

NOTICE OF REGULAR MEETING OF THE SCHOOL BOARD

GRAND FORKS PUBLIC SCHOOL DISTRICT #1

Monday, March 25, 2024 – 5:30 PM

South Middle School Band Room

1999 47th Avenue South, Grand Forks, ND

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.

- 5:30 pm **1. CALL TO ORDER AND PLEDGE OF ALLEGIANCE**
 A. Reading of School Board Meeting Norms
- 5:31 pm **2. APPROVAL OF AGENDA**
- 5:32 pm **3. APPROVAL OF MINUTES**
 A. March 4, 2024
- 4. SUPERINTENDENT'S RECOMMENDATIONS FOR DISCUSSION**
- 5:33 pm A. Public Forum Planning
- 5:48 pm B. Budget Realignment Update (*Strategic Plan Area 3*)
- 5. SUPERINTENDENT'S RECOMMENDATIONS FOR ACTION**
- 5:55 pm A. Consent Agenda
 1. Resignations
- 5:56 pm B. Request for Extension of Long-Term Leave – Badera Muhanna
- 5:58 pm C. Head Start Baseline Grant First Year of the Five Year 2024-2029
- 6:13 pm D. General Fund Financial Statement
- 6:18 pm E. Policy Review
- 6:23 pm F. Consideration of Fee Acquisition and Temporary Construction Easement related to North Dakota
Department of Transportation Signal Rehab Project Adjacent to Wilder Elementary School
- 6:28 pm **6. 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?
- 6:33 pm **7. ADJOURNMENT**
- 7:00 pm **PUBLIC FORUM – SOUTH MIDDLE SCHOOL CAFETORIUM**

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

GRAND FORKS SCHOOL BOARD
GRAND FORKS PUBLIC SCHOOL DISTRICT #1
REGULAR MEETING MINUTES
March 4, 2024

The School Board of Grand Forks Public School District No. 1 met in regular session on Monday, March 4, 2024, at the Mark Sanford Education Center with President Amber Flynn presiding.

Board Members Present: Josh Anderson, Dave Berger, Amber Flynn, Monte Gaukler, Joel Larson, Eric Lunn, Jeff Manley, Bill Palmiscno, and Cynthia Shabb. **Absent:** None.

Student Board Members Present: Maggie Barker. **Absent:** Ryaan Alshami.

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; Arielle Neumann, GFAFB School Board Liaison; 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. President Flynn read aloud the school board norms.

Approval of Agenda. The agenda was amended to allow 20 minutes of public comments during the Public Comments topic and to add additional public comments if needed after the agenda topic 7. E.

It was moved by Lunn and seconded by Larson to approve the agenda as amended. Upon roll call vote as follows, the motion carried. Aye: Anderson, Berger, Gaukler, Larson, Lunn, Manley, Palmiscno, and Flynn. Nay: Shabb. Absent: None.

Celebrating Success – South Middle School. Travis Neil, South Middle Principal, introduced this discussion. Accompanied by several staff members, they gave a presentation about the school's mission "Every Learner, Every Day", academic achievement, interventions, the ML program, and clubs and activities.

Approval of Minutes. It was moved by Shabb and seconded by Gaukler to approve the minutes of February 20, 2024, as written. Upon voice vote, the motion carried unanimously.

It was moved by Palmiscno and seconded by Manley to approve the minutes of February 26, 2024, as written. Upon voice vote, the motion carried

unanimously.

Public Comments. Public comments were received by the board. Listed below are the names of all individuals who spoke and the topic of their remarks:

1. Betty Benson – SAIL program district cuts.
2. Kailey Meadows, SAIL program.
3. David LaValley – SAIL program.
4. Montgomery Brown – SAIL program.
5. Jason Johnson – SAIL program.
6. Nya Rout – SAIL program.
7. Jenn Kolodka – music education.
8. Henry Haug – the importance of music.
9. Eli Zerr – Music in Our Schools month.

Audited Financial Statements for the Year Ended June 30, 2023. Baumbach and Brian Opsahl of Brady, Martz & Associates, P.C. reviewed the audited financial statements for Grand Forks Air Force Base Public School District No. 140 and Grand Forks Public School District No. 1 for the year ending June 30, 2023. Both districts were issued an Unmodified Audit Opinion, which is a clean audit. The Single Audit Reports for District #140 Impact Aid and District #1 Head Start and ESSER were each given an unmodified, clean opinion. The Finance Committee unanimously recommended approval.

It was moved by Palmiscno and seconded by Anderson to approve the audited financial statements for the year ended June 30, 2023, for Grand Forks Public School District #1 and Grand Forks Air Force Base Public School District #140. Upon roll call vote

as follows, the motion carried. Aye: Larson, Manley, Gaukler, Anderson, Berger, Shabb, Palmiscno, Lunn, and Flynn. Nay: None. Absent: None.

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

- ◆ Resignations of Austin Salyer, dean of students, and Olivia Strid, 3rd-grade teacher, effective May 31, 2024.

Upon voice vote, the motion carried unanimously.

Recommendation to Approve Findings of Fact, Conclusions of Law, and Order for Discharge to be served on Nneka Nwaokefor, and Board Action. It was moved by Lunn and seconded by Gaukler to approve the Findings of Fact, Conclusions of Law, and Order for Discharge to be served on Nneka Nwaokefor. Upon roll call vote as follows, the motion carried. Aye: Palmiscno, Larson, Berger, Manley, Lunn, Shabb, Anderson, Gaukler, and Flynn. Nay: None. Absent: None.

Superintendent Evaluation Committee Report.

- **Superintendent's March Evaluation.** Anderson reported on the November 7, 2023, meeting of the Superintendent Evaluation Committee at which the committee reviewed input that was provided by eight of nine Grand Forks School Board members and four of four Grand Forks Air Force Base School Board members regarding the following areas of performance: Leadership, Administration, Curriculum and Instruction, Human Resources, and Communication; and the following areas following Strategic Plan areas: Academics – High-Reliability Schools Framework, Comprehensive School District mental Health System, Resource Management and Long-term Planning, Human Resources. The committee unanimously recommended the board find the superintendent's performance to be satisfactory.

It was moved by Manley and seconded by Berger that upon review of Board member input and an overall weighted average ranging from 3.5 to 3.75 out of 4.0 in all domains, the Superintendent Evaluation Committee and Grand Forks School Board find the superintendent's performance to be satisfactory. Upon roll call vote as follows, the motion carried. Aye: Palmiscno, Shabb, Larson, Lunn, Gaukler, Berger, Anderson, Manley, and Flynn. Nay: None. Absent: None.

- **Superintendent's Contract Extension.** Anderson

reported on the committee's unanimous recommendation to extend the superintendents' three-year rolling contract to June 30, 2027, and to meet later to discuss salary and benefits.

It was moved by Lunn and seconded by Manley to extend the superintendent's three-year contract to begin July 1, 2024, and end June 30, 2027, with salary and benefits to be negotiated later. Upon roll call vote as follows, the motion carried. Aye: Berger, Palmiscno, Shabb, Manley, Larson, Anderson, Lunn, and Flynn. Nay: None. Absent: None.

Consideration of Temporary Construction Easement related to North Dakota Department of Transportation Signal Rehab Project Adjacent to Career Impact Academy. Baumbach reported a permanent right of way (fee acquisition) and a temporary construction easement is needed for the North Dakota Department of Transportation (NDDOT) to complete some signal rehabilitation along Gateway Drive (US 2), North Dakota. The anticipated start date is May 2025. For this temporary access, they are offering \$300 as a flat payment that was determined to be a fair payment to compensate for the time the landowner is using to go over the paperwork and to sign.

It was moved by Shabb and seconded by Larson to approve the execution of the Memorandum of Offer to Landowner, Memorandum Agreement, Temporary Construction Easement for Parcel 7-1, Notification and Appraisal Waiver, and Agreement for Entry and Construction (no compensation). Upon roll call vote as follows, the motion carried. Aye: Gaukler, Manley, Palmiscno, Anderson, Lunn, Berger, Larson, Shabb, and Flynn. Nay: None. Absent: None.

Announcements. Berger announced his gratitude that music month was highlighted during public comments and congratulated Alshami on his 2nd place win at state and Barker and the girls' basketball team advancing to state.

Board Requests for Future Consideration. None.

School Board Norms – How Did We Do? It was reported the board did okay in following its meeting norms.

Adjournment. The meeting adjourned at 7:33 p.m.

APPROVED _____
(Date)

Amber Flynn, President

Brandon Baumbach, Business Manager

DRAFT

GRAND FORKS PUBLIC SCHOOLS
Grand Forks Public School District #1
Grand Forks Air Force Base School District #140



Public Forum 2024

(Held in Accordance with N.D.C.C. 15.1-07-26)

March 25, 2024
South Middle School
Cafetorium
7:00 p.m.

AGENDA

7:00 p.m. General Session

Welcome and Introductions

Amber Flynn, President, Grand Forks School Board

Mrs. Michelle Shepperd, President, Grand Forks Air Force Base School Board

Overview of the Public Forum Process

Dr. Terry Brenner, Superintendent of Schools

7:15 p.m. Presentation by District Administration

7:30 p.m. Small Group Discussions

9:00 p.m. Adjourn

*Grab-n-Go refreshments will be provided.

Thank you for your participation!

School Board Public Forum

The Grand Forks and Grand Forks Air Force Base School Boards will hold a public forum on Monday, March 25, 2024, at South Middle School, 1999 47th Avenue South, Grand Forks, ND. The forum will begin at 7:00 p.m. in the cafetorium.

The topics being discussed will focus on balancing enrollment between and among all schools, the location of ML magnet school programs, and whether to convene a demographic task force to re-examine boundary lines.

Transportation and Childcare for ages 2 years old through 5th grade are available upon request.

Spanish, Somali, and Nepali interpreters will be on-site.

For planning purposes, individuals are encouraged to pre-register to receive background materials in advance, arrange transportation, or arrange childcare.

- To **pre-register**, contact Cindy Johnson at cjohnson260@mygfschools.org or 701-787-4880. The deadline to pre-register is 4:00 p.m. on Wednesday, March 20, 2024.
- To arrange **transportation** to and from the event, contact Ali Hillebrand at ahillebrand190@mygfschools.org or 701-746-2205, Ext. 7235.
- To arrange **childcare***, complete the sign-up form at <https://forms.gle/tSfK6NQYY6RvbwdC6> or contact Kayla Erickson at kerickson250@mygfschools.org or call or text 701-215-8041 with the following information:
 - Parent/Guardian's first and last name
 - Name(s) and age(s) of child(ren)
 - Phone number (in the event of an emergency)
 - Email address, if possible, for confirmation
 - Anything we should be aware of (allergies, etc.)

*All children must be potty-trained.

A confirmation will be sent that will include where to drop your child(ren) off that evening.

GRAND FORKS PUBLIC SCHOOLS				
Grand Forks Public School District #1 and GFAFB Public School District #140				
PUBLIC FORUM 2024 - MASTER GROUP ASSIGNMENTS				
Group	Room	Facilitator & Co-Facilitator	Resource	Recorder
1	303	Amber Flynn & Michelle Shepperd	Kelli Tannahill	Travis Thorvilson
2	305	Brandon Baumbach & Branden Shepperd	Angie Jonasson	Chelsea Benke
3	306	Josh Anderson & Arielle Neumann	Kevin Ohnstad	Leslie Bjelde
4	307	Monte Gaukler & Jennifer Rivera	Terry Bohan	Ali Parkinson
5	308	Joel Larson & Terry Snider	Darin Walters	Tracey Johnson
6	401	Eric Lunn	David Nowatzki	LuAnn Schmidt
7	402	Jeff Manley	Mike Wilber	Elisa Diederich
8	409	Bill Palmiscno	Judy Anderson	Jay Hepperle
9	412	Cynthia Shabb	Chad Kurtyka	Jodi Dodson
10	417	Jon Strandell	Jolyn Bergstrom	Cassandra Riewer
11	503	Gabe Dahl	Amy Bartsch	Holly Larson
12	507	Dave Saxberg	Loren Hoheisel	Allison Peterson
13	508			
14	509			
15	510			
		Backup Facilitator, Resource, Recorder:		Roamers/Backup:
		Joshua Mailhot		Terry Brenner
		Mike Biermaier		Catherine Gillach
		Anthony Bina		Matt Bakke
		Carrie Weippert		Jonathan Ellwein
		Eric Ripley		Ivona Todorovic
		Tyler Nelson		
		Griffin Gillespie		Not Assigned:
				Kris Arason - out of office
				Wendy Mankie
				Travis Neil
				Brian Loe
				Dave Berger - out of office
				Tad Schye - out of office

GRAND FORKS PUBLIC SCHOOLS
Grand Forks Public School District #1
Grand Forks Air Force Base School District #140
Public Forum – March 25, 2024
(Held in Accordance with N.D.C.C. 15.1-07-26)

Roles and Responsibilities for Discussion Group Leadership

Hourly-paid individuals are required to clock in and out to be paid. A computer will be available in the teacher's lounge at South for their use.

Facilitators

Facilitators are responsible to:

- ◆ Convene the discussion group and allow the recorders to take attendance,
- ◆ Guide participants through group discussion, encouraging all participants to contribute and encouraging a deliberate discussion of the topics (see Page 6 of the Participant Booklet #2),
- ◆ Lead the process in a manner that provides sufficient time for each question and adheres to the conclusion of the Forum by 9:00 p.m.
- ◆ Conclude the discussion sessions by extending thanks on behalf of both school districts,
- ◆ Remind participants that a summary report of the public forum discussion will be available at a later date, and
- ◆ Remind participants that refreshments are being served in the commons area.

Resource Persons

Resource Persons are responsible to:

- ◆ Assure that all participants have the necessary materials (Participant Booklets 1 and 2)
- ◆ Act as timers so that all questions receive adequate attention, and
- ◆ Provide background information on topics as needed to facilitate discussion and seek out district-level resource person(s) to provide additional information as necessary.

Recorders

Recorders are responsible to:

- ◆ Pick up a supply envelope from the check-in table upon entering the school.
- ◆ Be in your assigned discussion group room before everyone arrives.
- ◆ Take attendance. The Attendance Roster that will be provided includes only individuals who have pre-registered. Walk-ins will be assigned to various discussion groups as they arrive. All persons who join a group should be listed on the group's roster regardless of whether they do or do not speak.
- ◆ Ensure all participants have a name tag with their first name printed on it. Blank name tags and black markers will be provided.
- ◆ Not participate in the discussion. Recorders are not considered participants in the group discussions and should remain silent as to their opinions/views. If a recorder has an opinion to share, they may type it in the recorder notes.
- ◆ Record any major or prominent discussion ideas generated by the group for each question (Page 6 of Booklet #2). It is not necessary to identify any speaker in the comments and it is not necessary to record word-for-word comments. Capturing the theme of an individual's comment and the why or why not of it is what we would be looking for.
- Review your notes for clarity before leaving the discussion group and email them to Cindy Johnson. Compilation of all recorder notes will begin immediately the following morning.
- Return all supplies and group attendance roster to Cindy Johnson at the end of the evening.

SCHOOL DISTRICT DEMOGRAPHICS LONG-TERM PLANNING

Public Forum 2024

March 25, 2024
(Held in Accordance with N.D.C.C. 15.1-07-26)

GRAND FORKS PUBLIC SCHOOLS Grand Forks Public School District #1 Grand Forks Air Force Base Public School District #140



PARTICIPANT BOOKLET # 1

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Background on Public Forums

The 2003 Legislature enacted a new law requiring school districts to hold a public forum between January and June of each even-numbered year. The purpose for the forum is the review of local demographic trends and how they may affect each school district's current practices.

Grand Forks Public School District #1 and Grand Forks Air Force Base Public School District #140 have held these legally required public forums in every even-numbered year beginning in January of 2006. Prior to this state mandate, the districts have had a practice of utilizing public forums to gain input on challenges and potential change initiatives. Topics of these forums have included Goals 2000 initiatives, flood reconstruction, middle school configuration, attendance area boundary line considerations, demographic trends, reconfiguration of Air Base schools, the expansion of kindergarten to a full day schedule, high school study, the Demographic Task Force recommendations, and resource management and long-term facilities, technology, and financial planning. Public forums provide invaluable insights to the two school boards for their planning activities.

The 2023 Legislature amended the law by adding the review of academic achievement and ancillary staffing and other language changes.

Following is the current North Dakota law that governs local school district public forums:

15.1-07-26. School district demographics and enrollment - Review - Report.

1. Between January first and June thirtieth of every even-numbered year, the board of each school district may invite the public to participate in a review addressing the effects that demographics and changing enrollment will have on the district in the ensuing three-year and five-year periods, and specifically addressing potential effects on:
 - a. Academic achievement, as it relates to the local strategic plan, including progress toward state academic goals adopted by the statewide prekindergarten through grade twelve education strategic vision steering committee;
 - b. Instructional, administrative, and ancillary staffing;
 - c. Co-curricular or extracurricular programs;
 - d. Facility needs and utilization; and
 - e. District property tax levies.
2. At the conclusion of the review, the board is encouraged to prepare a report, make the report available on the district website, and make the report available upon request.

Mission Statement, Vision Statement, and Values Statement

Mission Statement

Growing together to enrich the world.

Vision Statement

We provide diverse and meaningful experiences for all learners in a safe and supportive environment by fostering curiosity, inquiry, and innovation. We grow and learn together by embracing change and taking risks.

Vision Statement

We believe strong relationships in our schools and community will result in developing connected, innovative learners, grounded by strong character.



Our Motto

A great place to
grow and learn.

Our Mission

Growing together
to enrich the world.

Our Vision

We provide diverse and meaningful experiences for all learners in a safe and supportive environment by fostering curiosity, inquiry, and innovation. We grow and learn together by embracing change and taking risks.

Our Values

We believe strong relationships in our schools and community will result in developing connected, innovative learners, grounded by strong character.

Strategic Plan 2020-2025

OUR STRATEGIC PRIORITIES

The strategic priority areas were developed to guide the school district's focus and effective use of resources to achieve student outcomes that will prepare students for their future. The following represents the strategic priority areas and subcategories from a macro view.

I. Academics – High-Reliability Schools Framework

1. Academic Engagement and Strategies for Student Success
2. Professional Learning & Technology
3. Innovation and Creativity

II. Comprehensive School District Mental Health System

1. Mental Health
2. Positive School Climate & Culture
3. Social-Emotional Learning
4. Community Engagement

III. Resource Management and Long-Term Planning

1. Master Facilities Planning
2. Long-Term Technology Planning
3. Long-Term Financial Planning

Human Resources



School Organizational Pattern

Elementary Schools

- * Small Schools ranging from 150 to 500 students
- * Small Class Sizes in K-3
- * Extended Day (ENCORE)
- * Extended Year (10th Month, Summer School)
- * Standards-referenced curriculum

Costs are driven by smaller schools and smaller classes:

- The district must employ 13+ teachers to reduce class size by one student across all elementary classrooms.

Carnegie Middle Schools

- * Building Sizes of 750 or fewer
- * Staff & students organized in teams by grade level for core classes with teams of 100 students or fewer working with a five-teacher team
- * Exploratory experiences offered in addition to core classes
- * Daily staff team planning
 - Review needs of all students
 - Curriculum project planning
 - Professional Development experiences
 - Parent contacts

Comprehensive High Schools

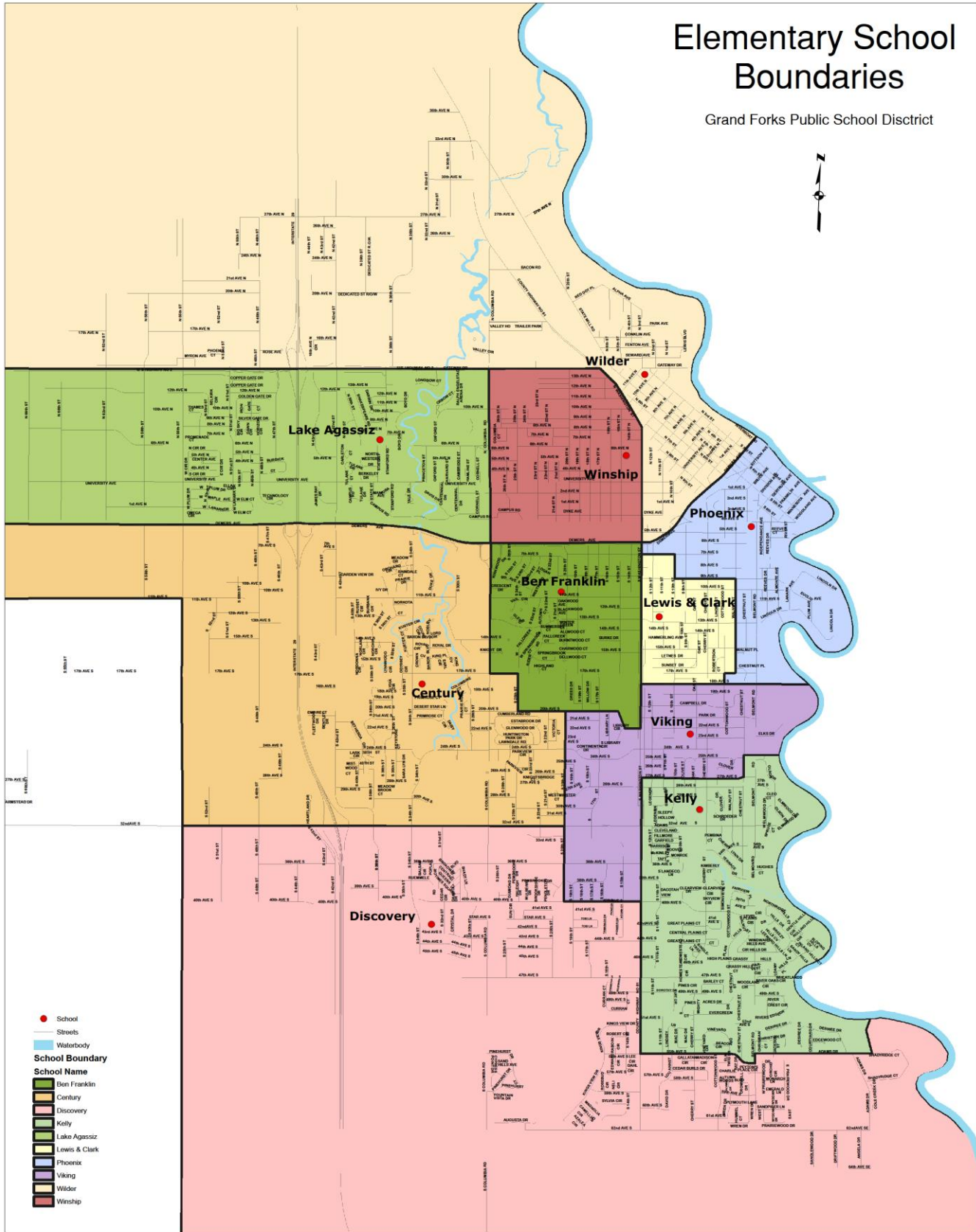
- * Personalization is the challenge. It is addressed through:
 - Rich array of curriculum offerings
 - Career counseling, including Job Shadowing
 - Alternative scheduling options
 - Alternative school site
 - Extracurricular offerings
 - Mentor Center
 - Future Career Impact Academy

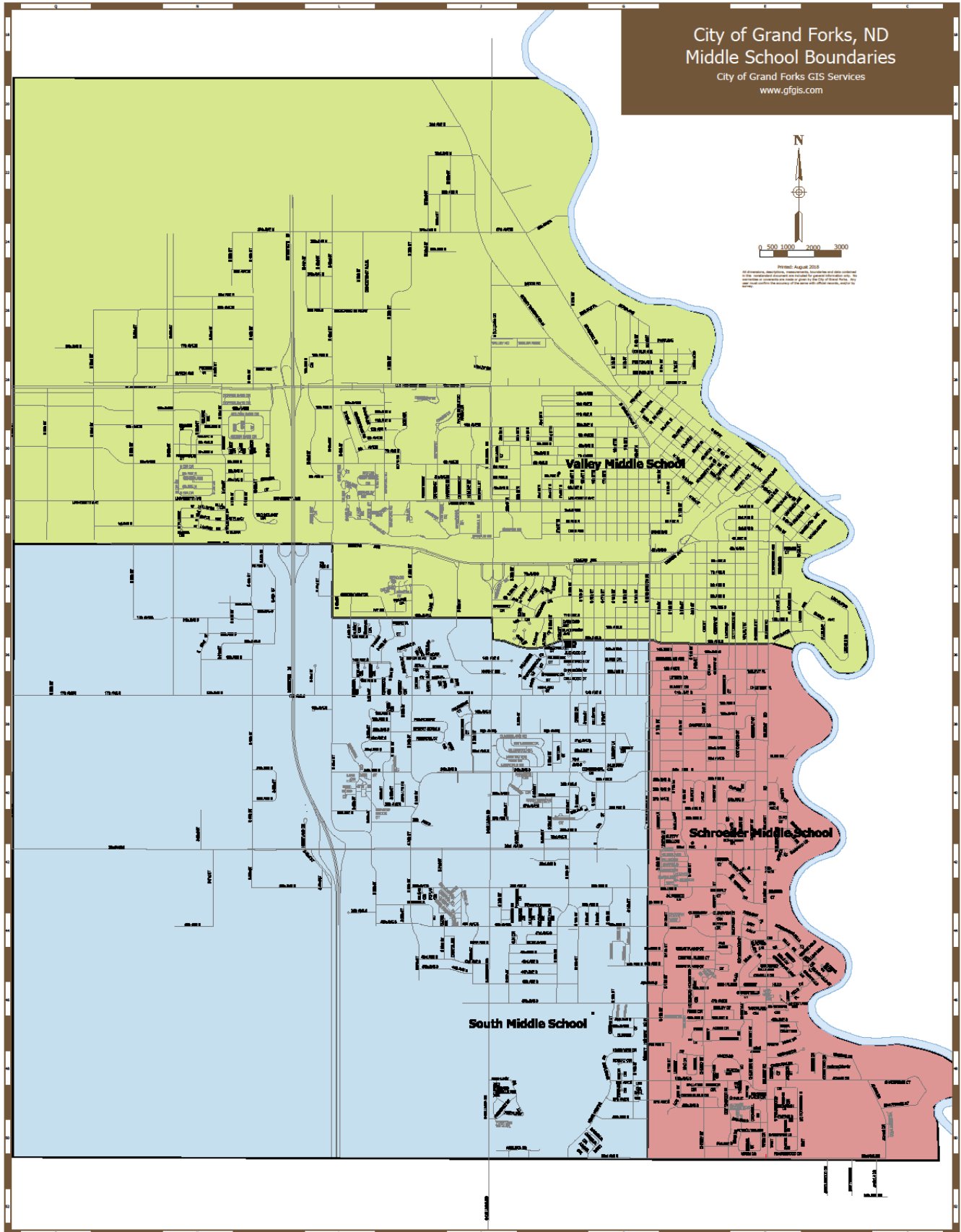
Costs are affected by the philosophy of not limiting students to a maximum number of credits they can take.

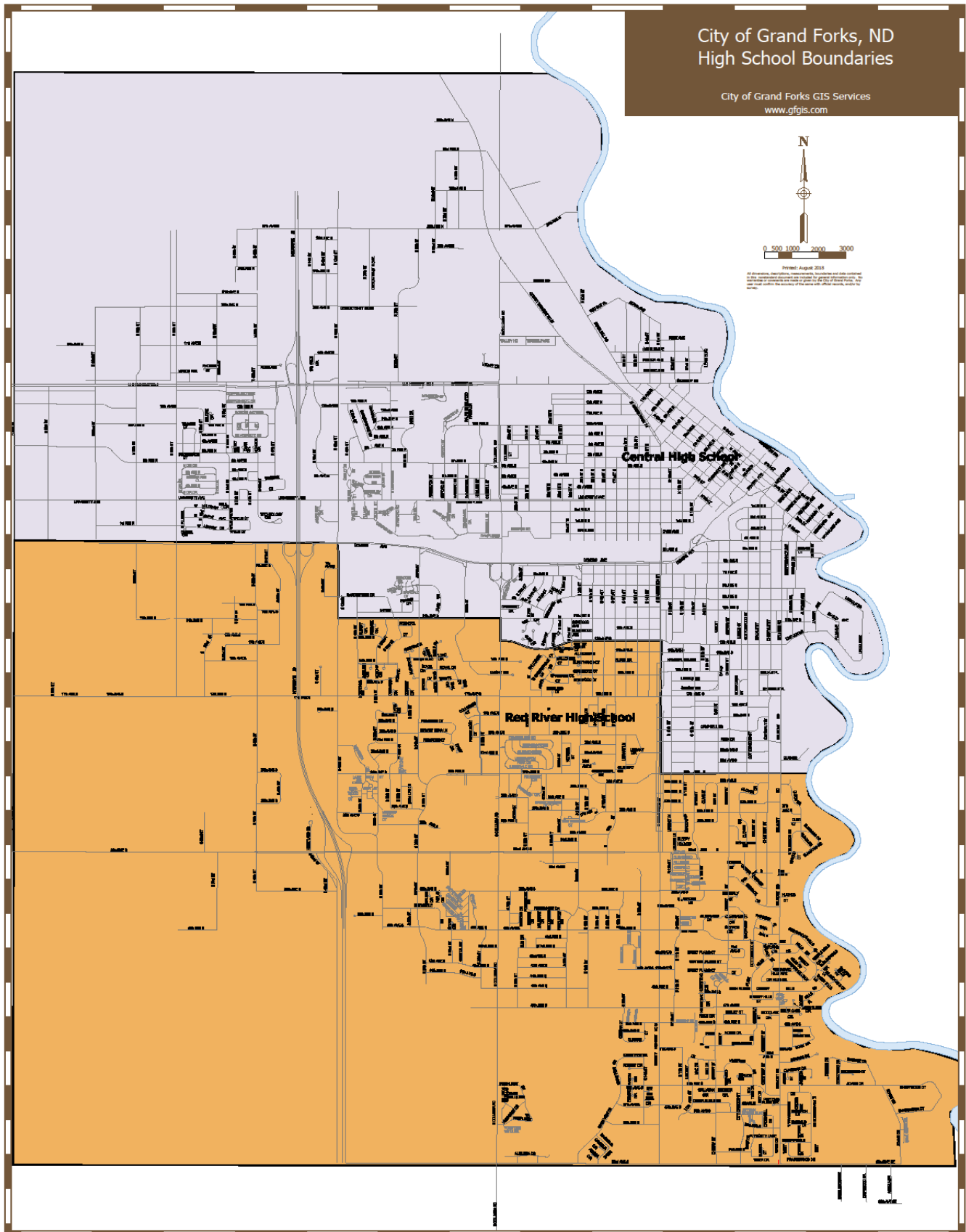
- It is estimated the district employs 25 additional staff members over the number needed if students were only permitted access to the number of credits required to graduate.

