

Glen Ullin Public School #48
Glen Ullin, North Dakota
School Board Meeting Agenda
School Multi-Purpose Room
Wednesday, February 11, 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

(Teams Link: Please copy and paste into your Browser)

https://nam02.safelinks.protection.outlook.com/ap/t-59584e83/?url=https%3A%2F%2Fteams.microsoft.com%2F%2Fmeetup-join%2F19%253ameeting_MDUyNTM5YzQtZjQwMC00NDk5LWIxZTUtY2ZiY2RknmMwMzc%2540thread.v%2F0%3Fcontext%3D%257b%2522Tid%2522%253a%25222dbbf782a-cef1-4af1-86c8-1f9201061db6%2522%252c%2522Oid%2522%253a%252298efeb49-2a1c-4209-87c2-08c70d58951c%2522%257d&data=05%7C02%7CMartin.Bratrud%40k12.nd.us%7C2195e8dc21304ebaed0d08de0bee6034%7Cdbbf782acef14af186c81f9201061db6%7C0%7C0%7C638961315600752065%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIiYiOiIwLjAuMDAwMCIsIiAiOiJXaW4zMilSIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=LHGQv%2BNa7rjtCiwOh2tT1XM%2F4FzbKobUPUu%2B6HqZrNo%3D&reserved=0

Agenda:

1. Call to Order and Roll Call:
2. Pledge of Allegiance:
3. Student Outcome Goals:
 - a. School Board Goal #1 Reading: (Copy and Paste)
 - i. Goal Progress Measure: ND A+ ELA MOY Assessment for K-2, 3-6, and 7, 8 and 10 Grade Level Cohorts
4. Public Comment: (Agenda Related)
5. Approval of Agenda:
6. Consent Agenda:
 - a. Approve Minutes:
 - i. January 14, 2026 Regular School Board Meeting Minutes
 - ii. January 22, 2026 Policy Committee Meeting Minutes
 - b. Approve January Bills
 - c. Approve Financial Report
 - d. Approve Budget Revisions and Manual Journal Entries

- e. Approve Policy Committee Recommendations
 - i. Policy KAB-1: Family Engagement Policy with KAB-E and KAB-BR
 - i.i. Policy FFI: Personal Electronic Communication Devices Prohibition During Instructional Time.
 - i.i.i. Policy BDA: Procedure for Adopting Board Policy with BDA-E
- 7. Reports: Information Only
 - a. Superintendent Report
 - b. Business Manager's Report
 - c. Transportation/Building Director Report
 - d. Counselor Report
 - e. Principal Report
 - f. Activities Director Report
 - g. Past Month Time Tracker Report
- 8. Discuss/Action:
 - a. Present Color Fund Balance Worksheet Report
 - b. February Bill Batch
 - c. School Board Self-Evaluation
 - d. Discuss School Board Position Vacancy Process and Personnel Committee Recommendation
 - e. Superintendent and Business Manager March Evaluation
 - f. Consider Approval of Board Election Date, Time, Location and Workers
 - g. Set School Board March Visit Date
- 9. Notes:
 - a. Next Regular Board Meeting: March 11, 2026 at 7:00 pm
 - b. School Board Retreat: February 25, 2026
 - c. Negotiations Committee Meeting: Feb. 4 6 pm
- 10. Adjournment:

Elementary ND A+ Reading								
Grade Level	Level 1	Level 2	Level 3		Scale Score	Avg. Scale Score	At Level	Completion
K BOY	4/10=40%	3/10=30%	3/10=30%		144 & Up	N/A	4/10=40%	Complete
K MOY	3/9=33%	2/9=22%	4/9=45%		144 & Up	144 to 143	5/9=56%	Complete
K EOY					144 & Up			
1 BOY	3/10=30%	6/10=60%	1/10=10%		250 & Up	N/A	7/10=70%	Complete
1 MOY	0/11=0%	3/11=27%	8/11=73%		250 & Up	255 to 280	11/11=100%	Complete
1 EOY					250 & Up			
2 BOY	0/4=0%	3/4=75%	1/4=25%		250 & Up	N/A	2/4=50%	Complete
2 MOY	0/4=0%	2/4=50%	2/4=50%		250 & Up	249 to 256	4/4=100%	Complete
2 EOY					250 & Up			

Elementary ND A+ Reading								
Grade Level	Level 1	Level 2	Level 3	Level 4	Level 5	Avg. Scale Score	Level 3, 4, 5	Completion
3 BOY	3/7=43%	1/7=14%	2/7=29%	1/7=14%	0/7=0%	N/A	3/7=43%	Complete
3 MOY	0/6=0%	1/6=17%	3/6=50%	1/6=17%	1/6=17%	499 to 557	5/6=83%	Complete
3 EOY								
4 BOY	1/11=9%	5/11=45%	1/11=9%	3/11=27%	1/11=9%	N/A	5/11=45%	Complete
4 BOY	0/8=%	1/8=38%	4/8=50%	1/8=12%	0/8=0%	568 to 573	5/8=62%	Complete
4 EOY								
5 BOY	1/9=11%	6/9=67%	0/9=0%	2/9=13%	0/9=0%	N/A	2/9=22%	Complete
5 MOY	3/8=38%	2/8=25%	2/8=25%	1/8=12%	0/8=0%	578 to 569	3/8=37%	Complete
5 EOY								
6 BOY	3/15=20%	4/15=27%	6/15=40%	2/15=13%	0/15=0%	N/A	8/15=53%	Complete
6 MOY	1/16=6%	7/16=44%	5/16=31%	2/16=13%	1/16=6%	608 to 621	8/16=50%	Complete
6 EOY								

Junior High ND A+ Reading								
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%	1/3=33%	1/3=33%	0/3=0%	1/3=33%	N/A	2/3=67%	Complete
7 MOY	03=0%	1/3=33%	1/3=33%	0/3=33%	1/3=33%	675 to 663	2/3=67%	Complete
7 EOY								
8 BOY	0/10=0%	3/10=30%	7/10=70%	0/10=0%	0/10=0%	N/A	7/10=70%	Complete
8 MOY	0/10=0%	2/10=20%	6/10=60%	2/10=20%	0/10=0%	668 to 696	8/10=80%	Complete
8 EOY								

High School ND A+ Reading								
Grade Level	Level 1	Level 2	Level 3		Scale Score	Avg. Scale Score	At Level	Completion
9 BOY	1/7=14%	4/7=57%	2/7=29%		1294 & Up	N/A	5/7=71%	Complete
9 MOY	2/8=25%	5/8=63%	1/8=13%		1294 & Up	1303 to 1295	5/8=63%	Complete
9 EOY					1294 & Up			
10 BOY	0/7=0%	4/7=57%	3/7=43%		1294 & Up	N/A	5/7=71%	Complete
10 MOY	1/7=14%	5/7=71%	1/6=14%		1294 & Up	1304 to 1307	4/7=57%	Complete
10 EOY					1294 & Up			

Goal Progress Measure 1.1: The percentage of grades 1-2 students identified as on track for grade-level proficiency utilizing the superintendents measurement recommendation (NDA+) will increase from 25% in June 2025 to 72% in June 2030

Annual Targets: Baseline- 2025- 29%, 2026- 38%, 2027- 47%, 2028- 56%, 2029- 65%, 2030- 72%

Grade	Fall NDA+ 2025	Winter NDA+ 2026	Spring NDA+ 2026	Target 2026	Target 2027	Target 2028	Target 2029	Target 2030	Track
Kinder	41	44		39	47	56	65	72	On Track
1st Grade	40	41		36	47	56	65	72	On Track
2nd Grade	40	40		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 NDA+ 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	NDSA 2024	NDA+ 2025	ND A+ Fall 2025	ND A+ Winter 2026	ND A+ Spring 2026	Target 2026	Target 2027	Target 2028	Target 2029	Target 2030	Track
3rd Grade	47	29	49	59		50	47	56	65	72	On Track
4th Grade	33	25	45	52		38	47	58	68	72	On Track
5th Grade	65	21	13	37		38	47	56	65	72	On Track
6th Grade	44	33	53	50		38	47	56	65	72	On 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%

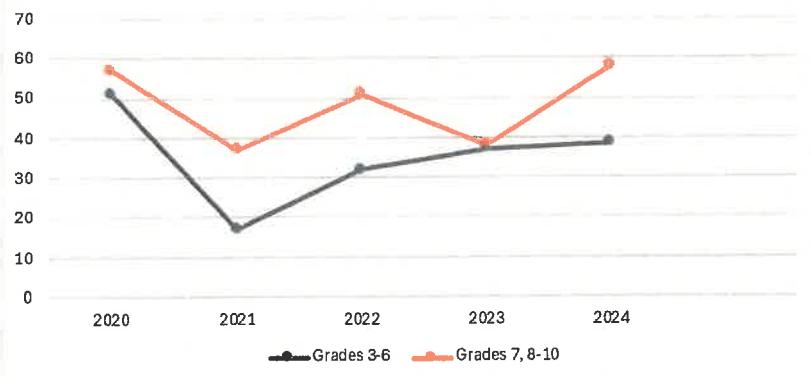
Grade	NDSA 2024	NDA+ 2025	ND A+ Fall 2025	ND A+ Winter 2026	ND A+ Spring 2026	Target 2026	Target 2027	Target 2028	Target 2029	Target 2030	Track
7th Grade	43	20	47	67		44	47	56	65	72	On Track
8th Grade	67	47	70	60		58	47	58	65	72	On Track
9th Grade	N/A	N/A	74	63		46	47	56	65	72	On Track
10th Grade	84	25	74	57		36	47	56	65	72	On Track

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

NDSA/ND A+ ELA Data

	2020	2021	2022	2023	2024
Grades 3-6	51	47	32	37	38.5
Grades 7, 8-10	57	37	51	38	58

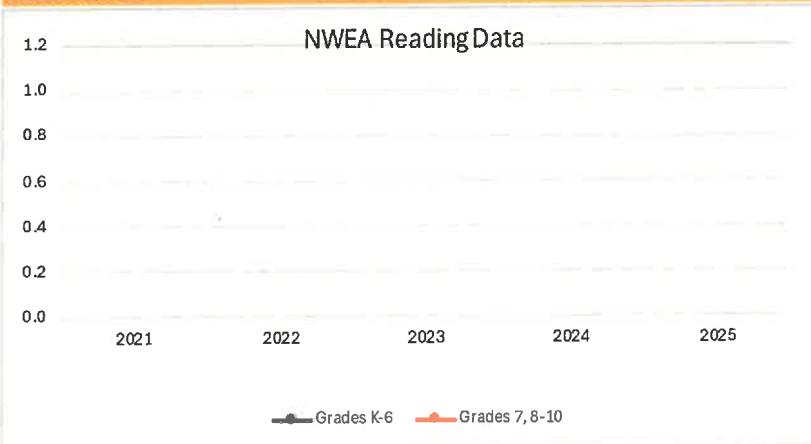
NDSA ELA Data



NWEA Reading Data

	2020	2021	2022	2023	2024	2025
Grades K-6						
Grades 7, 8-10						

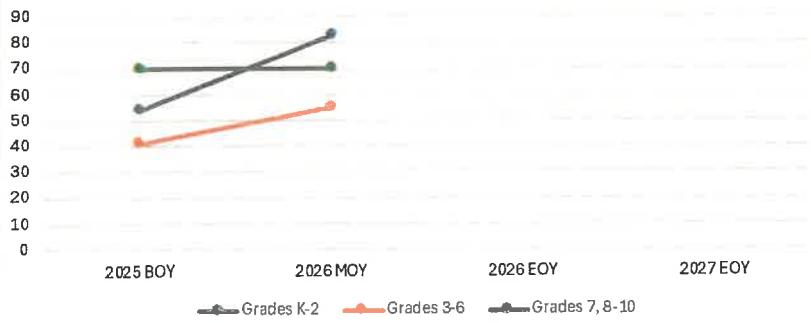
NWEA Reading Data



ND A+ ELA Data

	2025 BOY	2026 MOY	2026 EOY	2027 EOY	2028 EOY
Grades K-2	54	83			
Grades 3-6	41	55			
Grades 7, 8-10	70	70			

ND A+ELA Data



Guard Rail 1-The Superintendent will not allow the student attendance rate to drop below 95%.

Grade Level	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Net Total	25-26 Year
K	93.80	92.00	91.50	86.70	90.60	88.50					90.52	
1	100.00	95.90	96.80	91.20	95.20	92.30					95.23	
2	100.00	98.20	100.00	100.00	99.30	92.70					82.92	
3	99.60	95.70	95.60	94.50	98.50	97.90					96.97	
4	98.40	93.70	96.50	93.60	98.20	96.30					96.12	
5	100.00	94.80	92.70	94.30	92.80	90.10					94.12	
6	97.50	94.80	94.40	91.00	96.80	96.10					95.10	
7	100.00	96.60	96.10	98.80	100.00	88.90					96.73	
8	99.80	96.30	95.60	93.30	92.60	88.40					94.33	
9	98.70	96.50	97.70	94.60	94.40	86.50					94.73	
10	97.60	86.70	88.00	88.00	89.70	89.10					89.85	
11	98.60	93.70	92.00	92.40	89.80	96.50					93.83	
12	98.20	93.60	94.80	94.70	95.40	95.20					95.32	
Elem	98.47	95.01	95.36	93.04	95.91	93.41					95.20	
HS	98.82	93.90	94.03	93.63	93.65	90.77					94.13	
											189.34	
											94.67	

*Goal 95% Annual for Elem, HS and Combined K-12

2025-2026 Annual Attendance Percentage Rate

GLEN ULLIN SCHOOL DISTRICT NO. 48
SCHOOL BOARD SPECIAL MEETING MINUTES
Wednesday, January 14, 2026
Glen Ullin School Multi-Purpose Room
UNOFFICIAL

Recap: School Board Meeting GUHS Wednesday, January 14 | Meeting | Microsoft Teams

1. Call To Order:

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, Andrew Jacobson, Mitchell Bettenhausen, Chasity Wood, Tony Sifuentes, and Matt Morman. Also present were Business Manager: Kayla Schumacher; Superintendent: Martin Bratrud; and Principal: Todd Helter. Other guests were Amore Wheeler, Nancy Bittner, Alice Fitterer, Shannon Kuntz, Sue Diegaard (online), Marcia McMahon (online), Landon Hoff (online), and Kelsy Duppong (online).

2. Pledge of Allegiance:

3. Student Outcome Goals: (information)

- a. School Board Goal #1 Reading
 - i. Review DPI Elementary School Letter. We are not identified as a TSI/CSI school. DPI is informing us that our performance concerns may lead to that identification in the future.
 - ii. Review Professional Development and Next Steps. On February's PD day we will start talking about proficiency scales.
 - iii. Review MOY NWEA Data. We do have some positive movement starting to take place. Attendance for K-12 is 95%. Interventions are improving and we have students moving from tier 2 and tier 3. NWEA data we have kids moving from red, yellow and green. Green is no interventions needed.

4. Public Comment: none

5. Approval of the Agenda:

- a. Tony Sifuentes made the motion to approve the agenda. Mitchell Bettenhausen seconded the motion. A roll call was taken: Mitchell Bettenhausen-yea, Matt Morman-yea, Chasity Wood-yea, Andrew Jacobson-yea, Tony Sifuentes-yea. Motion carried.

6. Consent Agenda:

- a. Approve Minutes
 - i. December 10, 2025, Regular Board Meeting Minutes
 - ii. December 17, 2025, Policy Committee Meeting Minutes

- iii. December 22, 2025, Special Board Meeting Minutes
- b. Approve Bills
- c. Approve Financial Report
- d. Approve Budget Revisions and Manual Journal Entries
- e. Approve Policy Committee Recommendations
 - i. Policy BCAA-Board Meeting Agenda and Preparation Policy
 - ii. Policy ACEA-Bullying Policy and Exhibits 1-5
 - iii. Policy BCBA-Public Participation at Board Meetings

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 Report

8. Discussion/Action:

- a. Present Color Fund Balance Worksheet Report
- b. Discussion School Board Position Vacancy Process

Mitchell Bettenhausen made the motion to have Mr. Bratrud advertise the vacant School Board position in the local paper, school website, and send out a text blast. Also, to have the Personnel Committee review the applicants and bring their recommendation to the board. Andrew Jacobson seconded the motion. A roll call was taken: Mitchell Bettenhausen-yea, Matt Morman-yea, Chasity Wood-yea, Andrew Jacobson-yea, Tony Sifuentes-yea. Motion carried.

Andrew Jacobson made a motion to keep the application deadline for 2 weeks. Mitchell Bettenhausen seconded the motion. A roll call was taken: Mitchell Bettenhausen-yea, Matt Morman-yea, Chasity Wood-yea, Andrew Jacobson-yea, Tony Sifuentes-yea. Motion carried.

- c. Discuss the Bearcat Activities Coop

Chasity Wood made the motion to have Mitchell Bettenhausen draft a heartfelt message to the community letting them know how much we appreciate their support for our Bearcat Community with Mr. Bratrud and Jill Feser approving. Matt Morman seconded the motion. A roll call was taken: Mitchell Bettenhausen-yea, Matt Morman-yea, Chasity Wood-yea, Andrew Jacobson-yea, Tony Sifuentes-yea. Motion carried.

- d. Bills

A few board members had some questions on bills.

9. Notes:

- a. Next Regular Board Meeting: January 14th, 2026, at 7:00 pm

10. Adjournment:

Chasity Wood made the motion to adjourn the meeting at 8:54 pm. Motion carried.

General Fund:

A & A Heating	5245	185.00
Beulah High School	5246	6052.11
Bloom'n House	5247	92.00
Martin Bratrud	5248	100.00
Bytespeed	5249	985.00
CashWa	5250	2119.17
City of Glen Ullin	5251	609.89
Cole Papers	5252	2564.13
CREA	5253	720.00
DPI	5254	867.08
Ecolab	5255	315.00
Farmers Union Oil	5256	1061.37
Glen Ullin Auto Parts	5257	12.72
Glen Ullin SuperValu	5258	127.57
Glen Ullin Times	5259	278.52
HA Thompson	5260	2024.77
HRCTC	5261	2786.85
Johnson Controls	5262	817.38
Rachel Krouse	5263	76.30
Marco	5264	1323.60
Marshall Lumbler	5265	158.78
MCGraw Hill	5266	2791.44
MDU	5267	5660.94
Morton County Treasure	5268	2183.14
Morton Sioux SP	5269	6066.02
Napa AutoParts of New Salem	5270	8282.02
NDCTE	5271	209.00
NDCEL	5272	945.00
NDSBA	5273	1447.50
Petty Cash	5274	98.51
Preble Medical	5275	220.00
Schneider Brothers	5276	1421.61
Securly	5277	2500.00
SUI	5278	287.00
SW Grain	5279	420.05
Sysco	5280	4401.05

Shiela Ticar	5281	39.88
WRT	5282	312.39

Activity

4 Seasons Fundraising	1912	1234.30
Bismarck Hotel	1913	880.00
Bloom'n House	1914	240.00
Coca -Cola	1915	883.00
Kelsy Duppong	1916	187.00
Preston Foss	1917	146.00
Glen Ullin SuperValu	1918	7271.00
Logo Magic	1919	392.00
ND Science	1920	390.00
NDCEL	1921	525.00
Petty Cash	1922	25.00
Naomi Silbernagel	1923	61.83
Shiela Ticar	1924	80.91
Richardton High	1925	200.00

Jill Feser President

Kayla Schumacher Business Manager

GLEN ULLIN SCHOOL DISTRICT NO. 48
SCHOOL BOARD SPECIAL MEETING MINUTES
Thursday, January 22, 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 10:30 am 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 Policy KAB-1, KAB-BR and KAB-E: Committee recommended bringing the revised policy forward to the full Board at the February regular meeting.
- B. Reviewed Policy FFI: Committee recommended bringing the revised policy forward to the full Board at the February regular meeting.
- C. Reviewed Policy BDA and BDA-E. Committee recommended bringing the revised policy forward to the full Board at the February regular meeting.
- D. Reviewed Policy ACBF: Medical Marijuana: Committee recommended tabling this policy for further legal counsel from NDSBA. Policy will be reviewed again at a future policy committee meeting.

Adjournment: 11:20 am.

Andrew Jacobson Vice-President

Martin Bratrud, Superintendent

8	Revenue	Account Description	BUDGET	MONTH TO DATE	YEAR TO DATE	BALANCE	% REMAINING
01	GENERAL FUND						
01 000 1110	GENERAL FUND LEVY	894,810.77	83,484.39	107,657.26	787,153.51	12.03	
01 000 1138	MISCELLANEOUS FUND LEVY	153,399.13	14,314.09	18,399.34	134,999.79	11.99	
01 000 1192	PENALTY & INTEREST	0.00	0.00	0.00	0.00	0.00	
01 000 1210	ELEC. GENERATION, DISTRIB & TRANSMISSION	537,000.00	0.00	0.00	537,000.00	0.00	
01 000 1220	TELECOMMUNICATIONS	13,000.00	0.00	0.00	13,000.00	0.00	
01 000 1290	OTHER REVENUE/LIEU OF PROPERTY TAX	2,500.00	0.00	2,500.00	0.00	100.00	
01 000 1312	STUDENT TUITION FROM OTHER SCHOOLS	5,000.00	0.00	0.00	5,000.00	0.00	
01 000 1341	SUMMER SCHOOL	1,200.00	0.00	300.00	900.00	25.00	
01 000 1510	INTEREST	12,000.00	828.26	5,619.77	6,380.23	46.83	
01 000 1520	ATM FEES	200.00	126.00	247.50	(47.50)	123.75	
01 000 1990	MISCELLANEOUS INCOME	35,752.28	27,018.58	62,770.86	(27,018.58)	175.57	
01 000 3110	FOUNDATION PAYMENT	1,322,393.45	107,664.50	1,132,627.21	210,766.24	83.02	
01 000 3130	TRANSPORTATION AID	102,141.00	23,964.90	79,385.95	22,585.95	77.92	
01 000 3300	VOCATIONAL PROGRAM AID	73,184.41	0.00	0.00	73,184.41	0.00	
01 000 3410	STATE SPECIAL ED (MORTON SOOK DIST ED)	5,000.00	0.00	0.00	5,000.00	0.00	
01 000 3420	RACTC NO ED JT AGREEMENTS STATE RACTC VACA ED JOINT AGREEMENTS	60,000.00	7,224.00	7,224.00	52,776.00	12.04	
01 000 4920	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0.00	
01 000 5200	SAVINGS TRANSFER	0.00	0.00	0.00	0.00	0.00	
01 000 5201	REFUND PRIOR YEAR EXPENDITURES	0.00	0.00	0.00	0.00	0.00	
01 000 5400	TITLE I	23,811.86	0.00	23,811.86	0.00	100.00	
01 068 4510 2024	TITLE I	45,361.00	23,078.56	37,125.18	8,225.82	81.87	
01 068 4510 2025	TITLE V TRANSFERRABILITY	23,673.00	0.00	9,923.06	13,749.94	41.92	
01 082 4517 2025	TITLE V	21,919.00	0.00	21,919.00	0.00	100.00	
01 082 4527 2024	TITLE V	21,545.00	0.00	21,545.00	0.00	100.00	
01 082 4527 2025	REAP/ SISA	0.00	0.00	0.00	0.00	0.00	
01 089 4590	REAP- OTHER RESTRICTED	11,410.00	0.00	11,410.00	0.00	100.00	
01 089 4590 2023	REAP- OTHER RESTRICTED	9,716.00	0.00	9,716.00	0.00	100.00	
01 089 4590 2024	REAP/ SISA	7,494.00	0.00	7,494.00	0.00	100.00	
01 089 4590 2025	BE LEGENDARY	12,000.00	0.00	5,000.00	7,000.00	41.67	
01	GENERAL FUND	3,424,510.90	288,003.28	1,565,885.09	1,858,625.81	45.73	
8	Revenue	3,424,510.90	288,003.28	1,565,885.09	1,858,625.81	45.73	
9	Expenditure						
01	GENERAL FUND						
01 000 000 000 2310 120	BUSINESS MANAGER	43,264.00	3,934.12	27,306.47	15,957.53	63.12	
01 000 000 000 2310 130	OFFICE AIDE	51,198.00	4,709.61	35,048.36	16,149.64	68.46	
01 000 000 000 2310 210	BENEFITS	44,510.24	4,971.30	20,587.55	23,922.69	46.25	
01 000 000 000 2310 220	SOCIAL SECURITY	7,226.35	1,279.22	6,708.51	517.74	92.84	
01 000 000 000 2310 230	RETIREMENT	7,902.56	796.70	5,333.82	2,475.74	68.23	
01 000 000 000 2310 310	OFFICIAL/ADMIN. SERVICES	250.00	0.00	0.00	250.00	0.00	
01 000 000 000 2310 330	OTHER PROFESSIONAL SERVICES	55,000.00	4,763.12	37,759.28	17,240.72	68.65	
01 000 000 000 2310 520	INSURANCE	30,000.00	0.00	29,660.00	340.00	90.87	
01 000 000 000 2310 531	BOARD COMMUNICATION	1,200.00	0.00	300.00	900.00	25.00	
01 000 000 000 2310 541	ADVERTISING	1,900.00	24.00	902.00	818.00	54.56	
01 000 000 000 2310 542	PUBLISHING MINUTES	3,500.00	254.52	2,039.76	1,460.24	58.28	
01 000 000 000 2310 580	TRAVEL	1,500.00	44.30	636.80	853.20	43.12	
01 000 000 000 2310 610	SUPPLIES AND MATERIALS	4,650.00	122.00	4,616.59	33.41	99.28	
01 000 000 000 2310 734	EQUIPMENT	7,500.00	0.00	7,225.93	274.07	96.35	
01 000 000 000 2310 810	DUES AND FEES	9,600.00	2,828.57	11,387.57	(2,787.37)	132.41	
01 000 000 000 2320 110	SUPERINTENDENT SALARY	121,510.24	10,125.86	70,881.02	50,625.22	58.33	

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Account Number	Account Description	BUDGET	MONTH TO DATE	YEAR TO DATE	BALANCE	% REMAINING
01 000 000 000 2320 120	SECRETARIAL STAFF	0.00	0.00	6,446.15	(6,446.15)	0.00
01 000 000 000 2320 210	BENEFITS	1,200.00	0.00	83.36	1,114.64	7.11
01 000 000 000 2320 220	SOCIAL SECURITY	9,255.53	772.38	5,905.51	3,389.02	63.54
01 000 000 000 2320 230	RETIREMENT	15,432.56	1,231.04	9,112.91	6,379.65	58.82
01 000 000 000 2320 532	POSTAGE	500.00	0.00	115.37	384.63	23.07
01 000 000 000 2320 580	TRAVEL	1,000.00	76.30	438.49	561.51	43.85
01 000 000 000 2320 600	SUPPLIES AND MATERIALS	0.00	0.00	0.00	0.00	0.00
01 000 000 000 2320 610	SUPPLIES AND MATERIALS	750.00	0.00	628.78	121.22	83.84
01 000 000 000 2320 734	EQUIPMENT	2,000.00	0.00	1,003.93	396.07	80.20
01 000 000 000 2320 810	DUES AND FEES	2,000.00	25.00	1,689.50	310.50	84.48
01 000 000 000 2500 610	SUPPLIES	8,000.00	4,303.25	5,129.81	2,870.19	64.12
01 000 000 000 2500 810	DUES & FEES	0.00	2,500.00	2,500.00	(2,500.00)	0.00
01 000 000 000 2600 100	SALARIES	145,267.20	6,784.95	73,087.12	72,180.08	50.31
01 000 000 000 2600 110	REGULAR SALARY-CERTIFIED	0.00	7,067.71	22,895.23	(22,895.23)	0.00
01 000 000 000 2600 210	BENEFITS	44,510.24	4,461.85	22,341.34	22,168.90	50.19
01 000 000 000 2600 220	SOCIAL SECURITY	11,112.94	1,038.85	7,261.32	3,851.62	65.34
01 000 000 000 2600 230	RETIREMENT	11,999.07	1,279.89	8,781.53	3,217.54	73.19
01 000 000 000 2600 310	OFFICIAL/ADMIN SERVICES	0.00	817.38	817.38	(817.38)	0.00
01 000 000 000 2600 330	OTHER PROFESSIONAL SERVICES	1,800.00	0.00	60.00	1,740.00	3.33
01 000 000 000 2600 411	WATER AND SEWER	4,500.00	260.40	2,146.84	2,354.16	47.69
01 000 000 000 2600 421	DISPOSAL SERVICES	4,000.00	349.49	2,146.94	1,853.06	53.67
01 000 000 000 2600 422	SNOW REMOVAL	1,500.00	0.00	1,500.00	0.00	0.00
01 000 000 000 2600 430	REPAIRS	1,000.00	0.00	711.97	288.03	71.20
01 000 000 000 2600 440	RENTALS	500.00	0.00	107.50	392.50	21.50
01 000 000 000 2600 531	TELEPHONE	3,800.00	0.00	1,562.25	2,237.75	41.11
01 000 000 000 2600 610	SUPPLIES AND MATERIALS	12,100.00	1,897.49	12,078.29	21.71	99.82
01 000 000 000 2600 621	NATURAL GAS	25,000.00	3,408.52	9,398.31	15,001.69	39.99
01 000 000 000 2600 622	ELECTRICITY	34,000.00	2,672.47	15,404.47	18,595.32	45.31
01 000 000 000 2600 626	GASOLINE	1,000.00	0.00	150.46	849.54	15.05
01 000 000 000 2600 734	EQUIPMENT	200.00	0.00	0.00	200.00	0.00
01 000 000 000 2600 810	DUES & FEES	1,300.00	0.00	1,227.25	72.75	94.40
01 000 000 000 2700 100	SALARIES	48,801.25	2,560.20	18,936.69	30,272.56	37.98
01 000 000 000 2700 210	BENEFITS-DEANN	200.00	19.55	200.06	(0.06)	100.03
01 000 000 000 2700 220	SOCIAL SECURITY	3,733.91	195.83	1,415.97	2,317.94	37.92
01 000 000 000 2700 230	RETIREMENT	2,031.64	0.00	81.25	1,950.39	4.00
01 000 000 000 2700 430	REPAIRS	30,000.00	8,282.02	14,053.50	15,946.50	46.85
01 000 000 000 2700 438	VEHICLE SERVICE	0.00	0.00	0.00	0.00	0.00
01 000 000 000 2700 590	MISC. PURCHASED SERVICES	10,000.00	0.00	12.50	9,987.50	0.13
01 000 000 000 2700 610	SUPPLIES AND MATERIALS	2,500.00	12.72	203.84	2,296.16	8.15
01 000 000 000 2700 626	GASOLINE	25,000.00	1,061.37	9,735.54	15,234.46	38.94
01 000 000 000 2700 810	DUES & FEES	1,300.00	220.00	1,248.00	52.00	96.00
01 000 000 000 63350 920	TRANSFERS TO LUNCH FUND	100,000.00	0.00	0.00	100,000.00	0.00
01 000 000 100 2700 100	E/C BUS DRIVER	16,000.00	370.00	4,250.00	11,750.00	26.56
01 000 000 100 2700 101	E/C VAN DRIVER	13,000.00	565.00	9,550.00	3,410.00	73.77
01 000 000 100 2700 220	SOCIAL SECURITY	900.00	71.54	71.54	20.24	97.75
01 000 000 240 1000 110	PROFESSIONAL ED. SERVICES	34,000.00	0.00	5,105.77	28,894.23	15.02
01 000 000 240 1000 210	GROUP INSURANCE	0.00	150.00	150.00	(150.00)	0.00
01 000 000 240 1000 220	PROFESSIONAL SALARIES SPEC ED	0.00	865.82	(165.82)	(21.39)	123.69
01 000 000 240 1000 230	RETIREMENT CONTRIBUTIONS	0.00	5.10	38.25	(38.25)	0.00
01 000 000 240 1000 320	PROFESSIONAL ED. SERVICES	1,000.00	0.00	932.00	68.00	93.20
01 000 000 240 1000 610	SUPPLIES	4,000.00	0.00	4,553.29	46.71	59.98
01 000 000 240 1000 810	DUES & FEES	25,500.00	6,066.02	25,254.08	235.92	99.07

Account Number	Account Description	BUDGET	MONTH TO DATE	YEAR TO DATE	BALANCE	% REMAINING
01 000 000 255 1000 110	PROFESSIONAL SALARIES	54,589.55	4,589.14	25,320.27	29,269.38	46.38
01 000 000 255 1000 120	ANCILLARY STAFF	56,758.55	6,168.08	35,623.95	21,144.50	62.75
01 000 000 255 1000 130	SP ED SUBSTITUTE-240	0.00	0.00	0.00	0.00	0.00
01 000 000 255 1000 210	BENEFITS	40,000.00	3,882.30	20,443.44	19,556.56	51.11
01 000 000 255 1000 220	SOCIAL SECURITY	9,518.90	1,017.76	5,799.07	2,719.83	68.07
01 000 000 255 1000 230	RETIREMENT	11,555.63	1,122.08	6,445.76	5,119.87	55.73
01 000 000 255 1000 560	TUTORING	81,000.00	0.00	0.00	81,000.00	0.00
01 000 000 255 1000 610	SUPPLIES AND MATERIALS	500.00	0.00	237.00	263.00	47.40
01 000 000 301 1999 592	RAC/CR/ROGRIDER AREA CAREER & TECH CTR.)	2,400.00	0.00	0.00	2,400.00	0.00
01 000 000 400 2700 100	SALARIES FOR BUS DRIVERS	70.00	728.00	798.00	(728.00)	1,140.00
01 000 000 400 2700 101	SALARIES FOR VAN DRIVERS	160.00	0.00	160.00	0.00	100.00
01 000 000 400 2700 220	SOCIAL SECURITY	20.00	55.70	73.30	(53.30)	366.50
01 000 000 400 2700 430	REPAIRS	5,800.00	0.00	5,702.02	97.98	98.31
01 000 000 400 2700 626	GASOLINE	600.00	0.00	549.75	50.25	91.63
01 000 000 400 3400 110	COACHES SALARIES	52,500.00	3,974.90	20,749.40	31,750.60	39.52
01 000 000 400 3400 220	SOCIAL SECURITY	4,092.75	20.08	1,133.13	2,959.62	27.69
01 000 000 400 3400 230	RETIREMENT	4,413.10	0.00	385.01	4,034.09	8.71
01 000 000 400 3400 580	TRAVEL	2,000.00	0.00	352.80	1,647.20	17.64
01 000 000 400 3400 810	DOES AND FEES	6,800.00	6,052.11	6,766.11	33.89	99.50
01 000 001 110 1000 110	PROFESSIONAL SALARIES	45,650.00	2,926.68	7,040.88	38,609.12	15.12
01 000 001 110 1000 130	SUBSTITUTES	2,000.00	670.31	1,373.44	626.56	68.67
01 000 001 110 1000 210	BENEFITS	5,000.00	174.24	711.16	4,288.84	14.22
01 000 001 110 1000 220	SOCIAL SECURITY	3,592.23	273.48	637.00	2,955.23	17.73
01 000 001 110 1000 230	RETIREMENT	2,910.88	95.74	534.22	2,376.66	18.35
01 000 001 110 1000 610	SUPPLIES AND MATERIALS	675.00	443.06	650.28	24.72	96.34
01 000 001 110 1000 645	LIBRARY BOOKS	425.00	0.00	415.76	9.24	97.63
01 000 001 110 1000 650	PERIODICALS	200.00	0.00	0.00	200.00	0.00
01 000 001 110 2410 110	PROFESSIONAL SALARIES	9,010.00	2,252.50	13,575.00	(4,565.00)	150.67
01 000 001 110 2410 210	BENEFITS	2,471.03	522.70	2,133.40	337.33	86.34
01 000 001 110 2410 220	SOCIAL SECURITY	689.27	167.30	1,018.43	(329.16)	147.75
01 000 001 110 2410 230	RETIREMENT	1,148.78	287.20	1,579.60	(430.82)	137.50
01 000 002 000 3604 810	DOES AND FEES	70.00	0.00	66.67	3.33	95.24
01 000 002 120 1000 110	PROFESSIONAL SALARIES	452,784.30	31,773.37	180,150.07	272,634.23	39.79
01 000 002 120 1000 120	TEACHER AIDES	850.00	571.38	933.91	16.09	98.11
01 000 002 120 1000 130	SUBSTITUTES	5,000.00	232.03	10,975.25	(5,875.25)	227.51
01 000 002 120 1000 210	BENEFITS	68,420.00	4,973.36	26,151.70	42,268.30	38.22
01 000 002 120 1000 220	SOCIAL SECURITY	34,738.00	2,328.81	13,609.17	21,028.83	39.29
01 000 002 120 1000 230	RETIREMENT	57,729.99	3,644.12	20,831.98	36,898.01	36.09
01 000 002 120 1000 320	PROFESSIONAL ED. SERVICES	8,000.00	45.00	1,253.32	6,746.68	15.67
01 000 002 120 1000 580	TRAVEL	500.00	0.00	500.00	0.00	0.00
01 000 002 120 1000 610	SUPPLIES AND MATERIALS	7,000.00	333.99	6,142.56	957.44	97.75
01 000 002 120 1000 641	TEXTBOOKS	1,000.00	0.00	2,217.50	(1,217.50)	221.75
01 000 002 120 1000 642	WORKBOOKS	75.00	0.00	74.25	0.75	99.00
01 000 002 120 1000 645	LIBRARY BOOKS	830.00	0.00	322.35	7.65	99.08
01 000 002 120 1000 650	PERIODICALS	500.00	0.00	66.57	433.43	13.31
01 000 002 120 1000 810	DOES AND FEES	2,200.00	0.00	2,144.67	55.33	97.49
01 000 002 120 2120 110	PROFESSIONAL SALARIES	31,050.00	2,711.95	14,814.42	16,235.58	47.71
01 000 002 120 2120 210	BENEFITS	5,000.00	345.70	4,812.80	187.20	96.26
01 000 002 120 2120 220	SOCIAL SECURITY	2,375.33	204.91	1,123.13	1,232.20	47.28
01 000 002 120 2120 230	RETIREMENT	3,958.88	337.56	1,857.92	2,090.96	47.18
01 000 002 120 2120 610	SUPPLIES AND MATERIALS	500.00	0.00	104.21	395.79	20.84
01 000 002 120 2410 110	PROFESSIONAL SALARIES	27,030.00	2,252.50	13,615.00	13,415.00	50.37
01 000 002 120 2410 210	BENEFITS	7,407.07	576.96	2,214.79	5,132.28	29.90
01 000 002 120 2410 220	SOCIAL SECURITY	2,667.80	171.44	1,027.70	1,030.10	49.70
01 000 002 120 2410 230	RETIREMENT	3,446.33	287.20	1,579.60	1,866.73	45.83

Account Number	Account Description	BUDGET	MONTH TO DATE	YEAR TO DATE	BALANCE	% REMAINING
01 000 002 120 2410 810	DUES AND FEES	1,400.00	945.00	1,370.00	30.00	97.86
01 000 003 130 1000 110	PROFESSIONAL SALARIES	111,459.50	16,468.96	90,265.52	21,223.98	80.96
01 000 003 130 1000 130	SUBSTITUTES	4,000.00	487.50	1,207.32	2,792.68	30.18
01 000 003 130 1000 210	BENEFITS	21,350.00	3,007.44	15,083.70	6,266.30	70.55
01 000 003 130 1000 220	SOCIAL SECURITY	8,528.95	1,313.48	7,075.57	1,453.38	82.96
01 000 003 130 1000 230	RETIREMENT	14,214.91	2,056.32	11,320.65	2,894.26	79.64
01 000 003 130 1000 320	PROFESSIONAL ED. SERVICES	0.00	0.00	20.00	(20.00)	0.00
01 000 003 130 1000 580	TRAVEL	300.00	0.00	0.00	300.00	0.00
01 000 003 130 1000 610	SUPPLIES AND MATERIALS	1,700.00	0.00	335.58	1,364.42	19.74
01 000 003 130 1000 641	TEXTBOOKS	1,000.00	0.00	900.00	100.00	90.00
01 000 003 130 1000 645	LIBRARY BOOKS	0.00	296.38	296.38	(296.38)	0.00
01 000 003 130 1000 650	PERIODICALS	0.00	0.00	0.00	0.00	0.00
01 000 003 130 2410 110	PROFESSIONAL SALARIES	27,030.00	2,252.50	13,515.00	13,515.00	50.00
01 000 003 130 2410 210	BENEFITS	7,407.07	1,356.00	6,716.57	690.50	90.68
01 000 003 130 2410 220	SOCIAL SECURITY	2,067.80	231.04	1,364.41	703.39	65.98
01 000 003 130 2410 230	RETIREMENT	3,446.33	287.18	1,575.19	1,866.84	45.83
01 000 004 140 1000 110	PROFESSIONAL SALARIES	155,000.00	13,817.47	76,546.75	78,543.25	49.39
01 000 004 140 1000 130	SUBSTITUTES	8,000.00	0.00	5,041.03	2,958.97	63.01
01 000 004 140 1000 210	BENEFITS	37,200.00	1,219.16	4,827.45	32,312.55	12.98
01 000 004 140 1000 220	SOCIAL SECURITY	13,402.10	830.52	5,003.09	8,399.01	37.33
01 000 004 140 1000 230	RETIREMENT	22,336.82	1,700.86	9,387.10	12,949.72	42.03
01 000 004 140 1000 320	PROFESSIONAL ED. SERVICES	33,000.00	2,786.85	32,505.65	494.35	98.50
01 000 004 140 1000 610	SUPPLIES AND MATERIALS	7,000.00	250.02	3,441.44	3,558.56	49.16
01 000 004 140 1000 641	TEXTBOOKS	4,200.00	2,791.44	4,164.67	35.33	99.16
01 000 004 140 1000 645	LIBRARY BOOKS	1,000.00	0.00	870.31	129.69	87.03
01 000 004 140 1000 650	PERIODICALS	0.00	0.00	0.00	0.00	0.00
01 000 004 140 1000 734	EQUIPMENT	0.00	0.00	0.00	0.00	0.00
01 000 004 140 1000 810	DUES AND FEES	5,600.00	209.00	5,511.07	28.93	99.48
01 000 004 140 2410 110	PROFESSIONAL SALARIES	27,030.00	0.00	0.00	27,030.00	0.00
01 000 004 140 2410 210	BENEFITS	7,407.07	0.00	0.00	7,407.07	0.00
01 090 004 140 2410 220	SOCIAL SECURITY	2,067.80	0.00	0.00	2,067.80	0.00
01 090 004 140 2410 230	RETIREMENT	3,446.33	0.00	0.00	3,446.33	0.00
01 090 004 140 2410 734	EQUIPMENT	250.00	0.00	0.00	250.00	0.00
01 090 004 140 2410 810	DUES AND FEES	500.00	0.00	1,004.00	(504.00)	200.80
01 090 004 140 310 1000 110	PROFESSIONAL SALARIES	57,970.35	4,797.52	34,592.66	22,987.69	60.07
01 090 004 310 1000 130	SUBSTITUTES	2,500.00	173.44	2,228.91	271.09	89.16
01 090 004 310 1000 210	BENEFITS	10,115.00	874.16	6,294.48	3,910.52	61.34
01 090 004 310 1000 220	SOCIAL SECURITY	4,404.13	444.03	3,282.36	1,141.77	74.08
01 090 004 310 1000 230	RETIREMENT	7,340.22	611.58	4,211.76	3,058.46	58.33
01 090 004 310 1000 590	TRAVEL	0.00	0.00	336.00	(396.00)	0.00
01 090 004 310 1000 610	SUPPLIES AND MATERIALS	4,500.00	158.78	2,401.45	2,098.55	53.37
01 090 004 310 1000 734	EQUIPMENT	0.00	0.00	0.00	0.00	0.00
01 090 004 360 1000 130	CARL PERKINS EQUIPMENT	2,732.30	0.00	2,732.30	0.00	100.00
01 090 004 360 1000 610	SUPPLIES AND MATERIALS	20,000.00	0.00	19,50	0.50	97.50
01 090 004 360 1000 734	TECHNOLOGY-RELATED SOFTWARE	2,720.00	0.00	2,720.00	0.00	100.00
01 090 004 360 1000 110	PROFESSIONAL SALARIES	81,034.20	6,336.18	41,760.91	39,273.29	51.53
01 090 004 360 1000 430	SUBSTITUTES	1,500.00	194.53	724.52	775.78	48.28
01 090 004 360 1000 580	BENEFITS	10,000.00	875.90	4,914.92	5,085.08	49.15
01 090 004 360 1000 220	SOCIAL SECURITY	6,199.12	556.96	3,574.42	2,624.70	57.66
01 090 004 360 1000 230	RETIREMENT	10,331.86	307.86	5,305.38	5,026.48	51.35
01 090 004 360 1000 320	PROFESSIONAL ED SERVICES	1,600.00	0.00	1,548.60	51.40	96.79
01 090 004 360 1000 430	REPAIRS	0.00	0.00	0.00	0.00	0.00
01 090 004 360 1000 610	TRAVEL	0.00	0.00	0.00	0.00	0.00
01 090 004 360 1000 610	SUPPLIES AND MATERIALS	3,400.00	0.00	3,378.64	21.36	99.37
01 090 004 360 1000 734	EQUIPMENT	3,000.00	0.00	320.00	2,680.00	10.67
01 090 004 360 1000 810	DOES & FEES RACTC	2,000.00	0.00	1,849.00	151.00	92.45

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Account Number	Account Description	BUDGET	MONTH TO DATE	YEAR TO DATE	BALANCE	% REMAINING
01 000 007 300 3300 531	TELEPHONE	0.00	312.39	625.10	(625.10)	0.00
01 003 000 000 2600 430	MISC MILL EXP-REPAIR	4,200.00	3,446.38	4,131.05	68.95	98.36
01 003 000 000 2600 450	MISC MILL EXP-CONST. SERV.	31,000.00	0.00	30,744.50	255.50	99.18
01 003 000 000 2600 610	MISC MILL EXP-SUPP	18,000.00	1,323.60	16,270.86	1,729.14	90.39
01 068 000 261 1000 110 2025	REGULAR SALARY-CERTIFIED	45,361.00	7,679.52	42,497.36	2,863.64	93.69
01 068 000 261 1000 210	GROUP INSURANCE	0.00	44.52	66.78	(66.78)	0.00
01 068 000 261 1000 210 2025	SOCIAL SECURITY	0.00	786.12	1,186.18	(1,186.18)	0.00
01 068 000 261 1000 220	SOCIAL SECURITY	0.00	0.00	0.00	0.00	0.00
01 068 000 261 1000 220 2025	RETIREMENT CONTRIBUTIONS	0.00	562.55	871.36	(871.36)	0.00
01 068 000 261 1000 230 2025	RETIREMENT CONTRIBUTIONS	0.00	979.14	1,471.26	(1,471.26)	0.00
01 068 003 261 1000 230 2025	RETIREMENT CONTRIBUTIONS	0.00	0.00	(2,968.02)	2,968.02	0.00
01 082 000 261 1000 210 2025	GROUP INSURANCE	11,836.50	0.00	4,177.86	7,663.64	35.25
01 082 000 261 1000 230 2025	RETIREMENT CONTRIBUTIONS	11,836.50	0.00	8,067.54	3,768.96	68.16
01 082 000 298 1000 210 2024	INSURANCE BENEFIT	0.00	108.52	162.78	(162.78)	0.00
01 082 000 298 1000 210 2025	ALICE FITTERER INSURANCE TITLE V	0.00	0.00	0.00	0.00	0.00
01 082 000 298 1000 220 2024	SOCIAL SECURITY	0.00	8.31	12.46	(12.46)	0.00
01 082 000 298 1000 220 2025	SOCIAL SECURITY	0.00	0.00	0.00	0.00	0.00
01 082 000 298 1000 230 2025	RETIREMENT CONTRIBUTION	0.00	0.00	0.00	0.00	0.00
01 089 000 298 1000 610 2023	REAP 2023	10,734.00	0.00	10,734.00	0.00	100.00
01 089 000 298 1000 610 2024	REAP 2024	13,636.00	0.00	13,636.00	0.00	100.00
01 089 000 298 1000 610 2025	SUPPLIES/REP	2,570.00	0.00	2,570.00	0.00	100.00
01 095 004 310 3603 610	AG-SUPPLIES/MATERIALS CARL PERKIN	4,077.87	0.00	4,077.87	0.00	100.00
01 100 000 205 1000 110	PRE SCHOOL PROFESSIONAL SALARIES	52,000.00	4,952.38	20,329.83	31,670.17	39.10
01 100 000 205 1000 120	PRE SCHOOL AIDE	19,000.00	682.50	6,160.00	12,840.00	32.42
01 100 000 205 1000 210	PRESCHOOL BENEFITS	20,000.00	952.38	3,894.88	16,105.12	19.47
01 100 000 205 1000 220	PRESCHOOL SOCIAL SECURITY	5,431.50	52.22	511.07	4,920.43	9.41
01 100 000 205 1000 230	PRESCHOOL RETIREMENT	8,199.40	631.42	2,525.68	5,673.72	30.80
01 100 000 205 1000 610	PRESCHOOL SUPPLIES/OTHER EXPENSES	350.00	0.00	350.00	0.00	0.00
01 100 000 205 1000 642	PRESCHOOL WORKBOOKS	0.00	0.00	0.00	0.00	0.00
01 100 000 205 1000 810	DOES & FEES	435.00	0.00	435.00	0.00	100.00
01 200 000 000 2310 330	OTHER PROFESSIONAL SERVICES -BE LEGENARY	12,000.00	0.00	3,000.00	9,000.00	25.00
01	GENERAL FUND	3,193,682.83	271,072.61	1,638,558.23	1,555,124.60	51.31
9	Expenditure	3,193,682.83	271,072.61	1,638,558.23	1,555,124.60	51.31

14-34

Batch Description: 01292026

Processing Month: 01/2026

Fund: 01 GENERAL FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Description</u>	<u>Amount</u>
Account Type: Expenditure			
01 000 000 000 2310 610	SUPPLIES AND MATERIALS	BUDGET REVISIONS	150.00
01 000 000 000 2600 610	SUPPLIES AND MATERIALS	BUDGET REVISIONS	1,600.00
01 000 000 000 2700 810	DUES & FEES	BUDGET REVISIONS	200.00
01 000 000 200 2160 320	PROFESSIONAL ED. SERVICES	BUDGET REVISIONS	(6,000.00)
01 000 000 240 1000 810	DUES & FEES	BUDGET REVISIONS	18,400.00
01 000 000 400 3400 810	DUES AND FEES	BUDGET REVISIONS	2,800.00
01 000 001 110 1000 610	SUPPLIES AND MATERIALS	BUDGET REVISIONS	375.00
01 000 002 120 1000 120	TEACHER AIDES	BUDGET REVISIONS	550.00
01 000 002 120 1000 130	SUBSTITUTES	BUDGET REVISIONS	(6,000.00)
01 000 002 120 1000 641	TEXTBOOKS	BUDGET REVISIONS	(1,217.50)
01 000 002 120 2410 810	DUES AND FEES	BUDGET REVISIONS	900.00
01 000 003 130 1000 610	SUPPLIES AND MATERIALS	BUDGET REVISIONS	(1,000.00)
01 000 004 140 1000 110	PROFESSIONAL SALARIES	BUDGET REVISIONS	(20,190.81)
01 000 004 140 1000 320	PROFESSIONAL ED. SERVICES	BUDGET REVISIONS	3,000.00
01 000 004 140 1000 641	TEXTBOOKS	BUDGET REVISIONS	1,200.00
01 000 004 140 1000 650	PERIODICALS	BUDGET REVISIONS	(200.00)
01 000 004 140 1000 810	DUES AND FEES	BUDGET REVISIONS	100.00
01 000 004 140 2410 810	DUES AND FEES	BUDGET REVISIONS	(600.00)
01 000 004 340 1000 610	SUPPLIES AND MATERIALS	BUDGET REVISIONS	20.00
01 003 000 000 2600 430	MISC MILL EXP-REPAIR	BUDGET REVISIONS	2,200.00
Account Type Total: Expenditure			(3,713.31)

MB
January Budget
Maintenance MTR 2026
F 29-26 '08

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 01 GENERAL FUND				
<u>Current Assets</u>				
01 101	CASH IN BANK	(8,441,401.03)	(259,788.64)	(8,701,189.67)
01 111	INVESTMENTS	9,013,155.56	288,003.28	9,301,158.84
01 116	CERTIFICATES OF DEPOSIT	337,632.90	0.00	337,632.90
	Current Assets Subtotal:	909,387.43	28,214.64	937,602.07
<u>Other Assets</u>				
01 301	ESTIMATED REVENUE	3,409,293.94	15,216.96	3,424,510.90
01 302	REVENUE CONTROL	(1,277,881.81)	(288,003.28)	(1,565,885.09)
	Other Assets Subtotal:	2,131,412.13	(272,786.32)	1,858,625.81
	Total Assets and Deferred Outflows of Resources:	3,040,799.56	(244,571.68)	2,796,227.88
<u>Current Liabilities</u>				
01 421	ACCOUNTS PAYABLE	(161.90)	0.00	(161.90)
01 463	RETIREMENT PAYABLE	354.71	0.00	354.71
01 464	HEALTH INS PAYABLE	(99,408.32)	11,201.28	(88,207.04)
01 465	TAX SHELTERS PAYABLE	6,934.00	0.00	6,934.00
01 466	MEDICAL SUPPLEMENTAL	10,295.85	0.00	10,295.85
01 467	NDEA DUES PAYABLE	(1,279.74)	(1,963.06)	(3,242.80)
01 468	DEPENDENT CARE	1,314.00	0.00	1,314.00
01 470	CANCER INSURANCE PAYABLE	(2,018.05)	0.00	(2,018.05)
01 471	PAYROLL WITHHOLDING & MATCHING	(810.36)	0.00	(810.36)
01 472	NDPERS RETIREMENT	(8,251.17)	(0.59)	(8,251.76)
01 473	ACCRUED ANNUAL REQUIREMENT CONTRIBUTION	(855.65)	0.00	(855.65)
01 475	GARNISHMENTS PAYABLE	(2,554.00)	0.00	(2,554.00)
01 476	LIFE INS	(2,445.66)	0.00	(2,445.66)
01 477	VISION AND DENTAL	1,119.40	2,046.34	3,165.74
	Current Liabilities Subtotal:	(97,766.89)	11,283.97	(86,482.92)
<u>Other Liabilities</u>				
01 601	APPROPRIATIONS	3,197,971.14	(4,288.31)	3,193,682.83
01 602	EXPENDITURES/EXPENSES	(1,367,485.62)	(271,072.61)	(1,638,558.23)
	Other Liabilities Subtotal:	1,830,485.52	(275,360.92)	1,555,124.60
<u>Fund Balance</u>				
01 762	FUND BALANCE-UNRESERVED, UNDESIGNATED	986,754.07	0.00	986,754.07
01 770	RESTRICTED NET ASSETS	129,136.02	0.00	129,136.02
01 771	BUDGETED FUND BALANCE	211,322.80	19,505.27	230,828.07
01 999	INTER/INTRA TRANSFER CONTROL	(19,131.96)	0.00	(19,131.96)
	Fund Balance Subtotal:	1,308,080.93	19,505.27	1,327,586.20
	Total Liabilities, Deferred Inflows of Resources, and Fund Equity:	3,040,799.56	(244,571.68)	2,796,227.88

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 05 FOOD SERVICE FUND				
<u>Current Assets</u>				
05 101	CASH IN BANK	(166,886.17)	(15,003.69)	(181,889.86)
05 111	INVESTMENTS	121,249.66	9,346.37	130,596.03
	Current Assets Subtotal:	(45,636.51)	(5,657.32)	(51,293.83)
<u>Other Assets</u>				
05 301	ESTIMATED REVENUE	0.00	0.00	0.00
05 302	REVENUE CONTROL	(37,693.65)	(9,346.37)	(47,040.02)
	Other Assets Subtotal:	(37,693.65)	(9,346.37)	(47,040.02)
	Total Assets and Deferred Outflows of Resources:	(83,330.16)	(15,003.69)	(98,333.85)
<u>Current Liabilities</u>				
05 464	AFLAC CAFE	440.86	(46.80)	394.06
05 471	PAYROLL WITHHOLDING & MATCHING	0.00	0.00	0.00
05 472	RETIREMENT	78.40	(4.96)	73.44
05 477	VISION PAYABLE	328.02	133.56	461.58
	Current Liabilities Subtotal:	847.28	81.80	929.08
<u>Other Liabilities</u>				
05 601	APPROPRIATIONS	0.00	0.00	0.00
05 602	EXPENDITURES/EXPENSES	(96,087.05)	(15,085.49)	(111,172.54)
	Other Liabilities Subtotal:	(96,087.05)	(15,085.49)	(111,172.54)
<u>Fund Balance</u>				
05 762	FUND BALANCE-UNRESERVED, UNDESIGNATED	(2,133.55)	0.00	(2,133.55)
05 770	RESTRICTED NET ASSETS	14,043.16	0.00	14,043.16
05 771	BUDGETED FUND BALANCE	0.00	0.00	0.00
	Fund Balance Subtotal:	11,909.61	0.00	11,909.61
	Total Liabilities, Deferred Inflows of Resources, and Fund Equity:	(83,330.16)	(15,003.69)	(98,333.85)

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 06 STUDENT ACTIVITY FUND				
<u>Current Assets</u>				
06 101 CASH IN BANK				
06 111 INVESTMENTS		403,596.89	7,696.33	411,293.22
Current Assets Subtotal:		81,170.65	(29,110.52)	52,060.13
<u>Other Assets</u>				
06 301 ESTIMATED REVENUE		0.00	0.00	0.00
06 302 REVENUE CONTROL		(85,838.81)	(7,696.33)	(93,535.14)
Other Assets Subtotal:		(85,838.81)	(7,696.33)	(93,535.14)
Total Assets and Deferred Outflows of Resources:		(4,668.16)	(36,806.85)	(41,475.01)
<u>Other Liabilities</u>				
06 601 APPROPRIATIONS		0.00	0.00	0.00
06 602 870 EXPENDITURES/EXPENSES		(102,914.43)	(36,806.85)	(139,721.28)
Other Liabilities Subtotal:		(102,914.43)	(36,806.85)	(139,721.28)
<u>Fund Balance</u>				
06 730 801 ATHLETICS FUND BALANCE		(31,973.76)	0.00	(31,973.76)
06 730 802 ACTIVITY FUND BALANCE		19,603.68	0.00	19,603.68
06 730 803 CLASS OF 2027		5,854.22	0.00	5,854.22
06 730 804 CLASS OF 2028		2,669.88	0.00	2,669.88
06 730 805 CLASS OF 2029		6,654.28	0.00	6,654.28
06 730 806 CLASS OF 2030		616.69	0.00	616.69
06 730 807 CLASS OF 2031		(926.23)	0.00	(926.23)
06 730 808 YEARBOOK FUND BALANCE		4,591.16	0.00	4,591.16
06 730 809 FBLA FUND BALANCE		6,649.99	0.00	6,649.99
06 730 810 BAND FUND BALANCE		4,437.64	0.00	4,437.64
06 730 811 LETTER PERSONS FUND BALANCE		201.03	0.00	201.03
06 730 812 FFA FUND BALANCE		22,193.44	0.00	22,193.44
06 730 813 DRAMA FUND BALANCE		3,365.61	0.00	3,365.61
06 730 814 ELEMENTARY ACTIVITY FUND BALANCE		680.35	0.00	680.35
06 730 815 SCIENCE CLUB FUND BALANCE		2,731.71	0.00	2,731.71
06 730 816 CLOSE UP FUND BALANCE		173.08	0.00	173.08
06 730 817 PEP CLUB FUND BALANCE		988.63	0.00	988.63
06 730 818 STUDENT SENATE FUND BALANCE		256.86	0.00	256.86
06 730 820 COMMUNITY HEALTH FUND BALANCE		594.16	0.00	594.16
06 730 821 CLASS OF 2026		6,645.78	0.00	6,645.78
06 730 830 MEDICAL/DEPENDENT CARE FUND BALANCE		7,468.86	0.00	7,468.86
06 730 832 VIP FUND - FUND BALANCE		821.74	0.00	821.74
06 730 833 PLAY GROUND EQUIP FUND BALANCE		4,669.39	0.00	4,669.39
06 730 834 CONCESSION STAND FUND BALANCE		2,489.25	0.00	2,489.25
06 730 835 VOLLEYBALL FUND BALANCE		(84.05)	0.00	(84.05)
06 730 836 WEIGHT ROOM FUND BALANCE		8,728.70	0.00	8,728.70

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
06 730 837	TRACK FUND BALANCE	573.84	0.00	573.84
06 730 840	GIRLS BASKETBALL FUND BALANCE	1,722.01	0.00	1,722.01
06 730 842	ROBOTICS FUND BALANCE	289.94	0.00	289.94
06 730 870	ELEM STUDENT COUNCIL	1,537.58	0.00	1,537.58
06 730 871	CLOSE UP 2024	(242.00)	0.00	(242.00)
06 730 881	CLOSE UP 2025	13,884.58	0.00	13,884.58
06 770	RESTRICTED NET ASSETS	(1,160.00)	0.00	(1,160.00)
06 770 872	RESTRICTED NET ASSETS	1,538.23	0.00	1,538.23
06 771	BUDGETED FUND BALANCE	0.00	0.00	0.00
Fund Balance Subtotal:		98,246.27	0.00	98,246.27
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		(4,668.16)	(36,806.85)	(41,475.01)

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 07 DAKOTA COMMUNITY INVESTMENT & CD'S				
<u>Current Assets</u>				
07 101	CASH IN BANK	0.00	0.00	0.00
	Current Assets Subtotal:	0.00	0.00	0.00
<u>Other Assets</u>				
07 301	ESTIMATED REVENUE	0.00	0.00	0.00
	Other Assets Subtotal:	0.00	0.00	0.00
	Total Assets and Deferred Outflows of Resources:	0.00	0.00	0.00
<u>Fund Balance</u>				
07 771	BUDGETED FUND BALANCE	0.00	0.00	0.00
	Fund Balance Subtotal:	0.00	0.00	0.00
	Total Liabilities, Deferred Inflows of Resources, and Fund Equity:	0.00	0.00	0.00

REQUIRED

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

Deleted: [NAME OF DISTRICT]

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.

Deleted: [NOTE: Districts will need to adopt either KAB-1, District-Level Parent and Family Engagement Policy, OR KAB-2, District-Schools, Parent and Family Engagement Policy. The board adopted policy will have the descriptor code KAB. * If adopting KAB-1, you will also need to also adopt KAB-BR, School Level Parent and Family Engagement Board Regulation. * If adopting KAB-2, you will NOT need to adopt KAB-BR. * All districts are required to implement KAB-E, School-Parent Compact.]

Deleted: [Name of District]

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).

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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.

Deleted: [Describe/list how parents may be involved in the development of the District-Level Parent and Family Engagement Policy, and how parents will be involved in the development and review of the School Improvement/Title I Schoolwide/Title I Targeted Assistance plan and if applicable the Comprehensive Support and Improvement and the Targeted Support and Improvement plans.]¹¹

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.

Deleted: [Describe/list actions for how the evaluation may be conducted, identifying who will be responsible for conducting it, and explaining what role parents and family members will play.]¹¹

4. **Coordination of Services**

Deleted: [Describe/list how the District may share with parents and family members the budget for parent and family engagement activities and programs and how parents and family members will be involved in providing input into how the funds are used.]¹¹

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;

Deleted: such as [Insert programs such as: Head Start or other public preschool programs, parent resource centers, and other programs]

Deleted: by:

Deleted: [Describe/list how the district may coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families such as public preschool programs or organizations to help students transition to elementary, middle, high, and postsecondary schools or careers.]

Deleted: [Describe/list activities, such as workshops, conferences, classes, online resources, parent-teacher meetings, and any equipment or other materials that may be necessary to support parents in helping their children's academic success.]

Deleted: by:

Deleted: [Describe/list activities such as workshops, conferences, trainings, webinars, parent-teacher meetings, and online resources that may be used with school staff to build their capacity to work with parents as equal partners. Include information about how the District and/or schools may provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.]

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.

Deleted: [Describe how each discretionary item chosen by your district, school, and parents will be implemented.]

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:**

[11/20]

Deleted: [Name of District]

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REGULATION

KAB-BR - **GLEN ULLIN** SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT REGULATIONS

In support of strengthening student academic achievement, the 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 School-Level Parent and Family Engagement Policy that contains information required by the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations and objectives for meaningful parent and family engagement and describes how the school may implement a number of specific parent and family engagement activities. This policy must be incorporated into the school's plan submitted to the District.

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).

School Level Parent and Family Engagement Policy Requirements

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

1. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the District-Schools Parent and Family Engagement Policy and the joint development of the targeted assistance or schoolwide program plan.
2. Update the School-Level Parent and Family Engagement Policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating students, and make the Parent and Family Engagement Policy available to the local community.

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Deleted: [NAME OF DISTRICT]

Deleted: [NOTE: Districts will need to adopt either KAB-1, District-Level Parent and Family Engagement Policy, or KAB-2, District-Schools, Parent and Family Engagement Policy.]

If adopting KAB-1, you will also need to adopt KAB-BR, School Level Parent and Family Engagement Board Regulation.

If adopting KAB-2, you will NOT need to adopt KAB-BR.]

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REGULATION

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3. Provide 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.
4. If the schoolwide program plan for Title I, Part A is not satisfactory to the parents of participating students, the school shall submit any parent comments with the plan when the school submits the plan to the district.

School-Level Parent and Family Engagement Policy Components

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

1. Joint Development

The school shall take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I, Part A programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicable possible.

2. Annual Title I, Part A Meeting

The school shall take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating students to attend to inform them about the school's Title I, Part A program, the nature of the Title I, Part A program, the parents' requirements, the School-Level Parent and Family Engagement Policy, the schoolwide plan, and the school-parent compact.

Deleted: [Describe/list how parents may be involved in the development of the School-Level Parent and Family Engagement Policy, and how parents will be involved in the planning, review, and improvement of parent and family engagement programs.]

3. Communications

The school shall take the following actions to provide parents of participating students the following:

- a. Timely information about the Title I, Part A programs,
- b. Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I, Part A funds, transportation, childcare or home visits, as such services relate to parent and family engagement, and
- c. Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating students in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

Deleted: [Describe/list when the school may hold the Annual Title I, Part A meeting to inform parents of the requirements of Title I, Part A and the school's participation as well as the parents' rights to be involved. The Annual Title I, Part A meeting shall not be used to ask for parent input but provided as an opportunity to disseminate information and distribute copies of the revised School-Level Parent and Family Engagement Policy.]

4. School-Parent Compact

Deleted: [Describe/list how the School-Level Parent and Family Engagement Policy may be distributed to parents and how the school is going to communicate with parents including information about how the school may provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.]

REGULATION

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The school shall take the following actions to jointly develop with parents of participating students a school-parent compact (KAB-E) that outlines how parents, the entire school staff, and students may share the responsibility for improved student academic achievement and the means by which the school and parents may build and develop a partnership to help students achieve the state's high standards.

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

If applicable, the school shall take actions to involve the parents and family members of students served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent is spent.

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6. Coordination of Services

The school 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.

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Deleted: [If the District receives more than \$500,000 in Title I, Part A allocation, then it must reserve 1 percent for parent and family engagement activities. If the school is allocated a percentage of the 1 percent, describe/list how the school may share with parents and family members the budget for parent and family engagement activities and programs and how parents and family members will be involved in providing input into how the funds are used.]

7. Building Capacity of Parents

The school shall build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

- a. Provide parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards;
- b. Provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement; and
- c. Provide assistance to parents of participating students, as appropriate, in understanding topics such as the following:
 - i. The challenging State's academic standards,
 - ii. The State and local academic assessments including alternate assessments,
 - iii. The requirements of Title I, Part A,
 - iv. How to monitor their child's progress, and

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Deleted: [Describe/list how the school may coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families such as public preschool programs or organizations to help students transition to elementary, middle, high, and postsecondary schools or careers.]

REGULATION

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v. How to work with educators to improve the achievement of their child.

8. Building Capacity of School Staff

The school shall provide training to educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, 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 the school.

Glen Ullin shall provide other reasonable support for parent and family engagement activities as parents may request.

Regulation Adoption and Dissemination

This regulation will be in effect for the period of one school year. The District shall distribute this regulation annually to all parents of participating Title I, Part A students.

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

- KAB, District-Level Parent and Family Engagement Policy
- KAB-E, School-Parent Compact Requirements

End of Glen Ullin Board Regulation KBA-BR.....Adopted:

[05/21]

Deleted: [Describe/list activities, such as workshops, conferences, classes, online resources, parent-teacher meetings, and any equipment or other materials that may be necessary to support parents in helping their child's academic success.]

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Deleted: [Describe/list activities such as workshops, conferences, trainings, webinars, parent-teacher meetings, and online resources that may be used with school staff to build their capacity to work with parents as equal partners. Describe/list methods of parents' assistance for building staff capacity.]

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Deleted: [Describe/list actions the school may take to provide other reasonable support for parent and family engagement activities.]
[Building Capacity for Involvement]
The School-Level Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in meaningful consultation with its parents, choose to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed in ESSA. Indicate which of the following discretionary (optional) School-Level Parent and Family Engagement Policy components the school will implement improve family-school partnerships:

Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training; 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; Pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions; Train parents to enhance the engagement of other parents; Maximize parent and family engagement and the participation in their child's education, arra

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Andrew Jacobson

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Martin Bratrud

Superintendent

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Principal

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office@glenullinbearcats.org

Kayla Schumacher

Business Manager

2-3-2026

February School Board Meeting Superintendent/Principal Report

1. **26-27 Best in Class Pre-K Program grant has been submitted.** We have 8 confirmed students and expect 2-3 more for next year. We could see an award amount of up to \$60,000 for 26-27 school year.
2. **January Revenue for levy collections has begun.** It's a bit light with less people paying now and waiting for the Feb. deadline. That is a reflection of the current state of our economy. Lower income earners are struggling economically. Landowners of means are still doing ok and driving most of the early payments.
3. **Summer Meals Program:** We will be submitting an application to provide summer meals to students. If approved, I will share more about this program at a future meeting.
4. **Professional Development:** Our Standards Based Teaching and Learning has continued on Wednesday, Feb. 4th and is the next evolution of our school improvement work working on scales lines assessment of learning standards. I am excited to get this off the ground and the awesome learning supports and opportunities this will provide our students and staff.
5. **Other Professional Development:** We conducted professional development for international teachers Tuesday, February 3 and Thursday, February 12. Tonya Hunskor from NCEC, an educational cooperative, will be leading. She will be observing in your classrooms during the afternoons of these days. She will also be leading sessions on both days in the library from 3:30 to 5 pm on both days covering topics such as instructional practice, classroom management, and professional responsibilities. This is being supported by a state grant through April 2026.
6. **Sensory Room Procedure and Practice PD:** Our Para-Professionals, Shannon and Cami received professional development on operational procedures and practices for a sensory room with the Mor-Sou Behavioral Specialist on Feb. 4 during our late start in-service date.
7. **Job Descriptions:** I missed getting these on the Feb. meeting but will definitely make the March meeting for your review.
8. **The Negotiations Committee will meet on Feb. 4th.** An overview of the process and preliminary ball park projections will be provided to the Board. We will be meeting again in late Feb. and should have a full recommendation for negotiation caps provided to the committee.
9. **William Kohler Jr:** William is the newest graduate of Glen Ullin H.S. I hope you all have enjoyed the publicity that has blown up to honor him. Thank you for supporting this

Counselor Update~02/01/2026

Cami Krueger

- Course catalog being completed, looking to have it completed early February
- Counseling Small Groups -starting February 2nd.
- 6th grade received planners, directions, and expectations
 - Email sent to parents for support
- Planning for the course registration for Fall 2026
- Grades 6-8: T4 Summit in Bismarck February 25
- High school T4-depending on another event that day (February 26)
- NDSCA/NDCA annual conference February 14-17 for me

FFI - PERSONAL ELECTRONIC COMMUNICATION DEVICES " PROHIBITION DURING INSTRUCTIONAL TIME

The Glen Ullin School District is committed to providing the necessary support for academics and student well-being in a positive educational environment that is free from unnecessary, non-educational distractions. Personal electronic communication devices can be a distraction during instructional time and counterproductive to student focus and engagement. By prohibiting and limiting the use of personal electronic devices during the school day, this policy aims to provide students with more opportunities to engage in meaningful interactions, collaborate with peers, and cultivate the essential skills necessary for academic and life-long success. Therefore, it is the position of the State of North Dakota and the District that students and school employees shall abide by this policy, which prohibits the use of personal electronic communication devices as outlined herein.

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Definitions

For the purposes of this policy and in accordance with North Dakota law, the following terms are defined as follows:

- a. Instructional time means the time from the start of the school day until dismissal at the end of the school day on school premises, for which the signal may be the ringing of a bell, including a structured or unstructured learning experience, recess, a lunch period, and time in between classes. The term does not include private student travel time to and from an area career and technology center or other offsite learning experience or instructional time occurring in virtual environments off school premises.
- b. Parent means a parent or guardian of a student who is authorized to make decisions regarding education for the student.
- c. Personal electronic communication device means a portable electronic device capable of communication by voice, text, or other data with one or more other parties or devices, or capable of connection to a smartphone, the internet, or a cellular or wireless fidelity network, including a smartphone, cell phone, bluetooth-enabled device, tablet, smartwatch or other wearable device, and gaming device. The term does not include:
 - o School-owned devices provided to a student and school-approved devices used by a student in accordance with this section.
 - o Portable devices that meet the definition of a medical device under the federal Food, Drug and Cosmetic Act [21 U.S.C. 9 et seq.].
- d. School means a public school providing prekindergarten, elementary, or secondary education, including area career and technology centers. The term does not include virtual schools, virtual instruction, the North Dakota center for distance education, or education occurring in a home-school environment.

- e. School-related activity means a school sanctioned activity, event, or function, occurring outside of instructional time, at which students are under supervision of the school, whether on or off school premises, including a bus ride, field trip, sporting event, and school dance.
- f. Student means an individual currently enrolled or registered at a public school as defined under this policy.
- g. *Inappropriate content* is defined as content that:
 - o Violates a district student conduct policy;
 - o Attacks race, color, national origin, ancestry, religion, sex, disability, or other status protected by law;
 - o Promotes violence, terrorism, or other illegal activities including, but not limited to, tobacco, drug, and/or alcohol use by minors;
 - o Is obscene or pornographic as defined by community standards.
 - o Is reasonably forecasted to materially or substantially disrupt the educational environment;
 - o Poses a direct threat to the physical safety of the school population; and
 - o Infringes on the rights of others, such as (but not limited to) material that is potentially libelous or invades an individual's privacy.

Prohibitions

In compliance with N.D.C.C. § 15.1-07-41, the Glen Ullin School District prohibits students from using personal electronic communications devices during instructional time. Prohibited devices include the following:

1. Smartphones
2. Cell phones
3. Bluetooth-enabled devices
4. Tablets
5. Smartwatches or other wearable devices
6. Gaming devices
7. Any other devices as defined under N.D.C.C. § 15.1-07-41

All personal electronic communication devices identified above must be:

1. Silenced or turned off, and
2. Securely stowed away, and

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3. Inaccessible to students during instructional time.

The District may develop additional administrative regulations or rules, which outline the specific procedures each school building will follow to ensure all three legal requirements are met during instructional time.

Exceptions from this policy's prohibitions may be made only as outlined below.

Device Exceptions

The District provides specific device exceptions and will not prohibit a student from possessing or using a personal electronic communication device under this policy in each of the following circumstances:

- a. *School-owned devices provided to a student, including school-issued laptops, tablets, or any other electronic device capable of communication as defined under this policy.*
- b. *School-approved devices used by a student, including personal electronic communication devices that have been approved by administration or the classroom teacher to be used during instructional time for an educational-related purpose. Such approval shall be limited in scope and time according to the specific educational-related use of the approved device. Students using a school-approved device shall only use that device for the educational-related purpose for which the device received approval. Any violation of this provision by the student or employee may result in approval being rescinded, and the student and/or employee being subject to discipline as identified in this policy.*
- c. *Medical-provider recommendation, which includes a medical provider licensed under N.D.C.C. Title 43 (Occupations and Professions) who determines the possession or use of a personal electronic communication device is necessary for the health or well-being of the student.*
- d. *Required accommodation, which authorizes the possession or use of a personal electronic communication device when required by the student's individual education program under the:*
 - o The Individuals with Disabilities Education Act [20 U.S.C. 1400];
 - o Section 504 of the Rehabilitation Act of 1973 [29 U.S.C. 794]; or
 - o A plan developed in accordance with state or federal law requiring accommodation.

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Limitations/ Allowances for School-Related Activities

The District may limit or allow student access to personal electronic communication devices outside of instructional time, during a "school-related activity" as defined in this

policy. Such approval may be provided to a student(s) by administration, a teacher, a coach, or a bus driver.

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School-related activities where students may be allowed limited or full access to personal electronic communication devices include:

- a. Bus rides
- b. Field trips
- c. Sporting events
- d. School dances
- e. Other activities where students are under the supervision of the school, whether on or off school premises

The District may develop and enforce specific limitations and allowances under administrative regulations or rules. Any time a student is using a school owned or approved device, a personal device on a limited or allowed basis, or a personal device that falls under another exception in this policy, the following prohibitions apply:

1. Students are prohibited from using any devices or technology to violate a student conduct policy including, but not limited to, policies on cheating and bullying while on school property or at a school-sponsored event;
2. Students are prohibited from using any devices or technology to photograph or video record any person during the school day. Students are furthermore prohibited from transmitting any photo or video using personal technology during the school day. Building principals are authorized to make exceptions to this rule for bona fide classroom activities and in accordance with the "exceptions" section of this policy;
3. Students are prohibited from using any devices or technology to photograph or video record inappropriate content and/or transmit inappropriate content while on school property and/or participating in school-sponsored events;
4. Students are prohibited from displaying and/or using any devices or technology in areas where there is a reasonable expectation of privacy by others on school property and at school-sponsored events. Students are also strongly discouraged from possessing personal technology in areas where there is a reasonable expectation of privacy by others on school property and at school-sponsored events;
5. Students are prohibited from using any devices or technology to compromise district networks or access confidential material on district networks. The District may also take disciplinary action against a student who has used personal technology to engage in hacking, trolling, accessing or transmitting inappropriate material, spamming, sending viruses, and/or engaging in illegal or other

inappropriate activity while on school property or participating in school-sponsored event; and

6. Students are prohibited from using any devices or technology disruptively or in a manner that potentially compromises the safety of others on school property and during school sponsored events.

Student Contact with Parents/ Caregivers

A student may contact the student's parent or authorized caregiver during the school day if needed by using a school telephone made available to the student in a manner and location designated by the building administration. Student contact with parents/ caregivers will not be unreasonably withheld, but the Superintendent may develop administrative policies and rules to ensure the orderly operation of the District and the educational process is not unnecessarily disrupted.

Parents and staff should refer to other District policies and regulations which may apply in the event of District-wide emergencies, student emergencies, and other health and safety events that may occur.

Enforcement Provisions

The District enacts the following enforcement provisions to ensure strict compliance with the law and this policy by students and school employees:

1. **Employee Expectations and Disciplinary Measures.** The District requires strict compliance with state law and this policy by school employees. Any employee who knowingly allows students to access and use personal electronic communication devices (that do not fall under a policy exception) during instructional time in violation of this policy while under the employee's supervision may be subject to discipline, up to and including termination.

In complying with this policy, the following school employee expectations apply:

- a. **School Staff Reporting Requirements.** School staff must direct students under their supervision and/or instruction to comply with this policy and shall require students' personal devices to be silenced or turned off, securely stowed away, and inaccessible during instructional time. Staff shall report to administration alleged student infractions of this policy (as defined in the next section: "Student Expectations and Disciplinary Measures").
- b. Any alleged school staff violations of this policy should be addressed in accordance with policy KACB ("Complaints about Personnel").
- c. **Administration Investigation and Response.** Upon receipt of a report of an alleged policy violation/ infraction, administration must investigate and make a determination as to whether the student has committed an infraction (as defined in the next section: "Student Expectations and Disciplinary Measures").

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d. Any alleged administrator violations of this policy should be addressed in accordance with policy KACB ("Complaints about Personnel").

e. Identification of Policy Exceptions. All school employees who instruct or who are entitled to information regarding a student who has an Individual Education Program ("IEP"), Section 504 plan, medical accommodation, or other plan requiring accommodation must identify and review any exceptions under this policy that are listed in the student's program or plan.

f. Compliance with Policy Exceptions. The District requires strict compliance with policy exceptions, including those exceptions made for school-owned and school-approved devices; medical devices; and possession or use of a device required under the IDEA, Section 504, or a plan developed in accordance with state or federal law requiring accommodation. To that extent, the District expressly prohibits school employees from confronting, disciplining, or removing a student's approved electronic device when that device may fall under an exception under this policy.
School employees are expressly prohibited from openly/ publicly discussing students' medical conditions, accommodations, or other legally-protected confidential information. Inquiries or concerns may be directed to administration, particularly when a staff member observes a student with a personal electronic device (that may fall under an exception), and the staff member does not directly instruct or supervise that student and may not be entitled to the student's confidential information protected under state or federal law.

g. Employee Use of Personal Electronic Communication Devices. Employees are also expected to follow acceptable use of technology and professional code of conduct policies when using their own personal electronic communication devices during instructional time.

1. **Student Expectations and Disciplinary Measures.** The District requires strict compliance with state law and this policy by students. Students who administration has found to have violated this policy may be subject to disciplinary consequences and/or corrective measures. When determining the appropriate response to violations of this policy, administration shall take into account the totality of circumstances surrounding the violation. Infractions of policy occur when a student knowingly and willfully violates this policy as determined by administration.
The District may develop administrative regulations or rules outlining the specific disciplinary procedures to ensure compliance with this policy and the law.
Measures that may be imposed by administration include, but are not limited to:
a. Level 1 Infraction:
o First violation: confiscate device, contact parent, administrator returns device to student at the end of the school day.

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Deleted: [OPTIONAL: Employees are expressly prohibited from using personal electronic communication devices during instructional time for non-instructional or non-education related purposes, including personal texting, e-mailing, phone calls, and social media. Employees are expected to use personal devices during non-instructional times and other breaks in the school day.]

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SAMPLE LANGUAGE:

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- Second violation: confiscate device, contact parent, administrator returns device to parent during a conference/ meeting, develop a compliance plan.
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- Third violation: confiscate device, contact parent, administrator returns device to parent during a conference/ meeting, review compliance-plan, detention or in-school suspension ("ISS") may be imposed in accordance with school discipline procedures and policies.
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- b. Level 2 Infraction:
○ Fourth violation: confiscate device, contact parent, administrator returns device to parent during a conference/ meeting, review compliance-plan, 1 day out-of-school suspension ("OSS") may be imposed in accordance with school discipline and suspension procedures and policies.
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- c. Level 3 Infraction:
○ Fifth violation: confiscate device, contact parent, administrator returns device to parent during a conference/ meeting, review compliance-plan, 1-3 days OSS may be imposed in accordance with school discipline and suspension procedures and policies.
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- d. Level 4 Infraction:
○ Sixth violation: confiscate device, contact parent, administrator returns device to parent during a conference/ meeting, review compliance-plan, 3-5 days OSS may be imposed in accordance with school discipline and suspension procedures and policies.
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- e. Level 5 Infraction:
○ Seventh violation: confiscate device, contact parent, administrator returns device to parent during a conference/ meeting, review compliance-plan, 10 days OSS and recommendation for expulsion. Due process procedures contained in the District's suspension and expulsion policy and regulations shall be followed.
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In administering the disciplinary measures above, administrators and school staff must adhere to the following guidelines:

- a. Staff members shall direct students to comply with policy and should address alleged infractions with administration.
- b. Only administration may determine an actual infraction of this policy and administer discipline.
- c. If administration determines that a student is in violation of this policy and the student refuses to turn over the device to administration, the infraction may move to the next level.
- d. At no time should a District administrator or staff member attempt to physically or forcibly take an electronic device from a student.

- e. Administration may also respond under other conduct and disciplinary policies and regulations when a student's conduct implicates additional policies, including violence, threats of violence, harassment, bullying, or any other unlawful conduct or student code of conduct violations.
- f. Administration is required to identify students with disabilities (including those covered under the IDEA, Section 504, the ADA, and any child-find obligations) and must address any alleged student infractions in compliance with special education policies, regulations, and applicable laws.

Searches of Personal Technology

If a student is using a school owned or approved device, a personal device on a limited or allowed basis, or a personal device that falls under another exception under this policy, then administration is authorized to search the device when there is reasonable suspicion of the following:

1. The device contains evidence of conduct or activity that may constitute a violation of policy or the law; or
2. There is a threat of danger or potential harm to self or others.

Only areas of the device reasonably related in scope to the purpose of the search will be subject to a search (e.g., if a student is texting inappropriate photos, only the device's text messages will be searched). Administration is authorized to contact legal counsel to help determine the appropriate scope of the search.

If administration suspects or finds that a device contains content that violates N.D.C.C. § 12.1-27.1-03.3 or other laws, they shall contact law enforcement. Under no circumstances shall school officials download or transfer sexually explicit content from a student's personal technology. Law enforcement, including school resource officers, may communicate the need for probable cause to search a device and may provide a student or the District with a search warrant or subpoena for information or records.

Dissemination and Education

Upon the adoption and implementation of this policy, the District shall:

- a. Ensure the policy is communicated to students, parents, and authorized caregivers; and
- b. Publish the policy in student and personnel handbooks.

The District shall review and revise this policy as it determines necessary. The District shall also develop and implement electronic communication device education programs for students and staff professional development activities. School administration may develop guidelines to assist students and staff with complying with this policy.

Annual Data Collection & Documentation

In accordance with state law, the District must collect data annually with the goal of measuring the impact of this policy on student behavior, mental health, disciplinary incidents, school attendance, and academic performance.

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

- AAC, Nondiscrimination and Anti-Harassment Policy
- AACA, Section 504 of the Rehabilitation Act
- ACAA, Emergency Closings
- ACDA, Acceptable Use
- DE, Staff Code of Conduct
- FDE, Education of Special Education/ Disabled Students
- FGA, Student Education Records and Privacy
- FGDB, Student Handbooks
- FF, Student Conduct and Discipline
- FFK-BR, Suspension and Expulsion Regulations
- FFK-AR1, Suggested Procedure for Conducting an Expulsion Hearing
- FFK-AR2, Suspension and Expulsion of Special Education Students
- KACB, Complaints about Personnel

Legal References

- 20 U.S.C. 1400, Individuals with Disabilities Education Act
- 21 U.S.C. 9 et seq., Federal Food, Drug, and Cosmetic Act
- 29 U.S.C. 794, Section 504 of the Rehabilitation Act of 1973
- NDCC ch.15.1-07, School Districts
- NDCC Title 43, Occupations and Professions

End of Glen Ullin Policy FFI.....Adopted:

[06/25]

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BDA - PROCEDURE FOR ADOPTING BOARD POLICY

The Board is the policy-making body for the District. The policies of the Board shall be within the framework of state and federal laws, and regulations.

It is the board's intention that the written policies serve as guides for the discretionary action of those to whom it delegates authority and as a source of information and guidance for individuals interested in or affected by the district schools.

Development

Policies may be proposed by a school board member, employee, student or resident of the District. Proposed policies or ideas shall be submitted to the Superintendent for review prior to possible placement on the board agenda. The Board shall determine if a need exists and shall direct the Superintendent or board policy committee to draft a policy statement for presentation to the Board.

The Superintendent and policy committee are authorized to seek expert assistance with policy development within financial parameters as directed by the Board.

When no board policy exists that provides guidance on a matter, the Superintendent is authorized to act appropriately under the circumstances, keeping in mind the educational philosophy and financial condition of the District. Under these circumstances, the Superintendent will advise the Board of the need for a policy and may present a recommended policy to the Board for approval.

Adoption

The Board shall adopt new policies and rescind/amend existing policies when appropriate or required by law. Proposed policies and policy amendments shall be supplied to all board members and administration prior to a properly scheduled meeting at which the policy revision/draft will be discussed.

Adoption of any policy or substantive amendment to a policy shall require one reading. The Board shall repeal or reaffirm existing board policy in one reading. Past practice shall govern district operations, covered by the former policy, until the Board adopts a new policy.

Policies and amendments adopted by the Board shall be attached to, and made part of, the minutes of the meeting at which action was taken and be included in the district's board policy manual.

Board Regulations and Policy Exhibits

The Board may develop regulations (-BR) to implement policy when the Board determines that this task is not appropriate to delegate to administration, when regulations are created on a highly litigious matter, or when law requires board approval on regulations. Board regulations shall require one reading.

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Deleted: s. If an expedited process is deemed necessary, the Board may waive, by a

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Deleted: 2/3rds] majority of the Board, the second reading by citing this policy in the motion. Thus, the policy is adopted or amended with one reading and the procedure below shall not apply.¹

Substantive amendments and new policies cannot undergo more than one reading at any meeting of the Board. During the second reading of a new policy or substantive amendment, board action on the proposal shall be final if the proposal is approved in an identical form as passed at the previous meeting. If a revised form of the proposal is approved, or if approval includes an amendment, the proposal shall be resubmitted for action at a future board meeting. Action shall be by majority vote of those board members present.¹

COGNIA

Policy administrative regulations (-AR) and exhibits (-E) shall be developed when needed to help implement policy but shall not be adopted by the Board. Policy exhibits include, but are not limited to, summaries of law, forms, and other informational material.

Policy Implementation

Administrators are responsible for informing subordinates of existing policies and regulations and ensuring that they are implemented in the spirit intended. Continuous disregard for board policy and regulations may be interpreted as insubordination and/or willful neglect of duty. In such circumstances, subordinates may be subject to appropriate disciplinary action including, but not limited to, a reprimand, suspension, or a recommendation for termination/discharge in accordance with applicable law and/or policy.

Policy Review and Revision

The Board shall review policies at least once every three years. The Superintendent is responsible for developing a system of periodic review, addressing approximately one third of the policies annually. The Superintendent shall promptly notify the Board when policies are out of date or in need of revision.

Should any policy of the District be found to conflict with requirements in law or be declared illegal by a court of competent jurisdiction, said policy shall be automatically rescinded to the extent that it violates the law. The remaining policies shall remain in full force and effect until rescinded or amended by the Board.

Suspension of Policy

Only those policies not established by law or negotiated agreement may be temporarily suspended and then only by a two-thirds vote of board members present at a regular or special meeting.

Policy Manuals

Each school board member shall have access to the district's policy manual. A copy of the manual shall be kept in the district office. The policy manual will be accessible on the district's website and available to the public in accordance with state law and district policy.

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All policy manuals distributed shall remain the property of the Glen Ullin School District and shall be considered "on loan" to anyone, or any organization, in whose possession they might be at any time. They are subject to recall at any time deemed necessary by the Superintendent or Board, whether for updating or other good cause.

The Superintendent is responsible for keeping policy manuals current.

Deleted: [Superintendent] [Policy Liaison]

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The Board designates the [Superintendent] [Business Manager] as the District's Policy Liaison. The Policy Liaison shall be the caretaker of all district policies and in charge of updating the Policy Manual once policies are approved by the Board.

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

- BDA-E, Policy Acknowledgement Form
- CBAA, Administrative Regulations

COGNIA

End of Glen Ullin Policy BDA.....Adopted:

Deleted: [Name of District]

[02/20]

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This template is the intellectual property of NDSBA and may not be copied, reproduced, distributed or displayed without NDSBA's permission. Members who willfully disregard the NDSBA copyright guidance risk suspension in the Policy Services program.⁴

Policy Services members should refrain from sending any NDSBA policy templates outside their District. Districts with policy template requests or questions should contact our office at 1-800-932-8791.

EXHIBIT

BDA-E - GLEN ULLIN SCHOOL DISTRICT POLICY ACKNOWLEDGEMENT FORM

The Glen Ullin School Board requires that all impacted [employees][students] [receive a copy of] [review] the following [policy][policies][located on the district's website at {list policy website address}], and acknowledge receipt and/or understanding of [it][them]. This form should be returned to [title] by [date].

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Deleted: [NAME]

Deleted: [Name of District]

[List disseminated policies]

Employee or Student Acknowledgement

I, (print name), have read and understand the content, requirements, and consequences for violating Glen Ullin School District policy. I agree to abide by all the directives and other requirements contained in district policy. I understand that if I have questions at any time regarding a policy, I will contact my [immediate supervisor or building principal].

Deleted: [Name of School District's]

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[Employee] [Student] Signature: _____

Date: _____

For Administrative Use Only

Date Policy Acknowledgment Form disseminated to student/staff: _____

Method of distribution:

Placed in mailboxes Published in handbooks Sent via email

Published in district newsletter Handed out in classrooms

Other: _____

Date form returned: _____

Form received by: _____

Place a copy of this form in the applicable personnel or student file.

End of Glen Ullin Exhibit BDA-E

Deleted: [Name of District]



Martin Bratrud
Superintendent
Todd Hetler
Principal

PO BOX 548
6508 HWY 49
Glen Ullin, ND 58631-0548
(701) 348-3590
office@glenullinbearcats.org

Kayla Schumacher
Business Manager

2-1-2026

February School Board Meeting Superintendent Report

1. **26-27 Best in Class Pre-K Program grant has been submitted.** We have 8 confirmed students and expect 2-3 more for next year. We could see an award amount of up to \$60,000 for 26-27 school year.
2. **January Revenue for levy collections has begun.** It's a bit light with less people paying now and waiting for the Feb. deadline. That is a reflection of the current state of our economy. Lower income earners are struggling economically. Landowners of means are still doing ok and driving most of the early payments.
3. **Summer Meals Program:** We will be submitting an application to provide summer meals to students. If approved, I will share more about this program at a future meeting.
4. **Professional Development:** Our Standards Based Teaching and Learning has continued on Wednesday, Feb. 4th and is the next evolution of our school improvement work working on scales lines assessment of learning standards. I am excited to get this off the ground and the awesome learning supports and opportunities this will provide our students and staff.
5. **Other Professional Development:** We are going to have professional development for international teachers Tuesday, February 3 and Thursday, February 12. Tonya Hunskor from NCEC, an educational cooperative, will be leading. She will be observing in your classrooms during the afternoons of these days. She will also be leading sessions on both days in the library from 3:30 to 4:30 on both days covering topics such as instructional practice, classroom management, and professional responsibilities.
6. **Sensory Room Procedure and Practice PD:** Our Para-Professionals, Shannon and Cami will be receiving professional development on operational procedures and practices for a sensory room with the Mor-Sou Behavioral Specialist on Feb. 4 during our late start in-service date.
7. **Job Descriptions:** I missed getting these on the Feb. meeting but will definitely make the March meeting for your review.
8. **The Negotiations Committee will meet on Feb. 4th.** An overview of the process and preliminary ball park projections will be provided to the Board. We will be meeting again in late Feb. and should have a full recommendation for negotiation caps provided to the committee.

Business Manager Report

All year end reports have been done and completed by 1.27.26. I did have to reach out to Kim a few times as last year she walked me through everything, and this year was on my own.

I am enrolled in the business Managers Mentor program that will start on 2.4.26. This will offer me one-on-one with experienced business managers. I will meet with them twice a month. One meeting will be about 30 minutes, and the other will be longer. I also had about 4 business managers reach out to me and offer their assistance when I need it. One is from Rugby, and she is excellent!

I will attend conference on 2.5-2.6 this year in Bismarck.

As for Bills, they are not all in yet so as of now I do not have any that are concerning me. I will let you know as soon as I finish putting in the rest of them if there are any.

Counselor Update~02/01/2026

Cami Krueger

- Course catalog being completed, looking to have it completed early February
- Counseling Small Groups -starting February 2nd.
- 6th grade received planners, directions, and expectations
 - Email sent to parents for support
- Planning for the course registration for Fall 2026
- Grades 6-8: T4 Summit in Bismarck February 25
- High school T4-depending on another event that day (February 26)
- NDSCA/NDCA annual conference February 14-17 for me

Update of activities performed

- Jan. 20th Johnson Control arrived at school and performed a full inspection on the fire alarm system. All checks good.
- Nancy's route bus was back into the shop with an engine light and loss of power. They found a major leak in an exhaust gasket. Repair was completed
- We had Napa in New Salem install an engine block heater in the Chrysler mini van. The quoted cost was \$288.99
- Jamie Castner has been arriving at the school from 3:30 to 4:30 everyday after school. She sweeps the hallway floors then vacuums the floor mats at each door including the mats under the water fountains. She then sanitizes the water fountains. She has to perform community service, none criminal, totaling 80 hours per month. Five of those hours per week are performed at the school.

ATHLETIC DIRECTOR BOARD REPORT

February 2026

- JH Boys Basketball:
 - 7 – 8 Participants: 12 students
 - The boys' season is coming to an end on the 7th of February when they have their tourney in New Salem.
 - Tanner Hofer is the Coach.
- JV/V Boys Basketball:
 - 9 – 12 Participants: 12 Students (We have 6 students for V and 7 students for JV)
 - The Bearcats have 4 regular season games left
 - Districts will begin on February 27 at Dickinson State University
 - Coaches: Lora Voegele (Head) and Dean Rolle (Assistant).
- Saturday Basketball (K – 6th Grade):
 - **01/10 Glen Ullin Gym** - They had a good turnout, 31 kids from both schools (had a couple sick who couldn't attend), 6 coaches to help. (1 current student, 4 alumni and 1 "adult" volunteer).
 - Halftime Scrimmage for K – 3rd Grade on the following dates:
 - Tuesday, January 20th – Glen Ullin/Hebron vs. South Heart @ Hebron
 - Friday, January 23rd – Glen Ullin/Hebron vs. Grant County/Mott-Regent @ GU
 - **01/24 Hebron Gym** – They had a turnout of 38 kids from both schools, and they are just enjoying the halftime scrimmage and asked for two more games.
 - Halftime Scrimmage for K – 3rd Grade on the following dates:
 - Tuesday, January 27th – Glen Ullin/Hebron vs. Richardton Taylor @ Hebron
 - Tuesday, February 10th – Glen Ullin/Hebron vs. Bowman County @ Hebron
- Coaching Vacancies:
 - Track Coach

Fund	Jan-24	Jan-25	Y to Y Diff.	Dec-25	Jan-26	M to M Diff.
Fund 1-General Fund	\$924,093.50	\$838,875.07	-\$85,218.43	\$909,387.43	\$937,602.07	\$28,214.64
Fund 5-Food Service Fund	-\$77,399.10	-\$58,105.11	\$19,293.99	-\$45,636.51	-\$51,293.83	-\$5,657.32
Fund 6-Student Activities	\$75,915.46	\$82,661.50	\$6,746.04	\$81,170.65	\$52,060.13	-\$29,110.52
All Glen Ullin Public School Assets	\$922,609.86	\$863,431.46	-\$59,178.40	\$944,921.57	\$938,368.37	-\$6,553.20

Fund	Jan-25	Jan-26	Y to Y Diff.
Fund 1-General Fund	\$838,875.07	\$937,602.07	\$98,727.00
Fund 5-Food Service Fund	-\$58,105.11	-\$51,293.83	\$6,811.28
Fund 6-Student Activities	\$82,661.50	\$52,060.13	-\$30,601.37
All Glen Ullin Public School Assets	\$863,431.46	\$938,368.37	\$74,936.91

Batch Description: JAN BILLS FOR FEB MEETING-0001				Processing Month: 02/2026	Credit Card Vendor ID: <u>003701</u>	End of Fiscal Year Expense Invoices:	
Vendor ID: BRAUNDISTR	BRAUN DISTRIBUTING	<u>PO Number: 003701</u>	<u>Invoice Number: 407039</u>	<u>Amount: 266.44</u>			
Description: CONCESSIONS		Invoice Date: 01/14/2026	Due Date: 01/23/2026	Status: A	1099 Amount: 0.00		
Sequence: 1	Check Type: <u>Detail Description</u>	Checking Account ID: <u>Cost Center ID</u>	Check Number: <u>Detail Amount</u>	Check Date: <u>1099 Detail Amount Asset/Asset Tag</u>	<u>In Full</u>		
Chart of Account Number	CONCESSIONS						
Vendor ID: BRAUNDISTR	BRAUN DISTRIBUTING	<u>PO Number: 003710</u>	<u>Invoice Number: 407875</u>	<u>Amount: 143.21</u>			
Description: CONCESSIONS		Invoice Date: 01/29/2026	Due Date: 01/30/2026	Status: A	1099 Amount: 0.00		
Sequence: 1	Check Type: <u>Detail Description</u>	Checking Account ID: <u>Cost Center ID</u>	Check Number: <u>Detail Amount</u>	Check Date: <u>1099 Detail Amount Asset/Asset Tag</u>	<u>In Full</u>		
Chart of Account Number	CONCESSIONS						
Vendor ID: CASHWADIS	CASH-WA DISTRIBUTING	<u>PO Number: 01162026</u>	<u>Invoice Number: 4565593</u>	<u>Amount: 337.44</u>			
Description: BREAKFAST/LUNCH GROCERIES		Invoice Date: 01/16/2026	Due Date: 01/26/2026	Status: A	1099 Amount: 0.00		
Sequence: 1	Check Type: <u>Detail Description</u>	Checking Account ID: <u>Cost Center ID</u>	Check Number: <u>Detail Amount</u>	Check Date: <u>1099 Detail Amount Asset/Asset Tag</u>	<u>In Full</u>		
Chart of Account Number	BREAKFAST/LUNCH GROCERIES						
05 000 000 910 3100 630	SURCHARGE						
05 000 000 910 3100 630							
Vendor ID: CASHWADIS	CASH-WA DISTRIBUTING	<u>PO Number: 01302026</u>	<u>Invoice Number: 4569960</u>	<u>Amount: 574.03</u>			
Description: BREAKFAST AND LUNCH GROCERIES		Invoice Date: 01/30/2026	Due Date: 01/30/2026	Status: A	1099 Amount: 0.00		
Sequence: 1	Check Type: <u>Detail Description</u>	Checking Account ID: <u>Cost Center ID</u>	Check Number: <u>Detail Amount</u>	Check Date: <u>1099 Detail Amount Asset/Asset Tag</u>	<u>In Full</u>		
Chart of Account Number	BREAKFAST/LUNCH GROCERIES						
05 000 000 910 3100 630							
Vendor ID: CITYOFGLE	CITY OF GLEN ULLIN	<u>PO Number: 01312026</u>	<u>Invoice Number: 01312026</u>	<u>Amount: 590.51</u>			
Description: WATER, SEWER, DISPOSAL		Invoice Date: 01/31/2026	Due Date: 02/02/2026	Status: A	1099 Amount: 0.00		
Sequence: 1	Check Type: <u>Detail Description</u>	Checking Account ID: <u>Cost Center ID</u>	Check Number: <u>Detail Amount</u>	Check Date: <u>1099 Detail Amount Asset/Asset Tag</u>	<u>In Full</u>		
Chart of Account Number	SEWER/WATER DISPOSAL						
01 000 000 000 2600 411							
01 000 000 000 2600 421							
Vendor ID: COLEPAPER	COLE PAPERS INC	<u>PO Number: 003668</u>	<u>Invoice Number: 10673173</u>	<u>Amount: 621.62</u>			
Description: MAINTENANCE		Invoice Date: 01/15/2026	Due Date: 01/23/2026	Status: A	1099 Amount: 0.00		
Sequence: 1	Check Type: <u>Detail Description</u>	Checking Account ID: <u>Cost Center ID</u>	Check Number: <u>Detail Amount</u>	Check Date: <u>1099 Detail Amount Asset/Asset Tag</u>	<u>In Full</u>		
Chart of Account Number	GLOVES						
01 000 000 000 2600 610	CUPS						
01 000 000 000 2600 610	LIDS						
01 000 000 000 2600 610	30X36 GARBAGE BAGS						
01 000 000 000 2600 610	40X55 GARBAGE BAGS						
01 000 000 000 2600 610	PROCESSING FEE						
	DE SUPPLY CO						
Vendor ID: DESUPPLYC		<u>PO Number: 003669</u>	<u>Invoice Number: 091568</u>	<u>Amount: 721.56</u>			

01 000 000 240 1000 320	SECOND OF THREE ASSESSMENTS	932.00	N	Amount: 4,787.45
Vendor ID: NAPAAUTOP	NAPA AUTO PART OF NEW SALEM			
Description: REPAIRS				
Sequence: 1	Check Type:	Checking Account ID:	PO Number:	Invoice Number: 01312026
Chart of Account Number	Detail Description	Cost Center ID	Invoice Date: 01/31/2026	Due Date: 02/02/2026 Status: A 1099 Amount: 0.00
01 000 000 000 2700 430	BEARCAT 10		Check Number:	Check Date:
01 000 000 000 2700 430	BEARCAT 7	111.32	Detail Amount 1099 Detail Amount Asset/Asset Tag	In Full
01 000 000 000 2700 430	BEARCAT 1	1,661.89		N
01 000 000 000 2700 430	BEARCAT 1	1,321.78		N
01 000 000 000 2700 430	BEARCAT 10	1,649.48		N
		42.98		N
Vendor ID: NWEA	NWEA			
Description: MAP GROWTH K-12 AND ANNUAL LICENSE			PO Number: 003708	Invoice Number: 00133717
Sequence: 1	Check Type:	Checking Account ID:	Invoice Date: 01/25/2026	Due Date: 01/27/2026 Status: A 1099 Amount: 0.00
Chart of Account Number	Detail Description	Cost Center ID	Check Number:	Check Date:
01 000 002 120 1000 810	MAP GROWTH K-12 AND ANNUAL LICENSE	1,637.50	Detail Amount 1099 Detail Amount Asset/Asset Tag	In Full
01 000 004 140 1000 810	MAP GROWTH K-12 AND ANNUAL LICENSE	1,637.50		N
Vendor ID: PARENTINST	PARENT INSTITUTE, THE			
Description: ONE SCHOOL BUILDING			PO Number: 003706	Invoice Number: 01312026AF
Sequence: 1	Check Type:	Checking Account ID:	Invoice Date: 01/13/2026	Due Date: 01/27/2026 Status: A 1099 Amount: 0.00
Chart of Account Number	Detail Description	Cost Center ID	Check Number:	Check Date:
01 000 002 120 1000 610	ONE SCHOOL BUILDING	399.00	Detail Amount 1099 Detail Amount Asset/Asset Tag	In Full
Vendor ID: PETTYCASH	PETTY CASH FUND			
Description: SENSORY ROOM SUPPLIES			PO Number: 01202026	Invoice Number: 01202026
Sequence: 1	Check Type:	Checking Account ID:	Invoice Date: 01/20/2026	Due Date: 01/23/2026 Status: A 1099 Amount: 0.00
Chart of Account Number	Detail Description	Cost Center ID	Check Number:	Check Date:
01 000 002 120 1000 610	SENSORY ROOM SUPPLIES	7.40	Detail Amount 1099 Detail Amount Asset/Asset Tag	In Full
Vendor ID: PETTYCASH	PETTY CASH FUND			
Description: TOTES STUDENT COUNCIL			PO Number: 01202026	Invoice Number: 01202026
Sequence: 1	Check Type:	Checking Account ID:	Invoice Date: 01/20/2026	Due Date: 01/23/2026 Status: A 1099 Amount: 0.00
Chart of Account Number	Detail Description	Cost Center ID	Check Number:	Check Date:
06 818 000 410 3400 610	POP TOP FUNDRAISER	26.36	Detail Amount 1099 Detail Amount Asset/Asset Tag	In Full
Vendor ID: PETTYCASH	PETTY CASH FUND			
Description: DG 100TH DAY OF SCHOOL TREATS			PO Number: 01282026	Invoice Number: 01282026
Sequence: 1	Check Type:	Checking Account ID:	Invoice Date: 01/28/2026	Due Date: 01/30/2026 Status: A 1099 Amount: 0.00
Chart of Account Number	Detail Description	Cost Center ID	Check Number:	Check Date:
01 000 000 000 2600 610	DG SCHOOL TREATS	41.62	Detail Amount 1099 Detail Amount Asset/Asset Tag	In Full
Vendor ID: PETTYCASH	PETTY CASH FUND			
Description: DISTILLED WATER FOR SCISSORS LIFT			PO Number: 01282026	Invoice Number: 01282026
Sequence: 1	Check Type:	Checking Account ID:	Invoice Date: 01/28/2026	Due Date: 02/02/2026 Status: A 1099 Amount: 0.00
Chart of Account Number	Detail Description	Cost Center ID	Check Number:	Check Date:
01 000 000 000 2600 610				

Sequence:	Check Type:	Detail Description	Checking Account ID:	Cost Center ID	Check Number:	Detail Amount	1099 Detail Amount Asset/Asset Tag	Check Date:	Amount:
Sequence: 1	Check Type: DG	Chart of Account Number 01 000 000 000 2600 610	DG			5.55	N	In Full	16.75
Vendor ID: PETTYCASH	PETTY CASH FUND		PO Number: 01292026 Invoice Date: 01/29/2026	Cost Center ID:	Check Number:	1099 Detail Amount Asset/Asset Tag	N		1099 Amount: 0.00
Sequence: 1	Check Type: Chart of Account Number 01 000 004 140 1000 610	PLAY DOH	Checking Account ID: Cost Center ID:	Check Number: Detail Amount	Check Date:	1099 Detail Amount Asset/Asset Tag	N	In Full	
Sequence: 1	Check Type: Chart of Account Number 06 834 000 410 3400 610	WATER			5.25	N			
Sequence: 1	Check Type: Chart of Account Number 01 000 000 000 2600 440	SHRED BOX	PO Number: 0129/2026 Invoice Date: 01/29/2026	Cost Center ID:	Check Number:	1099 Detail Amount Asset/Asset Tag	N	In Full	1099 Amount: 0.00
Vendor ID: SHREDNORTH	SHRED NORTH DAKOTA		Checking Account ID: Cost Center ID:	Check Number: Detail Amount	Check Date:	1099 Detail Amount Asset/Asset Tag	N	In Full	
Sequence: 1	Check Type: Chart of Account Number 05 000 000 910 3100 630	SHRED BOX			53.75	N			
Vendor ID: SYSCO	SYSCO NORTH DAKOTA		PO Number: 0129/2026 Invoice Date: 01/29/2026	Cost Center ID:	Check Number:	1099 Detail Amount Asset/Asset Tag	N	In Full	1099 Amount: 0.00
Sequence: 1	Check Type: Chart of Account Number 05 000 000 910 3100 630	BREAKFAST/LUNCH GROCERIES	Checking Account ID: Cost Center ID:	Check Number: Detail Amount	Check Date:	1099 Detail Amount Asset/Asset Tag	N	In Full	
Sequence: 1	Check Type: Chart of Account Number 05 000 000 910 3100 630	CREDIT INV 385083560			1,713.62	N			
Sequence: 1	Check Type: Chart of Account Number 05 000 000 910 3100 630	BREAKFAST/LUNCH GROCERIES			(30.04)	N			
Vendor ID: SYSCO	SYSCO NORTH DAKOTA		PO Number: 0126/2026 Invoice Date: 01/26/2026	Cost Center ID:	Check Number:	1099 Detail Amount Asset/Asset Tag	N	In Full	1099 Amount: 0.00
Sequence: 1	Check Type: Chart of Account Number 05 000 000 910 3100 630	BREAKFAST/LUNCH GROCERIES			932.09	N			
Vendor ID: TICAO	TICAO, SHEILA		PO Number: 0127/2026 Invoice Date: 01/27/2026	Cost Center ID:	Check Number:	1099 Detail Amount Asset/Asset Tag	N	In Full	1099 Amount: 0.00
Sequence: 1	Check Type: Chart of Account Number 01 000 002 120 1000 210	REIMBURSEMENT	Checking Account ID: Cost Center ID:	Check Number: Detail Amount	Check Date:	1099 Detail Amount Asset/Asset Tag	N	In Full	
Vendor ID: VALIC	VALIC		PO Number: 003709 Invoice Date: 01/16/2026	Cost Center ID:	Check Number:	1099 Detail Amount Asset/Asset Tag	N	In Full	1099 Amount: 0.00
Sequence: 1	Check Type: Chart of Account Number 01 000 000 000 2310 810	403B PLAN DOCUMENT			750.00	N			
			Batch 1099 Total:		0.00			Batch Total:	17,351.24
			Report 1099 Total:		0.00			Report Total:	17,351.24

OBJECTIVE 1:

The board has adopted student outcome goals

DOES NOT MEET	0	NOVICE	1	PARTIALLY PROFICIENT	4	PROFICIENT	12	ADVANCED	15
The board does not meet if any of the following are true:		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
<p>The board does not meet if any of the following are true:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The board does not have a vision. <input type="checkbox"/> The board does not have goals. <input type="checkbox"/> The board does not consistently distinguish between inputs, outputs, and outcomes. 		<p>The board has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> adopted a vision statement; <input type="checkbox"/> owned the vision development process while working collaboratively with the superintendent; <input type="checkbox"/> adopted three to five goals; and <input type="checkbox"/> owned the goal development process while working collaboratively with the superintendent. 		<p>The board has adopted three student outcome goals aligned to North Dakota K12 Vision Aspirational Goals that include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a population; <input type="checkbox"/> a baseline; <input type="checkbox"/> a deadline target; <input type="checkbox"/> a measurement tool, <input type="checkbox"/> a deadline date, and <input type="checkbox"/> annual targets. 		<ul style="list-style-type: none"> <input type="checkbox"/> All board members and the superintendent agree that the student outcome goals <ol style="list-style-type: none"> 1. will challenge the organization; 2. require adult behavior change; 3. are influenceable by the superintendent; and 4. are the superintendent's first priority for resource allocation. <input type="checkbox"/> The board relied on a comprehensive student needs assessment and/or student data to inform the identification and prioritization of all student outcome goals. 		<ul style="list-style-type: none"> <input type="checkbox"/> have committed the vision and student outcome goals to memory; <input type="checkbox"/> know the current status of each student outcome goal; and <input type="checkbox"/> agree there is broad community ownership of the board's vision and student outcome goals through involvement and communication with students, staff, and community members. 	

OBJECTIVE 2:

The board has adopted goal progress measures aligned to each student outcome goal

DOES NOT MEET	0	NOVICE	1	PARTIALLY PROFICIENT	4	PROFICIENT	12	ADVANCED	15
The board does not meet if any of the following are true:		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
<input type="checkbox"/> The board does not have goal progress measures. <input type="checkbox"/> The board is treating the annual targets for student outcome goals as if they are goal progress measures.	<input type="checkbox"/> The board has adopted goal progress measures for each student outcome goal. <input type="checkbox"/> The superintendent owned the goal progress measures development process while working collaboratively with the board. <input type="checkbox"/> The status of each adopted goal progress measure is able to be updated multiple times during each school year.	<input type="checkbox"/> The board has adopted no more than four goal progress measures for each student outcome goal. <input type="checkbox"/> All goal progress measures are student outputs, not adult inputs or outputs, or other outcomes that include <ol style="list-style-type: none"> 1. a population, 2. a baseline, 3. a deadline target, 4. a measurement tool, 5. a deadline date, and 6. annual targets. 	All board members and the superintendent agree that the goal progress measures. <ul style="list-style-type: none"> <input type="checkbox"/> will challenge the organization; <input type="checkbox"/> require adult behavior change; <input type="checkbox"/> are influenceable by the superintendent; and <input type="checkbox"/> are all predictive of their respective student outcome goals. 	All board members and the superintendent agree there is board community ownership of the goal progress measures through involvement and communication with students, staff and community members.					

OBJECTIVE 3:

The board has adopted guardrails

DOES NOT MEET	0	NOVICE	2	PARTIALLY PROFICIENT	5	PROFICIENT	13	ADVANCED	15
The board does not meet if any of the following are true:		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
<input type="checkbox"/> The board does not have guardrails. <input type="checkbox"/> The board does not have superintendent guardrail progress measures.	The board has <ul style="list-style-type: none"> <input type="checkbox"/> adopted 1 to 5 superintendent guardrails; <input type="checkbox"/> owned the superintendent guardrails development process while working collaboratively with the superintendent; and <input type="checkbox"/> adopted superintendent guardrail progress measures for each superintendent guardrail. <ul style="list-style-type: none"> <input type="checkbox"/> The superintendent owned the guardrail progress measures development process while working collaboratively with the board. <input type="checkbox"/> The status of each adopted superintendent guardrail progress measure is able to be updated multiple times during each school year. 	<ul style="list-style-type: none"> <input type="checkbox"/> Each superintendent guardrail describes a single operational action or class of actions the superintendent may not use or allow. <input type="checkbox"/> The board has adopted no more than three superintendent guardrail progress measures for each superintendent guardrail. <input type="checkbox"/> All superintendent guardrail progress measures include: <ol style="list-style-type: none"> 1. a population, 2. a baseline, 3. a deadline target, 4. a measurement tool, 5. a deadline date, and 6. annual targets. 	<ul style="list-style-type: none"> <input type="checkbox"/> The board has adopted one to five board self-guardrails. <input type="checkbox"/> The board, where appropriate, relied on comprehensive student needs assessment and/or student data to inform the identification and prioritization of superintendent guardrails. <input type="checkbox"/> All board members and the superintendent agree that the superintendent guardrails will challenge the organization to focus on the vision and uphold community values. <input type="checkbox"/> All board members and the superintendent agree that the superintendent guardrail progress measures <ol style="list-style-type: none"> 1. will challenge the organization to focus on the student outcomes; 2. will challenge the organization to uphold community values; 3. are all predictive of their respective superintendent guardrail; and 4. are influenceable by the superintendent. 	<ul style="list-style-type: none"> <input type="checkbox"/> The board, in collaboration with the superintendent, has adopted one or more theories of action to drive overall strategic direction. <input type="checkbox"/> All board members and the superintendent agree there is broad community ownership of the superintendent guardrails through involvement and communication with students, staff, and community members. <input type="checkbox"/> All board members and the superintendent agree there is board community ownership of the superintendent guardrail progress measures through involvement and communication with students, staff, and community members. 					

OBJECTIVE 4:

The board has adopted a monitoring calendar for student outcome goals and student outcome goal progress measures

DOES NOT MEET	0	NOVICE	2	PARTIALLY PROFICIENT	6	PROFICIENT	16	ADVANCED	20
<p>The board does not meet if any of the following are true:</p>		<p>The board is novice if the following is true:</p>		<p>The board is partially proficient if all prior conditions and the following are true:</p>		<p>The board is proficient if all prior conditions and the following are true:</p>		<p>The board is advanced if all prior conditions and the following are true:</p>	
<p><input type="checkbox"/> Any board member does not know if the school system is in low performing status and for how long.</p> <p><input type="checkbox"/> Any board member does not know if any campus is in low performing status and for how long.</p> <p><input type="checkbox"/> The board does not have student outcome goals, goal progress measures, superintendent guardrails, superintendent guardrail progress measures, or annual targets.</p> <p><input type="checkbox"/> The board does not track its use of time in board meetings.</p> <p><input type="checkbox"/> The board does not have a monitoring calendar.</p> <p><input type="checkbox"/> The board has not voted to approve a self-evaluation within the past 12 months.</p>		<p><input type="checkbox"/> The superintendent owned the monitoring calendar development, working with the board to adopt a calendar that monitors</p> <ol style="list-style-type: none"> 1. Each student outcome goal at least four times per year; 2. No more than two student outcome goals per month; 3. Each superintendent guardrail at least once per year. <p><input type="checkbox"/> The calendar spans the length of student outcome goals.</p> <p><input type="checkbox"/> The board tracks its time in meetings, identifying each minute according to the time use tracker.</p> <p>The Board:</p> <p><input type="checkbox"/> performed a self-evaluation within the previous 12 months using a research aligned instrument;</p> <p><input type="checkbox"/> performed a superintendent annual evaluation no more than 12 months ago;</p> <p><input type="checkbox"/> been provided copies of the superintendent's implementation plan(s) to make progress towards the student outcome goals; and</p> <p><input type="checkbox"/> not voted to approve the superintendent's implementation plan unless required by law.</p>	<p>10% or more of the total quarterly minutes in board meetings were invested in improving student outcomes according to the time use tracker.</p> <p>The Board</p> <p><input type="checkbox"/> performs self-evaluations using the North Dakota Be Legendary School Board Leadership Framework;</p> <p><input type="checkbox"/> performed a self-evaluation no more than 45 days prior to the most recent superintendent's evaluation; and</p> <p><input type="checkbox"/> evaluates the superintendent in part on the results and progress toward the student outcome goals and superintendent guardrails using information within monitoring reports according to the monitoring calendar.</p>	<p>25% or more of the total quarterly minutes in board meetings were invested in improving student outcomes according to the time use tracker.</p> <p>The Board:</p> <ol style="list-style-type: none"> 1. performed a self-evaluation using the North Dakota Be Legendary School Board Leadership Framework; and 2. voted to approve the quarterly progress tracker. 	<p>50% or more of the total quarterly minutes in board meetings were invested in improving student outcomes according to the time use tracker.</p> <p>The board:</p> <p><input type="checkbox"/> unanimously approved the current quarterly progress tracker;</p> <p><input type="checkbox"/> has not modified outcome goals, goal progress measures, superintendent guardrails, superintendent guardrail progress measures or targets during the cycle applicable to the annual superintendent evaluation; and</p> <p><input type="checkbox"/> considers superintendent performance as indistinguishable from system performance by evaluating the superintendent on only results and progress toward student outcome goals and superintendent guardrails using information in monitoring reports according to the monitoring calendar.</p>				

OBJECTIVE 5:

The board has structured operations for success

DOES NOT MEET	0	NOVICE	1	PARTIALLY PROFICIENT	4	PROFICIENT	12	ADVANCED	15
The board does not meet if any of the following are true:		The board is novice if the following is true:		The board is partially proficient if all prior conditions and the following are true:		The board is proficient if all prior conditions and the following are true:		The board is advanced if all prior conditions and the following are true:	
<input type="checkbox"/> The board has not received a monitoring report. <input type="checkbox"/> There were six or more board meetings in a month (unless a state of emergency was declared). <input type="checkbox"/> Any meeting of the board lasted longer than eight hours. <input type="checkbox"/> Board members did not receive the final version of materials to be voted on at least three calendar days in advance of the board meeting.	The board receives a monitoring report that includes: <input type="checkbox"/> the student outcome goal and goal progress measures; <input type="checkbox"/> date; <input type="checkbox"/> actual student results compared to school board outcome goals and goal progress measures; <input type="checkbox"/> an explanation from the Superintendent of the results, status, and next steps.	<input type="checkbox"/> All consent-eligible items were placed on the consent agenda and more than 75% of the items were voted on using a consent agenda. <input type="checkbox"/> The adopted monitoring calendar has not been modified during the past quarter.	<input type="checkbox"/> Board members in the last quarter did not exceed <ol style="list-style-type: none"> an average of four meetings per month; an average of three hours per meeting; and an average of five topics per meeting beyond the consent agenda. <input type="checkbox"/> Board has <ol style="list-style-type: none"> reviewed its existing policies; and only adopted policies relevant to board responsibilities. 	<input type="checkbox"/> Board meetings in the last quarter did not exceed <ol style="list-style-type: none"> an average of three meetings per month; an average of two hours per meeting; and an average of three topics per meeting beyond the consent agenda. <input type="checkbox"/> Board members received the final materials to be voted on at least seven calendar days before the meeting.	<input type="checkbox"/> No edits to the board's regularly scheduled meeting agenda in the three days prior to, or during, the meeting (unless a state of emergency was declared).				

OBJECTIVE 6:

The board promotes active teamwork and advocacy

DOES NOT MEET	0	NOVICE	2	PARTIALLY PROFICIENT	6	PROFICIENT	18	ADVANCED	20
<i>The board does not meet if any of the following are true:</i>		<i>The board is novice if the following is true:</i>		<i>The board is partially proficient if all prior conditions and the following are true:</i>		<i>The board is proficient if all prior conditions and the following are true:</i>		<i>The board is advanced if all prior conditions and the following are true:</i>	
<input type="checkbox"/> The board has not publicly communicated the board adopted student outcome goals. <input type="checkbox"/> The board has not arranged for any community engagement activities during the previous 12-month period beyond public comments during board meetings and/or required hearings. <input type="checkbox"/> The board has not adopted board operating procedures. <input type="checkbox"/> The board does not have a policy that contains a template of ethics and conflicts of interest statement. <input type="checkbox"/> The board has not been able to achieve a quorum in two or more board meetings during the previous three months. <input type="checkbox"/> Board members serve on committees formed by the superintendent or staff. <input type="checkbox"/> A board member voted on an item for which they had a conflict of interest, as defined by law, during the previous three months.	<p>The board has a two-way communication system in place where the board members at least once per year</p> <ul style="list-style-type: none"> <input type="checkbox"/> listen for and discuss the student outcomes; and <input type="checkbox"/> superintendent guardrails. <p>The board</p> <ul style="list-style-type: none"> <input type="checkbox"/> affirms that at least every two years, it has reviewed all policies governing board operating procedures; <input type="checkbox"/> affirms that all members have signed the ethics and conflict of interest statement in the past 12 months; <input type="checkbox"/> agrees that a board committees' role is to advise the board, not to advise the staff; <input type="checkbox"/> agrees that a board officers' role is to advise the board, not to advise the staff; and <input type="checkbox"/> maintained a quorum throughout all regularly scheduled meetings for the past three months. 	<p>The board has</p> <ul style="list-style-type: none"> <input type="checkbox"/> provided time during regular scheduled board meetings to recognize the accomplishments of its students and staff regarding progress on student outcome goals; and <input type="checkbox"/> hosted a community meeting to discuss progress toward student outcome goals during the previous 12-month period. <p>The board</p> <ul style="list-style-type: none"> <input type="checkbox"/> agrees that every member is responsible for the outcomes of all students, not just students in the region of the school system; <input type="checkbox"/> maintained an average attendance of 70% or higher throughout all regularly scheduled board meetings over the previous three months; <input type="checkbox"/> agrees that all members have adhered to all policies governing board operating procedures; <input type="checkbox"/> agrees that every member has completed all statutorily required trainings; and <input type="checkbox"/> has set the expectation that information provided to one board member is provided to all board members. 	<p>The board</p> <ul style="list-style-type: none"> <input type="checkbox"/> displays and keeps updated the status and targets of all student outcome goals and goal progress measures permanently and publicly on websites and at all buildings; and <input type="checkbox"/> has led or co-led at least one training on the North Dakota Be Legendary School Board Leadership for its stakeholders during the previous six-month period. <p>The board</p> <ul style="list-style-type: none"> <input type="checkbox"/> maintained an average attendance of 80% or higher throughout all regularly scheduled board meetings over the previous three months; <input type="checkbox"/> agrees that all members have adhered to all adopted board guardrails during the previous three months; and <input type="checkbox"/> agree that no board member has given operational advice or instructions to staff members during the previous three months. 	<p><input type="checkbox"/> Students have been included in at least one North Dakota Be Legendary School Board Leadership training in the previous 12-month period.</p> <p><input type="checkbox"/> Newly selected board members have received an orientation on the North Dakota Be Legendary School Board Leadership by fellow board members or a coach prior to being seated.</p> <p>All board members and the superintendent</p> <ul style="list-style-type: none"> <input type="checkbox"/> have completed the North Dakota Be Legendary School Board Leadership Institute; <input type="checkbox"/> agree that all board members have adhered to all adopted board guardrails during the previous three months; and <input type="checkbox"/> agree that no board member has given operational advice or instructions to staff members during the previous three months. 					

METHOD OF FILLING A BOARD VACANCY

The Glen Ullin School Board must fill by appointment or special election any vacant seat on the Board. A vacancy may exist for any reason set forth in NDCC § 44-02-01 and must be filled within 60 days from the time the vacancy occurs. Upon receiving notice that a vacancy exists, the Business Manager shall notify the County Superintendent.

The Board may fill the vacancy through the selection process outlined herein. If the Board chooses not to utilize this selection process, it must either appoint an individual to fill the vacancy by taking action at a regular or special meeting with a simple majority vote or call for a special election to fill the vacancy. The Business Manager shall certify any appointment made by the Board to the County Superintendent of Schools.

Notice

If the Board chooses to fill the vacancy through a selection process, the Superintendent shall publish notice of the vacancy and information on the application process as directed by the Board. The Board shall establish an application period, which shall not be less than two weeks nor more than four weeks and shall have clearly stated beginning and closing dates. The Board shall select a committee to review applications and make recommendations to the Board at the next regular or special meeting called for that purpose.

Interested individuals shall be required to complete an Application for Board Position. This application is subject to North Dakota open records laws and will be supplied to each board member.

Should the Board fail to receive any qualified applications for the board vacancy by the application deadline, the Superintendent shall identify a candidate or candidates for board appointment, and the Board shall convene at an open meeting to select the finalist using the procedure below.

Selection Process

At the next regular meeting of the Board or at a special meeting called for that purpose, the Business Manager shall report all candidates by name. The Board shall narrow the pool of applicants to three through a roll call vote, if necessary. The Board shall vote on the final pool of candidates through a roll call vote. The candidate receiving the simple majority of votes shall fill the board vacancy.

In the event of a tie, the Board will recast their votes by roll call vote, voting only on the candidates who were tied. Should a stalemate exist after the Board has voted three times, the Board shall table the appointment process until the next regular or special meeting called for that purpose. Should a stalemate exist after 45 days, the Board shall initiate the proceedings for holding a special election to fill the board vacancy.

Commencement of Duties

The newly appointed/elected board member shall be seated at the next board meeting following their appointment/election. The appointed/elected board member shall execute

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RECOMMENDED

Descriptor Code: BBC

the Oath of Office in accordance with the deadline in law. A board member thus appointed/elected shall serve until the next regular board election and until a successor is elected and qualified.

The same orientation procedures shall apply for any appointed member as for a regularly elected member.

Complementary Documents

- BBC-E, School Board Application Form
- BEB, New Member Orientation

End of Glen Ullin School District #48 Policy BBC **Adopted: 02/09/22**



STATEMENT OF INTERESTS
SECRETARY OF STATE
SFN 10172 (10-2025)

Secretary of State
 State of North Dakota
 600 E Boulevard Ave Dept 108
 Bismarck ND 58505-0500
 Telephone: (701) 328-2900
 Toll-Free: (800) 352-0867
 Fax: (701) 328-3413
 Email: soselect@nd.gov
 Website: Vote.ND.Gov

References to the Statement of Interests are found in North Dakota Century Code, Chapter 16.1-09.

FILING REQUIREMENTS FOR STATEMENT OF INTERESTS

STATEWIDE, LEGISLATIVE OR JUDICIAL - FILE WITH SECRETARY OF STATE - ONLINE ONLY - VOTE.ND.GOV

- **Annual Filing** - Officeholders, except those holding federal office, must file a statement of interests each year by January 31.
- **Every candidate** must file a statement of interests (federal requirements noted below) at the same time as filing his/her Certificate of Endorsement (SFN 17196) or Petition/Certificate of Nomination (SFN 02704) and Affidavit of Candidacy (SFN 02701).
- **Federal Candidates - President & Vice President of the U.S., U.S. Senate, & U.S. House of Representatives** - Must file a statement of interests or a copy of the disclosure statement required by the Federal Election Commission with candidacy documents.

COUNTY OFFICES, GARRISON CONSERVANCY, SOIL CONSERVATION, SOUTHWEST WATER AUTHORITY- FILE WITH COUNTY AUDITOR

- **Annual Filing** - Officeholders must file a statement of interests each year by January 31.
- **Every candidate** must file a statement of interests at the same time as filing his/her Petition/Certificate of Nomination (SFN 02704) and Affidavit of Candidacy (SFN 02701). Candidates in multi-county offices file in their county of residence.

CITY OFFICES - FILE WITH CITY AUDITOR

- **Annual Filing** - Officeholders must file a statement of interests each year by January 31.
- **Every candidate** must file a statement of interests at the same time as filing his/her Petition/Certificate of Nomination (SFN 02704).

SCHOOL BOARD - FILE WITH SCHOOL BUSINESS MANAGER

- **Annual Filing** - Officeholders must file a statement of interests each year by January 31.
- **Every candidate** must file a statement of interests at the same time as they file the statement to set forth the candidate's name and the position for which the person is a candidate.

GOVERNOR APPOINTED OFFICES AND BOARDS - FILE WITH SECRETARY OF STATE - VIA THE OFFICE OF THE GOVERNOR

- **Annual Filing** - Appointees must file a statement of interests each year by January 31.
- **At Time of Appointment** - Every person appointed by the Governor to a state agency, board, bureau, commission, department, or occupation or professional licensing board must file a statement of interests with the Secretary of State through the Office of the Governor no later than the announcement of the appointment.

ASSISTANCE: Questions regarding the Statement of Interests may be directed to the Elections Unit of the Secretary of State's office at (701) 328-2900 or (800) 352-0867, or the appropriate filing officer.

Name of candidate or appointee <i>Cameron Mormon</i>		Telephone number <i>701-426-7165</i>
Spouse's name <i>Todd Mormon</i>		Non-government email address (required) <i>Mormon_32@hotmail.com</i>
Address <i>4203 Co Rd 88</i>		City <i>Glen Ullin</i>
Office which candidate is seeking (include district number, if applicable) <i>School Board Glen Ullin District #48</i>		State <i>ND</i>
		ZIP code <i>58631</i>
Position to which appointed OR		

ITEM A: PRINCIPAL OCCUPATION/SOURCE OF INCOME - Enter the principal occupation (or the greatest source of income) as listed on your North Dakota income tax return for you and your spouse (if applicable).

Your principal occupation <u>Banker</u>	Spouse's principal occupation <u>Underwriter for EMC Insurance</u>
Name of business or employer <u>Self Employed</u>	Spouse's name of business or employer <u>EMC Insurance</u>

ITEM B: FINANCIAL INTERESTS - List by name each business or trust that is **NOT** the principal occupation (greatest source of income), in which you and/or your spouse (if applicable) have a financial interest. You are not required to list dollar amounts or the nature of the work performed. Use an 'X' to indicate the "role" relationship for you and/or your spouse. Attach additional sheets in the same format if greater space is needed.

1. Any business or trust in which you and/or your spouse own a legal or equitable interest.
2. Any business or trust in which you and/or your spouse have investments. Include the name of the business or trust in which you have stock, mutual funds, bonds, debentures, or debt obligations of corporations and/or municipal corporations. Financial interests that are contained in diversified portfolios need only be mentioned by the brokerage establishment where it is invested.
3. Any business or trust from which you and/or your spouse receive compensation.
4. Any business or trust paying you and/or your spouse a fee or commission for professional consulting services. Include those public agencies from which you and/or your spouse receive a fee or commission. Attorneys and others with "professional" as their principal occupation on their state income tax form are not required to list clients.

ITEM C: ASSOCIATIONS/BOARD SERVICE - List the associations or institutions with which you and/or your spouse are closely associated, or serve as a director or officer of, AND which may be affected by legislative action (for legislative candidates) or action of the officeholder of the office to which you are a candidate or appointee. You are not required to list dollar amounts or the nature of the work performed. Use an 'X' to indicate the "role" relationship for you and/or your spouse. Attach additional sheets in the same format if greater space is needed.

ITEM D: GOVERNMENT RELATIONSHIPS - List any political subdivision and any agency or department of the state to which you and/or your spouse sold goods or services of more than \$5,000 in the preceding year from:

1. An employer identified as a business or trust in which you and/or your spouse own a legal or equitable interest, and in which you and/or your spouse have an ownership interest of 10 percent or more; or
2. A business or trust identified in which you and/or your spouse have investments, where you and/or your spouse have an ownership interest of 10 percent or more; and, the business or trust is directly related to the official duties of the office the person is seeking or holding.

You are not required to list dollar amounts or the nature of the work performed. Use an 'X' to indicate the "role" relationship for you and/or your spouse.

ITEM E: FIDUCIARY RELATIONSHIPS - Identify any business office, business directorship, or fiduciary relationship that you and/or your spouse have held in the preceding calendar year. Fiduciary means acting as a guardian, trustee, executor, administrator, or conservator for any person, whether individual or corporate. You are not required to list dollar amounts or the nature of the work performed. Use an 'X' to indicate the "role" relationship for you and/or your spouse. Attach additional sheets in the same format if greater space is needed.

I, the undersigned, declare this Statement of Interests has been examined by me and to the best of my knowledge is a true, correct, and complete statement of my financial interests. I understand any intentional violation of the law requiring the filing of this statement shall result in my being deprived of my appointment or assuming the duties of the elective office.

Signature of candidate or appointee

Date

INSTRUCTIONS FOR STATEMENT OF INTERESTS

WHO FILES: The Statement of Interests shall be filed by all candidates seeking to have their name placed on the ballot for federal, statewide, judicial district, legislative, county, multi-district, city, and school district office. Every person appointed by the Governor to a state agency, board, bureau, commission, department, or occupation or professional licensing board shall also file a Statement of Interests.

WHEN TO FILE: Every candidate for elective office shall file a Statement of Interests with the appropriate filing officer at the same time as filing his/her Certificate of Endorsement SFN 17196 or Petition/Certificate of Nomination SFN 2704 and Affidavit of Candidacy SFN 2703. Appointees of the Governor shall file a Statement of Interests no later than the announcement of the appointment.

WHERE TO FILE:

SCHOOL DISTRICT CANDIDATES - File with the School Business Manager

HOW TO FILE:

ITEM A - PRINCIPAL OCCUPATION: The occupations listed are those defined on the North Dakota state income tax return. Check only one category for the principal source of income for yourself, and only one for your spouse. Please mark and complete the box labeled "Other" if you or your spouse's occupation is not listed.

ITEM B - List by name each business or trust that is NOT the principal source of income, in which you and/or your spouse have a financial interest. Include any of the following that apply:

1. Any business or trust in which you and/or your spouse own a legal or equitable interest.
2. Any business or trust in which you and/or your spouse have investments. Include the name of the business or trust of which you have stocks, mutual funds, bonds, debentures, or debt obligations of corporations and/or municipal corporations. Financial interests that are contained in diversified portfolios need only be mentioned by the brokerage establishment it is with.
3. Any business or trust from which you and/or your spouse receive compensation.
4. Any business or trust paying you and/or your spouse a fee or commission for professional or consulting services. Include those public agencies from which you and/or your spouse received a fee or commission. Attorneys and others who list their principal occupation as "professional" are not required to list clients.
5. Public agencies (state or local) to which you and/or your spouse sold goods or services.

ITEM C - List the associations or institutions with which you and/or your spouse are closely associated, or serve as a director or officer of, and which may be affected by legislative action (for legislative candidates) or action of the officeholder of the office to which you are a candidate or appointee.

List organizations and associations and note the capacity of you and/or your spouse's relationship such as "member", "board of directors", "consultant", etc.

ITEM D - Identify by name any business office, business directorship, and fiduciary relationship that you and/or your spouse have held in the preceding calendar year.

Fiduciary means acting as a guardian, trustee, executor, administrator, or conservator for any person, whether individual or corporate. Specify the capacity of the relationship of you and/or your spouse for any of the listed businesses, trusts and/or fiduciary relationships, such as "director", "executor", "trustee", etc.

SPECIAL NOTES:

Items B, C and D of this form have limited space for listing items. If you need more space, attach additional sheets in the same format and clearly identify which of the three items (B, C or D) the additional sheet continues. Insert the additional sheets into this form.

Use an "X" to indicate the "interest" relationship for (a) yourself, or (b) your spouse.

You are not required to list dollar amounts or the nature of the work performed in ITEMS B, C or D.

ASSISTANCE: Questions regarding the Statement of Interests may be directed to the Elections Division of the Secretary of State's Office at (701) 328-4146 or (800) 352-0867 or the appropriate filing officer.

EXHIBIT

Descriptor Code: BBC-E

SCHOOL BOARD APPLICATION FORM

Please complete, date, and sign the application form and statement of interest and return the completed documents to Kayla Schumacher Business Manager.

By submission of this form, your interest in the Glen Ullin District # 48 School Board vacancies will become public.

Name: Cameron Mormon

Address: 4203 Co Rd 88 Glen Ullin, ND 58631

Phone Number(s): 701-426-7665

Email address: mormon_32@hotmail.com

NOTE: Answers to these questions are not required to serve on the school board but may be used in the school district newsletter or local newspaper publications to inform the public about school board candidates.

1. Why are you interested in serving on the Glen Ullin District # 48 School Board? I want to help keep the Glen Ullin school open and successful as I have two boys that will go to school in the next five years.
2. Describe your experience and involvement with the Glen Ullin District # 48 Public Schools. I went to school and graduated from GULS and played sports for them throughout high school.
3. Do you have children who attend(ed) the Glen Ullin District # 48 Public Schools? My boys will go to school there in the next 5 years.
4. What educational, professional, or civic experiences have you had that would contribute to your performance as a member of the Glen Ullin District # 48 School Board? I have a four year degree from DSU. I also have experience in football and basketball as well as being a assistant college rodeo coach for DSU.
5. What interests, skills, and abilities would you bring that would benefit the Glen Ullin District # 48 School Board? Same as #4
6. What do you consider to be three of the most pressing issues facing the Glen Ullin District # 48 School Board? I believe that the most important thing to think about is the quality of education for our students going forward - I believe that in order to do that we have to get a good handle on our finances and be able to work diligently to hire and keep employed quality teachers that put the students education first.

EXHIBIT

Descriptor Code: BBC-E

7. School/College
DSU

Areas of Study

by Business / University Studies

By signing this application I am swearing that, at the time of my appointment, I am a qualified North Dakota elector, meaning that I am:

- A U.S. citizen
- At least 18 years old on the day of an election
- A North Dakota resident
- A resident in the school district for at least 30 days

Any person who is a qualified elector of this state is qualified to be a member of the school board in the district in which the person resides (NDCC § 15.1-07-14).

Glen Ullin District # 48 is also governed by a reorganization plan. Therefore, in order to qualify for this seat, the applicant must reside within the following area: Glen Ullin. By signing below, you are certifying that your primary residence is within this area.]

Cameron Merman

Print Name



Signature

01-27-2024

Date

To be completed by a school official

Received by: Blefin

Date: 11/27/24

Time: 9:54

SUPERINTENDENT EVALUATION TEMPLATE

INSTRUCTIONS TO BOARDS:

1. Customize this template to reflect the roles and responsibilities of your superintendent.
2. Take notes at each board meeting to assist with completing the evaluation. (NOTE: NDSBA has developed a note-taking template that we advise including in board packets each month.)
3. Use the same evaluation template for the November and March evaluations. For the **November evaluation**, rate the superintendent on performance **from March through October**. For the **March evaluation**, rate the superintendent on performance **from November through February**. (NOTE: If your district has a new superintendent, rate his/her performance from the contract start date through October for the November evaluation.)
4. Ask the superintendent to complete a self-assessment using this evaluation form and return it to the board before board members complete their evaluations.
5. Review the superintendent's self-assessment and suggested evidence listed in the template.
6. Rate the superintendent's performance on each item using the rating criteria provided at the top of each page.
7. Board must approve the superintendent's evaluation twice a year no later than November 15 and no later than March 15.

1= Ineffective: Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
 2= Partially effective: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
 3= Effective: Superintendent consistently demonstrates capable and satisfactory performance of the function
 4= Highly effective: Superintendent executes the function exceptionally, what is produced, how often it is produced, and how it is produced exceed the board's expectations

1. GOAL AND VISION SETTING

Expectations: Superintendent assists the board with data-informed¹ goal development and takes actions necessary to accomplish these goals.

Suggested evidence: strategic plan, board minutes, board meeting packets, district newsletters, the district's website, and news stories/articles

1=lowest and 4=highest

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TOTAL SCORE:			<u>8</u>

OVERALL RATING IN THIS CATEGORY - BASED ON TOTAL SCORE (ABOVE)

Satisfactory (5 or higher) Unsatisfactory (4 or lower)

If rating the superintendent as unsatisfactory, why is the performance unsatisfactory and what are your recommendations for improvement?

¹ District data include student assessment results, student achievement indicators (e.g., remediation, attendance, graduation, and college placement rates), demographic data, economic reports, staff satisfaction surveys, aggregated results from staff evaluations, and facility/equipment reports.

1= Ineffective: Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
 2= Partially effective: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
 3= Effective: Superintendent consistently demonstrates capable and satisfactory performance of the function
 4= Highly effective: Superintendent executes the function exceptionally, what is produced, how often it is produced, and how it is produced exceed the board's expectations

2. BOARD RELATIONS

Expectations: Superintendent carries out roles and responsibilities as assigned by the board and takes steps to assist the board with understanding and executing its role. Superintendent has the board's confidence.

Suggested evidence: board agendas, board minutes, board meeting packets, superintendent's written correspondence with the board, Educational Standards and Practices Board (ESPB) Code of Professional Conduct (see www.nd.gov/espbl/profpractices/ethics.html), [and superintendent's weekly email update to board]

a. **Is superintendent's focus on policy implementation and overseeing district operations? Does the superintendent take steps to ensure that the board's primary focus is goal setting and policy adoption?**
 1=lowest and 4=highest

1	2	3	4	Board agenda, as set by board president and superintendent, contains more "big picture" items than minutia and each month at least some agenda items relate to district's goals and strategic plan.
1	2	3	4	Superintendent executes all roles and responsibilities in the job description and in policy and reports to board on policy implementation and amendments as needed.
SCORE:				/8

b. **Does the superintendent serve as an organized, informed, and responsive resource for the board?**
 1=lowest and 4=highest

1	2	3	4	Superintendent ensures that board packets contain information necessary for board decision making and submits meeting packets to board at least [#] days prior to board meetings.
1	2	3	4	Superintendent answers board questions in a timely manner.
SCORE:				/8

1= Ineffective: Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
 2= Partially effective: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
 3= Effective: Superintendent consistently demonstrates capable and satisfactory performance of the function
 4= Highly effective: Superintendent executes the function exceptionally, what is produced, how often it is produced, and how it is produced exceed the board's expectations

c. Does the superintendent have the confidence of the board?

1=lowest and 4=highest

1	2	3	4	Information superintendent provides to board, staff, and public is accurate.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Superintendent communicates with board throughout the month via updates—not just at monthly board meetings.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Superintendent complies with state and federal law.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Superintendent complies with district policy.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Superintendent upholds the ESPB Professional Code of Conduct. (See www.nd.gov/espb/profpractices/ethics.html)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Superintendent's decisions do not need review or reconsideration by the board.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Superintendent takes final responsibility for execution of any duties that s/he delegated.
1	2	3	4	SCORE: /28

TOTAL SCORE #2: 144

OVERALL RATING IN THIS CATEGORY - BASED ON TOTAL SCORE (ABOVE)

Satisfactory (27 or higher)

Unsatisfactory (26 or lower)

If rating the superintendent as unsatisfactory, why is the performance unsatisfactory and what are your recommendations for improvement?

1= Ineffective: Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
 2= Partially effective: Superintendent has performed this function but what is produced, and how it is produced, and/or how often it is produced, need minor to moderate improvement
 3= Effective: Superintendent consistently demonstrates capable and satisfactory performance of the function
 4= Highly effective: Superintendent executes the function exceptionally, what is produced, how often it is produced, and how it is produced exceed the board's expectations

3. HUMAN RESOURCE MANAGEMENT

Expectations: Superintendent oversees qualified, high-quality district staff and maintains positive and professional working relationships with them.

Suggested evidence: employee job descriptions, personnel policies, board meeting minutes, list of staff training/professional development opportunities, staff evaluation forms, de-identified reports on plans of improvement, staff orientation checklists, negotiated agreement, staff newsletters, reports on trends from personnel evaluations (aggregated and de-identified), and staff meeting minutes.

a. Does the superintendent hire or recommend for hire qualified employees?

1=lowest and 4=highest

1	2	3	4	Superintendent ensures development of job descriptions for district staff and ensures hiring policies, procedures, and laws are followed to select and retain qualified employees.
1	2	3	4	Superintendent's recommendations to the board to nonrenew for cause or discharge licensed staff and superintendent's reports to the board on ancillary staff dismissals occur infrequently, typically after efforts to help the employee improve.
SCORE:				/8

b. Does the superintendent ensure that all staff members are engaged and provide opportunities for quality training/professional development and job performance feedback?

1=lowest and 4=highest

1	2	3	4	Superintendent plans and executes staff training/professional development as evidenced by reports to the board, including reports on the outcome of staff training/professional development.
1	2	3	4	Superintendent manages personnel evaluation system including developing and reviewing personnel evaluation forms and ensuring completion of evaluations by applicable deadlines in law and/or district policy.
1	2	3	4	Superintendent oversees system of employee remediation including ensuring that professional development is provided to teachers and principals who need to improve their instructional performance or administrative skills; superintendent reports to board on impact of coaching programs without referencing specific staff members.

1= Ineffective: Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
 2= Partially effective: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
 3= Effective: Superintendent consistently demonstrates capable and satisfactory performance of the function
 4= Highly effective: Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations

1	2	3	4	Superintendent ensures that district administrators hold orientation for new staff to familiarize them with policies, procedures, and job duties.
○	○	○	○	Superintendent recommends to the board programs to recognize outstanding staff members and to encourage staff engagement.
SCORE: <u>20</u>				

c. Does the superintendent serve as a respected leader to district administrators and other district staff?

1=lowest and 4=highest

1	2	3	4	Superintendent recommends to the board policies and negotiated agreement amendments designed to promote a fair, equitable, safe, and productive workplace, including policies on employee conduct, benefits, safety, and workload distribution.
○	○	○	○	Superintendent seeks input from and regularly communicates with staff on district goals, needs, issues, and changes to programs/policies/procedures.
1	2	3	4	Superintendent encourages and empowers principals to make decisions on behalf of their buildings and to implement innovative programs and services in their buildings.
○	○	○	○	
SCORE: <u>12</u>				

TOTAL SCORE #3: 32 /40

OVERALL RATING IN THIS CATEGORY - BASED ON TOTAL SCORE (ABOVE)

Satisfactory (24 or higher) **Unsatisfactory** (23 or lower)

If rating the superintendent as unsatisfactory, why is the performance unsatisfactory and what are your recommendations for improvement?

1= Ineffective: Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
 2= Partially effective: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
 3= Effective: Superintendent consistently demonstrates capable and satisfactory performance of the function
 4= Highly effective: Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations

4. CURRICULUM AND STUDENT SUPPORT SERVICES

Expectations: Superintendent oversees the development, review, and implementation of academic and support programming that fosters the growth and success of all district students.

Suggested evidence: board meeting minutes, curriculum committee meeting minutes, curriculum presentations made at board meetings, policies on student services and programs, compiled test scores, staff newsletters, and news articles on student assessments

a. **Has the superintendent overseen the development and implementation of a curriculum that prepares students for advancement to the next grade level and for success beyond high school?**
 1=lowest and 4=highest

1	2	3	4	Superintendent presents the board with data on indicators of student achievement and post-secondary preparation (e.g. graduation rates, remedial coursework enrollment trends, college acceptance rates, grade remediation trends, number of scholarship recipients, etc.) to help identify curricular needs and inform the district's strategic plan.
○	○	○	○	Superintendent brings curriculum changes to the board for approval as needed, explaining how these changes support the district's mission, strategic plan, and goals.
1	2	3	4	Superintendent regularly meets or corresponds with building administrators to discuss implementation of curriculum, including instructional strategies and challenges associated with implementation; the superintendent shares these discussions with the curriculum committee.
○	○	○	○	Superintendent recommends to the board for approval programs that allow for research-based instruction and course offerings; such programs include plans of implementation.
1	2	3	4	SCORE: /16

b. **Has the superintendent established and effectively managed programs to support students' academic success?**
 1=lowest and 4=highest

1	2	3	4	Superintendent ensures that all school buildings have and use intervention programs to identify students in need of additional assistance academically, socially, and emotionally.
○	○	○	○	

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 2= Partially effective: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
 3= Effective: Superintendent consistently demonstrates capable and satisfactory performance of the function
 4= Highly effective: Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations

1	2	3	4	Superintendent recommends to the board for adoption policies and programs designed to make the overall educational environment safe and to encourage student engagement including policies and programs on safety, conduct, recognition programs, and extracurricular activities.
1	2	3	4	Superintendent schedules annual board review of district policies on student support services for special categories of students including disabled, migrant, English Language Learners, and homeless students to ensure these policies are meeting these students' needs.
SCORE: <u>/12</u>				

c. **Has the superintendent overseen administration of assessments designed to measure if students achieved goals in the curriculum and communicated progress to the board?**
 1=lowest and 4=highest

1	2	3	4	State assessments are completed in accordance with law, and required data are reported in PowerSchool at the time and in the manner required by law.
1	2	3	4	Superintendent reports aggregated student assessment results and other student achievement indicators to board, staff, and community as available.
SCORE: <u>/8</u>				

TOTAL SCORE #4: /36

OVERALL RATING IN THIS CATEGORY - BASED ON TOTAL SCORE (ABOVE)

Satisfactory (22 or higher) **Unsatisfactory** (21 or lower)
 If rating the superintendent as unsatisfactory, why is the performance unsatisfactory and what are your recommendations for improvement?

1= Ineffective: Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
 2= Partially effective: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
 3= Effective: Superintendent consistently demonstrates capable and satisfactory performance of the function
 4= Highly effective: Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations

5. COMMUNITY RELATIONS

Expectations: Superintendent is engaged in the community and takes steps necessary to ensure the community is engaged in district schools.

Suggested evidence: superintendent reports to the board in board minutes; board agendas; media coverage of district school(s); and district newsletters, website, and social media pages

a. Is the superintendent actively involved in the community?

1=lowest and 4=highest

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
SCORE:			4

b. Does the superintendent find ways to actively engage the community?

1=lowest and 4=highest

1	2	3	4	Superintendent attends the meetings of, or is involved in the activities of, community and civic organizations as directed by the Board.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Superintendent oversees implementation of a community communication plan, which includes a district newsletter issued to parents [and community members]; regularly speaks to the news media about school activities, successes, and events; and uploads information about district schools and initiatives on the district's website [and social media].
1	2	3	4	Superintendent works with key community stakeholders to help further the district's mission and support district schools (e.g., law enforcement and social service agencies).
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Superintendent recommends to the board, as needed, public hearings to receive input on district issues.
1	2	3	4	Superintendent identifies ways to invite the community into district schools for programs, activities, and events.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	16

- 1= **Ineffective:** Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
- 2= **Partially effective:** Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
- 3= **Effective:** Superintendent consistently demonstrates capable and satisfactory performance of the function
- 4= **Highly effective:** Superintendent executes the function exceptionally, what is produced, how often it is produced, and how it is produced exceeded the board's expectations

TOTAL SCORE #5: _____ /20

OVERALL RATING IN THIS CATEGORY - BASED ON TOTAL SCORE (ABOVE)

Satisfactory (12 or higher)

Unsatisfactory (11 or lower)

If rating the superintendent as unsatisfactory, why is the performance unsatisfactory and what are your recommendations for improvement?

1= Ineffective: Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
 2= Partially effective: Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
 3= Effective: Superintendent consistently demonstrates capable and satisfactory performance of the function
 4= Highly effective: Superintendent executes the function exceptionally; what is produced, how often it is produced, and how it is produced exceed the board's expectations

6. OPERATIONS AND RESOURCE MANAGEMENT

Expectations: Superintendent efficiently and prudently oversees school district finances and facilities, equipment, and supplies; operational decisions are aligned with the district's goals and strategic plan.

Suggested evidence: superintendent's budget narrative (submitted to board with proposed budget spreadsheet); budget calendar; monthly board reports on the status of the budget, special reserve fund, and returns on investments; board meeting minutes; district policies governing purchasing and school finance; finance committee meeting minutes; district insurance policies; and deferred maintenance and transportation replacement plans

a. Does the superintendent make recommendations necessary to ensure the district meets its financial needs? Does the superintendent manage district finances in a manner that meets the district's short- and long-term goals and needs?
 1=lowest and 4=highest

1	2	3	4	Superintendent's budget recommendations take into account ending fund balance requirements in NDCC 15.1-07-29 and 15.1-27-35.3.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Superintendent ensures that the special reserve fund does not exceed limitations in NDCC 57-15-14.2; superintendent assists the business manager to ensure that these funds are invested in accordance with restrictions in law and in a manner meant to maximize return.
1	2	3	4	During board discussions of budget, superintendent explains how it supports the district's strategic plan and goals.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Superintendent's mill levy recommendations are based on actual needs as clearly explained to the board during budget discussions.
1	2	3	4	Superintendent's recommendations related to the building levy are based on justified needs, including long-term demographic information and/or a deferred maintenance plan.
1	2	3	4	Superintendent assists the business manager and board with ensuring that the budget is approved and mill levies are certified in accordance with deadlines in laws.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

1= **Ineffective:** Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
 2= **Partially effective:** Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
 3= **Effective:** Superintendent consistently demonstrates capable and satisfactory performance of the function
 4= **Highly effective:** Superintendent executes the function exceptionally, what is produced, how often it is produced, and how it is produced exceed the board's expectations

1	2	3	4	Superintendent oversees a district-wide system of purchasing that helps the district stay on budget and brings cost-savings recommendations to the board.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Superintendent seeks and recommends to the board new sources of revenue (e.g., grants, loans, donor contributions) appropriate for the district.
SCORE:				/32

b. Does the superintendent take appropriate steps to ensure that school facilities, equipment, and supplies meet the needs of students and staff?
 1=lowest and 4=highest

1	2	3	4	School buildings, grounds, and equipment are well maintained and typically in proper working order.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Superintendent ensures that insurance carrier has up-to-date information on all district-owned buildings, equipment, and supplies, and insurance coverage is adequate to cover potential loss.
1	2	3	4	Superintendent has developed, or assisted the business manager with developing, a deferred maintenance plan for school buildings and a transportation replacement plan for the school fleet, which is discussed with the board.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Superintendent has established a process for administrators to request needed equipment and supplies and developed timelines for submitting these requests consistent with budget cycles.
1	2	3	4	Superintendent performs or requires building administrators to perform a risk management assessment [with the assistance of its insurance carrier] to determine facilities and equipment that need repair.
SCORE:				/20

- 1= **Ineffective:** Superintendent is not performing this function at all or performs this function very poorly and needs significant improvement
- 2= **Partially effective:** Superintendent has performed this function but what is produced, how often it is produced, and/or how it is produced need minor to moderate improvement
- 3= **Effective:** Superintendent consistently demonstrates capable and satisfactory performance of the function
- 4= **Highly effective:** Superintendent executes the function exceptionally, what is produced, how often it is produced, and how it is produced exceed the board's expectations

TOTAL SCORE #6: 52

OVERALL RATING IN THIS CATEGORY - BASED ON TOTAL SCORE (ABOVE)

Satisfactory (31 or higher) **Unsatisfactory** (30 or lower)

If rating the superintendent as unsatisfactory, why is the performance unsatisfactory and what are your recommendations for improvement?

End of Westhope Public School Exhibit CAAB-E1

[03/18]

NDSBA BUSINESS MANAGER EVALUATION TEMPLATE

Instructions to the Board:

1. The Board shall customize this template to reflect the roles and responsibilities outlined in the district business manager's job description.
Brackets indicate optional language. Check the business manager's job description before including.
2. Each board member shall complete this evaluation and return it to the board president.
3. The board president shall compile a master copy of the evaluation. They shall ensure that the master copy clearly identifies how each board member voted and that all comments are included from the individual evaluations.
4. The board should meet in an open public meeting to discuss and approve the evaluation, voting on the final rating for each performance area. The sample *Business Manager Board Action* template may be used to record board action.

There are no statutory requirements for business manager evaluations. The content of his evaluation, including rating scale, is only recommended. Contact NDSBA for questions concerning statutory requirements for evaluating teachers and administrators.

Glen Ullin Public School
BUSINESS MANAGER EVALUATION

Name of board member completing evaluation: _____

Performance Area	Coordinate Board Meetings		
Indicators	Advise on financial and budgetary matters before the board		
	Attend meetings as assigned by board or requested by superintendent		
	[Notify board of meetings]		
	Prepare board packets and provide appropriate information to supplement agenda items (NOTE: This duty may be shared by the business manager and superintendent)		
	[Provide notice of all meetings of the board including committee meetings and public hearings]		
	Record and prepare the minutes of all meetings at which required to attend; present minutes for board approval; disseminate minutes to newspaper if required		
Comments			
Ratings	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Exceeds Expectations

Performance Area	Oversee District Finances		
Indicators	Advise on financial and budgetary matters before the board		
	Assure that the district receives optimal fiscal entitlement from county, state, and federal resources		
	Comply with internal audit procedures, schedule external audit, and respond to audit recommendations		
	Cosign and disseminate all operating fund checks and contracts requiring signatures		

Performance Area	Oversee District Finances		
Indicators	Establish procedures for, and comply with, financial record keeping and security of such records Issue payment for all board-approved expenditures Maintain accurate records of all funds as required by law and all receipts and disbursements Maintain bond and note register Maintain petty cash Oversees district procurement process, ensuring appropriate checks and balances, and assist board with purchases requiring formal bidding Oversee accounts payable and accounts receivable Prepare and deposit all district funds following banking procedures Prepare, distribute, and file all reports and contracts requiring business manager signature and/or assigned to business manager by the board Produce all district financial records when directed to do so by the board Provide financial information to board/superintendent for budget preparation and file the budget and mill levy certification; manage district budget throughout fiscal year Receive, manage, and maintain custody of all moneys for which the district or the board is responsible, including, but not limited to, overseeing investments Report the following monthly to the board: fund balance sheets, revenues, expenditures, and check registers		
Comments			
Ratings	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Exceeds Expectations

Performance Area	Perform Risk Management Functions		
Indicators	<p>[Call for bids or negotiate insuring agencies]</p> <p>[Determine insurable values of building and contents]</p> <p>File loss claims and accident reports</p> <p>Maintain inventory of district equipment; update as needed</p> <p>[Recommend insurance policies for casualty, liability, fidelity and school indemnity]</p> <p>[Respond to claims against the school]</p>		
Comments			
Ratings	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Exceeds Expectations

Performance Area	Perform Personnel Management Duties		
Indicators	<p>[Administer all employee benefits policies/programs and make recommendations to board regarding changes to these policies/programs]</p> <p>[Maintain permanent records of district employees and maintain personnel files following record retention guidelines]</p> <p>[Maintain records of all personnel]</p> <p>[Process unemployment claims and payments]</p> <p>[Provide information on working conditions, benefits, policy and procedures as requested]</p> <p>[Prepare, process, and disseminate payroll]</p> <p>Provide resource data for negotiations</p> <p>[Provide in-service training on benefits to employees]</p> <p>[Process Workforce Safety and Insurance (WSI) claims and payments]</p>		

Performance Area	Perform Personnel Management Duties		
	[Supervise business office clerical, accounting, or other staff as assigned]		
Comments			
Ratings	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Exceeds Expectations

Performance Area	Oversee District Elections
Indicators	Supervise, organize and coordinate all school elections in accordance with law [Provide financial information for levy and bond elections] <i>(NOTE: Only applies when holding a levy increase or bond election)</i>
Comments	
Ratings	<input type="checkbox"/> Needs Improvement <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Exceeds Expectations

Performance Area	Perform Other Assigned Duties
Indicators	Comply with district policies applicable to his/her position [Compute district enrollment projections] [Maintains record on open enrollments, out-of-district students, and tuitioned students] Perform all duties required by law Performs other duties as assigned Supervises district administrative computer operations (financial, personnel, inventory, etc.)
Comments	

Ratings	<input type="checkbox"/> Needs Improvement	<input checked="" type="checkbox"/> Satisfactory	<input type="checkbox"/> Exceeds Expectations
Performance Area	Demonstrate Professional Competencies		
Indicators	Demonstrate professionalism and courtesy in dealings with board members, district employees, students, and patrons		
	Demonstrate accountability and honesty in execution of all duties		
	Keep abreast of financial and business trends, including participating in professional development opportunities		
Comments			
Ratings	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Exceeds Expectations

2025 School Board Election Deadlines Example

Annual school board elections must be held between **April 1 and June 30** (NDCC 15.1-09-22). **NDSBA is using June 10, 2025, as an EXAMPLE election date.** If you have a different election date, compute your schedule in accordance with state law cited below. If your school board election is held in conjunction with a county election, the county election board should administer the election in the same manner as the county or state election. (NDCC 15.1-09-13 (4))

MARCH							APRIL							MAY							JUNE									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
2	3	4	5	6	7	8	6	7	8	9	10	11	12	13	14	15	16	17	18	19	11	12	13	14	15	16	17			
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	29	30	31
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30								
30	31																													

March 8, 2025 - 94 days before the election

30 days before the deadline for candidate names to be printed on the ballot, an official notice of this deadline must be published in the official newspaper of the city or county. (NDCC 15.1-09-09).

April 7, 2025 - 64 days before the election

An individual seeking election to the board of a school district shall prepare and sign a document (Statement of Intent) stating the individual's name and the position for which that individual is a candidate. A candidate shall also file a Statement of Interests as required by section 16.1-09-02. A candidate shall also file a campaign contribution statement as required by NDCC 16.1-08-1-02.3. These documents must be filed with the school district business manager or mailed to and in the possession of the business manager by 4:00 p.m. on the **64th day before** the election. (NDCC 15.1-09-08)

Each board of a school district that enters into an agreement with the county (to share election expenses) must notify the county auditor in writing, **at least 64 days before** the election, the offices to be filled at the election and any measures to appear on the ballot. (NDCC 15.1-09-24) NOTE: This deadline only applies to school districts holding the annual election in conjunction with a primary election and sharing election expenses with a county.

May 1, 2025 - 40 days before the election

At least 40 days before the election, the business manager shall prepare and cause to be printed, or otherwise uniformly reproduced, an official ballot containing the names of all individuals who have indicated their intent to be candidates by meeting the provision in NDCC 15.1-09-11.

May 6, 2025 - 35 days before the election

At least 35 days prior to the annual election, the board of each school district shall designate one or more precincts for the election. The board shall arrange the precincts in a way that divides the electors of the district as equally as possible. (NDCC 15.1-09-13 (1))

At least 35 days prior to the annual election, the board of each school district shall designate one or more polling places for each precinct. The board shall locate the polling places as convenient as possible for the voters in the precinct. (NDCC 15.1-09-13 (2))

May 27, 2025 - 14 days before the election

At least fourteen days before the date of an annual or special school district election, the school board shall publish a notice in the official newspaper of the district stating the time and place of the election and the purpose of the vote. (NDCC 15.1-09-09)

June 10, 2025 - Election day

School Board Election

June 23, 2025 - 13 days after the election

On the thirteenth day after the election, the school board shall meet to canvass all election returns and shall declare the result of an election. (NDCC 15.1-09-15)

June 26, 2025 - 3 days after canvassing

Within three days after the canvass by the school board for a school district election, the business manager of the school district shall provide to each elected individual written notice of the individual's election and of the duty to take an affirmation or oath of office. (NDCC 15.1-09-17)

June 24 - July 4, 2025 - 10 days after canvassing

Within ten days after the canvass by the school board, the business manager shall certify the individuals elected and their terms to the County Superintendent of Schools. (NDCC 15.1-09-17)

An individual elected as a member of or appointed to a school board shall take and file with the school district business manager an affirmation or oath of office **within ten days** after receiving notice of the election or appointment and before commencing duties. (NDCC 15.1-09-25)