

## NOTICE OF REGULAR MEETING OF THE SCHOOL BOARD

GRAND FORKS PUBLIC SCHOOL DISTRICT #1

Tuesday, May 28, 2024 – 6:00 PM

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

2400 47<sup>th</sup> 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 | <b>1. CALL TO ORDER AND PLEDGE OF ALLEGIANCE</b>  |
|         | A. Reading of School Board Meeting Norms  |
| 6:01 pm | <b>2. APPROVAL OF AGENDA</b>  |
| 6:02 pm | <b>3. CELEBRATING SUCCESS</b>   |
|         | A. Classified and Certified Employees of the 4 <sup>th</sup> Quarter  |
| 6:17 pm | <b>4. PUBLIC COMMENTS</b>   |
|         | <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> |
|         | <b>5. SUPERINTENDENT'S RECOMMENDATIONS FOR DISCUSSION</b>   |
| 6:23 pm | A. Update of RTI Rider Time (Strategic Plan Area 1)   |
| 6:38 pm | B. School Board Self-Assessment Committee Report  |
|         | <b>6. SUPERINTENDENT'S RECOMMENDATIONS FOR ACTION</b>   |
| 6:48 pm | A. Consent Agenda   |
|         | 1. Teacher Appointments, Waiver of Years of Experience and Appointment, Approval of Minutes, K-5 Library, K-5 Music, and Secondary Music Curriculum Adoption, Adoption of Cybersecurity and Computer Science Integration Plan   |
| 6:49 pm | B. Amendment to Head Start Baseline Grant First Year of the Five Year 2024-2029   |
| 6:59 pm | C. General Fund Financial Statement (Strategic Plan Area 3)   |
| 7:09 pm | D. Consideration of Use of Building Fund Dollars for Leases (Strategic Plan Area 3)   |
| 7:14 pm | E. Consideration of Guaranteed Maximum Price for Access Control Upgrades (Strategic Plan Area 3)  |
| 7:19 pm | <b>7. OTHER</b>   |
|         | 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?  |
| 7:24 PM | <b>8. ADJOURNMENT</b>   |

*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 4th Quarter  
DATE: May 28, 2024



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At tonight's meeting, Julie Chine, Accounts Payable Supervisor at Mark Sanford Education Center, will be introduced as the Classified Employee of the 4th Quarter by Mr. Brandon Baumbach, Business Manager. Mr. Baumbach will provide a few remarks on behalf of Julie as the recipient. Ms. Chine will be presented with a plaque commemorating the award.

Additionally, Nadine Raymond, 4th Grade Teacher at Lake Agassiz Elementary, will be introduced as the Certified Employee of the 4th Quarter by Mrs. Angie Jonasson, Principal. Mrs. Jonasson will provide a few remarks on behalf of Nadine as the recipient. Ms. Raymond will be presented with a plaque commemorating the award.

cj

**Catherine Gillach**  
Associate Superintendent of Secondary Education

Department Phone: 701.787.4882  
cgillach210@mygfschools.org

## MEMORANDUM

DATE: May 28, 2024  
TO: Dr. Terry Brenner, Superintendent  
FROM: Catherine Gillach, Associate Superintendent of Secondary Education *CG*  
RE: Update on RTI Rider Time

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Tonight, Red River High School (RRHS) administration and teacher leaders from the Response to Intervention (RTI) "guiding coalition" will be present to update the school board on their RTI-driven "Rider Time" schedule. RTI is similar to what you may often hear referred to as Multi-tiered Support Systems (MTSS). Both models are designed to help students gain access to highly qualified staff for extra support in understanding curricular standards and concepts, to complete makeup or retake assessments, or to engage in enrichment-related activities during the school day.

This intervention started in the fourth quarter after the guiding coalition worked with RRHS staff on understanding its purpose and structure and the data is compelling thus far. Rider time is a key scheduling element designed to help meet district and school-articulated achievement goals and we appreciate the school's commitment to providing additional support for all students.

CG:ls



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[www.gfschools.org](http://www.gfschools.org)

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# Response To Intervention

## Red River High School

“Not responding is a response - we are equally responsible for what we don’t do”

- Jonathan Foer

# Why?



# Fundamental Assumptions

Not all students **learn the same way.**

Not all students **learn at the same speed.**

Some students **lack prior skills and knowledge.**

Some students **lack proper behaviors.**

Some students have a **home life that is counterproductive to academic success.**

# What do both teachers and students need?

All building based PD for 2022-2023 school year revolved around identifying needs at RRHS. We listened, and heard loud and clear: “We need *time*.”

Time to re-teach.

Time to re-learn.

Time to make-up or stay on top of course work.

Time for enrichment.

# Realignment of our Focus

Effective RTI Process--  
1.29 effect size

PLCs

HRS

Relationships  
(SEL)

# Guiding Coalition Team Members

**Kris Arason-- *Principal***

**Jay Hepperle--*Associate Principal***

**Darin Walters--*Associate Principal***

**Emily Parrill--*Foreign Language***

**Rich McFarlane--*Fine Arts***

**Scott Berge--*Science***

**Clinton Senn--*Social Studies***

**Trisha Smith--*English***

**Dustin Norby--*Business Education***

**Paige Decker--*Math***

**Andrea Parks--*Multilingual Learners***

**Lisa Winkler--*Family and Consumer Science***

**Krissandra Pohl--*Math***

**Brooke Goodwin--*Interventions***

**Kristi Grzadzielewski--*Special Education***

**Leah Fredrickson--*Counseling***

**Eric Sanders--*Instructional Coach/English***

**Kristy Sandbeck--*Instructional Coach***

**Jeff Bakke--*Physical Education***

**District Support--**

**Amy Rohlik--*MTSS Coordinator***

**Catherine Gillach--*Assistant Superintendent***

**Amy Bartch--*Chief Academic Advisor***

# What Do We Do About It?



# Response to Intervention (RTI)

RTI (or Rider Time) is a 30-minute session during the school day designated to provide all students access to additional time and support from teachers.



# Response to Intervention (RTI)

Teachers can provide:

- **Interventions** - for students needing additional academic support and time
- **Study Hall** - for students seeking time to make-up missing assignments, tests, or silent work time
- **Enrichment** - for students seeking advanced or extra instruction, practice and review sessions, etc.

# Open vs Closed Sessions

## Closed

- Teacher assigns all students that need reteaching of that standard
- Reteaching essential standards and prerequisite skills

## Open

- Students who are not selected for a closed session can select any open session
- Enrichment, study halls

# PLC Priorities

## Departments Determine Sessions and Students

- **Interventions** - additional academic support and time based on priority standards (Closed)
- **Study Hall** - Make-up missing assignments, tests, or silent work time (Open)
- **Enrichment** - advanced or extra instruction, practice and review sessions (Open and/or Closed)

# How?



# Rollout of RTI

- August: Attended RTI Conference
- Sept-May Guiding Coalition met weekly and developed the action plan
- March: building End of quarter 3 all students met with administration on the purpose and function of Rider Time
- March: Arason Parents were emailed an FAQ and video Dr. described the purpose and function of Rider Time

# Expected Outcomes



# Benefits of and Effective Rider Time

- Increase Student Agency
  - Students get to pick where they are best served.
- Focus PLC time to address Standard and Skill reinforcement
  - Dept PLC take collective approach to make sure all kids are getting additional time and assistance. Divide and conquer approach to standard mastery.

# Effective Rider Time Provides

- A guaranteed time within the day for students to receive extra help or reteaching.
- Maximizing teacher contracted time to have better access to the students they know are struggling with content.
  - Teachers not having to come in early, give up preps, stay late to help students.



# Data

May 28, 2024  
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## Sessions & Enrollments

[16341 Enrollments](#) [1208 Sessions](#)

Schedules

15

Sessions  
Created

1,208

Teacher  
Enrollments

8,924

Self  
Enrollments

7,417

Total  
Enrollments

16,341

### How Students are Enrolled [X](#)

- Teacher/Admin - 54%
- Self-Enrolled - 45%
- Not enrolled - 1%



### Open vs Closed Sessions [X](#)

- Open - 83%
- Closed - 17%



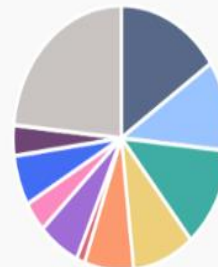
### Sessions by Type [X](#)

- Intervention - 46%
- Study Hall - 30%
- Enrichment - 22%
- Commons Study Hall - 2%
- Not Set - 0%



### Sessions by Department [X](#)

- English - 15%
- Science - 11%
- Math - 12%
- Social Studies - 9%
- Fine Arts - 7%
- Admin - 1%
- For. Lang - 6%
- FACS - 4%
- PE/Health - 6%
- Bus Ed - 4%
- Other - 23%



# Open vs Closed Sessions

## Closed

- Reteaching essential standards and prerequisite skills
- Subject team determines what will be retaught, by who, and which students will attend
- Teacher assigns all students that need reteaching of that standard



















## Open

- Students who are not selected for a closed session can select any open session
- Enrichment
- If students do not open enroll they will be auto enrolled into open session by admin














# What a RiderTime Session Look Like

4/28/24

<u>Department</u>	<u>Teacher</u>	<u>Grades</u>	<u>Type</u>	<u>Session</u>	<u>Room</u>	<u>Enrolled</u>	<u>Enrollment</u>
Admin	Hepperle, Jay	11,12	Commons Stud	📦 Large Commons Study Hall--Juniors/Seniors only	Commor	111/150	Open
Bus Ed	Norby, Dustin		Study Hall	📦 Intro, Web, & VP Help/Work time/ICDC Practice Test	205	10/24	Open
Bus Ed	Polum, Brent		Study Hall	📦 Virtual Business Retailing / Management	301	14/20	Open
Bus Ed	Rood, Michael		Study Hall	📦 Intro & Adv. Personal Finance / Acct. I & II (Review Session)	203	4/24	Open
Counselor	Fredrickson, Le	9,10,11,12	Intervention	📦 Credit Recovery for S1	Theatre	33/50	Closed
CTE	Nelson, Kevin	10,11,12	Enrichment	📦 Skill Development	609	8/16	Open
CTE	Rowekamp, Dai		Study Hall	📦 Health Science	110	16/20	Open
CTE	Schauer, Aaron		Study Hall	📦 IBT and WW Catch Up	606	9/16	Open
English	Bayne, Nathan		Enrichment	📦 Essay Help/Study Hall w/ English teacher	B8	29/30	Open
English	Catugal, Isyl		Enrichment	📦 Commonly confused words (ex: their, there they're)	317	3/30	Open
English	Goodwin, Brook		Intervention	📦 Academic Support	321	8/15	Open

Science	Berge, Scott	9	Study Hall	 BERGE - PHYSICAL SCIENCE - CHEMISTRY SEMESTER	105	23/24	Open
Science	Boese-Noreen, D		Enrichment	 Qual makeup	109	16/24	Open
Science	Christianson, R		Enrichment	 Classification		23/25	Open
Science	Kopff, Hunter		Study Hall	 Science Study Hall	111	18/18	Full
Science	Martin, Travis		Intervention	 NDSA Make Up	212	16/30	Closed
Science	Muir III, Vyrn	10,11,12	Study Hall	 AP Physics Study Session Topics 1-3 MC Questions	210	6/30	Open
Science	Ostgarden, Jos		Intervention	 Qual Make-up Time	107	11/24	Open
Science	Ruff, Alexander	9,10,11	Intervention	 <u>Ruff-Physical Science</u>	214	16/24	Open
Science	Walls, Sara		Enrichment	 AP Bio Unit 2 Review	206	19/48	Open
Social Studies	Betz, David		Enrichment	 APUSH Preparation	404	8/30	Open
Social Studies	Carlson, Elizabeth		Enrichment	 APWH 1750-1900 review	413	19/30	Open
Social Studies	Carney, Kevin	10,11,12	Enrichment	 AP Review Kahoot - Unit 7B - Cognition and Thinking	406	36/45	Open
Social Studies	Johnson, Lisa	10,11,12	Study Hall	 US History/Great Wars SH	408	13/20	Open
Social Studies	Johnson, Ben	12	Intervention	 Government Intervention	407	0/10	Closed
Social Studies	Mord, Rodney		Enrichment	 Economics/Sociology Help Session	405	25/30	Open
Social Studies	Schreiber, Emm		Intervention	 ML Gov Help Sessions	402	14/15	Closed
Social Studies	Senn, Clinton	9	Intervention	 World History Help (Unit 7 Review)	411	26/30	Open
SWIS	Argall, Kathleen	9,10,11,12	Study Hall	 SWIS Help/Work Session	415	4/8	Open

Fine Arts/English	McFarlane, Rick	10,11,12	Study Hall	📦 Work Time and Help on Projects	Rider Room	18/40	Open
For. Lang	Feole, Erika	9,10,11,12	Study Hall	📦 German 1-4 Help	309	12/20	Open
For. Lang	Holien, Kimberl		Intervention	📦 Spanish I Help	307	11/20	Open
For. Lang	Middleton, Kristi		Study Hall	📦 Spanish 2 Help Session	305	12/20	Open
For. Lang	Parrill, Emily		Study Hall	📦 Spanish Help	303	11/24	Open
For. Lang	Smithson, Nich	9,10,11,12	Study Hall	📦 French 1-4 Review and Support	311	7/20	Open
Librarian	Kulas, Emily		Study Hall	📦 Online Med Terms/CNA Testing & Quiet Study Area	Library	21/50	Open
Math	Christianson, Al		Study Hall	📦 Math quiz/test make-up	223	8/20	Closed
Math	Elfman, Dale		Intervention	📦 Informal Algebra Multiplying Polynomials	220	5/10	Closed
Math	Glasoe, Luke		Intervention	📦 AP Statistics	221	8/36	Open
Math	Gonzalez, Shell		Study Hall	📦 Geometry Homework Help Session	208	13/25	Open
Math	Jacobson, Alys		Intervention	📦 Algebra 1 - Solving Quadratics Review and Homework Help	213	14/15	Open
Math	Pohl, Krissandr		Study Hall	📦 Algebra 2, Pre-Calculus, Calculus Math Help/Study Hall	215	10/28	Open
Math	Quinn, Daniel		Intervention	📦 Informal Algebra: Multiplying Polynomials	211	7/20	Open
Math	Tandeski, Timo		Intervention	📦 Algebra 2 Trig HW Help	209	9/30	Open
Math	West, Rita		Intervention	📦 Algebra Help	217	4/25	Open
Multi-Lingual	Parks, Andrea		Intervention	📦 Lexia	313	14/30	Open
Multi-Lingual	Saquilayan, Kay	9,10,11	Enrichment	📦 Writing Composition	508	8/15	Open
PE/Health	Bakke, Jeffrey		Intervention	📦 Health-Missing Work	509	9/15	Open
PE/Health	Chine, Joseph		Intervention	📦 Strength Training Workout	WR	10/25	Open

Counselor	Fredrickson, Le	9,10,11,12	Intervention	 Credit Recovery for S1	Theatre	33/50	May 28, 2024
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English	Bayne, Nathan		Enrichment	 Essay Help/Study Hall w/ English teacher	B8	29/30	Open
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English	Goodwin, Brook		Intervention	 Academic Support	321	8/15	Open
English	Heydt, Jason		Enrichment	 Heydt - Film Study Enhancement	410	9/30	Open
English	Homan, Alyssa	9,10	Intervention	 English I: Catch Up Time (TWM, Membean, Missing Assignments)	222	11/24	Open
English	Mangan, Gabby	9,10	Study Hall	 Open Tuesday With Morrie Quiet Reading	216	3/30	Open
English	Moch, Valerie		Study Hall	 Study Hall (with and English Teacher!)	320	29/30	Open
English	Moldenhauer, R		Enrichment	 Engineering/English Project Work	613	11/17	Open
English	Rydland, Christi		Study Hall	 Quiet Reading for Lit	226	16/25	Open
English	Sanders, Eric		Intervention	 AP Lit - Theme in A Thousand Splendid Suns	707	5/30	Open
English	Tan, Jetrho	9	Intervention	 Open Dash Review	315	18/20	Open
English	Tuchscherer, Se		Study Hall	 Count of Monte Cristo/Independent Reading	225	7/25	Open
English	Wacker, Mauree	9,10,12	Intervention	 Open Question and Answer	224	15/25	Open
FACS	Kraft Jacobsen		Intervention	 Machine Sewing Support	507	7/15	Open
FACS	Walters, Beth	9,10	Intervention	 Life Skills Machine Sewing Tutorial	507	9/10	Open

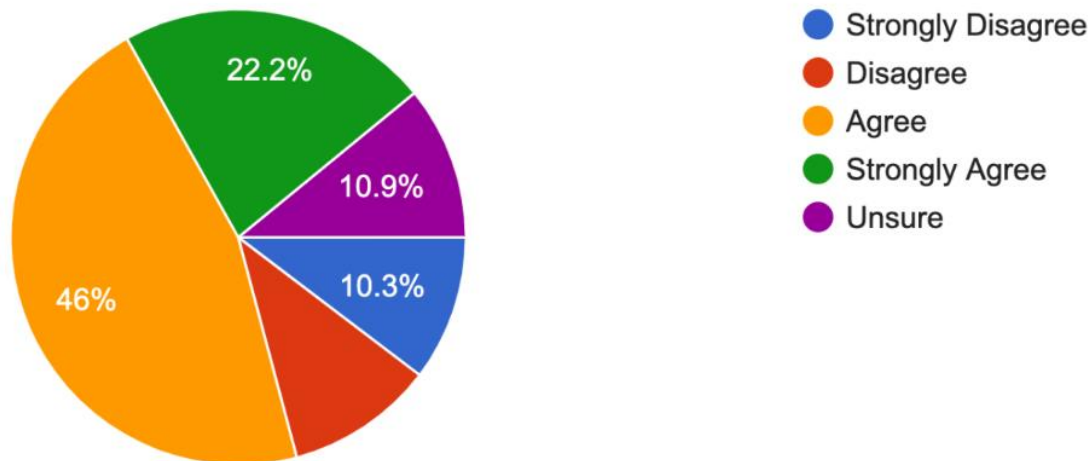
# Feedback



# Student Feedback

I feel that Rider Time has a positive impact on my ability to be successful in school.

513 responses

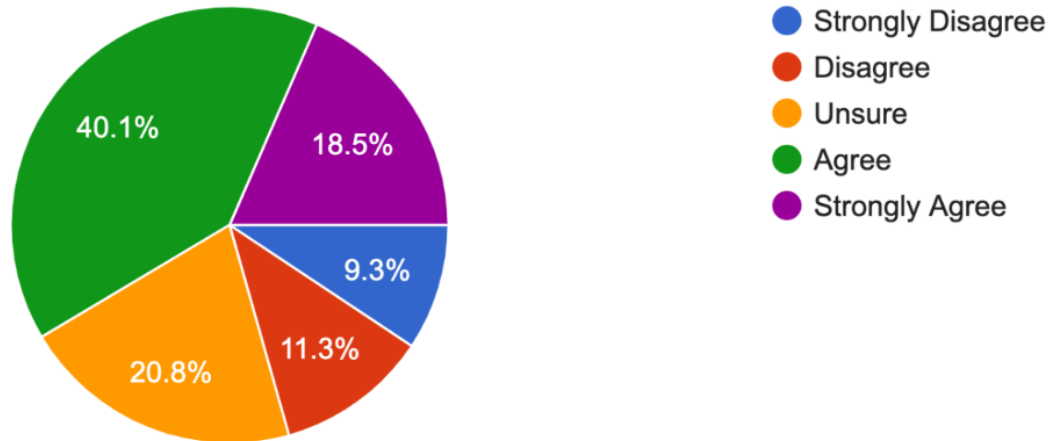




# Student Feedback

I feel that Rider Time at RRHS is having a positive impact on my ability to master the content we are currently covering in my courses.

514 responses



# Students

“I really value the RTI time because I love getting this time to do my work and it is built into the day.”

“I don’t love it but I don’t hate it.”

“I feel like I understand better. I go to to Rider Time and it is a smaller group so I get more attention from the teacher.”

# Students

"I love it because I get homework done and I can ask questions when I have them."

"I feel that Rider Time is great, it's just that I feel like it should be an after school thing for students that are in desperate need for help have as a "class period" so they can get help from teacher after school instead of it being after 2nd period."

# Students

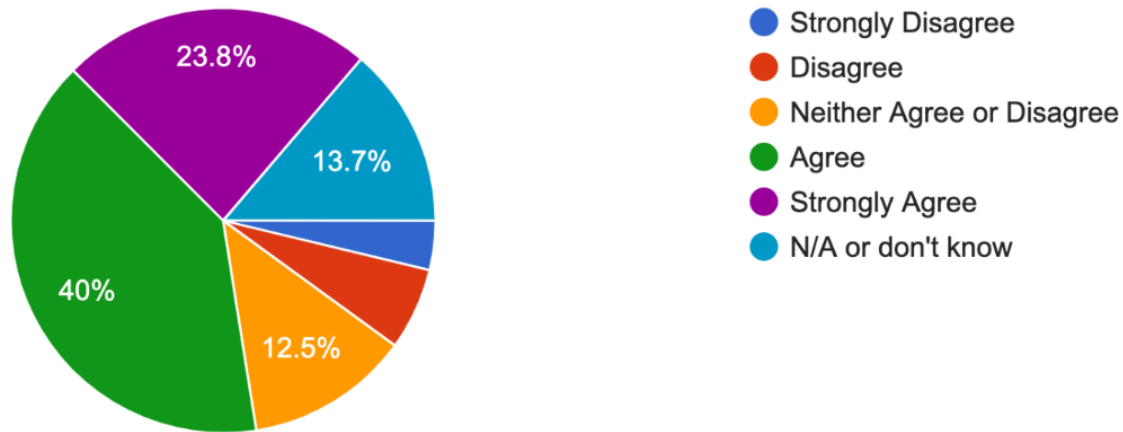
"Thank you for implementing this program into RRHS. It has helped me catch up work homework that I wasn't able to finish."

"Math makes sense now! It was described to me again during Rider Time and now I get it."

# Teacher Feedback

I feel that Rider Time at RRHS has had a positive impact on my students ability to master content in my class.

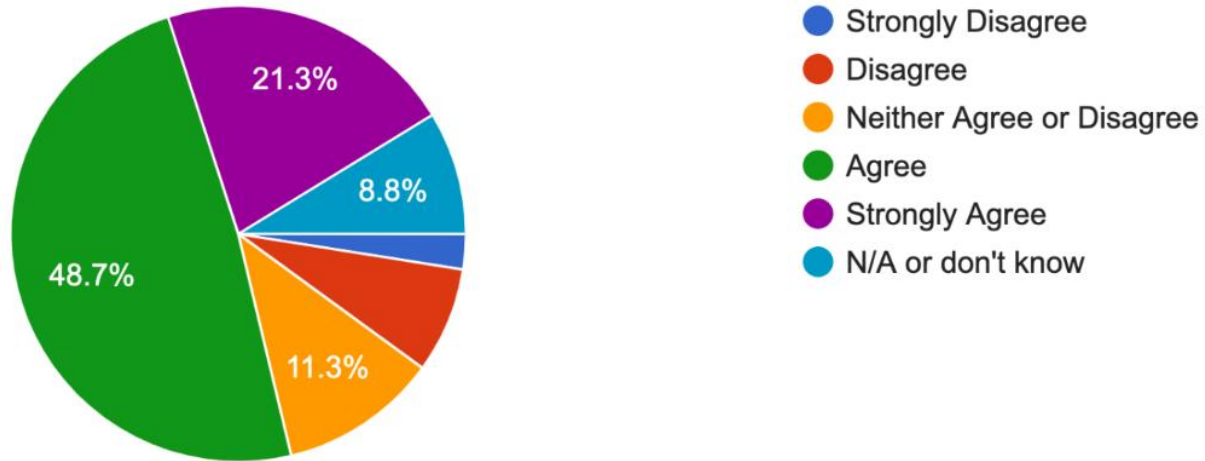
80 responses



# Teacher Feedback

I feel that 2 rider time session per week is adequate for teacher and students.

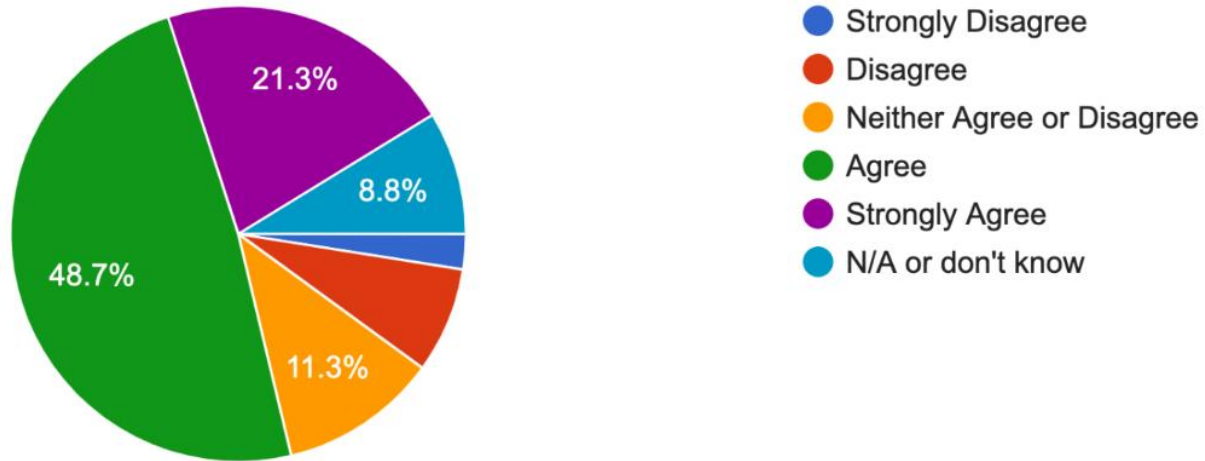
80 responses



# Teacher Feedback

I feel that 2 rider time session per week is adequate for teacher and students.