Attendance Areas

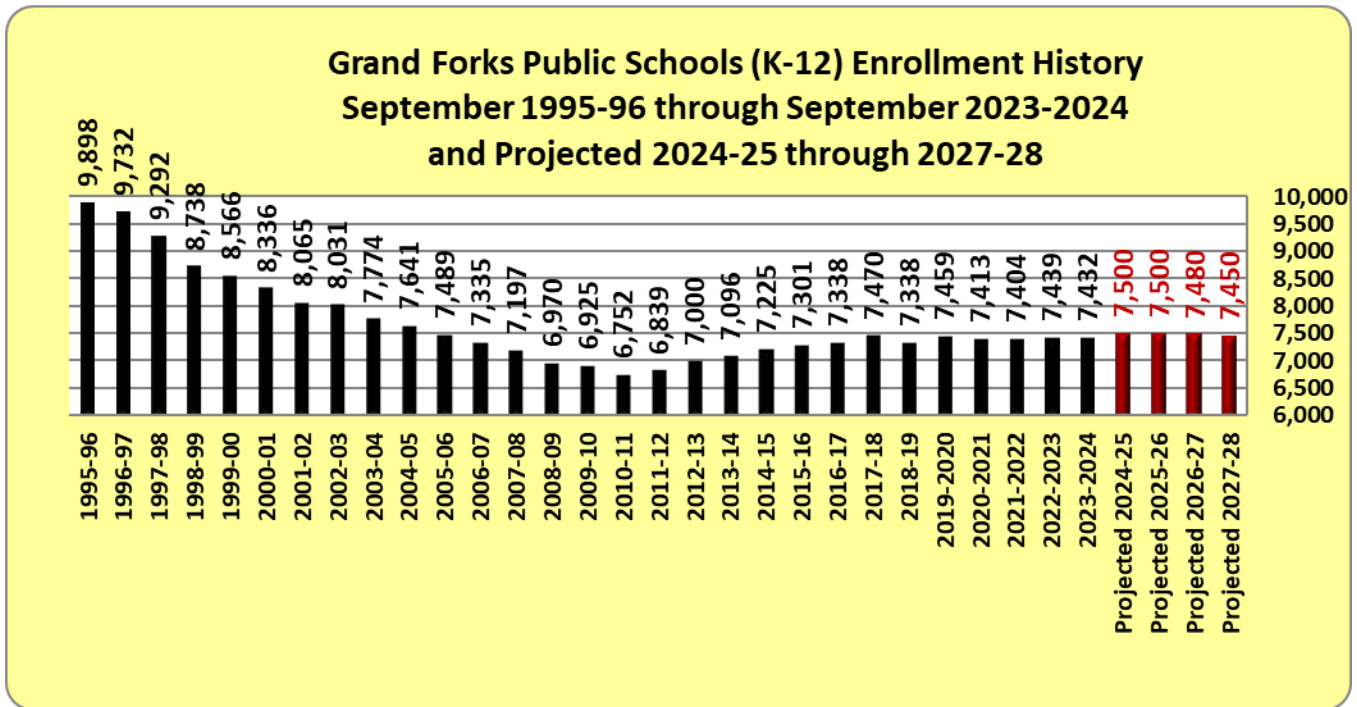
All district elementary, middle, and high schools have designated attendance areas. Boundary maps for each current attendance area and the school board approved attendance areas can be found at <https://www.gfschools.org/link-2/registration>.







Enrollment History & Projections



Current Enrollment 7,432
 3-Year Projected Enrollment (2026-27) 7,480
 + 48
 +0.65%

Current Enrollment 7,432
 4-Year Projected Enrollment (2027-28) 7,450
 + 18
 + 0.24%



Enrollment Report – September 2023

ELEMENTARY SCHOOL														
SCHOOL	BF	CENT	DIS	KEL	LAG	L&C	PHNX	VIK	WILD	WIN	TOTAL DIST #1	TWIN	TOTAL DIST #140	GRAND TOTAL
	19 21 19	19 17 16 17	17 18 16 17	20 19 19 18	14 14 13 13	11 12	15 15	12 11 13	16 17	18 17		18 17		
Grade K	59	69	85	76	54	23	30	36	33	35	500	35	35	535
	17 16 14	19 16 18 20	19 20 17 20	22 23 23 23	18 19 18 19	15 18	19 20	20 18 17	17 19	20 19		17 18 16		
Grade 1	47	73	94	91	74	33	39	55	36	39	581	51	51	632
	20 20 20	19 20 19 20	20 20 21 20	21 22 22 22	15 15 14 15	16 17	18 18	18 17 18	14 15	17 16		16 16		
Grade 2	60	78	102	87	59	33	36	53	29	33	570	32	32	602
	18 17 19	22 23 23	18 19 18 20 21	20 19 20 20 21	19 20 19	21	13 15	19 19 19	13 13	17 16		17 16		
Grade 3	54	68	96	79	58	21	28	57	26	33	520	33	33	553
	18 17 17	25 25 25	21 22 20 22	22 22 22 21	18 18 18	15 16	16 17	17 15 15	15 15	22 20		17 17		
Grade 4	52	75	85	87	54	31	33	47	30	42	536	34	34	570
	18 19	18 19 21	23 23 22 23	21 22 22 22	19 18 19	16 16	17 18	13 14 15	24	18 19		20		
Grade 5	37	58	91	87	56	32	35	42	24	37	499	20	20	519
Total	309	421	553	507	355	173	201	290	178	219	3,206	205	205	3,411

MIDDLE SCHOOL										
SCHOOL	SCHR	SO	VAL		TOTAL DIST #1		TWIN	TOTAL DIST #140		GRAND TOTAL
Grade 6	194	192	173		559		26	26		585
Grade 7	190	180	154		524		32	32		556
Grade 8	176	183	175		534		25	25		559
TOTAL	560	555	502		1,617		83	83		1,700

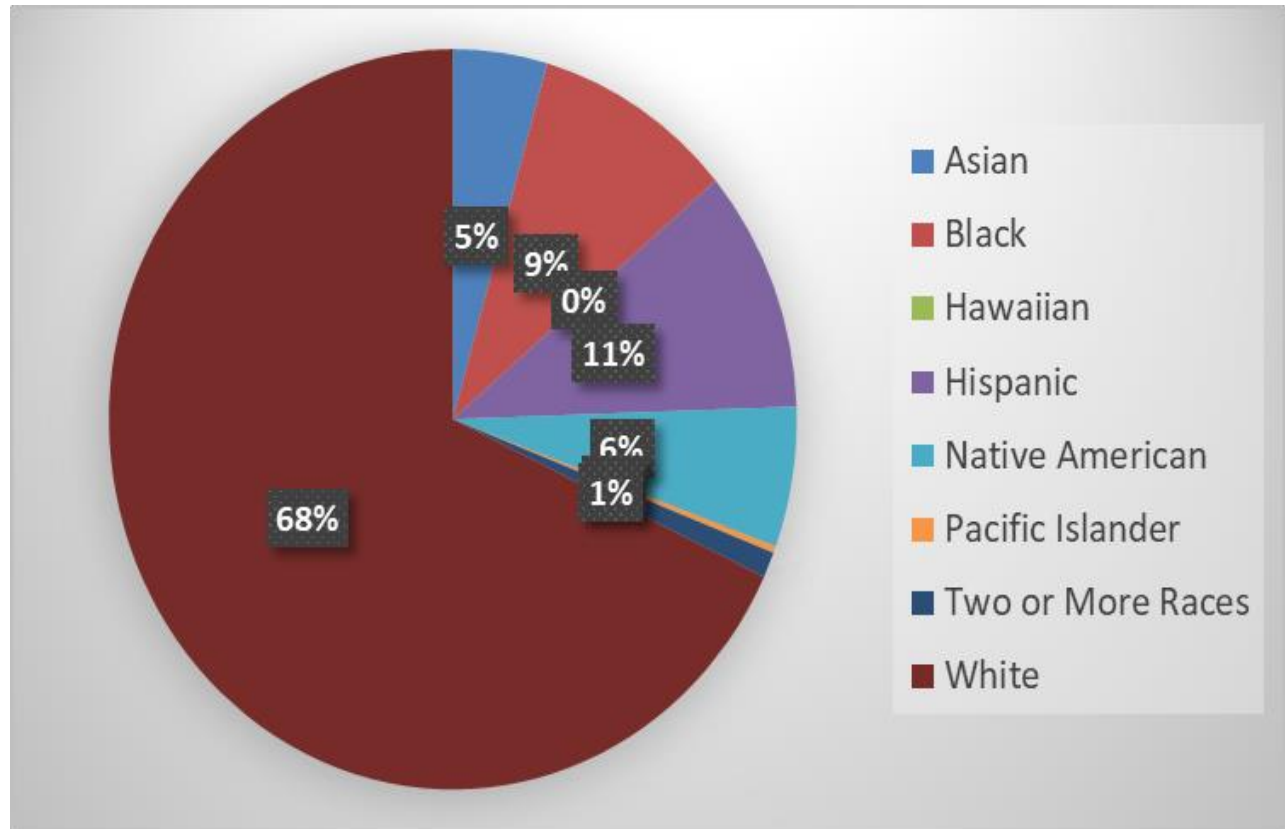
HIGH SCHOOL				
SCHOOL	GFC	RR	COMM	GRAND TOTAL
Grade 9	269	316	1	586
Grade 10	296	286	4	586
Grade 11	268	286	23	577
Grade 12	227	257	65	549
Grade 13	7	16		23
TOTAL	1,067	1,161	93	2,321

Elementary	3,411
Middle	1,700
High	2,321
Total	7,432

EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)														
SERVICE	BF	CENT	DIS	KEL	LAG	L&C	PHNX	VIK	WILD	WIN	TOTAL DIST #1	TWIN	TOTAL DIST #140	GRAND TOTAL
PK3 (SS)	11	1	2	2			15			1	32	2	2	34
PK4	12	1	8	2	3		9		3	6	44	10	10	54

HEAD START														
VSL		CENT		KEL	LAG	L&C	PHNX	VIK	WILD	WIN	TOTAL DIST #1	TWIN	TOTAL DIST #140	GRAND TOTAL
14		28			70	14					126			126

Enrollment by Student Group – September 2023



Academic & Extracurricular Programs

- Maintaining lower **Class Size** has been a major staffing initiative for the school board.
- **Curriculum** is reviewed annually. New curriculum and supplemental materials are implemented following an adoption cycle. Below is a tentative schedule subject to available funding:

Content Area	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
English Language Arts	R	P	I				
Mathematics		R	P	I			
Science					R	P	I
Social Studies	I					R	P
Enrichment		R	P	I			
Guidance				R	P	I	
Media Center/Library/Computer Science	P	I					R
Music	P	I					R
Physical Education/Health			R	P	I		
Visual, Media, Theatre Arts				R	P	I	
Indigenous & World Languages	P	I					R
Early Childhood Special Education	P	I					R
Estimate	\$1 million	\$3.5 million	\$1.5 million	\$500,000	\$1 million	\$1.5 million	\$1.5 million

R-Review and Research: A committee representing all levels is formed. This committee will meet to assess state standards, GFPS priority standards, and existing required curricular resources.

P-Pilot: The Research and Review Committee will identify teachers to pilot curricular resources, follow adoption policies set by GFPS School Boards including recommending required curricular resources to the Board(s), will compose or modify current curricular documents to align to the state standards, scope and sequence, and required curricular resource.

I-Implementation: Full implementation of the state standards, scope and sequence, and required curricular resource.

M-Monitor: Monitoring implementation for desired effect on student achievement. Mid-use adjustments are made.

- The district maintains a wide range of **Student Performance Data and Information** and publishes an annual report. This report can be found at www.gfschools.org.
- **Technology** is embedded within the curriculum to optimize the individual learning of each student and enhanced through a robust infrastructure, student learning devices, professional development for staff, and technical support. District technology equipment include a combination of iPads, Chromebooks, standalone labs, district staff issued laptops/computers, interactive whiteboards, projectors, and peripheral devices. Overall, the district maintains a 1 to 1 student-to-computer ratio.
- **School Library Media Centers** are staffed with professionally certified librarians and support staff that are essential to our educational programs.
- **Character Education** is ingrained throughout our schools, with a focus on the six pillars of character: caring, citizenship, fairness, respect, responsibility, and trustworthiness. Students also develop social and emotional skills through evidence-based curriculum.
- **After-School Programming** is offered at all elementary schools, Valley Middle School, and South Middle School.

- ▶ Grand Forks Public Schools offer 64 **Career and Technical Education** courses in middle and high schools. In addition, Grand Forks Public Schools is constructing the Career Impact Academy poised to open in 2025. This learning academy will help students graduate with tangible workforce-ready skills and is being funded in cooperation with 78 businesses and private donors.
- ▶ Grand Forks Public Schools is committed to providing appropriate educational services to limited English students through the **Multilingual Learner (ML) Program**. The district ensures that students are provided the appropriate educational services through a district plan that specifically outlines identification, assessment, services, personnel, and parent involvement consistent with state and federal requirements. The district has six magnet schools: Century Elementary School, Discovery Elementary School, Lake Agassiz Elementary School, Winship Elementary School, South Middle School, and Red River High School.
- ▶ Grand Forks Public Schools has a comprehensive **Counseling Program**, where school counselors encourage learning strategies, self-management skills, and social skills.
- ▶ Grand Forks Public Schools utilizes the **Multi-Tiered Support Systems (MTSS)** model, a framework that provides multiple levels of academic, social, emotional, and behavior supports for all students based on their needs.

The school district has added a District **Mental Health Coordinator** who has connected community agencies to better serve students who are referred to mental health experts which includes follow-up planning at the school and home levels. This position has championed community-wide awareness and prevention around youth suicide.

The school district has invested in an **Addiction Counselor, Behavior Facilitators**, and additional **Social Workers** to better provide overall services for students.

The school district has invested in “**Sources of Strength**”, a youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse. The mission of Sources of Strength is to prevent suicide by increasing help seeking behaviors and promoting connections between peers and caring adults. Sources of Strength moves beyond a singular focus on risk factors by utilizing an upstream approach for youth suicide prevention. This upstream model strengthens multiple sources of support (protective factors) around young individuals so that when times get tough they have strengths to rely on.

The school district has invested in a **Mentor Center** for students in middle and high school seeking additional academic and social emotional support between 1:00-8:00 pm Monday through Thursday.

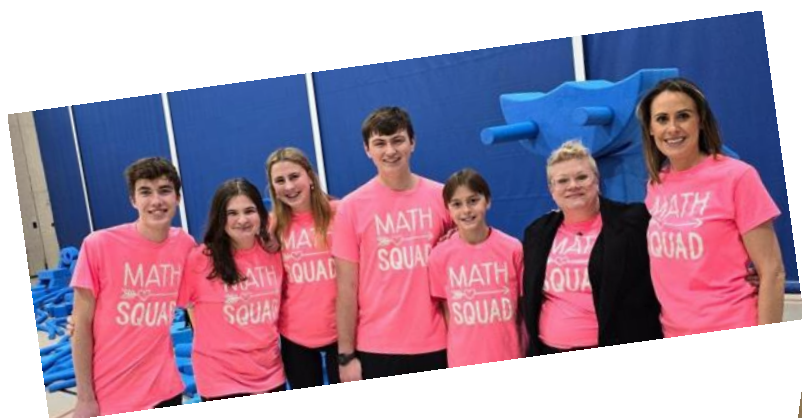
- ▶ **Diversity, Equity, Inclusion, and Belonging.** Grand Forks Public Schools is dedicated to ensuring that all students are guaranteed access, opportunity and belonging. As GFPS continues to deepen this work there is a focus on ensuring data are looked at through the lens of all students as well as a focus on ensuring opportunity gap closures across student groups. This work resides in the continued implementation and refinement of a guaranteed and viable curriculum, a highly effective Multi-Tiered Systems of Support, and deliberate professional development. Resource alignment is also an integral part of the work to ensure access, opportunity and belonging for all students.
- ▶ The **Special Education Department** provides a variety of related services within each school building to meet the needs of every child with a disability, including adaptive physical education, assistive technology, audiology, occupational therapy, physical therapy, school psychology, selective screenings, and speech and language.

- The **Early Childhood Special Education** provides services for 3-5-year-old children with unique educational needs. The program offers a full continuum of services that includes a site-based program with children attending sessions and receiving related-services as determined by the Individualized Education Plan (IEP) team.
- The **Adult Transition Program** provides an environment for students ages 18-21 to develop skills in independent living, job training, social relationships, recreation, and community participation.

Academic Activities

Students are provided the opportunity to participate in a wide range of co-curricular activities.

Anime	Game Club	School Newspaper / Yearbook
Art Club	Gay Straight Alliance	Science Bowl
Band	German Club	Science Olympiad
Book Club	Girls Who Code	Sources of Strength
Building Bridges	HOSA	Spanish Club
Chamber Singers	JROTC	Speech
Choral	Key Club	Spirit Club/Booster Club
Class Committees / Officers	Math Club	Student Congress
Debate	Math Track	Student Council
Drama	National Honor Society	Tech Club
Drumline	National Technical Honor Society	Theatre Production
E-Sports	Orchestra	Thespians / Theater Guild
FCA	Pep Band	VEX Robotics
FLBA / DECA / Skills USA / FCCLA	Renaissance Program	YORS - GF Youth Commission
French Club		



Athletic Activities

Fall

Girls' Volleyball
Girls' Swimming & Diving
Girls' Golf
Girls' Cross Country
Football
Boys' Tennis
Boys' Soccer
Boys' Cross Country
Cheerleading
Middle School Intramurals
Elementary School Intramurals

Winter

Boys' Basketball
Girls' Basketball
Boys' Swimming & Diving
Boys' Hockey
Girls' Hockey
Girls' Gymnastics
Boys' Wrestling
Girls' Wrestling
Middle School Intramural Sports
Cheerleading
Elementary School Intramurals

Spring

Girls' Tennis
Girls' Soccer
Boys' Golf
Girls' Track & Field
Boys' Track & Field
Baseball
Softball
Middle School Intramurals
Boys' Trapshooting (Club Sport)
Girls' Trapshooting (Club sport)
Elementary School Intramurals

Instructional & Administrative Staffing

Major factors influencing the level of staffing include the district's long-term efforts to lower class sizes, all-day kindergarten, the expanded number of grant-funded programs such as ENCORE, and the growth in size of existing grant-funded programs such as Head Start and Every Student Succeeds Act, and the continued levels of service in Special Education. Emphasis is given to class size, curriculum, staff qualifications, and student achievement.

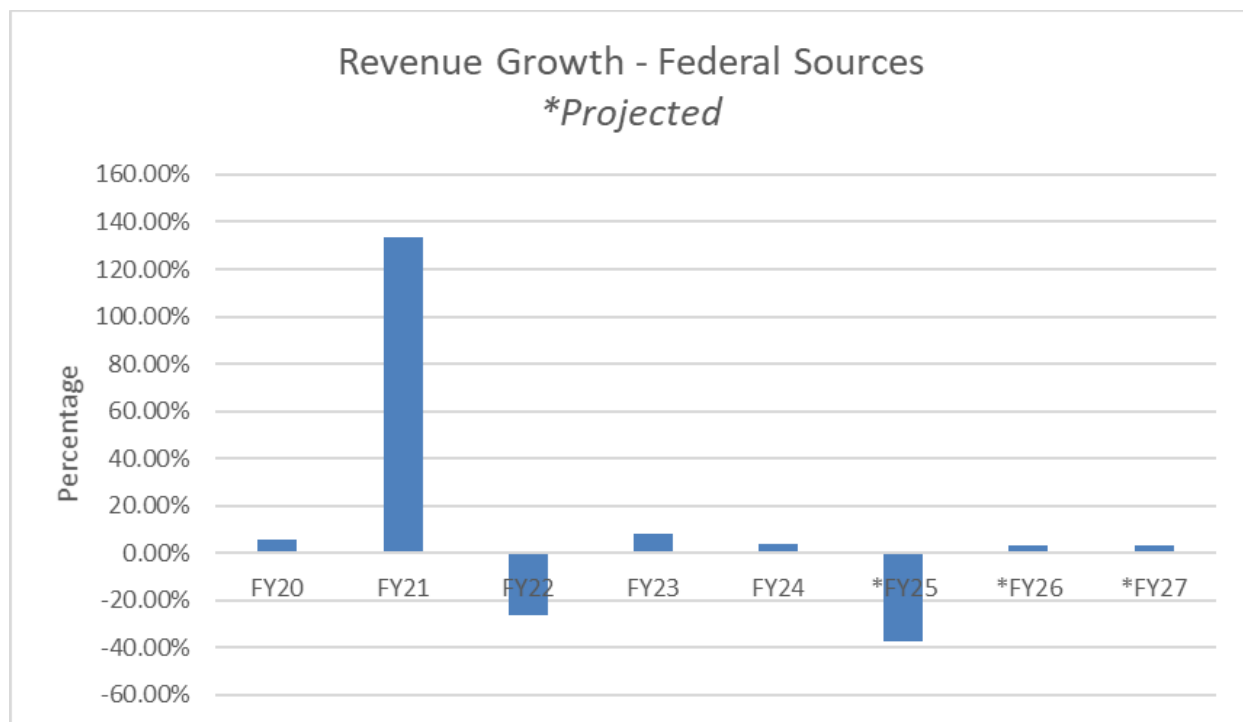
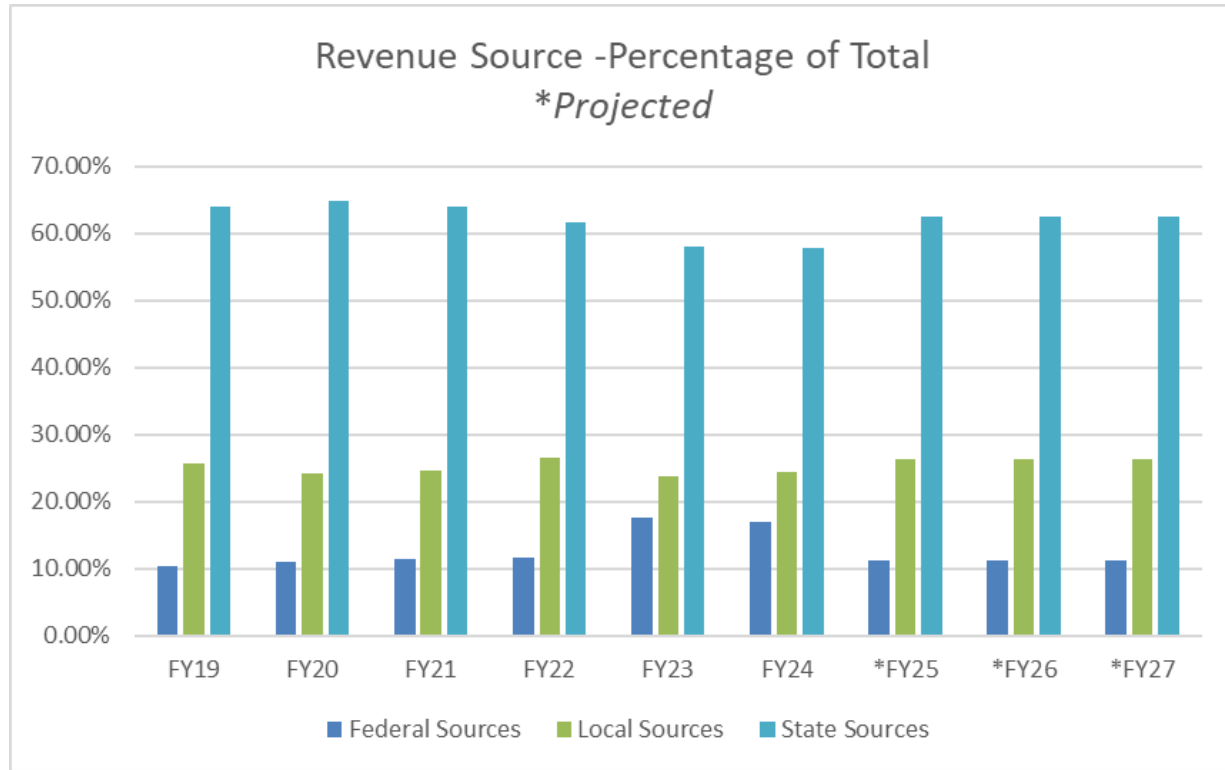
The Grand Forks and Grand Forks Air Force Base School Districts are justifiably proud of their faculty. A history of outstanding teachers, current groups who continue that tradition, and the presence of the University of North Dakota in our city all combine to ensure that our schools are places where excellent teaching and learning take place.

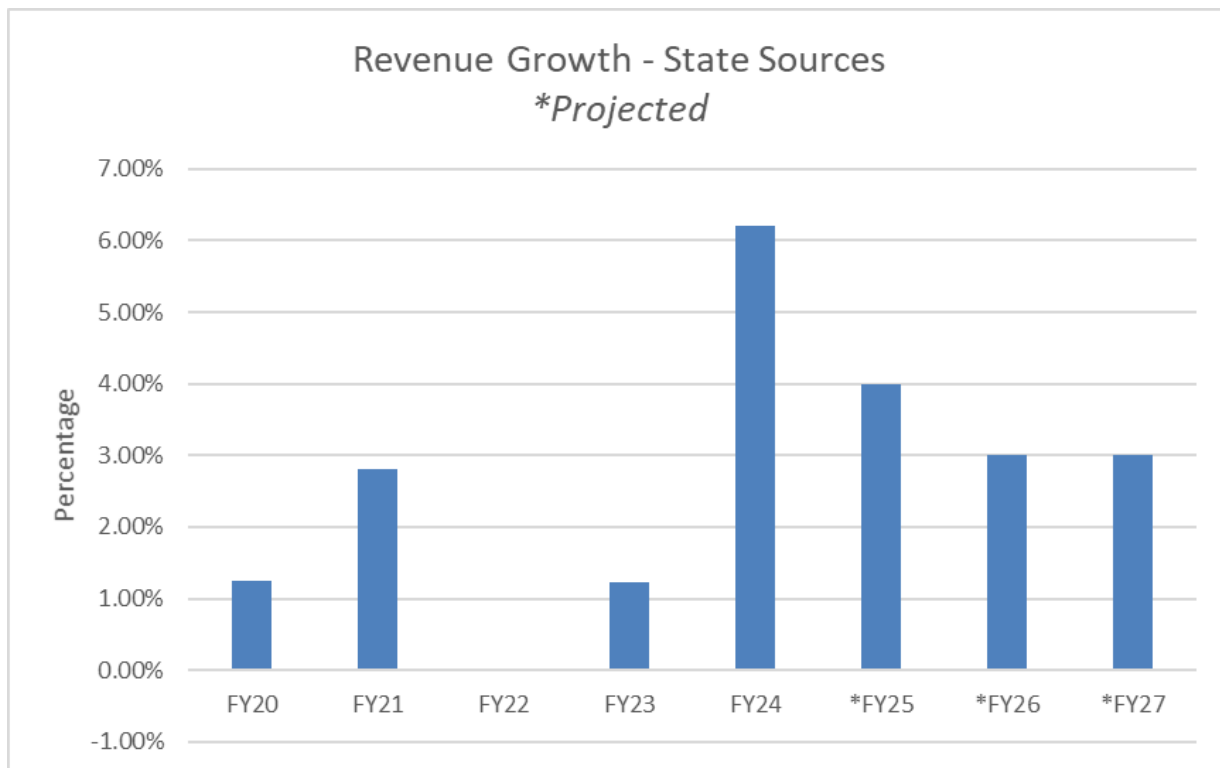
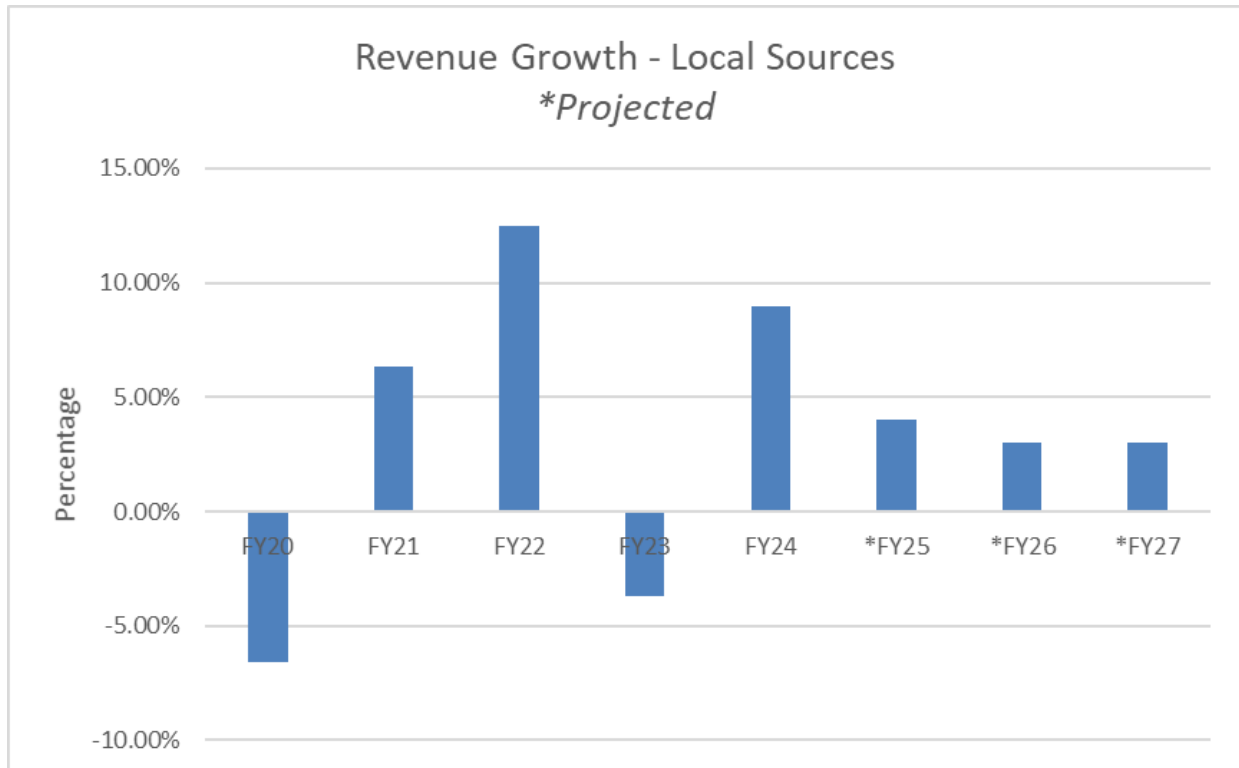
The Grand Forks and Grand Forks Air Force Base School Districts work together in a unique arrangement to serve the 7,432 students who attend schools in the two communities. The schools of the two districts expect and receive strong performance from the students. This is possible because of a rich curriculum design led by highly qualified teachers. Parent and community support is strong and very instrumental in the success of the schools. Approximately 1,751 full- and part-time people are employed including approximately 845 certified staff that includes teachers, specialists, and counselors and approximately 863 support and 43 administrative staff. The fact that staff members obtain advanced degrees indicates that they are interested in updating their skills and remaining in the forefront of program changes.

