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

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Standing, Advisory, and Temporary Committees

Steps in Filling a Board Vacancy

Working Relationship with Other School Districts
Citizen Issues
The School Board shares with the superintendent of schools a responsibility for establishing and maintaining effective relations with the public. The Board provides direction for all public communications by establishing policies and expectations that reflect the desire for a community that is well-informed about the school district's operations. Members of the Board must assume responsibility for making personal contact with various organized public and professional groups.

Citizens, either individually or in groups, should feel free to discuss school affairs frankly and openly with individual members of the School Board. In the course of such discussions, the Board member should make it clear that he/she speaks only as an individual, and not for the other members of the Board or for the school administration. The Board member may assume the responsibility for calling the attention of the entire Board to a specific action or condition, but he/she is obligated to explain that this is the limit of an individual member's authority.

Forums
A public forum will be held between January and June of each even-numbered year. This forum will highlight demographic trends of the district as well as anticipated district responses to the trends. The forum may also feature discussions about other issues and initiatives of the districts. Additional forums may be scheduled at the Board's discretion.

Adopted 10-25-83, 6-4-68
Amended 11-22-88, 10-28-02, 10-27-03
Legal Reference: NDCC 15.1-07-26

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Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.
**Grand Forks Public School District #1**  
**School Board Policies**

**Policy 1002**

**Public Participation in Board Meetings**
The Board, as a representative body of the district, wishes to provide an avenue for any citizen to express his/her interest in and concerns for the schools. Accordingly, the public is invited to attend any and all sessions of the Board. All meetings of the Board are open to the public. An invitation is extended to citizens’ groups to attend the meetings of the Board. All meetings are open to representatives of the press, radio, and television.

Meetings of the Board are held in public for the purpose of carrying on the business of the schools. An established agenda is followed at each meeting. Public participation in the meetings is appropriate at certain places on the agenda. At every formal meeting of the Board, time is set aside for reading of the communications from the public and for the personal presentation of individual or group grievances, petitions, or points of view.

In accordance with its policy confirming the right and desirability of the public's expressing its point of view, the Board welcomes delegations or individuals at regular meetings, subject to the following regulations designed to expedite deliberations and provide for full consideration of problems and questions:

1. Matters concerning an individual school shall be discussed first with the principal of that school.
2. If the problem cannot be resolved at the school, it shall then be brought to the Assistant Superintendent of Teaching and Learning.
3. If the problem cannot be resolved with the Assistant Superintendent of Teaching and Learning, it shall then be brought to the superintendent of schools.
4. If the problem cannot be resolved with the superintendent of schools, it shall then be brought to the Board in the manner approved in Policy 8507 and 8509.

**Publication of Agenda**
In order that citizens can be aware of what business will be discussed at meetings, the Board shall comply with state law regarding public notice of all meetings.

**Coverage of Board Meetings**
Representatives of all news media are urged to attend all meetings of the Board. Meeting announcements, agendas, summaries of the minutes for each meeting, and other related supporting documents will be available to news media within the school district.

Members of the Board, the superintendent, administrators, and staff are encouraged to be available for interviews by news media.

Board committees are encouraged to make available reports of committee meetings at regular Board meetings as quickly as possible.

In its dealings with news media, the school system will be frank and open, recognizing the privilege of the press to publish newsworthy information. In addition, the Board will provide to the public, information about proceedings according to current state law.

*Adopted 6-4-68*  
*Amended 8-25-70, 10-27-98, 10-26-99, 10-28-02, 10-27-03, 10-25-04, 3-11-09*  
*Legal Reference: NDCC 15.1-09-31; NDCC 15.1-07-25.*

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Communications
The Grand Forks School Board is committed to the establishment and support of a planned and systematic communications process between the district and its internal and external stakeholder groups. The Board is committed to keeping the lines of communication open and being proactive by providing the most up-to-date information in a variety of formats to most effectively reach multiple audiences.

The intent of this policy is to establish a framework for school district communication through the following objectives:

1. To develop a strategic communications plan that identifies key messages and action steps which align with the district's goals and objectives to create a “one-clear-voice” concept when delivering information to stakeholders.
2. To promote a proactive approach with the media.
3. To develop branding and marketing strategies for the school district.
4. To develop communication and customer relations standards for all internal employees.
5. To continually research and evaluate preferred methods of communication for all stakeholder groups.

Adopted 2-27-12

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Public Relations and Media
An important role of the superintendent and staff in this joint enterprise is in the compilation and presentation of accurate information about the problems, plans, and conduct of the schools, and in disseminating appropriate reports through various communications media.

As executive officer for the Board and chief administrator for the public school system, the superintendent is responsible for implementing the Board’s public relations policies and assuming leadership in the school-community relations program. All employees of the school system, instructional and non-instructional, should be involved in the total public relations effort, and include leaders of the social, political, and civic segments of the community in active support of the schools.

The superintendent is responsible for interpreting Board policies to the staff and to the public. He/she will require an active and comprehensive informational program be conducted for the promotion of widespread understanding of the educational program.

The superintendent will take precautions necessary to avoid exploitation of schools, school personnel, or school children in the interest of commercial, ideological, or non-school organizations under the guise of creating good relationships.

The superintendent is encouraged to use all available media of communication to keep the goals, programs, achievements, and needs of the school before the public. The superintendent may delegate authority to the district administrative staff and the school principals, but the ultimate responsibility remains in the superintendent’s office.

Adopted 10-25-83
Amended 10-28-02, 10-27-03, 10-25-04
Policy 1101

Visits to the Schools
The School Board and staff of the school district welcome members of the community and other interested persons to visit the schools. At the same time, procedures must be in place that ensure a safe and secure learning environment in the schools.

The superintendent is authorized to establish such regulations as will:

1. Encourage visitors to observe schools, following procedures designed to emphasize school security,
2. Provide for appropriate hospitality for visitors,
3. Channel expressions of approval as well as constructive criticism, to the Board,
4. Ensure that such visits will enhance the effect of the educational program, rather than hinder it.

School Board members are also encouraged to visit schools. However, they should remember that in their capacity as visitors they have no more authority than any other citizen. Board members have authority only in regularly called meetings of the Board or when delegated specific tasks by Board action.

Adopted 6-4-68
Amended 11-12-01, 10-28-02, 10-27-03, 10-25-04
Legal Reference: NDCC 15.1-09.33; NDCC 15.1-09.35; NDCC 15.1-09.38

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Policy 1102

Sexual Offenders On School Property

Definitions: For the purpose of this policy:

- A “sexual offender” is as defined in NDCC 12.1-32-15 and/or is required to register under NDCC 12.1-32-15.
- A “parent sexual offender” is an individual who meets this policy’s definition of sexual offender and who has either parental or legal guardianship rights to a child attending a district school.
- A “nonparent sexual offender” is an individual who meets this policy’s definition of sexual offender and who has no parental rights or legal guardianship rights to a child attending a district school.
- “School district property” includes all real property owned, leased or used by the school district and all school buildings, structures and facilities thereon; computer networks and systems, and school vehicles, whether owned or leased by the school district; and the site of any school-sponsored activity.
- “Superintendent” shall mean the school district’s superintendent or the superintendent’s designee.

1. Nonparent Sexual Offenders:
A nonparent sexual offender is prohibited from entering school district property except:

a. When the school building is being used as a polling place and such person is a qualified voter and is entering school property solely for the purpose of casting his/her vote.

b. To attend an open meeting as defined in NDCC Chapter 44-04.

c. Under other circumstances on a case-by-case basis, as determined by the Superintendent.

d. A nonparent sexual offender who attempts to communicate electronically with a student while the student is on school property will be considered on school property without permission and will be in violation of this policy.

2. Parent Sexual Offenders:
Parent sexual offenders are prohibited from entering school district property except for purposes outlined in Section 1., Parts a and b of this policy and with the Superintendent’s prior written approval in the following instances:

a. To transport his/her child to and/or from school. The parent sexual offender will only be permitted to transport his/her own child.

b. To attend a conference to discuss his/her student’s progress, placement, or individual education plan (IEP) and/or 504 accommodation plan.

c. Under other circumstances on a case-by-case basis, as determined by the Superintendent.

A parent sexual offender who attempts to communicate electronically with a student other than his/her child while the student is on school property will be considered on school property without permission and will be in violation of this policy.

3. Student Sexual Offenders:
The Superintendent shall determine the appropriate educational placement for student sexual offenders except those identified as having a disability. When determining educational placement, the Superintendent shall consider such factors as the safety and health of the student population. The Superintendent shall develop guidelines for managing each student sexual offender in district schools. If the Superintendent determines that, in the best interest of district schools, the student sexual offender should be placed in an alternative educational setting, the district shall pay for the costs associated with this placement.

An IEP/504 team shall determine the educational placement of a student sexual offender with a disability. The student with a disability is entitled to all the due process procedures available to a student with a disability under the Individuals with Disabilities Education Act/Rehabilitation Act. The IEP/504 team shall develop procedures for managing each student sexual offender with a disability who attends a district school. If the IEP/504 team determines that the student sexual offender should be placed in an alternative educational setting, the district shall pay for the costs associated with this placement.

4. General Provisions:
The Superintendent will inform the appropriate principal and other relevant district staff of the scope of the permission granted to each individual sexual offender.
Sexual offenders who receive permission to enter school property must immediately report to the individual or location at the facility designated in the Superintendent’s written permission statement and present the written permission to the designated individual. The building principal may assign a chaperone to accompany the sexual offender while on school district property. The only exceptions to these requirements are when the Superintendent grants permission to a parent sexual offender to transport his/her child and when a student sexual offender receives permission to attend a district school in which case the guidelines developed for this individual shall apply.

The Superintendent shall establish a system utilizing local law enforcement departments for identifying sexual offenders residing in the district and informing them of this policy. Lack of notification does not excuse sexual offenders from abiding by these requirements and prohibitions in this policy and state law.

The Superintendent will contact law enforcement anytime a sexual offender violates this policy and will immediately revoke any privileges granted to the sexual offender under this policy.

Adopted 9-10-07
Policy 1103

Soliciting and Promotion
Solicitation of employees during working hours, either for contributions or membership drives, must be approved by the Superintendent of Schools.

The staff, while performing their contracted commitments, children, while under supervision of the schools, and school facilities shall not be employed in any manner for advertising or otherwise promoting the interests of any commercial, political, or other non-school agency, individual, or organization, except as noted in the Administrative Manual Section Procedures/Solicitations.

Policy Adopted 6-4-68
Amended 3-13-84, 12-8-03, 5-8-06
Legal Reference: NDCC 15.1-06-15

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Building-Level Communications
The School Board recognizes the importance of building-level communications with the public. Parents and students rely on building-level relationships for much of their school communications. Other members of the public also are informed by building-level activities and events. The Board, intending to provide guidance and support to this primary level of public communication, has established separate policy sections that relate to students, staff, and instructional programs (see Policy Series 4000, 5000, and 6000).

Adopted 6-4-68
Amended 10-28-97, 10-28-02, 10-27-03
Legal Reference: NDCC 15.1-06-15

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Citizens’ Assistance to Schools
The Board encourages the use of community resources and citizens to assist in furthering the educational program.

1. School patrons can provide assistance to the schools in many ways. Those with special talents, hobbies, collections, or other unique contributions in the form of presentations that can enrich the educational program are invited to make known their availability.

2. The staff of the Curriculum, Instruction, Assessment, and Professional Development (CIAPD) Department coordinates the Community Resource Services. Teachers and principals should normally request community speakers and field trips through the CIAPD Department. Information about potential community resources for the instructional program should be shared with the CIAPD staff so they can make the information available to all staff members in the district.

3. Other community assistance is solicited in many forms. Room parents, activity supervisors, field trip chaperones, readers with young children, and transportation to special events are a few examples of the many forms of assistance community members may make to the schools.

4. The Department of Career and Technical Education relies on the active participation of members of the business and non-profit communities. The Board endorses involvement with these entities in activities such as career fairs, job shadowing, and student internships. The Board believes these experiences directly support and enhance students’ abilities to make good choices leading to successful careers.

5. Schools are encouraged to actively utilize citizen membership in building level improvement teams because this participation is basic to local efforts to improve schools. Citizens should also be involved in the development and implementation of initiatives that lead to significant changes at the building or district level.

6. Advisory committees should be appointed only when there is a definite function to be performed, and this function should be indicated to the committee in writing when it is appointed.

7. Building principals and CIAPD staff may be asked from time to time to provide the superintendent with a summary of the extent and effect of the use of such volunteers.

Adopted 6-4-68
Amended 10-8-96, 10-26-00, 10-28-02, 10-27-03, 10-13-14

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Policy 1301

Community Right-To-Know
Any student or member of the community who has questions regarding the health or safety of an individual, within the context of school district activities, shall have the option of utilizing the district's Employee Right-To-Know/Hazard Communication/Employee Information Act system. This includes any special product, compound, procedure, or information that may relate to the health and safety of students, staff, or the general public.

Adopted 3-22-88
Amended 10-28-02, 10-27-03
Legal Reference: Federal 29CFR 1910.1200; NDCC 65.14; ND Administrative Code Article 92.05

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Policy 1302

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

The School Board encourages:

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

*Adopted 11-24-92*
*Amended 10-08-96, 10-28-02, 10-27-03*

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Golden Age Pass
The Board wishes to encourage participation in and attendance at school events by the senior citizens of the community.

Accordingly, the Board directs the establishment and maintenance of a system of passes to school events made available to residents of Grand Forks County, age 62 and older. This pass shall be designated a “Golden Age Pass.”

The administration shall use a variety of media and information sources to inform the public of the existence of these passes each year before the start of school. A new pass will have to be requested and issued each year.

The Golden Age Pass shall admit the individual and his/her spouse to season athletic contests, to all concerts, and to all drama productions.

Golden Age Passes may not be used for tournament or other events under the jurisdiction of the North Dakota High School Activities Association.

The distribution of the Golden Age Passes shall be overseen by the superintendent of schools or his/her designee.

Adopted 2-25-75
Amended 10-25-83, 10-26-00, 10-28-02, 10-27-03, 10-25-04

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Foundation for Education
The School Board recognizes the Grand Forks Foundation for Education as a unique partner in the community. To help the foundation for education in establishing its programs of support, the Board will provide guidance, as needed, regarding school district philosophies, programs, and priorities. The School Board acknowledges and encourages the operational independence of the foundation and its representatives while still anticipating a working relationship between the district and the foundation that is guided by the common mission of providing high quality educational experiences for the students of the Grand Forks School District.

The School Board encourages the Foundation to:

1. Initiate projects that are consistent with the district's mission and programs.
2. Work closely with the superintendent and other district personnel when implementing foundation initiatives.
3. Provide periodic informative reports to the School Board concerning the foundation's activities and future projects.

Adopted 11-24-92
Amended 10-28-02, 10-27-03
Policy 1305

Police Department
When pupils become involved with a law enforcement officer, the officer is to be requested to confer with the pupil at a time when he/she is not under the jurisdiction of the school, if this can be arranged. However, when it is impracticable, the officer may confer with a pupil during school hours, provided that the following conditions are met:

1. The officer is properly identified.
2. Permission from a school official is given.
3. Parents are notified immediately, if possible.
4. Pupil(s) are removed from the classroom by school personnel only, to guard against other pupils knowing about the matter.
5. The pupil's parent or guardian should be present during the conference, if possible.
6. If the parent or guardian cannot be present, then a school official should sit in the conference in the parent's stead.

Police Officer's Rights with Regard to Pupils

1. **Right to Question Pupils in School:** Police officers have no absolute right to enter the school premises and demand to interrogate any pupil. A spirit of cooperation should be extended to any bona fide police or law enforcement official who comes to a school seeking to interrogate pupils.

2. **Right to Remove Pupils from School:** Police officers have no right to remove a pupil from the school for purposes of interrogation, and this should not be allowed in the absence of the specific consent of parent or guardian.

   Police officers, counselors of the juvenile court, or other authorized law enforcement officials have an absolute right to enter the school to take a child into custody or to make a lawful arrest of a pupil. However, the officer should be made to display either an order signed by a judge of the juvenile court authorizing him to take the child into custody, or to display a warrant for the child's arrest. The officer or counselor need not display an order or warrant if the officer or counselor shall have reason to believe that the child committed a violation of law. The officer's or counselor's oral statement to this effect shall be sufficient. (A witness to this statement is desirable.)

   If the child is arrested and taken into custody at a school, the school officials shall make every effort to notify the parents immediately.

3. **Right to Serve Subpoena in School:** Police officers have an absolute right to enter schools to serve subpoenas.

Cooperation with Law Enforcement Agencies
While police officers have the legal right to serve a subpoena at school, the serving officials should be strongly urged to serve these subpoenas at the home of the pupil whenever possible.

In all of these situations, every possible step should be taken to insure a minimum of embarrassment or loss of class time for the pupil.

The office of the superintendent should be notified immediately when such action has occurred.

Partnerships with Law Enforcement Agencies
The school district will be receptive to partnerships with law enforcement agencies that emphasize education and prevention concepts. Programs such as the Neighborhood Resource officer and the School Resource Officer exemplify law enforcement initiatives that are focused on providing education to students about rights and responsibilities in the American judicial system and serve as good examples of partnerships between law enforcement entities and the school district. The school district will also welcome other law enforcement initiatives that serve as deterrents to school site crimes and other misbehaviors. Building security inventories and programs such as Respect and Protect illustrate this type of programming.

*Adopted 6-4-68*
*Amended 11-9-93, 10-26-99, 10-28-02, 10-27-03*
Social Services Department
Pupils in apparent need of social service assistance may be referred to the proper community agency. Schools will cooperate with social service agencies in the discharge of their duties.

The Board endorses further cooperation with social service agencies in the implementation of the School as the Center of the Community initiative. The purpose of the initiative is to provide comprehensive services to children and families in the most effective manner. The Board recognizes the importance of these services in order for students to be more prepared for their academic experiences.

The law allows for interviews of students on school grounds in certain instances. Guidelines for social service agencies’ work with students at school should include:

- Limited to situations where a child is at high risk of further abuse at home, parents are totally uncooperative with the agencies requesting home interviews, or the child should not be interviewed in the presence of the parents due to the nature of the discussion;
- Established by pre-scheduled appointments, except in emergencies;
- Accompanied by a school staff person, if necessary;
- Conducted by social services agencies representatives who provide identification as agreed to by the school district;
- Supported by a system that refers aggrieved parents to the social services agencies for information rather than the schools.

Adopted 6-4-68
Amended 10-28-97, 10-26-00, 10-28-02, 10-27-03
Public Review of School Records
School records, other than student records, are public information. “Record” means recorded information of any kind, regardless of the physical form or characteristic by which the information is stored, recorded or reproduced, which is in the possession or custody of a public entity or its agent and which has been received or prepared for use in connection with public business or contains information relating to public business. “Record” does not include unrecorded thought processes or mental impressions, but does include preliminary drafts and working papers.

Requests to review school records should be directed to the Principal’s Office for school site records such as state and federal reports including accreditation, safety, and No Child Left Behind compliance records.

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

The procedures for record review will ensure security of the records while complying with the intentions of the open records laws of North Dakota.

- Records review can be requested by mail, phone, e-mail, or in person.
- The school district will not ask why the record review is being requested or for identity of the requesting individual.
- Access to records is generally free but the district may charge a fee for copies that reflects actual costs. In addition, the district may charge for personnel time beyond one hour that is spent in locating the records. See N.D.C.C. § 44-04-18(2).
- Response to a request for records review will occur within a reasonable time.
- Denial of access to a record review by the district must be accompanied by the citation of the state or federal law that makes the requested record confidential or exempt and not open to the public.
- The district may seek legal advice on matters pertaining to the review, but access may not be unreasonably delayed.

Adopted 3-1-88
Amended 11-12-91, 12-12-00, 12-10-01, 1-13-03, 12-8-03, 11-8-04
Legal Reference: NDCC 15.1-07-25; NDCC 44-04-17.1; NDCC 44-04-17.1(15); NDCC 44-04-18; NDCC 44-04-18.1; NDCC 44-04-28

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Complaints Concerning School Personnel
Constructive criticism of the schools is welcome through whatever medium when it is motivated by a sincere desire to improve the quality of the education program and to equip the schools of this community to perform their task more effectively.

The board places trust in its employees and desires to support their actions in such a manner that employees are freed from unnecessary, spiteful, or negative criticism and complaints.

Whenever a complaint is made directly to the board as a whole or to a board member as an individual, it shall be referred to the school administration for study and possible solutions. The individual employee involved shall be advised of the nature of the complaint and shall be given every opportunity for explanation, comment, and presentation of the facts as he/she sees them.

The board will not permit insults or abuse to any teacher or employee on school property or in the context of their duties and will support staff to whatever extent is appropriate including prosecution under the provision of law. School employees who are sued as a consequence of performing their assigned duties shall be provided full legal services.

Adopted 6-4-68
Amended 11-9-93, 12-9-02, 12-8-03

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Gifts to School Personnel
It is understood that no school employee is to receive any commission, expense-paid trips, or anything of value from individuals or companies who supply equipment or materials required in the operation of our public schools. The operation of the schools includes the purchase of materials for repair and maintenance of the school plant, the conducting of student classes, for materials and supplies used in school organizations such as clubs, senior class, etc., or for any other comparable items. Exceptions to this policy may be granted with prior approval of the Superintendent of Schools and the president of the school board unless prohibited by law.

Students and their parents will be discouraged from the routine presentation of gifts to district employees on occasions such as holidays. If a student or parent feels a spontaneous desire to present a gift to a staff member, the gift will not be elaborate or unduly expensive. The board shall consider as always welcome, and in most circumstances more appropriate, the writing of letters to staff members expressing gratitude or appreciation.

The provisions herein shall not be interpreted as intending to discourage acts of generosity in unusual situations.

Adopted 6-4-68
Amended 11-10-92, 12-9-02, 12-8-03
Legal Reference: NDCC 15.1-07-18

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Public Concerns about Extracurricular Programs

The Grand Forks School Board believes there needs to be an open avenue of communication regarding extracurricular programs.

The Board expects prompt, considerate, and consistent treatment of patron suggestions and concerns.

The following procedure shall be used to address public concerns about an extracurricular program, including school district personnel involved in the program:

1. The concern must be first brought directly to the attention of the director/coach of the program by the individual(s) with the concern. The concern may be brought directly to the director's/coach's principal if the individual has a good faith belief that a student would be prejudiced by direct contact with the director/coach.

2. If the concern cannot be resolved between the individual(s) and the director/coach, the individual(s) with the concern shall contact the director's/coach's principal who will try to resolve the concern. After reviewing the matter, the principal shall inform the individual(s) of his/her decision no later than thirty (30) calendar days after receipt of the written request for review. The principal shall also inform the athletic director if the concern relates to an athletic program and may include the athletic director in the efforts to resolve the concern.

3. If after the above procedures have been followed and either the individual(s) or coach/director involved is dissatisfied with the results, the dissatisfied individual may make a written request for review to the superintendent of schools or the superintendent's designee. The written request for review shall recite the specific reasons for the concern and must show that the procedures in paragraphs 1 and 2 have been followed. The superintendent of schools or the superintendent's designee shall examine the written request for review and the prior written decisions from the principal. The superintendent or the superintendent's designee may also conduct his/her own investigation if he/she deems it appropriate. The superintendent or the superintendent's designee shall issue a written decision regarding the matter to the individual(s) requesting review and shall provide copies of his/her decision to the other individual(s) involved, including the principal and the athletic director. The written decision shall be provided to the individual(s) no later than thirty (30) calendar days after receipt of the written request for review.

4. Should individual school board members be approached by an individual(s) with concerns about an extracurricular program, the individual(s) should be informed of the procedures included within this policy and shall be informed to contact the appropriate director/coach.

Adopted 11-24-92
Amended 11-26-96, 12-8-03, 10-25-04
Policy 2100

General Policy
It shall be the duty of the superintendent of schools and staff to furnish the administrative leadership required to operate the school system competently and efficiently within the framework of the general policies promulgated by the school board.

The following services or functions are recognized as the framework for the effective operation of a school system:

1. Legislation and policy-making. These are functions of the school board, which are implemented with advice and assistance of the superintendent of schools.

2. Administration. Implementation of the rules, regulations, and policies of the school board is to be carried on through the total administrative staff under the direction of the superintendent.

3. Curriculum and Instruction. This is a service performed primarily by teachers, librarians, counselors, and special education personnel. This service is to be supported and strengthened through the functioning of the administrative staff.

4. Human Resources. This function deals with all phases of assuring that the district has qualified certificated and support staff and is under the direction of the appropriate administrator at the district level.

5. Fact-finding, interpretation, and planning are services to be performed primarily by the administrative staff, assisted by certificated personnel and/or other contracted agencies.

6. Plant operation, maintenance, and construction are functions of the architects and appropriate administrators and staff. The director of buildings and grounds, custodial staff, and technicians are the personnel responsible for the daily tasks in this function.

7. Business operation is a function, which relates to business management and includes the following: accounting, clerical work, purchasing, and budget planning. Accountants and office staff assist in this operation, which is under the direction of the Business Manager.

8. Legal advice is a service performed by the attorney employed by the school board.

9. Supervision and reporting are the responsibility of Central Administration, building principals, and program directors.

Adopted 6-4-68
Amended 10-26-93, 1-9-01, 10-28-02, 10-13-14
Legal Reference: NDCC 15.1-11-04; NDCC 15.1-09-33

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Policy 2110

Employment and Evaluation of the Superintendent

The School Board shall be responsible for the employment and evaluation of the superintendent.

Contract terms shall be agreed to by the School Board and superintendent but may not exceed three years in duration. The School Board shall offer contract terms and extensions beyond the initial contract no later than December 31 of the contract year in which the superintendent's contract expires. The superintendent shall indicate his / her intent to accept or reject the contract extension no later than March 1.

The evaluation of the superintendent shall be related to the job description and to the priorities and goals of the Grand Forks Public Schools' Strategic Plan for the year in question. The Strategic Plan will be reviewed annually and updated as deemed necessary and approved by the School Board. The Board and/or its Superintendent Evaluation Committee shall meet with the superintendent during the month of September to mutually establish the specific evaluation criteria with the superintendent. The school board shall evaluate the performance of the superintendent at least twice each year, on or before November 15 and on or before March 15.

Failure to correct documented inadequacies after written suggestions have been made and adequate time provided for improvement would be a possible reason for contemplated non-renewal of contract. Such a decision on the part of the School Board shall adhere to applicable School Board policies and North Dakota statutes.

If non-renewal is contemplated, additional formal evaluations should be completed.

The School Board may elect to employ an interim superintendent in certain circumstances. In such a case, the Board reserves the right to waive qualifications criteria #3 and/or #4 found in the job description for the superintendent of schools (Policy 2111).

Adopted 11-12-01
Amended 10-28-02, 10-27-03, 1-12-04, 2-27-06, 11-13-06, 9-13-10, 6-10-13, 11-23-15

Legal Reference: NDCC 15.1-14-03

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JOB DESCRIPTION - TITLE: Superintendent of Schools

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

REPORTS TO: Grand Forks School Board

SUPERVISES:
1) Assistant Superintendent of Teaching and Learning
2) Business Manager
3) Communications Coordinator
4) Executive Secretary

MAJOR PERFORMANCE RESPONSIBILITIES:
The role of the superintendent is to serve as the chief executive officer of the school district advising the school board on issues of public elementary and secondary education. The superintendent shall carry out these responsibilities and exercise the powers of the school board delegated to him/her by the school board as provided below. The responsibilities and delegated powers include:

Leadership
- Facilitate school board planning, policy, and monitoring functions.
- Establish expectations, operational guidelines, and practices that support realization of the district’s mission and goals.
- Facilitate staff and Board familiarity with current trends, issues and practices in education at the local, state, and national levels.
- Serve as superintendent of Grand Forks Air Force Base Public School District #140 as fulfillment of the joint powers agreement established by GFPSD #1 and GFAFB PSD #140.
- Represent the school district in legislative matters and government relations.
- Participate in civic organizations and affairs.
- Affiliate with state and national professional organizations.
- Coordinate joint efforts with such agencies as the Park Board and the City of Grand Forks.

Administration
- Plan school board meetings, prepare reports, and advise the school board on policies and actions.
- Implement rules, regulations, and policies of the school board through direction and delegation of the administrative staff.
- Maintain safe and educationally appropriate school buildings and sites. Develop long-range site and facility plans.
- Organize the business affairs of the school system and make annual budget recommendations. The Board delegates its discretionary authority and statutory power to sign employment, service, and purchase contracts on behalf of the district to the superintendent and his/her designees.
- Administer the Impact Aid Program.
- Submit reports to the Department of Public Instruction and various federal agencies.

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

Personnel
- Oversee the development of a comprehensive personnel system that provides policies, procedures, and authority for recruitment, employment, supervision, evaluation, and termination practices related to all positions in the district. The Board delegates its discretionary authority and statutory powers to the superintendent and his/her designees for personnel matters including, but not limited to, hiring and termination decisions. Termination procedures under NDCC Chapters 15.1-14 and 15.1-15 are excluded from this delegation of power.
Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.

- Organize and supervise the administrative team, delegating tasks in an efficient manner.
- Oversee the employment, supervision, and evaluation of all employees.
- Plan staff development activities designed to maximize student learning and teacher effectiveness.
- Expedite school board salary negotiations with employee groups.

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

**TERMS OF EMPLOYMENT:**
Appointed by the school board to a term of one, two, or three years with the contract period effective July 1. (A vacation of 22 working days each year is provided.)

**EVALUATION:**
See Grand Forks School Board Policy 2110.

*Adopted 1-23-79*
*Amended 11-11-97, 1-9-01, 10-25-04, 11-13-06, 3-11-09, 10-13-14*
Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.
Policy 2130

Research - Educational
The Grand Forks School Board recognizes that systematic study of instructional programs can be useful and beneficial. The Board, therefore, encourages well designed educational research projects within the district.

The Board, while recognizing the value of educational research, also wishes to protect students, parents, and staff from harassment; invasion of privacy; and physical, social, and educational injury. Consequently, the Board requires that all research proposals be screened by the Assistant Superintendent for Teaching and Learning in order to ensure that the proposed research has potential value for the district and is consistent with district philosophies, legal obligations, and standards of good scholarship.

Written approval must be provided to researchers before any project can begin. This policy applies to those research projects not sponsored by the district, as well as those initiated by the district.

Major research projects will not be approved for undergraduate work.

All educational research is conducted through the Assistant Superintendent of Teaching and Learning. Other district administrators or teachers will be asked to participate in screening or supervising projects when appropriate. School Board members will be informed about the nature of projects that have been approved.

Nothing in this policy prevents or discourages teachers and principals from conducting surveys or studies in an effort to analyze student performances or instructional materials. In addition, projects conducted by staff members for graduate study that are limited to the staff members' schools and involve only minor changes in the instructional program require permission of the building principal and the Assistant Superintendent of Teaching and Learning.

Request to Conduct Research
Researchers should secure copies of "Request to Conduct Educational Research" and "Guidelines for Proposals to Conduct Research in the Grand Forks Public Schools" from the Assistant Superintendent of Teaching and Learning. The proposal, the completed request form, and all materials to be used in the project should be submitted to the Assistant Superintendent of Teaching and Learning.

Review of Research Proposals
All research proposals will be reviewed by the Assistant Superintendent of Teaching and Learning for acceptability in the following areas:

1. Benefits to the district
2. Compatibility with the regular instructional program
3. Effect on student, parents, and staff
4. Technical adequacy

Following approval from the Assistant Superintendent of Teaching and Learning, principals will be contacted to determine whether they wish to participate. Four weeks should be allowed for the completion of the process.

Other Research
Requests for research projects that are not specifically education related shall be brought to the School Board for consideration. The School Board intends to limit approval of these types of research because of the priority placed on educational research.

Conducting the Research Project
Approved research projects are regarded as contracts. Any deviation from procedures described in the application must be approved by the Assistant Superintendent of Teaching and Learning who originally approved the application. Unapproved procedural changes will be considered reason for termination of the project. All research activities must be completed by April 30. Research activities involving students will not be permitted during May and September.

Documentation
Copies of all project reports (dissertation, thesis, journal article or whatever) and a one-page summary of results must be submitted to the Assistant Superintendent of Teaching and Learning at the conclusion of the research project.

Dissemination
Results of research will be shared with the superintendent's cabinet and with appropriate leadership personnel. At the conclusion of each year, the Assistant Superintendent of Teaching and Learning will submit a summary of all research projects to the superintendent of schools and School Board.
Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.

Protection of Student Rights
Student anonymity must be assured in all research. Results that identify individual students must never be publicized and may be shared with teachers only after securing parental permission.

Researchers are required to notify parents by mail prior to the beginning of any approved research project if the project involves activities or testing not normally included in the school's regular instructional program. Parents have the option of excluding their child from the project. If letters of notification are required, all mailing costs will be borne by the researcher.

The Grand Forks School District will notify parents and students annually of their rights under the federal Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupils Rights Amendment (PPRA). This notification will be through parent newsletters and student handbooks.

Adopted 5-25-76
Amended 11-22-94, 10-26-00, 11-15-01, 10-28-02, 3-26-07, 3-11-09
Policy 2140

**Crisis Management**
The Board recognizes that crisis situations are inevitable in any organization. Examples of a crisis could include criminal activity on the part of students, staff, administrators, or Board members; an epidemic of any disease; any physical injury involving a student; the existence of an alleged child molester on or around school grounds; or a major fight on a school campus.

Frequently these crises will become public knowledge. Correct information on such issues must be communicated to district personnel, media representatives, and the general public. The intent of this policy is to establish a framework for dealing with crises in this school district.

1. The superintendent will be the crisis manager for this district. The superintendent will establish designees for this responsibility in cases where he/she is absent from the district or where it is appropriate for others to manage particular situations.

2. Determination of the facts in the crisis will be the first task of the superintendent/designee. This will include receipt of information from school staff and students and other citizens as well as investigation of claims and counterclaims made in the case.

3. A plan of action should be developed by the crisis manager. The plan should include where appropriate:
   a. Communication of the facts and planned actions to Board members.
   b. Communication of the facts and planned actions to school district staff.
   c. Communication of the facts and planned actions to the media and the general public.

4. If the plan developed by the crisis manager involves a question of policy, the Board should be convened for Board action on the plan.

5. When a crisis ends the Board and administration should informally review and assess procedures used for managing the crisis for the purpose of making refinements in Board policy and administrative procedures.

Adopted 1-27-87
Amended 10-28-02

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Attorney
It shall be the policy of the Board to provide legal counsel to Board members and the superintendent when acting on behalf of the District.

The Board shall appoint an attorney licensed to practice law in the state of North Dakota to serve as legal counsel when required. A decision to seek legal advice or assistance on behalf of the school district shall normally be made by the superintendent or Board president, or by persons specifically authorized by the superintendent or Board president, but the Board may also formally direct the superintendent to seek such counsel. The superintendent’s decision shall be consistent with approved District policy or standard practice. However, when the superintendent concludes that unusual types or amounts of professional legal service may be required, the superintendent shall seek Board authorization prior to obtaining legal counsel.

As a member of the North Dakota School Boards Association, the District has access to the Legal Services program, which may be utilized as required by the unique or extensive nature of the problem.

Adopted 10-28-02
Amended 10-27-03

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Funds Management
The board recognizes it is responsible for the control of all the school district funds and that money and money management comprise the foundational support of the whole school program. To make that support as effective as possible, the board intends:

1. To encourage advance planning through the best possible procedures.
2. To explore all practical sources of dollar income.
3. To guide the expenditure of funds in the most cost effective manner while extracting the greatest educational returns.
4. To expect top quality accounting and reporting procedures.

Adopted 6-4-68
Amended 11-22-94, 12-12-00, 12-10-01, 11-11-02
Legal Reference: NDCC 15.1-09-33

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Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.
**Borrowing**
By action of the school board, funds may be borrowed for two purposes:

1. Current operation expenses to be derived from taxes already levied through a certification of indebtedness issued by the school district.

2. Capital expenditures for new plant and equipment.

The school board, in cooperation with the superintendent, shall take care to secure the best possible terms for loans by the sale of bonds authorized by the electorate of the school district.

*Adopted 6-4-68*
*Amended 11-14-95, 11-11-02*
*Legal Reference: NDCC 21-02; NDCC 21-03*
Periodic Financial Reports
The business manager shall be responsible for maintaining the books and records of the district in auditable form. The business manager shall prepare or cause to be prepared all fiscal reports, keep necessary records to control adequately the financial transactions of the district, and financial statements.

Financial statements will be prepared under the direction of the superintendent and submitted to the board.

The business manager shall file all required fiscal reports with the county, State, or Federal agencies. An annual audit shall be completed by an independent certified public accountant in accordance with state and federal guidelines.

Adopted 6-4-68
Amended 11-14-95, 12-12-00, 11-11-02
Legal Reference: NDCC 15.1-07-21

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Policy 3210

Gifts, Grants, and Bequests
The school board may accept for the school district any bequest or gift of money or property for a purpose deemed by the board to be suitable, and to utilize such money or property so designated. The superintendent of schools shall set up criteria to be met in the acceptance of gifts, and the procedure for examining and evaluating offers of gifts to the district. The school board encourages gifts and recommends, if possible, they be given through the Grand Forks Foundation for Education. Gifts presented to the school district must be accompanied by a letter from the donor for official action and recognition by the school board.

To be acceptable, a gift must satisfy the following criteria:

1. Have a purpose consistent with those of the school,
2. Will not add to staff load,
3. Will not begin a program, which the board would be unwilling to take over when gift or grant funds are exhausted,
4. Would not bring undesirable or hidden costs to the school district,
5. Would place no restrictions on the school program,
6. Will not be inappropriate or harmful to the best education of pupils,
7. Will not imply endorsement of any business or product but would allow acknowledgment of the sponsoring agency,
8. Will not be in conflict with any provision of the school code or public law,
9. Shall become school district property.

A letter of appreciation, signed by the president of the board and/or by the superintendent of schools, shall be sent to a donor.

Gifts to Schools
Individuals, groups, businesses, corporations, or other entities not identified as school booster groups may wish to consider giving a gift to an individual school or the school district. The School Board realizes these types of gifts may be very useful to the programs of the district. The following regulations pertain to these gifts.

1. Gifts to individual schools are to be approved by the building principal who will advise the Assistant Superintendent of Teaching and Learning of the gifts received. Funds received are to be placed in the school activities fund where they will be accounted for according to school district procedures. Gifts in excess of $5,000 are to be approved by the Assistant Superintendent of Teaching and Learning. Gifts over $10,000 must be approved by the School Board.

2. Gifts to the school district are to be approved by the Superintendent of Schools and reported to the School Board. Gifts over $10,000 are to be approved by the School Board. Each of these larger gifts may require individual arrangements being made to be in compliance with tax laws.

3. Gifts, devises, and bequests to the school district shall be administered in accordance with the provisions of Section 1-08-04 N.D.C.C.

The School Board appreciates the potential advantages of appropriate gifts from non-school booster groups or individuals. Educational foundations, scholarships, partnerships with business, and many other models of support can be beneficial to school programs.

Adopted 6-4-68, 1-8-85
Amended 11-14-95, 10-28-97, 11-10-98, 12-12-00, 12-10-01, 10-28-02, 11-11-02, 3-11-09, 10-13-14
Policy 3211

Sponsorship Rights of District Programs
The school board may elect to permit sponsorship rights to certain programs of the district. Examples of these programs may include Summer Performing Arts, athletic events, and regular school year music and drama events.

The board will not approve sponsorships that promote tobacco or alcohol products.

Sponsorship bids and procedures will be reviewed annually by a committee of the board.

*Adopted 10-10-95
*Amended 10-28-02

(The Sponsorship Request Form is found on the next page.)
SPONSORSHIP REQUEST FORM (Policy 3211)

Date: ____________________

Fill in the necessary information below and turn it in to your building principal. This request must be submitted at least 20 school days before the beginning date.

Organization: ____________________ Advisor: ____________________

Type of Sponsorship: __________________________________________________________

Describe Sponsorship Program __________________________________________________

Beginning Date: ____________________ Ending Date: ____________________

Estimated value of sponsorship: ____________________

Additional information: ________________________________________________________

Approved ____________________ Signed: ____________________ Principal ______________ Date: ____________________

Disapproved ____________________

DISTRICT COMMITTEE APPROVAL:

Approved ____________________ Date: ____________________

Disapproved ____________________

By: ____________________ Date: ____________________

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Donations from the School District

The board may not authorize the donation of District money to a non-profit organization, except as specifically authorized by law.

Adopted 11-11-02
**Booster Groups**

Parents and friends of the individual schools in our district often form some type of school booster group. This group may be the PTO; other times the group may take the form of an activities booster club.

These groups tend to develop two major forms of support for their schools. One method of support is to encourage community participation in school functions such as athletic contests, concerts, open houses, ice cream socials, and drama presentations. The second method of support involves fundraising, with the funds being used to provide something special for the school or organization within the school. The fundraising activities range from school carnivals to community dinners to raffles.

The school board of the Grand Forks Public Schools appreciates the efforts of these groups because of the community involvement they generate and the attitudes of support they create. It is our intention to be supportive of their efforts, providing that a reasonable set of guidelines can be followed by building principals, staff members, and the booster groups. The guidelines we will operate under are as follows:

1. The building principal is the administrative liaison and control with the booster group.
2. Funds that the booster group provides the school should be placed immediately in the regular school activities fund by the principal, where they will be accounted for just like any other account in that fund.
3. Equipment or supplies that the booster group provides the school must be approved by the building principal.
4. The Assistant Superintendent of Teaching and Learning and school board through an annual report shall be advised of the individual booster club activities. Building principals will seek approval of the Assistant Superintendent of Teaching and Learning if the school is to receive a gift of more than $2,500. If such a gift is to enhance the buildings or grounds, the director of buildings and grounds is to be included in the planning.
5. Booster groups wishing to donate to a district-wide project should be referred to the Assistant Superintendent of Teaching and Learning who will recommend acceptance/rejection of the gift to the school board.

