

**KILLDEER PUBLIC SCHOOL BOARD
REGULAR MEETING
BOARD ROOM
WEDNESDAY, FEBRUARY 18, 2026, 5:30 PM**



AGENDA

1. Call to Order
 - A. Pledge of Allegiance
2. Approval of Agenda
3. Consent Agenda
 - A. Minutes from January 14, 2026 Regular Meeting

Killdeer Public School District No. 16

Administration

Jeff Simmons, Superintendent
Brady Wilz, HS Principal
Andrew Cook, Elem Principal
Rhonda Zastoupil, Business Manager



School Board

Kelli Schollmeyer, President
April Dutchuk, Vice-President
Levi Bang, Member
Tara Bohmbach, Member
Stephanie Hardersen, Member

**Killdeer Public School District No. 16
Regular Board Meeting
Boardroom
Wednesday, January 14, 2026 – 5:30 p.m.
Official Minutes**

Levi Bang: Present
Tara Bohmbach: Present
April Dutchuk: Present
Stephanie Hardersen: Present
Kelli Schollmeyer: Present
Present: 5.

Also in attendance were Superintendent Jeff Simmons, Business Manager Rhonda Zastoupil, Brady Wilz, Andy Cook, Nick Walker, Taylor Schollmeyer, Jennifer Hausauer, Wendy Bugos, Kelly Harju, Jenni Wallace, Jill Hager, Larry Lundberg, Allison Sampsel, Kylee Thormahlen, Erik Johnson, Meghan Moore, Ashlynn Helfrich, Ryan Schleppenbach, Maleah Schmeling, Nicole Walker, Mike Barsness, Matt Laughlin, Ruth Adams, Abbie Elkins, and Jesse Lawrence.

1. Call to Order

President Schollmeyer called the meeting to order at 5:30 pm. The Pledge of Allegiance was recited.

2. Approval of Agenda

I move to set the written agenda and approve the consent agenda, with the requested change of pulling the Activity Director's report out of the consent agenda. This motion, made by April Dutchuk and seconded by Stephanie Hardersen, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea
Yea: 5, Nay: 0

3. Consent Agenda

3.A. Minutes from December 10, 2025 Regular Meeting, December 17, 2025 Special Meeting and December 17, 2025 Public Forum

3.B. Prepaid January Bills

3.C. Business Manager Reports

3.C.a. Financial Reports

3.C.b. Personnel Reports

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1. Resignations:

1. Mikayla Reese - Paraprofessional
2. Clayton Johnsen - JH Girls' Basketball

2. New Hires:

1. Sadie Papa - Paraprofessional

3. Work Agreements:

1. Justin Hardersen, Transportation Director - 2nd Semester

3.C.c. Food Service Reports

3.C.d. Student Activity Reports

3.C.e. Open Enrollment & Tuition Agreement Reports

3.D. Administrator Reports

4. Activity Director Report

Mr. Walker provided an update on the 3-class system. With the 2027-2028 school year, Killdeer may have the option to move back to Class B if enrollment remains below the threshold. For the 2026-2027 school year, Killdeer would remain in the Class A division. Discussion was held.

5. Public Comment

President Schollmeyer opened the floor to public comment. Larry Lundberg spoke to the 4-Day School Week agenda item and voiced concern regarding the lack of details available to the public. Mr. Lundberg felt the process was rushed and recommended waiting another year to submit the application to the state. Wendy Bugos of Meadowlark Daycare spoke to the 4-Day School Week agenda item, offering her daycare services in terms of enrichment activities on Fridays if a 4-day school week is approved. Ms. Bugos offered to help with solutions regarding the challenges the school community would face on Fridays.

6. Program: Substance & Suicide Prevention Initiative

Kylee Thormahlen, the Killdeer school nurse, presented information on the Stars Program and how it aids in crisis situations related to substance and suicide prevention. The administrative team recently met and had leadership training and drafted district policies. An all-staff training is scheduled for the in-service on January 19th.

7. Unfinished Business

7.A. Consider the second reading of the following policies:

BCBA — Public Participation At Board Meetings

FFK — Suspension and Expulsion

BBA — School Board Elections and Terms of Office

BCAA — Meeting Agenda and Pre-Meeting Preparation

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FF — Student Conduct & Discipline (Prohibition on Corporal Punishment)

FGA — Student Education Records and Privacy

I move to adopt the second reading of the policies listed as written, and that they become the official policies of the Unit. This motion, made by Levi Bang and seconded by Tara Bohmbach, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

8. New Business

8.A. Consider Senior Privileges

I move to grant senior class privileges for the 25-26 school year. This motion, made by April Dutchuk and seconded by Stephanie Hardersen, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

Senior Class President Taylor Schollmeyer and Senior Class Vice President Tucker Bohmbach were present to request senior privileges on behalf of their classmates.

Discussion was held.

8.B. Consider FYE2025 Financial Audit Report from Brady Martz

I move to approve the fiscal year-end 2025 financial audit, as presented. This motion, made by April Dutchuk and seconded by Tara Bohmbach, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

Matt Laughlin with Brady Martz was present via Teams to present the Fiscal Year End 2025 Final Audit Report.

8.C. Consider Kraus-Anderson Construction's Phase II Parking Lot Project Budget Proposal and Consider Authorizing Advertisement for Bids

I move to approve the Kraus-Anderson budget proposal for the Phase II-Parking Lot Project in the amount of \$1,593,270.00. This motion, made by April Dutchuk and seconded by Stephanie Hardersen, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

I move to authorize Kraus-Anderson Construction, CMAr, to advertise for bids for the 2026 elementary parking lot project. This motion, made by Levi Bang and seconded by April Dutchuk, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli

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Schollmeyer: Yea

Yea: 5, Nay: 0

Mike Barsness of Kraus-Anderson Construction and Jesse Lawrence of ICON Architects were present via Teams to provide a proposal for Phase II Elementary Parking Lot Project. Discussion was held.

8.D. Consider Additional January Bills

I move to pay the additional bills as presented. This motion, made by Stephanie Hardersen and seconded by April Dutchuk, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli

Schollmeyer: Yea

Yea: 5, Nay: 0

The additional January bills were presented and reviewed.

8.E. Consider 2026-2027 Capital Outlay Budget

I move to approve the 2026-2027 Capital Outlay Budget with the proposed expenditures. This motion, made by April Dutchuk and seconded by Tara Bohmbach, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli

Schollmeyer: Yea

Yea: 5, Nay: 0

The 2026-2027 Capital Outlay Budget was presented and reviewed. Brief discussion held.

8.F. Consider the 4-Day School Week Application

I move to adopt an academic 4-day school week calendar for 2026-2027 pending the approval from ND DPI. This motion, made by Tara Bohmbach and seconded by Stephanie Hardersen, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli

Schollmeyer: Yea

Yea: 5, Nay: 0

I move to adopt an academic 4-day school week calendar with one required five day week for staff per month providing an optional student enrichment day. This motion, made by April Dutchuk and seconded by Stephanie Hardersen, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli

Schollmeyer: Yea

Yea: 5, Nay: 0

Discussion held.

8.G. Consider Resolution for Record Destruction

I move to approve the Resolution for Record Destruction as presented for documents dated 2018-2019. This motion, made by Levi Bang and seconded by Tara Bohmbach, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli

Schollmeyer: Yea

Yea: 5, Nay: 0

The Resolution for Record Destruction was presented.

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8.H. Consider Policy ACF-Whistleblower

I move to reaffirm Policy ACF-Whistleblower with the new review date. This motion, made by Stephanie Hardersen and seconded by April Dutchuk, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

8.I. Consider Rescinding Policy BAB Board Conflict of Interest

I move to rescind Policy BAB - Board Conflict of Interest and that past practice govern unit operations, covered by the former policy until the board adopts a new policy. This motion, made by Levi Bang and seconded by Stephanie Hardersen, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

8.J. Consider Policy BAB Board Conflict of Interest

I move to adopt the first reading of policy BAB - Board Conflict of Interest and that it be presented for adoption at the next regular board meeting. This motion, made by April Dutchuk and seconded by Tara Bohmbach, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

8.K. Consider Policy BDAA Contract Supersede Policy and Regulation

I move to rescind Policy BDAA - Contracts Supersede Policy and Regulations. This motion, made by Tara Bohmbach and seconded by Levi Bang, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

8.L. Consider Policy FCAE Suicide Prevention

I move to adopt the first reading of FCAE Suicide Prevention and that it be presented for adoption at the next regular board meeting. This motion, made by Levi Bang and seconded by April Dutchuk, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

8.M. Consider Policy FCAE-BR Suicide Prevention Procedures

I move to adopt Board Regulation FCAE Suicide Prevention Procedures as written and to make it the official board regulation of the unit. This motion, made by Levi Bang and seconded by Tara Bohmbach, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli

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Schollmeyer: Yea
Yea: 5, Nay: 0

8.N. Consider Policy FFK - BR - Suspension and Expulsion Regulations

I move to amend the Board Regulation Suspension and Expulsion Regulations with the following substantive changes and that it be presented for adoption at the next regular board meeting. This motion, made by April Dutchuk and seconded by Stephanie Hardersen, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

Discussion held.

8.O. Consider Reaffirming Policy DFA - Supervision & Evaluation

I move to reaffirm policy DFA Supervision & Evaluation with the new review date. This motion, made by Tara Bohmbach and seconded by April Dutchuk, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

8.P. Consider Policy DFAA-Teacher Evaluation

I move to adopt the first reading of policy DFFA - Teacher Evaluation and that it be presented for adoption at the next regular board meeting. This motion, made by Stephanie Hardersen and seconded by Levi Bang, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

8.Q. Consider Reaffirming Policy DKA - Reduction-In-Force Policy

I move to reaffirm policy DKA Reduction-In-Force Policy with the new review date. This motion, made by Stephanie Hardersen and seconded by April Dutchuk, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

8.R. Consider Policy FBA-Student Fees

I move to adopt the first reading of Policy FBA-Student Fees with the following changes and that it be presented for adoption at the next regular board meeting. This motion, made by Tara Bohmbach and seconded by Levi Bang, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

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8.S. Consider Rescinding Board Regulation IB - Lunch Charging

I move to rescind Board Regulation IB - Lunch Charging to be in accordance with State Law. This motion, made by Levi Bang and seconded by April Dutchuk, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

8.T. Consider Reaffirming Policy ICCB—Disposal of School Equipment

I move to reaffirm policy ICCB - Disposal of School Equipment and Supplies with the new review date. This motion, made by April Dutchuk and seconded by Levi Bang, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

9. Other

10. Announcements

The next regular meeting changed to February 18, 2026 at 5:30 pm.

10.A. NDSBA Winter Summit (Previously Negotiations Seminar): February 5-6, 2026, Bismarck State College - National Energy Center of Excellence

10.B. Next Regular Meeting: February 11, 2026 at 5:30 pm ****CHANGE NEEDED****

11. Adjourn

The meeting adjourned at 7:11 pm.

Kelli Schollmeyer, President

Rhonda Zastoupil, Business Manager

B. Prepaid February Bills

Detail Check Register

Posted; Batch Description 4 Records Selected; Fund Number 01, 03

Checking Account: 1

Fund 01

Check Number: 200944 Check Type: Check Check Date: 01/27/2026 Vendor: AJOILFIELD A&J OIL FIELD SOLUTIONS LLC Check Total: 9,162.40

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
20260126	01/26/2026	POELEM-04259	OIL CHANGE ON BUS 412 INV440SVC	01 000 000 000 2700 671	160.00
20260126	01/26/2026	POELEM-04259	OIL CHANGE ON BUS 408 INV452SVC	01 000 000 000 2700 671	106.00
20260126	01/26/2026	POELEM-04259	TIRE SERVICE ON BUS 410 INV447SVC	01 000 000 000 2700 672	5,162.38
20260126	01/26/2026	POELEM-04259	REPAIRS ON 408 INV452SVC	01 000 000 000 2700 673	414.29
20260126	01/26/2026	POELEM-04259	REPAIRS ON BUS INV441SVC	01 000 000 000 2700 673	1,481.96
20260126	01/26/2026	POELEM-04259	REPAIRS ON BUS 424 INV444SVC	01 000 000 000 2700 673	345.86
20260126	01/26/2026	POELEM-04259	REPAIRS ON BUS 426 INV442SVC	01 000 000 000 2700 673	255.00
20260126	01/26/2026	POELEM-04259	REPAIRS ON BUS 412 INV440SVC	01 000 000 000 2700 673	562.91
461SVC	01/26/2026	POELEM-04257	REPAIRS ON BUS 414 INV 461SVC	01 000 000 000 2700 673	674.00

Check Number: 200945 Check Type: Check Check Date: 01/27/2026 Vendor: AMAZONCAP AMAZON CAPITAL SERVICES Check Total: 1,153.70

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
16TT-NGGG-L6GP	01/26/2026	ELEM-03316	First Alert Combination Smoke & Carbon M	03 000 000 000 4210 610	164.54
16TT-NGGG-L6GP	01/26/2026	ELEM-03316	Kitchen Basics 101 2187172 Refrigerator	03 000 000 000 4210 610	15.72
19VJ-VDPG-MQNP	01/26/2026	POELEM-04284	BUSINESS PRIME MEMBERSHIP 2026	01 000 000 110 1000 610	27.92
19VJ-VDPG-MQNP	01/26/2026	POELEM-04284	BUSINESS PRIME MEMBERSHIP 2026	01 000 000 120 1000 611	160.54
19VJ-VDPG-MQNP	01/26/2026	POELEM-04284	BUSINESS PRIME MEMBERSHIP 2026	01 000 000 130 1000 611	52.35
19VJ-VDPG-MQNP	01/26/2026	POELEM-04284	BUSINESS PRIME MEMBERSHIP 2026	01 000 000 140 1000 611	108.19
1F3F-4LTR-GGTH	01/26/2026	HS-02306	books for class	01 000 000 130 1000 611	13.50
1GMJ-VY1K-PGTH	01/26/2026	HS-02308	Wind Instrument Cleaner, Saxophone, Flut	01 000 000 140 1000 611	9.99
1GMJ-VY1K-PGTH	01/26/2026	HS-02308	Microphone Stand, Gooseneck Mic Stand FI	01 000 000 140 1000 611	41.39
1GMJ-VY1K-PGTH	01/26/2026	HS-02308	SHIPPING	01 000 000 140 1000 618	3.99
1LN1-N4RG-3WJ1	01/26/2026	ELEM-03343	wraps ups	01 000 000 120 1000 611	209.00
1MM3-GQ1Y-7P7H	01/26/2026	ELEM-03320	Yecaye Cord Hider, 113in Grey Cord Cover	01 000 000 000 2500 690	14.49
1QX3-GYR7-7HM1	01/26/2026	ELEM-03258	Safety 1st Outsmart Lever Handle Lock, W	01 000 000 800 3300 611	20.99
1QX3-GYR7-7HM1	01/26/2026	ELEM-03258	Step Stool for Kids, Large Wooden Kid St	01 000 000 800 3300 611	151.98
1QX3-GYR7-7HM1	01/26/2026	ELEM-03258	Safety 1st 2 Pack Custom Fit All Purpose	01 000 000 800 3300 611	6.49
1QX3-GYR7-7HM1	01/26/2026	ELEM-03258	Jar Melo Washable Finger Paints Powder f	01 000 000 800 3300 611	19.99
1QX3-GYR7-7HM1	01/26/2026	ELEM-03258	Classic Sand and Play Sand for Sandbox,	01 000 000 800 3300 611	69.99
1QX3-GYR7-7HM1	01/26/2026	ELEM-03258	Dreambaby Sliding Cabinet Locks - Child	01 000 000 800 3300 611	6.99
1QX3-GYR7-7HM1	01/26/2026	ELEM-03258	Amazon Basics Purple Washable School Glu	01 000 000 800 3300 611	24.68
1XHD-XCXD-W7MK	01/26/2026	ELEM-03346	Power Strip with USB C Ports(2 USB C), H	01 000 000 000 2500 690	14.99
1XHD-XCXD-W7MK	01/26/2026	ELEM-03346	Draft Seal Tape for Doors and Windows 2	03 000 000 000 4210 610	15.98

Check Number: 200946 Check Type: Check Check Date: 01/27/2026 Vendor: BELLSHE SHELLY BELL Check Total: 50.00

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
20260126	01/26/2026	POELEM-04277	CELL PHONE REIMBURSEMENT - FEB 2026	01 000 000 000 2600 531	50.00

Check Number: 200947 Check Type: Check Check Date: 01/27/2026 Vendor: BRADYMARTZ BRADY, MARTZ & ASSOCIATES, P.C. Check Total: 11,812.50

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
895858	01/26/2026	POELEM-04262	FINAL BILLING FOR SERVICES PERFORMED IN	01 000 000 000 2500 330	19,750.00

Detail Check Register

Posted; Batch Description 4 Records Selected; Fund Number 01, 03

Checking Account: 1		Fund 01				
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260126	01/26/2026	POELEM-04279	CELL PHONE REIMBURSEMENT - FEB 2026	01 000 000 000 2700 290	100.00	
Check Number: 200958	Check Type: Check	Check Date: 01/27/2026	Vendor: HAZEN	HAZEN PUBLIC SCHOOL	Check Total:	175.00
20260126	01/26/2026	HS-02312	wrestling tournament entry fee	01 000 000 120 1000 810	175.00	
V*20260126	01/27/2026	HS-02312	wrestling tournament entry fee	01 000 000 120 1000 810	(175.00)	
Check Number: 200959	Check Type: Check	Check Date: 01/27/2026	Vendor: JEPSJAN	JANELL JEPSON	Check Total:	50.00
20260126	01/26/2026	POELEM-04272	CELL PHONE REIMBURSEMENT - FEB 2026	01 000 000 000 2500 290	50.00	
Check Number: 200960	Check Type: Check	Check Date: 01/27/2026	Vendor: KLYM	JESSICA KLYM	Check Total:	50.00
20260126	01/26/2026	POELEM-04276	CELL PHONE REIMBURSEMENT - FEB 2026	01 000 000 000 2500 290	50.00	
Check Number: 200961	Check Type: Check	Check Date: 01/27/2026	Vendor: LORESHA	SHANTEL LORENZ	Check Total:	235.00
20260126	01/26/2026	HS-02311	piano tuned	01 000 000 140 1000 612	235.00	
Check Number: 200962	Check Type: Check	Check Date: 01/27/2026	Vendor: MCGRAWHILL	MCGRAW HILL LLC	Check Total:	2,446.99
139195270001	01/26/2026	ELEM-03319	Reading Mastery Textbooks-grade 3	01 000 000 120 1000 611	1,141.65	
139195270001	01/26/2026	ELEM-03319	Reading Mastery Textbooks-grade 3	01 000 000 120 1000 611	1,141.65	
139195270001	01/26/2026	ELEM-03319	Shipping and Handling	01 000 000 120 1000 618	163.69	
Check Number: 200963	Check Type: Check	Check Date: 01/27/2026	Vendor: NDCENTER	ND CENTER FOR DISTANCE EDUCATION	Check Total:	1,374.00
20260126	01/26/2026	HS-02318	NDCDE Courses	01 000 000 140 1000 561	1,374.00	
Check Number: 200964	Check Type: Check	Check Date: 01/27/2026	Vendor: NETWORK	NETWORK SERVICES CO.	Check Total:	137.92
10664049	01/26/2026	POELEM-04260	GLOVES	01 000 000 000 2600 611	137.92	
Check Number: 200965	Check Type: Check	Check Date: 01/27/2026	Vendor: SIMMJEF	JEFF SIMMONS	Check Total:	50.00
20260126	01/26/2026	POELEM-04267	CELL PHONE REIMBURSEMENT - FEB 2026	01 000 000 000 2321 290	50.00	
Check Number: 200966	Check Type: Check	Check Date: 01/27/2026	Vendor: SMART	SMART COMPUTERS	Check Total:	1,050.00
27686	01/26/2026	ELEM-03305	Laptop for Vicki Carney	01 000 000 120 1000 611	1,050.00	
Check Number: 200967	Check Type: Check	Check Date: 01/27/2026	Vendor: SYNMMAR	MARK SYNNE	Check Total:	50.00
20260126	01/26/2026	POELEM-04278	CELL PHONE REIMBURSEMENT - FEB 2026	01 000 000 000 2600 531	50.00	
Check Number: 200968	Check Type: Check	Check Date: 01/27/2026	Vendor: THERSOLU	THERAPY SOLUTIONS	Check Total:	3,415.00

Detail Check Register

Posted; Batch Description 4 Records Selected; Fund Number 01, 03

Checking Account: 1

Fund 01

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
68269	01/26/2026	POELEM-04261	GAME COVERAGE 12/1/25-12/31/25	01 000 000 420 3400 890	3,415.00	
Check Number: 200969	Check Type: Check	Check Date: 01/27/2026	Vendor: WALKNICK	NICHOLAS WALKER	Check Total:	50.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260126-0001	01/26/2026	POELEM-04280	CELL PHONE REIMBURSEMENT - FEB 2026	01 000 000 410 3400 890	25.00	
20260126-0001	01/26/2026	POELEM-04280	CELL PHONE REIMBURSEMENT - FEB 2026	01 000 000 420 3400 890	25.00	
Check Number: 200970	Check Type: Check	Check Date: 01/27/2026	Vendor: WALLAJEN	JENNI WALLACE	Check Total:	50.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260126	01/26/2026	POELEM-04273	CELL PHONE REIMBURSEMENT - FEB 2026	01 000 000 000 2500 290	50.00	
Check Number: 200971	Check Type: Check	Check Date: 01/27/2026	Vendor: WILZBRA	BRADY WILZ	Check Total:	50.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260126	01/26/2026	POELEM-04268	CELL PHONE REIMBURSEMENT - FEB 2026	01 000 000 140 1000 290	50.00	
Check Number: 200972	Check Type: Check	Check Date: 01/27/2026	Vendor: ZASTRHO	RHONDA ZASTOUPIL	Check Total:	50.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260126	01/26/2026	POELEM-04274	CELL PHONE REIMBURSEMENT - FEB 2026	01 000 000 000 2500 290	50.00	
Check Number: 200973	Check Type: Check	Check Date: 01/27/2026	Vendor: ADVBUS	ADVANCED BUSINESS METHODS	Check Total:	2,650.75
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
AR2017503	01/27/2026	POELEM-04287	COPIER SPLIT	01 000 000 110 1000 610	212.06	
AR2017503	01/27/2026	POELEM-04287	COPIER SPLIT	01 000 000 120 1000 611	1,219.35	
AR2017503	01/27/2026	POELEM-04287	COPIER SPLIT	01 000 000 130 1000 611	397.61	
AR2017503	01/27/2026	POELEM-04287	COPIER SPLIT	01 000 000 140 1000 611	821.73	
Check Number: 200974	Check Type: Check	Check Date: 01/27/2026	Vendor: AJOILFIELD	A&J OIL FIELD SOLUTIONS LLC	Check Total:	2,005.61
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260127	01/27/2026	POELEM-04288	SUPPLIES BUS 409 INV468SVC	01 000 000 000 2700 611	7.50	
20260127	01/27/2026	POELEM-04288	REPAIRS ON BUS 414 FIXED BATTERIES INV	01 000 000 000 2700 673	228.25	
20260127	01/27/2026	POELEM-04288	INSURANCE REPAIRS FIXED BROKEN GRILL ON	01 000 000 000 2700 673	1,004.12	
20260127	01/27/2026	POELEM-04288	REPAIRS ON BUS 409 FIXED STROBE LIGHT	01 000 000 000 2700 673	765.74	
Check Number: 200975	Check Type: Check	Check Date: 01/27/2026	Vendor: HAZEN	HAZEN PUBLIC SCHOOL	Check Total:	150.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260127	01/27/2026	POELEM-04286	ENTRY FEE FOR COAL COUNTRY CLASH TRNY 1/	01 000 000 120 1000 110	150.00	
V*20260127	01/27/2026	POELEM-04286	ENTRY FEE FOR COAL COUNTRY CLASH TRNY 1/	01 000 000 120 1000 110	(150.00)	
Check Number: 200976	Check Type: Check	Check Date: 01/27/2026	Vendor: WERCENTER	WERC CENTER	Check Total:	1,000.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
565	01/27/2026	POELEM-04289	EL STATE LICENSE COORDINATOR FEE	01 000 000 120 1000 810	400.00	

Detail Check Register

Posted; Batch Description 4 Records Selected; Fund Number 01, 03

Checking Account: 1

Fund 01

565	01/27/2026	POELEM-04289	EL STATE LICENSE COORDINATOR FEE	01 000 000 130 1000 810	200.00
565	01/27/2026	POELEM-04289	EL STATE LICENSE COORDINATOR FEE	01 000 000 140 1000 810	400.00

Check Number: 200977

Check Type: Check

Check Date: 01/27/2026 Vendor: VISA

VISA

Check Total:

2,772.92

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
20260127	01/27/2026	ELEM-03288	TRANSPORTATION GAS	01 000 000 000 2700 626	157.54
20260127	01/27/2026	ELEM-03288	Hotel Rooms for wrestling	01 000 000 420 3400 890	440.00
20260127-0001	01/27/2026	ELEM-03290	NDSBA Winter Summit Registration Fee for	01 000 000 000 2310 810	225.00
20260127-0001	01/27/2026	ELEM-03290	NDSBA Winter Summit Registration Fee for	01 000 000 000 2321 810	225.00
20260127-0001	01/27/2026	ELEM-03290	NDSBA Winter Summit Registration Fee for	01 000 000 000 2500 810	225.00
20260127-0002	01/27/2026	POELEM-04256	BUS WASH 426	01 000 000 000 2700 611	30.00
20260127-0003	01/27/2026	POELEM-04255	BOARD MEETING FOOD	01 000 000 000 2310 290	220.80
20260127-0004	01/27/2026	ELEM-03242	LEM™ Products #8 Grinder Plate, 4.5mm (3	01 000 000 310 1000 731	22.99
20260127-0004	01/27/2026	ELEM-03242	LEM™ Products #8 Stainless Steel Grinder	01 000 000 310 1000 731	22.99
20260127-0004	01/27/2026	ELEM-03242	LEM™ Products Jerky Gun	01 000 000 310 1000 731	39.99
20260127-0004	01/27/2026	ELEM-03242	shipping and tax	01 000 000 310 1000 731	17.24
20260127-0005	01/27/2026	ELEM-03267	Palmolive Dish Soap	01 000 000 890 3300 611	17.96
20260127-0005	01/27/2026	ELEM-03267	Paper Towels	01 000 000 890 3300 611	20.93
20260127-0005	01/27/2026	ELEM-03267	Disinfectant Wipes	01 000 000 890 3300 611	10.98
20260127-0005	01/27/2026	ELEM-03267	Nature's Bakery Oatmeal Crumble Strawber	01 000 000 890 3300 611	11.48
20260127-0005	01/27/2026	ELEM-03267	Member's Mark Ultra Dessert/Snack Paper	01 000 000 890 3300 611	16.98
20260127-0006	01/27/2026	HS-02284	.	01 000 000 420 3400 890	742.00
20260127-0007	01/27/2026	ELEM-03306	FoamOh Original Play Castle Sofa™?	01 200 000 298 1000 610	219.00
			Navy		
20260127-0008	01/27/2026	POELEM-04145	#8 grinder plate 10mm (3/8")	01 000 000 310 1000 731	22.99
20260127-0008	01/27/2026	POELEM-04145	shipping and tax	01 000 000 310 1000 731	9.50
20260127-0009	01/27/2026	ELEM-03269	STARBUCKS FRAPS	01 000 000 000 2310 290	74.55

Check Number: 200978

Check Type: Check

Check Date: 01/27/2026 Vendor: VISA

VISA

Check Total:

679.58

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
20260127-0013	01/27/2026	HS-02278	GED practice test online	01 000 000 255 1000 611	25.99
20260127-0014	01/27/2026	POELEM-04252	TRANSPORTATION GAS	01 000 000 000 2700 626	57.01
20260127-0014	01/27/2026	POELEM-04252	TRANSPORTATION DIESEL	01 000 000 000 2700 627	76.69
20260127-0015	01/27/2026	POELEM-04253	HAWTHORNE SUITES FOR JH WRESTLING IN MIN	01 000 000 420 3400 890	456.00
20260127-0016	01/27/2026	POELEM-04254	PAYPAL FRAUD CHARGE DISPUTED	01 000 000 000 2500 690	63.89

*Denotes Expensed Invoice Item

Checking Account ID: 1

Total without Voids: 46,168.41

C. Business Manager Reports

a. Financial Reports

Balance Sheet - Combined

Period Ending: January 2026

Annual; Processing Month 01/2026; Fund Number 01, 02, 03, 04

	<u>01 GENERAL FUND</u>	<u>02 SPECIAL FUND</u>	<u>03 CAPITAL PROJECTS</u>	<u>04 DEBT SERVICE</u>	<u>Total</u>
Total Assets and Deferred Outflows of Resources					
Current Assets					
101 CASH IN BANK	1,951,799.59	478,526.17	1,212,116.55	1,005,271.56	4,647,713.87
102 FLEX ACCOUNT	14,312.83	0.00	0.00	0.00	14,312.83
110 DUE FROM OTHER FUNDS	954.97	0.00	0.00	0.00	954.97
111 INVESTMENTS	1,424,208.92	563,001.66	0.00	0.00	1,987,210.58
114 INTEREST REC ON INVESTMENTS	700.00	400.00	0.00	0.00	1,100.00
121 TAXES RECEIVABLE	155,887.74	0.00	25,982.26	51,968.35	233,838.35
141 INTERGOV ACCOUNTS RECEIVABLE	132,071.27	0.00	0.00	0.00	132,071.27
153 ACCOUNTS RECEIVABLE	(131,665.14)	0.00	0.00	0.00	(131,665.14)
181 PREPAID EXPENSE	55,829.15	0.00	0.00	0.00	55,829.15
Current Assets	3,604,099.33	1,041,927.83	1,238,098.81	1,057,239.91	6,941,365.88

Total Assets and Deferred Outflows of Resources	3,604,099.33	1,041,927.83	1,238,098.81	1,057,239.91	6,941,365.88
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Total Liabilities, Deferred Inflows of Resources, and Fund Equity

Current Liabilities					
401 INTERFUND LOANS PAYABLE	0.00	0.00	654,089.87	0.00	654,089.87
402 DUE TO OTHER FUNDS	68.48	0.00	0.00	0.00	68.48
461 SALARIES-BENEFITS PAYABLE	58,192.77	0.00	0.00	0.00	58,192.77
462 PAYFLEX PAYABLE	3,850.70	0.00	0.00	0.00	3,850.70
472 FICA PAYABLE	3,796.60	0.00	0.00	0.00	3,796.60
473 RETIREMENT PAYABLE	91,461.81	0.00	0.00	0.00	91,461.81
474 INSURANCE PAYABLE	6,920.04	0.00	0.00	0.00	6,920.04
475 FIT PAYABLE	3,353.56	0.00	0.00	0.00	3,353.56
476 SIT PAYABLE	702.00	0.00	0.00	0.00	702.00
477 TSA PAYABLE	3,240.76	0.00	0.00	0.00	3,240.76
478 DUES PAYABLE	2,085.42	0.00	0.00	0.00	2,085.42
479 FLEX PAYABLE	15,048.86	0.00	0.00	0.00	15,048.86
480 STATE OF CO GARNISHMENT	0.00	0.00	0.00	0.00	0.00
481 DEFERRED REVENUES	142,556.88	0.00	23,734.71	47,274.58	213,566.17
Current Liabilities	331,277.88	0.00	677,824.58	47,274.58	1,056,377.04

Fund Balance

Balance Sheet - Combined

Period Ending: January 2026

Annual; Processing Month 01/2026; Fund Number 01, 02, 03, 04

	<u>01 GENERAL FUND</u>	<u>02 SPECIAL FUND</u>	<u>03 CAPITAL PROJECTS</u>	<u>04 DEBT SERVICE</u>	<u>Total</u>
770 UNRESERVED FUND BALANCE	3,272,821.45	1,041,927.83	560,274.23	1,009,965.33	5,884,988.84
Fund Balance	3,272,821.45	1,041,927.83	560,274.23	1,009,965.33	5,884,988.84
Total Liabilities, Deferred Inflows of Resources, and Fund Equity	3,604,099.33	1,041,927.83	1,238,098.81	1,057,239.91	6,941,365.88

Regular; Processing Month 01/2026; Accounts to Include Accounts with
 Activity; Fund Number 01, 03, 04

Fund: 01 GENERAL FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 000 1110	GENERAL-DISTRICT PROPERTY TAX	4,578,991.36	345,202.27	404,268.71	8.83	4,174,722.65
01 000 1220	TELECOMMUNICATIONS	12,500.00	0.00	0.00	0.00	12,500.00
01 000 1231	HOMESTEAD TAX CREDIT	2,000.00	0.00	0.00	0.00	2,000.00
01 000 1312	TUITION FROM ND DISTRICTS	275,000.00	8,268.33	12,055.52	4.38	262,944.48
01 000 1322	TUITION--SPECIAL ED	290,000.00	0.00	9,658.25	3.33	280,341.75
01 000 1510	INTEREST EARNED	200,000.00	7,702.49	90,647.78	45.32	109,352.22
01 000 1800	PRE SCHOOL	35,000.00	4,189.00	21,291.00	60.83	13,709.00
01 000 1801	DAYCARE	135,000.00	12,405.00	82,375.50	61.02	52,624.50
01 000 1950	OIL ROYALTY	100,000.00	200.53	57,057.18	57.06	42,942.82
01 000 1990	MISC INCOME	20,000.00	275.00	3,860.00	19.30	16,140.00
Subtotal: REVENUE FROM LOCAL SOURCES		5,648,491.36	378,242.62	681,213.94	12.06	4,967,277.42
01 000 2210	OIL & GAS PRODUCTION TAX	2,400,000.00	158,270.28	1,312,430.12	54.68	1,087,569.88
Subtotal: REVENUE FROM COUNTY SOURCES		2,400,000.00	158,270.28	1,312,430.12	54.68	1,087,569.88
01 000 3110	STATE AID	569,314.10	38,507.09	404,324.44	71.02	164,989.66
01 000 3130	TRANSPORTATION AID	258,416.73	20,673.34	217,070.05	84.00	41,346.68
01 000 3190	Other Unrestricted State Revenue	215,733.66	0.00	0.00	0.00	215,733.66
01 000 3310	CTE INSTRUCTIONAL AID	40,964.19	40,767.24	40,767.24	99.52	196.95
01 000 3340	CTE-CONSUMER & HOME MAKING	10,412.00	10,373.29	10,373.29	99.63	38.71
01 000 3910	OTHER STATE INCOME	0.00	0.00	1,000.00	0.00	(1,000.00)
Subtotal: REVENUE FROM STATE SOURCES		1,094,840.68	110,320.96	673,535.02	61.52	421,305.66
01 000 4210	TAYLOR GRAZING	1,300.00	0.00	0.00	0.00	1,300.00
01 000 4220	FLOOD CONTROL	400,000.00	40,918.22	317,980.77	79.50	82,019.23
01 000 4490	OTHER RESTRICTED FEDERAL AID	13,512.64	0.00	0.00	0.00	13,512.64
01 000 4510	TITLE I PROGRAM AID	262,461.00	32,951.19	93,801.53	35.74	168,659.47
01 000 4545	CARL PERKINS GRANT	38,549.00	0.00	0.00	0.00	38,549.00
01 200 4590	BEST IN CLASS GRANT	60,000.00	21,000.00	39,000.00	65.00	21,000.00
Subtotal: REVENUE FROM FEDERAL SOURCES		775,822.64	94,869.41	450,782.30	58.10	325,040.34
Fund Total:		9,919,154.68	741,703.27	3,117,961.38	31.43	6,801,193.30

Regular; Processing Month 01/2026; Accounts to Include Accounts with
Activity; Fund Number 01, 03, 04

Fund: 03 CAPITAL PROJECTS

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
03 000 1161	PROPERTY TAXES	768,350.94	57,920.34	67,836.85	8.83	700,514.09
03 000 1540	RENTAL INCOME SCHOOL HOUSING	91,800.00	6,050.00	50,212.10	54.70	41,587.90
Subtotal: REVENUE FROM LOCAL SOURCES		860,150.94	63,970.34	118,048.95	13.72	742,101.99
Fund Total:		860,150.94	63,970.34	118,048.95	13.72	742,101.99

Regular; Processing Month 01/2026; Accounts to Include Accounts with
Activity; Fund Number 01, 03, 04

Fund: 04 DEBT SERVICE

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
04 000 1171	SINKING AND INTEREST #2	1,186,050.00	89,757.48	110,164.90	9.29	1,075,885.10
	Subtotal: REVENUE FROM LOCAL SOURCES	1,186,050.00	89,757.48	110,164.90	9.29	1,075,885.10
	Fund Total:	1,186,050.00	89,757.48	110,164.90	9.29	1,075,885.10

Revenue Summary Report

Processing Month: 01/2026

Regular; Processing Month 01/2026; Accounts to Include Accounts with
Activity; Fund Number 01, 03, 04

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	11,965,355.62	895,431.09	3,346,175.23	27.97	8,619,180.39

Account Number	Account Description	Budget	Expended During Month	Expenditures to Date	Balance at EOM
01	GENERAL FUND				
2210	CURRICULUM IMPROVEMENT				
01 000 000 000 2210 110	SALARIES	71,674.00	5,972.84	29,978.11	41,695.89
01 000 000 000 2210 210	HEALTH INSURANCE	9,321.24	846.76	3,953.88	5,367.36
01 000 000 000 2210 220	FICA	6,196.11	521.70	2,587.06	3,609.05
01 000 000 000 2210 230	TFFR	16,165.53	1,347.14	6,735.70	9,429.83
01 000 000 000 2210 300	PROFESSIONAL SERVICES	80,000.00	0.00	8,318.96	71,681.04
01 000 000 000 2210 430	CONTRACTS	2,000.00	0.00	2,000.00	0.00
01 000 000 000 2210 580	TRAVEL	12,000.00	0.00	0.00	12,000.00
01 000 000 000 2210 611	SUPPLIES	1,000.00	0.00	0.00	1,000.00
01 000 000 000 2210 730	EQUIPMENT	0.00	0.00	0.00	0.00
01 000 000 000 2210 890	OTHER	1,000.00	0.00	0.00	1,000.00
2210	CURRICULUM IMPROVEMENT	199,356.88	8,688.44	53,573.71	145,783.17
2213	WELLNESS				
01 000 000 000 2213 110	SALARIES	2,000.00	0.00	0.00	2,000.00
01 000 000 000 2213 220	FICA	153.00	0.00	0.00	153.00
01 000 000 000 2213 230	TFFR	451.09	0.00	0.00	451.09
01 000 000 000 2213 290	OTHER EMPLOYEE BENEFITS	1,500.00	0.00	0.00	1,500.00
01 000 000 000 2213 580	TRAVEL	3,500.00	0.00	0.00	3,500.00
01 000 000 000 2213 611	SUPPLIES	250.00	0.00	0.00	250.00
01 000 000 000 2213 810	DUES & FEES	2,500.00	0.00	0.00	2,500.00
2213	WELLNESS	10,354.09	0.00	0.00	10,354.09
2222	LIBRARY				
01 000 000 000 2222 110	SALARIES	58,000.00	4,833.34	24,166.70	33,833.30
01 000 000 000 2222 130	SUBS/AIDES	5,000.00	0.00	0.00	5,000.00
01 000 000 000 2222 210	HEALTH INSURANCE	9,321.24	846.76	3,953.88	5,367.36
01 000 000 000 2222 220	FICA	5,150.07	363.96	1,798.44	3,351.63
01 000 000 000 2222 230	TFFR	13,081.52	1,090.14	5,450.70	7,630.82
01 000 000 000 2222 430	CONTRACTS	2,500.00	0.00	2,738.37	(238.37)
01 000 000 000 2222 580	TRAVEL	100.00	0.00	0.00	100.00
01 000 000 000 2222 611	SUPPLIES	3,500.00	0.00	1,183.28	2,316.72
01 000 000 000 2222 618	FREIGHT	250.00	0.00	323.53	(73.53)
01 000 000 000 2222 641	BOOKS-H.S.	0.00	0.00	0.00	0.00
01 000 000 000 2222 642	BOOKS-ELEM	2,500.00	0.00	2,038.54	461.46
01 000 000 000 2222 650	PERIODICALS	200.00	0.00	0.00	200.00
01 000 000 000 2222 670	SOFTWARE	500.00	0.00	500.00	0.00
01 000 000 000 2222 730	EQUIPMENT	1,000.00	0.00	0.00	1,000.00
2222	LIBRARY	101,102.83	7,134.20	42,153.44	58,949.39
2225	COMPUTER-ASSISTED INSTRUCTION				
01 000 000 000 2225 490	TECHNOLOGY SERVICES	109,928.00	7,419.00	50,717.59	59,210.41
2225	COMPUTER-ASSISTED INSTRUCTION	109,928.00	7,419.00	50,717.59	59,210.41
2310	BOARD OF EDUCATION				
01 000 000 000 2310 110	SALARIES-EARLY RETIREMENT	0.00	0.00	0.00	0.00
01 000 000 000 2310 120	SALARIES--BUSINESS MANAGER	0.00	0.00	0.00	0.00
01 000 000 000 2310 210	HEALTH INSURANCE	0.00	0.00	0.00	0.00
01 000 000 000 2310 220	FICA	2,677.50	295.38	1,165.44	1,512.06
01 000 000 000 2310 221	ND OASIS	0.00	0.00	0.00	0.00
01 000 000 000 2310 230	TFFR & PERS	0.00	0.00	0.00	0.00
01 000 000 000 2310 250	UNEMPLOYMENT COMPENSATION	1,500.00	1,996.08	1,996.08	(496.08)
01 000 000 000 2310 260	WORKMEN'S COMPENSATION	20,000.00	0.00	14,808.70	5,191.30
01 000 000 000 2310 290	OTHER EMPLOYEE BENEFITS	35,000.00	358.13	14,483.80	20,516.20
01 000 000 000 2310 300	PURCHASED SERVICES	5,000.00	0.00	2,540.00	2,460.00
01 000 000 000 2310 310	BOARD SALARY	35,000.00	3,675.00	3,850.00	31,150.00
01 000 000 000 2310 580	TRAVEL	5,000.00	186.20	318.20	4,681.80
01 000 000 000 2310 610	SUPPLIES	0.00	0.00	0.00	0.00
01 000 000 000 2310 650	PERIODICALS	0.00	0.00	0.00	0.00
01 000 000 000 2310 730	EQUIPMENT	2,400.00	0.00	2,400.00	0.00
01 000 000 000 2310 810	DUES & FEES	26,000.00	225.00	30,182.00	(4,182.00)
01 000 000 000 2310 890	CONSOLIDATION	0.00	0.00	0.00	0.00
2310	BOARD OF EDUCATION	132,577.50	6,735.79	71,744.22	60,833.28
2321	SUPERINTENDENT'S OFFICE				
01 000 000 000 2321 110	SALARIES-SUPERINTENDENT	156,588.20	12,045.26	84,316.82	72,271.38
01 000 000 000 2321 120	SALARIES-SECRETARY	0.00	0.00	0.00	0.00
01 000 000 000 2321 210	HEALTH INSURANCE	22,533.12	2,046.96	13,313.52	9,219.60
01 000 000 000 2321 220	FICA	11,979.00	899.72	6,313.10	5,665.90
01 000 000 000 2321 230	TFFR	32,600.73	2,716.74	19,017.18	13,583.55
01 000 000 000 2321 290	OTHER EMPLOYEE BENEFITS	7,000.00	383.34	2,733.38	4,266.62
01 000 000 000 2321 580	TRAVEL	6,000.00	0.00	1,181.82	4,818.18
01 000 000 000 2321 670	SOFTWARE	0.00	0.00	0.00	0.00

