

NOTICE OF REGULAR MEETING OF THE SCHOOL BOARD

GRAND FORKS PUBLIC SCHOOL DISTRICT #1

Monday, April 8, 2024 – 6:00 PM

Mark Sanford Education Center (Enter at West Door #3)

2400 47th Avenue South, Grand Forks, ND

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

AGENDA

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

- | | |
|---------|---|
| 6:00 pm | 1. CALL TO ORDER AND PLEDGE OF ALLEGIANCE |
| | A. Reading of School Board Meeting Norms |
| 6:01 pm | 2. APPROVAL OF AGENDA |
| 6:02 pm | 3. CELEBRATING SUCCESS |
| | A. Classified and Certified Employees of the 3 rd Quarter |
| | B. Wilder Elementary School |
| 6:27 pm | 4. APPROVAL OF MINUTES |
| | A. March 25, 2024 |
| 6:28 pm | 5. PUBLIC COMMENTS |
| | <i>Individuals wishing to address the school board are asked to complete a Public Comment Card, submit it to the school board secretary before the start of the meeting, and wait to be invited to speak. Each person may speak for up to three (3) minutes. No individual may speak on the same topic more than once. The chairperson reserves the right to limit the comments and the number of speakers. School Board members shall not engage in a response or enter a debate about any issue(s) brought before the board during this portion of the meeting. Public comments and concerns will be directed to the Superintendent of Schools, who will deal with them according to policies adopted by the Board.</i> |
| | 6. SUPERINTENDENT'S RECOMMENDATIONS FOR DISCUSSION |
| 6:34 pm | A. Demographer's Enrollment Analysis |
| 7:19 pm | B. Public Forum Follow-up |
| | 7. SUPERINTENDENT'S RECOMMENDATIONS FOR ACTION |
| 7:29 pm | A. Consent Agenda |
| | 1. Resignations |
| 7:30 pm | B. Consideration of Food Service Equipment Bids |
| 7:40 pm | C. Selection of Real Estate Agency for Building Trades Project Houses |
| 7:45 pm | D. Consideration of Use of Building Fund for Roof Restoration and Authorization to Submit School Construction Approval Request and School Facility Plan (<i>Strategic Plan Area 3</i>) |
| 7:55 pm | E. Consideration of Use of Building Fund for Envelope Restoration and Authorization to Submit School Construction Approval Request and School Facility Plan (<i>Strategic Plan Area 3</i>) |
| 8:05 pm | F. Policy Review |
| 8:15 pm | 8. OTHER |
| 8:20 pm | A. Announcements |
| | B. Board Requests for Future Consideration |
| | <i>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.</i> |
| | C. School Board Meeting Norms – How did we do? |
| 8:25 pm | 9. ADJOURNMENT |

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

Grand Forks Public School District #1

School Board Meeting Norms

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

NORMS

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

GOVERNANCE

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

OTHER

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



Dr. Terry Brenner
Superintendent of Schools

Phone: 701.787.4880
Fax: 701.772.7739
tbrenner270@mygfschools.org

MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Celebrating Success – Classified and Certified Employees of the 3rd Quarter
DATE: April 8, 2024

TB

At the meeting, Brenda Newman, Cook Manager at South Middle School, will be introduced as the Classified Employee of the 3rd Quarter by Ms. Wendy Mankie, Child Nutrition Director. Ms. Mankie will provide a few remarks on behalf of Brenda as the recipient. Board Member Flynn will present the plaque.

Additionally, Cara Davis, Career Educator at Mark Sanford Education Center, will be introduced as the Certified Employee of the 3rd Quarter by Mr. Eric Ripley, Executive Director. Mr. Ripley will provide a few remarks on behalf of Cara as the recipient. Board Member Lunn will present the plaque.

cj



Mark Sanford Education Center
2400 47th Ave. S
Grand Forks, ND 58201-3405



PO Box 6000
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.

Wilder Elementary Celebrating Success

2023-2024

“Where you Belong!”

Our Wilder Family



Care & Support

Meaningful care and support of educators is not based on episodes of appreciation or momentary acts of support. Instead, building reliable systems that deploy time and resources to the relationships, materials, and development of professionals is the foundation of authentic care.

[Home](#)[Care & Support](#)[Time Management](#)[Voice & Decision-Making](#)

Staff in my school work well as a team.



Our staff actively builds a positive workplace.



Adults in my school, regardless of position, establish good relationships.



I feel physically safe at school.



Wilder Elementary Schoolwide Goals 2023-2024

Proficiency Goal:

Students in grades K-5 will increase their proficiency score by 5% in math and reading as measured by STAR (state level) & STAR Early Literacy (district level) by May 30th, 2024.

Reading 39.5% to 44.5% & Math 28.5% to 33.5%

Growth Goal:

65% of all students in grades K-5 will attain a SGP of 50 by 5/30/24 as measured by the fall to spring STAR assessment, STAR Early Literacy and Math.

Targeted Support and Improvement School

Opportunity for Growth

What does it mean to be Targeted?

Set additional goals~ big enough to matter, small enough to win!

- Overall TSI goal: 80% of Partially Proficient students on NDSA during 2022-23 will increase to proficient level on NDSA in 2023-24 (=16.8 students out of 21 in 4th/5th grade)

- **March '24 = STAR STATE**
- **Reading 67% (6 students)**
- **Math 45% (5 students)**

- Create Plan-Do-Study-Act cycles to help reach our goals

PDSA Cycles

Kindergarten- Increase Language
4th Grade- Increase Proficiency in Math
2nd Grade- Increase Fluency

Increase Family Engagement

Increase Family Engagement opportunities that focus on ways to support learners at home.
Families support learning = Children success in school increases

Targeted Small Group Instruction

Increase assessment periods and meet with grade level teams regularly to place students in appropriate skill based groups

Enrollment & Attendance

2023-24

Wilder's Enrollment = 186 students, ECSE 7 students

Free/Reduced = 57.5%

Attendance Rate

*40 Day = 8% chronic absenteeism

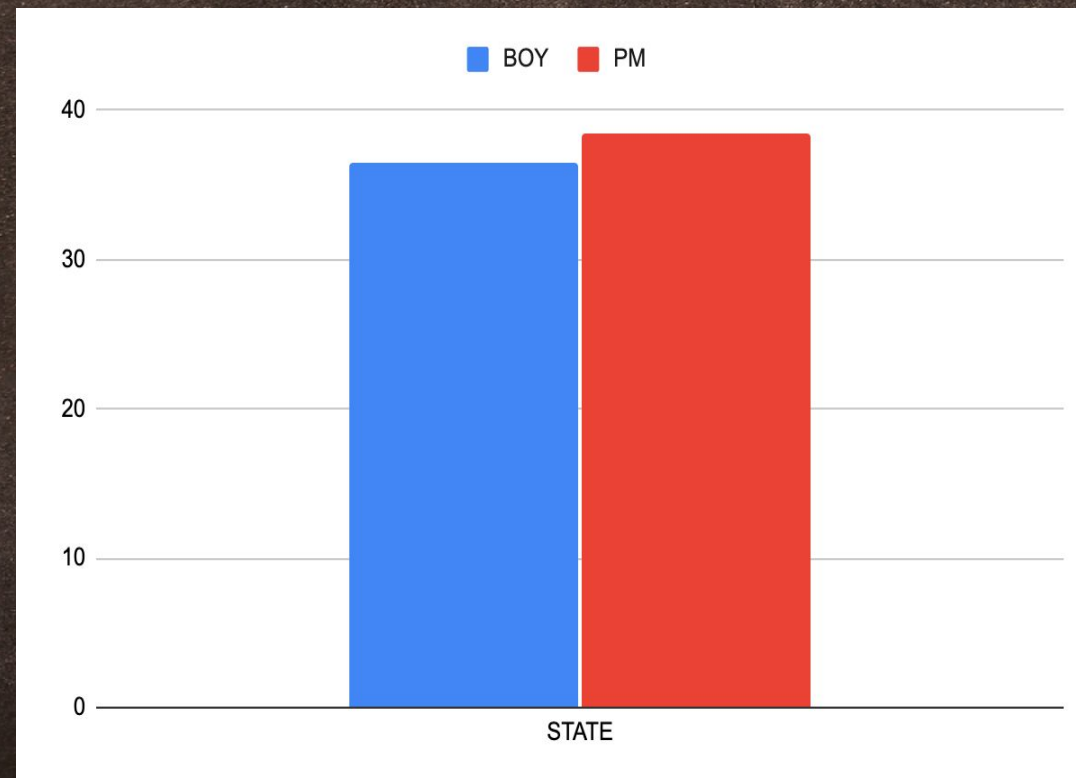
*80 Day = 19% chronic absenteeism

*120 Day = 23% chronic absenteeism

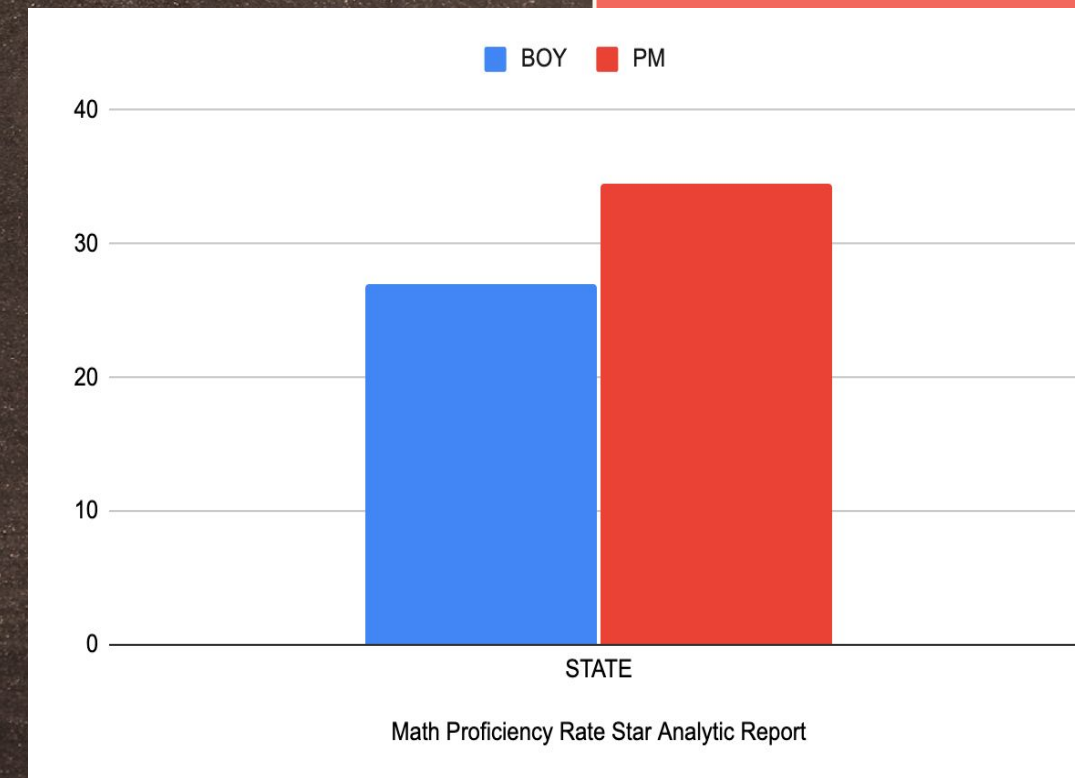
Success with Tier III = two out of three students referred increased attendance. Other student moved from Wilder.

Wilder Overall Reading and Math Proficiency STAR Data

As of March 2024



Reading Increase of 2%



Math Increase of 7.5%

Reading

Winter 2022-23
33.6%

Winter 2023-24
43.6%

Spring 2022-23
39.8%

Progress
Monitoring
2023-24
38.5%

Math

Winter 2022-23
30%

Winter 2023-24
33%

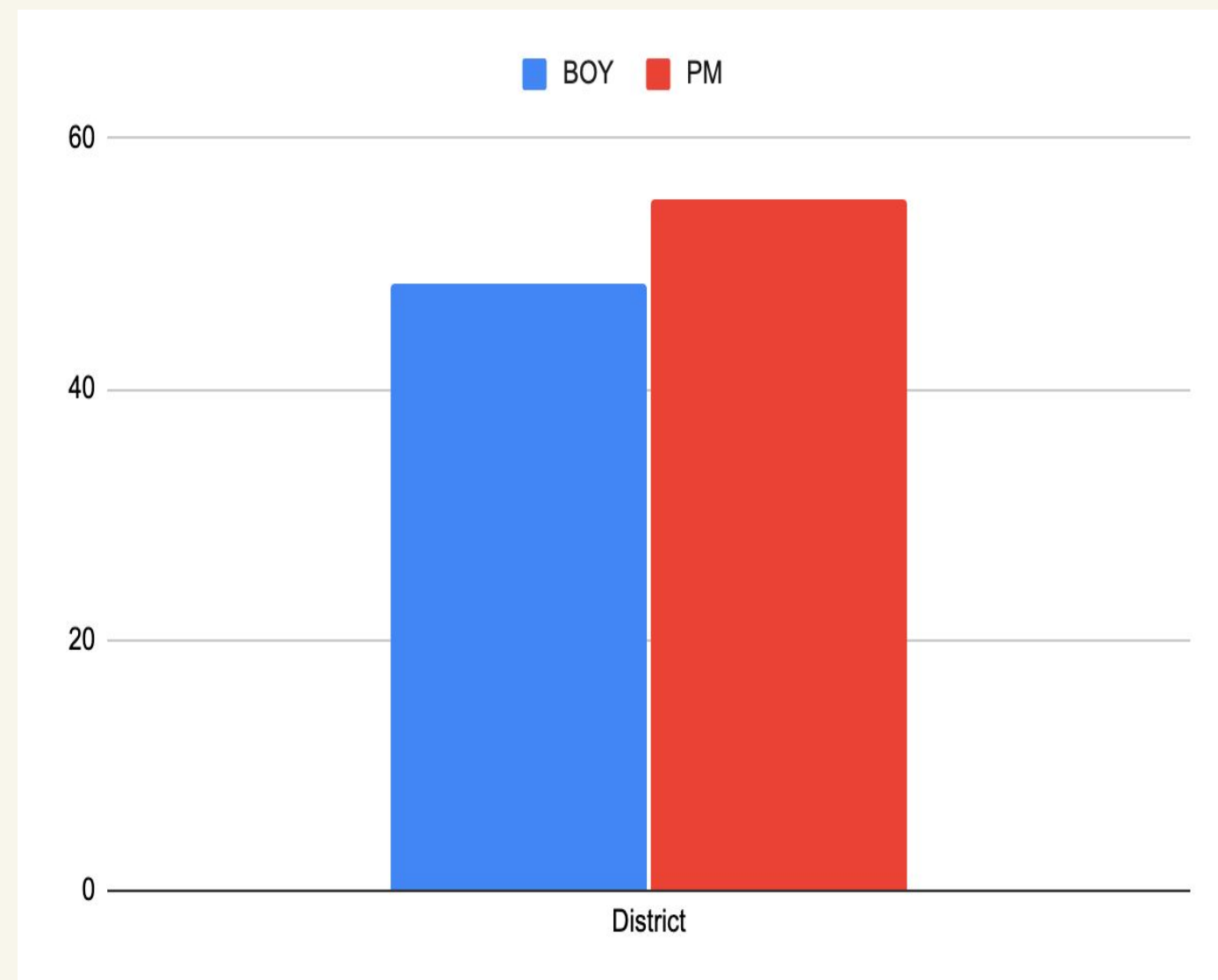
Spring 2022-23
28.5%

Progress
Monitoring
2023-24
34.5%

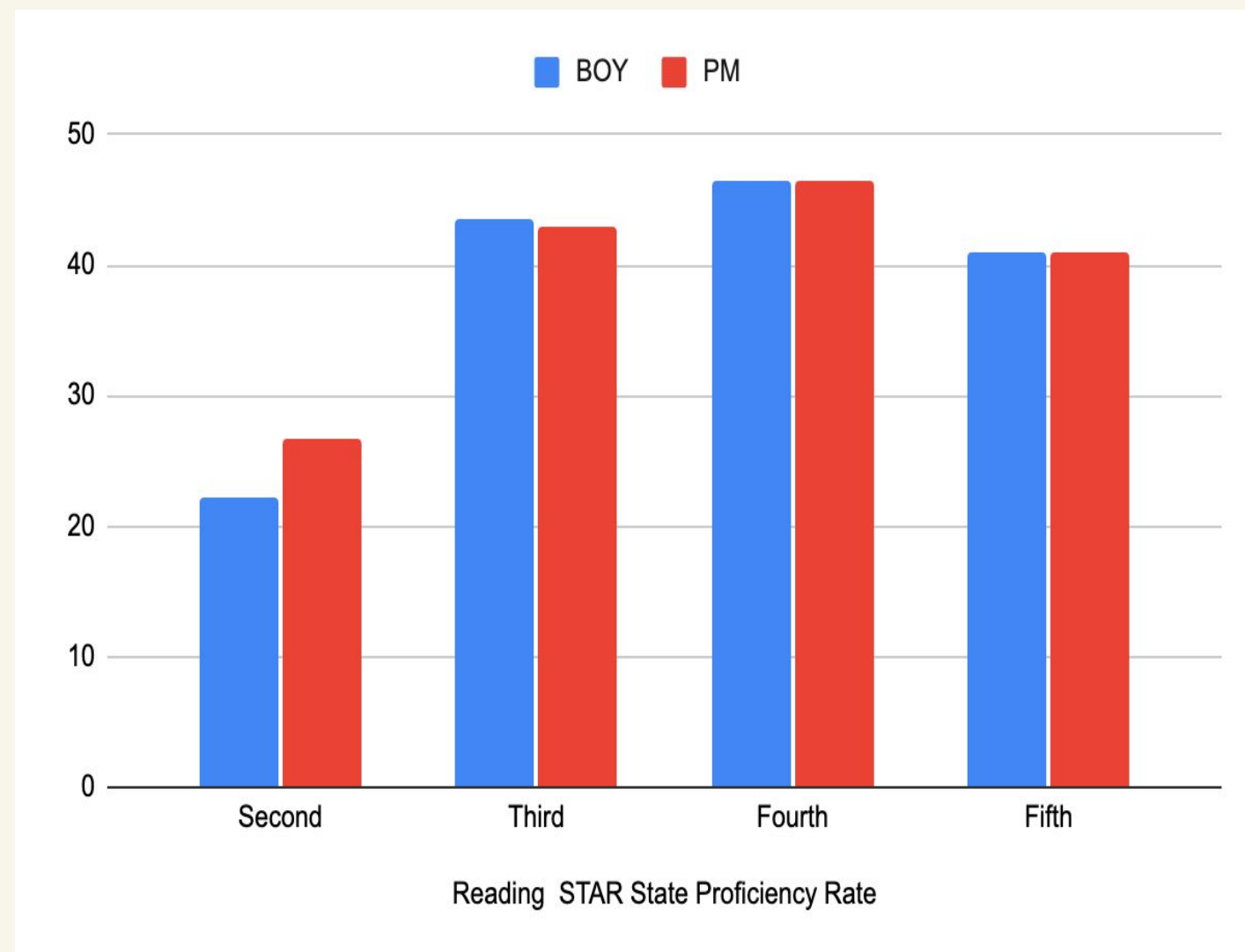
STAR State Level Data Fall to
Progress Monitor Window (March)

K-5 Reading Proficiency Rate Fall to March

Reading K-1st



Reading 2nd-5th



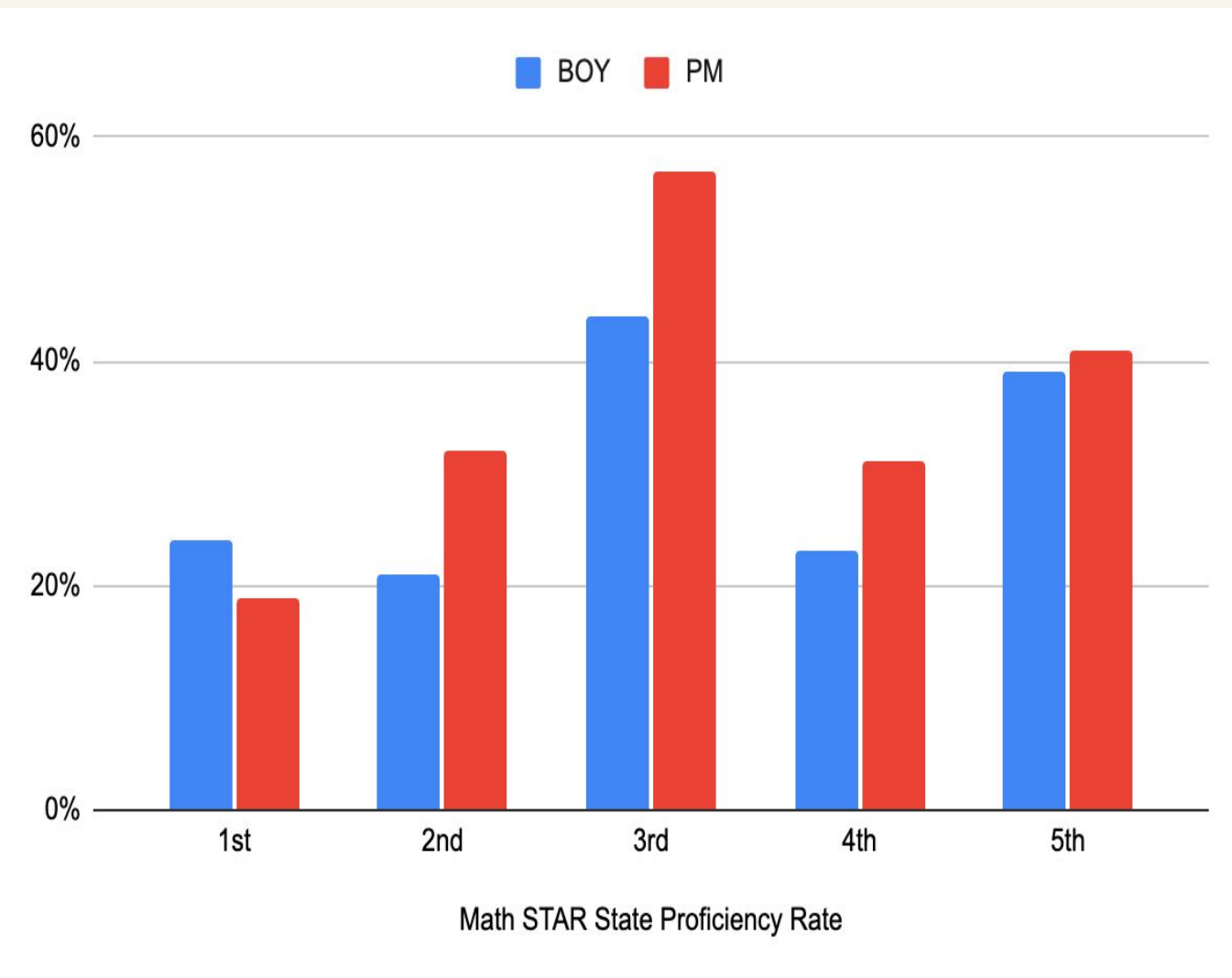
STAR Analytic Report: Overall District level

STAR Analytic Report: STAR STATE level

1st-5th Math Proficiency Rate Fall to March

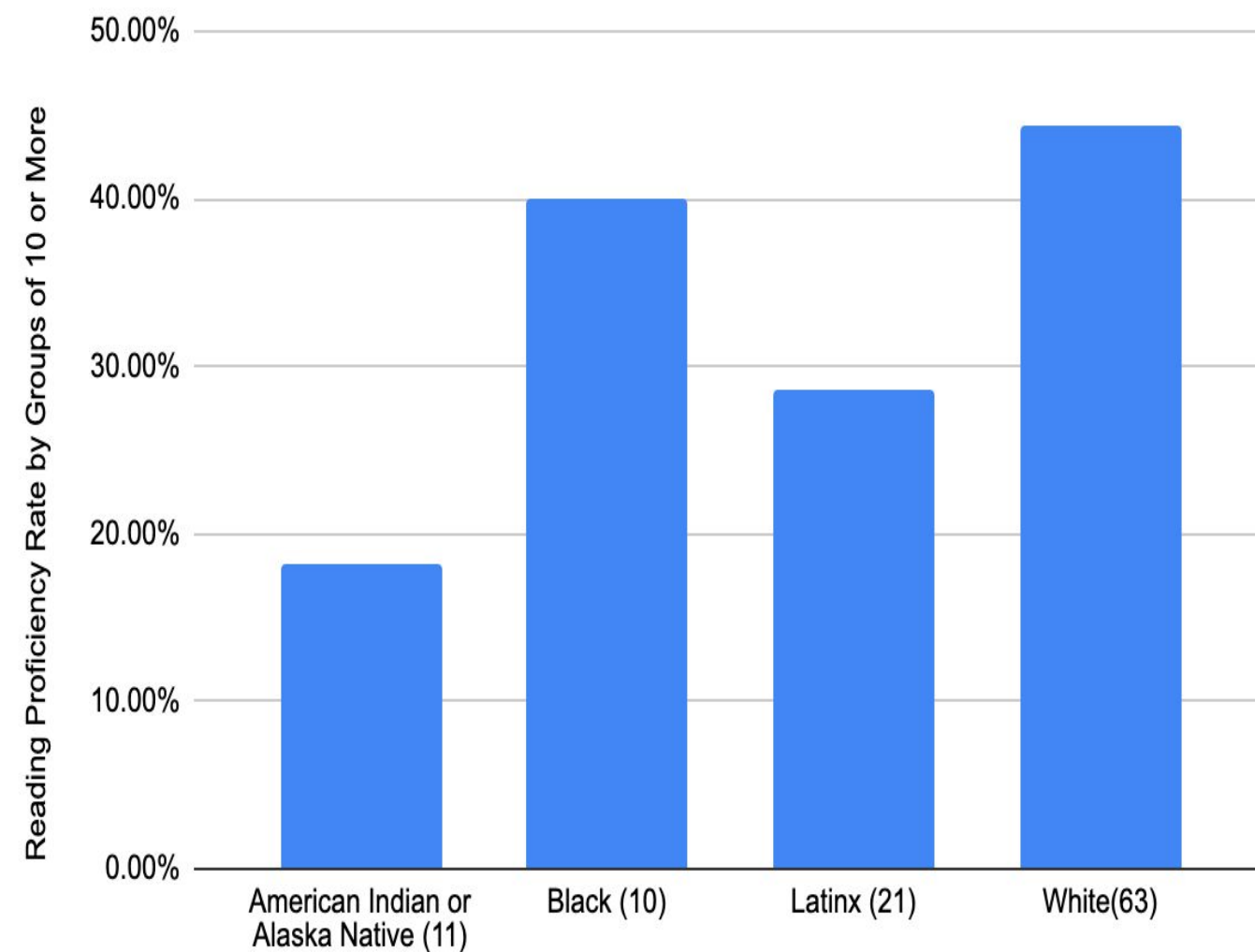
No Math Data Point
for Kindergarten

Math- 1-5



Proficiency Rate Reading & Math by Groups

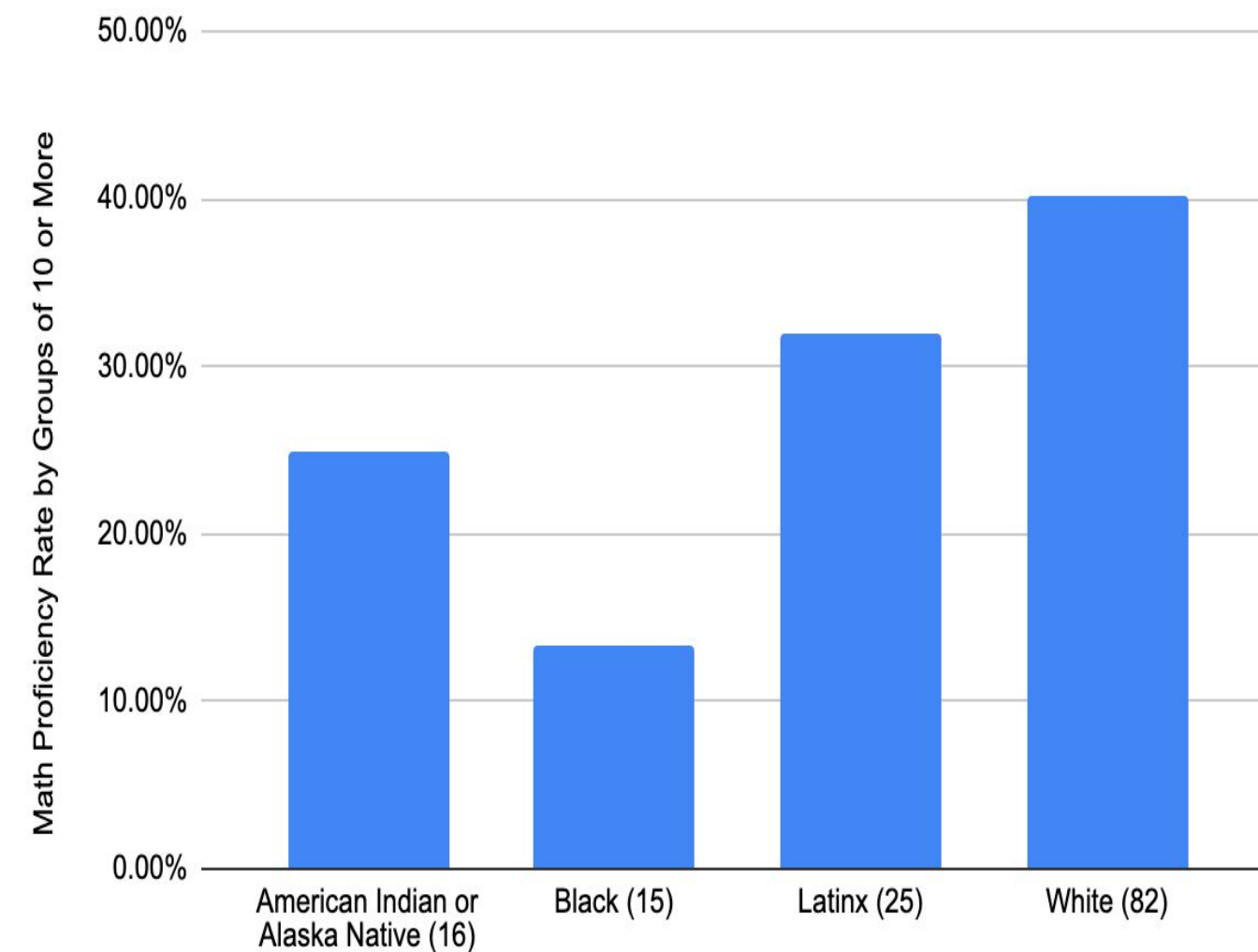
Reading



Overall Special Ed

Fall: 9.1% Progress Monitoring: 11.1%

Math



Overall Special Ed

Fall: 10% Progress Monitoring: 17.6%

Wilder Overall Growth Data

As of March 2024

75.8%

50 of 66 students scored at or above typical growth (35th current SGP) from Fall to the given test period

This is up 18% from Fall to Winter 2022-2023

Reading K-1st

75.5%

83 of 110 students scored at or above typical growth (35th current SGP) from Fall to the given test period

This is up 12% from Fall to Winter 2022-2023

Reading 2nd-5th

71.7%

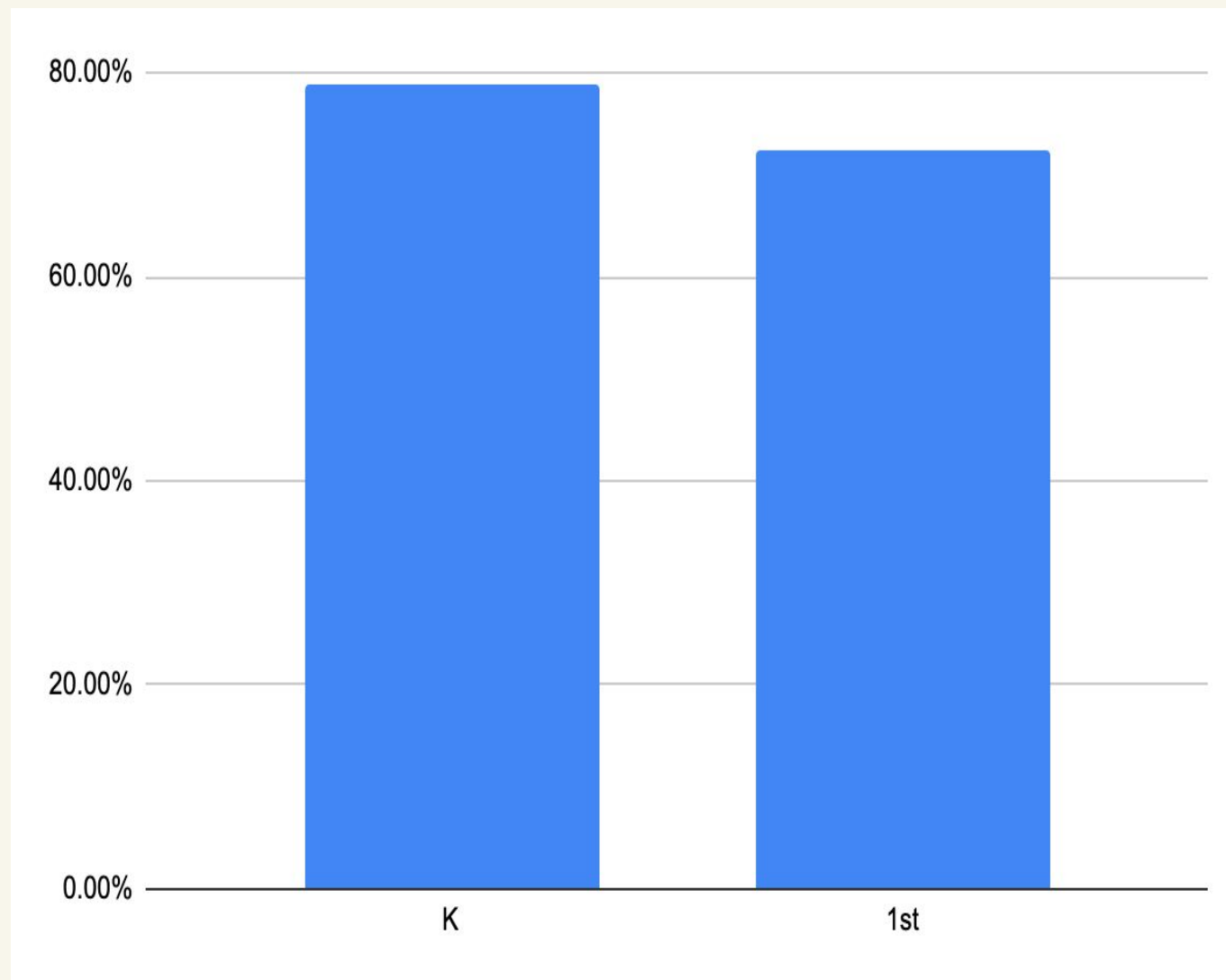
104 of 145 students scored at or above typical growth (35th current SGP) from Fall to the given test period

This is up 16% from Fall to Winter 2022-2023

Math 1st-5th

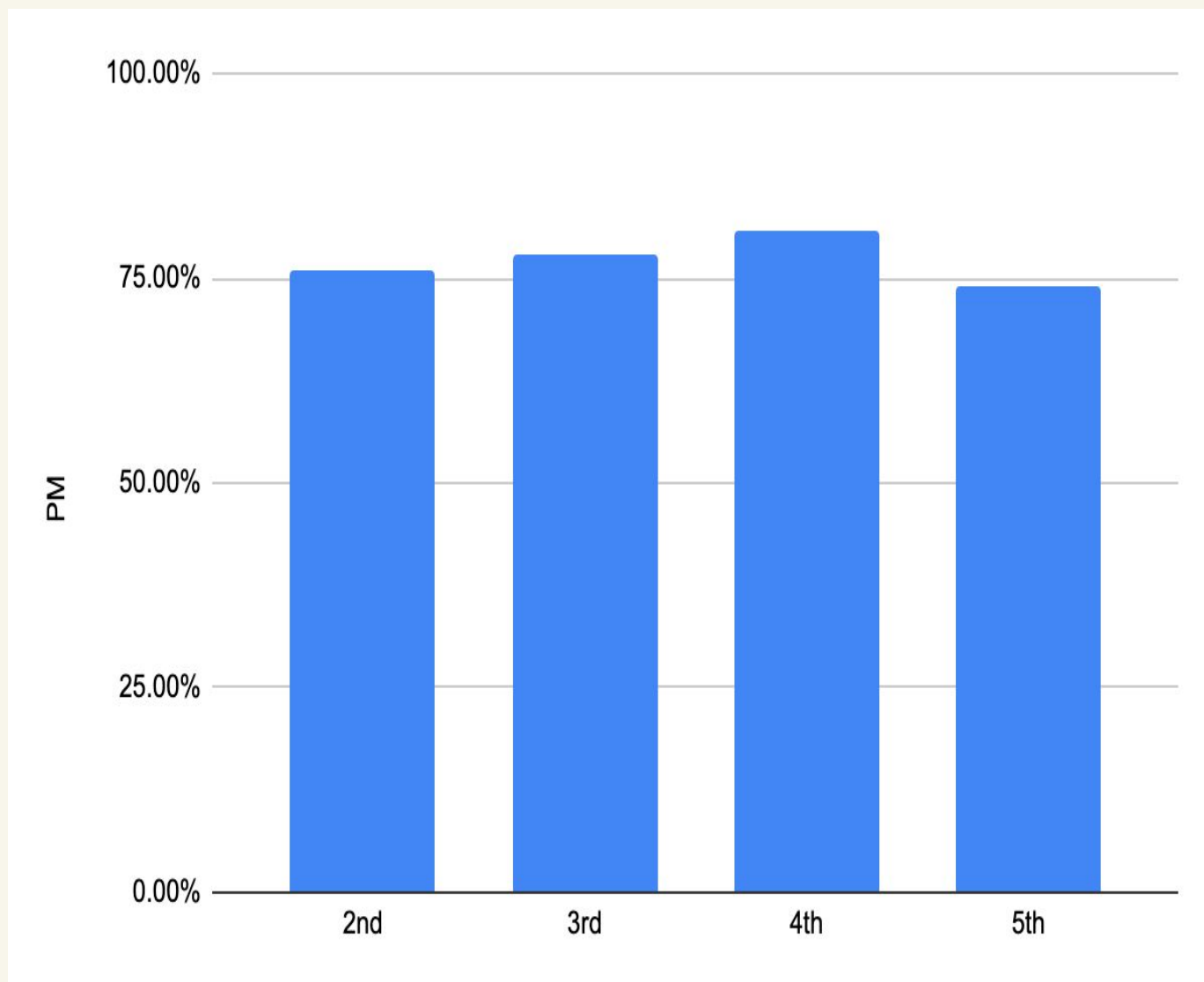
Growth Rate K-5th Reading Fall to March

K-1 Early Literacy



2022-23 Fall to Winter Overall Rate: 56.9%

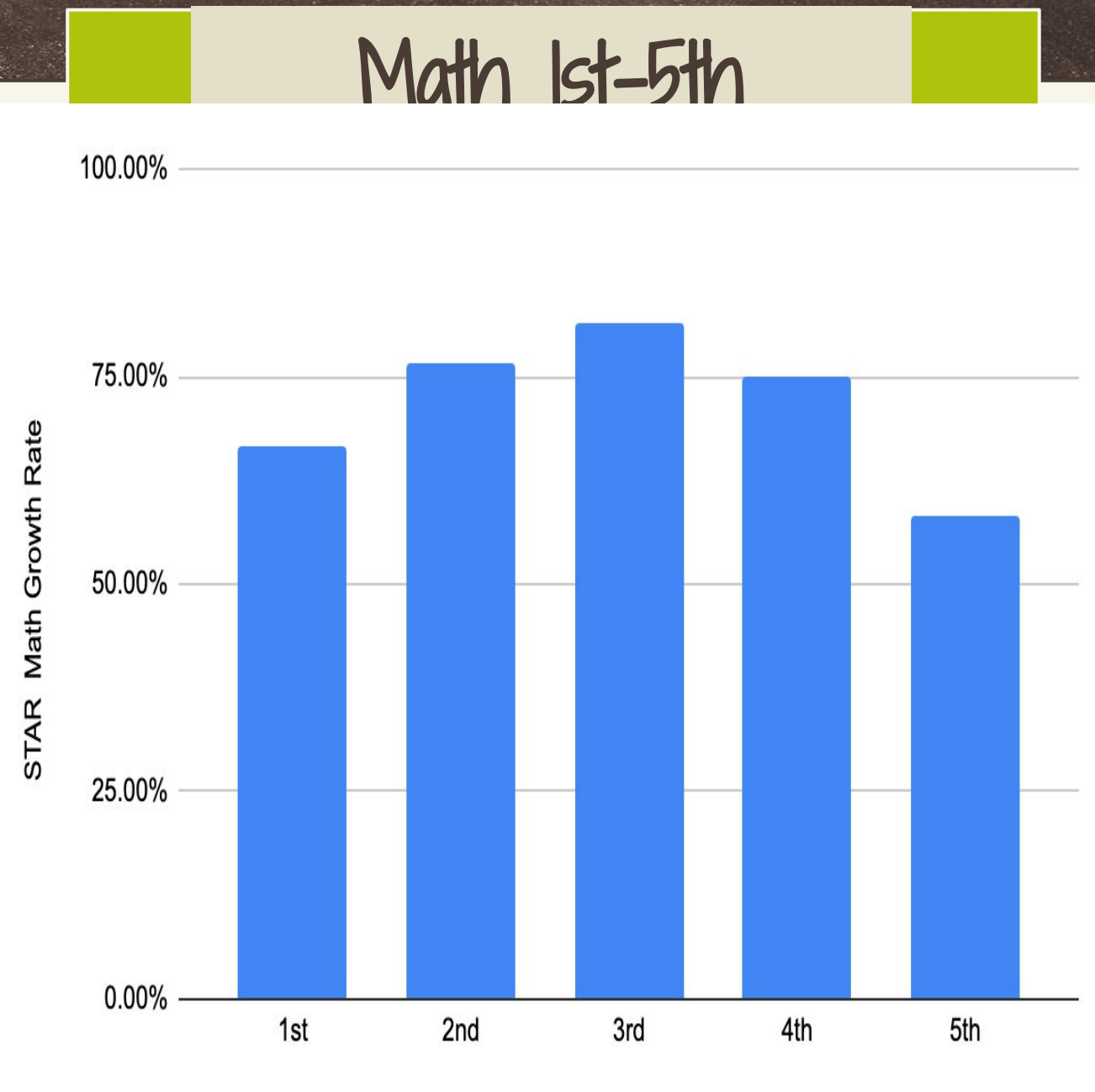
Reading 2nd-5th



2022-23 Fall to Winter Overall Rate: 63.1%

Math Growth Rate 1st-5th Fall to March

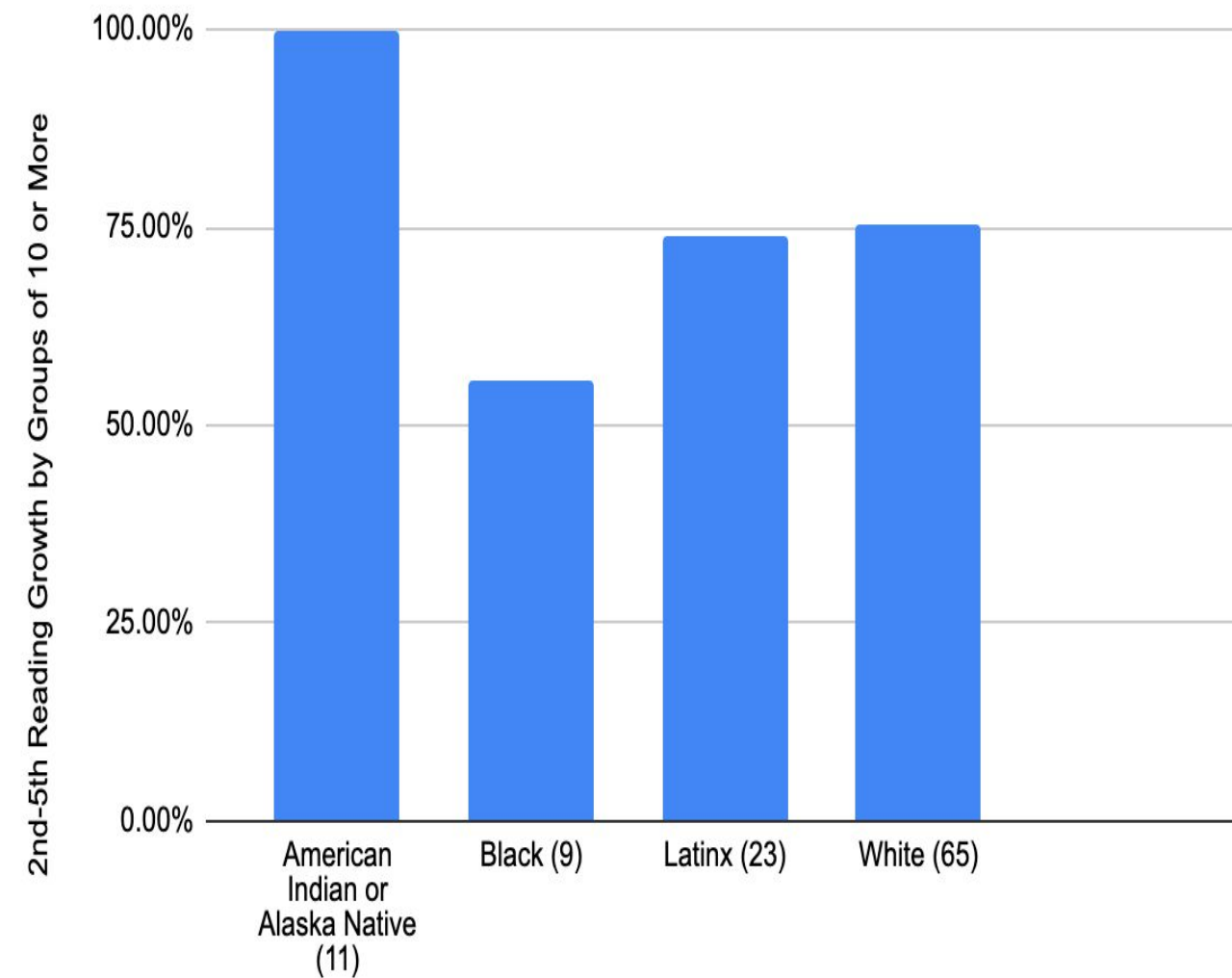
1st, 2nd, 3rd, 4th met
Schoolwide growth goal
by March



2022-23 Fall to Winter Rate: 55.6%

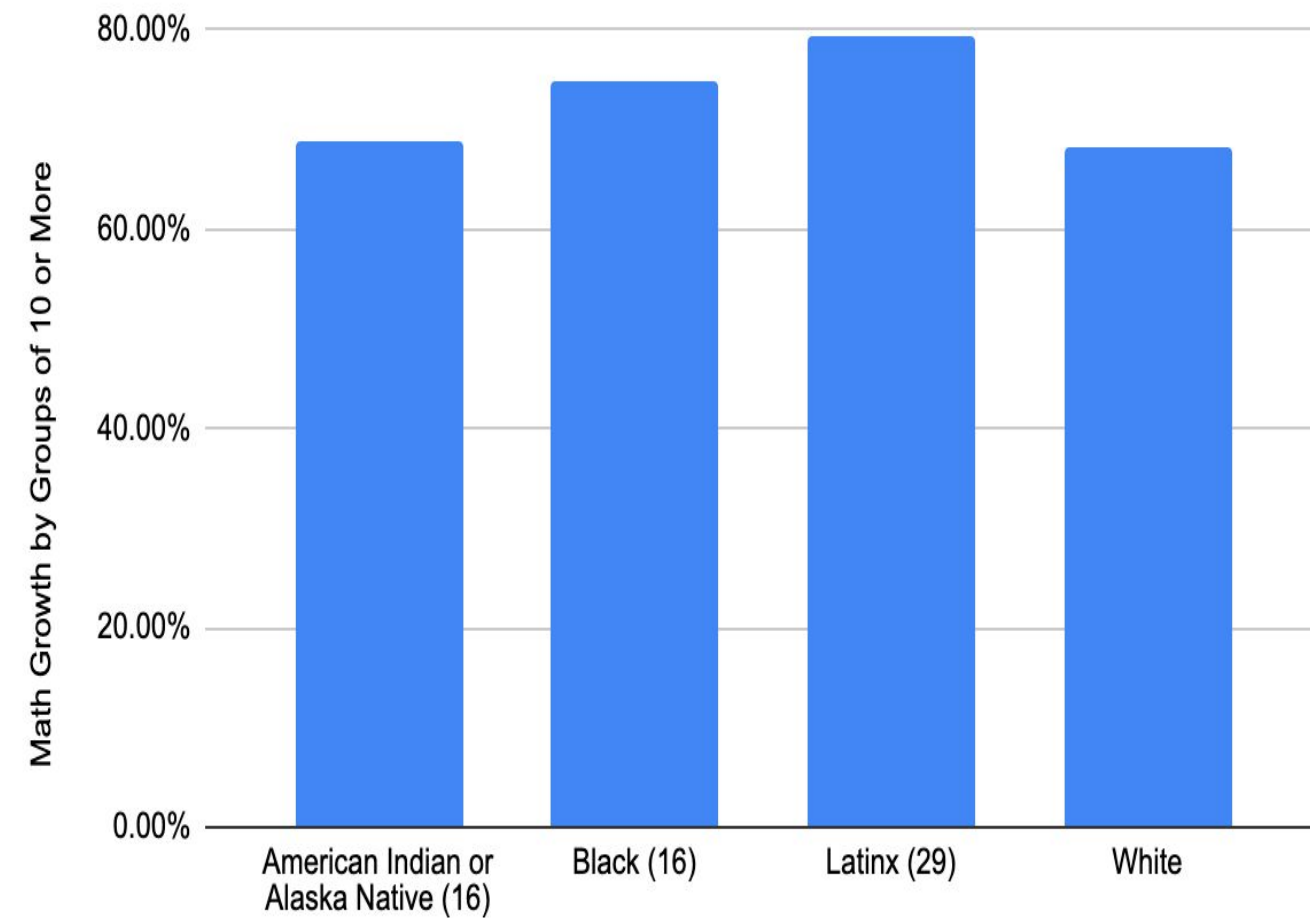
Math Growth Rate by Groups

Reading 2nd-5th



Overall Special Ed
Fall to Winter 79.2%

Math 1st-5th



Overall Special Ed
Fall to Winter 67.6%

Working Together for Improved Student Achievement

The How



Data Meetings/Leadership Team

- Grade level data meetings about every 6 weeks
- Weekly grade level team meeting looking at progress monitoring data
- Bi-monthly leadership meetings driving by data and school goals

Targeted Small Group Instruction

- Weekly progress monitoring of most at risk students
- Fluid based on what students need
- Multiple exposure from classroom teacher, SPED, Specialist, Title I para

New 2023/24 Math Interventionist

- TSGI 4th all 4th grade based on data needs
- TSGI for partially proficient and most at risk students (interventionist and Title I Para)

Family Engagement

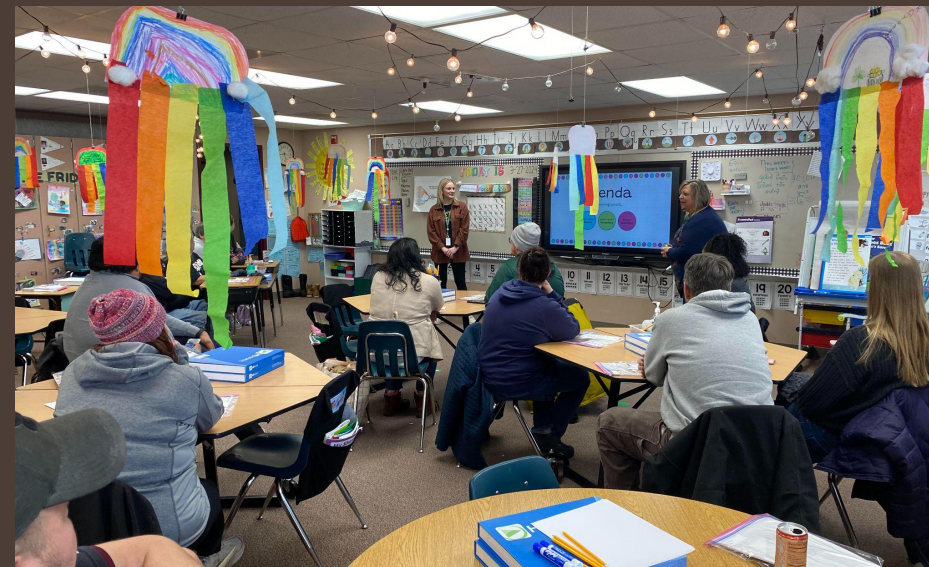
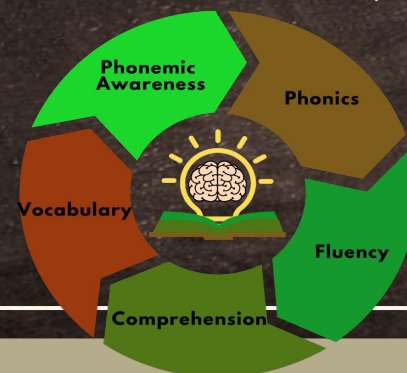
Activities

10-15 minute Informational Sessions for families before RED Events (held in gym). Each month we present on one of the Literacy “big five” and other topics. We share:

- ✗ Corresponding data
- ✗ How we are addressing that component in school (classroom video clips, pictures, etc.)
- ✗ Handout/resources for how parents can work on that concept at home.

Family Engagement Night- Math/Literacy

Turkey Bingo



Wilder PTO · Following

Oct 28 · 🌐

Thank you to our families who were able to join us for our October RED event! A special thank you to Mrs. Biermaier, our Literacy specialist, for sharing information with families regarding vocabulary development. Having a strong background in vocabulary increases reading comprehension. If you want tips for increasing your child's vocabulary, please contact the office! At 2:15 pm before every RED event we will be sharing information on how to support your learner at home. We appreciated having a large audience today! Thank you!





Advancement via Individual Determination

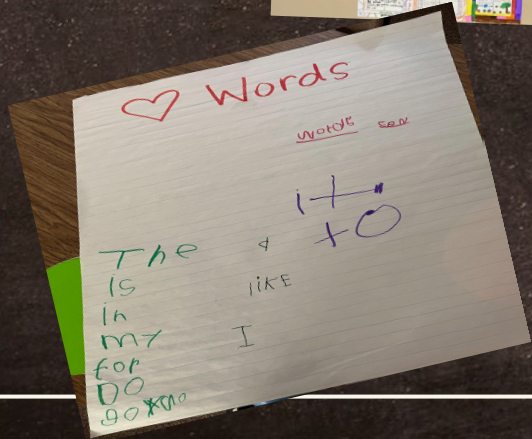
Year 1

Teaching AVID strategies K-5

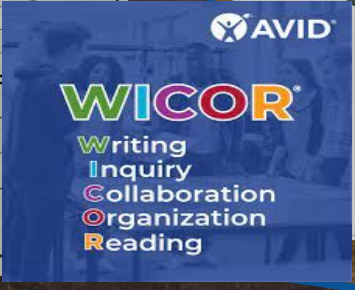
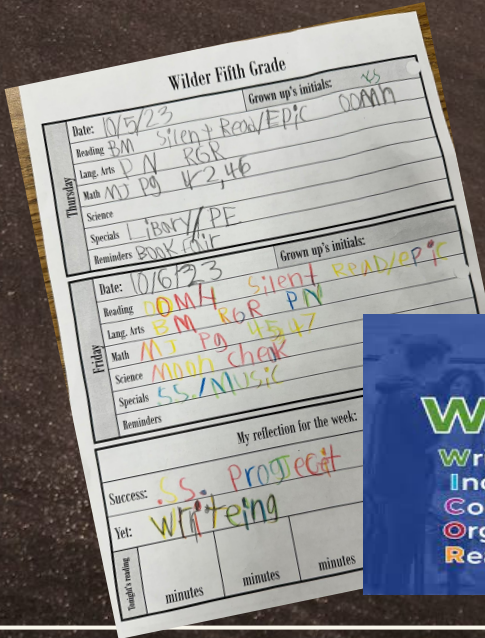
Focusing on ORGANIZATION
K-5 Planners, 3-5 Binders



One-Pagers

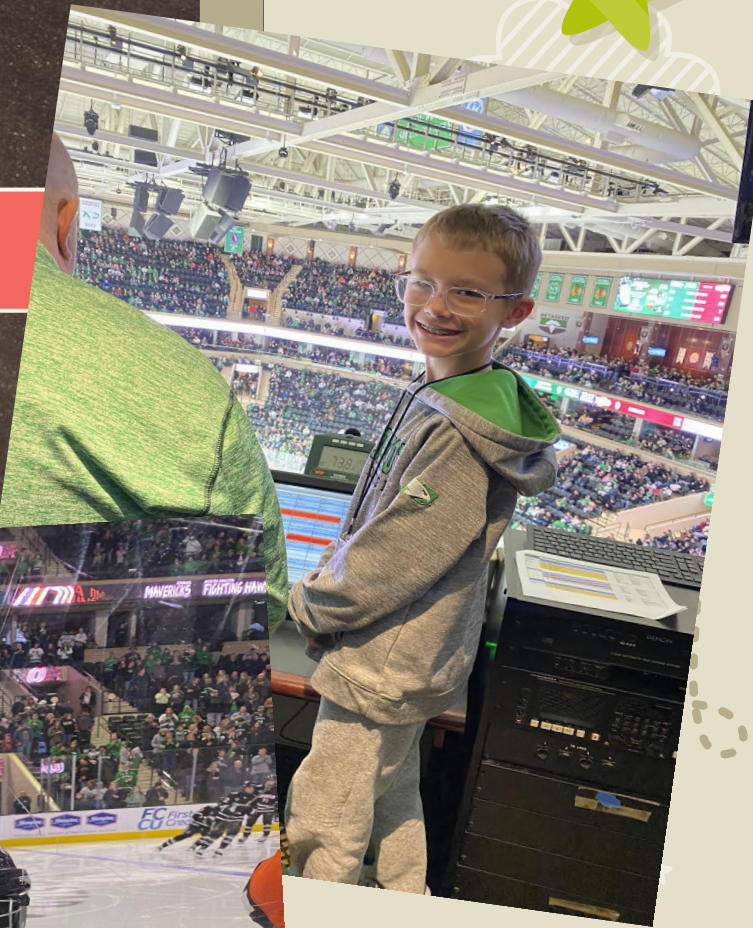
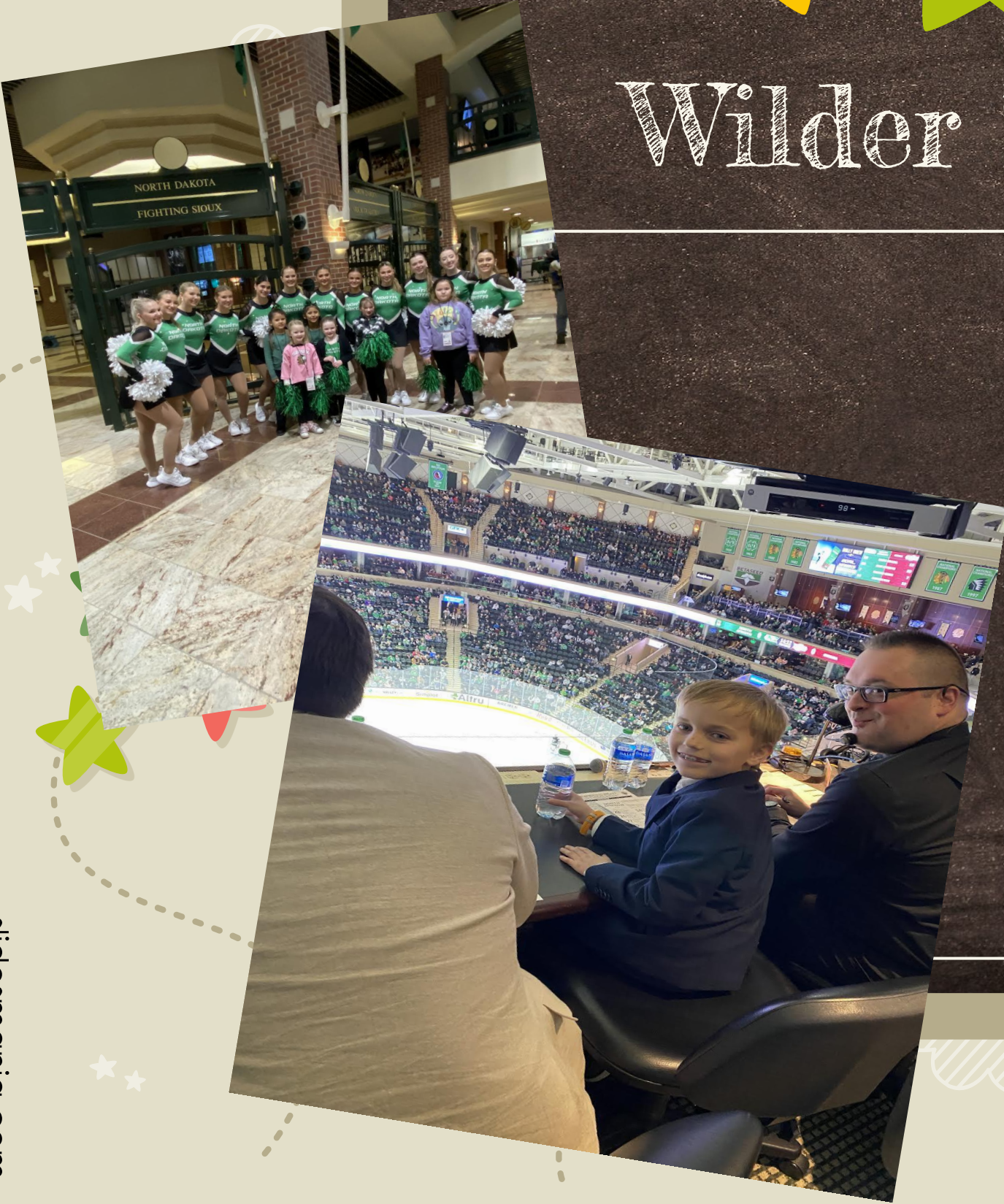


Carousel



Wilder Take Over Ralph Event

January 2024



Our Why...



What I love about Wilder is that teachers and paras take time to help us learn stuff.

What I love about Wilder is that you can always go to a teacher when you need help.



All about the Kids



What I love about Wilder is the teachers are kind and keep us safe.

What I love about Wilder is that teachers and paras are always so nice.



Program Type: HOUSE/Class Meetings House System: Schoolwide SEL

- Designated time on daily schedule for class meetings
- Students organized into groups K-5 to learn about SEL/Character education.
- Build relationships with adults and students in all grades
 - 4th/5th graders lead lessons
 - 5th graders take leadership positions.



Student SEL Competency & Well-Being Measures

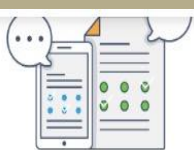
How did students perceive their own social-emotional skills?

Grades 3-5

63 responses | [show breakdown](#)

Save as PDF

Topic	Percent Favorable?	Compared to? others nationally	Change since Fall 2021?
Supportive Relationships	88%	40th-59th percentile	1 Greatest increase
Self-Management	66%	20th-39th percentile	2
Social Awareness	58%	0th-19th percentile	10
Positive Feelings	57%	0th-19th percentile	6
Challenging Feelings	48%	20th-39th percentile	4
Emotion Regulation	42%	20th-39th percentile	4
Self-Efficacy	40%	0th-19th percentile	4



Student Well-Being Measures

How did students perceive their own social-emotional skills?

Grades 3-5

76 responses | [show breakdown](#)

Save as PDF

Topic	Percent Favorable?	Compared to? others nationally	Change since Spring 2023?
Supportive Relationships	95%	80th-99th percentile	3
Positive Feelings	67%		6
Self-Management	67%		6
Social Awareness	66%		6
Challenging Feelings	53%		2
Emotion Regulation	42%		9 Greatest increase
Self-Efficacy	40%		2

Wilder Celebrations

Blue Zones Project Approved!

Wilder was the first school in North Dakota to be Blue Zones Project Approved.



HRS Level 1 + 2

Wilder Staff continuously work to sustain HRS level 1 work, and achieve level 2 certification in the 2022-2023 school year.



Subaru Adopt-a-Classroom

10 Wilder classroom teachers received \$500 to spend in their classrooms.



Thank you

for the opportunity
to share our story!

Wilder is a special
place to be and we
are right

Where We Belong!



GRAND FORKS SCHOOL BOARD
GRAND FORKS PUBLIC SCHOOL DISTRICT #1
REGULAR MEETING AND PUBLIC FORUM MINUTES
March 25, 2024

The School Board of Grand Forks Public School District No. 1 met in regular session on Monday, March 25, 2024, at South Middle School with President Amber Flynn presiding.

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

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

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; Brady Olson, Vice 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 5:30 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. It was moved by Palmiscno and seconded by Larson to approve the agenda as written. Upon voice vote, the motion carried unanimously. Absent: Lunn and Shabb.

Approval of Minutes. It was moved by Anderson and seconded by Gaukler to approve the minutes of March 4, 2024, as written. Upon roll call vote as follows, the motion carried. Aye: Anderson, Gaukler, Larson, Gerber, Manley, Palmiscno, and Flynn. Nay: None. Absent: Lunn and Shabb.

Neumann joined the meeting at 5:33 p.m.

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

Public Forum Planning. Dr. Brenner led a review of the public forum materials and process.

Budget Realignment Update. Dr. Brenner reported on administrative meetings with representatives of the secondary music teachers, German teachers, and library media specialists. The meetings have been productive and positive. More conversations will be held.

A discussion continued about the status of the

computer class, SAIL Center, addiction counselor position, the Board's direction to achieve a 15% general fund balance by June 30, 2026, and the connection to the District's strategic plan.

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

- ◆ Resignations of Laura Pradhan, music teacher, and Tianna Wilhelmi, Special Education Coordinator, effective May 31, 2024.

Upon voice vote, the motion carried unanimously. Absent: Lunn.

Request for Extension of Long-Term Leave – Badera Muhanna. Dr. Brenner reported Badera Muhanna requested an extension of their long-term leave of absence for the 2024-2025 school year. The request meets the requirements of the Teacher Negotiated Agreement for an extension.

It was moved by Manley and seconded by Palmiscno to approve Badera Muhanna's request for an extension of her long-term leave of absence for the 2024-2025 school year. Upon roll call vote as follows, the motion carried. Aye: Larson, Manley, Gaukler, Anderson, Berger, Palmiscno, Shabb, and Flynn. Nay: None. Absent: Lunn.

Head Start Baseline Grant First Year of the Five-Year 2024-2029. Tracey Johnson, Head Start Director, presented information regarding the first year of the five-year baseline grant funding application that the Grand Forks Head Start program received from the

Office of Children and Families for the budget period July 1, 2024, through June 30, 2025, totaling \$3,094,568. This includes \$33,281 for training and technical assistance and a non-federal share of \$773,642. The federally funded enrollment is 154 in four locations and 1,020 hours. Presentation topics included the process, programming, curriculum and data, readiness goals, and family engagement. The Head Start Policy Council unanimously approved the baseline application, budget, and supporting documents on March 19, 2024.

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

General Fund Financial Statement. Baumbach reported the period of July 1, 2023, through February 28, 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.

It was moved by Palmiscno and seconded by Anderson to approve the General Fund Financial Statement for the period July 1, 2023, through February 28, 2024. Upon roll call vote as follows, the motion carried. Aye: Palmiscno, Anderson, Berger, Larson, Shabb, Manley, Gaukler, and Flynn. Nay: None. Absent: Lunn.

Policy Review. Shabb reported on the March 6 and March 21, 2024, meetings and recommendations of the Policy Review Committee and District Administration.

It was moved by Shabb and seconded by Gaukler to waive the second reading as allowed by Policy BDA and complete one reading and adoption of Policy DKBB, Contracted Staff Resignations and Request for Release from Contract, as amended. Upon roll call vote as follows, the motion carried. Aye: Shabb, Gaukler, Larson, Manley, Palmiscno, Berger, Anderson, and Flynn. Nay: None. Absent: Lunn.

It was moved by Shabb and seconded by Manley to complete one reading and adoption of the following board regulations as amended: DKBB-BR, Granting a Release from Contract, and CAAA-BR, Superintendent Job Description. Upon roll call vote as follows, the

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

It was moved by Shabb and seconded by Palmiscno 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)
13. IDB, Risk Management (as written)
14. ICCD, Public Review of School records (as written)
15. ABAD, Virtual School (as amended)

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

It was moved by Shabb and seconded by Manley to rescind Policy 6160, Graduation Requirements, without replacement. Upon roll call vote as follows, the motion carried. Aye: Berger, Gaukler, Manley, Anderson, Larson, Shabb, Palmiscno, and Flynn. Nay: None. Absent: Lunn.

Consideration of Fee Acquisition and Temporary Construction Easement related to North Dakota Department of Transportation (NDDOT) Signal Rehab Project Adjacent to Wilder Elementary School. Baumbach reported the NDDOT will be doing some road rehabilitation along Gateway Drive (US 2) starting in May 2025 and in order to complete the work, a temporary construction easement is needed for contractor access to the property in the area. 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. The administrative recommendation is for approval.

It was moved by Palmiscno and seconded by

Anderson to approve the execution of the attached documents including the Memorandum of Offer to Landowner, Compensation & Parcel Breakdown, Memorandum Agreement, Notification and Appraisal Waiver, Agreement for Entry and Construction (no compensation), and Temporary Construction Easement for Parcels 1-1 & 1-2. Upon roll call vote as follows, the motion carried. Aye: Anderson, Berger, Gaukler, Larson, Manley, Palmiscno, Shabb, and Flynn. Nay: None. Absent: Lunn.

Announcements. Flynn made an announcement regarding Berger's absence from this meeting.

Board Requests for Future Consideration. None.

School Board Norms – How Did We Do? This topic was not discussed.

Berger left the meeting at 6:50 p.m.

The school board meeting recessed at 6:50 p.m. and reconvened in a public forum at 7:00 p.m.

Public Forum Held Under North Dakota Century Code 15.1-07-26. A public forum was held jointly with the Grand Forks Air Force Base School Board, which focused 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.

GFAFB School Board Members joining the public forum were Jennifer Rivera, Branden Shepperd, and Michelle Shepperd.

Adjournment. The meeting/forum adjourned at 9:00 p.m.

APPROVED _____
(Date)

Amber Flynn, President

Brandon Baumbach, Business Manager



Dr. Terry Brenner
Superintendent of Schools

Phone: 701.787.4880
Fax: 701.772.7739
tbrenner270@mygfschools.org

MEMORANDUM

TO: Grand Forks School Board Members
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Demographer's Enrollment Analysis
DATE: April 8, 2024

TB

Robert Schwartz, CEO of RSP & Associates, will be presenting via telephone the student demographic report to the school board. He will cover the following:

- Company History
- Enrollment and Demographics
- Development and Growth Trends
- Enrollment Projections
- Next Steps

The enrollment analysis is attached for your information.

cj
Attachment



Mark Sanford Education Center
2400 47th Ave. S
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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.

Planning for the Future

Grand Forks Public Schools

Enrollment Analysis

March 2024



GRAND FORKS PUBLIC SCHOOLS



RSP Quick Facts:

Founded in 2003
Professional educational planning firm
Expertise in multiple disciplines (GIS, Planning, Facilitation)
Over 20 years of planning experience
Over 80 years of education experience
Over 20 years of GIS experience
Projection accuracy of 97% or greater

RSP Clients:

RSP was started with the desire and commitment to assist school districts in long-range planning.
RSP has served over **130** clients in:

Arkansas	Minnesota	South Dakota
Colorado	Missouri	Tennessee
Iowa	Nebraska	Wisconsin
Illinois	North Dakota	
Kansas	Oklahoma	

RSP Planning Team:

Robert Schwarz, CEO

Military, County, City, and School District Planner
University of Kansas, Master of Urban Planning (MUP)
American Institute of Certified Planners (AICP)
Accredited Learning Environment Planner (ALEP)

Ginna Wallace, Planner

City, Demographic, and School District Planner
University of Kansas, Master of Urban Planning (MUP)
American Institute of Certified Planners (AICP)

RSP Recent Projects:

Williston Basin School District #7

- Enrollment Analysis, 2023/24
- Boundary Analysis, 2022/23

Fargo Public Schools

- Enrollment Analysis 2023/24

Bismarck Public Schools

- Enrollment Analysis, 2023/24

Our Partners:



RSP has worked with Grand Forks Public Schools for the past nine years – assisting the school district in making sound decisions for the students and community.

Thank you to Grand Forks Public Schools, Grand Forks County, City of Grand Forks, Census Bureau, and ESRI for making this happen!



Helpful Hints to Read the Report:

- Slides that have the flagged star symbol are SIGNATURE SLIDES and are the most important variables in this unique analysis.
- Each variable is analyzed as an indicator of future student population. Use the PLUS (student growth) and MINUS (student loss) icons to note how each indicator contributes to the analysis.
- Click the APPENDIX symbol on a page to reference additional analysis on this topic

Timeline:

Project timeline is a result of ensuring student data could represent as close as possible to the Official County Data with attributes that would allow RSP to forecast enrollment at a parcel level geography.

