

NOTICE OF REGULAR MEETING OF THE SCHOOL BOARD
GRAND FORKS PUBLIC SCHOOL DISTRICT #1
Monday, November 13, 2023 – 6:00 PM
Mark Sanford Education Center (Enter at West Door #3)
2400 47th Avenue South, Grand Forks, ND

(The meeting will be broadcast live and archived at <https://www.youtube.com/c/GFSchools>)

AGENDA

Please note the stated times per topic are approximate and intended only as a guide. Upon convening the meeting, agenda topics may begin earlier or later than their stated approximate time.

- 6:00 pm **1. CALL TO ORDER AND PLEDGE OF ALLEGIANCE**
 A. Reading of School Board Meeting Norms
- 6:01 pm **2. APPROVAL OF AGENDA**
- 6:02 pm **3. CELEBRATING SUCCESS**
 A. Elroy H. Schroeder Middle School
- 6:17 pm **4. APPROVAL OF MINUTES**
 A. October 23, 2023
- 6:18 pm **5. PUBLIC COMMENTS**
Individuals wishing to address the school board are asked to complete a Public Comment Card, submit it to the school board secretary before the start of the meeting, and wait to be invited to speak. Each person may speak for up to three (3) minutes. No individual may speak on the same topic more than once. The chairperson reserves the right to limit the comments and the number of speakers. School Board members shall not engage in a response or enter into a debate about any issue(s) brought before the board during this portion of the meeting. Public comments and concerns will be directed to the Superintendent of Schools, who will deal with them according to policies adopted by the Board.
- 6:24 pm **6. SUPERINTENDENT'S RECOMMENDATIONS FOR DISCUSSION**
 A. Valley Middle School Update (Strategic Plan Area 3)
- 6:39 pm B. Facilities Committee of the Whole Report (Strategic Plan Area 3)
- 6:49 pm **7. SUPERINTENDENT'S RECOMMENDATIONS FOR ACTION**
 A. Consent Agenda:
 1. Teacher Appointments
 2. Waiver of Years of Experience and Appointment of Joel Millares
 3. Open Enrollment Applications
 4. Student Travel Request to Costa Rica June 2025
 5. Third-Party Individual/Entity Requests for Student Information: EverFi, Little Alchemy 2, www.breakoutedu.com, Wizer.Me, and ReadWorks
- 6:50 pm B. Superintendent Evaluation Committee Report:
 1. Superintendent's November Evaluation
- 7:00 pm C. Consideration of Certificate Regarding Negotiations for Community-Based Use Agreement
- 7:05 pm **8. OTHER**
 A. Announcements
 B. Board Requests for Future Consideration
There should be no discussion concerning any item that is requested for future consideration. The Board President and Superintendent will determine the best method of response to board requests.
 C. School Board Meeting Norms – How did we do?
- 7:10 pm **9. ADJOURNMENT**

Persons with disabilities who may need assistance to access the meeting should call the superintendent's office at 701-787-4880 at least 24 hours prior to this meeting.

Grand Forks Public School District #1

School Board Meeting Norms

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

NORMS

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

GOVERNANCE

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

OTHER

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

Celebrating Success Schroeder MS

Nov. 13, 2023



SCHROEDER
RAIDERS

Quick Stats



Students

6th - 194

7th - 193 Total - 563

8th - 176

Certified Staff

49

Classified Staff

36

Teams

6 - Ravens & Thunderbirds

7 - Eagles & Hawks

8 - Blue Angels & Phoenix

Special Education

105 students

*programs include:
ED, autism, medically
fragile, & ALP

Building

Original in 1961

Additions in '64, '76, & '98

Mission, Vision & Values

Over 2 years (2021-2023), we worked on defining what we do at Schroeder.

- Aligned to district's strategic plan
- Students choose motto for the upcoming school year



MISSION

Inspiring a community of learners to strive for excellence through meaningful experiences.

VISION

We build critical thinkers who embrace challenges to grow as individuals and a community.

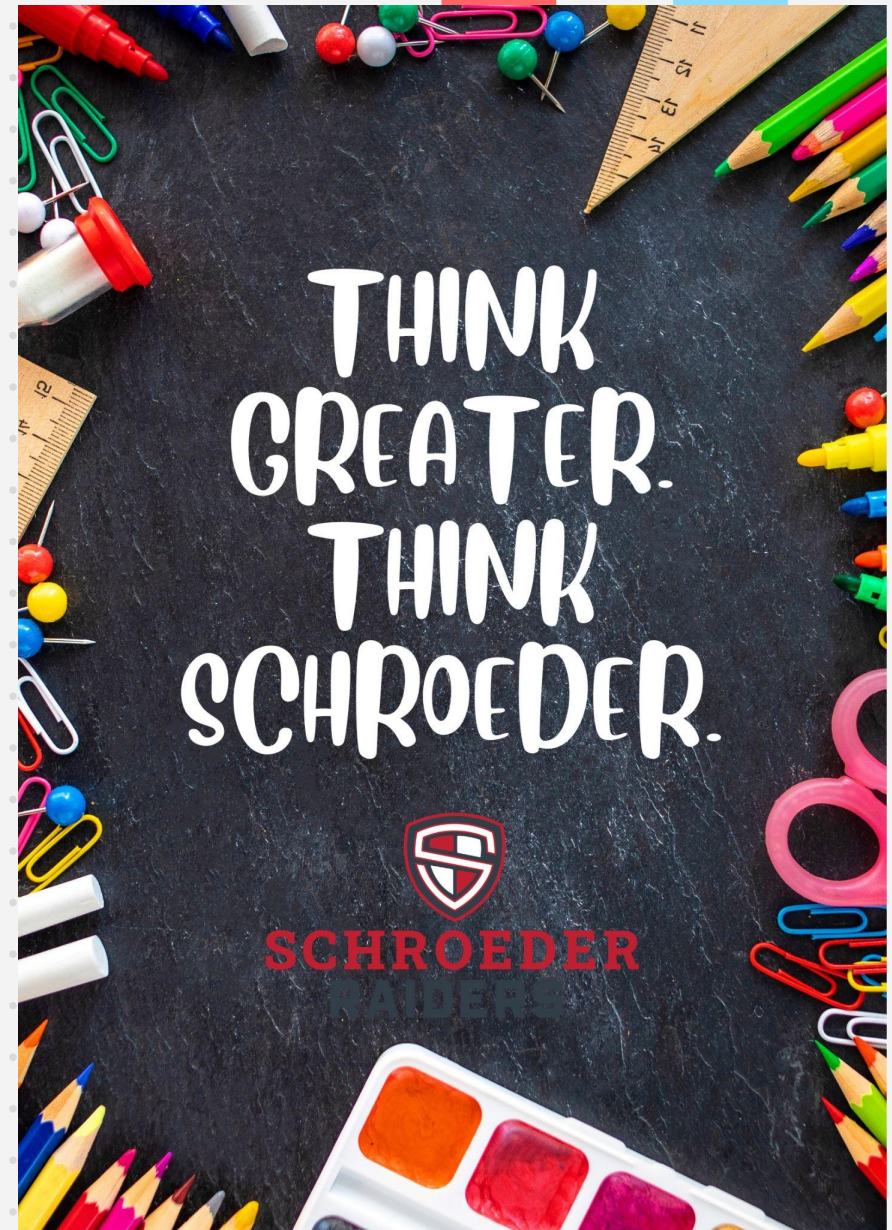
VALUES

- Growth Mindsets
- High Expectations
- Safe & Supportive Environments
- Collaborative Relationships
- Respectful, Problem-Solving Citizens



Motto 2023-2024

**Think Greater.
Think Schroeder.**





M A R Z A N O

HIGH
RELIABILITY
SCHOOLS

N E T W O R K

Level 2 Certified, 2023

Our focus on
Effective
Teaching in
Every
Classroom

Congratulations to the staff and Schroeder community on this accomplishment!




SCHROEDER
RAIDERS

HRS Level 2 Lagging Indicators

AKA the Evidence of our Work!



Schroeder Instructional Model - what teachers strive for in the classroom

<div><h2>Schroeder Middle School Instructional Model</h2><div>Every1Matters Respect for Self, Others, & School Make Good Choices...</div></div>		
<u>See & Hear Everyday</u>	<u>See & Hear Sometimes</u>	<u>Never See or Hear</u>
<ul style="list-style-type: none"><input type="checkbox"/> Provide a welcoming, safe, and respectful environment<input type="checkbox"/> Provide clear learning goals<input type="checkbox"/> Use multiple instructional strategies for students to engage with the content<input type="checkbox"/> Check for student understanding	<ul style="list-style-type: none"><input type="checkbox"/> Provide opportunities for student choice in application of knowledge<input type="checkbox"/> Purposeful integration of technology to enhance student learning<input type="checkbox"/> Celebrate student success<input type="checkbox"/> Adjust instructional practices based on student feedback	<ul style="list-style-type: none"><input type="checkbox"/> Disengaged instruction<input type="checkbox"/> Unwelcoming, unsafe, or disrespectful learning environment

Professional Growth Opportunities - teachers set goals and document their growth throughout the school year

Professional Growth Goals/Plan Reflection

Name:

Goal:

Innovating			
Applying			
Developing			
Beginning			
Not Using			
	Date:	Date:	Date:

FALL:

What have you done to work towards accomplishing this goal?

What are your plans moving forward?

WINTER:

What have you done to work towards this goal?

What are your plans moving forward?

SPRING:

How has working towards this goal changed you or your students?

What can you celebrate in regard to your goal?

Teacher goals are aligned to The New Art and Science of Teaching indicators and to our building goals.

Type:

Formal

Informal

Walkthrough

Evaluation:

☒ Results count towards annual evaluation

Date Started:

05/29/2023 11:20 AM

Grand Forks Public Schools The New Art and Science of Teaching (V3)

Key

Print

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FEEDBACK

Providing and Communicating Clear Learning Goals

- ? 1. [Providing Scales and Rubrics](#)
- ? 2. [Tracking Student Progress](#)
- ? 3. [Celebrating Success](#)

Assessment

- ? 4. [Informal Assessments of the Whole Class](#)
- ? 5. [Formal Assessments of Individual Students](#)

CONTENT

Direct Instruction Lessons

- ? 6. [Chunking Content](#)
- ? 7. [Processing Content](#)
- ? 8. [Recording and Representing Content](#)

Practicing and Deepening Lessons

- ? 9. [Using Structured Practice Sessions](#)
- ? 10. [Examining Similarities and Differences](#)
- ? 11. [Examining Errors in Reasoning](#)

Knowledge Application Lessons

- ? 12. [Engaging Students in Cognitively Complex Tasks](#)

CONTEXT

Engagement

- ? 23. [Noticing and Reacting When Students Are Not Engaged](#)
- ? 24. [Increasing Response Rates](#)
- ? 25. [Using Physical Movement](#)
- ? 26. [Maintaining a Lively Pace](#)
- ? 27. [Demonstrating Intensity and Enthusiasm](#)
- ? 28. [Presenting Unusual Information](#)
- ? 29. [Using Friendly Controversy](#)
- ? 30. [Using Academic Games](#)
- ? 31. [Providing Opportunities for Students to Talk about Themselves](#)
- ? 32. [Motivating and Inspiring Students](#)

Wonderment Wednesday - job-embedded professional development during team meeting time on Wednesdays

**Wonderment Wednesday & PD plans
2022-2023**

Location: Raider Room

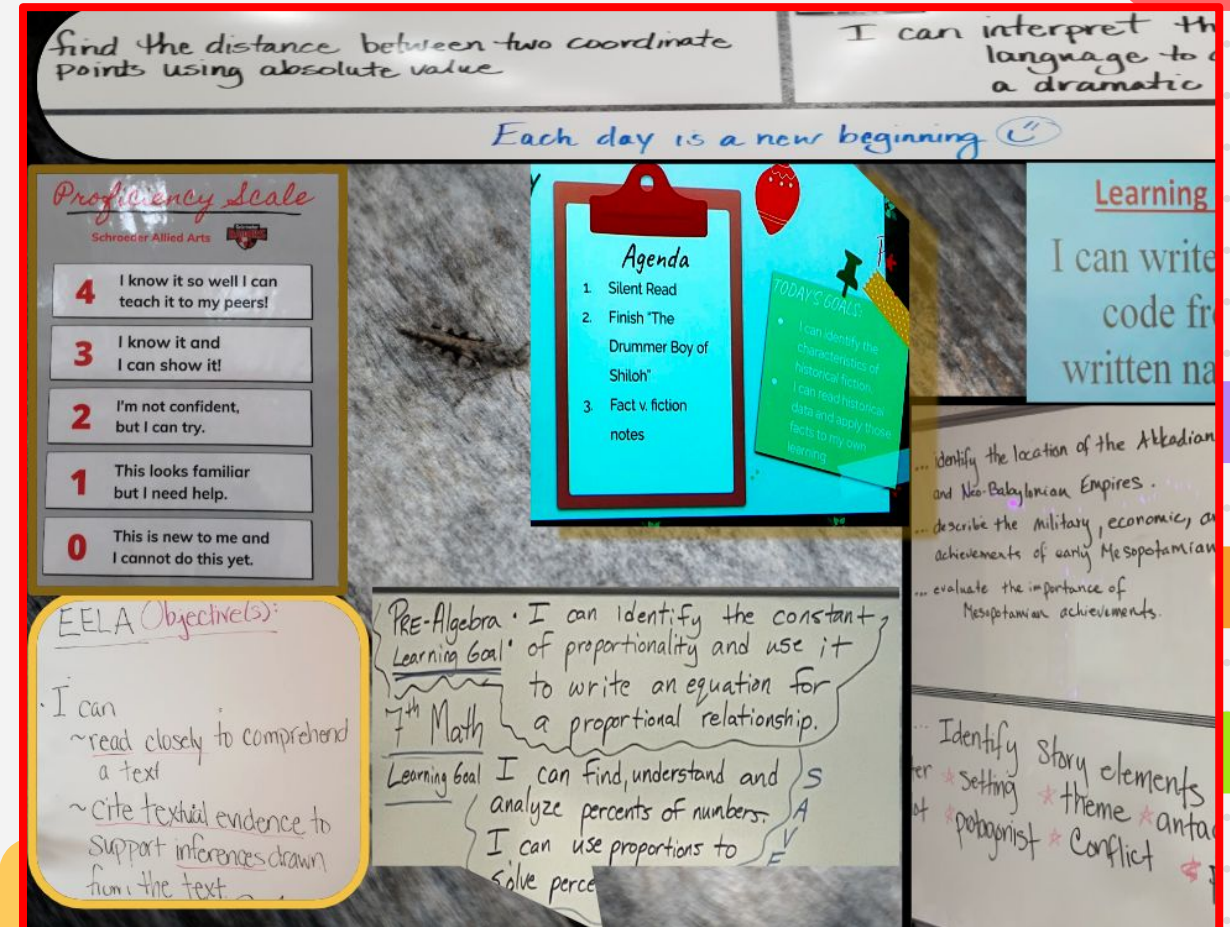
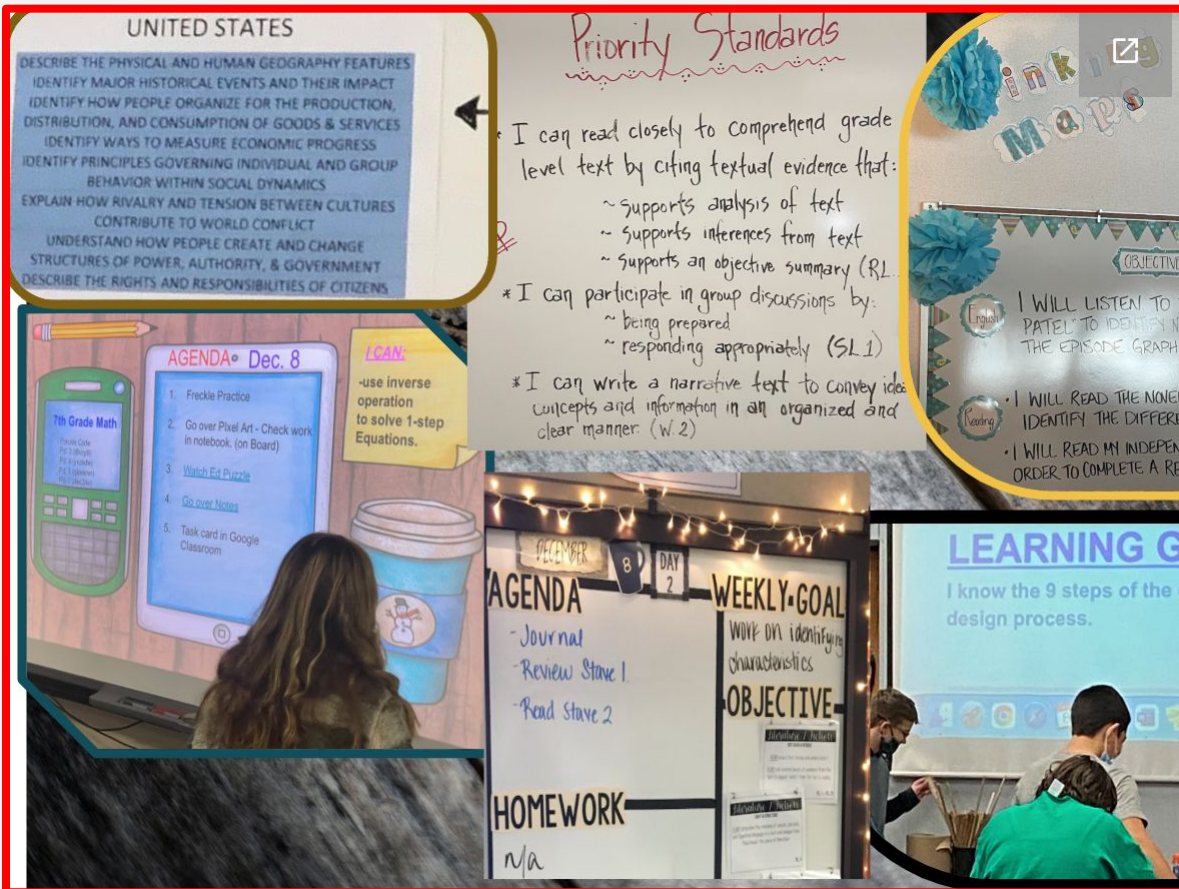
Date	Topic	Lead Person	Other
August 31	NASOT - goal setting	Judy Anderson	Sept 2 - ½ Literacy, ½ Content PLC
September 7	Safety & Security Training	SRO Farmer	
September 14	960/ Mandatory reporting	Shannon S - Social Worker	STAR testing window - Sept 12 Goals due Sept. 15
September 21	Early release: PLC		
September 28	Allergy/ health care	Schroeder Nurse	
October 5	Early release: PLC	Judy in teams -	Mandatory Reporting training due Oct. 15
October 12	Data & Conference Prep		P/T conferences: Oct 13, 14 (all day) & 18
October 19	All GFPS PD, Disciplinary literacy	No counselors	
October 26	Instructional Rounds	Judy & Kristi S	End of 1st Quarter 10/28
November 2	Early release:PLC	Counselor/Social Worker in teams	
November 9	Panorama	Amy Rohlk (GFPS MTSS coordinator)	No school 11/11
November 16	Early release: Building PD	Team work on Data wall	
November 23	Instructional Rounds	Kristi S	No School 11/24 & 25
November 30	Lab Schools presentation	Dave (and Jon S)	Early release: Teacher Prep
December 7	Scales & Tracking Student Progress	Kristi S	
December 14	Early release: PLC	Independent HRS survey	Category I eval due 12/15, SPED to Valley PM
December 21	Instructional Rounds	6th ELA	Holiday Break 12/22 - 1/2

Wonderment Wednesdays

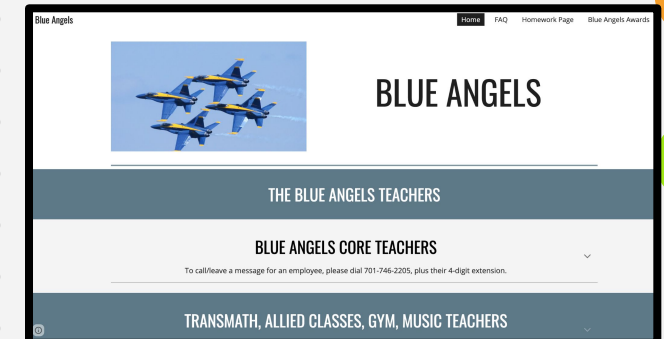
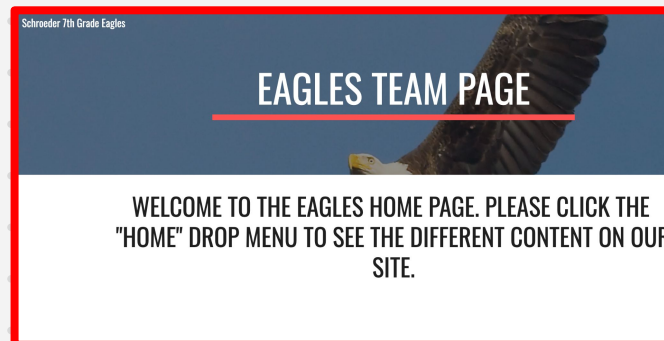
Date	Topic	Lead Person	Other PD
January 4	Digital Citizenship	Jill Baird - EduTech	
January 11	Instructional Rounds	6th ELA - Kristi S	End of 2nd Qtr. 1/13 All GFPS PD - 1/16
January 18	Early Release: PLC (Big Red Day)	Jaime & Jen	
January 25	Digital Citizenship follow up	Kristi S & Stacy	
February 1	Panorama reports (Qtr 3 STAR)	Amy Rohlk	
February 8	Early Release: PLC	Counselors/ Social worker	
February 15	Instructional Rounds (late start weather)	Science classes	2/16 PD HRS prep 2/17 PD Flex day
February 22	Early Release: Building PLC	Kristy S - prep for PM with teams	Share literacy artifact with content, building-level teachers
March 1	Instructional Rounds - Videos		
March 8	Early Release: PLC	Counselor	
March 15	No school - Spring Break		Spring Break 3/13-17
March 22	NASOT focus element #11 / Preview DC lesson	Kristy S	End of 3rd Qtr. 3/24
March 29	Early Release: Teacher Prep ****TA Certification with Teams****	*teach DC lesson today in RT	
April 5	NDSA - no WW		No School April 7-10
April 12	Early Release: PLC NDSA - no WW		April 15 - All Evals due
April 19	NDSA score review	Kristy S & Stacy V	
April 26	W/W Digital citizenship Early Release: Building PD	*DC presentation sent to teams for review	Celebration SEL #3, SEL #4
May 3	special education - Midge Thompson	*teach DC lesson today	HRS Certification visit - TBD
May 10	Early Release: Teacher Prep *disciplinary literacy review with teams	Kristi Sandbeck, Andrea Eklund	
May 17	Chromebook collection guidelines	Kristy & Stacy	
May 24			

Instructional Rounds - conducted monthly using Wonderment Wednesday

- Teachers observing other teachers teaching!



- Common Grading Practices - communicated with students and their parents - used by teachers in all content areas
- Leadership Team - principal-led team leader meetings once every 2 weeks
- The Week Ahead - a weekly bulletin outlining our building-wide procedures, activities, and upcoming observations
- Content PLC meetings on early release days
- Team websites - communication for students AND parents





SCHROEDER
RAIDERS

Supporting our Students

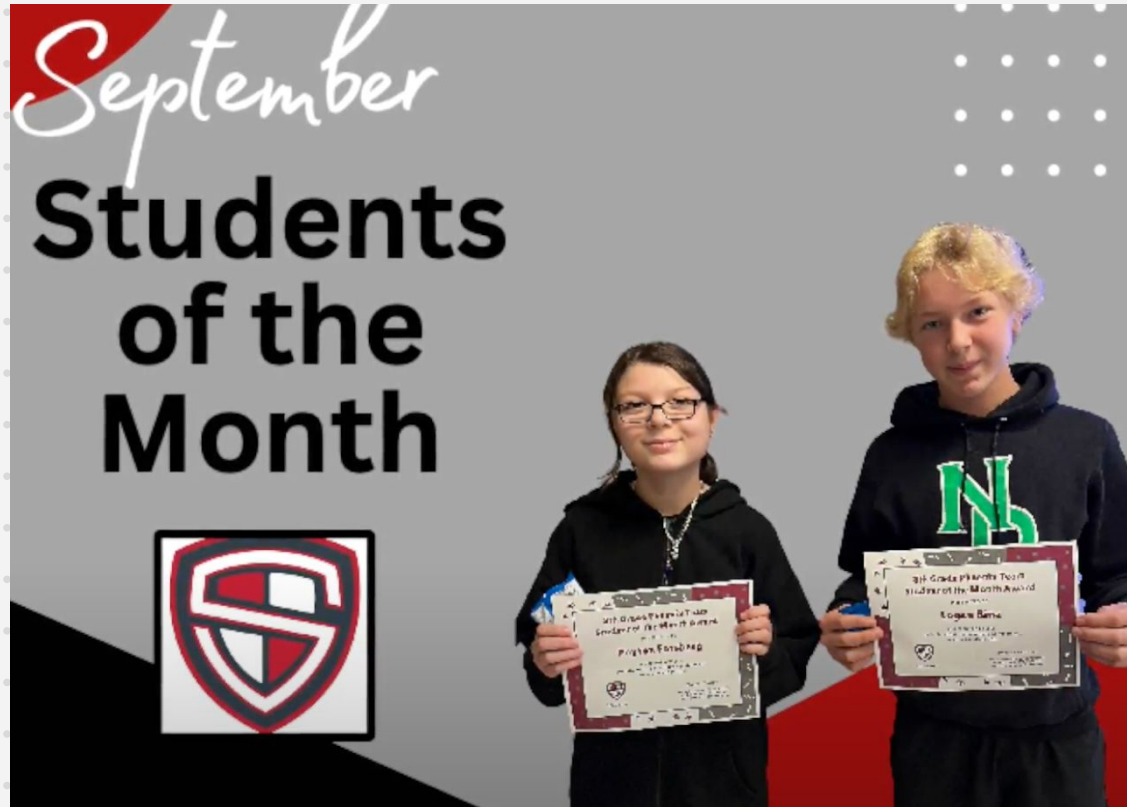
Building Relationships is Key!



Raider Time



- Advisor-Advisee Period
- Small groups of 12-13 students and one teacher
- Grade checks and support for classes
- Second Step SEL Lessons
- Circle Time
- Celebrations
- Fun Fridays!



Celebrating Students!

Every1Matters Behavior Matrix

- Expectations that we teach, then reteach.

Expectations → !Settings	<u>Self</u>	<u>Others</u>	<u>School</u>
Cafeteria	<ul style="list-style-type: none"> • Engage in positive conversation • Walk safely • Politely wait in line to be served 	<ul style="list-style-type: none"> • Hands and feet to self • Help others • Speak respectfully • Allow others to join your table • Wait your turn 	<ul style="list-style-type: none"> • Walk quietly to and from the cafeteria • Stack chairs neatly • Help keep the cafeteria clean • Thank those who serve you
Restrooms	<ul style="list-style-type: none"> • Sign out /Ask teacher • Use the facility and return to class • Speak quietly • Flush and wash hands 	<ul style="list-style-type: none"> • Respect others' privacy and personal space • Patiently wait your turn • Make only appropriate comments 	<ul style="list-style-type: none"> • Clean up after yourself • Leave light on at all times • Respect property • Report problems
Hallway/ Outside	<ul style="list-style-type: none"> • WALK on the RIGHT HAND side of the hallway • Hats off until 3:30 • Speak quietly • Outside: Wait safely for your ride 	<ul style="list-style-type: none"> • Hands and feet to self • Be helpful and polite • Respect others' personal space and property 	<ul style="list-style-type: none"> • Keep hallways and outside areas clean • Keep doors and entrances clear
Classroom	<ul style="list-style-type: none"> • Be on time • Be prepared • Be ready to learn • Use time wisely 	<ul style="list-style-type: none"> • Be respectful and courteous • Be a helper • Respect others' property • Respect others' right to learn 	<ul style="list-style-type: none"> • Respect school property, materials, and supplies • Help keep the classroom clean
Locker Rooms	<ul style="list-style-type: none"> • Get dressed and be on time • Lock up your items to keep them safe • Practice good hygiene. 	<ul style="list-style-type: none"> • Be an Upstander • Respect others' privacy and personal space • Speak positively to others • Show good sportsmanship 	<ul style="list-style-type: none"> • Keep locker room clean • Respect property and equipment • Be safe

Relationship building through sports and clubs!



Relationship building on Big Red Day!



Relationship building through other activities!

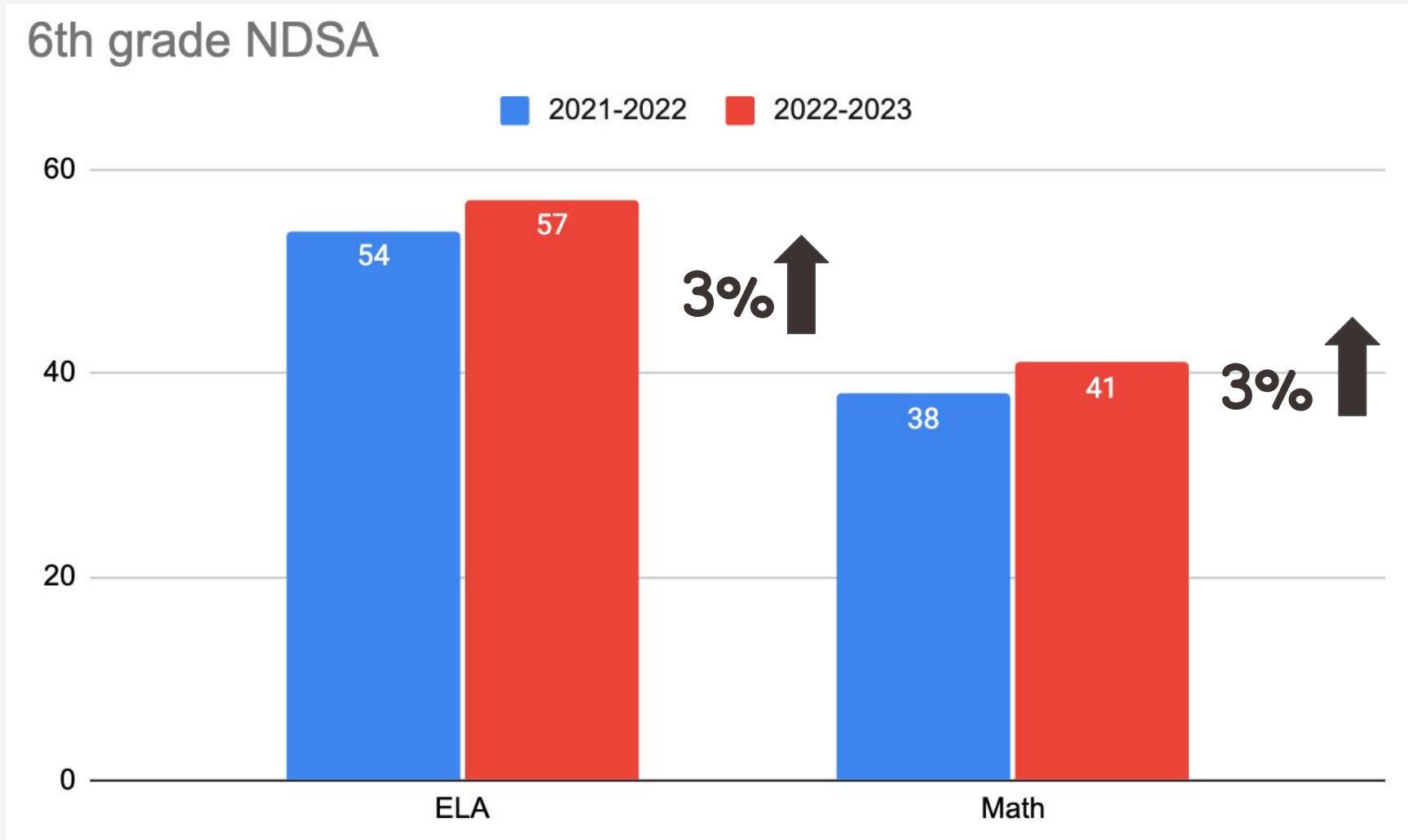


Play (k)

**Our focus on effective
instruction and supporting
our students is evident in our
NDSA scores and SEL student
surveys.**

6th Grade NDSA 2022-2023

- % proficient and advanced compared to their 5th grade scores

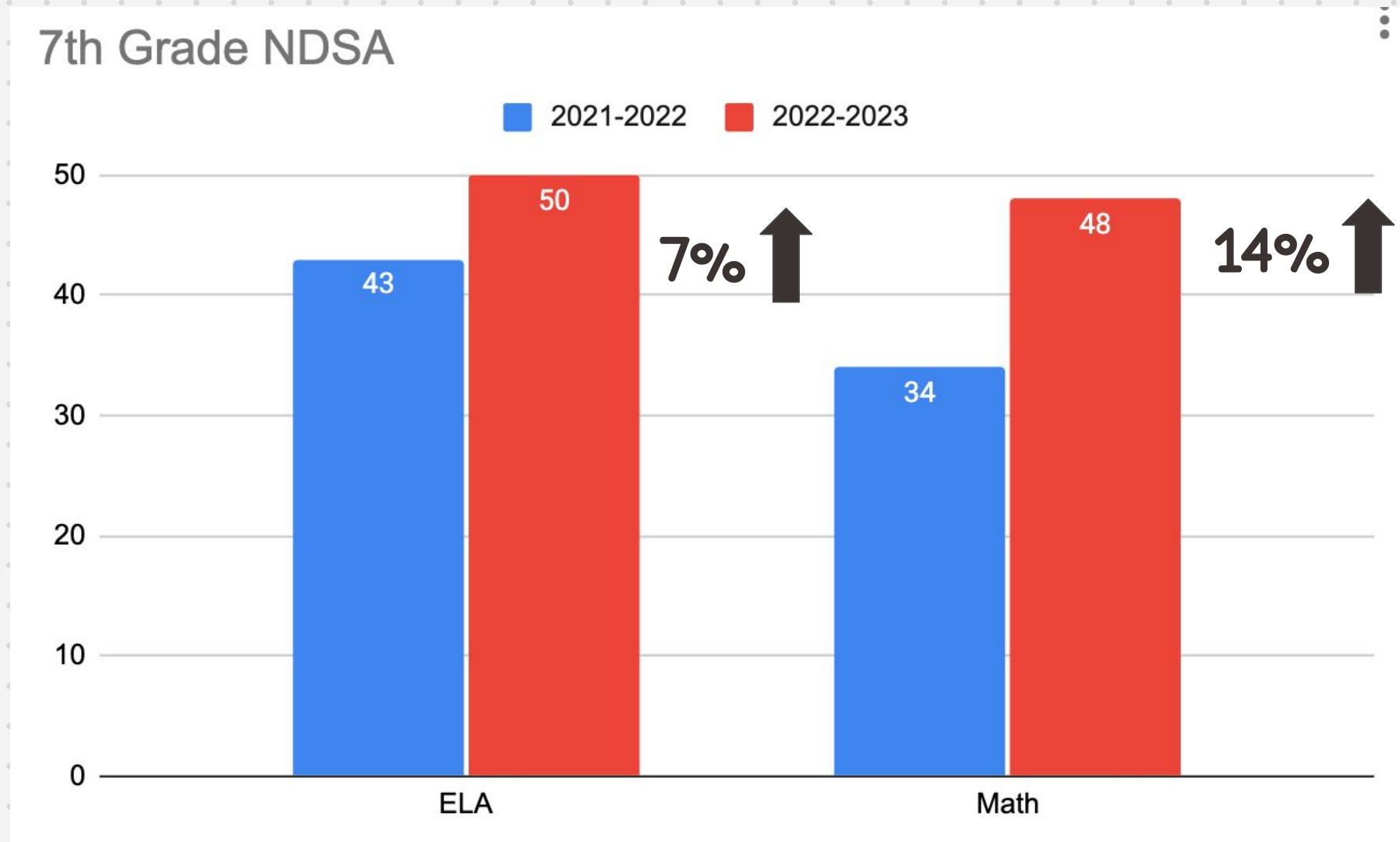


7th Grade NDSA 2022–2023

- % proficient and advanced compared to 7th Grade in 2021–2022
 - Math: **2% increase** (46% to 48%)
 - English: **14% increase** (36% to 50%) **WOW!**

7th Grade NDSA 2022-2023

- % proficient and advanced compared to their 6th grade scores



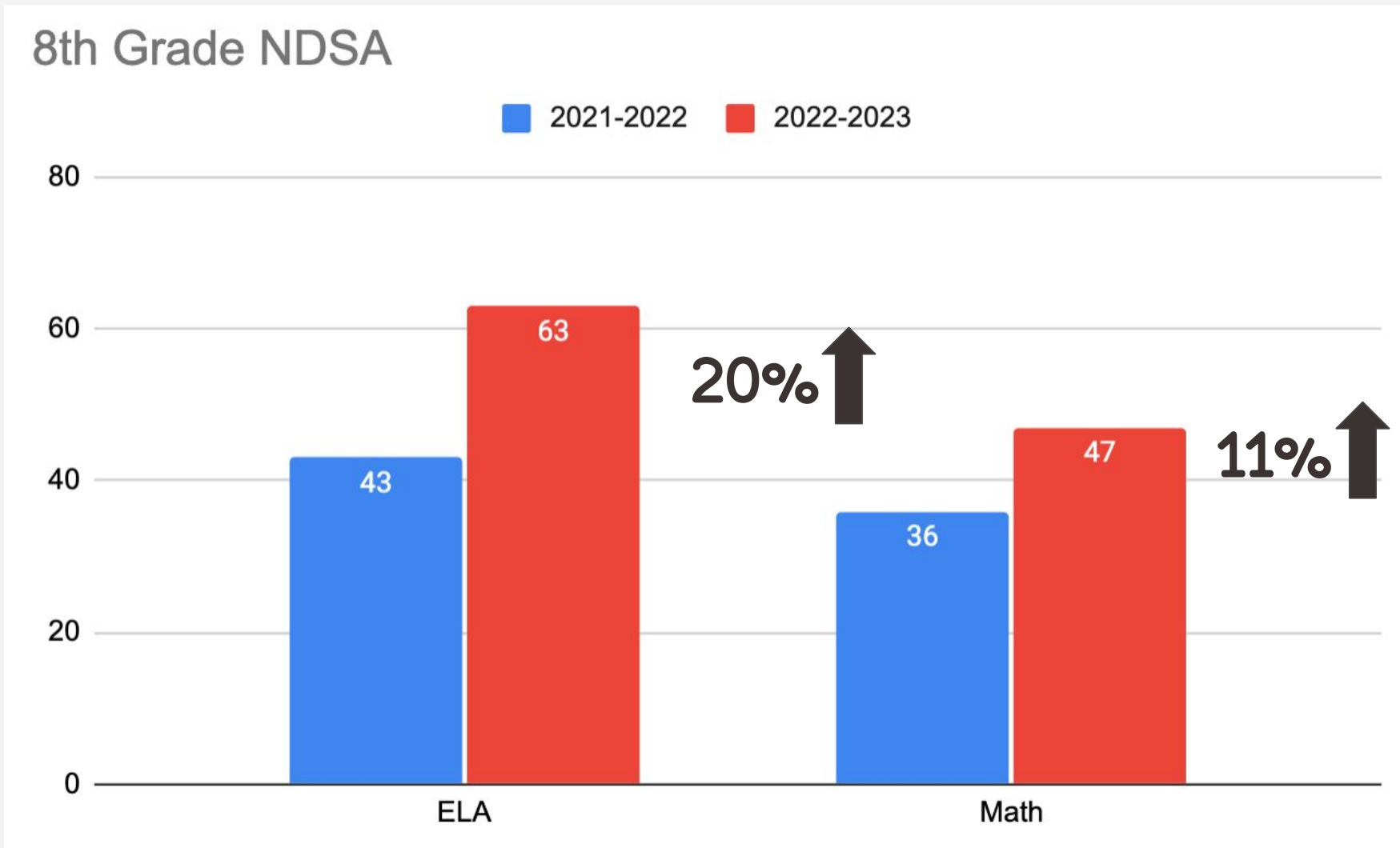
8th Grade NDSA 2022–2023

- % proficient and advanced compared to 8th Grade in 2021–2022
 - Math: **11% increase** (36% to 47%)
 - English: **21% increase** (42% to 63%)