Account Number	Account Description	Budget	Expended During Month	Expenditures to Date	Balance at EOM
01 000 000 000 2321 730	EQUIPMENT	2,500.00	0.00	2,500.00	0.00
01 000 000 000 2321 810	DUES & FEES	3,000.00	225.00	2,985.00	15.00
2321 SUPERINTENDENT'S OFFICE		242,201.05	18,317.02	132,360.82	109,840.23
2500 BUSINESS OFFICE					
01 000 000 000 2500 120	Salaries	203,134.65	17,470.69	122,927.74	80,206.91
01 000 000 000 2500 210	HEALTH INSURANCE	41,175.60	3,585.90	24,717.55	16,458.05
01 000 000 000 2500 220	FICA	16,965.95	1,443.49	10,184.66	6,781.29
01 000 000 000 2500 230	PERS	30,753.29	2,749.45	18,798.01	11,955.28
01 000 000 000 2500 290	OTHER EMPLOYEE BENEFITS	5,000.00	350.00	2,717.81	2,282.19
01 000 000 000 2500 330	PROFESSIONAL SERVICES	50,000.00	15,232.50	30,340.00	19,660.00
01 000 000 000 2500 430	CONTRACTS	3,500.00	188.80	1,534.08	1,965.92
01 000 000 000 2500 431	POSTAGE METER	5,500.00	799.13	3,005.05	2,494.95
01 000 000 000 2500 521	PROPERTY INSURANCE	80,000.00	0.00	78,385.00	1,615.00
01 000 000 000 2500 522	LIABILITY INSURANCE	5,500.00	0.00	5,362.00	138.00
01 000 000 000 2500 532	POSTAGE	5,000.00	0.00	2,268.30	2,731.70
01 000 000 000 2500 540	LEGALS-ADS	7,000.00	481.52	3,340.36	3,659.64
01 000 000 000 2500 550	PRINTING & BINDING	500.00	0.00	0.00	500.00
01 000 000 000 2500 580	TRAVEL	2,500.00	0.00	430.40	2,069.60
01 000 000 000 2500 618	FREIGHT	200.00	0.00	46.59	153.41
01 000 000 000 2500 619	SUPPLIES TO BE DIST.	200.00	0.00	0.00	200.00
01 000 000 000 2500 670	SOFTWARE	15,000.00	0.00	0.00	15,000.00
01 000 000 000 2500 690	MISC SUPPLIES	7,000.00	196.87	2,471.43	4,528.57
01 000 000 000 2500 730	EQUIPMENT	0.00	0.00	683.57	(683.57)
01 000 000 000 2500 810	DUES & FEES	10,000.00	564.25	3,111.03	6,888.97
01 000 000 000 2500 830	INTEREST	0.00	0.00	0.00	0.00
2500 BUSINESS OFFICE		488,929.49	43,062.60	310,323.58	178,605.91
2600 M & O OF PLANT					
01 000 000 000 2600 120	SALARIES	318,383.11	29,363.67	186,747.75	131,635.36
01 000 000 000 2600 121	PART TIME SALARY	40,096.69	0.00	20,455.67	19,641.02
01 000 000 000 2600 210	HEALTH INSURANCE	55,927.44	5,647.40	33,638.07	22,289.37
01 000 000 000 2600 220	FICA	24,583.03	2,420.34	16,545.08	8,037.95
01 000 000 000 2600 230	PERS	52,351.81	4,174.66	26,789.91	25,561.90
01 000 000 000 2600 411	WATER/SEWER	32,000.00	943.80	25,331.48	6,668.52
01 000 000 000 2600 421	GARBAGE	20,000.00	1,197.00	8,455.00	11,545.00
01 000 000 000 2600 431	FIRE EXTINGUISHERS	5,000.00	560.00	2,335.00	2,665.00
01 000 000 000 2600 432	PEST CONTROL	1,500.00	0.00	0.00	1,500.00
01 000 000 000 2600 433	CLOCK SYSTEM	4,000.00	0.00	0.00	4,000.00
01 000 000 000 2600 434	HEATING SYSTEM	25,000.00	0.00	735.00	24,265.00
01 000 000 000 2600 435	OTHER CONTRACTS	17,000.00	789.00	16,153.66	846.34
01 000 000 000 2600 441	RENTALS	0.00	0.00	0.00	0.00
01 000 000 000 2600 450	CONSTRUCTION SERVICES	100,000.00	522.85	51,238.53	48,761.47
01 000 000 000 2600 531	TELEPHONE	24,000.00	2,326.89	14,583.22	9,416.78
01 000 000 000 2600 611	SUPPLIES	125,000.00	6,253.34	71,156.51	53,843.49
01 000 000 000 2600 618	FREIGHT	4,000.00	0.00	337.83	3,662.17
01 000 000 000 2600 621	ELECTRICITY	225,000.00	15,906.42	132,686.17	92,313.83
01 000 000 000 2600 622	NATURAL GAS	75,000.00	10,116.03	35,447.99	39,552.01
01 000 000 000 2600 626	GAS-MAINTENANCE	3,000.00	49.69	2,056.94	943.06
01 000 000 000 2600 627	DIESEL	2,500.00	185.23	943.01	1,556.99
01 000 000 000 2600 730	EQUIPMENT	51,000.00	0.00	57,947.69	(6,947.69)
2600 M & O OF PLANT		1,205,342.08	80,456.32	703,584.51	501,757.57
2700 TRANSPORTATION					
01 000 000 000 2700 110	SALARIES--TRANSPORTATION DIR	9,889.43	1,050.00	7,026.52	2,862.91
01 000 000 000 2700 120	SALARIES-BUS MECHANIC	0.00	0.00	0.00	0.00
01 000 000 000 2700 121	PART TIME SALARY-BUS DRIVER	262,571.79	26,081.65	135,022.20	127,549.59
01 000 000 000 2700 122	SUB SALARY	5,000.00	84.00	4,315.50	684.50
01 000 000 000 2700 210	HEALTH INSURANCE	0.00	0.00	0.00	0.00
01 000 000 000 2700 220	FICA	21,225.78	2,081.99	11,309.07	9,916.71
01 000 000 000 2700 230	PERS	14,900.60	1,669.28	8,902.19	5,998.41
01 000 000 000 2700 290	OTHER EMPLOYEE BENEFITS	1,000.00	100.00	200.00	800.00
01 000 000 000 2700 330	OTHER PROFESSIONAL SERVICES	5,500.00	30.00	4,905.00	595.00
01 000 000 000 2700 390	PHYSICALS	4,000.00	560.00	1,960.00	2,040.00
01 000 000 000 2700 431	TWO WAY RADIO	0.00	0.00	0.00	0.00
01 000 000 000 2700 432	FIRE EXTING. SERVICE	1,000.00	0.00	0.00	1,000.00
01 000 000 000 2700 519	TRANSPORTATION-FAMILY TYPE	18,000.00	5,073.10	5,073.10	12,926.90
01 000 000 000 2700 520	INSURANCE	20,000.00	0.00	17,264.00	2,736.00
01 000 000 000 2700 530	COMMUNICATIONS	3,000.00	200.20	1,188.30	1,811.70
01 000 000 000 2700 580	TRAVEL	2,000.00	117.95	1,046.90	953.10
01 000 000 000 2700 611	SUPPLIES	4,000.00	461.30	1,842.88	2,157.12
01 000 000 000 2700 626	GASOLINE	10,000.00	649.44	3,411.31	6,588.69
01 000 000 000 2700 627	DIESEL	100,000.00	8,374.28	42,645.78	57,354.22

Account Number	Account Description	Budget	Expended During Month	Expenditures to Date	Balance at EOM
01 000 000 000 2700 670	SOFTWARE	14,390.00	0.00	14,390.00	0.00
01 000 000 000 2700 671	OIL AND GREASE	7,000.00	372.50	3,872.19	3,127.81
01 000 000 000 2700 672	TIRES AND TUBES	10,000.00	5,162.38	7,409.93	2,590.07
01 000 000 000 2700 673	REPAIRS	200,000.00	27,928.14	145,035.78	54,964.22
01 000 000 000 2700 730	EQUIPMENT	15,328.00	0.00	21,599.47	(6,271.47)
01 000 000 000 2700 732	VEHICLE REPLACEMENT	346,650.00	(35,000.00)	346,650.00	0.00
2700	TRANSPORTATION	1,075,455.60	44,996.21	785,070.12	290,385.48
6300	TRANSFERS TO OTHER FUNDS				
01 000 000 000 6300 920	TRANSFER OF FUNDS	0.00	0.00	0.00	0.00
6300	TRANSFERS TO OTHER FUNDS	0.00	0.00	0.00	0.00
6320	TRANSFER TO SPECIAL RESERVE				
01 000 000 000 6320 920	TRANSFER OF FUNDS TO SPECIAL RESERVE	0.00	0.00	0.00	0.00
6320	TRANSFER TO SPECIAL RESERVE	0.00	0.00	0.00	0.00
6330	TRANSFER TO CAPITAL PROJECTS				
01 000 000 000 6330 920	TRANSFER OF FUNDS TO CAPITAL PROJECTS	0.00	0.00	0.00	0.00
6330	TRANSFER TO CAPITAL PROJECTS	0.00	0.00	0.00	0.00
6350	TRANSFER TO FOOD SERVICE				
01 000 000 000 6350 920	TRANSFER OF FUNDS TO FOOD SERVICE	250,000.00	0.00	250,000.00	0.00
6350	TRANSFER TO FOOD SERVICE	250,000.00	0.00	250,000.00	0.00
6360	TRANSFER TO STUDENT ACTIVITY				
01 000 000 000 6360 920	TRANSFER OF FUNDS STUDENT ACTIVITY	50,000.00	0.00	0.00	50,000.00
6360	TRANSFER TO STUDENT ACTIVITY	50,000.00	0.00	0.00	50,000.00
000	UNDISTRIBUTED EXPENDITURES	3,865,247.52	216,809.58	2,399,527.99	1,465,719.53
1000	INSTRUCTION				
01 000 000 110 1000 110	SALARIES	185,710.00	15,475.82	77,379.10	108,330.90
01 000 000 110 1000 130	SUBS/AIDES	7,425.00	0.00	283.50	7,141.50
01 000 000 110 1000 210	HEALTH INSURANCE	34,641.00	3,146.86	14,693.98	19,947.02
01 000 000 110 1000 220	FICA	14,919.89	1,184.28	5,937.59	8,982.30
01 000 000 110 1000 230	TFFR	41,885.68	3,490.48	17,496.84	24,388.84
01 000 000 110 1000 290	OTHER EMPLOYEE BENEFITS	0.00	0.00	0.00	0.00
01 000 000 110 1000 430	CONTRACTS	2,500.00	0.00	580.00	1,920.00
01 000 000 110 1000 610	SUPPLIES	17,500.00	452.04	12,156.04	5,343.96
01 000 000 110 1000 618	FREIGHT	500.00	0.00	850.87	(350.87)
01 000 000 110 1000 640	BOOKS	22,000.00	0.00	2,962.81	19,037.19
01 000 000 110 1000 670	SOFTWARE	2,500.00	0.00	2,016.65	483.35
01 000 000 110 1000 730	EQUIPMENT	0.00	0.00	0.00	0.00
01 000 000 110 1000 810	DUES & FEES	500.00	0.00	451.88	48.12
1000	INSTRUCTION	330,081.57	23,749.48	134,809.26	195,272.31
110	KINDERGARTEN	330,081.57	23,749.48	134,809.26	195,272.31
1000	INSTRUCTION				
01 000 000 120 1000 110	SALARIES	1,280,170.65	106,104.54	520,457.41	759,713.24
01 000 000 120 1000 130	SUBS/AIDES	193,882.80	8,017.00	77,973.86	115,908.94
01 000 000 120 1000 210	HEALTH INSURANCE	246,995.21	22,998.71	108,672.53	138,322.68
01 000 000 120 1000 220	FICA	105,919.49	9,089.25	41,668.00	64,251.49
01 000 000 120 1000 230	TFFR	288,106.60	25,064.81	125,463.28	162,643.32
01 000 000 120 1000 290	OTHER EMPLOYEE BENEFITS	600.00	50.00	400.00	200.00
01 000 000 120 1000 430	CONTRACTS	37,551.00	0.00	3,335.00	34,216.00
01 000 000 120 1000 560	TUITION TO LEA'S IN STATE	12,000.00	0.00	597.48	11,402.52
01 000 000 120 1000 580	TRAVEL	4,000.00	0.00	486.20	3,513.80
01 000 000 120 1000 611	SUPPLIES	110,000.00	8,698.39	85,638.81	24,361.19
01 000 000 120 1000 612	MUSIC SUPPLIES	2,500.00	0.00	841.14	1,658.86
01 000 000 120 1000 618	FREIGHT	1,200.00	163.69	1,183.64	16.36
01 000 000 120 1000 640	BOOKS	149,000.00	0.00	7,903.22	141,096.78
01 000 000 120 1000 670	SOFTWARE	15,000.00	0.00	10,502.65	4,497.35
01 000 000 120 1000 730	EQUIPMENT	63,500.00	0.00	25,284.75	38,215.25
01 000 000 120 1000 810	DUES & FEES	3,000.00	400.00	3,088.94	(88.94)
1000	INSTRUCTION	2,513,425.75	180,586.39	1,013,496.91	1,499,928.84
2410	OFFICE OF PRINCIPAL SERVICES				
01 000 000 120 2410 110	SALARIES	96,105.61	8,008.80	40,044.00	56,061.61
01 000 000 120 2410 120	SALARIES-SECRETARY	76,902.59	5,672.06	42,531.01	34,371.58
01 000 000 120 2410 210	HEALTH INSURANCE	41,175.60	5,192.75	25,607.67	15,567.93
01 000 000 120 2410 220	FICA	14,661.31	1,151.48	6,875.22	7,786.09
01 000 000 120 2410 230	TFFR	48,890.62	2,724.92	15,544.95	33,345.67
01 000 000 120 2410 430	CONTRACTS	250.00	0.00	0.00	250.00

Account Number	Account Description	Budget	Expended During Month	Expenditures to Date	Balance at EOM
01 000 000 120 2410 580	TRAVEL	1,000.00	0.00	119.35	880.65
01 000 000 120 2410 611	SUPPLIES	500.00	0.00	0.00	500.00
01 000 000 120 2410 618	FREIGHT	100.00	0.00	0.00	100.00
01 000 000 120 2410 670	SOFTWARE	100.00	0.00	0.00	100.00
01 000 000 120 2410 730	EQUIPMENT	0.00	0.00	0.00	0.00
01 000 000 120 2410 810	DUES & FEES	1,500.00	0.00	924.00	576.00
2410	OFFICE OF PRINCIPAL SERVICES	281,185.73	22,750.01	131,646.20	149,539.53
120	ELEMENTARY	2,794,611.48	203,336.40	1,145,143.11	1,649,468.37
1000	INSTRUCTION				
01 000 000 130 1000 110	SALARIES	441,155.10	20,940.38	105,645.58	335,509.52
01 000 000 130 1000 130	SUBS/AIDES	74,250.00	9,282.51	64,065.20	10,184.80
01 000 000 130 1000 210	HEALTH INSURANCE	93,210.73	4,920.58	22,691.22	70,519.51
01 000 000 130 1000 220	FICA	42,566.02	2,307.58	12,952.06	29,613.96
01 000 000 130 1000 230	TFFR	91,969.10	5,044.79	25,217.71	66,751.39
01 000 000 130 1000 290	OTHER EMPLOYEE BENEFITS	4,772.61	203.90	1,019.50	3,753.11
01 000 000 130 1000 430	CONTRACTS	5,000.00	0.00	1,087.50	3,912.50
01 000 000 130 1000 580	TRAVEL	750.00	0.00	0.00	750.00
01 000 000 130 1000 611	SUPPLIES	16,000.00	861.07	15,297.59	702.41
01 000 000 130 1000 618	FREIGHT	1,000.00	0.00	292.86	707.14
01 000 000 130 1000 640	BOOKS	6,000.00	0.00	6,112.53	(112.53)
01 000 000 130 1000 670	SOFTWARE	4,000.00	0.00	4,182.57	(182.57)
01 000 000 130 1000 730	EQUIPMENT	2,400.00	0.00	0.00	2,400.00
01 000 000 130 1000 810	DUES & FEES	1,200.00	200.00	1,297.28	(97.28)
1000	INSTRUCTION	784,273.56	43,760.81	259,861.60	524,411.96
130	MIDDLE/JUNIOR HIGH	784,273.56	43,760.81	259,861.60	524,411.96
1000	INSTRUCTION				
01 000 000 140 1000 110	SALARIES	784,042.50	56,605.50	284,443.02	499,599.48
01 000 000 140 1000 130	SUBS/AIDES	151,500.00	8,301.64	59,281.58	92,218.42
01 000 000 140 1000 210	HEALTH INSURANCE	164,808.31	12,204.54	56,674.66	108,133.65
01 000 000 140 1000 220	FICA	73,993.46	4,887.50	20,250.60	53,742.86
01 000 000 140 1000 230	TFFR	175,580.58	13,715.88	70,383.41	105,197.17
01 000 000 140 1000 290	OTHER EMPLOYEE BENEFITS	4,772.61	253.90	1,419.50	3,353.11
01 000 000 140 1000 430	CONTRACTS	10,000.00	0.00	2,247.50	7,752.50
01 000 000 140 1000 442	RENTAL-DRIVERS ED	3,000.00	0.00	0.00	3,000.00
01 000 000 140 1000 520	DRIVER'S ED INSURANCE	200.00	0.00	0.00	200.00
01 000 000 140 1000 561	TUITION TO LEA'S IN STATE	75,000.00	1,832.00	16,789.86	58,210.14
01 000 000 140 1000 580	TRAVEL	2,000.00	0.00	1,346.11	653.89
01 000 000 140 1000 611	SUPPLIES	45,000.00	1,805.02	35,458.51	9,541.49
01 000 000 140 1000 612	MUSIC SUPPLIES	5,000.00	247.60	1,388.78	3,611.22
01 000 000 140 1000 614	ART SUPPLIES	0.00	0.00	0.00	0.00
01 000 000 140 1000 618	FREIGHT	1,000.00	3.99	246.83	753.17
01 000 000 140 1000 626	MISC DRIVERS ED SUPPLIES	2,000.00	0.00	1,100.15	899.85
01 000 000 140 1000 640	BOOKS	10,000.00	0.00	10,344.04	(344.04)
01 000 000 140 1000 670	SOFTWARE	20,000.00	2,045.00	14,416.22	5,583.78
01 000 000 140 1000 730	EQUIPMENT	35,000.00	0.00	33,744.75	1,255.25
01 000 000 140 1000 731	CARL PERKINS EQUIPMENT	0.00	0.00	0.00	0.00
01 000 000 140 1000 733	RACTC EQUIPMENT	0.00	0.00	0.00	0.00
01 000 000 140 1000 810	DUES & FEES	2,000.00	400.00	2,151.03	(151.03)
1000	INSTRUCTION	1,564,897.46	102,302.57	611,686.55	953,210.91
2410	OFFICE OF PRINCIPAL SERVICES				
01 000 000 140 2410 110	SALARIES	82,950.00	6,912.50	34,562.50	48,387.50
01 000 000 140 2410 120	SALARIES-SECRETARY	58,344.03	5,030.57	34,589.93	23,754.10
01 000 000 140 2410 210	HEALTH INSURANCE	37,447.10	3,866.38	18,643.39	18,803.71
01 000 000 140 2410 220	FICA	11,949.91	1,012.65	5,784.34	6,165.57
01 000 000 140 2410 230	TFFR/PERS	30,928.30	2,369.03	13,154.91	17,773.39
01 000 000 140 2410 430	CONTRACTS	1,000.00	0.00	533.00	467.00
01 000 000 140 2410 580	TRAVEL	1,500.00	0.00	0.00	1,500.00
01 000 000 140 2410 611	SUPPLIES	1,000.00	0.00	60.64	939.36
01 000 000 140 2410 618	FREIGHT	100.00	0.00	7.25	92.75
01 000 000 140 2410 670	SOFTWARE	0.00	0.00	0.00	0.00
01 000 000 140 2410 730	EQUIPMENT	0.00	0.00	0.00	0.00
01 000 000 140 2410 810	DUES & FEES	5,000.00	300.00	4,184.00	816.00
2410	OFFICE OF PRINCIPAL SERVICES	230,219.34	19,491.13	111,519.96	118,699.38
140	HIGH SCHOOL	1,795,116.80	121,793.70	723,206.51	1,071,910.29
2835	HEALTH SERVICES				
01 000 000 200 2835 120	NON-CERTIFIED SALARY	38,707.20	3,225.60	21,341.74	17,365.46
01 000 000 200 2835 210	HEALTH INSURANCE	9,321.24	1,082.36	4,707.31	4,613.93
01 000 000 200 2835 220	FICA	3,674.18	329.55	2,002.56	1,671.62

Account Number	Account Description	Budget	Expended During Month	Expenditures to Date	Balance at EOM
01 000 000 200 2835 230	TFFR	6,293.79	524.50	3,491.13	2,802.66
01 000 000 200 2835 610	SUPPLIES	3,000.00	0.00	1,291.64	1,708.36
01 000 000 200 2835 810	DUES & FEES	3,000.00	900.00	5,989.00	(2,989.00)
2835 HEALTH SERVICES		63,996.41	6,062.01	38,823.38	25,173.03
2900 OTHER SUPPORT SERVICES					
01 000 000 200 2900 110	SALARIES	0.00	0.00	0.00	0.00
01 000 000 200 2900 220	FICA	0.00	0.00	0.00	0.00
01 000 000 200 2900 230	TFFR	0.00	0.00	0.00	0.00
01 000 000 200 2900 320	SUPPORT SERVICES	28,500.00	14,131.00	28,262.00	238.00
01 000 000 200 2900 594	FOSTER CARE	0.00	0.00	0.00	0.00
2900 OTHER SUPPORT SERVICES		28,500.00	14,131.00	28,262.00	238.00
200 SPECIAL PROGRAMS		92,496.41	20,193.01	67,085.38	25,411.03
1000 INSTRUCTION					
01 000 000 205 1000 110	SALARIES - SPEC ED	0.00	0.00	0.00	0.00
01 000 000 205 1000 130	SUBS/AIDES-SPECIAL ED	23,434.95	748.33	5,615.04	17,819.91
01 000 000 205 1000 210	HEALTH INSURANCE	9,321.24	541.19	2,353.66	6,967.58
01 000 000 205 1000 220	FICA	2,505.85	98.64	609.55	1,896.30
01 000 000 205 1000 230	PERS	3,810.52	209.67	1,295.64	2,514.88
1000 INSTRUCTION		39,072.56	1,597.83	9,873.89	29,198.67
205 PRESCHOOL SPECIAL EDUCATION		39,072.56	1,597.83	9,873.89	29,198.67
1000 INSTRUCTION					
01 000 000 255 1000 110	SALARIES	231,315.00	15,122.08	75,610.40	155,704.60
01 000 000 255 1000 130	SUBS/AIDES	400,701.78	38,489.06	234,989.39	165,712.39
01 000 000 255 1000 210	HEALTH INSURANCE	193,102.08	22,629.34	108,504.16	84,597.92
01 000 000 255 1000 220	FICA	58,586.41	5,192.68	28,973.59	29,612.82
01 000 000 255 1000 230	TFFR	112,236.75	8,992.23	51,576.57	60,660.18
01 000 000 255 1000 290	OTHER EMPLOYEE BENEFITS	3,467.89	385.32	1,926.60	1,541.29
01 000 000 255 1000 430	REPAIR & MAINTENANCE SERVICES	182,340.00	21,552.34	87,566.72	94,773.28
01 000 000 255 1000 580	TRAVEL	9,300.00	475.93	2,277.83	7,022.17
01 000 000 255 1000 611	SUPPLIES	5,500.00	144.69	3,106.49	2,393.51
01 000 000 255 1000 618	FREIGHT	1,000.00	0.00	1,002.51	(2.51)
01 000 000 255 1000 640	BOOKS	14,100.00	0.00	10,182.00	3,918.00
01 000 000 255 1000 730	EQUIPMENT	1,500.00	0.00	27.78	1,472.22
01 000 000 255 1000 810	DUES & FEES	1,600.00	278.00	463.00	1,137.00
1000 INSTRUCTION		1,214,749.91	113,261.67	606,207.04	608,542.87
255 SCHOOL-AGED SPECIAL EDUCATION		1,214,749.91	113,261.67	606,207.04	608,542.87
1000 INSTRUCTION					
01 000 000 310 1000 110	SALARIES	145,174.00	10,047.82	84,684.74	60,489.26
01 000 000 310 1000 130	SUBS/AIDES	2,000.00	82.50	4,125.00	(2,125.00)
01 000 000 310 1000 210	HEALTH INSURANCE	18,642.48	1,693.52	11,014.88	7,627.60
01 000 000 310 1000 220	FICA	11,818.87	835.43	7,185.11	4,633.76
01 000 000 310 1000 230	TFFR	32,743.01	2,266.22	19,100.06	13,642.95
01 000 000 310 1000 430	CONTRACTS	0.00	0.00	0.00	0.00
01 000 000 310 1000 580	TRAVEL	15,000.00	428.00	10,091.06	4,908.94
01 000 000 310 1000 611	SUPPLIES	15,000.00	557.42	9,075.22	5,924.78
01 000 000 310 1000 618	FREIGHT	1,000.00	0.00	84.97	915.03
01 000 000 310 1000 640	BOOKS	200.00	0.00	0.00	200.00
01 000 000 310 1000 670	SOFTWARE	250.00	0.00	288.00	(38.00)
01 000 000 310 1000 730	EQUIPMENT	0.00	0.00	0.00	0.00
01 000 000 310 1000 731	CARL PERKINS EQUIPMENT	20,049.00	(513.30)	16,317.01	3,731.99
1000 INSTRUCTION		261,877.36	15,397.61	161,966.05	99,911.31
310 AGRICULTURE		261,877.36	15,397.61	161,966.05	99,911.31
1000 INSTRUCTION					
01 000 000 340 1000 110	SALARIES	54,800.00	4,566.66	22,833.30	31,966.70
01 000 000 340 1000 130	SUBS/AIDES	1,000.00	0.00	0.00	1,000.00
01 000 000 340 1000 210	HEALTH INSURANCE	9,321.24	846.76	3,953.88	5,367.36
01 000 000 340 1000 220	FICA	4,192.20	325.10	1,647.75	2,544.45
01 000 000 340 1000 230	TFFR	12,359.78	1,029.98	5,149.90	7,209.88
01 000 000 340 1000 430	CONTRACTS	0.00	0.00	0.00	0.00
01 000 000 340 1000 580	TRAVEL	500.00	0.00	0.00	500.00
01 000 000 340 1000 611	SUPPLIES	5,000.00	533.51	3,399.50	1,600.50
01 000 000 340 1000 618	FREIGHT	500.00	0.00	487.49	12.51
01 000 000 340 1000 640	BOOKS	0.00	0.00	4,198.56	(4,198.56)
01 000 000 340 1000 670	SOFTWARE	0.00	0.00	0.00	0.00
01 000 000 340 1000 730	EQUIPMENT	0.00	0.00	0.00	0.00
01 000 000 340 1000 731	CARL PERKINS EQUIPMENT	18,500.00	0.00	19,939.92	(1,439.92)
1000 INSTRUCTION		106,173.22	7,302.01	61,610.30	44,562.92

Account Number	Account Description	Budget	Expended During Month	Expenditures to Date	Balance at EOM
340	FAMILY AND CONSUMER SCIENCE	106,173.22	7,302.01	61,610.30	44,562.92
3400	STUDENT ACTIVITIES				
01 000 000 410 3400 110	SALARIES-STUDENT ACTIVITY	81,410.14	1,620.12	36,070.98	45,339.16
01 000 000 410 3400 220	FICA	6,227.88	123.94	2,759.43	3,468.45
01 000 000 410 3400 230	TFFR	13,890.10	224.87	6,032.54	7,857.56
01 000 000 410 3400 430	CONTRACTS-REPAIRS/MAINT	0.00	0.00	0.00	0.00
01 000 000 410 3400 522	LIABILITY INSURANCE	0.00	0.00	0.00	0.00
01 000 000 410 3400 890	OTHER	5,000.00	25.00	200.00	4,800.00
3400	STUDENT ACTIVITIES	106,528.12	1,993.93	45,062.95	61,465.17
410	STUDENT ACTIVITIES	106,528.12	1,993.93	45,062.95	61,465.17
3400	STUDENT ACTIVITIES				
01 000 000 420 3400 110	SALARIES-ATHLETIC	285,856.71	8,059.48	145,112.83	140,743.88
01 000 000 420 3400 210	HEALTH INSURANCE	9,008.01	804.31	4,428.47	4,579.54
01 000 000 420 3400 220	FICA	21,868.04	620.80	11,171.82	10,696.22
01 000 000 420 3400 230	TFFR	53,603.87	1,081.44	24,518.81	29,085.06
01 000 000 420 3400 430	REPAIRS	0.00	0.00	0.00	0.00
01 000 000 420 3400 580	TRAVEL	8,000.00	0.00	0.00	8,000.00
01 000 000 420 3400 890	OTHER	65,000.00	6,884.00	53,605.98	11,394.02
3400	STUDENT ACTIVITIES	443,336.63	17,450.03	238,837.91	204,498.72
420	ATHLETICS	443,336.63	17,450.03	238,837.91	204,498.72
3300	COMMUNITY SERVICES/PRE-K & DAYCARE				
01 000 000 800 3300 110	PRE SCHOOL SALARIES	74,220.46	6,185.04	30,925.20	43,295.26
01 000 000 800 3300 130	PRESCHOOL SUBS/AIDES	23,434.95	2,754.09	19,946.15	3,488.80
01 000 000 800 3300 210	PRESCHOOL HEALTH INSURANCE	21,576.81	3,135.61	13,993.76	7,583.05
01 000 000 800 3300 220	PRESCHOOL FICA	8,652.49	788.92	4,376.13	4,276.36
01 000 000 800 3300 230	PRESCHOOL TFFR/PERS	20,550.46	1,911.61	10,045.54	10,504.92
01 000 000 800 3300 300	PRESCHOOL PURCHASED PROF SERVICES	0.00	0.00	0.00	0.00
01 000 000 800 3300 430	PRESCHOOL CONTRACTS	0.00	0.00	0.00	0.00
01 000 000 800 3300 580	PRESCHOOL TRAVEL	100.00	0.00	0.00	100.00
01 000 000 800 3300 611	PRESCHOOL SUPPLIES	2,500.00	301.11	2,861.59	(361.59)
01 000 000 800 3300 618	PRESCHOOL FREIGHT	150.00	0.00	103.98	46.02
01 000 000 800 3300 640	PRESCHOOL BOOKS	1,200.00	0.00	0.00	1,200.00
01 000 000 800 3300 670	PRESCHOOL SOFTWARE	0.00	0.00	0.00	0.00
01 000 000 800 3300 730	PRE SCHOOL EQUIPMENT	0.00	0.00	0.00	0.00
01 000 000 800 3300 800	PRESCHOOL Dues, Membership, Registration	200.00	0.00	0.00	200.00
3300	COMMUNITY SERVICES/PRE-K & DAYCARE	152,585.17	15,076.38	82,252.35	70,332.82
800	COMMUNITY SERVICES	152,585.17	15,076.38	82,252.35	70,332.82
3300	COMMUNITY SERVICES/PRE-K & DAYCARE				
01 000 000 890 3300 110	DAYCARE SALARIES	0.00	0.00	0.00	0.00
01 000 000 890 3300 130	DAYCARE SUBS/AIDS	183,270.03	14,869.31	99,108.10	84,161.93
01 000 000 890 3300 210	DAYCARE HEALTH INSURANCE	65,248.68	7,035.34	29,561.84	35,686.84
01 000 000 890 3300 220	DAYCARE FICA	18,298.61	1,483.10	9,109.64	9,188.97
01 000 000 890 3300 230	DAYCARE PERS	29,799.71	2,524.04	14,832.50	14,967.21
01 000 000 890 3300 290	DAYCARE OTHER EMPLOYEE BENEFITS	0.00	0.00	0.00	0.00
01 000 000 890 3300 300	DAYCARE PURCHASED SERVICES	0.00	0.00	0.00	0.00
01 000 000 890 3300 410	DAYCARE UTILITY SERVICES	0.00	0.00	0.00	0.00
01 000 000 890 3300 430	DAYCARE REPAIR & MAINTENANCE	0.00	0.00	0.00	0.00
01 000 000 890 3300 450	DAYCARE CONSTRUCTION	0.00	0.00	0.00	0.00
01 000 000 890 3300 580	DAYCARE TRAVEL	0.00	0.00	0.00	0.00
01 000 000 890 3300 611	DAYCARE SUPPLIES	5,000.00	78.33	2,220.60	2,779.40
01 000 000 890 3300 618	DAYCARE FREIGHT	100.00	0.00	0.00	100.00
01 000 000 890 3300 640	DAYCARE BOOKS	0.00	0.00	0.00	0.00
01 000 000 890 3300 670	DAYCARE SOFTWARE	0.00	0.00	0.00	0.00
01 000 000 890 3300 730	DAYCARE EQUIPMENT	0.00	0.00	0.00	0.00
01 000 000 890 3300 800	DAYCARE DUES, MEMBERSHIPS, REGISTRATION	1,000.00	0.00	170.95	829.05
3300	COMMUNITY SERVICES/PRE-K & DAYCARE	302,717.03	25,990.12	155,003.63	147,713.40
890	DAYCARE	302,717.03	25,990.12	155,003.63	147,713.40
3100	FOOD SERVICES				
01 000 000 910 3100 120	SALARIES	0.00	(2,251.29)	21,099.84	(21,099.84)
01 000 000 910 3100 210	HEALTH INSURANCE	0.00	594.90	7,068.04	(7,068.04)
01 000 000 910 3100 220	FICA	0.00	(138.51)	1,831.36	(1,831.36)
01 000 000 910 3100 230	PERS	0.00	(209.86)	3,339.09	(3,339.09)
01 000 000 910 3100 730	EQUIPMENT	0.00	0.00	0.00	0.00
01 000 000 910 3100 890	OTHER	0.00	0.00	0.00	0.00
3100	FOOD SERVICES	0.00	(2,004.76)	33,338.33	(33,338.33)

Account Number	Account Description	Budget	Expended During Month	Expenditures to Date	Balance at EOM
910	FOOD SERVICES	0.00	(2,004.76)	33,338.33	(33,338.33)
1000	INSTRUCTION				
01 068 000 261 1000 110 2025	SALARIES	156,550.00	13,585.68	56,776.16	99,773.84
01 068 000 261 1000 210 2025	HEALTH INSURANCE	34,641.00	3,146.86	14,693.98	19,947.02
01 068 000 261 1000 220 2025	FICA	11,976.08	1,013.36	4,185.90	7,790.18
01 068 000 261 1000 230 2025	TFFR	35,259.92	3,064.17	12,805.56	22,454.36
01 068 000 261 1000 300 2024	PURCHASED SERVICES	0.00	0.00	2,116.00	(2,116.00)
01 068 000 261 1000 300 2025	PURCHASED SERVICES	24,034.00	0.00	24,034.00	0.00
1000	INSTRUCTION	262,461.00	20,810.07	114,611.60	147,849.40
261	TITLE I PROGRAMS	262,461.00	20,810.07	114,611.60	147,849.40
1000	INSTRUCTION				
01 082 000 298 1000 300 2023	PURCHASED SERVICES	0.00	0.00	0.00	0.00
01 082 000 298 1000 300 2024	PURCHASED SERVICES	0.00	0.00	0.00	0.00
01 082 000 298 1000 580 2023	TRAVEL	0.00	0.00	0.00	0.00
01 082 000 298 1000 810 2023	DUES & FEES	0.00	0.00	0.00	0.00
1000	INSTRUCTION	0.00	0.00	0.00	0.00
298	OTHER FEDERAL PROGRAMS	0.00	0.00	0.00	0.00
1000	INSTRUCTION				
01 089 040 298 1000 730	EQUIPMENT	0.00	0.00	0.00	0.00
1000	INSTRUCTION	0.00	0.00	0.00	0.00
298	OTHER FEDERAL PROGRAMS	0.00	0.00	0.00	0.00
1000	INSTRUCTION				
01 095 000 342 1000 300	PURCHASED SERVICES	0.00	0.00	0.00	0.00
1000	INSTRUCTION	0.00	0.00	0.00	0.00
342	CONSUMER & HOMEMAKING	0.00	0.00	0.00	0.00
1000	INSTRUCTION				
01 103 020 298 1000 580	TRAVEL	0.00	0.00	0.00	0.00
1000	INSTRUCTION	0.00	0.00	0.00	0.00
298	OTHER FEDERAL PROGRAMS	0.00	0.00	0.00	0.00
1000	INSTRUCTION				
01 120 020 298 1000 640	SUPPLIES	0.00	0.00	0.00	0.00
1000	INSTRUCTION	0.00	0.00	0.00	0.00
298	OTHER FEDERAL PROGRAMS	0.00	0.00	0.00	0.00
1000	INSTRUCTION				
01 200 000 298 1000 110	SALARIES	38,685.89	3,223.30	16,116.50	22,569.39
01 200 000 298 1000 210	HEALTH INSURANCE	6,386.91	788.02	3,679.54	2,707.37
01 200 000 298 1000 220	FICA	3,203.28	236.56	1,204.01	1,999.27
01 200 000 298 1000 230	TFFR	8,723.92	726.96	3,634.80	5,089.12
01 200 000 298 1000 300	PURCHASED SERVICES	0.00	0.00	0.00	0.00
01 200 000 298 1000 610	SUPPLIES	3,000.00	219.00	219.00	2,781.00
1000	INSTRUCTION	60,000.00	5,193.84	24,853.85	35,146.15
298	OTHER FEDERAL PROGRAMS	60,000.00	5,193.84	24,853.85	35,146.15
01	GENERAL FUND	12,611,328.34	851,711.71	6,263,251.75	6,348,076.59

Expenditure Report by Function Killdeer School
 Regular; Processing Month 01/2026; Fund Number 01, 02, 03, 04

Account Number	Account Description	Budget	Expended During Month	Expenditures to Date	Balance at EOM
02	SPECIAL FUND				
6300	TRANSFERS TO OTHER FUNDS				
02 000 000 000 6300 920	TRANSFER OF FUNDS	0.00	0.00	0.00	0.00
6300	TRANSFERS TO OTHER FUNDS	0.00	0.00	0.00	0.00
000	UNDISTRIBUTED EXPENDITURES	0.00	0.00	0.00	0.00
02	SPECIAL FUND	0.00	0.00	0.00	0.00

Account Number	Account Description	Budget	Expended During Month	Expenditures to Date	Balance at EOM
03	CAPITAL PROJECTS				
1000	INSTRUCTION				
03 000 000 000 1000 700	PROPERTY	0.00	0.00	0.00	0.00
1000	INSTRUCTION	0.00	0.00	0.00	0.00
2513	RECEIVING & DISBURSING FUNDS				
03 000 000 000 2513 810	DUES & FEES	0.00	0.00	0.00	0.00
2513	RECEIVING & DISBURSING FUNDS	0.00	0.00	0.00	0.00
4100	FACILITY ACQ (BUILDING/LAND)				
03 000 000 000 4100 710	LAND AND IMPROVEMENTS	0.00	0.00	0.00	0.00
03 000 000 000 4100 720	BUILDING ACQUISITION	0.00	0.00	0.00	0.00
03 000 000 000 4100 721	BUILDING ACQUISITION-ATH COMPLEX	0.00	0.00	0.00	0.00
03 000 000 000 4100 730	EQUIPMENT	0.00	0.00	0.00	0.00
4100	FACILITY ACQ (BUILDING/LAND)	0.00	0.00	0.00	0.00
4210	CONSTRUCTION SERVICE (BY STAF)				
03 000 000 000 4210 610	MAINTENANCE AND FEES-STAFF HOUSING	25,000.00	1,183.67	45,485.64	(20,485.64)
03 000 000 000 4210 611	SUPPLIES	0.00	0.00	0.00	0.00
03 000 000 000 4210 650	SUPPLIES-TECHNOLOGY RELATED	0.00	0.00	0.00	0.00
03 000 000 000 4210 710	LAND & BLDGS-SPEC ASSESSMENT	0.00	0.00	0.00	0.00
03 000 000 000 4210 730	EQUIPMENT	0.00	0.00	0.00	0.00
03 000 000 000 4210 733	FURNITURE & FIXTURES	0.00	0.00	2,082.42	(2,082.42)
4210	CONSTRUCTION SERVICE (BY STAF)	25,000.00	1,183.67	47,568.06	(22,568.06)
4220	CONST SERVICE (BY CONTRACTOR)				
03 000 000 000 4220 435	CONSTRUCTION SERVICES	3,814,774.47	14,190.60	3,149,830.90	664,943.57
4220	CONST SERVICE (BY CONTRACTOR)	3,814,774.47	14,190.60	3,149,830.90	664,943.57
6200	SCHOOL CONST LOAN REPAYMENTS				
03 000 000 000 6200 830	INTEREST PAYABLE	0.00	0.00	0.00	0.00
03 000 000 000 6200 910	PRINCIPAL PAYMENT	0.00	0.00	0.00	0.00
6200	SCHOOL CONST LOAN REPAYMENTS	0.00	0.00	0.00	0.00
000	UNDISTRIBUTED EXPENDITURES	3,839,774.47	15,374.27	3,197,398.96	642,375.51
6200	SCHOOL CONST LOAN REPAYMENTS				
03 161 000 000 6200 810	DUES & FEES	0.00	0.00	0.00	0.00
03 161 000 000 6200 830	INTEREST PAYMENTS ON BONDS	0.00	0.00	0.00	0.00
03 161 000 000 6200 910	PRINCIPAL PAYMENTS ON BONDS	0.00	0.00	0.00	0.00
6200	SCHOOL CONST LOAN REPAYMENTS	0.00	0.00	0.00	0.00
000	UNDISTRIBUTED EXPENDITURES	0.00	0.00	0.00	0.00
03	CAPITAL PROJECTS	3,839,774.47	15,374.27	3,197,398.96	642,375.51

Account Number	Account Description	Budget	Expended During Month	Expenditures to Date	Balance at EOM
04	DEBT SERVICE				
6100	DEBT SERVICE PAYMENTS				
04 000 000 000 6100 330	PROFESSIONAL SERVICES	0.00	0.00	5,000.00	(5,000.00)
04 000 000 000 6100 810	DUES & FEES	0.00	0.00	500.00	(500.00)
04 000 000 000 6100 830	INTEREST	206,300.00	0.00	142,150.00	64,150.00
04 000 000 000 6100 910	REDEMPTION OF PRINCIPAL	970,000.00	0.00	410,000.00	560,000.00
6100	DEBT SERVICE PAYMENTS	1,176,300.00	0.00	557,650.00	618,650.00
6300	TRANSFERS TO OTHER FUNDS				
04 000 000 000 6300 920	TRANSFER OF FUNDS	0.00	0.00	0.00	0.00
6300	TRANSFERS TO OTHER FUNDS	0.00	0.00	0.00	0.00
000	UNDISTRIBUTED EXPENDITURES	1,176,300.00	0.00	557,650.00	618,650.00
6200	SCHOOL CONST LOAN REPAYMENTS				
04 161 000 000 6200 830	INTEREST	0.00	0.00	0.00	0.00
04 161 000 000 6200 910	REDEMPTION OF PRINCIPAL	0.00	0.00	0.00	0.00
6200	SCHOOL CONST LOAN REPAYMENTS	0.00	0.00	0.00	0.00
000	UNDISTRIBUTED EXPENDITURES	0.00	0.00	0.00	0.00
04	DEBT SERVICE	1,176,300.00	0.00	557,650.00	618,650.00

Expenditure Report by Function Killdeer School
Regular; Processing Month 01/2026; Fund Number 01, 02, 03, 04

Account Number	Account Description	Budget	Expended During Month	Expenditures to Date	Balance at EOM
Grand Total:		17,627,402.81	867,085.98	10,018,300.71	7,609,102.10

Cash Receipt Listing by Received From
Posted; Entries to Include Entries with Amounts; Fund Number 01, 03, 04; Processing
Month 01/2026

<u>Receipt Number</u>	<u>Received From</u>	<u>Receipt Date</u>	<u>Cash Receipt Description</u>	<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Amount</u>
27417	BILLINGS BILLINGS CO. SCHOOL DIST. #1	01/27/2026	TUITION-1ST SEMESTER 25-26	01 000 1312	TUITION FROM ND DISTRICTS	8,268.33
BILLINGS BILLINGS CO. SCHOOL DIST. #1 Total:						8,268.33
27443	BRAVERA BRAVERA	01/31/2026	INTEREST EARNED	01 000 1510	INTEREST EARNED	7,632.48
27444	BRAVERA BRAVERA	01/31/2026	INTEREST EARNED	01 000 1510	INTEREST EARNED	70.01
BRAVERA BRAVERA Total:						7,702.49
27391	CONOCO CONOCO PHILLIPS	01/16/2026	OIL ROYALTIES	01 000 1950	OIL ROYALTY	200.53
CONOCO CONOCO PHILLIPS Total:						200.53
27416	COWBSTA COWBOY STATION LLC	01/27/2026	ACTIVITY BUS GRAPHIC DESIGN WRAP	01 000 000 000 2700 732	VEHICLE REPLACEMENT	35,000.00
COWBSTA COWBOY STATION LLC Total:						35,000.00
27392	CTE CAREER & TECH ED	01/16/2026	STATE CTE-AG ED AND FCS	01 000 3310	CTE INSTRUCTIONAL AID	40,767.24
27392	CTE CAREER & TECH ED	01/16/2026	STATE CTE-AG ED AND FCS	01 000 3340	CTE-CONSUMER & HOMEMAKING	10,373.29
CTE CAREER & TECH ED Total:						51,140.53
27395	DAYCARE DAYCARE	01/16/2026	DAYCARE PMTS-CKS	01 000 1801	DAYCARE	1,750.00
27400	DAYCARE DAYCARE	01/16/2026	DAYCARE PMTS-ONLINE	01 000 1801	DAYCARE	8,637.00
27426	DAYCARE DAYCARE	01/27/2026	DAYCARE PMTS-ONLINE	01 000 1801	DAYCARE	1,344.00
DAYCARE DAYCARE Total:						11,731.00
27418	DIVIDE DIVIDE COUNTY HIGH SCHOOL	01/27/2026	FACILITY RENTAL-HS BBALL	01 000 000 000 2600 120	SALARIES	247.50
27418	DIVIDE DIVIDE COUNTY HIGH SCHOOL	01/27/2026	FACILITY RENTAL-HS BBALL	01 000 000 000 2600 220	FICA	18.93
27418	DIVIDE DIVIDE COUNTY HIGH SCHOOL	01/27/2026	FACILITY RENTAL-HS BBALL	01 000 1990	MISC INCOME	275.00
DIVIDE DIVIDE COUNTY HIGH SCHOOL Total:						541.43
27390	DPI DEPT OF PUBLIC INSTRUCTION	01/16/2026	TITLE I REIMBURSEMENT	01 000 4510	TITLE I PROGRAM AID	32,951.19
27442	DPI DEPT OF PUBLIC INSTRUCTION	01/30/2026	STATE AID AND TRANSPORTATION-FEB 2026	01 000 3110	STATE AID	38,507.09
27442	DPI DEPT OF PUBLIC INSTRUCTION	01/30/2026	STATE AID AND TRANSPORTATION-FEB 2026	01 000 3130	TRANSPORTATION AID	20,673.34
DPI DEPT OF PUBLIC INSTRUCTION Total:						92,131.62
27421	DUNNCO DUNN COUNTY	01/08/2026	GENERAL, BLDG, BONDS	01 000 1110	GENERAL-DISTRICT PROPERTY TAX	345,202.27

Cash Receipt Listing by Received From
Posted; Entries to Include Entries with Amounts; Fund Number 01, 03, 04; Processing
Month 01/2026

<u>Receipt Number</u>	<u>Received From</u>	<u>Receipt Date</u>	<u>Cash Receipt Description</u>	<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Amount</u>
27421	AUDITOR DUNNCO DUNN COUNTY AUDITOR	01/08/2026	GENERAL, BLDG, BONDS	03 000 1161	PROPERTY TAXES	57,920.34
27421	AUDITOR DUNNCO DUNN COUNTY AUDITOR	01/08/2026	GENERAL, BLDG, BONDS	04 000 1171	SINKING AND INTEREST #2	89,757.48
27420	AUDITOR DUNNCO DUNN COUNTY AUDITOR	01/23/2026	FLOOD CONTROL	01 000 4220	FLOOD CONTROL	40,918.22
DUNNCO DUNN COUNTY AUDITOR Total:						533,798.31
27393	FAYLEEN FISCFAY FISCHER FAYLEEN	01/16/2026	TECHNOLOGY FEE	01 000 000 000 2225 490	TECHNOLOGY SERVICES	25.00
FISCFAY FISCHER FAYLEEN Total:						25.00
27394	ACCOUNT HOTLUNCH HOT LUNCH ACCOUNT	01/16/2026	WAGE & BENEFIT REIMBURSEMENT-DEC2025	01 000 000 910 3100 120	SALARIES	23,351.13
27394	ACCOUNT HOTLUNCH HOT LUNCH ACCOUNT	01/16/2026	WAGE & BENEFIT REIMBURSEMENT-DEC2025	01 000 000 910 3100 210	HEALTH INSURANCE	6,473.14
27394	ACCOUNT HOTLUNCH HOT LUNCH ACCOUNT	01/16/2026	WAGE & BENEFIT REIMBURSEMENT-DEC2025	01 000 000 910 3100 220	FICA	1,969.87
27394	ACCOUNT HOTLUNCH HOT LUNCH ACCOUNT	01/16/2026	WAGE & BENEFIT REIMBURSEMENT-DEC2025	01 000 000 910 3100 230	PERS	3,548.95
HOTLUNCH HOT LUNCH ACCOUNT Total:						35,343.09
27398	ISOLVED ISOLVED INC.	01/13/2026	COBRA PAYMENT	01 000 000 120 1000 210	HEALTH INSURANCE	929.86
ISOLVED ISOLVED INC. Total:						929.86
27399	SERVICES NDHEALTH ND HEALTH AND HUMAN SERVICES	01/07/2026	CHILD CARE ASSISTANCE PROGRAM	01 000 1801	DAYCARE	674.00
27389	SERVICES NDHEALTH ND HEALTH AND HUMAN SERVICES	01/16/2026	BEST IN CLASS GRANT OCT- DEC 2025	01 200 4590	BEST IN CLASS GRANT	21,000.00
NDHEALTH ND HEALTH AND HUMAN SERVICES Total:						21,674.00
27397	FEES PRE PRESCHOOL FEES	01/16/2026	PRESCHOOL FEES-CKS	01 000 1800	PRE SCHOOL	762.00
27424	FEES PRE PRESCHOOL FEES	01/22/2026	PRESCHOOL FEES-NSF CHARGEBACK	01 000 1800	PRE SCHOOL	(300.00)
PRE PRESCHOOL FEES Total:						462.00
27419	CENTER RACTC ROUGHRIDER AREA CAREER & TECH CENTER	01/27/2026	FALL REIMBURSEMENT-E. JOHNSON STIPEND	01 000 000 310 1000 110	SALARIES	2,050.00
27419	CENTER RACTC ROUGHRIDER AREA CAREER & TECH CENTER	01/27/2026	FALL REIMBURSEMENT-E. JOHNSON STIPEND	01 000 000 310 1000 230	TFFR	462.36

Cash Receipt Listing by Received From
Posted; Entries to Include Entries with Amounts; Fund Number 01, 03, 04; Processing
Month 01/2026

<u>Receipt Number</u>	<u>Received From</u>	<u>Receipt Date</u>	<u>Cash Receipt Description</u>	<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Amount</u>
27419	RACTC ROUGHRIDER AREA CAREER & TECH CENTER	01/27/2026	FALL REIMBURSEMENT-E. JOHNSON STIPEND	01 000 000 310 1000 220	FICA	156.83
RACTC ROUGHRIDER AREA CAREER & TECH CENTER Total:						<hr/> 2,669.19
27396	RENTAL RENTAL INCOME FROM STAFF HOUSING	01/16/2026	STAFF RENTAL PMTS-CKS	03 000 1540	RENTAL INCOME SCHOOL HOUSING	1,950.00
27401	RENTAL RENTAL INCOME FROM STAFF HOUSING	01/16/2026	STAFF RENTAL PMTS-ONLINE	03 000 1540	RENTAL INCOME SCHOOL HOUSING	3,450.00
27425	RENTAL RENTAL INCOME FROM STAFF HOUSING	01/27/2026	STAFF RENTAL PMTS-ONLINE	03 000 1540	RENTAL INCOME SCHOOL HOUSING	650.00
RENTAL RENTAL INCOME FROM STAFF HOUSING Total:						<hr/> 6,050.00
27402	REVTRAK VANCO REVTRAK	01/16/2026	PRESCHOOL PMTS	01 000 1800	PRE SCHOOL	3,277.00
27427	REVTRAK VANCO REVTRAK	01/27/2026	PRESCHOOL PMTS	01 000 1800	PRE SCHOOL	450.00
27428	REVTRAK VANCO REVTRAK	01/27/2026	TECHNOLOGY FEES	01 000 000 000 2225 490	TECHNOLOGY SERVICES	50.00
REVTRAK VANCO REVTRAK Total:						<hr/> 3,777.00
27422	STATETREAS STATE TREASURER - ND	01/23/2026	OIL & GAS PRODUCTION TAX- MCKENZIE CTY	01 000 2210	OIL & GAS PRODUCTION TAX	2,833.86
27423	STATETREAS STATE TREASURER - ND	01/23/2026	OIL & GAS PRODUCTION TAX- DUNN CTY	01 000 2210	OIL & GAS PRODUCTION TAX	155,436.42
STATETREAS STATE TREASURER - ND Total:						<hr/> 158,270.28

Summary Totals

<u>Account Type</u>		<u>Cash Accounts</u>		<u>Reivable Accounts</u>
Subtotal Revenue	895,431.09	01 101	815,986.84	
Subtotal Expense	74,283.57	03 101	63,970.34	
Subtotal General Ledger		04 101	89,757.48	
Account Total	<hr/> 969,714.66	Total:	<hr/> 969,714.66	

b. Personnel Reports

1. Resignations:

1. Maleah Schmeling: JH Girls' Basketball
2. Kyle Rombaoa - Custodial
3. John Abrahamson - HS English (end of 25-26 year)

2. Retirements:

1. Grace Ford: Elementary Paraprofessional and Bus Driver (end of 25-26 year)
2. Denice Sayler - Elementary Teacher (end of 25-26 year)



Outlook

JHGBB resignation

From Maleah Schmeling <Maleah.Schmeling@k12.nd.us>

Date Mon 1/19/2026 2:55 PM

To Rhonda Zastoupil <Rhonda.Zastoupil@k12.nd.us>; Nick Walker <Nicholas.Walker@k12.nd.us>

Hello!

