



School Board Meeting Agenda Regular Board Meeting

Tom Baker Room
City/County Building
221 N Fifth Street

July 13, 2026
5:15 p.m.

I. Convene – 5:15 p.m.

- A. Roll Call
- B. Pledge of Allegiance
- C. BPS Mission, Vision, and Values

Mission: *Empower every learner to thrive.*

Vision: *Together, our strong relationships build inclusive, collaborative, and innovative environments that create agency and inspire a passion for learning, excellence, and discovery.*

Values: *Inclusion • Excellence • Innovation • Leadership*

[BPS 2025-2030 Strategic Plan](#)

II. Adopt Agenda – 5:18 p.m.

[GC-2](#)

III. Focus on Success – 5:20 p.m.

- A. 2025-26 Foundation Year Review

IV. Reorganization of the 2026-2027 School Board – 5:30 p.m.

- A. Election of 2026-2027 Officers

V. Public Comment – 5:35 p.m.

[GC-3.3](#)

Initiate and maintain constructive two-way dialogue with students, staff, parents, and the citizens as a means to engage all stakeholders in the current work of the Board and the District, as governed by Board Procedure [BCBA Public Participation at Board Meetings](#). Individuals will be limited to addressing the Board strictly on agenda items in Matters Reserved for Board Action, the Consent Agenda, and the Superintendent's Report. Other concerns should be addressed to the Board through

email. Groups will be urged to designate a representative to express their views. Individuals will generally be limited to no more than 4 minutes and will be notified with 30 seconds remaining to conclude their remarks. Individuals may hand out supplemental written information to the Board if they don't find the 4 minutes is adequate. The Board will not debate issues as presented, but will take such matters under advisement.

VI. Monitor District Operations – 5:40 p.m.

[GC-6](#)

- A. OE-1 Global Operational Expectations
- B. OE-2 Emergency Superintendent Succession

VII. Matters Reserved for Board Action – 5:50 p.m.

[B/SR-4](#)

- A. 2026-2027 Board Appointments

VIII. Consent Agenda – 5:55 p.m.

[GC-2.4](#)

The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.

- A. Approval of June 22, 2026 School Board Minutes
- B. New Contracts
- C. Resignation
- D. Transportation Report
- E. Milk Bid
- F. FY26 Pupil Membership Summary
- G. FGA-E8 – Parties Approved to Receive Student Data

IX. Superintendent's Report – 5:57 p.m.

[OE-8](#)

The Superintendent shall assure that the Board is fully and adequately informed about matters relating to Board work and significant district concern.

- A. 18-Month Plan – Phase II

X. Adjourn – 6:20 p.m.



STRATEGIC PLAN 2026-2027

IMPACT REPORT
2025-2026

Empower every
learner to
thrive!

WHO WE ARE

Board of Directors



President

Stacey Lang
North Dakota State Government



Vice President

Drew Engleman
Stewart Title and Guaranty Company



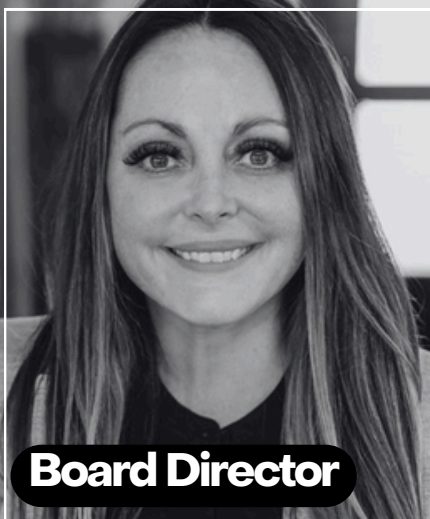
Secretary

Katie Johnke
Bismarck-Burleigh County Health Dept.



Board Director

Quinn Harmon
Elsberry & Shively



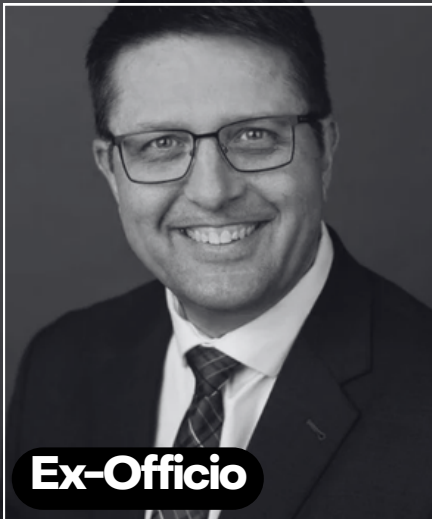
Board Director

Megan Hruby
Blue Cross Blue Shield of North Dakota



Board Director

Rick Geloff
Bank of North Dakota



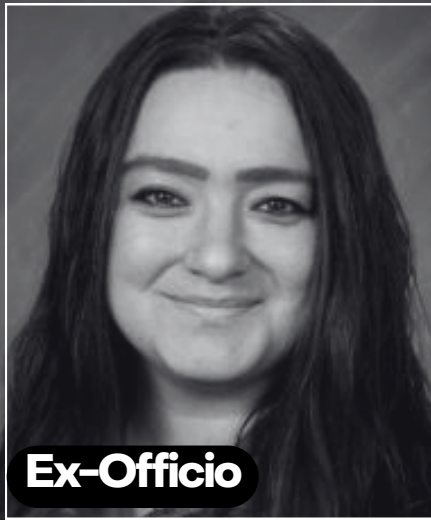
Ex-Officio

Dr. Jeff Fastnacht
Bismarck Public Schools Superintendent



Ex-Officio

Amanda Peterson
Bismarck Public Schools Board Member



Ex-Officio

Tomi Cimarosti
Bismarck Public Schools Indian Education Director



Ex-Officio

David Augustadt
Bismarck Public Schools Middle School Educator

Staff



Development Director

Tahlia Nygaard
Bismarck Public Schools Foundation



Marketing Specialist

Jayden Berg
Bismarck Public Schools



Accounting Director

Will Swanson
Bismarck Public Schools



Accounting Clerk

Sara Miller
Bismarck Public Schools

MISSION · VISION



The Bismarck Public Schools Foundation was established in 1989 by the Bismarck School Board.

MISSION

The mission of the BPS Foundation is to partner with the BPS District to empower every learner to thrive by enhancing the services and recognition of students and staff.



VISION

The Bismarck Public Schools Foundation (BPSF) is focused on developing long standing community relationships and partnerships that promote continual growth in learning, innovation, inclusion and excellence within Bismarck Public Schools.

To support our mission and vision, the BPS Foundation works with community donors and partners to assist our students and staff through scholarships, grants, program funding, directed giving and general support initiatives.

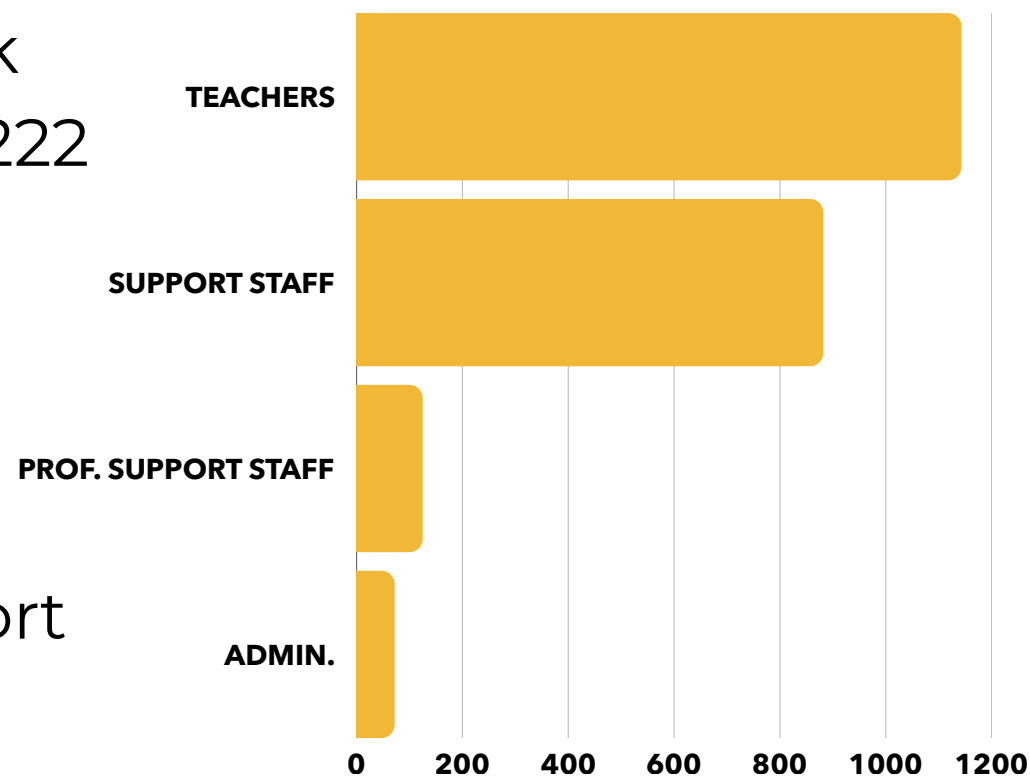


WHO WE SERVE

BPS STAFF

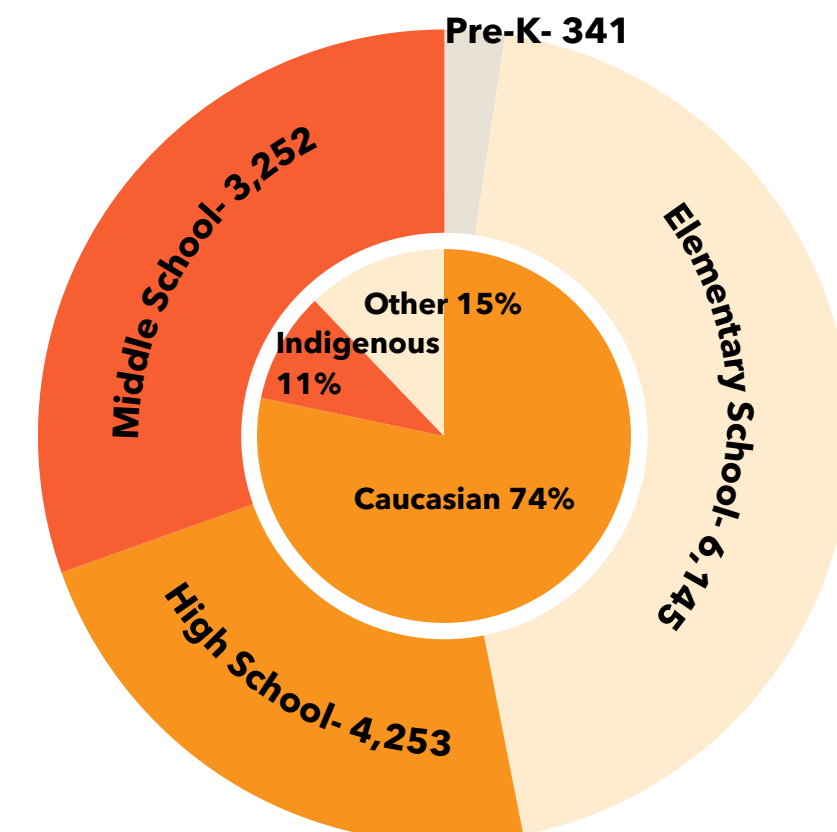
Bismarck Public Schools is the 3rd largest employer in Bismarck with a total staff of 2,222. Staff is broken out as follows:

- Teachers- 1,143
- Support Staff- 882
- Professional Support Staff- 125
- Administrators- 72



Over 14,000* students receive their education and services within 27 Bismarck Public Schools facilities. Class sizes range from 20-25 students per classroom with services for Pre-K to 12th grade.