80 responses



# Teachers/Staff

“I love that we found something that has finally protected more of my prep time so I can focus on what my students need for future lessons.”

“The more we do RTI and we get the process down the more I like it!”



# Teachers/Staff

"I appreciate the opportunity to give more time to just the students who need it. It brings more equity to how I can spend my time. There are a handful of students who probably would not be passing my class if it were not for Rider Time."

"I have appreciated Rider Time for my AP classes, especially in the spring for AP exam review. It's meant to be support, not a replacement to regular class and work time."

# Teachers/Staff

“Rider time is convenient to address my students’ needs. It really helps my class focus on the skills that should be addressed.”

“It has been helpful to have time during the day to meet with students, re-teach, and provide interventions to help students learn and understand the material.”

# Teachers/Staff

“The advantages definitely outweigh any of the new challenges of incorporating a new schedule/system!”

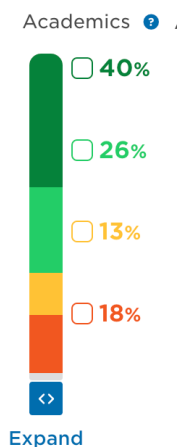
“Students seem to be using it for what it's meant to be used for, and like it for the most part.”

# Question?



## Red River High School RTI Proposal

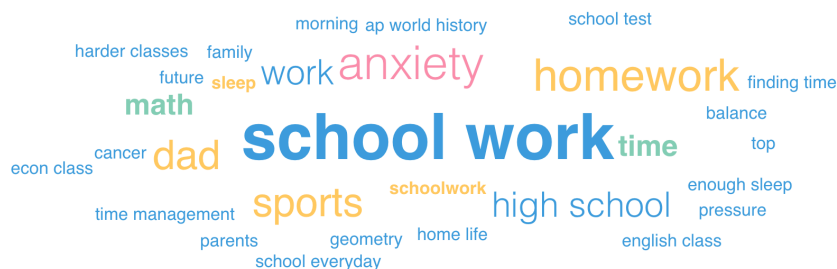
**Goal:** Ensure high levels of learning for *all* students by creating a systematic process that provides every student the additional time and support needed.



### Needs

- Approximately **355 students are at risk or critical in Academics.**
- Only **38% of students responded favorably** to the question “When complicated ideas are presented in class, how confident are you that you can understand them?” on the fall Panorama survey.
- Number 1 response to difficulties in life for RRHS students involved School Work

Thinking about everything in your life right now, what feels the hardest for you? ⓘ



### Groundwork Completed:

- Previous years’ professional development exercises led to the identification of the need for an allocated time for intervention and extension.
- 13 teachers, 1 Special Education Coordinator and 3 Administrators attended Solution Tree’s RTI at Work Conference in Bellevue, Washington August 7 - 9, 2023.
- A Guiding Coalition was established to develop an implementation plan. Coalition consists of 17 members from Red River High School along with school district personnel attending meetings and being updated on progress.
- Six school-wide presentations/Professional Development Days have been conducted by administration and committee members regarding the implementation plan.
- Guiding Coalition developed a school-wide focus on the completion of essential standards with a due date of January 16, 2024.
- The Guiding Coalition identified April 2nd, 2024 as the RTI Implementation date.

**Schedule:** Two days per week students will have 30 minutes of RTI time to address deficiencies of essential standards or extensions on standards. On RTI days, regular class periods will be shortened five minutes creating a 30 minute time frame for reteaching essential standards. See sample schedule below.

**Period 1** (8:00-8:45)

**Period 2** (8:50-9:40)

**RTI (9:45-10:15)**

**Period 3** (10:20-11:05)

**Period 4** (11:10-11:55)

**1st LUNCH** (12:00-12:25)

**Period 5A** (12:00-12:45)

**Period 5B** (12:30-1:15)

**2nd LUNCH** (12:50-1:15)

**Period 6** (1:20-2:05)

**Period 7** (2:10-2:55)

**Period 8** (3:00 - 3:50)

### **Student Identification:**

- Collaboratively establish indicators to identify Tier 1, Tier 2, or Tier 3 students in need of intervention/extension.
  - Establish preventative actions.
  - Regularly review student academic and behavior information within the PLC Process.
  - Determine if it is a *skill* problem (can't do it) or a *will* problem (won't do it).
- Monitor essential social and academic behaviors and acknowledge desired behaviors.
  - Design targeted privileges and recognitions to promote positive behavior.
  - Provide and monitor interventions on social and academic behaviors, and overarching concepts and skills -- Tier 1 (teacher) and Tier 2 (PLC Team) Tier 3 (CAPS) team. Allocate time and resources to target specific behavior interventions within the PLC process.
  - Monitor each intervention's effectiveness and revise as needed.

### **RTI Intervention Time Non-Negotiables:**

- All students will receive Tier 1 and Tier 2 instruction on essential/priority standards located in the Curriculum Warehouse, as determined by department PLCs.
- Tier 2 interventions will be targeted towards students that have not yet mastered the essential standard within teachers classes.
- Interventions/extensions will be conducted two times per week.
- Open, closed, and at-large sessions offered through interventions scheduler and supervised by teachers.
- Time is specifically allocated to guarantee opportunities for all students to master identified essentials standards within each class, delivered by a highly qualified expert teacher in that content area.
- Repurpose the time before or after school that is currently used to help students– shift this support to during the school day to insure an opportunity for all students to master standards.
- RTI scheduler will sync with the current SIS system. Clever portal will enable all students to know where to go and how to sign up for Interventions/Extensions time.

**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: Self-Assessment Committee Report  
DATE: May 28, 2024

TB

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The Grand Forks School Board Self-Assessment Committee met on May 23, 2024. A compilation of the self-assessment responses is attached for review and discussion at the meeting. Committee members are Dave Berger, Monte Gaukler, Joel Larson, and me.

cj  
Attachments: Self-Assessment Survey Results  
Policy BEC, School Board Evaluation



Q1 Board Member Name

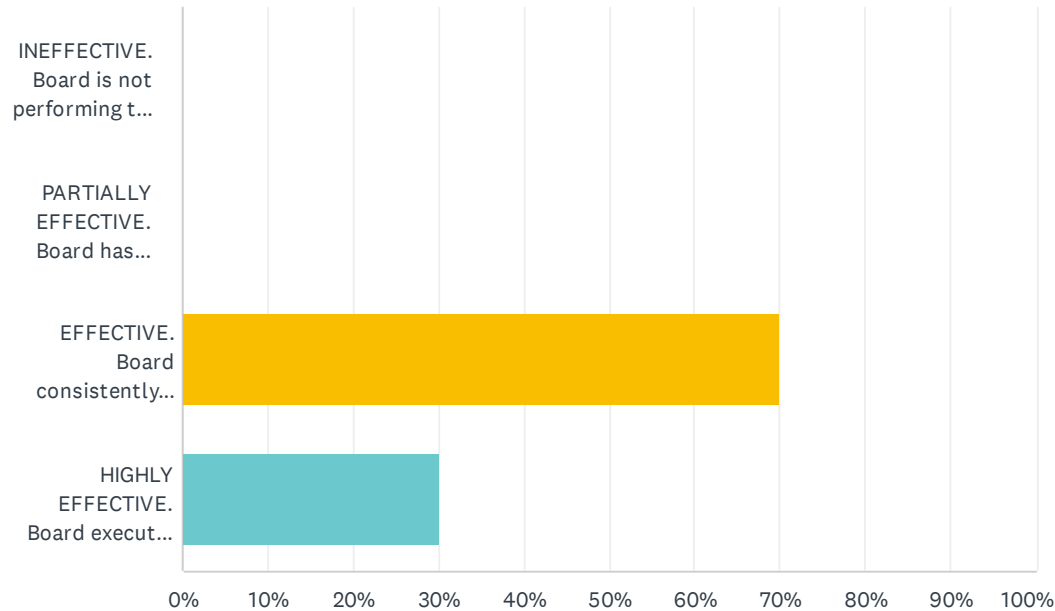
Answered: 10    Skipped: 0

#	RESPONSES	DATE
1	Terry Brenner	5/23/2024 2:46 PM
2	Joel Larson	5/14/2024 4:19 PM
3	Eric	5/14/2024 2:35 PM
4	Cynthia Shabb	5/12/2024 7:04 PM
5	Amber Flynn	5/11/2024 3:33 PM
6	Bill Palmiscno	5/10/2024 11:30 AM
7	Jeff Manley	5/10/2024 9:51 AM
8	Dave Berger	5/9/2024 2:56 PM
9	Josh Anderson	5/8/2024 9:31 PM
10	Monte Gaukler	5/7/2024 1:10 PM



Q2 Conducts board and district business in a fair, respectful, and responsible manner.

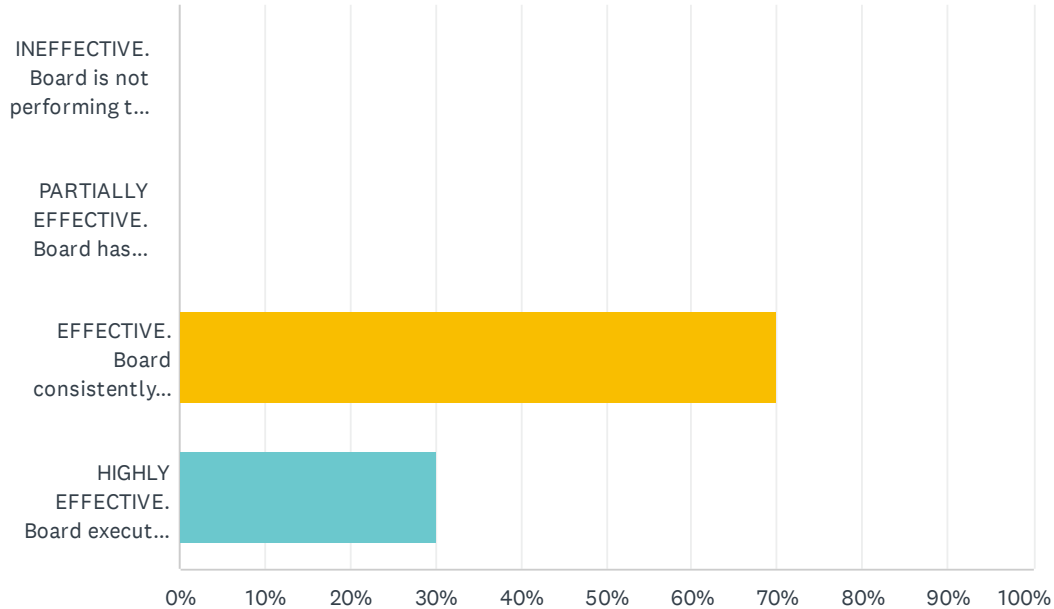
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ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	0.00%	0
EFFECTIVE. Board consistently demonstrates capable and satisfactory performance of this function.	70.00%	7
HIGHLY EFFECTIVE. Board executes this function exceptionally.	30.00%	3
TOTAL		10

### Q3 Ensures the board is accountable and open to the public including seeking divergent perspectives in its decision-making process.

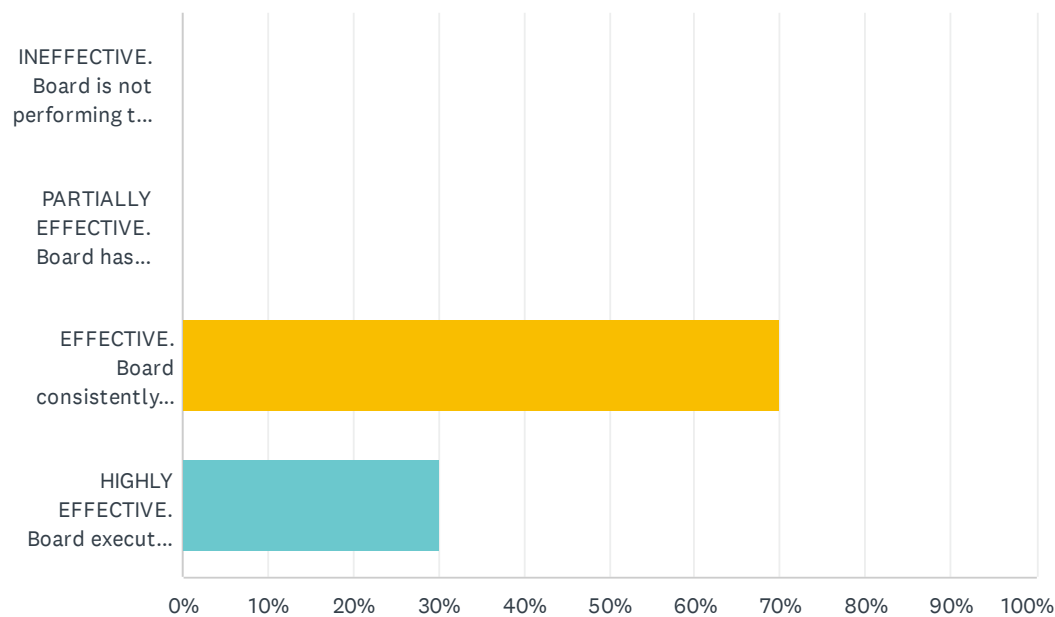
Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	0.00%	0
EFFECTIVE. Board consistently demonstrates capable and satisfactory performance of this function.	70.00%	7
HIGHLY EFFECTIVE. Board executes this function exceptionally.	30.00%	3
TOTAL		10

Q4 Respects and advocates mutual understanding of the roles and responsibilities for board members and the superintendent.

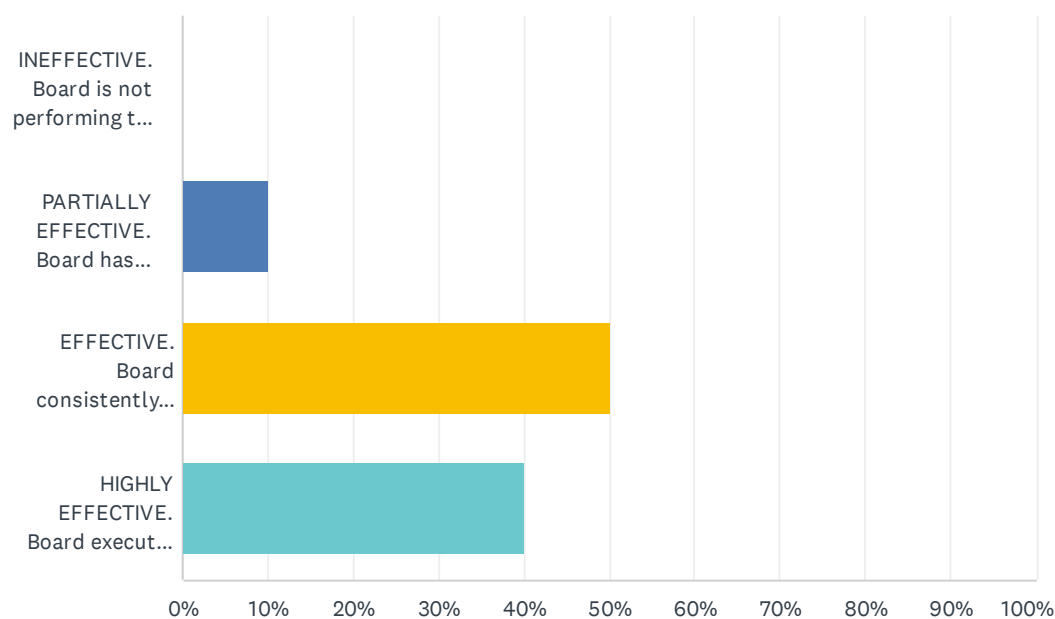
Answered: 10    Skipped: 0



ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	0.00%	0
EFFECTIVE. Board consistently demonstrates capable and satisfactoroy performance of this function.	70.00%	7
HIGHLY EFFECTIVE. Board executes this function exceptionally.	30.00%	3
TOTAL		10

Q5 Adopts policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and supports continuous improvement of student achievement.

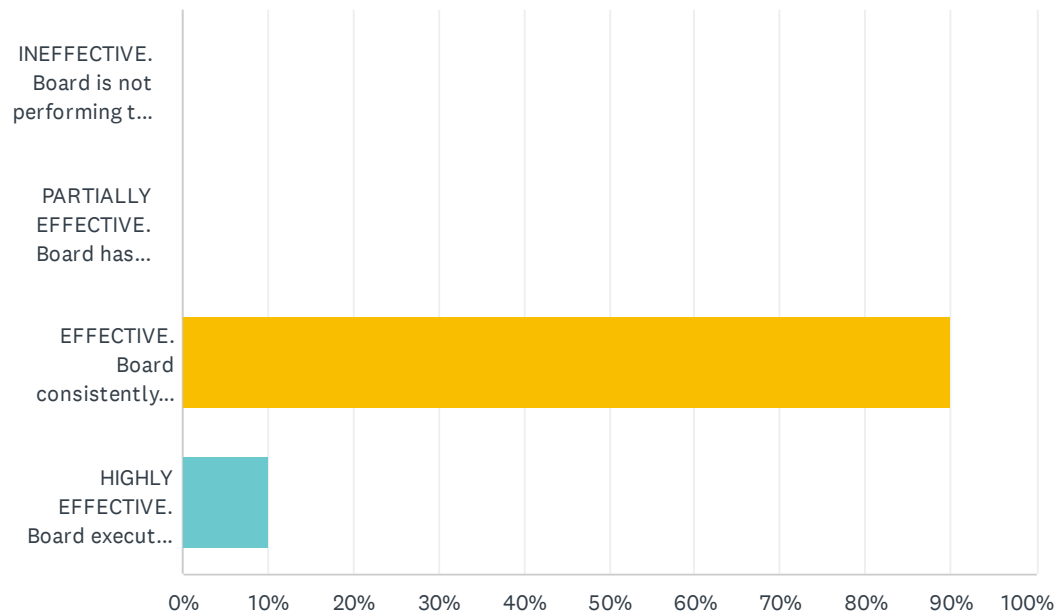
Answered: 10    Skipped: 0



ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	10.00%	1
EFFECTIVE. Board consistently demonstrates capable and satisfactory performance of this function.	50.00%	5
HIGHLY EFFECTIVE. Board executes this function exceptionally.	40.00%	4
TOTAL		10

Q6 Promotes healthy relationships by communicating supportively, inspiring, motivating and empowering others, and exercising influence in a positive manner.

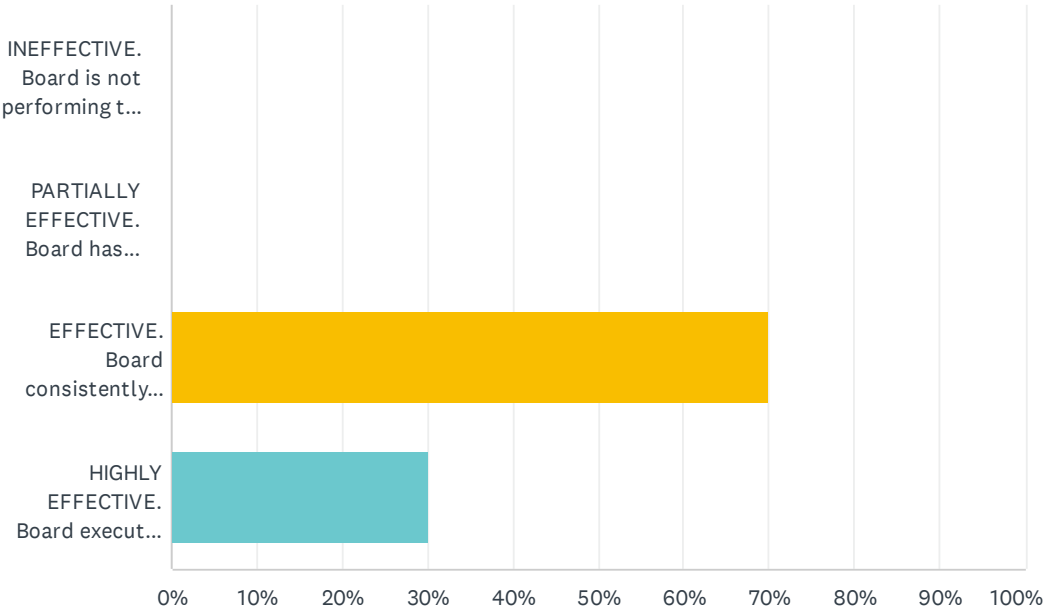
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ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	0.00%	0
EFFECTIVE. Board consistently demonstrates capable and satisfactory performance of this function.	90.00%	9
HIGHLY EFFECTIVE. Board executes this function exceptionally.	10.00%	1
TOTAL		10

Q7 Works as an effective and collaborative team.

Answered: 10    Skipped: 0



ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	0.00%	0
EFFECTIVE. Board consistently demonstrates capable and satisfactory performance of this function.	70.00%	7
HIGHLY EFFECTIVE. Board executes this function exceptionally.	30.00%	3
TOTAL		10

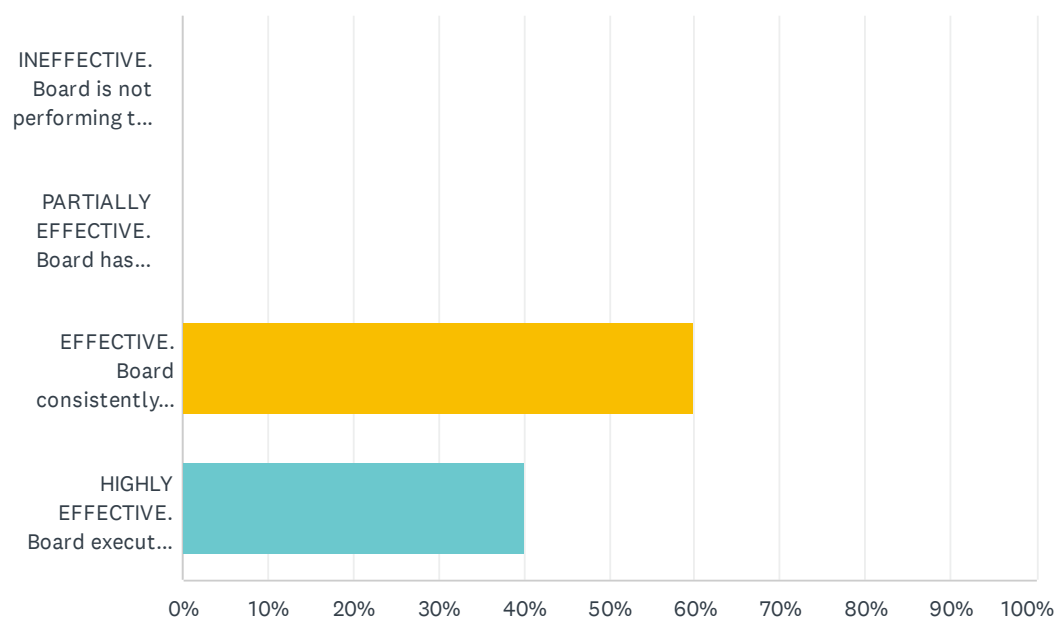
## Q8 Evidence - How do we know it is so?

Answered: 7   Skipped: 3

#	RESPONSES	DATE
1	I believe our board norms have helped as we assess each meeting. I think some of the policies (and I am on the policy committee) need to be brought back. While our policies often originate from the ND School Boards Association, there are some specific to GFPS. I'd like to see us discuss the dates (and the penalties attached) by which teachers need to decide whether to sign their contracts.	5/12/2024 7:07 PM
2	The board works well together and communicates respectfully, especially in times of disagreement.	5/11/2024 3:35 PM
3	We listen to all citizens that appear before us.	5/10/2024 11:32 AM
4	At board meetings, we listen to understand and respect the decisions of others.	5/10/2024 9:53 AM
5	The Board has acted fairly and responsibly, putting in the hard work to be prepared to make difficult decisions. The Board has sought outside input and been willing to listen to various perspectives, through various communication channels and during the citizen comment period. Board Members have done a good job of defining the roles of Board and Superintendent to the general public. The Board has shown the ability to make difficult decisions and move forward as one body.	5/9/2024 3:01 PM
6	The board continuously educates itself on opportunities to best support a high quality education for all GFPS students. Our meetings along with other modes of communication are open for public input and we demonstrate that we listen to the community. Along with this we have continued to put in place policy that supports the district, all stakeholders, and the strategic plan, while also keeping a fiscal watch and eye on our guiding change document. Continued work and focus on opportunities for improvement will only benefit all.	5/8/2024 9:44 PM
7	The Board is able to have difficult conversations and everyone is respectful and listens. No one is cut off from speaking and no one pushes their own agenda.	5/7/2024 1:12 PM

Q9 Articulates the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources.