Findings:

The findings were not focused on supporting or contradicting any past internal or outsourced studies. This analysis is based on data, data, and more data.

Study:

This study factored in many different data sets to provide data driven analysis that is the foundation to the RSP Statistical Forecast Model (SFM).

Change:

Enrollment change in the community is influenced by, but not limited to, the birth rate, demographics, types of development and/or housing affordability.

Facts:

The study does not provide specific information about which site would be best suited for a new facility or for that matter should the district build any new facility – this analysis is one portion of how to make that decision. This analysis is based on the same grade configuration and educational programming expectations the patrons have for each student. Projecting enrollment is not a science – like life in general some assumptions happen that may lead to greater enrollment while others toward a smaller enrollment.

The goal of this study is to help the board, administration, and public understand how to make the best decision for the students at the classroom level.

Part 1: Enrollment & Demographics

- Things to Consider
- Student Analysis Maps & Data
- Sophisticated Forecast Model
- Demographics
- Past Enrollment & Changes

Part 2: Development & Growth Trends

- Correlation Trends
- Yield Rate
- Maps & Data
- Potential Growth Analysis

Part 3: Projections

- Past, Current, & Future Enrollment
- Building Level Projections
- Grade Level Projections

Part 4: Next Steps

- Future Facility Plan
- Moving Forward
- Next Steps
- Key Considerations

Appendix

- Community Demographics
- Intra-Transfers
- Student Density Maps
- Detailed Growth Areas Maps
- Definitions

HELPFUL HINTS TO READ THE REPORT:



Slides that have the flagged star symbol are SIGNATURE SLIDES



PLUS: indicator of student growth



MINUS: indicator of student loss



Click the APPENDIX symbol on a page to reference additional analysis



Past Enrollment and Demographics

Things to Consider

Student Analysis Maps & Data

Sophisticated Forecast Model

Demographics

Past Enrollment & Change

100,000 Foot Perspective

District enrollment forecasted to move towards stabilization:

- Elementary enrollment to decrease by 30 students by 2028/29
- Middle school enrollment to increase by 80 students by 2028/29
- High school enrollment to decrease by 60 students by 2028/29

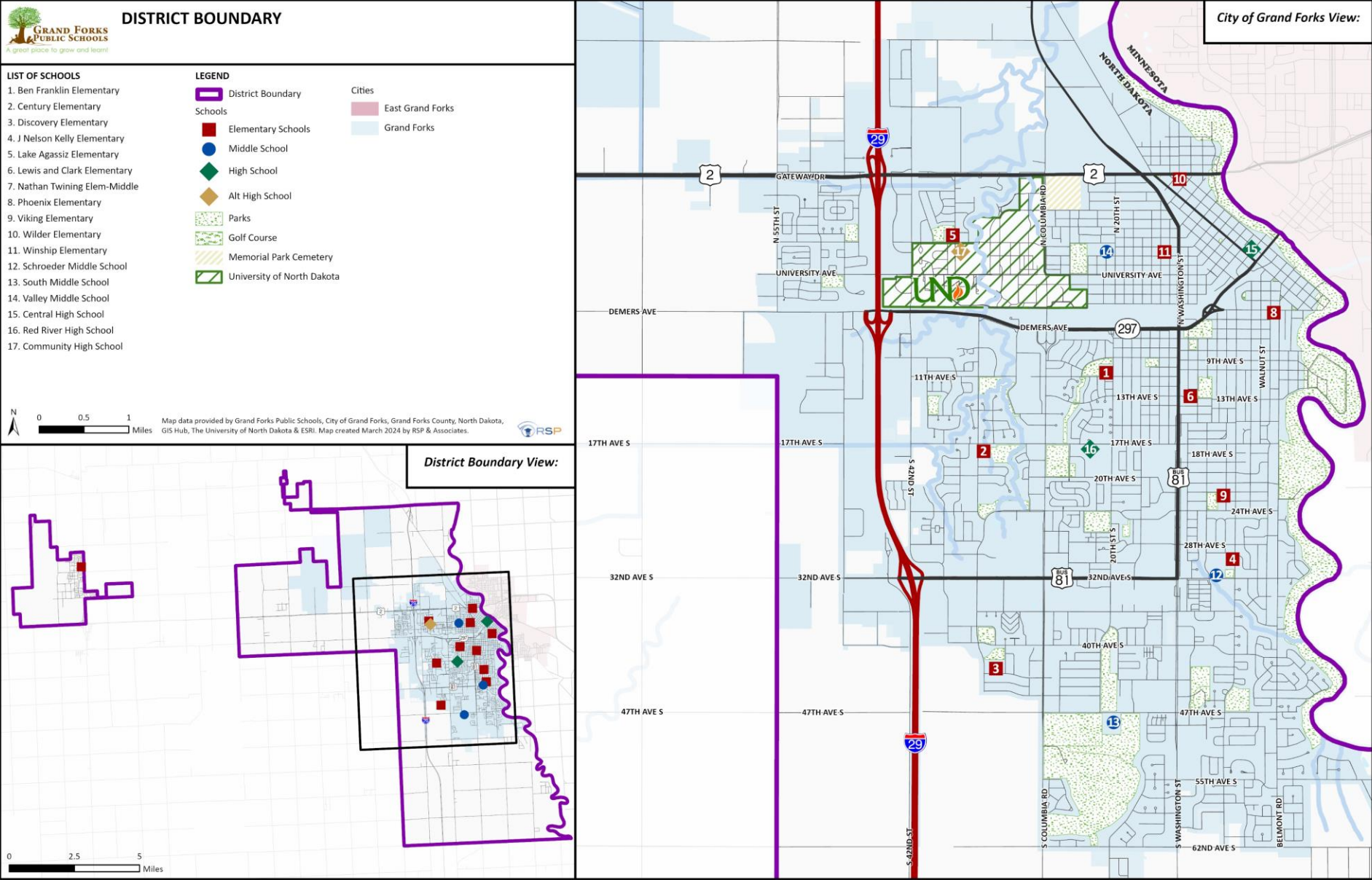
Building capacity was provided by the district and analyzed in regard to projected enrollment. Capacity challenges are forecasted to be experienced in the next five years at:

- Discovery Elementary (reside & attend)
- J Nelson Kelly Elementary (reside & attend)
- Lake Agassiz Elementary (reside)
- Viking Elementary (reside & attend)
- Wilder Elementary (reside & attend)
- Winship Elementary (attend)
- Valley Middle School (reside)

Residential and economic growth are main drivers to future enrollment change:

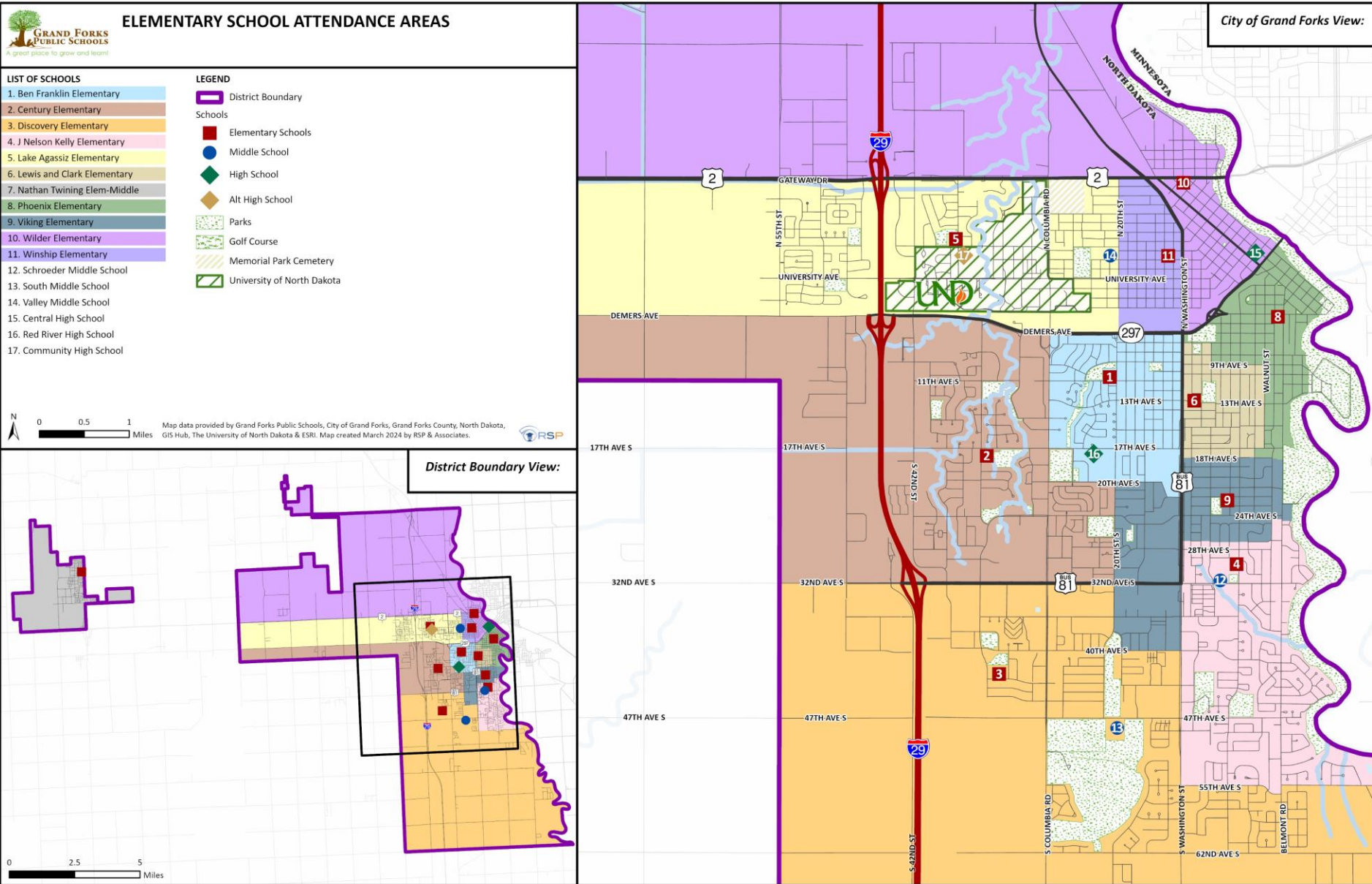
- More multi-family development has been happening in the district; these development tend to yield less students than single-family (in 2023, 65 single-family and 214 multi-family units were built)
- Over 4,500 potential units were identified for development stages in the next ten years; growth potential is greatest in south Grand Forks but new potential projects in the northwest may impact student populations
- Timing of infrastructure projects, floodplain, and supply chain challenges are limitations to the speed of residential projects – RSP recommends monitoring these factors closely

District Boundary Map



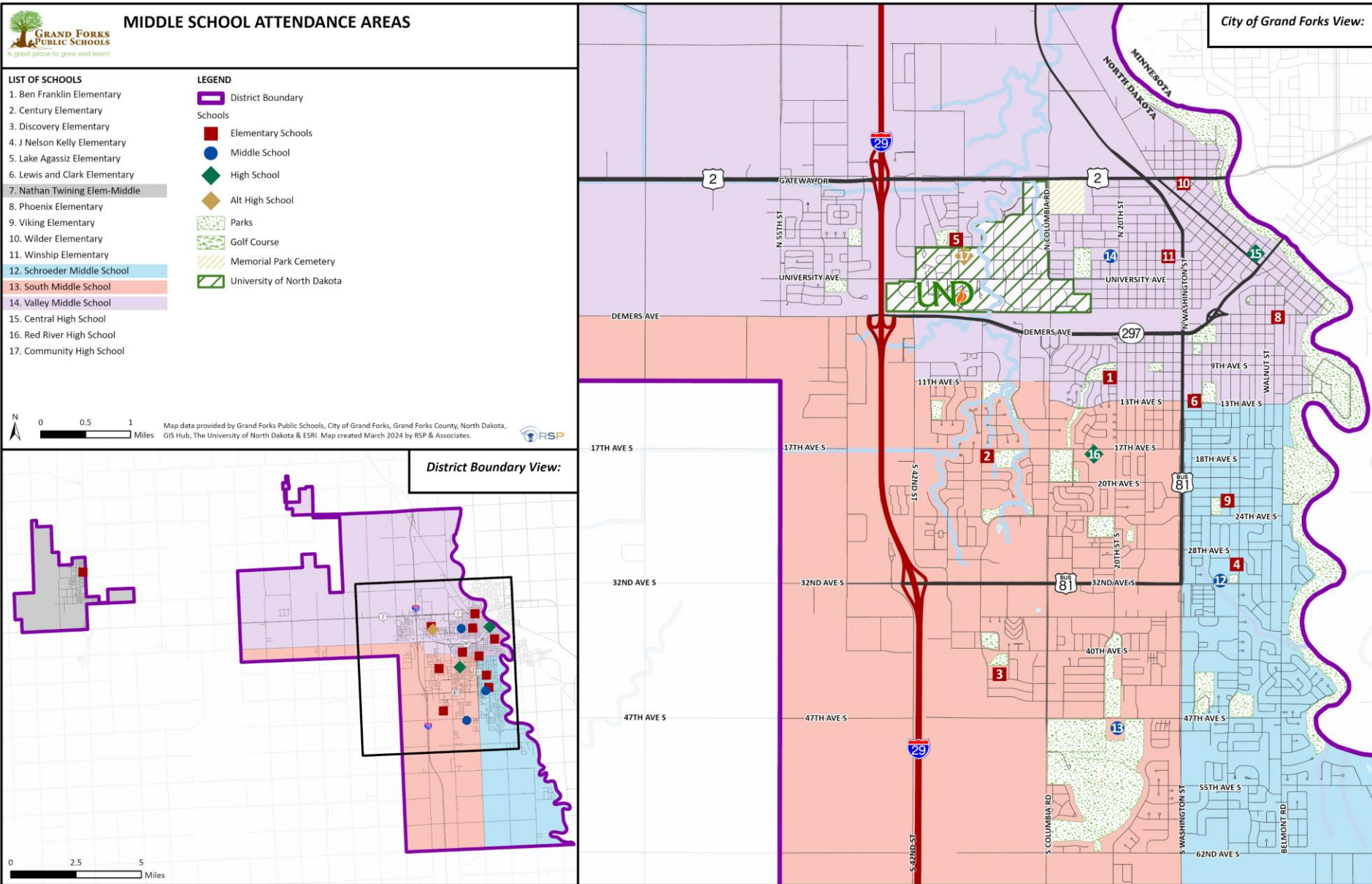
Elementary Boundary Map

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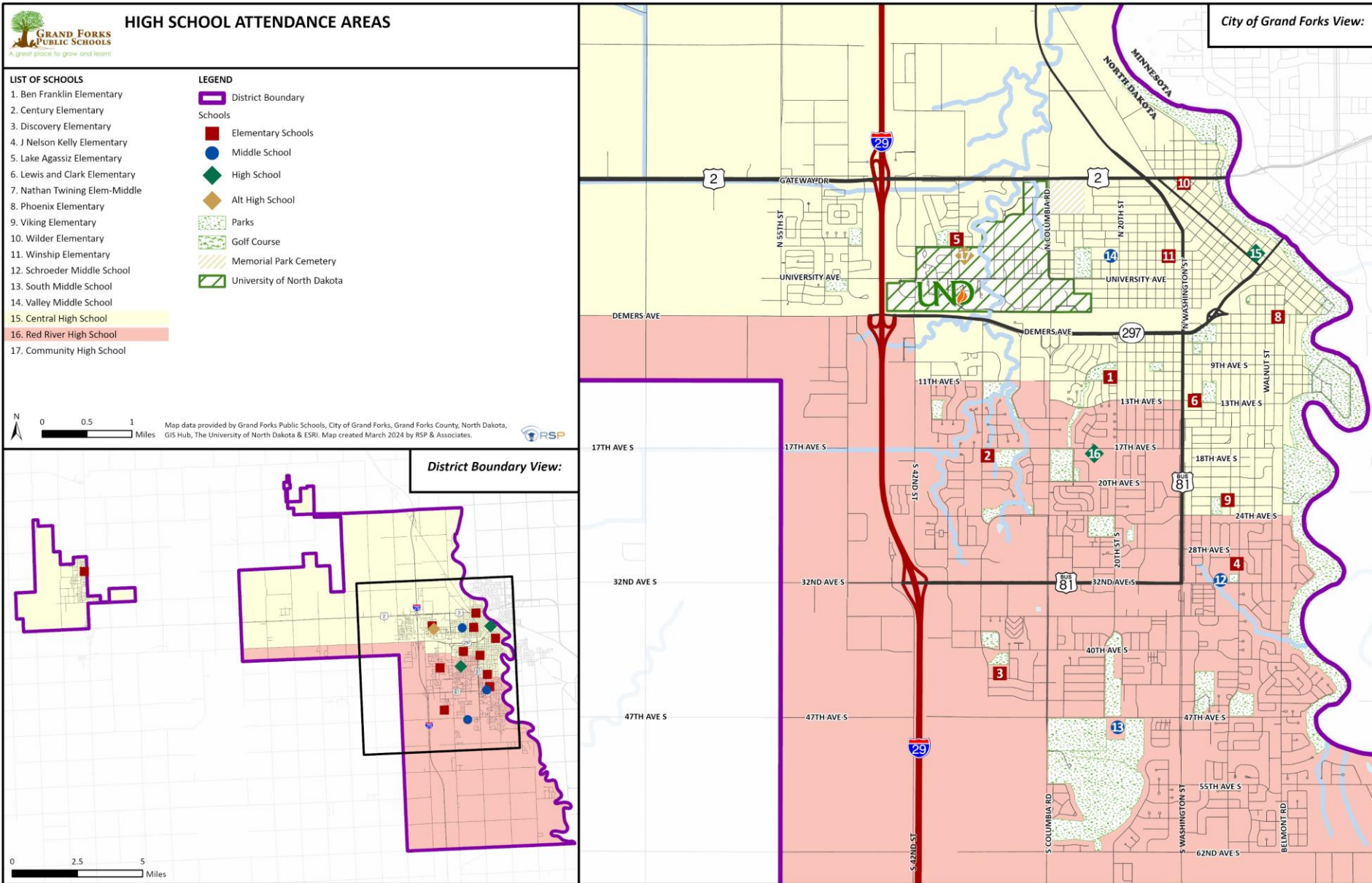
Middle School Boundary Map

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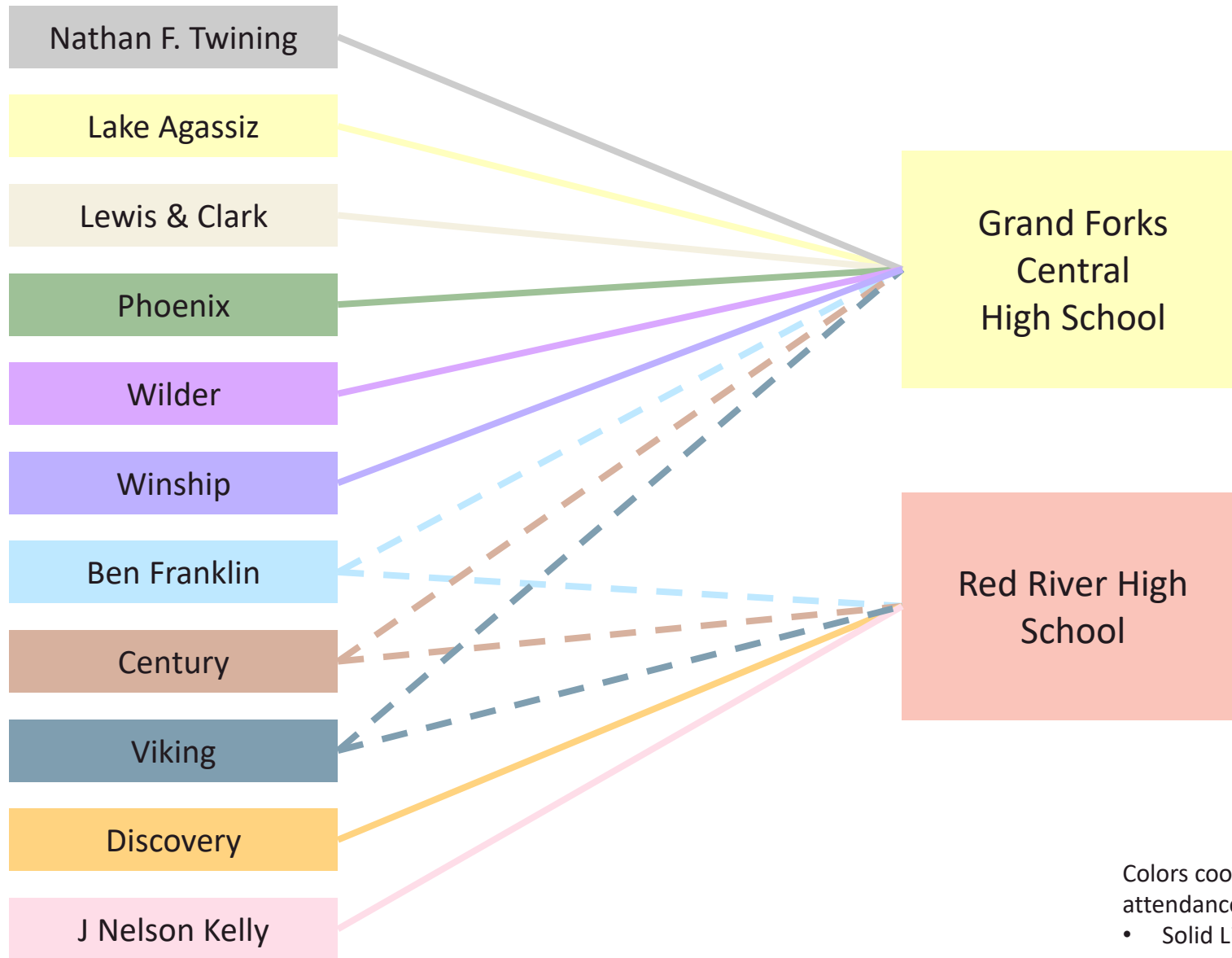
High School Boundary Map

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Elementary to High School Feeder System

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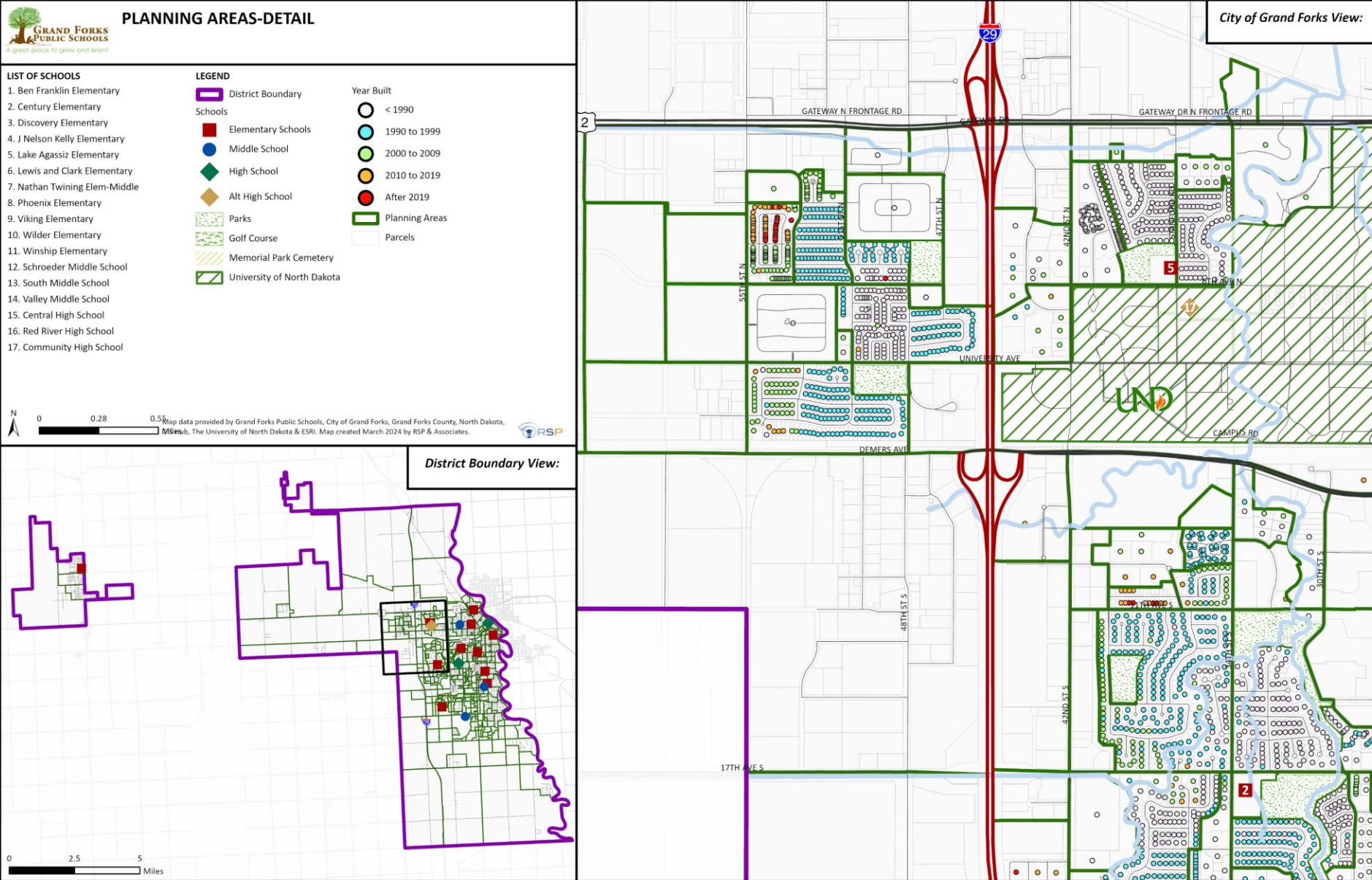


Colors coordinate with attendance areas on maps:

- Solid Line: Complete Feeder
- Dotted Line: Broken Feeder

RSP Planning Areas Map

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Sophisticated Forecast Model Methodology

Built-Out

$$S_{c, t, x} = S_{c-1, t-1, x} * GC$$

Let:

- S = The number of students, either an actual count or a projected count
- x = A subscript denoting an attendance area in the School District
- c = Grade level
- t = Time (years)
- GC = Growth component either modeling enrollment increase or decrease based on historical information, expressed as a real number

Developing

$$S_{c, t, x} = S_{c-1, t-1, x} + (BP_{t, x} * R_{c, x})$$

Where: $BP_{t, x} = \left(\frac{(CP_x)(BT_x)(A_x)}{\sum_x (CP_x)(BT_x)(A_x)} \right) * CT$

Let:

- S = The number of students, either an actual count or a projected count
- x = A subscript denoting an attendance area in School District
- c = Grade level
- t = Time (years)
- BP = Building permit forecast as given by the Building Permit Allocation Model (BPAM) model
- R_{c, x} = Student Enrollment ratio of cohort c in planning area x
- CP = Capacity of a planning area as expressed by available housing units
- BT = Building history trend of planning area
- A = An index which models the likelihood of development
- CT = Building permit control total forecast

This is the **central focus** of everything RSP does.

The model is based on what is happening in a school district. The best data is statistically analyzed to provide an accurate enrollment forecast. The District will be able to use RSP's report and maps to better understand demographic trends, school utilization, and the timing of construction projects.

The SFM is...

- a social science... not an exact science; it identifies behavior trends to determine the propensity of them to be recreated
- valuable in how our team created and analyzes the geography at a planning area level for any commonality which while help produce an accurate forecast

Some variables examined for each planning area (but not limited to) are...

- natural cohort (district data)
- planning area subdivision lifecycle (a RSP variable)
- the value of homes (county assessor data)
- type of residential units like single-family, multi-family, townhome, mobile home, etc. (county assessor data)
- year units were built
- estimated female population (census data)
- estimated 0-4 population (census data)
- existing land use (county and city data)
- future land use (county and city data)
- capital improvement plan (county and city data)
- future development (county and city data)
- in-migration of students (district data) & out-migration of students (district data)

RSP Recommended to continually monitor the following indicators:

Enrollment may decrease more than forecasted if...	Enrollment may increase more than forecasted if...
⊖ Decreasing share of live births	⊕ Increasing share of live births
⊖ Current housing stock does not re-green (continues to age)	⊕ Current housing stock re-greens (turns over)
⊖ Housing development experiences minimal potential growth	⊕ Housing development experience more potential growth
⊖ Economic indicators challenge the ability for new homeowners and affordability aspects of the district	⊕ Economic indicators improve the ability for new homeowners and the affordability aspects of the district
⊖ Demographic shifts in community and/or surrounding communities	⊕ Demographic shifts in community and/or surrounding communities
⊖ Incoming Kindergarten class smaller than outgoing senior class	⊕ Incoming Kindergarten class larger than outgoing senior class

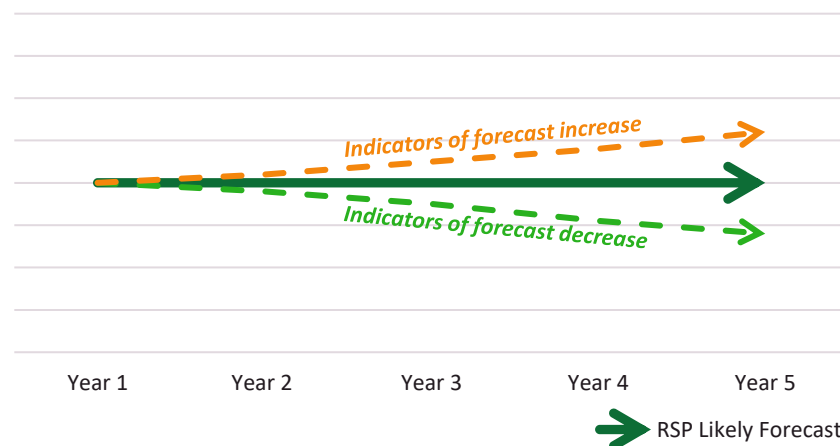
See graphic below to illustrate how the different variables may impact forecasted enrollment outlook:

Main Takeaway:

- These factors are not all positive or negative. Each have a different impact on future outlooks.
- State education policy change may impact enrollment outlook. This analysis assumes policies will continue as they currently operate throughout the projection time frame.
- It is important to continue to monitor these factors – RSP modeling attempts to find the most likely outcome:

The goal of this study is to help the board, administration, and public understand how to make the best decision for the students at the classroom level.

Example of Forecast Evolution



Birth Rate Information

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Grand Forks County, North Dakota Live Births and Grand Forks Public Schools Kindergarten 5-Years Later

Market Forecast

Calendar Year	# Live Births	Birth Change	% Birth Change	School Year	# Kdg	%Kdg of Live Births
2005	883			2010/11	523	59.2%
2006	950	67	7.6%	2011/12	644	67.8%
2007	956	6	0.6%	2012/13	631	66.0%
2008	994	38	4.0%	2013/14	626	63.0%
2009	908	-86	-8.7%	2014/15	646	71.1%
2010	978	70	7.7%	2015/16	600	61.3%
2011	904	-74	-7.6%	2016/17	589	65.2%
2012	965	61	6.7%	2017/18	644	66.7%
2013	959	-6	-0.6%	2018/19	580	60.5%
2014	1,062	103	10.7%	2019/20	625	58.9%
2015	1,056	-6	-0.6%	2020/21	598	56.6%
2016	1,009	-47	-4.5%	2021/22	623	61.7%
2017	992	-17	-1.7%	2022/23	617	62.2%
2018	975	-17	-1.7%	2023/24	546	56.0%
2019	907	-68	-7.0%	2024/25	508	645
2020	869	-38	-4.2%	2025/26	487	618
2021	897	28	3.2%	2026/27	502	638
2022	820	-77	-8.6%	2027/28	459	583
2023	814	-6	-0.7%	2028/29	456	579
3-Year Average	844	-18				
3-Year Weighted Average	830	-24				

Source: North Dakota of Department of Health and Grand Forks Public Schools

Low Range
High Range

Live Birth Observations

- Tracks the number of county live births and the corresponding number of kindergarten students in Grand Forks Public Schools five years later
- The number of live births has been decreasing. This is consistent with national and state trends.
- 3-year average of 18 fewer live births per year; live births per year have been less than 900 births for the past four years
- Grand Forks Public Schools tends to enroll 55-70% of county live births in kindergarten five years later
- Kindergarten enrollment decreased this year with 546 students enrolled
- Based on this variable and the range of market share, the kindergarten classes moving forward are forecasted to be between:
 - 456 to 508 students on the low end
 - 579 to 638 students on the high end

Main Takeaway: The decline of live births in the Grand Forks County can potentially result in smaller kindergarten classes. To keep similar or greater enrollment, the district will need to experience an increase in the market share of future kindergarten students. RSP recommends continuing to monitor this variable for more understanding on demographic trends as propensity of Grand Forks County live births enrolling in Grand Forks Public Schools.

Past Enrollment by Grade

Enrollment By Grade

Year														K-12		
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Change	% Change
2010/11	523	516	542	487	470	477	527	490	532	504	533	526	586	6,713	-262	-3.8%
2011/12	644	533	506	545	483	469	509	543	498	564	513	520	552	6,879	166	2.5%
2012/13	631	651	523	501	528	483	498	526	544	546	544	493	501	6,969	90	1.3%
2013/14	626	627	632	511	499	527	502	506	520	574	547	525	484	7,080	111	1.6%
2014/15	646	602	607	647	528	502	526	498	486	541	550	511	505	7,149	69	1.0%
2015/16	600	630	588	594	631	530	522	523	490	526	548	564	527	7,273	124	1.7%
2016/17	589	591	622	586	584	607	547	527	523	510	522	545	595	7,348	75	1.0%
2017/18	644	581	599	618	592	580	629	545	518	565	519	512	577	7,479	131	1.8%
2018/19	580	611	565	585	598	573	587	602	535	548	557	480	524	7,345	-134	-1.8%
2019/20	625	547	611	571	577	590	592	595	592	570	536	545	505	7,456	111	1.5%
2020/21	598	596	544	578	552	555	575	575	589	605	568	523	573	7,431	-25	-0.3%
2021/22	623	571	588	531	577	545	563	568	568	605	589	546	536	7,410	-21	-0.3%
2022/23	617	595	567	585	523	578	564	561	563	584	583	554	521	7,395	-15	-0.2%
2023/24	546	639	611	561	584	518	584	563	556	587	587	575	546	7,457	62	0.8%

Source: Grand Forks Public Schools (2010/11 to 2023/24)

Note: Home School and Placement School students not included in enrollment.

Observations:

- Largest K-12 class in 2023/24: 1st Grade with 639 Students
- Smallest K-12 class in 2023/24: 5th Grade with 515 Students
- Graduating senior class is the same size as than the incoming Kindergarten class, indicating a stable enrollment
- Largest historical increase was from 2010/11 to 2011/12 with increase of 2.5% (+166 students)
- Largest total enrollment since 2010/11 was in 2017/18 with 7,479 Students
- The largest 11th grade class since 2010/11 occurred in 2023/24 with 575 Students

Cohort Student Change

Enrollment Grade Change

From	To	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	K-12	
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Change	% Change
2010/11	2011/12	10	-10	3	-4	-1	32	16	8	32	9	-13	26	166	2.5%
2011/12	2012/13	7	-10	-5	-17	0	29	17	1	48	-20	-20	-19	90	1.3%
2012/13	2013/14	-4	-19	-12	-2	-1	19	8	-6	30	1	-19	-9	111	1.6%
2013/14	2014/15	-24	-20	15	17	3	-1	-4	-20	21	-24	-36	-20	69	1.0%
2014/15	2015/16	-16	-14	-13	-16	2	20	-3	-8	40	7	14	16	124	1.7%
2015/16	2016/17	-9	-8	-2	-10	-24	17	5	0	20	-4	-3	31	75	1.0%
2016/17	2017/18	-8	8	-4	6	-4	22	-2	-9	42	9	-10	32	131	1.8%
2017/18	2018/19	-33	-16	-14	-20	-19	7	-27	-10	30	-8	-39	12	-134	-1.8%
2018/19	2019/20	-33	0	6	-8	-8	19	8	-10	35	-12	-12	25	111	1.5%
2019/20	2020/21	-29	-3	-33	-19	-22	-15	-17	-6	13	-2	-13	28	-25	-0.3%
2020/21	2021/22	-27	-8	-13	-1	-7	8	-7	-7	16	-16	-22	13	-21	-0.3%
2021/22	2022/23	-28	-4	-3	-8	1	19	-2	-5	16	-22	-35	-25	-15	-0.2%
2022/23	2023/24	22	16	-6	-1	-5	6	-1	-5	24	3	-8	-8	62	0.8%
3-Year Average		-11.0	1.3	-7.3	-3.3	-3.7	11.0	-3.3	-5.7	18.7	-11.7	-21.7	-6.7	8.7	0.1%
3-Year Weighted Average		-2.8	5.3	-6.2	-3.3	-3.3	10.7	-2.3	-5.3	20.0	-8.5	-19.3	-10.2	22.5	0.3%

Source: Grand Forks Public Schools (2010/11 to 2023/24)

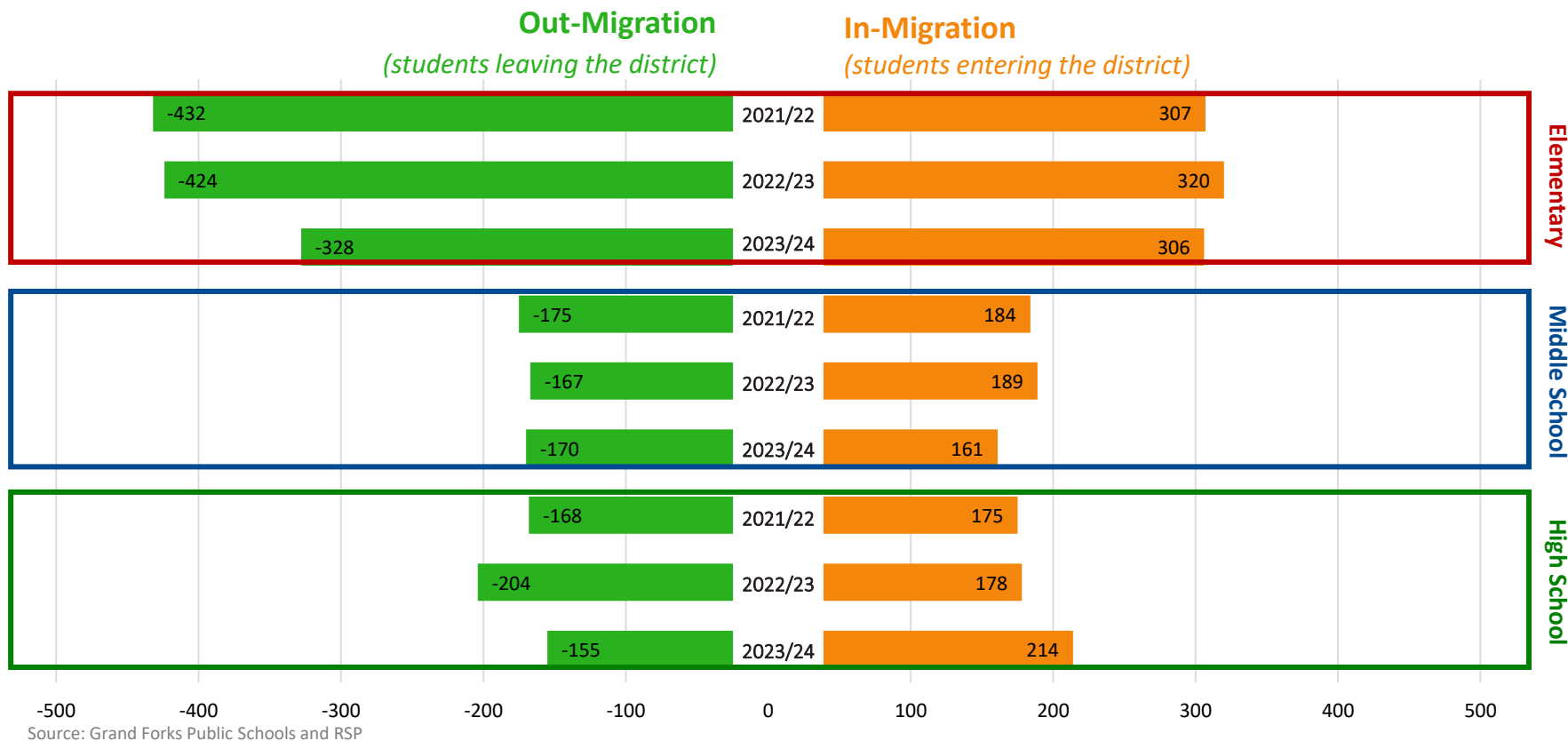
Note: Home School and Placement School students not included in enrollment.

Observations:

- Largest 3-year average K-12 class cohort increase: 8th to 9th Grade **(+18)**
- Largest 3-year average K-12 class cohort decrease: 10th to 11th Grade **(-21.7)**
- Overall percent change from previous year of +0.8% **(increase of 62 students)**
- Instructional Modality will have to be monitored to determine if the students who are not attending the district still reside in the district and if or how many return to receive services in the future years
- This was the first year that K-12th cohort change resulted in a gain of students since 2018/19 to 2019/20

3-Year Student Migration Trend

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Definition

Out-Migration: Shows number of students in grade K to 11th that were attending the District in the previous year, but are not attending the District in the current year.

In-Migration: Shows number of students in grade 1st to 12th that are attending the District in the current year, but were not attending the District in the previous year.

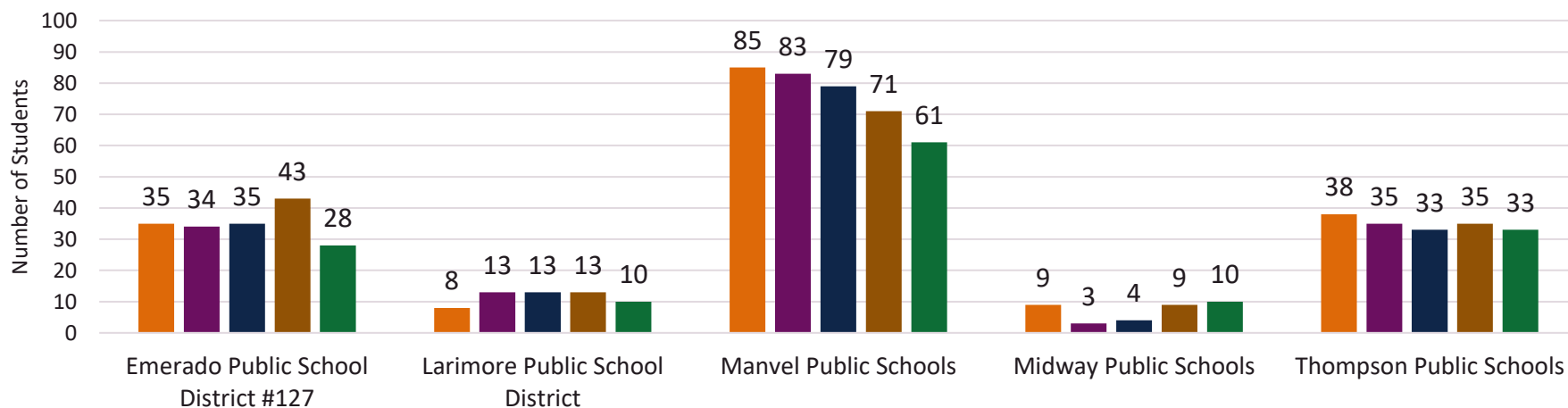
Observations

- 2021/22 lost 775 students and gained 666 students; **NET: -109**
- 2022/23 lost 795 students and gained 687 students; **NET: -108**
- 2023/24 lost 653 students and gained 681 students; **NET: +28**

Main Takeaway: The district had a negative net gain of transfer students over the past two years. This year, the district experienced a positive net migration as the number of students migrating out of the district decreased.

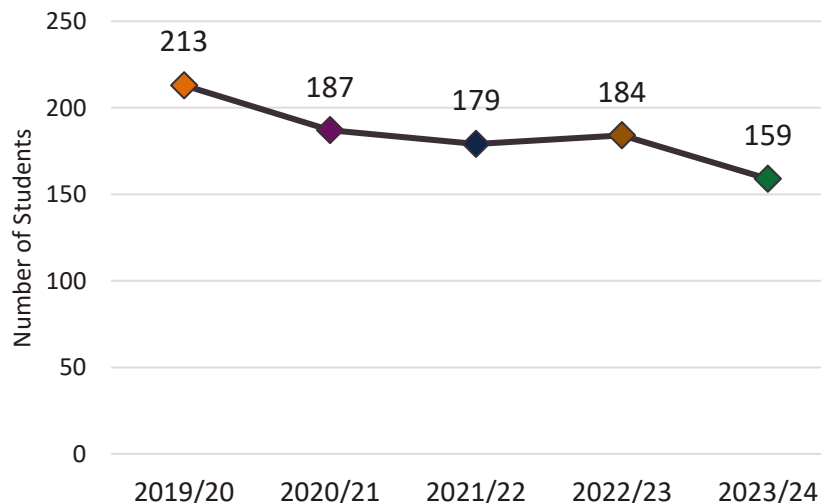
Out of District Students by Residing School District (top 5)

2019/20 2020/21 2021/22 2022/23 2023/24



Source: Grand Forks Public Schools and RSP

Total Out of District Students per Year



Source: Grand Forks Public Schools and RSP

Observations

- Out of district enrollment has decreased over the past five years
- 159 total students reside out of the district boundary this year
- Manvel Public Schools tends to contribute the largest share of out of district students per year, but this has decreased consecutively for the past five years

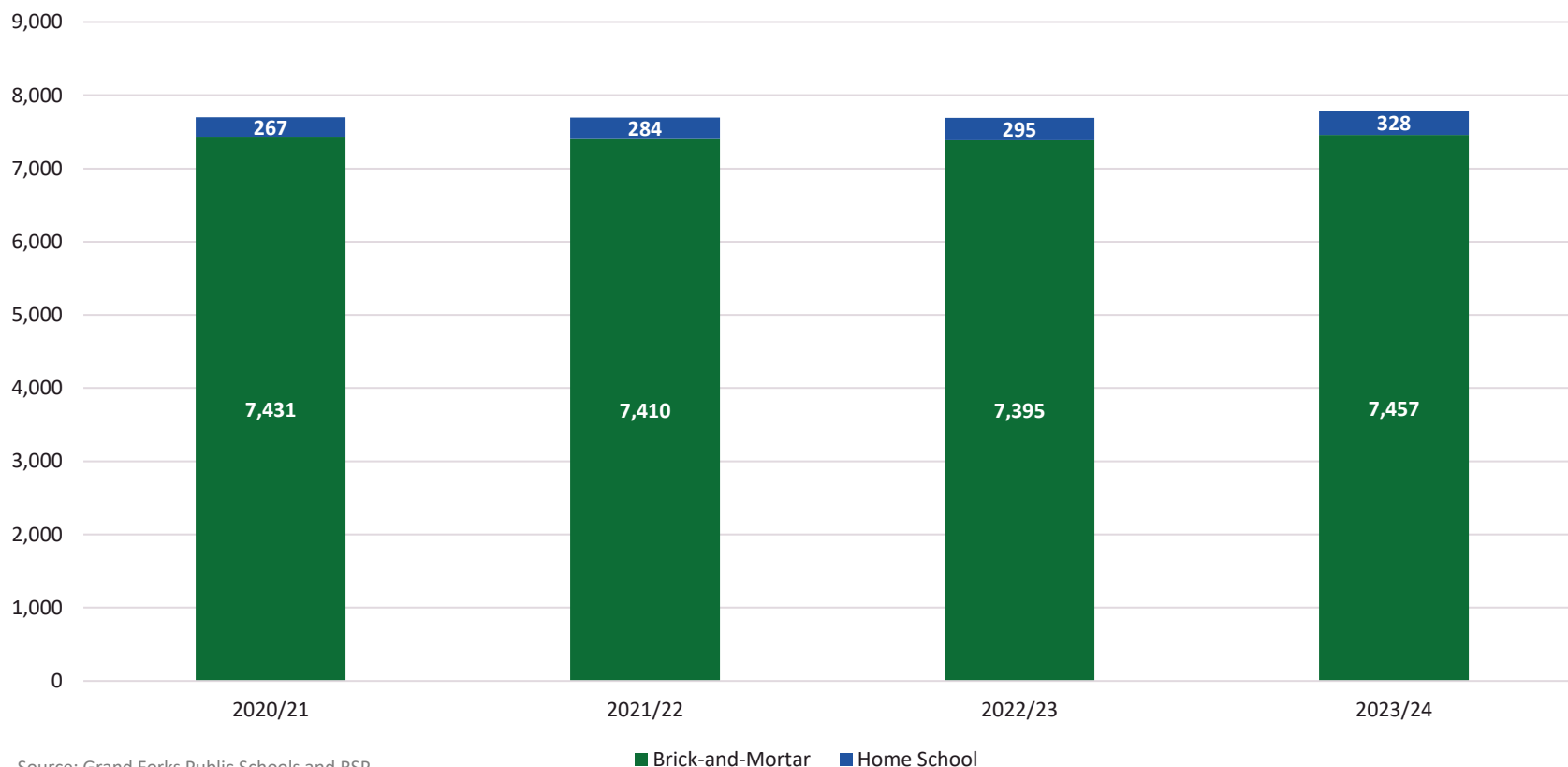
Note: Analysis includes the number of students RSP has geocoded residing out of the district boundary. It may not align with district totals of out-of-district transfers, but provides a count of students with addresses outside of the district at the time of Official Count provided data.

Main Takeaway: It is important to monitor the current market share of out of district students to better understand changes in student choices.

Home School Student Analysis

DISCLAIMER: Students that reported as home school students are not in the Official Count. If they received any instruction on site instruction they would be a brick-and-mortar student.

Student by Instructional Modality Over Time

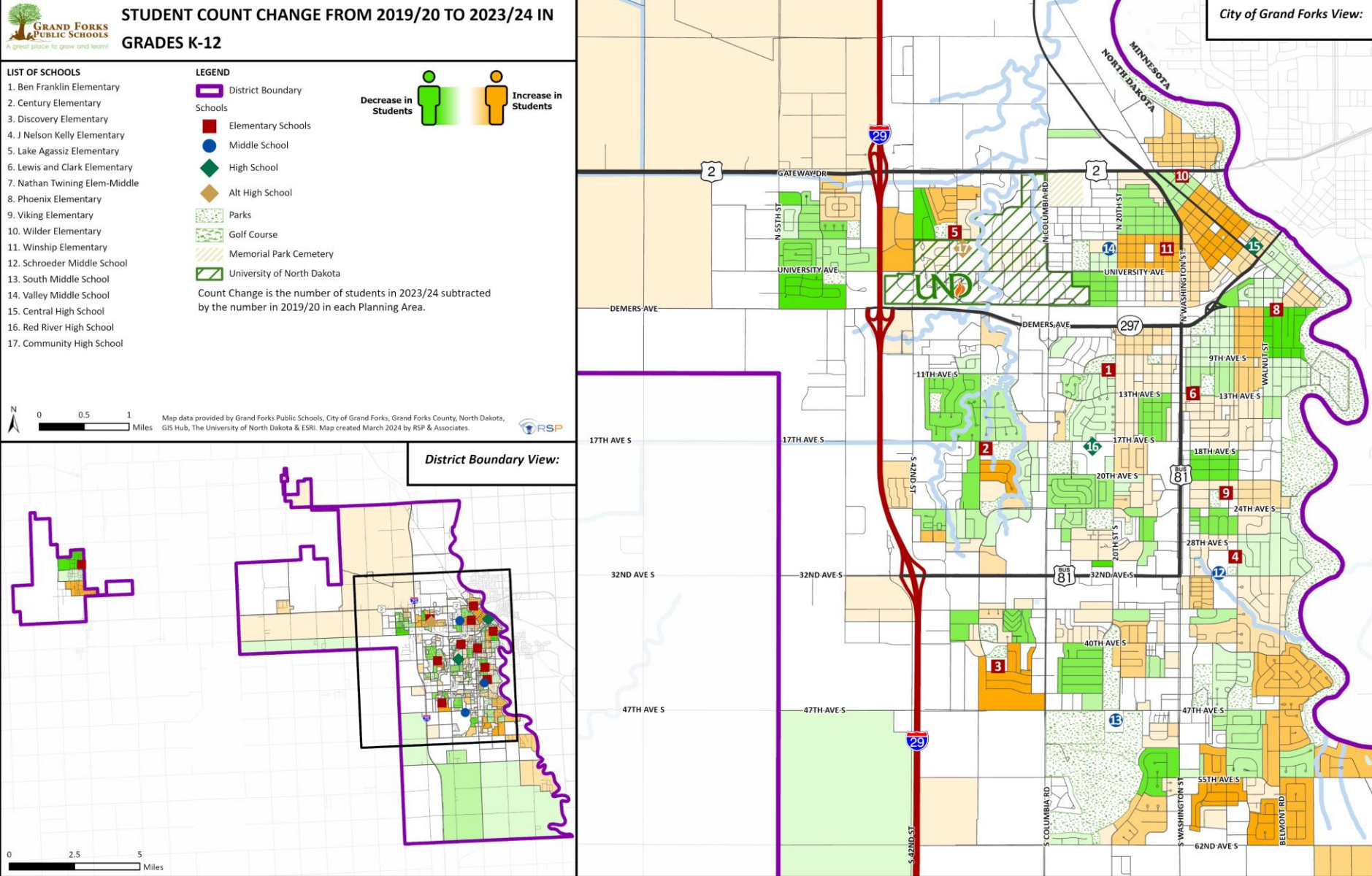


Observations:

- The number of home school students increased in this year
- In 2023/24, 328 students in the community reported home school as their instructional modality
- The percentage of students reporting homeschool increased from 2022/23 to 2023/24
 - 2022/23: 4.0% of students report as home school
 - 2023/24: 4.4% of students report as home school

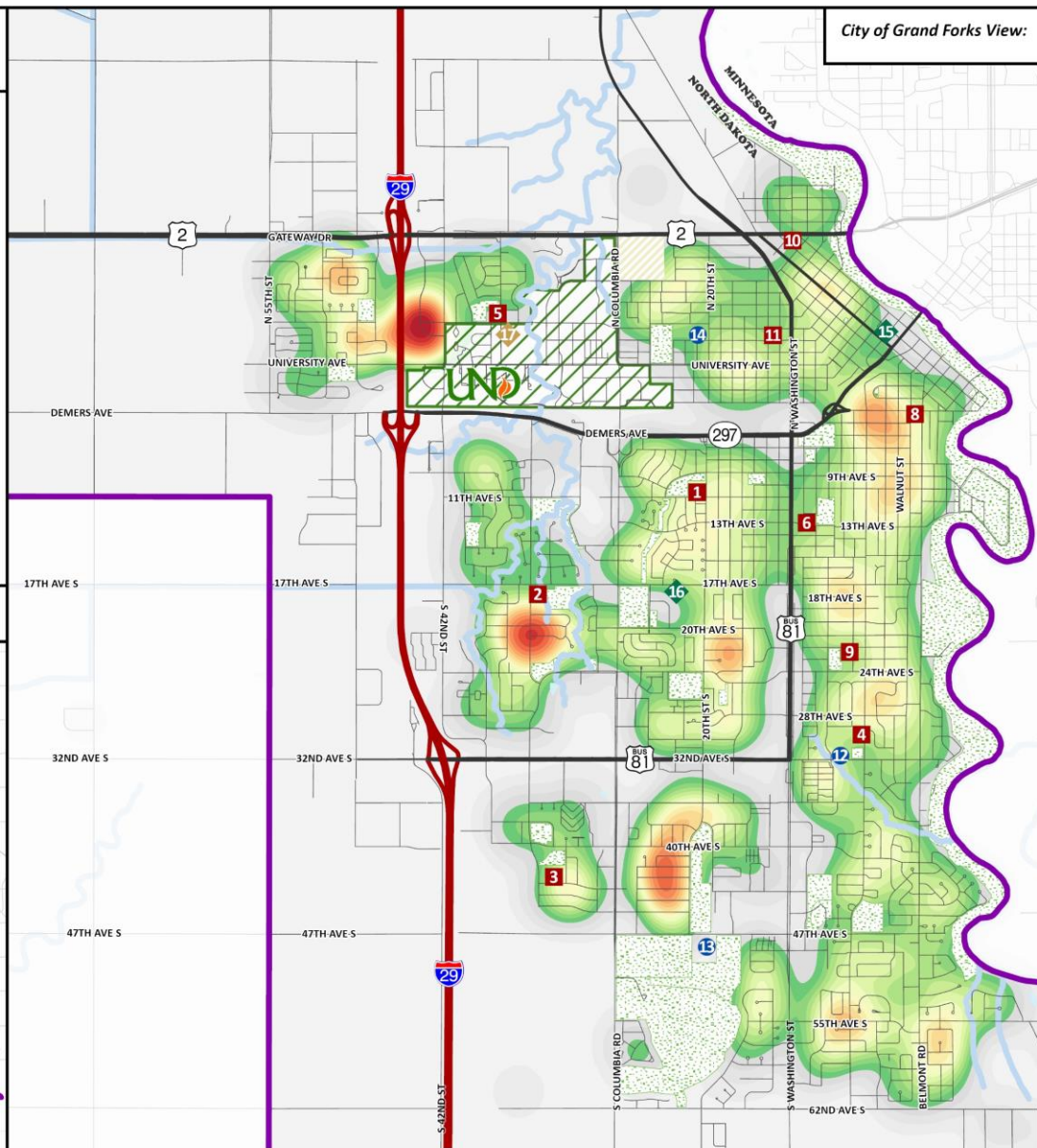
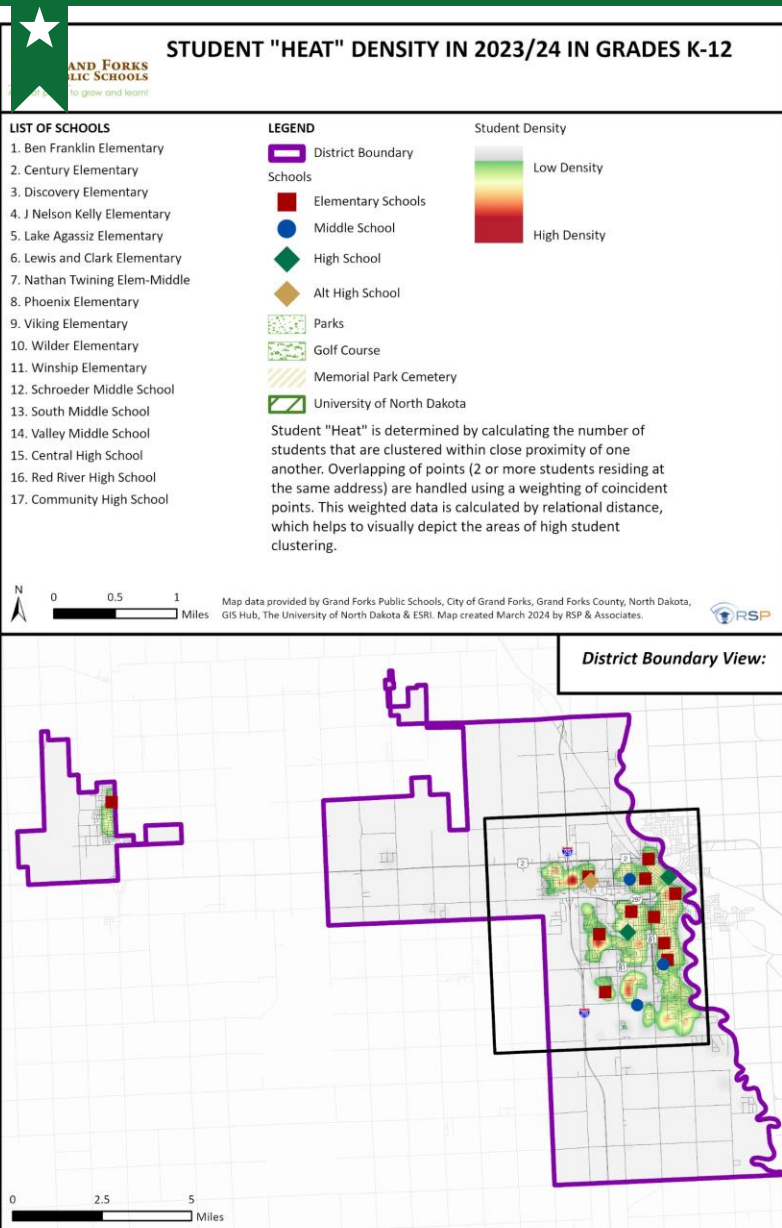
K-12 Student Count Change Map

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K-12 Heat Map

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	RSP & Associates monitors almost 500 planning areas for demographic, development, and enrollment data sets
–	<p>Live births in Grand Forks County has been decreasing – <i>indicator of student loss</i></p> <ul style="list-style-type: none">• The past four years, there has been less than 900 births reported per year• The kindergarten class decreased this year
+	<p>District enrollment increased by 62 students from last year – <i>indicator of student growth</i></p> <ul style="list-style-type: none">• The past four years, enrollment has decreased year to year• Most grade levels decrease as they work their way through the system
	Graduating senior classes are same size as incoming kindergarten classes – <i>indicator of stabilization</i>
+	<p>District experienced less students migrating out of the district this year – <i>indicator of student growth</i></p>
	Greatest student density is west of Lake Agassiz Elementary School near multiple multi-family housing options
	Open enrollment trends should continually be analyzed as change to open enrollment policy have impact on enrollment outlook.



Development and Growth Trends

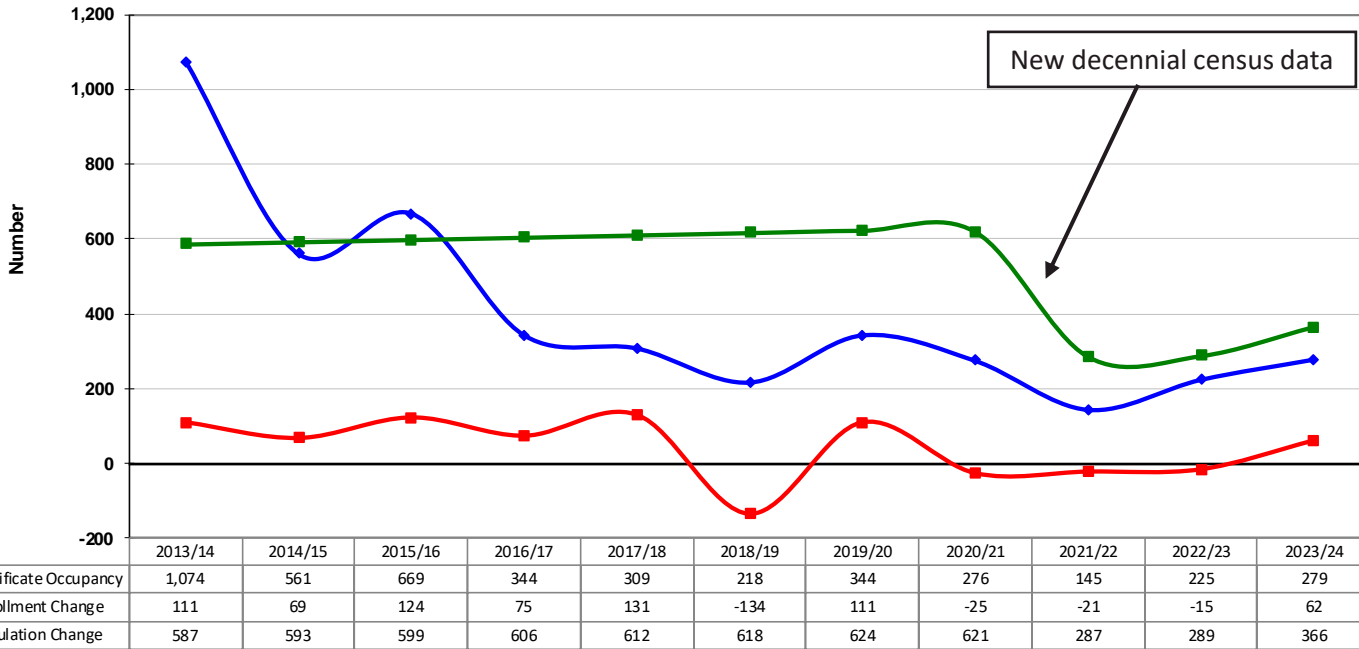
Population, Development, & Enrollment

Student Yield Rate

Housing Market Maps & Data

Potential Growth Analysis

Population, Development, & Enrollment



Source: US Census, Grand Forks County, and Grand Forks Public Schools

Graphic Explanation

- **BLUE LINE:** Building activity has slowed down in recent years
 - The past 3 years have averaged about +200 units a year
- **GREEN LINE:** Census data indicates a stable, slightly increasing population
 - Population shows the estimated growth of the whole decade
 - New decennial census often affects year-to-year change
- **RED LINE:** Student enrollment has been generally decreasing year to year

Main Takeaway: Graphic illustrates benchmark data to determine if there is a correlation between:

- Population change
- Building activity
- School enrollment

All three variables increased at a higher rate this year.