STUDENT ENROLLMENT



*BPS students- 14,018

WHAT WE VALUE



Operational Excellence.



Equity for All.



Enhanced Innovation Opportunities.



Recognize Excellence in Those We Serve.



Develop Long-Standing Community Partnerships.





2025/2026 IMPACT

The following funds were raised and/or distributed from the foundation to the district in the 2025/2026 school year



\$893,084

in total donations received



\$126,897

grants distriubted



\$73,000

scholarship funding distributed

PROGRAM AND EQUITY FUNDING



\$120,774

Including BPSF Equity Programs and Tri-Energy Cooperative's Gallons of Gratitude program

DIRECTED GIVING

For BPS district programs and schools

\$561,137

98%

of funds received directly impact our students and staff within Bismarck Public Schools.

*Numbers as of June 30, 2026

PAW ART



DONATE TO DRIVE



GIVING HEARTS DAY

\$12,553 FOR THE FAMILY ASSISTANCE FUND

EMPLOYEE DONATION CAMPAIGN



EMPLOYEE GIVING CAMPAIGN SEPT.22 - OCT.5

Thank you, BPS staff, for empowering our learners to thrive every day!
Every dollar donated to the BPS Foundation goes directly back to support our students and staff.
Make an impact today by giving a one-time gift or setting up a payroll deduction.



All donations are tax-deductible!

EQUITY PROGRAMS

FILL THE BUS



School supplies for BPS Students.

Helping ensure students have the tools they need to learn and succeed.

STUDENT MEAL ASSISTANCE



Reducing barriers by supporting student meal assistance & lunch debt.

\$30,064 Raised for Meal Debt Reduction

EQUITY PROGRAMS



FOR MORE INFORMATION OR TO DONATE

BPSFOUNDATION.COM/FILLTHEBUS



\$26,118

Raised in the 25/26 through the Fill the Bus, Kids Kicks, Meal Assistance program and Giving Hearts Day efforts which benefit our BPS Family Assistance Fund.

ENHANCED STAFF SERVICES



GRANT FUNDING

\$126,897

DISBURSED IN
GRANT FUNDING
25/26



INTRODUCING THE FINE ARTS GRANT

The Fine Arts Endowment was established in 2026 by the BPS Foundation Board of Directors. A permanent endowment of

\$100,000

was created to generate approximately \$4,000 annually to support Fine Arts programming and opportunities for BPS students. The endowment was established in response to an identified need for sustainable Fine Arts funding and reflects the Board's commitment to enriching arts education for future generations.



[illegible]

GALLONS OF GRATITUDE

In 25/26 this program provided **\$52.00 for existing teachers and \$146.00 to new teachers**

\$700,000



TRI ENERGY
cooperative



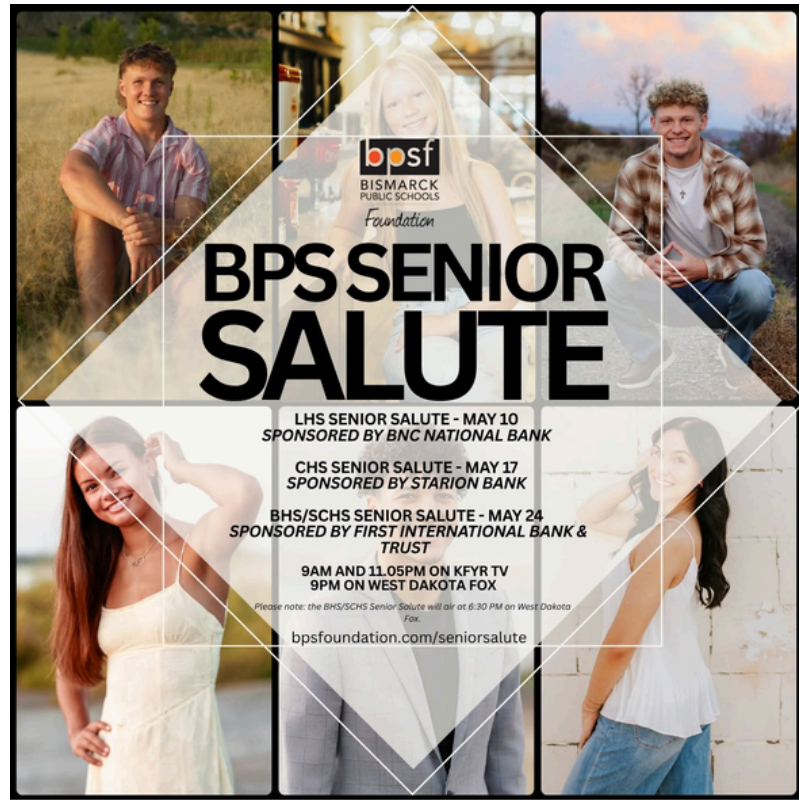
STUDENT OF THE WEEK

The BPS Foundation's Student of the Week program strives to recognize elementary students who empower others around them through their kindness and compassion. This program is sponsored by Energy Tech Systems Inc. and recognizes elementary students from across our district. These students receive a \$50 College SAVE certificate provided by the Bank of North Dakota and are featured on the BPSF website, Facebook, and in the Bismarck Tribune.

This program also recognizes our secondary Students of the Quarter, featuring them on the BPSF website, Facebook and within the Bismarck Tribune.



RECOGNIZING STUDENT EXCELLENCE



SENIOR SALUTE

To showcase community support and recognize all graduating seniors, the BPS Foundation airs a series of 30-minute features on KFVR TV and West Dakota Fox each spring. These programs are sponsored by BNC National Bank, First International Bank and Trust, and Starion Bank. The features include the individual photos of the graduating seniors along with messages of support from their community sponsor and school staff.



2026 SCHOLARSHIP AWARDEES

The Bismarck Public Schools Foundation awarded **\$73,000** in scholarships to deserving seniors in support of their educational journeys. During the 2025–2026 school year, the Foundation also introduced three new scholarships:

- Bobcat Company Scholarship
- Jan Andresen and Mylo Candee Scholarship
- Sharon Burian Memorial Scholarship.



THANK YOU TO OUR LEGACY DONORS

\$2,000,000+

Bob & Louis Watts

SANFORD
HEALTH

\$500,000+

Roy Gilbreath

Dakota
COMMUNITY
BANK & TRUST

LCC LINCOLN
COMMUNITY
CLUB

\$250,000+

Northwest
Contracting Inc.

Starion
BANK

TRI ENERGY
COOPERATIVE

\$100,000+

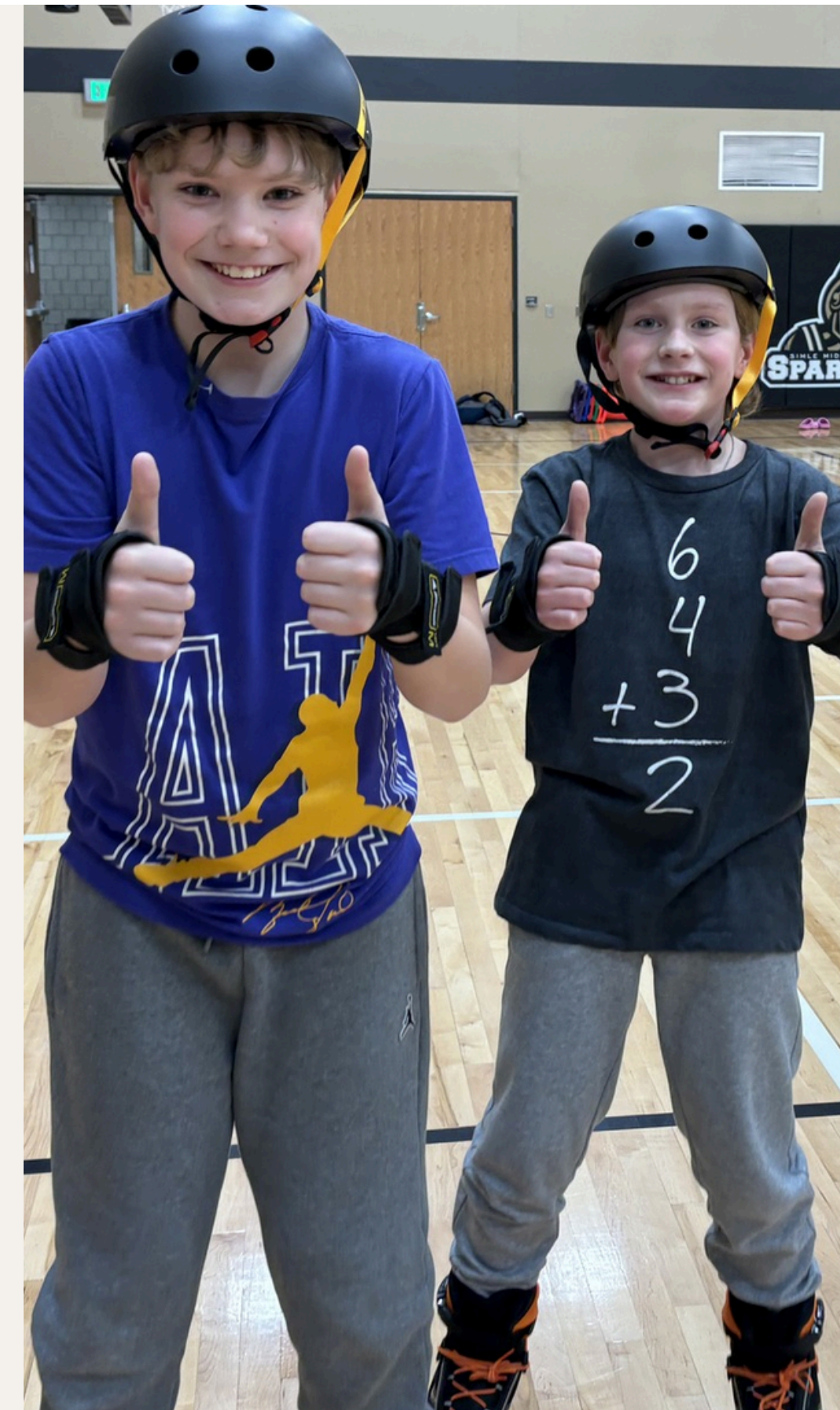
BNC National Bank
Bobcat
Capital Credit Union
Child's Hope Learning Center
Dr. Loren Wold
Eide Family
First International Bank & Trust
Kerry Carpenter

\$50,000+

Basin Electric
Bismarck North Developers
Eckroth Music
Feil Orthodontics
Keith Kepler
Mann Signs
Marathon
Northwest Tire
RDO Equipment Co.
Steve Burian
Mylo and Jan Candee

\$25,000+

Capital City Lions Club
Dave Gilbertson
Dr. Robert Scarlett
Energy Tech Systems
Gloria Sand Family
Kirk Lanterman
Kranz Family
Lisa Schlichting
Mary Loftsgard
Tom & Frances Leach
Foundation



WELCOME STACEY LANG

President, BPS Foundation Board of Directors



Foundation





THANK YOU

RICK GELOFF

We sincerely thank Rick for his dedicated service as a past President of the BPS Foundation. His financial expertise, leadership, and previous experience on the BPS School Board provided invaluable insight that helped shape Foundation programs and strengthen our impact. We are grateful for his time, volunteerism, and lasting contributions to Bismarck Public Schools and the BPS Foundation.