Answered: 10    Skipped: 0

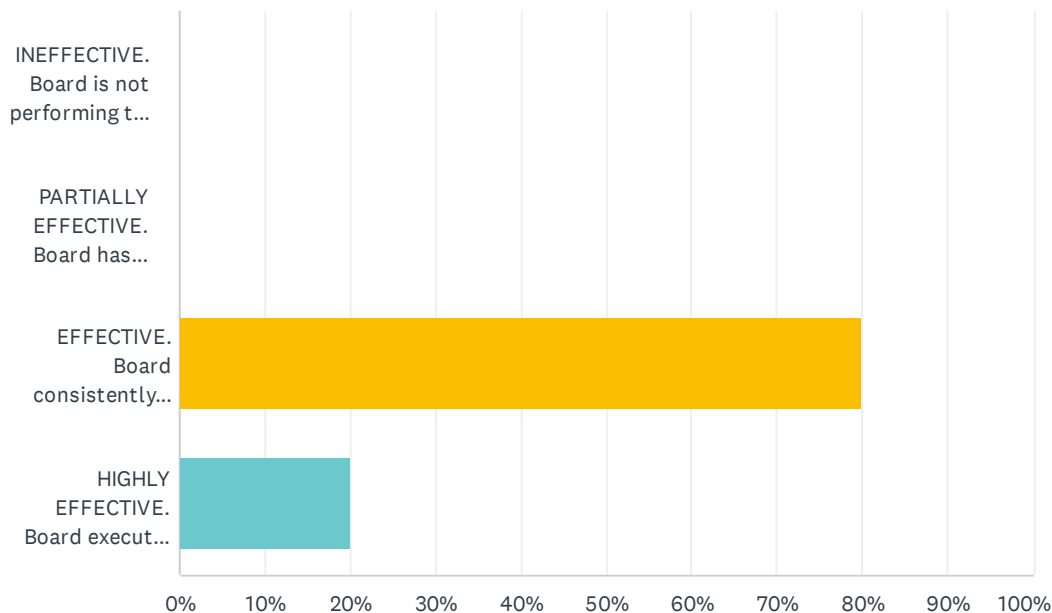


ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	0.00%	0
EFFECTIVE. Board consistently demonstrates capable and satisfactory performance of this function.	60.00%	6
HIGHLY EFFECTIVE. Board executes this function exceptionally.	40.00%	4
TOTAL		10



## Q10 Leads the development, articulation, and stewardship of a vision of learning that is shared and supported by the district and community.

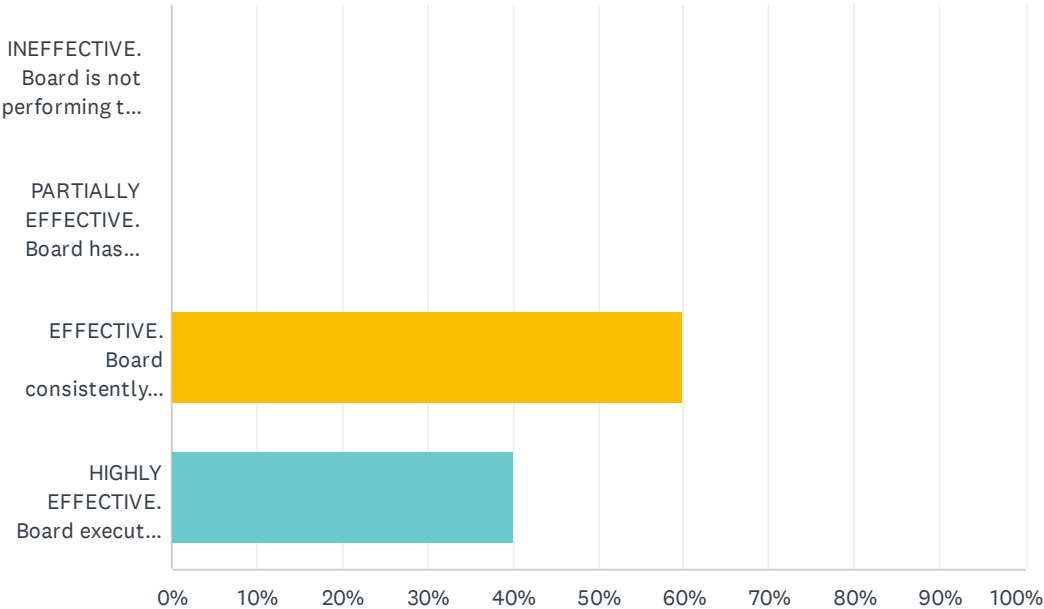
Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	0.00%	0
EFFECTIVE. Board consistently demonstrates capable and satisfactory performance of this function.	80.00%	8
HIGHLY EFFECTIVE. Board executes this function exceptionally.	20.00%	2
<b>TOTAL</b>		<b>10</b>

Q11 Adopts a collaboratively developed district plan focused on learning and achievement outcomes for all students.

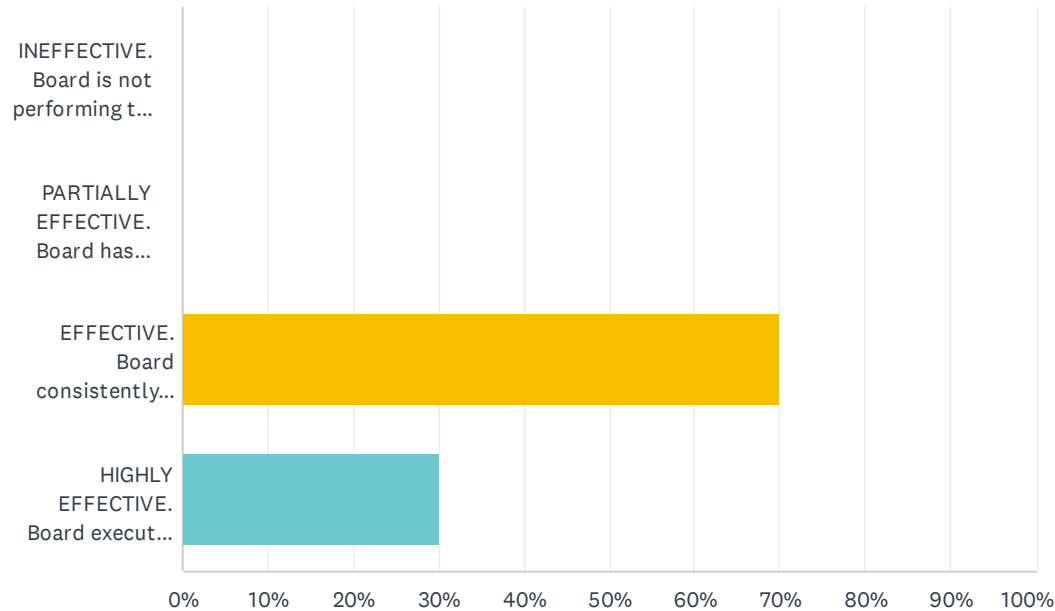
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ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	0.00%	0
EFFECTIVE. Board consistently demonstrates capable and satisfactoroy performance of this function.	60.00%	6
HIGHLY EFFECTIVE. Board executes this function exceptionally.	40.00%	4
TOTAL		10

Q12 Ensures non-negotiable goals for student achievement are established and aligned with the district's plan.

Answered: 10    Skipped: 0



ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	0.00%	0
EFFECTIVE. Board consistently demonstrates capable and satisfactory performance of this function.	70.00%	7
HIGHLY EFFECTIVE. Board executes this function exceptionally.	30.00%	3
TOTAL		10

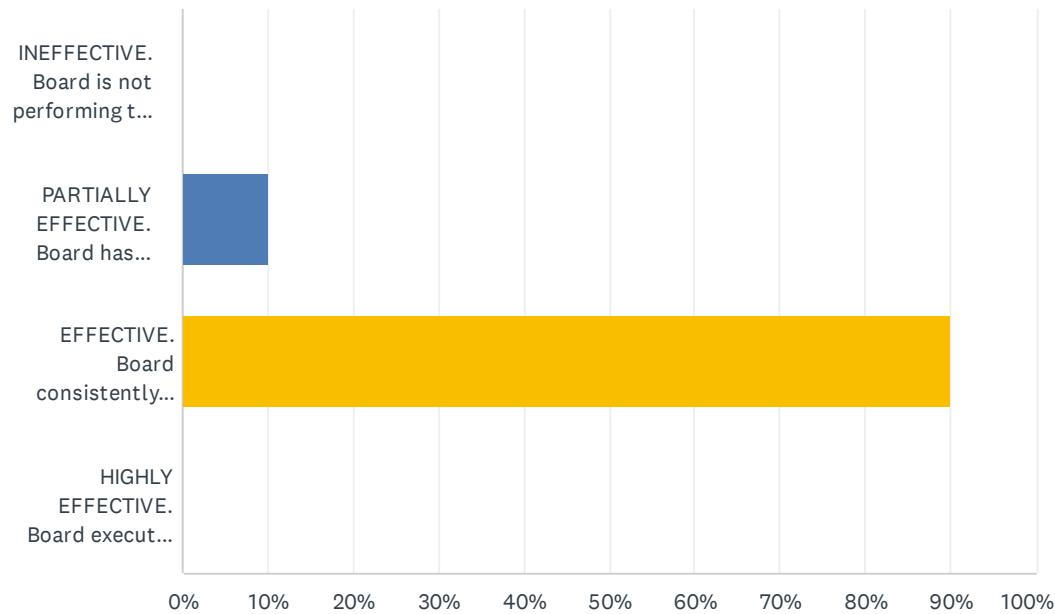
## Q13 Evidence - How do we know it is so?

Answered: 7   Skipped: 3

#	RESPONSES	DATE
1	School Board underwent Be Legendary training with a focus on student outcomes.	5/23/2024 2:49 PM
2	The information provided by the District is more focused on student achievement than in past years. Board agenda items focus on student achievement--perhaps not quite enough yet, but there has been improvement.	5/12/2024 7:10 PM
3	The district has engaged in the HRS process, had a strategic plan with an academic focus, is intentional about talking about academics during facility planning, and the board has engaged in Be Legendary training with a focus on academics.	5/11/2024 3:37 PM
4	We are setting goals and aiming to meet those goals.	5/10/2024 9:54 AM
5	The Board has used the "Be Legendary" training to articulate specific, measurable student achievement goals.	5/9/2024 3:05 PM
6	Through our work and implementation of the Be Legendary School Board training we have continued to enhance this focus.	5/8/2024 10:19 PM
7	The board has set learning goals for the District and when schools report at Board meetings, their presentations include the status of these goals and if they are being met or not.	5/7/2024 1:13 PM

Q14 Provides for the safety and security of all students and staff.

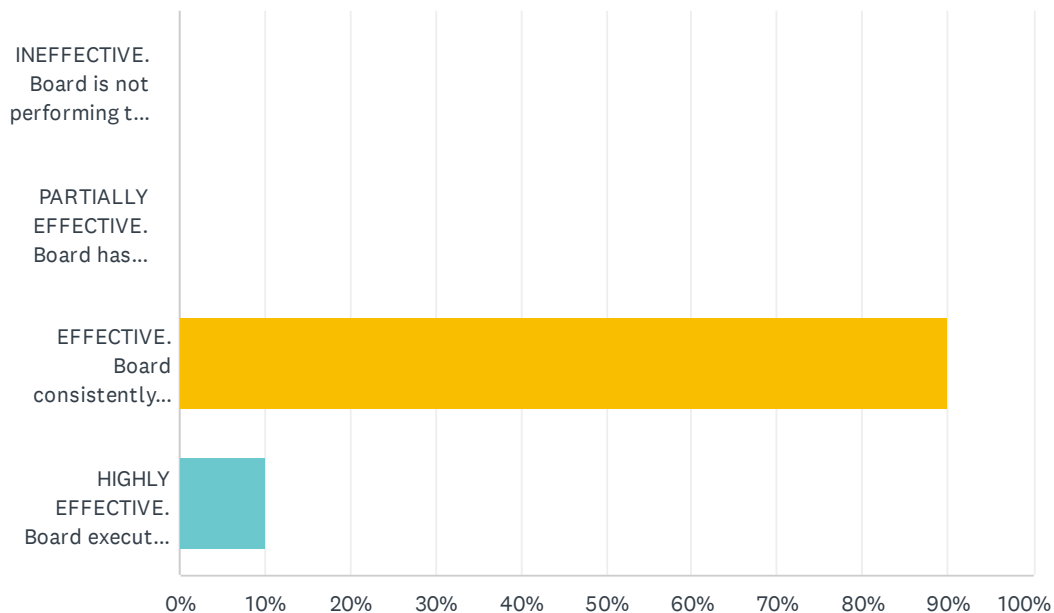
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ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	10.00%	1
EFFECTIVE. Board consistently demonstrates capable and satisfactory performance of this function.	90.00%	9
HIGHLY EFFECTIVE. Board executes this function exceptionally.	0.00%	0
TOTAL		10

## Q15 Employs and supports quality teachers, administrators, and other staff, and provides for their professional development.

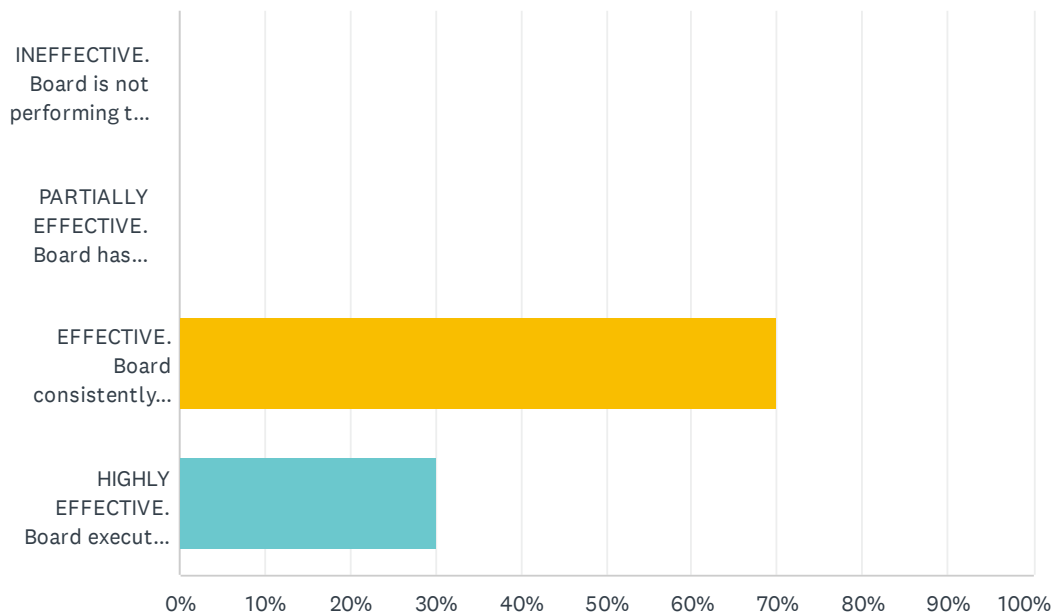
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ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	0.00%	0
EFFECTIVE. Board consistently demonstrates capable and satisfactory performance of this function.	90.00%	9
HIGHLY EFFECTIVE. Board executes this function exceptionally.	10.00%	1
TOTAL		10

## Q16 Provides for learning essentials, including rigorous curriculum, technology, and high-quality facilities.

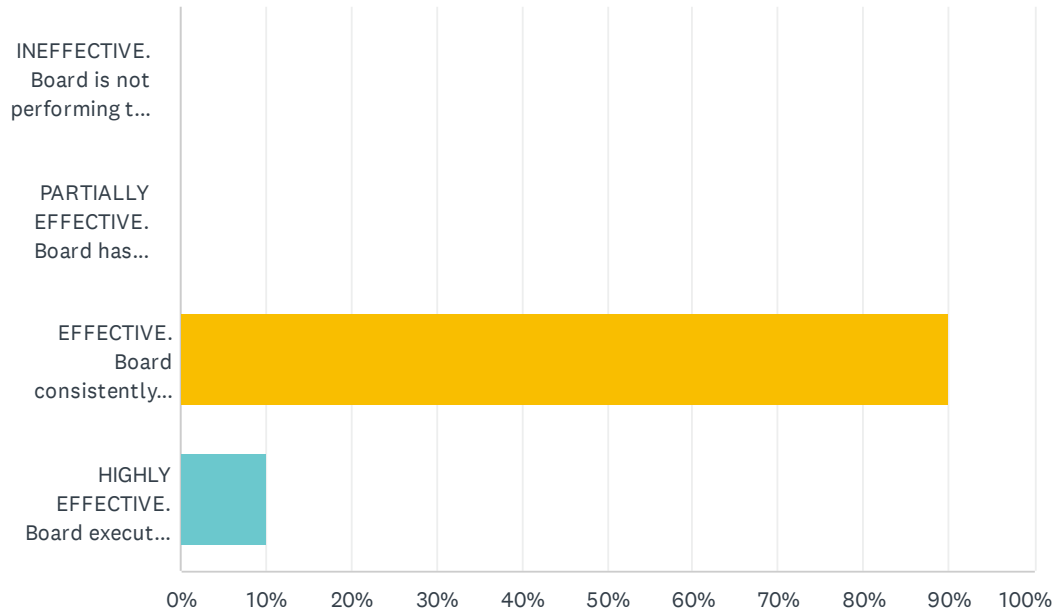
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ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	0.00%	0
EFFECTIVE. Board consistently demonstrates capable and satisfactory performance of this function.	70.00%	7
HIGHLY EFFECTIVE. Board executes this function exceptionally.	30.00%	3
TOTAL		10

## Q17 Ensures management of the organization, operations, and resources for an efficient and effective learning environment.

Answered: 10 Skipped: 0

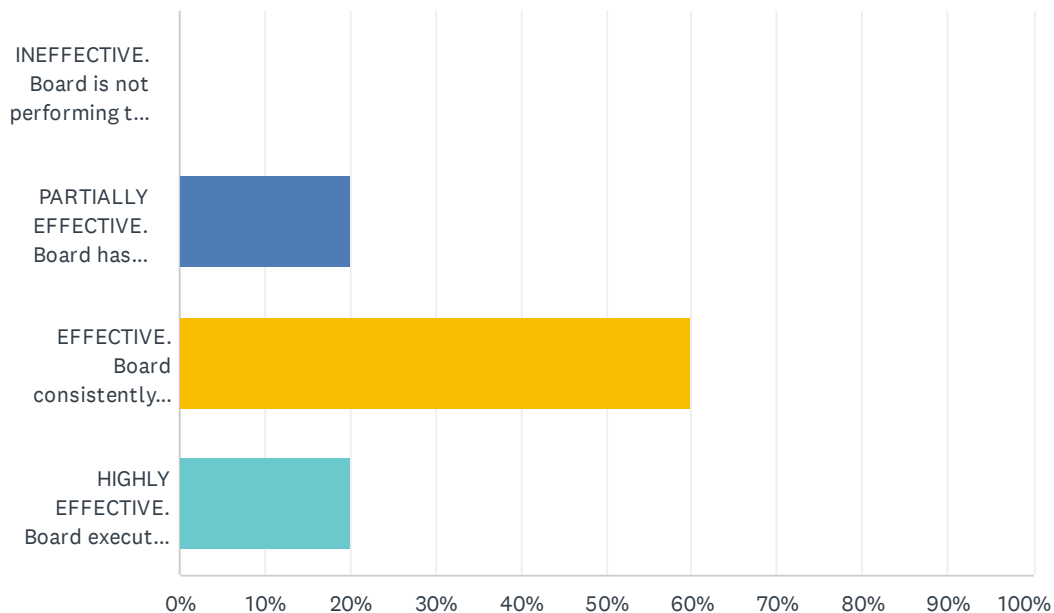


ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	0.00%	0
EFFECTIVE. Board consistently demonstrates capable and satisfactory performance of this function.	90.00%	9
HIGHLY EFFECTIVE. Board executes this function exceptionally.	10.00%	1
TOTAL		10



## Q18 Adopts and monitors an annual budget that allocates resources based on the district's vision, goals, and priorities for student learning.

Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	20.00%	2
EFFECTIVE. Board consistently demonstrates capable and satisfactory performance of this function.	60.00%	6
HIGHLY EFFECTIVE. Board executes this function exceptionally.	20.00%	2
TOTAL		10

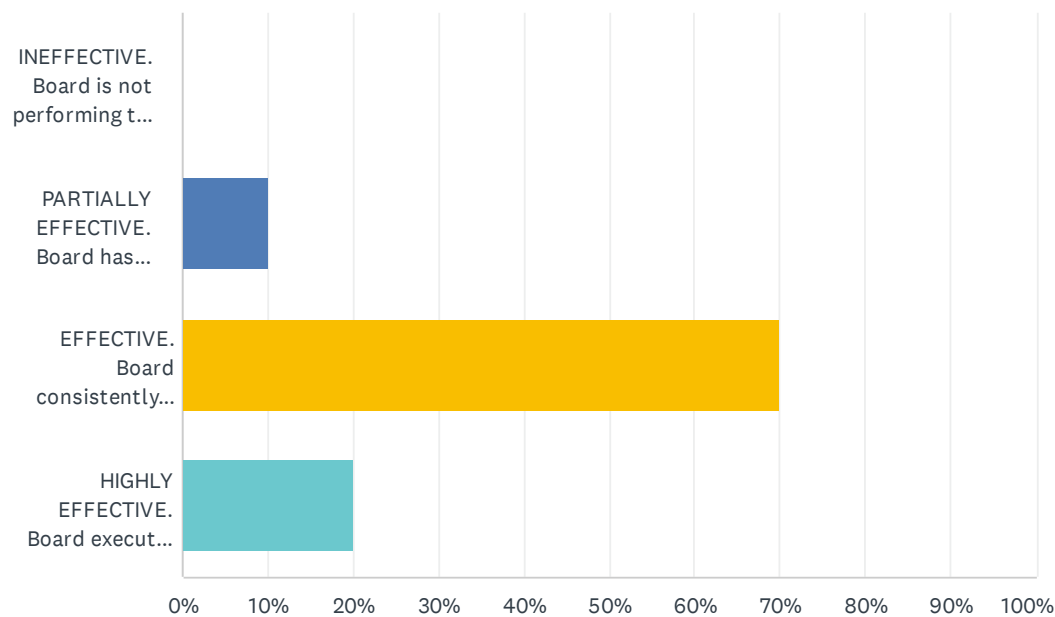
## Q19 Evidence - How do we know it is so?

Answered: 6    Skipped: 4

#	RESPONSES	DATE
1	Board engaged in a budgetary process that led to the "Guiding Change Document" that provides guardrails for budgetary decisions.	5/23/2024 2:50 PM
2	I'm marking number 18 as partially effective. I believe that we lost some of the district's priorities when we reduced some positions recently. For example, the reduction of a dedicated addiction counselor, in my view, compromised students' health and well-being, which is a district goal. And, we came close to hindering some of the standards that have been established in our music program across the District.	5/12/2024 7:14 PM
3	The district has "caught up" academic curriculum adoptions in recent years and the board has supported those adoptions. The district has recently taken the directive of the board in working towards a 15% general reserve balance in 2026. While I believe the work of the day to day budget should remain with the decision makers closest to the everyday operations, I also believe we can work together to understand better how decisions will impact, both positively and negatively, the student experience. It is also important to have a check and balance and make sure decisions are aligning well with the strategic plan.	5/11/2024 3:42 PM
4	The Board has done a good job of balancing the various immediate and long-term needs of the District outlined above.	5/9/2024 3:07 PM
5	Through many public approved projects we continue to work positively on these items. Fiscally responsible decisions are made to assure we reach goals set for ending fund balance as recommended by auditors and general accounting practice. All while balancing the needs of the district.	5/8/2024 10:19 PM
6	I think that more Board education concerning the budget could occur. More knowledge in this area would help to make better decisions.	5/7/2024 1:15 PM

Q20 Commits to continuous improvement in student achievement at each school and throughout the district.

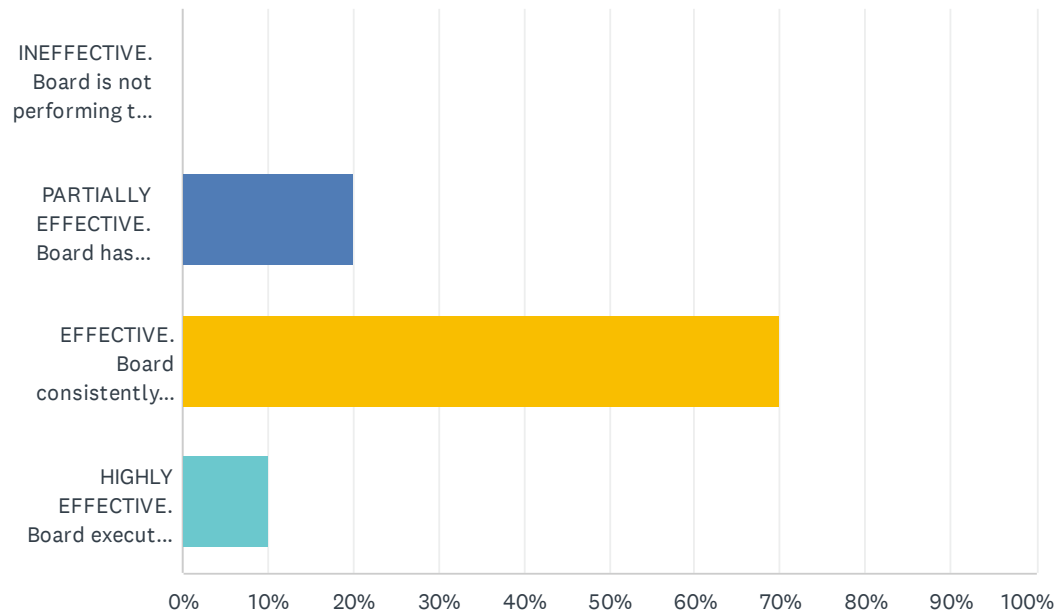
Answered: 10    Skipped: 0



ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	10.00%	1
EFFECTIVE. Board consistently demonstrates capable and satisfactory performance of this function.	70.00%	7
HIGHLY EFFECTIVE. Board executes this function exceptionally.	20.00%	2
TOTAL		10

Q21 Evaluates the superintendent on clear and focused expectations.

