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

Monday, February 10, 2020
South Middle School, 1999 47th Avenue South, Grand Forks, ND
6:00 p.m. – Regular Meeting in Band Room
7:00 p.m. – Public Forum in Cafeterium

AGENDA

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE

II. APPROVAL OF AGENDA

III. APPROVAL OF MINUTES
   A. January 21, 2020

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

V. SUPERINTENDENT’S RECOMMENDATIONS FOR DISCUSSION
   A. Review School Board Norms
   B. District Calendar for 2020-2021 Update
      1. Indigenous Peoples Day
      2. Start and End Dates
      3. Blackout Dates
      4. PLC Early Release Days

VI. SUPERINTENDENT’S RECOMMENDATIONS FOR ACTION
   A. Consent Agenda – Resignations
   B. Early Retirement Applications

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

VIII. RECESS
IX. 7:00 P.M. - JOINT PUBLIC FORUM held in accordance with N.D.C.C. 15.1-07-26

X. ADJOURNMENT

Any person who requires an auxiliary aid or service to allow access or participation at a school board meeting is asked to notify the superintendent’s office (787-4880) at least one day before the meeting.
The Grand Forks School Board met in regular session on Tuesday, January 21, 2020, at the Mark Sanford Education Center with Bill Palmiscno presiding.

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

**Board Members Absent:**
- None

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

**Student Board Members Absent:**
- None

**Others Present:**
- Dr. Terry Brenner, Superintendent of Schools
- Scott J. Berge, Business Manager
- Jody Thompson, Associate Superintendent of Elementary Education
- Catherine Gillach, Assistant Superintendent of Secondary Education
- Amanda Weston Caillier, President, Grand Forks Education Association (GFEA)
- Cindy Johnson, Executive Secretary

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

**Approval of Agenda.** It was moved by Mikula and seconded by Hoffarth to move the action item “Future of West Elementary School” up on the agenda to follow “Citizen Comments.” Motion carried unanimously. Absent: Spivey.

It was moved by Carpenter and seconded by Lunn to approve the agenda as amended. Motion carried unanimously. Absent: Spivey.

**Celebrating Success – Employee of the Quarter Recognition.** Ione Seidlinger, an English Language paraprofessional at Red River High School, was presented with the Classified Employee of the Quarter award by Principal Dr. Kris Arason.

Kristy Hanson, an education coordinator at Head Start, was presented with the Certified Employee of the Quarter award by Director Tracey Johnson.

**Approval of Minutes.** It was moved by Carpenter and seconded by Shabb to approve the January 6, 2020, minutes as written. Motion carried unanimously. Absent: Spivey.

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

**Future of West Elementary School.** Audience members who spoke in favor of keeping West Elementary School open were:

- Lisa Yeip, Grand Forks, ND
- Mark Guy, Grand Forks, ND
- John Welch, Grand Forks, ND
Lunn suggested that there may be some confusion about incorporating the future of West Elementary School into the Facilities Task Force as they prepare for a referendum and that the public may be thinking this means there will be a public vote on closing the school.

Brenner clarified there is no public vote and the task force would study all facilities and bring a recommendation to the board before the referendum.

It was moved by Shabb and seconded by Hoffarth to keep West Elementary School open and incorporate West into the overall Facilities Task Force as the district prepares for referendum.

Carpenter said he struggled with West being incorporated into the task force. He said he wanted broader discussion and that not all of the discussion be about West. He thought the concept of small neighborhood schools needed to be discussed because there are neighborhoods that don’t have a small neighborhood school, e.g. the Congressional area. He said the board needed to decide if it wanted small neighborhood schools and to define what is meant by small neighborhood schools.

It was moved by Carpenter and seconded by Lunn to amend the motion to refer the matter of small neighborhood schools to the Facilities Task Force.

Shabb pointed out that there was nothing in the draft strategic plan about small neighborhood schools. She said the board needed to have a full discussion about all of the schools and not call out a single school.

Mikula talked about treating all facilities on equal footing through the referendum process and the task force to be defining the measuring sticks by which the board will measure the facilities.

Flynn agreed and said the decision tonight is whether West is kept open or closed and if kept open, West is treated like any other building on equal footing.

Spivey joined the meeting at 6:53 p.m.

The amendment and original motion were withdrawn.

It was moved by Hoffarth and seconded by Mikula to keep West Elementary School open. Motion carried unanimously.

Review School Board Norms. Manley read aloud the school board norms.

Strategic Plan Presentation – Dr. Jeff Schatz. Schatz explained the strategic planning process and gave a high-level overview of the draft strategic plan. He said the plan would not be finalized until after the final accreditation report is received. The accreditation visit will take place in February. The next step after the strategic plan is approved is for the administration to complete an operational plan.

Shabb had questions about common language, the progress monitoring mechanism, indicators of success or metrics for effective teaching. Discussion continued about the strategic plan being a high-level document whereas the specifics of implementing the strategic plan would be found in the operational plan.

Mikula said she had concerns similar to Shabb’s about measuring progress in areas other than the High Reliability Schools section. Schatz explained that the amount of specificity to include in the strategic plan is the board’s discretion.

Discussion continued on topics that would be included in an operational plan, a long-range financial plan, and long-range facilities plan and their relationship to the strategic plan.

Pre-Referendum and Community Engagement – Unesco. Tom Weber, a senior business consultant from Unesco, provided an overview of the pre-referendum process that will be used to engage the public at the February 10, 2020,
public forum. He also discussed the advantages and disadvantages of September 2020 and February 2021 referendum dates. A final referendum date will be determined at a future meeting.

Following discussion, the board recessed from 8:42 p.m. to 8:50 p.m.

Spivey left the meeting at 8:49 p.m.