TOGETHER, WE ARE CREATING OPPORTUNITIES
THANK YOU FOR BEING A PART
OF OUR JOURNEY



Empower every
learner to
Thrive!

Election of 2026-2027 Officers

Background Information: The Board will elect its president and vice president. Vice President Preskey shall call for nominations for the 2026-2027 president and initiate a vote. The new president will preside in the election of the vice president.

Recommendation: Election of Officers

- 1. President**
- 2. Vice President**

Motions:

- 1. I move to nominate NAME for the position of President of the Bismarck School Board for the 2026-2027 term.**
- 2. I move to nominate NAME for the position of Vice President of the Bismarck School Board for the 2026-2027 term.**

OE-1 Global Operational Expectation

Background Information: Coherent governance in schools is a structured system that tightly aligns a district's political accountability with student-centered outcomes. It strictly separates policymaking by the school board from daily operational management handled by the superintendent, establishing accountability without micromanagement. The four pillars of Coherent Governance are Governance Culture (GC), Board/Superintendent Relations (BSR), Operational Expectations (OE), and Results (R). After the report is presented, Board members should determine if the Monitoring Report is in compliance, in compliance with noted exceptions, or not in compliance.

Information specific to this report will be found within the report itself.

Recommendation:

Option 1) I move to accept the report OE-1 *Global Operational Expectation* as fully compliant

Option 2) I move to accept the report OE-1 *Global Operational Expectation* as complaint with noted exceptions

Option 3) I move to find the report OE-1 *Global Operational Expectation* to be noncompliant

SUMMARY OF COMPLIANCE STATUS

JULY 2026

SUPERINTENDENT CERTIFICATION

With respect to OE-1 *Global Operational Expectation* taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and the district is:

☒ In Compliance
☐ In Compliance, with Exceptions
☐ Not in Compliance

Summary Statement by Administration

Monitoring of operational expectations policies is part of the ongoing process of district performance evaluation and superintendent evaluation. This report includes a Data Analysis on page 3 presenting an administrative summary of the data and a Capacity Building/Recommendations section on the last page outlining new practice or protocol to be utilized for the next reporting timeframe. The Capacity Building/Recommendations section also documents suggested changes to Operational Expectations or Results policies and/or indicators and interpretations. This report addresses three indicators of the superintendent's responsibility regarding general operations. All three indicators were determined to be in compliance. Reporting dates for this report are July 1, 2025 – June 30, 2026.

Progress Reporting SummaryIn Compliance

- 1.1.1, 1.1.2, 1.1.3

In Compliance with Exception

- N/A

Not In Compliance

- N/A

Areas of Focus for Continuous Improvement

Administration has no recommendations for changes at this time.

Signed: _____

Superintendent

Date: 7/13/2026



SCHOOL BOARD ACTION

With respect to OE-1 *Global Operational Expectation*, the Board:

- ☐ Accepts the report as fully compliant
- ☐ Accepts the report as compliant with noted exceptions
- ☐ Finds the district to be noncompliant

Summary Statement/Motion of the Board

Signed: _____

Board President

Date: 7/13/2026

Data Analysis

Summary analysis of this report indicates absence of noncompliance in relation to all Operational Expectations and Results. In addition, Bismarck Public Schools completed the 2025-2026 school year without violations that resulted in legal action. A district stakeholder satisfaction survey showed BPS continues to exceed expectations.

OE-1 Global Operational Expectation
The Superintendent shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision, or organizational condition that is unlawful, unethical, unsafe, disrespectful, imprudent, in violation of Board policy, or endangers the district's public image or credibility.

Monitoring Report

The Superintendent Shall:

1.1 The Superintendent shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision or organizational condition that is unlawful, unethical, unsafe, disrespectful, or imprudent, in violation of Board policy or endangers the district's public image or credibility.

In Compliance

Superintendent Interpretation:

- This OE essentially holds the Superintendent accountable for following Board policy, state, and Federal law. This OE is broad in its scope and generally holds the Superintendent responsible for ensuring that the District operates in a legal, safe, and ethical manner.
 - o **Unlawful** shall mean in violation of federal, state, and local laws, and violation of the rules outlined in North Dakota Century Code.
 - o **Fail to take reasonable measures to prevent** means that the Superintendent will take preventative action to protect the organization from negative consequences that can reasonably be foreseen.
 - o **Organizational condition** to mean situations created by the actions or decisions of the Superintendent, or staff, whether they are actively or passively being created.
 - o **Unethical** shall mean behavior that is improper or does not conform to accepted professional standards of conduct.
 - o **Unsafe** shall mean in a manner that is likely to physically injure students, employees, or visitors to the District.
 - o **Disrespectful** shall mean in a manner that is mean-spirited, rude, or not reasonably considering the situation or feelings of the person to whom one is speaking.
 - o **Imprudent** shall mean reckless or irresponsible actions.
- This OE requires the Superintendent to take “**reasonable measures**,” which shall mean that the Superintendent shall take steps to follow Board policy or protect the District's public image in a manner similar to what other superintendents or leaders of organizations might take under similar circumstances.
- This OE requires the Superintendent to protect the legal position of the District as well as the ethical standing of the District. The Superintendent is charged with protecting the “**district condition**,” which shall mean the legal standing of the District and the perception that stakeholders have of the District with regard to trust and respect.
- This OE requires the Superintendent to establish and maintain a respected and positive “**public image**,” which shall mean the positive perception held by the overwhelming majority of the residents in the District and the people in the Bismarck area.

Indicator	Finding
Indicator 1: The Board, upon evaluation of the OE policies, finds no significant violation of or not in compliance with any of the policies.	In Compliance
Evidence: The superintendent certification category “Not In Compliance” was indicated zero times in the OE monitoring reports presented from August 2025 – June 2026. The school board did not find the district to be noncompliant in the monitoring reports presented from August 2025 – June 2026.	
Indicator 2: The District is not found to be in violation of any law when any legal action is taken against the District.	In Compliance
Evidence: In the 2025-2026 school year, the district was not found to be in violation of any law that resulted in legal court action taken against the district. During the 2025-2026 school year, the district engaged in zero incidents that necessitated attorney representation in court for legal defense.	
Indicator 3: In a random survey sample of District stakeholders, administered before June 1, 2026, at least 70% of the respondents’ express support for the direction of the District.	In Compliance
Evidence: The 2025-2026 survey indicated 85% of respondents strongly agreed, agreed, or somewhat agreed with the current direction of the district.	

Capacity Building/Recommendations

Capacity Building

Recommendations

No recommendations are suggested at this time.

OE-2 Emergency Superintendent Succession

Background Information: Coherent governance in schools is a structured system that tightly aligns a district's political accountability with student-centered outcomes. It strictly separates policymaking by the school board from daily operational management handled by the superintendent, establishing accountability without micromanagement. The four pillars of Coherent Governance are Governance Culture (GC), Board/Superintendent Relations (BSR), Operational Expectations (OE), and Results (R). After the report is presented, Board members should determine if the Monitoring Report is in compliance, in compliance with noted exceptions, or not in compliance.

Information specific to this report will be found within the report itself.

Recommendation:

Option 1) I move to accept the report OE-2 *Emergency Superintendent Succession* as fully compliant

Option 2) I move to accept the report OE-2 *Emergency Superintendent Succession* as complaint with noted exceptions

Option 3) I move to find the report OE-2 *Emergency Superintendent Succession* to be noncompliant

SUMMARY OF COMPLIANCE STATUS

JULY 2026

SUPERINTENDENT CERTIFICATION

With respect to OE-2 *Emergency Superintendent Succession* taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and the district is:

☒ In Compliance
☐ In Compliance, with Exceptions
☐ Not in Compliance

Summary Statement by Administration

Monitoring of operational expectations policies is part of the ongoing process of district performance evaluation and superintendent evaluation. This report includes a Data Analysis on page 3 presenting an administrative summary of the data and a Capacity Building/Recommendations section on the last page outlining new practice or protocol to be utilized for the next reporting timeframe. The Capacity Building/Recommendations section also documents suggested changes to Operational Expectations or Results policies and/or indicators and interpretations. This report addresses two indicators of the superintendent's responsibility regarding general operations. Both indicators were determined to be in compliance. Reporting dates for this report are July 1, 2025 – June 30, 2026.

Progress Reporting SummaryIn Compliance

- 2.1.1, 2.1.2

In Compliance with Exception

- N/A

Not In Compliance

- N/A

Areas of Focus for Continuous Improvement

Administration has no recommendations for changes at this time.

Signed: _____

Superintendent

Date: 7/13/2026



SCHOOL BOARD ACTION

With respect to OE-2 *Emergency Superintendent Succession*, the Board:

- ☐ Accepts the report as fully compliant
- ☐ Accepts the report as compliant with noted exceptions
- ☐ Finds the district to be noncompliant

Summary Statement/Motion of the Board

Signed: _____

Board President

Date: 7/13/2026

Data Analysis

Bismarck Public Schools continues to keep an up-to-date emergency succession plan. The plan can be found in the Emergency Operations Plan and Team Training Manual, which is accessible to all district leadership staff. Administrative Rule ACAA-AR1 *Emergency Closings* is found on the district website.