8th Grade NDSA 2022-2023

- % proficient and advanced compared to their 7th grade scores



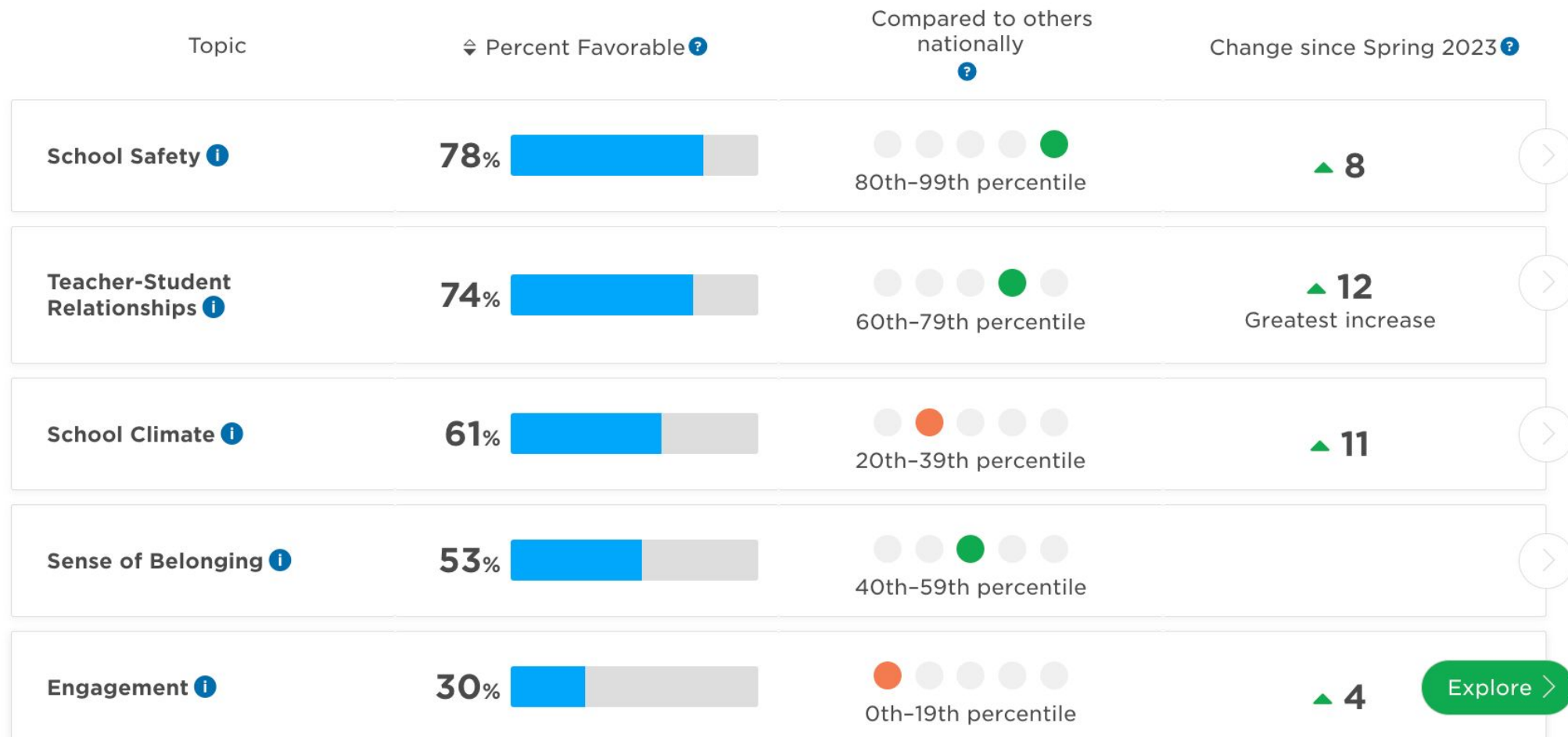
Fall 2023 SEL survey - grades 6 - 8

- Student Supports and Environments

Grades 6-12

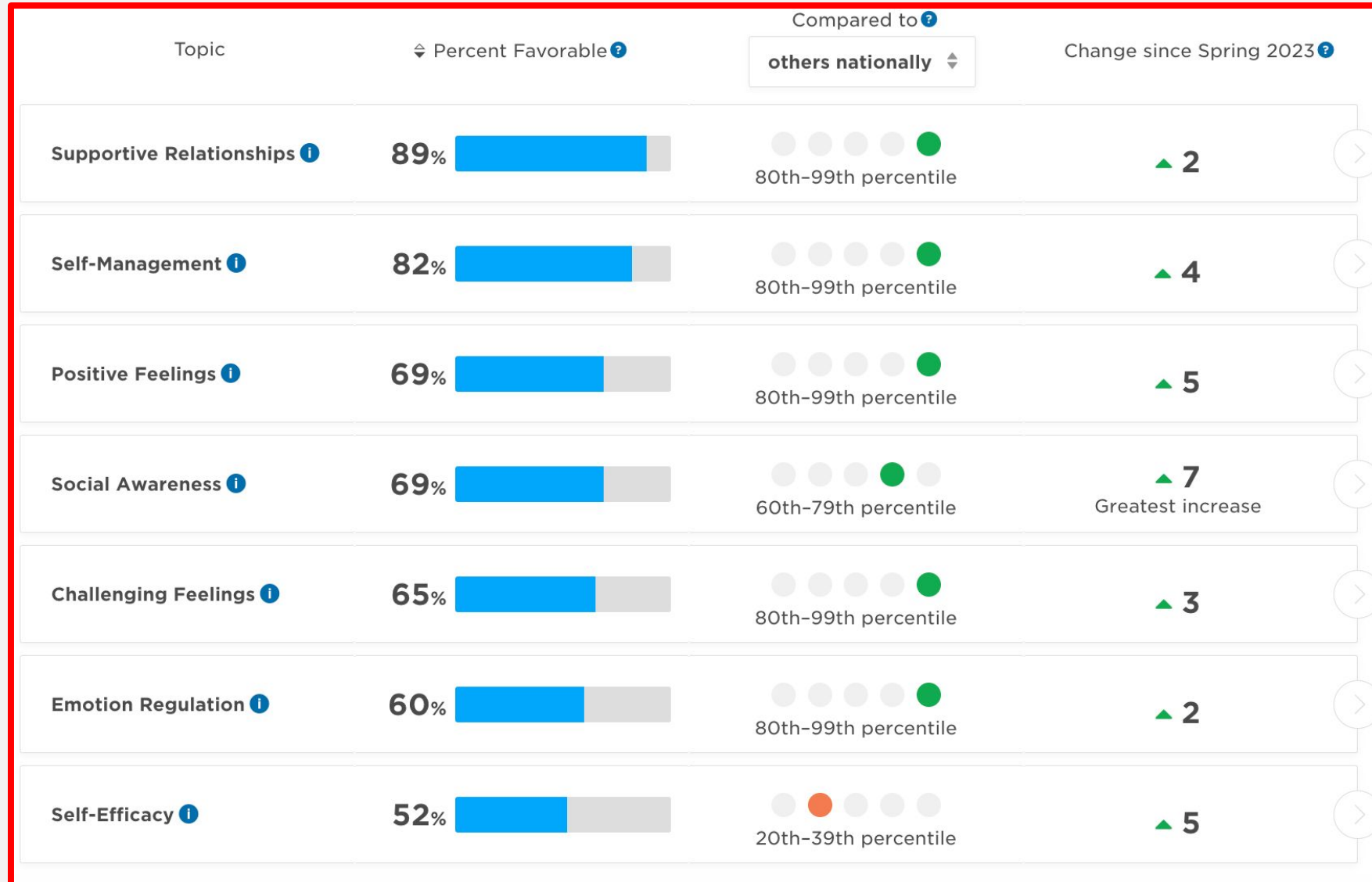
531 responses | [show breakdown](#)

 Save as PDF



Fall 2023 SEL survey - grades 6 - 8

- Student Well-Being Measures



Room for growth . . .

School Goals for 2023-2024

Increase school-wide ELA/reading proficiency by 5% monitored by STAR and measured by NDSA.

- ✘ Increase school-wide ELA/reading proficiency for special education students by 10% measured by STAR and NDSA.

Increase school-wide MATH proficiency by 5% measured by STAR and NDSA.

- ✘ Increase school-wide MATH proficiency for special education students by 10% measured by STAR and NDSA.

Increase student self-efficacy by 5% measured on the Panorama Student SEL survey.

**Schroeder's success would not be
possible with the support of our
awesome parents!**

Fall Family Fun Night

November 13, 2023
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**Saved the best for last . . . here's
perspectives from our students.**

**GRAND FORKS SCHOOL BOARD
GRAND FORKS PUBLIC SCHOOL DISTRICT #1
REGULAR MEETING MINUTES
October 23, 2023**

The School Board of Grand Forks Public School District No. 1 held a regular meeting on Monday, October 23, 2023, at the Mark Sanford Education Center with President Amber Flynn presiding.

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

Student Board Members Present: Maggie Barker. **Absent:** Ryaan Alshami.

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

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

Approval of Agenda. It was moved by Larson and seconded by Manley to approve the agenda as written. Motion carried unanimously. Absent: Palmiscno.

Approval of Minutes. It was moved by Lunn and seconded by Shabb to approve the minutes of October 9, 2023, as written. Motion carried unanimously. Absent: Palmiscno.

Public Comments. None.

UND/GFPS Master's Program Partnership. Dr. Brenner introduced the discussion on this partnership with a graduate degree program tailor-made for Grand Forks Public School District teachers who were interested in seeking an advanced degree. Sixteen GFPS teachers are now fully enrolled in the Master of Science Teaching & Leadership program that kicked off in August 2023.

UND's Dr. Laura Link and Dr. Joel Schleicher explained in detail the five-semester program including certification pathways and extended an invitation to attend the first of five Grand Gathering events on November 1 at the Gershman Graduate Center from 5:00 to 7:00 pm.

Reading of School Board Meeting Norms. Flynn read aloud the school board meeting norms.

Student Transportation Update. Baumbach reported on the student transportation services, challenges, opportunities, driver shortage, length of rides, and steps taken by Valley Bus and the administration to resolve issues.

Consent Agenda. It was moved by Shabb and seconded by Berger to approve the consent agenda as follows: Updated FGA-E8, Parties Approved to Receive Student Data. Motion carried unanimously. Absent: Palmiscno.

Head Start Orientation. Head Start Director Tracey Johnson provided orientation and an update on the fifth year of the five-year grant. Information provided included the historical framework of the program, funding, staffing, services provided, partnerships, student attendance, leadership structure and governance, in-kind support, school readiness goals, student outcomes, and links to the Head Start performance standards and the Head Start Act.

Contracted Staff Resignations and Request for Release from Contract – Jeff Welsh and Maura Ferguson. Dr. Brenner reported Jeff Welsh is currently on a one-year leave of absence and has expressed an interest in substitute teaching and serving as a part-time assisting wrestling coach at Grand Forks Central High School. The Teacher Negotiated Agreement provides that a teacher granted a long-term leave of absence shall not be entitled to receive any salary or fringe benefits during the entire term of the leave of absence. To create a clear pathway for Mr. Welsh to work for the District, his

resignation is necessary so that he would no longer be an employee of the school district. And because he is on leave and currently not on contract, there would not be any financial penalty/liquidated damages associated with his resignation. The Administration recommended approval of Jeff Welsh's resignation effective October 16, 2023.

Dr. Brenner reported Maura Ferguson is currently under contract as a social worker at Head Start. Her resignation creates a vacancy at Head Start and after visiting with Head Start Director Tracey Johnson, it became clear that Ms. Ferguson's resignation puts student and family support at risk. The Administration recommended approval of Maura Ferguson's resignation with the 5% liquidated damages under Policy DKBB under the condition that a social worker replacement can be found, hired, and successfully onboarded, and until that time, Ms. Ferguson should remain under contract for the 2023-24 school year as an employee at Head Start.

It was moved by Lunn and seconded by Shabb to approve the recommendations concerning the resignations of Jeff Welsh and Maura Ferguson as outlined by the administration. Motion carried unanimously. Absent: Palmiscno.

General Fund Financial Statement. Baumbach reported for July 1, 2023, through September 30, 2023, total general fund revenues were \$14,976,546 and total general fund expenditures were \$17,270,055 resulting in expenses over revenues of \$2,293,509.

It was moved by Shabb and seconded by Anderson to approve the General Fund Financial Statement for the period July 1, 2023, through September 30, 2023, as presented. Motion carried unanimously. Absent: Palmiscno.

Consideration of Resolution Granting NDDOT a Temporary Construction Easement and Permanent Fee Acquisition for Rehabilitation Along Gateway Drive and Authorization of Signor. Baumbach reported the North Dakota Department of Transportation (NDDOT) will be doing some signal rehabilitation along Gateway Drive (US 2), North Dakota, adjacent to Wilder Elementary School. The anticipated start date is May 2025. To complete the work, a permanent right of way (fee acquisition) and a temporary construction easement is needed.

The fee acquisition (Parcel 5-1) is needed for a new signal, foundation, and equipment being installed 5 feet east of the existing signal. The surrounding area after existing signal removal will be filled in with concrete sidewalk. For this fee acquisition, the NDDOT is offering \$1,098.00, an amount that is based on an appraisal waiver valuation prepared by the NDDOT.

A temporary construction easement is needed for contractor access to the property to remove the traffic signal pole and foundation which is inside private property. Surrounding area after existing signal removal will be filled in with grass. For this temporary access, they are offering \$300 compensation, an amount that was determined a fair payment to compensate for the time the landowner would expend to review and sign the paperwork and does not represent any specific value.

It was moved by Lunn and seconded by Shabb to approve the Resolution Granting NDDOT a Temporary Construction Easement and Permanent Fee Acquisition for Rehabilitation Along Gateway Drive and Authorization of Signor permitting the fee acquisition for parcel 5-1 and the temporary construction easement for parcel 5-2. Motion carried unanimously. Absent: Palmiscno.

Announcements. Dr. Brenner announced the District Report Card to the Community event is Wednesday, October 25 at 7:15 a.m. at the Alerus Center.

Board Requests for Future Consideration. Gaukler requested information about school district education about ChatGPT.

School Board Norms – How did we do? Flynn reported the board did great in following its meeting norms.

Adjournment. There being no further business, the meeting adjourned at 7:24 p.m.

APPROVED _____
(Date)

Amber Flynn, President

Brandon Baumbach, Business Manager

WELCOME!

VALLEY

MIDDLE

ICON
ARCHITECTURAL GROUP

Cunningham

Grand Forks Public Schools:
Valley Middle School
School Board 11.13.2023



VISION STATEMENT

We aspire for an efficient, intentionally-designed campus that exhibits North End pride and promotes a safe, healthy, accessible, and welcoming environment for the greater Valley Middle School community.

Student-centered spaces are created to provide engaging, forward-thinking opportunities, propelling all to excel. Our students' education and experiences will be as vibrant as our diversity.

OVERALL PROJECT SCHEDULE

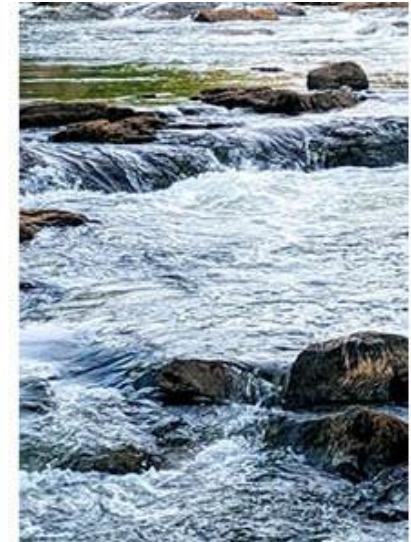


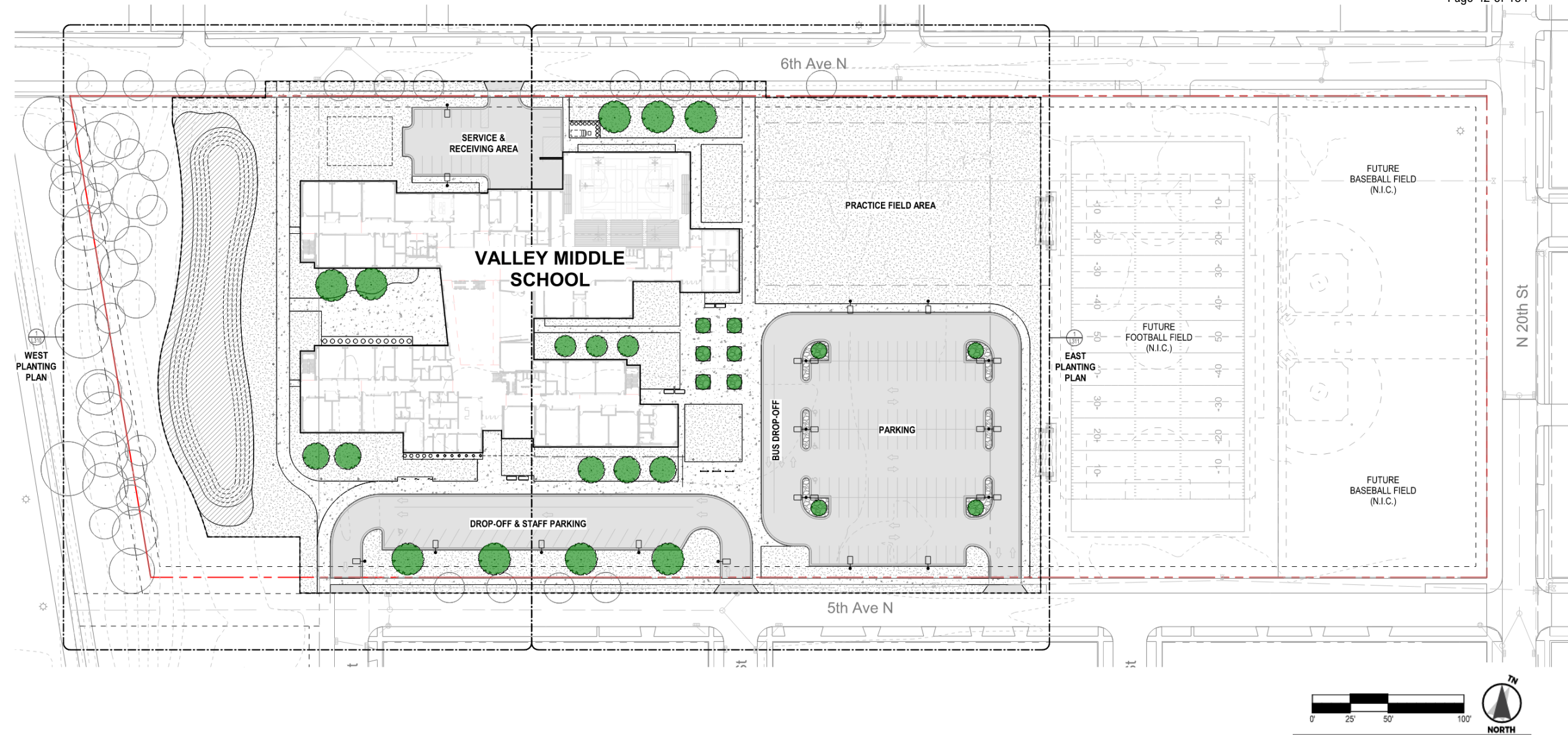
Site and Landscape Design

Design Concept

The design of the new Valley Middle School is inspired by the **Red River Valley** which has shown to shape and **unite the community**.

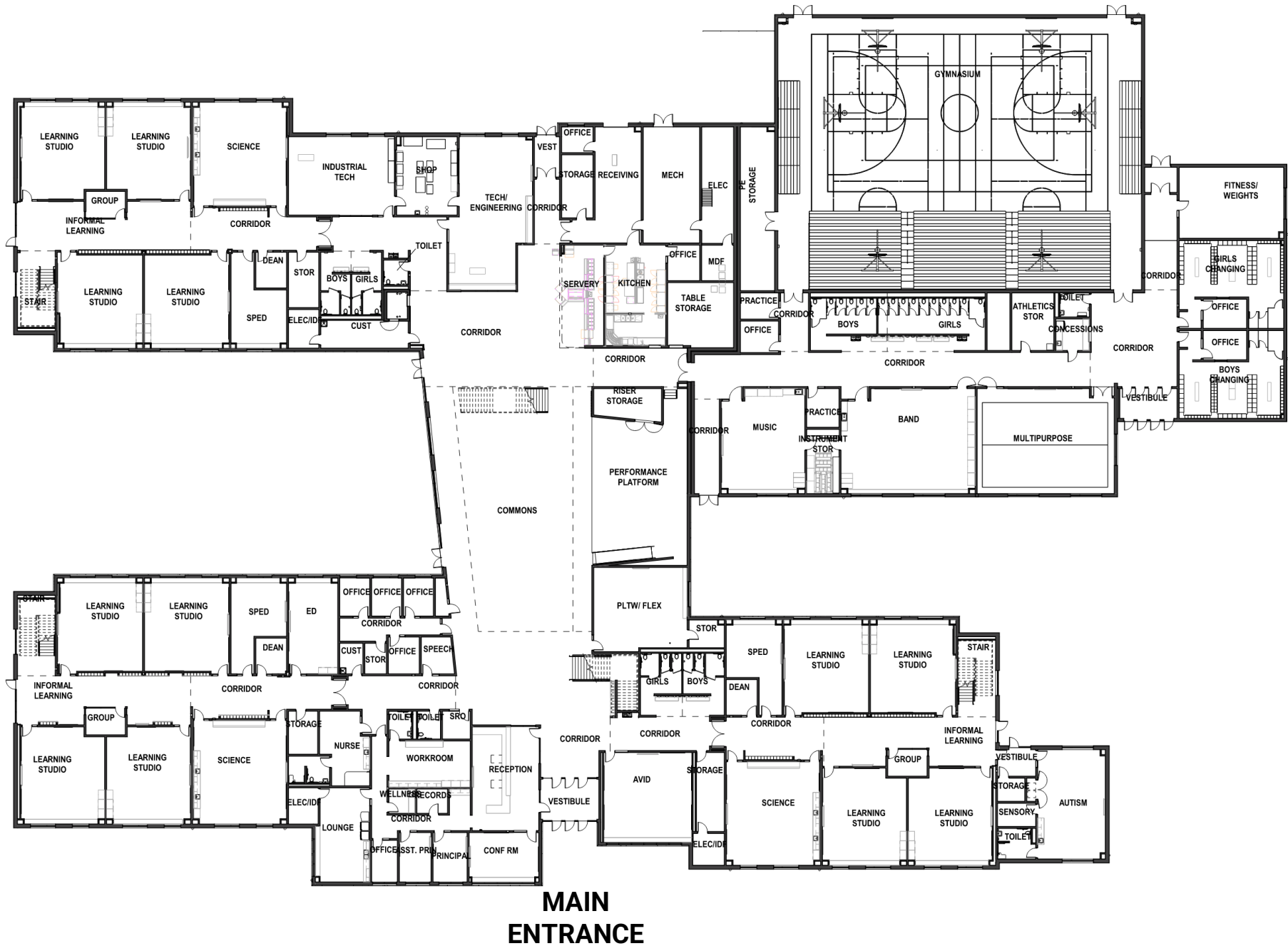
Pulling from rich history, spaces are united through a shared color palette and natural materials that support **Royal Pride**, setting the foundation for hands on experiences, flexibility for independence, yet together, and an awareness of self and others.





Site & Landscape Plan

Floor Plans



Floor Plan – Level 1



Floor Plan – Level 2

Design Renderings



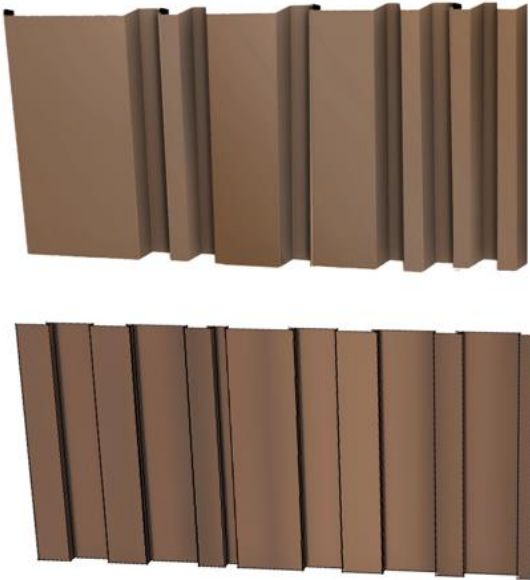
Front Entrance View



Courtyard View



Brick



Metal Panel



Precast

Exterior Materials



Commons Cafeteria View



Classroom Wing, Informal Learning View

Upcoming Meetings

**Biweekly OAC Meetings –
November 14th**

THANK YOU!

Brandon Baumbach
Business Manager

Department Phone: 701.787.4885
Direct Phone: 701.746.2205, Ext. 7126
Fax: 701.772.7739
bbaumbach020@mygfschools.org

MEMORANDUM

TO: Grand Forks School Board
FROM: Brandon Baumbach, Business Manager
SUBJECT: Facilities Committee of the Whole Report
DATE: November 9, 2023



On October 23, the Facilities Committee of the Whole met to discuss scenarios related to recommissioning the pool at Grand Forks Central, to receive an update regarding design for increased safety and security measures across the district, to receive an update regarding the Career Impact Academy, and to receive an update regarding the Public School on Military Installations Grant. All updates were provided by Building and Grounds Director Jonathan Ellwein.

Grand Forks Central Pool Recommissioning

Two initial design concepts from JLG were presented to the group for conversation but no decision was requested. JLG offered a 3-year solution with an expected investment amount of \$500,000 to \$1,000,000. This would add a pool cover to the pool area and would address resealing the exterior wall and minor ductwork for modifications. The second concept presented was a 30+ year solution with an expected investment amount of \$8,500,000 to \$9,000,000. This solution would reseal the exterior wall, provide a completely new HVAC system, remove and replace exterior brick, insulation, and roof, add a control membrane, update pool equipment, and address ADA access issues.

Safety and Security Update

EAPC is working to complete an initial assessment of needs across all buildings in the district. They are completing the work alongside the North Dakota Safety Council and will report to the board when completed.

Career Impact Academy Update

The construction site is in full swing as concrete footings and foundations are being laid ahead of the winter. Once complete, structural steel will begin to come out of the ground. By next winter the building will be enclosed for interior work.

Public School on Military Installations Grant Update

Having submitted the design grant, the district is currently awaiting feedback from program officials. The committee discussed the price of the project compared with other current projects and discussed budgeting.

Attachment:
Facilities Committee of the Whole October 23, 2023, Meeting Minutes

**FACILITIES COMMITTEE OF THE WHOLE
GRAND FORKS SCHOOL BOARD
GRAND FORKS PUBLIC SCHOOL DISTRICT #1
MEETING MINUTES
October 23, 2023**

The Grand Forks School Board Facilities Committee of the Whole met on Monday, October 23, 2023, with Amber Flynn serving as the meeting chair.

Committee Members Present: Josh Anderson, Dave Berger, Amber Flynn, Monte Gaukler, Joel Larson, Eric Lunn, Jeff Manley, Cynthia Shabb, Dr. Terry Brenner, Brandon Baumbach, Catherine Gillach, Matt Bakke, Jonathan Ellwein, and Eric Ripley.

Committee Members Absent: Bill Palmiscno, Branden Shepperd, and Dr. Elisa Diederich.

Others Present: Cindy Johnson, Executive Secretary.

Call to Order. The meeting was called to order at 7:32 p.m.

Agenda Amendment. It was moved by Berger and seconded by Anderson to amend the agenda by adding Central Pool Recommissioning to the discussion topics.

Motion carried unanimously. Absent: Palmiscno.

Approval of Minutes. It was moved by Shabb and seconded by Larson to approve the minutes of August 21, 2023, as written. Motion carried unanimously. Absent: Palmiscno.

Central Pool Recommissioning. Ellwein reviewed the condition of the pool and history of why it was bought out of service and efforts to bridge the gap between losing the UND Hyslop pool and the public vote on the aquatics center. The District is currently in a holding pattern.

Ellwein reported a 3-year buy-time solution which is estimated to cost \$500K to \$1M excluding an inflationary contingency. He also reported on a 30-plus-year solution which is estimated to cost \$8.5M to \$9M excluding an inflationary contingency.

Discussion continued about potential community use of the pool and the availability of other pools in the area that the swimming teams might use.

Following discussion, there was consensus in support of the buy-time option.

Safety and Security Update. Ellwein reported the first third of the assessments had been completed. EAPC is working to finalize reports for presentation to the district. The second set of assessments is in the works as well as a video to explain the process which will include interviews with staff and administrators. EAPC has three school safety experts on staff and they are also leveraging the perspective of the ND Safety Council. Safety audits of all schools are in process.

Career Impact Academy Update. Ellwein reported fences are up, job trailers are present, and construction has begun. All weather-contingent issues are finished, the building is enclosed, and it is anticipated that internal work will begin by the end of June or the beginning of July.

Public School on Military Installations Grant Update (New Twining School). Ellwein reported the grant application was submitted on September 22, 2023, and the district is awaiting feedback and comments. A possible government shutdown could complicate the timeline.

A budget comparison of a new Twining School and the Career Impact Academy was provided. Discussion was held on the differences between the two buildings including size, construction, and programs.

Dr. Brenner reported on options for the required 20% match. Administration is looking at possibly \$8M from the State with District #140 funding the rest from its Impact Aid funds.

Adjournment. There being no further business, the meeting adjourned at 8:00 p.m.

Approved _____
(Date)

Amber Flynn, Meeting Chair

Brandon Baumbach, Business Manager

DRAFT

Dr. Terry Brenner
Superintendent of Schools

Phone: 701.787.4880
Fax: 701.772.7739
tbrenner270@mygfschools.org

MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Consent Agenda
DATE: November 13, 2023



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

Appointments (excludes administrative appointments)
Waivers of Years of Experience and Appointments
Leave Requests (excludes requests for extension)
Open Enrollment Applications
Resignations
Student Placements
Student Travel Requests
Other routine items may be included at the discretion of the board president or superintendent

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

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

- **Teacher Appointments**
- **Waiver of Years of Experience and Appointment of Joel Millares**
- **Open Enrollment Applications**
- **Student Travel Request to Costa Rica June 2025**
- **Third-Party Individual/Entity Requests for Student Information: EverFi, Little Alchemy 2, www.breakoutedu.com, Wizer.Me, and ReadWorks**

The administrative recommendation is for approval.

cj
Attachments



Griffin Gillespie, SHRM-CP
Director of Human Resources

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

MEMORANDUM

TO: Dr. Terry Brenner, Superintendent
FROM: Griffin Gillespie, Human Resources Director
SUBJECT: Teacher Appointments
DATE: November 13, 2023

GG

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

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

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

Attachment

GG



.....

Name: Beah Lou Oco
Degree: BA/BS
Yrs of Exp: 4
Salary: \$32,823 (123 days)
Position: Replacement
Effective: November 27, 2023

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

.....

Name: Shaina Hess
Degree: MA/MS
Yrs of Exp: 9
Salary: \$35,465 (113 days)
Position: Replacement
Effective: December 11, 2023


Major: School Counseling
Assignment: School Counselor
Location: Valley Middle School

.....

Dr. Terry Brenner
Superintendent of Schools

Phone: 701.787.4880
Fax: 701.772.7739
tbrenner270@mygfschools.org

MEMORANDUM

TO: Grand Forks School Board Members
FROM: Dr. Terry Brenner, Superintendent of Schools 
SUBJECT: Waiver of Years of Experience and Appointment of Joel Millares
DATE: November 13, 2023

As a hard-to-fill position, the school board, per the teacher negotiated agreement, may allow more years of experience to be brought into the district with an external applicant. See the Teacher Negotiated Agreement language below:

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

Joel Millares has been offered the position of Special Education Teacher at South Middle School effective November 27, 2023. Given the aforementioned, the administrative recommendation is to allow eighteen (18) years of experience to be brought into the district by Joel Millares and to approve his teacher appointment. He would be placed at \$42,742.50(BA/BS, Step 19, 123 Days).

cj

Ms. Catherine Gillach
Associate Superintendent of Secondary Education
cgillach210@mygfschools.org

Mr. Matt Bakke
Assistant Superintendent of Elementary Education
mbakke190@mygfschools.org

Department Phone: 701.787.4882

MEMORANDUM

DATE: November 13, 2023
TO: Dr. Terry Brenner, Superintendent
FROM: Catherine Gillach, Associate Superintendent of Secondary Education ✓
Matt Bakke, Assistant Superintendent of Elementary Education MB
RE: Open Enrollment Applications

Pursuant to North Dakota Century Code and School Board Policy, the administrative recommendation is to approve the following open enrollment application(s) for the 2023-24 school year:

Name	Grade Level	App. Type	Co. No.	Dist. No.	District Name
L.L.	4 th	Family	18	128	Midway
H.L.	5 th	Family	18	128	Midway
K.L.	7 th	Family	18	128	Midway

CG:MB/lis



Dr. Terry Brenner
Superintendent of Schools

Phone: 701.787.4880
Fax: 701.772.7739
tbrenner270@mygfschools.org

MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Student Travel Request: Costa Rica June 10-22, 2025
DATE: November 13, 2023

TB

Kristine Middle, Spanish I and II teacher, is requesting approval for approximately 20 to 30 students in the Spanish studies course to travel to Costa Rica in June 2025. While it is unusual to seek approval this far in advance of the travel dates, the request is being forwarded now to make the trip more affordable for parents by spreading out the payments over a longer period. There is also a \$300 discount for early-bird enrollment with the travel company that expires on November 17, 2023. This discount is not available if enrollment is completed next fall.

The administrative recommendation is to approve the student travel request to Costa Rica in June 2025 as requested.

cj
Attachment: Student Travel Request



STUDENT TRAVEL REQUEST

Out-of-Town/Out-of-State trips must be approved. The School Board will consider requests for student travel to countries other than the United States and Canada. The Assistant Superintendent will approve all other requests.

Fill in the necessary information below and turn in into your building principal.

Date: 10-11-2023

Organization/Class:

Advisor/Instructor:

Kristine Middleton

of Students Participating: 20 - 30 approx.

Destination:

Costa Rica

Beginning Date:

June 10, 2025

Ending Date:

June 22, 2025

Purpose of Trip:

Spanish Studies Course

Description of Activity:

Summer Travel Course - Class & travel
Combo

Additional Information:

GFC & RRHS students will study Costa Rica & then
travel there to explore what they have studied.

Funding Source:

Student self-funded

School Approval:



Approved

Signed:

[Signature]

Principal

Denied

Date:

10/12/23

District Approval:

Approved

Signed:

Assistant Superintendent and/or School Board

Denied

Date:

MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Third-Party Individual/Entity Requests for Student Information:
EverFi, Little Alchemy 2, www.breakoutedu.com, Wizer.Me, and ReadWorks
DATE: November 13, 2023

TB

Policy [FGA](#), Student Education Records and Privacy, requires Board approval of student information sharing requests from third-party individuals/entities other than parties to which the District reports student information under the law. The policy also requires the superintendent to maintain a master list of all individuals and entities having access to student information, including school district personnel by title.

The Board's consideration of the following individuals/entities is requested:

- **EverFi** is a web-based supplemental curriculum source for multiple classes I teach such as Personal Finance and Health. It has various lessons to solidify information taught in Personal Finance such as banking, investing, insurance, saving for college, consumer protection, etc. It also has lessons in prescription drug use to be aware of, vaping, drug use, etc. which is used in Health class as supplemental material.
- **Little Alchemy 2** is a science puzzle activity where students start with the four basic elements of science and work to combine the elements to create new elements. Students must think critically about the possibilities as each combination is generally logical and has scientific results. Although this is not part of the official core instruction, this website provides a great enrichment opportunity for students who finish their work early in class and have a couple of minutes before the next lesson begins instead of letting time pass by. Engagement is high when students are given the opportunity to spend a couple of minutes on Little Alchemy 2 (full participation by every student and vocabulary used during discussions between students as they are making combinations.) Students learn through discovery and experimentation by making predictions and analyzing the results. Many of the logical results are brought back to science class and discussed informally in class. It requires students to explore with their creativity and make educated guesses.
- **www.breakoutedu.com** - Breakout EDU gamifies learning to create an engaging and empowering experience for students of all grade levels.
- **Wizer.Me** allows me to assess students as they are working through the class - I have mini-quizzes linked to their directions and the site grades some of it for me and I can hop on and grade the rest. Both are educationally-based, learning tools that work especially well in an alternative setting.
- **ReadWorks** applies what cognitive science has taught us about the scientific study of reading. It is an impressive supplemental reading resource. ReadWorks applies the science on how diverse learners move toward reading comprehension. ReadWorks uses the science of reading in creating reading supplemental resources that are applicable to all learners. Age-appropriate and level-appropriate reading materials such as



leveled-texts and decodables are provided as well as a scope and sequence for the materials. This is an excellent tool for teaching reading.

All the above entities have been vetted through the Curriculum, Instruction, and Technology Department and approved by the Chief Academic Officer and Executive Director of Career and Technical Education and Technology.

Administrative recommendation is to approve EverFi, Little Alchemy 2, www.breakoutedu.com, Wizer.Me, and ReadWorks to receive student information as requested and as allowed by policy and/or the law.

cj

GRAND FORKS SCHOOL BOARD
SUPERINTENDENT EVALUATION COMMITTEE
GRAND FORKS PUBLIC SCHOOL DISTRICT #1
MEETING MINUTES
November 7, 2023

The Grand Forks School Board Superintendent Evaluation Committee met on Tuesday, November 7, 2023, at the Mark Sanford Education Center with Josh Anderson presiding.

Committee Members Present: Josh Anderson, Monte Gaukler, Jeff Manley, Cynthia Shabb, and Dr. Terry Brenner.

Committee Members Absent: Michelle Shepperd.

Others Present: Cindy Johnson, Executive Secretary.

Call to Order. The meeting was called to order at 5:06 p.m.

Approved _____
(Date)

Approval of Minutes. It was moved by Gaukler and seconded by Manley to approve the minutes of September 18, 2023, as written. Motion carried unanimously.

Josh Anderson, Meeting Chair

Develop Draft Evaluation of the Superintendent's Performance as per NDCC 15.1-14-03(1.a.).

Committee members were provided a summary of the board member input survey. Eight of nine Grand Forks School Board members and four of five Grand Forks Air Force Base School Board members completed the survey. The rating scale of the evaluation instrument is 4-Highly Effective, 3-Effective, 2-Partially Effective, and 1-Ineffective.

Brenner provided comments and reflections related to the survey input and narratives that board members provided that included recognition of the superintendent's administrative team and common themes to look ahead for. As well, committee members reviewed and discussed board member narratives. Upon review of Board member input, the overall weighted average ranged from 3.42 to 3.67 in all domains.

It was moved by Gaukler and seconded by Shabb to forward a draft evaluation that finds the superintendent's performance to be satisfactory in all areas to the school board with a unanimous recommendation for approval. Motion carried unanimously.

Adjourn. The meeting was adjourned at 6:14 p.m.

Q1 Board Member Name:

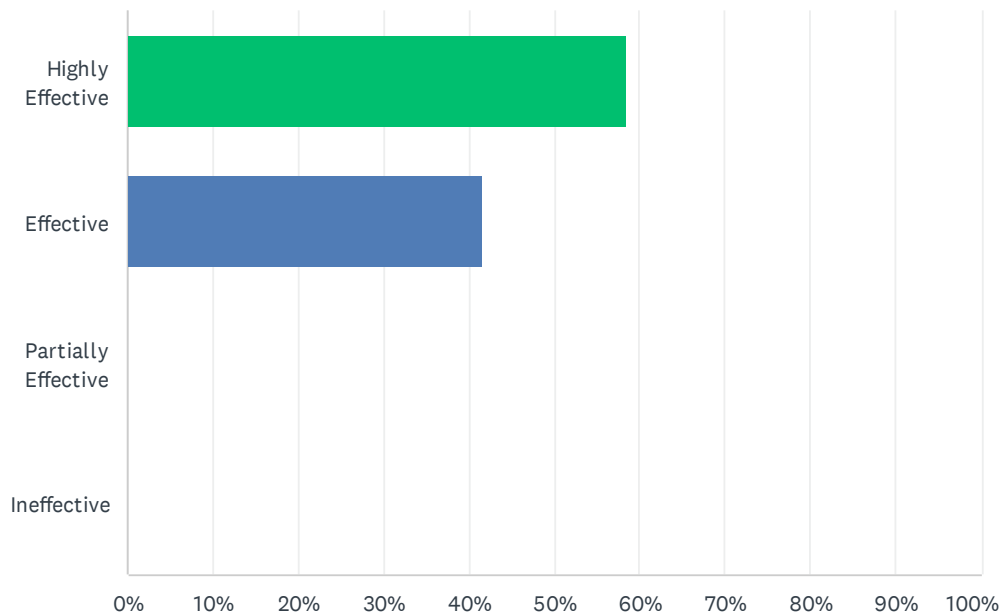
Answered: 12 Skipped: 0

#	RESPONSES	DATE
1	Monte Gaukler	10/30/2023 7:29 PM
2	Dave Berger	10/30/2023 3:59 PM
3	Cynthia Shabb	10/30/2023 1:27 PM
4	Joel Larson	10/30/2023 12:49 PM
5	Jeff Manley	10/30/2023 12:22 PM
6	Amber Flynn	10/30/2023 11:15 AM
7	Base Board Branden Shepperd	10/30/2023 9:46 AM
8	Base Board Arielle Neumann	10/30/2023 9:33 AM
9	Base Board Michelle Shepperd	10/30/2023 8:57 AM
10	Josh Anderson	10/29/2023 5:36 PM
11	Base Board Jennifer Rivera	10/27/2023 1:49 PM
12	Bill Palmiscno	10/24/2023 12:08 PM

Q2 Facilitates school board planning, policy, and monitoring functions.

Dr. Brenner's Narrative of Evidence: Meets weekly with Board leadership Flynn and Berger to discuss board agenda items among other emerging or just-in-time FYIs. With and through Cindy Johnson, Policy Review meetings are scheduled. In advance of those meetings, the Executive Cabinet works through and wordsmiths policies to be reviewed by the board's Policy Committee. Thus, recommendations come from the superintendent and Executive Cabinet. Typically, the aforementioned group spends hours on policies before being sent on to the committee.

Answered: 12 Skipped: 0



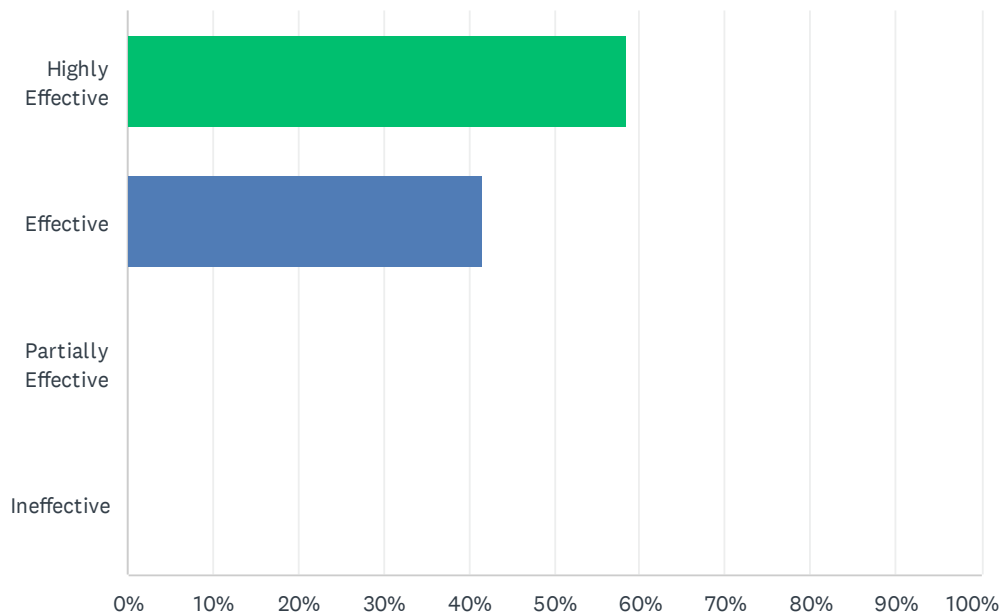
ANSWER CHOICES	RESPONSES	
Highly Effective	58.33%	7
Effective	41.67%	5
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

#	DR. BRENNER'S NARRATIVE OF EVIDENCE	DATE
	There are no responses.	

Q3 Establishes expectations, operational guidelines, and practices that support the realization of the district's mission and goals

Dr. Brenner's Narrative of Evidence: Through weekly superintendents' meetings, Executive Cabinet, and Administrative Cabinet meetings, expectations tied to the district strategic plan's big buckets of Academics, Mental Health Systems, and Resource and Facility Management and HRS are clearly delineated.

Answered: 12 Skipped: 0

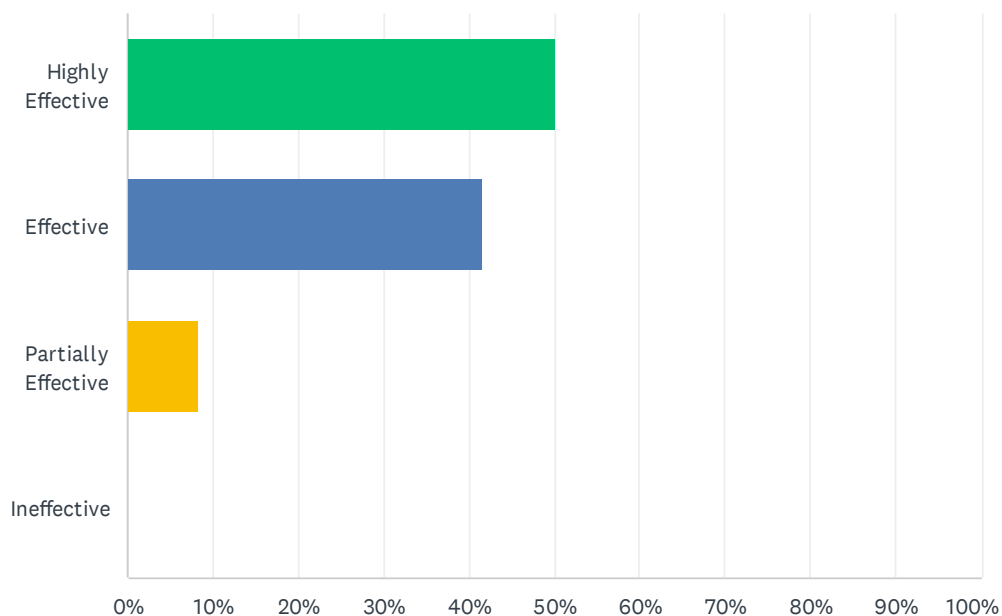


ANSWER CHOICES	RESPONSES	
Highly Effective	58.33%	7
Effective	41.67%	5
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q4 Facilitates staff and Board familiarity with current trends, issues, and practices in education at the local, state, and national levels

Dr. Brenner's Narrative of Evidence: Through Friday Focus and weekly videos, the superintendent highlights national trends and other topics “worth mentioning”. Further, the superintendent serves on the North Dakota Association of School Administrators Board of Directors playing a leadership role in the Northeast Region of the state and facilitating two-way communication between the region and state.

Answered: 12 Skipped: 0

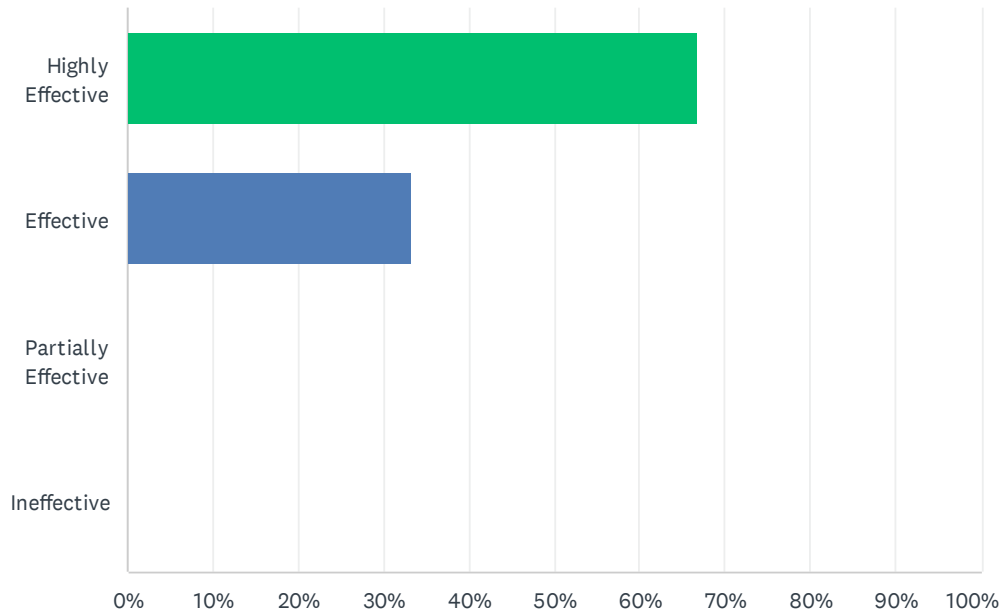


ANSWER CHOICES	RESPONSES	
Highly Effective	50.00%	6
Effective	41.67%	5
Partially Effective	8.33%	1
Ineffective	0.00%	0
TOTAL		12

Q5 Serves as superintendent of Grand Forks Air Force Base Public School District #140 as fulfillment of the Joint Powers Agreement established by GFPSD #1 and GFAFB PSD #140.

Dr. Brenner's Narrative of Evidence: Yes 😊

Answered: 12 Skipped: 0

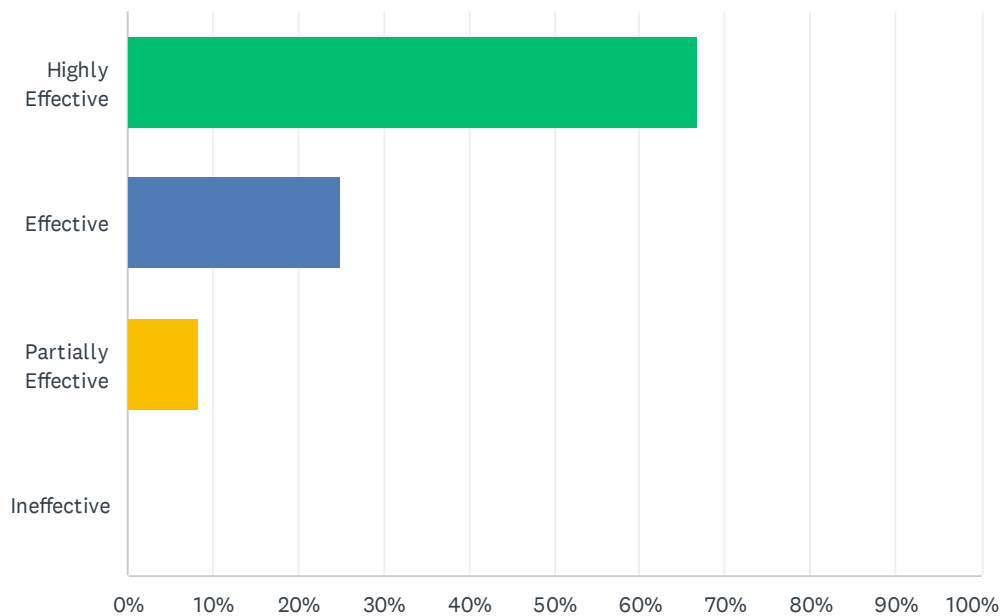


ANSWER CHOICES	RESPONSES	
Highly Effective	66.67%	8
Effective	33.33%	4
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q6 Represents the school district in legislative matters and government relations.

Dr. Brenner's Narrative of Evidence: Attends weekly North Dakota Council of Educational Leaders meetings that discuss legislative topics, and Century Code interpretations, and frequently network with local legislators on topics relevant to the school district. Examples during the last legislative session were personal testimony on increasing the weighted metric for special education students with additional collaborative efforts opposing topics such as “culture war” legislative issues (banning books, transgender policy). Further, the superintendent participated in lobbying for increased foundation aid to the tune of 8% in year 1 and 8% in year two.

Answered: 12 Skipped: 0

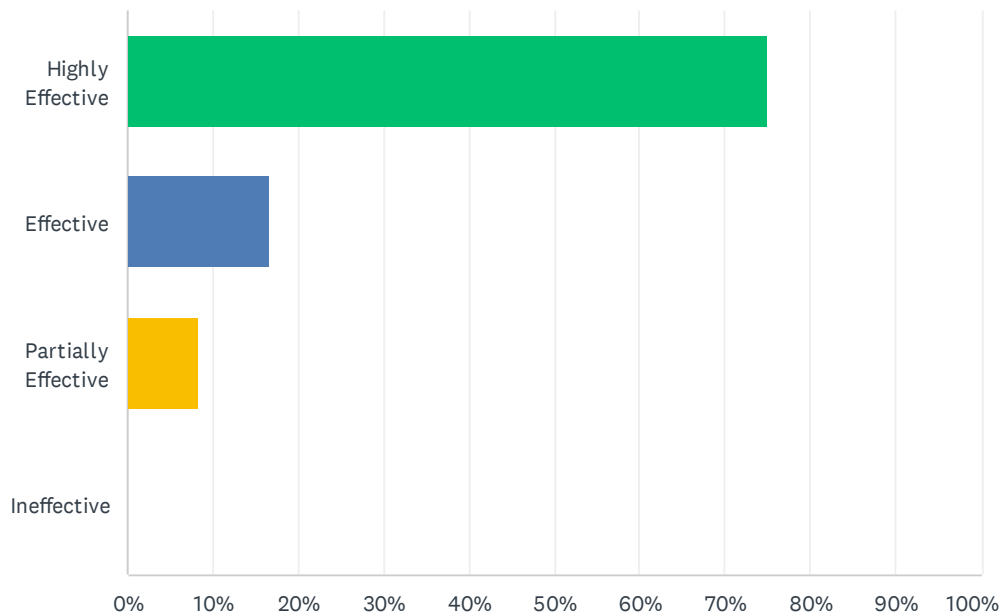


ANSWER CHOICES	RESPONSES	
Highly Effective	66.67%	8
Effective	25.00%	3
Partially Effective	8.33%	1
Ineffective	0.00%	0
TOTAL		12

Q7 Participates in civic organizations and affairs.

Dr. Brenner's Narrative of Evidence: EDC Board of Directors (Ex-Officio), UND's Education and Human Development Fundraising Committee, Member of "Team Grand Forks" regarding legislative issues, member of GF Herald Altru's Business Leadership Committee, Advisory Committee, Chamber of Commerce Business & Government Affairs Committee, The Beacon Advisory Committee, active member in UND's Alumni Association.

Answered: 12 Skipped: 0

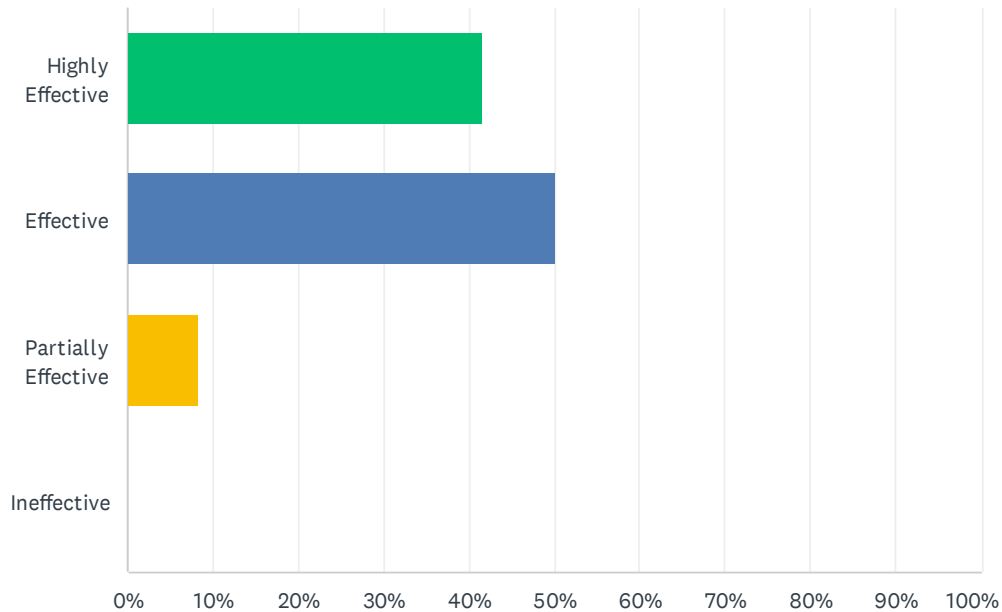


ANSWER CHOICES	RESPONSES	
Highly Effective	75.00%	9
Effective	16.67%	2
Partially Effective	8.33%	1
Ineffective	0.00%	0
TOTAL		12

Q8 Serves as an affiliate with state and national professional organizations.

Dr. Brenner's Narrative of Evidence: NDASA Board of Directors, Red River Valley Education Cooperative Board of Directors (lead administrator), American Association of School Administrators.

Answered: 12 Skipped: 0

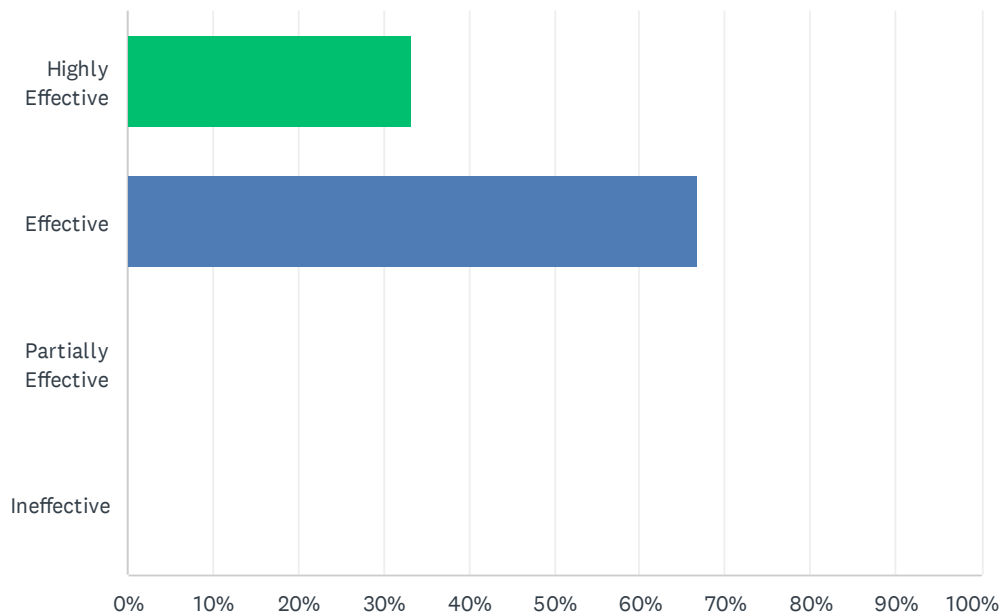


ANSWER CHOICES	RESPONSES	
Highly Effective	41.67%	5
Effective	50.00%	6
Partially Effective	8.33%	1
Ineffective	0.00%	0
TOTAL		12

Q9 Coordinates joint efforts with such agencies as the Park Board and the City of Grand Forks.

Dr. Brenner's Narrative of Evidence: The superintendent facilitates and attends “Big 5” quarterly meetings between the school district, City, County, Airport Authority, and Park District where information is shared collaboratively.

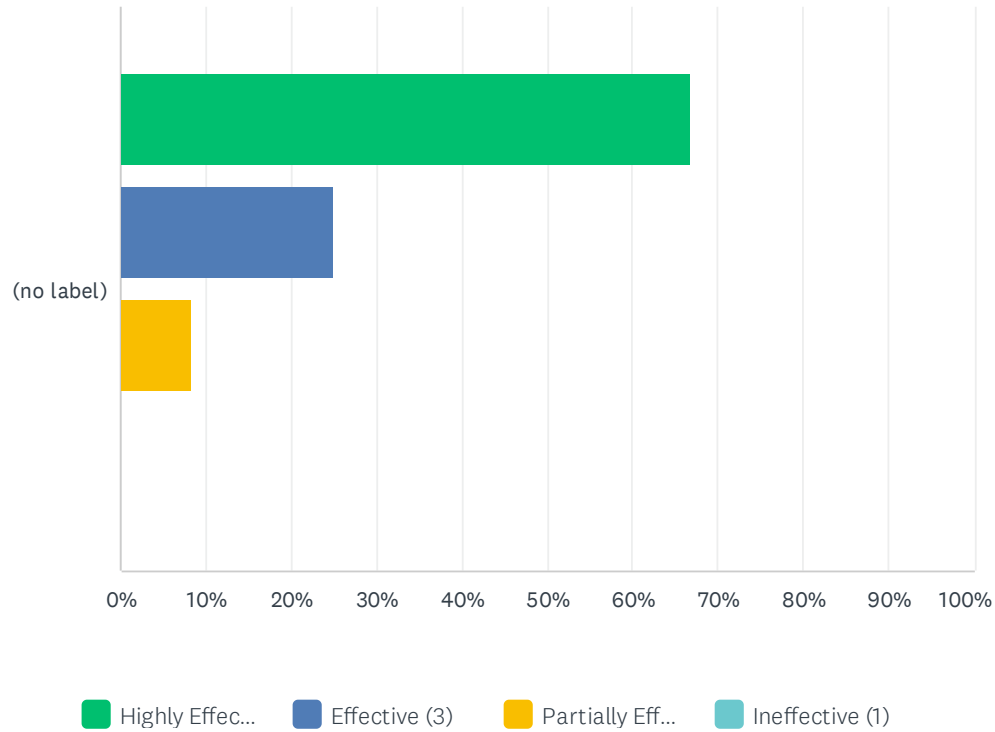
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Highly Effective	33.33%	4
Effective	66.67%	8
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q10 How would you classify the superintendent's overall performance in the area of Leadership?

Answered: 12 Skipped: 0



	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	PARTIALLY EFFECTIVE (2)	INEFFECTIVE (1)	TOTAL	WEIGHTED AVERAGE
(no label)	66.67% 8	25.00% 3	8.33% 1	0.00% 0	12	3.58

Q11 Please share any other comments you have below:

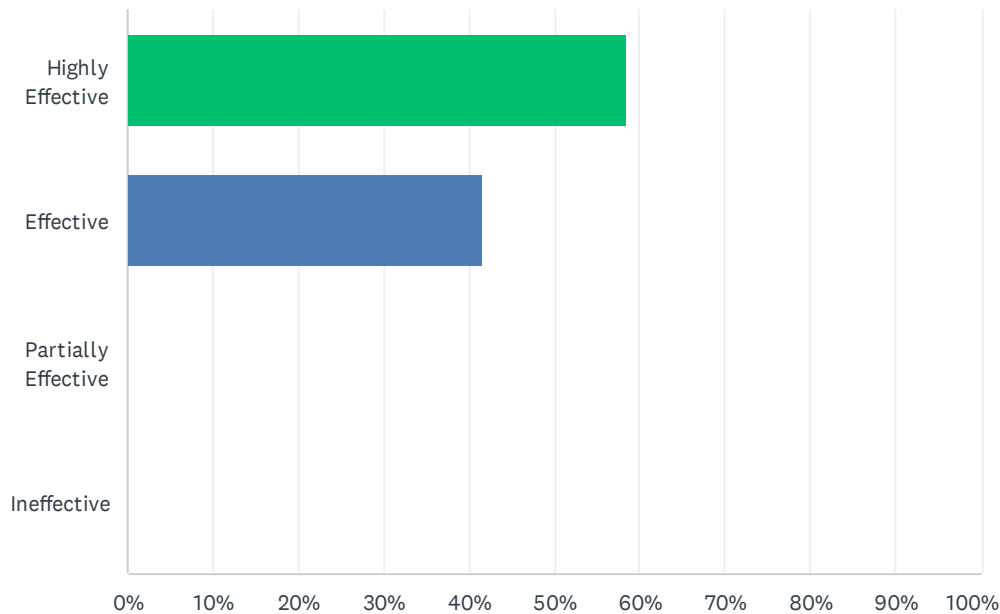
Answered: 7 Skipped: 5

#	RESPONSES	DATE
1	In the position of superintendent for a large district in ND, Dr. Brenner wears many hats and speaks to many stakeholders. He is professional and is attentive to matters at hand, promotes our school district and strives to do the best that he can.	10/30/2023 10:09 PM
2	The superintendent is present in a lot of places.	10/30/2023 3:16 PM
3	Appreciate the work done on the policies and moving towards adopting ND state policies. Dr. Brenner is tying goals and expectations to the strategic plan. This can be witnessed by the items on the board packet listing the goals that they affect. Dr. Brenner is a leader that is part of a multitude of boards, councils and committees. He is active in state legislative sessions.	10/30/2023 12:33 PM
4	Dr. Brenner had done a god job of keeping the board informed of "hot topics", strategic plan updates, facilities updates, and more. He has different ways of communicating to the board and the public through different involvement opportunities and means of communication. This year, he partnered with the chamber to have a district report to the community presentation.	10/30/2023 11:55 AM
5	I have to rate this area of leadership as partially effective for the following reasons. Dr. Brenner's position on the most recent legislative session was predominately more in favor of school administrators rather than in favor of students and parents. For example, the communications from the Office of the Grand Forks Public Schools and Dr. Brenner personally were in opposition to Senate Bill 2260 the Parental Rights Bill, and House Bill 1532 the Educational Reimbursement Bill. This opposition may have led to both bills failing to become law. The parent has the primary interest in the educational needs of the child, and the District's rationale for the opposition of SB 2260 was insufficient. Their opposition said SB 2260 would have placed a 'burden' on teachers and administrators, but the verbiage in the emails directed toward school board members painted the parents in a negative light in my opinion. I find this stance contrary to the needs of the parents and the students, and feel it does not fairly represent all voices in the community on the matter. I will however commend Dr. Brenner on the recommendation to rescind the District 1 FDI-AR Transgender Student Policy to ensure the District is in legal compliance post HB 1522 becoming law. Dr. Brenner also supported SB 2223 which extended the Grand Forks Air Force Base Board membership to include off installation residents, thus opening the applications up for more military affiliated families.	10/30/2023 9:34 AM
6	Dr. Brenner continually keeps a focus on the district mission and goals. Dr. Brenner's efforts in leadership and participation in various entities is commendable and should provide an overall positive view of the Grand Forks Public Schools.	10/29/2023 5:36 PM
7	led the School Districts efforts in passing the Valley Middle School/School Safety referendum, without his many hours of meeting with the general public, this referendum would not have passed.	10/24/2023 12:08 PM

Q12 Plans school board meetings, prepares reports, and advises the school board on policies and actions.

Dr. Brenner's Narrative of Evidence: A comprehensive school board agenda(s) shell is created in July of each year that clearly lays out necessary timelines for specific topics. As a result of the Be Legendary school board training in June 2023, Board Education topics will be enhanced with more focus on student outcomes shared with the school board. Continued refinement of “consent agenda” items will continue to gain more efficiency in school board meetings allowing for more academic information to be present. An example of a recent policy adjustment was the liquidated damages policy tied to contracted staff resigning within a school year.

Answered: 12 Skipped: 0

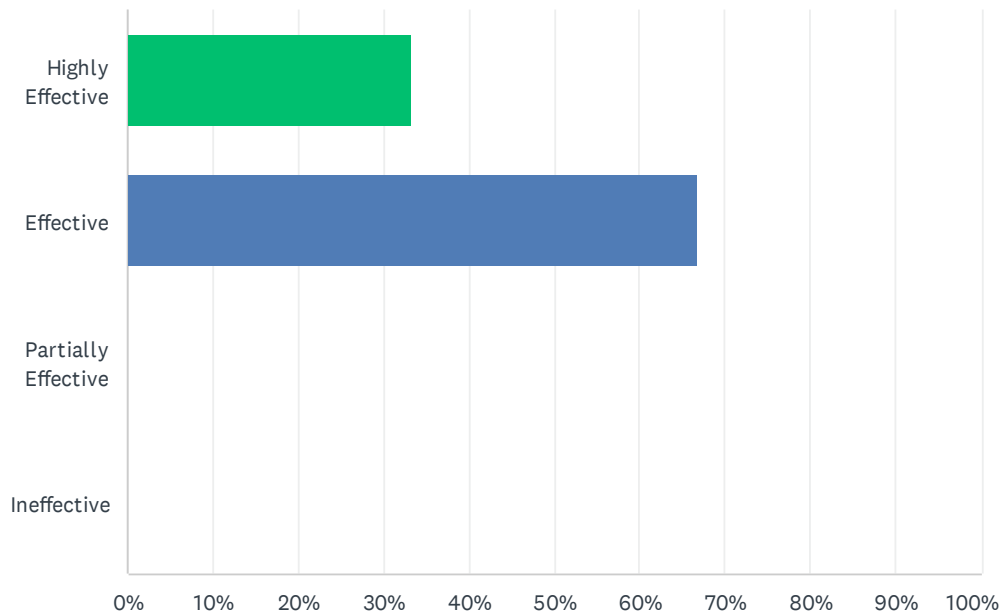


ANSWER CHOICES	RESPONSES	
Highly Effective	58.33%	7
Effective	41.67%	5
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q13 Implements rules, regulations, and policies of the school board through direction and delegation of the administrative staff.

Dr. Brenner's Narrative of Evidence: Through various Cabinet meetings, Joint Administrative meetings (all K-12 administrators), and specific principal meetings, updated board policies are discussed and can, at times, drive information that goes into student handbooks.

Answered: 12 Skipped: 0

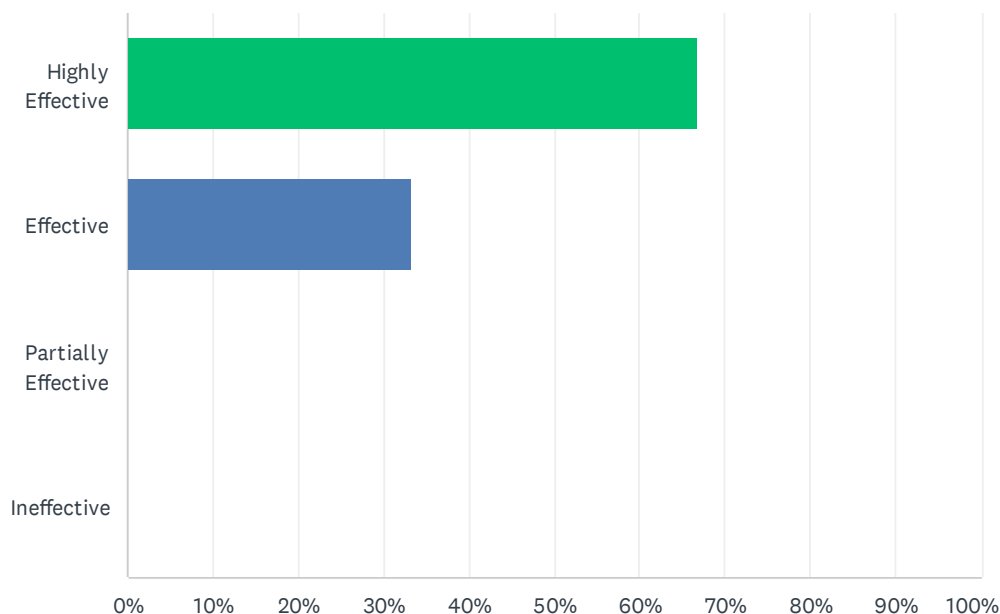


ANSWER CHOICES	RESPONSES	
Highly Effective	33.33%	4
Effective	66.67%	8
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q14 Maintains safe and educationally appropriate school buildings and sites. Develops long-range site and facility plans.

Dr. Brenner's Narrative of Evidence: Through the latest work of ICON's walkthroughs of each of our schools, a comprehensive list was generated relative to facility priorities that included safety and security, laid out roofing projects, and anticipation of when a next referendum may be put before taxpayers. Further, the 10 mills approved by voters in September 2021, generated a new \$2.6 million of which we bonded \$1 million over 20 years to free up \$14.4 million for major HVAC upgrades. Projects completed in the summer of 2023: Viking Elementary Ben Franklin Elementary Wilder Elementary Cushman Track and Field (Altru Corporate Sponsorship) Projects scheduled for summer, 2024: Lewis & Clark Elementary Lake Agassiz Elementary Kelly Elementary Projects previously completed using ESSER dollars: Central High School HVAC Red River High School HVAC/Air Compressors Century Elementary School upgraded the chiller and boiler

Answered: 12 Skipped: 0

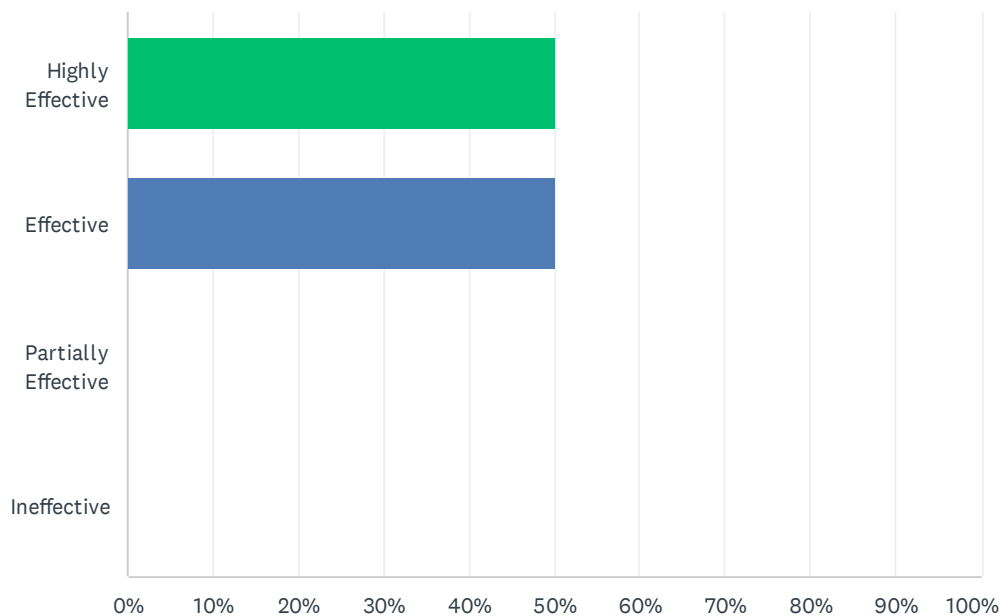


ANSWER CHOICES	RESPONSES	
Highly Effective	66.67%	8
Effective	33.33%	4
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q15 Organizes the business affairs of the school system and makes annual budget recommendations. Signs employment, service, and purchase contracts on behalf of the district.

Dr. Brenner's Narrative of Evidence: The Superintendent participated in all contract negotiating sessions as a resource member for the school board. Negotiating sessions were held with GFEA, GFPA, GFDA, and Classified Staff in the spring and summer of 2023. Through the HR Department, contracts were generated, signed, and implemented. The superintendent works closely with the Business Manager on "all things budget" in preparation for each fiscal year. Comprehensive budget planning moving forward is a budget reduction process with a goal of \$2-4 million over the next two fiscal years to balance the ledger with a two-year \$7 million increase for all staff.

Answered: 12 Skipped: 0

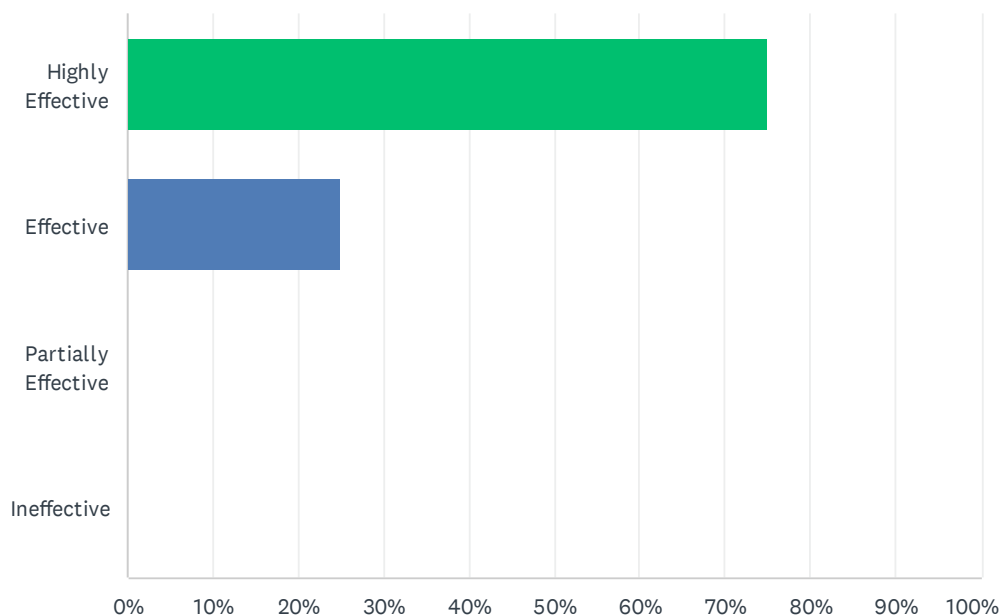


ANSWER CHOICES	RESPONSES	
Highly Effective	50.00%	6
Effective	50.00%	6
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q16 Administers the Impact Aid Program.

Dr. Brenner's Narrative of Evidence: Through legislative work two sessions ago, the school district will eventually see a \$3 million revenue stream due to our advocacy to change the Century Code. We are presently in year 3 of seeing an annual positive net impact of \$350,000 with the full realization of Impact Aid in 2026. This will be a critical funding piece for a new Twining School build within the next two years. Business Manager Brandon Baumbach, who reports directly to the superintendent, is front and center with Impact Aid.

Answered: 12 Skipped: 0

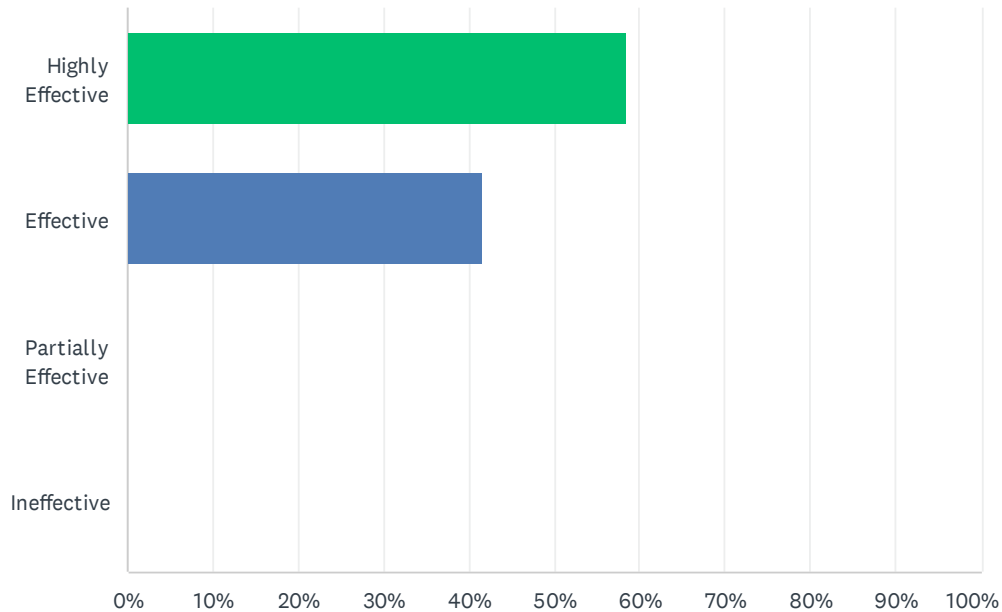


ANSWER CHOICES	RESPONSES	
Highly Effective	75.00%	9
Effective	25.00%	3
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q17 Submits reports to the Department of Public Instruction and various federal agencies.

Dr. Brenner's Narrative of Evidence: Through the STARS state reporting system, all reports have been submitted on or before applicable deadlines.

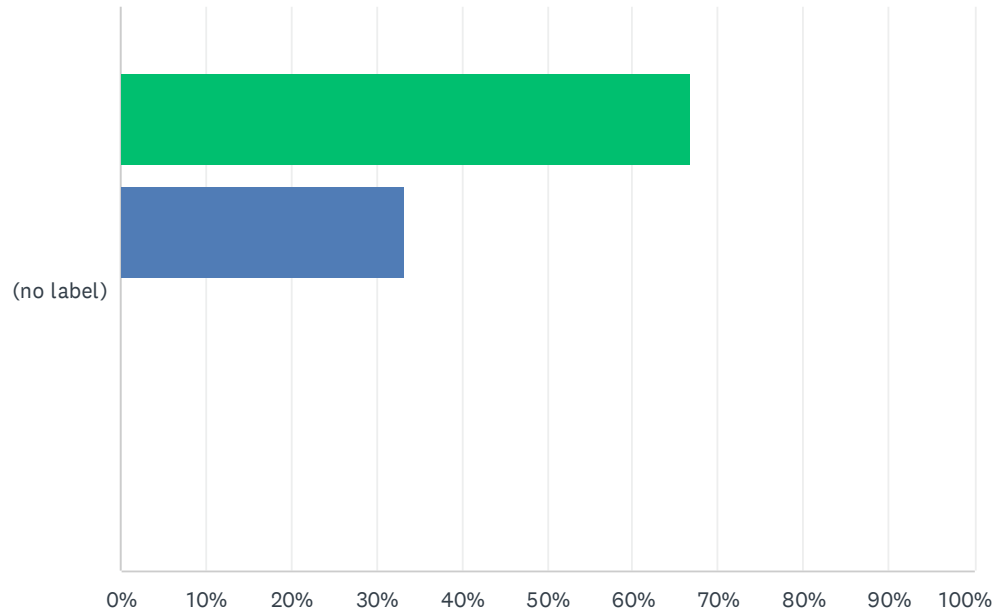
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Highly Effective	58.33%	7
Effective	41.67%	5
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

- Q18 How would you classify the superintendent's overall performance in the area of Administration?

Answered: 12 Skipped: 0



■ Highly Effec...
 ■ Effective (3)
 ■ Partially Eff...
 ■ Ineffective (1)

	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	PARTIALLY EFFECTIVE (2)	INEFFECTIVE (1)	TOTAL	WEIGHTED AVERAGE
(no label)	66.67% 8	33.33% 4	0.00% 0	0.00% 0	12	3.67

Q19 Please share any other comments you have below:

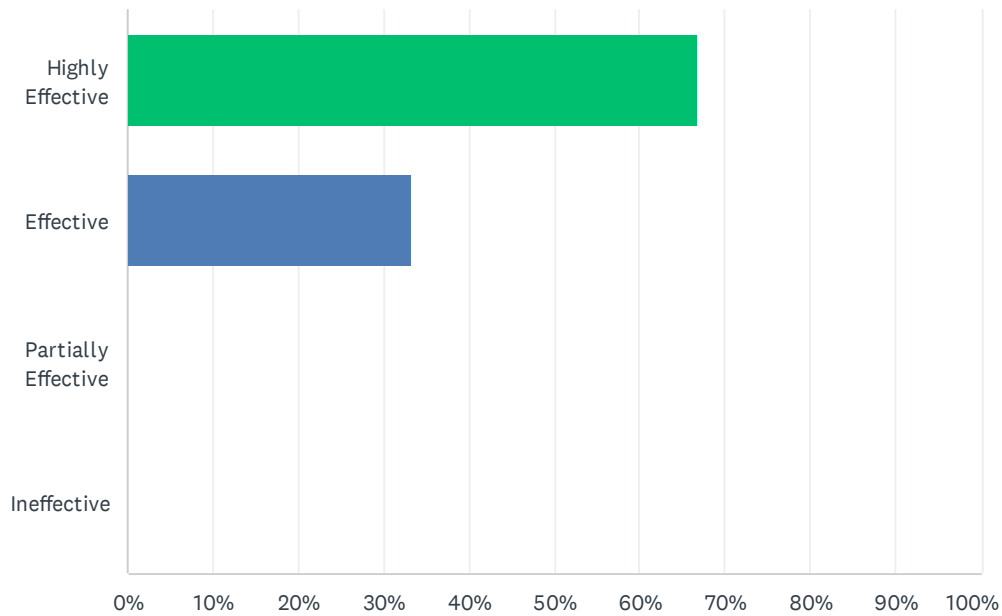
Answered: 7 Skipped: 5

#	RESPONSES	DATE
1	We certainly have a lot going on in the District, and sometimes, I get a little nervous when I think about the prospect of building three buildings, updating the GFC pool, balancing the budget by reducing overall expenditures by 1 million dollars, and also moving our general fund balance to 15%. These goals will be monitored by financial reports to the school board and I'm appreciative of the goals that Dr. Brenner has put in place to achieve this financial balance.	10/30/2023 10:19 PM
2	The superintendent has a competent team who helps him. I am perhaps alone in this comment but I will say it. I feel that some of my suggestions for board topics are not met positively because they might not be as positive as what we would like. I think it's OK to have some frank discussions about concerns that are seeing.	10/30/2023 3:24 PM
3	It definitely appears that Dr. Brenner has the support and respect of those that he leads.	10/30/2023 12:57 PM
4	Dr. Brenner has a very effective cabinet. They are problem solvers and provide solutions for board consideration. His oversight of the operations of the district had provided the district with many opportunities to push forward initiatives and highlight improvements for reaching and learning.	10/30/2023 12:50 PM
5	Dr. Brenner is actively changing the way the board agenda flows. Focusing more on student outcomes and tying items discussed to the strategic plan. Dr. Brenner has developed an extensive long-range site and facility plan. This plan will be used for years to come.	10/30/2023 12:38 PM
6	Dr. Brenner working with his administrative team continues to move the school district forward through responsible leadership.	10/29/2023 5:36 PM
7	Worked with local Legislators to secure the GFAFB schools impact aid to it's total amount.	10/24/2023 12:09 PM

Q20 Facilitates organization and evaluation of classroom and extracurricular programs.

Dr. Brenner's Narrative of Evidence: The superintendent is the direct supervisor of Chief Academic Officer Amy Bartsch who meets weekly with the superintendent. CAO is responsible for overseeing MTSS Coordinators and District Assessment Coordinator to ensure professional development and just-in-time training align with learning gaps illustrated by data. Through the restructuring of the district athletics department more than a year ago, the district now has a District Activities Coordinator in concert with Athletic Directors at each of the high schools—a model that did not exist previously. While the superintendent doesn't take credit for the remarkable co- and extra-curricular success last school year as a result of the restructure, testimonial and anecdotal conversations with coaches and building-level principals suggest that the model, based on having Athletic Directors at each high school, there is more intimate oversight of the aforementioned at the building level. Last year, Red River girls basketball won the state tournament; Red River boys basketball finished runner-up in the state tournament; Red River boys hockey finished runner-up in the state tournament; both Central and Red River girls qualified for the state softball tournament (Central—the first time in a long, long time!); both high school girls and boys track teams fared well at the state meet; both girls and boys cross country teams scored well at the state meet; Central boys tennis just won the state tournament; Red River girls golf finished runner-up at the state meet missing the championship by one stroke and the list goes on. Summer Performing Arts saw record numbers of participants from elementary to secondary to special needs.

Answered: 12 Skipped: 0

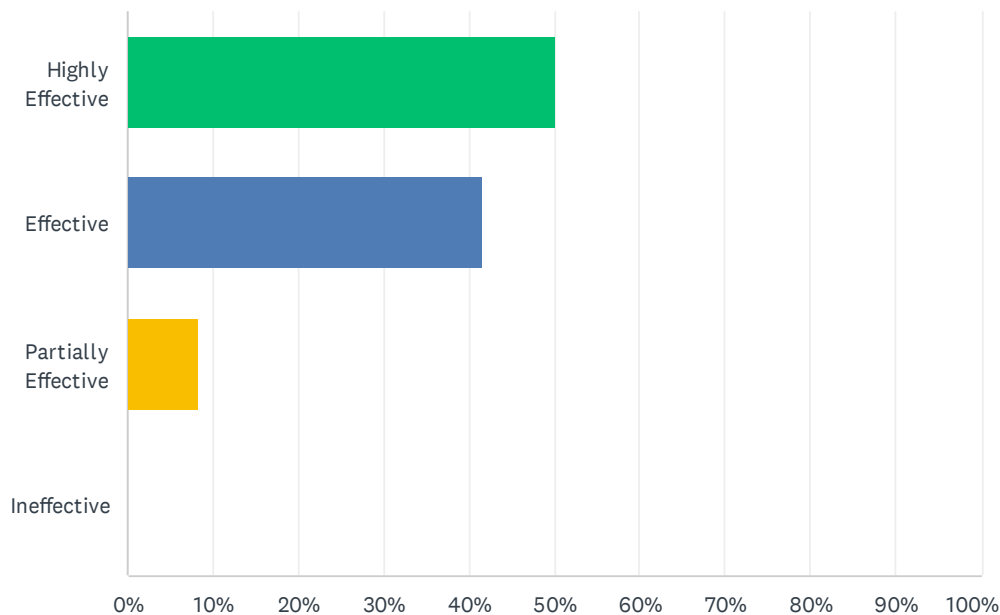


ANSWER CHOICES	RESPONSES	
Highly Effective	66.67%	8
Effective	33.33%	4
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q21 Arranges for the coordination and integration of technology into all instructional and management functions.

Dr. Brenner's Narrative of Evidence: With our one-to-one device initiative, ESSER dollars were used to augment and update close to \$2 million worth of technology. CTE & Technology Executive Director Eric Ripley has a formalized plan for replacement moving forward as we continue with lease agreements that best meet the financial and academic needs of the district. More conversation will take place at the board level about the possibility of a virtual secondary school—a stand-alone campus with its own name, enrollment, branding, etc.

Answered: 12 Skipped: 0

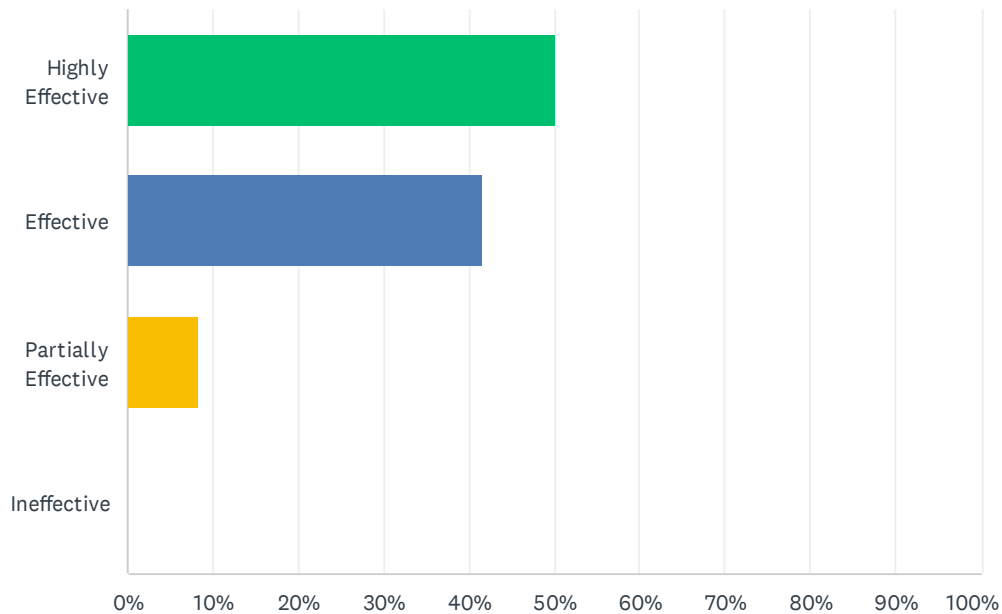


ANSWER CHOICES	RESPONSES	
Highly Effective	50.00%	6
Effective	41.67%	5
Partially Effective	8.33%	1
Ineffective	0.00%	0
TOTAL		12

Q22 Organizes an appropriate system of assessment of all students' progress.

Dr. Brenner's Narrative of Evidence: Chief Academic Officer Amy Bartsch, under the direction of the superintendent, uses a variety of assessment platforms (STAR, NDSA, ACT) and other formative assessments as predictors of student success in criterion or norm-referenced assessments. Through the PLC/MTSS Early Release schedule, there are district expectations and learning standards as per the Be Legendary School Board training (identifying Literacy and Math as district-level academic goals all the while monitoring other subgroup data such as a low Native American graduation rate and monitoring the percent of students qualifying for special education.

Answered: 12 Skipped: 0

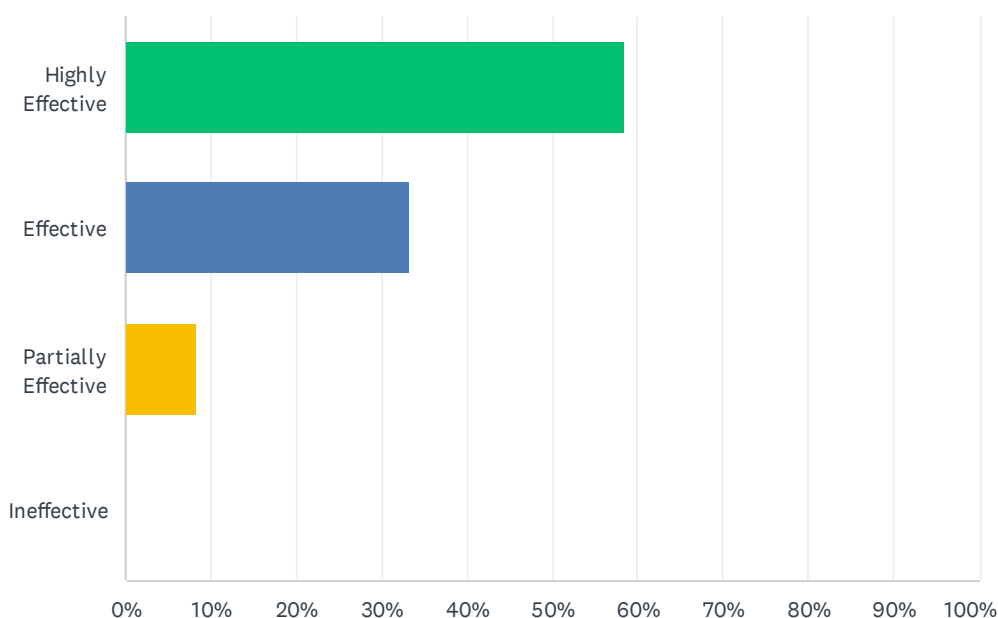


ANSWER CHOICES	RESPONSES	
Highly Effective	50.00%	6
Effective	41.67%	5
Partially Effective	8.33%	1
Ineffective	0.00%	0
TOTAL		12

Q23 Cooperates with other local, state, and national educational agencies that influence curriculum and instruction.

Dr. Brenner's Narrative of Evidence: Same response from the Leadership domain (attends weekly North Dakota Council of Educational Leaders meetings that discuss legislative topics, Century Code interpretations, and frequently network with local legislators on topics relevant to the school district. Examples during the last legislative session were personal testimony on increasing the weighted metric for special education students with additional collaborative efforts opposing topics such as “culture war” legislative issues (banning books, transgender policy). Further, the superintendent participated in lobbying for increased foundation aid to the tune of 8% in year 1 and 8% in year two.)

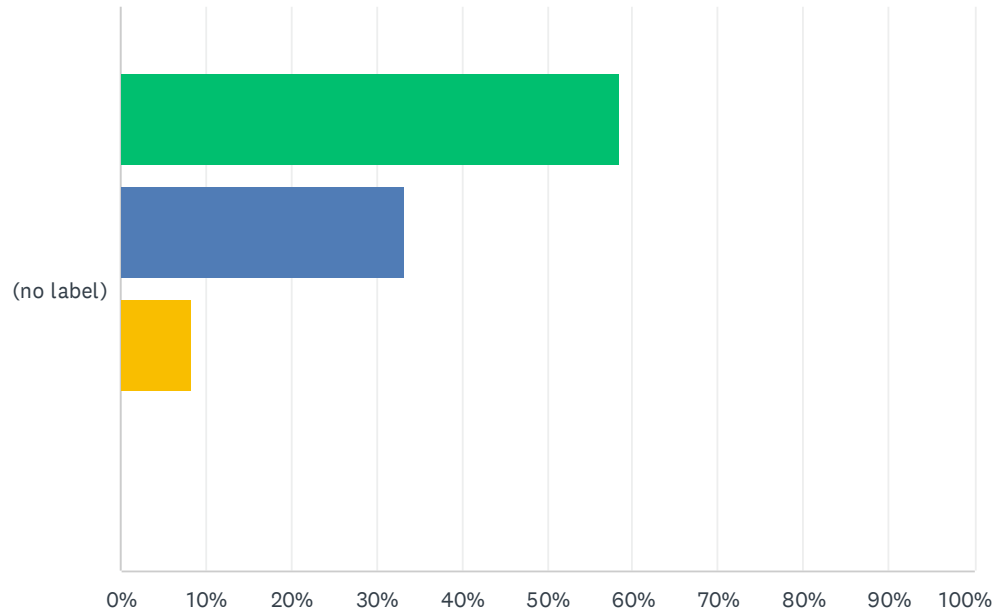
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Highly Effective	58.33%	7
Effective	33.33%	4
Partially Effective	8.33%	1
Ineffective	0.00%	0
TOTAL		12

- Q24 How would you classify the superintendent's overall performance in the area of Curriculum and Instruction?

Answered: 12 Skipped: 0



■ Highly Effec...
 ■ Effective (3)
 ■ Partially Eff...
 ■ Ineffective (1)

	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	PARTIALLY EFFECTIVE (2)	INEFFECTIVE (1)	TOTAL	WEIGHTED AVERAGE
(no label)	58.33% 7	33.33% 4	8.33% 1	0.00% 0	12	3.50

Q25 Please share any other comments you have below:

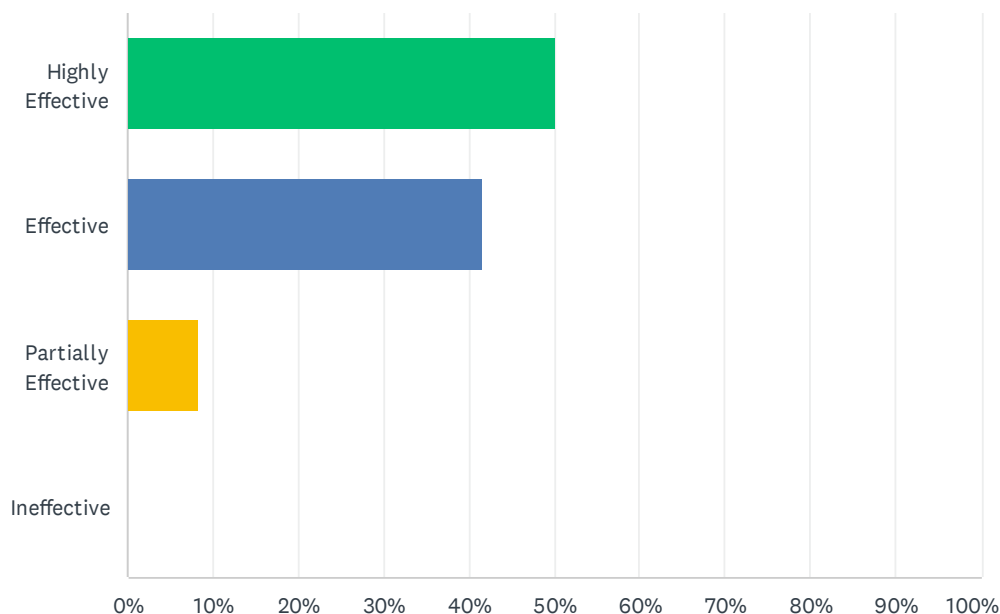
Answered: 5 Skipped: 7

#	RESPONSES	DATE
1	The CAO has done a great job of aligning standards, and planning and executing the PLC/MTSS Early Release schedule. This doesn't happen by accident. Thank you for making such concerted efforts surrounding curriculum and academic goals for students. I think that it will be important to keep our eye on this goal, as stated in our strategic priorities: Utilize the existing Diversity, Equity, and Inclusivity Committee to serve in an advisory capacity for the curriculum study review and implementation process. Develop diversity and inclusion initiatives for each grade to build students' cultural competence to embrace diversity and enable a culturally safe and respectful environment for students to value and practice inclusion. I was glad to see comments from Dr. Brenner regarding monitoring all groups of learners in our District and the possibility of a virtual school.	10/30/2023 10:29 PM
2	Dr. Brenner would name teaching and learning as the number one priority of the district and one that he would love to talk about and highlight more often. Dr. Brenner knows that curriculum updates also come with a fiscal price tag and is strategic about those investments and communicating their benefits. Dr. Brenner has also led the district through administrative changes in Athletics and is proposing solutions for technology that can enhance efficiencies throughout the district.	10/30/2023 3:34 PM
3	The superintendent's team and in particular Amy Bartsch is remarkable in continuing to move the needle on inequities in the District.	10/30/2023 3:24 PM
4	Please see earlier comments regarding Dr. Brenner and the District's stance on the legislative session. Additionally, I disagree with Dr. Brenner's stance on maintaining books in the school libraries that have been flagged as sexually explicit. Grand Forks Public Schools has an obligation to protect children, and the argument that 'when taken as a whole the books present artistic expression or have educational value', does not weigh out the potential mental health damage reading sexually explicit material can cause to a child. Also, GFPS has the obligation to provide an environment of safety and dignity for survivors of sexual abuse who may become inadvertently re-victimized by reading sexual content in books. In my opinion not enough steps have been taken to increase child and faculty mental health safety in this area. The argument of freedom of speech has been used to maintain such books in school libraries. There are other avenues such as amazon.com for individuals to purchase these books on their own dollar if they so choose to, but they should not be required to be maintained in school libraries at the taxpayer's expense. In the area of curriculum adoption, do not believe GFPS is highly effective. In the year I have served as a District 140 School Board member, I have not seen any evidence that evaluating curriculum utilizing a diversity and inclusion metric to ensure 'an anti-bias' curriculum has improved K-12 literacy or mathematic proficiency. For the Grand Forks Air Force Base community evaluating student's academic performance based off ethnic demographics does not seem, in my opinion, effective because the base's populous is mostly socioeconomically homogenous. There needs to be more data on what causes low performance academically, and effective steps to correct it for the district to be considered highly effective.	10/30/2023 9:34 AM
5	I believe Dr. Brenner has reinvented the organization of extracurricular programs which has provided successful outcomes. Along with this, the assessment and remediation for educational progress has been reformed and appears to be proving success. As technology plays into everyday learning I believe more focus and planning is needed in this area.	10/29/2023 5:36 PM

Q26 Oversees the development of a comprehensive personnel system that provides policies, procedures, and authority for recruitment, employment, supervision, evaluation, and termination practices related to all positions in the district.

Dr. Brenner's Narrative of Evidence: As the direct supervisor of the HR Director, the superintendent is engaged weekly in processes and protocols related to personnel. The e-platform for personnel records was actually completed under the superintendent's direction as the former Director of Curriculum, Instruction, Assessment & Professional Development so the superintendent is intimately familiar with the platform iObservation. Moreover, the superintendent approved a new HR Generalist position understanding that 3 FTEs cannot adequately support 1,600 people on payroll. The superintendent also approved an HR intern who worked full-time last summer dealing with updating records and who continues to work with us this academic year on more of a part-time basis as she is a senior in college majoring in HR Management.

Answered: 12 Skipped: 0

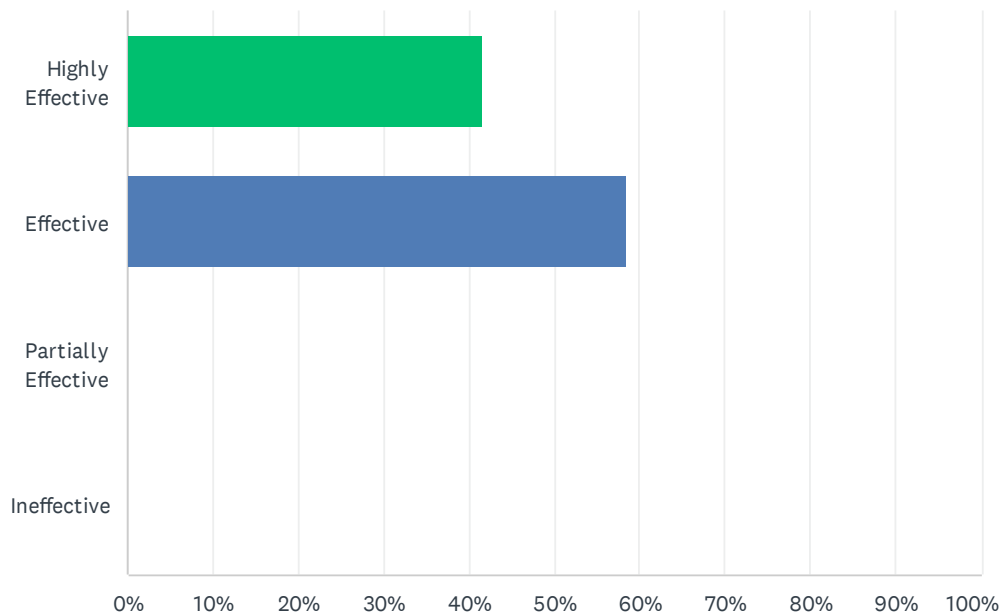


ANSWER CHOICES	RESPONSES	
Highly Effective	50.00%	6
Effective	41.67%	5
Partially Effective	8.33%	1
Ineffective	0.00%	0
TOTAL		12

Q27 Organizes and supervises the administrative team, delegating tasks in an efficient manner.

Dr. Brenner's Narrative of Evidence: Due to the superintendent's weekly meeting with the HR Director, there is plenty of delegation related to attracting and maintaining high-quality staff, ongoing conversations about the negotiated agreement and interpretation of new language, and approving or not approving unique leave requests from across the district.

Answered: 12 Skipped: 0

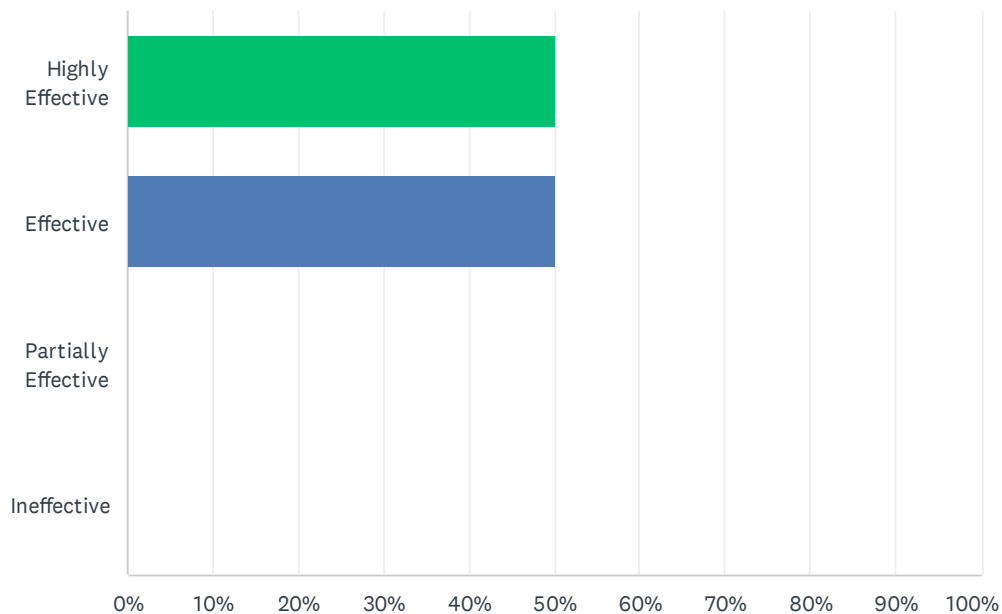


ANSWER CHOICES	RESPONSES	
Highly Effective	41.67%	5
Effective	58.33%	7
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q28 Oversees the employment, supervision, and evaluation of all employees.

Dr. Brenner's Narrative of Evidence: The superintendent is responsible to supervise and evaluate those under his direction. All department heads and/or building principals are responsible for staff evaluations. HR serves as the gatekeeper/monitor of those yearly tasks.

Answered: 12 Skipped: 0

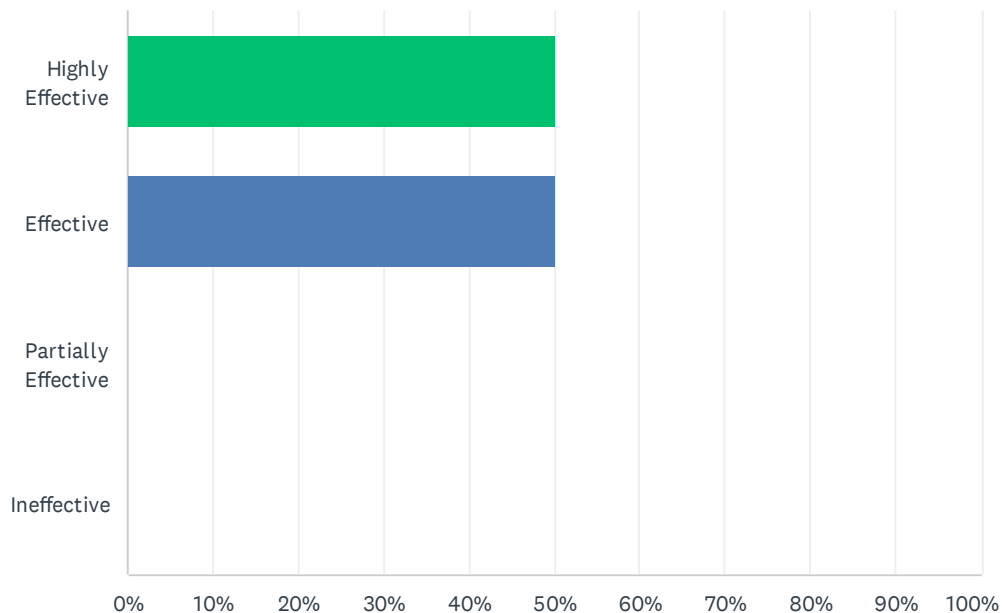


ANSWER CHOICES	RESPONSES	
Highly Effective	50.00%	6
Effective	50.00%	6
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q29 Plans staff development activities designed to maximize student learning and teacher effectiveness.

Dr. Brenner's Narrative of Evidence: Data used to drive professional development is entrusted to Chief Academic Officer Amy Bartsch who reports directly to the superintendent. She, along with her department of Instructional Coaches, Curriculum Coordinators, and MTSS Coordinators, have already addressed the pandemic's influence on learning gaps. All told, with high-dosage tutoring and with the training provided on the science of reading, learning gaps have closed rapidly.

Answered: 12 Skipped: 0

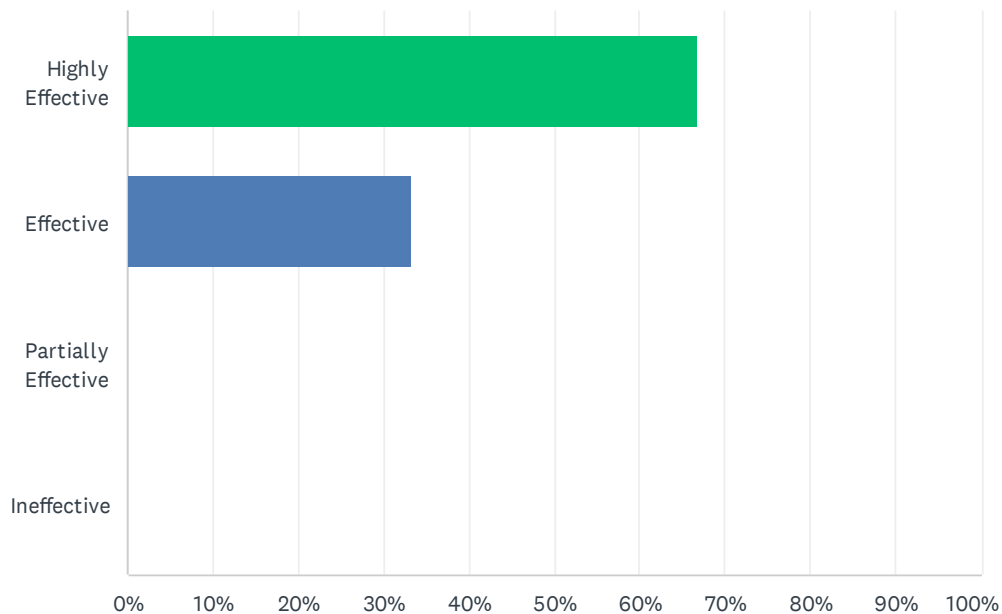


ANSWER CHOICES	RESPONSES	
Highly Effective	50.00%	6
Effective	50.00%	6
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q30 Expedites school board salary negotiations with employee groups.

Dr. Brenner's Narrative of Evidence: The superintendent cannot take credit for the last round of “expedited negotiations” as there was a series of meetings with the teachers and principals transpiring over months rather than weeks. That said, what the board was able to achieve with all groups was remarkable and historic in terms of total compensation packages which included paid parental leave.

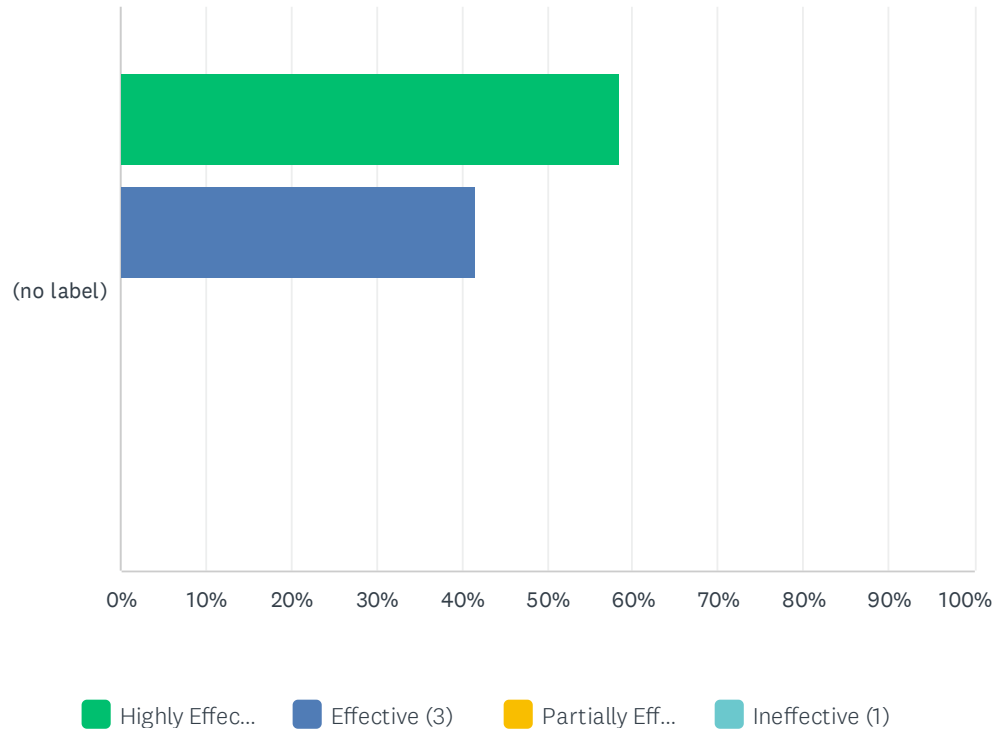
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Highly Effective	66.67%	8
Effective	33.33%	4
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q31 How would you classify the superintendent's overall performance in the area of Human Resources?

Answered: 12 Skipped: 0



	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	PARTIALLY EFFECTIVE (2)	INEFFECTIVE (1)	TOTAL	WEIGHTED AVERAGE
(no label)	58.33% 7	41.67% 5	0.00% 0	0.00% 0	12	3.58

Q32 Please share any other comments you have below:

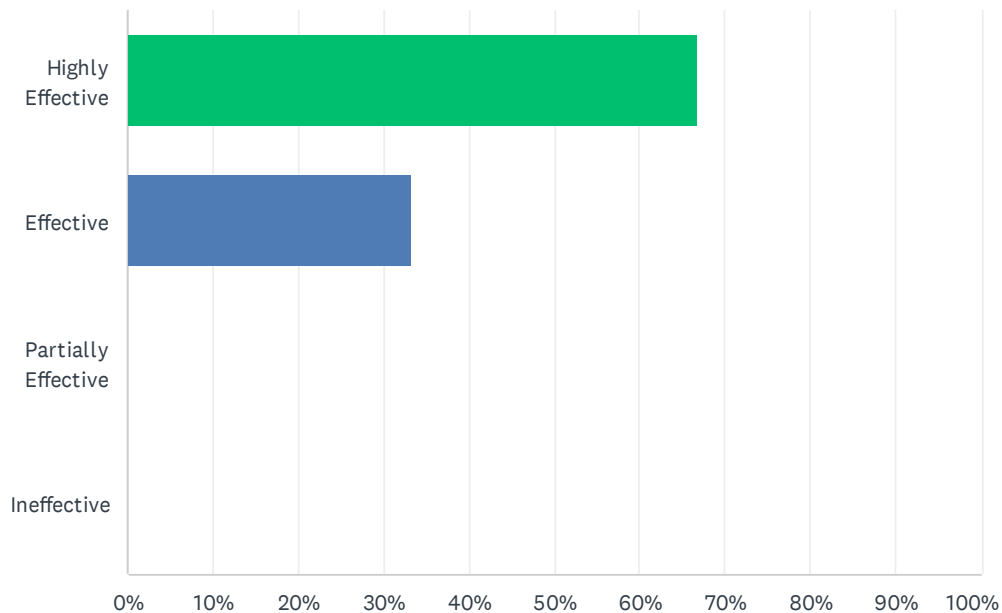
Answered: 5 Skipped: 7

#	RESPONSES	DATE
1	Thank you.	10/30/2023 10:31 PM
2	Dr. Brenner has made a commitment to providing and effective salaries and benefits package to recruit and retain high quality teachers and staff. Starting from doing a salary study to negotiating a higher salary at all levels of employment, 6 weeks of paid parental leave, a doctoral lane, etc. as wells as collaborating with UND to offer educational opportunities to further teaching and learning of educators.	10/30/2023 3:45 PM
3	I think hiring practices have improved under Dr. Brenner. I also believe that more could be done to improve the hiring process to make it easier for prospective employees.	10/30/2023 3:27 PM
4	Appreciated Dr. Brenners experience and input in the last round of negotiations with the employee groups.	10/30/2023 12:43 PM
5	Coordinated a excellent compensation packages for all employees, Worked hard with HR to provide our classified employees a competitive wage.	10/24/2023 12:09 PM

Q33 Operates a community-wide public information program that includes meetings with members of the media.

Dr. Brenner's Narrative of Evidence: The superintendent avails himself to the media, most notably the GF Herald, KNOX Radio, and WDAY TV. There has been engagement with KVLV TV as well. Important to note is the GF Herald editor, beat reporter, and KNOX newsmen have my personal cell number and contact me directly for just-in-time information or interviews. It should also be noted that the Communications Department has undergone a reboot with the departure of the former Communications Coordinator. The district webpage will be rebranded and more aggressive marketing plans will be front and center. As one example, the Communications Department has highlighted one principal per day during October on the district's Facebook page. Both colleagues (Melissa Bakke & Alexis Loomer) are aggressively seeking photo and digital opportunities by spending time IN SCHOOLS. The superintendent meets with this department each Monday for intentional interfacing.

Answered: 12 Skipped: 0

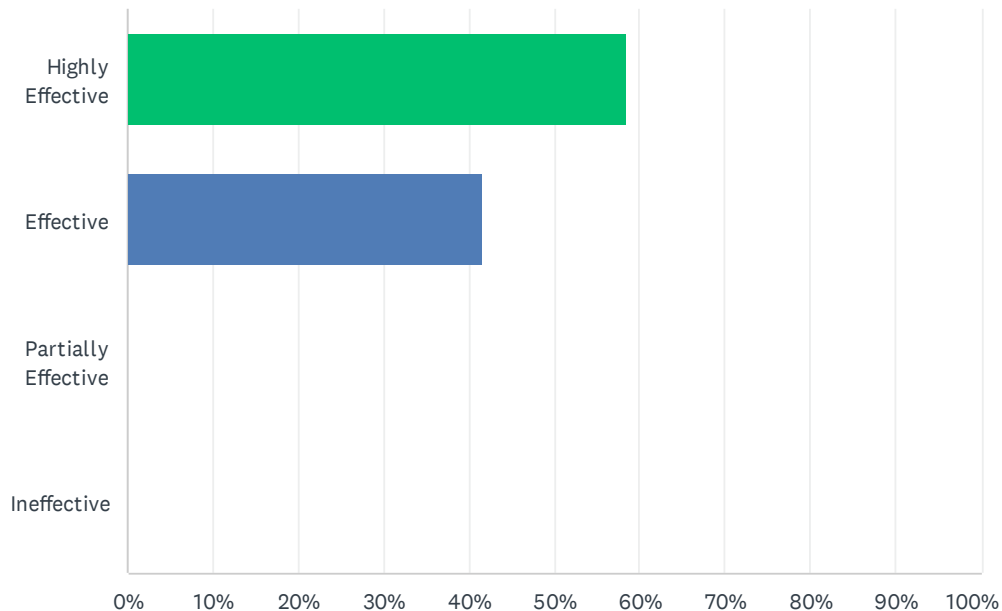


ANSWER CHOICES	RESPONSES	
Highly Effective	66.67%	8
Effective	33.33%	4
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q34 Maintains communications with officials at the Grand Forks Air Force Base and Grand Forks Air Force Base School District #140 School Board.

Dr. Brenner's Narrative of Evidence: During the past two years, there has been more intentional engagement with GFAFB leadership, particularly with now retired Col Tim Curry, new Wing Commander Col Tim Monroe, Col Del Rivera, and Col David Castor. Due to the potential new Twining School build, there has been great synergy between the superintendent and the aforementioned. Further, there is frequent interfacing with District 140 School Board President Michelle Shepperd which included our collective travels together to Alexandria, VA, to pitch a new school project. District 140 board members are kept apprised of weather-related decisions in advance of formal announcements and are communicated with regarding just-in-time information (example: Hatton/Northwood bus accident that involved former Twining principal). It should also be noted that the superintendent has conversations with all board members regarding any topic that needs clarification, review, or simply a deeper conversation. All board members are apprised of anticipated weather-related decisions before formalized communications going to staff and families.

Answered: 12 Skipped: 0

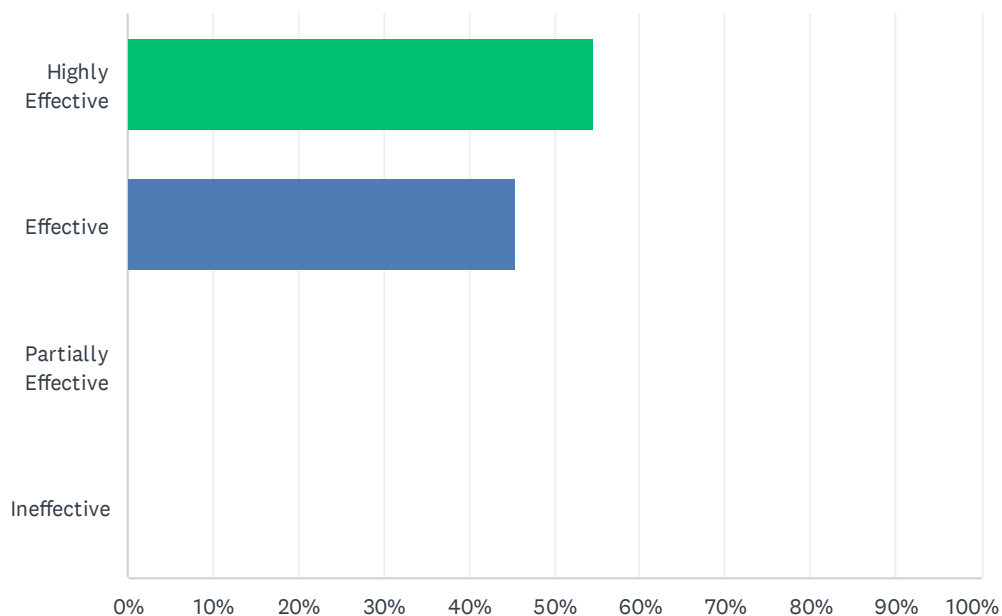


ANSWER CHOICES	RESPONSES	
Highly Effective	58.33%	7
Effective	41.67%	5
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q35 Maintains communications with building and district personnel.

Dr. Brenner's Narrative of Evidence: Through the Teacher Advisory Council, Cabinet meetings, and Joint Admin meetings, the superintendent is present. The superintendent provides a weekly video update for all 1,600 employees along with providing “Friday Focus” for both school boards and all administrators (this also goes to the media as per their request). The Communications Department pushes out a “Need to Know” each Monday to all staff that includes relevant district information.

Answered: 11 Skipped: 1

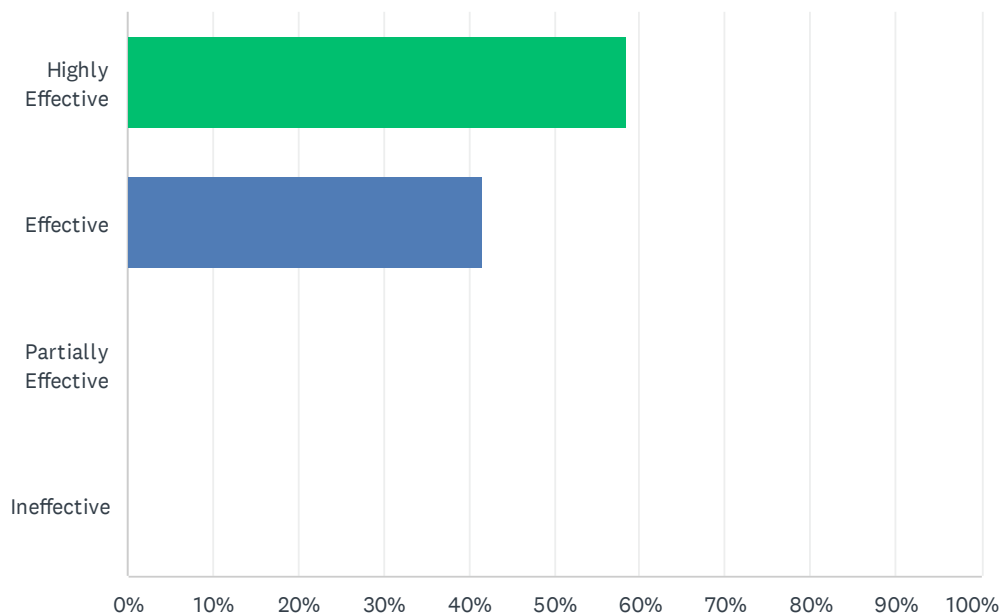


ANSWER CHOICES	RESPONSES	
Highly Effective	54.55%	6
Effective	45.45%	5
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		11

Q36 Collaborates with other educational and social agencies in the community.

Dr. Brenner's Narrative of Evidence: Just this year, GFPS and UND entered into an empirical partnership standing up a new UND-District Master of Science in Teaching & Leadership Program— Thank you to UND's Dr. Laura Link, Dr. Joel Schleicher, and district leadership for collaborative efforts in standing up this program specifically designed for GFPS teachers. With 16 GFPS teachers enrolled as the inaugural graduate school class, UND has waived 20% of the tuition and the school district is sponsoring textbooks and online platforms to assist financially. Students are taking 2 courses per semester with 13 different certification pathways and all of them have me for their Intro to Leadership and Organizational Behavior class. Trust me, the pressure is on ME, not them. Another way we have addressed the teacher shortage is through international talent. 2 years ago, we stood up the District to be an H1B sponsoring school district. And over the course of 2 years, this has yielded 37 international teachers landing in our school district. Domestic talent is always our first priority; however, the applicant pools have been small and sometimes, nonexistent.

Answered: 12 Skipped: 0

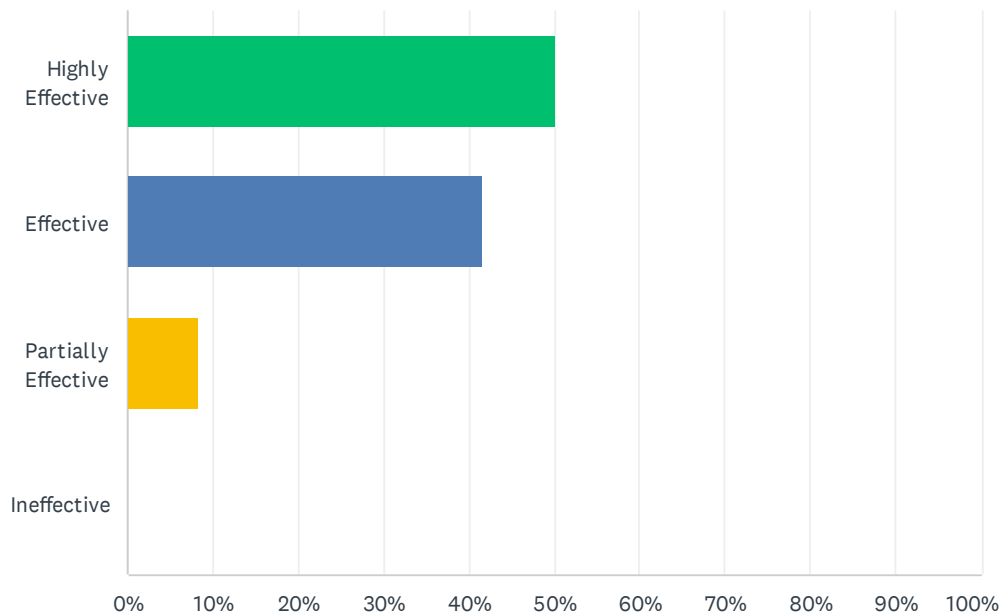


ANSWER CHOICES	RESPONSES	
Highly Effective	58.33%	7
Effective	41.67%	5
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q37 Encourages and promotes parent involvement in the schools.

Dr. Brenner's Narrative of Evidence: The superintendent met with all PTOs last school year leading up to the May 16 referendum. Further, Title I school principals are required to have a parent involvement plan with the use of Title I federal dollars. The superintendent has communicated to parents through video pushes and has encouraged parents to meet personally with him (and that has happened frequently) if they share a concern. Superintendent personally recruited new students through parent conversation and those students moved from private schools to GFPS.

Answered: 12 Skipped: 0

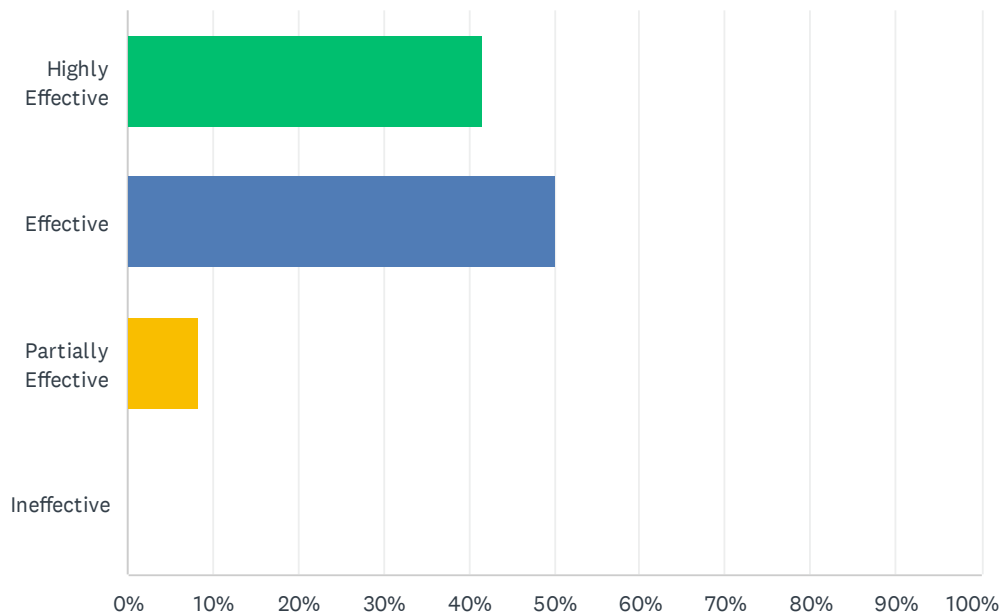


ANSWER CHOICES	RESPONSES	
Highly Effective	50.00%	6
Effective	41.67%	5
Partially Effective	8.33%	1
Ineffective	0.00%	0
TOTAL		12

Q38 Organizes public forums as appropriate to work on specific local education issues.

Dr. Brenner's Narrative of Evidence: Every other even-numbered year, the superintendent schedules and facilitates a comprehensive Public Forum that exceeds the state requirement. Further, if the spring of 2023 had been an even number year, the number of public presentations the superintendent made engaged public participants about the May 16, 2023 referendum. All told, between presentations and media spots, the superintendent engaged the public 64 times from March 1 to May 15. The 2024 public forum is scheduled for March 25.

Answered: 12 Skipped: 0

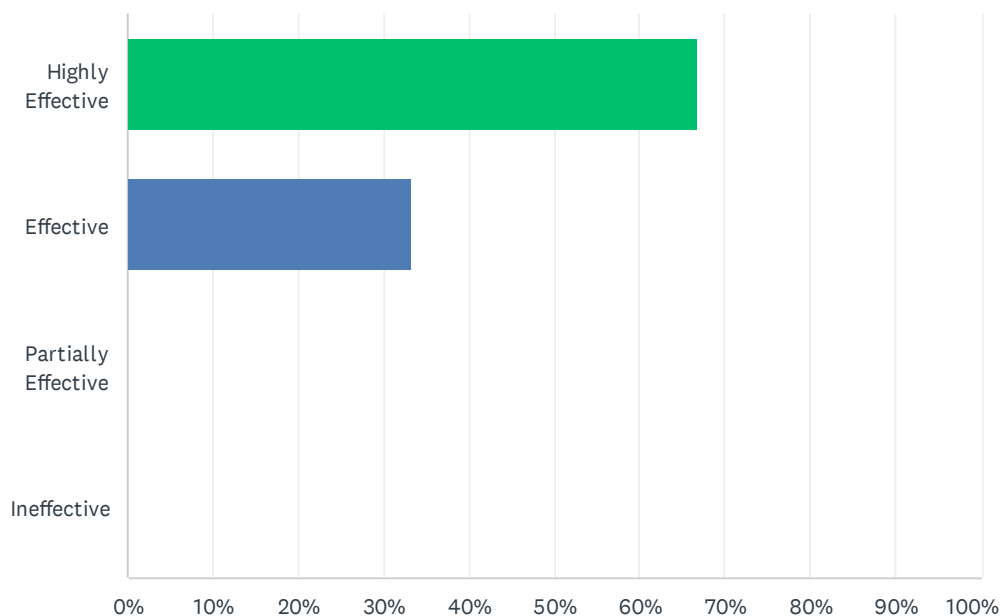


ANSWER CHOICES	RESPONSES	
Highly Effective	41.67%	5
Effective	50.00%	6
Partially Effective	8.33%	1
Ineffective	0.00%	0
TOTAL		12

Q39 Develops communication systems with state and federal agencies as well as local, state, and federal legislators.

Dr. Brenner's Narrative of Evidence: During the last legislative session, the superintendent engaged frequently with local legislators either in person, by phone, or by text messaging. Further, with a new Twining School build on the horizon, the superintendent invited several legislators, GFAGB community ambassadors, and other city leaders to enlist support and commitments for a portion of the 20% match District 140 will need to secure.

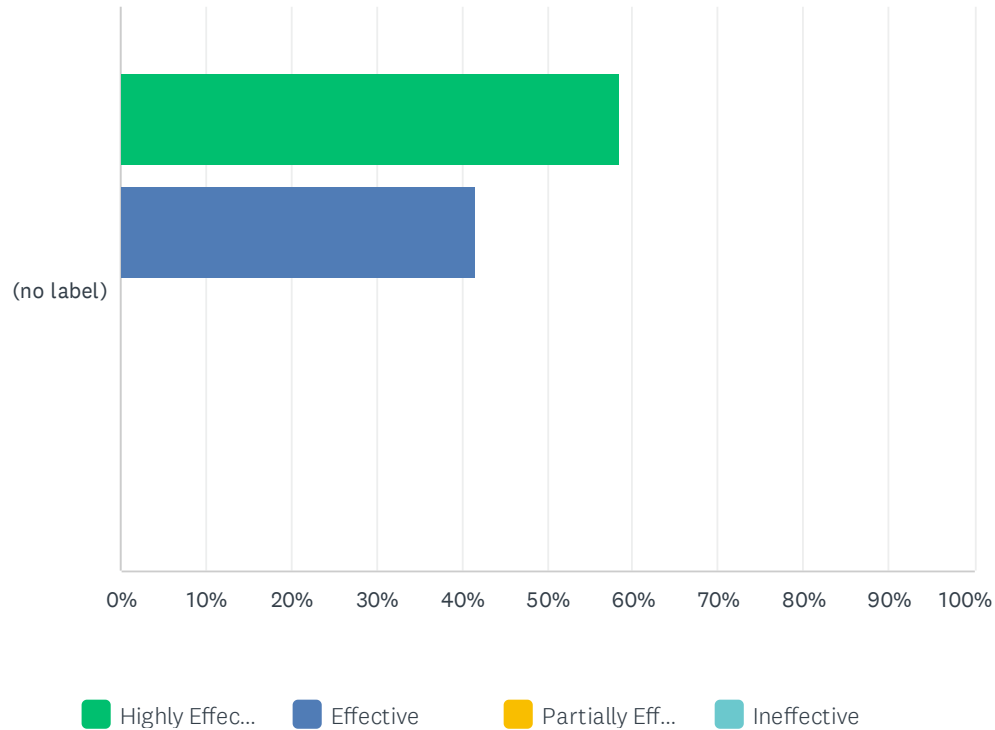
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Highly Effective	66.67%	8
Effective	33.33%	4
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q40 How would you classify the superintendent's overall performance in the area of Communication?

Answered: 12 Skipped: 0



	HIGHLY EFFECTIVE	EFFECTIVE	PARTIALLY EFFECTIVE	INEFFECTIVE	TOTAL	WEIGHTED AVERAGE
(no label)	58.33%	41.67%	0.00%	0.00%	12	3.58
	7	5	0	0		

Q41 Please share any other comments you have below:

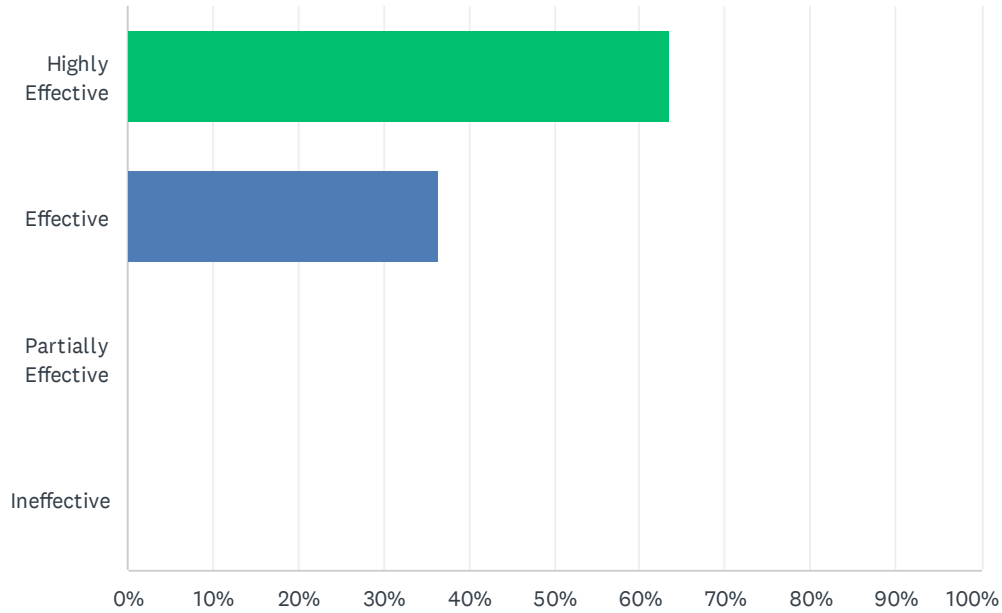
Answered: 6 Skipped: 6

#	RESPONSES	DATE
1	It is currently 10:30, and I just received a text about the weather. Dr. Brenner is a good communicator and I appreciate his willingness to text updates and return phone calls. He is approachable and is willing to listen.	10/30/2023 10:33 PM
2	Dr. Brenner has made himself available to the general public.	10/30/2023 3:28 PM
3	Dr. Brenner is very engaging with staff and the public. He is always available and more than happy to speak with anyone and everyone.	10/30/2023 12:46 PM
4	Please see comments regarding parental needs in the legislative session. As a school board member I represent the voices of the community, but the residents of the community have the ability to let their voices be heard directly and should utilize the avenues the District presents to debate their side. Dr. Brenner engages the public, and can not be held responsible for not addressing all sides of each issue if the community does not attend events or school board meetings to present their arguments or concerns for public debate. Dr. Brenner is fully supportive of the new Grand Forks Air Force Base School build and has been effective in communication the steps along the well to see that goal achieved.	10/30/2023 9:34 AM
5	I appreciate the level of transparency and communication throughout the district. I don't have to be directly connected to a school and yet I am aware of any challenges and successes each school has. It truly makes the district feel as it is one. Along with transparency, communication is effective and timely. Delegation does not mean unawareness. Even with delegation, Dr. Brenner is aware of the stage in which a task is and when necessary steps in to assist.	10/30/2023 9:33 AM
6	The area of communication has improved continually over the last year with more opportunity to continue.	10/29/2023 5:37 PM

Q42 Goal 1 - Effective Teaching in Every Classroom. Effective teaching in every classroom will be defined by a common language for instructional practices and strategies. Effective teaching in every school is defined by the myriad conditions a teacher creates for learning.

Dr. Brenner's Narrative of Evidence: Strategies:1. School leaders (principals) will communicate a clear vision as to how teachers should address instruction in the school. High-Reliability Schools leading indicator 2.1.10-09-2023 Progress Update: Complete but continually revisited, revised, and affirmed. Schools are currently working in the Moodle platform to document evidence or lagging indicators for level 2 certification. Lewis & Clark, Schroeder, Century, Winship, Discovery, and Wilder have been by Marzano Resources in HRS Level 2.10-16-2023 Progress Update: Each school continues to monitor and work alongside their teacher to revisit and reaffirm their building's instructional framework.2. Support will be provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans. High-Reliability Schools leading indicator 2.2.10-09-2023 Progress Update: Complete but continually revisited, revised, and affirmed. Teachers have received feedback through the iObservation platform on their professional growth goals. Principals provided evidence of progress and coaching on the goal areas in a non-evaluative manner throughout this academic year. Principals are using new guidelines to ensure more feedback is given throughout the year.3. Predominant instructional practices throughout the school will be known and monitored. High-Reliability Schools leading indicator 2.3.10-09-2023 Progress Update: Complete but continually revisited, revised, and affirmed. Staff participated in instructional rounds throughout this academic year. Administrators have been collecting evidence of predominant instructional practices through their observations of teachers and staff. This information is collected and available for review in the iObservation platform. Principals are using new guidelines to ensure more feedback is given throughout the course of the year.10-16-2023 Progress Update: Schools continue to collect data and work alongside the Curriculum, Instruction, and Technology Department to enhance and monitor instructional practices.4. Teachers will be provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data. High-Reliability Schools leading indicator 2.4.10-09-2023 Progress Update: Complete but continually revisited, revised, and affirmed. Campus-level leadership provides clear ongoing evaluations for each teacher. Guidelines for frequency of observations have been set by the GFPS Teacher Evaluation Committee. Principals are using new guidelines to ensure more feedback is given throughout the cour

Answered: 11 Skipped: 1

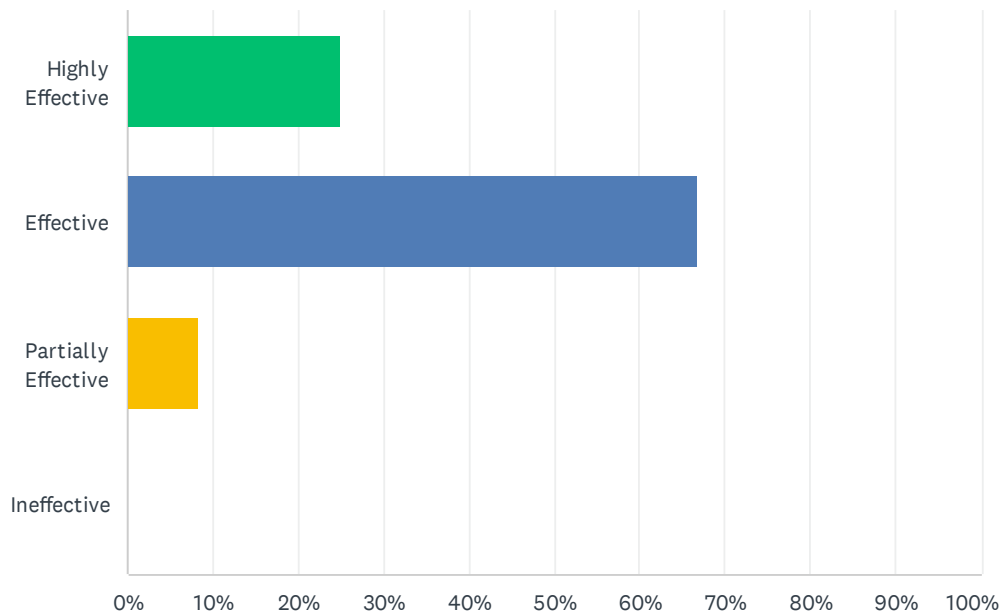


ANSWER CHOICES	RESPONSES	
Highly Effective	63.64%	7
Effective	36.36%	4
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		11

Q43 Goal 2 – Emphasize cultural competence in our K-12 curriculum. Cultural Competence is a mindset, a worldview, a way a person or an organization makes assumptions for effectively describing, responding to, and planning for issues that arise in diverse environments. Cultural proficiency is a paradigm shift from viewing cultural differences as problematic to learning how to interact effectively with a variety of cultures. Therefore, as a result of our efforts, students and staff will accept and respect the diversity of gender, race, culture, and age differences.

Dr. Brenner's Narrative of Evidence: Strategies:1. Update our curriculum review process to include a section on diversity and representation.10-09-2023 Progress Update: Complete but continually revisited, revised, and affirmed. The curriculum team created an adoption form for the review of curriculum. The form was revised to include more student perception of the new resources along with teacher feedback.

Answered: 12 Skipped: 0

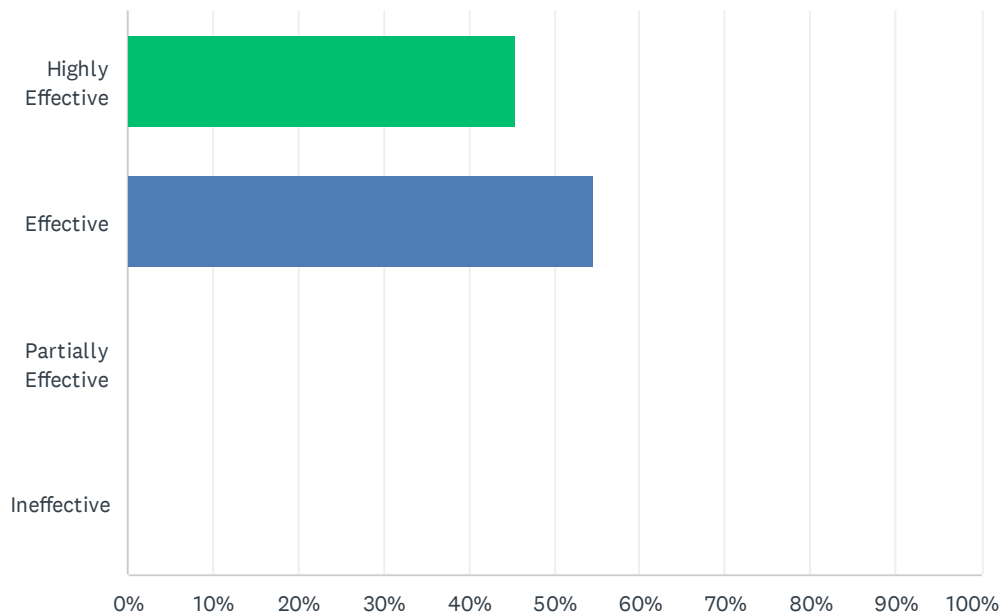


ANSWER CHOICES	RESPONSES	
Highly Effective	25.00%	3
Effective	66.67%	8
Partially Effective	8.33%	1
Ineffective	0.00%	0
TOTAL		12

Q44 Goal 3 - Provide district staff, principals, and teachers with professional development to help them assess their own cultural viewpoints and biases and effectively engage diverse families and community members.

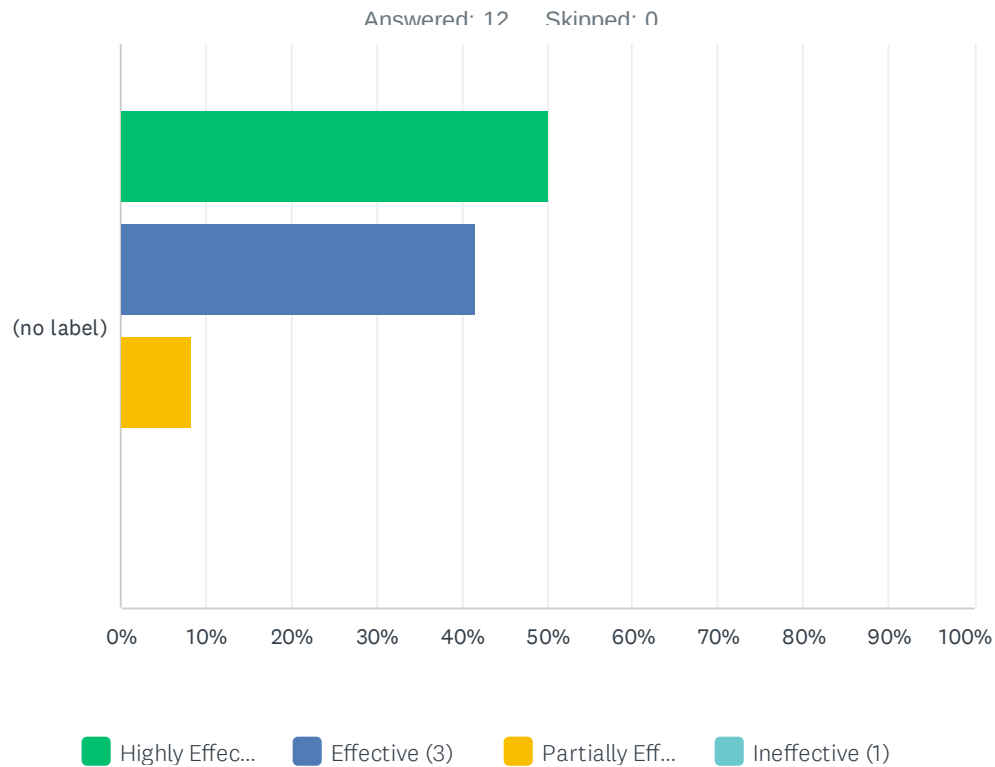
Dr. Brenner's Narrative of Evidence: 12-22-2022 Progress Update: Professional development concerning Diversity, Equity, Inclusion, and Belonging continues to happen with administrators at Joint Administration meetings. This work takes on the form of data review and analysis by student groups, as well as modeling various strategies for leaders to use with their staff.

Answered: 11 Skipped: 1



ANSWER CHOICES	RESPONSES	
Highly Effective	45.45%	5
Effective	54.55%	6
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		11

- Q45 How would you classify the superintendent's overall implementation of Academic Engagement and Strategies for Student Success?



	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	PARTIALLY EFFECTIVE (2)	INEFFECTIVE (1)	TOTAL	WEIGHTED AVERAGE
(no label)	50.00% 6	41.67% 5	8.33% 1	0.00% 0	12	3.42

Q46 Please share any other comments you have below:

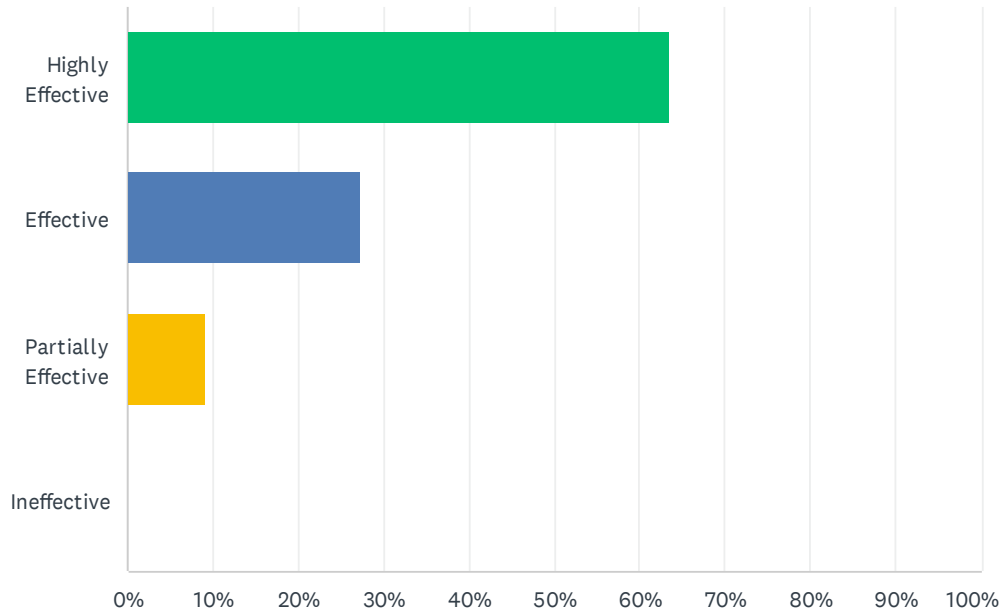
Answered: 5 Skipped: 7

#	RESPONSES	DATE
1	The High Reliability Schools Framework provides a consistent model for everyone in our district. It is a level of measurement that provides direction and data for administrators and can identify gaps for learning for our teachers, as well. In terms of professional development concerning diversity, equity, inclusion, and belonging, I am happy to hear that this instruction is continuing.	10/30/2023 10:45 PM
2	The superintendent has indicated to me that some of the equity and inclusion work that was begun under the direction of Dr. Brenda Lewis will not be continued to the level that had been done with her. It is my hope that the tenants of diversity, equity and inclusion be a high priority in this academic year.	10/30/2023 3:50 PM
3	Dr. Brenner's narrative has provided many examples of his attention to and progress towards the strategic plan.	10/30/2023 3:46 PM
4	Please see earlier comments on the effectiveness of diversity equity and inclusion initiatives on curriculum development. Overall not enough data has been presented to support the effectiveness of these initiatives in my opinion.	10/30/2023 9:35 AM
5	I appreciate being informed of and continually learning about this strategic plan area 1. This is an area that requires consistent, continual effort to meet goals.	10/29/2023 5:37 PM

Q47 Goal 1 - Effective Teaching in Every Classroom. Effective teaching in every classroom will be defined by a common language for instructional practices and strategies. Effective teaching in every school is defined by the myriad conditions a teacher creates for learning.

Dr. Brenner's Narrative of Evidence: Strategies:1. Administrators, teachers, and staff members will be provided with professional learning opportunities and necessary supports to achieve professional growth goals.10-09-2023 Progress Update: Administrators, teachers, and staff are provided with opportunities for growth from Colleagues, Instructional Coaches as well as building leaders. This will be an ongoing practice.2. Administrators, teachers, and staff members will be provided with opportunities to observe and reflect upon effective teaching practices.10-09-2023 Progress Update: Administrators, teachers, and staff have the opportunity to participate in instructional rounds to observe and reflect upon effective teaching practices. This will be an ongoing practice.3. Administrators, teachers, and staff members will be provided learning opportunities to utilize the identified technology to ensure effective teaching in every classroom.10-9-2023 Progress Update: Teachers are provided on-demand and districtwide professional learning opportunities from Instructional Design Coaches on the effective use of required technological resources. The district also utilizes Clever, a single, sign-on platform, to provide ease of access for staff and students to digital resources. This will be an ongoing practice. 4. The school district will identify and monitor the necessary technology at each grade level or content area to ensure access to and effective use of technology for instructional practices in every classroom.10-09-2023 Progress Update: Complete but continually revisited, revised, and affirmed. The district continues to support a 1:1 implementation of student devices with iPads utilized in grades K – 2, and Chromebooks in grades 3 – 12. As content areas complete curriculum adoptions and review, the technology resources and instructional practices to support the curriculum will be identified and provided. New builds (i.e. Valley Middle School, Career Impact Academy), include specific discussions on the “technology wall” within the classroom setting, along with other technology required to support the instructional and learning environment.5. The school district will provide the financial resources to acquire, support, and maintain the identified technology to ensure effective teaching in every classroom. (Long-Term Technology and Financial Planning Documents).10-09-2023 Progress Update: Continues to be in progress, especially with new school facilities (Valley Middle School, Career Impact Academy, and Twining Middle School) in the planning and construction phases. Both incorporating the new technology needed for these buildings, along with

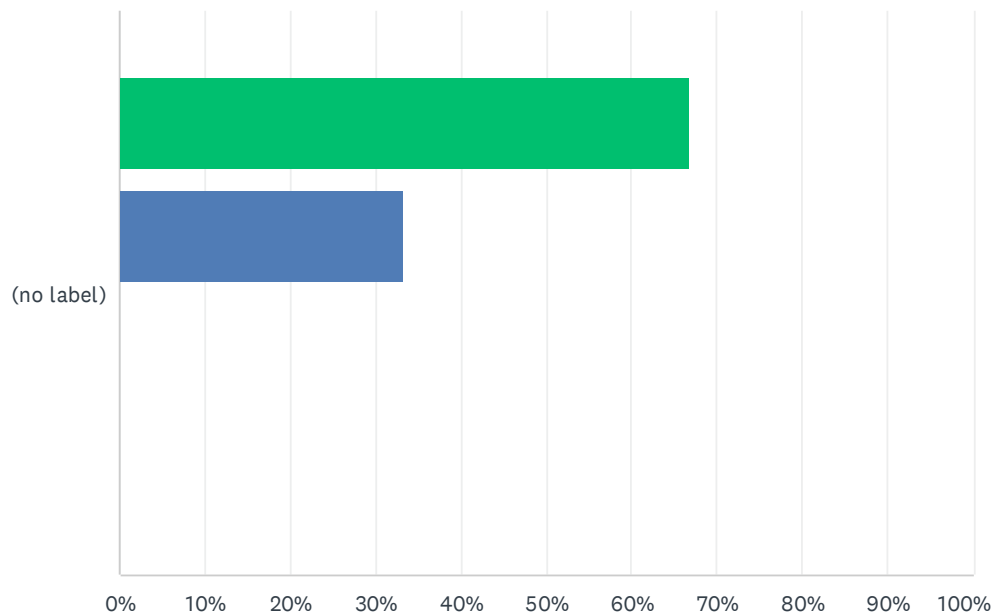
Answered: 11 Skipped: 1



ANSWER CHOICES	RESPONSES	
Highly Effective	63.64%	7
Effective	27.27%	3
Partially Effective	9.09%	1
Ineffective	0.00%	0
TOTAL		11

Q48 How would you classify the superintendent's overall implementation of Professional Learning and Technology?

Answered: 12 Skipped: 0



■ Highly Effective (4)
 ■ Effective (3)
 ■ Partially Effective (2)
 ■ Ineffective (1)

	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	PARTIALLY EFFECTIVE (2)	INEFFECTIVE (1)	TOTAL	WEIGHTED AVERAGE
(no label)	66.67% 8	33.33% 4	0.00% 0	0.00% 0	12	3.67

Q49 Please share any other comments you have below:

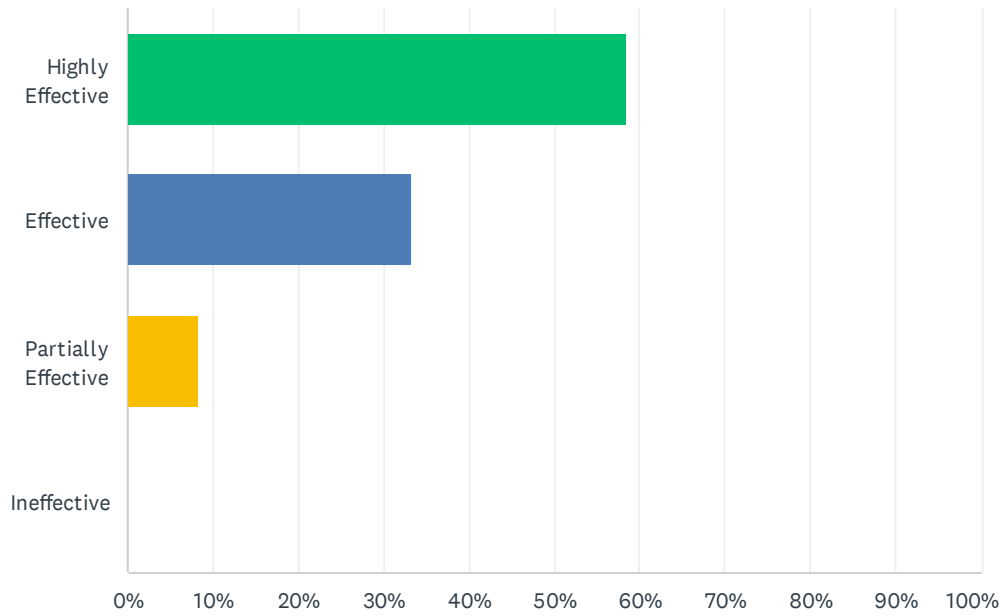
Answered: 1 Skipped: 11

#	RESPONSES	DATE
1	I like our 1:1 initiative and am glad to know that it will continue. I will be curious to learn more about the future of a technology director or how that is taking shape.	10/30/2023 10:48 PM

Q50 Goal 1 - Empower persons at all levels of Grand Forks Public Schools (students, support staff, teachers, administration) to explore and develop ideas, passions, and leadership skills as they align with the District's mission, vision, and goals.

Dr. Brenner's Narrative of Evidence:1 0-16-2023 Progress Update:The Innovations Committee has sunsetted, yet student engagement couched in high quality, relevant, rigorous tier one instruction remains the focal point of collaborative work within the High Reliability Schools Framework, culturally responsive teaching, and building instructional frameworks. Ongoing commitment to refining alternative pathways toward graduation continues at the secondary level. In the past year and a half, high schools and Valley Middle School have incorporated "school within a school" programs designed to support students with lagging skills at the main campus; redesigned an off-campus program called the SAIL (Social Academic Intervention Learning) Center to better engage students both from a curriculum and pro-social standpoint; created a new Credit Recovery Option ("CRO") for students who completed significant coursework but did not pass a class -- CRO allows them to pick up where they left off and acquire a passing grade without retaking the entire semester; Invested in new online courseware that is more engaging in both delivery and assessment; and is exploring school to work program expansion not only through the pending career impact academy but also on campus targeting our most at-risk youth. Schroeder Middle School is piloting a problem-based learning program in partnership with UND designed to dually provide aspiring teachers with more student contact time earlier in their programming. This is in partnership with UND. Finally, the Career Impact Academy (CIA) has broken ground on its way to opening in two years and offering students hands-on, industry-based learning opportunities. The Mentor Center, an innovative after-school educational and social-emotional support program, might be in its final year pending additional grant funding (has been funded by ESSER). The Mentor Center has provided academic, mental health, and social-emotional supports for students in a unique and tailored manner since opening during the pandemic. It also provides ongoing enrichment opportunities for students ranging from art to cultural exploration to nature-oriented activities. Student survey feedback has proven this program as highly effective and engaging, allowing students to stay on track academically yet also experience broader personal connections while uncovering new passions and experiences.

Answered: 12 Skipped: 0

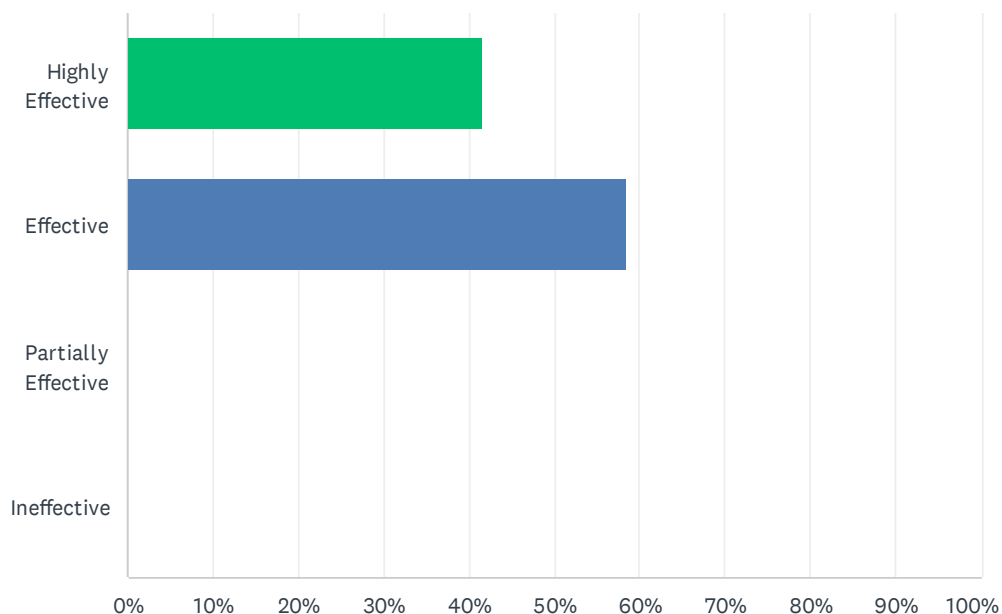


ANSWER CHOICES	RESPONSES	
Highly Effective	58.33%	7
Effective	33.33%	4
Partially Effective	8.33%	1
Ineffective	0.00%	0
TOTAL		12

Q51 Goal 2 - Invest in building teacher capacity around innovative practices in a student-centered classroom, acknowledging that an effective teacher is the most important factor affecting student achievement and personal development.

Dr. Brenner's Narrative of Evidence: 10-16-2023 Progress Update: This work has primarily fallen under the "Choice Ready" framework at the high school level as administrators work with teams to ensure students build relevant transferable skills that prepare students for their next step beyond high school be it straight into the workforce, college, or the military. High school capstone projects are in the process of being defined, and schools continue basing coursework on student interest annually. Project-based learning piloted along with UND's support this school year may branch out to other middle schools once assessed. All campuses continue to work with instructional coaches to integrate high quality, tier one instruction that engages students in higher-order thinking and hands-on learning experiences.

Answered: 12 Skipped: 0

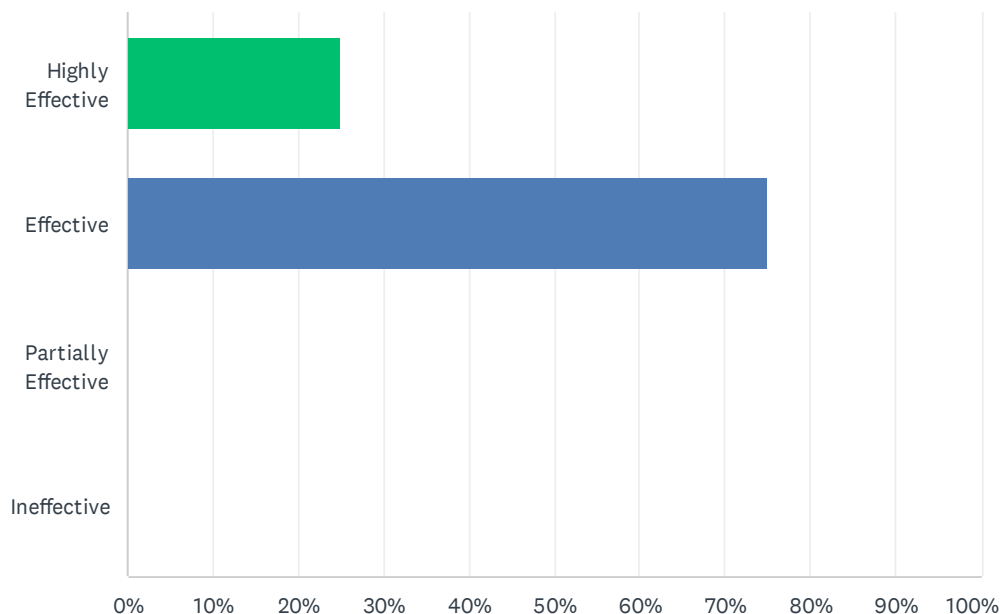


ANSWER CHOICES	RESPONSES	
Highly Effective	41.67%	5
Effective	58.33%	7
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q52 Goal 3 - Ensure equitable access to rigorous, meaningful learning experiences for all students, regardless of the schools they attend, their triumphs or challenges, or perceived abilities.

Dr. Brenner's Narrative of Evidence: 10-16-2023 Progress Update: Survey data continues to be collected and analyzed annually produced by the required state engagement survey and Panorama data. In addition, RRHS is utilizing the "Wellington Engagement Survey" to help staff recognize student perceptions of task relevance and meaning. Administrators and teachers provide feedback to teachers observed on instructional rounds and audit walks, and our observation model and Cognia accreditation preparation focus on how the learner responds to instructional strategies, all focused on engagement indicators.

Answered: 12 Skipped: 0

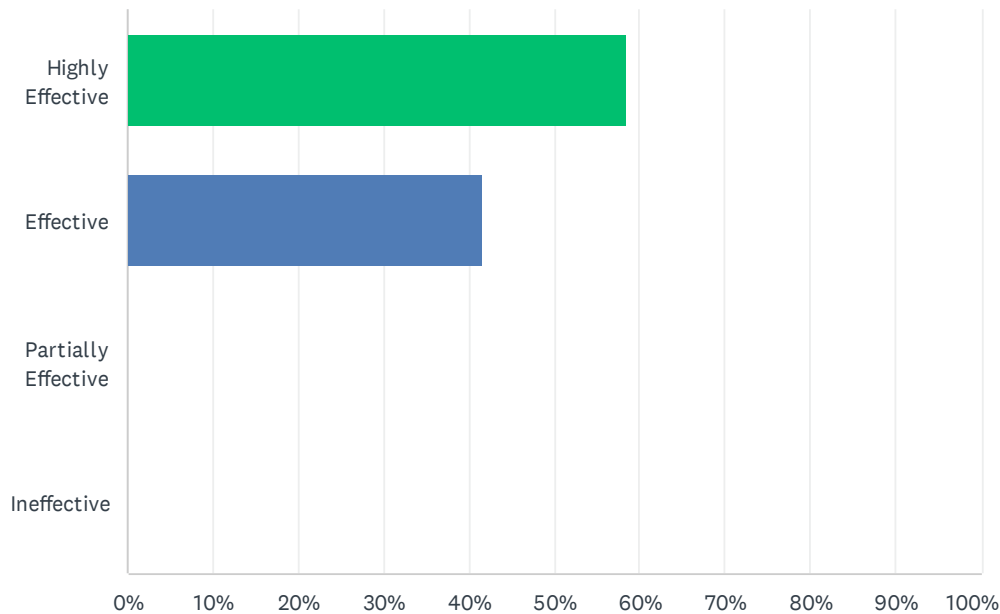


ANSWER CHOICES	RESPONSES	
Highly Effective	25.00%	3
Effective	75.00%	9
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q53 Goal 4 - Challenge the conventional constructs of age, time, schedules, and other facets of the traditional school day to ensure purposeful learning.

Dr. Brenner's Narrative of Evidence: 10-16-2023 Progress Update:- The Career Impact Academy broke ground in October 2023 in preparation for opening in 2025. - Alternative pathways discussions remain ongoing, including the continued development of programs such as SWIS and SAIL designed to teach students social, behavioral, or academic gap skills that will afford them greater success on campus.-State legislation has expanded online course access through NDCDE, providing students another viable alternative they can engage in asynchronously, paid for through district funding.

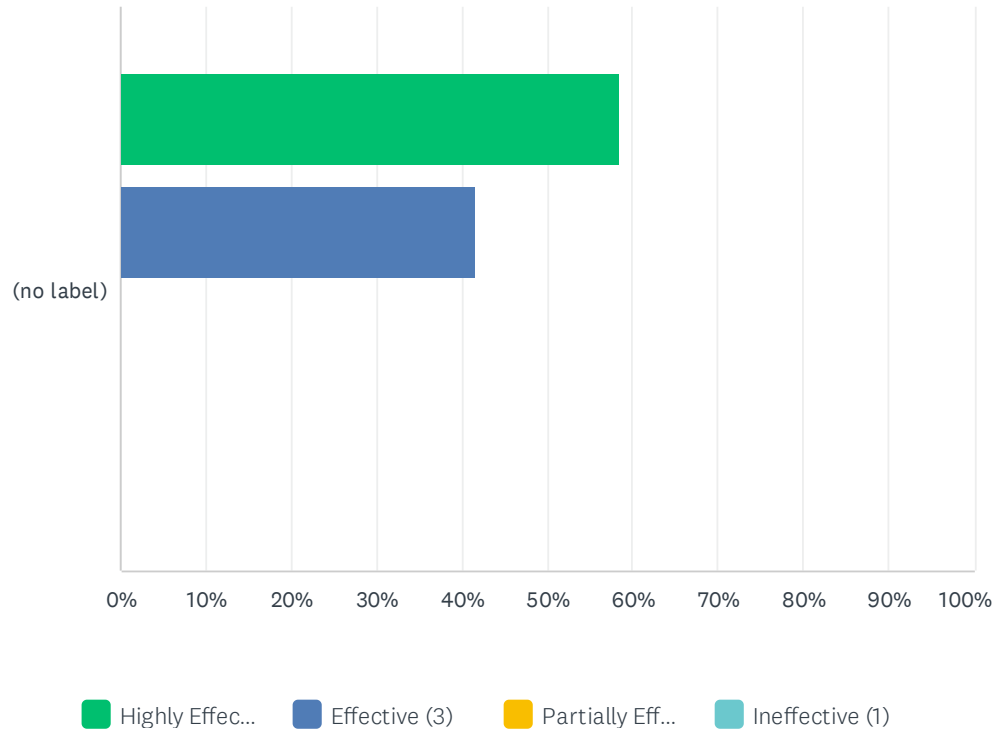
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Highly Effective	58.33%	7
Effective	41.67%	5
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q54 How would you classify the superintendent's overall implementation of Innovation and Creativity?

Answered: 12 Skipped: 0



	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	PARTIALLY EFFECTIVE (2)	INEFFECTIVE (1)	TOTAL	WEIGHTED AVERAGE
(no label)	58.33% 7	41.67% 5	0.00% 0	0.00% 0	12	3.58

Q55 Please share any other comments you have below:

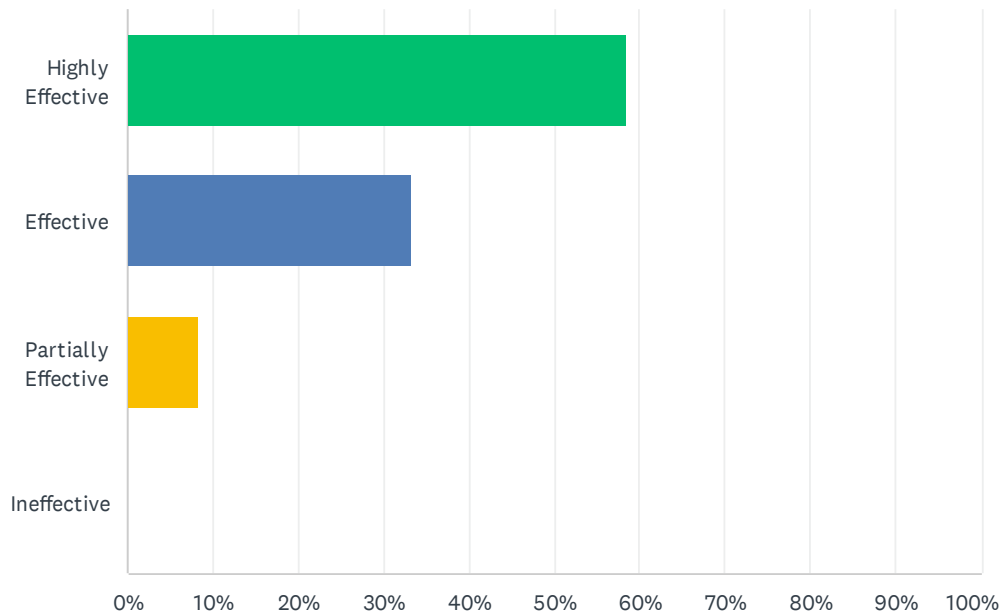
Answered: 3 Skipped: 9

#	RESPONSES	DATE
1	There are many programs in the GFPS to provide a variety of successful pathways for students. These are all great choices and I will be happy to learn more about the virtual school. Is there a place for personalized learning in our district?	10/30/2023 10:51 PM
2	If Grand Forks Public Schools could explain how The Mentor Center is beneficial to K-12 Education by advertising being queer affirming that would be my clarifying question. In light of recent laws, the discussion of topics of sexuality with minors should be reevaluated to ensure legal compliance is adhered to. Additionally, there is not enough evidence that I have seen presented where the Mentor Center's stance on such issues has a direct link to academic improvement such as increased literacy and mathematic proficiency.	10/30/2023 9:35 AM
3	The building of the CIA facility will provide GF students new program to make them very competitive in today world.	10/24/2023 12:10 PM

Q56 Goal 1 - Increase mental health literacy for all students, families, and staff. Mental health literacy is defined as understanding how to foster and maintain good mental health, understanding mental disorders, and their treatments, decreasing stigma, and understanding how to seek help effectively.

Dr. Brenner's Narrative of Evidence: 10-16-2023 Progress Update:- Summer work funded by the Behavioral health grant allowed for K-12 Sources leads to meet and complete strategic planning for the 23-24 school year. In K-5 that meant a subset of school counselors met to continue Sources curriculum development and implementation K-5. For 6-12 Sources leads created implementation plans for the upcoming school year. - Sources of Strength 6-12 Training continues across the district. Community High School has provided student and staff training this fall. Other campuses are determining and scheduling training needs.- Regular district Sources of Strength meetings have been scheduled monthly for check-ins on implementation and support. - A list of all district Sources leads has been created. - Funding for all Sources leads has been requested through the behavioral health grant to create sustainability in implementation.- Sources training funding has been requested through the Behavioral health grant to support new counselors in their implementation of the Sources curriculum.- Two Sources teams (South and Community) participated in Altru's community TEARS walk. - All staff will be trained in Sources of Strength on January 15th as part of the Stronger Connections grant. - Four mental health team members have been trained in YMHFA. A minimum of three staff trainings will be offered this year to continue mental health education across the district. - Additional mental health literacy offerings through the behavioral health grant this year will include Psychological First Aid and Trauma Informed Skills for Educators (TISE).-Monthly newsletters go out in the Need To Know to inform staff of mental health updates and opportunities.

Answered: 12 Skipped: 0

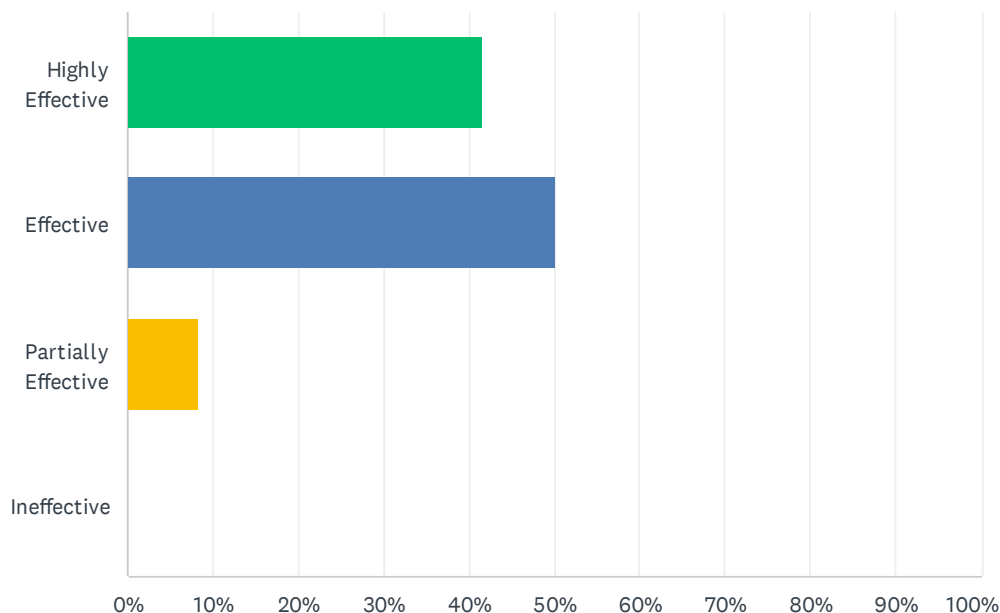


ANSWER CHOICES	RESPONSES	
Highly Effective	58.33%	7
Effective	33.33%	4
Partially Effective	8.33%	1
Ineffective	0.00%	0
TOTAL		12

Q57 Goal 2 - Implement best practices for mental health screening to determine whether students may be at risk for a mental health concern.

Dr. Brenner's Narrative of Evidence: The two screening Panorama window continues (Fall and Spring). Committee discussion was held on the frequency and content of the Panorama screener. The measures for well-being and SEL remain the same. Discussion continues about the possibility of a three-window screening for Panorama. Student Support + Environment has been updated to serve as pre and post (fall and spring) to assist schools with school climate information. Sense of Belonging was added to the school climate and safety measures. K-2 teachers assessed all students in the following areas during each survey administration: 1. Self-Management 2. Social Awareness 3. Self-Efficacy 4. Emotion Regulation 5. Engagement Students in grades 3-12 assessed themselves in the following areas during each survey administration: 1. Self-Management 2. Social Awareness 3. Self-Efficacy 4. Emotion Regulation 5. Supportive Relationships 6. Challenging Feelings 7. Positive Feelings

Answered: 12 Skipped: 0

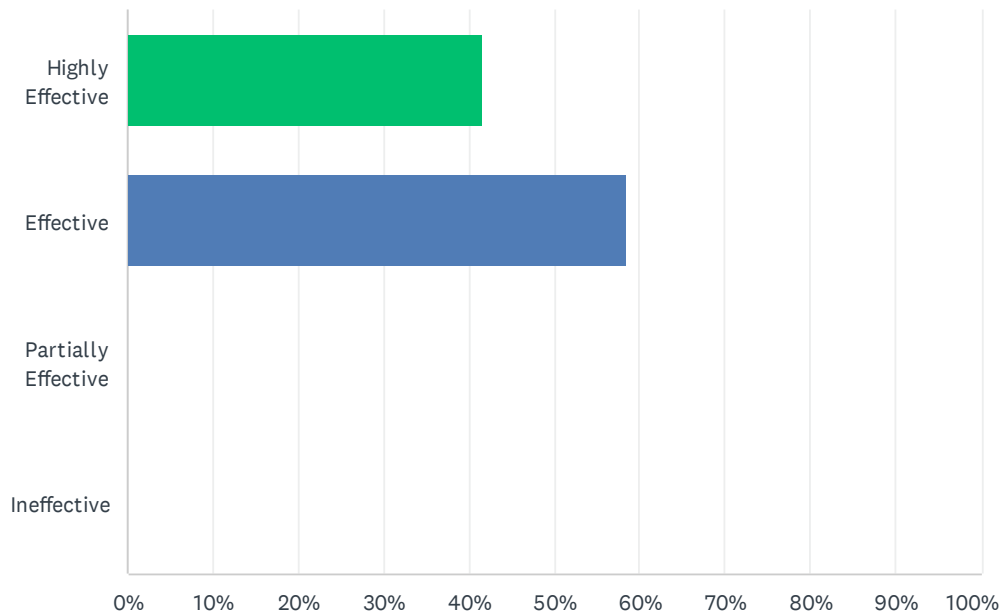


ANSWER CHOICES	RESPONSES	
Highly Effective	41.67%	5
Effective	50.00%	6
Partially Effective	8.33%	1
Ineffective	0.00%	0
TOTAL		12

Q58 Goal 3 - Provide mental health promotion services and supports for all students.

Dr. Brenner's Narrative of Evidence: 10-16-2023 Progress Update:The Shape assessment was completed for the end of the 2022-2023 school year. The committee needs to meet again to assess if SHAPE will continue or merge into MTSS processes that are being developed in the 23-24 school year.

Answered: 12 Skipped: 0

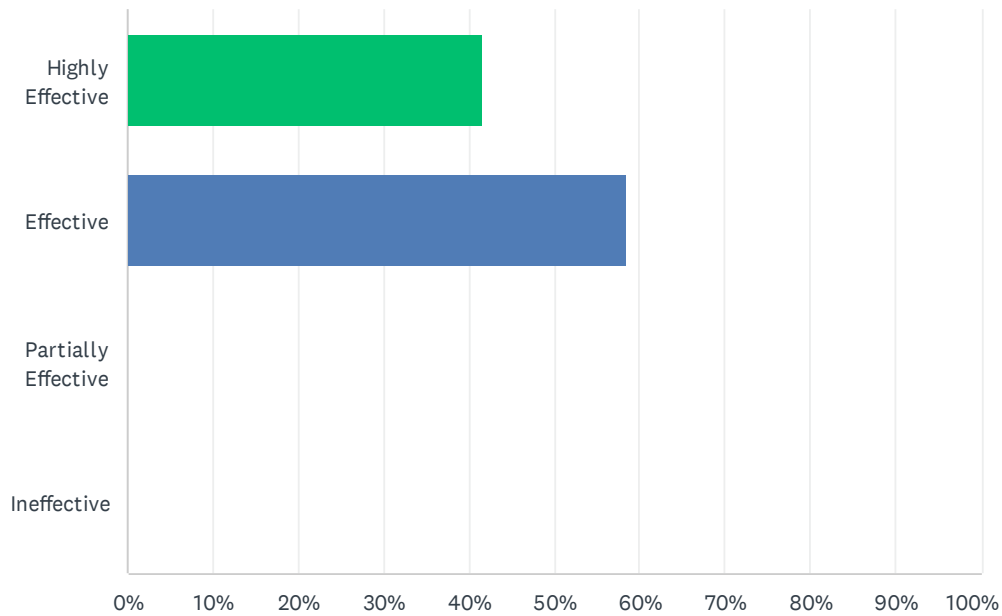


ANSWER CHOICES	RESPONSES	
Highly Effective	41.67%	5
Effective	58.33%	7
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q59 Goal 4 - Provide early intervention services and supports to address the mental health concerns of students who are experiencing mild distress, functional impairment, or are at risk for a given problem or concern.

Dr. Brenner's Narrative of Evidence: 10-16-2023 Progress Update: District-wide training was held for CBITS, Bounce Back, and Anger Coping this fall for School Psychologists, School Counselors, School Social Workers and mental health therapists. 20 elementary mental health staff were trained in Bounce Back, 21 middle and high school staff were trained in CBITS, and 28 mental health staff were trained in Anger Coping. A group facilitator will be contracted through CVIC to support all group implementation through the Stronger Connections grant. Ongoing implementation support will be offered for CBITS, Bounce Back, and Anger Coping through the Behavioral Health grant. Panorama training for staff continues. One training has been completed so far this fall and training next week on interpreting Panorama Well-being data. Dialectical Behavior Training (DBT) training will be held in December through the Stronger Connections grant for all mental health team members. Behavioral Grant funds will continue to Support Connect and Support services through Together Counseling. Behavioral Health Grant funding will also pay for a pilot of a Clinical Psych Practicum at one of our elementary schools to provide additional therapeutic services in the schools.

Answered: 12 Skipped: 0

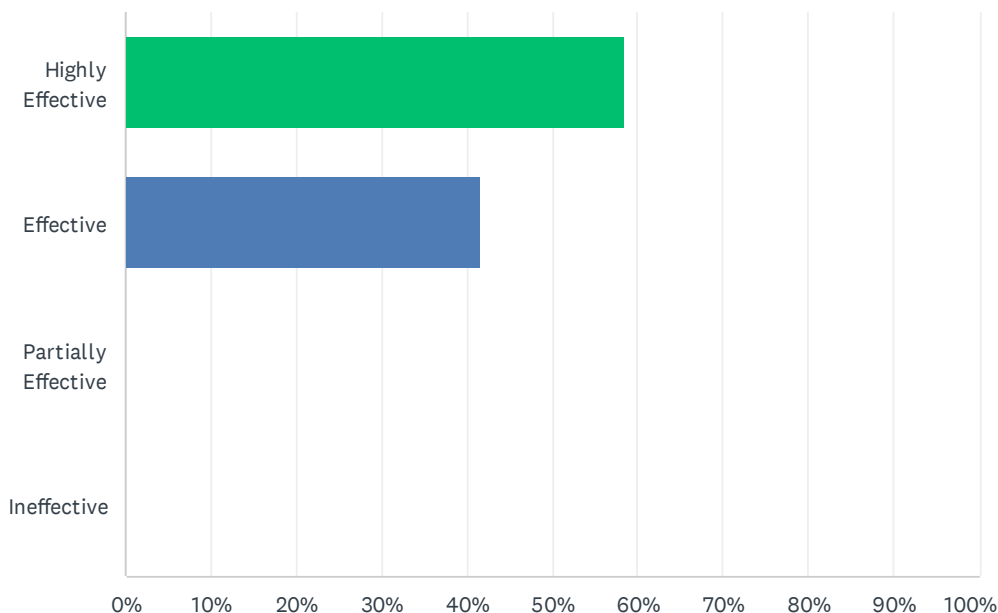


ANSWER CHOICES	RESPONSES	
Highly Effective	41.67%	5
Effective	58.33%	7
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q60 Goal 5 - Provide treatment services and supports to address mental health concerns for students experiencing significant distress and functional impairment.

Dr. Brenner's Narrative of Evidence: 10-16-2023 Progress Update:- Mental Health Quarterly Collaborations continue. - The Therapy prioritization rubric has been shared and discussed with the mental health team.- The TLC is currently looking at a soft opening the week of October 23rd focusing on students ages 10-14. Two teachers are in place and regular collaborative meetings are occurring between GFPS and Altru. - Mental Health Rounds continue for this school year and will take place November-December 23. - The Village Schools Based therapy services have been secured for an additional three years through the Stronger Connections grant. - Access for All was the recipient of Giving Hearts Day and received over \$50,000 to support mental health needs K-12 through NPCC. An NPCC school-based therapist has been in place since last spring for grades 6-12 for insurance-based mental health support in our middle and high schools.

