

Glen Ullin Public School #48
Glen Ullin, North Dakota
School Board Meeting Agenda
School Multi-Purpose Room
Wednesday, July 29 2026
7:00 P.M.

The **Mission** of the **Glen Ullin Public School District** is to prepare its students to become lifelong learners and to graduate excellent, well-rounded students who will become active contributors to society.

The **Vision** of the **Glen Ullin Public School District**:
Every Student, Every Opportunity, Every Day

Agenda:

1. Call to Order and Roll Call:
2. Pledge of Allegiance:
3. Board Reorganization:
 - a. Seat Board Members
 - b. Election of Officers: President and Vice-President- Business Manager will call for nomination(s) for Board President.
 - c. Committee Assignments
 - Building and Maintenance Committee: Chairperson –
 - Curriculum Committee: Chairperson –
 - Transportation Committee: Chairperson –
 - Collaborative Bargaining Committee: Chairperson –
 - Budget Committee: Chairperson –
 - Policy Committee: Chairperson –
 - Technology Committee: Chairperson –
 - Bearcat, Advisory & Extra-Curricular Committee:
4. 2020-2021 Audit Report from Point CPA
5. Student Outcome Goals: Student Outcome Data: School Board Goal #2: Math
6. Public Participation, agenda related
7. Approve Agenda:
8. Consent Agenda:
 - a. Approve Minutes:
 - ii. June 22, 2026 Special Board Meeting Minutes
 - iii. June 22, 2026 Regular Board Meeting Minutes
 - iv. June 26, Policy Committee Meeting Minutes
 - v. July 8, 2026 Finance Committee Minutes
 - vi. July 15, 2026 Policy Committee Minutes
 - b. Approve Bills
 - c. Approve Financial Report
 - d. Approve TITLE I, II, IV, V, VI, IX Representative-Martin Bratrud
 - e. Approve EL Representative-Tracy Hsu/WERC
 - f. Approve Asbestos Designee-Preston Foss

- g. Approve Morton-Sioux Special Education Board Representative-Martin Bratrud
 - h. Approve Homeless and Foster Care Representative-Cami Krueger
 - i. Approve 504 Coordinator-Cami Krueger
 - j. Approve Designation of Official Newspaper-Glen Ullin Times
 - k. Approve Designation of Bank Depositories-Glen Ullin Dakota Community Bank and Trust
 - l. Approve Monthly Meeting Dates-2nd Wednesday of the Month at 7:00 pm (unless otherwise posted)
 - m. Approve Annual Review of Reduction in Force Policy DKA
 - n. Approve Annual Review of Family Engagement Policy KAB-1
 - o. Approve Annual Review of Title Dispute Resolution Policy GABDB
 - p. Approve Annual Review of Title English Language Learners Policy GABAA
 - q. Approve Annual Review of Education of Homeless Students Policy FDB
 - r. Approve Annual Review of Student in Foster Care Policy FDH
 - s. Approve Roughrider Education Service Center Representative-Martin Bratrud
 - t. Approve Community Health Representative-Jill Feser
 - u. Approve Chief Hearing Officer for Lunch Program Applications-Martin Bratrud
 - v. Approve Lunch Program Applicant Officer-Kayla Schumacher
 - w. Approve NDPHIT Representative-Kayla Schumacher
 - x. Approve Great Western Network Representative-Martin Bratrud
 - y. Approve Roughrider CTE Representative-Chasity Orcutt
 - z. Approve Heart River CTE Representative-Chasity Orcutt
 - aa. Approve 26-27 Lunch Prices/Fees Recommendation
 - bb. Approve Policy BEC: School Board Evaluation
 - cc. Approve Policy BGA: Board Communication with Public
 - dd. Approve Policy DBBA: Drug Testing for Employees
 - ee. Approve Policy DBBB: Physical Examinations for Employees
 - ff. Approve Policy DEAA: Drug Free Workplace
 - gg. Approve Board Operations Procedures
 - hh. Approve 2020-2021 Audit from Point CPA
 - ii. Approve Policy ABCD-E1-Records Destruction Schedule and E2-Resolution for Records Destruction
 - jj. Approve Policy BDBB-Retaining an Attorney
 - kk. Approve FAAD-Tuition Agreements
 - ll. Approve Policy FGA-Student Education Records and Privacy BR1-E1-E6
 - mm. Approve Policy HBAA-Federal Fiscal Compliance AR1-E
 - nn. Approve Policy HCAA-Purchasing AR-E
 - oo. Approve Policy ICCB-Disposal of School Equipment and Supplies
 - pp. Approve Policy KAAA-AR School Visitors-AR
9. Reports: (information only)
- a. Superintendent's Report
 - b. Business Manager's Report

c. Transportation/Building Manager Report

d. Past Month Time Tracker Report

10. Discuss/Action:

a. Present Color Funds Balance Worksheet Report

b. Consider Approval of 2026-2027 Preliminary General Fund Budget

c. Consider Approval of 2026-2027 Preliminary Food Service Budget

d. Discussion Only of 2026-2027 Preliminary Mill Levy Certificate

e. Consider Appointment of Board Member Application for the remainder of the 2026-2027 School Year.

f. Present Enrollment Report:

PreK – 10 | K – 9 | 1st – 10 | 2nd – 11 | 3rd – 4 | 4th – 6 | 5th – 8 | 6th – 8

7th – 17 | 8th – 8 | 9th – 12 | 10th – 7 | 11th – 7 | 12th – 13

PreK – 6th Grade: 66 students

7th Grade – 12th Grade: 64 Students = 130 Total Students – down 2 from end of 25-26 School Year.

11. Notes:

a. Next Board Meeting: August 10, 2026 at 7:00 pm If Needed for Mill Levy Certificate

b. Next Regular Board Meeting: August 12, 2026 at 7:00 pm

12. Adjournment:

School Board Committees

Kayla Schumacher-Business Manager
Jill Feser-President
Andrew Jacobson – Vice President
Chasity Wood
Landon Hoff
Matt Morman
Tony Sifuentes
Mitchell Bettenhausen

Building & Maintenance Committee

1. Landon Hoff (Chair)
2. Chasity Wood
3. Mitchell Bettenhausen

Curriculum Committee

1. Andrew Jacobson (Chair)
2. Tony Sifuentes
3. Mitchell Bettenhausen

Transportation Committee

1. Jill Feser
2. Matt Morman
3. Landon Hoff

Collaborative Bargaining Committee

1. Jill Feser (Chair)
2. Chasity Wood
3. Tony Sifuentes

Budget Committee

1. Jill Feser (Chair)
2. Mitchell Bettenhausen
3. Andrew Jacobson

Policy Committee

1. Andrew Jacobson (Chair)
2. Tony Sifuentes
3. Jill Feser

Technology Committee

1. Landon Hoff (Chair)
2. Matt Morman
3. Mitchell Bettenhausen

Bearcat Advisory & Extracurricular Committee

1. Landon Hoff (Chair)
2. Chasity Wood
3. Matt Morman

K-2 Elementary ND A+ Math								
Grade Level	Level 1	Level 2	Level 3		Scale Score	Avg. Scale Score	At Level	Completion
K BOY	2/10=20%	4/10=40%	4/10=40%		156 & Up	N/A	6/10=60%	Complete
K MOY	1/9=11%	5/9=56%	3/9=33%		156 & Up	161 to 162	7/9=78%	Complete
K EOY	0/9=0%	3/9=33%	6/9=66%		156 & Up	162 to 176	8/9=89%	Complete
1 BOY	2/11=18%	6/11=55%	3/11=27%		256 & Up	N/A	8/11=73%	Complete
1 MOY	1/9=11%	0/9=0%	8/9=89%		256 & Up	263 to 286	8/9=89%	Complete
1 EOY	1/10=10%	0/10=0%	9/10=90%		256 & Up	286 to 289	9/10=90%	Complete
2 BOY	0/4=0%	3/4=75%	1/4=25%		256 & Up	N/A	2/4=50%	Complete
2 MOY	1/4=25%	2/4=50%	1/4=25%		256 & Up	259 to 266	3/4=75%	Complete
2 EOY	0/4=0%	3/4=75%	1/4=25%		256 & Up	266 to 269	3/4=75%	Complete

3-6 Elementary ND A+ Math								
Grade Level	Level 1	Level 2	Level 3	Level 4	Level 5	Avg. Scale Score	Level 3, 4, 5	Completion
3 BOY	1/7=14%	3/7=43%	1/7=14%	1/7=14%	1/7=14%	N/A	3/7=43%	Complete
3 MOY	0/6=0%	0/6=0%	3/6=50%	1/6=17%	2/6=33%	535 to 589	6/6=100%	Complete
3 EOY SUM	0/6=0%	3/6=50%	1/6=17%	2/6=33%			3/6=50%	Complete
4 BOY	1/11=9%	1/11=9%	7/11=64%	2/11=18%	0/11=0%	N/A	9/11=82%	Complete
4 MOY	0/9=0%	0/9=0%	4/9=44%	4/9=44%	1/9=11%	573 to 622	9/9=100%	Complete
4 EOY SUM	0/11=0%	3/9=33%	5/9=56%	1/9=11%			6/9=67%	Complete
5 BOY	1/8=13%	5/8=63%	2/8=25%	0/8=0%	0/8=0%	N/A	2/8=25%	Complete
5 MOY	2/9=22%	3/9=33%	4/9=44%	0/9=0%	0/9=0%	570 to 573	4/9=44%	Complete
5 EOY SUM	5/8=63%	3/8=38%	0/8=0%	0/8=0%			0/8=0%	Complete
6 BOY	4/15=27%	4/15=27%	6/15=40%	1/15=7%	0/15=0%	N/A	7/15=43%	Complete
6 MOY	3/16=19%	4/16=25%	5/16=31%	4/16=25%	0/16=0%	589 to 599	9/16=55%	Complete
6 EOY SUM	5/16=31%	6/16=38%	3/16=19%	2/16=13%			5/16=32%	Complete

Junior High ND A+ Math								
Grade Level	Level 1	Level 2	Level 3	Level 4	Level 5	Avg. Scale Score	Level 3, 4, 5	Completion
7 BOY	0/3=0%	0/3=0%	2/3=67%	1/3=33%	0/3=0%	N/A	3/3=100%	Complete
7 MOY	0/3=0%	0/3=0%	2/3=67%	1/3=33%	0/3=0%	643 to 643	3/3=100%	Complete
7 EOY SUM	2/3=67%	0/3=0%	0/3=0%	1/3=33%			1/3=33%	Complete
8 BOY	0/10=0%	7/10=70%	3/10=30%	0/10=0%	0/10=0%	N/A	3/10=30%	Complete
8 MOY	0/10=0%	4/10=40%	6/0=60%	0/10=0%	0/10=0%	611 to 636	6/10=60%	Complete
8 EOY SUM	3/11=0%	8/11=0%	0/11=0%	0/11=0%			0/11=0%	Complete

High School ND A+ Math								
Grade Level	Level 1	Level 2	Level 3	Level 4	Scale Score	Avg. Scale Score	At Level	Completion
9 BOY	7/7=100%	0/7=0%	0/7=0%		1294 & Up	N/A	0/7=0%	Complete
9 MOY	5/8=63%	3/8=37%	0/8=0%		1294 & Up	1266 to 1277	2/8=25%	Complete
9 EOY	5/7=71%	1/7=14%	1/7=14%		1294 & Up	1277 to 1281	2/7=29%	Complete
10 BOY	4/7=57%	3/7=43%	0/7=0%		1346 & Up	N/A	1/7=14%	Complete
10 MOY	3/6=50%	3/60=50%	0/6=0%		1346 & Up	1320 to 1317	2/6=33%	Complete
10 EOY SUM	1/5=20%	2/5=40%	2/5=40%	0/5=0%			2/5=40%	Complete

Elementary NWEA Math Assessment
EOY 2025-2026

Class	Tier 1- At or Above (80%)	Tier 2- Strategic (15%)	Tier 3- Intensive (5%)
Kindergarten	8/9=89%	0/9=0%	1/9=11%
1st	10/11=91%	0/11=0%	1/11=9%
2nd	4/4=100%	0/4=0%	0/4=0%
3rd	6/6=100%	0/6=0%	0/6=0%
4th	9/9=100%	0/9=0%	0/9=0%
5th	4/8=50%	3/8=38%	1/8=12%
6th	12/15=80%	1/15=7%	2/15=13%
Total	53/62=85%	4/62=6%	5/62=8%

Elementary NWEA Math Comprehensive Data

Testing Periods	Tier 1- At or Above (80%)	Tier 2- Strategic (15%)	Tier 3- Intensive (5%)
23-24 BOY			
23-24 MOY			
23-24 EOY			
24-25 BOY			
24-25 MOY			
24-25 EOY	41/63=65%	11/63=17.5%	11/63=17.5%
25-26 BOY	45/68=66%	12/68=18%	11/68=16%
25-26 MOY	49/63=77%	8/63=13%	6/63=10%
25-26 EOY	53/62=85%	4/62=6%	5/62=8%

High School NWEA Math Assessment
EOY 2025/2026

Class	Tier 1- At or Above (80%)	Tier 2- Strategic (15%)	Tier 3- Intensive (5%)
7th	2/3=67%	1/3=33%	0/3=0%
8th	9/11=82%	2/11=18%	0/11=0%
9th	6/6=100%	0/11=0%	0/11=0%
10th	4/4=100%	0/4=0%	0/4=0%
11 th	N/A	N/A	N/A
12th	N/A	N/A	N/A
Total	21/24=88%	3/24=12%	0/24=0%

High School NWEA Math Comprehensive Data

Testing Periods	Tier 1- At or Above (80%)	Tier 2- Strategic (15%)	Tier 3- Intensive (5%)
23/24 BOY			
23/24 MOY			
23/24 EOY			
24/25 BOY			
24/25 MOY			
24/25 EOY	30/39=76%	8/39=21%	1/39=3%
25-26 BOY On Target	37/45=83%	6/45=13%	2/45=4%
25-26 MOY	N/A	N/A	N/A
25-26 EOY	21/24=88%	3/24=12%	0/24=0%

Goal Progress Measure 1.1: The percentage of grades K-2 students identified as on track for grade-level proficiency utilizing the superintendents measurement recommendation (NDA+) will increase from 29% in June 2025 to 72% in June 2030												
Annual Targets: Baseline- 2025- 29%, 2026-38% 2027-47%, 2028-56%, 2029-65%, 2030-72%,												
Grade	ND A+ 2026	ND A+ 2027	ND A+ 2028	ND A+ 2029	Target 2026	Target 2027	Target 2028	Target 2029	Target 2030	Track		
Kinder	78				38	47	56	65	72	On Track		
1st Grade	100				38	47	56	65	72	On Track		
2nd Grade	100				38	47	56	65	72	On Track		

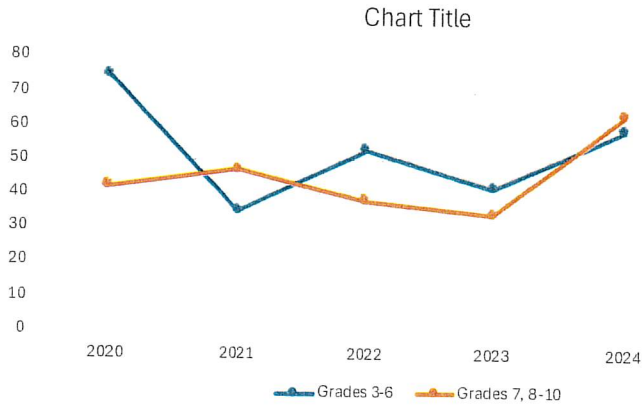
Goal Progress Measure 1.2: The percentage of grades 3-6 students identified as on track for grade-level proficiency utilizing the ND A+ Reading Assessments will increase from 29% in June 2025 to 72% in June 2030												
Annual Targets: Baseline- 2025- 29%, 2026-38% 2027-47%, 2028-56%, 2029-65%, 2030-72%,												
Grade	ND A+ 2025	ND A+ 2026	ND A+ 2027	ND A+ 2028	ND A+ 2029	Target 2026	Target 2027	Target 2028	Target 2029	Target 2030	Track	
3rd Grade	29	33				38	47	56	65	72	Off Track	
4th Grade	33	56				38	47	56	65	72	On Track	
5th Grade	23	13				38	47	56	65	72	Off Track	
6th Grade	33	25				38	47	56	65	72	Off Track	

Goal Progress Measure 1.3: The percentage of grades 7,8, and 10th-grade students identified as on track for grade-level proficiency utilizing the ND A+Reading Assessments will increase from 29% in June 2025 to 72% in June 2030												
Annual Targets: Baseline- 2025- 29%, 2026-38% 2027-47%, 2028-56%, 2029-65%, 2030-72%,												
Grade	ND A+ 2025	ND A+ 2026	ND A+ 2027	ND A+ 2028	ND A+ 2029	Target 2026	Target 2027	Target 2028	Target 2029	Target 2030	Track	
7th Grade	20	33				38	47	56	65	72	Off Track	
8th Grade	57	9				38	47	56	65	72	Off Track	
9th Grade	48	71				38	47	64	65	72	On Track	
10th Grade	25	80				38	47	56	65	72	On Track	

Student Outcomes Performance Char for NDSA, ND A+, and STARS: Math

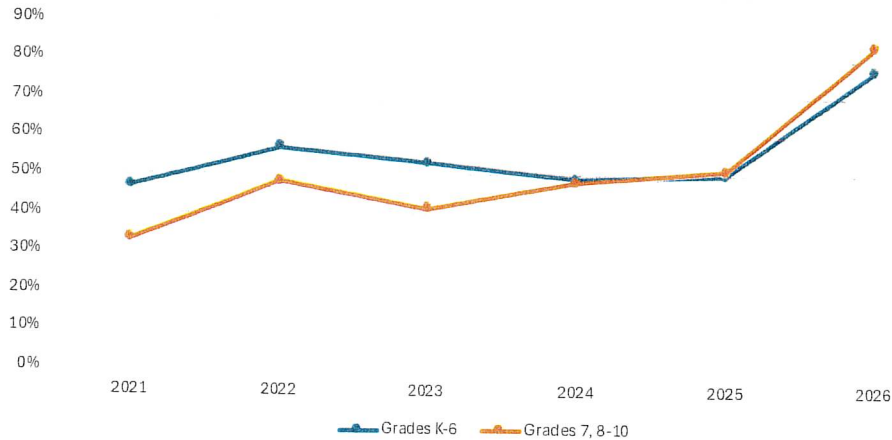
NDSA Math Data

	2020	2021	2022	2023	2024
Grades 3-6	75	35	53	42	59
Grades 7, 8-10	42	47	38	34	63



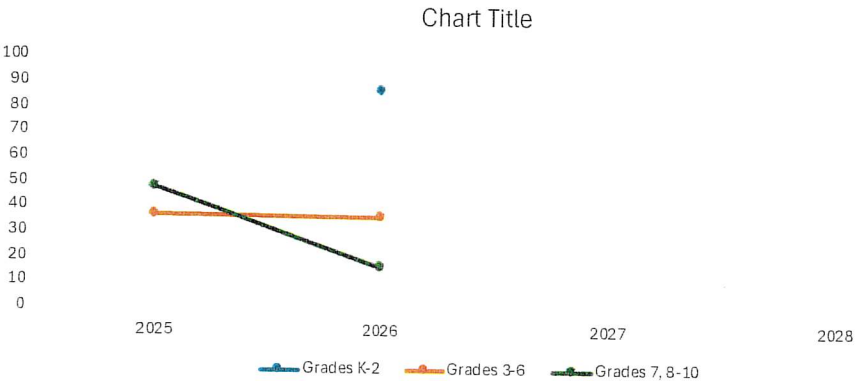
NWEA Math Data

	2021	2022	2023	2024	2025	2026
Grades K-6	47%	57%	53%	49%	50%	77%
Grades 7, 8-10	33%	48%	41%	48%	51%	83%



ND A+ Math Data

	2025	2026	2027	2028	2029	2030
Grades K-2		87				
Grades 3-6	37	36				
Grades 7, 8-10	48	16				



GLEN ULLIN SCHOOL DISTRICT NO. 48
SCHOOL BOARD MEETING MINUTES
Monday, June 22, 2026
Glen Ullin School Multi-Purpose Room
UNOFFICIAL

1. Call To Order and Roll Call:

President Jill Feser, called the meeting to order at 7:03 pm in the Glen Ullin School Multi-Purpose Room. A roll call was taken of the board members present: Chasity Wood, Andrew Jacobson, Matt Morman, and Cameron Morman. Also present were Business Manager: Kayla Schumacher, and Superintendent: Martin Bratrud. Other guests were Nancy Bittner and Alice Fitterer.

2. Pledge of Allegiance:

3. Student Outcome Goals: (information)

- a. Glen Ullin School Board Goal 1: ELA Progress Measures
- b. Glen Ullin Guardrail Progress Measures starting in 26-27
- c. 2026-2027 Assessment Calendar
- d. 2026-2027 Goal and Guardrail Progress Monitoring Calendar
- e. Other End of Year Data Preview

Superintendent Mr. Bratrud presented the board with these items.

4. Public Comment: none

5. Approval of the Agenda:

- a. Chasity Wood made the motion to approve the agenda with adding Title to (d.) and Policy Review to letter (e.) under Discussion. Mitchell Bettenhausen seconded the motion. A roll call vote was taken: Chasity Wood-yea, Andrew Jacobson-yea, Cameron Morman -yea, Matt Morman-yea , Jill Feser-yea. Motion carried.

6. Consent Agenda:

- a. Approve Minutes
 - i. May 13th, 2026, Regular School Board Meeting Minutes
 - ii. May 1st, 2026, Personnel Committee Meeting Minutes
 - iii. May 26th, 2026, Policy Committee Meeting Minutes
- b. Approve May Bills
- c. Approve Financial Report
- d. Approve Budget Revisions and Manual Journal Entries

- e. Receive Goal 1 Progress Measure Report
- f. Receive Guardrail Progress Measure Report
- g. Receive Goal and Guardrail Progress Monitoring Calendar
- h. Receive Board Meeting Calendar
- i. Approve Policies
 - i. ACF- Whistle Blower Protections Policy
 - ii. DGGA- Professional Development Plan Policy
 - iii. HCAE- Disbursement of Monies Policy
 - iv. HEAA- Line-Item Transfer Policy
 - v. HEBB- Cash in School Building Policy
 - vi. HEBC -Fraud Prevention Policy
 - vii. AACA- Section 504 Policy
 - viii. GAAE- Critical Race Theory (Revised) Policy
 - ix. FBA- Student Fees Policy
- j. Approve Board Member Resignation

Mitchell Bettenhausen made the motion to approve the Consent Agenda. Andrew Jacobson seconded the motion A roll call vote was taken: Cameron Morman-yea, Chasity Wood-yea, Andrew Jacobson-yea, Matt Morman-yea Mitchell Bettenhausen-yea, and Jill Feser -yea. Motion carried.

7. Reports: Information Only

- a. Superintendent Report
- b. Business Manager Report
- c. Transportation/Building Direct Report
- d. Counselor Report
- e. Principal Report
- f. Activities Director Report
- g. Past Month Time Tracker
- h. 2026-2027 Board Calendar

General Fund

Bloomin House	4569	85.00
Martin Bratrud	4570	100.00
Cash Wa	4571	3222.12
City of Glen Ullin	4572	673.20
Cole Paper	4573	385.41
CREA	4574	3575.00
Kelsy Duppong	4575	135.00
EcoLab	4576	640.00
Eggers Electric	4577	95.00
Farmers Union Insurance	4578	27393.00
Four Seasons Trophies	4579	1103.34
Tanya Glass	4580	562.40
Glen Ullin Supervalu	4581	652.05

Glen Ullin Times	4582	448.48
Harlows Bus	4583	6392.96
Zach Krein	4584	502.59
Linde Gas	4585	1006.02
Marco	4586	1323.60
Marshall Lumber	4587	3466.62
Mid Dakota Wheel	4589	336.54
Morton Sioux	4590	74444.15
Glen Ullin Auto Parts	4591	75.61
NDCTE	4592	687.00
NDSBA	7593	78.00
Pearce Durick	4594	783.75
Petty Cash Fund	4595	100.00
Point CPA	4596	5000.00
Post Master	4597	280.00
Preble Medical	4598	120.00
Rhyme University	4599	146.44
Cathryn Scott	4600	21.39
Shred ND	4601	53.75
Sysco	4602	2882.97
Lora Voegele	4603	168.60
WRT	4603	312.23

Activity

Beulah High School	1967	3827.06
Kelsy Duppong	1968	658.39
Glen Ullin Public School	1969	535.55
Glen Ullin SuperValu	1970	1096.72
Jostens	1971	234.45
National FFA	1972	178.00
New Salem Public School	1973	500.00

8. Discussion/Action:

a. Present Color Fund Balance Worksheet Report

Mr. Bratrud presented the color Fund Balance Worksheet. Everything is looking good, and we are staying right on track.

b. Consider Approval of June additional Bills

Mitchell Bettenhausen made the motion to approve the additional bills. Matt Morman seconded the motion. A roll call vote was taken: Chasity Wood-yea, Andrew Jacobson-yea, Cameron Morman -yea, Matt Morman-yea, Jill Feser-yea. Motion carried.

- c. Consider Approval of Personnel Committee recommendation for non-certified staff 26-27 compensation.

Chasity Wood made the motion to approve the non-certified staff compensation. Matt Morman seconded the motion. A roll call vote was taken: Chasity Wood-yea, Andrew Jacobson-yea, Cameron Morman -yea, Matt Morman-yea, Jill Feser-yea. Motion carried.

- d. Title Consolidated Application

Mitchell Bettenhausen made the motion to approve the Title Consolidated Application. Andrew Jacobson seconded the motion. A roll call vote was taken: Chasity Wood-yea, Andrew Jacobson-yea, Cameron Morman-yea, Matt Morman-yea, Jill Feser-yea. Motion carried.

- e. Committee revisions for open board spot

Chasity Wood will take the open spot on the Policy Committee, and Matt Morman will take the open spot on the Negotiations Committee.

9. Notes:

- a. Next Regular Board Meeting: July 29th at 7:00 pm

10. Adjournment:

- a. Chasity Wood made the motion to adjourn the meeting at 9:02 pm. Matt Morman seconded the motion. Motion carried.

Jill Feser, President

Kayla Schumacher, Business Manager

GLEN ULLIN SCHOOL DISTRICT NO. 48
SCHOOL BOARD SPECIAL MEETING MINUTES
Monday, June 22, 2026
Glen Ullin School Multi-Purpose Room
UNOFFICIAL

1. Call To Order:

President Jill Feser called the meeting to order at 7:06 pm in the Glen Ullin School Multi-Purpose Room. A roll call was taken of the board members present: Andrew Jacobson, Matt Morman , Chasity Wood, Cameron Morman and Mitchell Bettenhausen. Also present were Business Manager: Kayla Schumacher; Superintendent: Martin Bratrud. Other guests were Nancy Bittner.

2. Roll call

3 Approval of the Agenda:

Chasity Wood made the motion to approve the agenda. Mitchell Bettenhausen seconded the motion.

4. New Business

A.) Canvas the June 9, 2026 School Board Election Results

Business Manager: Kayla Schumacher presented the Election votes as follows:

3-year term At Large (rural or city)

Cameron Morman -125 votes

David Skjoldal -1 vote

Emily Kottre -4 votes

Peter Gietzen -1 vote

3-year term Rural

Mitchell Bettenhausen -106 votes

Marie Bittner -1 vote

Janell Morman -1 vote

Logan Schlatter – 3 votes

Andrew Jacobson -1 vote

Matt Morman made the motion to approve the canvased votes. Chasity Wood seconded the motion. Roll call vote was taken: Mitchell Bettenhausen -Yay, Andrew Jacobson -Yay, Matt Morman -Yay, Cameron Morman -Yay, Chasity Wood- Yay and Jill Feser -Yay. Motion carries.

Mitchell Bettenhausen made the motion to adjourn the meeting at 7:03 pm. Cameron Morman seconded the motion.

Jill Feser President

Kayla Schumacher Business Manager

GLEN ULLIN SCHOOL DISTRICT NO. 48
Financial Committee Meeting
Wednesday, July 8, 2026
Principal's Office
UNOFFICIAL

1. Call To Order:

Mr. Bratrud called the meeting to order at 7:01 pm in the Principal's Office. A roll call was taken of the board members present Andrew Jacobson and Jill Feser, Also present was Business Manager: Kayla Schumacher.

2. Review and Discuss the General Fund Budget Draft 3

Mr. Bratrud shared with the present board the third draft on the budget for the coming fiscal year of 2026-2027.

3. Review End of Year Color Balance Sheet

Mr. Bratrud presented the end of year Color Balance Sheet. We did end up with a Surplus which will be presented to the whole board at the July Meeting.

4. Review and Discuss the Food Service Budget Draft

Mr. Bratrud did inform the committee we will still do a \$100,000.00 Transfer from the general fund to the lunch fund for the 2025-2026 school year.

5. Discuss Preliminary Mill Levy

Mr. Bratrud gave his recommendation on not increasing the Mill Levy for this school year 2026-2027

6. Discuss 26-27 Lunch Prices and Fee Schedule

Mr. Bratrud discussed increasing the lunch prices \$.10 this fiscal school year.

7. Discuss Contracting for Grant Services for the COPS grant for School Security Equipment (School PA/Intercom System, Security Camera Upgrades)

Mr. Bratrud asked the committee their thoughts on applying for a grant to upgrade the PA system and security cameras. The district would still have to cover roughly \$65,000.00 of the portion. After discussion the committee decided that right now is not the best time to apply for this grant.

8. Adjournment

Finance Meeting was adjourned at 9:15 pm.

Jill Feser President

Kayla Schumacher Business Manager

GLEN ULLIN SCHOOL DISTRICT NO. 48
SCHOOL BOARD SPECIAL MEETING MINUTES
Friday, June 26, 2026
Glen Ullin School Multi-Purpose Room
UNOFFICIAL

<https://us02web.zoom.us/j/87581022235?pwd=E9OxWFSX0ONTQDiGcgade20z4OkI0F.1>

1. Call To Order:

Vice President Andrew Jacobson called the meeting to order at 3 pm via TEAMS. A roll call was taken of the board members present, Andrew Jacobson (online), President Jill Feser, and Superintendent, Martin Bratrud.

2. Agenda

- A. Discussed and Recommended changes to Policies BEC-School Board Evaluation
- B. Discusses and Recommended changes to Policy BGA-Board Communication with the Public
- C. Discussed and Recommended changes to Policy DBBA-Drug and Alcohol Testing Program for Employees
- D. Discussed and Recommended changed to Policy DBBB-Physical Examinations for Employees
- E. Discussed and Recommended changes to Policy DEAA-Drug and Alcohol Free Workplace
- F. Discussed and Recommended changes to Policy FGA-Tabled until July 15 Committee Meeting
- G. Discussed and Recommended changed to Policy KAAA-Tabled until July 15 Committee Meeting
- H. Discussed and Recommended changes to Board Operating Procedures Manual (Draft 1)

Adjournment: 3:53 pm.

Andrew Jacobson Vice-President

Martin Bratrud, Superintendent

GLEN ULLIN SCHOOL DISTRICT NO. 48
SCHOOL BOARD SPECIAL MEETING MINUTES
Wednesday, July 15, 2026
Glen Ullin School Multi-Purpose Room
UNOFFICIAL

<https://us02web.zoom.us/j/87581022235?pwd=E9OxWFSX0ONTQDiGcgade20z4OkI0F.1>

1. Call To Order:

Vice President Andrew Jacobson called the meeting to order at 3 pm via TEAMS. A roll call was taken of the board members present, Andrew Jacobson (online), Chasity Wood, (online), President Jill Feser (online), and Superintendent, Martin Bratrud (online).

2. Agenda

- A. Discussed and Recommended changes to Policies FGA-Student Education Records FGA E1-E6, BR1-BR2
- B. Discusses and Recommended changes to Policy KAAA: Visitors in Schools and E1
- C. Discussed and Recommended changes to Policy GBDBB: Retaining an Attorney
- D. Discussed and Recommended changed to Policy FAAD: Tuition Agreements
- E. Discussed and Recommended changes to Policy HBAA: Federal Fiscal Compliance and E1 and E2
- F. Discussed and Recommended changes to Policy HCAA: Purchasing and E1-E2
- G. Discussed and Recommended changed to Policy ICCB: Disposal of School Equipment
- H. Discussed and Recommended changes to Policy ABCD-E1 Records Retention and E2
- I. Discussed and Recommended changes to Board Operating Procedures Manual (Draft 2)

Adjournment: 4:05 pm.

Andrew Jacobson Vice-President

Martin Bratrud, Superintendent

RECOMMENDED

Descriptor Code: DKA

REDUCTION-IN-FORCE POLICY

The Board shall have the sole right to determine the necessity for and scope of a reduction in force for reasons including, but not limited to, lack of funds, uncertainty of funds, declining enrollment, or other reasons of necessity.

Teaching staff on leave for any purpose remain subject to the district's reduction-in-force policy.

Criteria

The Superintendent shall recommend teacher(s) for reduction in force in accordance with the following criteria:

1. Attrition, including retirements and resignations.
2. When attrition is not sufficient to alleviate the necessity for reduction in force, the Board shall retain teachers with the greatest adaptability to meet present and future district staffing and educational needs, both curricular and extracurricular.
3. When teachers within the same area of licensure are deemed to be of equal adaptability, the Board shall retain the teacher with superior academic and professional preparation beyond minimum licensure requirements in his/her teaching field.
4. When teachers are deemed to be of equal adaptability and have equal academic and professional preparation within their teaching fields, the Board shall retain the teacher who has taught in the District for the greater period of time.

If a reduction in force is necessary, only teachers directly impacted (e.g., those employed under a Title program) will be considered for reduction in force based on the criteria for reduction-in-force above.

Notices and Hearing

If a decision is made to reduce the teaching staff, any teacher affected thereby shall be given such notice and hearing as may be required by law.

Recall Rights

Any teacher who is non-renewed under the provisions of this policy may request and may be given consideration for teaching vacancies which said teacher is qualified and which occur within nine months after receipt of written notice of the nonrenewal decision. It shall be the sole responsibility of said teacher to provide the District with a current address. Any teacher who is offered re-employment hereunder and fails to accept the same within fifteen days after it is offered shall be deemed to have rejected said offer.

Complementary Documents

- DKA-E, Reduction-in-Force Rubric

REQUIRED

KAB-1 - GLEN ULLIN DISTRICT-LEVEL PARENT AND FAMILY ENGAGEMENT POLICY

In support of strengthening student academic achievement, the Glen Ullin School District which receives Title I, Part A funds must jointly develop with, agree on with, and distribute to parents and family members of participating students a written District-Level Parent and Family Engagement Policy that contains information required by Every Student Succeeds Act (ESSA). The policy establishes the district's expectations and objectives for meaningful parent and family engagement and describes how the District will implement a number of specific parent and family engagement activities.

Definitions

This policy defines the following:

- *Parent* means a biological, adoptive, step or foster father or mother, or any other individual who stands in loco parentis to the student.
- *Parental involvement* means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - a. Parents play an integral role in assisting their child's learning;
 - b. Parents are encouraged to be actively involved in their child's education at school;
 - c. Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 - d. Other activities are carried out, such as those described in ESSA.
- *Family/family members* are adults living in a student's household who are related to the student and/or adult relatives living outside the student's household who, based on a school administrator's knowledge, play a direct and active role in the student's education (e.g., volunteer in school, attend school meetings).

District-Level Parent and Family Engagement Policy Requirements

The District agrees to implement the following requirements as outlined in law:

1. Put into operation programs, activities, and procedures for the engagement of parents and family members in all of its school with Title I, Part A programs. These programs, activities, and procedures must be planned and operated with meaningful consultation with parents and family members of participating children;
2. Work with its schools to ensure that the required School-Level Parent and Family Engagement Policy meets the Title I, Part A requirements, and includes as a component, a school-parent compact;
3. Incorporate this District-Level Parent and Family Engagement Policy into its district plan;

REQUIRED

4. Provide, to the extent practicable, full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory students, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand; and
5. If the district plan for Title I, Part A is not satisfactory to the parents of participating students, the District shall submit any parent comments with the plan when the District submits the plan to Department of Public Instruction.

Required District-Level Parent and Family Engagement Policy Components

The District-Level Parent and Family Engagement Policy includes a description of how the district may implement or accomplish each of the following components:

1. Joint Development

The District shall take the following actions to involve parents and family members in jointly developing its district plan, and in the development and review of support and improvement plans.

2. Annual Evaluation

The District shall take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this District-Level Parent and Family Engagement Policy in improving the academic quality of its Title I, Part A schools. The evaluation must include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation must also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The District may use the findings of the evaluation about its District-Level Parent and Family Engagement Policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its District-Level Parent and Family Engagement Policy.

3. Reservation of Funds (only applicable to districts with Title I, Part A allocations of \$500,000 or more)

If applicable, the District shall involve the parents and family members of students served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the one percent reserved goes directly to Title I schools.

4. Coordination of Services

REQUIRED

The District shall, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other relevant Federal, State, and local laws and programs that encourage and support parents in more fully participating in the education of their children.

5. **Building Capacity of Parents**

The District shall, with the assistance of its Title I schools, build the parents' capacity for strong parent involvement by providing materials and training on such topics as literacy training and using technology to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- a. The challenging State academic standards;
- b. The State and local academic assessments including alternate assessments;
- c. The requirements of Title I, Part A;
- d. How to monitor their child's progress; and
- e. How to work with educators to improve the achievement of their child.

6. **Building Capacity of School Staff**

The District shall, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools.

Building Capacity for Involvement

1. The District-Level Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the District, in meaningful consultation with its parents, choose to undertake to build parents' capacity for involvement in the school and school district to support their children's academic achievement, such as the following discretionary activities listed in ESSA. The District shall implement the following District-Level Parent and Family Engagement Policy components to improve family-school partnerships¹: Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
2. Provide necessary literacy training for parents from Title I, Part A funds if the school has exhausted all other reasonably available sources of funding for that training;

¹ NOTE: Indicate the following District-Level Parent and Family Engagement Policy components the district will implement to improve family-school partnerships.

REQUIRED

3. Pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
4. Train parents to enhance the engagement of other parents;
5. Maximize parent and family engagement and the participation in their child's education, arrange school meetings at a variety of times or conduct in-home conferences with teachers or other educators who work directly with participating students and parents who are unable to attend conferences at school;
6. Adopt and implement model approaches to improving parent and family engagement;
7. Establish a district parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs; and
8. Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities.

Policy Adoption and Dissemination

The Board shall annually review this policy and any associated policy templates. The District shall distribute this policy annually to all parents of participating Title I, Part A students.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- FDC, Education of Migrant Students
- GABAA, English Learners
- KAB-BR, School-Level Parent and Family Engagement Policy
- KAB-E, School-Parent Compact Requirements

End of Glen Ullin Policy KAB-1..... Adopted:

2/11/2026

REQUIRED

Descriptor Code: GABDB

TITLE PROGRAMS DISPUTE RESOLUTION PROCEDURE

Process

Any individual who believes that the Glen Ullin School District has violated the regulations or law governing a Title program should submit a complaint to the principal at Glen Ullin School, PO Box 548, Glen Ullin, ND 58631-0548, or call 701-348-3590. The principal shall investigate the complaint and provide the individual with a written response within 30 days or as soon as practical.¹

The complaint must include:

- 1. The date.
- 2. A detailed description of the complaint, including specific facts.
- 3. The signature of person making the complaint.

If the complainant is dissatisfied with the response, the complainant may submit an appeal request to the Superintendent. The Superintendent shall issue a written response to the complainant as soon as practical not to exceed 30 days.

Reconsideration

If the complaint is not resolved to the satisfaction of the complainant at the district level, the complainant may forward the complaint to the Title Program Director, Department of Public Instruction, 600 East Boulevard, Bismarck, ND 58505. DPI has established a reconsideration procedure in the event that a complainant is dissatisfied with the State Title Program Director's decision.

Once the state-level complaint review process has been exhausted, a complainant may forward the complaint to the Secretary of Education, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208.

End of Glen Ullin School District #48 Policy GABDB..... Adopted: 01/13/21

¹ The 30-day deadline is recommended by NDSBA but not required by federal law.

REQUIRED

Descriptor Code: GABAA

ENGLISH LEARNERS

It is the policy of the Glen Ullin School District to provide the appropriate educational services as required by law. Students are guaranteed equal educational opportunities regardless of race, color, religion, gender, national origin, ancestry, disability, age, or other status protected by law. Students identified as lacking the necessary language proficiency to learn and interact in the classroom shall be provided necessary services.

The District provides appropriate educational services and parity in programs/services/resources provided to students who are Limited English Proficient (LEP) and/or English Learners (EL). The District has developed a plan that describes the process of identifying and assessing students who are LEP or EL. The plan is consistent with state and federal requirements.

The plan also includes a procedure for ensuring participation by identified students in state mandated assessments and a description of methods used to assist with language proficiency and academic achievement, including a description of the instructional model chosen, method of developing individual student instructional plans, teacher assessment, instructional planning, parental involvement, and program exit criteria. The plan assures that a trained ESL or bilingual education teacher shall oversee the LEP and EL program. The plan will be monitored to ensure that portions that fail to meet the needs of LEP and EL students are revised or discontinued.

Parents or guardians of EL and LEP student shall be notified upon identification and be informed of student's needs, services available, and annual progress in English and academic achievement. Parents or guardians shall be communicated with, to the extent practicable, in their native language or a language that they can understand.

Complementary Documents

- AAC, Nondiscrimination and Anti-Harassment Policy
- FAB, School Assignment and Choice
- FACA, Placement and Adjustment of Transfer Students
- GABAA-AR, English Learners (EL) Communication Procedure

End of Glen Ullin School District #48 Policy GABAA..... Adopted: 04/07/21

REQUIRED REGULATION

Descriptor Code: FDB-BR

EDUCATION OF THE HOMELESS DISPUTE RESOLUTION PROCEDURE

District Resolution Procedure

The Board has adopted the following dispute resolution procedure for disputes related to the inner-district placement of homeless students:

1. A parent/guardian/unaccompanied student wishing to dispute the superintendent's school placement decision to the Board shall contact the Homeless Student Liaison to file an appeal within 15 days from receipt of the placement decision.
2. The Homeless Student Liaison shall notify the Superintendent of the appeal. The Superintendent shall take measures necessary to immediately enroll the homeless student in the school in which s/he is seeking enrollment, pending resolution of the dispute.
3. The Homeless Student Liaison shall present the appeal to the Board in a timely manner.
4. The Board will make an independent school placement determination based on feasibility and the student's best interest. When making this determination, the Board shall at least consider the following criteria:
 - a. The age of the student;
 - b. The distance of the commute;
 - c. The impact of the commute on a student's education;
 - d. The student's safety;
 - e. If the student has special needs, and which school best serves those needs; and
 - f. The amount of time left in the school year.
5. The Board shall issue a placement determination within 15 days of receiving the appeal request. The determination shall be made in writing and issued to the parent/guardian/unaccompanied student who initiated the appeal, along with notice of the rights of the parent/guardian/unaccompanied student to appeal the decision to the State Homeless Program Administrator at the North Dakota Department of Public Instruction.
6. The Homeless Student Liaison shall send a copy of the written placement determination decision to the State Homeless Program Administrator at the North Dakota Department of Public Instruction.

State Resolution Procedure

The Board has adopted the following dispute resolution procedure for individuals who have exhausted the district-level appeals process and/or for disputes that involve more than one school district:

1. A parent/guardian/unaccompanied youth shall inform the Homeless Student Liaison in the district of residence of their intent to file a state level placement appeal.
2. The Homeless Student Liaison shall assist the parent/guardian/unaccompanied youth with filing the appeal and notify the State Homeless Program Administrator of the appeal.

REQUIRED REGULATION

Descriptor Code: FDB-BR

3. The Homeless Student Liaison shall notify the affected superintendent(s) of the appeal, and the superintendent(s) shall take measures necessary to immediately enroll the homeless student in the school in which s/he is seeking enrollment, pending resolution of the dispute.
4. The Homeless Student Liaison in the affected district(s), the enrollment officer in the affected district(s), parents of the student, homeless service providers, and the State Homeless Program Administrator shall meet at the direction of the State Homeless Program Administrator to resolve the issue.
5. The State Homeless Program Administrator shall be considered the final decision-maker. The District must comply with the state homeless program administrator's placement determination.

End of Glen Ullin School District #48 Board Reg. FDB-BR Adopted: 05/12/21

REQUIRED REGULATION

Descriptor Code: FDH-BR1

FOSTER CARE STUDENT TRANSPORTATION PROCEDURE

The Board has adopted the following transportation procedures to ensure collaboration with the state or the local child welfare agency (CWA) to ensure the educational stability of a student in foster care, including assurances that:

1. Foster care students remain in their school of origin, unless a determination is made that it is not in their best interest; and
2. When a determination is made that it is not in the best interest to remain in the school of origin, the child must be immediately enrolled in a new school.

Transportation Plan Process

1. A representative of the relevant CWA shall give clear notice to the District, as soon as practical that a student in foster care needs, or may need, transportation to a district school that is the student's school of origin. Such notice may be given in writing or verbally directly to the district's Foster Care Point of Contact.

When a student's placement is outside of the boundary of their school of origin, the local CWA shall promptly notify and collaborate with the District to convene a best interest determination meeting.

2. When the District is notified that a student in foster care needs, or may need, transportation to a district school serving as the student's school of origin, the district's Foster Care Point of Contact, in consultation with others, will promptly take steps to determine best interest decision and establish an individualized transportation plan that addresses how transportation will be arranged, provided, and funded for the duration of time that the student is in foster care and attending the school of origin.

In the interim, the District and the local CWA must jointly develop and implement a plan to provide temporary transportation to ensure the student's educational stability.

The District must ensure that transportation is provided to a student in foster care even if transportation is not offered to non-foster care students.

- a. The district's Foster Care Point of Contact shall establish and develop a transportation plan for the student in consultation with a representative of the local CWA, appropriate district staff (e.g., Superintendent, Title I coordinator, school of origin transportation designee, coordinator for special education, McKinney-Vento liaison), representatives from another school district (if applicable), and may also include obtaining input from others who may be involved in education or other decision-making for the student, such as the foster parent or designated caregiver.
- b. Multiple factors will be considered and addressed in the best interest determination when determining transportation options for a student in foster care, including, but not limited to: safety of the foster care student and other students being transported; student age; length of commute; and distance. The cost of transportation must never be a factor when determining best interest determination. Information from the school of

REQUIRED REGULATION

Descriptor Code: FDH-BR1

origin transportation designee about these factors will be provided so that the best interest determination will be comprehensive and will include consideration of cost-effective measures.

The following options must be considered to provide school of origin transportation:

- i. An existing bus route can be used;
 - ii. An existing bus route can be modified slightly to accommodate the new address;
 - iii. Specialized transportation offered to other students can be accessed, such as special education (IEP) or McKinney-Vento transportation;
 - iv. Existing special education transportation can be modified slightly to accommodate the new address;
 - v. Arranging transportation by the foster parent/designated caregiver to the school of origin or to a bus stop on a route to the school of origin;
 - vi. Coordinating with the district in which the student is living to provide transportation to the District boundaries or an existing bus stop within the District;
 - vii. Public transportation; and
 - viii. Walking within a reasonable walk zone (based on safety, disability, age, etc.)
- c. The transportation plan for the student must be in writing and include the following information (see FDH-E1):
 - i. Student name;
 - ii. Contact information (address, phone and/or email);
 - iii. Current school district;
 - iv. A transportation strategy for providing transportation to and from the school of origin on school days, inclusive of identifying the method(s) of transportation, the person or entity responsible for providing the transportation, and if applicable, the person or entity who is responsible for making any specific arrangements that are necessary to the implementation of any mode of transportation;
 - v. To the extent applicable, a description of how the student's school-related transportation will be funded, particularly when the planned transportation involves additional costs as defined under applicable laws and regulations; and
 - vi. A communication protocol that the District, CWA, and other relevant persons, such as the student's foster parent or designated caregiver, may use in order to address any questions or concerns that arise with the transportation plan, including considering possible adjustments to the student's transportation plan, and any relevant changes in the student's placement or foster care status that are relevant to the transportation plan.

REQUIRED REGULATION

Descriptor Code: FDH-BR1

3. A student needing transportation to the school of origin must promptly receive transportation in a cost-effective manner and in accordance with the local CWA's authority to use child welfare funding for school of origin transportation.

If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin if:
 - a. The local CWA agrees to reimburse the District for the cost of such transportation;
 - b. The District and local CWA agree to share the cost;
 - c. The District agrees to pay for the cost of such transportation; or
 - d. The school of origin, local CWA, school of residence and/or placing CWA share the cost of such transportation.
4. The CWA in consultation with the district's Foster Care Point of Contact and key partners, as applicable, shall make the best interest transportation determination for the student in foster care.
5. The CWA and/or the district's Foster Care Point of Contact shall notify the foster parent or designated caregiver of the decision. If transportation to the school of origin is in the best interest of the student, the district's Foster Care Point of Contact shall contact the school of origin transportation designee to make the necessary arrangements.

Transportation must be provided for the duration of the student's time in foster care as long as it continues to be in the student's best interest to remain in their school of origin. If a student exits foster care before the end of a school year, the transportation arrangement shall be maintained through the end of the school year to maintain the student's educational stability if possible.

Dispute Resolution

The District and local CWA shall make every effort to expeditiously reach an agreement regarding the method of transportation and/or the funding of any additional costs associated with providing such transportation to the school of origin for a student in foster care at the local level. If the District and local CWA cannot resolve a dispute about transportation method or cost, the aggrieved parties shall notify the district's Foster Care Point of Contact and follow the dispute resolution procedure adopted by the District (see FDH-BR2).

End of Glen Ullin School District #48 Board Reg. FDH-BR1 Adopted: 04/07/21

Hot Lunch

Breakfast (PreK-12) **\$2.45**

Lunch (PreK-6) **\$3.00**

Lunch (7-12) **\$3.60**

Adults

Breakfast **\$3.10**

Lunch **\$4.50**

All Guests **\$5.50**

Lunch Price Break Down

Quarter	1	2	3	4
Elementary	\$120.00	\$129.00	\$150.00	\$123.00
High School	\$144.00	\$154.80	\$180.00	\$147.60
Adult	\$180.00	\$193.50	\$225.00	\$184.50

Breakfast Price Break Down

Quarter	1	2	3	4
Elementary/ Highschool	\$95.55	\$100.45	\$120.05	\$95.55
Adult	\$120.90	\$127.10	\$151.90	\$120.90

Pre-School Meal Price Break Down

Quarter	1	2	3	4
Breakfast	\$58.80	\$53.90	\$80.85	\$61.25
Lunch	\$75.00	\$72.00	\$99.00	\$81.00

Activity Ticket Prices

Grade K-12 - **Free**

Senior Citizen - **Free**

Adults (All Sports) - **\$125**

Family Pass (All Sports) - **\$225**

GBB Only **\$55**

BBB Only **\$55**

Drivers Education (Behind the Wheel) \$150

2025-2026 Yearbook (Optional) \$25

Activity Prices for 2026-2027

Activity Tickets

Adult (All Sports) _____ x \$125 = \$ _____

Family (All Sports) _____ x \$225 = \$ _____

GBB _____ x \$55 = \$ _____

BBB _____ x \$55 = \$ _____

Participation Fees

HS Student _____ Sport _____ x \$40 = \$ _____

HS Student _____ Sport _____ x \$40 = \$ _____

JH Student _____ Sport _____ x \$30 = \$ _____

JH Student _____ Sport _____ x \$30 = \$ _____

7-12 Speech _____ x \$20 = \$ _____

7-12 One-Act _____ x \$20 = \$ _____

Drivers Education (Behind the Wheel) _____ x \$150 = \$ _____

2026-2027 Yearbook _____ x \$25 = \$ _____

Activity Total Paid = \$ _____

Lunch Prices for 2026-2027

<u>Breakfast</u>	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>	<u>S1</u>	<u>S2</u>
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K-12	\$95.55	\$100.45	\$120.05	\$95.55		
Adults	\$120.90	\$127.10	\$151.90	\$120.90		

<u>Lunch</u>	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>	<u>S1</u>	<u>S2</u>
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K-6	\$120.00	\$129.00	\$150.00	\$123.00		
7-12	\$144.00	\$154.80	\$180.00	\$147.60		
Adults	\$180.00	\$193.50	\$225.00	\$184.50		

<u>PK Meals</u>	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>	<u>S1</u>	<u>S2</u>
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Breakfast	\$58.80	\$53.90	\$80.85	\$61.25		
Lunch	\$75.00	\$72.00	\$99.00	\$81.00		

Student Name _____ Elem or HS Meals = \$ _____

Student Name _____ Elem or HS Meals = \$ _____

Student Name _____ Elem or HS Meals = \$ _____

Student Name _____ Elem or HS Meals = \$ _____

Lunch Total Paid = \$ _____

RECOMMENDED

BEC - SCHOOL BOARD EVALUATION

The **[Name of District]** School Board recognizes the importance of regular periodic assessments of priorities, goals, and objectives to determine board effectiveness, identify strengths and weaknesses, improve board practices, and define and evaluate board governance structure. Regular evaluations help enhance the board's decision-making process, provide a foundation for goal-setting and planning that focuses on improving student achievement, and promote open communication among board members, the District, and the community. Therefore, it shall be the policy of this board to conduct an annual self-evaluation based on the stated priority objectives for the year as well as on the goals and governance model of the Board. **[OPTIONAL: The Board's evaluation will include consideration of the Board's use of measurable student outcome goals and its routines for monitoring progress toward those goals.]**

Consistent with the understanding that the Board acts only as a whole and that individual board members have no authority or power, the evaluation will focus on how the Board functions, not how each individual functions. Individual board members are encouraged, however, to conduct a personal self-examination in conjunction with the board evaluation to gain insight and understanding into the quality of their own board service and foster accountability to themselves, the District, the community, and the students. The evaluation will also consider how effectively the Board maintains role clarity with administration, including how the Board focuses on direction, goals, and accountability while administration leads operations and implementation.

Annually, the President will distribute a self-evaluation instrument to all board members and to the Superintendent **[OPTIONAL: and other administrators]**. **[OPTIONAL: Other personnel and selected community representatives may be asked to participate in this evaluation.]**

The evaluation instrument shall include the following areas:

1. **Board meetings**
2. **Policy development**
3. **Fiscal management**
4. **Board's role in educational program development**
5. **New board member orientation**
6. **Board member inservice and development**
7. **Board-superintendent relations**
8. **Board-staff relations**

9. Board-community relations
10. Understanding of the district's mission
11. Understanding the Board's governance model
12. Working harmony of Board
13. Legislative and governmental relations
14. Educational leadership
15. Student outcome goal-setting
16. Progress monitoring and reporting routines
17. Board meeting focus and time use
18. Alignment of superintendent evaluation to district goals and outcomes
19. Role clarity between board and administration.]

Following the evaluation, the Board will meet to review the results of the evaluation, determine strengths and areas of improvement, and establish the priority objectives for the coming year.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- BEC-E, School Board Evaluation

End of [Name of District] Policy BEC Adopted:

[02/26]

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RECOMMENDED

BGA - BOARD COMMUNICATION WITH THE PUBLIC

As members of the **[Name of District]** School Board, individual board members may be contacted by the public with questions, comments, or concerns related to school matters. When approached by the public for these reasons, **[Name of District]** School Board members shall comply with the applicable portions of the following procedure:

1. Explain that individual board members have no authority to act on behalf of the Board.
2. Explain that because board members serve as the neutral and impartial factfinders and decision-makers when a licensed staff member (e.g., teacher, principal, or superintendent) is considered for nonrenewal or discharge, board members must maintain their impartiality in the event of a due process hearing. Consequently, board members must not hear, consider, investigate, or be involved with complaints about licensed staff. An exception is only made when complaints are made about the Superintendent or Business Manager which should be routed to the Board President under the applicable policy for the complaint.
3. Explain that the Board has developed procedures to handle public concerns and complaints and refer the individual to the appropriate source under policy for further investigation.

If the communication concerns a comment or concern about the **[Name of District]** School Board or for which the Board has not established a policy, the matter shall be referred to the **[Name of District]** School Board President.

To ensure compliance under the open meetings law, board members shall not forward or discuss correspondence from the public with other board members outside the context of an open meeting except as otherwise stipulated above. In addition, the Board shall comply with the protocol contained in all policies related to complaints, some of which may prohibit an appeal to the Board or discussion or consideration at a board meeting.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- AAC-BR1, Discrimination and Harassment Grievance
- AAC-BR2, Title IX Harassment Grievance
- BCAB, Board Meeting Procedures
- BCAD, Executive Session
- BCBA, Public Participation and Board Meetings
- GAAC, Review and Complaints About Instructional and Resource Materials
- HEBC, Fraud Prevention and Investigation

- KACA, Patron Complaints
- KACB, Complaints About Personnel

End of [Name of District] Policy BGA. Adopted:

[02/26]

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REQUIRED

Descriptor Code: DBBA

DRUG AND ALCOHOL TESTING PROGRAM FOR EMPLOYEES

Definitions

For the purpose of this policy:

- *Alcohol* means any alcoholic beverage as defined in [23 U.S.C. § 158\(c\)](#) and [N.D.C.C. § 5-01-01](#).
- *Drugs or controlled substances* refers to substances covered by the Omnibus Transportation Act, including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP) (See [21 CFR Part 1308](#)).
- *Covered employee/position* means an employee/position subject to the [Drug-Free Workplace Act](#) and/or the Omnibus Transportation Employee Testing Act.
- *Safety-sensitive position* means a job in which a momentary lapse in the discharge of duties poses a safety threat with potentially severe consequences. In addition to covered positions, the [Board](#) recognizes the following as safety-sensitive positions: school vehicle drivers as described in [N.D.C.C. § 15.1-07-20](#).

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Statement of Philosophy

The District is committed to the establishment of a drug and alcohol testing program that meets all applicable requirements of the Omnibus Transportation Employee Testing Act and other applicable federal and state law. All covered and safety-sensitive employees are prohibited from using controlled substances and alcohol as [identified in this policy and the District policy DEAA, Drug and Alcohol-Free Workplace](#).

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Prohibitions and Hours of Compliance

Covered and safety-sensitive employees are prohibited from using a controlled substance at all times unless use is at the instruction of a physician, and the physician has advised that use will not affect the employee's ability to perform safety-sensitive duties.

Covered and safety-sensitive employees are prohibited from using alcohol while on duty, four hours prior to performing duties, and up to eight hours following an accident or until the employee performs a post-accident test (whichever occurs first).

No supervisor having actual knowledge that an employee covered by this policy has used a controlled substance or alcohol within prohibited hours shall permit the employee to perform or continue to perform safety-sensitive duties.

Notice of Medication Use

Employees shall notify the District any time they are using medication prescribed by a [treating medical provider](#) that could adversely affect their performance of [any work duties, including](#) safety-sensitive duties. Employees shall not drive or perform other safety-sensitive duties at any time they have been advised by a [treating medical provider](#) that medication may or will adversely affect their ability to safely perform these duties.

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Participation in Drug and Alcohol Testing Program Required

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REQUIRED

Descriptor Code: DBBA

Employees serving in positions covered and safety-sensitive position under, this policy are required to participate in all applicable drug and alcohol testing as a condition of employment.

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Employees serving in non-covered and non-safety-sensitive positions under this policy are subject to reasonable suspicion testing and any other testing, only as allowed under state and federal law.

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Circumstances for Testing

All covered and safety-sensitive employees shall be subject to pre-employment, reasonable suspicion, random, post-accident, return-to-duty and follow-up alcohol and drug testing pursuant to procedures set out in the federal regulations or as allowed by applicable law. Other employees working in non-covered and non-safety-sensitive positions identified under this policy may be subject to reasonable suspicion testing and other types of testing when the District can demonstrate a special need to conduct the test or as allowed under state or federal law. Pre-employment controlled substance and alcohol testing shall be administered to an applicant offered a covered or safety-sensitive position in the District prior to the first time the employee performs any safety-sensitive duties for the District unless the applicant meets exemption criteria contained in federal regulations. Employment with the District is conditional upon the applicant receiving negative test results.

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An individual applying for, transferring to, or being promoted to any covered or safety-sensitive position shall initially be subject to controlled substance and alcohol testing. Verified positive test results shall prevent an applicant/employee from moving into a covered or safety-sensitive position. School vehicle drivers shall also be subject to post-accident, reasonable suspicion and random testing. Non-transportation safety-sensitive positions shall be subject to post-accident and reasonable suspicion tests.

Transportation contracts approved by the District shall contain assurance that the contractor will establish or join a drug and alcohol testing program that meets the requirements of federal regulations and this policy and associated regulations and will actively enforce the requirements of this policy and regulations as well as federal requirements. An independent contractor who drives their own bus/vehicle is subject to the same requirements as the district's own employees.

Drug and Alcohol Testing

Any applicant or employee has the right to refuse to undergo testing. However, failure to consent to testing or behavior that prevents meaningful completion of testing will be treated as a failure to comply with the District's policies and may result in discipline, termination of employment, or rescission of a job offer. No test will be sought for the purpose of discriminating against an applicant or employee.

The District has adopted testing practices to identify covered and safety-sensitive position applicants/employees who use illegal drugs or abuse alcohol on or off the school property and/ or during working hours. Before requesting or requiring drug and/or alcohol testing, the District will provide the individual with a copy of this policy and a form on which to

REQUIRED

Descriptor Code: DBBA

acknowledge they have seen the policy. Testing will not be performed unless a signed acknowledgement form has been obtained. It shall be a condition of employment for all covered and safety-sensitive position applicants/employees to submit to testing under the following circumstances:

1. Pre-employment (Covered and Safety-Sensitive Positions Only): Once a conditional job offer has been made to an applicant for a covered or safety-sensitive position, the District will require the applicant to undergo testing, provided the same test is required of all applicants for the position. Any covered or safety-sensitive position applicant with a confirmed positive test result may be denied employment after assessment and review by administration.
2. Promotions/Transfers (Covered and Safety-Sensitive Positions Only): All employees who are promoted or transferred into covered or safety-sensitive positions will be tested at the time of promotion or transfer. In the event of a positive test, an employee may re-apply for another vacant covered or safety-sensitive position at a later date as determined by the District or as outlined in administrative regulations or handbooks.
3. Random (Covered and Safety-Sensitive Positions Only): Random testing may be conducted for employees only in covered or safety-sensitive positions.
4. Reasonable Suspicion (All Employees): The District may require testing when there is reasonable suspicion to believe that an employee (a) is under the influence of alcohol or illegal drugs, (b) has violated this policy or other district policies or regulations prohibiting the use, possession, sale, or transfer of drugs or alcohol, (c) has caused themselves or another employee to sustain a personal injury, or (d) has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident. In order for reasonable suspicion to exist, there must be a basis for forming a belief that testing is justified based on specific facts and rational inferences drawn from those facts. Where permitted by law, the occurrence of a work-related accident may be considered reasonable suspicion; however, any testing that is conducted must evaluate the root cause of the incident that "harmed or could have harmed" employees or others and must include all employees who could have contributed to the incident, rather than just the employees who reported injuries.

Commented [A13]: Options are: ([All Employees] [Covered and Safety-Sensitive Positions Only]

Reasonable suspicion testing shall be based on objective facts and articulable observations that are consistent with the signs and symptoms of drug and alcohol misuse or abuse and/or a policy violation, including, but not limited to the following: appearance, behavior, motor skills, attendance, and/or work performance by the employee. The circumstances under which reasonable suspicion drug and alcohol testing shall be considered, as outlined above, are strictly limited to time and place of employee conduct while on duty, during work hours, and/or on school property or at a school-sponsored activity or event. The District shall take steps to ensure that district administrators and supervisors receive proper training to recognize the signs and symptoms of drug and alcohol misuse prior to making determinations for reasonable suspicion testing.

REQUIRED

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Reasonable suspicion testing shall be performed in accordance with federal law on Transportation Workplace Drug Testing and testing procedures outlined in administrative regulation.

5. Follow-up Testing (All Employees): The District may require testing as part of a follow-up program to treatment for drug or alcohol abuse when an employee has been requested or required by the District to go to a rehabilitation program because of a positive confirmed test result. The frequency and terms of such testing shall be confirmed under agreement between the District and employee.

Commented [AJ4]: Optional

Within three (3) working days after receipt of a test result report from the licensed testing laboratory, the District will inform the applicant or employee who has undergone drug or alcohol testing in writing of a positive test result on a confirmatory test or of a negative test result on an initial test. Applicants and employees have a right to request and receive a copy of the test result report on any drug or alcohol test.

Applicants and employees will be given the opportunity to explain or contest a confirmed positive result with the District within three (3) working days after being notified of their test result. An applicant or employee may present verification of enrollment in the cannabis patient registry as part of the explanation. No individual will be discriminated against or penalized due to the individual's status on the patient registry or for the patient's positive drug test result unless the patient used, possessed, or was impaired by medical cannabis on the District's premises or during the hours of employment.

The applicant or employee also has the right to request a confirmatory retest of the original sample at their own expense. This request must be made within five (5) working days after notice of the confirmatory test results in writing.

The first time an employee tests positive for drugs or alcohol after a confirmatory test, they may be given the opportunity to participate in rehabilitation/ substance abuse treatment prior to discipline, up to and including discharge. The District may provide such opportunity unless the employee has refused to participate or has failed to successfully complete the counseling or rehabilitation program. Participation in a drug or alcohol counseling or rehabilitation program is at the employee's own expense or pursuant to coverage under an employee benefit plan. The District reserves the right to take any other disciplinary action, which it deems warranted in the event of an employee's first positive confirmatory test result.

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Positive test results may result in administrative leave, pending the outcome of a confirmatory test and, if requested, confirmatory retest if the District believes it is reasonably necessary to protect the health or safety of the employee, co-employees, students, and/or the public. An employee who has been placed on leave without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.

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An employee, who receives a positive result on a confirmatory test for drugs and/or alcohol and who has previously received a positive result on a confirmatory test for drugs and/or alcohol, may be disciplined up to and including discharge.

REQUIRED

Descriptor Code: DBBA

Testing Procedures

Testing shall be performed in accordance with federal drug and alcohol testing regulations and testing procedures are outlined in administrative regulations. The District shall designate collection sites where employees must report and provide specimens. The District shall pay all costs of the employee drug and alcohol testing, unless the test is a retest requested by the employee. District employees will be compensated at their regular rate of pay for the time during which they are undergoing any drug or alcohol testing, including transportation time.

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Refusal to Submit

An employee covered by this policy may not refuse to take a required test.

In addition to verbally refusing to undergo testing, an employee or job applicant is considered to have refused testing if they:

1. Fail to appear for, or declines a test within a reasonable time, as determined by the District;
2. Fail to provide an adequate sample or sufficient quantities of the substance being tested without a medical exemption;
3. Fail to immediately report to the collection site as instructed, or fail to remain at the testing site until the testing is completed (unless instructed otherwise by the testing laboratory or facilitators);
4. Tamper with, adulterate, substitute a specimen for testing, or obstruct testing, as determined by the testing laboratory;
5. Interfere with the collection procedure;
6. Do not make themselves readily available for testing following an accident, as defined below. However, nothing in this policy shall be construed to require the delay of necessary medical attention for injured persons following an accident or to prohibit an employee from leaving the scene of an accident for the period necessary to obtain assistance in responding to the accident or to obtain emergency medical care.

Employees who refuse required testing shall, at a minimum, be prohibited from performing covered and safety-sensitive duties and may be refused employment or disciplined up to and including discharge.

Violations

If the testing confirms prohibited alcohol concentration levels or the presence of a controlled substance, the employee shall be removed immediately from covered and safety-related duties and may be subject to the disciplinary consequences contained in the Drug and Alcohol-Free Workplace policy. Before an employee is reinstated, if at all, the employee shall comply with all applicable return-to-duty requirements, including evaluation, rehabilitation, and drug/alcohol testing requirements. An employee who is prohibited from performing covered or safety-sensitive duties may be assigned to non-covered or nonsafety-sensitive duties until such time as the employee complies with the

Deleted: An employee covered by this policy may not refuse to take a required test. Refusal includes tampering with, adulterating, or substituting a specimen for testing; inability to provide sufficient quantities of the substance being tested without a valid medical exemption; interfering with the collection procedure; not immediately reporting to the collection site; leaving the collection site before the collection process is complete; and/or leaving the scene of an accident without a valid reason before a drug and/or alcohol test has been conducted. Employees who refuse required testing shall, at a minimum, be prohibited from performing covered and safety-sensitive duties.¶

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REQUIRED

Descriptor Code: DBBA

requirements for returning to duty. The District will follow treatment referral procedures contained in federal regulations for covered employees.

Employees with verified alcohol concentrations below prohibited amounts shall be removed from covered and safety-sensitive positions and may be subject to the disciplinary consequences contained in the Drug and Alcohol-Free Workplace policy.

The District is not required to provide rehabilitation, pay for substance abuse treatment, or to reinstate the employee. The Board retains the authority consistent with law to discipline or discharge any employee who is an alcoholic or chemically dependent and whose current use of alcohol or drugs affect the qualifications for and performance of their job.

Confidentiality of Records

The District shall maintain records in compliance with law. Drug and alcohol testing records are confidential and shall be maintained in a secured location. An employee shall be entitled, upon written request, to obtain copies of any records pertaining to the employee's use of alcohol or controlled substances including information pertaining to alcohol or drug tests. Records shall be made available to a subsequent employer upon receipt of a written request from an employee only as expressly authorized by the terms of the employee's request.

Necessary records and reports shall be maintained and made available to federal and state transportation agencies upon request in accordance with federal regulations.

Records from Former Employers

With the employee's consent and in accordance with [49 CFR § 40.25](#), the District may obtain any information concerning drug and alcohol testing from the employee's previous employer.

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Training

The District shall take steps to ensure that supervisors receive proper training to administer the drug and alcohol testing program.

Identity of Contact Person

The Board designates Superintendent to serve as the contact person for questions concerning the drug and alcohol testing program and this policy. This designee may be reached at 701-348-3590, Glenn Ullin School, Glen Ullin, ND.

Policy Dissemination

The Superintendent shall disseminate this policy and other educational material in accordance with federal law. Each employee subject to this policy shall certify in writing that they have received this material upon receipt. The Board designates the Superintendent as the individual responsible for answering questions related to this material.

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Effects of Alcohol and Controlled Substances

REQUIRED

Descriptor Code: DBBA

The teacher's lounge contains information on the effects of alcohol and controlled substance misuse on an individual's health, work, and personal life; signs and symptoms of an alcohol problem; and available methods of intervening when a misuse problem is detected.

Conflict between Regulations and Federal Law and Regulations

In the event of a conflict between the provisions of federal law or regulations concerning alcohol and drug testing and this policy or regulations, the federal law or regulations shall control.

Complementary Documents

- DBBA-AR, Drug and Alcohol Testing Procedures
- [DBBA-E1, Record of Observable Behavior](#)
- [DBBA-E2, Steps to Performing a Reasonable Suspicion Test](#)
- [DBBA-E3, Drug and/or Alcohol Testing Consent Form](#)
- DEAA, Drug and Alcohol-Free Workplace
- DFC, Transfer and Reassignment
- DI, Personnel Records

Legal References

- [21 CFR Part 1308, Schedule of Controlled Substances](#)
- [23 U.S.C. § 158, National Minimum Drinking Age](#)
- [49 CFR § 40, Procedures for Transportation Workplace Drug and Alcohol Testing Programs](#)
- [49 CFR § 382, Controlled Substance and Alcohol Use and Testing](#)
- [H.R. 3361, Omnibus Transportation Employee Testing Act of 1991](#)
- [N.D.C.C. § 5-01-01, Alcoholic Beverages; Definitions](#)
- [N.D.C.C. § 15.1-07-20, School Vehicle Driver – Requirements](#)
- [N.D.C.C. § 44-04-18.1, Public Employees Personal, Medical, and Employee Assistance Records - Confidentiality – Personal Information Maintained by State Entities – Exempt](#)

Deleted: <#>DBBA-E, Drug and Alcohol Testing for Employees ¶

Deleted: <#>DEAA-AR, Procedure If Drug and/or Alcohol Use is Reasonably Suspected¶
 DEAA-E1, Record of Observable Behavior¶
 DEAA-E2, Steps to Performing a Reasonable Suspicion Test¶
 DEAA-E3, Drug and/or Alcohol Testing Consent Form¶

End of Glen Ullin School District #48 Policy DBBA.....Adopted: 12/09/20

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MEMBER REQUESTED

Descriptor Code: DBBB

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PHYSICAL EXAMINATIONS

At the post-offer stage of the employment process, the District may require certain categories of final candidates as delineated in regulations to submit to a physical, examination, or other testing.

~~Deleted:~~ or, in the case of commercial bus drivers, furnish valid proof of medical fitness for duty

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Non-Commercial School Drivers

In the case of non-commercial school drivers transporting students or other passengers in a school vehicle for which a commercial driver's license is not required, the District will abide by the physical examination requirements established under N.D.C.C. § 15.1-07-20.

Deleted: The District shall comply with the following when requiring physicals:[¶]
The District will reimburse any remaining cost of physical examinations for school vehicle drivers after the applicant's or employee's health insurance is billed and pays its share of the exam if applicable. The District will pay the full cost of physical exams it requires of any other district employee.[¶]
All final candidates entering the same job category shall be subject to same physical exam requirements.[¶]
All information the District obtains as a result of physical exams shall be kept confidential.[¶]
If the District requires a physical exam, a final job offer shall be contingent on the results of the exam, with the employment decision being made in a nondiscriminatory manner

For non-commercial school drivers transporting one to nine students or other passengers, the individual must:

1. Hold a North Dakota driver's license;
2. Be free from communicable diseases;
3. Be in good physical health and have normal use of both hands, both feet, both eyes, and both ears;
4. Be of sound mental health;
5. Pass any drug and alcohol screening tests required by the school board; and
6. Be at least twenty-one years of age, unless the board of a school district determines that an individual not meeting this requirement can safely and adequately perform the required duties.

For non-commercial school drivers transporting ten to fifteen students or other passengers, the individual must:

1. Hold a North Dakota driver's license;
2. Meet the physical and medical requirements established for commercial vehicle drivers as identified below under this policy and federal law;
3. Complete any annual training required by the superintendent of public instruction;
4. Be at least twenty-one years of age, unless the board of a school district determines that an individual not meeting this requirement can safely and adequately perform the required duties; and
5. Complete the national safety council defensive driving course number four workshop within the first year of employment and at least once every five years thereafter.

The Board may request, at any time, that a health care professional designated by the Board examine an individual to determine if the individual meets the physical and medical

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requirements for non-commercial school drivers as identified under state law. The health care professional conducting the examination must forward any charges to the individual's insurance carrier for payment. Any remaining examination costs not covered by insurance for an initial examination and recertification examinations will be paid for by the District. Any additional examinations that the individual chooses to undergo (and are not required under state law) are the responsibility of the individual's insurance coverage and/or individual, not the District.

Commercial Vehicle Drivers

In the case of commercial vehicle drivers (driving buses or vehicles designed to transport 16 or more passengers, including the driver), individuals must successfully complete a physical examination in accordance with federal commercial driver's license (CDL) requirements regulated by the Federal Motor Carrier Safety Administration (FMCSA). Physical examination under the Federal Motor Carrier Safety Improvement Act must be completed by a provider listed in the FMCSA's National Registry of Certified Medical Examiners. These examination results will be submitted electronically by the medical examiner directly to the FMCSA, which will send them to the ND Department of Transportation and are valid for up to 24 months. Medical examination every 24 months and continued CDL licensure is required for any school drivers transporting 16 or more individuals.

The District shall comply with the following when requiring commercial bus drivers to undergo physical examinations:

1. Any CDL-required physical examinations conducted outside of the Board's preferred provider must be conducted by a provider on the FMCSA's National Registry of Certified Medical Examiners, and the District will reimburse the remaining cost of the examination only after the applicant's or employee's health insurance is billed and pays its share of the exam.

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The Board designates (input a preferred provider that is on the FMCSA National Registry) as the preferred provider for physical examinations of commercial bus drivers and (will) (will not) pay the full cost of examinations conducted by this preferred provider.

Applicable for All Drivers and Applicants

All final candidates entering the same job category shall be subject to same physical exam and testing requirements. All information the District obtains as a result of physical exams and testing shall be kept confidential. If the District requires a physical exam or test in compliance with the state or federal law, a final job offer shall be contingent on the results of the exam or test, with the employment decision being made in a nondiscriminatory manner.

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Descriptor Code: DEAA

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DRUG AND ALCOHOL-FREE WORKPLACE

Definitions

For purposes of this policy:

- *Alcohol* means any alcoholic beverage as defined in [23 U.S.C. § 158\(c\)](#), and [N.D.C.C. § 5-01-01](#).
- *Drug* means any controlled substance as defined in [N.D.C.C. § 19-03.1-05](#) through [§ 19-03.1-13](#) and [§ 19-03.1-26](#) (paraphernalia); schedules I through V of the Controlled Substances Act ([21 U.S.C. § 812](#)), and as further defined by regulation [21 CFR Part 1308](#) through [§ 1308.11](#).
- *Possession* shall mean:
 - a. Actual physical possession of the drug or alcohol while on school property;
 - b. Use or consumption of the drug or alcohol while on school property;
 - c. Drugs or alcohol in the employee's car, handbag, backpack, or other belongings while on school property; or
 - d. Appearance by an employee on school property after having consumed or ingested the drug or alcohol that is noticeable by breath odor, speech alterations, unsteadiness of gait or posture, or like symptoms of chemical intoxication.
- *Reasonable suspicion* means a good faith suspicion by a trained district administrator and/or supervisor that an employee, based on objective facts and articulable observations, that an employee has violated the Drug and Alcohol-Free Workplace policy and is using, or appears to presently be under the influence of drugs or alcohol.
- *School property* is defined in [N.D.C.C. § 15.1-19-10\(6\)\(c\)](#), as all land within the perimeter of the school site, all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.
- *Use* means that an employee is reasonably suspected to have ingested, injected, inhaled or otherwise taken into their body drugs or alcohol, or is reasonably found to be under the influence of drugs or alcohol.

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Purpose

The Drug-Free Workplace Act and the Drug-Free Schools and Communities Act are federal laws requiring schools in receipt of federal funding to maintain drug- and alcohol-free workplaces and learning environment by enforcing policies against unlawful possession, use, or distribution of illicit drugs and alcohol. The Glen Ullin School District is committed to maintaining a safe, healthy, and productive working and learning environment for its employees and students. To promote this goal, the District is a the drug and alcohol-free workplace, and employees are required to report to work unimpaired in any way by the use of alcohol or drugs. Further, the District explicitly prohibits employees from the use, manufacturing, possession, distribution, dispensing, or being under the influence of alcohol or drugs while on school property, unless use is (1) at the instruction of a treating medical provider, the treating provider has advised that use

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Descriptor Code: DEAA

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shall not affect the employee's ability to perform duties and maintain the safety of themselves and others, and (2) the employee has reported such use and engaged in an interactive process with the District in accordance with applicable state and federal law. Employees are also prohibited from knowingly or intentionally aiding or abetting in any of the above activities.

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An employee must immediately inform their immediate supervisor when the employee's ability to perform job duties is affected or impaired due to on- or off-duty drug or alcohol use.

Students must abide by District policy FFA, Student Alcohol and Other Drug Use/ Abuse.

REQUIRED

Descriptor Code: DEAA

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Awareness Program

The Superintendent shall create an Employee Drug-free Awareness Program in accordance with federal law. Information on the effects of drug and alcohol misuse, signs and symptoms of a drug and/or alcohol misuse or abuse problem, and available methods of intervention when a misuse or abuse problem is detected can be found with the Superintendent.

Policy Dissemination

The Superintendent shall give a copy of this policy to each employee and maintain documentation of receipt of this information.

Drug and Alcohol Testing

All employees are subject to the District's Drug and Alcohol Testing Program. Employees working in covered and safety-sensitive positions as defined under district policy DBBA shall be subject to pre-employment, reasonable suspicion, random, post-accident, return-to-duty and follow-up alcohol and drug testing pursuant to procedures set out in the federal regulations or as allowed by applicable law. Other employees working in non-covered and non-safety-sensitive positions identified under policy may be subject to reasonable suspicion testing and other types of testing when the District can demonstrate a special need to conduct the test or as allowed under state or federal law.

Students are subject to the provisions and testing procedures identified under district policy FFA, Student Alcohol and other Drug Use/Abuse.

Employee Reporting

As a condition of employment, each employee shall agree to abide by this policy. Employees shall immediately (or as soon as reasonably practicable, but no later than five days) inform their immediate supervisor or Superintendent when the employee has been arrested, charged, adjudicated, or convicted of any drug- or alcohol-related crime or offense. The Superintendent, in accordance with applicable law, shall notify the appropriate federal and/or state agency after receiving any notice of a conviction for a violation occurring in the workplace. Failure of the employee to report accordance with this policy within the time prescribed may lead to disciplinary action up to and including discharge.

Violations

Violations of this policy may result in the following:

1. Mandatory participation in the Employee Assistance Program (EAP) and/or a rehabilitation program. Chemical dependency leave shall be granted in accordance with the chemical dependency leave policy;
2. Paid or unpaid leave or suspension (as allowed under the law);
3. Termination of employment; due process procedures shall be followed prior to termination, if required; or
4. Notification of proper law enforcement authorities (as required or allowed under the law); and/or
5. Notification to other reporting agencies (as required or allowed under the law).

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Employees may be subject to drug and/or alcohol testing when there is reasonable suspicion by the district administrator and/or supervisor that indicates the employee may have violated district policy and is using or appears to presently be under the influence of drugs and/or alcohol in violation of the policy.

Reasonable suspicion testing shall be based on objective facts and articulable observations that are consistent with the signs and symptoms of drug and alcohol abuse; including, but not limited to, appearance, behavior, motor skills, attendance and/or work performance by the employee. The circumstances, under which drug and alcohol testing shall be considered, as outlined above, are strictly limited to time and place of employee conduct while on duty, during work hours, and/or on school property.

The District shall take steps to ensure that district administrators and supervisors receive proper training to recognize the signs and symptoms of drug and alcohol misuse prior to making determinations for reasonable suspicion testing.

Reasonable suspicion testing shall be performed in accordance with federal law on Transportation Workplace Drug Testing and testing procedures outlined in administrative regulation. The District shall designate collection sites where employees may provide specimens. This language in no way authorizes the District to conduct pre-employment, random, post-accident, return-to-duty, or follow-up drug testing on employees not subject to the Omnibus Transportation Testing Act or positions not defined by the Board as safety sensitive. The District shall pay all costs of the employee drug and alcohol testing, unless the test is a retest requested by the employee. District employees will be compensated at their regular rate of pay for the time during which they are undergoing any drug or alcohol testing, including transportation time.

Violation

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Assistance

The Board recognizes that drug and/or alcohol addiction is a treatable disease and that early intervention and support improve the success of rehabilitation. The District shall offer an Employee Assistance Program (EAP) to assist in rehabilitation and intervention efforts. Use of the EAP will not jeopardize employment or promotion opportunities. Treatment for drug and/or alcohol addiction may be covered by the employee benefit plan; however, the ultimate financial responsibility for this treatment belongs to the employee.

Confidentiality

All information received by the District as a result of this policy is confidential. Access to this information is limited to those who have a legitimate need to know or upon written consent of the employee.

The District shall maintain employee testing records in accordance with federal law on drug and alcohol testing regulations.

Complementary Documentary

- [DBBA, Drug and Alcohol Testing Program for Employees](#)
- DE, Staff Code of Conduct
- DGB, Employee Assistance Program
- [DGB-BR, Employee Assistance Program Procedure](#)
- [FFA, Student Alcohol and Other Drug Use/Abuse](#)

Deleted: <#>DEAA-AR, Procedure If Drug and/or Alcohol Use is Reasonably Suspected
DEAA-E, Record of Observable Behavior

Legal References

- [20 U.S. Code Chapter 58, Drug-Free Schools and Communities](#)
- [21 U.S.C. § 812, Schedules of Controlled Substances](#)
- [21 CFR Part 1308, Schedule of Controlled Substances](#)
- [23 U.S.C. § 158, National Minimum Drinking Age](#)
- [41 U.S.C. 81 Drug-Free Workplace Act of 1988](#)
- [N.D.C.C. § 5-01-01, Alcoholic Beverages; Definitions](#)
- [N.D.C.C. § 15.1-14, Administrators](#)
- [N.D.C.C. § 15.1-15, Contracts of Teachers & Administrators](#)
- [N.D.C.C. § 15.1-19-10, Possession of a weapon - Policy - Expulsion from School](#)
- [N.D.C.C. § 19-03.1, Uniform Controlled Substances Act](#)

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- N.D.C.C. § 44-04-18.1, Public Employee Personal, Medical, and Employee Assistance Records - Confidentiality - Personal Information Maintained by State Entities - Exempt

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End of Glen Ullin School District #48 Policy DEAA.....Adopted: 02/09/22

Board Operating Procedures

Glen Ullin Public School

Board Governance Framework

Glen Ullin Public Schools follows a governance approach aligned with the Be Legendary Framework. In this model, the School Board focuses on improving student outcomes by setting clear goals, establishing guardrails, and monitoring progress. The School Board's function is to represent the district's vision and values. The Superintendent is responsible for implementing strategies to achieve those goals within the boundaries set by the Board.

This framework emphasizes a clear distinction between governance and management. The Board defines the 'what'—the results the district must achieve—while the Superintendent determines the 'how.' Regular monitoring of progress toward goals ensures accountability and continuous improvement while maintaining alignment with district values and community expectations.

Student Outcome Goals

The board has identified the following goals for student outcomes in the district:

1. Glen Ullin Public School will increase the percentage of students who are proficient or above in Grades 3-8 and 10 ELA as measured by the ND A+ English Language Arts from 29% in Spring 2025 to 72% in Spring 2030.
2. Glen Ullin Public School will increase the percentage of students who are proficient or above in Grades 3-8 and 10 Math as measured by the ND A+ Math from 32% in Spring 2025 to 72% in Spring 2030.
3. Glen Ullin Public School Will Increase the number of seniors graduating Choice Ready from 62% in Spring 2023 to 90% in Spring 2028

Student Outcome Goal Progress Measures

The superintendent has defined the following progress measures as a means for predicting progress towards the outcome goals:

- 1.1 The percentage of grades K-2 students identified as on track for grade-level proficiency utilizing the superintendent's measurement recommendation (NDA+) will increase from 29% in June 2025 to 72% in June 2030
- 1.2 The percentage of grades 3-6 students identified as on track for grade-level proficiency utilizing the ND A+ Reading Assessments will increase from 29% in June 2025 to 72% in June 2030
- 1.3 The percentage of grades 7,8, and 10th-grade students identified as on track for grade-level proficiency utilizing the ND A+ Reading Assessments will increase from 29% in

June 2025 to 72% in June 2030

- 2.1 The percentage of grades K-2 students identified as on track for grade-level proficiency utilizing the (NDA+) will increase from 32% in June 2025 to 72% in June 2030
- 2.2 The percentage of grades 3-6 students identified as on track for grade-level proficiency utilizing the ND A+ Math Assessments will increase from 32% in June 2025 to 72% in June 2030
- 2.3 The percentage of grades 7,8, and 10th-grade students identified as on track for grade-level proficiency utilizing the ND A+ Math Assessments will increase from 58% in June 2024 to 56% in June 2029

3.1 Goal 3 progress measures

Superintendent Guardrails

The board has defined the following superintendent guardrails, boundaries that define unacceptable actions or conditions the superintendent must avoid while working to achieve the district's goals:

1. Superintendent shall not operate without effective and professional teachers who are engaged
2. Superintendent shall not operate without an efficient and effective system to engage families and community stakeholders in student learning
3. Superintendent shall not operate without ensuring the district's resources are allocated efficiently based on student need.
4. Superintendent shall not operate without ensuring curriculum materials and lesson plans are aligned to the state standards.

Superintendent Guardrail Progress Measures

The superintendent will define progress measures to ensure guardrails are observed.

List Guardrail Progress Measures

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Board Guardrails

1. Board members shall not engage in conduct that contradicts the district's values of professionalism, respect, and ethical leadership, ensuring they set a positive example for students, staff, and the community in pursuit of the district's mission.
2. The board shall not operate without challenging student outcome goals, neglect to prioritize the goals, or make decisions that don't align with the superintendent's strategic plan to achieve the goals.
3. Board members shall not come to board meetings unprepared.
4. Board members shall not address stakeholder concerns outside of the superintendent's communication plan.
5. Board members shall not act as individuals when addressing district matters, and board decisions shall not be made except by the board as a whole.

Theory of Action

If we engage stakeholders in improving student outcomes; align curriculum with standards; provide resources; and ensure customized learning based on student needs, then we will achieve the Board's goals.

Board Policy

Board Governance & Ethics

The Board operates as a unified body representing community values. Members are expected to act ethically, maintain confidentiality, and focus on student outcomes. Individual members have no authority outside official meetings.

Policy References:

- BA - School Board Ethics
- BAB - Conflict of Interest
- BA-BR1 - Ethics Regulation
- BA-BR2 - Social Media Use

Board Organization

The Board is composed of elected members serving staggered 3-year terms. Leadership is established annually, and committees support board work in an advisory capacity. Vacancies are filled through formal processes.

Policy References:

- BBA - Elections & Terms
- BBBA - Board Officers
- BBBB - Board Committees
- BBC - Board Vacancy
- BEB - New Member Orientation

Board Meetings

The Board conducts business in open meetings, using structured agendas and procedures. Public participation is welcomed within guidelines, and executive sessions are used when legally appropriate.

Policy References:

- BC - Board Meetings
- BCAA - Agenda
- BCAB - Procedures

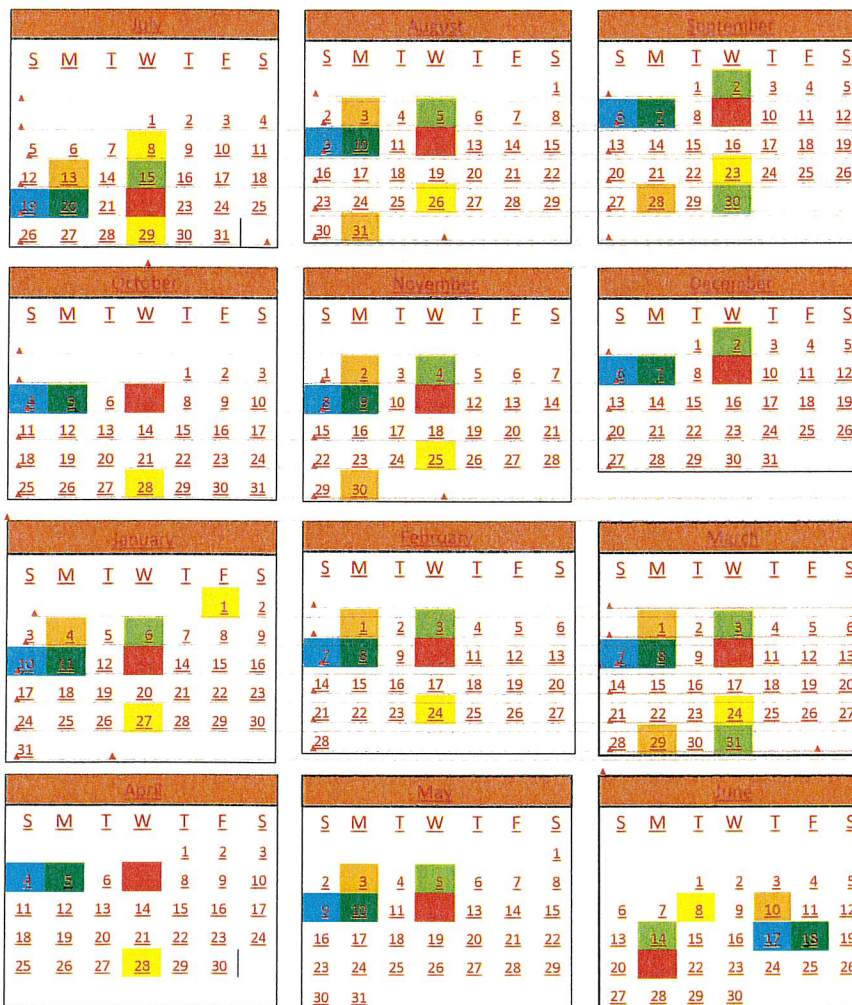
- BCAC - Minutes
- BCBA - Public Participation
- BCAD - Executive Session

2026 – 2027 Board Calendar

Policy BCAA lays out the meeting agenda development and preparation schedule. For the 2026-2027 school year, this is implemented using the following schedule:

Board Meeting Date
Agenda Items due to Supt.
Draft Agenda Review with Supt and Board Pres.

Board Receives Packet
Board Submits Questions to Supt. By 5:00 pm
Final Q and A Sent in Board Update By 5:00 pm



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Policy Development & Legal Framework

The Board establishes policy to guide the district. Policies are reviewed regularly and aligned with law. Contracts may supersede policy when applicable.

Policy References:

- BDA - Policy Adoption
- BDAA - Contracts Supersede Policy
- BDAB - Savings Clause
- BDBB - Legal Counsel

Board Relationships & Operations

The Board sets direction through policy and goals, while the Superintendent manages operations and implements those policies. This division ensures clarity, accountability, and focus on student outcomes. Communication flows through the Superintendent.

Policy References:

- BFA - Board-Superintendent Relations
- BFB - Board-Staff Relations
- BFD - Board Visits
- BDBC - Citizen Committees
- BDD - Compensation

Dates & Deadlines – Tasks?

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The Board has a responsibility to meet the following deadlines:

- Annual Organization Meeting (July)
 - Approve Title I, II, IV, VI, IX Representative-Supt.
 - Approve EL Representative-Supt or Principal
 - Approve Asbestos Designee-Supt
 - Approve Morton-Sioux Special Education Board Representative-Supt.
 - Approve Foster Care and Homeless Representative-Counselor
 - Approve 504 Coordinator: Counselor or Principal
 - Approve Official Newspaper
 - Approve Designation of Bank Depositories
 - Approve Monthly Meeting Week-2nd Wednesday of the Month
 - Review Policies DKA, KAB-1, GABDB, GABAA, FDB, FDH
 - Approve Rough Rider Education Center Representative-Board Member
 - Approve Community Health Representative-Board Member

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-Approve Lunch Program Hearing Officer-Supt.
-Approve Heart River CTE Center Representative-Board Member
-Approve Rough Rider CTE Center Representative-Board Member
-Approve Lunch Prices
-Approve Lunch Program Applicant Officer-Business Manager

- August 3 – Preliminary mill levee certificate
- September 10 – Public Truth in Taxation meeting
- October 10 – Final mill levee certificateOctober 31 – Annual audit scheduled
- November 15 – Superintendent evaluation
- November 15 – Business manager evaluation
- March 15 – Superintendent evaluation
- March 15 – Business manager evaluation

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EXHIBIT

ABCD-E2 - RESOLUTION FOR RECORD DESTRUCTION

The Board of the Glen Ullin Public School hereby authorizes the Business Manager to destroy the following records using the method of destruction outlined in ABCD-E1, Record Retention Schedule.

Type of Document*	From Date	To Date
[Type of Report - Name of Report]		
[Name of Report - Description]		
[Type of Report - Name of Report]		
[Name of Report - Description]		
[Type of Report - Name of Report]		
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[Type of Report - Name of Report]		
[Name of Report - Description]		

These records shall be destroyed by **[state specific process for destruction]**.

Approved this _____ day of _____.

Board President

Business Manager

*See next page for suggestions for the types of documents and reports.

EXHIBIT

Types of Documents and Reports	
Accounts Payable	
Accounts Receivable	
Audit Reports	
Bank Records	
Benefit Records Excluding Leaves	
Budget Records	
Construction Bonds	
Election Records	
Employment Contracts and Rehiring Forms	
Employment History	
End of Fiscal Year Fixed Asset Inventory	
Federal Grant Records	
Financial Records	
Hiring	
Home Schooled Student Records	
Insurance & Surety Bonds	
Leave Records	
Licenses & Academic Records	
Medical, Drug Testing, and WSI Records	
Meeting Records	
Operational Documents & Agreements	
Payroll Records	
Performance Records	
Policy Documents	
Purchasing and P-Card Records	
School Nutrition Program	
Separation and Unemployment Records	
Special Education Student Records	

EXHIBIT

Student Records
Training Records

End of Glen Ullin Exhibit ABD-E2..... [06/18]

RETAINING AN ATTORNEY

When the District determines legal counsel is necessary, it may employ an attorney licensed to practice law in the state of North Dakota. A decision to seek legal advice or assistance on behalf of the District shall be made by the Superintendent, Board President, or designee. The Board may also formally direct the Superintendent to seek legal counsel.

The decision on whether to retain counsel shall be consistent with approved district policy or standard practice. However, if the Superintendent concludes that unusual types or amounts of professional legal service may be required, the Superintendent shall seek Board authorization prior to obtaining those legal services.

End of Glen Ullin School District #48 Policy.....Adopted:

TUITION AGREEMENTS

The Glen Ullin School District #48 may educate nonresident students under tuition arrangements authorized by North Dakota law. Tuition must be charged and collected for a nonresident student unless a specific statutory exception applies, including circumstances in which a tuition waiver contract is permitted.

Definitions

Admitting/receiving district is the district to which the request to be enrolled is made.

Resident district is the district in which the student resides with their parent(s), legal guardian(s), or person acting in the absence of a parent or guardian.

Nonresident student is a student whose legal residence is outside the District.

Admission Conditions

The District will admit a nonresident student when admission does not create overcrowding, and one of the following bases for attendance applies:

- The boards of the resident district and the admitting district have entered into a written contract regarding the student's attendance; or
- Tuition will be paid by the student's parent(s) under a parent tuition contract; or
- The grade level required by the student is not offered by the resident district.

The Superintendent or designee shall verify that statutory conditions are satisfied and that appropriate documentation is provided before finalizing enrollment. Documentation may include, as applicable, a written contract between school boards, a parent tuition contract and payment confirmation, or confirmation that the grade level is not offered by the resident district.

Bordering State Students and Cross-Border Attendance

The District may enter a written contract with a school district in a bordering state for the education of students. Any such contract must provide for the payment of tuition at an agreed-upon amount and must be approved as required by law and district practice.

When a resident student attends school in a bordering state under an authorized contract, the student is deemed in attendance in the student's district of residence for applicable reporting purposes, and the student's district of residence is responsible for payments to the bordering-state district as provided in the contract. The District may not agree to accept a student from a bordering state unless the agreed-upon tuition payable equals or exceeds the amount of state aid the District would have received from this state for a student in the same grade if that student had been attending school in the bordering state.

If the District participates in an authorized cross-border attendance arrangement with South Dakota, participation is governed by the state-level contract between the North Dakota Superintendent of Public Instruction and the South Dakota education authority and any procedures established under that contract.

Student Records and Educational Placement

Prior to enrollment and/or finalizing any written agreement, the Superintendent or designee may require student records and other information reasonably necessary to