I will be resigning from coaching JHGBB effective after the 2025 season.

Please let me know if I need to do anything else or if you have any questions.

Thank you for the great opportunity.

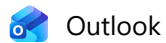
Maleah Schmeling

Kindergarten Teacher

HSVB Coach

JHGBB Coach

Elem VB Coach



Retirement

From Grace Ford <Grace.Ford1@k12.nd.us>

Date Wed 2/4/2026 9:51 AM

To Jeff Simmons <Jeff.Simmons@k12.nd.us>; Andrew Cook <Andrew.Cook@k12.nd.us>; Rhonda Zastoupil <Rhonda.Zastoupil@k12.nd.us>

Cc Vicki Carney <Vicki.Carney@k12.nd.us>

I will retire from my para position and my bus route at the end of this school year. Thank you for the opportunity to work here.

I will be available to sub for Mrs. Carney's room next school year.

Grace Ford

Get [Outlook for iOS](#)

February 9, 2026

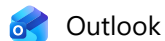
Dear Mr. Cook, Mr. Simmons and Rhonda Zastoupil,

I am writing this letter to inform you that I will be retiring from Killdeer Public School District at the end of this 2025-2026 academic school year.

Thank you.

Sincerely,

Denice Sayler



Fw: Resignation

From Jeff Simmons <Jeff.Simmons@k12.nd.us>
Date Tue 2/10/2026 12:06 PM
To Rhonda Zastoupil <Rhonda.Zastoupil@k12.nd.us>

From: John Abrahamson <John.Abrahamson@k12.nd.us>
Sent: Monday, February 9, 2026 3:40 PM
To: Jeff Simmons <Jeff.Simmons@k12.nd.us>; Brady Wilz <Brady.Wilz@k12.nd.us>; Andrew Cook <Andrew.Cook@k12.nd.us>
Subject: Resignation

Mr. Simmons, Wilz, Cook,

Forty-one years of full-time teaching is enough. I have decided it is time to take a bit more time for my family and grandchildren.

It has been an honor to be in the educational field for 44 total years up to this point. I couldn't have ended it with a better staff! The teachers and administrators at Killdeer High School are phenomenal. I am in a position to say that. I have worked with a lot of staffs in my time.

My hope is things keep getting better for the students and staff in this district. They deserve it! It is all about the kids. Unfortunately, that is forgotten at times I'm afraid.

Thank you for the 15 years of memories in Killdeer!

John Abrahamson

c. Food Service Reports

Balance Sheet

Period Ending: January 2026

Annual; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 05

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 05 SCHOOL FOOD SERVICES				
<u>Current Assets</u>				
05 101	CASH	175,681.50	(68,483.27)	107,198.23
	Current Assets Subtotal:	175,681.50	(68,483.27)	107,198.23
Total Assets and Deferred Outflows of Resources:		175,681.50	(68,483.27)	107,198.23
<u>Current Liabilities</u>				
05 402	DUE TO OTHER FUNDS	954.97	0.00	954.97
	Current Liabilities Subtotal:	954.97	0.00	954.97
<u>Fund Balance</u>				
05 770	UNRESERVED FUND BALANCE	174,726.53	(68,483.27)	106,243.26
	Fund Balance Subtotal:	174,726.53	(68,483.27)	106,243.26
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		175,681.50	(68,483.27)	107,198.23

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 SCHOOL FOOD SERVICES

Chart of Account Number		Chart of Account Description				Entity Name	Expenses	Revenues	Balance Change	Balance
Entry Date	JR	Reference #	Check Acct	Check #	Description					
05 770			UNRESERVED FUND BALANCE			*Previous Balance				174,726.53
05 770			UNRESERVED FUND BALANCE							
05 000 1510			INTEREST EARNED							
01/31/2026	CR	27438			INTEREST EARNED	BRAVERA	0.00	261.03		
05 000 1611			STUDENT MEALS							
01/15/2026	CR	27387			STUDENT MEALS	DIAZ, KERRY M	0.00	2,108.59		
01/15/2026	CR	27388			REVTRAK STUDENT MEALS	DIAZ, KERRY M	0.00	3,971.00		
01/28/2026	CR	27431			STUDENT MEALS	DIAZ, KERRY M	0.00	2,862.00		
01/28/2026	CR	27432			REVTRAK STUDENT MEALS	DIAZ, KERRY M	0.00	6,181.70		
05 000 1620			ADULT MEALS							
01/28/2026	CR	27431			ADULT MEALS	DIAZ, KERRY M	0.00	40.00		
05 000 4550			FEDERAL REIMBURSEMENT							
01/14/2026	CR	27437			FEDERAL REIMBURSEMENT	DEPT OF PUBLIC INSTRUCTION	0.00	10,330.09		
05 000 000 910 3100 120			SALARIES							
01/13/2026	CD	ELEM-03309 20260113	3	8846	Salaries	KILLDEER PUBLIC SCHOOL-GEN FUN	23,351.13	0.00		
01/27/2026	CD	ELEM-03369 20260126	3	8852	Salaries	KILLDEER PUBLIC SCHOOL-GEN FUN	21,099.84	0.00		
05 000 000 910 3100 210			HEALTH INSURANCE							
01/13/2026	CD	ELEM-03309 20260113	3	8846	Health Insurance	KILLDEER PUBLIC SCHOOL-GEN FUN	6,473.14	0.00		
01/27/2026	CD	ELEM-03369 20260126	3	8852	Health Insurance	KILLDEER PUBLIC SCHOOL-GEN FUN	7,068.04	0.00		
05 000 000 910 3100 220			FICA & MEDICARE							
01/13/2026	CD	ELEM-03309 20260113	3	8846	FICA	KILLDEER PUBLIC SCHOOL-GEN FUN	1,969.87	0.00		
01/27/2026	CD	ELEM-03369 20260126	3	8852	FICA	KILLDEER PUBLIC SCHOOL-GEN FUN	1,831.36	0.00		
05 000 000 910 3100 230			PERS							
01/13/2026	CD	ELEM-03309 20260113	3	8846	PERS	KILLDEER PUBLIC SCHOOL-GEN FUN	3,548.95	0.00		
01/27/2026	CD	ELEM-03369 20260126	3	8852	PERS	KILLDEER PUBLIC SCHOOL-GEN FUN	3,339.09	0.00		
05 000 000 910 3100 610			FOOD							
01/13/2026	CD	POELEM-04191 3373836	3	8847	MILK 3373836	PEPSI COLA BOTTLING COMPANY	801.48	0.00		
01/13/2026	CD	POELEM-04192 20260113	3	8849	FOOD 3116116	US FOODS	251.10	0.00		
01/13/2026	CD	POELEM-04192 20260113	3	8849	FOOD 3116117	US FOODS	258.15	0.00		
01/13/2026	CD	POELEM-04193 395082961	3	8848	FOOD 395082961	SYSCO NORTH DAKOTA, INC	2,340.36	0.00		
01/13/2026	CD	POELEM-04193 395082961	3	8848	FOOD 395082960	SYSCO NORTH DAKOTA, INC	3,294.81	0.00		
01/13/2026	CD	POELEM-04236 20260113	3	8845	FOOD	HINRICHS SUPER VALU	50.12	0.00		

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 SCHOOL FOOD SERVICES

<u>Chart of Account Number</u>		<u>Chart of Account Description</u>				<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>					
01/13/2026	CD	POELEM-04199 22134	3	8844	FOOD INV #22134	DEPARTMENT OF PUBLIC INSTRUCTION CKEN11	1,148.03	0.00		
01/27/2026	CD	POELEM-04282 20260126	3	8854	MILK 3375297	PEPSI COLA BOTTLING COMPANY	425.04	0.00		
01/27/2026	CD	POELEM-04282 20260126	3	8854	MILK 3375047	PEPSI COLA BOTTLING COMPANY	261.50	0.00		
01/27/2026	CD	POELEM-04282 20260126	3	8854	MILK 3374534	PEPSI COLA BOTTLING COMPANY	281.00	0.00		
01/27/2026	CD	POELEM-04282 20260126	3	8854	MILK 3374789	PEPSI COLA BOTTLING COMPANY	201.00	0.00		
01/27/2026	CD	POELEM-04282 20260126	3	8854	MILK 3375046	PEPSI COLA BOTTLING COMPANY	593.80	0.00		
01/27/2026	CD	POELEM-04282 20260126	3	8854	MILK 3374788	PEPSI COLA BOTTLING COMPANY	788.88	0.00		
01/27/2026	CD	POELEM-04282 20260126	3	8854	MILK 3374533	PEPSI COLA BOTTLING COMPANY	453.14	0.00		
01/27/2026	CD	ELEM-03340 2753	3	8851	hamburger	DUNN BURGERS	2,600.00	0.00		
01/27/2026	CD	POELEM-04283 20260126	3	8856	FOOD 3620776	US FOODS	884.37	0.00		
01/27/2026	CD	POELEM-04283 20260126	3	8856	FOOD 3620777	US FOODS	165.16	0.00		
01/27/2026	CD	POELEM-04283 20260126	3	8856	FOOD 3749962	US FOODS	477.42	0.00		
01/27/2026	CD	POELEM-04285 20260126	3	8855	FOOD 395091975	SYSCO NORTH DAKOTA, INC	881.71	0.00		
01/27/2026	CD	POELEM-04285 20260126	3	8855	FOOD 395087547	SYSCO NORTH DAKOTA, INC	2,579.22	0.00		
01/27/2026	CD	POELEM-04285 20260126	3	8855	FOOD 395087546	SYSCO NORTH DAKOTA, INC	2,328.37	0.00		
01/27/2026	CD	POELEM-04285 20260126	3	8855	FOOD 395087257	SYSCO NORTH DAKOTA, INC	226.50	0.00		
01/27/2026	CD	POELEM-04285 20260126	3	8855	FOOD 395091974	SYSCO NORTH DAKOTA, INC	1,528.85	0.00		
05 000 000 910 3100 611			SUPPLIES							
01/13/2026	CD	POELEM-04192 20260113	3	8849	DISPOSABLES 3174519	US FOODS	166.80	0.00		
01/13/2026	CD	POELEM-04192 20260113	3	8849	DISPOSABLES 3116117	US FOODS	192.59	0.00		
01/13/2026	CD	POELEM-04195 20260113	3	8843	ALL TEMP MACHINE CONCENTRATED, ALL TEMP	COLE PAPERS INC.	778.78	0.00		
01/27/2026	CD	POELEM-04285 20260126	3	8855	DISPOSABLES 395087546	SYSCO NORTH DAKOTA, INC	95.70	0.00		
01/27/2026	CD	POELEM-04285 20260126	3	8855	DISPOSABLES 395087547	SYSCO NORTH DAKOTA, INC	133.15	0.00		
01/27/2026	CD	POELEM-04260 10664049	3	8853	DETERGENT MACH 5GL PAIL BLAND, TEMP RINS	NETWORK SERVICES CO.	778.78	0.00		
01/27/2026	CD	ELEM-03357 1P4D-VRR7- WHTW	3	8850	PAROTO Magnetic Paper Towel Holder for F	AMAZON CAPITAL SERVICES	8.99	0.00		

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 SCHOOL FOOD SERVICES

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>				<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>						
01/27/2026	CD	ELEM-03357 1P4D-VRR7- WHTW	3	8850	Bungee Cords with Hooks, 48 Inch Adjusta	AMAZON CAPITAL SERVICES	19.99	0.00			
01/27/2026	CD	ELEM-03346 1XHD-XCXD- W7MK	3	8850	24 Pack Refill Cartridge Kit Compatible	AMAZON CAPITAL SERVICES	50.98	0.00			
05 000 000 910 3100 810					DUES & FEES						
01/07/2026	GJ				JAN 2026 REVTRAK FEES-HL		510.49	0.00			
05 770					UNRESERVED FUND BALANCE	*Current Activity				(68,483.27)	
						*Ending Balance:	94,237.68	25,754.41	0.00	106,243.26	
						Fund Total: 05	94,237.68	25,754.41	0.00	106,243.26	

d. Student Activity Reports

Balance Sheet

Period Ending: January 2026

Annual; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 06

<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	412,097.36	(1,264.49)	410,832.87
06 110	DUE FROM OTHER FUNDS	68.48	0.00	68.48
	Current Assets Subtotal:	412,165.84	(1,264.49)	410,901.35
Total Assets and Deferred Outflows of Resources:		412,165.84	(1,264.49)	410,901.35

<u>Fund Balance</u>				
06 760 701	ACTIVITIES	9,622.13	0.00	9,622.13
06 760 702	CAPTURING KIDS' HEARTS-HS	349.99	0.00	349.99
06 760 703	CLASS OF 2026	(1,832.76)	0.00	(1,832.76)
06 760 704	ANNUAL	12,393.98	0.00	12,393.98
06 760 705	ATHLETICS	21,634.88	(8,654.29)	12,980.59
06 760 706	CLASS OF 2029	395.17	0.00	395.17
06 760 708	CLASS OF 2027	6,474.59	5,518.75	11,993.34
06 760 709	CHEERLEADERS MISC.	12,716.62	5,902.56	18,619.18
06 760 710	CHEERLEADER UNIFORMS	3,171.02	0.00	3,171.02
06 760 713	GIRLS GOLF MISC	454.09	0.00	454.09
06 760 715	HOT LUNCH DONATIONS	2.13	1,170.50	1,172.63
06 760 716	SAFETY PATROL	1,849.86	(130.39)	1,719.47
06 760 717	CHROMEBOOK REPAIR	719.12	0.00	719.12
06 760 719	ATHLETES ASSISTANCE	594.33	0.00	594.33
06 760 720	CROSS COUNTRY MISC.	1,045.37	0.00	1,045.37
06 760 723	ELEMENTARY POP FUND	(154.61)	(94.00)	(248.61)
06 760 724	FAMILY & CONSUMER SCIENCE	317.23	0.00	317.23
06 760 726	FB UNIFORMS	1,500.00	0.00	1,500.00
06 760 728	FFA	27,823.63	(12,297.00)	15,526.63
06 760 729	GIRLS BB UNIFORMS	953.60	0.00	953.60
06 760 730	INTEREST - CHECKING	27,139.63	657.68	27,797.31
06 760 733	GIRLS GOLF UNIFORMS	522.26	0.00	522.26
06 760 734	LIBRARY	5,614.96	41.00	5,655.96
06 760 735	MUSIC	15,696.65	2,500.00	18,196.65
06 760 736	NATIONAL HONOR SOCIETY	736.44	(79.88)	656.56
06 760 737	GIRLS WRESTLING MISC	2,000.00	0.00	2,000.00
06 760 740	SCHOOL DISTRICT	(149.93)	(198.00)	(347.93)
06 760 741	ROBOTICS	2,087.14	0.00	2,087.14
06 760 742	STUDENT COUNCIL	6,436.25	93.83	6,530.08
06 760 743	SUNSHINE ACCOUNT-ELEM	367.77	0.00	367.77
06 760 744	TRACK & FOOTBALL FIELD MAINTENANCE	110,738.15	0.00	110,738.15
06 760 745	TRACK UNIFORMS	2,072.78	0.00	2,072.78
06 760 747	VOLLEYBALL UNIFORMS	458.01	0.00	458.01
06 760 748	BOYS WRESTLING UNIFORMS	29.00	0.00	29.00
06 760 749	HIGH SCHOOL MUSICAL	0.00	0.00	0.00

Balance Sheet

Period Ending: January 2026

Annual; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 06

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
06 760 750	6TH GRADE CLASS	0.00	(95.01)	(95.01)
06 760 754	PRESCHOOL	996.78	0.00	996.78
06 760 755	SUNSHINE FUND-HS	378.78	(28.80)	349.98
06 760 757	ELEMENTARY MUSIC	5,089.92	2,500.00	7,589.92
06 760 758	JEANS FOR CHARITY	7,167.50	(1,500.00)	5,667.50
06 760 759	ELEMENTARY STUDENT COUNCIL	5,096.59	92.30	5,188.89
06 760 760	S.A.D.D.	543.92	0.00	543.92
06 760 761	CROSS COUNTRY UNIFORMS	4,102.64	0.00	4,102.64
06 760 765	SCIENCE GRANT-ELEM	6.03	0.00	6.03
06 760 766	CHEERLEADER UNIFORMS FB	280.00	0.00	280.00
06 760 767	GIRLS BB MISC.	8.95	0.00	8.95
06 760 769	CLASS OF 2024	4,793.89	0.00	4,793.89
06 760 770	CLOSE UP	15,565.73	(2,984.80)	12,580.93
06 760 771	CLASS OF 2025	2,231.43	0.00	2,231.43
06 760 772	VOLLEYBALL MISC.	8,920.58	0.00	8,920.58
06 760 773	STEAM-ELEM.	15,993.32	(200.00)	15,793.32
06 760 774	STAFF WELLNESS	15.00	0.00	15.00
06 760 775	ALLAN & KAYE DOLEZAL SCHOLARSHIP FUND	1,000.00	2,000.00	3,000.00
06 760 776	FOOTBALL MISC.	3,203.95	0.00	3,203.95
06 760 777	BOYS GOLF MISC.	742.61	0.00	742.61
06 760 778	HS GYMNASIUM SPONSORSHIP	3,294.74	5,000.00	8,294.74
06 760 779	TRACK MISC.	3,812.25	30.00	3,842.25
06 760 781	BOYS GOLF UNIFORM	572.00	0.00	572.00
06 760 782	BOYS BB MISC.	4,987.69	(26.99)	4,960.70
06 760 783	BOYS WRESTLING MISC.	8,537.02	1,216.52	9,753.54
06 760 784	SPEECH	1,519.05	(7.00)	1,512.05
06 760 785	ELEM GUIDANCE MISC	12,682.72	(1,143.47)	11,539.25
06 760 786	ART SUPPLIES	1,552.91	0.00	1,552.91
06 760 788	RALPH AND BERNIECE THOMAS SCHOLARSHIP	1,200.00	0.00	1,200.00
06 760 789	HOSA	15,739.90	(48.00)	15,691.90
06 760 791	KIDS ON THE RUN	741.86	0.00	741.86
06 760 792	DR SEUSS READING GROUP	303.00	0.00	303.00
06 760 793	IMAGINATION LIBRARY	3,148.48	0.00	3,148.48
06 760 794	COLLEGE & CAREER WEEK SCHOLARHIPS	1,113.00	0.00	1,113.00
06 760 795	KATHERINE KLEEMANN EDUCATION SCHOLARSHIP	2,100.00	0.00	2,100.00
06 760 796	FEREBEE SCHOLARSHIP	600.00	(500.00)	100.00
06 760 798	MINION MENTORING SCHOLARSHIP	344.12	0.00	344.12
Fund Balance Subtotal:		412,165.84	(1,264.49)	410,901.35
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		412,165.84	(1,264.49)	410,901.35

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 06

Fund: 06 STUDENT ACTIVITY FUND

Chart of Account Number		Chart of Account Description				Entity Name	Expenses	Revenues	Balance Change	Balance
Entry Date	JR	Reference #	Check Acct	Check #	Description					
06 760 701					ACTIVITIES	*Previous Balance			9,622.13	
						*Ending Balance:	0.00	0.00	0.00	9,622.13
06 760 702					CAPTURING KIDS' HEARTS-HS	*Previous Balance			349.99	
						*Ending Balance:	0.00	0.00	0.00	349.99
06 760 703					CLASS OF 2026	*Previous Balance			(1,832.76)	
						*Ending Balance:	0.00	0.00	0.00	(1,832.76)
06 760 704					ANNUAL	*Previous Balance			12,393.98	
						*Ending Balance:	0.00	0.00	0.00	12,393.98
06 760 705					ATHLETICS	*Previous Balance			21,634.88	
06 760 705					ATHLETICS					
06 005 1721					ATHLETICS					
01/05/2026	CR	27362			Athletics - GBB & BBB Gate	WALKER, NICHOLAS DALE	0.00	1,091.00		
01/07/2026	CR	27373			JH Boys Basketball Gate	DOBITZ, JENNIFER BETH	0.00	214.00		
01/13/2026	CR	27381			Athletics - BBB Gate	WALKER, NICHOLAS DALE	0.00	1,187.00		
01/14/2026	CR	27384			ATHLETIC FEE	DIAZ, KERRY M	0.00	80.00		
01/20/2026	CR	27404			Athletics - GBB Gate	WALKER, NICHOLAS DALE	0.00	622.00		
01/21/2026	CR	27406			Athletics - BBB Gate	WALKER, NICHOLAS DALE	0.00	402.00		
01/22/2026	CR	27408			JH BBB Gate	WALKER, NICHOLAS DALE	0.00	281.00		
01/26/2026	CR	27413			Wrestling Dual 1/23/26	WALKER, NICHOLAS DALE	0.00	954.00		
01/26/2026	CR	27413			Wrestling Tourn 1/24/26	WALKER, NICHOLAS DALE	0.00	2,910.00		
01/26/2026	CR	27414			GBB Gate	WALKER, NICHOLAS DALE	0.00	492.00		
01/27/2026	CR	27430			Badlands Classic Wrestling Entry Fee Vel	DIAZ, KERRY M	0.00	200.00		
01/27/2026	CR	27430			Badlands Classic Wrestling Entry Fee Har	DIAZ, KERRY M	0.00	200.00		
01/27/2026	CR	27430			Badlands Classic Wrestling Entry Fee Bow	DIAZ, KERRY M	0.00	200.00		
01/27/2026	CR	27430			Badlands Classic Wrestling Entry Fee Whi	DIAZ, KERRY M	0.00	200.00		
01/27/2026	CR	27430			Badlands Classic Wrestling Entry Fee Uni	DIAZ, KERRY M	0.00	200.00		
01/30/2026	CR	27434			Athletics - BBB Gate	WALKER, NICHOLAS DALE	0.00	657.00		
06 005 600 410 3400 610					ATHLETICS					
01/06/2026	CD	ELEM-03317 20260106	2	35043	official	DOBITZ, LOUIS	80.00	0.00		
01/06/2026	CD	ELEM-03318 20260106	2	35044	Official	SAYLER, MITCH	80.00	0.00		
01/09/2026	CD	ELEM-03324 20260109	2	35045	official	DOBITZ, LOUIS	80.00	0.00		
01/09/2026	CD	ELEM-03325 20260109	2	35046	official	SAYLER, MITCH	80.00	0.00		

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 06

Fund: 06 STUDENT ACTIVITY FUND

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>				<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>	<u>Entity Name</u>				
01/12/2026	CD	ELEM-03338 20260112	2	35047	official	DOBITZ, LOUIS	60.00	0.00		
01/12/2026	CD	ELEM-03339 20260112	2	35050	official	SAYLER, MITCH	60.00	0.00		
01/12/2026	CD	ELEM-03336 20260112	2	35049	official	PETERS, MICHAEL	160.00	0.00		
01/12/2026	CD	ELEM-03336 20260112	2	35049	mileage	PETERS, MICHAEL	25.38	0.00		
01/12/2026	CD	ELEM-03335 20260112	2	35051	official	WALTERS, TROY	160.00	0.00		
01/12/2026	CD	ELEM-03335 20260112	2	35051	mileage	WALTERS, TROY	88.45	0.00		
01/12/2026	CD	ELEM-03337 20260112	2	35048	official	HARDY, PAUL	160.00	0.00		
01/12/2026	CD	ELEM-03337 20260112	2	35048	mileage	HARDY, PAUL	50.75	0.00		
01/13/2026	CD	POELEM-04216 68228	2	35063	GAME COVERAGE 10/1/2025- 10/31/2025	THERAPY SOLUTIONS	3,590.00	0.00		
01/13/2026	CD	POELEM-04216 68228	2	35063	GAME COVERAGE 11/1/2025- 11/30/2025	THERAPY SOLUTIONS	3,185.00	0.00		
01/13/2026	CD	HS-02309 20260113	2	35055	Entry fee boys wrestling	CENTRAL CASS HIGH SCHOOL	250.00	0.00		
01/13/2026	CD	HS-02310 20260113	2	35062	jamboree fee	RICHARDTON-TAYLOR PUBLIC SCHOOL	100.00	0.00		
01/15/2026	CD	ELEM-03349 20260115	2	35066	official	FLAAGAN, KEVIN	160.00	0.00		
01/15/2026	CD	ELEM-03349 20260115	2	35066	mileage	FLAAGAN, KEVIN	72.50	0.00		
01/15/2026	CD	ELEM-03350 20260115	2	35065	official	DOBITZ, LOUIS	80.00	0.00		
01/15/2026	CD	ELEM-03351 20260115	2	35069	official	SAYLER, MITCH	60.00	0.00		
01/15/2026	CD	ELEM-03347 20260115	2	35068	official	RISING, PETE	160.00	0.00		
01/15/2026	CD	ELEM-03347 20260115	2	35068	mileage	RISING, PETE	187.05	0.00		
01/15/2026	CD	ELEM-03348 20260115	2	35067	official	KECK, SCOTT	160.00	0.00		
01/15/2026	CD	ELEM-03352 20260115	2	35070	official	SCHLEPPENBACH, RYAN	80.00	0.00		
01/15/2026	CD	ELEM-03353 20260115	2	35071	official	WALKER, NICHOLAS DALE	60.00	0.00		
01/16/2026	CD	ELEM-03353 20260115 Void Check	2	35071	official	WALKER, NICHOLAS DALE	(60.00)	0.00		
01/16/2026	CD	ELEM-03347 20260115 Void Check	2	35068	official	RISING, PETE	(160.00)	0.00		

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 06

Fund: 06 STUDENT ACTIVITY FUND

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>			<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>					
01/16/2026	CD	ELEM-03347 20260115 Void Check	2	35068	mileage	RISING, PETE	(187.05)	0.00		
01/16/2026	CD	ELEM-03352 20260115 Void Check	2	35070	official	SCHLEPPENBACH, RYAN	(80.00)	0.00		
01/16/2026	CD	ELEM-03348 20260115 Void Check	2	35067	official	KECK, SCOTT	(160.00)	0.00		
01/16/2026	CD	ELEM-03351 20260115 Void Check	2	35069	official	SAYLER, MITCH	(60.00)	0.00		
01/16/2026	CD	ELEM-03350 20260115 Void Check	2	35065	official	DOBITZ, LOUIS	(80.00)	0.00		
01/16/2026	CD	ELEM-03349 20260115 Void Check	2	35066	official	FLAAGAN, KEVIN	(160.00)	0.00		
01/16/2026	CD	ELEM-03349 20260115 Void Check	2	35066	mileage	FLAAGAN, KEVIN	(72.50)	0.00		
01/19/2026	CD	ELEM-03360 20260119	2	35078	official	Skabo, Lee	160.00	0.00		
01/19/2026	CD	ELEM-03360 20260119	2	35078	mileage	Skabo, Lee	50.75	0.00		
01/19/2026	CD	ELEM-03359 20260119	2	35073	official	DOBITZ, LOUIS	120.00	0.00		
01/19/2026	CD	ELEM-03358 20260119	2	35077	official	SAYLER, MITCH	120.00	0.00		
01/19/2026	CD	ELEM-03365 20260119	2	35076	Official	PETERS, MICHAEL	160.00	0.00		
01/19/2026	CD	ELEM-03365 20260119	2	35076	mileage	PETERS, MICHAEL	25.38	0.00		
01/19/2026	CD	ELEM-03364 20260119	2	35072	Official	DEAN, CALVIN	160.00	0.00		
01/19/2026	CD	ELEM-03364 20260119	2	35072	mileage	DEAN, CALVIN	50.75	0.00		
01/19/2026	CD	ELEM-03362 20260119	2	35079	official	WALTERS, TROY	160.00	0.00		
01/19/2026	CD	ELEM-03362 20260119	2	35079	mileage	WALTERS, TROY	88.45	0.00		
01/19/2026	CD	ELEM-03361 20260119	2	35074	official	FILIBECK, BRIAN	160.00	0.00		
01/19/2026	CD	ELEM-03361 20260119	2	35074	mileage	FILIBECK, BRIAN	72.50	0.00		
01/19/2026	CD	ELEM-03363 20260119	2	35075	official	HARDY, PAUL	160.00	0.00		
01/19/2026	CD	ELEM-03363 20260119	2	35075	mileage	HARDY, PAUL	139.20	0.00		

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 06

Fund: 06 STUDENT ACTIVITY FUND

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>				<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>	<u>Entity Name</u>				
01/22/2026	CD	ELEM-03374 20260122	2	35081	official	DOBITZ, LOUIS	60.00	0.00		
01/22/2026	CD	ELEM-03373 20260122	2	35084	official	SAYLER, MITCH	60.00	0.00		
01/22/2026	CD	ELEM-03371 20260122	2	35083	official	PETERS, MICHAEL	160.00	0.00		
01/22/2026	CD	ELEM-03371 20260122	2	35083	mileage	PETERS, MICHAEL	25.38	0.00		
01/22/2026	CD	ELEM-03370 20260122	2	35080	official	DEAN, CALVIN	160.00	0.00		
01/22/2026	CD	ELEM-03372 20260122	2	35082	official	LEADBETTER, JON	160.00	0.00		
01/22/2026	CD	ELEM-03372 20260122	2	35082	mileage	LEADBETTER, JON	68.15	0.00		
01/23/2026	CD	ELEM-03385 20260123	2	35094	Table worker 1/24 wrestling	HOUGHTON, GRADY	75.00	0.00		
01/23/2026	CD	ELEM-03381 20260123	2	35093	track wrestling	HORGESHIMER, NATHAN SCOTT	400.00	0.00		
01/23/2026	CD	ELEM-03384 20260123	2	35086	announcer wrestling tourney	BOHMBACH, CLAY	75.00	0.00		
01/23/2026	CD	ELEM-03389 20260123	2	35098	Table worker wrestling tourney	REISS, BRIDGETTE	75.00	0.00		
01/23/2026	CD	ELEM-03388 20260123	2	35095	table worker wrestling tourney	LEIER, DAVID	75.00	0.00		
01/23/2026	CD	ELEM-03383 20260123	2	35090	Scoreboard wrestling 1/24	ELKINS, ABBIE M	75.00	0.00		
01/23/2026	CD	ELEM-03387 20260123	2	35097	table worker wrestling 1/24	REISS, MYRANDA	75.00	0.00		
01/23/2026	CD	ELEM-03378 20260123	2	35096	Wrestling official 1/23-1/24	PAZDERNICK, MIKE	700.00	0.00		
01/23/2026	CD	ELEM-03378 20260123	2	35096	mileage	PAZDERNICK, MIKE	140.65	0.00		
01/23/2026	CD	ELEM-03394 20260123	2	35092	wrestling tournament worker	HICKS, JAYDEN	75.00	0.00		
01/23/2026	CD	ELEM-03379 20260123	2	35099	Wrestling official 1/23-1/24	STEEKE, COLBY	400.00	0.00		
01/23/2026	CD	ELEM-03379 20260123	2	35099	mileage	STEEKE, COLBY	50.75	0.00		
01/23/2026	CD	ELEM-03382 20260123	2	35088	Computer Pit/Track specialist	CONRAD, TAYLOR RYAN	200.00	0.00		
01/23/2026	CD	ELEM-03382 20260123	2	35088	mileage	CONRAD, TAYLOR RYAN	50.75	0.00		
01/23/2026	CD	ELEM-03391 20260123	2	35101	wrestling tournament worker	THORMALEN, KATIE JO	75.00	0.00		
01/23/2026	CD	ELEM-03377 20260123	2	35103	Wrestling official 1/23-1/24	WOLF, HUNTER	700.00	0.00		
01/23/2026	CD	ELEM-03377 20260123	2	35103	mileage	WOLF, HUNTER	214.60	0.00		
01/23/2026	CD	ELEM-03392 20260123	2	35102	Wrestling Tournament Worker	THORMAHLEN, MAKAILA	75.00	0.00		

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 06

Fund: 06 STUDENT ACTIVITY FUND

<u>Chart of Account Number</u>		<u>Chart of Account Description</u>					<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>	<u>Entity Name</u>				
01/23/2026	CD	ELEM-03376 20260123	2	35091	Wrestling official 1/23-1/24	GERHARDT, CLAY	700.00	0.00		
01/23/2026	CD	ELEM-03376 20260123	2	35091	mileage	GERHARDT, CLAY	50.75	0.00		
01/23/2026	CD	ELEM-03380 20260123	2	35089	wrestling official 1/24	DETIENNE, KYLE	400.00	0.00		
01/23/2026	CD	ELEM-03380 20260123	2	35089	mileage	DETIENNE, KYLE	92.80	0.00		
01/23/2026	CD	ELEM-03386 20260123	2	35087	Table worker wrestling tourney	CLARK, GARRETT	75.00	0.00		
01/23/2026	CD	ELEM-03393 20260123	2	35100	wrestling tournament worker	THORMAHLEN, COLTER	75.00	0.00		
01/23/2026	CD	ELEM-03390 20260123	2	35085	wrestling tourney worker	ADAMS, DUANE	75.00	0.00		
01/26/2026	CD	ELEM-03399 20260126	2	35106	Wrestling official 1/23-1/24	WOLF, HUNTER	400.00	0.00		
01/26/2026	CD	ELEM-03399 20260126	2	35106	mileage	WOLF, HUNTER	214.60	0.00		
01/26/2026	CD	ELEM-03398 20260126	2	35105	Wrestling official 1/23-1/24	BATTEIGER, JOHN	839.00	0.00		
01/26/2026	CD	ELEM-03398 20260126	2	35105	mileage	BATTEIGER, JOHN	140.65	0.00		
01/26/2026	CD	ELEM-03377 20260123 Void Check	2	35103	Wrestling official 1/23-1/24	WOLF, HUNTER	(700.00)	0.00		
01/26/2026	CD	ELEM-03377 20260123 Void Check	2	35103	mileage	WOLF, HUNTER	(214.60)	0.00		
01/27/2026	CD	ELEM-03356 20260126	2	35114	NDIAAA hotel room mandan	WALKER, NICHOLAS DALE	124.00	0.00		
01/27/2026	CD	HS-02323 20260126	2	35111	Hettinger tournament fee	HETTINGER HIGH SCHOOL	150.00	0.00		
01/27/2026	CD	HS-02324 20260126	2	35113	State JH fee	MINOT WRESTLING BOOSTERS	240.00	0.00		
01/27/2026	CD	POELEM-04290 20260127-0001	2	35115	ENTRY FEE FOR COAL COUNTRY CLASH TRNY 1/	HAZEN PUBLIC SCHOOL	150.00	0.00		
01/27/2026	CD	ELEM-03390 20260123 Void Check	2	35085	wrestling tourney worker	ADAMS, DUANE	(75.00)	0.00		
01/28/2026	CD	ELEM-03407 20260128	2	35118	BBB official 1/29	DOBITZ, LOUIS	60.00	0.00		
01/28/2026	CD	ELEM-03408 20260128	2	35120	BBB official 1/29	SAYLER, MITCH	60.00	0.00		
01/28/2026	CD	ELEM-03406 20260128	2	35121	BBB official 1/29	TIBBS, MARLON	160.00	0.00		
01/28/2026	CD	ELEM-03406 20260128	2	35121	mileage	TIBBS, MARLON	191.40	0.00		
01/28/2026	CD	ELEM-03404 20260128	2	35122	BBB official 1/29	WALTERS, TROY	160.00	0.00		

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 06

Fund: 06 STUDENT ACTIVITY FUND

Chart of Account Number		Chart of Account Description					Entity Name	Expenses	Revenues	Balance Change	Balance
Entry Date	JR	Reference #	Check Acct	Check #	Description						
01/28/2026	CD	ELEM-03404 20260128	2	35122	mileage	WALTERS, TROY	92.80	0.00			
01/28/2026	CD	ELEM-03405 20260128	2	35119	Basketball official 1/29	HARDY, PAUL	160.00	0.00			
01/28/2026	CD	ELEM-03405 20260128	2	35119	mileage	HARDY, PAUL	137.75	0.00			
01/29/2026	CD	ELEM-03413 20260129	2	35127	official	Skabo, Lee	160.00	0.00			
01/29/2026	CD	ELEM-03413 20260129	2	35127	mileage	Skabo, Lee	50.75	0.00			
01/29/2026	CD	ELEM-03414 20260129	2	35123	official	DOBITZ, LOUIS	60.00	0.00			
01/29/2026	CD	ELEM-03416 20260129	2	35125	official	FLAAGAN, KEVIN	160.00	0.00			
01/29/2026	CD	ELEM-03415 20260129	2	35126	official	SAYLER, MITCH	60.00	0.00			
01/29/2026	CD	ELEM-03412 20260129	2	35124	official	FILIBECK, BRIAN	160.00	0.00			
01/29/2026	CD	ELEM-03412 20260129	2	35124	mileage	FILIBECK, BRIAN	72.50	0.00			
06 760 705					ATHLETICS	*Current Activity				(8,654.29)	
						*Ending Balance:	18,544.29	9,890.00	0.00	12,980.59	
06 760 706					CLASS OF 2029	*Previous Balance				395.17	
						*Ending Balance:	0.00	0.00	0.00	395.17	
06 760 708					CLASS OF 2027	*Previous Balance				6,474.59	
06 760 708					CLASS OF 2027						
06 008 1721					CLASS OF 2027						
01/05/2026	CR	27363			JR Class Concessions	ELKINS, ABBIE M	0.00	2,301.50			
01/13/2026	CR	27380			JR Class Concessions	WALKER, NICOLE ANN	0.00	2,085.00			
01/20/2026	CR	27405			JR Class Concessions	ZASTOUPIL, MARK A.	0.00	1,368.07			
01/21/2026	CR	27407			JR Class Concessions	WALKER, NICOLE ANN	0.00	1,439.00			
01/26/2026	CR	27415			JR Class Concessions	ELKINS, ABBIE M	0.00	1,517.00			
01/30/2026	CR	27433			JR Class Concessions	ZASTOUPIL, MARK A.	0.00	2,046.00			
06 008 600 410 3400 610					CLASS OF 2027						
01/13/2026	CD	ELEM-03189 20260113	2	35059	Concessions	KILLDEER SCHOOL	1,883.47	0.00			
01/13/2026	CD	POELEM-04215 20260113	2	35054	SUPPLIES 404480	BRAUN'S DISTRIBUTING	46.18	0.00			
01/13/2026	CD	POELEM-04215 20260113	2	35054	SUPPLIES 404686	BRAUN'S DISTRIBUTING	364.50	0.00			
01/13/2026	CD	POELEM-04215 20260113	2	35054	SUPPLIES 405740	BRAUN'S DISTRIBUTING	537.19	0.00			
01/13/2026	CD	POELEM-04235 20260113	2	35057	CONCESSION SUPPLIES	GRAB 'N GO	335.50	0.00			

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 06

Fund: 06 STUDENT ACTIVITY FUND

Chart of Account Number		Chart of Account Description				Entity Name	Expenses	Revenues	Balance Change	Balance
Entry Date	JR	Reference #	Check Acct	Check #	Description					
01/13/2026	CD	POELEM-04236 20260113	2	35058	SUPPLIES	HINRICHS SUPER VALU	39.98	0.00		
01/13/2026	CD	POELEM-04226 20260113	2	35056	SUPPLIES 488116	COCA COLA	64.00	0.00		
01/13/2026	CD	POELEM-04226 20260113	2	35056	SUPPLIES 488292	COCA COLA	734.00	0.00		
01/13/2026	CD	POELEM-04226 20260113	2	35056	SUPPLIES 488918	COCA COLA	1,233.00	0.00		
06 760 708					CLASS OF 2027	*Current Activity				5,518.75
						*Ending Balance:	5,237.82	10,756.57	0.00	11,993.34
06 760 709					CHEERLEADERS MISC.	*Previous Balance				12,716.62
06 760 709					CHEERLEADERS MISC.					
06 009 1721					CHEERLEADERS MISC.					
01/26/2026	CR	27412			Wrestling Concessions - Friday	KUNTZ, HOLLIE MEGAN	0.00	1,261.56		
01/26/2026	CR	27412			Wrestling Concessions - Sat. Box 1	KUNTZ, HOLLIE MEGAN	0.00	1,977.00		
01/26/2026	CR	27412			Wrestling Concessions - Sat Box 2	KUNTZ, HOLLIE MEGAN	0.00	3,344.00		
06 009 600 410 3400 610					CHEERLEADERS MISC.					
01/27/2026	CD	HS-02326 1456	2	35108	Embroidered Crewnecks Pink	ASPEN CHIC DESIGNS LLC	260.00	0.00		
01/27/2026	CD	HS-02326 1456	2	35108	Jerseys	ASPEN CHIC DESIGNS LLC	420.00	0.00		
06 760 709					CHEERLEADERS MISC.	*Current Activity				5,902.56
						*Ending Balance:	680.00	6,582.56	0.00	18,619.18
06 760 710					CHEERLEADER UNIFORMS	*Previous Balance				3,171.02
						*Ending Balance:	0.00	0.00	0.00	3,171.02
06 760 713					GIRLS GOLF MISC	*Previous Balance				454.09
						*Ending Balance:	0.00	0.00	0.00	454.09
06 760 715					HOT LUNCH DONATIONS	*Previous Balance				2.13
06 760 715					HOT LUNCH DONATIONS					
06 015 1721					HOT LUNCH DONATIONS					
01/08/2026	CR	27379			Hot Lunch Cash Donation From The Herald	KLYM, JESSICA A	0.00	745.50		
01/14/2026	CR	27382			Hot Lunch Donation From St. John's Luthe	DIAZ, KERRY M	0.00	425.00		
06 760 715					HOT LUNCH DONATIONS	*Current Activity				1,170.50
						*Ending Balance:	0.00	1,170.50	0.00	1,172.63
06 760 716					SAFETY PATROL	*Previous Balance				1,849.86
06 760 716					SAFETY PATROL					
06 016 600 410 3400 610					SAFETY PATROL					
01/27/2026	CD	ELEM-03274 20260127-0010	2	35116	Supplies	VISA	130.39	0.00		
06 760 716					SAFETY PATROL	*Current Activity				(130.39)

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 06

Fund: 06 STUDENT ACTIVITY FUND

Chart of Account Number		Chart of Account Description				Entity Name	Expenses	Revenues	Balance Change	Balance
Entry Date	JR	Reference #	Check Acct	Check #	Description					
						*Ending Balance:	130.39	0.00	0.00	1,719.47
06 760 717					CHROMEBOOK REPAIR	*Previous Balance				719.12
						*Ending Balance:	0.00	0.00	0.00	719.12
06 760 719					ATHLETES ASSISTANCE	*Previous Balance				594.33
						*Ending Balance:	0.00	0.00	0.00	594.33
06 760 720					CROSS COUNTRY MISC.	*Previous Balance				1,045.37
						*Ending Balance:	0.00	0.00	0.00	1,045.37
06 760 723					ELEMENTARY POP FUND	*Previous Balance				(154.61)
06 760 723					ELEMENTARY POP FUND					
06 023 600 410 3400 610					ELEMENTARY POP FUND					
01/13/2026	CD	POELEM-04226	2	35056	SUPPLIES 488306	COCA COLA	94.00	0.00		
06 760 723					ELEMENTARY POP FUND	*Current Activity				(94.00)
						*Ending Balance:	94.00	0.00	0.00	(248.61)
06 760 724					FAMILY & CONSUMER SCIENCE	*Previous Balance				317.23
						*Ending Balance:	0.00	0.00	0.00	317.23
06 760 726					FB UNIFORMS	*Previous Balance				1,500.00
						*Ending Balance:	0.00	0.00	0.00	1,500.00
06 760 728					FFA	*Previous Balance				27,823.63
06 760 728					FFA					
06 028 1721					FFA					
01/22/2026	CR	27409			FFA Fruit Sale Fundraiser	JOHNSON, ERIK	0.00	32.00		
01/30/2026	CR	27435			FFA - 50/50	LEIER, DAVID	0.00	512.00		
06 028 600 410 3400 610					FFA					
01/13/2026	CD	POELEM-04236	2	35058	FRUIT SUPPLIES	HINRICHS SUPER VALU	7,619.00	0.00		
		20260113								
01/13/2026	CD	HS-02286	2	35052	Fall Fundraiser - Four Seasons	4 SEASONS FUNDRAISING	4,922.00	0.00		
		10109164.1								
01/27/2026	CD	HS-02320	2	35112	Elite Account subscription renewal (365)	LIVESTOCKJUDGING.COM	300.00	0.00		
		20260126								
06 760 728					FFA	*Current Activity				(12,297.00)
						*Ending Balance:	12,841.00	544.00	0.00	15,526.63
06 760 729					GIRLS BB UNIFORMS	*Previous Balance				953.60
						*Ending Balance:	0.00	0.00	0.00	953.60
06 760 730					INTEREST - CHECKING	*Previous Balance				27,139.63
06 760 730					INTEREST - CHECKING					

