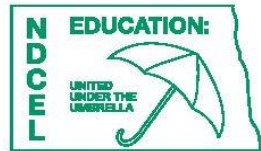
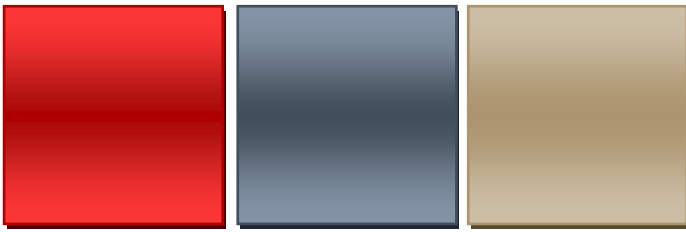




THREE- AND FIVE-YEAR PLAN

[Pick the date]

[NAME OF SCHOOL DISTRICT]



NOTE

Throughout this document, NDSBA has provided guiding questions for school boards and the public to consider. While responses to the questions are not required, they may help school districts develop data-driven strategic plans.

INTRODUCTION

SCHOOL DISTRICT THREE- AND FIVE-YEAR PLANNING DOCUMENTS

North Dakota Century Code 15.1-07-26 requires districts to engage in a long-term planning process during each even-numbered year. Sample worksheets are provided in this handbook to assist in planning.

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

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

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

This report contains the three- and five-year plan for:

_____ School District as approved on
 _____ [date].

SAMPLE NOTICES

NEWSPAPER NOTICE OF PUBLIC DEMOGRAPHIC PLANNING MEETING

The _____ School Board invites the public to participate in a school demographic planning forum in accordance with NDCC 15.1-07-26. This open public meeting will be held on _____(date) at _____(time and location). At this forum, the school board will discuss and receive public input on how three-and five-year demographics may impact academic and extracurricular programs, instructional and administrative staffing, facility needs and utilization, district tax levies, and the district's strategic plan.

NOTICE OF PLAN COMPLETION

North Dakota Century Code 15.1-07-26 requires districts to engage in a long-term planning process during each even-numbered year. We, the School Board and superintendent/business manager of the _____ School District have completed the data gathering outlined in NDCC 15.1-07-26 and held a public forum to receive input in the planning process. This public input is reported as part of our completed plan, and this plan is available _____(specify location such as district office or website) or upon request by contacting: _____

Signature of
Business Manager/Supt.

Signature of Board President

Dated this _____ day of _____, _____
(no later than June 30).

NOTE: This notice must be published in your local newspaper after the planning process is complete.

State law requires each school board to invite the public to participate in three- and five-year demographic planning. (NDCC 15.1-07-26) Many districts hold an open public forum to meet this mandate. This forum must be an open public meeting where the public is permitted to participate.

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.

FALL ENROLLMENT TRENDS

2013, 2014, 2016, 2018

Fall Enrollment

Category	Current	1 Year Projected	3 Year Projected	5 Year Projected
Pre-K Enrollment				
Kindergarten Enrollment				
Grade One Enrollment				
Grade Two Enrollment				
Grade Three Enrollment				
Grade Four Enrollment				
Grade Five Enrollment				
Grade Six Enrollment				
Grade Seven Enrollment				
Grade Eight Enrollment				
Grade Nine Enrollment				
Grade Ten Enrollment				
Grade Eleven Enrollment				
Grade Twelve Enrollment				
K-6 Total Enrollment	0	0	0	0
7-9 Total Enrollment	0	0	0	0
10-12 Total Enrollment	0	0	0	0
7-12 Total Enrollment	0	0	0	0
K-12 Total Enrollment	0	0	0	0

ENROLLMENT HISTORY AND PROJECTIONS

	10 yrs ago	5 yrs ago	Present	% Change	3+ Yrs	5+ Yrs	% Change	Trend (+/-)
Pre-K								
K								
1 to 6								
7 to 8								
9 to 12								
Total	0	0	0	0	0	0	0	

How should these data be used? To guide program, service, and staff planning over the next three and five years and to help make comparisons between your district and other districts of similar sizes for purposes of goal setting and benchmarking.