**K-12 PLC Early Release Presentation.** Gillach, along with Leslie Bjele, principal at Ben Franklin Elementary School, Kelly Tannahill, principal at Lewis & Clark Elementary School, Ali Parkinson, principal at Discovery Elementary School, and Dr. Kris Arason, principal at Red River High School, gave a presentation about the implementation of Professional Learning Communities (PLCs) in the district and how the district calendar is being restructured to align PLCs across grades K-12.

Student Board Members Thoreson and Wolfe left the meeting at 9:18 p.m.

**Consent Agenda.** A correction of the effective dates of the resignations that were included in the consent agenda was provided. It was moved by Lunn and seconded by Hoffarth to approve the consent agenda as amended as follows: Appointment of Lisa Sinjem (salary $25,714); Reversal of Open Enrollment; and Resignations of Nichole Martin effective January 22, 2020, and Alana Johnston effective January 31, 2020. Motion carried unanimously. Absent: Spivey.

**Finance Committee Report – Audited Financial Statements for the Year Ended June 30, 2019.** Brian Opsahl of Brady, Martz & Associates, P.C. presented the audit report to the Finance Committee on December 18, 2019. He reported the audit reports for both Grand Forks Air Force Base Public School District #140 and Grand Forks Public School District #1 for the year ended June 30, 2019, received a clean, unmodified opinion on the financial statements. There were no deficiencies and no findings. The Single Audit Report for the federal Impact Aid program, special education, and child nutrition program also received a clean audit with no findings on internal controls. The general fund balance for District No. 1 was approximately 13.9% of general fund expenditures, which is less than the auditor’s recommendation of 15-25% for a healthy fund balance.

**General Fund Financial Statement.** Berge reported for the period of July 1, 2019, through December 31, 2019, total general fund revenues were $48,495,737 and total general fund expenditures were $43,522,711, resulting in an excess of revenues over expenses of $4,973,026.

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

**Announcements.** A clerical announcement was made by Dr. Brenner.

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

**School Board Norms - How Did We Do?** Manley reported the board did great in following its meeting norms.

**Adjournment.** There being no further business, the meeting adjourned at 9:29 p.m.

Approved ___________________________ (Date)

______________________________________
Bill Palmiscno, President

______________________________________
Scott J. Berge, Business Manager
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
MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: District Calendar for 2020-2021 Update – Indigenous Peoples Day
DATE: February 10, 2020

Ms. Courtney Souvannasacd, representative of a local committee interested in pursuing having Indigenous Peoples Day on the school district calendar, met with me on January 31, 2020, to discuss the aforementioned. As noted in past conversations at the board table, the City of Grand Forks and the University of North Dakota recognize Indigenous Peoples Day on their respective calendars and there is a desire to have our school district follow suit.

I shared with Ms. Souvannasacd the various electronic calendars on our school district website (see attached samples A, B, C) and that we do not have a hard copy calendar like the City of Grand Forks. On the 2019-2020 pdf calendar (attachment C) we call out the federal holidays of Labor Day, Veterans Day, Martin Luther King Jr. Day, and Memorial Day. All other notable days such as Presidents Day remain silent on our calendar.

Ms. Souvannasacd, or a representative of the committee, will be on hand to share their perspective and the importance of why Indigenous Peoples Day should be placed on the school district calendar. This agenda item is under “Discussion” with the intent of bringing it back to the board for “Action” on February 24, 2020.

Enclosures
District News & Information

Four Central Students Named State Nominees for U.S. Presidential Scholars in CTE Program
Four Grand Forks Central High School seniors have been named state nominees for the U.S. Presidential Scholars in Career and Technical Education (CTE) Program.

The District Insider (February 2020)
A community newsletter from Grand Forks Public Schools.

Mental Health First Aid Trainings
Click on the title above for more information.
# Calendar

**2019-2020 District Calendar (PDF)**

**2019-2020 District Calendar (Google Doc file)**

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<td>GF School Board Meeting</td>
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<td>GF School Board Meeting</td>
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<td>GF School Board Meeting</td>
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<td>No School K-12</td>
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### Professional Development/Clerical Days
- August 29
- November 1

### Holiday Break
- November 25
- December 23-Jan. 1

### Grades K-5/Grades K-8 at Twining Dismissed at 11:20 a.m. (P/T Conf.)
- September 2
- October 6

### Veterans Day
- November 11

### End of Trimester 2
- December 19

### End of Quarter 1 (HS)
- December 19

### Martin Luther King, Jr. Day
- January 20

### Conference Trade Days
- February 10

### First Day of School (Grades K-9)
- August 27

### Administrator Convention Days
- November 1

### Conference Trade Days
- February 10

### End of Quarter 2 (MS)
- December 19

### End of Quarter 3 (MS)
- March 29

### End of Quarter 4 (HS) (MS)
- May 28

### Elementary School Trimesters
- November 27: End of Trimester 1
- March 6: End of Trimester 2
- May 28: End of Trimester 3

### Middle and High School Quarters
- October 25: End of Quarter 1 (HS)
- October 31: End of Quarter 1 (MS)
- January 10: End of Quarter 2 (HS)
- January 15: End of Quarter 2 (MS)
- March 17: End of Quarter 3 (HS)
- March 24: End of Quarter 3 (MS)
- May 28: End of Quarter 4 (HS) (MS)

### Elementary Parent-Teacher Conferences – Early Dismissal
- October 4: Grades K-5/Grades K-8 at Twinning Dismissed at 11:20 a.m. (P/T Conf.)

### Middle School Parent-Teacher Conferences – No School
- October 4

### Elementary School Early Releases
- May 27: May 20

### Central/Red River High School Late Starts (9 a.m. start)
- November 13: May 13
MEMORANDUM

DATE: February 10, 2020
TO: Dr. Terry Brenner, Superintendent
FROM: Catherine Gillach, Assistant Superintendent of Secondary Education
RE: District Calendar for 2020-2021 Update- Start and End Dates, Blackout Dates, and PLC Early Release Days

School Board Policy 1001 states, “at a regular meeting no later than February, the School Board will approve the district calendar start and end dates for the succeeding school year, which shall meet or exceed the number of days required to qualify for maximum state foundation reimbursement.” As you may recall, in February of 2019 the board approved start and end dates for the 2020-2021 school year at the same time it approved start and end dates for the current academic year. Since that time however, district administration both reorganized the District Calendar Committee and instituted regular meetings with a newly developed Teacher Advisory Council (TAC) to ensure broader teacher representation and voice were heard by district level staff regarding school operations.

Several teachers from these two committees expressed concern over starting the school year with a full week of student contact. Many elementary school teachers in particular reported that students struggled with both stamina and focus with the transition from summer vacation to five days of structured learning this current year. Therefore, the board is asked to consider changing the start date for the 2020-2021 school year to allow for a less drastic summer to school transition period. Administration anticipates no complications will arise from this change.

Currently, the board has approved start and end dates for the 2020-2021 school year as beginning on Monday, August 24, 2020, and ending on Thursday, May 27, 2021. This would result in a five-day first week of school (Aug. 24-28).

An alternate calendar for your consideration is beginning on Wednesday, August 26, 2020, and ending on Thursday, May 27, 2021. This would result in a three-day first week of school (Aug. 26-28). Those two instructional days are gained back with a shortened spring break as compared to the originally approved calendar.
Additionally, in accordance with School Board Policy 1001 which states, "The Superintendent is tasked via the Calendar Committee to identify and include a minimum of 16 and a maximum of 22 blackout dates each school year on the calendar that would be brought to the board for approval", a collaborative meeting was held between representatives from the Grand Forks Education Association, Teacher Advisory Council, and District Administration to identify proposed blackout dates for the 2020-2021 school year at the elementary, middle, and high school levels. Concurrently, a team of district administrators collaborated to identify K-12 early release dates for the upcoming school year. These two efforts were reviewed by the converse committee, and the ensuing attachment outlines proposed 2020-2021 blackout dates that will allow teachers uninterrupted time after school for conference, report card, and standardized testing preparation.

The board will be asked to take action upon these items at the February 24 board meeting.

Enclosure: Blackout Date Calendar

Members of the District Calendar Committee:
Catherine Gillach, Assistant Superintendent, Tri-chair
Amanda Weston Callier, Behavior Intervention Strategist and GFEA President, Tri-chair
Kelly Johnson, Teacher, Ben Franklin Elementary, Tri-chair Teacher Advisory Council
Dawn Mord, Teacher, Viking Elementary
Jay Hildebrand, Teacher, Viking Elementary
John Stempinski, Teacher, Valley Middle School
Erika Feole, Teacher, Red River High School
Brittney Tweten, Teacher, Wilder Elementary
Matt Berglund, Teacher, Grand Forks Central High School
Amanda Bosman, School Counselor, Phoenix / Winship Elementary
Travis Thorvilson, Principal, Winship Elementary
Todd Selk, Principal, Valley Middle School
Dr. Kris Arason, Principal, Red River High School
Amy Bartsch, Chief Academic Officer, MSEC
Jessie Erickson, District Assessment Coordinator, MSEC
Tracy Abentroth, Human Resources Director, MSEC
### DRAFT PROPOSAL A 2020-2021 District Calendar – Grand Forks Public Schools

**Approved start and end dates**

<table>
<thead>
<tr>
<th>August 2020</th>
<th>September 2020</th>
<th>October 2020</th>
<th>November 2020</th>
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<tbody>
<tr>
<td><strong>School Start/End Times:</strong> Elementary School (8:25 a.m. - 3 p.m.)</td>
<td><strong>Middle School (8:40 a.m. - 3:30 p.m.)</strong></td>
<td><strong>High School (8 a.m. - 3 p.m.)</strong></td>
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<tr>
<td><strong>No School</strong></td>
<td><strong>Elementary School Trimesters</strong></td>
<td><strong>Middle and High School Quarters</strong></td>
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<tr>
<td>Aug. 17-20 Prof. Development/Clerical Days</td>
<td>Dec. 23 - Jan 1 Holiday Break</td>
<td>Oct. 28 End of Quarter 1 (HS)</td>
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<td>Sep. 7 Labor Day</td>
<td>Jan 18. Prof. Dev./MLK Day</td>
<td>30 Oct End of Quarter 1 (HS)</td>
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<td>Sep. 25 Prof. Development</td>
<td>March 15-19 Conf. Trade Days/ Break</td>
<td>Jan. 14 End of Quarter 2 (MS)</td>
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<td>Oct. 22-23 Administrator Convention Days</td>
<td>Apr. 2-5 Holiday Break</td>
<td>Jan. 15 End of Quarter 2 (HS)</td>
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<td>Nov. 11 Veterans Day</td>
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<td>Mar. 24 End of Quarter 3 (MS)</td>
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<td>Nov. 26-27 Holiday Break</td>
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<td>Mar. 26 End of Quarter 3 (HS)</td>
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<td>May 27 End of Quarter 4 (HS) (MS)</td>
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<td><strong>Reminders</strong></td>
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<td><strong>Graduation Dates</strong></td>
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<tr>
<td>Aug. 24 First Day of School (Grades K-9)</td>
<td><strong>School Early Releases (Rem/HS@1:30, MS@1:30)</strong></td>
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<tr>
<td>Aug. 25 First Day of School (Grades 10-12)</td>
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<td>May 27 Last Day of School (Grades K-12)</td>
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<td>May 28 Clerical Day</td>
<td>Nov. 18 Feb. 10 May 19</td>
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**Updated 9/17/2019**
**Elementary Parent-Teacher Conferences – Early Dismissal @ 11:20 AM**

- Oct. 9: Grades K-5/Grades K-8 at Twining (PT Conf.)
- Mar. 5: Grades K-5/Grades K-8 at Twining (PT Conf.)

