NOTICE OF REGULAR MEETING OF THE SCHOOL BOARD
GRAND FORKS PUBLIC SCHOOL DISTRICT #1
Monday, May 13, 2019 – 6:00 p.m.
Mark Sanford Education Center, 2400 47th Avenue South, Grand Forks, ND

AGENDA

I. CALL TO ORDER & PLEDGE OF ALLEGIANCE

II. APPROVAL OF AGENDA

III. CELEBRATING SUCCESS
    A. Special Services Department

III. APPROVAL OF MINUTES
    A. April 23, 2019

IV. CITIZEN COMMENTS (non-agenda items)
   (Citizens wishing to address the school board are asked to complete a Citizen Comment Card and submit it to the school board secretary prior to the start of the meeting. Citizens wishing to comment on non-agenda items will be invited by the chairperson to speak during the Citizen Comments item. Citizens wishing to comment on a specific agenda item will be invited by the chairperson to speak when that specific agenda item is reached. Each person may speak for up to three (3) minutes and will not be recognized a second time until all citizens wishing to speak have been heard. The chairperson reserves the right to limit the discussion and the number of speakers. School Board members shall not engage in a response or enter into a debate about any issue(s) brought before the board during this portion of the meeting. Citizen comments and concerns will be directed to the Superintendent of Schools, who will deal with the according to policies adopted by the Board.)

V. SUPERINTENDENT’S RECOMMENDATIONS FOR DISCUSSION
   A. Review School Board Norms
   B. Grand Forks Historical Preservation Commission Request
   C. Legislative Update
   D. MySchoolBucks Expansion Beyond Meal Purchases
   E. Technology and CIAPD Departments Merger Update

VI. SUPERINTENDENT’S RECOMMENDATIONS FOR ACTION
   A. Consent Agenda
      1. Appointments (excludes administrative appointments)
      2. Resignations
   B. Appointment of Chief Academic Officer
   C. Appointment of Associate Principal at Valley Middle School
   D. Appointment of Associate Principals at Century, Kelly, Discovery, and Lake Agassiz Elementary Schools
   E. Appointment of District Mental Health Coordinator
   F. Renewal of School Resource Officer Agreement for 2019-2020
   G. Functional Building Utilization/Capacity Study and Educational Capacity Recommendations

VII. OTHER
   A. Announcements
   B. Board Requests for Future Consideration
      (There should be no discussion concerning an individual item that is requested for future consideration. The Board President and Superintendent will determine the best method of response to board requests for future consideration.)
   C. School Board Norms - How Did We Do?

VIII. ADJOURNMENT

Any person who requires an auxiliary aid or service to allow access or participation at a school board meeting is asked to notify the superintendent’s office (787-4880) at least one day before the meeting.
The School Board of Grand Forks Public School District #1 held a regular meeting on Monday, April 23, 2019, at the Mark Sanford Education Center with President Bill Palmiscno presiding.

**Board Members Present:** Doug Carpenter, Chris Douthit, Amber Flynn, Eric Lunn, Bill Palmiscno, and Cynthia Shabb.

**Board Members Absent:** Jacqueline Hoffarth, Shannon Mikula, and Matt Spivey.

**Others Present:** Student Board Member Riley Thoreson, Superintendent Dr. Terry Brenner, Business Manager Scott J. Berge, Associate Superintendent Jody Thompson, GFEA Vice President Melissa Buchhop, GFAFB School Board Liaison Kevin Whitney, and Executive Secretary Cindy Johnson.

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

**Approval of Agenda.** It was moved by Carpenter and seconded by Lunn to approve the agenda as written. Motion carried with all Board members present voting aye. Absent: Hoffarth, Mikula, and Spivey.

**Approval of Minutes.** Whitney requested a correction be made to the April 17, 2019, minutes by adding his name to the list of Others Present. It was moved by Lunn and seconded by Douthit to approve the minutes of April 8, 2019, as written and the minutes of April 17, 2019, as corrected. Motion carried with all Board members present voting aye. Absent: Hoffarth, Mikula, and Spivey.

**Citizen Comments (non-agenda items).** None.

**Review School Board Norms.** Douthit read aloud the school board norms.

**Child Nutrition Account Balance Update.** Emily Karel, director of the Child Nutrition Program, and Emilia Hodgson, executive director of the Grand Forks Foundation for Education, gave an update on changes that were implemented this school year related to allow all students to have their choice of meal regardless of their ability to pay, negative balance accounts, and financial assistance from the Foundation. Karel reported that the Child Nutrition Program ended the 2017-18 school year with $2,476.83 in negative accounts. At the end of March 2019, there was $4,189.01 in negative accounts. Karel and Hodgson reported that the system is working well and although there are some administrative burdens in collecting data and depositing money into the students’ accounts, it is not excessive. Child Nutrition and the Foundation plan to continue with the processes they have established and track data to look for developing trends or reoccurring negative accounts across the districts.

**Role of School Resource Officer.** Lieutenant Jeremy Moe, Grand Forks Police Department, explained the role of a school resource officer in a school community and the scope of the SROs’ duties in the Grand Forks school district. He reported the key job of an SRO is security and engagement. He shared examples of the SROs’ participation in school events and ways in which the SROs work to have a positive relationship with the students. When asked what the one thing an SRO would want to do but could not because of limitations at the schools, Moe said that some of the physical security measures at some of the schools could be improved.

**Legislative Update.** Brenner reported that K-12 funding is not final but a 2% increase in Year 1 and a 2% increase in Year 2 are proposed. A new piece of legislation for the district to implement next year is SB 2149, which requires mandatory instruction for students in mental health awareness and suicide prevention. SB
2052 allows districts to create a safety plan and levy five mills with voter approval. This could be a piece in a future referendum.

**School Building Capacity Discussion and Analysis Option.** At the April 17 Work Session, Rob Schwarz, owner and principal planner of RSP & Associates, presented a proposal to conduct a functional building utilization analysis of the district. The cost range for this capacity study is $38,250 to $50,250. The topic was deferred to this meeting for discussion and to the May 13 meeting for action.

Dr. Brenner drew to the Board’s attention RSP’s updated proposed capacity study scope and costs that includes $38,250 for a functional building utilization/capacity study, $5,000 for optional educational capacity recommendations, and up to $7,000 for travel expenses. He reported that RSP would take the JGL report to a deeper level in their capacity study. Brenner recommended the study with optional educational capacity recommendations be completed. Lunn stated he was in favor of completing the study. Shabb was concerned that the district has had multiple, similar studies done over the past several years, which cost a lot of money and questioned whether one more piece of information would help in public and community meetings when emotions are going to be high. Carpenter stated he was in favor of completing the study and pointed out that the RSP study would provide additional data on capacity, current usage, and recommendations based on educational capacity.

It was moved by Douthit and seconded by Carpenter to authorize completion of the functional building utilization/capacity study with educational capacity recommendations and travel expense; however, the motion and second were withdrawn because this topic was intended for discussion only at this meeting.

Flynn said that having a functional report that is done by a company with expertise in the utilization of buildings spaces would become a communication tool for the district and provide an informed path of how to use the buildings.

**Consent Agenda.** It was moved by Carpenter and seconded by Shabb to approve the consent agenda as follows: Teacher Appointments of Chelsey Chaput (salary $41,200), Rachel Richter (salary $41,200), and Austin Salyer (salary $41,200) effective August 19, 2019; Open Enrollment Applications as presented; Resignations of Mark Bry, Marissa Lind, Aubrey Rosel, and Dixie Sele effective May 31, 2019; Resignation of Angelique Gunderson effective June 28, 2019; and Student Placements as presented. Motion carried with all Board members present voting aye. Absent: Hoffarth, Mikula, and Spivey.

**General Fund Financial Statement.** For the first nine months of the fiscal year 2018-2019, total general fund revenues were $85,049,267 and total general fund expenditures were $67,364,154, resulting in an excess of revenues over expenditures of $17,685,113. Berge is expecting the general fund balance at the end of the year to be approximately $13.9M.

It was moved by Lunn and seconded by Carpenter to approve the General Fund Financial Statement for the period July 1, 2018, through March 31, 2019, as presented. Motion carried with all Board members present voting aye. Absent: Hoffarth, Mikula, and Spivey.

**High School Math Adoption.** A presentation on the high school math adoption was made at the April 8 meeting. The administrative recommendation is to approve the adoption with Aleks. It was noted that enriched pre-calculus is not included in the recommendation because a new edition will be coming out next year.

It was moved by Carpenter and seconded by Shabb to approve the high school math adoption totaling $265,150.87, which includes textbooks, shipping, teacher resources, online access to the Aleks platform, technology tools, and professional development for all three high schools. Motion carried with all Board members present voting aye. Absent: Hoffarth, Mikula, and Spivey.

**Appointment of Grand Forks Central Associate Principal.** Dr. Brenner explained the recommendation to hire Mike Wilber for this position.

It was moved by Shabb and seconded by Douthit to appoint Mike Wilber as associate principal at Grand Forks Central High School for the 2019-2020 school year. Motion carried with
all Board members present voting aye. Absent: Hoffarth, Mikula, and Spivey.

**Announcements.**
- Shabb invited board members to a Substance Abuse and Prevention Committee meeting tomorrow at Sharon Lutheran Church where the documentary, *Written Off*, will be shown. She also invited board members to a showing of *Hidden in Plain Sight* on May 2, which is sponsored by the Grand Forks Youth Commission.
- Douthit made a public acknowledgment of the Ben Franklin Elementary School custodian for his efforts in putting out a fire in the library.
- Palmiscno reminded board members of the May 1 employee recognition. He also encouraged board members to drive by Grand Forks Central to see the bricks repair project.
- Lunn announced that he would miss the May 1 employee recognition event.

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

**School Board Norms - How Did We Do?**
No comments were made.

**Adjournment.** There being no further business, the meeting was adjourned at 7:19 p.m.

APPROVED ______________________________________

(Date)

____________________________________________________
Bill Palmiscno, President

____________________________________________________
Scott J. Berge, Business Manager
School Board Meeting Norms

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

NORMS

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

GOVERNANCE

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

OTHER

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

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Grand Forks Historical Preservation Commission Request
DATE: May 13, 2019

At your May 13 school board meeting, Mr. Chuck Flemmer, representative of the Grand Forks Historic Preservation Commission, will present his organization’s request to visit specific schools within our district that have historical significance according to guidelines set forth by the Commission. His presentation will include the purpose and scope of the commission’s work for your consideration. Tonight’s conversation is under “Superintendent’s Recommendation for Discussion,” thus we will bring this back to you for action at our May 28 school board meeting.

