School Board Public Forum

The Grand Forks and Grand Forks Air Force Base School Boards will hold a public forum on Monday, March 25, 2024, at South Middle School, 1999 47th Avenue South, Grand Forks, ND. The forum will begin at 7:00 p.m. in the cafetorium.

The topics being discussed will focus on balancing enrollment between and among all schools, the location of ML magnet school programs, and whether to convene a demographic task force to re-examine boundary lines.

Transportation and Childcare for ages 2 years old through 5th grade are available upon request.

Spanish, Somali, and Nepali interpreters will be on-site.

For planning purposes, individuals are encouraged to pre-register to receive background materials in advance, arrange transportation, or arrange childcare.

- To **pre-register**, contact Cindy Johnson at cjohnson260@mygfschools.org or 701-787-4880. The deadline to pre-register is 4:00 p.m. on Wednesday, March 20, 2024.

- To arrange **transportation** to and from the event, contact Ali Hillebrand at ahillebrand190@mygfschools.org or 701-746-2205, Ext. 7235.

- To arrange **childcare***, complete the sign-up form at https://forms.gle/tSfK6NQYY6RvbwdC6 or contact Kayla Erickson at kerickson250@mygfschools.org or call or text 701-215-8041 with the following information:
    - Parent/Guardian's first and last name
    - Name(s) and age(s) of child(ren)
    - Phone number (in the event of an emergency)
    - Email address, if possible, for confirmation
    - Anything we should be aware of (allergies, etc.)

  *All children must be potty-trained.
  A confirmation will be sent that will include where to drop your child(ren) off that evening.

GRAND FORKS PUBLIC SCHOOLS
Grand Forks Public School District #1
Grand Forks Air Force Base School District #140

Public Forum 2024

(Held in Accordance with N.D.C.C. 15.1-07-26)

March 25, 2024
South Middle School
Cafetorium
7:00 p.m.

AGENDA

7:00 p.m. **General Session**

Welcome and Introductions
Amber Flynn, President, Grand Forks School Board
Mrs. Michelle Shepperd, President, Grand Forks Air Force Base School Board

Overview of the Public Forum Process
Dr. Terry Brenner, Superintendent of Schools

7:15 p.m. **Presentation by District Administration**

7:30 p.m. **Small Group Discussions**

9:00 p.m. **Adjourn**
*Grab-n-Go refreshments will be provided.

Thank you for your participation!

SCHOOL DISTRICT DEMOGRAPHICS LONG-TERM PLANNING

Public Forum 2024

March 25, 2024
(Held in Accordance with N.D.C.C. 15.1-07-26)

GRAND FORKS PUBLIC SCHOOLS

Grand Forks Public School District #1
Grand Forks Air Force Base Public School District #140

PARTICIPANT BOOKLET # 1

Table of Contents

Background on Public Forums

The 2003 Legislature enacted a new law requiring school districts to hold a public forum between January and June of each even-numbered year. The purpose for the forum is the review of local demographic trends and how they may affect each school district's current practices.

Grand Forks Public School District #1 and Grand Forks Air Force Base Public School District #140 have held these legally required public forums in every even-numbered year beginning in January of 2006. Prior to this state mandate, the districts have had a practice of utilizing public forums to gain input on challenges and potential change initiatives. Topics of these forums have included Goals 2000 initiatives, flood reconstruction, middle school configuration, attendance area boundary line considerations, demographic trends, reconfiguration of Air Base schools, the expansion of kindergarten to a full day schedule, high school study, the Demographic Task Force recommendations, and resource management and long-term facilities, technology, and financial planning. Public forums provide invaluable insights to the two school boards for their planning activities.

The 2023 Legislature amended the law by adding the review of academic achievement and ancillary staffing and other language changes.

Following is the current North Dakota law that governs local school district public forums:

15.1-07-26. School district demographics and enrollment - Review - Report.

1. Between January first and June thirtieth of every even-numbered year, the board of each school district may invite the public to participate in a review addressing the effects that demographics and changing enrollment will have on the district in the ensuing three-year and five-year periods, and specifically addressing potential effects on:
   a. Academic achievement, as it relates to the local strategic plan, including progress toward state academic goals adopted by the statewide prekindergarten through grade twelve education strategic vision steering committee;
   b. Instructional, administrative, and ancillary staffing;
   c. Co-curricular or extracurricular programs;
   d. Facility needs and utilization; and
   e. District property tax levies.
2. At the conclusion of the review, the board is encouraged to prepare a report, make the report available on the district website, and make the report available upon request.

Mission Statement, Vision Statement, and Values Statement

Mission Statement

Growing together to enrich the world.

Vision Statement

We provide diverse and meaningful experiences for all learners in a safe and supportive environment by fostering curiosity, inquiry, and innovation. We grow and learn together by embracing change and taking risks.

Vision Statement

We believe strong relationships in our schools and community will result in developing connected, innovative learners, grounded by strong character.

OUR STRATEGIC PRIORITIES

The strategic priority areas were developed to guide the school district's focus and effective use of resources to achieve student outcomes that will prepare students for their future. The following represents the strategic priority areas and subcategories from a macro view.

I. Academics – High-Reliability Schools Framework

1. Academic Engagement and Strategies for Student Success
2. Professional Learning & Technology
3. Innovation and Creativity

II. Comprehensive School District Mental Health System

1. Mental Health
2. Positive School Climate & Culture
3. Social-Emotional Learning
4. Community Engagement

III. Resource Management and Long-Term Planning

1. Master Facilities Planning
2. Long-Term Technology Planning
3. Long-Term Financial Planning

Human Resources

Elementary Schools

* Small Schools ranging from 150 to 500 students
* Small Class Sizes in K-3
* Extended Day (ENCORE)
* Extended Year (10th Month, Summer School)
* Standards-referenced curriculum

Costs are driven by smaller schools and smaller classes:

- The district must employ 13+ teachers to reduce class size by one student across all elementary classrooms.

Carnegie Middle Schools

* Building Sizes of 750 or fewer
* Staff & students organized in teams by grade level for core classes with teams of 100 students or fewer working with a five-teacher team
* Exploratory experiences offered in addition to core classes
* Daily staff team planning
    - Review needs of all students
    - Curriculum project planning
    - Professional Development experiences
    - Parent contacts

Comprehensive High Schools

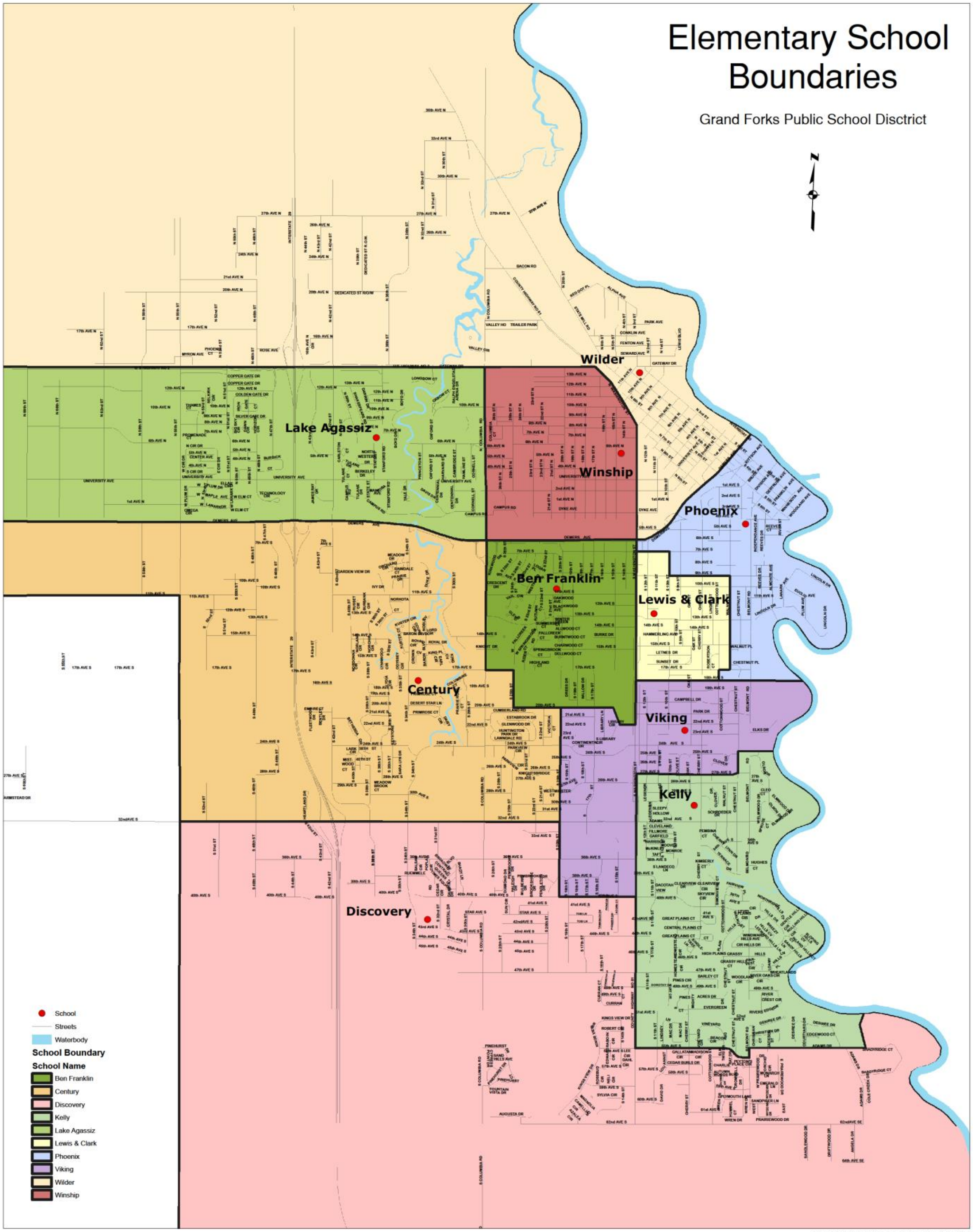
* Personalization is the challenge. It is addressed through:
    - Rich array of curriculum offerings
    - Career counseling, including Job Shadowing
    - Alternative scheduling options
    - Alternative school site
    - Extracurricular offerings
    - Mentor Center
    - Future Career Impact Academy

Costs are affected by the philosophy of not limiting students to a maximum number of credits they can take.

- It is estimated the district employs 25 additional staff members over the number needed if students were only permitted access to the number of credits required to graduate.

Attendance Areas

All district elementary, middle, and high schools have designated attendance areas. Boundary maps for each current attendance area and the school board approved attendance areas can be found at https://www.gfschools.org/link-2/registration.



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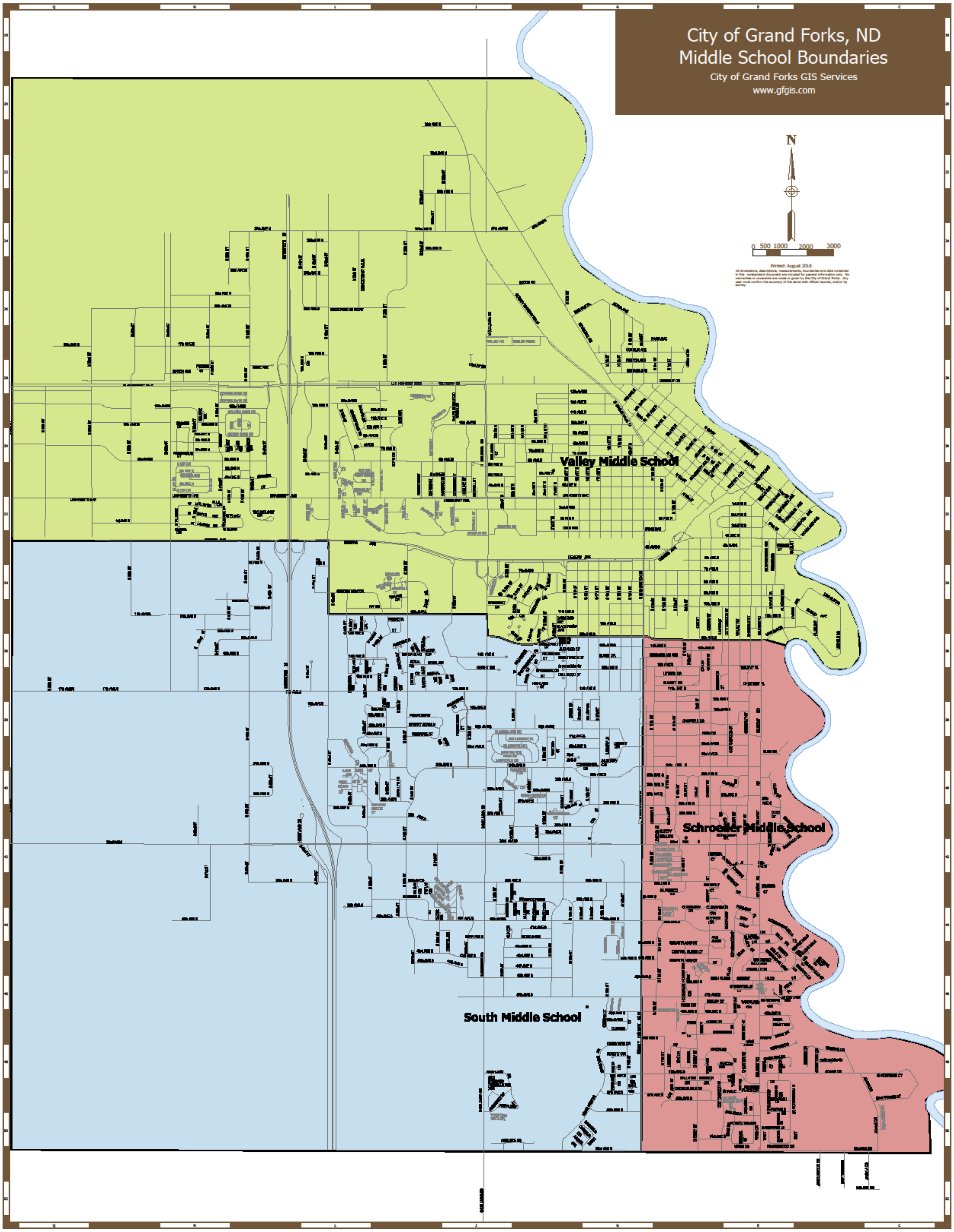
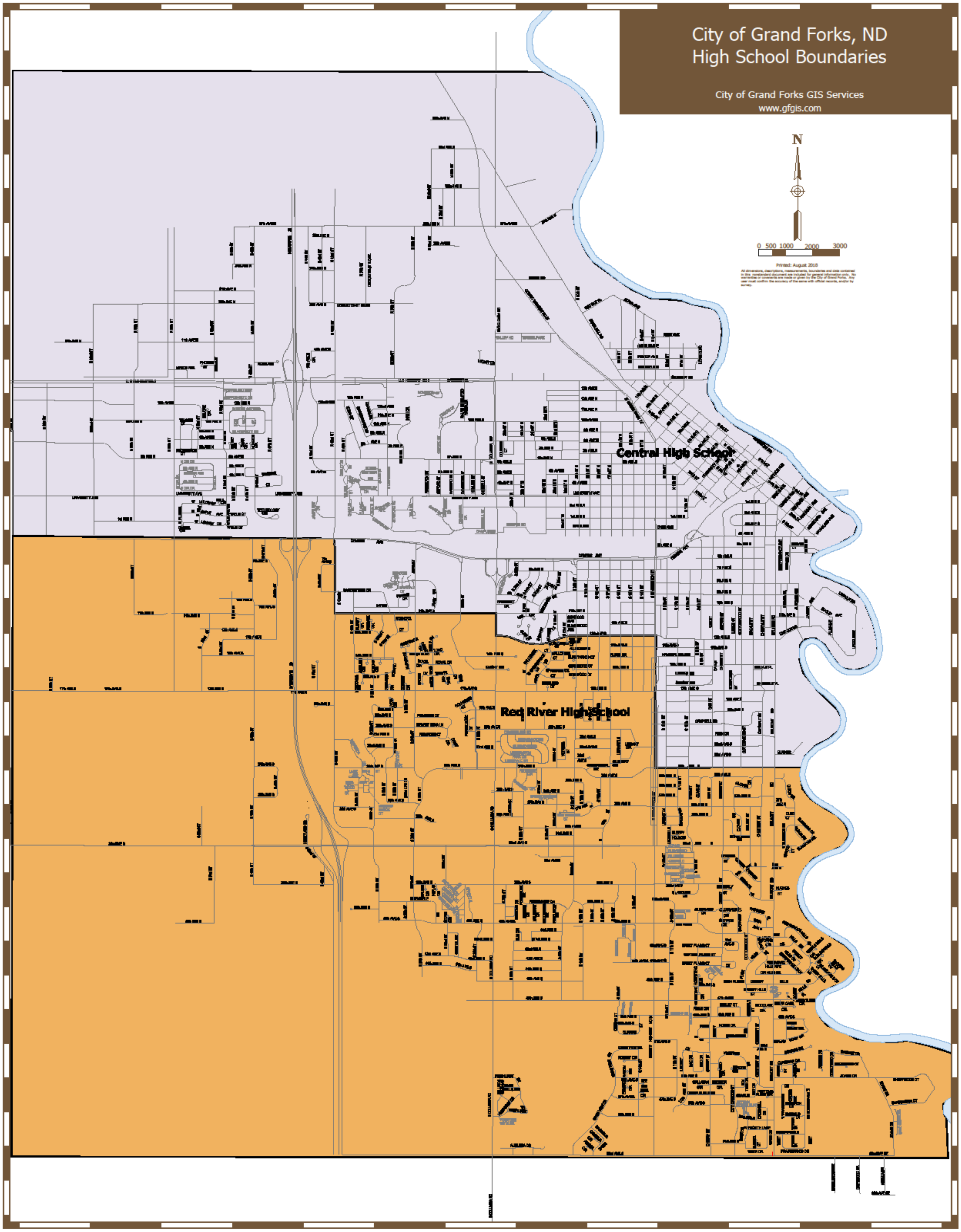