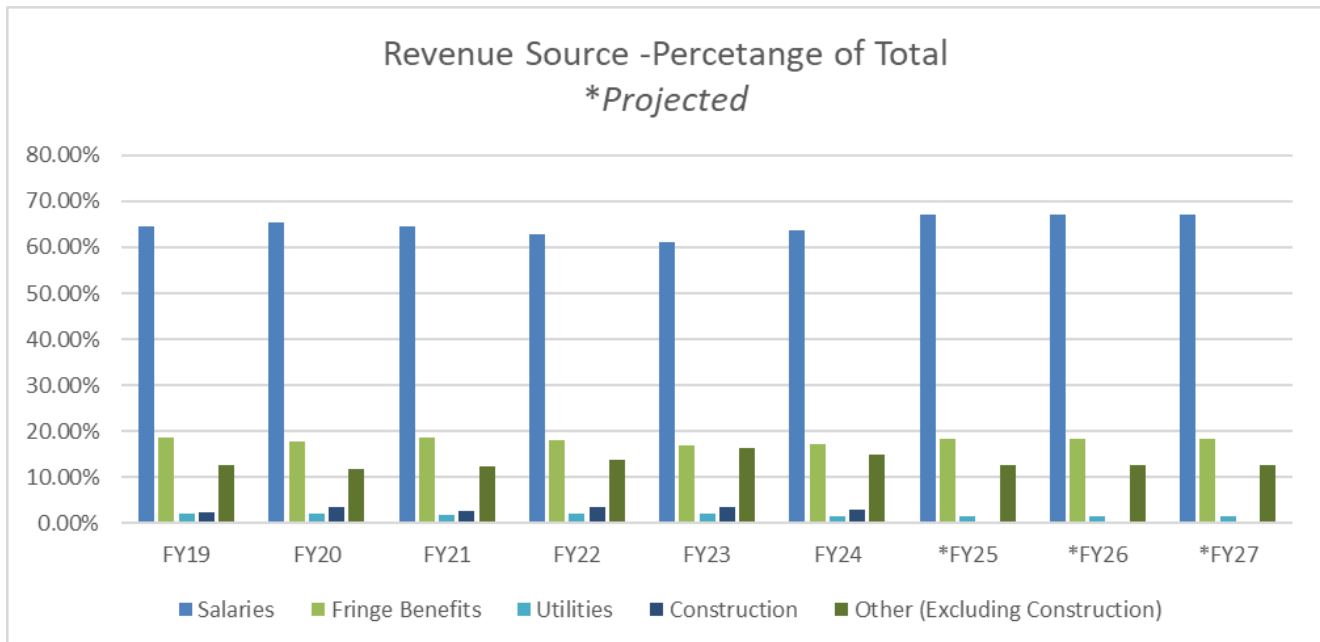
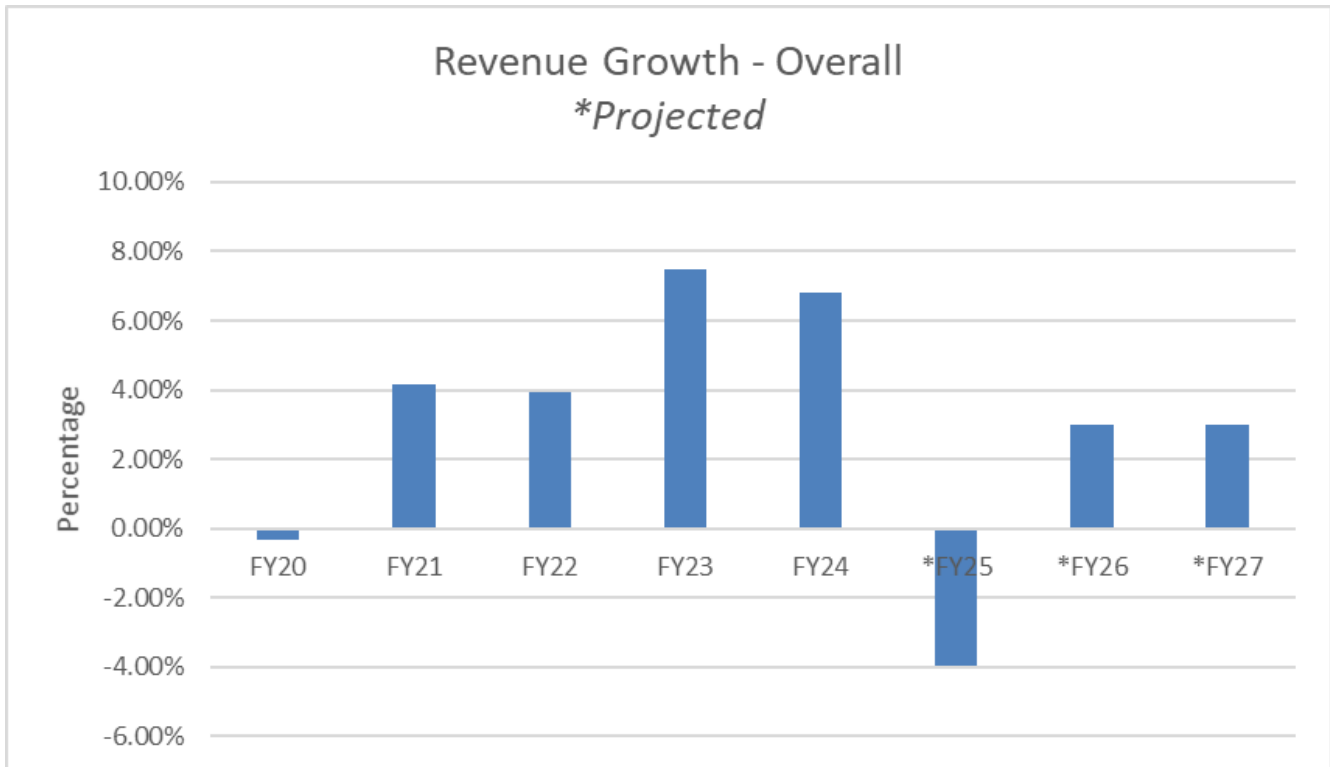


District Budget

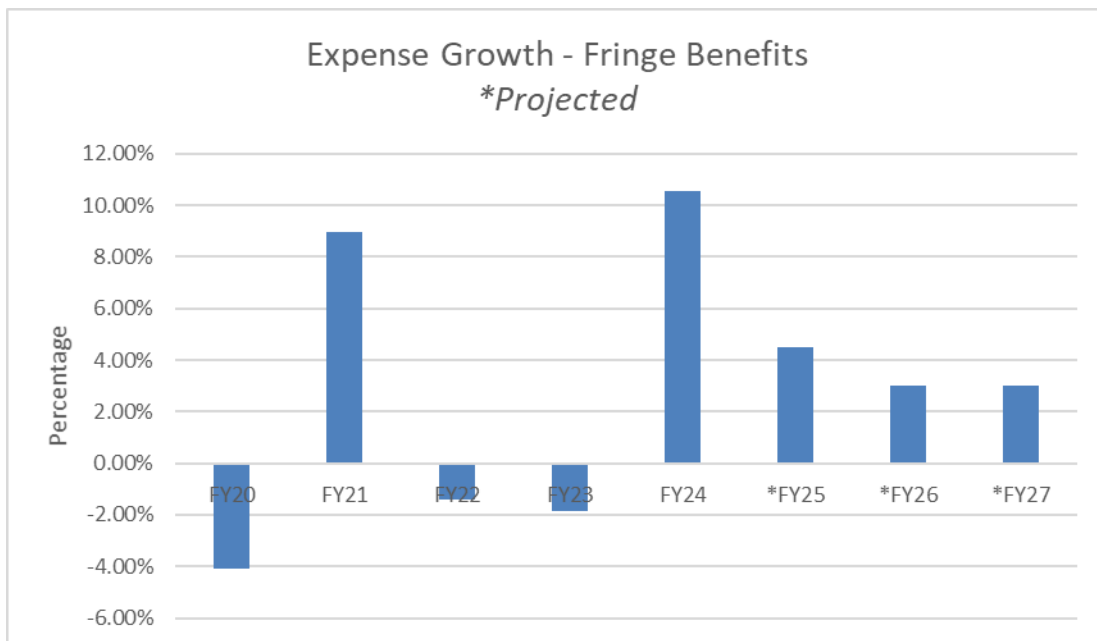
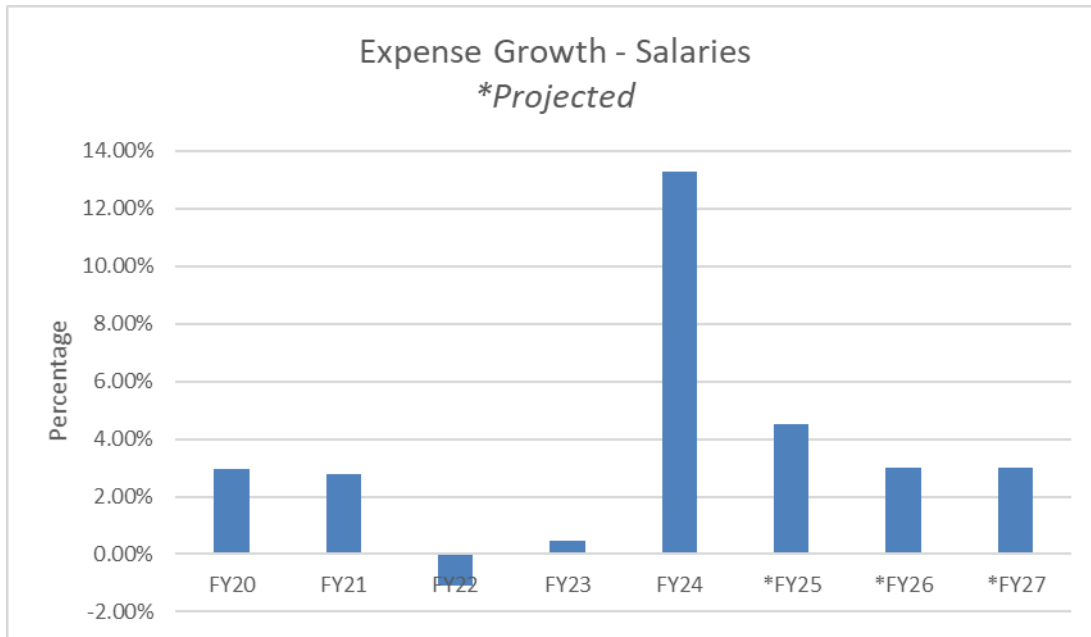
Revenue trends. The 2023-2024 revenue budget totals \$128.2 million.

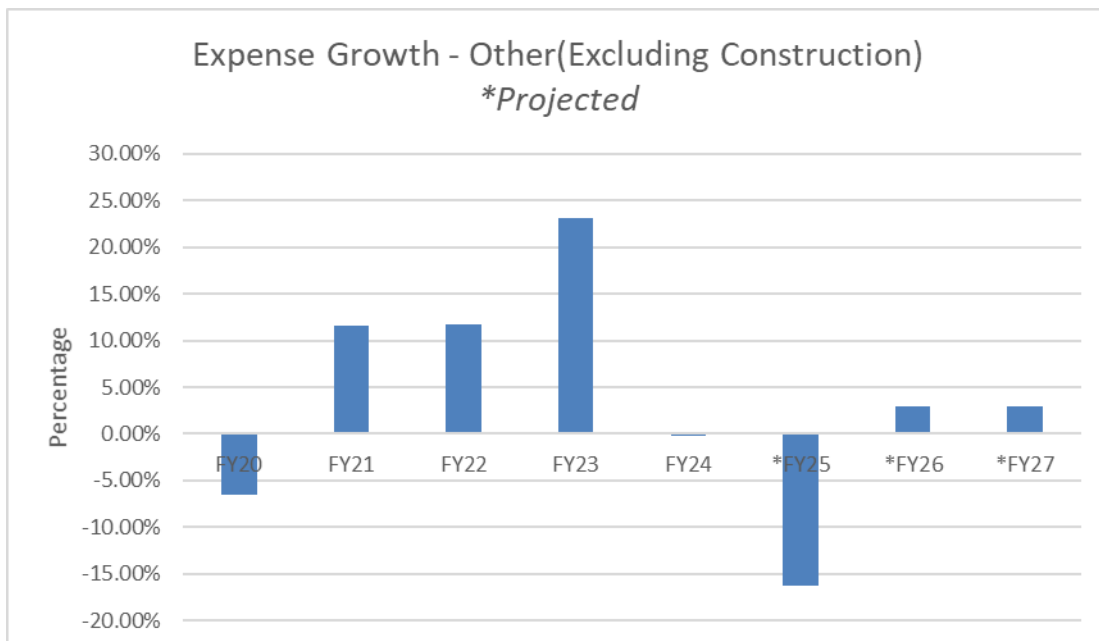
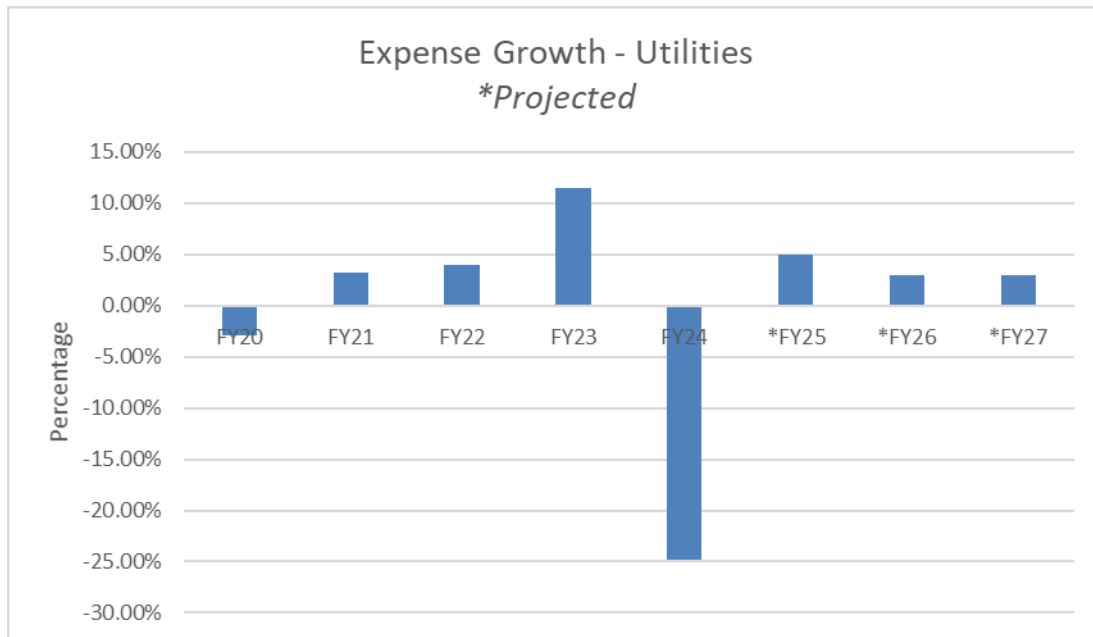


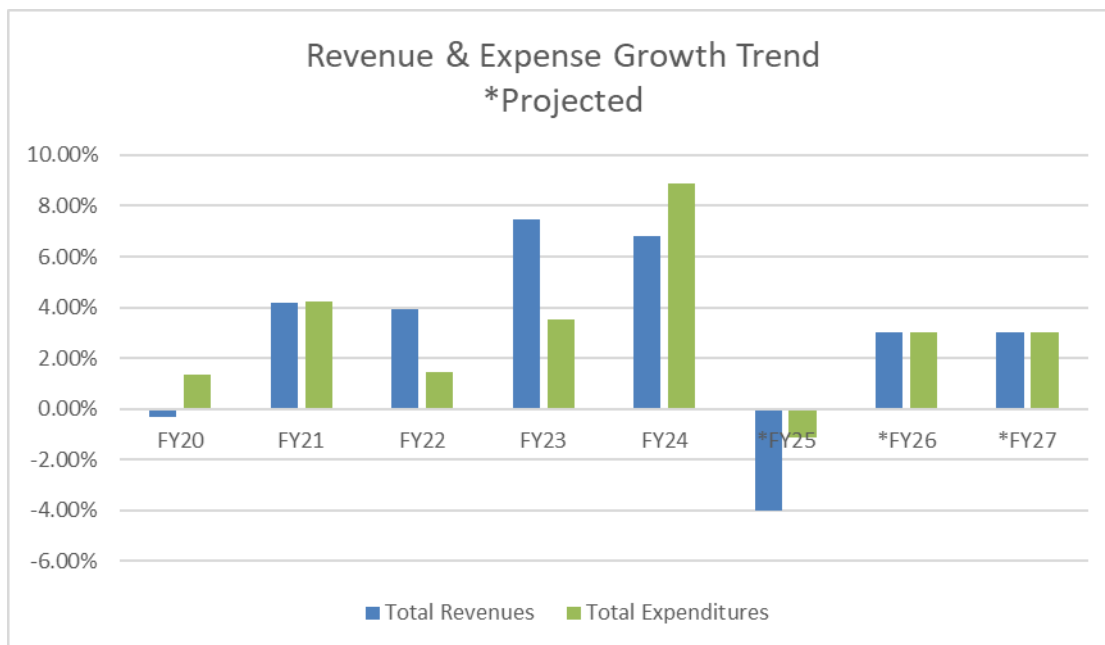
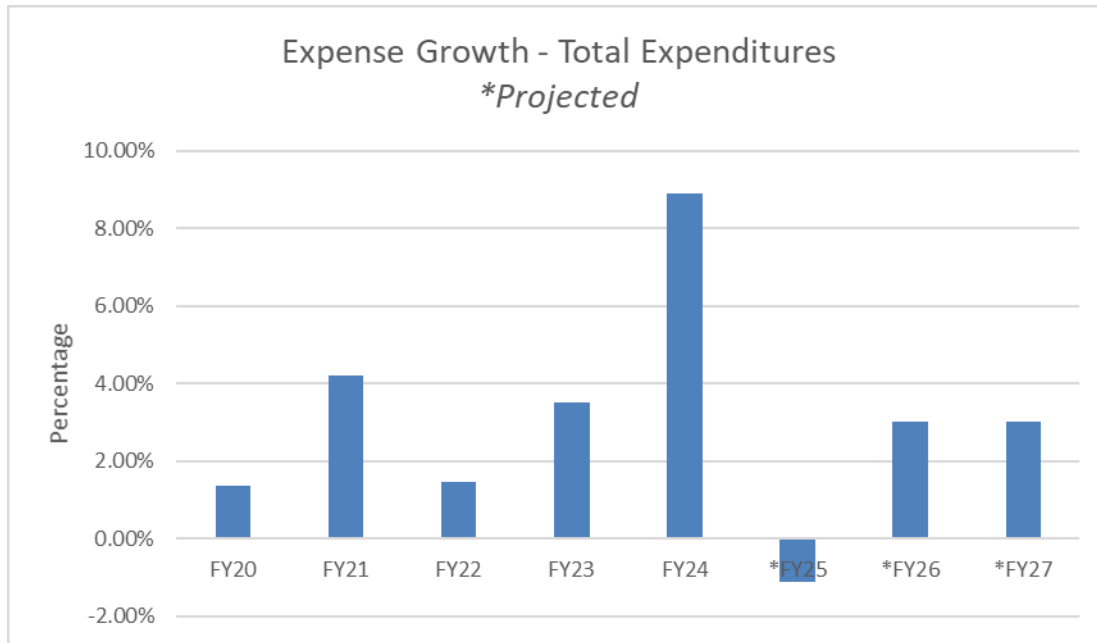




Expense trends. The 2023-2024 expense budget totals \$130 million. Salaries and benefits are 81% of budget.

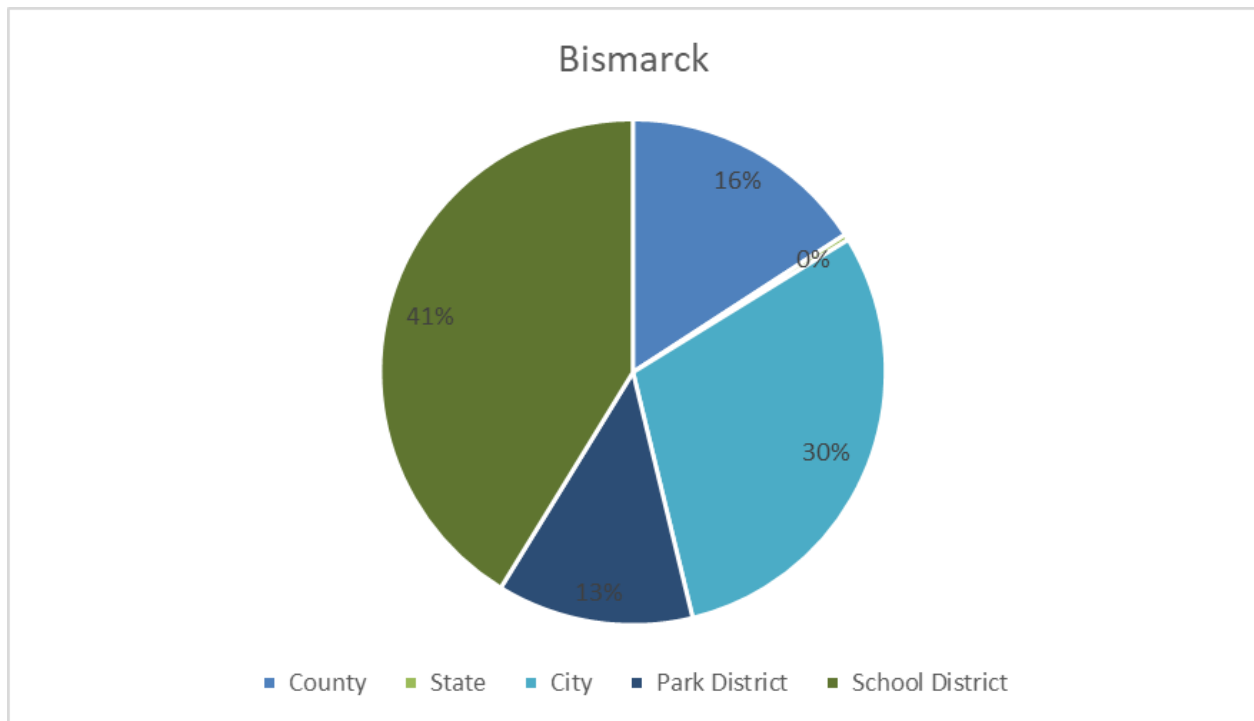
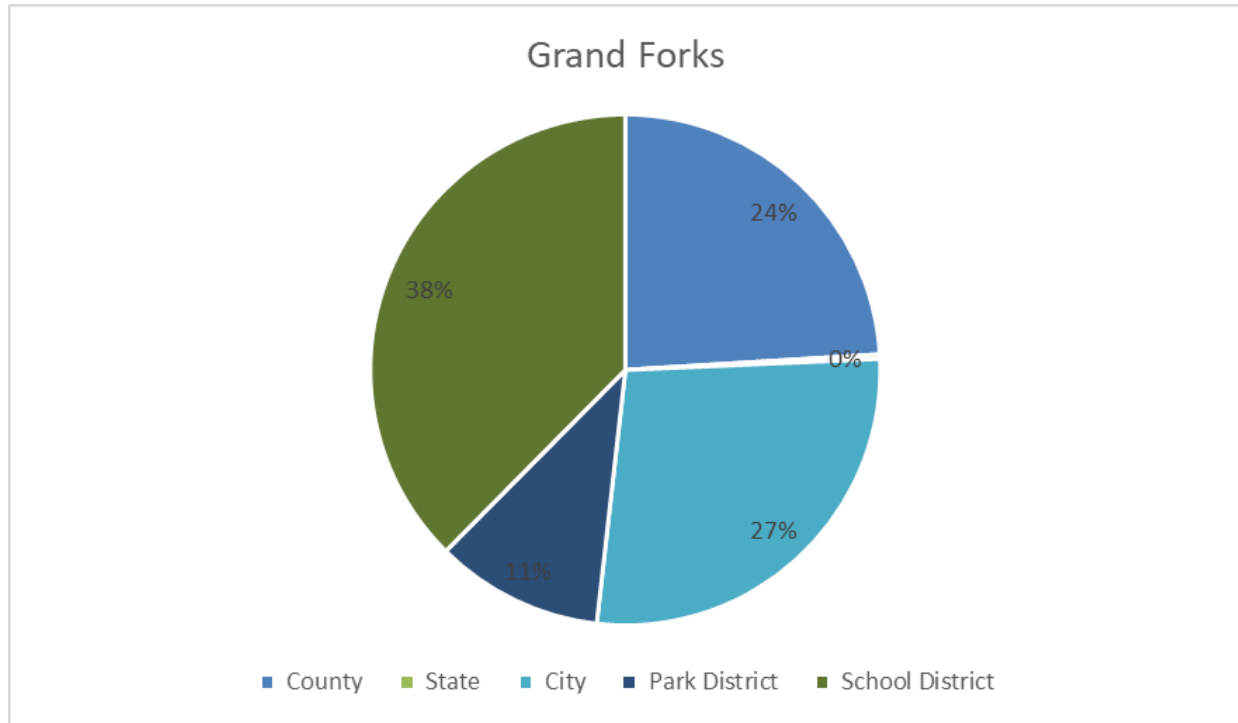


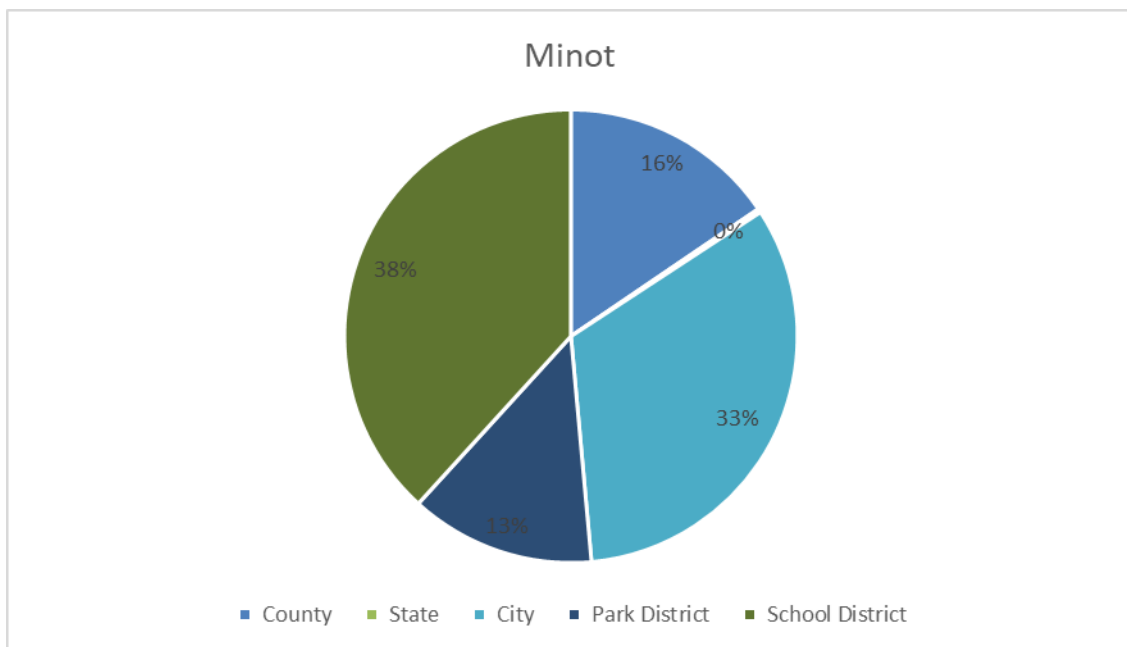
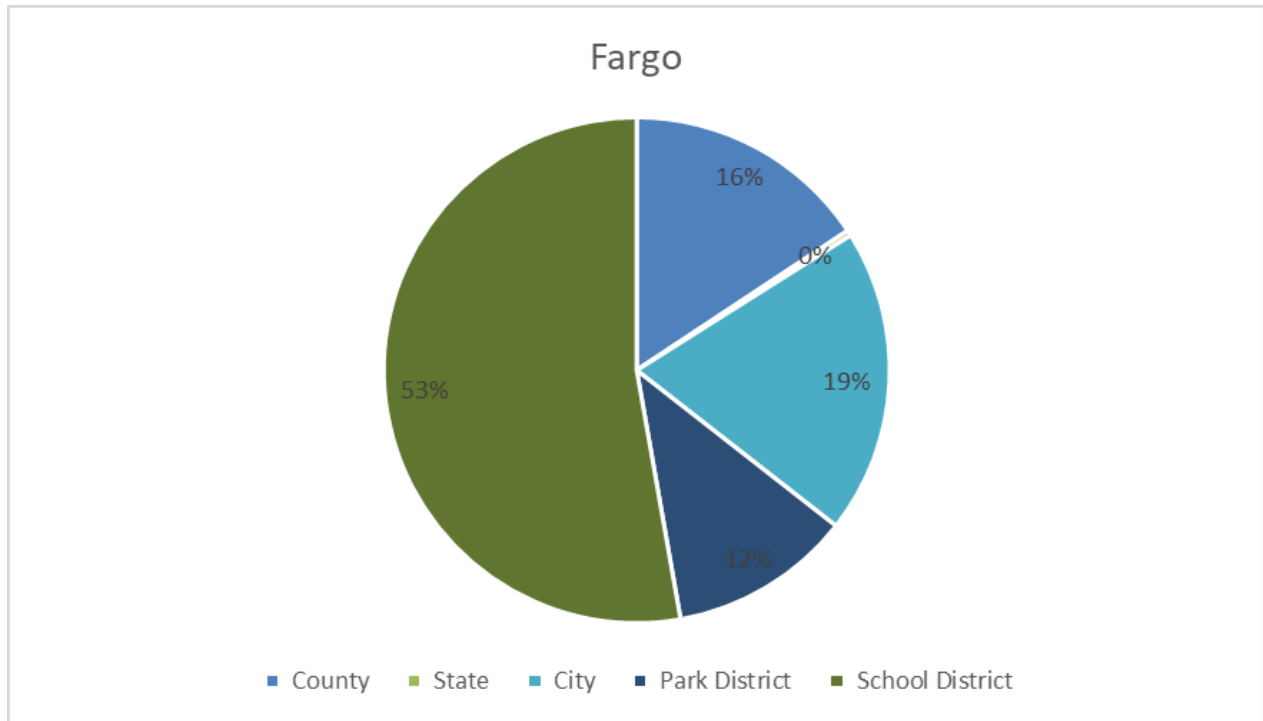