Attached to this memo you will find background information provided by Mr. Flemmer.

cj
Attachment
The Grand Forks Historic Preservation Commission is endeavoring to nominate 6 schools in Grand Forks to the National Register of Historic Places. We feel that there is a great opportunity for us to recognize the significance that these buildings have had in our community. The schools that are being considered are; West, Wilder, Valley, Viking, Ben Franklin, and Lewis and Clark.

Schools are among the most significant buildings that a community constructs. These buildings have had a tremendous impact on generations of students and their families.

Mid-century modern is a style of architecture that is relatively rare in Grand Forks. The GFHPC is interested in promoting the awareness of this architectural style and the era it was produced. It’s easier for us to think of pre-WWII buildings as historic, but we want to recognize that buildings of this time frame are crossing into historic designation. Promoting awareness will help Grand Forks to identify these and similar buildings that should be recognized.

Because the school district is in the process developing a master plan for its facilities, it seems like a perfect time to document these buildings. The GFHPC wanted to provide an official historical context for these buildings to the school district as it makes decisions on their future. It’s largely because they exist today in their current status that we wish to recognize and document them. Whatever the future may hold for these buildings; by recognizing them now, we feel we are providing a service to the historical record of our community.

One of the first questions that Dr. Brenner had when we reached out to him regarding this proposal, was would this nomination create any impediment to the school district when deciding the future of these buildings. I want to clearly assure you that it would not. The National Register is an honorific designation. The State of North Dakota and the City of Grand Forks have no laws or ordinances that require specific consideration of buildings listed.

The GFHPC is completely available to you for any questions or feedback you may have. Our office is in City Hall and our phone number is (701) 772-8756. I have attached a draft of the historical context for the nomination to provide some insight into what our final nomination will look like. We are very excited to be able to recognize these schools for their contribution to community.

Respectfully submitted,

Chuck Flemmer, Chair GFHPC
The Statement of Historical Context

The goal of this project is to prepare a nomination to the National Register for six mid-century modern schools in Grand Forks, North Dakota. Using the National Register's criteria for evaluation, these schools align with both Criteria A (“...associated with events that have made a significant contribution to the broad patterns of our history”) and Criteria C (“that embody the distinctive characteristics of a type, period, or method of construction...”).

The five elementary schools and one junior high school nominated embody a period of the country’s history marked by a sharp population increase, postwar prosperity, and an active national building program. The postwar baby boom, coupled with a trend of rural migration to towns and cities, precipitated the need for more schools to serve the growing population in urban areas. Like other cities around the nation, Grand Forks constructed numerous new schools during the late 1940’s through the 1960’s. The city’s boundaries continued to expand south and west, and various efforts at redistricting could only temporarily ease the overpopulated classrooms. As neighborhoods grew, new schools were constructed on large lots of land within easy access of the residential areas.

The building program also coincided with significant shifts in educational principles informed by new philosophical and practical approaches to delivering a high-quality education that matured in the decades after the Second World War. More students not only attended school but also stayed in school longer either to prepare for post-secondary education provided by an expanding network of colleges and universities or to enter a dynamic and changing workforce.

This mid-century school Multiple Property Documentation Form (MPDF) began with an historical architectural survey conducted in 2013. “The Mid-Century Schools of Grand Forks, North Dakota” survey, completed by M.L. Dennis Consulting, evaluated a total of twelve of the city’s schools built between 1949 and 1967. Of those twelve, the survey considered six schools to be eligible for a thematic nomination. These buildings saw the least remodeling and the fewest substantial additions that would detract from their original design. Schools are, of course, adaptable and living buildings which require regular maintenance to serve their primary function, but the basic design of the six examples selected for this nomination best preserve their original exterior appearance and relationship to their surroundings.

The schools contributing to this thematic nomination are West Elementary (1949), Lewis & Clark Elementary (1952), Valley Junior High School, now Valley Middle School (1954), Viking Elementary (1957), Wilder Elementary (Gymnasium 1955, new school 1965) and Ben Franklin Elementary (1960).

This group of schools demonstrates and maintains a common architectural canon typical of the Modern Movement that characterized mid-twentieth century American public architecture. Constructed between 1949 and 1965, these one-story, brick structures with flat roofs, show a distinct architectural departure from the two- and three-story schools of the early decades of the
twentieth century. This new style of architecture reflected both evolving educational principles, that emphasized student learning and physical health, as well as an efficiency of design and construction. Their sprawling, single-story designs, replete with banks of windows for maximizing natural light, often overlooked landscaped gardens, playgrounds or nearby public parks.

The six schools within this submission preserve the historic architectural integrity typical of Mid-Century Modern architecture and are significant not only to the history of Grand Forks but also demonstrate the local realization of national trends in architecture, school design, and urban planning following the Second World War.
The 66th Legislative session came to a close this past Friday shortly after 10 p.m. Despite the record number of bills introduced at the start of the session, lawmakers were able to complete the session with a few days to spare. The session ended late in the evening with both chambers making a final vote on the final bill of the session - the OMB appropriations bill (SB 2015). In giving their closing remarks on the floor, Legislative leaders expressed gratitude and appreciation to their colleagues for the general sense of cooperation and willingness to compromise that was shown this session. As of May 2, 2019, Governor Burgum had signed all remaining bills.

One of the last bills to die in the waning days of the session was SB 2172. As indicated in previous updates, NDSBA was closely watching SB 2172, which was amended in the House to include the previously killed HB 1206, to create a new class of conceal and carry permit that would allow permit holders to carry a concealed firearm on school property, during school events, and at other public gatherings without receiving permission from or notifying the school district. The Senate refused to concur with the House amendments and thus, a conference committee worked on the bill to try to come to a consensus. NDSBA, along with other education stakeholder groups, worked hard to convince conference committee members to remove the dangerous language or, at a minimum, exclude schools from its impact. In the end, the committee agreed to remove the entirety of the problematic language from SB 2172. The bill was heard on the Senate floor where the Senate body adopted the conference committee report and then promptly killed the bill on the floor by a vote of 4-43. NDSBA would have been satisfied if SB 2172 as further amended by the conference committee had passed the Senate, but we were even more pleased that the Senate decided to kill the bill entirely. We are encouraged that the Senate understood the importance of keeping students and staff safe and for the strong opposition to the bill, even in its amended form.

The following are the key education-related bills impacting school boards that passed this session and will become effective on August 1st (unless otherwise noted):

**SB 2265** is likely the most significant piece of education-related legislation passed this session it establishes changes to the policy for implementing the K-12 funding formula and was the “catch-all” bill for issues germane to education. The bill contained several sections too numerous to cover here, but the following are a few of the key highlights:

- Increases the per pupil payment by 2% for each year of the biennium, from $9,646 to $9,839 for 2019-20 and $10,036 for 2020-21. School districts that are paid on the transition minimum receive a 1% increase each year of the biennium and districts that are paid on a transition maximum receive a 5% increase each year of the biennium. Any new students for districts that are paid on a transition minimum will be paid on the per pupil payment rate of $9,839 and $10,036 respectively. For the 2021-22 school year, the baseline funding adjustment will be reduced by 15%.
- Resets the baseline funding in the integrated formula using the 2018-19 formula payments and students used to determine those payments (ADM). Makes adjustments to provide limited “on-time” state aid during the 2020-21 school year for school districts that have rising enrollment.
- If a school district receives tuition for a student that is not a resident of this state and this state has not entered into an agreement with the resident state, that revenue will not be deducted as in lieu of property taxes. If a school district meets certain criteria, tuition received from a bordering district will not be deducted as in lieu of property taxes. The districts who meet said criteria are also allowed to charge 200% of tuition or $4,000, whichever is greater. The revenue received as in lieu of property taxes will be reduced by the percentage of their sinking and interest mills compared to their total levy. After this calculation all in lieu of property taxes will be deducted at 75 percent.
- Changes the requirement to have a minimum of 175 instructional days to hours (962.5 hours for elementary and 1,050 for middle and high school students) and adds a third day of professional development for teacher as a requirement in the school calendar. Also clarifies that school districts intending to operate a four-day week must apply for a waiver with the superintendent of public instruction.
• Adds current or new evidence-based behavior prevention to the list of approved professional development topics for teachers and administrators.

• Requires the superintendent of public instruction to create a process for reinstatement and recertification of title 1 credentials for individuals in the state who previously held a valid certification.

• Appropriates $3,000,000 for rapid enrollment grants to be distributed by the superintendent of public instruction for the 2019-20 school year to school districts that meet certain criteria. Appropriates $800,000 for music education grants distributed using the previous year's average daily membership. Appropriates $200,000 for research-based literacy intervention as matching funds.

• Creates an education funding formula review committee to review K-12 funding during the 2019-20 interim. The membership of the committee consists of the chairmen of the standing education committees of the house of representatives and the senate; three additional members of the senate, two of which must be appointed by the majority leader of the senate and one of which must be appointed by the minority leader of the senate; and three additional members of the house of representatives, two of which must be appointed by the majority leader of the house of representatives and one of which must be appointed by the minority leader of the house of representatives. Members appointed to the committee must have a secure knowledge of the current kindergarten through grade twelve funding formula. The committee shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the 67th Legislative Assembly.

• Requires the department of public instruction, the Indian affairs commission, and the kindergarten through grade twelve coordinating council, to study during the 2019-20 interim the effect of impact aide on the funding formula to reservation schools. The department of public instruction, the Indian affairs commission, and the kindergarten through grade twelve coordinating council shall report their findings and recommendations, together with any legislation required to implement the recommendations, to the 67th Legislative Assembly.

HB 1454 amends NDCC 15.1-09-34, which addresses the bidding thresholds and requirements for school districts. The new law, which becomes effective August 1st, increases the bidding threshold from $25,000 to $50,000 and accepts entirely from the bidding requirements cooperative purchases made pursuant to a joint powers agreement under NDCC chapter 54-40.3. This new exception will allow school districts to enter into cooperative purchasing agreements with other school districts, REAs, or out-of-state governmental units without the need to separately or independently follow the bidding requirements in NDCC 15.1-09-34.