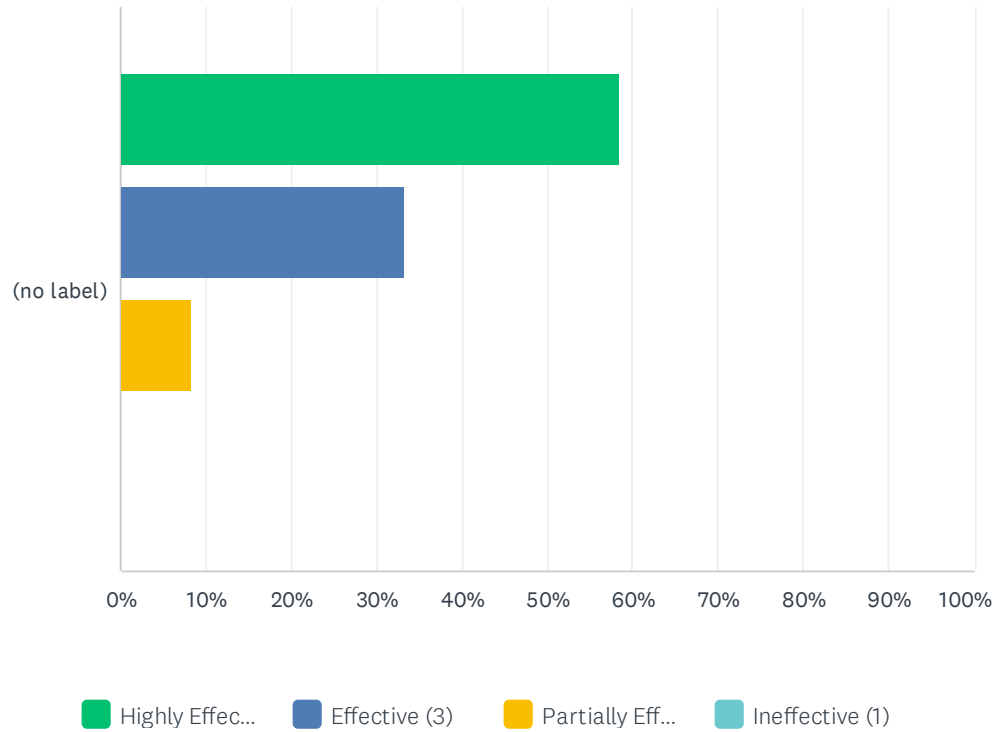
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Highly Effective	58.33%	7
Effective	41.67%	5
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q61 How would you classify the superintendent's overall implementation of Mental Health?

Answered: 12 Skipped: 0



	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	PARTIALLY EFFECTIVE (2)	INEFFECTIVE (1)	TOTAL	WEIGHTED AVERAGE
(no label)	58.33% 7	33.33% 4	8.33% 1	0.00% 0	12	3.50

Q62 Please share any other comments you have below:

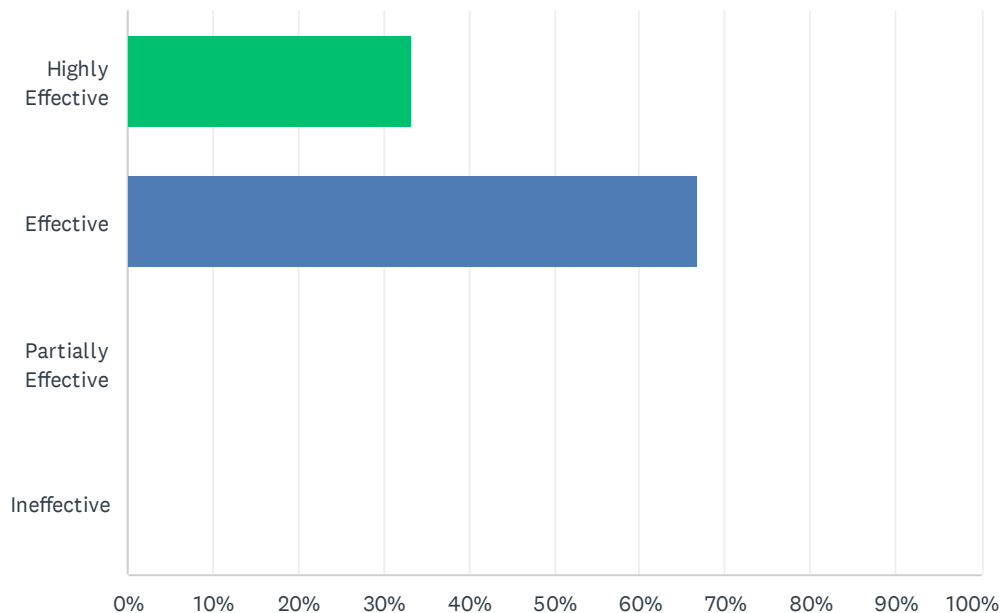
Answered: 3 Skipped: 9

#	RESPONSES	DATE
1	These are all great programs to assist students and staff in providing safe and secure environments for learning. The more barriers we continue to remove for all students and staff; the better.	10/30/2023 10:56 PM
2	I strongly believe that our district has completely transformed efforts to focus on mental health at all levels of the school system. There is always more work to be done but the district has made this a priority. I also believe the mentor center has been a helpful and welcoming place for individuals not only academically but as place for social and emotional learning.	10/30/2023 3:53 PM
3	Please see earlier comments on the area of mental health with a nexus to maintaining books flagged as 'sexually explicit' in the GFPS libraries.	10/30/2023 9:35 AM

Q63 Goal 1 - Assess and improve school climate.

Dr. Brenner's Narrative of Evidence: 10-16-2023 Progress Update:- School Climate was assessed in the spring of 23. Staff climate data was also collected and shared across the district.- For the 2023-24 year, Student Support + Environment will be offered in the fall and spring to offer pre- and post-results for the year. -Pet Therapy continues. A meet and greet was held and requests for teams are open for the 23-24 school year. The teams did shrink down to 8 core teams. Advertising and recruitment have taken place to regrow the volunteers through the Grand Forks Kennel Club.

Answered: 12 Skipped: 0

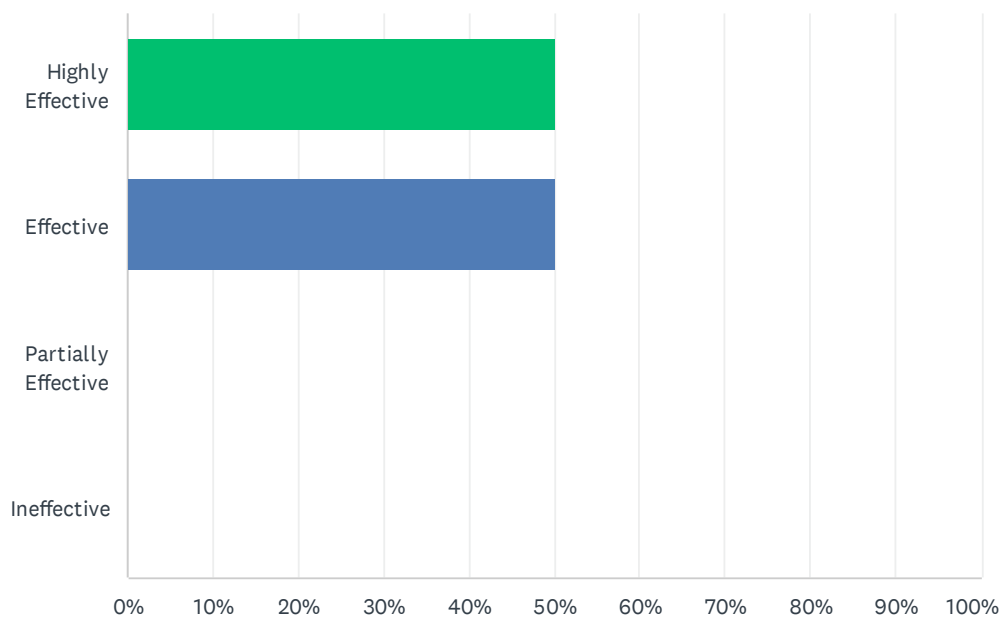


ANSWER CHOICES	RESPONSES	
Highly Effective	33.33%	4
Effective	66.67%	8
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q64 Goal 2 - Assess and improve trauma-informed practices.

Dr. Brenner's Narrative of Evidence: 10-16-2023 Progress Update:- Calm Classroom Level 1 will be held as a Prism Course this fall.- The TRS-IA was completed in the spring of 23.- Two hours of Trauma-informed PD was held for all staff in the spring of 23. - TISE will be offered to 200 staff this year. - CBITS and Bounce Back are evidence-based trauma interventions and all mental health staff were trained this fall based on their appropriate level.

Answered: 12 Skipped: 0

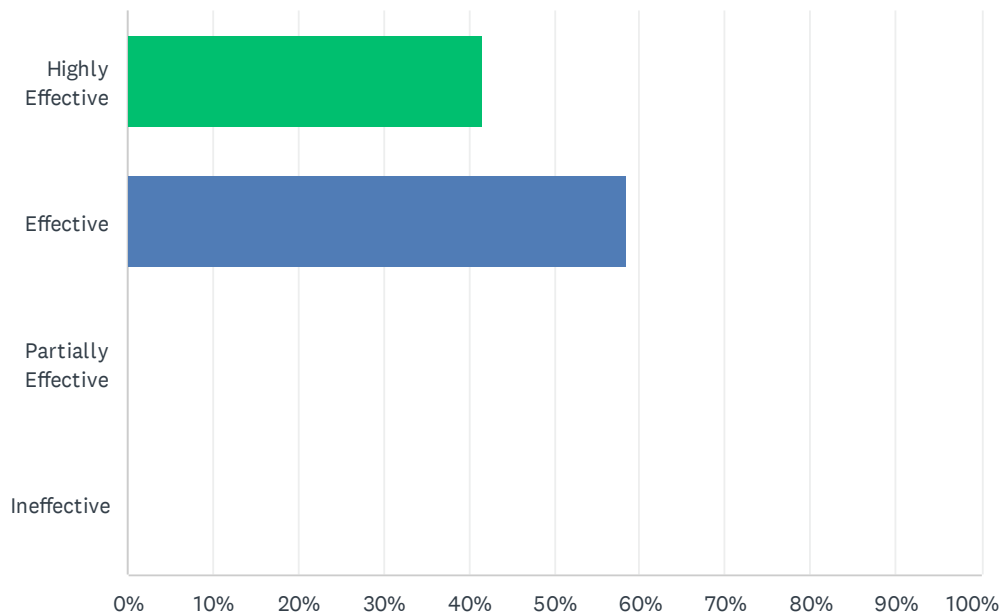


ANSWER CHOICES	RESPONSES	
Highly Effective	50.00%	6
Effective	50.00%	6
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q65 Goal 3 – Strengthen expectations of students and staff and ensure accountability of students and staff to address any harassing, offensive, hateful or discriminatory speech directed at individuals or groups of individuals based on race, religion, color, national origin, gender, sexual orientation or disability.

Dr. Brenner's Narrative of Evidence: 10-16-2023 Progress Update: Restorative Practices Circles were provided to all middle school staff as part of back-to-school PD.

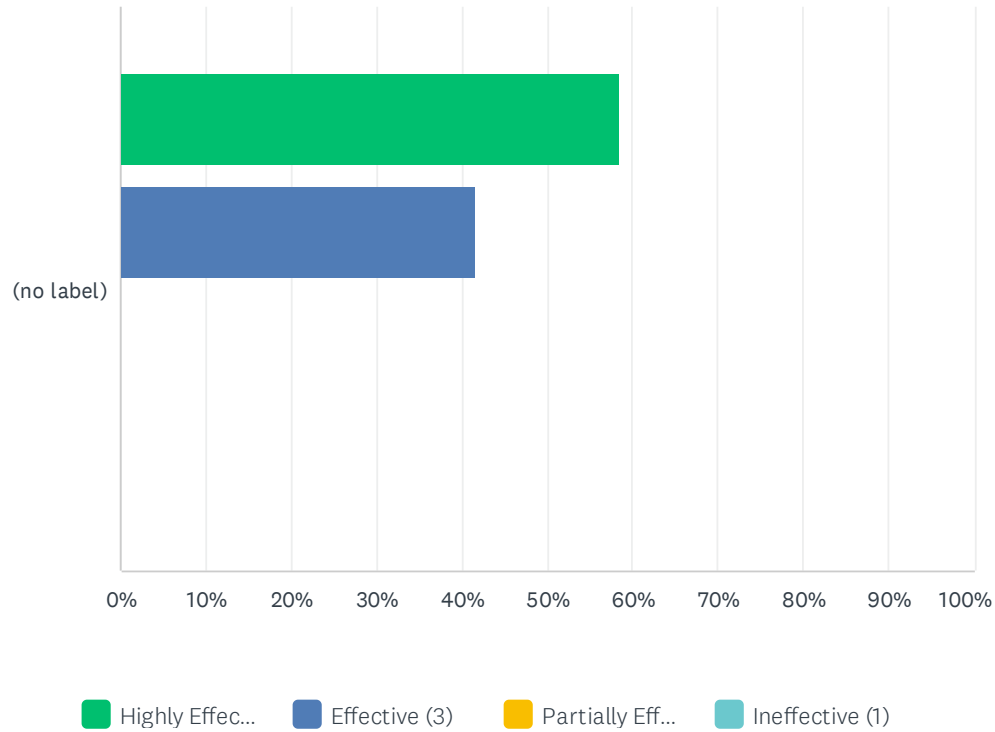
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Highly Effective	41.67%	5
Effective	58.33%	7
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q66 How would you classify the superintendent's overall implementation of Positive School Climate and Culture?

Answered: 12 Skipped: 0



	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	PARTIALLY EFFECTIVE (2)	INEFFECTIVE (1)	TOTAL	WEIGHTED AVERAGE
(no label)	58.33% 7	41.67% 5	0.00% 0	0.00% 0	12	3.58

Q67 Please share any other comments you have below:

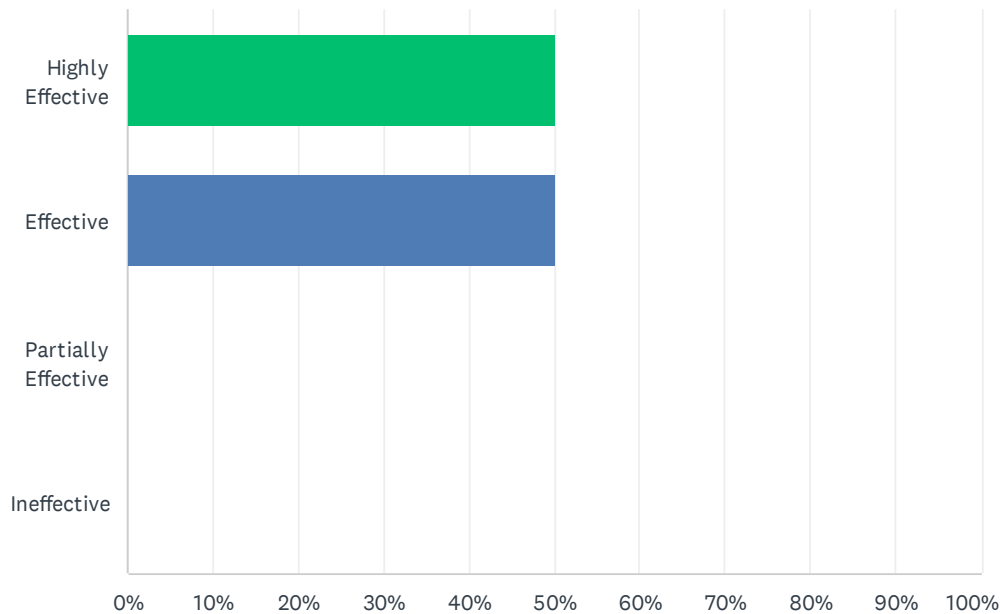
Answered: 4 Skipped: 8

#	RESPONSES	DATE
1	The more that GFPS continues to strive towards a comprehensive school district mental health system for all students and staff, the better.	10/30/2023 11:00 PM
2	I did not have time to discuss this with Dr. Brenner prior to recording my comments. My apologies! I had a harder time ranking because of this.	10/30/2023 3:57 PM
3	In the area of being an Equal Opportunity Employer I do not see where GFPS is in violation.	10/30/2023 9:35 AM
4	I appreciate the efforts and improvements being made to create and foster a positive school climate and culture and would expect efforts to continue.	10/29/2023 5:37 PM

Q68 Goal 1 - Increase social and emotional learning skills for all students and staff.

Dr. Brenner's Narrative of Evidence: 10-16-2023 Progress Update: An SEL essential standards committee will be established in the 23-24 school year to set K-12 essential standards for SEL. Essential standards will be shared with the district so buildings can build SEL lessons aligned to the essentials in the 24-25 school year. Second Step was adopted at the K-5 level for Bullying prevention curriculum and full SEL curriculum access. This mirrors the middle schools. The mental health coordinator was selected as a CASEL Fellow as part of their national SEL fellows' program. Information from this training will be discussed as part of the GFPS plans for SEL implementation planning.

Answered: 12 Skipped: 0

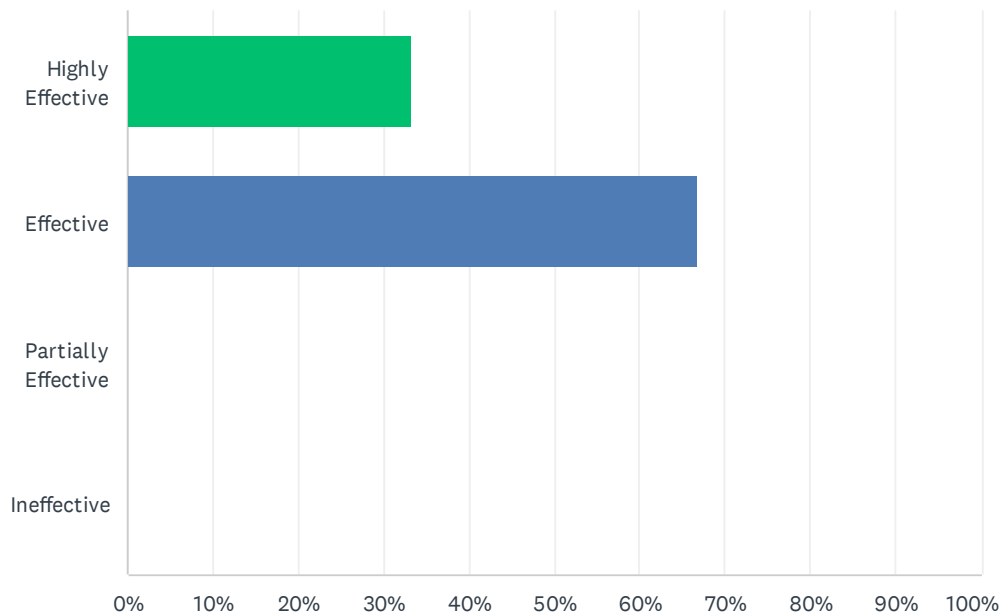


ANSWER CHOICES	RESPONSES	
Highly Effective	50.00%	6
Effective	50.00%	6
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q69 Goal 2 - Identify student strengths and developmental assets (e.g., school connectedness, social skills, self-determination, decision-making, etc.) and commit to improving SEL-related systems and practices continuously.

Dr. Brenner's Narrative of Evidence: 10-16-2023 Progress Update: A review of SEL and MTSS B is planned to assess if the newly formed MTSS B committees can fulfill SEL needs to include data analysis, prevention, and intervention in the areas of the Panorama well-being survey. District-wide training in MTSS B has been requested through the Behavioral Health Grant for the January 15 PD day.

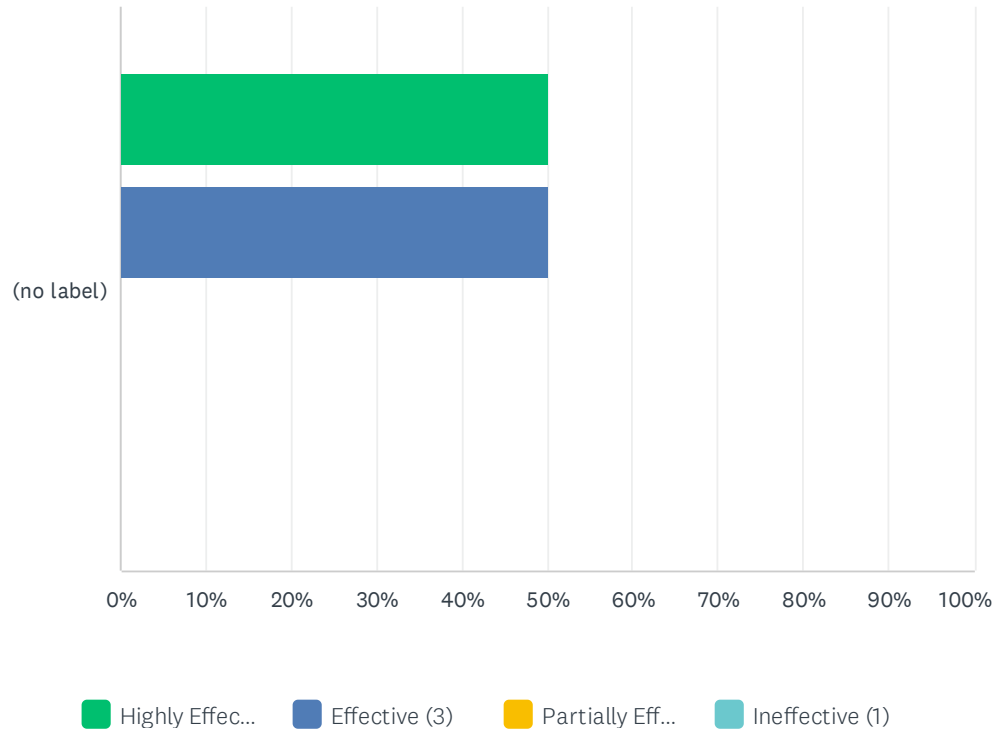
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Highly Effective	33.33%	4
Effective	66.67%	8
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q70 How would you classify the superintendent's overall implementation of Social-Emotional Learning?

Answered: 12 Skipped: 0



	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	PARTIALLY EFFECTIVE (2)	INEFFECTIVE (1)	TOTAL	WEIGHTED AVERAGE
(no label)	50.00% 6	50.00% 6	0.00% 0	0.00% 0	12	3.50

Q71 Please share any other comments you have below:

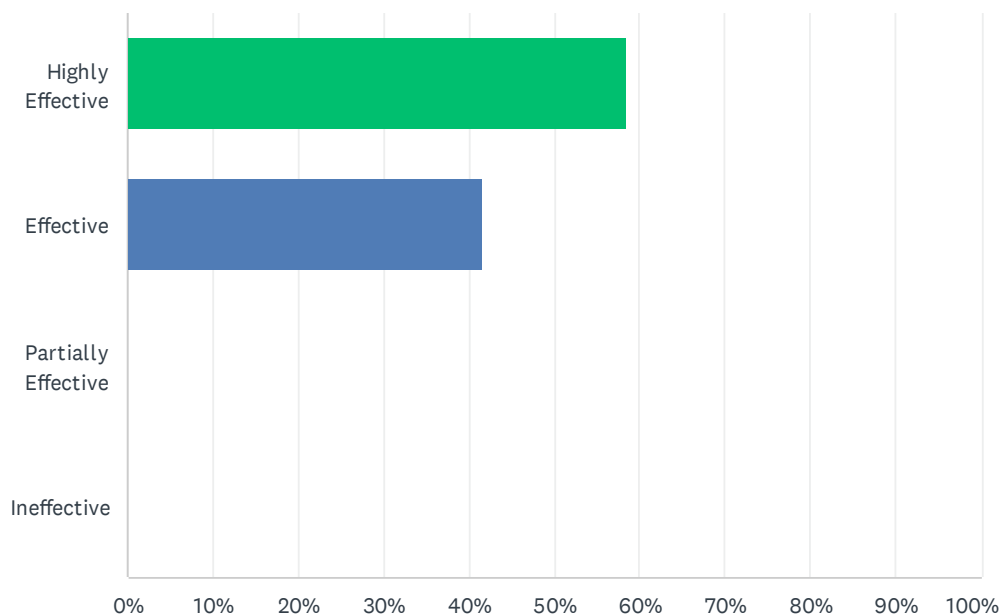
Answered: 2 Skipped: 10

#	RESPONSES	DATE
1	It sounds like there is some great skills and committees that will be provided in the near future to staff. Thank you.	10/30/2023 11:02 PM
2	This is an area of emphasis that Dr. Brenner discusses quite a bit.	10/30/2023 3:58 PM

Q72 Goal 1 - Support a full continuum of care within a multi-tiered system of support by school and community partners working together and maximizing their knowledge and resources.

Dr. Brenner's Narrative of Evidence: 10-16-2023 Progress Update:- Continued participation on the Mental Health Matters Advisory Board. - Participation in the TEARS governance board and community activities. - Nominated to the North Dakota Family Based Services Governance Board. Serving on the Grand Forks Public Health Committee. - A collaborative team from GFPS and CVIC is presenting on comprehensive school-based mental health services at the National Advancing School Mental Health Conference. - The Mental Health Coordinator will also be speaking to the new Safe and Supportive School cohort on continued comprehensive mental health services. - The Mental Health Coordinator is also an advisory board member for the Mid-America Mental Health Conference. - Continued participation in the GF Community Partners Meetings.

Answered: 12 Skipped: 0

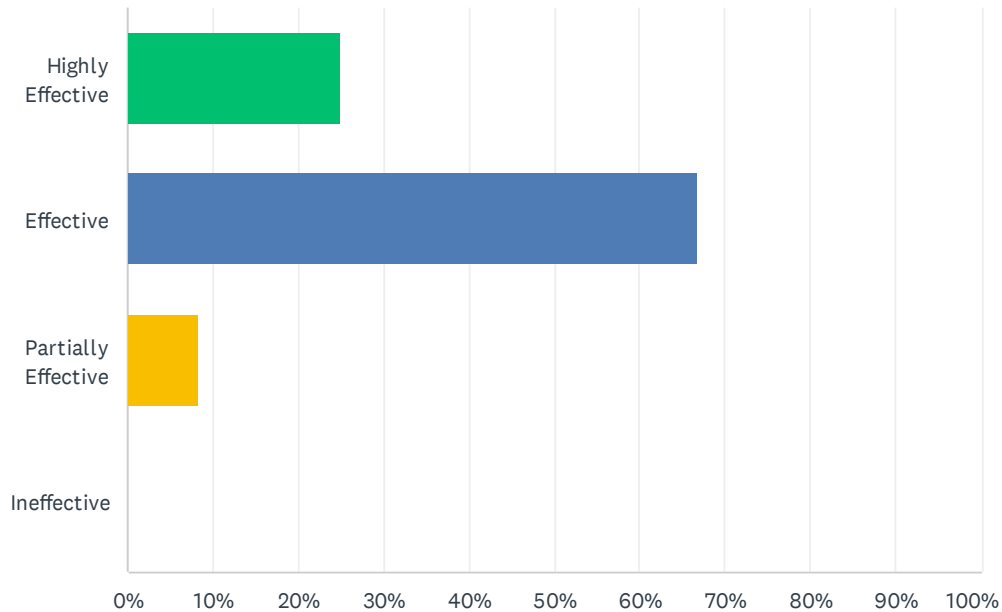


ANSWER CHOICES	RESPONSES	
Highly Effective	58.33%	7
Effective	41.67%	5
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q73 Goal 2 - Involve students and families in all aspects of prevention, intervention, and health promotion design, implementation, and evaluation.

Dr. Brenner's Narrative of Evidence: 10-16-2023 Progress Update: School Counseling Advisory Councils remain in place.

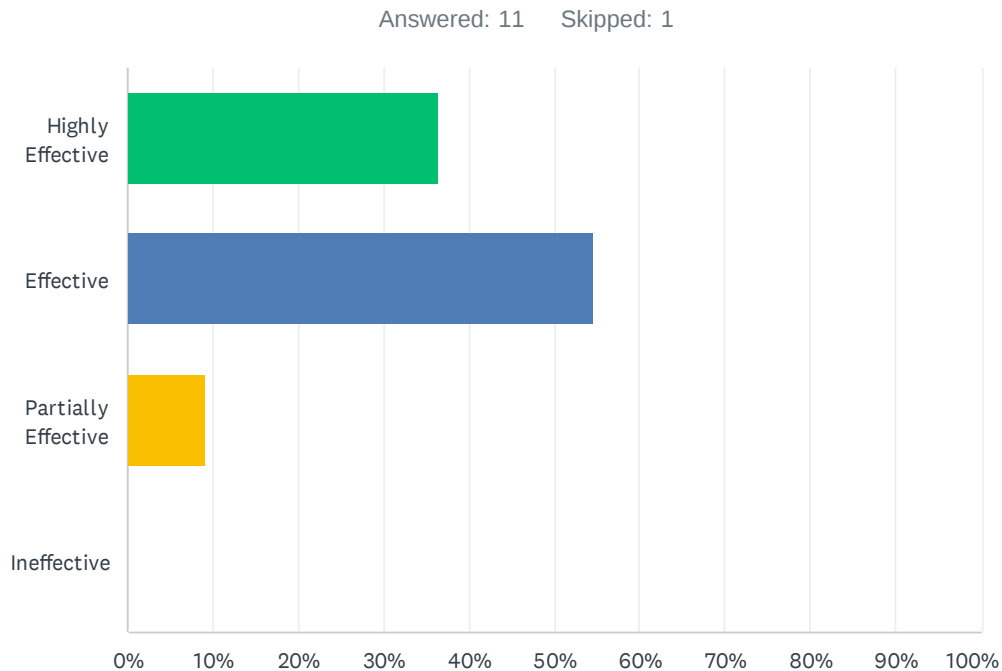
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Highly Effective	25.00%	3
Effective	66.67%	8
Partially Effective	8.33%	1
Ineffective	0.00%	0
TOTAL		12

Q74 Goal 3 - Ensure that all staff, students, families, and community members have a sense of belonging at our schools and that we provide opportunities inside and outside of the classroom where everyone can learn about each other's diverse backgrounds.

Dr. Brenner's Narrative of Evidence: 10-9-23 Progress Update: No current updates.

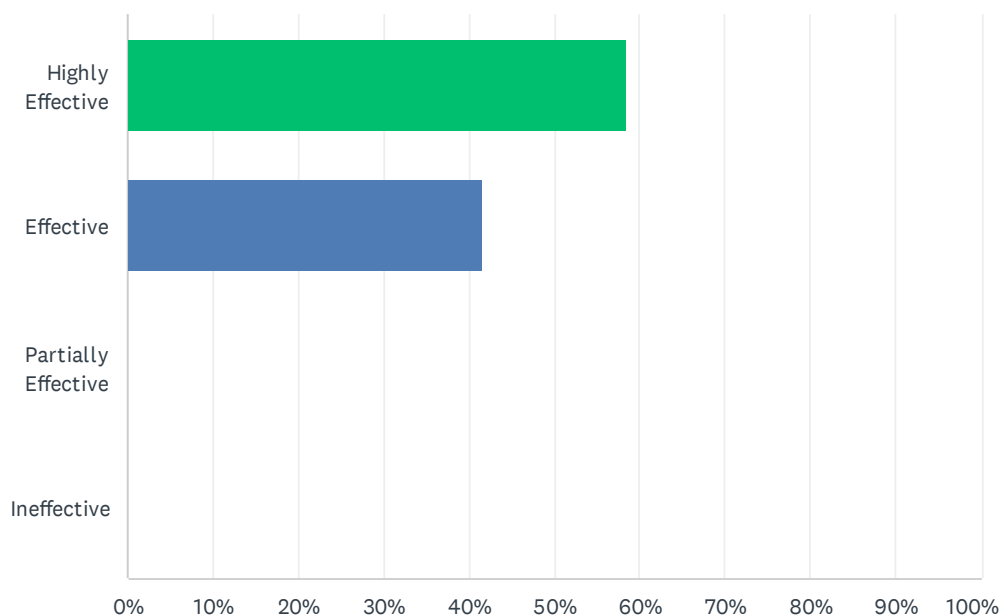


ANSWER CHOICES	RESPONSES	
Highly Effective	36.36%	4
Effective	54.55%	6
Partially Effective	9.09%	1
Ineffective	0.00%	0
TOTAL		11

Q75 Goal 4 - Build upon our existing school partnerships with diverse community organizations.

Dr. Brenner's Narrative of Evidence: 10-16-2023 Progress Update: The Stronger Connections grant for \$793,045 was secured by GFPS for comprehensive mental health services at Tiers 1, 2, and 3. The Behavioral Health Grant continues as a funding source for mental health resources. The mental health coordinator has formed a committee to pursue 1915i Medicaid billing for mental health to pursue a sustainable funding stream for mental health services. 10-13-2023 Progress Update: Christine Litzinger, Catherin Gillach, and Brandon Baumbach met to discuss an additional opportunity to extend mental health services throughout the district via the Stronger Communities Grant. Furthermore, the Mental Health Coordinator position is now in the general fund, prioritizing the work in future budgets beyond grant dollars.

Answered: 12 Skipped: 0

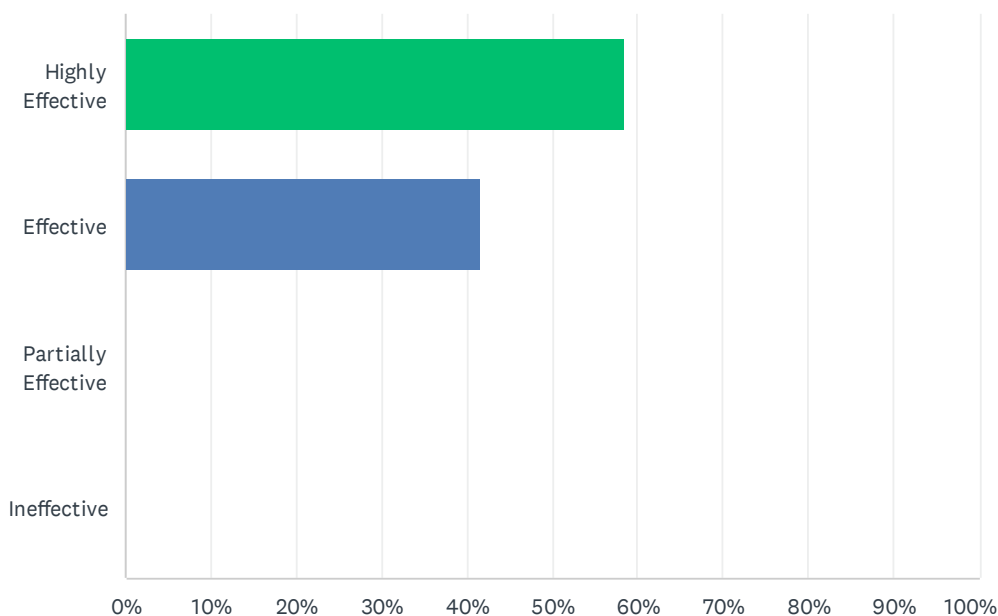


ANSWER CHOICES	RESPONSES	
Highly Effective	58.33%	7
Effective	41.67%	5
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q76 Goal 5 - Use multiple and diverse funding sources (District, local, state, and federal) and types of funding (grants, private foundation funding, etc.) to support a sustainable, comprehensive school district mental health system.

Dr. Brenner's Narrative of Evidence: 10-16-2023 Progress Update:-Mental Health Quarterly Collaborations continue. - A Behavioral Health Grant has been secured for \$175,547.59. The grant runs from Oct 2023 through June 30, 2024- The Therapy prioritization rubric has been shared and discussed with the mental health team.- The TLC is currently looking at a soft opening the week of October 23rd focusing on students ages 10-14. Two teachers are in place and regular collaborative meetings are occurring between GFPS and Altru. - Mental Health Rounds continue for this school year and will take place November-December 23. - The Village Schools Based therapy services have been secured for an additional three years through the Stronger Connections grant. - Access for All was the recipient of Giving Hearts Day and received over \$50,000 to support mental health needs K-12 through NPCC.- An NPCC school-based therapist has been in place since last spring for grades 6-12 for insurance-based mental health support in our middle and high schools.

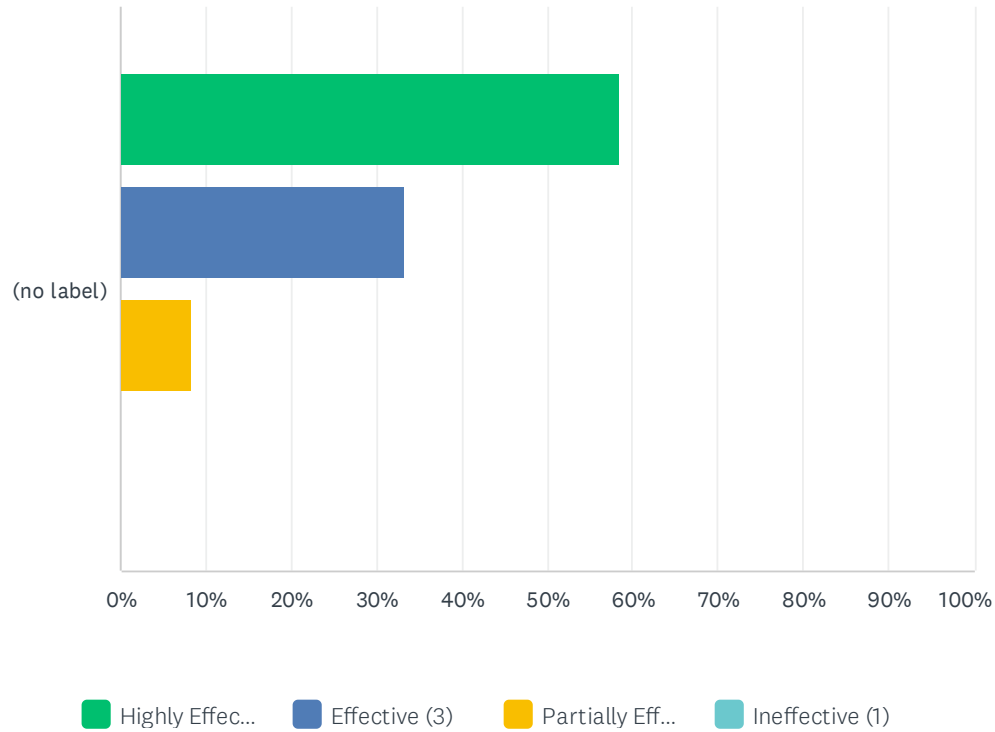
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Highly Effective	58.33%	7
Effective	41.67%	5
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q77 How would you classify the superintendent's overall implementation of Community Engagement?

Answered: 12 Skipped: 0



	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	PARTIALLY EFFECTIVE (2)	INEFFECTIVE (1)	TOTAL	WEIGHTED AVERAGE
(no label)	58.33% 7	33.33% 4	8.33% 1	0.00% 0	12	3.50

Q78 Please share any other comments you have below:

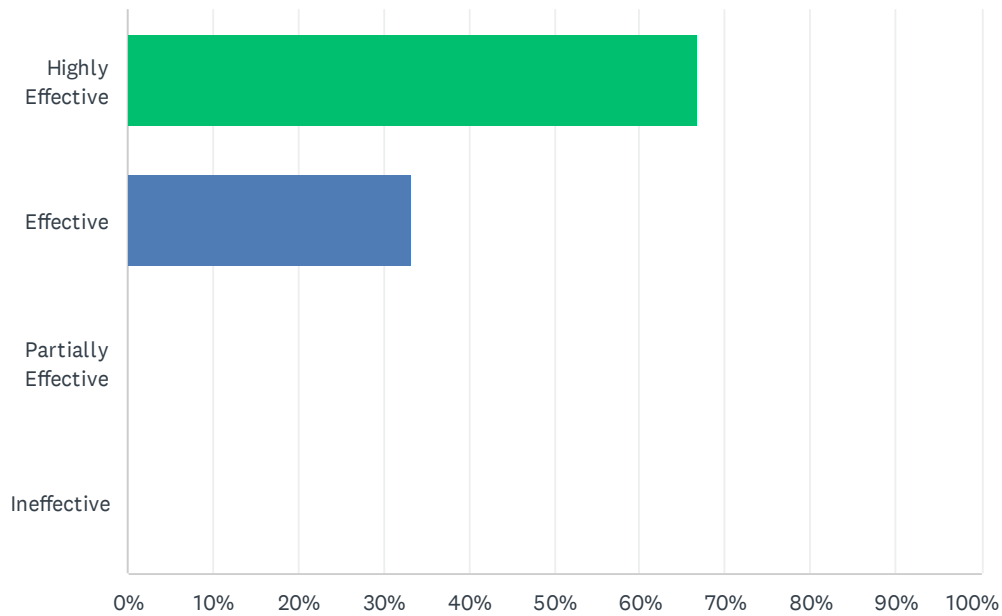
Answered: 4 Skipped: 8

#	RESPONSES	DATE
1	Support of these programs is so important for so many students. I'm glad to know that a Behavioral Health Grant has been secured for October 2023 - June 2024. This is good news.	10/30/2023 11:07 PM
2	I will need to ask Dr. Brenner how active Mental Health Matters is. I am happy to hear that the position for the Mental Health coordinator is now in the general budget and not funded only through grants.	10/30/2023 4:07 PM
3	Please review the earlier comments on the perception of GFPS being opposed to parental consent related to their stance on the legislative session bill, this may have a negative effect on the community. Consequently, the residents of the community have an obligation to directly engage Dr. Brenner with their concerns when public forums are presented.	10/30/2023 9:36 AM
4	The efforts made in this area are important for the overall success of student. I commend mental health coordinator position placement into the General Fund for support and comprehensive continuance of these efforts.	10/29/2023 5:37 PM

Q79 Goal 1 - Grand Forks Public Schools will engage in a process to ensure long-term planning for school district facilities and associated operational and maintenance costs.

Dr. Brenner's Narrative of Evidence: 10- 16-2023 Progress Update: On May 16, 2023, voters passed a \$79MM referendum including \$55MM for construction of a new Valley Middle School, \$6MM for a new Central Kitchen, and \$18MM for district-wide Safety and Security upgrades. ICON Architects will provide A&E services for Valley Middle School, and EAPC will provide A&E services for Safety and Security. Construction Engineers will oversee construction across all scopes of the referendum. Currently, Valley MS and Central Kitchen are in the design phase, with expected start dates in Spring 2024. Safety and Security is in the assessment phase with expected start dates in Spring/Summer 2024. The Career Impact Academy project was approved and broke ground on October 2, 2023 thanks to efforts by GFPS, The City of Grand Forks, Grand Forks County, and industry partners. The project is due to be completed in the summer of 2025 and will provide much-needed technical education programming for the community. Summer 2023:- Ben Franklin Elementary, Viking Elementary, and Lake Agassiz Elementary received HVAC upgrades related to ESSER funds and mill bonding executed in 2021.- Wilder Elementary was also provided portable AC units as part of the effort to air condition all schools by 2025.- Ben Franklin Elementary received new flooring in the East wing, in classroom bathrooms, and upgraded casework in the hallways. The Guaranteed Energy Savings project is nearing completion and includes district-wide lighting upgrades to LED and motion sensor lighting. The district is exploring options to recommission the pool at Central High School. A plan is to be in place by late 2023. Upcoming Projects: The district will address HVAC concerns in Lewis and Clark Elementary and J. Nelson Kelly Elementary summer of 2024, with the hope to have both schools air-conditioned by the beginning of the 2024-2025 school year.

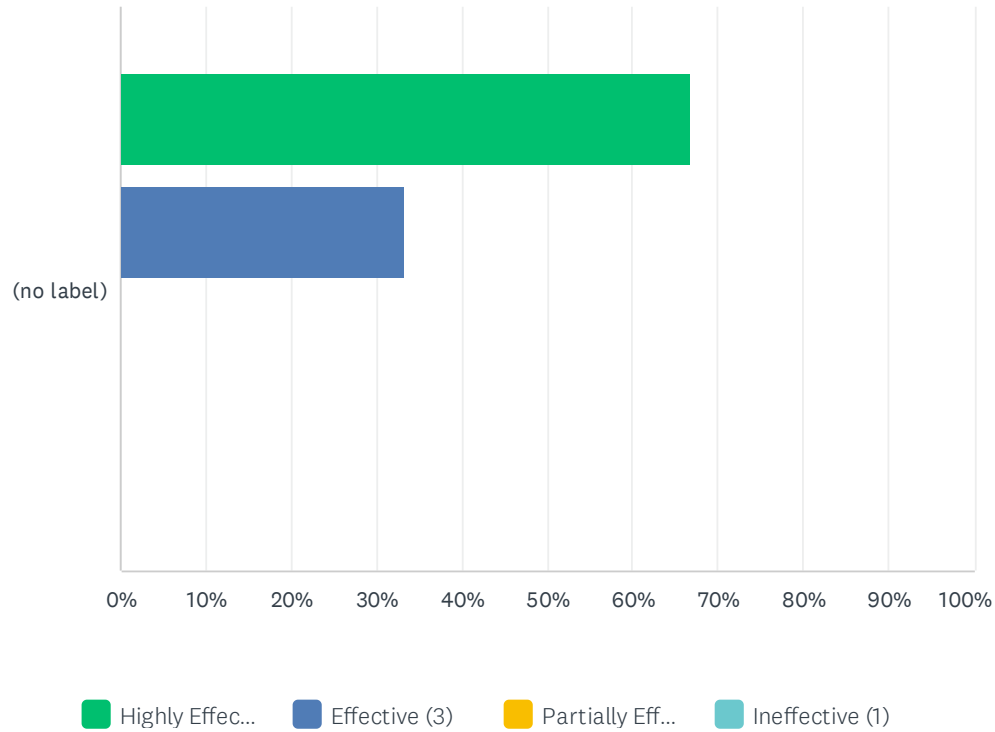
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Highly Effective	66.67%	8
Effective	33.33%	4
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q80 How would you classify the superintendent's overall implementation of Master Facilities Planning?

Answered: 12 Skipped: 0



	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	PARTIALLY EFFECTIVE (2)	INEFFECTIVE (1)	TOTAL	WEIGHTED AVERAGE
(no label)	66.67% 8	33.33% 4	0.00% 0	0.00% 0	12	3.67

Q81 Please share any other comments you have below:

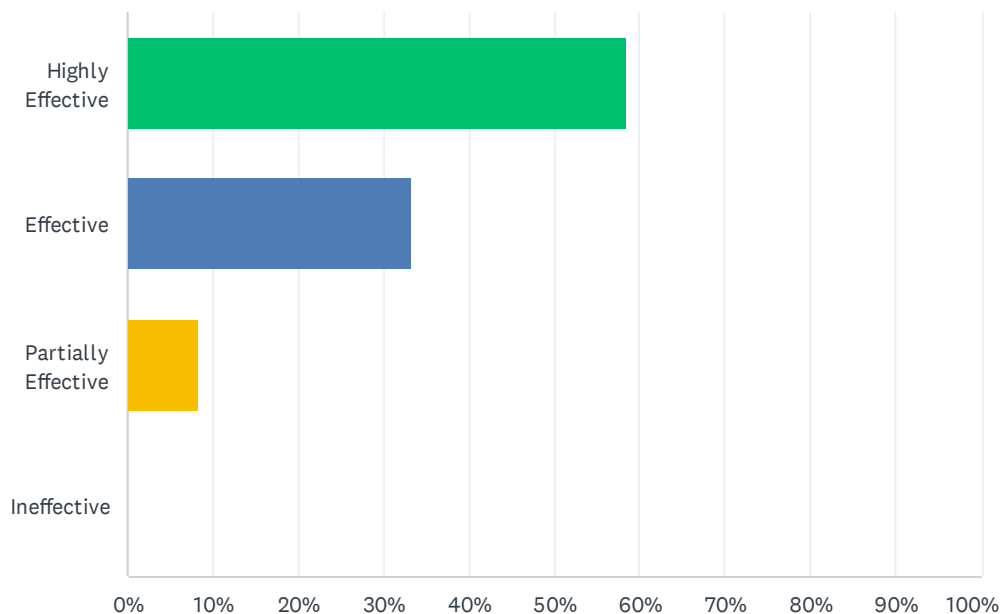
Answered: 6 Skipped: 6

#	RESPONSES	DATE
1	Air-conditioning makes such a difference in classrooms that have historically been so hot. Thank you for working to make this a priority.	10/30/2023 11:08 PM
2	The progress made towards enhancing facilities has been remarkable over the last few years. Many updates have been made to ensure safe and comfortable learning spaces as well as enhancing teaching and learning. The building projects underway will provide enhanced opportunities for learning for students in the 21st century. To further enhance facilities, I think the board and district should work towards a strategic, multi year, facility plan on paper.	10/30/2023 4:22 PM
3	Could we get an update on how the air conditioning units are working at Wilder Elementary School, please? Thank you!	10/30/2023 4:10 PM
4	I appreciate the well thought out long-term plan.	10/30/2023 12:55 PM
5	I am excited by the districts work in this area and would encourage continued strategic focus on utilizing resources to best provide facilities that support learning and provide opportunities for our students and GFPS community. A renewed long term facility master plan should be visited.	10/29/2023 5:37 PM
6	Have put the District on a path for long term maintenance of our facilities into the future.	10/24/2023 12:10 PM

Q82 Goal 1 - Grand Forks Public Schools will create a long-term plan for technology to maximize digital learning opportunities.

Dr. Brenner's Narrative of Evidence: 10-9-2023 Progress Update:In progress. A long-range technology plan continues to be finalized to include the replacement cycles for technology resources of the district including student and staff devices, interactive boards/projectors, network infrastructure, security cameras, printers/copiers, and auxiliary equipment. New additions within the planning document include the new District school buildings (Valley Middle School, Career Impact Academy, and Twining Middle School).10-9-2023 Progress Update:The district supports a 1:1 implementation of student devices, devices for all instructional staff, and support for all users. Teachers are provided on-demand and districtwide professional learning opportunities from Instructional Design Coaches on the effective use of required technological resources. This will be an ongoing practice.

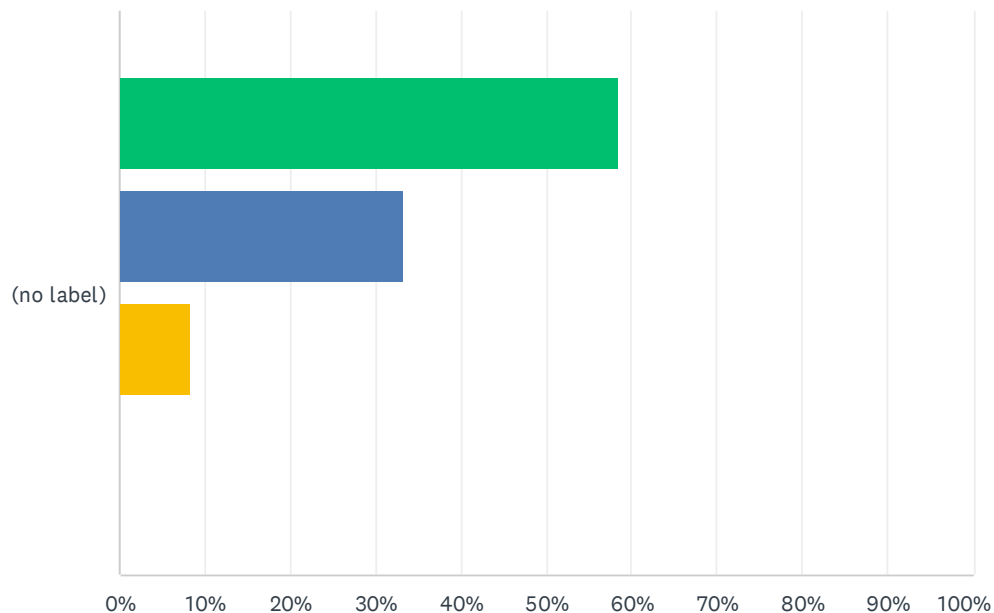
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Highly Effective	58.33%	7
Effective	33.33%	4
Partially Effective	8.33%	1
Ineffective	0.00%	0
TOTAL		12

Q83 How would you classify the superintendent's overall implementation of Long-Term Technology Planning?

Answered: 12 Skipped: 0



■ Highly Effective (4)
 ■ Effective (3)
 ■ Partially Effective (2)
 ■ Ineffective (1)

	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	PARTIALLY EFFECTIVE (2)	INEFFECTIVE (1)	TOTAL	WEIGHTED AVERAGE
(no label)	58.33% 7	33.33% 4	8.33% 1	0.00% 0	12	3.50

Q84 Please share any other comments you have below:

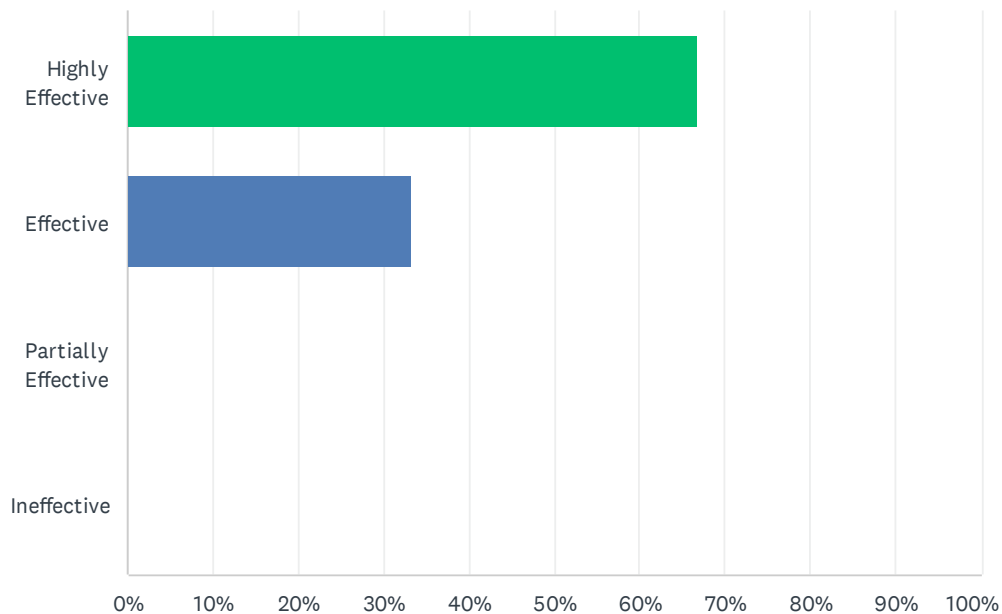
Answered: 3 Skipped: 9

#	RESPONSES	DATE
1	These goals are a good starting point. :) I will be eager to hear more about these plans. It seems that the replacement cycle for technology is fast approaching and the replacement procedure is a task that requires planning. I'm eager to hear more about how decisions for overall planning and implementation are going. Communicating to staff regarding the plans and forward thinking regarding the Districts' use of AI and policies regarding that implementation will be interesting conversations.	10/30/2023 11:15 PM
2	District leadership has a great team working on technology planning.	10/30/2023 4:10 PM
3	Recent engagements to enhance the overall technology systems, and department structure, support this goal and I would like to see these progress. The importance of Technology in everyday operational aspects of any entity, along with the imperative inclusion of technology in learning environments is important and should be supported overall. I would like to see a long term plan presentation to the board.	10/29/2023 5:37 PM

Q85 Goal 1 - Grand Forks Public Schools will develop a sustainable, long-term financial plan.

Dr. Brenner's Narrative of Evidence: 10-13-2023 Progress Update:The board negotiated a large increase in compensation packages for all employees. The work since that time has been on the FY24 budget to realign resources to pay for these increases. This work is ongoing and will continue into the FY25 budget. The aim is still to reach a general fund balance equal to 15% of expenditures by 2026.

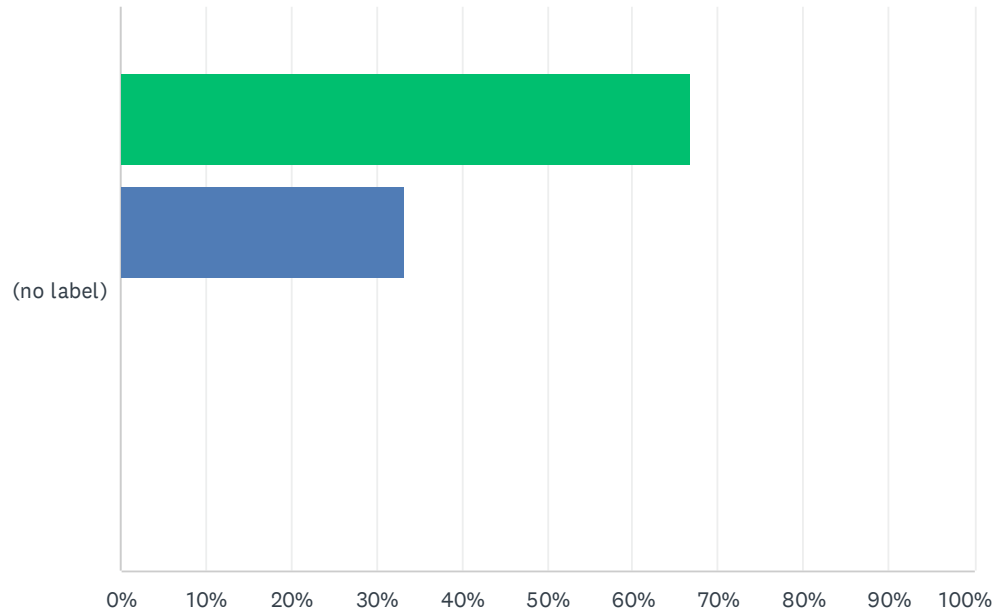
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Highly Effective	66.67%	8
Effective	33.33%	4
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q86 How would you classify the superintendent's overall implementation of Long-Term Financial Planning?

Answered: 12 Skipped: 0



■ Highly Effective (4)
 ■ Effective (3)
 ■ Partially Effective (2)
 ■ Ineffective (1)

	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	PARTIALLY EFFECTIVE (2)	INEFFECTIVE (1)	TOTAL	WEIGHTED AVERAGE
(no label)	66.67% 8	33.33% 4	0.00% 0	0.00% 0	12	3.67

Q87 Please share any other comments you have below:

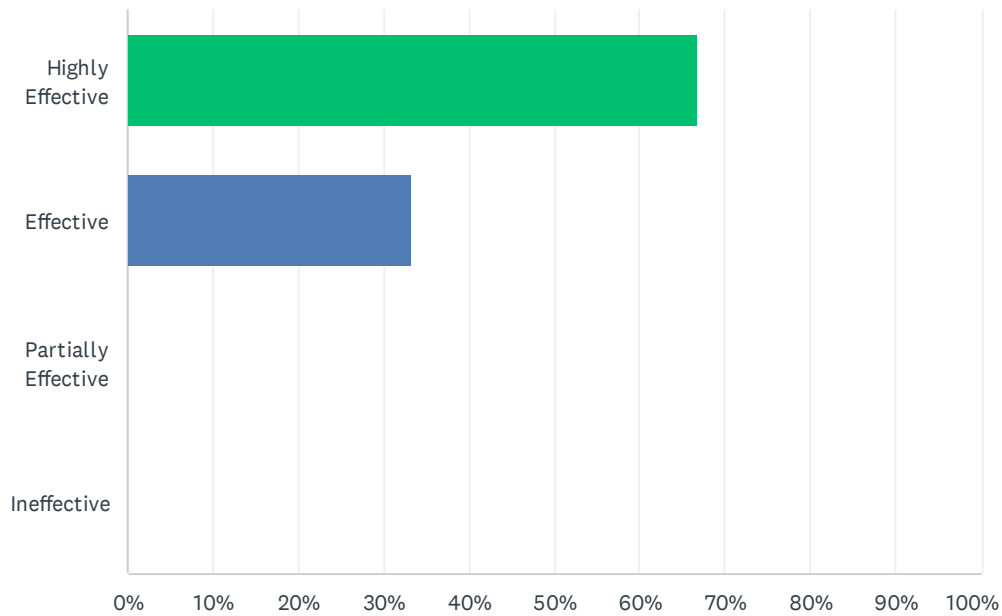
Answered: 6 Skipped: 6

#	RESPONSES	DATE
1	It is exciting that the salaries were increased so much and that this was such a priority. Thank you.	10/30/2023 11:16 PM
2	The board has been focused on maintaining progress towards financial stability, with direction and leadership from Dr. Brenner.	10/30/2023 4:24 PM
3	The superintendent is keeping this conversation "front and center" which is helpful. Raises were needed; careful long-term financial planning is occurring.	10/30/2023 4:13 PM
4	Appreciate the goal of general fund balance equal to 15% of expenditures by 2026.	10/30/2023 12:56 PM
5	GFPS is trending in the right direction.	10/29/2023 5:38 PM
6	The District is on a path for long-term financial planning. We must continue to follow our set financial goals as we move forward.	10/24/2023 12:10 PM

Q88 Goal 1 - Workplace Culture – Grand Forks Public Schools will create a culture and work environment that makes the District an employer of choice. Several motivating factors attract applicants and retain employees. It is vital to create a culture that recognizes human motivators and allows for flexibility in meeting a wide range of needs facing our existing or potential workforce.

Dr. Brenner's Narrative of Evidence:1 0-15-2023 Progress Update:The market review with Public Sector Personnel Consultants was completed in February 2023. The data showed the district's compensation for classified staff was more than 5% lower than the market for 89% of the classified positions. The data also showed that the entry wage for teachers, principals, and directors was significantly lower than the market. This data was used to drive decisions during the spring negotiation cycle. The result was an average of around 12% aggregate compensation increase for all staff over the next 2 years. Teachers also now receive their hourly rate for most of the extra work they do rather than the preset \$25-30/hr. A major benefit that was added during negotiations was 6 weeks of paid parental leave for teachers, directors, and principals. To improve the onboarding experience an additional day of new teacher workshops was added. Leaders were also encouraged to bring their classified staff in 1-2 days before school started to complete training and development activities. We launched PowerSchool Records to create a more efficient onboarding process by moving the new hire paperwork online. We tested this out with the new teachers that started this summer and it worked extremely well. We will roll out to classified new hires this fall. We also utilized PowerSchool Records to launch training modules electronically. This streamlined the process by having all the training information in one spot and allowed us to easily track and monitor the completion of the modules.

Answered: 12 Skipped: 0

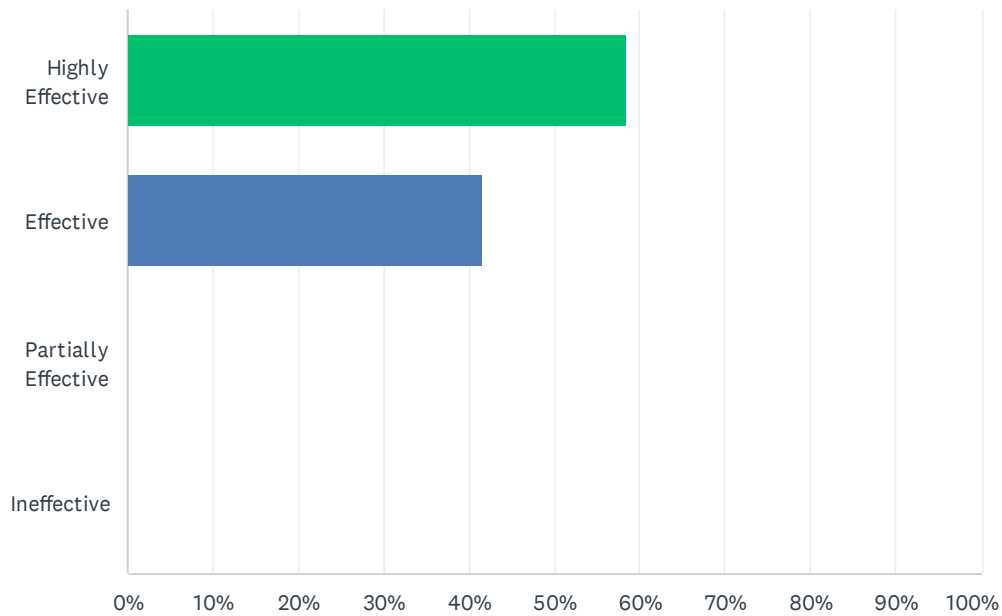


ANSWER CHOICES	RESPONSES	
Highly Effective	66.67%	8
Effective	33.33%	4
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q89 Goal 2 – Recruitment, Outreach, and Promotions – Grand Forks Public Schools will promote the District as a major employer in the state and region and will continually review recruitment efforts and expand efforts when necessary to attract the best candidates at all levels. Also, the District will seek to recruit a diverse applicant pool for all openings.

Dr. Brenner's Narrative of Evidence: 10-15-2023 Progress Update: In January 2023 we signed a marketing agreement with Forum Communications. This agreement pushes our job postings to dozens of job boards as well as strategically marketing Grand Forks Public Schools career opportunities through various media outlets including streaming services and YouTube. This marketing has been successful as we have seen a significant increase in applications for all positions compared to the same time last year. We also started an advertisement agreement with Off the Wall Advertising to market our openings in 14 different restaurants/businesses across Grand Forks. In February 2023 we hired an HR Generalist who is focused on recruitment. She has worked diligently to increase the exposure of our opening to various job boards, colleges, and associations. She has also increased our attendance at the local and regional job fairs and college career fairs. She has grown our partnership with Job Service of Grand Forks to promote our job openings to those individuals who work with Job Service through their various programs. We continue to supplement our teacher openings by recruiting international teachers. This year we have hired 25 international teachers from Canada, the Philippines, Nigeria, and India. Of the new international teachers hired this year, 17 were hired for Special Education which helped us fill all our Special Education teacher openings.

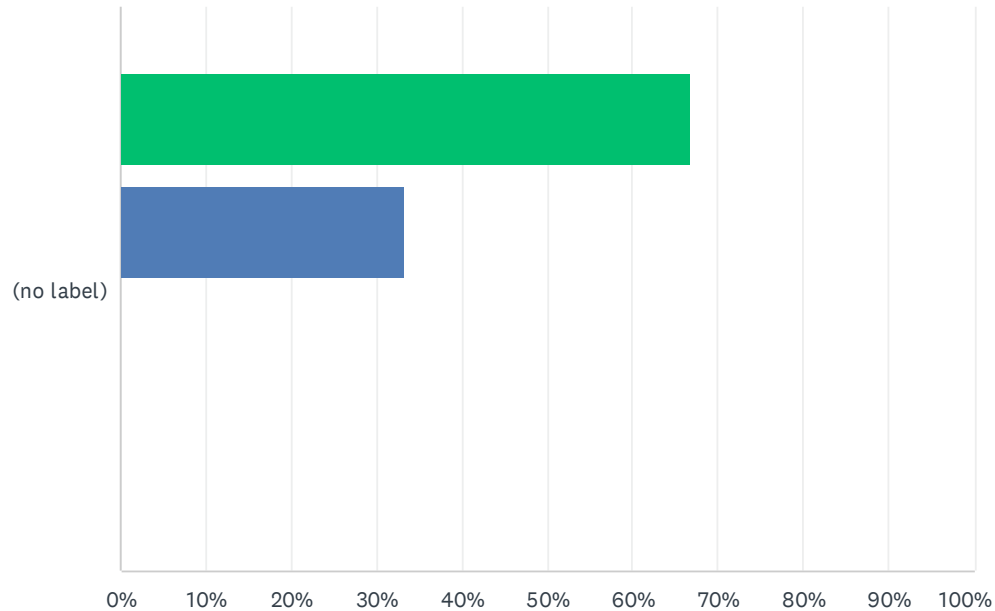
Answered: 12 Skipped: 0



ANSWER CHOICES	RESPONSES	
Highly Effective	58.33%	7
Effective	41.67%	5
Partially Effective	0.00%	0
Ineffective	0.00%	0
TOTAL		12

Q90 How would you classify the superintendent's overall implementation of Human Resources?

Answered: 12 Skipped: 0



■ Highly Effective (4)
 ■ Effective (3)
 ■ Partially Effective (2)
 ■ Ineffective (1)

	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	PARTIALLY EFFECTIVE (2)	INEFFECTIVE (1)	TOTAL	WEIGHTED AVERAGE
(no label)	66.67% 8	33.33% 4	0.00% 0	0.00% 0	12	3.67

Q91 Please share any other comments you have below:

Answered: 3 Skipped: 9

#	RESPONSES	DATE
1	Great efforts to recruit more teachers to our District. I like what we have in place and these programs have helped to attract teachers to our classrooms; which makes learning better for everyone involved. I hope to see these programs continue. Thank you.	10/30/2023 11:19 PM
2	As stated earlier, I believe there are still some ways (procedures) that could be implemented to help in the area of hiring paraprofessionals and other staff. The application process should be evaluated and improved.	10/30/2023 4:16 PM
3	Positive work in this area improved the districts start of the school year in relation to positions filled with less of an impact than prior years of unfilled positions.	10/29/2023 5:38 PM

Superintendent's Evaluation – November 2023

Board Member Input Scoring Summary

Respondents were eight of nine Grand Forks School Board members and four of five Grand Forks Air Force Base School Board members.

Area of Performance: Leadership

How would you classify the superintendent's overall performance in the area of Leadership?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective	Weighted Average
8 (66.67%)	3 (25.00%)	1 (8.33%)	0 (0.00%)	3.58

Area of Performance: Administration

How would you classify the superintendent's overall performance in the area of Administration?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective	Weighted Average
8 (66.67%)	4 (33.33%)	0 (0.00%)	0 (0.00%)	3.67

Area of Performance: Curriculum and Instruction

How would you classify the superintendent's overall performance in the area of Curriculum and Instruction?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective	Weighted Average
7 (58.337%)	4 (33.33%)	1 (8.33%)	0 (0.00%)	3.50

Area of Performance: Human Resources

How would you classify the superintendent's overall performance in the area of Human Resources?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective	Weighted Average
7 (58.337%)	5 (41.67%)	0 (0.00%)	0 (0.00%)	3.58

Area of Performance: Communication

How would you classify the superintendent's overall performance in the area of Communication?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective	Weighted Average
7 (58.337%)	5 (41.67%)	0 (0.00%)	0 (0.00%)	3.58

Strategic Plan Area 1 – Academics – High-Reliability Schools Framework

How would you classify the superintendent's overall implementation of Academic Engagement and Strategies for Student Success?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective	Weighted Average
6 (50.0%)	5 (41.67%)	1 (8.33%)	0 (0.00%)	3.42

How would you classify the superintendent's overall implementation of Professional Learning & Technology?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective	Weighted Average
8 (66.67%)	4 (33.33%)	0 (0.00%)	0 (0.00%)	3.67

How would you classify the superintendent's overall implementation of Innovation and Creativity?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective	Weighted Average
7 (58.337%)	5 (41.67%)	0 (0.00%)	0 (0.00%)	3.58

Strategic Plan Area 2 – Comprehensive School District Mental Health System

How would you classify the superintendent's overall implementation of Mental Health?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective	Weighted Average
7 (58.337%)	4 (33.33%)	1 (8.33%)	0 (0.00%)	3.50

How would you classify the superintendent's overall implementation of Positive School Climate?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective	Weighted Average
7 (58.337%)	5 (41.67%)	0 (0.00%)	0 (0.00%)	3.58

How would you classify the superintendent's overall implementation of Social-Emotional Learning?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective	Weighted Average
6 (50.0%)	6 (50.0%)	0 (0.00%)	0 (0.00%)	3.50

How would you classify the superintendent's overall implementation of Community Engagement?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective	Weighted Average
7 (58.337%)	4 (33.33%)	1 (8.33%)	0 (0.00%)	3.50

Strategic Plan Area 3 – Resource Management and Long-Term Planning

How would you classify the superintendent's overall implementation of Master Facilities Planning?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective	Weighted Average
8 (66.67%)	4 (33.33%)	0 (0.00%)	0 (0.00%)	3.67

How would you classify the superintendent's overall implementation of Long-Term Technology Planning?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective	Weighted Average
7 (58.337%)	4 (33.33%)	1 (8.33%)	0 (0.00%)	3.50

How would you classify the superintendent's overall implementation of Long-Term Financial Planning?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective	Weighted Average
8 (66.67%)	4 (33.33%)	0 (0.00%)	0 (0.00%)	3.67

Strategic Plan Other Areas – Human Resources

How would you classify the superintendent's overall implementation of Human Resources?

4 - Highly Effective	3 - Effective	2 - Partially Effective	1 - Ineffective	Weighted Average
8 (66.67%)	4 (33.33%)	0 (0.00%)	0 (0.00%)	3.67

Upon review of Board member input and an overall weighted average ranging from 3.42 to 3.67 in all domains, the Superintendent Evaluation Committee and Grand Forks School Board find the superintendent's performance to be SATISFACTORY.

Approved by the Grand Forks School Board on _____.

Amber Flynn, President
Grand Forks School Board
Grand Forks PSD #1

Michelle Shepperd, President
GFAFB School Board
GFAFB PSD #140

Dr. Terry Brenner
Superintendent of Schools

Date

Date

Date


DRAFT

Brandon Baumbach
Business Manager

Department Phone: 701.787.4885
Direct Phone: 701.746.2205, Ext. 7126
Fax: 701.772.7739
bbaumbach020@mygfschools.org

MEMORANDUM

TO: Grand Forks School Board
FROM: Brandon Baumbach, Business Manager
SUBJECT: Consideration of Certificate Regarding Negotiations for Community-Based Use Agreement
DATE: November 13, 2023



Development continues on the Memorial Village Project II at the intersection of Columbia Road and University Avenue which includes a NCAA regulation-sized softball field and complex as an addition to the Fritz Pollard Jr. Athletic Center. The softball complex is anticipated to benefit Grand Forks Public Schools (GFPS) as its use would allow for improved access to outdoor practice and play space during the spring months.

Since the inception of the concept, District Administration has been in contact with the University of North Dakota, the City of Grand Forks, and the Grand Forks Park District to develop a use plan upon its completion. Conversations are ongoing.

Per the development agreement, community partners must certify that negotiations regarding community use of the facility have begun and intend to continue. District leadership can confirm the beginning of and intention to continue negotiations.

This agreement has been reviewed by District legal counsel and does not bind GFPS to reach an agreement for use. Rather, it certifies GFPS' intent to continue negotiations.

As background, on June 26, the school board approved a 95% and 20-year PILOT exemption for the project.

Administrative recommendation is to approve the Certificate Regarding Negotiations for Community-Based Use Agreement.

Attachment:
Consideration of Certificate Regarding Negotiations for Community-Based Use Agreement

**CERTIFICATION REGARDING NEGOTIATIONS FOR COMMUNITY-BASED USE
AGREEMENT**

WHEREAS, MEMORIAL VILLAGE INVESTMENTS, LLC, a North Dakota limited liability company, whose address is 4297 16th Avenue North, Grand Forks, ND 58203-0805 (referred to herein as the “Developer”), the **CITY OF GRAND FORKS**, a North Dakota municipal corporation whose principal office and mailing address is 255 North 4th Street, Grand Forks, ND 58201 (hereinafter the “City”), the **GRAND FORKS GROWTH FUND**, a Jobs Development Authority, whose mailing address is 255 North 4th Street, P.O. Box 5200, Grand Forks, North Dakota 58203 (hereinafter referred to as the “JDA”), and the **UND ALUMNI ASSOCIATION AND FOUNDATION**, a North Dakota non-profit corporation, whose mailing address is 3501 University Avenue, Stop 8157, Grand Forks, North Dakota 58202-8157 (hereinafter referred to as “UNDAAF”) entered into that certain Payment in Lieu of Property Tax Development Agreement (the “Memorial Village II PILOT Development Agreement”), having an effective date of July 5, 2023, that provided certain property tax incentives to the Developer.

WHEREAS, under the Memorial Village II PILOT Development Agreement and to assist UNDAAF in the construction and development of the Softball Field, the JDA agreed, subject to the satisfaction of certain conditions precedent, to make a loan to UNDAAF in the original principal amount of \$2,000,000.00, which is to be evidenced by a promissory note from UNDAAF to the Lender.

WHEREAS, under the Memorial Village II PILOT Development Agreement, one of the conditions precedent for the JDA to make the herein described \$2,000,000 loan to UNDAAF is Good Faith negotiations have commenced and an agreement to continue with such Good Faith negotiations until a final agreement is reached by and among UND, the City, the Grand Forks Public School System, and the City of Grand Forks Park District on a community based use agreement for the Softball Field, Pollard Athletic Complex and Memorial Village I track facility.

NOW THEREFORE, UND, the City, the Grand Forks Public School System, and the City of Grand Forks Park District pursuant to the Memorial Village II PILOT Development Agreement:

1. Do hereby certify that Good Faith negotiations have commenced and there is an agreement to continue with such Good Faith negotiations until a final agreement is reached by and among UND, the City, the Grand Forks Public School System, and the City of Grand Forks Park District on a community based use agreement for the Softball Field, Pollard Athletic Complex and Memorial Village I track facility.

2. All of the terms defined in the Memorial Village II PILOT Development Agreement are incorporated herein and have the same meaning as used herein.

IN WITNESS WHEREOF, UND, the City, the Grand Forks Public School System and the City of Grand Forks Park District have executed this certification this _____ day of _____, 2023.

UNIVERSITY OF NORTH DAKOTA

By: Dr. Andrew Armacost
Its: President
Dated: _____

By: Bill Chaves
Its: Athletic Director
Dated: _____

**GRAND FORKS PUBLIC SCHOOL
DISTRICT NO. 1**

By: Amber Flynn
Its: School Board President
Dated: _____

By: Brandon Baumbach
Its: Business Manager
Dated: _____

CITY OF GRAND FORKS

By: Brandon Bochenski
Its: Mayor
Dated: _____

Attest:

Maureen Storstad
Its: City Auditor
Dated: _____

**PARK DISTRICT OF THE CITY OF
GRAND FORKS**

By: Tim Skarperud
Its: Park Board President
Dated: _____

By: George Hellyer
Its: Executive Director
Dated: _____