Student Yield Rate: Single-Family

Students per 100 SF units:	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Avg
Ben Franklin Elementary	18	17	18	18	18	17	17	16	16	15	17
Century Elementary	18	18	19	17	17	18	16	17	17	18	18
Discovery Elementary	35	32	32	31	30	29	27	26	28	27	30
J Nelson Kelly Elementary	23	22	21	22	24	25	24	25	25	25	24
Lake Agassiz Elementary	15	14	14	15	13	13	14	13	12	11	13
Lewis & Clark Elementary	17	18	18	16	15	13	13	12	14	13	15
Nathan Twining Elementary	0	0	0	0	0	0	0	0	0	0	0
Phoenix Elementary	15	15	14	15	11	13	12	11	12	11	13
Viking Elementary	15	15	16	17	18	18	18	17	18	15	17
Wilder Elementary	17	17	17	16	15	11	13	12	13	14	15
Winship Elementary	8	7	8	9	9	9	11	10	10	10	9
District (K-5):	18	17	18	18	17	17	17	17	17	17	17

Table Legend

- +3 greater from District Average
- 3 fewer from District Average

Source: Grand Forks County, Grand Forks Public Schools, and RSP

Single-Family Yield Rate Observations

- Table shows the number of students per 100 single-family (SF) units by year and by elementary boundary
- District sees on average 18 K-5 students per 100 single-family households
- Discovery Elementary has the largest 2023 SF yield rate with 27 students per 100 single-family households
 - This yield rate has been decreasing over the past ten years indicating fewer students being generated from multi-family housing in this boundary
- Nathan Twining Elementary has the smallest 2023 SF Yield rate with 0 students per 100 single-family households
- Adding new housing inventory can impact the yield rate – There were 916 single-family homes built from 2014 to 2023
- The district single-family yield rate has been stable at around 17-18 students per 100 single-family units over the past decade indicating a stabilizing of enrollment

Student Yield Rate: Multi-Family

Students per 100 MF units:	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	Avg
Ben Franklin Elementary	9	11	11	11	10	9	8	8	8	9	9
Century Elementary	8	9	8	8	8	8	7	6	7	6	8
Discovery Elementary	5	5	6	6	7	7	6	7	6	6	6
J Nelson Kelly Elementary	7	7	7	7	7	7	6	6	6	7	7
Lake Agassiz Elementary	11	12	12	11	10	11	11	12	10	11	11
Lewis & Clark Elementary	9	7	10	8	12	15	15	15	17	16	12
Nathan Twining Elementary	48	48	42	44	40	42	42	48	41	39	43
Phoenix Elementary	7	9	7	6	7	7	7	6	7	7	7
Viking Elementary	8	9	9	9	9	8	8	8	8	8	8
Wilder Elementary	8	9	8	6	5	5	5	5	5	6	6
Winship Elementary	0	0	0	0	0	0	0	0	0	0	0
District (K-5):	9	10	10	9	9	9	8	9	8	8	9

Table Legend

- +3 greater from District Average
- 3 fewer from District Average

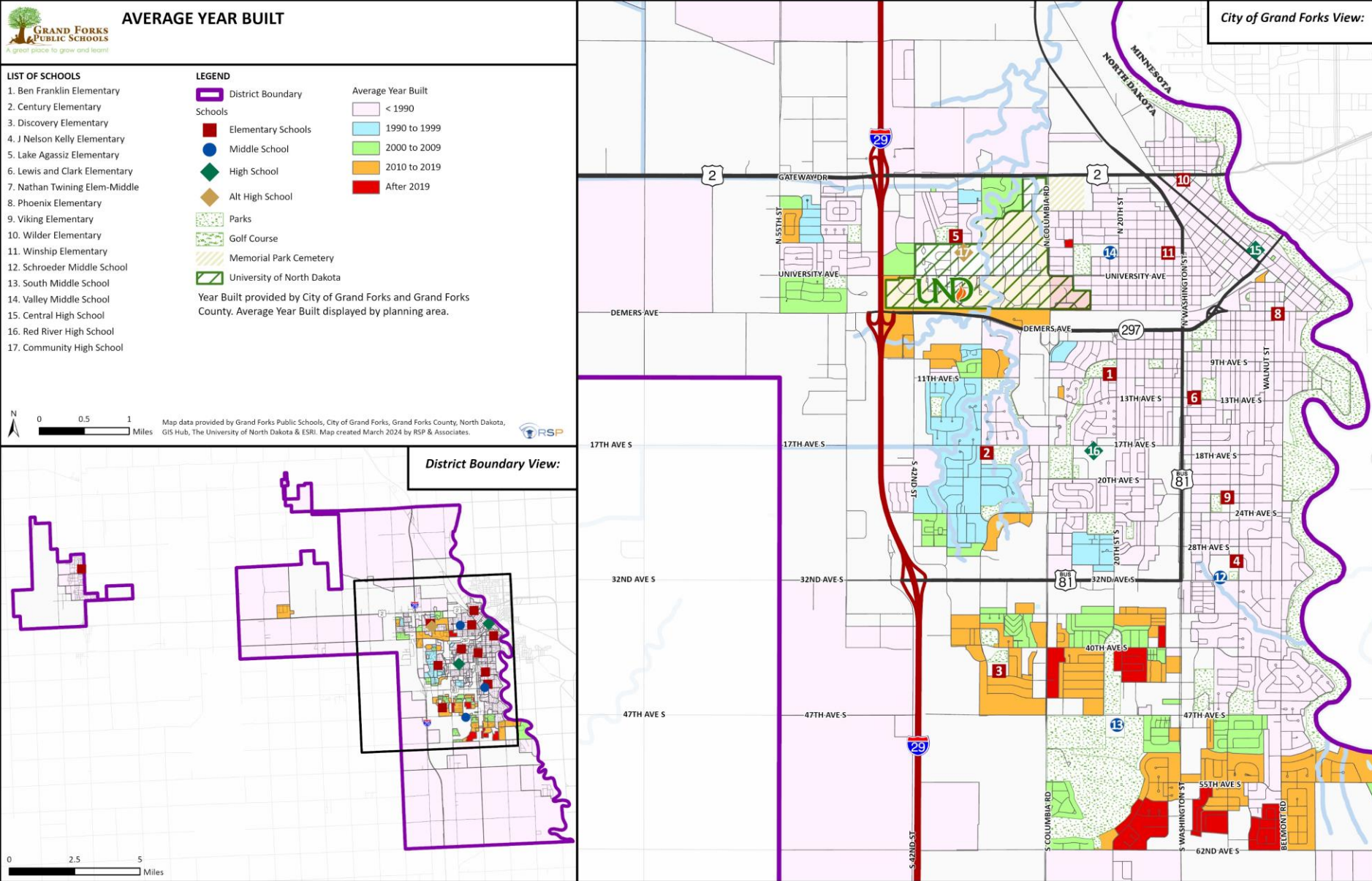
Source: Grand Forks County, Grand Forks Public Schools, and RSP

Multi-Family Yield Rate Observations

- Table shows the number of students per 100 multi-family (MF) units by year and by elementary boundary
- District sees on average 9 students per 100 multi-family households
- Nathan Twining Elementary has the largest 2023 MF yield rate with 39 students per 100 multi-family households
 - This yield rate has been decreasing over the past ten years indicating fewer students being generated from multi-family housing in this boundary
- Winship Elementary has the smallest 2023 MF yield rate with 0 students per 100 multi-family households
- Adding new housing inventory can increase the yield rate – There were 2,454 multi-family homes built from 2014 to 2023
- The district multi-family yield rate has been stable at around 8-10 students per 100 multi-family units over the past decade indicating a stabilizing of enrollment

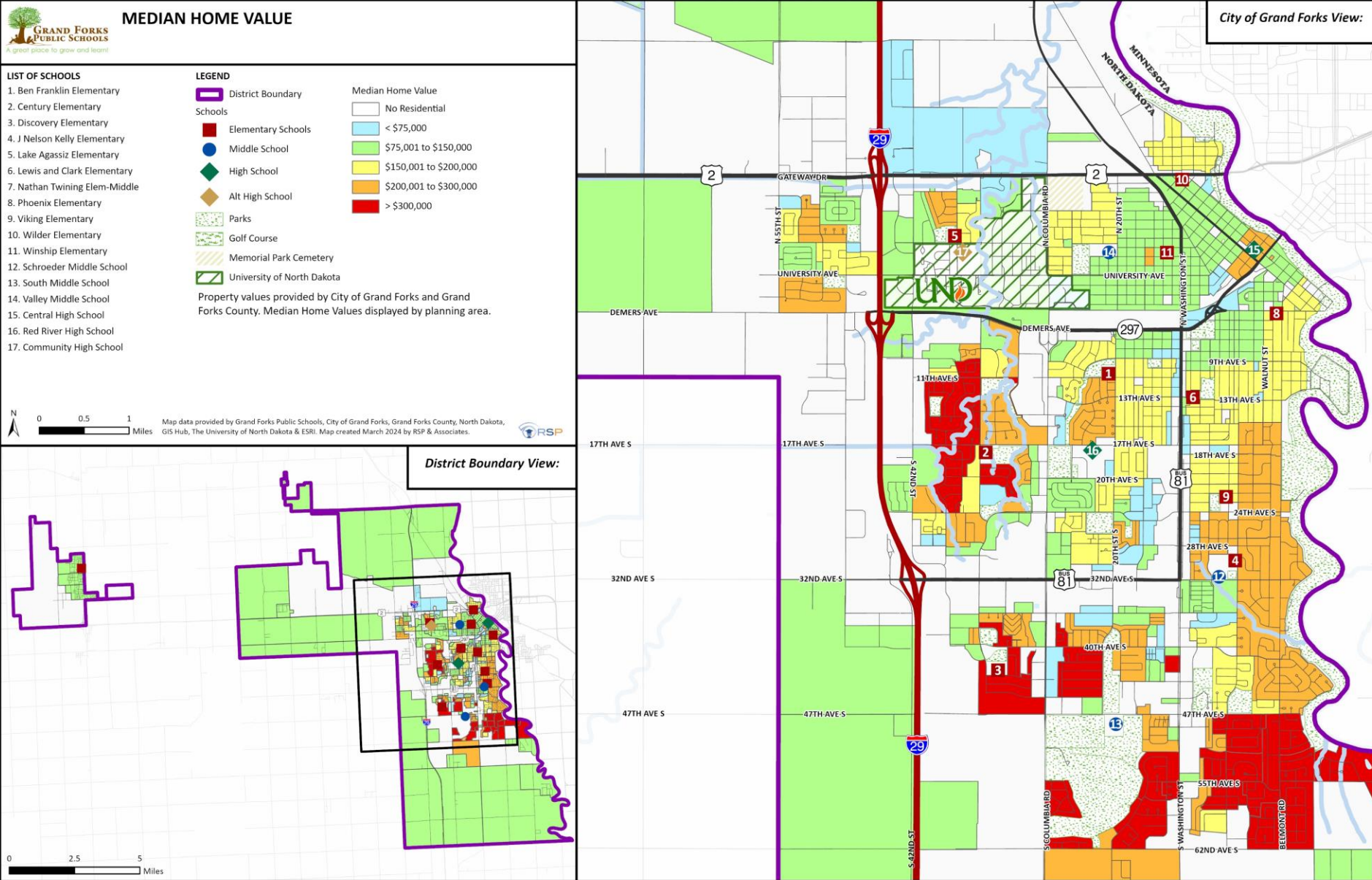
Average Year Built Map

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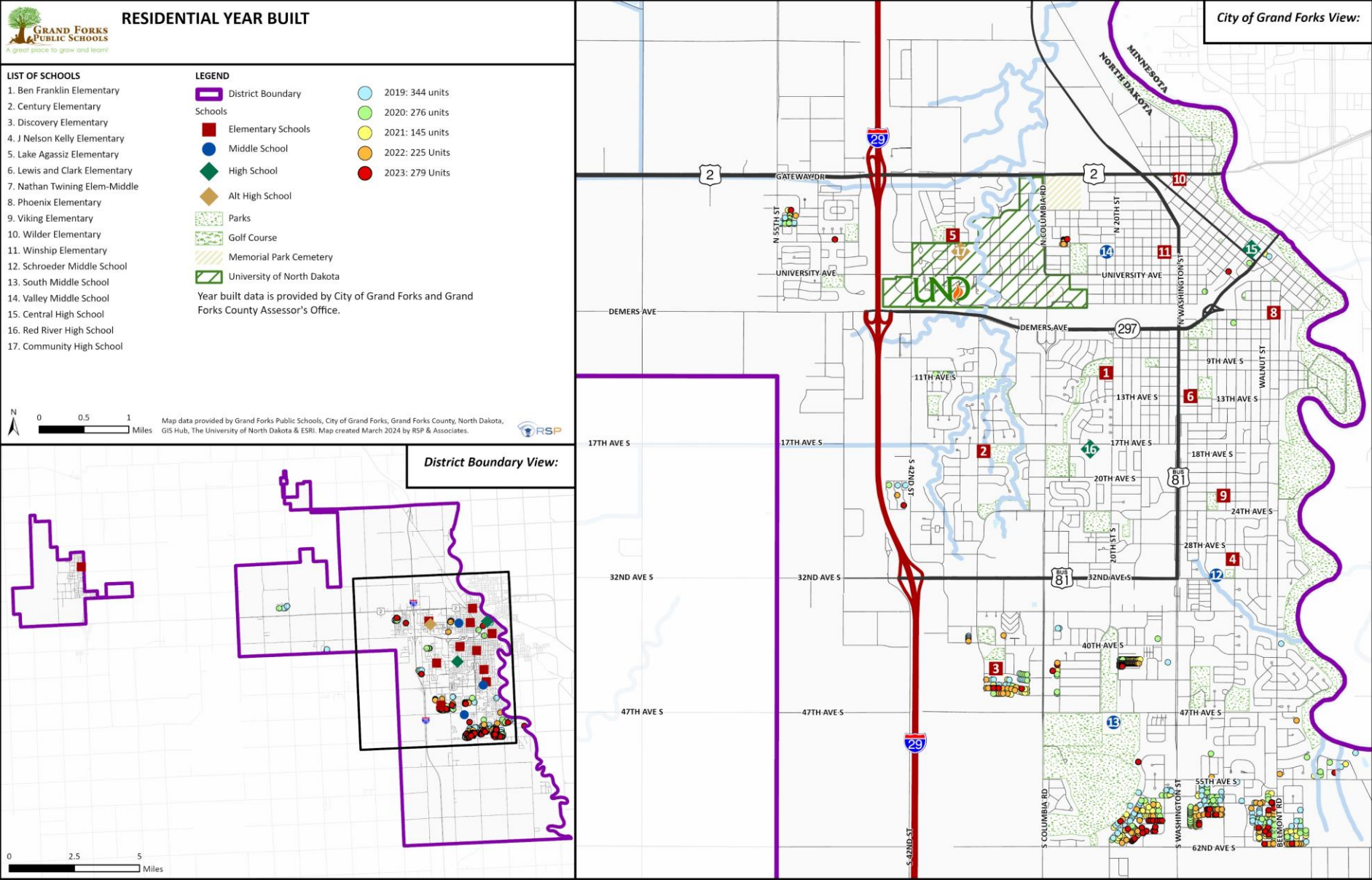


Median Home Value Map

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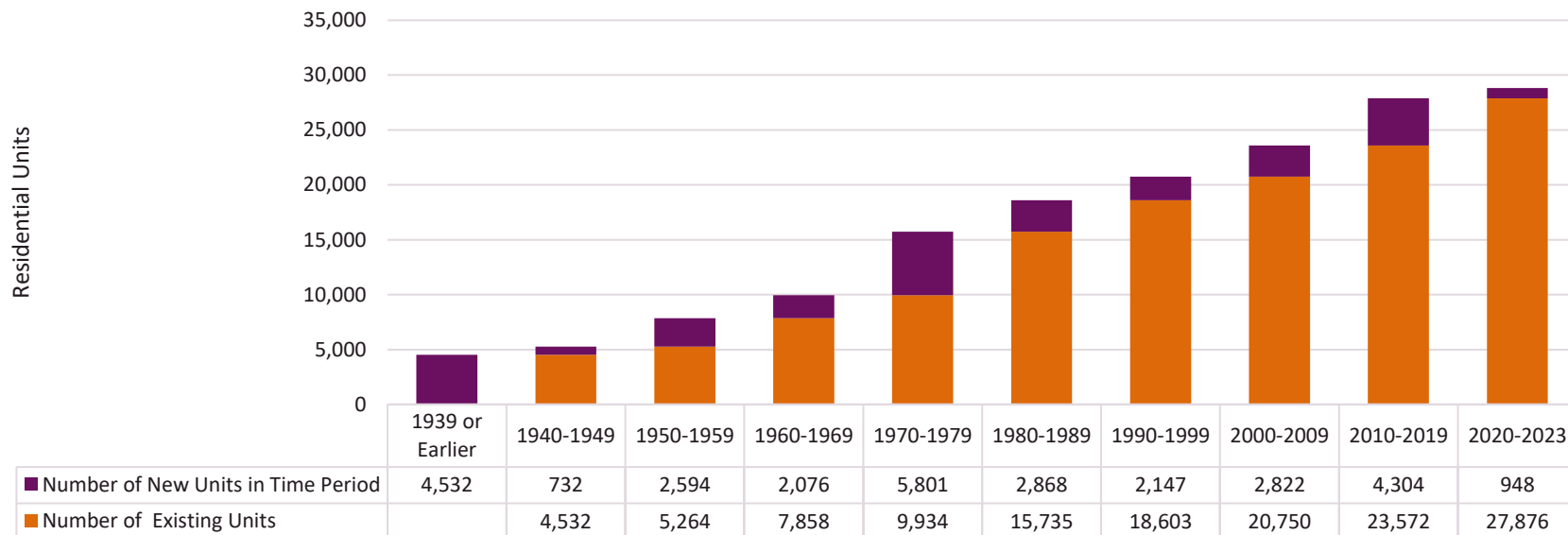


Recent Year Built Map



Development Activity Over Time

New V.S. Existing Units by Decade Built

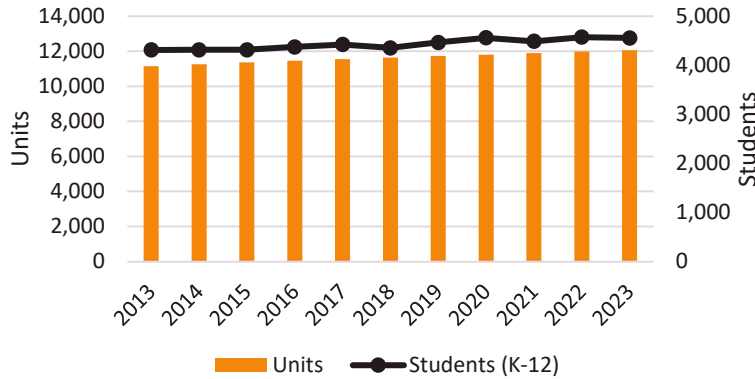


Source: Grand Forks County and ESRI

Observations:

- Table has been created to illustrate the number of units by year built
- The average number of units built per year from 2010 to 2019 (430 per year) is higher than from 2000 to 2009 (282 per year)
- The decade with the most units built was 2010 to 2019 when the district residential inventory increased by roughly 18%
- The average year for all units built was 1913 while the median year built is 1973
- Since the start of the current decade, over 900 units have been added to the district

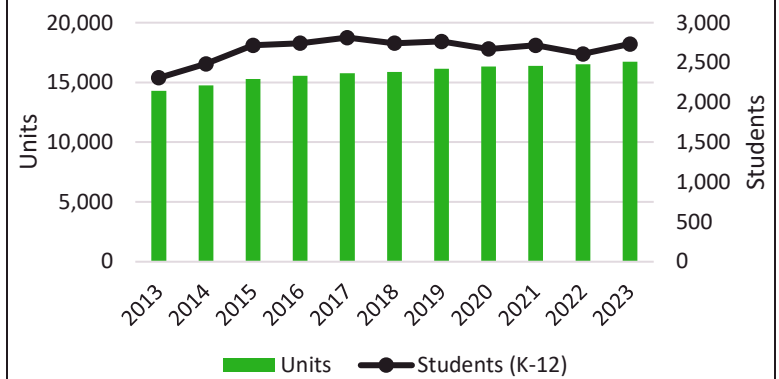
Table 1 Grand Total SF Student Analysis



Overall,
students
increased
by 13.4%



Table 2 Grand Total MF Student Analysis



Overall,
Development
increased by
18.2%



Table 4 Grand Total Development Student Analysis

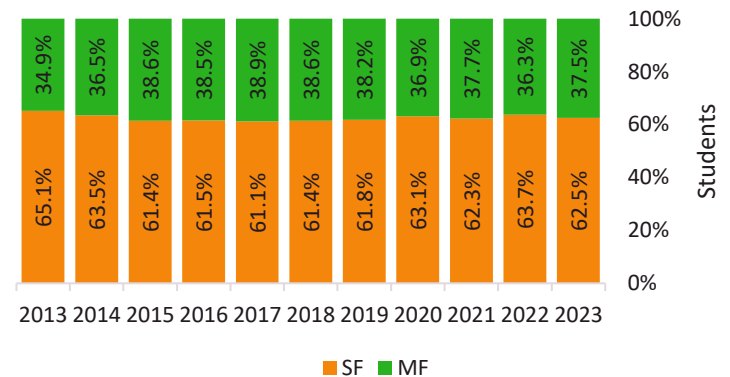
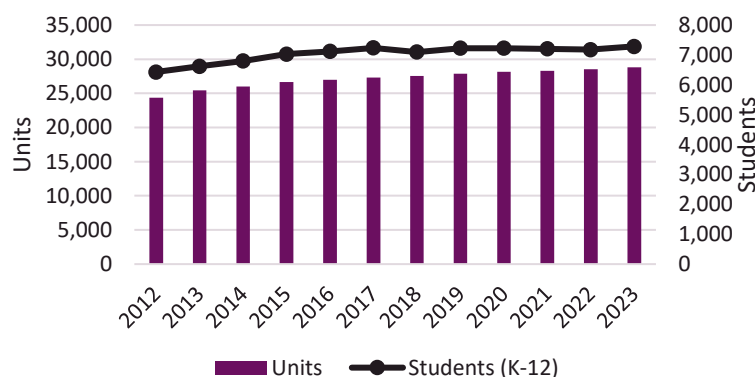


Table 3 Grand Total Total Student Analysis



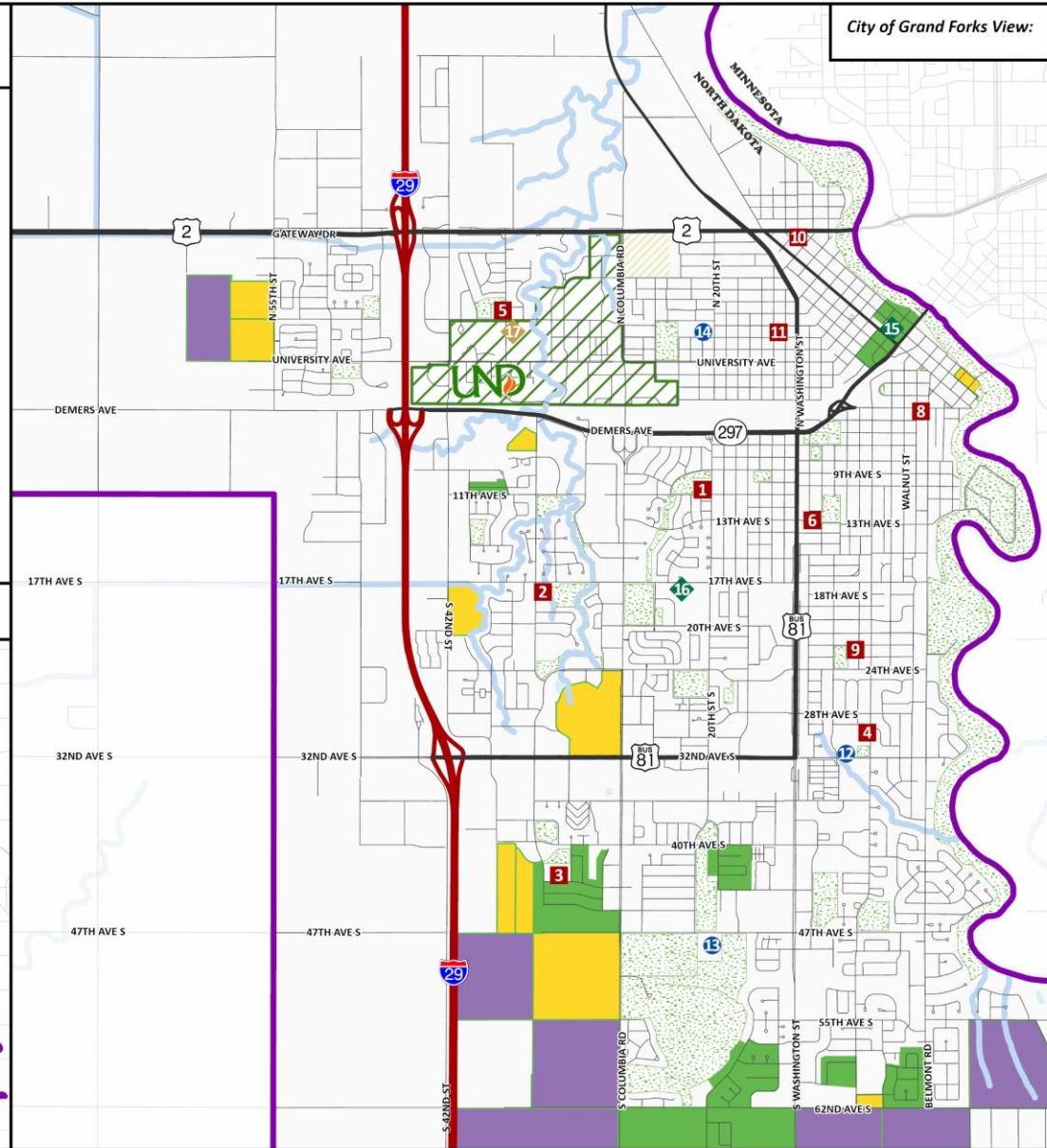
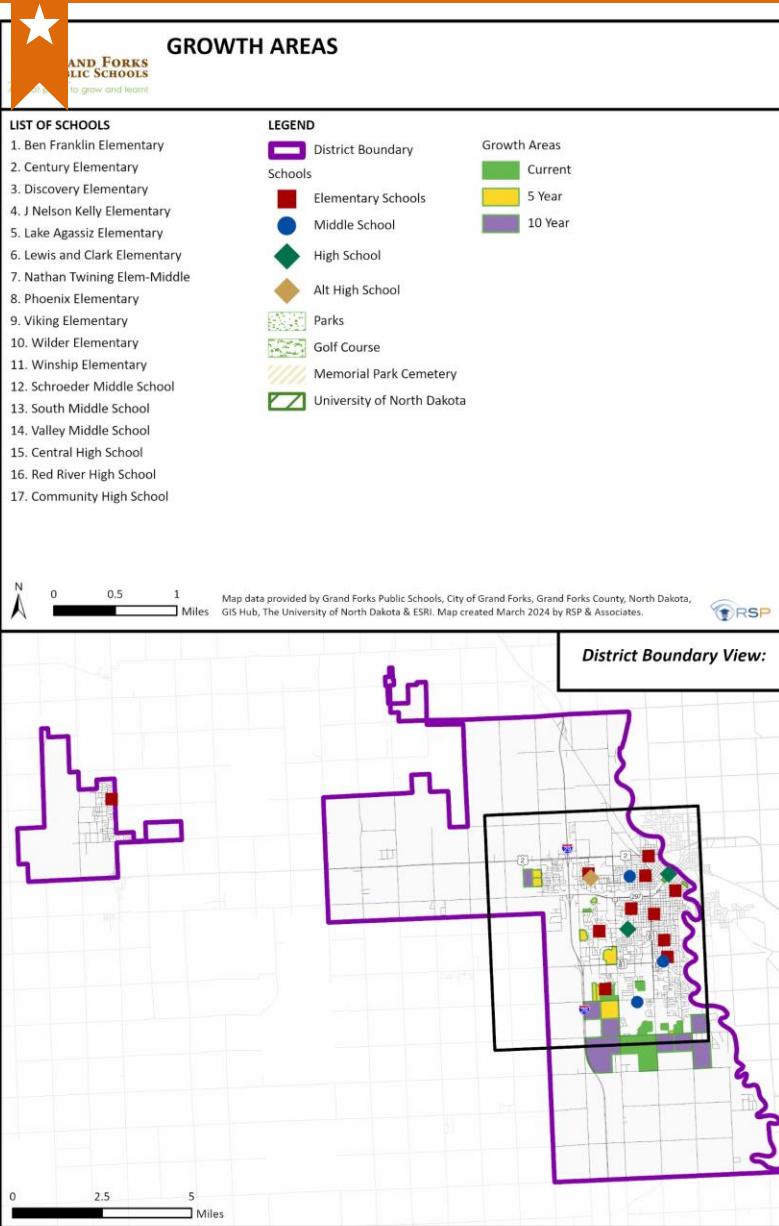
Source: Grand Forks Public Schools, Grand Forks County, and RSP

- Table 1: The number of Single-Family (SF) units available by year and the number of students attending
- Table 2: The number of Multi-Family (MF) units available by year and the number of students attending
- Table 3: The total number of units and students by year
- Table 4: The percentage of students by development type (Orange is SF and Green is MF)

Main Takeaway:

- Students in multi-family housing has increased by 2.6%
- Multi-family Units have increased by 25.6%
- Single-family Units have increased by 9.3%

Growth Area Map



Development Table

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RSP Plan Area Name	Type	Growth Area	Existing Units	Potential Units	3-Year Avg	Elementary School
Luxe 1st SF	TH	Current	14	16	0	Century Elementary
Grand Valley P.U.D.	MU	Current	6	321	0	Discovery Elementary
62nd Ave S & Cottonwood ST	SF	Current	77	66	15	Discovery Elementary
East of Louann Circle	SF	Current	24	76	8	Discovery Elementary
Kings View 4th Add	SF	Current	106	38	20	Discovery Elementary
Land surrounding Discovery Elementary	SF	Current	132	80	11	Discovery Elementary
Southfield Place	SF	Current	59	100	13	Discovery Elementary
Downtown	MU	Current	439	273	36	Wilder Elementary
Columbia Mall	MU	5 Year	0	150	0	Century Elementary
North of Valley Senior Living on 42nd	SF	5 Year	2	50	0	Century Elementary
Vibrancy District - Townhomes	VAC	5 Year	0	50	0	Century Elementary
East of Cherry Street	AG	5 Year	0	20	0	Discovery Elementary
Northwest of King's Walk Golf Course	AG	5 Year	0	300	0	Discovery Elementary
West of Discovery Elementary and East of I-29 (MF)	AG	5 Year	0	300	0	Discovery Elementary
West of Discovery Elementary and East of I-29 (SF)	AG	5 Year	0	300	0	Discovery Elementary
N 55th ST & University Ave	MF	5 Year	0	75	0	Lake Agassiz Elementary
West of 55th Street	MF	5 Year	0	75	0	Lake Agassiz Elementary
Water Treatment Plant	Public	5 Year	0	50	0	Phoenix Elementary
Adams Drive	AG	10 Year	0	300	0	Discovery Elementary
East of Grand Forks Campgrounds	AG	10 Year	0	300	0	Discovery Elementary
South of 62nd Ave SE	AG	10 Year	0	300	0	Discovery Elementary
South of 62nd Ave SE	AG	10 Year	0	300	0	Discovery Elementary
West of Countryside Acres	AG	10 Year	0	300	0	Discovery Elementary
West of Grand Forks Country Club	AG	10 Year	0	200	0	Discovery Elementary
West of King's Walk Golf Course	AG	10 Year	0	300	0	Discovery Elementary
East of N 62nd St	MF	10 Year	0	175	0	Lake Agassiz Elementary
Current Total			857	970		
5 Year Total			2	1,370		
10 Year Total			0	2,175		
All Total			859	4,515		

Source: City of Grand Forks & Grand Forks County

Observations

- Table has been created to illustrate the type and amount of potential development
- The speed in which any developments are built is influenced by who owns the property, access to infrastructure, and economic indicators
- Growth Areas are created from existing land use, future land use, capital improvement plan, zoning, and city staff input
 - Green: identifies where development activity is happening
 - Yellow: identifies areas that could develop within 5 years
 - Purple: identifies areas that could develop within 10 years

Main Takeaway: Over 4,500 total potential units were identified in this study. 970 potential units are in active development stages. Discovery Elementary school boundary has the most potential units located within it.

Economic Development Outlook

○ Wastewater Treatment Plan Expansion

- Increasing capacity to meet the needs of population and industrial growth in Grand Forks
- Expected to handle 13.8million gallons a day by 2040 – a 60% increase in capacity
- Development downtown near the site is expected to spur with the completion of the project

Source: <https://www.grandforksherald.com/news/local/grand-forks-begins-multi-year-expansion-of-wastewater-treatment-plant>

○ Columbia Mall Redevelopment

- Potential redevelopment of the mall continues to be in conversation with vacant store spaces
- Proposed changes range from residential, retail, recreational, and/or mixed-use redevelopment

Source: <https://www.grandforksherald.com/news/local/grand-forks-columbia-mall-employees-know-little-about-upcoming-auction-hope-to-see-a-positive-change>

○ Memorial Village II project

- The second phase of Memorial Village is being built which will add apartments for student housing, a new softball facility, and other mixed-use development facilities
- Potential timeline identifies the softball field to be playable by summer 2024 and apartments occupied by March 2025

Sources: <https://knoxradio.com/2021/09/30/future-of-columbia-mall-still-a-work-in-progress/> <https://www.grandforksherald.com/news/local/und-breaks-ground-on-new-softball-facility-multiuse-apartments>

○ Hospital Growth

- Altru is building a new hospital to increase capacity and include new medical technology on the Altru Medical Campus
- Construction is expected to be complete by 2024 and start seeing new patients in early 2025 potentially located at I-29 and Hwy 47
- Potential expansion of Sanford Hospital in southwest Grand Forks awaiting infrastructure improvements and a new interchange at I-29 and 47th street

Sources: <https://www.grandforksherald.com/news/local/altru-officials-say-new-hospital-will-be-on-the-cutting-edge-of-technology-patient-comfort>
<https://www.altru.org/about-us/new-hospital>
<https://www.grandforksherald.com/business/two-years-after-it-opened-its-first-gf-location-sanford-continues-to-add-services-in-greater-grand-forks>

○ Riverside Christian School

- School Board is currently considering building a new school in south Grand Forks to accommodate enrollment growth

Source: <https://www.grandforksherald.com/news/riverside-christian-explores-options-to-address-growing-enrollment-including-building-in-south-grand-forks>



Over 4,500 units identified for potential development within the next 10+ years – *indicator of student growth*



Building activity has averaged adding 200-250 units to the district for the past five years – *indicator of student growth*

- Opportunities of residential growth are densest in the south near South Middle School
- Monitor local factors that may affect development timing and economic outlook to gauge how the new decade of residential growth will play out



Single-family residential has the highest propensity to have school aged students, yield rates of this development type are higher than that of multi-family – *indicator of student growth*

- Recent trends have indicated more multi-family development is happening in the district; 2023 built 65 single-family units built and 214 multi-family units built
- Tracking the types of development is important to understand the yield rate of students for every part of the community – there are varying yield rates with all developments



Growth areas located in south Grand Forks near 62nd Avenue – *indicator of student growth*

- The potential development of a new mobile home park community in northwest Grand Forks should be monitored closely – potential student impact may be quicker with this development than other projects
- Monitor economic development projects to gauge the market share impact of increased job market and investment in infrastructure to potentially spur development in future years

As of February 2022, construction costs have increased over 100% from August 2020 and supply chain challenges impact the potential and location of new development in the district.

Residential development will continue if the housing product is affordable and have active residential projects – infrastructure connectivity also plays a role in the desirability and timing of residential development. Potential for a slight decrease in unit production with a national election year (2024).



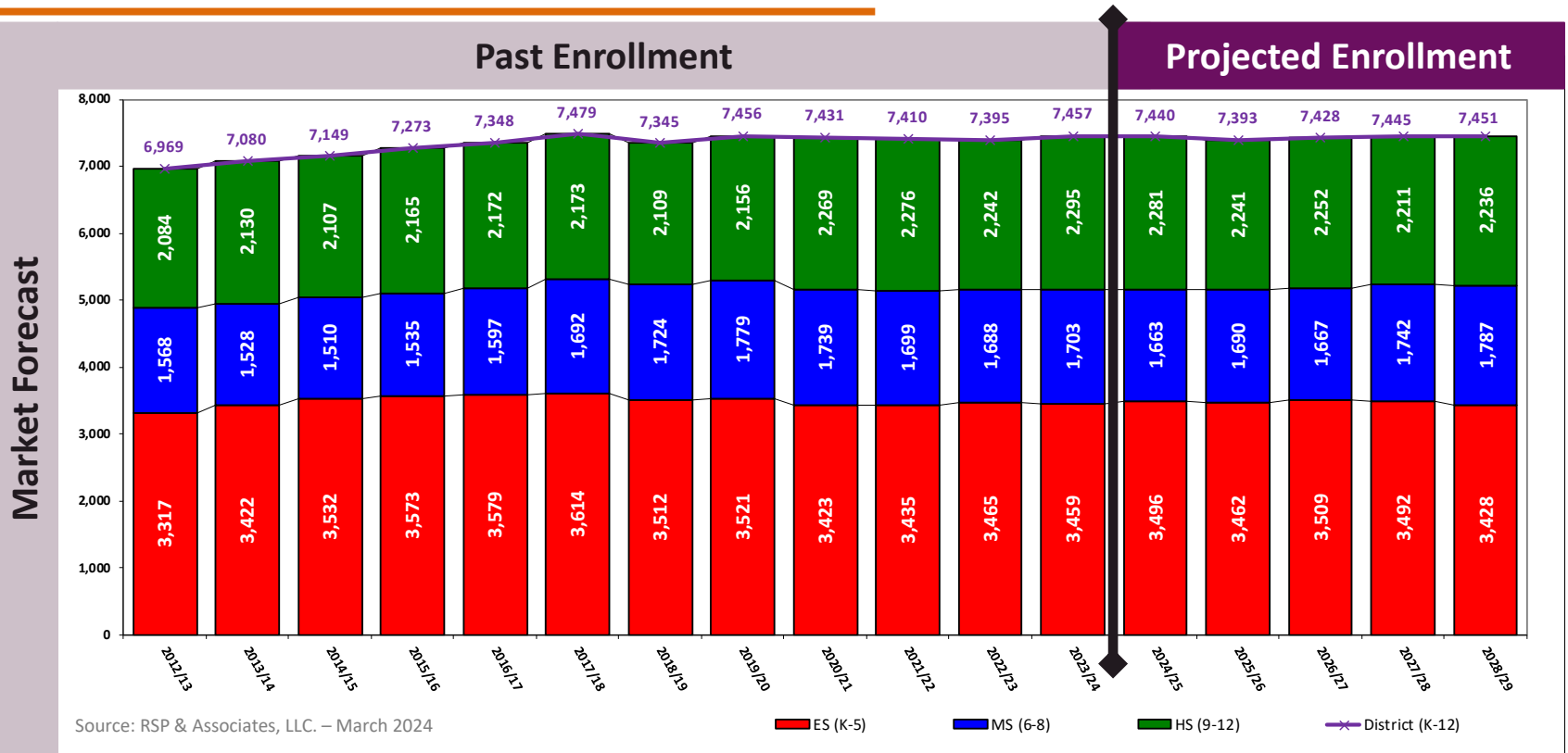
Student Projections

Past, Current, & Future Enrollment

Building Projections

Grade Level Projections

Past, Current, & Future Enrollment



Observations: Overall forecast identifies a relatively stable enrollment outlook over the next five years (around 7,450 students)

- District enrollment forecasted to decrease by 6 students (-0.1%) (Annual Range: -1.9% to +2.2% a year)
- Elementary enrollment forecasted to decrease by 84 students (-0.9%) (Annual Range: -1.8% to +1.4% a year)
- Middle School enrollment forecasted to increase by 30 students (+4.9%) (Annual Range: -2.3% to +4.5% a year)
- High School enrollment forecasted to decrease by 59 students (-2.6%) (Annual Range: -1.8% to +1.1% a year)

Projection Notes & Clarifications

Past Enrollment is shown three different ways:

- ❑ Reside: Based on where a student Resides in relation to the attendance area – includes Open Enrollment
- ❑ Attend: Based on what school the student is attending
- ❑ Reside/Attend: Subset of Reside to know how many of the Reside attend the school based on the attendance area they are assigned to

Projections are shown two ways:

- ❑ Reside: Based on where a student Resides in relation to the attendance area - includes Open Enrollment
- ❑ Attend: Based on where the student may likely attend – Includes Open Enrollment

Capacity

- ❑ Provided by the RSP 2018/19 Capacity Study
- ❑ Should be annually examined to ensure appropriate education space is available

Other Items

- Enrollment Grade Configuration in Student Forecast Model (K-5, 6-8, 9-12)
- Open enrollment trends are assumed to follow District policy and will continue like those trends
- There are more students residing in the district that are not part of the forecast – the forecast is the likely school district enrollment of students physically attending each school
 - Home School and Placement School Students are not included in past or projected enrollment
- Enrollment changes from day to day – the enrollment forecast is based on the enrollment from the 1st quarter of each school year

Elementary Projections by Building

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Grand Forks Public School District Projections By School (Based on Student Reside)

School	District Capacity	Enrollment Type (Past)	Past School Enrollment			Projections Based on Residence				
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Ben Franklin Elementary K to 5th	336	Reside/Attend	268	272	265					
		Reside	305	308	304	318	311	313	310	302
		Attend	297	311	320	335	315	317	314	306
Century Elementary K to 5th	484	Reside/Attend	362	372	366					
		Reside	393	424	412	413	402	406	413	405
		Attend	381	416	429	433	401	405	412	404
Discovery Elementary K to 5th	448	Reside/Attend	496	524	531					
		Reside	519	548	558	567	593	603	617	624
		Attend	507	545	551	555	586	596	610	617
J Nelson Kelly Elementary K to 5th	448	Reside/Attend	461	457	479					
		Reside	477	476	506	490	471	475	467	445
		Attend	476	473	508	497	470	474	466	444
Lake Agassiz Elementary K to 5th	444	Reside/Attend	386	347	345					
		Reside	442	481	479	468	470	469	459	453
		Attend	432	376	371	366	396	395	385	379
Lewis & Clark Elementary K to 5th	224	Reside/Attend	132	138	133					
		Reside	151	161	159	155	147	159	154	154
		Attend	166	171	170	167	159	171	166	166
Nathan Twining Elementary K to 5th	579	Reside/Attend	224	197	178					
		Reside	226	198	179	191	185	191	191	192
		Attend	238	223	191	205	201	207	207	208
Phoenix Elementary K to 5th	224	Reside/Attend	183	188	170					
		Reside	198	215	203	202	203	207	211	211
		Attend	219	226	202	195	213	217	221	221
Viking Elementary K to 5th	224	Reside/Attend	296	301	274					
		Reside	356	358	329	333	321	323	320	314
		Attend	310	314	293	294	279	281	278	272
Wilder Elementary K to 5th	112	Reside/Attend	155	154	166					
		Reside	181	185	218	247	258	265	251	231
		Attend	166	175	186	216	239	246	232	212
Winship Elementary K to 5th	224	Reside/Attend	149	88	90					
		Reside	187	111	112	112	101	98	99	97
		Attend	243	235	238	233	203	200	201	199
ELEMENTARY SCHOOL TOTAL K to 5th	3,747	Reside/Attend	3,112	3,038	2,997					
		Reside	3,435	3,465	3,459	3,496	3,462	3,509	3,492	3,428
		Attend	3,435	3,465	3,459	3,496	3,462	3,509	3,492	3,428

Source: RSP & Associates, LLC - March 2024

Note 1: Student Projections are based on the residence of the student.

Note 2: The Enrollment Model is based on a Head count of students by Planning Area at each facility

Note 3: Transfers between Facilities are shown with Attend Projections

Note 4: The Enrollment Model assumes ES(K-5) MS(6-8) and HS (9-12)

Note 5: Each planning area is assigned the 2023/24 boundary

Note 6: School capacity provided by RSP 2018/19 Capacity Study

Note 7: Reside is based on the student home address

Note 8: Attend is based on which facility the student attends

Note 9: Res/Att (Reside/Attend) are the students who reside in the attendance area that they have chosen to attend

School Utilization Legend

	Over 100% School Capacity
	Under 70% School Capacity

Observations:

Capacity challenges are forecasted to continue at:

- Discovery Elementary to 2028/29
- J Nelson Kelly Elementary to 2027/28
- Lake Agassiz Elementary to 2028/29
- Viking Elementary to 2028/29
- Wilder Elementary to 2028/29
- Winship Elementary to 2024/25

Main Takeaway: Capacity is adequate at the district level for elementary schools. Analyzing the programming and/or boundaries of the schools may be an approach to solve forecasted capacity challenges.

West Elementary Enrollment included in totals for 2021/22

Secondary Projections by Building

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Grand Forks Public School District Projections By School (Based on Student Reside)

School	District Capacity	Enrollment Type (Past)	Past School Enrollment			Projections Based on Residence				
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Elroy Schroeder Middle School 6th to 8th	653	Reside/Attend Reside Attend	423 435 527	435 447 545	467 484 567	496 581	494 585	490 581	489 580	500 591
Nathan Twining Middle School 6th to 8th	Capacity shown at ES	Reside/Attend Reside Attend	70 71 73	82 82 82	70 71 75	63 66	65 67	66 68	72 74	70 72
South Middle School 6th to 8th	701	Reside/Attend Reside Attend	537 561 575	505 546 551	495 529 564	505 547	518 536	515 533	556 574	572 590
Valley Middle School 6th to 8th	559	Reside/Attend Reside Attend	518 632 524	488 613 510	479 619 497	599 469	613 502	596 485	625 514	645 534
Central High School 9th to 12th	1,183	Reside/Attend Reside Attend	986 1,121 1,123	919 1,046 1,041	949 1,069 1,053	1,047 1,064	1,006 998	1,006 1,001	989 985	1,004 997
Red River High School 9th to 12th	1,316	Reside/Attend Reside Attend	983 1,149 1,058	1,032 1,180 1,094	1,081 1,214 1,143	1,220 1,178	1,225 1,141	1,235 1,154	1,208 1,128	1,220 1,136
Community High School 10th to 12th	113	Reside/Attend Reside Attend	6 6 95	16 16 107	12 12 99	14 103	10 102	11 97	14 98	12 103
ELEMENTARY SCHOOL TOTAL K to 5th	3,747	Reside/Attend Reside Attend	3,112 3,435 3,435	3,038 3,465 3,465	2,997 3,459 3,459	3,496 3,496	3,462 3,462	3,509 3,509	3,492 3,492	3,428 3,428
MIDDLE SCHOOL TOTAL 6th to 8th	1,913	Reside/Attend Reside Attend	1,548 1,699 1,699	1,510 1,688 1,688	1,511 1,703 1,703	1,663 1,663	1,690 1,690	1,667 1,667	1,742 1,742	1,787 1,787
HIGH SCHOOL TOTAL 9th to 12th	2,612	Reside/Attend Reside Attend	1,975 2,276 2,276	1,967 2,242 2,242	2,042 2,295 2,295	2,281 2,281	2,241 2,241	2,252 2,252	2,211 2,211	2,236 2,236
DISTRICT TOTALS PK to 12th	8,272	Reside/Attend Reside Attend	6,635 7,410 7,410	6,515 7,395 7,395	6,550 7,457 7,457	7,440 7,440	7,393 7,393	7,428 7,428	7,445 7,445	7,451 7,451

Observations:

Capacity Challenges are forecasted to continue at:

- Valley Middle School to 2028/29

Main Takeaway: Capacity is adequate at the district level for Middle School and High School. The capacity challenge forecasted at Valley Middle, is addressed by the intra-district movement of middle school students between reside/attend enrollment.

Market Forecast

Source: RSP & Associates, LLC - March 2024

Note 1: Student Projections are based on the residence of the student.

Note 2: The Enrollment Model is based on a Head count of students by Planning Area at each facility

Note 3: Transfers between Facilities are shown with Attend Projections

Note 4: The Enrollment Model assumes ES(K-5) MS(6-8) and HS (9-12)

Note 5: Each planning area is assigned the 2023/24 boundary

Note 6: School capacity provided by RSP 2018/19 Capacity Study

Note 7: Reside is based on the student home address

Note 8: Attend is based on which facility the student attends

Note 9: Res/Att (Reside/Attend) are the students who reside in the attendance area that they have chosen to attend

School Utilization Legend

Over 100% School Capacity

Under 70% School Capacity

West Elementary Enrollment included in totals for 2021/22

Enrollment is forecasted to remain stable the next five years with some years of enrollment increase and some years of enrolment decrease

Annually review enrollment projections, demographics, and development trends to assist with planning decisions

- Monitor the impact of future educational programming that will be integrated into each facility to ensure equitable and appropriate space is utilized in the building which will experience enrollment change
- Elementary boundaries and student attend choices may impact enrollment between reside and attend projections

Utilize the enrollment model to assist with planning for staffing needs at each facility for the following school year which will address how quickly areas are “Regreening” and “Emerging”

- The type of residential development and how affordable it is will determine likely location and number of students
- Utilizing current student density, count change visuals, and potential developments, RSP has calculated the likely subdivision lifecycle for neighborhoods and their generation of students

RSP Enrollment forecasting is based on the best-known information at the time

- Recent economic indicators have been in-flux (interest rates, housing prices, supply chain)
- Continued economic changes will impact the likelihood of new people moving into the district and increasing enrollment

Facility and Utilization:

- ❑ Multiple elementary schools are forecasted to experience capacity challenges over the next five years
- ❑ Valley Middle School’s reside enrollment is forecasted to exceed building capacity over the next five years, but the intra-district movement of students is forecasted to address these challenges



Next Steps

Moving Forward

Next Steps

Key Considerations

Future Facility Items

New Career Impact Academy (image 1)

- New facility to provide students with career pathways for post-graduation workforce experience
- Target completion of Spring 2025



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New Nathan Twining School (image 2)

- New school to serve PK-8th grade on Grand Forks Air Force Base (target capacity of 500 students)
- Target completion for 2026/27 school year



New Valley Middle School (image 3)

- New school being built west of the current Valley Middle School (current facility and athletic fields to be demolished)
- The new school will include a new central kitchen and an outdoor learning court that faces University Park
- Target completion of late 2025



District consideration for starting a Virtual High School option to provide that programming

Sources:

- <https://archive.ph/AHvfl>
- <https://www.grandforksherald.com/news/education-legislative-leaders-discuss-plans-for-new-twinning-elementary-and-middle-school-at-gfafb>
- <https://www.grandforksherald.com/news/local/new-valley-middle-school-building-could-open-in-winter-2025>
- <https://knoxradio.com/2023/08/18/new-valley-middle-school-taking-shape/>

District enrollment is forecasted to remain stable and fluctuate slightly from year to year:

- District-wide enrollment to decrease by 6 students by 2028/29 **totaling 7,451**
- Elementary School enrollment to decrease by 31 students by 2028/29 **totaling 3,428**
- Middle School enrollment to increase by 84 students by 2028/29 **totaling 1,787**
- High School enrollment to decrease by 59 students by 2028/29 **totaling 2,236**

Main Indicators of Enrollment Growth:

- *Largest classes in history (enrollment over 7,400 students)*
- *Stable student yield rates for single & multi-family units*
- *2020 to 2024 building trends (200-250 units built)*
- *Potential new developments in South Grand Forks and interest in redevelopment in the northwest (Mobile Home)*

Main Indicators of Enrollment Loss:

- *Small kindergarten class enrolled this year*
- *Decreasing number of out of district students and increasing number of student reporting as Home School*
- *District tends to see cohort decrease year to year*

Outlook of Elementary Facility Next Step (preliminary observations):

Over-utilization may occur at Discovery, J Nelson Kelly, Lake Agassiz, Viking, Wilder, and Winship elementary schools one of the next five years in either reside or attend projections. Potential solutions may include:

- Elementary boundary adjustment, building addition(s), new building(s), portable/modular classrooms

Under-utilization may occur Lewis & Clark, Nathan Twining, and Winship elementary schools one of the next five years in either reside or attend projection. Potential solutions may include:

- Elementary boundary adjustment, program location re-assignment, capacity utilization analysis

Key Considerations:

- ☐ Number of live births in Grand Forks County (continue to monitor)... *see page 15*
- ☐ Size of outgoing senior class (larger) compared to the incoming Kindergarten and PK classes (smaller)... *see page 16-17*
- ☐ Migration trends (In-Migration was greater than Out-Migration this year)... *see page 18*
- ☐ Development trends and timing of identified projects (4,500-unit production potential next ten years)... *see pages 33-34*

Appendix



Note: Presentation slide heading color in the appendix matches the section in which the information corresponds



Population

Percent Change of Annual Rate

2000 to 2010: 0.16%
2010 to 2020: 1.02%
2020 to 2023: 0.46%
2023 to 2028: 0.28%

Observations:

Population in the district continues to increase but is forecasted to increase at a slower rate the next five years.



Housing

Percent Change of Annual Rate of Housing Inventory

2000 to 2010: 0.79%
2010 to 2020: 1.54%
2020 to 2023: 1.04%
2023 to 2028: 0.42%

Observations:

Housing inventory increased the fastest from 2010 to 2020; it is forecasted to increase at a slower rate the next five years.



Income

Percent Change of Income per Capita

2023: \$36,535
2028: \$41,290
2023 to 2028: 2.48%

Observations:

Income has increased in the district to over \$40k.



Workforce

Unemployment Rate

2.7% as of July 2023

Observations:

Unemployment rate for the district is greater than the State of North Dakota rate (1.7%)

Source: US Census BAO and ESRI

Note: Demographic information includes all persons residing in the school district boundary (not just student data)

Demographic Overview

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Key Demographics	Grand Forks Public Schools	Minot Public Schools	West Fargo Public Schools	City of Grand Forks	Grand Forks County	State of North Dakota
Unemployment Rate	2.7%	1.7%	1.1%	2.7%	2.5%	1.7%
Average Household Size	2.19	2.30	2.36	2.16	2.24	2.32
Median Age	32.7	34.8	33.3	33	33.9	38.9
Total Population	63,389	54,457	80,502	60,147	74,119	793,128
Median Household Income	\$62,852	\$64,144	\$78,555	\$61,815	\$66,870	\$67,741
Total Housing Units	29,730	25,477	36,268	28,600	34,358	381,858
Owner Occupied Housing	11,928	12,699	18,062	11,514	15,185	205,671
Renter Occupied Housing	15,177	10,157	15,789	14,514	16,062	124,339
Vacancy Rate	8.8%	10.3%	6.7%	9.0%	9.1%	13.6%
Race/Ethnicity	Grand Forks Public Schools	Minot Public Schools	West Fargo Public Schools	City of Grand Forks	Grand Forks County	State of North Dakota
White	78.4%	77.1%	79.2%	78.7%	80.1%	81.4%
Black	4.8%	4.8%	8.3%	4.7%	4.1%	3.4%
American Indian/Alaskan	2.5%	2.5%	1.2%	2.6%	2.3%	4.8%
Asian	3.6%	1.6%	3.3%	3.7%	3.1%	1.6%
Pacific Islander	0.1%	0.3%	0.0%	0.1%	0.1%	0.1%
Other Race	0.3%	0.4%	0.3%	0.3%	0.2%	0.2%
Two or More Races	5.0%	5.9%	4.1%	4.8%	4.8%	4.0%
Hispanic	5.4%	7.5%	3.6%	5.1%	5.2%	4.4%

Source: U.S. Census and Esri BAO

Note: Demographic information includes all persons residing in the school district boundary (not just student data)

Observations:

- Demographic attribute information for Grand Forks Public Schools is similar to the City of Grand Forks and Grand Forks County
- When comparing all neighboring geographies, Grand Forks Public School has the second lowest vacancy rate (8.8%), with only West Fargo Public Schools being lower at 6.7%.
- The Unemployment Rate is higher than the State of North Dakota.
- Median Age is nearly 16% lower in Grand Forks Public Schools when compared to the State of North Dakota
- Median Household Income is second lowest in Grand Forks Public Schools when compared to the other geographies

Employment Information

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Employment by Sector	Grand Forks Public Schools	Minot Public Schools	West Fargo Public Schools	City of Grand Forks	Grand Forks County	State of North Dakota
Agriculture/Mining (SIC01-14) Employees	0.7%	1.7%	1.1%	0.6%	1.2%	3.8%
Construction (SIC15-17) Employees	4.0%	3.5%	6.9%	3.2%	4.1%	5.1%
Manufacturing (SIC20-39) Employees	6.6%	2.1%	6.9%	6.7%	6.5%	5.7%
Transportation (SIC40-47) Employees	1.9%	3.6%	3.2%	1.8%	2.2%	3.6%
Communication (SIC48) Employees	0.7%	2.7%	0.5%	0.5%	0.8%	1.1%
Utility (SIC49) Employees	0.6%	0.3%	0.4%	0.6%	0.6%	1.5%
Wholesale Trade (SIC50-51) Employees	2.3%	3.2%	6.0%	2.0%	2.6%	5.1%
Home Improvement (SIC52) Employees	1.7%	1.5%	2.6%	1.7%	1.6%	1.5%
General Merchandise (SIC53) Employees	3.1%	1.1%	3.4%	3.2%	3.0%	1.6%
Food Stores (SIC54) Employees	2.3%	1.7%	2.3%	2.3%	2.2%	2.4%
Auto Dealer/Gas Station (SIC55) Employees	3.3%	2.7%	3.8%	3.3%	3.2%	2.6%
Apparel/Accessory (SIC56) Employees	0.5%	0.9%	1.6%	0.5%	0.5%	0.5%
Furniture/Home Furnishings (SIC57) Employees	0.7%	1.0%	1.2%	0.7%	0.6%	0.6%
Eating & Drinking (SIC58) Employees	7.0%	8.0%	9.1%	7.2%	6.8%	6.2%
Miscellaneous Retail (SIC59) Employees	2.3%	3.5%	3.6%	2.4%	2.3%	2.3%
Banks (SIC60-61) Employees	1.3%	1.1%	1.6%	1.3%	1.3%	1.7%
Securities Broker (SIC62) Employees	0.4%	0.5%	0.5%	0.4%	0.4%	0.5%
Insurance (SIC63-64) Employees	0.7%	1.3%	5.6%	0.7%	0.7%	1.7%
Real Estate/Holding (SIC65-67) Employees	2.4%	4.4%	2.9%	2.5%	2.3%	2.1%
Hotel/Lodging (SIC70) Employees	1.1%	1.5%	3.1%	1.1%	1.0%	1.6%
Auto Services (SIC75) Employees	0.9%	1.1%	1.4%	0.9%	0.9%	1.2%
Movie/Amusement (SIC78-79) Employees	2.6%	2.5%	1.2%	2.6%	2.5%	2.6%
Health Services (SIC80) Employees	21.5%	9.5%	11.2%	22.2%	21.0%	12.8%
Legal Services (SIC81) Employees	0.7%	0.5%	0.5%	0.8%	0.7%	0.6%
Education/Library (SIC82) Employees	6.9%	13.0%	3.4%	6.8%	7.4%	8.9%
Other Service (SIC72-89SEL) Employees	18.6%	22.0%	13.9%	18.7%	18.3%	15.8%
Government (SIC91-97) Employees	4.8%	4.5%	1.4%	4.8%	4.8%	6.3%
Unclassified Establishments (SIC99) Employees	0.5%	0.6%	0.8%	0.4%	0.4%	0.6%

Source: U.S. Census and Esri BAO

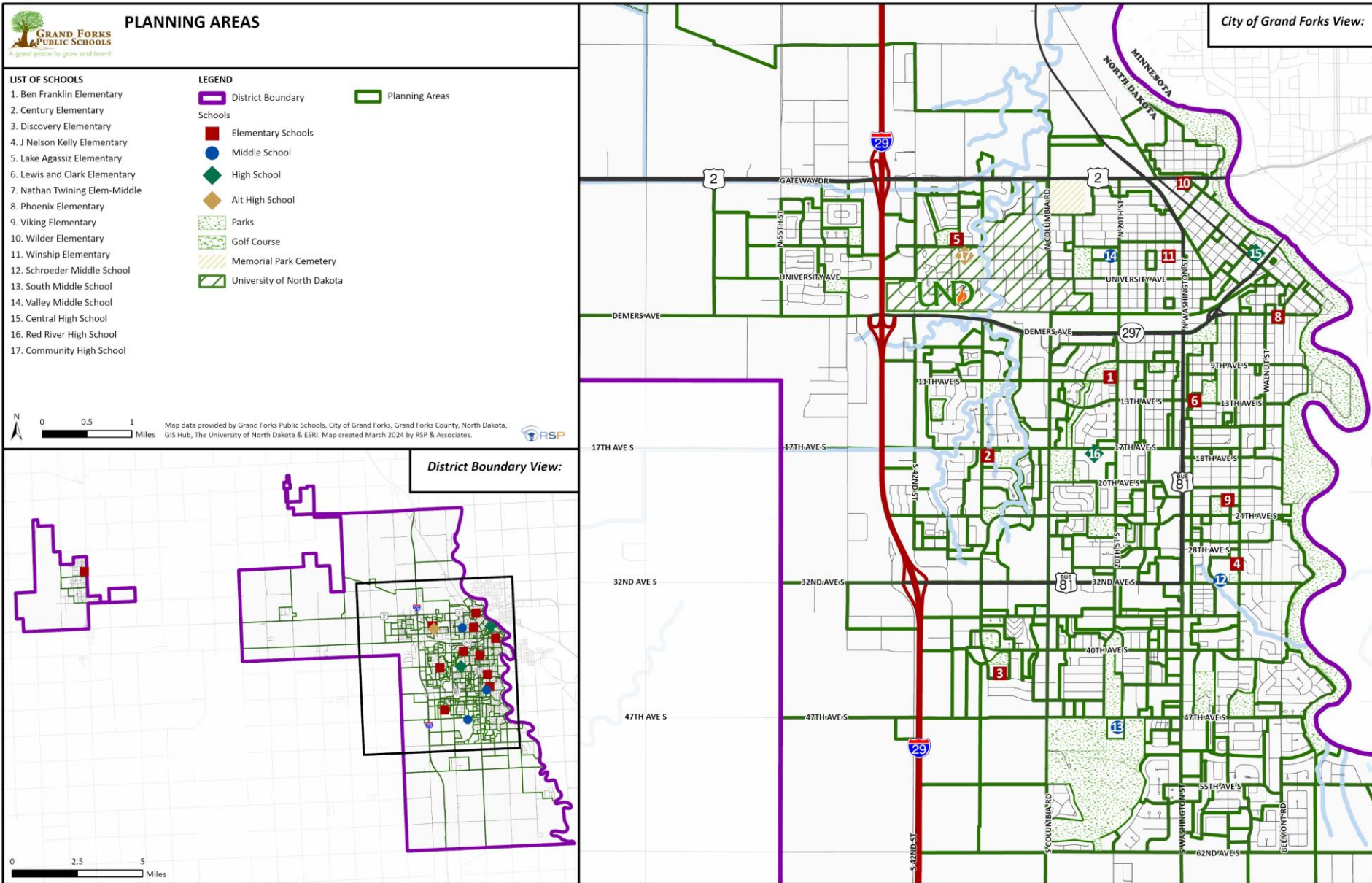
Note: Demographic information includes all persons residing in the school district boundary (not just student data)

Observations:

- Highest percentage of employees are in Health Services (21.5%); Lowest percentage of employees are in Securities Broker (0.41%)
- When compared to all neighboring geographies, Grand Forks Public Schools has the 2nd highest percentage of employees working in Health Services.

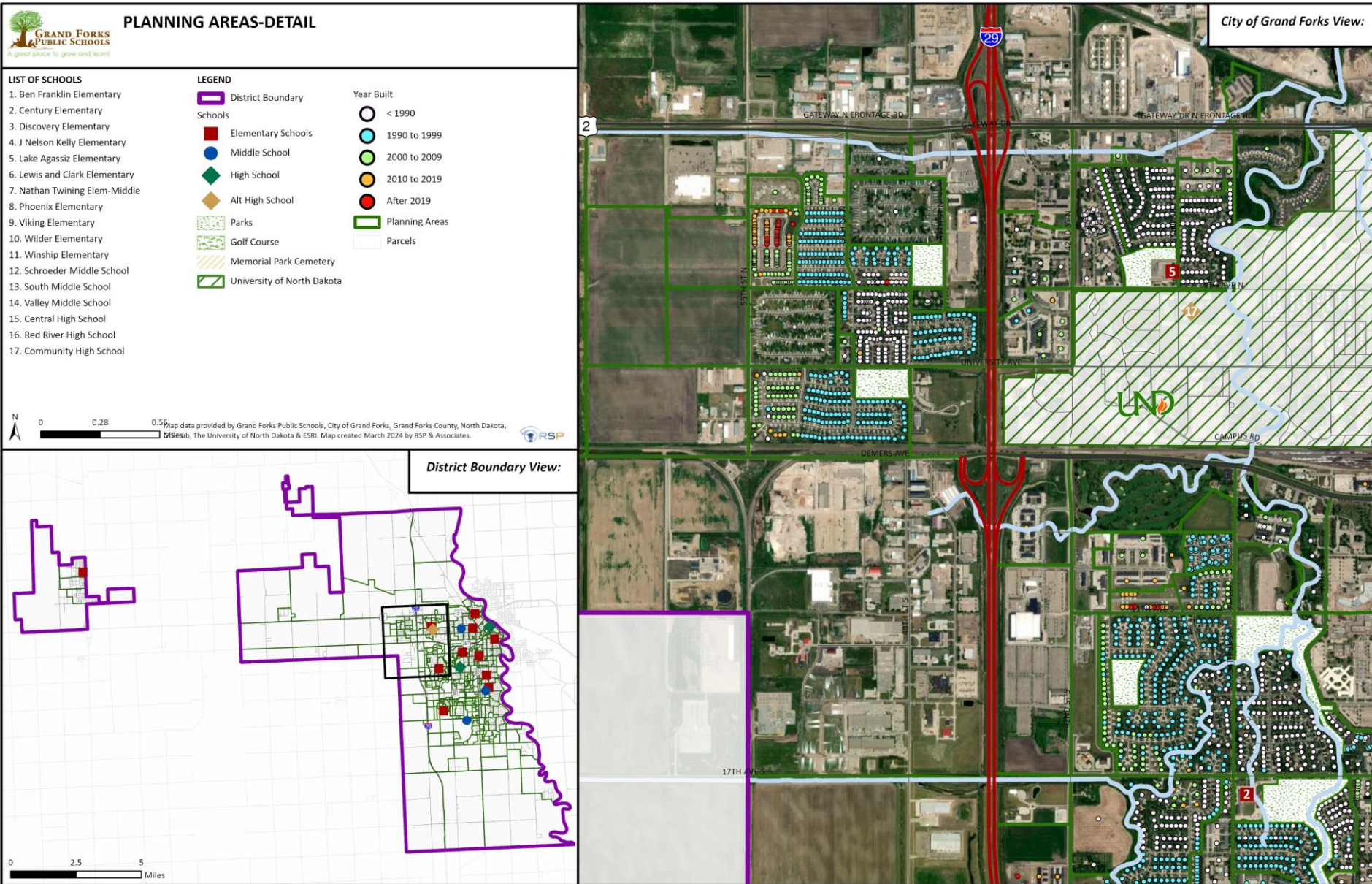
RSP Planning Areas Full Map

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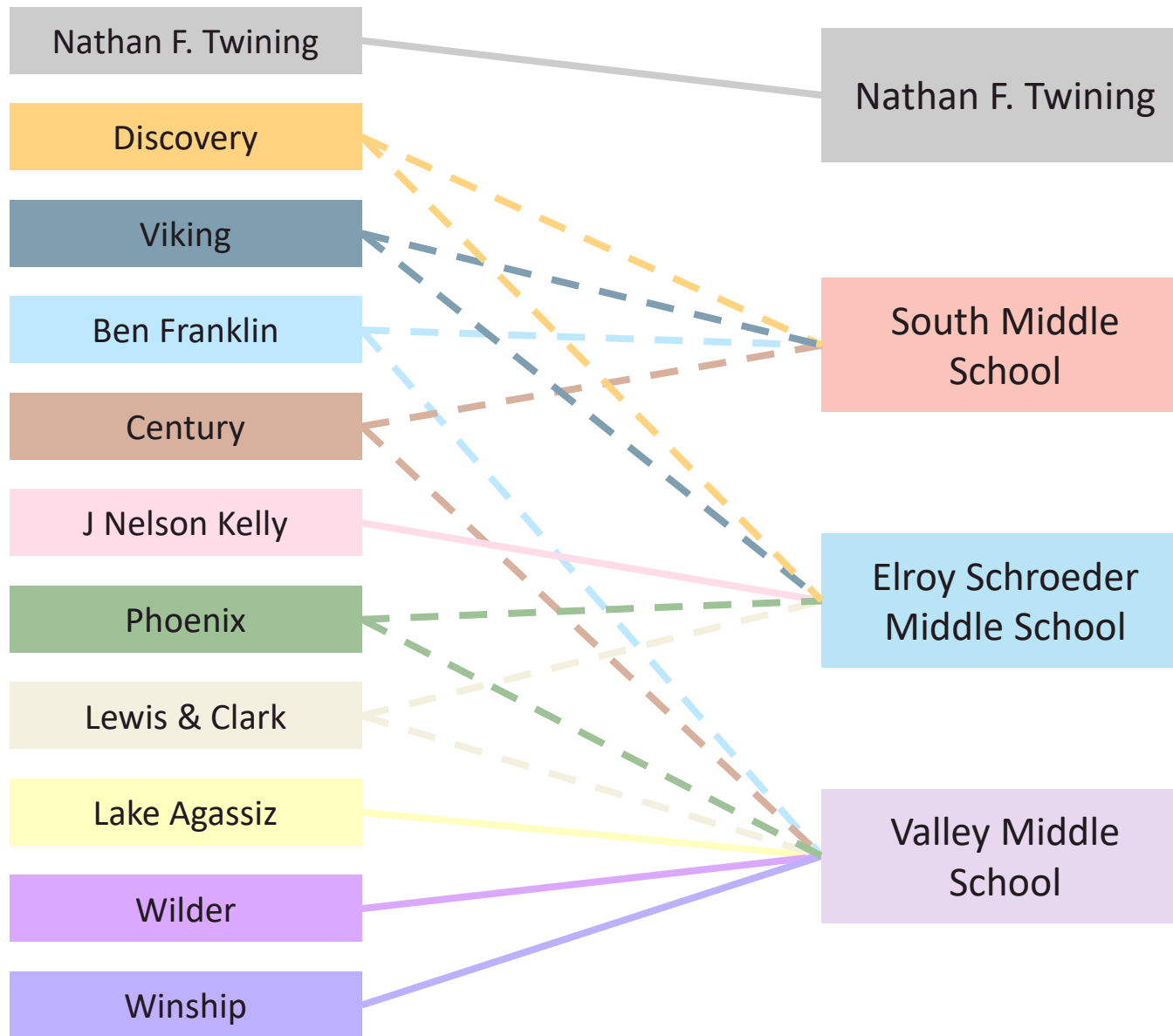
RSP Planning Areas Aerial Map

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Elementary to Middle School Feeder System

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Colors coordinate with attendance areas on maps:

- Solid Line: Complete Feeder
- Dotted Line: Broken Feeder

Past Enrollment By Grade (2004/05 to 2023/24)

NORTH DAKOTA SCHOOL DISTRICT - Dept of Education

Enrollment By Grade

Year														K-12		
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Change	% Change
2004/05	595	547	591	528	550	548	604	579	619	676	643	567	544	7,591		
2005/06	529	559	504	547	520	537	545	592	576	650	663	609	509	7,340	-251	-3.3%
2006/07	522	536	565	504	568	516	542	546	587	607	596	622	602	7,313	-27	-0.4%
2007/08	559	505	538	570	506	549	516	538	542	633	623	589	580	7,248	-65	-0.9%
2008/09	584	519	494	512	552	492	545	508	513	590	593	560	578	7,040	-208	-2.9%
2009/10	574	570	508	495	502	538	501	540	505	536	577	562	567	6,975	-65	-0.9%
2010/11	523	516	542	487	470	477	527	490	532	504	533	526	586	6,713	-262	-3.8%
2011/12	644	533	506	545	483	469	509	543	498	564	513	520	552	6,879	166	2.5%
2012/13	631	651	523	501	528	483	498	526	544	546	544	493	501	6,969	90	1.3%
2013/14	626	627	632	511	499	527	502	506	520	574	547	525	484	7,080	111	1.6%
2014/15	646	602	607	647	528	502	526	498	486	541	550	511	505	7,149	69	1.0%
2015/16	600	630	588	594	631	530	522	523	490	526	548	564	527	7,273	124	1.7%
2016/17	589	591	622	586	584	607	547	527	523	510	522	545	595	7,348	75	1.0%
2017/18	644	581	599	618	592	580	629	545	518	565	519	512	577	7,479	131	1.8%
2018/19	580	611	565	585	598	573	587	602	535	548	557	480	524	7,345	-134	-1.8%
2019/20	625	547	611	571	577	590	592	595	592	570	536	545	505	7,456	111	1.5%
2020/21	598	596	544	578	552	555	575	575	589	605	568	523	573	7,431	-25	-0.3%
2021/22	623	571	588	531	577	545	563	568	568	605	589	546	536	7,410	-21	-0.3%
2022/23	617	595	567	585	523	578	564	561	563	584	583	554	521	7,395	-15	-0.2%
2023/24	546	639	611	561	584	518	584	563	556	587	587	575	546	7,457	62	0.8%

Source: Grand Forks Public Schools (2004/05 to 2023/24)

Note: Home School and Placement School students not included in enrollment.

Past Cohort Change (2004/05 to 2023/24)

Enrollment Grade Change

From	To	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	K-12	
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Change	% Change
2004/05	2005/06	-36	-43	-44	-8	-13	-3	-12	-3	31	-13	-34	-58	-251	-3.3%
2005/06	2006/07	7	6	0	21	-4	5	1	-5	31	-54	-41	-7	-27	-0.4%
2006/07	2007/08	-17	2	5	2	-19	0	-4	-4	46	16	-7	-42	-65	-0.9%
2007/08	2008/09	-40	-11	-26	-18	-14	-4	-8	-25	48	-40	-63	-11	-208	-2.9%
2008/09	2009/10	-14	-11	1	-10	-14	9	-5	-3	23	-13	-31	7	-65	-0.9%
2009/10	2010/11	-58	-28	-21	-25	-25	-11	-11	-8	-1	-3	-51	24	-262	-3.7%
2010/11	2011/12	10	-10	3	-4	-1	32	16	8	32	9	-13	26	166	2.5%
2011/12	2012/13	7	-10	-5	-17	0	29	17	1	48	-20	-20	-19	90	1.3%
2012/13	2013/14	-4	-19	-12	-2	-1	19	8	-6	30	1	-19	-9	111	1.6%
2013/14	2014/15	-24	-20	15	17	3	-1	-4	-20	21	-24	-36	-20	69	1.0%
2014/15	2015/16	-16	-14	-13	-16	2	20	-3	-8	40	7	14	16	124	1.7%
2015/16	2016/17	-9	-8	-2	-10	-24	17	5	0	20	-4	-3	31	75	1.0%
2016/17	2017/18	-8	8	-4	6	-4	22	-2	-9	42	9	-10	32	131	1.8%
2017/18	2018/19	-33	-16	-14	-20	-19	7	-27	-10	30	-8	-39	12	-134	-1.8%
2018/19	2019/20	-33	0	6	-8	-8	19	8	-10	35	-12	-12	25	111	1.5%
2019/20	2020/21	-29	-3	-33	-19	-22	-15	-17	-6	13	-2	-13	28	-25	-0.3%
2020/21	2021/22	-27	-8	-13	-1	-7	8	-7	-7	16	-16	-22	13	-21	-0.3%
2021/22	2022/23	-28	-4	-3	-8	1	19	-2	-5	16	-22	-35	-25	-15	-0.2%
2022/23	2023/24	22	16	-6	-1	-5	6	-1	-5	24	3	-8	-8	62	0.8%
3-Year Average		-11.0	1.3	-7.3	-3.3	-3.7	11.0	-3.3	-5.7	18.7	-11.7	-21.7	-6.7	8.7	0.1%
3-Year Weighted Average		-2.8	5.3	-6.2	-3.3	-3.3	10.7	-2.3	-5.3	20.0	-8.5	-19.3	-10.2	22.5	0.3%

Source: Grand Forks Public Schools (2004/05 to 2023/24)

Note: Home School and Placement School students not included in enrollment.

Elementary Intra-District Transfer Table

	Attend												
Reside	Ben Franklin	Century	Discovery	J Nelson Kelly	Lake Agassiz	Lewis & Clark	Nathan Twining	Phoenix	Viking	Wilder	Winship	Attend Total	Net Transfer
Ben Franklin	0	15	2	3	2	4	2	3	0	0	8	39	16
Century	10	0	8	4	5	5	2	2	4	5	1	46	17
Discovery	4	8	0	4	0	1	5	2	2	1	0	27	-7
J Nelson Kelly	0	7	5	0	1	3	0	2	6	0	3	27	2
Lake Agassiz	15	9	0	9	0	3	1	5	2	10	80	134	-108
Lewis & Clark	1	4	0	3	0	0	1	5	1	2	9	26	11
Nathan Twining	0	0	0	0	1	0	0	0	0	0	0	1	12
Phoenix	6	3	1	2	4	10	1	0	0	0	6	33	-1
Viking	8	8	3	2	2	5	0	1	0	0	26	55	-36
Wilder	10	5	0	2	4	3	1	8	4	0	15	52	-32
Winship	1	4	1	0	7	3	0	4	0	2	0	22	126
Grand Total	55	63	20	29	26	37	13	32	19	20	148	462	

Source: Grand Forks Public Schools and RSP

Observations:

- Illustrates school choice that could be impacted by location of educational programming
- Reviewed on an annual basis and approved based on capacity availability
- Winship ES had the most transferring in (+148) and the largest net gain of students (+126)
- Lake Agassiz ES had the most transferring out (-134) and the largest net loss of students (-108)
- 462 total elementary students attended a school where they do not reside this year

NOTE: The schools in the left column are associated with the current attendance area. Reading to the right indicates a school choice change from where they are assigned based on the Reside attendance area. For example: Ben Franklin has 39 students attending a different elementary school and 55 students from another elementary school choosing to attend Ben Franklin. This results in 16 more students attending Ben Franklin than what reside in that attendance area.

Secondary Intra-District Transfer Tables

Middle School	Attend					
Reside	Elroy Schroeder	Nathan Twining	South	Valley	Attend Total	Net Transfer
Elroy Schroeder	0	2	12	3	17	83
Nathan Twining	1	0	0	0	1	4
South	16	3	0	15	34	35
Valley	83	0	57	0	140	-122
Grand Total	100	5	69	18	192	

Source: Grand Forks Public Schools and RSP

High School	Attend				
Reside	Central	Red River	Community	Attend Total	Net Transfer
Central	0	62	58	120	-16
Red River	104	0	29	133	-71
Community	0	0	0	0	87
Grand Total	104	62	87	253	

Source: Grand Forks Public Schools and RSP

Observations:

- Illustrates school choice that could be impacted by the location of educational programming
- Reviewed on an annual basis and approved based on capacity availability

Middle School:

- Elroy Schroeder MS had the most transferring in (+100) and the largest net gain of students (+83)
- Valley MS had the most transferring out (-140) and the largest net loss of students (-122)
- 192 total middle school students attended a school where they do not reside this year

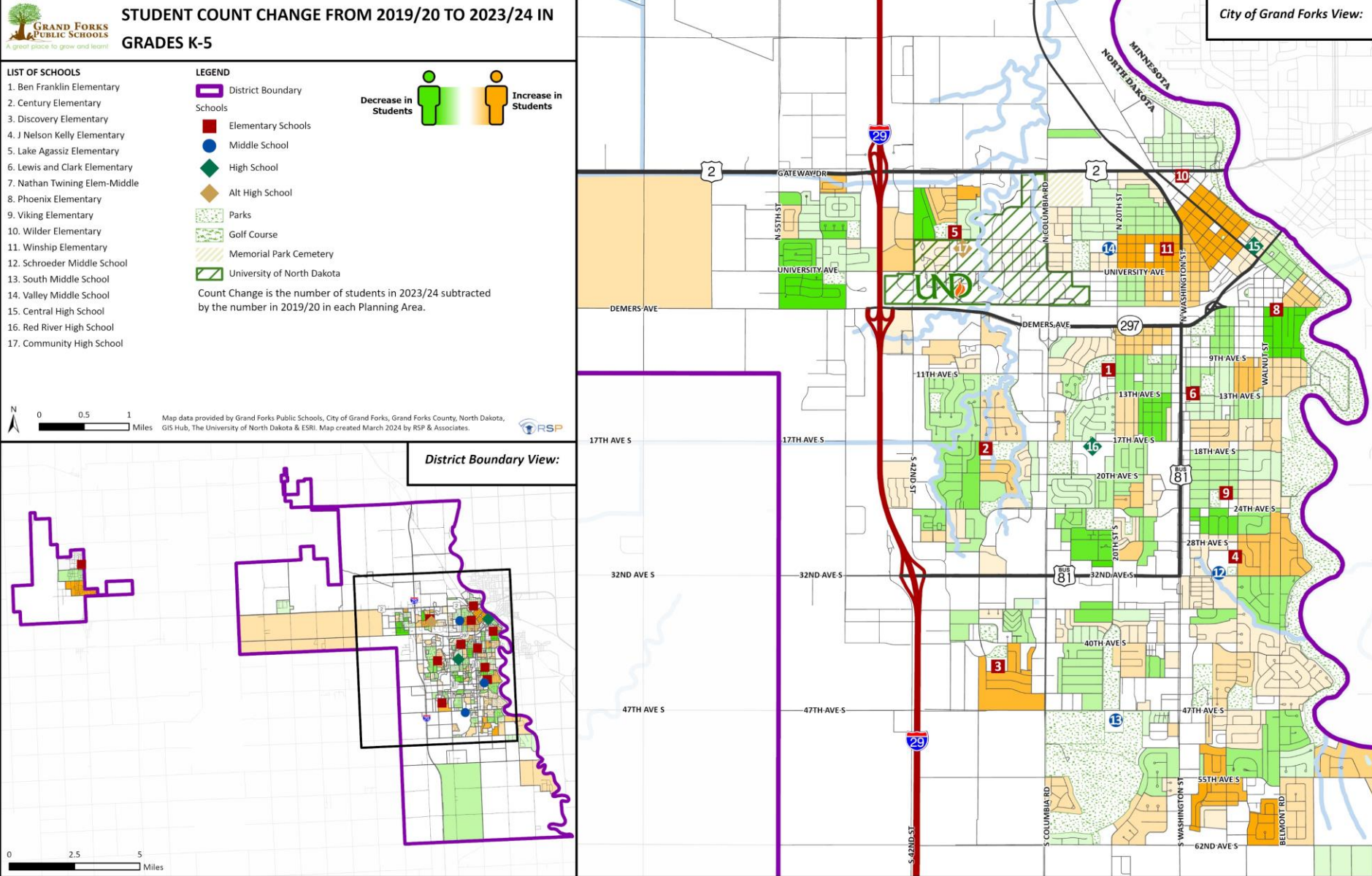
High School:

- Community High School serves district-wide alternative programming for students in grades 10-12th
- Central HS had 62 students transfer to Red River HS and 58 students transfer to Community HS
- Red River HS had 104 students transfer to Central HS and 29 students transfer to Community HS

NOTE: The schools in the left column are associated with the current attendance area. Reading to the right indicates a school choice change from where they are assigned based on the Reside attendance area. For example: Elroy Schroeder has 17 students attending a different middle school and 100 students from another middle school choosing to attend Elroy Schroeder. This results in 83 more students attending Elroy Schroeder than what reside in that attendance area.

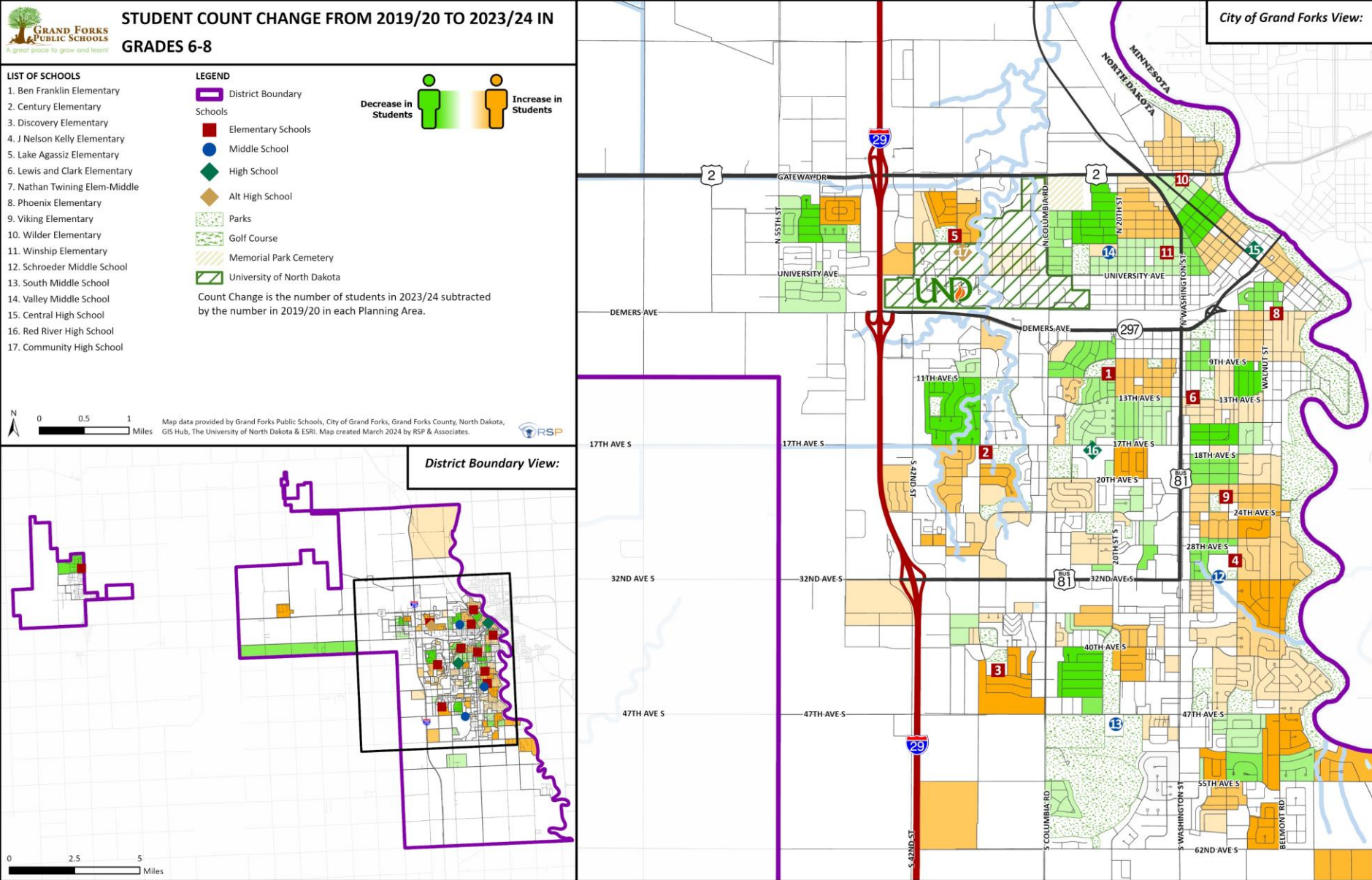
K-5 Student Count Change Map

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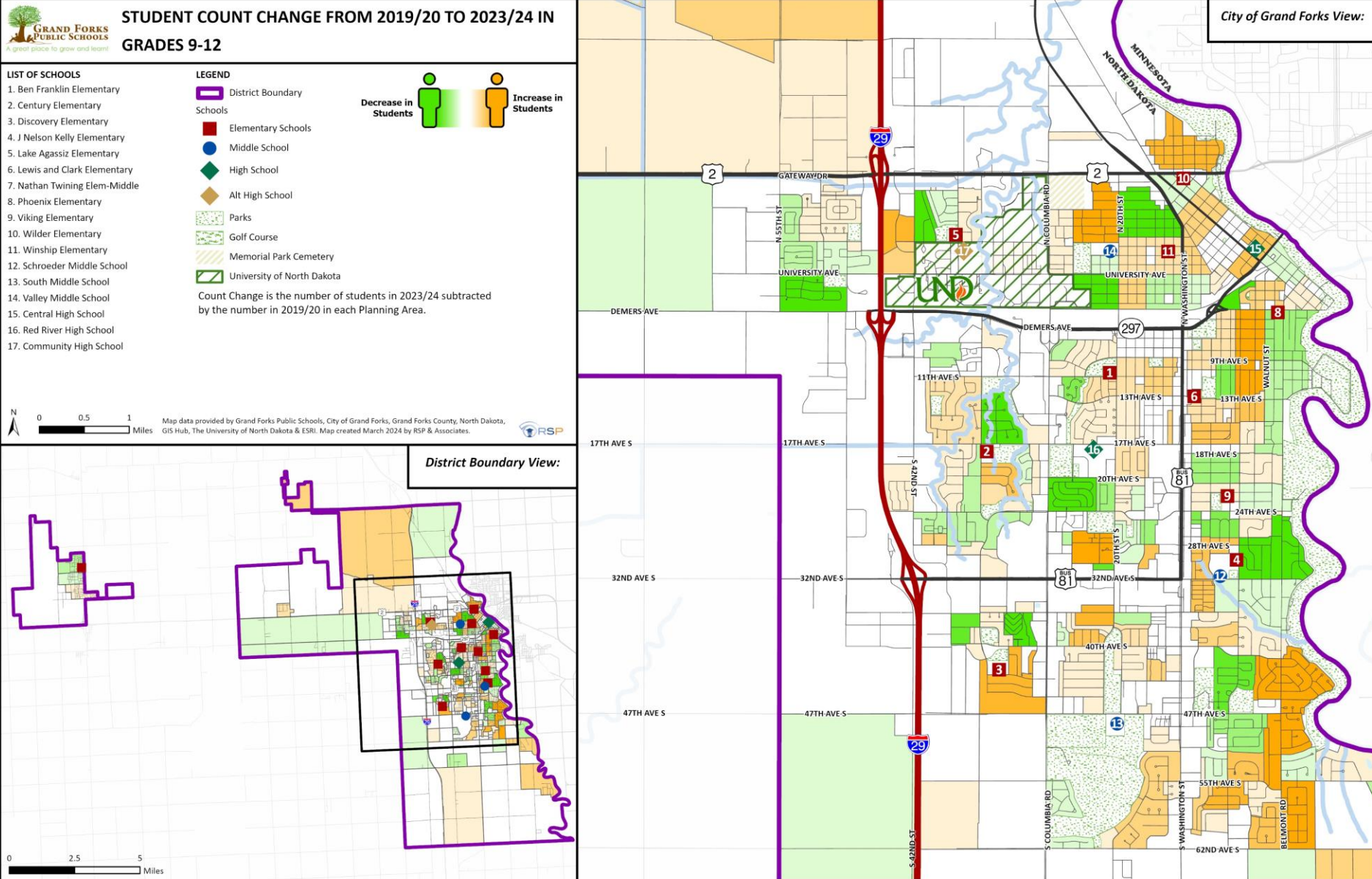
6-8 Student Count Change Map

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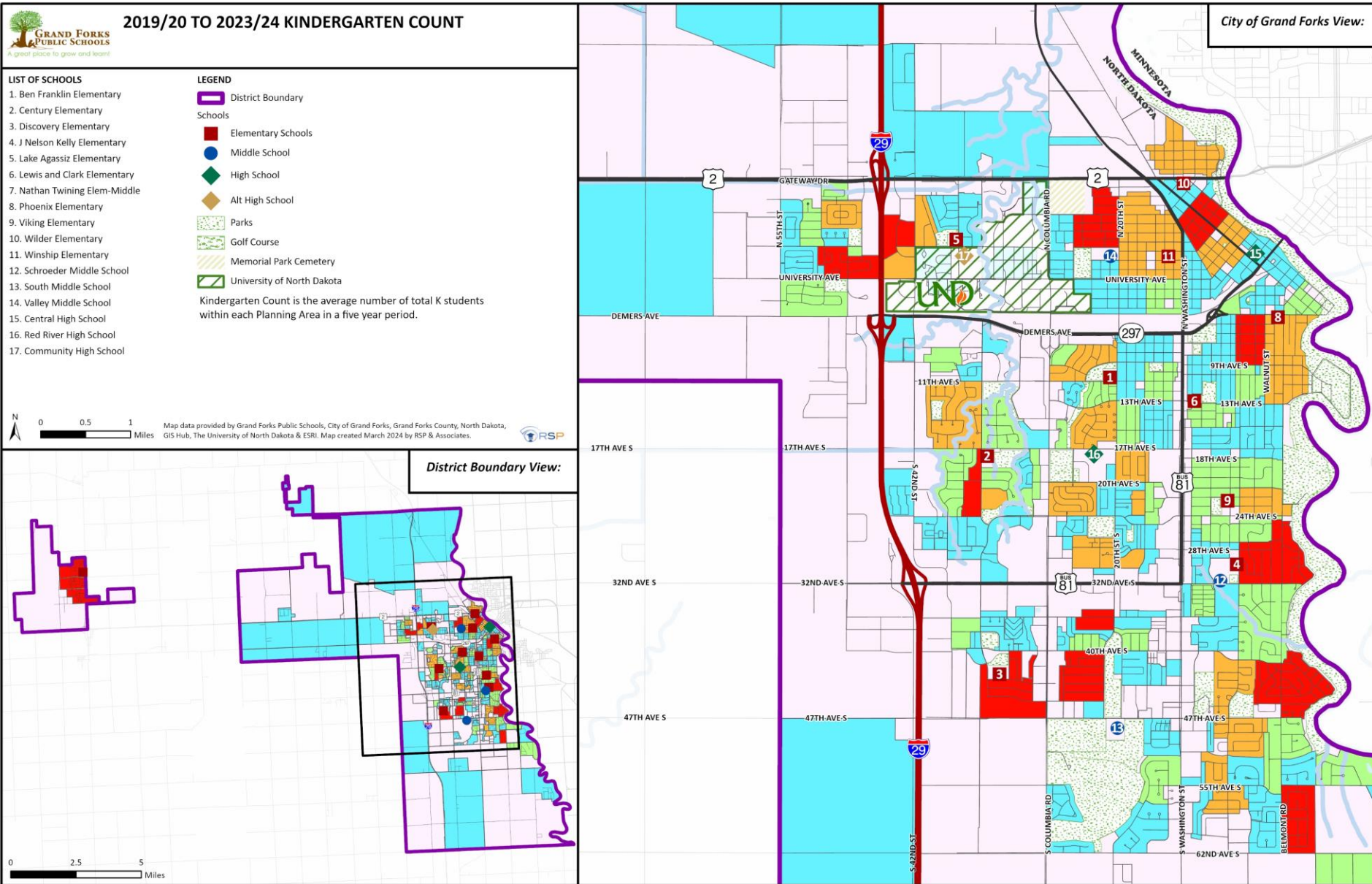
9-12 Student Count Change Map

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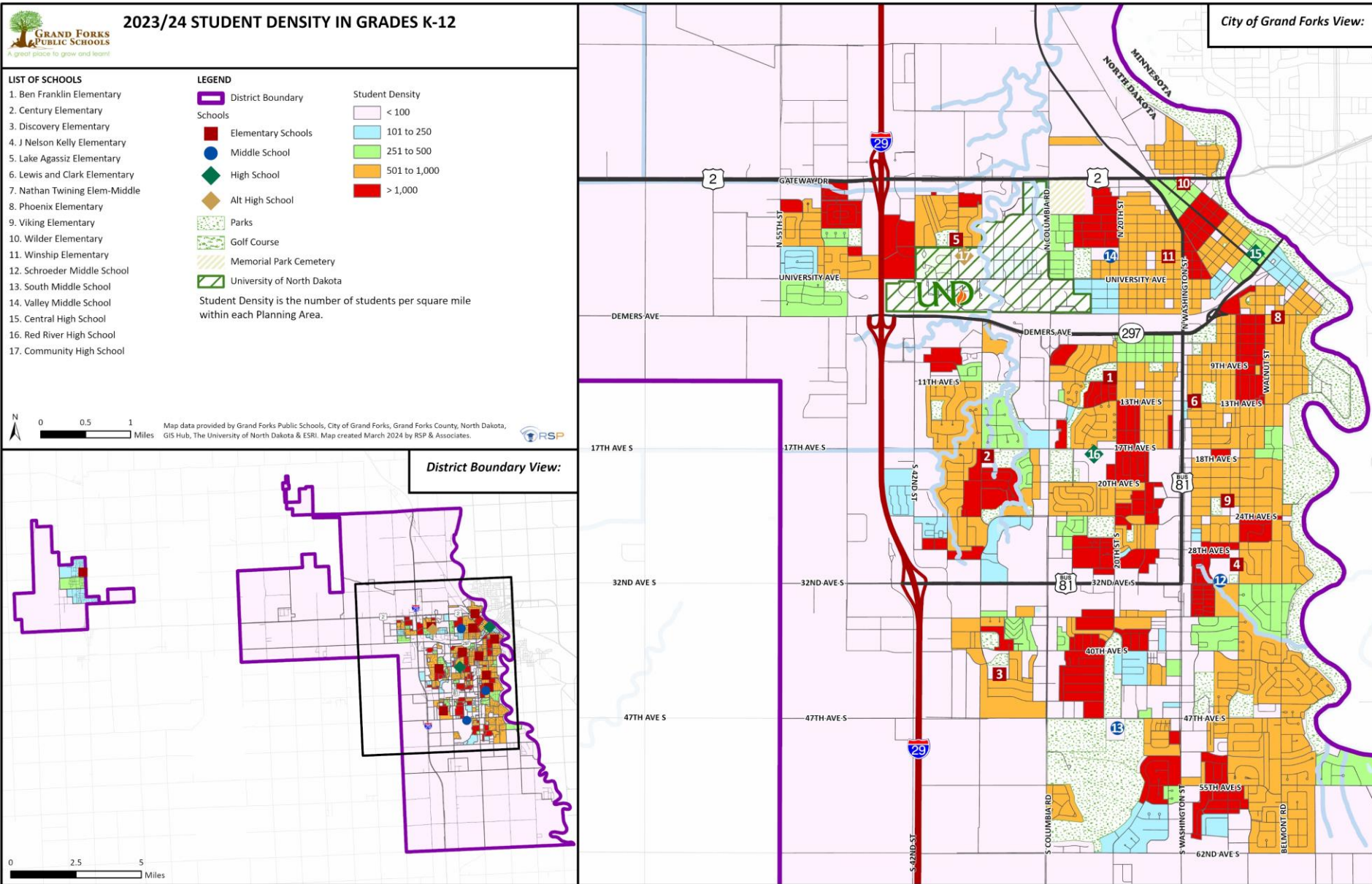
5-Year Average Kindergarten Count Map

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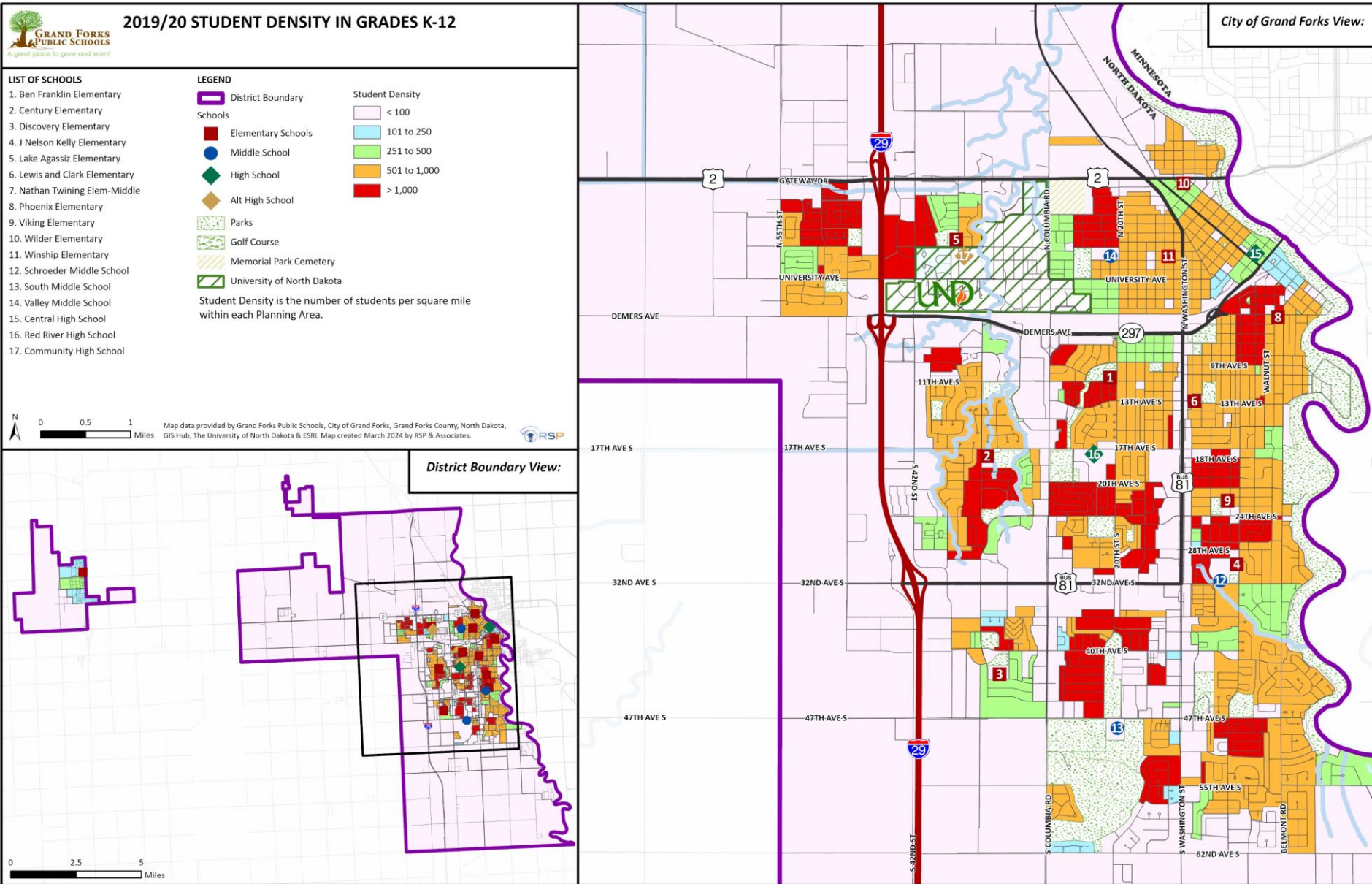
2023/24 Student Density Map

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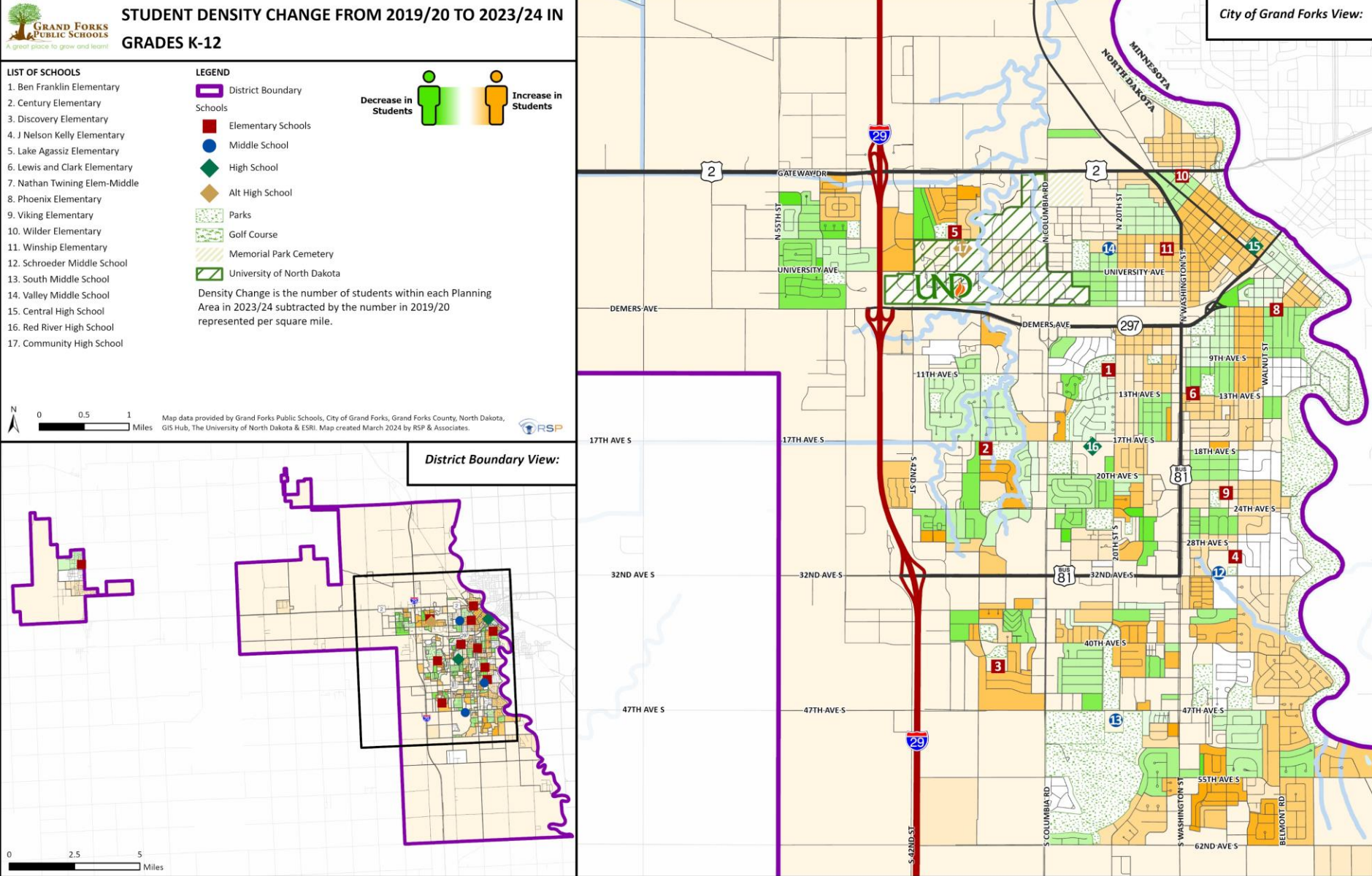
2019/20 Student Density Map

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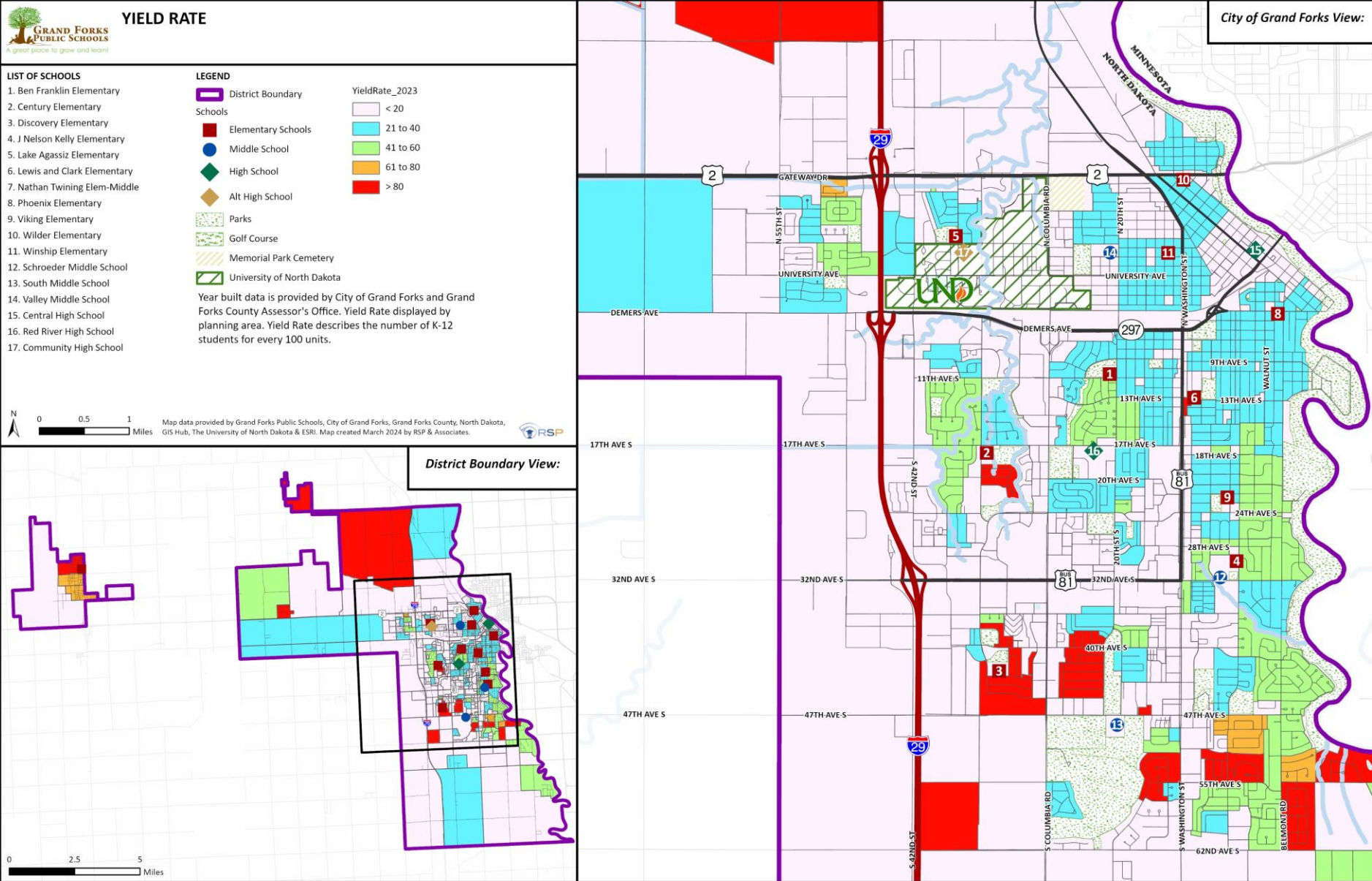
Student Density Change Map

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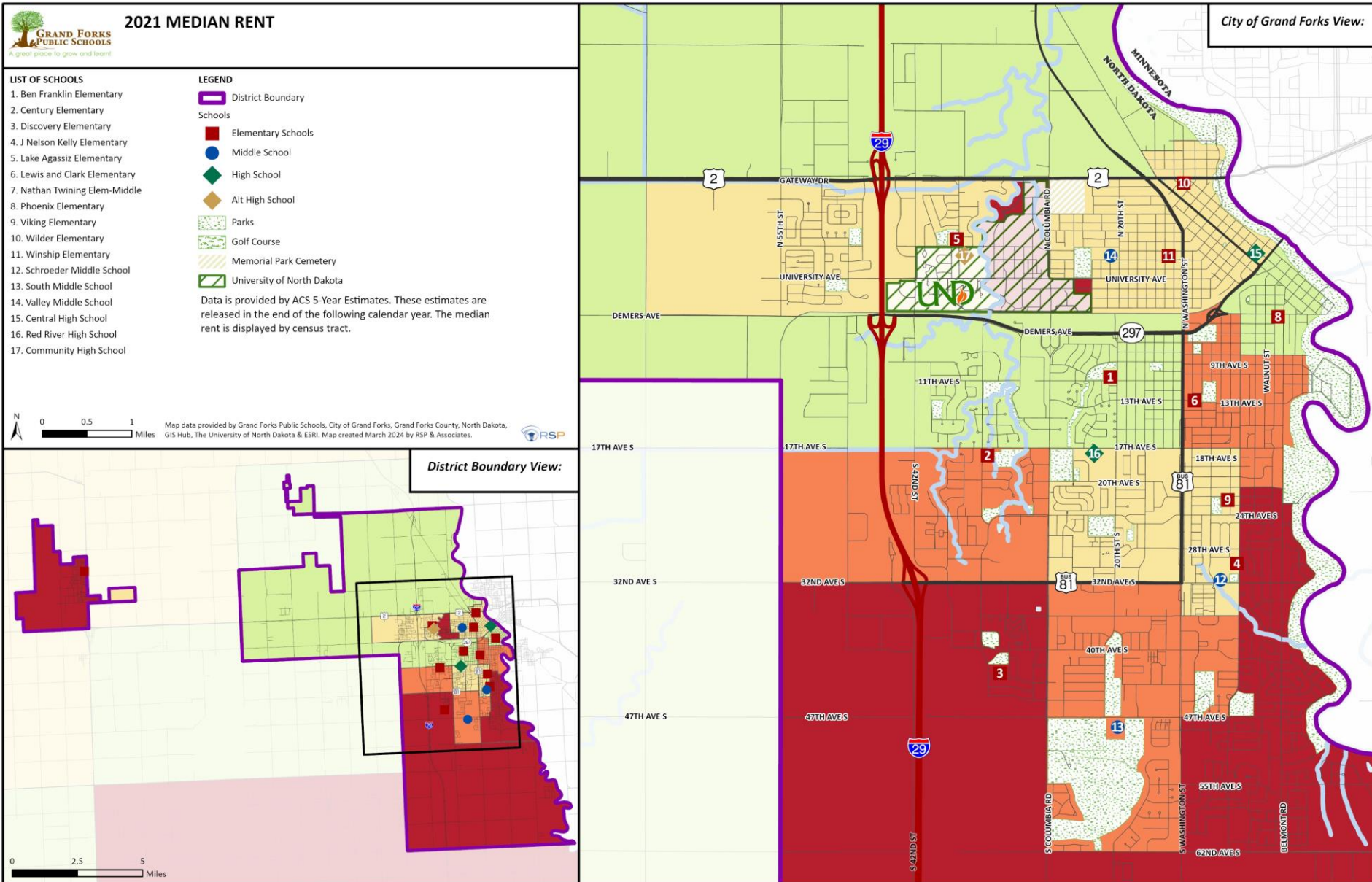
Yield Rate Analysis Map

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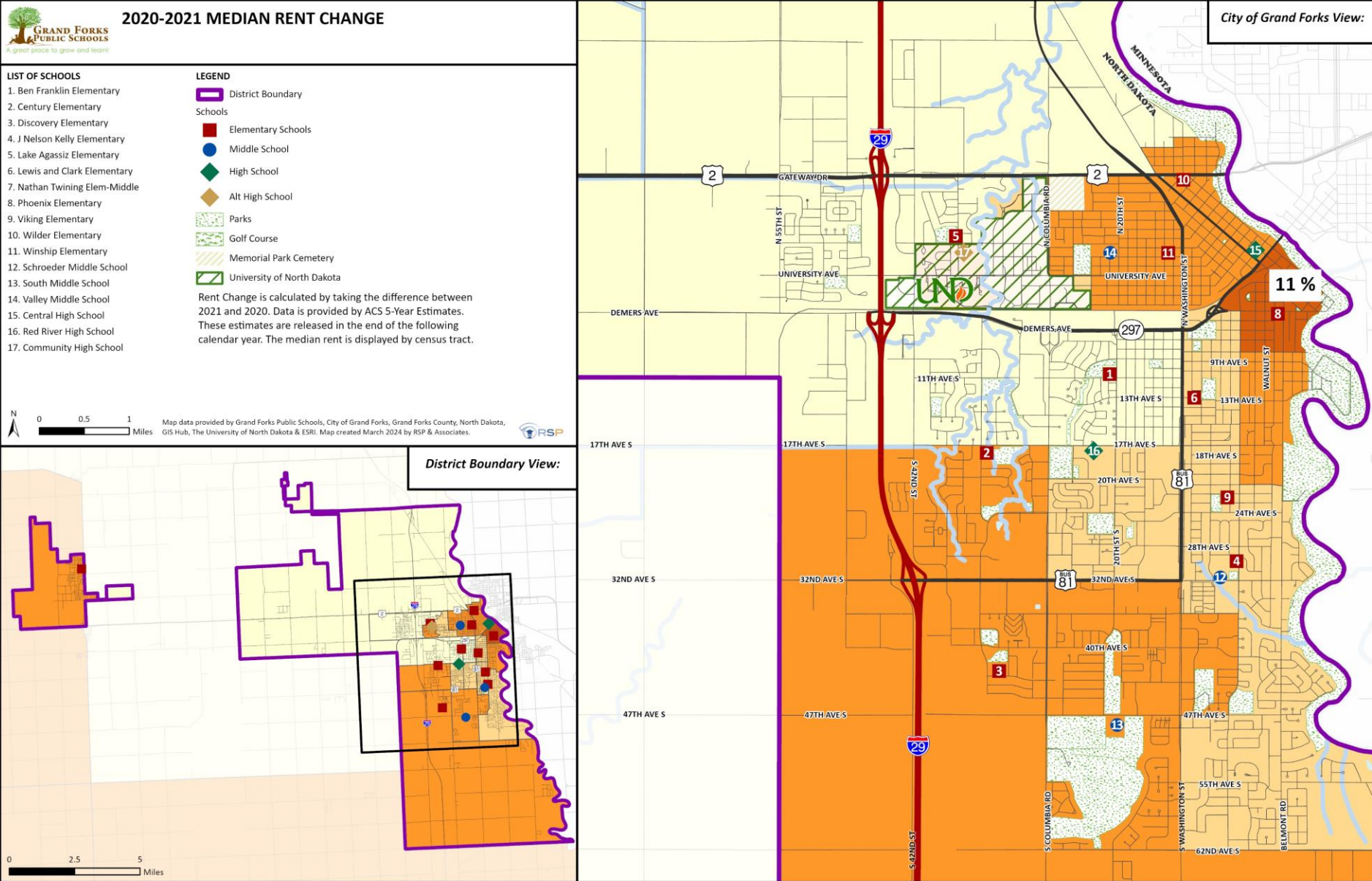
2021 Median Rent Map (census blocks)

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1-Year Median Rent Change Map (census blocks)

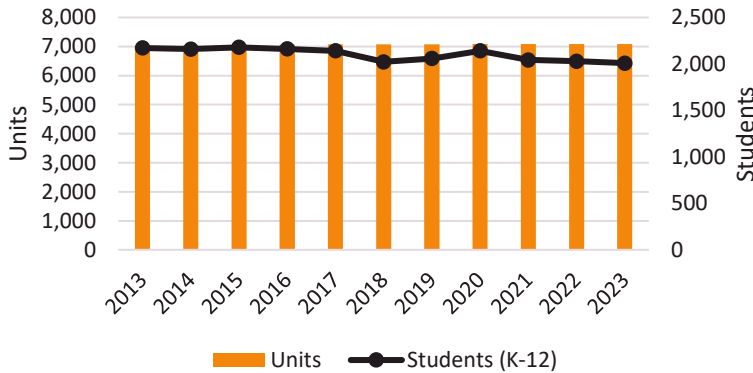
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Central High: Students and Development Analysis

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Table 1 Central High School SF Student Analysis



Overall,
students
increased
by 4.0%



Table 2 Central High School MF Student Analysis

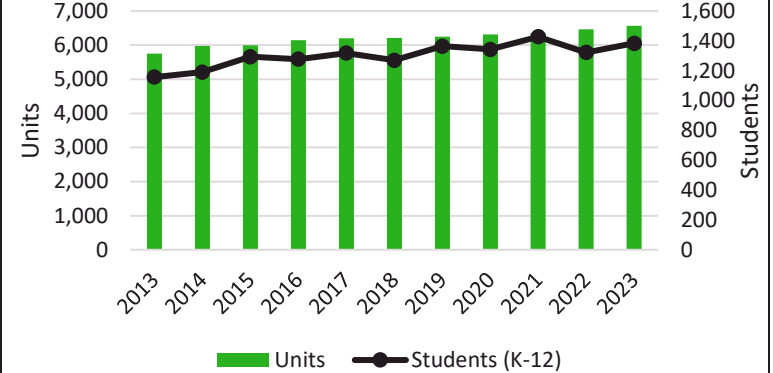
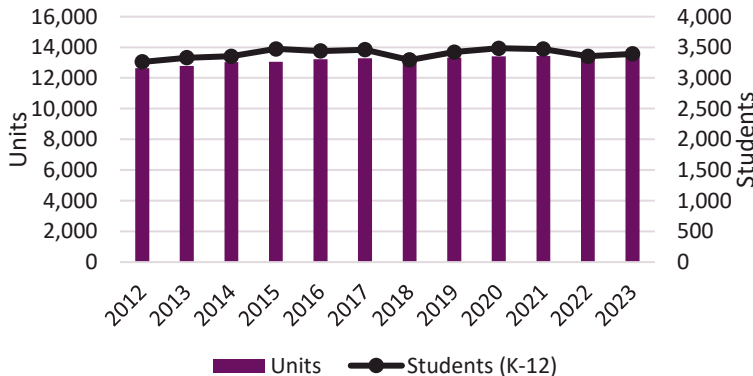


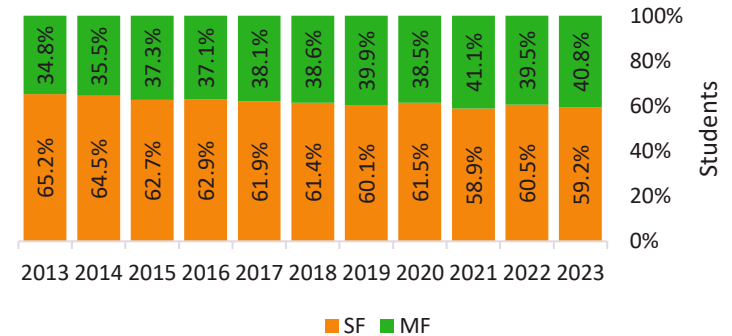
Table 3 Central High School Total Student Analysis



Overall,
Development
increased by
8.0%



Table 4 Central High School Development Student Analysis



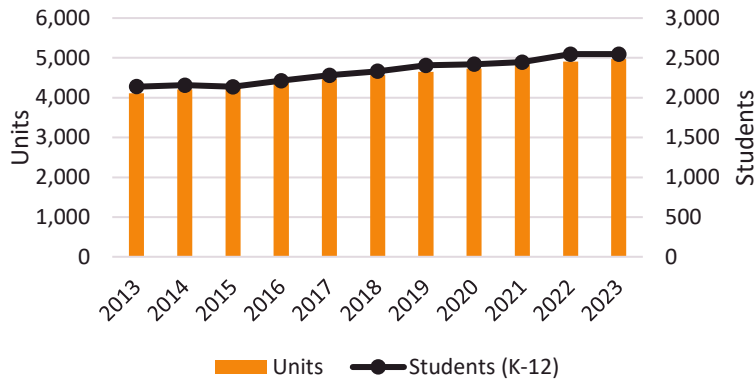
Source: Grand Forks Public Schools, Grand Forks County, and RSP

- Table 1: The number of Single-Family (SF) units available by year and the number of students attending
- Table 2: The number of Multi-Family (MF) units available by year and the number of students attending
- Table 3: The total number of units and students by year
- Table 4: The percentage of students by development type (Orange is SF and Green is MF)

Main Takeaway:

- Students in multi-family housing have increased by 6.0%
- Multi-family Units have increased by 16.5%
- Single-family Units have increased by 1.2%

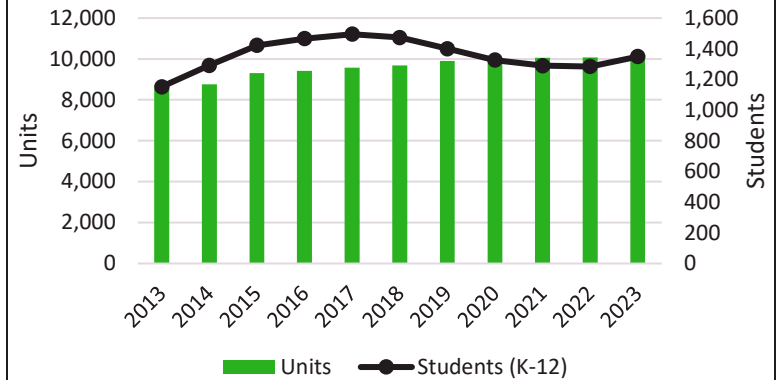
Table 1 Red River High School SF Student Analysis



Overall,
students
increased
by 23.0%



Table 2 Red River High School MF Student Analysis



Overall,
Development
increased by
29.3%



Table 4 Red River High School Development Student Analysis

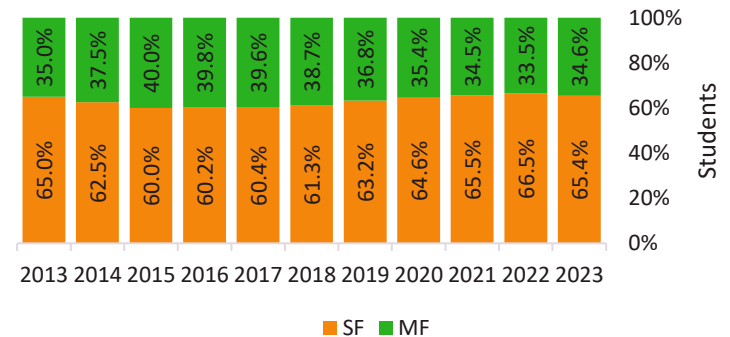
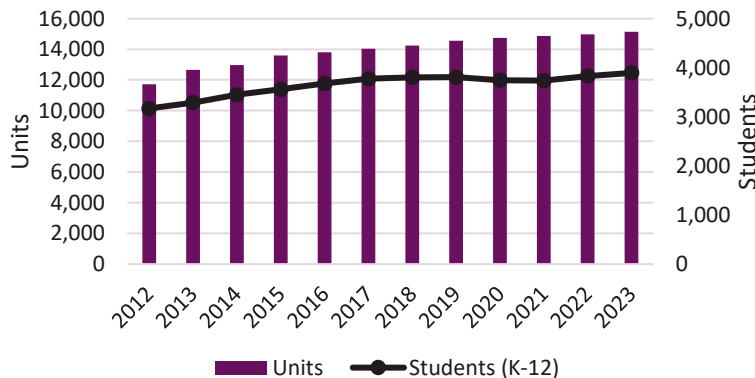


Table 3 Red River High School Total Student Analysis



Source: Grand Forks Public Schools, Grand Forks County, and RSP

- Table 1: The number of Single-Family (SF) units available by year and the number of students attending
- Table 2: The number of Multi-Family (MF) units available by year and the number of students attending
- Table 3: The total number of units and students by year
- Table 4: The percentage of students by development type (Orange is SF and Green is MF)

Main Takeaway:

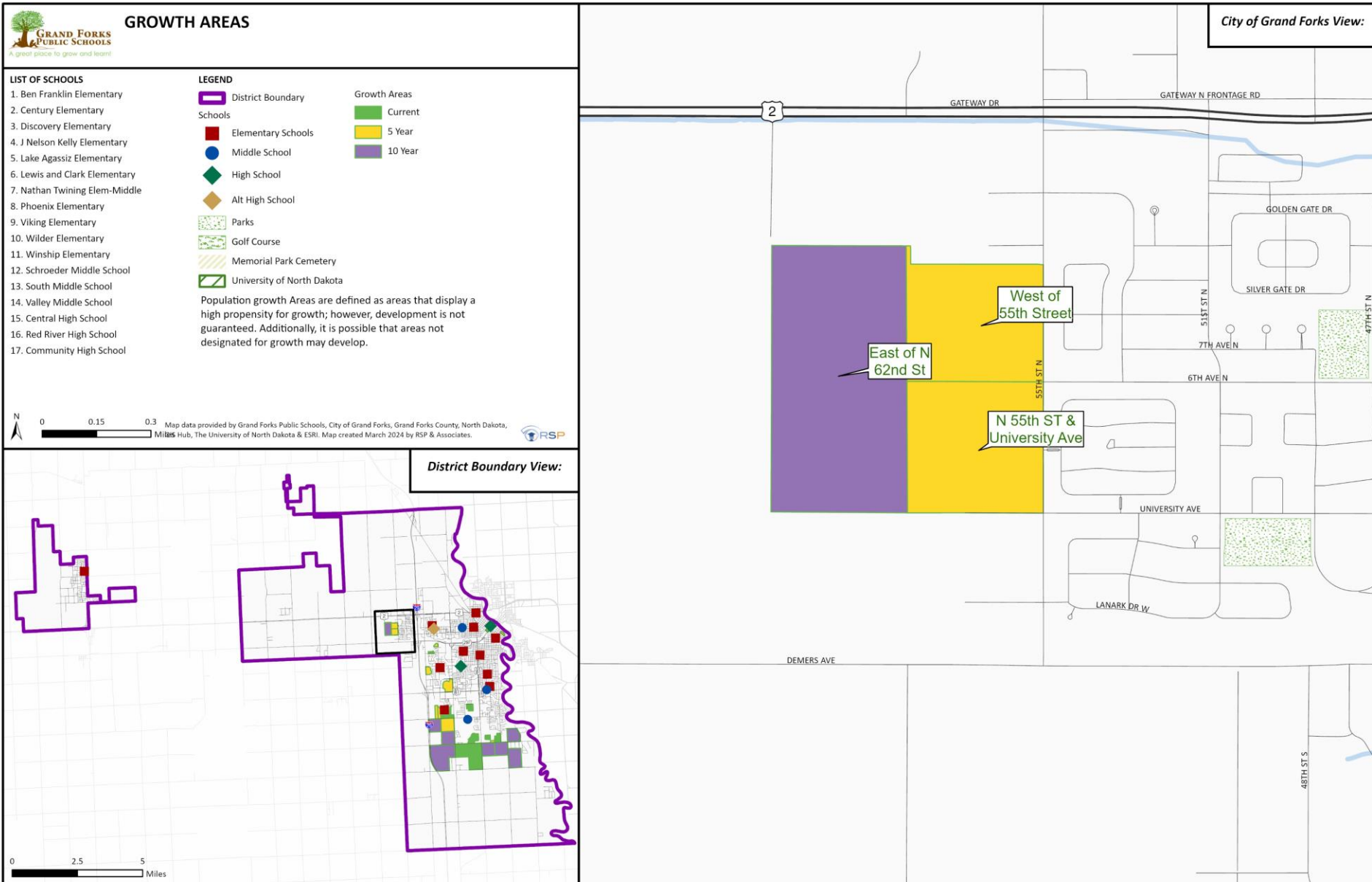
- Students in multi-family housing have decreased by 0.4%
- Multi-family Units have increased by 32.3%
- Single-family Units have increased by 23.5%

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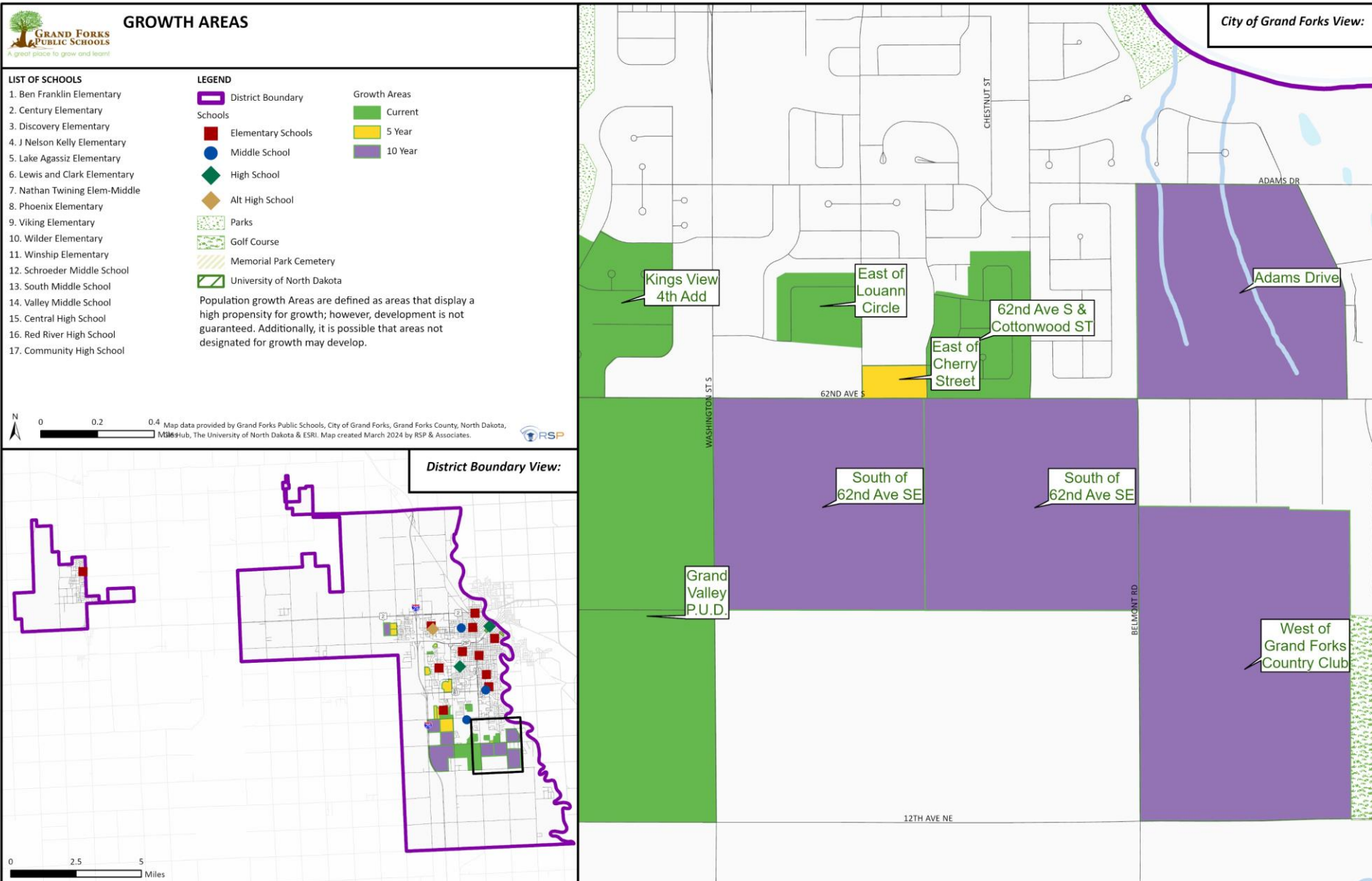
Northwest Growth Areas Map

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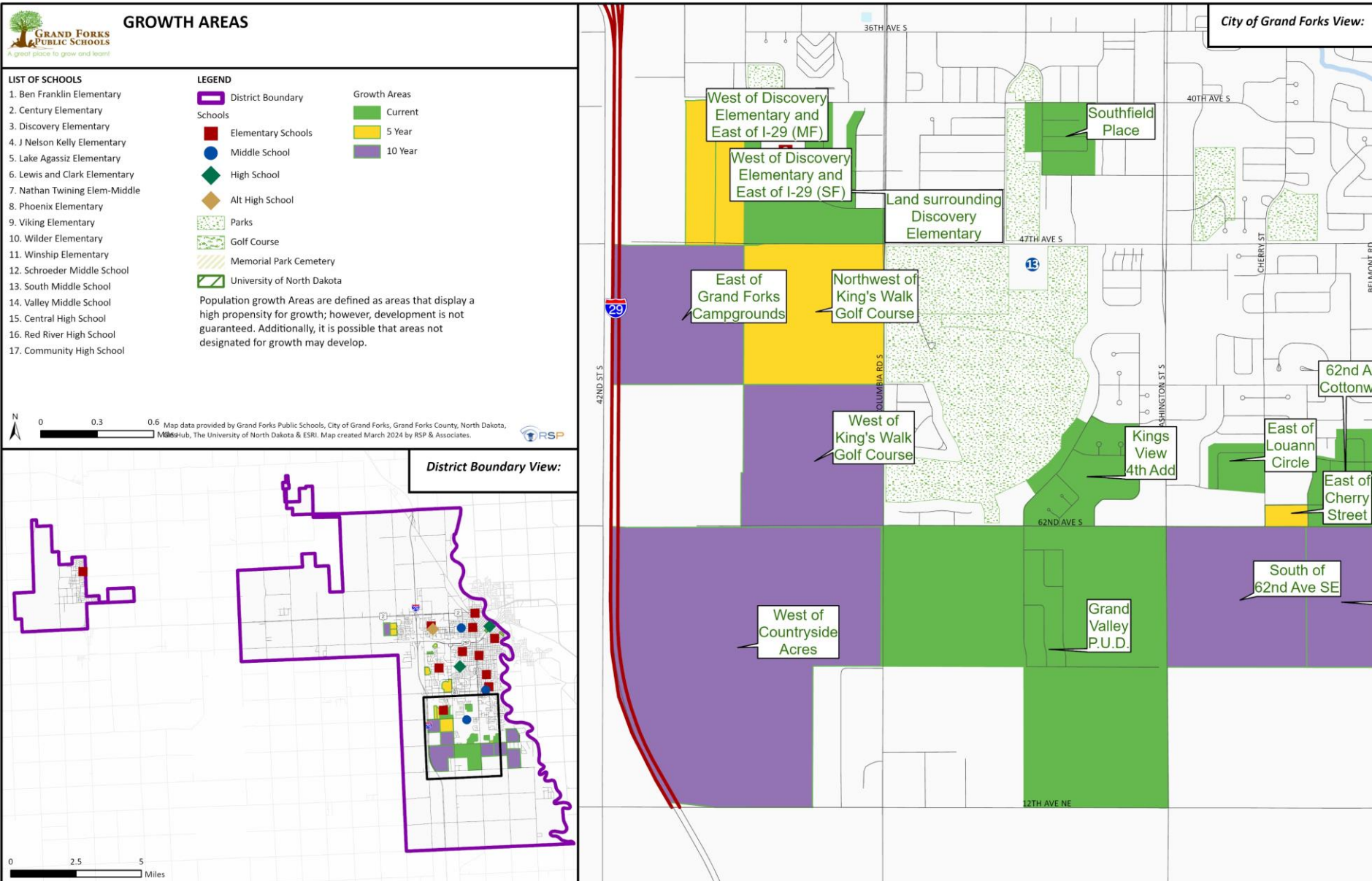
Southeast Growth Areas Map

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Southwest Growth Areas Map

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Definitions

- Cohort: a group of individuals having a statistical factor (such as grade level) in common in a demographic study
- Out-migration: shows number of students in grade Kindergarten to 11th that are attending the district in the previous year, but were not attending the district in the current year
- In-migration: shows number of students in grade 1st to 12th that are attending the district in the current year, but were not attending the district in the previous year
- Yield-rate: ratio of students that attend each school to the number of housing units in that school's attendance area
- Single-family (SF): a house that is may be fully detached or semi-detached occupied by one household or family
- Multi-family (MF): a classification of housing where multiple separate housing units for residential inhabitants are contained within one building or several buildings within one complex
- Town Homes (TH): Side by side housing units that do not meet the definition of single-family houses
- Mobile Home Park: movable dwelling, 8 feet or more wide and 40 feet or more long, designed to be towed on its own chassis, with transportation gear integral to the unit when it leaves the factory, and without need of a permanent foundation.
- Vacant Land: means any undeveloped land/ erf within a proclaimed township or a land development area and will continue to be rated as vacant until such time as a certificate of occupancy
- Mixed-use (MU) development: development that blends two or more residential, commercial, cultural, institutional, and/or industrial uses
- Median Year Built: equal to the middle point of all reported years when each dwelling unit was built based on information from the local assessor's office
- Median Home Value (MHV): equal to the middle point of all reported home values from the assessor's office in the district



Dr. Terry Brenner
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MEMORANDUM

TO: Grand Forks School Board Members
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Public Forum Follow-up
DATE: April 8, 2024

TB

Following Cindy Johnson's excellent work of collating all of the responses to the questions from our March 25, 2024, Public Forum at South Middle School, I have had time to review the comments and reflect upon the evening. You will note the gap between the number of people invited and those who actually attended so that is an area we, the district, need to do a better job of securing an attendance commitment through our outreach.

I would like you to review the attached document, draw your own conclusions, and be prepared to share your perspectives at the board table.

Question 1a Do you support? Continuing with ML magnet school programs or would you prefer ML students attend their neighborhood school? Why or Why not?	This question probably generated more questions than answers although I believe we have some direction such as: <ul style="list-style-type: none">• Convene ML teachers/staff to solicit their input• Convene ML parents to solicit their input (with interpreter services provided)• It was also mentioned to ask ML students about their experiences and recommendations.• Factor in costs of ML support at each campus balanced by reduced busing
Question 1b Do you support? 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?	The general belief here was to convene a Demographic Task Force led by district leadership rather than an external consultant. Similar to the last Demographic Task Force, I would advocate that this be co-led by one district administrator and one community member with a committee of approximately 13 people representing geographic areas of the community.



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Grand Forks School Board Members
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April 8, 2024
Page 2

<i>Question 2. What other suggestions do you have for the school board and school district leadership related to the topics discussed tonight?</i>	<p>One common theme was around the budget realignment exercise that has received quite a bit of attention, particularly as it related to making adjustments around “student-facing” positions. As you know, some of those decisions were reversed on Thursday, March 28, 2024.</p> <p>The mental health well-being of students was a topic of discussion along with teacher stress and teacher burnout.</p> <p>Concern about student behaviors & student safety received notable attention during discussions which mirrors concerns brought forward by teachers and principals.</p>
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I am looking forward to our conversation.

Enclosure: Raw Data Results

Grand Forks/GFAFB School Boards
Public Forum 2024

Invited and Confirmed to Attend by Schools	272
Schools' invitees attended	108
Pre-registered Call-ins attended	9
Walk-ins	19
Board members, administration, and staff	<u>54</u>
Total Attendance	190

Grand Forks/GFAFB School Boards
Public Forum 2024

Q1a

Do you support?

Continuing with ML magnet school programs or would you prefer ML students attend their neighborhood school? Why or Why not?

Parent of ML student believes it is easier for their child to “fit in” within a magnet school program, and yet believes the ML program should be spread out across the district in all schools so that all children can stay within their neighborhood communities.

Parent of ML student believes the ML program should be spread out across the district in all schools so that children are not “shipped on a bus” across town and made to feel different.

GFPS teacher believes the staffing for ML and the professional development for ML teachers must be a priority if the ML program is spread out across the district and placed in all schools.

Parent of ML student believes it is very stressful for their child to be uprooted (i.e. bussed) from their neighborhood and transported to another school that is not their neighborhood school.

Participant noted that many of the ML students may bring trauma and wondered if schools were staffed appropriately to handle those types of needs.

Century parent wondered how the magnet schools were selected. She was especially curious as to the number of programs within Century and the stress that this must be for school management.

Lake Agassiz parent wondered if students with disabilities were or were not attending their neighborhood schools.

Wilder parent asked if having ML students at each school was possible given the constraints within the other schools. GFPS staff in the group outlined the staffing and training needs being equal of a need as building space/square feet.

Wilder parent followed up by asking if ML students would or would not be able to participate in the in-district transfer process.

LA parent wondered about the cost of training the entire district to serve ML students (not just ML teachers but also the regular ed teachers). She appeared to be advocating for keeping ML in the current magnet programs and instead investing in training for a more condensed number of schools.

Discovery parent wanted to know what the businesses that were bringing in foreign workers were doing to support our school systems.

A family that is new to our community was surprised that our district did not have more supports, such as liaisons, for ML families. The liaisons she spoke of would connect with the teachers and the families to meet the needs of the ML students. The “new to our community” family member also had experience with a “new

American center” for level 1s that could give intense language support. She felt the new American center for level 1s was a much needed and very appropriate support for MLs.

Discovery parent wondered if these liaisons would be district or school based.

Participant questioned the anxiety GFPS is causing ML students by having them get on the bus each morning and each evening. Participant was advocating for eliminating the magnet school programming and having all ML students attend their neighborhood schools.

Another participant questioned the anxiety GFPS is causing ML students by having them navigate bus stops, arrival/departure times, behavior, conflict, etc. while they were on the bus.

A South teacher noted that the teachers at South are the liaisons for the ML students. The group's comments seemed to support that liaisons would be important “so that teachers can teach”.

A GFPS staff member noted that many ML students in her middle school cannot be in sports or extracurricular activities because of transportation issues. She felt these issues would be mostly eliminated if they attended their neighborhood schools. “These kids are missing out on school life because they are on the bus for two hours a day.”

A GFPS staff member wondered where ML students would fit (square feet) in Schroeder because there isn't enough space at Schroeder for the students that currently attend. This teacher feels the resources are so scarce and connected this to the community not being used to supporting the district through tax dollars (“We paid for Discovery out of the general fund!”). This staff member also did not feel equipped to teach ML students that may attend Schroeder in the future if ML students attended their neighborhood schools and wasn't sure if GFPS would or could provide the resources needed for teachers to be successful.

What is the definition of a neighborhood school?

How would ML students returning to their neighborhood schools impact enrollment?

Saw the benefits of students being supported within an ML magnet school and in their neighborhood school - how can we get this support within all our neighborhood schools?

Who defines class size and attendance areas?

How are these students supported at the buildings?

A goal for our district could be to offer this support (TESOL certification) at every building. Surprised that this support was not offered at both high schools.

Talked about difficulties non-native English speakers may encounter in speaking the English language. Changing ML magnet school vs. neighborhood school concept could impact what constitutes “neighborhood school” for all families and students.

Is supporting 2 small elementary schools taking away opportunities from the high schools? Neighborhood schools are wonderful for the small number of students who attend those schools, but what about those students who then go to high school?

Love the idea of ML services being provided at all schools. Do we have staff to support it?

Do we have staff who are willing to get this certification?

Some districts are willing to pay to support teachers to get this certification - would GF be willing to support a "scholarship opportunity" for teachers willing to take on this certification.

So many schools very close to each other (Phoenix, Lewis & Clark, Viking). If we're going to redraw lines, does it make sense to look at looking at efficiencies - not recommending to close or consolidate schools, but thinking about what makes sense.

If we're looking at redrawing the lines, we need to define what neighborhood schools are.

Live less than a mile away from Phoenix - we walk when it's nice out.

Enjoy seeing friends on the way to school.

Summer school and Just for Fun - all of child's friends will be at both places.

Close proximity is important to us - having the same friends.

Scary to think about redrawing lines because we love our friends and love our school.

Discovery school still feels close knit even though it's large.

The type of residences in north versus south end (single family vs. apartments). Demographics in north versus south areas of town can impact the needs of schools in those areas.

Consolidating elementary schools makes sense - most families do not utilize "walking to school" the majority of the time (participant's children attend L&C and are able to walk to their school).

Is it fiscally responsible to continue to have all these smaller buildings? (Referenced hot classrooms in warm weather and poor air quality and the impact on student learning.)

Some of the boundaries make it so students don't always attend neighborhood school (Phoenix vs. L&C).

Historical planning of GF - we've won awards.

Schools surrounded by parks.

Referenced 2021 vote - didn't vote for it because he didn't want a mega school with elementary and middle school; but would've thought differently if it had been elementary schools consolidated instead of K-8.

Wondering what might happen if the boundary lines would change - would they move further west?
Would small schools continue?

2021 Plan - not the right plan for the right time, but happy we're getting a new Valley Middle School.

Think about the larger schools that are at capacity.

If ML students attend their home school, how would that impact all of our other schools.

Could there be a floating line with partner schools - if there starts to be too much of an enrollment at one school, could another school take new students?

Personal experience - lived in Lake Agassiz district but child went to Winship - this was hard but then after a few months, child was doing very well.

Family was happy throughout child's elementary years. Did mention going to the LA park and not seeing any friends from Winship.

Children have felt more connected in a smaller school than in a larger school.

When students reach a certain level, could they move from the magnet school to their neighborhood school?

Thinks that projection can be made to determine school boundary lines.

Thinks ML students would be best served at their neighborhood schools.

All kids would benefit from having diversity in their neighborhood schools.

Let's invest in our schools to provide support for all students at all buildings.

Nothing more important than investing in schools - let's raise our taxes if needed 😊

These already don't feel like neighborhood schools - references busy streets that need to be crossed for LA and Discovery.

Maybe look at K-2 or 3-5 schools?

See the benefits in neighborhood schools and consolidated schools. Have there been conversations about building a new school?

Discovery and Kelly debunk the "neighborhood walking idea".

They should clearly attend their own school. Why: Can expand their exposure to all cultures. Makes sense to spread them out.

Some schools feel so packed (like Discovery- parking lot is an issue).

Feel like students would benefit from building relationships within their own neighborhoods, and everyone becomes culturally aware.

McKinney-Vento funds are not being used properly in North Dakota, could possibly use those funds to help support those families.

Creating a herd mentality. Is it in the child's best interest to not assimilate into their own environment/neighborhood? Heard that teachers have to use Google Translate to communicate and create plans. Who pays for that for the teachers? Heard ML students are mainstreamed and not pulled out of the classroom very often anyway.

Why not? Have to put them at limited schools otherwise, you have to get multiple people trained. That would be more costly for the district.

Why not? Resources are hard to find and very expensive, especially ones with the required credentials.

Why not? Concern about how many classrooms would be in each building and class sizes being higher.

Concern that these students are not getting to know kids in the neighborhood.

It is important to get input from the ML families to find out if they prefer to be together or if they would rather be at their neighborhood school.

Why not? Kids can play with kids in their neighborhood no matter what school they are at. There are kids that live in my neighborhood that I wouldn't let play with my kids.

What was the reason students were placed at limited locations for ML?

Is there a benefit for these kids to attend the magnet schools? Do those families feel more comfortable with the support provided at the magnet schools?

Have we learned from other communities (like near the borders? In Southern Arizona)

How do we encourage more resource people here for ML? "Pay more"

How many students does this affect and what percentage?

If we no longer have magnet school (Winship) could Winship function with that enrollment?

How would other schools handle getting those students back to their homeschools?

How was it decided for 80-90 to attend Winship?

What are the resources that would be needed to provide the option for ML students to attend their neighborhood schools? What are the costs needed for this? Is bussing more expensive than staffing each school with a ML teacher to meet the school's ML population?

Consensus in the group noted that the ML decision of any changes should be made by the EL parent population. Parents who don't have ML students felt that they should not be making the determination of what changes should be made to ML magnet programs.

ML parents who were in attendance in the group discussion group indicated that they expected more parents of ML students to be in attendance at the forum to have input. Request from ML parents to have another meeting to gather greater input from ML parents.

Group felt that all ML parents need to know the tradeoffs and be forthright with parents in advance on what a new model could/would look like. Current information shared doesn't offer enough specifics to determine whether to change or not change the model (i.e., shared teachers/less bussing).

Is it doable to be staff ML support at all of our schools?

Members had more questions for us:

Is it better to keep ML students together rather than have them at their home school?

Is it fiscally responsible to have ML students in every school? We would need to hire more staff to support ML students in every school.

ML students' parents should be asked this question and get their input.

Staff and ML teachers should give their input.

One parent feels strongly ML students should stay in magnet schools.

Parents want to see how these students would be spread out. One parent feels the child should attend their neighborhood school.

There are a lot of moving parts to this question but due to finances and staffing one parent wasn't comfortable with having ML students at their home school.

More diversity at school would be nice for my child.

ML doesn't concern me and it is difficult to put myself into someone else's shoes.

Overall, there was no consensus about what the district should do.

Page 6 - question about Winship? The comment appears to be intentional. How long will Winship be viable?

Conversation around what defines a magnet school.

Would love to have them in their neighborhood school if the district could still give them the same level of support.

It seems like we are segregating a certain population by doing the magnet schools.

The current magnet schools don't fully support the current students as google translate is often used.

Is there an option to just move elementary age students to their neighborhood schools?

Concern for teacher training, resources and support if magnet schools aren't in place. Without magnet schools, staffing is a big concern.

Hard to find staff who speak different languages and are certified to support our ML students.

Magnet schools would hopefully allow them to learn the English language quicker than being in their home school. It also allows students to be with other students who speak their primary language.

Would non-title schools then qualify for title if ML students were at their home schools?

Concern about an increase in busing costs and challenges if magnet schools continue.

XXXX described a child's experience of having ML students within her current school. It was a positive experience.

How many bodies do you need to serve in a magnet school.

Simplot is bringing in families that are not English-speaking families.

Have families been surveyed.

Andrew described concern regarding lighting and heating a building regarding small elementary schools.

What is max capacity for Winship Elementary school, and what is considered max capacity for ML programming.

How will the district decide who goes and stays if boundary line changes?

Advantages from both sides. Kids in home/neighborhood school but also addressed the limitation for staffing and resources in neighborhood schools.

Note made of the neighborhood not having many students that go to school there because they are ML/magnet students.

Described high school level experience for ML students and how important it is for compounding resources in localized areas. Specifically cost effective.

What is the priority? Do we want to look at neighborhood schools outside of the ML program or does the ML magnets need to be in the neighborhood conversation?

Does Twining have any ML students. Educators in the room expressed their opinion on the two options presented. Discussed importance of having appropriate resources when students come into their classrooms.

The way that it is structured right now, is due to resources.

For most of the ML students at Winship, that is their neighborhood school, correct?

Is transportation provided for ML students? Yes.

What is the capacity of Winship? 260.

Would students lose peers who speak the same language as them? I am concerned that they would lose their same-speaking friends.

If they were to go to their neighborhood schools, is it possible to support them with staffing?

How would you as parents feel about having your children around other languages? It allows for diversity and it would be better. We need to meet in the middle so students can meet in the middle. Maybe students start at a school where they have complete immersion. When they meet certain criteria, they can go to a school that allows them to be around other students with better English skills and usage.

Has there been any review of academic studies for academic approaches? Is there a better system than what we have in place? Best practice would be for ML students to attend their own neighborhood school.

Where are our ML families are coming from?

Students deserve their neighborhood schools but how do we support this with the lack of ML teachers?

Opinions from current ML families are needed. Do they feel it is working what we currently have?

Based on staffing issues, finances, we should leave as is.

International teacher told her personal story: refused services at first because services were not at her home school. Now that ML services are at Lake Ag, her children have access at their neighborhood school.

Need more information to have an opinion. Until then keep as is, **if** it is going well. (ask Current ML families)
The groups wondered if spreading students out to the neighborhood schools, will be more difficult to find ML teachers and question if it is financially responsible as they suspect we will need more teachers.

Lean toward neighborhood school for various reasons including parents work, ride, student's feelings.

Do we plan to ask the kids?

If we didn't have the magnet schools what does the distribution look like for the different schools?
Could it look different at different levels? One suggestion was to use neighborhood schools for younger students and a magnet model for older students.

If a school is already full, where do ML students fit? (when they already fit in their magnet school?)

Where are the extra teachers coming from if they move to their neighborhood schools?

What will happen to Winship with the decline in enrollment?

Are potential boundary changes something that can remedy this?

One member suggested year-round school 3 months on - 1 month off, consolidation of schools and reduction of staff would help with academic outcomes and money spent on physical plant.

Students are able to form a community in their schools- this is done by teachers- and how we best support our teachers and do what we can to not burn out our teachers.

Having the support of others in a magnet program who understand your culture or understand being new to a school or program can be powerful for a new student.

Efficiency of resources in a magnet program.

Cost of bussing, qualification for bussing, missed academic minutes because of bussing snafus.

Do we have staffing to make changes away from a magnet model?

One member noted Book 1 Page 4 “The district must employ 13+ teachers to reduce class size by one student across all elementary classrooms” – and shared that maybe this wouldn’t be a good time to move away from the magnet program at this time.

How would staffing change between having it housed at one school vs. all? Smaller schools would receive services, but the ML staff may be a traveling position - still in the planning phases though. Principal explained how it would be affected by the number of students per school and where the greater needs lie.

Does it have to be the same at each level? Can elementary remain a magnet school while Middle School and High School turn into neighborhood schools? Is there even any space at Valley to have ML students there (until a new building is built)?

- Is this solved by boundary line shifts?
- Elementary kids are more likely to play with neighborhood kids; perhaps keep Elementary students in neighborhood schools.
- When students “level out” of the ML program, do they exit their magnet school and go to their neighborhood school? No at MS and HS; they stay. Principal says that at elementary, the families are told they would like them to stay, but they can go to their neighborhood school if they want to. Students are also monitored after they level out.
- Offer a transitional period to lessen the change

Can students refuse services? Some families do refuse ML services because they don’t want to be bussed or because they want to go to their neighborhood school instead.

Who pays for the bus? District. But only for ES/MS students. HS students have to provide transportation on their own. Boundaries are odd.

If the issue is staffing, why isn’t there a collaboration between UND and the school district to provide tutors and supplement instruction at the neighborhood level? Lack of educators coming from UND has leant to lesser UND collaboration. Global Friends helps with some support.

What is spurring this change? What is the catalyst to start the conversation? What impact would it have to take all the kids out of the smaller schools and put them into the already-full schools? Winship gained a large number of students in a short time, and perhaps the district should take a look.

What do the ML families feel about this? We are trying to put ourselves in other peoples’ shoes; the families really need to give their input. Maybe we are not the people that should be answering this question; nobody in this room should be making these top-down decisions. Get a bottom-up answer.

Concerning ML with the elementary school. I am a supporter, it benefits everyone. Resource-wise, is it even doable? Looking at where we are as far as staffing in all areas, it is a challenge. We do get additional funds from the state to provide staffing in ML. Our Title 3 funds also come into play but very minimally.

Why was Winship selected as a ML magnet school? Was this question selected as a follow-up question to keep it from being under capacity?

Have we looked at other Districts to see how they are serving ML students in their Districts?

Grand Forks/GFAFB School Boards
Public Forum 2024

Q1b

Do you support?

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?

Overwhelming responses:

Yes

Yes

Yes

Yes

Yes

"Why wouldn't we?"

A small pocket of "No" eventually entered the conversation, but it appeared to be based on skepticism from past demographic task forces. A few comments include....

"Who would be running it? Is it an outside entity? What is the makeup of the group running it?"

"Based on history, I would not hire a company to do this for us. We can do this ourselves."

"Eliminate transfers. Chop it off. Even it out. Don't hire this process out and make it a great big thing."

These comments also came from people that supported new boundary lines.... they just did not want to hire an outside consultant (appeared to desire LOCAL control).

Group frustration on the level of state funding.

Participants felt like there was some untapped opportunity to connect with the city and local businesses that bring "150 ML students" to our community for the jobs they cannot fill.

Participant wondered about the \$2M "leftover" from Valley. It was noted that the Board's appetite is to "give that money back to the taxpayer" and outlined that the Board did consider using the \$2M for Schroeder's air conditioning. A North end parent responded by noting the negative look of using north end money (i.e. the Valley school money) for a south end school (Schroeder AC).

A participant urged the district to consider rebuilding the Middle School attendance boundary lines that would take into consideration Valley's "issues" with achievement and behavior. Valley "needs to have low numbers now for the help they need in that building."

Participant expressed concern that South was getting 30 ML students from Valley. "These Valley (to South) students are likely Title 1 students and qualify for free and reduced lunch but are leaving Valley, a Title 1 school, for South, NOT a Title 1 school. So they are leaving a school that SHOULD be giving them (Title 1) support and instead attending a school that does NOT give them the level of support they could have if they were in a title 1 school."

Participant wondered WHO would build and lead the demographic task force. Another participant didn't think it needed to be a huge, large group. The participants urged GFPS to make the demographic task force less

political, less “this came from outsiders.” and instead make it more objective-based on school size and where people are living (the heat map). The participants added that the “school people” (locals...not outside consultants) know the programs and the students and that they should be the ones analyzing the new boundary lines.

Participants had a brief discussion about the number of students/families living on the base, the history of the base’s enrollment.

Appeared to be a unanimous decision that we should develop a task force to look at current enrollments and boundary lines - many saw the benefits of both neighborhood and consolidated schools.

It’s been a while since we looked at this - could be a good idea.

Task force would be beneficial to look at.

It makes sense to do that if we are concerned about what enrollment would be at Winship if students returned to homeschools.

On the south side, houses are going up. Soon, they will need another school on that end.

Having In-district transfers as an option.

13 years since boundary lines have been looked at...basically saying that our town has not changed in that time. South end has grown.

We do not have neighborhood schools when it comes to our high school. We need to tighten things up for enrollment process.

If we could be more proactive about redrawing the lines, could we keep schools open?

There are a lot of developments happening on the south end- in time, they will need another school.

Depending on the lines, there are areas in town that you have to drive a ways to get to the school. You grow as a person from being around people from all walks of life.

Everyone needs to remember that there is not a bad school in Grand Forks.

The most important thing for schools is the education. Other districts have beautiful schools but the level of education may not be as good.

We need to balance our schools, pay the people, and give them the support of resources they need. Equity needs to be across the whole district.

What transfer requests are due to medical reasons, program placement, or just because they want to stay there [at a particular school]?

Conversations about each school operation capacity for each building of what is doable at each school. Participants felt that the ratio of what schools could handle should have been information shared in order to make recommendations of what schools were full and which schools were not.

Questions about what is the ideal capacity of each school, operation size for each square foot/student?

What are the tradeoffs for school efficiency? Do we value square footage or student/teacher ratios?

If changes are made, predictions for 10 years out plan for making a decision of what boundary lines should be changed.

Are there families who are petitioning out of smaller schools (i.e. Wilder) for fear that the school might close? Are there others who are worried about this?

Observation of the heat map with the highest student population shows the highest population of apartment/multifamily buildings.

Consensus with group feedback that a demographic task force should be formed to better inform decisions on boundary lines. Ensure that demographic information is a part of the conversation but also include building admin feedback of what's doable at that school to function.

School Board needs to address low enrollment schools to make fiscally responsible decisions.

Yes, GFPS needs a task force because many members felt our current lines are "ridiculous." For example, when a student lives two blocks away from RRHS but their boundaries are Central.

Should we do east/west boundaries for better diversity in each high school?

Viking has two relocatables. When you look at safety, that doesn't prove safety. What are safety standards for the capacity of a school?

XXXX would volunteer to serve on the task force.

Members felt they needed more information than what we could give them.

Members felt we should have come better prepared with ML numbers.

Yes, due to the growth to the south and west.

Central & Red River should be east-west boundaries (Could use Washington St. as the line).

No matter where you put the lines there will always be students/families who are upset and want to petition to attend another school.

Our group consensus was that a task force should be created.

Another south end elementary school would take the burden off Century, Discovery & Kelly.

What does capacity mean for each school and what schools are considered at capacity right now?

Should the district consider a new north end elementary school?

The decision on magnet schools would/could impact new boundary lines.

XXXX described the need for more students at her school.

Board member explained the district owning land on Cherry and 59th.

XXXX describes funny lines for Kelly and Discovery and potential need to move

XXXX describes frustration to put money into schools for HVAC and old aging buildings.

XXXX asked if busing is a part of the budget. Yes.

Discussed which schools are declining in enrollment.

Discussed in-district transfer requests for students that would like to attend outside of the neighborhood school.

Should boundary lines be re-adjusted or gone through every few years to keep enrollment steady?

They need to do a demographic task force.

XXXX suggested that the school board do it and not have the committee task force do it. He believed the district board members should do the work regarding redistricting. He also stated that he understands political cover for the district but wants the board to do it.

Board member explained the last time around the “convened” means they bring in parents for feedback not necessarily bring in outside consultants.

Some parents just say where their children are going to go. For example: Red River and Central. Is it based on where you live or not? You can petition to go to Central but not Red River.

Are there programs that certain middle schools have and some don't? VEX robotics might be something not offered at all middle schools. There are also certain needs that a student might need that only a particular middle school can meet.

I would encourage to have a Task Force to re-examine boundary lines. I have two students, one at RR and one at GFC. I see inequities through their experiences. There are more AP offerings at RR than GFC. There are even AP offerings at RR that are not even offered at GFC due to low enrollment.

A parent gave an example of a student at GFC who travels to RR for an AP class. Missed instruction time.

Who makes up the Task Force? There are people in the community who are on the committee. I would suggest that we have a 3rd party entity so there is guidance.

What responsibilities would the task force have? What would the overall goal be?

Would current students be grandfathered in to their current schools?

What does the enrollment/transfer process look like?

What is the difference in enrollment between the two high schools.

Is one high school over or underserved?

Would the high school lines be redrawn as well?

Is there space in either high school to add more?

Use the data to show reasoning for change. Doesn't make sense to have some buildings full and others not as full.

Neighborhoods change and turn over. Some schools have a lot of additional programming and that is why they are full. It isn't just about how many kids are in the school, it's who is in the building. (Programming)

Combine elementary schools on the north end. Instead of maintaining two buildings.

Community is moving south not north. There are not new apartment building north of town.

Parent discussed equity issues at the high school level and her concern that parents on the south end can afford to pay for private lessons and activities, north end parents cannot.

Schools that have relocatable classrooms. No water, no bathrooms, safety concerns.

ADA accessibility was discussed.

Group is supportive of a demographic task force that is willing to make some decisions based on facts not emotion.

In favor of examining boundary lines. Discussion about where those lines could be. Consider Demographics and Socio-Economics.

Can the heat map be broken down into the three different grade-levels: elementary, middle and high school
In support of looking at re-working boundary lines so buildings aren't over capacity/under capacity. It's not based on how close you are to the school more so that the buildings are at capacity.

Agree with forming a task force for more work on this.

Question: What is the cost? Depends. If they bring in a consultant, yes. If they need maps and supplies and resources, yes. But the costs are unknown at this time.

It's time. Ten years is more than adequate time. We've had a census since the last time.

Some schools have modular classrooms. Many schools have no more rooms to give.

How immediate are boundary lines put in effect? Are kids grandfathered in?

Many more implications about boundary lines than just the ML Students.

South end growth without bussing is difficult.

What is the current percentage of capacity for each building? Forecasted capacity? How about for the district as a whole?

In-district transfers can include ML, Special Ed - not all can “choose” their school; they are placed due to programming.

Pointed out that there is Northwest-end growth in addition to South-end growth. Community has to start thinking in a whole manner; too much time has elapsed since the last boundaries were established.

Consensus of the group is that yes, there should be a Demographic Task Force.

Grand Forks/GFAFB School Boards
Public Forum 2024

Q2. What other suggestions do you have for the school board and school district leadership related to the topics discussed tonight?

Air Quality

- Could there be a school board policy that addresses wildfire smoke and how we respond?

Behaviors

- The behaviors at schools make it difficult for not only one classroom but others (when room clears have to occur).
- Behaviors are concerning. We need to consider class sizes and behaviors. More needs, more layers and there is going to be burnout.
- Our daughter experiences a lot of anxiety from her experience at school. The 1st grade at Kelly has a lot of concerning behaviors.
- Behavioral supports are needed in all the schools. Will the Dean positions be going away with the budget cuts?

Budget/Finance

- Budget realignment--shortsighted to cut student facing or student-centered needs/programs when you could be cutting mid-level management, salaries, etc. that could be cut without impacting the student experience.
- Participant wondered about cutting various athletics or parts of athletic programs.
- There were concerns about the CIA and how the costs of this facility/program can be maintained in an environment where we have budget concerns.
- Participant reinforced the negative impact of student facing and student-centered cuts to music, German and the multiple elementary classroom teachers being cut. Participants were very disappointed that these were student facing cuts.
- Participants concerns elevated around the cuts to the library. 5-6 comments about the importance of the GFPS school libraries.
- Participant expressed surprise that teachers and departments were not a part of the budget realignment discussion.
- Give the teachers some raises.
- Should pay teachers more, and support staff more.
- In reference to cuts, access for all need to be prioritized.
- As far as budget, it is difficult to say that we cut the same at all of the schools the same. Saying 5% all across the board is difficult to consider. We should look at 5% over the last 5 years. Who has had an increase and a decrease in their budgets over the last 5 years?
- What does ESSER currently cover and what did it cover?
- I would like to know that revenue is being talked about in budget discussions.
- District should look at staff that do not directly work with students as the first line of budget cuts.
- First evaluate employee needs there before considering anything in a building. Specifically asked about the open Assistant Director of SpEd position. Asked if that would happen before any cuts.

- With this 3-million-dollar budget cut, it is very concerning. All of the areas that need cutting is needed, but worries me.
- Providing tuition assistance/scholarships for teachers to receive TESOL certification
 - This could support teachers who need to fill other positions
 - This could support teachers whose positions might be eliminated
 - This could support teachers who might be interested in ML certification
- Take a look at the School Nurse salary.

Bussing

- Shortage of bus drivers.
- If they are going to re-draw the lines, they need to really look at bussing and making it better experience overall.

Class Size

- Make sure the class sizes remain reasonable.
- I encourage you to be creative in how we consolidate classrooms, and when.

Communication

- Provide more transparency to the community. Be more forthcoming with the public.
- Talk to the teachers more, and get their input. Talk to the teachers of the ML schools. If they see they are learning well, then keep the programs as is.
- Transparency in the process - so everyone understands what is going on.
- Sending surveys pertaining to these topics out.
- Asking the kids.
- Talked about the handling of the information is the problem with the cuts. Pointed out a learning opportunity on how this information is shared.

Facilities

- GFPS needs a longevity plan with their buildings.
- How long will Central be viable? What happens if something happens to Central, where would the students go?
- Over time, buildings repurpose their spaces for differing needs. It's hard to calculate capacity, but should be factored into the equation when it comes to needing new spaces or shifting spaces.
- Do we have enough schools to support our students?
- I think we have enough schools, but the schools are not meeting the needs of our current students.
- K-2 and 3-5 schools – thoughts? Not convenient for parents - having kids in each building would be difficult for pick-up and drop-off.
- Regarding CIT–State funded operational cost but maintenance cost they would not.

Kudos

- GFPS is doing an amazing job and appreciate the proactive approach. If you lived in inner city for three weeks, you would be grateful.
- So many opportunities for students at the high school level too- resource rich.
- A few parents spoke up about their positive experiences with Valley.

Mental Health

- We have great people here and it is hard to see so many feeling burned out.

- GFPS needs to prioritize mental health. All schools need full time school counselors and social workers. We need to train our staff to handle the issues our students are facing today.
- Mental health concerns for our students and the lack of training provided for staff.
- The stress of our teachers is very concerning to me.
- Talked about mental health in students and cuts happening.

Programmatic

- What does it take to become a STEM School at all levels (elem/ms/hs)? To brand it as one, what is the criteria? How might we modify our current practices to work towards this?

Safety

- I am worried about my children going to Valley Middle School. I feel that there is a lot of negative talk coming from that school. I hear there is fighting among parents.
- Safety - "I don't think my 1st grader is that safe?" Examples of unsafe behaviors in our schools (i.e.: multiple room clears, students threatened to be killed, students throwing chairs). Room clears are a regular occurrence in children's schools today. Is this ok? When we look at the HRS model, it indicates that all schools say they are "Safe and Collaborative" but are students actually safe? What does the investment in safety actually look like that the district speaks about? Can we define "room clear" better so that parents are educated on what this includes?
- Safety concern for parking lots during arrival and dismissal at elementary schools.

Special Education

- Why is the conversation ML driven? What about other programs such as Special Education?
- 504 laws—Are all staff trained and do they have access to student 504 plans?

General

- Learn from other places/communities. Travel and learn what other places are doing.
- What's the vision of GFPS of where it wants to be in 50 years? Does our school's vision statement reflect this? Is this what High Reliability framework [is]?
- There is always room to grow, but we are in the perfect position to do so.
- This should be less about accommodating ML and more about embracing diversity and cultures. Look at this more as an opportunity - less as a challenge.
- Human aspect of teaching and learning needs to continue to present amidst all of our technological trends (i.e.: AI) Importance of still valuing philosophy classes, ethics classes, language classes etc. to be able to apply technology gains to human interest/project-based learning.
- How can ND lead the way to create, recruit, and support teachers?
 - Can you speak to the teacher shortage and international teachers filling positions?
 - Discussed other state incentives to become teachers and remain in the state

MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Consent Agenda
DATE: April 8, 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

MEMORANDUM

TO: Dr. Terry Brenner, Superintendent
FROM: Griffin Gillespie, Human Resources Director GG
SUBJECT: Teacher Resignations
DATE: April 8, 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:

Heidi Thompson	Speech Language Pathologist	Head Start
Kaylie Olson	4 th Grade Teacher	Phoenix Elementary
Deb Arnason	FACS Teacher	Twining
Cassidy Graves	Special Education Teacher	Twining
Angela Salgado	Library Media Specialist	Ben Franklin Elementary
Renae Hagen-Hamby	ELA Teacher	Schroeder Middle School
Susan Fire	ELA Teacher	Schroeder Middle School
Kay Brown	Library Media Specialist	Viking Elementary
Tiffany Hanson	Social Studies Teacher	Wilder Elementary

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

Attachments
GG



Mark Sanford Education Center
2400 47th Ave. S
Grand Forks, ND 58201-3405



PO Box 6000
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.

Mission Statement
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.

Grand Forks Head Start
3600 6th Ave N
Grand Forks, ND 58203
www.gfschools.org



Heidi Thompson, M.S., CCC-SLP
Speech-Language Pathologist

03/22/2024

Dear Tracey, Lori, and Dr. Lissa Diedrich,

I am writing to formally resign from my position as a Speech-Language Pathologist at Head Start, effective May 31st, 2024. This decision was not made lightly, but after careful consideration, I believe it is in the best interest of both myself and my family.

I want to express my sincere gratitude for the opportunities I've had during my time at Grand Forks Public Schools. It has been a privilege to work alongside such dedicated educators and staff members and I am grateful for the lifelong friendships that I've developed over the last nine-years.

I have thoroughly enjoyed working with the students and families at both Phoenix and Head Start, and it has been incredibly rewarding to witness their growth and progress over the years. I will cherish the memories and relationships I've formed during my time here.

Please know that I am committed to ensuring a smooth transition as my departure approaches. I am more than willing to assist with the transition process, including training any new staff members and providing guidance on current caseloads and student needs.

If you require any further information or assistance from me during this transition period, please do not hesitate to contact me.

Thank you for your understanding and support.

Sincerely,

A handwritten signature in black ink that reads "Heidi Thompson". The signature is written in a cursive style with a large, sweeping "H" and a long, horizontal flourish at the end.

Heidi Thompson

March 20th, 2024

Kaylie Olson
Grand Forks Public Schools
351 4th Ave S
Grand Forks, ND 58201

To Mr. Ohnstad,

Please accept this letter as my formal resignation from my position as 4th Grade Teacher at Phoenix Elementary, effective June 2nd, 2024. My family and I are relocating to Fargo, in order to be closer to our family.

I appreciate all the opportunities you have provided me during my time at Phoenix. Thank you for your support and mentorship during my years as a resident teacher and beyond. I owe a lot of who I am as a teacher to the wonderful staff and students I've had the pleasure of working with over these past 4 years. The people at Phoenix have truly become like a second family to me and will always hold a special place in my heart.

Please let me know whether there is anything I can do to help during this transition period. I truly wish everyone at Phoenix the best. Your students and families are lucky to have you all.

Best wishes,

A handwritten signature in black ink, appearing to read 'Kaylie Olson', with a long, flowing horizontal stroke extending to the right.

Kaylie Olson

March 22, 2024

Good Morning Mr. Kurtyka,

It is with a heavy heart that I am submitting my resignation letter. I have thoroughly enjoyed my time teaching Family and Consumer Science classes at Twining. But, it is now time to enjoy retirement. Thank you for all you and Eric Ripley have done for me these last two years.

Sincerely,

A handwritten signature in black ink that reads "Deb Arnason". The signature is written in a cursive, flowing style with a large initial "D" and "A".

Deb Arnason

February 29, 2024

To whom it may concern,

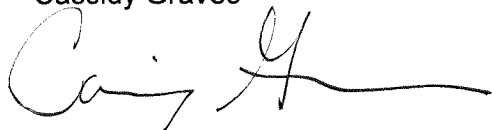
Please accept this letter as formal notification that I am resigning from my position as Special Education Teacher at Nathan Twining Elementary and Middle School. My last day will be the end of the school year, May 31, 2024.

Thank you so much for the opportunity to work in this position for the past 4 years. I have greatly enjoyed and appreciated the opportunities I have had working with the amazing students and staff at Twining.

I wish the school district continued success in educating the students and future leaders of our country.


Sincerely,

Cassidy Graves

A handwritten signature in black ink, appearing to read 'Cassidy Graves', with a long horizontal flourish extending to the right.

March 25, 2024

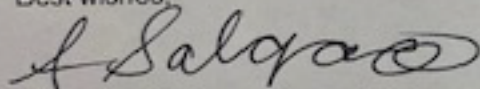
Angela Salgado



Dear Mr. Mailhot,

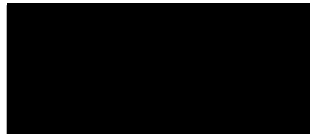
Please accept this as my formal resignation as School Librarian at Ben Franklin Elementary School, at the end of the school year. My final working day will be May 31 as we are moving out of the area due to my husband's job. I have loved being the librarian here and appreciate all of the valuable experiences I have gained. I will miss the students and staff here very much! I wish the school every success in the future.

Best wishes,



Angela Salgado

Renae Hagen-Hamby



22nd March 2024

David Nowatzki

Elroy Schroeder Middle School
800 32nd Ave S.
Grand Forks, ND 58201

Dear Mr. Nowatzki,

I am writing this letter to inform you that I will be resigning from my position as 7th grade ELA teacher at Schroeder Middle School effective May 31st, 2024.

Thank you for the opportunities for professional and personal development that have been provided to me during the last eleven years. I have enjoyed working for Grand Forks Public Schools and appreciate the support provided me during my tenure with the district.

If I can be of any help during this transition, please let me know.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. Hagen-Hamby', written over a light gray horizontal band.

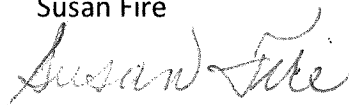
Renae Hagen-Hamby

March 08, 2024

To Whom It May Concern:

I have had many opportunities while teaching in Grand Forks Public Schools. They have been diverse and enriching experiences for me personally and professionally. Though I have enjoyed my teaching position with Grand Forks Public Schools, for the most part, it is time for me to retire and go on to a new, exciting and different life path outside of teaching. With this being said, I render this, my resignation, which will be effective at the end of my teaching year 2023-2024 (May 31, 2024). Thank you.

Respectfully,
Susan Fire

A handwritten signature in cursive script that reads "Susan Fire". The signature is written in dark ink and is positioned below the printed name "Susan Fire".

To Whom it may concern,

I am writing this letter to announce my retirement and resignation from the position of Library Media Specialist at Viking Elementary School at Grand Forks Public Schools. My last day will be at the end of this contracted school year. I appreciate my colleagues, students, and parents and will remember them all with great fondness.

Sincerely,

A handwritten signature in black ink, appearing to read "Kay Brown", with a long horizontal flourish extending to the right.

Kay Brown

Library Media Specialist

VEX Robotics Advisor

Viking Elementary School

4-2-2024

To whom it may concern

Please accept this as my formal resignation from Grand Forks Public Schools. My last day will be May 31st. I am grateful for all of your support during my time here and appreciate all of the valuable experiences. It has been a pleasure working for you.

Please let me know how I can help during this transition and make it as smooth as possible.

Thank you for everything,
Tiffany Hanson

A handwritten signature in black ink, appearing to read 'Tiffany Hanson', with a stylized flourish at the end.

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 Food Service Equipment Bids
DATE: April 8, 2024



The Career Impact Academy will offer a culinary curriculum to students once the facility is commissioned and a commercial kitchen has been planned as a part of the project. To outfit the kitchen, district administration has begun a procurement process for the equipment.

North Dakota Century Code 15.1-09-34 requires that any school district seeking services for contracts greater than \$50,000 must advertise, receive sealed bids, and award the contract to the lowest responsible bidder.

As a result, the administration has published a notice in the Grand Forks Herald, received bid responses by the stated deadline of April 2, 2024, at 4:00 p.m., and has reviewed the responses.

One response from Kamran Culinex, LLC dba Culinex was received.

The administrative recommendation is to accept the bid from Kamran Culinex, LLC dba Culinex for food service equipment in the amount of \$478,147.00.

Attachment: Itemized Bid Form



Mark Sanford Education Center
2400 47th Ave. S
Grand Forks, ND 58201-3405



PO Box 6000
Grand Forks, ND 58206-6000



www.gfschools.org

Equal opportunity employer

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ITEMIZED BID FORM
GRAND FORKS CAREER IMPACT ACADEMY-CULINARY PROGRAM
Section 11 4000 Foodservice Equipment

RIPPE ASSOCIATES
FOODSERVICE DESIGN + CONSULTING

August 21, 2023

Name of Bidder: Kamran Culinex, LLC dba Culinex

Address: 1802 First Avenue South

Fargo, ND 58103

Telephone: 701-232-4428 Date: 4/2/2024

We the undersigned, will furnish all labor, materials, equipment, facilities, etc, and perform all work required for the construction and completion of the foodservices equipment work for the foodservice facilities at

Grand Forks Career Impact Academy-Culinary Program in accordance with the drawings and specifications dated August 31, 2023.

The following is a subdivision of our tender for the work:

(A)	Equipment	\$ <u>452,654.00</u>
(B)	Installation & freight	\$ <u>25,493.00</u>
(C)	Tax (if applicable)	\$ <u>N/A</u>
TOTAL		\$ <u>478,147.00</u>

Four hundred ~~seventy-eight~~ thousand one hundred forty-seven and 00/100 Dollars
(written amount)

ADDENDA

We include, in the above bid the sum, the modifications to the work described in the following Addenda received prior to the submission of the Bid.

Addendum No. N/A Dated

Addendum No. Dated

BOND

The bid does not include allowance for performance bond and payment bonds. If such bonds are required, said bonds will be furnished and executed for the additional sum of:

\$ N/A

SUBCONTRACTOR

The following subcontractors will be used:

- a. Custom Fabrication TBD
- b. Installation TBD
- c. Refrigeration N/A
- d. Other _____

PROPOSAL GUARANTEE

The price stated in this bid is guaranteed for a period of not less than sixty(60) days, nor more than 60 days from the date hereof, and if authorized to proceed within that period, we agree to complete the work covered by this bid at said price.

The undersigned LLC is licensed
(individual, partnership, corporation)
to do business in the State of North Dakota.

License No. 49580 Class A

By Mark Hewes

Title President

INFORMATION REQUIRE

Bidder to state:

1. If Partnership, list names of all partners:

2. If the corporation, give state of incorporation:

North Dakota

ITEMIZED BID

The following itemized equipment bid is an integral part of this Proposal. The Owner reserves the right to delete any item and receive full credit up until the time that the equipment contractor is authorized by the Owner's representatives to purchase or fabricate that equipment item. Installation and tax (if applicable) must be included within the cost of each item.

Item #	Qty	Description	Remarks	Item Cost	Total Cost
1	1	STACKED WASHER/DRYER	BY OWNER		
2	1	COAT RACK W/SHELF		<u>67.00</u>	<u>67.00</u>
3	1	PAN STORAGE SHELIVING		<u>786.00</u>	<u>786.00</u>
4	1	CLEAN DISHTABLE		<u>2,606.00</u>	<u>2,606.00</u>
5	1	DISHMACHINE W/BOOSTER HEATER		<u>19,298.00</u>	<u>19,298.00</u>

Item #	Qty	Description	Remarks	Item Cost	Total Cost
6	1	CONDENSATE HOOD		<u>2,600.00</u>	<u>2,600.00</u>
7		OPEN NUMBER			
8	1	SOILED DISHTABLE		<u>4,952.00</u>	<u>4,952.00</u>
9	1	DETERGENT DISPENSING SYSTEM	BY OWNER'S VENDOR		
10		OPEN NUMBER			
11	3	STAINLESS STEEL CORNER GUARD/WALL CAP		<u>62.00</u>	<u>186.00</u>
12	2	DISPOSER		<u>1,151.00</u>	<u>2,302.00</u>
13A	1	HOSE REEL		<u>1,538.00</u>	<u>1,538.00</u>
13B	1	SPRAY RINSE		<u>235.00</u>	<u>235.00</u>
14	8	TRASH BIN		<u>62.00</u>	<u>496.00</u>
15	1	EYE/FACE WASH STATION		<u>2,727.00</u>	<u>2,727.00</u>
16	5	HAND SINK		<u>643.00</u>	<u>3,215.00</u>
17	1	WORKCOUNTER W/SINKS		<u>10,119.00</u>	<u>10,119.00</u>
18	1	WALL SHELF		<u>1,190.00</u>	<u>1,190.00</u>
19	2	SHEET PAN DOLLY		<u>1,609.00</u>	<u>3,218.00</u>
20	6	DRY STORAGE SHELVING			<u>3,924.00</u>
21	4	5 QUART MIXER		<u>3,302.00</u>	<u>13,208.00</u>
22	1	UTILITY CART		<u>1,310.00</u>	<u>1,310.00</u>
23A	2	REACH-IN REFRIGERATOR, 2-SEC.		<u>8,876.00</u>	<u>17,752.00</u>
23B	1	REACH-IN REFRIGERATOR, 2-SEC.	FUTURE		
24	2	REACH-IN FREEZER, 1-SEC.		<u>7,005.00</u>	<u>14,010.00</u>
25A	1	EXHAUST HOOD (TYPE I) W/MUA		<u>24,968.00</u>	<u>24,968.00</u>
25B	1	EXHAUST HOOD (TYPE I) W/MUA		<u>24,528.00</u>	<u>24,528.00</u>
26	1	DEMAND CONTROL VENTILATION SYSTEM		<u>4,260.00</u>	<u>4,260.00</u>
27A	1	FIRE PROTECTION SYSTEM		<u>9,104.00</u>	<u>9,104.00</u>
27B	1	FIRE PROTECTION SYSTEM		<u>9,178.00</u>	<u>9,178.00</u>
28	1	STAINLESS STEEL WALL PANEL		<u>3,702.00</u>	<u>3,702.00</u>
29	2	FRYER W/FILTER, 1-SEC. & DUMP STATION		<u>16,499.00</u>	<u>32,998.00</u>
30	1	STAINLESS STEEL TRIM/CHANNEL		<u>278.00</u>	<u>278.00</u>
31	4	REFRIGERATED BASE, 1-SEC.		<u>4,577.00</u>	<u>18,308.00</u>
32	2	GRILL		<u>7,007.00</u>	<u>14,014.00</u>

Item #	Qty	Description	Remarks	Item Cost	Total Cost
33	2	CHARBROILER W/STAND		<u>11,544.00</u>	<u>23,088.00</u>
34	2	RANGE W/OVEN		<u>7,938.00</u>	<u>15,876.00</u>
35	2	COMBI OVEN, 2-SEC.		<u>47,203.00</u>	<u>94,408.00</u>
36	2	WATER FILTRATION RO SYSTEM		<u>2,251.00</u>	<u>4,502.00</u>
37	2	CONVECTION OVEN, 2-SEC.		<u>13,395.00</u>	<u>26,790.00</u>
38	1	DOUBLE-SIDED WORKCOUNTER W/SINKS & OVERSHELVES		<u>4,209.00</u>	<u>4,209.00</u>
39	2	HEAT LAMP		<u>729.00</u>	<u>1,458.00</u>
40		OPEN NUMBER			
41		OPEN NUMBER			
42	1	REACH-IN FREEZER, 2-SEC.		<u>10,321.00</u>	<u>10,321.00</u>
43	1	PREP COUNTER W/SINKS		<u>7,045.00</u>	<u>7,045.00</u>
44	1	WALL SHELF		<u>531.00</u>	<u>531.00</u>
45	1	FOOD PROCESSOR	FUTURE		
46	1	WALL SHELF		<u>448.00</u>	<u>448.00</u>
4750		OPEN NUMBER			
51	1	COUNTERTOP REFRIGERATED DISPLAY CASE	FUTURE		
52	1	SERVING COUNTER	FUTURE	10,563.00	10,563.00
53	1	COUNTERTOP BAKERY DISPLAY CASE	FUTURE		
54	1	HEATED DISPLAY CASE	FUTURE		
55	4	CUP DISPENSER	FUTURE		
56	1	UNDERCOUNTER REFRIGERATOR, 2-SEC.	FUTURE		
57	1	P.O.S. SYSTEM	FUTURE/BY OWNER		
58	1	WATER FILTRATION SYSTEM	FUTURE		
59	1	ESPRESSO MACHINE	FUTURE		
60		OPEN NUMBER			
61	1	TRASH CHUTE	FUTURE		
62	1	DIPPERWELL	FUTURE		
63	1	SYRUP BOTTLE RACK	FUTURE		
64	1	CONDIMENT DISPENSER	FUTURE		
65	2	TRASH BIN	FUTURE		
66	1	WORKCOUNTER W/SINK	FUTURE	6,340.00	6,340.00

Item #	Qty	Description	Remarks	Item Cost	Total Cost
6771		OPEN NUMBER			
72	1	ICE MAKER W/BIN, UNDERCOUNTER	FUTURE		
73	1	WATER FILTRATION SYSTEM	FUTURE		
74		OPEN NUMBER			
75	1	COFFEE BREWER	FUTURE		
76	2	AIRPOT DISPENSER	FUTURE		
				EQUIPMENT	TOTAL \$ 452,654.00
				INSTALLATION & FREIGHT	\$25,493.00
				TAX	N/A
				TOTAL	\$478,147.00

Alternate 1: Provide all future equipment: ADD \$57,814.00

NOTE: all items in the Alternate package have been quoted as base models without accessories.

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: Selection of Real Estate Agency for Building Trades Project Houses
DATE: April 8, 2024



Instructor Ben Moen and his students are finalizing construction on the 2023-2024 school year's house located at 3071 44th Avenue South. In addition, the house constructed during the 2022-2023 school year, located at 3085 44th Avenue South, is also completed and ready for sale.

Previous methods for advertising and selling the yearly Building Trades house project have included the following:

- Utilizing a single real estate agency to assist the district in the listing and selling process
- Utilizing a non-exclusive agency listing process through the Board of Realtors for the listing and selling process

This year, a request for qualifications (RFQ) was advertised for real estate agencies to respond to. The RFQ closed on April 8, 2024, at 2:00 p.m., and upon review of the submitted RFQs, the selected real estate agency is presented tonight for your approval. This agency will represent the district in the listing and selling process for both properties 3071 44th Avenue South and 3085 44th Avenue South.

The bid results will be walked into the board meeting given the RFQ deadline and the board meeting time.



Mark Sanford Education Center
2400 47th Ave. S
Grand Forks, ND 58201-3405



PO Box 6000
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.

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 Use of Building Fund for Roof Restoration and Authorization to Submit School Construction Approval Request and School Facility Plan
DATE: April 8, 2024



The health of our district's roofing systems needs to be maintained and the administration has identified a plan to do so. This plan begins with three school buildings requiring attention sooner than others. They include Ben Franklin Elementary, Phoenix Elementary, and Red River High School.

When considering the scope of the referendum put to the public on May 16, 2024, the school board entertained the idea of including roofing projects. At the time, the board decided not to include roofing projects as they felt the public already voted to pay for roofing projects (and others) when asked to increase the building fund levy in September 2021. For this reason, the administration is targeting the use of the building fund to pay for this project.

Grand Forks Public Schools (GFPS) has sought bids in accordance with NDCC 48-01.2 for roof restoration at Ben Franklin Elementary, Phoenix Elementary, and Red River High School.

The district has procured a quote for material from Weatherproofing Technologies, INC. via the state cooperative purchasing process. The district also published a request for bids to provide the installation labor for the project. The district received one bid from Tecta America and has deemed it responsible.

The administrative recommendation is to approve the project scope, use of Building Fund dollars, and authorize the submission of SFN 52304, School Construction Approval Request, and SFN 52813, School Facility Plan, to the Department of Public Instruction.

Attachments:

Facilities Priorities Matrix
Roofing Project Cost Breakdown
Roofing Labor Bid Form and Material Costing Documents
Building Fund Pro Forma
NDDPI School Construction Approval Request (SFN 52304)
NDDPI School Facility Plan (SFN 52813)



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Facilities Overview

	Envelope	HVAC	Roofing	Grounds	Interior
Ben Franklin	Yellow	Green	Red	Yellow	Green
Century	Green	Green	Red	Yellow	Green
Central	Yellow	Yellow	Yellow	Green	Yellow
Discovery	Green	Green	Green	Yellow	Green
Kelly	Yellow	Gray	Yellow	Yellow	Green
Lake Agassiz	Green	Green	Red	Yellow	Yellow
Lewis and Clark	Green	Gray	Red	Green	Yellow
MSEC	Green	Green	Yellow	Yellow	Yellow
Phoenix	Yellow	Green	Red	Green	Green
Red River	Yellow	Yellow	Yellow	Yellow	Yellow
Schroeder	Yellow	Red	Red	Yellow	Yellow
South	Yellow	Green	Green	Yellow	Yellow
Twining	Gray	Gray	Gray	Gray	Gray
Valley	Gray	Gray	Gray	Gray	Gray
Viking	Green	Green	Green	Yellow	Yellow
Wilder	Yellow	Yellow	Red	Yellow	Yellow
Winship	Red	Green	Yellow	Yellow	Yellow

Roof Project Cost Breakdown		
Ben Franklin Elementary		
Materials	\$	175,854.00
Labor	\$	204,223.00
Contingency (5%)	\$	19,003.85
Total	\$	399,080.85
Phoenix Elementary		
Materials	\$	202,767.00
Labor	\$	203,335.00
Contingency (5%)	\$	20,305.10
Total	\$	426,407.10
Red River High School		
Materials	\$	287,393.00
Labor	\$	290,945.00
Contingency (5%)	\$	28,916.90
Total	\$	607,254.90
Project Total	\$	1,432,742.85

Grand Forks Public Schools Project Manual
2024 Roof Restorations

DOCUMENT 00411 – BID FORM

Grand Forks Public Schools
2024 Roof Restorations

Bidder: Tecta America Dakotas
Jacob Still (Bidder enter name here)

BASE BID, SINGLE-PRIME (ALL TRADES) CONTRACT

The undersigned Bidder, having carefully examined the Bidding and Contract Requirements, Conditions of the Contract, Drawings, Specifications, and all subsequent Addenda, all as issued by the Owner, having visited the site, and being familiar with all conditions and requirements of the Work, hereby agrees to furnish all material (With the exception of material procured by owner through cooperative contract), labor, equipment and services as described in the above documents, without exception, including all scheduled Allowances if any, necessary to complete the construction of:

Base Bid

Labor and Material (Excluding Material Procured By Owner) cost for the roof renovation as described in specifications and drawings of areas 3,4,5 and 6 on Ben Franklin Elementary.

Two hundred four thousand two hundred twenty Dollars (\$ 204,223.00)
three.
ADD Alternate 1

Labor and Materials (Excluding Material Procured By Owner) cost for the roof renovation as described in specifications and drawings of areas 1 and 3 on Phoenix Elementary.

Two hundred three thousand three hundred Dollars (\$ 203,335.00)
thirty five.
ADD Alternate 2

Labor and Materials (Excluding Material Procured By Owner) cost for the roof renovation as described in specifications and drawings of areas 1, 8, and 19 on Red River High School.

Two hundred ninety thousand nine hundred Dollars (\$ 290,945.00)
forty five.
Unit Price #1

Cost per square foot to replace deteriorated roof insulation
\$ 13.00
that exceeds quantities determined in moisture survey documents.

Unit Price #2

Cost per board foot to replace deteriorated wood blocking
\$ 15.00

Unit Price #3

Cost per square foot to remove and replace deteriorated metal decking
\$ 15.00

Unit Price #4

Cost per square foot to remove and infill deteriorated tectum decking \$ 30.00

Grand Forks Public Schools Project Manual
2024 Roof Restorations

BID GUARANTEE

The undersigned Bidder agrees to execute a contract for this Work in the above amount and to furnish surety as specified within 10 days after Notice of Award, if offered within 30 days after receipt of bids, and upon failure to do so agrees to forfeit to the Owner the cash, cashier's check, certified check, U. S. money order, or bid bond, as liquidated damages for such failure, in the amount of:

Ten thousand two hundred eleven and fifteen cents Dollars (\$ 10,211.15)

The stated amount constituting five percent (5%) of the Base Bid amount above; otherwise the cash, cashier's check, certified check, U. S. money order, or bid bond shall be returned to the undersigned.

TIME OF COMPLETION

The undersigned Bidder proposes and agrees hereby to commence the Work of the Contract Documents on a date specified in a written Notice to Proceed to be issued by the school and shall fully complete the Work within the Contract Time indicated in the Supplementary Conditions.

ACKNOWLEDGEMENT OF ADDENDA

The undersigned Bidder acknowledges receipt of and use of the following Addenda in the preparation of this Bid:

Addendum No. 1, dated NONE

Addendum No. 2, dated NONE

BID FORM SUPPLEMENTS

Attached in separate envelope from this Bid Form and incorporated herein are the following documents, completed in full by the undersigned:

Bid Bond

Contractor's License

Material List: List of Materials owner to procure through cooperative contract.

CONTRACTOR'S LICENSE

The undersigned further states that he is a duly licensed Contractor, for the type of work proposed, in the State of North Dakota, and that all fees, permits, etc., pursuant to the submission of this proposal have been paid in full.

SUBMISSION OF BID

Respectfully submitted this 14th day of March, 2021. 2024

By: Tecta America Dakotas

(Name of bidding firm or corporation)

By: [Signature]

(Signature)

Brian D Swanson

(Type or print name)

Title: Director of Operations

(Owner/Partner/President/Vice Pres.)



Address: 1810 N 6th St



Grand Forks, ND 58203



Email: jstill@tectaamerica.com

Phone: 701-714-7857

END OF DOCUMENT 00411

					
					Association of Educational Purchasing Agencies
					Effective 01/01/2024
			Valid for 60 days. After that time, project conditions are subject to reassessment.		
WEATHERPROOFING TECHNOLOGIES, INC. LINE ITEM PRICING				Contract #:	IFB #021-D
GRAND FORKS PUBLIC SCHOOLS					
BEN FRANKLIN ELEMENTARY SCHOOL MATERIAL ONLY					
QUOTE # 5061646					
DATE: 3/19/2024					
Bid Item Number	Description of Cost Factors	Unit of Measure	Price	Quantity	Project Amount
355520 800	ALPHAGRADE A & B 5.5 GL KIT	KIT	\$ 113.45	521	\$ 59,107.45
355700 800	ALPHAGRADE TOP COAT 2.5 GL KIT	KIT	\$ 308.30	153	\$ 47,169.90
355600 800	ALPHAGRADE BASE COAT 3.75 GL KIT	KIT	\$ 433.87	112	\$ 48,593.44
351675 805	ALPHAGUARD WB PRIMER 5 GL	EA	\$ 329.08	3	\$ 987.24
351681 801	ALPHAGUARD M-PRIME - 1 GL	EA	\$ 233.82	1	\$ 233.82
108800 601	BURMASTIC COMPOSITE PLY HT	ROL	\$ 200.91	34	\$ 6,830.94
365420PK805	POWERPLY ENDURE BIO ADH TF 4 GL KIT	CJ	\$ 256.34	34	\$ 8,715.56
230004R	PERMAFAB 4" X 300' ROLL	ROL	\$ 62.35	3	\$ 187.05
230006R	PERMAFAB 6 X 300' ROLL	ROL	\$ 84.87	4	\$ 339.48
230012R	PERMAFAB 12" X 300' ROLL	ROL	\$ 161.94	2	\$ 323.88
494105P	GEOGARD PRIMER 5 GAL	EA	\$ 641.71	1	\$ 641.71
49205	GEOGARD SEAM SEALER 5 GAL	EA	\$ 680.68	4	\$ 2,722.72
400	Additional and occasional services Roofing supplies Discount off Retail Price List	%	13.4%		\$ 175,853.19
FREIGHT PREPAID & ADD:					N/A
				TOTAL PROJECT COST	\$ 175,853.19
* The pricing contained in this proposal is based in part on individual site-specific conditions and unique circumstances presented on each individual project, where applicable. * Multiple proposals may not be combined into one Purchase Order or Contract due to Prevailing Wage Laws. Separate Purchase Orders or Contracts will need to be issued for each Line Item Proposal.					

					
				Association of Educational PURCHASING AGENTS	
				Effective 01/01/2024	
		Valid for 60 days. After that time, project conditions are subject to reassessment.			
WEATHERPROOFING TECHNOLOGIES, INC. LINE ITEM PRICING				Contract #: IFB #021-D	
GRAND FORKS PUBLIC SCHOOLS					
PHEONIX ELEMENTARY SCHOOL MATERIAL ONLY					
QUOTE # 5061670					
DATE: 3/19/2024					
Bid Item Number	Description of Cost Factors	Unit of Measure	Price	Quantity	Project Amount
355520 800	ALPHAGRADE A & B 5.5 GL KIT	KIT	\$ 113.45	636	\$ 72,154.20
355700 800	ALPHAGRADE TOP COAT 2.5 GL KIT	KIT	\$ 308.30	182	\$ 56,110.60
355600 800	ALPHAGRADE BASE COAT 3.75 GL KIT	KIT	\$ 433.87	136	\$ 59,006.32
351675 805	ALPHAGUARD WB PRIMER 5 GL	EA	\$ 329.08	2	\$ 658.16
351681 801	ALPHAGUARD M-PRIME - 1 GL	EA	\$ 233.82	1	\$ 233.82
108800 601	BURMASTIC COMPOSITE PLY HT	ROL	\$ 200.91	21	\$ 4,219.11
365420PK805	POWERPLY ENDURE BIO ADH TF 4 GL KIT	CJ	\$ 256.34	21	\$ 5,383.14
230004R	PERMAFAB 4" X 300' ROLL	ROL	\$ 62.35	2	\$ 124.70
230006R	PERMAFAB 6 X 300' ROLL	ROL	\$ 84.87	1	\$ 84.87
230012R	PERMAFAB 12" X 300' ROLL	ROL	\$ 161.94	3	\$ 485.82
290400	PERMAFAB 40 X 324' ROLL	ROL	\$ 490.16	2	\$ 980.32
494105P	GEOGARD PRIMER 5 GAL	EA	\$ 641.71	2	\$ 1,283.42
49205	GEOGARD SEAM SEALER 5 GAL	EA	\$ 680.68	3	\$ 2,042.04
400	Additional and occasional services Roofing supplies Discount off Retail Price List	%	13.4%		\$ 202,766.52
FREIGHT PREPAID & ADD:					N/A
TOTAL PROJECT COST					\$ 202,766.52
* The pricing contained in this proposal is based in part on individual site-specific conditions and unique circumstances presented on each individual project, where applicable.					
* Multiple proposals may not be combined into one Purchase Order or Contract due to Prevailing Wage Laws.					
Separate Purchase Orders or Contracts will need to be issued for each Line Item Proposal.					

					
				Association of Educational Purchasing Agencies Effective 01/01/2024	
		Valid for 60 days. After that time, project conditions are subject to reassessment.			
WEATHERPROOFING TECHNOLOGIES, INC. LINE ITEM PRICING GRAND FORKS PUBLIC SCHOOLS RED RIVER HIGH SCHOOL MATERIAL ONLY				Contract #: IFB #021-D	
QUOTE # 5061644 DATE: 3/19/2024					
Bid Item Number	Description of Cost Factors	Unit of Measure	Price	Quantity	Project Amount
355520 800	ALPHAGRADE A & B 5.5 GL KIT	KIT	\$ 113.45	845	\$ 95,865.25
355700 800	ALPHAGRADE TOP COAT 2.5 GL KIT	KIT	\$ 308.30	241	\$ 74,300.30
355600 800	ALPHAGRADE BASE COAT 3.75 GL KIT	KIT	\$ 433.87	184	\$ 79,832.08
351675 805	ALPHAGUARD WB PRIMER 5 GL	EA	\$ 329.08	3	\$ 987.24
351681 801	ALPHAGUARD M-PRIME - 1 GL	EA	\$ 233.82	1	\$ 233.82
108800 601	BURMASTIC COMPOSITE PLY HT	ROL	\$ 200.91	59	\$ 11,853.69
365420PK805	POWERPLY ENDURE BIO ADH TF 4 GL KIT	CJ	\$ 256.34	59	\$ 15,124.06
230004R	PERMAFAB 4" X 300' ROLL	ROL	\$ 62.35	3	\$ 187.05
230006R	PERMAFAB 6 X 300' ROLL	ROL	\$ 84.87	1	\$ 84.87
230012R	PERMAFAB 12" X 300' ROLL	ROL	\$ 161.94	6	\$ 971.64
290400	PERMAFAB 40 X 324' ROLL	ROL	\$ 490.16	5	\$ 2,450.80
494105P	GEOGARD PRIMER 5 GAL	EA	\$ 641.71	2	\$ 1,283.42
49205	GEOGARD SEAM SEALER 5 GAL	EA	\$ 680.68	7	\$ 4,764.76
400	Additional and occasional services Roofing supplies Discount off Retail Price List	%	13.4%		\$ 287,938.98
FREIGHT PREPAID & ADD:					N/A
				TOTAL PROJECT COST	\$ 287,938.98
* The pricing contained in this proposal is based in part on individual site-specific conditions and unique circumstances presented on each individual project, where applicable. * Multiple proposals may not be combined into one Purchase Order or Contract due to Prevailing Wage Laws. Separate Purchase Orders or Contracts will need to be issued for each Line Item Proposal.					

Building Fund

	2023-2024	2024-25	2025-2026	2026-2027
<u>Beginning Balance</u>	\$ 10,075,225.00	\$ 4,699,657.36	\$ 4,300,165.72	\$ 6,204,966.84
<u>Revenue</u>				
Property Tax	\$ 5,564,388.27	\$ 5,731,319.92	\$ 5,903,259.52	\$ 6,080,357.30
Bond Proceeds	\$ -	\$ 9,000,000.00	\$ -	\$ -
CIA Donations		\$ 810,169.00	\$ 551,000.00	\$ 991,000.00
Altru Donation	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00
Child Nutrition Fund	\$ 1,142,032.00			
Revenue Total	\$ 6,741,420.27	\$ 15,576,488.92	\$ 6,489,259.52	\$ 7,106,357.30
<u>Expenses</u>				
<u>Debt Service</u>				
Sub Total	\$ 3,460,789.00	\$ 4,181,541.40	\$ 4,184,458.39	\$ 4,186,020.40
<u>Leases</u>	\$ 400,000.00	\$ 400,000.00	\$ 400,000.00	\$ 400,000.00
<u>Projects</u>				
Cushman Turf and Track repair	\$ 220,316.55			
Guaranteed Energy Savings	\$ 6,700,654.00	\$ 4,149,870.00		
Ben Franklin (HVAC & Carpentry)	\$ 592,943.78			
Sign Central	\$ 60,000.00			
Sign Red River	\$ 60,000.00			
CIA Gap Financing		\$ 6,000,000.00		
Winship	\$ 147,499.44	\$ 294,998.88		
Roofing	\$ 474,785.14	\$ 949,570.28	\$ -	\$ -
Other Capital projects	\$ -	\$ 825,000.00	\$ 2,310,003.30	\$ 500,000.00
Sub Total	\$ 8,256,198.91	\$ 11,394,439.16	\$ -	\$ -
Expenses Total	\$ 12,116,987.91	\$ 15,975,980.56	\$ 4,584,458.39	\$ 4,586,020.40
Net	\$ (5,375,567.64)	\$ (399,491.64)	\$ 1,904,801.13	\$ 2,520,336.90
Ending Balance	\$ 4,699,657.36	\$ 4,300,165.72	\$ 6,204,966.84	\$ 8,725,303.74

Revenue / Expenditure w/o Projects \$ 2,103,599.27 \$ 1,549,778.52 \$ 1,718,801.13 \$ 1,894,336.90

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
SCHOOL FINANCE AND ORGANIZATION
SFN 52304 (07-19)

Co. Name	Dist. No.	District Name
----------	-----------	---------------

☐ Request for Approval of Construction in Excess of \$150,000 but \$350,000 or less. (Facility Plan Not Required)

☐ Request for Approval of Construction in Excess of \$150,000 and also in Excess of \$350,000. (Facility Plan Required)

Number of sections of land in district:	Taxable Valuation of the District:
---	------------------------------------

☐ Approved ☐ Not Approved

Nature of Project: (Give brief description and explanation as to why the project is needed – attach additional sheets if necessary)

☐ Yes ☐ No

Construction Materials	\$
Architect's Fees	\$
Site	\$
Furniture and movable equipment	\$
Contingent and incidental expenses	\$
TOTAL COST OF PROJECT:	\$

Funds Available to District for this Project:

Building Fund \$
Bonds \$
General Fund \$
Other Sources (Please identify) \$
TOTAL \$

School Enrollment Numbers:

Grade 1	Grade 7
Grade 2	Grade 8
Grade 3	Grade 9
Grade 4	Grade 10
Grade 5	Grade 11
Grade 6	Grade 12
Enrollment Total	

Explanation as to why the project is needed:
Will this project enhance or facilitate delivery of educational services in the district? Explain.
In the case of new construction or renovation affecting more than 50% of the existing structures square footage, describe the circumstances in your district that result in stable or increasing student population.

President's Signature	Business Manager's Signature:
Date:	Date:

Attach school board minutes indicating project authorization.

School Construction Approval Process:

- 1) Approval is required for any project costing in excess of \$150,000.
- 2) Notify the Department of Public Instruction at least 45 days before submission of application for assistance.
- 3) File completed application with the Department of Public Instruction, School Finance Unit. If the project is over \$350,000 the district must complete the facilities plan and submit with application for construction approval.
- 4) The State Superintendent acts on the application within 45 days of receipt. The decision is based on:
 - a) The potential utilization of the project by a future reorganized district,
 - b) The need for the project,
 - c) Educational utility of the project, and
 - d) Capacity to pay for the project.
 - e) In the case of new construction or a renovation affecting more than fifty percent of an existing structure's square footage, demonstrates that circumstances within the district are likely to result in a stable or increasing student population.
- 5) The decision of the state superintendent may be appealed to the State Board of Public School Education. The State Board must act in 60 days.
- 6) The district must submit architectural plans to the Department of Public Instruction prior to commencement of approved construction.
- 7) Districts should review appropriate sections of North Dakota Century Code:
 - 1) 15.1-36 – School Construction
 - 2) 15.1-09-34 – Contracts by School Boards – Bids – Penalty
 - 3) 48-01.2 – Public Improvement Bids and Contracts
 - 4) 54-44.7 – Architect, Engineer, and Land Surveying Services

PROJECT:
GRAND FORKS PUBLIC SCHOOLS
2024 ROOF RESTORATION AT BEN FRANKLIN ELEMENTARY SCHOOL

PROJECT ADDRESS:
BEN FRANKLIN ELEMENTARY SCHOOL
1016 S 20TH ST
GRAND FORKS, ND 58201

PROJECT TEAM:

OWNER:

GRAND FORKS PUBLIC SCHOOLS
2400 47th Ave. S
Grand Forks, ND 58201

ENGINEER OF RECORD:

DUFFY ENGINEERING & ASSOCIATES, INC.
350 HWY 10 S, SUITE 101
ST. CLOUD, MN 56304

SHEET INDEX:

SHEET #	DWG #	DESCRIPTION
01 OF 04	R-000	TITLE SHEET & SHEET INDEX
02 OF 04	R-101	ROOF PLAN
03 OF 04	R-301	EXISTING SECTIONS
04 OF 04	R-501	ROOF DETAILS



Project Name:
GRAND FORKS
PUBLIC SCHOOLS
2024 ROOF
RESTORATION AT
BEN FRANKLIN
ELEMENTARY
SCHOOL

Project Location:
GRAND FORKS, ND

MARK DATE REVISION

I hereby certify that this plan, specification, or report was prepared by me or under my direct supervision, and that I am a duly Licensed Professional Engineer under the laws of the State of North Dakota.

Signature: _____
Printed Name: _____
Date: _____ Reg. No: _____

Project Information:
Drawn By: D. SELLERS
Checked By: N. HIXSON
Date: 01/02/2024

Sheet Title:
TITLE SHEET &
SHEET INDEX

Sheet Number:
R-000



Project Name:
GRAND FORKS
PUBLIC
SCHOOLS 2024
ROOF
RESTORATION
AT BEN
FRANKLIN
ELEMENTARY
SCHOOL

Project Location:
GRAND FORKS, ND

NAME DATE REVISION

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Signature: _____

Printed Name: _____

Date: _____ Reg. No.: _____

Project Information:

Drawn By: D. SELLERS

Checked By: N. HIXSON

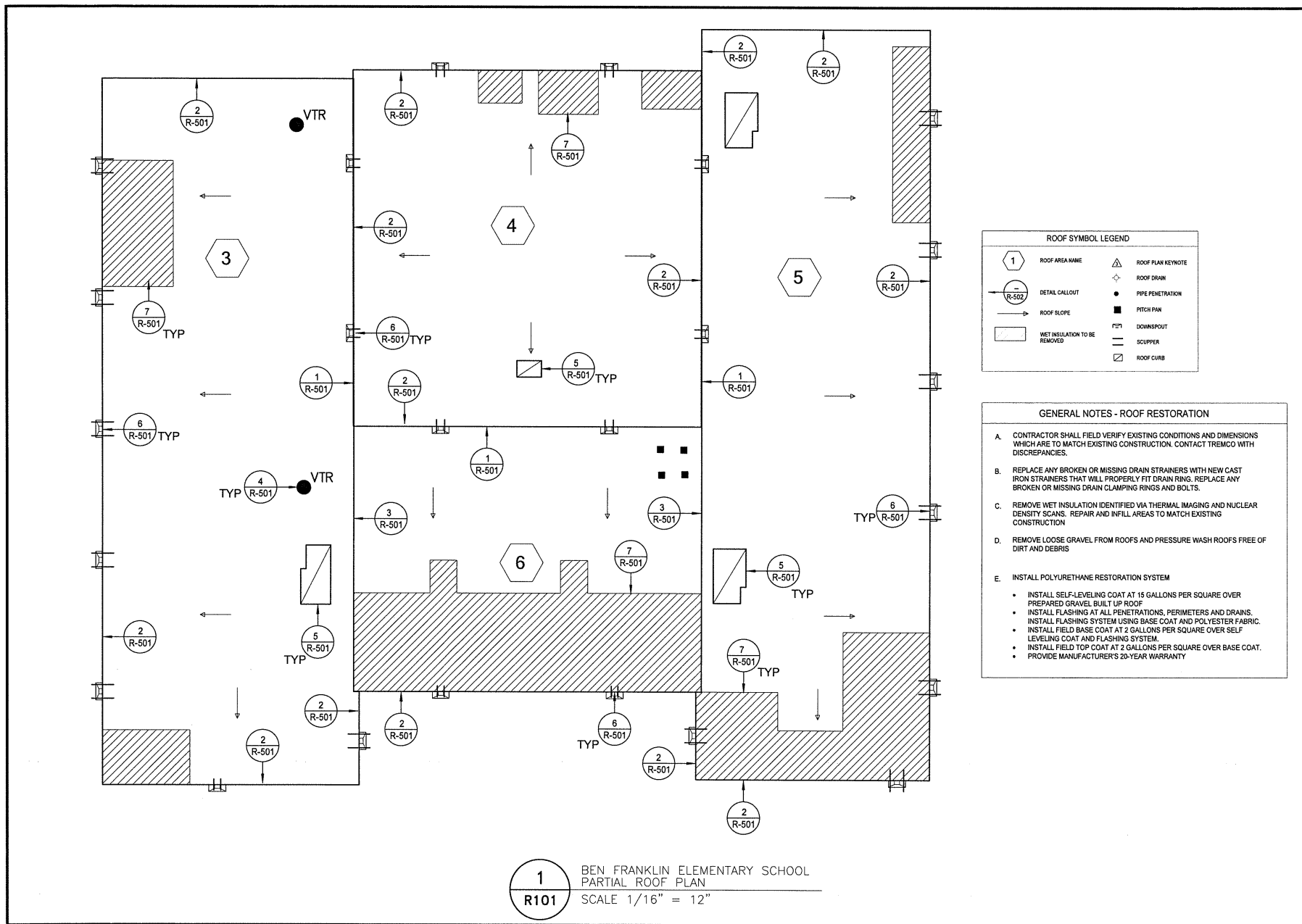
Date: 1/2/24

Sheet Title:

ROOF PLAN

Sheet Number:

R-101





Project Name:
GRAND FORKS
PUBLIC
SCHOOLS 2024
ROOF
RESTORATION
AT BEN
FRANKLIN
ELEMENTARY
SCHOOL

Project Location:
GRAND FORKS, ND

WORK DATE REVISION

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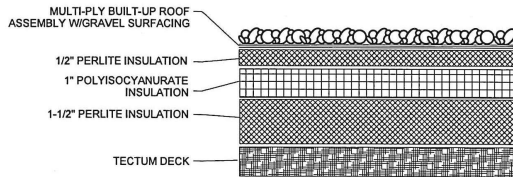
Signature: _____
Printed Name: _____
Date: _____ Reg. No.: _____

Project Information:
Drawn By: D. SELLERS
Checked By: N. HIXSON
Date: 1/2/24

Sheet Title:
ROOF SECTIONS

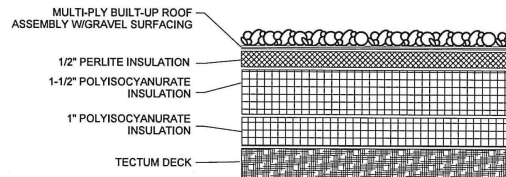
Sheet Number:
R-301

ROOF AREA 3(A)



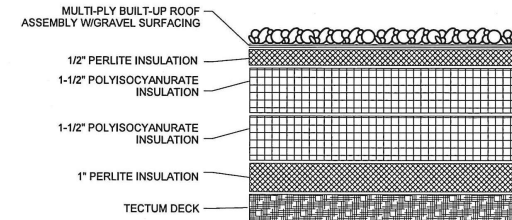
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ROOF AREA 3(A)

ROOF AREA 3(B)



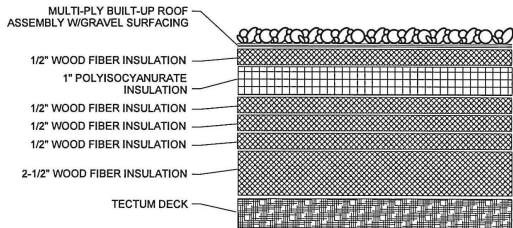
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R301 EXISTING SECTION
ROOF AREA 3(B)

ROOF AREA 3(C)



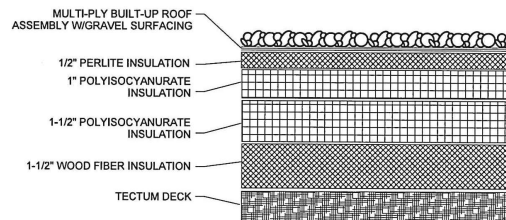
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R301 EXISTING SECTION
ROOF AREA 3(C)

ROOF AREA 4(A)



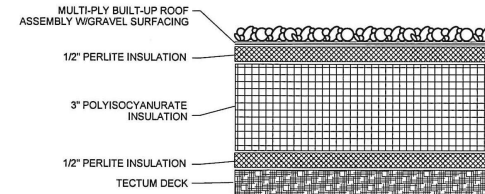
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R301 EXISTING SECTION
ROOF AREA 4(A)

ROOF AREA 4(B)



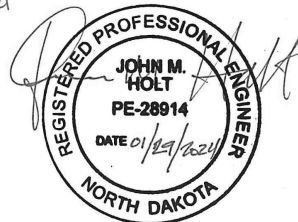
5
R301 EXISTING SECTION
ROOF AREA 4(B)

ROOF AREA 3(C)



6
R301 EXISTING SECTION
ROOF AREA 6

Heaviest existing material Dead Load 14.5 psf.
Total Dead load Design weight is assumed to be
20 psf.
The removal of 4 psf of embedded + loose gravel
offsets the 1.9 psf of added repair material





Project Name:
**GRAND FORKS
PUBLIC
SCHOOLS 2024
ROOF
RESTORATION
AT BEN
FRANKLIN
ELEMENTARY
SCHOOL**

Project Location:
GRAND FORKS, ND

MARK	DATE	REVISION
------	------	----------

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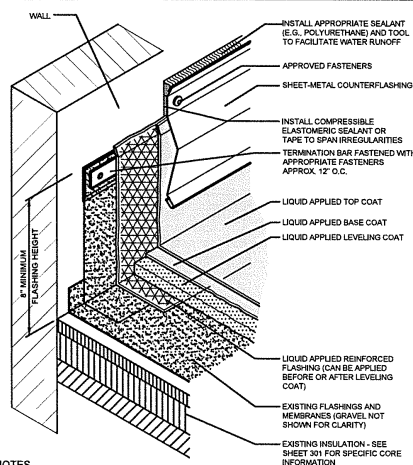
Signature: _____
Printed Name: _____
Date: _____ Reg. No.: _____

Project Information:
Drawn By: D. SELLERS
Checked By: N. HIXSON
Date: 1/2/24

Sheet Title:
ROOF DETAILS

Sheet Number:

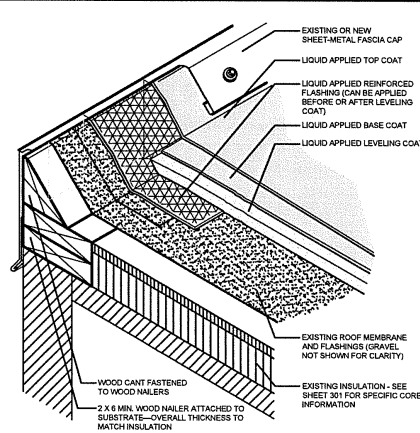
R-501



NOTES

1. PRIMING OF THE SUBSTRATE MAY BE REQUIRED, FOLLOW SPECIFICATIONS AND MANUFACTURER RECOMMENDATIONS.
2. REINFORCEMENT MUST BE FULLY SATURATED OR ENCAPSULATED IN BASE COAT AS DESCRIBED IN SPECIFICATIONS.
3. THE EXISTING LOOSE GRAVEL MUST BE REMOVED AND THE ROOF MUST BE REPAIRED PER MANUFACTURER REQUIREMENTS PRIOR TO APPLICATION OF THE LEVELING COAT.

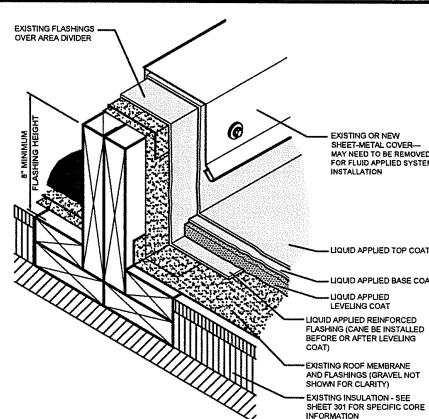
1
R501 BASE FLASHING
NOT TO SCALE



NOTES

1. PRIMING OF THE SUBSTRATE MAY BE REQUIRED, FOLLOW SPECIFICATIONS AND MANUFACTURER RECOMMENDATIONS.
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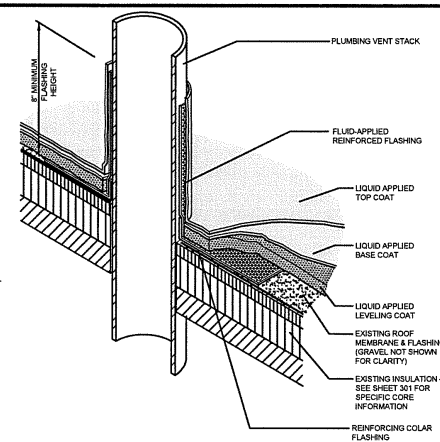
2
R501 RAISED EDGE
NOT TO SCALE



NOTES

1. AN AREA DIVIDER SHOULD NEVER RESTRICT THE FLOW OF WATER.
2. FLASHING REQUIREMENTS ARE TYPICAL FOR BOTH SIDES OF THE AREA DIVIDER.
3. PRIMING OF THE SUBSTRATE MAY BE REQUIRED, FOLLOW SPECIFICATIONS AND MANUFACTURER RECOMMENDATIONS.
4. REINFORCEMENT MUST BE FULLY SATURATED OR ENCAPSULATED IN BASE COAT AS DESCRIBED IN SPECIFICATIONS.
5. THE EXISTING LOOSE GRAVEL MUST BE REMOVED AND THE ROOF MUST BE REPAIRED PER MANUFACTURER REQUIREMENTS PRIOR TO APPLICATION OF THE LEVELING COAT.

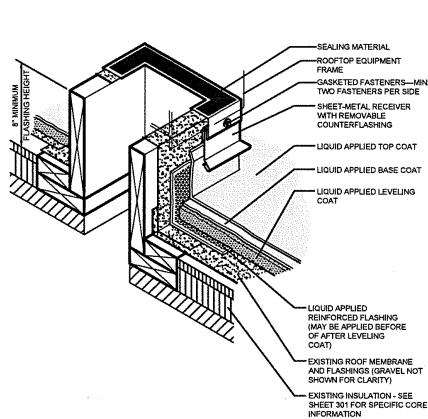
3
R501 ROOF DIVIDER
NOT TO SCALE



NOTES

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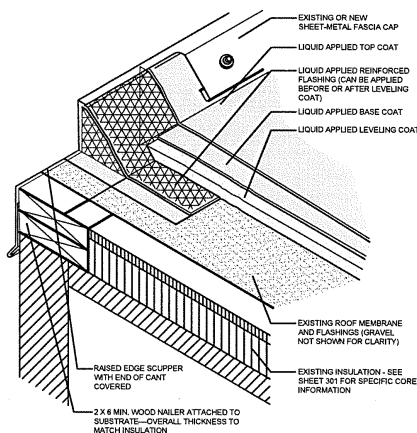
4
R501 SOIL PIPE
NOT TO SCALE



NOTES

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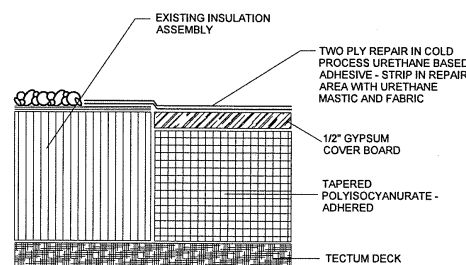
5
R501 ROOF CURB
NOT TO SCALE



NOTES

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6
R501 RAISED EDGE SCUPPER
NOT TO SCALE



7
R501 INFILL INSULATION DETAIL
NOT TO SCALE

PROJECT:
GRAND FORKS PUBLIC SCHOOLS
2024 ROOF RESTORATION AT PHOENIX ELEMENTARY SCHOOL
PROJECT ADDRESS:
PHOENIX ELEMENTARY SCHOOL
351 4TH AVE S
GRAND FORKS, ND 58201

PROJECT TEAM:

OWNER:

GRAND FORKS PUBLIC SCHOOLS
2400 47th Ave. S
Grand Forks, ND 58201

ENGINEER OF RECORD:

DUFFY ENGINEERING & ASSOCIATES, INC.
350 HWY 10 S, SUITE 101
ST. CLOUD, MN 56304

SHEET INDEX:

SHEET #	DWG #	DESCRIPTION
01 OF 05	R-000	TITLE SHEET & SHEET INDEX
02 OF 05	R-101	ROOF PLAN - AREAS 1 & 3
03 OF 05	R-301	EXISTING SECTIONS
04 OF 05	R-501	ROOF DETAILS
05 OF 05	R-502	ROOF DETAILS



Project Name:
GRAND FORKS
PUBLIC SCHOOLS
2024 ROOF
RESTORATION AT
PHOENIX
ELEMENTARY
SCHOOL

Project Location:
GRAND FORKS, ND

NAME	DATE	REVISION
------	------	----------

I hereby certify that this plan, specification, or report was prepared by me or under my direct supervision, and that I am a duly Licensed Professional Engineer under the laws of the State of North Dakota.

Signature: _____
Printed Name: _____
Date: _____ Reg. No.: _____

Project Information:
Drawn By: D. SELLERS
Checked By: N. HIXSON
Date: 1/1/24

Sheet Title:
TITLE SHEET &
SHEET INDEX

Sheet Number:
R-000



Project Name:
GRAND FORKS
PUBLIC
SCHOOLS 2024
ROOF
RESTORATION
AT RED RIVER
HIGH SCHOOL

Project Location:
GRAND FORKS, ND

DATE: 1/1/24

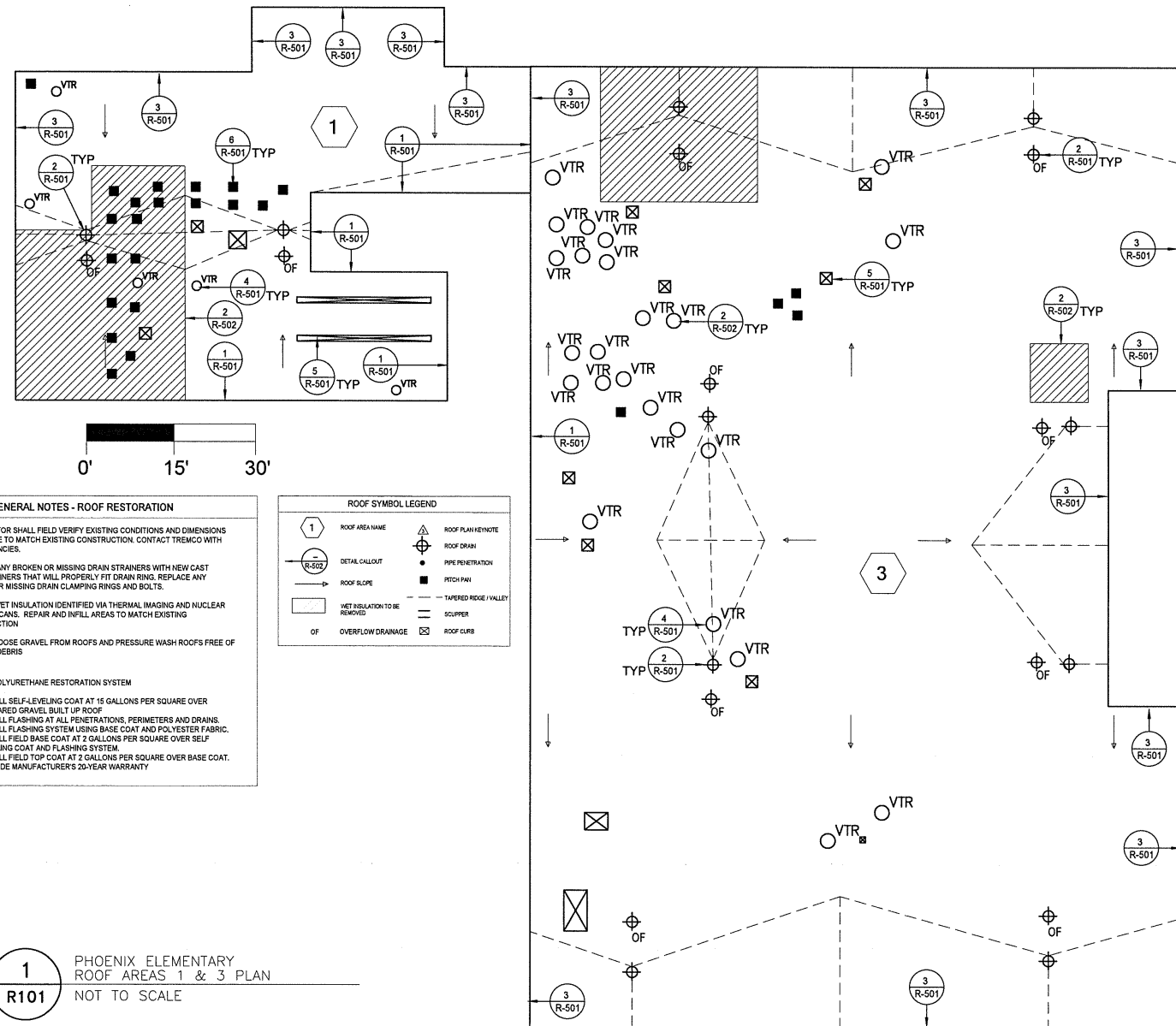
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Licensed Professional Engineer under the
laws of the State of North Dakota.

Signature: _____
Printed Name: _____
Date: _____ Reg. No.: _____

Project Information:
Drawn By: D. SELLERS
Checked By: N. HIXSON
Date: 1/1/24

Sheet Title:
ROOF PLAN - AREAS 1 & 3

Sheet Number:
R-101



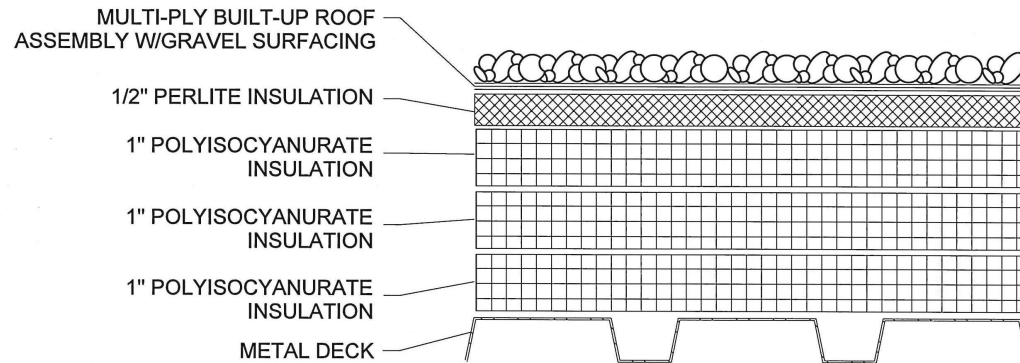
GENERAL NOTES - ROOF RESTORATION

- CONTRACTOR SHALL FIELD VERIFY EXISTING CONDITIONS AND DIMENSIONS WHICH ARE TO MATCH EXISTING CONSTRUCTION. CONTACT TREMCO WITH DISCREPANCIES.
- REPLACE ANY BROKEN OR MISSING DRAIN STRAINERS WITH NEW CAST IRON STRAINERS THAT WILL PROPERLY FIT DRAIN RING. REPLACE ANY BROKEN OR MISSING DRAIN CLAMPING RINGS AND BOLTS.
- REMOVE WET INSULATION IDENTIFIED VIA THERMAL IMAGING AND NUCLEAR DENSITY SCANS. REPAIR AND INFILL AREAS TO MATCH EXISTING CONSTRUCTION.
- REMOVE LOOSE GRAVEL FROM ROOFS AND PRESSURE WASH ROOFS FREE OF DIRT AND DEBRIS.
- INSTALL POLYURETHANE RESTORATION SYSTEM
 - INSTALL SELF-LEVELING COAT AT 15 GALLONS PER SQUARE OVER PREPARED GRAVEL BUILT UP ROOF.
 - INSTALL FLASHING AT ALL PENETRATIONS, PERIMETERS AND DRAINS.
 - INSTALL FLASHING SYSTEM USING BASE COAT AND POLYESTER FABRIC.
 - INSTALL FIELD BASE COAT AT 2 GALLONS PER SQUARE OVER SELF-LEVELING COAT AND FLASHING SYSTEM.
 - INSTALL FIELD TOP COAT AT 2 GALLONS PER SQUARE OVER BASE COAT.
 - PROVIDE MANUFACTURER'S 20-YEAR WARRANTY.

ROOF SYMBOL LEGEND	
	ROOF AREA NAME
	DETAIL CALLOUT
	ROOF SLOPE
	WET INSULATION TO BE REMOVED
	OVERFLOW DRAINAGE
	ROOF FLASHING/VENT
	ROOF DRAIN
	PIPE PENETRATION
	PATCH PANEL
	TAPERED RIDGE / VALLEY
	SCUPPER
	ROOF CURB

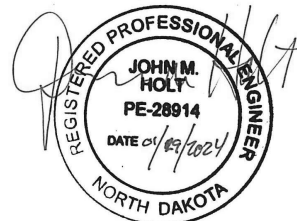
1
R101
PHOENIX ELEMENTARY
ROOF AREAS 1 & 3 PLAN
NOT TO SCALE

ROOF AREAS 1 AND 3



1
R301 EXISTING SECTION
ROOF AREAS 1 AND 3

EXISTING MATERIAL Dead Load is 8.9psf
Total Dead Load Design weight is assumed
to be 20psf
The removal of 4psf of embedded &
loose gravel offsets the 1.9psf of added
repair material



Project Name:
GRAND FORKS
PUBLIC
SCHOOLS 2024
ROOF
RESTORATION
AT PHOENIX
ELEMENTARY
SCHOOL

Project Location:
GRAND FORKS, ND

NO.	DATE	REVISION

I hereby certify that this plan, specification, or report was prepared by me or under my direct supervision, and that I am a duly Licensed Professional Engineer under the laws of the State of North Dakota.

Signature: _____
Printed Name: _____
Date: _____ Reg. No.: _____

Project Information:
Drawn By: D. SELLERS
Checked By: N. HIXSON
Date: 1/1/24

Sheet Title:
EXISTING ROOF
SECTIONS

Sheet Number:
R-301



Project Name:
**GRAND FORKS
PUBLIC
SCHOOLS 2024
ROOF
RESTORATION
AT PHOENIX
ELEMENTARY
SCHOOL**

Project Location:
GRAND FORKS, ND

MARK DATE REVISION

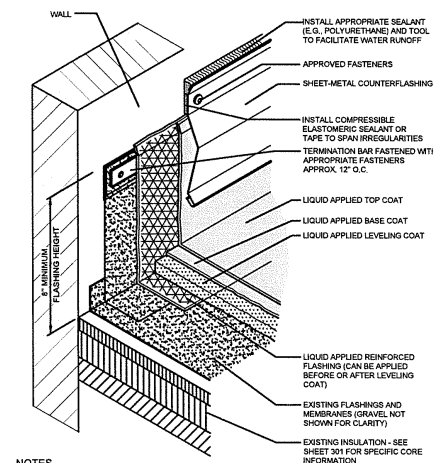
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Signature: _____
Printed Name: _____
Date: _____ Reg. No: _____

Project Information:
Drawn by: D. SELLERS
Checked by: N. HIXSON
Date: 1/1/24

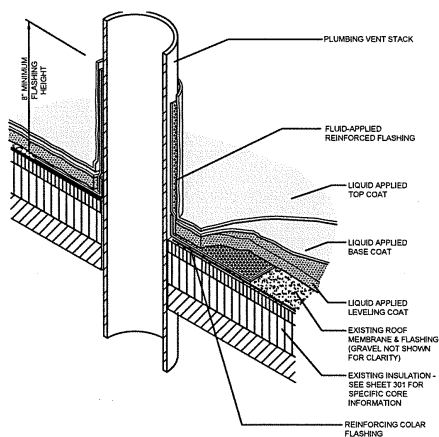
Sheet Title:
ROOF DETAILS

Sheet Number:
R-501



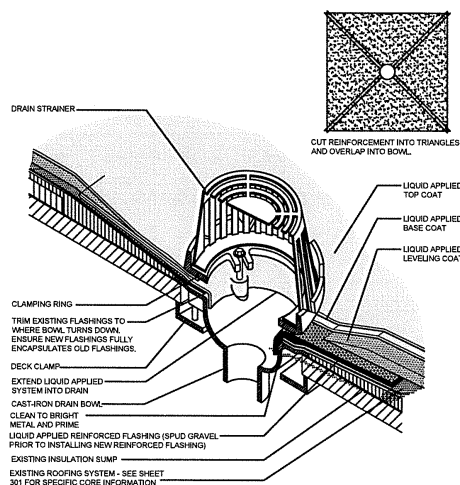
- NOTES**
1. PRIMING OF THE SUBSTRATE MAY BE REQUIRED, FOLLOW SPECIFICATIONS AND MANUFACTURER RECOMMENDATIONS.
 2. REINFORCEMENT MUST BE FULLY SATURATED OR ENCAPSULATED IN BASE COAT AS DESCRIBED IN SPECIFICATIONS.
 3. THE EXISTING LOOSE GRAVEL MUST BE REMOVED AND THE ROOF MUST BE REPAIRED PER MANUFACTURER REQUIREMENTS PRIOR TO APPLICATION OF THE LEVELING COAT.

1
R501 BASE FLASHING
NOT TO SCALE



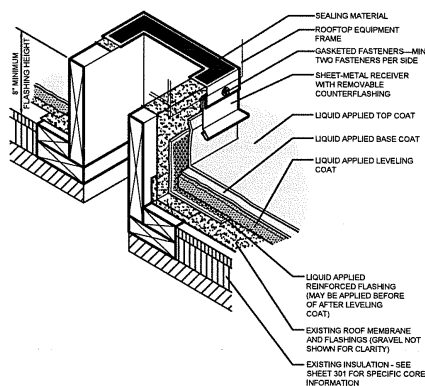
- NOTES**
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 3. THE EXISTING LOOSE GRAVEL MUST BE REMOVED AND THE ROOF MUST BE REPAIRED PER MANUFACTURER REQUIREMENTS PRIOR TO APPLICATION OF THE LEVELING COAT.

4
R501 SOIL PIPE
NOT TO SCALE



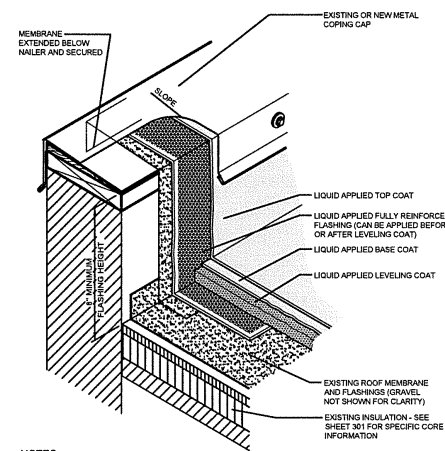
- NOTES**
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 2. REINFORCEMENT MUST BE FULLY SATURATED OR ENCAPSULATED IN BASE COAT AS DESCRIBED IN SPECIFICATIONS.
 3. REMOVE EXISTING FLASHINGS PRIOR TO INSTALLATION OF NEW FLUID APPLIED SYSTEMS.
 4. THE EXISTING LOOSE GRAVEL MUST BE REMOVED AND THE ROOF MUST BE REPAIRED PER MANUFACTURER REQUIREMENTS PRIOR TO APPLICATION OF THE LEVELING COAT.

2
R501 ROOF DRAIN
NOT TO SCALE



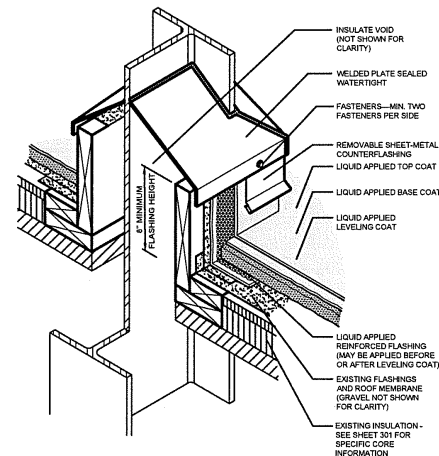
- NOTES**
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5
R501 ROOF CURB
NOT TO SCALE



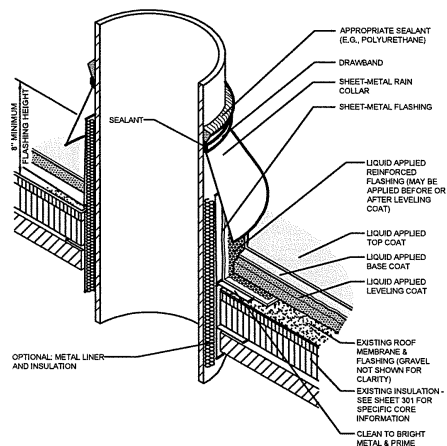
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3
R501 PARAPET WALL WITH CAP
NOT TO SCALE



- NOTES**
1. PRIMING OF THE SUBSTRATE MAY BE REQUIRED, FOLLOW SPECIFICATIONS AND MANUFACTURER RECOMMENDATIONS.
 2. REINFORCEMENT MUST BE FULLY SATURATED OR ENCAPSULATED IN BASE COAT AS DESCRIBED IN SPECIFICATIONS.
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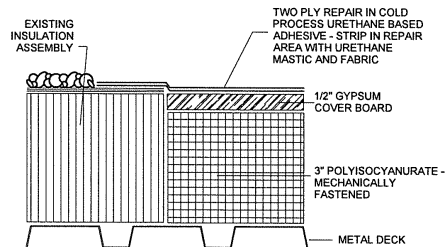
6
R501 STRUCTURAL MEMBER THROUGH ROOF
NOT TO SCALE



NOTES

1. PRIMING OF THE SUBSTRATE MAY BE REQUIRED, FOLLOW SPECIFICATIONS AND MANUFACTURER RECOMMENDATIONS.
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1 VENT STACK
R502 NOT TO SCALE



2 WET INFILL DETAIL
R502 NOT TO SCALE



GRAND FORKS PUBLIC SCHOOLS 2024 ROOF RESTORATION AT PHOENIX ELEMENTARY SCHOOL

Project Location:
GRAND FORKS, ND

NAME	DATE	REVISION

I hereby certify that this plan, specification, or report was prepared by me or under my direct supervision, and that I am a duly Licensed Professional Engineer under the laws of the State of North Dakota.

Signature: _____
Printed Name: _____
Date: _____ Reg. No.: _____

Project Information:
Drawn By: D. SELLERS
Checked By: N. HIXSON
Date: 1/1/24

Sheet Title:
ROOF DETAILS

Sheet Number:
R-502

PROJECT:
GRAND FORKS PUBLIC SCHOOLS
2024 ROOF RESTORATION AT RED RIVER HIGH SCHOOL

PROJECT ADDRESS:
RED RIVER HIGH SCHOOL
2711 17TH AVE S
GRAND FORKS, ND 58201

PROJECT TEAM:

OWNER:

GRAND FORKS PUBLIC SCHOOLS
2400 47th Ave. S
Grand Forks, ND 58201

ENGINEER OF RECORD:

DUFFY ENGINEERING & ASSOCIATES, INC.
350 HWY 10 S, SUITE 101
ST. CLOUD, MN 56304

SHEET INDEX:

SHEET #	DWG #	DESCRIPTION
01 OF 05	R-000	TITLE SHEET & SHEET INDEX
02 OF 05	R-101	ROOF PLANS - AREAS 1 AND 19
03 OF 05	R-102	ROOF PLAN - AREA 8
04 OF 05	R-301	EXISTING SECTIONS
05 OF 05	R-501	ROOF DETAILS



Project Name:

GRAND FORKS
PUBLIC SCHOOLS
2024 ROOF
RESTORATION AT
RED RIVER HIGH
SCHOOL

Project Location:
GRAND FORKS, ND

MARK	DATE	REVISION
------	------	----------

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or report was prepared by me or under my
direct supervision, and that I am a duly
Licensed Professional Engineer under the
laws of the State of North Dakota.

Signature: _____
Printed Name: _____
Date: _____ Reg. No.: _____

Project Information:
Drawn By: D. SELLERS
Checked By: N. HIXSON
Date: 12/11/23

Sheet Title:
TITLE SHEET &
SHEET INDEX

Sheet Number:
R-000



Project Name:
GRAND FORKS
PUBLIC
SCHOOLS 2024
ROOF
RESTORATION
AT RED RIVER
HIGH SCHOOL

Project Location:
GRAND FORKS, ND

I hereby certify that this plan, specification, or report was prepared by me or under my direct supervision, and that I am a duly Licensed Professional Engineer under the laws of the State of North Dakota.

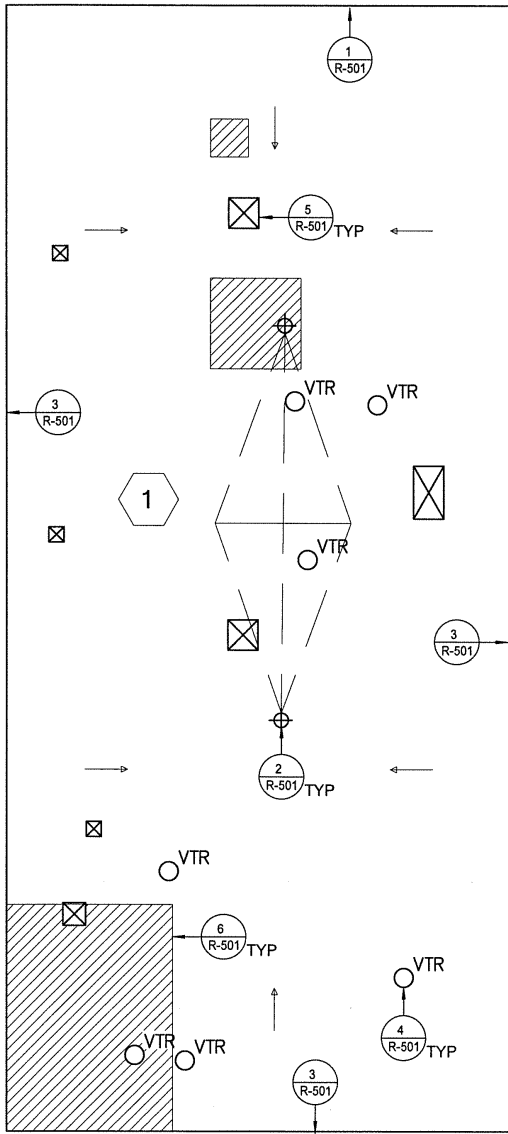
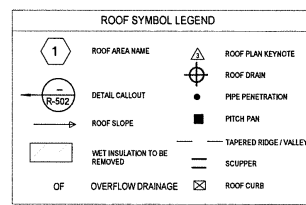
Signature: _____
Printed Name: _____
Date: _____ Reg. No: _____

Project Information:
Drawn By: D. SELLERS
Checked By: N. HIXSON
Date: 1/1/24

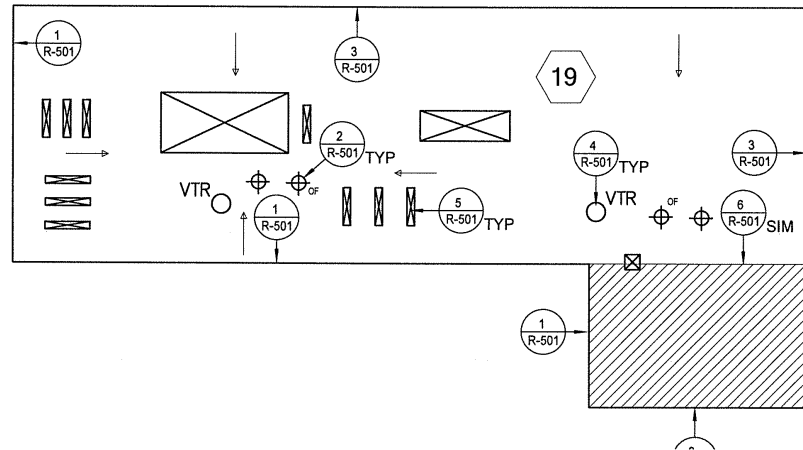
Sheet Title:
ROOF PLANS

Sheet Number:
R-101

- GENERAL NOTES - ROOF RESTORATION**
- CONTRACTOR SHALL FIELD VERIFY EXISTING CONDITIONS AND DIMENSIONS WHICH ARE TO MATCH EXISTING CONSTRUCTION. CONTACT TREMCO WITH DISCREPANCIES.
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 - INSTALL FIELD TOP COAT AT 2 GALLONS PER SQUARE OVER BASE COAT.
 - PROVIDE MANUFACTURER'S 20-YEAR WARRANTY



1
R101
RED RIVER HIGH SCHOOL
ROOF AREA 1 PLAN
SCALE 1/16" = 12"



2
R101
RED RIVER HIGH SCHOOL
ROOF AREA 19 PLAN
SCALE 1/16" = 12"

GRAND FORKS
PUBLIC
SCHOOLS 2024
ROOF
RESTORATION
AT RED RIVER
HIGH SCHOOL

MARK	DATE	REVISION
------	------	----------

Signature: _____

Printed Name: _____

Date: _____ Reg. No.: _____

Project Information:

Drawn By: D. SELLERS

Checked By: N. HIXSON

Date: 1/1/24

Sheet Title:

ROOF PLAN

ROOF PLAN

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

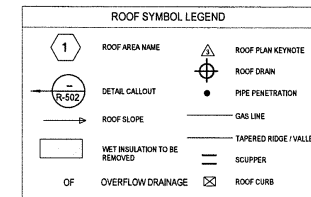
10/1/2008

Sheet Number:

P 100

R-102

R 102



- A. CONTRACTOR SHALL FIELD VERIFY EXISTING CONDITIONS AND DIMENSIONS WHICH ARE TO MATCH EXISTING CONSTRUCTION. CONTACT TREMCO WITH DISCREPANCIES.
- B. REPLACE ANY BROKEN OR MISSING DRAIN STRAINERS WITH NEW CAST IRON STRAINERS THAT WILL PROPERLY FIT DRAIN RING. REPLACE ANY BROKEN OR MISSING DRAIN CLAMPING RINGS AND BOLTS.
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- D. REMOVE LOOSE GRAVEL FROM ROOFS AND PRESSURE WASH ROOFS FREE OF DIRT AND DEBRIS
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 - * PROVIDE MANUFACTURER'S 20-YEAR WARRANTY

1	RED RIVER HIGH SCHOOL
R102	ROOF AREA 8 PLAN
	SCALE 1/16" = 12"



Project Name:
GRAND FORKS
PUBLIC
SCHOOLS 2024
ROOF
RESTORATION
AT RED RIVER
HIGH SCHOOL

Project Location:
GRAND FORKS, ND

NO.	DATE	REVISION

I hereby certify that this plan, specification, or report was prepared by me or under my direct supervision, and that I am a duly Licensed Professional Engineer under the laws of the State of North Dakota.

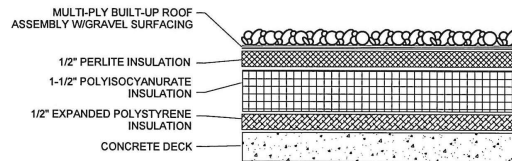
Signature: _____
Printed Name: _____
Date: _____ Reg. No.: _____

Project Information:
Drawn By: D. SELLERS
Checked By: N. HIXSON
Date: 1/1/24

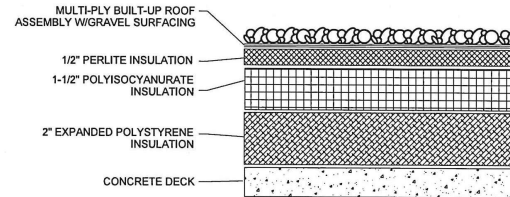
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ROOF SECTIONS

Sheet Number:
R-301

ROOF AREA 1(A)

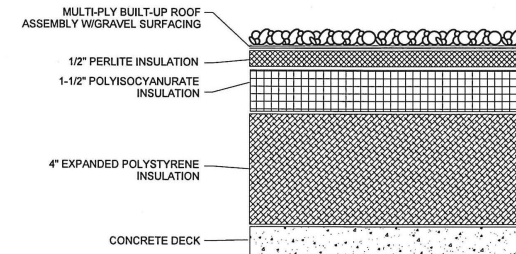


1
R301 EXISTING SECTION
ROOF AREA 1(A)



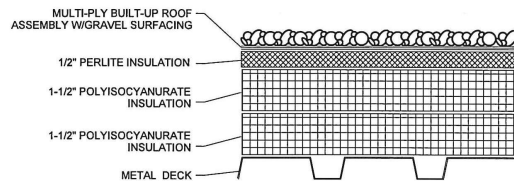
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R301 EXISTING SECTION
ROOF AREA 1(B)

ROOF AREA 1(C)



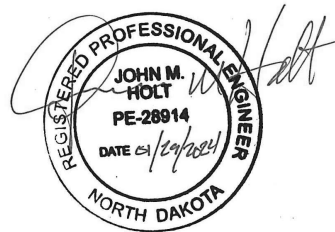
3
R301 EXISTING SECTION
ROOF AREA 1(C)

ROOF AREA 8



4
R301 EXISTING SECTION
ROOF AREA 8

*Heaviest Existing Dead Load 8.1 psf
Total Dead Load Design weight is
assumed to be 20 psf
The removal of 4 psf of embedded &
loose rock offsets the 1.91 psf of
repair material to be added*





Project Name:
**GRAND FORKS
PUBLIC
SCHOOLS 2024
ROOF
RESTORATION
AT RED RIVER
HIGH SCHOOL**

Project Location:
GRAND FORKS, ND

MARK DATE REVISION

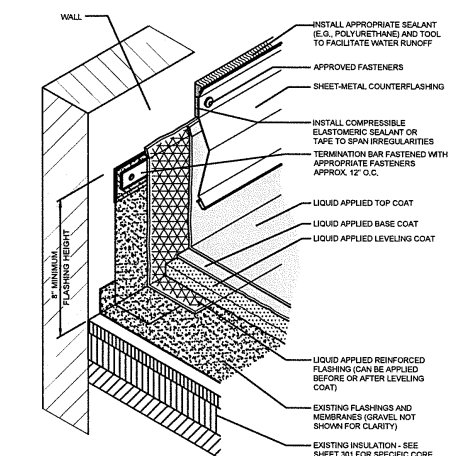
I hereby certify that this plan, specification, or report was prepared by me or under my direct supervision, and that I am a duly Licensed Professional Engineer under the laws of the State of North Dakota.

Signature: _____
Printed Name: _____
Date: _____ Reg. No.: _____

Project Information:
Drawn By: D. SELLERS
Checked By: N. HIXSON
Date: 1/1/24

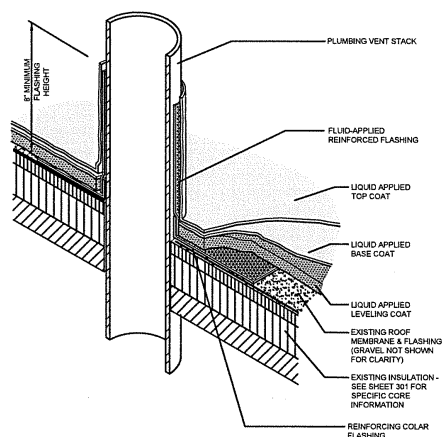
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ROOF DETAILS

Sheet Number:
R-501



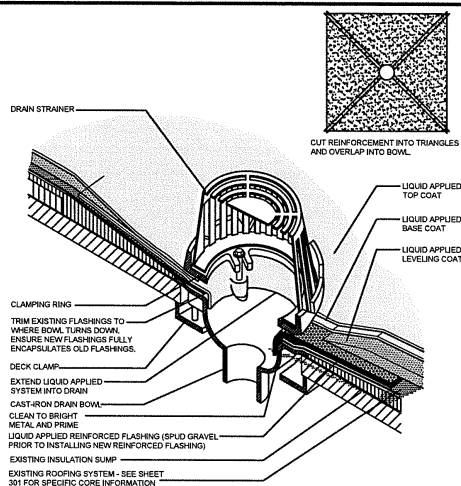
- NOTES**
1. PRIMING OF THE SUBSTRATE MAY BE REQUIRED, FOLLOW SPECIFICATIONS AND MANUFACTURER RECOMMENDATIONS.
 2. REINFORCEMENT MUST BE FULLY SATURATED OR ENCAPSULATED IN BASE COAT AS DESCRIBED IN SPECIFICATIONS.
 3. THE EXISTING LOOSE GRAVEL MUST BE REMOVED AND THE ROOF MUST BE REPAIRED PER MANUFACTURER REQUIREMENTS PRIOR TO APPLICATION OF THE LEVELING COAT.

1
R501
NOT TO SCALE



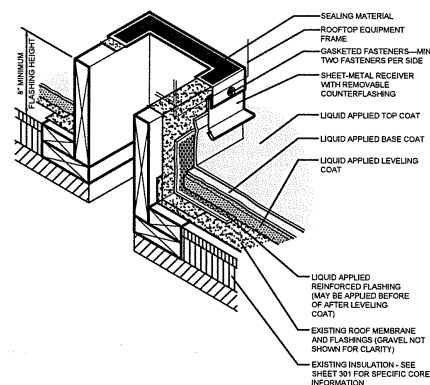
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4
R501
NOT TO SCALE



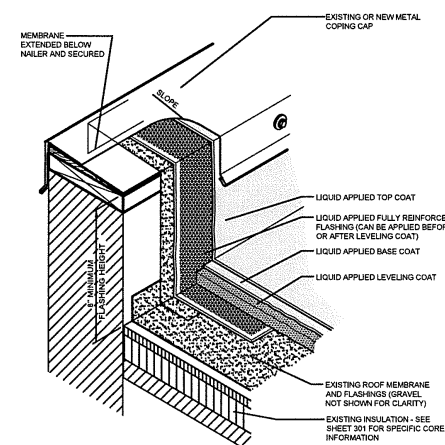
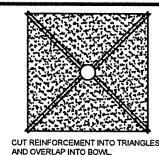
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 2. REINFORCEMENT MUST BE FULLY SATURATED OR ENCAPSULATED IN BASE COAT AS DESCRIBED IN SPECIFICATIONS.
 3. REMOVE EXISTING FLASHINGS PRIOR TO INSTALLATION OF NEW FLUID APPLIED SYSTEMS.
 4. THE EXISTING LOOSE GRAVEL MUST BE REMOVED AND THE ROOF MUST BE REPAIRED PER MANUFACTURER REQUIREMENTS PRIOR TO APPLICATION OF THE LEVELING COAT.

2
R501
NOT TO SCALE



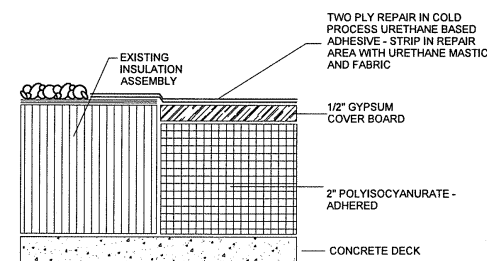
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5
R501
NOT TO SCALE

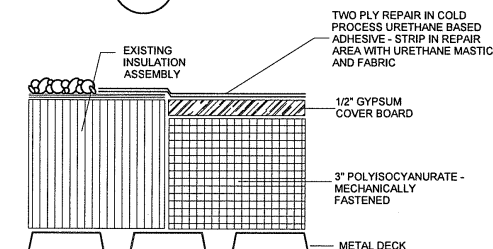


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3
R501
NOT TO SCALE



6
R501
NOT TO SCALE



7
R501
NOT TO SCALE



SCHOOL FACILITY PLAN

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

School Finance and Organization

SFN 52813 (07-19)

The School Facility Plan is intended as a guide to assist school districts in the development of sophisticated, conclusive, supportive documentation for proposed school facility projects. The plan also assists the Department of Public Instruction in facilitating the delivery of quality programs and services to the youth of North Dakota.

As school districts begin the process of assessing needs and planning for future school facility design, frequent candid dialogue between school district leaders and the department is encouraged and welcomed. Department staff is ready to provide technical assistance to school districts undertaking design and development of new learning spaces. Well-designed, functional school facilities are an important part of keeping North Dakota's youth at the top in a highly- competitive global economy.

FORM 1

School District
Project Name

Description of Project

<p>Furnish a brief, narrative description of the proposed project, including construction material, number and types of specific learning or other spaces (e.g. classrooms, library, offices, conference rooms, storage, etc.), location, new construction, remodeling, grade levels served, and additional data, including planned start and completion date if project is approved.</p>

Other Data:

Estimated Square footage	Estimated cost/square foot
Estimated total cost of project	Estimated annual (new) operating expense
Estimated annual (new) energy costs	Estimated new staff costs

FORM 2

School District
Project Name

Need for the Project

Briefly specify the need or needs for undertaking the project and describe improvements that will occur as a result of project completion. Examples: (a) to enhance program and service delivery to students; (b) to correct health and life safety concerns, code violations, statute violations; (c) to address space shortages created by increasing enrollment, open enrollment, restructuring, or the like; (d) to extend the facility's life; (e) to increase facility efficiencies and/or reduce cost outlay; or (f) other.

FORM 3

School District
Project Name

District Geographic Information

Prepare an outline map of the school district, citing school building locations, possible alternative facilities (for school use), major transportation routes (highways), the project location, and other pertinent data.

FORM 4

School District
Project Name

Area Geographic Information

Prepare an outline map of the school district and adjacent school districts. Note all school building locations, other alternative facilities for school use, major highways, the project location, and other significant data (distances, driving times, barriers, etc.).

FORM 5

School District
Project Name

Alternatives

Please identify alternatives considered by the School Board to address the school district's facility needs, prior to proposing the project. Include initiatives/overtures extended to cooperate with adjacent school districts, post-secondary institutions, public or private organizations, governmental entities, and other organizations to fulfill the district's facility needs.

FORM 6

School District
Project Name

Rejection of Alternatives

Present rationale considered by the School Board to reject alternatives for addressing the school district's facility needs, prior to proposing the project. Particularly, detail rationale for rejecting the usage of alternative space available (if any) in adjacent school districts, post-secondary institutions, public or private organizations, governmental entities, and other organizations.

FORM 7

School District
Project Name

Collaboration

<p>Detail briefly below efforts that have been made to cooperate or collaborate in the joint facility design, occupancy, sharing, or other usage of the proposed project with other entities.</p> <ul style="list-style-type: none">• Area Schools:
<ul style="list-style-type: none">• Health/Human Service Agencies:
<ul style="list-style-type: none">• Educational Agencies:
<ul style="list-style-type: none">• Political Subdivisions:
<ul style="list-style-type: none">• Other (e.g. private schools; private businesses, etc.)

FORM 8

School District
Project Name

Current Year Fall Enrollment

Pre-K Enrollment
Kindergarten Enrollment
Grade One Enrollment
Grade Two Enrollment
Grade Three Enrollment
Grade Four Enrollment
Grade Five Enrollment
Grade Six Enrollment
Grade Seven Enrollment
Grade Eight Enrollment
Grade Nine Enrollment
Grade Ten Enrollment
Grade Eleven Enrollment
Grade Twelve Enrollment

FORM 9

School District
Project Name

Prior Fall Enrollment (K-12)

5-Year Prior _____ — _____	Enrollment (K-12)
4-Year Prior _____ — _____	Enrollment (K-12)
3-Year Prior _____ — _____	Enrollment (K-12)
2-Year Prior _____ — _____	Enrollment (K-12)
1 Year Prior _____ — _____	Enrollment (K-12)
Current Year _____ — _____	Enrollment (K-12)

Projected Fall Enrollment (K-12) *

Current Year _____ — _____	Enrollment (K-12)
Year 1 _____ — _____	Enrollment (K-12)
Year 2 _____ — _____	Enrollment (K-12)
Year 3 _____ — _____	Enrollment (K-12)
Year 4 _____ — _____	Enrollment (K-12)
Year 5 _____ — _____	Enrollment (K-12)

❖ Project on the basis of current student enrollment and most recent census.

FORM 10

School District
Project Name

General Fund Revenues, Expenditures, Balances

Year	Revenues	Expenditures	Balances
____ _ - ____ _			
____ _ - ____ _			
____ _ - ____ _			
____ _ - ____ _			
____ _ - ____ _			
____ _ - ____ _ Current			

FORM 11

School District
Project Name

Expenditures/Pupil (Section H, School Finance Facts)

Year	Expenditures/ Pupil
<div>_____—_____</div>	
<div>_____—_____</div>	
<div>_____—_____</div>	
<div>_____—_____</div>	
<div>_____—_____</div>	
<div>_____—_____ (Current)</div>	

FORM 12

School District
Project Name

Mill Levies

Year	General	Building	S & I	Total
____ _ - ____ _				
____ _ - ____ _				
____ _ - ____ _				
____ _ - ____ _				
____ _ - ____ _				
____ _ - ____ _ (Current)				

FORM 13

School District
Project Name

Taxable Valuation

Year	Total Taxable Valuation	Taxable Valuation/Pupil
____ - ____		
____ - ____		
____ - ____		
____ - ____		
____ - ____		
____ - ____ (Current)		

FORM 14

School District
Project Name

Indebtedness

		Retirement Schedule		
Debt	Amount	Principal	Interest	Repaid
Bonded:				
• Issue 1:				
• Issue 2:				
• Issue 3:				
Other (Explain/List):				
•				
•				
•				

FORM 15

School District
Project Name

Overview of Facilities

Facility	Grade Level	Orig. Const./Add. Dates	Site Size	Capacity	Current Enrollment	% of Capacity

FORM 16

School District
Project Name
Year

Adjacent District Facilities/Sites

Enrollment					
District	K-6	7-12	K-12	Bldg. Capacities	Distance
•					
•					
•					
•					
•					

FORM 17

School District
Project Name

Violations and Proposed Impact

Impact of project on existing violations that the school district may have (i.e. fire and safety, American Disabilities Act, asbestos abatement, food storage and preparation, etc.)

-

-

-

FORM 18

School District
Project Name

Facility Efficiencies

Estimate differences that will result in operating costs AND describe perceived reductions in energy and waste disposal costs to the district that will occur as a result of the project's approval.

FORM 19

School District
Project Name

Assurances

Provide assurances that (a) the proposed project is comparable in size and quality to projects recently constructed in other districts with similar enrollments, (b) collaboration/cooperation has been attempted, (c) the need for facilities could not be met within the district or adjacent districts at a comparable cost, (d) the facility will enhance or facilitate educational service delivery, (e) the economic and population bases of the communities to be served are likely to grow or remain level, (f) the facility meets/exceeds recommended size standards, (g) an analysis has been made to determine the facility accommodation of area learning needs, (h) the availability and manner of financing construction has been evaluated, (i) the district's operating budget can meet the proposed project's operating costs in a satisfactory manner.

a. Size and Quality Comparability:

b. Collaboration/Cooperation:

c. Inability to Identify/Secure Facility Alternatives at Comparable Cost:

d. Enhance Delivery of Educational Services:

e. Economic and Population Bases:

f. Meeting/Exceeding Size Standards:

g. Accommodation of Area Learning Needs:

h. Availability/Manner of Financing Construction:

i. Operating Budget Able to Meet Projected Operating Costs:

District Boundary

May 9, 2022 April 8, 2024
12 of 189 of 289



DISTRICT BOUNDARY

LIST OF SCHOOLS

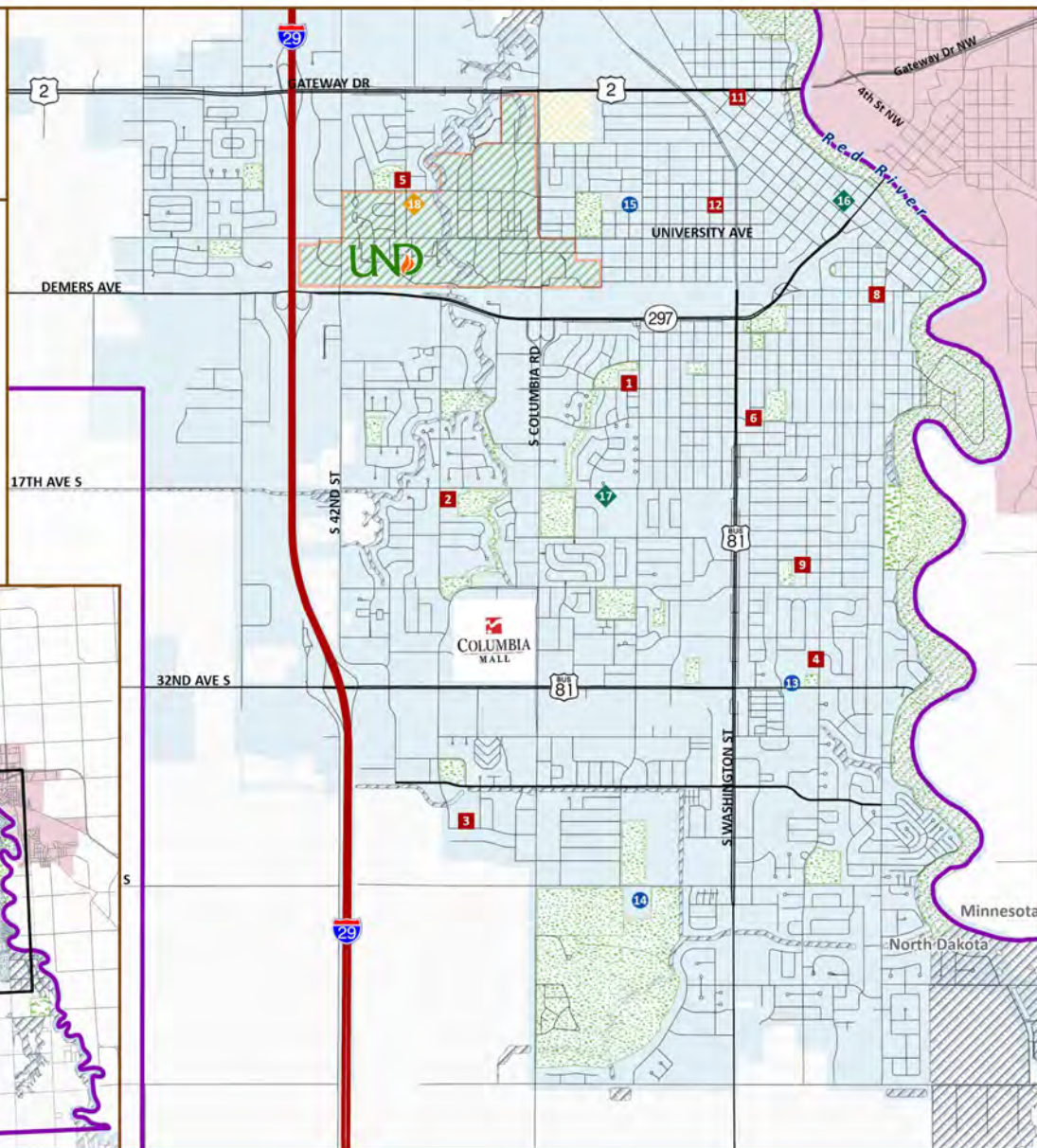
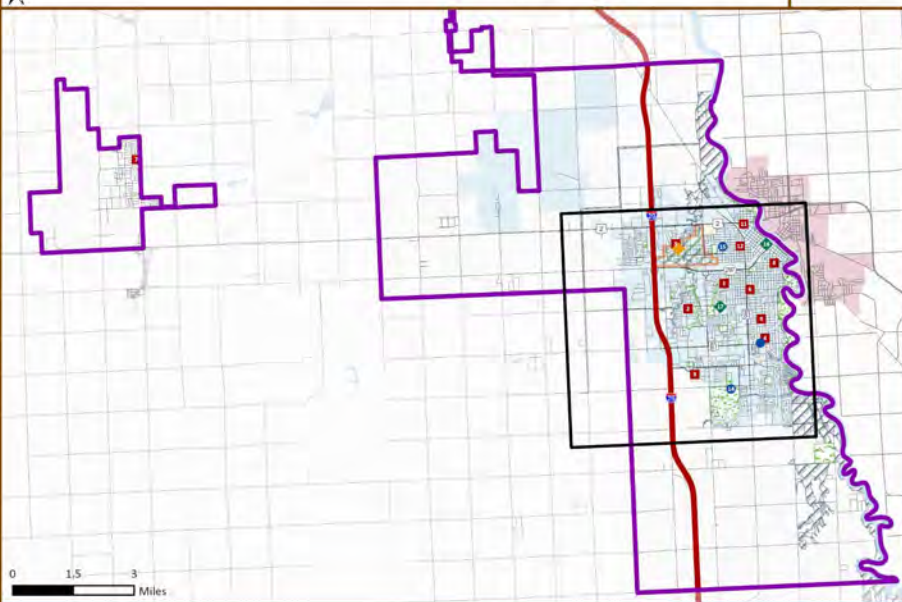
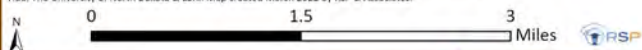
- | | |
|------------------------------|---------------------|
| 1 Ben Franklin Elementary | 15 Schroeder Middle |
| 2 Century Elementary | 16 South Middle |
| 3 Discovery Elementary | 17 Valley Middle |
| 4 J Nelson Kelly Elementary | 18 Central High |
| 5 Lake Agassiz Elementary | 19 Red River High |
| 6 Lewis and Clark Elementary | 20 Community High |
| 7 Nathan Twining Elem-Middle | |
| 8 Phoenix Elementary | |
| 9 Viking Elementary | |
| 10 Wilder Elementary | |
| 11 Winship Elementary | |

Cities

- East Grand Forks
- Grand Forks

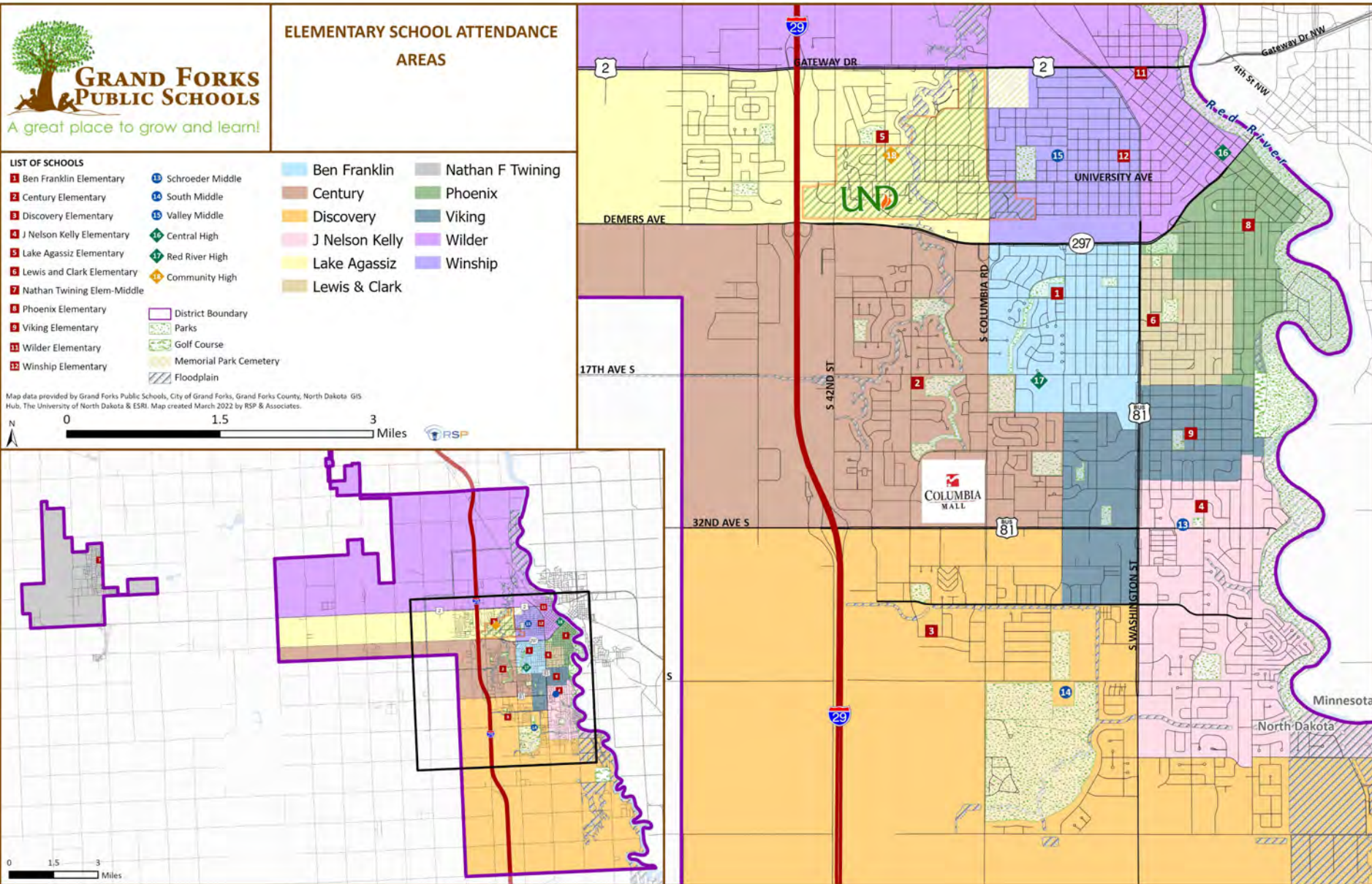
- District Boundary
- Parks
- Golf Course
- Memorial Park Cemetery
- Floodplain

Map data provided by Grand Forks Public Schools, City of Grand Forks, Grand Forks County, North Dakota. GIS Hub, The University of North Dakota & ESRI. Map created March 2022 by RSP & Associates.



Elementary Attendance Areas

May 9, 2022 April 8, 2024
13 of 200 190 of 289



Middle School Attendance Areas

May 9, 2022 April 8, 2024
14 of 200 191 of 289



MIDDLE SCHOOL ATTENDANCE AREAS

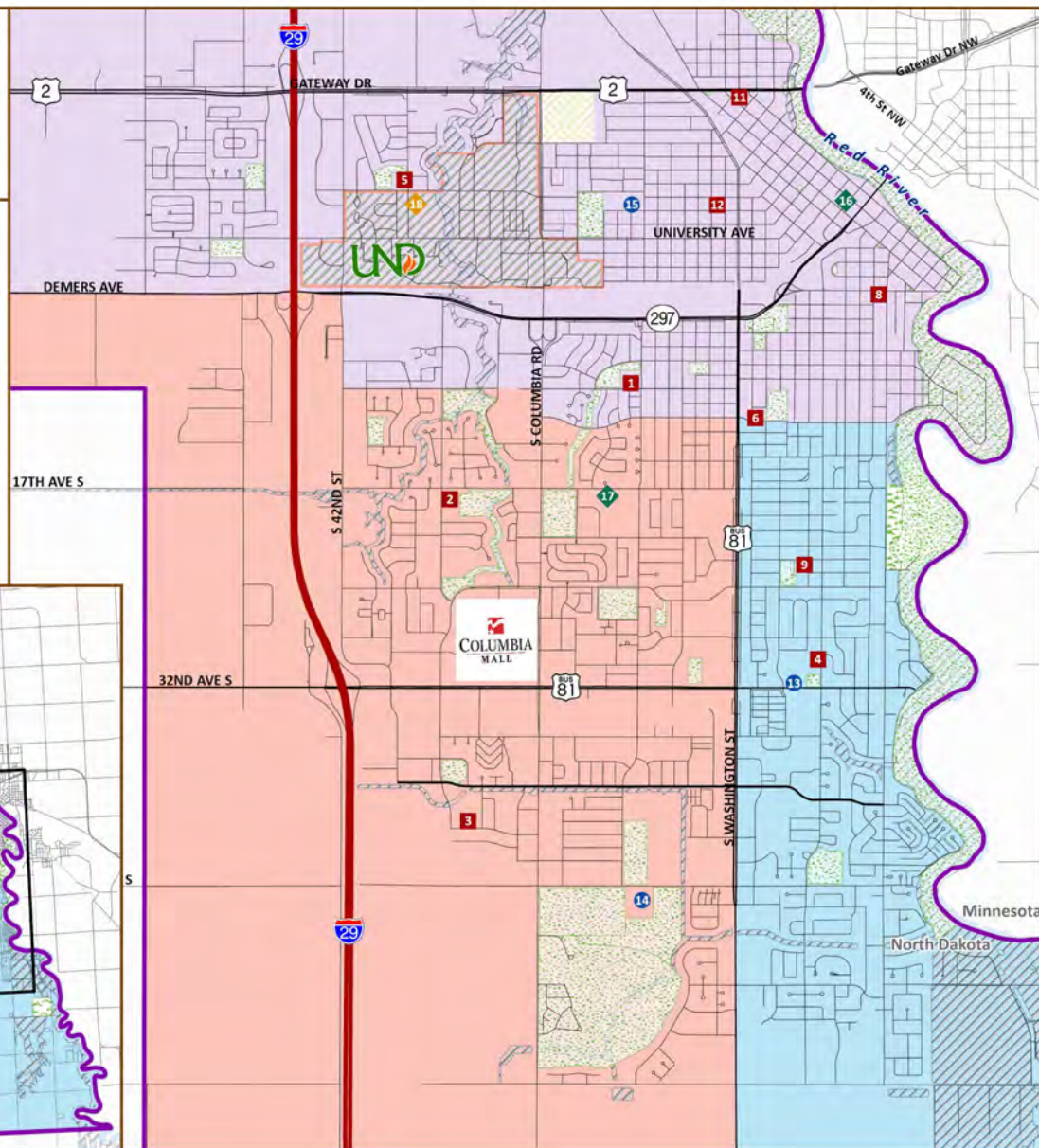
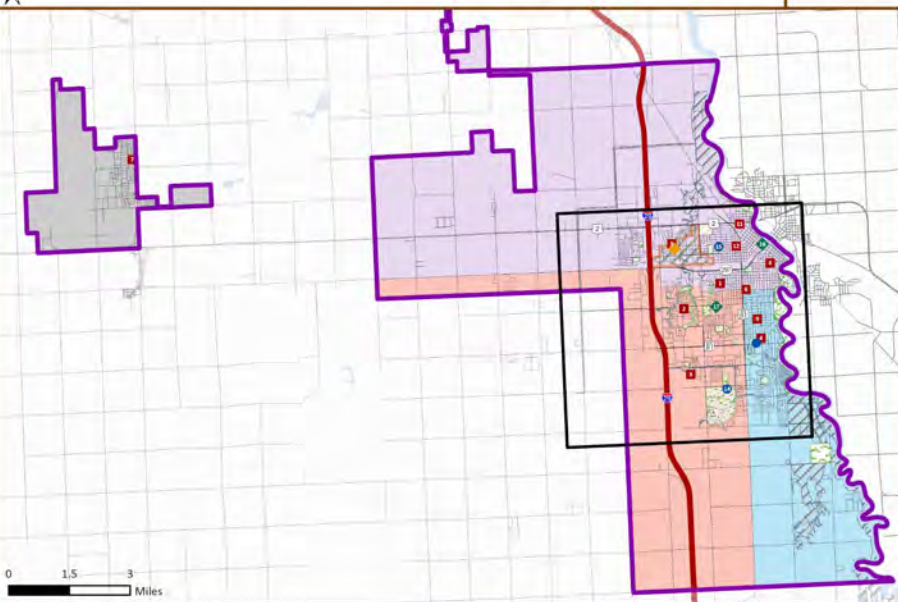
LIST OF SCHOOLS

- | | |
|------------------------------|---------------------|
| 1 Ben Franklin Elementary | 15 Schroeder Middle |
| 2 Century Elementary | 16 South Middle |
| 3 Discovery Elementary | 17 Valley Middle |
| 4 J Nelson Kelly Elementary | 18 Central High |
| 5 Lake Agassiz Elementary | 19 Red River High |
| 6 Lewis and Clark Elementary | 20 Community High |
| 7 Nathan Twining Elem-Middle | |
| 8 Phoenix Elementary | |
| 9 Viking Elementary | |
| 10 Wilder Elementary | |
| 11 Winship Elementary | |
- District Boundary
 - Parks
 - Golf Course
 - Memorial Park Cemetery
 - Floodplain

- Elroy Schroeder Middle School
- Nathan F Twining Middle School
- South Middle School
- Valley Middle School

Map data provided by Grand Forks Public Schools, City of Grand Forks, Grand Forks County, North Dakota. GIS Hub, The University of North Dakota & ESRI. Map created March 2022 by RSP & Associates.

0 1.5 3 Miles



High School Attendance Areas

May 9, 2022 April 8, 2024
15 of 192 of 289



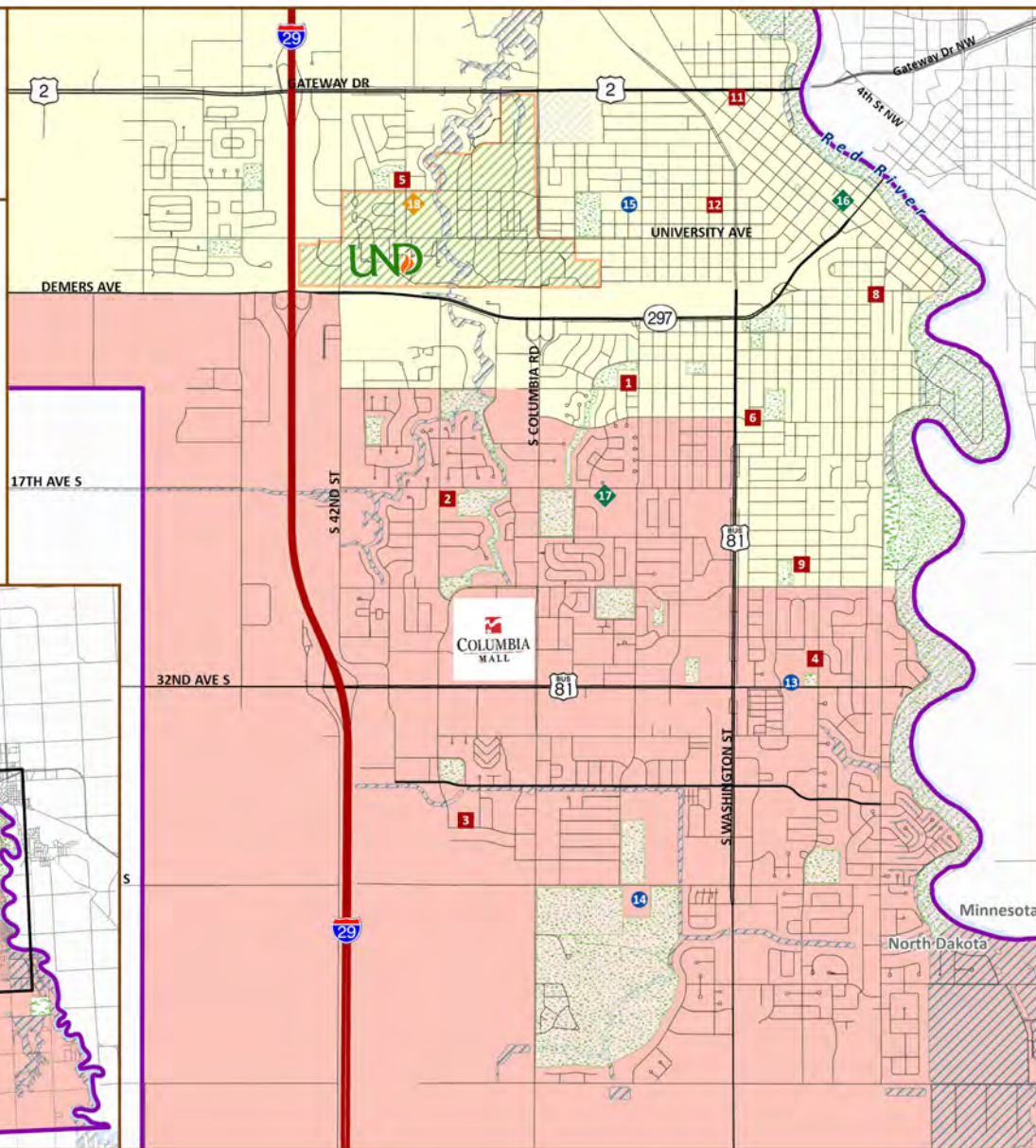
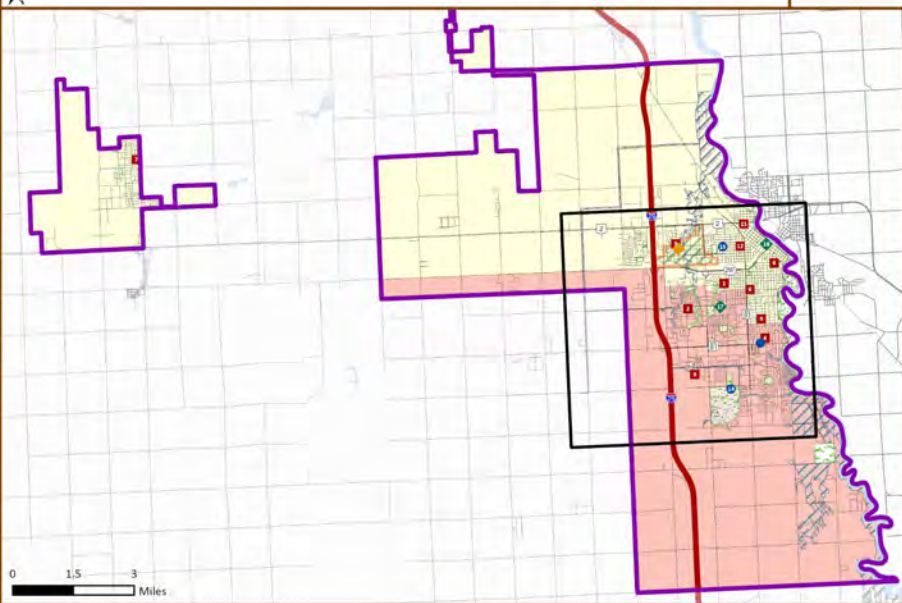
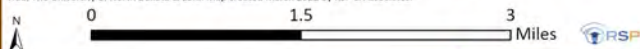
HIGH SCHOOL ATTENDANCE AREAS

LIST OF SCHOOLS

- | | |
|------------------------------|------------------------|
| 1 Ben Franklin Elementary | 13 Schroeder Middle |
| 2 Century Elementary | 14 South Middle |
| 3 Discovery Elementary | 15 Valley Middle |
| 4 J Nelson Kelly Elementary | 16 Central High |
| 5 Lake Agassiz Elementary | 17 Red River High |
| 6 Lewis and Clark Elementary | 18 Community High |
| 7 Nathan Twining Elem-Middle | |
| 8 Phoenix Elementary | District Boundary |
| 9 Viking Elementary | Parks |
| 10 Wilder Elementary | Golf Course |
| 11 Winship Elementary | Memorial Park Cemetery |
| | Floodplain |

Grand Forks Central
Red River High School

Map data provided by Grand Forks Public Schools, City of Grand Forks, Grand Forks County, North Dakota. GIS Hub, The University of North Dakota & ESRI. Map created March 2022 by RSP & Associates.



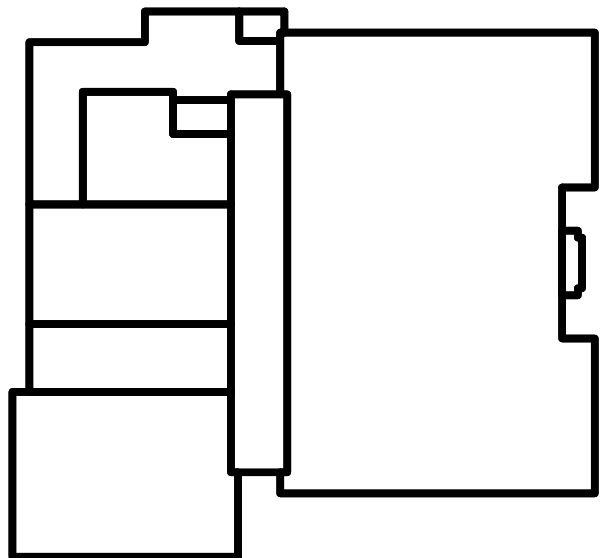
ROOF DIAGNOSTIC SURVEY FOR GRAND FORKS PUBLIC SCHOOLS-GRAND FORKS ND

GRAND FORKS, NORTH DAKOTA 58201

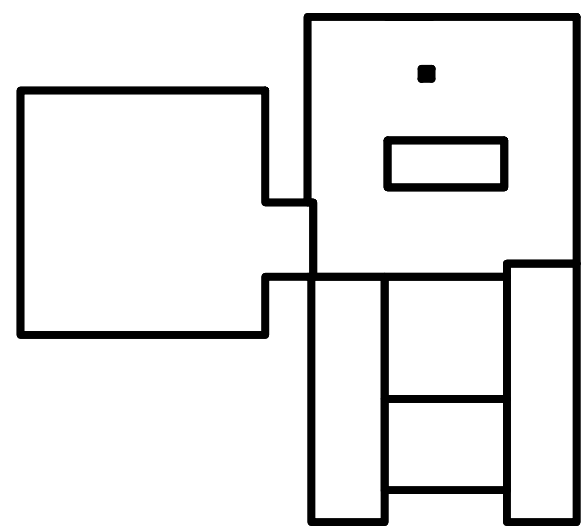
DRAWINGS

TITLE PAGE

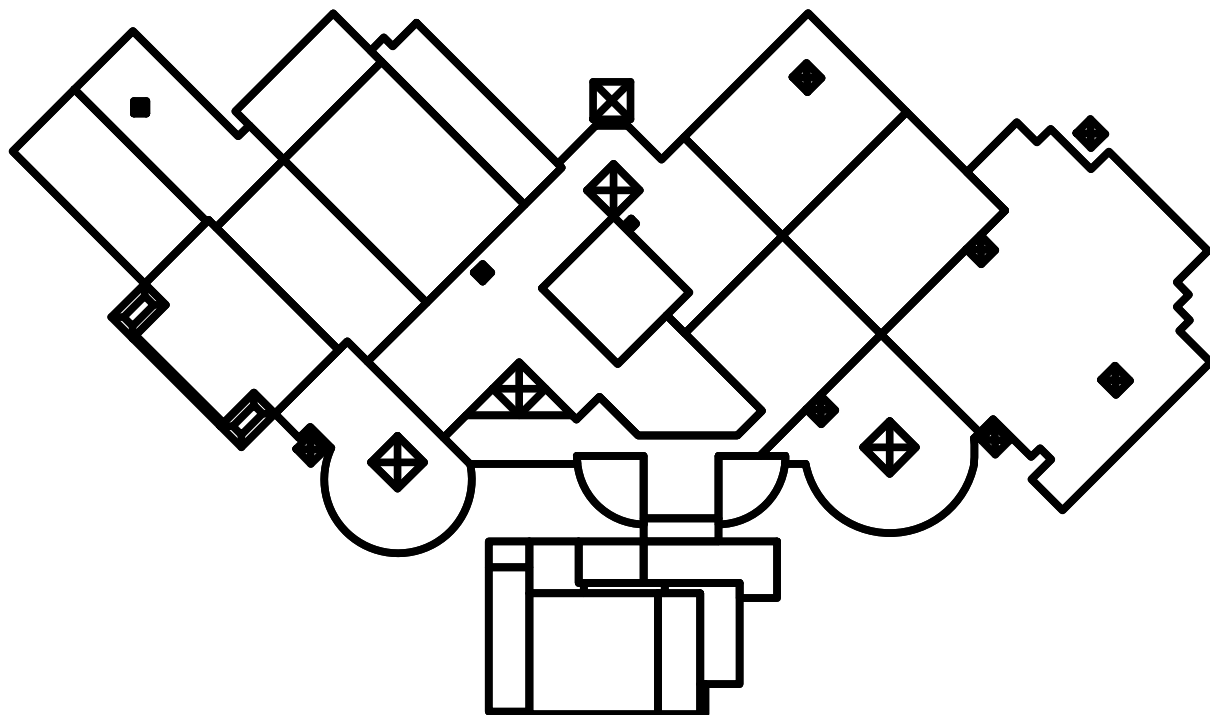
SHEET A	BEN FRANKLIN ELEMENTARY SCHOOL MOISTURE SURVEY
SHEET B	BEN FRANKLIN ELEMENTARY SCHOOL ROOF DATA
SHEET C	J. NELSON KELLY ELEMENTARY SCHOOL MOISTURE SURVEY
SHEET D	PHOENIX ELEMENTARY SCHOOL MOISTURE SURVEY
SHEET E	PHOENIX ELEMENTARY SCHOOL ROOF DATA
SHEET F	RED RIVER HIGH SCHOOL MOISTURE SURVEY
SHEET G	RED RIVER HIGH SCHOOL DIMENSIONS & SQ. FT.
SHEET H	RED RIVER HIGH SCHOOL ROOF DATA, THERMOGRAMS & PHOTOS
SHEET I	SCHROEDER MIDDLE SCHOOL MOISTURE SURVEY
SHEET J	SCHROEDER MIDDLE SCHOOL ROOF DATA, THERMOGRAMS & PHOTOS



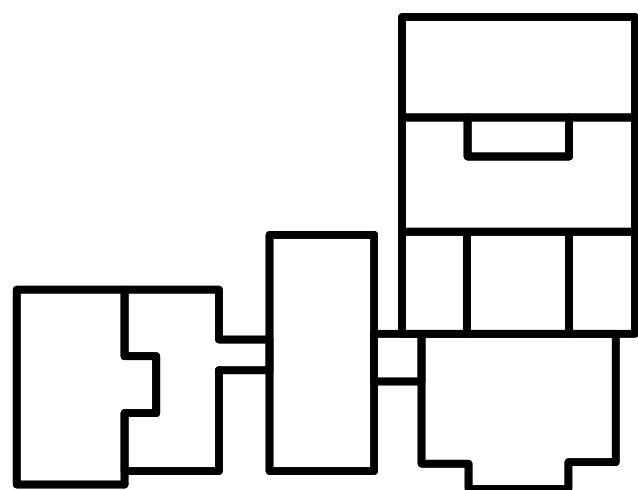
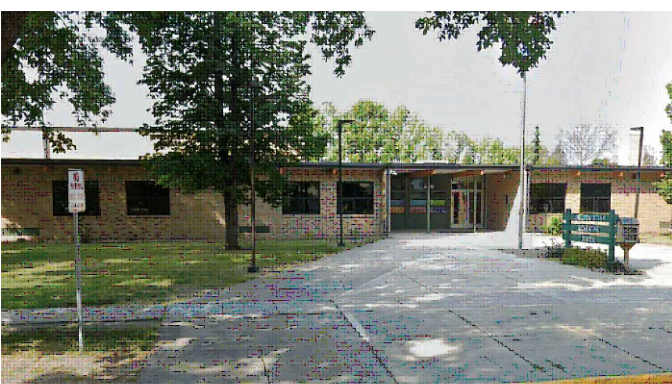
PHOENIX ELEMENTARY SCHOOL ROOF PLAN
SCALE: NO SCALE



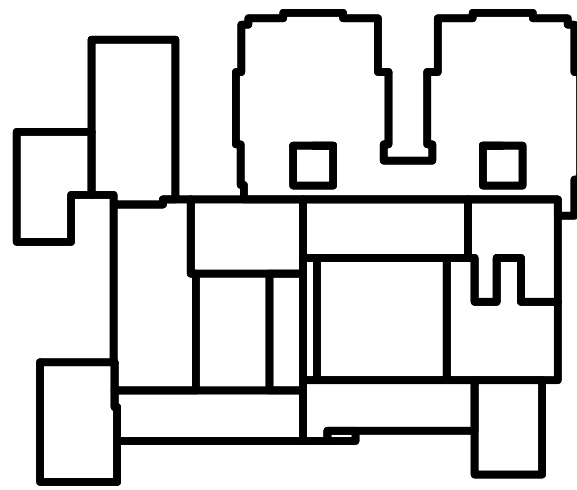
BEN FRANKLIN ELEMENTARY SCHOOL ROOF PLAN
SCALE: NO SCALE



RED RIVER HIGH SCHOOL ROOF PLAN
SCALE: NO SCALE

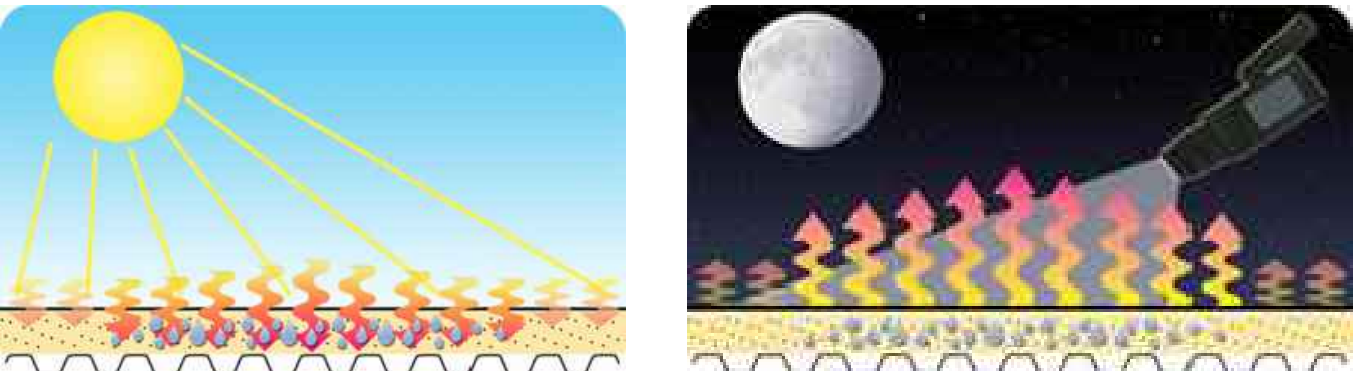


J. NELSON KELLY ELEMENTARY SCHOOL ROOF PLAN
SCALE: NO SCALE



SCHROEDER MIDDLE SCHOOL ROOF PLAN
SCALE: NO SCALE

How An Infrared Survey Works:



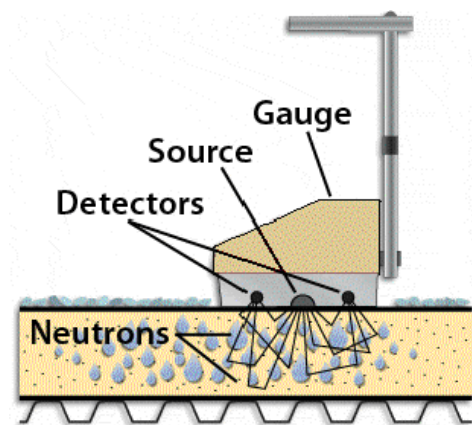
During the daytime, wet roof insulation absorbs more solar energy from the sun than dry roof insulation. During the nighttime, after the roof surface cools, the wet roof insulation will retain more solar energy than dry insulation and these temperature differences are detected by the infrared camera.

The wet roof areas are marked on the roof surface with visible paint markings. The wet roof areas are verified through core cuts and/or a Roof Moisture Meter.

How A Moisture Meter Works:

During the daytime, readings are taken and recorded in random locations and at wet areas found by the infrared camera.

Fast neutrons are emitted from the source in the Roof Moisture Meter into the roof system. The presence of hydrogen in the roof system slows the neutrons. These slowed neutrons as well as the fast neutrons are detected by the Roof Moisture Meter. A reading is displayed in the digital readout and gets recorded.

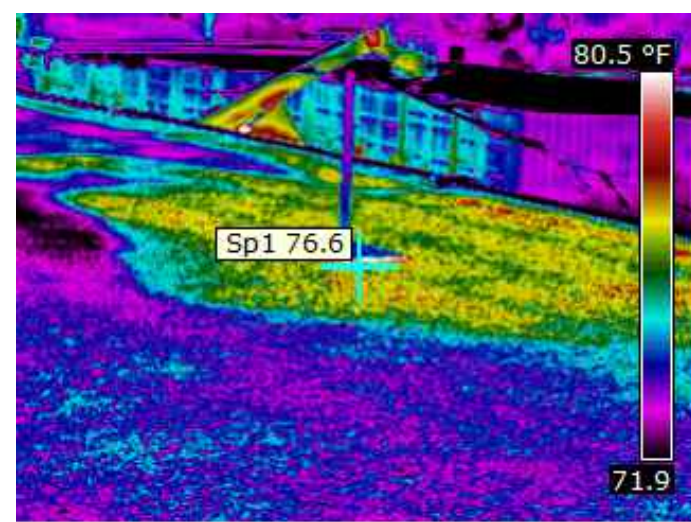


Core cuts are taken to determine a baseline for dry roof materials. Then wet roof areas are marked on the roof surface with visible paint markings.



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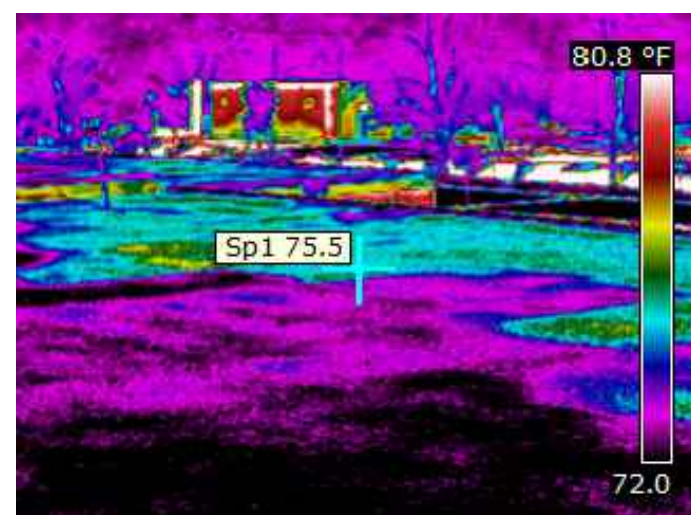




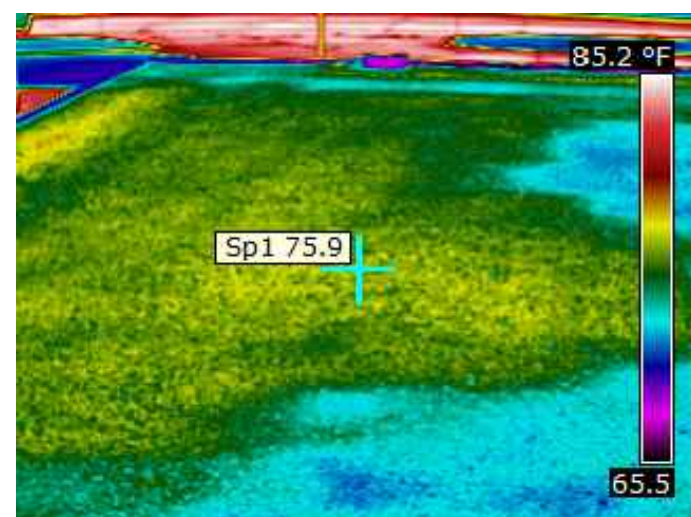
Thermogram T-01



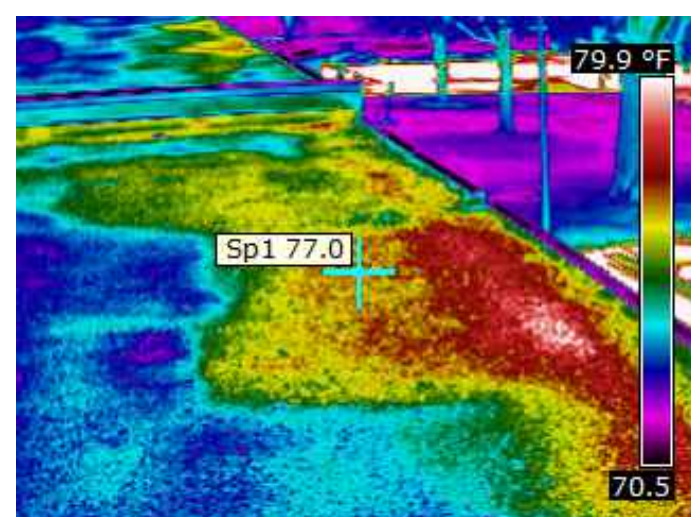
Thermogram T-02



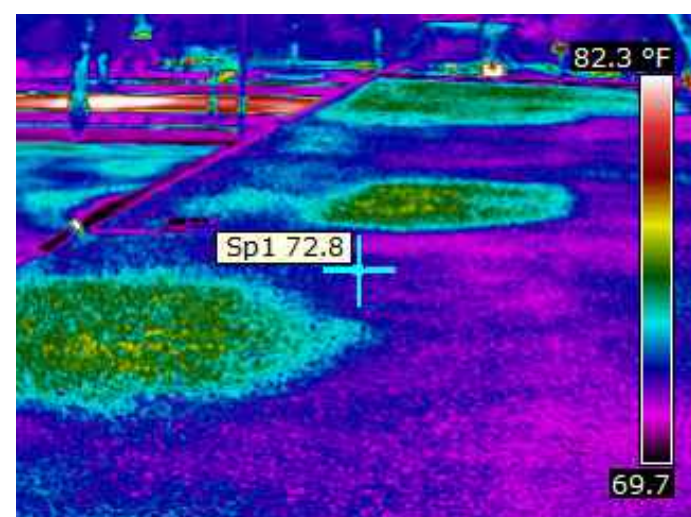
Thermogram T-03



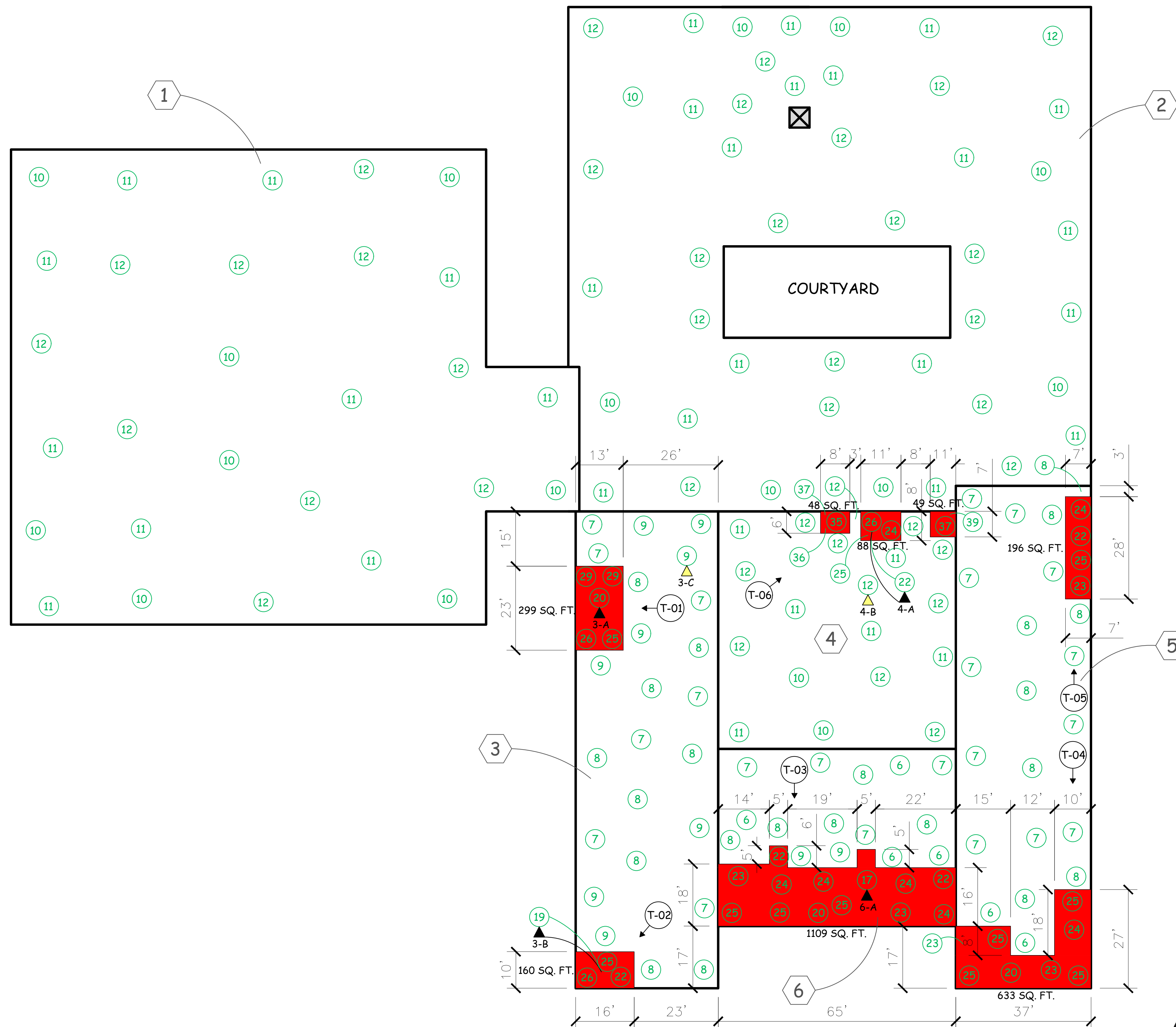
Thermogram T-04



Thermogram T-05



Thermogram T-06



N
ROOF PLAN
SCALE: NO SCALE



# ROOF SECTION		P-# PHOTO		T-# THERMOGRAM		N.A.F. (NO ANOMALIES FOUND)		STANDARD KEY OF SYMBOLS		N.I.C.		MOISTURE GRID		TRACE CORE		MOISTURE READING	
▲	WET CORE	▲	WET CORE	▲	WET CORE	▲	WET CORE	■	WET INSULATION	■	WET INSULATION	■	WET INSULATION	■	WET INSULATION	■	WET INSULATION
△	DRY CORE	△	DRY CORE	△	DRY CORE	△	DRY CORE	■	R.I.M. (RANDOM INTERMITTENT MOISTURE)	■	R.I.M. (RANDOM INTERMITTENT MOISTURE)	■	R.I.M. (RANDOM INTERMITTENT MOISTURE)	■	R.I.M. (RANDOM INTERMITTENT MOISTURE)	■	R.I.M. (RANDOM INTERMITTENT MOISTURE)
■	N.I.C.	■	N.I.C.	■	N.I.C.	■	N.I.C.	■	MOISTURE GRID	■	MOISTURE GRID	■	MOISTURE GRID	■	MOISTURE GRID	■	MOISTURE GRID
■	MOISTURE READING	■	MOISTURE READING	■	MOISTURE READING	■	MOISTURE READING	■	TRACE CORE	■	TRACE CORE	■	TRACE CORE	■	TRACE CORE	■	TRACE CORE



GRAND FORKS PUBLIC SCHOOLS
BEN FRANKLIN ELEMENTARY SCHOOL
1016 SOUTH 20TH STREET
GRAND FORKS, NORTH DAKOTA 58201

DIAGNOSTIC TECHNICIAN: C. HERNANDEZ	PROJECT NO.: 9775618
DRAWN BY: R.L.	SHEET NO.: A
DATE: 8/3/2023	

CONSTRUCTION DATA				
ROOF SECTION	CORE CUT NUMBER	MOISTURE READING	MOISTURE PERCENTAGE	ROOF CONSTRUCTION
3	3-A	20	0%	BUILT-UP-ROOF W/ GRAVEL
			0%	1/2" PERLITE INSULATION
			99%	1" POLYISOCYANURATE INSULATION
			99%	1-1/2" PERLITE INSULATION
			0%	TECTUM DECK
ROOF SECTION	CORE CUT NUMBER	MOISTURE READING	MOISTURE PERCENTAGE	ROOF CONSTRUCTION
3	3-B	19	0%	BUILT-UP-ROOF W/ GRAVEL
			99%	1/2" PERLITE INSULATION
			85%	1-1/2" POLYISOCYANURATE INSULATION
			60%	1" POLYISOCYANURATE INSULATION
			0%	TECTUM DECK
ROOF SECTION	CORE CUT NUMBER	MOISTURE READING	MOISTURE PERCENTAGE	ROOF CONSTRUCTION
3	3-C	9	0%	BUILT-UP-ROOF W/ GRAVEL
			0%	1/2" PERLITE INSULATION
			0%	1-1/2" POLYISOCYANURATE INSULATION
			0%	1-1/2" POLYISOCYANURATE INSULATION
			0%	1" PERLITE INSULATION
4	4-A	22	0%	TECTUM DECK
			0%	BUILT-UP-ROOF W/ GRAVEL
			99%	1/2" WOODFIBER INSULATION
			80%	1" POLYISOCYANURATE INSULATION
			65%	1/2" WOODFIBER INSULATION
4	4-B	12	60%	1/2" WOODFIBER INSULATION
			50%	1/2" WOODFIBER INSULATION
			30%	2-1/2" WOODFIBER INSULATION
			0%	TECTUM DECK
			0%	BUILT-UP-ROOF W/ GRAVEL
6	6-A	17	0%	1/2" PERLITE INSULATION
			60%	3" POLYISOCYANURATE INSULATION
			60%	1/2" PERLITE INSULATION
			0%	TECTUM DECK

THE MOISTURE PERCENTAGES ARE INTENDED TO BE USED AS A QUALITATIVE MEASUREMENT RATHER THAN AN EXACT READING.

ROOF SECTION DATA			
ROOF SECTION	SIZE (S.F.)	WET (S.F.)	% WET
1	17,907	0	0.00%
2	17,015	0	0.00%
3	5,090	459	9.02%
4	4,225	185	4.38%
5	5,088	829	16.29%
6	3,153	1,109	35.17%
TOTALS	52,478	2,582	4.92%

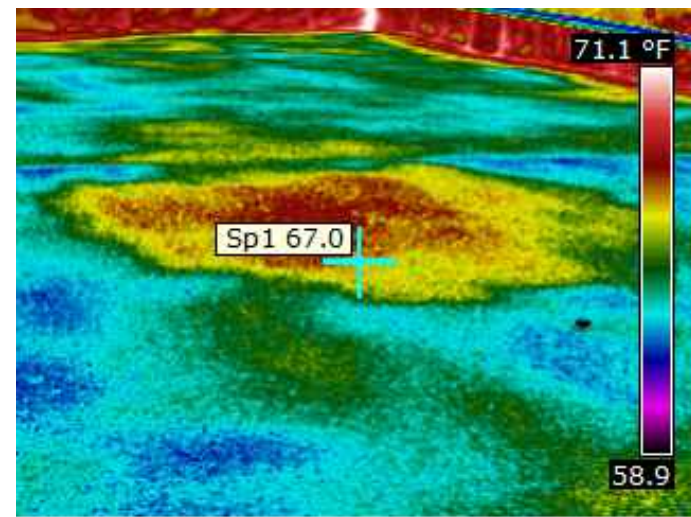


STANDARD KEY OF SYMBOLS			
# ROOF SECTION	P-# PHOTO	WET INSULATION	N.I.C.
▲ DRY CORE	T-# THERMOGRAM	R.I.M. (RANDOM INTERMITTENT MOISTURE)	MOISTURE GRID
▲ WET CORE	N.A.F. (NO ANOMALIES FOUND)		TRACE CORE
			# MOISTURE READING

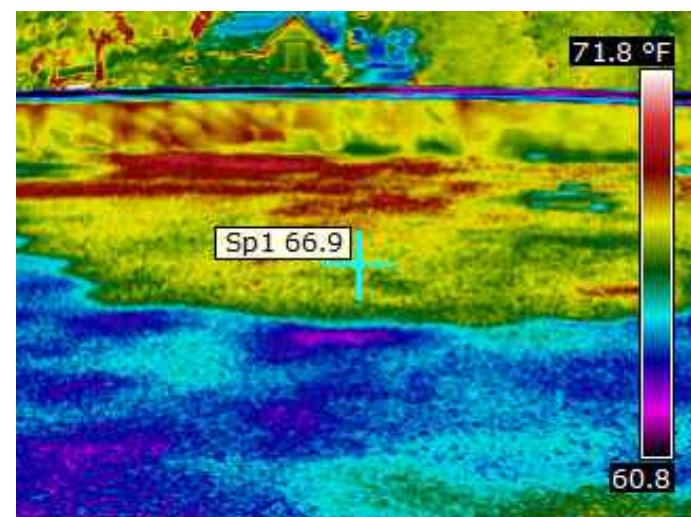


GRAND FORKS PUBLIC SCHOOLS
BEN FRANKLIN ELEMENTARY SCHOOL
1016 SOUTH 20TH STREET
GRAND FORKS, NORTH DAKOTA 58201

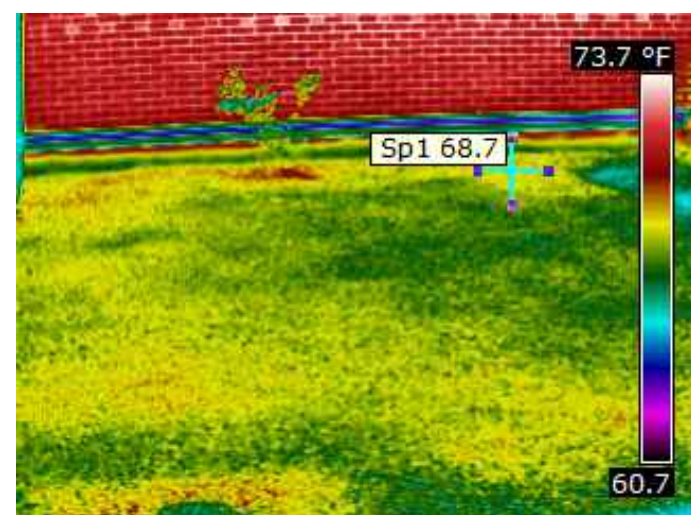
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DRAWN BY: R.L.	SHEET NO.: B
DATE: 8/3/2023	



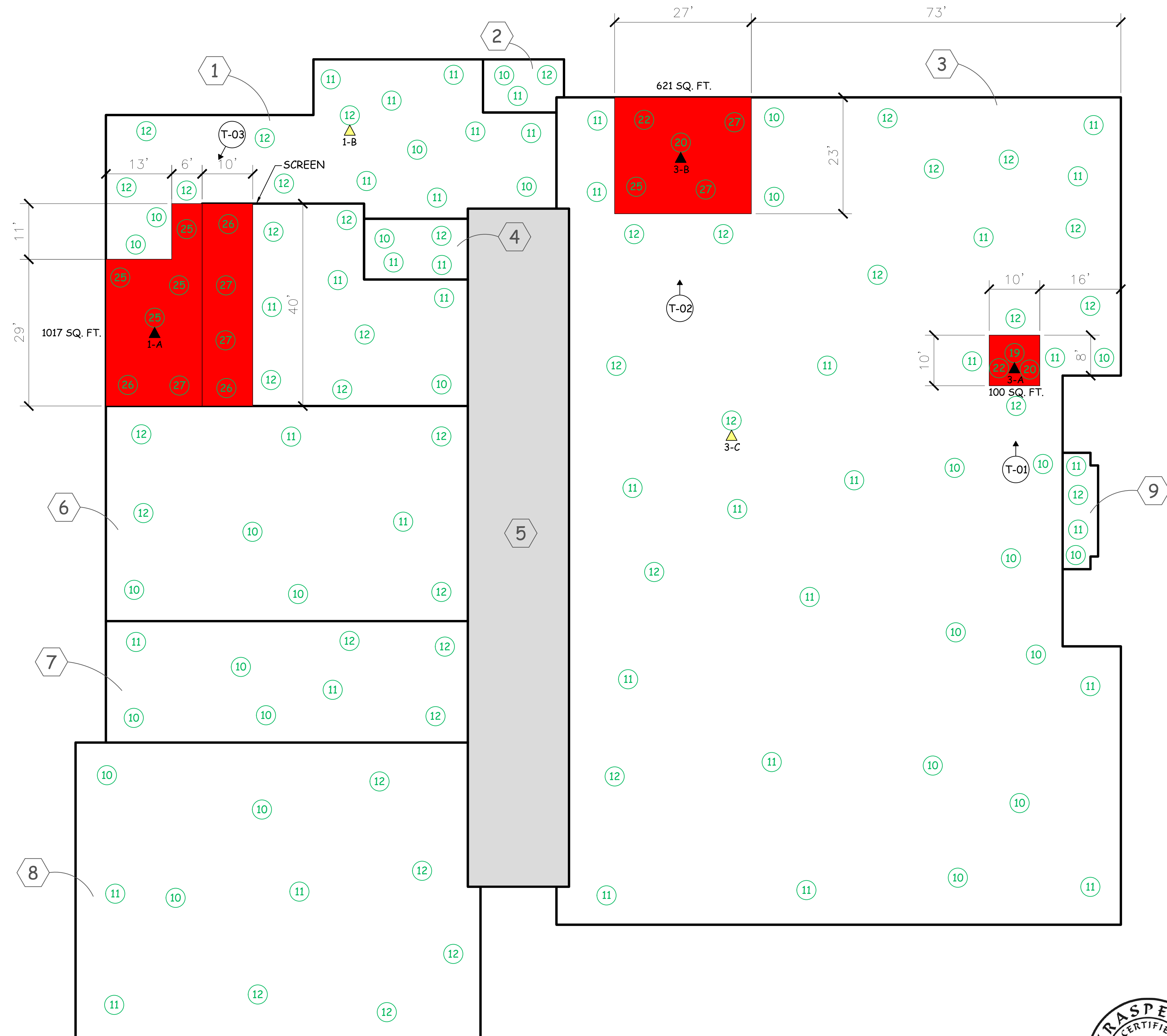
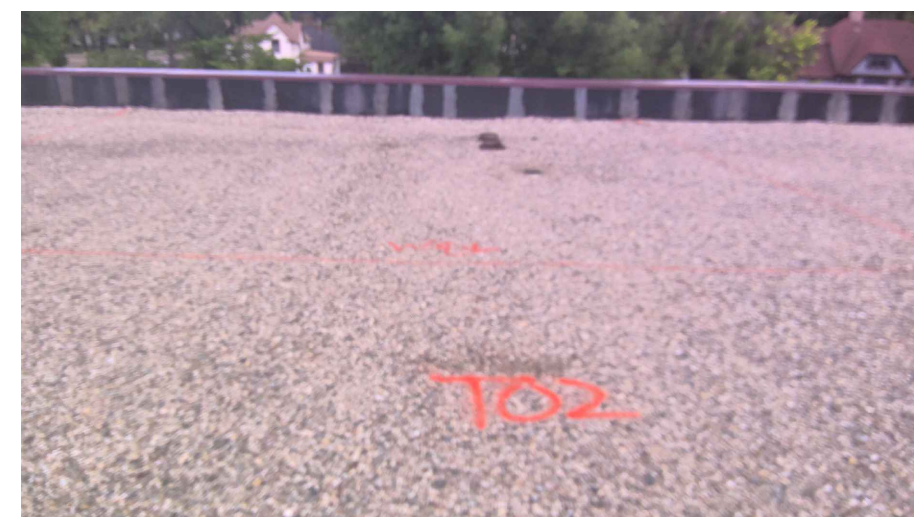
Thermogram T-01



Thermogram T-02



Thermogram T-03



N
ROOF PLAN
SCALE: NO SCALE



#	ROOF SECTION	P-#	PHOTO	STANDARD KEY OF SYMBOLS	
▲	WET CORE	T-#	THERMOGRAM	WET INSULATION	N.I.C.
▲	WET CORE	N.A.F.	(NO ANOMALIES FOUND)	R.I.M. (RANDOM INTERMITTENT MOISTURE)	MOISTURE GRID
					TRACE CORE
					MOISTURE READING



GRAND FORKS PUBLIC SCHOOLS
PHOENIX ELEMENTARY SCHOOL
351 4TH AVENUE SOUTH
GRAND FORKS, NORTH DAKOTA 58201

DIAGNOSTIC TECHNICIAN: C. HERNANDEZ	PROJECT NO.: 9775618
DRAWN BY: R.L.	SHEET NO.: D
DATE: 8/3/2023	

CONSTRUCTION DATA				
ROOF SECTION	CORE CUT NUMBER	MOISTURE READING	MOISTURE PERCENTAGE	ROOF CONSTRUCTION
1	1-A	25	0%	BUILT-UP-ROOF W/ GRAVEL
			99%	1/2" WOODFIBER INSULATION
			80%	1" POLYISOCYANURATE INSULATION
			75%	1" POLYISOCYANURATE INSULATION
			60%	1" POLYISOCYANURATE INSULATION
			N/A	METAL DECK
ROOF SECTION	CORE CUT NUMBER	MOISTURE READING	MOISTURE PERCENTAGE	ROOF CONSTRUCTION
1	1-B	12	0%	BUILT-UP-ROOF W/ GRAVEL
			0%	1/2" WOODFIBER INSULATION
			0%	1" POLYISOCYANURATE INSULATION
			0%	1" POLYISOCYANURATE INSULATION
			0%	1" POLYISOCYANURATE INSULATION
			N/A	METAL DECK
ROOF SECTION	CORE CUT NUMBER	MOISTURE READING	MOISTURE PERCENTAGE	ROOF CONSTRUCTION
3	3-A	19	0%	BUILT-UP-ROOF W/ GRAVEL
			99%	1/2" WOODFIBER INSULATION
			75%	1" POLYISOCYANURATE INSULATION
			40%	1" POLYISOCYANURATE INSULATION
			30%	1" POLYISOCYANURATE INSULATION
			N/A	METAL DECK
ROOF SECTION	CORE CUT NUMBER	MOISTURE READING	MOISTURE PERCENTAGE	ROOF CONSTRUCTION
3	3-B	20	0%	BUILT-UP-ROOF W/ GRAVEL
			99%	1/2" WOODFIBER INSULATION
			75%	1" POLYISOCYANURATE INSULATION
			45%	1" POLYISOCYANURATE INSULATION
			30%	1" POLYISOCYANURATE INSULATION
			N/A	METAL DECK
ROOF SECTION	CORE CUT NUMBER	MOISTURE READING	MOISTURE PERCENTAGE	ROOF CONSTRUCTION
3	3-C	12	0%	BUILT-UP-ROOF W/ GRAVEL
			0%	1/2" WOODFIBER INSULATION
			0%	1" POLYISOCYANURATE INSULATION
			0%	1" POLYISOCYANURATE INSULATION
			0%	1" POLYISOCYANURATE INSULATION
			N/A	METAL DECK

ROOF SECTION DATA			
ROOF SECTION	SIZE (S.F.)	WET (S.F.)	% WET
1	2,772	1,017	36.69%
2	164	0	0.00%
3	17,280	721	4.17%
4	246	0	0.00%
6	3,039	0	0.00%
7	1,716	0	0.00%
8	4,609	0	0.00%
9	154	0	0.00%
TOTALS	29,980	1,738	5.80%

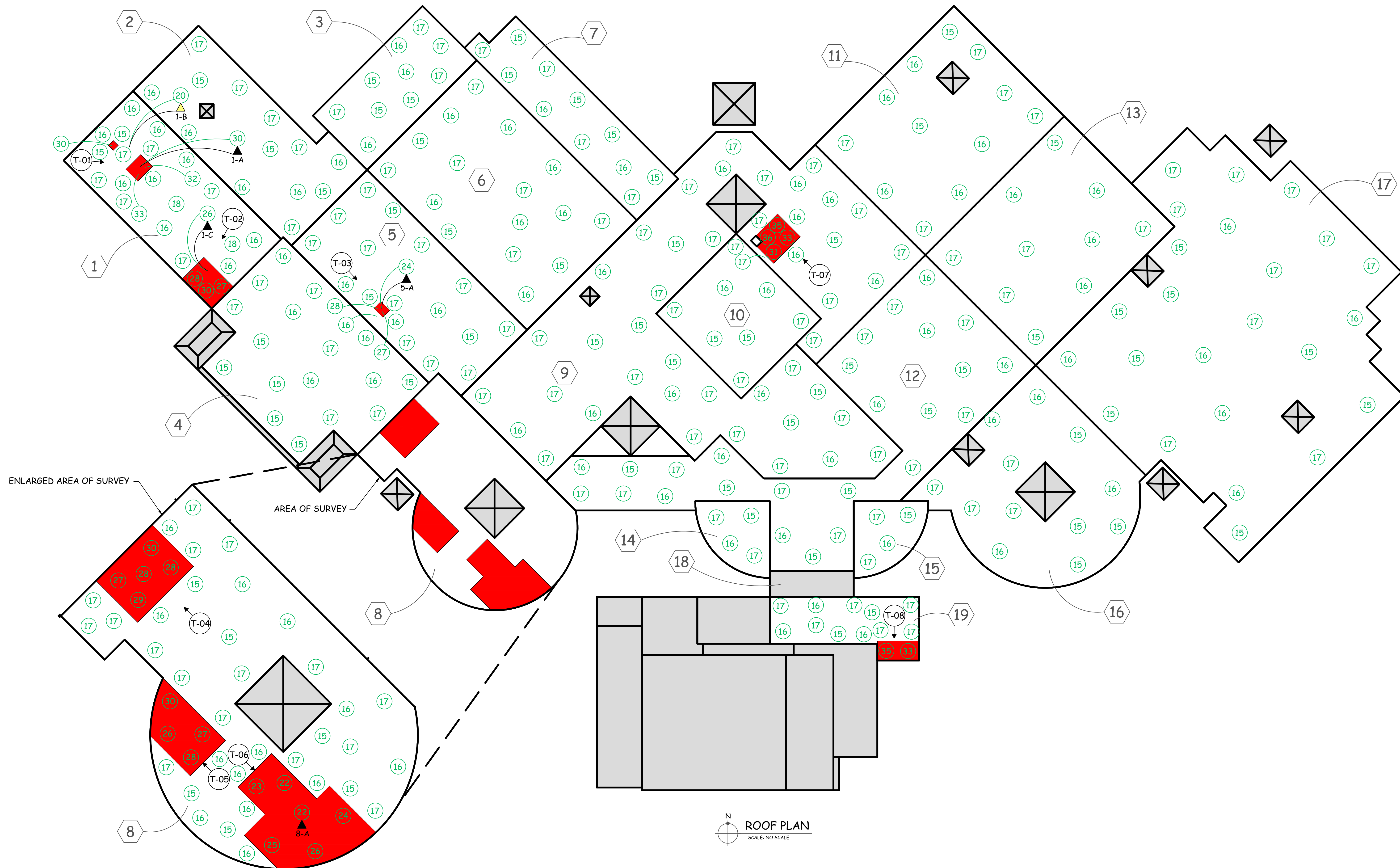


STANDARD KEY OF SYMBOLS			
# ROOF SECTION	P-# PHOTO	WET INSULATION	N.I.C.
▲ DRY CORE	T-# THERMOGRAM	R.I.M. (RANDOM INTERMITTENT MOISTURE)	MOISTURE GRID
▲ WET CORE	N.A.F. (NO ANOMALIES FOUND)		TRACE CORE
			# MOISTURE READING



GRAND FORKS PUBLIC SCHOOLS
PHOENIX ELEMENTARY SCHOOL
351 4TH AVENUE SOUTH
GRAND FORKS, NORTH DAKOTA 58201

DIAGNOSTIC TECHNICIAN: C. HERNANDEZ	PROJECT NO.: 9775618
DRAWN BY: R.L.	SHEET NO.: E
DATE: 8/3/2023	

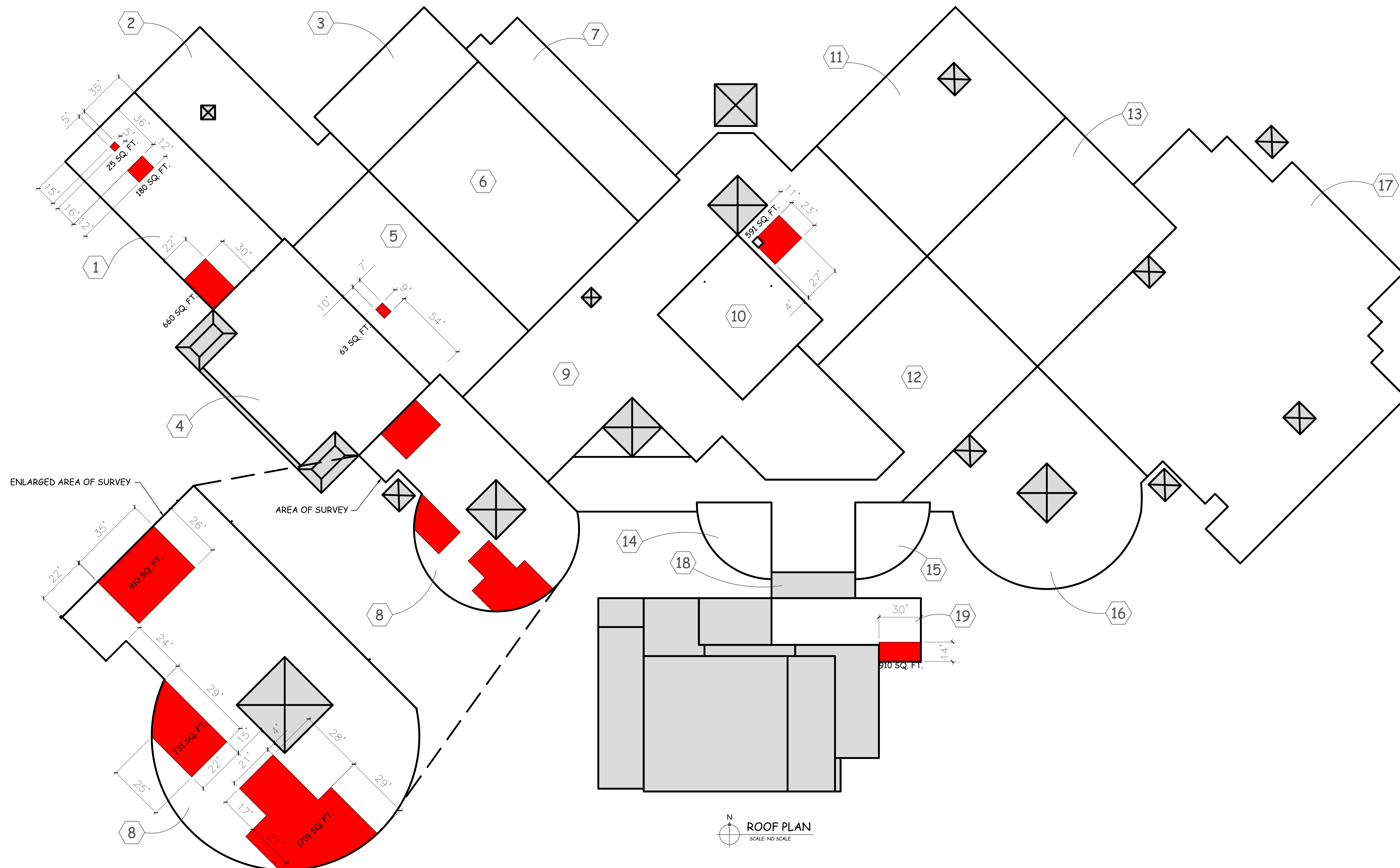


#	ROOF SECTION	P-#	PHOTO	T-#	THERMOGRAM	WET INSULATION	R.I.M. (RANDOM INTERMITTENT MOISTURE)	N.I.C.	MOISTURE GRID	TRACE CORE	MOISTURE READING
▲	WET CORE	N.A.F.	(NO ANOMALIES FOUND)								



GRAND FORKS PUBLIC SCHOOLS
RED RIVER HIGH SCHOOL
2200 17TH AVENUE SOUTH
GRAND FORKS, NORTH DAKOTA 58201

DIAGNOSTIC TECHNICIAN: C. HERNANDEZ	PROJECT NO.: 9775618
DRAWN BY: R.L.	SHEET NO.: F
DATE: 8/3/2023	

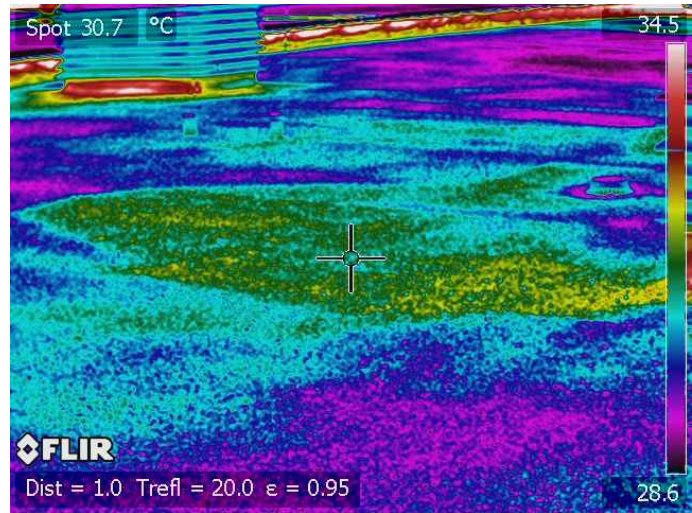


STANDARD KEY OF SYMBOLS			
	ROOF SECTION		PHOTO
	DRY CORE		THERMOGRAM
	WET CORE	N.A.F.	(NO ANOMALIES FOUND)
			WET INSULATION
			R.I.M. (RANDOM INTERMITTENT MOISTURE)
			N.I.C.
			MOISTURE GRID
			TRACE CORE
			MOISTURE READING

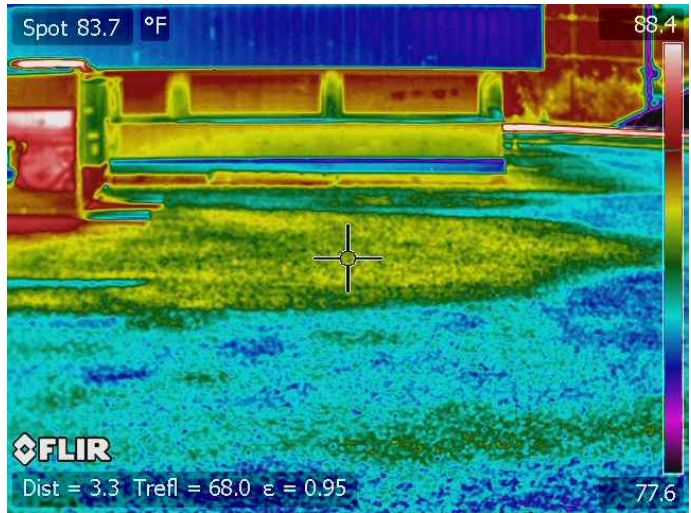


GRAND FORKS PUBLIC SCHOOLS
RED RIVER HIGH SCHOOL
2200 17TH AVENUE SOUTH
GRAND FORKS, NORTH DAKOTA 58201

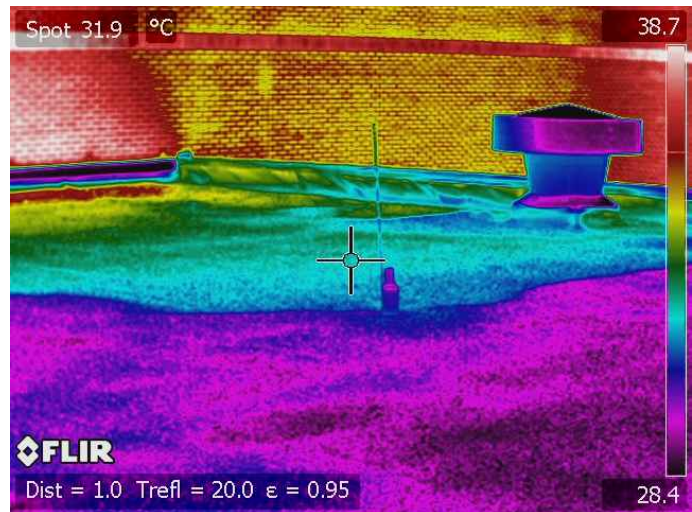
DIAGNOSTIC TECHNICIAN: C. HERNANDEZ	PROJECT NO.: 9775618
DRAWN BY: R.L.	SHEET NO.:
DATE: 8/3/2023	G



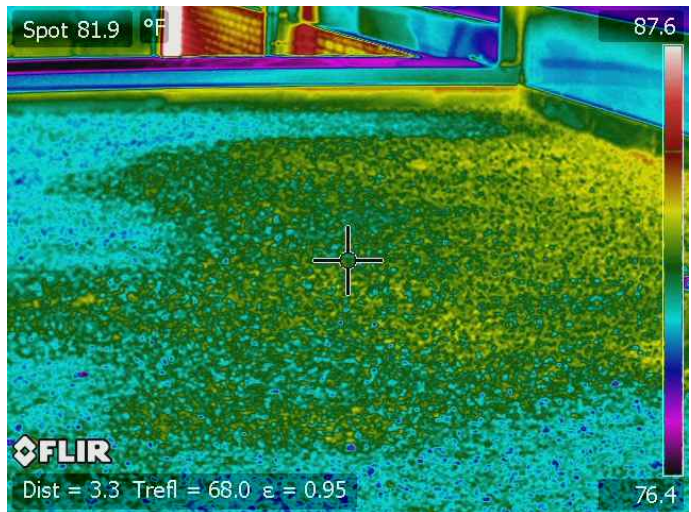
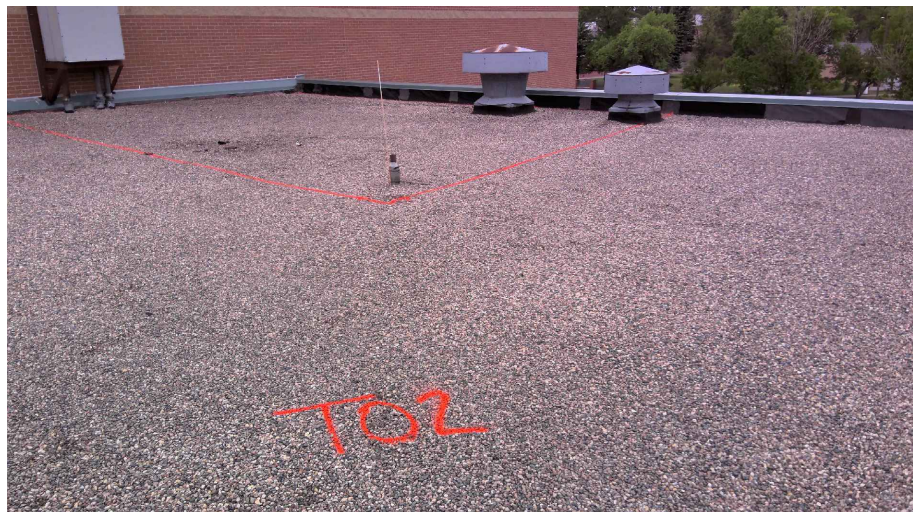
Thermogram T-01



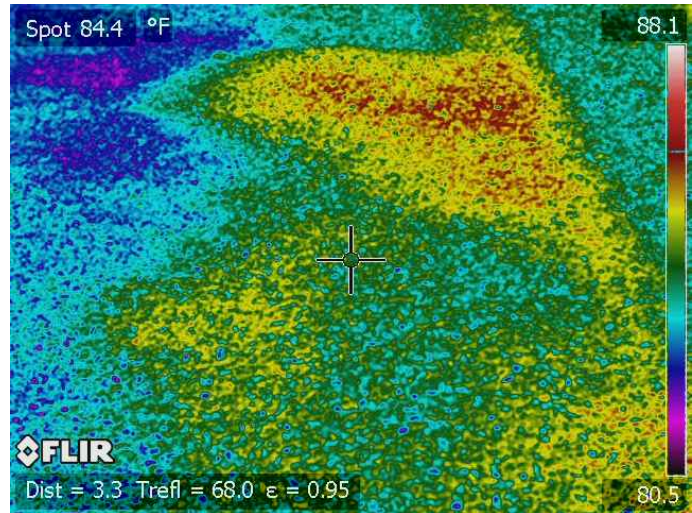
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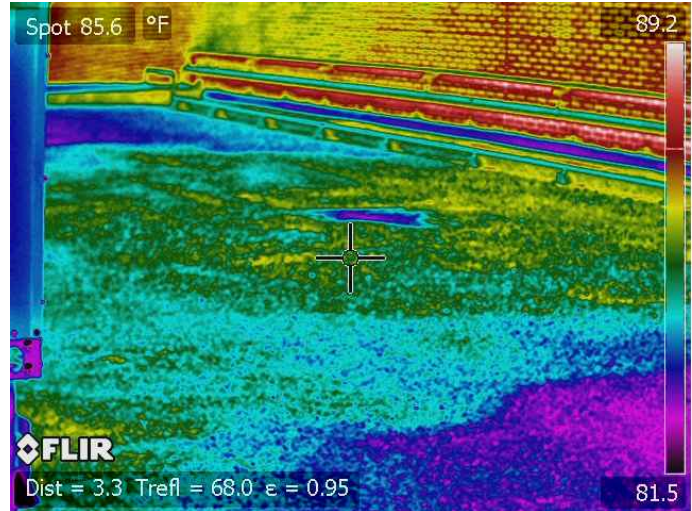
Thermogram T-02



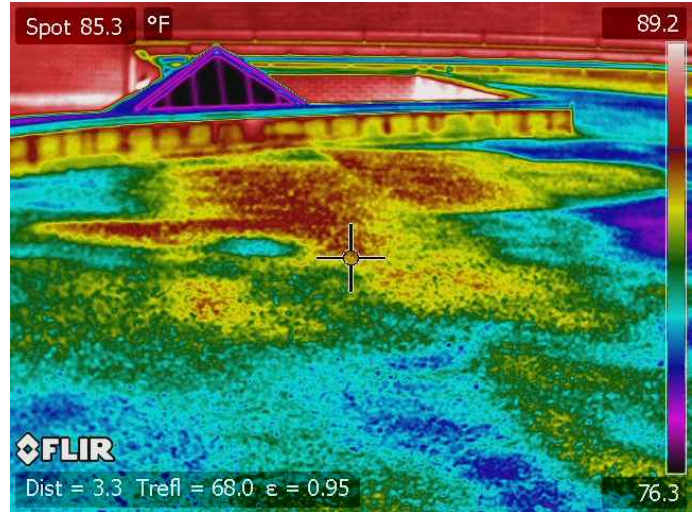
Thermogram T-08



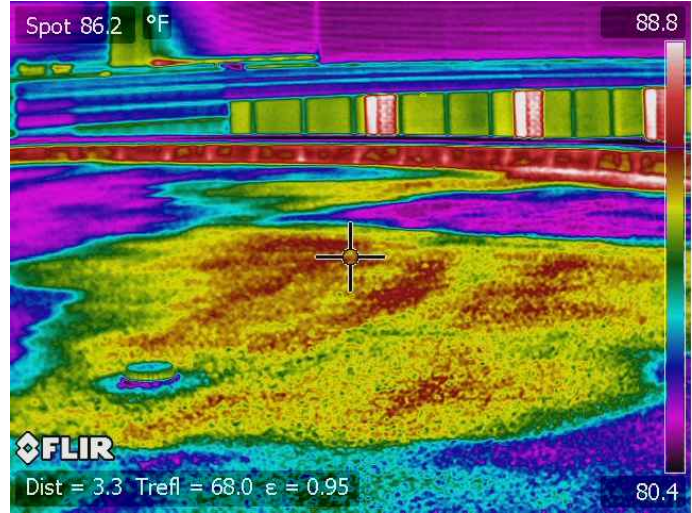
Thermogram T-03



Thermogram T-04



Thermogram T-05



Thermogram T-06



CONSTRUCTION DATA				
ROOF SECTION	CORE CUT NUMBER	MOISTURE READING	MOISTURE PERCENTAGE	ROOF CONSTRUCTION
1	1-A	30	0%	BUILT-UP-ROOF W/ GRAVEL
			100%	1/2" PERLITE INSULATION
			80%	1-1/2" POLYISOCYANURATE INSULATION
			60%	1/2" EXPANDED POLYSTYRENE INSULATION
			0%	CONCRETE DECK
ROOF SECTION	CORE CUT NUMBER	MOISTURE READING	MOISTURE PERCENTAGE	ROOF CONSTRUCTION
1	1-B	20	0%	BUILT-UP-ROOF W/ GRAVEL
			0%	1/2" PERLITE INSULATION
			0%	1-1/2" POLYISOCYANURATE INSULATION
			0%	2" EXPANDED POLYSTYRENE INSULATION
			0%	CONCRETE DECK
ROOF SECTION	CORE CUT NUMBER	MOISTURE READING	MOISTURE PERCENTAGE	ROOF CONSTRUCTION
1	1-C	26	0%	BUILT-UP-ROOF W/ GRAVEL
			70%	1/2" PERLITE INSULATION
			50%	1-1/2" POLYISOCYANURATE INSULATION
			30%	4" EXPANDED POLYSTYRENE INSULATION
			0%	CONCRETE DECK
ROOF SECTION	CORE CUT NUMBER	MOISTURE READING	MOISTURE PERCENTAGE	ROOF CONSTRUCTION
5	5-A	24	0%	BUILT-UP-ROOF W/ GRAVEL
			50%	1/2" PERLITE INSULATION
			30%	3" POLYISOCYANURATE INSULATION
			0%	1-1/2" FIBERGLASS INSULATION
			0%	CONCRETE DECK
ROOF SECTION	CORE CUT NUMBER	MOISTURE READING	MOISTURE PERCENTAGE	ROOF CONSTRUCTION
8	8-A	22	0%	BUILT-UP-ROOF W/ GRAVEL
			30%	1/2" PERLITE INSULATION
			10%	1-1/2" POLYISOCYANURATE INSULATION
			0%	1-1/2" POLYISOCYANURATE INSULATION
			N/A	METAL DECK

THE MOISTURE PERCENTAGES ARE INTENDED TO BE USED AS A QUALITATIVE MEASUREMENT RATHER THAN AN EXACT READING.

ROOF SECTION DATA			
ROOF SECTION	SIZE (S.F.)	WET (S.F.)	% WET
1	10,538	865	8.21%
2	10,971	0	0.00%
3	6,105	0	0.00%
4	14,090	0	0.00%
5	12,208	63	0.52%
6	17,982	0	0.00%
7	7,059	0	0.00%
8	14,643	3,342	22.82%
9	39,967	591	1.48%
10	6,966	0	0.00%
11	15,701	0	0.00%
12	22,973	0	0.00%
13	15,701	0	0.00%
14	2,312	0	0.00%
15	2,312	0	0.00%
16	4,680	0	0.00%
17	44,549	0	0.00%
19	3,945	910	23.07%
TOTALS	252,702	5,771	2.28%



#

ROOF SECTION

▲

WET CORE

△

DRY CORE

P-#

→

PHOTO

T-#

→

THERMOGRAM

N.A.F.

(NO ANOMALIES FOUND)

STANDARD KEY OF SYMBOLS

■

WET INSULATION

□

R.I.M. (RANDOM INTERMITTENT MOISTURE)

■

N.I.C.

□

MOISTURE GRID

■

TRACE CORE

#

MOISTURE READING

TREMCO

Roofing & Building Maintenance

wti

GRAND FORKS PUBLIC SCHOOLS

RED RIVER HIGH SCHOOL

2200 17TH AVENUE SOUTH

GRAND FORKS, NORTH DAKOTA 58201

DIAGNOSTIC TECHNICIAN:
C. HERNANDEZ

DRAWN BY:
R.L.

DATE:
8/3/2023

PROJECT NO.:
9775618

SHEET NO.:
H

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 Use of Building Fund for Envelope Restoration and Authorization to Submit School Construction Approval Request and School Facility Plan
DATE: April 8, 2024



The health of our district's envelope systems is important they are long-lasting when well maintained. While many of the building envelopes are constructed of brick, Winship Elementary School is mostly constructed of fiber pressboard materials. These materials have deteriorated over time and are overdue to be addressed. A survey of the building via wall borings was taken to assess the degree of deterioration. It was found that most of the deterioration was kept to the superficial exterior and if the deterioration is addressed now, further damage can be prevented.

The administration has been in the design phase for the envelope restoration of the building. The envelope restoration project scope includes replacing the fiber pressboard with a fiber cement panel. Further, the soffit will be extended to push water out further from the building to better prevent future water damage. This work will also improve the appearance of the building greatly. The total expected cost is \$446,968.

With the board's approval today, the next steps will be to seek approval from the North Dakota Department of Public Instruction and solicit bids for a contractor in accordance with NDCC 48-01.2 in mid-April. The construction timeline will be this summer with completion by school start-up in the fall.

The administrative recommendation is to approve the project scope, use of Building Fund dollars, and authorize the submission of SFN 52304, School Construction Approval Request, and SFN 52813, School Facility Plan, to the Department of Public Instruction.

Attachments:

NDDPI School Construction Approval Request (SFN 52304)
NDDPI School Facility Plan (SFN 52813)



Mark Sanford Education Center
2400 47th Ave. S
Grand Forks, ND 58201-3405



PO Box 6000
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.

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
SCHOOL FINANCE AND ORGANIZATION
SFN 52304 (07-19)

Co. Name	Dist. No.	District Name
----------	-----------	---------------

☐ Request for Approval of Construction in Excess of \$150,000 but \$350,000 or less. (Facility Plan Not Required)

☐ Request for Approval of Construction in Excess of \$150,000 and also in Excess of \$350,000. (Facility Plan Required)

Number of sections of land in district:	Taxable Valuation of the District:
---	------------------------------------

☐ Approved ☐ Not Approved

Nature of Project: (Give brief description and explanation as to why the project is needed – attach additional sheets if necessary)

Emergency construction: Is this construction being requested due to the destruction of current buildings or facilities by fire, wind, or other acts of God?

☐ Yes ☐ No

Construction Materials	\$
Architect's Fees	\$
Site	\$
Furniture and movable equipment	\$
Contingent and incidental expenses	\$
TOTAL COST OF PROJECT:	\$

Funds Available to District for this Project:

Building Fund \$
Bonds \$
General Fund \$
Other Sources (Please identify) \$
TOTAL \$

School Enrollment Numbers:

Grade 1	Grade 7
Grade 2	Grade 8
Grade 3	Grade 9
Grade 4	Grade 10
Grade 5	Grade 11
Grade 6	Grade 12
Enrollment Total	

Explanation as to why the project is needed:
Will this project enhance or facilitate delivery of educational services in the district? Explain.
In the case of new construction or renovation affecting more than 50% of the existing structures square footage, describe the circumstances in your district that result in stable or increasing student population.

President's Signature	Business Manager's Signature:
Date:	Date:

Attach school board minutes indicating project authorization.

School Construction Approval Process:

- 1) Approval is required for any project costing in excess of \$150,000.
- 2) Notify the Department of Public Instruction at least 45 days before submission of application for assistance.
- 3) File completed application with the Department of Public Instruction, School Finance Unit. If the project is over \$350,000 the district must complete the facilities plan and submit with application for construction approval.
- 4) The State Superintendent acts on the application within 45 days of receipt. The decision is based on:
 - a) The potential utilization of the project by a future reorganized district,
 - b) The need for the project,
 - c) Educational utility of the project, and
 - d) Capacity to pay for the project.
 - e) In the case of new construction or a renovation affecting more than fifty percent of an existing structure's square footage, demonstrates that circumstances within the district are likely to result in a stable or increasing student population.
- 5) The decision of the state superintendent may be appealed to the State Board of Public School Education. The State Board must act in 60 days.
- 6) The district must submit architectural plans to the Department of Public Instruction prior to commencement of approved construction.
- 7) Districts should review appropriate sections of North Dakota Century Code:
 - 1) 15.1-36 – School Construction
 - 2) 15.1-09-34 – Contracts by School Boards – Bids – Penalty
 - 3) 48-01.2 – Public Improvement Bids and Contracts
 - 4) 54-44.7 – Architect, Engineer, and Land Surveying Services



SCHOOL FACILITY PLAN

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

School Finance and Organization

SFN 52813 (07-19)

The School Facility Plan is intended as a guide to assist school districts in the development of sophisticated, conclusive, supportive documentation for proposed school facility projects. The plan also assists the Department of Public Instruction in facilitating the delivery of quality programs and services to the youth of North Dakota.

As school districts begin the process of assessing needs and planning for future school facility design, frequent candid dialogue between school district leaders and the department is encouraged and welcomed. Department staff is ready to provide technical assistance to school districts undertaking design and development of new learning spaces. Well-designed, functional school facilities are an important part of keeping North Dakota's youth at the top in a highly- competitive global economy.

FORM 1

School District Grand Forks Public School District #1
Project Name Winship Envelope Restoration

Description of Project

Furnish a brief, narrative description of the proposed project, including construction material, number and types of specific learning or other spaces (e.g. classrooms, library, offices, conference rooms, storage, etc.), location, new construction, remodeling, grade levels served, and additional data, including planned start and completion date if project is approved.

This project will include a restoration of the envelope of Winship Elementary School.

The current exterior is shelled by brick and a fiber press board without a functional air gap. This allows moisture to collect in and behind the boards causing major deterioration. (see attachment).

The restoration will include replacement of the fiber board with cement fiber board, replacement of damaged insulation, installation of a proper vapor-permeable layer, and replacement of metal soffits to direct water outward.

Other Data:

Estimated Square footage N/A	Estimated cost/square foot N/A
Estimated total cost of project \$406,968	Estimated annual (new) operating expense Savings with Restoration
Estimated annual (new) energy costs 0	Estimated new staff costs 0

FORM 2

School District Grand Forks Public School District #1
Project Name Winship Envelope Restoration

Need for the Project

Briefly specify the need or needs for undertaking the project and describe improvements that will occur as a result of project completion. Examples: (a) to enhance program and service delivery to students; (b) to correct health and life safety concerns, code violations, statute violations; (c) to address space shortages created by increasing enrollment, open enrollment, restructuring, or the like; (d) to extend the facility's life; (e) to increase facility efficiencies and/or reduce cost outlay; or (f) other.

This project will have multiple facets of improvement for Winship Elementary.

First, it will bring a greater sense of pride to the neighborhood as we restore the exterior to look more traditionally like a school.

Second, it will prolong the life of the facility by creating an exterior that properly wicks and mitigates moisture.

Third, it will decrease spending on energy by creating a more efficiently and properly insulated exterior.

FORM 3

School District Grand Forks Public School District #1
Project Name Winship Envelope Restoration

District Geographic Information

Prepare an outline map of the school district, citing school building locations, possible alternative facilities (for school use), major transportation routes (highways), the project location, and other pertinent data.

See attachments

FORM 4

School District Grand Forks Public School District #1
Project Name Winship Envelope Restoration

Area Geographic Information

Prepare an outline map of the school district and adjacent school districts. Note all school building locations, other alternative facilities for school use, major highways, the project location, and other significant data (distances, driving times, barriers, etc.).

See attachments

FORM 5

School District Grand Forks Public School District #1
Project Name Winship Envelope Restoration

Alternatives

Please identify alternatives considered by the School Board to address the school district's facility needs, prior to proposing the project. Include initiatives/overtures extended to cooperate with adjacent school districts, post-secondary institutions, public or private organizations, governmental entities, and other organizations to fulfill the district's facility needs.

The district held a referendum on a concept to replace Valley Middle School with a new, k-8 campus in 2021. The referendum failed.

FORM 6

School District Grand Forks Public School District #1
Project Name Winship Envelope Restoration

Rejection of Alternatives

Present rationale considered by the School Board to reject alternatives for addressing the school district's facility needs, prior to proposing the project. Particularly, detail rationale for rejecting the usage of alternative space available (if any) in adjacent school districts, post-secondary institutions, public or private organizations, governmental entities, and other organizations.

The district held a referendum for a k-8 campus to replace the current school, but voters voted this down.

There are no alternative spaces that could accommodate an entire elementary school of children.

FORM 7

School District Grand Forks Public School District #1
Project Name Winship Envelope Restoration

Collaboration

<p>Detail briefly below efforts that have been made to cooperate or collaborate in the joint facility design, occupancy, sharing, or other usage of the proposed project with other entities.</p> <ul style="list-style-type: none">• Area Schools: <p>The initial referendum contemplated closing other elementary schools to support the k-8 campus but voters denied that approach.</p>
<ul style="list-style-type: none">• Health/Human Service Agencies:
<ul style="list-style-type: none">• Educational Agencies:
<ul style="list-style-type: none">• Political Subdivisions:
<ul style="list-style-type: none">• Other (e.g. private schools; private businesses, etc.)

FORM 8

School District Grand Forks Public School District #1
Project Name Winship Envelope Restoration

Current Year Fall Enrollment

Pre-K Enrollment 265
Kindergarten Enrollment 560
Grade One Enrollment 638
Grade Two Enrollment 607
Grade Three Enrollment 566
Grade Four Enrollment 593
Grade Five Enrollment 528
Grade Six Enrollment 583
Grade Seven Enrollment 573
Grade Eight Enrollment 567
Grade Nine Enrollment 589
Grade Ten Enrollment 587
Grade Eleven Enrollment 568
Grade Twelve Enrollment 515

FORM 9

School District Grand Forks Public School District #1
Project Name Winship Envelope Restoration

Prior Fall Enrollment (K-12)

5-Year Prior	<u>18</u> — <u>19</u>	Enrollment (K-12) 7345
4-Year Prior	<u>19</u> — <u>20</u>	Enrollment (K-12) 7456
3-Year Prior	<u>20</u> — <u>21</u>	Enrollment (K-12) 7386
2-Year Prior	<u>21</u> — <u>22</u>	Enrollment (K-12) 7404
1 Year Prior	<u>22</u> — <u>23</u>	Enrollment (K-12) 7494
Current Year	<u>23</u> — <u>24</u>	Enrollment (K-12) 7496

Projected Fall Enrollment (K-12) *

Current Year	<u>23</u> — <u>24</u>	Enrollment (K-12) 7496
Year 1	<u>24</u> — <u>25</u>	Enrollment (K-12) 7479
Year 2	<u>25</u> — <u>26</u>	Enrollment (K-12) 7432
Year 3	<u>26</u> — <u>27</u>	Enrollment (K-12) 7467
Year 4	<u>27</u> — <u>28</u>	Enrollment (K-12) 7484
Year 5	<u>28</u> — <u>29</u>	Enrollment (K-12) 7490

❖ Project on the basis of current student enrollment and most recent census.

FORM 10

School District Grand Forks Public School District #1
Project Name Winship Envelope Restoration

General Fund Revenues, Expenditures, Balances

Year	Revenues	Expenditures	Balances
<u>18</u> _ <u>19</u>	103033323	105377622	15753045
<u>19</u> _ <u>20</u>	103137382	109050829	10168760
<u>20</u> _ <u>21</u>	114671631	117628324	8638787
<u>21</u> _ <u>22</u>	116304799	115598175	8655054
<u>22</u> _ <u>23</u>	118135422	117470301	9778738
<u>23</u> _ <u>24</u> Current	128192751	130013284	12921895

FORM 11

School District	Grand Forks Public School District #1
Project Name	Winship Envelope Restoration

Expenditures/Pupil (Section H, School Finance Facts)

Year	Expenditures/ Pupil
<u>18</u> – <u>19</u>	13905
<u>19</u> – <u>20</u>	12696
<u>20</u> – <u>21</u>	13312
<u>21</u> – <u>22</u>	15613
<u>22</u> – <u>23</u>	15866
<u>23</u> – <u>24</u> (Current)	17358

FORM 12

School District Grand Forks Public School District #1
Project Name Winship Envelope Restoration

Mill Levies

Year	General	Building	S & I	Total
<u>18</u> _ <u>19</u>	86	12		98
<u>19</u> _ <u>20</u>	89	12		101
<u>20</u> _ <u>21</u>	88.95	11.99		100.94
<u>21</u> _ <u>22</u>	89	22		111
<u>22</u> _ <u>23</u>	89	22		111
<u>23</u> _ <u>24</u> (Current)	89	22	20	131

FORM 13

School District	Grand Forks Public School District #1
Project Name	Winship Envelope Restoration

Taxable Valuation

Year	Total Taxable Valuation	Taxable Valuation/Pupil
<u>18</u> – <u>19</u>	238194358	32443
<u>19</u> – <u>20</u>	242516863	32487
<u>20</u> – <u>21</u>	248114019	33425
<u>21</u> – <u>22</u>	253942820	34284
<u>22</u> – <u>23</u>	269476164	36396
<u>23</u> – <u>24</u> (Current)	292071361	38970

FORM 14

School District	Grand Forks Public School District #1
Project Name	Winship Envelope Restoration

Indebtedness

		Retirement Schedule		
Debt N/A	Amount	Principal	Interest	Repaid
Bonded:				
<ul style="list-style-type: none"> • Issue 1: 				
<ul style="list-style-type: none"> • Issue 2: 				
<ul style="list-style-type: none"> • Issue 3: 				
Other (Explain/List):				
<ul style="list-style-type: none"> • 				
<ul style="list-style-type: none"> • 				
<ul style="list-style-type: none"> • 				

FORM 15

School District Grand Forks Public School District #1
Project Name Winship Envelope Restoration

Overview of Facilities

Facility	Grade Level	Orig. Const./Add. Dates	Site Size	Capacity	Current Enrollment	% of Capacity
Red River HS	9-12	1967('94, '12)	324,275	1,316	1113	85%
Central HS	9-12	1914('26, '12)	277,000	1,183	1101	93%
Community HS	9-12	N/A	16,640	113	68	60%
South MS	6-8	1998	132,000	701	552	79%
Schroeder MS	6-8	1961 ('64,'98)	118,000	653	536	82%
Valley MS	6-8	1954 ('57,'98)	112,511	559	507	91%
Twining	K-8	1961 ('66,'03)	108,000	579	211	38%
Ben Franklin	K-5	1960 ('63,'69)	54,000	336	307	92%
Century ES	K-5	1989 ('91)	81,050	484	388	80%
Discovery ES	K-5	2015	92,750	448	532	84%
Eielson	N/A	1959 ('65)	69,930	N/A	N/A	N/A
Kelly ES	K-5	1965 ('73,'89)	68,345	448	468	104%
Headstart	Pre-K	1995	16,257	140	125	89%
Lake Agassiz	K-5	1960 ('75,'07)	59,146	444	385	87%
Lewis & Clark	K-5	1952 ('55)	34,541	224	179	80%
Phoenix	K-5	1998	55,000	224	256	114%
Viking ES	K-5	1957 ('58,'96)	38,219	224	315	140%
Wilder	K-5	1958 ('65)	22,872	112	155	138%
Winship	K-5	1974	30,296	224	218	97%
MSEC	N/A	1999	60,000	N/A	N/A	N/A

FORM 16

School District	Grand Forks Public School District #1
Project Name	Winship Envelope Restoration
Year	2024

Adjacent District Facilities/Sites

Enrollment					
District	K-6	7-12	K-12	Bldg. Capacities	Distance
•				same info in table below	
•					
•					
•					
•					

FORM 17

School District Grand Forks Public School District #1
Project Name Winship Envelope Restoration

Violations and Proposed Impact

Impact of project on existing violations that the school district may have (i.e. fire and safety, American Disabilities Act, asbestos abatement, food storage and preparation, etc.)

-

-

-

FORM 18

School District Grand Forks Public School District #1
Project Name Winship Envelope Restoration

Facility Efficiencies

Estimate differences that will result in operating costs AND describe perceived reductions in energy and waste disposal costs to the district that will occur as a result of the project's approval.

Replacement of envelope will decrease energy expenditures, as well a reduce the need for pest control in the aging facility.

FORM 19

School District Grand Forks Public School District #1
Project Name Winship Envelope Restoration

Assurances

Provide assurances that (a) the proposed project is comparable in size and quality to projects recently constructed in other districts with similar enrollments, (b) collaboration/cooperation has been attempted, (c) the need for facilities could not be met within the district or adjacent districts at a comparable cost, (d) the facility will enhance or facilitate educational service delivery, (e) the economic and population bases of the communities to be served are likely to grow or remain level, (f) the facility meets/exceeds recommended size standards, (g) an analysis has been made to determine the facility accommodation of area learning needs, (h) the availability and manner of financing construction has been evaluated, (i) the district's operating budget can meet the proposed project's operating costs in a satisfactory manner.

a. Size and Quality Comparability:

We are working with JLG Architects to ensure accuracy and quality

b. Collaboration/Cooperation:

We are holding public input meetings to gather opinions from all stakeholders.

c. Inability to Identify/Secure Facility Alternatives at Comparable Cost:

d. Enhance Delivery of Educational Services:

This replacement project will enhance our ability to deliver education greatly! It will bring a new sense of pride to the neighborhood school and bring enhance equity of facilities.

e. Economic and Population Bases:

Stable and growing population base. Tax base increase at a rate of 4.29% last year.

f. Meeting/Exceeding Size Standards:

All work will be completed with an AIA certified architect

g. Accommodation of Area Learning Needs:

All work will be completed with an AIA certified architect

h. Availability/Manner of Financing Construction:

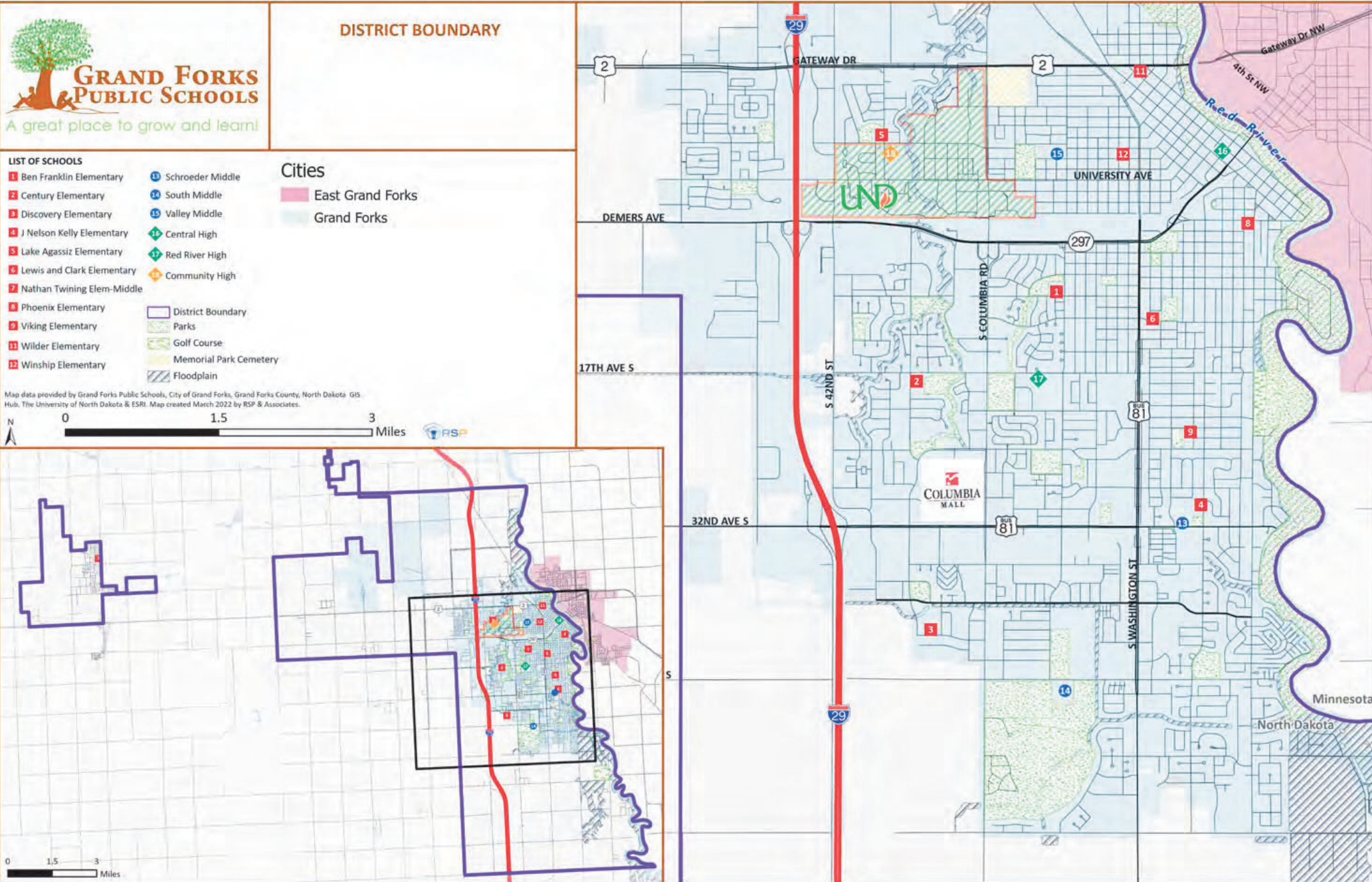
This will be financed through use of building fund monies.

i. Operating Budget Able to Meet Projected Operating Costs:

Yes

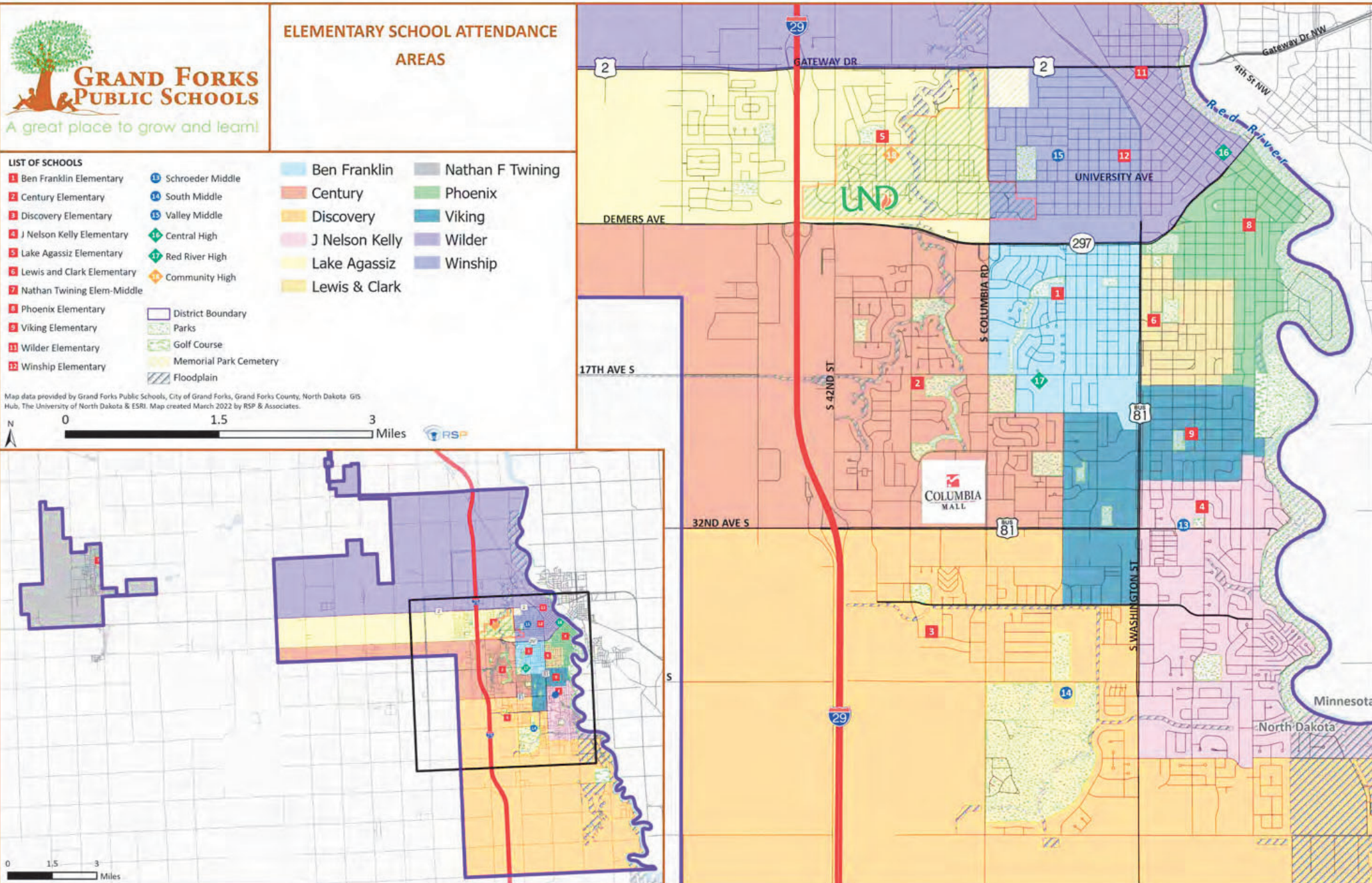
District Boundary

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May 9, 2024 Page 226 of 289
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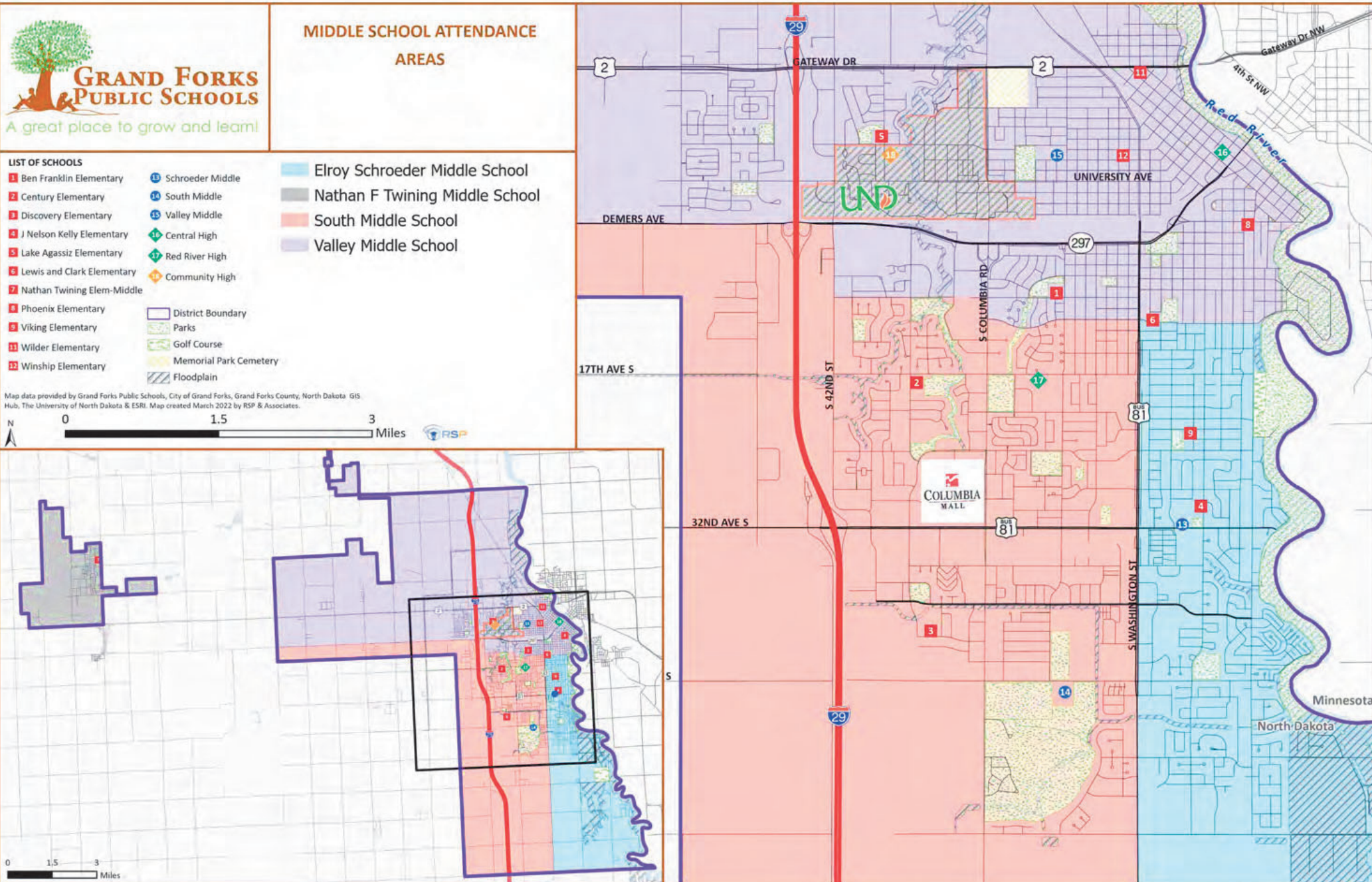
Elementary Attendance Areas

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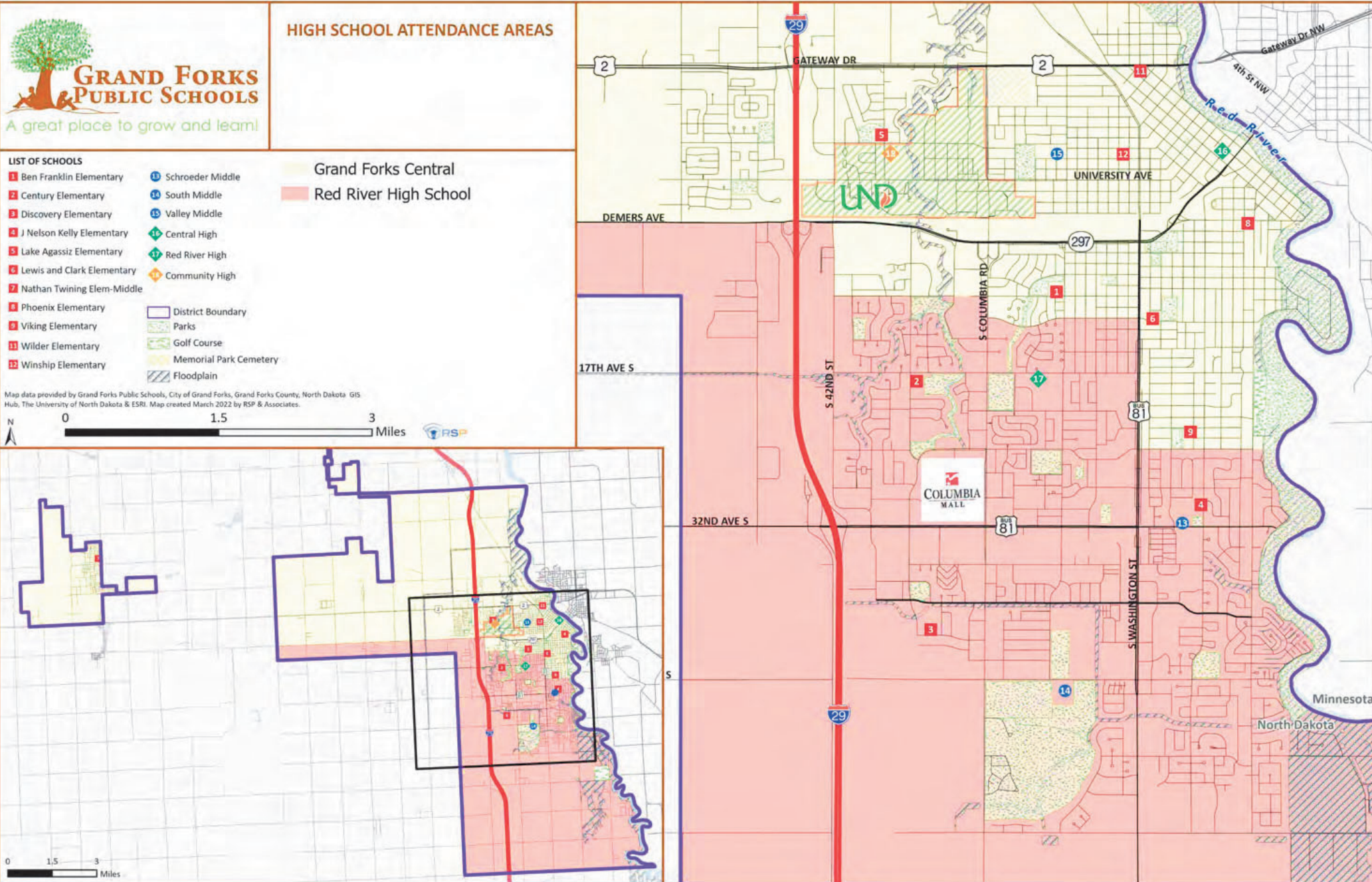
Middle School Attendance Areas

April 8, 2024
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High School Attendance Areas

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MECHANICAL/ELECTRICAL ASSESSMENT	374
EXISTING DEFICIENCIES	378
ESTIMATE COST ANALYSIS	392



WINSHIP ELEMENTARY SCHOOL

WINSHIP
ELEMENTARY
SCHOOL



A. EXISTING BUILDING INVENTORY

Winship Elementary School is located at 1412 5th Avenue N in Grand Forks. The original building was built in 1973 and there was a remodel in 2001 to rework the hallways in the building to allow for more emergency exits.

The school is accessible by N 15th Street to the west, 6th Avenue N to the north, N 14th Street to the east, and 5th Avenue N to the south. There is a small, staff parking lot to the southeast of the school and parent drop off/pick up happens directly on 15th St.

FLOOR PLAN



MAIN LEVEL



B. ARCHITECTURAL FINISHES

SUMMARY

Winship Elementary School was completed in 1973 and underwent a remodel in 2001. The school lacks smaller learning spaces to accommodate breakout sessions for a variety of needs. Many of the classrooms are split by shelves and partial walls to simulate smaller areas for individualized learning, which is not ideal (001). There are two kindergarten classrooms that have entrances directly off the building's main entryway vestibule, creating a safety and security concern. The nurse's office lacks space to accommodate both the nurse and a student (002). A larger room would allow for more than one student at a time to be there with the nurse. More storage space within the building is needed as the mechanical room is filled with surplus furniture and other materials (003). The casework in the building is dated but is functionally sound (004). The finishes on the interior of the school are in relatively good shape with flooring in the cafeteria and gymnasium being recently replaced. The exterior of the building is in very poor condition and needs attention.

SITE

The asphalt on the site has a lot of cracking and is uneven near the entrances, which creates issues for accessibility (005). Numerous downspouts do not have concrete splash blocks underneath them to reduce water damage to the site (006). Downspouts near the main entry door wash rainwater from the roof drainage over the site paving causing for ice damming in winter months. This creates a hazard for students, staff, and parents entering the school from this door as this area becomes extremely slippery. Door 4 needs a concrete stoop on the exterior (007). Several emergency exit doors do not provide access to a public way (008). Neither of the playgrounds are accessible and both have sand bases which should be swapped with a safer alternative (009). There is a parking shortage causing staff and visitors to park on the street. The current drop-off area is not ideal as it takes place directly off the street. The residential streets are narrow creating congestion and potentially unsafe drop-off and pick-up conditions. Winter months only heighten these concerns.

MASONRY

The exterior brick is overall in good condition. There is some cracking seen near the exterior doors of the mechanical room. Caulking around the windows could use some attention (010).

ADDITIONAL EXTERIOR MATERIALS

Besides the brick, the rest of the exterior is made of different types of painted wood siding. The wood on the exterior is in very poor condition and should be replaced in the coming years. The wooden baseboard does not have the appropriate flashing for water protection (011), therefore the wood is rotting and falling off in several areas (012, 013, 014). The paint is peeling off as well, further reducing the water protection of the exterior (015, 016). The plastered wood over the entrance is showing signs of age and is deteriorating (017).

ROOF

The roof is around 12 years old, but there haven't been any major issues. There is paint flaking off certain portions of the coping and flashing (018). The gutter adjacent to Door 3 is damaged (019).



ARCHITECTURAL FINISHES CONTINUED

OPENINGS

The current windows are original from 1973 and could use replacement as they are nearing the end of their lifespan and are not energy efficient. No visible issues were noted with the doors.

CEILINGS

The majority of the ceilings are acoustical ceiling tile (ACT) and are in great condition. There are only a few water spots seen in the resource room (020).

WALLS

The main interior wall types are painted concrete masonry units (CMU) and painted gypsum board. There is some cracking in the CMU seen within the gymnasium (021, 022). A gypsum board wall in the gymnasium needs painting after an attached bench was removed (023). In Room 147C, the CMU paint has patches and could use some retouching (024).

FLOORING

The floors in Winship are either carpet or various types of tile. The carpet in the hallway was recently replaced, but the classrooms still have old carpet (025). Some portions of original tile in the bathrooms, offices and support spaces are dated, but still in relatively good shape. The vinyl flooring in the cafeteria was recently updated. The gym floor was recently redone and is in great shape (026).

SECURITY

Although security cameras are present at the doors, there is no direct visibility from the office to the main entrance. Ideally, all visitors should be directed into the office upon entry, before gaining access into the school.



C. MECHANICAL/ELECTRICAL ASSESSMENT

FIRE PROTECTION

There are no fire sprinkler systems currently installed anywhere in the building. Depending on the level of work performed in the building, a fire suppression sprinkler system may need to be installed throughout the building.

PLUMBING

Plumbing piping throughout the building is concealed in the walls and above the ceilings in public areas. Piping that can be observed in mechanical spaces appears to be in good condition. Maintenance staff reported that there have not been issues with leaking pipes or other similar deficiencies.

The restroom plumbing fixtures throughout the building are white vitreous china fixtures. Student area water closets and urinals have manual operated flush valves and lavatories have manual faucets. Staff restroom water closets have sensor activated flush valves. The sinks in the classrooms and break rooms are stainless steel with manually operated faucets. Classroom sinks also have bubblers for drinking water.

Domestic hot water for the building is produced by a single 76 MBH gas fired water heaters with integral storage tanks. The water heater was built in 2017 and is in good condition.

Thermostatic mixing valves meeting ASSE 1070 requirements should be added to public lavatories for scald protection.

HEATING

Heating for the building comes from ten (10) gas fired rooftop units and one (1) gas fired furnace. Rooftop units were installed in 2017 and are in good condition. Rooftop units have indirect fired gas burners. Two-stage gas valves are provided for some heat output modulation but have limited turndown. During shoulder seasons, when outside air is cooler, but the space heating requirements are minimal, this can lead to significant swings in discharge air temperature and reduced thermal comfort.

An existing hot water heating system was installed throughout the building but has been removed. Piping and hot water cabinet unit heaters have been abandoned and can be seen in vestibules and by exterior doors. No new supplemental heating system was provided.



MECHANICAL/ELECTRICAL ASSESSMENT CONTINUED



VENTILATION AND EXHAUST

The ventilation and exhaust systems in the school comes from ten (10) rooftop units, one (1) furnace, and various exhaust fans. Rooftop units were installed in 2017 and are in good condition.

With the limited capacity and modulation for the heating and cooling of the single zone rooftop units, outside air is often limited to mitigate some comfort issues. The rooftop units did not appear to have controls or systems in place for outdoor air measuring and monitoring. Indoor Air Quality should be addressed throughout the building to meet ASHRAE 62.1 for controllable ventilation rates.

Roof mounted exhaust fans are provided for the building with the exhaust fan for the kitchen being an upblast grease exhaust time. The exhaust fans serving the restrooms in the building were not operational at the time of the walkthrough and should be replaced with new.

AIR CONDITIONING

Air conditioning systems in the school consists of ten (10) packaged DX rooftop units, and one split system AC unit with associated cased indoor coil. Rooftop units were installed in 2017 and are in good condition. Compressors for the air conditioning system are either single stage or two stage depending on size. These single zone cooling units offer little dehumidification during part load cooling days when the cooling either cycles on and off, or when significant cooling is not required.

AUTOMATIC TEMPERATURE CONTROLS

Standalone controls with low voltage thermostats are provided for each of the rooftop units and the furnace in the building. These offer limited control of the equipment and no capability for monitoring or alarm from the system. There is no building wide Building Automation System (BAS) currently installed in the building.

A Johnson Controls Inc. (JCI) control system was installed originally in the building but has since been abandoned.

There are not proper controls or air flow monitoring to control ventilation rates based on occupancies or to verify ASHRAE 62.1 requirements for recommended outdoor air are being met. It is recommended that all existing pneumatic controls be replaced with DDC systems. The DDC system should be integrated with the existing Grand Forks Public School's Building Automation System (BAS). The system would be integrated across the district to allow for single stop monitoring and controls of all buildings in the district.



MECHANICAL/ELECTRICAL ASSESSMENT CONTINUED



ELECTRICAL SERVICE

- Power is delivered to facility via electrical service provided by Xcel Energy.
- The electrical service consists of a 225kVA 208/120V 3-phase padmount transformer located near southeast entrance of the building. Power is routed underground from the transformer to a CT cabinet located within the service entrance electrical room to the north. Power is then routed to the main service entrance switchboard adjacent to the CT cabinet.
- Peak load on this transformer in the past 12 months was 65kW (181A), as provided by Xcel Energy.
- Electrical service appears to be acceptable, as is. Capacity is more than adequate.

STANDBY POWER

- A generator is not currently located on-site.
- No improvements are suggested for generator power. While emergency generator power is useful, it is not required.

POWER DISTRIBUTION

- The building's main electrical service is delivered underground into a 208/120V 3-phase 1200A main fused disconnect. Power is then routed from the disconnect to a 1200A ITE FC-20 switchboard. Switchboard was installed in 1974 and is original to building. Power to all areas of the building is supplied from this main switchboard via fused disconnects. This includes various distribution panels, branch panels, and mechanical equipment.
- All electrical panels are also original to building and are at or nearing their end of useful life.
- While all electrical distribution equipment is still operating correctly, it is suggested that all equipment be replaced in the near future. All equipment is near or past its end of useful life and can, at some point in the near future, present a safety concern.
- No maintenance receptacles were observed at the roof level for the maintenance of mechanical equipment. Receptacles are required by Code.

LIGHTING

- The large majority of the building interior consists of fluorescent lighting. Original gym light fixtures remain, but bulbs have been replaced with LED.
- An upgrade of all interior lighting to energy-efficient LED lighting is suggested. This would cut lighting energy usage by 50-75%.
- Limited exterior lighting was observed. Lighting at exterior has been upgraded to energy-efficient LED lighting with either new light fixtures, or new LED bulbs within existing light fixtures.
- It is suggested that additional exterior lighting be added for safety and security purposes. All new lighting is recommended to be LED.
- Emergency egress lighting provided via battery pack lighting. Exit signage appeared to be adequate.
- The addition of building mounted exterior emergency egress lighting at each and every exit door is suggested.

LIGHTING CONTROL SYSTEMS

- All lighting within school was noted to be controlled via manual toggle switch. Very few areas capable of dimming control.



MECHANICAL/ELECTRICAL ASSESSMENT CONTINUED



- Upgrade of all lighting controls throughout to digital lighting management is suggested. This includes, but is not limited to, occupancy sensors, vacancy sensors, daylight sensors, dimming controls in majority of spaces, and digital monitoring of all controls via manufacturer provided software.
- All exterior lighting is controlled via centrally-located photocell.
- All exterior lighting control is suggested to be tied into digital lighting management, as outline in interior lighting portion above.

COMMUNICATIONS SYSTEMS

- Majority of data cabling within school consists of Category 5 and 5e cabling, with all newly-installed cabling being Category 6. Several wireless access points were noted throughout building. Coverage seemed to be adequate for general use.
- Telecom service appears to be adequate and is being updated over time, internally.
- Intercom system consists of Simplex 5100 Series Building Communication System. Recessed speakers were noted to be located all throughout circulation areas, in all classrooms, and in almost all “normally-occupied” spaces.
- IP phones are located in all classrooms for room-to-room communication.
- Centrally-controlled clock system is manufactured by Simplex with clocks located all throughout school. All communication between clocks and central system is done via hardwiring. Clocks consist of primarily analog devices. It was stated that as clocks become unusable, they are replaced by simply battery-power clocks.
- It is suggested that the existing intercom system be updated to new IP system throughout entire school. This would provide the functionality to adjust the utilization and grouping of each individual speaker, as desired. This system would also include an upgraded wireless clock system. The intercom system and clock system would communicate with manufacturer provided software to set schedules, announcements, bells, etc.
- Classroom technology varied between classrooms. Technology observed consisted of digital displays and classroom sound reinforcement.

SAFETY & SECURITY SYSTEMS

- Electronic door security was observed on three out of five exterior doors.
- It is suggested that additional door security is added to all exterior doors for the purposes of access control and monitoring.
- Security camera systems, at the interior and exterior, have been updated over time to IP-based cameras. A buzz-in system consisting of a 2-way speaker and camera is located at the main entrance.
- System appears to be adequate and can be easily added to by school’s IT department, as necessary.
- Fire alarm control panel is Simplex 4020. Pull stations noted to be located at each exit of building. Fire detection noted to be adequate. Notification consists of strobes and horn/strobe devices. Devices were noted to have been updated within the past several years.
- It is suggested that the fire alarm system be upgraded to a voice-capable system as is currently required by the North Dakota Building Code. This system would emit voice messages instructing occupants what to do in an emergency situation. This would be in lieu of a horn sounding in an emergency, as the system currently does.



D. EXISTING DEFICIENCIES

The analysis of the existing Winship Elementary School has been broken down into three categories: code compliance/Americans with Disabilities Act (ADA) compliance, educational adequacy, and capital maintenance. The facility has been assessed for deficiencies as defined below:

1. Code Compliance/Americans with Disabilities Act (ADA) Compliance

This includes evaluation of the current building codes required by the City of Grand Forks and the State of North Dakota. Non-compliant items within the building have been identified and are listed below.

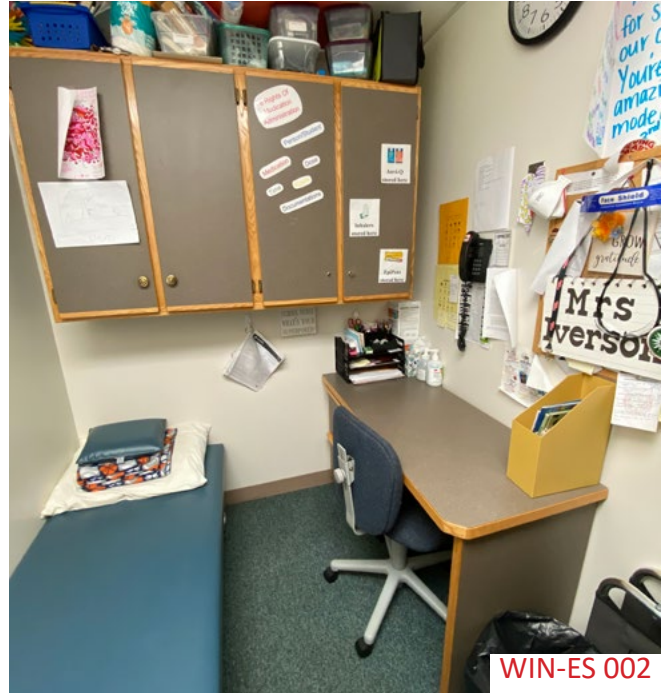
- The building does not have a sprinkler system.
- Classrooms that have no sprinkler system need two ways of egress per fire codes.
- Traditional wire glass throughout the building is no longer to code as an acceptable type of safety glass. (027)
- Sinks in classrooms and offices are not accessible. (028)
- Many doors throughout the building have hardware that is not accessible. (029)
- The bathrooms accessed through Room 102D are not accessible. (030)
- Doors 1, 3 and 7 are not protected with an enclosed vestibule, as required by energy code. (031, 032)
- Prep surfaces in the kitchen need to be stainless steel for food safety. (033)
- Staff restroom is not accessible. (034)
- The library is lacking a secondary exit per its' size and occupancy load requirements.
- Interior windows in the library and main office do not have safety glass as required by code. (035)
- The door into the food safety office is not fire-rated.
- Numerous doors have glass windows that are not safety glass as required by code. (036)
- Sinks outside of the student restrooms are not accessible. (037)
- The pathway to the accessible stalls in the restrooms does not meet maneuverability requirements. (038)



INTERIOR AND EXTERIOR EXISTING DEFICIENCIES PHOTOS



Many of the classrooms are split by shelves and partial walls to simulate smaller areas for individualized learning which is not ideal.



The nurse's office lacks space to accommodate both the nurse and a student. A larger room would allow for more than one student at a time to be there with the nurse.



More storage space within the building is needed at the mechanical room is filled with objects.



The casework in the building is dated but is functionally sound.



INTERIOR AND EXTERIOR EXISTING DEFICIENCIES PHOTOS



WIN-ES 005

The asphalt on the site had lots of cracking and was uneven near the entrances which creates issues for accessibility.



WIN-ES 006

Numerous downspouts did not have concrete splash blocks underneath them to reduce water damage to the site.



WIN-ES 007

Door 4 needs a concrete stoop on the exterior.



WIN-ES 008

Several emergency exit doors do not provide access to a public way.



INTERIOR AND EXTERIOR EXISTING DEFICIENCIES PHOTOS



Neither of the playgrounds are accessible and both have sand bases which should be swapped with a safer alternative



CaULKing around the windows could use touching up.



The wooden baseboard does not have the appropriate flashing for water protection



The wooden baseboard does not have the appropriate flashing for water protection, therefore the wood is rotting and falling off in a number of areas.



INTERIOR AND EXTERIOR EXISTING DEFICIENCIES PHOTOS



The wooden baseboard does not have the appropriate flashing for water protection, therefore the wood is rotting and falling off in a number of areas.



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The paint is peeling off as well, further reducing the water protection of the exterior.



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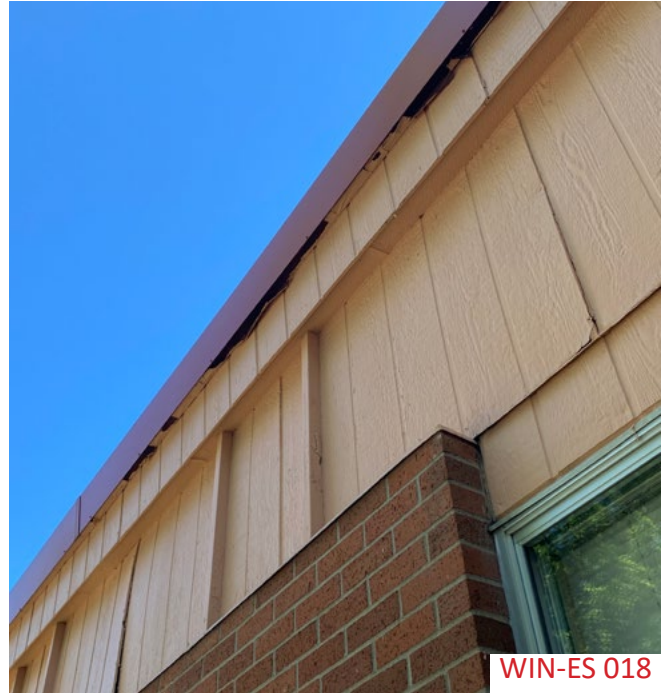


INTERIOR AND EXTERIOR EXISTING DEFICIENCIES PHOTOS



WIN-ES 017

The plastered wood over the entrance is showing signs of age and is deteriorating.



WIN-ES 018

There is paint flaking off certain portions of the coping and flashing.



WIN-ES 019

The gutter adjacent to Door 3 is damaged.



WIN-ES 020

There are only a few water spots seen in the resource room.



INTERIOR AND EXTERIOR EXISTING DEFICIENCIES PHOTOS



WIN-ES 021

There is some cracking in the CMU seen within the gymnasium.



WIN-ES 022

There is some cracking in the CMU seen within the gymnasium.



WIN-ES 023

A gypsum board wall in the gymnasium needs painting after an attached bench was removed.



INTERIOR AND EXTERIOR EXISTING DEFICIENCIES PHOTOS



In Room 147C, the CMU paint has patches and could use some.



The carpet in the hallway was recently replaced, but the classrooms still have old carpet.



The gym floor was recently redone and is in great.



INTERIOR AND EXTERIOR EXISTING DEFICIENCIES PHOTOS



WIN-ES 027

Traditional wire glass throughout the building is no longer to code as an acceptable type of safety glass.



WIN-ES 028

Sinks in classrooms and offices are not accessible.



WIN-ES 029

Many doors throughout the building have hardware that is not accessible.



WIN-ES 030

The bathrooms accessed through Room 102D are not accessible.

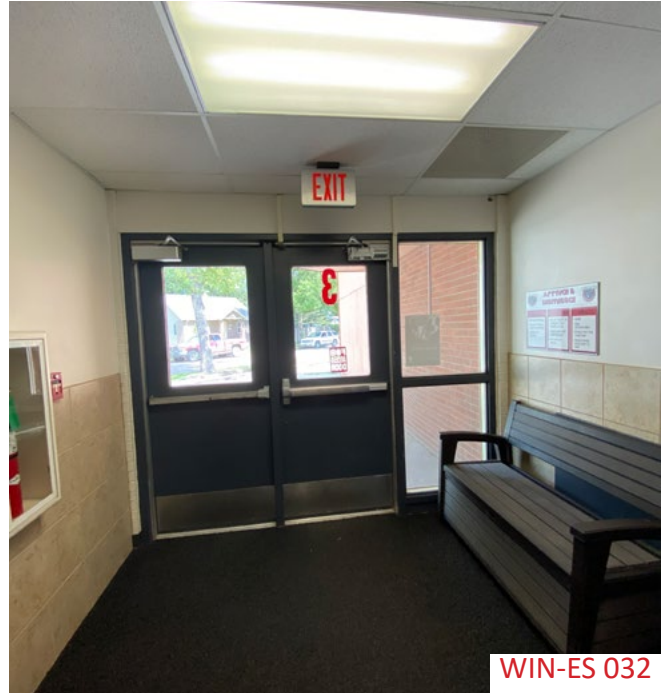


INTERIOR AND EXTERIOR EXISTING DEFICIENCIES PHOTOS



WIN-ES 031

Doors 1, 3 and 7 are not protected with an enclosed vestibule, as required by energy code.



WIN-ES 032

Doors 1, 3 and 7 are not protected with an enclosed vestibule, as required by energy code.



WIN-ES 033

Prep surfaces in the kitchen need to be stainless steel for food safety.



WIN-ES 034

Staff restroom is not accessible.



INTERIOR AND EXTERIOR EXISTING DEFICIENCIES PHOTOS



Interior windows in the library and main office do not have safety glass as required by code.



Numerous doors have glass windows that are not safety glass as required by code.



Sinks outside of the student restrooms are not accessible.



The pathway to the accessible stalls in the restrooms does not meet maneuverability requirements.



EXISTING DEFICIENCIES CONTINUED

EDUCATIONAL ADEQUACY

This is a review of applicable Department of Public Instruction recommendations as they relate to Grand Forks Public Schools' curriculum. To understand educational space deficiencies, we have evaluated educational models, curriculum configurations, and quantity and quality of existing spaces in comparison to the option of a modern, purpose-built educational facility.

Area	Current Square Footage	DPI Recommended Square Footage	Difference
Administration	1,339 SF	1,990 SF	-651
Athletics	3,685 SF	3,300 SF	385
Circulation	2,874 SF	7,952 SF	-5,074
Classrooms	8,304 SF	10,900 SF	-2,596
Food Service/Cafeteria	3,142 SF	3,528 SF	-386
Library/Media	1,491 SF	1,083 SF	408
Mechanical/Electrical	2,004 SF	1,988 SF	16
Music	870 SF	1,600 SF	-730
Restrooms	617 SF	663 SF	-46
Special Education	2,029 SF	3,000 SF	-971

Total Missing Square Footage	-9,645
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EXISTING DEFICIENCIES CONTINUED

ADMINISTRATION/PTO COMMENTS AND FEEDBACK

AIR QUALITY/CONTROL

- It is not consistent throughout the school. One room may be hot while the other is cold.
- It can get very humid in the school.

LACK OF COLLABORATION/LEARNING/SUPPORT SPACES

- There are several classrooms within the same grade level that are very different sizes.
- There are not enough collaboration spaces.
- Four special education teachers share one room.
- There are not enough quiet spaces for students.
- There is a need for trauma response areas for trauma-exposed students.
- Band and orchestra shares spaces with PT and OT.

PARKING AND STUDENT DROP-OFF/PICK-UP

- Parking lot is too small.
- The drop-off/pick-up area can get very congested.

UPDATED FINISHES/EXTERIOR AND MORE NATURAL LIGHT

TOP PRIORITIES

1. Additional Classroom Space
2. Updated Security
3. Improved Exterior Maintenance

E. COST ANALYSIS

Winship Elementary School
Grand Forks, ND
11/2/2022



Facility Assessment Estimate

Description	Item Number	Takeoff Qty	Total Cost/Unit	Critical	5 yrs Deferred Maint	10 yrs Deferred Maint	Educational Adequacy	Synergistic with other needs	Total Cost
ADA and Building Code Compliance									
Replace wire glass throughout the building that is no longer up to code (frame to remain)	1	320 SF	\$33.65 / SF		\$10,768				\$10,768
Replace casework (20lf of base, top, and upper) per classroom and sinks in classrooms are not accessible	2	17 Ea.	\$27,897.46 / Ea.		\$474,257			X	\$474,257
Upgrade door hardware with ADA hardware	3	50 Ea.	\$983.61 / Ea.		\$49,180				\$49,180
Remodel the restroom through 102D by expanding one toilet stall into room 102C to make it the stall accessible	4	1 Ea.	\$25,753.35 / Ea.		\$25,753			X	\$25,753
Add interior vestibules to doors 1, 3 and 7 per the energy code	5	3 Ea.	\$29,683.02 / Ea.		\$89,049				\$89,049
Replace prep surfaces in the kitchen with stainless steel for food safety	6	1 Ea.	\$98,411.76 / Ea.		\$98,412				\$98,412
Remodel staff restroom to make them accessible	7	2 Ea.	\$39,915.61 / Ea.		\$79,831			X	\$79,831
Add a secondary exit to the library per occupancy load requirements	8	1 Ea.	\$3,508.60 / Ea.		\$3,509				\$3,509
Replace glazing in the interior windows in the library and main office with tempered glass for safety reasons.	9	96 SF	\$58.93 / SF		\$5,657				\$5,657
Replace the door into the food safety office with fire rated door frame and hardware	10	1 Ea.	\$3,582.22 / Ea.		\$3,582				\$3,582
Replace glazing in some doors with tempered glass	11	10 Ea.	\$516.57 / Ea.		\$5,166				\$5,166
Replace sinks (4 sinks total in 2 locations) outside of the student restrooms with accessible sinks	12	2 Ea.	\$17,332.63 / Ea.		\$34,665			X	\$34,665
Remodel the center bathrooms to make them accessible	13	900 SF	\$292.03 / SF		\$262,827			X	\$262,827
Add grab bars to the lowered urinal in the boys' restroom	14	2 Ea.	\$154.22 / Ea.		\$308				\$308
Total Code Compliance		28,295 SF	\$40.39 / SF		\$1,142,965	\$0	\$0	\$0	\$1,142,965
Security									
Secure entrance and administration office remodel	15	1,665 SF	\$266.94 / SF				\$444,455		\$444,455
Total Security		1,665 SF	\$266.94 / SF		\$0	\$0	\$444,455		\$444,455
Addition/Remodel (Educational Adequacy)									
Administration	16	651 SF	\$339.20 / SF				\$220,819		\$220,819
Art	17	SF	\$351.74 / SF				\$0		\$0
Athletics	18	SF	\$360.52 / SF				\$0		\$0
Auditorium	19	SF	\$485.35 / SF				\$0		\$0
Business Education	20	SF	\$376.82 / SF				\$0		\$0
Circulation	21	5,078 SF	\$376.83 / SF				\$1,913,558		\$1,913,558
Classrooms	22	2,596 SF	\$376.82 / SF				\$978,222		\$978,222
Common Spaces	23	SF	\$393.12 / SF				\$0		\$0
FACS	24	SF	\$393.12 / SF				\$0		\$0
Food Service/Cafeteria	25	386 SF	\$458.33 / SF				\$176,914		\$176,914
Library/Media Center	26	SF	\$395.63 / SF				\$0		\$0
Mechanical/Electrical	27	SF	\$307.85 / SF				\$0		\$0
Music	28	730 SF	\$401.90 / SF				\$293,386		\$293,386
Restrooms	29	46 SF	\$464.61 / SF				\$21,372		\$21,372
Science	30	SF	\$431.99 / SF				\$0		\$0

COST ANALYSIS CONTINUED


Winship Elementary School
Grand Forks, ND
11/2/2022



Facility Assessment Estimate

Description	Item Number	Takeoff Qty	Total Cost/Unit	Critical	5 yrs Deferred Maint	10 yrs Deferred Maint	Educational Adequacy	Synergistic with other needs	Total Cost
Special Education	31	971 SF	\$340.28 / SF				\$330,408		\$330,408
Technical Education	32	SF	\$381.83 / SF				\$0		\$0
Technology Education	33	SF	\$394.37 / SF				\$0		\$0
Total Adequacy		10,458 SF	\$376.24 / SF		\$0	\$0	\$3,934,680		\$3,934,680
Capital Maintenance									
Interior Upgrades									
Replace dated casework in the building is dated (50 lf of base, top, upper)	34	150 LF	\$389.57 / LF			\$58,436		X	\$58,436
Replace water damaged ACT in the resource room	35	630 SF	\$8.65 / SF	\$5,450					\$5,450
Repair cracking in the CMU within the gymnasium	36	1 Ea.	\$6,269.65 / Ea.		\$6,270				\$6,270
Patch and paint gypsum board wall in the gymnasium needs after an attached bench was removed	37	1 Ea.	\$6,269.65 / Ea.	\$6,270					\$6,270
In Room 147C, patch and paint the CMU that could use some retouching	38	1 Ea.	\$6,269.65 / Ea.	\$6,270					\$6,270
Replace dated carpet in the classrooms	39	15,000 SF	\$10.89 / SF		\$163,350				\$163,350
Replace original tile in the bathrooms, offices and support spaces	40	2,350 SF	\$28.27 / SF		\$66,435			X	\$66,435
Interior Upgrades Subtotal		28,295 SF	\$11.04 / SF						\$312,479
Exterior Upgrades									
Mill and overlay the asphalt to improve accessibility	41	13,696 SF	\$5.32 / SF	\$72,863					\$72,863
Add concrete splash blocks to downspouts to reduce water damage to the site	42	20 Ea.	\$47.06 / Ea.	\$941					\$941
Add a concrete stoop to Door 4	43	1 Ea.	\$18,808.95 / Ea.	\$18,809					\$18,809
Connect exit doors to public sidewalks at locations where missing	44	1,000 SF	\$17.56 / SF	\$17,560					\$17,560
Make an accessible entrance to both playgrounds and remove the sand bases, replace with wood chips for a safer base	45	2 Ea.	\$24,145.50 / Ea.	\$48,291					\$48,291
Remove and replace damaged pavement near the exterior doors of the mechanical room	46	200 SF	\$17.65 / SF		\$3,530				\$3,530
Touch up caulking around the windows	47	32 Ea.	\$501.57 / Ea.		\$16,050				\$16,050
Remove the wood siding and replace with metal panel	48	7,107 SF	\$32.25 / SF		\$229,201				\$229,201
Repair the plastered wood over the entrance that is showing signs of age	49	1 Ea.	\$5,175.45 / Ea.	\$5,175					\$5,175
Touch up paint that is flaking off certain portions of the flashing	50	1 Ea.	\$2,468.32 / Ea.	\$2,468					\$2,468
Repair the damaged gutter adjacent to door 3	51	1 Ea.	\$313.48 / Ea.	\$313					\$313
Replace the roof when it nears the end of its useable lifetime	52	26,908 SF	\$30.99 / SF		\$833,879				\$833,879
Replaced windows that are original from 1973 since they are nearing the end of their lifespan	53	32 Ea.	\$4,017.06 / Ea.	\$128,546					\$128,546
Exterior Upgrades Subtotal		28,295 SF	\$48.69 / SF						\$1,377,627
Electrical Upgrades									
Replace switchboard that is very old and past its useful life with a new 400A distribution panel that utilizes breaker-type overcurrent protection	54	28,295 SF	\$5.96 / SF		\$168,638				\$168,638
Replace branch panels throughout building that are noted to be old that are nearing the end of their useful life	55	28,295 SF	\$3.45 / SF		\$97,618				\$97,618
Add egress lighting to doors to exterior as is required by Building Code	56	28,295 SF	\$3.32 / SF	\$93,939					\$93,939

COST ANALYSIS CONTINUED

<div> <div>Winship Elementary School</div> <div>Grand Forks, ND</div> <div>11/2/2022</div> <div>  </div> </div>										
Facility Assessment Estimate										
Description	Item Number	Takeoff Qty		Total Cost/Unit	Critical	5 yrs Deferred Maint	10 yrs Deferred Maint	Educational Adequacy	Synergistic with other needs	Total Cost
Upgrade of all interior lighting controls throughout to digital lighting management	57	28,295	SF	\$2.51 / SF		\$70,971				\$70,971
Upgrade of all exterior lighting controls throughout to digital lighting management	58	28,295	SF	\$0.25 / SF		\$7,097				\$7,097
Update the existing intercom system with a new IP system throughout entire school.	59	28,295	SF	\$3.76 / SF		\$106,456				\$106,456
Add additional door security all exterior doors with access control and monitoring	60	28,295	SF	\$1.21 / SF	\$34,160					\$34,160
Upgrade the fire alarm system to a voice-capable system as is currently required by the North Dakota Building Code	61	28,295	SF	\$0.69 / SF	\$19,517					\$19,517
Electrical Upgrades Subtotal		28,295	SF	\$21.15 / SF						\$598,396
Mechanical Upgrades										
Add sprinklers to the building including a new water service line	62	28,295	SF	\$13.05 / SF	\$369,308					\$369,308
ASSE 1070 thermostatic mixing valves should be added to public lavatories for scald protection in accordance with the uniform plumbing code.	63	28,295	SF	\$0.32 / SF	\$9,054					\$9,054
The rooftop units did not appear to have controls or systems in place for outdoor air measuring and monitoring. Indoor Air Quality should be addressed throughout the building to meet ASHRAE 62.1 for controllable ventilation rates.	64	28,295	SF	\$4.68 / SF		\$132,421				\$132,421
Roof mounted exhaust fans are provided for the building with the exhaust fan for the kitchen being an upblast grease exhaust time. The exhaust fans serving the restrooms in the building were not operational at the time of the walkthrough and should be replaced with new.	65	28,295	SF	\$1.05 / SF		\$29,710				\$29,710
Replace all existing pneumatic controls with a direct digital control system	66	28,295	SF	\$12.05 / SF		\$340,955				\$340,955
Mechanical Upgrades Subtotal		28,295	SF	\$31.15 / SF						\$881,447
Total Capital Maintenance		77,911	SF	\$40.69 / SF	\$836,466	\$2,275,047	\$58,436	\$0		\$3,169,949
Total Construction Cost		90,034	SF	\$96.54 / SF	\$1,979,431	\$2,275,047	\$58,436	\$4,379,135		\$8,692,049
*** All above estimated costs are total construction costs. These include general conditions, CM fees, permits, insurances, bonds, taxes										
Contingencies & Soft Costs										
Design Contingency	67	5.0%			\$98,971.54	\$113,752.37	\$2,921.80	\$218,956.74		\$434,602
Construction Contingency	68	5.0%			\$98,971.54	\$113,752.37	\$2,921.80	\$218,956.74		\$434,602
Escalation	69	0.0%			\$0.00	\$0.00	\$0.00	\$0.00		\$0
A & E Fees	70	7.0%			\$138,560.16	\$159,253.32	\$4,090.52	\$306,539.43		\$608,443
FF & E	71	2.0%			\$39,588.62	\$45,500.95	\$1,168.72	\$87,582.69		\$173,841
Owner Contingency	72	1.5%			\$29,691.46	\$34,125.71	\$876.54	\$65,687.02		\$130,381
Total Contingencies & Soft Costs					\$405,783	\$466,385	\$11,979	\$897,723		\$1,781,870
Total Facility Assessment Cost Estimate		90,034	SF	\$116.33 / SF	\$2,385,214	\$2,741,432	\$70,415	\$5,276,857		\$10,473,919
Total Critical & Educational Adequacy		90,034	SF	\$85.10 / SF						\$7,662,071

PROJECT OVERVIEW & SCOPE

Winship Elementary School opened in 1974 in the University Park neighborhoods of Grand Forks, ND. The building’s exterior features a combination of brick masonry and pressed hardboard siding with batten strips. The siding, however, has begun to deteriorate.

Following an observation of selective demolition, a recommendation was made to completely replace the siding and install a vapor-permeable air barrier together with a back-ventilated rainscreen.

SCOPE

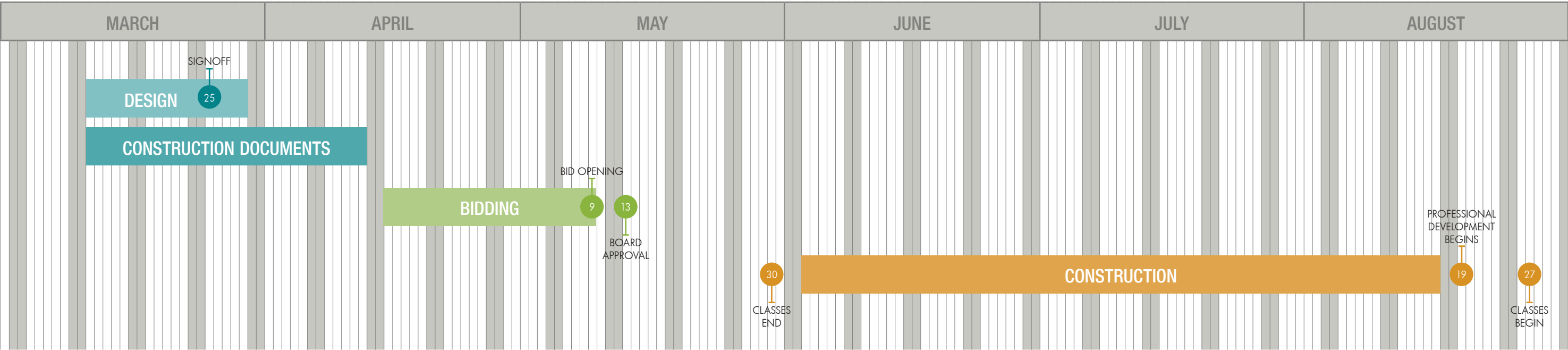
All hardboard siding will be replaced or encapsulated as part of the project. The only exception is the east entrance canopy, which will simply be painted to match the new siding. A small building addition is expected in that area in the near future.

In addition to the siding replacement, the scope includes replacement of all exterior windows (excluding hollow metal doors and entrance systems). This will be shown as an add alternate in the bid documents.


This project will be completed during the summer of 2024 while school is out of session.

PROJECT SCHEDULE

DESIGN	March 11th to March 29th, 2024
CONSTRUCTION DOCUMENTS	March 11th to April 12th, 2024
BIDDING	April 15th to May 9th, 2024
PRE-BID MEETING	TBD
CONSTRUCTION	June 3rd to August 16, 2024



PROJECT BUDGET



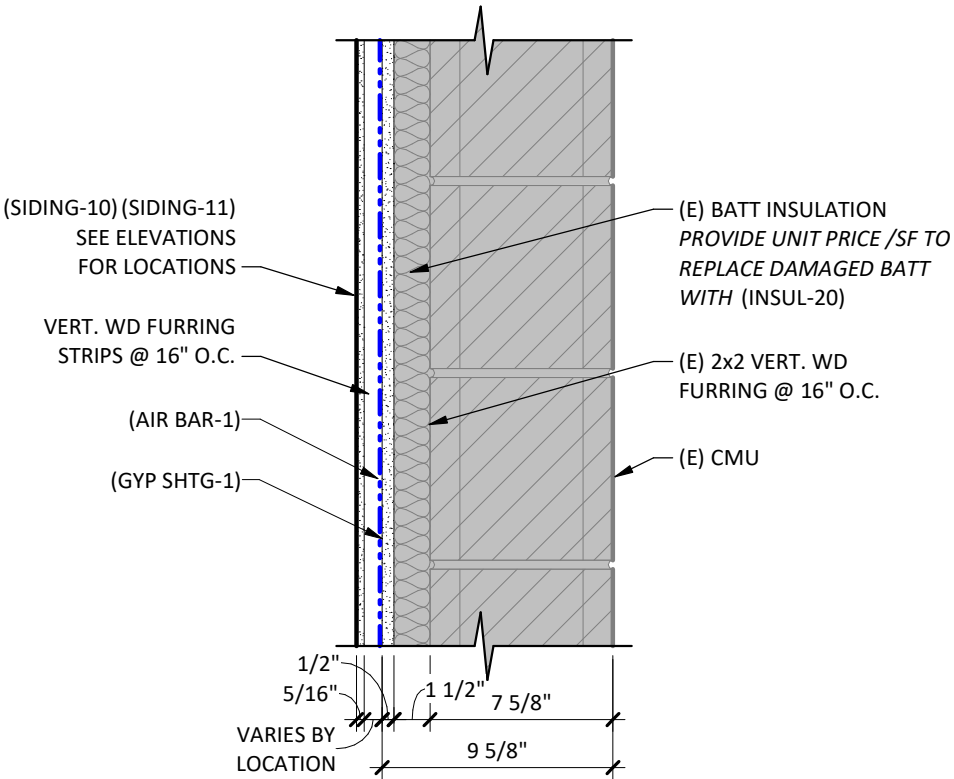
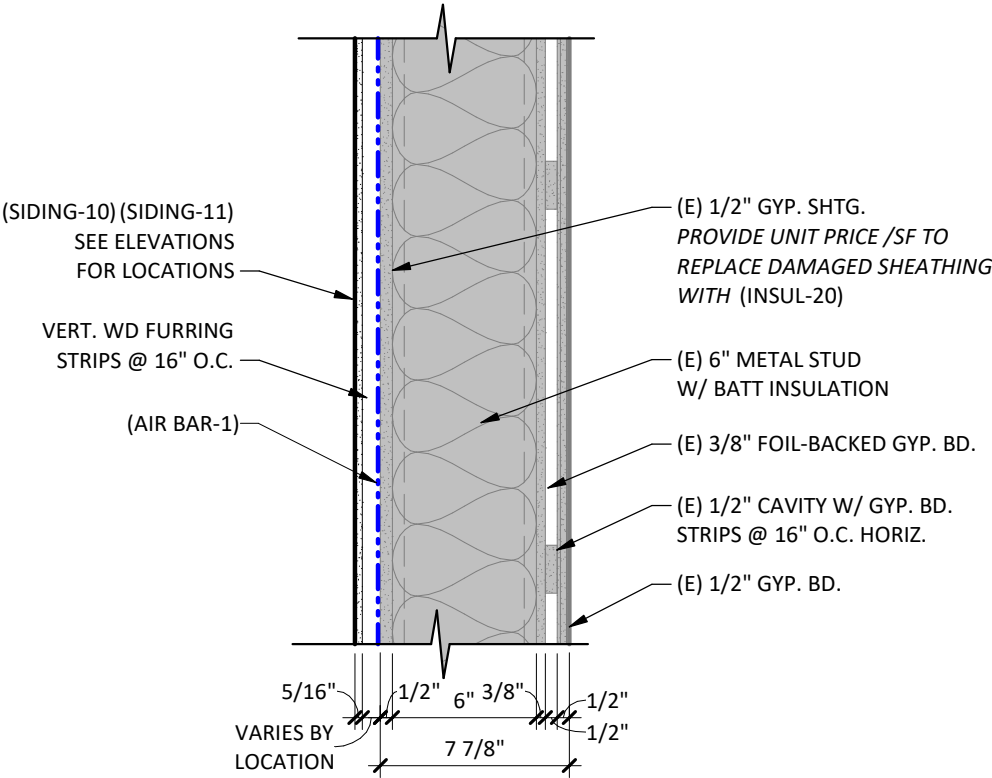
BUDGET SUMMARY

23390 Winship Exterior Envelope

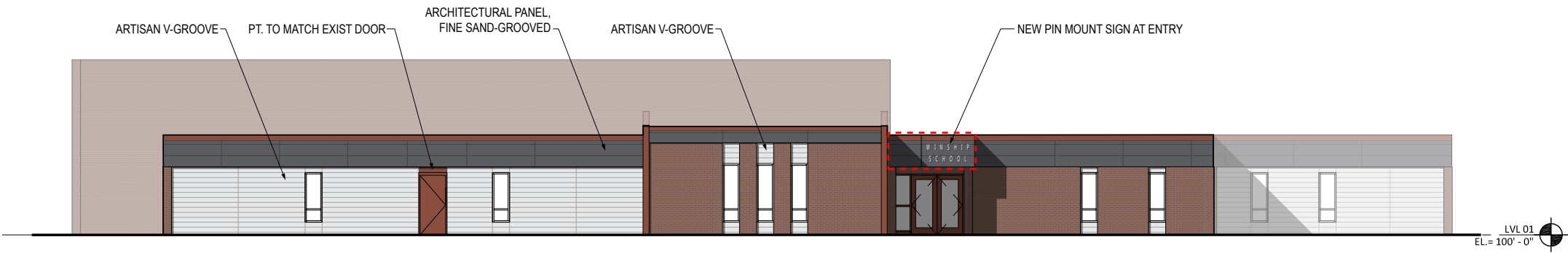
Issued: 3/20/2024

CONSTRUCTION COSTS				
New Construction				
General Construction - Re-siding	Cost/SF	Area (SF)		
			\$	297,635.00
			\$	56,250.00
			SUBTOTAL	\$ 353,885.00
Design and Construction Contingency	15%		\$	53,082.75
			SUBTOTAL	\$53,082.75
Total Construction Budget			TOTAL	\$ 406,967.75

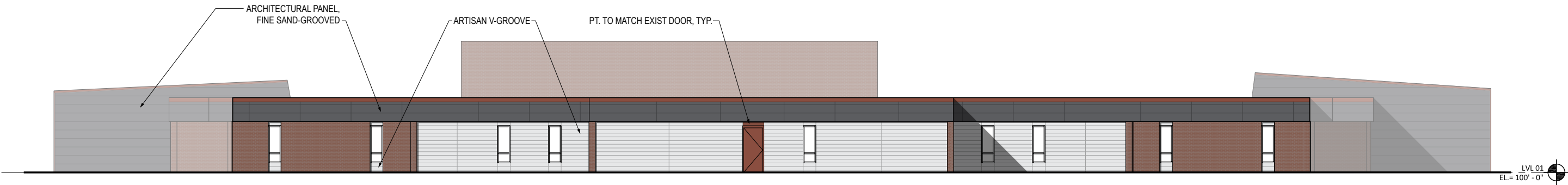
PROPOSED ASSEMBLIES



PROPOSED ELEVATIONS

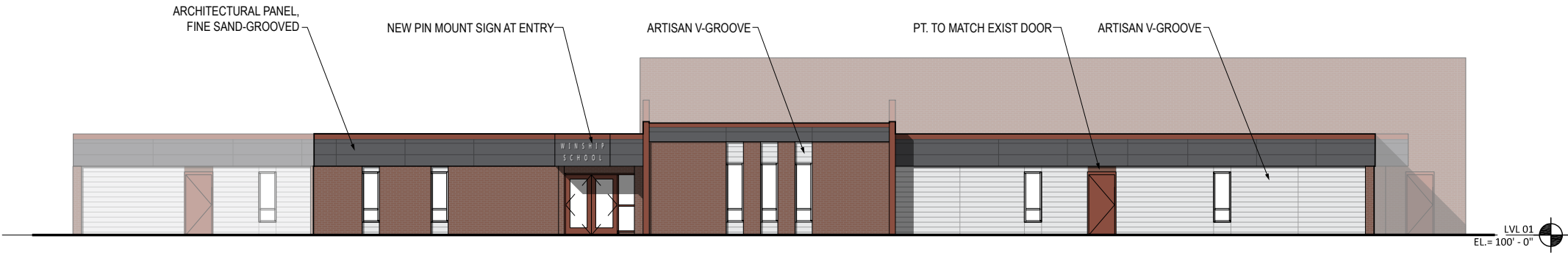


4
A301 ELEVATION - EAST



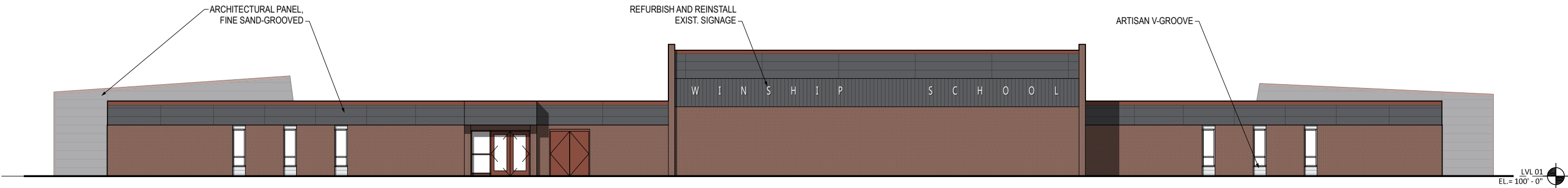
3
A301 ELEVATION - NORTH

PROPOSED ELEVATIONS



2
A301

ELEVATION - WEST



1
A301

ELEVATION - SOUTH



Dr. Terry Brenner
Superintendent of Schools

Phone: 701.787.4880
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: April 8, 2024

Following action taken at the March 25, 2024, school board meeting, the following actions are recommended:

With no changes made since their first reading, to complete the second reading and adoption 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)
13. IDB, Risk Management (as written)
14. ICCD, Public Review of School records (as written)
15. ABAD, Virtual School (as amended)

Presuming the adoption of their parent policy above, to complete the one reading as written or amended and adoption as an official regulation of the District of the following board regulations:

1. FCAE-BR, Suicide Prevention Procedures (as written)

Presuming the adoption of their replacement policy above, to rescind the following policies:

1. Policy 1310, Public Concerns About Extracurricular Programs (replaced by KACA)
2. Policy 1302, Business/Education Partnerships (replaced by LBC)
3. Policy 1307, Public Review of School Records (replaced by ICCD)

cj
Attachments



Mark Sanford Education Center
2400 47th Ave. S
Grand Forks, ND 58201-3405



PO Box 6000
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.

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

SUICIDE PREVENTION PROCEDURES

Definitions

This policy defines the following:

- *At risk* means a student who is defined as high risk for suicide and 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.
- *Crisis team* means a multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response, and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
- *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.
- *Self-harm* means behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either nonsuicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
- *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 himself or herself. 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.
- *Suicidal ideation* means thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously
- *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.

Assessment and Referral

When a student is identified by a staff person as potentially suicidal, (i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers), the student must be seen by a school-employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator shall fill this role.

For youth at risk:

1. School staff shall continuously supervise the student to ensure their safety.
2. The principal and School Suicide Prevention Coordinator shall be made aware of the situation as soon as reasonably possible.
3. The school-employed mental health professional, principal, or designee shall contact the student's parent or guardian, as described in the Parental Notification and Involvement section, and shall assist the family with urgent referral. When appropriate, this may include contacting emergency medical services.
4. Staff shall ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

Suicide Attempts On School Property

In the case of a suicide attempt on school property, the health and safety of the student is paramount. In these situations:

1. First aid may be rendered until professional medical treatment and/or transportation can be received, following district emergency medical procedures.
2. School staff shall supervise the student to ensure their safety.
3. Staff shall move all other students out of the immediate area as soon as possible.
4. If appropriate, staff shall immediately request a mental health assessment for the student.
5. The school-employed mental health professional, principal, or designee must contact the student's parent or guardian, as described in the Parental Notification and Involvement section.
6. Staff shall immediately notify the principal or School Suicide Prevention Coordinator regarding in-school suicide attempts.

7. The school shall engage as necessary the crisis team to assess whether additional steps should be taken to ensure student safety and well-being.

Re-Entry Procedure

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a school-employed mental health professional, the principal, or designee shall meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. A school-employed mental health professional, principal, or designee must be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
2. The parent or guardian shall provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
3. The designated staff person shall periodically check in with the student to help them readjust to the school community and address any ongoing concerns.

Out-of-School Suicide Attempts

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member shall:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parent or guardian.
3. Inform the school suicide prevention coordinator and principal.

If the student contacts the staff member and expresses suicidal ideation, the staff member shall maintain contact with the student (either in person, online, or on the phone). The staff member may then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

Parental Notification and Involvement

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian must be informed as soon as practicable by the school-employed mental health professional, principal, or designee. If the student has exhibited any kind of suicidal behavior, the parent or guardian shall be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff must also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the school-employed mental health professional, principal, or designee shall assess whether there is further risk of harm due to parent or guardian notification. If the mental health professional, principal, or designee believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

Postvention

1. Development and Implementation of an Action Plan

The crisis team shall develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan must take place immediately following news of the suicide death. The action plan may include the following steps:

- a. **Verify the death.** Staff shall confirm the death and determine the cause of death through communication with the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it shall not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school must not share the cause of death but may use the opportunity to discuss suicide prevention with students.
- b. **Assess the situation.** The crisis team shall meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team shall also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.
- c. **Share information.** Before the death is officially classified as a suicide by the coroner's office, the death may be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news may cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.
- d. **Avoid suicide contagion.** It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high-risk students is to prevent another death. The crisis team shall work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team shall review suicide warning signs and procedures for reporting students who generate concern.
- e. **Initiate support services.** Students identified as being more likely to be affected by the death shall be assessed by the school-employed mental health professional, principal, or designee to determine the level of support needed. The crisis team shall coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members shall refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.
- f. **Develop memorial plans.** The school should not create physical memorials (e.g. photos, flowers) on school property, funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (e.g., small gatherings) shall include a focus on how to prevent future suicides and prevention resources available.

2. External Communication

The Superintendent or designee shall be the sole media spokesperson. Staff shall refer all inquiries from the media directly to the spokesperson. The spokesperson shall:

Descriptor Code: FCAE-BR

- a. Keep the District Suicide Prevention Coordinator informed of school actions relating to the death.
- b. Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement must not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
- c. Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase “suicide epidemic” – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

End of Grand Forks Public School District Board Regulation FCAE-BRApproved:

BD REG 02/2019

Policy 1310**Public Concerns about Extracurricular Programs**

The Grand Forks School Board believes there needs to be an open avenue of communication regarding extracurricular programs.

The Board expects prompt, considerate, and consistent treatment of patron suggestions and concerns.

The following procedure shall be used to address public concerns about an extracurricular program, including school district personnel involved in the program:

1. The concern must be first brought directly to the attention of the director/coach of the program by the individual(s) with the concern. The concern may be brought directly to the director's/coach's principal if the individual has a good faith belief that a student would be prejudiced by direct contact with the director/coach.
2. If the concern cannot be resolved between the individual(s) and the director/coach, the individual(s) with the concern shall contact the director's/coach's principal who will try to resolve the concern. After reviewing the matter, the principal shall inform the individual(s) of his/her decision no later than thirty (30) calendar days after receipt of the written request for review. The principal shall also inform the athletic director if the concern relates to an athletic program and may include the athletic director in the efforts to resolve the concern.
3. If after the above procedures have been followed and either the individual(s) or coach/director involved is dissatisfied with the results, the dissatisfied individual may make a written request for review to the superintendent of schools or the superintendent's designee. The written request for review shall recite the specific reasons for the concern and must show that the procedures in paragraphs 1 and 2 have been followed. The superintendent of schools or the superintendent's designee shall examine the written request for review and the prior written decisions from the principal. The superintendent or the superintendent's designee may also conduct his/her own investigation if he/she deems it appropriate. The superintendent or the superintendent's designee shall issue a written decision regarding the matter to the individual(s) requesting review and shall provide copies of his/her decision to the other individual(s) involved, including the principal and the athletic director. The written decision shall be provided to the individual(s) no later than thirty (30) calendar days after receipt of the written request for review.
4. Should individual school board members be approached by an individual(s) with concerns about an extracurricular program, the individual(s) should be informed of the procedures included within this policy and shall be informed to contact the appropriate director/coach.

Adopted 11-24-92

Amended 11-26-96, 12-8-03, 10-25-04

Policy 1302**Business/Education Partnerships**

Business/Education partnerships are recognized as very appropriate arrangements for community businesses 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 partners 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.

Adopted 11-24-92

Amended 10-08-96, 10-28-02, 10-27-03

Policy 1307**Public Review of School Records**

School records, other than student records, are public information. "Record" means recorded information of any kind, regardless of the physical form or characteristic by which the information is stored, recorded or reproduced, which is in the possession or custody of a public entity or its agent and which has been received or prepared for use in connection with public business or contains information relating to public business. "Record" does not include unrecorded thought processes or mental impressions, but does include preliminary drafts and working papers.

Requests to review school records should be directed to the Principal's Office for school site records such as state and federal reports including accreditation, safety, and No Child Left Behind compliance records.

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.

The procedures for record review will ensure security of the records while complying with the intentions of the open records laws of North Dakota.

- Records review can be requested by mail, phone, e-mail, or in person.
- The school district will not ask why the record review is being requested or for identity of the requesting individual.
- Access to records is generally free but the district may charge a fee for copies that reflects actual costs. In addition, the district may charge for personnel time beyond one hour that is spent in locating the records. See N.D.C.C. § 44-04-18(2).
- Response to a request for records review will occur within a reasonable time.
- Denial of access to a record review by the district must be accompanied by the citation of the state or federal law that makes the requested record confidential or exempt and not open to the public.
- The district may seek legal advice on matters pertaining to the review, but access may not be unreasonably delayed.

Adopted 3-1-88

Amended 11-12-91, 12-12-00, 12-10-01, 1-13-03, 12-8-03, 11-8-04

Legal Reference: NDCC 15.1-07-25; NDCC 44-04-17.1; NDCC 44-04-17.1(15); NDCC 44-04-18; NDCC 44-04-18.1; NDCC 44-04-28