Community involvement in our schools is important. The school district offers these booster group guidelines in a desire to provide consistency of management across the district.

*Adopted 6-4-68
Amended 11-14-95, 11-10-98, 12-12-00, 12-10-01, 11-11-02, 3-11-09*
Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.

Grand Forks Public School District #1
School Board Policies

Policy 3240

Relations with Vendors
All suppliers’ representatives will have an opportunity to provide product information to school district employees.

The schools shall not extend favoritism to any vendors. Each order shall be placed on the basis of quality, price, and delivery, with past service being a factor if all other considerations are equal.

No purchase will be made from a member of the board, nor from a member of the immediate household of a board member, nor from any enterprise in which the board member holds a substantial interest. Exception can be made when the legal competitive bidding process has been followed and the purchase has received approval by the board.

Adopted 10-25-83
Amended 11-14-95, 12-12-00, 12-10-01, 11-11-02
Legal Reference: NDCC 15.1-07-17; NDCC 15.1-07-18; NDCC 15.1-07-19

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

Policy 3250

Soliciting Prices (Bids and Quotations)
State law requires that bids for supplies, equipment, and contractual services be let for items totaling over $25,000. The Board may reject any or all bids.

An attempt will be made to make purchases locally whenever possible, although the school board insists that the best value be obtained for the dollar, regardless of the location of the vendor.

In preparing bid invitations for competitive buying, adequate specifications will be prepared and submitted to the prospective bidders.

Award of Contracts
All open-market orders or contracts shall be awarded to the lowest qualified bidder. Consideration will be given to the quality of the articles, conformity to the specifications, suitability to the requirements of the educational system, delivery terms, reputation of business firms, and past performance of vendors.

Local Purchasing
Local purchasing will be given preference whenever the following factors are equal between local and non-local vendors:

1. Quality of product
2. Suitability of product
3. Price
4. Conformance to specifications
5. Convenience of delivery
6. General reputation of business firms
7. Past services to school district

In case of a tie involving satisfactory bids, within-state bids will be chosen over out-of-state bids and within-the-school-district bids will be chosen over out-of-school district bids.

Adopted 6-4-68
Amended 11-11-97, 12-12-00, 11-11-02, 11-22-04
Legal Reference: NDCC 15.1-09-34
Purchasing Procedures
A complete central record system will be maintained by the business manager for the purpose of combining orders, avoiding duplication of purchases, taking full advantage of lowered prices for bulk purchasing, following up on orders, and reconciling deliveries before payment is made.

Adopted 6-4-68
Amended 12-14-93, 11-11-02
Policy 3311

Authorized Purchases
All purchases for school-sponsored activities must be cleared through the principal's office and the business manager.

Teachers will be personally responsible for purchases not authorized by the principal's office on the regular purchase requisition form.

*Adopted 6-4-68*
*Amended 12-14-93, 11-11-02*

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Policy 3320

Requesting Goods and Services -- Requisitions
Requisitions for budgeting items shall originate from the key personnel directly responsible for their use. The superintendent of schools shall arrange appropriate administrative reviewing channels whereby all requisitions will be examined and approved or disapproved for purchasing.

The business office shall receive and process requisitions in a manner most beneficial to the overall mission of the schools.

Adopted 10-15-83
Amended 12-14-93, 11-11-02

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Requisitions and Purchase Orders -- Procedures
Each year the supplies needed for the next school year are requisitioned on forms provided by the business office. The principal is responsible for these requisitions being completed and returned to the business manager on or before the dates set.

The classroom teacher is provided with opportunities to request equipment and/or supplies needed or desired for better instruction during the coming year.

The principal, in submitting requisitions, should stay within accepted policy. Unusual requests, those outside of policy, should be accompanied by a statement setting forth the proposed use of such materials, the cost (or approximate cost), and the specific company or firm from which said materials can be obtained.

Complete information for each item should be given on the special requisition forms which contain space for names of items, quantity, trade name, cost, company, etc.

Adopted 10-15-83
Amended 12-14-93, 11-11-02

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Vendor Rights for Food and Beverage Items
The school board may elect to request bids or quotations for vendor rights for food and beverage items sold in school commons and staff lounges and through school activity concession programs.

The board will not approve vendors that promote tobacco or alcohol products.

Vendors' rights bids will be reviewed and approved by the school board.

Adopted 10-10-95
Amended 11-11-02
Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.
Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.
Policy 3351

Management of Student Funds
The accounting system for managing student funds shall be designed to yield the largest possible educational return to pupils without sacrificing the safety of funds or exposing pupils to undue responsibility or unnecessary routine.

The administration is charged with the responsibility for making rules, regulations, and procedures for the conduct, operation, and maintenance of extracurricular accounts and for the safeguarding, accounting, and audit of all monies received and derived therefrom.

All clubs or other school-connected organizations' finances are under the direct control of the sponsor through the principal's office. Clubs or other activities must make arrangements to see that all monies collected or raised through the sale of tickets, articles, or materials are deposited with the principal's office.

Under no circumstances are students or sponsors excused from this regulation.

Adopted 6-4-68
Amended 11-8-83, 1-12-04
Legal Reference: NDCC 15.1-07-10

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Policy 3420

Sales and Disposal of Books, Equipment, and Supplies
The superintendent shall be authorized to dispose of obsolete equipment, books, and supplies.

All sales of school district land and buildings shall be approved by the board.

Adopted 6-4-68
Amended 11-14-95, 12-12-00, 12-10-01, 11-11-02
Legal Reference: NDCC 15.1-09-33

Return to Top
**Bus Transportation - Bus Drivers**

1. School bus transportation will be provided for all students (K-12) who are physically and/or mentally handicapped when their school assignment requires that they attend a school other than their neighborhood school. Such transportation may be from school to school or from home to school as designated by the director of special services and with the approval of the director of buildings and grounds or private contractor responsible for the supervision of the buses.

2. All school bus routes and schedules will be established by the director of buildings and grounds working with the contracted vendor.

3. All school bus routes will operate only on improved public streets and roads.

4. All vehicles used and all drivers employed by the contractor must have the qualifications required by law.

*Adopted 11-23-76*
*Amended 11-22-94, 12-12-00, 11-11-02*
*Legal Reference: NDCC 15.1-07.20*
*Other Reference: North Dakota School Bus Drivers Handbook*

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Use of School Vehicles
It is the general policy of the school board not to permit use of school vehicles by groups or individuals not sponsored and sanctioned by the school district. Any exception requires the specific approval of the school board.

Any individual or group requesting exception to this policy must expect to meet very strict requirements before forwarding a request to the board. These requirements would include complete insurance coverage, driver's certification, mileage limitations, and other stipulations deemed appropriate by the board. Capacity to satisfy all of these types of requirements should not suggest that an exception will be made because it is the intent of the board to permit few, if any, exceptions to this policy.

Requests for exceptions should be initiated through the business manager.

Adopted 11-28-89
Amended 10-28-02
Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.

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**Policy 3440**

**Food Service: Purposes and Facilities**
The school board operates its cafeterias as a convenience to parents and as an auxiliary service to the educational program. The child nutrition program will be operated in accordance with applicable state and federal guidelines and regulations. The administration is encouraged to operate the child nutrition program so as to derive the maximum educational value.

Cafeterias are authorized as a nonprofit service to pupils and staff. However, no pupil shall be compelled to use a cafeteria.

*Adopted 6-4-68*
*Amended 10-24-95, 11-10-98, 12-12-00, 11-11-02*

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Policy 3450

Nonresident and Resident Students - Tuition Fees
Students from other school districts may attend the schools in this district as long as (a) there is room for them without undue crowding, and (b) they comply with the procedures outlined in School District Policies.

In general, tuition charges will be based upon each individual district's average cost per pupil. Tuition for Kindergarten will be calculated on the same basis as grades 1-12. If a non-resident student is found to have special needs after enrollment, the sending district is responsible for all added costs.

Admission of Nonresident Students
The public schools of Grand Forks will accept children from outside the school district (nonresident students) whenever it is possible. Arrangements for admission of children to either the elementary or secondary schools should be made with the superintendent/designee prior to the actual enrollment of the children.

The school board has determined that nonresident students must attend the school assigned to them by the superintendent/designee. That may not necessarily be the school nearest the home of the nonresident.

All tuition payments are billed to districts or persons at the beginning of the school term, and payment is due at the time of enrollment. All bills become delinquent at the end of the current semester. Students will not be permitted to enroll for the following semester until proper arrangements have been made with the superintendent/designee and business manager for the payment of previous accounts.

Tuition fees for special education students from out of the district shall be based on the cost of the program and determined from the records of the school district.

Transfer of Resident Students
The public schools of Grand Forks will not pay tuition fees for resident students attending other school districts unless the student has a court ordered placement or has been recommended for placement because of circumstances surrounding the student's needs.

Adopted 6-4-68
Amended 11-12-96, 11-11-02
Legal Reference: NDCC 15.1-09-35; NDCC 15-40.2; NDCC 15-40.3

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Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.
Nonresident Students - Admittance Procedures
The Grand Forks School Board authorizes the superintendent/designee to accept nonresident students only under the following conditions:

1. Special education students will be accepted, consistent with inter-district plans incorporated in a “state approved plan for special education” in Grand Forks.

2. Students who are placed in the Grand Forks School District by order of the court, juvenile authority, or other recognized legal authority will be accepted.

3. Nonresident students may attend Grand Forks Public Schools provided space is available and appropriate tuition costs are paid by the sending district or by the student's parent(s)/guardian(s).

4. Nonresident students may attend Grand Forks Public Schools according to the conditions of Policy 3454 (Open Enrollment).

5. Career and Technical Education students will be accepted on a space available basis. Students are accepted upon recommendation of the director of career and technical education and the superintendent of schools. Costs assessed the resident district or the parent(s)/guardian(s) shall be a proportion of tuition.

6. Proof of guardianship or possession of power of attorney must be provided upon request by the principal in those cases where the enrolling student is not living with his/her natural or adoptive parents.

7. Administrative denial of a tuition agreement with nonresidential parent/parents may be appealed to the Grand Forks School Board.

8. Tuition-free agreements can be made to enable a student to attend school within the school district because of special circumstances.

Adopted 5-4-68
Amended 11-8-94, 12-14-99, 12-10-01, 11-11-02, 11-22-04, 10-13-14

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Nonresident Students - Open Enrollment
The Grand Forks School District will participate in open enrollment according to the conditions described in state law.

The number of students accepted from outside the district will be limited to space available.

The sending district is responsible for all added costs of a student's special needs services.

The district level administrators responsible for oversight of the elementary and secondary programs will be responsible for developing specific operational guidelines for open enrollment. These guidelines, along with an annual report on open enrollment involvement, will be shared with the school board each year.

Adopted 8-24-93
Amended 11-25-95, 11-11-02; Affirmed 3-11-09

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Policy 3460

Records Retention

Definitions
For the purposes of implementing this policy and complying with NDCC 15.1-07-25.2:

- Final action is the month, day, and year of the last action completed by the District to fulfill obligations to an individual or entity under the applicable program, policy, regulation, or law.
- After separation is the month, day, and year that an employee separated from employment with the District.
- Board minutes are defined as minutes taken at any school board meeting where a quorum of the school board was present.
- Closed record is defined in NDCC 44-04-17.1(2).
- Exempt record is defined in NDCC 44-04-17.1(5).
- Payroll record is defined as documents containing the following:
  - Time and day of week when employee’s workweek begins
  - Hours worked each day
  - Total hours worked each workweek
  - Basis on which employee’s wages are paid (e.g., $9 per hour, “$440 a week,” “piecework”)
  - Regular hourly pay rate
  - Total daily or weekly straight-time earnings
  - Total overtime earnings for the workweek
  - Additions to or deductions from the employee’s wages
  - Total wages paid each pay period
  - Date of payment and the pay period covered by the payment
- Record is defined in NDCC 44-04-17.1(16).

Development of a District Records Retention Schedule
The Business Manager or designee shall develop a records retention schedule that complies with all applicable record retention deadlines in state and federal law. The schedule should contain retention deadlines, record destruction methods, and list a record administrator for each record.

Role of Record Administrator
Record administrators listed on the records retention schedule shall be responsible for properly retaining all records under their jurisdiction, implementing records holds when necessary, and ensuring that records are properly destroyed in accordance with destruction methods listed on the retention schedule.

Records Hold
A records hold should be placed on documents (including electronic documents such as email) when there is a need to retain a document for purposes such as, but not limited to, complying with an open records request or to prepare for foreseeable litigation (litigation hold).

Below are indicators that a records hold is required:
1. A formal complaint, subpoena, or notification of a lawsuit is received
2. Litigation is threatened
3. A regulatory or governmental body (e.g., OCR, Department of Justice, Department of Labor) begins an investigation
4. An attorney requests facts or documents related to an incident or dispute
5. An injury occurs
6. An open records request is made
7. An employee or student/parent requests access to their records

The Business Manager shall determine the duration of records hold. S/he shall consult the district’s attorney for retention recommendations on items retained under a litigation hold.

Adopted 11-23-15
Legal Reference: NDCC 15.1-07-25.2

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Policy 4105

Payroll
The Grand Forks School Board believes that with an excess of 1,500 employees that have five (5) different timelines of when paychecks are written, it is important for employees to have a clear understanding of the payroll process.

Teachers (covered by the Teacher Negotiated Agreement): Paychecks are normally issued the 15th of each month, except for the check/checks issued on the last contracted day of the school year. Teachers can choose to receive their pay in nine (9), ten (10), or twelve (12) equal installments.

- **Nine (9) Checks** - 15th of each month September through April, and final payment on the last contracted day.
- **Ten (10) Checks** - 15th of each month September through May, and final payment on the last contracted day.
- **Twelve (12) Checks** - 15th of each month September through May, and three (3) payments on the last contracted day.

If the 15th falls on a Saturday or Sunday, checks will be issued on the previous Friday. If Federal Reserve (bank) holidays cause the effective payroll date to be later than the 15th, checks will be issued the previous business day or non-Federal Reserve holiday.

Pay dates and pay request deadlines will be distributed to all employees through First Class District News at the beginning of each Fiscal Year and/or School Year.

Administrative Staff (Superintendent, Administrators, Directors, Principals, and Classified Exempt Employees): All administrative staff are paid on a monthly basis, normally on the 15th of each month. If the 15th falls on a Saturday or Sunday, checks will be issued on the previous Friday. If Federal Reserve (bank) holidays cause the effective payroll date to be later than the 15th, checks will be issued the previous business day or non-Federal Reserve holiday.

Pay dates and pay request deadlines will be distributed to all employees through First Class District News at the beginning of each Fiscal Year and/or School Year.

Support Staff (Hourly Employees): All support staff are paid on a biweekly basis, normally every other Friday. These payments are to include time worked through the preceding Sunday. It is required that all support staff enter their work time at the beginning and the end of each work session through the Kronos system available at their building (instructions will be given in the rare case where their job does not allow access to the Kronos system). If Friday is a Federal Reserve holiday, checks will be issued on the previous business day or non-Federal Reserve holiday.

Pay dates along with deadlines for transmittal sheets, pay requests, and correction slips will be distributed to all employees through First Class District News at the beginning of each fiscal year and/or school year.

*Adopted 2-27-12*

**Return to Top**
Policy 4107
(See also Policy 5650)

Significant Infectious Disease

Education

1. Students
The intent of the instructional program on significant contagious diseases is to provide information about the diseases, methods of transmission, the means of protecting against contracting the diseases in an institutional setting, and prevention appropriate to specified grade levels. Instruction will begin in grade K and continue through grade 12.

Appropriate curriculum will include scope and sequence to assure that all students receive age-appropriate education. The Assistant Superintendent of Teaching and Learning is charged with recommending revisions in the program to the school board to update and modify the curriculum, as new information about significant contagious diseases is made available. Any curriculum and materials developed for use in this program will be approved for medical accuracy by the Department of Public Instruction and/or the State Department of Health according to the guidelines furnished by the Center for Disease Control.

Prior to the start of the student instructional program, and at any time thereafter, parents and guardians of students who will be involved with the curriculum and materials will have an opportunity to preview the curriculum and materials in a specific program being presented. Thereafter, any parent or guardian may review the curriculum and materials at any time including any revisions in the program to update and modify the curriculum, as new information about significant contagious diseases is made public. The school district, prior to teaching significant contagious disease prevention education in any classroom, will conduct for the parents and guardians of the students involved, during weekend and/or evening hours, at least one presentation concerning the curriculum and materials that will be used for such education.

2. Employees
On an annual basis, all employees of the school district will receive appropriate training, which addresses all learner outcomes of the significant contagious disease prevention education program. The training will be presented by a health professional or someone specifically trained in education for the prevention of significant contagious diseases. Training will include the proper use of universal precautions.

Those employees designated to teach significant contagious disease prevention to students will receive additional in-service from qualified health education professionals.

3. Independent Contractors
All independent contractors performing services for the district will receive a brochure concerning significant contagious diseases upon entering into a contract with the district. The brochure shall contain information regarding the transmission of significant contagious diseases in an institutional setting, the means of protecting against contracting the diseases in an institutional setting, and the use of universal precautions.

Confidentiality
No employee or official of the Grand Forks School District may inform any individual of an affected individual's infection. No employee or official may release any information to the public either confirming or denying the presence within the institutional setting of a person who has contracted a significant contagious disease. All information given to employees or officials of the district by an affected person, his/her parent(s)/guardian(s), or personal physician shall remain confidential.

Attendance, Employment, and Contracts
No person may be denied admission as a student, a contract as an independent contractor, or employment solely because he/she has, or he/she is perceived to have, a significant contagious disease. The personal physician of the affected individual (except as provided below) shall be the sole decision-maker as to whether the individual constitutes a public health threat or has the ability to continue in school and perform his/her duties. The school district reserves the right to request a second opinion. Admission may be denied pursuant to section 28-07-16 N.D.C.C.

When a student’s personal physician or, in the case of a student who is defined as disabled under the Education for All Handicapped Children Act or NDCC Chapter 15.1-32, the multi-disciplinary team determines that the student is unable to participate in regular classroom activities, either reasonable accommodations, special provisions, or an individualized education program will be provided. The superintendent shall establish procedures for the development of special provisions.
When an employee's, prospective employee's or independent contractor's personal physician determines that the employee, prospective employee or independent contractor cannot perform his/her duties, the district will consider and implement reasonable accommodations to allow the affected individual to become or continue as an employee or contract or continue an existing contract as an independent contractor.

**Universal Precautions**
The Grand Forks School District will use universal precautions as standard procedure in the care and maintenance of school property and in administering first aid or otherwise handling emergencies.

**Designation of Spokesperson**
The superintendent is designated as the person to receive information concerning the status of students, employees, and independent contractors from their physicians. The superintendent shall report reportable diseases as required by section 23-07-02 N.D.C.C. The superintendent shall be the official spokesperson for the institution when information concerning an affected individual becomes public and may not delegate this duty. The superintendent shall develop procedures that protect against possible breaches of confidentiality. The superintendent may request assistance from the Department of Public Instruction or State Department of Health in developing a plan for conflict resolution.

**Discrimination**
It shall be a violation of school policy for any student, employee, or official to harass or discriminate against any affected individual within the institutional setting on the basis of having been diagnosed as having a significant contagious disease(s). No harassment or discrimination will be tolerated in any school building, at any school function, or on any school property.

**Definitions**
1. "Affected person," "affected individual," or "affected student" means an individual who has been diagnosed by a physician as having contracted a significant contagious disease.
2. "Decision maker" is the affected person's personal physician. However, whenever an affected student is also disabled as defined under the Education for All Handicapped Children Act, 20 U.S.C. 1401(a)(1) or the North Dakota Century Code Chapter 15.1-32, the decision-maker is the multidisciplinary team provided for under subsection 4 of North Dakota Century Code Section 15.1-20-02(1.)(d).
3. "Employee" means all persons employed by the institution including faculty, maintenance, and administrative personnel.
4. "Governing body" means the school board.
5. "Independent contractor" means any person or entity who is free of control or direction over performance of the service provided both under the contract and in fact, who renders service outside the ordinary course of business or outside of the place of business of the contractor and who is engaged in an independently established trade, organization, profession, or business.
7. "Institution" means this school district.
8. "Reasonable accommodations" is as defined by subsection 16 of North Dakota Century Code section 14-02.4-02 or U.S.C. 794.
9. "Significant contagious disease" includes cytomegalovirus (CMV), hepatitis B (HBV), and human immunodeficiency (HIV) infection. The local board of health or the state health officer may determine that other diseases are significant contagious diseases.
10. "Special provisions" are individually tailored education decisions designed to meet the needs of students requiring unique accommodations to ensure an educational opportunity. Special provisions are directed to students not covered by an individualized education program.
11. "Universal precautions" means protecting one's self from exposure to blood or other body fluids of any other individual.

Adopted 2-11-86
Amended 1-10-95, 12-9-02, 12-8-03, 3-11-09, 10-13-14
Legal Reference:  USC 29, Section 794 and Section 504 Rehabilitation Act of 1973; NDCC 23-07-02; N.D. Adm. C. 33-06-05.1-02; N.D. Adm. C. 33-06-05.2-01

(Note: The language in this policy relating to the individual’s physician being the sole decision maker, etc., is problematic but the language follows N.D. Adm. C. 33-06-05.2-01. It could potential conflict with NDCC 23-07-16.)
Reduction in Force (RIF)

Introduction: General Provisions:

A. When in the sole and exclusive judgment of the school board a reduction in force is required, the administration shall attempt to accomplish this by attrition.

B. In the event necessary reduction in force cannot be adequately accomplished by attrition, the school board shall make its decision as to resulting contract renewals on the basis of a teacher's professional service category, with those teachers in Category I being the first to be subject to nonrenewal.

C. Seniority is defined as the number of years a teacher has been continuously employed as a teacher within this school district, subject however, to the limitation that seniority shall accumulate only in those subject matter areas for which the teacher holds a valid teaching certificate from the Education Standards and Practices Board. A teacher's continuous service record shall be broken by voluntary resignation, discharge, non-renewal, or retirement. A teacher granted a leave of absence under Article V of the Negotiated Agreement shall not accumulate years of seniority during said absence, but continuous service shall not be broken by such an absence.

D. Date of initial work (not date of first contract) shall be the time from which seniority is computed. Fractional years of service shall be counted as fractional years of seniority. School board approved leaves shall not reduce or increase seniority.

E. The Human Resources office shall maintain a seniority list based on the professional service categories established herein. Any teacher who disagrees with the seniority list may ask the superintendent of schools to review that teacher's placement on the list. The personnel office will annually revise the list and will provide the Grand Forks Education Association with a copy of the seniority list, upon request.

F. Any teacher who has been non-renewed due to reduction in force shall have reemployment rights in vacant positions for which he/she is qualified. This right to reemployment shall exist for a period of eleven (11) months from the date of contract termination (the last teaching day of the regular school year in which the teacher is non-renewed) for those teachers in Category I. This right to reemployment shall exist for a period of fifteen (15) months from the date of contract termination (the last teaching day of the regular school year in which the teacher is non-renewed) for those teachers in Categories II and III. The individual non-renewed must file written notice on or before May 15 of each school year with the personnel office, indicating that he/she is available for a position, and providing the school district with a current mailing address.

If a non-renewed teacher is offered reemployment of equal percentage (e.g., full-time teacher is offered full-time employment; four-sevenths time teacher is offered a four-sevenths time reemployment), in an area in which the teacher is certified and rejects that offer, such rejection shall constitute a waiver of this right to reemployment.

G. Professional Services Categories are defined as follows: A new teacher shall be placed in Category I or II at time of employment. (Present teachers of the school district as of June 1, 1979, will be placed in either Category II or III, as determined below, except that those teachers who received a provisional contract for the 1978-79 school year shall be placed in Category I, unless they have been continually employed as teachers in the district for three or more years.)

I. Professional Service Category I

A. Teachers who are employed under special circumstances which, by their nature, are temporary, including but not limited to federally funded programs, experimental programs, replacements for teachers on leave of absence, and the like, shall be classified as Category I.

B. Category I teachers have no seniority while they remain in this category. The determination of which teachers within this category shall be non-renewed shall be at the sole discretion of the school board.

C. No teacher will remain in Category I for more than three (3) consecutive years.

D. If a teacher is placed in another category, the years of service in Category I shall be included in determining seniority, and no teacher placed in Category II or III shall be reduced to Category I status during continuous employment.

II. Professional Service Category II
A. Teachers not assigned to Category I and who have less than eight (8) years of continuous service in this district shall be classified as Category II teachers. Within a given area of certification, no teacher in this category shall be non-renewed prior to the non-renewal of Category I teachers.

B. A Category II teacher’s rank within a given area of certification is determined by the following weighted seniority factors, with teachers to be non-renewed in inverse order to the number of seniority points received within their certification. (e.g., the Category II teachers with the lowest number of seniority points within his/her area of certification would be the first to be non-renewed.)

<table>
<thead>
<tr>
<th>Seniority Factors</th>
<th>Seniority Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Each full year of continuous service in this school district</td>
<td>2 per year</td>
</tr>
<tr>
<td>b) Academic training beyond BA:</td>
<td></td>
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<tr>
<td>BA + 15</td>
<td>7</td>
</tr>
<tr>
<td>BA + 30</td>
<td>8</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>9</td>
</tr>
<tr>
<td>MA + 15</td>
<td>10</td>
</tr>
<tr>
<td>MA + 30</td>
<td>12</td>
</tr>
<tr>
<td>c) Professional experience outside of this school district prior to current employment (one point per full year)</td>
<td>1 per year</td>
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<tr>
<td></td>
<td>(Maximum of 6)</td>
</tr>
<tr>
<td>d) Current extracurricular assignments</td>
<td></td>
</tr>
<tr>
<td>1. Academic:</td>
<td></td>
</tr>
<tr>
<td>Senior High - Head Coach/ Director/Advisor</td>
<td>8</td>
</tr>
<tr>
<td>Senior High - Assistant Coach/Director/Advisor</td>
<td>6</td>
</tr>
<tr>
<td>Middle- Coach/Director/Advisor</td>
<td>5</td>
</tr>
<tr>
<td>Elementary - Coach/Director/Advisor</td>
<td>5</td>
</tr>
<tr>
<td>2. Athletic:</td>
<td></td>
</tr>
<tr>
<td>Senior High - Head Coach/Head Trainer</td>
<td>8</td>
</tr>
<tr>
<td>Senior High Assistant</td>
<td>6</td>
</tr>
<tr>
<td>Middle 9th Grade Head Coach</td>
<td>6</td>
</tr>
<tr>
<td>Middle 9th Grade Assistant/7th and 8th Grade Head Coach</td>
<td>4</td>
</tr>
<tr>
<td>Middle 7th and 8th Grade Assistants</td>
<td>3</td>
</tr>
<tr>
<td>Senior High Cheerleader or Pom Pon Advisor</td>
<td>2</td>
</tr>
<tr>
<td>Middle Cheerleader or Pom Pon Advisor</td>
<td>1</td>
</tr>
<tr>
<td>e) Other professional responsibilities in this school district:</td>
<td></td>
</tr>
<tr>
<td>Chairperson of major curriculum committees as appointed by the</td>
<td></td>
</tr>
<tr>
<td>Assistant Superintendent of Teaching &amp; Learning</td>
<td>4</td>
</tr>
<tr>
<td>Department chairperson</td>
<td>4</td>
</tr>
<tr>
<td>Team leader</td>
<td>4</td>
</tr>
</tbody>
</table>

C. When rank within this category is equal, the determination as to which teacher shall be non-renewed shall be at the sole discretion of the school board.

III. Professional Service Category III

A. Teachers with eight (8) or more years of continuous service in this school district shall be classified as Category III teachers. Within a given area of certification, no teacher in this category shall be non-renewed prior to the non-renewal of Category II teachers.

B. Non-renewal of Category III teachers shall be in inverse order to their seniority.

C. When seniority is equal for two or more teachers within a given area of certification in Category III, the provisions of Category II above, shall be applicable to determine the order of non-renewal.
Teacher Evaluation and Supervision

Philosophy
Grand Forks Public Schools believes a high quality growth and evaluation system that provides the tools needed to continuously tailor instruction, improve instructional practice, and increase student learning is essential for licensed instructional personnel (hereinafter “Teachers”).

Purpose
Grand Forks Public Schools recognizes continuing growth and evaluation of teachers is essential to achievement of the educational goals of the district. The purposes of supervision and evaluation are to promote professional excellence, improve the skills of teaching staff, improve student learning, and provide a basis for the review of teacher performance.

Guidelines for Supervision and Evaluation
Teachers will submit professional goals by a date to be determined by district administration. Teachers in their first three years in the district will be formally observed a minimum of two times a year with a written evaluation completed and submitted by December 15 and March 15. Teachers in their fourth year (or more) will be formally observed with a minimum of one written evaluation completed and submitted by March 15. The written evaluation shall become a part of the teacher’s personnel file. A copy of the written evaluation shall be provided to the teacher.

The district’s teacher growth and evaluation system requires teachers to be on an Individual Professional Growth Plan. Teachers who have an overall unsatisfactory rating will be placed on an Intensive Assistance Plan. Failure to improve in documented areas of concern after written recommendations have been made, and adequate time provided for improvement, would be a possible reason for contemplated non-renewal of contract. Such a decision on the part of supervisors shall adhere to applicable school board policies and North Dakota statutes.

It is the responsibility of district administration to provide administrative procedure for specific guidelines and procedure for conducting evaluations of teachers.

* Adopted 5-13-86
* Amended 11-9-93, 7-27-99, 12-9-02, 6-18-12
* Legal Reference: NDCC 15.1-15

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Policy 4120

Grievance Procedure for Teachers
The Grand Forks School Board believes that an effectively functioning grievance procedure is essential to good professional relationships and will directly improve the quality of professional services provided students. Although formal (written) procedure is appropriate and should be used as necessary, the "spirit" of this policy is that grievances should typically be resolved between teachers and the immediate supervisors, eliminating the need for a formal process.

Section 1. Objectives

A. To ensure an opportunity for teachers to have unobstructed communication with their immediate supervisors, other administrators, and the school board with respect to grievances without fear of reprisal.

B. To reduce the potential areas of conflict among teachers, administrators, and the school board.

C. To encourage and assure the freedom of effective communication through recognized channels among teachers, administrators, and the school board.

D. To encourage the resolution of grievances as near the point of origin as possible.

E. To contribute to the development of improved morale and effectiveness of the Grand Forks professional staff through an increased understanding of the Grand Forks Public School policies which affect them.

Section 2. Definitions

A. A grievance is an event or circumstance for which a teacher feels dissatisfaction and chooses to communicate the concern to his/her immediate supervisor. However, a grievance must be directly related to the terms of the teacher's individual contract with the school district, or a concern related to the terms of the negotiated agreement between the school board and any officially recognized teacher representative organization. A grievance must be in writing, give a clear and concise statement as to the specific provision of the Negotiated Agreement or contractual provision involved, and must state the relief being sought.

B. The word teachers as used in this policy means persons working in a professional position requiring certification and working within the public school system.

C. The aggrieved means the teacher initiating the grievance, and/or a representative.

D. Extension means a lengthening of the time limits specified in this agreement. This may be done by mutual agreement.

E. Days refers to days in the time periods of this procedure and shall refer to working days. A working day is defined as any weekday not designated as a holiday by state law.

Section 3. General Guidelines

A. In general, the nature of the problem should suggest the mechanism to be employed: a "grievance" should employ the grievance machinery, and a "complaint" should employ the complaint machinery. However, since the nature of specific concerns cannot be ascertained with assurance, crossover will be permitted at Level I. If the content of the "complaint" seems to be more properly a "grievance," the fact that a "complaint" was filed shall not preclude consideration as a "grievance" similarly, the fact that a "grievance" was filed shall not preclude consideration as a "complaint."

B. It is agreed that any investigation or other handling or processing of any grievance shall be conducted in such manner as to result in continuation of the instructional program and related work activities.

C. In computing any period of time prescribed or allowed by procedures herein, the last day of the period so computed shall be counted, unless it is a Saturday, a Sunday, or a legal holiday, in which event the period runs until the end of the next day which is not a Saturday, a Sunday, or a legal holiday.

D. The filing or service of any notice or document herein shall be timely if it is personally served or if it bears a certified postmark of the United States Postal Service within the time period.

E. Where a specific administrator or supervisor is named in this policy (such as superintendent of schools), it is assumed that his/her designee or deputy may serve in his/her place.
Grievance

Section 1. Grievance Guidelines

A. Grievances which reach level II shall not be valid for consideration unless the grievance is submitted in writing to the teacher's immediate supervisor, setting forth facts and the specific provision of the Negotiated Agreement or individual contract allegedly violated and the particular relief sought, within one year after the date of the first event giving rise to the grievance occurred. Failure to file any grievance within such period shall be deemed a waiver thereof. Failure to appeal a grievance from one level to another within the time limits herein provided shall decide the issue in favor of the prevailing side in the previous step or as previously determined. The time limits, however, may be extended by mutual agreement.

B. All decisions reached under this grievance procedure shall be filed with the superintendent, the aggrieved, and the appropriate immediate supervisor. Copies of the grievance proceedings shall not become a part of any teacher's personnel file.

C. School board members, administrators, or teachers shall not discriminate against one another because of the exercise of their rights under this grievance procedure.

D. Forms to be used in filing a formal complaint or grievance are available from the appropriate district administrator and at all schools.

Section 2. Grievance Procedure (Adjustment of Grievance)

A. **Level I.** An attempt shall be made to resolve any grievance in informal, verbal discussion between the grievant and his or her immediate supervisor (typically a principal).

B. **Level II.** If the grievance is not resolved through informal discussion, the teacher must file a formal written grievance. The teacher's immediate supervisor shall give a written decision on the grievance to the parties involved within five (5) days after receipt of the written grievance.

C. **Level III.** In the event the grievance is not resolved in Level II, the decision rendered may be appealed to the superintendent of schools, provided such appeal is made in writing within five (5) days after receipt of the decision in Level II. If a grievance is properly appealed to the superintendent, the superintendent or designee shall set a time to meet regarding the grievance within five (5) days after receipt of the appeal.

D. Within five (5) days after the meeting, the superintendent or designee shall issue a decision in writing to the parties involved. No more than three grievances shall be considered simultaneously at or beyond Level III of this section.

E. **Level IV.** In the event the grievance is not resolved in Level III, the decision rendered may be appealed to the school board, provided such appeal is made in writing within five (5) days after receipt of the decision in Level III. If a grievance is properly appealed to the school board, the school board shall set a time to hear the grievance within ten (10) days after receipt of the appeal. Within ten (10) days after the meeting, the school board shall issue its decision in writing to the parties involved.

Section 3. Arbitration Procedures

In the event the teacher and the school board are unable to resolve any grievance, the grievance may be submitted to arbitration as defined herein:

A. **Request:** A request to submit a grievance to arbitration must be in writing signed by the aggrieved party, and such request must be filed in the office of the superintendent within five (5) days following the decision in Level IV of the grievance procedure.

B. **Prior Procedure Required:** No grievance shall be considered by the arbitration board which has not been first duly processed in accordance with the grievance procedure and appeal provisions.

C. **Selection of Arbitrators:** Upon the proper submission of a grievance under the terms of this procedure, and within five (5) days after the request to arbitrate, the board shall select one arbitrator and the teacher shall select one arbitrator. These arbitrators shall, by mutual agreement, select a third arbitrator to serve as chairperson of the arbitration board. The decision of the arbitration board shall be binding on all parties.

Section 4. Submission of Grievance Information

A. Upon appointment of the arbitration board, the appealing party and the school board shall, within five (5) days after notice of appointment, forward to the arbitration board, with copies to all parties involved, the submission of the grievance and/or other related materials which shall include the following:
Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.

1) The issues involved
2) Statement of the facts
3) Positions of the grievant and the board
4) The written documents relating to the section entitled "Adjustment of Grievance" of the Grievance Procedure Policy.

B. Hearing: The grievance shall be heard by the arbitration board and both parties may be represented by such person or persons as they may choose and designate, and the parties shall have the right to a hearing at which time both parties will have the opportunity to submit evidence, offer testimony, and make oral and/or written arguments relating to the issues before the arbitration board.

C. Decision: The written decision by the arbitration board shall be rendered after the close of the hearing.

D. Expenses: Each party shall bear its own expenses in connection with arbitration, including expenses relating to the party’s representative, witnesses, and any other expenses which the party incurs in connection with presenting its case in arbitration. A transcript or recording shall be made of the hearing at the request of either party. The parties shall share equally fees and expenses of the arbitration board, the cost of the transcript or recording if requested by both parties, and any other expenses which the parties mutually agree are necessary for the conduct of the arbitration. However, a party unilaterally requesting a transcript, recording or a copy of such transcript shall be solely responsible for the cost thereof.

E. Jurisdiction: The arbitration board shall have jurisdiction over disputes or disagreements relating to grievances properly put before it pursuant to the terms of this procedure. The jurisdiction of the arbitration board shall not extend to proposed changes in terms and conditions of employment as defined and contained in the applicable Negotiated Agreement or individual contract; nor shall an arbitration board amend, modify, nullify, ignore, or add to the provisions of the Negotiated Agreement; nor shall an arbitration board have jurisdiction over any grievance which has not been submitted to arbitration in compliance with the terms of the grievance and arbitration procedure as outlined herein. In considering any issue in dispute, in its order, the arbitration board shall give due consideration to the statutory rights of both parties.

Adopted 12-14-76
Amended 11-24-92, 11-26-96, 12-9-02

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Complaint Procedures for Teachers

The Grand Forks School Board believes that an effectively functioning complaint procedure is essential to good professional relationships and will directly improve the quality of professional services provided students. Although formal (written) procedure is appropriate and should be used as necessary, the "spirit" of this policy is that complaints should typically be resolved between teachers and the immediate supervisors, eliminating the need for a formal process.

Section 1. Objectives

A. To ensure an opportunity for teachers to have unobstructed communication with their immediate supervisors, other administrators, and the school board with respect to complaints without fear of reprisal.

B. To reduce the potential areas of conflict among teachers, administrators, and the school board.

C. To encourage and assure the freedom of effective communication through recognized channels among teachers, administrators, and the school board.

D. To encourage the resolution of complaints as near the point of origin as possible.

E. To contribute to the development of improved morale and effectiveness of the Grand Forks professional staff through an increased understanding of the Grand Forks Public School policies which affect them.

Section 2. Definitions

A. A complaint is an event or circumstance for which a teacher feels dissatisfaction and chooses to communicate the concern to his/her immediate supervisor or, in limited circumstances, to the supervisor's supervisor. A formal complaint must be in writing, give a clear and concise description of the problem, and must state the relief being sought.

B. The word teachers as used in this policy means persons working in a professional position requiring certification and working within the public school system.

C. The complainant means the teacher initiating the complaint, and/or representative.

D. Extension means a lengthening of the time limits specified in this agreement. This may be done by mutual agreement.

E. Days refer to days in the time periods of this procedure and shall refer to working days. A working day is defined as any weekday not designated as a holiday by state law or as a non-student contact day within the school calendar.

Section 3. General Guidelines

A. In general, the nature of the problem should suggest the mechanism to be employed: a "grievance" should employ the grievance machinery, and a "complaint" should employ the complaint machinery. However, since the nature of specific concerns cannot be ascertained with assurance, crossover will be permitted at Level I. If the content of the "complaint" seems to be more properly a "grievance," the fact that a "complaint" was filed shall not preclude consideration as a "grievance;" similarly, the fact that a "grievance" was filed shall not preclude consideration as a complaint.

B. It is agreed that any investigation or other handling or processing of any complaint shall be conducted in such manner as to result in continuation of the instructional program and related work activities.

C. In computing any period of time prescribed or allowed by procedures herein, the last day of the period so computed shall be counted, unless it is a Saturday, a Sunday, or a legal holiday, in which event the period runs until the end of the next day which is not a Saturday, a Sunday, or a legal holiday.

D. The filing or service of any notice or document herein shall be timely if it is personally served or if it bears a certified postmark of the United States Postal Service within the time period.

E. Where a specific administrator or supervisor is named in this policy (such as superintendent of schools), it is assumed that his/her designee or deputy may serve in his/her place.
Complaint

Section 1. Time Limitation and Waiver
Complaints shall not be valid for consideration unless the complaint is submitted in writing to the teacher's immediate supervisor, setting forth the facts and a concise description of the teacher's complaint, and the particular relief sought, within thirty (30) days after the date of the event giving rise to the complaint occurred. If the immediate supervisor's performance is the subject of the complaint the teacher may submit the complaint to the supervisor's supervisor. Failure to file any complaint within such period shall be deemed a waiver thereof. Failure to appeal the complaint from one level to another within the time periods hereafter provided shall act as a bar to any further appeal and an administrator's failure to give a decision within the time limits shall automatically move the complainant to the next level for review or resolution. The time limits, however, may be extended by mutual agreement.

Section 2. Adjustment of Complaint
The board and the teachers shall attempt to adjust all complaints which may arise during the course of employment of any teacher within the school district in the following manner:

A. Level I. An earnest effort shall be made to resolve any complaint in informal, verbal discussion between the complainant and his or her immediate supervisor (typically a principal). Full and open communication should occur at this level and, to the extent possible, resolution of the concern should be sought before proceeding to the written, formal levels of the complaint procedure.

B. Level II. If the complaint is not resolved through informal discussion, the teacher must file a formal written complaint. The complainant's immediate supervisor shall give a written decision on the complaint to the parties involved within ten (10) working days after receipt of the written complaint.

C. Level III. In the event the complaint is not resolved in Level II, the decision rendered may be appealed to the superintendent of schools, provided such appeal is made in writing within ten (10) working days after receipt of the decision in Level II. If a complaint is properly appealed to the superintendent, the superintendent or designee shall set a time to meet regarding the complaint within ten (10) working days after receipt of the appeal. Within ten (10) working days after the meeting, the superintendent or designee shall issue a decision in writing to the parties involved.

