident enrollment in the virtual school.

Teachers employed with the Grand Forks Virtual Secondary School shall receive professional development specific to virtual learning.

Additional information for the Grand Forks Virtual Secondary School can be found in the respective Virtual School Handbook.

End of Grand Forks Public School District Policy ABAD Adopted: 4/24/2023
 Amended: xx/xx/xxxx

REQ'D 02/2022 07/2023

SCHOOL MEAL CHARGE POLICY

Purpose

The purpose of this policy is to establish consistent district practices for the provision of meals to students who have insufficient funds in their school meal accounts and the collection of unpaid meal debt.

Adults

Adults are prohibited from charging meals.

Dissemination

The ~~Child Nutrition Director~~ Superintendent must ensure the school meal charge policy is posted on the District's website and provided in writing, to all parents/guardians of students at the start of each school year and to the parents/guardians of students transferring to the school mid-year. The Child Nutrition Director shall also provide the policy to all school and district-level staff members responsible for the enforcement of this regulation.

The District may use additional methods to disseminate the policy on an ongoing basis throughout the school year.

Payment Options

Parents/Guardians are responsible to ensure that students have sufficient funds to purchase school meals each day or pre-pay for meals, to avoid accruing meal charges. District payment options for student meal accounts include in person, online payment, or automatic payment. When the student's meal account has reached a \$5 balance, an automated email and/or text message will be sent to the parent/guardian once a week. These notices will continue until adequate funds are received. Families may sign up at www.MySchoolBucks.com to receive low balance notifications, check on account status and, for a small fee make online deposits.

Charging Procedure

~~In the event a student has insufficient funds in their meal account, the student will continue to receive the meal of their choice. If a student's meal account reaches a negative \$30 balance a referral will be made to the student's school administration and/or assigned social worker. The maximum allowable charge balance is \$50.~~

Provision of Meals to Students with Insufficient Funds

A school meal may not be denied to a student who requests one regardless of the status of the student's meal account or ability to pay unless the student's parent or guardian has provided written permission to the school to withhold a meal. An alternative meal may not be served to a student with an unpaid student meal balance or without funds to pay for a meal. A school meal that has already been served to the student may not be disposed of or taken away from the student on account of the student having an unpaid meal balance or lacking the funds to pay for a meal.

A student with a negative meal balance is prohibited from charging a la carte or extra items (e.g., a second milk or additional entrée).

A student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students may not be limited as a result of an unpaid or negative student meal balance.

Payment Reminders

The Child Nutrition Office will periodically run reports and attempt to collect on large balances throughout the school year. The school's cook manager shall notify the parents/guardians of the student's negative balance meal account once a week until the meal account has been restored to a positive balance. Notice may be provided by requiring the student to deliver a sealed letter addressed to the child's parent or guardian, but the letter may not be distributed to the student in a manner that stigmatizes the student.

If a pattern of charging continues, administration shall attempt to contact the student's parents/guardians and encourage them to complete a free or reduced meal application. Nothing in this procedure prohibits school district personnel from reporting suspected abuse or neglect of a student as required by law.

Unpaid Meal Charges

The parent/guardian/student is expected to pay all outstanding meal charges within two (2) weeks. If they fail to do so, the District may rollover debt or refer the debt to collections. If a student's meal account balance reaches a negative \$50, the District may use an alternative funding source (e.g., nonfederal funding or charitable funding source) to offset costs incurred from unpaid meal charges and collection fees. A student may not be required to provide services or perform work, including cleaning duties or chores, to pay for school meals debt.

Balance

Students returning to school in the dDistrict shall see a positive meal balance rolled forward into their meal account for the next year. Students who graduate or withdraw from the dDistrict may receive a refund of the remaining balance in their meal account upon request unless they wish to donate the funds.

A written request for a refund of monies remaining in an enrolled student's meal account at the end of the school year must be submitted to the Child Nutrition Office by the end of September. A student who is graduating shall be given the option to transfer meal funds to a sibling's account. Any money left in an inactive account may be donated to help struggling students with insufficient funds in their meal accounts.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- [ABEC-AR](#), Adult Meals

End of Grand Forks Public School District Policy ABEC.....Adopted: 5/23/2022

.....Amended: xx/xx/xxxx

REQ'D 09/202007/2023

MEETINGS OF THE BOARD

Quorum

Five (5) members of the Board will constitute a quorum. The Board may exercise its powers only in a properly called meeting where a quorum is present.

Regular Meetings

Except for the months of July, December, and June, the Grand Forks Public School District School Board shall meet on the second and fourth Mondays of the month unless rescheduling is necessary as determined by the Board President. Typically, the meetings will begin at 6:00 p.m. All board meetings shall be properly noticed in accordance with law.

At the beginning of each regular school board meeting, board members must be given the opportunity to participate in a voluntary recitation of the pledge of allegiance.

Work Sessions and Retreats

The Board may, from time to time, meet in work sessions, also known as retreats, at a time and place conducive to in-depth discussion of the policies and goals of the District. All such meetings shall be open to the public and subject to the same notice requirements as any other meeting of the Board. Official action may be taken at a work session.

Board Meeting Procedures

All meetings will be conducted in an orderly and businesslike manner, using Robert's Rules of Order as a guide except when such rules are superseded by board policy or state and/or federal law.

All votes of the Board, other than on procedural matters, shall be roll call votes on an alternating pattern using last names, with the votes of each member being made public at the open meeting. Procedural votes must be recorded roll call votes upon the request of any member of the Board.

At the request of a resident of the District, the District must record a regular or special meeting, archive the recording, and make the recording available to the public. A request must be submitted to the Superintendent no later than seven days prior to the meeting. The District shall publish on its website a link to the recording of a board meeting. The recording must be available on the District's website for no fewer than three months from seven days after the meeting. This requirement does not apply to executive sessions nor work sessions held as part of a regular or special meeting.

