NOTICE OF REGULAR MEETING OF THE SCHOOL BOARD
GRAND FORKS PUBLIC SCHOOL DISTRICT #1

Monday, May 11, 2020 – 6:00 p.m.

Per Governor Doug Burgum’s executive order, all North Dakota school districts, including Grand Forks Public Schools, will be closed until further notice. This is a precautionary measure against the transmission of COVID-19. This meeting will be held via Zoom.

To join the meeting, click the link below:
https://zoom.us/j/99425962071?pwd=emg2Z0FvWW51Ykl6QjdRSW1CZGRGUT09
To join by phone, dial 1-312-626-6799
Meeting ID: 994 2596 2071
Password: 987593

Citizens wishing to address the school board under Citizens’ Comments related to NON-AGENDA items are asked to state their name and address in the CHAT ROOM and wait for the Chairperson to invite them to speak. Board members will not respond to citizens’ comments but, rather, refer them to Administration. Citizens wishing to speak to an agenda item are asked to wait until that item is under discussion and then state their name and address in the CHAT ROOM and wait for the Chairperson to invite them to speak. Each person may speak for up to three minutes.

AGENDA

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE
II. APPROVAL OF AGENDA
III. APPROVAL OF MINUTES
   A. April 28, 2020
IV. CITIZEN COMMENTS (non-agenda items)
V. SUPERINTENDENT’S RECOMMENDATIONS FOR DISCUSSION
   A. Review School Board Norms
   B. Graduation Planning Update
   C. West Elementary School Plan 2020-2021
VI. SUPERINTENDENT’S RECOMMENDATIONS FOR ACTION
   A. Consent Agenda: Appointments
   B. Summer School Program
   C. Renewal of SRO Agreement for 2020-2021
   D. South Middle School Title I Schoolwide Application
   E. Employee Compensation Through June 30, 2020
   F. Appointment of Human Resources Director
   G. Policy Review Committee Report: First and Second Readings and Rescinding of Policies
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
NOTE: Per Governor Doug Burgum’s executive order, all North Dakota school districts, including Grand Forks Public Schools, are closed until further notice. This is a precautionary measure against the transmission of COVID-19. This meeting was held via Zoom.

The Grand Forks School Board met in regular session on Tuesday, April 28, 2020, with Bill Palmiscno presiding.

**Board Members Present:**
Bill Palmiscno, President/Voting Member
Amber Flynn, Vice President/Voting Member
Doug Carpenter, Voting Member
Jacqueline Hoffarth, Voting Member
Eric Lunn, Voting Member
Jeff Manley, Voting Member
Cynthia Shabb, Voting Member
Matt Spivey, Voting Member

**Board Members Absent:**
Shannon Mikula, Voting Member

**Student Board Members Present:**
Riley Thoreson, Non-voting Member
Oliver Wolfe, Non-voting Member

**Student Board Members Absent:**
None.

**Others Present:**
Dr. Terry Brenner, Superintendent of Schools
Scott J. Berge, Business Manager
Jody Thompson, Associate Superintendent of Elementary Education
Catherine Gillach, Assistant Superintendent of Secondary Education
Melissa Buchhop, Vice President, Grand Forks Education Association
Cindy Johnson, Executive Secretary

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

**Approval of Agenda.** It was moved by Carpenter and seconded by Shabb to approve the agenda as written. Motion carried unanimously. Absent: Hoffarth and Mikula.

**Approval of Minutes.** It was moved by Spivey and seconded by Carpenter to approve the minutes of April 14, 2020, as written. Motion carried unanimously. Absent: Hoffarth and Mikula.

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

**Review School Board Norms.** Palmiscno drew to the board’s attention the school board norms and requested board members follow them.

**Grant Writer Position Update.** The district’s grant writer, Taunya Schleicher, gave an update on her position and work with federal programs and competitive grants funding.

Hoffarth joined the meeting at 6:30 p.m.

**Distance Learning Update.** Dr. Brenner, Thompson, and Gillach gave an update on the district’s distance learning including successes, lessons learned, and opportunities for a blended learning environment in the future.

**Consent Agenda.** It was moved by Shabb and
seconded by Spivey to approve the consent agenda as follows: Appointment of Cassidy Graves (salary $43,232) effective August 18, 2020; Open Enrollment Applications as presented; and Resignations of Garnet Asmundson, Kyle Cummings, and Emily Gilbertson effective May 29, 2020. Motion carried unanimously. Absent: Mikula.

**General Fund Financial Statement.** Berge explained that for the period of July 1, 2019, through March 31, 2020, total general fund revenues were $85,340,126 and total general fund expenditures were $71,985,847 resulting in an excess of revenues over expenses of $13,354,279. He reported the expenses as a percentage of the budget were higher this year than the last two years, all of which are related to construction and repair expenses, which have increased significantly. The general fund balance declined by $6.2M in two years, mostly due to construction expenses paid out of the general fund. Interest growth is not sustainable due to declining interest rates and less money in interest-earning accounts. Utilities in March decreased which corresponds with online learning. Construction Services is a $1.37M increase from last year and is 65% of the $3.65M annual budget. Berge announced the school district will receive approximately $2M from the CARES Act in May. The district has one year to use the funds for expenses related to COVID-19, a lot of which are technology-related.

It was moved by Carpenter and seconded by Shabb to approve the General Fund Financial Statement for the period July 1, 2019, through March 31, 2020. Motion carried unanimously. Absent: Mikula.

**District Strategic Plan 2020-2025.** Dr. Brenner reported that changes were made in the areas of Human Resources and Academics since Dr. Schatz presented the draft strategic plan. A draft of the plan’s Roadmap, otherwise known as the operational guidelines, was also mentioned. Shabb said that she still saw gaps in progress monitoring areas and wanted to see the recommendations go to some type of action plan.

It was moved by Carpenter and seconded by Lunn to approve the District Strategic Plan 2020-2025. Motion carried unanimously. Absent: Mikula.

**Policy Review Committee Report: First and Second Readings and Rescinding of Policies.** Shabb reported on the April 20, 2020, Policy Review Committee meeting at which the board’s suggestions for proposed Policy AAC-Nondiscrimination and Anti-Harassment Policy were discussed as well as continuing work toward adoption of the NDSBA policy templates.

It was moved by Lunn and seconded by Spivey to complete the second reading of Policy BDA-Procedure for Adopting Board Policy and Policy 4300-Early Retirement of Professional Staff Members and adopt each one as an official policy of the district. Motion carried unanimously. Absent: Mikula.

It was moved by Hoffarth and seconded by Lunn to complete the first reading and adoption of Board Regulation BDA-BR-Procedure for Development of Board Policy, the new first reading of Policy AAC-Nondiscrimination and Anti-Harassment Policy, the first reading of Policy ABBE-Displays of Religious Objects or Documents, Policy ABCE-Prohibition on Aiding Sexual Abuse, Policy ABDA-Website Accessibility Policy, Policy FDB-Education of the Homeless Student, first reading and adoption of Board Regulation FDB-BR-Education of the Homeless Student Dispute Resolution Policy, and the first reading of Policy FDE-Education of Special Education/Disabled Students, Policy FDH-Students in Foster Care, Policy GABAA-English Learners, Policy GACB-Patriotic Exercises, and Policy HBAA-Federal Fiscal Compliance. Motion carried unanimously. Absent: Mikula.

It was moved by Shabb and seconded by Carpenter to rescind Policy 8600-Adoption and Amendment of Policies and Regulations. Motion carried unanimously. Absent: Mikula.

**Announcements.** Carpenter announced the School Board Self-Assessment Committee met and agreed the assessment format for this year will be based on the board’s meeting norms. The survey will be distributed to board members on
May 1 with an expected completion date of May 15 after which the committee will meet to review the results and prepare a report for the June 2 board meeting.

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

**School Board Norms - How Did We Do?**
Palmiscno reported the board did well in following its norms.

**Adjournment.** There being no further business, the meeting adjourned at 7:22 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

Board Approved 10.8.18
MEMORANDUM

DATE: May 11, 2020
TO: Dr. Terry Brenner, Superintendent
FROM: Catherine Gillach, Assistant Superintendent of Secondary Education
RE: Graduation Planning Update

As you are aware, the governor has placed restrictions on public gatherings, closed public access to school sites, and instituted a number of safety precautions that align with CDC recommendations in response to the COVID-19 pandemic. All of this precludes Grand Forks Public Schools from holding traditional graduation ceremonies at any of our three high schools.

Tonight I will update you on cursory plans for alternative graduation ceremonies from each high school that will allow our community to both celebrate our graduating seniors and maintain physical distancing.
MEMORANDUM

DATE: May 11, 2020
TO: Dr. Terry Brenner, Superintendent
FROM: Jody Thompson, Associate Superintendent
RE: West Elementary School Plan 2020-2021

Since the school board’s decision to close West Elementary School for the 2020-21 school year we have been working on relocation planning. It’s clear that continuing to use Discovery School for the next school year makes sense from a safety and security standpoint, access to technology, gym, lunchroom and playground spaces and classroom availability.

We will survey West parents on bussing options and attendance plans for the 2020-21 school year. We will finalize staffing assignments based on projected enrollments and monitor incoming Kindergarten students.

At this point, we plan to continue to offer bussing for families that live within the West attendance area and offer a new late bus for students who participate in afterschool intramurals.

Any staffing decisions will allow all West staff to remain employed by the Grand Forks Public Schools, but could involve reassignment to another school.

JT/ls
MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Consent Agenda
DATE: May 11, 2020

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)

**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 11, 2020

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 18, 2020.

Attachment

mjs
<table>
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<tr>
<th>Name: Erin Cummings</th>
<th>Degree: BA/BS</th>
<th>Major: Music</th>
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<td>Yrs of Exp: 6</td>
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<td>Salary: $47,174</td>
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<th>Name: Hilary Kujawa</th>
<th>Degree: BA/BS</th>
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<td>Yrs of Exp: 1</td>
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<td>Salary: $43,232</td>
<td>Location: Discovery Elementary</td>
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<td>Position: Replacement</td>
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<tr>
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<th>Major: Biology</th>
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<td>Assignment: Science Teacher</td>
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<td>Salary: $45,597</td>
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<td>Position: Replacement</td>
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</tbody>
</table>
MEMORANDUM

DATE:    May 11, 2020
TO:      Dr. Terry Brenner, Superintendent
FROM:    Jody Thompson, Associate Superintendent
          Catherine Gillach, Assistant Superintendent
RE:      Summer School Program

Tonight our summer school directors will share plans for the 2020 Summer School Programs: Elementary, Secondary, SPA and Driver’s Education.

Obviously, summer programming will look a bit different this year and will be more fluid than in past sessions. We will continue to monitor state and local guidelines and restrictions. We want to make sure our students and staff are in safe environments, if we are allowed to return to in-person learning.

Kevin Ohnstad, Mike Wilber, Dean Opp and Terry Bohan will be present at the board meeting to provide an overview of their programs and be available to answer any questions.