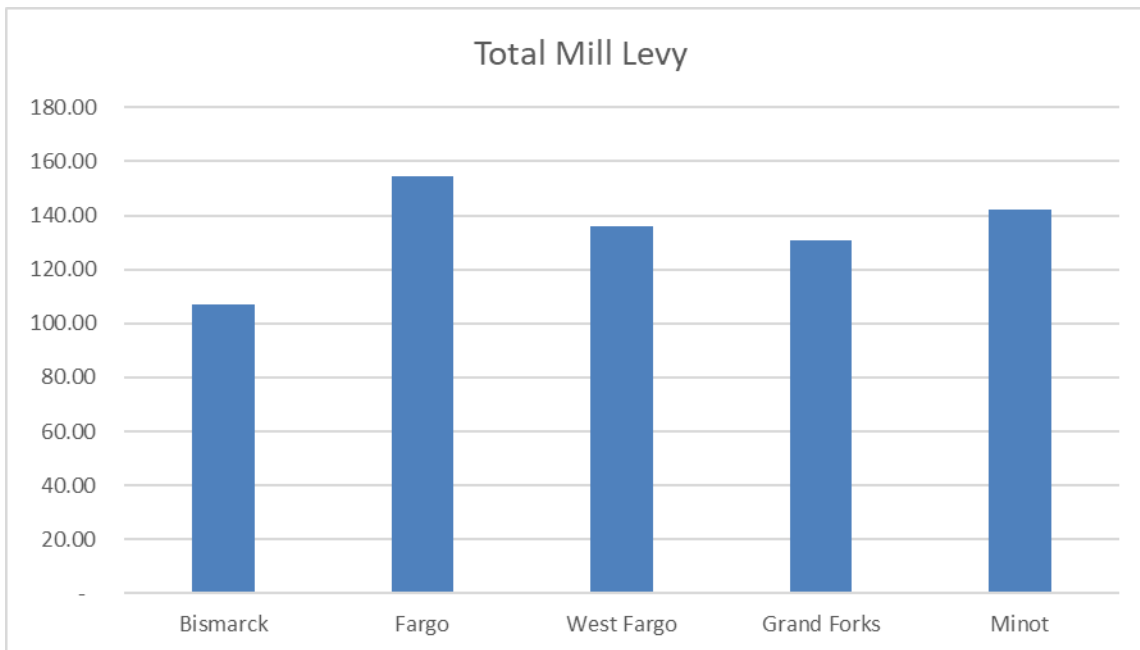
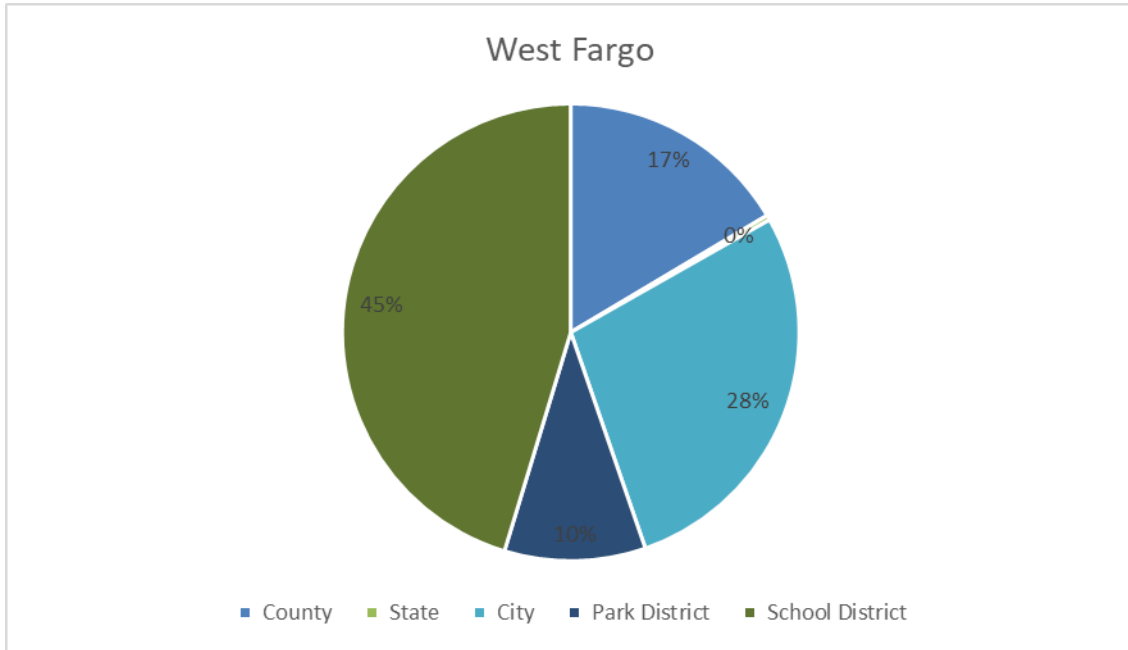


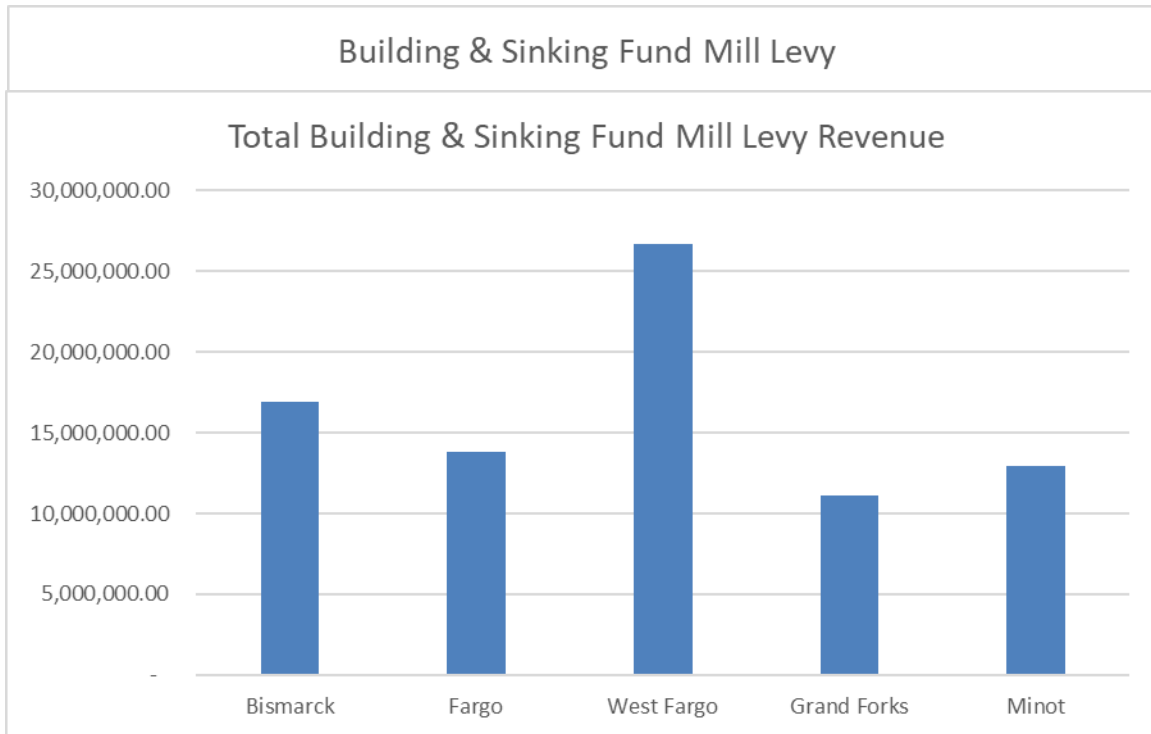
A healthy general fund balance is 15-25% of total expenditures. 15% would be \$19.5 million at the end of 2023-2024.

District Tax Levies









Other large school districts receive between \$1.5 and \$15.5 million more annually than Grand Forks Public Schools for building and sinking fund mill levies.

Facilities Deferred Maintenance Information

PROJECTS COMPLETED (2022-PRESENT)

- Lake Agassiz HVAC upgrade – \$500,000
- Viking HVAC upgrade – \$1,900,000
- Ben Franklin interior remodel – \$2,700,000
- Cushman Field replacement – \$650,000
- Ben Franklin HVAC upgrade – \$3,300,000
- Central Stair Restoration – \$240,000
- Central Carpet Replacement – \$40,000
- Monument Signs: Red River and Central – \$80,000
- District Wide Lighting Upgrade – \$3,300,000



COMPLETED ESSER PROJECTS (2021-PRESENT)

- South Boiler Replacement – \$464,000
- Phoenix Boiler Replacement – \$319,000
- Central Cooling Tower - \$550,000
- Century HVAC - \$626,000
- MSEC HVAC – \$314,000
- Ben Franklin Windows - \$117,000
- RRHS Heat Pumps - \$1,600,000



PROJECTS PROJECTED FOR COMPLETION (PRESENT- 2026)

- Kelly HVAC upgrade – \$2,900,000
- Lewis and Clark HVAC upgrade – \$3,000,000
- Schroeder HVAC upgrade – \$2,500,000
- Winship envelope restore – \$400,000
- Winship playground replacement – \$200,000
- Ben Franklin Roof Repair – \$400,000
- Phoenix Roof Repair – \$350,000
- Red River Roof Repair – \$600,000
- Wilder Roof Repair – \$250,000
- Winship Roof Repair – \$400,000
- South bleacher replacement – \$175,000
- Wilder switchgear upgrade – \$275,000
- Carpet (Multiple Campuses) – \$650,000



Facilities Maintenance Overview

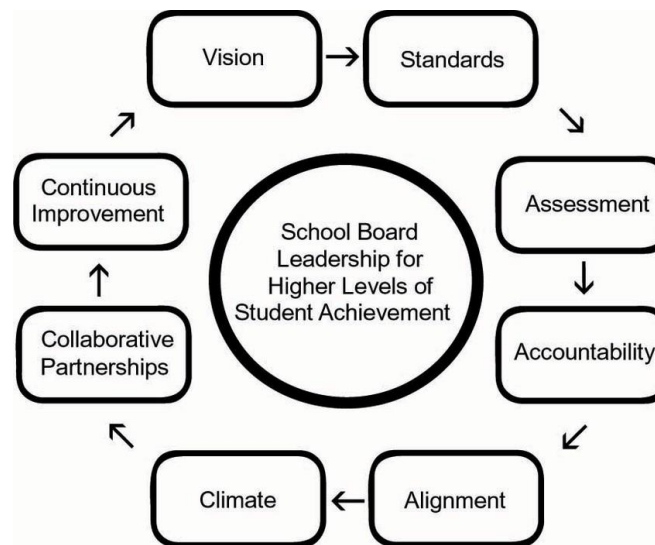
Building		Description		Cost	22-23	23-24	24-25	25-26	26-27	27-28	28-29		29-30		
Totals					\$36,403,562	\$5,695,937	\$7,394,941	\$3,324,482	\$1,970,000	\$2,652,000	\$2,651,000	\$7,248,875	\$4,340,000		
Ben Franklin	ES	Roof Restore		\$368,676		\$	368,600.00								
Ben Franklin	ES	East Wing Floor		\$824,482			\$	824,482.00							
Ben Franklin	ES	HVAC Replacement		\$3,252,243	\$	3,252,243.00									
Century	ES	Roofing		\$1,700,000					\$	340,000.00		\$	340,000.00		
Century	ES	Sidewalk/Driveway Repair		\$200,000							\$	200,000.00			
Central High	HS	Tuckpointing		\$1,500,000							\$	750,000.00	\$	843,000.00	
Central High	HS	Skylight		\$250,000				\$	246,000.00						
Central High	HS	Roofing		\$1,850,000					\$	375,000.00	\$	300,000.00	\$	375,000.00	
Central High	HS	Carpet in Office		\$4,104	\$	4,104.00									
Central High	HS	Accessibility -- Bathrooms/Fire Doors		\$100,000		\$	100,000.00								
Central High	HS	Carpet -- Other		\$108,000		\$	20,000.00	\$	29,000.00			\$	22,000.00	\$	22,000.00
Central High	HS	Pool Recommission		\$100,000		\$	100,000.00								
Central High	HS	Weight Room Relocation		\$175,000		\$	175,000.00								
Cushman	HS	8' Site Fence		\$200,000							\$	200,000.00			
Discovery	ES	Carpet		\$149,500				\$	75,000.00		\$	85,000.00			
Discovery	ES	Asphalt Maintenance		\$185,000								\$	185,000.00		
Kelly	ES	Windows		\$250,000		\$	250,000.00								
Kelly	ES	Roofing		\$500,000							\$	500,000.00			
Kelly	ES	Carpet		\$135,000				\$	45,000.00		\$	45,000.00			
Kelly	ES	HVAC Upgrade		\$2,666,277		\$	2,666,276.96								
Kelly	ES	Asphalt Mill/Overlay		\$250,000				\$	250,000.00						
Lake Agassiz	ES	Replace DWV & Water Pipe		\$586,875							\$	586,875.00			
Lake Agassiz	ES	HVAC Upgrade		\$491,135	\$	491,135.24									
Lake Agassiz	ES	Asphalt Mill/Overlay		\$250,000						\$	250,000.00				
Lewis & Clark	ES	Carpet		\$87,500					\$	44,000.00	\$	44,000.00			
Lewis & Clark	ES	HVAC Upgrade		\$2,815,064		\$	2,815,064.00								
Lewis & Clark	ES	Asphalt Mill/Overlay		\$250,000								\$	250,000.00		
MSEC	Ops	Roofing		\$500,000							\$	500,000.00			
MSEC	Ops	Carpet		\$52,500					\$	30,000.00		\$	30,000.00		
Phoenix	ES	Roof Repair		\$750,000		\$	250,000.00		\$	300,000.00	\$	300,000.00			
Phoenix	ES	Fixtures		\$35,000				\$	35,000.00						
RRHS	HS	Tuck Pointing North Side of Building		\$11,500	\$	11,500.00									
RRHS	HS	Roof Repair		\$1,000,000		\$	250,000.00					\$	750,000.00		
RRHS	HS	Windows		\$1,000,000								\$	650,000.00		
RRHS	HS	Carpet		\$266,500				\$	67,000.00		\$	67,000.00			
Schroeder	MS	Roofing		\$1,500,000					\$	450,000.00	\$	450,000.00	\$	150,000.00	
Schroeder	MS	Carpet		\$135,000				\$	45,000.00	\$	45,000.00				
Schroeder	MS	VCT		\$54,000					\$	55,000.00					
Schroeder	MS	Gym Floor -- Replace Large Gym Floor		\$200,000							\$	200,000.00			
Schroeder	MS	Replace Original Plumbing		\$1,475,000								\$	1,475,000.00		
Schroeder	MS	HVAC Upgrade -- AC		\$2,500,000			\$	2,500,000.00							
South	MS	Windows		\$300,000								\$	300,000.00		
South	MS	Roofing		\$200,000						\$	200,000.00	\$	300,000.00		
South	MS	Bleachers		\$175,000				\$	175,000.00						
Viking	ES	Exterior Doors		\$45,000							\$	45,000.00			
Viking	ES	Roofing		\$175,000					\$	175,000.00					
Viking	ES	Carpet		\$162,500				\$	55,000.00	\$	55,000.00				
Viking	ES	HVAC Replacement		\$1,936,955	\$	1,936,955.00									
Viking	ES	Asphalt Mill/Overlay		\$100,000				\$	100,000.00						
Wilder	ES	Windows		\$450,000						\$	450,000.00				
Wilder	ES	Roofing		\$200,000				\$	200,000.00						
Wilder	ES	Carpet		\$65,000				\$	65,000.00						
Wilder	ES	PA System		\$75,000				\$	75,000.00						
Wilder	ES	Water Heater		\$75,000								\$	75,000.00		
Wilder	ES	HVAC Replacement		\$2,000,000					\$	500,000.00	\$	500,000.00	\$	500,000.00	
Wilder	ES	Switchgear		\$275,000				\$	275,000.00						
Wilder	ES	Pave Parking Lot		\$450,000									\$	450,000.00	
Winship	ES	Envelope Restore		\$400,000		\$	400,000.00								
Winship	ES	Roofing		\$450,000				\$	450,000.00						
Winship	ES	Carpet		\$100,750				\$	33,000.00	\$	33,000.00				
Winship	ES	VCT		\$40,000							\$	40,000.00			

School Board Members

School board members are elected at-large to represent the entire school district. They are not elected to represent a specific school or area within the school district.

Grand Forks Public School District #1	
Board Member	Contact Information
Amber Flynn, President	aflynn180@mygfschools.org
Dave Berger, Vice President	dberger100@mygfschools.org
Josh Anderson	janderson261@mygfschools.org
Monte Gaukler	mgaukler230@mygfschools.org
Joel Larson	jl Larson170@mygfschools.org
Eric Lunn	elunn040@mygfschools.org
Jeff Manley	jmanley180@mygfschools.org
Bill Palmiscno	bpalmiscno260@mygfschools.org
Cynthia H. Shabb	cshabb260@mygfschools.org

Grand Forks Air Force Base Public School District #140	
Board Member	Contact Information
Michelle Shepperd, President	mshepperd300@mygfschools.org
Branden Shepperd, Vice President	bshepperd200@mygfschools.org
Arielle Neumann	aneumann240@mygfschools.org
Jennifer Rivera	jrivera190@mygfschools.org
Terry Snider	tsnider220@mygfschools.org



Source: National Association of School Boards

COMMUNITY ENGAGEMENT PROCESS

Public Forum 2024

March 25, 2024
(Held in Accordance with N.D.C.C. 15.1-07-26)

GRAND FORKS PUBLIC SCHOOLS Grand Forks Public School District #1 Grand Forks Air Force Base Public School District #140



PARTICIPANT BOOKLET #2

Strategic Planning Summary

The strategic plan is the most important document guiding the work and the direction of the school districts. It provides clarity and focus in aligning the work of the organization collectively.

Mission: Our purpose

Growing together to change the world.

Vision: What we want to achieve

We provide diverse and meaningful experiences for all learners in a safe and supportive environment by fostering curiosity, inquiry, and innovation. By embracing change and taking risks, we grow and learn together.

Values: What we stand for

We believe strong relationships in our schools and community will result in developing connected, innovative learners, grounded by strong character.

Strategic Priorities: How we get there

The strategic priority areas were developed to guide the school districts' focus and effective use of resources to achieve student outcomes that will prepare students for their future. The following represents the strategic priority areas and subcategories from a macro view.

I. Academics – High-Reliability Schools Framework

1. Academic Engagement and Strategies for Student Success
2. Professional Learning & Technology
3. Innovation and Creativity

II. Comprehensive School District Mental Health System

1. Mental Health
2. Positive School Climate & Culture
3. Social-Emotional Learning
4. Community Engagement

III. Resource Management and Long-Term Planning

1. Master Facilities Planning
2. Long-Term Technology Planning
3. Long-Term Financial Planning

Resource Management and Long-Term Planning

School Districts exist solely for the betterment of our students and as such, all resources including facilities, technology and budgets must be aligned with a common goal of student growth and achievement. When challenges exist, we must succeed in overcoming these in order to have student success. The strategic plan outlines three primary resource areas that need to be addressed for the long term: Master Facilities Planning; Long-Term Technology Planning; and Long-Term Financial Planning.

Challenges: Where are we at today?

All school districts have challenges they face. The questions are: what are they, which ones affect students the most, and how do we solve them? With regard to Resource Management and Long-Term Planning in the Grand Forks School Districts, we can identify the following:

Master Facilities Planning

- Aging infrastructure, equipment and building systems
- Educational environment (temperature, lighting, acoustics, and physical appearance)
- Capacity and location (do we have the right facilities in the right places?)

Long-Term Technology Planning

- The right technology in an ever-changing environment, and the budget to keep up is essential
- Having the infrastructure in place to utilize the technology we have (or will have)
- Using technology to truly impact student learning

Long-Term Financial Planning

- Budget demands are everywhere – choosing what impacts students the most
- Aligning revenues with expenditures – gaining the additional revenue required to accomplish what we need
- Tax impact – being responsible to the community with the understanding that most facility and infrastructure costs are funded by the local taxpayer

Opportunities: Where do we want to be?

School is not what it used to be in the 20th century and keeping up with the demands of educating students for a future unknown world can be challenging. We are attempting to educate students for jobs that don't exist today and most students in school right now will have 5-7 completely different careers during their lifetime. In the 20th century, we obtained information (memorizing formulas, the periodic table, capitals of states) and what we didn't memorize we learned how to locate the information. In the 21st century, nearly all information is available in milliseconds via a computer or smartphone. Now we are teaching students how to disseminate the information they really need and how to apply it to their advantage. Reading, writing and arithmetic are still extremely important, but how they are applied by an individual student in their varied careers means that learning, while collaborative, is much more personalized.

**With every
challenge there
is an
opportunity
that awaits!**

Using the Districts' strategic plan, mission, vision, and values, opportunities can be identified that both address the exciting future for our students and address our largest challenges. We can answer questions such as:

- What opportunities do the districts have in addressing facility concerns and aging infrastructure through revitalizing and reimagining our buildings?
- What opportunities do the districts have in analyzing building capacity and location?
- What opportunities do the districts have in maximizing student achievement through changes in the learning environment?
- What opportunities do the districts have with revenue by implementing energy and cost saving solutions?
- What opportunities do our students and community gain through a fiscally responsible bond referendum to fund larger long-term capital needs?

Planning & Community Engagement: How do we get there?

Recognizing that the community members are the owners of the school districts, and that the school districts are a direct reflection of the communities they serve, the School Boards understand that the community has a significant role to play in determining how challenges and opportunities are addressed.

Input into the long-term planning process comes in a variety of ways and can be broken down into two categories:

Macro Involvement

Macro level involvement by the community allows broad thoughts and ideas to be gained through a variety of engagement opportunities that community members can choose to participate in:

- Community meetings (like tonight)
- Community-wide surveying
- Community forums and gallery walks

Micro Involvement

Micro level involvement by the community is more focused and intentional and allows representatives of the community to go deeper in their learning and understanding of both the challenges and opportunities that exist. This will involve:

- Focus groups

Grand Forks Public Schools
Guiding Change Document: Budget Realignment
(Why we need to engage in the budget realignment process)

Current Reality “The Why”	Unacceptable Means “The NOT HOW”	The Results “The WHAT”
• Buildings are not optimal for teaching & learning. Facilities are inadequate and not up to current building code, ADA compliance, or meeting other federal requirements • Facility needs exceed current funding • Currently using general fund dollars for facility needs • A need to optimize the number of buildings and employees on a per student needs basis • GFPS mill levy and property taxes are less than other comparable school districts • Challenging to attract and retain adequate staff	• Expend below a 7% general fund balance as of 6/30/2022; 10% by 6/30/24; and 15% by 6/30/26 • Violate laws, regulations, contracts, or policies • Inequitably fund student needs including student services and programs • Eliminate key tenets of our strategic plan • Underfund facilities plan • Ignore available funding sources	• Align budget and long-range financial plan with strategic plan. • Sustain a strong building fund to ensure highly effective and equitable teaching & learning environments in alignment with strategic priorities • Provide an overall competitive compensation & benefits package to attract and retain highly qualified staff. • Optimize staffing levels to student needs. • Increase student achievement for all with a deliberate focus on eliminating opportunity gaps based on race/ethnicity, and socio-economic status. • Students receiving special education support are served in an environment that is safe, inclusive and meets their unique learning and social emotional needs. • Replace Valley Middle School on its current site • Fund long-term facilities plan that increases efficiencies • Achieve a sustainable balanced budget with an adequate general fund balance of 15% • Ensure student achievement results drive the design and influence allocation of resources in the budget (High Reliability Schools)

Board Work Session Consensus: 1/10/2022
Board Approved: 1/24/2022

Part 2: Small Group Input

All thoughts and ideas are welcome and important when doing work in the small group sessions, but please consider the following norms for this type of work:

- Be attentive during the session please be considerate with technology (phone) use
- Share the air: everyone's voice is important
- Listen actively: seek to understand first, then react
- Assume positive intentions
- Keep a district-wide vs. individual focus
- Remember: schools impact many things, but they exist for the betterment of all students

Much information has been provided to you tonight regarding budget projections, facility needs, and a school board framework, that is, guidance with the "Budget Realignment Guiding Change Document". Given that information, please consider the following questions in your breakout group. Each group will include a school district recorder, school district facilitator, and a school district resource person(s) who can clarify any questions you might have during the discussions.

Neighborhood School Defined

A "neighborhood school" typically refers to a public school that serves the students residing within a specific geographical area, often called a neighborhood or catchment area. The concept emphasizes proximity, meaning that students are assigned to attend the school nearest to their place of residence. Neighborhood schools are commonly seen as an integral part of local communities, fostering a sense of belonging and community involvement. They often reflect the demographic composition of the surrounding neighborhood and may offer programs and resources tailored to the needs and interests of the local population.

GFPS Footnote: While the definition above holds true for many of our elementary schools, we do have situations where students/families travel 1-4 miles to get to "their" neighborhood school (ex: Discovery and Kelly Elementary Schools). Thus, contextually, there are variabilities between and among some schools at all levels—elementary, middle and high school.

In-District Transfers

Grand Forks Public Schools allows for parents to petition to attend a school outside of their attendance area. The school district does its best to accommodate such requests but there are instances when In-District Transfers are denied due to enrollment/capacity issues on the requested school end. Of the 500+ In-District Transfers that happen, almost half are "program placed", that is, there is a special education program or ML program that best serves the student.

Multilingual Programs Defined (Formerly known as EL or English Language)

A Multilingual (ML) program is an educational initiative designed to support students whose primary language is not English. These programs are implemented in schools to help students develop proficiency

in English while also providing instruction in academic subjects. ML programs often incorporate specialized curriculum, instructional strategies, and support services to meet the unique linguistic and academic needs of English language learners.

Key components of ML programs include:

- English Language Development (ELD) instruction: This focuses on teaching English language skills such as listening, speaking, reading, and writing.
- Sheltered Instruction: This involves modifying instructional materials and methods to make content more accessible to MLs while still challenging them academically.
- Cultural and Linguistic Support: ML programs often provide resources and support services that acknowledge and address the cultural and linguistic backgrounds of ML students.
- Assessment and Monitoring: ML programs typically include procedures for assessing the language proficiency and academic progress of ML students to ensure they are making appropriate gains.
- Collaboration with Families and Communities: ML programs often involve families and communities in the education process to support student learning and integration.

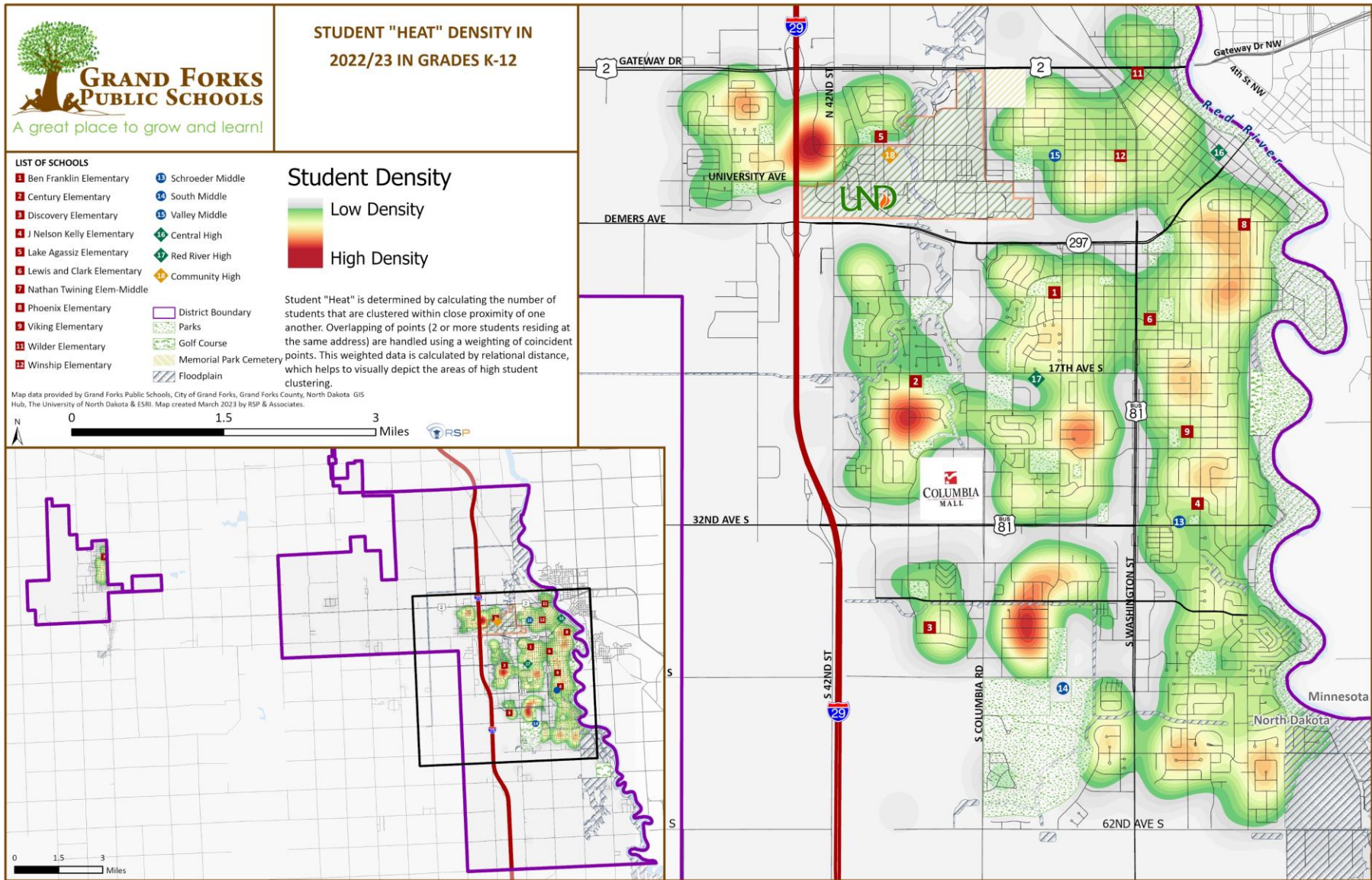
Overall, the goal of an ML program is to help English language learners develop the language skills and academic knowledge necessary to succeed in school and beyond. These programs play a crucial role in promoting equity and inclusivity in education by ensuring that all students have access to the resources and support they need to thrive.