City of Grand Forks, ND
Middle School Boundaries
City of Grand Forks GIS Services
www.gfgis.com
N
0 500 1000 2000 3000
Valley Middle School
Schroeder Middle School
South Middle School


City of Grand Forks, ND
High School Boundaries
City of Grand Forks GIS Services
www.gfgis.com
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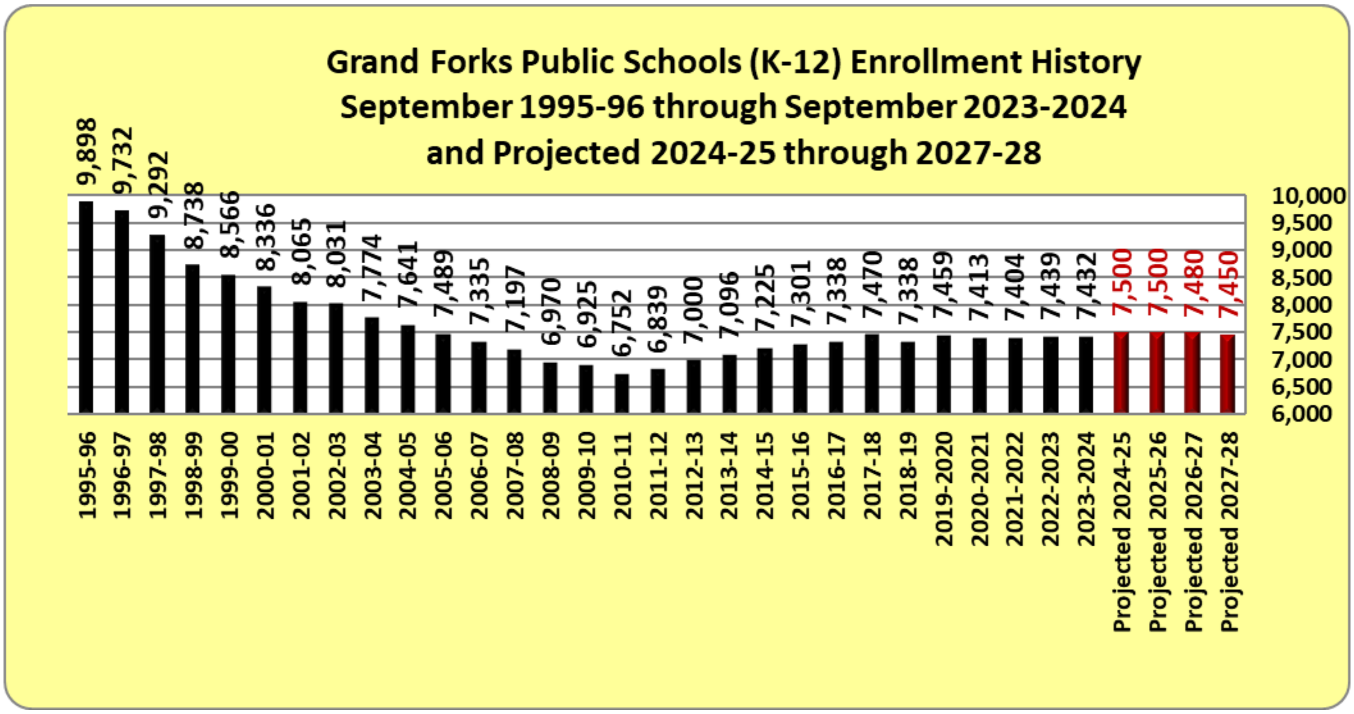
0 500 1000 2000 3000
Central High School
Red River High School



Current Enrollment	7,432	Current Enrollment	7,432
3-Year Projected Enrollment (2026-27)	7,480	4-Year Projected Enrollment (2027-28)	7,450
	+ 48		+ 18
	+0.65%		+ 0.24%

ELEMENTARY SCHOOL														
SCHOOL	BF	CENT	DIS	KEL	LAG	L&C	PHNX	VIK	WILD	WIN	TOTAL DIST #1	TWIN	TOTAL DIST #140	GRAND TOTAL
	19	19	17	20	14	11	15	12	16	18		18		
	21	17	18	19	14	12	15	11	17	17		17		
	19	16	16	19	13			13						
		17	17	18	13									
			17											
Grade K	**59**	**69**	**85**	**76**	**54**	**23**	**30**	**36**	**33**	**35**	**500**	**35**	**35**	**535**
	17	19	19	22	18	15	19	20	17	20		17		
	16	16	20	23	19	18	20	18	19	19		18		
	14	18	17	23	18			17				16		
		20	20	23	19									
			18											
Grade 1	**47**	**73**	**94**	**91**	**74**	**33**	**39**	**55**	**36**	**39**	**581**	**51**	**51**	**632**
	20	19	20	21	15	16	18	18	14	17		16		
	20	20	20	22	15	17	18	17	15	16		16		
	20	19	21	22	14			18						
		20	21	22	15									
			20											
Grade 2	**60**	**78**	**102**	**87**	**59**	**33**	**36**	**53**	**29**	**33**	**570**	**32**	**32**	**602**
	18	22	18	20	19	21	13	19	13	17		17		
	17	23	19	19	20		15	19	13	16		16		
	19	23	18	20	19			19						
			20	20										
			21											
Grade 3	**54**	**68**	**96**	**79**	**58**	**21**	**28**	**57**	**26**	**33**	**520**	**33**	**33**	**553**
	18	25	21	22	18	15	16	17	15	22		17		
	17	25	22	22	18	16	17	15	15	20		17		
	17	25	20	22	18			15						
			22	21										
Grade 4	**52**	**75**	**85**	**87**	**54**	**31**	**33**	**47**	**30**	**42**	**536**	**34**	**34**	**570**
	18	18	23	21	19	16	17	13	24	18		20		
	19	19	23	22	18	16	18	14		19				
		21	22	22	19			15						
			23	22										
Grade 5	**37**	**58**	**91**	**87**	**56**	**32**	**35**	**42**	**24**	**37**	**499**	**20**	**20**	**519**
Total	**309**	**421**	**553**	**507**	**355**	**173**	**201**	**290**	**178**	**219**	**3,206**	**205**	**205**	**3,411**

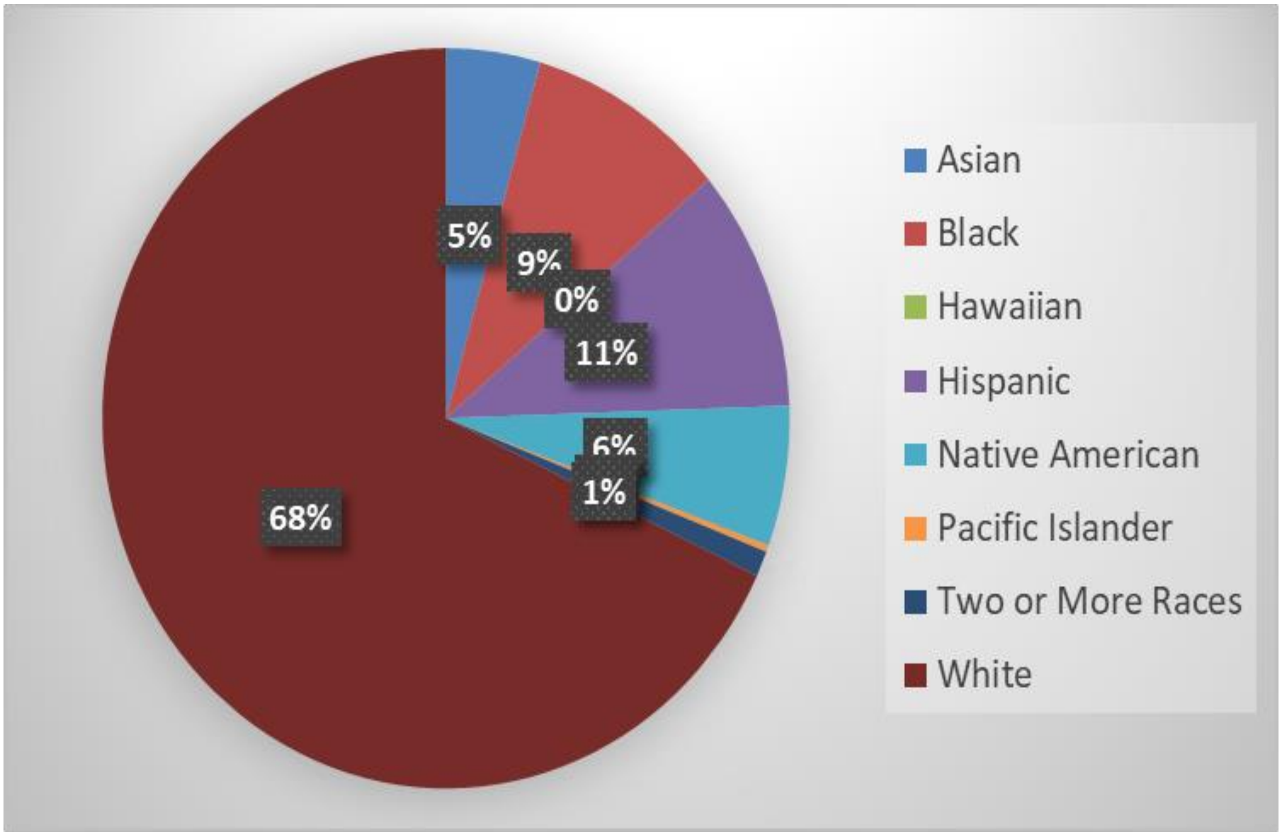
MIDDLE SCHOOL								
SCHOOL	SCHR	SO	VAL		TOTAL DIST #1	TWIN	TOTAL DIST #140	GRAND TOTAL
Grade 6	194	192	173		**559**	26	**26**	585
Grade 7	190	180	154		**524**	32	**32**	556
Grade 8	176	183	175		**534**	25	**25**	559
TOTAL	**560**	**555**	**502**		**1,617**	**83**	**83**	**1,700**

HIGH SCHOOL					
SCHOOL	GFC	RR	COMM		GRAND TOTAL
Grade 9	269	316	1		**586**
Grade 10	296	286	4		**586**
Grade 11	268	286	23		**577**
Grade 12	227	257	65		**549**
Grade 13	7	16			**23**
TOTAL	**1,067**	**1,161**	**93**		**2,321**

Elementary	**3,411**
Middle	**1,700**
High	**2,321**
Total	**7,432**

EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)														
SERVICE	BF	CENT	DIS	KEL	LAG	L&C	PHNX	VIK	WILD	WIN	TOTAL DIST #1	TWIN	TOTAL DIST #140	GRAND TOTAL
PK3 (SS)	11	1	2	2			15			1	32	2	2	**34**
PK4	12	1	8	2	3		9	3	6		44	10	10	**54**

HEAD START														
VSL		CENT		KEL	LAG	L&C	PHNX	VIK	WILD	WIN	TOTAL DIST #1	TWIN	TOTAL DIST #140	GRAND TOTAL
14		28			70	14					126			**126**


5%
9%
0%
11%
6%
1%
68%
Asian
Black
Hawaiian
Hispanic
Native American
Pacific Islander
Two or More Races
White

► Maintaining lower **Class Size** has been a major staffing initiative for the school board.