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 06

Fund: 06 STUDENT ACTIVITY FUND

Chart of Account Number		Chart of Account Description				Entity Name	Expenses	Revenues	Balance Change	Balance
Entry Date	JR	Reference #	Check Acct	Check #	Description					
06 030 1721					INTEREST - CHECKING					
01/31/2026	CR	27439			INTEREST - CHECKING	BRAVERA	0.00	657.68		
06 760 730					INTEREST - CHECKING	*Current Activity			657.68	
						*Ending Balance:	0.00	657.68	0.00	
06 760 733					GIRLS GOLF UNIFORMS	*Previous Balance			522.26	
						*Ending Balance:	0.00	0.00	0.00	
06 760 734					LIBRARY	*Previous Balance			5,614.96	
06 760 734					LIBRARY					
06 034 1721					LIBRARY					
01/08/2026	CR	27377			Library Book Fine Fee	WHEELING, BRITTANY	0.00	23.00		
01/08/2026	CR	27378			Library Book Fine Fees	WHEELING, BRITTANY	0.00	18.00		
06 760 734					LIBRARY	*Current Activity			41.00	
						*Ending Balance:	0.00	41.00	0.00	
06 760 735					MUSIC	*Previous Balance			15,696.65	
06 760 735					MUSIC					
06 035 1721					MUSIC					
01/06/2026	CR	27371			DONATION-HS MUSIC	DOLEZAL, KAYE	0.00	2,500.00		
06 760 735					MUSIC	*Current Activity			2,500.00	
						*Ending Balance:	0.00	2,500.00	0.00	
06 760 736					NATIONAL HONOR SOCIETY	*Previous Balance			736.44	
06 760 736					NATIONAL HONOR SOCIETY					
06 036 600 410 3400 610					NATIONAL HONOR SOCIETY					
01/27/2026	CD	ELEM-03191 20260127-0012	2	35116	150 flowers	VISA	79.88	0.00		
06 760 736					NATIONAL HONOR SOCIETY	*Current Activity			(79.88)	
						*Ending Balance:	79.88	0.00	0.00	
06 760 737					GIRLS WRESTLING MISC	*Previous Balance			2,000.00	
						*Ending Balance:	0.00	0.00	0.00	
06 760 740					SCHOOL DISTRICT	*Previous Balance			(149.93)	
06 760 740					SCHOOL DISTRICT					
06 040 600 410 3400 610					SCHOOL DISTRICT					
01/13/2026	CD	ELEM-03321 20260113	2	35061	state bee fee	ND SPELLING BEE	198.00	0.00		
06 760 740					SCHOOL DISTRICT	*Current Activity			(198.00)	
						*Ending Balance:	198.00	0.00	0.00	
06 760 741					ROBOTICS	*Previous Balance			2,087.14	

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 06

Fund: 06 STUDENT ACTIVITY FUND

Chart of Account Number		Chart of Account Description				Entity Name	Expenses	Revenues	Balance Change	Balance
Entry Date	JR	Reference #	Check Acct	Check #	Description					
						*Ending Balance:	0.00	0.00	0.00	2,087.14
06 760 742					STUDENT COUNCIL	*Previous Balance				6,436.25
06 760 742					STUDENT COUNCIL					
06 042 1721					STUDENT COUNCIL					
01/23/2026	CR	27411			Student Council - Pepsi Commission	KUNTZ, HOLLIE MEGAN	0.00	93.83		
06 760 742					STUDENT COUNCIL	*Current Activity				93.83
						*Ending Balance:	0.00	93.83	0.00	6,530.08
06 760 743					SUNSHINE ACCOUNT-ELEM	*Previous Balance				367.77
						*Ending Balance:	0.00	0.00	0.00	367.77
06 760 744					TRACK & FOOTBALL FIELD MAINTENANCE	*Previous Balance				110,738.15
						*Ending Balance:	0.00	0.00	0.00	110,738.15
06 760 745					TRACK UNIFORMS	*Previous Balance				2,072.78
						*Ending Balance:	0.00	0.00	0.00	2,072.78
06 760 747					VOLLEYBALL UNIFORMS	*Previous Balance				458.01
						*Ending Balance:	0.00	0.00	0.00	458.01
06 760 748					BOYS WRESTLING UNIFORMS	*Previous Balance				29.00
						*Ending Balance:	0.00	0.00	0.00	29.00
06 760 749					HIGH SCHOOL MUSICAL	*Previous Balance				0.00
						*Ending Balance:	0.00	0.00	0.00	0.00
06 760 750					6TH GRADE CLASS					
06 050 600 410 3400 610					6TH GRADE CLASS					
01/27/2026	CD	ELEM-03326 17V7-LD9C-4YXW	2	35107	100 pack Valentine's pencils	AMAZON CAPITAL SERVICES	11.99	0.00		
01/27/2026	CD	ELEM-03326 17V7-LD9C-4YXW	2	35107	100 sheets Valentine's Day tissue paper	AMAZON CAPITAL SERVICES	8.88	0.00		
01/27/2026	CD	ELEM-03326 17V7-LD9C-4YXW	2	35107	200 piece wooden sticks	AMAZON CAPITAL SERVICES	14.19	0.00		
01/27/2026	CD	ELEM-03326 17V7-LD9C-4YXW	2	35107	20 piece foam block	AMAZON CAPITAL SERVICES	59.95	0.00		
06 760 750					6TH GRADE CLASS	*Current Activity				(95.01)
						*Ending Balance:	95.01	0.00	0.00	(95.01)
06 760 754					PRESCHOOL	*Previous Balance				996.78
06 760 754					PRESCHOOL					

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 06

Fund: 06 STUDENT ACTIVITY FUND

Chart of Account Number		Chart of Account Description				Entity Name	Expenses	Revenues	Balance Change	Balance
Entry Date	JR	Reference #	Check Acct	Check #	Description					
06 054 1721					PRESCHOOL					
01/06/2026	CR	27364			Box Tops For Education	DIAZ, KERRY M	0.00	92.30		
01/07/2026	CR	27374			CORRECT DEPOSIT WRONG ACCOUNT	DIAZ, KERRY M	0.00	(92.30)		
06 760 754					PRESCHOOL	*Current Activity			0.00	
						*Ending Balance:	0.00	0.00	996.78	
06 760 755					SUNSHINE FUND-HS	*Previous Balance			378.78	
06 760 755					SUNSHINE FUND-HS					
06 055 600 410 3400 610					SUNSHINE FUND-HS					
01/13/2026	CD	POELEM-04226 20260113	2	35056	SUPPLIES 487101	COCA COLA	(30.40)	0.00		
01/13/2026	CD	POELEM-04226 20260113	2	35056	SUPPLIES 488294	COCA COLA	96.00	0.00		
01/13/2026	CD	POELEM-04226 20260113	2	35056	UNAPPLIED CREDIT	COCA COLA	(36.80)	0.00		
06 760 755					SUNSHINE FUND-HS	*Current Activity			(28.80)	
						*Ending Balance:	28.80	0.00	349.98	
06 760 757					ELEMENTARY MUSIC	*Previous Balance			5,089.92	
06 760 757					ELEMENTARY MUSIC					
06 057 1721					ELEMENTARY MUSIC					
01/06/2026	CR	27371			DONATION-ELEM MUSIC	DOLEZAL, KAYE	0.00	2,500.00		
06 760 757					ELEMENTARY MUSIC	*Current Activity			2,500.00	
						*Ending Balance:	0.00	2,500.00	7,589.92	
06 760 758					JEANS FOR CHARITY	*Previous Balance			7,167.50	
06 760 758					JEANS FOR CHARITY					
06 058 600 410 3400 610					JEANS FOR CHARITY					
01/13/2026	CD	POELEM-04251 20260113	2	35064	SCHOLARSHIP PAYOUT	HARDERSEN, ABBY	750.00	0.00		
01/13/2026	CD	POELEM-04233 20260113	2	35060	JEANS FOR CHARITY SCHOLARSHIP PAYOUT	KUCERA, LAINEY	750.00	0.00		
06 760 758					JEANS FOR CHARITY	*Current Activity			(1,500.00)	
						*Ending Balance:	1,500.00	0.00	5,667.50	
06 760 759					ELEMENTARY STUDENT COUNCIL	*Previous Balance			5,096.59	
06 760 759					ELEMENTARY STUDENT COUNCIL					
06 059 1721					ELEMENTARY STUDENT COUNCIL					
01/07/2026	CR	27375			BOXTOP CORRECTION DEPOSIT	DIAZ, KERRY M	0.00	92.30		
06 760 759					ELEMENTARY STUDENT COUNCIL	*Current Activity			92.30	
						*Ending Balance:	0.00	92.30	5,188.89	
06 760 760					S.A.D.D.	*Previous Balance			543.92	

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 06

Fund: 06 STUDENT ACTIVITY FUND

Chart of Account Number		Chart of Account Description					Entity Name	Expenses	Revenues	Balance Change	Balance
Entry Date	JR	Reference #	Check Acct	Check #	Description						
*Ending Balance:							0.00	0.00	0.00	543.92	
06 760 761					CROSS COUNTRY UNIFORMS	*Previous Balance				4,102.64	
*Ending Balance:							0.00	0.00	0.00	4,102.64	
06 760 765					SCIENCE GRANT-ELEM	*Previous Balance				6.03	
*Ending Balance:							0.00	0.00	0.00	6.03	
06 760 766					CHEERLEADER UNIFORMS FB	*Previous Balance				280.00	
*Ending Balance:							0.00	0.00	0.00	280.00	
06 760 767					GIRLS BB MISC.	*Previous Balance				8.95	
*Ending Balance:							0.00	0.00	0.00	8.95	
06 760 769					CLASS OF 2024	*Previous Balance				4,793.89	
*Ending Balance:							0.00	0.00	0.00	4,793.89	
06 760 770					CLOSE UP	*Previous Balance				15,565.73	
06 760 770					CLOSE UP						
06 070 1721					CLOSE UP						
01/15/2026	CR	27386			Close-Up Student Payment	MURPHY, ANDREW	0.00	1,170.00			
01/22/2026	CR	27410			Close Up - Vending Machine	MURPHY, ANDREW	0.00	382.00			
01/27/2026	CR	27429			Close-Up - Vending Machine	MURPHY, ANDREW	0.00	147.00			
06 070 600 410 3400 610					Close Up						
01/13/2026	CD	POELEM-04226 20260113	2	35056	SUPPLIES 488293	COCA COLA	183.80	0.00			
01/27/2026	CD	HS-02266 20260127-0018	2	35117	payment	VISA	500.00	0.00			
01/27/2026	CD	HS-02267 20260127-0019	2	35117	payment	VISA	500.00	0.00			
01/27/2026	CD	HS-02268 20260127-0020	2	35117	payment	VISA	500.00	0.00			
01/27/2026	CD	HS-02269 20260127-0021	2	35117	payment	VISA	375.00	0.00			
01/27/2026	CD	HS-02270 20260127-0022	2	35117	payment	VISA	375.00	0.00			
01/27/2026	CD	HS-02271 20260127-0023	2	35117	payment	VISA	375.00	0.00			
01/27/2026	CD	HS-02272 20260127-0024	2	35117	payment	VISA	375.00	0.00			
01/27/2026	CD	HS-02273 20260127-0025	2	35117	payment	VISA	375.00	0.00			
01/27/2026	CD	HS-02274 20260127-0026	2	35117	payment	VISA	375.00	0.00			
01/27/2026	CD	HS-02275 20260127-0027	2	35117	payment	VISA	375.00	0.00			

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 06

Fund: 06 STUDENT ACTIVITY FUND

Chart of Account Number		Chart of Account Description				Entity Name	Expenses	Revenues	Balance Change	Balance
Entry Date	JR	Reference #	Check Acct	Check #	Description					
01/27/2026	CD	HS-02276 20260127-0028	2	35117	payment	VISA	375.00	0.00		
06 760 770			CLOSE UP			*Current Activity				(2,984.80)
						*Ending Balance:	4,683.80	1,699.00	0.00	12,580.93
06 760 771			CLASS OF 2025			*Previous Balance				2,231.43
						*Ending Balance:	0.00	0.00	0.00	2,231.43
06 760 772			VOLLEYBALL MISC.			*Previous Balance				8,920.58
						*Ending Balance:	0.00	0.00	0.00	8,920.58
06 760 773			STEAM-ELEM.			*Previous Balance				15,993.32
06 760 773			STEAM-ELEM.							
06 073 600 410 3400 610			STEAM-ELEM.							
01/05/2026	CD	ELEM-03294 20260105	2	35042	Killdeer Cowbots - 62600	DAKOTA FTC	50.00	0.00		
01/05/2026	CD	ELEM-03294 20260105	2	35042	Killdeer Code Jitzu Masters - 69567	DAKOTA FTC	50.00	0.00		
01/23/2026	CD	ELEM-03375 20260123	2	35104	Lego Qualifier Registration Fee	FULL STEAM AHEAD	100.00	0.00		
06 760 773			STEAM-ELEM.			*Current Activity				(200.00)
						*Ending Balance:	200.00	0.00	0.00	15,793.32
06 760 774			STAFF WELLNESS			*Previous Balance				15.00
						*Ending Balance:	0.00	0.00	0.00	15.00
06 760 775			ALLAN & KAYE DOLEZAL SCHOLARSHIP FUND			*Previous Balance				1,000.00
06 760 775			ALLAN & KAYE DOLEZAL SCHOLARSHIP FUND							
06 075 1721			ALLAN & KAYE DOLEZAL SCHOLARSHIP FUND							
01/06/2026	CR	27372			ALLAN & KAYE DOLEZAL SCHOLARSHIP FUND	DOLEZAL, KAYE	0.00	3,000.00		
06 075 600 410 3400 610			ALLAN & KAYE DOLEZAL SCHOLARSHIP FUND							
01/13/2026	CD	POELEM-04251 20260113	2	35064	SCHOLARSHIP PAYOUT	HARDERSEN, ABBY	1,000.00	0.00		
06 760 775			ALLAN & KAYE DOLEZAL SCHOLARSHIP FUND			*Current Activity				2,000.00
						*Ending Balance:	1,000.00	3,000.00	0.00	3,000.00
06 760 776			FOOTBALL MISC.			*Previous Balance				3,203.95
						*Ending Balance:	0.00	0.00	0.00	3,203.95
06 760 777			BOYS GOLF MISC.			*Previous Balance				742.61
						*Ending Balance:	0.00	0.00	0.00	742.61
06 760 778			HS GYMNASIUM SPONSORSHIP			*Previous Balance				3,294.74

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 06

Fund: 06 STUDENT ACTIVITY FUND

Chart of Account Number		Chart of Account Description				Entity Name	Expenses	Revenues	Balance Change	Balance
Entry Date	JR	Reference #	Check Acct	Check #	Description					
06 760 778					HS GYMNASIUM SPONSORSHIP					
06 078 1721					HS GYMNASIUM SPONSORSHIP					
01/14/2026	CR	27383			HS GYMNASIUM SPONSORSHIP	BRAVERA	0.00	5,000.00		
06 760 778					HS GYMNASIUM SPONSORSHIP	*Current Activity			5,000.00	
						*Ending Balance:	0.00	5,000.00	0.00	8,294.74
06 760 779					TRACK MISC.	*Previous Balance				3,812.25
06 760 779					TRACK MISC.					
06 079 1721					TRACK MISC.					
01/15/2026	CR	27385			Track Misc - Hat Day	MURPHY, ANDREW	0.00	15.00		
01/30/2026	CR	27436			Track Misc - Hat Day	MURPHY, ANDREW	0.00	15.00		
06 760 779					TRACK MISC.	*Current Activity				30.00
						*Ending Balance:	0.00	30.00	0.00	3,842.25
06 760 781					BOYS GOLF UNIFORM	*Previous Balance				572.00
						*Ending Balance:	0.00	0.00	0.00	572.00
06 760 782					BOYS BB MISC.	*Previous Balance				4,987.69
06 760 782					BOYS BB MISC.					
06 082 600 410 3400 610					BOYS BB MISC.					
01/27/2026	CD	HS-02293 1MM3-GQ1Y- GQ1D	2	35107	Tripod	AMAZON CAPITAL SERVICES	26.99	0.00		
06 760 782					BOYS BB MISC.	*Current Activity				(26.99)
						*Ending Balance:	26.99	0.00	0.00	4,960.70
06 760 783					BOYS WRESTLING MISC.	*Previous Balance				8,537.02
06 760 783					BOYS WRESTLING MISC.					
06 083 1721					BOYS WRESTLING MISC.					
01/20/2026	CR	27403			Wrestling Concession Supplies	DIAZ, KERRY M	0.00	1,883.47		
06 083 600 410 3400 610					BOYS WRESTLING MISC.					
01/13/2026	CD	POELEM-04215 20260113	2	35054	SUPPLIES 405109	BRAUN'S DISTRIBUTING	393.97	0.00		
01/27/2026	CD	HS-02279 20260127-0017	2	35117	4 Gal. Backpack Sprayer	VISA	42.00	0.00		
01/27/2026	CD	HS-02279 20260127-0017	2	35117	mops for boys and girls team	VISA	230.98	0.00		
06 760 783					BOYS WRESTLING MISC.	*Current Activity				1,216.52
						*Ending Balance:	666.95	1,883.47	0.00	9,753.54
06 760 784					SPEECH	*Previous Balance				1,519.05
06 760 784					SPEECH					
06 084 600 410 3400 610					SPEECH					

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 06

Fund: 06 STUDENT ACTIVITY FUND

Chart of Account Number		Chart of Account Description				Entity Name	Expenses	Revenues	Balance Change	Balance
Entry Date	JR	Reference #	Check Acct	Check #	Description					
01/27/2026	CD	HS-02321 20260126	2	35109	Registration for Speech meet	BEACH HIGH SCHOOL	7.00	0.00		
06 760 784					SPEECH	*Current Activity				(7.00)
						*Ending Balance:	7.00	0.00	0.00	1,512.05
06 760 785					ELEM GUIDANCE MISC	*Previous Balance				12,682.72
06 760 785					ELEM GUIDANCE MISC					
06 085 600 410 3400 610					ELEM GUIDANCE MISC					
01/13/2026	CD	ELEM-03278 1CXG-MVY1-4HTD	2	35053	25 bulk headphones	AMAZON CAPITAL SERVICES	185.10	0.00		
01/13/2026	CD	ELEM-03278 1CXG-MVY1-4HTD	2	35053	premium headphones	AMAZON CAPITAL SERVICES	189.85	0.00		
01/13/2026	CD	ELEM-03278 1CXG-MVY1-4HTD	2	35053	index flash cards	AMAZON CAPITAL SERVICES	9.00	0.00		
01/13/2026	CD	ELEM-03278 1CXG-MVY1-4HTD	2	35053	oxford index cards	AMAZON CAPITAL SERVICES	33.45	0.00		
01/27/2026	CD	ELEM-03277 20260127-0011	2	35116	snacks	VISA	726.07	0.00		
06 760 785					ELEM GUIDANCE MISC	*Current Activity				(1,143.47)
						*Ending Balance:	1,143.47	0.00	0.00	11,539.25
06 760 786					ART SUPPLIES	*Previous Balance				1,552.91
						*Ending Balance:	0.00	0.00	0.00	1,552.91
06 760 788					RALPH AND BERNIECE THOMAS SCHOLARSHIP	*Previous Balance				1,200.00
						*Ending Balance:	0.00	0.00	0.00	1,200.00
06 760 789					HOSA	*Previous Balance				15,739.90
06 760 789					HOSA					
06 089 600 410 3400 610					HOSA					
01/13/2026	CD	POELEM-04234 404588	2	35054	SUPPLIES 404588	BRAUN'S DISTRIBUTING	48.00	0.00		
06 760 789					HOSA	*Current Activity				(48.00)
						*Ending Balance:	48.00	0.00	0.00	15,691.90
06 760 791					KIDS ON THE RUN	*Previous Balance				741.86
						*Ending Balance:	0.00	0.00	0.00	741.86
06 760 792					DR SEUSS READING GROUP	*Previous Balance				303.00
						*Ending Balance:	0.00	0.00	0.00	303.00
06 760 793					IMAGINATION LIBRARY	*Previous Balance				3,148.48

Activity Fund Balance Report - Detail - Exclude Encumbrances

01/2026 - 01/2026

Regular; Beginning Month 01/2026; Processing Month 01/2026; Accounts to Include Accounts with Activity; Fund Number 06

Fund: 06 STUDENT ACTIVITY FUND

<u>Chart of Account Number</u>		<u>Chart of Account Description</u>				<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>					
						*Ending Balance:	0.00	0.00	0.00	3,148.48
06 760 794					COLLEGE & CAREER WEEK SCHOLARHIPS	*Previous Balance				1,113.00
						*Ending Balance:	0.00	0.00	0.00	1,113.00
06 760 795					KATHERINE KLEEMANN EDUCATION SCHOLARSHIP	*Previous Balance				2,100.00
						*Ending Balance:	0.00	0.00	0.00	2,100.00
06 760 796					FEREBEE SCHOLARSHIP	*Previous Balance				600.00
06 760 796					FEREBEE SCHOLARSHIP					
06 096 600 410 3400 610					FEREBEE SCHOLARSHIP					
01/13/2026	CD	POELEM-04251	2	35064	SCHOLARSHIP PAYOUT	HARDERSEN, ABBY	250.00	0.00		
		20260113								
01/27/2026	CD	POELEM-04265	2	35110	SCHOLARSHIP PAYOUT	DAHLEN, NEKORI	250.00	0.00		
		20260126								
06 760 796					FEREBEE SCHOLARSHIP	*Current Activity				(500.00)
						*Ending Balance:	500.00	0.00	0.00	100.00
06 760 798					MINION MENTORING SCHOLARSHIP	*Previous Balance				344.12
						*Ending Balance:	0.00	0.00	0.00	344.12
						Fund Total: 06	47,705.40	46,440.91	0.00	410,901.35

e. Open Enrollment & Tuition Agreement Reports

February 2026

Open Enrollment Applications:

1. Rylen Thompson, Gr K, Beulah
2. Tyler Thompson, Gr 9, Beulah
3. Antares Perry, Gr 5, Mandaree

Tuition Agreements:

1. Rylen Thompson, Gr K, Beulah
2. Tyler Thompson, Gr 9, Beulah
3. Antares Perry, Gr 5, Mandaree

D. Administrator Reports

February Board Report:

KPS Athletics and activities:

Winter Seasons are winding down and heading towards regionals.

Wrestling teams are having a good year and have their regions in Belcourt (girls Feb 13) and Killdeer (boys Feb 14). Region duals for the boys is Feb 7 in Harvey.

GBB is having their best year since transitioning to Class A with the most challenging schedule we have had. Regionals is in Standing Rock starting Feb 23.

BBB is having another outstanding year. They have 2 of top 5 teams in the state in our region and are battling every game. Regionals are at Trinity beginning March 9.

All JH and Elem sports are done until EVB starts on March 23.

Most of our clubs and activities are into their competition season and will continue through late winter and spring.

NDHSAA:

State mentoring program for A. D's will begin next year for 1st and 2nd year A. D's.

Out of season coaching rules have been amended

- HS Coaches can coach JH kids in their program out of season and not only in the summer.
- Coaches can "coach" in the offseason now. From June 1 to July 31 coaches can coach. Schools are required to take week of July 4th off.
- No More "open gyms" or "dollar camps." Coaches can coach and have organized team activities.
- Fall sports can have camps after the Aug 1 cutoff before their fall sports run by the coaches at the school.

Potential by-law change to re-transfer rule to have the kid who transfers back to the same school be eligible day one the following year.

Other:

- Officials' shortage is not going anywhere.
 - We will likely have a couple of Thursday football games.
 - Basketball games will be moved around every year.
- Finances:
 - I continue to be mindful of the internal account.
 - Most BB nights we lose 4-500 dollars for workers and officials. This number is sometimes higher.
 - We lose between 1000-1500 on our volleyball tournament.
 - We lose between 1000-1500 in the Wrestling Regular Season Tournament.
 - Regional Tournaments are always a loss and sometimes a significant financial loss.
 - The only source of revenue of the internal account is gates and student athletic fee's
 - Balance starts at 0 every year
- Thank you to all our workers that work events.
 - They do an outstanding job

Superintendent Board Report

Busing

Another month has passed and there have been minimal concerns in regard to the in town busing. The few complaints are that they want the stop closer to their house. However, they are still happy that there is a bus stop.

The Pre-school teachers have begun driving a short bus to get pre-school students to and from day care. Their assistance is greatly appreciated.

Josh Thormahlen has joined the ranks of Activity bus driver. It took some finagling, but we managed to get him to Williston to do the driving portion of the exam. He passed with flying colors.

Efficiencies

We will be looking into efficiencies to find ways that can have annual reductions that will have a positive effect on the General Fund. Recently, the admin team met and discussed ways of saving with technology costs. There may be some meaningful ways to save in this area considering it is a large expenditure area. We are considering looking into different vendors for a more reasonably priced Chromebook and examining our printing costs.

Transportation is a significant expense in our general fund budget, and we are examining ways to reduce and consolidate in this area as well.

Appraisal for Parcel

On Tuesday, February 9th I talked with Mr. Joe Hirschfield, who, if you recall, is our professional appraiser. I asked about the parcel of land Joel Spethman may want to purchase from the school. Mr. Hirschfield informed me that he is still working on this process. I will begin to press him on the process. We are going on almost an entire school year, and I will do my best to pressure him to get this wrapped up.

Negotiations Seminar

There was a lot of good information at the seminar but without a doubt the session that received the largest turnout was the 4-day topic. Leslie Bieber, superintendent from Alexander and Derek Gackle Superintendent from the Yellowstone Public School District, gave a comprehensive presentation of their 4-day schedule. They answered questions and informed the group that they understand that there are potentially 9 other school districts submitting their application to DPI for the 26-27 school year. The presentation was in a larger room than the average room and it was standing room only. This seems to be a trend that is gaining momentum.

Support

There are challenging events that regularly come with this position and that of being a school board member. Some of these events test intestinal fortitude and resolve. It means your determination, commitment, or will pursue something that is being challenged by difficulty, uncertainty, or opposition. This school board has been tested on many accounts this year. I am proud to work for you and appreciate your support. We will show that same support as we rally around Mr. Cook and his family.

February 2026 Board Report

We currently have 351 students in the elementary school.

Program will report on Winter Testing Data.

Program will report on Math Curriculum status.

Our MTSS team has been discussing possible math intervention avenues. We have a plan to pilot Spring Math if we transition to a 4 day school week with extra time.

We will try to utilize the intervention materials within our new curriculum if we are not approved for a 4 day week by the state.

Student and family engagement surveys went out over the past two weeks during parent teacher conferences.

KHS February Board Report 2025

SWCTE

I have been working alongside our CTE teachers and in conjunction with SWCTE to plan out how to get students to attend their campus next school year. We have developed a plan that includes pre-requisites so that our CTE programs continue to flourish. We have opened the opportunity to attend SWCTE to juniors and seniors for next year. We have worked out our bell schedule so that students would be able to drive and attend classes during every block at SWCTE, depending on where their registered course falls. We also have it worked out with SWCTE director on what to do in the event students are unable to drive due to winter weather. This will allow students to take specialized classes in a more narrowed focus course of study. Below is a list of content areas that students can enroll into:

- Business (Media and Graphic Design)
- Computer Science
- Culinary Arts
- Health Sciences
- Public Safety (EMR, Police, Firefighter)
- Trades and Industry
 - Architecture and Drafting
 - Auto Tech
 - Construction
 - Diesel Tech
 - Heavy Equipment Operation
 - CDL

FastBridge Testing Data

We have recently concluded our winter FastBridge testing. For this testing period we tested grades 7, 8, and 9 in both Reading and Math. I have included data tables that I will discuss in the meeting. The major conclusions from the data is that we need to enhance Tier 1 instruction to retain more benchmark students. Our Tier 2 students need more intervention instruction to build their base knowledge and understanding. Our Tier 3 students are making good progress and should continue to with how we have structured their intervention time. We made some adjustments for intervention at the start of the semester because we realized the war we were doing interventions in the first semester was not idea. We will continue to focus on math for interventions and help our Tier 2 and 3 students build their foundation to see continual improvement.


4. Public Comment

5. Programs

1: Retiree Recognition

2: Administrative Team will report on the spring FastBridge assessment data.

3: The administrative team will give an update on the 2026 curriculum adoption process.

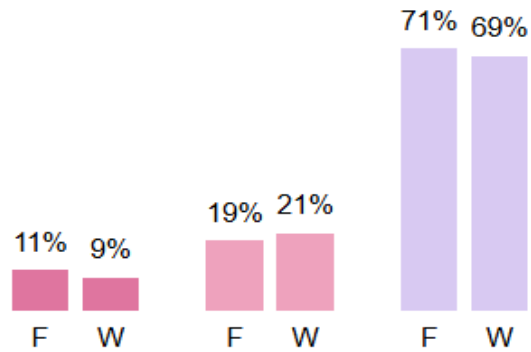


WINTER DATA
2026

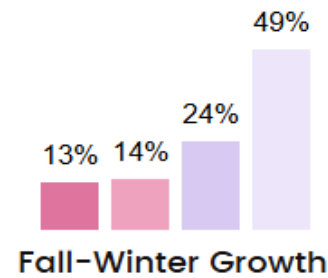
Killdeer Elementary &
Killdeer High School

KINDERGARTEN AND 1ST GRADE MATH DATA FALL TO WINTER

Scores Of All Students In Group
By Benchmark Categories: ?



Growth Of All Students In Group
By Benchmark Categories: ?



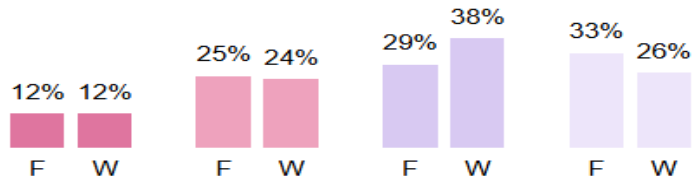
Report's Use:

- ➔ **Goals for All Students:** Effective services ensure that all students progress toward well-defined End of Year (EOY) learning goals. Set the EOY Goal. Compares the Predicted with the EOY Goal and Benchmark.
- ➔ **Did the Group Improve?** Changes to risk status (far left) and rates of improvement (near left) are graphed after the second screening period.

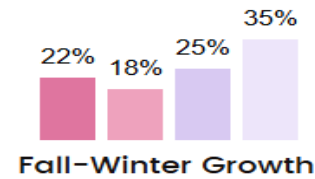
Grade Level	Median Student <small>More Data</small>		Weekly Observed Median Growth		Weekly Goal Median Growth		End of Year		
	Fall Score	Winter Score	Score	%ile	Score	%ile	Predicted Score	Goal Score	Benchmark Score
KG	35	57	1.88	87	0.39	23	97.7	65.0	65.0
ONE	52	62	0.95	54	-0.10	25	79.2	60.0	60.0
Average	43.50	59.25	1.41	-	0.15	-	88.44	62.50	62.50

ELEMENTARY MATH GROWTH FROM FALL TO WINTER

Scores Of All Students In Group
By Benchmark Categories: ?



Growth Of All Students In Group
By Benchmark Categories: ?



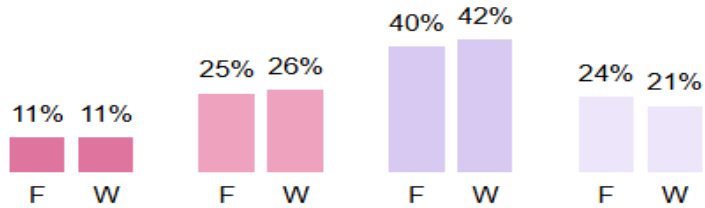
Report's Use:

- ➔ **Goals for All Students:** Effective services ensure that all students progress toward well-defined End of Year (EOY) learning goals. Set the EOY Goal. Compares the Predicted with the EOY Goal and Benchmark.
- ➔ **Did the Group Improve?** Changes to risk status (far left) and rates of improvement (near left) are graphed after the second screening period.

Grade Level	Median Student <small>More Data</small>		Monthly Observed Median Growth		Monthly Goal Median Growth		End of Year		
	Fall Score	Winter Score	Score	%ile	Score	%ile	Predicted Score	Goal Score	Benchmark Score
ONE	192	196	2.17	74	0.98	51	206.6	201.0	198.0
TWO	198	204	1.53	76	0.97	66	211.5	209.0	205.0
THREE	206	208	0.64	46	1.08	70	211.1	215.0	209.0
FOUR	209	213	0.91	65	1.27	62	217.9	222.0	213.0
FIVE	213	219	0.97	60	1.27	70	220.8	229.0	218.0
SIX	213	217	0.22	32	1.82	89	219.9	225.5	220.0
Average	205.24	209.53	1.07	-	1.23	-	214.63	216.92	210.50

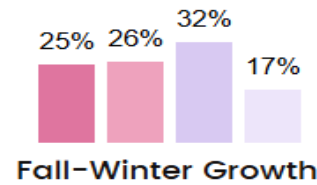
Scores Of All Students In Group

By Benchmark Categories: ?



Growth Of All Students In Group

By Benchmark Categories: ?



Report's Use:

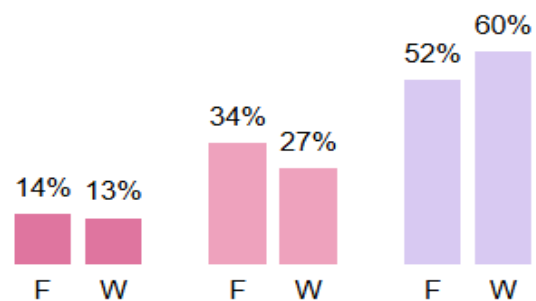
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- ➔ **Did the Group Improve?** Changes to risk status (far left) and rates of improvement (near left) are graphed after the second screening period.

Grade Level	Median Student <small>More Data</small>		Monthly Observed Median Growth		Monthly Goal Median Growth		End of Year		
	Fall Score	Winter Score	Score	%ile	Score	%ile	Predicted Score	Goal Score	Benchmark Score
SEVEN	222	222	0.02	30	0.80	72	223.8	233.0	222.0
EIGHT	231	231	0.03	35	0.92	79	229.9	235.0	224.0
NINE	229	230	0.45	58	1.25	93	232.8	237.0	225.0
TEN	232	232	0.06	37	1.10	91	230.9	239.0	227.0
ELEVEN	225	224	0.45	50	2.32	98	222.2	228.0	228.0
Average	227.96	227.81	0.20	-	1.28	-	227.91	234.40	225.20

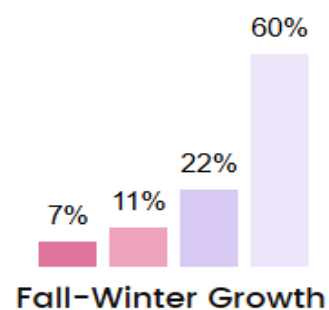
HIGH SCHOOL MATH GROWTH FROM FALL TO WINTER

KINDERGARTEN AND 1ST GRADE READING DATA FROM FALL TO WINTER

Scores Of All Students In Group
By Benchmark Categories: ?



Growth Of All Students In Group
By Benchmark Categories: ?



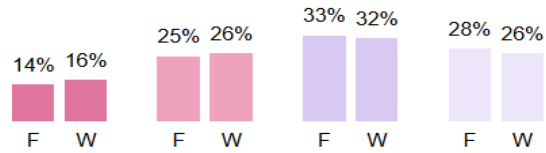
Report's Use:

- ➔ **Goals for All Students:** Effective services ensure that all students progress toward well-defined End of Year (EOY) learning goals. Set the EOY Goal. Compares the Predicted with the EOY Goal and Benchmark.
- ➔ **Did the Group Improve?** Changes to risk status (far left) and rates of improvement (near left) are graphed after the second screening period.

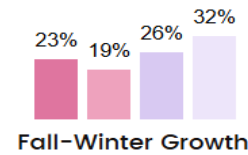
Grade Level	Median Student <small>More Data</small>		Weekly Observed Median Growth		Weekly Goal Median Growth		End of Year		
	Fall Score	Winter Score	Score	%ile	Score	%ile	Predicted Score	Goal Score	Benchmark Score
KG	32	56	1.78	97	0.42	6	90.7	64.0	64.0
ONE	32	48	1.21	63	0.71	45	70.1	66.0	66.0
Average	32.00	51.75	1.50	-	0.56	-	80.40	65.00	65.00

READING DATA FROM FALL TO WINTER

Scores Of All Students In Group
By Benchmark Categories: ?



Growth Of All Students In Group
By Benchmark Categories: ?



Report's Use:

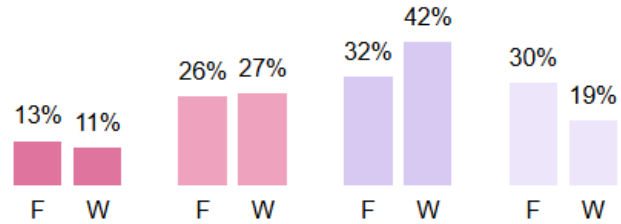
➔ **Goals for All Students:** Effective services ensure that all students progress toward well-defined End of Year (EOY) learning goals. Set the EOY Goal. Compares the Predicted with the EOY Goal and Benchmark.

➔ **Did the Group Improve?** Changes to risk status (far left) and rates of improvement (near left) are graphed after the second screening period.

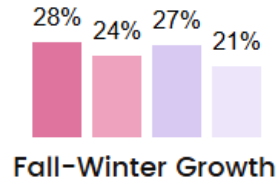
Grade Level	Median Student <small>More Data</small>		Monthly Observed Median Growth		Monthly Goal Median Growth		End of Year		
	Fall Score	Winter Score	Score	%ile	Score	%ile	Predicted Score	Goal Score	Benchmark Score
ONE	446	441	0.57	10	4.57	66	454.4	468.0	468.0
TWO	473	484	4.13	71	3.54	77	508.4	505.0	490.0
THREE	493	501	1.26	37	2.30	68	509.3	517.0	503.0
FOUR	511	518	1.68	56	1.57	60	522.6	526.0	513.0
FIVE	519	522	1.26	52	1.52	60	528.4	536.0	520.0
SIX	516	520	1.49	57	1.82	68	527.9	524.0	524.0
Average	493.01	497.69	1.73	-	2.55	-	508.51	512.67	503.00

SCHOOL L READING DATA FROM FALL TO WINTER

Scores Of All Students In Group
By Benchmark Categories: ?



Growth Of All Students In Group
By Benchmark Categories: ?



Report's Use:

- ➔ **Goals for All Students:** Effective services ensure that all students progress toward well-defined End of Year (EOY) learning goals. Set the EOY Goal. Compares the Predicted with the EOY Goal and Benchmark.
- ➔ **Did the Group Improve?** Changes to risk status (far left) and rates of improvement (near left) are graphed after the second screening period.

Grade Level	Median Student <small>More Data</small>		Monthly Observed Median Growth		Monthly Goal Median Growth		End of Year		
	Fall Score	Winter Score	Score	%ile	Score	%ile	Predicted Score	Goal Score	Benchmark Score
SEVEN	536	535	-0.77	18	2.50	82	534.4	549.0	533.0
EIGHT	544	544	-0.12	30	1.84	74	545.4	555.0	539.0
NINE	545	545	-0.04	42	2.37	85	544.3	557.0	541.0
TEN	547	550	0.02	44	0.96	61	549.9	561.0	545.0
ELEVEN	534	537	-0.13	41	3.17	93	541.1	549.0	549.0
TWELVE	-	-	-	-	-	-	-	-	-
Average	541.21	542.39	-0.21	-	2.17	-	543.00	554.20	541.40



**ND+ STATE
TESTING**

- Window opens March 16 - May 15
- Grades 3-8 & 10 will be assessed in the areas of reading, math and writing
- Grades 4,8, & 10 have science as well
- Practice tests are available
- Testing schedule will be put in place for students and staff

6. Unfinished Business

A. Consider the second reading of the following policies:

3. BAB - Board Conflict of Interest
4. FCAE - Suicide Prevention
5. FFK-BR - Suspension and Expulsion Regulations
6. DFAA - Teacher Evaluation
7. FBA - Student Fees

RECOMMENDED

BAB - BOARD CONFLICT OF INTEREST

The **[Name of School District]** School Board supports lawful, transparent decision-making by requiring timely disclosure and appropriate abstention when a school board member has a conflict of interest. Each board member shall abide by all applicable conflict of interest laws contained in North Dakota statute. Board members are expected to vote on all matters before the Board unless a legal disqualification applies under N.D.C.C. § 15.1-07-17 or N.D.C.C. § 44-04-22, and after disclosure, they do not receive the required consent to participate. This policy applies to all Board actions, including meetings, committees, adjudicative hearings, work sessions, negotiations strategy, and approvals of contracts and purchases.

Definitions

- *Contract* means any agreement or transaction requiring expenditure of school funds (e.g., purchasing, construction, service contracts, employment contracts), whether approved directly by the Board or by its designee.
- *Conflict of interest* (school contracts) means the personal, professional, or pecuniary interest of a board member or of the member's spouse or relative or the member's business/professional associate in a contract requiring school funds (N.D.C.C. § 15.1-07-17). Consent of all other board members is required before the conflicted member may participate. Violation is a Class A misdemeanor.
- *Direct and substantial personal or pecuniary interest* (quasi-legislative/quasi-judicial matters) means an interest significant enough to reasonably question impartiality or to tempt the member to depart from their public duty of acting in the best interests of the district in non-contract matters before the Board (e.g., student expulsion, employee discipline, discharge for cause or nonrenewal hearings). Consent of a majority of the rest of the Board is required before participation (N.D.C.C. § 44-04-22).
- *Legally disqualified or legal disqualification* means the member disclosed a conflict of interest under ND.C.C. §15.1-07-17 or N.D.C.C. § 44-04-22 and did not receive the required consent to participate. Only then may the member refrain from discussion and vote.

Standards and Procedures

Each member shall vote on all items unless the member is legally disqualified and, after disclosure, does not receive the requisite consent to participate. Abstention or recusal is not permitted for convenience, discomfort, or appearance-only reasons. When legally disqualified, the member must follow the procedures outlined below.

For contracts requiring the expenditure of school funds, a member with a conflict must disclose the conflict before discussion or vote. That member may not participate in discussion or vote unless all other board members present give consent on the record.

If consent is not unanimous, the member must fully recuse themselves (no discussion, questions, motions, or vote).

For non-contract matters (quasi-legislative/quasi-judicial), a member with a direct and substantial personal or pecuniary interest must disclose the interest and may not participate without the consent of a majority of the remaining members present. If majority consent is not granted, the member must fully recuse themselves.

Meeting Procedures

During meeting agenda preparation, items that may involve a member conflict of interest should be flagged. If such items are included in the meeting agenda, another item addressing the conflict should be added to the agenda immediately preceding the item that creates the conflict. This ensures that the conflict issue is addressed prior to any discussion or vote on the underlying item.

At the meeting, when the Board reaches the conflict item on the agenda, the Board President or presiding officer first calls for any disclosures related to the underlying agenda item. After disclosure, the Board President or presiding officer identifies on the record whether the matter is a contract that requires the expenditure of school funds under N.D.C.C. § 15.1-07-17 or a non-contract quasi-legislative or quasi-judicial matter under N.D.C.C. § 44-04-22, and the Board President or presiding officer states the applicable consent threshold (i.e., unanimous or majority). The chair then conducts the consent vote of the remaining members, excluding the disclosing member. If the Board grants the required consent, the disclosing member participates fully in the item and votes, consistent with the member's duty to vote unless legally disqualified.

If the Board does not grant the required consent, the member is legally disqualified for that item and does not participate in discussion or vote. The Board President or presiding officer proceeds with the underlying agenda item without the participation of the legally disqualified member, and the member refrains from speaking, questioning, or otherwise influencing the matter.

The minutes should reflect the disclosure, the statute cited, the consent vote and tally, whether the member participated or was legally disqualified, the result of every vote on the item, and the vote of each member on any recorded roll-call vote.

Investigations

If a board policy requires the Board President to conduct an investigation, and the Board President has a conflict of interest, the Vice President shall conduct the investigation. If both the Board President and the Vice President have a conflict of interest, the most senior board member who does not have a conflict of interest shall conduct the investigation. For purposes of this paragraph, a conflict of interest means a direct and substantial personal or pecuniary interest.

In addition, when independence, expertise, workload, or other considerations make it advisable, the Board may authorize the retention of a qualified, neutral, third-party investigator to conduct some or all of the investigation. The Board shall approve the scope of work, designate a non-conflicted officer or designee to serve as the point of contact.

- BA, Board Ethics
- BA-BR1, School Board Ethics Regulation
- HCBA, Vendor Conflict of Interest Disclosure

End of [Name of District] Policy BAB Adopted:

[11/25]

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RECOMMENDED

BAB - BOARD CONFLICT OF INTEREST

The Killdeer District[Name of School District] School Board supports lawful, transparent decision-making by requiring timely disclosure and appropriate abstention when a school board member has a conflict of interest. Each board member shall abide by all applicable conflict of interest laws contained in North Dakota statute. Board members are expected to vote on all matters before the Board unless a legal disqualification applies under N.D.C.C. § 15.1-07-17 or N.D.C.C. § 44-04-22, and after disclosure, they do not receive the required consent to participate. This policy applies to all Board actions, including meetings, committees, adjudicative hearings, work sessions, negotiations strategy, and approvals of contracts and purchases.

Definitions

- *Contract* means any agreement or transaction requiring expenditure of school funds (e.g., purchasing, construction, service contracts, employment contracts), whether approved directly by the Board or by its designee.
- *Conflict of interest* (school contracts) means the personal, professional, or pecuniary interest of a board member or of the member's spouse or relative or the member's business/professional associate in a contract requiring school funds (N.D.C.C. § 15.1-07-17). Consent of all other board members is required before the conflicted member may participate. Violation is a Class A misdemeanor.
- *Direct and substantial personal or pecuniary interest* (quasi-legislative/quasi-judicial matters) means an interest significant enough to reasonably question impartiality or to ~~tempt~~tempt the member to depart from their public duty of acting in the best interests of the district in non-contract matters before the Board (e.g., student expulsion, employee discipline, discharge for cause or nonrenewal hearings). Consent of a majority of the rest of the Board is required before participation (N.D.C.C. § 44-04-22).
- *Legally disqualified or legal disqualification* means the member disclosed a conflict of interest under ND.C.C. §15.1-07-17 or N.D.C.C. § 44-04-22 and did not receive the required consent to participate. Only then may the member refrain from discussion and vote.