HB 1347 amends NDCC 15.1-15-02, which addresses the nonrenewal of the contract of a first year teacher. The new law replaces “first-year teacher” with “probationary teacher” and extends the period of time after which a public school teacher in North Dakota achieves “tenure” status from one year after licensure to completion of two years of employment with a district. Once a teacher achieves “tenure” status, their contract cannot be nonrenewed unless certain notice is provided and a due process hearing is completed. Under the new law, the contract of a teacher who has been employed with a district for less than two years can be nonrenewed by the board after reviewing the teacher’s written evaluations and meeting with the teacher in an executive session to discuss the reasons for the contemplated nonrenewal. No formal due process hearing is required. The new law also expressly allows a board to waive the probationary/non-tenured status of a teacher with at least two years of experience teaching in the state and must offer, as needed and based on the teacher’s evaluation, a teacher mentoring program for probationary teachers. The new law becomes effective August 1st.

HB 1287 and HB 1531 were both meant to address concerns regarding the statewide teacher shortage. HB 1287 requires ESPB to grant an initial teaching license to an individual who possesses a bachelor’s degree, passes a criminal history record check, and successfully completes an alternative teacher certification program that meets certain requirements outlined in the bill. HB 1531 permits an individual to teach without a teaching license in any subject except elementary education, special education, mathematics, science, language arts, and social studies if the individual: (1) has a permit issued by ESPB; (2) has a high school diploma; and (3) possesses at least four thousand hours over five years of relevant work experience in the subject areas to be taught OR possesses a certificate, license, or degree in the subject areas to be taught (NOTE: requirement #3 was modified by SB 2265 to remove a requirement to pass a Praxis exam).

SB 2181 makes amendments to definition of “bullying” set forth in NDCC 15.1-19-17 to include cyberbullying occurring off school property which places the student in actual and reasonable fee of harm or damage to property of the student and is so severe, pervasive, or objectively offensive the conduct substantially interferes with the student’s educational opportunities or substantially disrupts the orderly operation of the public school. The bill further amends NDCC 15.1-19-18, which requires school districts to adopt a bullying policy with certain requirements, that the district policy require notification to law enforcement if school district personnel have a reasonable suspicion that a crime might have occurred on or off school district
HB 1332 gives school districts the option of employing an “armed first responder” with the ability to carry a concealed weapon, provided that individual complete extensive firearms and emergency response training, pass a criminal background check and a physical and mental health exam, and have a North Dakota class 1 permit for carrying a concealed weapon. The new law requires the Department of Public Instruction to develop rules for the armed first responder program and review security plans from school districts that want to participate. Those plans also must be vetted by local law enforcement and the state homeland security department.

SB 2034 provides that schools are no longer exempt from the requirements applicable to private and public employers set forth in section 62.1-02-13 relating to the possession of a firearm in a locked vehicle with respect to individuals who are exempt from criminal liability for possession of firearms on school property under section 62.1-02-05. Specifically, with respect to these exempt individuals, school employers are no longer able to: (1) prohibit any employee or invitee from possessing a legally owned firearm if the firearm is lawfully possessed and locked in a vehicle in the parking lot; (2) make a verbal or written inquiry regarding the presence of a firearm inside or locked in a private motor vehicle in a parking lot; (3) condition employment on the fact that an employee or prospective employee holds or does not hold a concealed weapons permit; (4) prohibit an employee or invitee from entering the parking lot or the building because the employee or invitee has a legal firearm in their vehicle provided the firearm is out of sight; or (5) terminate the employment of or otherwise discriminate against an employee, or expel an invitee for exercising the constitutional right to keep and bear arms or for exercising self-defense as long as a firearm is never exhibited on school property other than for lawful defensive purposes. The law further clarifies that the superintendent of public instruction, in consultation with the department of emergency services and the attorney general, must adopt rules to administer the newly created “armed first responder” section of chapter 62.1-02 (see above) and develop criteria for approval of plans under that section. Finally, the new law adds a new subsection to section 62.1-02-05 providing that a school board is not prohibited from authorizing the use of a less than lethal weapon as part of the “armed first responder” security plan for a school.

SB 2052 permits school districts to develop a school safety plan, in consultation with the qualified electors residing within the district, and to establish and maintain a school safety plan fund subject to the limitations set forth in section 57-15-14.2. The law further authorizes the school board to levy, when authorized to do so by a majority of the qualified electors when voting on the question, up to 5 mills of property tax annually to pay for such plan, and the levy must be reauthorized by the electors at least once every five years. Under the new law, the school safety plan developed by the district is exempt from the open records requirements with respect to aspects of the plan addressing the security of students. The new law is effective for taxable years beginning after December 31, 2018. There were two additional bills passed this session that provide for the ability of a school district to exempt from public disclosure records relating to cybersecurity defenses, threat assessments and response plans and emergency response plans (SB 2209), as well as emergency planning and response (SB 2340). Both of these laws become effective August 1st.

SB 2230 applies only to public school districts located on land within the exterior boundaries of an Indian reservation in this state and would prohibit any individual who would not otherwise be eligible to run for tribal office from also being eligible to run for a seat on a public school board in those districts when the tribal requirements are more restrictive than state law requirements. The law was passed as an emergency measure and became effective April 9, 2019 upon filing with the ND Secretary of State’s office. This law was later modified by SB 2265, discussed above, to apply not only to candidates running for office, but also current members of said school district boards and to only prohibit individuals who do not meet tribal office eligibility requirements relating to criminal convictions that are more restrictive than state law requirements from holding a seat on a public school board. This section of SB 2265 was also passed as an emergency measure and became effective on May 2, 2019 upon filing with the ND Secretary of State’s office.

SB 1501 allows the Governor, after consultation with the superintendent of public instruction, the authority to suspend a board member pending the results of a forensic, fiscal, or performance audit upon the filing of a petition to remove by the governor. The new law further permits the Governor to suspend an elected or appointed school board member if an audit is ordered under section 54-10-15 due to financial irregularities or allegations of embezzlement and if the Governor determines suspension is in the best interest of the state pending the results of the audit. The law was passed as an emergency measure and became effective April 11, 2019 upon filing with the ND Secretary of State’s office.

HB 1201 clarifies that a school board member or any other elected official whose office is on the ballot at a regularly schedule election occurring within one year is not subject to recall if the recall election would occur within one year of the next regularly scheduled election in which the official could be reelected. The purpose of this law is to eliminate the possibility of a public
**Final Primary Bill Report**

This list includes a description of the primary education bills that were passed by the 66th Legislative Assembly. All new laws become effective August 1, 2019, unless otherwise indicated.

### Transportation

<table>
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<tr>
<th>Bill</th>
<th>Description</th>
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<tbody>
<tr>
<td>HB 1098</td>
<td>Provides that the Department of Transportation may not give a commercial driver’s license to an operator unless the person has met entry-level driver training requirements that are set out in federal regulations. <em>(Passed House 73-19, Passed Senate 44-0, Signed by Governor, Filed with Secretary of State)</em></td>
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<tr>
<td>HB 1385</td>
<td>Requires school bus drivers complete the national safety council defensive driving course within the first year of employment and at least once every five years thereafter. <em>(Passed House 84-8, Passed Senate 44-1, Signed by Governor, Filed with Secretary of State)</em></td>
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### School Calendar/Instructional Time/Instruction Content

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<tr>
<th>Bill</th>
<th>Description</th>
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<tr>
<td>HB 1237</td>
<td>Establishes a task force on the prevention of sexual abuse of children to develop and implement a statewide approach to the prevention of child abuse. The task force is required to issue a report, which may include findings and recommendations, to legislative management and the governor. <em>(Passed House 89-0, Passed Senate 47-0, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td>SB 2149</td>
<td>Requires each school within a district to designate an individual as a behavioral health resources coordinator and the superintendent of public instruction to maintain the contact information of the behavioral health resources coordinator in each school. The bill also requires the superintendent of public instruction to collaborate with REAs to disseminate information, training, and instruction materials to schools districts. <em>(Passed Senate 44-3, Passed the House 86-4, Signed by Governor, Filed with Secretary of State)</em></td>
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<tr>
<td>SB 2157</td>
<td>Requires that any student who enrolls in driver’s training course to be at least fourteen years of age by the completion date of the classroom portion of the course and also requires any student who participates in the behind-the-wheel portion of the course to be at least fourteen years of age. <em>(Passed Senate 47-0, Passed House 90-0, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
</tbody>
</table>

### Teacher Contracts

<table>
<thead>
<tr>
<th>Bill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HB 1347</td>
<td>Eliminates the “first-year teacher” category for purposes of nonrenewal and defines “probationary teacher” as an individual teaching for less than two years. A school board is permitted to nonrenew the contract of a “probationary teacher” after review of the individual’s written evaluations, meeting with the individual in an executive session to discuss the reasons for contemplated nonrenewal, and providing written notice of nonrenewal. <em>(Passed House 59-34, Passed the Senate 42-5, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
</tbody>
</table>

### School Safety

<table>
<thead>
<tr>
<th>Bill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HB 1163</td>
<td>Changes the criminal penalty for possession of a firearm or dangerous weapon at a public gathering, including a public school, from a class B misdemeanor to an infraction. <em>(Passed House 78-14, Passed Senate 35-10, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td>HB 1332</td>
<td>Permits a school district to designate an “armed first responder” to possess a firearm or dangerous weapon on school premises pursuant to a plan approved by the Superintendent of Public Instruction. <em>(Passed House 77-15, Passed Senate 31-14, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td>SB 2034</td>
<td>Provides that schools are no longer exempt from the requirements applicable to public employers set forth in section 62.1-02-13 relating to the possession of a firearm in a locked vehicle with respect to individuals who are exempt from criminal liability for possession of firearms on school property under section 62.1-02-05. Clarifies that the superintendent of public instruction, in consultation with the department of emergency services and the attorney general, must adopt rules to administer the newly created “armed first responder” section of chapter 62.1-02 and develop criteria for approval of plans under that section. Adds a new subsection to section 62.1-02-05 providing that this section does not prevent a school board from authorizing the use of a less than lethal weapon as part of the security plan for a school. <em>(Passed by Senate 46-1, Passed House 82-6, Signed by Governor,Filed with Secretary of State)</em></td>
</tr>
<tr>
<td>SB 2052</td>
<td>Permits districts to create a safety plan in consultation with the district’s qualified electors and levy five mills with voter approval. The bill provides that a school safety plan developed by a district is exempt for purposes of open records requests. <em>(Passed Senate 43-3, emergency clause carried, Passed House 55-31, emergency clause failed, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
</tbody>
</table>
| SB 2181 | Adds cyberbullying off school premises to the definition of bullying under ND law and requires a district’s bullying policy to provide that law enforcement be notified if district personnel has a reasonable suspicion that a crime might have occurred.
<table>
<thead>
<tr>
<th>Bill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB 2209</td>
<td>Provides that certain records relating to cybersecurity defenses, threat assessments and response plans and emergency response plans are exempt from open records requirements. (Passed Senate 47-0, Passed House 82-4, Signed by Governor, Filed with Secretary of State)</td>
</tr>
<tr>
<td>SB 2281</td>
<td>Relates to limitations on permissible use of force on a child. (Passed Senate 27-19, Passed House 74-14, Signed by Governor, Filed with Secretary of State)</td>
</tr>
</tbody>
</table>