DESCRIPTION OF HIGH SCHOOL COURSE OFFERINGS

_____ Check here if the district is a K-6 or K-8 district and therefore not subject to the following requirements.

High school course units ¹ that must be made available ² NDCC 15.1-21-02	CONTENT AREA	# OF UNITS CURRENTLY OFFERED
4	English language arts, including literature, composition, and speech	
4	Mathematics, including one unit of Algebra II and one unit for which Algebra II is a prerequisite	
4	Science, including one unit of physical science and biology	
½	ND studies must be offered every 2 yrs	
1	Advanced Placement course or dual-credit course	
4	Social studies including: a). One unit of world history b). One unit of U.S. history* c). One unit of problems of democracy or a ½ unit of U.S. government and a ½ unit of economics. Problems of democracy or economics must contain a personal finance component (NDCC 15.1-21-21)* *Either U.S. history or problems of democracy must include the reading of certain historical documents under NDCC 15.1-21-22	
½ during each school yr	Physical education every four years the unit must include a concept-based fitness class including instruction in the assessment, improvement, and maintenance of physical fitness* * NDCC 15.1-21-24 contains special curricular requirements for health courses.	
2	Fine arts at least one of which must be music	
2	Foreign or Native American language	
2	Career and Technical Education -from a coordinated plan of study recommended by the Department of Career and Technical Education and approved by the Department of Public Instruction	

A unit consists of 120-150 hours of instruction per school calendar year. For more information see [NDCC 15.1-21-03](#). Each unit must [meet or exceed state content standards](#)

² "Make available" means that:

- Each public high school and nonpublic high school shall allow students to select units over the course of a high school career from a list that includes at least those required by this section;
- If a student selects a unit from the list required by this section, the public high school or the nonpublic high school shall provide the unit to the student; and
- The unit may be provided to the student through any delivery method not contrary to state law and may include classroom or individual instruction and distance learning options, including interactive video, computer instruction, correspondence courses, and postsecondary enrollment under chapter 15.1-25.

Questions to ask:

Is the district offering all courses required by state law?

Based on demographics will the district have the staff necessary to offer these courses in the future?

Does the content for each course meet state content standards? Which courses exceed state standards and why? Are standards aligned with the Common Core?

Are the courses rigorous enough to prepare students for college/careers?

How many students are enrolling in AP and/or dual credit, courses and how should this impact goal setting?

HIGH SCHOOL GRADUATION REQUIREMENTS

Courses required for high school graduation are found in NDCC 15.1-21-02.2 and 02.3.

English language arts	4 units (including literature, composition, and speech)
Math	3 units
Science	3 units (one unit of physical science, one unit of biology, and one unit or two half units of any other science)
Social Studies	3 units a. 1 unit of U.S. history b. ½ unit of U.S. government and ½ unit of economics or 1 unit of problems of democracy and c. 1 unit or 2-half units of any other social studies: civics, civilization, geography and history, multicultural studies, North Dakota studies psychology, sociology, or world history)
Physical Education	1 unit or ½ unit of physical education and ½ unit of health
Foreign/Native American language Fine arts CTE	3 units
Electives	5 units
Number of units to graduate	22*
*Student electing the optional high school curriculum under 15.1-21-02.3 need 21 units to graduate	

Check which option applies:

_____ The _____ School District certifies that it offers the above minimum high school graduation requirements.

_____ The _____ School District certifies that it offers the above minimum high school graduation requirements and in addition requires completion of the following courses for students to graduate:

_____ The _____ School District offers only grades [K-6 or K-8] and is therefore not subject to the above requirements.

HIGH SCHOOL ELECTIVE OFFERINGS

List high school elective offerings here:

Name of Course	Enrollment 2013-14	Projected 2014-15	Projected 2016-17	Projected 2018-19

_____ The _____ School District is a [K-6 or K-8] school, and therefore, this section does not apply.

Questions to ask:

Is the district in compliance with state minimum graduation requirements?

Is the district requiring graduation coursework beyond the state minimum? If so, why?

Questions to ask:

What is the educational goal associated with offering each elective?

Is enrollment in any elective declining? If so, why?

Are there electives that should be eliminated or added? If so, why?

Will the district need additional staff to continue offering any of these electives?

HIGH SCHOOL GRADUATION CONTINUED

High school graduation rate over last five years	
2013-14 graduation rate	
2013-14 graduates receiving alternative diploma	
2014-15 projected graduation rate	
2014-15 graduates projected to receive alternative diploma	
2016-17 projected graduation rate	
2018-19 projected graduation rate	

Questions to ask:

Are there any trends in these graduation rates (decreases or increases)? What changes in programs, curriculum, or services may be driving these trends?

