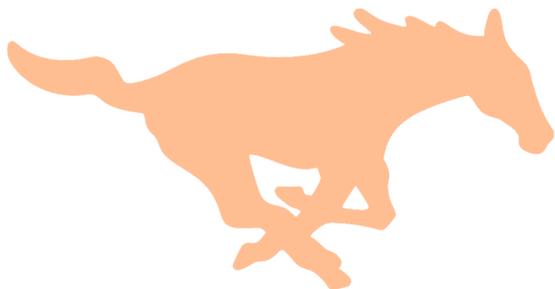


MANVEL SCHOOL DISTRICT #125

THREE-AND FIVE-YEAR PLAN

2022



NDSBA
NORTH DAKOTA SCHOOL
BOARDS ASSOCIATION

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INTRODUCTION

THREE AND FIVE-YEAR PLANNING REQUIREMENTS

[NDCC 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.

SAMPLE NOTICES

NOTICE OF PUBLIC DEMOGRAPHIC PLANNING MEETING

State law requires each school board to invite the public to participate in a planning process that addresses the effects of demographics on the district in the next three and five years ([NDCC 15.1-07-26](#)). Many districts hold an open public forum to meet this requirement, and it is recommended that notice of the planning meeting be published in the district's official newspaper. A sample notice is included below.

The Manvel Public School Board invites the public to participate in a school demographic planning meeting to fulfill requirements under [NDCC 15.1-07-26](#). This open public meeting will be held on April 11, 2022 at 5:00 pm in the Manvel School Library. 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

At the conclusion of the planning process, school boards are required to prepare a report, publish a notice in the official district newspaper indicating that the report is available, and make the report available upon request.

[North Dakota Century Code 15.1-07-26](#) requires the board of each school district to conduct long-term planning during each even-numbered year. The Board of the Manvel School District has completed this process and prepared a report. This report is available on the Manvel School District Website or upon request by contacting: Karla Braaten, Business Manager, at 701-696-2212.

FALL ENROLLMENT TRENDS

HOW SHOULD THE DATA BE USED?

They should be used to guide program, service, resource, facility, and staff allocation planning over the next three and five years.

[Enrollment Past and Projections](#)

SEE APPENDIX “A”

Comments: Our enrollment has held steady throughout the 21-22 school year. The decline from 20-21 is explained by the large 8th grade class that moved on to high school. There were 23 students in that class.

Our projections for 22-23 are solid. We’ve added multiple open enrollments for next year and the kindergarten class is projected to be bigger than the outgoing 8th grade class.

One of the pieces to pay attention to when we try and project enrollment into the future, would be how the business industry, UND, and Altru, and possibly Sanford Health grow over the next couple of years. Manvel is a great community, parents love the idea of smaller settings for their children, and being so close to a large city gives us an opportunity to hold our enrollment steady or even grow if the business community in Grand Forks grows. The Corn Milling plant would be just one example of a business that could impact our community and our district. As Altru builds their new hospital, do they build with a model that grows the mission of the hospital? Those industries are worth observing within our community.





STUDENT ASSESSMENT DATA

Law requires students to take three types of assessments. Results from the past three years of these exams should be reported below.

HOW SHOULD THE DATA BE USED?

Review of assessment results may help identify areas where additional programs, courses, student support services, and/or teacher professional development are needed. These data may also assist with goal setting.

NORTH DAKOTA STATE ASSESSMENT

(Required by [NDCC 15.1-21-08](#))

[Assessment Data](#)

SEE APPENDIX “B”

PERCENTAGE OF PROFICIENT AND ADVANCED STUDENTS IN ENGLISH LANGUAGE ART (ELA)

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

(Required by [34 C.F.R 200.11](#))

Comments: Manvel is consistently above the state average with respect to the NDSA Reading assessment. You'll also see that growth occurs pretty consistently from grade 3 through grade 8. With respect to our NDSA Math data, you will also see that our students are consistently above the state average and the scores are pretty high early in our student's assessment career.

The NAEP test is taken every 2 years and those who take the test in each state are chosen fairly randomly. The data that you see here is a reflection of all the 4th graders and all the 8th graders in North Dakota that were chosen to take the NAEP test. The scores are a comparison of the state vs the nation. There is no guarantee that Manvel students participated in any or all of these years you see in the table. Our 8th grade students did participate in the NAEP assessment this year but we will never see data



specific to just our school. North Dakota consistently scores higher than the national average but both sets of scores have come down over the last 12-15 years



APPROVAL, ACCREDITATION, AND CURRICULAR OFFERINGS

APPROVAL AND ACCREDITATION

- ✓ The school district is approved through the North Dakota Department of Public Instruction ([NDCC 15.1-06-06](#))
- ✓ The school district is accredited through Cognia (formerly AdvancEd).

CURRICULUM QUESTIONS

- 1. Based on enrollment projections, will the district have the staff and resources necessary to offer all required elementary and middle school instruction ([NDCC 15.1-21-01](#)) and required high school units ([NDCC 15.1-21-02](#)) in the next year? Three years? Five years? If no, list possible solutions.**

Yes. Our school is a K-8 elementary with highly qualified teachers and administration in place to plan for a quality educational setting. The Manvel Public School District hired 2 new middle school teachers and a full time counselor in the spring of 2020 and we have kept the staff the same since that time. We have been able to meet all the requirements expected in the century code and we have a consistent retention rate of students returning each year and dedicated teachers, most who are veteran staff members.

There are no major shifts in enrollment that we see in the next few years that would require any changes in how we currently do school. Manvel Public School is committed to preparing our middle school students for high school in Grand Forks as best as we can and will continue to look for ways to enhance our middle school course offerings.



STUDENT SERVICES AND SUCCESS INDICATORS

STUDENT SERVICES

Services <i>Unless Otherwise Specified, Services are Optional</i>	Currently Offered		Number of Students Utilizing Service		
			K-6	7-8	9-12
Adult education	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	N/A	N/A	N/A
Athletics	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No			
	If yes, list: 1. Football	<input checked="" type="checkbox"/> Co-op	N/A	6	N/A
	2. Softball	<input checked="" type="checkbox"/> Co-op	N/A	3	N/A
	3. Soccer	<input checked="" type="checkbox"/> Co-op	N/A	2	N/A
	4. Cross Country	<input checked="" type="checkbox"/> Co-op	N/A	1	N/A
	5. Wrestling	<input checked="" type="checkbox"/> Co-op	N/A	1	N/A
	6. Volleyball	<input checked="" type="checkbox"/> Co-op	N/A	4	N/A
	7. Basketball	<input checked="" type="checkbox"/> Co-op	N/A	2 boys, 5 girls	N/A
	8. Track	<input checked="" type="checkbox"/> Co-op	N/A	4	N/A



	Speech/Debate	<input checked="" type="checkbox"/> Co-op	W/GFC	0	N/A
Chemical abuse prevention/dependency counseling	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No			
School-sponsored student organizations (e.g., honors society, yearbook, student newspaper, etc.)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No			
	If yes, list: 1. Sources of Strength		7	9	N/A
	2. Student Council		8	7	N/A
Counseling (required by NDCC 15.1-06-19)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	135	34	N/A
Distance education	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	N/A	N/A	N/A
Early childhood education	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	N/A	N/A	N/A
	If yes, how many students? 15				
Gifted and talented program	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	N/A	N/A	N/A
Kindergarten (required by NDCC 15.1-22-01)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No			
	<input checked="" type="checkbox"/> Offered in District		18	N/A	N/A
	<input type="checkbox"/> District pays for students to attend kindergarten in another district (list):				
Library/media	<input checked="" type="checkbox"/> Yes		136	34	N/A
	<input type="checkbox"/> No				
Other extracurricular or co-curricular activities (e.g., debate, speech)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No			
	If yes, list:	<input type="checkbox"/> Co-op	N/A	34	N/A



	1. Robotics				
School resource officer	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	N/A	N/A	N/A
Social worker	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	N/A	N/A	N/A
Special education (required by NDCC 15.1-32-08)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	N/A	N/A	N/A
	<input checked="" type="checkbox"/> District participates in Upper Valley Special Education Unit				
Student performance strategist (required by NDCC 15.1-07-32)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	N/A	N/A	N/A
Transportation (regular education)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	N/A	N/A	N/A

QUESTIONS ON STUDENT SERVICES

1. Is the district providing all required services?

Yes

2. How might three- and five-year demographic projections impact services offered?

The consistency of our enrollment makes us able to continue to provide the same type of services to our students. There is no current need to add or reduce the services we offer students.

In the winter of 2021, we became a co-op with Grand Forks Public Schools for speech and debate. Our 7th and 8th grade students will be allowed to participate with Grand Forks Central in the future if they choose to do so.

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

Not at this point.



STUDENT INTERVENTIONS AND REMEDIATION

PERCENTAGE OF STUDENTS PARTICIPATING IN RESPONSE TO INTERVENTION PROGRAMS

STUDENT INTERVENTION AND REMEDIATION

SEE APPENDIX “C”

Comments: Manvel Public School has taken on the task of rebuilding and redeveloping our Intervention program over the 21-22 school year. A new team has been built and the team has spent roughly 25 hours of time over the course of this year attending workshops and they've also spent equally that amount of time researching and making decisions on intervention materials that can be used in Kindergarten through 5th grade. Next year teachers will have 30 minutes daily set aside for interventions in their classrooms with their students.

The purpose of a strong intervention program is to assist those students who take a little bit longer to learn the grade level material expected of them. Interventions can happen in the classroom with a teacher or with a para. The goal is to spend extra time with our students at their youngest ages with the expectation that they need less support as they mature and allow school to come to them a little more naturally.

When you look at the tables specific to retention, absences, and suspensions you'll see the numbers are minimal. Our “absences” number is a little skewed from last year because of the online option that we did when students were quarantined or isolated.



STUDENT INTERVENTION AND REMEDIATION QUESTIONS

1. What are the trends in this data?

Our data continues to stay constant. We have worked this past school year to rebuild and structure our Building Level Support Team (BLST) to more of an MTSS design that is used in school districts in our area. A team of 4 leads that team and we've used professional development offered by the RRVEC to educate and build our team this 2021-21 school year.

Manvel does not support retention of our students but it would be considered for a student in Kindergarten or 1st grade if the age of the student allowed them to finish their K-12 career as an 18 year old rather than a 17 year old.

Student attendance has been very good the last 2 years, in 20-21 we had an attendance rate of 97%, partially due to students in quarantine being allowed to do school work and not be counted absent. Manvel Public School has limited suspensions, almost all have been in-school suspensions and for a short time or a day.

2. How will these trends impact student support programs and services in the next year? In three years? In five years?

The concern that we would have with our student body is still based on educating students throughout a pandemic. In March of 2020, schools were closed across the state and we all went to a distance learning education plan. In August of 2020, even though we came back to school, many of our students chose a distance learning format, and we had students consistently out of the building in quarantine. The issue with students being quarantined or isolated has continued in the 2021-22 school year but, as the year has gone along, quarantine/ isolation has lessened due to changes in the length of isolation and, with students able to be vaccinated, more have been able to stay in school provided they are free of symptoms.

The emphasis retooling our MTSS program this school year is to hopefully better support students who have been away from school, in and out of school, etc. over the last couple of years. While our state assessment scores are strong, we had many students "opt out" of the assessment in 2020-21 and that skewed our data. The 2021-22 data will be a better indicator of where our students are as they've attended school through the pandemic.

Should our data stay constant, we anticipate being able to continue student support with the same number of staff and programs currently being utilized in our district. We have access to ESSER III money through September of 2023 and money is set aside within that funding to add paraprofessionals if we see a need.



DISTRICT FINANCIAL DATA

[District Financial Data](#)

“SEE APPENDIX D”

Comments: There are 3 different tables that we can use to share the finances of the district. The first table is meant to show you a little bit about the carry over that we've had over the last 5-7 years in the district. At the end of the fiscal year 2020, \$75,000.00 was transferred to the building fund to bring the fund balance down. We currently are not required to spend down our revenue due to COVID, in the summer of 2024 we will have to get the district to less than a 30% carryover like the past.

The 2nd table breaks down how our expenditures reflect our enrollment. As you can see the last 3 years we have spent roughly \$10,000.00/child in our district. 2020-21 shows the highest expenditures to date and that can be a reflection of the grant money we've received from the federal government since the pandemic.

The 3rd table is a breakdown of our mill levies, your tax dollars over the past 5-7 years. We currently work off of 97.67 mills for our district. A majority, 98.5%, of our mills are general fund and tuition. The tuition mills go to Grand Forks Public Schools for our students who attend high school with GFPS.. This year we started the school year with 63 students enrolled at Central at a cost of a little over \$5400.00/student. That equates to \$340,200.00. You can see that the 30.6 mills levied only equate to \$237,346.00. Another fascinating piece of this information is that you will notice that in 2017-18, the district was at 39.38 mills for tuition, almost 9 mills more than 2021-22. Those additional mills generated only \$23,000.00+ than what 30.6 mills does today. Manvel moved those mills to the general fund in 2018-19 and we use the extra revenue in the general fund to pay the rest of the tuition. The advantage to having the money in the general fund is, it is not “exclusive” to tuition. Money in the general fund can be spent on almost all aspects of education in our district. In 2021, 1 mill was worth \$7756.41 in our district.

The final table breaks down where our money comes from with regard to local, state, and federal aid. As you can see, 2019-2021 there has been a sizable increase in federal aid due to the pandemic. You'll also note that our state funding has not increased very much as it is tied almost completely to enrollment.



See [NDCC Sections 57-15-13, 57-15-14.2, 57-15-16](#)

DISTRICT FINANCE QUESTIONS

1. What are the financial trends of the district?

Our budget continues to demonstrate a healthy financial situation for the district.

2. What are the future financial challenges for the district?

Future financial challenges for the district may include competitive salaries, increase in insurance premiums, necessary technology advancements and the trend of rising cost of education.

We have been fortunate to use ESSER I, II, and III resources from the federal government to make some necessary updates to the facilities. New windows, doors, and air conditioning in the kitchen are 3 updates that would not have been available without the ESSER funds. Those funds go away in September of 2023, making updates to our building and facilities will require a deeper conversation at that time.

Manvel has been able to use federal money from the migrant program to update our technology throughout the building for teachers and for students and also make some physical updates to the building as well. Migrant school is 7 weeks in the summer and there is wear and tear on buildings and transportation.

3. What steps should be taken now and in the future to meet the short- and long-term financial needs of the district?

We've been fortunate to use grant money from the Myra foundation as well as the Community Foundation of Grand Forks to update smaller but necessary items in our district. Security entrances to the front and the back doors, and new music equipment are examples of how those local grants have been used. Additional grant funding should be explored, possibly for security on our buses or for additional transportation that would cater to handicapped students in our district.



STAFFING

[Staffing](#)

“SEE APPENDIX E”

Comments: The first table shows staffing for Manvel Public School and it is specific to Certified staff, our teachers. In 2020-21 we hired a counselor and made the position a full time position but other than that our staffing has not changed.

The second table has to do with our support staff, those who work in the kitchen, our custodians, our bus drivers, and our para support. We are currently in a good place with all of the support staff help but bus drivers and para’s are always a moving target.

The third table shows projections for staff and you can see that we currently don’t foresee adding staff to our building but again, with para support, depending on new students or issues with learning, we may look to support our students with another para.

The last table deals with administrative staff and there is no projection to change that any time soon.



STAFFING QUESTIONS

1. Does the district need to adjust staffing levels for next year? In three years? In five years?

No. We live a year at a time with our non-certified staffing, paras and bus drivers tend to come and go from year to year. The trend the last 3 years has been very stable and unless enrollment changes by quite a bit, we can maintain our staff as it is through 2024.

2. If yes to question 1, which staffing areas will need to be changed (instructional, support, or administration)? What is the reason for these changes (demographics only, changes to course offerings, etc.)?

N/A



FACILITY PLANNING

[Facility Planning](#)

“SEE APPENDIX F”

This table is designed to let you know that we are using our space almost completely and, at some point throughout the day, to 100%. We have had discussions about utilizing our space a little bit differently, especially the south portable. If music or the library went to the south portable we'd have another classroom in the building; is that something we need??

FACILITY PLANNING QUESTIONS

1. List facility upgrades needed (e.g., Fire code, ADA compliance, energy efficiency, air quality, facility security, technology upgrades, etc.).

Fire Code

No concerns

ADA Compliance

-ADA compliance would include a bus that is handicapped accessible and a new lift near the front door to support those people who need support to gain access to the gym.

Energy efficiency

- New windows and doors installed
- Added some efficiency resources to our room air conditioners in fall of 20
- Adding air conditioning to the kitchen this spring

Facility Security

-Door security for the front and back door now in place

Technology upgrades

- Promethean Boards in every classroom
- Chromebooks and/or I pads are in every classroom

Future goals

- Bus Garage (Insulated)
- Further office space – Principal to the front office
- Gym/Cafeteria

The insulation of the bus barn is the next goal with ESSER funds. The other 2 items on this list are left over and would require a strong conversation with the community due to cost.