Below and attached are the 2020 Summer School Plans

- Elementary Summer School Programs (see attachment)
- Middle School
  Middle school summer school will be offered from Monday, July 27th through Friday, August 14th. Classes will be scheduled from 8am - 10am and 10am -12pm. We will be offering courses in reading and mathematics and have requested teachers to plan for in-person or distance learning delivery options.
- High School
  High school summer school will be offered from Monday, June 1st through Tuesday, July 7th. Courses are scheduled from 7:45am - 12:25pm. To date we have 378 students signed up for classes with General Physical Education, Global Education, Health, and Speech having the highest enrollment of students. All courses will be delivered online.
- Summer Performing Arts (SPA)
  Due to current circumstances and social distancing guidelines, plans for SPA 2020 have been put on hiatus.
  Key elements to the SPA program are working together in close proximity with large numbers of students in front of an audience. Taking away any of
those elements would change the program into something that is not really “SPA”.

If current restrictions are altered / lifted, the entire SPA Staff has done some preparation and discussed a number of ideas that could be considered within a shortened and later-than-normal time frame.

For now, SPA is missing all the “Kids of Summer” and is looking forward to the day we can all be together again.

- Driver’s Education (see attachment)

JT:CG/Is

Attachments
To: Mr. Jody Thompson, Associate Superintendent of Teaching & Learning  
Fr: Mr. Kevin Ohnstad, Elementary Summer School Director  
Re: School Board Request for Approval – Elementary Summer School Programs  
Dt: Tuesday, May 5, 2020

Mr. Thompson,

We have included the Elementary Summer School Programs summary for school board approval. I look forward to providing a brief summary of Elementary Summer School to the members of the board on Monday, May 11, 2020 at the Grand Forks Public Schools School Board zoom meeting. I will be available to answer any questions related to programs offered.

We will highlight the following programs at the school board meeting.
- Introduction to Kindergarten
- Remedial Reading

During our 2019 Summer School session last year we enrolled 1,138 students. We are requesting school board approval to offer a comprehensive Elementary Summer School Program during the summer of 2020.
Elementary Summer School Opportunities
Introduction to Kindergarten
Remedial Reading

COVID-19 Pandemic – Revised proposal & dates

Suggested dates – July 27 – August 14, 2020 – 3 weeks

Our Introduction to Kindergarten program is provided at every Elementary School in the Grand Forks Public Schools. This program allows our young children to begin learning about the academic & behavioral expectations of a structured school day. They also begin understanding the transition from home, parents, a daycare setting, etc. This program allows our teachers to learn about the students needs and gives us a chance to balance the specific needs in each classroom when we assign students to their Kindergarten classrooms.

The Grand Forks Public Schools K-5 literacy summer school program consists of Remedial Reading classes at each Elementary School. Our schedule includes a Monday-Friday routine from 8:00 am -12:00 pm. We focus on identifying our students that are below proficiency. Our academic instruction is dedicated to small group instruction with an emphasis on using the Multi-tiered System of Support (MTSS) model. Students are grouped according to ability level and they receive intense literacy instruction based upon their need. For example, teachers may focus the interventions on comprehension, fluency, word attack strategies, and writing.

Remedial Math Program at Phoenix Elementary, Century Elementary and Nathan Twining Elementary
Administrative recommendation is to cancel Remedial Math due to the COVID-19 Pandemic.
To: Catherine Gillach, Assistant Superintendent  
From: Terry Bohan, Director  
Date: May 5, 2020  
RE: Driver Education 2020

Ms. Gillach:

I write to share feedback as requested regarding the operation of Driver Education for the summer of 2020. The information I share is based on the most current information as I know it. We currently have 252 students registered in four separate sessions:

- Session I  June 1 – 11 (96 students)
- Session II June 15 – 25 (96 students)
- Session III June 29 – July 9 (48 students)
- Hybrid/Alt  June 2020 (12 students)

Of the 252 registered students, nearly all of them have used the My School Bucks portal to pay the $200 fee for the behind the wheel portion of Driver Education. We have an additional 62 students waiting to enroll.

In the past, our school district has used DPI Course Code 21015 for our Driver's Ed program. This version allowed for classroom instruction, behind-the-wheel, and simulated driving comprised of 42 total hours of experience for the student. Given our current Covid-19 situation, it is my recommendation that Driver Education 2020 moves to DPI Course Code 21014, which is a two-phased version of Driver's Ed: classroom instruction and behind-the-wheel for a total of 42 hours. We would not offer simulated driving experiences in 2020. The classroom portion of Course 21014 is approved and reimbursed by the state in the same manner as in the past.

I recommend that we proceed with Course 21014 using a distance or remote version for classroom instruction. In 2019, our staff developed a hybrid version of Driver’s Ed using Google Classroom. We would update this version in preparation for 2020 to meet the 30 hour classroom requirement. I recommend that we hold true to the session dates families registered for with the understanding that some students may require additional time to complete the classroom portion beyond predetermined end dates. Given our structure, we have the ability to make session by session decisions that can allow for adjustments in the middle of the summer.
Regarding the behind the wheel portion of Driver's Ed, I recommend that our district and our instructors take a long view for satisfying the 12 hour requirement and that we provide students and their families options to meet this critical part of their school experience. We had planned for behind the wheel to begin June 1 and end July 9. I believe our program needs to be ready with a fleet of vehicles for behind the wheel starting June 1 in the event we are allowed to provide this instruction and that families and instructors are comfortable with the setting given current physical distance guidelines. We also need to be prepared to extend the dates later into July, August, and beyond to ensure that all 252 registered students have opportunities to complete behind the wheel. Flexibility and options are needed. If allowed, we envision instructors and driving partners having masks while driving with regular cleaning of vehicles between student sessions.

Lastly, we also need to give families the option of refunding their $200 given the current Covid-19 situation in our community. While Driver Education is a critical part of a student's school experience, families may choose to pass on this option until another time.

Our 15 instructors understand the uniqueness of Driver's Ed 2020. It will not be business as usual for our program. We have a "can do" approach to this unique situation. We also know that our efficient program of the past may not be as cost efficient in 2020. However, it will be as effective as we can make it given the setting.
MEMORANDUM

DATE:  May 11, 2020
TO:    Dr. Terry Brenner, Superintendent
FROM:  Catherine Gillach, Assistant Superintendent of Secondary Education
RE:    Renewal of SRO Agreement for 2020-2021

Please find attached the Memorandum of Agreement for School Resource Officer (SRO) Services for the 2020-2021 school year. The Agreement provides SRO support at all in-town middle and high schools. We have found the presence of School Resource Officers at each secondary school has had a dramatic positive effect on school climate, safety, and resource collaboration for our youth.

There is a change in the Agreement from last year, an increase in the contracted amount of approximately $10,000 which reflects an increase in officer salary and health insurance as a result of a market comparison study.

The administrative recommendation is to approve the Memorandum of Agreement School Resource Officer Services for the term beginning July 1, 2020, and ending June 30, 2021, and authorize the Superintendent of Schools to sign the agreement.

CG/Irs
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 2020-2021 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 $168,315.49. Payment shall be made on an annual basis. The City shall be responsible for generating an invoice by June 15, 2021.

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, 2020 and end June 30, 2021. 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: ____________________________

By: Michael R. Brown
Its: Mayor
MEMORANDUM

DATE: May 11, 2020
TO: Dr. Terry Brenner, Superintendent
FROM: Jody Thompson, Associate Superintendent
RE: South Middle School Title I School-wide Application

South Middle School has reached the level for free/reduced meals to become a Title I School-wide program. During the 2019-2020, the staff at South Middle School completed the required component to transition from Title I Targeted and Title School-wide for the 2020-2021 school year.

I will present information on South Middle School’s demographics and the framework of their school-wide components.

Administrative recommendation is to approve the South Middle School Title I School-wide plan.

JT/Is
MEMORANDUM

TO: Grand Forks Public School District #1 School Board
FROM: Scott Berge, Business Manager
DATE: May 11, 2020
SUBJECT: Employee Compensation Through June 30, 2020

Per discussion at the April 14 board meeting and per administrative recommendation, all staff will be paid in full for regularly scheduled hours through May 15, 2020.

Effective April 1, 2020, compensation and work expectations were communicated to all employees, both task essential and non-task essential. Some employees are working all regularly scheduled hours, while others are on rotating shifts or on call. Administration is recommending the continuation of pay for all regularly scheduled hours through June 30. While students will not be in our buildings for the remainder of the school year, distance learning will continue. Administrative, construction projects, cleaning, maintenance, technology, teaching and learning, special education, and other activities are continuing. Summer programs are still an unknown at this point as to timing and/or partial or complete cancellation. Compensation decisions related to summer programs will be made when we have more details.

Administrative recommendation is to pay school district employees regular scheduled hours from May 15 through June 30, 2020.
MEMORANDUM

TO: Grand Forks School Board Members
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Appointment of Human Resources Director
DATE: May 11, 2020

On behalf of the interviewing team who interviewed three out of five prospective Human Resources Director candidates on May 4, I am recommending Ms. Linsey Rood for the position effective July 1, 2020. Ms. Rood is presently the Assistant Director of Human Resources for the City of Grand Forks. Ms. Rood has a Master’s Degree in Public Administration, a Bachelor’s Degree in Business Administration and she holds certificates in Professional in Human Resources (PHR) from the HR Certification Institute and is a SHRM Certified Professional (SHRM-CP) through The Society of Human Resource Management. She has nine years of experience within the department of Human Resources at the City of Grand Forks, Polk County and Altru Health Systems. Ms. Rood is an engaged community member and believes her niche is in the public sector.

The interview questions were divided into 4 themes as illustrated below:

<table>
<thead>
<tr>
<th>Employee Engagement 1-4</th>
<th>Leadership 1-4</th>
<th>Communication 1-4</th>
<th>Vision 1-4</th>
<th>Overall Experience &amp; Position Alignment 1-4</th>
<th>Notes</th>
<th>Score (20 Possible)</th>
</tr>
</thead>
</table>

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

- Dr. Terry Brenner: Superintendent - District
- Jody Thompson: Associate Superintendent - District
- Catherine Gillach: Assistant Superintendent - District
- Scott Berge: Business Manager - District
- Dr. Tricia Lee: Executive Director of Spec. Ed - District
- Dr. Kris Arason: Principal - Red River HS
- Todd Selk: Principal - Valley MS
- Angie Jonasson: Principal - Lake Agassiz Elem.
- Michelle Emineth: Supervisor of Accounting - District
- MaryJo Sturman: Admin. Assistant - Human Resources
- Les White: Admin. Assistant/Payroll - Human Resources

Administrative recommendation is to appoint Ms. Linsey Rood’s as the Human Resources Director at a salary of $107,727 effective July 1, 2020.
MEMORANDUM

TO: School Board Members
FROM: Dr. Terry Brenner, Superintendent of Schools
DATE: May 11, 2020

The Policy Review Committee met on Wednesday, April 29, 2020, to continue its work toward the adoption of NDSBA policy templates. Included herein are the following policies and board regulations that are forwarded to the school board for their appropriate reading following action taken at the April 28 school board meeting and the April 29 committee meeting.

