LONG-TERM PLANNING PROCESS REPORT

A Report on the Public Forum 2010 Planning Process
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

June 2010
INTRODUCTION

Grand Forks Public Schools, comprised of Grand Forks Public School District #1 and Grand Forks Air Force Base Public School District #140, engages in on-going planning for the purposes of enhancing educational quality and opportunity and improving operational efficiency. As part of the planning efforts of the school districts, and in accordance with N.D.C.C. 15.1-07-26, the school districts host a joint public forum on a biennial basis.

On February 8, 2010 the school districts hosted Public Forum-2010. Materials prepared for the public forum by district officials were distributed to public forum participants. These materials covered such topics as the districts’ mission statement and planning themes, long range strategic planning concepts, operational guidelines, enrollment history and projections, program and staffing data, facility needs and utilization, tax levy data, debt load information, and other information.

The participants at the public forum were asked to participate in discussions and an input process which collected opinion and perception data centered around two major topics facing the district in long term planning. These topics were: 1) Demographic impact on programs, staffing, and taxation; and, 2) Facility needs. On the first topic, participants engaged in group process which focused on the following discussion questions: 1) What can be done to reverse or moderate the districts’ declining enrollment trend? 2) If a declining enrollment trend continues, what would you suggest the school boards consider as response options? Regarding the topic of facility needs, the discussion questions were: 1) What identified potential facility projects would you recommend be given highest priority by the school boards? 2) What other potential facility projects would you suggest be studied and examined for consideration? The results of these discussions have been compiled and presented to the school boards. These data, along with other data and information, will be used to inform the school districts’ long range planning efforts.

The school boards and administration of Grand Forks Public Schools are grateful for the ongoing support for quality education in our communities. Specifically, as related to on-going strategic planning, there is significant gratitude for those who have participated in our public forum process. Public engagement is a critical key to the school districts’ ability to continue to deliver high quality and cost effective education.

Respectfully,

Eric Lunn
President
Grand Forks School Board

Rebecca Holmes
President
GFAFB School Board

Dr. Larry P. Nybladh
President
Grand Forks Public Schools
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 held these legally required public forums in 2006 and 2008. 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, and high school study. 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:


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 & 2009-2010 Planning Themes

**Mission Statement:**
*To Provide Opportunities for All Students to Develop Their Maximum Potential*

### Planning Themes 2009-2010

#### Improving Student Achievement
- District NCA Process
- Program Improvement Plan
- Review of District-wide Assessments
- Data Warehouse Project
- Differentiated Instructional Practices
- Response to Intervention Phased-In Initiatives
- Curriculum Mapping and Alignment
- Exploration of Updating Teacher Appraisal System

#### Partnering with the Community
- Public Forum
- Educational Channel Programming
- Jobs Development
- City/County/Park District Relationships
- Higher Education Relationships
- Base Enhancement Initiative
- Public Health

#### Planning Facilities for the Future
- Long Range Comprehensive Facility Plan
- “Stimulus” Projects
- PEP Grant Projects
- Music & Theater Arts Needs Assessment

#### Enhancing Operational Efficiency/Effectiveness
- Organizational Study
- Financial and Human Resources System
- Energy Conservation Plan

#### Seeking Adequate Support
- Legislative Planning
- North Dakota Commission on Education
- Federal Aid

#### Responding to Demographics
- Student Enrollment/Community Population
- REA

#### Supporting Leadership
- School Board Development
- Administrative Development
Long Range Strategic Planning and The 4-E Test

District NCA Process
November 18, 2009

Organizational Study
April 15, 2010

Comprehensive Facility Assessment
April 15, 2010

Public Forum
February 8, 2010

Long Range Strategic Planning

District Strategic Plan
Fall 2010

Facilities Master Plan
Fall 2010

The 4-E Test

Effective
Efficient
Equitable
Enduring
Operational Guidelines

The School Boards of Districts No. 1 and No. 140 have devoted a significant amount of time and effort in recent years to issues that relate to operations. Board members studied several books that provided background for “why we do what we do” programmatically, i.e., The Basic School, Turning Points, Breaking Ranks. The Boards have also reviewed research on class size, building size, technology integration, usage of time (Prisoner’s of Time), and preparation of students for the new century. In addition, several community forums have been sponsored by the City and Base Boards and they focused on school improvement (Goals 2000), restructuring, post-flood reorganization challenges, technology planning, demographic trends, and senior high redesign. One of the outcomes of these comprehensive efforts is a set of guidelines that drive district decisions on many fronts - programming, staffing, facilities, materials, and equipment. These guidelines include:

1. **Organizational Pattern** - The City District employs an organizational structure that includes PreK-5 elementary schools, grades 6-8 middle schools, and grades 9-12 senior high schools. This organizational consistency begets efficiency and effectiveness in all aspects of programming from materials procurement to professional development to reading program philosophies. The Base District is utilizing a structure (since 2002-2003) that, while different from the City District, maintains the four-grade (9-12) senior highs and the middle school. The difference is in the elementary schools where GFAFB employs a K-3 facility and a 4-8 facility. This strengthens and solidifies the elementary programs that were facing stresses from the shifting demographics of the Base.

   Elementary schools feature the program framework found in the Carnegie Foundation piece, The Basic School.

   Middle schools are organized according to the program characteristics described in Turning Points, which is also the work of the Carnegie Foundation. A third study from Carnegie, Breaking Ranks, provides the basis for the evolving changes at the senior highs. Strategies and programs that are adopted are tested for congruency with the mission statement, the planning themes, and the three Carnegie Foundation studies.

2. **Building Size** - The two districts have informal ranges of desirable size as follows:

   - Elementary ........................... 150-500 students
   - Middle School ....................... 200-750 students
   - Senior Highs .......................... 400-1,000 students

3. **Class Size** *(reference GF School Board Policy 6151)* - Parameters used in staffing regular classrooms include:

   - Kindergarten - Grade 3 ............... 16-20
   - Grades 4-5 ........................... 18-22
   - Grades 6-12 ........................... 15-25

4. **Time** - Time on task is recognized as one of the measures contributing to students’ academic success. Time for learning can be extended beyond the normal school day and/or the regular school year. Extended Day opportunities are sponsored if they are consistent with the schools’ mission. They include:
ENCORE - This program delivers extended academic experiences on a daily basis.
MASH - Academic and social activities are included.
Breakfast - Schools combine this essential activity with early morning opportunities such as Study Club and Reading Intramurals.

Extended Year experiences are also sponsored and include regular summer school, SPA, 10th Month and Jump Start.

5. **Program** - Program foundations derive from the mission statement. The mission is “to provide opportunities for all students to realize their maximum potential.” Basic planning themes supporting the mission include:

- teaching and practicing ethical behavior
- emphasizing and excelling at the basics
- organizing and changing on the basis of research
- integration of technology
- welcoming and utilizing partners in the education process
- seeking and securing extended funding sources

6. **Purpose** - Buildings should be designed or remodeled to accommodate the programmatic needs of the district.

7. **Use of Existing Facilities** - The districts have filled unused space in existing facilities by:

   A. Changing boundary lines to balance enrollments at buildings,
   B. Pairing buildings in a reconfigured organizational pattern such as at GFAFB, and
   C. Sharing space on a cost basis with other programs such as Head Start and MASH.

The preference has been to use existing space if possible rather than building new space.

8. **Transportation** - Mandated special education services and Base high school students are the only groups receiving District-financed transportation. The District assists other families in arranging special bussing routes for students with Dietrich Transportation and the city bus system. These special routes are funded by state-provided in-city transportation funds supplemented by per-rider tickets purchased by the families.

9. **Finance** - Resources will be sought from appropriate providers beyond the traditional revenues received from state, local, and federal sources. Grant writing is encouraged in funding programs consistent with the District philosophy. Balances will be maintained to ensure cash flow needs will be met. The goal is 20% of budget for the General Fund.

10. **Demographic Updates** - The Boards have determined they would have annual updates of the demographic patterns in the communities.
Neighborhood Elementary Schools
* Small Schools ranging from 150 to 500 students
* Small Class Sizes in K-3
* Extended Day (MASH, ENCORE)
* Extended Year (10th Month, Summer School, Jump Start)
* Standards-referenced curriculum

Costs are driven by smaller schools and smaller classes:
- The district must employ 10+ teachers to reduce class size by one student across all elementary classrooms.
- An elementary building has basic operational costs around $400,000 per year.

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 less 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.
- Each middle school experiences basic operational costs of approximately $450,000 annually.

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.
Enrollment History Graphs & Declining Enrollment Calculations

September 1958 - September 2009

Peak Enrollment:
1970 12,732

Recent Peak Enrollment:
1995 9,898

Current Enrollment:
2009 6,925
- 5,807
-45.6%

- 2,973
-30%

September 1995 - September 2009
## Enrollment Report - December 2009

### School District Enrollment Report - December 2009

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### Preschool Special Needs Enrollment Report - December 2009

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### 4-Year Comparison – Both Districts Combined

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### Preschool Special Needs Enrollment Report - December 2009

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### Community Enrollment Report - December 2009

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### Preschool Special Needs Enrollment Report - December 2009

<table>
<thead>
<tr>
<th></th>
<th>FS</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Sp Needs FS</td>
<td>63</td>
<td>50</td>
</tr>
<tr>
<td>Head Start</td>
<td>299</td>
<td>284</td>
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</table>
### Preschool Enrollment Projections

<table>
<thead>
<tr>
<th>School</th>
<th>Age 0</th>
<th>Age 1</th>
<th>Age 2</th>
<th>Age 3</th>
<th>Age 4</th>
<th>Age 5</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Ben Franklin Elementary</td>
<td>10</td>
<td>17</td>
<td>22</td>
<td>31</td>
<td>27</td>
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<td>107</td>
</tr>
<tr>
<td>Carl Ben Eielson Elementary</td>
<td>10</td>
<td>15</td>
<td>22</td>
<td>22</td>
<td>26</td>
<td></td>
<td>95</td>
</tr>
<tr>
<td>Century Elementary</td>
<td>1</td>
<td>13</td>
<td>24</td>
<td>44</td>
<td>54</td>
<td>60</td>
<td>196</td>
</tr>
<tr>
<td>J. Nelson Kelly</td>
<td>11</td>
<td>31</td>
<td>32</td>
<td>45</td>
<td>48</td>
<td></td>
<td>167</td>
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<tr>
<td>Lake Agassiz Elementary</td>
<td>2</td>
<td>17</td>
<td>32</td>
<td>34</td>
<td>51</td>
<td>28</td>
<td>164</td>
</tr>
<tr>
<td>Lewis and Clark Elementary</td>
<td>3</td>
<td>7</td>
<td>16</td>
<td>15</td>
<td>8</td>
<td></td>
<td>49</td>
</tr>
<tr>
<td>Nathan F. Twining Elementary</td>
<td>1</td>
<td>8</td>
<td>15</td>
<td>11</td>
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<td></td>
<td>53</td>
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<td>Phoenix Elementary</td>
<td>6</td>
<td>12</td>
<td>19</td>
<td>13</td>
<td>17</td>
<td></td>
<td>67</td>
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<tr>
<td>Viking Elementary</td>
<td>1</td>
<td>6</td>
<td>17</td>
<td>12</td>
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<td>81</td>
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<tr>
<td>West Elementary</td>
<td>4</td>
<td>10</td>
<td>12</td>
<td>17</td>
<td>17</td>
<td></td>
<td>60</td>
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<tr>
<td>Wilder Elementary</td>
<td>4</td>
<td>14</td>
<td>7</td>
<td>9</td>
<td></td>
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<td>34</td>
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<tr>
<td>Winship Elementary</td>
<td>2</td>
<td>10</td>
<td>8</td>
<td>15</td>
<td>12</td>
<td></td>
<td>47</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>4</strong></td>
<td><strong>83</strong></td>
<td><strong>187</strong></td>
<td><strong>250</strong></td>
<td><strong>303</strong></td>
<td><strong>293</strong></td>
<td><strong>1120</strong></td>
</tr>
</tbody>
</table>

The data on this page does not include families who do not have children enrolled in the Grand Forks Public Schools.
Academic & Extracurricular Programs

- Lowering **class size** has been a major staffing initiative for the school board for the last decade. The school board has turned enrollment decline into an opportunity to use existing staff and classrooms to meet this goal.

- **Curriculum** is reviewed annually and remains strong. The Grand Forks and Grand Forks Air Force Base school districts have a strong elementary foreign language program. New textbooks and supplemental materials are implemented annually following an adoption cycle.

<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>Open</td>
<td>Math, Science (9-12)</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Social Studies, Spanish (Grades 3-5)</td>
<td>Social Studies, Foreign Language</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Vocal Music, Guidance Counseling,</td>
<td>Vocational Education</td>
</tr>
<tr>
<td></td>
<td>Character Education</td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>Physical Education, Health</td>
<td>Physical Education, Health, Music/Fine Arts &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performing Arts, Guidance Counseling</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Art</td>
<td>Language Arts</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Language Arts, Math</td>
<td>Language Arts</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Science</td>
<td>Science</td>
</tr>
</tbody>
</table>

- Approximately $1,648,500 will be invested in **technology** equipment this year.
  - $710,000 of Local Funds (operations, infrastructure, replacements)
  - $438,500 of Stimulus Funds (infrastructure, replacements)
  - $500,000 of Stimulus funds (classroom computers, interactive white boards)
  
  *Note: Stimulus funds are only available for the 2009-2010 school year.*

  - Current number of computers = 2,780
  - Students-to-Computers ratio = 4 to 1

- The **library media centers** are staffed with both professional and support staff and are essential to the educational program in the schools and are fully integrated in classroom activities, instruction, and library programs.

  The library media centers provide access to information and ideas through current print and non-print resources that support the curriculum and align with standards-based instructional practices.

  The library media centers offer access to current informational and instructional technologies to students and staff. All library media centers have received extensive renovations in order to provide a comfortable learning environment that is accessible, inviting and promotes learning.
Students are provided the opportunity to participate in a wide range of co-curricular activities.

### Academic Activities

<table>
<thead>
<tr>
<th>Art Club</th>
<th>Choral</th>
<th>Citizen Bee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Committees / Officers</td>
<td>Close-Up</td>
<td>Debate</td>
</tr>
<tr>
<td>Drama</td>
<td>FBLA / DECA / SkillsUSA; FCCLA / TSA</td>
<td>French Club</td>
</tr>
<tr>
<td>German Club</td>
<td>JROTC</td>
<td>Latin Club</td>
</tr>
<tr>
<td>Spanish Club</td>
<td>Instrumental</td>
<td>Junior Educators of Tomorrow (JET)</td>
</tr>
<tr>
<td>Key Club</td>
<td>Knowledge Master</td>
<td>Literary Guild</td>
</tr>
<tr>
<td>Math Club</td>
<td>Math Track</td>
<td>National Honor Society</td>
</tr>
<tr>
<td>National Technical Honor Society</td>
<td>Orchestra</td>
<td>Pep Band</td>
</tr>
<tr>
<td>Poetry Club</td>
<td>Renaissance Program</td>
<td>School Newspaper / Yearbook</td>
</tr>
<tr>
<td>Science Olympiad</td>
<td>Speech</td>
<td>Spirit Club</td>
</tr>
<tr>
<td>Student Council</td>
<td>Student Congress</td>
<td>Thespians / Theater Guild</td>
</tr>
<tr>
<td>Writers of the Month</td>
<td>Student of the Month / Quarter</td>
<td>Web Team</td>
</tr>
</tbody>
</table>

### Athletic Activities

#### Fall
- Girls' Volleyball
- Girls' Swimming
- Girls' Golf
- Girls' Cross Country
- Football
- Boys' Tennis
- Boys' Soccer
- Boys' Cross Country
- Cheerleading

#### Winter
- Boys' Basketball
- Girls' Basketball
- Boys' Swimming
- Boys' Hockey
- Girls' Hockey
- Girls' Gymnastics
- Wrestling
- Intramural Sports
- Cheerleading
- Girls' Figure Skating

#### Spring
- Girls' Tennis
- Girls' Soccer
- Boys' Golf
- Girls' Track
- Boys' Track
- Baseball
- Softball
District Awards

✓ Named the 14th Best Metropolitan School District in America by Expansion Management

✓ National School Boards Association - named as one of the Best 100 Communities for Music Education in America each year the award has been given (2000, 2001, 2002, 2003, 2004, 2005, and 2006). The only district in the nation selected seven consecutive years.

✓ Named District of Excellence in Child Nutrition by the School Nutrition Association

✓ U.S. Department of Labor - Model School-To-Career Program

✓ U.S. Department of Education - Outstanding Achievement in Title I Reading Program Award (District and individual buildings)

✓ Kennedy Center Alliance for Arts Education Award Recognition

✓ U.S. Department of Education - Blue Ribbon School Award Recognition given to Phoenix, Wilder, Lake Agassiz, and Belmont schools

✓ U.S. Department of Education - 2002 Character Education Model Program

✓ U.S. Department of Education - Year 2000 Exemplary Career Guidance and Counseling Program Award

✓ U.S. Department of Agriculture - Model Child Nutrition Program

✓ North Dakota Governor’s Award for the Arts in 1999 and 2003.

✓ Honor Unit In The Command for the JROTC Program

✓ Junior Achievement Award for Growth and Participation each year since 2000

✓ Recipient of Carol M. White Physical Education Grant (PEP).

✓ Several building level and individual awards including:
  ➢ Presidential Scholar Awards
  ➢ Multiple Milken Family Foundation National Educator Awards
  ➢ Presidential Science Teacher of the Year Award
  ➢ Reading Teacher of the Year Award
  ➢ State and National Presidencies
  ➢ North Dakota Governor’s Chorus for 2003
  ➢ National Distinguished Principal Awards
  ➢ 2007 U.S. Department of Education - American Star of Teaching Award
Instructional & Administrative Staffing

Due to enrollment declines, rightsizing in staffing has been in effect for the past several years. Major factors influencing the level of staffing include the Districts' long-term efforts to lower class sizes, all-day kindergarten, the expanded number of grant-funded programs (ENCORE, History Teacher Training) and the growth in size of existing grant-funded programs such as Head Start and No Child Left Behind, 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, a current group 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 6,900 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. Eleven hundred people are employed including 700 certified staff that includes teachers, specialists, and counselors and 400 support and 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.

Very limited turnover indicates that most teachers enjoy teaching here and want to spend their entire careers in the Grand Forks Public Schools.
Facilities in the Grand Forks Public School District are well maintained and a source of community pride. Over the years, the public approved a major addition and renovation at Central High School ($13,500,000), a major addition and renovation at Red River High School ($15,000,000) and a new elementary school (Century) at $7,000,000. The 1997 flooding problems created an opportunity to build a new elementary school (Phoenix) and a new middle school (South). Major additions and remodeling were completed at Schroeder Middle School, Valley Middle School, Wilder Elementary, Lewis & Clark Elementary, West Elementary, and Viking Elementary. The other schools received updated heating and ventilation systems and new electrical systems. Eielson and Twining Schools at GFAFB have received over $8,000,000 of upgrades in the past four years. Lake Agassiz underwent a major renovation of the existing facility and an addition that included a new gym, media center, music room, and computer lab. Post-flood projects should be completed in the summer of 2010 with roof and/or window projects at Central, Schroeder, Valley, Ben Franklin, Kelly, Lewis & Clark, and Wilder. These will all be funded through federal stimulus money. We are currently reviewing a recently completed study/needs assessment for music and theater arts programs in the district and assessing the potential projects that could arise from that study. We are also in the process of completing an organizational study and a facility assessment that will help identify other potential facility needs. The school district's capital improvements funding is in excellent condition and would permit additional building significantly beyond the projected needs.