### Technology & Cyber Security

<table>
<thead>
<tr>
<th>Bill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB 2101</td>
<td>Changes references to PowerSchool in NDCC to “state student information system,” and allows the statewide longitudinal data system committee to exempt school districts from implementing “state student information system.” (Passed Senate 44-0, Passed House 87-2, Signed by Governor, Filed with Secretary of State)</td>
</tr>
<tr>
<td>SB 2110</td>
<td>Requires ITD to oversee the cyber security strategy of political subdivisions, including school districts. (Passed Senate 44-0, Passed House 88-0, Signed by Governor, Filed with Secretary of State)</td>
</tr>
<tr>
<td>SB 2340</td>
<td>Relates to the protection of records regarding emergency planning and response and provides an exemption to open records laws. (Passed Senate 43-1, Passed House 82-7, Signed by Governor, Filed with Secretary of State)</td>
</tr>
</tbody>
</table>

### Finance & Tax

<table>
<thead>
<tr>
<th>Bill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HB 1066</td>
<td>Makes changes to the oil and gas tax distribution formula and hub city allocations. (Passed House 80-12, Passed Senate 46-0, Signed by Governor, Filed with Secretary of State)</td>
</tr>
<tr>
<td>HB 1067</td>
<td>Relates to municipal bid requirements and certificates of indebtedness. Under the new law, a municipality directly negotiate to sell and issue bonds without having to advertise as long as the amount of the bonds to be issued is less than $1 million. (Passed Senate 85-4, Passed Senate 45-0, Signed by Governor, Filed with Secretary of State)</td>
</tr>
<tr>
<td>HB 1125</td>
<td>Relates to plans for cooperating school districts and provides that when a school district is cooperating with another school district and both districts have taxable property located in the same city, the cooperative plan does not have to provide for unduplicated grade level services or shared administrative personnel. (Passed House 88-0, Passed Senate 44-1, Emergency Clause carried, Signed by Governor, Filed by Secretary of State)</td>
</tr>
<tr>
<td>HB 1369</td>
<td>Requires a school board to pay for the cost of a school bus driver’s initial physical exam and recertification exams required by state law if the driver’s insurance does not cover the full cost. The cost of subsequent exams are the driver’s responsibility. (Passed House 88-0, Passed Senate 44-1, Signed by Governor, Filed with Secretary of State)</td>
</tr>
<tr>
<td>HB 1454</td>
<td>Relates to bids for school district contracts, increases the threshold amount to $50,000 and provides an exception for cooperative purchases made pursuant to joint powers agreements under NDCC ch. 54-40.3. (Passed House 92-0, Passed Senate 43-0, Signed by Governor, Filed by Secretary of State)</td>
</tr>
<tr>
<td>SB 2013</td>
<td>Includes the appropriation for DPI and the K-12 funding formula, as well as an appropriation of up to $600,000 for the purpose of providing advanced placement examinations, advanced placement teacher training, and the college ready English and mathematics programs. The bill also includes an appropriation of $1.2 million to update and streamline the STARS that schools use to provide data to DPI. The bill also made changes to HB 1531 with respect to an individual’s ability to teach in noncore subjects. (Passed House 46-1, Emergency Clause carried, Passed House 76-14)</td>
</tr>
<tr>
<td>SB 2040</td>
<td>Relates to the protesting of special improvement districts that includes property owned by a political subdivision and such property is not included in determining whether the protests contain the names of the owners of a majority of the areas included within the improvement district unless the political subdivision filed a protest. (Passed Senate 47-0, Passed House 87-2, Signed by Governor, Filed with Secretary of State)</td>
</tr>
<tr>
<td>SB 2214</td>
<td>Provides $5 million for interest rate buydowns for school construction loans and transfers $75 million from the Foundation Aid Stabilization Fund to the school construction assistance revolving loan fund. (Passed Senate 47-0, Passed by House 91-0, Sent to Governor)</td>
</tr>
<tr>
<td>SB 2255</td>
<td>Replaces the word “amend” with the phrase “increase or decrease” when referring to a school district’s ability to change its property tax levy and budget during its current fiscal year. (Passed Senate 46-1, Passed House 78-8, Signed by the Governor, Filed with Secretary of State)</td>
</tr>
<tr>
<td>SB 2265</td>
<td>Relates to the determination of state aid payable to school districts and moves districts to “on-time” funding over a period of time. Per-pupil payments to school districts will increase by 2% in each year of the next biennium (to $9,839 in the first year and $10,036 in the second year). The bill provides an appropriation of $3 million to be used as rapid enrollment grants to qualifying districts, changes the required instructional time from days to hours (962.5 hours for elementary and 1,050 for high school), and increases the requirement professional development days for teachers from two to three days per year. The bill makes changes to HB 1531 relating to the criteria for individuals to teach noncore subjects. The bill provides for a mandatory study of the state’s K-12 funding formula and a study regarding the effect of federal impact aid on the state funding formula and the subsequent consequences for reservation schools. Finally, the bill amends SB 2230 to make it clear that the law applies to existing school board members, as well as candidates for school boards, and limits the eligibility requirements to those that relate to criminal convictions. (Passed Senate 47-0, Passed House 74-19, Emergency Clause Carried, Sent to Governor)</td>
</tr>
<tr>
<td>SB 2312</td>
<td>Relates to the allocation of revenue from oil and gas production and oil extraction taxes on production and extraction activity on a reservation. (Passed Senate 40-5, Passed House 84-8, Signed by Governor, Filed with Secretary of State)</td>
</tr>
<tr>
<td>Bill</td>
<td>Description</td>
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<tr>
<td>SB 2362</td>
<td>Clarifies the required allocations of oil extraction tax from production on the Fort Berthold Indian Reservation, including allocations into the Common Schools Trust Fund and Foundation Aid Stabilization Fund. Provides for a reimbursement of $64,370,000 to the Common Schools Trust Fund from the state general fund. This law was passed as an emergency measure and becomes effective for allocations made by the state treasurer beginning on the first day of the month following the month in which the law is filed with the secretary of state. <em>(Passed Senate, Passed House 85-0, Emergency Clause Carried, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td><strong>HR Issues</strong></td>
<td></td>
</tr>
<tr>
<td>SB 2217</td>
<td>Requires legislative management to consider studying the feasibility and desirability of creating a teacher incentives for leadership in education program. <em>(Passed Senate 45-1, Passed House 79-12, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td><strong>Elections/School Board Membership Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>HB 1117</td>
<td>Relates to publication of legal notices and requires that any time a legal notice is required by law to be published in a newspaper, the newspaper must also publish the notice on the statewide legal notices website maintained by the ND newspaper association and on the newspaper’s website in allocation open and free to the public. <em>(Passed House 89-1, Passed Senate 45-0, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td>HB 1201</td>
<td>Prohibits the recall of an elected official if the recall election would occur within one year of the next regularly scheduled election in which the official’s seat would be on the ballot. <em>(Passed House 80-12, Passed Senate 43-0, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td>HB 1501</td>
<td>Allows the Governor, after consultation with the superintendent of public instruction, the authority to suspend a board member pending the results of a forensic, fiscal, or performance audit upon the filing of a petition to remove by the governor, if the audit is ordered due to financial irregularities or allegations of embezzlement and if in best interest of state. This law was passed as an emergency measure and becomes effective upon filing with the secretary of state. <em>(Passed House 59-34, Emergency Clause Failed, Passed Senate 45-0, Emergency Clause Passed, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td>SB 2230</td>
<td>Relates to qualifications of candidates for school board membership for districts located within the exterior boundaries of an Indian reservation in the state of ND and aligns eligibility requirements prescribed by tribal government for public office that are more restrictive than state law with eligibility requirements of candidates for school boards of those districts. This law was passed as an emergency measure and becomes effective upon filing with the secretary of state. <em>(Passed Senate 32-15, Passed the House 90-0, Emergency Clause Carried, Signed by Governor, Filed with Secretary of State)</em>.</td>
</tr>
<tr>
<td><strong>Mental &amp; Behavioral Health Issues</strong></td>
<td></td>
</tr>
<tr>
<td>SCR 4004</td>
<td>This resolution calls for a study regarding the impact of violent, disruptive, and inappropriate behavior within the educational environment perpetrated by students. <em>(Passed Senate, Adopted by the House, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td><strong>Licensure/Workforce Shortage</strong></td>
<td></td>
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<tr>
<td>HB 1287</td>
<td>Requires ESPB to grant an initial teaching license to an individual who possess a bachelor’s degree, passes a criminal history record check, and successfully completes an alternative teacher certification program that meets the requirements set forth in statute. <em>(Passed House 74-19, Passed Senate 35-12, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td>HB 1429</td>
<td>Relates to the teacher shortage loan forgiveness program and specifies that the program is intended to benefit individuals who are receiving student loan forgiveness benefits for the 2018-19 school year. If individuals becomes ineligible, the benefit cannot be awarded to someone else. Finally, the program is closed to new applicants going forward. <em>(Passed House 82-10, Passed Senate 46-0, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td>HB 1531</td>
<td>Allows individuals who do not have a teaching license to teach in any subject, except elementary education, special education, mathematics, science, language arts, and social studies, if the individual has a permit issued by ESPB, has a high school diploma, possesses at least 4,000 hours over five years of relevant of experience, and either possesses a certificate, license or degree in the subject area to be taught, or achieves a passing score on the Praxis content test. <em>(Passed House 82-7, Passed Senate 28-19, Sent to Governor)</em></td>
</tr>
<tr>
<td>SB 2171</td>
<td>Requires the superintendent of public instruction to issue credentials for teachers of computer and cyber science. <em>(Passed Senate 46-0, Passed House 90-0, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
<td></td>
</tr>
<tr>
<td>HB 1082</td>
<td>Aligns state code with federal regulations implemented by ESSA and prohibits a public school that receives federal funds under ESSA from assisting a school employee in obtaining a new job if the public school knows, there is confirmation, or there is an investigation underway based on a claim the employee engaged in sexual misconduct regarding a minor or a student in violation of the law. <em>(Passed House 72-16, Passed Senate 28-17, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td>Bill Number</td>
<td>Description</td>
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<tr>
<td>HB 1335</td>
<td>Prohibits a school district from adopting a dress code policy that prohibits the wearing of tribal regalia or other objects of cultural significance at graduation. For purposes of this bill, “tribal regalia or other objects of cultural significance” means an eagle plume or eagle feather. This law was passed as an emergency measure and becomes effective upon filing with the secretary of state. <em>(Passed house 90-2, Passed Senate 45-0, Emergency Clause Carried, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td>HB 1434</td>
<td>Relates to the dissolution of school districts and allows a county committee to attach the property of a dissolving district to a non-high school district in the same county if there are no high school districts in the same county adjacent to the district being dissolved. <em>(Passed House 73-19, Passed Senate 31-16, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td>HB 1461</td>
<td>Requires public elementary schools to offer screenings in the “core components of phonetic awareness, decoding, and spelling.” Screening is mandatory if requested by a parent, guardian, or teacher and requires the Superintendent of Public Instruction to establish a pilot program to provide early screening and intervention services for children with dyslexia risk factors. <em>(Passed House 87-2, Passed Senate 47-0, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td>HB 1541</td>
<td>Gives the attorney general authority to establish a human trafficking commission, which would promote public awareness to educators and the general public about the problem, services for victims, and ways to help them. The commission would give presentations at education professional development conferences.</td>
</tr>
<tr>
<td>SB 2025</td>
<td>Directs the Superintendent of Public Instruction to call an annual meeting to review the statewide strategic vision for education. <em>(Passed Senate 46-0, Passed House 69-20, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td>SB 2148</td>
<td>Implements the requirements of Measure 1 relating to restrictions on lobbyists and public officials and the creation of an ethics commission. <em>(Passed Senate 46-0, Passed House 90-2, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td>SB 2215</td>
<td>Creates a kindergarten through grade twelve education commission to coordinate with schools to support elementary and secondary education in the state. <em>(Passed Senate 47-0, Passed House 70-17, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td>SB 2216</td>
<td>Transfers supervision of the Center for Distance Education to the Board for Career and Technical Education. <em>(Passed Senate 47-0, Passed House 87-0, Signed by Governor, Filed with Secretary of State)</em></td>
</tr>
<tr>
<td>HCR 3011</td>
<td>This resolution directs legislative management to consider studying the provisions of the NDCC relating to provision of elementary and secondary education. <em>(Passed House, Adopted by the Senate, Filed with the Secretary of State)</em></td>
</tr>
<tr>
<td>SCR 4007</td>
<td>This resolution urges Congress and the FDA to end the marketing and advertising of e-cigarettes to youth. <em>(Passed Senate, Adopted by the House, Filed with the Secretary of State)</em></td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Grand Forks School Board