D. Level IV. In the event the complaint is not resolved in Level III, the decision rendered may be appealed to the school board, provided such appeal is made in writing within ten (10) working days after receipt of the decision in Level III. If a complaint is properly appealed to the school board, the school board shall set a time to hear the complaint within ten (10) working days after receipt of the appeal. The School Board may consider the complaint in such manner it deems appropriate for the circumstances and may conduct such further investigation as may be necessary. The School Board may delegate the matter to a committee of the board for investigation and recommended disposition. The School Board shall render their decision within 30 days from the time the complaint reaches Level IV.

Adopted 12-14-76
Amended 11-26-96, 12-9-02, 12-8-03, 9-26-05

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Policy 4134
(See also Policies 5332 and 6167)

Electronic Communication Systems Use
The district’s electronic communications systems include voice mail, e-mail, and all other electronic records. All such records are open records within the provisions of the North Dakota Constitution and the North Dakota Century Code unless otherwise provided by law. Records not open to the public include student records (FERPA) and public employee health records (NDCC Section 44-04-18.1) as well as other specified exceptions. Accordingly, no employee or student should have any expectation of privacy regarding materials in the district’s electronic communication systems unless the subject matter specifically falls within an exemption provided by law.

The district may monitor employees’ and students’ e-mail, voice mail, and electronic records for violations of civil or criminal law or any other activity that may have a significant adverse effect on the district or its employees or its students. Examples of “significant adverse effect” include e-mail, voice mail, or computer files containing sexual innuendo or off-colored jokes; downloading, copying, or sending copyright materials; personal use; or use of the computer system contrary to Policy 5331/6166. The district’s electronic communications systems should be used for educational purposes only. Inappropriate use of the system may result in disciplinary action.

Because Internet e-mail addresses may indicate an affiliation with the district, any message posted on an Internet bulletin board, in a forum, or in any other publicly available Internet site must clearly indicate that the message is being sent on behalf of the sender individually and not on behalf of the district unless the sender is specifically authorized to speak for the district concerning the subject matter of the message.

Adopted 1997
Legal Reference: NDCC 44-04-18.1

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

Policy 4144

Workers’ Compensation Policy for Employees
All employees are protected by Worker’s Compensation against loss of income due to accidental injury in the performance of their official duties.

No employees shall receive the full Worker’s Compensation benefit while receiving the full sick leave benefit from the Grand Forks Public School District #1. However, as long as the employee has sick leave benefits remaining, he/she will receive full pay. After the expiration of sick leave benefits and prior to the implementation of the long-term disability benefit, the only compensation received will be that which comes from Worker’s Compensation.

An employee who is eligible for Worker’s Compensation benefits may elect to:

1) Receive pay for accumulated sick leave, with a pay deduction made equal to the amount received from Worker’s Compensation. Two thirds (2/3) of the used sick leave will be reinstated.

2) Receive pay for accumulated sick leave, and endorse the Worker’s Compensation checks to the Grand Forks School District. Two thirds (2/3) of the used sick leave will be reinstated.

3) Receive pay for personal days with no effect on sick leave or Worker’s Compensation.

4) Request a leave without pay according to the negotiated agreement. You are notified that the school district requires any absence covered by Worker’s Compensation benefits to be counted against your available Family Medical Leave Act time, if any, when the injury constitutes a serious health condition, which makes you unable to perform the functions of your position.

Adopted 5-12-94
Amended 1/96
Legal Reference: NDCC 65-05

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

Classified Staff Growth and Evaluation Process

Statement of Philosophy
The Grand Forks Public School District understands the fundamental purpose of employee evaluation is to improve performance and document accountability. Formative in nature and suggesting the need for continuous growth, the performance component links growth with helping employees learn about, reflect upon, and improve their performance. Viewed as both formative (on-going) and summative (final) and relating to a judgment of effectiveness, the accountability component reflects a significant commitment to the goals of competence and performance quality.

Responsibility for Supervision
The supervisor(s), as stated in the classified employee’s job description, will prepare and share the Performance Evaluation with the employee.

Timeline
One Performance Evaluation per year will be completed for each classified employee. A minimum of two meetings will be held per school calendar year with the supervisor(s) and employee. The first meeting, at which goals will be discussed and agreed upon, will be completed by October 15. The second meeting, at which the Performance Evaluation will be discussed and provided to the employee, will be completed as follows:

- 9-month Employees - Evaluation due May 15
- 10-month Employees - Evaluation due June 1
- 11-month Employees - Evaluation due June 15
- 12-month Employees - Evaluation due June 15

Copies will be provided to the following:
- Personnel file - MSEC
- Employee
- Supervisor/Building Administrator

Guidelines for Classified Staff Growth and Evaluation Process

1. The Classified Staff Growth and Evaluation Handbook explains the evaluation process, outlines performance standards, and establishes a plan to continually improve work performance quality.

2. The Classified Staff Growth and Evaluation process includes an evaluation continuum that serves both as an evaluation tool and also as an incentive toward improved job-related skills for classified employees.

3. The supervisor(s) will use many sources of information, including direct observation, in evaluating the total professional competence and effectiveness of the employee. The evaluation process for employees will consist of a minimum of two supervisor and employee conferences each school calendar year.

4. A conference will be held by October 15 between the employee and supervisor(s) to develop and establish goals for the year.

5. The second conference for employees will occur according to the established timeline consisting of the following:
   - Discussion on status of previously agreed upon goals.
   - Review of the completed Classified Performance Evaluation form.

6. In rare cases, if a noted substantial inadequacy exists in an employee’s job performance it may become necessary to develop an Improvement Plan. The area of improvement will be indicated with specific improvement strategies listed. A date will be set for review at which time the Improvement Plan Observation Report will be provided and discussed. Failure to correct documented inadequacies after written suggestions have been made and adequate time provided for improvement would be a possible reason for dismissal.

7. The employee or supervisor(s) may at any time submit other information regarding the employee’s job related service for inclusion in the personnel file provided that both the employee and the supervisor have copies of the correspondence.

Amended 12-9-02, 10-13-14, 11-23-15

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**Policy 4245**

**Classified Staff Appeal and Review**
The Grand Forks School Board believes that an appeal and review process that functions effectively is essential for good relationships and will directly improve the quality of performance and open strong channels of positive communication.

**Section 1. Objectives**
This procedure should ensure classified staff an opportunity to have communication with their immediate supervisor and with the review committee established under this policy.

**Section 2. Definitions**

- A **job classification appeal** is defined as a request by an employee, a group of employees, or a supervisor to have the classification of a specific job description reconsidered.

- A **job description review** is defined as a request by an employee, a group of employees, or a supervisor to have the written job description reconsidered.

- **Employees** are defined as all classified staff of the Grand Forks Public Schools covered by the Grand Forks Public Schools’ Job Classification System.

- **Supervisors** are defined as those individuals identified as supervisors on each individual job description.

- **Days** means the working days in the time period of the procedure, and will not include weekends and holidays identified in the Terms and Condition of Employment document.

- The **committee** means the Appeal and Review Committee established under this policy. Cabinet level administrator means the superintendent, Assistant Superintendent of Teaching and Learning, Business Manager, and the Director of Curriculum, Instruction, Assessment, and Professional Development.

**Section 3. Appeal and Review Committee**
The Appeal and Review Committee includes the following individuals:

- a) One elementary principal
- b) One secondary principal or associate principal
- c) One specific area director* responsible for the supervision of classified staff.
- d) Business Manager
- e) Human Resources Manager
- f) Classified staff representative as a non-voting member (This representative shall be selected by the classified employees.

Except for the Business Manager and Human Resources Manager, the terms of the committee members will be for three years. The terms will be staggered, and the following rotation will be used (Year 1 will start with the 2010-11 school year):

- Year 1 Select a classified staff representative
- Year 2 Replace director* representative. (The following directors qualify for representation and will rotate in the following order: Director of Central Food Service, Director of Special Services, and Director of Buildings and Grounds.)
- Year 3 Replace elementary and secondary principals.

**Section 4. Process**
A written request for review of a specific job description or the appeal of the placement of a specific job within the classification system will be delivered to the Human Resources Manager. The request must state the reasons for the request and must be accompanied by a completed job analysis questionnaire. The supervisor and the appropriate cabinet level administrator shall review and sign the questionnaire before forwarding it to the committee. They may attach such comments as they deem appropriate. An employee, a group of employees, or a supervisor may file the request.

The Human Resources Manager will schedule a meeting of the committee no more than twenty (20) days from the date the written request is received. The committee will review the request and issue a written determination within twenty (20) days of the scheduled meeting. A petition for reconsideration of the committee’s determination may be
filed with the committee within ten days after the issuance of a written determination. The petition shall state in detail the points or facts which in the opinion of the petitioner the committee has overlooked or misunderstood and shall contain such argument in support of the petition as the petitioner desires to present. The committee will review the petition for reconsideration and notify the petitioner(s) of the determination within ten (10) days of filing. If a petition for reconsideration is granted, the committee shall convene not later than twenty (20) days from the date the petition was granted and shall issue its written determination within twenty (20) days after its scheduled meeting. The decision of this committee will be final.

The committee reserves the right to request additional information from the employee, employees, or supervisor(s) in any form that the committee deems appropriate. This may include personal interviews, observation of the actual job, or additional written information. The employee, group of employees, or the supervisor may request an interview with the committee. If the interview is with a group of employees, the committee reserves the right to request that a representative be selected from the group to meet with the committee.

If the decision of the committee results in a change in classification of a specific job, the change will be retroactive to the date of the initial written request. If the change results in a modification of the written job description, the job description will be rewritten, filed, and shared with the employee or employees.

The committee will not consider a request more than once unless there have been significant changes in the job. The supervisor and the appropriate cabinet level administrator must agree with the employee or employees that changes in the specific job are significant and warrant the review.

Adopted 9-24-91
Amended 12-9-97, 11-10-98, 12-14-99, 12-10-01, 5-8-06, 3-10-09, 4-11-11, 10-13-14
**Policy 4250**

**Employees' Right-To-Know**
Unless otherwise prohibited by other policy or statute, the Grand Forks Public School District assures that every employee shall have the right to information regarding any potential health or safety hazard to which they may be exposed within their district employment. Further, that when there is an employee question regarding health and safety of a product or procedure, the employee will not be required to work with that procedure until appropriate public health and safety information has been provided as specified in NDCC Chapter 65-14 and in the traditions of public health and medicine.

* Adopted 3-22-88
* Amended 11-26-91, 12-9-02

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Early Retirement of Professional Staff Members

A. Definition and General Provisions

1. Early retirement is a plan whereby teachers and administrators (defined as those persons presently included in the list on page 5 of this policy) receive a predetermined payment if they choose to retire early. The payment is a proportion of the current annual salary at time of early retirement.

2. There is a maximum payment allowable for administrators. An administrator's early retirement payment shall not be greater (but may be less) than the amount, which would be allowable for the highest paid principal in the school district.

3. Early retirement is designed to be beneficial to both the professional staff member and the school board.

4. Early retirement is fully voluntary, and no professional staff member shall be required or coerced in any manner to retire early under the provisions of this policy. However, all persons who desire early retirement and are eligible may make application. The school board will consider all such requests. The school board may not be able to approve all requests because of the availability of funds, excessive number of requests, or other reasonable factors.

5. Professional staff members who have retired early under the provisions of this policy shall not be eligible for employment in this school district, except that such staff members may be hired as substitutes at the same daily wage rate paid any substitute, or as teachers in special fields where qualified candidates are not available at regular pay under the current teacher salary schedule. Early retirees hired as teachers will be subject to current TFFR rules regarding re-employment subsequent to retirement.

6. Professional staff members who elect to avail themselves of this policy are personally responsible for determining what effect early retirement will have on their coverage under the Teachers' Fund for Retirement, Social Security, and any other programs for which they may be eligible for benefits.

7. A properly completed application and subsequent approval by the school board of a professional staff member's early retirement request shall constitute a legally binding resignation and a waiver of the person's continuing contract and non-renewal rights.

8. All fringe benefits provided by the school district to professional staff members are discontinued at the conclusion of the member's full-time employment with the district, except that the termination date of fringe benefits may be extended to comply with the provisions of the various group plans and companies providing coverage, so long as it results in no additional expense to the district.

9. The school district's Human Resources office will provide information to interested professional staff members on the various aspects of early retirement upon request.

B. Requirements

1. By August 15th of the year of retirement, the employee must attain the rule of 85 for the Teachers' Fund for Retirement of North Dakota. The employee must submit written verification from the Teachers' Fund for Retirement of North Dakota of the years of creditable service effective on the date of retirement from the Grand Forks Public Schools to document that the employee meets the eligibility standards.

2. Staff members who are eligible must have completed ten years of full-time (or equivalent years of part-time) employment as a teacher / administrator in this school district to be eligible for early retirement. Part-time is defined to mean half-time or more. The ten years of service may, with school board approval, include authorized health restoration leave not to exceed a total of two years. In addition, five of the ten years of service must be continuous, full-time service immediately preceding the date of retirement.

C. Early Retirement Payment

1. Early retirement payment as provided in the policy will be paid in 4 equal payments distributed over a 4 year period beginning with the effective date of retirement. The first early retirement payment will be paid when the early retirement is effective. The remaining three payments will be paid proportionately over the next three fiscal school years.
2. The early retirement payment provided for in this policy is based on a proportion of the staff member's current annual salary at the time application is made. The current annual salary is the contract amount a person receives on the district's salary schedule considering years of experience and level of education. The current annual salary used in making early retirement payment calculations shall not include amounts paid for extra duty assignments and/or summer employment.

3. The formula for computing the incentive amount shall be as follows:

\[
\begin{array}{cccc}
\text{Years} & \times & \text{Amount} & = \\
\text{Service} & \text{Incentive} & \times & \text{Amount} \\
\text{District} \text{(*1)} & \text{Final} & \text{Factor} & \text{Employee} \\
\text{Schedule} \text{(*2)} & \text{Reduction} & \text{Receives} \\
\end{array}
\]

(*1) The percentage granted for years of service in the Grand Forks Public Schools will be as follows: 80% for 10-15 years of service; 85% for 16-20 years of service; 90% for 21-25 years of service; 95% for 26-30 years of service and 100% for 31 or more years of service. Years of service shall be full-time service as defined under Requirements #2 on page 2.

(*2) Year of Eligibility is defined as the year when the employee meets the rule of 85 for the Teachers' Fund For Retirement. If the employee applies for the Early Retirement Plan after his/her first Year of Eligibility, the employee will receive a reduced incentive amount, as determined by the following schedule:

<table>
<thead>
<tr>
<th>Year of Retirement</th>
<th>Reduction Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Eligibility</td>
<td>100% of Incentive</td>
</tr>
<tr>
<td>Year of Eligibility + 1</td>
<td>90% of Incentive</td>
</tr>
<tr>
<td>Year of Eligibility + 2</td>
<td>80% of Incentive</td>
</tr>
<tr>
<td>Year of Eligibility + 3</td>
<td>70% of Incentive</td>
</tr>
<tr>
<td>Year of Eligibility + 4</td>
<td>60% of Incentive</td>
</tr>
<tr>
<td>Year of Eligibility + 5</td>
<td>50% of Incentive</td>
</tr>
<tr>
<td>Year of Eligibility + 6</td>
<td>40% of Incentive</td>
</tr>
<tr>
<td>Year of Eligibility + 7</td>
<td>30% of Incentive</td>
</tr>
<tr>
<td>Year of Eligibility + 8</td>
<td>20% of Incentive</td>
</tr>
<tr>
<td>Year of Eligibility + 9</td>
<td>10% of Incentive</td>
</tr>
<tr>
<td>Year of Eligibility + 10</td>
<td>0% of Incentive</td>
</tr>
</tbody>
</table>

D. Application Procedure

1. Professional staff members choosing to avail themselves of the district's early retirement policy may make application at any time during a given school year, but the application form (as provided by the personnel office) must be received in the superintendent's office no later than January 15 of the calendar year in which the person plans to retire. The school board will consider early retirement requests no later than February 15 of that same year.

2. Any official school board action regarding early retirement requests shall specify the following:
   a. Acceptance of staff member's resignation.
   b. Effective date of early retirement.
   c. Total dollar amount of early retirement payment, which will be paid by the school district.

3. Upon approval by the school board of an early retirement request, both parties shall enter into a contractually binding written agreement which shall set forth all terms and conditions of the early retirement including, but not limited to, the amount of payment, the payment date(s) and a waiver of all continuing contract and non-renewal rights.

List of Administrators/Others

- Superintendent
- Assistant Superintendent of Teaching and Learning
- Director of Curriculum, Instruction, Assessment, and Professional Development
- Business Manager
- Director of Technology
- Director of Athletics
- Director of Buildings and Grounds
- Director of Child Nutrition Program
- Director of Special Services
- Director of Adult Education
- Director of Career and Technical Education
- Accounting Supervisor
Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.

Human Resources Manager
Senior High Principals
Senior High Associate Principals
Middle School Principals
Elementary Principals
Middle School Associate Principals
Social Workers
Occupational Therapists
Physical Therapists

Adopted 1-22-80
Amended 11-9-93, 6-8-99, 12-12-00, 1-9-01, 12-9-02, 11-8-04, 3-11-09, 10-13-14

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Alcohol and Drug Abuse
The school has a clear responsibility to maintain an atmosphere which will promote a quality learning environment. The misuse of alcohol and other drugs by one employee may endanger the safety and well being of all other employees and all students. It is necessary that our employees be made aware of the danger inherent in making unwise choices about chemical use. Further, it is the responsibility of the school to intervene when the school's learning environment or the employees' ability to perform assigned duties is threatened.

Therefore, the Grand Forks School Board supports the strict enforcement of the following alcohol and drug policy:

1. The use, possession, distribution, dispensing, or manufacture of alcohol, tobacco, or any illegal drug is prohibited in any building belonging to or used by the Grand Forks Public Schools or on the grounds of any such building or on any property or in any vehicle belonging to the District or at any school-related activity at any time.

2. The District will support the Grand Forks Mayor's Youth Commission and its Advisory Board and the Community Coalition. These groups include staff, students, parents, administrators and community members. These organizations identify risk and protective factors that affect youth and employees regarding alcohol, tobacco and other drugs. They provide guidance in building awareness through educational opportunities and support programs to deter or intervene on issues regarding alcohol, tobacco and other drugs.

3. The District may utilize positive discipline procedures if the violation is possession or use. Other violations will result in more immediate action, which may include discharge notification of the federal agencies from which funds are received, and notification of proper authorities for prosecution. Due process procedures will be followed in any termination of employment.

4. The District will provide an employee assistance plan as a service to employees of the school in overcoming problems that may jeopardize continued employment and health. This service will provide information for counseling and treatment referral so that employees may seek and get counseling on alcohol and drug matters at any time without fear of reprisal and with assurance of the confidentiality of the counseling. Providing information for referral or treatment when needed should be a constructive and not a punitive action.

5. We recognize that chemical addiction is a treatable disease. Employees shall be allowed to use sick leave, to the extent accumulated, for chemical addiction treatment if undertaken at a facility approved by the Division of Alcohol and Drug Abuse of the North Dakota Department of Health. However, no employee shall be granted sick leave for inpatient treatment of alcoholism/chemical dependency more than twice.

6. The District will attempt to provide a supportive school environment for students and staff who have been harmfully involved with drugs and alcohol, including those whose families are disrupted by chemical abuse.

This policy shall be distributed to each employee and to each new employee at the time of employment. Agreement to this policy shall become a condition of employment. The Superintendent shall maintain documentation of employee receipt of this information.

Administrative Regulations Procedure if Harmful Chemical Use is Suspected

1. When behavior that may indicate misuse of alcohol or drugs is observed, written documentation will be completed by the supervisor. The supervisor will not attempt to make allegations or diagnose behavior beyond observed and reported behavior.

2. If accumulated information appears to indicate a high probability that the employee's job performance is endangered, the supervisor will either conduct an interview with the employee or turn the information over to the Superintendent/designee who will conduct the interview. At the interview the employee will be asked to comment on their use of alcohol or drugs.

3. A formal chemical dependency diagnostic interview (and treatment, if the report of the diagnostician indicates a need for treatment) may be made a condition of continued employment if the employee's job performance is adversely affected.

4. The school will make every effort to provide supportive assistance to those employees who return after completing a therapeutic regimen, realizing that behavior change in an unchanged environment is especially difficult.

Adopted 11-8-94
Amended 4-11-11
Policy 4660
(See also Policy 5660)

Sexual Harassment
It is the policy of the Grand Forks School District to maintain a learning and working environment that is free from sexual harassment. The school district prohibits any form of sexual harassment.

It shall be a violation of this policy for any student or employee of the Grand Forks School District to harass a student or an employee through conduct or communication of a sexual nature as defined by this policy.

The school district will act to investigate all complaints, either formal or informal, oral or written, of sexual harassment and to discipline any student or employee who sexually harasses a student or employee of the school district.

Sexual Harassment Defined
A. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other oral or physical conduct or communication of a sexual nature when:
   1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
   2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
   3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or education environment.

Any sexual harassment as defined when perpetrated on any student or employee by any student or employee will be treated as sexual harassment under this policy.

B. Sexual harassment may include but is not limited to:
   1. verbal harassment or abuse;
   2. subtle pressure for sexual activity;
   3. unwelcome touching, such as patting, pinching, or intentional brushing against another's body;
   4. demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
   5. demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status.

Reporting Procedures
Any person who believes he or she has been the victim of sexual harassment by a student or an employee of the school district, or any third person with knowledge or belief of conduct which may constitute sexual harassment should report the alleged acts immediately to an appropriate school district official as designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office.

A. In each school building. The building principal is the person responsible for receiving oral or written reports of sexual harassment at the building level. The principal will investigate and deal with all student-to-student complaints immediately. Upon completion of the review the principal will send a report to the district human rights officer. Upon receipt of a student - teacher, teacher - teacher, or other building employees report, the principal must notify the district human rights officer immediately without screening or investigating the report. A written report will be forwarded simultaneously to the human rights officer. If the report was given orally, the principal shall reduce it to written form within one working day and forward it to the human rights officer. Failure to forward any sexual harassment report or complaint as provided herein will result in disciplinary action. If the complaint involves the building principal, the complaint shall be filed directly with the district human rights officer.

B. District-wide. The school board hereby designates the Human Resources Manager as the school district human rights officer to receive reports or complaints of sexual harassment from any individual, employee, or victim of sexual harassment and also from the building principals as outlined above. If the complaint involves the human
rights officer, the complaint shall be filed directly with the superintendent. The school district shall conspicuously post the name of the human rights officer, including a mailing address and telephone number.

C. Submission of a complaint or report of sexual harassment will not affect the complainant's future employment, grades or work assignments.

D. Use of formal reporting forms is not mandatory.

The school district will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the school district's legal obligations and the necessity to investigate allegations of harassment and take disciplinary action when the conduct has occurred.

**Investigation and Recommendation**

By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging sexual harassment, shall immediately authorize an investigation. This investigation may be conducted by school district officials or by a third party designated by the school district. The investigating party shall provide a written report of the status of the investigation within ten (10) working days to the superintendent of schools, the human rights officer, and to the parties involved.

In determining whether alleged conduct constitutes sexual harassment, the school district should consider the surrounding circumstances, the nature of the sexual advances, relationships between the parties involved, and the context in which the alleged incidents occurred.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In addition, the school district may take immediate steps, at its discretion, to protect the complainant, students, and employees pending completion of an investigation of alleged sexual harassment.

The school district human rights officer shall make a written report to the superintendent or the superintendent's designee upon completion of the investigation.

**School District Action**

A. Upon receipt of a recommendation that the complaint is valid, the school district will take such action as appropriate based on the results of the investigation including warning, suspension or immediate discharge of an employee or probation, suspension, expulsion, of a student to end sexual harassment and prevent the recurrence.

B. The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district. The report will document any disciplinary action taken as a result of the complaint.

**Non-harassment**

The school district recognizes that not every advance or consent of a sexual nature constitutes harassment. Whether a particular action or incident is a personal, social relationship without a discriminatory employment effect requires a determination based on all the facts and surrounding circumstances. False accusations of sexual harassment can have a serious detrimental effect on innocent parties.

Adopted 6-23-92
Amended 11-24-92, 1-12-99, 10-13-14

Legal Reference: 42 U.S.C. 2000 Title 7; 20 U.S.C. 1681 Title 9; NDCC 14-02.4-02(4); NDCC 14-02.4-03

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Non-Discrimination on the Basis of Disability

The Grand Forks School District will make reasonable modifications and accommodations so that no person is denied benefits or services, or excluded from activities because of any disability.

The term “disability” includes any physical or mental impairment that substantially limits one or more of the major life activities. The definition includes not only those individuals whose condition meets the definition of disability, but also those who have a record of such an impairment or who are regarded as having such an impairment.

The Superintendent is charged with implementing this policy in the most economical manner that will eliminate any denial of benefits, services, or participation in activities.

Adopted 11-24-92
Amended 12-9-02; 11-23-15
Legal Reference: Americans With Disabilities Act of 1990, As Amended; NDCC 14.02.4
Compliance with Non-Discrimination Statutes
In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX Regulation Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and all other Federal, state, school rules, laws, regulations, and policies, the Grand Forks Public School District No. 1 shall not discriminate on the basis of sex, age, race, color, national origin, religion, or handicap in the educational programs or activities which it operates.

It is the intent of the Grand Forks Public School District No. 1 to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations, and operations. Grievance procedures for Title IX and Section 504 have been established for students, their parents, and employees who feel discrimination has been shown by the school district.

Specific complaints of alleged discrimination under Title IX, Title VI, and Section 504, should be referred to:

- Human Resources Manager
- Title IX Coordinator
- Assistant Superintendent of Teaching and Learning
- Title VI Coordinator - Section 504 Coordinator

Grand Forks Public School District No. 1
P. O. Box 6000
Grand Forks, ND 58206-6000
Ph. (701) 746-2200

Complaints can also be filed with the Office of Civil Rights:

- Office for Civil Rights Kansas City Office
  U.S. Department of Education
  10220 N. Executive Hills Blvd.
  8th Floor, 07-6010
  Kansas City, MO 64153-1367
  (816) 880-4200

This concept of equal educational opportunity will serve as a guide for the school board, administration and staff in making decisions relating to employment of personnel, school facilities, intramural and interscholastic athletics, curriculum, activities and regulations affecting students and employees.

Adopted 1-27-76
Amended 10-28-97, 12/01, 12-9-02, 3-11-09, 10-13-14
Policy 4663

Compliance with Non-Discrimination Statutes - Grievance Procedure
In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX Regulation Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and all other Federal, state, school rules, laws, regulations, and policies, the Grand Forks Public School District No. 1 shall not discriminate on the basis of sex, age, race, color, national origin, religion, or handicap in the educational programs or activities which it operates.

Any person who believes any specific class of individuals to be subjected to discrimination may file a complaint as outlined below. A complaint must be filed no later than 180 days from the date of the alleged discrimination, unless the time for filing is extended by the responsible official or his/her designee.

Complaint Procedure
Any student or employee of Grand Forks Public School District No. 1 may file a complaint alleging discrimination in any of the programs or activities of the school district as follows:

1. An oral complaint may be informally filed with the department chairperson or immediate superior of a complaining employee,

OR

2. A formal written complaint may be filed with the principal of the building in which the discrimination occurred,

OR

3. A formal written complaint may be filed with the appropriate officer who has been designated as the person responsible for coordinating the efforts of the Grand Forks Public School District No. 1 to comply with Title IX, Title VI, and Section 504, including the investigation of complaints alleging noncompliance as follows:

   Human Resources Manager
   Title IX Coordinator

   Assistant Superintendent of Teaching and Learning
   Title VI Coordinator - Section 504 Coordinator

   Grand Forks Public School District No. 1
   P. O. Box 6000
   Grand Forks, ND 58206-6000
   Ph. (701) 746-2200

Any person lodging an informal, oral complaint reserves the right to file a formal written complaint within 60 days of filing the oral complaint. Further, a formal written complaint must be filed as outlined in #2 or #3 above, prior to the filing of an appeal as outlined below.

Formal Appeal Procedure
If an equitable resolution of a written complaint has not been obtained within twenty (20) working days of its filing, or if the allegations of the written complaint are rejected, then the complainant shall have the right to file a written appeal within thirty (30) days.

Such an appeal should be made to the school board of Grand Forks Public School District No. 1 or to the State Department of Public Instruction. Upon receipt of an appeal, a date shall be fixed for a hearing to be held not less than twenty (20) working days after receipt of the appeal. Both the school board and the complainant shall have the right to:

1. be represented by counsel;
2. introduce all relevant evidence on the issue;
3. take direct testimony of any witness, given orally under oath or affirmation;
4. cross-examine witnesses on any matter material to the proceeding, without regard to the scope of his/her direct examination;
5. have the proceeding transcribed by a court reporter, at the expense of the person requesting such transcript.
NOTE: Any student or employee of the Grand Forks Public School District No. 1 shall also be entitled to submit any complaint of alleged discrimination directly to the Regional Office for Civil Rights of the United States Department of Health, Education, and Welfare by sending the complaint to:

Office for Civil Rights Kansas City Office
U.S. Department of Education
10220 N. Executive Hills Blvd.
8th Floor, 07-6010
Kansas City, MO 64153-1367
(816) 880-4200

Adopted 1-27-76
Amended 10-28-97, 12-9-02, 3-11-09, 10-13-14

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Policy 5100

Early Entrance Requirements
A parent/guardian may apply for early admission of his/her child to the Grand Forks Public Schools if the child meets early entrance age requirements established by law.

Ages of Attendance
All pupils are covered by the compulsory attendance law. (Reference Policy 5110)

Kindergarten Age
A child must have attained the age of five (5) years before August 1 to be eligible to attend public school kindergarten, unless the child will be five years old before December first and;

1. The child, by means of developmental and readiness screening instruments approved by the superintendent of public instruction and administered by the district program staff, can demonstrate superior academic talents or abilities and social and emotional readiness; or
2. The child has been enrolled in another approved kindergarten.

The Superintendent shall develop a procedure for testing and evaluating early entrance applicants in accordance with law. The procedure shall, at a minimum:

1. Require that applicants be evaluated using developmental and readiness tools developed by the Superintendent of Public Instruction.
2. Contain a prohibition disallowing an applicant from applying for early admission more than once during a 12-month period.
3. Require a mandatory nine-week probationary period for all approved applicants at the end of which reassessment shall be made.
4. Contain a notice that application denial decisions are binding for a 12-month period.

Fees
Parents/Guardians will be assessed the costs of early admission evaluations.

First Grade Age
A child must have attained the age of six (6) years to be eligible to attend first grade in the public schools.

Transfer Students
The District will honor early admission evaluation decisions made by other North Dakota school districts. The District shall also honor early admission decisions made by other U.S. school districts for military children governed by North Dakota Century Code 15.1-04.1-01 and worldwide for military children governed by North Dakota Century Code 15.1-04.1-01. Despite these exceptions, the District will still require a nine-week probationary period for any student who transfers into the District and is younger than the state minimum age of attendance for kindergarten or first grade.

Adopted 6-4-68
Amended 1-13-98, 2-27-12, 6-18-12, 11-23-15
Legal Reference:  NDCC 15.1-20-01; NDCC 15.1-22-02; NDCC 15.1-04.1
**Policy 5110**

**Student Attendance**

Students in any North Dakota public school are governed by state attendance laws. These laws require all children between ages 6 and 16 to be in attendance every day school is in session. The law cites illness and certain other incapacities as exceptions to this attendance requirement. The law provides local school boards the authority to establish standards for attendance.

The school board recognizes regular attendance as necessary to ensure continuity in the educational process. Classroom learning experiences are a meaningful and essential part of any educational system. Time lost from class is irretrievable, particularly a student's opportunity for interaction and exchange of ideas with teachers. The absent student loses the benefits of lectures, discussions, and participation with other students. This school district, therefore, considers encouragement of consistent and timely attendance a major responsibility.

The following regulations will apply to student absences:

1. Attendance is the responsibility of the student and his/her parent(s)/guardian(s). This responsibility includes being aware of the school district standards for attendance, informing appropriate school officials of reasons for any absences of the student, and developing an acceptable attendance pattern for the student.
2. School personnel are responsible for keeping parent(s)/guardian(s) informed of attendance patterns not meeting district standards.
3. A student of majority age (meaning 18 years or older) or a married student, upon request to the building principal, may assume responsibility for the verification of absences from school.
4. In order to ensure that a student has completed what has been determined to be sufficient for course work completion towards graduation, school work missed by the student during an absence shall be made up regardless of the reason for the absence.
5. Students shall be in attendance a minimum of 160 days per school year to be considered for grade promotion or the granting of a credit in a class. (This standard is to be prorated to apply to semester and quarter classes: 80 days for a semester class and 40 days for a quarter class.)
   a. Students in grades K-5 whose poor attendance has caused a notable deficiency in learning may be retained at their present grade level if such a course is advantageous to the student. This decision is made in accordance with the Administrative Manual Retention Procedure.
   b. Accumulated absences that exceed the standards for students in grades 6-8 will be required that those days be made up before credit or promotion can be awarded. This policy will also apply to senior high students under the age of sixteen.
   c. The district policy limits for senior high students are: 16 absences in a one-credit class and 8 absences in a half credit class. Absences in excess of these maximums may result in a student's loss of credit for the course.
   d. Building administrators are granted the right to make exceptions to this minimum standard.
6. "Truancy" is defined as being absent from one or more classes without the consent of parent(s)/guardian(s) and school officials.
   a. When a truancy occurs in grades K-8, building administrators, social workers and/or counselors shall visit with the student and parent(s)/guardian(s). Involvement of counselors should be considered in most cases. Appropriate discipline measures are left to the discretion of the principal.
   b. The following procedure will be used for truancy in grades 9-12:
      1. First Truancy: The principal will assign detention as the appropriate disciplinary action. A report of this action will be filed in the principal's office.
      2. Second Truancy: When a student has been truant from a given class two times, he/she may be dropped from the class. This action will be handled by the principal's office. The parent(s)/guardian(s) will be notified and notice of this action will be filed in the principal's office. Students age 16 or older who are not enrolled in at least six classes which carry credit may not be allowed to attend the traditional high school and may be enrolled at the alternative high school.
   c. Building administrators are granted the right to make exceptions to the truancy regulations.

Adopted 11-25-80
Amended 11-9-93, 12-12-00, 11-12-01, 11-23-15
Legal Reference: NDCC 15.1-20

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Policy 5140

Transfers/Withdrawals

All withdrawals are handled through the principal's office. Pupils will be given a withdrawal card and if the student is transferring to any school other than a Grand Forks public school, the student will be given two transfer-evaluation sheets which are prepared and signed by the teacher and the principal.

Students transferring out of the district should take with them: a transfer card, a transfer-evaluation, a report card, partly completed workbooks, personal supplies, and their IEP or 504, if applicable. Classroom teachers should keep their yellow attendance card and enrollment blank since these will be needed for end of the year reports. A duplicate copy of the transfer-evaluation form should be inserted in the student's cumulative folder. Under no circumstances are original school records mailed to an out-of-district school. Copies may be prepared for that purpose.

Records, such as the yellow attendance card and the enrollment blank, are always transferred when pupils move from one school to another within the district. Previous records are available and will be secured for former pupils reentering the district. Transcripts will be sent upon request of other school districts.

Students withdrawing from middle or senior high school for any reason must have a student's withdrawal slip completed. These may be obtained in the principal's office.

Transfers from public to private schools within the city are handled in the same manner as transfers out of the district.

The Compact on Educational Opportunity for Military Children, which contains requirements related to the enrollment and placement of qualifying military children, supersedes this policy; however, this law does not preclude the district from performing subsequent placement evaluations after initially honoring a sending school's placement decision.

Report Card Marking and Promotion Procedures in the Event of Transfer From the District During the Last Month of the School Year

1. Any student who has been enrolled during any part of the reporting period is entitled to his/her report card, even though it may show only the attendance for the period.

2. If a student has been actively enrolled for half or more of the reporting period, he/she is entitled to marks showing the quality of work accomplished during this time.

3. Students who withdraw or transfer to schools out of the district before completing at least half of the reporting period should receive their withdrawal cards and their report cards. The report cards should show their attendance to date of withdrawal. The report card should not be marked "promoted" or "retained."

Students who withdraw or transfer to schools out of the district, after completing at least one-half of the reporting period, may choose among these alternatives:

1. A student may take his/her report card which shows both attendance and scholarship grades, but is not marked "promoted" or "retained."

2. A student may leave his/her report card until the close of the school term, at which time the card will be completed as are others. The card should then show period attendance, period scholarship, grades, and whether or not the student is being "promoted" or "retained" (or the equivalent at the secondary level).

3. A principal may write a letter for those students leaving school more than two weeks, but less than 22 days before the end of school, stating that "had this child remained at __________________School until the end of the year he/she would have been promoted to grade ____, or likely would have been retained in grade ____.”

In the event the student or his/her parent(s)/guardian(s) choose the second alternative, a stamped, self-addressed envelope shall be left with the principal. The principal shall forward the report following the close of the school term.

In the event the administration of the foregoing policy would create undue hardship in any given case, special handling may be arranged after consultation with the superintendent.

Transfers Between Attendance Areas Because of Change in Home Address

A student, upon moving into another attendance area, may complete the reporting period before transferring if requested by the parent(s)/guardian(s). Without parental request, the transfer should take place immediately.
In general, children are assigned to their own attendance area school, and any exceptions to this must be approved by the superintendent of schools or his/her designate. There should be concurrence of the principals of both schools involved.

Adopted 11-8-83
Amended 11-9-93, 1-13-03, 2-27-12
Legal Reference: NDCC 15.1-04.1
Policy 5200

Student Records
A cumulative record shall be maintained for each child from entrance into school through the twelfth grade.

All material in each cumulative record shall be treated as confidential and shall be directly accessible only to the professional staff of the school and to the parent(s)/guardian(s) of the child, except as provided by law. Such information demands judicious use and should always contribute to the welfare of the individuals under consideration. Upon the request of parent(s)/guardian(s) and at personal interviews with the parents, all tests will be translated into meaningful terms for their benefit, and emphasis will be placed upon the relationships of all known factors influencing the educational development of the child.

Information contained in the cumulative records shall be made available to persons or agencies outside the Grand Forks Public Schools only upon written approval of the superintendent of schools and in full compliance with the disclosure provisions of the Family Educational Rights and Privacy Act (P.L. 93-380) and Subpart D of the final regulations thereto.

Health Records
Health records of pupils are gathered and brought up to date from enrollment forms filled out each year by parents at registration time and kept by the school. Special attention is required to comply with the North Dakota Immunization Law. Information from registration forms is transferred to the cardex for permanent record. The registration forms are filed in the child’s folder at the end of the year.

The health card should be used as a cumulative health record or tool in promoting positive health supervision. This card is filled out by the doctor at the time of initial physical examination. The card is kept on file with the city health nurse for further reference.

Cumulative Record
The cumulative record shall include at least the following:

1. Personal and family data, including certification of name and date of birth
2. Test data, including aptitude, interest, personality, and social adjustment ratings
3. Medical reports
4. All achievement records as determined by tests and teacher evaluations
5. Anecdotal reports
6. Psychological reports
7. Pupil questionnaires
8. Records of conferences
9. Copies of correspondence with parent(s)/guardian(s) and others concerning the child
10. Other records which may contribute to understanding of the child
11. Post-school records

Records of Disclosures
A record shall be maintained and kept with the education records of each child with reference to each disclosure made, pursuant to Section 99.32 of the final regulations of the Family Educational Rights and Privacy Act (P.L. 93-380), including the identity and legitimate interests of the requesting party.

Right to Hearing on Content of Records
The student or parent(s)/guardian(s) have the right to a hearing to challenge the accuracy of information in the student's educational records, pursuant to Section 99.21 of the above-cited regulations.

Destruction of Records Obtained by Law Enforcement Unit
Records regarding a student obtained by the school under section 15.1-19-14, section 27-20-51, or section 27-20-52 must be destroyed when the student reaches the age of eighteen or no longer attends the school, whichever occurs first.

Adopted 6-4-68
Amended 11-9-93, 1-12-04
Policy Reference: 5650

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Policy 5205

Family Educational Rights and Privacy Act (FERPA) Hearing Process

1. The hearing officer will convene the hearing, noting the date, time, and location of the hearing, together with the purpose of the hearing. The hearing officer will also note those individuals in attendance.

2. The hearing officer will maintain a record of all testimony, written statements, documents, exhibits, or other evidence presented at the hearing in written form or by use of an electronic recording device, whichever the hearing officer prefers.

3. After the hearing is convened, the school district representative will present the education record at issue, together with any prior decision(s). The representative may also present the reason(s) for denying the parent(s)/guardian(s) request.

4. Thereafter, the party requesting the hearing shall be afforded the opportunity to present evidence orally or in writing why they feel their child's education record should be amended.

5. The parent(s)/guardian(s) may be assisted by one or more individuals, including an attorney, at the parent(s)/guardian(s) expense. The parent(s)-/guardian(s) may also ask individuals to comment on their behalf.

6. The parties at the hearing will not be allowed to ask questions of each other. All questions must be directed to the hearing officer. The hearing officer will be the only person allowed to ask questions of the parties.

7. Following the parent(s)/guardian(s) presentation, the school district's representative will be allowed to respond to the parent(s)/guardian(s) position. Thereafter, the parent(s)/guardian(s) may make a final statement.

8. After the parent(s)/guardian(s) has made his or her final statement, the hearing officer will take the matter under advisement and issue a written decision within ten (10) calendar days following the hearing. The decision will include a summary of the evidence presented at the hearing and state the reasons for the decision.