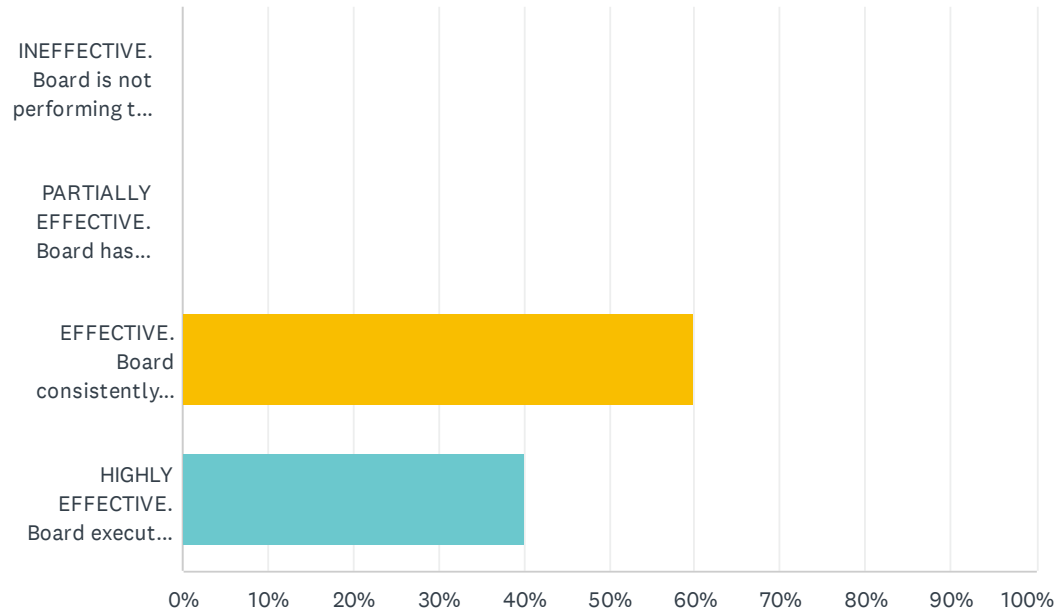
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ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	20.00%	2
EFFECTIVE. Board consistently demonstrates capable and satisfactory performance of this function.	70.00%	7
HIGHLY EFFECTIVE. Board executes this function exceptionally.	10.00%	1
TOTAL		10

Q22 Measures student academic progress and needs based on valid and reliable assessments.

Answered: 10    Skipped: 0



ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	0.00%	0
EFFECTIVE. Board consistently demonstrates capable and satisfactoroy performance of this function.	60.00%	6
HIGHLY EFFECTIVE. Board executes this function exceptionally.	40.00%	4
TOTAL		10

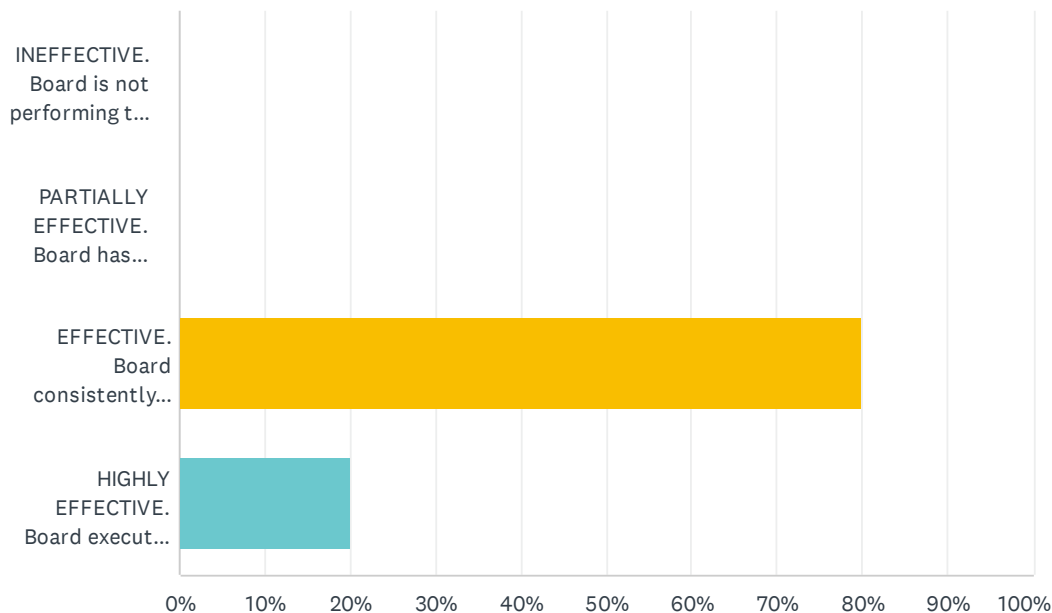
## Q23 Evidence - How do we know it is so?

Answered: 8 Skipped: 2

#	RESPONSES	DATE
1	School board is holding itself and the superintendent accountable for student outcomes/goals that were established at the onset of the 2023-24 school year. The school board evaluates the superintendent using a comprehensive tool aligned with his job description, Strategic Plan, and High Reliability Schools framework.	5/23/2024 2:53 PM
2	Whether school standards are part of "celebrating success" or when Amy Bartsch comes to speak to the board, I think we have made this a part of our agendas in a positive way. Having served this year on the superintendent evaluation committee this year and another time, I don't think the information we use to evaluate goes wide or deep enough. We hear from the superintendent, not from other district staff. I believe the District has survey tools that allow District personnel to comment on their school. I wonder if this would give the board a better idea as to how each school's culture and climate is doing under the superintendent's leadership. I've heard of a survey the district is using called, "Vital Network Survey." I guess this is in the beginning stages of being used--maybe that's a tool that could be considered.	5/12/2024 7:23 PM
3	We have heard many reports of academic evaluations this year and I am proud of the direction our district is headed. There are many areas of progress and individuals dedicated to improved academic success. I have advocated for 360 degree evaluations of the superintendent in the past and will continue to state its importance.	5/11/2024 3:44 PM
4	Working with staff on improving students assessment throughout the district.	5/10/2024 11:36 AM
5	We are focused on student academic progress.	5/10/2024 9:56 AM
6	The Board continually monitors student achievement via reliable assessment tools and holds the Superintendent and building-level administrators accountable for their roles in ensuring student success.	5/9/2024 3:11 PM
7	Through district and school level goals and assessments with meaningful measurements this is achieved. The superintendent evaluation is based clearly on job expectations and implementation of the district strategic plan.	5/8/2024 10:19 PM
8	Evaluating the superintendent and his role within the District can be tricky. We all do the best that we can. It might be time to look at a 360 self-assessment. This might provide better insight for everyone and might be less work for Dr. Brenner.	5/7/2024 1:17 PM

## Q24 Collaborates with families and community members, responding to diverse interests and needs, and mobilizing community resources.

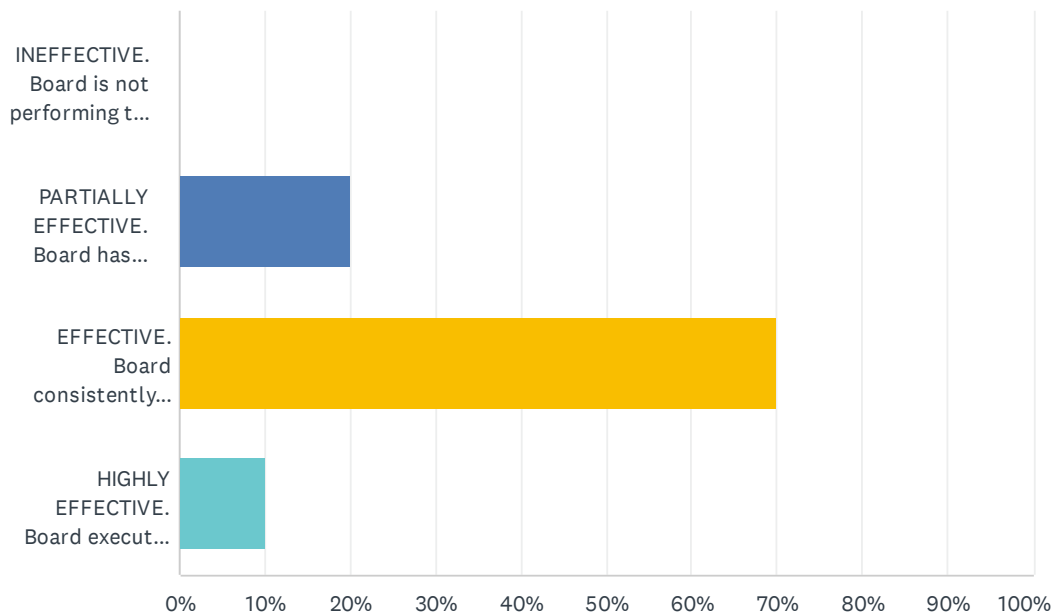
Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	0.00%	0
EFFECTIVE. Board consistently demonstrates capable and satisfactory performance of this function.	80.00%	8
HIGHLY EFFECTIVE. Board executes this function exceptionally.	20.00%	2
TOTAL		10

## Q25 Ensures school board and district transparency through a process that is open and accountable.

Answered: 10 Skipped: 0

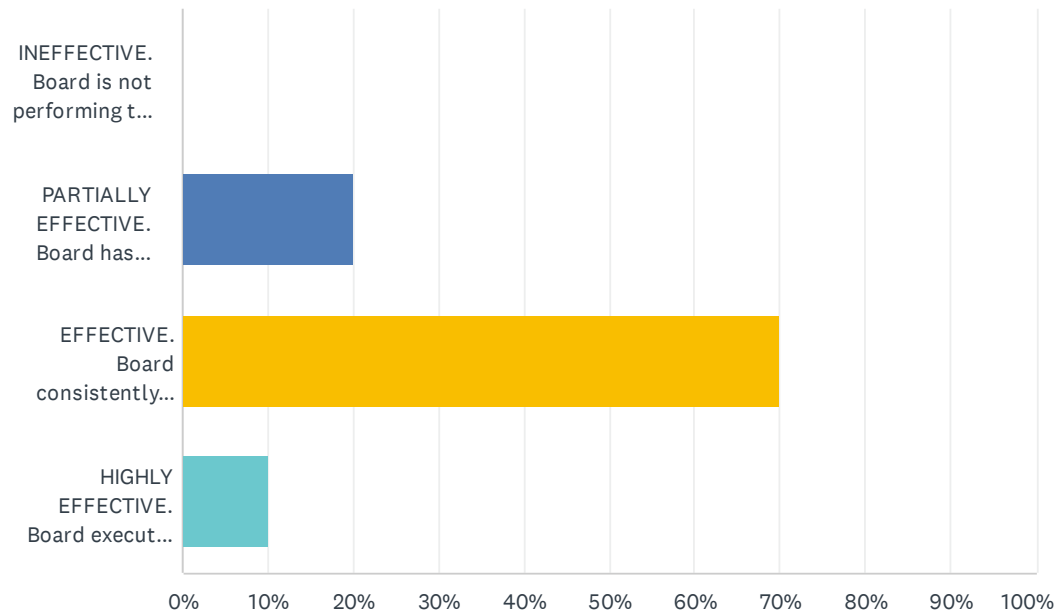


ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	20.00%	2
EFFECTIVE. Board consistently demonstrates capable and satisfactory performance of this function.	70.00%	7
HIGHLY EFFECTIVE. Board executes this function exceptionally.	10.00%	1
TOTAL		10



Q26 Ensures district information and decisions are communicated community-wide.

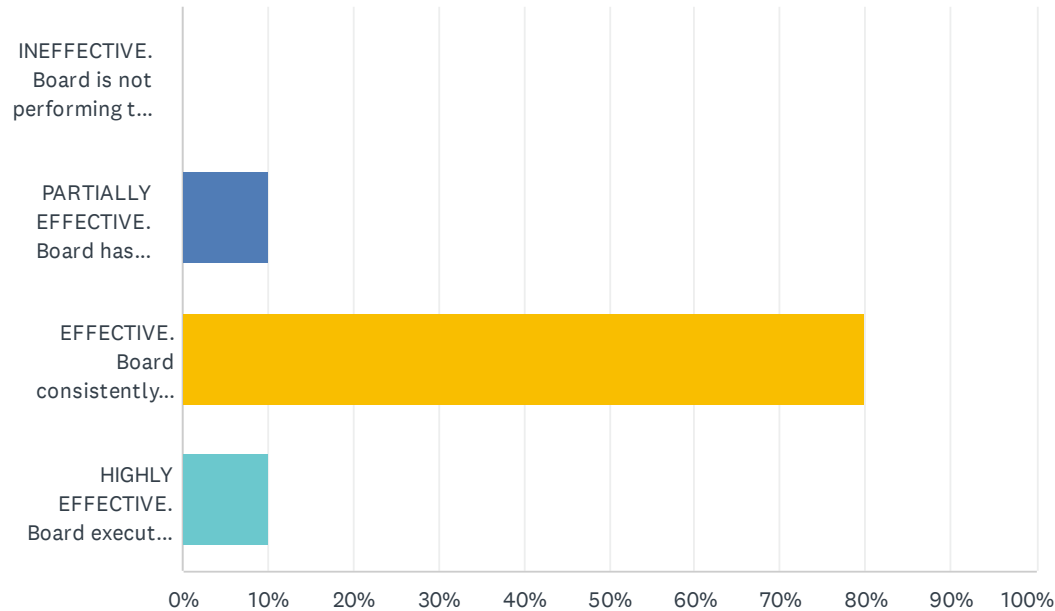
Answered: 10    Skipped: 0



ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	20.00%	2
EFFECTIVE. Board consistently demonstrates capable and satisfactoroy performance of this function.	70.00%	7
HIGHLY EFFECTIVE. Board executes this function exceptionally.	10.00%	1
TOTAL		10

**Q27 Solicits input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.**

Answered: 10    Skipped: 0



ANSWER CHOICES	RESPONSES	
INEFFECTIVE. Board is not performing this function at all or performs this function very poorly and needs significant improvement.	0.00%	0
PARTIALLY EFFECTIVE. Board has performed this function but needs minor to moderate improvement.	10.00%	1
EFFECTIVE. Board consistently demonstrates capable and satisfactory performance of this function.	80.00%	8
HIGHLY EFFECTIVE. Board executes this function exceptionally.	10.00%	1
TOTAL		10

## Q28 Evidence - How do we know it is so?

Answered: 7 Skipped: 3

#	RESPONSES	DATE
1	The biannual Public Forum seeks input from all stakeholders. The pre-referendum community meetings allowed for input from all community members whether they attended the sessions or not—board members made themselves available.	5/23/2024 2:55 PM
2	The last few months have been difficult. Beginning with the reductions onward and recent staffing decisions/recommendations, it has been challenging. I think more information needed to be brought forth prior to final decisions. Conversations could have been had with key personnel to eliminate some of the trauma that we caused students, teachers, staff.	5/12/2024 7:30 PM
3	I know the district is working to improve communication for our ML families. I am happy about that. The superintendent meets with GFEA regularly and has a teacher advisory council.	5/11/2024 3:46 PM
4	We have done a lot of listening this school year.	5/10/2024 11:37 AM
5	The Board and District provide multiple opportunities for various stakeholders to provide input and share concerns. Ensuring that information is shared in multiple ways and in multiple languages is a growth area.	5/9/2024 3:16 PM
6	Several methods provide opportunities for achieving these items. Public comment. Community conversations. District Public Forum and more. We understand decisions have a wide affect and take Into account the perspectives of many to make the best decisions we feel we can to achieve goals.	5/8/2024 10:19 PM
7	I think that there is always work to be done in the area of communication. This spring we had a meeting where people were allowed to speak for four hours and I was proud of our Board President for allowing this. This spring there was much conversation around the budget realignment, I was thankful for the open conversation; but it makes me wonder if there was a communication gap somewhere.	5/7/2024 1:22 PM

Q29 Additional Comments.

Answered: 3    Skipped: 7

#	RESPONSES	DATE
1	There is and always will be a tug for me between operations and what I see as holding on to the mission/vision of the District. As a board member, I strive to do my best to keep student learning top of mind.	5/12/2024 7:30 PM
2	Through board meetings, committee meetings or other functions I feel we work to positively impact each and every domain presented.	5/8/2024 10:19 PM
3	I think that overall, our Board has performed well. We are respectful, we model civility, and we all try to make the best decisions possible for students and staff. Being on the school board isn't easy and every time you make a decision, you hope that you are helping more than hurting a situation.	5/7/2024 1:22 PM

## SCHOOL BOARD EVALUATION

The Grand Forks Public School District School Board recognizes the importance of regular periodic assessments of priorities, goals and objectives. Therefore, it shall be the policy of this board to conduct an annual self-evaluation based on the stated priority objectives for the year as well as on the goals of the Board.

Consistent with the understanding that the Board acts only as a whole and that individual board members have no authority or power, the evaluation will focus on how the Board functions, not how each individual functions. Individual board members are encouraged, however, to conduct a personal self-examination in conjunction with the board evaluation to gain insight and understanding into the quality of their own board service.

Annually, the President will distribute a self-evaluation instrument to all board members, the Superintendent, and other members of the Executive Cabinet.

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

- BEC-E, School Board Evaluation

End of Grand Forks Public School District Policy BEC.....Adopted: 11/22/2021

REC 08/2008

## MEMORANDUM

TO: Grand Forks School Board  
FROM: Dr. Terry Brenner, Superintendent of Schools  
SUBJECT: Consent Agenda  
DATE: May 28, 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:

1. Appointments (excludes administrative appointments)
2. Waivers of Years of Experience and Appointments
3. Leave Requests (excludes requests for extension)
4. Open Enrollment Applications
5. Resignations
6. Student Placements
7. Student Travel Requests
8. Meeting Minutes
9. 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:**

**Appointments (excludes administrative appointments)**  
**Waiver of Years of Experience and Appointment of Judy Klaus**  
**Approval of May 13, 2024, and May 20, 2024, School Board Meeting Minutes**  
**K-5 Library, K-5 Music, and Secondary Music Curriculum Adoption**  
**Adoption of Cybersecurity and Computer Science Integration Plan**

**The administrative recommendation is for approval.**

cj  
Attachments



**Griffin Gillespie, SHRM-CP**  
Director of Human Resources

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

TO: Dr. Terry Brenner, Superintendent  
FROM: Griffin Gillespie, Human Resources Director  
SUBJECT: Teacher Appointments  
DATE: May 28, 2024

GG

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

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

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

Attachment

GG



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



PO Box 6000  
Grand Forks, ND 58206-6000



[www.gfschools.org](http://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.

.....

Name: Devon Tucker  
Degree: MA/MS  
Yrs of Exp: 8  
Salary: \$60,706  
Position: Replacement  
Effective: August 19<sup>th</sup>, 2024

Major: Music  
Assignment: Band Teacher  
Location: South Middle School

.....

Name: Jennifer Stam-Stangl  
Degree: BA+45  
Yrs of Exp: 1  
Salary: \$53,694  
Position: Replacement  
Effective: August 19<sup>th</sup>, 2024

Major: Special Education  
Assignment: Special Education Teacher  
Location: Red River High School

.....

Name: Reanna McNeely  
Degree: MA/MS  
Yrs of Exp: 1  
Salary: \$55,121  
Position: Replacement  
Effective: August 19<sup>th</sup>, 2024

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

.....

Name: Aubrey Johnson  
Degree: BA/BS  
Yrs of Exp: 0  
Salary: \$24,738.50 (50%)  
Position: Replacement  
Effective: August 19<sup>th</sup>, 2024

Major: Elementary Education  
Assignment: Social Studies Teacher  
Location: Kelly Elementary School



.....

Name: Megan Baker  
Degree: BA/BS  
Yrs of Exp: 7  
Salary: \$55,062  
Position: Replacement  
Effective: August 19<sup>th</sup>, 2024

Major: Education  
Assignment: Social Studies Teacher  
Location: Winship Elementary School

.....

Name: Allison Brist  
Degree: BA/BS  
Yrs of Exp: 0  
Salary: \$49,477  
Position: Replacement  
Effective: August 19<sup>th</sup>, 2024

Major: Elementary Education  
Assignment: 4<sup>th</sup> Grade Teacher  
Location: Phoenix Elementary School

.....

Name: Riley Regorrah  
Degree: BA/BS  
Yrs of Exp: 0  
Salary: \$49,477  
Position: Replacement  
Effective: August 19<sup>th</sup>, 2024

Major: Elementary Education  
Assignment: 5<sup>th</sup> Grade Teacher  
Location: Phoenix Elementary School

.....

Name: Marah Paintner  
Degree: BA/BS  
Yrs of Exp: 0  
Salary: \$49,477  
Position: Replacement  
Effective: August 19<sup>th</sup>, 2024

Major: Elementary Education  
Assignment: 3<sup>rd</sup> Grade Teacher  
Location: Winship Elementary School

.....

Name: Stephanie Krueger  
Degree: BA+15  
Yrs of Exp: 7  
Salary: \$56,202  
Position: Replacement  
Effective: August 19<sup>th</sup>, 2024

Major: Elementary Education  
Assignment: Math Collaboration Teacher  
Location: Winship Elementary School

.....

Name: Skylar Vickery  
Degree: BA/BS  
Yrs of Exp: 1  
Salary: \$50,274  
Position: Replacement  
Effective: August 19<sup>th</sup>, 2024

Major: Fine Arts  
Assignment: Art Teacher  
Location: Valley Middle School

.....

Name: Hailey Greef  
Degree: BA/BS  
Yrs of Exp: 0  
Salary: \$49,477  
Position: Replacement  
Effective: August 19<sup>th</sup>, 2024

Major: Elementary Education  
Assignment: 5<sup>th</sup> Grade Teacher  
Location: Lake Agassiz Elementary School

.....

Name: Tiffany Ley  
Degree: BA/BS  
Yrs of Exp: 0  
Salary: \$49,477  
Position: Replacement  
Effective: August 19<sup>th</sup>, 2024


Major: Education  
Assignment: Head Start Teacher  
Location: Head Start

.....

Name: Alanna Dusek  
Degree: BA/BS  
Yrs of Exp: 0  
Salary: \$49,477  
Position: Replacement  
Effective: August 19<sup>th</sup>, 2024

Major: Communications  
Assignment: 5<sup>th</sup> Grade Teacher  
Location: Ben Franklin Elementary School

## MEMORANDUM

TO: Grand Forks School Board Members  
FROM: Dr. Terry Brenner, Superintendent of Schools   
SUBJECT: Consent Agenda: Waiver of Years of Experience and Appointment of Judy Klaus  
DATE: May 28, 2024

---

Judy Klaus has been offered the position of Special Education Teacher at Valley Middle School effective August 19, 2024. As a hard-to-fill position, the school board, per the teacher negotiated agreement, may allow more years of experience to be brought into the district with an external applicant. (See Negotiated Agreement language below.)

*(Revised 2023)*

*Credit for teaching experience prior to entering the DISTRICT shall not exceed fifteen (15) years on the salary schedule (full years only will be considered). In special fields wherein qualified candidates are in demand, additional credit for actual PreK-16 teaching experience may be granted by special permission of the school board.*

Given the aforementioned, the administrative recommendation is to allow eighteen (18) years of experience to be brought into the district by Judy Klaus and to approve her teacher appointment. She would be placed at \$77,236 (MA+45, Step 19).



**GRAND FORKS SCHOOL BOARD**  
**GRAND FORKS PUBLIC SCHOOL DISTRICT #1**  
**REGULAR MEETING MINUTES**  
**May 13, 2024**

The School Board of Grand Forks Public School District No. 1 met in regular session on Monday, May 13, 2024, at the Mark Sanford Education Center with President Amber Flynn presiding.

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

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

**Others Present:** Dr. Terry Brenner, Superintendent of Schools; Brandon Baumbach, Business Manager; Catherine Gillach via phone, Associate Superintendent of Secondary Education; Matt Bakke, Assistant Superintendent of Elementary Education; Melissa Buchhop, President, Grand Forks Education Association; and Cindy Johnson, Executive Secretary.

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

**Reading of School Board Meeting Norms.** The school board meeting norms were read aloud by Manley.

**Approval of Agenda.** A duplicate entry for Kennedy Hanson on the list of teacher appointments on the consent agenda was removed.

It was moved by Shabb and seconded by Manley to approve the agenda as amended. Upon voice vote, the motion carried unanimously. Absent: Gaukler.

**Celebrating Success.** Angie Jonasson, Lake Agassiz Elementary School Principal, introduced this discussion. Accompanied by several staff members, they gave a presentation about the school's staff, students, literacy goals, activities and events, and proficiency assessments.

Barker joined the meeting at 6:27 p.m.

**Approval of Minutes.** It was moved by Lunn and seconded by Berger to approve the minutes of April 22, 2024, as written. Upon roll call vote as follows, the motion carried unanimously. Aye: Palmiscno, Lunn, Larson, Berger, Shabb, Anderson, Manley, and Flynn. Nay: None. Absent: Gaukler.

It was moved by Palmiscno and seconded by Manley to approve the minutes of April 29, 2024, as written.

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

**Public Comments.** None.

**K-5 Library, K-5 Music, and Secondary Music Curriculum Adoption.** Amy Bartsch, Chief Academic Officer, and members of the elementary library, elementary music, and secondary music adoption teams presented a proposal for this seven-year curriculum adoption as follows:

Elementary Library (per year costs):

1. K-5 ELBA Curriculum	\$ 23,940.00
2. K-5 Digital Platforms	\$ 29,175.21
Total Yearly Adoption	\$ 53,115.21
Total Seven-Year Adoption	\$371,806.47

Elementary Music:

1. K-5 Game Plan Curriculum	\$ 58,650.00
2. K-6 Music Play Platforms	\$ 2,991.64
Total Seven-Year Adoption	\$ 79,591.48

Secondary Music:

1. Band Curriculum	\$ 2,379.39
2. Orchestra Curriculum	\$ 1,594.75
3. Chorus Curriculum	\$119,540.29
4. Harmony and Piano	\$ 2,856.63
Total Seven-Year Adoption	\$126,371.06

Consideration of approval of the above curriculum will

be brought forth for action at the May 28 school board meeting.