FROM: Scott J. Berge, Business Manager

SUBJECT: MySchoolBucks Expansion Beyond Meal Purchases

DATE: May 13, 2019

The District currently uses MySchoolBucks as an electronic system for cafeteria purchases and tracking. Low balance alerts to families and automated payment options are other aspects of the system.

MySchoolBucks has the capability to accept online payments as well as in-person credit/debit card, cash and check payments for any school items or fees. The system can also be used to manage products and provide automated financial reporting. IT and business office staff have seen demos of other capabilities within MySchoolBucks, and the system has been discussed with other stakeholders. We could use the system for online and in person payment options for registrations, fees, event tickets, concessions, product purchases, etc.

Currently, most transactions are collected by check or cash, and financial reporting is a manual process, with school secretaries and others tracking student payments through manual lists, such as spreadsheets. Families have been asking for electronic payment options, as that has become the world we live in.

MySchoolBucks does not charge implementation fees. iPads and computers can be used as terminals and for reporting. Transaction fees are 3.95%, other than for meal transactions, (parents currently are charged $2.49 per purchase transaction). Most school systems build the 3.95% fee into the transaction cost. For example, yearbooks have been charged at $18 for multiple years. 3.95% would be $0.74. Raising the price to $19 or 20 would be in line with some inflationary costs, as well as cover the fee.
MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Technology and CIAPD Departments Merger Update
DATE: May 13, 2019

Attached you will find slides representative of the background and ongoing work we have undertaken to restructure the two departments of Technology and Curriculum, Instruction, Assessment and Professional Development (CIAPD). As a result, the two departments, effective July 1, 2019, now become one under the umbrella of Curriculum, Instruction, and Technology.

I will provide an overview of our work and respond to any questions you may have.

Enclosures: Slides
Technology & CIAPD Department Reorganization
**Technology Department**

Executive Director of Technology (1.0)

Admin. Assistant (1.0)

Curriculum Technology Partners (8.0)

Network Services Coordinator (1.0)

Data/Power School Coordinator (1.0)

Technicians /Support (6.0)

**Curriculum, Instruction, Assessment & Professional Development Department**

Associate Supt. of Elementary Education (1.0)

Admin. Assistant (1.0)

Instructional Coaches (4.0)

District Assessment Coordinator (1.0)
District Department of Curriculum, Instruction & Technology

Teaching & Learning House

Amy Bartsch, Chief Academic Officer

Instructional Design Coaches (19.5)

Curriculum Coordinators (2.0)

Assessment Coordinator (1.0)

Data/PowerSchool Coord

Curriculum Support Staff (4.0)

Operations House

Eric Ripley, Executive Director

Jeff Compton
Day to Day Operations
Network Services Coordinator (1.0)

Admin. Assistant (1.0)

Technicians /Support (6.0)

Data/PowerSchool Coord
MEMORANDUM

TO: Grand Forks School Board  
FROM: Dr. Terry Brenner, Superintendent of Schools  
SUBJECT: Consent Agenda  
DATE: May 13, 2019

Many items of a routine nature can be handled as one item rather than spending additional time on each individual item. Therefore, the Consent Agenda has been developed for the school board’s use in order to speed up the process of conducting its meetings. Items that may be listed on the Consent Agenda include:

- Appointments (excludes administrative appointments)
- Leave Requests (excludes requests for extension)
- Open Enrollment Applications
- Resignations
- Student Placements
- Student Travel Requests

There should be no discussion concerning an individual item on the Consent Agenda. However, during the approval of the school board meeting agenda, any board member may request an item be removed from the Consent Agenda for further discussion. Once the school board meeting agenda has been approved, all items listed on the Consent Agenda are handled as one item.

**Items appearing on the Consent Agenda at the time of the publishing of this agenda packet with their requested considerations are:**

- Appointments (excludes administrative appointments)
- Resignations

**Administrative recommendation is for approval.**

cj
Attachments
MEMORANDUM

TO: Dr. Terry Brenner, Superintendent
FROM: Tracy Abentroth, Director of Human Resources
RE: Teacher Appointments
DATE: May 13, 2019

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

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

Administrative recommendation is to approve the appointments, effective August 19, 2019.

Attachment

mjs
<table>
<thead>
<tr>
<th>Name:</th>
<th>Clayton Dodson</th>
<th>Degree: MA/MS</th>
<th>Major: Elementary Education</th>
<th>Yrs of Exp: 9</th>
<th>Assignment: Grade 6 Teacher</th>
<th>Location: South Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Alana Johnston</td>
<td>Degree: BA/BS</td>
<td>Major: Social Worker</td>
<td>Yrs of Exp: 11</td>
<td>Assignment: Social Worker</td>
<td>Location: Ben Franklin Elementary</td>
</tr>
<tr>
<td>Name:</td>
<td>Jeffrey Rasmussen</td>
<td>Degree: BA/BS</td>
<td>Major: Mathematics</td>
<td>Yrs of Exp: 0</td>
<td>Assignment: Math Teacher</td>
<td>Location: Valley Middle School</td>
</tr>
<tr>
<td>Name:</td>
<td>Mattea Rindy</td>
<td>Degree: BA/BS</td>
<td>Major: Elementary Education</td>
<td>Yrs of Exp: 0</td>
<td>Assignment: Grade 1 Teacher</td>
<td>Location: Wilder Elementary</td>
</tr>
<tr>
<td>Name:</td>
<td>Kacey Rogne</td>
<td>Degree: BA/BS</td>
<td>Major: Social Studies/Social Science</td>
<td>Yrs of Exp: 1</td>
<td>Assignment: Social Science Teacher</td>
<td>Location: Valley Middle School</td>
</tr>
<tr>
<td>Name:</td>
<td>Amy Shirek</td>
<td>Degree: BA/BS</td>
<td>Major: World Languages</td>
<td>Yrs of Exp: 0</td>
<td>Assignment: World Languages Teacher</td>
<td>Location: Schroeder Middle School</td>
</tr>
<tr>
<td>Name:</td>
<td>Kimberly Wirries</td>
<td>Degree: MA/MS</td>
<td>Major: Spanish</td>
<td>Yrs of Exp: 7</td>
<td>Assignment: Spanish Teacher</td>
<td>Location: Red River High School</td>
</tr>
</tbody>
</table>

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**5-13-2019 Appointments**

**May 13, 2019**

28 of 51
MEMORANDUM

TO: Dr. Terry Brenner, Superintendent
FROM: Tracy Abentroth, Director of Human Resources
RE: Resignations
DATE: May 13, 2019

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

Please find attached letters of resignation from the following:

Melanie Faber  World Languages Teacher  Schroeder Middle School
Tyler Okerlund  Business Education Teacher  Valley Middle School

Administrative recommendation is to approve the resignation effective May 31, 2019.

Attachments
mjs
April 26, 2019

Judy Anderson and Angelique Gunderson
Elroy Schroeder Middle School
800 32nd Ave S.
Grand Forks, ND 58201

Dear Judy and Angelique,

As my one-year contract under my Alternate Access License is coming to an end, please accept this letter as a notification of my resignation as the World Languages teacher at Elroy Schroeder Middle School. My last day will be May 31st, 2019.