OE-2 Emergency Superintendent Succession
<p>The Superintendent shall designate at least one other executive staff member who is familiar with the Board's governance process and issues of current concern and is capable of assuming Superintendent responsibilities on an emergency basis.</p> <p>The Board has an expectation that the district will continue to operate in a safe, ethical, responsible manner in the event that illness, injury, or long-term absence cause the superintendent to be unable to manage the day-to-day operation of the school district. The Board's expectation is that at least one person in the organization has the ability and has been supported to exercise the capacity to step in under such circumstances. The Board expects as well that beyond emergency situations, the Board should have a succession plan on file that outlines steps and parameters for securing a new superintendent in the event that the superintendent is incapacitated, dies, is suspended, or terminated for cause. Such a succession plan should provide enough guidance that the Board can move forward with the succession plan and the process for securing new leadership.</p>

Monitoring Report

The Superintendent Shall:

2.1 The Superintendent shall designate at least one other executive staff member who is familiar with the Board's governance process and issues of current concern and is capable of assuming Superintendent responsibilities on an emergency basis.

Further, the Superintendent shall develop and provide for the Board a recommended succession plan in the event of the Superintendent's vacating the position.

In Compliance

Superintendent Interpretation:

- An **executive staff member** shall mean a member of the District's Executive Cabinet.
- The term **"emergency basis"** means a period of time when the Superintendent is not available by any means and a decision that normally falls under the Superintendent's purview must be made to ensure the safety and welfare of students and District personnel, or should such a decision not be made during this period; the District's interests will be substantially damaged. The emergency would end upon the reestablishment of communication with the Superintendent, or, if the Superintendent is deemed by the School Board as incapable of resuming responsibilities, until the School Board appoints an interim Superintendent.

Indicator	Finding
Indicator 1: The current superintendent will have a written emergency succession plan for situations in which they are unable to manage the day-to-day operation of the school district.	In Compliance
<p>Evidence 1: The Superintendent, with input from Executive members and the School Board, creates a succession list with at least two names (in order of succession) that will fill in for the Superintendent on an emergency basis. This list will be readily available to Board members, Executive members, and building principals. All selected individuals must have a superintendent certification.</p> <p>This is the succession/chain of leadership by position:</p> <p>A. Assistant Superintendent for Secondary – Dr. Ben Johnson</p> <p>B. Assistant Superintendent for Elementary – Mr. Brad Barnhardt</p> <p>Evidence 2: As Assistant Superintendents, they work directly with the Superintendent and are familiar with the work of the various departments and all of the major initiatives in the District. The Assistant Superintendents have been involved with Coherent Governance processes and will be able to work with the School Board until the Superintendent is able to resume their responsibilities, or until the School Board appoints an interim Superintendent.</p> <p>Evidence 3: The District has an up-to-date crisis plan, which includes a command structure used during crisis situations. All cabinet members play a role on the District Emergency Operations Plan (EOP), with the understanding that the succession list will be followed. The succession list is consistent with the EOP structure. The EOP is consistent with each campus' crisis plan.</p>	

Indicator 2: The current superintendent will have a written succession plan in the event of the superintendent vacating the position.	In Compliance
Evidence: The plan for superintendent succession is attached. It is the intention that this document would serve the Board in the short-term decisions following the knowledge that the superintendent position is/will be vacated.	

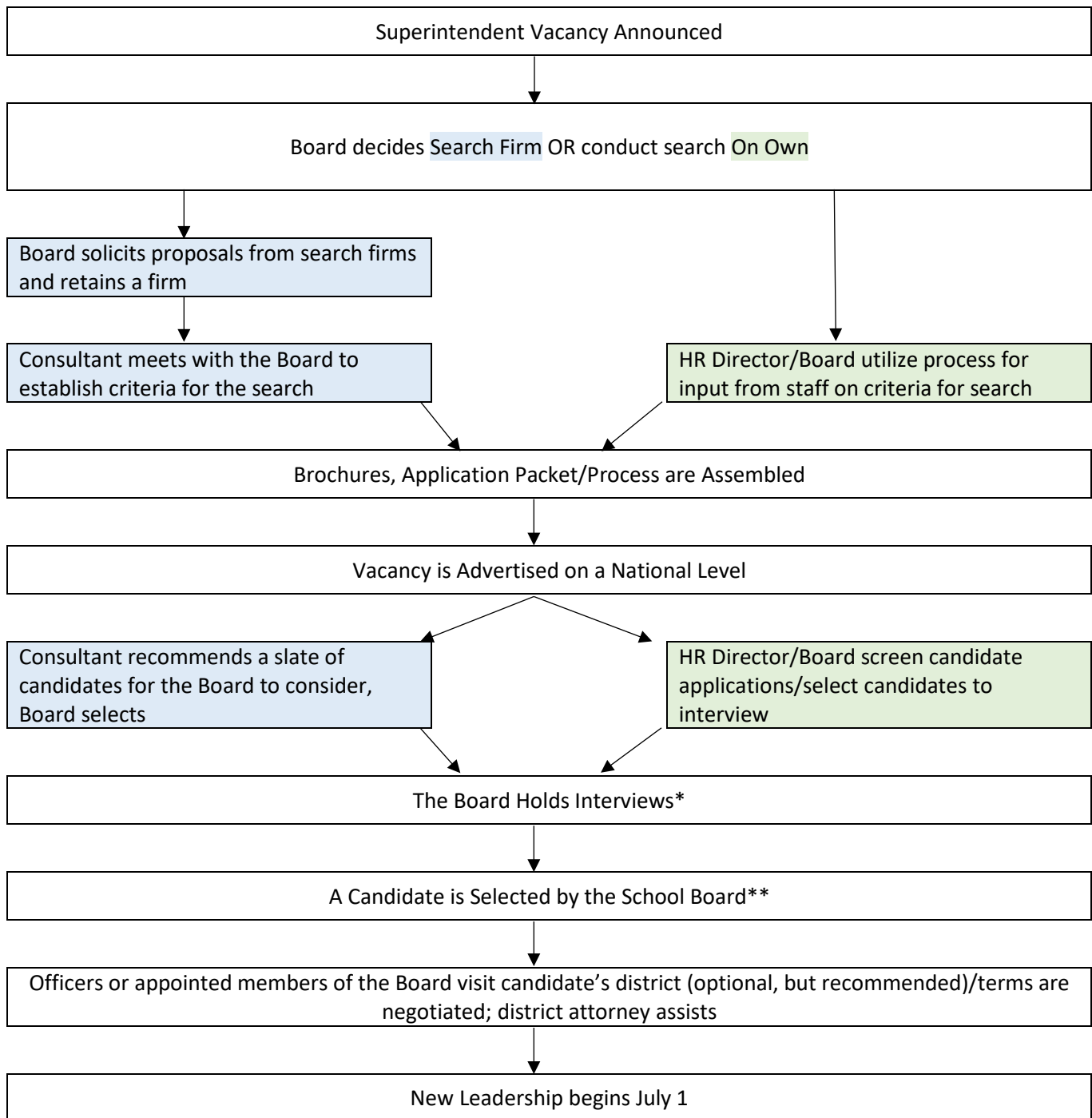
Bismarck Public Schools Superintendent Succession Plan	
Board Policy OE-2 <i>Emergency Superintendent Succession</i> requires that the superintendent provide a succession plan. It states, "The Superintendent shall designate at least one other executive staff member who is familiar with the Board's governance process and issues of current concern and is capable of assuming Superintendent responsibilities on an emergency basis. Further, the Superintendent shall develop and provide for the Board a recommended succession plan in the event of the Superintendent's vacating the position."	
Framework for Superintendent Succession Planning	
For key leadership positions the plan involves: 1. Emergency succession plan and transferring leadership, and 2. Non-emergency succession.	
<p>1. Emergency succession plans and transferring leadership is addressed for the superintendent level through OE-2, noted above. The executive team functions collaboratively to make many decisions that fall to the superintendent. With a team approach, the role is more accurately termed "the superintendency." All core team administrators are familiar with, and have participated in, training in the Board's governance model. All members of the executive leadership team are kept "up to speed" regarding district operations and one another's areas of responsibility through weekly meetings of the team. Nevertheless, ultimate authority does reside in one person in the event that the team cannot agree, or in decisions in which there is not time to engage a team process. Following is the succession/chain of leadership by position, provided position incumbents remain the same. Persons who are included in the succession sequence are/must be licensed district administrators:</p> <ul style="list-style-type: none"> a. Assistant Superintendent for Secondary – Dr. Ben Johnson b. Assistant Superintendent for Elementary – Mr. Brad Barnhardt <p>The plan must envision cases in which the superintendent might die, be called away for an extended period for family emergencies, become incapacitated or unavailable through illness.</p>	
<p>2. Non-emergency succession. An additional circumstance might also be the departure of the superintendent through retirement or employment elsewhere, and the Board's inability to secure a person with the right characteristics and skills in a timely manner. In such cases, depending on the duration of time that an alternate must be in place, the Board may want or need to consider alternatives to this plan, depending upon the persons in the positions named above. It is increasingly common for boards to utilize a person in the chain above, or even an outside person, in the capacity of <i>interim superintendent</i>. There are of course advantages and disadvantages to internal versus external interim superintendents as outlined in the following chart. In many instances the decision of whether to hire an interim has to do with the timing of the superintendent's departure and the relation of that timing to the normal "hiring season."</p>	

	Advantages	Disadvantages
Internal Interim	<ul style="list-style-type: none"> • Knows the system; • Can continue the current direction with less disruption, if that direction remains desirable or acceptable to the Board; • If the internal interim has applied or wants to apply for the position, the interim time gives them a change to “try it on for size” and for the Board to evaluate their performance; • Would likely not cost as much as the new permanent person, or the additional cost of an outside person. 	<ul style="list-style-type: none"> • Depending on the position held by the interim, may be somewhat disruptive (may have to hire or promote behind the interim to accomplish their prior responsibility or portions thereof); • If the internal interim wants the job, but then is not given it at the end of the interim period, there might be an awkwardness among the Board, the staff they have supervised, and the interim, should they remain in the district; • It would be customary to provide additional compensation and/or benefits for the interim period; both Board and the interim would need to be prepared for this to be adjusted at the end of the interim period; • May be more difficult for an internal interim to make major changes in direction during the interim year, if that is what the Board desires.
External Interim	<ul style="list-style-type: none"> • Competent people are available to do interim jobs, particularly if the goal is to “keep the lid on” and maintain the status quo; • If one or two major, controversial changes are desired by the Board, sometimes an external person can be tasked to accomplish such changes without the long-term fallout that would accrue to a new “permanent” superintendent given such expectations. • Does not require major adjustments in existing executive level staff—they continue to do their jobs and support the interim; • Usually would not cost as much as the new permanent person. 	<ul style="list-style-type: none"> • Would take time to learn the system and get up to speed; • Would likely not be able, nor would it be wise to expect, to lead or facilitate any new strategic direction or initiative—usually these are left to the new superintendent/board team.