If the District provides a livestream of a regular or special meeting of the Board, the District must notify the public of the location of the link to access the livestream in the meeting notice.

Training

The Board may, from time to time, meet in training seminars. No public business shall be considered or discussed in a training seminar. Training seminars shall be noticed however per state law this type of meeting is not subject to open meeting laws.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- BC-E, Sample Meeting Notice
- BCAA, Board Meeting Agenda and Pre-Meeting Preparation
- BCAD, Executive Session

Descriptor Code: BC

End of Grand Forks Public School District Policy BC..... Adopted: 5/10/2021
Amended: 10/25/2021
Amended: ~~xx/xx/xxxx~~

REC ~~8/2021~~07/2023

DRAFT

BOARD MEETING AGENDA **&AND** PRE-MEETING PREPARATION

Agenda

The Superintendent, in consultation with the Board President, shall prepare agendas. Persons wishing items to be included in the agenda shall submit those items to the Superintendent no later than five days prior to the regular board meeting. Inclusion shall be at the discretion of the Superintendent and Board President.

Regular Meeting Agenda

The Board shall follow the order of business set up by the agenda unless altered by consent of the members present at the regular meeting. Items may be added to the agenda at regular meetings with the consent of a majority of the Board.

The order of business shall generally be as follows:

1. Call to Order **& and** Pledge of Allegiance
2. Approval of Agenda
3. Approval of Minutes
4. Public Comments
5. Superintendent's Recommendations for Discussion
6. Superintendent's Recommendations for Action
7. Other:
 - a. Announcements
 - b. Board Requests for Future Consideration
 - c. School Board Norms – How Did We Do?
8. Special Sessions (executive session, work session, etc.)
9. Adjournment

Publication of Agenda

In order that citizens can be aware of the school board's regular meetings, the board will publish in the newspaper, in advance, the date, time, and location of the meeting along with website directions to the notice of meeting/agenda for each meeting.

Pre-Meeting Preparation

The agenda, minutes of the previous meeting, and relevant supplementary information will be delivered to each board member at least three days in advance of each regular board meeting ~~and will be available to any interested citizen at the superintendent's office at that time~~. School principals and District directors will be notified in advance of meetings of the Board. Upon request, local news media representatives and citizens may obtain copies of board meeting materials from the district. The ~~notice of meeting agenda~~ will be posted at the district office and at the location of the meeting on the day of the meeting.

Board members are expected to read the information provided them and to contact the Business Manager or Superintendent to request additional background necessary to assist them in their decision-making responsibilities.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- BBBA, Officers of the Board
- BBBB, School Board Committees
- BC, Meetings of the Board
- BCAB, Board Meeting Procedures

Descriptor Code: BCAA

- [BCAC, Minutes](#)

End of Grand Forks Public School District Policy BCAA Adopted: 7/12/2021
Amended: 10/25/2021; 11/22/2021; ~~Amended: 2/28/2022; xx/xx/xxxx~~

REC ~~03/2012~~[07/2023](#)

DRAFT

PROFESSIONAL DEVELOPMENT PLAN

The Board requires all licensed and ancillary personnel to participate in professional development contained in law and required by the ~~d~~District.

The Superintendent or designee shall recommend professional development content areas appropriate for school staff to the Board. The Board may designate professional development for the District. Professional development must include the training required under NDCC 15.1-21-12.1, but may also include other content areas, including behavioral, physical, or mental health.

Professional Development Plan

The Superintendent or designee shall develop a professional development plan that is based on the District's strategic plan. Professional development activities may include inservice workshops, a professional library, short-term professional leave, and assistance from consultants. All professional development activities shall be within district budgetary parameters.

The professional development plan shall be evaluated based on specific plan evaluation criteria developed by the Superintendent or designee.

End of Grand Forks Public School District Policy DGGA..... Adopted: 11/23/2020
.....Amended: xx/xx/xxxx

REC COGNIA 08/201707/2023

OPEN ENROLLMENT

Open enrollment applications received from residents of other North Dakota school districts will be acted upon by the Board at a regular or special meeting prior to the deadline established by law. A parent or guardian who wishes to open enroll a student in the District shall file an application for approval with the Board. All applications will be reviewed and acted upon in the same chronological order as they were received.

Criteria for acceptance or rejection may be based upon the capacity of a program, ~~class~~, grade level, or school building. The Board shall not deny an application on the basis of previous academic achievement, participation in extracurricular activities, disabilities, English language proficiency or previous disciplinary proceedings.

The District shall not give or offer to give remuneration or directly or indirectly exert influence upon the student or the student's family, in order to encourage participation in the open enrollment program. This does not include providing informational materials about the program.

The Business Manager or designee shall notify the parent or guardian and the resident district of the Board's acceptance or rejection of an application ~~within five days of the decision.~~

The District reserves the right for the Superintendent or designee to assign a building and to determine the class schedule for students who are accepted under this policy.

The District shall not be responsible for transportation of resident students who have enrolled in other districts through the open enrollment process or for students from other districts admitted through open enrollment.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- [FAAA-E](#), Open Enrollment and Tuition Agreement Comparison Guide

End of Grand Forks Public School District Policy FAAA..... Adopted: 3/8/2020
Amended 10/25/2021: xx/xx/xxxx

REQ'D 05/202107/2023

POSSESSING WEAPONS

Definitions

This policy defines the following:

- ~~———— Dangerous weapon as defined by NDCC 62.1-01-01(1)~~
- ~~———— Firearm as defined in accordance with 18 U.S.C. 921 and NDCC 62.1-01-01(3)~~
- Dangerous weapon means, as defined in 18 U.S.C. 930(g)(2), a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.
- Firearm means, as defined in 18 U.S.C. 921, (1) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm silencer; or (4) any destructive device. The term does not include an antique firearm.
- School property is as defined in NDCC 15.1-19-10 (6)(~~bc~~) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by the District, and the site of any school-sponsored event or activity.