► **Curriculum** is reviewed annually. New curriculum and supplemental materials are implemented following an adoption cycle. Below is a tentative schedule subject to available funding:

Content Area	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
English Language Arts	R	P	I				
Mathematics		R	P	I			
Science					R	P	I
Social Studies	I					R	P
Enrichment		R	P	I			
Guidance				R	P	I	
Media Center/Library/Computer Science	P	I					R
Music	P	I					R
Physical Education/Health			R	P	I		
Visual, Media, Theatre Arts				R	P	I	
Indigenous & World Languages	P	I					R
Early Childhood Special Education	P	I					R
Estimate	$1 million	$3.5 million	$1.5 million	$500,000	$1 million	$1.5 million	$1.5 million

R-Review and Research: A committee representing all levels is formed. This committee will meet to assess state standards, GFPS priority standards, and existing required curricular resources.
P-Pilot: The Research and Review Committee will identify teachers to pilot curricular resources, follow adoption policies set by GFPS School Boards including recommending required curricular resources to the Board(s), will compose or modify current curricular documents to align to the state standards, scope and sequence, and required curricular resource.
I-Implementation: Full implementation of the state standards, scope and sequence, and required curricular resource.
M-Monitor: Monitoring implementation for desired effect on student achievement. Mid-use adjustments are made.

► The district maintains a wide range of **Student Performance Data and Information** and publishes an annual report. This report can be found at www.gfschools.org.

► **Technology** is embedded within the curriculum to optimize the individual learning of each student and enhanced through a robust infrastructure, student learning devices, professional development for staff, and technical support. District technology equipment include a combination of iPads, Chromebooks, standalone labs, district staff issued laptops/computers, interactive whiteboards, projectors, and peripheral devices. Overall, the district maintains a 1 to 1 student-to-computer ratio.

► **School Library Media Centers** are staffed with professionally certified librarians and support staff that are essential to our educational programs.

► **Character Education** is ingrained throughout our schools, with a focus on the six pillars of character: caring, citizenship, fairness, respect, responsibility, and trustworthiness. Students also develop social and emotional skills through evidence-based curriculum.

► **After-School Programming** is offered at all elementary schools, Valley Middle School, and South Middle School.

- Grand Forks Public Schools offer 64 **Career and Technical Education** courses in middle and high schools. In addition, Grand Forks Public Schools is constructing the Career Impact Academy poised to open in 2025. This learning academy will help students graduate with tangible workforce-ready skills and is being funded in cooperation with 78 businesses and private donors.

- Grand Forks Public Schools is committed to providing appropriate educational services to limited English students through the **Multilingual Learner (ML) Program**. The district ensures that students are provided the appropriate educational services through a district plan that specifically outlines identification, assessment, services, personnel, and parent involvement consistent with state and federal requirements. The district has six magnet schools: Century Elementary School, Discovery Elementary School, Lake Agassiz Elementary School, Winship Elementary School, South Middle School, and Red River High School.

- Grand Forks Public Schools has a comprehensive **Counseling Program**, where school counselors encourage learning strategies, self-management skills, and social skills.

- Grand Forks Public Schools utilizes the **Multi-Tiered Support Systems (MTSS)** model, a framework that provides multiple levels of academic, social, emotional, and behavior supports for all students based on their needs.

  The school district has added a District **Mental Health Coordinator** who has connected community agencies to better serve students who are referred to mental health experts which includes follow-up planning at the school and home levels. This position has championed community-wide awareness and prevention around youth suicide.

  The school district has invested in an **Addiction Counselor**, **Behavior Facilitators**, and additional **Social Workers** to better provide overall services for students.

  The school district has invested in "**Sources of Strength**", a youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse. The mission of Sources of Strength is to prevent suicide by increasing help seeking behaviors and promoting connections between peers and caring adults. Sources of Strength moves beyond a singular focus on risk factors by utilizing an upstream approach for youth suicide prevention. This upstream model strengthens multiple sources of support (protective factors) around young individuals so that when times get they have strengths to rely on.

  The school district has invested in a **Mentor Center** for students in middle and high school seeking additional academic and social emotional support between 1:00-8:00 pm Monday through Thursday.

- **Diversity, Equity, Inclusion, and Belonging**. Grand Forks Public Schools is dedicated to ensuring that all students are guaranteed access, opportunity and belonging. As GFPS continues to deepen this work there is a focus on ensuring data are looked at through the lens of all students as well as a focus on ensuring opportunity gap closures across student groups. This work resides in the continued implementation and refinement of a guaranteed and viable curriculum, a highly effective Multi-Tiered Systems of Support, and deliberate professional development. Resource alignment is also an integral part of the work to ensure access, opportunity and belonging for all students.

- The **Special Education Department** provides a variety of related services within each school building to meet the needs of every child with a disability, including adaptive physical education, assistive technology, audiology, occupational therapy, physical therapy, school psychology, selective screenings, and speech and language.

► The **Early Childhood Special Education** provides services for 3-5-year-old children with unique educational needs. The program offers a full continuum of services that includes a site-based program with children attending sessions and receiving related-services as determined by the Individualized Education Plan (IEP) team.

► The **Adult Transition Program** provides an environment for students ages 18-21 to develop skills in independent living, job training, social relationships, recreation, and community participation.

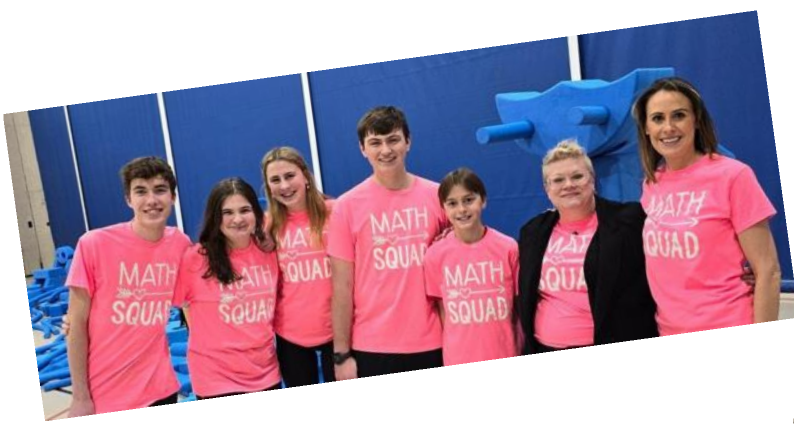
Academic Activities

Students are provided the opportunity to participate in a wide range of co-curricular activities.

Anime
Art Club
Band
Book Club
Building Bridges
Chamber Singers
Choral
Class Committees / Officers
Debate
Drama
Drumline
E-Sports
FCA
FLBA / DECA / Skills USA / FCCLA
French Club

Game Club
Gay Straight Alliance
German Club
Girls Who Code
HOSA
JROTC
Key Club
Math Club
Math Track
National Honor Society
National Technical Honor Society
Orchestra
Pep Band
Renaissance Program

School Newspaper / Yearbook
Science Bowl
Science Olympiad
Sources of Strength
Spanish Club
Speech
Spirit Club/Booster Club
Student Congress
Student Council
Tech Club
Theatre Production
Thespians / Theater Guild
VEX Robotics
YORS - GF Youth Commission



Athletic Activities

Fall
Girls' Volleyball
Girls' Swimming & Diving
Girls' Golf
Girls' Cross Country
Football
Boys' Tennis
Boys' Soccer
Boys' Cross Country
Cheerleading
Middle School Intramurals
Elementary School Intramurals

Winter
Boys' Basketball
Girls' Basketball
Boys' Swimming & Diving
Boys' Hockey
Girls' Hockey
Girls' Gymnastics
Boys' Wrestling
Girls' Wrestling
Middle School Intramural Sports
Cheerleading
Elementary School Intramurals

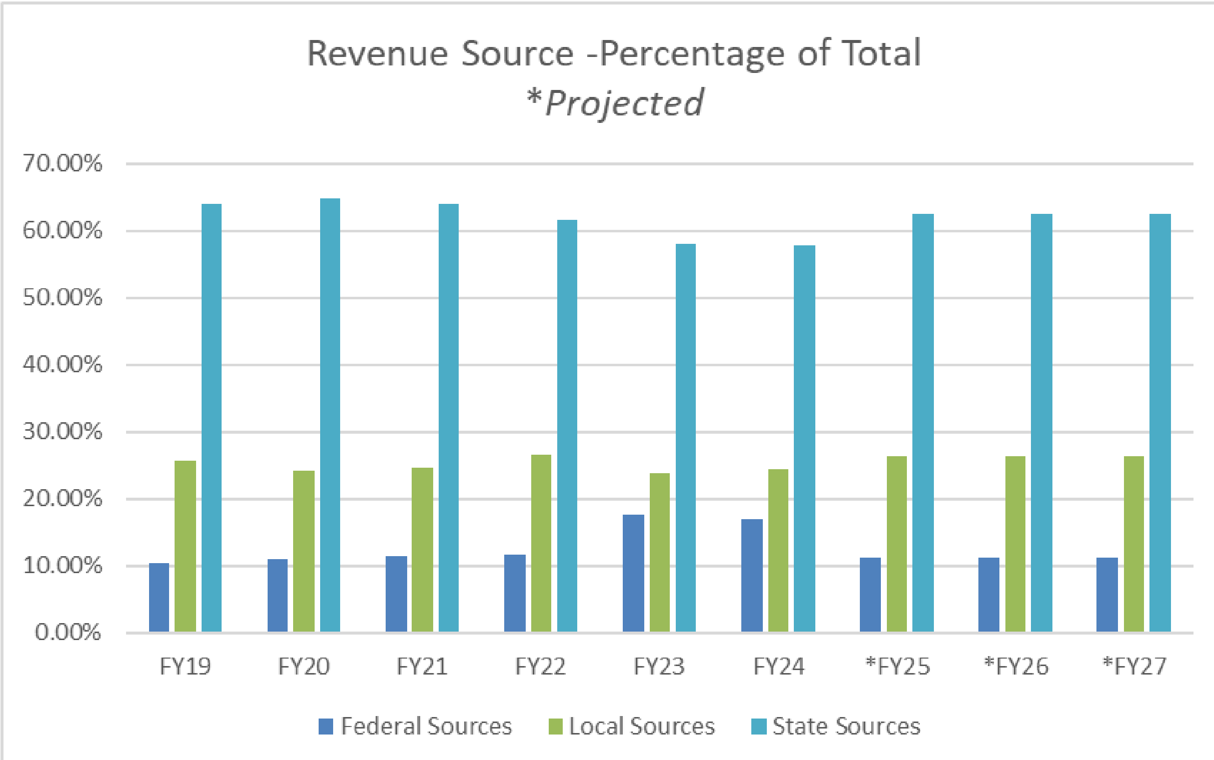
Spring
Girls' Tennis
Girls' Soccer
Boys' Golf
Girls' Track & Field
Boys' Track & Field
Baseball
Softball
Middle School Intramurals
Boys' Trapshooting (Club Sport)
Girls' Trapshooting (Club sport)
Elementary School Intramurals

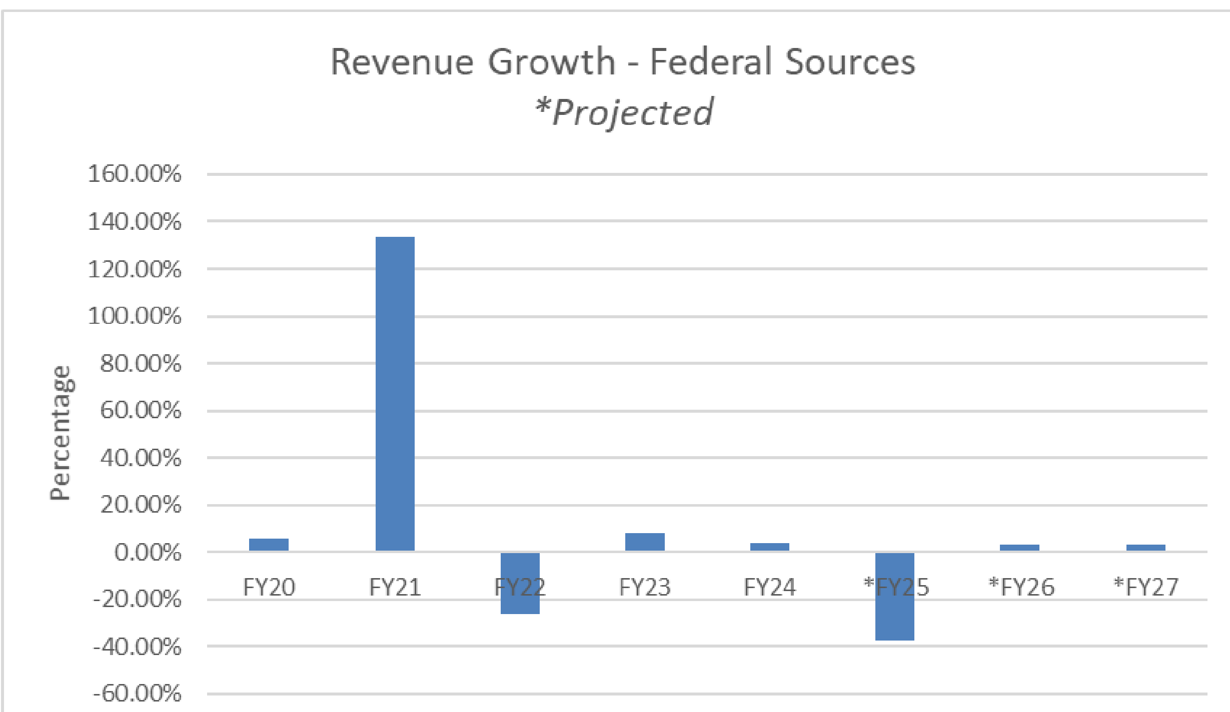
Major factors influencing the level of staffing include the district's long-term efforts to lower class sizes, all-day kindergarten, the expanded number of grant-funded programs such as ENCORE, and the growth in size of existing grant-funded programs such as Head Start and Every Student Succeeds Act, and the continued levels of service in Special Education. Emphasis is given to class size, curriculum, staff qualifications, and student achievement.