Transfer of leadership to new leadership at the superintendent level can occur under a variety of scenarios. If the transition is to a person already on staff, the process can be more prolonged and systematic. If the incoming leader is from outside the district, then the transition will be different. It can occur through one-on-one conversations between exiting administration and the incoming administrator. A short transition period, or a limited number of transition activities/meetings are best. The focus should be on the incoming administrator receiving information and procedural orientations, not opinions or biases regarding staff or future directions. Once these activities are accomplished, the exiting administrator should leave the position as quickly as possible to allow the incoming person an opportunity to establish a leadership system and assert their own style. Even if the exiting administrator remains in the community or the system in some capacity, they should err on the side of distancing themselves in terms of both presence and all means of communication and should avoid any appearance of continuing influence.

In most instances the superintendent will announce their retirement; that they have taken another position; or the Board will ask the superintendent to leave/not renew the contract. All of these scenarios will create the possibility either of filling the position on a short-term using an interim (see above), or in a normal search process. For a district of Bismarck's size, it will likely be required or advisable to conduct a regional or national search. The following graphic outlines the general steps in the superintendent search process.

General Steps in a Superintendent Search Process

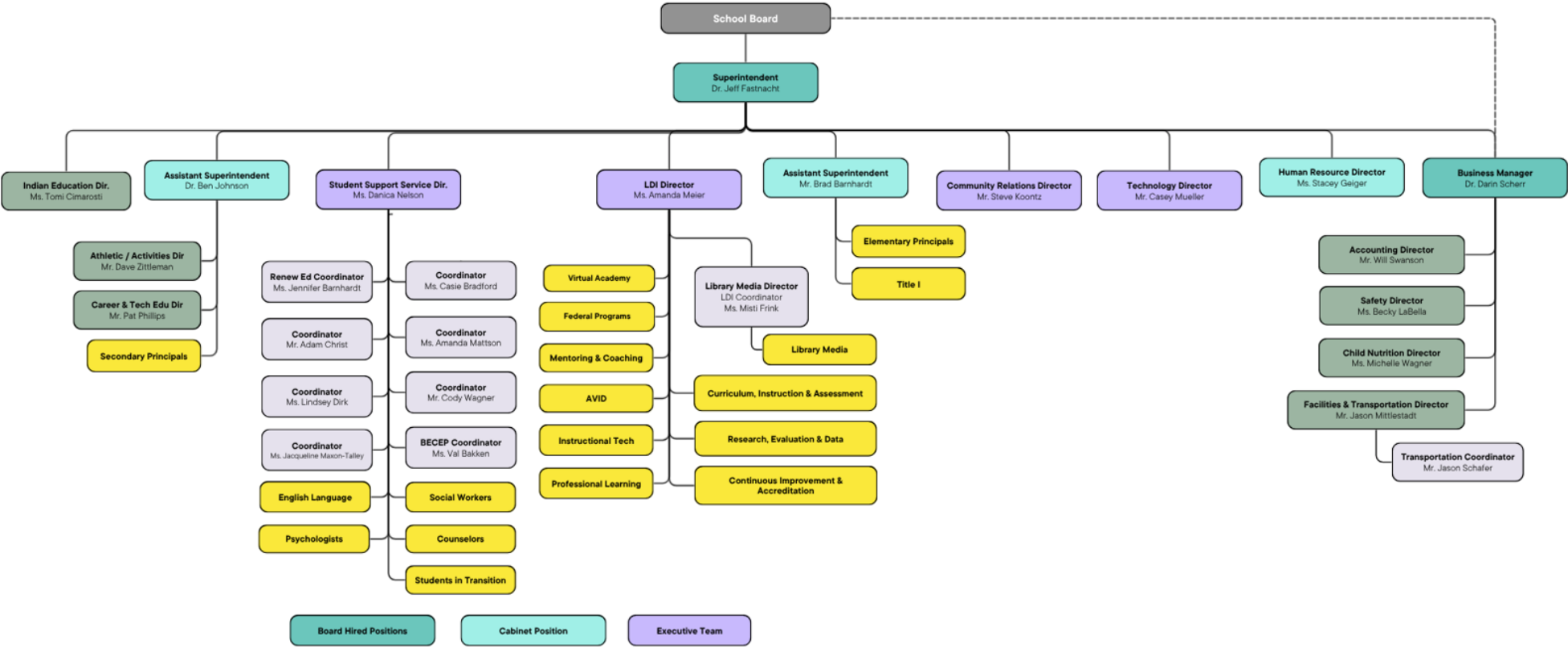


* It is advisable to engage ad hoc advisory committees of staff and community in addition to the Board.

** In the event that the Board does not find a candidate who matches criteria and expectations, then conducting this process again, or appointing an interim, may be appropriate

Bismarck Public School District

Organizational Chart



Capacity Building/Recommendations

Capacity Building

Recommendations

No recommendations are suggested at this time

2026-2027 Board Appointments

Background Information: The Board is required to approve the following district authorizations, appointments, and memberships. Items 1 through 26 will appoint district staff as authorized representatives and coordinators for federal grants. Authorized representatives have authority to sign the contracts accepting the grant, and approve the budgets and expenses paid by the grant. Coordinators have authority to approve expenses paid by the grant based off of the approved budget as part of implementing the grant purpose.

Recommendation: Appoint authorized representatives, designees, and authorizations as listed in recommendations 1 through 26.

Background Information Continued:

1. Adult Learning Center
 - a. Authorized Representative – Joe Kalvoda, South Central High School Principal
 - b. Coordinator – Ashley Coles, Adult Learning Center Coordinator
2. Americans with Disabilities Act
 - a. Co-Coordinator – Darin Scherr, Business and Operations Manager
 - b. Co-Coordinator – Stacey Geiger, Human Resources Director
3. BECEP
 - a. Authorized Representative – Danica Nelson, Student Support Services Director
 - b. Coordinator – Valerie Bakken, BECEP Coordinator
4. Behavioral Health
 - a. Authorized Representative – Danica Nelson, Student Support Services Director
5. Carl Perkins
 - a. Authorized Representative – Pat Phillips, Career and Technical Education Director
6. Central Regional Area Career and Technical Center (CRACTC)
 - a. Authorized Representative – Pat Phillips, Career and Technical Education Director
 - b. Coordinator – Lyle Krueger, Career and Technical Education Coordinator
7. Central Regional Educational Association (CREA) Board
 - a. Year 3 of a 3-year term – Amanda Peterson, Board Member
8. Early Head Start/Head Start
 - a. Authorized Representative – Danica Nelson, Student Support Services Director
 - b. Coordinator – Amanda Carlson, Head Start Coordinator
9. IDEA-B
 - a. Authorized Representative – Danica Nelson, Student Support Services Director
10. Johnson O'Malley
 - a. Authorized Representative – Tomi Cimarosti, Indian Education Director
11. McKinney-Vento
 - a. Authorized Representative – Danica Nelson, Student Support Services Director
 - b. Coordinator – Sherrice Roness, Homeless Liaison

12. ND CLIMBS Sub Grant
 - a. Authorized Representative – Jeff Fastnacht, Superintendent
 - b. Coordinator – Amanda Meier, LDI Director
13. Preschool Incentive
 - a. Authorized Representative – Danica Nelson, Student Support Services Director
14. Right Track
 - a. Authorized Representative – Danica Nelson, Student Support Services Director
 - b. Coordinator – Valerie Bakken, BECEP Coordinator
15. Section 504
 - a. Coordinator – Stacey Geiger, Human Resources Director
16. Special Education
 - a. Authorized Representative – Danica Nelson, Student Support Services Director
17. Special Education Discretionary
 - a. Authorized Representative – Danica Nelson, Student Support Services Director
18. Surplus Property Program
 - a. Authorized Representative – Darin Scherr, Business and Operations Manager
19. Title I
 - a. Authorized Representative – Brad Barnhardt, Assistant Superintendent of Elementary
 - b. Coordinator – Tina Pletan, Title I Coordinator
20. Title II
 - a. Authorized Representative – Ben Johnson, Assistant Superintendent of Secondary
 - b. Coordinator – Amanda Meier, LDI Director
21. Title III
 - a. Authorized Representative – Brad Barnhardt, Assistant Superintendent of Elementary
 - b. Coordinator – Lisa Symens, Title III Coordinator
22. Title IV
 - a. Authorized Representative – Ben Johnson, Assistant Superintendent of Secondary
 - b. Coordinator – Amanda Meier, LDI Director
23. Title VI
 - a. Authorized Representative – Tomi Cimarosti, Indian Education Director
24. Title IX
 - a. Coordinator – Stacey Geiger, Human Resources Director
25. Vocational Rehabilitation
 - a. Authorized Representative – Danica Nelson, Student Support Services Director
 - b. Coordinator – Amanda Mattson, Student Support Services Coordinator
26. Alternate Signature Authority
 - a. The Board will appoint Superintendent Fastnacht as an alternative signature authority to all federal grants.

Recommendations

- 1. Appoint Joe Kalvoda as the authorized representative and Ashley Coles as the coordinator for Adult Education.**
- 2. Appoint Darin Scherr and Stacey Geiger as the co-coordinators for the Americans with Disabilities Act.**
- 3. Appoint Danica Nelson as the authorized representative and Valerie Bakken as the coordinator for BECEP.**
- 4. Appoint Danica Nelson as the authorized representative for Behavioral Health.**
- 5. Appoint Pat Phillips as the authorized representative for Carl Perkins.**
- 6. Appoint Pat Phillips as the authorized representative and Lyle Krueger as the coordinator for the CRACTC.**
- 7. Appoint Amanda Peterson to year 3 of a 3-year term of the CREA Board.**
- 8. Appoint Danica Nelson as the authorized representative and Amanda Carlson as the coordinator for Early Head Start/Head Start.**
- 9. Appoint Danica Nelson as the authorized representative for IDEA-B.**
- 10. Appoint Tomi Cimarosti as the authorized representative for Johnson O'Malley.**
- 11. Appoint Danica Nelson as the authorized representative and Sherrice Roness as the coordinator for McKinney Vento.**
- 12. Appoint Jeff Fastnacht as the authorized representative and Amanda Meier as the coordinator for ND CLIMBS.**
- 13. Appoint Danica Nelson as the authorized representative for Preschool Incentive.**
- 14. Appoint Danica Nelson as the authorized representative and Valerie Bakken as the coordinator for Right Track.**
- 15. Appoint Stacey Geiger as the authorized representative for Section 504.**
- 16. Appoint Danica Nelson as the authorized representative for Special Education.**

- 17. Appoint Danica Nelson as the authorized representative for Special Education Discretionary.**
- 18. Appoint Darin Scherr as the authorized representative for the Surplus Property Program.**
- 19. Appoint Brad Barnhardt as the authorized representative and Tina Pletan as the coordinator for Title I.**
- 20. Appoint Ben Johnson as the authorized representative and Amanda Meier as the coordinator for Title II.**
- 21. Appoint Brad Barnhardt as the authorized representative and Lisa Symens as the coordinator for Title III.**
- 22. Appoint Ben Johnson as the authorized representative and Amanda Meier as the coordinator for Title IV.**
- 23. Appoint Tomi Cimarosti as the authorized representative for Title VI.**
- 24. Appoint Stacey Geiger as the authorized representative for Title IX.**
- 25. Appoint Danica Nelson as the authorized representative and Amanda Mattson as the coordinator for Vocational Rehabilitation.**
- 26. Appoint Superintendent Fastnacht as an alternate signature authority to all federal grants.**

The Bismarck School Board met on June 22, 2026, in the Tom Baker Room of the City/County Office Building.