1. One of the school district's challenges is balancing enrollment between and among all of our schools, most notably at the elementary school level with the community's population continuing to move south. To date, magnet programs such as our Multi-Lingual Program (formerly known as English Learners Program or EL), are housed at Winship Elementary, Century Elementary, Discovery Elementary and recently expanded to Lake Agassiz Elementary. If ML students attended their neighborhood school, Winship Elementary would have fewer than 100 students. Further, South Middle School is a magnet school for middle school ML students. (Demographer Heat Map). At this time, both Central and Red River High Schools have ML programs.

Do you support?

- a. Continuing with ML magnet school programs or would you prefer ML students attend their neighborhood school? Why or Why not?
 - b. Convening a Demographic Task Force to re-examine present K-12 boundary lines that would address some schools' declining enrollment while other schools are near or are at capacity? Why or why not?
2. What other suggestions do you have for the school board and school district leadership related to the topics discussed tonight?

Thank you for your participation.



Dr. Terry Brenner
Superintendent of Schools

Phone: 701.787.4880
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tbrenner270@mygfschools.org

MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Budget Realignment Update
DATE: March 25, 2024



Since our school board meeting on February 26, 2024, Associate Superintendent Catherine Gillach, Assistant Superintendent Matt Bakke, and I have held listening sessions with middle and high school music teachers (two times), music coordinator Jeff Seabloom (three times) high school German teachers (two times), and K-12 library media specialists and library paraprofessionals with a follow-up meeting next week. The meetings have been productive and have provided two-way dialogue regarding budgetary realignment concerns from their perspective. Further, we have met with our entire K-12 administrative group to provide updates on these meetings.

At your school board meeting on Monday, March 25, I will provide further updates as additional meetings were scheduled following the timing of this memorandum.

cj
Attachments



Dr. Terry Brenner
Superintendent of Schools

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Fax: 701.772.7739
tbrenner270@mygfschools.org

MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Consent Agenda
DATE: March 25, 2024



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:

Resignations

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 GG
SUBJECT: Teacher Resignations
DATE: March 25, 2024

North Dakota Century Code 15.1-09-33 provides authority for the School Board to act on employment contracts for school district personnel.

Please find attached letter of resignation from the following:

Laura Pradhan	Music Teacher	Valley Middle School
Tianna Wilhelmi	Special Education Coordinator	Special Education

Administrative recommendation is to approve the resignations effective May 31, 2024.

Attachments
GG



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Equal opportunity employer

Grand Forks School District prohibits discrimination and harassment based on race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, ancestry, disability, age, or other status protected by law. The District also provides equal access to the Boy Scouts and other designated youth groups, as required by federal law.

March 6, 2024

Dear Mr. Schye,

Please accept this letter of resignation for my position as the General Music Teacher at Valley Middle School for the 2024-2025 school year. I have accepted a position as the band and chorus director for Valley-Edinburg Schools.

I appreciate the opportunity to have served the students and families of Valley Middle School in the Grand Forks community. The staff at Valley has been extremely welcoming and supportive during my time at the school, and for that I am grateful.

Sincerely,

A handwritten signature in black ink that reads "Laura Pradhan". The script is cursive and fluid, with the first name "Laura" and last name "Pradhan" clearly legible.

Laura Pradhan

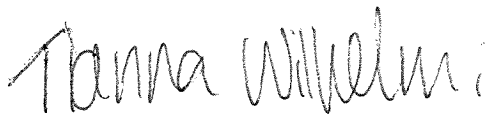
March 6th, 2024

Dear Dr. Brenner,

I am writing to submit my resignation from my Special Education Coordinator position, effective June 7th, 2024, the last day of my contract. With my position being cut as part of the budget realignment, my family and I have decided to relocate to the Fargo area.

Thank you to Dr. Lissa Diederich and Carrie Weippert, for your support and confidence. Thank you to Winship and Wilder for both welcoming me as their coordinator this year. And lastly, thank you to the *Blue Crew* and Valley for being my second home since 2012.

Sincerely,

A handwritten signature in cursive script that reads "Tianna Wilhelmi". The ink is dark and the signature is fluid, with a large initial 'T'.

Tianna Wilhelmi

MEMORANDUM

TO: Grand Forks School Board Members GG
FROM: Griffin Gillespie, Director of Human Resources
SUBJECT: Request for Extension of Long-Term Leave - Badera Muhanna
DATE: March 25, 2024

The following teacher has requested an extension of their long-term leave of absence for the 2024-2025 school year:

<u>Name</u>	<u>Position</u>	<u>School</u>
Badera Muhanna	EL Teacher	Winship Elementary School

The Teacher Negotiated Agreement Article V, Section 1 provides that the number of teachers on long-term leaves of absence at any given time shall not be in excess of 2% of the teaching staff employed by the District. Currently there is one (1) teacher scheduled to be on a board-approved leave of absence for the 2024-2025 school year.

Badera's request meets the requirements for an extension. The administrative recommendation is to approve Badera Muhanna's request for an extension of her long-term leave of absence for the 2024-2025 school year.



MEMORANDUM

DATE: March 25, 2024
TO: Dr. Terry Brenner, Superintendent
FROM: Matt Bakke, Assistant Superintendent of Elementary Education 
RE: Head Start Baseline Grant First Year of the Five Year 2024-2029

Attached is information regarding the First Year of the Five Year Baseline Grant funding application that the Grand Forks Public School Head Start Program received from the Office of Children and Families for the upcoming budget period of July 1, 2024, through June 30, 2025.

Ms. Tracey Johnson, the Director of the Grand Forks Public School Head Start Program, will be present to answer any questions.

The administrative recommendation is to approve the 2024-2025 Baseline First Year of the Five Year Grant Application, budget, and supporting documents in the amount of \$3,094,568.

MB:ls
Attachments



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tjohnson080@mygfschools.org

MEMORANDUM

DATE: March 20, 2024
TO: Matt Bakke, Assistant Superintendent
FROM: Tracey Johnson 
RE: Baseline Grant, First Year of the Five Year, 2024-2029

The Grand Forks Public School Head Start program received an application for funding for the upcoming budget period, 07/01/2024-06/30/25 from the Office of Children and Families. This is a baseline grant for the first year of the five year grant cycle in the amount of \$3,094,568. This includes \$33,281 in Training and Technical Assistance and a Non-federal share in the amount of \$773,642.

The Head Start Policy Council approved the 2024-2025 baseline application, budget and supporting documents with a unanimous vote at the March 19, 2024 meeting.

The administrative recommendation is to approve the 2024-2025 baseline application, budget and supporting documents.



Office of Head Start

08CH011058 - Grand Forks Public School District # 1
FY2024 - 07/01/2024-06/30/2025 - Non-Competing New

Head Start - Budget Categories

<i>Budget Category</i>	<i>Program Operations</i>	<i>Training Technical Assistance</i>	<i>Non-Federal Share</i>
Personnel	\$2,080,373	\$0	\$247,000
Fringe Benefits	\$611,322	\$0	\$44,500
Travel	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Supplies	\$28,594	\$0	\$0
Contractual	\$25,125	\$15,081	\$0
Construction	\$0	\$0	\$0
Other	\$315,873	\$18,200	\$482,142
Total Direct Charges	\$3,061,287	\$33,281	\$773,642
Indirect Charges	\$0	\$0	\$0
Total	\$3,061,287	\$33,281	\$773,642

Note: This report only includes values specified in the Budget tab.



Office of Head Start

08CH011058 - Grand Forks Public School District # 1
FY2024 - 07/01/2024-06/30/2025 - Non-Competing New

Head Start - Application Summary Items

This report uses values from the Budget, Program Schedule and Other Funding tab. This report does not include any values from the SF424A that were not pre-populated from the Budget tab.

1. Administrative Costs:

The maximum allowable expenditure for administrative costs is 15% of the total budget.

	<i>Amount</i>
Total Admin Cost	\$335,921.20
Total Budget	\$3,868,210.00
Admin as a % of Total Budget	8.68%

2. Non-Federal Share:

For most grantees, a minimum of 20% of the total budget must be non-federal share:

	<i>Amount</i>
Total Non-Federal Costs	\$773,642.00
Total Budget	\$3,868,210.00
Non-Federal Share as a % of Total Budget	20.00%

3. Average Class Size:

Average class size for CB Program Schedules that involve double sessions should be between 13 and 20.

Average class size for the CB and CO Program Schedules (including double sessions) should be between 15 and 20:

Center-Based Double Sessions	0.00
Center-Based AND Combination Non-double Sessions	14.00
All Center-Based AND Combination Sessions	14.00

4. Cost Per Child and Hours of Service Per Child:

The following table shows information about costs and hours of service for this agency:

	<i>Amount</i>
Total Hours of Service Per Child	1,022.00
Overall Cost Per Child Per Hour	\$24.58

5. Federal Personnel and Fringe Costs:

	<i>Amount</i>
Federal Personnel Cost	\$2,080,373.00
Federal Fringe Cost	\$611,322.00
Total Federal Budget	\$3,094,568.00
Federal Personnel Cost as a % of Total Federal Budget	67.23%
Federal Fringe Cost as a % of Total Federal Budget	19.75%
Federal Personnel plus Fringe Cost as a % of Total Federal Budget	86.98%

*In general, Personnel costs should account for 60% to 80% of the federal budget.

6. Fringe Rate:

If the fringe cost for an agency is less than 10% or more than 30% of Personnel, there may be an inaccurate entry in Personnel:

	<i>Amount</i>
Total Fringe Cost	\$655,822.00
Total Personnel Cost	\$2,327,373.00
Total Fringe Cost as % of Total Personnel Cost	28.18%

7. Fringe Benefits:

The following shows if this agency pays for health / dental / life and/or retirement benefits:

Health / Dental / Life	Yes
Retirement	Yes

8. Out-of-Town Staff Travel:

Most agencies have out-of-town staff travel costs between \$60 and \$65 per child. If the costs for this agency are higher, check that they are justified:

	<i>Amount</i>
Out-of-Town Staff Travel Cost	\$0.00
Out-of-Town Staff Travel Cost Per Child	\$0.00

9. Case Loads:

For Home Visitors, case loads are typically between 8 and 10:

Home Visitor Case Load	0.00
------------------------	------

10. Child and Adult Care Food Program (CACFP) Funds:

	<i>Amount</i>
CACFP Funding	\$122,500.00
CACFP Funding as a percentage of Total Federal Budget	3.96%



Office of Head Start

08CH011058 - Grand Forks Public School District # 1
FY2024 - 07/01/2024-06/30/2025 - Non-Competing New

Application Documents

<i>Application Folders/Files</i>	<i>Size</i>	<i>Date Modified</i>
Application and Budget Justification Narrative		
Head Start Grant Application Baseline 2024.pdf	318 KB	03/19/24 11:38 AM, EDT
Results of Self-assessment and Improvement Plan		
Self Assessment 2023-2024 Summary and Improvement Plan.pdf	191 KB	02/19/24 03:34 PM, EST
Governing Body and Policy Council Decisions		
Selection Criteria		
Selection Criteria.pdf	1.7 MB	02/19/24 03:39 PM, EST
Cost Allocation Plan		
Cost allocation plan.pdf	63 KB	03/19/24 11:02 AM, EDT
Training and Technical Assistance Plan		
T&TA Plan 2024-2025.pdf	177 KB	02/19/24 03:33 PM, EST
Annual Report to the Public		
Annual Report 2022-2023.pdf	265 KB	02/19/24 03:35 PM, EST
Program Goals (Upload File When Using Optional Template)		
Indirect Cost Rate Agreement (if applicable)		
Other Supporting Documents (if applicable)		
School Readiness Goals (4).pdf	688 KB	02/19/24 03:58 PM, EST
Head Start Letter 2024 (1).pdf	529 KB	02/19/24 04:16 PM, EST
HS parent calendar 2024 2025.pdf	711 KB	02/21/24 03:25 PM, EST
HS Staff calendar 2024 2025.pdf	1.3 MB	02/21/24 03:25 PM, EST
Fiscal Organizational Chart.pdf	105 KB	03/04/24 10:42 AM, EST
Organizational Chart.pptx (1).pdf	185 KB	03/04/24 10:53 AM, EST
SF424.pdf	750 KB	03/19/24 09:57 AM, EDT
PC letter.pdf	419 KB	03/19/24 06:33 PM, EDT
Sample Delegate and/or Partnership Contracts (if applicable)		



HEAD START:

Baseline Grant Application, 2024-2029
First Year of the Five Year Grant

Administration for Children & Families

08CH011058

Period of Funding - Due April 1, 2024

- 07/01/2024 - 06/30/2025
- Due April 1, 2024

Funding Type - Head Start

Program Operations - \$3,094,568

Training and Technical Assistance - \$33,281 included in program operations total

Non-Federal Share - \$773,642

Federal Funded Enrollment - 154 in four locations

Hours - 1,020

The Process

- Self assessments in each component: administration, education, health, mental health, disabilities, family engagement, and ERSEA (eligibility, recruitment, selection, enrollment and attendance)
- Self-assessment improvement plan
- Community Assessment
- Surveys (staff, families, community members)
- Reviewed data above data, and
 - previous five year grant goals, outcomes and challenges
 - child outcome data
 - parent engagement data
 - staffing trends
- Head Start Program Performance Standards (HSPPS)
- Establish goals to work on for the next five years

Programming

Classroom Teams

- Teacher/Assistant teacher
- Paraprofessionals
- Instructional Coach
- Family services
- Health
- Mental Health
- Disabilities
- Behavior Interventionist
- ECSE teacher
- Speech Language Pathologist

Curriculum and Data Tool

Creative Curriculum for Preschool, Sixth Edition with supporting Studies and Teaching Strategies Gold (TS Gold)

- Research based, developmentally appropriate and designed to support teachers in implementing high-quality education.
- Aligned with the Head Start Early Learning Outcomes Framework (ELOF) and ND Early Learning Standards.
- observation-based assessment within everyday interactions with children
- connects assessment data with daily instructional resources
- translates assessment data into detailed guidance to effectively meet the needs of each child
- allows teachers to differentiate instruction, share family-friendly resources to extend and continue learning at home

Other curriculum

- AI's Pals
- Baby Doll Circle Time
- Second Step
- Parenting Curriculum

GF Head Start School Readiness Goals (Aligned with ELOF and ND Early Learning Standards)

Approaches to Learning

- I can manage my emotions, actions, words and behavior with increasing independence.
- I can follow classroom rules and routines with increasing independence.
- I can demonstrate an increased ability to control impulses, sustain attention and persist in tasks with minimal adult support.

Social Emotional

- I can engage and maintain positive relationships and cooperative behavior with adults.
- I can engage and maintain positive interactions, relationships and cooperative play with other children.
- I can use basic problem solving skills to resolve conflicts with other children.

Language & Literacy

- I can understand and respond to increasingly complex communication and language from others.
- I can understand, follow and use appropriate social and conversational skills.
- I can express myself in increasingly detailed and sophisticated ways with a variety of words and for a variety of purposes.

School Readiness Goals continued

Cognition

- I can ask questions, gather information, conduct investigations and make predictions.
- I can compare and categorize objects, materials and living things.

Math

- I know number names and can count to 20.
- I can recognize the number of objects up to 5 in a set.
- I can copy and extend a simple pattern.
- I can name basic shapes.
- I can understand and use positional concepts.

Perceptual Motor and Physical Development

- I can demonstrate control, strength and coordination of large muscle movements.
- I can demonstrate control, strength and coordination of small muscles.
- I can independently demonstrate self help and personal hygiene skills.

The Next Five Years

Goals

1. Boost social emotional learning by building safe environments with healthy relationships.
Objective: Improve the well-being of Head Start children by promoting and modeling positive attitudes, behaviors and relationships.
Outcomes: An environment where every child feels safe at school, growth in social/emotional school readiness goals, decrease in overall disruptive behavior in the classroom, reduction in challenging and unsafe behavior, increase in social interactions between children.
1. Educate and empower families to actively support their overall well-being.
Objective: Improve the health of caregivers and children
Outcomes: 95% of our families will have a medical home, 70% of our families will have a dental home, 50% of our families will receive annual influenza and COVID-19 immunizations, 100% of students will receive a dental exam, increased awareness about overall mental health, increased knowledge about early childhood mental health, families are empowered to make informed decisions and better support the mental health of their family, families will make progress toward achieving identified goals, 50% of referred families will follow through with services.

Family Engagement

- Parents are the child's first teacher
- Connect to resources
- Recognize strengths and goal setting
- Parent engagement - top indicator of child success
- Parent Education - learning about development
- Connections to peers & community
- Parents as advocated & leaders

Research shows students achievement increases when parents are actively involved in their child's education, and achievement for disadvantaged children improve to the levels that meet standard middle-class children.

The Next Five Years, Goals continued

3. Increase staff's overall health and wellness.

Objective: Create a work environment where all staff feel safe, supported and valued.

Outcomes: Increased staff wellness and morale, decrease staff absences, all staff will feel they are an integral part of the Head Start team.

- **Actions Steps (18)**
- **Expected Challenges (8)**
- **Progress**

Brandon Baumbach
Business Manager

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bbaumbach020@mygfschools.org

MEMORANDUM

TO: Grand Forks School Board
FROM: Brandon Baumbach, Business Manager
SUBJECT: General Fund Financial Statement
DATE: March 25, 2024



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 February 28, 2024.

For the first eight months of fiscal year 2023-2024, total general fund revenues were \$86,662,194 and total general fund expenditures were \$75,000,352, resulting in revenues over expenses of \$11,661,843.

Administrative recommendation is to approve the General Fund Financial Statement for the period of July 1, 2023 through February 28, 2024 as presented.



GRAND FORKS PUBLIC SCHOOLS
GENERAL FUND FINANCIAL STATEMENT
As of February 29, 2024

	2023-2024 <u>BUDGET</u>	2023-2024 <u>ACTUAL</u>	<u>%</u>	<u>BUDGET BALANCE</u>
<u>REVENUES</u>				
A. Local Sources	\$ 31,188,496	\$ 13,247,902	42.5%	\$ 17,940,594
B. State Sources	74,047,209	61,590,114	83.2%	12,457,096
C. Federal Sources	21,820,019	11,680,655	53.5%	10,139,363
D. Revenue from Other Sources	<u>1,137,027</u>	<u>143,523</u>	12.6%	<u>-300.00%</u>
TOTAL REVENUES	<u>\$ 128,192,751</u>	<u>\$ 86,662,194</u>	<u>67.6%</u>	<u>\$ 40,537,050</u>
<u>EXPENDITURES</u>				
A. Salaries	\$ 82,672,504	\$ 45,696,368	55.3%	\$ 36,976,135
B. Fringe Benefits	22,447,195	12,780,616	56.9%	9,666,579
C. Other Expenses	23,044,779	15,528,270	67.4%	7,516,509
D. Utilities	<u>1,854,806</u>	<u>995,097</u>	<u>53.6%</u>	<u>859,709</u>
TOTAL EXPENDITURES	<u>\$ 130,019,284</u>	<u>\$ 75,000,351</u>	<u>57.7%</u>	<u>\$ 55,018,932</u>
REVENUES OVER/(UNDER) EXPENSES	<u>\$ (1,826,533)</u>	<u>\$ 11,661,843</u>		
 <u>A. LOCAL SOURCES</u>				
Property Taxes	\$ 23,926,869	\$ 11,978,911	50.1%	\$ 11,947,958
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	193,982	15.8%	1,032,140
Drivers Education	77,971	(900)	-1.2%	78,871
Interest Income	630,016	609,937	96.8%	20,079
ENCORE Fees	344,196	209,524	60.9%	134,673
SPA Activities	126,931	38,341	30.2%	88,590
Summer School Activities	6,000	-	0.0%	6,000
Rental Income	60,750	63,297	104.2%	(2,547)
Contributions / Donations	10,000	6,700	67.0%	3,300
Other Local	<u>994,291</u>	<u>\$ 148,110</u>	<u>14.9%</u>	<u>846,181</u>
TOTAL LOCAL REVENUE	<u>\$ 31,188,496</u>	<u>\$ 13,247,902</u>	<u>42.5%</u>	<u>\$ 17,940,594</u>

GRAND FORKS PUBLIC SCHOOLS
GENERAL FUND FINANCIAL STATEMENT
As of February 29, 2024

	2023-2024 <u>BUDGET</u>	2023-2024 <u>ACTUAL</u>	<u>%</u>	<u>BUDGET BALANCE</u>
B. <u>STATE SOURCES</u>				
State Aid Formula Payment	\$ 71,968,460	\$ 59,633,108	82.9%	\$ 12,335,352
Transportation	328,169	232,158	70.7%	96,010
Special Education	385,689	50,938	13.2%	334,751
Career & Technical Education	396,752	832,904	209.9%	(436,152)
Adult Education	217,000	126,147	58.1%	90,853
Restricted State Aid - Other	<u>751,140</u>	<u>714,859</u>	<u>95.2%</u>	<u>36,282</u>
TOTAL STATE REVENUE	\$ 74,047,209	\$ 61,590,114	83.2%	\$ 12,457,096
C. <u>FEDERAL SOURCES</u>				
Title I, Part A	\$ 3,684,732	\$ 1,165,596	31.6%	\$ 2,519,136
Title II, Part A	734,546	230,221	31.3%	504,325
Title III, Part A	28,347	15,255	53.8%	13,092
Title IV, Part A	1,206,469	248,382	20.6%	958,087
ENCORE (21st Century CCLC)	550,000	326,788	59.4%	223,212
Head Start	2,886,427	1,456,270	50.5%	1,430,157
IDEA B - Special Education	2,735,085	1,000,815	36.6%	1,734,270
Preschool Program	80,629	28,742	35.6%	51,888
Indian Education Programs	84,986	35,436	41.7%	49,550
Carl Perkins	211,620	-	0.0%	211,620
Adult Education	105,784	1,897	1.8%	103,887
CARES Act/ESSER	8,576,377	6,747,485	78.7%	1,828,893
Restricted Federal - Other	<u>935,015</u>	<u>423,768</u>	<u>45.3%</u>	<u>511,246</u>
TOTAL FEDERAL REVENUE	\$ 21,820,019	\$ 11,680,655	53.5%	\$ 10,139,363
D. <u>REVENUE FROM OTHER SOURCES</u>				
Sale of Real Property	523,769	23,632	(400,001)	-176.37%
Services Provided Another LEA	375,000	-	400,000	6.67%
Refund from Prior Year Expenses (E-Rate)	238,258	\$ 119,891.0	-	-100.00%
TOTAL OTHER REVENUE	\$ 1,137,027	\$ 143,523	12.6%	-300.00%
TOTAL GENERAL FUND REVENUE	\$ 128,192,751	\$ 86,662,194	67.6%	\$ 40,537,050
A. <u>SALARIES</u>				
Professional Staff	\$ 61,287,963	\$ 32,148,488	52.5%	\$ 29,139,475
Paras / Classified Staff	19,792,968	12,837,922	64.9%	6,955,046
Subs / Other	<u>1,591,573</u>	<u>709,958</u>	<u>44.6%</u>	<u>881,615</u>
TOTAL SALARIES	\$ 82,672,504	\$ 45,696,368	55.3%	\$ 36,976,135
B. <u>FRINGE BENEFITS</u>				
Health Insurance	8,782,081	\$ 4,923,251	56.1%	\$ 3,858,830
TFFR (Employer Share)	7,015,567	3,930,468	56.0%	3,085,099
FICA (Employer Share)	5,805,763	3,321,350	57.2%	2,484,413
IRA/403B (Employer Share)	412,185	283,611	68.8%	128,574

GRAND FORKS PUBLIC SCHOOLS
GENERAL FUND FINANCIAL STATEMENT
As of February 29, 2024

	2023-2024 <u>BUDGET</u>	2023-2024 <u>ACTUAL</u>	<u>%</u>	<u>BUDGET BALANCE</u>
Disability Insurance	248,000	144,913	58.4%	103,087
Workers Comp	148,039	152,394	102.9%	(4,354)
Unemployment Comp	2,725	852	31.3%	1,873
Life Insurance	<u>32,835</u>	<u>23,776</u>	<u>72.4%</u>	<u>9,058</u>
TOTAL FRINGE BENEFITS	\$ 22,447,195	\$ 12,780,616	56.9%	\$ 9,666,579
C. <u>OTHER EXPENSES</u>				
Supplies	\$ 2,073,584	\$ 1,338,493	64.5%	\$ 735,091
Equipment & Furniture	778,703	871,497	111.9%	(92,794)
Textbooks / Curriculum Adoption	1,661,080	1,460,564	87.9%	200,516
Library Books & Materials	72,608	68,180	93.9%	4,428
Purchased Services	6,302,625	3,407,316	54.1%	2,895,310
Legal Services	231,211	250,386	108.3%	(19,175)
Student Transportation	1,851,828	1,206,605	65.2%	645,223
Field Trips	72,372	18,313	25.3%	54,059
Tuition	770,587	289,097	37.5%	481,489
Telephones	234,879	128,641	54.8%	106,237
Postage	39,943	4,590	11.5%	35,353
Printing	155,342	76,309	49.1%	79,033
Insurance	508,978	512,539	100.7%	(3,561)
Rent	748,229	389,620	52.1%	358,609
Service Agreements	716,300	643,559	89.8%	72,741
Construction Services	3,631,293	3,541,619	97.5%	89,673
Travel	494,696	143,987	29.1%	350,709
Car Allowances	146,931	66,347	45.2%	80,583
Gas & Oil	49,881	26,790	53.7%	23,090
Supervisor Meals	21,542	15,537	72.1%	6,006
Dues / Fees	1,614,334	1,068,279	66.2%	546,056
Service Awards / Employee Recognition	17,833	-	0.0%	17,833
Transfer to Fund #61	<u>850,000</u>	<u>-</u>	<u>0.0%</u>	<u>850,000</u>
TOTAL OTHER EXPENSES	\$ 23,044,779	\$ 15,528,270	67.4%	\$ 7,516,509
D. <u>UTILITIES</u>				
Water & Sewage	156,454	\$ 117,967	75.4%	\$ 38,487
Natural Gas	623,369	147,768	23.7%	475,600
Electricity	<u>1,074,984</u>	<u>729,362</u>	<u>67.8%</u>	<u>345,622</u>
TOTAL UTILITIES	\$ 1,854,806	\$ 995,097	53.6%	\$ 859,709
TOTAL GENERAL FUND EXPENDITURES	\$ 130,019,284	\$ 75,000,351	57.7%	\$ 55,018,932

GRAND FORKS PUBLIC SCHOOLS
GENERAL FUND FINANCIAL STATEMENT (YEAR-OVER-YEAR COMPARISON)
As of February 29, 2024

	2023-2024 <u>ACTUAL</u>	2022-2023 <u>ACTUAL</u>	<u>YTD Change</u>	<u>% Change</u>
<u>REVENUES</u>				
A. Local Sources	\$ 13,247,902	\$ 12,334,030	\$ 913,872	7.4%
B. State Sources	61,590,114	57,142,040	4,448,074	7.8%
C. Federal Sources	11,680,655	8,063,001	3,617,654	44.9%
D. Revenue from Other Sources	<u>143,523</u>	<u>271,035</u>	<u>(127,512)</u>	<u>-47.0%</u>
TOTAL REVENUES	<u>\$ 86,662,194</u>	<u>\$ 77,810,106</u>	<u>\$ 8,852,088</u>	<u>11.4%</u>
<u>EXPENDITURES</u>				
A. Salaries	\$ 45,696,368	\$ 41,641,365	\$ 4,055,003	9.7%
B. Fringe Benefits	12,780,616	11,303,333	1,477,283	13.1%
C. Other Expenses	15,528,270	12,058,782	3,469,488	28.8%
D. Utilities	<u>995,097</u>	<u>1,354,075</u>	<u>(358,978)</u>	<u>-26.5%</u>
TOTAL EXPENDITURES	<u>\$ 75,000,352</u>	<u>\$ 66,357,555</u>	<u>\$ 8,642,796</u>	<u>13.0%</u>
REVENUES OVER/(UNDER) EXPENSES	<u>\$ 11,661,843</u>	<u>\$ 11,452,551</u>	<u>\$ 209,292</u>	

COMMENTS:

- 1) Rent received from bus barn lease, new as of this year
- 2) Regional Workforce Impact Program Grant for Career Impact Academy Equipment
- 3) Reimbursements for ESSER expenses in its final year
- 4a & 4b) Two lines closely associated since designated subs are now classroom specialists (classified employees)
- 5) Workmen's comp premiums have increased this year. Working with Safety and Security manager to reduce.
- 6) International teachers last year totaled 15; this year we have 25.
- 7) New contract has been more costly, as expected
- 8) Ben Franklin HVAC project paid by ESSER
- 9) Mild winter's impact