**Cybersecurity and Computer Science Integration Plan.** Amy Bartsch, Chief Academic Officer, and Eric Ripley, Executive Director of Career and Technical Education and Technology, presented an overview of the integration plan committee's recommendation for a cybersecurity and computer science integration plan. They discussed details of the requirements under the North Dakota Century Code for the current school year, the 2024-2025 school year, and the 2025-2026 school year and how these are or will be met at the elementary, middle, and high schools. Details of the integration plan were provided in the agenda packet. Consideration of approval of the cybersecurity and computer science integration plan will be brought forth for action at the May 28 school board meeting.

**Finance Committee Report.** Baumbach reported on the May 6, 2024, meeting of the Finance Committee. The committee discussed voluntary alternates 11-15 and 17-18 as follows:

- #11 – irrigation at remaining green space.
- #12 – enlarge gym to the north 12 ft.
- #13 – orchestra addition.
- #14 – larger weight and multipurpose/wrestling room.
- #15 – add canopy at area E vestibule E115E.
- #17 – expand staff lounge.
- #18 – expand Commons area.

With soft costs which include a new alternate design fee of \$124,230, the total project cost is now \$52,258,245 which is \$481,137 less than the previous total project cost estimate and \$741,755 less than the approved maximum project cost of \$53M.

The committee also heard a financial update on the Career Impact Academy. Administration has been working to close a financial gap in the project that was nearly \$6 million through several means with the most significant being participation in the New Markets Tax Credit (NMTC) program. On March 26 the school district (and several other partners) successfully closed on the program which brought additional proceeds to the project of \$1,913,882. It was also reported the formal award of the state for a grant of \$715,874, which was anticipated. The administration will continue the efforts to close the ~\$4 million gap with additional NMTC and other

strategies.

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

- ♦ Appointments effective August 19, 2024, of Ashleigh Zimmer, special education teacher, salary of \$50,274; Rachel Bausman business education teacher, salary of \$64,923; Stephanie Wynne, school counselor (50%), salary of \$28,671.50; Cassey Slater, library media specialist, salary of \$49,477; Kayla Brisbois, 8<sup>th</sup> grade ELA teacher, salary of \$49,477; Kennedy Hanson, 7<sup>th</sup> grade ELA teacher, salary of \$49,477; Shera Nesheim, school counselor (50%), salary of \$24,738.50; and Lydia Kantonen, science teacher, salary of \$55,121;
- ♦ Long-term Leave of Absence for the 2024-2025 school year for Michael Bisenius, social science teacher;
- ♦ Resignations of Brent Jiran, history teacher; Teresa Dahlstrom, occupational therapist; Megan Bonn, Head Start teacher; Dustin Norby, business and marketing teacher; Samantha Schneider, social studies teacher; John Stempinski, technology and engineering teacher; Taonarufaro Karimanzira, special education teacher; and Heather Turnipseed, social studies/intervention teacher; all effective May 31, 2024; and
- ♦ Travel request for 16 students to Switzerland and France in June 2025.

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

**Assistant Superintendent Matt Bakke's 2024 -2025 Contract.** It was moved by Lunn and seconded by Larson to approve a 2024-2025 contract for Mr. Bakke of \$182,450.00 which includes a 5% increase over his salary from 2023-2024 and an education factor of \$2,900.00.

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

**Consideration of Request for Proposals for High School Events Streaming.** Mike Biermaier, District Activities Director, explained a proposal to advertise a request for proposal to solicit proposals for a few-for-service agreement with media companies to stream

various high school events.

It was moved by Anderson and seconded by Palmiscno to approve the request for proposals as outlined.

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

**Consideration of Bids for Winship Envelope Restoration.** Jonathan Ellwein, Buildings and Grounds Director, reported one bid was received from Innes Construction and it was deemed responsible. It was 5% higher than expected due to the cost of glazing (glass).

It was moved by Manley and seconded by Shabb to approve Innes Construction as the contractor for the Winship Elementary School envelope restoration for \$430,200 and an owner contingency of \$21,510 for a total project cost of \$451,710. Upon roll call vote as follows, the motion carried unanimously. Aye: Anderson, Palmiscno, Lunn, Shabb, Manley, Larson, Berger, and Flynn. Nay: None. Absent: Gaukler.

**Policy Review.** It was moved by Shabb and seconded by Lunn to complete the second reading and adoption as an official policy of the district of the following policies as written or amended:

1. DEAD, Staff use of Electronic Devices (as written)
2. ABCB, Sportsmanship (as written)
3. DFAC, Classified Staff Growth and Evaluation Process (as written)
4. BCAA, Board meeting Agenda and Pre-Meeting Preparation (as amended)
5. DEAJ, Designated Medical Provider for Work-Related Injury (as written)
6. GAAC, Review and Complaints of Instructional/Resource Material (as amended)
7. HBCC, Fundraising (as written) (new) \*effective July 1, 2024
8. HBCD, Parent-Teacher Organizations (PTO)/Booster Groups (replaces Policy 3230) \*effective July 1, 2024

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

It was moved by Shabb and seconded by Lunn to

approve the one reading and adoption as an official board regulation of the district of GAAC-BR, Procedure for Reviewing Complaints About Instructional/Resource Material, as amended. Upon roll call vote as follows, the motion carried unanimously. Aye: Palmiscno, Berger, Lunn, Shabb, Anderson, Manley, Larson, and Flynn. Nay: None. Absent: Gaukler.

It was moved by Shabb and seconded by Palmiscno to rescind the following policies:

1. 4200, Classified Staff Growth and Evaluation Process (replaced by DFAC)
2. 3230, Booster Groups (replaced by HBCD)

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

**Announcements.** Barker invited board members to attend the Cushman Cup this evening.

Dr. Brenner announced two of the three presidential scholars representing North Dakota are GFPS students Hanson Du and Selena Wu.

**Board Requests for Future Consideration.** None.

**School Board Norms – How Did We Do?** Manley reported the school board did superbly in following its meeting norms.

The board recessed from 8:01 p.m. to 8:07 p.m.

**Executive Session (closed meeting).** It was moved by Lunn and seconded by Manley to hold an executive session to meet with Principal Joshua Mailhot to convey the reasons for the nonrenewal of his contract as allowed by North Dakota Century Code 44-04-19.2 and North Dakota Century Code 15.1-15-05.1. Upon roll call vote as follows, the motion carried unanimously. Aye: Manley, Berger, Anderson, Lunn, Shabb, Palmiscno, Larson, and Flynn. Nay: None. Absent: Gaukler.

Members of the public were asked to leave the meeting room.

The executive session began at 8:09 p.m. and concluded at 8:12 p.m.

Members of the public were invited back into the meeting room.

**Adjournment.** The meeting/forum adjourned at 8:13 p.m.

APPROVED \_\_\_\_\_  
(Date)

\_\_\_\_\_  
Amber Flynn, President

\_\_\_\_\_  
Brandon Baumbach, Business Manager

DRAFT



**GRAND FORKS SCHOOL BOARD**  
**GRAND FORKS PUBLIC SCHOOL DISTRICT #1**  
**SPECIAL MEETING MINUTES**  
**May 20, 2024**

The School Board of Grand Forks Public School District No. 1 met in special session on Monday, May 20, 2024, at the Mark Sanford Education Center with President Amber Flynn presiding.

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

**Others Present:** Dr. Terry Brenner, Superintendent of Schools; Brandon Baumbach, Business Manager; Catherine Gillach, Associate Superintendent of Secondary Education; Matt Bakke, Assistant Superintendent of Elementary Education; 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.

**Recommendations from School Board President Amber Flynn Regarding Personnel Complaint About Superintendent Dr. Terry Brenner.** President Flynn reported that on April 10, 2024, a personnel complaint against Superintendent Dr. Terry Brenner regarding the budget realignment process and lack of transparency, lack of communication, lack of collaboration, and lack of respect was delivered to her under Policy KACB by Terry Bohan, President of the Grand Forks Principals' Association (GFPA) and on behalf of the GFPA.

Shabb joined the meeting at 5:32 p.m.

Flynn reported that pursuant to Policy KACB, she conducted an investigation from April 10, 2024, until today including a review of several relevant school board policies, procedures, relevant law, records and information relevant to the complaint, and interviews of several administrators and Dr. Brenner.

Larson joined the meeting at 5:54 p.m.

Flynn reported that general allegations in the complaint were confirmed; however, no confirmed conduct violated relevant policy or law. She recommended the following:

1. No disciplinary action against Dr. Brenner is warranted.
2. The Superintendent shall have a 360 evaluation from this point forward.

3. The District hire a leadership coach chosen by the school board president to come and provide feedback into Dr. Brenner's leadership style and assist in cultivating and building/rebuilding good relationships with administrators in the District. Also, this coach will help Dr. Brenner and the principals communicate effectively to foster a positive relationship. If a leadership coach is hired, the leadership coach should provide an update and check-in to the school board president on progress made between the parties.
4. Bi-weekly standing meetings commencing in July 2024 between the Superintendent and GFPA to learn, cultivate, and understand the needs of each school and foster the relationship between the parties and for the Superintendent to know and comprehensively understand the operations of each school. Frequency of meetings shall be reevaluated in May of 2025.
5. Require the Superintendent to visit each school of the district at least two (2) times a year to further build relationships and encourage open communication between GFPA and the Superintendent as well as improve the Superintendent's knowledge of the District's needs.
6. A written instruction to all parties that there is absolutely NO retaliation by any district employee, including the complainant and respondent, with regards to any employee, investigator, or legal counsel's, participation, recommendations, and statements made in the investigation of this complaint.

Board members discussed the recommendations and recommended amendments as follows:

1. For Recommendation 2: The Superintendent shall have a 360 evaluation from this point forward *as determined by the superintendent evaluation committee*.
2. For Recommendation 3: The District hire a leadership coach chosen by the school board president *and vice president* to come and provide feedback into Dr. Brenner's leadership style and assist in cultivating and building/rebuilding good relationships with administrators in the District. Also, this coach will help Dr. Brenner and the principals communicate effectively to foster a positive relationship. If a leadership coach is hired, the leadership coach should provide an update and check-in to the school board president on progress made between the parties.

It was moved by Lunn and seconded by Palmiscno to approve the recommendations with amendments as follows:

1. No disciplinary action against Dr. Brenner is warranted.
2. The Superintendent shall have a 360 evaluation from this point forward as determined by the superintendent evaluation committee.
3. The District hire a leadership coach chosen by the school board president and vice president to come and provide feedback into Dr. Brenner's leadership style and assist in cultivating and building/rebuilding good relationships with administrators in the District. Also, this coach will help Dr. Brenner and the principals communicate effectively to foster a positive relationship. If a leadership coach is hired, the leadership coach should provide an update and check-in to the school board president on progress made between the parties.
4. Bi-weekly standing meetings commencing in July 2024 between the Superintendent and GFPA to learn, cultivate, and understand the needs of each school and foster the relationship between the parties and for the Superintendent to know and comprehensively understand the operations of each school. Frequency of meetings shall be reevaluated in May of 2025.
5. Require the Superintendent to visit each school of the district at least two (2) times a year to further build relationships and encourage open communication between GFPA and the Superintendent as well as improve the Superintendent's knowledge of the District's needs.
6. A written instruction to all parties that there is

absolutely NO retaliation by any district employee, including the complainant and respondent, with regards to any employee, investigator, or legal counsel's, participation, recommendations, and statements made in the investigation of this complaint.

Motion carried unanimously on roll call vote as follows: Aye: Larson, Lunn, Berger, Gaukler, Manley, Shabb, Palmiscno, Anderson, and Flynn. Nay: None. Absent: None.

**Adjournment.** There being no further business, the meeting adjourned at 6:41 p.m.

APPROVED \_\_\_\_\_  
(Date)

\_\_\_\_\_  
Amber Flynn, President

\_\_\_\_\_  
Brandon Baumbach, Business Manager

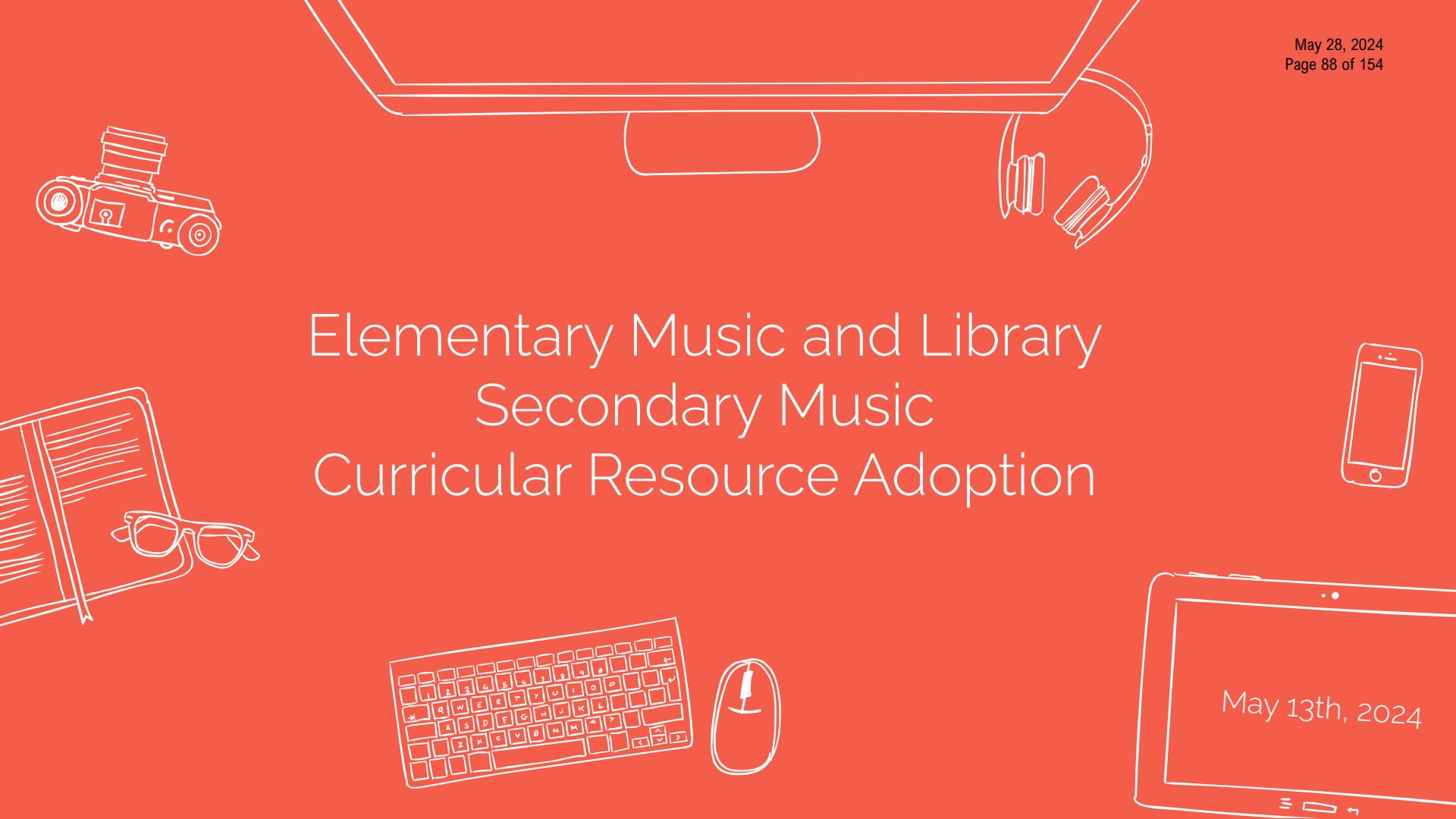
To: Dr. Terry Brenner, Superintendent  
From: Amy Bartsch, Chief Academic Officer  
Date: May 28, 2024  
Subject: K-5 Library, K-5 Music, and Secondary Music Curriculum Adoption

The Curriculum, Instruction, and Technology department (CIT) and teacher leaders from across our district are pleased to share the proposed adoption of K-5 library, K-5 music, and secondary music curriculum to support the teaching of the North Dakota State Standards in these content areas. An extensive research, pilot, and selection process, which began in the spring of 2023, was executed by CIT & teacher leaders. At the May 13th, 2024 School Board meeting, representatives will be present to highlight the selection process and rational for the expenditures listed in the table below.

Vendor	Cost
K-5 Library	Elementary Library Book Award (ELBA) & Digital Platforms: \$371,806.47
K-6 Music	Music Play: \$20,941.48
K-5 Music	Game Plan: \$58,650.00
Band	\$2,379.39
Orchestra	\$1,594.75
Choir	\$119,540.63
Harmony & Piano	\$2,856.63
<b>Total Adoption:</b>	<b>\$577,769.35 (seven-year total)</b>

**Administrative recommendation is to approve the above curriculum adoption in the amount of \$577,769.35.**

# Elementary Music and Library Secondary Music Curricular Resource Adoption





HELLO!

May 28, 2024  
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2

# Meet the Team


## Elementary Library:

- ★ Angela Salgado
- ★ Betsey McIntyre
- ★ Brad Srur
- ★ Carmen Shannon
- ★ Jennifer Dodds
- ★ JoEllen Paintner
- ★ Kari Nelson
- ★ Kay Brown
- ★ Kyle Rosseau
- ★ Melissa Toomey
- ★ Tracy Whalen



HELLO!

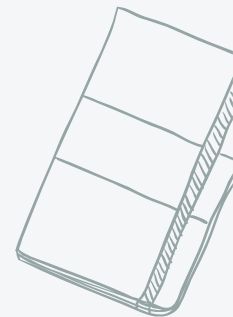
May 28, 2024  
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# Meet the Team

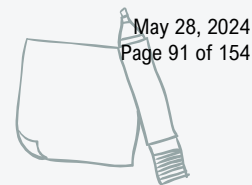
## Elementary Music:

- 
- 
- ★ Amy DeWitt
  - ★ Anna Benson
  - ★ Charles Rerick
  - ★ Jack Boyer
  - ★ Jennifer Lutz
  - ★ Jonathan Mayo
  - ★ Judith Owens
  - ★ Julia Fischer
  - ★ Katie Hillestad
  - ★ Kayla Skjervheim
  - ★ Kelsie Wiens
  - ★ Lynneah Boyer
  - ★ Mare Thompson
  - ★ Margaret Nistler
  - ★ Mikayla Borud
- 





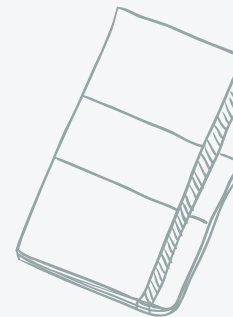
# HELLO!



May 28, 2024  
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## Meet the Team Secondary Music:

- ★ Jeff Seabloom
- ★ Steven Carriere
- ★ Kelly King
- ★ Rebecca McFarlane
- ★ Angela Black
- ★ Becky Mercer
- ★ Janelle Huber
- ★ Brady Olson
- ★ Jack Boyer
- ★ Katie Stermer
- ★ Dave Christensen