Board President Hager called the meeting to order at 5:15 p.m. President Hager requested that Dr. Darin Scherr, Business and Operations Manager, call the roll.

Members present: Josh Hager, Dan Eastgate, and Donnell Preskey

Members present via telephone: Amanda Peterson

Members absent: Jon Lee

Superintendent Fastnacht led the recitation of the Pledge of Allegiance.

President Hager asked for any additions, deletions, or changes to the Agenda. It was moved by Ms. Preskey and seconded by Mr. Eastgate to adopt the agenda as presented. Upon roll call vote, Eastgate, Peterson, Preskey, and Hager voted aye. Motion carried.

For the Focus on Success presentation, Superintendent Fastnacht introduced CTE Director Pat Phillips to discuss expanding middle school career exploration. CTE Coordinator David St. Peter then detailed how seventh graders engaged with interactive career clusters to discover diverse professional pathways during the event.

President Hager announced the time for public appearances. There was no public comment.

Superintendent Fastnacht introduced Mrs. Amanda Meier to present the OE-11 *Instructional Program* monitoring report. It was moved by Ms. Preskey and seconded by Mr. Eastgate to accept the monitoring report for Policy OE-11 *Instructional Program* as In Compliance. Upon roll call vote, Peterson, Preskey, Eastgate, and Hager voted aye. Motion carried.

It was moved by Mr. Eastgate and seconded by Ms. Preskey to table agenda item 6.A matters reserved for board action approval of Canvas June 9, 2026 School Board Election until we have said results. Upon roll call vote, Peterson, Preskey, Eastgate, and Hager voted aye. Motion carried.

It was moved by Ms. Preskey and seconded by Mr. Eastgate to approve the following items on the Consent Agenda: the minutes of the June 8, 2026 regular Board meeting; new contracts; FGA-E8 Parties Approved to Receive Student Data; submission of the Special Education grant application for 2026-2027; and the submission of the consolidated grant application for 2026-2027. Upon roll call vote, Preskey, Eastgate, Peterson and Hager voted aye. Motion carried.

Superintendent Fastnacht discussed the election results and the 5-year building fund plan including work on Will-Moore and Pioneer Elementary School and the Bismarck High School

boiler. Board members shared their support of Superintendent Fastnacht presenting a timetable for a November election.

Superintendent Fastnacht reviewed the 2026-2027 School Board meeting schedule. It was discussed to add a second Board meeting in July and August 2026 and to reserve the Tom Baker Room of the City/County Office Building.

Superintendent Fastnacht shared his intention to discuss screen time and AI in the classrooms during the 2026-2027 school year through excellence committees.

Superintendent Fastnacht and Board members expressed their formal appreciation of Board President Hager in his dedication and leadership with the Board.

Dr. Scherr shared his gratitude to President Hager prior to presenting the financial report.

At approximately 6:35 p.m., Board member Peterson lost connection.

At 6:37 p.m. the Board circled back to agenda item six – Matters Reserved for Board Action to review the Abstract of Votes Cast at the Primary Election. It was moved by Mr. Eastgate and seconded by Ms. Preskey to accept the results of the canvass for the June 9, 2026, school district election; declare Tony Auckland, Rod Jonas, and Amanda Peterson as the elected members of the School Board; declare Measure 1 failed; and declare Measure 2 passed, requiring School Board minutes continue to be published. Upon roll call vote, Eastgate, Preskey, and Hager voted aye. Motion carried.

There being no further business to come before the Board, President Hager adjourned the meeting at 6:38 p.m.

Board President

Business and Operations Manager – Dr. Darin M. Scherr, P.E.

Contract - Teacher

Name	Subject	School	School Year	Salary	%
Jennifer Bearstail	Instructional Coach (.6) LMS (.4)	Prairie Rose	2026-27	68534	100
Natasha Braaten	Special Education	Life Ed	2026-27	59766	100
Erik Kanz	Firefighter	CRACTC	2026-27	12276	20
Chelsea Laswell	General Ed	HMS	2026-27	57284	100
Kelly Winfield	Special Education	BHS	2026-27	79872	100

Resignations

Background Information: The following employees have submitted resignations: Lisa Brew. The official letter of resignation is held in their personnel file.

Recommendation: Approve the listed resignations.



Transportation Routes

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
OFFICE OF SCHOOL FINANCE AND ORGANIZATION
Revised: (11/21/2007)

Report Date

6/29/26

School Year: 2025-2026

Page 6 of 6

StateIssuedID: 08-001

District Name: Bismarck 1

<u>Route Type Name</u>	<u>Vehicle Count</u>	<u>Vehicle Capacity</u>	<u>Total Annual Runs</u>	<u>Total Annual Rides</u>	<u>Total Miles</u>	<u>Rides Per Run</u>	<u>Miles Per Run</u>	<u>Max Ride Time In Minutes</u>
Extended Year	0	0	0	0	0.00	0.00	0.00	0.00
Family - To Bus	0	0	0	0	0.00	0.00	0.00	0.00
Family - To School	1	5	368	1	2,208.00	0.00	6.00	1.00
In City	43	75	26,274	43	531,786.00	0.00	20.24	1.00
Other Purpose	0	0	0	0	0.00	0.00	0.00	0.00
Public Transit	0	0	0	0	0.00	0.00	0.00	0.00
Rural	0	0	0	0	0.00	0.00	0.00	0.00
Special Ed.	68	18	17,195	68	328,714.00	0.00	19.12	1.00
Vocational Ed.	8	68	4,221	8	54,267.00	0.00	12.86	1.00
	120	18	48,058	120	916,975.00	0.00	19.08	1.00

On behalf of the Bismarck Public School Board, I certify that the information contained in this report is a true and correct report of the transportation of students to and from school for the recently completed school year.

School Board Member: _____ Title: _____ Date: _____

A copy of this report will be maintained on file at the school district business office.

Fluid Milk Bid

Background Information: Bismarck Public Schools and Mandan Public Schools, per the JPA, recently solicited bids for Fluid Milk Delivery for the Child Nutrition Programs for the 26/27 school year. We received bids from Kemps and Prairie Farms.

Recommendation: Award the Fluid Milk Bid to Kemps for an annual estimated amount of \$557,961.43 between the two districts.

Matrix Evaluation Criteria		Points Available	Prairie Farms	Prairie Farms Points Awarded	Kemps	Kemps Points Awarded
Price Proposal	Pricing proposal resulting in the lowest cost to the Districts	40 points	\$ 731,900.00	30.4939	\$ 557,961.43	40
Product Acceptability	Ability to meet the District's expectations for nutritional quality, taste, and acceptance by students determined by sampling	15 points	30% approval	3.1558	70% approval	10.4854
Service and Vendor Capabilities	How many times/week are you willing to deliver to the BPS warehouse? 4x/week=20 points; 3x/week=10 points; 2x/week=5 points; 1x/week=0 points	20 points	4x/week	20	4x/week	20
Past history with vendor and/or references of comparable customers	Vendor to provide (3) references of similar customers, if new to servicing either district	10 points		10		10
Geographical Preference	Vendor processes 1/2 point cartons of milk within ND state lines	5 points	no-not within ND state lines	0	Yes-within ND state lines	5
Total Points Available		100 points		63.6497		85.4854



DISTRICT PUPIL MEMBERSHIP SUMMARY
NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
OFFICE OF SCHOOL FINANCE AND ORGANIZATION