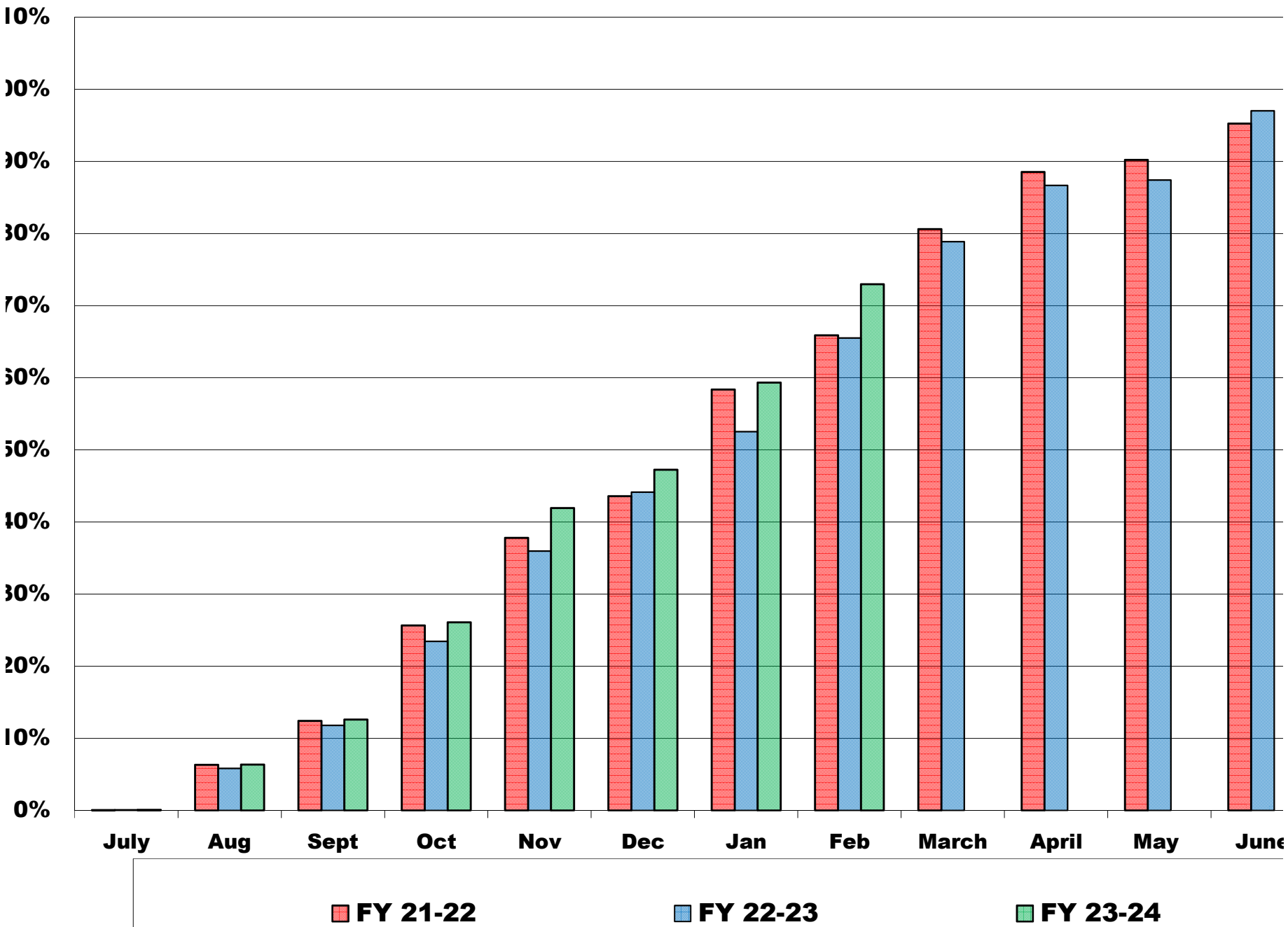
GRAND FORKS PUBLIC SCHOOLS
GENERAL FUND FINANCIAL STATEMENT (YEAR-OVER-YEAR COMPARISON)
As of February 29, 2024

	2023-2024 <u>ACTUAL</u>	2022-2023 <u>ACTUAL</u>	<u>YTD Change</u>	<u>% Change</u>
A. <u>LOCAL SOURCES</u>				
Property Taxes	\$ 11,978,911	\$ 11,451,687	\$ 527,224	4.6%
Revenue in Lieu of Taxes	\$ -	\$ -	-	0.0%
Impact Aid	\$ -	\$ -	-	0.0%
Tuition	\$ 193,982	\$ 245,031	(51,049)	-20.8%
Drivers Education	\$ (900)	\$ 400	(1,300)	-325.0%
Interest Income	\$ 609,937	\$ 232,280	377,657	162.6%
ENCORE Fees	\$ 209,524	\$ 218,648	(9,124)	-4.2%
SPA Activities	\$ 38,341	\$ 29,993	8,349	27.8%
Summer School Activities	\$ -	\$ -	-	0.0%
1) Rental Income	\$ 63,297	\$ 990	62,307	6293.6%
Contributions / Donations	\$ 6,700	\$ 12,519	(5,819)	-46.5%
Other Local	\$ 148,110	\$ 142,483	5,627	3.9%
TOTAL LOCAL REVENUE	\$ 13,247,902	\$ 12,334,030	\$ 913,872	7.4%
B. <u>STATE SOURCES</u>				
State Aid Formula Payment	\$ 59,633,108	\$ 56,061,361	\$ 3,571,747	6.4%
Transportation	\$ 232,158	\$ 612,549	(380,390)	-62.1%
Special Education	\$ 50,938	\$ 66,633	(15,695)	-23.6%
2) Career & Technical Education	\$ 832,904	\$ 15,553	817,351	5255.3%
Adult Education	\$ 126,147	\$ 107,861	18,286	17.0%
Restricted State Aid - Other	\$ 714,859	\$ 278,083	436,775	157.1%
TOTAL STATE REVENUE	\$ 61,590,114	\$ 57,142,040	\$ 4,448,074	7.8%
C. <u>FEDERAL SOURCES</u>				
Title I, Part A	\$ 1,165,596	\$ 1,150,904	\$ 14,693	1.3%
Title II, Part A	\$ 230,221	\$ 287,379	(57,159)	-19.9%
Title III, Part A	\$ 15,255	\$ 15,430	(175)	-1.1%
Title IV, Part A	\$ 248,382	\$ 118,388	129,994	109.8%
ENCORE (21st Century CCLC)	\$ 326,788	\$ 135,294	191,495	141.5%
Head Start	\$ 1,456,270	\$ 1,335,684	120,586	9.0%
IDEA B - Special Education	\$ 1,000,815	\$ 1,094,872	(94,057)	-8.6%
Preschool Program	\$ 28,742	\$ 25,723	3,019	11.7%
Indian Education Programs	\$ 35,436	\$ 45,816	(10,380)	-22.7%
Carl Perkins	\$ -	\$ -	-	0.0%
Adult Education	\$ 1,897	\$ 39,925	(38,028)	-95.2%
3) CARES Act/ESSER	\$ 6,747,485	\$ 3,353,792	3,393,692	101.2%
Restricted Federal - Other	\$ 423,768	\$ 459,796	(36,027)	-7.8%
TOTAL FEDERAL REVENUE	\$ 11,680,655	\$ 8,063,001	\$ 3,617,654	44.9%
D. <u>REVENUE FROM OTHER SOURCES</u>				
Sale of Real Property	\$ 23,632	\$ 35,653	\$ (12,021)	-33.7%
Services Provided Another LEA	\$ -	\$ -	-	0.0%
Refund from Prior Year Expenses (E-Rate)	\$ 119,891	\$ 235,382	(115,491)	-49.1%
TOTAL OTHER REVENUE	\$ 143,523	\$ 271,035	\$ (127,512)	-47.0%
TOTAL GENERAL FUND REVENUE	\$ 86,662,194	\$ 77,810,106	\$ 8,852,088	11.4%

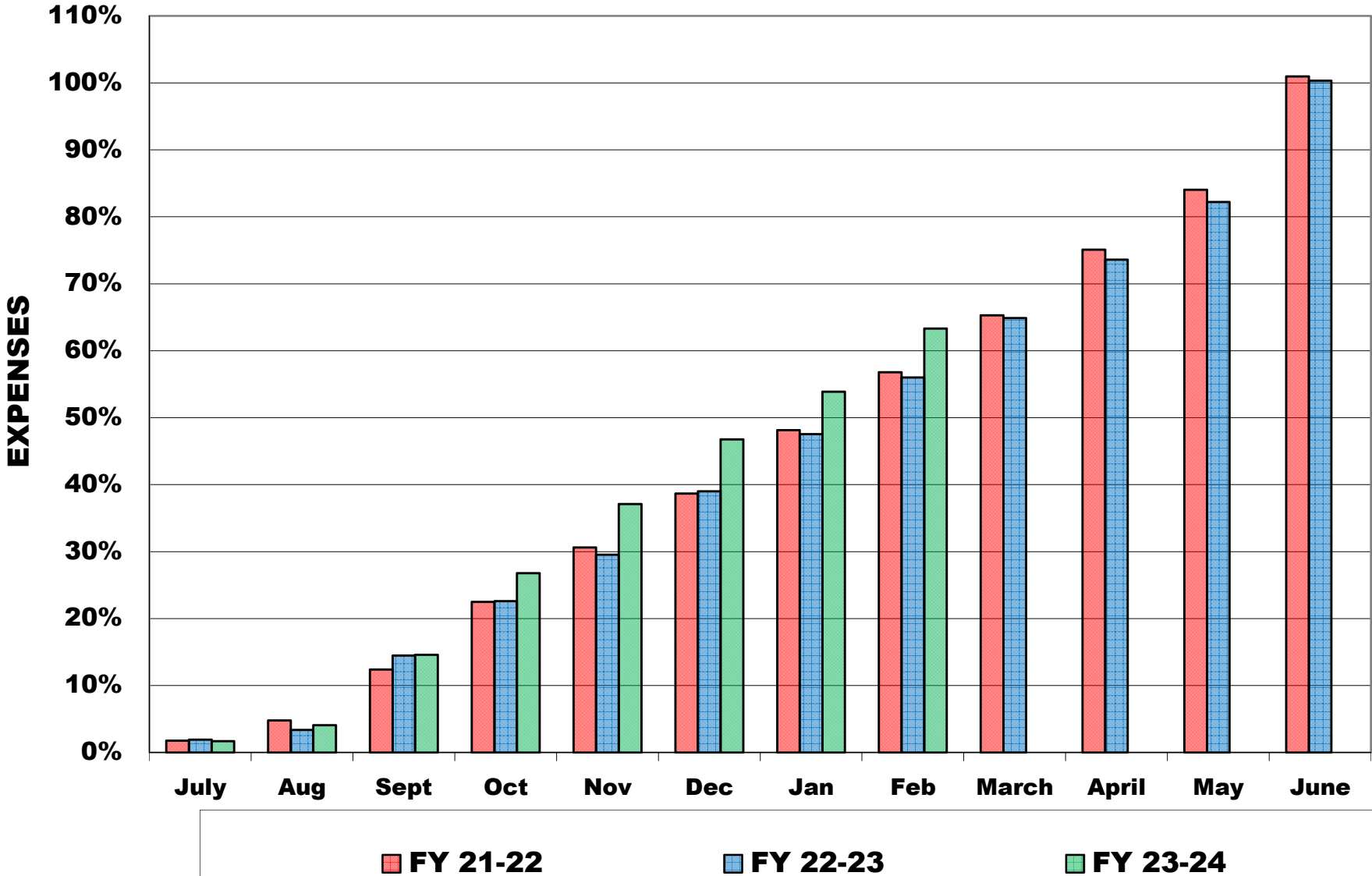
GRAND FORKS PUBLIC SCHOOLS
GENERAL FUND FINANCIAL STATEMENT (YEAR-OVER-YEAR COMPARISON)
As of February 29, 2024

	2023-2024 <u>ACTUAL</u>	2022-2023 <u>ACTUAL</u>	<u>YTD Change</u>	<u>% Change</u>
	-			
A. SALARIES	-			
Professional Staff	\$ 32,148,488	\$ 29,540,978	\$ 2,607,510	8.8%
4a Paras / Classified Staff	\$ 12,837,922	\$ 10,454,039	2,383,882	22.8%
4b Subs / Other	\$ 709,958	\$ 1,646,348	(936,389)	-56.9%
TOTAL SALARIES	\$ 45,696,368	\$ 41,641,365	\$ 4,055,003	9.7%
B. FRINGE BENEFITS				
Health Insurance	\$ 4,923,251	\$ 4,302,644	\$ 620,607	14.4%
TFFR (Employer Share)	\$ 3,930,468	\$ 3,507,062	423,406	12.1%
FICA (Employer Share)	\$ 3,321,350	\$ 3,006,865	314,485	10.5%
IRA/403B (Employer Share)	\$ 283,611	\$ 257,409	26,202	10.2%
Disability Insurance	\$ 144,913	\$ 129,092	15,821	12.3%
5) Workers Comp	\$ 152,394	\$ 77,665	74,729	96.2%
Unemployment Comp	\$ 852	\$ -	852	0.0%
Life Insurance	\$ 23,776	\$ 22,596	1,180	5.2%
TOTAL FRINGE BENEFITS	\$ 12,780,616	\$ 11,303,333	\$ 1,477,283	13.1%
C. OTHER EXPENSES				
Supplies	\$ 1,338,493	\$ 1,547,870	\$ (209,377)	-13.5%
Equipment & Furniture	\$ 871,497	\$ 1,115,239	(243,742)	-21.9%
Textbooks / Curriculum Adoption	\$ 1,460,564	\$ 1,443,206	17,359	1.2%
Library Books & Materials	\$ 68,180	\$ 71,560	(3,380)	-4.7%
Purchased Services	\$ 3,407,316	\$ 3,012,346	394,970	13.1%
6) Legal Services	\$ 250,386	\$ 150,340	100,046	66.5%
7) Student Transportation	\$ 1,206,605	\$ 729,485	477,120	65.4%
Field Trips	\$ 18,313	\$ 11,836	6,477	54.7%
Tuition	\$ 289,097	\$ 268,066	21,031	7.8%
Telephones	\$ 128,641	\$ 159,925	(31,283)	-19.6%
Postage	\$ 4,590	\$ 29,180	(24,590)	-84.3%
Printing	\$ 76,309	\$ 51,731	24,578	47.5%
Insurance	\$ 512,539	\$ 487,813	24,726	5.1%
Rent	\$ 389,620	\$ 399,970	(10,350)	-2.6%
Service Agreements	\$ 643,559	\$ 522,059	121,500	23.3%
8) Construction Services	\$ 3,541,619	\$ 816,120	2,725,499	334.0%
Travel	\$ 143,987	\$ 193,832	(49,845)	-25.7%
Car Allowances	\$ 66,347	\$ 54,893	11,454	20.9%
Gas & Oil	\$ 26,790	\$ 34,775	(7,985)	-23.0%
Supervisor Meals	\$ 15,537	\$ 26,266	(10,729)	-40.8%
Dues / Fees	\$ 1,068,279	\$ 926,873	141,406	15.3%
Service Awards / Employee Recognition	\$ -	\$ 5,398	(5,398)	-100.0%
Transfer to Fund #61	\$ -	\$ -	-	0.0%
TOTAL OTHER EXPENSES	\$ 15,528,270	\$ 12,058,782	\$ 3,469,488	28.8%
D. UTILITIES	-			
Water & Sewage	\$ 117,967	\$ 116,125	\$ 1,842	1.6%
9) Natural Gas	\$ 147,768	\$ 362,748	(214,980)	-59.3%
Electricity	\$ 729,362	\$ 875,202	(145,840)	-16.7%
TOTAL UTILITIES	\$ 995,097	\$ 1,354,075	\$ (358,978)	-26.5%
TOTAL GENERAL FUND EXPENDITURES	\$ 75,000,352	\$ 66,357,555	\$ 8,642,796	13.0%

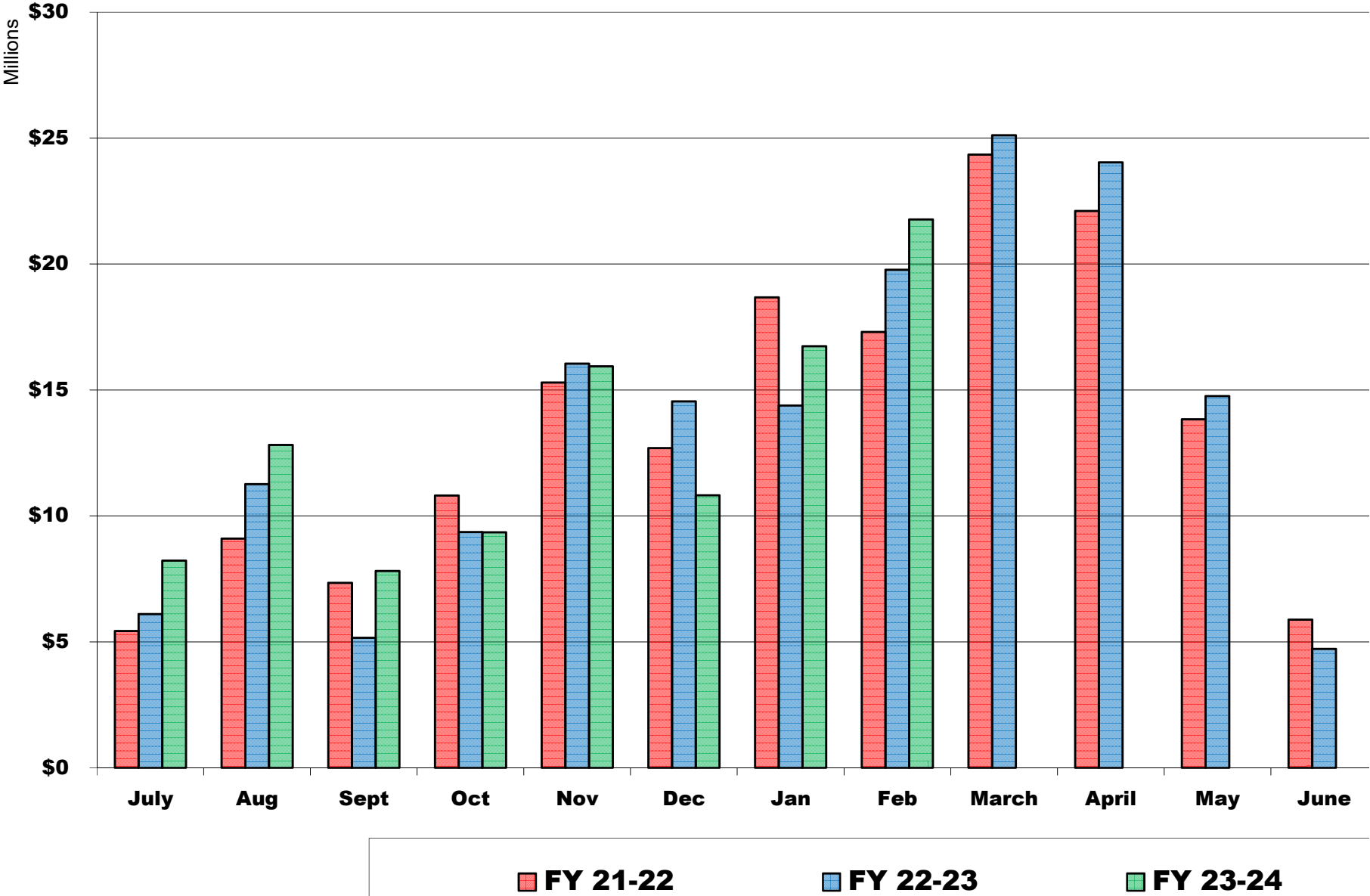
GRAND FORKS PUBLIC SCHOOLS
General Fund Revenues



GRAND FORKS PUBLIC SCHOOLS
General Fund Expenses



GRAND FORKS PUBLIC SCHOOLS
General Fund Balances





Dr. Terry Brenner
Superintendent of Schools

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Fax: 701.772.7739
tbrenner270@mygfschools.org

MEMORANDUM

TO: Grand Forks School Board Members
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Policy Review
DATE: March 25, 2024

The Policy Review Committee met on March 6 and March 21, 2024, and along with the District Administration recommends the following:

Please note that any complementing board regulations and rescission of any policies that will be replaced by a policy listed below will be brought forward at the same time as the second reading and adoption of the below policy.

To waive the second reading as allowed by Policy BDA and adopt the following policy with one reading:

1. DKBB, Contracted Staff Resignations and Request for Release from Contract (as amended)

To complete the one reading and adoption of the following board regulations as written or amended:

1. DKBB-BR, Granting a Release from Contract (as amended)
2. CAAA-BR, Superintendent Job Description (as amended)

To complete the first reading of the following policies as written or amended:

1. ACBH, School Health Services (as written)
2. FCAE, Suicide Prevention (as written)
3. KACA, Patron Complaints (as amended)
4. LBC, Business/Education Partnerships (as written)
5. LBD, Relations with Police Authorities (as written)
6. FFH, Student Dress Code (as written)
7. FGDB, Student Handbooks (as written)
8. FFI, Student Use of Personal Technology (as written)
9. FG, Student Rights and Responsibilities (as written)
10. FGDC, Students of Legal Age (as written)
11. GDB, Graduation Exercises (as written)
12. GCE, Opting Out of State and Federal Assessments (as written)



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Grand Forks, ND 58201-3405



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Grand Forks, ND 58206-6000



www.gfschools.org

Equal opportunity employer

Grand Forks School District prohibits discrimination and harassment based on race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, ancestry, disability, age, or other status protected by law. The District also provides equal access to the Boy Scouts and other designated youth groups, as required by federal law.

Grand Forks School Board Members
March 25, 2024
Page 2

13. IDB, Risk Management (as written)
14. ICCD, Public Review of School records (as written)
15. ABAD, Virtual School (as amended)

To rescind the following policies:

1. Policy 6160, Graduation Requirements (without replacement)

cj
Attachments

Approved 3.21.2024

POLICY REVIEW COMMITTEE
GRAND FORKS SCHOOL BOARD
GRAND FORKS PUBLIC SCHOOL DISTRICT #1
MEETING MINUTES
March 6, 2024

The Policy Review Committee met on Wednesday, March 6, 2024, at the Mark Sanford Education Center with Cynthia Shabb serving as the meeting chair.

Committee Members Present: Amber Flynn, Eric Lunn, Cynthia Shabb, Dr. Terry Brenner, and Brandon Baumbach.

Committee Members Absent: Branden Shepperd.

Others Present: Cindy Johnson, Executive Secretary

Call to Order. The meeting was called to order at 4:36 p.m.

Approval of Minutes. It was moved by Flynn and seconded by Shabb to approve the minutes of September 5, 2023, as written. Motion carried unanimously. Absent: Lunn.

Review Various Policies for Possible Modification, Adoption, and/or Rescission.

ACBH, School Health Services. This policy was requested by Special Education Director Dr. Elisa Diederich to state in writing at the local level that the school district will do the hiring for nursing services for students who require those services. The policy was crafted by the District's legal counsel, Laura Cobb.

It was moved by Shabb and seconded by Flynn to approve ACBH, School Health Services, as written and to forward it to the school board with a unanimous recommendation to complete its appropriate readings and adoption as written. Motion carried unanimously. Absent: Lunn.

DEAA-AR, Procedure if Drug and/or Alcohol Use is Reasonably Suspected. This administrative regulation provides procedures to support the requirements of the parent policy, DEAA, which was adopted in June 2020. An amendment was made on page 2, item 11 to change "drug test" to "drug and/or alcohol test". It was provided for information and does not require board action.

DEAA-E1, Record of Observable Behavior. This exhibit provides tools to support the requirements of the parent policy, DEAA, which was adopted in June

2020. It was provided for information and does not require board action.

DEAA-E2, Steps to Performing a Reasonable Suspicion Test. This exhibit provides tools to support the requirements of the parent policy, DEAA, which was adopted in June 2020. It was provided for information and does not require board action.

DEAA-E3, Drug and/or Alcohol Testing Consent Form. This exhibit provides tools to support the requirements of the parent policy, DEAA, which was adopted in June 2020. It was provided for information and does not require board action.

DBBA-AR, Drug and Alcohol Testing Procedures. This administrative regulation provides procedures to support the requirements of the parent policy, DBBA, which was adopted in June 2020. It was provided for information and does not require board action.

DBBA-E, Drug and Alcohol Testing Notification Requirements for Employees. This exhibit provides tools to support the requirements of the parent policy, DBBA, which was adopted in June 2020. It was provided for information and does not require board action.

DKBB, Contracted Staff Resignations and Request for Release from Contract. This policy was brought back to the committee with suggested amendments to strengthen its provisions.

It was moved by Shabb and seconded by Flynn to approve DKBB, Contracted Staff Resignations and Request for Release from Contract, as amended and to forward it to the school board with a unanimous recommendation to complete its appropriate readings

Approved 3.21.2024

and adoption as written. Motion carried unanimously. Absent: Lunn.

DKBB-BR, Granting a Release from Contract. This board regulation was brought back to the committee with suggested amendments to strengthen its provisions.

It was moved by Shabb and seconded by Flynn to approve DKBB-BR, Granting a Release from Contract, as amended and to forward it to the school board with a unanimous recommendation to complete its appropriate reading and adoption as written. Motion carried unanimously. Absent: Lunn.

FCAE, Suicide Prevention. This recommended policy was reviewed by former mental health coordinator Geoff Gaukler and current mental health coordinator Christine Litzinger.

It was moved by Shabb and seconded by Flynn to approve FCAE, Suicide Prevention, as written and to forward it to the school board with a unanimous recommendation to complete its appropriate readings and adoption as written. Motion carried unanimously. Absent: Lunn.

FCAE-BR, Suicide Prevention Procedures. This board regulation supports FCAE and was reviewed by former mental health coordinator Geoff Gaukler and current mental health coordinator Christine Litzinger.

It was moved by Flynn and seconded by Shabb to approve FCAE-BR, Suicide Prevention Procedures, as written and to forward it to the school board with a unanimous recommendation to complete its appropriate reading and adoption as written. Motion carried unanimously. Absent: Lunn.

CAAA-BR, Superintendent Job Description. This board regulation was amended to reflect changes in who the superintendent supervises.

It was moved by Shabb and seconded by Flynn to approve CAAA-BR, Superintendent Job Description, as amended and to forward it to the school board with a unanimous recommendation to complete its appropriate reading and adoption as written. Motion carried unanimously. Absent: Lunn.

KACA, Patron Complaints. This policy was amended to include Policy 1310, Public Concerns about Extracurricular Programs.

It was moved by Shabb and seconded by Flynn to approve KACA, Patron Complaints, as amended and

to forward it to the school board with a unanimous recommendation to complete its appropriate readings and adoption as written. Motion carried unanimously. Absent: Lunn.

Policy 1310, Public Concerns about Extracurricular Programs. It was moved by Flynn and seconded by Shabb to approve the rescindment of Policy 1310 following the adoption of KACA as amended and to forward it to the school board with a unanimous recommendation for the same. Motion carried unanimously. Absent: Lunn.

LBC, Business/Education Partnerships. Policy 1302 was added to this supplementary policy and together authorizes partnering with other agencies and governmental agencies. The original title of LBC was Relations with the Parks and Recreation Department. It was re-titled to Business/Education Partnerships.

It was moved by Shabb and seconded by Flynn to approve LBC, Business/Education Partnerships, as amended and to forward it to the school board with a unanimous recommendation to complete its appropriate readings and adoption as written. Motion carried unanimously. Absent: Lunn.

Policy 1302, Business/Education Partnerships. It was moved by Shabb and seconded by Flynn to approve the rescindment of Policy 1302 following the adoption of LBC and to forward it to the school board with a unanimous recommendation for the same. Motion carried unanimously. Absent: Lunn.

LBD, Relations with Police Authorities. This supplemental policy was recommended for adoption as it authorizes the services of school resources officers.

It was moved by Shabb and seconded by Flynn to approve LBD, Relations with Policy Authorities, as written and to forward it to the school board with a unanimous recommendation to complete its appropriate readings and adoption as written. Motion carried unanimously. Absent: Lunn.

FFH, Student Dress Code. This recommended template was reviewed by School District Attorney Laura Cobb and is recommended for adoption. Cobb wrote that while this new policy does not have rigid parameters as the previous student handbooks, it is far more likely to withstand a legal challenge based on constitutional violations or gender discrimination.

It was moved by Flynn and seconded by Shabb to approve FFH, Student Dress Code, as written and to

Approved 3.21.2024

forward it to the school board with a unanimous recommendation to complete its appropriate readings and adoption as written. Motion carried unanimously. Absent: Lunn.

Lunn joined the meeting at 5:35 p.m.

FGDB, Student Handbooks. This recommended policy provides that all student handbooks be created at the district level to ensure completeness and consistency.

It was moved by Lunn and seconded by Flynn to approve FGDB, Student Handbooks, as written and to forward it to the school board with a unanimous recommendation to complete its appropriate readings and adoption as written. Motion carried unanimously.

FFI, Student Use of Personal Technology. It was moved by Lunn and seconded by Flynn to approve FFI, Student Use of Personal Technology, as written and to forward it to the school board with a unanimous recommendation to complete its appropriate readings and adoption as written. Motion carried unanimously.

Baumbach left the meeting at 5:41 p.m.

FFH, Student Dress Code (revisited). The committee amended FFH by replacing the sentence in the third paragraph that reads “Each building principal shall develop age appropriate procedures for handling and disciplining students in violation of these rules” with “Students in violation of any portion of this policy may be subject to disciplinary action in accordance with the district’s student conduct policies.”

It was moved by Flynn and seconded by Shabb to amend the original motion and approve FFH, Student Dress Code, as amended and to forward it to the school board with a unanimous recommendation to complete its appropriate readings and adoption as written. Motion carried unanimously.

FG, Student Rights and Responsibilities. It was moved by Flynn and seconded by Lunn to approve FG, Student Rights and Responsibilities, as written and to forward it to the school board with a unanimous recommendation to complete its appropriate readings and adoption as written. Motion carried unanimously.

FGDC, Students of Legal Age. It was moved by Flynn and seconded by Lunn to approve FGDC, Students of Legal Age, as written and to forward it to the school board with a unanimous recommendation to complete

its appropriate readings and adoption as written. Motion carried unanimously.

Policy 6160, Graduation Requirements. This policy is outdated and unnecessary as graduation requirements are found in state law.

It was moved by Lunn and seconded by Shabb to rescind Policy 6160, Graduation Requirements, without replacement. Motion carried unanimously.