Policies that are recommended for completion of the second reading as written and adoption as the official policy of the district are:

1. Policy AAC – Nondiscrimination and Anti-Harassment Policy
   a. This policy along with complementing policies and regulations will replace current Policies 4660, 4661, 4662, 4663, 5660, and 5662.
   b. The first reading as written was completed March 23, 2020, with referral back to the NDSBA about whether “sexual orientation” may be added to their required policy template. The policy was further revised to add “sexual orientation” to the list of conditions in paragraph 1 and to add the definition “Sexual Orientation is the sex and gender of those to whom one is sexually attracted.”
   c. Additional revisions were suggested by the board which ultimately led to the policy being referred back to the committee. The policy changes were also referred to the school district’s legal counsel. The committee recommended that “gender expression” be added to the list of conditions in paragraph 1 and that the following definitions be added to the policy: Sexual Orientation is a person’s sexual identity in relation to the gender to whom one is sexually, emotionally, or romantically attracted., Gender Identity is the personal sense of one’s own gender which may correlate with a person’s assigned sex at birth or differ from it., and Sexual Expression is the way in which a person expresses themselves through appearance, dress, or behavior. The additional revisions are considered substantive; therefore according to Policy BDA, the policy was resubmitted for a new first reading.
   d. Additional revisions were made at the April 28, 2020, board meeting. The changes were recommended by the committee but were clerically omitted in the copy. The changes were to add to the definition of sexual orientation the sentence, “A person’s sexual orientation is distinct from a person’s gender identity and expression.” and to correct the definition “sexual
expression” to “gender expression.” The new first reading with these changes was completed on April 28, 2020.

2. Policy ABBE – Displays of Religious Objects or Documents
   a. This policy is currently imbedded in Policy 6144. Upon adoption of this policy, Policy 6144 will be brought forward only to remove language regarding displays of religious objects or documents. Other changes to Policy 6144 will be brought forward at a later date.
   b. The first reading as written was completed on April 28, 2020.

3. Policy ABCE-Prohibition on Aiding Sexual Abuse
   a. This is a new policy.
   b. The first reading as written was completed on April 28, 2020.

4. Policy ABDA-Website Accessibility Policy
   a. This is a new policy.
   b. The first reading as written was completed on April 28, 2020.

5. Policy FDB-Education of the Homeless Student
   a. This policy and Board Regulation FDB-BR were combined in our current Policy 5160. Separating those puts them back into the NDSBA templates. Policy 5160 would be rescinded upon the adoption of FDB and FDB-BR.
   b. The first reading as written was completed on April 28, 2020.

6. Policy FDE-Education of Special Education/Disabled Students
   a. This is a new policy.
   b. The first reading as written was completed on April 28, 2020.

7. Policy FDH-Students in Foster Care
   a. This policy replaces our current Policy 5161, which would be rescinded upon the adoption of FDH.
   b. The first reading as written was completed on April 28, 2020.

8. Policy GABAA-English Learners
   a. This policy replaces our current Policy 6110, which would be rescinded upon the adoption of GABAA.
   b. The first reading as written was completed on April 28, 2020.

9. Policy GACB-Patriotic Exercises
   a. This is a new policy.
   b. At the committee request, the NDSBA legal references were provided for information only at the previous meeting.
   c. The first reading as written was completed on April 28, 2020.

10. HBAA-Federal Fiscal Compliance
    a. This is a new policy.
    b. The first reading as written was completed on April 28, 2020.

Board Regulations that are recommended for completion of the first reading as written and adoption as the official regulation of the district are:

1. Board Regulation FDB-BR-Education of the Homeless Student Dispute Resolution Procedure
Policies that are recommended to be rescinded are:

1. Policy 4660 – Sexual Harassment (presumes adoption of Policy AAC)
2. Policy 4661 – Non-Discrimination on the Basis of Disability (presumes adoption of Policy AAC)
3. Policy 4662 – Compliance with Non-Discrimination Statutes (presumes adoption of Policy AAC)
4. Policy 4663 – Compliance with Non-Discrimination Statutes – Grievance Procedure (presumes adoption of Policy AAC)
5. Policy 5660 – Sexual Harassment (presumes adoption of Policy AAC)
6. Policy 5662 – Compliance with Non-Discrimination Statutes (presumes adoption of Policy AAC)
7. Policy 5160 – Education of the Homeless Student and Dispute Resolution Policy (presumes adoption of Policy FDB and Board Regulation FDB-BR)
8. Policy 5161 – Students in Foster Care (presumes adoption of Policy FDH)
9. Policy 6110 – Education Services to Limited English Students (presumes adoption of Policy GABAA)

Policies and Board Regulations that are recommended for completion of the first reading as written are:

1. Policy AACA – Section 504 Dispute Resolution Policy
   a. This is a new policy
2. Policy FCAF – Concussion Management
   a. This replaces our existing Policy 5633
3. Policy FFB – Attendance & Absences
   a. This is a new policy
   b. Existing Policy 5100 and Policy 5110 also deal with attendance but needs further review to determine whether to be rescinded yet.
4. Policy FFD – Carrying Weapons
   a. This is a new policy
   b. Existing Policy 5355 deals with weapons but needs further review to determine whether to be rescinded yet.
5. Policy GCC – Protection of Pupil Rights Amendment & Third-Party Research on Students
   a. This is a new policy
   b. Existing Policy 2130 deals with research on students but needs further review to determine whether to be rescinded yet.
   a. This is a new policy

cj
Attachments
NONDISCRIMINATION AND ANTI-HARASSMENT POLICY

General Prohibitions
The Grand Forks Public School District is committed to maintaining a learning and working environment free from discrimination and harassment in all employment and educational programs, activities, and facilities. The District prohibits discrimination and harassment based on a student’s, parent’s, guardian’s, or employee’s race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, ancestry, disability, age, or other status protected by law. The District also provides equal access to the Boy Scouts and other designated youth groups, as required by federal law.

It is a violation of this policy for any district student, parent, guardian, employee, or third party to discriminate or harass against another district student or employee, based on any status protected by law, if the conduct occurred within the context of an education program or activity, or if the conduct had a continuing effect in the educational setting of a program or activity occurring on or off school district property. The District will not tolerate discrimination or harassment of a district student or employee by a third party. The District also prohibits aiding, abetting, inciting, compelling, or coercing discrimination or harassment; discriminating against or harassing any individual affiliated with another who is protected by this policy and/or law; knowingly making a false discrimination and/or harassment report; and retaliation against individuals who report and/or participate in a discrimination and/or harassment investigation, including instances when a complaint is not substantiated.

The District shall promptly investigate any discrimination, harassment, or retaliation complaint and act on findings as appropriate, which may include disciplinary measures such as termination of employment or expulsion in accordance with board policy, law, and, when applicable, the negotiated agreement. Students and employees are expected to fully cooperate in the investigation process. The District will take steps to prevent recurrence of discrimination, harassment, or retaliation and remedy discriminatory effects on the complainant and others, if appropriate.

Definitions
- **Complainant** is the individual filing the complaint. If the complainant is not the victim of the alleged discrimination and/or harassment, the victim must be afforded the same rights as the complainant under this policy and regulation AAC-BR.
- **Disability** is defined in accordance with NDCC 14-02.4-02 (5).
- **Discrimination** means failure to treat an individual equally due to a protected status.
- **Protected status** is defined in applicable state (NDCC 14-02.4-02 (6)) and federal laws.
- **Sexual Orientation** is a person’s sexual identity in relation to the gender to whom one is sexually, emotionally, or romantically attracted. A person’s sexual orientation is distinct from a person’s gender identity and expression.
- **Gender Identity** is the personal sense of one’s own gender which may correlate with a person’s assigned sex at birth or differ from it.
- **Gender Expression** is the way in which a person expresses themselves through appearance, dress, or behavior.
• **Employee** is defined in accordance with NDCC 14-02.4-02 (7).

• **Harassment** is a specific type of discrimination based on a protected status. It occurs under the following conditions:
  a. For employees: When enduring the offensive conduct becomes a condition of continued employment, or the conduct is severe or pervasive enough to create a work environment that a reasonable individual would consider intimidating, hostile, or abusive.
  b. For students: When the conduct is sufficiently severe, persistent, or pervasive so as to limit the student’s ability to participate in or benefit from the education program or to create a hostile or abusive education environment.

• **Section 504** (Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794) is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education.

• **Sexual harassment** is a form of harassment based on sex or gender identity. It is defined as unwelcome sexual advances, requests for sexual favors, and/or other verbal, written, or physical conduct or communication of a sexual nature when:
  a. It is quid pro quo, meaning submission to such conduct or communication is made a term or condition, either explicitly or implicitly, of the basis for employment decisions or educational decisions or benefits for students (e.g., receiving a grade).
  b. It creates a hostile environment, meaning unwelcome sexual conduct or communication that is sufficiently serious to deny or limit a student’s ability to participate in or benefit from the school’s program(s). For employees, a hostile environment is created when submission to unwelcome sexual conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment.

• **Sexual harassment** examples include:
  a. Sexual or “dirty” jokes;
  b. Sexual advances;
  c. Pressure for sexual favors;
  d. Unwelcome touching, such as patting, pinching, or constant brushing against another’s body;
  e. Displaying or distributing of sexually explicit drawings, pictures, and written materials;
  f. Graffiti of a sexual nature;
  g. Sexual gestures;
  h. Touching oneself sexually or talking about one's sexual activity in front of others;
  i. Spreading rumors about or rating other’s sexual activity or performance;
  j. Remarks about an individual’s sexual orientation; and
  k. Sexual violence, including rape, sexual battery, sexual abuse, and sexual coercion.
- Title II of the Americans with Disabilities Act extends the prohibition on discrimination established by Section 504 to all services, programs, and activities of State and local government entities.

- Title IX is a federal law that protects people from discrimination, based on sex, in education programs or activities that receive federal financial assistance.

Complaint Filing Procedure
The Board shall create an informal and formal discrimination and harassment complaint filing procedure in board regulations coded AAC-BR. The procedure provides for an impartial investigation free of conflicts of interest. Nothing in this policy or in the discrimination and harassment grievance procedure prevents an individual from pursuing redress through state and/or federal law.

Confidentiality
An individual wishing to file an anonymous discrimination and/or harassment complaint must be advised that confidentiality may limit the district’s ability to fully respond to the complaint and that retaliation is prohibited. The appropriate grievance coordinator (Title IX, 504/Title II, or Nondiscrimination) shall perform a confidentiality analysis to determine when a request for confidentiality cannot be honored due to safety reasons or the district’s obligation to maintain a nondiscriminatory educational environment. The complainant must be notified in writing of the confidentiality analysis outcome. A discrimination or harassment investigation report is subject to the open records law after 60 days or when the investigation is complete (whichever comes first), with limited exceptions such as when the record is protected by FERPA.