Standards and Procedures

Each member shall vote on all items unless the member is legally disqualified and, after disclosure, does not receive the requisite consent to participate. Abstention or recusal is not permitted for convenience, discomfort, or appearance-only reasons. When legally disqualified, the member must follow the procedures outlined below.

For contracts requiring the expenditure of school funds, a member with a conflict must disclose the conflict before discussion or vote. That member may not participate in discussion or vote unless all other board members present give consent on the record.

If consent is not unanimous, the member must fully recuse themselves (no discussion, questions, motions, or vote).

For non-contract matters (quasi-legislative/quasi-judicial), a member with a direct and substantial personal or pecuniary interest must disclose the interest and may not participate without the consent of a majority of the remaining members present. If majority consent is not granted, the member must fully recuse themselves.

Meeting Procedures

During meeting agenda preparation, items that may involve a member conflict of interest should be flagged. If such items are included in the meeting agenda, another item addressing the conflict should be added to the agenda immediately preceding the item that creates the conflict. This ensures that the conflict issue is addressed prior to any discussion or vote on the underlying item.

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Investigations

If a board policy requires the Board President to conduct an investigation, and the Board President has a conflict of interest, the Vice President shall conduct the investigation. If both the Board President and the Vice President have a conflict of interest, the most senior board member who does not have a conflict of interest shall conduct the investigation. For purposes of this paragraph, a conflict of interest means a direct and substantial personal or pecuniary interest.

In addition, when independence, expertise, workload, or other considerations make it advisable, the Board may authorize the retention of a qualified, neutral, third-party investigator to conduct some or all of the investigation. The Board shall approve the scope of work, designate a non-conflicted officer or designee to serve as the point of contact.

- BA, Board Ethics
- BA-BR1, School Board Ethics Regulation
- HCBA, Vendor Conflict of Interest Disclosure

End of Killdeer School District #16 [Name of District] Policy
BAB..... Adopted:

01/14/26[11/25]

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RECOMMENDED

BAB - BOARD CONFLICT OF INTEREST

Each board member shall abide by all applicable conflict of interest laws contained in North Dakota statute.

Investigations

In the event that a board policy requires the Board President to conduct an investigation, and the Board President has a conflict of interest, the Board Vice President will conduct the investigation. If both the Board President and Vice President have a conflict of interest, the most senior board member who does not have a conflict of interest will conduct the investigation. For the purposes of this paragraph, conflict of interest is defined as a direct and substantial personal or pecuniary interest.

Complementary Documents

- AAC, Nondiscrimination and Anti-Harassment Policy
- AAC-BR, Discrimination and Harassment Grievance Procedure
- ACEB, Hazing
- BA, Board Ethics
- DEBB, Conflict of Interests
- HCBA, Vendor Conflict of Interest Disclosure
- HEBC, Fraud Prevention and Investigation
- KACA, Patron Complaints
- KACB, Patron Complaints about Personnel

End of Killdeer School District #16 Policy BABAdopted: 03/15/14

DFAA - TEACHER EVALUATION

Administration should engage in ongoing monitoring and evaluation of teacher performance and must comply with statutory required formal, written performance reviews. The purpose of ongoing and formal performance evaluation is to ensure teachers hold the requisite ability, competence, and qualifications to perform teaching duties; to identify areas of deficiency and establish expectations for improvement; to identify effective teaching strategies and potential teaching mentors; and to increase the overall quality of educational services provided to students.

Immediate supervisors shall evaluate certified teaching staff through ongoing monitoring of teacher performance, informal and/or formal classroom observations, as well as through the use of any other evaluation instruments or rubrics adopted by the Board. Administration should complete formal performance reviews and evaluations with honesty, accuracy, and with specific comments supporting the ratings identified in the document. When applicable, performance deficiencies identified in an informal or formal performance evaluation instrument should be considered by administration for the drafting of a performance improvement plan or referral to a teacher mentoring program. Formal, written performance reviews shall be conducted in compliance with North Dakota Century Code § 15.1-15-01, as follows:

1. The District shall conduct two performance reviews per year, for the first three years and individual is employed as a teacher. The District shall prepare written reports of the teacher's performance. The District shall make the first yearly report available to the teacher on or before December fifteenth. The school district shall make the second yearly report available to the teacher on or before April fifteenth.
2. If an individual begins employment as a teacher after January first, the District shall conduct one review of the teacher's performance. The school district shall make the written report available to the individual on or before April fifteenth.
3. Beginning with the fourth year of a teacher's employment as a teacher, the District shall conduct at least one review of the teacher's performance each year. The District shall prepare a written report of the teacher's performance and make the report available to the teacher on or before April fifteenth.

Formal, written performance reviews and evaluations shall become a part of the employee's personnel file and shall not be removed. The employee shall have the right to review the evaluation and may attach a written response, which shall be attached to the performance review or evaluation document in the personnel file.

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

- DFA, Supervision and Evaluation
- DFAA-AR, Teacher Evaluation Procedure

- DFAB, Teacher Supervision
- DIB, Review of Contested Material in Personnel Files

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

[12/24]

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DFAA - TEACHER EVALUATION

~~The building principal shall evaluate the professional teaching staff by use of instruments adopted by the Board. The evaluation process will be based on the supervisory process. These evaluations shall be conducted in conformance with North Dakota law, including the dates specified in the law. The evaluation shall become a part of the teacher's personnel file. The teacher shall have the right to review the evaluation and may attach a statement of disagreement if he/she so wishes.~~

Administration should engage in ongoing monitoring and evaluation of teacher performance and must comply with statutory required formal, written performance reviews. The purpose of ongoing and formal performance evaluation is to ensure teachers hold the requisite ability, competence, and qualifications to perform teaching duties; to identify areas of deficiency and establish expectations for improvement; to identify effective teaching strategies and potential teaching mentors; and to increase the overall quality of educational services provided to students.

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to review the evaluation and may attach a written response, which shall be attached to the performance review or evaluation document in the personnel file.

Complementary Documents

- DFA, Supervision & Evaluation
- DFAA-AR, Teacher Evaluation Procedure
- DFAB, Teacher Supervision
- DIB, Review of Contested Material in Personnel Files

End of Killdeer School District #16 Policy DFAA.....Adopted: 06/11/14

DFAA - TEACHER EVALUATION

The building principal shall evaluate the professional teaching staff by use of instruments adopted by the Board. The evaluation process will be based on the supervisory process. These evaluations shall be conducted in conformance with North Dakota law, including the dates specified in the law. The evaluation shall become a part of the teacher's personnel file. The teacher shall have the right to review the evaluation and may attach a statement of disagreement if he/she so wishes.

Complementary Documents

- DFA, Supervision & Evaluation
- DFAA-AR, Teacher Evaluation Procedure
- DIB, Review of Contested Material in Personnel Files

End of Killdeer School District #16 Policy DFAA.....Adopted: 06/11/14

RECOMMENDED

FBA - STUDENT FEES

The Board will establish and reassess student fees in accordance with law on an as needed basis at least annually. The Superintendent and Board shall establish school fine amounts as permitted by law. All fees and fines shall be delineated in board-approved regulations.

When a parent/guardian is unable to pay a fee in full, the Superintendent is authorized to waive or reduce this fee upon the parent/guardian's completion of a fee reduction/waiver form.

The Board has adopted the following specific policies related to student fees:

- **School Meals.** Schools may contact a student's parent or guardian directly regarding unpaid meals debt or insufficient funds to pay for additional meals. Schools may also require a child to deliver a sealed envelope regarding insufficient funds or unpaid meal debt to that child's parent or guardian, but the school may not distribute that letter to the child in a manner that stigmatizes the child.
- **Drivers Education.** Fees for driver's education and for courses that generate products that become the personal property of the student must be paid prior to the start of the course. The District may also require that a student pay a fee for behind-the-wheel driver's education instruction.
- **Security Deposits.** The District may require students to pay a security deposit for the return of textbooks, materials supplies, or equipment, and it may assess a student a "use charge" if an item has received undue wear.
- **Personal or Consumable Items.** The District may require a student furnish personal or consumable items.
- **Admission Fee.** The District may require a student pay an admission fee or other charges for extracurricular or noncurricular activities if the student's attendance is optional.
- **Benefit Plans.** The District may require a student pay a fee or a premium for any authorized student health and accident benefit plan.
- **Athletic Equipment and Apparel.** The District may require a student pay a fee for personal athletic equipment and apparel; provided the board shall allow a student to use the student's own equipment and apparel if it meets reasonable health and safety standards established by the board.
- **Class and Program Fees.** The District may require a student pay a fee in any program which generates a product that becomes the student's personal property.
- **CTE Fees and Postsecondary Programs.** The District may require a student pay a fee for goods, including textbooks, and services provided in connection with any postsecondary level program, or any program established outside regular

RECOMMENDED

elementary, middle school, or secondary school programs, including career and technical programs, and adult or continuing education programs.

- **Music Program Fees.** The District may require a student pay a fee for the use of a musical instrument owned or rented by the school district, provided the total fee payable by the student for a school year does not exceed the annual rental cost to the District or the annual depreciation plus actual maintenance cost for the instrument.

The District will vigorously pursue the collection of any outstanding bills, including use of a collections agency and/or filing a claim in small claims court. The Superintendent, in accordance with law, may impose further penalties on students for failure to pay fees/fines.

Complementary Documents

- ~~IB-BR, Lunch Charging~~
- ABEC, School Meal Charge Policy

End of Killdeer School District #16 Policy FBAAdopted: 11/03/14

RECOMMENDED

FBA - STUDENT FEES

The Board will establish and reassess student fees in accordance with law on an as needed basis at least annually. The Superintendent and Board shall establish school fine amounts as permitted by law. All fees and fines shall be delineated in board-approved regulations.

When a parent/guardian is unable to pay a fee in full, the Superintendent is authorized to waive or reduce this fee upon the parent/guardian's completion of a fee reduction/waiver form.

The District will vigorously pursue the collection of any outstanding bills, including use of a collections agency and/or filing a claim in small claims court. The Superintendent, in accordance with law, may impose further penalties on students for failure to pay fees/fines.

Complementary Documents

- IB-BR, Lunch Charging

End of Killdeer School District #16 Policy FBAAdopted: 11/03/14

RECOMMENDED

FBA - STUDENT FEES

The Board will establish and reassess student fees in accordance with the law **[on an as needed basis] [at least annually]**. The **[Superintendent] [Board]** shall establish school fine amounts as permitted by law and in compliance with NDCC § 15.1-09-36. **[All fees and fines shall be delineated in board-approved regulations.]**

When a parent/guardian is unable to pay a fee in full, the Superintendent is authorized to waive or reduce this fee **[in accordance with the district's fee-waiver procedure] [upon the parent/guardian's completion of a fee reduction/waiver form]**.

The Board has adopted the following specific policies related to student fees:

1. **School Meals**. Schools may contact a student's parent or guardian directly regarding unpaid meals debt or insufficient funds to pay for additional meals. Schools may also require a child to deliver a sealed envelope regarding insufficient funds or unpaid meal debt to that child's parent or guardian, but the school may not distribute that letter to the child in a manner that stigmatizes the child.
2. **Drivers Education**. Fees for driver's education and for courses that generate products that become the personal property of the student must be paid prior to the start of the course. The District may also require that a student pay a fee for behind-the-wheel driver's education instruction.
3. **Security Deposits**. The District may require students to pay a security deposit for the return of textbooks, materials supplies, or equipment, and it may assess a student a "use charge" if an item has received undue wear.
4. **Personal or Consumable Items**. The District may require a student furnish personal or consumable items.
5. **Admission Fee**. The District may require a student pay an admission fee or other charges for extracurricular or noncurricular activities if the student's attendance is optional.
6. **Benefit Plans**. The District may require a student pay a fee or a premium for any authorized student health and accident benefit plan.
7. **Athletic Equipment and Apparel**. The District may require a student pay a fee for personal athletic equipment and apparel; provided the board shall allow a student to use the student's own equipment and apparel if it meets reasonable health and safety standards established by the board.
8. **Class and Program Fees**. The District may require a student pay a fee in any program which generates a product that becomes the student's personal property.

9. **CTE Fees and Postsecondary Programs**. The District may require a student pay a fee for goods, including textbooks, and services provided in connection with any postsecondary level program, or any program established outside regular elementary, middle school, or secondary school programs, including career and technical programs, and adult or continuing education programs.
10. **Music Program Fees**. The District may require a student pay a fee for the use of a musical instrument owned or rented by the school district, provided the total fee payable by the student for a school year does not exceed the annual rental cost to the District or the annual depreciation plus actual maintenance cost for the instrument.

The District may vigorously pursue the collection of any outstanding bills generated through the feeds identified in this policy, including through the use of a collections agency and/or through filing a claim in small claims court. The Superintendent, in accordance with law, may impose further penalties on students for failure to pay fees/fines.

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

- ABEC, School Meal Charge Policy

End of [Name of District] Policy FAB Adopted:

[03/25]

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RECOMMENDED

FCAE - SUICIDE PREVENTION

Definitions

This policy defines the following:

- *At risk* means a student who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain.
- *Mental health* means a state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- *Postvention* means a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
- *Risk assessment* means an evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- *Risk factors for suicide* means characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
- *Suicide Death* means death caused by self-directed injurious behavior with any intent to die as a result of the behavior. (*Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.*)
- *Suicide attempt* means a self-injurious behavior for which there is evidence that the person had at least some intent to kill themselves. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
- *Suicidal behavior* means suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering

RECOMMENDED

the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

- *Suicide contagion* means the process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
- *School property* is defined in NDCC 15.1-19-10(6)(b) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.

Purpose

The purpose of this policy is to protect the health and well-being of all district students while on school property by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The District:

1. Recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes;
2. Further recognizes that suicide is a leading cause of death among young people;
3. Has an ethical responsibility to take a proactive approach in preventing deaths by suicide; and
4. Acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide, and one which helps to foster positive youth development.

Prevention

District Policy Implementation

A District Suicide Prevention Coordinator shall be designated by the Superintendent. This may be an existing staff person. The District Suicide Prevention Coordinator shall be responsible for planning and coordinating implementation of this policy for the school district. Each school principal shall designate a school Suicide Prevention Coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing staff person. All staff members must report students they believe to be at elevated risk for suicide to the school Suicide Prevention Coordinator.

Staff Professional Development

All staff shall receive **[annual]** **[biennial]** professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention.

The professional development may include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/ or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students,

RECOMMENDED

students bereaved by suicide, and those with medical conditions or certain types of disabilities.

Additional professional development in risk assessment and crisis intervention may be provided to school-employee mental health professionals and school nurses.

Youth Suicide Prevention Programming

Developmentally-appropriate, student-centered education materials shall be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials may include:

1. The importance of safe and healthy choices and coping strategies.
2. How to recognize risk factors and warning signs of mental disorders and suicide in oneself and others.
3. Help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

Publication and Distribution

This policy must be distributed annually and included in all student and employee handbooks, and on the school website.

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

- FCAE-BR, Suicide Prevention Procedures

End of ~~[Name of District]~~**Killdeer Public School # 16** Policy FCAE1/14/2026

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RECOMMENDED

FCAE - SUICIDE PREVENTION

Definitions

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- *Mental health* means a state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- *Postvention* means a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
- *Risk assessment* means an evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- *Risk factors for suicide* means characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
- *Suicide Death* means death caused by self-directed injurious behavior with any intent to die as a result of the behavior. (*Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.*)
- *Suicide attempt* means a self-injurious behavior for which there is evidence that the person had at least some intent to kill themselves. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
- *Suicidal behavior* means suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering

RECOMMENDED

the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

- *Suicide contagion* means the process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
- *School property* is defined in NDCC 15.1-19-10(6)(b) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.

Purpose

The purpose of this policy is to protect the health and well-being of all district students while on school property by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The District:

1. Recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes;
2. Further recognizes that suicide is a leading cause of death among young people;
3. Has an ethical responsibility to take a proactive approach in preventing deaths by suicide; and
4. Acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide, and one which helps to foster positive youth development.

Prevention

District Policy Implementation

A District Suicide Prevention Coordinator shall be designated by the Superintendent. This may be an existing staff person. The District Suicide Prevention Coordinator shall be responsible for planning and coordinating implementation of this policy for the school district. Each school principal shall designate a school Suicide Prevention Coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing staff person. All staff members must report students they believe to be at elevated risk for suicide to the school Suicide Prevention Coordinator.

Staff Professional Development

All staff shall receive **[annual]** **[biennial]** professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention.

The professional development may include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/ or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students,

RECOMMENDED

students bereaved by suicide, and those with medical conditions or certain types of disabilities.

Additional professional development in risk assessment and crisis intervention may be provided to school-employee mental health professionals and school nurses.

Youth Suicide Prevention Programming

Developmentally-appropriate, student-centered education materials shall be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials may include:

1. The importance of safe and healthy choices and coping strategies.
2. How to recognize risk factors and warning signs of mental disorders and suicide in oneself and others.
3. Help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

Publication and Distribution

This policy must be distributed annually and included in all student and employee handbooks, and on the school website.

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

- FCAE-BR, Suicide Prevention Procedures

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

[02/19]

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REGULATION

FFK-BR - SUSPENSION AND EXPULSION REGULATIONS

Suspension

Suspension involves either in-school suspension or the dismissal of a student from school classes, buildings, and grounds. Suspension shall not be for more than the maximum duration allowed by law. The parent(s) of the student are to be notified promptly by the school principal that suspension has been issued.

The authority to **[initially]** determine whether a student shall be suspended rests with the principal, **[assistant principal, or Superintendent]** and can be exercised AFTER the student is given:

1. Oral or written notice of the charges against him/her.
2. An explanation of the evidence against him/her.
3. An opportunity to present their side of the story.

There does not need to be a delay between the time notice is given and the conduct of the above procedure. In those cases where a student's presence poses a continuing danger to persons or property or any ongoing threat of disrupting the educational process, the student may be immediately removed.

In emergency situations that are a result of risk to health and safety, the district may postpone the suspension notice process above until the emergency condition has passed.

Expulsion

The District must expel a student for a minimum of twelve months if the student is in violation of the weapons policy and the expulsion period is not modified based on the criteria identified in policy FFD, Possessing Weapons. The District may expel a student for up to twelve months for insubordination, habitual indolence, disorderly conduct, a sexual offense as identified under NDCC Ch. 12.1-20 and policy ACCB, Protection for Student Victims of Sexual Offenses, or any other policy violation or state law violation giving rise to expulsion consideration. The District shall follow the procedure for conducting an expulsion hearing contained in state law and administrative regulations. If the student involved has a disability, see the administrative regulation on suspension and expulsion of students with disabilities.

The responsibility of the school may not end with expulsion. The guidance department may notify other appropriate agencies when a student has been expelled.

Expulsion Pre-Hearing Notice to Student

The student and the student's parent shall be provided with the following notices, prior to the expulsion hearing outlined below:

1. **Notice of Charges:** The specific charges against the student shall be stated clearly enough for the student and the parent to understand the grounds of the charge and to be able to prepare a defense.
2. **Notice of Hearing:** The date of a hearing, which shall be within a reasonable time not to exceed ten school days, if the student is currently under suspension, unless a postponement is requested or agreed to by the parent.
3. **Presenting Evidence:** A student may present witnesses or documentary evidence to rebut the charges against the student.
4. **Notice of Right to Adult Representation:** The right to be represented and/or assisted at the hearing by a lawyer or other adult at the student's expense shall be explained. A parent or guardian who is unable to attend the hearing may provide written designation of another adult to assist the student in the parent's absence.

Conducting Hearings for Expulsion

1. **Nature of the Hearing:** The hearing is not a court proceeding and should not be referred to or conducted as such. There are no specific rules of evidence or procedure that must be followed. The intent of the hearing is to determine whether the reasons offered for the proposed expulsion are supported by the evidence. The evidence offered at the hearing should be directed toward attaining the truth and shall include an opportunity for the presentation of evidence as to the existence of mitigating circumstances.
2. **The Hearing Officer:** The student is entitled to an impartial hearer of facts. If the school board has designated a hearing officer, the hearing officer may conduct the hearing unless they are biased or prejudiced against the student or was directly involved with the incident at issue. If the hearing officer is not qualified under this rule, another hearing officer **[should] [shall]** be called upon to conduct the hearing.
3. **Representation of the Student:** There is no requirement that the student must have representation at the hearing; however, if the student or their parent(s) request that they be represented by an attorney at the student's expense, the request must be granted. The school may choose to involve the parents in the disciplinary proceedings from the outset.
4. **A Recording of the Hearing:** A record of the hearing should be made to substantiate that the required elements of procedural due process were afforded the student. This can be accomplished by several methods. The preferred method of recording is tape recording or court reporter transcription of the entire proceeding. All evidence that is introduced in the form of written documents should be marked so as to identify the origin and order of introduction (e.g., School Exhibit 1, 2, 3, and Student Exhibit 1, 2, 3). All records of a hearing should be kept at least six years after the expelled student reaches the age of 18 years.
5. **Open or Closed Hearing:** Since an expulsion hearing before a designated hearing officer or the school board is subject to the Family Rights and Privacy Act (FERPA), the hearing shall be closed unless the parent/eligible student waives their rights under FERPA in writing.

6. **Witnesses in the Room:** At the request of the school representative or the student or their parents, witnesses may be excluded from the room except when offering testimony. The hearing officer should make this option known at the beginning of the hearing, before any evidence is presented. At no time may the student or their parent or representative be excluded from the room.
7. **Cross-Examination:** The hearing officer should permit cross-examination if any circumstances indicate that it is necessary in order to reach the truth or to otherwise conduct a hearing, which is fundamentally fair.
8. **Sworn Witnesses:** Witnesses should be given an oath or affirmation before offering testimony.
9. **Evidence:** If, at the conclusion of the hearing, the reasons given for the proposed expulsion are supported by the evidence offered at the hearing, the student may be expelled. The action of the student does not have to be proven beyond a reasonable doubt as in a criminal trial, but the action must be supported by the evidence. There must be evidence presented upon which the hearing officer can conclude that the student engaged in conduct supporting expulsion. In determining whether there is evidence to support an expulsion, the hearing officer may take into consideration only that evidence presented at the hearing.
10. **Making the Decision and Giving Notice to the Parties:** After the hearing, the hearing officer decides whether to expel a student. The hearing officer has the responsibility of promptly informing the student, his or her parents, the student's counsel, or his or her representative in writing of the decision. The decision must be specific enough so that a reasonable person can be advised of the findings and basis for the decision to expel. The decision should also contain information on how to appeal to the Board, if the Board did not serve as the hearing officer.
11. **Appeal to School Board:** Except when the Board served as the hearing officer, an appeal of the hearing officer's decision may be made to the Board based upon a review of the record of the expulsion hearing. This decision should be reviewed at the next regular meeting of the Board, except when good cause is shown for calling a special meeting for that purpose. Since the expulsion will affect or become a part of the student's educational record, the appeal hearing before the Board will be in executive session unless the parent/guardian signs a written waiver of their rights under the Family Educational Rights and Privacy Act.

For expulsion procedures, see the administrative regulation on guidelines for hearings.

End of [Name of District] Board Regulation FFK-BR Adopted:

[07/25]

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REGULATION

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REGULATION

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End of Killdeer School District #16 Board Reg. FFK-BR**Adopted: 02/09/22****Amended: 12/10/25**

REGULATION

FFK-BR - SUSPENSION AND EXPULSION REGULATIONS

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Expulsion

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For expulsion procedures, see the administrative regulation on guidelines for hearings.

End of Killdeer School District #16 Board Reg. FFK-BR.....Adopted: 02/09/22

7. New Business

A. Consider Additional February Bills

Detail Check Register

Posted; Batch Description 5 Records Selected; Fund Number 01, 03; Processing Month
02/2026

Checking Account: 1

Fund 01

Check Number:	Check Type:	Check Date:	Vendor:		Check Total:
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
1575	Automatic Payment	02/10/2026	TMS	TIME MANAGEMENT SYSTEMS INC	185.60
356244	02/09/2026	POELEM-04300	ATTENDANCE CONTRACT FOR JAN 2026	01 000 000 000 2500 430	185.60
1578	Automatic Payment	02/11/2026	JPMORGAN	JP MORGAN CHASE BANK NA	220.00
20260211	02/11/2026	POELEM-04339	HAMPTON INN ABERSEEN SD	01 000 000 310 1000 580	220.00
200980	Check	02/10/2026	ACMETOOL	ACME TOOLS	5,737.73
20260209	02/09/2026	ELEM-03194	JET JWBS-14SFX 14in Steel Frame Bandsaw	01 000 000 310 1000 731	1,325.97
20260209	02/09/2026	ELEM-03194	DEWALT 12 Amp 2-1/4 HP Plunge and Fixed	01 000 000 310 1000 731	1,163.96
20260209	02/09/2026	ELEM-03194	GEARWRENCH 1/4in 3/8in & 1/2in Drive Tea	01 000 000 310 1000 731	291.98
20260209	02/09/2026	ELEM-03194	DEWALT 20V MAX Portable Band Saw (Bare T	01 000 000 310 1000 731	359.00
20260209	02/09/2026	ELEM-03194	DEWALT 7-in and 9-in 5.3 HP Large Angle	01 000 000 310 1000 731	265.99
20260209	02/09/2026	ELEM-03194	Milwaukee Metric Combination Wrench 11pc	01 000 000 310 1000 731	118.97
20260209	02/09/2026	ELEM-03194	Proto 3/8in Drive 6pt Metric Socket Set	01 000 000 310 1000 731	85.99
20260209	02/09/2026	ELEM-03194	DEWALT 5-In Random Orbit PSA Sander	01 000 000 310 1000 731	409.95
20260209	02/09/2026	ELEM-03194	SKIL 6.5 Amp 3 1/4 In. Planer	01 000 000 310 1000 731	79.00
20260209	02/09/2026	ELEM-03194	DEWALT 20V Max XR Oscillating Multi Tool	01 000 000 310 1000 731	199.00
20260209	02/09/2026	ELEM-03194	Hobart Creator Series Welding Helmet Aut	01 000 000 310 1000 731	463.96
20260210	02/10/2026	ELEM-03241	DEWALT 20 V MAX Metal Cutting Circular S	01 000 000 310 1000 731	973.96
200981	Check	02/10/2026	AJOILFIELD	A&J OIL FIELD SOLUTIONS LLC	1,603.79
20260209	02/09/2026	POELEM-04323	SANDING HIGH SCHOOL CAMPUS 563HS	01 000 000 000 2600 435	400.00
20260209	02/09/2026	POELEM-04323	OIL CHANGE BUS 426576SVC	01 000 000 000 2700 671	106.00
20260209	02/09/2026	POELEM-04323	REPAIRS BUS 409583SVC	01 000 000 000 2700 673	348.35
20260209	02/09/2026	POELEM-04323	DOOR REPAIRS ON BUS 423 573SVC	01 000 000 000 2700 673	420.00
20260209	02/09/2026	POELEM-04323	OIL CHANGE AND REPAIRS BUS 426 576SVC	01 000 000 000 2700 673	329.44
200982	Check	02/10/2026	AMAZONCAP	AMAZON CAPITAL SERVICES	368.37
1HPH-XVR6-CCQ9	02/09/2026	HS-02325	Netgear 8 port POE switch	01 000 000 140 1000 611	79.99
1HPH-XVR6-CCQ9	02/09/2026	HS-02325	DISCOUNT	01 000 000 140 1000 611	(20.00)
1M3J-7K99-D9WV	02/09/2026	HS-02294	Groceries for Cultures and Cuisine Irela	01 000 000 340 1000 611	99.99
1TKV-7KVV-9HHD	02/10/2026	HS-02247.2	sticky mounting putty	01 000 000 140 1000 611	13.99
1XPQ-R6DJ-46TG	02/09/2026	HS-02285	OFFICE SUPPLIES SPLIT	01 000 000 130 1000 611	58.32
1XPQ-R6DJ-46TG	02/09/2026	HS-02285	OFFICE SUPPLIES SPLIT	01 000 000 140 1000 611	136.08
200983	Check	02/10/2026	BOSCH	BOSCH LUMBER COMPANY	377.40
20260209	02/09/2026	POELEM-04321	WHITE K-STYLE GUTTER, HIDDEN HANGER	01 000 000 000 2600 611	83.60

Detail Check Register

Posted; Batch Description 5 Records Selected; Fund Number 01, 03; Processing Month 02/2026

Checking Account: 1		Fund 01					
20260209	02/09/2026	POELEM-04321	PINE BOARD	01 000 000 310 1000 611		293.80	
Check Number: 200984	Check Type: Check	Check Date: 02/10/2026	Vendor: CENTRALMEC	CENTRAL MECHANICAL INC	Check Total:	1,148.00	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
21232	02/09/2026	POELEM-04319	BOILER LOCKED OUT HAS PRESSURE SENSOR RE	03 000 000 000 4220 435	394.00		
21486	02/09/2026	POELEM-04332	inspection of mau in voag unit heaters h	03 000 000 000 4220 435	754.00		
Check Number: 200985	Check Type: Check	Check Date: 02/10/2026	Vendor: CITYAIR	CITY AIR MECHANICAL, INC	Check Total:	3,276.58	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
51352	02/09/2026	POELEM-04311	RENTAL HOUSE-TEMP ADJUSTMENT ON WATER HE	03 000 000 000 4210 610	1,753.62		
51364	02/09/2026	POELEM-04303	BOILER INS NOT WORKING , TRUBLESHOOT BOI	03 000 000 000 4220 435	1,522.96		
Check Number: 200986	Check Type: Check	Check Date: 02/10/2026	Vendor: COLE	COLE PAPERS INC.	Check Total:	4,907.73	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
20260209	02/09/2026	POELEM-04299	LED LIGHT BULBS	01 000 000 000 2600 611	1,090.38		
20260209	02/09/2026	POELEM-04299	URINAL SCREEN BLUE OCEAN BREEZE, PAPER T	01 000 000 000 2600 611	1,496.87		
20260209	02/09/2026	POELEM-04299	AIR FILTERS	01 000 000 000 2600 611	1,792.51		
20260209	02/09/2026	POELEM-04299	URINAL SCREEN BLUE OCEAN BREEZE, 20X24X2	01 000 000 000 2600 611	527.97		
Check Number: 200987	Check Type: Check	Check Date: 02/10/2026	Vendor: CONSOLTEL	CONSOLIDATED TELECOM INC	Check Total:	1,596.91	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
20260209	02/09/2026	POELEM-04297	JAN 2026 PHONE BILL	01 000 000 000 2600 531	1,596.91		
Check Number: 200988	Check Type: Check	Check Date: 02/10/2026	Vendor: DAKDUST	DAKOTA DUST-TEX, INC.	Check Total:	161.40	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
20260209	02/09/2026	POELEM-04306	MATS 0877572	01 000 000 000 2600 435	53.80		
20260209	02/09/2026	POELEM-04306	MATS 0880401	01 000 000 000 2600 435	53.80		
20260209	02/09/2026	POELEM-04306	MATS 0881833	01 000 000 000 2600 435	53.80		
Check Number: 200989	Check Type: Check	Check Date: 02/10/2026	Vendor: DAKOCOMM	DAKOTA COMMERCIAL RUGS	Check Total:	394.50	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
L17390	02/09/2026	POELEM-04308	BRUSH, MOP	01 000 000 000 2600 435	152.30		
L17390	02/09/2026	POELEM-04308	BRUSH, MOP, MATS	01 000 000 000 2600 435	242.20		
Check Number: 200990	Check Type: Check	Check Date: 02/10/2026	Vendor: DICKTRUCK	DICKINSON TRUCK EQUIPMENT	Check Total:	1,318.00	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
012728	02/10/2026	HS-02287	REPAIR PLOW BOSS ON CHEVY	01 000 000 000 2600 611	1,318.00		
Check Number: 200991	Check Type: Check	Check Date: 02/10/2026	Vendor: ENERGYTECH	ENERGY TECH SYSTEMS, INC.	Check Total:	2,392.04	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		

Detail Check Register

Posted; Batch Description 5 Records Selected; Fund Number 01, 03; Processing Month
02/2026

Checking Account: 1		Fund 01				
38050	02/09/2026	POELEM-04295	HP82-125 REQUIRES SE STAT REPLACEMENT	01 000 000 000 2600 450	289.00	
38050	02/09/2026	POELEM-04295	SE STATS NEED FIRMWARE/LUA SCRIPS UPLOAD	01 000 000 000 2600 450	1,943.04	
38050	02/09/2026	POELEM-04295	HP#3 IN LOCKER ROOMS: COMPRESSOR SAYS CO	01 000 000 000 2600 450	160.00	
Check Number: 200992 Check Type: Check Check Date: 02/10/2026 Vendor: FAIRREPAIR FAIR REPAIR & SERVICE LLC Check Total: 455.21						
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
3855	02/09/2026	POELEM-04315	REPAIRS TO EXPEDITION	01 000 000 000 2700 673	455.21	
Check Number: 200993 Check Type: Check Check Date: 02/10/2026 Vendor: GRAB GRAB 'N GO Check Total: 75.94						
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260209	02/09/2026	POELEM-04322	BOARD MEETING SUPPLIES	01 000 000 000 2310 290	75.94	
V*20260209	02/10/2026	POELEM-04322	BOARD MEETING SUPPLIES	01 000 000 000 2310 290	(75.94)	
Check Number: 200994 Check Type: Check Check Date: 02/10/2026 Vendor: HEALTHWELL HEALTH & WELLNESS CHIROPRACTIC Check Total: 100.00						
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
01222026	02/09/2026	POELEM-04318	DOT EXAM-K. KLEEMAN	01 000 000 000 2700 390	100.00	
Check Number: 200995 Check Type: Check Check Date: 02/10/2026 Vendor: HINRICHS HINRICHS SUPER VALU Check Total: 348.65						
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260209	02/09/2026	POELEM-04320	BOARD MEETING SUPPLIES	01 000 000 000 2310 290	8.84	
20260209	02/09/2026	POELEM-04320	THOMAS CLASS SUPPLIES	01 000 000 255 1000 611	34.98	
20260209	02/09/2026	POELEM-04320	FACS SUPPLIES	01 000 000 340 1000 611	237.20	
20260209-0001	02/09/2026	POELEM-04331	LIFE SKILLS SUPPLIES	01 000 000 255 1000 611	18.18	
20260209-0001	02/09/2026	POELEM-04331	FACS SUPPLIES	01 000 000 340 1000 611	49.45	
V*20260209	02/10/2026	POELEM-04320	BOARD MEETING SUPPLIES	01 000 000 000 2310 290	(8.84)	
V*20260209	02/10/2026	POELEM-04320	THOMAS CLASS SUPPLIES	01 000 000 255 1000 611	(34.98)	
V*20260209	02/10/2026	POELEM-04320	FACS SUPPLIES	01 000 000 340 1000 611	(237.20)	
V*20260209-0001	02/10/2026	POELEM-04331	LIFE SKILLS SUPPLIES	01 000 000 255 1000 611	(18.18)	
V*20260209-0001	02/10/2026	POELEM-04331	FACS SUPPLIES	01 000 000 340 1000 611	(49.45)	
Check Number: 200996 Check Type: Check Check Date: 02/10/2026 Vendor: HOTLUNCH HOT LUNCH ACCOUNT Check Total: 480.00						
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260209	02/09/2026	POELEM-04314	MILK REIMBURSEMENT JAN 2026	01 000 000 110 1000 610	216.50	
20260209	02/09/2026	POELEM-04314	MILK REIMBURSEMENT JAN 2026	01 000 000 110 1000 610	263.50	
Check Number: 200997 Check Type: Check Check Date: 02/10/2026 Vendor: ICON ICON ARCHITECTURAL GROUP Check Total: 20,133.87						
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20250534	02/09/2026	POELEM-04302	DESIGN DEVELOPMENT, CONSTRUCTION DOCUMENT	03 000 000 000 4220 435	20,133.87	
Check Number: 200998 Check Type: Check Check Date: 02/10/2026 Vendor: JOHNCLA CLAYTON JOHNSEN Check Total: 115.00						
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	

Detail Check Register

Posted; Batch Description 5 Records Selected; Fund Number 01, 03; Processing Month
02/2026

Checking Account: 1		Fund 01				
20260210	02/10/2026	ELEM-03403	Drivers Ed COnference Reimbursement	01 000 000 140 1000 626	115.00	
Check Number: 200999	Check Type: Check	Check Date: 02/10/2026	Vendor: KRAUANDER	KRAUS-ANDERSON CONSTRUCTION COMPANY	Check Total:	21,072.83
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260209	02/09/2026	POELEM-04305	ELEM UPDATED APP #7	03 000 000 000 4220 435	21,072.83	
Check Number: 201000	Check Type: Check	Check Date: 02/10/2026	Vendor: MDU	MONTANA DAKOTA UTILITIES CO.	Check Total:	26,788.35
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260209	02/09/2026	POELEM-04329	ELEC 1415 HIGH ST NW	01 000 000 000 2600 621	5,865.79	
20260209	02/09/2026	POELEM-04329	ELEC 101 HIGH ST NW	01 000 000 000 2600 621	8,753.86	
20260209	02/09/2026	POELEM-04329	ELEC ATHLETIC FIELD	01 000 000 000 2600 621	38.48	
20260209	02/09/2026	POELEM-04329	ELEC PORTABLES	01 000 000 000 2600 621	1,385.85	
20260209	02/09/2026	POELEM-04329	ELEC HEATER PLUGIN	01 000 000 000 2600 621	16.49	
20260209	02/09/2026	POELEM-04329	GAS 101 HIGH ST NW	01 000 000 000 2600 622	3,691.88	
20260209	02/09/2026	POELEM-04329	GAS 1415 HIGH ST NW	01 000 000 000 2600 622	6,870.46	
20260209	02/09/2026	POELEM-04329	GAS 1415 HIGH ST (GEN)	01 000 000 000 2600 622	165.54	
Check Number: 201001	Check Type: Check	Check Date: 02/10/2026	Vendor: MGM	MGM RURAL SANITATION, LLC	Check Total:	418.42
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
541500	02/09/2026	POELEM-04316	20 YARD CONTAINER	01 000 000 000 2600 450	418.42	
Check Number: 201002	Check Type: Check	Check Date: 02/10/2026	Vendor: NDDHS	HEALTH AND HUMAN SERVICES	Check Total:	50.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260210	02/10/2026	POELEM-04334	APPLICATION FEE FOR 4 YEAR OLD PROGRAM	01 000 000 800 3300 800	50.00	
Check Number: 201003	Check Type: Check	Check Date: 02/10/2026	Vendor: NDSOS	ND SMALL ORGANIZED SCHOOLS	Check Total:	30.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260209	02/09/2026	POELEM-04301	ONLINE BUS DRIVER TRAINING-K. KLEEMAN	01 000 000 000 2700 330	30.00	
Check Number: 201004	Check Type: Check	Check Date: 02/10/2026	Vendor: NETWORK	NETWORK SERVICES CO.	Check Total:	963.74
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
10667334	02/09/2026	POELEM-04309	SCOOP ALUMINUM 24OZ	01 000 000 000 2600 611	120.92	
10667334	02/09/2026	POELEM-04309	LINERS, FLOOR SIGNS, FOAM SOAP	01 000 000 000 2600 611	842.82	
Check Number: 201005	Check Type: Check	Check Date: 02/10/2026	Vendor: NUVENTO	NUVENTO	Check Total:	900.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
NUV_222267	02/09/2026	POELEM-04312	EDUHEALTH VER 4-FEB 2026	01 000 000 200 2835 810	900.00	
Check Number: 201006	Check Type: Check	Check Date: 02/10/2026	Vendor: SANFORDH	SANFORD HEALTH OCCUPATIONAL MEDICINE	Check Total:	110.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
884554	02/09/2026	POELEM-04333	DOT EXAM C. COOK	01 000 000 000 2700 390	110.00	
Check Number: 201007	Check Type: Check	Check Date: 02/10/2026	Vendor: SECURLY	SECURLY, INC	Check Total:	1,155.00

Detail Check Register

Posted; Batch Description 5 Records Selected; Fund Number 01, 03; Processing Month
02/2026

Checking Account: 1

Fund 01

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
140690	02/10/2026	HS-02329	Securly Pass Subscription	01 000 000 140 1000 670	1,155.00
Check Number: 201008 Check Type: Check Check Date: 02/10/2026 Vendor: SMART SMART COMPUTERS Check Total: 7,494.00					
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
17-51049	02/09/2026	POELEM-04313	MONTHLY BILLING FOR MARCH 2026	01 000 000 000 2225 490	7,494.00
Check Number: 201009 Check Type: Check Check Date: 02/10/2026 Vendor: SOLUTREE SOLUTION TREE Check Total: 3,920.00					
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
S335684	02/10/2026	ELEM-03308	Professional Development	01 000 000 000 2210 300	1,960.00
S335684	02/10/2026	ELEM-03308	Correction: Professional Development	01 000 000 000 2210 300	1,960.00
S335684	02/10/2026	ELEM-03308	Reversal: Professional Development	01 068 000 261 1000 300 2025	(1,960.00)
S335684	02/10/2026	ELEM-03308	Professional Development	01 068 000 261 1000 300 2025	1,960.00
Check Number: 201010 Check Type: Check Check Date: 02/10/2026 Vendor: THEHOTELDA THE HOTEL DAKOTA Check Total: 333.00					
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
2630	02/09/2026	HS-02339	Hotel Rooms Officials	01 000 000 420 3400 890	333.00
Check Number: 201011 Check Type: Check Check Date: 02/10/2026 Vendor: TRANSFINDE TRANSFINDER CORPORATION Check Total: 3,002.00					
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
65244	02/09/2026	ELEM-03395	Tablets and Cellular Data Plan	01 000 000 000 2700 730	3,002.00
Check Number: 201012 Check Type: Check Check Date: 02/10/2026 Vendor: WESTCHOICE WESTERN CHOICE COOPERATIVE Check Total: 12,252.67					
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
20260209	02/09/2026	POELEM-04327	ANTIFREEZE	01 000 000 000 2700 611	44.97
20260209	02/09/2026	POELEM-04327	TRANSPORTATION GAS	01 000 000 000 2700 626	283.23
20260209	02/09/2026	POELEM-04327	TRANSPORTATION DIESEL	01 000 000 000 2700 627	10,792.45
20260209-0001	02/09/2026	POELEM-04328	IMPACT DRILL KIT, FRUIT FLY TRAPS, FLEX	01 000 000 000 2600 611	268.33
20260209-0001	02/09/2026	POELEM-04328	MAINT GAS	01 000 000 000 2600 626	231.27
20260209-0001	02/09/2026	POELEM-04328	MAINT DIESEL	01 000 000 000 2600 627	329.24
20260209-0001	02/09/2026	POELEM-04328	BUS WASH	01 000 000 000 2700 611	25.00
20260209-0001	02/09/2026	POELEM-04328	TRANSPORTATION GAS	01 000 000 000 2700 626	12.63
20260209-0001	02/09/2026	POELEM-04328	MAINT GAS	01 000 000 000 2700 626	53.63
20260209-0001	02/09/2026	POELEM-04328	TRANSPORTATION DIESEL	01 000 000 000 2700 627	23.98
20260209-0001	02/09/2026	POELEM-04328	SANDING DISC, CHEST HANDLE	01 000 000 310 1000 611	78.10
20260209-0001	02/09/2026	POELEM-04328	DOOR SEAL, KEY CUT	03 000 000 000 4210 610	109.84
Check Number: 201013 Check Type: Check Check Date: 02/10/2026 Vendor: WESTHEATIN WESTERN HEATING & AIR LLC Check Total: 1,423.50					
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
000217	02/09/2026	POELEM-04317	WORKED ON ELECTRIC FAN COIL UNIT IN BREE	01 000 000 000 2600 450	546.50
000235	02/09/2026	POELEM-04304	REPLACE BLOWER MOTOR IN HEAT PUMP	01 000 000 000 2600 450	877.00
Check Number: 201014 Check Type: Check Check Date: 02/10/2026 Vendor: WESTRI WEST RIVER STUDENT SERVICES Check Total: 21,812.74					

Detail Check Register

Posted; Batch Description 5 Records Selected; Fund Number 01, 03; Processing Month
02/2026

Checking Account: 1		Fund 01				
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260209	02/09/2026	POELEM-04292	JAN 2026 OCCUPATIONAL THERAPY SERVICES (01 000 000 255 1000 430	3,061.00	
20260209	02/09/2026	POELEM-04292	LEASED CAR	01 000 000 255 1000 580	60.50	
20260209	02/09/2026	POELEM-04292	GAS	01 000 000 255 1000 580	12.47	
20260209-0001	02/09/2026	POELEM-04293	JAN 2026 SPEECH SERVICES (JESSICA BUCKMA	01 000 000 255 1000 430	12,064.56	
20260209-0001	02/09/2026	POELEM-04293	JAN 2026 SPEECH PARA SERVICES (BECKY BIN	01 000 000 255 1000 430	5,720.78	
20260209-0001	02/09/2026	POELEM-04293	GAS	01 000 000 255 1000 580	89.93	
20260209-0001	02/09/2026	POELEM-04293	GAS	01 000 000 255 1000 580	66.50	
20260209-0002	02/09/2026	POELEM-04294	JAN 2026 TEACHER OF THE HEARING IMPAIRED	01 000 000 255 1000 430	706.00	
20260209-0002	02/09/2026	POELEM-04294	LEASED CAR	01 000 000 255 1000 580	31.00	
Check Number: 201015	Check Type: Check	Check Date: 02/10/2026	Vendor: HINHARVEY	HINRICHS SUPER VALU	Check Total:	281.02
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260210	02/10/2026	POELEM-04335	BOARD MEETING SUPPLIES	01 000 000 000 2310 290	8.84	
20260210	02/10/2026	POELEM-04335	THOMAS CLASS SUPPLIES	01 000 000 255 1000 611	34.98	
20260210	02/10/2026	POELEM-04335	FACS SUPPLIES	01 000 000 340 1000 611	237.20	
Check Number: 201016	Check Type: Check	Check Date: 02/10/2026	Vendor: HINRICHS	HINRICHS SUPER VALU	Check Total:	67.63
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260210	02/10/2026	POELEM-04336	LIFE SKILLS SUPPLIES	01 000 000 255 1000 611	18.18	
20260210	02/10/2026	POELEM-04336	FACS SUPPLIES	01 000 000 340 1000 611	49.45	
Check Number: 201017	Check Type: Check	Check Date: 02/11/2026	Vendor: PRAIRIEAU	PRAIRIE AUTO PARTS	Check Total:	30.59
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260211	02/11/2026	POELEM-04338	TRUFLEX V-BELT	01 000 000 000 2600 611	24.02	
20260211	02/11/2026	POELEM-04338	HEADLGT BUS 407	01 000 000 000 2700 673	6.57	
Check Number: 201018	Check Type: Check	Check Date: 02/17/2026	Vendor: DICHS	DICKINSON HIGH SCHOOL	Check Total:	127.20
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20260217	02/17/2026	HS-02350	Registration	01 000 000 130 1000 810	127.20	

*Denotes Expensed Invoice Item

Checking Account ID: 1

Total without Voids: 147,204.82

B. Act on Pledge of Securities

Killdeer Public School District Pledged Securities

As of: 1/29/2026

(NDCC 21-04-09 requires securities to be 110% of public deposits)

Bank	Account	Bank balance	Amount equal to 110%	Pledged Securities	Adequate Coverage
Bravera Bank					
	Certificate of Deposits	\$ 1,177,916.04			
	General Fund Checking	\$ 101,237.30			
	General Fund NOW	\$ 4,894,524.47			
	Internal	\$ 439,447.94			
	Hot Lunch	\$ 156,686.84			
	Flex	\$ 19,300.96			
	Bravera Subtotal	\$ 6,789,113.55	\$ 7,468,024.91	\$ 23,618,611.00	Yes
First International Bank	Certificate of Deposit	\$ 412,184.50	\$ 453,402.95	\$ 755,000.00	Yes
Union Bank	Certificate of Deposit	\$ 399,538.81	\$ 439,492.69	\$ 630,000.00	Yes

Pledged By Location

01/29/2026
9:13:54AM

FIRST INTL. BANK & TRUST - FARGO, ND

FROM 01/01/2026 TO 01/31/2026

Code Receipt#	FAS 115	CUSIP Trade #	Description Maturity	Prerefund	Pool/Type Coupon	Moody S&P	Original Face Pledged Percent	Pledged Original Face	Pledged Par Value	Pledged Book Value	Pledged Market Value
KILLDEER PUBLIC SCHOOL (KPSC)											
BND	SALE	077149MN9 116	BEEVILLE TEX INDPT SCH DIST 08/15/2033		4.000		755,000.00 100.00%	755,000.00	755,000.00	755,612.04	755,256.70
TOTAL KILLDEER PUBLIC SCHOOL (KPSC)								755,000.00	755,000.00	755,612.04	755,256.70

Mortgage-backed securities display the expected maturity date (stated maturity date + days delay).
The information contained herein, while believed to be reliable, is not guaranteed.