GDB, Graduation Exercises. It was moved by Lunn and seconded by Flynn to approve GDB, Graduation Exercises, as written and to forward it to the school board with a unanimous recommendation to complete its appropriate readings and adoption as written. Motion carried unanimously.

GCE, Opting Out of State and Federal Assessments. The committee amended this recommended policy to read “parent/guardian” or “parents/guardians” throughout.

It was moved by Lunn and seconded by Flynn to approve GCE, Opting Out of State and Federal Assessments, as amended and to forward it to the school board with a unanimous recommendation to complete its appropriate readings and adoption as written. Motion carried unanimously.

GCE-E, Notice of Policy on Opting Out of Assessments. This exhibit provides tools to support the requirements of the parent policy, GCE. This notice can be published in the student handbook, on the district website, or provided to parents as a standalone document. It was provided for information and does not require board action.

IDB, Risk Management. It was moved by Flynn and seconded by Lunn to approve IDB, Risk Management, as written and to forward it to the school board with a unanimous recommendation to complete its appropriate readings and adoption as written. Motion carried unanimously.

ICCD, Public Review of School Records. This policy replaces current Policy 1307 and adds provisions regarding the requesting of public records.

It was moved by Lunn and seconded by Flynn to approve ICCD, Public Review of School Records, as written and to forward it to the school board with a unanimous recommendation to complete its appropriate readings and adoption as written. Motion carried unanimously.

Policy 1307, Public Review of School Records. It was moved by Flynn and seconded by Lunn to

Approved 3.21.2024

approve the rescindment of Policy 1307 following the adoption of ICCD and to forward it to the school board with a unanimous recommendation for the same. Motion carried unanimously.

ABAD, Virtual School. This existing policy was amended to exclude elementary grades.

It was moved by Lunn and seconded by Flynn to approve the ABAD, Virtual School, as amended and to forward it to the school board with a unanimous recommendation to complete its appropriate readings and adoption as written. Motion carried unanimously.

Meeting Schedule. The next meeting was rescheduled from Wednesday, April 3, 2024, to Wednesday, April 17, 2024, beginning at 4:30 p.m.

Adjournment. The meeting was adjourned at approximately 6:15 p.m.

APPROVED _____
(Date)

Cynthia Shabb, Meeting Chair

Brandon Baumbach, Business Manager

POLICY REVIEW COMMITTEE
GRAND FORKS SCHOOL BOARD
GRAND FORKS PUBLIC SCHOOL DISTRICT #1
MEETING MINUTES
March 21, 2024

The Policy Review Committee met on Thursday, March 21, 2024, via Zoom with Cynthia Shabb serving as the meeting chair.

Committee Members Present: Amber Flynn, Eric Lunn, Cynthia Shabb, Dr. Terry Brenner, and Brandon Baumbach.

Committee Members Absent: Branden Shepperd.

Others Present: Cindy Johnson, Executive Secretary

Call to Order. The meeting was called to order at 12:18 p.m.

Approval of Minutes. It was moved by Flynn and seconded by Lunn to approve the minutes of March 6, 2023, as written. Motion carried unanimously.

Review Policy for Possible Modification.

DKBB, Contracted Staff Resignations and Request for Release from Contract. This policy was brought back to the committee with a suggested amendment related to the submittal of a release of contract request and signing of a Release from Contract Agreement. The amendment is to add the sentence, *"No release from contract request shall be submitted to the Board until the contracted staff member submits a written letter of resignation and signs the Release from Contract Agreement."*

It was moved by Lunn and seconded by Flynn to approve DKBB, Contracted Staff Resignations and Request for Release from Contract, as amended and to forward it to the school board with a unanimous recommendation to complete its appropriate readings and adoption as written. Motion carried unanimously.

Discussion continued about referencing this policy on staff contracts and expediting the adoption of the amended policy as allowed by Policy BDA so contracts could be sent out sooner.

It was moved by Lunn and seconded by Flynn to amend the motion to approve DKBB, Contracted Staff Resignations and Request for Release from Contract, as amended and to forward it to the school board with a unanimous recommendation to waive the second reading as allowed by Policy BDA and adopt

the policy as amended with one reading. Motion as amended carried unanimously.

Next Meeting Date. The next meeting is scheduled on Wednesday, April 17, 2024, beginning at 4:30 p.m.

Adjournment. The meeting was adjourned at 12:28 p.m.

APPROVED _____
(Date)

Cynthia Shabb, Meeting Chair

Brandon Baumbach, Business Manager

CONTRACTED STAFF RESIGNATIONS AND REQUEST FOR RELEASE FROM CONTRACT

Once a staff member signs a contract, they are legally bound by the terms of that contract by law and by the code of ethics of their licensing agency. All staff under contract with the District are expected to fulfill the entire term of the contract.

Request for Release from Contract

~~When IF~~ a contracted staff member ~~member of the staff~~ requests a release from contract, the Board may exercise one of three options: (reverse the order – make #3 #1 and #1 #3)

1. Grant an unconditional release from contract. Unconditional does not mean without liquidated damages.
2. Deny temporarily or ~~table~~ postpone acting on the request with the understanding that the administration will be directed to facilitate the granting of the request by seeking an adequately qualified replacement.
3. Deny the request.

The Board shall develop regulations containing conditions under which it may grant a release from contract for staff.

No release from contract request shall be submitted to the Board until the contracted staff member submits a written letter of resignation and signs the Release from Contract Agreement. No release from contract shall be ~~deemed~~ granted until the Board has unconditionally approved it.

Liquidated Damages and Breaches

~~Any release from contract or breach of contract is subject to a payment of liquidated damages in the amount of five percent (5%) of the contract to the District unless waived by the Board. Any release from contract or breach of contract is subject to payment of liquidated damages to the District as follows unless waived by the Board:~~

<u>If after returning a signed contract to the district a written resignation and request for release from contract is received between:</u>	<u>The contracted staff member's liquidated damages payment will be:</u>
<u>May 1 and May 31</u>	<u>5% of the contract</u>
<u>June 1 and July 31</u>	<u>7% of the contract</u>
<u>August 1 and one day before the first contractual workday</u>	<u>9% of the contract</u>
<u>The first contractual work day and the end of the contract term</u>	<u>10% of the contract</u>

The contracted staff member must pay the balance of the liquidated damages amount within 90 days of the Board's approval.

If the contracted staff member does not pay liquidated damages as required, the Board reserves the right to pursue all available legal remedies including, but not limited to, filing charges to have a teaching

certificate or professional license revoked or seeking a monetary judgment. In addition, the district may share with potential employers seeking information about the contracted staff member the fact that the contracted staff member broke a contract with the district.

Any teacher or administrator who has not been granted a release by the Board and who fails to fulfill a teaching or administrative contract with the District will be reported to the Education Standards and Practices Board.

Resignation

Contracted staff members who decide to leave the employment of the District at the end of their current contract are requested to submit a written resignation to the Superintendent immediately upon making the decision. The resignation shall indicate clearly the date upon which it is intended to be effective. No resignation shall be deemed effective until the Board has approved it except as follows: District staff subject to continuing contract law who fail to return their contracts within the statutory timeframe shall be deemed to have resigned. Board approval of such resignations is unnecessary.

While this policy requests that contracted ~~personnel~~ staff members submit a notice of resignation, it in no way requires the Board to renew contracts for positions not covered by continuing contract law (e.g., coaching).

This policy does not apply to extracurricular or supplemental contracts.

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

- [DKBB-BR](#), Granting a Release from Contract

End of Grand Forks Public School District Policy DKBB Adopted: 2/27/2023*
.....Amended: x/xx/xxxx

REC 01/2015

*Note: This policy is effective July 1, 2023

GRANTING A RELEASE FROM CONTRACT

The Board is under no obligation to release a contracted staff member from their contract. However, the Board may consider granting a release from contract for the following reasons:

1. A documented spousal/partner military transfer and relocation out of a reasonable commuting distance of the contracted position.
- ~~1.2.~~ A well-documented personal health problem that requires the contracted staff member's full-time care and attention and ~~Reasons of personal health~~ where a physician's statement ~~supports~~ substantiates the request.
- ~~2.3.~~ Serious illness or death in the immediate family that requires the contracted staff member's absence for an extended period of time. An extended period of time is defined as three months or longer.
- ~~3.4.~~ In other extenuating circumstances, ~~T~~ he Board may, in its sole discretion, grant release from contract for other reasons.

End of Grand Forks Public School District Board Regulation DKBB-BR.....Adopted: 2/27/2023

BDREG 04/2015

SUPERINTENDENT JOB DESCRIPTION

TITLE: Superintendent of Schools

QUALIFICATIONS

1. North Dakota Administrative Credential
2. Meet criteria for chief administrator established for accreditation by the North Central Association of Colleges and Schools
3. Earned Doctorate preferred
4. District-level administrative experience preferred

REPORTS TO: Grand Forks School Board

SUPERVISES

1. Associate Superintendent of Secondary Education
2. Assistant Superintendent of Elementary Education
3. Business Manager
4. Human Resources Director
- ~~5. Executive Director of Career and Technology Education and Technology~~
- ~~6.5.~~ Chief Academic Officer
- ~~7.6.~~ ~~Communications and Community Engagement Coordinator~~ Communications and Marketing Manager
- ~~8.7.~~ Executive Secretary

MAJOR PERFORMANCE RESPONSIBILITIES

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 shall carry out these responsibilities and exercise the powers of the school board delegated to him/her by the school board as provided below. The responsibilities and delegated powers include:

Leadership

- Facilitate school board planning, policy, and monitoring functions.
- Establish expectations, operational guidelines, and practices that support realization of the district's mission and goals.
- Facilitate staff and Board familiarity with current trends, issues and practices in education at the local, state, and national levels.
- Serve 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.
- Represent the school district in legislative matters and government relations.
- Participate in civic organizations and affairs.
- Affiliate with state and national professional organizations.
- Coordinate joint efforts with such agencies as the Park Board and the City of Grand Forks.

Administration

- Plan school board meetings, prepare reports, and advise the school board on policies and actions.
- Implement rules, regulations, and policies of the school board through direction and delegation of the administrative staff.
- Maintain safe and educationally appropriate school buildings and sites. Develop long-range site and facility plans.

- Organize the business affairs of the school system and make annual budget recommendations. The Board delegates its discretionary authority and statutory power to sign employment, service, and purchase contracts on behalf of the district to the superintendent and his/her designees.
- Administer the Impact Aid Program.
- Submit reports to the Department of Public Instruction and various federal agencies.

Curriculum and Instruction

- Facilitate organization and evaluation of classroom and extracurricular programs.
- Arrange for the coordination and integration of technology into all instructional and management functions.
- Organize an appropriate system of assessment of all students' progress.
- Cooperate with other local, state, and national educational agencies that influence curriculum and instruction.

Human Resources

- Oversee 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. The Board delegates its discretionary authority and statutory powers to the superintendent and his/her designees for personnel matters including, but not limited to, hiring and termination decisions. Termination procedures under NDCC Chapters 15.1-14 and 15.1-15 are excluded from this delegation of power.
- Organize and supervise the administrative team, delegating tasks in an efficient manner.
- Oversee the employment, supervision, and evaluation of all employees.
- Plan staff development activities designed to maximize student learning and teacher effectiveness.
- Expedite school board salary negotiations with employee groups.

Communication

- Operate a community-wide public information program that includes meeting with members of the media.
- Maintain communications with officials at the Grand Forks Air Force Base and Grand Forks Air Force Base School District #140 School Board.
- Maintain communications with building and district personnel.
- Collaborate with other educational and social agencies in the community.
- Encourage and promote parent involvement in the schools.
- Organize public forums as appropriate to work on specific local education issues.
- Develop communication systems with state and federal agencies as well as local, state, and federal legislators.

TERMS OF EMPLOYMENT

Appointed by the school board to a term of one, two, or three years with the contract period effective July 1.

EVALUATION:

In accordance with North Dakota Century Code and District Policy CAAB.

End of Grand Forks Public School District Board Regulation CAAA-BR -----Adopted: 3/14/2022

GFPS BDREG 3/2022

SCHOOL HEALTH SERVICES

The Individuals with Disabilities Education Act (IDEA) requires a free appropriate public education (FAPE) is made available to students with disabilities through a provision of special education and related services, including school health services and school nursing services.

Definitions

School health services and *school nurse services* means health services that are designed to enable a student with a disability to receive FAPE as described in the student's individualized education program (IEP). School nurse services are services provided by a qualified school nurse or third-party qualified individual who the District has contracted with to provide such health services. School health services are services that may be provided by either a qualified school nurse, other qualified staff member or third-party qualified individual who the District has contracted with to provide such health services. School health services and school nurse services may include special medical procedures or treatments prescribed by a physician including but not limited to, tube feedings, tracheostomy care, and colostomy care.

For some students, school nursing services may include assignment of a full-day one-to-one nurse to provide the student with FAPE. Additionally, a student may need school nursing services to attend school in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Determination

If it is determined that school health services and/or school nurse services, including assignment of a full-day (continuous) one to-one nurse, are required related services for a student with a disability, those services must be provided at no cost to the parents or legal guardian of the student. The determination of the need for school health services and/or school nurse services shall be made on an individual basis and the determination shall include the student's parent or legal guardian. The determination shall be based on the student's unique needs and documented within the student's IEP plan.

If special medical supplies and/or equipment is needed for students who have special health needs, the parent or legal guardian shall be responsible to provide the District with such medical supplies and equipment.

All special medical procedures or treatments prescribed by a physician shall be carried out by qualified and trained staff, school nurse, or a qualified and trained third-party who the District has contracted with to provide such services.

Medical diagnosis and the prescription of treatment are not the responsibilities of the District and shall not be practiced by school personnel.

Medication administration shall comply with the requirements of the School Medication Program under Policy ACBD.

Employment of Qualified Personnel

In order to meet the needs of the student for whom school health services or school nurse services are required or recommended, the school may employ a qualified and licensed nurse or contract with a qualified third-party to provide such health services if it is determined necessary. All hiring, selection, employment, and contracting with third parties for providing school health services or school nurse services, is the sole responsibility of the District.

Necessary Forms

If a student requires a special procedure or treatment during school hours, the parent or legal guardian shall provide the District with a current medical order signed by the student’s physician.

The student’s parent or legal guardian shall sign a consent form granting the District permission for the procedure or treatment. The consent form shall also grant the necessary District personnel permission to discuss the student’s medical condition and procedure with the ordering physician.

The medical order signed by the student’s physician and consent form are required prior to staff completing the care. The consent form shall be updated each school year or more frequently if changes are necessary. If there are changes to the student’s medical procedure or treatment, the District shall request such medical order signed by the student’s physician.

Documentation

The District shall document on the student’s individual health care plan the needed procedure or treatment and reason for the needed procedure or treatment.

End of Grand Forks Public School District Policy ACBH Adopted:

GFPS 11/2023

SUICIDE PREVENTION

Definitions

This policy defines the following:

- *At risk* means a student who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain.
- *Mental health* means a state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- *Postvention* means a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
- *Risk assessment* means an evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- *Risk factors for suicide* means characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
- *Suicide Death* means death caused by self-directed injurious behavior with any intent to die as a result of the behavior. It is important that schools get the facts and ascertain that all information is accurate before communicating with students.
- *Suicide attempt* means a self-injurious behavior for which there is evidence that the person had at least some intent to kill themselves. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
- *Suicidal behavior* means suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
- *Suicide contagion* means the process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

- *School property* is defined in NDCC 15.1-19-10(6)(b) is 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.

Purpose

The purpose of this policy is to protect the health and well-being of all district students while on school property by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The District:

1. Recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes;
2. Further recognizes that suicide is a leading cause of death among young people;
3. Has an ethical responsibility to take a proactive approach in preventing deaths by suicide; and
4. Acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide, and one which helps to foster positive youth development.

Prevention

District Policy Implementation

The Superintendent or designee shall designate an individual to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing staff person. The individual shall disseminate information to the appropriate stakeholders in support of the well-being of students. All staff members must report students they believe to be at elevated risk for suicide to the school contact.

Staff Professional Development

All staff shall receive biennial professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention.

The professional development may include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/ or substance use disorders, those who engage in self harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities.

Additional professional development in risk assessment and crisis intervention may be provided to school-employee mental health professionals and school nurses.

Youth Suicide Prevention Programming

Developmentally-appropriate, student-centered education materials shall be integrated into the K-12 curriculum. The content of these age-appropriate materials may include:

1. the importance of safe and healthy choices and coping strategies;
2. how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others;
3. help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

Publication and Distribution

This policy must be distributed annually and included in all student and employee handbooks, and on the school website.

End of Grand Forks Public School District Policy FCAE.....Adopted:

REC 02/2019

DRAFT

PATRON COMPLAINTS

Individual board members have no authority to resolve complaints and the Board, as a whole, believes that patron complaints should be resolved at the lowest level of authority possible. Therefore, whenever a complaint is made to an individual board member or the Board as a whole, it will be referred to school administration for processing at the lowest level of authority possible as follows:

Matters Concerning an Individual School

1. Matters concerning an individual school shall be discussed first with the principal of that school.
2. If the complaint is not satisfactorily remedied at the building level, either party may refer the matter to the appropriate assistant/associate superintendent for investigation.

Matters Concerning Extracurricular Programs

1. Matters concerning extracurricular programs shall be discussed first with the coach/director of the program. The concern may be brought directly to the coach's building athletic director or the program director's principal if the individual has a good faith belief that a student would be prejudiced by direct contact with the coach/director.
2. If the complaint concerning extracurricular programs is not satisfactorily remedied at the building level, either party may refer the matter to the District Activities Director.
3. If the complaint concerning extracurricular programs is not satisfactorily remedied with the District Activities Director, either party may refer the matter to the appropriate assistant/associate superintendent for investigation.

For All Matters

- ~~3.~~1. If after the above procedures have been followed and the problem is not satisfactorily remedied with the appropriate assistant/associate superintendent, either party may refer the matter to the Superintendent. The Superintendent shall complete the investigation within a reasonable deadline in accordance with any applicable deadline in law.
- ~~4.~~2. If all other remedies have been exhausted, a complainant may request that the matter be placed on the agenda of the next regular school board meeting; however, the Board will not hear, consider, or act upon complaints that have not been investigated at each appropriate level of authority, nor will the Board hear, consider, or act upon complaints for which specific complaint resolution procedures have been established that do not allow for board review of the complaint, including but not limited to complaints about personnel and complaints about instructional material.

Anonymous Complaints

Anonymous complaints alone provide no avenue for response or redress of the complaint. An unsigned complaint will not be read or acted upon at any board meeting and anonymous telephone complaints will not be brought to the Board by any individual board member, administrator, or other employee. No disciplinary action will be initiated based solely on an anonymous complaint; however, the administration will investigate every anonymous complaint.

Parental Complaints

While parents enjoy a unique relationship with the schools and are the recipients of special communications concerning school events and programs as well as communications concerning their own child's progress, parents shall use the same channels of processing complaints as by other citizens.

Complaints for which specific resolution procedures are provided shall be directed through those channels. These include, but are not limited to, complaints about personnel and complaints about instructional materials.

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

- [AAC](#), Nondiscrimination & Anti-Harassment Policy
- [AAC-BR1](#), Discrimination & Harassment Grievance Procedure
- DGAA, Teacher Grievance Procedure
- [GAAC](#), Review & Complaints of Instructional & Resource Material
- [KACB](#), Complaints about Personnel
- KACB-E, Patron Complaint Form—Personnel Complaint

End of Grand Forks Public School District Policy KACA Adopted: 10/25/2021
Amended: 12/28/2022

REC 12/2021

BUSINESS/EDUCATION PARTNERSHIPS

Business/Education partnerships and partnerships with governmental agencies are recognized as very appropriate arrangements for community businesses and governmental agencies and the schools to work together to enhance educational opportunities.

The School Board encourages:

1. Development of partnerships that are consistent with the school district's philosophies and priorities.
2. Establishment of partnership characteristics that permit: a) recognition of ~~business~~-partnerships rather than advertising; b) potential recognition of all students' efforts rather than competition among students for rewards available to only a select few students; and c) maximum flexibility to teachers and administrators.
3. Consideration of ways that the schools can assist businesses and governmental agencies.

Relations with the Park District

The Board shall work with, and directs the administration to work with, the local park board to provide facilities that will enhance the recreational program of the District. The District may enter into agreements with the park board as deemed necessary and desirable for purposes such as, but not limited to, the use of each other's facilities.

In cases where school property is used for parks and recreational areas during school sessions, there must be no interference with the educational program of the schools concerned. When the district's facilities are being used, appropriate safeguards shall be taken to protect school district property and to ensure safety for the participants. This shall include proper supervision and adequate insurance coverage.

End of Grand Forks Public School District Policy LBC..... Adopted:

SUP 2/2009/GFPS 12/2024

RELATIONS WITH POLICE AUTHORITIES

Cooperation with law enforcement agencies is essential for the protection of students, for the maintenance of a safe environment in the district schools, and for the safeguard of all school property.

The Board also is aware of the potential enrichment that law enforcement agencies can contribute to the educational program. Teachers and principals are encouraged to make use of the personnel and facilities of the police department for programs and lessons on safety and other subjects, which may coordinate with the curriculum and be of value to the students.

School Resource Officers

The District may utilize the services of a school resource officer(s) (SRO). If the Board utilizes this service it shall enter into an agreement with the police department at which the SRO is employed. The District will ensure, at a minimum, that the agreement does not assume the District responsible for liability claims arising as a result of the SRO's actions and requires the SRO to comply with restrictions the District has established in policy on police interviews of students and police searches in schools.

When contracted by the Board, the SRO serves as security officers to the District and is required to follow applicable district policies. When district policy is silent or unclear, the SRO shall consult with the Superintendent or principal prior to taking action unless an emergency situation that jeopardizes district safety warrants otherwise.

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

- [FGCA](#), Searches of Lockers
- [FGCB](#), Searches of Students and Students' Personal Property
- [FGCC](#), Student Interviews, Interrogations, and Custody by School Resource Officers and Outside Authorities

End of Grand Forks Public School District Policy LBD.....Adopted:

SUP 02/2009

STUDENT DRESS CODE

The Board recognizes that responsibility for the dress and appearance of students rests with individual students and their parent(s)/guardian(s). Students should use sound judgment by reflecting respect for themselves, the district, and others in dress and grooming. The Board shall not interfere with this right unless the personal choices of students create a disruptive influence on school programs or affect the health or safety of others. Students shall not be prevented from attending school or a school-sponsored activity because of appearance if style, fashion, or taste is the sole criterion for such action.

Prohibitions

The District prohibits students wearing or carrying clothing, jewelry, book bags, or other personal articles on school property and/or at school-sponsored activities, regardless of location, that:

1. Is reasonably likely to substantially disrupt the educational environment or operations of the school;
2. Poses a health or safety risk to staff, students, or others;
3. Depicts profanity, vulgarity, obscenity, or violence;
4. Is destructive to school property and/or causes excessive maintenance problems (e.g., cleats, pants with metal inserts that scratch furniture);
5. Is intended to identify the student as a member of a gang; or
6. Promotes illegal activities and/or the use of alcohol, tobacco, or other illegal drugs.

Administration shall make reasonable efforts to notify students of these rules. Students in violation of any portion of this policy may be subject to disciplinary action in accordance with the district's student conduct policies.

School administrators may require students that work with or around machines, or participate in physical education classes, extracurricular activities, or other activities to wear certain apparel which meets reasonable health and safety standards as established by the Board. Administrators may not prescribe a specific brand that students must buy.

The District will seek to accommodate cultural, religious, and ethnic differences in dress and grooming, provided such dress or grooming does not materially or substantially disrupt the educational process of the school or create a health or safety hazard for students, staff, or others.

All students who participate in a high school commencement ceremony are expected to dress in an appropriate manner. The cap, gown, tassel, and shoes are all required. No other personal additions shall be allowed other than school-issued stoles of honor without prior permission from the administration.

End of Grand Forks Public School District Policy FFH Adopted:

REC 11/2020

STUDENT HANDBOOKS

The Superintendent or designee shall create student handbooks for all students annually. The Superintendent or designee shall ensure that student handbooks do not conflict with district policy, state law, and/or federal law.

Student handbooks shall be disseminated to each student at the beginning of the school year and to each new student upon enrollment in the District.

End of Grand Forks Public School District Policy FGDB Adopted:

REC 04/2016

DRAFT

STUDENT USE OF PERSONAL TECHNOLOGY

Definitions

For the purposes of this policy:

- *Inappropriate content* is defined as content that:
 - a. Violates a district student conduct policy;
 - b. Attacks ethnicity, race, religion, or other legally protected status;
 - c. Promotes violence, terrorism, or other illegal activities including, but not limited to, tobacco, drug, and/or alcohol use by minors;
 - d. Is obscene or pornographic as defined by community standards.
 - e. Is reasonably forecasted to materially or substantially disrupt the educational environment;
 - f. Poses a direct threat to the physical safety of the school population; and
 - g. Infringes on the rights of others, such as (but not limited to) material that is potentially libelous or invades an individual's privacy.
- *Personal technology* is defined as a device that is not owned by the District, is in the possession of a student, and contains one or more of the following features:
 - a. Has the capability to connect to one or more networks including but not limited to, a cellular network, Internet, Ethernet, and/or Bluetooth;
 - b. Has a digital camera and/or video recording device;
 - c. Has a microphone;
 - d. Has data storage capability; and/or
 - e. Has an operating system and/or the capability of running software, apps, and/or electronic games.
- *Reasonable suspicion* means that administration has grounds to believe that the search will result in evidence of a violation of district policy, rules, the law, and/or that the violation may be detrimental to the health, safety, or welfare of district students or staff. Reasonable suspicion may be based on a school administrator's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- *School day* is defined as beginning and ending at the following times:
 - a. Elementary School: 8:25 am – 3:00 pm
 - b. Middle School: 8:40 am – 3:30 pm
 - c. High School: 8:00 am – 3:00 pm
- *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.

Prohibitions

The Grand Forks Public School District prohibits students from using personal technology as follows:

1. Students are prohibited from using personal technology to violate a student conduct policy including, but not limited to, policies on cheating and bullying while on school property or at a school-sponsored event;
2. Students are prohibited from using personal technology to photograph or video record any person during the school day. Students are furthermore prohibited from transmitting any photo or video using personal technology during the school day. Building principals are authorized to make exceptions to this rule for bona fide classroom activities and in accordance with the "exceptions"

section of this policy;

3. Students are prohibited from using personal technology to photograph or video record inappropriate content and/or transmit inappropriate content while on school property and/or participating in school-sponsored events;
4. Students are prohibited from displaying and/or using personal technology in areas where there is a reasonable expectation of privacy by others on school property and at school-sponsored events. Students are also strongly discouraged from possessing personal technology in areas where there is a reasonable expectation of privacy by others on school property and at school-sponsored events;
5. Students are prohibited from using personal technology to compromise district networks or access confidential material on district networks. The District may also take disciplinary action against a student who has used personal technology to engage in hacking, trolling, accessing or transmitting inappropriate material, spamming, sending viruses, and/or engaging in illegal or other inappropriate activity while on school property or participating in school-sponsored event;
6. Students are prohibited from using personal technology disruptively or in a manner that potentially compromises the safety of others on school property and during school sponsored events; and
7. To ensure safety and efficiency, students may be prohibited from using personal technology between classes in district hallways, when entering and exiting district transportation, and when required to be in line for activities such as, but not limited to, recess and lunch.

Classroom Use

Elementary classroom teachers may prohibit possession and/or use of personal technology in the classroom. Middle and high school classroom teachers may prohibit possession and/or use of personal technology in the classroom.

Building Administrators may alternatively establish rules related to use of personal technology in the classroom. These rules:

1. Shall comply with this and other student conduct policies;
2. Shall take into account the ages of the students;
3. Shall take into account the availability of district-owned technology for student use;
4. Shall take into account the extent to which personal technology use would disproportionately grant students who have access to it an unfair advantage over those who do not;
5. Shall address cheating and disruptive use of personal technology; and

Use During the School Day Outside Classroom

Elementary students are prohibited from using personal technology during lunch and recess unless granted an exception by the building principal or designee.

Middle school and high school principals shall establish rules regarding student use of personal technology during lunch, break periods, and study hall.

Disciplinary Consequences & Confiscation

Students in violation of any portion of this policy may be subject to disciplinary action in accordance with the district's student conduct policies. In addition, teachers may confiscate personal technology when a student is reasonably suspected of using it to violate this policy or classroom rules. Teachers may keep the personal technology until the end of class or turn it over to the building principal for further action. Teachers

shall make this determination based on the severity of the suspected offense. Under no circumstances shall a teacher or ancillary staff member search personal technology.

The building principal shall determine how long to keep confiscated personal technology based on the following criteria:

1. The nature of the offense; if illegal activity is suspected, the administrator shall contact law enforcement, the Superintendent or designee, and retain the device until further directed by law enforcement or the Superintendent;
2. If the confiscated item is a phone, the principal should consider if the student walks or drives to and from school and potential safety considerations associated with not having the phone in the student's possession; and
3. Other considerations of significance based on the nature of the device confiscated and the student's disciplinary history.

Searches of Personal Technology

The building principal or Superintendent is authorized to search a student's personal technology only when they have reasonable suspicion that the device contains evidence of wrongdoing by a student or potential harm to self or others. Only areas of the device reasonably related in scope to the purpose of the search will be subject to a search (e.g., if a student is texting inappropriate photos, only the device's text messages will be searched). The building principal and Superintendent are authorized to contact legal counsel to help determine the appropriate scope of the search.

If the building principal or Superintendent suspects or finds that a student's personal technology contains content that violates NDCC 12.1-27.1-03.3 or other laws, they shall contact law enforcement. Under no circumstances shall school officials download or transfer sexually explicit content from a student's personal technology. Law enforcement, including school resource officers, must have probable cause to search the device, preferably in the form of a search warrant.

Exceptions

The Superintendent and/or designee is authorized to make exceptions to the prohibitions set forth in this policy for health, safety, or emergency reasons, for students in attendance as active members of a volunteer firefighting organization or volunteer emergency medical service organization, and when use of electronic devices is provided for in a student's Individualized Education Program (IEP).

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

- ACDA, Acceptable Use
- FFI-E, Personal Technology Use & Waiver of Liability
- FFK, Suspension & Expulsion
- FFK-BR, Suspension & Expulsion Regulations
- FGCB, Searches of Students & Student's Personal Possessions

End of Grand Forks Public School District Policy FFI..... Adopted:

REC 02/2020

STUDENT RIGHTS AND RESPONSIBILITIES

The Board affirms those legal rights of students that are guaranteed under the federal and state constitutions and statutes. The Board reminds students that rights also are accompanied by responsibilities.