Two high schools grades 9-12, an alternative high school, four middle schools grades 6-8, twelve elementary schools, and one Head Start program comprise the arrangement of the schools. Two of the elementary schools and one of the middle schools are located on the Grand Forks Air Force Base. Carl Ben Eielson Elementary School houses grades K-3, a preschool special needs program, and Head Start program. Nathan F. Twining Elementary & Middle School houses grades 4-8. Grand Forks Air Force Base students attend Grand Forks Central High School for grades 9-12.

### Major 1997 Flood Projects

<table>
<thead>
<tr>
<th>New Buildings</th>
<th>Additions &amp; Remodeling</th>
<th>Remodeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>South</td>
<td>Valley</td>
<td>Red River</td>
</tr>
<tr>
<td>Phoenix</td>
<td>Schroeder</td>
<td>Central</td>
</tr>
<tr>
<td>GPEC</td>
<td></td>
<td>West (lower level)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Viking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lewis &amp; Clark (lower level)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wilder</td>
</tr>
</tbody>
</table>

### Post-Flood Projects

The districts established a plan for major updates to at least one building each year utilizing the Building Fund and/or grants.

- 1999 West (upper levels not affected by the flood)
- 2000 Lewis & Clark (upper levels not affected by the flood), Eielson
- 2001 Winship
- 2002 Twining, Ben Franklin
- 2003 Twining Gymnasium Addition
- 2004-2005 Kelly
- 2005-2006 Eielson
- 2006-07 Lake Agassiz
- 2007-08 Lake Agassiz
- 2008-09 Red River (carpet, bleachers, air handlers); Red River and Central High Schools (group exercise & cardio rooms funded by the Carol White PE Program federal grant); Valley and Schroeder Middle Schools (roof projects funded through federal stimulus money)
The proper way to compare mill levies is by peer group. This means one should compare schools in different communities, counties in different communities, cities in different communities, and parks in different communities. The reason for this is that each entity of local government has unique circumstances that control and affect its taxing capacity. For example, cities rightly charge for services such as garbage, sidewalks, and engineering, while park districts charge participation fees for youth hockey or adult basketball. At the same time, laws provide direction and limits on what can be levied by the individual entities. This means that the same guidelines apply to the cities but there are different guidelines that apply to school districts.

### 2009 Tax Levies - Three Largest North Dakota Cities

<table>
<thead>
<tr>
<th></th>
<th>Schools</th>
<th>County</th>
<th>City</th>
<th>Park</th>
<th>Other</th>
<th>Total Levy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bismarck</td>
<td>142.03</td>
<td>56.50</td>
<td>80.66</td>
<td>39.59</td>
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<td>318.78</td>
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<tr>
<td>Fargo</td>
<td>221.77</td>
<td>61.00</td>
<td>58.25</td>
<td>31.45</td>
<td>7.85</td>
<td>380.32</td>
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<tr>
<td>Grand Forks</td>
<td>139.35</td>
<td>112.00</td>
<td>107.82</td>
<td>37.94</td>
<td>3.49</td>
<td>400.6</td>
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</table>

### Percent of Total Property Tax to Each Entity

<table>
<thead>
<tr>
<th></th>
<th>Schools</th>
<th>County</th>
<th>City</th>
<th>Park</th>
<th>Other</th>
<th>Total Levy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bismarck</td>
<td>44.6%</td>
<td>17.7%</td>
<td>25.3%</td>
<td>12.4%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Fargo</td>
<td>58.3%</td>
<td>16.0%</td>
<td>15.3%</td>
<td>8.3%</td>
<td>2.1%</td>
<td>100%</td>
</tr>
<tr>
<td>Grand Forks</td>
<td>34.8%</td>
<td>27.9%</td>
<td>26.9%</td>
<td>9.5%</td>
<td>.9%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**NOTES:**
- Grand Forks School District has the lowest mill levy of the three school districts. This has been the case for the last few years.
- Balances reflected on the June 30, 2009 audit for the General Fund and all special funds are healthy and permit the districts to cash flow annual expenses without having to borrow in the early part of the fiscal year when no local taxes or federal program monies are received.
- Two-year compensation agreements through June 2011 are in place with all employee groups.
Debt has been steadily reduced and refinanced to the point where almost all of the approximately $6,170,000 debt load is now financed at rates between 1% and 2½%. The district has a legal debt limit of approximately $78,150,000 so it is encouraging to compare this with the actual level of debt. In fact, this debt level is no longer high enough for the districts to qualify for further state-assisted low-interest school construction loans.

<table>
<thead>
<tr>
<th>Year End</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>1996</td>
<td>$25,214,914</td>
</tr>
<tr>
<td>1997</td>
<td>$21,218,909</td>
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<tr>
<td>1999</td>
<td>$20,239,214</td>
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<td>2000</td>
<td>$18,461,810</td>
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<td>2001</td>
<td>$15,412,742</td>
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<td>2002</td>
<td>$14,126,914</td>
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<td>2003</td>
<td>$12,955,575</td>
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<tr>
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<td>2005</td>
<td>$10,065,022</td>
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<tr>
<td>2006</td>
<td>$ 8,838,723</td>
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<tr>
<td>2007</td>
<td>$ 8,329,445</td>
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<tr>
<td>2008</td>
<td>$ 6,996,163</td>
</tr>
<tr>
<td>2009</td>
<td>$ 6,168,767</td>
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<tr>
<td>Projected</td>
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</tr>
<tr>
<td>2010</td>
<td>$ 5,623,136</td>
</tr>
<tr>
<td>2011</td>
<td>$ 5,068,196</td>
</tr>
<tr>
<td>2012</td>
<td>$ 4,506,511</td>
</tr>
<tr>
<td>2013</td>
<td>$ 3,944,826</td>
</tr>
<tr>
<td>2014</td>
<td>$ 3,283,141</td>
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</tbody>
</table>

NOTES:
- 2009 debt includes:
  - $3,600,000 - Facilities
  - $2,570,000 - Dike Assessment, Other Special Assessments, and Technology Leases
Grand Forks Public Schools Buildings & Programs Directory

ADULT LEARNING CENTER ............................................. 795-2777
500 Stanford Road (58203)
Mr. Terry Bohan, Director

ARTWISE ............................................................................. 787-4260
1016 S. 20th St. (58201)
Ms. Martha Keifenheim, Director

BEN FRANKLIN ELEMENTARY SCHOOL ............... 746-2250
1016 S. 20th St. (58201); Fax: 746-2255
Dr. Beth Randklev, Principal

CENTRAL HIGH SCHOOL ............................................. 746-2375
115 N. 4th St. (58203); Fax: 746-2387
Mr. Marlon "Buck" Kasowski, Principal
Mr. Kris Arason, Associate Principal
Mr. Jon Strandell, Associate Principal

CENTURY ELEMENTARY SCHOOL ..................... 746-2440
3351 17th Ave. S. (58201); Fax: 787-4079
Mrs. Cindy Cochran, Principal

CHILD NUTRITION PROGRAM ............................... 746-2436
2115 6th Ave. N. (58203); Fax: 746-2295
Mrs. Julie Tunseth, Director

COMMUNITY HIGH SCHOOL ..................................... 795-2777
Alternative High School
500 Stanford Road (58203); Fax: 795-2770
Mr. Terry Bohan, Principal

DISTRICT OFFICE - GRAND FORKS EDUCATION CENTER
2400 47th Ave. S. (58201) - PO Box 6000 (58206)
Fax: 772-7739
Athletics ................................................................. 787-4868
Mr. Todd Olson, Director
Alumni Network ....................................................... 787-4866
Ms. Jenny Arel, Director
Buildings & Grounds .............................................. 746-2220
Mr. Perry Marlo, Director
Business Office ..................................................... 787-4885
Mr. Bill Hutchison, Business Manager
Career & Technical Education ............................ 787-4885
Mr. Eric Ritley, Coordinator
Curriculum, Instruction, Assessment, & Professional Development ........................................ 746-2205, Ext. 137
Dr. Terry Brenner, Director
GEO Foundation ................................. 775-7518
Mr. Brad Stur, President
GEO Foundation for Education ....................... 787-4866
Ms. Jenny Arel, Director
Human Resources .................................................. 787-4878
Ms. Tracy Abentroth, Officer
Instructional Services .......................................... 792-4041
Mrs. Virginia Tupa, Director
Print Shop ............................................................. 746-2226
Mr. Cy Hoffarth, Manager
Special Education ............................................... 746-2230
Mrs. Tori Johnson, Director
Superintendents:
Mr. Larry P. Nybladh, Superintendent ................ 787-4880
Dr. Terry Thompson, Assistant Superintendent of Teaching & Learning .................. 787-4882
Supply ............................................................. 746-2225
Mr. Pat Bushy, Manager
Switchboard ......................................................... 746-2200
Technology .......................................................... 787-4870
Mr. Darin King, Director

EIELSON, CARL BEN ELEMENTARY SCHOOL .......... 787-5000
1238 Louisiana St. (Grand Forks AFB 58204); Fax 787-5053
Mr. Barry Lentz, Principal
Mrs. Angie Jonasson, Principal Intern

ENCE (21st CENTURY CCLC) .................. 787-4351
3000 Cherry St. (58201)
Ms. Renee Moon, Director

HEAD START (PreKindergarten) .......................... 746-2433
3600 6th Ave. N. (58203); Fax: 746-2450
Mrs. Cookie Mitchell, Director

KELLY J. NELSON ELEMENTARY SCHOOL ......... 746-2265
3000 Cherry St. (58201); Fax: 746-2266
Mr. Mike LaMoine, Principal

LAKE AGASSIZ ELEMENTARY SCHOOL ............. 746-2275
605 Stanford Road (58203); Fax: 746-2274
Mr. George Whalen, Principal

LEWIS & CLARK ELEMENTARY SCHOOL .......... 746-2285
1100 13th Ave. S. (58201); Fax: 746-2288
Mr. Scott Johnson, Principal

NATIVE AMERICAN PROGRAM ....................... 746-2276
605 Stanford Road (58203)
Mrs. Heather Zimny, Secretary

PARENT INFORMATION CENTER (PIC) .................. 787-4216
3351 17th Ave. S. (58201); Fax: 787-4079
Mrs. Judith Konzer, Coordinator

PHOENIX ELEMENTARY SCHOOL .................. 746-2240
351 4th Ave. S. (58201); Fax: 746-2244
Mr. Darryl Tunseth, Principal

RED RIVER HIGH SCHOOL ............................. 746-2400
2211 17th Ave. S. (58201); Fax: 746-2406
Mr. Joel Schleicher, Associate Principal
Dr. Kelly D. Peters, Associate Principal

SCHROEDER, ELROY H. MIDDLE SCHOOL ........... 746-2330
1999 47th Ave. S. (58201); Fax: 746-2332
Mr. Ken Schill, Principal
Dr. Mary Koopman, Associate Principal

SOUTH MIDDLE SCHOOL ............................... 746-2345
1422 Louisiana St. (Grand Forks AFB 58204); Fax 787-5143
Mr. Barry Lentz, Principal

VALLEY MIDDLE SCHOOL .............................. 746-2360
2100 5th Ave. N. (58203); Fax: 746-2363
Mr. Kevin Ohrnsrad, Principal
Mr. Chris Douthit, Associate Principal

VIKING ELEMENTARY SCHOOL .................. 746-2300
809 22nd Ave. S. (58201); Fax: 746-2303
Mrs. Roanne Malm, Principal

WILDEN ELEMENTARY SCHOOL .................. 746-2310
615 N. 25th St. (58203); Fax: 746-2322
Mrs. Gail Kalenze, Principal

WINSHIP ELEMENTARY SCHOOL .............. 746-2325
1412 5th Ave. N. (58203); Fax: 746-2374
Mr. Barry Lentz, Principal

Long-Term Planning Process Report
Public Forum 2010
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Pictured from left to right:
Front Row: Dr. Larry P. Nybladh, Superintendent; Dr. Eric Lunn, President; Ms. SuAnne Frasier, Vice President.
Back Row: Mrs. Vicki Ericson, Mr. Bill Palmiscno, Mr. Tim Lamb, Mr. Roger Pohlman, Mr. Mike St. Onge, Dr. Lyle Hall, Ms. Linda G. Jenkins.
### Grand Forks Air Force Base PSD #140 School Board Directory

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<thead>
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Pictured from left to right:
Front Row: Dr. Larry P. Nybladh, Superintendent; Mrs. Rebecca Holmes, President; Mrs. Jennifer Peavey, Vice President. Back Row: Mrs. Danielle Minor, Mrs. Patricia Castilleja. Not Pictured: Mrs. Susan Grollimund
The school boards and administration of Grand Forks and Grand Forks Air Force Base Public School Districts thank you for your willingness to spend an evening with us to share your input on the discussion topics of this public forum.

The topics for discussion are:
1) Demographic impact on programs, staffing, and taxation; and,
2) Facility needs

The school boards and administration will consider your input as part of their long-range planning to ensure the continuation of high quality education in our communities.

As you read and reflect on the information in Booklet #1, please review the specifics contained in the law. All four parts relate directly to the two discussion topics and should be considered in your input to the boards and administration.

FORUM PARTICIPANTS ARE ASKED TO REVIEW THE INFORMATION PROVIDED IN BOOKLET #1 AND BE READY TO SHARE YOUR INPUT WITH THE MEMBERS OF YOUR DISCUSSION GROUP. DISCUSSION LEADERS AND RECORDER WILL FACILITATE THE DISCUSSION OF THE QUESTIONS.
Topic #1:
Demographic Impacts on Program, Staffing, and Taxation

Demographic factors such as birth rate and migration rate have a huge impact on the enrollment patterns of individual schools and the two school districts. For the past 14 years, the districts have experienced a pattern of declining enrollment. The recent peak enrollment in the districts was in 1995 with 9,898 students. In 2009, the districts’ enrollment was 6,925, a loss of 2,973 students or -30%. When school districts are challenged with the phenomenon of declining enrollment, the responses generally are to either increase revenue or to reduce expenditures—or a combination of the two. Increasing revenue strategies typically involve seeking support for higher tax revenues from local, state, or federal sources. Decreasing expenditures strategies typically involve reducing or eliminating programs and services, reducing or eliminating staff, raising class sizes, or consolidating the number of schools.

Discussion Questions:

1. What can be done to reverse or moderate the districts’ declining enrollment trend?

2. If a declining enrollment trend continues, what would you suggest the school boards consider as response options?
Topic #2: Facility Needs

The school districts maintain and operate a total of 19 facilities. These include 11 elementary schools, 4 middle schools, 2 comprehensive high schools, 1 alternative high school (leased space), and 1 district education center. Generally, these facilities are modern and well-maintained facilities. Significant investments have been made in the districts’ facility infrastructure, especially since the major flood event of 1997. The districts have an ongoing program of investment in facility upgrades and maintenance projects. Currently the districts are engaged in an organizational analysis study and a facility assessment which will assist in developing a long-range master facility plan. These studies are due to the school boards in April 2010. The districts also engaged a consultative study this year to conduct a needs assessment of the secondary schools’ music and theater arts facilities. This year the districts’ Facilities Committee has reviewed a list of potential projects which includes:

- Red River High School new theater addition
- Central High School addition for rehearsal, art lab, etc.
- Field turf and bleachers at Cushman Field (serves both Red River & Central)
- Air conditioning
- New food service space
- Central High School theater remodel and expansion
- Central High School acoustical upgrade for music/gym area
- Resurface track at Cushman Field (serves Red River, Central, & all middle schools)
- New elementary school

Recently, district officials have also heard concern from some staff and citizens regarding gym space at Central High School. It is also highly likely that the organizational study and facility assessment will reveal other potential capital project needs.

The school district has a very low bond debt and also has the fiscal capacity to fund most capital improvement projects without raising the level of current local property taxes if projects are appropriately prioritized and phased.

Discussion Questions:

1. What identified potential facility projects would you recommend be given highest priority by the school boards?

2. What other potential facility projects would you suggest be studied and examined for consideration?
Participants Comments by Topic

Reversing or Moderating Declining Enrollment

List your suggestions for what can be done to reverse or moderate the districts’ declining enrollment trend:

Advertising/Marketing/Recruitment
Marketing and public relations.
Can we market to Emerado, Thompson, Manvel?
Marketing—make certain that the opportunities for the school system are touted.
Market to Home School students and parents not aware of ND climate in schools/values.
Seek out Home Schoolers.
Enhance website to better improve the recognition of excellent program within the district.
We need ways to bring people here, especially young people. Advertising or marketing at UND/UMC and NCTC.
Market our schools to families in surrounding communities to attract students—our arts, science, athletics, etc.
Find ways of attracting people here—jobs.
Brand the city, i.e. Grand Cities—something like that.
Promote GF as a great place to live.
Attract more people to GF. ND—market us. Advertise.
Entice young people back to our city.
Look to surrounding areas to draw potential students, i.e. Thompson, Emerado (open enrollment).
Open enrollment—recruit students.
Extend invitation to home schooled families to have their students participate in special school programs (ex. phy. ed. etc.)
Attract them to the fine programs in the schools.
Promote variety of experiences.
Market schools.
Market the public schools and their tremendous assets.
Advertise/coordinate with Chamber of Commerce to Minnesota, Minneapolis, and suburbs.
Work closely with UND to become internationally known.
Draw worldwide.
Get the word out.
Look into home schoolers.
Stress test scores—articles, ads, websites—get the word out.
Get word out to those who don’t know about Grand Forks—partner with Economic Development team, Chamber, City, etc.
Get creative about how we toot our own horn.
School district needs to be promoted (word of mouth brought couple from Montana.)
Link to school district and video images on web page.
Promote our schools via City’s website.
Invite home school families to elementary school activities (plays, etc.)
Sell Grand Forks to college students.
Commute time.
Hunting & fishing.
Programs to set us apart from other communities.
Benefits of GF schools, a recruiting mindset.
Homeschooling. I’d like to see more children at the Air Base trying to attend schools vs. staying at home. Encouraging high standard of programs to have them attend.
Market our best assets.
Be a community of excellence.
Sell the positive—raising a family here—safe.
Promotion of the city/schools—partnerships to promote GF to increase population.
New American Services—encourage schools to welcome people from diverse areas—this helps our community grow.
Advertise in states hurting economically like MI, OH, etc. Attract young families with package deal—good schools, safe town, clean air, jobs, etc.
Promote the arts.
Promote positive place to live/promote schools.
Continue to build GF as a place that young college students would like to stay. Capitalize on UND students.
Create attracting activities for school kids to make GF Schools more attracting to families looking to immigrate to a new location.
Work on trying to have people stay in GF.
Market more activities—lots of great ones already there.
Market GF to attract younger families.
Marketing aim at families, individuals.
Market benefits of area—social, cultural, recreational, business.
New Americans encouraged to attend school here move here.
Sell the greatness of our schools/community.
Promote for families.
Need to get more people to move to the state—outmigration.
Keep young people in state—Marketing District to young people/young families.
Marketing.
Keeping young people in state.
Promoting ND.
Advertise the good things about North Dakota, not just winter sports.
North Dakota—The Alternative Energy State. North Dakota needs a slogan other than something related to the weather.
Promote ND as good business climate and family-friendly.
Downplay ND weather; promote schools, safety, family.
Bring in young families.
Better market the strength of the Grand Forks School System to those who may want to move here—strategic communications.
Encourage more immigration to Grand Forks.
Look at the numbers of home schooled children and survey why they aren’t in public schools on the Base as well as in Grand Forks.
Bring family’s to our district.
Grand Forks is a great school—get the news out there.
Marketing toward possible new citizens.
Reach out to neighboring communities.
Help in efforts to attract new business and people.
Work to help college grads here.
Retention of young adults/college students.
Continuing to offer high quality, enriched learning opportunities, and advertise the fact more boldly.
Create opportunities for young people and incoming families to learn about the school system and opportunities for young people.
Help college kids see what’s here to try and keep them here.
Try to get military to retire and stay in Grand Forks.
Greater promotion of Grand Forks for well-paying jobs.
Promote buying local.
Promote healthcare.
More effectively market and advertise our strengths to those who live outside the area—brag more.
Reconnect with young adults who grew up and moved away. How can we get them back to their home turf again and encourage them to raise their family here?
Attract younger couple to the city.
Attract younger families.
Top schools will draw young families.
Put emphasis on the SPA program—draw people in. That's all I've got. There's not much we can do except accent and strengthen our already valuable programs and such.
Marketing our high job opportunities, work places, with how great the school systems are. Virtual video tours, shadowing a school, etc. Selling the great things of our great school system.
Better marketing skills.
Get information out to the community and let people know about kindergarten roundup early.
Communicate larger [in] the City Briefs. Advertise area as small town, community, school, safe place to raise family.