Print Date: 7/8/26

SchoolYear: 2026

<u>Name</u>	<u>ADM</u> <u>PK</u>	<u>ADM</u> <u>K</u>	<u>ADM</u> <u>1-6</u>	<u>ADM</u> <u>7-8</u>	<u>ADM</u> <u>9-12</u>	<u>Alt</u> <u>ADM</u> <u>9-12</u>	<u>Total</u> <u>ADM</u>	<u>ADA</u> <u>PK</u>	<u>ADA</u> <u>K</u>	<u>ADA</u> <u>1-6</u>	<u>ADA</u> <u>7-8</u>	<u>ADA</u> <u>9-12</u>	<u>Alt</u> <u>ADA</u> <u>9-12</u>	<u>Total</u> <u>ADA</u>
BECEP Center	175.31	0.00	0.00	0.00	0.00	0.00	175.31	175.31	0.00	0.00	0.00	0.00	0.00	175.31
Bismarck 1	0.00	1.08	3.31	4.32	81.05	0.00	89.76	0.00	1.08	3.31	4.32	81.05	0.00	89.76
Bismarck 6-8 Virtual Academy	0.00	0.00	1.60	19.80	0.00	0.00	21.40	0.00	0.00	1.57	18.45	0.00	0.00	20.02
Bismarck High School	0.00	0.00	0.00	0.00	1,318.68	0.00	1,318.68	0.00	0.00	0.00	0.00	1,224.70	0.00	1,224.70
Bismarck K-5 Virtual Academy	0.00	1.15	15.14	0.00	0.00	0.00	16.29	0.00	1.15	14.77	0.00	0.00	0.00	15.92
Centennial Elem School	0.00	61.79	317.13	0.00	0.00	0.00	378.92	0.00	58.48	299.79	0.00	0.00	0.00	358.27
Century High School	0.00	0.00	0.00	0.00	1,420.12	0.00	1,420.12	0.00	0.00	0.00	0.00	1,345.62	0.00	1,345.62
Dorothy Moses Elem School	0.00	70.34	301.02	0.00	0.00	0.00	371.36	0.00	64.48	279.18	0.00	0.00	0.00	343.66
Elk Ridge Elem School	0.00	62.82	411.62	0.00	0.00	0.00	474.44	0.00	59.79	391.96	0.00	0.00	0.00	451.75
Grimsrud Elem School	0.00	29.67	169.10	0.00	0.00	0.00	198.77	0.00	27.21	158.71	0.00	0.00	0.00	185.92
Highland Acres Elem School	0.00	16.00	85.73	0.00	0.00	0.00	101.73	0.00	15.28	80.56	0.00	0.00	0.00	95.84
Horizon Middle School	0.00	0.00	407.14	762.66	0.00	0.00	1,169.80	0.00	0.00	380.58	708.16	0.00	0.00	1,088.74
Jeannette Myhre Elem School	0.00	47.24	196.60	0.00	0.00	0.00	243.84	0.00	41.99	183.77	0.00	0.00	0.00	225.76
Legacy High School	0.00	0.00	0.00	0.00	1,380.55	0.00	1,380.55	0.00	0.00	0.00	0.00	1,297.41	0.00	1,297.41
Liberty Elem School	0.00	56.62	383.28	0.00	0.00	0.00	439.90	0.00	53.71	366.00	0.00	0.00	0.00	419.71
Lincoln Elem School	0.00	85.19	500.34	0.00	0.00	0.00	585.53	0.00	81.39	474.49	0.00	0.00	0.00	555.88
Northridge Elem School	0.00	75.34	369.65	0.00	0.00	0.00	444.99	0.00	69.80	345.84	0.00	0.00	0.00	415.64
Pioneer Elem School	0.00	23.34	166.13	0.00	0.00	0.00	189.47	0.00	21.76	155.23	0.00	0.00	0.00	176.99
Prairie Rose Elem School	0.00	17.23	112.85	0.00	0.00	0.00	130.08	0.00	16.12	105.95	0.00	0.00	0.00	122.07
Rita Murphy Elem School	0.00	51.08	310.39	0.00	0.00	0.00	361.47	0.00	47.37	292.89	0.00	0.00	0.00	340.26
Robert Place Miller Elem Schoo	0.00	54.40	412.40	0.00	0.00	0.00	466.80	0.00	51.27	389.86	0.00	0.00	0.00	441.13
Roosevelt Elem School	0.00	14.50	102.20	0.00	0.00	0.00	116.70	0.00	13.81	97.54	0.00	0.00	0.00	111.35
Silver Ranch Elem School	0.00	47.31	326.11	0.00	0.00	0.00	373.42	0.00	45.13	310.56	0.00	0.00	0.00	355.69
Simle Middle School	0.00	0.00	315.64	697.29	0.00	0.00	1,012.93	0.00	0.00	295.40	642.18	0.00	0.00	937.58
South Central Alternative High S	0.00	0.00	0.00	0.00	0.00	104.58	104.58	0.00	0.00	0.00	0.00	0.00	104.58	104.58
Sunrise Elem School	0.00	63.37	390.55	0.00	0.00	0.00	453.92	0.00	59.04	370.25	0.00	0.00	0.00	429.29
Victor Solheim Elem School	0.00	92.05	483.16	0.00	0.00	0.00	575.21	0.00	87.45	460.06	0.00	0.00	0.00	547.51
Wachter Middle School	0.00	0.00	366.26	676.45	0.00	0.00	1,042.71	0.00	0.00	339.13	623.77	0.00	0.00	962.90
Will-Moore Elem School	0.00	21.44	183.12	0.00	0.00	0.00	204.56	0.00	19.69	169.59	0.00	0.00	0.00	189.28



DISTRICT PUPIL MEMBERSHIP SUMMARY
NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
OFFICE OF SCHOOL FINANCE AND ORGANIZATION

Print Date: 7/8/26

SchoolYear: 2026

<u>Name</u>	<u>ADM</u> <u>PK</u>	<u>ADM</u> <u>K</u>	<u>ADM</u> <u>1-6</u>	<u>ADM</u> <u>7-8</u>	<u>ADM</u> <u>9-12</u>	<u>Alt</u> <u>ADM</u> <u>9-12</u>	<u>Total</u> <u>ADM</u>	<u>ADA</u> <u>PK</u>	<u>ADA</u> <u>K</u>	<u>ADA</u> <u>1-6</u>	<u>ADA</u> <u>7-8</u>	<u>ADA</u> <u>9-12</u>	<u>Alt</u> <u>ADA</u> <u>9-12</u>	<u>Total</u> <u>ADA</u>
Total	175.31	891.96	6,330.47	2,160.52	4,200.40	104.58	13,863.24	175.31	836.00	5,966.99	1,996.88	3,948.78	104.58	13,028.54

On behalf of the 08-001, Bismarck 1 Public School Board I certify that the information contained in this report is a true and correct report of students in average daily membership for the recently completed school year for which the school district is entitled to receive state per pupil aid under NDCC 15.1-27.

School Board Member: _____ Title: _____ Date: _____

A copy of this report will be maintained on file at the school district business office.

Parties Approved to Receive Student Data

Category	Individual/Entity	Description	Confidentiality Release Requirements	Date of Board Approval
Other Services	Engage By Cell	Vendor that provides platform for direct text messaging to engage with ALC students only	School Official Exception	06/22/2026

End of Bismarck Public School District Exhibit FGA-E8

Revised: 07/13/2026



BISMARCK PUBLIC SCHOOLS STRATEGIC PLAN 2026-2028 PHASE II

**Empowering every
learner to** *thrive*

Empower Every Learner to Thrive

Our Vision



Together, our strong relationships build inclusive, collaborative, and innovative environments that create agency and inspire a passion for learning, excellence, and discovery.

Our Values



Excellence: Ensure all learners receive an exemplary education that is academically challenging and meets their social and emotional needs.



Innovation: Engage in forward-thinking to identify bold ideas that enable us to be responsive to the expectations of our organization and community while cultivating creativity, critical thinking, and resourcefulness.



Inclusion: Grow all learners as reflective leaders with high levels of integrity who are inspired and inspire others to work, learn, and solve problems.



Leadership: Strengthen our community by valuing people for who they are, nurturing our diversity, and embracing the contributions of all students, families, and staff.



LETTER TO MEMBERS OF THE BISMARCK PUBLIC SCHOOL COMMUNITY



DR. JEFF FASTNACHT

Superintendent

Dear BPS Stakeholders,



The 2025–2030 Strategic Plan sets a bold and thoughtful direction for Bismarck Public Schools. Grounded in our mission to Empower Every Learner to Thrive, this plan reflects the collective voice of our educators, students, families, and community. But as with all good plans, progress will be achieved not only through the ideas we commit to, but through the discipline with which we prioritize, align resources, and focus our efforts.

This document outlines the second revision of our 18-month plan, identifying the strategic drivers and key strategies we will prioritize in the coming months of our strategic plan timeline. It is the result of listening deeply to our educators, aligning with our values, and reflecting on the current landscape we operate within. This takes into consideration changes within the district and community, including changes to bell-times and transportation that were implemented in the fall of 2025. We intend to focus our limited time, personnel, and financial resources where they will have the greatest impact on student success.

We know that not everything in our five-year plan can or should happen all at once. This prioritization effort is about thoughtful sequencing, not exclusion. The drivers and strategies outlined here are not the only important work ahead, they are simply where we must begin, together.

Based on the feedback we received and awareness of statewide and district-wide work already underway, here are our immediate priorities:

- Reduce initiatives that increase educator workload, focusing on fewer, clearer priorities that reflect what matters most.
- Strengthen teaching practices and support professional growth in ways that are practical, sustainable, and aligned with our instructional framework.
- Nurture student well-being and address disruptive behaviors, through targeted interventions and Tier 2/3 systems.
- As technology continues to evolve, we must thoughtfully assess how it supports student learning, development, and well-being, ensuring its use aligns with educational best practices and desired outcomes.

We also acknowledge the financial and human resource constraints we face. With reduced state and federal funding and a highly competitive labor market, we must be intentional about what we commit to and what we pause or stop doing. This plan reflects those realities while holding fast to our promise to elevate every learner, every day.

As we move forward, we will continue to revisit and adjust our priorities based on progress, emerging needs, and community voice. But let this serve as our compass for the road ahead, a shared understanding of what matters most right now, and a commitment to act accordingly.

With gratitude,

Dr. Jeff Fastnacht
Superintendent

First Things First

LEARNING EXCELLENCE



Empowering Learners



Strengthening Teaching Practices



Preparing the Future Workforce

PERSONAL EXCELLENCE



Nurturing Well-Rounded Learners



Elevating Educators

ENVIRONMENTAL EXCELLENCE



Strengthening Our Community



Enhancing Communication



Ensuring a Safe Environment

OPERATIONAL EXCELLENCE



Building Partnerships



Providing Efficient & Responsive Services

Using this Plan

The Bismarck Public Schools Strategic Plan (2025-2030) establishes our long-term vision, values, drivers of excellence, and desired outcomes for students. This 18-month implementation plan serves a different purpose.

Rather than functioning as a scorecard, this document identifies the work that requires our greatest collective attention. It provides clarity regarding priorities, sequencing, and organizational focus while recognizing that schools and departments face different opportunities, strengths, and challenges.

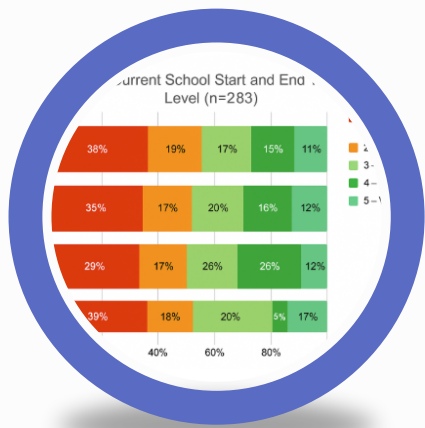
The priorities identified in this document are intended to:

- Align district efforts around a shared vision and common direction.
- Identify key strategies that deserve focused attention and investment.
- Guide resource allocation, learning, and organizational decision-making.
- Reduce initiative overload by clarifying what matters most.

This document does not prescribe identical actions for every school, classroom, or department. BPS serves learners across diverse neighborhoods, programs, and grade levels. You are empowered to determine how best to implement these priorities within your unique contexts while remaining aligned to district values and strategic direction. Progress toward our strategic goals are monitored through the Board's Coherent Governance system.

Success will not be measured solely by the completion of tasks listed in this document. Rather, success will be reflected in the degree to which these priorities strengthen our ability to empower every learner to thrive.

This plan represents our current focus, not the entirety of our work. As conditions change and new opportunities emerge, priorities may be refined while remaining grounded in our mission, vision, values, and strategic commitments.



Strengthening Teaching Practices

Effective Instructional Strategies



Our Priority

Educators use evidence-based instructional practices to ensure meaningful, inclusive, and high-impact learning experiences.

The need to strengthen teaching practices and support professional growth in ways that are **practical, sustainable, and aligned to our instructional frameworks**. The single greatest factor in student achievement is the quality of instruction in the classroom. To that end, we must focus on strong support for work that helps educators grow in meaningful and manageable ways. This includes implementing a consistent instructional framework, strengthening literacy across all content areas, and supporting professional learning communities (PLCs). Continue to support the new teacher evaluation model, with a focus on reinforcing professional development as a growth-centered process, rather than one focused on compliance.