INTEGRITY
DISCIPLINE
DILIGENCE
TRUST
AGILITY

January 23, 2026

Rhonda Zastoupil, Bus. Mgr.
Kildeer Public School
P.O. Box 579
Kildeer, ND 58640-0579

Dear Rhonda:

At their monthly meeting held on January 22, 2026, the Board of Directors of The Union Bank approved the following pledges to cover deposits of the Kildeer Public School.

<u>Cusip #</u>	<u>Mat. Date</u>	<u>Amount</u>
100110FJ9	8/15/33	\$280,000.00
236835QC1	11/1/33	\$150,000.00
30747NFC3	5/1/35	\$150,000.00
904427DL2	5/1/32	\$ 50,000.00
Total		\$630,000.00

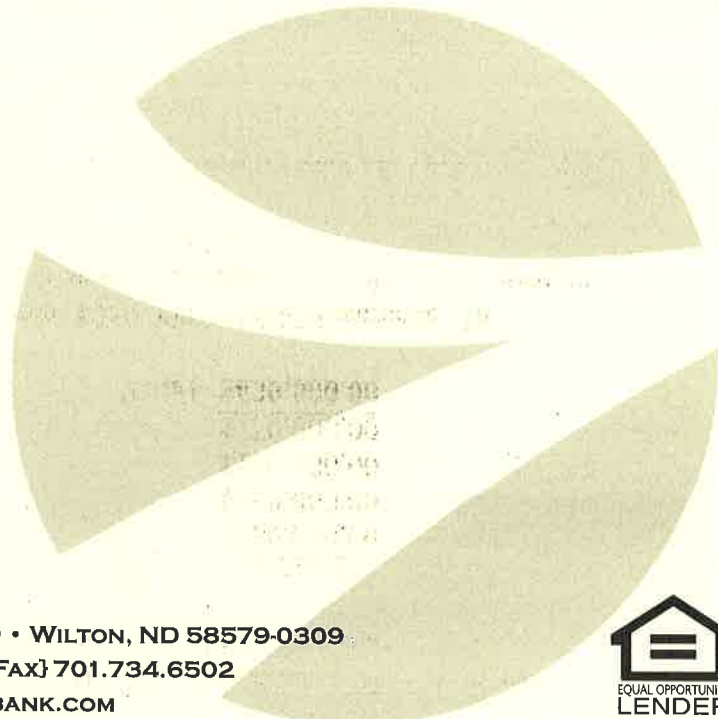
Please note that all demand deposit accounts have up to \$250,000 in FDIC insurance. In addition, up to \$250,000 in the aggregate for all time and savings deposits are also FDIC insured under the FDIC Deposit Insurance Regulation 330.14 - public unit accounts.

On January 1, 2026, the demand deposit balance was \$0.00 and the certificate of deposit/savings balance was \$399,538.81.

Sincerely,

Wade Elder
Chief Executive Officer

WEE/lmn



110 DAKOTA AVENUE • PO Box 309 • WILTON, ND 58579-0309

[PHONE] 701.734.6316 • [FAX] 701.734.6502

WWW.THEUNIONBANK.COM





BRAVERA

February 2, 2026

Killdeer Public School District
Rhonda Zastoupil
PO Box 579
Killdeer ND 58640

Rhonda,

This letter is to certify that at a meeting of the Bravera Bank Board of Directors on October 29, 2025 the pledge of securities to Killdeer Public School District was approved.

The approval of the pledged securities will be reflected in the January 28, 2026, minutes of the Board of Directors. The following information was reviewed as of December 31, 2025.

Deposits	\$ 6,871,958
Required Pledges	\$7,009,154
Par Value Pledged	\$24,232,497
Market Value as of December	\$23,618,611

The "Required Pledges" above has been adjusted to reflect an additional \$250,000 of FDIC coverage for interest bearing demand accounts. If you have any questions, please contact me at 701-483-3241.

Sincerely,

Rhonda Maher
Finance Support
Bravera Bank
220 1st Avenue West
Dickinson, ND 58601
701-483-3241
rmaher@bravera.bank

- C. Superintendent Evaluation
- D. Consider the 4-Day School Week Calendar

2026-2027 School Event Calendar

Killdeer Public School

2026-2027 School Year



August 2026						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

9 Days	
3	Girls Golf Starts
6	Football Starts
10	Cross Country Starts
11-13	Teacher In-Service
17	Volleyball Starts
17	First Day of School

18 Days	
4	Enrichment & Intervention Day
7	Labor Day (No School)
11	School in Session

17 Days	
2	Enrichment & Intervention Day
5&7	KES P/T Conferences
7&14	KHS P/T Conferences
15	End of 1st Quarter (36 Days)
23	Teacher In-Service

15 Days	
6	Enrichment & Intervention Day
11	Veterans Day (No School)
13	School in Session
16	Girls Basketball Starts
25	In Leiu of Day
25-27	Thanksgiving Break
30	Boys Basketball Starts

11 Days	
4	Enrichment & Intervention Day
17	End of 2nd Quarter (34 Days)
21	Christmas Break Starts
	<i>School Resumes Jan 4th</i>

January 2027						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

16 Days	
4	School Resumes
8	Enrichment & Intervention Day
18	Martin Luther King Jr Day (No School)
22	School in Session
29	Possible Storm Make-Up Day

16 Days	
1&3	KES P/T Conferences
3&10	KHS P/T Conferences
5	Enrichment & Intervention Day
15	President's Day (No School)
19	School in Session
26	Possible Storm Make-Up Day

17 Days	
1	Track Starts
5	Enrichment & Intervention Day
11	End of 3rd Quarter (40 Days)
25	In Leiu of Day
25-29	Easter Break

18 Days	
2	School in Session
9	Enrichment & Intervention Day
12	Boys Golf Starts
30	Possible Storm Make-Up Day

15 Days	
7	Enrichment & Intervention Day
26	End of 4th Quarter (42 Days)
26	Last Day of School 1:30 Dismissal
30	Graduation Day
31	Memorial Day

Note: 170 Teacher Contract Days
 152 Student Contact Days, 3 Mandated Vacation
 4 Teacher In-Service Days, 9 Enrichment & Intervention Days
 Teacher In-Service Dates - August 11th, 12th & 13th, Oct 23rd
 In-Lieu of Dates - Nov 25th & March 25th
 Mandated Vacation Days - Labor Day, Veteran's Day, Good Friday

2026-2027 School Event Calendar

Killdeer Public School

2026-2027 School Year



August 2026						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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January 2027						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
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30	31					

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16 Days	
5	Enrichment & Intervention Day
3&10	KHS P/T Conferences
10&11	KES P/T Conferences
15	President's Day (No School)
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26	Possible Storm Make-Up Day

18 Days	
1	Track Starts
5	Enrichment & Intervention Day
11	End of 3rd Quarter (40 Days)
26-29	Easter Break

18 Days	
2	School in Session
9	Enrichment & Intervention Day
12	Boys Golf Starts
30	Possible Storm Make-Up Day

12 Days	
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24	In Lieu of Day
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Note: 170 Teacher Contract Days
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 In-Lieu of Dates - Nov 25th & March 25th
 Mandated Vacation Days - Labor Day, Veteran's Day, Good Friday

Responses Overview Closed

Responses

33



Average Score

0



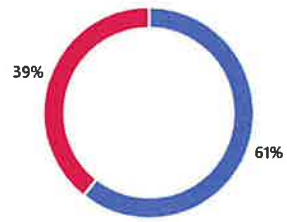
Average Time

01:26



1. Which calendar option are you in favor of for the 2026-27 school Year (0 point)

- Option A 20
- Option B 13



E. Consider the 4-Day School Application

Killdeer Public School District No. 16

Administration

Jeff Simmons, Superintendent
Brady Wilz, HS Principal
Andrew Cook, Elem Principal
Rhonda Zastoupil, Business Manager



School Board

Kelli Schollmeyer, President
April Dutchuk, Vice-President
Levi Bang, Member
Tara Bohmbach, Member
Stephanie Hardersen, Member

Killdeer Public School #16 Four Day School Week Application

1. List the goals and objectives of the district/school for this calendar reconfiguration proposal.

The reconfiguration proposal must include: (1) encourages innovation; (2) provides improved educational opportunities or enhanced academic opportunities for students; (3) provides greater flexibility in the use of the school by current students; (4) provides for greater flexibility in the use of the school by individuals or groups other than current students; OR (5) has the potential to result in significant cost savings for the district/school (NDCC 15.1-06-05).

Upon consultation with the North Dakota Department of Public Instruction, the district is reminded of the **ND PK-12 Education Strategic Vision Framework**. Killdeer's outcomes will reflect the DPI's Long-term outcomes for students, which include:

1. Increase students who enter kindergarten prepared to learn and increase the number of kindergarten classrooms that meet the needs of every learner
2. Increase students who demonstrate reading proficiency in 3rd grade
3. Increase students who demonstrate math proficiency in 8th grade
4. Increase students who meet expected learning gains each year
5. Increase students who engage in learning
6. Increase students who graduate Choice Ready
7. Reduce the disparity in achievement for students with disabilities, students in poverty, and Native American students.

As per board action at the January 2026 board meeting this plan will be reviewed annually and it is with respect and adherence to the Department of Public Instruction's vision that these components are included. They will serve as an annual reminder as we modify, adjust and reform our practices to meet the needs of our community while simultaneously considering the vision established by the North Dakota Department of Public Instruction.

Encourages Innovation:

A four-day week allows Killdeer to expand our Multi-Tiered System of Support (MTSS) in mathematics at the elementary school. To execute MTSS optimally, having the ability to do data digs looking into student performance data on Fridays allows teachers and administration time to develop tier I intervention. Traditionally the best practice only

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April Dutchuk, Vice-President
Levi Bang, Member
Tara Bohmbach, Member
Stephanie Hardersen, Member

allows for identifying areas students may struggle. An advantage of the four-day is the gift of time to now allow teachers to develop the actual learning strategies to assist their students. Our teachers currently do this but many times these meetings happen during the school day. The first Friday of each month will be required days for certified staff devoted to Professional Development and various meetings. The work the teachers do on Fridays will contribute to successful instruction Monday through Thursday.

Killdeer will implement best practices as laid out in the Professional Learning Communities (PLC) model. Killdeer utilizes common formative assessments for guiding Tier 1 instruction and adheres to the 4 PLC questions as we examine student learning. The four questions follow:

1. What do we want them to learn?
2. How do we know if they learned it?
3. What do we do if they did not master a concept?
4. What do we do if they master a concept?

In the process of answering these questions, we can identify students who are able to keep up with Tier 1 whole group instruction but may need some additional help to fill in learning gaps and we are then able to provide them with Tier 2 intervention. We can also identify students who struggle more deeply, and then provide them with a more comprehensive Tier 3 program.

High school students will have the ability to participate in job shadows, internships, or cooperative work experiences on Fridays through their Educational Pathway without missing instructional time. Pathways provide a personalized experience tailored to students' future career aspirations and post-secondary plans. The goal is to enhance these opportunities and take them to the next level by enriching opportunities for students; to engage in their job shadows and internship experiences in a more meaningful way on Fridays. Traditional school schedules marginalize the internship experience because of travel time. On Friday's students can devote an entire day or at least a substantially longer amount of time at an internship.

Additionally, at the High School, the enrichment and intervention Fridays will be optional time for students to take advantage of one-on-one time with their educators. Educators will have time slots available in 30-minute increments throughout the day, so students can sign up for one or multiple sessions based on their educational needs. One on one time with an educator is a significant benefit for student learning, because this is uninterrupted time to receive any instruction that was missed, any reteaching, or an opportunity to expand their learning.

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As mentioned above, the KPS has implemented a robust MTSS program to place a strong focus on questions 2 and 3. We utilize Fastbridge benchmark testing and progress monitoring to set Tier 1, Tier 2 and Tier 3 instructional groups in reading. At the elementary school we meet with grade level teams and interventionists to go over students' most recent reading results and make any adjustments that are required. We are currently working on developing a similar system for Math. Time during the day has been one of our major limiting factors, and the extra 45 minutes per day and time on Fridays will help to allow the successful implementation of this math system.

Furthermore, we have been piloting a new math curriculum this year to make further strides in this area. We are working with the curriculum company to understand best how to adapt this curriculum to the four-day week.

The elementary will utilize the MTSS strategy walk to learn model in tiers 1, 2 & 3 for language arts and will use a similar system for math. Although the walk to learn instructional strategies will occur Monday-Thursday, teachers will work on developing specific interventions on Fridays to optimally use the strategy during instruction time.

Key Components of Walk to Learn

- **Grade-Level Coordination:** All teachers in a grade level (or across several) teach an intervention or extension simultaneously.
- **Data-Driven, Flexible Grouping:** Groups are not permanent. Data teams review student performance every 3 to 9 weeks, allowing students to move between groups as they master skills or require more support.
- **Homogenous Groups:** Students with similar needs are grouped together, allowing for highly targeted instruction on a specific skill.
- **"Flooding" the Grade Level:** During this time, special education staff, reading specialists, interventionists, and paraprofessionals are available to "flood" the grade level, reducing the overall group size and allowing for more targeted, intense instruction.
- **Universal Participation:** Every student in the grade participates in a group. This prevents struggling students from being singled out and allows advanced students to receive enrichment while others get intervention.

Provides improved educational opportunities or enhanced academic opportunities for students:

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High school students will have the ability to participate in job shadows, internships, or cooperative work experiences on Fridays through their Educational Pathway without missing instructional time. Pathways provide a personalized experience tailored to students' future career aspirations and post-secondary plans. The goal is to enhance these opportunities and take them to the next level by enriching opportunities for students; and to engage in their job shadows and internship experiences in a more meaningful way on Fridays. Traditional school schedules marginalize the internship experience due to travel time. On Friday's students can devote an entire day or at least a substantially longer amount of time at an internship.

In the School Year 2025, the Dunn County Joint Ventures Focus Group or DCJVFG became an informal organization that meets twice a month and brings our community's three governmental organizations together, including the School, City and County. Killdeer has a Community Center, an Aquatics Center, Rodeo Grounds and School Facilities. School facilities have always been available and will continue to be, and the intention is to enhance and improve the status quo by providing more options and learning opportunities through open communication and collaboration.

At the January 2026 board meeting, the Meadowlark Daycare director came to the board and expressed her appreciation for the 4-day schedule and possible enhancements she is considering in her daycare. In her presentation she offered her services to provide educational experiences at her daycare. Her commitment was to partner with the school and provide enrichment activities that support what the school curriculum and programs are providing.

Provides greater flexibility in the use of the school by current students

On Fridays, students would have more opportunities for open gym, flexibility with practice times, and more weight room time. Fridays would also provide the opportunity for the school to partner with the Killdeer Parks and Rec to provide youth programming.

Currently our co-curricular/extracurricular activities such as FFA, HOSA, Robotics, National Honor Society and Lego-League are meeting in the morning and evenings for practice. They will utilize Fridays for practices and meetings, giving students more time to dedicate themselves to their competitive events.

Provides for greater flexibility in the use of the school by individuals or groups other than current students

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Our school currently allows organizations/events like archery, recreational volleyball/basketball, club wrestling, hunter safety, children's theatre, Camp Invention, volleyball/basketball/cheer camps, and gymnastics. A 4-day school week will enhance and provide more flexibility for the use of school facilities.

Potential for significant cost savings

The potential cost savings is projected to be \$217.74 per student. A full and detailed breakdown is included in the Four-Day School Week Cost Benefit Study (Appendix A).

2. Provide documentation of community input into the proposed reconfiguration, including written correspondence on the subject, summaries of oral contacts, and a summary of any discussions at public meetings or hearings.

The minutes of our Committee Meetings, Board Meetings and Public Forum held are attached (Appendix B).

The Staff, Student and Community surveys are attached (Appendix C, D & E). The surveys were conducted by a third-party firm (Jeff Schatz & Associates) to control bias. Results were gathered, compiled and sent to the school for dissemination and review. The surveys are on the school website for public review. The County, City and School communication apps were used to send and distribute the survey.

3. Provide a cost-benefit study, including potential for savings in transportation and energy costs.

The Four-Day School Week Cost Benefit Study is attached. (Appendix A).

4. Included the number of hours of instructional time for the most recent school year completed prior to the application.

- Killdeer Elementary – 1060.25
- Killdeer High School – 1098.37

5. Under the proposed reconfiguration, how many hours of instruction would be provided for elementary students? Provide a class schedule for each grade level. [Note: The instructional time for elementary students under the proposed reconfiguration must be not less than nine hundred fifty-one and one-half hours for the school year.

Killdeer Public School District No. 16

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Stephanie Hardersen, Member

- Killdeer Elementary – 1057
- Killdeer High School – 1090

Elementary Class Schedule (Appendix F)
High School Class Schedule (Appendix G)

6. Provide a contingency plan on how the district/school will provide for makeup days and allowances for storms and other school closings.

With the proposed calendar, there are 21 possible Fridays available throughout the 2026-2027 school year to use as make-up days. 3 of these 21 days are already listed on the 4-Day Calendar as possible storm make-up days.

7. Provide a professional development plan and explain how the district will provide for professional development as a result of this calendar reconfiguration proposal.

Traditionally there are two days of Inservice before school starts in August. We will add one more full day of Inservice in August before school starts.

Due to the reconfiguration of the 4-day week and longer chunks of time, mastery of pacing guides at the elementary along with a review and emphasis on the lesson cycles will be a focus. The objective is simple, in that, from a professional development standpoint the 4-day is a chance to hit the reset button and focus on bell-to-bell instruction. A sense of urgency will be created to ensure instruction time is used optimally.

In addition, an advantage of the 4-day schedule will be to keep classroom teachers with their students. Analyzing data that guides meaningful instruction is time consuming and requires careful examination. Once learning deficiencies are identified, the correct intervention must be developed. Traditionally, these meetings happen during the weekday, consequently, taking the teacher away from their students. Fridays will be used for these meetings keeping the teachers with the students Monday – Thursday.

The following is the Professional Development Calendar 26-27:

- Tuesday, August 11 – Full Day Infinite Campus.
- Wednesday, August 12 – Traditional Plenary Housekeeping Beginning of School Year itinerary.

Killdeer Public School District No. 16

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- Thursday, August 13
 - Elementary training on pacing guides with new SAVVAS math curriculum.
 - High School will emphasize Professional Development on Lesson Cycle using time effectively.
- Friday, October 23
 - Elementary
 - Reserve 1-2 hours for training on PLC strategies.
 - SAVVAS pacing guides
 - MTSS student data meetings
 - Infinite Campus tune-up
 - High School
 - Pacing Guides
 - Capturing Kids Hearts (CKH)
 - Infinite Campus tune-up
- First Friday of Every month will include staff meetings, Data Digs, PLC meetings, MTSS meetings, etc.

Evaluation Plan – Explain specific plans to evaluate topics in Section 8.

8a. Student Performance

The following is a repeat from goal #1 above but is applicable here: A four-day week allows Killdeer to expand our Multi-Tiered System of Support (MTSS) in mathematics at the elementary school. To execute MTSS optimally, the ability to do data digs on student performance allows teachers and administration time and the ability to identify learning gaps. An advantage of the four-day is the gift of time to allow teachers time to develop the actual learning strategies and interventions to meet their needs. Our teachers currently do this but many times these meetings happen during the school day.

Killdeer will Implement best practices as laid out in the Professional Learning Communities (PLC) model. Killdeer utilizes common formative assessments for guiding Tier 1 instruction and adheres to the 4 PLC questions as we examine student learning:

5. What do we want them to learn?
6. How do we know if they learned it?
7. What do we do if they did not master a concept?
8. What do we do if they master a concept?

In the process of answering these questions, we can identify students who are able to keep up with Tier 1 whole group instruction but may need some additional help to fill in

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learning gaps and we are then able to provide them with Tier 2 intervention. We can also identify students who struggle more deeply and then provide them with a more comprehensive Tier 3 program. The answer to the fourth question is embedded in flexibilities that are provided to those students enjoying opportunities as a product of additional activities on Fridays.

We have a robust Multi Tiered System of Support (MTSS) program in place with a strong focus on questions 2 and 3 above. We utilize Fastbridge benchmark testing and progress monitoring to set Tier 1, Tier 2 and Tier 3 instructional groups in reading. We meet with grade level teams and interventionists once a month to go over students' most recent reading results and make any adjustments that are required. We are currently working on developing a similar system for Math. Time during the day has been one of our major limiting factors, and we believe that the extra 45 minutes per day will help to allow the successful implementation of this math system.

The Killdeer elementary is piloting the Savvas math curriculum this year to make strides in this area. Administration and teachers are working with the curriculum company to understand how to adapt this curriculum to the 4-day week. Time on Fridays will provide additional professional development in this area.

The Fastbridge screener and North Dakota State Assessment data will continue to be used to assess and monitor progress and attainment of skills.

8b. Student Use of Facilities

In School Year 2025, the Dunn County Joint Ventures Focus Group or DCJVFG became an informal organization that meets twice a month and brings our community's three governmental entities together, including the School, City and County. This is not a decision-making organization; however, the 4-day school week has been discussed at length. Although school facilities have always been available, the intention is to further improve, enhance and optimize opportunities for students and community members through shared resources. For the upcoming school year, the school calendar provides 21 Fridays to support both academic intervention and enrichment opportunities beyond what has been traditionally offered.

Traditionally, Fridays are days when athletics or activities are out of the building. Observation indicates that when many students are absent from school on Friday, the sense of urgency for providing high quality instruction diminishes for those who

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remain in school. Why would a teacher put a tremendous amount of time into a lesson when many students are absent, only to reteach those who were absent again on Monday? It may take multiple years to work with other schools in the evolution of athletic scheduling. With our 4-day school week configuration, the intention is to optimize time for instruction.

8c. Community Use of Facilities

The school facilities have historically been used by the community and will continue to remain accessible for groups and organizations. Policy ABBB Noncurricular Use of District Property and Grounds and the accompanying form exists in district policy. Like most rural communities, the school will continue to be the heart of the community.

Policy LBC – Relations with The Parks and Recreation Department is included in the Killdeer Policy Manual. The school district will continue to partner with organizations in our community.

8d. Success Rate of Any Innovations

Fastbridge is a comprehensive, research-based assessment system utilized by Killdeer Elementary classrooms to conduct universal screening and progress monitoring for reading, mathematics, and social-emotional behavior (SEB). The Killdeer Elementary uses this data within a Multi-Tiered System of Supports (MTSS) and it will be used to help our teachers to identify skill gaps and align targeted interventions.

In 2026, the North Dakota State assessment, through the **North Dakota A+ system**, will assist our administrative team in improving instruction by integrating formative, interim, and summative data for real-time, actionable classroom methods and strategies. This approach supports continuous improvement, allows for the identification of learning gaps, and helps align resources for targeted, evidence-based instructional strategies to enhance student outcomes.

Throughout K-12, the data gathered from the Capturing Kids' Hearts (CKH) school initiative is generally referred to as school culture and climate data, or more specifically, Key Performance Indicators (KPIs) designed to measure the effectiveness of relationship-driven processes. Our Staff surveys track teacher perceptions of

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school culture, student engagement, and implementation of CKH strategies. We will use the first year of the 4-day school week as baseline data to track if there are social and emotional changes that could be associated with the calendar change.

8e. The change in education/academic opportunities for students.

High school students will have the ability to participate in job shadows, internships, or cooperative work experiences on Fridays through their Educational Pathway without missing instructional time. Pathways provide a personalized experience tailored to students' future career aspirations and post-secondary plans. The goal is to enhance these opportunities and take them to the next level by enriching opportunities for students; to engage in their job shadows and internship experiences in a more meaningful way. Traditional school schedules marginalize the internship experience due to travel time. With no school on Friday's students can devote an entire day or at least a substantially longer amount of time at an internship.

In the last 10-15 years, dual credit courses have become a part of the regular track of most students preparing for college. The 4-day calendar has potential to provide time on Fridays to optimize this course work.

Dr. Wayne Heckaman, the Director of Bakken Area Skills Center (BASC), expressed sincere interest in possible new opportunities afforded to Killdeer students due to the flexibility of a 4-day week. The Center and the new calendar configuration open new opportunities for students who may be seeking certifications coming directly out of high school. In addition, Killdeer is a member school of the Roughrider Area Career and Technology Center (RACTC) and the Southwest Area Career & Technical Education Academy (SWCTE). Through these partnerships our students engage in post-secondary educational experiences. There is potential for students to earn: Commercial Driver's Licenses, Safety Certifications, Energy Sector Credentials, Heavy Equipment Operations, as well as Health Care Certifications and many more. Having Fridays dedicated to these amazing programs will significantly enhance opportunities for KPS students beyond what is afforded to them in a traditional 5-day schedule.

8f.

Any significant cost savings resulting from the proposed waiver. Compare present costs of the district/school and proposed reductions in costs. [note: the difference between present and proposed costs will be considered significant if the present costs are expected to exceed proposed costs by \$40 per student.

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The potential cost savings is projected to be \$217.74 per student. A full and detailed breakdown is included in the 4-Day School Week Cost Benefit Study (Appendix A).

**Killdeer Public School District #16
4-Day School Week
Cost-Benefit Study**

Utilities	FY 24-25 Spend	# Days/Year	Avg Daily Cost	# Fridays Not in Session	Potential Cost Savings/School Year	Comment	
Water	\$ 26,908.27	365	\$ 73.72	21	\$ 1,548.15	Flat rate no matter how many days in session	
Garbage	\$ 13,224.00	365	\$ 36.23	21	\$ -		
Electricity	\$ 213,203.79	365	\$ 584.12	21	\$ 12,266.52		
Natural Gas	\$ 68,270.25	365	\$ 187.04	21	\$ 3,927.88		
Potential Savings in Utilities					\$	17,742.54	

Transportation	FY 24-25 Spend	# Days/Year	Avg Daily Cost	# Fridays Not in Session	Potential Cost Savings/School Year	Comment	
Salaries	\$ 284,923.47	175	\$ 1,628.13	21	\$ -	No change to salaries	
Benefits	\$ 36,078.16	175	\$ 206.16	21	\$ -	No change to benefits	
Family Transportation	\$ 14,817.25	175	\$ 84.67	21	\$ 1,778.07		
Diesel	\$ 97,574.70	175	\$ 557.57	21	\$ 11,708.96		
Potential Savings in Transportation					\$	13,487.03	

Paraprofessionals	FY 24-25 Spend	# Hours/Year in 5-Day Week	Avg Hourly Cost	# Hours/Year in 4-Day Week	Potential Cost Savings/School Year	Comment	
Salaries	\$ 475,906.00	1350	\$ 352.52	1300	\$ 17,626.15		
Benefits (Less Health Insurance)					\$ 4,214.41	NDPERS & Employer FICA	
Potential Savings in Support Staff Wages					\$	21,840.56	

Note: 5-Day Week is based on Paras working an average of 7.5 hours per day for 175 school days. 4-Day Week is based on Paras working an average of 8.5 hours per day for 152 school days.

Food Service	FY 24-25 Spend	# Days/Year	Avg Daily Cost	# Fridays Not in Session	Potential Cost Savings/School Year	Comment	
Salaries	\$ 204,626.68	175	\$ 1,169.30	21	\$ 24,555.20		
Benefits (Less Health Insurance)					\$ 5,871.15	NDPERS & Employer FICA	
Food	\$ 261,576.50	175	\$ 1,494.72	21	\$ 31,389.18		
Supplies	\$ 20,653.77	175	\$ 118.02	21	\$ 2,478.45		
Potential Savings in Food Service					\$	64,293.98	
Grand Total of Potential Savings Per School Year					\$	117,364.12	

K-12 Enrollment as of 1/19/26: 539
Potential Annual Cost Savings Per Student \$ 217.74

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Tara Bohmbach, Member
Stephanie Hardersen, Member

Killdeer Public School District No. 16
4-Day School Week Committee Meeting
Boardroom
Wednesday, September 24, 2025 – 5:30 p.m.
Minutes

Tara Bohmbach: Present
Kelli Schollmeyer: Present
Present: 2.

Also in attendance were Superintendent Jeff Simmons, Business Manager Rhonda Zastoupil, Brady Wilz, Brittany Wheeling, Erika Daniels, Abbie Elkins, Pam Kukla, Jennifer Hausauer, Jessica Howling Wolf, Andrew Cook, Ashley Lee, Jennifer McCormick and Nick Walker.

1. Call to Order

President Schollmeyer called the meeting to order at 5:33 pm.


2. 4-Day School Week Discussion

President Schollmeyer and Superintendent Simmons presented information gathered to-date on a four-day school week. A discussion was held, focusing on the reasons why a four-day school week is being considered, how the district could possibly accommodate it, and the challenges faced by potentially implementing it. The action items resulting from the discussion were to create a Google document for district staff to submit their questions and concerns and to draft surveys for parents, students and staff members.

The next committee meeting is scheduled for Wednesday, October 1, 2025, at 5:30 pm.

3. Adjourn

The meeting adjourned at 7:24 pm.


Kelli Schollmeyer, President


Rhonda Zastoupil, Business Manager

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Levi Bang, Member
Tara Bohmbach, Member
Stephanie Hardersen, Member

Killdeer Public School District No. 16
4-Day School Week Committee Meeting
Boardroom
Wednesday, October 1, 2025 – 5:30 p.m.
Minutes

Tara Bohmbach: Present
Kelli Schollmeyer: Present
Present: 2.

Committee members in attendance were: Superintendent Jeff Simmons, Business Manager Rhonda Zastoupil, Jennifer McCormick, Jennifer Hausauer, Erika Daniels, Jessica Howling Wolf, Andy Cook, Abbie Elkins, Brittany Wheeling, Ashley Lee and Brady Wilz.

Also in attendance were Greta Pennington, Jill Hager, Meghan Moore, Nick Walker, Nicole Walker, Ashlynn Helfrich, Julee Gartner and Maleah Schmeling.

1. Call to Order

President Schollmeyer called the meeting to order at 5:32 pm.

2. Approval of Minutes from September 24, 2025

Mrs. Bohmbach moved to approve the September 24, 2025 meeting minutes as presented, seconded by Mr. Cook. Yea: 12, Nay: 1. Motion carried.
Discussion held.

3. Review questions and concerns submitted by staff

The questions and concerns submitted by staff, along with Mr. Simmons' response to those concerns, were reviewed and discussed.

4. Review draft of student, parent and staff surveys

The initial survey questions collected from other school districts currently on a four-day school week were reviewed. The committee discussed and drafted a parent/community member survey, a staff member survey and a student survey.

5. Method of survey distribution

Survey distribution options were discussed. The committee recommended using a third party to collect the survey results. Mr. Simmons will reach out to Schatz & Associates to assist.

There was consensus among the committee that parent and student surveys should go out through the district's alert system and that the staff survey could be sent through email. The community member survey could be distributed through the district website and social media. It was recommended to also

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circulate flyers in the community with a QR code to the survey.

The goal set by the committee is to have the survey released by October 6th and results available by October 13th. The results would then be available for board review at the October 15th meeting. Further discussion held.

6. Public Comment


President Schollmeyer opened the floor to public comment. Mr. Walker agreed with Mrs. McCormick's prior suggestion that a weighted system between student, parent/community member, and staff be used when evaluating survey results. Brief discussion held.

7. Set next meeting date, time and agenda

After board review on October 15th, if the board approves moving forward with the effort, the next committee meeting will be October 22nd at 5:30 pm.

8. Adjourn

The meeting adjourned at 8:05 pm.


Kelli Schollmeyer, President


Rhonda Zastoupil, Business Manager

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Tara Bohmbach, Member
Stephanie Hardersen, Member

Killdeer Public School District No. 16
4-Day School Week Committee Meeting
Boardroom
Wednesday, October 8, 2025 – 1:00 p.m.
Minutes

Tara Bohmbach: Present
Kelli Schollmeyer: Present
Present: 2.

Committee members in attendance were Superintendent Jeff Simmons, Business Manager Rhonda Zastoupil, Andrew Cook, Brady Wilz, Abbie Elkins, Brittany Wheeling, Jennifer McCormick, Jennifer Hausauer, Jessica Howling Wolf and Ashley Lee. Also in attendance were Nathan Horgeshimer and Meghan Moore.

1. Call to Order


President Schollmeyer called the meeting to order at 1:02 pm.

2. Discussion of School Attorney's email.

President Schollmeyer shared guidance received from the district's attorney, Rachel A. Bruner with Pearce Durick PLLC, regarding the surveys on a four-day school week, open meetings and open records. The survey results will be reviewed by the school board at the regular board meeting on October 15th. President Schollmeyer thanked the committee for their work and will recommend the committee be dissolved at the October 15th meeting. Discussion held.

3. Adjourn

The meeting adjourned at 1:18 pm.


Kelli Schollmeyer, President


Rhonda Zastoupil, Business Manager

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Levi Bang, Member
Tara Bohmbach, Member
Stephanie Hardersen, Member

Killdeer Public School District No. 16
Regular Board Meeting
Boardroom
Wednesday, October 15, 2025 – 7:00 p.m.
Official Minutes

Levi Bang: Present
Tara Bohmbach: Present
April Dutchuk: Present
Stephanie Hardersen: Absent
Kelli Schollmeyer: Present
Present: 4, Absent: 1.

Also in attendance were Superintendent Jeff Simmons, Business Manager Rhonda Zastoupil, Chantel Swigart, Jonathan Avalos, Meghan Moore, Lacey Griffiths, Nathan Griffiths, Adrienne Arndt, Logan Wallace, Jennifer Hausauer, Jessica Howling Wolf, Erika Daniels, Caleb Daniels, Hollie Kuntz, Sabrina Dolezal, Kylee Thormahlen, Nicole Walker, Andrew Cook, Brady Wilz, Nick Walker, Lindsay Eustice, Cassandra Altringer, Abbie Elkins, Scott Kleeman, Jenni Wallace, Allison Sampsel, Pamla Kukla, Erik Johnson, John Abrahamson, Ashlen Thomas, Whitney Entzel, Shawna Moats, Tom Flake and Nikki Hansen.

1. Call to Order

President Schollmeyer called the meeting to order at 7:00 pm. The Pledge of Allegiance was recited.

2. Approval of Agenda

I move to set the written agenda and approve the consent agenda. This motion, made by April Dutchuk and seconded by Tara Bohmbach, Carried.

Stephanie Hardersen: Absent, Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Kelli Schollmeyer: Yea

Yea: 4, Nay: 0, Absent: 1

3. Public Comment

President Schollmeyer opened the floor to public comment. Jennifer Hausauer, Chantel Swigart, Jessica Howling Wolf and Erika Daniels all requested to comment on the 4-day school week agenda item. President Schollmeyer stated they would be provided the opportunity to speak when that agenda item came up in the meeting.

4. Consent Agenda

4.A. Minutes from September 10, 2025 Regular Meeting and the September 29, 2025 Budget Hearing

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4.B. Prepaid October Bills

4.C. Business Manager Reports

4.C.a. Financial Reports

4.C.b. Personnel Reports

1. Extra-Curricular Agreements
 1. Karter Kleeman - JH Wrestling
 2. Shinejargal Davaakhuu - Lego League Asst Advisor
 3. Samuel Adams - Asst Varsity Wrestling
 4. Garrett Quintus - Elementary Boys' Basketball
 5. Ryan Schleppenbach - Elementary Boys' Basketball
 6. Chad Dahlen - Elementary Boys' Basketball
 7. Leah Duttonhefner - Elementary Boys' Basketball
2. Ancillary New Hires (Aug-Sept 2025)
 1. Adrienne Arndt - Elementary Paraprofessional
 2. Sam Clyde - Elementary Paraprofessional
 3. Chelsea Johnson - Elementary Paraprofessional
 4. Hannah Kling - HS Paraprofessional
 5. Troy Lecoe - HS Paraprofessional
 6. Melissa McDonald - HS Kitchen Aide
 7. Alyssa Weeks - Daycare Aide
 8. Paige Saunders - Elementary Custodial
 9. Zachery Facer - HS Custodial
 10. DeAnn Zander - Elementary Paraprofessional Substitute
 11. Caleb Nielson - Technology Coordinator
 12. Kelsey Morris - HS Paraprofessional
 13. Amanda Marquart - Elementary Paraprofessional
 14. Justin Hardersen - Director of Transportation
3. Substitute Teacher New Hires
 1. Erika Daniels
 2. Samantha Arnold
 3. Emmy Dockter - Long-term JH Science
 4. Heesu Hill
 5. Jessica Buckman
4. Resignations
 1. Paige Saunders - Custodial
5. Terminations
 1. Zachery Facer - Custodial

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4.C.c. Food Service Reports

4.C.d. Student Activity Reports

4.D. Administrator Reports

5. Program

5.A. SRO Introduction

Killdeer Police Chief, Jonathan Avalos, introduced Chantel Swigart, the new School Resource Officer at Killdeer Elementary. Police Chief Avalos also introduced Jesse Hellinger, the Dunn County Sheriff Department's new School Resource Officer at the high school. Superintendent Simmons congratulated Police Chief Avalos on being selected as the new Chief of Police for the Killdeer Police Department.

5.B. Student Test Data Results Presented by Principals

Mr. Cook and Mr. Wilz each presented ND A Plus scores for ELA, Math and Science for their respective schools. They also shared Fastbridge aMath and aReading benchmark test results and Capturing Kids' Hearts' Start Strong Survey results. Discussion held.

Mr. Simmons recognized Mrs. Walker for all her effort behind the scenes making all the data come together. Mrs. Walker shared the timeline of progress testing throughout the school year and how the data can identify those students that fall into Tier 2 and 3 and where focus needs to be directed.

6. Unfinished Business

6.A. Consider Policy GACA - Virtual Instruction

I move to approve Policy GACA-Correspondence Courses, as presented. (This is a second reading.). This motion, made by April Dutchuk and seconded by Levi Bang, Carried.

Stephanie Hardersen: Absent, Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Kelli Schollmeyer: Yea

Yea: 4, Nay: 0, Absent: 1

Brief discussion held.

6.B. Superintendent Evaluation — Rocky Mountain Evaluations

Mr. Bang shared there are updates to the evaluation form since the last evaluation was completed. Mr. Bang will coordinate the distribution of the evaluation forms to board members. The evaluations will need to be completed prior to the November board meeting. Discussion held.

7. New Business

7.A. Four-Day School Week

I move to proceed with further planning and information gathering for a four-day school week. This motion, made by April Dutchuk and seconded by Tara Bohmbach, Carried.

Stephanie Hardersen: Absent, Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Kelli Schollmeyer: Yea

Yea: 4, Nay: 0, Absent: 1

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President Schollmeyer invited the individuals that requested public comment to come forward. Jennifer Hausauer, Jessica Howling Wolf and Chantel Swigart each spoke. Erika Daniels waived her time to Jennifer Hausauer.

Dr. Jeffrey Schatz of Schatz & Associates LLC was used as a third party to compile the results of the student, staff and parent/community member survey. The survey summary reports compiled by Dr. Schatz were presented and discussed.

It was shared that Mr. Cook and Mr. Wilz, the building principals, will be visiting the Mandaree, Alexander and Harding County schools, who are all currently on a 4-day school week. The principals will gather information and draft a preliminary 4-day school week plan. The goal would be to present the data to the school board at the December regular meeting. Discussion held.

7.B. Consider Additional October Bills

I move to pay the additional October bills as presented. This motion, made by April Dutchuk and seconded by Levi Bang, Carried.

Stephanie Hardersen: Absent, Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Kelli Schollmeyer: Yea

Yea: 4, Nay: 0, Absent: 1

The additional October bills were presented and reviewed. Discussion held.

7.C. Consider Transfer of Funds from General Fund to Hot Lunch Fund

I move to transfer \$250,000.00 from the general fund to the hot lunch fund. This motion, made by April Dutchuk and seconded by Tara Bohmbach, Carried.

Stephanie Hardersen: Absent, Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Kelli Schollmeyer: Yea

Yea: 4, Nay: 0, Absent: 1

The September 30, 2025 Hot Lunch Balance Sheet was presented, which reflected a negative balance in the fund. The 25-26 budget included a transfer of funds in the amount of \$250,000.00. Brief discussion held.

7.D. Consider Joint Powers Agreement with City of Killdeer

I move to approve the Joint Powers Agreement between the City of Killdeer and the Killdeer School District for the purpose of aiding in apparel expenses incurred by the High School Student Council associated with the 2025 Homecoming Event. This motion, made by Levi Bang and seconded by April Dutchuk, Carried.

Stephanie Hardersen: Absent, Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Kelli Schollmeyer: Yea

Yea: 4, Nay: 0, Absent: 1

The High School Student Council requested funds from the City of Killdeer for Homecoming apparel. The City of Killdeer drafted a Joint Powers Agreement which allows them to issue funds to the school district for this event. The JPA was presented for review.

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7.E. Designation of Foster Care and Homeless Education Liaison

I move to designate Ruth Adams, School Counselor, as the district's foster care and homeless education liaison for the 2025-2026 school year. This motion, made by Tara Bohmbach and seconded by April Dutchuk, Carried.

Stephanie Hardersen: Absent, Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Kelli Schollmeyer: Yea

Yea: 4, Nay: 0, Absent: 1

Each year, every LEA is required to designate a foster care and homeless liaison. Brief discussion held.

7.F. Consider Reaffirming Policy FECA - Honor Roll

I move to reaffirm Policy FECA-Honor Roll as presented. This motion, made by April Dutchuk and seconded by Levi Bang, Carried.

Stephanie Hardersen: Absent, Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Kelli Schollmeyer: Yea

Yea: 4, Nay: 0, Absent: 1

Policy FECA-Honor Roll was presented, with no changes other than an update to the date.

8. Other

9. Announcements

9.A. Special Meeting: Strategic Planning, Wednesday, November 5, 2025 at 6:00 pm.

9.B. Next Regular Meeting: November 12, 2025 at 5:30 pm

9.C. Possible Informative Public Meeting on Four-Day School Week - Tentatively Scheduled - TBD

10. Adjourn

The meeting adjourned at 8:28 pm.


Kelli Schollmeyer, President


Rhonda Zastoupil, Business Manager

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Stephanie Hardersen, Member

**Killdeer Public School District No. 16
Regular Board Meeting
Boardroom
Wednesday, December 10, 2025 – 5:30 p.m.
Official Minutes**

Levi Bang: Present
Tara Bohmbach: Present
April Dutchuk: Present
Stephanie Hardersen: Present
Kelli Schollmeyer: Present
Present: 5.

Also in attendance were Superintendent Jeff Simmons, Business Manager Rhonda Zastoupil, Brady Wilz, Andrew Cook, Skyler Maxwell, Carrie Nagel, Greta Pennington, Jesse Hellinger, Nick Walker, Scott Kleeman, Nicole Walker, Erik Johnson, Erika Daniels, Cassandra Altringer and Brad Dennis.

1. Call to Order

President Schollmeyer called the meeting to order at 5:30 pm. The Pledge of Allegiance was recited.

2. Approval of Agenda

I move to set the written agenda and approve the consent agenda. This motion, made by April Dutchuk and seconded by Stephanie Hardersen, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

3. Consent Agenda

3.A. Minutes from the November 12, 2025 regular meeting

3.B. Prepaid December Bills

3.C. Business Manager Reports

3.C.a. Financial Reports

3.C.b. Personnel Reports

1. New Hires:

1. Paige Saunders - Custodial

2. Kyle Rombaoa - Custodial

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Killdeer Public School District No. 16

Administration

Jeff Simmons, Superintendent
Brady Wilz, HS Principal
Andrew Cook, Elem Principal
Rhonda Zastoupil, Business Manager



School Board

Kelli Schollmeyer, President
April Dutchuk, Vice-President
Levi Bang, Member
Tara Bohmbach, Member
Stephanie Hardersen, Member

2. Resignations:

1. Nick Walker - Assistant Football Coach
2. Laura Sadowsky - Elementary Paraprofessional
3. Andrew Cook - Head Football Coach

3.C.c. Food Service Reports

3.C.d. Student Activity Reports

3.D. Open Enrollment & Tuition Agreements

3.E. Administrator Reports

4. Superintendent's Board Report

Superintendent Simmons presented the preliminary capital outlay budget for 2026–2027, including information on the projected building fund balance for fiscal year-end 2026, the annual routine maintenance needs, and the elementary parking lot project scheduled for the summer 2026. Discussion held.

5. Public Comment

President Schollmeyer opened the floor to public comment. No public comment.

6. Program: Principals Presenting on a 4-Day School Week

Mr. Wilz and Mr. Cook presented information on their visit to Alexander Public School and Turtle Lake-Mercer Public School. They also presented a 4-Day School Week Plan for the Killdeer District, including drop-off and start times, the number of student contact days, what the school calendar would potentially look like, paraprofessional hours, and options for Fridays. Discussion held.

7. Unfinished Business

7.A. Policy IAD - Sale of District Real Property

I move to adopt policy IAD - Sale of District Real Property, as presented. (This is a second reading). This motion, made by April Dutchuk and seconded by Levi Bang, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

Policy IAD was presented, with brief discussion.

8. New Business

8.A. Consider Additional December Bills

I move to pay the additional bills as presented. This motion, made by Stephanie Hardersen and seconded by Tara Bohmbach, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli

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Levi Bang, Member
Tara Bohmbach, Member
Stephanie Hardersen, Member

Schollmeyer: Yea

Yea: 5, Nay: 0

The additional December bills were presented. Discussion held.

8.B. Consider Rescinding Policy BCBA - Public Participation At Board Meetings

I move to rescind Policy BCBA - Public Participation At Board Meetings and that past practice govern unit operations, covered by the former until the board adopts a new policy. This motion, made by April Dutchuk and seconded by Stephanie Hardersen, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

Policy BCBA was presented, with brief discussion.