**Boundary Lines/Demographics**

Redo boundaries.
District lines—2nd over closing schools.
Re-evaluate elementary school district areas.
Redraw boundary lines.
Better demographic data on numbers of Pre-K students.
Keeping neighborhood schools open (young families more likely to be attracted to neighborhoods near a school.) Whether it is redrawing school boundaries or by shifting students to specific schools, we need to make sure that teacher to student ratios are as similar as they can possibly be in each and every classroom in the school district. This will cut costs...
and increase student achievement. We need to be more efficient and the first step is to increase teacher efficiency by
making sure the student to teacher ratio is the same across the board.
Move the district boundary line to fit enrollment.
Higher population of children.
Birth rate.
400 home schooled seems high.
First need to find out if it is migrating out or birth decline that’s causing decline.
Migration pattern/birth pattern (whole community)
Research demographic trends: birth rate vs. emigration.
Changing boundaries to equalize numbers.
Enforcing the boundaries.
Open enrollment to area schools.
Keep class sizes at the size they are now.
Implement better tools to track expected enrollment, given the poor projections included in the packet.
Projection data based on obvious research methods.
To what extent has the decline of the last ten years predict future enrollment rates? GF has seen declines previously, but
enrollment subsequently rebounded. Along similar lines, has the current decline been the product of short-term events (e.g.
1997 flood, downsizing Air Force Base)? In addition, will the decline in rural ND affect GF school enrollments (i.e. do
displaced rural folk move to GF and have kids?)
Redraw district lines.
Reconsider changing boundary lines to make building use as efficient as possible.
Change boundaries.
Open enrollment for students, letting students exchange schools.

**Busing**
Busing system for all kids. Free to all kids.
Having bus services to different schools.

**Consolidation/Build/Close Schools/Buildings**
Close schools with low enrollment, pop. Moving to south so most likely not a huge need to reopen north end schools.
Consolidation of schools.
Keep schools open, especially Wilder.
Consolidate resources.
Keep schools open—neighborhood school concept.
Don’t close Winship, Wilder, or West.
Incorporation with small towns close by (Manvel, Emerado).
Combine resources.
I think this is really out of the control of the school district. There are so many more entities that need to address the issue of
population retention. The real focus needs to be utilizing the current facilities efficiently, even if that means closing some of
them.
Consider elementary school in southeast Grand Forks - west GF.
Reconfiguring classes.
Consolidation.
Update listed facilities.
Build a beautiful fine arts facility at both Central and Red River. If you build it, they will come.
Move the alternative high school to a school with low numbers. Combine those couple of schools together.
Consolidate outlying schools.
Alternative school lease—drop, combine two north end schools and have alternative school take one school.
Have one school become specialized, example, all ESL students to one school.
I think the declining enrollment will continue as family sizes continue to shrink. I think the school district should look at
redistributing some of the specialty programs into schools with lower enrollment and out of some of the overcrowded
schools, e.g. Lake Agassiz and Century.
Aggressively pursue the possibility of convincing Emerado to merge with GF and stop siphoning off elementary students from
GF/AFB.

**Economic Development**
Finding more job opportunities and stable jobs with benefits.
Affordable housing for our lower income families.
Need to have jobs that bring in younger families.
Higher paying jobs.
Economic Development—within city.
Create well paying jobs.
Develop city resources to make GF an attractive place to live
Creation of more jobs to attract young families—city issue.
More economic development in region.
Support city effort to expand commercial base.
Make community attractive—stem outmigration.
Better paying jobs community wide.
Grand Forks as a city needs to do something to attract a younger population.
Economic vitality and partnering/business community.
Increase the economic vitality of Grand Forks metropolitan region.
Create jobs in the community—working with the Chamber of Commerce.
Get the GF Air Force Base back up to full strength.
Increase the mission at the Base—UAV.
GFAFB jobs.
Bring more jobs to GF.
Need more industry, more employment.
Good paying jobs.
Economic growth.
Good paying jobs.
Increase salaries, better information about community.
Housing market—entry level homes needed.
Salaries must be higher here to cover debt.
Jobs.
Housing.
Jobs.
Employment opportunities (technology, value added agriculture, alternative energy); entry-level opportunities with real advancement opportunity.
Recruit/retain higher paying jobs/businesses.
Look at green jobs—wind power.
We need to keep the Air Base as that will bring families to our schools.
Create jobs and fun activities for young people to stay in Grand Forks.
Very little can be done, that is economic development job.
More opportunity, more jobs.
Higher wages to attract people.
Job opportunities with better pay to attract families.
More job opportunities.
Improve salaries for local workforce to encourage in-migration.
Air Base realignment.
Economic development. Bring industry to GF. Promote the reasons why people move back to Grand Forks to potential businesses looking to expand (importance of family, good schools, safe place to live.)
Bring in business private/public effort.
Recruiting more business to the area—Marketing & Economic Development.
Economy.
Salaries on par with rest of nation.
Increasing salaries in GF.
Get jobs to graduating students.
Raise salaries of public.
Continued emphasis on economic development in Grand Forks.
Encourage Grand Forks School Board and Administration to participate in developing Grand Forks strategic direction.
Support expanded mission at the GFAFB.
Consider better economic incentives to large businesses considering moving to GF, such as Marvin Windows. The loss of not getting that company in GF is substantial.
If AFB gets a new command, it will bring new families with children.
Economic initiatives—jobs.
Encourage new large businesses.
Bring more large business to Grand Forks.
The strongest resource would seem to be the economic development sector—jobs for young professionals to move here and raise families.
Bring large business to GF.
Lobby for greater utilization of Air Base.
Supporting entrepreneurial and economic development.
Good job opportunities in Grand Forks.
Better jobs and pay in community.
Support local businesses.
Offer more community things to do.
Need economic development for city to increase younger families.
Business community needs to be involved—need more development to provide careers, salaries, benefits, etc.
Work with City of Grand Forks on economic development.
Economic growth and opportunities.
Supporting incoming business.
Encourage economic development.
Participants Comments by Topic

Better business climate in GF.
Continue to grow the GFAFB.
Encourage growth in the technology business sector.
Manufacturing jobs come and go, don’t over invest in this area.
Knight Foundation investing in north end to renovate homes and increase home ownership. Many young families now in this area (there has been a great deal of turnover in the past 10 years from elderly/senior population to young families and young children.)
Develop more greenway, businesses that employees are paid well, zoo, museums, playgrounds.
GF needs higher paying jobs to attract more families to GF.
Create more job opportunities in town.

Finances/Taxes
Spend more on education.
Cost per taxpayer may have to increase. How is that done? Don’t know the City politics involved.
Reduce property taxes.
Look at taxes.
Houses, real estate, property taxes higher than Fargo/Bismarck.
Try to keep people from living in the bedroom communities because of real estate.
Go from good to great—spend what it takes to accomplish this.
Compare income with cost of living.
Push for more one-time money from state for bonus or start-up pay for new teachers.
Higher property taxes need to be lowered.
Hone in on what specific highlights that Grand Forks offers young families that would be unique to this area, e.g. athletics, arts—identify the magnets in Grand Forks. Invest in these areas to make them exceptional.
The community is willing to pay for opportunities—please explain how our dollars are spent, provide the rationale, get taxpayers’ buy-in.

Incentives/Grants
Can there be tax incentives for relocation, i.e. tax abatements, etc.
Tax relief for UND students for houses.
Tax incentives for first time homebuyers through city/state.
Tax incentives for new homeowners.
Grow jobs—tax credits for homes.
Work on grants such as the Knight Foundation’s $1 million grant in the near north side neighborhoods, which focuses on making neighborhoods move attractive for younger families and renovating rental homes into single family homes.
Provide incentive for UND students to stay in region.
Tax free job zones.
Improve incentives, i.e. housing, to get people to move to Grand Forks instead of nearby communities.
To apply for federal grants to expand top students’ opportunities.
City, County, State Grants to pay college grad depts.
Internship.
Recruiting incentives for college kids to stay.
Offer more and better to keep and bring families in.
Help graduates who stay in North Dakota after they graduate.
Incentives.
Offer incentives to returning professionals.
More incentives.
Incentives to businesses to settle here.
Make reasons for young people to want to stay in Grand Forks (UND scholarship is good example.)
More tax incentives/tax abatements for small business.
Omit the tax abatement for new companies to come here with just the few top paying salaries and the rest of the people (workers) minimum wage and barely a salary/wage.

Other
Family size today is small today—national trend.
Continue excellence in educational programs.
Discover oil in GF.
Change the weather.
More school dances.
Have GF greeters (like WalMart).
Midwest work ethic.
Affordable, safe neighborhoods.
Base expansion holds hope.
Reality is smaller family size.
Breakdown enrollment decline between AFB and City.
NCTC retention of students here also.
Stress opportunities for community involvement.
Keep people here with jobs.
Keep UND students here with jobs.
Take a broad (20-30 year) look at issues.
Enrollment is down everywhere due to the declining size of families and people moving out of the community.
More date is necessary to determine the ratio compared to population in Grand Forks.
Survey where the leakage is; what grades are affected?
Schools that are not declining in populations need support to support their higher numbers.
If problem is not caused by the district, there is little to change the decline.
People are generally having smaller families in recent years. Families of 1-3 student rather than 3-6 in past years.
Top school, not just great.
Buildings/infrastructure of schools.
Move from good to great.
Good to great.
Homeschooling is common.
Make the schools great.
Work at making our school system great, not just good.
Home schooling.
Provide more entertainment for younger children so they want to stay here.
Lack of social outlets needs to be addressed.
More activities (community level) for families.
Encourage babies.
Encouraging community to welcome influx of newcomers.
More things to do for families.
State government - starting base salary for teachers was $50,000 middle school, high school.
I don’t think the declining enrollment trend can be reversed or modified.
Ensure we have the best available facilities for our students. Employers often look for well rounded students, i.e. sports, music, speech. Parents want good schools where their children can participate.
Make the City more personable for incoming residents.

Partnering
Partner with tourism, Park Board, business & industry.
is a city concern.
Community needs to work together.
Work with the City, UND, and USAFB to create jobs, housing and/or tax breaks for younger couples/people.
State needs to develop a more positive means of marketing the state’s qualities.
University partnership? Not sure how—but it is a resource—LEAD group, Young Professionals.
Partner w/business community such as Chamber of Commerce to draw families to GF.
Work with other city entities to promote our schools.
Property taxes are so high. SB stay active or partner with city and Chamber of Commerce to be a factor.
Partner with city, i.e. development, economic.
Work with economic development/municipal initiatives.
Work with the Chamber of Commerce.
Work together with UND and Community to utilize all opportunities out there.
Develop partnership with centers of excellence—EERC, UND Aviation, etc.
Partner with the city and UND to create a strong economy. Technology needs to grow.
Partner with UND, City.
Continue to develop relationships between the city and the Air Base.
Private/public partnership. Private business identify employer needs and public groups identify incentives (repay school loans, income tax credits, property tax exemption.)
Develop a liaison with business, i.e. Altru, UND, etc. to sell our district to prospective employees looking to relocate to ND.
Outreach or co-op.
Partnerships.
Coordinate with new employment and realtors the positives of both GF and public schools—safety, superior education, etc.
Community work more closely with UND.
Work with Base—mission that increases staff.

Specialty Schools/Programmatic
Magnet schools.
Gifted and talented programs.
Magnet schools that pull gifted and talented.
Create a vocational program regional in scope to attract area students.
Focus on quality of education/increase.
Curriculum development and enhancement.
Expand dual college course offerings.
Continue high quality of our education, fine arts, voc. ed. etc.
Elementary ELL needs more support, teachers.
Maintain a world-class education system.
Keeping activities available in schools and throughout the community.
Technology and Innovation center.
Increase gifted and talented kids program.
Expand programs such as magnet schools to attract additional schools, i.e. enrichment.
Develop better GIF program—magnet school, more personnel.
Commit to making unique, high-quality, enduring programs so more people want to move here/send their kids here.
Raise standards to meet worldwide standards.
Expanded gifted and talented program to attract families to GF.
Magnet school–arts/enrichment.
Expansion of programs recognizing children’s strengths and how to help them increase their ability to get more help.
Create a gifted and talented magned school.
Become a lab school for a leading university education program.
Maintain class size.
Improve and promote schools.
Improve public education in order to capture additional students from home schooling, parochial schools, etc.
Move schools from good to great in order to attract families to GF esp. w/ND have positive economic times.
Look at moving to a magnet school.
Offer extracurriculars.
Offer more for gifted students.
Raise test scores.
Higher test scores.
High test scores.
Smaller classrooms.
Test scores.
After school programs.
Intramural activities after school.
School district must focus on itself and improve its own. By doing this, GF School District will be noticed and entice families to enroll students here. By increasing our number of top notch students who can achieve national recognition will change outsiders’ view of our schools. This would require a commitment to reduce class size (plenty of room in schools), expand gifted programs, and invest in other ways to push or challenge top students.
Expand programs (positive differentiators) that deliver excellence—gifted programs.
Make elementary art program a real program with certified teachers.
Continue to provide excellent services and opportunities for students.
Great extracurricular activities.
Offer sports programs for elementary kids.
Offer all extracurricular activities are more schools–some kids have to go to other schools to participate.
Keep class sizes smaller.
Keep activities involved in schools to draw people here.
Keep more teaching jobs in the district.

**Staffing**
Decrease staff as they retire, if needed.
List your suggestions for as response options to continued declining enrollment:

**Advertising/Marketing/Recruitment**
Teacher Ambassador Program—remind ex-students why GF is a good place to move back to.
We need to accentuate the positive aspects of our schools.
Maybe somehow advertise how wonderful our school system is.
Getting the word out.
Talk to those who pull their kids out of school to home school—what their reasons are (like not like teachers or the school or what.)
Better information system for new parents having babies in the district.
Make the schools great and sell results.
Advertise the Special Services, ELL, Vocational Ed.
Advertise the qualities that the Grand Forks community has. The Community—reason why we live here—highlight it.
Promote tourism to ND and specific to Grand Forks.
Encourage more National events hosted here in Grand Forks—triathlons, concerts, conventions, etc. Put us on the map.

**Boundary Lines/Demographics**
Long term view of district boundaries.
Track demographics of elementary boundaries.
Redrawing property boundaries, but only look at closing schools in the case of financial exigency.
Redo elementary boundaries—E-4 met.
Reassign boundaries.
Balance enrollments between (among) buildings.
Get better demographic data before making any decisions. Current projections do not include Pre-K children without siblings in public school.
Change boundaries for elementary schools.
Look at boundary line options.
Redistricting. GF growing south.
Changing district boundary lines.
Redraw boundaries.
Redraw boundary lines while keeping open enrollment.
Redraw lines.
Don’t allow students to open enroll in the elementary schools within town.
May need to look at redefining boundaries.
Redraw school boundaries.
Redraw school boundary lines.
Redrawing lines.
Re-do boundary lines.
Rezone schools with options to redistribute demographics (even close a school in north side?)
Rezone the district.
Refigure boundary lines.
Redistricting.
High Schools—east vs. west (not north vs. south).
Demographics. Equity of all schools with declining enrollment.
The district lines need to be looked at.
Make better use of schools we have by redrawing lines.
Get true demographics for preschool age children to best determine best realignment.
Realignment.
Restructure district lines.
Move boundaries.
Boundaries to elementary, esp.
Census numbers would give a more accurate picture.
Current informal school ranges are arbitrary. Find out how much it costs to teach each student per school. Then use this date to establish a range that is cost effective and efficient.
Balance enrollment.
Wilder missing a grade. Express as percentage of total.
Limiting open enrollment in elementary schools.
Keep class size small, but don’t let it drop below a certain level.
Is enrollment decreasing—K and 1st grade # have actually increased.
Rezoning.
Combine elementary schools according to grades, instead of boundaries, i.e. Wilder has K-2 and Winship has 3-4-5.
Cease open enrollment—around since around late 90s?
Do a better job of finding a way to get numbers of students in preschool.
Do a preschool census in all areas. Need to know for sure what numbers are before making decisions.
Willingness and nimbleness to adapt to changing enrollment.
Redraw boundary lines.
Schools that are declining—can these schools take kids from schools that are overcrowded?
Look at equity of class size—redraw enrollment lines.
Limit open enrollment to schools that are already full (elementary).
Combined classrooms in elementary.
Lower class sizes—less crowded buildings—no problem.
Move the demographics.
Redraw the boundary lines.
Rework district boundaries to use facilities most efficiently.
Realignment of boundaries.
Redistrict/possibly bus, students to redistribute elementary students and maintain schools.
Redraw lines of district.
Bigger class sizes.
Redistribute classes and schools based on 2010 census and where growth is in the city.
Keep in mind our decline has now allowed most schools to be comfortable.
Try to get a hand on the unbalanced student to teacher ratio.

**Busing**

Busing?
Look at busing as an option.
Busing.
Buses vs. new schools.
Bussing—$600,000 back to school district.
Free busing. If we must close schools we need to help families get their children to schools.
Bussing students to schools with low enrollment.
Possibly bring in a better bus system. I feel the safety of kids getting home should be a major concern. It's tough for parents to always get away from work to pick up.
Offer busing to different schools.
To decrease costs—look at athletics. In particular, I think of the tremendous costs that go into busing/transportation. How about having some (not all) school-owned buses that our teams could use as well as other school-related activities (i.e. speech/debate, field trips, etc.)
Local train to AFB? Trolley?