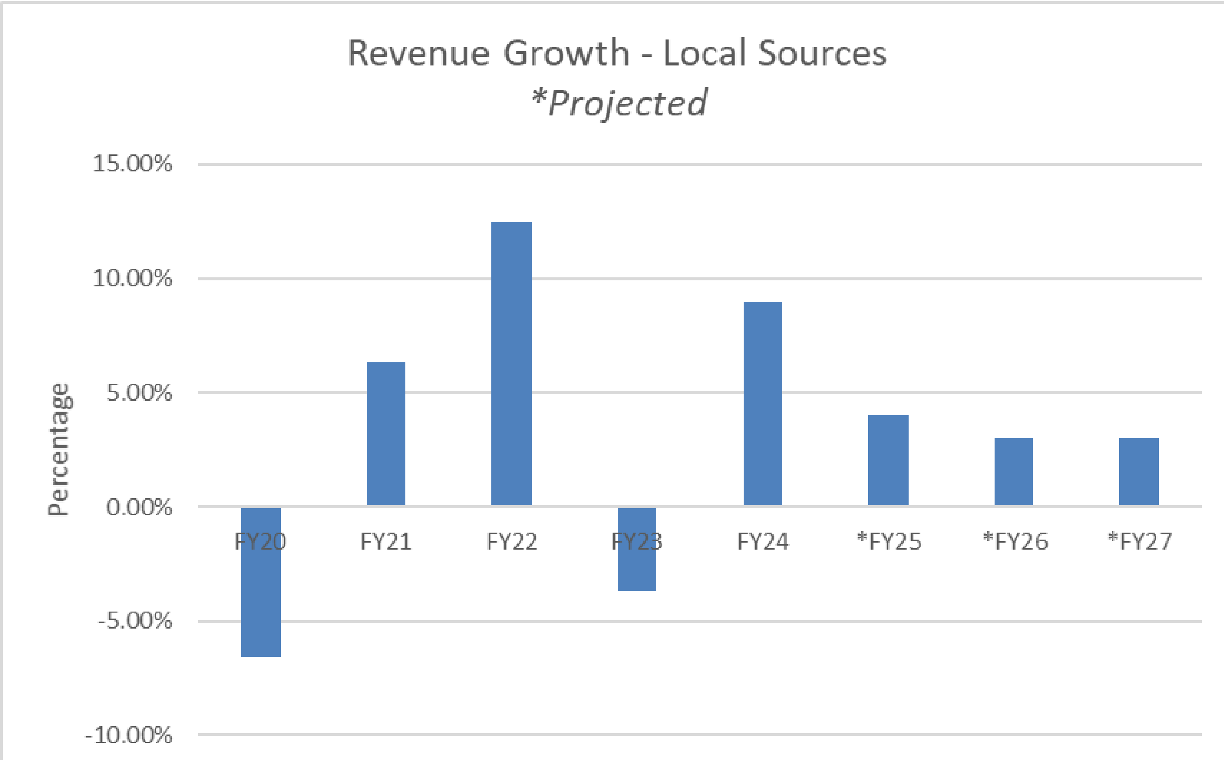
The Grand Forks and Grand Forks Air Force Base School Districts are justifiably proud of their faculty. A history of outstanding teachers, current groups who continue that tradition, and the presence of the University of North Dakota in our city all combine to ensure that our schools are places where excellent teaching and learning take place.

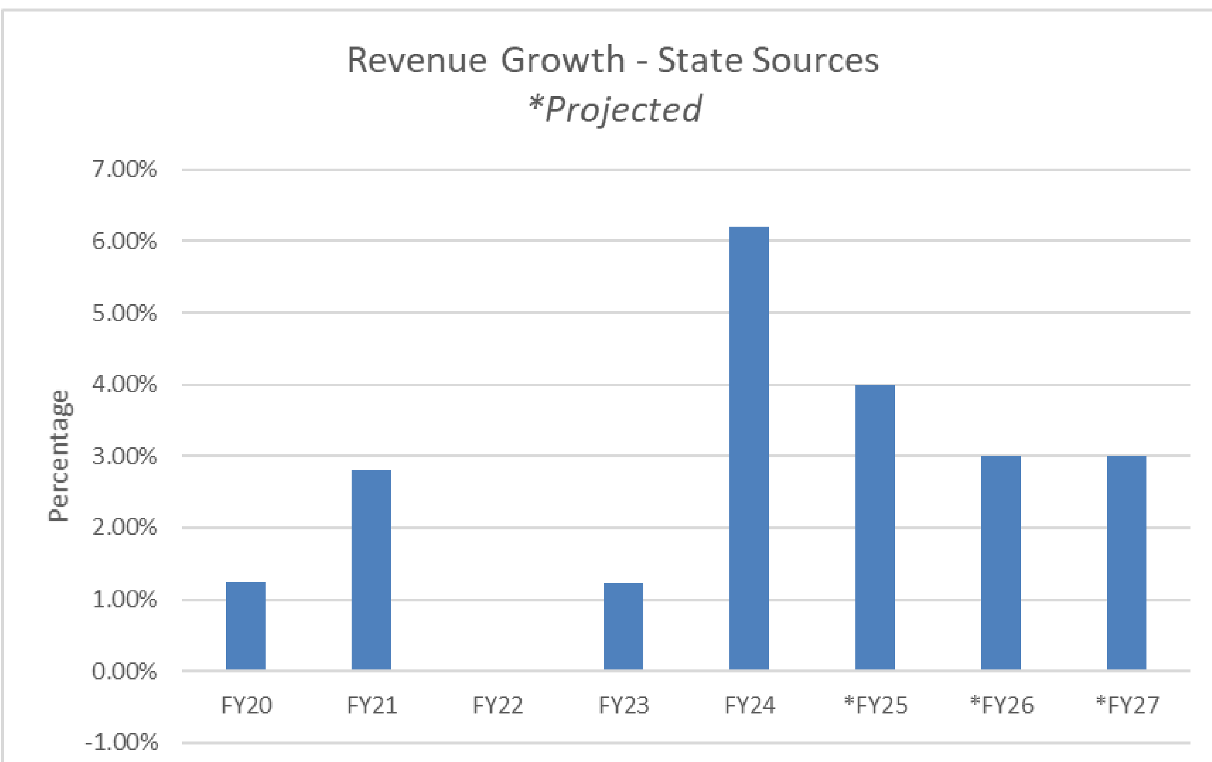
The Grand Forks and Grand Forks Air Force Base School Districts work together in a unique arrangement to serve the 7,432 students who attend schools in the two communities. The schools of the two districts expect and receive strong performance from the students. This is possible because of a rich curriculum design led by highly qualified teachers. Parent and community support is strong and very instrumental in the success of the schools. Approximately 1,751 full- and part-time people are employed including approximately 845 certified staff that includes teachers, specialists, and counselors and approximately 863 support and 43 administrative staff. The fact that staff members obtain advanced degrees indicates that they are interested in updating their skills and remaining in the forefront of program changes.

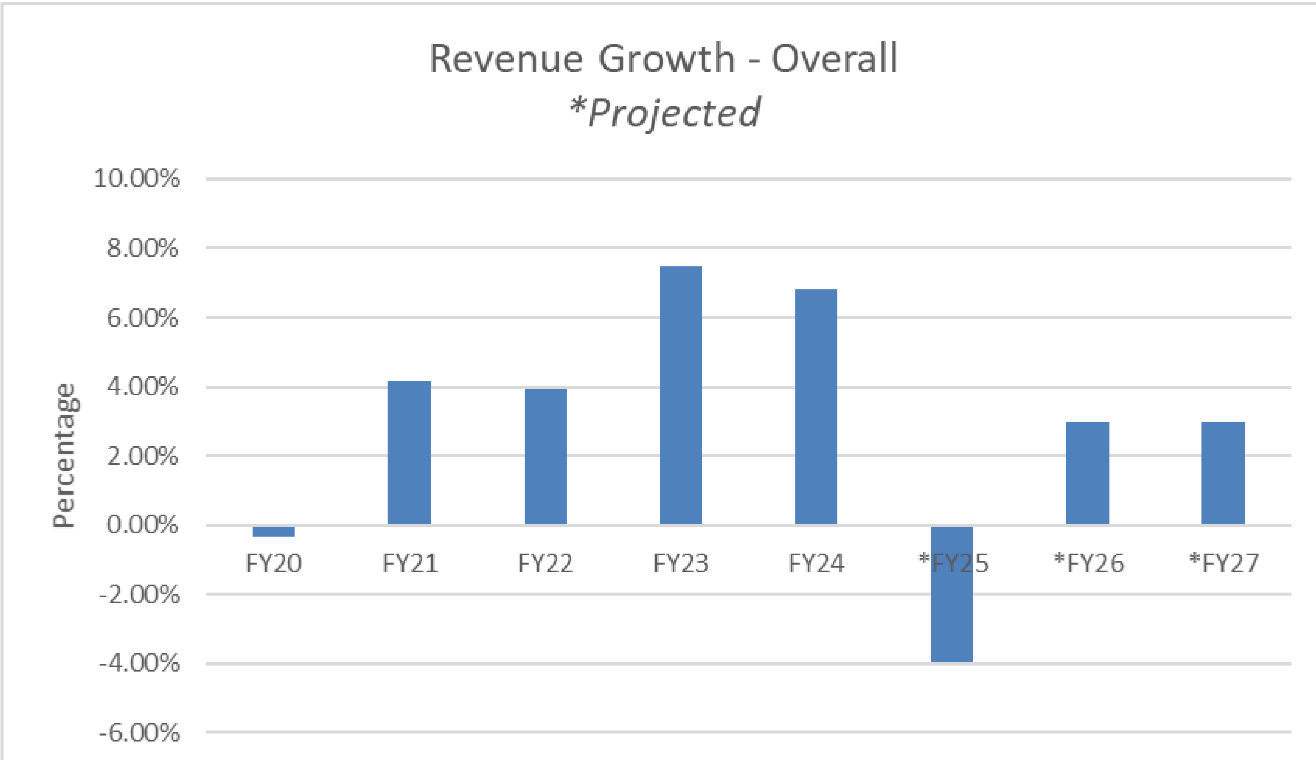
Revenue trends. The 2023-2024 revenue budget totals $128.2 million.



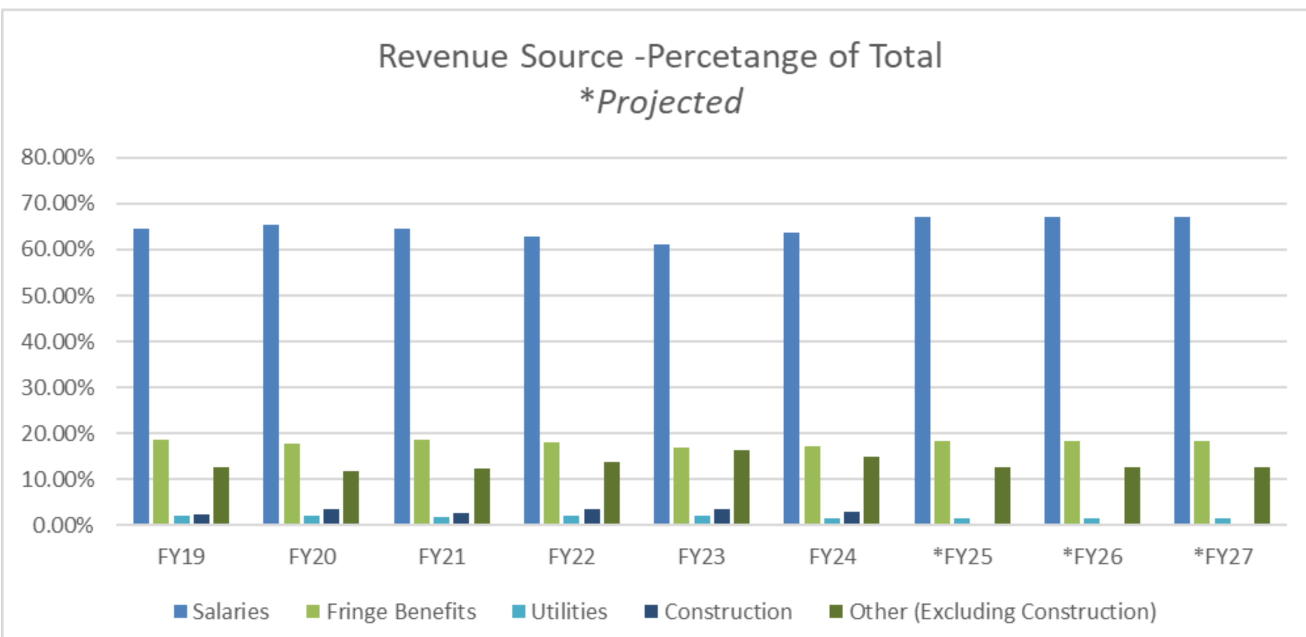



Revenue Growth - Local Sources
*Projected
15.00%
10.00%
5.00%
0.00%
-5.00%
-10.00%
Percentage
FY20
FY21
FY22
FY23
FY24
*FY25
*FY26
*FY27


Revenue Growth - State Sources
*Projected
7.00%
6.00%
5.00%
4.00%
3.00%
2.00%
1.00%
0.00%
-1.00%
Percentage
FY20
FY21
FY22
FY23
FY24
*FY25
*FY26
*FY27