ESSER money does not allow “new” construction so additions like those listed would require changes in our property taxes and how they are allocated.

Other goals with ESSER dollars would include building updates to our handicapped accessibility, in the building and with respect to transportation.

2. Are areas other than classrooms being used for instructional purposes (e.g., storage rooms, commons areas, etc.)? If yes, explain.

No

3. Are portable classrooms being used? If so, how many and for how much longer?

Yes. We have two portable classrooms. The north portable is used for preschool and the south portable is used for middle school elective classes, robotics, and our after school program. We also use the portable for Professional Development throughout the school year.

4. Are new facilities needed due to enrollment projections or other reasons such as a facility's age? Explain. If yes, when will new facilities be needed?

We do not have an empty classroom in our building. The south portable could be used full-time if enrollment created such a circumstance. Also, keeping in mind a plan where the south portable became a full-time operational facility, it would possibly open another room within the regular building.

5. Can any current facilities be repurposed? Explain.

The potential for the south portable becoming our library or our music room is possible. That would create an open room in the building, either of those rooms would be large classrooms.

6. Do any current facilities need to be sold? Explain.

No. It would be good practice for the district to explore updates to our portable facilities but selling any of our current space is not necessary.

7. Will the district need to increase its building levy (20 mill max) and/or seek voter approval of bond issuance in order to accomplish facility goals?

The district currently designates 1.26 mills towards the building fund each year. In 21-22 that generated \$9773.00 in revenue. Larimore Public School expected their new gym to cost \$4 million and when they opened bids in March, the project was put on hold due to the



costs being so high. This example is meant to illustrate that, in order to create revenue that would even allow for half of such a building update to occur, we would need to dramatically increase our building fund mills and decrease those mills from another area. The district will need to show a real need for new construction in order to encourage the people to approve a referendum that asked for an increase in building fund mills. Manvel currently levies 97.67 mills.



OUTCOME OF THREE AND FIVE-YEAR DEMOGRAPHIC PLANNING

Academic and extracurricular programs:

There is an emphasis today on better preparing our middle school students for the transition to Grand Forks Central. Using our elective course time, we currently are providing Art to our 6th, 7th, and 8th grade students. Our 6th graders also take keyboarding and School Apps as electives, our 7th grade take a Life Skills and Introduction to Google elective, and our 8th grade takes a Google elective as well as a Gaming Concepts elective. These will be reviewed this year to see if changes are necessary.

With respect to extracurricular activities, we continue to offer sports in alignment with Valley Middle School. This year we added a coop agreement with Grand Forks Central for Speech and Debate, and will continue to add coop agreements for other sports as our students choose to participate or are invited to participate at the high school. This year with our elementary students, we offered Flag football, volleyball, and basketball to our students. We may also offer a soccer unit before school lets out in May.

Academically, we offer all courses that would be offered at the middle schools in Grand Forks and are working to align our standards, especially in science, with what is taught in the middle schools in Grand Forks to prepare our students for Grand Forks Central.

Instructional and administrative staffing:

The same number of staff and administration will continue in the future. Enrollment for the 22-23 school year looks to be a bit higher and with a PK class of close to 20 students, 23-24 also looks to support the staff as it is currently constructed. Manvel currently has the flexibility with our staff to split a grade level based on the needs of the class or the size of the class with respect to enrollment.

Facility needs and utilization:

Federal money through the ESSER grants have allowed the district to update our facilities without using any property tax revenue. Windows, doors, roof repairs, touchless restrooms, and air conditioning in the kitchen have all been done since the start of the 20-21 school year. As the federal government chose to allow all students free lunches in 20-21 and 21-22, the hot lunch account has accumulated a surplus that we are required to spend down. A new dishwasher and stove, both 25 years old or older, will be in place prior to the start of school in the fall of 2022. Further updates will be made as that work is budgeted and existing funds still need to be spent down.



The next goal in terms of facility updates would be to insulate our bus barn. The hope was adding 2 new stalls but the cost was prohibitive. Insulation and cement for 2 buses on the north side of the bus barn would be our hope with federal funds still in existence.

District tax levies:

Manvel has the 22-23 school year and summer to continue to use ESSER dollars to purchase goods and or services for the district. When you look at the enrollment projections for next year and the 23-24 school year, it is the belief of the administration that our current tax levies can remain where they are while finding additional funds through local, state, and federal grants to enhance our district.

Other:

None





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