These rights and responsibilities include:

1. Civil rights, including the rights to equal educational opportunity and freedom from illegal discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school as required by law and to observe school rules and regulations essential for permitting others to learn at school.
3. The right to due process of the law with respect to expulsion, searches and seizures, or administrative decisions that the student believes have injured his/her rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights. Students may exercise their right to freedom of expression through speech, assembly, petition, and other lawful means. The exercise of this right may not interfere with the rights of others. Freedom of expression may not be utilized to present material that is vulgar, slanderous, defames character, advocates violation of law or is in violation of district policy.

The Superintendent shall ensure that students are made aware of the legal authority of the Board and the delegated authority of the staff to make rules and regulations regarding the orderly operation of the school, which uphold the legal rights of students.

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

- FFG, Student Assemblies
- FGBB, Student Prayer During Non-Instructional Time
- FGDB, Student Handbooks

End of Grand Forks Public School District Policy FG Adopted:

REC 11/2021

STUDENTS OF LEGAL AGE

Students of legal age shall be required to abide by all district policies pertaining to students. Students of legal age are permitted to inspect their personal educational record and may represent themselves at an expulsion hearing without parental involvement if they sign a waiver to this effect.

The building principal may also grant students of legal age authority to report their absences and sign authorization forms. Students of legal age must request this permission in writing.

If a student of legal age is claimed as a dependent by his/her parent for tax purposes, the parent is entitled to access to the student’s educational record under FERPA. The District will assume that all students of legal age are claimed as dependents unless a student produces documentation demonstrating otherwise.

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- Complementing NDSBA Templates (may contain items not adopted by the Board)
- FFB, Attendance & Absences
 - FGA, Student Education Records
 - FGA-BR, Student Education Records Access & Amendment Procedure

End of Grand Forks Public School District Policy FGDC Adopted:

REC 12/2014

GRADUATION EXERCISES

The Board wishes to recognize the achievement of high school graduation by annually holding a graduation ceremony.

Participation Criteria

Only students who have completed all district graduation requirements shall participate in the ceremony. The Superintendent is authorized to make exceptions to this policy under the following circumstances:

1. A foreign exchange student, upon successful completion of the school year.
2. A special education student who is unable to meet graduation requirements but will receive a certificate of attendance or special education diploma.

Participation in the graduation ceremony is a privilege not a right. Students who violate student conduct policies/regulations may be denied the privilege of participation in the ceremony at the principal's or superintendent's discretion.

Graduation Speakers

Student graduation speakers shall be selected based on neutral criteria. Student speakers shall have primary control over their speech and the District's policy on student speech at student assemblies shall apply to graduation ceremonies.

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

- FF, Student Conduct & Discipline
- FFG, Student Assemblies

End of Grand Forks Public Schools Policy GDB..... Adopted:

REC 10/2021

OPTING OUT OF STATE AND FEDERAL ASSESSMENTS

Policy Notice Dissemination

In accordance with federal law, at the beginning of the school year, the District shall provide notice of the right to request a copy of this policy to parents/guardians of students attending schools receiving Title I funds. The District will provide a copy of this policy to a requesting parent/guardian in a timely manner.

State Assessments

Districts shall administer the required state assessments to all students in grades designated by law.

A student's parent/guardian may direct the school district in which the student is enrolled not to administer to the student any state test or state assessment required in accordance with NDCC 15.1-21-08. Each school district shall post the Department of Public Instruction's Parental Directive form on its website and make the form available to a parent/guardian, upon request.

Parents/guardians must complete an individual form for each student and each assessment from which they wish to be exempt, as well as the school year in which they are requesting exemption. The form is to be completed each year by the parent/guardian in order for the student to be exempt in the current school year.

National Assessment of Educational Progress

As a condition of receiving federal funds, the District participates in the National Assessment of Educational Progress (NAEP). The National Assessment Governing Board has established a policy recommending a 95 percent participation rate among all students eligible to take the exam. For students classified as either Multilingual Learners or students with disabilities, the National Assessment Governing Board recommends an 85 percent participation rate. If the district sample falls below these goals, it shall be identified in NAEP reporting.

To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. However, student participation in NAEP is voluntary. The District shall provide parents/guardians of eligible students with reasonable notice prior to the exam being administered and an opt-out form. This opt-out form must be returned to the District at least 10 days prior to the exam date to ensure that the District is able to coordinate supervision and alternative activities for students who have opted out.

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

- GCE-E, Notice of Policy Opt Out on Assessments

End of Grand Forks Public School District Policy GCE Adopted:

REC 08/2017

RISK MANAGEMENT

It shall be the policy of the Grand Forks Public School District School Board to take positive actions to reduce the potential liability of the District whenever possible. This will include adequate insurance coverage in compliance with applicable insurance requirements under law, a pro-active safety program, and close supervision of any unemployment compensation and workers' compensation claims.

The safety program will include adequate maintenance and repair of facilities, including playgrounds, and the installation and supervision of playground equipment that is recognized as safe. It will also include accident reports and first-aid and supervision policies that seek to reduce the potential for injury to students, staff, and public.

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

- DEAE, Occupational Safety
- FC, Student Safety & Supervision
- FCBA, Student Dismissal Precautions
- HDD-AR, Donated Playground Equipment
- IA, Buildings & Grounds Management
- IAB, Buildings & Grounds Security Plan
- IEAA, Bus Safety

End of Grand Forks Public School District Policy IDB..... Adopted:

REC 05/2011

PUBLIC REVIEW OF SCHOOL RECORDS

North Dakota has "sunshine laws" which make all government records and meetings open to the public unless a specific law authorizes a record to be withheld. The basic laws are found in the North Dakota Century Code, beginning at §[44-04-17.1](#).

Requesting Public Records

Anyone has the right to access and obtain copies of a public entity's records, regardless of where they live. However, board members are strongly discouraged from reviewing personnel records of licensed staff currently employed with the district. Board members serve as the "jury" during nonrenewal and discharge hearings and should consequently try to remain as objective and impartial as possible.

A request must reasonably identify specific records. The request can be made by any available medium - such as phone, email, or mail - or in person, and does not have to be in writing.

A request for information is not a request for a record.

Requests to review school district office records should be directed to the Superintendent's Office. District office records include personnel files, business functions, facility plans and reports, and curriculum philosophy and offerings.

When a request for records is received, District staff must respond within a reasonable time, either by providing the records or by citing the legal authority for denying the request. What is "reasonable" depends on many factors, including the amount and type of records requested. If asked, the entity must put a denial in writing.

It is not an unreasonable delay or a denial of access under this section to withhold from the public a record that is prepared at the express direction of, and for presentation to, a governing body until the record is mailed or otherwise provided to a member of the body or until the next meeting of the body, whichever occurs first. It also is not an unreasonable delay or a denial of access to withhold from the public a working paper or preliminary draft until a final draft is completed, the record is distributed to a member of a governing body or discussed by the body at an open meeting, or work is discontinued on the draft but no final version has been prepared, whichever occurs first.

If repeated requests for records disrupt other essential functions of the district, the district may refuse to permit inspection of the records, or provide copies of the records.

The district can charge for providing records and may require payment of any estimated charges before fulfilling an open record request.

The district has no obligation to respond to requests for information or to questions about its duties and functions, to explain its decisions or the content of any of its records, to create or compile records, or to convert existing records to another format.

In addition to state law, more detailed information is found in the North Dakota Attorney General's Open Records Guide and Open Records Manual found at <https://attorneygeneral.nd.gov/open-records-meetings/manuals-and-guides/>.

Exempt and Confidential Records

State law lists a number of records that are exempt and may be withheld at the discretion of the district. A list of exempt records, although not exhaustive, is found at <https://attorneygeneral.nd.gov/wp-content/uploads/2022/11/OR-Guide.pdf>.

Unless required by law, exempt records shall not be disclosed or released unless there is a legitimate need for the record in order to conduct school business. For the purpose of this policy, board members are considered employees.

Unless required by law, confidential records shall not be disclosed or released.

Employees should familiarize themselves with the list of exempt and confidential records to ensure they do not disclose or release exempt or confidential records.

The district may take a reasonable amount of time to determine whether an exemption applies and may consult with legal counsel as needed. The Superintendent and/or legal counsel shall have the final decision-making authority on whether to disclose or release an exempt or confidential record.

Record Retention

Record retention schedules determine which records are required to be retained and for how long and complies with all applicable record retention deadlines in state and federal law.

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

- [ABCD](#), Records Retention
- ABCD-E2, Records Retention Schedule
- ABCD-E2, Resolution for Record Destruction

End of Grand Forks Public School District Policy ABCC Adopted:

GFPS 2/2024

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~~ 6-12 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 identity, 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 co-curricular 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 in 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. A cost-sharing agreement with 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: 9/25/2023; x/xx/xxxx

REQ'D 07/2023

Policy 6160

Graduation Requirements

1. Graduation requirements are minimum standards. Students in Grand Forks Public Schools are encouraged to take additional courses during the regular school year and summer school sessions. Alternatives to the required courses for graduation, due to individual circumstances, can be substituted by the senior high principal and approved by the Assistant Superintendent of Teaching and Learning.
2. For the Class of 2012 and on, twenty-four (24) units of credit are required for graduation from both Central High School and Red River High School and shall include the following:

Units of Credit	Subject	Courses
4	English	English I English II English II English IV - Literature/Composition
.5	Speech	Speech
3	Math	Algebra I or Introduction to Algebra I Conclusion 2 Other Math courses
3	Science	Physical Science Biology 1 Other Science course
3	Social Studies	Global Education U.S. History Government/Economics
1.5	Physical Education	Foundations of Fitness 2 Other PE courses
.5	Health	Health
8.5	Electives	Three credits of a foreign language or native American language, fine arts, or career and technical education is required.
24.0	Minimum credits required for graduation	

3. The minimum number of credits required for graduation for students attending Community High School will be twenty two (22) for the Class of 2012 and on. Students will demonstrate successful completion of:

Units of Credit	Subject	Courses
4	English	English I English II English III English IV -Literature/Composition
3	Math	Algebra I or Introduction to Algebra I Conclusion 2 Other Math courses
3	Science	Physical Science Biology 1 Other Science course
3	Social Studies	Global Education U.S. History Government/Economics
.5	Physical Education	Physical Education
.5	Health	Health
8	Electives	Three credits of a foreign language or native American language, fine arts, or career and technical education is required.
22.0	Minimum credits required for graduation	

4. As a graduation requirement, members of the Class of 2017 must achieve 60% accuracy on the civics education test. For the Class of 2018 and all Classes thereafter, students must achieve 70% accuracy on the civics education test as a graduation requirement.

5. For the 2011-2012 school year and on, students at Central High School and Red River High School in grades 9, 10, 11, and 12 will be required to be enrolled in a minimum of six (6) classes per semester.
6. The Grand Forks Public Schools grants diplomas only to those students who have completed the Grand Forks Public Schools' requirements. In addition, to be diploma-eligible, students must be enrolled at the high school during their last semester prior to graduation.

Adopted 1-14-86

Amended 11-24-92, 11-13-06, 9-10-07, 3-11-09, 1-11-10, 4-11-11, 11-23-15

Legal Reference: NDCC 15.1-21-01; NDCC 15.1-21-02; NDCC 15.1-21-02.1; NDCC 15.1-21-04, NDCC 15.1-21-27

Rescind Without Replacement

Brandon Baumbach
Business Manager

Department Phone: 701.787.4885
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: Consideration of Fee Acquisition and Temporary Construction Easement related to North Dakota Department of Transportation Signal Rehab Project Adjacent to Wilder Elementary School
DATE: March 25, 2024



The North Dakota Department of Transportation (NDDOT) will be doing some road rehabilitation along Gateway Drive (US 2), North Dakota. The anticipated start date is May 2025. In order to complete the work, a temporary construction easement is needed.

In recent months the board has approved similar easements for the signal components of the rehabilitation. This is related to the same project but the scope of the easement is to accommodate the road rehabilitation and utility work.

A temporary construction easement is needed for contractor access to the property in the area indicated (Parcels labeled 1-1 and 1-2) on the attached Right of Way Plat, which is inside private property. Surrounding area after the project will be filled in with grass. For this temporary access, they are offering \$9,149.76 compensation. The value is set at \$1.44 per square foot on a total area of 6,354 square feet.

Administrative recommendation is to approve the execution of the attached documents including:

- Memorandum of Offer to Landowner
- Compensation & Parcel Breakdown
- Memorandum agreement
- Notification and appraisal waiver
- Agreement for entry and construction (no compensation)
- Temporary construction easement for parcels 1-1 & 1-2

Attachments:

Memorandum of Offer to Landowner
Compensation & Parcel Breakdown
Memorandum agreement
Notification and appraisal waiver
Agreement for entry and construction (no compensation)
Temporary construction easement for parcels 1-1 & 1-2
Map of Parcels 7-1



MEMORANDUM OF OFFER TO LANDOWNER

North Dakota Department of Transportation
Environmental & Transportation Services
SFN 6777 (3-2017)

PCN

2	3	7	4	0
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Project NHU-6-002(142)355
County Grand Forks
Parcel(s) 1-1 & 1-2

Landowner(s) Independent School District now known as Grand Forks Public School District #1			
Landowner Address P.O. Box 6000	City Grand Forks	State ND	ZIP Code 58206-6000

Valuation Type ☐ Appraisal ☒ Waiver Valuation	Approved Compensation \$9,149.36
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On behalf of the North Dakota Department of Transportation, the right of way agent is hereby authorized to offer the above approved amount as full compensation for the permanent and/or temporary acquisition of the above-identified parcels and all damages incidental thereto.

The attached Compensation and Parcel Breakdown is incorporated with this offer and describes the parcels and/or temporary easement areas that are being acquired for highway purposes.

Notes

ROW AGENT

Name (Type or Print) Tim Splettstaszer	
Agency WSB	
Signature	Date

NDDOT MANAGEMENT APPROVAL

Name (Type or Print) Raymond Barchenger/Program Manager	
Signature	Date

COMPENSATION & PARCEL BREAKDOWN

North Dakota Department of Transportation
Environmental & Transportation Services
SFN 61188 (3-2020)

PCN

2	3	7	4	0
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Addendum to:

- ☒ Memorandum of Offer Page 2 of 2
☐ Memorandum Agreement Page of

Project NHU-6-002(142)355
County Grand Forks
Parcel(s) 1-1 & 1-2

Landowner Name(s) (Type or Print) Independent School District now known as Grand Forks Public School District #1	Initial	Date
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The following valuation breakdown describes parcels and/or temporary easement areas that are being acquired for highway purposes:

Permanent Acquisition ☐ Yes ☒ No

Temporary Acquisition ☒ Yes ☐ No						
Parcel #	Type of Temporary Acquisition	☐ Acres ☒ Sqft	X	Value (Per Acre/Sqft)	=	Parcel Values
1-1 & 1-2	Construction Easement	6,354	X	\$1.44	=	\$9,149.76

Total Temporary Parcel Value	\$9,149.76
Total Temporary Compensation	\$9,149.76

Compensation Breakdown	
Total Permanent Compensation	
Total Temporary Compensation	\$9,149.76
Total Curb Ramp Compensation	
Fencing	
Damages	
Total Compensation Due	\$9,149.76

MEMORANDUM AGREEMENT

North Dakota Department of Transportation
Environmental & Transportation Services
SFN 6776 (3-2020)

PCN

2	3	7	4	0
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Project NHU-6-002(142)355
County Grand Forks
Parcel(s) 1-1 & 1-2

Landowner Name(s) Independent School District now known as Grand Forks Public School District #1			
Landowner Address P.O. Box 6000	City Grand Forks	State ND	ZIP Code 58206-6000

Executed Document(s) (check all applicable): ☒ Temporary Construction Easement, ☒ Agreement for Entry Without Compensation, ☐ Warranty Deed, ☐ Subordination of Rights, ☐ Permanent Maintenance Easement, ☐ Other Type(s)
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Date Executed	Total Compensation \$9,149.76
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The Landowner(s), listed above, did execute a document on the date listed above, conveying to the state of North Dakota for the use and benefit of the North Dakota Department of Transportation, hereinafter referred to as (NDDOT), the above-identified parcel(s) of property, as shown on the right of way plats.

The attached Compensation and Parcel Breakdown is incorporated with this agreement and describes the parcels and/or temporary easement areas that are being acquired for highway purposes.

Check and initial the following applicable terms of this agreement

Landowner(s) Initials

☒	1. The state assumes ownership of all trees within the right of way excepting that the Landowner(s) may remove or use said trees prior to construction.	
☐	2. feet of fence to be moved by the owner prior to construction of the highway.	
☐	3. The Landowner(s) will be permitted to use any cattle pass or drainage structures installed for a cattle or stock pass at their own risk. The state will provide the necessary maintenance for highway purposes. The Landowner(s) will provide the necessary maintenance for use as a stock pass.	
☒	4. NDDOT will not maintain any service road except those shown on the right of way plat.	
☒	5. Access will be provided throughout the construction process.	
☐	6. The Landowner(s) agree(s) to joint payment with mortgagee, if requested by the mortgagee.	
☒	7. The Landowner(s) shall inform any and all tenant(s) of proposed work.	

Additionally	Landowner(s) Initials
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This agreement is now made and entered as a memorandum of all of the terms, and the only terms agreed upon in connection with this settlement.

The NDDOT director, or his/her assigns, must approve all settlements. NDDOT will notify the Landowner(s) in writing if **this settlement is not approved**. Payment by the state must await approval of title and processing of a voucher and warrant through the offices of the state auditor and treasurer. Now, therefore, as a memorandum agreement of the parties, the undersigned do hereby execute and deliver this document. This agreement was reached without coercion, or promises other than those shown in the agreement, or threats of any kind whatsoever by, or to, either party. The right of way agent has no direct or indirect present or contemplated future personal interest in the parcels or in any benefit from the acquisition of such property.

This Agreement may be executed in several counterparts, each of which shall be deemed an original but all of which shall constitute one and the same instrument.

EXECUTED the date last signed below.

LANDOWNER

Name (Type or Print) Independent School District now known as Grand Forks Public School District #1 By: Brandon Baumbach Its: Business Manager	
Signature	Date

WITNESS

Name (Type or Print)	
Signature	Date

ROW Agent

Name (Type or Print) Tim Splettstaszer	
Agency/Firm WSB	
Signature	Date

NDDOT ROW Agent

Name (Type or Print) Mary L Fahlsing	
Signature	Date

NDDOT Management Approval

Name (Type or Print) Raymond Barchenger/Program Manager	
Signature	Date

NOTIFICATION AND APPRAISAL WAIVER

North Dakota Department of Transportation
Environmental & Transportation Services
SFN 60794 (1-2019)

PCN

2	3	7	4	0
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Project NHU-6-002(142)355
County Grand Forks
Parcel(s) 1-1 & 1-2

Landowner(s) Independent School District now known as Grand Forks Public School District #1			
Landowner(s) Address P.O. Box 6000	City Grand Forks	State ND	ZIP Code 58206-6000

State and federal laws require just compensation be established and that a prompt written offer be made to acquire your property for the full fair market value. In no event will the amount offered be less than the state's approved value. The NDDOT will provide you with a written summary of the value established as just compensation in your offer.

I/we, the undersigned, understand that we are entitled to receive just compensation for our property being acquired by the North Dakota Department of Transportation (NDDOT) to construct the above-named highway project.

Check One of the Following:	
☐	I/we do not wish to receive just compensation, but agree to donate the area, or a portion thereof, necessary for construction as shown on the plat(s).
☒	I/we acknowledge payment is based on waiver valuation. (NDDOT minimum payment policy is \$300 for temporary acquisition or \$600 for permanent acquisition)
☐	The acquisition was valued over \$10,000 but under \$25,000. I/we agree to receive the payment based on waiver valuation.
☐	The acquisition was valued over \$10,000 but under \$25,000. I/we wish to have my property interest appraised. (Please note that if an Appraisal is requested, the appraised value will replace the value based on waiver valuation.) -In compliance with the Uniform Relocation Assistance and Land Acquisition Policies Act of 1970 (Public Law 91-646), the owner or their designated representative shall be given an opportunity to accompany the appraiser during the inspection of the property. I/we ☐ do ☐ do not wish to accompany the appraiser during the inspection of the property.
☐	I/we acknowledge payment is based on the Appraisal and the opportunity was given to accompany the appraiser during the property inspection. (Appraisals are required if the acquisition is complicated or estimated to be over \$25,000.)

It is understood that any changes in these plans, adverse to our property, will make this agreement null and void.

This Agreement may be executed in several counterparts, each of which shall be deemed an original but all of which shall constitute one and the same instrument.

LANDOWNER(S)

Name (Type or Print) Independent School District now known as Grand Forks Public School District #1 By: Brandon Baumbach Its: Business Manager		Name (Type or Print)	
Signature	Date	Signature	Date

ROW AGENT

Name (Type or Print) Tim Splettstaszer	Agency/Firm WSB	
Signature		Date

AGREEMENT FOR ENTRY AND CONSTRUCTION (NO COMPENSATION)

North Dakota Department of Transportation
Environmental & Transportation Services
SFN 50882 (10-2017)

PCN

2	3	7	4	0
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Project
NHU-6-002(142)355

Parcel(s)
1-1 & 1-2

Purpose of Project
Concrete Panel Repair and Grinding of US Highway 2/Gateway Drive (Red River to I-29)

Landowner(s)
Independent School District now known as Grand Forks Public School District #1

Landowner(s) Address
P.O. Box 6000

City
Grand Forks

State
ND

ZIP Code
58206-6000

This agreement, is between the state of North Dakota, acting by and through its Director of Transportation, hereinafter referred to as NDDOT, whose address is 608 East Boulevard Avenue, Bismarck, North Dakota 58505- 0700, and the above-named Landowner.

WITNESSETH, that the Landowner(s), for and in consideration of the sum of one dollar and other valuable consideration, the receipt of which is hereby acknowledged, does hereby grant to the NDDOT, the right to enter upon the property of the Landowner(s) for the purpose of the project stated above and as shown in plans on file with NDDOT. The parcel(s) of land is located in:

Location Lots 1 & 3, Block 46, McCormack's 2nd Addition (NE4)	Section 4	Township 151	Range 50	County Grand Forks
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This Agreement may be executed in several counterparts, each of which shall be deemed an original but all of which shall constitute one and the same instrument.

EXECUTED the date last signed below.

GRANTOR(S):

Name (Type or Print)
Independent School District now known as Grand Forks Public School District #1
By: Brandon Baumbach
Its: Business Manager

Signature

Date

WITNESS

Name (Type or Print)

Signature

Date

ROW AGENT

Name (Type or Print) Tim Splettstaszer	
Agency WSB	
Signature	Date

NDDOT APPROVAL

Name (Type or Print) Raymond Barchenger	
Title Program Manager	
Signature	Date

TEMPORARY EASEMENT

North Dakota Department of Transportation
Environmental & Transportation Services
SFN 5417 (1-2019)

TEMPORARY CONSTRUCTION EASEMENT

PCN

2	3	7	4	0
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Project
NHU-6-002(142)355

Parcel(s)

1-1 & 1-2

Purpose of Easement (Check all that apply): ☐ Grading (including fills/cuts for driveway/highway, slope tie-ins/transitions)
☐ Drainage ☒ Fencing ☐ Staging area ☐ Sidewalk and/or curb ramp improvements ☒ Other

Grantor(s)
Independent School District now known as Grand Forks Public School District #1

Grantor(s) Address
PO Box 6000

City
Grand Forks

State
ND

ZIP Code
58206-6000

Date

County
Grand Forks

This easement, between Grantor(s) whose name and address is listed above and state of North Dakota for the use and benefit of the North Dakota Department of Transportation, hereinafter referred to as the NDDOT, whose address is 608 East Boulevard Avenue, Bismarck, North Dakota 58505-0700.

WITNESSETH, that the Grantor(s), for and in consideration of the sum of one dollar and other valuable consideration to them in hand paid by NDDOT, the receipt whereof is hereby acknowledge, hereby grant, unto NDDOT, its successor and assigns, a temporary easement over land lying and being in the county listed above, State of North Dakota, and more specifically described as follows, to wit:

Parcel Number 1-1

A portion of Lots 1 and 3, Block 46, McCormack's Second Addition, City of Grand Forks, County of Grand Forks, State of North Dakota, described as follows and as shown on plat 1 of 1:

A strip of land 35 feet wide, the northerly and southerly lines of which are parallel. The northerly line of said strip being 33 feet southerly of and parallel with the following described centerline as surveyed:

Beginning at the NE corner of section 4, Township 151 N, Range 50 W, of the 5th Principal Meridian, with the easterly end of said strip being the easterly line of the northeast quarter of section 4; thence westerly along the north line of section 4, and along the survey centerline of US 2, S 87 deg. 28 min. 51 sec. W a distance of 22.42 feet to the end of the 35 foot strip, the westerly end of said strip being the northwesterly line of said Lot 1.

It is a condition of this easement that it shall not be filed for record and that all rights conveyed to the state of North Dakota and North Dakota Department of Transportation by this instrument shall terminate upon completion of construction of said project, or in five years from the date of conveyance, whichever comes first.

Said strip is shown on the plat as parcel 1-1 and contains 1,294 square feet more or less, and is subject to any easements or rights of way previously acquired.

END OF DESCRIPTION.

The legal description was prepared by Curtis A. Skarphol, Houston Engineering, Inc., 1401 21st Ave North, Fargo, North Dakota 58102.

Parcel Number 1-2

A portion of Lots 3, 5, 7, 9, 11 and 13, Block 46, McCormack's Second Addition, City of Grand Forks, County of Grand Forks, State of North Dakota, described as follows and as shown on plat 1 of 1:

A strip of land 35 feet wide, the northerly and southerly lines of which are parallel. The northerly line of said strip being 33 feet southerly of and parallel with the following described centerline as surveyed:

Beginning at the NW corner of section 3, Township 151 N, Range 50 W, of the 5th Principal Meridian, with the westerly end of said strip being the westerly line of the northwest quarter of said section 3; thence easterly along the north line of section 3, and along the survey centerline of US 2, N 87 deg. 28 min. 51 sec. E a distance of 123.75 feet to the end of the 35 foot strip, the easterly end of said strip being the northeasterly line of said Block 46.

It is a condition of this easement that it shall not be filed for record and that all rights conveyed to the state of North Dakota and North Dakota Department of Transportation by this instrument shall terminate upon completion of construction of said project, or in five years from the date of conveyance, whichever comes first.

Said strip is shown on the plat as parcel 1-2 and contains 5,060 square feet more or less, and is subject to any easements or rights of way previously acquired.

END OF DESCRIPTION.

The legal description was prepared by Curtis A. Skarphol, Houston Engineering, Inc., 1401 21st Ave North, Fargo, North Dakota 58102.

This easement grants to the NDDOT, the right of ingress and egress for the purpose of this project as stated above, so long as this easement shall remain in full force and effect. This easement does not change the current use of the subject parcel(s).

Grantor(s) shall not alter the condition of the land during the term of this easement. Grantor(s) shall not store equipment or other property on the easement during the term of the easement, except for those existing fixtures that will not interfere with NDDOT's use of this easement.

It is a condition of this easement that it shall not be filed for record and that all rights conveyed to the state of North Dakota and NDDOT by this instrument shall terminate upon completion of construction of said project, or in five years from the date of conveyance, whichever comes first. If an easement is necessary for more than one construction year, the temporary easement payment (as shown on the compensation and parcel breakdown within the memorandum agreement) will be made for each additional year of construction, up to four years.

This Agreement may be executed in several counterparts, each of which shall be deemed an original but all of which shall constitute one and the same instrument.

EXECUTED the date last signed below.

GRANTOR(S)

Name (Type or Print) Independent School District now known as Grand Forks Public School District #1 By: Brandon Baumbach Its: Business Manager	
Signature	Date

WITNESS

Name (Type or Print)	
Signature	Date

ROW AGENT

Name (Type or Print) Tim Splettstaszer	
Agency/Firm WSB	
Signature	Date

NDDOT APPROVAL

Name (Type or Print) Raymond Barchenger	
Title Program Manager	
Signature	Date

PROJECT NO.	PCN	PARCEL	PLAT NO.	SUPPLEMENTS
NHU-6-002(142)355	23740	1-1	1 of 1	ONE
MILE 355		1-2		

PARCEL No. 1-1 & 1-2 Owner Name Revised on 3/7/2024 [KLordal]

Lots 1 and 3, Block 46
McCormack's 2nd Addition
NE 1/4 3-151-50
Parcel 1-1 1,294 SF
Temporary Construction Easement
Independent School District #1
Grand Forks Public School District #1
P.O. Box 6000
Grand Forks, ND 58206-6000

Lots 5, 7, 9, 11, and 13, Block 46
McCormack's 2nd Addition
NW 1/4 3-151-50
Parcel 1-2 5,060 SF
Temporary Construction Easement
Independent School District #1
Grand Forks Public School District #1
P.O. Box 6000
Grand Forks, ND 58206-6000

Sec 34
T-152-N
R-50-W

Sec 33
T-152-N
R-50-W

Sec 4
T-151-N
R-50-W

Sec 3
T-151-N
R-50-W

McCormack's 2nd Addition

NORTH DAKOTA
DEPARTMENT OF TRANSPORTATION
RIGHT OF WAY PLAT
PROJECT NO. NHU-6-002(142)355
GRAND FORKS COUNTY
APPROVED
Curtis A. Skarphol
DATE

SURVEYOR'S SEAL
This document is preliminary and not for recording or implementation purposes.

LEGEND
☐ Iron Monument found
☒ Iron Pin R/W Monument
☒ Iron Pin Reference Monument
☒ Alignment Monument
☒ Controlled access point

GRAPHIC SCALE (in feet)
0 60 120 180
1" = 60'

Basis of bearing is: Grid North

All coordinates on this sheet are Grand Forks County ground coordinates BY A REGISTERED LAND SURVEYOR.
They are derived from the NAD 83 (2011) Reference Frame:
North Dakota North Zone, Combination Factor (cf) = 0.9998805 (International Foot)
Assumed Coordinates

THIS PLAT IS FOR INFORMATION ONLY.
THE DATA ON THE PLAT IS NOT OFFICIAL UNTIL THE PLAT IS SEALED AND SIGNED BY A REGISTERED LAND SURVEYOR.