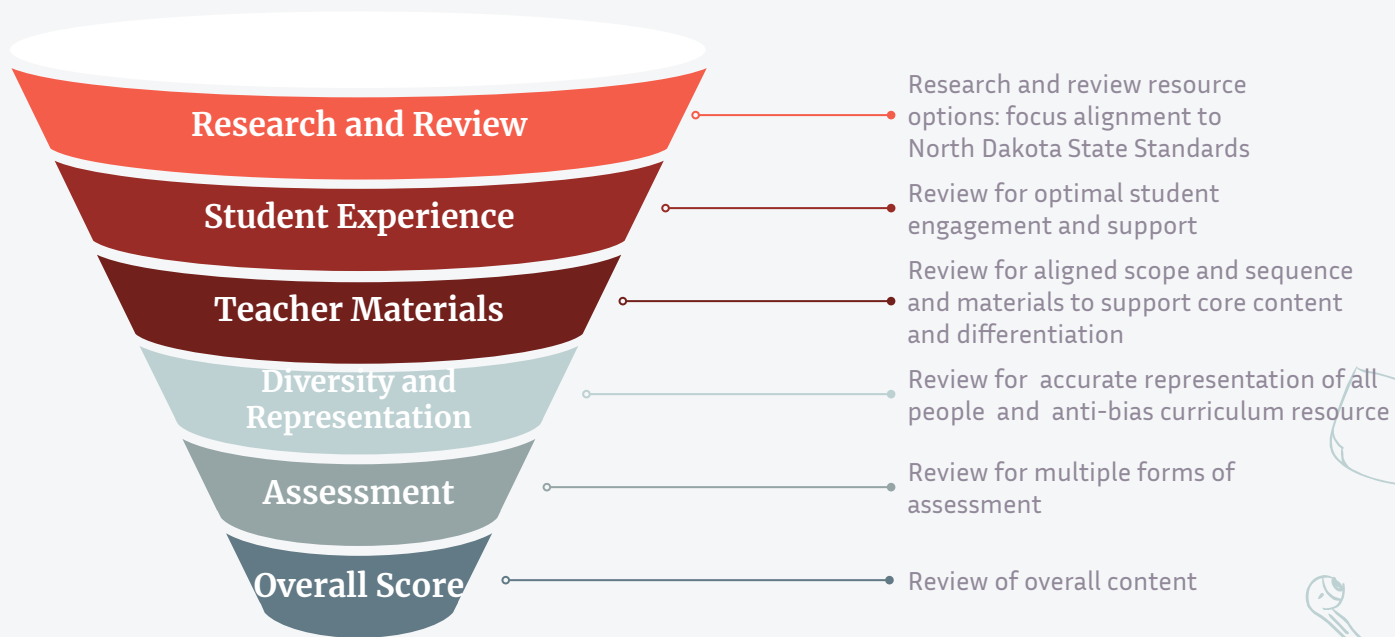


# ADOPTION PROCESS

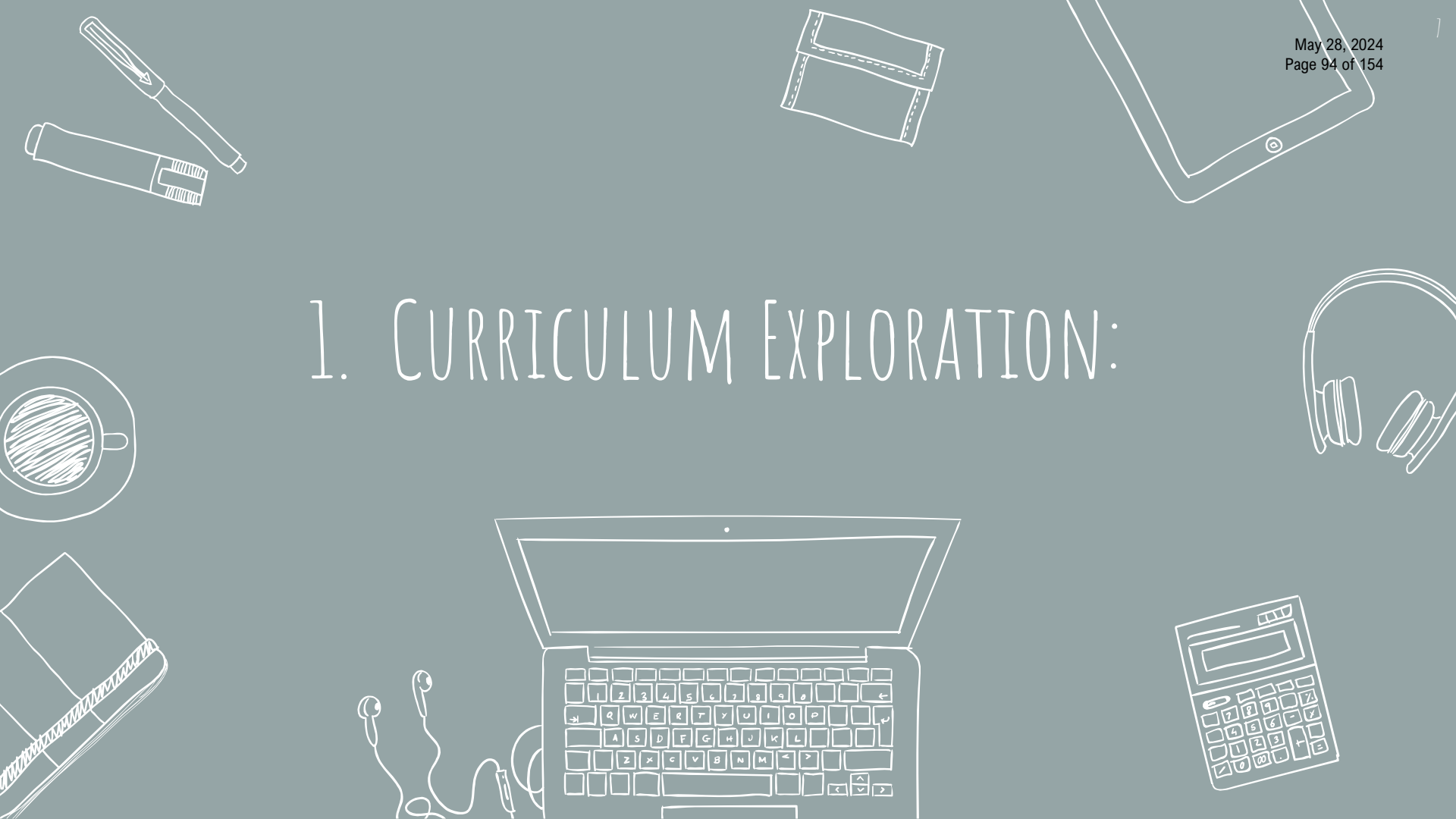




# REVIEW:



# 1. CURRICULUM EXPLORATION:

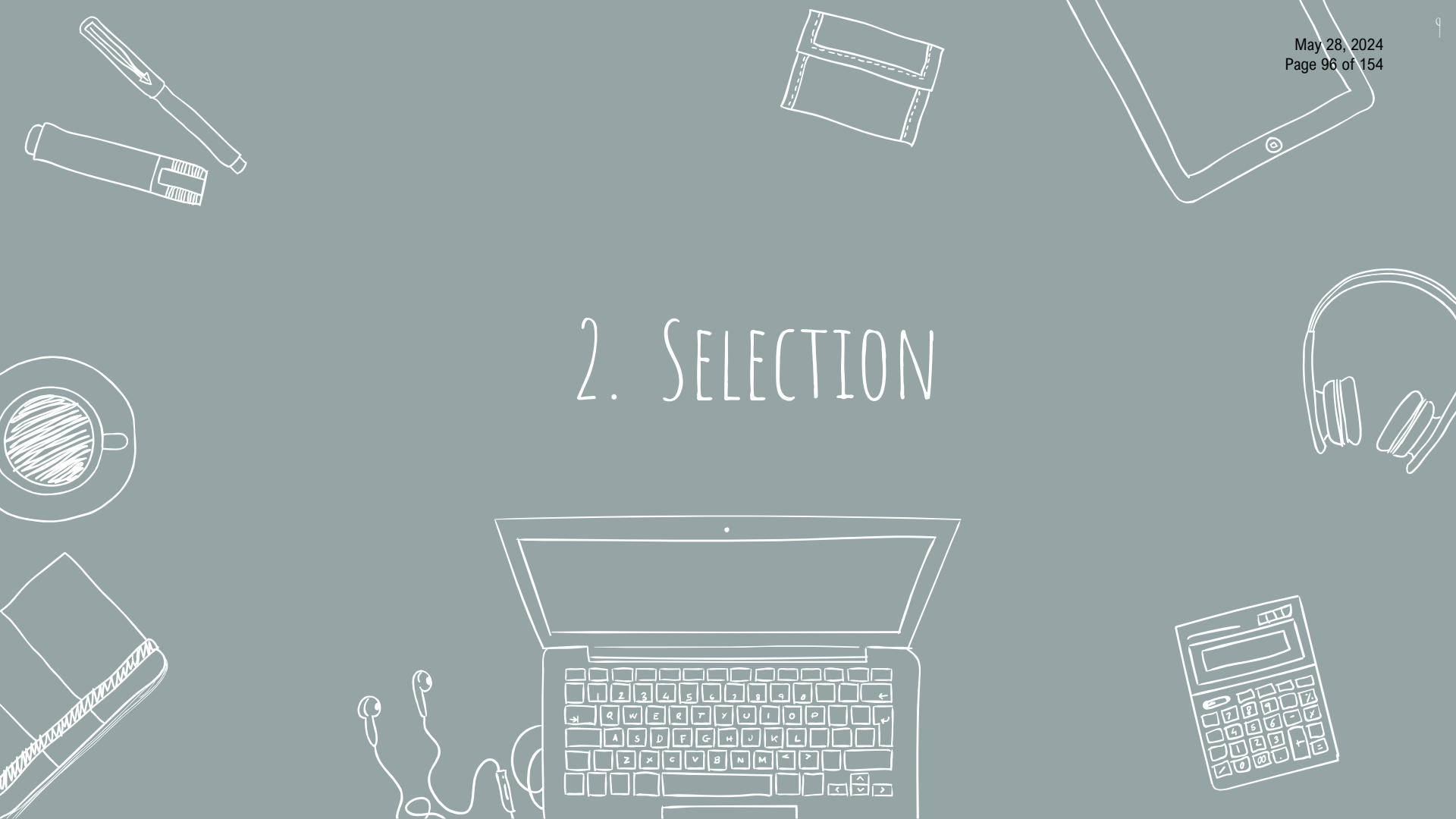


## ★ Alignment standards



NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**

## 2. SELECTION





## Elementary Library Book Award (ELBA) Allocation



### Digital Platforms

- Tumblebooks
- Pebblego
- Pebblego Next
- TrueFlix

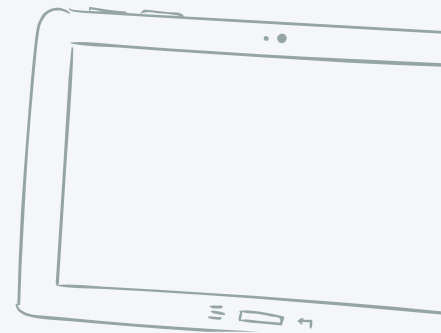
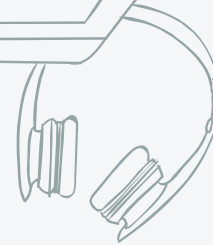
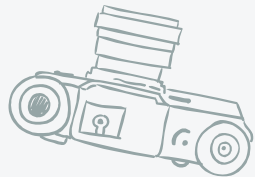


# Elementary Music

May 28, 2024  
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11

## ★ Game Plan ★ Music Play – K-6



# Secondary Music

May 28, 2024  
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12

## ★ Band

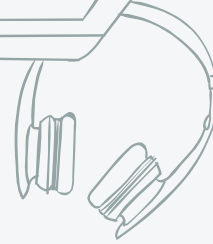
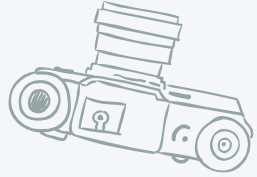
- Hal Leonard Essential Technique for Band
- Hal Leonard Essential Elements for Band
- Sound Innovations for Concert Band

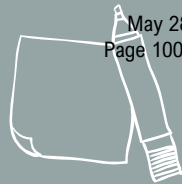
## ★ Orchestra

- Habits of a Successful Middle Level String Musician
  - Habits of a Successful String Musician

## ★ Chorus

- Hal Leonard's Voices in Concert





# Total Expenditure Elementary Library:

K-5 ELBA Curriculum: \$23,940 per year  
Cost Per Student, Per Year: \$12.95 per year

K-5 Digital Platforms: \$29,175.21 per year  
Cost Per Student, Per Year: \$7.97



Total Yearly Adoption: \$53,115.21  
Total 7 Year Adoption: \$371,806.47







# Total Expenditure Elementary Music:



K-5 Game Plan Curriculum: \$ 58,650.00  
Cost Per Student, One Time Fee: \$2.29



K-6 Music Play Platforms: \$ 2,991.64  
Cost Per Student, Per Year: \$ 0.70



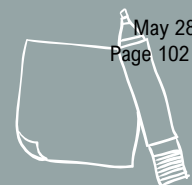
Total 7 Year Adoption: \$79,591.48





# Total Expenditure Secondary Music:

May 28, 2024  
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Band Curriculum:\$ 2379.39

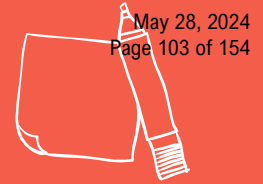
Orchestra Curriculum: \$1594.75

Chorus Curriculum: \$119,540.29

Harmony & Piano: \$2856.63

Total 7 Year Adoption: \$126,371.06





May 28, 2024  
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# DISCUSSION



THANK YOU!!



To: Dr. Terry Brenner, Superintendent

From: Amy Bartsch, Chief Academic Officer and Eric Ripley, Executive Director of CTE  
and Technology  

Date: May 28, 2024

Subject: Cybersecurity and Computer Science Integration Plan

The 68<sup>th</sup> Legislative Assembly passed House Bill 1398 which mandates computer science and cybersecurity instruction and the bill requires all school districts to create an implementation plan outlining how this will be achieved. The purpose of the plan is to ensure all students have access to introductory knowledge for the approved cybersecurity and computer science standards. The district integration plan must be approved by the School Board prior to July 1<sup>st</sup>, 2024.

Tonight, you will be presented with an overview of the committee's recommended Integration Plan. Eric Ripley and Amy Bartsch will be present to review the plan and answer any questions. The Grand Forks Public Schools' Cybersecurity and Computer Science Integration Plan can be found in the Board packet.

Administrative recommendation is to approve the cybersecurity and computer science integration plan as presented.





# Cybersecurity and Computer Science Integration Plan

# Table of Contents:

District Vision for Computer Science and Cybersecurity Implementation . . . . . 3

Computer Science and Cybersecurity Legislation . . . . . 3

Grand Forks Public Schools K-12 Computer Science and Cybersecurity Integration Plan . . . . . 3

Additional Opportunities for Students . . . . . 3

Teacher Credentials . . . . . 4

Standards Structure . . . . . 5

Disciplinary Literacy in Computer Science and Cybersecurity . . . . . 6

School Board Approval . . . . . 6









## District Vision for Computer Science and Cybersecurity Implementation:

Grand Forks Public Schools' vision for computer science implementation is aligned with the state's and focuses on providing every student with quality instruction in computer science and cybersecurity, ensuring equal opportunities for all. Grand Forks Public Schools' commitment to this vision ensures that our students will be well-prepared for the challenges and opportunities in technology and technology related fields.

## Computer Science and Cybersecurity Legislation:

On March 24th, 2023 Governor Burgum signed HB 1398 into law, which mandates the teaching of computer science and cybersecurity, as well as the integration of these content standards into K-12 school curricula. North Dakota is the first state in the country to approve legislation requiring cybersecurity education. ([HB 1398](#))

## Grand Forks Public Schools K-12 Computer Science and Cybersecurity Integration Plan:

		Cybersecurity standards are integrated into K-5 library courses.
		<p>Cybersecurity standards are integrated into the courses listed below.</p> <p>6th Grade: Computer Science for Innovators and Makers</p> <p>7th Grade: Technology and Engineering</p> <p>8th Grade: Computer Applications &amp; Technology and Engineering</p>
		<p>Cybersecurity standards are integrated into existing <a href="#">high school core courses</a>. The freshman class starting in the fall of 2024 will also complete an asynchronous cybersecurity module in grade 9. If the module is not completed by the conclusion of grade 9, students will be required to take one credit worth of courses from the list below prior to graduation.</p> <ul style="list-style-type: none"> <li>• Computer Hardware and OS I (dual credit available)</li> <li>• Computer Hardware and OS II (dual credit available)</li> <li>• Cybersecurity Essentials (dual credit available)</li> <li>• Networking Essentials (dual credit available)</li> <li>• Introduction to Computing Essentials</li> <li>• Programming Essentials I</li> <li>• Programming Essentials II</li> <li>• Robotics</li> <li>• Web Design</li> </ul> <p>In addition to the integrated experience at the high school, students also have access to the elective courses above. :</p>

## Additional Opportunities for Students:

Vex Robotics

CyberMadness

Girls Who Code

Skills-USA

Science Bowl

Science Olympiad



## Teacher Credentials:

Grand Forks Public Schools will continue to offer professional learning opportunities to teachers in the area of cybersecurity and computer science. Should a teacher desire additional credentialing the North Dakota Department of Public Instruction in collaboration with the Education Standards and Practices Board has made the following credentials available.

ND DPI has identified three levels of Computer Science (CS) and Cybersecurity credentials. Each requires a valid teaching license issued by the Education Standards and Practices Board (ESPB).

- Level 1 - Allows the recipient to teach any CS or Cyber-related course, including advanced courses, at any grade level corresponding with the recipient's teaching license. Applicants must complete one of the following:
  - 200 or more hours of CS or Cyber training; or
  - 15 or more credits in CS or Cyber; or
  - 3 stacks of micro-credentials in CS or Cyber.
- Level 2 - Allows the recipient to teach introductory and intermediate-level CS or Cyber-related courses, as determined by the department, at any grade level corresponding with the recipient's teaching license. Applicants must complete one of the following:
  - 40 or more hours of CS or Cyber training; or
  - 6 or more credits in CS or Cyber; or
  - 1 stack of micro-credentials in CS or Cyber.
- Level 3 - Allows the recipient to teach integrated CS or Cyber-related instruction in other contents at any grade level corresponding with the recipient's teaching license. The recipient also may teach CS or Cyber-related courses in grades kindergarten through grade eight as applicable to the recipient's teaching license. Applicants must complete one of the following:
  - 15 or more hours of CS or Cyber training; or
  - 3 micro-credentials in CS or Cyber.
- Renewal - the CS and Cyber credential is renewed every five years. It requires a valid teaching license issued by the ESPB.
  - 30 hours of CS or Cyber training; or
  - 2 credits; or
  - 2 micro-credentials; or
  - A combination of training, credits and micro-credentials.

## Standards Structure:

The North Dakota Computer Science Standards are organized into four grade bands: K-2, 3-5, 6-8, and 9-12. There are 5 concepts in the standards. They include Technology Systems, Computational Thinking, Information Literacy, Computing in Society, and Digital Citizenship. Each contains sub-concepts to organize the standards identified.

### Technology Systems

Subconcepts:

- Networks & Internet
- Hardware & Software
- Troubleshooting

### Computational Thinking

Subconcepts:

- Problem Solving & Algorithms
- Data Creation & Analysis

### Information Literacy

Subconcepts:

- Access
- Evaluate
- Create
- Intellectual Property

### Computing in Society

Subconcepts:

- Impacts of Computing
- Social Interactions

### Digital Citizenship

Subconcepts:

- Safety & Ethics
- Responsible Use
- Digital Identity

## Disciplinary Literacy: Supporting Computer Science and Cybersecurity in Course Work

Reading	Writing	Thinking
<ul style="list-style-type: none"> <li>Identify the strengths and weaknesses and weaknesses of different search engines.</li> <li>Use and evaluate multiple online sources.</li> <li>Evaluate the reliability of content from different websites, authors, and sources.</li> <li>Exchange ideas within and across communities.</li> <li>Synthesize input from multiple sources.</li> <li>Read and use technical manuals and information about innovative practices in technology.</li> <li>Understand the meaning of technical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Create and Communicate content using a variety of digital media options.</li> <li>Use the most effective platform to convey information.</li> <li>Determine the most effective way to convey content.</li> <li>Represent ideas symbolically (e.g., color, sound, images) to communicate and persuade.</li> <li>Collect and organize data in graphs and charts.</li> <li>Create computer programs applying technological symbols and coding.</li> <li>Compare software/devices/hardware to identify strengths and weaknesses for the task.</li> <li>Apply technical vocabulary in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Identify strengths and weaknesses of digital platforms for conveying information.</li> <li>Apply knowledge about appropriate and safe online behavior.</li> <li>Develop fluency with features of digital technology used.</li> <li>Make design decisions based on purpose and audience point of view.</li> <li>Collaborate with others to exchange ideas and create a product.</li> <li>Edit work and seek feedback about clarity, message, and impact.</li> <li>Evaluate the impact of online usage on digital identity.</li> <li>Find solutions to technical problems.</li> </ul>

### School Board Approval

To meet compliance with HB 1398 the Grand Forks Public Schools' School Board must consider and approve the computer science and cybersecurity integration plan by July 1, 2024.

# Cybersecurity and Computer Science Integration Plan

May 13th, 2024



Eric Ripley, Executive Director of CTE and Technology  
Amy Bartsch, Chief Academic Officer

# Meet the Team

- Zachary Buchhop
- Tracy Whalen
- Carmen Shannon
- David Nowatzki
- Katie Chandler
- Kris Arason
- Loren Hoheisel
- Jon Strandell
- Eric Ripley
- Amy Bartsch

# Integration Plan Completion:



## Committee

Met on several occasions to discuss Century Code, requirements, DPI guidance, and plan creation



## School Board

Will need to approve an integration plan prior to July 1st, 2024



## Content Teams (PLCs)

Met to review cybersecurity and computer science standards, identify standard alignment to current courses, & discussed options for integration





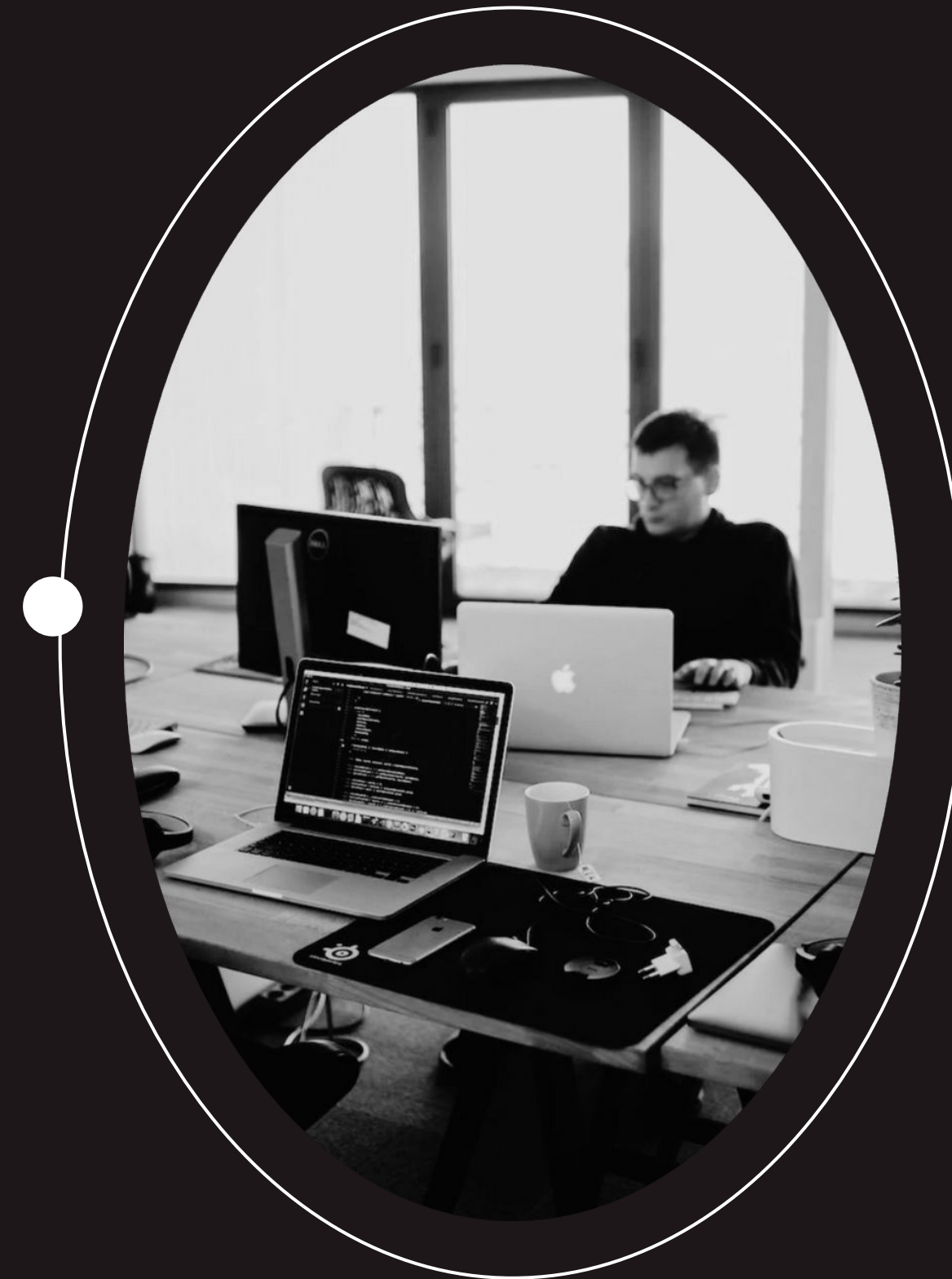
Effective the 2023-2024 school year

### North Dakota Century Code 15.1-21-01

- To be approved, elementary, and middle schools shall provide instruction in computer science, including cybersecurity.

### North Dakota Century Code 15.1-21-02

- To be approved, high schools shall provide instruction in or make available one unit of computer science or cybersecurity







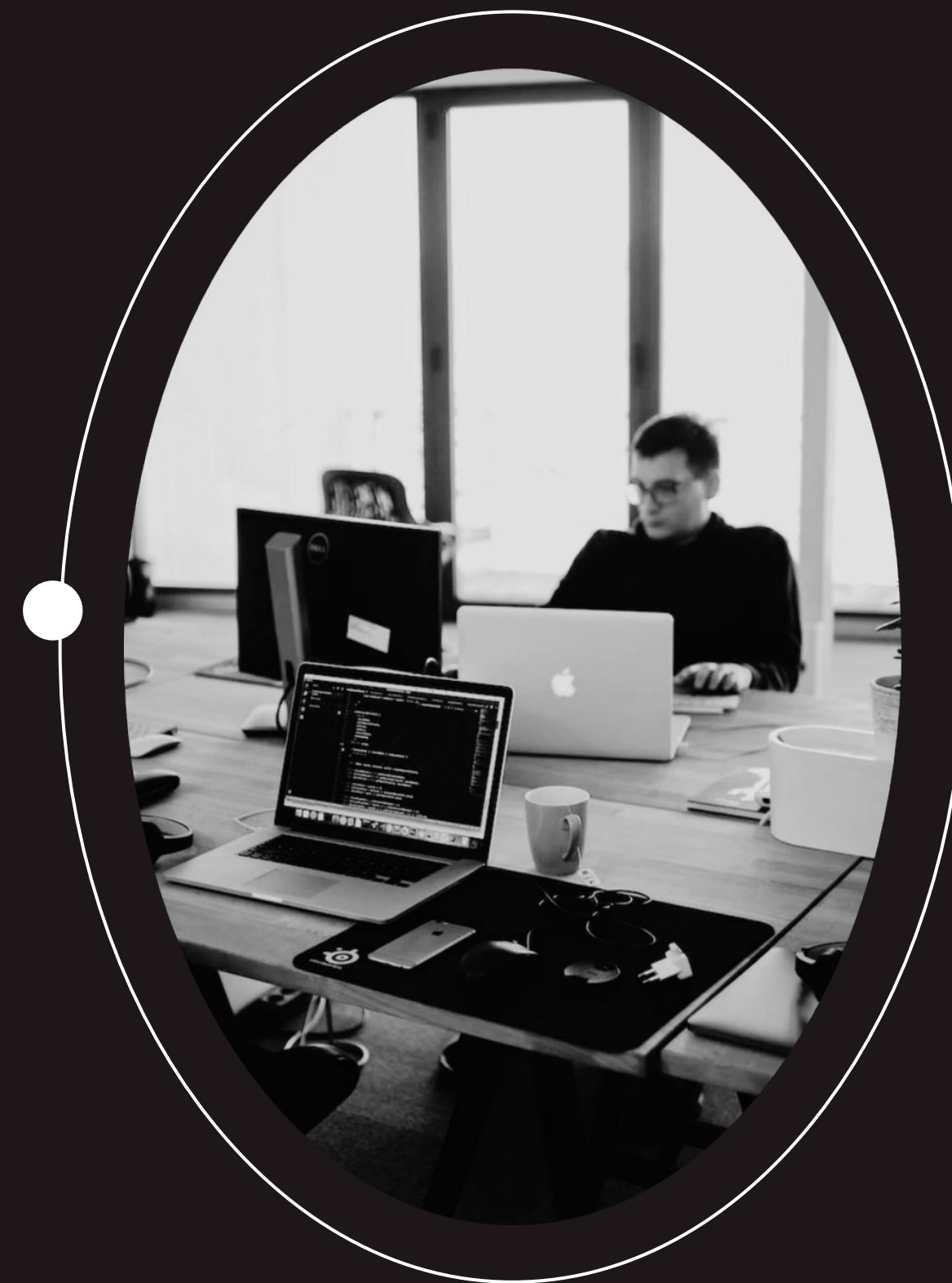
Effective the 2024-2025 school year

### North Dakota Century Code 15.1-21-01

- To be approved, elementary, and middle schools shall develop an computer science and cybersecurity integration plan approved by the School Board

### North Dakota Century Code 15.1-21-02

- To be approved, high schools shall develop a computer science and cybersecurity integration plan approved by the School Board



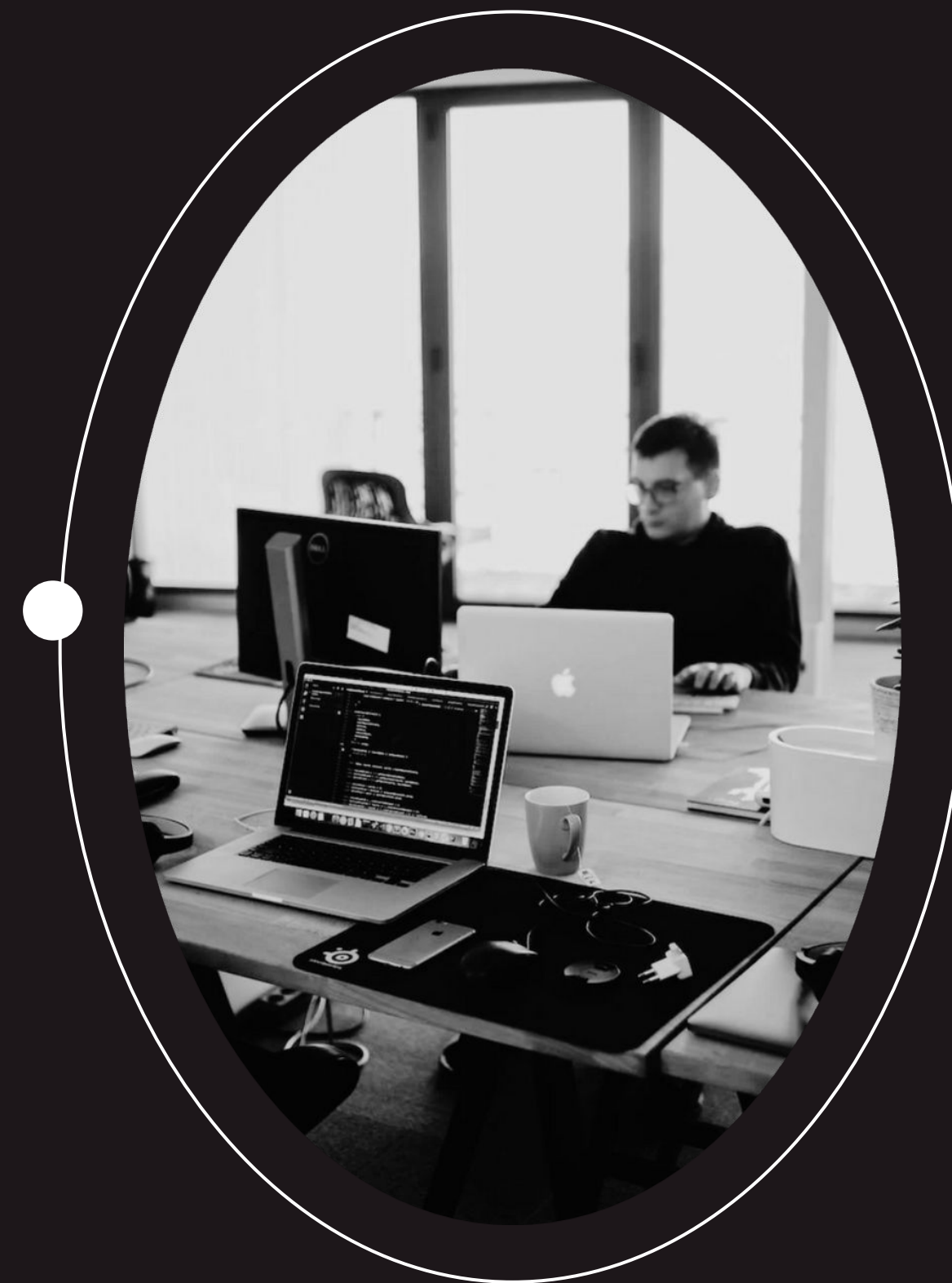




Effective the 2023-2024 school year

North Dakota Century Code 15.1-21-02.2

- High school graduation requirements (through July 31st, 2025); one unit of computer science or cybersecurity may satisfy one of the three existing science requirements





Effective the 2025-2026 school year

## North Dakota Century Code 15.1-21-02.2

- High school graduation requirements (after July 31st, 2025); students are required to take one unit of computer science or cybersecurity; it may satisfy one of the three existing science requirements. This requirement is waived if the student has completed the computer science and cybersecurity integration plan

(prior legislation, one unit of computer science may satisfy one unit of the three existing math requirements)





# Elementary:

- Each K-5 student receives 60 minutes of weekly instruction during one of their specials in the Library Media Center
- Library Media Specialist reviewed the cybersecurity and computer science standards and identified a plan to integrate the priority standards into current units of study K-5.







# Middle School:

- Each 6-8 student engages in the following courses:
  - 6th Grade: Computer Science for Innovators and Makers
  - 7th Grade: Technology and Engineering
  - 8th Grade: Computer Applications & Technology and Engineering
- Cybersecurity and computer science standards were reviewed and these courses address the priority standards for this age span.





# High School:

- Content teachers in the areas of English language arts, mathematics, social studies, and science reviewed their units of study and identified cybersecurity and computer science standards that were addressed/covered in their courses.
- The freshman class starting in the fall of 2024 will also complete an asynchronous cybersecurity module in grade 9.

In addition to the integrated experience at the high school, students also have access to the elective course, Computer Science.

Bonus: Having students complete an asynchronous, online module will positively affect our choice ready scores!







# High School:

If the module is not completed by the conclusion of grade 9, students will be required to take one credit worth of courses from the list below prior to graduation. These courses have been approved by DPI to meet the requirements within Century Code.

- Computer Hardware and OS I (dual credit available)
- Computer Hardware and OS II (dual credit available)
- Cybersecurity Essentials (dual credit available)
- Networking Essentials (dual credit available)
- Introduction to Computing Essentials
- Programming Essentials I
- Programming Essentials II
- Robotics
- Web Design

In addition to the integrated experience at the high school, students also have access to the elective courses above.

# Questions

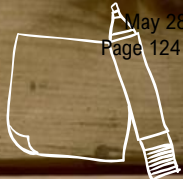
## Administrative Recommendation:

Administrative recommendation is to approve the Cybersecurity and Computer Science Integration Plan during the May 28th School Board meeting.





THANK YOU!!





# Grand Forks Head Start

---

Amendment to the Baseline grant, 2024-2029

# Duration Hours

---

2017: Half-day single session, center-based classrooms to full- day center-based classrooms serving students 1,020 hours.

2021: Final rule was amended.

# Locally-Designed Option

---

HSPPS 1302.24: Locally-designed program option  
128 days with a four day school week

# GFHS

Locally-Designed Option  
(LDO)

- 136 days
  - 971 hours (-49 hrs.)
  - Monday through Thursday
  - 8:00 am to 3:30 pm
  - Nine month school year
  - Center-based classrooms
-

# Early-out

12:00 pm dismissal

- September 18, 2024
  - October 2 and 16, 2024
  - November 6 and 20, 2024
  - December 4 and 18, 2024
  - January 15 and 29, 2025
  - February 19, 2025
  - March 5, 2025
  - April 9 and 30, 2025
  - May 14, 2025
-

# HSPPS: 1302.92, required trainings

- Minimum of 15 hours
- Standards of Conduct
- Mandated reporting
- Confidentiality
- Universal precautions
- Blood borne pathogens
- Epi-pen
- Medication administration rights
- CPR/First Aid
- Active Supervision
- Head Start Early Learning Framework
- GFPS: mandated reporting, Title IV, 504, McKinney Vento & Suicide prevention
- MTSS meetings
- IEP's
- Staff meetings
- Other trainings: The Pyramid Model, Conscious Discipline, Trauma and SEL

# COLA, 2024-2025

- The GFHS program has been awarded a cost of living adjustment with the baseline grant, 2024-2025, in the amount of \$71,940 that will supplement our grantee's salaries and fringe benefits of current and future employees.
- Our program does not have to write a grant to receive these funds, but Policy Council and School Board approval are required.

# Questions

---

Locally-designed option amendment or COLA



**Matt Bakke**  
Assistant Superintendent of Elementary Education

Department Phone: 701.787.4882  
mbakke190@mygfschools.org

## MEMORANDUM

DATE: May 28, 2024  
TO: Dr. Terry Brenner, Superintendent  
FROM: Matt Bakke, Assistant Superintendent of Elementary Education *MB*  
RE: Amendment to Head Start Baseline Grant First Year of the Five Year 2024-2029

---

Attached is information regarding a request from the Grand Forks Public School Head Start Program to amend the First Year of the Five Year Baseline Grant, Fiscal Year 2024-2025, from a duration grant to a Locally Designed Option (LDO) and to approve the Cost of Living Adjustment (COLA) for the Fiscal Year 2024-2025.

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

The administrative recommendation is to approve the amendment of the First Year of the Five Year Baseline grant, Fiscal Year 2024-25, from a duration grant to an LDO and to approve the COLA for FY 2024-2025 at the rate of 2.35% for the amount of \$71,940.

MB:ls  
Attachments



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



PO Box 6000  
Grand Forks, ND 58206-6000



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3600 6th Ave. N, Grand Forks, ND 58203

Department Phone: 701.746.2433

Direct Phone: 701.746.2433, ext. 1113

Fax: 701.746.2450

tjohnson080@mygfschools.org

**DATE:** May 22, 2024  
**TO:** Mr. Matt Bakke, Assistant Superintendent of Elementary Schools  
**FROM:** Tracey Johnson, Director of Head Start  
**RE:** Baseline Grant, FY 2024-2025 and COLA

---

The Grand Forks Public School Head Start Program is requesting to amend the First Year of the Five Year Baseline Grant, Fiscal Year 2024-2025, from a duration grant to a Locally Designed Option (LDO) and approve the Cost of Living Adjustment for FY 2024-2025.

The Grand Forks Head Start Policy Council approved a Locally-Designed Option and the Cost of Living Adjustment with a unanimous vote at the May 21, 2024 meeting.

The administrative recommendation is to approve the baseline grant as a Locally-Designed Option (LDO) and approve the Cost of Living Adjustment.

the opioid crisis continues in our community. Grand Forks Public Health collaborates with local providers to provide treatment options.

The main needs identified by community members, parents and staff through the community assessment process include economic stability, affordable housing, lack of mental health services and lack of service availability and acceptance; services are either not available, service providers are not accepting new clients or service providers do not accept medicaid. Emerging health issues noted in our community include mental health issues of adults and children, increased concerns with child and adolescent behavior and increase in substance use and abuse.

#### **Proposed Program Option(s) and Funded Enrollment Slots**

Grand Forks Head Start is authorized to serve the surrounding areas within Grand Forks County, including, but not limited to, the larger cities of Thompson, Manvel, Emerado, and Larimore. In 2017, our program began serving students 100% duration hours (1,020) within the confinement of the Grand Forks Public School District's nine month calendar. This has made it difficult to abide by Teacher contracts and follow the school district's PLC schedule. The Teacher Negotiated Agreement (2023-2025), Article VIII - Workday, Section 3, Teacher Preparation Time states, "Full-time teachers shall be provided 300 minutes of preparation time per week within the student contact schedule. The goal is to provide preparation time in a 60 - minute block per day, but no block will be less than 30 minutes. Additionally, the first 20 minutes of the workday are intended as preparation time for teachers. If teachers must perform duties other than preparation during this time, teachers will be compensated at an hourly rate of pay determined by computing the teacher's current salary divided by 188 contract days



divided by 8 hours.” Our teachers' contracted hours begin at 7:55 am and the classroom doors open at 8:00 am. The day begins with a morning opening and breakfast is served at 8:30 am. Head Start teachers eat breakfast, lunch and snacks with the students. Head Start teachers provide the specials, such as music, gross motor and all instruction. Teachers within the school district are allowed preparation time during specials because those are taught by other instructors. Head Start teachers do not serve students on Fridays, because Fridays has been our teachers' preparation time. However, most Friday preparation time is taken away from teachers due to special education meetings, multi-tier system of support meetings, classroom staffings, staff meetings and professional development. Head Start teachers are not consistently receiving their guaranteed 300 minutes of preparation time. Each Head Start teacher works with a full-time assistant teacher. The assistant teachers begin their days at 7:30 am which allows them time to prepare for an 8:00 am start time for students. Assistant teachers work with teachers on Fridays, but most of the time they are also included in the above mentioned activities or their own professional development. Our program will continue to provide educational services to students, Monday through Thursday, from 8:00 am to 3:30 pm. We would like to take advantage of the Wednesday early-out times the district teachers participate in. Our program is requesting to reduce our student contact hours to allow teachers guaranteed preparation time on Fridays which is mandated within the Teacher Negotiated Contract. In this locally designed option our students would attend 971 hours of programming within a nine month school year, comparable to the hours of elementary school per North Dakota Century Code.



## Grand Forks Head Start

---

Amendment to the Baseline grant, 2024-2029

## Duration Hours

---

2017: Half-day single session, center-based classrooms to full- day center-based classrooms serving students 1,020 hours.  
2021: Final rule was amended.

## Locally-Designed Option

---

HSPPS 1302.24: Locally-designed program option  
128 days with a four day school week

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(LDO)

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- Medication administration rights
- CPR/First Aid
- Active Supervision
- Head Start Early Learning Framework
- GFPS: mandated reporting, Title IV, 504, McKinney Vento & Suicide prevention
- MTSS meetings
- IEP's
- Staff meetings
- Other trainings: The Pyramid Model, Conscious Discipline, Trauma and SEL

## COLA, 2024-2025

- The GFHS program has been awarded a cost of living adjustment with the baseline grant, 2024-2025, in the amount of \$17,625 that will supplement our grantee's salaries and fringe benefits of current and future employees.
- Our program does not have to write a grant to receive these funds, but Policy Council and School Board approval are required.

## Questions

Locally-designed option amendment or COLA

## **Grand Forks Head Start Cost of Living Adjustment (COLA) Narrative and Budget Justification Baseline Grant, FY 2024-2025**

The Grand Forks Head Start program is applying for a cost of living adjustment (COLA) at the rate of 2.35% that will supplement our grantee's salary, fringe, and benefit package in the amount of \$71,940. This is a permanent increase to the wage and benefit package of all current and future employees. The Grand Forks School District is our grantee, therefore our certified and classified staff are on salary schedules, based on their degrees and years of experience. As of the 2023-2024 school year our lowest paid full-time classified staff earns \$17,625 and our highest full-time paid classified staff earns \$61,815. Our lowest paid full-time certified staff earns \$47,774 and our full-time highest paid certified staff earns \$84,848.

In comparison to other Pre-K programs in the state of North Dakota, our classified and certified staff earn substantially more income because our program is on the same salary schedules as teaching staff in the Grand Forks Public School District.

These additional permanent funds, for all employees, will allow our program the opportunity to retain our credentialed and experienced staff and continue to serve our children and families with quality services.



**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: General Fund Financial Statement  
DATE: May 28, 2024



Pursuant to the North Dakota Century Code and School District Policy, attached is the General Fund Financial Statement for Grand Forks Public School District #1 for the period of July 1, 2023 through April 30, 2024.

For the first ten months of fiscal year 2023-2024, total general fund revenues were \$112,206,794 and total general fund expenditures were \$96,959,839, resulting in revenues over expenses of \$15,246,955.

Administrative recommendation is to approve the General Fund Financial Statement for the period of July 1, 2023 through April 30, 2024 as presented.



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



PO Box 6000  
Grand Forks, ND 58206-6000



[www.gfschools.org](http://www.gfschools.org)

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



**GRAND FORKS PUBLIC SCHOOLS**  
**GENERAL FUND FINANCIAL STATEMENT**  
**As of April 30, 2024**

	2023-2024 <u>BUDGET</u>	2023-2024 <u>ACTUAL</u>	<u>%</u>	<u>BUDGET BALANCE</u>
<u>REVENUES</u>				
A. Local Sources	\$ 31,188,496	\$ 24,895,706	79.8%	\$ 6,292,790
B. State Sources	74,047,209	73,026,852	98.6%	1,020,357
C. Federal Sources	21,820,019	14,126,359	64.7%	7,693,660
D. Revenue from Other Sources	<u>1,137,027</u>	<u>157,877</u>	13.9%	<u>-300.00%</u>
TOTAL REVENUES	<u>\$ 128,192,751</u>	<u>\$ 112,206,794</u>	<u>87.5%</u>	<u>\$ 15,006,804</u>
<u>EXPENDITURES</u>				
A. Salaries	\$ 82,852,010	\$ 60,639,036	73.2%	\$ 22,212,974
B. Fringe Benefits	22,447,195	16,998,986	75.7%	5,448,209
C. Other Expenses	23,044,779	17,964,099	78.0%	5,080,680
D. Utilities	<u>1,854,806</u>	<u>1,357,718</u>	<u>73.2%</u>	<u>497,088</u>
TOTAL EXPENDITURES	<u>\$ 130,198,791</u>	<u>\$ 96,959,839</u>	<u>74.5%</u>	<u>\$ 33,238,951</u>
REVENUES OVER/(UNDER) EXPENSES	<u>\$ (2,006,040)</u>	<u>\$ 15,246,955</u>		

**A. LOCAL SOURCES**

Property Taxes	\$ 23,926,869	\$ 22,921,880	95.8%	\$ 1,004,989
Revenue in Lieu of Taxes	785,349	219,834	28.0%	565,515
Impact Aid	3,000,000	-	0.0%	3,000,000
Tuition	1,226,122	239,201	19.5%	986,921
Drivers Education	77,971	75,700	97.1%	2,271
Interest Income	630,016	751,513	7.0%	(121,497)
ENCORE Fees	344,196	281,048	81.7%	63,149
SPA Activities	126,931	38,341	30.2%	88,590
Summer School Activities	6,000	-	0.0%	6,000
Rental Income	60,750	76,811	126.4%	(16,061)
Contributions / Donations	10,000	6,700	67.0%	3,300
Other Local	<u>994,291</u>	<u>\$ 284,678</u>	<u>28.6%</u>	<u>709,613</u>
TOTAL LOCAL REVENUE	<u>\$ 31,188,496</u>	<u>\$ 24,895,706</u>	<u>79.8%</u>	<u>\$ 6,292,790</u>

**GRAND FORKS PUBLIC SCHOOLS**  
**GENERAL FUND FINANCIAL STATEMENT**  
**As of April 30, 2024**

	2023-2024 <u>BUDGET</u>	2023-2024 <u>ACTUAL</u>	<u>%</u>	<u>BUDGET BALANCE</u>
<b>B. <u>STATE SOURCES</u></b>				
State Aid Formula Payment	\$ 71,968,460	\$ 70,683,798	98.2%	\$ 1,284,662
Transportation	328,169	276,379	84.2%	51,790
Special Education	385,689	141,802	36.8%	243,886
Career & Technical Education	396,752	832,904	209.9%	(436,152)
Adult Education	217,000	212,043	97.7%	4,957
Restricted State Aid - Other	<u>751,140</u>	<u>879,925</u>	<u>117.1%</u>	<u>(128,785)</u>
<b>TOTAL STATE REVENUE</b>	<b>\$ 74,047,209</b>	<b>\$ 73,026,852</b>	<b>98.6%</b>	<b>\$ 1,020,357</b>
<b>C. <u>FEDERAL SOURCES</u></b>				
Title I, Part A	\$ 3,684,732	\$ 1,795,852	48.7%	\$ 1,888,880
Title II, Part A	734,546	404,572	55.1%	329,974
Title III, Part A	28,347	19,083	67.3%	9,265
Title IV, Part A	1,206,469	410,077	34.0%	796,393
ENCORE (21st Century CCLC)	550,000	330,984	60.2%	219,016
Head Start	2,886,427	2,031,710	70.4%	854,717
IDEA B - Special Education	2,735,085	1,658,826	60.6%	1,076,260
Preschool Program	80,629	51,130	63.4%	29,499
Indian Education Programs	84,986	59,605	70.1%	25,381
Carl Perkins	211,620	-	0.0%	211,620
Adult Education	105,784	6,164	5.8%	99,620
CARES Act/ESSER	8,576,377	6,799,029	79.3%	1,777,348
Restricted Federal - Other	<u>935,015</u>	<u>559,326</u>	<u>59.8%</u>	<u>375,688</u>
<b>TOTAL FEDERAL REVENUE</b>	<b>\$ 21,820,019</b>	<b>\$ 14,126,359</b>	<b>64.7%</b>	<b>\$ 7,693,660</b>
<b>D. <u>REVENUE FROM OTHER SOURCES</u></b>				
Sale of Real Property	523,769	23,632	4.5%	-100.00%
Services Provided Another LEA	375,000	-	0.0%	-100.00%
Refund from Prior Year Expenses (E-Rate)	238,258	\$ 134,245.0	56.3%	-100.00%
<b>TOTAL OTHER REVENUE</b>	<b>\$ 1,137,027</b>	<b>\$ 157,877</b>	<b>13.9%</b>	<b>-300.00%</b>
<b>TOTAL GENERAL FUND REVENUE</b>	<b>\$ 128,192,751</b>	<b>\$ 112,206,794</b>	<b>87.5%</b>	<b>\$ 15,006,804</b>
<b>A. <u>SALARIES</u></b>				
Professional Staff	\$ 61,287,963	\$ 42,224,043	68.9%	\$ 19,063,920
Paras / Classified Staff	19,972,474	17,350,718	86.9%	2,621,756
Subs / Other	<u>1,591,573</u>	<u>1,064,275</u>	<u>66.9%</u>	<u>527,298</u>
<b>TOTAL SALARIES</b>	<b>\$ 82,852,010</b>	<b>\$ 60,639,036</b>	<b>73.2%</b>	<b>\$ 22,212,974</b>
<b>B. <u>FRINGE BENEFITS</u></b>				
Health Insurance	8,782,081	\$ 6,649,988	75.7%	\$ 2,132,094
TFFR (Employer Share)	7,015,567	5,184,107	73.9%	1,831,460
FICA (Employer Share)	5,805,763	4,413,664	76.0%	1,392,099
IRA/403B (Employer Share)	412,185	371,454	90.1%	40,732

**GRAND FORKS PUBLIC SCHOOLS**  
**GENERAL FUND FINANCIAL STATEMENT**  
**As of April 30, 2024**

	2023-2024 <u>BUDGET</u>	2023-2024 <u>ACTUAL</u>	<u>%</u>	<u>BUDGET BALANCE</u>
Disability Insurance	248,000	192,898	77.8%	55,102
Workers Comp	148,039	152,644	103.1%	(4,604)
Unemployment Comp	2,725	1,877	68.9%	848
Life Insurance	<u>32,835</u>	<u>32,355</u>	<u>98.5%</u>	<u>480</u>
<b>TOTAL FRINGE BENEFITS</b>	<b>\$ 22,447,195</b>	<b>\$ 16,998,986</b>	<b>75.7%</b>	<b>\$ 5,448,209</b>
<b>C. <u>OTHER EXPENSES</u></b>				
Supplies	\$ 2,073,584	\$ 1,712,394	82.6%	\$ 361,191
Equipment & Furniture	778,703	1,392,691	178.8%	(613,988)
Textbooks / Curriculum Adoption	1,661,080	1,467,393	88.3%	193,687
Library Books & Materials	72,608	72,032	99.2%	576
Purchased Services	6,302,625	4,201,867	66.7%	2,100,758
Legal Services	231,211	263,910	114.1%	(32,699)
Student Transportation	1,851,828	1,386,722	74.9%	465,105
Field Trips	72,372	46,853	64.7%	25,519
Tuition	770,587	421,866	54.7%	348,721
Telephones	234,879	176,902	75.3%	57,977
Postage	39,943	7,610	19.1%	32,334
Printing	155,342	105,122	67.7%	50,221
Insurance	508,978	512,814	100.8%	(3,836)
Rent	748,229	480,079	64.2%	268,150
Service Agreements	716,300	737,871	103.0%	(21,571)
Construction Services	3,631,293	3,492,718	96.2%	138,574
Travel	494,696	182,223	36.8%	312,473
Car Allowances	146,931	89,034	60.6%	57,897
Gas & Oil	49,881	31,504	63.2%	18,377
Supervisor Meals	21,542	15,537	72.1%	6,006
Dues / Fees	1,614,334	1,150,283	71.3%	464,051
Service Awards / Employee Recognition	17,833	16,675	93.5%	1,159
Transfer to Fund #61	<u>850,000</u>	<u>-</u>	<u>0.0%</u>	<u>850,000</u>
<b>TOTAL OTHER EXPENSES</b>	<b>\$ 23,044,779</b>	<b>\$ 17,964,099</b>	<b>78.0%</b>	<b>\$ 5,080,680</b>
<b>D. <u>UTILITIES</u></b>				
Water & Sewage	156,454	\$ 146,153	93.4%	\$ 10,301
Natural Gas	623,369	284,783	45.7%	338,585
Electricity	<u>1,074,984</u>	<u>926,782</u>	<u>86.2%</u>	<u>148,202</u>
<b>TOTAL UTILITIES</b>	<b>\$ 1,854,806</b>	<b>\$ 1,357,718</b>	<b>73.2%</b>	<b>\$ 497,088</b>
<b>TOTAL GENERAL FUND EXPENDITURES</b>	<b>\$ 130,198,791</b>	<b>\$ 96,959,839</b>	<b>74.5%</b>	<b>\$ 33,238,951</b>

**GRAND FORKS PUBLIC SCHOOLS**  
**GENERAL FUND FINANCIAL STATEMENT (YEAR-OVER-YEAR COMPARISON)**  
**As of April 30, 2024**

	2023-2024 <u>ACTUAL</u>	2022-2023 <u>ACTUAL</u>	<u>YTD Change</u>	<u>% Change</u>
<b><u>REVENUES</u></b>				
A. Local Sources	\$ 24,895,706	\$ 22,606,527	\$ 2,289,179	10.1%
B. State Sources	73,026,852	68,158,393	4,868,459	7.1%
C. Federal Sources	14,126,359	10,475,837	3,650,522	34.8%
D. Revenue from Other Sources	<u>157,877</u>	<u>729,371</u>	<u>(571,494)</u>	<u>-78.4%</u>
<b>TOTAL REVENUES</b>	<b>\$ 112,206,793</b>	<b>\$ 101,970,128</b>	<b>\$ 10,236,665</b>	<b><u>10.0%</u></b>
<b><u>EXPENDITURES</u></b>				
A. Salaries	\$ 60,639,036	\$ 55,308,174	\$ 5,330,862	9.6%
B. Fringe Benefits	16,998,986	15,115,300	1,883,686	12.5%
C. Other Expenses	17,964,099	14,848,810	3,115,289	21.0%
D. Utilities	<u>1,357,718</u>	<u>1,922,847</u>	<u>(565,129)</u>	<u>-29.4%</u>
<b>TOTAL EXPENDITURES</b>	<b>\$ 96,959,839</b>	<b>\$ 87,195,131</b>	<b>\$ 9,764,708</b>	<b><u>11.2%</u></b>
<b>REVENUES OVER/(UNDER) EXPENSES</b>	<b>\$ 15,246,955</b>	<b>\$ 14,774,997</b>	<b>\$ 471,957</b>	

**COMMENTS:**

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

**GRAND FORKS PUBLIC SCHOOLS**  
**GENERAL FUND FINANCIAL STATEMENT (YEAR-OVER-YEAR COMPARISON)**  
**As of April 30, 2024**

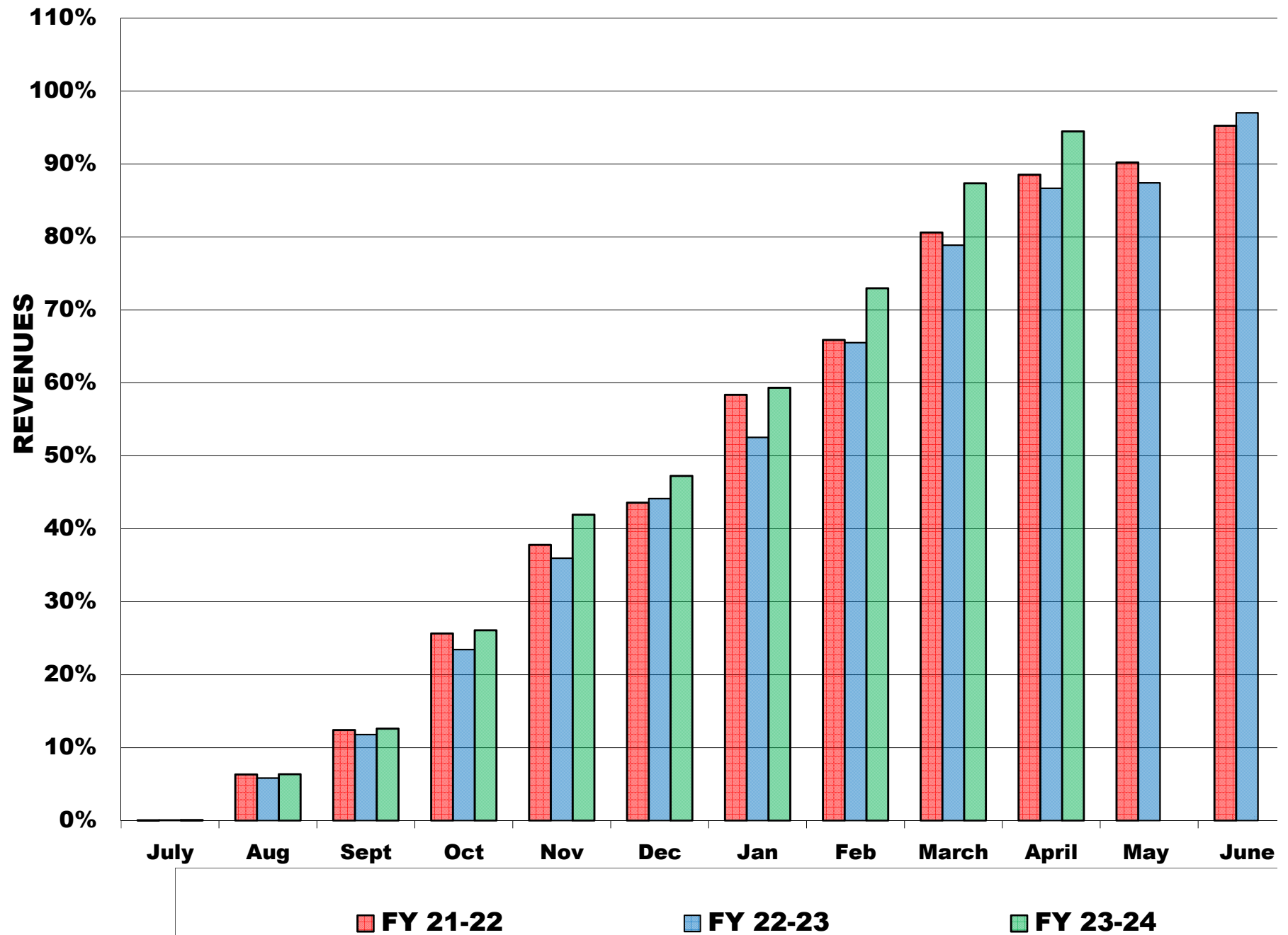
	2023-2024 <u>ACTUAL</u>	2022-2023 <u>ACTUAL</u>	<u>YTD Change</u>	<u>% Change</u>
<b>A. LOCAL SOURCES</b>				
Property Taxes	\$ 22,921,880	\$ 21,449,889	\$ 1,471,990	6.9%
Revenue in Lieu of Taxes	\$ 219,834	\$ -	219,834	0.0%
Impact Aid	\$ -	\$ -	-	0.0%
Tuition	\$ 239,201	\$ 251,586	(12,385)	-4.9%
Drivers Education	\$ 75,700	\$ 65,500	10,200	15.6%
Interest Income	\$ 751,513	\$ 445,212	306,301	68.8%
ENCORE Fees	\$ 281,048	\$ (2,860)	283,908	0.0%
SPA Activities	\$ 38,341	\$ 295,373	(257,031)	-87.0%
Summer School Activities	\$ -	\$ 86,949	(86,949)	-100.0%
1) Rental Income	\$ 76,811	\$ 980	75,831	7737.9%
Contributions / Donations	\$ 6,700	\$ 1,380	5,320	385.5%
Other Local	\$ 284,678	\$ 12,519	272,159	2174.0%
<b>TOTAL LOCAL REVENUE</b>	<b>\$ 24,895,706</b>	<b>\$ 22,606,527</b>	<b>\$ 2,289,179</b>	<b>10.1%</b>
<b>B. STATE SOURCES</b>				
	-			
State Aid Formula Payment	\$ 70,683,798	\$ 66,682,963	\$ 4,000,835	6.0%
Transportation	\$ 276,379	\$ 733,028	(456,649)	-62.3%
Special Education	\$ 141,802	\$ 151,141	(9,338)	-6.2%
2) Career & Technical Education	\$ 832,904	\$ 15,553	817,351	5255.3%
Adult Education	\$ 212,043	\$ 177,692	34,352	19.3%
Restricted State Aid - Other	\$ 879,925	\$ 398,016	481,909	121.1%
<b>TOTAL STATE REVENUE</b>	<b>\$ 73,026,852</b>	<b>\$ 68,158,393</b>	<b>\$ 4,868,459</b>	<b>7.1%</b>
<b>C. FEDERAL SOURCES</b>				
	-			
Title I, Part A	\$ 1,795,852	\$ 1,666,586	\$ 129,266	7.8%
Title II, Part A	\$ 404,572	\$ 408,252	(3,680)	-0.9%
Title III, Part A	\$ 19,083	\$ 22,226	(3,143)	-14.1%
Title IV, Part A	\$ 410,077	\$ 218,304	191,773	87.8%
ENCORE (21st Century CCLC)	\$ 330,984	\$ 460,570	(129,586)	-28.1%
Head Start	\$ 2,031,710	\$ 1,817,466	214,244	11.8%
IDEA B - Special Education	\$ 1,658,826	\$ 1,495,354	163,472	10.9%
Preschool Program	\$ 51,130	\$ 45,015	6,115	13.6%
Indian Education Programs	\$ 59,605	\$ 65,652	(6,046)	-9.2%
Carl Perkins	\$ -	\$ -	-	0.0%
Adult Education	\$ 6,164	\$ 39,925	(33,760)	-84.6%
3) CARES Act/ESSER	\$ 6,799,029	\$ -	6,799,029	0.0%
Restricted Federal - Other	\$ 559,326	\$ 4,236,489	(3,677,163)	-86.8%
<b>TOTAL FEDERAL REVENUE</b>	<b>\$ 14,126,359</b>	<b>\$ 10,475,837</b>	<b>\$ 3,650,522</b>	<b>34.8%</b>
<b>D. REVENUE FROM OTHER SOURCES</b>				
Sale of Real Property	\$ 23,632	\$ 493,472	\$ (469,840)	-95.2%
Services Provided Another LEA	\$ -	\$ -	-	0.0%
Refund from Prior Year Expenses (E-Rate)	\$ 134,245	\$ 235,899	(101,654)	-43.1%
<b>TOTAL OTHER REVENUE</b>	<b>\$ 157,877</b>	<b>\$ 729,371</b>	<b>\$ (571,494)</b>	<b>-78.4%</b>
<b>TOTAL GENERAL FUND REVENUE</b>	<b>\$ 112,206,793</b>	<b>\$ 101,970,128</b>	<b>\$ 10,236,665</b>	<b>10.0%</b>

**GRAND FORKS PUBLIC SCHOOLS**  
**GENERAL FUND FINANCIAL STATEMENT (YEAR-OVER-YEAR COMPARISON)**  
**As of April 30, 2024**

	2023-2024 <u>ACTUAL</u>	2022-2023 <u>ACTUAL</u>	<u>YTD Change</u>	<u>% Change</u>
	-			
<b>A. SALARIES</b>	-			
Professional Staff	\$ 42,224,043	\$ 38,875,461	\$ 3,348,582	8.6%
4a Paras / Classified Staff	\$ 17,350,718	\$ 14,036,143	3,314,576	23.6%
4b Subs / Other	\$ 1,064,275	\$ 2,396,570	(1,332,295)	-55.6%
<b>TOTAL SALARIES</b>	<b>\$ 60,639,036</b>	<b>\$ 55,308,174</b>	<b>\$ 5,330,862</b>	<b>9.6%</b>
<b>B. FRINGE BENEFITS</b>				
Health Insurance	\$ 6,649,988	\$ 5,844,443	\$ 805,545	13.8%
TFFR (Employer Share)	\$ 5,184,107	\$ 4,642,533	541,574	11.7%
FICA (Employer Share)	\$ 4,413,664	\$ 4,003,335	410,329	10.2%
IRA/403B (Employer Share)	\$ 371,454	\$ 342,644	28,810	8.4%
Disability Insurance	\$ 192,898	\$ 171,950	20,948	12.2%
5) Workers Comp	\$ 152,644	\$ 79,515	73,129	92.0%
Unemployment Comp	\$ 1,877	\$ -	1,877	0.0%
Life Insurance	\$ 32,355	\$ 30,880	1,475	4.8%
<b>TOTAL FRINGE BENEFITS</b>	<b>\$ 16,998,986</b>	<b>\$ 15,115,300</b>	<b>\$ 1,883,686</b>	<b>12.5%</b>
<b>C. OTHER EXPENSES</b>				
Supplies	\$ 1,712,394	\$ 2,010,685	\$ (298,291)	-14.8%
6) Equipment & Furniture	\$ 1,392,691	\$ 1,602,737	(210,046)	-13.1%
Textbooks / Curriculum Adoption	\$ 1,467,393	\$ 1,447,167	20,226	1.4%
Library Books & Materials	\$ 72,032	\$ 77,555	(5,523)	-7.1%
Purchased Services	\$ 4,201,867	\$ 3,923,608	278,260	7.1%
7) Legal Services	\$ 263,910	\$ 160,769	103,141	64.2%
8) Student Transportation	\$ 1,386,722	\$ 999,706	387,017	38.7%
Field Trips	\$ 46,853	\$ 25,831	21,022	81.4%
Tuition	\$ 421,866	\$ 389,039	32,826	8.4%
Telephones	\$ 176,902	\$ 195,301	(18,400)	-9.4%
Postage	\$ 7,610	\$ 33,401	(25,791)	-77.2%
Printing	\$ 105,122	\$ 84,340	20,782	24.6%
Insurance	\$ 512,814	\$ 487,848	24,966	5.1%
Rent	\$ 480,079	\$ 470,683	9,396	2.0%
Service Agreements	\$ 737,871	\$ 574,500	163,371	28.4%
9) Construction Services	\$ 3,492,718	\$ 829,641	2,663,077	321.0%
Travel	\$ 182,223	\$ 294,492	(112,268)	-38.1%
Car Allowances	\$ 89,034	\$ 69,411	19,623	28.3%
Gas & Oil	\$ 31,504	\$ 43,372	(11,868)	-27.4%
Supervisor Meals	\$ 15,537	\$ 26,266	(10,729)	-40.8%
Dues / Fees	\$ 1,150,283	\$ 1,084,851	65,432	6.0%
Service Awards / Employee Recognition	\$ 16,675	\$ 17,609	(935)	-5.3%
Transfer to Fund #61	\$ -	\$ -	-	0.0%
<b>TOTAL OTHER EXPENSES</b>	<b>\$ 17,964,099</b>	<b>\$ 14,848,810</b>	<b>\$ 3,115,289</b>	<b>21.0%</b>
<b>D. UTILITIES</b>	-			
Water & Sewage	\$ 146,153	\$ 128,319	\$ 17,834	13.9%
10) Natural Gas	\$ 284,783	\$ 678,204	(393,421)	-58.0%
Electricity	\$ 926,782	\$ 1,116,323	(189,542)	-17.0%
<b>TOTAL UTILITIES</b>	<b>\$ 1,357,718</b>	<b>\$ 1,922,847</b>	<b>\$ (565,129)</b>	<b>-29.4%</b>
<b>TOTAL GENERAL FUND EXPENDITURES</b>	<b>\$ 96,959,839</b>	<b>\$ 87,195,131</b>	<b>\$ 9,764,708</b>	<b>11.2%</b>

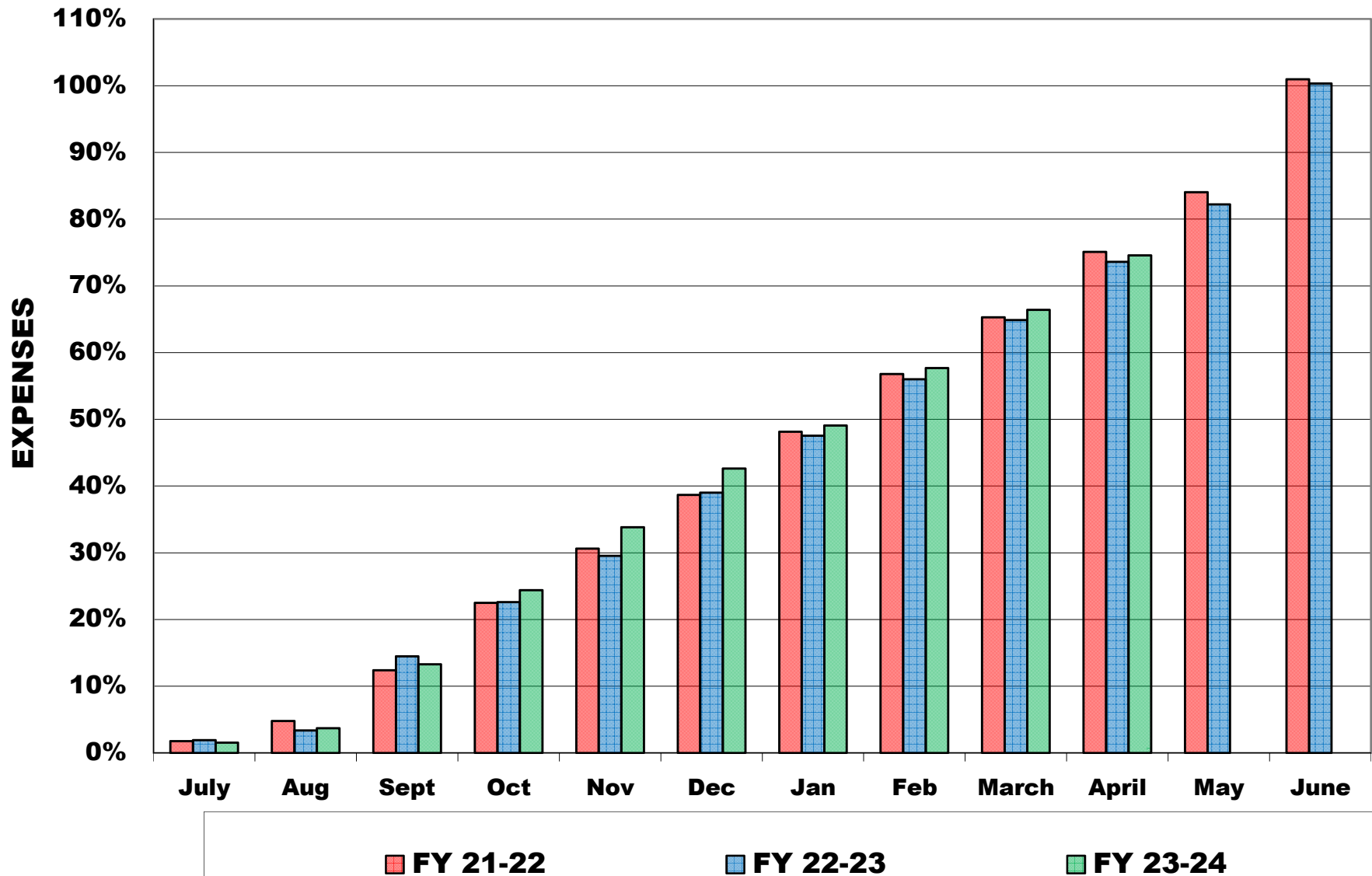
# GRAND FORKS PUBLIC SCHOOLS

## General Fund Revenues



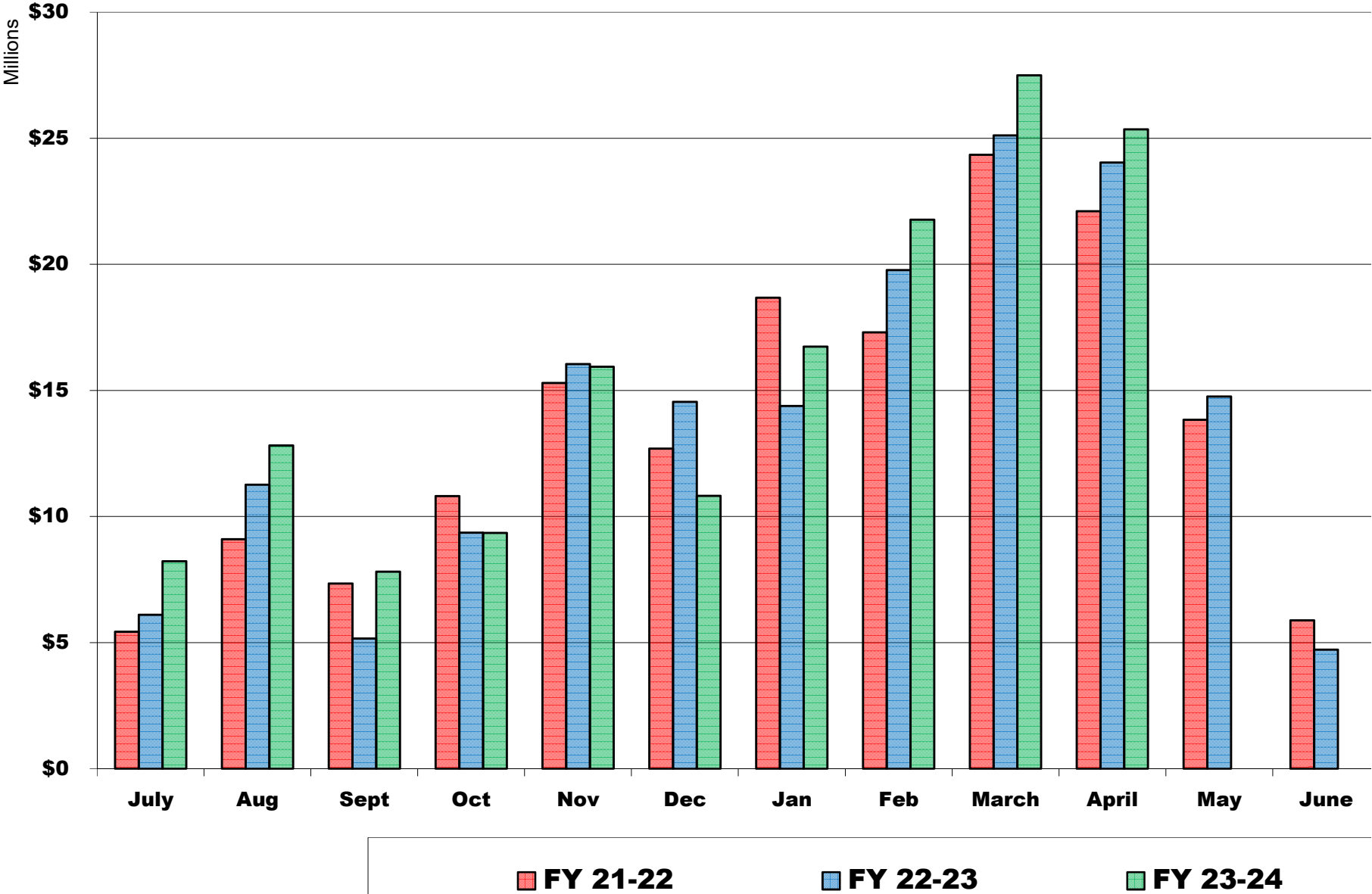
# GRAND FORKS PUBLIC SCHOOLS

## General Fund Expenses





**GRAND FORKS PUBLIC SCHOOLS**  
**General Fund Balances**



## MEMORANDUM

TO: Grand Forks School Board  
FROM: Brandon Baumbach, Business Manager  
SUBJECT: Consideration of Use of Building Fund Dollars for Leases  
DATE: May 13, 2024



The Grand Forks Public School District leases a number of buildings and parking facilities for its daily operations. These expenses have been accounted against the general fund of the school district.

North Dakota Century code 57-15-17.1(b)(4) permits the use of the Building Fund for payment of the lease of buildings and facilities upon order of the school board.

To prioritize other needs in the general fund, administration is recommending the following lease expenses be paid out of the building fund rather than the general fund:

Shared Use Agreement with Parks	\$131,700.00
GFC Parking Ramp	\$48,000.00
SAIL Center - Hope	\$31,200.00
SAIL CENTER - Olive Anne	\$35,160.00
Community	\$154,092.07
GFC Qwest Lot	\$6,000.00
RRVA	\$9,000.00
Phoenix United Lutheran	\$14,000.00
Mentor Center	\$49,530.64
Maintenance Garage	\$28,000.00
Total	\$506,682.71

Administrative recommendation is to approve an order to expense up to \$506,682.71 in lease expenses incurred in fiscal year 2024 against the building fund and to permit the future expense of building and facility leases to be paid from the building fund.



## Memorandum



TO: Brandon Baumbach, Business Manager  
FROM: Jonathan Ellwein, Director of Buildings and Grounds  
SUBJECT: Consideration of Guaranteed Maximum Price for Access Control Upgrades  
DATE: May 27, 2024

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Grand Forks Public Schools (GFPS) has been collaborating with Construction Manager at Risk (CMaR) Construction Engineers to establish Guaranteed Maximum Prices (GMPs) for each phase of the Safety and Security component of the referendum.

The first phase involves upgrading the outdated access control systems across all buildings in the district.

Work will be completed throughout the summer, with a full transition expected by the start of the 2024-2025 school year.

An update on the complete scope of the Safety and Security project will be presented at the Facilities Committee of the Whole.

The administrative recommendation is to approve the GMP for access controls of \$292,233.



# ACCESS CONTROLS



SECTION 2

## Estimate Information Summary

GFPS – Access Controls & Intercom Systems – Rev 1  
April, 2<sup>nd</sup> 2024

### General Items:

- Based on start date of March/April 2024
- All required bonds, taxes, and insurance
- CM fee
- Construction contingency – 0%
- Building permit
- Exclusions
  - Soft costs
  - Davis Bacon Wages
  - Builders Risk Insurance
  - Virtual Machine for Software operation

### Scope of Work – Access Controls

- Replace door access controls at schools noted in R&D Sales quote dated 3-20-2024
  - Includes 98 total doors
  - 84 POE door controllers
  - 13 Single Door wireless controllers
  - 6 POE Wireless Gateways
  - 2 Gateway Expander
  - 92 Single Gang Prox Reader
  - 5 Mullion Mount Prox Reader
  - 1 Interior Cylindrical Lock Prox Reader
- Credentials – Key Fobs
  - 2500 Key Fobs
- Setup
  - Software Installation and Configuration
    - 1 CA4K Software, 5 User Licenses. Requires Virtual Machine by owner
    - 1 5 Year Upgrade Program
    - 1 Database Setup
    - 1 Owner Training Session

### Scope of Work – Intercom/Answering Units

- New Intercoms and Answering Units per attached R&D Sales quote dated 1-31-2024
  - Each Intercom will have camera, call button, card reader, new cat5-e and 22/6 pulled to each device. Answering units will utilize existing network connections.
  - 10 Intercom Units
  - 12 Answering Units
  - 5 year standard warranty on all hardware, 1 year on labor
  - 5 year Milestone Care Plan Included
- Notes
  - Mobile Connections are \$40/yr per device if wanted
  - Intercom cameras will be added onto the Milestone VMS, but answering/unlocking functions through VMS are not included

Project: GFPS Access Controls

Location: Grand Forks, ND

Date: 4/29/2024

Description	CD Estimate - 4/29/24		Remarks
	Contractor/Supplier	Total Bid	
<b>Building Construction Costs</b>			
26A - Access Controls	R&D Sales	\$212,420	
26B - Intercom Systems	R&D Sales	\$54,550	
<b>Building Construction Totals</b>		<b>\$266,970</b>	
<b>Permits, Bonds &amp; Insurance</b>			
Insurance & Bonds	1.75%	\$5,114	
Subcontractor Risk Insurance	1.25%	\$3,337	
Building Permits		\$2,200	
CM Preconstruction		\$0	
CM Fee	5.00%	\$14,612	
Design Contingency	0.00%	\$0	
Construction Contingency	0.00%	\$0	
<b>Total Permits, Bonds &amp; Insurance</b>	-	-	<b>\$25,263</b>
<b>Accepted VE &amp; Alternate Items - See Details Below</b>			<b>\$0</b>
<b>Total Construction Cost</b>			<b>\$292,233</b>