9. The hearing officer thereafter will adjourn the hearing.

10. The hearing officer shall be appointed by the Superintendent.

Adopted 11-12-91
Amended 12/95, 1-13-03, 3-11-09
Legal Reference: P.L. 93-380 Family Educational Rights and Privacy Act

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Student Education Records and Privacy
The Grand Forks School Board believes that while collection and use of student information is necessary to provide educational and student support services, the District must implement safeguards to ensure information is appropriately protected and used to serve the best interests of students. The purpose of this policy is to establish such safeguards.

Definitions
- **Directory information** is defined as personally identifiable information contained in a student education record that is generally considered not harmful or an invasion of privacy if disclosed and includes:
  a. Address
  b. Date and place of birth
  c. Dates of attendance
  d. Degrees, honors, and awards received
  e. Grade level
  f. Most recent school attended
  g. Name (first and last)
  h. Participation in officially recognized activities and sports
  i. Photograph
  j. School email address
  k. Student identification number if it cannot be used alone to access an educational record and is not the student's social security number
  l. Telephone listing
  m. Weight and height of members of athletic teams

- **Education record** is defined as any record that directly relates to a student and is maintained by the District or by a party acting for the District. This definition excludes law enforcement records and records in the sole possession of the maker used only as a memory aid.

- **Eligible student** means a student who has reached the age of 18.

- **FERPA** stands for Family Educational Rights and Privacy Act.

- **Legitimate educational interest** is defined as access that is needed in order for a school official to fulfill his/her professional responsibility.

- **Parent** means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

- **Permanent record** is defined as a record containing a student's name, address, phone number, records of grades, years enrolled, courses attended, and grades completed.

- **Personally Identifiable Information (PII)** includes information maintained in the student's education record that could be used alone or in combination to trace a student's identity directly or indirectly and would allow a reasonable person, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.

- **Record** means any information recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

- **School official** is defined as an individual who has a legitimate educational interest in accessing student educational records and is affiliated with the District in one of the following capacities:
  a. An individual employed by the District in an administrative, instructional, or support staff position
  b. School board members
  c. Contractors, consultants, volunteers, service providers, or other party with whom the school or District has outsourced institutional services or functions for which the school or District would otherwise use employees; records provided to these third parties must remain directly under the District’s control for purposes of maintenance and use and the third party must agree to comply with 34 C.F.R. 99.33(a). Examples include, but are not limited to, school resource officers, interns,

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1 34 CFR 99.3
2 34 CFR 99.3
3 34 CFR 99.3
4 https://nces.ed.gov/pubs2004/privacy/section_4b.asp
5 34 CFR 99.3
Designation and Responsibilities of Privacy Officers
The Superintendent of designee shall serve as Chief Privacy Officer. In this role, the Superintendent is responsible for submitting to the Board for approval student information sharing requests from third-party individuals/entities other than parties to which the District reports student information under law. The Superintendent shall also maintain a master list of all individuals and entities having access to student information, including school district personnel listed by title. To ensure this list remains current and is manageable to maintain, it shall not contain the names of individuals who have access to data.

The Superintendent may designate privacy officers at the district and building levels. These privacy officers are responsible for:
1. Maintaining a list of school personnel by title who have access to student information; this list shall be provided to the Superintendent each time it is updated;
2. Submitting to the Superintendent for board approval new requests to share student information with third-party individuals and entities other than parties to which the District reports student information under law;
3. Ensuring that access to student information is granted only to the extent there is a legitimate educational interest and in accordance with this policy and any applicable agreements;
4. Enforcing this and other applicable district confidentiality and data protection policies;
5. Providing a list of students who have opted out of directory information to classroom teachers and other district staff who have a need to know.

Information Release Safeguards
1. Access by Parents and Eligible Students
   To ensure compliance with parental and eligible student access requirements under FERPA:
   a. The District shall comply with a request by a parent or eligible student to access education records within a reasonable period of time, not to exceed 45 days after receipt of a request.
   b. The Board shall develop procedures for a parent/guardian/student to review and amend educational records. These procedures shall include procedures to verify the identity of a requesting parent/eligible student. The regulations shall be delineated in board-approved regulations and disseminated annually in accordance with law.

2. Classroom Use of Instructional Tools Requiring Release of Student Information
   Teachers are encouraged to use instructional technological tools that allow for use of an alias or that do not require submission of directory information (other than or in addition to name) or PII. Whenever a teacher wishes to use an instructional tool that requires release of directory information, other than or in addition to name, or PII such as, but not limited to, software or an app, the teacher shall submit a request to the building-level privacy officer. The privacy officer shall check the district's master list of individuals and entities approved to receive student information. If the entity is not on this list or the teacher's request is beyond the scope of information sharing permission previously granted, the privacy officer shall either deny the teacher's request or submit an information-sharing request to the superintendent for board approval. If the teacher is authorized to use the instructional tool, the building-level privacy officer shall ensure the teacher complies with any parental consent requirements and directory information opt-out requests before using the tool.

3. Data Breaches
   District employees are responsible for informing a privacy officer of any known or suspected breach of PII. When a privacy officer becomes aware of a breach of student PII, s/he shall contact the Chief Privacy Officer. The Chief Privacy Officer shall determine if enactment of data breach response procedures contained in NDCC 51-30 is appropriate.

4. Information Storage and Destruction
   Student education records shall be reviewed annually and any records unnecessary for progression to the next grade level, not needed for college entrance participation, not needed for disciplinary purposes, and records that are not part of the permanent record will be shredded or destroyed. Exceptions apply for any content that may reasonably be related to litigation or anticipated litigation (retain for six years after a student turns eighteen), bullying reports, concussion documentation, executive session tapes (retain for at least six months), PowerSchool records, and special education records (retain in accordance with the Individuals with Disabilities Education Act).

5. Directory Information
   The District may disclose directory information without parental/eligible student consent if it has given parents/eligible students a reasonable amount of time to opt-out of directory information release. Opt-out

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6 34 CFR 99.31(a)(1) and 06/28/06 FERPA Opinion (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/library/clarkcty062806.html)
7 34 CFR 99.7 and 99.10
notices should be provided at the beginning of the school year and when a student otherwise enrolls in the District. These notices shall contain a reasonable deadline of at least 10 days for parents/eligible students to opt out. 9

The Board approves release of directory information as follows:

a. To board-approved vendors for purposes of sale of student-related items such as, but not limited to, yearbooks, school pictures, graduation items, district apparel, and book orders.

b. To military and college recruiters in accordance with applicable laws (NDCC 15.1-07-25.1 and 20 U.S.C. 7908)

c. To official district newspaper for purposes of recognizing student accomplishments and coverage of extracurricular events

d. To school-affiliated groups for purposes of communicating and fundraising

e. To school-sponsored student publications including, but not limited to, newspapers and yearbooks

f. When the Board receives and approves a directory information release request, directory information shall only be released and used for purposes specified in the release request and the Superintendent shall add approved requestors to the district’s master list of individuals and entities having access to student information. The Board shall develop criteria in regulations for approving and denying these requests. 9

Any district employee who wishes to disseminate student directory information to a third-party shall contact his/her privacy officer. The privacy officer shall determine if the Board has previously approved such release and, if not, deny the request or submit it to the Superintendent for board approval. Upon board approval, the Superintendent shall instruct the privacy officer to ensure compliance with any opt-out requests made by parents.

6. Personally Identifiable Information (PII)
Any third party requesting or receiving access to student PII must receive board approval unless the third party is required to receive PII under state or federal law. 10 Any school employee who wishes to share PII with a third party shall contact his/her privacy officer. The privacy officer shall determine if the Board has previously approved such release and, if not, deny the request or submit it to the Superintendent for board approval. Upon board approval of any PII release request, the applicable privacy officer shall inform the requestor of any parental consent requirements (see #7) and ensure the requestor complies with such requirements.

Parental/eligible student consent is not required to release PII under the following circumstances:

a. The District receives information under 42 U.S.C. 14071 and applicable federal guidelines about a student who is a registered sex offender under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994 (42 U.S.C. 14071), and the District has a need to disclose the student’s status as a sex offender for safety purposes 11

b. In connection with a health or safety emergency under the conditions described in 34 C.F.R. 99.36 12

c. If records have been de-identified by the District; third party individuals and entities that receive de-identified information shall be included on the district’s master list of individuals and entities having access to student information 13

d. To a school official who has a legitimate educational interest in the education records if the following conditions are satisfied:

i. Access shall be limited to only information the school official has a legitimate need to know

ii. School officials shall use the information only for the purposes for which the disclosure was made and shall not redisclose the information to any other party without proper consent or legal authority

iii. Titles of individuals and entities considered school officials shall be included on the district’s master list of individuals and entities having access to student information 14

e. To a court without a court order or subpoena when the District initiates legal action against a parent/student or a parent/student initiates legal action against the District 15

f. To accrediting bodies for purposes of accreditation 16

g. To an organization conducting a study for the District to develop, validate, or administer a predictive test; administer student aid programs; or improve instruction so long as the organization has

8 34 CFR 99.37
9 34 CFR 99.37(d)
10 SB 2326
11 34 CFR 99.31(a)(16)
12 34 CFR 99.36
13 34 CFR 99.31(b)(1) and SB 2326
14 34 CFR 99.31(a)(1)
15 34 CFR 99.31(a)(9)(ii)(A)
16 34 CFR 99.31(a)(7)
Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.
Training
School officials employed or volunteering for the District shall receive information and/or training on confidentiality requirements pertaining to student education records and consequences for breaching confidentiality. The District shall also provide training to applicable school personnel on the procedures for requesting to release student information contained in this policy.

Adopted 11-23-15
Legal Reference: NDCC 15.1-07-25.3; NDCC 51-30
Grand Forks Public School District #1

Policy 5207

Student Publications and Freedom of Expression

School-sponsored media as defined by North Dakota Century Code 15.1-19-25 shall be supervised by a student media advisor, i.e. newspaper advisor or yearbook advisor, but shall not be reviewed by an administrator unless the publication is believed to contain restricted content as listed below.

The following material is prohibited from being published in school-sponsored media:

1. Material that is profane or pornographic
2. Material that is slanderous or libelous in nature
3. Material that infringes or may infringe on the privacy rights of others
4. Material that violates federal or state law, promotes violence, terrorism, or other illegal activities including, but not limited to, material that promotes tobacco and/or drug and alcohol use by minors
5. Material that is reasonable forecasted to materially and substantially disrupt the educational environment
6. Material that violates or incites the violation of policy including, but not limited to, the district’s policies on bullying and harassment
7. Material that poses a direct safety threat to the district, its students, and/or staff.

A decision to prohibit publication and distribution of a student publication with restricted content shall be made by the building principal and may be appealed to the superintendent. The superintendent shall investigate and issue a decision in a timely manner. The Superintendent's decision is binding.

As used in this policy:

1. “School-sponsored media” means any material that is prepared, substantially written, published, or broadcast by a student journalist at a public school, distributed or generally made available to members of the student body, and prepared under the direction of a student media adviser. The term does not include any media intended for distribution or transmission solely in the classroom in which the media is produced.
2. “Student journalist” means a public school student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.
3. “School media advisor” means an individual employed, appointed, or designated by a school district to supervise or provide instruction relating to school-sponsored media.

The following time, place, and manner restrictions apply to dissemination of school-sponsored media:

1. School-sponsored media may be made available in the media center, commons area, hallways, main office, distributed to classrooms or website.

Adopted 11-23-15
Legal Reference: NDCC 15.1-19-25

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**Policy 5310**

**Locker Inspection**
In certain school buildings, lockers will be provided for temporary storage of personal possessions ordinarily used in the students’ day-to-day school activities.

Ownership and control of all lockers is retained by the school district. Access to all lockers under certain conditions is a legal right of school officials whose responsibility it is "in loco parentis" to protect the health, safety, and/or welfare of all students enrolled.

When inspection of a student's locker is deemed necessary by the school principal(s), the principal(s) should make a reasonable effort to contact the student and ask the student to open the locker. The principal(s) should then inspect the locker in the presence of the student.

If the student cannot be located, if the student refuses to open the locker, if an emergency is deemed to exist, or if there is reasonable suspicion that a locker contains contraband or other items which may be detrimental to the health, safety, or welfare of all students enrolled, the principal(s) may open and inspect the student's locker. In such a case, the principal(s) should be accompanied by at least one other person.

In the event a police officer or other law enforcement officer is to conduct a search of a student's locker, person, or possessions, a search warrant is necessary.

*Adopted 11-8-83
Amended 11/95*

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Vandalism

Use of School Equipment and Material
Books, materials, and equipment supplied by the district for the pupils must receive reasonable care. Pupils wantonly defacing school furniture or damaging school property or losing books charged to them will be charged in an amount sufficient to restore the damaged article to original condition or replace it.

Parent(s)/guardian(s) may also be held liable for the willful or malicious destruction of school property by a minor.

The board may offer a reward to any person who furnishes information leading to the apprehension and conviction of one appropriating or destroying district property.

Adopted 11-8-83, 1-13-03
Amended 1-12-04
Legal Reference: NDCC 15.1-09-41; NDCC 32-03-39

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Technology Use
The Grand Forks Public School district provides technology resources for staff and students ("users") to support the educational mission of the district. The district encourages efficient, cooperative and creative methods to perform the user's educational, administrative or job related tasks. The successful use of these resources requires adherence to a policy that promotes safety, efficiency and appropriate usage. Technology resources provided by the district include but are not limited to:

- Computers and related peripherals
- Printers of all types
- File and application servers
- Telephones, fax, and voice mail systems
- Local and wide area networks
- Internet access
- Email accounts
- Video networks
- Televisions, VCR's, and laserdisc players
- Camcorders and cameras
- Copy machines

The efficient application of these resources requires the cooperative effort of district support personnel, staff and students.

This policy governs issues unique to technology resources and works in accordance with district policies.

Expectations and Use Requirements
The district expects users to exhibit professional/responsible behaviors when using district technology resources. Use of district technology resources is a privilege that may be revoked if the expectations are not followed.

These expectations include:

- Use of technology resources to support the educational mission of the district in an ethical and professional manner. The Grand Forks Public School District does not allow the use of defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material and does not permit usage of such material at any time in the school environment.
- Adherence to other district policies as they apply to technology resources.
- Compliance with all local, state and federal laws. This includes no computer hacking, software piracy, copyright infringement and other illegal behaviors.

Privacy
Individual privacy is not guaranteed when using district technology resources. Files and communications may be reviewed to maintain system integrity and ensure that users are adhering to the acceptable use policy and guidelines. Individuals should respect the privacy of other users and not intentionally seek private information. The district will cooperate with local, state, and federal authorities when necessary.

Security
Security systems help maintain the integrity of district technology resources. Any attempts to circumvent, disable, or misuse security systems are prohibited. If users feel they can identify a security problem, they should notify the district technology staff.

Internet Safety and Use of Filters
The district maintains technology protection measures for the safety of minors with respect to its computers with Internet access. The district makes all reasonable attempts to protect against access through such computers to visual depictions that are obscene, child pornography or harmful to minors and it shall maintain the operation of such technology protection measure during the time that any of its computers are being used by minors. Further, the District maintains technology protection measures with respect to its computers of visual depictions that are obscene or depict child pornography and such measures shall be in operation at all times during the use of the District’s computers. The terms “obscene”, “child pornography”, “sexual act”, and “sexual contact” are defined as provided in the Child Internet Protection Act. Technology protection measures may be disabled by an authorized administrator, supervisor, or other authorized person in order to provide access for bona fide research or other lawful purpose.

The Internet offers many valuable educational resources for users, but there are also safety issues that should be considered. Internet safety issues include:
Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.

- Keep your personal information private. Don't give anyone your name, address, phone numbers, passwords or other personal information about yourself when online and students should always check with an adult before giving out any information online.
- Don't read email or download attachments from people you don't know. It is an easy way to infect your computer with a virus or be lured to an objectionable website.
- Understand that nothing done on the Internet is private. Records exist that document everything you do while online.
- Tell a trusted adult or supervisor if someone says things or sends you something that you consider inappropriate. Do not respond to the person either directly or indirectly.
- Never meet online-only friends in person. The people you meet online may be very different people in person. You have no way to confirm the real identity of someone you meet online.
- Practice proper etiquette while online and avoid conflicts with other users.

Although the district provides a filtering system to limit user access to potentially objectionable material, no filtering system can provide complete protection and it is the user's responsibility to use Internet resources appropriately. Staff must supervise students using Internet resources at all times. Problems with the filtering system should be reported immediately to the district technology staff.

Administration will use its discretion on the educational values of Internet resources and may restrict/allow access accordingly. Potentially objectionable material includes, but is not limited to:
- Visual depictions that are obscene or depict child pornography as defined by the Child Internet Protection Act.
- Violence/violent behavior
- Illicit drugs/drug culture
- Gambling
- Alcohol/tobacco
- Excessive email/chat
- Materials harmful to minors
- Hacking

Electronic Mail and Internet Use
The district provides email accounts and Internet access for staff and students. The global and fluid nature of these resources requires unique standards regarding their use in our district. Considerations when using these resources include:
- Users must adhere to the Technology Use Policy at all times when using the Internet and/or email, including after hours, weekend and/or holiday use.
- Users are prohibited from using district email or Internet access for commercial or personal gain.
- Users are prohibited from using district email or Internet access for unethical or illegal behaviors or activities that are contrary to any district policy.
- Material hosted on district servers and published on the Internet will be reviewed for appropriateness. Criteria will include student safety, student privacy and educational value.
- Materials that represent Grand Forks Public Schools and are hosted on non-district servers should adhere to the Acceptable Use Policy.
- District email accounts will be provided to all employees of the Grand Forks Public Schools on request. Employee accounts may be revoked if used inappropriately as outlined in the Grand Forks Public Schools Acceptable Use Policy.
- Student email accounts will be provided through Sendit Technology Services (STS) on request. Students are not allowed to access non-approved email accounts while in school. Student accounts may be revoked if used inappropriately as outlined in the STS Acceptable Use Policy or the Grand Forks Public Schools Acceptable Use Policy.

Vandalism
Vandalism includes any malicious attempt to harm or destroy any Grand Forks Public School district equipment or software or the data of another user on a computer, local networks, or global networks. Vandalism is prohibited and may result in cancellation of privileges or other disciplinary action addressed in District Policy 5330.

Sanctions
The building administrator and/or supervisor are responsible for applying sanctions when the Acceptable Use Policy has been violated. Possible sanctions for any actions that violate the Acceptable Use Policy include but are not limited to:
- Loss of access privileges to technology resources
- Removal of students from classes with loss of credit
- Termination of Employment
- Expulsion
- Restitution for damages to software, hardware, or other technical equipment
• Restitution for costs associated with repair of equipment or software
• Restitution for costs related to improper use of district telephone, fax or voicemail systems
• Involvement of local, state or federal law enforcement
• Disciplinary action deemed appropriate by building administrator/supervisor

Legal Disclaimer
The Grand Forks Public School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The district will not be responsible for any damages users may suffer. This includes loss of data resulting from delay, non-delivery, miss-deliveries, or service interruptions; damages to personal property used to access school computers, networks, or on-line resources; or unauthorized financial obligations resulting from use of school accounts to access the Internet. Use of any information obtained via the Internet is at your own risk. Grand Forks Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Since all transactions conducted through district technology resources could be perceived as authorized district activities, users of district technology resources are responsible for respecting and adhering to local, state, federal and international laws. Any attempt to break those laws through the use of district technology resources may result in legal action against the offender by the district, injured third parties and/or governmental authorities. If such an event should occur, the district will fully comply with any requests for information related to the legal proceeding, subject only to prohibitions of law. The Grand Forks Public Schools will not be held liable for the actions of users, which violate the conditions of this document.

Adopted 1-1-96
Amended 11-12-01

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

Policy 5332
(See also Policies 4134 and 6167)

Electronic Communication Systems Use
The district's electronic communications systems include voice mail, e-mail, and all other electronic records. All such records are open records within the provisions of the North Dakota Constitution and the North Dakota Century Code unless otherwise provided by law. Records not open to the public include student records (FERPA) and public employee health records (NDCC Section 44-04-18.1) as well as other specified exceptions. Accordingly, no employee or student should have any expectation of privacy regarding materials in the district's electronic communication systems unless the subject matter specifically falls within an exemption provided by law.

The district may monitor employees' and students' e-mail, voice mail, and electronic records for violations of civil or criminal law or any other activity that may have a significant adverse effect on the district or its employees or its students. Examples of "significant adverse effect" include e-mail, voice mail, or computer files containing sexual innuendo or off-colored jokes; downloading, copying, or sending copyright materials; personal use; or use of the computer system contrary to Policy 5331/6166. The district's electronic communications systems should be used for educational purposes only. Inappropriate use of the system may result in disciplinary action.

Because Internet e-mail addresses may indicate an affiliation with the district, any message posted on an Internet bulletin board, in a forum, or in any other publicly available Internet site must clearly indicate that the message is being sent on behalf of the sender individually and not on behalf of the district unless the sender is specifically authorized to speak for the district concerning the subject matter of the message.

Adopted 1997
Legal Reference: NDCC 44-04-18.1

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Policy 5350

Discipline
Good discipline in the school is extremely important to the school program. Without good discipline, the school cannot discharge its primary responsibility in the development of citizenship. Without good discipline, students cannot realize their greatest opportunities for growth. In maintaining discipline, the teachers must be able to proceed with the assurance that support will be forthcoming from the principal, the superintendent, and the school board.

All employees of the school system should aid in the discipline of the schools.

Principals and the administrative staff are charged with maintaining adequate discipline in each school. Teachers are expected to assume responsibility for the discipline of students with assistance from the principal and the assistant principal(s) as needed. Students should be dealt with reasonably, fairly, and with patience; but persistent misconduct should not be tolerated. Parent(s)/guardian(s) should be advised promptly when students begin to get into difficulty which might lead to suspension.

The power of school officials acting pursuant to school rules is applicable to student behavior on and off campus when relevant to any lawful mission, process, or function of the school. The school may prohibit any action that impairs, interferes with, or obstructs the missions, processes, and functions of the school. Any off-campus student activity that does not come within this test is beyond the power and the responsibility of school officials to regulate. The relationship of each off-campus activity to the mission, process, or function of the school must be determined from the specific situation.

The teacher is responsible for the care, discipline, and instruction of pupils in his/her charge and as assigned by the principal. The teacher shall enforce all rules governing the conduct of pupils. The constructive side of discipline should be emphasized. A climate conducive to good citizenship should be created in the school. The best discipline prevents rather than corrects after the wrongdoing has occurred.

The following statements on discipline shall be followed:

1. Good discipline is usually positive rather than negative in nature. Good discipline is setting clear, positive directions and re-directing inappropriate behavior. It helps students become responsible citizens with the realization that they are responsible for their actions.

2. Good discipline is always fair, dignified, and in good temper.

3. School district employees may not inflict, cause to be inflicted, or threaten to inflict, corporal punishment on a student. School district employees may use force to quell a physical disturbance, to preserve order, or to obtain possession of a dangerous weapon from a student.

4. Conferences with teachers, principals, and parent(s)/guardian(s) should be effectively employed to bring about acceptable classroom behavior.

Adopted 11-8-83
Amended 12-12-95, 1-12-04
Legal Reference: NDCC 15.1-19-02

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Policy 5351

Bullying

Definitions. For the purposes of this policy:

- Bullying is defined as conduct prescribed in NDCC 15.1-19-17 as follows:
  1. “Bullying” means:
     a. Conduct that occurs in a public school, on school district premises, in a district owned or leased schoolbus or school vehicle, or at any public school or school district sanctioned or sponsored activity or event and which:
        1) Is so severe, pervasive, or objectively offensive that it substantially interferes with the student’s educational opportunities;
        2) Places the student in actual and reasonable fear of harm;
        3) Places the student in actual and reasonable fear of damage to property of the student; or
        4) Substantially disrupts the orderly operation of the public school; or
     b. Conduct that is received by a student while the student is in a public school, on school district premises, in a district owned or leased schoolbus or school vehicle, or at any public school or school district sanctioned or sponsored activity or event and which:
        1) Is so severe, pervasive, or objectively offensive that it substantially interferes with the student’s educational opportunities;
        2) Places the student in actual and reasonable fear of harm;
        3) Places the student in actual and reasonable fear of damage to property of the student; or
        4) Substantially disrupts the orderly operation of the public school.
  2. “Conduct” includes the use of technology or other electronic media.

The Superintendent should place this definition, in its entirety, in student and staff handbooks and should develop guidelines to assist students and staff with identifying this conduct.

- Protected classes are classifications/characteristics protected from discrimination by NDCC 14-02.4-01 and federal law. The following classes are protected: race, color, religion, sex, national origin, age, disability (physical or mental), and status with regard to marriage or public assistance.

- School property or the term on-campus refers to all property owned or leased by the District, school buses and other vehicles, or any school district sponsored or school-sanctioned activity.

- School-sanctioned activity is defined as an activity that:
  a. Is not part of the district’s curricular or extracurricular program; and
  b. Is established by a sponsor to serve in the absence of a district program; and
  c. Receives district support in multiple ways (i.e., not school facility use alone); and
  d. Sponsors of the activity have agreed to comply with this policy; and
  e. The District has officially recognized through board action as a school-sanctioned activity.

- School-sponsored activity is an activity that the District has approved through policy or other board action for inclusion in the district’s extracurricular program and is controlled and funded primarily by the District.

- School staff includes all employees of the Grand Forks Public Schools, school volunteers, and sponsors of school-sanctioned activities.

- True threat is a statement that, in light of the circumstances, a reasonable person would perceive as a serious expression of an intent to inflict harm.

Prohibitions

While at a public school, on school district premises, in a district-owned or leased school bus or school vehicle, or at any public school or school district sanctioned or sponsored activity or event, a student may not:

1. Engage in bullying;
2. Engage in reprisal or retaliation against:
   a. A victim of bullying;
   b. An individual who witnesses an alleged act of bullying;
   c. An individual who reports an alleged act of bullying; or
   d. An individual who provides information/participates in an investigation about an alleged act of bullying.
3. Knowingly file a false bullying report with the District:

Off-campus bullying that is received on school property is also prohibited. The District has limited disciplinary authority to respond to such forms of bullying.

**Reporting Procedures for Alleged Policy Violations**

- **Reporting requirements for school staff.** Any school staff member with knowledge or suspicion of a violation of this policy or who has received an oral or written report of a violation of this policy from a student, community member, or anonymously shall contact the building principal to inform him/her as soon as possible. If the alleged violation implicates the building principal, the school staff member shall report it to the Superintendent. If the alleged violation implicates the Superintendent, the school staff member shall file it with the Board President. Should school administration determine that a school staff member knew of or suspected a violation of this policy and failed to report it in accordance with the procedure above, the staff member may be subject to disciplinary consequences or, for sponsors of school-sanctioned activities, other corrective measures.

- **Reporting options for students and community members.** Students and community members (including parents) may report known or suspected violations of this policy using any of the following methods:
  1. **Completing a written complaint form.** A complainant will have the option of including his/her name on this form or filing it anonymously. The District will place the form in a variety of locations throughout the school and should inform students and staff of these locations. The form may be returned to any school staff member, filed in a school building’s main office, or placed in a designated drop box located in each school.
  2. **Complete and submit an online complaint form.** A complainant will have the option of including his/her name on the form or submitting it anonymously.
  3. **File an oral report.** A complainant will have the option of filing an oral report with any school staff member.

A complaint filed anonymously may limit the district’s ability to investigate and respond to the alleged violations.

**Reporting to Law Enforcement & Others Forms of Redress**

Anytime a school staff member has reasonable suspicion that a bullying incident constituted a crime, s/he shall report it to law enforcement. Also, nothing in this policy shall prevent a victim/his/her family from seeking redress under state and federal law.

**Documentation & Retention**

The District shall develop a form to report alleged violations of this policy. The form should be completed by school staff when they:

1. Initiate a report of an alleged violation of this policy; or
2. Receive an oral report of an alleged violation of this policy.

The form should be completed by an administrator when s/he:

1. Initiates a report of an alleged violation of this policy; or
2. Receives an oral report of an alleged violation of this policy.

All written reports of an alleged violation of this policy received by the District shall be forwarded to the appropriate school administrator for investigation and retention.

Report forms and all other documentation related to an investigation of an alleged violation of this policy shall be retained by the District for six years after a student turns 18 or graduates from high school, whichever is later. If a student does not graduate from the District, such reports and investigation material shall be retained for six years after the student turns 18.

**Investigation Procedures**

School administrators (i.e., a principal, an assistant superintendent, or the superintendent) are required to investigate violations of this policy (as prescribed under “Prohibitions”), when in receipt of actual notice of an alleged violation. Actual notice of an alleged violation occurs when alleged bullying, reprisal, retaliation, or false reporting is reported using the applicable method(s) prescribed in the reporting section of this policy.

Upon receipt of a report of an alleged policy violation, the designated administrator shall first determine if the alleged policy violation is based on a protected class—whether actual or perceived. Reports involving a protected class shall be investigated in accordance with the district’s harassment/discrimination policy, including the timelines contained therein.

In all other cases, administration shall determine the level of investigation necessary based on the nature of the alleged violation of this policy after considering factors such as, but not limited to: the identity of the reporter and his/her relationship to the victim/alleged perpetrator; the ages of the parties involved; the detail, content, and context of the report; whether this report is the first of its type filed against the alleged perpetrator. Based on the level of
investigation the administrator deems necessary, investigations may include any or all of the following steps or any other investigatory steps that the administrator deems necessary:

1. Identification and collection of necessary and obtainable physical evidence (NOTE: In some cases physical evidence may be unobtainable, e.g., a private social networking profile);
2. Interviews with the complainant, the victim, and/or the alleged perpetrator. At no time during an investigation under this policy shall the victim/complainant be required to meet with the alleged perpetrator;
3. Interviews with any identified witnesses;
4. A review of any mitigating or extenuating circumstances;
5. Final analysis and issuance of findings in writing to the victim and bully and, if applicable, implementation of victim protection measures and disciplinary measures under this or other applicable policies.

Investigations shall be completed within 60 days unless the administrator documents good cause for extending this deadline. Such documentation should be sent to victim and alleged perpetrator during the investigation.

**Disciplinary & Corrective Measures**

Students that the District has found to have violated this policy shall be subject to disciplinary consequences and/or corrective measures. When determining the appropriate response to violations of this policy, administration shall take into account the totality of circumstances surrounding the violation. Measures that may be imposed include, but are not limited to:

1. Require the student to attend detention;
2. Impose in- or out-of-school suspension or recommend expulsion. Due process procedures contained in the district's suspension and expulsion policy shall be followed;
3. Recommend alternative placement. This recommendation shall be submitted to the Superintendent for approval or denial. The Superintendent may approve such recommendations only if the student has been given notice of the charges against him/her and an opportunity to respond;
4. Create a behavioral adjustment plan;
5. Refer the student to a school counselor;
6. Hold a conference with the student's parent/guardian and classroom teacher(s), and other applicable school staff;
7. Modify the perpetrator's schedule and take other appropriate measures (e.g., moving locker) to minimize contact with the victim;
8. If applicable, contact the administrator of the website on which the bullying occurred to report it.

If the misconduct does not meet this policy's definition of bullying, it may be addressed under other district disciplinary policies.

For bullying initiated off campus and received on campus (e.g. cyberbullying), the District only has authority to impose disciplinary measures if the bullying substantially disrupted the educational environment or posed a true threat. In all other cases of off campus bullying received on campus, the District may only take corrective measures as described in items five through eight above.

If the perpetrator is a school staff member, the District shall take appropriate disciplinary action including, but not limited to: a reprimand, modification of duties (only if allowed by applicable policy, the negotiated agreement, and/or the individual's contract), suspension, or a recommendation for termination/discharge in accordance with any applicable law.

**Victim Protection Strategies**

When the District confirms that a violation of this policy has occurred, it should notify the victim's parents and shall implement victim protection strategies. These strategies shall be developed on a case-by-case basis after administration has reviewed the totality of the circumstances surrounding the bullying incident(s) or other violations of this policy. Strategies may include, but not be limited to, the following:

1. Additional training for all students and applicable staff on implementation of this policy and/or bullying prevention.
2. Notice to the victim's teachers and other staff to monitor the victim and his/her interaction with peers and/or the assignment of a staff member to escort the student between classes.
3. Assignment of district staff to monitor, more frequently, areas in the school where bullying has occurred.
4. Referral to counseling services for the victim and perpetrator.
5. Modification of the perpetrator's schedule and other appropriate measures imposed on the perpetrator (not the victim) to minimize the perpetrator's contact with the victim.

**Prevention Programs & Professional Development Activities**

In accordance with law, the District shall develop and implement bullying prevention programs for all students and staff professional development activities.

*Adopted 6-18-12*

*Legal Reference: NDCC 15.1-19; NDCC 14-02.4*
School Weapon Policy
Students are forbidden to knowingly possess any instrument or object in all Grand Forks Schools, on school property, at school-sanctioned activities, on parking lots and areas regularly utilized for parking during school functions, or when students are being transported in vehicles dispatched by the district or in transportation provided for educational trips, that is a weapon as hereinafter defined. A weapon is defined as any object which may be used to intimidate or inflict bodily harm which has no school related purpose and which shall include but not be limited to the following items: knives of all types, firearms, lead pipes, chains, nunchucks, throwing stars, metal knuckles, blackjacks, unauthorized tools, explosives, or other dangerous chemicals.

A student violating these rules shall be subject to suspension and expulsion. Such penalty shall be administered in accordance with Grand Forks School Policies 5360 and 5361. Upon a showing that the student has violated this weapon policy, the student shall be expelled for the remainder of the school year except in cases where firearms are involved, a period of expulsion will be for a minimum of one calendar year subject to modification by the superintendent based on the criteria provided below. All grades and credits for classes not completed as of the time of the violation of this policy shall be forfeited.

Upon being informed that a student has violated this policy, the school principal or other acting building administrator shall take the following action:
1. Notify the police department;
2. Confiscate the weapon;
3. Impose an initial suspension period of ten days;
4. Commence the procedure for expulsion of the student (See Policies 5360 and 5361).

The building administrators shall have the right to use their discretion, except in the case of firearms, in the implementation of this policy.

Punishment may be modified for violations of the weapons policy, including firearms (by superintendent per 15.1-19-10 NDCC), on a case-by-case basis in accordance with the following criteria established by the board.

Lack of Culpability of Student - The culpability of the student for his conduct will be measured by:
1. the student’s age;
2. likely ability to form the intent to use the weapon in any manner, given emotional and mental development;
3. the intent in having the weapon on campus, i.e., whether the student had the weapon on campus for display, for self-protection, to transmit it to another student, or to use it as a threat or to assault someone with it.

Lack of Dangerousness of the Student - The dangerousness of the student will be measured by:
1. prior school or criminal record related to weapons, threats, extortion, and assaults;
2. type of weapon and its capacity to inflict serious injury or death;
3. threats or other evidence that the student intended to use the weapon.

Lack of Harm Caused by the Student - The harm caused by the student will be measured by whether:
1. anyone was physically injured;
2. anyone was directly threatened or property extorted by the use of the weapon;
3. school property or personal property of others was damaged;
4. students, school employees, or parents were aware of the presence of the weapon on the school campus.

Adopted 6-8-93
Amended 12-12-95, 1-21-02, 1-12-04, 7-12-04
Legal Reference: NDCC 15.1-19-09; NDCC 15.1-19-10

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**Policy 5360**

**Suspension and Expulsion**

Pupils are expected to conduct themselves in a manner suitable to their age and grade. Pupils willfully disobedient or consistently disturbing the class are subject to corrective discipline.

A principal has complete authority to deal with disciplinary problems in his/her school, and the administration shall be called into a disciplinary action only when requested by the principal, a hearing is required by this Policy or upon an appropriate written request of the student involved, or his/her parent(s)/guardian(s).

**Suspension**

Suspension involves either in-school suspension or the dismissal of a pupil from school classes, buildings, and grounds. “Suspension” means a student is prohibited from attending class for ten consecutive school days or less. Suspension is indicated only in grave situations. The parent(s)/guardian(s) of the pupil are notified immediately by the school principal and informed of the reasons for the suspension. If the pupil involved has a disability, and has been suspended for more than ten cumulative days, a determination that there is no causal relationship between the misconduct and the disability must precede the recommendation for suspension. (Refer to Policy 5361) For students on active IEP’s, special education services continue to be the responsibility of the school district during suspensions beyond ten days.

**Expulsion**

Expulsion of a pupil from school is under the authority of and appealable to the school board. “Expulsion” means a student is prohibited from attending class for a time greater than a “suspension”. Expulsion would follow only after suspension and a hearing as provided in this Policy unless waived by the student and the student's parent(s)/guardian(s). If the pupil involved has a disability, a determination that there is no causal relationship between the misconduct and the disability must precede the recommendation for expulsion. (Refer to Policy 5361).

A student may be expelled for insubordination, habitual indolence, or disorderly conduct provided the expulsion does not last beyond the termination of the current school year. In cases where firearms are involved, a period of expulsion will be for a minimum of one calendar year.

The responsibility of the school does not end with expulsion. The school district shall notify and cooperate with other appropriate agencies when a student has been expelled. For students on active IEP’s, special education services continue to be the responsibility of the school district during suspensions beyond ten days.

**Enrollment of Suspended Students**

Any student who has been suspended from a school of this district is not eligible to attend any other school within the district until eligible to return to his or her regular attendance area school. Any student who has been suspended from another school district will not be permitted to enroll in the District until eligible to re-enroll in his or her former school district or until the School Board or the Superintendent has reviewed the prior suspension/expulsion and determines that the suspension/expulsion was improperly given.

**Guidelines for Suspension**

The authority to determine initially whether or not a student shall be suspended for a period not to exceed ten (10) days rests with the building principal or assistant principal and can be exercised AFTER the student is given:

1. Oral or written notice of the charges against the student,
2. An explanation of the evidence against the student, and
3. An opportunity to present the student's side of the story.

A suspension of ten (10) days or less may be appealed only to the superintendent or the superintendent's designee. There need be no delay between the time notice is given and the conduct of the above procedure. In those cases where a student's presence poses a continuing danger to persons or property or any ongoing threat of disrupting the educational process, the student may be immediately removed to an appropriate educational setting pending a hearing for expulsion. The following guidelines are provided an expulsion hearing:

**Guidelines for Conducting Expulsion Hearings**

1. **Nature of the Hearing**
   
   The hearing is not a criminal proceeding and should not be referred to or conducted as such. The administrative hearing should be conducted without the rigidity of court hearings, and there are no specific rules of evidence or procedure that must be followed. The thrust of the entire hearing is directed toward a determination of whether the reasons offered for the proposed suspension or expulsion are supported by substantial evidence. The evidence offered at the hearing should be directed toward attaining the truth, and each situation may call for a
2. The Hearing Official
The student is entitled to an impartial hearer of facts. The principal or other administrator designated by the District to act as a Hearing Officer may conduct the hearing unless he/she is biased or prejudiced against the student and the student can subsequently establish that this bias or prejudice deprived him/her of a fair hearing. If the principal or Hearing Officer is not qualified under this rule, his/her immediate superior or some other administrative official(s) should then be called upon to conduct the hearing. If in doubt about whether the administrator's acts, judgments, or decisions are at issue or if the administrator cannot conduct a fair and impartial hearing, the administrator should not conduct the hearing. The entire thrust of having a person conduct a hearing is to have someone conduct it who is impartial and can render a fair decision.

3. Representation of the Student
There is not a definite requirement that the student must have representation at the hearing; however, if the student or his/her parent(s)/guardian(s) request that he/she be represented by an attorney, his/her parent(s)/guardian(s), or another adult, the request should be granted. The school should attempt to involve the parents in the disciplinary proceedings from the outset. The school should refrain from making its presentation through an attorney if the student is not represented by counsel.

4. A Recording of the Hearing
A record of the hearing should be made to substantiate that the required elements of procedural due process were afforded the student. This can be accomplished by several methods:

   a) Tape Recorder - The preferred method at the building level is to tape record the entire proceeding. The presence of a tape recorder has a constructive effect on the decorum of the hearing; however, its presence can also create an atmosphere so formal that the participants may be reluctant to discuss the issue in terms that will result in a resolution of the problem.

   b) Secretary - A second method is to have a secretary or other member of the staff keep, as nearly as possible, an accurate record of what was said.

   c) Court Reporter - If the suspension or expulsion should reach the level of the school board, consideration may be given to utilizing a court reporter.

When any of these methods is used, the student and his/her parent(s)/guardian(s) or other representative should be so advised. All evidence that is introduced in the form of written documents should be marked so as to identify the origin and order of introduction. Examples of this would be, “School Exhibit 1, 2, 3,” etc., and “Student Exhibit 1, 2, 3,” etc.

The tape recordings or notes need not be transcribed until an appeal has been perfected to the next level or a suit filed. When the appeal is to the school board, it is generally not necessary to transcribe the recordings because the board can simply listen to the tapes. All records of a hearing should be kept for several years or until the threat of a lawsuit has passed.

5. Open or Closed Hearing
Since the North Dakota Open Meetings Law is not applicable to hearings before school administrators, such hearings will be closed to the public.

6. Witnesses in the Room
At the request of the school representative or the student or his/her parent(s)/guardian(s), all witnesses may be excluded from the room while the others are offering testimony. The hearing officer should make the suggestion at the beginning of the hearing, before any evidence is presented, that if either side wishes to have all witnesses excluded from the room, it may do so. At no time may the student or his/her attorney or representative be excluded from the room except at the conclusion of a closed hearing when the hearing officer(s) is deliberating.

7. Cross-Examinations
The hearing officer should permit cross-examination if any circumstances indicate that it is necessary in order to reach the truth or to otherwise conduct a hearing, which is fundamentally fair. If ever in doubt as to whether cross-examination is necessary, permit it; to do otherwise is to invite litigation. If one side is permitted to cross-examine the witnesses of the other, the opposing side must have the same privilege.

8. Sworn Witnesses
If a notary public or other officer capable of taking oaths is available, witnesses should be sworn before offering testimony. Not only does this encourage truthfulness, but courts tend to give greater weight to testimony offered under oath.

9. Suggested Procedure for Conducting the Hearing
Because each situation may call for a slightly different method of presentation, the following guidelines are offered, keeping in mind that the hearing itself should be kept informal so that the truth may be obtained and a fair and just result reached.

a) **Advise the parties of the procedures to be followed.**

   Advise that the hearing is being recorded (if it is), and either side may request the witnesses be sent to another room and be called individually.

   Advise that no formal rules of evidence will be followed and that the hearing will be informal, as it is not a criminal proceeding. However, certain procedures may be established which will facilitate the conduct of the hearing.

   The clerk or secretary who is receiving the evidence or recording what is said should be identified as the person to whom exhibits and/or other written evidence or materials are to be presented.

   The parties and their representative capacities should be identified for the record prior to commencing the hearing.

b) **State the Reasons for and the extent of the Proposed Disciplinary Action (Expulsion)**

   The hearing officer should read the written reasons which were mailed (preferably by certified mail) or otherwise delivered to the student, his/her parent(s)/guardian(s), and his/her representative, which support the proposed expulsion. This should be done to assure that the record will adequately reflect the reasons for the proposed action, to substantiate that all parties had notice of the proposed reasons and possible punishment, and to narrow the issues.

c) **Allow the School's Witnesses to Testify and Present Evidence**

   The witnesses for the administration then present their evidence, which supports the reasons given for the proposed action. This may be done in any manner, which is conducive to reaching the truth and supports the reasons offered for possible suspension. The names of the administration's witnesses, together with a general description of their testimony, must be given to the student in advance of the hearing so he or she can prepare an adequate defense.

d) **Allow Student's Witnesses to Testify and Present Evidence**

   The student and/or his or her attorney should be given an opportunity to present witnesses and evidence to disprove the reasons offered by the school's witnesses.

e) **Allow Concluding Arguments**

   At the conclusion of the presentation of witnesses by the school and the student, each side should be allowed the opportunity to make concluding remarks and arguments regarding the evidence that has been presented and the reasons for the disciplinary action.

10. **Substantial Evidence**

   The action of the student does not have to be proven beyond a reasonable doubt as in a criminal trial, but the action must be supported by substantial evidence. There must be evidence presented upon which the hearing officer can establish that the student did not do the alleged acts. In determining whether there is substantial evidence to support a finding of misconduct, the hearing officer may take into consideration only that evidence presented at the hearing. The hearing officer should not consider any rumor or other suggestion heard outside the room prior to or after the hearing. Although the strict rules of evidence do not apply, evidence, which would be hearsay or irrelevant in the courtroom should not be used to establish a fundamental fact upon which the decision is based. Hearsay evidence and affidavits may be used only to support a fact, which is otherwise independently established through direct testimony or documentary evidence.

11. **Making the Decision and Giving Notice to the Parties**

   If, at the conclusion of the hearing, the reasons given for the proposed expulsion are supported by the evidence offered at the hearing, the student may be expelled. Potentially, after a full and fair hearing has been conducted, it is not necessary to expel the student because the problem has been worked out. It may be that agreement between the administrator and the student and his/her parent(s)/guardian(s) can be reached as to the student's future conduct at school, or as an alternative the student may be transferred to a special program or special school.

   After the hearing officer decides whether to expel a student, the hearing officer has the responsibility of informing as soon as possible the student, his/her parent(s)/guardian(s), the student's counsel, or his/her representative, both orally and in writing, of the decision. If the student is found guilty of misconduct, the decision should specify the misconduct in sufficient detail to inform the student fully of what he/she was found to have done. The decision must be specific enough so that a reasonable person can be advised of the finding and know what to appeal to the next level. If a non-firearm weapons violation is involved the decision should show the manner in which the hearing officer considered the penalty mitigation criteria provided in Policy 5355. In informing the student of the
decision, the hearing officer should also inform the parties of the right to appeal the decision to the next level and how to do so. A student who possesses a firearm in violation of Policy 5355 must be expelled for at least one year subject to review and modification by the superintendent based upon the criteria set forth in Policy 5355.

12. **Appeal to School Board**
An appeal of the hearing officer’s decision may be made in writing to the school board within ten (10) working days of the decision and should be reviewed at the next regular meeting of the board, except when good cause is shown for calling a special meeting for that purpose. The review on appeal will be based on the record of the expulsion hearing. The board, in its sole discretion, may invite and consider new testimony and evidence and ask clarifying questions. As disciplinary action will affect or become part of the student’s educational record, the appeal hearing before the Board will be in executive session unless the parent/guardian signs a written waiver of their rights under the Family Educational Rights and Privacy Act.

*Adopted 11-8-83*
*Amended 1-13-98, 4-5-00, 1-21-02, 1-12-04, 3-11-09*
*Legal Reference: NDCC 15.1-09-33; NDCC 15.1-19-09; NDCC 15.1-19.10*

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Suspension of Students with Disabilities

Short-term suspension of students with disabilities
If a student has received short-term suspension totaling 10 days during any one school year, all subsequent suspensions will be handled under the policies governing long-term suspension. A short-term suspension of ten (10) school days or less may be effected for a student with a disability for any conduct which would warrant short-term suspension for a student who is not disabled unless otherwise indicated by the student's IEP (Individualized Educational Program).

Such short-term suspensions will be subject to the same policies governing suspensions for all students. (See Policy 5360) The building administrator who recommends the suspension will notify the student's IEP case manager. If short-term suspensions reach ten (10) cumulative days, the case manager will call an IEP team meeting to implement the necessary procedures for long-term suspension.

Long-term suspension of students with disabilities
A long-term suspension of more than ten (10) school days may be considered for a student with a disability for any conduct which would warrant long-term suspension for students without disabilities, unless otherwise indicated by the student's IEP. The IEP team will meet within ten (10) days of the decision to suspend the student for more than 10 days to determine whether the misbehavior is related to the disability or is the result of inappropriate placement. If the multidisciplinary team determines that the misbehavior is related to the disability or is a result of an inappropriate placement, the student with a disability may not be suspended. The IEP team will determine an appropriate alternative to long-term suspension, such as an alternative educational setting. The District has an obligation to provide educational services during the long-term suspension for students with disabilities. The manner in which the services are provided will be determined by the IEP team.

A student with a disability for whom long-term suspension has been recommended is entitled to all the due process rights available to a student who is not disabled for whom long-term suspension has been recommended. In addition, the student is entitled to all the due process procedures available to a student with a disability under Individuals with Disabilities Education Act, as amended, and applicable state policies and procedures.

Copies of these rules shall be distributed to each student via the student handbook.

Adopted 11-24-92
Amended 1-13-98, 1-13-03, 10-13-14
Legal Reference: NDCC 15.1-19-09

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**Policy 5370**

**Alcohol and Other Drug Use/Abuse**
The school has a clear responsibility to maintain an atmosphere that will promote a quality learning environment. Because the use of drugs, alcohol, tobacco, and other chemicals among young people has become a major problem in our country and because the use and availability of these prohibited substances on school campuses interfere with the educational process, this policy is being adopted and implemented. Clothing that advertises alcohol, tobacco, products or other substances deemed hazardous to one's health is prohibited. The policy is designed to help eradicate the influence of drugs, alcohol, tobacco, and other chemicals within the school environment. As such it is designed to promote chemical health and protect students in the school environment by imposing consequences for misbehavior as well as educating, deterring and preventing abuse of chemicals. It is also designed to serve as a guide for faculty and staff in implementing intervention procedures for students.

**Education**
This District will teach about drugs, tobacco, and alcohol in an age appropriate developmentally based education and prevention program in every grade K-12. This program will include information about drug and alcohol counseling and rehabilitation programs available to the students. The District will also conduct staff orientation and continued training, and parent and community education. This will be done in cooperation with the Safe and Drug Free Advisory Board. This education program will also include providing an information service for referral to counseling and/or treatment so that students may seek and get counseling on alcohol and drug matters at any time without fear of reprisal and with assurance of the confidentiality of the counseling. Referral for treatment when needed should be a constructive and not a punitive action. We recognize that chemical addiction is a treatable disease.

**Prohibited Activities**
The use or possession of illicit drugs and the unlawful possession and use of alcohol and tobacco products is wrong and harmful. It is the responsibility of the school to establish rules that will eliminate such use from the school setting. Therefore it shall be against school policy for any student:

1. To sell, deliver, or give, or attempt to sell, deliver, or give to any person any of the prohibited substances listed in this policy or what the student represents or believes to be any of the prohibited substances listed in this policy.

2. To possess, procure, purchase, or receive, or to attempt to possess, procure, purchase or receive, the prohibited substances listed in this policy or what is represented by or to the student to be any of the prohibited substances listed in this policy or what the student believes is any of the prohibited substances in this policy. A student will be determined to be “in possession” when the prohibited substance is on the student’s person or in the student’s locker, car or bookbag or handbag, or when he owns it completely or partially.

3. To be under the influence of (legal intoxication not required), or to use or consume or attempt to use or consume, the prohibited substances listed in this policy or what is represented by or to the student to be any of the prohibited substances listed in this policy or what the student believes is any of the prohibited substances in this policy.

This policy applies to any student who is on school property, who is in attendance at school or at a school sponsored activity or whose conduct at any time or in any place interferes with or obstructs the missions or operations of the Grand Forks Public Schools or the safety or welfare of students or employees.

**Prohibited Substances:**

1. Alcohol or any alcoholic beverage;

2. Any controlled substance or dangerous drug as defined by NDCC Sections 19-03.1-05 through 19-03.1-13 and 19-03.1-26 (paraphernalia) or as defined by Section 812, Schedules I-V, of Title 21, United States Code, Section 801, et. seq., including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant, any form of tobacco, and all other illicit drugs;

3. Any glue or aerosol paint or any other chemical substance, including but not limited to, lighter fluid, white out, and reproduction fluid; which may be inhaled, except when used or possessed for approved educational purposes;

4. Any prescription or non-prescription drug, medicine, or other chemical including, but not limited to stimulants, diet pills, pep pills, “no-doze” pills, depressants, sleeping pills, or any other substance used to alter mood, except as ordered by a physician, or not taken in accordance with the authorized use policy.

**Authorized Use**
Any student whose parent or guardian requests that he or she be given any prescription or non-prescription medicine, or drug, shall follow the procedures of Policy 5630 - Administering Medication to Students.
**Violation**

Disciplinary sanctions may be imposed on any student violating this policy. These sanctions may include suspension or expulsion and notification of proper authorities for prosecution. Prohibited substances may be confiscated and illegal substances will be turned over to law enforcement authorities. All students in violation of this policy will be referred to the school Pre-Assessment Team for an appropriate educational plan.

Any student who is observed to be under the influence of a prohibited substance at any district/school sponsored event will be referred to the principal's office. The student's parents will be notified. If there appears to be imminent danger to other students, school personnel, and/or the student involved, the principal may have the student removed from the school by school, parents, medical, or law enforcement personnel.

If a teacher knows or has reason to believe that a student is in possession of alcohol or a controlled substance on school property, involved in a school-related activity, or in attendance at a school-sponsored event, the teacher is required by law to notify the student's principal.

**Extracurricular Activities (Academic and Athletic) Sanctions**

The following sanctions will apply to a student who is in violation of this policy.

- **Currently Participating** - Penalty shall be six weeks for first offense and 18 weeks for second offense, as indicated by the North Dakota High School Activities Association Section XII bylaws. Suspension will start at the time the school is notified of the violation.

- **Non-Participating** - Penalty shall be six weeks for first offense, 18 weeks for second offense, and third offense student will be suspended for the remainder of the school year. Suspension will start at the time the school is notified of the violation. There will also be a two week or two contest suspension whichever comes first. The two week or two contest suspension starts from the first authorized date of competition for the activity they are participating in. To satisfy the two week or two contest suspension, the student must remain with the program in which the suspension was served through the completion of the season.

- **Leadership Role** - Any participant who has a violation will not be eligible for a leadership role for a period of twelve calendar months from the date the school is notified of the violation.

- **Recognition - Awards** - Any student who has a violation that occurs during the season or prior to the banquet will not be awarded a letter or receive any other recognition/awards for that activity.

A suspension from representing the school means that a student can practice with extracurricular teams while participating in clubs and the like within the school but may not participate in any public events during the suspension. In addition, the student is not eligible to travel with the team or group out of town during the time of the suspension.

**Intervention**

We also recognize the responsibility to assist students in recognizing their own addiction. It is realized that the public school has neither the authority nor the responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or the educational climate of the school, the school has a right and a responsibility to refer the student for a formal chemical dependency diagnosis. To this end, Grand Forks Public Schools encourages faculty members to be observant of student behavior and to participate in a program of intervention. If the faculty member decides that the behavior indicates a possible prohibited activity, the student should be (1) referred to the School Pre-Assessment Team.

If the School Pre-Assessment Team believes that the student indeed is in need of assistance, the School Pre-Assessment Team may call the student in for a conference. The School Pre-Assessment Team may receive assistance in how to confront students from a certified addiction counselor.

If, after conferring with the student, the School Pre-Assessment Team believes that there is a probability that the student may be chemically dependent, the student and/or the student's parent(s)/guardian will be told that it is necessary that the student receive a formal chemical dependency diagnosis.

The school will make a reasonable effort to cooperate with a therapy program if one is recommended for the student. The school will have the option of requiring that the student attend the suggested therapy at school district expense as a condition for continuing to attend school.

The School Board of Grand Forks Public Schools believes that if a student is involved in a chemical dependency program and is successfully addressing his/her harmful involvement with chemicals, he/she may continue in the regular school setting and continue to participate in any extracurricular program unless participation is in conflict with rules and regulations set forth by the Grand Forks Public Schools School Board and the North Dakota High School Activities Association, Section XII of the bylaws.
The school may, through the use of available resources, provide follow-up counseling and supportive assistance to those students who return after successfully completing a therapeutic regimen, realizing that the student may need assistance in dealing with other environmental factors beyond the school's control which may remain unchanged.

A student can expect that any personal problem he/she discusses with an administrator, faculty member, social workers, or counselor will be strictly confidential. These are four exceptions:

1. Whenever a staff member learns of a condition which may adversely affect another student, he/she will have to act on that information.

2. If a student is experiencing health and/or emotional problems because of controlled substance use or abuse and is unable or unwilling to seek assistance, then referral should be made. Confidentiality will be maintained subject to the welfare of the student.

3. If a staff member has reasonable cause to suspect child abuse, the staff member must report to the Children and Family Services Division of the Department of Human Services.

4. If a staff member is called to testify in a judicial proceeding.

Policy Information
A copy of this policy will be given annually to each student. In addition, student handbooks will be used to inform students that the use of alcohol and other drugs is wrong and harmful and is not permissible. Students, employees, and parents will be given a copy of the standards of conduct and the statement of sanctions required concerning the possession, use or distribution of illicit drugs and alcohol. Compliance with these standards of conduct is mandatory. The handbook will include a form for parents to sign and return indicating that the information in the handbook has been received and read by the student and the parents. Each principal will maintain a file of returned forms.

The Superintendent or his designee will annually conduct in-service training sessions for all school district employees, which will include a review of this policy and procedures for implementation thereof.

The Superintendent or his designee will maintain a list of all employees with whom this policy has been reviewed, whether individually or through in-service training, along with the dates of such review or training.

The Grand Forks Public Schools will review this policy and its implementation annually to ensure that disciplinary sanctions are consistently applied and to determine the effectiveness of the program for the prevention of alcohol and other drug use/abuse. Minutes of the school board meeting at which this review takes place shall document the review.

Adopted 11-8-94
Amended 7-27-98, 7-13-99, 12-12-00, 1-13-03, 1-12-04, 4-11-11
Legal Reference: PL 101-647 0 Drug-Free Schools and Communities Act of 1986; NDCC 14-10-17; NDCC 19-03.1; NDCC 31-01-06.1; NDCC 31-01-06.3; NDCC 15.1-19-13; NDCC 15.1-24
Policy Reference: 5310, 5360, 5640

Return to Top
Policy 5630

Administering Medication to Students

Any medication that is ordered by the health care provider to be administered at school may be given using the following procedures:

1. A parent/guardian must bring the medication to the school along with a signed Medication Authorization Form. If it is a prescription medication, a health care provider’s signature is required.

2. The following information must be included in the health care provider’s written order and on the label of the prescription container:
   A. The student’s name
   B. Amount of dosage
   C. Time of administration
   D. Name and strength of medication
   E. Amount of medication in prescription
   F. Instructions for administration
   G. Length of time student will be on medication, if applicable
   H. Special care such as refrigeration

3. A signed Medication Authorization Form states in the absence of trained medical personnel, the parent/guardian authorizes any unlicensed person who has successfully completed medication training with certification, to administer medication in the school setting.

4. The following guidelines will be followed for asthma and anaphylaxis:
   A. A student who has been diagnosed with asthma or anaphylaxis may possess and self-administer emergency medication for the treatment of such conditions provided the student’s parent/guardian files with the school a document that is signed by the student’s health care provider and which:
      1. indicates that the student has been instructed in the self-administration of emergency medication for the treatment of asthma or anaphylaxis;
      2. lists the name, dosage, and frequency of all medication prescribed to the student for use in the treatment of the student’s asthma or anaphylaxis;
      3. includes guidelines for the treatment of the student in the case of an asthmatic episode or anaphylaxis;
      4. requires a Food Allergy & Anaphylaxis Emergency Care Plan and/or Asthma Emergency Care Plan completed by the health care provider must be submitted to the school before the student attends each year.
   B. Neither a school district nor any employee of the school district is liable for civil damages incurred by:
      1. A student who administers emergency medication to himself or herself in accordance with Subsection A.
      2. An individual because a student was permitted to possess emergency medication in accordance with Subsection A.
   C. For purposes of this section, “emergency medication” includes a prescription drug delivered by inhalation to alleviate asthmatic systems and an epinephrine autoinjectable device. In emergency cases, school personnel shall promptly notify emergency medical personnel and the parent(s)/guardian(s).

5. A parent/guardian must pick up all medications at the end of the school year, or if the medication is discontinued, or when a student withdraws from school. No medication will be sent home with a student. Medication that is not picked up by the end of the school year will be discarded.

6. Students with diabetes must have an annual Diabetes Health Care Plan completed by the health care provider prior to starting school. Students with diabetes are allowed to carry their insulin and diabetes supplies with them.

7. Students with seizures must have an annual Seizure Action Plan completed by a health care provider prior to starting school each year.
**Procedures for Administering Medication in the School**

**Location and Storage of Medication**

1. The administrator of each school building shall designate a secure storage area for all medication which is to be kept in the school. The administrator will designate a person who has successfully completed medication training with certification to be given the responsibility to check in the medication and to administer the medication. All medications kept in the school for administration to students will be kept in a manner to protect the safety of both the student receiving medication and other students.

2. Medication will be stored in the following manner:
   - A. Inaccessible to students
   - B. Separate from staff medication
   - C. Protected from sources of contamination
   - D. Away from heat, light, and sources of moisture (e.g. not in the kitchen or bathroom)
   - E. At temperature specified on the label if refrigeration is required
   - F. In a sanitary and orderly manner
   - G. Medications must be kept in a locked area

3. Check-in Procedure includes the following:
   - A. A designated person who has successfully completed medication training with certificate may accept medication from a parent or guardian.
   - B. This person will ensure that the Medication Authorization Form is complete and the medication label matches what is on the form.
   - C. The medication has not expired & the date it was brought to the school.
   - D. Medication must be counted and documented when it is brought in.

4. Medication is to be kept in the original container properly labeled with the student's name, specific time to be administered, amount of dosage, and health care provider's name. No more than a one month's supply of any medication should be brought to school at one time. Parent(s)/guardian(s) will be responsible for replenishing the supply as needed.

**Personnel Responsible for Administering the Medication**

1. All personnel should be familiar with the policy and procedures for administering medication in the school.

2. A list of designated personnel within the school building who are responsible for administering the medication should be kept on file with the principal and shared with the school nurse. Personnel on the list must have received a certificate after completing medication training.

3. When students require extensive medical and health-related observations while in school or if medical and health-related equipment or appliances must be monitored while the student is in school, additional procedures will need to be established. The Department of Public Instruction should be consulted for recommended guidelines in the education of students with serious and chronic medical problems.

**Records Management**

1. The person with a certificate for medication administration will use the Medication Administration Record (MAR) to document all medications that are given. This includes prescription and over the counter medications.

2. At the end of the school year or if a medication is discontinued, the MAR is placed in the cum file.

3. The Medical Authorization Record (MAR) shall include a place for other information to be recorded such as any observed reaction to the medication or possible adverse side effects. Documentation can be made on the back of the MAR. Any communication with a parent/guardian should be documented. All such records shall be deemed a part of the student's education records and shall be confidential.

**Other Safeguards or Circumstances**

1. In some cases, where students may be capable of independently administering their own medication, the administration shall require the student to deposit the medication in the designated office area. The student's age and readiness to assume responsibility will determine such details in each student's situation.

2. ALL PERSONNEL must be informed of proper procedures in emergencies and of circumstances in which they are expected to call the emergency medical assistance number directly.
3. Over the counter medications can be given with the consent of a parent/guardian. The pupil’s name and directions should be clearly marked on the bottle. A Medication Administration Record (MAR) should be used with all over the counter medications. The label directions cannot be exceeded by the parent’s/guardian’s directions. If a parent/guardian wants more than what is listed on the bottle to be given, then a health care provider’s order will also be needed. A Medication Authorization Form is also required for over the counter medications.

4. Some medical conditions require a health care plan. A student with a medical condition such as diabetes, seizure disorder, allergy requiring Epinephrine, heart conditions, or requiring a medical procedure such as catheterizing, tube feeding, or suctioning, etc. must have a health care plan in place and signed by the health care provider before attending school. Unlicensed Assistive Personnel (UAP) will need to be trained. A meeting with parents/guardians, school administrator or his/her designee, and the school nurse will need to take place.

Adopted 6-13-72
Amended 8-22-95, 1-12-04, 9-26-05, 3-11-09, 10-13-14
Legal Reference: NDCC 15.1-19-16; NDCC 15.1-19-23; NDCC 23-01-05.2; NDCC 23-43-03; NDCC 43-12.1-04; N.D. Adm.C. Chapter 33-37-01

(The Medication Authorization Form is found on the next page)
GRAND FORKS PUBLIC SCHOOLS
Medication Authorization Form (Policy 5630)

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Grade:</th>
</tr>
</thead>
</table>

Instructions provided by your health care provider are required in order for your child to take medication at school. Please ask your health care provider to complete and sign the section below.

**To be completed by a health care provider:**

**Any known allergies:**

In the absence of trained medical personnel, I hereby authorize any unlicensed person who has successfully completed medication training with certification, to administer the following medication in the school setting:

<table>
<thead>
<tr>
<th>Medication</th>
<th>Dose</th>
<th>Time</th>
<th>Directions</th>
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</tbody>
</table>

Health care provider signature: _____________________________
Date: __________

Parent/Guardian signature: _____________________________
Date: __________

**Emergency Medication Possession and Self-Administration Approval:**

Student may carry and has received instruction in self-administration and proper handling of emergency medication. Please indicate the approved medication: □ Inhaler □ Epinephrine □ Other ______________________

<table>
<thead>
<tr>
<th>Health care provider signature:</th>
<th>Parent/Guardian signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: _________________________</td>
<td>Date: _____________________</td>
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</tbody>
</table>

KEEP THIS FORM WITH THE MEDICATION
Severe Allergy Policy

The Grand Forks Public Schools recognizes that students with medically documented life-threatening allergies are covered by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

It is the policy of the Grand Forks Public Schools to ensure access to a free and appropriate education for all students. In order to ensure full access for all students, the Grand Forks Public Schools will ensure equal access to any Preschool - Grade 12 students diagnosed with allergies.

It is the policy of the Grand Forks Public Schools to establish age-appropriate procedures and guidelines for students and schools within the Grand Forks Public Schools that minimize the risk for students with life-threatening allergies.

It is the Grand Forks Public Schools’ expectation that the district procedures and guidelines will take into account the health needs and well-being of all students without discrimination or isolation of any student. It is also the policy of the Grand Forks Public Schools that the procedures and guidelines evolve as the student advances from preschool to elementary grades and through the secondary grades.

The Grand Forks Public Schools recognizes that parents/guardians have the primary responsibility for the health of their children. It is parents’/guardians’ responsibility to inform the school district when a child’s medical condition might affect the child’s welfare or safety. The school district will cooperate with parents and appropriate health professionals in the development of an Allergy/Anaphylaxis Action Plan. Effective communication is vital between all parties.

In order to minimize risk of student exposure to offending allergens that may trigger a life-threatening reaction, the Grand Forks Public Schools will support procedures and guidelines that include:

- Communication and collaboration between parents, staff members, and students
- Education and training of staff roles and responsibilities
- Medical emergency planning at the building level
- Specific emergency and accommodation planning for individual students

Background

Over a ten-year span (1997-2007), the number of children diagnosed with food allergies has doubled. This equates to almost 1 in every 25 children. Allergic reactions can result from a variety of causes and span a wide range of severity of reactions from mild to life-threatening. The most severe and potentially life-threatening reaction is anaphylaxis. Anaphylaxis is a sudden, severe, potentially fatal, systemic allergic reaction that can involve various areas of the body. Symptoms typically occur within minutes to two hours after contact with the allergen, but in rare instances may occur up to four hours later. People of any age can suffer life-threatening allergies, but the most common causes of anaphylaxis include allergies to:

- Foods (most commonly peanuts, tree nuts, milk, eggs, soy, wheat, fish, and shellfish)
- Insect stings (yellow jackets, bees, wasps, and hornets)
- Medications
- Latex

Purpose and Scope

The Grand Forks Public Schools cannot guarantee to provide an allergen-free environment for all students with allergies or prevent any harm to students in emergencies. The goal is to work toward minimizing the risk of exposure to food allergens that pose a threat to students with severe allergies, as well as educating the community and maintaining and regularly updating a system-wide protocol for responding to the needs of students with allergies. A system-wide effort requires the cooperation of all parties within the system. The goal of the Grand Forks Public Schools is to engage in a system-wide effort to:

- Prevent the occurrence of allergic reactions
- Prepare for any allergic reactions
- Respond appropriately to any allergy emergencies

In accordance with the procedures and guidelines, an Allergy/Anaphylaxis Action Plan (AAAP) and a Health Care Plan (HCP) will be developed for each student after written notification from the student’s physician.

District procedures and guidelines will be provided for parents/guardians and district employees. These handbooks, Managing Allergies in the School Setting; Parent Handbook and the Managing Allergies in the School Setting; and Staff Handbook shall be reviewed and updated every two years by the District Allergy Policy Committee and school
Each school will house a stock EpiPen that can be used in an emergency situation. Twenty-five percent of anaphylaxis reactions in the school setting are first-time reactions of students with an undiagnosed allergy. Consequently, the district will furnish this as stock medication.

1Dillon, N. (February 2011). Food fraught: The diagnosis of children with food allergies continues to rise, and schools need to learn how to prevent potentially fatal reactions among their students. American School Board Journal.

2Sicherer, Mahr, & THIS SECTION ON AMMERG AND IMMUNOLOGY (December 2010); American Academy of Pediatrics 126(6).

Adopted 3-11-09
Amended 4-11-11
Grand Forks Public School District #1

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

Policy 5633

Concussion Management
The District shall comply with the concussion management program requirements contained in law (NDCC 15.1-18.2). For the purpose of implementing the concussion management program law, the Board has established the following definitions and requirements:

- Coach: This term shall include those assigned coaching duties, assistant coaching duties, and the athletic director except in the following circumstances:
  
  a. District students and minors serving in a coaching or assistant coaching capacity shall not have authority to determine if a student should be removed from play due to a possible concussion but are required to report any known sign, symptom, or report of a student’s concussion as soon as possible to an adult official, coach, or athletic trainer so that a removal decision can be made.

  b. District students and minors serving in coaching or assistant coaching capacity are furthermore not authorized to receive documentation from a health care provider authorizing a player to return to play. Such authorization must be provided to an adult coach or athletic trainer.

- Health care provider: In order to qualify as a health care provider who can examine a concussion and authorize an athlete’s return to play, an individual must be authorized to diagnosis and treat concussions. This definition excludes healthcare workers such as, but not limited to, EMTs, nursing assistants/aides, licensed practical nurses, and registered nurses.

- Official: The District shall comply with the definition of an official under law, but shall exclude from this definition the following:

  a. District students and minors under eighteen serving in an officiating capacity shall not have authority to determine if a student should be removed from play due to a possible concussion but are required to report any known sign, symptom, or report of a student’s concussion as soon as possible to an adult official, coach, or athletic trainer so that a removal decision can be made.

- Parent is defined to include biological parent or legal guardians.

- School-sanctioned athletic activity is a sport that:

  - Is not part of the district’s curricular or extracurricular program;
  - Is established by a sponsor to serve in the absence of a district program;
  - Receives district support in multiple ways (i.e., not school facility use alone);
  - Requires participating students to regularly practice or train and compete.
  - The District has officially recognized through board action as a school-sanctioned activity;

The Board shall make all sanctioning decisions on a case-by-case basis based on the criteria in this paragraph. As a condition of receiving school sanctioning, sponsors of the athletic activity shall agree to comply with this policy and the concussion management law. This includes agreeing to provide appropriate training to each coach, official, and athletic trainer as required by law and providing appropriate information to parents and students as required by law. The sponsor shall provide to the District documentation certifying that this training has occurred and students/parents have viewed required informational material on concussions prior to beginning the activity.

- School-sponsored athletic activity is a sport that the District has approved through policy or other board action for inclusion in the district’s extracurricular program, is controlled, and funded primarily by the District, and requires participating students to regularly practice or train and compete.

The concussion management program shall contain all components required by law. It shall be placed in the administrative handbook and shall be published in student and staff handbooks.
CONCUSSION MANAGEMENT PROGRAM


Concussion Signs & Symptoms

The signs and symptoms of a concussion are as follows:

<table>
<thead>
<tr>
<th>Signs*</th>
<th>Symptoms*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athlete appears dazed or stunned</td>
<td>Double vision, blurry vision</td>
</tr>
<tr>
<td>Balance problems</td>
<td>Headache</td>
</tr>
<tr>
<td>Confusion</td>
<td>Fatigue</td>
</tr>
<tr>
<td>Forgets events after the hit</td>
<td>Feels “foggy”</td>
</tr>
<tr>
<td>Forgets events prior to hit</td>
<td>Feels sluggish</td>
</tr>
<tr>
<td>Forgets plays</td>
<td>Nausea or vomiting</td>
</tr>
<tr>
<td>Loss of consciousness (any duration)</td>
<td>Problems concentrating</td>
</tr>
<tr>
<td>Moves clumsily (altered coordination)</td>
<td>Problems remembering</td>
</tr>
<tr>
<td>Personality change</td>
<td>Sensitive to light or noise</td>
</tr>
<tr>
<td>Responds slowly to questions</td>
<td></td>
</tr>
<tr>
<td>Unsure about game, score, opponent</td>
<td></td>
</tr>
</tbody>
</table>

Requirements when Signs & Symptoms are Observed/Reported:

1. **Removal**
   
   An official, coach, or any other individual designated by the school district as having direct responsibility for the student during practice, training, or competition shall remove a student from practice, training, or competition if:
   
   a. The student reports any sign or symptom of a concussion as set forth in this section;
   b. The student exhibits any sign or symptom of a concussion as set forth in this section; or
   c. A licensed, registered, or certified health care provider whose scope of practice includes recognition of concussion signs and symptoms determines, after observing the student, that the student may have a concussion.

2. **Examination**
   
   A student removed from practice, training, or competition for one or more of the reasons above must be evaluated as soon as practical by a licensed health care provider who is acting within the provider’s scope of practice and trained in the evaluation and management of concussions as determined by the provider’s licensing board.

   **When to Call for Emergency Assistance***
   
   If an athlete exhibits the following symptoms, a district employ, sports authority (e.g., coach, assistant coach, trainer, referee) or designee should call 911 for emergency medical assistance.
   
   - The athlete lost consciousness or has a decreasing level of consciousness;
   - The athlete has symptoms of a concussion and his/her conditions appear to be worsening;
   - The athlete’s neurological function is deteriorating or mental status changes (lethargic, confused, agitated, difficulty maintaining focus/arousal) ;
   - The athlete’s respiration is decreasing or irregular;
   - The athlete exhibits any sign or symptom of associated injuries, spine or skull fracture, or bleeding;
   - The athlete exhibits seizure symptoms/activity.

   **Transportation when Emergency Assistance is NOT Activated**
   
   Under no conditions should a student with a suspected head injury be sent home or allowed to drive. An athlete removed from play in accordance with this procedure whose condition appears stable (i.e., not worsening) should be transported by his/her parent to a medical facility as soon as possible. If the student’s parent is unavailable, the coach shall make arrangements to have the student transported to a medical facility by a school employee as soon as possible. The coach or designee shall make a continued effort to notify the student’s parent of the student’s possible injury, transportation arrangements, and destination.

3. **Return to Play Requirements**
   
   A. A student who is evaluated in accordance with Section 2 above and believed to have suffered a concussion may not be allowed to return to practice, training, or competition until the student’s return is authorized by a licensed health care provider who meets the criteria set for in Section 2.
B. The authorization required by this section must be:
   a. In writing;
   b. Presented or forwarded to the individual designated by the student’s school district for receipt of such authorizations; and
   c. Retained by the school district or school for a period of seven years after conclusion of the student’s enrollment.

C. Any health care provider who signs an authorization in accordance with this section is acknowledging that the provider is acting within the provider’s scope of practice and is trained in the evaluation and management of concussion, as determined by the provider’s licensing board.

Training
Upon initial employment (or selection, in the case of volunteers) or at the time the concussion management program is initially implemented (for existing staff) and every two years thereafter, each district coach, official, and individual designated by the school district as having direct responsibility for the student during practice, training, or competition shall receive biennial training regarding the nature and risk of concussions.1 The Superintendent or Athletic Director shall determine the method most suitable for carrying out this training requirement and should place, in each applicable personnel file, documentation of the date(s) the staff member completed concussion training.

The District shall develop information on concussions incurred by athletes and disseminate this information to student athletes and their parents. Before allowing a student to participate in an athletic activity, the District shall require the student and student’s parent to submit written or electronic documentation verifying that they have viewed the concussion management information disseminated by the school.

1NOTE: NDHSAA officials have received concussion management training in accordance with law.

Adopted 2-27-12
Amended 6-10-13
Legal Reference: NDCC 15.1-18.2-04
Restraint and Seclusion Policy

Restraint and seclusion shall be implemented in a nondiscriminatory manner. Interventions authorized by this policy may be applied to any student enrolled in Grand Forks Public Schools and identified as exhibiting dangerous behavior so long as such interventions are implemented in compliance with this policy.

When misbehavior occurs, all attempts will be made to address the behavior in a manner that will de-escalate the behavior. Access to all educational opportunities will be considered when determining an appropriate response to inappropriate or alarming student behavior.

District staff will be made aware of this policy annually. Each building will have a minimum of two certified staff who are trained in proactive and preventive de-escalation strategies (CPI). Restraint and seclusion will be used only when the student is directly in danger of harming himself/herself or others. Parents/guardians will be provided with written information in the district handbook or through direct contact. Each year, designated staff will collect and analyze data regarding where and when restraint or seclusion was used in the school setting.

Definitions

Dangerous Behaviors: Physical violence that immediately hurts self or others or which may immediately result in harm to that person or other persons.

Behavioral Intervention Strategies: Methods used to identify students who exhibited past incidents of dangerous behavior or exhibit the potential to engage in such behavior in the future. Central Administration (superintendent or director) shall determine the appropriate scope and method of conducting a needs assessment for implementation of behavioral intervention strategies under this policy and should document completion of the assessment. These behavioral intervention strategies shall not be construed to mean a name-brand method of notifying and assessing students potentially in need of a behavior intervention plan.

Time-Out: This document defines two types of time-out:

1. Inclusionary Time-Out. Placing a student in an area separate from the other students within the classroom where the student can continue to access the academic content. This is considered less invasive and should be used before “out-of-class” time-out.

2. Out-of-Class Time-Out (exclusion). Placing a student in an area separate from the classroom within the school building. In-School Suspension can be considered one form of time-out depending upon the length of time of the suspension. Time-out is considered in minutes, whereas, out-of-school suspension is measured in days. This exclusion is not to be confused with the educational team’s decision for an Interim Alternate Educational Setting (IAES).

Seclusion: Placing a student in a room or limited space alone to de-escalate dangerous behavior (or used as a part of a parent/guardian-approved plan such as, but not limited to, a Behavior Intervention Plan (BIP), Individualized Education Program (IEP) or 504 Plan) except for the presence of a staff monitor who shall monitor the student directly in the space or immediately outside the area. This definition excludes time-outs, disciplinary sanctions designed to penalize students by separating them from student population and alternative placement (which is often used to separate the student from the entire student population for safety reasons. Seclusion falls into two areas:

1. Academic Access Seclusion. Placing a student in an enclosed setting where the student is closely monitored and is physically unable to leave the environment and limits access to the general education classroom. The student, in this setting, will continue to receive access to the curriculum. This should not be confused with time-out. Time-out would be considered a shorter duration than seclusion. An in-school suspension would be considered seclusion.

2. Non-Academic Seclusion. Placing a student in an enclosed setting where the student is physically monitored because of dangerous behaviors. In this case, no academic instruction is provided. The intent is to give the student the opportunity to calm down.

Restraint: Three types of restraint are defined:

1. Physical Restraint. The use of physical intervention to hold a student immobile or limit a student’s movement by using body contact as the only source of restraint to de-escalate dangerous behavior (or used as a part of a parent/guardian-approved plan such as, but not limited to, a Behavior Intervention Plan (BIP), Individualized Education Program (IEP) or 504 Plan). This definition does not include escort when a temporary light touching or guiding a student to walk to a safe location (i.e. holding hand, wrist, arm,
shoulder or back) as long as the physical prompt/escort does not render a student immobile. Crisis prevention and intervention restraints are considered allowable by trained staff and only in cases of physical danger to self and others.

2. **Chemical Restraint.** The administration of medication for the purpose of restraint. The use of a chemical restraint is absolutely prohibited unless explicitly authorized by a physician and approved in writing by the parent/guardian. In addition, a health care plan needs to accompany the likelihood of chemical restraint and placed on file. Only assigned and designated staff can administer the medicine according to the health care plan.

3. **Mechanical Restraint.** The use of any device or equipment that restrict a student's movement or that limits a student's body movement or any normal function of any portion of his/her body to prevent or manage dangerous behavior. The use of a mechanical restraint needs to be documented in the BIP, IEP, or 504 Plan. Mechanical restraints do not include devices used by trained school personnel or by a student himself/herself for approved therapeutic or safety purposes for which devices were designed and, if applicable prescribed. Specifically allowable mechanical restraints may include:
   
   a. Mechanical supports used to achieve proper body position, balance or to allow greater freedom of mobility.
   b. Mechanical devices that can enhance the safety and/or participation in the inclusive settings (e.g., chair with belt to stay in the lunchroom at a table with other students).
   c. Vehicle safety restraints when used to transport and when necessary.
   d. Orthopedically prescribed device.

**Behavioral Intervention Strategies**

Grand Forks Public Schools has identified a number of proactive measures. These measures minimize the need for physical restraint or seclusion to respond to dangerous behavior. This list is not thought to be exhaustive of every type of positive measure used by staff to de-escalate, manage behaviors, and/or prevent disruptive situations:

1. **Behavioral Intervention Strategies (BIS).** Behavior Intervention Strategies implemented as a part of a school-wide program of positively stating behavior and proactive environmental controls (e.g., monitoring the halls between classes). Positive Behavioral Intervention Strategies (PBIS), a specific program designed to assist schools in their pursuit of analyzing and remediating negative behavior can be considered one programmatic means to address behavior; however, behavior intervention strategies are not limited to this system. In addition, the PBIS program, as well as any other behavior intervention strategies, through data collection, may help track students who may have a potential to act out and analyze means to remediate the explosive behavior supports for the specific student.

   a. Conduct a school-wide search of students in need of BIS because of past incidents of dangerous behavior or the potential to engage in such behavior in the future; and
   b. Train staff on identifying the need of BIS and on implementing these interventions once established, and
   c. Develop a BIP for identified students. This plan should, at a minimum, identify environmental triggers that cause the student to engage in dangerous behavior, include procedures for diminishing or removing such environmental factors, list staff activities and interventions that will be used to maintain appropriate behavior and respond to inappropriate behavior, and contain an overview of self-regulating techniques on which the student will be trained; and
   d. Involve parents/guardians in the development of the BIP and receive their consent on the document. In the case of mentally or physically disabled students, BIS, if necessary, should be addressed in the BIP, IEP, 504 Plan, or other plan.

2. **Response to Interventions- behavior (RTIb).** This plan is a tiered approach to behavioral symptoms and has resulted in a systematic plan for behavioral interventions. This term exists synonymously with PBIS.

3. **Behavior Intervention Plan (BIP).** This plan is in conjunction with, but not limited to, students on an IEP. The plan specifically addresses the targeted behaviors, the explosive behavior supports for the specific student, and the actions taken at each step of misbehavior. Consequences and student learning opportunities can include, but are not limited to, point sheets, level systems, social skills class, and the teaching of coping skills, time-out space, and school suspension. This plan also identifies triggers and environmental factors that will be used to maintain appropriate behavior. The parent/guardian, ideally, is involved in the plan and it must be updated at least one time per year.

4. **Functional Behavior Assessment (FBA).** The Functional Behavioral Assessment addresses the antecedents, behavior, and function of the behavior. This plan looks at all aspects of the student's environment and works...
as an impetus for the behavior plan or IEP. A FBA provides the foundation necessary to create an appropriate support plan for the student.

5. **Crisis Prevention and Intervention.** Crisis Prevention and Intervention (CPI) is a research-based system used to train staff in dealing with problematic behaviors ranging from simple referrals to crisis situations. This program focuses primarily on de-escalation as well as teaching safe restraints for the more dangerous behaviors. The focus of Crisis Prevention and Intervention is for safety, security, and welfare of all students and staff.

6. **Social Skills and Coping Skills Training.** This is the training of appropriate behaviors to enhance social function and behavioral training to modify conduct. These skills should be taught in a one-to-one or small group setting and reinforced in the regular school environment as they occur.

7. **Assessment.** An evaluation will be conducted to gather needed information for appropriate and effective programming. Evaluators could include, but are not limited to, a coordinator, case manager, school psychologist, clinical psychologist, medical physician, and/or counselor.

8. **Level Systems.** This is a highly structured system where there are clearly stated expectations that must be monitored throughout the school day. The student must demonstrate the ability to utilize appropriate behaviors at a prescribed level of proficiency in order to move from a more restrictive environment to a less restrictive environment and can be given the opportunity to earn privileges through responsible behavior. The student will have access to the general education curriculum while working through the level system.

**Prohibitions**

Grand Forks Public Schools prohibits district employees, contractors, volunteers, and other individuals serving or working in any capacity for the District from use of any form of restraint and/or seclusion on students except when the following conditions are met and then only in compliance with this policy:

1. An emergency situation necessitates the use of physical restraint or seclusion to control violent, disturbed, or depressed behavior which may immediately result, or has resulted, in harm to that person or other persons (or to control behavior that has or may immediately result in extreme or extensive damage to property. Restraint or seclusion may also be used when authorized by a parent/guardian-approved plan such as, but not limited to, BIP, IEP, 504 Plan, or other plan.

2. The use of restraints when there is no immediate harm or risk to self or others or has not resulted in harm to student or others. The exception of this may be warranted if a district staff member is attempting to obtain possession of a weapon or other dangerous object within the control of a student, is attempting to stop a physical altercation between the student and another individual, or is acting in self-defense and inadvertently causes harm to the student in the process.

3. Use of restraint or seclusion when not authorized by a parent/guardian-approved plan.

4. When behavior does not pose an immediate risk of extensive or extreme damage to property.

5. Restraint or seclusion that impedes breathing, the ability to communicate, or may harm a child.

6. The use of restraint or seclusion as the only or primary discipline plan.

7. The use of restraint or seclusion when not approved by the parent/guardian.

8. The use of restraint or seclusion as a behavioral intervention when behavior does not pose an immediate risk of harm or has not resulted in harm to the student or others.

9. Any mechanical restraint used must be agreed upon as a school team and it must have a specific safe and beneficial function for the child’s well-being in school.

10. Drugs or medication to control a child except as authorized by and administered in accordance with a qualified healthcare professional.

11. The use of restraint and seclusion interventions simultaneously except when used as a necessary, temporary means (e.g., to evacuate a classroom and restrain a secluded student who exhibits destructive behavior).

12. Physical restraint or seclusion for longer than when the dangerous behavior has subsided or longer than prescribed by the parent/guardian-approved plan.
**Guiding Principles**
The guidelines provided in this section will assist in making disciplinary decisions where students may be disruptive and/or potentially dangerous.

1. Self-injurious behavior can be avoided by teaching de-escalation. Restraints after the appropriate steps have been followed may be deemed necessary because of safety and according to documentation on the IEP, building-level support plan, or other formal documentation.

2. Physical restraint and seclusion will occur only as long as there is a danger of injury, and then usually only for a matter of minutes. A visual representation of a weapon may require a staff member to remove a weapon or restrain an individual so that the act is interrupted whereby students are kept from harm.

3. The adult staff must have visual supervision of the student in seclusion at all times. When the student goes into seclusion, the crisis team must be contacted and the incident needs to have commensurate documentation. The reason for the action and alternate interventions must be documented and shared with the IEP team.

4. Procedures will be followed according to individual plans and as deemed important to the safety of the student and according to predetermined behavioral standards.

5. The planned programming will include documentation and reporting of seclusion and/or restraints.

6. Law enforcement will be used when all other resources have been exhausted and when it is in conjunction with the specially designed behavior plan.

7. Grand Forks Public Schools’ staff will never use mechanical restraints to restrict a child’s freedom of movement. As well, schools should never use a drug or medication to control behavior or restrict freedom of movement.

8. Repeated use of restraint or seclusion will result in a review of the student’s current plan. The team will convene to determine revisions.

9. Staff will continually monitor a student that is placed in seclusion or restraint.

10. The length of time for a seclusion or restraint will not be an extended time. This may vary according to age and disability category. No matter the disability or age, restraint or seclusion will be kept to a limited time.

11. The room for seclusion must be visible and absent of items that are pointed or that could be used as a weapon. The room cannot be locked.

12. Whenever a person is placed in seclusion or restraint, the building principal or administrator must be made aware of the action. This building principal or administrator will determine whether the action was necessary. The building principal or administrator and child’s team will determine other interventions to reduce the likelihood of a reoccurrence of problematic, out-of-control behavior.

13. An administrator will investigate any time a student may have been harmed during restraint or seclusion to determine appropriateness of the restraint based upon the child’s individual needs. When an IEP is in place, the adult must be knowledgeable of the plan outlined in the IEP or in a behavior plan written into a building-level plan. The staff must follow that plan.

14. All staff who perform restraint must be trained in CPI.

15. At a minimum, two staff members should be on hand when a physical restraint or seclusion is used. One person may act as a witness to document the incident and activities of the restraint. In a physical restraint, it is recommended that a third person is present.

16. The District requires a staff member to continually monitor a student who is restrained or placed in seclusion.

17. The seclusion site is safe and free from any objects that the child could use to harm himself/herself. If the school building does not have such a room or area, alternative interventions must be used. There can be doors on these sites as long as the student can be seen or monitored within the area.

18. The plan has been approved by a qualified, licensed specialist and by a team of adults, including the parent/guardian.

19. When the behavior that results in seclusion and or restraint is reoccurring, the team must meet to generate further ideas. Any interventions that need to be frequently repeated are considered ineffective. At this point,
Interventions for Foreseeable Physical Restraint or Seclusion

When a foreseeable need for physical restraint or seclusion is identified, Grand Forks Public Schools’ staff shall determine the appropriate physical restraint or seclusion intervention based on, at a minimum, the following criteria:

1. Behavior at issue.
2. Age of the child.
3. Whether a proposed intervention would violate restraint or seclusion interventions prohibited by policy. Such interventions shall not be used.
4. The child’s needs.
5. Terms of the child’s BIP, IEP, or 504 Plan.
6. Whether staff has received appropriate training in the intervention proposed.
7. Number of staff needed to administer the intervention. At a minimum, two staff members should be on hand when physical restraint or seclusion is used, one to witness implementation of interventions.
8. Whether a staff member will be available to continually monitor a student who is restrained or placed in seclusion. The District requires continuous monitoring of a student placed in seclusion.
9. If seclusion is the recommended intervention, whether the school has a seclusion area free from any objects that the child could use to harm himself/herself. If the school does not have such a room or area, alternative interventions must be used.
10. Whether the proposed interventions have been reviewed and approved by a qualified, licensed or education specialist such as, but not limited to, a therapist, an individual certified in special education, or psychologist. The District recommends receiving this approval to ensure the proposed physical restraint or seclusion intervention does not substantially depart from accepted professional judgment, practice, or standards.
11. A review of physical restraint or seclusion interventions used to respond to the child in the past. Any interventions that were ineffective should be modified using above criteria.
12. Whether parents/guardians have authorized the proposed physical restraint or seclusion intervention. Such authorization is required and should be documented in the student’s plan.

Interventions for Unforeseeable Restraints or Seclusion

When a student engages in unforeseen dangerous behavior (i.e., dangerous behavior that is not covered by the BIP, IEP, or 504 Plan, or when there is no plan), trained staff members shall:

1. Implement physical restraint or seclusion interventions if there is compliance with all prohibitions contained in this policy,
2. Respond in at least a team of two,
3. Consider the age of the child and his/her individual needs when determining the appropriate intervention method, and
4. Take necessary measures to ensure the safety of the student including continuous monitoring of the student placed in the restraint or seclusion.

Staff who administer restraint or seclusion under these circumstances are subject to administrator notification and reporting requirements contained in this policy. Student engagement in unforeseen dangerous behavior shall be reviewed to determine the need for a BIP, IEP, or 504 Plan.

Staff Training Requirements

Grand Forks Public Schools will provide training to appropriate staff in physical restraint and seclusion and shall, at a minimum, provide a copy of this policy to all appropriate staff. Only trained staff members should implement physical restraint or seclusion interventions. School personnel will receive training on school policies and procedures for timely reporting and documentation of all instances in which restraint or seclusion are used.
If a trained staff member is unavailable in a situation necessitating the use of restraint or seclusion as defined by this policy, the untrained staff member should contact a trained staff member to seek assistance. If the urgency of the situation prohibits contacting a trained staff member or if the seclusion intervention complies with all prohibitions contained in this policy and in the BIP/IEP/504 or other plan, the untrained staff member may take necessary measures to ensure the safety of the child. Staff who administer restraint or seclusion under these circumstances are subject to administrator notification and reporting requirements contained in this policy and established by the District. The Administrator shall ensure that the staff named are debriefed after the incident and arrange for the staff member to receive training on physical restraint and seclusion if deemed appropriate.

Grand Forks Public Schools supports The Crisis Planning and Interventions Company (CPI) as research-based intervention for teachers. The following staff training will occur:

1. Grand Forks Public Schools will maintain a cohort of certified CPI instructors who will provide training to staff.
2. Building administrators will appoint a Crisis Intervention Team in each building. The team members must participate in CPI training and keep their certifications current.
3. All teachers will receive a copy of the district policy pertaining to seclusion and restraint. The building administrator is responsible to share this information with staff members at the beginning of each school year.
4. Teachers working in contained, special education classrooms where there is a likelihood of needing to intervene in a physical manner will be trained on an every two-year basis. Other teachers who choose, or are likely to be in a position to encounter disruptive students, will be trained and recertified every three to five years. Trained personnel will be tracked and logged at the district office to ensure all schools have trained personnel.
5. Untrained staff members must contact a CPI-trained staff member to seek assistance.
6. The crisis team will be made up of staff who are certified and appointed by building administrators. The crisis team will include regular education and special education staff. This will maintain a commitment to proactive planning on the use of crisis prevention and intervention strategies and promote CPI regulations within the building.

Documentation, Notification, and Re-Evaluation
Any time restraint or seclusion is used, the school staff members who are administering the intervention should document it using the district’s restraint or seclusion reporting form and submit it to the building administrator as soon as practical. An administrator or designee shall attempt to contact the student’s parent/guardian and document this contact as soon as practical. The building principal or designee shall determine if the seclusion or restraint is necessary and compliant with this policy; determine the appropriate duration of the physical restraint or seclusion, not to exceed the length of the school day, and shall, at a minimum, issue his/her decision in writing. The CPI team will review this data and report to the Director of Special Education and to the Assistant Superintendent.

Whenever a student is placed in seclusion or restrained, the intervening staff member shall contact the building principal or designee as soon as practical. The building principal or designee shall:

1. Decide if the seclusion or restraint is necessary,
2. Determine the actions compliance with this policy, and
3. Clarify the appropriate duration of the physical restraint or seclusion, which should not exceed the length of the school day.

Parent/Guardian communication shall occur to inform them of the restraint or seclusion intervention. If a parent/guardian cannot be reached, the administrator should document a description of his/her notification attempts. This notification requirement may only be waived if the parent/guardian agreed in writing to this waiver in the student’s BIP, IEP, or 504 Plan and if the restraint or seclusion intervention used was part of the student’s plan.

School administration shall monitor the number and content of restraint and seclusion reporting forms that are received. If restraint or seclusion is used repeatedly, used multiple times with the same classroom, or used multiple times by the same individual, the District shall review the student’s plan to determine the effectiveness of current intervention strategies and shall assess any implicated staff members in need of more training.

The crisis team in each building will review the plan at the end of the year and will report the number of seclusions and restraints used within the building during that school year.
The following statement will be contained in the school handbook:

“As a part of the emergency procedures in place in our schools, any student who poses an imminent risk of injury to himself/herself or to others may be physically restrained and/or placed in seclusion by school staff in accordance with Crisis Prevention and Intervention policies. These can occur along with other emergency actions such as Resource Officer Interventions. Significant violations of the law including assaults on students and staff will be reported to the police. Parents/Guardians will be informed as soon as possible after any such incident.”

**Debriefing**
Staff and parents/guardians will need to calm down and debrief after an incident. During this time, teachers should refer to the plans that are in place and reflect upon the situation.

For individual children, data should be periodically reviewed to determine whether there are strategies in place to address the dangerous behavior and if the strategies attempted in the past are effective in remediating disruptive behavior.

**Supervision, Oversight, and Review**
If restraint or seclusion is used, the child should be continuously and visually observed and monitored while he or she is restrained or placed in seclusion. Monitoring should include a procedural checklist and record keeping procedures. The team or building principal will notify the parent/guardian and documentation of this communication (does not need to sign) will be included in a report, data on the frequency of the use of restraint and seclusion of all children will be reviewed periodically.

**Policy Violations**
District staff who violates this policy will be subject to disciplinary action, up to and including termination, in accordance with laws and district policies, and if applicable, the Teacher Negotiated Agreement.

*Adopted 6-10-13*
*Legal Reference: NDCC 25-01.2*

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Policy 5640

Health

Child Abuse and Neglect Reporting

1. Any school employee who has knowledge of or reason to suspect child abuse or neglect will report this to the Grand Forks County Social Services immediately. Employees shall inform their building principal when filing a report.

2. The report of child abuse or neglect can be made orally, however, a written report should follow within 48 hours. Written reports will be sent to Grand Forks County Social Services.

3. Written reports should be made on the appropriate form (SFN 960) that is available from the principal, counselor or social worker in each building or from Grand Forks County Social Services.

Child Abuse and Neglect Investigations

When reports of child abuse and/or neglect involve pupils, the investigating social worker or law enforcement personnel is to be requested to confer with the pupil at a time when he/she is not under the jurisdiction of the school, if this can be arranged. When it is deemed essential to confer with a pupil during school hours, the following conditions must be met:

1. The social worker or law enforcement personnel are properly identified.

2. Permission from a school official is given.

3. Pupil(s) are removed from the classroom by school personnel only, to protect the privacy of the pupil(s) involved.

4. Student will have the option to have a representative of the school who is familiar to the student available when being interviewed by the social worker or law enforcement officer.

Adopted 11-8-83
Amended 12-8-92, 11-9-93, 12-12-00
Legal Reference: NDCC 50-25.1-03

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**Policy 5650**  
(See also Policy 4107)

**Significant Infectious Disease**

**Education**

1. **Students**

   The intent of the instructional program on significant contagious diseases is to provide information about the diseases, methods of transmission, the means of protecting against contracting the diseases in an institutional setting, and prevention appropriate to specified grade levels. Instruction will begin in grade K and continue through grade 12.

   Appropriate curriculum will include scope and sequence to assure that all students receive age-appropriate education. The Assistant Superintendent of Teaching and Learning is charged with recommending revisions in the program to the school board to update and modify the curriculum, as new information about significant contagious diseases is made available. Any curriculum and materials developed for use in this program will be approved for medical accuracy by the Department of Public Instruction and/or the State Department of Health according to the guidelines furnished by the Center for Disease Control.

   Prior to the start of the student instructional program, and at any time thereafter, parents and guardians of students who will be involved with the curriculum and materials will have an opportunity to preview the curriculum and materials in a specific program being presented. Thereafter, any parent or guardian may review the curriculum and materials at any time including any revisions in the program to update and modify the curriculum, as new information about significant contagious diseases is made public.

   The school district, prior to teaching significant contagious disease prevention education in any classroom, will conduct for the parents and guardians of the students involved, during weekend and/or evening hours, at least one presentation concerning the curriculum and materials that will be used for such education.

2. **Employees**

   On an annual basis, all employees of the school district will receive appropriate training, which addresses all learner outcomes of the significant contagious disease prevention education program. The training will be presented by a health professional or someone specifically trained in education for the prevention of significant contagious diseases. Training will include the proper use of universal precautions.

   Those employees designated to teach significant contagious disease prevention to students will receive additional in-service from qualified health education professionals.

3. **Independent Contractors**

   All independent contractors performing services for the district will receive a brochure concerning significant contagious diseases upon entering into a contract with the district. The brochure shall contain information regarding the transmission of significant contagious diseases in an institutional setting, the means of protecting against contracting the diseases in an institutional setting, and the use of universal precautions.

**Confidentiality**

No employee or official of the Grand Forks School District may inform any individual of an affected individual's infection. No employee or official may release any information to the public either confirming or denying the presence within the institutional setting of a person who has contracted a significant contagious disease. All information given to employees or officials of the district by an affected person, his/her parent(s)/guardian(s), or personal physician shall remain confidential.

**Attendance, Employment, and Contracts**

No person may be denied admission as a student, a contract as an independent contractor, or employment solely because he/she has, or he/she is perceived to have, a significant contagious disease. The personal physician of the affected individual (except as provided below) shall be the sole decision-maker as to whether the individual constitutes a public health threat or has the ability to continue in school and perform his/her duties. The school district reserves the right to request a second opinion. Admission may be denied pursuant to section 28-07-16 N.D.C.C.

When a student's personal physician or, in the case of a student who is defined as disabled under the Education for All Handicapped Children Act or NDCC Chapter 15.1-32, the multi-disciplinary team determines that the student is unable to participate in regular classroom activities, either reasonable accommodations, special provisions, or an individualized education program will be provided. The superintendent shall establish procedures for the development of special provisions.
When an employee's, prospective employee's or independent contractor's personal physician determines that the employee, prospective employee or independent contractor cannot perform his/her duties, the district will consider and implement reasonable accommodations to allow the affected individual to become or continue as an employee or contract or continue an existing contract as an independent contractor.

**Universal Precautions**
The Grand Forks School District will use universal precautions as standard procedure in the care and maintenance of school property and in administering first aid or otherwise handling emergencies.

**Designation of Spokesperson**
The superintendent is designated as the person to receive information concerning the status of students, employees, and independent contractors from their physicians. The superintendent shall report reportable diseases as required by section 23-07-02 N.D.C.C. The superintendent shall be the official spokesperson for the institution when information concerning an affected individual becomes public and may not delegate this duty. The superintendent shall develop procedures that protect against possible breaches of confidentiality. The superintendent may request assistance from the Department of Public Instruction or State Department of Health in developing a plan for conflict resolution.

**Discrimination**
It shall be a violation of school policy for any student, employee, or official to harass or discriminate against any affected individual within the institutional setting on the basis of having been diagnosed as having a significant contagious disease(s). No harassment or discrimination will be tolerated in any school building, at any school function, or on any school property.

**Definitions**

1. "Affected person," "affected individual," or "affected student" means an individual who has been diagnosed by a physician as having contracted a significant contagious disease.
2. "Decision maker" is the affected person's personal physician. However, whenever an affected student is also disabled as defined under the Education for All Handicapped Children Act, 20 U.S.C. 1401(a)(1) or the North Dakota Century Code Chapter 15.1-32, the decision-maker is the multidisciplinary team provided for under subsection 4 of North Dakota Century Code Section 15.1-20-02(1.)(d.).
3. "Employee" means all persons employed by the institution including faculty, maintenance, and administrative personnel.
4. "Governing body" means the school board.
5. "Independent contractor" means any person or entity who is free of control or direction over performance of the service provided both under the contract and in fact, who renders service outside the ordinary course of business or outside of the place of business of the contractor and who is engaged in an independently established trade, organization, profession, or business.
7. "Institution" means this school district.
8. "Reasonable accommodations" is as defined by subsection 16 of North Dakota Century Code section 14-02.4-02 or U.S.C. 794.
9. "Significant contagious disease" includes cytomegalovirus (CMV), hepatitis B (HBV), and human immunodeficiency (HIV) infection. The local board of health or the state health officer may determine that other diseases are significant contagious diseases.
10. "Special provisions" are individually tailored education decisions designed to meet the needs of students requiring unique accommodations to ensure an educational opportunity. Special provisions are directed to students not covered by an individualized education program.
11. "Universal precautions" means protecting one's self from exposure to blood or other body fluids of any other individual.

Adopted 2-11-86
Amended 1-10-95, 1-12-04, 3-11-09, 10-13-14
Legal Reference: USC 29, Section 794 and Section 504 Rehabilitation Act of 1973; NDCC 23-07-16; NDCC 23-07-16.1; NDCC 23-07-02; N.D. Adm. C. 33-06-05.1-02; N.D. Adm. C. 33-06-05.2-01

(Note: The language in this policy relating to the individuals physician being the sole decision maker, etc., is problematic but the language follows N.D. Adm. C. 33-06-05.2-01. It could potential conflict with NDCC 23-07-16.)
Policy 5660
(See also Policy 4660)

Sexual Harassment
It is the policy of the Grand Forks School District to maintain a learning and working environment that is free from sexual harassment. The school district prohibits any form of sexual harassment.

It shall be a violation of this policy for any student or employee of the Grand Forks School District to harass a student or an employee through conduct or communication of a sexual nature as defined by this policy.

The school district will act to investigate all complaints, either formal or informal, oral or written, of sexual harassment and to discipline any student or employee who sexually harasses a student or employee of the school district.

Sexual Harassment Defined
A. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other oral or physical conduct or communication of a sexual nature when:
   1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
   2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
   3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or education environment.

Any sexual harassment as defined when perpetrated on any student or employee by any student or employee will be treated as sexual harassment under this policy.

B. Sexual harassment may include but is not limited to:
   1. verbal harassment or abuse;
   2. subtle pressure for sexual activity;
   3. unwelcome touching, such as patting, pinching, or intentional brushing against another's body;
   4. demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
   5. demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status.

Reporting Procedures
Any person who believes he or she has been the victim of sexual harassment by a student or an employee of the school district, or any third person with knowledge or belief of conduct which may constitute sexual harassment should report the alleged acts immediately to an appropriate school district official as designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office.

A. In each school building, The building principal is the person responsible for receiving oral or written reports of sexual harassment at the building level. The principal will investigate and deal with all student-to-student complaints immediately. Upon completion of the review the principal will send a report to the district human rights officer. Upon receipt of a student - teacher, teacher - teacher, or other building employees report, the principal must notify the district human rights officer immediately without screening or investigating the report. A written report will be forwarded simultaneously to the human rights officer. If the report was given orally, the principal shall reduce it to written form within one working day and forward it to the human rights officer. Failure to forward any sexual harassment report or complaint as provided herein will result in disciplinary action. If the complaint involves the building principal, the complaint shall be filed directly with the district human rights officer.

B. District-wide. The school board hereby designates the Human Resources Manager as the school district human rights officer to receive reports or complaints of sexual harassment from any individual, employee, or victim of sexual harassment and also from the building principals as outlined above. If the complaint involves the human
rights officer, the complaint shall be filed directly with the superintendent. The school district shall conspicuously post the name of the human rights officer, including a mailing address and telephone number.

C. Submission of a complaint or report of sexual harassment will not affect the complainant's future employment, grades or work assignments.

D. Use of formal reporting forms is not mandatory.

The school district will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the school district's legal obligations and the necessity to investigate allegations of harassment and take disciplinary action when the conduct has occurred.

**Investigation and Recommendation**

By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging sexual harassment, shall immediately authorize an investigation. This investigation may be conducted by school district officials or by a third party designated by the school district. The investigating party shall provide a written report of the status of the investigation within ten (10) working days to the superintendent of schools, the human rights officer, and to the parties involved.

In determining whether alleged conduct constitutes sexual harassment, the school district should consider the surrounding circumstances, the nature of the sexual advances, relationships between the parties involved, and the context in which the alleged incidents occurred.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In addition, the school district may take immediate steps, at its discretion, to protect the complainant, students, and employees pending completion of an investigation of alleged sexual harassment.

The school district human rights officer shall make a written report to the superintendent or the superintendent's designee upon completion of the investigation.

**School District Action**

A. Upon receipt of a recommendation that the complaint is valid, the school district will take such action as appropriate based on the results of the investigation including warning, suspension or immediate discharge of an employee or probation, suspension, expulsion, of a student to end sexual harassment and prevent the recurrence.

B. The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district. The report will document any disciplinary action taken as a result of the complaint.

**Non-harassment**

The school district recognizes that not every advance or consent of a sexual nature constitutes harassment. Whether a particular action or incident is a personal, social relationship without a discriminatory employment effect requires a determination based on all the facts and surrounding circumstances. False accusations of sexual harassment can have a serious detrimental effect on innocent parties.

Adopted 6-23-92
Amended 11-24-92, 1-12-99, 10-13-14
Legal Reference: 42 U.S.C. 2000 Title 7; 20 U.S.C. 1681 Title 9; NDCC 14-02.4-02(4); NDCC 14-02.4-03

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Policy 5661  
(See also Policy 4661)

Non-Discrimination on the Basis of Disability

The Grand Forks School District will make reasonable modifications and accommodations so that no person is denied benefits or services, or excluded from activities because of any disability.

The term “disability” includes any physical or mental impairment that substantially limits one or more of the major life activities. The definition includes not only those individuals whose condition meets the definition of disability, but also those who have a record of such an impairment or who are regarded as having such an impairment.

The Superintendent is charged with implementing this policy in the most economical manner that will eliminate any denial of benefits, services, or participation in activities.

*Adopted 11-24-92  
Amended 1-13-03, 11-23-15  
Legal Reference: Americans With Disabilities Act of 1990, As Amended; NDCC 14.02.4

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Compliance with Non-Discrimination Statutes
In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX Regulation Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and all other Federal, state, school rules, laws, regulations, and policies, the Grand Forks Public School District No. 1 shall not discriminate on the basis of sex, age, race, color, national origin, religion, or handicap in the educational programs or activities which it operates.

It is the intent of the Grand Forks Public School District No. 1 to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations, and operations. Grievance procedures for Title IX and Section 504 have been established for students, their parents, and employees who feel discrimination has been shown by the school district.

Specific complaints of alleged discrimination under Title IX, Title VI, and Section 504, should be referred to:

Human Resources Manager
Title IX Coordinator

Assistant Superintendent of Teaching and Learning
Title VI Coordinator - Section 504 Coordinator

Grand Forks Public School District No. 1
P. O. Box 6000
Grand Forks, ND 58206-6000
Ph. (701) 746-2200

Complaints can also be filed with the Office of Civil Rights:

Office for Civil Rights, Kansas City Office
U.S. Department of Education
8930 Ward Parkway, Floor 2, Suite 2037
Kansas City, MO 64114
(816) 268-0550
Fax: 816-823-1404
TDD: 816-823-1399

This concept of equal educational opportunity will serve as a guide for the school board, administration and staff in making decisions relating to employment of personnel, school facilities, intramural and interscholastic athletics, curriculum, activities and regulations affecting students and employees.

Compliance with Non-Discrimination Statutes - Grievance Procedure
In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX Regulation Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and all other Federal, state, school rules, laws, regulations, and policies, the Grand Forks Public School District No. 1 shall not discriminate on the basis of sex, age, race, color, national origin, religion, or handicap in the educational programs or activities which it operates.

Any person who believes any specific class of individuals to be subjected to discrimination may file a complaint as outlined below. A complaint must be filed no later than 180 days from the date of the alleged discrimination, unless the time for filing is extended by the responsible official or his/her designee.

Complaint Procedure
Any student or employee of Grand Forks Public School District No. 1 may file a complaint alleging discrimination in any of the programs or activities of the school district as follows:

1. An oral complaint may be informally filed with the department chairperson or immediate superior of a complaining employee, or
2. A formal written complaint may be filed with the principal of the building in which the discrimination occurred, or
3. A formal written complaint may be filed with the appropriate officer who has been designated as the person responsible for coordinating the efforts of the Grand Forks Public School District No. 1 to comply with Title IX, Title VI, and Section 504, including the investigation of complaints alleging noncompliance as follows:
Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.
Policy 6000

General Policy Statement
The Board, in its relationship with the instructional program, will support and supplement the efforts of the administration. Through this relationship, the board plans to make its greatest contribution to education in the Grand Forks community.

How school is to be taught is the prerogative of the administration. The board is to provide for learning expectations, the needed equipment, materials of instruction, and such other facilitating items as may be required.

The board supports the staff's continuing efforts to improve the instructional program.

Finally, and of extreme importance, the administration shall present to the board evidence that the students are meeting or are not meeting the established goals of the school district and the North Dakota Department of Public Instruction. It is clear that factual evidence of the productivity of our schools is the board's best device for evaluating the educational system and for guiding improvement efforts.

Adopted 6-4-68
Amended 1-14-97, 1-13-03

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

Policy 6110

Education Services to Limited English Students
Grand Forks Public Schools will provide the appropriate educational services allowing all students enrolled to achieve success. Students are guaranteed equal educational opportunities despite different racial, cultural, or language backgrounds. Students who have been identified as lacking the necessary language proficiency to achieve in the classroom because of a non-English language background will be provided necessary services.

The district will ensure that students are provided the appropriate educational services through a district plan that specifically outlines identification, assessment, services, personnel, and parent involvement. The plan shall describe the process of identification of students who are Limited English Language Proficient (LEP) or English Language Learners (ELL) that is consistent with state and federal requirements. It shall include the participation of identified students in state assessments such as those used to measure English language proficiency and academic achievement. The plan shall include the instructional model chosen, method of developing individualized language plans, and an assurance of the oversight of a licensed and endorsed (ELL or bilingual) teacher in assessment, instructional planning, and parent communication.

Parents or guardians of the student shall be notified upon identification and be informed of student's needs, services available, annual progress in English, and academic achievement. Parents or guardians shall be communicated with, to the extent practicable, in the language they can understand.

Adopted 3-11-09
Amended 10-13-14
Home Education Instruction
The Grand Forks School District acknowledges the right of a parent to provide their own child’s education in a home-based setting as provided in N.D.C.C. Chapter 15.1-23. The Statement of Intent required by N.D.C.C. Section 15.1-23-02 shall be filed with the district’s Superintendent or designee.

Students who are being home-educated are eligible to participate in individual classes within the Grand Forks School District curriculum and in all extracurricular activities on the same basis as students who are enrolled in the Grand Forks Public Schools.

The parent of any student seeking to transfer from home-education to the Grand Fork Public Schools will provide the district with all records concerning the courses taken by the child and the child’s academic progress assessments that the parent has maintained according to law. These records, along with those of the standardized achievement tests that have been filed with the district, will be considered in placing the child in appropriate classes. Students who arrive without transcripts or other educational records which would indicate proper placement, will be given standardized tests in the basic skills areas within three weeks of enrollment to facilitate proper placement.

Students thought to be individuals with disabilities as defined by PL94-142, Section 504, and/or North Dakota law will be referred for testing and will receive an assessment within 30 days of the time the child was referred.

The Grand Forks School District grants diplomas only to those students who have completed the Grand Forks Public Schools graduation requirements as described in district Policy 6160. In addition, to be diploma-eligible, students must be enrolled at the high school during their last semester prior to graduation.

To receive credits for courses completed through home education, the student’s parent or legal guardian must provide the Grand Forks Public Schools with the following:

- An outline of the course material covered in each subject,
- A list of the course objectives,
- A written description on how the course objectives were met, and
- A transcript of the student’s performance in grades.

If any of the four items of required documentation is unavailable, the Grand Forks Public Schools may evaluate whether other reasonable proof is acceptable for the student to meet applicable requirements for high school graduation.

Adopted 3-24-98
Amended 11-12-01, 1-13-03, 3-11-09
Legal Reference: NDCC 15.1-23
Policy 6115

**Dual Credit**

It is the belief of the board that any student in grade 10, 11, or 12 who is capable of, and wishes to do, college-level work while in high school should be permitted to do so and given assistance in enrolling in advanced courses. The Grand Forks School District will participate in the Post-Secondary Enrollment Options Program allowed by North Dakota law. The superintendent or designee is authorized to enter into agreements with post-secondary institutions to count post-secondary courses toward high school graduation and to provide post-secondary courses in the high school.

Any sophomore, junior, or senior whose admission to a college-level course is recommended by a counselor or principal may enroll in a course at any of the eligible institutions for post-secondary credit. Permission from the superintendent or designee will be required to apply the course toward high school graduation requirements. The superintendent or designee shall develop criteria for approval of courses.

In addition to allowing students to enroll in college-level courses taught at post-secondary institutions, the district may offer courses that qualify for dual credit in cooperation with eligible institutions. Students enrolled in these courses may apply to the post-secondary institution for dual credit. Information about the requirements set forth by the post-secondary institution will be available from counselors and the teachers of the qualified courses.

*Adopted 2-8-10*

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Policy 6144

Controversial Issues - Appropriateness of Issues - Bible Reading - Meditation - Prayer

In view of the importance attached to the free exchange of ideas in the United States, the consideration of issues on which there is public disagreement deserves a significant place in our educational process. Classroom treatment of controversial issues is generally accepted as an important part of education for effective citizenship. In fact, it is difficult to conceive of the American schools doing anything other than what they have always done -- handling issues on which there is a difference of opinion as a part of the normal day-to-day operation in a school.

A controversial issue is a topic or problem on which there are differences of opinion. A controversial issue arises when different interpretations are given to a particular set of circumstances. Although there may be disagreement over facts, an issue usually becomes controversial because of values, which are applied to the facts. Such issues will vary according to region, community, prevailing political, economic, and sociological climate and time.

Criteria for Determining Appropriateness of Issues for Classroom Treatment

1. The topic should be significant or related to a persistent problem, so that the information acquired about it will be of continuing usefulness. Significant issues are those, which in general, concern considerable numbers of people and/or are under consideration by the public.
2. The topic should be considered within the emotional, intellectual, and social capacities of the class.
3. There should be adequate and appropriate materials available which present all sides of the issue.
4. The issue should be of importance and interest to students.
5. The topic should be one, which the teacher can handle from both a personal and academic point of view.
6. The topic should be one, which is in harmony with the nature of the course of study and one, which is in keeping with the general aims of the district.

Rights and Responsibilities of Teachers

1. Teachers should realize that freedom to teach must not be construed to mean license to shock or to indoctrinate. Teachers must use careful professional judgment in deciding what issues will be discussed in their classrooms.
2. Teachers should have the right to express an opinion, providing the pupils understand it is the teacher's opinion and does not have to be accepted by the pupils as an authoritative answer.
3. It is the duty of teachers to teach students to arrive at decisions based on a rational examination of evidence rather than on an emotional reaction.
4. The teacher who handles controversial issues in the classroom according to the spirit of this statement of policy will have the support of the school administration and the school board.

Display of Religious Objects or Documents

Prior to displaying religious objects or documents, a request for such display must be reviewed in accordance with administrative procedures to determining whether a religious object or document may be included in a display within the District. Such display shall meet the following criteria:

1. It is not a permanent display.
2. The educational purpose of the display is clearly articulated in the request.
3. The cultural, legal, or historic significance of the religious document or object is clearly articulated in the request.
4. The influence that the religious document or object has had on the legal and governmental systems of the country or culture being studied is clearly articulated in the request.
5. The religious object or document is part of a larger display and is to be displayed in the same manner and appearance as other objects or documents in the display.
6. Nothing in the display shall call attention to the religious object or document apart from other objects or documents in the display.
7. The display is to be used as an illustration for purposes of the curriculum and is to be displayed in a classroom or library.

Recitation of Prayer - Period of Silence for Meditation

A student may voluntarily pray aloud or participate in religious speech at any time before, during or after the school day to the same extent a student may voluntarily speak or participate in secular speech. No restriction may be imposed on the time, place, manner, or location of any student initiated religious speech or prayer which exceeds the restriction imposed on student secular speech.

Compliance with Federal Guidelines

It is the policy of the school district not to prevent, or otherwise deny participation in, constitutionally protected prayer in the schools, consistent with the Guidance or Constitutionally Protected Prayer in public Elementary and Secondary Schools as promulgated by the U. S. Department of Education February 7, 2003, and applicable judicial decisions.
interpreting the religion clauses of the First Amendment of the U. S. Constitution, and this policy supersedes any other school district policy that is consistent with it.

Adopted 6-4-68
Amended 11-12-01, 1-12-04, 10-13-14
Legal Reference NDCC 15.1-06-17.1; NDCC 15.1-19-03.1
Policy 6145

Interscholastic Activities
The Grand Forks Public Schools participate in a comprehensive activities program for all boys and girls. Absences for activities shall be minimized as much as possible by the coach, teacher, and/or principal. All contests are held under the rules and regulations set forth by the North Dakota High School Activities Association and additional rules established by the Grand Forks Public Schools. Students participate in the following interscholastic activities: athletics, music, dramatics, debate, speech, and publications.

Board Endorsements
The board believes that it is the purpose of the interscholastic activities program to provide a variety of experiences to as large a number of students within the district as possible. On the elementary level, the board endorses the practice of intramural activities for grades 4 and 5.

On the middle school level, the board endorses the practice of a comprehensive and integrated interscholastic and intramural activities program for grades 6, 7, and 8.

At the high school level, the board endorses interscholastic and intramural activities programs for grades 9-12, which includes affiliation with the Eastern Dakota Conference.

Interscholastic Activities Philosophy Statement
Interscholastic activities shall be an integral and coordinated component of the school program. The activities program shall be administered by school authorities. Instruction will be provided by competent and qualified coaches to assure that desirable and definite educational goals are achieved.

The goals of the activities program include the promotion of physical, emotional, social, artistic, and intellectual growth of each participant. The highest standards of sportsmanship and ethical conduct will be adhered to by school administrators, coaches, parents, and students. The goals of the activities program include the promotion of physical, emotional, social, artistic, and intellectual growth of each participant. The highest standards of sportsmanship and ethical conduct will be adhered to by the school administrators, coaches, parents, and students. The school board will support staff and administrators who enforce sportsmanship rules at athletic and other competitive events, including evicting students or adults who violate the district policy.

Interscholastic activity programs will provide an opportunity for all students to participate. Each program will be structured in a manner that promotes the development of skills necessary to attain both individual and program goals.

Through participation in the interscholastic activities program, students will enhance their educational opportunities and develop these qualities that will enable them to be successful, contributing members of society.

Purpose Statement
The interscholastic activity programs sponsored by the Grand Forks Public Schools exist for the development of skills, positive attitudes, and self-esteem of students. The activity programs are intended to enhance the physical, social, emotional, artistic, and intellectual growth of the participants.

Coaches/directors assigned to train the students shall be skilled in the teaching of fundamentals of their particular activity. Coaches/directors shall be allowed to use their experience and personal coaching/directing methods as long as they are consistent with sound human relationships and regulations set forth by the North Dakota High School Activities Association. Coaches/directors shall communicate effectively with both the young people involved in the activity and the parents of those participants.

Parents are encouraged to be positive and supportive in their relationship with both the student/athlete and coach/director. Parents shall not attempt to persuade a coach/director on how to manage his/her program in any way. Parents who have a concern about a particular coach/director shall follow the policies of the Grand Forks Public Schools.

It is the intent of the interscholastic activities program to provide an opportunity for all students to participate. Participation in a particular program shall be fairly determined by the coach/director in each activity. Participation in practice sessions, team settings, and scheduled contests or performances shall be deemed as total participation in the program.

In organizing and operating each activities program, the coach/director shall develop a set of expectations and rules for each participant. The rules, goals, and expectations shall be shared with the participants and their parents. Criteria for post-season awards and varsity letters shall be developed by each coach/director. These criteria shall be shared with participants and their parents.
Although it is recognized that frequently the purpose of activity programs is to determine a winner, it shall not be the sole purpose of the participant's experience. Qualities such as the development of commitment, dedication, work ethic, time management, teamwork, competitive desire, leadership skills, decision-making skills, and goal setting shall be stressed. At no time shall the pressure to win be placed on a coach/director or the participants by the Board of Education, school administrators, parents, or any other outside interest. Experience on how to handle success and failure shall be part of the outcome from participation in any interscholastic activities program. Participants shall experience a sense of achievement and satisfaction as they strive to attain the established goals of the program. Teaching of fundamental skills, development of effective communication, establishment of respect of self and others, and demonstration of mature judgment shall be deemed more important than winning.

**Gender Equity**

The board shall recognize the importance of quality interscholastic activity programs which provide for equitable opportunities for both boys and girls. The guidelines set forth by Title IX legislation shall guide the district in assuring that equitable opportunities for student participation are adhered to based upon student interest and abilities. Student interests will be surveyed on a biennial basis. Results from this survey will provide the necessary data to provide direction in reviewing the district activities program. In instances where sufficient interest is indicated for the addition of a new activities program, the following procedures will be followed:

1. **State Sanctioning of an Activities Program** -- In the event that the NDHSAA sanctions a new activity, the school district will conduct a complete program review and financial analysis of the new activity. Upon completion of this review, the district will determine whether or not there is sufficient interest in adopting the activity into the existing activities program, based upon biennial surveys, club, and intramural participation.

2. If sufficient interest is indicated in a specific activity that is not sanctioned by the NDHSAA, the district will work in conjunction with other community agencies such as the park district, YMCA, and club organizations to support and develop opportunities for both boys and girls in programs that would adequately satisfy the student interest. The district will take steps to continue to actively encourage the sanctioning of additional sports by the NDHSAA.

3. In the event of financial cutbacks or restraints, the board shall follow guidelines set forth by Title IX regulations to ensure that any program reductions would provide equivalency for female and male athletes.

It is the express desire of the board that the superintendent and administrative staff schedule frequent conferences with coaches and directors to develop a constructive approach to interscholastic activity programs throughout the school system, and to maintain a program, which can be justified from an educational standpoint.

*Adopted 6-4-68*
*Amended 7-12-94, 1-11-00, 1-13-03, 1-12-04, 8-10-04*

[Return to Top]
**Policy 6151**

**Class Size**
It shall be the policy of the school board in planning for staff utilization to support staffing patterns, which most effectively utilize available personnel and promote the development of effective educational opportunities for the district's students.

Elementary schools will be staffed according to the ranges listed below. The school board prefers that primary class sizes be lower; and it realizes that intermediate classes may run higher and that the student/teacher ratio is a district average.

Instructional staff excluding administrators shall be included in the calculation of the teacher/pupil ratio.

Instructional staff is defined as certificated personnel whose time is devoted to instruction. Principals, speech therapists, counselors, librarians, and other specialized personnel, are not included.

Principals have the responsibility of assigning staff responsibilities and duties. Such determination shall be based upon guidelines and programs recommended and approved by the office of the superintendent.

**Guides for Determining Class Size**
The Assistant Superintendent of Teaching and Learning will inform principals of the anticipated enrollments and the staff allocations for various grade levels and departments. The school principal will be responsible for suggesting and developing an educational program within his/her individual building based upon the number of staff members allocated, the projected student enrollment, existing facilities and educational needs of his/her students.

Instructional staff members will be allocated whenever feasible based on the following ranges:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>16-20</td>
</tr>
<tr>
<td>4-5</td>
<td>18-22</td>
</tr>
<tr>
<td>6-12</td>
<td>15-25</td>
</tr>
</tbody>
</table>

The board may at any time suggest additional programs in the nature of providing specialized personnel, which may be implemented by their allocation of funds for such purposes. These personnel will not be included in the determination of a pupil/teacher ratio for the individual schools affected.

Principals have the primary responsibility for implementing and directing the program of education within their individual schools.

Such a guideline will place the responsibility of determining educational priorities and programs within the individual schools and in the hands of the various principals who are evaluated on the basis of the success of those programs.

*Adopted 6-4-68*
*Amended 11-9-93, 1-27-98, 1-26-99, 1-13-03, 1-10-05, 3-11-09*
*Legal Reference: NDCC 15.1-09-33*

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Policy 6160

Graduation Requirements

1. Graduation requirements are minimum standards. Students in Grand Forks Public Schools are encouraged to take additional courses during the regular school year and summer school sessions. Alternatives to the required courses for graduation, due to individual circumstances, can be substituted by the senior high principal and approved by the Assistant Superintendent of Teaching and Learning.

2. For the Class of 2012 and on, twenty-four (24) units of credit are required for graduation from both Central High School and Red River High School and shall include the following:

<table>
<thead>
<tr>
<th>Units of Credit</th>
<th>Subject</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English</td>
<td>English I, English II, English III, English IV - Literature/Composition</td>
</tr>
<tr>
<td>.5</td>
<td>Speech</td>
<td>Speech</td>
</tr>
<tr>
<td>3</td>
<td>Math</td>
<td>Algebra I or Introduction to Algebra I Conclusion, 2 Other Math courses</td>
</tr>
<tr>
<td>3</td>
<td>Science</td>
<td>Physical Science, Biology, 1 Other Science course</td>
</tr>
<tr>
<td>3</td>
<td>Social Studies</td>
<td>Global Education, U.S. History, Government/Economics</td>
</tr>
<tr>
<td>1.5</td>
<td>Physical Education</td>
<td>Foundations of Fitness, 2 Other PE courses</td>
</tr>
<tr>
<td>.5</td>
<td>Health</td>
<td>Health</td>
</tr>
<tr>
<td>8.5</td>
<td>Electives</td>
<td>Three credits of a foreign language or native American language, fine arts, or career and technical education is required.</td>
</tr>
<tr>
<td>24.0</td>
<td>Minimum credits required for graduation</td>
<td></td>
</tr>
</tbody>
</table>
Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.

5. For the 2011-2012 school year and on, students at Central High School and Red River High School in grades 9, 10, 11, and 12 will be required to be enrolled in a minimum of six (6) classes per semester.

6. The Grand Forks Public Schools grants diplomas only to those students who have completed the Grand Forks Public Schools' requirements. In addition, to be diploma-eligible, students must be enrolled at the high school during their last semester prior to graduation.

Adopted 1-14-86
Amended 11-24-92, 11-13-06, 9-10-07, 3-11-09, 1-11-10, 4-11-11, 11-23-15
Legal Reference: NDCC 15.1-21-01; NDCC 15.1-21-02; NDCC 15.1-21-02.1; NDCC 15.1-21-04, NDCC 15.1-21-27
I. **General Policy Statement**
   The Grand Forks School Board is legally responsible for the operation of the schools. The Board empowers the Assistant Superintendent of Teaching and Learning or the program director to delegate the selection of instructional resources to the certified staff. Therefore, certified staff within their teaching disciplines or grade levels shall recommend for purchase and use all types of media and instructional materials. (See Administrative Manual - Students - Instructional Materials.)

II. **Principles and Objectives of Selection**
   Furthermore, this district subscribes to the philosophies stated in the School Library Bill of Rights, and the statements as given by the National Council Teachers of English, and the American Library Association and Association of American Publishers. (See Administrative Manual - Students - Instructional Materials.)

   The selection of quality instructional resources is one of the most important tasks performed by school personnel. This selection policy, therefore, provides a procedure for maintaining a consistent quality of excellence in the resources used in the teaching-learning process including continuous evaluation of the resource collection. This policy and its procedures provide a mechanism for accomplishing the selection process.

   Instructional resources include all print and non-print materials used for the education of the student in the teaching-learning process. Materials may include:

   - **Textbooks** - Any manual of instruction or material supporting the approved curriculum. A book dealing with a definite subject of study systematically arranged, intended for use at a specific level of instruction, and used as a basic foundation for a given course of study.

   - **Media Collections** - Includes books, periodicals, newspapers, reference materials, pamphlets, CD’s, DVD’S, audio and video tapes, records, multimedia kits, programmed learning kits, slides, globes, maps, microforms, transparencies, classroom libraries, models, picture sets, games, graphic materials, computer software, local and global networks, human resources, and other print and non-print materials.

III. **Evaluation and Review of Existing Materials**
   In order to provide and maintain a current, usable collection of instructional resources and classroom materials, professional personnel shall periodically review the existing materials, using the selection criteria.

*Adopted 10-23-79*
*Amended 1-14-97, 1-26-99, 11-21-01, 1-13-03, 1-10-05, 3-11-09, 6-10-13*
Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.

Policy 6166
(See also Policy 5331)

Technology Use
The Grand Forks Public School district provides technology resources for staff and students (“users”) to support the educational mission of the district. The district encourages efficient, cooperative and creative methods to perform the user's educational, administrative or job related tasks. The successful use of these resources requires adherence to a policy that promotes safety, efficiency and appropriate usage.

Technology resources provided by the district include but are not limited to:
- Computers and related peripherals
- Printers of all types
- File and application servers
- Telephones, fax, and voice mail systems
- Local and wide area networks
- Internet access
- Email accounts
- Video networks
- Televisions, VCR’s, and laserdisc players
- Camcorders and cameras
- Copy machines

The efficient application of these resources requires the cooperative effort of district support personnel, staff and students.

This policy governs issues unique to technology resources and works in accordance with district policies.

Expectations and Use Requirements
The district expects users to exhibit professional/responsible behaviors when using district technology resources. Use of district technology resources is a privilege that may be revoked if the expectations are not followed.

These expectations include:
- Use of technology resources to support the educational mission of the district in an ethical and professional manner. The Grand Forks Public School District does not allow the use of defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material and does not permit usage of such material at any time in the school environment.
- Adherence to other district policies as they apply to technology resources.
- Compliance with all local, state and federal laws. This includes no computer hacking, software piracy, copyright infringement and other illegal behaviors.

Privacy
Individual privacy is not guaranteed when using district technology resources. Files and communications may be reviewed to maintain system integrity and ensure that users are adhering to the acceptable use policy and guidelines. Individuals should respect the privacy of other users and not intentionally seek private information. The district will cooperate with local, state, and federal authorities when necessary.

Security
Security systems help maintain the integrity of district technology resources. Any attempts to circumvent, disable, or misuse security systems are prohibited. If users feel they can identify a security problem, they should notify the district technology staff.

Internet Safety and Use of Filters
The district maintains technology protection measures for the safety of minors with respect to its computers with Internet access. The district makes all reasonable attempts to protect against access through such computers to visual depictions that are obscene, child pornography or harmful to minors and it shall maintain the operation of such technology protection measure during the time that any of its computers are being used by minors. Further, the District maintains technology protection measures with respect to its computers of visual depictions that are obscene or depict child pornography and such measures shall be in operation at all times during the use of the District's computers. The terms “obscene”, “child pornography”, “sexual act”, and “sexual contact” are defined as provided in the Child Internet Protection Act. Technology protection measures may be disabled by an authorized administrator, supervisor, or other authorized person in order to provide access for bona fide research or other lawful purpose.
Mission Statement:
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The Internet offers many valuable educational resources for users, but there are also safety issues that should be considered. Internet safety issues include:

- Keep your personal information private. Don't give anyone your name, address, phone numbers, passwords or other personal information about yourself when online and students should always check with an adult before giving out any information online.
- Don't read email or download attachments from people you don't know. It is an easy way to infect your computer with a virus or be lured to an objectionable website.
- Understand that nothing done on the Internet is private. Records exist that document everything you do while online.
- Tell a trusted adult or supervisor if someone says things or sends you something that you consider inappropriate. Do not respond to the person either directly or indirectly.
- Never meet online-only friends in person. The people you meet online may be very different people in person. You have no way to confirm the real identity of someone you meet online.
- Practice proper etiquette while online and avoid conflicts with other users.

Although the district provides a filtering system to limit user access to potentially objectionable material, no filtering system can provide complete protection and it is the user's responsibility to use Internet resources appropriately. Staff must supervise students using Internet resources at all times. Problems with the filtering system should be reported immediately to the district technology staff.

Administration will use its discretion on the educational values of Internet resources and may restrict/allow access accordingly.

Potentially objectionable material includes, but is not limited to:

- Visual depictions that are obscene or depict child pornography as defined by the Child Internet Protection Act.
- Violence/violent behavior
- Illicit drugs/drug culture
- Gambling
- Alcohol/tobacco
- Excessive email/chat
- Materials harmful to minors
- Hacking

Electronic Mail and Internet Use
The district provides email accounts and Internet access for staff and students. The global and fluid nature of these resources requires unique standards regarding their use in our district. Considerations when using these resources include:

- Users must adhere to the Technology Use Policy at all times when using the Internet and/or email, including after hours, weekend and/or holiday use.
- Users are prohibited from using district email or Internet access for commercial or personal gain.
- Users are prohibited from using district email or Internet access for unethical or illegal behaviors or activities that are contrary to any district policy.
- Material hosted on district servers and published on the Internet will be reviewed for appropriateness. Criteria will include student safety, student privacy and educational value.
- Materials that represent Grand Forks Public Schools and are hosted on non-district servers should adhere to the Acceptable Use Policy.
- District email accounts will be provided to all employees of the Grand Forks Public Schools on request. Employee accounts may be revoked if used inappropriately as outlined in the Grand Forks Public Schools Acceptable Use Policy.
- Student email accounts will be provided through Sendit Technology Services (STS) on request. Students are not allowed to access non-approved email accounts while in school. Student accounts may be revoked if used inappropriately as outlined in the STS Acceptable Use Policy or the Grand Forks Public Schools Acceptable Use Policy.

Vandalism
Vandalism includes any malicious attempt to harm or destroy any Grand Forks Public School district equipment or software or the data of another user on a computer, local networks, or global networks. Vandalism is prohibited and may result in cancellation of privileges or other disciplinary action addressed in District Policy 5330.

Sanctions
The building administrator and/or supervisor are responsible for applying sanctions when the Acceptable Use Policy has been violated. Possible sanctions for any actions that violate the Acceptable Use Policy include but are not limited to:
Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.

- Loss of access privileges to technology resources
- Removal of students from classes with loss of credit
- Termination of Employment
- Expulsion
- Restitution for damages to software, hardware, or other technical equipment
- Restitution for costs associated with repair of equipment or software
- Restitution for costs related to improper use of district telephone, fax or voicemail systems
- Involvement of local, state or federal law enforcement
- Disciplinary action deemed appropriate by building administrator/supervisor

Legal Disclaimer
The Grand Forks Public School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The district will not be responsible for any damages users may suffer. This includes loss of data resulting from delay, non-delivery, miss-deliveries, or service interruptions; damages to personal property used to access school computers, networks, or on-line resources; or unauthorized financial obligations resulting from use of school accounts to access the Internet. Use of any information obtained via the Internet is at your own risk. Grand Forks Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Since all transactions conducted through district technology resources could be perceived as authorized district activities, users of district technology resources are responsible for respecting and adhering to local, state, federal and international laws. Any attempt to break those laws through the use of district technology resources may result in legal action against the offender by the district, injured third parties and/or governmental authorities. If such an event should occur, the district will fully comply with any requests for information related to the legal proceeding, subject only to prohibitions of law. The Grand Forks Public Schools will not be held liable for the actions of users, which violate the conditions of this document.

Adopted 1-1-96
Amended 11-12-01

Return to Top
Electronic Communication Systems Use

The district's electronic communications systems include voice mail, e-mail, and all other electronic records. All such records are open records within the provisions of the North Dakota Constitution and the North Dakota Century Code unless otherwise provided by law. Records not open to the public include student records (FERPA) and public employee health records (NDCC 44-04-18.1) as well as other specified exceptions. Accordingly, no employee or student should have any expectation of privacy regarding materials in the district's electronic communication systems unless the subject matter specifically falls within an exemption provided by law.

The district may monitor employees' and students' e-mail, voice mail, and electronic records for violations of civil or criminal law or any other activity that may have a significant adverse effect on the district or its employees or its students. Examples of "significant adverse effect" include e-mail, voice mail, or computer files containing sexual innuendo or off-colored jokes; downloading, copying, or sending copyright materials; personal use; or use of the computer system contrary to Policy 5331/6166. The district's electronic communications systems should be used for educational purposes only. Inappropriate use of the system may result in disciplinary action.

Because Internet e-mail addresses may indicate an affiliation with the district, any message posted on an Internet bulletin board, in a forum, or in any other publicly available Internet site must clearly indicate that the message is being sent on behalf of the sender individually and not on behalf of the district unless the sender is specifically authorized to speak for the district concerning the subject matter of the message.

Adopted 1997

Legal Reference: NDCC 44-04-18.1
Policy 6175

Wellness
The school board recognizes the important role of the school district in educating all students regarding healthy lifestyles. It is the intent of the board to provide guidelines for a comprehensive set of wellness activities that should occur in all schools and impact all students.

Setting Nutrition Education Goals
The primary goal of nutrition education is to influence students' eating behaviors. The following statements provide policy guidance for the nutrition education efforts of the district:

- Students in grades pre-K-12 will receive nutrition education that teaches the skills they need to adopt healthy eating behaviors.
- Nutrition education will be offered in the cafeterias as well as in the classrooms, with coordination between the Child Nutrition staff and teachers.
- Students will receive consistent nutrition messages throughout schools, classrooms, and cafeterias.
- District health education curriculum standards and guidelines will include both nutrition and physical education.
- Nutrition will be integrated into the health education and core curricula.
- Schools will link nutrition education activities with the coordinated school health programs.
- Schools will conduct nutrition education activities and promotions that involve parents, students, and community.

Setting Physical Activities Goals
The primary goals for schools' physical activity components are to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain students' physical fitness, to ensure students' regular participation in physical activity, and to teach students the short- and long-term benefits of a physically active and healthful lifestyle. Accordingly, the following guidelines are established:

- Students will be given opportunities for daily physical activity during the school day through physical education (PE) classes, recess periods for elementary school students, and the integration of physical activity into the school day.
- Students will be given opportunities for physical activity through a range of before-and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.
- Schools will encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- Schools will provide training to enable teachers, and other school staff to promote enjoyable, lifelong physical activity among students.

Setting Nutrition Guidelines for All Foods and Beverages Available on School Campuses During the School Day
Student's lifelong eating habits are greatly influenced by the types of foods and beverages available in their daily environment. In addition to ensuring that reimbursable school meals meet program requirements and nutrition standards, schools must also establish standards or guidelines to address all foods and beverages sold or served to students, including those available outside of the school meal programs. Guidelines addressing these activities include:

- The school district will set guidelines for foods and beverages in a la carte sales in the food service program on school campuses.
- The school district will set guidelines for foods and beverages sold in vending machines, snack bars, and school stores on school campuses.
- The school district will set guidelines for foods and beverages sold as part of school-sponsored fundraising activities.
- The school district will set guidelines for refreshments served at parties, celebrations, and meetings during the school day.

Setting Goals for Other School-Based Activities Designed to Promote Student Wellness
The goal is to create a total school environment that is conducive to healthy eating and being physically active. Guidelines for the district include:

- Dining Environment
  - The school district will provide a clean, safe, enjoyable meal environment for students.
  - The school district will provide enough space and serving areas to ensure all students have access to school meals with minimum wait time.
- Student access to water throughout the school day will be facilitated through drinking fountains and the use of other available options.
- The school district will encourage all students to participate in the school meals program and protect the identity of students who eat free and reduced price meals.

- Time to Eat
  - The school district will ensure an adequate time for students to enjoy eating healthy foods.
  - The school district will schedule lunch time as near the middle of the school day as possible.

- Consistent School Activities and Environment
  - The school district will ensure that all schools’ fundraising efforts are supportive of healthy eating.
  - The school district will provide opportunities for ongoing professional training and development for foodservice staff and teachers in the areas of nutrition and physical education.
  - The school district will make efforts to keep school or district-owned physical activity facilities open for use by students outside school hours.
  - The school district will encourage parents, teachers, school administrators, students, foodservice professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home.
  - The school district will provide information and outreach materials about other FNS programs such as Food Stamps, and Women, Infants, and Children (WIC) to students and parents.
  - The school district will encourage all students to participate in a school meals program, i.e. the National School Lunch, including snacks for After School programs and School Breakfast programs.

**Implementation of the Wellness Policy**
The school board designates building principals at each school with the operational responsibility for ensuring that each school fulfills this policy.

A plan to measure the implementation of the various components of the policy is to be constructed by a committee working with the CNP Director and the Assistant Superintendent of Teaching and Learning. Periodic reports on the plan’s progress are to be developed.

*Adopted 1-27-03*
*Amended 5-8-06; 3-11-09*

**Legal References:** Federal Regulation 7 CFR 210.11; NDCC 15.1-35; Chapter 67-21-02 NDAdmC

**Attachments:** Nutrition Guidelines, Physical Activity Guidelines, Compliance Review
Nutrition Guidelines
## Eat Smart Nutrition Standards: Grades PreK-5

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Basic</th>
<th>Proficient</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vending</strong></td>
<td>No Policy on vending machines</td>
<td>Not accessible for students. Vending in teachers lounge only.</td>
<td>A few healthy options available for teachers in lounge</td>
</tr>
<tr>
<td><strong>School Meals</strong></td>
<td>Not in compliance with USDA School Meals Initiative 7CFR 210 and 220</td>
<td>In compliance with USDA School Meals Initiative 7CFR 210 and 220</td>
<td>Meets Basic requirements plus..</td>
</tr>
<tr>
<td></td>
<td>No breakfast Program</td>
<td>Breakfast Programs in all schools</td>
<td>Average participation for breakfast is 20% and lunch is 70%.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In one week’s of reimbursable lunch and breakfast no more than 30% of calories from fat and less than 10% of calories from saturated fat.</td>
<td>In two lunch and breakfast meals have no more than 30% of calories from fat and less than 10% of calories from saturated fat.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Three fruits and/or vegetables offered for lunch</td>
<td>Four fruits and or vegetables offered for lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foods containing whole grains offered 3 times a week.</td>
<td>USDA standards for after school snack program followed. Food Fairs, focus groups and surveys are conducted with students and parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Only skim or 1% milk choices</td>
<td>Coordinating meal celebrations with the school kitchens. Sack lunches and pizza parties are served through the CNP and meet food/nutritional standards. All students are eating the same meal.</td>
</tr>
<tr>
<td><strong>Classroom celebration and parties.</strong></td>
<td>Not following food/nutritional standards for food served in school.</td>
<td>Celebrations are held after lunch and follow food/nutritional standards.</td>
<td>Celebrations seldom include food or beverage. Exercise or play time is considered a celebration.</td>
</tr>
<tr>
<td><strong>Classroom snacks</strong></td>
<td>Not following food/nutritional policy for food served in school. Snack time is too close to lunch.</td>
<td>Teacher encourages students to bring healthy food for snack time.</td>
<td>Teacher follows Public Health standards for healthy snacks. Snack time does not interfere with school meals.</td>
</tr>
<tr>
<td><strong>Staff meetings</strong></td>
<td>Not following food/nutritional standard for food served in school.</td>
<td>Healthy choices are an option at staff meetings. Wellness policy is discussed at staff meetings. Cook manager is encouraged to attend some staff meetings.</td>
<td>50% of the food choices at meetings meet the food/nutritional standards for Americans. Participation in school meals is discussed and encouraged. Ideas are discussed for student wellness.</td>
</tr>
</tbody>
</table>
### Grand Forks Public School District #1

## School Board Policies

### Mission Statement:

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

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#### Eat Smart Nutrition Standards: Grades PreK-5

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Basic</th>
<th>Proficient</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Environment</strong></td>
<td>Health and Wellness are not considered.</td>
<td>Health and Wellness messages are found in the lunchroom and gym area. Sufficient time and seating available for meals.</td>
<td>Health and Wellness messages are in 50% classrooms and encouraged in 50% school events.</td>
<td>Health and Wellness messages are in 100% of the classrooms and encouraged in 100% of school events.</td>
</tr>
<tr>
<td><strong>Rewards/Awards</strong></td>
<td>No food/nutritional standards are followed.</td>
<td>Food/Nutritional Standards are followed and 25% of rewards are non food or healthy foods</td>
<td>Food/Nutritional Standards are followed and 50% of rewards are non food or healthy foods</td>
<td>Food/Nutritional Standards are followed and 100% of rewards are non food or healthy.</td>
</tr>
<tr>
<td><strong>PTO Events &amp; Fundraising</strong></td>
<td>Not following and not aware of Wellness policy and food/nutritional standards for food served in schools.</td>
<td>25% of the events/fundraising follows the wellness policy and food/nutritional standards.</td>
<td>50% of the events/fundraising follows the wellness policy and food/nutritional standards.</td>
<td>100% of the events/fundraising follows the wellness policy and food/nutritional standards.</td>
</tr>
<tr>
<td><strong>Lunch/Food other than the CNP meals.</strong></td>
<td>No food/nutritional standards are followed.</td>
<td>Parents follow the food/nutritional standards when sending a lunch from home. No food other than food sent from home is allowed during meal times.</td>
<td>Parents follow the food/nutritional standards when sending a lunch from home. No food other than food sent from home is allowed during meal times.</td>
<td>Parents follow the food/nutritional standards when sending a lunch from home. No food other than food sent from home is allowed during meal times.</td>
</tr>
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</table>
Grand Forks Public School District #1
School Board Policies

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

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**Eat Smart Nutrition Standards: Grades 6-8**

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Basic</th>
<th>Proficient</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vending</td>
<td>Vending machines follow food/nutritional standards and are not accessible until 3:30PM</td>
<td>School develops a wellness plan that includes all areas of the school to ensure consistent messages and products.</td>
<td>Meet Basic &amp; Proficient standards. Only healthy vending options available for teachers in lounge.</td>
</tr>
<tr>
<td>School Meals</td>
<td>In compliance with USDA School Meals Initiative 7CFR 210 and 220</td>
<td>Meets Basic requirements plus.. Average participation for breakfast is 20% and lunch is 70%.</td>
<td>Meets Basic and Proficient requirements plus.. Average participation for breakfast is more than 30% and lunch 80%.</td>
</tr>
<tr>
<td>Classroom celebration and parties.</td>
<td>Celebrations are held after lunch and follow food/nutritional standards.</td>
<td>Celebrations seldom include food or beverage. Exercise or social time is considered a celebration.</td>
<td>Coordinate meal celebrations/trips with the school kitchens. Sack lunches and pizza parties are served through the CNP and meet food/nutritional standards. All students are eating the same meal.</td>
</tr>
<tr>
<td>Classroom snacks</td>
<td>Teacher encourages students/families to follow the food/nutritional standards for snack time.</td>
<td>Teacher follows Public Health Guidelines for healthy snacks. Snack time does not interfere with school meals.</td>
<td>School coordinates training with Dietitians through Public Health to educate parents about the importance of healthy eating and snack time.</td>
</tr>
</tbody>
</table>

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**Needs Improvement**

- No Policy followed for Vending machines
- Not in compliance with USDA School Meals Initiative 7CFR 210 and 220
- No breakfast Program
- Not following food/nutritional standards for food served in school.
- Not following food/nutritional standards for food served in school. Snack time is too close to lunch.

**Basic**

- In compliance with USDA School Meals Initiative 7CFR 210 and 220
- Breakfast Programs in all schools
- In one week's of reimbursable lunch and breakfast no more than 30% of calories from fat and less than 10% of calories from saturated fat.
- Three fruits and/or vegetables offered for lunch
- Foods containing whole grains offered 3 times a week.
- Only skin or 1% milk choices
- Celebrations are held after lunch and follow food/nutritional standards.
- Teacher encourages students/families to follow the food/nutritional standards for snack time.

**Proficient**

- Meets Basic requirements plus..
- Average participation for breakfast is 20% and lunch is 70%.
- In two lunch and breakfast meals have no more than 30% of calories from fat and less than 10% of calories from saturated fat.
- Four fruits and or vegetables offered for lunch
- USDA standards for after school snack program followed.
- Food Fairs, focus groups and surveys are conducted with students and parents
- Teacher follows Public Health Guidelines for healthy snacks. Snack time does not interfere with school meals.

**Superior**

- Meets Basic and Proficient requirements plus..
- Average participation for breakfast is more than 30% and lunch 80%.
- Every reimbursable lunch and breakfast offered daily has no more than 30% of calories from fat and less than 10% of calories from saturated fat.
- Whole grains are offered each day.
- Nutritional information is posted on website for all foods served.
- Breakfast available after the first bell
- No A la Carte is sold by CNP or teachers during the day.
## Mission Statement:

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

### Eat Smart Nutrition Standards: Grades 6-8

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Basic</th>
<th>Proficient</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff meetings</td>
<td>Not following food/nutritional standards for food served in school.</td>
<td>Healthy choices are an option at staff meetings.</td>
<td>50% of the food choices at meetings follow the Dietary Guidelines for Americans.</td>
<td>100% of the food choices at meetings meet the food/nutritional standards for Americans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wellness policy is discussed at staff meetings.</td>
<td>Participation in school meals is discussed and encouraged.</td>
<td>Ideas of student wellness are implemented.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cook manager is encouraged to attend some staff meetings.</td>
<td>Ideas are discussed for student wellness</td>
<td></td>
</tr>
<tr>
<td>Fundraisers</td>
<td>Not following food/nutritional standards for food served in school.</td>
<td>20% of fundraisers are food items 80% are non food items.</td>
<td>10% of fundraisers are food items 90% are non food items.</td>
<td>100% of items are non food or are food items that follow the food/nutritional standards for food served in schools.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Environment</td>
<td>Health and Wellness are not considered.</td>
<td>Health and Wellness messages are found in the lunchroom and gym area.</td>
<td>Health and Wellness messages are in 50% classrooms and encouraged in 50% school events.</td>
<td>Health and Wellness messages are in 100% of the classrooms and encouraged in 100% of school events.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sufficient time and seating available for meals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewards/Awards</td>
<td>No food/nutritional Standards followed.</td>
<td>Food/Nutritional standards are followed and 25% of rewards are non food or healthy foods</td>
<td>Food/Nutritional standards are followed and 50% of rewards are non food or healthy foods</td>
<td>Food/Nutritional Standards are followed and 100% of rewards are non food or healthy.</td>
</tr>
<tr>
<td>PTO Events</td>
<td>Not following and not aware of Wellness policy and food/nutritional standards for food served in schools</td>
<td>25% of the events follow the wellness policy and food/nutritional standards.</td>
<td>50% of the events follow the wellness policy and food/nutritional standards.</td>
<td>100% of the events follow the wellness policy and food/nutritional standards.</td>
</tr>
<tr>
<td>Concessions</td>
<td>Not following the food/nutritional standards for food served in school.</td>
<td>50% of the food/beverages served follow the food/nutritional standards for food served in schools.</td>
<td>75% of the food/beverages served follow the food/nutritional standards for food served in schools.</td>
<td>100% of the food served follows the food/nutritional standards for food served in schools.</td>
</tr>
<tr>
<td>Lunch/Food other than the CNP meals.</td>
<td>No food/nutritional standards are followed.</td>
<td>Parents follow the food/nutritional standards when sending a lunch from home.</td>
<td>Parents follow the food/nutritional standards when sending a lunch from home.</td>
<td>Parents follow the food/nutritional standards when sending a lunch from home.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No food other than food sent from home is allowed during meal times.</td>
<td>No food other than food sent from home is allowed during meal times.</td>
<td>No food other than food sent from home is allowed during meal times.</td>
</tr>
</tbody>
</table>
## Eat Smart Nutrition Standards: Grades 9-12

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Basic</th>
<th>Proficient</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vending</strong></td>
<td>No Policy on Vending machines</td>
<td>Vending machines are not on until after the last lunch period.</td>
<td>Vending machines follow food/nutrition standards and are not on until 1:30PM</td>
</tr>
<tr>
<td><strong>School Meals</strong></td>
<td>Not in compliance with USDA School Meals Initiative 7CFR 210 and 220</td>
<td>In compliance with USDA School Meals Initiative 7CFR210 and 220</td>
<td>Meets Basic requirements plus.. Average participation for breakfast is 20% and lunch is 70%</td>
</tr>
<tr>
<td><strong>Classroom celebration and parties.</strong></td>
<td>Not following food/nutritional standards for food served in school.</td>
<td>Celebrations are held after lunch and follow food/nutritional standards.</td>
<td>Celebrations seldom include food or beverage. Exercise or social time is considered a celebration.</td>
</tr>
<tr>
<td><strong>Classroom snacks</strong></td>
<td>Not following food/nutritional standards for food served in school. Snack time is too close to lunch.</td>
<td>Teacher encourages students to bring healthy food for snack time.</td>
<td>Teacher follows Public Health Guidelines for healthy snacks. Snack time does not interfere with school meals.</td>
</tr>
</tbody>
</table>
### Eat Smart Nutrition Standards: Grades 9-12

<table>
<thead>
<tr>
<th>Need</th>
<th>Improvement</th>
<th>Basic</th>
<th>Proficient</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff meetings</td>
<td>Not following food/nutritional standards for food served in school.</td>
<td>Healthy choices are an option at staff meetings. Wellness policy is discussed at staff meetings. Cook manager is encouraged to attend some staff meetings.</td>
<td>50% of the food choices at meetings follow the food/nutritional standards. Participation in school meals is discussed and encouraged. Ideas are discussed for student wellness.</td>
<td>100% of the food choices at meetings meet the food/nutritional standards for Americans. Ideas of student wellness are implemented.</td>
</tr>
<tr>
<td>Fundraisers</td>
<td>Not following food/nutritional standards for food served in school.</td>
<td>20% of fundraisers are food items 80% are non food items.</td>
<td>10% of fundraisers are food items 90% are non food items.</td>
<td>100% of items are non food or are food items that follow the food/nutritional standards for food served in schools.</td>
</tr>
<tr>
<td>School Environment</td>
<td>Health and Wellness are not considered.</td>
<td>Health and Wellness messages are found in the lunchroom and gym area. Sufficient time and seating available for meals.</td>
<td>Health and Wellness messages are in 50% classrooms and encouraged in 50% school events.</td>
<td>Health and Wellness messages are in 100% of the classrooms and encouraged in 100% of school events.</td>
</tr>
<tr>
<td>Rewards/Awards</td>
<td>No food/nutritional standards are followed.</td>
<td>Food/Nutritional standards are followed and 25% of rewards are non food or healthy foods</td>
<td>Food/Nutritional standards are followed and 50% of rewards are non food or healthy foods</td>
<td>Food/Nutritional Standards are followed and 100% of rewards are non food or healthy.</td>
</tr>
<tr>
<td>PTO Events</td>
<td>Not following and not aware of Wellness policy and food/nutritional standards for food served in schools.</td>
<td>25% of the events follow the wellness policy and food/nutritional standards.</td>
<td>50% of the events follow the wellness policy and food/nutritional standards.</td>
<td>100% of the events follow the wellness policy and food/nutritional standards.</td>
</tr>
<tr>
<td>School stores</td>
<td>Not following food/nutritional standards for food served during the school day.</td>
<td>School stores follow the food/ nutritional standards for 50% of food served during the school day.</td>
<td>School stores follow the federal code and are not in competition with school meals.</td>
<td>School stores follow the federal code and local nutritional policy for 100% of food served.</td>
</tr>
<tr>
<td>Concessions</td>
<td>Not following the food/nutritional standards for food served in school.</td>
<td>25% of the food served follows the food/nutritional standards for food served in schools.</td>
<td>50% of the food served follows the food/nutritional standards for food served in schools.</td>
<td>75-100% of the food served follows the food/nutritional standards for food served in schools.</td>
</tr>
</tbody>
</table>
### District Food/Nutrition Standards for Elementary Schools

<table>
<thead>
<tr>
<th>AREA</th>
<th>STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Day</strong></td>
<td><strong>Food Standard</strong></td>
</tr>
<tr>
<td></td>
<td>• Less than or equal to 35% of calories from fat per serving.</td>
</tr>
<tr>
<td></td>
<td>• Sugar not listed as first ingredient. See Table.</td>
</tr>
<tr>
<td></td>
<td>• Nuts and seeds are allowable.</td>
</tr>
<tr>
<td></td>
<td>• Candy is not allowable.</td>
</tr>
<tr>
<td></td>
<td>• Fruits and/or vegetables will be offered for sale at any location where</td>
</tr>
<tr>
<td></td>
<td>food is sold.</td>
</tr>
<tr>
<td></td>
<td>• Packaged snacks -1.0 ounce or less</td>
</tr>
<tr>
<td></td>
<td>• Dried fruits-1.0 ounce or ¼ cup</td>
</tr>
<tr>
<td></td>
<td>• Cookies/cereal bars-1.5 oz or less</td>
</tr>
<tr>
<td></td>
<td>• Bakery items: 2 oz or less</td>
</tr>
<tr>
<td></td>
<td>• Frozen desserts: 2 oz or less</td>
</tr>
<tr>
<td></td>
<td>• Yogurts: 4 oz or less</td>
</tr>
<tr>
<td></td>
<td>• Other items shall be no larger than the portions of those foods served</td>
</tr>
<tr>
<td></td>
<td>as part of the school meal programs</td>
</tr>
<tr>
<td></td>
<td><strong>Beverage Standard</strong></td>
</tr>
<tr>
<td></td>
<td>• Beverages to be no larger than an 8-ounce serving size.</td>
</tr>
<tr>
<td></td>
<td>• No added sugars as the first ingredient. See Table.</td>
</tr>
<tr>
<td></td>
<td>• Less than or equal to 30% of calories from fat per serving.</td>
</tr>
<tr>
<td></td>
<td>• 100% fruit or vegetable juice, skim &amp; 1% flavored and unflavored milks.</td>
</tr>
<tr>
<td></td>
<td>• Plain Water in any size is acceptable.</td>
</tr>
<tr>
<td><strong>Fundraising</strong></td>
<td><strong>Food Standard and Beverage Standard</strong></td>
</tr>
<tr>
<td></td>
<td>• No food fundraising during the instructional day.</td>
</tr>
<tr>
<td></td>
<td>• GFPS encourages non-food fundraising projects. If food items are to</td>
</tr>
<tr>
<td></td>
<td>be sold off campus, fundraising projects are encouraged to follow the</td>
</tr>
<tr>
<td></td>
<td>district food/nutrition standards.</td>
</tr>
<tr>
<td><strong>PTO Events</strong></td>
<td><strong>Food Standard-Same as during the school day</strong></td>
</tr>
<tr>
<td></td>
<td>• Fresh fruits and/or raw vegetables will be offered for sale at any</td>
</tr>
<tr>
<td></td>
<td>location where food is sold.</td>
</tr>
<tr>
<td></td>
<td><strong>Beverage Standard-Same as during the school day</strong></td>
</tr>
<tr>
<td></td>
<td>• All beverages in 8-ounce serving sizes or less, except plain water can</td>
</tr>
<tr>
<td></td>
<td>be 20 ounces or more.</td>
</tr>
<tr>
<td></td>
<td>• The following are approved for food/beverage sales: 100% fruit or</td>
</tr>
<tr>
<td></td>
<td>vegetable juice, Skim and 1% flavored and unflavored milks. Plain</td>
</tr>
<tr>
<td></td>
<td>water in any size is acceptable.</td>
</tr>
</tbody>
</table>

**Each group that plans to sell food items must become “certified” on a yearly basis. Each group can become “certified” by having a representative read the district food/nutrition standards and sign at the bottom guaranteeing the compliance of the group represented. A list of “certified” groups will be kept at GFEC.

+These standards are meant to be a beginning and may be improved or changed in future years. The standards need to be sustainable, consistent and flexible.

++These guidelines are based on and in compliance with the Dietary Guidelines for Americans 2005 and MyPyramid.

Representative Signature: ___________________ Group/School: ___________________
**District Food/Nutrition Standards for Middle Schools**

<table>
<thead>
<tr>
<th>AREA</th>
<th>STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Day</strong></td>
<td>No Food/Vending sales until after 3:30pm in compliance with USDA School Meal Initiative 7CFR 210 and 220.</td>
</tr>
<tr>
<td></td>
<td><strong>Food Standard</strong></td>
</tr>
<tr>
<td></td>
<td>• Less than or equal to 35% of calories from fat per serving.</td>
</tr>
<tr>
<td></td>
<td>• Sugar not listed as first ingredient. See Table.</td>
</tr>
<tr>
<td></td>
<td>• Nuts and seeds are allowable.</td>
</tr>
<tr>
<td></td>
<td>• Candy is not allowable.</td>
</tr>
<tr>
<td></td>
<td>• Fruits and/or vegetables will be offered for sale at any location where food is sold.</td>
</tr>
<tr>
<td></td>
<td>• Packaged snacks -1.5 ounces or less</td>
</tr>
<tr>
<td></td>
<td>• Dried fruits-1.5 ounces</td>
</tr>
<tr>
<td></td>
<td>• Cookies/cereal bars-2 oz or less</td>
</tr>
<tr>
<td></td>
<td>• Bakery items: 3 oz or less</td>
</tr>
<tr>
<td></td>
<td>• Frozen desserts: 3 oz or less</td>
</tr>
<tr>
<td></td>
<td>• Yogurts: 8 oz or less</td>
</tr>
<tr>
<td></td>
<td>• Other items shall be no larger than the portions of those foods served as part of the school meal programs</td>
</tr>
<tr>
<td><strong>Beverage Standard</strong></td>
<td>Beverages to be no larger than a 12-ounce serving size.</td>
</tr>
<tr>
<td></td>
<td>• No added sugars as the first ingredient. See Table.</td>
</tr>
<tr>
<td></td>
<td>• Less than or equal to 30% of calories from fat per serving.</td>
</tr>
<tr>
<td></td>
<td>• 100% fruit or vegetable juice, skim &amp; 1% flavored and unflavored milks, and sports drinks such as Gatorade/Powerade. Plain water in any size is acceptable.</td>
</tr>
<tr>
<td><strong>Fundraising</strong></td>
<td><strong>Food Standard and Beverage Standard</strong></td>
</tr>
<tr>
<td></td>
<td>• All food fundraising on campus, for sale or consumption within the instructional day, will be expected to follow the district food/nutrition standards.</td>
</tr>
<tr>
<td></td>
<td>• GFPS encourages fundraising projects without selling food items. If food items are to be sold off campus, fundraising projects are encouraged to follow the district food/nutrition standards.</td>
</tr>
<tr>
<td><strong>Concessions</strong></td>
<td><strong>Food Standard-Same as during the school day</strong></td>
</tr>
<tr>
<td></td>
<td>• Fresh fruits and/or raw vegetables will be offered for sale at any location where food is sold.</td>
</tr>
<tr>
<td></td>
<td><strong>Beverage Standard-Same as during the school day</strong></td>
</tr>
<tr>
<td></td>
<td>• All beverages in 12-ounce serving sizes or less, except plain water can be 20 ounces or more.</td>
</tr>
<tr>
<td></td>
<td>• The following are approved for concession sales: Plain water, 100% fruit or vegetable juice, Skim and 1% flavored and unflavored milks, and sports drinks such as Gatorade/Powerade</td>
</tr>
</tbody>
</table>

**Each group that plans to sell food items must become “certified” on a yearly basis. Each group can become “certified” by having a representative read the district food/nutrition standards and sign at the bottom guaranteeing the compliance of the group represented. A list of “certified” groups will be kept at GFEC.**

+These standards are meant to be a beginning and may be improved or changed in future years. The standards need to be sustainable, consistent and flexible.

++These guidelines are based on and in compliance with the Dietary Guidelines for Americans 2005 and MyPyramid.

Representative Signature: ____________________________________________ Group/School: ______________________________
**District Food/Nutrition Standards for High Schools**

<table>
<thead>
<tr>
<th>AREA</th>
<th>STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Day</strong></td>
<td>Defined as from the beginning to the end of the instructional day.</td>
</tr>
<tr>
<td><strong>No Food/Vending sales</strong></td>
<td>during school meal service 7:15am-10:00am and 11:15am-1:00pm in compliance with USDA School Meals Initiative 7CFR 210 and 220.</td>
</tr>
</tbody>
</table>
| **Food Standard** | - Less than or equal to 35% of calories from fat per serving.  
- Sugar not listed as first ingredient. See Table.  
- Nuts and seeds are allowable.  
- Candy is not allowable.  
- Fruits and/or vegetables will be offered for sale at any location where food is sold.  
- Packaged snacks -1.5 ounces or less  
- Dried fruits-1.5 ounces  
- Cookies/cereal bars-2 oz or less  
- Bakery items: 3 oz or less  
- Frozen desserts: 3 oz or less  
- Yogurts: 8 oz or less  
- Other items shall be no larger than the portions of those foods served as part of the school meal programs |
| **Beverage Standard** | - Beverages to be no larger than a 12-ounce serving size.  
- No added sugars as the first ingredient. See Table.  
- Less than or equal to 30% of calories from fat per serving.  
- Plain Water, 50-100% fruit or vegetable juice, skim & 1% flavored and unflavored milks, and sports drinks such as Gatorade/Powerade. |
| **Fundraising** | Food Standard and Beverage Standard  
- All food fundraising on campus, for sale or consumption within the instructional day, will be expected to follow the district food/nutrition standards.  
- GFPS encourages fundraising projects without selling food items. If food items are to be sold off campus, fundraising projects are encouraged to follow the district food/nutrition standards. |
| **Concessions** | Food Standard  
- Fresh fruits and/or raw vegetables will be offered for sale at any location where food is sold.  
Beverage Standard  
- All beverages in 12-ounce serving sizes or less, except plain water can be 20 ounces or more. |

**Each group that plans to sell food items must become “certified” on a yearly basis. Each group can become “certified” by having a representative read the district food/nutrition standards and sign at the bottom guaranteeing the compliance of the group represented. A list of “certified” groups will be kept at GFEC.**  
+**These standards are meant to be a beginning and may be improved or changed in future years. The standards need to be sustainable, consistent and flexible.**  
++**These guidelines are based on and in compliance with the Dietary Guidelines for Americans 2005 and MyPyramid.**

Representative Signature: ___________________________________  
Group/School: ____________________________
Identifying Sugar and Fat Contents

Sugar Table: Listed below are the different names for sugar. Following the District Food/Nutrition Standards, products with sugar listed as the first ingredient are not to be served in the schools.

<table>
<thead>
<tr>
<th>Sugar</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Sugar</td>
<td>Invert Sugar</td>
</tr>
<tr>
<td>Corn Sweetener</td>
<td>Lactose*</td>
</tr>
<tr>
<td>Corn Syrup</td>
<td>Maltose*</td>
</tr>
<tr>
<td>Dextrose</td>
<td>Malt Syrup</td>
</tr>
<tr>
<td>Fructose*</td>
<td>Molasses</td>
</tr>
<tr>
<td>Fruit Juice Concentrate</td>
<td>Raw Sugar</td>
</tr>
<tr>
<td>Glucose*</td>
<td>Sucrose</td>
</tr>
<tr>
<td>High Fructose Corn Syrup</td>
<td>Sugar</td>
</tr>
<tr>
<td>Honey</td>
<td>Syrup</td>
</tr>
</tbody>
</table>

*Naturally occurring sugars such as in fruit/milk etc. Naturally occurring sugars will not show up on food ingredient lists unless added, and will be included as “sugars” listed on the food label.

Formulas: Use the following formulas to calculate the percentage of fat, saturated fat, and sugar in food.

<table>
<thead>
<tr>
<th>Percentage Type</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Total Fat</td>
<td>1. Multiply grams of total fat per serving times 9</td>
</tr>
<tr>
<td></td>
<td>2. Divide by calories per serving</td>
</tr>
<tr>
<td></td>
<td>3. Multiply times 100</td>
</tr>
<tr>
<td>% Saturated Fat</td>
<td>1. Multiply grams of saturated fat per serving times 9</td>
</tr>
<tr>
<td></td>
<td>2. Divide by calories per serving</td>
</tr>
<tr>
<td></td>
<td>3. Multiply times 100</td>
</tr>
<tr>
<td>% Sugar by Weight</td>
<td>1. Divide grams of sugar per serving by gram weight for the serving size</td>
</tr>
<tr>
<td></td>
<td>2. Multiply times 100</td>
</tr>
</tbody>
</table>
Physical Activity Guidelines
Physical Activity and Physical Education Guidelines

1. School should ensure that every student from kindergarten through twelfth grade receives regular, age-appropriate* quality physical education.

2. Schools should facilitate opportunities for student participation in at least 60 minutes per day of moderate to vigorous physical activity in accordance with nationally recommended guidelines.

3. All physical education classes should be taught by certified physical education teachers.

4. Physical education should be designed to build interest and proficiency in the skills, knowledge and attitudes essential to a lifelong physically active lifestyle. It should include providing information, fostering a positive atmosphere, encouraging self-discipline, developing motor skills, and promoting activities that can be carried out over the course of students’ lives.

5. The physical education curriculum should be coordinated with the health education curriculum.

6. Physical education opportunities should provide safe and satisfying physical activity for students, including those with special needs.

7. Whenever possible, elementary schools should provide daily physical activity.

8. Schools should not use participation of non-participation in physical education classes or recess as a way to punish or discipline students.

9. After-school programs should include supervised, age-appropriate physical activities that appeal to a variety of interests.

10. Schools should ensure that students have adequate space and equipment to participate in structured physical activity.

11. Schools should ensure that physical activity facilities on school grounds are kept safe and well-maintained.

12. Schools should provide information to parents to help them promote and incorporate physical activity and healthy eating into their children’s lives.

*Age-appropriate physical education is activity that utilizes movement concepts, motor skills, cognitive skills and intensity appropriate for a child’s state of development.
Compliance Review
Wellness Policy Compliance Review

Each building will conduct an annual review of the wellness policies and procedures utilized at the individual school to measure building consistency with the wellness policy of the district. This review will be completed by a team that includes representation from parents, students, and staff. This form will serve as the basic compliance assessment. Additional information may be provided. The completed assessment will be filed with the Assistant Superintendent’s Office.

**Part 1 - Please rate your building’s level of implementation of each of these statements found in the district wellness policy, Policy 6175.**

<table>
<thead>
<tr>
<th>Setting Nutrition Education Goals</th>
<th>Fully</th>
<th>Partially</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in grades pre-K-12 will receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition education will be offered in the cafeterias as well as in the classrooms, with coordination between the foodservice staff and teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will receive consistent nutrition messages throughout schools, classrooms, and cafeterias.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District health education curriculum standards and guidelines will include both nutrition and physical education.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition will be integrated into the health education and core curricula.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools will link nutrition education activities with the coordinated school health program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools will conduct nutrition education activities and promotions that involve parents, students, and community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Setting Physical Activities Goals</th>
<th>Fully</th>
<th>Partially</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the school day.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will be given opportunities for physical activity through a range of before-and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools will encourage parents and guardians to support their children’s participation in physical activity, to be physically active role models, and to include physical activity in family events.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools will provide training to enable teachers, and other school staff to promote enjoyable, lifelong physical activity among students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Setting Nutrition Guidelines for All Foods and Beverages Available on School Campuses During the School Day**

<table>
<thead>
<tr>
<th>Fully</th>
<th>Partially</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The school district will set guidelines for foods and beverages in a la carte sales in the food service program on school campuses.

Comments:

The school district will set guidelines for foods and beverages sold in vending machines, snack bars, and school stores on school campuses.

Comments:

The school district will set guidelines for foods and beverages sold as part of school-sponsored fundraising activities.

Comments:

The school district will set guidelines for refreshments served at parties, celebrations, and meetings during the school day.

Comments:

**Setting Goals for Other School-Based Activities Designed to Promote Student Wellness**

<table>
<thead>
<tr>
<th>Fully</th>
<th>Partially</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The school district will provide a clean, safe, enjoyable meal environment for students.

Comments:

The school district will provide enough space and serving areas to ensure all students have access to school meals with minimum wait time.

Comments:

Student access to water throughout the school day will be facilitated through drinking fountains and the use of other available options.

Comments:

The school district will encourage all students to participate in the school meals program and protect the identity of students who eat free and reduced price meals.

Comments:

The school district will ensure an adequate time for students to enjoy eating healthy foods.

Comments:

The school district will schedule lunch time as near the middle of the school day as possible.

Comments:

The school district will ensure that all schools’ fundraising efforts are supportive of healthy eating.

Comments:

The school district will provide opportunities for on-going professional training and development for foodservice staff and teachers in the areas of nutrition and physical education.

Comments:

The school district will make efforts to keep school or district-owned physical activity facilities open for use by students outside school hours.

Comments:

The school district will encourage parents, teachers, school administrators, students, food service professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home.

Comments:
## Setting Goals for Other School-Based Activities Designed to Promote Student Wellness

<table>
<thead>
<tr>
<th>The school district will provide information and outreach materials about other FNS programs such as Food Stamps, and Women, Infants, and Children (WIC) to students and parents.</th>
<th>Fully</th>
<th>Partially</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The school district will encourage all students to participate in a school meals program, i.e. the National School Lunch, including snacks for After School programs and School Breakfast programs.</th>
<th>Fully</th>
<th>Partially</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Part 2 - Please describe your building’s intended follow-up activities to further ensure full implementation of this policy.**
### Policy 7010

**Smoke/Tobacco-free Environment**

The Grand Forks Public Schools is dedicated to providing a healthy, comfortable, and productive environment for staff, students, and citizens. Smoking and other tobacco use can be hazardous to the health of both users and non-users.

Effective August 1, 1987 smoking and the use of tobacco products is prohibited on school district property at all times. This includes school buildings, grounds, and school-owned vehicles. Possession of tobacco products by students on school property is also prohibited.

Enforcement of this policy will depend upon the cooperation of tobacco users and non-users. All individuals on school premises share in the responsibility of adhering to and enforcing this policy. This policy shall be shared annually with new and existing employees. The district will also display "No Smoking" signage at all schools, buildings and grounds.

Any violation of this policy by staff shall be referred to the appropriate supervisor. One written warning will be given to the staff member with a copy placed in his or her district personnel file. Further violations will be considered insubordination, which will be dealt with accordingly based on established policies and procedures.

Citizens who are observed smoking or using tobacco products on school district property will be asked to refrain from smoking or using tobacco products on school property. If the individual fails to comply with the request, his or her violation of policy may be referred to the building principal or other school district supervisory personnel responsible for the area or program during which the violation occurred. The supervisor will make a decision on further action, which may include a directive to leave school property.

*Adopted 3-10-87
Amended 4-11-11*
**Drug-Free Workplace**

It is the intent of the school board that the Grand Forks School District No. #1 will comply with the requirements of the Drug-Free Workplace Act of 1988. By law, all school district workplaces must be totally free of the illegal use of drugs. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in any workplace in the Grand Forks School District.

Compliance will include:

A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in any school district workplace and specifying the actions that will be taken against employees for violation of such prohibition;

B. Establishing a drug-free awareness program to inform employees about:
   1) The dangers of drug abuse in the workplace;
   2) The school district's policy of maintaining a drug-free workplace;
   3) Any available drug counseling, rehabilitation, and employee assistance programs; and
   4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

C. Making it a requirement that each employee to be engaged in the performance of any grant be given a copy of the statement required by paragraph (a);

D. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under any grant, the employee will:
   1) Abide by the terms of the statement; and
   2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;

E. Notifying the appropriate agency within ten days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction;

F. Taking one of the following actions, within 30 days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
   1) Taking appropriate personnel action against such an employee, up to and including termination; or
   2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, state, or local health, law enforcement, or other appropriate agency;

G. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (A), (B), (C), (D), (E), and (F).

*Adopted 8-29-89*

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Evaluating Existing Buildings
All existing school facilities will be evaluated periodically for functional and aesthetic requirements in terms of the desired educational programming and for programming and compliance with Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act (ADA) of 1990, Subtitle A of Title II and all other laws and regulations.

In addition to the inspections provided by district personnel and/or a special board committee, planning for major rehabilitation and remodeling will be incorporated into the school facilities master plan on a scheduled basis.

Complaints regarding perceived noncompliance with the ADA Act by any student or employee of the Grand Forks Public School District No. 1, or any other qualified individual, shall be reviewed by the district.

Adopted 6-4-68
Amended 1-28-97, 1-23-01, 3-14-05
Legal Reference: NDCC 15.1-09-33
Use of School Facilities
The school board encourages the use of school building facilities by local groups and organizations that have as their objective development of personal character and civic welfare. The program of instruction shall at all times have priority over non-school requests for use of building facilities.

The school board recognizes the necessity to make school grounds and buildings available to the park board recreation program, and a special effort will be made to cooperate with the superintendent of parks in the scheduling of use of school facilities, both during the school year and the summer vacation.

It is the general policy of the school board not to loan school equipment, unless accompanied by a school employee. Any exception requires the specific approval of the superintendent or his/her designee.

Permission for Use of School Facilities
Permission for the use of buildings will be granted by the director of buildings and grounds on the basis of the building schedules, and a rate schedule will apply to those instances where fees are charged. The director of buildings and grounds will schedule the use of buildings by outside agencies in cooperation with the building principal, so that community activities will not interfere with school functions.

Announcements for Schools, PTO's, etc.
Any activities directly concerned with the operating of the schools may be announced through the classes of the schools under the following provisions:

1. Consult the principal before making any announcements.
2. On matters of citywide interest, consult the superintendent's office before making any announcements.

Vacant Rooms
Students and teachers' groups are not to use vacant rooms without prearrangement with the principal. Lunches are not to be served by teachers' groups without arranging through the principal's office.

Meals and Lunches at Meetings of Teacher or School Patron Organizations
Teachers and other patrons of the school district may use the kitchen facilities of the school, provided arrangements have been made for this use through the principal's office, and provided further that the use of those facilities shall not be charged to the taxpayers of the district, but shall be borne by the organization using them. The expense shall include the cost of heating, custodial service, breakage of dishes, and any miscellaneous expense that may have been incurred.

School Facilities
The facilities are built for school purposes and for that reason school activities are always given first preference. If other organizations wish to use school facilities, they may be permitted to do so, provided the open date does not conflict with the regular school routine and provided further that the nature of the meeting for which the school facilities are used will in no way reflect discredit upon the schools. A definite set of regulations regarding the rental is based upon a detailed cost study. The following rules govern the rental and use of school facilities:

1. The applicant for use of the school facilities, being a responsible person twenty-one years of age or over, agrees to be responsible to the school board for the use and care of the school property. Applicant further agrees that the character of entertainment will conform to that stated in the application and that he/she will make the required report on the use of the building.
2. The building may be used only for performances that are wholesome and will reflect no discredit upon the schools.
3. Subletting of the auditoriums is absolutely forbidden.
4. All application for use of the building must be filed at least five days before the performance or other use.
5. Payment shall be made at the time of signing the application.
6. Any damage done to property during the use of the building either at rehearsals, performance, or other use, shall be paid in full by the person or firm making application, ordinary wear excepted.
7. Absolutely no alcoholic beverages are allowed in or on any portion of the buildings and grounds.
8. Absolutely no smoking is allowed in or on any portion of the buildings and grounds.
9. Applicant agrees to furnish all tickets, ticket sellers, ticket takers, or stages.
10. Custodial service will be provided by the school district.
    a. For local amateur performances, the switchboard and stage properties may be handled only by licensed operators unless the service is provided by the school district.
    b. For all professional performances, only licensed operators will be permitted to manage stage and electrical equipment.
11. No school property shall be removed from the premises without the consent of the superintendent, or without the knowledge of the principal.
12. No properties, materials, machines, or contrivances shall be used on the stage or in the building, which will in any way cause damage to the building or its property, or that may create a fire or other hazard.
13. The applicant will be responsible for all admission taxes.
14. No confections may be sold in the main auditoriums.
15. The facilities will not be rented when such rental(s) would conflict with any activity of the school(s).
16. No equipment may be rented or loaned for non-school district use. Non-profit groups may apply to the superintendent or his/her designee to receive permission.

**Leasing of the School Facilities**
All arrangements for the use of the school facilities should be made through the office of the superintendent of schools.

**Payment for Use of Rooms**
The charge for the use of school buildings or any rooms is established on a schedule of costs for facility use. PTO's or teacher groups may meet in the building without charge, provided arrangements are made through the office of the principal of the building in which the meeting is to be held.

**Use of the Building Report**
A principal's report on the use of school for outside activities is turned in each month to the director of buildings and grounds.

*Adopted 6-4-68  
Amended 1/96, 1-23-01, 3-14-05  
Legal Reference: NDCC 15.1-06-14*
Use of School Grounds
Individuals or groups wishing to use school grounds for outdoor events such as rallies, political gatherings, or other meetings must receive permission from the director of buildings and grounds.

Operation of Motorized Vehicles on School Property
All motor vehicles shall use only streets or parking areas provided for such purposes. Should the use of such vehicles on school property create a safety hazard or disturbance by misuse or excessive noise, the school administration may limit or prohibit any or all such use on school property.

The use of snowmobiles on school property is prohibited.

All vehicles used on school property shall observe requirements relative to safety and noise control that have been set by law or by school regulations.

This policy is based upon considerations for safety, noise control, and possible school district liability.

Adopted 11-28-89
Amended 11-24-92, 1-28-02, 3-14-05

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Policy 7301

Student Attendance Areas
The school board reaffirms the value of the neighborhood school as the basic pattern of American public school organization.

In order to balance enrollments, it is necessary to establish boundary lines between schools. The superintendent's office, with the approval of the board, sets the boundaries and may be contacted in the event of doubt as to where a child should attend school. Boundary lines may be changed occasionally according to population shifts.

Adopted 6-4-68
Amended 11-23-93

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Policy 7310

Determining Needs - The Long-Range Plans
A constant effort shall be made to assess projected student enrollments, physical facilities, and financial position of the district for the purpose of developing a long-range plan.

At the request of the board, the administration shall submit for review a report of current community growth, projected enrollments, financial resources, and other information that may be beneficial to developing a long-range plan.

Site Development and Selection
The board believes that site selection and development should start from the premise that the school is an integral and inseparable part of the total community.

The state legislature has charged local school boards in this state with the sole responsibility for selecting school sites, and this authority cannot be delegated. The processes of selection, however, concern the entire administrative and supervisory staffs, and others with special skills and insights. The school board will inform the park district of its plans to acquire additional sites. This information will allow the park district an opportunity to purchase adjoining property.

The superintendent of schools is instructed to establish criteria and procedures necessary to assure the citizens and board that the best possible sites are being acquired and developed.

Adopted 6-4-68
Amended 1-28-97, 1-23-01
Legal Reference: NDCC 15.1-09-33

Return to Top
Developing Educational Specifications
Educational specifications are written after consultation and study with committees of teachers, administrators, consultants, maintenance technicians, and citizens. Upon completion of the specifications, they are:

1. Reviewed by the appropriate faculty members and administrators affected by the specifications;
2. Presented to the school board;
3. Presented to the architect.

Architect Selection
Architects for each specific construction project shall be recommended to the Board through a selection process developed by the Board President, Facility Committee, and Superintendent.

Adopted 6-4-68
Amended 3-14-05

Return to Top
**Policy 7440**

**Bidding Process**
In all construction bidding processes, it is the position of the Grand Forks School Board that North Dakota Century Code procedures will be specifically followed by the approved architects and engineers throughout the entire bidding and contract awarding process. Should questions arise, legal advice will be secured from the school board legal advisor before final board action on the award of contracts. In all instances, the school board shall reserve the right to accept or reject any or all bids and to waive any informalities thereof.

**Awarding Contracts**
Recommendations for the awarding of contracts shall be initiated by the superintendent of schools. The architect shall recommend the contract award to the superintendent who, in turn, shall make final recommendation to the board.

**Supervision - Architect's, Engineer's, Project Manager's Responsibilities**
General responsibility for supervision of construction projects shall rest with the architect, engineer, and/or project manager. This supervision will be supplemented by personnel from the superintendent's office.

The architect, engineer, and/or project manager shall provide adequate supervision through a building inspector.

**Inspection of Completed Projects**
Completed projects shall be inspected in accordance with the contract for architectural services. Other inspections shall include those by the administrative staff. Recommendations for the acceptance of the building shall be made to the board by administration.

**Dedication of Project**
It shall be the responsibility of the school board to name or rename new or renovated buildings for the district.

**Recording Names of Board Members, Administrators, Architects and Builders**
All major building projects will be identified by suitable plaque(s) identifying the project, year completed, the names of the board members, superintendent, the architect's firm and prime contractors.

*Adopted 12-12-89
Amended 1-28-02*
Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.

Policy 8100

Organization
The corporate name of this school district is Grand Forks Public School District #1. The board, at its first regular meeting in July of each year, will be organized by administering the oath of office to the newly elected members and electing a president and vice president.

Time, Place and Notice
Regular meetings of the board will be held on the second Monday of each calendar month at such place within the district as may be designated in the notice of such meeting.

A second regular meeting, if needed, may be held each calendar month at such place and time as will be designated in the notice of such meeting.

Notice should contain the date, time and location of the meeting, and where practicable, the topics to be considered. Lack of an agenda in the notice or a departure from or addition to an agenda does not affect the validity of the meeting or actions taken. The notice must contain the general subject matter of any executive session expected to be held during the meeting. See N.D.C.C. 44-04-20(2.) for telephone or videoconference requirements.

Special Meetings
Special meetings may be held at any time upon the call of the president or any two or more members of the board. Only that business for which the special meeting was called and included in the notice may be considered at such special meetings. (44-04-20(6))

Notification to Members
Written notice of a regular or special meeting will be given to each member of the board. The board recognizes that, on occasion, meetings need to be called on short notice. On those occasions, the president and/or superintendent will notify board members, the official newspaper and media representatives who have requested notice in the most expedient manner. (44-04-20(6))

Work Sessions
The School Board may, from time to time, meet in work sessions or extended work sessions at a time and place conducive to in-depth discussion of the policies and goals of the District. All such meetings shall be open to the public and subject to the same notice requirements as any other meeting of the board.

Executive Sessions
Executive sessions of the School Board and committees to which the board has delegated authority are permitted only as specifically provided by law. This includes the non-renewal or discharge hearing of a teacher as defined by law, consultation with the district’s attorney concerning reasonable predictable litigation, the discussion of a student’s educational records that are protected by the Family Educational Rights and Privacy Act, instructions to individuals who are negotiating on behalf of the Board and committees considering matters for which executive sessions are authorized.

Meetings
All meetings of the school board and any group of two or more persons acting collectively pursuant to authority delegated by the board, with the exception of those permitted to be held in executive session by North Dakota law, will be open to the public.

Summary of Statutory Notice Requirements
Public notice must be given in advance of meetings of the school board and any group of two or more persons acting collectively pursuant to authority delegated by the board. Notice shall be filed with the county auditor, posted at the main office of the school board, posted at the location of the meeting on the day of the meeting, provided to anyone requesting such information and, in the case of special meetings, notice must also be provided to the official newspaper of the district.

Adopted 6-4-68
Amended 2-11-97, 2-24-98, 2-8-00, 2-13-01, 2-11-02, 1-27-03, 2-9-04, 9-26-05, 11-26-07
Legal Reference: NDCC 15.1-09-30; NDCC 15.1-09-27; NDCC 15.1-09-28; NDCC 15.1-09-33; NDCC Ch. 44-04; NDAG Opinion 2007-O-13

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Purpose and Role of the Board
The purpose of the school board is to provide education of the highest level for the pupils of the district, taking into account the desires of the patrons and their abilities and willingness to support a program of education.

President
The president of the board will preside at board meetings and will perform such other duties as may be prescribed by law or by action of the board.

Vice President
The vice president will preside in the absence of the president and will perform such other duties as may be assigned by the school board.

Counsel
It will be the policy of the board to secure legal counsel for the school district.

Adopted 6-4-68
Amended 2-11-97, 1-23-01, 2-11-02, 1-27-03, 1-24-05, 9-26-05
Legal Reference: NDCC 15.1.09-28; NDCC 15.1.09-33

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Goals for Board Service
The Board's goals are for the development, operation, and improvement of the Grand Forks Public Schools, and for the provision of excellence in education for the patrons of the district. To achieve these goals, the Board should:

1. Select and support an able superintendent of schools.
2. Encourage the superintendent and other staff members to seek professional self-development in a variety of ways.
3. Join in efforts to clarify the goals of the schools.
4. Perform the custodial functions of monitoring school district finances, maintain the educational plant, and provide stability for the school system.
5. Enact policies to guide the professional staff in their efforts to achieve the goals of the schools.
6. Test all Board decisions against their probable effects and to the extent that it is possible, actual results eventually attained.
7. Faithfully accept the responsibilities and carry out the duties delegated and assigned to the Board by law, regulations of the State Board of Public School Education, the regulations of the Department of Public Instruction, and the decisions of the courts.

Adopted 6-4-68
Amended 1-24-05
Policy 8110

Number of Members, Terms of Office, and Procedure for Notification of Candidacy
The school board consists of nine (9) members, elected at large on the second Tuesday of June in each even-numbered year. Members take office the first school board meeting in July.

Persons elected to the school board must be of legal voting age, residents of the school district, and citizens of the United States.

All school board members shall be elected in even-numbered years for terms of four years each, with four members being elected in one even-numbered year and five members being elected in the alternate even-numbered year, except when the member is completing the unexpired term of another. The term of an individual selected by appointment or special election to fill a vacancy extends until a successor is elected and qualified at the next annual election.

The following is the election schedule:

<table>
<thead>
<tr>
<th>Board Position</th>
<th>Current Member</th>
<th>Current Term Ends</th>
<th>2016 Election</th>
<th>2018 Election</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vicki Ericson</td>
<td>2016</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ward K. Johnson</td>
<td>2016</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>3</td>
<td>Eric Lunn</td>
<td>2016</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>4</td>
<td>Bill Palmiscno</td>
<td>2016</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>5</td>
<td>Eric Burin</td>
<td>2018</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>6</td>
<td>Douglas C. Carpenter</td>
<td>2018</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>7</td>
<td>Dane J. Ferguson</td>
<td>2018</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>8</td>
<td>Rebecca Grandstrand</td>
<td>2018</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>9</td>
<td>Meggen Sande</td>
<td>2018</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

Adopted 6-4-68
Amended 2-11-97, 2-13-01, 1-27-03, 1-24-05, 10-23-06, 3-11-09, 4-11-11, 6-10-13, 10-13-14
Legal Reference: NDCC 15.1-09-01; NDCC 15.1-09-02; NDCC 15.1-09-03; NDCC 15.1-09-05

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**Policy 8115**

**Individual Members**
It is understood that the members of the board have authority only when acting as a board legally in session. The board will not be bound in any way by any action or statement on the part of any individual board member except when such statement or action is in pursuance of specific instructions from the board.

The board will consider and act on items presented by the superintendent of schools, members of the board, or citizens of the community.

**Committee of the Whole**
While the board may, from time to time, meet as a committee of the whole, the board members have authority only when acting as a body regularly in session.

**Quorum**
Five (5) members of the board will constitute a quorum. The board may exercise its powers only in properly called meetings, where a quorum is present.

*Adopted 6-4-68*  
*Amended 1/96, 2-13-01, 2-11-02*  
*Legal Reference: NDCC 15.1-09-29*

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Policy 8120

STEPS in Filling a Board Vacancy

Step 1 - When a vacancy on the school board occurs, the business manager of a school district shall notify the county superintendent that a vacancy exists on the school board. The board will make public announcement of such vacancy and request that individuals interested in being considered for board service apply at the school board business office. The board will establish an application period which will be no less than two and no more than four weeks, and will have clearly stated beginning and closing dates.

Step 2 - Interested individuals will complete an “application to be considered.” The applications will be supplied to each board member. Applicants will be invited to attend the school board meeting at which the appointment would be made.

Step 3 - At a school board meeting, the business office will report all applicants by name. Applicants may make a statement to the school board if they choose. School board members may discuss application information with an applicant at the same school board meeting.

Step 4 - If the number of applicants exceeds three, one or more votes will be used to limit the field to three. Each board member present must vote for three candidates in this initial process. When the field is limited to three, another vote or votes will be taken, each board member having one vote. When any applicant secures a simple majority vote of the quorum, the appointee will have been determined.

INITIAL PHASE: Limiting the Field to Three

1. Each board member will vote for three candidates on the first ballot. The three candidates with the largest number of votes will be advanced to the final phase of voting.

2. A tie vote could occur for one or more of the top three positions as a result of the first ballot. In that case, succeeding ballots will be taken until the three finalists have been selected. On each ballot, the clear winner(s) [i.e., those who have the highest number of votes and are not involved in the tie for the last position(s) in the top three] will be advanced to the final phase of the process. On each ballot, the candidates receiving fewer votes than those who are tied for the last position(s) in the final three will be eliminated from further consideration. Succeeding ballots will have board members selecting from only the candidates involved in the tie on the previous ballot.
   a. If there are no clear winners advanced to the final phase of the process, board members will each vote for three candidates from among the four or more involved in the tie. The clear winner(s) will be advanced to the final phase of the selection process.
   b. If one candidate has been advanced to the final phase of the process, board members will each vote for one candidate from among those involved in the tie for the last position in the finals. The clear winner will be advanced to the final phase of the selection process.

FINAL PHASE: Selecting the Appointee From Among the Final Three Candidates

1. Each board member will vote for one candidate from among the three finalists. If any candidate receives a simple majority vote of the quorum, the appointee will have been determined.

2. If none of the three candidates receives a simple majority on the first ballot, the board will vote a second and a third ballot, if necessary. After the third ballot, with no simple majority, the candidate receiving the lowest number of votes would be eliminated (provided there is no tie between the second and third candidates.)

3. Each board member will vote for one candidate from among the two finalists. If any candidate receives a simple majority vote of the quorum, the appointee will have been determined.

4. If neither of the two final candidates receives a simple majority after the third ballot, the appointment must be decided by a drawing of names. A candidate involved in a tie vote may withdraw the candidate’s name from consideration if the candidate is willing to sign a statement to that effect in the presence of the school board.

Adopted 7-8-75
Amended 1/97, 6-10-13, 11-23-15
Legal Reference: NDCC 15.1-09-05, 15.1-09-16

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**Policy 8130**

**Standing, Advisory, and Temporary Committees**

The board shall review its own internal operation annually, forming those standing committees and advisory committees, which it deems necessary to effectively conduct its business for the school year.

Committees may be formed at the annual organizational meeting or at any time the board deems necessary.

**Temporary Committees**

The president shall appoint such policy and special committees as may be deemed necessary or advisable by the board, subject to the approval by the board. The president shall be, ex officio, a member of each committee.

The duties of the committee shall be outlined at the time of appointment, and the committee shall be considered dissolved when its final report has been made.

*Adopted 9-23-75*
*Amended 11-22-88, 2-11-02, 2-9-04*
*Legal Reference: NDCC 15.1-09-28*

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Working Relationship with Other School Districts

The school board of the Grand Forks Public School District #1 recognizes that a formal working relationship between school districts can be valuable. Cooperation and communication between the districts can enhance the education process for the children and families of the districts. Cooperative ventures may include several models including:

1. **Joint Powers Agreements**
   The School Board of Grand Forks Public School District #1 may elect to participate in joint powers arrangements with other districts utilizing NDCC 54-40-01. Joint powers agreements should specify the details of the working relationship among the districts involved including particulars such as governance structure and financial considerations.

2. **Contract for Services**
   Contracted services include arrangements such as tuition, open enrollment, specific contract offerings such as special education and cooperative athletic and activities programs. These arrangements should include clarification of responsibilities of parties involved in the contracted services.

3. **Informal Agreements**
   Districts may desire to informally cooperate on services of common interest. Purchasing cooperatives and joint scheduling of opportunities such as concerts are examples of these types of arrangements.

Cooperating with other districts can provide substantial benefits to the children and patrons of Grand Forks Public School District #1 as well as the partner districts. The school board supports and encourages these arrangements.

*Adopted 11-28-89*
*Amended 11-23-93, 10-23-06, 10-13-14*
Policy 8300

Orientation
The board and the administrative staff shall assist each new member-elect to understand the board's functions, policies and procedures, and the operation of the school system before he or she takes office.

The following methods shall be employed:
1. The incoming member-elect shall be given selected material on the functions of the board and the school system.
2. The incoming member-elect, prior to being seated as a member, shall be invited to attend Board meetings for the purpose of preparing for Board service.
3. The incoming member-elect shall be invited to meet with the superintendent and other administrative personnel to discuss services they perform for the board.
4. The incoming member-elect shall receive a formal orientation that includes:
   a) Visiting schools
   b) Discussions with administrators and/or board members on the following topics:
      • Board Ethics
      • Board Organization
      • Board Meetings
      • Board Authority
      • Board Member Conduct
         → Handling Complaints
         → Making Decisions
         → Role as a Policy Maker
         → Visiting With the Press
      • Relationships with Administration and Staff
      • Relationship with other school boards
      • Board Role in Curriculum
      • Board Self-evaluation
      • Further Training Opportunities for new Board members
      • District Finances
         → Local Revenue Sources
         → Federal Programs
         → State Funding
         → Budgeting Procedures
         → Special Finance Issues
      • School Calendar
      • Accreditation
      • NDSBA
      • NDSSC
5. The newly elected member(s) shall attend a mandatory state school board orientation within the first year of their term.

Adopted 6-4-68
Amended 2-11-97, 2-13-01, 4-18-01
Legal Reference: NDCC 15.1-09-32

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Opportunities for Development - Attendance at Meetings, Conferences, Conventions

Attendance at meetings directly or indirectly related to education or school matters shall be encouraged for the value they have to the district and the professional growth of board members. The superintendent shall notify all board members of such meetings.

Board members may attend during their current four-year term, two national meetings, conferences or conventions.

All school board members are encouraged to attend the state school board conference held annually.

All expenses of attending such meetings including transportation, meals, lodging, and registration fees will be reimbursed as outlined in Policy 8330.

Adopted 6-4-68
Amended 11-11-97, 2-24-98, 2-13-01, 2-11-02, 2-10-03
Legal Reference: NDCC 44-08-03; NDCC 44-08-04; NDCC 44-08-04.1

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Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.
Compensation for School Board Members
Compensation for each member shall be $3,500 annually, except that compensation for the elected president of the school board shall be $4,000 annually. If a school board member resigns before year end, then pay shall be prorated accordingly.

Board members may be reimbursed for all necessary meals, lodging, and travel expenses actually incurred by him or her while engaged in official business of the board (The rate shall be the same as that established for all state officials and employees.) When possible, board members shall attempt to travel together.

Individual board members may elect not to be paid. Board members electing not to be paid are urged to notify the business manager prior to the close of the fiscal year (or they may return the payment to the district).

Adopted 6-4-68
Amended 1/96, 2-13-01, 2-11-02, 2-9-04, 7-11-11, Affirmed 7-16-12, 7-15-13, 7-14-14, 7-11-16, 7-10-17
Legal Reference: NDCC 15.1-09-06; NDCC 44-08
Policy 8340

Retirement
Retiring members of the board shall be appropriately recognized and thanked for their service to the schools and community.

Continuing privileges, as may be legally provided them, are to be encouraged and may include, but not be limited to, the following:

1. Complimentary passes to athletic and other school activities.
2. Personal invitations to special public functions of the board.

Adopted 6-4-68
Amended 11-13-90

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

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

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

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

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

Adopted 6-4-68
Amended 11-24-92, 9-26-05
Legal Reference: NDCC 15.1-07-12; NDCC 15.1-07-21; NDCC 15.1-09-28

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Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.
Construction of the Agenda
The business conducted by the board at any regular or special meeting will be restricted to those matters included in the agenda except as provided in this section.

Agenda
Items may be recommended for addition to the agenda during preview of the agenda by board members and administrators at the beginning of each regular meeting. Additions will require a majority vote of the board.

Communications
The agenda of every regular meeting will provide for an item titled, "Delegations, Petitions, and Communications." Such communications may be presented orally or in writing, subject to the policies and regulations of the board. Action on such items is governed by the provisions of the policies and regulations.

Actions
Formal action by the board may be taken on any item on the agenda or on any item initiated by a member of the board or the superintendent by whatever majority vote is required by the board or by statute. Action on items initiated by persons other than a board member or administrator will use the following procedure:

a. An appointment to meet with the board must be established at least one week in advance of the meeting.
b. Questions and problems must be submitted in writing at the time of the request for an appointment.
c. Delegates shall indicate whom they represent and shall be asked to comment on their questions or problems.
d. The board will take questions and problems under advisement and issue responses after due deliberation, usually at the next meeting.
e. In cases of emergency, of which the superintendent and/or board shall be the judge, stipulations concerning prior conferences and appointments may be dispensed with by unanimous vote of the board members present.

Roll Call Votes
All non-procedural votes will be recorded roll call votes with the vote of each member being made public at all meetings except executive sessions. The chair may "assume a roll call vote" on all motions which are unanimously approved. Whenever a dissenting vote is cast on a non-procedural matter, the school board secretary will call the roll and record the votes of each member present. All board members are expected to vote on all matters requiring formal action, there being no provision in North Dakota law for school board members to abstain from voting.

Adopted 6-4-68
Amended 11-30-90, 2-9-04
**Policy 8509**

**Publication of Agenda**
In order that citizens can be aware of what business will be discussed at meetings, the board will publish in the newspaper, in advance, the agenda for each meeting.

**Citizen Requests, Representations, or Proposals**
In order that the board may fairly and adequately discharge its overall responsibility, citizens who wish to make requests, representations, or proposals may present them to the full school board, individual school board members, or the president of the board. These concerns will then be directed to the superintendent of schools, who will deal with them according to policies adopted by the board. The policies are designed:

1. To allow everyone who wishes it, a fair and adequate hearing.
2. To allow the superintendent of schools to take direct action or to recommend action to the board when policies have already been established by the board.
3. To minimize the possibility of the board's making ill-advised, illegal, or improper rulings due to hasty action in the absence of adequate information and study, especially when a policy does not exist, a change in policy is proposed or an exception to policy is specifically requested.
4. To see that the time so devoted does not interfere with the scheduled business of the board.

*Adopted 11-24-87*
Policy 8512

Procedures
Robert’s Rules of Order will govern the conduct of all meetings. The final authority for interpretation of Robert’s Rules of Order will be the North Dakota School Boards Association.

The board operates with very few committees and frequently needs the freedom of an ordinary committee in considering issues. Therefore, the board will recognize a standing exception, or amendment, to Robert’s Rules of Order as follows:

- The chair will have the leeway to permit debate prior to a motion for action.

Adopted 11-10-87

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Policy 8515

Minutes

The minutes of the meetings of the board will include:

1. The classification (regular, adjourned, or special), date and place of meeting.
2. The call to order stating time, person presiding, and his or her office.
3. The record of board members present and absent.
4. A record of any corrections of the minutes of the previous meetings and the action approving them.
5. A record of all communications presented to the board.
6. A record of the hearing of all petitions of citizens.
7. A record of any reports of board members or staff members.
8. A record of each motion placed before the board, including the member making the motion and the member seconding, if any. On motions requiring other than a majority of those present for passage, the ayes and nays will be recorded by name.
9. Special marking to indicate policy matters.
10. The record of all roll call votes.

The minutes will be permanently filed and indexed for reference purposes.

All reports requiring board action, resolutions, agreements, and other written documents may be made a part of the minutes by reference, and if so, will be placed in the district file as a permanent record.

The permanent minutes, through March 1980, are on file at the Chester Fritz Library, Special Collections Department, and those after March 1980 are on file at the Mark Sanford Education Center.

Adopted 6-4-68
Amended 1/96, 2-24-98, 2-13-01, 4-11-11
Legal Reference: NDCC 15.1-07-21; NDCC 15.1-07-25

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Policy 8600

Adoption and Amendment of Policies and Regulations
Policy proposals and suggested amendments to or revisions of existing policies will be submitted to all members of the board and to the superintendent in writing prior to a regularly scheduled board meeting in which such proposed policies, amendments, or revisions will be read and discussed. A vote for adoption will take place at the next succeeding regular meeting of the board. Action will be by majority vote of those present.

Adopted 6-4-68
Amended 1-23-01, 2-13-01, 2-9-04

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The board shall concern itself primarily with broad questions of policy, rather than with administrative details. The application of policies is an administrative task to be performed by the superintendent and staff, who shall be held responsible for the effective administration and supervision of the entire school system.

Methods of Operation
The board, functioning within the framework of laws and recognizing the authority of the State, fulfills its mission as the governing body of a political subdivision by acting as follows in the execution of its duties:

1. Enacts policy.
2. Provides for the planning, expansion, improvement, financing, construction, and maintenance of the physical plant of the school system.
3. Prescribes the minimum standards needed for the efficient operation and improvement of the school system.
4. Requires the establishment and maintenance of records, accounts, archives, management methods, and procedures incidental to the conduct of school business.
5. Approves the budget, financial reports, audits, major expenditures, payment of obligations, and policies whereby the administration may formulate procedures, regulations, and other guides for the orderly accomplishment of business.
6. Estimates and levies taxes for the operation, support, maintenance, improvement, and extension of the school system.
7. Adopts courses of study.
8. Provides staff and instructional materials.
9. Reviews the educational program to determine the effectiveness with which the schools are achieving the educational purpose of the school system.
10. Provides for the dissemination of information relating to the schools necessary for creating a well-informed public.
11. Engages in two-way communication with the general public in order to assess the feelings and wishes of the community with regard to the education of its children.

Adopted 6-4-68
Amended 11-23-93, 2-13-01
Legal Reference: NDCC 15.1-09-33
Policy 8620

**Formulation of Administrative Regulations**
The board shall delegate to the superintendent the function of specifying the required actions and designing the detailed arrangements under which the schools will be operated.

Such rules and detailed arrangements shall constitute the administrative regulations governing the schools. They must in every respect be consistent with the policies adopted by the board.

In the absence of applicable policy, the superintendent is authorized to establish needed regulations subject to board approval.

The board itself shall formulate and adopt administrative regulations only when specific state laws require board adoption, and may do so when the superintendent recommends board adoption in light of strong community attitudes, or probable staff reaction.

*Adopted 6-4-68
Amended 11-23-93, 2-13-01, 2-9-04*