Complaint Recipients
If any district employee receives a discrimination or harassment complaint, the employee shall forward it to the appropriate grievance coordinator. All district employees must receive training on their reporting duties.

Policy Training and Dissemination
The Board authorizes the Superintendent to develop discrimination and harassment awareness training for students and employees. In addition, the Superintendent shall display this policy and complementary grievance procedures in a prominent place in each district building and publish it in student and employee handbooks.

Grievance Coordinators
The Title IX Coordinator’s responsibilities include overseeing the district’s response to Title IX reports and complaints and identifying and addressing any patterns or systemic problems revealed by such reports and complaints. The Title IX Coordinator must have knowledge of the requirements of Title IX, of the district’s policies and procedures on sex discrimination, and of all complaints raising Title IX issues throughout the District. To accomplish this, the Title IX Coordinator must be informed of any report or complaint raising Title IX issues, even if the report or complaint was initially filed with another individual or office or if the investigation will be conducted by another individual or office. The Board designates the Human Resources Director as the Title IX Coordinator. They may be contacted at: PO Box 6000, Grand Forks, ND 58206-6000, or by phone at 701-746-2200.
The 504/Title II Coordinator’s responsibilities include overseeing the district’s response to disability discrimination reports and complaints. The 504/Title II Coordinator must have knowledge of the requirements of Section 504 and Title II, of the district’s policies and procedures on disability discrimination, and of all complaints raising Section 504/Title II issues throughout the District. To accomplish this, the 504/Title II Coordinator must be informed of any report or complaint raising Section 504/Title II issues, even if the report or complaint was initially filed with another individual or office or if the investigation will be conducted by another individual or office. The Board designates the Associate Superintendent of Secondary Education as the 504/Title II Coordinator. They may be contacted at: PO Box 6000, Grand Forks, ND 58206-6000, or by phone at 701-746-2200.

The Nondiscrimination Coordinator’s core responsibilities include overseeing the district’s response to discrimination and harassment reports and complaints that do not include sex or disability, but instead the other protected statuses. The Board designates the Human Resources Director as the Title IX Coordinator. They may be contacted at: PO Box 6000, Grand Forks, ND 58206-6000, or by phone at 701-746-2200.

The Title IX, 504/Title II, and Nondiscrimination Coordinators, and any other school official responsible for the investigation of discrimination complaints, shall receive training. This training must include:

1. The definition of discrimination, harassment, and retaliation;
2. The handling of complaints under the Discrimination and Harassment Grievance Procedure (AAC-BR); and
3. The applicability of confidentiality requirements.

Complementing NDSBA Templates (may contain items not adopted by the Board)
- AAC-BR, Discrimination and Harassment Grievance Procedure
- AAC-E1, Filing a State or Federal Discrimination and/or Harassment Complaint
- AAC-E2, Discrimination and/or Harassment Complaint Confidentiality Assessment
- AAC-E3, Discrimination and/or Harassment Training Requirements for Students and Employees
- AAC-E4, Reasonable Accommodation Request Physician Form
- ABBB, Non-Curricular Use of District Property
- DE, Staff Code of Conduct
- FGDB, Student Handbooks

End of Grand Forks Public School District Policy AAC .................................................. Adopted: [10/2019]
DISPLAYS OF RELIGIOUS OBJECTS OR DOCUMENTS

Classroom and school displays may include religious symbols. The displays must be temporary, require no active participation in any religious activity, and should include diverse religious, cultural, and ethnic symbols.

Requests to display a religious object, decoration, or document within a school shall be filed with the building principal and approval must be obtained prior to displaying the object, decoration, or document. Any such display shall meet the following criteria:

1. It is not a permanent display;
2. The educational purpose of the display is clearly articulated in the request, and the request outlines the manner in which this purpose will be relayed to students;
3. The cultural, legal, or historical significance of the religious document or object is clearly articulated in the request, and the request outlines the manner in which this significance will be relayed to students;
4. The influence that the religious document or object has had on the legal and governmental systems of the country or culture being studied is clearly articulated in the request, and the request outlines the manner in which this document/object’s influence will be relayed to students;
5. The religious object or document is part of a larger display and is to be displayed in the same manner and appearance as other objects or documents in the display;
6. Nothing in the display shall call attention to the religious object or document apart from other objects or documents in the display; and
7. The display is to be used as an illustration for purposes of the curriculum and is to be displayed in a classroom or library.

When a request to display a religious object/document/decoration is denied by administration, the requestor may file an appeal with a board-appointed review committee. The committee shall review the administrator’s decision, take into account the above criteria, and issue recommendations to the Board as soon as practicable.

This policy does not govern nor will it infringe upon the rights of students and staff to wear religious symbols so long as doing so does not substantially disrupt the educational environment nor interfere with the rights of others.

This policy does not apply to secular displays of seasonal objects.

Complementing NDSBA Templates (may contain items not adopted by the Board)
- DEAC, Staff Dress Code
- FFH, Student Dress Code
- GBAA, Teaching about Religion
- GBAA-E, teaching about Religion Checklist

End of Grand Forks Public School District Policy ABBE ....................................................... Adopted:
PROHIBITION ON AIDING SEXUAL ABUSE

Definitions
For the purpose of this policy:

- **Assisting** means to recommend, facilitate, aid, ease, expedite, promote, encourage, advance, stimulate, or accelerate.

- **Sexual misconduct** may include, but is not limited to the following:
  a. Insults, disparaging remarks/names, and/or sarcasm, used to force compliance with a school employee’s, contractor’s, or agents’ requirements or expectations.
  b. Any conduct that would amount to sexual harassment, discrimination, or retaliation under Title IX of federal education amendments.
  c. Any activity that may lead to a sexual relationship such as dating, sending intimate correspondence, and/or engaging in sexualized dialogue.
  d. Any sexual relationship between a school employee, contractor, or agent and a current student, regardless of their age, or a former student under the age of 18.
  e. Any conduct by a school employee, contractor, or agent that would constitute a sexual offense, sexual act, or sexual contact involving a minor or a student as defined in state law.

- **School property** is defined in NDCC 15.1-19-10(6)(b) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.

Prohibited Action
The District prohibits any employee, contractor, or agent from assisting a school employee, contractor, or agent in obtaining a new job if the individual or the district knows or has probable cause to believe that the school employee, contractor, or agent has engaged in sexual misconduct with a student or minor in violation of the law.

For the purposes of this policy, it shall not be deemed assisting in obtaining a new job to participate in routine procedures regarding the transmission of administrative or personnel files in accordance with law or to confirm dates of employment.

This prohibition does not apply under certain conditions specified by the Every Student Succeeds Act (ESSA) such as:

1. The information has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct, and any other authorities as required by federal, state, or local law; and
   a. The matter has been officially closed or the school officials have been notified by the prosecutor or police after an investigation that there is insufficient information to establish probable cause;
   b. The individual has been charged with, and acquitted or otherwise exonerated of the alleged misconduct; or
b. The case remains open and there have been no charges filed against, or indictment of, the individual within four years of the date on which the information was reported to a law enforcement agency.

**Reporting and Investigation**

If an individual has reason to believe that an employee may have violated this policy, they are required to report the alleged violation to a building administrator or the Superintendent as soon as possible. All reported prohibited behavior shall be investigated by the Superintendent.

If the Superintendent or Business Manager is believed to have violated this policy, the alleged violation shall be reported to the Board President who is responsible for conducting the investigation and making a recommendation based on the outcome of the investigation to the Board for determination and final action. The Board President may retain an attorney or consultant to assist with the investigation process.

**Violation**

If disciplinary action is deemed warranted at the completion of the investigation, the District shall take appropriate action up to and including termination of employment in accordance with law and/or reporting such activity to appropriate state licensing and law enforcement officials.

**Retaliation and Providing False Information Prohibited**

The District prohibits retaliation for an individual’s participation in an investigation and/or initiation of a report under this policy, including instances when an allegation is not substantiated. The District also prohibits knowingly filing a false report and/or knowingly making false statements during an investigation. Staff and students who violate these prohibitions are subject to appropriate disciplinary action.

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

- ACCA, Sexual Offenders on School Property
- BA, School Board Ethics
- DBAA, Recruitment, Hiring, & Background Checks for New Classified Personnel
- DBAC, Recruiting & Hiring Teachers
- DE, Staff Code of Conduct
- DEBD, Staff-Student Relations (Non-Fraternization Policy)

End of Grand Forks Public School District Policy ABCE.........................................................Adopted:

[07/2019]
WEBSITE ACCESSIBILITY POLICY

The Grand Forks Public School District is committed to ensuring accessibility of its website for students with disabilities, parents with disabilities, and members of the public with disabilities. All pages on the District’s website will conform to the W3C WAI’s Web Content Accessibility Guidelines (WCAG) 2.0, Level AA conformance, or updated equivalents of these guidelines.

The Superintendent is directed to establish procedures whereby students, parents, and members of the public may present a complaint regarding a violation of the Americans with Disabilities Act (ADA), Section 504 and Title II related to the accessibility of any official District web presence that is developed by, maintained by, or offered through the District or third party vendors and open sources.

Complementing NDSBA Templates (may contain items not adopted by the Board)
- ABDA-BR1, Website Accessibility
- ABDA-BR2, Website Accessibility Concerns, Complaints and Grievances
- ABDA-E1, Website Accessibility Complaint and Grievance Form
- ABDA-E2, Website Accessibility Statement

End of Grand Forks Public School District Policy ABDA ................................................ Adopted:

[01/2017]
EDUCATION OF THE HOMELESS STUDENT

Definitions
This policy defines the following:

- **Enrollment** means attending classes and full participation in school activities.

- **Full participation** means student participation in extracurricular activities, which offers additional opportunities for student engagement and greater motivation for retention. Further, extracurricular participation can open doors to higher education opportunities and scholarships, and build skills and relationships that carry over into students’ adult lives.

- **Homeless student or unaccompanied youth** means an individual who lacks a fixed, regular, and adequate nighttime residence due to loss of housing, economic hardship, or similar reason. It includes students and youths (preschool-grade 12) who are:
  a. Living in an emergency shelter or transitional housing;
  b. Living in motels, hotels, trailer parks, or campgrounds due to lack of alternative adequate accommodations;
  c. Living in cars, parks, public or private spaces not designed for humans to live, abandoned buildings, substandard housing, bus stations, train stations, or similar settings;
  d. “Doubled up” by living with friends or family; or
  e. Living in unsuitable conditions, such as lack of utilities, mold, infestations, or dangers.

  Migratory students and unaccompanied youth (youth not in the physical custody of a parent/guardian) may be considered homeless if they meet the above definition.

  Homeless status is determined in cooperation with the parent/guardian, or in the case of unaccompanied youth, the homeless student liaison.