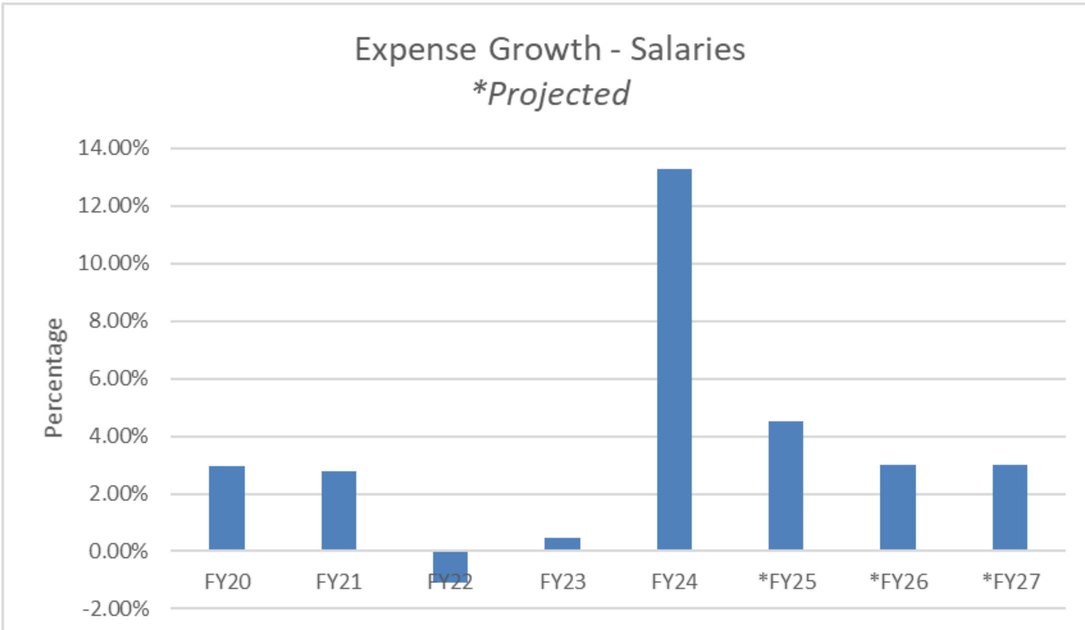


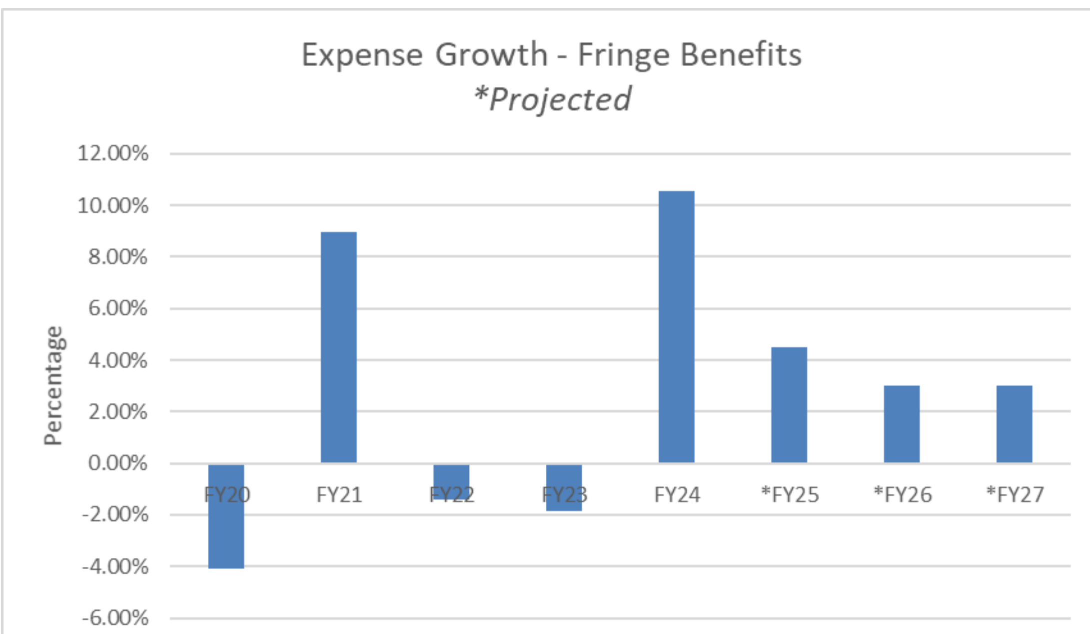
Revenue Growth - Overall
*Projected
Percentage
10.00%
8.00%
6.00%
4.00%
2.00%
0.00%
-2.00%
-4.00%
-6.00%
FY20
FY21
FY22
FY23
FY24
*FY25
*FY26
*FY27

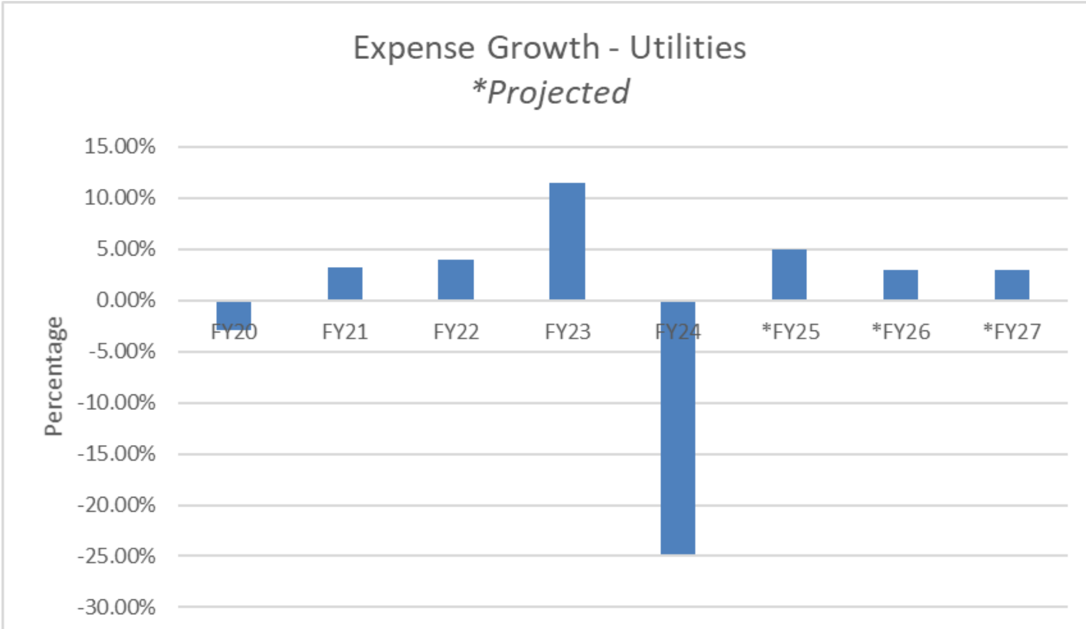


Revenue Source -Percetange of Total
*Projected
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
FY19
FY20
FY21
FY22
FY23
FY24
*FY25
*FY26
*FY27
Salaries
Fringe Benefits
Utilities
Construction
Other (Excluding Construction)

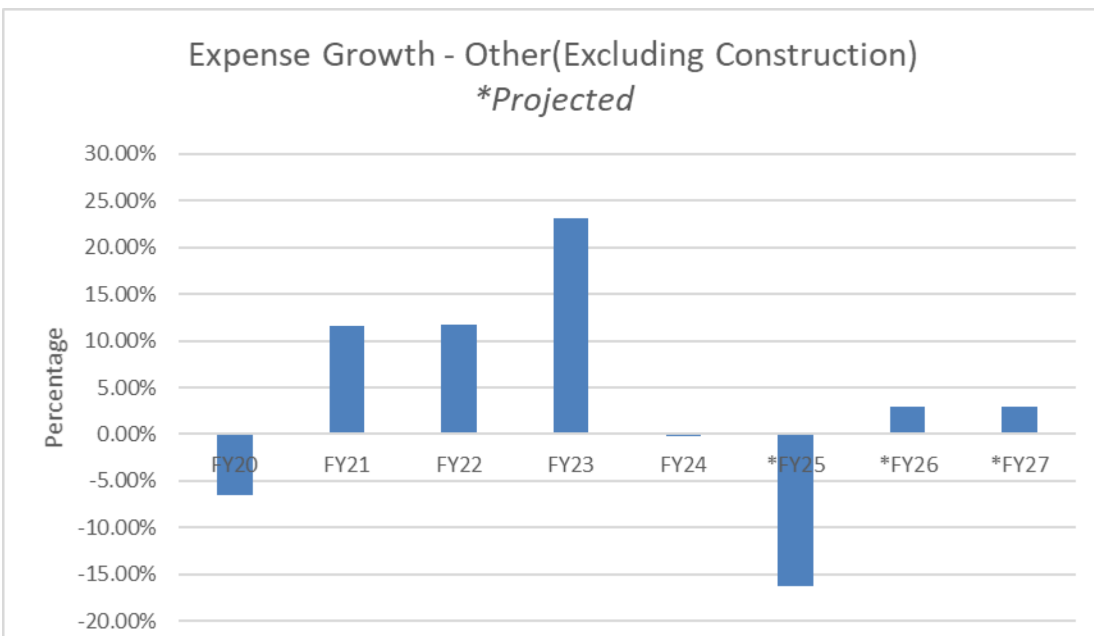
Expense trends. The 2023-2024 expense budget totals $130 million. Salaries and benefits are 81% of budget.



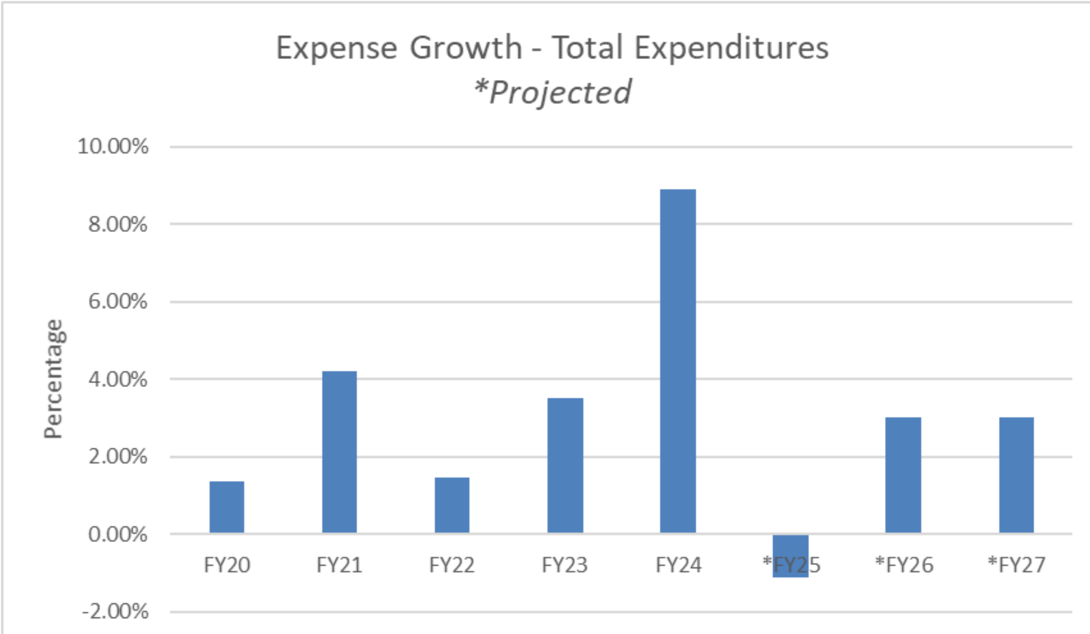


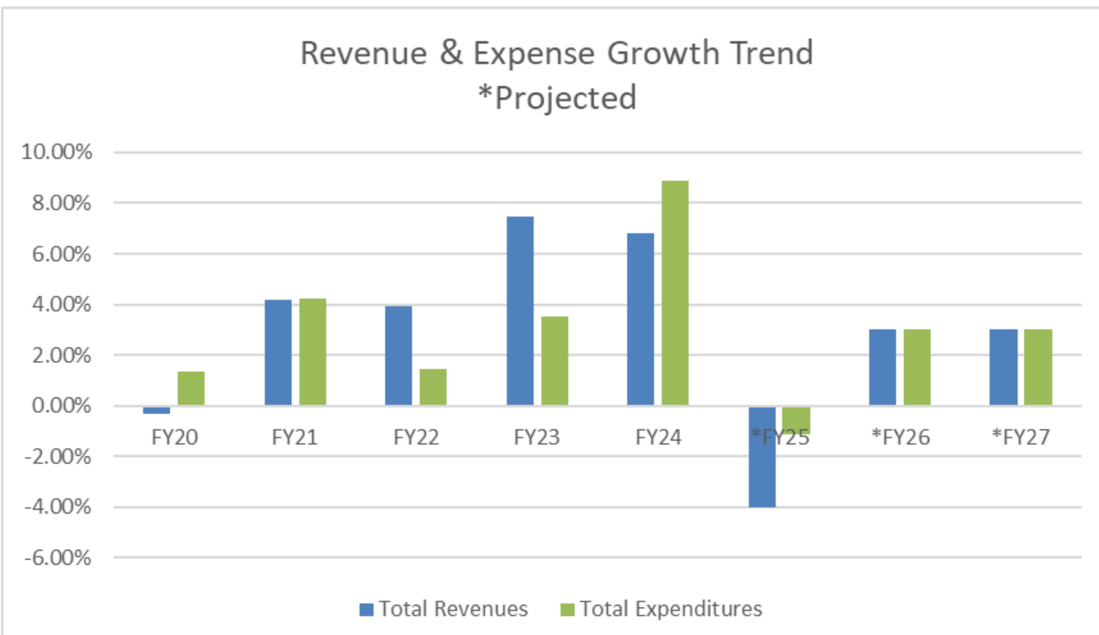


Expense Growth - Utilities
*Projected
Percentage
15.00%
10.00%
5.00%
0.00%
-5.00%
-10.00%
-15.00%
-20.00%
-25.00%
-30.00%
FY20
FY21
FY22
FY23
FY24
*FY25
*FY26
*FY27