**Consolidation/Build/Close Schools/Buildings**

Close buildings.
Consolidation of smaller number school if necessary. But we need to be mindful of numbers in the classroom. I feel it needs to stay at a lower number (around 20.)
Consolidating schools may be an option—could mean closing one elementary school.
School consolidation.
Consolidation of schools.
Consolidate schools.
Share resources.
Smaller education facilities put into one.
Each building is important. If building falls below a certain point, consolidate the facility.
What are the long term implications of closing a school?
Take Head Start out of schools, put in one school, bus kids to that school.
Don't expand until it is needed, i.e. all schools are full.
Consolidate assets to most effective school units based on amount of investment required.
Combine classes—1st and 2nd grades, 2-3 combos.
Potential consolidation of smaller schools; creation of magnet schools for certain programs or populations; re-allocate displaced teachers to new responsibilities in programs that can/should be expanded.
Itemize facilities and uses of existing facilities before adding new facilities.
Examine strategic consolidation of schools and programs to best use facilities.
Community High—can different locations be investigated?
Not excited about building new school to address declining enrollment.
Don't build new school.
Study potential for consolidating schools.
Last resort—closing schools.
Consolidate schools (1 north—build in south)?
0 new elementary schools—use what we have.
Reduce the number of elementary schools.
Close an elementary school?
Close elementary schools.
Participants Comments by Topic

No new schools/no new theaters.
Don’t build new.
Close redundant facilities.
A plan for consolidating educational efforts should be developed: fewer schools (closing selected buildings, e.g. one school at GFAFB), sharing teachers among schools (recognizing this is done already), consolidating administrative responsibilities (fewer administrators).
Redistrict Wilder with Winship (and perhaps with Phoenix) and study the possibility of repurposing the Wilder building to accommodate food services.
If we need to close a school, let’s take a look at Winship before Wilder, and use Winship for Community.
Consolidate the 2 schools with small enrollment.
Potentially redistrict/close school.
Close smallest school if necessary.
Closing smaller schools not an option (i.e. Base needs elementary open).
New elementary?
Using some of the empty buildings instead of building new.
Combining/closing one of the north end schools seems to be such an obvious decision. I realize it is clearly an unpopular decision with residents, however, it is only realistic considering the changing demographics in GF. A new south end elementary school is going to be needed and justifying keeping two aging buildings open for such a small populations makes no sense.
Combine resources—Wilder/Winship—and positions.
Repurpose buildings.
Look at schools to combine/consolidate fees to cover costs—equitable.
Combine schools.
Do not close Wilder.
Reallocate facilities (move Community).
Combine schools that are smaller and create a facility for Community High School.
Consolidate classes.
Consolidation of facilities—Air Base and elementary in town.
I believe that if the declining trend continues, consolidating schools and changing boundaries cannot be disregarded.
Close physical facilities—consolidate schools—with obvious lay-offs.
Consolidation of a few schools.
Repurpose one elementary school as the Community High School—save the cost of leasing the School for the Blind.
Close 1-2 elementary schools, maybe move Community High to one of the elementary schools.
Move Community High to a building owned by the school district.
Consolidating school and extracurricular resources between schools.
Redesign a north end school to Community Ed.
Close Wilder School—redraw lines.
Move Community High School to Wilder building.
Get Community HS out of a leased building.
Co-op. Try to combine Base schools and Emerado.

**Economic Development**
Finding city opportunities (jobs, interests, etc.) to encourage UND graduates to stay in Grand Forks.
Improve business and employment opportunities.
Improve jobs.

**Finances/Taxes**
I wonder about changing taxes on clothing sales to increase it to apply the increase to schools. Then you can tax all residents, not just homeowners, plus benefit of our Canadian residents.
Fiscal policies needed to be in place to maintain growth in excellence.
Increase taxes before you cut programs (stop one).
Seek more state dollars.
Be efficient with what we do.
Be good stewards of money and management.
Cost per student at one school vs. cost at another school.
Cost vs. educational excellence of student. 25-30 yr. issue.
Examine the cost of education per student at each school.
Seek higher tax support.
Become more energy efficient.
Increase taxes—Grand Forks will support education.
Place greater emphasis on funding from private resources.
Charge greater fees for public education so costs are paid by beneficiaries.
Shift property taxes to schools similar to peer groups.
Increase education spending.
Keep funding at same level or higher
Look at new funding levels for sports—perhaps children could pay more if it’s a drain.
Pay increases for activities.
Reduce critical expenses--challenge what else can be done that may reduce cost.
?___ Budget = don’t be afraid to cut.
Lobby State of ND to continue to invest in education at a time when things are going great in ND.
Don’t raise property taxes.
Funding for education.
Seek greater support from the State for ELL education.
From a practical standpoint one should tighten your belt.
increase taxes.
You play, you pay—increase $.
Children should pay for decreasing enrollment.
Think outside the box--could we offer educational or facility use for rent/hire? Allow education-related businesses to rent space in less populated buildings--tutoring after hours, YMCA Mash-type programs with wrap around care, elderly or D.D. services.

Incentives/Grants
Request grants which address this question.
Make teacher housing available.
Programs to improve older neighborhoods.
Provide community incentives for teachers, if applicable.
Incentivize new Americans to stay in GF.
Increase desirability for retirees to stay and move here.

Maintenance/Condition of Facilities
Lighting in the schools--get rid of metal halide and add efficient electronic lighting.
It was mentioned that Lewis and Clark and West Schools and other elementary schools are run down. I disagree. Though they may be older schools, I find them well kept up, well taken care of, and I enjoy the charm of the originality.
Improve buildings.
Maintain/upgrade facilities as needed.

Other
Need to maintain excellence.
Do more of those ideas above [refers to question #1 reply].
Keep the quality.
What is best for the child?
Do children at each school have the same access to opportunities, i.e. Wilder vs. Kelly vs. Lewis & Clark?
Focus on above first [refers to question #1 reply].
Commitment to excellence.
The district must decide that business as usual cannot continue. Quality of education for each child must be preserved.
Efficiency and equity/parity in the district.
Make the schools more efficient.
Mindset or shift of neighborhood schools (as they are today or a shift of neighborhood.)
Insist on improved student performance as a result of better educational practice.
Increase college capacity for medical degrees.
More fundraising by students for activities--perhaps even working at school for credit towards cost--more meaningful for kids if they help pay rather than school or adults paying for everything.
Reduce overhead proportionally to students.
Don’t lower standards.
There appears to be a large gap as high school kids transition to college. Can we close that gap and help them transition better at UND. I encounter many students (not just from GF) who have quite a lot of difficulty adjusting socially and academically.
Cuts--tough to identify when striving for teacher to pupil ratio and competitive salaries.
Procedurally, I would recommend first priorities that are the most important objectives to preserve, then review the options from that perspective.

Partnering
Collaborate with neighboring districts.
Work with the Chamber of Commerce.
Partner with city (EDC).
Sharing resources. Save space with non-profits/other governmental units and save cost.

Specialty Schools/Programmatic
Offer more technical classes/vocational.
Offer CTE as major thrust area in high schools.
Do not cut programs. It will cause chaos and make a lot of parents and students angry.
Have the high schools do program sharing.
Increase class sizes.
Cut programs if things don’t turn around (stop two).
Do not allow declining enrollment to affect the programs that are offered. It would be far better to reduce number of sections or even schools than to reduce the diverse opportunities our district offers.
Don’t eliminate offerings.
Offer great programs for talented, motivated students.
Keep all the programs and make them efficient.
Don’t lose programs or quality of education.
Consolidate/re-deploy resources, i.e. move magnet opportunity to add special emphasis programs such as gifted/talented, arts program.
Create new magnet school for special needs.
Magnet schools with themes, e.g. gifted, arts, etc.
Create a center for (example) Head Start at Wilder School.
Maintain optimum class sizes.
Providing opportunities for activities in and out of school.
Above average grades.
ACT test.
Year-round schools—more educationally sound.
Improve running track—Fargo Schools will not attend meets at our facility because of poor quality—afraid of injury.
Improve curriculum.
More shared programming, particularly at the secondary level. The extracurricular programming is particularly amenable to sharing (the arts, athletics, etc.)
Cutting arts programs is not desirable.
Increasing class size is never a good option.
ELL program to different school to reduce class sizes.
Increase gifted and talented programs.
Gifted program.
Invest in an ELL center–give support to new citizens and teach basic language/skills in a school that would otherwise close.
Move ESL program to lower enrollment schools.
Move Community High to smaller schools.
Move Community out of rented space to school [that] may be closed?
Specialize schools—magnet concept.
Move ELL, Special Services to other buildings.
Expand Community High School (better space).
Perhaps fewer sports–Packet #1 shows 26 different sports–are they all necessary?
Prioritize extracurricular activities.
Rightsize programs.
Keep programs.
Don’t cut programs.
Second look at class curriculum for not required/required teaching tools.
Combine some programs between schools. Example–high school drama club–have Red River and Central together so you still offer the program.
Make Wilder a magnet school to stabilize enrollment.

**Staffing**

Don’t bounce staff and administration around.
Focus on strengthening staff, upon hire and keeping continue education a priority. Acknowledging our staff that is exceptional.
Get the best teachers—we need to realize that the teacher is more important than class size. Use teacher screeners.
Right size—continue good management, consolidate.
Staff cuts.
Attrition, smaller classes into one.
Sharing personnel between smaller schools.
Careful consideration of cutting teachers—readjust to classroom needs.
Make sure that attention to teacher/student ratio is consistent across the board at all schools.
Understand what parallel activities current district staff can be redirected to.
Reduce work force.
BOD–volunteer positions.
Share teachers between schools with declining enrollment, ex. Librarian, music, PE, etc.
Offer early retirement incentives–bring in young teachers for lower salary.
Reduce services.
Stay the course and continue to rightszie as currently being done.
Rightsizing staff.
Slowly rightsize staffing.
Don’t cut teachers, they work with students. Cut the extra administration.
Streamline administration as needed.
Screen for best teachers.
For non-critical positions in the school, use students that get volunteer hours instead of paid positions.
Community Input Form for
Topic #1: Demographic Impacts on Program, Staffing, and Taxation

Reversing or Moderating Declining Enrollment

List your suggestions for what can be done to reverse or moderate the districts’ declining enrollment trend:

Group 1
Magnet schools.
Marketing and public relations.
Partner with tourism, Park Board, business & industry.
Gifted and talented programs.
Redo boundaries.
Can we market to Emerado, Thompson, Manvel?
Can there be tax incentives for relocation, i.e. tax abatements, etc.
Marketing—make certain that the opportunities for the school system are touted.
Seek out Home Schoolers.
Magnet schools that pull gifted and talented.
District lines—2nd over closing schools.
Close schools with low enrollment, pop. Moving to south so most likely not a huge need to reopen north end schools.
Market to Home School students and parents not aware of ND climate in schools/values.
Enhance website to better improve the recognition of excellent program within the district.

Group 2
No Community Input Forms received.

Group 3
We need ways to bring people here, especially young people. Advertising or marketing at UND/UMC and NCTC.
Finding more job opportunities and stable jobs with benefits.
Affordable housing for our lower income families.
Market our schools to families in surrounding communities to attract students—our arts, science, athletics, etc.
Create a vocational program regional in scope to attract area students.
Is a city concern.
Need to have jobs that bring in younger families.
Family size today is small today—national trend.
Higher paying jobs.
Find ways of attracting people here—jobs.
State needs to develop a more positive means of marketing the state’s qualities.
Economic Development—within city.
Continue excellence in educational programs.
Look to surrounding areas to draw potential students, i.e. Thompson, Emerado (open enrollment).
Develop city resources to make GF an attractive place to live.
University partnership? Not sure how—but it is a resource—LEAD group, Young Professionals.
Increase the mission at the Base—UAV.
Promote GF as a great place to live.
Brand the city, i.e. Grand Cities—something like that.
Discover oil in GF.
Change the weather.
More school dances.
Have GF greeters (like WalMart).
Work with the City, UND, and USAFB to create jobs, housing and/or tax breaks for younger couples/people.
Stress opportunities for community involvement.
Midwest work ethic.
Affordable, safe neighborhoods.
Tax incentives for new homeowners.  
Keep people here with jobs. 
GFAFB jobs. 
Keep UND students here with jobs. 
Tax relief for UND students for houses. 
NCTC retention of students here also. 
Breakdown enrollment decline between AFB and City. 
Tax incentives for first time homebuyers through city/state. 
Work on grants such as the Knight Foundation’s $1 million grant in the near northside neighborhoods, which focuses on making neighborhoods more attractive for younger families and renovating rental homes into single family homes. 
Attract more people to GF, ND—market us. Advertise. 
Entice young people back to our city. 
Create well paying jobs. 
Grow jobs—tax credits for homes. 
Base expansion holds hope. 
Reality is smaller family size. 
Open enrollment—recruit students. 
Consolidation of schools. 
Continue high quality of our education, fine arts, voc. ed. etc. 
Community needs to work together.

**Group 4**
Spend more on education.  
Make community attractive—stem outmigration.  
Cost per taxpayer may have to increase. How is that done? Don’t know the City politics involved. 
Creation of more jobs to attract young families—city issue. 
More economic development in region. 
Provide incentive for UND students to stay in region. 
Focus on quality of education/increase. 
Support city effort to expand commercial base. 
Curriculum development and enhancement. 
Take a broad (20-30 year) look at issues. 
Expand dual college course offerings. 
Better demographic data on numbers of Pre-K students. 
Keeping neighborhood schools open (young families more likely to be attracted to neighborhoods near a school.) 
Decrease staff as they retire, if needed. 
Re-evaluate elementary school district areas. 
Enrollment is down everywhere due to the declining size of families and people moving out of the community. 
More date is necessary to determine the ratio compared to population in Grand Forks. 
Keeping activities available in schools and throughout the community. 
Redraw boundary lines. 
Keep schools open, especially Wilder.

**Group 5**
Consolidate resources. Whether it is redrawing school boundaries or by shifting students to specific schools, we need to make sure that teacher to student ratios are as similar as they can possibly be in each and every classroom in the school district. This will cut costs and increase student achievement. We need to be more efficient and the first step is to increase teacher efficiency by making sure the student to teacher ratio is the same across the board. 
Better paying jobs community wide. 
Survey where the leakage is; what grades are affected? 
Grand Forks as a city needs to do something to attract a younger population. 
Elementary ELL needs more support, teachers. 
Schools that are not declining in populations need support to support their higher numbers. 
Tax free job zones. 
Technology and Innovation center. 
Reduce property taxes. 
If problem is not caused by the district, there is little to change the decline. 
People are generally having smaller families in recent years. Families of 1-3 student rather than 3-6 in past years.

**Group 6**
Maintain class size. 
Keep schools open—neighborhood school concept. 
Maintain a world-class education system. 
Increase gifted and talented kids program. 
Don’t close Winship, Wilder, or West.
Extend invitation to home schooled families to have their students participate in special school programs (ex. phy. ed. etc.)

- Attract them to the fine programs in the schools.
- Economic vitality and partnering/business community.
- Improve and promote schools.
- Promote variety of experiences.
- Market schools.
- Increase the economic vitality of Grand Forks metropolitan region.
- Improve incentives, i.e. housing, to get people to move to Grand Forks instead of nearby communities.
- Improve public education in order to capture additional students from home schooling, parochial schools, etc.
- Move schools from good to great in order to attract families to GF esp. w/ND have positive economic times.
- Market the public schools and their tremendous assets.
- Expand programs such as magnet schools to attract additional schools, i.e. enrichment.
- Partner w/business community such as Chamber of Commerce to draw families to GF.
- Develop better GIF program–magnet school, more personnel.
- Commit to making unique, high-quality, enduring programs so more people want to move here/send their kids here.
- Raise standards to meet worldwide standards.
- Expanded gifted and talented program to attract families to GF.
- To apply for federal grants to expand top students’ opportunities.
- Advertise/coordinate with Chamber of Commerce to Minnesota, Minneapolis, and suburbs.
- Magnet school–arts/enrichment.
- Top school not just great.
- Draw worldwide.
- Expansion of programs recognizing children’s strengths and how to help them increase their ability to get more help.

Group 7

- Create jobs in the community–working with the Chamber of Commerce.
- Work closely with UND to become internationally known.
- Create a gifted and talented magnet school.
- Become a lab school for a leading university education program.
- Get the GF Air Force Base back up to full strength.
- Move the district boundary line to fit enrollment.
- Look at moving to a magnet school.

School district must focus on itself and improve its own. By doing this, GF School District will be noticed and entice families to enroll students here. By increasing our number of top notch students who can achieve national recognition will change outsiders’ view of our schools. This would require a commitment to reduce class size (plenty of room in schools), expand gifted programs, and invest in other ways to push or challenge top students.

- Higher test scores.
- Higher population of children.
- Intramural activities after school.
- Smaller classrooms.
- High test scores.
- Stress test scores–articles, ads, websites–get the word out.
- 400 home schooled seems high.
- Need more industry, more employment.
- Good paying jobs.
- Economic growth.
- Birth rate.
- Good paying jobs.
- After school programs.
- Look into home schoolers.
- Test scores.

Group 8

First need to find out if it is migrating out or birth decline that’s causing decline.

- Get word out to those who don’t know about Grand Forks–partner with Economic Development team, Chamber, City, etc.
- Get creative about how we toot our own horn.
- Work with other city entities to promote our schools.
- Migration pattern/birth pattern (whole community)
- Property taxes are so high. SB stay active or partner with city and Chamber of Commerce to be a factor.
School district needs to be promoted (word of mouth brought couple from Montana.)
Link to school district and video images on web page.
Partner with city, i.e. development, economic.
Houses, real estate, property taxes higher than Fargo/Bismarck.
Promote our schools via City’s website.
Try to keep people from living in the bedroom communities because of real estate.
Work with economic development/municipal initiatives.
Research demographic trends: birth rate vs. emigration.

Group 9
Move from good to great.
Invite home school families to elementary school activities (plays, etc.)
City, County, State Grants to pay college grad depts.
Increase salaries, better information about community.
Good to great.
Housing market—entry level homes needed.
Sell Grand Forks to college students.
Salaries must be higher here to cover debt.
Commute time.
Hunting & fishing.
Internship.
Homeschooling is common.
Work with the Chamber of Commerce.
Make the schools great.
Homeschooling. I’d like to see more children at the Air Base trying to attend schools vs. staying at home. Encouraging high standard of programs to have them attend.
Recruiting incentives for college kids to stay.
Programs to set us apart from other communities.
Work at making our school system great, not just good.
Busing system for all kids. Free to all kids.
Offer more and better to keep and bring families in.
Work together with UND and Community to utilize all opportunities out there.
Benefits of GF schools, a recruiting mindset.
Jobs.
Go from good to great—spend what it takes to accomplish this.
Market our best assets.
Compare income with cost of living.
Develop partnership with centers of excellence—EERC, UND Aviation, etc.
Help graduates who stay in North Dakota after they graduate.
Expand programs (positive differentiators) that deliver excellence—gifted programs.
Jobs.
Housing.
Home schooling.
Incentives.
Be a community of excellence.
Sell the positive—raising a family here—safe.

Group 10
Changing boundaries to equalize numbers.
Enforcing the boundaries.
Promotion of the city/schools–partnerships to promote GF to increase population.
Incorporation with small towns close by (Manvel, Emerado).
New American Services—encourage schools to welcome people from diverse areas—this helps our community grow.
Partner with the city and UND to create a strong economy. Technology needs to grow.
Look at green jobs—wind power.
Combine resources.
Partner with UND, City.
Advertise in states hurting economically like MI, OH, etc. Attract young families with package deal—good schools, safe town, clean air, jobs, etc.
Continue to develop relationships between the city and the Air Base.
We need to keep the Air Base as that will bring families to our schools.
Employment opportunities (technology, value added agriculture, alternative energy); entry-level opportunities with real advancement opportunity.
I think this is really out of the control of the school district. There are so many more entities that need to address the issue of population retention. The real focus needs to be utilizing the current facilities efficiently, even if that means closing some of them.
Recruit/retain higher paying jobs/businesses.

**Group 11**
Promote the arts.
Promote positive place to live/promote schools.
Make elementary art program a real program with certified teachers.
Continue to build GF as a place that young college students would like to stay. Capitalize on UND students.
Create jobs and fun activities for young people to stay in Grand Forks.
Create attracting activities for school kids to make GF Schools more attracting to families looking to immigrate to a new location.
Very little can be done, that is economic development job.

**Group 12**
More opportunity, more jobs.
Work on trying to have people stay in GF.
Market more activities—lots of great ones already there.
Push for more one-time money from state for bonus or start-up pay for new teachers.
Market GF to attract younger families.
Higher wages to attract people.
Encourage babies.
Provide more entertainment for younger children so they want to stay here.
Job opportunities with better pay to attract families.
Lack of social outlets needs to be addressed.
Higher property taxes need to be lowered.
Offer incentives to returning professionals.
More activities (community level) for families.
Marketing aim at families, individuals.
Encouraging community to welcome influx of newcomers.
More job opportunities.
More incentives.
Improve salaries for local workforce to encourage in-migration.
Market benefits of area—social, cultural, recreational, business.
Open enrollment to area schools.
New Americans encouraged to attend school here move here.
Sell the greatness of our schools/community.
Air Base realignment.

**Group 13**
Private/public partnership. Private business identify employer needs and public groups identify incentives (repay school loans, income tax credits, property tax exemption.)
Economic development. Bring industry to GF. Promote the reasons why people move back to Grand Forks to potential businesses looking to expand (importance of family, good schools, safe place to live.)
Bring in business private/public effort.
Promote for families.
Continue to provide excellent services and opportunities for students.
Keep class sizes at the size they are now.
Need to get more people to move to the state—outmigration.
Recruiting more business to the area–Marketing & Economic Development.
Keep young people in state–Marketing District to young people/young families.
Economy.
Salaries on par with rest of nation.
Marketing.
Keeping young people in state.
Increasing salaries in GF.
Promoting ND.
Bring in young families.
Great extracurricular activities.
Incentives to businesses to settle here.
Get jobs to graduating students.
Raise salaries of public.
Advertise the good things about North Dakota, not just winter sports.
Promote ND as good business climate and family-friendly.
Downplay ND weather; promote schools, safety, family.

**Group 14**
Continued emphasis on economic development in Grand Forks.
Encourage Grand Forks School Board and Administration to participate in developing Grand Forks strategic direction.
Consider elementary school in southeast Grand Forks - west GF.
Support expanded mission at the GFAFB.
Better market the strength of the Grand Forks School System to those who may want to move here – strategic communications.
Implement better tools to track expected enrollment, given the poor projections included in the packet.
Encourage more immigration to Grand Forks.
Consider better economic incentives to large businesses considering moving to GF, such as Marvin Windows. The loss of not getting that company in GF is substantial.
Look at the numbers of home schooled children and survey why they aren’t in public schools on the Base as well as in Grand Forks.
If AFB gets a new command, it will bring new families with children.
Economic initiatives – jobs.
Encourage new large businesses.
Bring more large business to Grand Forks.
Grand Forks is a great school – get the news out there.
Projection data based on obvious research methods.
To what extent has the decline of the last ten years predict future enrollment rates? GF has seen declines previously, but enrollment subsequently rebounded. Along similar lines, has the current decline been the product of short-term events (e.g. 1997 flood, downsizing Air Force Base)? In addition, will the decline in rural ND affect GF school enrollments (i.e. do displaced rural folk move to GF and have kids?)
The strongest resource would seem to be the economic development sector – jobs for young professionals to move here and raise families.
Continuing to offer high quality, enriched learning opportunities, and advertise the fact more boldly.
Develop a liaison with business, i.e. Altru, UND, etc. to sell our district to prospective employees looking to relocate to ND.
Build a beautiful fine arts facility at both Central and Red River. If you build it, they will come.
Marketing toward possible new citizens.
Bring large business to GF.
More things to do for families.

**Group 15**
Reach out to neighboring communities.
Help in efforts to attract new business and people.
Work to help college grads here.
Move the alternative high school to a school with low numbers. Combine those couple of schools together.
Create opportunities for young people and incoming families to learn about the school system and opportunities for young people.
Try to get military to retire and stay in Grand Forks.
Retention of young adults/college students.
Consolidate outlying schools.
Outreach or co-op.
Partnerships.
Alternative school lease – drop, combine two north end schools and have alternative school take one school.
Make the City more personable for incoming residents.
Help college kids see what’s here to try and keep them here.

**Group 16**
Redraw district lines.
Reconfiguring classes.
Consolidation.
Greater promotion of Grand Forks for well-paying jobs.
Promote buying local.
Coordinate with new employment and realtors the positives of both GF and public schools – safety, superior education, etc.
Promote healthcare.
Lobby for greater utilization of Air Base.
Supporting entrepreneurial and economic development.
Community work more closely with UND.
Good job opportunities in Grand Forks.
Marketing our high job opportunities, work places, with how great the school systems are. Virtual video tours, shadowing a school, etc. Selling the great things of our great school system.
Better jobs and pay in community.
Support local businesses.
Having bus services to different schools.
Better marketing skills.
Offer more community things to do.
Offer sports programs for elementary kids.

**Group 17**
Hone in on what specific highlights that Grand Forks offers young families that would be unique to this area, e.g. athletics, arts—identify the magnets in Grand Forks. Invest in these areas to make them exceptional.
More effectively market and advertise our strengths to those who live outside the area—brag more.
Reconnect with young adults who grew up and moved away. How can we get them back to their home turf again and encourage them to raise their family here?
Attract younger couple to the city.
Update listed facilities.
Offer all extracurricular activities are more schools—some kids have to go to other schools to participate.
Need economic development for city to increase younger families.
Business community needs to be involved—need more development to provide careers, salaries, benefits, etc.
Work with City of Grand Forks on economic development.
Make reasons for young people to want to stay in Grand Forks (UND scholarship is good example.)
Attract younger families.
Economic growth and opportunities.
Top schools will draw young families.
Put emphasis on the SPA program—draw people in. That's all I've got. There's not much we can do except accent and strengthen our already valuable programs and such.
Supporting incoming business.
More tax incentives/tax abatements for small business.
Encourage economic development.
Ensure we have the best available facilities for our students. Employers often look for well rounded students, i.e. sports, music, speech. Parents want good schools where their children can participate.

**Group 18**
Work with Base—mission that increases staff.
Better business climate in GF.
Continue to grow the GFAFB.
Encourage growth in the technology business sector.
Manufacturing jobs come and go, don’t over invest in this area.
Knight Foundation investing in north end to renovate homes and increase home ownership. Many young families now in this area (there has been a great deal of turnover in the past 10 years from elderly/senior population to young families and young children.)

**Group 19**
Omit the tax abatement for new companies to come here with just the few top paying salaries and the rest of the people (workers) minimum wage and barely a salary/wage.
Develop more greenway, businesses that employees are paid well, zoo, museums, playgrounds.
State government - starting base salary for teachers was $50,000 middle school, high school

**Group 20**
Reconsider changing boundary lines to make building use as efficient as possible.
The community is willing to pay for opportunities—please explain how our dollars are spent, provide the rationale, get taxpayers’ buy-in.
Get information out to the community and let people know about kindergarten roundup early.
Communicate larger [in] the City Briefs.
Open enrollment for students, letting students exchange schools.
Change boundaries.
Have one school become specialized, example, all ESL students to one school.
Advertise area as small town, community, school, safe place to raise family.
Create more job opportunities in town.
Keep more teaching jobs in the district.
Keep class sizes smaller.
Keep activities involved in schools to draw people here.
I think the declining enrollment will continue as family sizes continue to shrink. I think the school district should look at redistributing some of the specialty programs into schools with lower enrollment and out of some of the overcrowded schools, e.g. Lake Agassiz and Century.

**Mail**
Aggressively pursue the possibility of convincing Emerado to merge with GF and stop siphoning off elementary students from GFAFB.
I don’t think the declining enrollment trend can be reversed or modified.
GF needs higher paying jobs to attract more families to GF.
List your suggestions for as response options to continued declining enrollment:

**Group 1**
- Long term view of district boundaries.
- Collaborate with neighboring districts.
- Offer CTE as major thrust area in high schools.
- Track demographics of elementary boundaries.
- Redrawing property boundaries, but only look at closing schools in the case of financial exigency.
- Redo elementary boundaries--E-4 met.
- Reassign boundaries.
- Don’t bounce staff and administration around.
- Offer more technical classes/vocational.

**Group 2**
- No Community Input Forms received.

**Group 3**
- Consolidation of smaller number school if necessary. But we need to be mindful of numbers in the classroom. I feel it needs to stay at a lower number (around 20.)
- Focus on strengthening staff, upon hire and keeping continue education a priority. Acknowledging our staff that is exceptional.
- I wonder about changing taxes on clothing sales to increase it to apply the increase to schools. Then you can tax all residents, not just homeowners, plus benefit of our Canadian residents.
- Do not cut programs. It will cause chaos and make a lot of parents and students angry.
- Balance enrollments between (among) buildings.
- Close buildings.
- Increase class sizes.
- Get the best teachers--we need to realize that the teacher is more important than class size. Use teacher screeners.
- Consolidating schools may be an option--could mean closing one elementary school.
- Have the high schools do program sharing.
- Need to maintain excellence.
- Fiscal policies needed to be in place to maintain growth in excellence.
- Right size--continue good management, consolidate.
- Increase taxes before you cut programs (stop one).
- Cut programs if things don’t turn around (stop two).
- Do more of those ideas above.
- Teacher Ambassador Program--remind ex-students why GF is a good place to move back to.
- Do not allow declining enrollment to affect the programs that are offered. It would be far better to reduce number of sections or even schools than to reduce the diverse opportunities our district offers.
- School consolidation.
- Seek more state dollars.
- Don’t eliminate offerings.
- Consolidation of schools.
- Offer great programs for talented, motivated students.
- Census numbers would give a more accurate picture.
- Keep all the programs and make them efficient.
- Get better demographic data before making any decisions. Current projections do not include Pre-K children without siblings in public school.
- Change boundaries for elementary schools.
- Current informal school ranges are arbitrary. Find out how much it costs to teach each student per school. Then use this date to establish a range that is cost effective and efficient.
- Consolidate schools.
- Share resources.
- Don’t lose programs or quality of education.
- Be efficient with what we do.
- Staff cuts.
- Be good stewards of money and management.
- Balance enrollment.
- Look at boundary line options.
- Keep the quality.
Group 4
Attrition, smaller classes into one.
Smaller education facilities put into one.
Each building is important. If building falls below a certain point, consolidate the facility.
Wilder missing a grade. Express as percentage of total.
Cost per student at one school vs. cost at another school.
Cost vs. educational excellence of student. 25-30 yr. issue.
Redistricting. GF growing south.
Careful consideration of cutting teachers—readjust to classroom needs.
Examine the cost of education per student at each school.
What are the long term implications of closing a school?
What is best for the child?
Do children at each school have the same access to opportunities, i.e. Wilder vs. Kelly vs. Lewis & Clark?
Maintain optimum class sizes.
Seek higher tax support.
Study potential for consolidating schools.
Focus on above first.
Changing district boundary lines.
Sharing personnel between smaller schools.
Providing opportunities for activities in and out of school.
Redraw boundaries.

Group 5
Take Head Start out of schools, put in one school, bus kids to that school.
Redraw boundary lines while keeping open enrollment.
Don't expand until it is needed, i.e. all schools are full.
Redraw lines.
Don't allow students to open enroll in the elementary schools within town.
May need to look at reddefining boundaries.
Make sure that attention to teacher/student ratio is consistent across the board at all schools.
Redraw school boundaries.
Become more energy efficient.
Redraw school boundary lines.
Consolidate/re-deploy resources, i.e. move magnet opportunity to add special emphasis programs such as gifted/talented, arts program.
Request grants which address this question.
Consolidate assets to most effective school units based on amount of investment required.
Understand what parallel activities current district staff can be redirected to.
Redrawing lines.
Limiting open enrollment in elementary schools.
Finding city opportunities (jobs, interests, etc.) to encourage UND graduates to stay in Grand Forks.

Group 6
Re-do boundary lines.
Create new magnet school for special needs.
Year-round schools—more educationally sound.
Improve business and employment opportunities.
Commitment to excellence.
Magnet schools with themes, e.g. gifted, arts, etc.
Create a center for (example) Head Start at Wilder School.
Community High—can different locations be investigated?
We need to accentuate the positive aspects of our schools.
Examine strategic consolidation of schools and programs to best use facilities.
Itemize facilities and uses of existing facilities before adding new facilities.
Potential consolidation of smaller schools; creation of magnet schools for certain programs or populations; re-allocate displaced teachers to new responsibilities in programs that can/should be expanded.
Lighting in the schools—get rid of metal halide and add efficient electronic lighting.
Improve running track—Fargo Schools will not attend meets at our facility because of poor quality—afraid of injury.
Keep class size small, but don't let it drop below a certain level.
Combine classes—1st and 2nd grades, 2-3 combos.

Group 7
It was mentioned that Lewis and Clark and West Schools and other elementary schools are run down. I disagree. Though they may be older schools, I find them well kept up, well taken care of, and I enjoy the charm of the originality.
Maybe somehow advertise how wonderful our school system is.
Is enrollment decreasing—K and 1st grade # have actually increased.

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Public Forum 2010
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Improve jobs.
Improve buildings.
Improve curriculum.
Getting the word out.
Above average grades.
ACT test.

**Group 8**
Rezone schools with options to redistribute demographics (even close a school in north side?)
Not excited about building new school to address declining enrollment.
Busing?
Rezoning.
Don’t build new school.
Look at busing as an option.
Rezone the district.
Busing.
Refuge boundary lines.
Combine elementary schools according to grades, instead of boundaries, i.e. Wilder has K-2 and Winship has 3-4-5.
Last resort—closing schools.
Cease open enrollment—around since around late 90s?
Consolidate schools (1 north–build in south)?
Reduce services.
Reduce work force.
Buses vs. new schools.
Redistricting.
High Schools—east vs. west (not north vs. south).
Programs to improve older neighborhoods.

**Group 9**
Demographics. Equity of all schools with declining enrollment.
The district lines need to be looked at.
Work with the Chamber of Commerce.
Make the schools great and sell results.
Increase college capacity for medical degrees.
Increase gifted and talented programs.
Efficiency and equity/parity in the district.
Bussing—$600,000 back to school district.
Make the schools more efficient.
Schools that are declining—can these schools take kids from schools that are overcrowded?
Mindset or shift of neighborhood schools (as they are today or a shift of neighborhood.)
Increase education spending.
Insist on improved student performance as a result of better educational practice.
Keep funding at same level or higher
Gifted program.

**Group 10**
Look at new funding levels for sports—perhaps children could pay more if it’s a drain.
Combine resources—Wilder/Winship—and positions.
Partner with city (EDC).
BOD—volunteer positions.
Share teachers between schools with declining enrollment, ex. Librarian, music, PE, etc.
Pay increases for activities.
Offer early retirement incentives–bring in young teachers for lower salary.
To decrease costs–look at athletics. In particular, I think of the tremendous costs that go into busing/transportation. How about having some (not all) school-owned buses that our teams could use as well as other school-related activities (i.e. speech/debate, field trips, etc.)
Reduce critical expenses–challenge what else can be done that may reduce cost.
For non-critical positions in the school, use students that get volunteer hours instead of paid positions.
Make better use of schools we have by redrawing lines.
Repurpose buildings.
Look at schools to combine/consolidate fees to cover costs–equitable.
Perhaps fewer sports–Packet #1 shows 26 different sports—are they all necessary?
More fundraising by students for activities—perhaps even working at school for credit towards cost–more meaningful for kids if they help pay rather than school or adults paying for everything.
Combining/closing one of the north end schools seems to be such an obvious decision. I realize it is clearly an unpopular decision with residents, however, it is only realistic considering the changing demographics in GF. A new south end
elementary school is going to be needed and justifying keeping two aging buildings open for such a small populations makes no sense.
Look at equity of class size—redraw enrollment lines.
Invest in an ELL center–give support to new citizens and teach basic language/skills in a school that would otherwise close.

**Group 11**
Get true demographics for preschool age children to best determine best realignment.
Limit open enrollment to schools that are already full (elementary).
Free busing. If we must close schools we need to help families get their children to schools.
0 new elementary schools--use what we have.
Reduce the number of elementary schools.
Close an elementary school?
Combined classrooms in elementary.
Realignment.
Close elementary schools.
Maintain/upgrade facilities as needed.
No new schools/no new theaters.
? _____ Budget = don't be afraid to cut.
Reduce overhead proportionally to students.
Close redundant facilities.
Don't build new.

**Group 12**
Close smallest school if necessary.
Move Community out of rented space to school [that] may be closed?
Restructure district lines.
Move boundaries.
Move ESL program to lower enrollment schools.
Move Community High to smaller schools.
Closing smaller schools not an option (i.e. Base needs elementary open).
Bussing students to schools with low enrollment.
Boundaries to elementary, esp.
New elementary?
Using some of the empty buildings instead of building new.
Prioritize extracurricular activities.
Specialize schools–magnet concept.
Lower class sizes–less crowded buildings–no problem.
Make teacher housing available.
Local train to AFB? Trolley?
Move ELL, Special Services to other buildings.
Advertise the Special Services, ELL, Vocational Ed.

**Group 13**
Sharing resources. Save space with non-profits/other governmental units and save cost.
Lobby State of ND to continue to invest in education at a time when things are going great in ND.
Don't cut programs.
Don't raise property taxes.
Don't lower standards.
Don't cut teachers, they work with students. Cut the extra administration.
Funding for education.
Expand Community High School (better space).
Move the demographics.
Possibly bring in a better bus system. I feel the safety of kids getting home should be a major concern. It's tough for parents to always get away from work to pick up.
Rightsize programs.
Redraw the boundary lines.
Combine schools.
Keep programs.
Streamline administration as needed.
Screen for best teachers.
Second look at class curriculum for not required/required teaching tools.
Rework district boundaries to use facilities most efficiently.
There appears to be a large gap as high school kids transition to college. Can we close that gap and help them transition better at UND. I encounter many students (not just from GF) who have quite a lot of difficulty adjusting socially and academically.
Group 14
Place greater emphasis on funding from private resources.
Charge greater fees for public education so costs are paid by beneficiaries.
Shift property taxes to schools similar to peer groups.
Cuts—tough to identify when striving for teacher to pupil ratio and competitive salaries.
Provide community incentives for teachers, if applicable.
Seek greater support from the State for ELL education.
Combine some programs between schools. Example—high school drama club—have Red River and Central together so you still offer the program.
I believe that if the declining trend continues, consolidating schools and changing boundaries cannot be disregarded.
Close physical facilities—consolidate schools—with obvious lay-offs.
From a practical standpoint one should tighten your belt.
You play, you pay—increase $.
Increase taxes.
Bigger class sizes.
Advertise the qualities that the Grand Forks community has. The Community—reason why we live here—highlight it.
Do not close Wilder.
Incentivize new Americans to stay in GF.
Think outside the box—could we offer educational or facility use for rent/hire? Allow education-related businesses to rent space in less populated buildings—tutoring after hours, YMCA Mash-type programs with wrap around care, elderly or D.D. services.
Redraw lines of district.
Reallocate facilities (move Community).
Combine schools that are smaller and create a facility for Community High School.
Co-op. Try to combine Base schools and Emerado.
Consolidate classes.
Redistribute classes and schools based on 2010 census and where growth is in the city.
Promote tourism to ND and specific to Grand Forks.
Encourage more National events hosted here in Grand Forks—triathlons, concerts, conventions, etc. Put us on the map.
Increase desirability for retirees to stay and move here.
Consolidation of facilities—Air Base and elementary in town.
Children should pay for decreasing enrollment.
Try to get a hand on the unbalanced student to teacher ratio.
Consolidation of a few schools.
Offer busing to different schools.
Make Wilder a magnet school to stabilize enrollment.
Redistrict/possibly bus, students to redistribute elementary students and maintain schools.
Repurpose one elementary school as the Community High School—save the cost of leasing the School for the Blind.
Realignment of boundaries.
Keep in mind our decline has now allowed most schools to be comfortable.
Close 1-2 elementary schools, maybe move Community High to one of the elementary schools.
Move Community High to a building owned by the school district.
Procedurally, I would recommend first priorities that are the most important objectives to preserve then review the options from that perspective.
Consolidating school and extracurricular resources between schools.
Redesign a north end school to Community Ed.
Close Wilder School—redraw lines.
Move Community High School to Wilder building.
Get Community HS out of a leased building.

Group 18
Rightsizing staff.
Willingness and nimbleness to adapt to changing enrollment.
Potentially redistrict/close school.
Slowly rightszie staffing.
Increase taxes—Grand Forks will support education.
Redraw boundary lines.

Group 19
Consolidate the 2 schools with small enrollment.
Cutting arts programs is not desirable.
Increasing class size is never a good option.
ELL program to different school to reduce class sizes.

Group 20
Stay the course and continue to rightszie as currently being done.
Do a better job of finding a way to get numbers of students in preschool. 
Talk to those who pull their kids out of school to home school—what their reasons are (like not like teachers or the school or what.)

If we need to close a school, let's take a look at Winship before Wilder, and use Winship for Community. 
Do a preschool census in all areas. Need to know for sure what numbers are before making decisions. 
Better information system for new parents having babies in the district.

**Mail**

Redistrict Wilder with Winship (and perhaps with Phoenix) and study the possibility of repurposing the Wilder building to accommodate food services.

The district must decide that business as usual cannot continue. Quality of education for each child must be preserved.

A plan for consolidating educational efforts should be developed: fewer schools (closing selected buildings, e.g. one school at GFAFB), sharing teachers among schools (recognizing this is done already), consolidating administrative responsibilities (fewer administrators).

More shared programming, particularly at the secondary level. The extracurricular programming is particularly amenable to sharing (the arts, athletics, etc.)
## Community Input Form for Topic #2: Facility Needs

Based upon your current knowledge, perspective, and preferences, consider the list other potential facility projects below and prioritize each project as having a highest priority, medium priority, low priority, or not a priority by marking an 'X' in the box of your choice.

<table>
<thead>
<tr>
<th>Identified Potential Projects</th>
<th>HIGH</th>
<th>MED</th>
<th>LOW</th>
<th>NOT</th>
<th>INVALID</th>
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<tbody>
<tr>
<td><strong>GROUP 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Red River High School new theater addition</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Central High School theater remodel and expansion</td>
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<td>Central High School addition for rehearsal, art lab, etc.</td>
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<tr>
<td>Central High School acoustical upgrade for music/gym area</td>
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<td>0</td>
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<tr>
<td>Central High School gym space</td>
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<td>3</td>
<td>1</td>
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<td>0</td>
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<tr>
<td>Field turf and bleachers at Cushman Field (serves both Red River &amp; Central)</td>
<td>3</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Resurface track at Cushman Field (serves Red River, Central, and all middle schools)</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Air conditioning</td>
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<td>0</td>
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<tr>
<td>New food service space</td>
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<td>3</td>
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<tr>
<td>New elementary school</td>
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<td>4</td>
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<td><strong>TOTALS GROUP 1</strong></td>
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<td><strong>10</strong></td>
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<p>| <strong>GROUP 2</strong>                  |      |     |     |     |         |
| Red River High School new theater addition | 4    | 5   | 0   | 0   | 0       |
| Central High School theater remodel and expansion | 3    | 6   | 0   | 0   | 0       |
| Central High School addition for rehearsal, art lab, etc. | 3    | 5   | 1   | 0   | 0       |
| Central High School acoustical upgrade for music/gym area | 4    | 5   | 0   | 0   | 0       |
| Central High School gym space | 8    | 1   | 0   | 0   | 0       |
| Field turf and bleachers at Cushman Field (serves both Red River &amp; Central) | 2    | 6   | 1   | 0   | 0       |</p>
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<th>MED</th>
<th>LOW</th>
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<tr>
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<tr>
<td>New elementary school</td>
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**GROUP 3**

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**GROUP 11**
- Red River High School new theater addition | 2 | 2 | 2 | 2 | 0 
- Central High School theater remodel and expansion | 2 | 4 | 2 | 0 | 0 
- Central High School addition for rehearsal, art lab, etc. | 2 | 4 | 2 | 0 | 0 
- Central High School acoustical upgrade for music/gym area | 1 | 5 | 2 | 0 | 0 
- Central High School gym space | 5 | 2 | 1 | 0 | 0 
- Field turf and bleachers at Cushman Field (serves both Red River & Central) | 3 | 3 | 2 | 0 | 0 
- Resurface track at Cushman Field (serves Red River, Central, and all middle schools) | 5 | 3 | 0 | 0 | 0 
- Air conditioning | 6 | 2 | 0 | 0 | 0 
- New food service space | 0 | 0 | 4 | 4 | 0 
- New elementary school | 0 | 0 | 0 | 8 | 0 
| **TOTALS GROUP 11** | 26 | 25 | 15 | 14 | 0 |

**GROUP 12**
- Red River High School new theater addition | 3 | 3 | 1 | 0 | 0 
- Central High School theater remodel and expansion | 4 | 1 | 2 | 0 | 0 
- Central High School addition for rehearsal, art lab, etc. | 5 | 1 | 1 | 0 | 0 
- Central High School acoustical upgrade for music/gym area | 4 | 3 | 0 | 0 | 0 
- Central High School gym space | 6 | 0 | 1 | 0 | 0 
- Field turf and bleachers at Cushman Field (serves both Red River & Central) | 3 | 3 | 0 | 0 | 0 
- Resurface track at Cushman Field (serves Red River, Central, and all middle schools) | 4 | 3 | 0 | 0 | 0 
- Air conditioning | 5 | 1 | 1 | 0 | 0 
- New food service space | 4 | 2 | 1 | 0 | 0 
- New elementary school | 0 | 1 | 3 | 3 | 0 
| **TOTALS GROUP 12** | 38 | 18 | 10 | 3 | 0 |

**GROUP 13**
- Red River High School new theater addition | 6 | 6 | 0 | 0 | 0 
- Central High School theater remodel and expansion | 5 | 4 | 2 | 0 | 0 
- Central High School addition for rehearsal, art lab, etc. | 5 | 6 | 1 | 0 | 0 

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Public Forum 2010
Page 53
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**ALL GROUPS**

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Central High School
Accoustical Upgrade for Music/Gym Area

- INVALID: 1%
- NOT: 4%
- LOW: 18%
- MED: 40%
- HIGH: 37%
Field Turf and Bleachers at Cushman Field
(serves both Red River & Central)
Resurface Track at Cushman Field
(serves Red River, Central, and all middle schools)
% OF HIGH PRIORITY RESPONSES FOR ALL IDENTIFIED POTENTIAL PROJECTS

- New elementary school: 2%
- New food service space: 4%
- Air conditioning: 11%
- Resurface track at Cushman Field (serves Red River, Central, and all middle schools): 15%
- Field turf and bleachers at Cushman Field (serves both Red River & Central): 11%
- Central High School gym space: 15%
- Central High School new theater addition: 12%
- Central High School theater remodel and expansion: 12%
- Central High School addition for rehearsal, art lab, etc.: 9%
- Central High School acoustical upgrade for music/gym area: 9%
RANKING OF ALL IDENTIFIED POTENTIAL PROJECTS

1. Resurface Track at Cushman Field (serves Red River, Central, & all middle schools)
2. Central High School Gym Space
3. Central High School Theater Remodel and Expansion
4. Red River High School New Theater Addition
5. Field Turf and Bleachers at Cushman Field (serves both Red River & Central)
6. Air Conditioning
7. Central High School Addition for Rehearsal, Art Lab, etc.
8. Central High School Acoustical Upgrade for Music/Gym Area
9. New Food Service Space
10. New Elementary School

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Public Forum 2010
Page 69
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Comment Form Results for
Topic #1: Demographic Impacts on Program, Staffing, and Taxation

1. What can be done to reverse or moderate the districts’ declining enrollment trend?

**Group 1**
Trend up and down is natural.
Work on flexing up and down.
Redo boundaries within district.
Reversing trend is futile.
All groups must work together.
More marketing and public relations—get the word out.
Many don’t realize the conservative nature of the area.

**Group 2**
Transition different cultures better (refugees).
Start multi-cultural programs.

**Group 3**
More of a city-wide issues—GF population growing closely.
Are we trying to bring more families into GF?
Noticing more unemployment in the community—we need to figure out how to support the companies providing jobs, especially the lower income families.
Bring up the numbers of families at the Base.
Getting jobs here for the younger people who will be having children.
Construct a dome over the city and change the climate.
Stronger vocational presence—attract students from other districts, advertise what our strengths are—we have a greater breadth of programs to offer.
People are having smaller families.
Consolidation of schools.
Keep people here—jobs, AFB people.
Keep UND students here.
Recruit.
Continue doing what we’re doing—we have good things to offer.
Survey UND students—how would they answer this?
Advertise in the big city—small town offers more.
Get city involved to foster better jobs for graduating students.
Work to keep young Base people here after their time served.
Promote safety, lack of traffic.
Advertise the Community College.
Reduce negativity about cold.
Get people involved in the community.
Promote the work ethic of the people here.
Renovate starter homes in older neighborhoods through grants to make affordable housing for young families.
Market SPA.

**Group 4**
Mitigate outmigration through quality education.
How has enrollment been correlated with decline in city population?
Are people having less children or are that many people moving out?

**Group 5**
Effect of Home School.
Keep students in school—high school level, higher education/trade schools, counseling, intervention program/Community HS.
Base issues.
How do we attract families to area jobs—tax free job zones.
Is there a certain age that opts to HS/private school—possibly contact them.
Prompt special interest.
East Grand Forks issues—are they the same?
University impact.
Online classes.

**Group 6**
Look at growing number of Home School(ing) and private schools—inclusive; provide partnerships or capture these students.
Market our school district as a worldwide, world-class school system.
Increase opportunities/instruction for upper level students—SWEP, cross-level reading (Ben Franklin), International Baccalaureate program, etc.
Re-evaluate school populations (boundaries) like small class sizes, more personal. Understand geographic challenge. “Old way” to divide district the way it is.
Better communication/partnership with groups such as Chamber of Commerce.
Magnet schools—need, differing definition.
Race to the top grants—opportunity to create something new.

**Group 7**
New jobs—economic development (outside school realm.)
Capitalize on unemployment rate (outside school realm.)
Class size.
Educational offerings—diverse.
Test scores.
Afterschool activities—not just sports intramurals between schools.
Accelerated programs—elementary included.
School buildings—older vs. new/remodeled.
Image—diversity valued-accepted—families know we are “world aware.”
Home school—why and what is % state/nation.
Advertise our greatness.

**Group 8**
Is there a way to distinguish outmigration from decrease in birth rate?
General consensus is it’s both—change at GFAFB has lowered enrollment out there—hoping that will change.
After major flood in 1997—drop due to out-migration but some of that population has come back. Some new migration inward due to some new business and economic development.
Shift of population within the community and changes of neighborhoods.
New building has taken place south of 32nd (no elementary school exists south of 32nd.)
May need to look at redistricting.
Existing facilities can handle more students so building more schools seems difficult to justify.
K-Grade 3–20 recommended class sizes.
Grades 4-5–18-22 recommended class sizes.
Grades 6-12–15-25 recommended class sizes.
Biggest worry seems to be the future of the GFAFB—we will lose more?
The effects are far more reaching than only the Base schools—effects are felt in town schools (of course, especially high schools) too.
We are seeing people returning to raise families.
How do we get more people to move to this well kept secret? How do we create greater appeal for North Dakota?
Rent and housing costs and property taxes may drive some moving into the are to “bedroom” communities like Thompson, Larimore, East Grand Forks... what can we do without sacrificing our quality schools?
School Board needs to stay active with city and committees, economic development to work to lower taxes and promote growth and economic development—more jobs.
We should be promoting the GFPS. There is a lot of good word of mouth (informal) advertising but we should be doing more.
Follow up to see if the city’s website has a direct link to GFPS website (I think it does.)
District Awards on page 12 should be on our school website (if not already.)

**Group 9**
Community involvement, bring in families for jobs, and get them to stay here.
Great place to raise kids. Grand Cities Children's Choir, great theater program, athletics—keep the programs thriving.
Top aviation university—what else does the city have to offer.
Integrate community into the schools.
Reimbursement to returning young families.
Education program within the college—keep the college students here.
Great schools would take more money and time. Be able to retain our competitive value. Long-term outlook.
Salary for teachers needs to be more competitive. Student teachers leave for better paying jobs.
Good work ethic and other recruit our young people.
Market GFPS in "smart" ways—salaries, cost of living, commute time.
Real estate overstated—entry-level housing costs are high. Housing market is not in line with the salaries.
Home schooling more popular.
School officials get involved with community leaders.

**Group 10**

People have less children.
Job market.
Families that leave sometimes choose to return. Often it is the good education system that brings them back. Also, the community and “family focus” value system.
I think enrollment will come back up.
GF is very welcoming of our immigrant/refugee population. If our schools and people are welcoming, they will stay. Emphasize our ELL programs/supports for these people.
Base (GFAFB) decline has impacted us—how do we attract more people/jobs.
How do we retain our UND graduates/professionals—increase number of jobs, increase salary, sustainable employment.
Agricultural products—pasta plants, etc. might be a “job section” worth exploring.
City government and school leadership should partner to explore job/technology and industry growth.
NDSU has a business idea support program, does UND?
Increasing salaries for professional jobs and technological jobs.
Partnership with UND—for the benefit of our students. City brings in jobs with better pay?

**Group 11**

How do you make people have children?
Make district attractive via arts/SPA to surrounding area/region.
Need jobs in area to attract people—not a lot of jobs for educ. people.
UND is bonus—need jobs that would keep them here—make town more appealing.
City needs to give a bit and become more attractive to young people.
ND Scholars program—state doing what they can to retain seniors to go to college.
Need to promote good school system/City needs to promote it more.
City needs to do more to attract business/work to expand GFAFB.
Emphasize extracurricular activities and expand. Some parents have to go to Fargo for soccer club or chess club.
Economic development isn’t always a guarantee—if worldwide economy goes down it will be felt in GF. Need to deal with declining enrollments.
Isn’t just GF; most of ND is declining; West Fargo is increasing.

**Group 12**

Major options:
- More business growth—better wages, cost of living addressed.
- Add attractions—zoo, clothing stores, social aspects, diversity.
Out-migration might be something to fight—high taxes, home costs.
Why do people stay here?
- Post-flood greenway a benefit.
- City is becoming more family-friendly.
Types of jobs being offered are entry-level, line work (here).
Dr. B—starting salary in WY min. $50,000 to attract new people, retain young families—can the state do it?
Incentive pay to go into rural areas?
Housing stipend?
Advertise the benefits—Park Board, dances,
Some people are not coming back but marketing could help it happen for some.
We could be more welcoming to new students.

**Group 13**

How to pull more people into the state of ND by job creation, economy?
Base personnel requested GFAFB because of the school.
Need to address:
- What is the problem—money paid to employees in state of ND, size of large cities, technology, etc.
- You have to know the problem before you can fix it.
- Public entity, private enterprises to come up with the incentive to attract more people.
- Currently, state of ND doing well economically may help attract more people to the state.
Need to work with people trying to bring more people to state of ND and in particular city of GF and let them know the great schools, i.e. sports, theater, educational opportunity—more marketing.
Target family attractions, i.e. skating rinks outdoors, theater, arts, music, etc. Present what we have to offer.
Keep youth in the state—pay is lower here. ND leads the nation in people working second jobs. They leave and want to come back, but can’t afford it.
Increase salaries.
Sometimes money isn’t everything. Crime and unfriendliness are hard to live with. ND is worth coming to.

**Group 14**
Projecting future enrollment.
How does school board plan with projected enrollment? Census, City, Outreach programs, students currently enrolled.
How do we bring more people to GF? Economic development, have more children.
What have other school districts done to reverse or moderate the declining enrollment? Tax incentives.
What is causing declining enrollment? Air Base, will it stabilize now?
Schools are strong maybe promote school/economic development (other groups) together (UND, business).
Communicate it better.
Promote high quality of life.
GFPS marketing component—promote quality education, work with Chamber to educate new families, quality education, and opportunities.
To what extent will enrollment continue to decline?
Is this short term—flood, effect of Air Base?
Will enrollment increase/stabilize in future?
Is this going to continue the next 10 years (declining enrollment)?
How does depopulation of rural areas affect GF?

**Group 15**
What control do we have over it? State old population, people are not having babies—face it, not address it.
See consolidation? Offer benefits giving up autonomy. Missouri did so transportation provided by state.
Combine with Emerado with Base, especially for sports.
Population of Base is mission driven.
Attract private school population to public.
Outreach neighboring communities, co-ops, partnership with private schools.
Small town atmosphere is a draw.
Need to address opportunities for people to stay here—how to draw?
How do we create as a community a quality of life to draw people here? Red River Valley sponsored by Dorgan, attract businesses here instead of Fargo. Our community needs to address this, not only school district.
Formula to decide where to go: 1) pay, 2) status, 3) location—how to get people here sometimes have to increase one or other to get people here.
Cost of living high—way over Fargo.
Encourage our children to stay here—go to school here and live here.
School system is a huge draw.
Expose college students to what is here.
Newcomers experience negativity. One was in house for 6 months before greeted by neighbors and she sought the neighbor out.
Media has created a black eye in for our community.
New people have to prove themselves.
Community is insider/outsiders present a new dynamic.
Might be weather-driven, especially older neighborhoods cold in winter and at lake during summer.

**Group 16**
Why are we having a declining enrollment? Many moved away during flood. Now smaller family sizes and less people on farms and such.
Lower wages offered in Grand Forks—makes it difficult for people to stay here or move here.
At the school level of enrollment, has to do with where housing is located.
Idea—support local business. The economy needs to be stimulated to keep companies open.
The university seems to be growing; maybe we could work closer with the university to promote growth.
We have had growth in the medical system.
Do we promote our schools to perspective employees? Altru does verbally promote our schools; we have a website as well.
Not sure if there is a brochure.
We could educate our community members to promote our schools and community.
Could we make sure that realtors have pamphlets and info available to promote our schools?
Marketing is crucial.

**Group 17**
Bring in more business with younger employees.
New ND scholarship for students will help keep kids here.
Downtown revitalization efforts to bring people to north end schools (city moving in right direction).

**Group 18**
Have more kids.
Ideas about drawing people to GF?
Businesses related to technology.
The business climate seems to dissuade people/businesses from outside. City Council doesn't seem to make it easy to start up new business.

Work with the Base and work to show support for the Base (the community support may have waned.)

The Base schools are beautiful facilities but enrollment has affected our total enrollment here in GF.

**Group 19**

How do we attract more people to GF?

Out-migration is a big problem.

City needs to bring in business with good wages, esp. younger people.

What are we lacking?

Moved here from Omaha, NE, houses and taxes too high here. Couldn't buy a house.

Need better shopping.

Town has attitude they can pay low wages because it is a university town.

Not enough good job opportunities.

What does Fargo have we don't? Better paying jobs.

Wyoming—used oil money for teacher salary—brought young teachers back. Should ND do that?

Incentive pay for rural areas.

Some salaries are higher here because companies can't get employees.

Give first-year teacher, or anyone coming back, an incentive, but don't guarantee it if oil money goes away.

Need good marketing of our city.

Need lower taxes.

Advertise our Park Board activities better. Need more activities for middle/senior high kids.

Can't do anything about the weather.

**Group 20**

What is the situation at South (crowding) vs. Valley and Schroeder where there tends to be lots of room in the building?

Parents need to know way in advance if borders are going to change.

Boundary considerations need to be made at elementary school to make the dynamics of the buildings equitable.

Person/Education is a lot of schools and schools with different populations.

What can we do to enhance/change the schools to entice people to move here?

What is being nationally vs. here?

Same size families comparing today to 70's—not going to happen.

Lower enrollment in some of our buildings is a good thing. We don’t want packed schools.

Classes at Century—attendee thinks parents no happy with big class sizes.

Lake Agassiz too large also.

What attracts people to our city: Greenway, downtown activities, community schools.

Let people know that we have a safe, nice community.

Is the district doing a good job of strategically planning? Why aren't more activities being done to keep track of potential future numbers in school? (This person has a 3-year old and she called school to let them know that she'd be attending the school in a couple of years. Was there a place to sign up or things for preschoolers? She was told, “No.” She works on east side and they have activities there.)

A Para in the district wants a job teaching and is seeing class sizes balloon at GFC. If he doesn't get a job, he will have to move.

Jobs are needed in town.

Staff and buildings are in place; things just need to be redistributed to even class size out.

Why not bus kids in programs like ESL from Century to another building that would have a lot more room to give them more individual attention?

Would hate to see Wilder close if there’s a way to bump up numbers. (Pool in that area will draw young families as older folks leave/die.)

North end versus south end elementary schools—we need to remember that north end schools are intended to have smaller numbers. Room to grow to the south.

One person bought their house having been told that an elementary school was going to be built in the area. How can we justify building a new elementary when we currently have room?

If bussing is needed, one parent thinks okay...either way, she would drop and pick up her kids.
Comment Form for
Topic #1: Demographic Impacts on Program, Staffing, and Taxation

2. If a declining enrollment trend continues, what would you suggest the school boards consider as response options?

**Group 1**
Offer more career and Tech Ed in high schools--more comprehensive.
Special Ed Center.
Boundaries should be enforced.
School that could be used for "gifted" children.
Boundaries are not fences.
Shift the lines around to equalize schools.
Reassess boundary lines every couple of years.
Less movement of teachers between buildings.
Closing schools is a short-term fix.
Changing boundaries can’t change frequently.

**Group 2**
Start multi-cultural programs.
Proactive role in recruiting students from outside.
Recruit businesses.
Student incentives to stay possibly going to UND.
More community programs to keep youth interested.

**Group 3**
Keep offerings that are currently in place not matter what.
Close small schools.
Keep pressure on state.
Consolidate schools.
Do not give up services.
Keep programs, rather than cut, make things more efficient.
Raise taxes rather than cut, cut as a last resort.
Maintain excellence; have to continue to have the good offerings in order to attract more people.
Good managers of our money--what is the best direction we can take both the city and the schools.
We have some really good things going--class sizes, teachers.
Strongen staff and administrators.
Consolidate to balance enrollments.
Boundary lines might need to be changed.
Migrating southward--south end school might be needed.
Cuts will create anger, chaos.
Why do we only tax homeowners for schools? Dedicate part of or add a tax (i.e. sales tax) that would go towards the school.
This would help homeowners as well.
Keep the quality offerings we have.
Give students a reason to enjoy their education so they come back.
Neighborhoods change, demographics are needed before changes are made.
Census #s will help.
Redistricting if needed.
Use space in smaller schools for other programs.
Bussing? Would this be an option if schools were to close?

**Group 4**
Attrition continuation--district has done well.
Size of student population be based upon a percentage of capacity at a school.
Assess cost based upon per student, i.e. $20 per student per month.
Look at long-term demographics--enrollment.
Change boundary lines to fill smaller schools and reduce over capacity in other buildings.
Strongly consider transportation for families.
Cost-effective programming for students before and after school.
Curriculum issue to meet MAP scores.
Consolidate extracurricular programs like band, orchestra, intramurals instead of losing a school.
Team with UND or Lake Region for AP courses.
Pilot program to start 10-11 for dual credits.

**Group 5**
School by school.
Redistrict–redraw the lines.
Neighborhood schools.
Redraw lines–most effect/cost effective.
Behavior issues–IEP inclusion, ELL students, 3 Magnet schools–services lag behind the number of students.
Should boundaries take in effect the ELL students?
Head Start–condense classes, Ben Franklin, Phoenix, Wilder, or Winship.
How many made AYP?
Perception.
Gifted & talented magnet technology.
Benchmark other districts.
Consolidate resources.
Stop transfer request.

**Group 6**
Utilize staff more/better.
Spend less money on sports.
Need information/communication about GFAFB. Increase population there.
Look at campus system–ex. K-3 one building, 4-5?

**Group 7**
No Recorder notes on this question.

**Group 8**
Do we keep the emphasis on neighborhood schools or do we use our existing buildings.
Impact Aid to cover students coming to us from other towns doesn’t come close to covering the cost to the district to educate these students who do not pay into our city’s taxes.
If we are not filling our schools, we should look at bussing for redistricting.
Open enrollment–should it be limited more to make use of our current buildings. Do we need to redistrict again?
General feeling is to redistrict–lines drawn do keep some students as placed even with open enrollment.
General feeling is to put funding into the existing structures (provided they are sound.) Opposed to spending much more for new buildings.
Look at demographics to realign and redesign the boundaries without over reacting and doing this too frequently.
More people are driving their students even to “neighborhood” schools.
Has Grand Forks subsidized busing for students?
Look at greater subsidies for busing students. This would be less costly than new buildings.

**Group 9**
Continue funding and keep the interest up to young families. Not cutting programs. Show appreciation for those here.
Increased funding yields increased production. Programs that deliver excellence.
Efficiency in equity, balance.
North end home restorations to bring families into local school area.
Neighborhood school is a mindset. Technology allows to keep in touch with school.
Bussing–can’t believe there was no bussing at school. Should be an option for equity and efficiency.
Dietrich is a disaster–late, not show up, packed.
Need good teachers and parental support.
School starts after parents have to be at work. Students dropped off early. Matching school times to work times.
Like the proximity of a neighborhood school and not a virtual neighborhood school.

**Group 10**
Not sure it is fair to show student: teacher ratio as an average. Ex: L.A. 22 stud. Per kind. Room vs. Phoenix 13 stud. Per kind.
Some schools have a large class numbers and some have a very small size. Should this be more equitable?
Maybe bus student to Wilder or another building with low enrollment.
Redraw enrollment lines (redistrict) from time to time based on enrollment.
The board should be aware of “guidelines” for size of our rooms. Some schools are facing 22-26. Century is getting large.
Bus special needs kids from Century/L.A./Kelly to Wilder.
Community H.S. to Wilder.

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ELL support services to Wilder.  
What about the neighborhood school concept when we consider Wilder.  
What does infrastructure support for repurposing a school? Ex. Wilder for Community HS.  
Century/Kelly are not land locked and enrollment is too big.  
As teachers retire they are not being replaced, will that continue?  
Raise participation fees for sports/other school events. Can this be done without discouraging some students from participating because of financial hardships? Consider it, if needed.  
Are there other noncritical jobs/lighting or other ways to reduce expenses as needed if enrollment declines. We also have off peak agreement.  
Energy has impact on rough years–snow removal.  
Partnerships with city–new school on south end, brings in new housing, jobs, and families.  
City provide some $ for support of north end schools?

**Group 11**  
Don’t build any new schools. Time to redistrict and redraw boundary lines.  
Should magnet school change? Why make magnet school out of school that is already full without ELL students.  
Combined classes don’t always work–3/4 grades don’t work as well as others.  
It’s time to talk about closing elementary schools and shift boundaries.  
Emphasize that there are 3 high schools.  
Hard decisions have to be made–what point are all the schools sustainable?  
Imp to find a school and get involved to make it what you want.  
Drawing boundary lines for high school wouldn’t work–letting students choose works.  
GF gets federal impact aid; Bismarck and Fargo don’t–it’s like GF getting extra mills.  
Should report teachers’ raises and compare to average worker raises in GF.  
Fargo, Bismarck, GF # of students and teachers and post/report the student/teacher ratio–need to show what GF is spending to educ. per student.  
Implement user fees. If people want to participate in something, they should pay for it.  
What is GF going to do if ND can’t sustain tax/property breaks?  
Enrollment based on kids in school.  
Imp to have neighborhood schools–look at true demographics before deciding to close a school.  
What will happen to school if it’s closed?  
School district may need to look at overhead expenses and support staff.  
Demographics need to be solidified before a decision is made about a school–where do kids 4 & under live.

**Group 12**  
Smaller class sizes–18-20 district average. Kelly and Century are full–several sections (4) with 22 each. Other schools not that big right now.  
Bus to North end schools. Base system still takes students to school.  
Boundary lines need to be changed. Most new homes in Century School.  
Century (and Lake Agassiz, South, RR) are ELL so can that change. Bus special needs or ELL also. 200 families are from refugee situations. Century will be short a room in a year. 18 ELL kindergarten.  
RTI may cut down on our incoming special education students - Autism magnet?

**Group 13**  
Do not eliminate programs to solve declining enrollments.  
Put more money more in the classroom. Problem will snowball if reductions are made.  
Reduce faculty and programs–do some of both.  
Cost share space with other entities, nonprofit entities share space with GF district. Would save money.  
Bring Community High into maybe Red River basement or other facility. Don’t rent from the State. Kids are waiting to get into Community High and can’t get in because of space.  
Maybe not replace teachers who retire and still keep class sizes down. A way to cut without laying people off.  
A mistake would be made to increase local taxes when state has tried to decrease it. State needs to pay more public education. Lobby state for more funding for public education.

**Group 14**  
Does GF Education have a Foundation? Yes. I have lived here 20 years and didn’t know GF Foundation for Education existed.  
Charge more fees for activities or cost of service.  
“Launch GF”–recruitment/retention of people in GF. GF needs to spend more tax dollars on getting people to stay in GF.  
Everyone should pay taxes even if you don’t have children attending schools.  
Budget–increase revenue or decrease spending.  
Board needs direction in what should be cut, if needed.  
Focus on raising funds, not cutting staff.  
Smaller schools–we need to be really careful to not eliminate/make quick-fix decisions. Want to maintain quality education that all of our students currently get. Maybe some of those areas will have younger families move in.  
Is this caused by current housing crisis? Will it rebound? Demographics of neighborhood change over time.  
Better city planning–more housing where schools currently exist.
Impact of ELL students—Century, South, Red River. What percent do they stay? Do they live in other neighborhood schools? South ELL numbers tripled since last year. Magnet schools to provide better service for students. They have a choice to stay in neighborhood school. Government working on better funding for ELL programs (currently don’t fund.) Are small schools (Wilder) affected by ELL magnet schools? 11 different languages (at South). Goal is to get them back into their neighborhood school. Great to have these students/families in our schools/communities.

**Group 15**
Co-oping.
Reaching out.
Redrawing lines, e.g. Viking small, Kelly and Century huge.
Anyway to change—look at what other districts doing.
Look at not doing open enrollments.
City Council—look at drawing in businesses, work on welcoming and encouraging college students and that age to remain. Community needs more draw—seem to have sports–university communities usually offer more diverse activities and events.

**Group 16**
There doesn’t seem to be a balance between class sizes. Participant’s student is in 2 classes, one with 30+ and another with 15. It’s much more difficult to learn in the larger class size (at high school level, scheduling problem possible.)
Difficult to divide classes evenly depending on location of the population. Don’t want to lose retired population from increased property taxes. Census info may be able to help with demographics. Discussed Eielson and Twining reconfiguration as an example. Can anything else be done besides reconfiguration? Maybe bus service should be added into taxes, or not used at all (versus just for some). Share resources, especially at the high school level; class just offered in one building or at a university. District lines need to be redrawn to have a more even population in schools. Look at how we use the facilities—length of school day, weekend use.

**Group 17**
Move Community HS to Wilder—reduce district costs by eliminating lease. Step back and re-evaluate what’s more important—what are the objectives? Open and honest process for making those decisions about closing schools. Strive for excellence; don’t settle for mediocrity by eliminating programs; we’d pay to provide opportunities. We’re in a good place now—schools are now within suggested ranges (at HS level), no more relocatable buildings at elementary level, class sizes moderate, etc. Knock down athletic/extracurricular travel; take away one long road trip per group to save $; coordinate travel to save costs. North end elementary schools—population doesn’t support the need for as many schools; can we shift boundaries? Should be close one? We don’t need to build another school if we’re thinking about closing one. Wilder—costs to operate? Cost to remodel/repurpose for use as Community HS? Using Wilder for magnet school. Cutting athletic travel—not a lot of competition for some sports in our area. How much more room is available at Winship, Wilder, and Phoenix? Are schools being remodeled so that they can handle a certain number of students, or are there other reasons for remodeling?

**Group 18**
Proceed with right-sizing staff. Viking has a 5th grade with 27 students—not meeting guidelines for student numbers per class. Phoenix has 16 in a class.
Not replacing high school teachers as retirement occurs—30 kids in core area classes (English Comp example). Do we need more boundary lines? How quickly can the school board react to the fluctuating class size populations? Need to be able to adapt to changes—for example, if numbers increase at the Base, can we adjust quickly. Floater teachers to fill in as needed? Boundary line changes—what about children riding buses? If the children live more than a mile, will busing be provided? The cost/benefit ratio needs to be considered relative to the school redistricting issue. Can Dietrich handle busing? School costs if we have to hire drivers/buses needs to be considered. Can redistricting occur which will not put students “one mile” from school? Parents are still driving the kids most of the times these days (climate). Nobody wants their school to close but closing a school may not solve problems. Open enrollment request can be denied to keep schools balanced due to current numbers. The open enrollment numbers don’t seem significant at this time. Incentives to encourage enrollment in low population schools?

**Group 19**
Already have kept class size down and right sizing. Bus system costs money.
Base still buses kids to school.
Change boundary lines.
ESL program - 1 at Century - and preschool special needs...bus them to a declining enrollment school.
Reading Recovery program - is it the best method of teaching?
Don't increase class size or downgrade programs.
Can special education programs be cut? Enrollment is down and special education costs are up. Our special education programs are so good, people come here for it.
Parents come to Base because of special education programs.

**Group 20**
The school board is going a good job of watching spending.
Of the 13 biggest cities, we are considered moderate because we are right in the middle regarding spending in schools. Is this true?
Cost of special education students/non-English is going up. This is a concern.
Reports on infrastructure should have come before this meeting. Decisions/opinions would be easier to provide if we had the information first.
Comment Form Results for
Topic #2: Facility Needs

1. What identified potential facility projects would you recommend be given highest priority by the school boards?

**Group 1**
- Less itinerate staff, facilities ok—meets needs of children better.
- Is there a criterion for activities?
- Cost/participation ratio.
- Safety issues.
- Good for kid?
- Air condition buildings—we wouldn’t tolerate cold in building.
- Resurface track.
- Landlocked schools.
- Bus drop off lanes at some schools.
- Concession areas at schools for PTOs and students.
- Gym addition at Central—not enough space.
- Track is a safety issue.
- Size of classrooms—is it adequate?
- Career & Tech Ed facility upgrades.

**Group 2**
- Refer to green sheets.

**Group 3**
- A new gym at Central is a definite need.
- Stage at Central is awful.
- Make Fine Arts a priority.
- Upgrades and renovations to Fine Arts facilities are needed at both high schools.
- Air conditioning needed as we start school earlier. Some schools only partly ACd, or start school later.
- Air conditioning should be a continued effort.
- We need to have facilities that support the programs our kids are involved in.
- Air conditioning for optimal learning.
- Need facilities built—do it right the first time–don’t have to go back and redo later. Numbers are there.
- Work on these as money is available–make it fair.
  (Note—group got side-tracked with calendar concerns.)
- Community High School currently being rented—no gym, no library; one of the elementary schools could be used.
- RRHS theater expansion.
- Air conditioning.
- Make things as equitable as possible among schools.

**Group 4**
- Comprehensive study on food services at all schools.
- Cushman Field should be priority.
- Co-curriculum mandated by community (programs that community won’t do without.) Example: track. Cushman must be renovated to fullest.
- Facilities study needs to be comprehensive to include all core-curricular and extra-curricular areas including areas that are displaced...gym space, arts, theater as core-curricular extra.

**Group 5**
- Make a draft report to get cheaper bond rate work with stimulus money.
- SPA size.
- Fine Arts versus sports.
Health risks—expose elementary/middle to swimming.
Ticket sales of SPA/music analysis.
Scheduling conflicts for gym spaces.

**Group 6**
Clarification of air conditioning needs—definitely, if had year-round schools.
Central kitchen—outdated, difficult for large trucks to enter, new one may allow to accommodate other school districts.
Red River—needs more seating and stage space to accommodate growing performing groups.
Make upgrades equitable.
Central - is very well maintained, kept up, beautiful school.
New track needed, safety issues now.
Parking—where for new facilities.
Turf would be great, greatly reduce maintenance, much more use.
Do not create (one) single performing arts center; will not serve the students.
Awful to have to go to Empire for middle school performances. Schroeder and Valley have little to none performance facilities.
Reduce maintenance costs and bussing.
Need more funds toward enrichment (academic) supplies, personnel.
Is Community HS rented? Expand this program, provide more opportunities.

**Group 7**
Air conditioning.
Fine Arts.
Building maintenance for older schools.
Let parents know how stimulus money is being used for facility upkeep—windows, roofs, etc.
ELL program - Wilder.

**Group 8**
Gym space at Central—very tight, but the fact Central is landlocked is a major issue.
SPA was looked at expanding facilities and being upgraded in 1997 before major costs due to flooding. This is not possibly affordable, but this isn’t a new issue. Could a remodel for RRHS Theater be looked at? Would it be less costly to move into the commons and also expand the commons out too rather than a new building—what would be more cost effective?
Resurfacing track at Cushman and new type turf. Consider safety issues—these projects could prevent injuries to our students.
What benefits the most students? SPA affects almost all GFPS students (even if they are spectators) but does it need to be so grandiose?
PEP grant added great exercise equipment but it took away wrestling space and took away gym space. Central buses teams to 7 buildings currently.
If Valley’s enrollment numbers are declining, couldn’t food service expand rather than move to GFEC? What would happen with that space at Valley? If enrollment has dropped, why is there a greater need? Is there room to do more at the schools as was done in the past or would that cost more in terms of human capital expense?
New elementary school seems to be the lowest priority.
The group sees a need for Central gym expansion and SPA, but not necessarily a new building. Seem to favor a remodel.

**Group 9**
Elementary school on south end—is there enough need?
Air conditioning—good environment to learn and teach in. Start after Labor Day and go after Memorial Day. Get all schools the same air conditioned. Reason to do it use EERC as source to pilot a project with grant money.
Big school, class size getting larger. ELL at Century when north end schools have more room. Ties into the 4 Es. Students aren’t getting necessary assistance.
ELL program is growing—use north end schools with lower numbers.
Gifted programs, accelerated programs in schools.
16-20 class size for elementary.
New theater addition, sound and lights, not functional as theater. No on-site space for storage.
Resurface track—like that it’s used by both high school and middle school.
Music and theater top priority—SPA program. Need bigger venue to handle productions. Science labs need to be updated.
Sports facilities updated. Find a balance between all areas. Do not update one area at the cost of another.
Lease space—not long term issue.
How many projects can be done without taxes being raised? Yes, we can.

**Group 10**
Air conditioning in buildings, in all schools.
Music/Arts additions were not taken care of after flood remodels.
Improving facilities will bring events to our city (track meets, etc.)
Track/Field should be redone.
Central HS is in need of more space for cross country, track, wrestling, basketball, etc.
Valley MS Music Dept. needs improvement as well—equity is a question. All students should have what they need.
Use the Fritz? Rental is very expensive at the Fritz.
Can we wait for the recommendations until the external “review” is done?
Can there be a central facility for theater programs? Can a new building be bought/built? Much like Cushman Field?
Schroeder needs music/theater space.
Community HS is in need of a home. The facility is not adequate.
Community HS students feel like they aren’t as important.
Move food services to Wilder, perhaps.

**Group 11**
Why is new elementary school always on the list?
With declining enrollment, why is there a need for new food service space?
Why build new when needs in existing facilities? Take care of what you have before building more.
Year-round school—what would benefit kids most?
Why field turf? Better and allows sport to use it.
#s 2, 3, and 4 go together on green sheet?
What is the cost for this?
What is the need for new food service space? By putting food service at GFEC, costs incurred to take goods to other schools.
Valley is in middle of district.
Key is identifying needed projects, not wants—keep up with what we have rather than building new.
Maintaining is cheaper than building.
District needs to look at bussing if going to close schools.
Do Fargo, Bismarck, and Minot charge for bussing?

**Group 12**
New school? Where did this come from?
Is the Central theater, additions for rehearsal, and acoustical upgrade not one thing? This needs to be done together. They ought not be considered separately—not equitable.
Gym space is a problem too, especially at Central.
Highest priorities? Cushman has to be done now or we pay more. Food Service upgrade—not satellititing—not considered. Gym space at Central—PEP grant, wrestling. Not new school with small enrollments now.
The population has moved from West, Wilder, and Winship. UND student spillover changes neighborhood.
Chester Fritz and Empire Arts available for SPA? Theater?
Acquire YWCA, old Civic Center? Make new or extra gym out of it.
Moving Community to another building seems to be a good idea, but relocating a neighborhood school is difficult. Don’t.
Cushman Field may help soccer, may be impacted by Arts Center.
East side bleachers and concessions? We think so.

**Group 13**
Central freshman never practice at Central. A player was injured and was at Lake Agassiz with no trainer. Not acceptable.
Have only one gym. Choir concert at an outside location because the musical is in the gym.
Couldn’t we redraw boundary lines instead of building a new elementary school?
Use Wilder for Community High and quit paying rent.
Financially, it does not make sense to build a new elementary school. Redrawing boundary lines makes more sense.
Need to think of Central and Red River as both in the district, not 2 separate competing places.
We don’t need air conditioning for the 2 weeks to a month when we could use it.

**Group 14**
RR Theater/Central Theater—not decided until after forum data, April 15th analysis of district. Money approved for initial study of projects and proposals.
April 15–study from facilities studies, NCA, Roger Worner—look at entire picture.
Central, what are their priorities? Principals involved? Yes. What is needed? Infrastructure.
RR/GFC facilities have been studied all summer. Recommended: theater, GFC first; RR new space.
Theater changes affect track and football.
GFC needs theater space. Difficult/dangerous students building sets on theater.
Both spaces in GFPS aren’t big enough.
1,000 seat auditorium is great. 750 good.
RR lecture bowl in 1967.
Hard to make decisions when we don’t know how much these projects cost.
RR will eliminate practice field with theater—need practice space. Can’t practice and play on the same football field.
RR concern–reconsideration of traffic is a must. Unsafe, can’t get people in and out or fire truck if there was an emergency.
Example, GFC/RF basketball game at RR.
Approximately 750 seat theater, parking concerns increase.
How is declining enrollment and spending money an OK conversation at the same time?
Certain mills are used for specific items.
Very good budget; impressed with district.
No increase in taxes for theater projects and field turf.
**Group 15**

Gym at Central.
Track at Cushman—huge issue and what about an indoor facility?
Used by elementary, middle, senior high.
This spring—where practice, especially throwing?
Park District facility—shouldn’t this be offering such too—indoor track?
Park Board and School District work together. Track meets and other sports meets bring monies to community.
UND join with community.
New elementary school in south part.
Old schools—neighborhoods recycled.
Leased facility—go into a facility that is currently here but combine two of the smaller.
Lot of perks at certain size—e.g. collaboration.
Ideal class size versus school size—15-20 higher or lower, that’s the trigger. Look at possibly percentage or formula. Not look cross board but class-by-class size.

**Group 16**

What is the elementary school with increasing population? Century, Lake Agassiz, Kelly. Would the shift at the south end mean a new school being built?
Appreciation for an indoor track; would like to see the track resurfaced (and a water fountain.)
If new units were built downtown, what age of population would be housed there? How would this affect the school population?
Hope for new theater and additions for both schools.
This is a very exemplary school district. It is important to keep equality in our schools, both in the elementary and secondary schools, as well as high schools.
Would like to see some shared facilities, promote both high schools working together.
Throughout the day, auditoriums and outlying classrooms are used. One reason why we need 2 facilities.
Have heard the buildings should not cause taxes to be raised.
Participant very concerned about taxes.
If we didn’t build, we could lower taxes about 4-5 mills.
How much would the facility be used throughout the week? All day long; various classes using them.
What does the state pay per student? The goal is for the state to pay 70% for educating a student. Some of this covered by the government for special needs. Last year the state was only paying about 45%. Now it is more.
Redo of the track and theater were the last 2 projects that didn’t get done after the flood. Theater project is a little bigger than the original plan.
Don’t have to raise the mill levy—just can’t lower it with the building project. Part of the money can be 0% interest.
Track has to be done—safety issue.
If once the study has been completed and there was something else that needs to be done, would that cause taxes to be raised at that point? Could still stop the building of theaters after the study came out, if needed.

**Group 17**

District’s financial picture is excellent—well done.
Funding is available for RR/GFC theaters—go for it now.
Quality of theaters doesn’t match quality of kids, opportunities.
RR Theater too small for school, SPA performance, and rehearsals. Seats are old and in poor shape. Choir, orchestra, and band must go elsewhere.
RR/GFC theater projects not equitable—one gets brand new facility, one gets same old.
GFC athletic teams practice elsewhere—not equitable.
Turf on Cushman a bad idea for athletes (injuries, etc.)
Need to wait until after facilities assessment to decide which projects to pursue/do first.
Auditorium versus theater—which is needed? What serves more purpose?
GFC theater space too small for theater productions.
Transportation issues have resulted at GFC due to PEP grant facility; GFC gym space should be a priority due to recent space loss; original facility there wasn’t even equitable or useable.
Makes no sense to make these decisions before facilities assessment—nor, if you do, commit to GFC gym project along with the theater projects. Wants vs. needs; or, to make things equitable, take away gym space at RRHS.
Can we scale back theater project “wants” in order to make both schools equitable in all areas?
Fairness doesn’t necessarily mean equality in dollar amounts; each project should meet all needs.
North end impression: brand new at RR, made do at GFC.
RR Theater really driven by/for SPA.
RR/Cushman projects—it’s their turn in the cycle of projects and renovations; they’ve been without updates for a long time.
Parents and school personnel from other schools need to work and rattle cages and take charge to get their projects passed.
Have we looked into working with UND to remodel Memorial Stadium together to save money?
Background on uses for Cushman and reasons for remodeling discussed (dispel some rumors.)
Not a lot known by public about needs for air conditioning and food service project.
Concentrate on how to grow before we focus on facilities—what can we do to grow first and then we’ll have more needs.
We need an open, honest policy of decision making in this process.
How do all of these facilities help to achieve the GFPS mission statement? Asking the question, starting the process should start there instead of our needs/wants. How do these facilities improve education?

Theater remodel and Cushman remodel will benefit and affect more students. Arts classes can handle larger student enrollments; that helps stretch budget.

Look at the big picture—extracurriculars benefit students just as much if not more than academics; well-rounded students equals well-rounded adults.

**Group 18**

**RRHS new.**

Central HS gym space has become inadequate—freshmen moving up.

Cushman field improvements—try to save it now so new turf would make it more available.

If theater expansion air conditioning systems—only a few weeks are hot enough—is the expense warranted?

New food service space (district)—currently at Valley. Has grown to multiple meals per day. Semis delivering in neighborhood.

CHS gym—PEP grant moved to wrestling room moved to the 3rd gym is a permanent home but basketball teams took a huge hit. Practicing at 6:00 a.m., 6:00 p.m. at school and other gyms. Out of 53 practices, only 16 in full size court for junior high teams. Very tight for space at Central. Middle schools are also practicing at 6:30. Other schools in the area have more full size courts (Valley City, for example.) Lots of rumors abound about what could be done to improve things at Central.

Not enough space for arts programs, for example, one Children’s Choir practices at a church. Inadequate facilities at CSH (terrible acoustics for plays.)

Central—prioritize gym and arts programs.

There might not be enough population to build a new school on the south end yet.

Food service—inadequate space for storage and preparation. Food safety and efficiency are risk factors with current system.

Cushman—would need to use Cushman. Need it to accommodate soccer too. Our HS can’t charge admission for soccer because it isn’t enclosed. Bleachers sort of scary condition now.

Snow removal at RRHS—put more money into snow removal at Red River HS. Don’t maintain the “no parking” on the street. Parking lot is unsafe and a demolition derby. The sidewalks aren’t cleaned by handicapped area. Snow isn’t removed before school starts.

**Group 19**

Why are theater things separate? Need to be one.

Central—don’t cut any things.

Air conditioning—across the district.

Your kidding—a new elementary school—enough is enough. Why build a new school when north end schools are empty?

Money is here for most of these things. Do them while we have the money. If it is correct that we have the money.

Shift Community High to a space we own.

Schools were built for population 50 years ago.

North end neighborhoods are hard. Now university population took over. Community is being ruined. Parties every weekend.

Schools in north end have declining enrollment because of this.

Theater—Central has one gym for basketball, bused all over. Also go in cars. Use 4 different gyms.

Chester Fritz—empty all summer. Use it for SPA.

Central needs more gym space.

What is in old building across from Central? Gym in there.

Use empty building in GF, like Chester Fritz.

Treat RR and Central equally.

Fix Cushman field; all schools can use it.

**Group 20**

The theater at RRHS is more of a lecture type facility.

The theater would be/could be used by community events also.

We need a facility that could house “medium” performance arts events. Need to be bigger than any of the schools, bigger than what is being used at United Lutheran Church, but smaller than the Chester Fritz.

A facility needs to be built that can be neutral and used by Red River, Central, SPA, etc.

Concern for north end residents continuing growing SPA programs at RR. Parent would not allow her child to bike to RR.

Use facilities like the Empire. Are they being used as much as possible?

Don’t build a round facility for new theater production.

1,000 seat facility is needed. But is it really worth the money?

We should build a big enough facility to meet as a whole group and not use the Alerus or Chester Fritz. Consider parking at RR to meet the needs of parking.

GFC gym space—real concern. Wrestling has taken over 3rd gym. Why wasn’t there thought to how the new exercise equipment would impact gym teaching space? It seems that the cart came before the horse.

Discussion on money left to pay off buildings and how stimulus money was spent.

Are all of the projects on the green list going to happen?

Community High School—examples of why students go to Community were explained.

ELL students? Adults? What impact does this have on our district?
How about moving Community students to one of the elementary schools and closing one of the elementary schools and stop renting?

Needs for Cushman—the whole community could benefit if Cushman was useable. Bleachers on east side seriously need improvement. Dangerous.
Comment Form for
Topic #2: Facility Needs

2. What other potential facility projects would you suggest be studied and examined for consideration?

**Group 1**
Better communication about what needs to be done.
Develop our Tech. Ed. Dept.
More comprehensive Gifted center.
More needs than a new school.
Co-op with university, Northland, and industries in area to further Tech area in high schools.

**Group 2**
Refer to green sheets.

**Group 3**
Community High School—currently being rented—one of the elementary schools with small enrollment could become the Community HS site.
Research best way to use money to make buildings that can be used in many ways—make spaces flexible—serve whole school, not just specific projects.
Parking at Central.

**Group 4**
Community High School.
Wilder Elementary playground.

**Group 5**
Data from consultations will affect recommendations.
Energy efficient use.
Replacement windows.
Johnson Controls.
Food service.
Confidential of computers.

**Group 6**
No Recorder notes on this question.

**Group 7**
No Recorder notes on this question.

**Group 8**
Alternative High School has rented for approximately 12 years. Does not have their own gym. There aren’t currently enough classrooms.
Drop off areas for more schools that are off the main road.
Pre-ELL school before they are ready to go out and be English proficient; then go to their neighborhood schools, or combine ELL needs with alternative school—new building. ELL population is growing. We really need to address the needs now.

**Group 9**
Class size.
Education ranked.
Community involvement, UND schools—bring it all together.
Equity—leverage something coming, see trends, build now and see what’s coming 20 years from now.
Group 10
What about our core subject areas—science labs, language arts needs, math. We are held accountable in these content areas for AYP—are our facilities adequate?
Can we survey our students on what needs to be improved in their schools? Maybe teachers?
Transportation seems to be an area of concern—heat on bus, air on bus, safety, speed of bus, reliability.
What about the Civic, YWCA building for facility?
Parking at our facilities—RRHS, CHS, Cushman, other facilities, downtown.
Build a new facility for food services? Will this help Valley MS too?
Establish clear boundaries for Valley, Central, South, Schroeder, and Red River.
Many students currently open enroll to go to Central so enrollment seems pretty equal now (RR vs. Central).

Group 11
No Recorder notes on this question.

Group 12
Consideration of consolidating Air Base schools concerns parents here.
Can one building handle all (1/3 2nd 2/3 3rd grade?)
Influx for awhile for shutting down—30 8th grade.
What cut point is there for shutting one down?
Busing in 7th and 8th grade to Valley if there is a closure on Base?
Safety of bus travel is still a concern.
Any big decreases before April? No.

Group 13
Central High School and Red River High School have a gym, theater, etc. but Community High School may sometimes be able to use the School for the Blind’s gym but have nothing of their own. Doesn’t seem very equal.

Group 14
How do the decisions get made? School Board makes final decision on projects. Studies are done to educate school board to making decision. City vote school board members in.

Group 15
Air conditioning questioned.
Gym at Central—use Phoenix, Lake Agassiz.
Wellness—
Parking lot—baseball, Manvel, and Base kids.
Outgrow facilities, especially athletic.
Looking for scholarship opportunities.
Should have state-of-the-art.
We should be a model for other districts—athletic, artistic.
We’re talking about needs important to us. What about others?
Food service.
Community HS—if moved to a school within a school—idea popped up at community go into another school—example given, Winship/Wilder and Community HS located to the other.
Football field—turf—use what you have more efficiently.
SPA—let UND students know.
Build up community. More community connections—Park Board, School District, City Council, UND.
Channel 15.
Preschool. Rochester had many choices. More options—district agenda for new people—visit schools, preschools.
Another option for Wilder—a preschool.
Preschool needs because of kindergarten needs, especially since Head Start doesn't take all.
Recommend again a method to get to new people and show what GF has, or maybe a connection between UND/Altru and district to meet new people.
Base—sports—need to address with coaches—names called, plus maybe the whole school culture—address teachers.
Academic plus facilities for teachers, arts, athletics, and libraries.

Group 16
No Recorder notes on this question.

Group 17
GFC gym.
Loss of parking at GFC with loss of Civic Center parking.

Group 18
Red River parking maintenance and space.
Central parking will get worse when the Civic Auditorium lot is used for new building. Both HS lack parking due to needs for students to drive, even through between schools, classes. Concerns regarding security at the parking lots and surrounding spaces for students, especially early morning or evening activities.

Phoenix—how does it compare with other schools re: services/facilities? Same curriculum/media and computer facilities. Well-balanced, equity across the district.

Is there a difference cost per child across the schools in the district? There is a ratio relative to population, operational costs. You can do a comparison between schools. At HS, combine classes for certain classes (advanced classes).

MN students are coming to UND with college credits. Do the GF Schools have optional opportunities for getting college credits (dual credit course offerings)? A system with Lake Region is being developed in GF. Taught by GF teachers. GF Schools’ students are at a disadvantage now compared to MN students. It could help prepare HS students for the rigors of college.

Interactive technology capabilities will be expanding opportunities for education.

**Group 19**
Food service facilities.
Air Base consolidating schools—can one school hold all students and keep class sizes down? Can Twining hold them all? Base people would not like consolidating. Keeping eye on numbers.
More Base middle schoolers to town if one school closes. Is this an option?

**Group 20**
Community High School—stop renting.
Parking at GFC—with the city making changes to the City Auditorium, we need to plan ahead.
Valley Middle School—CNP out and use that space for music facilities—would be great for acoustics.
GFEC would be a great area to build on for CNP.
How about tearing down the old Y Annex building and use for parking or build there?
While Grand Forks Public Schools is faced with challenges, it is important to note that we are not an organization in crisis. We are fortunate to have good quality leadership and staff, exceptional educational programs and services, good schools, good fiscal capacity, and a supportive community and state government. Despite this relative status, however, our challenges, namely and specifically the challenge of the constant pattern of declining student enrollment, present us with the opportunity to reconsider our present. We have the opportunity to invent a more positive future for our school district.

In 2009-2010 our districts’ have engaged multiple processes to assess the current state and condition of our school districts and collect data and information which can be used to facilitate current decision making, but more importantly, perhaps, can be used to inform long range strategic planning. The districts’ have completed what is essentially an “education audit” through an accreditation process conducted by AdvancedEd and the North Central Association. We have also conducted a complete physical assessment of all school district facilities via an independent consultative process. A comprehensive organizational analysis study (The Worner Report) which explored and analyzed nearly all aspects of our school districts was also completed. In addition, Public Forum-2010 provided valuable opinion and perception data from stakeholders from across the school districts and communities.

The vision is to utilize all four of these sets of data and information to inform a long range strategic planning process which will result in the creation of two physical products. These include a strategic plan and a master facility plan for the school districts. In 2010-2011 it is envisioned that a stakeholder involved and consensus building process will be used to develop these planning tools. These work products will serve the district in strategic decision making in future planning efforts.

District leadership has embraced and advanced a core set of principles which can serve as a foundation for analysis of solutions and options. The principles are packaged in what has been termed “The 4-E Test.” These principles, the 4-Es, are: 1) effective, 2) efficient, 3) equitable, and 4) enduring. Essentially, all ideas, approaches, solutions, and options should be tested against these principles. Obviously, in reality no idea or solution is perfect, but the closer they approximate these values, the more likely they will be good for our organization’s mission and those we serve.

Grand Forks Public Schools enjoys both a proud history and a bright future. The tradition of high quality education is lauded and celebrated. The challenges confronting our educational system provide us with the opportunity to re-invent and re-invigorate our organization to be better poised for the future.