- **Immediate enrollment** means within twenty-four hours of the best interest determination. Enrollment must not be denied or delayed because documents normally required for enrollment have not been provided. The enrolling school must immediately contact a student’s school of origin to obtain the relevant records, and the school of origin should immediately transfer those records.

- **School of origin** means the school the student attended when permanently housed or the school in which the student was last enrolled, including a preschool.

Homeless Student Liaison
The Superintendent or designee shall designate a Homeless Student Liaison for the District. This individual must perform all duties required by law to ensure the educational stability of a homeless student.

Best Interest Determination
The District must comply with the McKinney-Vento Homeless Education Assistance Improvements Act. The District shall seek to eliminate barriers to school attendance for homeless students as defined by law. When feasible and consistent with a parent, guardian, or unaccompanied youth’s wishes, the homeless student must be immediately enrolled in their school of origin and transportation must be provided in accordance with law.
When not feasible for a homeless student to attend their school of origin, as determined by the Homeless Student Liaison in consultation with the parent, guardian, or student, the homeless student must be placed in a school that is in the “best interest of the student.” The Homeless Student Liaison must submit such placement decisions to the parent or guardian in writing, along with notice of the right to appeal and a dispute resolution procedure.

**Dispute Resolution**

To the extent feasible and appropriate, when a dispute arises as to the best interest determination, the District must ensure that a homeless student be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent, guardian, or student wishing to file an appeal of a determination shall notify the Homeless Student Liaison. The liaison shall follow the dispute resolution procedure created in regulation FDB-BR. The District shall make reasonable efforts to collaborate with aggrieved parties to resolve the dispute at the local level as expeditiously as possible.

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Complementing NDSBA Templates (may contain items not adopted by the Board)
- FDB-BR, Education of the Homeless Dispute Resolution Procedure
- FDB-E1, Caregiver Authorization Form
- FDB-E2, Grand Forks Public School District District-Level Dispute Resolution Form

End of Grand Forks Public School District Policy FDB ................................................... Adopted: [07/2018]
EDUCATION OF SPECIAL EDUCATION/DISABLED STUDENTS

The Grand Forks Public School District assures that all students with disabilities, ages 3 through 21, have the right to a free and appropriate public education in accordance with the Individuals with Disabilities Education Act and North Dakota law. In addition, the District complies with Section 504 requirements. For the purpose of compliance with state and federal laws concerning special education/disabled students and providing this assurance, the Grand Forks Public School District is a member of the Grand Forks Special Education Unit and subscribes to its policies and procedures. These policies and procedures include those required to comply with IDEA and Section 504, such as but not limited to child find and procedural safeguards.

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

- FDE-E, Section 504 Eligibility Determination Form

End of Grand Forks Public School District Policy FDE..........................................................Adopted:

[05/2010]
STUDENTS IN FOSTER CARE

Definitions
This policy defines the following:

• **Foster care** as defined in 45 U.S.C. 1355.20 and NDCC 50-11-0.1(7).

• **School of origin** means the school in which a student is enrolled at the time of placement in foster care. If a student’s foster care placement changes, the school of origin would then be considered the school in which the student is enrolled at the time of the placement change. Districts must ensure a student in foster care remains in the school of origin unless it is not in the student’s best interest as determined as set forth herein.

• **Best interest determination** shall take into account all relevant factors, including, but not limited to, length of placement, student and/or student’s parent(s) or guardian preference, safety issues, and the proximity to the school in which the student is enrolled at the time of foster care placement. Transportation costs must never be considered when determining best interest determination.

• **Immediate enrollment** means within twenty-four hours of the best interest determination. Enrollment must not be denied or delayed because documents normally required for enrollment have not been provided. The enrolling school must immediately contact a student’s school of origin to obtain the relevant records, and the school of origin should immediately transfer those records.

Foster Care Student Point of Contact
The Superintendent or designee shall designate a District Foster Care Point of Contact. This individual must perform all duties required by law to ensure the educational stability of a student in foster care.

Best Interest Determination
The District shall collaborate with state, local and tribal child welfare agencies, as applicable, and seek to eliminate barriers to school attendance for a student in foster care as defined by law. When feasible and in the best interest of the student, as determined by the local child welfare agency (CWA), in collaboration with the District Foster Care Point of Contact and other key partners, as applicable, the student in foster care must immediately be enrolled in their school of origin and transportation must be provided in accordance with law.

When not feasible for a student in foster care to attend their school of origin, as determined by the local CWA, in collaboration with the District Foster Care Point of Contact and other key partners, as applicable, the student must be placed in a school that is in the best interest of the student. The local CWA shall submit such placement decisions to the foster parent or designated caregiver in writing.

If there is a difference of opinion regarding school placement between the District and CWA, the CWA shall be considered the final decision-maker.

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1 https://www2.ed.gov/about/inits/ed/foster-care/index.html
Transportation
The District shall collaborate with state, local and tribal child welfare agencies, as appropriate, to implement a written transportation procedure by which prompt, cost-effective transportation will be provided, arranged and funded for a student to remain in their school of origin, when in their best interest, for the duration of their time in foster care.

Dispute Resolution
To the extent feasible and appropriate, when a dispute arises as to the best interest determination, the District must ensure that a student in foster care remains in their school of origin and promptly receives transportation in a cost-effective manner, pending resolution of the dispute. The District shall make reasonable efforts to collaborate with appropriate agencies and aggrieved parties to resolve the dispute at the local level as expeditiously as possible. The aggrieved party wishing to file an appeal of a determination shall notify the district’s Foster Care Point of Contact and follow the dispute resolution procedure created by the state.

Foster Care Student Records
The District Foster Care Point of Contact shall maintain all best interest determination and transportation documents in the foster care student’s educational record until there is a change in the student’s situation, such as custodial care or new foster parents, or until permanent placement has been established.

Complementing NDSBA Templates (may contain items not adopted by the Board)
- FDH-BR1, Foster Care Student Transportation Plan
- FDH-BR2, Foster Care Student Transportation Dispute Resolution Procedure
- FDH-E1, Foster Care Student Best Interest Determination Form
- FDH-E2, Foster Care Student Transportation Plan

End of Grand Forks Public School District Policy FDH

[07/2018]
ENGLISH LEARNERS

It is the policy of the Grand Forks Public School District to provide the appropriate educational services as required by law. Students are guaranteed equal educational opportunities regardless of race, color, religion, gender, national origin, ancestry, disability, age, or other status protected by law. Students identified as lacking the necessary language proficiency to learn and interact in the classroom shall be provided necessary services.

The District provides appropriate educational services and parity in programs/services/resources provided to students who are Limited English Proficient (LEP) and/or English Learners (EL). The District has developed a plan that describes the process of identifying and assessing students who are LEP or EL. The plan is consistent with state and federal requirements.

The plan also includes a procedure for ensuring participation by identified students in state mandated assessments and a description of methods used to assist with language proficiency and academic achievement, including a description of the instructional model chosen, method of developing individual student instructional plans, teacher assessment, instructional planning, parental involvement, and program exit criteria. The plan assures that a trained ESL or bilingual education teacher shall oversee the LEP and EL program. The plan will be monitored to ensure that portions that fail to meet the needs of LEP and EL students are revised or discontinued.

Parents or guardians of EL and LEP student shall be notified upon identification and be informed of student’s needs, services available, and annual progress in English and academic achievement. Parents or guardians shall be communicated with, to the extent practicable, in their native language or a language that they can understand.

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

- AAC, Nondiscrimination & Anti-Harassment Policy
- FAB, School Assignment & Choice
- FACA, Placement & Adjustment of Transfer Students
- GABAA-AR, English Learners (EL) Communication Procedure

End of Grand Forks Public School District Policy GABAA ............................................. Adopted: [01/2015]
PATRIOTIC EXERCISES

The principal of each school and/or any teacher is allowed to provide a daily program for the voluntary pledge of allegiance. Students may also receive instruction concerning the words and music of the national anthem so they are able to recite or sing the words and recognize the music.

The Board recognizes that the beliefs of some students and teachers prohibit their participation in these patriotic exercises. No person shall be required to participate in these exercises. All persons, however, are expected to show respect to the flag and to the participation of others in the exercise.

Schools may hold ceremonies and/or integrate information into the curriculum related to historically significant and/or patriotic holidays.

End of Grand Forks Public School District Policy GACB................................................ Adopted:

[02/2009]
FEDERAL FISCAL COMPLIANCE

The Grand Forks Public School District shall appoint one individual annually to serve as the authorized representative for the Title I program in accordance with state Title I requirements. This individual shall have official signature authority over the Title I program and the district’s Title I funds, shall serve as the district’s main contact for the State Title I office, unless the district specifies otherwise, and shall receive Title I updates and mailings.

The Grand Forks Public School District School Board approves the authorization of the Superintendent or designee as the authorized representative for following federal programs such as Title I, Title II Part A, Title III, Title IV Part A, RLIS funds, School Food Service, Comprehensive School Reform, and Federal Vocation Program.

Annually, the School Board shall review and approve the consolidated application for Title I, Title II Part A, Title III, Title IV Part A, and RLIS funds. Upon approval, the School Board shall grant permission to the authorized representative to submit the application. The School Board shall also review and approve all competitive grant applications prior to their submission.

The Business Manager shall track all Title expenditures and assure that the District follows all budgetary requirements under Title.

The Business Manager shall ensure that the budgetary requirements have been appropriately documented, submit all Title program reports to the State Title office, as required, and ensure that the district’s Title programs comply with the federal Maintenance of Effort regulation. The Business Manager shall also ensure that all other federal funds, such as those received through grants, are expended as intended in the grant application or budget revision and will verify that the budgetary information for these federally funded programs matches the budgetary information on file with the state.

The Business Manager shall track all items purchased with Title funds. These items will be labeled as purchased with Title funds. The District shall maintain a formal equipment inventory description list for all items purchased with Title funds that are valued at $750 or more and all computers purchased with these funds.

All employees paid with federal funds shall document the time and effort they expend towards federal programs in accordance with federal law.

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

• HBAA-E, Title I Fiscal & Inventory Requirements

End of Grand Forks Public School District Policy HBAA ................................................ Adopted: [10/2019]

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1 Rural and Low-Income School grant program, AKA, Rural Education Achievement Program (REAP) - https://www2.ed.gov/programs/reaprlisp/index.html
EDUCATION OF THE HOMELESS DISPUTE RESOLUTION PROCEDURE

District Resolution Procedure
The Board has adopted the following dispute resolution procedure for disputes related to the inner-district placement of homeless students:

1. A parent/guardian/unaccompanied student wishing to dispute the school placement decision shall contact the Homeless Student Liaison to file an appeal within five (5) school days from receipt of the placement decision.

2. The Homeless Student Liaison shall notify the Superintendent or designee of the appeal. The Superintendent or designee shall take measures necessary to immediately enroll the homeless student in the school in which they are seeking enrollment, pending resolution of the dispute.

3. The Homeless Student Liaison shall present the appeal to the Superintendent or designee in a timely manner.

4. The Superintendent or designee will make an independent school placement determination based on feasibility and the student’s best interest. When making this determination, the Superintendent or designee shall at least consider the following criteria:
   a. The age of the student;
   b. The distance of the commute;
   c. The impact of the commute on a student’s education;
   d. The student’s safety;
   e. If the student has special needs, and which school best serves those needs; and
   f. The amount of time left in the school year.

5. The Superintendent or designee shall issue a placement determination within five (5) school days of receiving the appeal request. The determination shall be made in writing and issued to the parent/guardian/unaccompanied student who initiated the appeal, along with notice of the rights of the parent/guardian/unaccompanied student to appeal the decision to the State Homeless Program Administrator at the North Dakota Department of Public Instruction.

6. The Homeless Student Liaison shall send a copy of the written placement determination decision to the State Homeless Program Administrator at the North Dakota Department of Public Instruction.

State Resolution Procedure
The Board has adopted the following dispute resolution procedure for individuals who have exhausted the district-level appeals process and/or for disputes that involve more than one school district:

1. A parent/guardian/unaccompanied youth shall inform the Homeless Student Liaison in the district of residence of their intent to file a state level placement appeal.

2. The Homeless Student Liaison shall assist the parent/guardian/unaccompanied youth with filing the appeal and notify the State Homeless Program Administrator of the appeal.

3. The Homeless Student Liaison shall notify the affected Superintendent(s) or designee of the appeal, and the Superintendent(s) or designee shall take measures necessary to
immediately enroll the homeless student in the school in which s/he is seeking enrollment, pending resolution of the dispute.

4. The Homeless Student Liaison in the affected district(s), the enrollment officer in the affected district(s), parents of the student, homeless service providers, and the state homeless program administrator shall meet at the direction of the State Homeless Program Administrator to resolve the issue.

5. The State Homeless Program Administrator shall be considered the final decision-maker. The District must comply with the State Homeless Program Administrator’s placement determination.

End of Grand Forks Public School District Board Regulation FDB-BR ..........................Approved:

[07/2018]
Policy 4660
(See also Policy 5660)

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

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

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

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

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

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

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

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

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

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

D. Use of formal reporting forms is not mandatory.

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

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

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

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

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

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

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

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

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

Adopted 6-23-92
Amended 11-24-92, 1-12-99, 10-13-14
Legal Reference: 42 U.S.C. 2000 Title 7; 20 U.S.C. 1681 Title 9; NDCC 14-02.4-02(4); NDCC 14-02.4-03
Policy 4661
(See also Policy 5661)

Non-Discrimination on the Basis of Disability

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

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

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

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

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

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

Human Resources Manager
Title IX Coordinator

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

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

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

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

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

Adopted 1-27-76
Amended 10-28-97, 12/01, 12-9-02, 3-11-09, 10-13-14
Grand Forks Public School District #1 School Board Policies

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

Policy 4663
Compliance with Non-Discrimination Statutes - Grievance Procedure
In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX Regulation Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and all other Federal, state, school rules, laws, regulations, and policies, the Grand Forks Public School District No. 1 shall not discriminate on the basis of sex, age, race, color, national origin, religion, or handicap in the educational programs or activities which it operates.

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

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

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

OR

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

OR

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

   Human Resources Manager  
   Title IX Coordinator
   
   Assistant Superintendent of Teaching and Learning  
   Title VI Coordinator - Section 504 Coordinator
   
   Grand Forks Public School District No. 1  
   P. O. Box 6000  
   Grand Forks, ND 58206-6000  
   Ph. (701) 746-2200

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

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

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

1. be represented by counsel;

2. introduce all relevant evidence on the issue;

3. take direct testimony of any witness, given orally under oath or affirmation;

4. cross-examine witnesses on any matter material to the proceeding, without regard to the scope of his/her direct examination;

5. have the proceeding transcribed by a court reporter, at the expense of the person requesting such transcript.
NOTE: Any student or employee of the Grand Forks Public School District No. 1 shall also be entitled to submit any complaint of alleged discrimination directly to the Regional Office for Civil Rights of the United States Department of Health, Education, and Welfare by sending the complaint to:

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

Adopted 1-27-76
Amended 10-28-97, 12-9-02, 3-11-09, 10-13-14
Policy 5660
(See also Policy 4660)

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

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

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

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

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

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

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

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

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

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

D. Use of formal reporting forms is not mandatory.

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

**Investigation and Recommendation**

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

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

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

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

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

**School District Action**

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

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

**Non-harassment**

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

*Adopted 6-23-92  
Amended 11-24-92, 1-12-99, 10-13-14  
Legal Reference: 42 U.S.C. 2000 Title 7; 20 U.S.C. 1681 Title 9; NDCC 14-02.4-02(4); NDCC 14-02.4-03*
Compliance with Non-Discrimination Statutes

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

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

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

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

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

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

- Office for Civil Rights, Kansas City Office
- U.S. Department of Education
- 8930 Ward Parkway, Floor 2, Suite 2037
- Kansas City, MO 64114
- (816) 268-0550
- Fax: 816-823-1404
- TDD: 816-823-1399

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

Compliance with Non-Discrimination Statutes - Grievance Procedure

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

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

Complaint Procedure

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

1. An oral complaint may be informally filed with the department chairperson or immediate superior of a complaining employee, or
2. A formal written complaint may be filed with the principal of the building in which the discrimination occurred, or
3. A formal written complaint may be filed with the appropriate officer who has been designated as the person responsible for coordinating the efforts of the Grand Forks Public School District No. 1 to comply with Title IX, Title VI, and Section 504, including the investigation of complaints alleging noncompliance as follows:
Human Resources Manager, Title IX Coordinator
Assistant Superintendent of Teaching and Learning, Title VI Coordinator - Section 504 Coordinator

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

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

**Formal Appeal Procedure**

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

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

1. be represented by counsel;
2. introduce all relevant evidence on the issue;
3. take direct testimony of any witness, given orally under oath or affirmation;
4. cross-examine witnesses on any matter material to the proceeding, without regard to the scope of his/her direct examination;
5. have the proceeding transcribed by a court reporter, at the expense of the person requesting such transcript.

NOTE: Any student or employee of the Grand Forks Public School District No. 1 shall also be entitled to submit any complaint of alleged discrimination directly to the Regional Office for Civil Rights of the United States Department of Health, Education, and Welfare.

*Adopted 1-27-76*
*Amended 10-28-97, 12/01, 1-13-03, 1-12-04, 3-11-09, 10-13-14*
Education of the Homeless Student
and Dispute Resolution Policy

I. PURPOSE
To ensure that each homeless student or unaccompanied youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.

II. POLICY STATEMENT

Homeless Student Liaison
The Superintendent or designee shall designate a Homeless Student Liaison (HSL) for the District. This individual must perform all duties required by law to ensure the educational stability of a homeless student.

Best Interest Determination
The District must comply with the McKinney-Vento Homeless Education Assistance Improvements Act. The District shall seek to eliminate barriers to school attendance for homeless students as defined by law. When feasible and consistent with a parent, guardian, or unaccompanied youth’s wishes, the homeless student must be immediately enrolled in their school of origin and transportation must be provided in accordance with law.

When not feasible for a homeless student to attend their school of origin, as determined by the HSL in consultation with the parent, guardian, or unaccompanied youth, the homeless student must be placed in a school that is in the “best interest of the student.” The HSL must submit such placement decision to the parent or guardian in writing, along with notice of the right to appeal and a dispute resolution procedure.

Dispute Resolution
To the extent feasible and appropriate, when a dispute arises as to the best interest determination, the District must ensure that a homeless student be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent, guardian, or unaccompanied youth wishing to file an appeal of a determination shall notify the Homeless Student Liaison. The liaison shall follow the dispute resolution procedure created herein. The District shall make reasonable efforts to collaborate with aggrieved parties to resolve the dispute at the local level as expeditiously as possible.

District Resolution Procedure
The Board has adopted the following dispute resolution procedure for disputes related to the inner-district placement of homeless students:

A. A parent/guardian/unaccompanied youth wishing to dispute the school placement decision shall contact the HSL to file an appeal within five (5) school days from receipt of the placement decision.

B. The Homeless Student Liaison shall notify the Superintendent or designee of the appeal. The Superintendent or designee shall take measures necessary to immediately enroll the
homeless student in the school in which they are seeking enrollment, pending resolution of the dispute.

C. The Homeless Student Liaison shall present the appeal to the Superintendent or designee in a timely manner.

D. The Superintendent or designee will make an independent school placement determination based on feasibility and the student’s best interest. When making this determination, the Superintendent or designee shall at least consider the following criteria:

   a. The age of the student;
   b. The distance of the commute;
   c. The impact of the commute on a student’s education;
   d. The student’s safety;
   e. If the student has special needs, and which school best serves those needs; and
   f. The amount of time left in the school year.

E. The Superintendent or designee shall issue a placement determination within five (5) school days of receiving the appeal request. The determination shall be made in writing and issued to the parent/guardian/unaccompanied youth who initiated the appeal, along with notice of the rights of the parent/guardian/unaccompanied youth to appeal the decision to the State Homeless Program Administrator at the North Dakota Department of Public Instruction.

F. The Homeless Student Liaison shall send a copy of the written placement determination decision to the State Homeless Program Administrator at the North Dakota Department of Public Instruction.

State Resolution Procedure

The Board has adopted the following dispute resolution procedure for individuals who have exhausted the district-level appeals process or for disputes that involve more than one school district:

A. A parent/guardian/unaccompanied youth shall inform the Homeless Student Liaison in the district of residence of their intent to file a state-level placement appeal.

B. The Homeless Student Liaison shall assist the parent/guardian/unaccompanied youth with filing the appeal and notify the State Homeless Program Administrator of the appeal.

C. The Homeless Student Liaison shall notify the affected Superintendent(s) or designee of the appeal, and the Superintendent(s) or designee shall take measures necessary to immediately enroll the homeless student in the school in which they are seeking enrollment, pending resolution of the dispute.

D. The Homeless Student Liaison in the affected district(s), the enrollment officer in the affected district(s), parents of the student, homeless service providers, and the state homeless program administrator shall meet at the direction of the State Homeless Program Administrator to resolve the appeal.

E. The decision of the State Homeless Program Administrator shall be final. The District must comply with the State Homeless Program Administrator’s placement determination.
III. DEFINITIONS

- "Enrollment" means attending classes and full participation in school activities.
- "Full participation" means student participation in extracurricular activities, which offers additional opportunities for student engagement and greater motivation for retention. Further, extracurricular participation can open doors to higher education opportunities and scholarships, and build skills and relationships that carry over into students’ adult lives.
- "Homeless student or unaccompanied youth" means an individual who lacks a fixed, regular, and adequate nighttime residence due to loss of housing, economic hardship, or similar reason. It includes students and youths (preschool-grade 12) who are:
  - Living in an emergency shelter or transitional housing;
  - Living in motels, hotels, trailer parks, or campgrounds due to lack of alternative adequate accommodations;
  - Living in cars, parks, public or private spaces not designed for humans to live, abandoned buildings, substandard housing, bus stations, train stations, or similar settings;
  - "Doubled up" by living with friends or family; or
  - Living in unsuitable conditions, such as lack of utilities, mold, infestations, or dangers.

Migratory students and unaccompanied youth (youth not in the physical custody of a parent/guardian) may be considered homeless if they meet the above definition. Homeless status is determined in cooperation with the parent or guardian, or in the case of unaccompanied youth, the homeless student liaison.

- "Immediate enrollment" means within twenty-four hours of the best interest determination. Enrollment must not be denied or delayed because documents normally required for enrollment have not been provided. The enrolling school must immediately contact a student’s school of origin to obtain the relevant records, and the school or origin should immediately transfer those records.

- "School of origin" means the school the student attended when permanently housed or the school in which the student was last enrolled, including a preschool.

IV. APPLICABILITY AND SCOPE

This policy applies to any homeless student or unaccompanied youth.

V. RESPONSIBILITIES

The Homeless Liaison will perform all duties required by law to ensure the educational stability of a homeless student under the supervision of the superintendent or designee.
Students in Foster Care

I. PURPOSE
To ensure that each student in foster care has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.

II. POLICY STATEMENT
Foster Care Student Point of Contact
The Superintendent or designee shall designate a District Foster Care Point of Contact. This individual must perform all duties required by law to ensure the educational stability of a student in foster care.

Best Interest Determination
The District shall collaborate with state, local and tribal child welfare agencies, as applicable, and seek to eliminate barriers to school attendance for a student in foster care as defined by law. When feasible and in the best interest of the student, as determined by the local child welfare agency (CWA), in collaboration with the District Foster Care Point of Contact and other key partners, as applicable, the student in foster care must immediately be enrolled in their school of origin and transportation must be provided in accordance with law.

When not feasible for a student in foster care to attend their school of origin, as determined by the local CWA, in collaboration with the District Foster Care Point of Contact and other key partners, as applicable, the student must be placed in a school that is in the best interest of the student. The local CWA shall submit such placement decisions to the foster parent or designated caregiver in writing.

If there is a difference of opinion regarding school placement between the District and CWA, the decision of the CWA shall be final.

Transportation
The District shall collaborate with state, local and tribal child welfare agencies, as appropriate, to implement a written transportation procedure by which prompt, cost-effective transportation will be provided, arranged and funded for a student to remain in their school of origin, when in their best interest, for the duration of their time in foster care.

Dispute Resolution
To the extent feasible and appropriate, when a dispute arises as to the best interest determination, the District must ensure that a student in foster care remains in their school of origin and promptly receives transportation in a cost-effective manner, pending resolution of the dispute. The District shall make reasonable efforts to collaborate with appropriate agencies and aggrieved parties to resolve the dispute at the local level as expeditiously as possible. The aggrieved party wishing to file an appeal of a determination shall notify the district’s Foster Care Point of Contact and follow the dispute resolution procedure created by the state.

Foster Care Student Records
The District Foster Care Point of Contact shall maintain all best interest determination and transportation documents in the foster care student’s educational record until there is a change in
the student’s situation, such as custodial care or new foster parents, or until permanent placement has been established.

III. DEFINITIONS

- “Foster care” as defined in 45 U.S.C. 1355.20 and NDCC 50-11-0.1(7).
- “School of origin” means the school in which a student is enrolled at the time of placement in foster care. If a student’s foster care placement changes, the school of origin would then be considered the school in which the student is enrolled at the time of the placement change. Districts must ensure a student in foster care remains in the school of origin unless it is not in the student’s best interest as determined as set forth herein.
- “Best interest determination” shall take into account all relevant factors, including, but not limited to, length of placement, student and/or student’s parent(s) or guardian preference, safety issues, and the proximity to the school in which the student is enrolled at the time of foster care placement. Transportation costs must never be considered when determining best interest determination.
- “Immediate enrollment” means within twenty-four hours of the best interest determination. Enrollment must not be denied or delayed because documents normally required for enrollment have not been provided. The enrolling school must immediately contact a student’s school of origin to obtain the relevant records, and the school of origin should immediately transfer those records.

IV. APPLICABILITY AND SCOPE

This policy applies to any student in foster care.

V. RESPONSIBILITIES

The District Foster Care Point of Contact will perform all duties required by law to ensure the educational stability of a student in foster care under the supervision of the superintendent or designee.

1 https://www2.ed.gov/about/insits/ed/foster-care/index.html

Adopted: 3/11/2019
Policy 6110

Education Services to Limited English Students
Grand Forks Public Schools will provide the appropriate educational services allowing all students enrolled to achieve success. Students are guaranteed equal educational opportunities despite different racial, cultural, or language backgrounds. Students who have been identified as lacking the necessary language proficiency to achieve in the classroom because of a non-English language background will be provided necessary services.

The district will ensure that students are provided the appropriate educational services through a district plan that specifically outlines identification, assessment, services, personnel, and parent involvement. The plan shall describe the process of identification of students who are Limited English Language Proficient (LEP) or English Language Learners (ELL) that is consistent with state and federal requirements. It shall include the participation of identified students in state assessments such as those used to measure English language proficiency and academic achievement. The plan shall include the instructional model chosen, method of developing individualized language plans, and an assurance of the oversight of a licensed and endorsed (ELL or bilingual) teacher in assessment, instructional planning, and parent communication.

Parents or guardians of the student shall be notified upon identification and be informed of student’s needs, services available, annual progress in English, and academic achievement. Parents or guardians shall be communicated with, to the extent practicable, in the language they can understand.

Adopted 3-11-09
Amended 10-13-14
SECTION 504 DISPUTE RESOLUTION POLICY

For purposes of identification, evaluation or educational placement of a child under Section 504, the District or designee (i.e., special education unit) shall provide a parent/guardian with notice, an opportunity to examine relevant records, an impartial hearing with an opportunity to participate and/or be represented by counsel, and a review procedure. Notification, record review, and hearing procedures are on file with Grand Forks Special Education Unit.

Any other complaint concerning Section 504 may be filed using the district’s discrimination and harassment grievance procedure (AAC-BR) or through state or federal law.

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

- AAC, Nondiscrimination & Anti-Harassment Policy
- AAC-BR, Discrimination & Harassment Grievance Procedure
- AACA-E1, School District’s Duty Under Section 504
- AACA-E2, Section 504 Notice & Procedural Safeguard Guidelines
- FDE, Education of Special Education/Disabled Students

End of Grand Forks Public School District Policy AACA................................................Adopted:

[05/10]
CONCUSSION MANAGEMENT

The District shall comply with the concussion management program requirements contained in law (NDCC 15.1-18.2). The District has placed concussion signs and symptoms; removal from practice, training, and/or game requirements; return to play requirements, and staff, student, and parental training requirements in administrative regulations (FCAF-AR). These regulations shall be published in staff and student handbooks.

The Board has also established the following definitions and requirements for the purpose of implementing the concussion management program law.

Definitions
Law requires that all school-sponsor and sanctioned athletic training, practices, and games be governed by a concussion management program. The District has developed the following definitions for purposes of determining what constitutes athletic sponsorship and sanctioning:

- **School-sanctioned athletic activity** is a sport that:
  a. Is not part of the district’s curricular or extracurricular program;
  b. Is established by a sponsor to serve in the absence of a district program;
  c. Receives district support in multiple ways (i.e., not school facility use alone);
  d. Requires participating students to regularly practice or train and compete.
  e. The District has officially recognized through board action as a school-sanctioned activity.

The Board shall make all sanctioning decisions on a case-by-case basis, based on the criteria in this paragraph. As a condition of receiving school sanctioning, sponsors of the athletic activity shall agree to comply with this policy and the concussion management law. This includes agreeing to provide appropriate training and providing appropriate information to parents and students as required by law. The sponsor shall provide to the District documentation certifying that this training has occurred and students/parents have viewed required informational material on concussions prior to beginning the activity.

- **School-sponsored athletic activity** is a sport that the District has approved through policy or other board action for inclusion in the district’s extracurricular program, is controlled and funded primarily by the District, and requires participating students to regularly practice, train, and compete.

Removal Decisions
Under the concussion management law, the District is authorized to designate removal-from-play authority to individuals who have direct responsibility for student athletes during practice, training, and/or games if a student reports or exhibits a sign or symptom of a concussion. The Athletic Director shall make this determination, and the Athletic Director shall ensure that such designees are aware of this responsibility and have undergone appropriate training in accordance with law before commencing duties.
Law also authorizes licensed, registered, or certified healthcare providers whose scope of practice includes recognition of concussion signs and symptoms to make removal decisions. The Athletic Director may consult with are medical personnel to determine who has such credentials and who would be willing to assist in this regard. The District must compile a list of such individuals, which may be provided to all coaches. This measure in no way guarantees that a healthcare provider trained and credentialed in accordance with law will be present at athletic training, practices, and/or events nor shall the voluntary creation of this safety precaution be construed to create or assume any potential liability under local, state, or federal law or regulation.

High school students and minors who serve as coaches or officials are encouraged to work with an adult who has removal form play authority prior to removing a student from play.

If two or more individuals with removal-from-play authority disagree on whether or not a student must be removed, the determination must be made in the interest of the student’s safety, meaning that the student shall be required to sit out and comply with return-to-play requirements contained in law.

Return to Play
The Board designates the Athletic Director to receive return-to-play documentation from a healthcare provider. This designee shall review the documentation, determine if the healthcare provider has placed any conditions on return to play, contact the healthcare provider for any necessary clarification on the authorization document, and communicate such information to applicable coach(es) and assistant coach(es). This designee shall also file return-to-play authorization documents in the student’s educational record. This documentation must be retained for seven years after the student’s enrollment or six years after a student turns 18, whichever is later.

Complementing NDSBA Templates (may contain items not adopted by the Board)
• FCAF-AR, Concussion Management Program
• FCAF-E1, Concussion Management Removal From Play Authority
• FCAF-E2, Return to Play Acknowledgement Form

End of Grand Forks Public School District Policy FCAF ................................................. Adopted: [03/2017]
ATTENDANCE & ABSENCES

The Grand Forks Public School District believes that regular school attendance is the joint responsibility of the student and their parent(s) or guardian(s), and it is essential for student success in school. The District shall abide with compulsory attendance requirements in state law for students ages seven through sixteen. In order to comply with and enforce these requirements, the Board establishes the following attendance policy.

Definitions
For purposes of compulsory attendance reporting under NDCC 15.1-20-02.1 (1-2):

- **Excused absence** is an absence that the District will not use in determining if a compulsory attendance violation occurred. Any absence may be excused if it is supported by either a verbal or written excuse supplied by the student’s parent/guardian, teacher, or school administrator.

  Examples of an excused absence may include illness, injury, family emergency, religious observance or instruction, suspension, participation in a school-related activity, court appearances when subpoenaed, or other reasons deemed necessary and justifiable by the principal or Superintendent or designee.