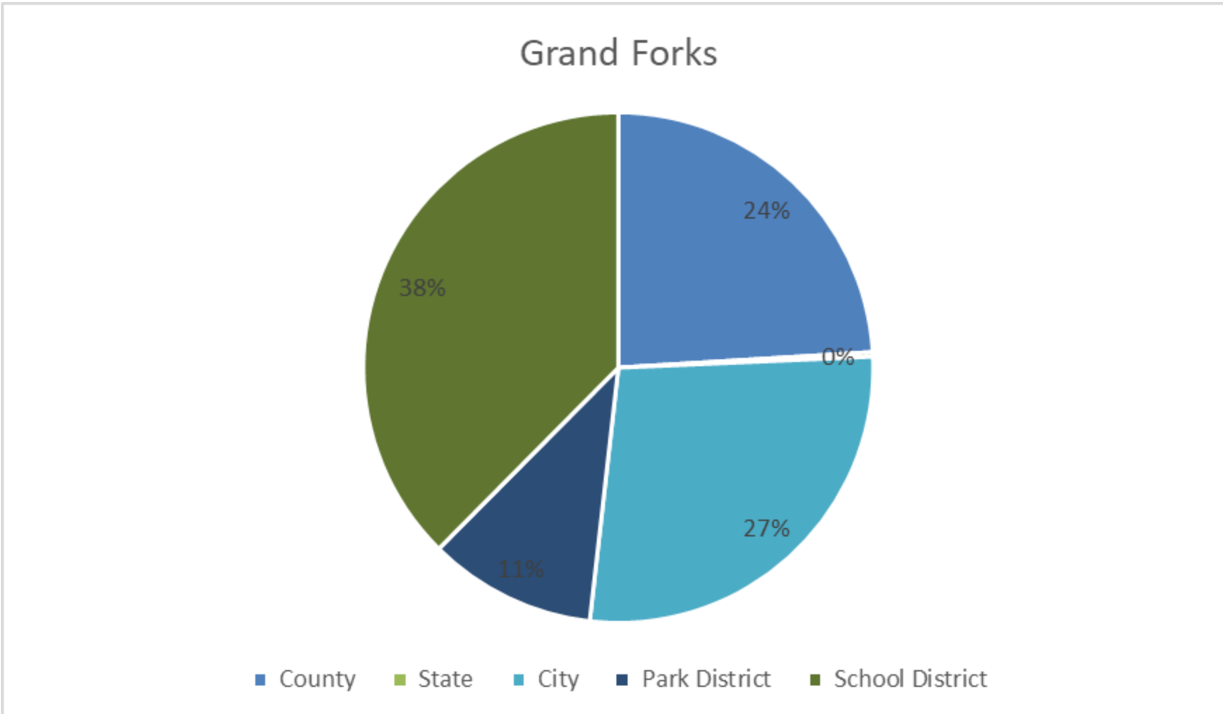


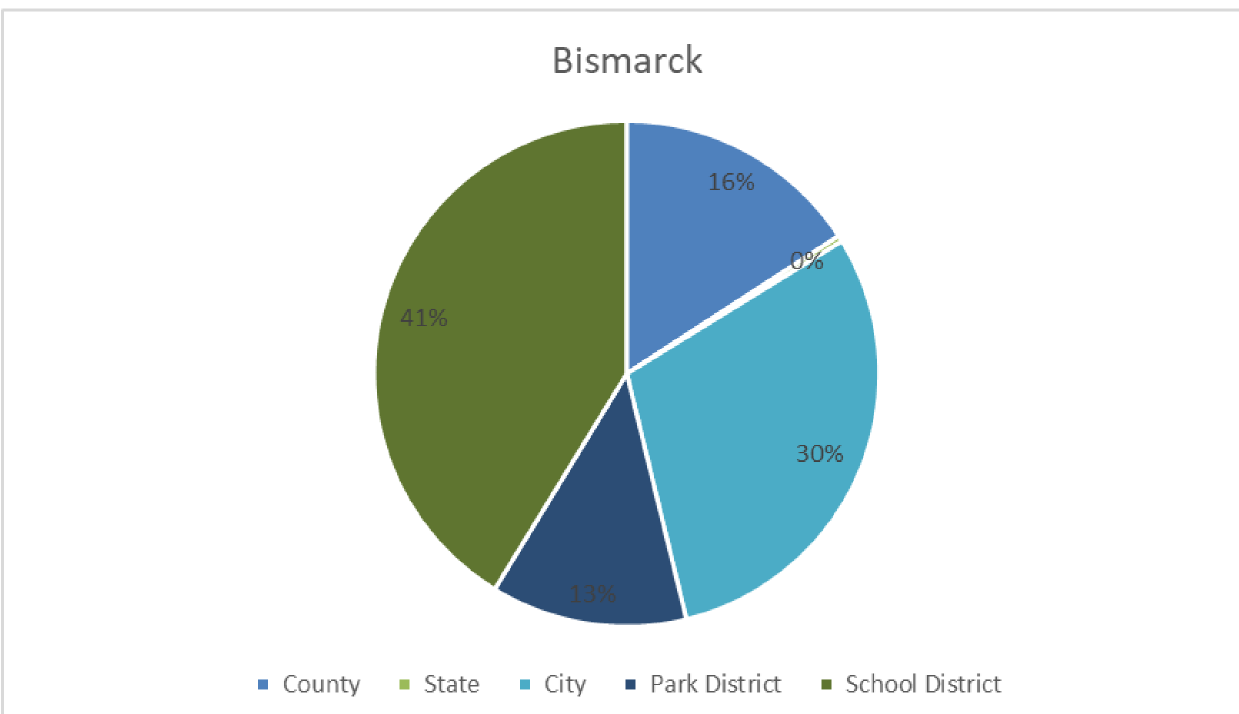
Expense Growth - Other(Excluding Construction)
*Projected
Percentage
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
-5.00%
-10.00%
-15.00%
-20.00%
FY20
FY21
FY22
FY23
FY24
*FY25
*FY26
*FY27

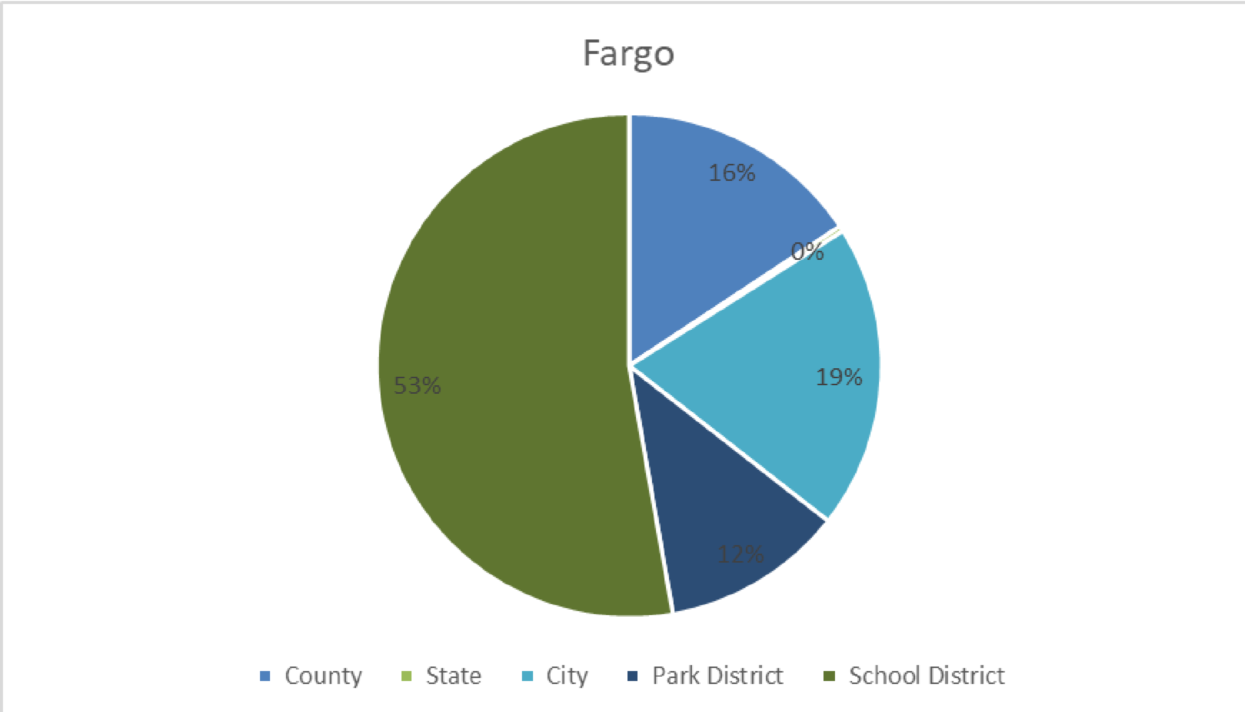


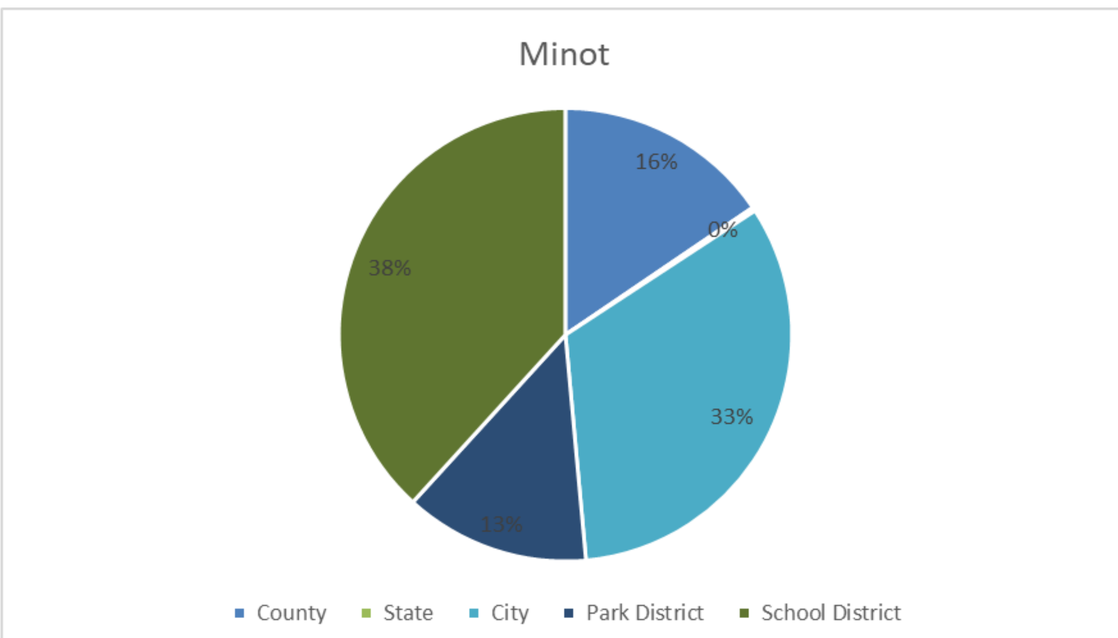


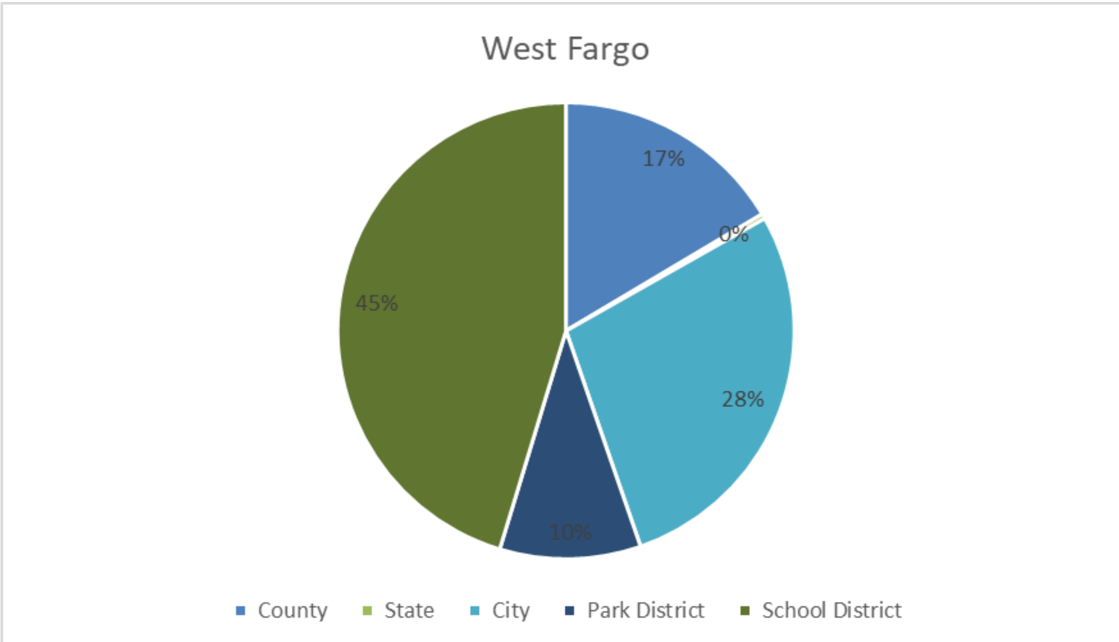
A healthy general fund balance is 15-25% of total expenditures. 15% would be $19.5 million at the end of 2023-2024.

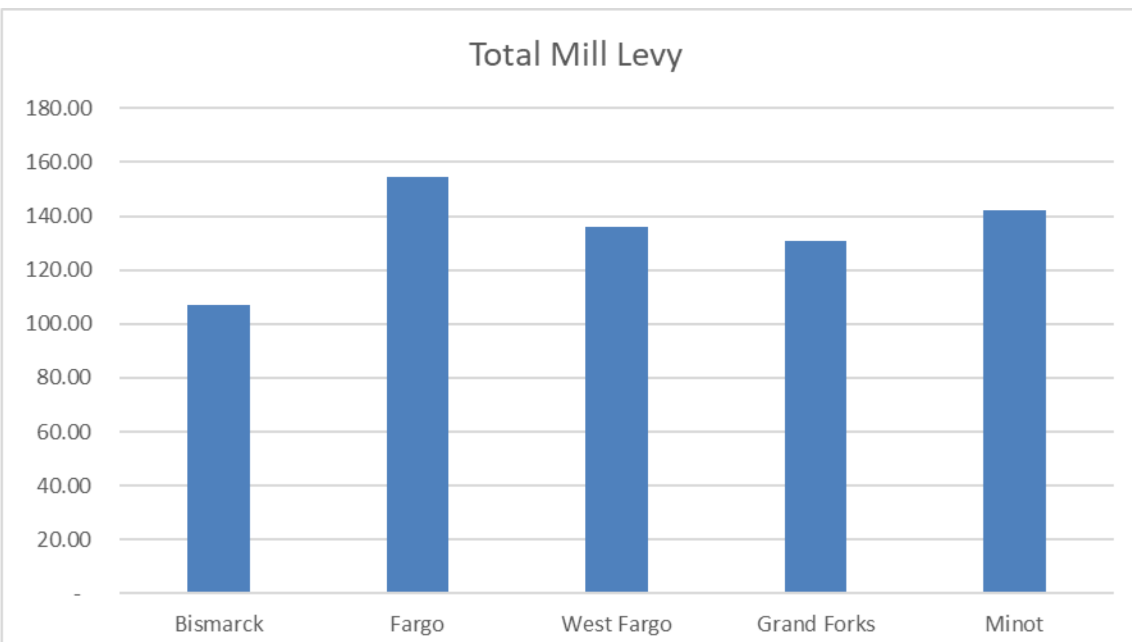

Grand Forks
24%
0%
27%
11%
38%
County
State
City
Park District
School District


Bismarck
16%
0%
30%
13%
41%
County
State
City
Park District
School District

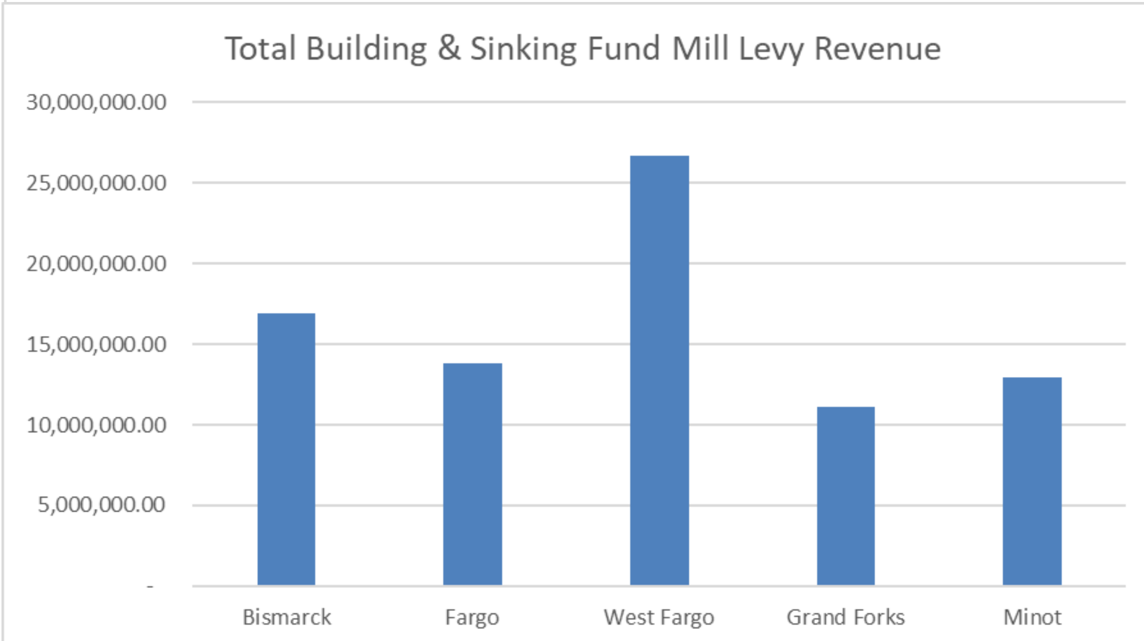

Fargo
16%
0%
19%
12%
53%
County
State
City
Park District
School District


Minot
16%
0%
33%
13%
38%
County
State
City
Park District
School District


West Fargo
17%
0%
28%
10%
45%
County
State
City
Park District
School District


Total Mill Levy
180.00
160.00
140.00
120.00
100.00
80.00
60.00
40.00
20.00
-
Bismarck
Fargo
West Fargo
Grand Forks
Minot

Building & Sinking Fund Mill Levy



Other large school districts receive between $1.5 and $15.5 million more annually than Grand Forks Public Schools for building and sinking fund mill levies.

Facilities Deferred Maintenance Information

PROJECTS COMPLETED (2022-PRESENT)

- Lake Agassiz HVAC upgrade – $500,000
- Viking HVAC upgrade – $1,900,000
- Ben Franklin interior remodel –$2,700,000
- Cushman Field replacement – $650,000
- Ben Franklin HVAC upgrade – $3,300,000
- Central Stair Restoration – $240,000
- Central Carpet Replacement – $40,000
- Monument Signs: Red River and Central – $80,000
- District Wide Lighting Upgrade – $3,300,000

COMPLETED ESSER PROJECTS (2021-PRESENT)

- South Boiler Replacement – $464,000
- Phoenix Boiler Replacement – $319,000
- Central Cooling Tower - $550,000
- Century HVAC - $626,000
- MSEC HVAC – $314,000
- Ben Franklin Windows - $117,000
- RRHS Heat Pumps - $1,600,000

PROJECTS PROJECTED FOR COMPLETION (PRESENT– 2026)

- Kelly HVAC upgrade – $2,900,000
- Lewis and Clark HVAC upgrade – $3,000,000
- Schroeder HVAC upgrade – $2,500,000
- Winship envelope restore – $400,000
- Winship playground replacement – $200,000
- Ben Franklin Roof Repair – $400,000
- Phoenix Roof Repair – $350,000
- Red River Roof Repair – $600,000
- Wilder Roof Repair – $250,000
- Winship Roof Repair – $400,000
- South bleacher replacement – $175,000
- Wilder switchgear upgrade – $275,000
- Carpet (Multiple Campuses) – $650,000

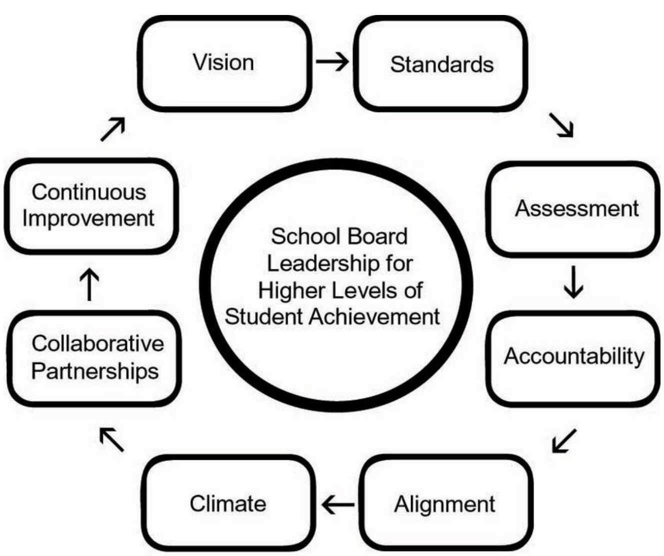
Facilities Maintenance Overview

Building		Description	Cost	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
		Totals	$36,403,562	$5,695,937	$7,394,941	$3,324,482	$1,970,000	$2,652,000	$2,651,000	$7,248,875	$4,340,000
Ben Franklin	ES	Roof Restore	$368,676		$ 368,600.00						
Ben Franklin	ES	East Wing Floor	$824,482			$ 824,482.00					
Ben Franklin	ES	HVAC Replacement	$3,252,243	$ 3,252,243.00							
Century	ES	Roofing	$1,700,000					$ 340,000.00		$ 340,000.00	$ 340,000.00
Century	ES	Sidewalk/Driveway Repair	$200,000							$ 200,000.00	
Central High	HS	Tuckpointing	$1,500,000							$ 750,000.00	$ 843,000.00
Central High	HS	Skylight	$250,000				$ 246,000.00				
Central High	HS	Roofing	$1,850,000					$ 375,000.00	$ 300,000.00	$ 375,000.00	$ 375,000.00
Central High	HS	Carpet in Office	$4,104	$ 4,104.00							
Central High	HS	Accessibility -- Bathrooms/Fire Doors	$100,000		$ 100,000.00						
Central High	HS	Carpet -- Other	$108,000		$ 20,000.00		$ 29,000.00			$ 22,000.00	$ 22,000.00
Central High	HS	Pool Recommission	$100,000		$ 100,000.00						
Central High	HS	Weight Room Relocation	$175,000		$ 175,000.00						
Cushman	HS	8' Site Fence	$200,000							$ 200,000.00	
Discovery	ES	Carpet	$149,500				$ 75,000.00			$ 85,000.00	
Discovery	ES	Asphalt Maintenance	$185,000								$ 185,000.00
Kelly	ES	Windows	$250,000		$ 250,000.00						
Kelly	ES	Roofing	$500,000							$ 500,000.00	
Kelly	ES	Carpet	$135,000				$ 45,000.00		$ 45,000.00	$ 45,000.00	
Kelly	ES	HVAC Upgrade	$2,666,277		$ 2,666,276.96						
Kelly	ES	Asphalt Mill/Overlay	$250,000					$ 250,000.00			
Lake Agassiz	ES	Replace DWV & Water Pipe	$586,875							$ 586,875.00	
Lake Agassiz	ES	HVAC Upgrade	$491,135	$ 491,135.24							
Lake Agassiz	ES	Asphalt Mill/Overlay	$250,000						$ 250,000.00		
Lewis & Clark	ES	Carpet	$87,500					$ 44,000.00	$ 44,000.00		
Lewis & Clark	ES	HVAC Upgrade	$2,815,064		$ 2,815,064.00						
Lewis & Clark	ES	Asphalt Mill/Overlay	$250,000							$ 250,000.00	
MSEC	Ops	Roofing	$500,000							$ 500,000.00	
MSEC	Ops	Carpet	$52,500					$ 30,000.00		$ 30,000.00	
Phoenix	ES	Roof Repair	$750,000		$ 250,000.00			$ 300,000.00	$ 300,000.00		
Phoenix	ES	Fixtures	$35,000				$ 35,000.00				
RRHS	HS	Tuck Pointing North Side of Building	$11,500	$ 11,500.00							
RRHS	HS	Roof Repair	$1,000,000		$ 250,000.00					$ 750,000.00	
RRHS	HS	Windows	$1,000,000							$ 650,000.00	
RRHS	HS	Carpet	$266,500				$ 67,000.00		$ 67,000.00	$ 67,000.00	
Schroeder	MS	Roofing	$1,500,000					$ 450,000.00	$ 450,000.00	$ 450,000.00	$ 150,000.00
Schroeder	MS	Carpet	$135,000				$ 45,000.00	$ 45,000.00			
Schroeder	MS	VCT	$54,000					$ 55,000.00			
Schroeder	MS	Gym Floor -- Replace Large Gym Floor	$200,000							$ 200,000.00	
Schroeder	MS	Replace Original Plumbing	$1,475,000								$ 1,475,000.00
Schroeder	MS	HVAC Upgrade -- AC	$2,500,000			$ 2,500,000.00					
South	MS	Windows	$300,000							$ 300,000.00	
South	MS	Roofing	$200,000						$ 200,000.00	$ 300,000.00	
South	MS	Bleachers	$175,000				$ 175,000.00				
Viking	ES	Exterior Doors	$45,000						$ 45,000.00		
Viking	ES	Roofing	$175,000					$ 175,000.00			
Viking	ES	Carpet	$162,500				$ 55,000.00	$ 55,000.00			
Viking	ES	HVAC Replacement	$1,936,955	$ 1,936,955.00							
Viking	ES	Asphalt Mill/Overlay	$100,000				$ 100,000.00				
Wilder	ES	Windows	$450,000						$ 450,000.00		
Wilder	ES	Roofing	$200,000				$ 200,000.00				
Wilder	ES	Carpet	$65,000				$ 65,000.00				
Wilder	ES	PA System	$75,000				$ 75,000.00				
Wilder	ES	Water Heater	$75,000							$ 75,000.00	
Wilder	ES	HVAC Replacement	$2,000,000					$ 500,000.00	$ 500,000.00	$ 500,000.00	$ 500,000.00
Wilder	ES	Switchgear	$275,000				$ 275,000.00				
Wilder	ES	Pave Parking Lot	$450,000								$ 450,000.00
Winship	ES	Envelope Restore	$400,000		$ 400,000.00						
Winship	ES	Roofing	$450,000				$ 450,000.00				
Winship	ES	Carpet	$100,750				$ 33,000.00	$ 33,000.00		$ 33,000.00	
Winship	ES	VCT	$40,000							$ 40,000.00	

School board members are elected at-large to represent the entire school district. They are not elected to represent a specific school or area within the school district.

Grand Forks Public School District #1	
Board Member	**Contact Information**
Amber Flynn, President	aflynn180@mygfschools.org
Dave Berger, Vice President	dberger100@mygfschools.org
Josh Anderson	janderson261@mygfschools.org
Monte Gaukler	mgaukler230@mygfschools.org
Joel Larson	jlarson170@mygfschools.org
Eric Lunn	elunn040@mygfschools.org
Jeff Manley	jmanley180@mygfschools.org
Bill Palmiscno	bpalmiscno260@mygfschools.org
Cynthia H. Shabb	cshabb260@mygfschools.org

Grand Forks Air Force Base Public School District #140	
Board Member	**Contact Information**
Michelle Shepperd, President	mshepperd300@mygfschools.org
Branden Shepperd, Vice President	bshepperd200@mygfschools.org
Arielle Neumann	aneumann240@mygfschools.org
Jennifer Rivera	jrivera190@mygfschools.org
Terry Snider	tsnider220@mygfschools.org



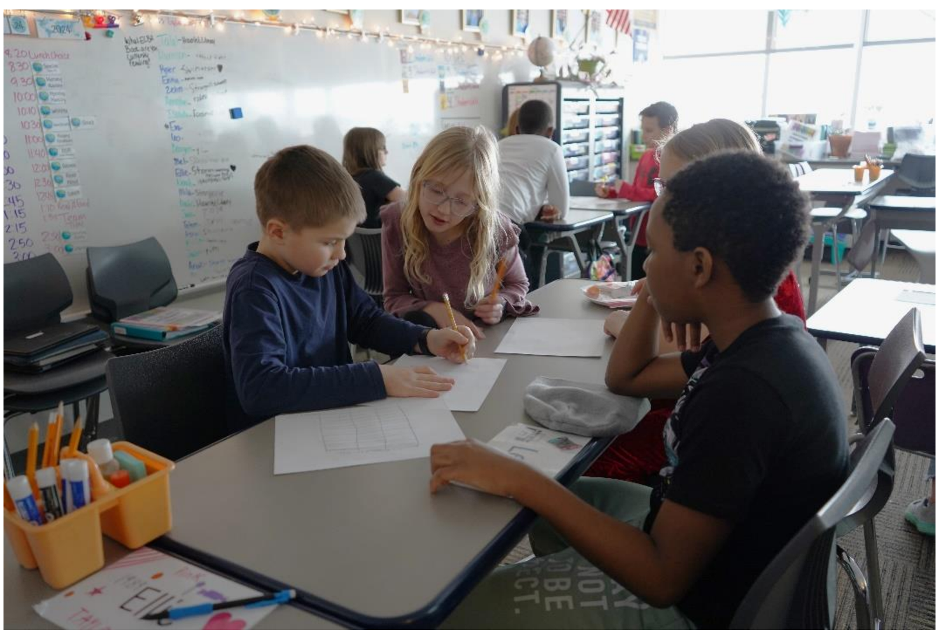
Source: National Association of School Boards

COMMUNITY ENGAGEMENT PROCESS

Public Forum 2024

March 25, 2024
(Held in Accordance with N.D.C.C. 15.1-07-26)

GRAND FORKS PUBLIC SCHOOLS
Grand Forks Public School District #1
Grand Forks Air Force Base Public School District #140



PARTICIPANT BOOKLET #2

Strategic Planning Summary

The strategic plan is the most important document guiding the work and the direction of the school districts. It provides clarity and focus in aligning the work of the organization collectively.

Mission: Our purpose

Growing together to change the world.

Vision: What we want to achieve

We provide diverse and meaningful experiences for all learners in a safe and supportive environment by fostering curiosity, inquiry, and innovation. By embracing change and taking risks, we grow and learn together.

Values: What we stand for

We believe strong relationships in our schools and community will result in developing connected, innovative learners, grounded by strong character.

Strategic Priorities: How we get there

The strategic priority areas were developed to guide the school districts' focus and effective use of resources to achieve student outcomes that will prepare students for their future. The following represents the strategic priority areas and subcategories from a macro view.

I. Academics – High-Reliability Schools Framework

1. Academic Engagement and Strategies for Student Success
2. Professional Learning & Technology
3. Innovation and Creativity

II. Comprehensive School District Mental Health System

1. Mental Health
2. Positive School Climate & Culture
3. Social-Emotional Learning
4. Community Engagement

III. Resource Management and Long-Term Planning

1. Master Facilities Planning
2. Long-Term Technology Planning
3. Long-Term Financial Planning

Resource Management and Long-Term Planning

School Districts exist solely for the betterment of our students and as such, all resources including facilities, technology and budgets must be aligned with a common goal of student growth and achievement. When challenges exist, we must succeed in overcoming these in order to have student success. The strategic plan outlines three primary resource areas that need to be addressed for the long term: Master Facilities Planning; Long-Term Technology Planning; and Long-Term Financial Planning.

Challenges: Where are we at today?

All school districts have challenges they face. The questions are: what are they, which ones affect students the most, and how do we solve them? With regard to Resource Management and Long-Term Planning in the Grand Forks School Districts, we can identify the following:

Master Facilities Planning

- Aging infrastructure, equipment and building systems
- Educational environment (temperature, lighting, acoustics, and physical appearance)
- Capacity and location (do we have the right facilities in the right places?)

Long-Term Technology Planning

- The right technology in an ever-changing environment, and the budget to keep up is essential
- Having the infrastructure in place to utilize the technology we have (or will have)
- Using technology to truly impact student learning

Long-Term Financial Planning

- Budget demands are everywhere – choosing what impacts students the most
- Aligning revenues with expenditures – gaining the additional revenue required to accomplish what we need
- Tax impact – being responsible to the community with the understanding that most facility and infrastructure costs are funded by the local taxpayer

Opportunities: Where do we want to be?

School is not what it used to be in the 20th century and keeping up with the demands of educating students for a future unknown world can be challenging. We are attempting to educate students for jobs that don't exist today and most students in school right now will have 5-7 completely different careers during their lifetime. In the 20th century, we obtained information (memorizing formulas, the periodic table, capitals of states) and what we didn't memorize we learned how to locate the information. In the 21st century, nearly all information is available in milliseconds via a computer or smartphone. Now we are teaching students how to disseminate the information they really need and how to apply it to their advantage. Reading, writing and arithmetic are still extremely important, but how they are applied by an individual student in their varied careers means that learning, while collaborative, is much more personalized.

With every challenge there is an opportunity that awaits!

Using the Districts' strategic plan, mission, vision, and values, opportunities can be identified that both address the exciting future for our students and address our largest challenges. We can answer questions such as:

- What opportunities do the districts have in addressing facility concerns and aging infrastructure through revitalizing and reimaging our buildings?
- What opportunities do the districts have in analyzing building capacity and location?
- What opportunities do the districts have in maximizing student achievement through changes in the learning environment?
- What opportunities do the districts have with revenue by implementing energy and cost saving solutions?
- What opportunities do our students and community gain through a fiscally responsible bond referendum to fund larger long-term capital needs?

Planning & Community Engagement: How do we get there?

Recognizing that the community members are the owners of the school districts, and that the school districts are a direct reflection of the communities they serve, the School Boards understand that the community has a significant role to play in determining how challenges and opportunities are addressed.

Input into the long-term planning process comes in a variety of ways and can be broken down into two categories:

Macro Involvement

Macro level involvement by the community allows broad thoughts and ideas to be gained through a variety of engagement opportunities that community members can choose to participate in:

- Community meetings (like tonight)
- Community-wide surveying
- Community forums and gallery walks

Micro Involvement

Micro level involvement by the community is more focused and intentional and allows representatives of the community to go deeper in their learning and understanding of both the challenges and opportunities that exist. This will involve:

- Focus groups

Grand Forks Public Schools
Guiding Change Document: Budget Realignment
(Why we need to engage in the budget realignment process)

Current Reality "The Why"	Unacceptable Means "The NOT HOW"	The Results "The WHAT"
• Buildings are not optimal for teaching & learning. Facilities are inadequate and not up to current building code, ADA compliance, or meeting other federal requirements • Facility needs exceed current funding • Currently using general fund dollars for facility needs • A need to optimize the number of buildings and employees on a per student needs basis • GFPS mill levy and property taxes are less than other comparable school districts • Challenging to attract and retain adequate staff	• Expend below a 7% general fund balance as of 6/30/2022;10% by 6/30/24; and 15% by 6/30/26 • Violate laws, regulations, contracts, or policies • Inequitably fund student needs including student services and programs • Eliminate key tenets of our strategic plan • Underfund facilities plan • Ignore available funding sources	• Align budget and long-range financial plan with strategic plan. • Sustain a strong building fund to ensure highly effective and equitable teaching & learning environments in alignment with strategic priorities • Provide an overall competitive compensation & benefits package to attract and retain highly qualified staff. • Optimize staffing levels to student needs. • Increase student achievement for all with a deliberate focus on eliminating opportunity gaps based on race/ethnicity, and socio-economic status. • Students receiving special education support are served in an environment that is safe, inclusive and meets their unique learning and social emotional needs. • Replace Valley Middle School on its current site • Fund long-term facilities plan that increases efficiencies • Achieve a sustainable balanced budget with an adequate general fund balance of 15% • Ensure student achievement results drive the design and influence allocation of resources in the budget (High Reliability Schools)

Board Work Session Consensus: 1/10/2022
Board Approved: 1/24/2022

Part 2: Small Group Input

All thoughts and ideas are welcome and important when doing work in the small group sessions, but please consider the following norms for this type of work:

- Be attentive during the session please be considerate with technology (phone) use
- Share the air: everyone's voice is important
- Listen actively: seek to understand first, then react
- Assume positive intentions
- Keep a district-wide vs. individual focus
- Remember: schools impact many things, but they exist for the betterment of all students

Much information has been provided to you tonight regarding budget projections, facility needs, and a school board framework, that is, guidance with the "Budget Realignment Guiding Change Document". Given that information, please consider the following questions in your breakout group. Each group will include a school district recorder, school district facilitator, and a school district resource person(s) who can clarify any questions you might have during the discussions.

Neighborhood School Defined
A "neighborhood school" typically refers to a public school that serves the students residing within a specific geographical area, often called a neighborhood or catchment area. The concept emphasizes proximity, meaning that students are assigned to attend the school nearest to their place of residence. Neighborhood schools are commonly seen as an integral part of local communities, fostering a sense of belonging and community involvement. They often reflect the demographic composition of the surrounding neighborhood and may offer programs and resources tailored to the needs and interests of the local population.

GFPS Footnote: While the definition above holds true for many of our elementary schools, we do have situations where students/families travel 1-4 miles to get to "their" neighborhood school (ex: Discovery and Kelly Elementary Schools). Thus, contextually, there are variabilities between and among some schools at all levels–elementary, middle and high school.

In-District Transfers
Grand Forks Public Schools allows for parents to petition to attend a school outside of their attendance area. The school district does its best to accommodate such requests but there are instances when In-District Transfers are denied due to enrollment/capacity issues on the requested school end. Of the 500+ In-District Transfers that happen, almost half are "program placed", that is, there is a special education program or ML program that best serves the student.

Multilingual Programs Defined (Formerly known as EL or English Language)
A Multilingual (ML) program is an educational initiative designed to support students whose primary language is not English. These programs are implemented in schools to help students develop proficiency

in English while also providing instruction in academic subjects. ML programs often incorporate specialized curriculum, instructional strategies, and support services to meet the unique linguistic and academic needs of English language learners.

Key components of ML programs include:

- English Language Development (ELD) instruction: This focuses on teaching English language skills such as listening, speaking, reading, and writing.
- Sheltered Instruction: This involves modifying instructional materials and methods to make content more accessible to MLs while still challenging them academically.
- Cultural and Linguistic Support: ML programs often provide resources and support services that acknowledge and address the cultural and linguistic backgrounds of ML students.
- Assessment and Monitoring: ML programs typically include procedures for assessing the language proficiency and academic progress of ML students to ensure they are making appropriate gains.
- Collaboration with Families and Communities: ML programs often involve families and communities in the education process to support student learning and integration.

Overall, the goal of an ML program is to help English language learners develop the language skills and academic knowledge necessary to succeed in school and beyond. These programs play a crucial role in promoting equity and inclusivity in education by ensuring that all students have access to the resources and support they need to thrive.

1. One of the school district's challenges is balancing enrollment between and among all of our schools, most notably at the elementary school level with the community's population continuing to move south. To date, magnet programs such as our Multi-Lingual Program (formerly known as English Learners Program or EL)., are housed at Winship Elementary, Century Elementary, Discovery Elementary and recently expanded to Lake Agassiz Elementary. If ML students attended their neighborhood school, Winship Elementary would have fewer than 100 students. Further, South Middle School is a magnet school for middle school ML students. (Demographer Heat Map). At this time, both Central and Red River High Schools have ML programs.

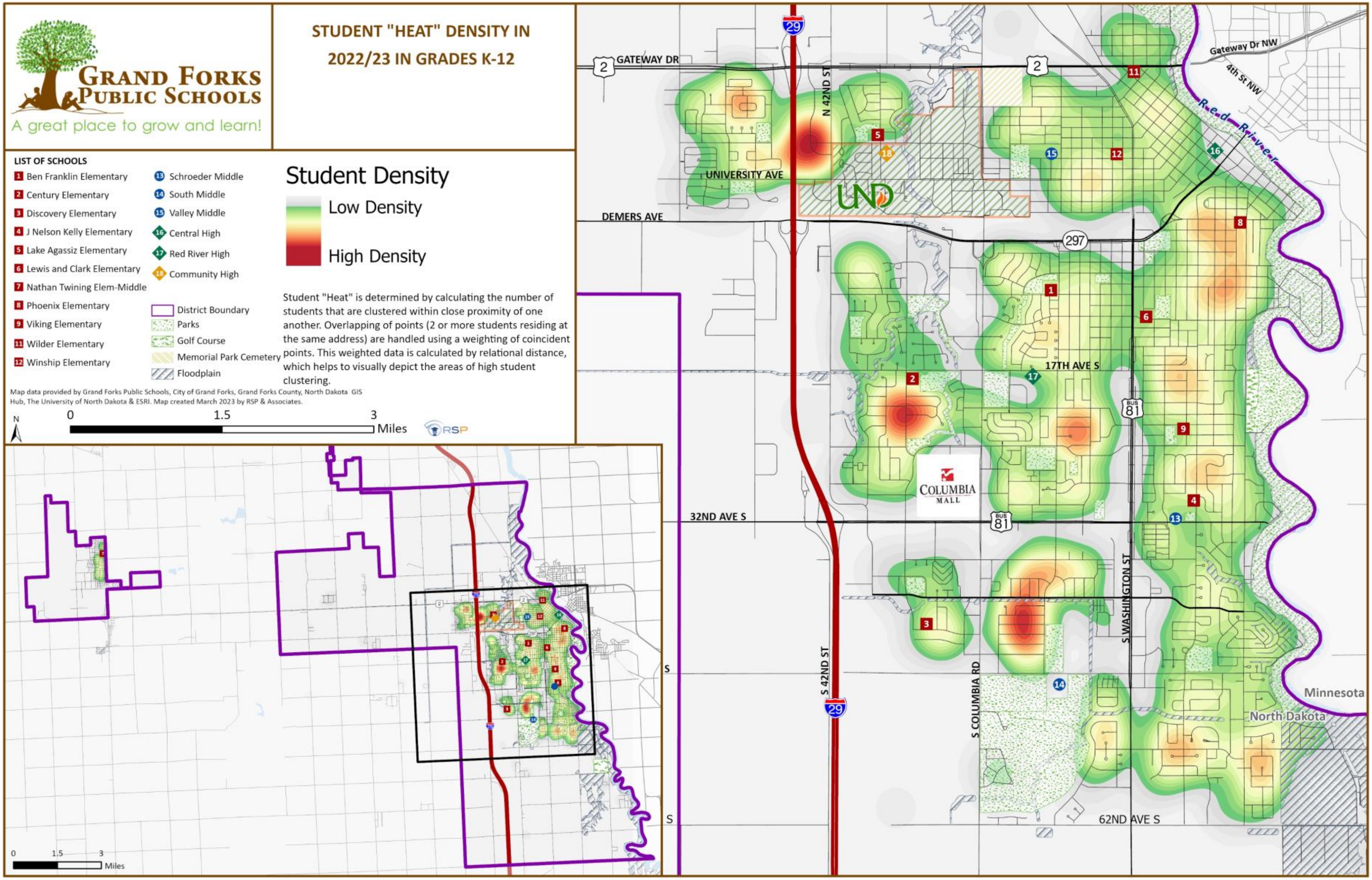
   Do you support?

   a. Continuing with ML magnet school programs or would you prefer ML students attend their neighborhood school? Why or Why not?
   b. Convening a Demographic Task Force to re-examine present K-12 boundary lines that would address some schools' declining enrollment while other schools are near or are at capacity? Why or why not?

2. What other suggestions do you have for the school board and school district leadership related to the topics discussed tonight?

Thank you for your participation.

Heat Map



Grand Forks Public Schools
A great place to grow and learn!
STUDENT "HEAT" DENSITY IN 2022/23 IN GRADES K-12
LIST OF SCHOOLS
1 Ben Franklin Elementary
2 Century Elementary
3 Discovery Elementary
4 J Nelson Kelly Elementary
5 Lake Agassiz Elementary
6 Lewis and Clark Elementary
7 Nathan Twining Elem-Middle
8 Phoenix Elementary
9 Viking Elementary
11 Wilder Elementary
12 Winship Elementary
13 Schroeder Middle
14 South Middle
15 Valley Middle
16 Central High
17 Red River High
18 Community High
District Boundary
Parks
Golf Course
Memorial Park Cemetery
Floodplain
Student Density
Low Density
High Density
Student "Heat" is determined by calculating the number of students that are clustered within close proximity of one another. Overlapping of points (2 or more students residing at the same address) are handled using a weighting of coincident points. This weighted data is calculated by relational distance, which helps to visually depict the areas of high student clustering.
Map data provided by Grand Forks Public Schools, City of Grand Forks, Grand Forks County, North Dakota GIS Hub, The University of North Dakota & ESRI. Map created March 2023 by RSP & Associates.
N
0
1.5
3
Miles
RSP
GATEWAY DR
Gateway Dr NW
4th St NW
Red River
N 42ND ST
UNIVERSITY AVE
UND
DEMERS AVE
17TH AVE S
COLUMBIA MALL
32ND AVE S
S 42ND ST
S COLUMBIA RD
S WASHINGTON ST
62ND AVE S
Minnesota
North Dakota