We also recognize the importance of giving educators **TIME**: time to learn, plan, and implement new strategies with intention. We must have greater alignment between district initiatives, so that instructional expectations are clear and professional development efforts are focused and responsive to what's happening in classrooms.



Key accomplishments this past year

What we accomplished

- Using the Marzano High Reliability Schools Framework for school improvement
-  Implemented a new growth model (evaluation) that is aligned with Marzano and instructional frameworks.
-  Trained staff on explicit instruction strategies
-  Strengthening literacy skills across all content areas.
- Provided training on implementation of instructional frameworks

What we will focus on next

-  Sustain instructional frameworks reinforced by evidence-based strategies that support student outcomes.
 - Embed social emotional learning into instruction to support student well-being, foster positive relationships, and enhance the learning experience.
 - Engage stakeholders to review how and when technology should support effective instruction and student outcomes.
 - Expand more co-teaching and peer coaching to build capacity.
-  Enhance educator mentoring opportunities to support new to profession/district educators.
 - Align high-quality instructional materials and evidence-based instructional practices in mathematics to provide explicit, differentiated, data-informed instruction
 - Build internal capacity and provide time to facilitate professional learning and educator collaboration.

Empowering Learners

System of Academic Supports



Our Priority

Every student experiences growth through multi-tiered instruction and assessment practices inclusive of differentiated learning paths and supplemental support.

Our district's commitment to Empowering Learners calls for academic interventions that are not only timely and data-driven but also personalized to meet the unique learning needs of each student. When we focus on closing learning gaps, accelerating growth, and scaffolding success, we give students the opportunity to thrive in our classrooms.

At the heart of this work is a robust Multi-Tiered System of Academic Supports (MTSS-A), designed to identify and respond to academic needs early and effectively. There is a need for greater consistency and capacity in implementing MTSS-A, ensuring that intervention structures are clearly defined, supported with high-quality materials, and delivered with fidelity. Equally important is equipping educators with the time, tools, and professional learning to analyze data, design supports, and monitor progress.

This strategy is about more than intervention, it's about empowering students with clarity in their learning journey. Students must be supported in ways that build agency and achievement simultaneously. When systems of academic support are functioning well, they not only improve outcomes for students who are struggling but also reinforce a culture of growth.



What we accomplished

 Implemented Panorama as a single data dashboard for educators.

- All classrooms are tied to our Guaranteed & Viable Curriculum to ensure consistency and equitable learning experiences.

What we will focus on next

 Continue to ensure that all students experience core instruction that is responsive to students' needs.

- Expand the capacity of Panorama to monitor intervention programs and success.

 Continually evaluate our curricular programs to ensure alignment with state standards and improve instructional resources and academic intervention practices.

- Sharing the work of our curricular review processes to ensure all stakeholders are aware of these revisions and have opportunities for input.
- Ensure that intervention and enrichment opportunities support students by closing achievement and opportunity gaps, and accelerating growth.

Empowering Learners

Personalized Learning



Our Priority

Every learner has access to personalized learning paths.

We are committed to creating educational pathways that honor each student's strengths, interests, and aspirations. As part of our Empowering Learners driver, we are expanding access to personalized learning opportunities that allow students to shape their educational experience and take ownership of their learning journey. Through initiatives like Empower[Ed], dual credit, Advanced Placement (AP), virtual learning platforms, and other flexible models, students have greater voice and choice in how, when, and where they learn.

These options not only provide academic rigor and relevance, but also help students develop self-direction, goal setting, and independence, essential competencies for life after high school. BPS is building a system where each learner is equipped to thrive in their own way. As we continue to scale and refine these offerings, we must prioritize equitable access and ongoing support so every student has the tools and support needed to succeed in a personalized environment.



Empower[Ed]
@BISMARCK CAREER
ACADEMY

What we accomplished

- Building out Empower[Ed] offerings in our secondary schools.
- Developed and operationalized a full K-12 BPS Virtual Academy.
- Implementing age-appropriate voice & choice options for students.

What we will focus on next

- Foster skills and dispositions that support student engagement in personalized learning.
- Align systems to support personalized learning across the district (policy, infrastructure, curriculum, instruction, and professional learning).
- Expand opportunities for students to engage in learning opportunities that allow them to follow their passions.
- Expand opportunities for students to engage in authentic learning experiences that meet academic goals while creating meaningful impact within their community.
- Continue to expand work-based learning opportunities.

Nurturing Well-Rounded Individuals

System of Behavior Supports



Our Priority Every student is supported through a continuum of evidence-based practices that promote behavioral and mental health.

As we work to nurture well-rounded individuals in Bismarck Public Schools, one of our most urgent and impactful priorities is building and sustaining a cohesive, districtwide system of behavior supports. This includes advancing our implementation of Multi-Tiered Systems of Support for Behavior (MTSS-B) to ensure that proactive, data-driven practices are used at every level: universal, targeted, and intensive.

Educators from around the district continue to share the challenges of student behavior and the toll it can take on staff, instruction, and school climate. To meet these needs, we must provide timely interventions, early identification tools, and clear structures for reteaching and responding to behaviors. Prioritizing this work will not only support our most vulnerable students but also create environments where all learners, and the educators who serve them, feel safe, supported, and empowered to thrive.



What we have accomplished

-  Support student mental health partnerships being offered in all our schools.
-  Partnering with the BPS Foundation and other agencies to raise funds for mental health programs.
-  Expanded Renew[Ed] programming to include elementary students.
 - Ensuring social/emotional skills are intentionally taught to our students.
-  Provided training for all staff on de-escalation strategies (MANDT).



What we will focus on next

-  Expand resource room and day-treatment options for our students with the most intensive behavioral health needs.
 - Align Tier 1 social emotional curricular resources to SEL competencies
 - Train all staff to implement SEL instructional strategies, monitor student outcomes, and adjust instruction based on data
 - Use Panorama to improve behavior data reporting resulting in better response.
 - Advocate at the state level for more support for day/residential treatment options.
 - Seek additional funding opportunities to support student mental health services.

Elevating Educators

Developing Human Capital



Our Priority

Develop and enhance employee skills and strengths to build a sustainable workforce that drives success for both staff and students.

Developing human capital remains essential to our long-term strength and success. **The quality of our system is rooted in the people who lead, teach, support, and serve within it each day.** A system grounded in reflection, coaching, collaboration, and continuous improvement, BPS has a meaningful opportunity to strengthen how we recruit, support, and retain talent across all employee groups. Staff feedback has consistently emphasized the importance of targeted professional learning, meaningful feedback structures, leadership development, and systems that recognize the increasing complexity of today's educational environment.

Equally important is fostering a culture where employees feel valued, supported, and empowered within a shared vision for student success. Through ongoing listening efforts, including the Vital Survey process and collaborative leadership team structures, BPS is intentionally creating the conditions for trust, engagement, and continuous organizational growth. Prioritizing human capital development ensures that BPS remains a destination district where talented individuals choose to stay in service of students, families, and the broader community.



What we have accomplished

- Implementation of Marzano evaluation.
- Continue to use the VITAL survey to inform school leadership teams.
- Developed an accelerated Teacher Leadership Academy in partnership with the University of Mary.
- Continue to expand communication pathways and engage educators in decision-making.
- Established a low-cost basic care option to benefit employees with Sanford.
- Enhanced teacher mentoring program to support new educators.

What we will focus on next

- Strengthen employee engagement by creating meaningful opportunities for staff voice, feedback, and participation in building-level and district decision-making.
- Foster a positive and collaborative culture through transparent communication, strong relationships, and shared ownership of district success.
- Identify and implement tools, technologies, and processes that reduce administrative burdens and increase time available for teaching, learning, and student support.
- Implement leadership opportunities for all employees.
- Focus on staff well-being, ensuring our staff can serve our students effectively, while loving their job.
- Support professional growth, innovation, and continuous improvement through personalized professional learning opportunities.

Elevating Educators

Investing in Future Educators



Our Priority

Develop a sustainable pipeline of future educators. Through early exposure, strategic partnerships, and financial incentives, we will cultivate talented educators to serve our students into the future.

To ensure a sustainable and thriving educator workforce, Bismarck Public Schools is committed to intentionally cultivating the next generation of teachers and educational professionals. Through partnerships with higher education institutions, Grow-Your-Own programs, and early career exposure opportunities through our CTE programs, we aim to inspire students to consider education as a meaningful career pathway.

As teacher shortages continue to impact recruitment and retention efforts across the state and nation, our investment in future educators is both strategic and urgent. By aligning mentorship, dual credit coursework, and targeted internships with our broader Career Ready Practices, we create tangible opportunities for students to experience the profession firsthand—laying a strong foundation for those who will one day lead, teach, and inspire in BPS classrooms.



What we have accomplished

- Partnership with UMary and BSC on dual credit/AP coursework aligned to teaching degrees.
- Expansion of work experience options in the area of pre-teaching.
 - Working with BPS Foundation on finding partnerships to support scholarships for BPS graduates who wish to return to teach within BPS.
 - Supporting para-to-teacher programs.



What we will focus on next

- Expand academic pathways within the high school experience to expand interest in the profession of education.
- Create additional internship and mentorship opportunities for students interested in education.
- Develop partnerships with teacher preparation programs at the college level to ensure AP and dual credit opportunities for our students.
- Partner with the Bismarck Public School Foundation and community partners to create scholarship opportunities for aspiring educators.
- Develop a BPS teacher pathway that encourages BPS graduates to return and build careers serving our community.
- Continue to lift up the profession of education as a positive career choice.
- Advocate for improving the pay of educators at the state level.



Looking Ahead

Even though we are striving to keep FIRST THINGS FIRST, there are always initiatives and forces outside of our control that cause us to have to adapt, change, or alter what we are doing. These are sometimes easily manageable, but other times that take time and resources we have saved for other work. Here are some items that we expect will take our attention and resources over the next 12-24 months.



Infinite Campus Transition

This will be a top priority for the district as this new student information system comes online. Significant focus on supporting educators, staff, and parents as they learn how to access student information.



Expanding Community Access

Ever increasing needs of our students in the area of social-emotional, health care, and juvenile justice require us to advocate for the expansion of community service options. Schools are not equipped to do it all, without support. Advocacy to expand services is needed.



Ensuring Safe Learning Environments

The district's facility needs remain, particularly in the areas of safety and accessibility. Bismarck Public Schools will continue to move forward by prioritizing the most critical needs within available resources. While progress may take time, we remain committed to ensuring our facilities provide safe, welcoming, and accessible environments for all students and staff.



Addressing Funding Gaps

As the district faces funding gaps from the state and federal level, it will be imperative that we look at programs and spending with a critical eye. It is also necessary to share how these funding gaps are affecting our children and the educators that support them.



BISMARCK
PUBLIC SCHOOLS

EMPOWER

EVERY LEARNER TO *thrive!*



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