**Middle School Parent-Teacher Conferences – No School**

- Friday, Oct. 2: 8AM-4PM Grades 6-8 ONLY
# 2020-2021 District Calendar – Grand Forks Public Schools

**Modified Start Date**

<table>
<thead>
<tr>
<th>Calendar Date</th>
<th>Event Description</th>
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<tr>
<td>Aug. 24-25</td>
<td>Clerical Days</td>
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<tr>
<td>Aug. 20-21</td>
<td>No School; Non-work day</td>
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<td>Aug. 18-19</td>
<td>Prof. Development</td>
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<td>Oct. 23-24</td>
<td>Administrator Convention Days</td>
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<td>Nov. 4</td>
<td>School Resumes after Holiday Break</td>
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<td>May 27</td>
<td>Last Day of School (Grades K-12)</td>
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<td>May 28</td>
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## School Start/End Times

- **Elementary School**: 8:25 a.m. - 3 p.m.
- **Middle School**: 8:40 a.m. - 3:30 p.m.
- **High School**: 8 a.m. - 3 p.m.

## Important Dates

- **Jan. 4**: School Resumes after Holiday Break
- **Aug. 27**: First Day of School (Grades 10-12)
- **Jan. 18**: Prof. Dev. / MLK Day
- **Dec. 23 - Jan 1**: Holiday Break
- **Jan. 15**: End of Quarter 2 (HS)(MS)
- **Mar. 24**: End of Quarter 3 (MS)
- **Mar. 10**: End of Quarter 1 (MS)
- **Mar. 26**: End of Quarter 3 (HS)
- **May 27**: End of Quarter 4 (HS)(MS)

## Graduation Dates

- Community High School: TBD
- Red River High School: TBD
- Central High School: TBD

## School Early Releases

- **HS/MS**: 1:00 p.m., **Elem**: 1:30 p.m.
- **Sept. 23**: First Day of School (Grades K-9)
- **Oct. 15**: First Day of School (Grades 10-12)
- **Jan. 4**: School Resumes after Holiday Break
- **May 27**: Last Day of School (Grades K-12)
- **May 28**: Clerical Day

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*Updated 9/17/2019*
| Elementary Parent-Teacher Conferences – Early Dismissal @ 11:20 AM |
|----------------------|----------------------|
| Oct. 9                | Grades K-5/Grades K-8 at Twining (PT Conf.) |
| Mar. 5                | Grades K-5/Grades K-8 at Twining (PT Conf.) |

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<thead>
<tr>
<th>Middle School Parent-Teacher Conferences – No School</th>
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<tr>
<th><strong>Middle School</strong></th>
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<td>Sept. 30</td>
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<td>Oct. 1, 5, 28, 29</td>
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<tr>
<td>Nov. 2</td>
</tr>
<tr>
<td>Jan. 12, 14</td>
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<tr>
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<td>May 24, 25, 26</td>
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<table>
<thead>
<tr>
<th><strong>High School</strong></th>
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<td>Sept. 30</td>
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<td>Oct. 30</td>
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<tr>
<td>Nov. 2, 3</td>
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<td>Jan. 14, 15, 19, 20, 21</td>
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<tr>
<td>March 26, 29, 30, 31</td>
</tr>
<tr>
<td>May 24, 25, 26, 27</td>
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</tbody>
</table>
MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Consent Agenda
DATE: February 10, 2020

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

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

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

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

- Resignations

Administrative recommendation is for approval.

cj

Attachments
MEMORANDUM

TO: Dr. Terry Brenner, Superintendent
FROM: Tracy Abentroth, Director of Human Resources
RE: Resignations
DATE: February 10, 2020

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

Please find attached letters of resignation from the following:

Monte Gaukler
Kristy Hanson
Business Education Teacher
Education Coordinator
Valley Middle School
Head Start

Administrative recommendation is to approve the resignation effective May 29, 2020.

Attachments
mjs
2712 Belmont Road  
Grand Forks, ND 58201  
January 29, 2020

Ms. Tracy Abentroth  
2400 47th Avenue South  
Grand Forks, ND 58201

Dear Tracy:

Thank you for giving me the opportunity to return to the classroom. More than anything; this year has reminded me how hard teachers work, how many decisions a teacher makes in a minute, and how tiring it is to stand for six hours a day. Ultimately though, this year has reminded me why teaching is the best profession. I fully believe that it is teachers who have the opportunity to reach students and affect so many lives.

This year also reminded me that I was a “new” teacher in an “old” teacher frame. For this reason, I believe that it is time for me to re-retire. Please consider this as my letter of resignation, which will be effective on May 29, 2020.

I have had the opportunity to make student connections, learn new skills, and work with some amazing teachers!! To conclude my thirty-three year teaching career at Valley Middle School has been an honor.

Warm regards,

Monte Gaukler
January 27, 2020

Tracey Johnson
Director
Grand Forks Head Start
3600 6th Ave. N
Grand Forks, ND 58201

Dear Tracey,

I am writing to inform you that I will be retiring from my position as Education Coordinator with the Grand Forks Head Start program effective at the end of the 2019-2020 school year.

I have thoroughly enjoyed my 29 years at Head Start and feel I have grown as an educator and a person. The Head Start staff are amazing. They strive to provide a high quality education while meeting the emotional needs of every child. I feel blessed to have been a part of this organization. I look forward to the future and plan on keeping in close touch with my Head Start school family. I wish you all the best and will help in any way necessary with the transition.

Sincerely,

Kristy Hanson
Grand Forks Head Start
Education Coordinator
MEMORANDUM

TO:            Dr. Terry Brenner, Superintendent
FROM:        Tracy Abentroth, Director of Human Resources
RE:            Early Retirement Applications
DATE:        February 10, 2020

North Dakota Century Code 15.1-09-33 provides authority for the School Board to act on employment contracts for professional staff. Grand Forks Public School District Policy #4300 authorizes the School Board to act on early retirement application requests.

School Board Policy #4300 states, “A properly completed application and subsequent approval by the school board of a professional staff member’s early retirement request shall constitute a legally binding resignation and a waiver of the person’s continuing contract and non-renewal rights.”

Administrative recommendation is to approve the early retirement applications of the individuals shown in the attached document effective the end of the 2019-2020 school year.

Attachment
The following teachers and administrators have submitted their application for early retirement per School Board Policy #4300 effective at the end of the 2019-2020 school year:

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL</th>
<th>POSITION DESCRIPTION</th>
<th>SALARY</th>
<th>% SERV</th>
<th>% REDUCE</th>
<th>BENEFIT</th>
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<td>MSEC</td>
<td>Director Human Resources</td>
<td>$109,312.00</td>
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<td>100%</td>
<td>$103,846.40</td>
<td>$25,961.60</td>
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<td>Anderson, Keith D</td>
<td>Elroy H Schroeder Middle School</td>
<td>Grade 6 Teacher</td>
<td>$78,667.00</td>
<td>100%</td>
<td>40%</td>
<td>$31,466.80</td>
<td>$7,866.70</td>
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<tr>
<td>Boese, Paul E</td>
<td>Elroy H Schroeder Middle School</td>
<td>Orchestra Teacher</td>
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<td>90%</td>
<td>90%</td>
<td>$63,720.27</td>
<td>$15,930.07</td>
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<td>Bommersbach, Scott E</td>
<td>Elroy H Schroeder Middle School</td>
<td>School Counselor</td>
<td>$78,667.00</td>
<td>95%</td>
<td>80%</td>
<td>$59,786.92</td>
<td>$14,946.73</td>
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<tr>
<td>Crocker, Barbara E</td>
<td>Valley Middle School</td>
<td>Special Education Teacher</td>
<td>$78,667.00</td>
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<td>50%</td>
<td>$39,333.50</td>
<td>$9,833.38</td>
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<td>Eckman, Kristi S</td>
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<td>Math Teacher</td>
<td>$73,399.00</td>
<td>95%</td>
<td>100%</td>
<td>$69,729.05</td>
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<td>Band Teacher</td>
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<td>40%</td>
<td>$27,891.62</td>
<td>$6,972.91</td>
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<td>Jorgenson, Nancy J</td>
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<td>Special Education Teacher</td>
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<td>100%</td>
<td>$70,800.30</td>
<td>$17,700.08</td>
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<tr>
<td>Korsmo, Judy L</td>
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<td>Grade 4 Teacher</td>
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<td>70%</td>
<td>$48,810.34</td>
<td>$12,202.58</td>
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<tr>
<td>Ladouceur, Gregory A</td>
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<td>90%</td>
<td>$65,363.90</td>
<td>$16,340.97</td>
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<td>Lindemoen, Kari L</td>
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<td>Orchestra Teacher</td>
<td>$28,915.60</td>
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<td>100%</td>
<td>$24,578.26</td>
<td>$6,144.57</td>
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<td>Valley Middle School</td>
<td>Special Education Teacher</td>
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<td>100%</td>
<td>70%</td>
<td>$51,379.30</td>
<td>$12,844.83</td>
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<tr>
<td>Opp, Dean C</td>
<td>Red River High School</td>
<td>English Teacher</td>
<td>$78,667.00</td>
<td>100%</td>
<td>60%</td>
<td>$47,200.20</td>
<td>$11,800.05</td>
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<tr>
<td>Sand, Rhonda C</td>
<td>Viking Elementary</td>
<td>Kindergarten Teacher</td>
<td>$77,558.00</td>
<td>95%</td>
<td>100%</td>
<td>$73,680.10</td>
<td>$18,420.03</td>
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<tr>
<td>Sherwood, Brad A</td>
<td>Red River High School</td>
<td>Vocal Music Teacher</td>
<td>$78,667.00</td>
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<td>60%</td>
<td>$47,200.20</td>
<td>$11,800.05</td>
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<tr>
<td>Straw, Jennifer J</td>
<td>Phoenix Elementary</td>
<td>Instructional Coach</td>
<td>$78,667.00</td>
<td>100%</td>
<td>100%</td>
<td>$78,667.00</td>
<td>$19,666.75</td>
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<tr>
<td>Trapnell, Rebecca M</td>
<td>CIT</td>
<td>Elem School Curriculum Coordinator</td>
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<td>100%</td>
<td>10%</td>
<td>$7,866.70</td>
<td>$1,966.68</td>
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</tbody>
</table>

**TOTALS** 17 $1,293,833.60 $911,320.85 $227,830.21
Public Forum 2020
(Held in Accordance with N.D.C.C. 15.1-07-26)
February 10, 2020
South Middle School Cafetorium
7:00 p.m.

AGENDA

7:00 p.m.  General Session
Welcome and Introductions
Mr. Bill Palmiscno, President, Grand Forks School Board
Mr. Lewis Isassi, President, Grand Forks Air Force Base School Board
Overview of the Public Forum Process and Introduction of SitelogIQ (formerly Unesco)
Dr. Terry Brenner, Superintendent of Schools

7:15 p.m.  Presentation by SitelogIQ (formerly Unesco) and District Administration

8:00 p.m.  Small Group Discussions

9:00 p.m.  Adjourn
*Digital devices will be available for participants to complete an exit question.
*Grab-n-Go refreshments will be provided.

Thank you for your participation!
Public Forum 2020
(Held in Accordance with N.D.C.C. 15.1-07-26)
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<td>Mission Statement, Vision Statement</td>
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<td>Strategic Plan 2020-2025 DRAFT</td>
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<td>School Organizational Pattern</td>
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<td>Enrollment History &amp; Projections</td>
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<td>Enrollment Report – September 2019</td>
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<td>Academic &amp; Extracurricular Programs</td>
<td>6-8</td>
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<td>Instructional &amp; Administrative Staffing</td>
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<td>District Budget</td>
<td>10-12</td>
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<td>District Tax Levies</td>
<td>13</td>
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<td>Facilities Deferred Maintenance Information</td>
<td>14-16</td>
</tr>
<tr>
<td>School Boards Directories</td>
<td>17</td>
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</table>
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, and the Demographic Task Force recommendations. Public forums provide invaluable insights to the two school boards for their planning activities.

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

**15.1-07-26. School district demographics - Long-term planning process.**

1. Between January first and June thirtieth of every even-numbered year, the board of each school district shall invite the public to participate in a planning process addressing the effects that demographics might have on the district in the ensuing three-year and five-year periods, and specifically addressing potential effects on:
   a. Academic and extracurricular programs;
   b. Instructional and administrative staffing;
   c. Facility needs and utilization; and
   d. District tax levies.

2. At the conclusion of the planning process, the board shall prepare a report, publish a notice in the official newspaper of the district indicating that the report is available, 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.

**Strategic Plan 2020-2025**

**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
School Organizational Pattern

**Elementary Schools**

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

Costs are driven by smaller schools and smaller classes:
- The district employs 10+ teachers to reduce class size by one student across all elementary classrooms.

**Carnegie Middle Schools**

* Building Sizes of 750 or less
* 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

Costs are influenced by smaller schools, class size, and team planning.
- The district employs 12+ teachers to provide staff needed to cover team planning and smaller teams.

**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

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 2015-2016 attendance areas can be found at [www.gfschools.org > Registration > Boundary Line Maps and School Attendance Area Search](http://www.gfschools.org > Registration > Boundary Line Maps and School Attendance Area Search).
Enrollment History & Projections

Grand Forks Public Schools (K-12) Enrollment History
September 1995-96 through September 2019-2020
and Projected 2020-21 through 2023-24

Current Enrollment: 7,428
3-Year Projected Enrollment (2022-23): 7,606
  + 178
  + 2.39%

4-Year Projected Enrollment (2023-24): 7,691
  + 263
  + 3.54%
## Enrollment Report – September 2019

### Elementary School

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>BF</th>
<th>CENT</th>
<th>DIS</th>
<th>KEL</th>
<th>LAC</th>
<th>L&amp;C</th>
<th>PHMIX</th>
<th>VIK</th>
<th>WEST</th>
<th>WILD</th>
<th>WIN</th>
<th>TWIN</th>
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<td>28</td>
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<td>565</td>
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### Middle School

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<th>SCHR</th>
<th>SO</th>
<th>VAL</th>
<th>TOTAL DIST #1</th>
<th>TWIN</th>
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<td>525</td>
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<td>1,695</td>
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### High School

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<td>Grade 11</td>
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<td>543</td>
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<td>Grade 12</td>
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<td>481</td>
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<tr>
<td>Grade 13</td>
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<td>23</td>
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<tr>
<td>TOTAL</td>
<td>1,085</td>
<td>988</td>
<td>80</td>
<td>2,153</td>
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</tbody>
</table>

### Early Childhood Special Education (Formerly Preschool Special Needs)

| PC3 (SS) | 5 | 4 | 17 | 1 | 3 | 1 | 31 | 3 | 3 | 34 |
| PC4 | 26 | 7 | 9 | 38 | 2 | 86 | 3 | 3 | 89 |
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:

<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary Implementation</th>
<th>Secondary Implementation</th>
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<tbody>
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<td>2017-2018</td>
<td>K-5 Literacy Phase 2</td>
<td>Middle School Math Phase 1</td>
</tr>
<tr>
<td>2018-2019</td>
<td>K-5 Literacy Phase 3</td>
<td>Middle School Math Phase 2</td>
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<tr>
<td></td>
<td>Physical Education</td>
<td>Physical Education</td>
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<tr>
<td>2019-2020</td>
<td>K-5 Literacy Phase 4</td>
<td>High School Math</td>
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<td>K-5 Science Phase 1</td>
<td>6-12 Science Phase 1</td>
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<td>2020-2021</td>
<td>K-5 Science Phase 2</td>
<td>6-12 Science Phase 2</td>
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<tr>
<td>2021-2022</td>
<td>K-5 Social Studies</td>
<td>6-12 Social Studies</td>
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</table>

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, stand alone labs, district staff issued laptops/computers, interactive whiteboards, projectors, and peripheral devices. Overall, the district maintains a 1.3 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.

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

Grand Forks Public Schools offer 52 **Career and Technical Education** courses in middle and high schools.
Grand Forks Public Schools is committed to providing appropriate educational services to limited English students through the English Learner (EL) 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 four magnet schools: Century Elementary School, Winship Elementary School, South Middle School, and Red River High School.

The School-Wide Enrichment Program (SWEP) challenges students on an academic level in math and reading, while also encouraging creativity, higher-order thinking skills, problem-solving, and technological awareness. The elementary program mainly serves grades 3-5. Starting in late October, students are pulled for math and literacy one day per week, which continues for the remainder of the school year. The sixth grade middle school enrichment program offers various classes based on the current need. Most groups meet once a week for 50 minutes with a focus on reading, STEM (science, technology, engineering, math), computer programming, or advanced math.

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 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.

- Art Club
- Building Bridges
- Choral
- Class Committees / Officers
- Dance Team
- Debate
- Drama
- Drumline
- FLBA / DECA / Skills USA / FCCLA
- French Club
- Game Club
- Gay Straight Alliance
- German Club
- Girls Who Code
- Instrumental
- JROTC
- Junior Educators of Tomorrow (JET)
- Key Club
- Latin Club
- Math Club
- Math Track
- National Honor Society
- National Technical Honor Society
- Orchestra
- Pep Band
- Poetry Club
- Renaissance Program
- School Newspaper / Yearbook
- Science Bowl
- Science Olympiad
- Spanish Club
- Speech
- Spirit Club
- Student Congress
- Student Council
- Tech Club
- Thespians / Theater Guild
- VEX Robotics
- Writers Club
- 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
- Wrestling
- Middle School Intramural Sports
- Cheerleading
- Girls’ Figure Skating (Club sport)
- 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
Instructional & Administrative Staffing

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 7,428 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 1,613 full- and part-time people are employed including approximately 771 certified staff that includes teachers, specialists, and counselors and approximately 801 support and 41 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 (Historic, 2019-2020 Budget, Preliminary Long-Range Financial Plan Projections [assumes no referendum dollars])

2019-2020 revenue budget totals $103.8 million.
Expense trends (Historic, 2019-2020 Budget, Preliminary Long-Range Financial Plan Projections [assumes no referendum dollars])

2019-2020 expense budget totals $108.5 million. Salaries and benefits are 84+ % of budget.
A healthy general fund balance is 15-25% of total expenditures. 15% would be $18 million at the end of 2023-2024.

### Revenue & Expense Growth Trend

#### TOTAL REVENUES

- 2014-2015: 4.4%
- 2015-2016: 4.1%
- 2016-2017: 4.2%
- 2017-2018: 4.5%
- 2018-2019: 4.0%
- 2019-2020: 3.0%
- 2020-2021: 4.5%
- 2021-2022: 2.7%
- 2022-2023: 2.7%
- 2023-2024: 1.7%

#### TOTAL EXPENDITURES

- 2014-2015: 5.9%
- 2015-2016: 2.2%
- 2016-2017: 1.5%
- 2017-2018: 2.8%
- 2018-2019: 0.7%
- 2019-2020: 0.9%
- 2020-2021: 1.0%
- 2021-2022: 2.7%
- 2022-2023: 2.7%
- 2023-2024: 2.7%

#### Poly. (TOTAL REVENUES)

- 2014-2015: 8.0%
- 2015-2016: 5.9%
- 2016-2017: 4.5%
- 2017-2018: 2.2%
- 2018-2019: 1.5%
- 2019-2020: 0.7%
- 2020-2021: 0.9%
- 2021-2022: 1.0%
- 2022-2023: 2.7%
- 2023-2024: 2.7%

#### Poly. (TOTAL EXPENDITURES)

- 2014-2015: 2.0%
- 2015-2016: 2.7%
- 2016-2017: 2.7%
- 2017-2018: 2.7%
- 2018-2019: 2.7%
- 2019-2020: 2.7%
- 2020-2021: 2.7%
- 2021-2022: 2.7%
- 2022-2023: 2.7%
- 2023-2024: 2.7%

### General Fund Balance

- **2014-2015**: $20,163,953
- **2015-2016**: $19,444,235
- **2016-2017**: $18,396,147
- **2017-2018**: $18,097,343
- **2018-2019**: $15,753,045
- **2019-2020**: $11,029,852
- **2020-2021**: $5,959,555
- **2021-2022**: $2,838,798
- **2022-2023**: $1,622,794
- **2023-2024**: $1,535,695

- **ENDING GENERAL FUND BALANCE**
- **Projection**
Other large school districts receive between $2.1 and $17.1 million more annually than Grand Forks Public Schools for building and sinking fund mill levies. Grand Forks receives the lowest property tax revenue per pupil compared to other large school districts, as a result of Grand Forks having the lowest mill levy.
Facilities Deferred Maintenance Information

Years 1-5

Year 1 - 5 Priorities

Year 1 Highlights
- Ben Franklin ES:
  - Add A/C and replace unit ventilators (1960)
  - Replaced galvanized piping throughout (1960)
  - Add Fire Sprinklers
  - Replace fluorescent lighting with LED
  - Upgrade Electrical Service
  - Exterior envelope and interior finish improvements
- Central HS:
  - Replace galvanized piping
  - Upgrade exterior lighting

Year 2
- West ES:
  - Replace Steam Lines and update ventilation (1949)
- Red River HS:
  - Replace Carpet in hallways/classrooms (ongoing)
  - Exterior improvements (sealants, masonry, lighting)
- Lake Agassiz ES:
  - New rooftop units on SW corner of building (1995)
  - New Steam Converter (1960)

Year 3
- Valley HS:
  - Replace Steam and condensate lines and upgrade ventilation (1957)
  - Add Sprinkler System
  - Upgrade Controls
  - Replace Electrical Distribution System
  - Renovate Restrooms for Accessibility
  - Carpet in Classrooms
- Wilder ES:
  - Replace Windows

Year 4
- Twining ES (Phase 1):
  - Update Boiler Plant
  - Update west wing (1961) with a new HW AHU system and VAV terminal system
- Century ES:
  - Interior finishes
  - Exterior (roof, sealants, replace skylights)
  - Fire Sprinkler System
  - Replace lighting with LED
  - Replace exterior lighting

Year 5
- Lewis & Clark ES:
  - Replace unit ventilators (1952) and improve ventilation/AC
  - Replace plumbing piping (1952)
  - Upgrade interior light fixtures
  - Replace electrical service
  - Interior finishes
  - Mural wall replacement
- Viking ES:
  - Replace steam piping and upgrade ventilation
  - Replace existing portable classrooms
  - Roofing replacement, west wing
- Central HS:
  - Temperature controls replacement
Years 6-10

YEAR 6 HIGHLIGHTS
- Red River (Phase 1):
  - Replace heat pumps
  - Replace galvanized water piping
  - Fire sprinklers
  - Wayfinding signage
- Phoenix ES:
  - Replace boilers
- Winship ES:
  - Exterior improvements (masonry and siding)
  - Interior finishes (carpet)

YEAR 7
- Red River (Phase 2):
  - Replace heat pumps
  - Replace galvanized water piping
  - Fire sprinklers
  - Wayfinding signage
- Kelly ES:
  - Replace unit ventilators (1965) and improve ventilation
  - Replace galvanized piping in original wing (1965)
  - Fire sprinklers
  - Replace electrical service with addition of A/C

YEAR 8
- Red River HS (Phase 3):
  - Replace heat pumps
  - Replace galvanized water piping
  - Fire sprinklers
  - Wayfinding signage
- Central HS (Phase 1):
  - Fire sprinklers
  - Replace interior light fixtures
  - Replace branch circuit panels
  - Renovate restrooms
- Phoenix ES:
  - Replace roof membrane

YEAR 9
- Central HS (Phase 2):
  - Fire sprinklers
  - Replace interior light fixtures
  - Replace branch circuit panels
  - Renovate restrooms

YEAR 10
- Schroeder MS:
  - Replace original plumbing piping (1961)
  - Replace interior lighting system
  - Renovate locker rooms for better supervision and storage
  - Renovate 6th grade restrooms
  - Complete first sprinkler coverage
**Years 11-15**

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**YEAR 11 HIGHLIGHTS**
- **South MS:**
  - Replace boiler plant
  - Replace air cooled chiller
  - Replace hallway and classroom carpet
  - Replace removable classroom partitions
  - Upgrade exterior light fixtures
- **Century ES:**
  - Temperature Controls Replacement

**YEAR 12**
- **South MS:**
  - Replace roof membrane

**YEAR 13**
- **Winship ES:**
  - Add fire sprinkler
  - Renovate restrooms
  - Update Kitchen equipment
  - Replace Alum. Windows
- **Twining ES:**
  - Upgrade controls
- **Wilder ES:**
  - Add A/C throughout

**YEAR 14**
- **Twining ES/MS (Phase 2):**
  - Replace original tunnel ventilation systems/steam with hot water
  - Replace interior lighting system
  - Replace electrical distribution system
  - Replace interior door levers/hardware
- **Twining ES/MS (Phase 3):**
  - Replace original tunnel ventilation systems/steam with hot water
  - Replace interior lighting system
  - Replace electrical distribution system
  - Replace interior door levers/hardware

**YEAR 15**

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- **Twining , 4.14M**
- **Red River , 2.0M**
- **Lake Agassiz , 0.56M**
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.

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COMMUNITY ENGAGEMENT PROCESS

(Information put together by SitelogIQ (formerly known as Unesco)

Public Forum 2020

February 10, 2020
(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 School District #140
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
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.

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:
- Community planning task force
- Focus groups

Over the next several months, the School Boards are committed to providing opportunities for community involvement and input in all these ways so that solutions to both challenges and opportunities are truly reflective of the desires of the community.

Community Planning Task Force

The community planning task force will explore what the long-term facility master plan should look like and how this impacts the long-term technology and long-term financial planning efforts from a scope and cost standpoint. The School Boards are particularly interested in having a broad and diverse representation of the community involved in this work, therefore there is an application that can be filled out that will allow the School Boards and Districts to populate the task force in the most appropriate way. It is important to understand that this task force will be made up of entirely community members and will not include School Board Members or district administration. Meetings will be facilitated independent of the school districts and this will be an important opportunity for the community to be engaged in this work and offer their unique voice in the process.

Timeline
The task force is scheduled to begin meeting in March and complete their work in the fall. This will provide the School Boards time to work with the recommendations and feedback from the task force along with other information and formulate a plan that will likely culminate with a potential referendum in the spring of 2021.

Meeting Timeframe: Anticipated twice per month – March through September (12 total meetings)
Meeting Time: Evening meetings – approximately 2-1/2 hours each

Application Process
An application can be obtained online or in person tonight or at the District Office. The application will allow for potential participants to share the unique attributes they bring to the diverse nature of the group – more than just parents are needed. Only 40-50 participants can be accommodated but those who are not selected will be provided other opportunities to participate in the process.

Link to online application: https://tinyurl.com/GFSD-Application

Deadline: Applications will be due no later than 4:00 pm CST on Monday, February 24th.
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

In an effort to provide the community planning task force with a baseline of community input to begin their process, we encourage participants at the Community Meeting to continue the conversation in the small group sessions. Each person will be assigned a room to collaborate with 10-12 of their peers to engage in this work. Each room will be staffed with a facilitator, resource person, and recorder so that your feedback may be accurately provided to the task force when they begin meeting.

There will be three exercises that we ask for your input on:

1. **BRAG-WORRY-WONDER-BET**
   Please provide your best thinking around the following four areas:
   - What do you BRAG about when you talk to people about the Grand Forks school system?
   - What do you WORRY about when you think about the Grand Forks school system?
   - What do you WONDER about when you think about the future of the Grand Forks school system?
   - What would you BET on regarding the future of the Grand Forks school system?

2. In thinking about the work of the community planning task force, what advice would you give the group as to the **PRIORITIES** they should be considering when developing a plan that addresses the challenges and opportunities of the Districts?

3. Considering when the task force completes its work it will be offering one or more recommendations to the School Boards, what do you believe are **OPPORTUNITIES** for students and the community that the task force should consider thinking about in developing their recommendation?

4. In order to continue the conversation after the Community Meeting, you will be given instructions at the end of the small group exercise on how to access a Thoughtexchange opportunity to provide additional feedback you may not have had time to provide during the meeting.