How should these data inform short and long-term district goals?

ELEMENTARY AND MIDDLE SCHOOL SUBJECT/COURSE REQUIREMENTS

15.1-21-01. Elementary and middle schools - Required instruction.

In order to be approved by the superintendent of public instruction, each public and nonpublic elementary and middle school shall provide to students instruction in:

SUBJECT/COURSE	OFFERED BY DISTRICT?
English language arts, including reading, composition, creative writing, English grammar, and spelling.	___ Yes ___ No
Mathematics.	___ Yes ___ No
Social studies, including: a. The United States Constitution; b. United States history; c. Geography; d. Government; and e. North Dakota studies, with an emphasis on the geography, history, and agriculture of this state, in the fourth and eighth grades.	___ Yes ___ No ___ Yes, but not offering (list missing required subjects):
Science, including agriculture	___ Yes ___ No ___ Yes but not agriculture
Physical education	___ Yes ___ No
Health, including physiology, hygiene, disease control, and the nature and effects of alcohol, tobacco, and narcotics.	___ Yes ___ No ___ Yes, but not offering (list missing required subjects):

Questions to ask:

Is the district offering all required courses/subjects?

Do courses/subjects meet or exceed state content standards? Are standards aligned with the Common Core?

Are the courses/subjects preparing students to successfully transition from elementary to middle school and middle school to high school?

How will demographics impact number of staff needed to continue to offer these required courses/subjects?

STUDENT ASSESSMENT DATA

	Previous Year		Current Year	
	Met	Not Met	Met	Not Met
Adequate Yearly Progress (AYP)*				

Subgroup Status on AYP

Subgroup Category	Previous Year				Current Year			
	Reading		Math		Reading		Math	
	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met
Students with disabilities								
Ethnicity groups								
Students with limited English proficiency								
Economically Disadvantaged								

*Adequate yearly progress reports are generated based on (1) student achievement in reading and mathematics on the state's annual assessments, (2) student attendance rates in elementary and middle schools, and (3) student graduation rates in high schools.

ACT AND WORKKEY RESULTS FOR HIGH SCHOOL JUNIORS

Test Averages	2011-12	2012-13	2013-14
ACT			
WORKKEY			

15.1-21-08. Reading, mathematics, and science - Administration of test.

1. The superintendent of public instruction shall administer to public school students a test that is aligned to the state content and achievement standards in reading and mathematics. This test must be administered annually to all public school students in grades three, four, five, six, seven, eight, and in at least one grade level selected from nine through eleven.

2. The superintendent of public instruction shall administer a test that is aligned to the state content and achievement standards in science. This test must be administered to all public school students in at least one grade level selected from three through five, in at least one grade level selected from six through nine, and in at least one grade level selected from ten and eleven.

15.1-21-19. Summative assessment - Selection - Cost - Exemptions.

1. Except as otherwise provided, each public and nonpublic school student in grade eleven shall take the ACT, including the writing test, or three WorkKeys assessments recommended by the department of career and technical education and approved by the superintendent of public instruction. The student shall determine which summative assessment to take. The superintendent of public instruction is responsible for the cost of procuring and administering one summative assessment per student.

Questions to ask:

How do our assessment results compare to state and national averages?

[Link to State Assessment Scores](#)

[Link to State and National ACT Scores](#)

How should these data inform goals for our district?