I’m so thankful to have had the chance to work at this amazing school; my students and the staff here have greatly enriched my life in ways I never could have imagined. I will surely never forget my time here at Schroeder.

Sincerely,

Melanie Faber
701-213-5586

[Signature]
April 30, 2019

Tyler Okerlund
2450 41st Ave. South
Grand Forks, ND 58201

Mr. Todd Selk - Principal
Valley Middle School - Grand Forks
2100 5th Ave. North
Grand Forks, ND 58201

Dear Mr. Selk,

Please accept my resignation from my position as a Business Education Teacher at Valley Middle School in Grand Forks. I enjoyed working with our tremendous VMS students and collaborating with our wonderful staff.

This past year has been a blessing teaching Business Education to our 8th grade students and making a difference in their lives. I wish to see them grow and be successful in and out of the classroom. I will be moving on to pursue other professional opportunities at this time. My last day will be effective May 31, 2019.

I wish you all the best. If I can be of any assistance to you during the remainder of the term, please let me know.

Sincerely yours,

[Signature]

Tyler Okerlund, MBA

CC:
Dr. Terry Brenner, Superintendent
Ms. Catherine Gillach, Associate Superintendent
Mr. Michael Wilber, Associate Principal – Valley Middle School
MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Appointment of Chief Academic Officer
DATE: May 13, 2019

On behalf of the interviewing team who interviewed four of ten prospective Chief Academic Officer candidates on April 26, I am recommending Mrs. Amy Bartsch for the position effective July 1, 2019. Mrs. Bartsch is presently the principal at Lake Agassiz Elementary School. Her hiring approval will create an elementary principal vacancy at Lake Agassiz.

The interview questions were divided into five, with a sixth domain addressing perceptual credibility as illustrated below:

<table>
<thead>
<tr>
<th>Communication 1-4</th>
<th>Leadership 1-4</th>
<th>Pedagogy 1-4</th>
<th>Data Skill Set &amp; Communication 1-4</th>
<th>Innovation/Change Agent/Drive 1-4</th>
<th>Perceptual Credibility 1-4</th>
<th>Notes</th>
<th>Score (24 Possible)</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Following the interviews and the interviewing team’s individual scoring and collaborative conversations, Mrs. Bartsch graded out as the most qualified candidate. Interviewing team members were:

Dr. Terry Brenner Superintendent District
Catherine Gillach Assistant Supt. District
Tracy Abentroth HR Director District
Midge Thompson Special Ed Coordinator District
Eric Ripley CTE Executive Director District
Leslie Wiegandt Elem. Principal Wilder
Mike Wilber MS Associate Principal Valley
Darin Walters HS Associate Principal Red River
Lorraine O’Shea Curriculum Coordinator District
Tiffany Mannausau Technology Facilitator District/Schools
Jennifer Straw Instructional Coach District/Schools
Deb Koopman Admin. Assistant District

Administrative recommendation is to appoint Mrs. Amy Bartsch as Chief Academic Officer at a salary of $118,000 effective July 1, 2019.

cj
MEMORANDUM

TO: Dr. Terry Brenner, Superintendent of Schools  
FROM: Catherine Gillach, Assistant Superintendent of Secondary Education  
SUBJECT: Appointment of Associate Principal at Valley Middle School  
DATE: May 13, 2019

I am pleased to recommend Ms. Jodi Dodson as the new associate principal at Valley Middle School. Ms. Dodson has 21 years of experience at Grand Forks Public Schools, including teaching at South and Valley middle schools and serving as a curriculum technology partner. She currently serves as the Title I Schoolwide Program Coordinator at Valley. Ms. Dodson holds a bachelor’s degree in elementary education and middle school math/science from the University of North Dakota, a master’s degree in curriculum and instruction from the University of St. Thomas (St. Paul, Minn.), and is working toward a master’s degree in educational leadership from the University of North Dakota.

The interview team, led by Valley Middle School Principal Todd Selk and comprised of seven teachers and support staff, interviewed seven candidates and believed Ms. Dodson was the most qualified candidate in the areas of communication, innovative thinking, relationship building, and passion for middle-level education.

The administrative recommendation is to appoint Ms. Jodi Dodson as the associate principal at Valley Middle School for the 2019-2020 school year, at a salary of $87,328 subject to principal contract negotiations.

cj
MEMORANDUM

TO: Dr. Terry Brenner, Superintendent of Schools
FROM: Jody Thompson, Associate Superintendent of Elementary Education
SUBJECT: Appointment of Associate Principals for Century, Kelly, Discovery, and Lake Agassiz Elementary Schools
DATE: May 13, 2019

I am pleased to recommend the following individuals as the new elementary associate principals beginning the 2019-2020 school year.

Century Elementary School: Mr. Travis Neil.
Mr. Neil has been an employee of Grand Forks Public Schools for the past eight years. He has served as a fifth- and sixth-grade teacher and is serving this year as Century’s Building Resource Coordinator. He holds a Bachelor of Science degree in education from UND and a Master of Education degree in technology, curriculum, and instruction from City University, Seattle, WA.

Kelly Elementary School: Ms. LuAnn Schmidt.
Ms. Schmidt has been an employee of Grand Forks Public Schools for the past 12 years. She has served as a first- and second-grade teacher and is serving this year as Kelly’s Building Resource Coordinator. She holds a Bachelor of Science degree in education and a Master of Education degree in reading, both from UND.

Discovery Elementary School: Mr. Loren Hoheisel.
Mr. Hoheisel has been an employee of Grand Forks Public Schools for the past 12 years. He has served as a special education teacher at South Middle School and Discovery Elementary School. He has served the last three years as Discovery’s Building Resource Coordinator. He holds a Bachelor of Science degree in education from Mayville State and a Master of Science degree in special education from UND.

Lake Agassiz Elementary School: Ms. Elisa Diederich.
Ms. Diederich has been an employee of Grand Forks Public Schools for the past 17 years. She has served as a speech-language pathologist and has served the last two years as Lake Agassiz’s Title I Program Coordinator. She has a Bachelor of Arts degree in communication disorders and a Master of Science in speech-language pathology.

The interview team listed on the next page interviewed six internal and one external candidate. Another external candidate withdrew from consideration. The top four candidates ranked the highest in the categories of communication, vision, relationships, planning and operations, leadership, and mindsets.
Members of the Elementary Associate Principal Interview Team were:

- David Saxberg, Century Elementary School Principal
- Tim Rygh, Grade 5 Teacher
- Alyssa Curren, Special Education Teacher
- Ali Parkinson, Discovery Elementary School Principal
- Chad Kurtyka, Grade 4 Teacher
- Jess Sporbert, Speech Language Pathologist
- Mike LaMoine, Kelly Elementary School Principal
- Lindsey Wosick, Grade 1 Teacher
- Ann Freund, Grade 2 Teacher
- Amy Bartsch, Lake Agassiz Elementary School Principal
- Ashley Vinje, Grade 2 Teacher
- Stacey Skarperud, Resident Mentor

The administrative recommendation is to appoint for the 2019-2020 school year Mr. Travis Neil as the Century Elementary School Associate Principal, Ms. LuAnn Schmidt as the Kelly Elementary School Associate Principal, Mr. Loren Hoheisel as the Discovery Elementary School Associate Principal, and Ms. Elisa Diederich as the Lake Agassiz Elementary School Associate Principal, each at a salary of $79,247 subject to principal contract negotiations.

cj
MEMORANDUM

TO: Dr. Terry Brenner, Superintendent of Schools
FROM: Jody Thompson, Associate Superintendent of Elementary Education
SUBJECT: Appointment of District Mental Health Coordinator
DATE: May 13, 2019

I am pleased to recommend Mr. Geoff Gaukler as the District Mental Health Coordinator beginning the 2019-2020 school year.

Mr. Gaukler has been an employee of Grand Forks Public Schools for the past 20 years. He has served as a Middle School social studies teacher, interventions coordinator, and, most recently, as a counselor at Red River High School. He holds a Bachelor of Science degree in middle school education and a master’s degree in school counseling, both from UND.

One internal and two external candidates were interviewed. The interview team believed Mr. Gaukler’s skills set, communication skills, experiences, work with multiple agencies, expertise, and vision for this position set him apart from the other candidates.

Members of the interview team were:

Jody Thompson, Associate Superintendent of Elementary Education
Sarah Shimek, District Character Education and Prevention Coordinator
Lori Ring, Century Elementary School Counselor
Kevin Ohnstad, Phoenix Elementary School Principal
Christine Litzinger, Schroeder Middle School Counselor
Jon Strandell, Grand Forks Central High School Associate Principal

Since this is a new position for the district, I have attached the job description for Board review. This position is solely grant-funded.

The administrative recommendation is to appoint Mr. Geoff Gaukler as the District Mental Health Coordinator for the 2019-2020 school year, at a salary of $82,636 subject to teacher contract negotiations.

cj
Attachment
Title: Mental Health Coordinator

Education: Master’s degree in counseling, social work or a related field

Qualifications: LICSW Licensed through the North Dakota Board of Social Work. Minimum three (3) years mental health work experience in a school setting, preferred. Evidence of strong leadership skills.

Reports To: Associate and Assistant Superintendents

Job Goal: This position will work in close collaboration with administration and mental health professionals to develop a district wide mental health strategic plan. To provide coordination, oversight, leadership, and professional development for the mental health education and training for both staff and students. This position will work with local agencies and mental health providers to strengthen the emotional well-being of individuals and families in our community.

Responsibilities:

- Develop a district wide strategic plan to address the mental health needs of all students. Once developed, the strategic plan will be reviewed and updated annually.
- Assess professional development needs and ensure compliance with any legislative mandates.
- Design, coordinate, and deliver professional development to staff related to mental health issues and services.
- Lead collaborative efforts surrounding mental health awareness and challenges amongst school counselors, social workers, school psychologists, and the substance abuse counselor.
- Oversee efforts to saturate Grand Forks Public Schools with mental health initiatives such as Sources of Strength and Mental Health First Aid. Additionally, collaborate with community partners regarding these mental health initiatives.
- Provide leadership, advocacy and collaboration at the school, district and state levels to ensure implementation and evaluation of mental health supports.
- Facilitate integration of social emotional learning (SEL) within the core educational curriculum of the school district.
- Provide leadership and support in the area of trauma-informed practices.
- Advocate for students’ mental health needs by assisting school leaders in the review and analysis of school and district data.
- Provide mental health literacy resources for school district mental health professionals, teachers and students, including classroom presentations.
- Work with local agencies and mental health providers to coordinate our efforts to promote resiliency and strengthen families in the community.
- Provide support to school officials regarding crisis response efforts.
- Assist with the hiring of qualified school counselors and social workers.

Terms of Employment: Work schedule mid-August through mid-June (certified teacher)

Evaluation: Job performance will be evaluated by the home school building principal.
MEMORANDUM

TO: Dr. Terry Brenner, Superintendent of Schools
FROM: Catherine Gillach, Assistant Superintendent of Secondary Education
SUBJECT: Renewal of School Resource Officer Agreement for 2019-2020
DATE: May 13, 2019

Please find attached the Memorandum of Agreement for School Resource Officer (SRO) Services for the 2019-2020 school year. The Agreement provides SRO support at all in-town middle and high schools.

The only change in the Agreement is a slight increase in the cost of benefits of $365.64.

The administrative recommendation is to approve the Memorandum of Agreement School Resources Officer Services for the term beginning July 1, 2019, and ending June 30, 2020, and authorize the superintendent of schools to sign the agreement.

cj
Attachment
MEMORANDUM OF AGREEMENT
SCHOOL RESOURCE OFFICER SERVICES

This Memorandum of Agreement is entered into by and between the Grand Forks Public School District, Grand Forks, North Dakota (hereinafter “District”) and the City of Grand Forks, North Dakota (hereinafter City”) by and through its Police Department.

WHEREAS, the City provides police services within the City of Grand Forks, North Dakota; and

WHEREAS, the District provides educational services within the City of Grand Forks, North Dakota; and

WHEREAS, both the City and the District are desirous to dedicate an agreed upon number of police officers to School Resource Officer duties within several instructional buildings of the District, duties associated with matters arising from their activities as School Resource Officers, and duties associated with safety on or near school grounds.

NOW THEREFORE, the parties hereto agree as follows:

I. ASSIGNMENT OF SROs: The City will make every effort to assign five school resource officers (hereinafter “SRO” or “SROs”) to the District within locations mutually agreed upon by the City and the District. The SROs will provide general police services at the locations so assigned.

II. EMPLOYMENT STATUS: The SROs will remain employees of the City and not employees of the District and will provide general police services within their assigned location. The District shall not be responsible for; and the City agrees to indemnify and hold District harmless from liability for the withholding of any taxes related to the assignment of the SROs by the City to the District, including but not limited to State and Federal income tax, social security taxes, worker’s compensation benefits, or unemployment compensation premiums.

III. SCHOOL RESOURCE OFFICERS – DESIGNATION – PURPOSE
A. The purpose of this agreement is to delineate services to be purchased from, and provided by the City for the District’s SRO program. The City’s SRO program is hereby authorized as the District’s “law enforcement unit” for purposes of:
   1. Investigating and enforcing local, state and federal laws;
   2. Referring to appropriate authorities matters of enforcement of any local, state, or federal law against any individual or organization other than the District itself;
      a) School Resource Officers shall not be utilized to enforce non-criminal or non-delinquent acts such as school rules or administrative violations.
   3. Maintaining the physical security and safety of the District; and
   4. Providing law enforcement related education, mentorship and engagement opportunities.

B. It shall be recognized by both parties that “law enforcement unit” records shall be exempt from the requirements of the Family Educational Rights and Privacy Act (FERPA). To meet the requirements of this exemption, “law enforcement unit” records must meet the following criteria:
   1. The records must be created by the law enforcement unit;
   2. The records must be created for a law enforcement purpose; and
   3. The records must be maintained by the law enforcement unit.
C. It shall be recognized by both parties that records of a “law enforcement unit” does not mean:
   1. Records created by a law enforcement unit for a law enforcement purpose that are maintained
      by a component of the District other than the law enforcement unit; or
   2. Records created and maintained by a law enforcement unit exclusively for a non-law
      enforcement purpose, such as a disciplinary action or proceeding conducted by the District.

IV. RESPONSIBILITIES OF THE CITY OF GRAND FORKS: All SROs shall be employees of the
    City and supervised by, and answerable to, the Chief of Police through the Specialized Resource
    Bureau Commander or his/her designee. The City shall be responsible for the actions of all SROs
    within the scope of their employment pursuant to NDCC 32-12.1. The City of Grand Forks will
    assist the District to meet its responsibilities to students and their families by:

    A. Agreeing to provide services, as defined in the “Purpose” stated above and attached Job Description,
       to the District during the term of this agreement.
    B. Ensuring that SROs are aware of, and adhere to, all federal and state regulations and District
       policies/procedures applicable to the provision of services as defined in the “Purpose” stated above,
       and attached Job Description.
    C. Acknowledging the District’s exclusive and direct control over all personally identifiable information
       from student’s education records in the possession of the SROs in the course of work covered by this
       agreement except for records and information that meets the criteria of a “law enforcement unit” record
       in accordance with the Family Educational Rights and Privacy Act (FERPA). Any personally
       identifiable information from students’ education records provided by the District to the SROs that
       does not meet the criteria of a “law enforcement record” shall be subject to the provisions of FERPA,
       including but not limited to parental access/inspection and (re)disclosure restrictions. Students’
       education records shall not be removed from the District’s premises.
    D. Ensuring that personally identifiable information from student’s education records disclosed by the
       District to SROs is not used for research purposes of any kind without prior written approval from the
       District Superintendent or designee(s).
    E. Evaluating the quality of the SROs work and as part of the evaluation process, seeking input from the
       District superintendent or designee(s).
    F. Maintaining a data collection system related to services delineated in the attached job description,
       sections A, B and E, and presenting such data to the District at the end of the agreement period or
       upon request.
    G. Providing SROs with cell phones, and having SROs available to the District during days school is in
       session, or by special arrangements as determined between the City and the District.
    H. Ensuring that while on the District’s premises, SROs wear District issued identification badges, and
       verbally identify themselves as SROs when in contact with parents of District students.

V. RESPONSIBILITIES OF THE GRAND FORKS PUBLIC SCHOOL DISTRICT: The District will
   assist the City to meet its responsibilities by:

    A. Designating the SROs as school officials, and allowing or providing for the disclosure of personally
       identifiable information from students’ education records when it is determined that SROs have a
       legitimate educational interest in the information in order to perform the duties set forth in this
       agreement. Upon request, providing input into the performance evaluation of the SROs.
    B. Furnishing office space, office telephones, necessary furniture and on-site communication radios (if
       utilized at designated school location).
    C. Providing school administrative personnel to participate in SRO selection processes.
    D. The District agrees to pay the City 50% of the NASRO basic certification course registration fee for
       all newly selected SROs.
E. For the District’s 2019-2020 budget year, the District agrees to pay the City 50% of all salary and benefit costs for the five (5) assigned SROs during their designated school period in the sum of $158,871.99. Payment shall be made on an annual basis. The City shall be responsible for generating an invoice by June 15, 2020.

VI. REPRESENTATION AS TO ADEQUATE INSURANCE COVERAGE: Each part of this agreement represents and warrants to the other that it has and shall maintain in effect adequate liability insurance, Workers’ Compensation, and other appropriate forms of insurance coverage sufficient to generally protect the respective parties to this agreement and their employees carrying out the objectives of the agreement.

VII. INDEMNIFICATION AND HOLD HARMLESS AGREEMENTS:

A. The City shall indemnify, defend, and hold harmless the District, its officers and its employees from and against all claims, losses, costs, damages and expenses (including reasonable attorney’s fees and costs) which result from or arise in connection with any action, negligence or omission of the City and its employees.

B. The District shall indemnify, defend and hold harmless the City, its officers and its employees from and against all claims, losses, costs, damages and expenses (including reasonable attorney’s fees and costs) which result from or arise in connection with any action, negligence or omission of the District and its employees.

C. This indemnifications provided herein shall survive the termination of this agreement.

VIII. ACCESS TO EDUCATIONAL RECORDS (FERPA): Both the District and the City agree that all information regarding a student that is considered an educational record will be held in confidence and will not be divulged to any unauthorized person without prior written consent of the student and/or parent, except for access required by law, regulation, and third party agreements. The District and the City agree that the City will have access to educational records as the City is considered a school official who the District has determined to have a legitimate educational interest and right to have access to educational records, under 34.C.F.R 99.31 of the Family Educational Right to Privacy Act (FERPA), and FERPA’s privacy regulations, 34 C.F. R 99 et seq. and each party shall comply with all requirements with respect to protected educational records as defined in FERPA. The provisions of this paragraph shall survive the termination of this agreement.

IX. WAIVER: No waiver by either party or any term or provision of this Agreement shall be deemed to be a waiver of any other term or provision.

X. SAVINGS CLAUSE: Any term or provision of this Agreement which now or hereafter is determined to be invalid or unenforceable shall not impair the validity of the remainder of this Agreement.

XI. ANNUAL REVIEW: The goals, objectives, expectations and other details of the School Resource Officer Program shall be reviewed at least annually between the members of the City and members of the District. Following such review, the City and the District may reduce to writing their understanding of the Program. The failure to follow the guidelines prepared under this paragraph XII shall not give rise to any claim for relief by one party against the other, other than the ability to terminate this agreement as provided in paragraph XV below.
XII. ASSIGNABILITY: This agreement is not assignable by either party without the prior written consent of the other party.

XIII. AMENDMENTS: This agreement may be amended or modified at any time, but only by the written agreement of the parties hereto.

XIV. TERM OF AGREEMENT: The term of this agreement shall begin July 1, 2019 and end June 30, 2020. The agreement may be renewed thereafter upon the consent of all parties, provided that the agreement fee shall be adjusted to reflect merit or cost of living salary adjustments and/or other increase costs. Any party may cancel this agreement without cause upon giving a 90 day written notice to each party.

Grand Forks Public School District

Date: _____________________________

By: Dr. Terry Brenner
Its: Superintendent

City of Grand Forks

Date: 4/23/19

By: Michael R. Brown
Its: Mayor

ATTEST: Maureen Storstad
City Auditor
MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Functional Building Utilization/Capacity Study and Educational Capacity Recommendations
DATE: May 13, 2019

On April 17, 2019, the school board heard and discussed a proposal from Rob Schwarz, owner and principal planner of RSP & Associates, to conduct a functional building utilization analysis of the district. The functional building utilization analysis is a method to identify the number of learners that can be reasonable accommodated by a school building by assessing physical capacity, operational capacity, and programmatic capacity.

On April 23, 2019, the school board continued its discussion on the functional building utilization/capacity study proposal and discussed RSP’s optional proposal for educational capacity recommendations. This option includes RSP recommendations for utilization of spaces based on the new educational capacity number. At this meeting, Mr. Schwarz provided an update of the costs as follows:

- Functional Building Utilization/Capacity Study - $38,250
- Educational Capacity Recommendations - $5,000
- Travel Expenses - not to exceed $7,000

The updated proposal is attached for your information.

The administrative recommendation is to approve completion of the Functional Building Utilization/Capacity Study for $38,250 with Educational Capacity Recommendations for $5,000 and travel expenses not to exceed $7,000.

cj
Attachment
What is a Functional Building Utilization analysis?

- A method to identify the number of learners that can be reasonably accommodated by a school building by assessing the following variables:
  - **Physical** (building space, classroom size, support space)
  - **Operational** (utilization rate, staffing, class size range, building schedule)
  - **Programmatic** (core educational program, specialty programs, instructional model)

Why conduct a Functional Building Utilization analysis?

- To manage school facilities that are the right size for their intended enrollment
- To effectively accommodate enrollment, and provide appropriate facility space to support current programs/curriculum equitably across all facilities
- To provide important information to assist with effective and efficient management of school resources which can be better replicated in other facilities
- To provide important information for school construction funding decisions
- To better address overcrowding or underutilization of school facilities
- To provide important information for attendance boundary decisions
- To determine the need of existing inventory, remodeling, or new facilities
- To create or validate class size standards and begin educational specifications required for the intended educational programming
- To make decisions that will positively benefit student experience in the classroom
Key Consideration (Capacity 2)

What definitions are considered in a capacity study:

- **Design Capacity** = measured by counting the number of standard classrooms in a school multiplied by the maximum allowable class size.

- **Square Footage per student** = ratio of the number of students to total building floor plan, compared to adopted standards.

- **Program Capacity** = maximum number of students a facility can accommodate after applying grade level or content area class averages to standard teaching stations within a facility.

- **Functional Capacity** = number of students a building can accommodate by using a formula that considers educational programs, class size expectations and building schedules. Functional capacity measures the current usage of educational program space by assessing the following variables. *(RSP Recommends using Functional Capacity)*
  - Program type and requirements
  - Building schedule and class utilization
  - Class size ranges (desired and standard)
  - Staff levels
  - Square footage compared to adopted standards
  - Repurposed building space possibilities

- **Desired Class Size** = an ideal number of students in a particular content area class for planning and scheduling purposes.

- **Standard Class Size** = a number of students in a particular content area class used to establish a high end student-to-teacher ratio for planning and scheduling purposes.
Key Consideration (Capacity 3)

Functional Building Utilization Analysis Schedule:

- **Data Collection**
  - Grand Forks Public Schools Building Floor Plans
  - Grand Forks Public Schools District Master Schedule
  - Grand Forks Public Schools Room Utilization Data

- **Conduct Building Interviews/Tours**
  - Prior to Interview/Tour Create Resources to Maximize Time with Building Administrator
  - Focus on Unique Academic Learning Spaces
  - Elementary Schools (60 minutes)
  - Middle Schools (90 minutes)
  - High Schools (120 minutes)

- **Administrative Perceptions of Support Spaces Survey**

- **Building Tour Verification**
  - Follow-up with building principals (Phone and Email)
  - Administration provides answers to Post Building Interviews

- **Administration Review of study findings and recommendations**

- **Presentation to the Board of Education**

**Capacity Study Proposed Costs:**

- Cost range from $38,250-$50,250
After tours completed by the RSP team we created some questions for the District Leadership Team (DLT) to provide some insight on how to integrate into the capacity study:

- District Class Size Guidelines v. What is Happening in the Buildings
- Program Utilization Guidelines (Percentage Utilization)
- District Use Guidelines (Education Specs) (Not Classroom Guidelines)
  - Art space v. on a Cart
  - Music spaces
  - Special Education spaces
  - English Second Language Learner (ESOL) and Newcomer Assignments
  - Dedicated Professional Development (PD) space
- Magnet School (Enrollment Capping, Wait List, etc.)
- Repurpose Options
Key Consideration (Capacity 5)

Capacity Study Proposed Scope and Costs:

- **Functional Building Utilization/Capacity** $38,250
  - District Facilities included 18: Two grades 9-12 high schools, one alternative high school, three grades 6-8 middle schools, 11 elementary schools, one combined elementary and middle school
  - Includes prep, data entry, school tours and building administration interviews, follow up verification and final educational capacity numbers in relation to RSP projections.

- **Educational Capacity Recommendations (Option)** $5,000
  - Includes RSP recommendations for utilization of spaces based on the new educational capacity number

- **Additional Costs**
  - Travel expenses - project would require minimum of four days on site to complete the building tours - travel costs not to exceed $7,000
The Board President and Superintendent will determine the best method of response to Board requests for future consideration.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Requested By</th>
<th>Date</th>
<th>Disposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion on having a primary spokesperson for the board.</td>
<td>Mikula</td>
<td>7/16/2018</td>
<td>Refer to Policy Review Committee.</td>
</tr>
<tr>
<td>Hoffarth recommended the board upgrade its discrimination policy to include protections for students and staff for sexual orientation and gender identity and expression.</td>
<td>Hoffarth</td>
<td>8/6/2018</td>
<td>Refer to Policy Review Committee.</td>
</tr>
<tr>
<td>Consideration of developing a spreadsheet for the Board regarding core competencies similar to what is used by Jamestown</td>
<td>Mikula</td>
<td>11/13/2018</td>
<td></td>
</tr>
<tr>
<td>Review contract for District legal counsel</td>
<td>Flynn</td>
<td>1/7/2019</td>
<td></td>
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<tr>
<td>Administration investigate nonmonetary credit for student board members</td>
<td>Douthit</td>
<td>1/21/2019</td>
<td></td>
</tr>
<tr>
<td>Administration look at transportation costs regarding bussing</td>
<td>Shabb</td>
<td>1/21/2019</td>
<td>Scheduled as discussion item for April 8 School Board meeting.</td>
</tr>
<tr>
<td>Review School Board Policy 4300 (Early Retirement of Professional Staff Members)</td>
<td>Mikula, Palmiscno</td>
<td>2/11/2019</td>
<td></td>
</tr>
<tr>
<td>The role of the School Resource Officer</td>
<td>Shabb</td>
<td>2/11/2019</td>
<td>Scheduled as discussion item for April 23, School Board meeting.</td>
</tr>
<tr>
<td>Discussion on how the District approaches its bullying policy.</td>
<td>Hoffarth</td>
<td>2/25/2019</td>
<td></td>
</tr>
<tr>
<td>Discussion with the student school board members about how the Board can engage the student body at the schools that they are representing.</td>
<td>Hoffarth</td>
<td>4/8/2019</td>
<td></td>
</tr>
<tr>
<td>Look at a social media policy.</td>
<td>Hoffarth</td>
<td>4/8/2019</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Topic</th>
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<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refresher for board members regarding open meetings and open records law.</td>
<td>Mikula</td>
<td>7/16/2018</td>
<td>Links provided in 7/26/18 Friday Focus.</td>
</tr>
<tr>
<td>Follow-up discussion on suggestions made during discussion of the transportation contract, i.e., the length of time students are on a bus, costs, cameras, etc.</td>
<td>Hoffarth</td>
<td>7/16/2018</td>
<td>Add to 8/6/18 Board agenda as discussion topic - Bus Transportation Contract Update - Gerhardt to lead.</td>
</tr>
<tr>
<td>Consideration be given to the order of the next meeting in order to accommodate the book study work session so that people who are watching will know when to re-join the meeting.</td>
<td>Shabb</td>
<td>8/6/2018</td>
<td>Refer to Administration - The agenda item has been placed at the end of the meeting. A sign will be posted on You Tube that the board is engaged in a book study and that the meeting will adjourn immediately following the book study discussion.</td>
</tr>
<tr>
<td>Information on the per school allocation [for supplies].</td>
<td>Hoffarth</td>
<td>8/20/2018</td>
<td>Information provided in 8/24/18 Friday Focus.</td>
</tr>
<tr>
<td>Redistrict area between 32nd Avenue South, Washington Street, 40th Avenue South, and South 20th Street from Viking Elementary School to Discovery Elementary School.</td>
<td>Flynn</td>
<td>7/16/2018</td>
<td>Discussed @ 10-3-18 Facilities Committee Meeting. If considered, will be done as a district-wide consideration.</td>
</tr>
<tr>
<td>Discussion on what is the function of a board.</td>
<td>Lunn</td>
<td>7/16/2018</td>
<td>Presentation by District Legal Counsel scheduled for 10/22/18 meeting.</td>
</tr>
<tr>
<td>Presentation to the board to reiterate what the open meetings laws mean to the board.</td>
<td>Mikula</td>
<td>8/20/2018</td>
<td>Presentation by District Legal Counsel scheduled for 10/22/18 meeting.</td>
</tr>
<tr>
<td>Review Policy that puts cap on the number of times a board member may attend conferences that are paid for by the district.</td>
<td>Flynn</td>
<td>7/16/2018</td>
<td>Reviewed by 8000 Series Policy Review Committee on December 20, 2018. Recommendation considered at January 7, 2019 School Board meeting.</td>
</tr>
</tbody>
</table>
The Board President and Superintendent will determine the best method of response to Board requests for future consideration.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Requested By</th>
<th>Date</th>
<th>Disposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update on legislative bills and issues</td>
<td>Flynn</td>
<td>1/7/2019</td>
<td>Periodic updates will be provided in Friday Focus and at school board meetings. Individuals may also sign up for weekly updates on the Legislature’s web page.</td>
</tr>
<tr>
<td>Follow-up discussion on Middle School special topics courses.</td>
<td>Shabb</td>
<td>7/16/2018</td>
<td>Scheduled as discussion item for March 11 School Board meeting.</td>
</tr>
</tbody>
</table>
School Board Meeting Norms

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

**NORMS**

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

**GOVERNANCE**

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

**OTHER**

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

Board Approved 10.8.18