8.C. Consider Policy BCBA - Public Participation At Board Meetings

I move to adopt the first reading of policy Policy BCBA - Public Participation At Board Meetings and that it be presented for adoption at the next regular board meeting. This motion, made by April Dutchuk and seconded by Levi Bang, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

Policy BCBA was presented, with brief discussion.

8.D. Consider Rescinding Policy FFK - Suspension and Expulsion

I move to rescind Policy FFK - Suspension and Expulsion and that past practice govern unity operations, covered by the former policy until the board adopts a new policy. This motion, made by Stephanie Hardersen and seconded by Tara Bohmbach, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

Policy FFK was presented, with brief discussion.

8.E. Consider FFK - Suspension and Expulsion

I move to adopt the first reading of Policy FFK Suspension Expulsion with the following changes and that it be presented for adoption at the next regular board meeting. This motion, made by Levi Bang and seconded by April Dutchuk, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

Policy FFK was presented, with brief discussion.

Killdeer Public School District No. 16

Administration

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Brady Wiltz, HS Principal
Andrew Cook, Elem Principal
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School Board

Kelli Schollmeyer, President
April Dutchuk, Vice-President
Levi Bang, Member
Tara Bohmbach, Member
Stephanie Hardersen, Member

8.F. Consider Policy IEAC - Bus Scheduling and Routing

I move to adopt the first reading of Policy IEAC - Bus Scheduling and Routing as presented and that it be presented for adoption at the next scheduled board meeting. This motion, made by Tara Bohmbach and seconded by April Dutchuk, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

Policy IEAC was presented. Mr. Simmons provided an explanation of the current situation between West River Transit, the City of Killdeer, and the Killdeer School District. Discussion held.

8.G. Consider Policy BBA - School Board Elections and Terms of Office

I move to adopt the first reading of Policy BBA - School Board Elections and Terms of Office as written and that it be presented for adoption at the next regular board meeting. This motion, made by Stephanie Hardersen and seconded by Tara Bohmbach, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

Policy BBA was presented, with brief discussion.

8.H. Consider BCAA - Meeting Agenda And Pre-Meeting Preparation

I move to adopt first reading of Policy BCAA - Meeting Agenda And Pre-Meeting Preparation as written and that it be presented for adoption at the next regular board meeting. This motion, made by Levi Bang and seconded by April Dutchuk, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

Policy BCAA was presented, with brief discussion.

8.I. Consider Policy DDBD - Military Leave

I move to reaffirm Policy DDBD Military Leave with a new date. This motion, made by Tara Bohmbach and seconded by April Dutchuk, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

Policy DDBD was presented. Discussion held.

8.J. Consider Policy FF - Student Conduct & Discipline (Prohibition on Corporal Punishment)

I move to adopt the first reading of policy FF - Student Conduct & Discipline (Prohibition on Corporal Punishment) as written and that it be presented for adoption at the next regular board meeting. This motion, made by April Dutchuk and seconded by Stephanie Hardersen, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli

Killdeer Public School District No. 16

Administration

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Andrew Cook, Elem Principal
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School Board

Kelli Schollmeyer, President
April Dutchuk, Vice-President
Levi Bang, Member
Tara Bohmbach, Member
Stephanie Hardersen, Member

Schollmeyer: Yea

Yea: 5, Nay: 0

Policy FF was presented, with brief discussion.

8.K. Consider Policy FGA - Student Education Records and Privacy

I move to adopt the first reading of policy FGA - Student Education Records and Privacy as written and that it be presented for adoption at the next regular board meeting. This motion, made by Levi Bang and seconded by Tara Bohmbach, Carried.

Levi Bang: Yea, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 5, Nay: 0

Policy FGA was presented, with brief discussion.

9. Other

10. Announcements

10.A. Next Regular Meeting January 14, 2026 at 5:30 pm

10.B. NDSBA Winter Summit (previously Negotiations Seminar): February 5-6, 2026, Bismarck State College - National Energy Center of Excellence

11. Adjourn

The meeting adjourned at 6:44 pm.


Kelli Schollmeyer, President


Rhonda Zastoupil, Business Manager

Killdeer Public School District No. 16

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Levi Bang, Member
Tara Bohmbach, Member
Stephanie Hardersen, Member

Killdeer Public School District No. 16
4-Day School Week Public Forum
High School Commons Area
Wednesday, December 17, 2025 – 5:30 p.m.
Official Minutes

Levi Bang: Present
Tara Bohmbach: Present
April Dutchuk: Present
Stephanie Hardersen: Present
Kelli Schollmeyer: Present

Present: 5.

Also in attendance were Superintendent Jeff Simmons, Business Manager Rhonda Zastoupil, Elementary Principal Andrew Cook and JH/HS Principal Brady Wilz. Various staff members, parents and community members attended in person and online via Teams.

1. Call to Order

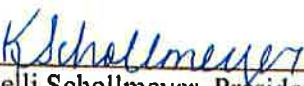
President Schollmeyer called the public forum to order at 5:31 pm.

2. 4-Day School Week Presentation and Discussion

Superintendent Simmons opened the forum with a welcome address. Principal Wilz and Principal Cook presented a 4-Day School Week Plan, which included information from their visits to Alexander Public School and Turtle Lake-Mercer Public School, drop-off and start times, student contact days and hours, a sample school calendar, paraprofessional hours and options for Fridays. Superintendent Simmons opened up the floor for a question-and-answer session. Questions were presented from members in attendance and from those called in via Teams. Discussion was held. The 4-Day School Week will be added to the January 14, 2026 Regular Meeting Agenda for the school board to decide whether to apply to the ND Department of Public Instruction. The deadline to apply to NDDPI is March 1st.

3. Adjourn

The forum adjourned at 6:59 pm.


Kelli Schollmeyer, President


Rhonda Zastoupil, Business Manager

KILLDEER PUBLIC SCHOOL

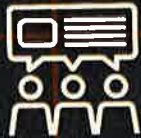
4-DAY SCHOOL WEEK

PUBLIC FORUM

WEDNESDAY,
DECEMBER 17, 2025

5:30 PM MST

KILLDEER HIGH SCHOOL COMMONS
1415 HIGH STREET NW, KILLDEER



✓ A Go Live link is
planned for those
that cannot attend
in person





Killdeer Public School

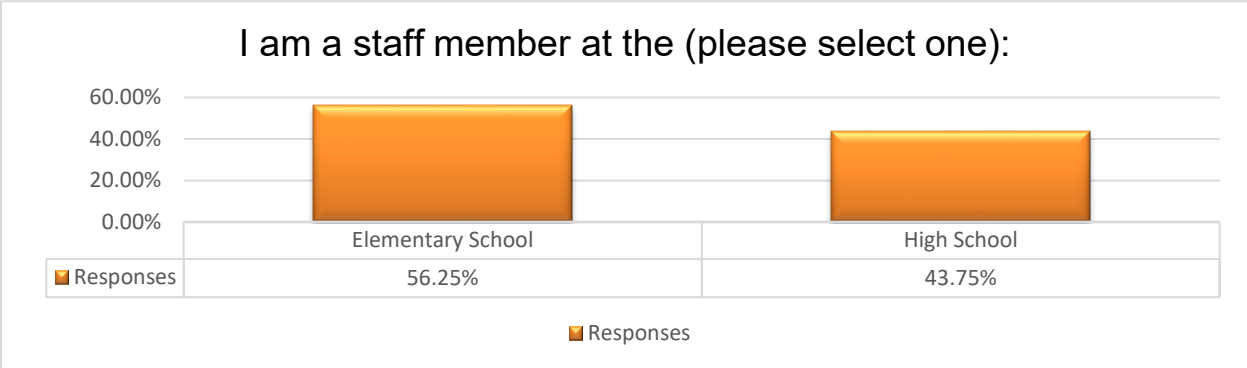
Home of the Cowboys

Killdeer Public School Staff Input Survey SUMMARY REPORT 10.13.25

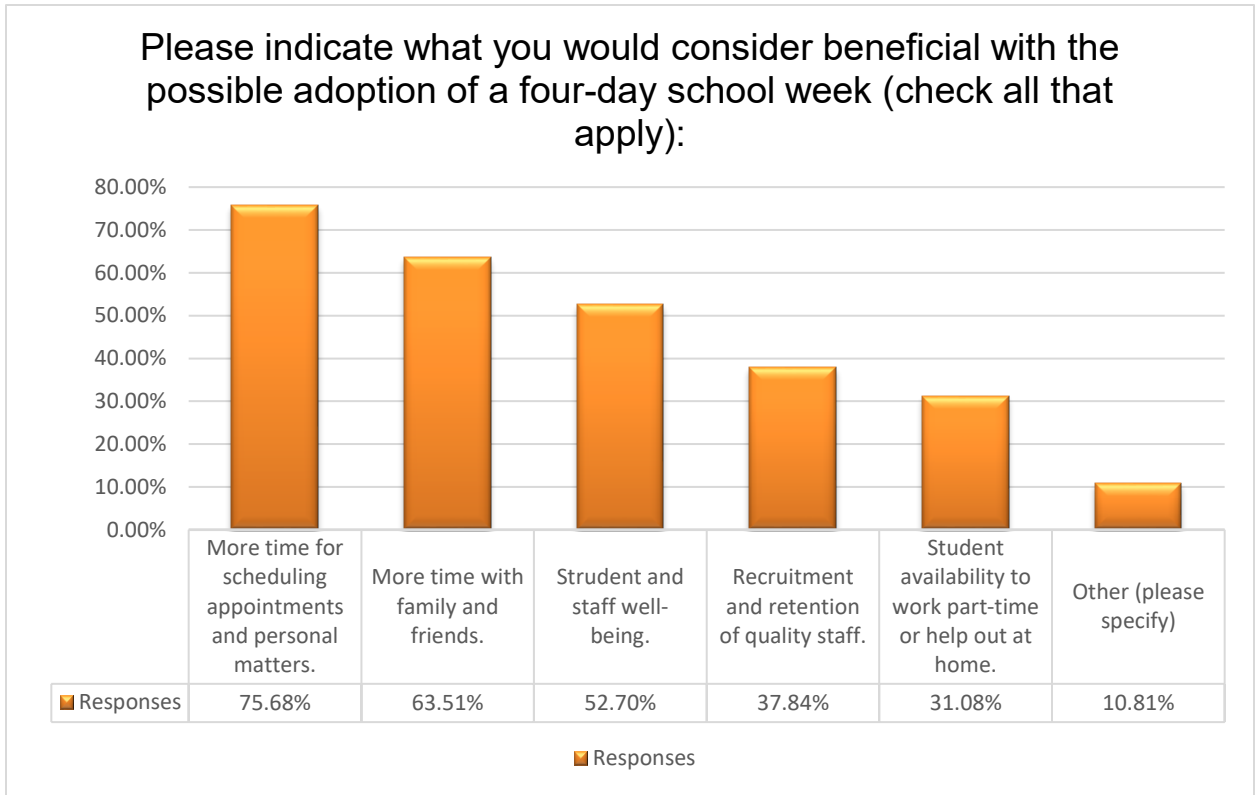
DR. JEFFRY M. SCHATZ, CONSULTANT



Killdeer Public School Staff Input Survey		
I am a staff member at the (please select one):		
Answer Choices	Responses	
Elementary School	56.25%	45
High School	43.75%	35
	Answered	80
	Skipped	1



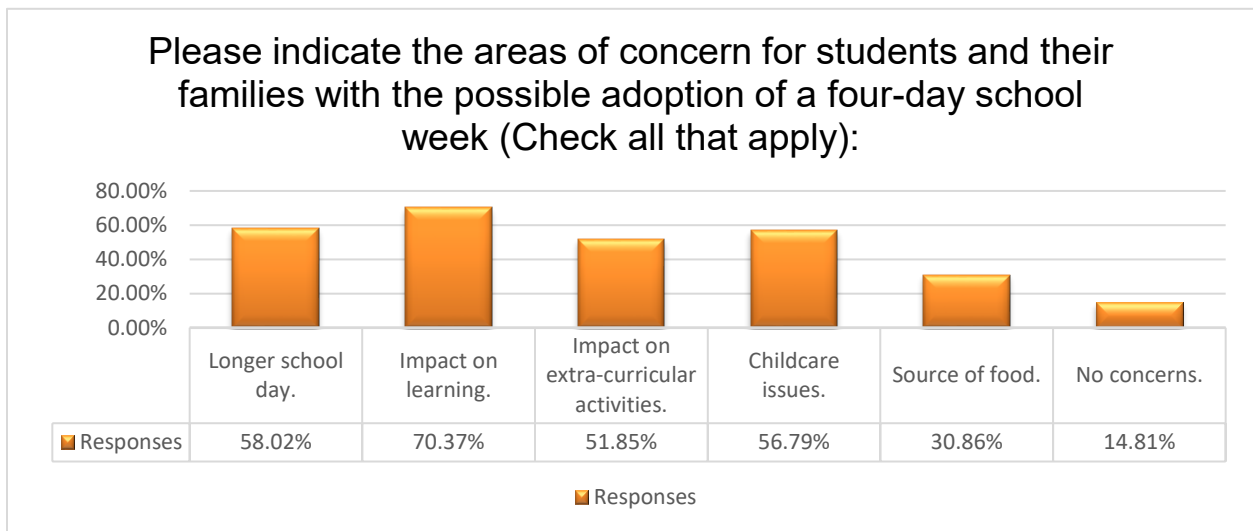
Killdeer Public School Staff Input Survey		
Please indicate what you would consider beneficial with the possible adoption of a four-day school week (check all that apply):		
Answer Choices	Responses	
More time for scheduling appointments and personal matters.	75.68%	56
More time with family and friends.	63.51%	47
Student and staff well-being.	52.70%	39
Recruitment and retention of quality staff.	37.84%	28
Student availability to work part-time or help out at home.	31.08%	23
Other (please specify)	10.81%	8
	Answered	74
	Skipped	7



Other Responses:

- Friday full day available for practices?
- Have time to do something on weekends
- If Paras are required to come in to meet their hours, none of this is applicable or beneficial to them.
- Nothing
- Opportunity to work with a smaller group of students who need extra help.
- Possible student intervention and enrichment time
- Student attendance would be significantly impacted positively. Fridays are the days when rodeo and other clubs take off to pack up and get ready. Also, branding which are part of a way of life here. Also increased flexibility for scheduling sports, etc.
- The only benefits should be a focus on student achievement. How will a four-day school week increase student achievement, test scores, and graduation rates? That is the focus of education, and any significant changes to the school should have that as a focus, not so that a student can get a part-time job.

Killdeer Public School Staff Input Survey		
Please indicate the areas of concern for students and their families with the possible adoption of a four-day school week (Check all that apply):		
Answer Choices	Responses	
Longer school day.	58.02%	47
Impact on learning.	70.37%	57
Impact on extra-curricular activities.	51.85%	42
Childcare issues.	56.79%	46
Source of food.	30.86%	25
No concerns.	14.81%	12
Other (please specify)		11
	Answered	81
	Skipped	0

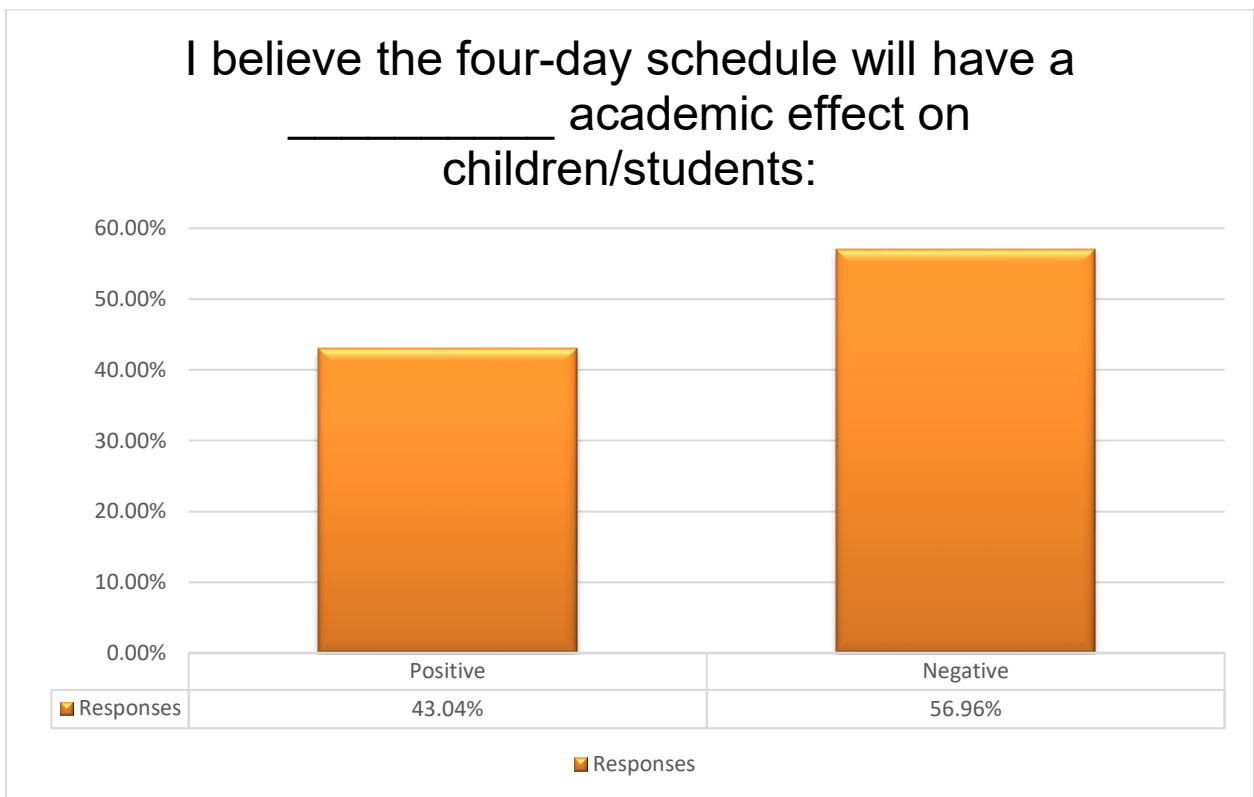


Other Responses:

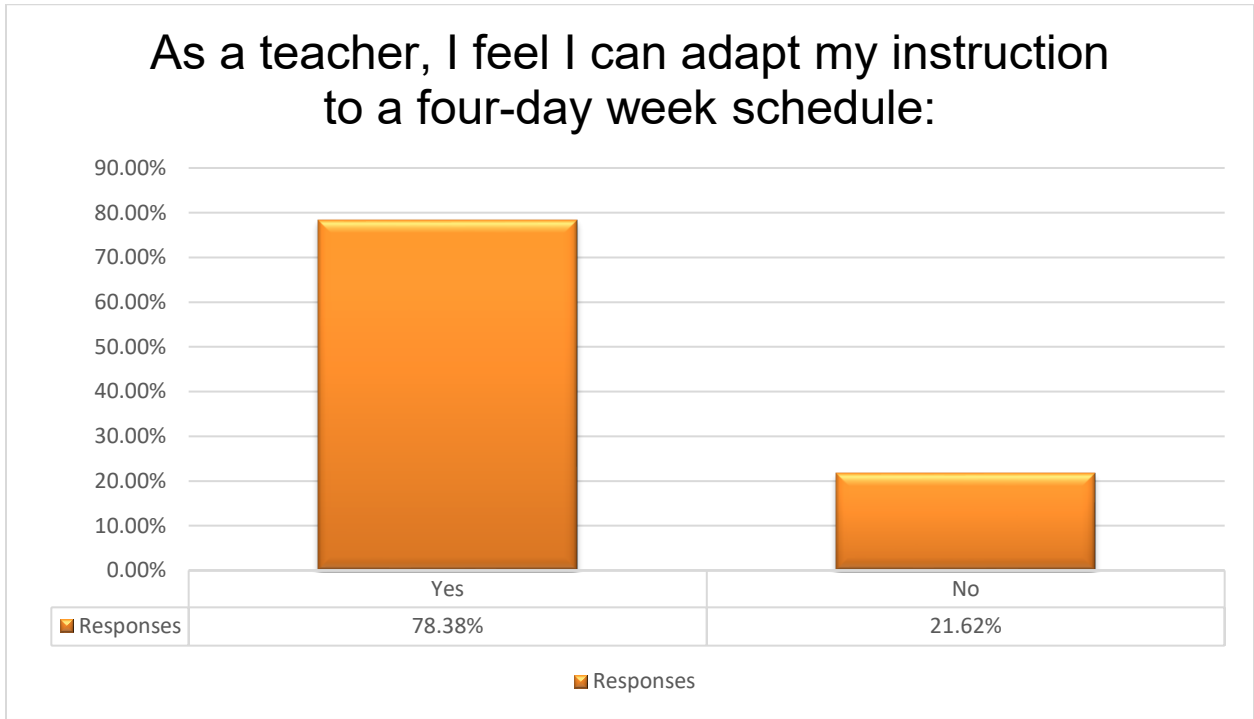
- All grades are getting through the curriculum. Holding the attention of the younger grades for more extended periods of time.
- As a parent and employee, finding quality childcare that is not astronomically expensive on the Fridays I would be asked to come to "Volunteer" to work is going to be hard to navigate. If my child does not need academic help and does not need to come to school, why would I punish my child by making them come? That seems redundant.

- Changes in the number of PTO days? Most appointment places are either closed on Fridays or closed at noon. I might have a harder time getting all appointments on Fridays and will still have to take PTO.
- I do not feel it would benefit the well-being of staff to have to go in on Fridays if students still decide to come in. This will not give staff and their families to refresh after a long 4 days. It will also cause a shortage of income if staff are not able to make up hours. Bills will still be the same if it is shortened and not compensated for lost pay.
- I worked in a district with a 4-day work week before, and we found we had very limited time. I think there can be pros and cons; overall, it should help student attendance; however, academics are a concern. It was harder to get those below grade level on track. The district was also putting more pressure on teachers and blaming them because it wanted the duplicate content pushed in less time than in every other district. There is only so much time in a week. Also, is pay going to remain the same or be lowered?
- IEP functionality concerns
- If the school were to offer a come at your own leisure RASP on Fridays for students, this would alleviate that.
- Parents are more concerned with school being a free childcare than with actual education quality.
- Special Education
- Unsupervised students at home/around town, students are tired after a 3-day weekend (it currently happens), having time to complete curriculum, special ed/EL/speech, and having enough time to reach mandated minutes with students.
- What the day will look like for paras and other special education staff.

Killdeer Public School Staff Input Survey		
I believe the four-day schedule will have a _____ academic effect on children/students:		
Answer Choices	Responses	
Positive	43.04%	34
Negative	56.96%	45
	Answered	79
	Skipped	2



Killdeer Public School Staff Input Survey		
As a teacher, I feel I can adapt my instruction to a four-day week schedule:		
Answer Choices	Responses	
Yes	78.38%	58
No	21.62%	16
	Answered	74
	Skipped	7

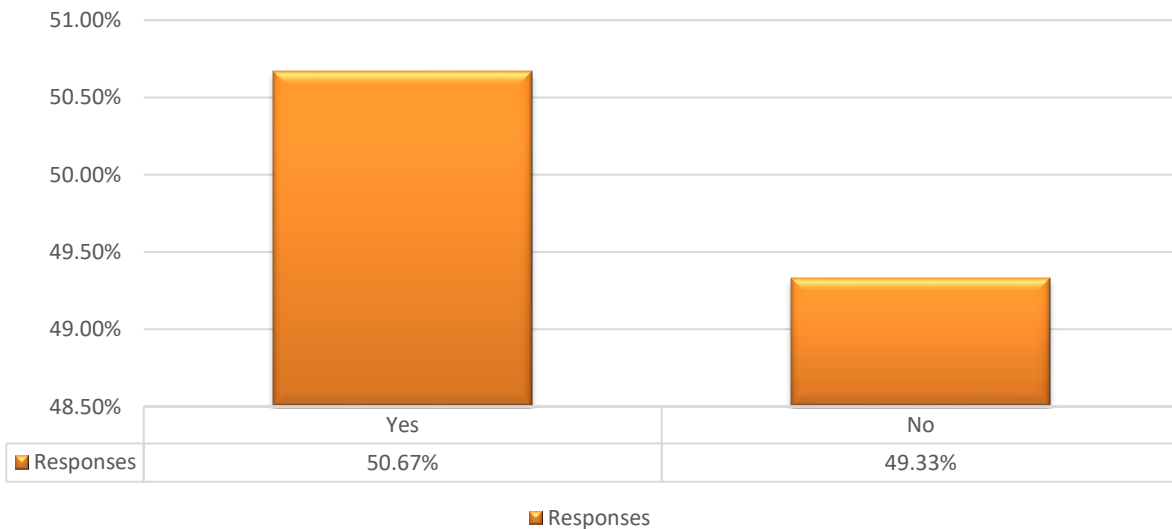


Killdeer Public School Staff Input Survey

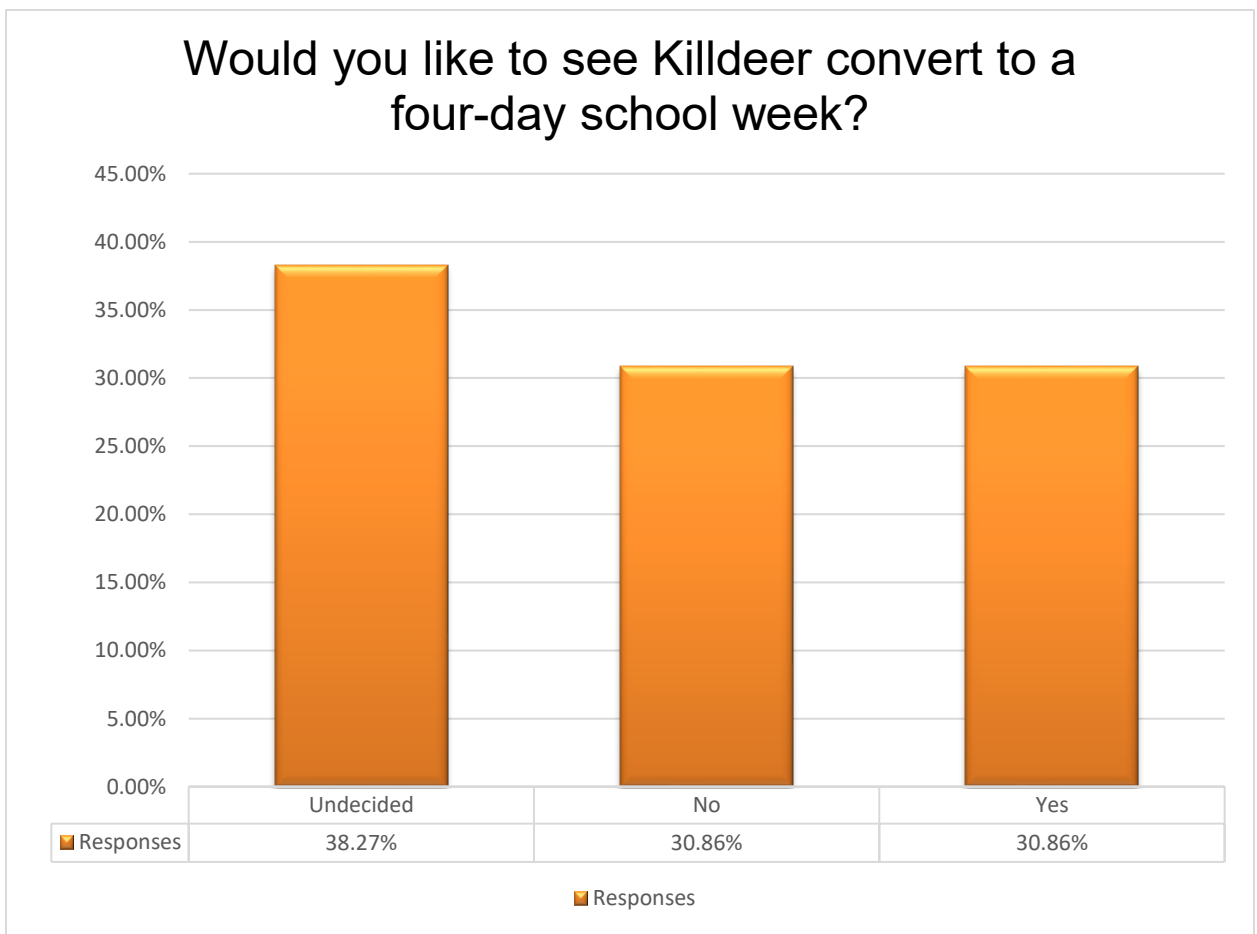
If the four-day schedule has an off day used for intervention or extension, would you be willing to work (a possible stipend may be offered; to be determined at a later date):

Answer Choices	Responses	
Yes	50.67%	38
No	49.33%	37
	Answered	75
	Skipped	6

If the four-day schedule has an off day used for intervention or extension, would you be willing to work (a possible stipend may be offered; to be determined at a later date):



Killdeer Public School Staff Input Survey		
Would you like to see Killdeer convert to a four-day school week?		
Answer Choices	Responses	
Undecided	38.27%	31
No	30.86%	25
Yes	30.86%	25
	Answered	81
	Skipped	0



Killdeer Public School Staff Input Survey	
Please leave any additional comments below.	
Answered	26
Skipped	55

Other Comments:

- As a teacher, I am confident that we, as a school staff, would be capable of adapting our practices to make the best use of a four-day school week if that is the decision made. However, I am concerned that the decision-making process is not being handled as carefully as it should be. A combination of factors (the one-week survey collection period, the goal of analyzing and presenting results within two days of the survey end date, the technical difficulties experienced distributing the survey, among others) makes the process feel rushed and pro forma, rather than like a genuine attempt to gather quality feedback from all school stakeholders. While this may not be the case, I think it will undoubtedly affect the community's confidence in the efforts being made and, therefore, the ultimate success of any outcome.
- Concerns about what the academic outcome will be for students. We need to do this for the right reasons, not just for sports. We have students who rely on school meals, and the school is a safe environment for them.
- Going to a 4-day work week will decrease the amount of time we teachers have to cover the same amount of material. Going to a 4-day workweek will negatively impact the quality of our instruction, as we will rush to cover the material. Students will have to do more work at home, as we will not feel able to give them the same amount of time in class to work on homework.
- I am hopeful that the four-day school week will positively promote the quality of life for the people who live in our community. We have an unprecedented number of Homeschool families in comparison to other schools of our size. I understand that this may not change that, but I hope it will have a positive impact on the school.
- I believe that there are other alternatives to supporting our students' learning. I have and will continue to advocate for an alternative school, which I think would have more influence in bringing home-schooled and online students back to Killdeer Public School. An alternative school will also help with discipline issues and graduation rates. Our school's vision statement is "Knowledge for a Lifetime," and its mission is "to ensure students acquire the knowledge, attitude, ethics, and skills needed to become productive citizens in our society."

- I am wondering who is responsible for planning things to do for the students on the day off. For teachers who come in on the day off, how will they get a break throughout the day? How will the day off look?
- It has yet to be proven by comments and this survey that that is the focus of this push to a four-day school week.
- I believe this would benefit staff from a mental health point of view, and it would attract quality, licensed teachers, therefore improving academic concerns for students.
- I can see both positive and negative impacts on students (question 4). Students can have a hard time readjusting to getting into a routine after a weekend and having to be in school for a longer time. I can also see students loving having only 4 days instead of 5.
- I feel a 4-day school week would be beneficial in many ways. Having the longer weekend would help students refresh from the week and come more ready to learn at the beginning of the week.
- I feel that the pros of a four-day school week do not outweigh the cons. We have been working so hard on new curricula and interventions and have seen positive growth. Why would we change what we are doing and cut down on instructional time? What is the academic benefit to having the students in school for only four days? If we adopt a four-day workweek and test scores drop, will the board be willing to return to a five-day school week? I know the committee didn't want to 'put the cart before the horse' and have a concrete plan for the 'off' day, but I believe decisions have to be made about that before we teachers can make an informed decision.
- I have a college friend who teaches at Fairview School on the border of MT & ND, and she tells me that the teachers love it. Student attendance has improved, and they schedule many sporting events on Fridays so students do not miss any school. Here is a link to their school schedule.
<https://drive.google.com/file/d/1THw3xpTnu90JbM0-sIprjD0hYOm8OLBE/view>
- I know my opinion will not make or break the final decision, but I do truly believe that it would be most beneficial to our students to stick to a 5-day school week.
- I see questions on here about the well-being of your students and families, but what about the teachers' well-being? Who will plan for the days off? If you don't have students coming to the off day, do you just get prep time? Are families prepared to have homework so that we can keep up with our curriculum?

- "I think it is vital to have the 'off' day be used for intervention and enrichment, to see improvement in our academic scores. I think staff should have a certain number of days built into their contract to teach on their assigned Fridays.
- I think the 4-day work week holds critical potential for said academic growth and for teacher recruitment and retention. I definitely support your efforts in exploring this option! "
- I would like the work on Fridays to be optional/volunteer. If staff want the extra money, they can sign up. I do not want to be forced to come in on an "off" day.
- I would like to see a mock calendar and have a definite answer as to what the off day would look like for students who come in and for teachers on that day. Will these "off days" be actual days off for teachers? (no PD, no extra planning for students who do attend the off day, no meetings, etc.) What data is there to show how this affects academics? We may not "finish" curriculum, but I believe this is why we have power standards that we are supposed to be teaching, as long as admin/parents/and other teachers understand how this may affect FastBridge and other testing scores. What things will we "cut out" to make up for the time we do not have at school? When we are at school, we need to be teaching academics. Some other "fluff" may need to go. Is it "nice" to know or a "need" to know?
- I would like to see the board explore an alternative school/classroom option before a four-day school week. We have students who will have a far better chance at success in this type of environment. Some of our students who have moved to homeschooling are actually doing online work through NDCDE. If we have an alternative school /classroom, the possibility of keeping these students in our school under the supervision of a licensed teacher will increase. This is a win for both the students and the school.
- "If no financial compensation is offered to staff working on the "off day," how do you expect people to want to work these days?
- How much earlier in August will we return to school? How late into May will we go?
- IF* the day off is Friday, the pro of having more time for appointments will be null as many medical offices close early (or are not open at all) on Fridays.
- If teachers are stipend on top of their contracted pay how does that save money? Will paras be compensated for their time on Fridays or will they need to work Fridays in order to maintain their full-time status to receive benefits or medical payout.
- It depends on whether staff pay will decrease and whether we will be expected to teach the same content/pacing

- My answer to #6 would absolutely depend on the pay and how much I would make hourly. If the 4-day work week is a go. A Para schedule costs 31 days of income per school year.
- none
- Please make sure the plan is solid and has answers to keep our children safe and challenged academically, as well as finding ways to help the students who need help. Fitting the curriculum to a 5-day week is possible if we cut some of what is being taught, as well as field trips, social activities, and extra academic activities. Is it worth taking out the very things that some of our students never get to experience at home? I would really like to see some data on the academic benefits of a 4-day school week before decisions are made. All stakeholders should have access to this information. How can we ensure our students are properly cared for if both parents are at work? For these reasons and more, I have great concerns about a 4-day school week.
- Seems like for some people the four days will be longer, and they will have to work on Fridays. If everyone doesn't get a four-day work week, I don't really see the point.
- This is a great idea. I really think this will set Killdeer apart from other schools in our area.
- Working with the parks and rec on Fridays would be a great idea to entertain students who need a safe place to go (school) with a positive outlook and experience. I know, personally, that in other states, they use Friday as Field Trip Friday. Making it an educational experience with a fun outlook.

Major Themes from Staff Responses to Four-Day School Week Proposal

- **Concerns about the Decision-Making Process:** Several respondents expressed apprehension that the process for considering a four-day school week feels rushed, lacks transparency, and may not adequately incorporate stakeholder feedback. Issues noted include the short survey period, technical difficulties, and unclear or missing plans for “off” days.
- **Impact on Academic Outcomes:** Many comments addressed potential adverse effects on student learning, including reduced instructional time, the risk of rushing through the curriculum, and uncertainty about academic benefits. Some staff questioned whether current gains with new curricula and interventions might be undermined.
- **Teacher and Staff Well-Being:** Several responses noted possible mental health benefits for staff, such as more time to recharge, but also raised questions about

compensation, workload on “off” days, and how schedules would affect pay and benefits, especially for paraprofessionals.

- **Community and Family Impact:** Staff questioned how families would adjust, particularly regarding childcare and supervision on the fifth day, and whether students would have productive activities or interventions available.
- **Alternative Solutions:** Some advocated for exploring alternative school models or classroom environments to better support students, especially those currently homeschooling or enrolled in online programs.
- **Potential Positive Outcomes:** Comments included hope for improved quality of life, increased teacher recruitment and retention, and distinguishing Killdeer Public School from others. Anecdotal evidence from other districts was cited, suggesting potential benefits such as improved attendance and creative scheduling of extracurricular activities.
- **Unanswered Questions and Requests for Data:** Staff requested more information on the logistics of “off” days, academic impact data, compensation details, and how the change would affect testing and curriculum coverage. There were calls for a mock calendar and clear plans to be shared before decisions are finalized.
- **Mixed Opinions and Suggestions:** While some staff supported the idea and saw potential benefits, others remained skeptical or preferred maintaining the traditional five-day work week. Suggestions included making Fridays optional for staff, collaborating with community organizations for student activities, and ensuring decisions are made for the right reasons.



Kildeer Public School

Home of the Cowboys

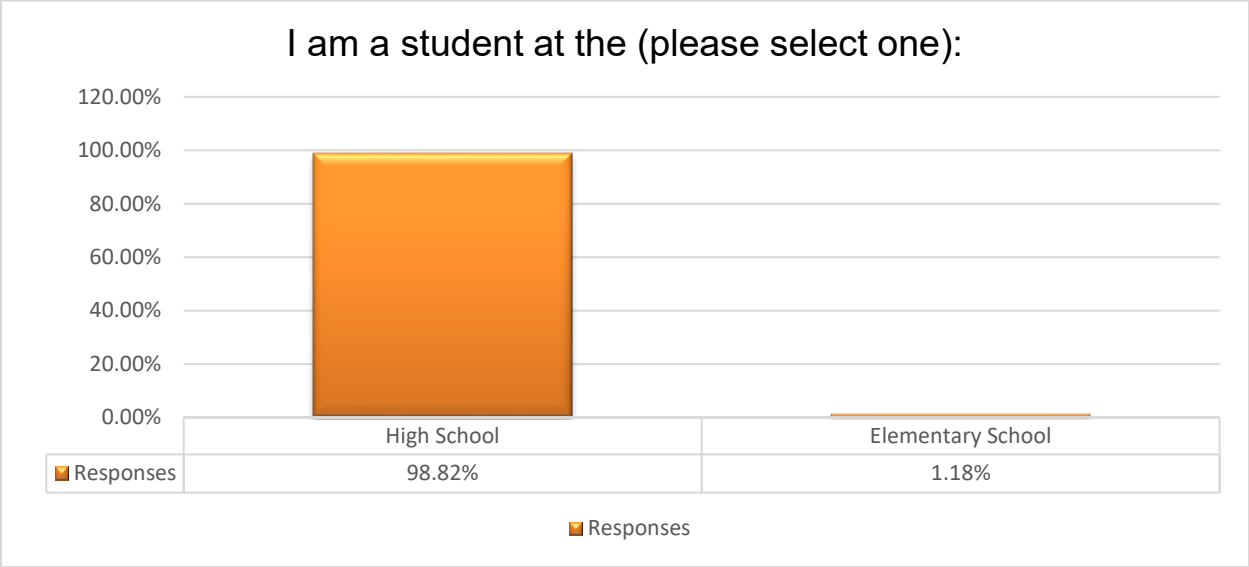
**Kildeer Public School Student Input Survey
SUMMARY REPORT
10.13.25**

Dr. Jeffry M. Schatz, Consultant



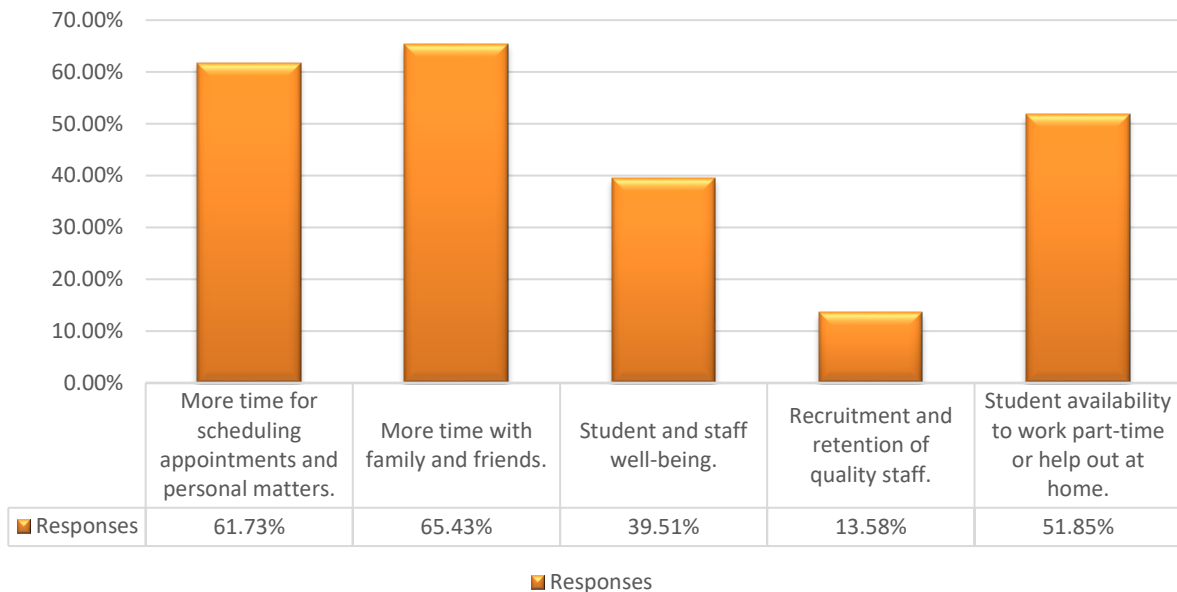
Strategic Planning Consultant

Killdeer Public School Student Input Survey		
I am a student at the (please select one):		
Answer Choices	Responses	
High School	98.82%	84
Elementary School	1.18%	1
	Answered	85
	Skipped	2



Killdeer Public School Student Input Survey		
Please indicate what you would consider beneficial, with the possible adoption of a four-day school week (check all that apply):		
Answer Choices	Responses	
More time for scheduling appointments and personal matters.	61.73%	50
More time with family and friends.	65.43%	53
Student and staff well-being.	39.51%	32
Recruitment and retention of quality staff.	13.58%	11
Student availability to work part-time or help out at home.	51.85%	42
Other (please specify)		12
	Answered	81
	Skipped	6

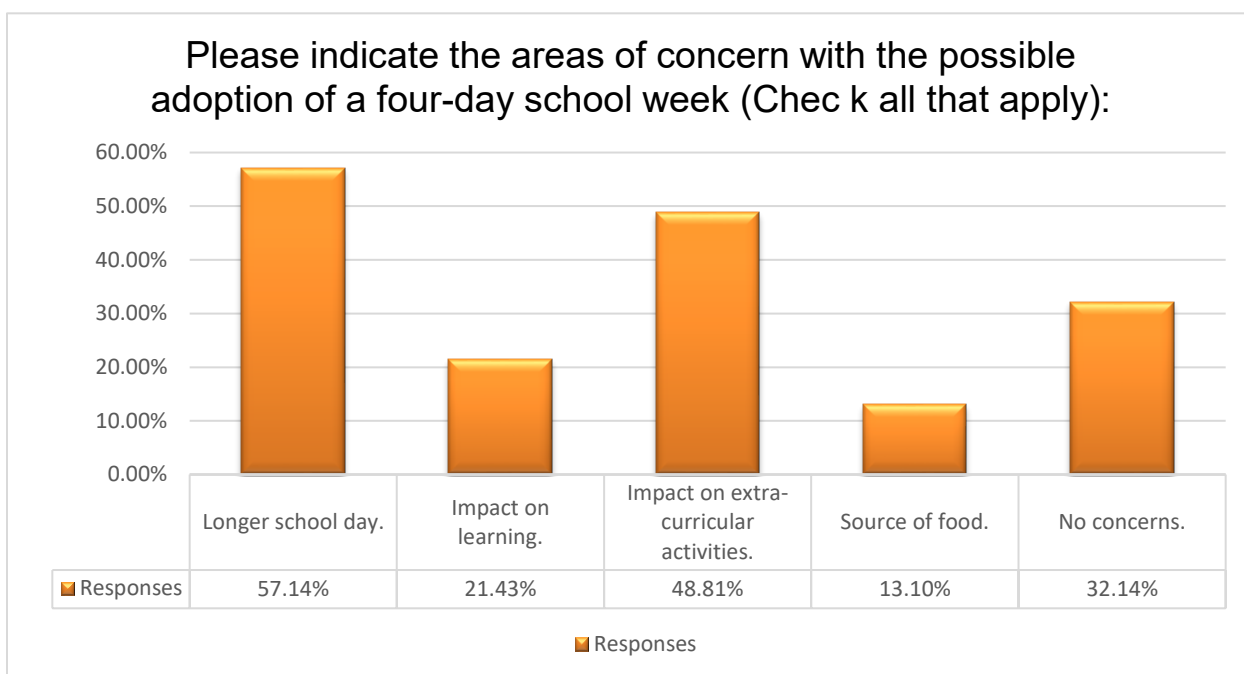
Please indicate what you would consider beneficial, with the possible adoption of a four-day school week (check all that apply):



Other Responses:

- Being able to work on dual credits on Friday and miss less school for sports.
- Cultural activities
- Extracurricular activities could fall under the day off from school, so less homework to gather and catch up on.
- Help at home.
- I believe that a 4-day school week would be great, so students can hang out with friends and family more, and allow us to start saving for college and other personal needs.
- It doesn't help
- More time on the ranch
- More time to catch up on homework, and you won't have to make up homework for sports if you are gone on a Friday
- Nothing
- Sports and other appointments
- To catch up on missing homework and dual credits
- Would make my life better

Killdeer Public School Student Input Survey		
Please indicate the areas of concern with the possible adoption of a four-day school week (Check all that apply):		
Answer Choices	Responses	
Longer school day.	57.14%	48
Impact on learning.	21.43%	18
Impact on extra-curricular activities.	48.81%	41
Source of food.	13.10%	11
No concerns.	32.14%	27
Other (please specify)		11
	Answered	84
	Skipped	3

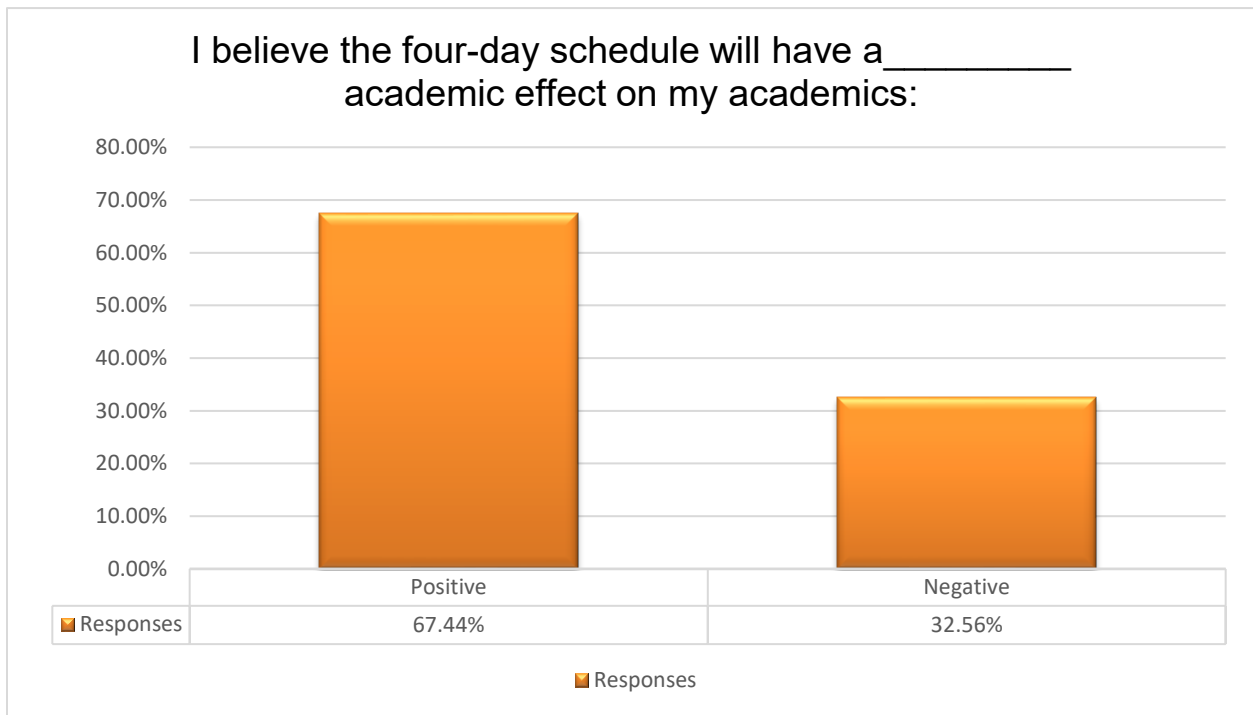


Other Responses:

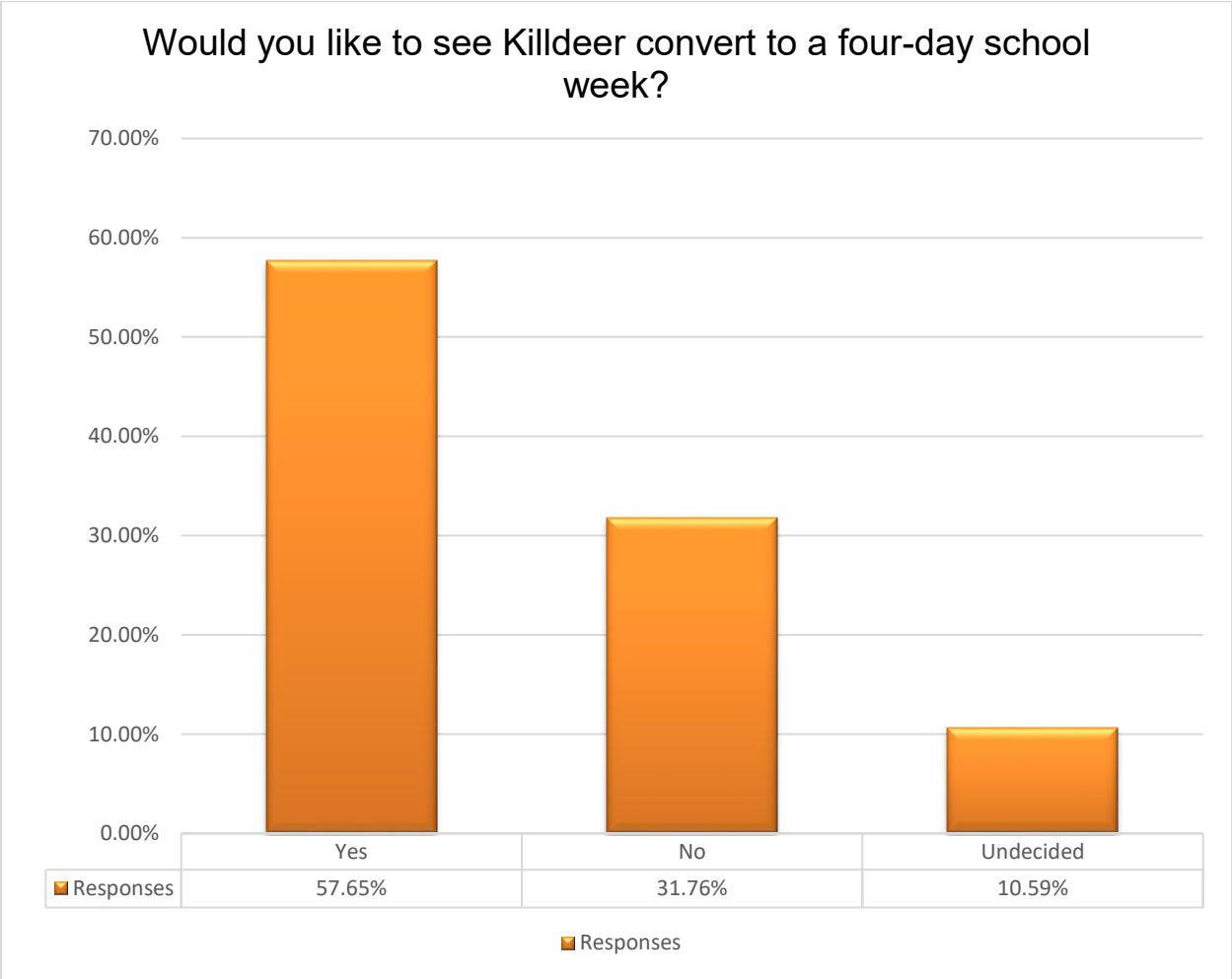
- Having more days of school
- I don't want more homework, and I want to have a long summer, and I want to get home at a good time, and again I want a long summer and not a lot of homework
- I have written a paper that explains to Mr. Murphy why.
- It affects people who live outside of Killdeer
- It gets to be a long day when I have morning practice and evening practice. There are times when I have an almost 12-hour day—now you want to make it longer? How is that beneficial to me as a student?