STUDENT SERVICES

SERVICES Unless Otherwise Specified, Services are Optional	CURRENTLY OFFERED		# of Students Utilizing	
			M	F
Adult education	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Athletics	<input type="checkbox"/> Yes If yes, list:	<input type="checkbox"/> No <input type="checkbox"/> Co-op <input type="checkbox"/> Co-op <input type="checkbox"/> Co-op <input type="checkbox"/> Co-op <input type="checkbox"/> Co-op		
Chemical abuse prevention/dependency counseling (NDCC Ch. 15.1-24)	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
School-sponsored student organizations (e.g., honors society, yearbook, student newspaper, etc.)	<input type="checkbox"/> Yes If yes, list:	<input type="checkbox"/> No		
Counseling (required NDCC 15.1-06-19)	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Distance education	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Early childhood education (ndcc 15.1-37)				
Gifted and Talented Program (NDCC 15.1-32-10)	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Kindergarten (required service, NDCC 15.1-22-01)	<input type="checkbox"/> Yes <input type="checkbox"/> Offered in District <input type="checkbox"/> District pays for students to attend kindergarten in another district (list):	<input type="checkbox"/> No		
Library/media	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Other extracurricular or co-curricular activities (e.g., debate, speech)	<input type="checkbox"/> Yes If yes, list:	<input type="checkbox"/> No <input type="checkbox"/> Co-op <input type="checkbox"/> Co-op <input type="checkbox"/> Co-op <input type="checkbox"/> Co-op <input type="checkbox"/> Co-op		
School resource officer	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Social worker	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Special Education (required service, NDCC 15.1-32-08)	<input type="checkbox"/> Yes <input type="checkbox"/> District participates in _____ Special Education Unit	<input type="checkbox"/> No		
Student performance strategist (required 15.1-07-32)	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Transportation (See NDCC Ch. 15.1-30 and 15.1-32-16)	<input type="checkbox"/> Yes	<input type="checkbox"/> No		

Courses/services receiving through REA:

Courses/services potentially accessible through REA:

Questions to ask:

Is the district providing all required services?

Are the optional services offered being utilized?

How might demographics impact service offerings?

Are there optional services that the district should eliminate, add, or consider co-oping with a neighboring school district?

STAFFING

INSTRUCTIONAL STAFF

	Current Staff— Include instructional coaches, counselors, and librarians	Projected	
		3 Yr. Projected	5 Yr. Projected
K			
1-6			
7-8			
9-12			

Class size may be governed by your negotiated agreement and is governed by [North Dakota Administrative Code 67-19-01-36](#).

SUPPORT STAFF

2013-14	Food Services	Maintenance	Aides	Secretarial/ clerical	Transportation	Extracurricular	Other
K-6							
7-8							
9-12							

ADMINISTRATIVE STAFF

	Current Staff	Projected	
		3 Yr. Projected	5 Yr. Projected
K-6			
7-8			
9-12			

Administrative time assignments based on student enrollment are listed in [North Dakota Administrative Code 67-19-01-16-22](#).

Questions to ask:

Does the district need to increase staffing now, 3 years from now, 5 years from now? In what areas (instructional, support, or administration)? What is the reason for these changes (demographics only, changes to course offerings, etc.)?

Is the district in compliance with state rules on classroom size and required administrative time based on enrollment?

FACILITIES

Facility	Grade Level	Capacity	% of Capacity	Deferred Mntc

Questions to ask:

When will the new facilities or upgrades be needed based on demographics? Are areas unsuitable for instruction (commons areas) currently being used for this purpose?

Can any current facilities be repurposed?

Do any current facilities need to be sold?

Will the district need to increase its building levy (10 mill max) and seek voter approval of bond issuance in order to accomplish facility goals?

Facility Upgrades Needed (please list): e.g., Fire code, ADA compliance, energy efficiency, air quality, facility security, technology upgrades, etc:

DISTRICT FINANCIAL DATA

GENERAL FUND REVENUES, EXPENDITURES, BALANCES

Year	Revenues	Expenditures	Balances
_____ to _____			
_____ to _____			
_____ to _____			
_____ to _____			
_____ to _____ Current			

EXPENDITURES/PUPIL

Year	General Fund Budget	Pupils	Expenditures/Pupil
_____ to _____			
_____ to _____			
_____ to _____			
_____ to _____			
_____ to _____ Current			

MILL LEVIES

Year	General Tuition	Building	Other	Total
_____ to _____				
_____ to _____				
_____ to _____				
_____ to _____				
_____ to _____ Current				

See [NDCC 57-15-13-14.2](#)

STATE AID

School Year	Amount
2010-11	
2011-12	
2012-13	
2013-14	
2014-15 (projected)	

Questions to ask:

What are the financial trends of the district?

What are projected revenues?

Will they support the district given the demographics projected and goals established by this plan?

What are the future financial challenges for the district?

How do the district finances compare to similar sized districts in North Dakota?

OUTCOME OF DEMOGRAPHIC PLANNING

Academic and extracurricular programs:

Student achievement:

Instructional and administrative staffing:

Facility needs and utilization:

District tax levies:

Other: