

Scranton Public School District

This plan addresses the effects that changing demographics may have on the district in the ensuing three-year and five-year periods.



**This is a legislative mandate pursuant to chapter 15.1-07 of the
North Dakota Century Code.**

September, 2020

School District 3 and 5-Year Planning Documents

North Dakota Century Code 15.1-07-2 requires districts to engage in a long-term planning process during each even-numbered year. NDSBA has posted forms on this Website to help you organize data for your planning process. Sample worksheets are also provided to assist in the goal-setting portion of your 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.

Description of High School Programs and Services

Required Units		CONTENT AREA	No. of Units Currently Offered	SERVICES	Currently Offered? (Yes/No)
High school courses (must be offered over 4-yr period) NDCC 15.121-	11-12 students <u>must take</u> to graduate) NDCC 15.1-21-02.2				
4	4	English language arts	5	Special Education	4
4	3	Mathematics	5	Counseling	4
4	2	Science	5	Library/Media	4
4	3	Social studies (may include ½ unit of ND Studies and ½ unit of multicultural studies)	4.5	Art (Specialist)	4
½ unit ND Studies must be offered every 2 yrs				Music (Specialist)	4
				Physical Education	4
				Computer (Specialist)	4
				Adult Education	N
½ PE	1	Physical education (may incl ½ unit of health)	2	Chemical Dependency Counseling	N
½ Health			.5	Social Worker	N
3 of same language	1	Foreign or native language	2	Gifted and Talented Program	N
2 (one must be music)		Fine Arts (music and art)	3	Athletics -	8
		Career and Technical Education (See Note 1 below)	7	Clubs --	3
2 CTE courses				Co-curricular Activities	4
				Distance Education	7

¹ CTE course areas include: Agriculture, Business and Office Technology, Career Development, Diversified Occupations, Family and Consumer Sciences, Health Occupations, Information Technology, Marketing Education, Technology Education, Commercial Art, Auto Collision Technology, Automotive Technology, Automotive General Service Technology, Parts Merchandising and Management, Diesel Technology, Photography, Construction Technology, Facilities Maintenance, Heating, Ventilating and Air

Conditioning, Sheet Metal Technology, Residential Plumbing, Electrical Technology, Drafting Technology, Television Production, Electronic Technology, Graphic Communications, Machine Tooling Technology, Welding Technology, Recreational Small Engine, Technology, Aviation Technology

Graduation Requirements

Courses required for graduation are now stated in North Dakota Century Code. During the last legislative session, new high school graduation requirements were put in place. Listed below are the required core courses.

Graduation requirements are found in NDCC 15.1-21-02.1 and 02.2.

HIGH SCHOOL GRADUATION REQUIREMENTS

English language arts	4 units
Math	3 units
Science	3 units
Social Studies	3 units (may include ½ unit ND studies & ½ unit multi-cultural studies)
Physical Education	1 unit (may include ½ unit of health)
Foreign/Native American language Fine arts CTE	1 unit
Electives (Unless specific course requirements are increased)	2015-16: 15 units in house, numerous others on the Great Western and RACTC I-TV networks
Number of units to graduate	Current: 22

HIGHLY QUALIFIED STAFF				
Number of teaching positions currently held by individuals NOT meeting highly qualified requirements		0		
Number of aide positions currently held by individuals NOT meeting highly qualified requirements		0		

STATE ASSESSMENT RESULTS				
	Previous Year		Current Year	
	Met	Not Met	Met	Not Met
District Adequate Yearly Progress	X		X	

In the fall of 2015, Congress re-authorized the Elementary and Secondary Education Act. This had not been done since the ‘No Child Left Behind’ (NCLB) Act was put into law in 2002. The new federal education law is called “Every Student Succeeds Act” (ESSA).

The main attributes of our new federal law removes much of the regulatory authority from the federal government and re-establishes this authority to the states. Concepts such as “highly qualified” teachers and “adequate yearly progress”, will now be evaluated at the state level.

Fall Enrollment

Category	2019-2020	2020-2021	2022-2023	2024-2025
Pre-K Enrollment	14	16	5	6
Kindergarten Enrollment	10	11	9	10
Grade One Enrollment	10	10	16	15
Grade Two Enrollment	10	11	11	9
Grade Three Enrollment	8	10	10	16
Grade Four Enrollment	9	9	11	11
Grade Five Enrollment	7	10	10	10
Grade Six Enrollment	9	7	9	11
Grade Seven Enrollment	10	9	10	10
Grade Eight Enrollment	9	11	7	9
Grade Nine Enrollment	7	13	9	10
Grade Ten Enrollment	11	7	11	7
Grade Eleven Enrollment	7	10	13	9
Grade Twelve Enrollment	10	7	7	11
K-6 Total Enrollment	63	68	76	72
7-9 Total Enrollment	28	33	26	29
10-12 Total Enrollment	28	24	31	27
7-12 Total Enrollment	54	57	57	56
K-12 Total Enrollment	117	125	133	128

Enrollment History and Projections

	- 10 Years	- 5 Years	Present 2019- 2020	% Change*	+ 3 Years	+ 5 Years	% Change **	Trend (+/-)
Pre K	0	0	14		5	?		
Kindergarten	7	8	10	30% +	9	10	0%	
1-6 Grade	56	51	53	6% -	67	62	17% +	+
7-8 Grade	23	22	19	18% -	17	19	0%	
9-12 Grade	52	38	35	33% -	40	37	6% +	+
Total	138	119	131	16% -	138	134	3% =	+

* Percentage of change from previous 10 years to present

** Percentage of change from present to 5 year projection

Expenditures/Pupil

Year	General Fund Expend.	Pupils	Expenditures/Pupil
2015 to 2016	2,311,613	135	17,120
2016 to 2017	2,444,399	123	16,681
2017 to 2018	2,425,919	124	16,881
2018 to 2019	2,406,402	130	15,129
2019 to 2020	2,499,847	118	17,578

General Fund Revenues, Expenditures, Balances

Year	Revenues	Expenditures	Balances
2013 to 2014	1,998,865	2,138,244	680,036
2014 to 2015	2,208,841	2,199,568	798,132
2015 to 2016	2,201,655	2,311,163	688,624
2016 to 2017	2,359,451	2,444,399	825,841
2017 to 2018	2,446,608	2,425,919	846,530
2018 to 2019	2,388,889	2,406,402	829,017
2019 to 2020	2,512,847	2,499,795	842,070

*Ending balances in June 2017 cannot be larger than 35% of expenditures + \$20,000 (this is down from the previous 40% + \$20,000)

Mill Levies

Year	General Tuition	Building	Sp. Res.	Total
2013 to 2014	62.35 (6,797,752)	9.28	2.78	74.41
2014 to 2015	61.24 (7,751,637)	9.03	2.32	72.59
2015 to 2016	63.85 (8,326,787)	9.31	2.79	75.95
2016 to 2017	67.57 (8,629,232)	9.68	2.90	80.21
2017 to 2018	66.80 + 8.58 Misc. (8,737,038)	9.88	2.96	88.22
2018 to 2019	66.51 + 11.63 Misc. (8,778,405)	9.95	2.99	90.98
2019 to 2020	64.57 + 11.65 Misc. (9,042,230)	9.71	2.91	88.84

*In 2009-2010 the state implemented the property tax relief plan. No school district can have a mill levy in excess of 110 mills. Today this limit has dropped to 60 mills plus a possible 12 additional misc. mills.

Instructional Staff

	Current Staff	Projected	
		3 Yr. Projected	5 Yr. Projected
K	1	1	1
1-6	5.5	5.5	5.5
7-12	8.5	9	9

*Note: All Teachers are Highly Qualified

Administrative Staff

	Current Staff	Projected	
		3 Yr. Projected	5 Yr. Projected
K	1.5	1.5	1.5
1-6	1.5	1.5	1.5
7-8	1.5	1.5	1.5
9-12	1.5	1.5	1.5

OBJECTIVES OF THIS SCHOOL DISTRICT PLAN

Chapter 15.1-07 of the North Dakota Century Code requires school boards on every even numbered year 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. Specifically, the plan will address potential effects on:

- a. Academic and extracurricular programs
- b. Instructional and administrative staffing
- c. Facility needs and utilization; and
- d. District tax levies

Throughout this report, the school board has provided a numerical and/or summative response to these questions. The summative responses address six basic questions.

- a. An overview of school facilities and future needs
- b. Where the district is now
- c. Where the district is going; and
- d. Where does the board want to go to serve students and the community as best it can.
- e. Effects of demographic changes on academic programs
- f. Effects of demographic changes on extracurricular programs

AN OVERVIEW OF SCHOOL FACILITIES AND FUTURE NEEDS:

The Scranton Public School building and grounds are in excellent condition and maintained very well. Physical upgrades and repairs are ongoing as needed to keep our facilities attractive and efficient. In 2018 we completed a large renovation project which included new domestic pipes, 2 new electric boilers and roof repairs. Previous to this, major upgrades have been made to the gymnasium, busing, lighting, air conditioning and school grounds. School security and safety is always a primary concern. We have added many additional security cameras to our system and have installed a new firebox main control as well as alarms.

Our school is equipped very well with technology for both our students and our teaching staff. This technology consists of desktop computers, laptop computers, digital cameras, projectors, video cameras and iPad labs. All classrooms have whiteboards, wireless Internet, document cameras, Apple TV capabilities, etc. Beginning in March of 2020 during the COVID-19 shutdown, we implemented a district wide teaching platform called TEAMS. All students could/can access this web-based platform. We currently offer distance learning using TEAMS alongside our regular classroom instruction.

We continue to maintain and upgrade the laptop computer program for our junior and senior students. For a small deposit, these students are issued a mini-laptop for use throughout the year. At the conclusion of the year, students have the option to purchase these computers. These funds assist in keeping the program going. The program allows these students to have access to a computer throughout the day and take a computer lab into the classroom with them. While distance learning was taking place we borrowed many pieces of technology to our students to ensure connectivity. We have made large investments in technology that allows us to do this.

Our vocational agriculture department is also well equipped with tools and technology to aid instruction. Our computerized plasma cutter is an example of the automation we use. We have also purchased our own laser engraver that does detailed work on plastic, wood and leather. We also belong to the Southwest High-Tech Consortium which allows us to bring even more technology into our vocational classrooms. Equipment such as embroidering machines, GPS systems, 3 D printers, pneumatic technology, biotechnology and hydraulic systems are a few items that travel from school-to-school for students to access.

Our vocational consortium called the Roughrider Area Career and Technology Center (RACTC), allows us to deliver additional courses via electronic media. Whether these courses are taught over ITV or as web-based programs, our students have a much greater selection of vocational classes to choose from.

Since 2008 we have been a member of the Great Western Network. This I-TV consortium consists of about forty high schools. Dual credit is also available through various universities. Working with a larger number of schools has given us more flexibility and opportunities for our students. Currently we have three I-TV labs in our school. One lab is a teaching platform so

when our teachers broadcast classes to other schools, two other labs exist so our students can receive classes from others at the same time.

Ongoing professional development is critical for our teachers. In order to bring all the technology to life in the classroom, teachers must be well trained. Additionally, we are a standards-based school and have placed a large emphasis on reading and writing within the School Improvement Process. For the past several years we have adopted a PK-12 writing program called "Step Up To Writing". We have seen significant results within our school and continue to emphasize the importance of literacy within the district.

The building has recently undergone fire inspections. The building is up to code and no modifications are needed at this time. The boilers have also been inspected and are in good working condition. Any modifications or changes requested by the Fire Marshal, asbestos inspector or boiler inspector have been made in a timely manner.

The grounds are also in overall good condition. Improvements to the physical appearance of the sports complex have been made with the over-seeding of grass. We have recently completed upgrades to the watering system that make it more effective and user friendly. The fields and school grounds are continually being watered and maintained.

There is no reason to believe that there will be any degradation to the school plant and grounds over the next five years.

WHERE IS THE DISTRICT NOW:

Currently our PK-12 enrollment is 125 students (139 in 2018). Typically decline in student numbers is a result of graduating classes that have more students than our kindergarten classes. Over the past few years with the rise and decline of the oil industry, our student population has become more transient. Predicting enrollments based on this analysis alone has been less than accurate. Generally, our actual enrollment numbers have been greater than those predicted. We hope this trend continues.

We have one partially combined classroom in the elementary. We have tried to avoid combining early elementary classrooms but class sizes from year to year dictate logical combinations. In the secondary we have a full staff to instruct core areas as well as elective courses such as business, foreign language, technology and vocational agriculture. Currently we have two academic core classes combined by grade as well as some elective courses. Currently our administrative staff consists of a Superintendent/Secondary Principal as well as an Elementary Principal/Athletic Director.

Our school has consistently maintained accreditation and a highly qualified teaching staff. Difficulties may lie in replacing these teachers as they retire or seek other opportunities. There are teacher shortages in many critical areas as well as tough teaching combinations to replace. For example, currently our technology coordinator is also our librarian and elementary teacher.

It is challenging to fill these positions independently. We need to be creative in solving these problems and in cases like these, be open to contracting the private sector to assist with our needs.

Financially the school district is stable. The interim fund (carry over) shows a solid balance from one year to the next. Predicting our financial future is very difficult for a couple of reasons. First, each legislative session new “twists” are put in place in the school funding formula that impacts our school. In 2009-2010 schools could no longer levy over 110 mills as the state bought down local mills as a part of their property tax relief plan. Then in 2013 the mill cap was once again dropped to 60 mills for all schools. Last year during the COVID-19 shutdown we continued to employ and pay staff as suggested by the government. Then in our state transportation funding, the state withheld \$39,000 in transportation aid because we did not run our buses in the spring. These and other events are impossible to predict financially.

Recently with the economic slowdown across the country and in the North Dakota oil fields, the outcome of the 2021 legislative session is hard to predict. Will our state continue to uphold its property tax relief commitment to schools and taxpayers? Will the oil field activity in North Dakota resume? Will Bowman County continue to have a \$1.5 million dollar guarantee from oil excise tax? Being unable to predict school funding one year from now makes it impossible to predict our fate five years from now.

Educationally several indicators reinforce that Scranton students are performing very well. Our district has taken great strides to improve achievement and student assessments. Last year our school was awarded the Cognia Values Driven Award of Excellence as a result of record high schools during the school improvement process. Scranton School is consistently among the top schools in North Dakota based on the yearly state assessments.

Academically our students consistently perform. Each year their successes are recorded academically as well as within the organizations they participate in. We have had state officers in both FFA and FBLA, had individual and group state contest winners within each organization and we have placed very high in Science Olympiad competitions and a couple years ago won the Class B state title.

The Scranton School District takes pride in the achievements of its students as well as the progressive nature of the district. Our strongest assets include a strong educational staff, a friendly and positive environment, and community support from parents and patrons. Community surveys for strategic plans verify that the Scranton community takes pride in their school

WHERE IS THE DISTRICT GOING:

As we look back ten years ago, our K-12 enrollment has dropped by about twenty students. This year we are experiencing a positive bubble in enrollment. As we project enrollment three years from now it is close to the same enrollment we were at ten years ago. Looking five years into the future it becomes more difficult to project. For example, those who will attend preschool have not been born yet.

In the past we have used our census numbers to make future enrollment predictions. In reality, these numbers have not proven to be very accurate. The “Fall Enrollment” chart in this document provides information based solely on census data (graduation/kindergarten). Because we cannot account for new families and students entering or leaving our district, long range planning is difficult at best. In five years what will the energy industry be like? Will it have more of an impact on our community next time? These are questions that only time will answer.

WHERE DOES THE BOARD WANT TO GO TO SERVE STUDENTS AND THE COMMUNITY AS BEST IT CAN:

The Scranton School Board plans to continue the services it is currently providing throughout the next five years. This includes maintaining a strong curriculum, utilizing and expanding distance education opportunities for students and adults. Dual credit and college credit courses are examples of how this interactive technology is used to prepare our students beyond high school.

The Scranton School District will continue to provide for and improve educational opportunities. Current initiatives in the areas of curriculum development, professional development and school technology will be sustained and ongoing. We will continue to collaborate with neighboring school districts in providing for professional development where commonalities exist.

The board understands that during the next five years, possible issues involving students and finance will arise with both curricular and extra-curricular activities. The channel of communications will remain open if and when tough decisions need to be made. It is important to the school board that our community is informed and their wishes heard.

EFFECTS OF DEMOGRAPHIC CHANGES ON ACADEMIC PROGRAMS:

The projected change in demographics over the next five years will require our school board to monitor actual enrollment numbers and make school determinations based on these numbers. If the funding formula continues to change each legislative session, this could have more impact in future financial decision making than student enrollment numbers. Our Board of Education will act accordingly and evaluate the financial resources our district has or does not have.

EFFECTS OF DEMOGRAPHIC CHANGES ON EXTRACURRICULAR PROGRAMS:

The Scranton School Board will continue to monitor future participant numbers on an annual basis. We have an extra-curricular co-op involving all sports with Hettinger Public School. Together we field teams jointly in all athletic programs. This co-op has been positive for our students and has created more opportunities for participants. Our Co-op Agreement with Hettinger Public School includes provisions based on student participation numbers. Games and practices are split based on these percentages within the agreement.

Our extra-curricular programs are monitored annually by the Board of Education and by the Co-op Committee consisting of members of the Hettinger and Scranton School Districts. The findings and recommendations of this committee are reported back to the School Board.

PUBLIC MEETING: SEPTEMBER 9, 2020

A public meeting on school demographics and planning was held at 8:00 p.m. on Sept. 9, 2020 at the school. Notification of the meeting was published in the school newsletter and a sign was posted near the entryway of the school. Notice of the meeting also appeared in the school memo which is distributed to staff and posted on the school web site.

When School Board President Mike Mellmer called the meeting to order there were two people in the audience. The plan was handed out for review and brief discussion was held on various topics in the plan. Chairperson Mellmer called for questions and comments about the plan. The board suggested that the plan be available in the office for patrons to take and review. The public meeting on the plan ended at 8:31 p.m..