Prohibitions

Students are prohibited from possessing on school property or at a school function a firearm, dangerous weapon, or any object that is used, attempted to be used, or threatened to be used to intimidate or cause bodily harm.

Disciplinary Consequences

Violation of this policy will result in disciplinary action up to and including suspension or expulsion. ~~Bringing a dangerous weapon, other than a firearm, to school will require that proceedings for up to 10 days suspension and/or expulsion through the end of the current school year be initiated immediately in accordance with the district's suspension and expulsion policy.~~

Bringing a firearm to school will require that the District immediately suspend the student and initiate proceedings for the expulsion of the student involved for a minimum of one calendar year in accordance with the ~~d~~District's suspension and expulsion policy. The Superintendent may modify the length of a firearms-related expulsion to less than one calendar year on a case-by-case basis based on the following criteria:

1. The totality of the circumstances, including the severity of the incident and the degree of endangerment of other students and staff.
2. The age and grade level of the student.
3. The prior disciplinary history of the student being expelled.
4. Relevant factors that contributed to the student's decision to possess a firearm in violation of this policy.
5. The recency and severity of prior acts resulting in suspension or expulsion.
6. Whether or not the optional provision of educational services in an alternative setting is a viable alternative to modifying the duration of the expulsion.

7. Input, if any, provided by licensed professionals (psychologists, psychiatrists, counselors) as to whether or not the expelled student would place themselves or others at risk by returning to the school prior to the expiration of the expulsion period.

Any modifications of the one calendar year expulsion must be documented in writing.

Dangerous weapons will be confiscated and may be turned over to the student's parents or to law enforcement officials at the discretion of the administration. Firearms will be confiscated and turned over to law enforcement.

The District must refer any student who ~~brings-possesses~~ a firearm on school property or at a school function to the criminal justice or juvenile delinquency system.

Special Education Students

A student who is defined as having a disability under the Individuals with Disabilities Education Act (IDEA) who ~~has-brought-possesses~~ a firearm or dangerous weapon ~~to-on~~ school or at a school function shall be handled in accordance with IDEA regulations. The District shall make manifestation determinations, disciplinary decisions, referral decisions, and placement decisions of such students in accordance with IDEA regulations.

Nonapplicable Provisions

This policy does not apply to students enrolled and participating in a school-sponsored shooting sport, provided that the student informs the school principal of the student's participation, and the student complies with all requirements set by the principal regarding the safe handling and storage of the firearm. The principal may allow authorized persons to display dangerous weapons or look-a-likes for educational purposes. Such an approved display will be exempt from this policy.

A student who finds a firearm or dangerous weapon on the way to school, on or in school property or at a school function, or discovers that they unknowingly have a firearm or dangerous weapon in their possession may not be considered to possess it if they immediately turn it over to a District employee or notify a District employee of its location.

Reporting

The District shall annually report compliance with all state expulsion requirements to the Department of Public Instruction. Each incident in which a student is found to have ~~brought-possessed~~ a firearm on school property or at a school function must be reported as an infraction, even if the Superintendent elects to modify the required expulsion period or impose no penalty. Any incidents in which a student covered by the provisions of the IDEA ~~brings-possesses~~ a firearm or dangerous weapon on school property or at a school function must also be included, even if it is determined that the incident is a manifestation of the student's disability and that the penalties should be modified or not imposed. Any modification of the one-year expulsion requirement must also be reported.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- [FFK](#), Suspension and Expulsion
- [FFK-BR](#), Suspension and Expulsion Regulations
- [FFK-AR1](#), Suggested Procedure for Conducting an Expulsion Hearing
- [FFK-AR2](#), Suspension and Expulsion for Special Education Students

Descriptor Code: FFD

End of Grand Forks Public School District Policy FFD Adopted: 5/26/2020
Amended: 10/25/2021; Amended: 2/27/2023; xx/xx/xxxx

REQ'D 08/202207/2023

DRAFT

SUSPENSION AND EXPULSION

Definitions

This policy defines the following:

- ~~Dangerous weapon as defined by NDCC 62.1-01-01~~
- Dangerous weapon means, as defined in 18 U.S.C. 930(g)(2), a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.
- *Expulsion* means the exclusion of a student, including one enrolled in an alternative education program, from school for insubordination, habitual indolence, or disorderly conduct provided the expulsion does not last beyond the termination of the current school year. A student who violates the District's weapons policy may be expelled for up to twelve months. A procedural due process hearing must be provided to the student in accordance with law and district regulation before the determination to expel a student is made.
- ~~Firearm as defined by NDCC 62.1-01-01~~
- Firearm means, as defined in 18 U.S.C. 921, (1) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm silencer; or (4) any destructive device. The term does not include an antique firearm.
- *School property* is defined in NDCC 15.1-19-10(6)(b) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.
- *Suspension* includes in-school suspension from classes and out-of-school exclusion from classes, school property, and activities.

Suspension/Expulsion Authority

The Board hereby delegates to the Superintendent and each principal the authority to deal with disciplinary problems in their school, including suspension and recommendation for expulsion of a student. Suspension shall not be imposed beyond the maximum duration permitted by law.

The Board designates the Superintendent or designee to serve as the hearing officer for expulsion hearings unless not qualified to serve as defined in board regulations. In such cases, the Board shall appoint an alternative hearing officer.

The hearing officer may expel a student for conduct that violates this policy, after providing notice and a hearing, as set forth in board regulations. When the hearing officer is someone other than the Grand Forks Public School District Board, the student may seek a review of the hearing officer's expulsion decision by the Board based on the record of the hearing.

Expulsion shall not be imposed beyond the maximum duration permitted by law.

Conduct Subject to Suspension/Expulsion

Conduct, including but not limited to the following, exhibited while on school property, during a school-sponsored activity, or during a school-related activity is subject to suspension or expulsion:

1. Causing or attempting to cause damage to school property or stealing or attempting to steal school property of value;
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property;
3. Causing or attempting to cause physical injury to another individual, except in self-defense;
4. Possessing ~~or transmitting~~ on school property or at a school function a firearm, dangerous weapon, or any object that is used, attempted to be used, or threatened to be used to intimidate or cause bodily harm.;
5. Possessing, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;
6. Disobedience or defiance of proper authority;
7. Behavior that is detrimental to the welfare, safety, or morals of other students;
8. Truancy;
9. Offensive or vulgar language when it is obscene, defamatory, or inciteful to violence and disruptive of the educational process;
10. Threats of violence, bomb threats, or threats of injury to individuals or property;
11. Student behavior that is detrimental or disruptive to the educational process, as determined by the principal.

Information regarding the conduct subject to suspension or expulsion must be posted in a prominent place in each school and must be published in student handbooks.

Suspension or Expulsion of Students with Disabilities

The District shall comply with the provisions of the Individuals with Disabilities Education Act when suspending or expelling a special education student. The District shall not expel any student with a disability when the student's particular act of gross disobedience or misconduct is a manifestation of the student's disability. Education services must continue for IDEA eligible students who are expelled.

The District is not required to refer a regular education student who has been suspended or expelled for violation of school rules and/or district policy for special education assessment and evaluation to determine if such a student might have a disability. A suspended regular education student is not entitled to the reinstatement of school privileges pending any assessment and evaluation that is to be made during the term of the student's suspension.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- FGDB, Student Handbooks
- [FFK-BR](#), Suspension ~~&and~~ Expulsion Regulations
- [FFK-AR1](#), Suggested Procedure for Conducting an Expulsion Hearing
- [FFK-AR2](#), Suspension ~~&and~~ Expulsion of Special Education Students

End of Grand Forks Public School District Policy FFK Adopted: 2/22/2021

Amended: 2/28/2022: ~~xx/xx/xxxx~~

REQ'D 11/2021

VISITORS IN THE SCHOOLS

Definitions

This policy defines the following:

- *School property* is defined in NDCC 15.1-19-10(6)(b) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.

Visitor Expectations

The Board encourages parents and community members to visit district schools to become better informed about day-to-day operations and observe the educational process. Because schools are places of work and learning, visitors shall observe the following requirements when visiting district schools, which are created to ensure the educational environment is not disrupted;

1. Visitors shall comply with applicable state law and district policy/regulations while on school property. No person shall enter school property for unlawful purposes or for purposes unauthorized by the Board. The District ~~shall~~will enforce state law on willful disruption of schools. The Superintendent shall make a reasonable effort to keep the public informed about district policies pertaining to visitors such as, but not limited to: drug, alcohol, and tobacco use; sexual offenders; patron grievances; and other policies designed to maintain order;
2. Visitors are prohibited from engaging in disruptive conduct that is interfering or interrupting the orderly operation/management of the District, or that is insulting, harassing, or threatening toward district personnel or students. Visitors who engage in such conduct will immediately be asked to leave school property;
3. Solicitors are not permitted on school property except when authorized in accordance with state law and/or applicable district policy;
4. Visitors shall be prohibited from electronically recording district students and staff. This policy does not apply to visitors electronically recording school-sponsored events not governed by copyright laws and non-school-sponsored activities and events held on school property. The Board may also create an exception to this policy for members of the press; and
5. Public visits to classrooms shall not be for the purpose of evaluating teachers, teaching methods, or curriculum. Visitors who wish to observe a classroom shall schedule their visits in advance according to administrative regulations. Visitors shall agree to follow this policy and any administrative regulations governing classroom observation prior to receiving classroom observation privileges.

Private tutors may be allowed on school property for the purpose of providing tutoring services to students. Private tutors shall observe the same requirements including signing a confidentiality agreement as other visitors when visiting district schools.]

Policy Violations

Individuals who violate any portion of this policy or applicable administrative regulations shall receive a warning that they are in violation of a district policy/regulation and may be asked by the Superintendent, building principal, or designee to leave school property. The Superintendent, building principal, or designee shall ask visitors who violate district policy/regulations or willfully disrupt school operations to leave school property. If an individual refuses to leave when asked, school administration shall seek the assistance of

law enforcement to remove the individual from school property. The Board reserves the right to limit or restrict an individual's ability to access school property if their conduct is in violation of this policy.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- [ABBA](#), North Dakota's Comprehensive Model School Policy for Tobacco Use
- [ACCA](#), Sexual Offenders on School Property
- [ACCA-BR](#), Criteria for Granting Parent Offenders Privileges to Enter School
- [DEAA](#), Drug & Alcohol-Free Workplace
- [FFA](#), Student Alcohol & Other Drug Use/Abuse
- [HCB](#), Sales Calls & Demonstrations
- [HCB-BR](#), Solicitations
- [KAAA-AR](#), Visitors in Schools Regulations
- [KACB](#), Complaints about Personnel
- [KBA](#), Relations with the News Media

End of Grand Forks Public School District Policy KAAA Adopted: 1/11/2021

..... Amended: xx/xx/xxxx

REC ~~02/2020~~07/2023

EDUCATIONAL OPPORTUNITIES THROUGH SPONSORING ENTITIES

Definitions

For the purpose of this policy:

- *Educational opportunity* means instruction outside of the classroom that meets course standards, as determined by the Superintendent of Public Instruction. This includes work-based learning, pre-apprenticeships, apprenticeships, internships, industry certifications, and community programs.
- *Sponsoring entity* means a business, for-profit organization, nonprofit organization, trade association, parent of a student, teacher, or administrator that partners with a school district to provide educational opportunities for students.
- *Teacher of record* means a teacher employed by the District and licensed to teach the course for which the student will be receiving credit. The teacher of record must oversee the educational opportunity process. The teacher of record does not need to be physically present at the site where the student is performing the learning activities but must be instrumental in coordinating and communicating with the sponsoring entity. The teacher of record is also responsible for issuing the grade to the student. Because the student is learning through hands-on activity, the student would be learning from both the teacher of record as well as the sponsoring entity during the experience.

Purpose

The Board recognizes that while traditional classroom learning is important, students have the ability to learn through a variety of experiences and develop knowledge and skills in a hands-on way outside the classroom. Pursuant to state law and in accordance with applicable administrative rules, the District may allow students enrolled in grades six through twelve to earn course credit through educational opportunities with an eligible sponsoring entity. The student's learning experience may occur during school hours, outside of school hours, or a combination of both. Course credit shall be awarded, provided that content standards are met, and the student has fulfilled the mandatory hours set forth in NDCC 15.1-21-03.

Sponsoring Entity Eligibility

A sponsoring entity that wishes to submit a proposal to provide educational opportunities for students in the District must require any staff who will have unsupervised contact with students during the educational opportunity to undergo a criminal history background check. All required criminal history background checks must be completed prior to the provision of educational opportunities to students. Sponsoring entities who employ staff who are registered sex offenders or who have committed an offense involving a child victim shall be deemed unsuitable and ineligible to provide educational opportunities to students. Sponsoring entities must also meet applicable federal and state health and safety requirements. Sponsoring entities must agree to comply with all relevant school board policies, including those relating to student education records and privacy.

Proposal Process

At any time during the year, a sponsoring entity may submit a written proposal (GACG-E) to the Board for consideration. A sponsoring entity may only submit one proposal even if they provide more than one learning opportunity course. The Board shall act upon proposals at a regular or special board meeting twice a year prior to the deadlines established in law. A sponsoring entity need only submit their proposal to the Board once unless the proposal has been denied by the Board or the North Dakota Department of Public Instruction (Department).

The Board must approve the proposal before submitting it to the Department for final review and approval. The proposal must include:

1. Name of and information regarding the sponsoring entity, including but not limited to, a general description of the business of the sponsoring entity, the primary address of the sponsoring entity, the location(s) at which the educational opportunity will be provided, and the primary contact person for the sponsoring entity;
2. Course title and state course code number for each course provided by the sponsoring entity;
3. A teacher of record employed by the District that is licensed in the course being offered, and has agreed to be responsible for coordinating the educational opportunity;
4. Assurance that the course(s) will meet North Dakota Course Content Standards;
5. A statement of how students will demonstrate proficiency and be evaluated; and
6. Information on how the proposal provides increased educational opportunities and improves academic success for the students who participate.

The Board may accept a proposal from any eligible sponsoring entity. To be approved, the proposal must:

1. Provide increased educational opportunities for students;
2. Improve the academic success of a students; and
3. Identify a teacher of record who is employed by the District, is licensed under NDCC chapter 15.1-18, and has approved the proposal.

~~Upon Following approval by the Board, the proposal must be submitted to the Department within the designated timeframes for final review and approval. Following approval by the Department and the Kindergarten Through Grade Twelve Education Coordination Council. All proposals must include this policy and the school board minutes documenting the adoption of the policy and approval of the proposal from the sponsoring entity.~~

~~Following approval by the Department and the Kindergarten Through Grade Twelve Education Coordination Council, the District shall may implement the educational opportunity program during the upcoming school year and allow students to participate in the educational opportunity for course credit.~~

Reporting Requirements

No later than June 30 of each school year, the District shall provide educational opportunity program evaluation data to the Department in the manner requested. Program evaluation data submitted may include:

1. Academic indicators such as:
 - a. Proficiency scales,
 - b. Self-assessments,
 - c. Assessments from supervisor,
 - d. Career-ready standards met, and/or
 - e. Content standards met;
2. Descriptions of how the program:
 - a. Improved the delivery of education,
 - b. Improved the administration of education,
 - c. Provided increased education opportunities for students, and/or
 - d. Improved the academic success of students; and/or
3. Other evaluation measures such as attendance, disciplinary incidents, student engagement, student voice, student and parent surveys, and evidence of improved instructional practices.

Revocation

The Department may revoke program approval if they determine the District or sponsoring entity failed to comply with the agreed upon terms of the educational opportunity proposal, district policy, or law. ~~The District may revise and resubmit the proposal to the Department for approval.~~

Complementing NDSBA Templates (may contain items not adopted by the Board)

- [GACG-E](#), Sponsoring Entity Application Proposal

End of Grand Forks Public School District Policy GACG Adopted: 5/23/2022

~~..... Amended: xx/xx/xxxx~~

REQ'D ~~04/2022~~07/2023

DRAFT

DISBURSEMENT OF MONIES

The Board authorizes and directs the Business Manager to disperse district monies by issuance of a negotiable instrument, electronic payment, or credit/debit card that has been issued in the district's name. Money shall only be dispersed if the following conditions are met:

1. There are sufficient moneys available in the fund from which monies will be withdrawn.
2. Money shall only be dispersed when authorized by the Board through policy or prior approval.
3. All bills/invoices shall be signed by the authorized purchasing agent.
4. Electronic payments are recorded in a format that can be reviewed and verified by the Business Manager.
5. A financial report will be presented each month to the Board for approval. The report will be itemized according to the budget and amounts expended.
- 5.6. An itemized listing of all bills paid shall be given to the Board each month.
- 6.7. Negotiable instruments shall be signed by the Business Manager and Board President.

Online Banking

The Business Manager is authorized to use online banking to manage district monies provided that all online transactions (e.g., transfers, withdrawals, etc.) are recorded in a format that can be reviewed and verified by the Board.

Petty Cash

The Board authorizes the Business Manager to establish a petty cash fund not to exceed \$3,000.00 to be kept in the school office for receiving and providing cash-back of student fees including but not limited to school meals, bus tickets, school store purchases, activities gate admissions and refreshments. Access shall be limited to the building principal or program director or their designee and a complete account of the petty cash fund shall be provided to the Business Manager monthly.

Facsimile Signature

The Board President is authorized to provide a facsimile signature in accordance with law. This signature shall not be used by nor shall it be in the custody of the Business Manager. The Superintendent shall develop measures to ensure compliance with this policy. The signature shall only be used on negotiable instruments that have received approval in accordance with this policy.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- [HCAA](#), Purchasing
- [HEBD](#), Audits

End of Grand Forks Public School District Policy HCAEAdopted: 4/24/2023 *Effective 7/1/2023

REC ADVED 06/2016

EDUCATION OF THE HOMELESS STUDENT

Definitions

This policy defines the following:

- *Enrollment* means attending classes and full participation in school activities.
- *Full participation* means student participation in extracurricular activities, which offers additional opportunities for student engagement and greater motivation for retention. Further, extracurricular participation can open doors to higher education opportunities and scholarships, and build skills and relationships that carry over into students' adult lives.
- *Homeless student* or *unaccompanied youth* means an individual who lacks a fixed, regular, and adequate nighttime residence due to loss of housing, economic hardship, or similar reason. It includes students and youths (preschool-grade 12) who are:
 - a. Living in an emergency shelter or transitional housing;
 - b. Living in motels, hotels, trailer parks, or campgrounds due to lack of alternative adequate accommodations;
 - c. Living in cars, parks, public or private spaces not designed for humans to live, abandoned buildings, substandard housing, bus stations, train stations, or similar settings;
 - d. "Doubled up" by living with friends or family; or
 - e. Living in unsuitable conditions, such as lack of utilities, mold, infestations, or dangers.

Migratory students and unaccompanied youth (youth not in the physical custody of a parent/guardian) may be considered homeless if they meet the above definition.

Homeless status is determined in cooperation with the parent/guardian, or in the case of unaccompanied youth, the homeless student liaison.

- *Immediate enrollment* means within twenty-four hours of the best interest determination. Enrollment must not be denied or delayed because documents normally required for enrollment have not been provided. The enrolling school must immediately contact a student's school of origin to obtain the relevant records, and the school of origin should immediately transfer those records.
- *School of origin* means the school the student attended when permanently housed or the school in which the student was last enrolled, including a preschool.

Homeless Student Liaison

The ~~Superintendent or designee~~ Board shall designate a Homeless Student Liaison for the District. This individual must perform all duties required by law to ensure the educational stability of a homeless student.

Best Interest Determination

The District must comply with the McKinney-Vento Homeless Education Assistance Improvements Act. The District shall seek to eliminate barriers to school attendance for homeless students as defined by law. When feasible and consistent with a parent, guardian, or unaccompanied youth's wishes, the homeless student must be immediately enrolled in their school of origin and transportation must be provided in accordance with law.

When not feasible for a homeless student to attend their school of origin, as determined by the Homeless Student Liaison in consultation with the parent, guardian, or student, the homeless student must be placed in a school that is in the "best interest of the student." The Homeless Student Liaison must submit

such placement decisions to the parent or guardian in writing, along with notice of the right to appeal and a dispute resolution procedure.

Dispute Resolution

To the extent feasible and appropriate, when a dispute arises as to the best interest determination, the District must ensure that a homeless student be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent, guardian, or student wishing to file an appeal of a determination shall notify the Homeless Student Liaison. The liaison shall follow the dispute resolution procedure created in regulation FDB-BR. The District shall make reasonable efforts to collaborate with aggrieved parties to resolve the dispute at the local level as expeditiously as possible.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- [FDB-BR](#), Education of the Homeless Dispute Resolution Procedure
- [FDB-E1](#), Caregiver Authorization Form
- [FDB-E2](#), Grand Forks Public School District District-Level Dispute Resolution Form

End of Grand Forks Public School District Policy FDB.....Adopted: 5/11/2020

REQ'D 07/2018

STUDENTS IN FOSTER CARE

Definitions

This policy defines the following:

- *Foster care* as defined in 45 U.S.C. 1355.20 and NDCC 50-11-00.1(79).
- *School of origin* means the school in which a student is enrolled at the time of placement in foster care. If a student's foster care placement changes, the school of origin would then be considered the school in which the student is enrolled at the time of the placement change. Districts must ensure a student in foster care remains in the school of origin unless it is not in the student's best interest as determined as set forth herein.
- *Best interest determination* shall take into account all relevant factors, including, but not limited to, length of placement, student and/or student's parent(s) or guardian preference, safety issues, and the proximity to the school in which the student is enrolled at the time of foster care placement. Transportation costs must never be considered when determining best interest determination.
- *Immediate enrollment* means within twenty-four hours of the best interest determination. Enrollment must not be denied or delayed because documents normally required for enrollment have not been provided. The enrolling school must immediately contact a student's school of origin to obtain the relevant records, and the school of origin should immediately transfer those records.

Foster Care Student Point of Contact

The ~~Superintendent or designee~~ Board shall designate a District Foster Care Point of Contact. This individual must perform all duties required by law to ensure the educational stability of a student in foster care.

Best Interest Determination

The District shall collaborate with state, local and tribal child welfare agencies, as applicable, and seek to eliminate barriers to school attendance for a student in foster care as defined by law¹. When feasible and in the best interest of the student, as determined by the local child welfare agency (CWA), in collaboration with the District Foster Care Point of Contact and other key partners, as applicable, the student in foster care must immediately be enrolled in their school of origin and transportation must be provided in accordance with law.

When not feasible for a student in foster care to attend their school of origin, as determined by the local CWA, in collaboration with the District Foster Care Point of Contact and other key partners, as applicable, the student must be placed in a school that is in the best interest of the student. The local CWA shall submit such placement decisions to the foster parent or designated caregiver in writing.

If there is a difference of opinion regarding school placement between the District and CWA, the CWA shall be considered the final decision-maker.

Transportation

The District shall collaborate with state, local and tribal child welfare agencies, as appropriate, to implement a written transportation procedure by which prompt, cost-effective transportation will be

¹ <https://www2.ed.gov/about/inits/ed/foster-care/index.html>

provided, arranged and funded for a student to remain in their school of origin, when in their best interest, for the duration of their time in foster care.

Dispute Resolution

To the extent feasible and appropriate, when a dispute arises as to the best interest determination, the District must ensure that a student in foster care remains in their school of origin and promptly receives transportation in a cost-effective manner, pending resolution of the dispute. The District shall make reasonable efforts to collaborate with appropriate agencies and aggrieved parties to resolve the dispute at the local level as expeditiously as possible. The aggrieved party wishing to file an appeal of a determination shall notify the district's Foster Care Point of Contact and follow the dispute resolution procedure created by the state.

Foster Care Student Records

The District Foster Care Point of Contact shall maintain all best interest determination and transportation documents in the foster care student's educational record until there is a change in the student's situation, such as custodial care or new foster parents, or until permanent placement has been established.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- [FDH-BR1](#), Foster Care Student Transportation Plan
- [FDH-BR2](#), Foster Care Student Transportation Dispute Resolution Procedure
- FDH-E1, Foster Care Student Best Interest Determination Form
- FDH-E2, Foster Care Student Transportation Plan

End of Grand Forks Public School District Policy FDH Adopted: 5/11/2020

REQ'D 07/2018

BOARD MEETING PROCEDURES

All meetings will be conducted in an orderly and businesslike manner, using Robert's Rules of Order as a guide except when such rules are superseded by board policy, state, and/or federal law.

Quorum

Five (5) members of the Board will constitute a quorum. The Board may exercise its powers only in a properly called meeting where a quorum is present.

All votes of the Board, other than on procedural matters, shall be roll call votes on an alternating pattern using last names.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- [BC](#), Meetings of the Board
- [BCAA](#), Board Meeting Agenda & Pre-Meeting Preparation
- [BCAB-BR](#), Procedure for Seating New Board Member at the Annual Meeting

End of Grand Forks Public School District Policy BCAB

..... Adopted: 5/10/2021

Amended: 10/25/2021; 3/28/2022

REC 05/2021

Merged into BC; Rescind After Adoption of Revised BC

Policy 8400**Business Manager -Disbursement of Funds**

Pursuant to Sections 15.1-09-28 and 15.1-07-12 N.D.C.C., the District adopts the following policy for disbursement of monies by the Business Manager.

The Business Manager is authorized and directed to disburse District monies for the payment of District obligations as they may be incurred. The Business Manager is authorized to:

- authorize, create and approve negotiable instruments;
- use credit or debit cards;
- make payment of invoices;
- direct and control the use of petty cash;
- use electronic payments; and,
- use facsimile signatures.

The Board's Audit Committee shall provide oversight and periodic review of the Business Manager's exercise of this authority and shall report to the Board from time to time as it may deem appropriate on the effectiveness of this policy. These practices, procedures, and controls are to be reviewed by the external auditor.

Financial Reports to the School Board

A financial report will be presented each month to the school board for approval. The report will be itemized according to the budget and amounts expended.


Adopted 6-4-68

Amended 11-24-92, 9-26-05

Legal Reference: NDCC 15.1-07-12; NDCC 15.1-07-21; NDCC 15.1-09-28

Rescind; Replace with HCAE which was adopted 4-24-2023 effective 7-1-2023

MEMORANDUM

DATE: September 25, 2023
TO: Dr. Terry Brenner, Superintendent
FROM: Matt Bakke, Assistant Superintendent of Elementary Education 
RE: Consolidated Grant Application for Federal Title Funding

The Consolidated Grant Application for federal Title funding for the Grand Forks School District is ready to be presented to the School Board for their approval. The application consists of Federal Title programs including Title I-Part A, Title II-Part A, Title III-Part A, and Title IV-Part A. The breakdown of allocated funds is as follows:

2023-2024 FEDERAL TITLE FUNDING			
Federal Title Program	Allocation	Carry-Over	Total Funding
Title I, Part A	\$3,137,420.00	\$511,531.68	\$3,648,951.68
Title II, Part A	\$726,189.00	\$7,854.50	\$734,043.50
Title III, Part A	\$23,570.33	\$4,776.84	\$28,347.17
Title IV, Part A	\$373,201.00	\$3,166.23	\$376,367.23
TOTAL FUNDING	\$4,260,380.33	\$527,329.25	\$4,787,709.58

The administrative recommendation is to approve the 2023-2024 Consolidated Grant Application for the Grand Forks School District in the amount of \$4,787,709.58.

MB/lis

Consolidated Grant Application for Federal Title Funding

...

2023-2024

2023 - 2024 Federal Grant Funding Levels

Title I - \$3,137,420.00

Title I - \$2,723,992.00

Title II - \$726,189.00

Title II - \$635,696.00

2022-2023
Funding
Levels

Title III - \$23,570.33

Title III - \$25,728.97

Title IV - \$373,201.00

Title IV - \$384,460.00

TOTAL - \$4,260,380.33

Total - \$3,904,876.97

Title I Part A

The purpose of Title I, Part A is to provide all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Title I, Part A is intended to:

- Ensure all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments,
- Provide funding to supplement educational opportunities for students in higher-poverty schools,
- Provide professional learning for school staff, and
- Implement other strategies for raising student academic achievement.

GFPS Schools Receiving Title I Funding

GRAND FORKS PUBLIC SCHOOLS - 33.91%

Ben Franklin Elementary School – 35.12%

Century Elementary School – 52.63%

Lake Agassiz Elementary School – 64.62%

Lewis & Clark Elementary School – 37.21%

Phoenix Elementary School - 46.59%

Viking Elementary School – 41.59%

Wilder Elementary School – 62.16%

Winship Elementary School – 68.38%

—— **Valley Middle School – 56.65%**

***2022-2023 school year % free/reduced lunch**

Allocations for Title I - 2023 - 2024

Building	Building Allocation	Family Engagement	Total Budget
Ben Franklin	\$226,545.84	\$2,618.93	\$229,164.77
Century	\$ 422,373.60	\$4,248.18	\$ 426,621.78
Lake Agassiz	\$ 483,809.76	\$ 5,223.98	\$ 489,033.74
Lewis & Clark	\$ 122,872.32	\$ 1,478.52	\$ 124,350.84
Phoenix	\$ 236,145.24	\$ 2,724.52	\$ 238,869.76
Valley	\$ 557,875.01	\$ 6,111.00	\$ 563,986.01
Viking	\$251,504.28	\$2,893.47	\$254,397.75
Wilder	\$ 220,786.20	\$ 2,415.25	\$ 223,201.45
Winship	\$ 307,180.80	\$ 3,097.12	\$ 310,277.92
St. Michaels	\$ 43,368.99	\$ 438.07	\$ 43,807.06
Holy Family	\$ 12,391.14	\$ 125.16	\$ 12,516.30
TOTAL	\$2,884,853.18	\$31,374.20	\$2,916,227.38

District Reservations	
Administration	\$75,345.44
Neglected/Delinquent	\$3,680.70
Homeless	\$142,166.48
Family Engagement	\$31,374.20
TOTAL	\$ 252,566.82

Funded Activities - Admin & N/D

- Grant Management Coordinator
- Para Certification Process
- Supplies
- Professional Development Travel
- RMAC Facility Support

Funded Activities

- Reading Specialists
- Title I Coordinators
- Dean of Students
- Behavior Interventionists
- Social Workers
- Math Interventionists
- Parent Involvement
- Professional Development Training
- Supplies
- Equipment

Family Engagement Set Aside

- If a district receives a Title I allocation of \$500,000 or more, it must reserve at least 1% to be used for parent and family engagement to assist schools in carrying out activities. GFPS set aside is \$31,374.20.
 - Funded Activities
 - Family Events & Schoolwide Activities
-

Funding Set Aside for Homeless

All public schools and districts receiving federal funds must ensure that services are provided to children and youth who are experiencing homelessness.

These funds can support educationally related services to children in shelters and other locations where homeless children may live. The services provided with these funds should support homeless students to succeed in school and to meet the academic achievement standards.

Grand Forks Public School Set Aside - ***\$142,166.48***

Funded Activities

- Homeless Liaison
- Transportation
- Basic needs supplies

Title II Part A

The purpose of Title II, Part A is to meet the following goals:

1. Increase student achievement consistent with state standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

ALLOCATION = \$726,189.00

Funded Activities

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- Instructional Coaches
- District Administration
 - Chief Academic Officer
- Curriculum Coordinators
 - Elementary
 - Secondary
- Staff Professional Development
 - AVID Training
 - Counselor Training

***FTEs are spread across multiple funding streams**

Title III Part A

The purpose of Title III is to meet the following goals:

1. to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;
2. to assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet, consistent with section 1111(b)(1);
3. to develop high-quality language instruction educational programs designed to assist State educational agencies, local educational agencies, and schools in teaching limited English proficient children and serving immigrant children and youth;

ALLOCATION = \$23,570.33

Funded Activities

September 25, 2023
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- ML Coordinator Professional Development
- ML Summer School Tutor for high school students
- Instructional supplies
- Registration costs for staff to professional development training

* English Learners (EL) is transitioning to Multilingual Learners (ML)

Title IV Part A

The purpose of Title IV is to meet the following goals:

1. to improve students' academic achievement by increasing the capacity of states, districts, schools, and local communities to provide all students with access to well-rounded education,
2. improve school conditions (Safe & Healthy) for student learning, and
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students.

ALLOCATION = \$373,201.00

Funding Criteria

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Well Rounded Education

Programing such as college and career counseling, STEM, Music, and Arts.

\$139,536.13

Use at least 20% of Title IV Funds to support this area.

Funded Activities

- *AVID Coordinator*
- *After School Robotics Club*

Supporting Safe and Healthy Students

Comprehensive mental health, drug and violence prevention, training on trauma-informed practices and health and physical education.

\$231,858.87

Use at least 20% of Title IV Funds to support this area.

Funded Activities

- *MTSS Coordinators*

Supporting the effective use of Technology

Building technological capacity and infrastructure, professional development and blended learning.

\$1,806.00

15% cap on spending for devices, equipment, software and digital content.

Funded Activities

- *After School Robotics Club*



Questions?