- **Unexcused absence** is any absence not supported by the verbal or written excuse required for an excused absence, and shall count in determining when a compulsory attendance violation occurred. If a student is absent for an unexcused reason, the parent/guardian is responsible for promptly calling the principal’s office to explain the absence, and the student shall be subject to the consequences contained in the Absences section of this policy.

  Examples of an unexcused absence may include, but are not limited to, truancy, oversleeping, routine errands, car trouble, haircuts, beauty shop appointments, car maintenance and repair, senior picture appointments, and any undeclared absences.

Documentation Requirements
School administration may require documentation to verify an excused absence, including, but not limited to:

1. Medical documentation from an appropriate licensed healthcare provider;
2. A copy of a court summons or subpoena;
3. An obituary for funeral leave;
4. Verification of planned or executed family travel (e.g., a boarding pass);
5. A request from an official at the student’s place of worship; or
6. A request for an absence due to a curricular or extracurricular event submitted by the student’s teacher, coach, or extracurricular advisor.

Compulsory Attendance Violations
North Dakota law defines what constitutes a compulsory attendance violation. Suspected violations of the compulsory attendance law shall be reported to school administration and investigated in accordance with law. When a compulsory attendance violation is substantiated, the District shall comply with law enforcement reporting requirements under law.
Absences
The Board recognizes that prompt, regular attendance is extremely important. Absenteeism not only adversely affects the learning process of a student but also may impede their normal progression through the grades. The Board expects each student to attend all scheduled classes and daily activities except when a school administrator has excused a student.

The Superintendent or designee shall establish criteria for requesting and granting approved absences, make-up work requirements, and parental notification processes for students with accumulated absences.

Students shall be subject to disciplinary sanctions due to unexcused absences.

Dissemination
This policy shall be published in all student handbooks.

Complementing NDSBA Templates (may contain items not adopted by the Board)
- FFB-E, Accumulated Absence Letter to Parents
- FGDB, Student Handbooks

End of Grand Forks Public School District Policy FFB .................................................... Adopted: [06/2019]
CARRYING WEAPONS

Definitions
This policy defines the following:

- **Dangerous weapon** as defined by NDCC 62.1-01-01(1)
- **Firearm** as defined in accordance with 18 U.S.C. 921 and NDCC 62.1-01-01(3)
- **School property** is defined in NDCC 15.1-19-10 (6)(b) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by the District, and the site of any school-sponsored event or activity.

Prohibitions
Students are prohibited from knowingly possessing or transmitting on school property a firearm, dangerous weapon, or any object that is used, attempted to be used, or threatened to be used to intimidate or cause bodily harm.

Disciplinary Consequences
Violation of this policy will result in disciplinary action up to and including suspension or expulsion. Bringing a dangerous weapon, other than a firearm, to school will require that proceedings for up to 10 days suspension and/or expulsion for up to 12 months be initiated immediately in accordance with the district’s suspension and expulsion policy.

Bringing a firearm to school will require that the District immediately initiate proceedings for the expulsion of the student involved for a minimum of one calendar year in accordance with the district’s suspension and expulsion policy. The Superintendent may modify the length of a firearms-related expulsion to less than one calendar year on a case-by-case basis based on the following criteria:

1. The totality of the circumstances, including the severity of the incident and the degree of endangerment of other students and staff.
2. The age and grade level of the student.
3. The prior disciplinary history of the student being expelled.
4. Relevant factors that contributed to the student’s decision to possess a firearm in violation of this policy.
5. The recency and severity of prior acts resulting in suspension or expulsion.
6. Whether or not the optional provision of educational services in an alternative setting is a viable alternative to modifying the duration of the expulsion.
7. Input, if any, provided by licensed professionals (psychologists, psychiatrists, counselors) as to whether or not the expelled student would place himself/herself or others at risk by returning to the school prior to the expiration of the expulsion period.

Parents will be notified and all dangerous weapons will be confiscated and may be turned over to the student’s parents or to law enforcement officials at the discretion of the administration. Firearms will be confiscated and turned over to law enforcement.
Special Education Students
A student who is defined as having a disability under the Individuals with Disabilities Education Act (IDEA) who has brought a firearm or dangerous weapon to school shall be handled in accordance with IDEA regulations. The District shall make manifestation determinations, disciplinary decisions, and placement decisions of such students in accordance with IDEA regulations.

Nonapplicable Provisions
This policy does not apply to students enrolled and participating in a school-sponsored shooting sport, provided that the student informs the school principal of the student’s participation, and the student complies with all requirements set by the principal regarding the safe handling and storage of the firearm. The principal may allow authorized persons to display dangerous weapons or look-a-likes for educational purposes. Such a display will be exempt from this policy.

A student who finds a firearm or dangerous weapon on the way to school, on or in school property, or discovers that they accidentally have a firearm or dangerous weapon in their possession shall not be considered to possess it if they turn it over to an administrator, teacher or head coach or immediately notifies an administrator, teacher, or head coach of its location.

Complementing NDSBA Templates (may contain items not adopted by the Board)
- FFK, Suspension & Expulsion
- FFK-BR, Suspension & Expulsion Regulations
- FFK-E1, Suggested Procedure for Conducting an Expulsion Hearing
- FFK-E2, Suspension & Expulsion for Special Education Students

End of Grand Forks Public School District Policy FFD....................................................Adopted:

[09/2017]
PROTECTION OF PUPIL RIGHTS AMENDMENT & THIRD-PARTY RESEARCH ON STUDENTS

Surveys and educational studies can serve as a valuable tool for determining student needs and developing educational services.

Because of the possibility of a large number of outside requests to conduct surveys and research studies, the Superintendent shall only bring to the Board for approval requests that at least meet the following criteria:

1. The study/survey is conducted for the purpose of improving the education or general welfare of students.
2. The party proposing the study/survey has a purpose and mission that is in keeping with the district’s mission, goals, and objectives.
3. The study/survey proposal is sufficient in scope and depth to justify the use of the time and effort of district students and staff.
4. The party conducting the study/survey will provide a copy of the survey instrument and/or any instructional material that will be used including, but not limited to: textbooks, teachers’ manuals, films, software, and/or other supplementary material. Such material must be provided prior to the initiation of the survey/study and in a timely manner, allowing the Superintendent and other relevant school officials ample opportunity to review such material, bring approval recommendations to the Board, and comply with any applicable parental notification and consent requirements under the Protection of Pupil Rights Amendment (PPRA) if the survey concerns a protected area or is for marketing purposes.
5. Neither the study/survey nor its findings are reasonably predicted to exploit or compromise the safety of district students and staff.
6. The party conducting the study/survey agrees to provide a copy of the outcome/results to the District within a reasonable time after the study/survey’s completion.

Before recommending to the Board for approval a study/survey, the Superintendent shall also take into account the amount of instructional time the survey/study will consume, if it will unduly disrupt the educational environment, the level of supervision the District will have to provide to third parties conducting the survey/study, the amount of protected/confidential information that will be gathered, and whether or not the agency conducting the survey/study has developed

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1. See NDCC 15.1-07-25.3
2. Protected areas are as follows:
   1. Political affiliations or beliefs of the student or student’s parent;
   2. Mental or psychological problems of the student or student’s family;
   3. Sex behavior or attitudes;
   4. Illegal, anti-social, self-incriminating, or demeaning behavior;
   5. Critical appraisals of others with whom respondents have close family relationships;
   6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
   7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
   8. Income, other than as required by law to determine program eligibility.

Parental consent requirements: If a survey on a protected area is funded in whole or in part by a program of the U.S. Department of Education (ED), parental consent is required for students to participate. If a survey relates to a protected area and is funded by a source other than ED or if a survey on any topic is conducted for marketing purposes, schools must provide parents with advance notice of the survey and an opportunity to opt out.
appropriate safeguards for collection, protection, disclosure, and use of protected/confidential information.

Teachers may use surveys in classes to determine student knowledge and/or attitudes prior to teaching provided that responses will not be used in a manner that would breach student confidentiality requirements under law and/or district policy.

Protection of Pupil Rights Amendment (PPRA)
The District shall comply with PPRA, which affords parents specific rights with relation to conducting surveys, collecting and using student information for marketing purposes, and conducting certain physical exams.

Under PPRA, parents are afforded the following rights:

1. Receive advance notice of any survey related to a protected area\(^3\) and an opportunity to opt in their child if the survey is funded by the U.S. Department of Education (ED) or opt out their child if the survey is not funded by ED.

2. Receive advance notice of any survey that will be used for marketing purposes and an opportunity to opt out their child.

3. Upon request, inspect a survey created by a third party or a survey that will be used for marketing purposes before the survey is administered or distributed by a school to a student; parents must file such requests with the building principal, and the building principal or designee will mail, email, or arrange for a parent to inspect the survey at school within a reasonable timeframe after receiving the request.

4. Upon request, inspect any instructional material used as part of the educational curriculum for his/her child; parents must file such requests with the building principal, and the building principal or designee will mail, email, or arrange for a parent to inspect the instructional material at school within a reasonable timeframe after receiving the request.

5. Receive advance notice of any nonemergency physical exam and an opportunity to opt out except when the physical exam is required by law.

Whenever administering or overseeing a survey or physical exam of students, the District will comply with student confidentiality requirements in law and applicable district policy.

Complementing NDSBA Templates (may contain items not adopted by the Board)
- FGA, Student Education Records & Privacy
- GAAA, Curriculum Design & Evaluation
- GCC-E, Model Notification of Rights Under the Protection of Pupil Rights Amendment

End of Grand Forks Public School District Policy GCC .......................................................... Adopted:

[09/2015]

\(^3\) See footnote one for a definition of protected area.
DATA PROTECTION & SECURITY BREACHES

Data Protection
The Grand Forks Public School District will take reasonable security measures to guard against the foreseeable loss of private information. Private information is defined as that information protected under federal laws such as, but not limited to, the Family Educational Rights and Privacy Act (FERPA), information defined as confidential or exempt in NDCC Ch. 44-04, and data defined as “personal information” in NDCC 51-30-01(2). Private information does not include publicly available information that is lawfully made available to the general public pursuant to state or federal law or regulation.

In determining the reasonableness of the district’s security measures, the Board will consider the value of private information in the district’s possession and the potential damages associated with the loss or compromise of this data.

All security measures will be delineated in a security system plan, which is exempt from North Dakota open records law. Creation of, discussion of, and revision to this plan will occur in executive session in accordance with North Dakota law.

Security Breach
State law defines “breach of security” in NDCC 51-30-01. Any security breach that meets this definition or any reasonable suspicion of such a breach shall be immediately reported to the Superintendent. The Superintendent shall put procedures in place to notify state residents affected by the breach as required by law.

Complementing NDSBA Templates (may contain items not adopted by the Board)
- ACDA, Acceptable Use
- BCAD, Executive Session
- IDC-E, Security Breach Procedure

End of Grand Forks Public School District Policy IDC .................................................... Adopted: 

[06/2015]