- longer school year, less time with friends
- Morning practice and afternoon practice are going to be later, and I have to get up earlier.
- Nothing
- Parents with kids that need to work on Fridays and don't have daycare
- People who live far away would have a harder time getting to and from school with a longer day, and attendance would be difficult
- The possibility of students having less sleep

Killdeer Public School Student Input Survey		
I believe the four-day schedule will have a _____ academic effect on my academics:		
Answer Choices	Responses	
Positive	67.44%	58
Negative	32.56%	28
	Answered	86
	Skipped	1



Killdeer Public School Student Input Survey		
Would you like to see Killdeer convert to a four-day school week?		
Answer Choices	Responses	
Yes	57.65%	49
No	31.76%	27
Undecided	10.59%	9
	Answered	85
	Skipped	2



Killdeer Public School Student Input Survey		
Please leave any additional comments below.		
Answered	34	
Skipped	53	

Other Responses:

- As a student, I don't believe this is a well-thought-out plan. It seems this is geared more toward making adults happy than toward what's best for us kids. What happens to my ITV classes or college credits that I am taking? Does that affect them and what will be available in the future? Have you considered these things? How about the times I get on/off the bus? What will that look like? If we did go to a four-day, Wednesday would be the best as it gives a break in between days. Two on, one off, two on, and two off. Plus, my orthodontist comes on Wednesdays, and since there are no sports on that day, it seems to be the best day to do it. Plus, the church is also on Wednesdays.
- Don't do it because what we have now is good
- Go Cowboys
- I believe that a four-day school week is a horrible idea! As a student, I do not live in town. I also do sports/extra-curricular activities. This would not only affect my mental health but also others' mental health. For example, I have morning practice at 7 am, so to make it on time, I need to leave my house at 6:15 am. That means I have to get up at 5:40 to make sure all my things are ready. If we have a 4-day school week, morning practices would be earlier, so I'd need to get up earlier. I would then be a lot more tired and have no energy left to make it through the school day. Then let's say we have a test that day as well. I will not be able to perform my best! As a student, I didn't see any problems with our 5-day school week. On Friday, I am going to be at the school anyway for practice/extra-curricular activities, so what is the point of having that Friday off from school?? I do not want to do my best, turn in my homework on time, or even want to go to school if we have a 4-day school week. Once again, I believe this is going to be a horrible idea and ruin a lot of people's mental health!!!
- I believe this would end up with students having an overall better headspace when they go to school and learn more without being super worn out because of a 5-day school week
- I believe we should not have the 4-day school week.
- I do not agree with this.
- I do not like this suggestion. Think about the students who drive 30-45 minutes to get here and who have practice after school; they would have to drive into town for that and back twice. I do not like this idea. It impacts kids' learning and test scores for the overall state.
- I do not think that this will be beneficial for our school. The schools that you are basing this on are schools of 100-200 students. Our school has a student body of 500-600 students. Also, the school they are basing it on is reverting to a 5-day school week and is participating in a recovery program due to low test scores. Our school already has low test scores. So, I believe that this will not be beneficial to our

school district. You also have to look at what it will do to our special education program.

- I have noticed that other schools that have converted to a 4-day school week have had test scores plummeted.
- I live in central time, and I do sports, so I will get home very late with almost no time to do homework.
- I think many students would be stressed out about how much work would be fit into 4 days of school instead of Friday. We would see a downgrade in test scores and mental health.
- I think they should provide buses for kids who need to come in for sports on Friday.
- I think this is a good idea overall, but there needs to be some problems addressed and positive effects stated to get people on board with it.
- I want to have a long summer, and I don't want to have more homework, and I want to have the weekends to myself and not have to do much homework.
- I would like to know what day it will take away. I would prefer not to take it away on Friday, because I like going to school on Friday. I would also like to know the exact changes to the schedule this would bring.
- I'm leaning towards no WAY more than yes.
- It would be nice for a 4-day school week.
- No
- No comment
- OK, now this is so fricking epic
- Please do the 4-day work week
- Please, we need it
- Please do it (:
- Schools should switch to a four-day school week! Having one less day doesn't mean less learning; it means smarter learning. With an extra day off, students come back to school more rested, focused, and ready to succeed. Teachers get more time to plan creative lessons and catch up on grading, which helps make classes more engaging. Plus, schools save money on buses, electricity, and lunches—money that can be used to buy better supplies or improve technology. A shorter week also gives families more time together and reduces stress for everyone. In the end, a four-day work week makes school a place where people want to be—energized, motivated, and excited to learn.
- Sounds different, but good.
- The kids who live out of town would get home very late, and if they have spots after, they will have no time to do homework
- The twin buttes kids get home late
- There aren't really any good benefits to having a four-day school week. Coming back to school after not being there for three days would make it harder to keep on track academically
- They need to release more details

- They should have it like when 1 day was a distance learning day.
- This is just a really bad idea.
- This will negatively impact kids because we are sitting in school for longer, when some kids can't even sit still for the time we have now. And for us with sports, we will be on the road later, driving in the dark, so there are deer out, which causes many more problems on the road.
- Would I still do sports on Fridays, or would I just do it for four days?

Major Themes Identified from Student Responses

1. Concerns About Academic Impact

Many students worry that a four-day school week will negatively affect their academic performance, citing lower test scores, increased workload, and challenges keeping up after more extended breaks. Several responses mention that schools with similar schedules have seen test scores decline.

2. Logistics and Scheduling Issues

Students express concerns about how the change would affect transportation, especially for those living out of town or in different time zones. There are questions about bus schedules, longer school days, and how extracurricular activities, such as sports and college credit courses, would be accommodated. Other questions: Which day should be the day off?

3. Impact on Mental and Physical Health

There is disagreement about the effect on student well-being. Some believe a shorter week would lead to better mental health and less exhaustion, while others fear increased stress from compressed schedules and less time for homework and rest.

4. Need for More Information

Several responses request additional details and clarity regarding the proposed schedule changes, what days would be affected, and how specific programs would be handled.

5. **Mixed Opinions and Preferences**

Responses range from strong opposition to enthusiastic support. Some students prefer keeping the current five-day school week, while others advocate for a four-day model, citing potential benefits such as more family time, rest, and improved motivation.

6. **Suggestions for Implementation**

Some students offer suggestions, such as making Wednesday the off day or providing bus service for students who need to come in for sports on Fridays. Others propose hybrid models, such as incorporating distance learning days.



Kildeer Public School

Home of the Cowboys

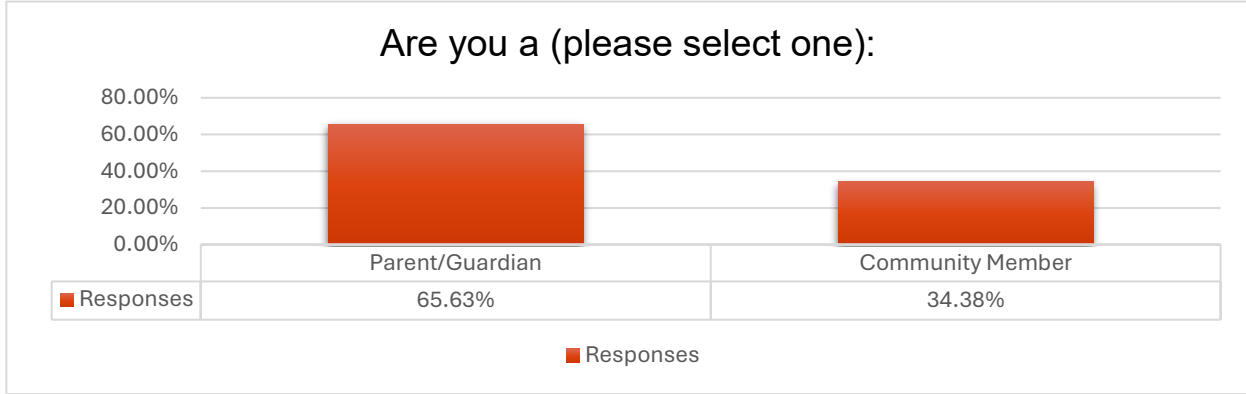
Kildeer Public School Community Parent Input Survey SUMMARY REPORT 10.13.25

DR. JEFFRY M. SCHATZ CONSULTANT

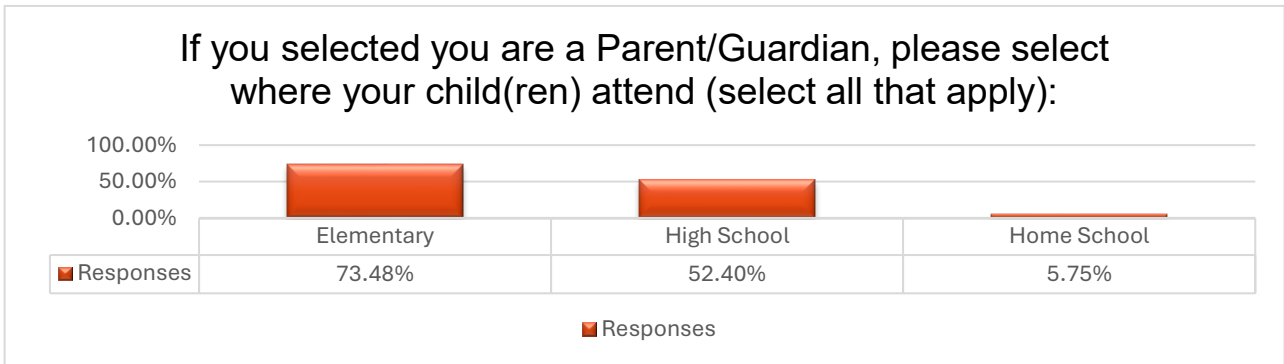


Strategic Planning Consultant

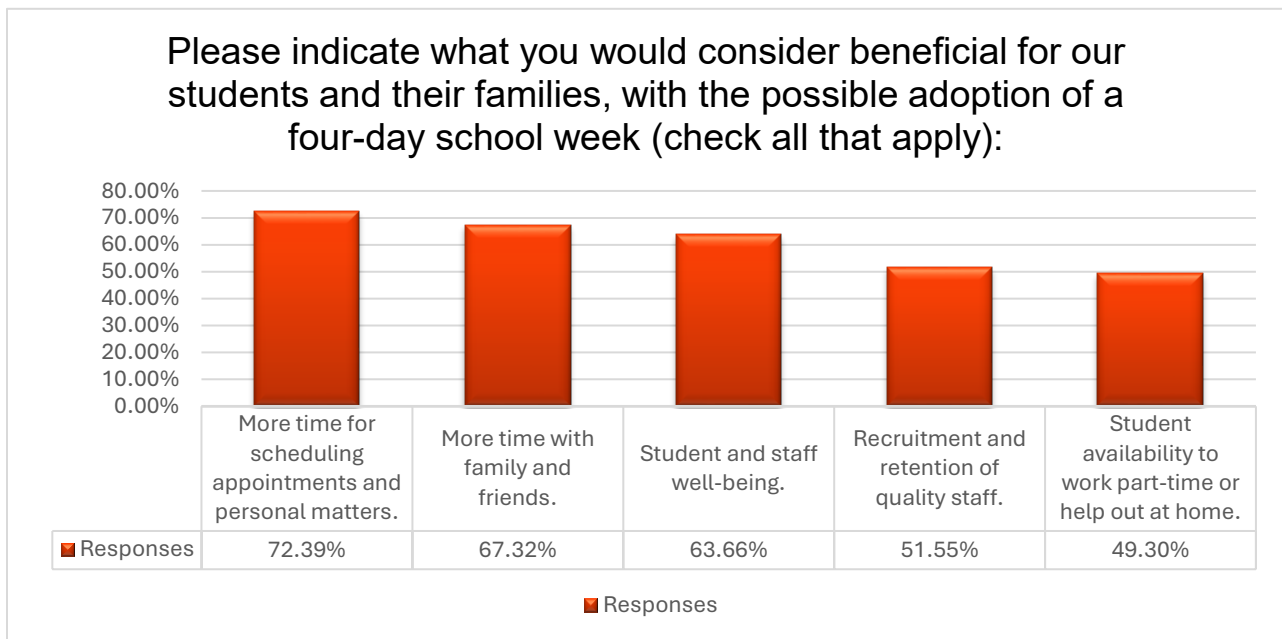
Killdeer Public School Community, Parent, and Guardian Input Survey		
Are you a (please select one):		
Answer Choices	Responses	
Parent/Guardian	65.63%	294
Community Member	34.38%	154



Killdeer Public School Community, Parent, and Guardian Input Survey		
If you selected you are a Parent/Guardian, please select where your child(ren) attend (select all that apply):		
Answer Choices	Responses	
Elementary	73.48%	230
High School	52.40%	164
Home School	5.75%	18
	Answered	313
	Skipped	136



Please indicate what you would consider beneficial for our students and their families, with the possible adoption of a four-day school week (check all that apply):		
Answer Choices	Responses	
More time for scheduling appointments and personal matters.	72.39%	257
More time with family and friends.	67.32%	239
Student and staff well-being.	63.66%	226
Recruitment and retention of quality staff.	51.55%	183
Student availability to work part-time or help out at home.	49.30%	175
Other (please specify)		65
	Answered	355
	Skipped	94



Other Responses = 65

- Being able to use the "extra day" as a make-up day if the student has to miss a regularly scheduled day
- Do not see where the benefits outweigh the concerns. I do not believe adequate thought is being given to the ramifications of such a life-changing decision
- Don't think it would be beneficial
- Education benefits
- Expand extracurricular activities such as music, art, shop class, etc.
- Friday could be a focus day for kids who fall behind or need specialized one-to-one instruction. They would have more attention from the staff
- Has no benefit

- I believe there is no real advantage outside of more time off or away from the school and teaching. Will this 4-day work week extend the school year? Starting earlier and ending later?
- I could understand this for maybe older kids, but not younger kids. I think this would mess with kids with special needs as well. Especially those who rely on a set schedule. If they are going to change the school to a 4-day schedule, are they planning to change all work schedules to 4 days as well?
- I disapprove of this move.
- I do believe if we went to a 4-day work week. Fridays should be completely off. It still would affect staff and families if we did something. If that is the case, stay for 5 days.
- I don't believe that this is a good idea. This is being rushed by the school board, and actual time needs to be put into this process of what it will look like
- I don't see it as beneficial
- I don't think it would be beneficial
- I have family in Wyoming, and that would be helpful for travel.
- I see no benefits in my current situation
- I see NO BENEFITS to my children or the district
- I think it is a bad idea to give kids the habit of being lazy and not knowing how to work a five-day work week
- I was hoping this had information on the benefits of a 4-day school week
- I disagree
- If this is intended as a benefit for students, then I feel Wednesday would be a better day for teachers to get reset and for them also to help students who need help to get their grades up and such. It doesn't make sense for the off day to be Friday because when are most games "Friday"? If this committee is meant to benefit students, why is it one-sided rather than open-minded, and why is it handpicked to make this four-day work week mandatory? I feel this is not something our school needs, and we should focus more on the reasons teachers are having issues and the need to raise grades, rather than taking it away and saying it's optional for teachers and students to attend the day they decide off. Who's going to show up if it's optional?
- I'm unsure, as I am not aware of the underlying purpose for it.
- Is this a personal want from a school board member?
- Less risk for injury by reducing the number of drivers and buses on the roads 1 day per week
- Less school missed for games - possibility to schedule more Friday games
- Less time on the school bus
- May bring students back to school from home school
- More individualized academic help, if needed, on Fridays
- More time for staff to plan lessons, resulting in less time being spent outside of scheduled hours.
- No benefit (10)

- None of the above should be hiring unqualified staff
- None. There is absolutely no educational benefit.
- Not a fan of the four-day school week
- Not missing school for Friday sporting events, travels, etc.
- Not sure any of these will apply with this change.
- Opportunity for intervention & enrichment
- Our son rides the bus from Grassy Butte 5-days a week. By the time he gets home, it doesn't leave much time for anything else. Basically, eat dinner and go to bed. At least with a 4-day workweek, they would have more of a weekend and could recharge.
- Please don't do the four-day school week. There are too many people with young kids who work 5 days a week, and they won't be able to do so with the 4-day work week. Additionally, people who have sports outside of school won't be able to make it on time because of that. There are many more cons than pros. And sure, mental health days and whatnot, but everyone has done just fine with 5-day school days for this long. I see no point in changing it when so many people would have to flex their schedules because of it.
- Practicing sports
- Provides opportunity to work on math or spelling without the constant of actual homework.
- Reduce the cost of the bus routes
- Rodeo, more outside learning, and the emotional and mental health of the students/staff.
- Should not be seeking this option again
- Sports
- The workforce has changed, and we are using a century-old model of education
- There are very few MINOR benefits that do NOT outweigh the tremendous negative impacts.
- There is absolutely no benefit
- This is a terrible idea... I'm disappointed that the school board is taking the easy way out and pushing their agenda instead of putting our kids first. Shameful
- Too long on the bus, more than 15 hours a week/60 hours a month. Less time to study and do homework.
- Unsure
- We also live 60 miles round-trip from the school, so it would be beneficial to us not having to run around that extra day.
- We could not think of any positive things regarding this 4-day school week. We like Monday-Friday. It has always been like that, so it's better to stay like that. Changing will only confuse children.
- We would also provide an hour of learning at home on Fridays (such as online reflex/reading, etc.)

- What are we going to add to the curriculum to enhance education as part of the 4-day school week?
- Work harder those four school days so you can do JUST sports on weekends. The kids who don't do sports don't learn anything during the week because their teachers aren't there, they're at sporting events, NOT teaching when they should be.
- Wrestling season and many tournaments require being gone on Fridays, which get counted towards unexcused absences

Themes Identified in Responses to the Four-Day School Week

Concerns About Educational Impact

- Many respondents expressed doubts about educational benefits, stating there is "no benefit," "no educational benefit," or that the change is "not beneficial."
- Several participants worried that the four-day work week could negatively affect students' learning habits and academic achievement.
- Questions were raised about curriculum changes and whether the shortened week would require extending the school year.

Impact on Families and Schedules

- Respondents noted challenges for families with young children and working parents, particularly those with five-day work schedules.
- Concerning that the change would disrupt routines, especially for students with special needs who rely on consistent schedules.
- Some mentioned the burden of long commutes and how a shorter school week could offer relief.

Extracurricular Activities and Sports

- Several responses highlighted potential benefits for sports and extracurricular activities, such as scheduling games on Fridays and providing more practice opportunities.
- Others worried that kids who do not participate in sports might miss out on learning because teachers are away at events.

Student Support and Individualized Attention

- The idea of using the "extra day" for make-up work, intervention, and one-on-one instruction was mentioned as a possible positive.
- Some saw opportunities for academic help or enrichment on Fridays for students who are behind.

Staff Planning and Well-Being

- A few responses noted that a shorter week could give staff more time to plan lessons and reduce time spent working outside scheduled hours.
- There were mentions of mental and emotional health benefits for both students and staff.

Operational and Logistical Concerns

- Reducing the number of days buses are on the road was seen as a way to lower costs and decrease risks of injury.
- Questions arose about whether the change would bring students back from homeschooling or affect the hiring of qualified staff.

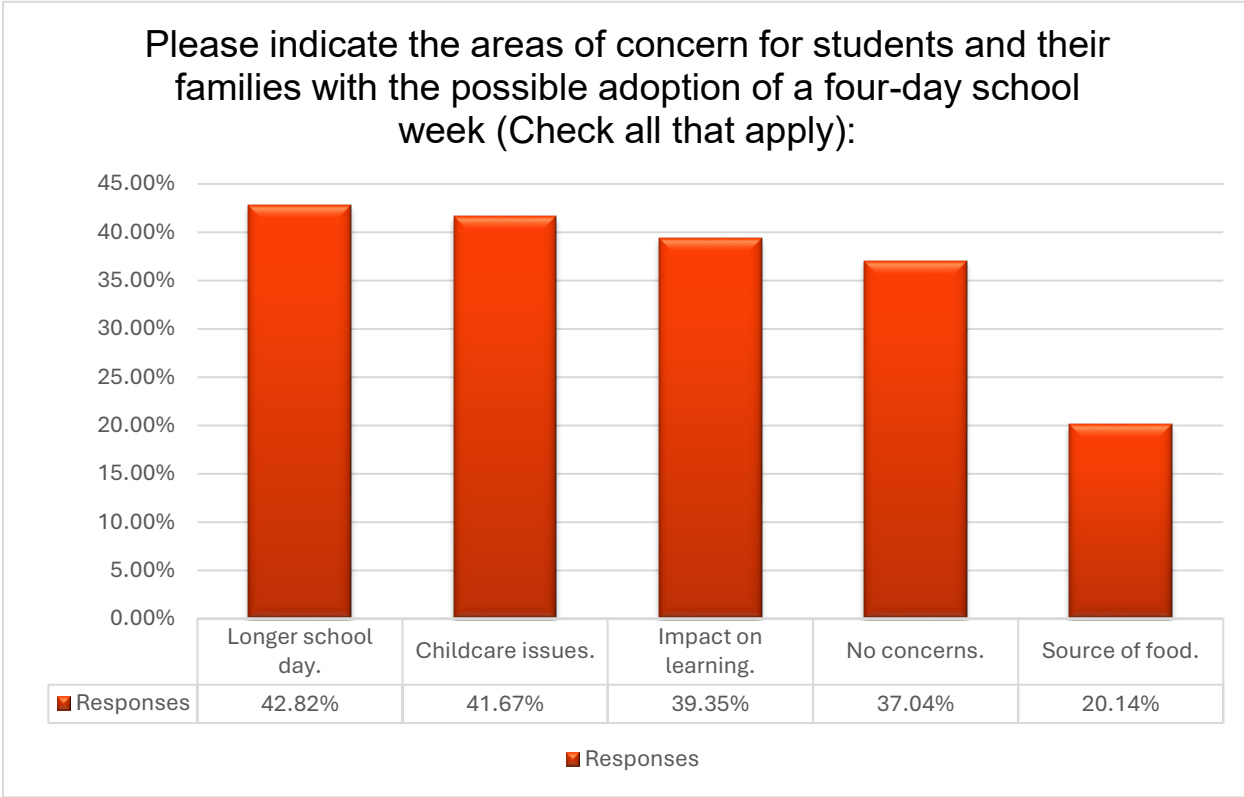
Negative Sentiment and Distrust

- Numerous comments reflected strong opposition, describing the idea as "terrible," "rushed," or an agenda pushed by the school board.
- Some respondents felt the committee was not open-minded and that the process lacked transparency and thorough consideration.

Uncertainty and Requests for More Information

- Several individuals expressed uncertainty or confusion, indicating they did not have enough information about the reasoning or potential benefits of the change.
- Requests for more details about curriculum enhancements and the underlying purpose of the proposal were common.

Killdeer Public School Community, Parent, and Guardian Input Survey		
Please indicate the areas of concern for students and their families with the possible adoption of a four-day school week (Check all that apply):		
Answer Choices	Responses	
Longer school day.	42.82%	185
Impact on learning.	39.35%	170
Childcare issues.	41.67%	180
Source of food.	20.14%	87
No concerns.	37.04%	160
Other (please specify)		56
	Answered	432
	Skipped	17



Other Responses = 56

- Bus routes getting home later
- Again, without knowing what it entails, it's difficult to respond.
- All. We can all cite studies for and against, but studies overwhelmingly show that learning is reduced under a four-day school week.
- Are we saving money
- Athletics and impacts on those schedules
- Athletics and students from outlying areas with already long travel.
- But this is an issue that could be resolved if the 4-day work week went through
- Can be easily adapted & figured out.
- Change of hours students are on the road, attention spans in longer class periods, inability to get through all academic materials EFFECTIVELY, more burden placed on students, is dangerous for their mental health. There are too many concerns to list.
- Considering that my child rides a bus from 6:20 am to 5:10 pm, it would be so much better for all
- Days too long for young students. This would be detrimental to learning and students' attitudes toward school.
- Earlier mornings for our kids to get up to make it to school
- Earlier School Day
- For our Family, it is not affecting us necessarily either way as long as they won't be falling behind.
- Games on the day that we don't have school, would we still have to go to school and go on the bus, or what?
- Getting back to school for practice
- How extracurricular activities will be affected
- I am concerned about ACADEMICS and how they will be negatively impacted by either trying to squeeze 5 days of lessons into 4. I am GREATLY concerned that our ADVANCED students will suffer, as many studies have proven. I am worried that our students who need special services will also GREATLY suffer. The only schools that have 4-day weeks and do it well are very small schools in very small districts.
- I feel you are not going to have the right kids show up for help; the school will end up babysitting the kids who don't want to pay a babysitter. This is not helping the school, and where are we saving money if lunches have to be served and buses have to be run, and how is it that the superintendent can't even answer the teachers' concerns
- I have not seen a plan for how to address these issues. Your decision will have lasting effects on families.
- I think if all schools in the area were switching to a 4-day schedule, it might work; otherwise, it could be a scheduling nightmare.
- I think this depends on age of the children

- If the 4-day school week goes into effect, none of these would be concerns because kids can come to school on the optional Fridays
- If we have a 4-day school week, but still have meals and buses, what's the point?
- Impact on the abilities of students to smoothly transition to the workforce in occupations that do not actively practice highly adaptable work schedules. How many KPS staff will work on the proposed extra day away from school? Will students in homes with little structure and supervision gain or lose in this proposal?
- Impact on Athletics
- Is it more beneficial for the child or is this for the parents and or teachers?
- Kids at home when both parents are working, which leads to problems.
- Kids are getting hungrier at school with longer hours
- Less behavioral monitoring and the ability for kids not to be overlooked by school members who may need extra eyes on families from bad home lives
- Longer school year?
- Lower-income families are unable to afford a day off of work each week, affecting children's well-being
- Missing a day for extracurricular activities will have a greater impact on learning.
- More rigor and stress on the children as well as the staff to meet curriculum requirements. Our kids need LESS direct instruction at desks, in front of Chromebooks (already exceeding AAP guidelines for screen time before even making it home).
- My kids do better with structured days. Having school more days helps with the whole family as we can keep a better routine going. Also, my kids are behind socially, emotionally, and educationally, so school helps them with all these areas!
- My worry is about my kids having to stay longer for sports, especially during the winter months. They have a 45-minute drive home, and deer are horrible if practice goes 30 minutes longer
- No benefit
- Not agree
- Once they get out in the real world a 4-day work week isn't always an option
- One less day away from a positive learning and social environment
- Practices going earlier in the morning or later in the evening
- Rural children on the bus even longer
- Shameful move... this shows that you're not putting our kids first
- Shorter summer to help parents, farming
- Sport scheduling and neighboring communities NOT being able to schedule with us
- Sports, practices, and games
- Teacher well-being, teacher retention, student retention, learning retention, STUDENT MENTAL HEALTH, these are just a small set of concerns. The list of GRAVE CONCERNS like these is a mile long.

- That is too short a work week. You are trying to cram way too much on the students, since they need proper sleep to slowly let everything sink in. I am against a four-day work week.
- There is no benefit that we can think of with this proposed four-day school week.
- Time for trouble kids to get into more trouble and drugs
- Under the impact on learning, I worry about all kids struggling to retain five days of information in four days. Plus, add extracurricular activities during the week.
- Well, considering that Killdeer District #16 is in the bottom 50% academically nationwide, this is a terrible idea. A parent's number one priority should be their child's success, and in my opinion, it would be more logical to implement a 6-day school week at this point.
- Where would children go on Fridays when parents work during the day?
- Who's benefiting? It's definitely not the majority of kids who don't play sports
- With longer school hours, people could struggle more because teachers would teach more per day, and so students would have less time to complete it. Some people (me included) struggle to get homework done and end up doing it at 8-ish, or not at all, and if not, days late.
- Worried about how teachers will fill their days. We need less tablet/computer time in the classroom, the way it is.

Themes Identified from Comments on the Four-Day School Week

Academic Concerns:

- Many comments express worries about reduced learning, difficulty covering all academic material effectively, and potential negative impacts on advanced and special-needs students.

Student Well-Being and Mental Health:

- Respondents are concerned that longer school days may negatively affect students' attention spans, mental health, and attitudes toward school. Stress and increased burden on students are mentioned frequently.

Transportation Issues:

- Several comments mentioned longer bus routes, earlier mornings, and extended travel times, especially for rural and outlying students. There is concern about the impact on students' schedules and safety.

Impact on Athletics and Extracurricular Activities:

- There is uncertainty about how sports, practices, and games will be scheduled, especially when school is not in session. Concerns include students needing to return to school for practice and the effect on students from distant areas.

Family and Childcare Challenges:

- The impact on families, especially those with working parents, is a recurring theme. There are concerns about childcare on days off, lower-income families struggling to adapt, and children being unsupervised.

Routine and Structure:

- Some comments note that students and families benefit from the structure of a five-day week, and worry that less structure will negatively affect social, emotional, and educational development.

Financial and Operational Questions:

- Respondents question whether the change actually saves money if buses and meals must still be provided. There is skepticism about financial logic and the lack of clear planning.

Teacher and Staff Concerns:

- There are worries about teacher well-being, retention, and how teachers will use their days. Concerns include more direct instruction, increased screen time, and the challenge of meeting curriculum requirements.

Social and Behavioral Impacts:

- Comments highlight worries about less behavioral monitoring, more opportunities for trouble, and the potential for at-risk students to suffer without the supervision and support the school provides.

Community and Scheduling Issues:

- There is concern about coordinating with neighboring communities, the potential for scheduling nightmares if other schools do not switch, and the effect on local routines, such as farming.

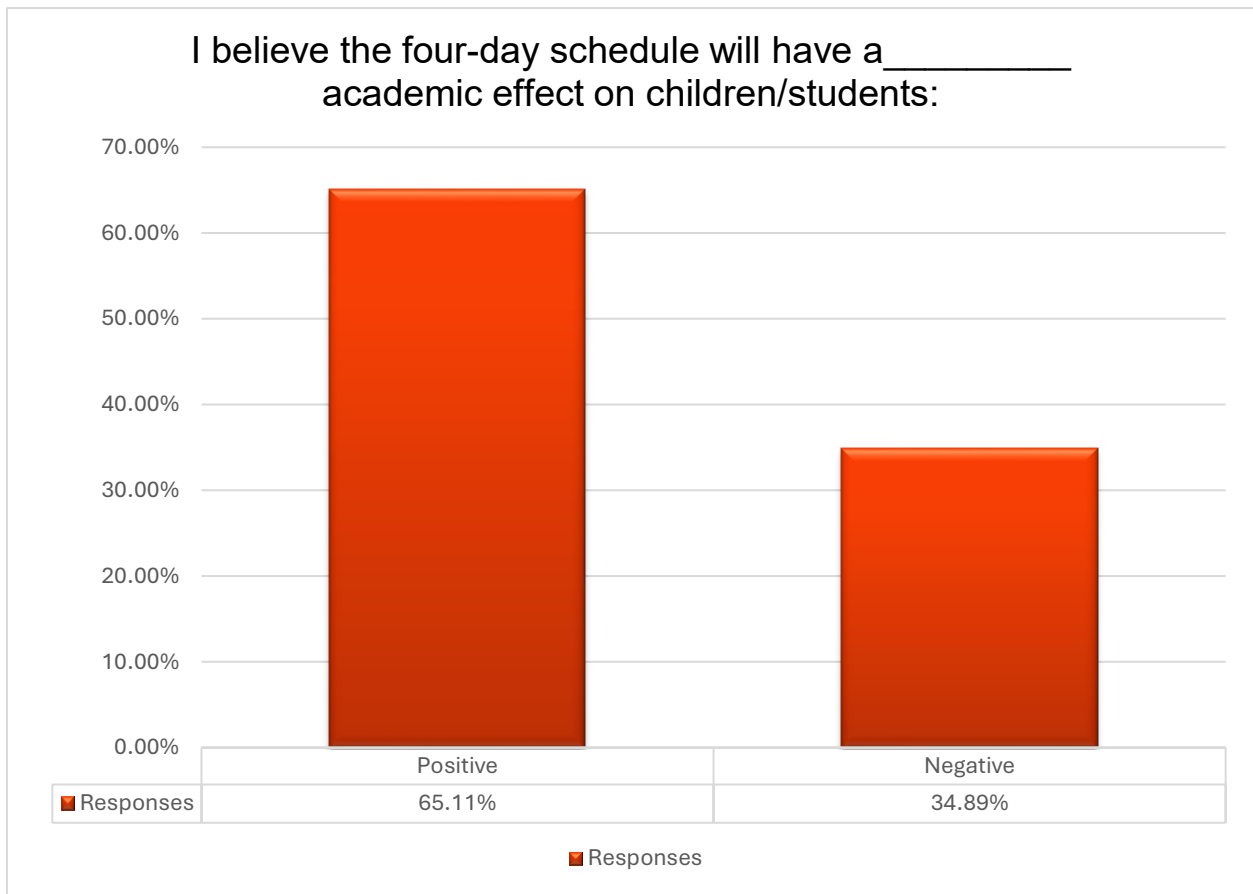
Lack of Perceived Benefit:

- Some respondents feel there is no clear benefit to the proposed change, and believe it does not put students first.

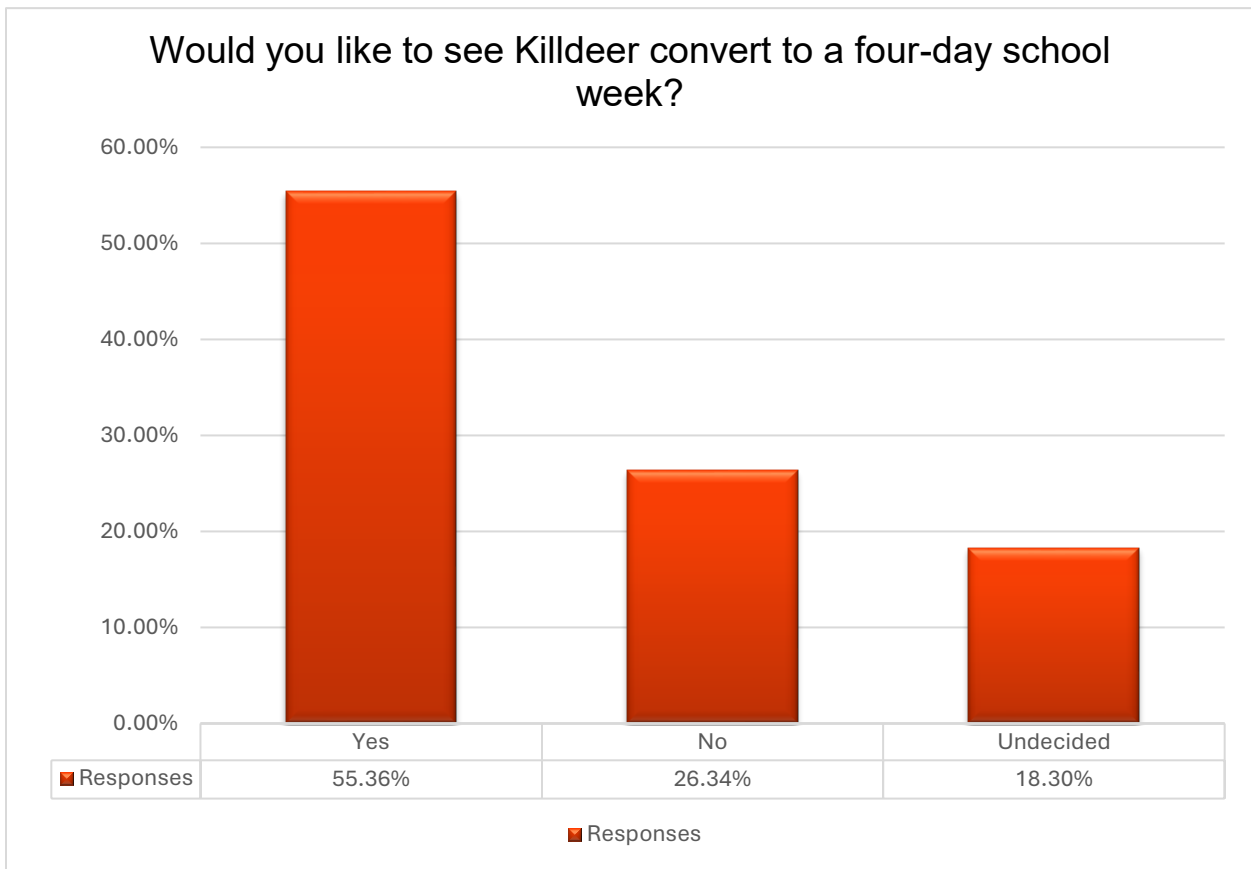
General Uncertainty and Need for More Information:

- Several comments indicate that without a clear plan or understanding of what the change entails, it's difficult to respond or support the proposal.

Killdeer Public School Community, Parent, and Guardian Input Survey		
I believe the four-day schedule will have a _____ academic effect on children/students:		
Answer Choices	Responses	
Positive	65.11%	278
Negative	34.89%	149
	Answered	427
	Skipped	22



Killdeer Public School Community, Parent, and Guardian Input Survey		
Would you like to see Killdeer convert to a four-day school week?		
Answer Choices	Responses	
Yes	55.36%	248
No	26.34%	118
Undecided	18.30%	82
	Answered	448
	Skipped	1



Killdeer Public School Community, Parent, and Guardian Input Survey	
Please leave any additional comments below.	
Answered	125
Skipped	324

Responses =125

- I think it is a bad idea.
- 3 of my siblings live in school districts that have adopted the 4-day school week, and I have only had positive feedback from all of those family members and their school districts
- A four-day school week could be quite beneficial for students and staff. Think about time for appointments, time with your families, time for at-home tasks, time for rest and relaxation, and set Fridays for prep/planning so teachers don't have to cut into personal time as much. However, extending the school day will, of course, require children to rise even earlier in the morning, resulting in even less sleep when we know most don't meet healthy sleep requirements as it is. School days are too long as they are. Using Fridays to meet IEP minutes would be utterly ridiculous. There are children on IEPs who have siblings who are not. Would this mean an IEP student would have to be bused in, or driven in on Fridays, when their siblings get the pleasure of staying home on Fridays...this would most certainly be felt and seen as a punishment for SPED kids. Hourly staff would HAVE to come in on Fridays to meet the hourly requirements to be considered full-time staff. Most of these employees have children, which means those children would more than likely HAVE to come to school on Fridays because their parents work there. Once again, a group of adults/children/family units is losing out on that extra time. A four-day course sounds excellent, and I think it would be great if done right. The proposed Fridays and longer days just seem like yet another thing being done to "help streamline", make things better, etc., but it will just be one big pain in the rear end. Maybe we prioritize well-being while we are AT school. Once again, another school year, another year of sitting in desks, watching videos, then doing work on Chromebooks, sitting for most of the day, then getting scolded for making noise. Let's not forget that we can't allow children to move through hallways any other way than in a manner that mimics how prisoners are shuffled down corridors. We know HOW children should be educated and what is best for them, developmentally. Unfortunately, we still can't put it into action. It's only the start of the school year, and the dread is palpable.
- A four-day school week can have several negative consequences for students, families, and communities. One major concern is the potential for decreased instructional time, which may hinder academic achievement and make it more challenging for students to grasp complex subjects. Additionally, parents might struggle to find suitable childcare or supervision for the extra day off, which can lead

to increased stress and financial strain. For students who rely on school-provided meals or services, losing a day can impact their well-being and access to essential resources. Furthermore, a shorter school week may result in longer school days, which can be exhausting for younger children and reduce time for extracurricular activities, homework, and family interaction.

- After 5 days, kids are too worn out at the end of the week. 3 days off would improve their well-being and let them do more at home and spend time with their family. Their time at home is short before they graduate from high school.
- "As a parent, I'm really excited about the idea of a 4-day school week. I think it could give students a chance to recharge, spend more time with family, and return to the week ahead more focused.
- As a parent, I think that this will not be beneficial for the students. It has always been 5-day school days —why does it change now? This will create confusion with the children. Another reason is childcare. Most working parents work from Monday to Friday. Not all parents have a day off on Friday.
- If there are teachers available on the day off.
- As of now, without information as to why you want to transition to a 4-day school week, I cannot say for sure that it will be a negative or positive impact. I hope to be educated on the matter, as I may end up being persuaded that it is a good thing.
- Concerns some may have would be working parents who would need to find childcare. Which is hard enough to find in the area. Since most daycares in the area are already full.
- Could help with busing & many other things. It could be cost-effective. But the main concern should always be the children and the families. The quality of Time spent in school could override Quantity.
- DRK #1
- Families have more positive things to say about a 4-day school week than negative and say they would never go back to a traditional 5-day week. As a family that lives far out of town, a longer school day wouldn't bother my kids if it meant having Fridays off
- For parents who work, this is a horrible idea. Not everyone in the killdeer community is a stay-at-home parent. These parents are already catered to with events during school hours that working parents are unable to attend, but then to punish working parents further by trying to find daycare is ridiculous.
- From little research I have done, academic benefits are mixed. I think it depends on the school district and the parents/community. A lot of dentists, eye doctors, and offices like that are closed on Friday, so scheduling appointments won't necessarily be easier.
- Grandkids attended Halliday School on a 4-day schedule in winter. It worked well & we all wished it had lasted the entire school year.
- Has ANYONE in a higher-up position ever stopped to consider THE STUDENTS AND STAFF??? Sure, it doesn't appear like it. If 4 days were such a fantastic thing, ALL

schools would do it. The scheduling of classes, curriculum, and academics is an ABSOLUTE NIGHTMARE, and one has stated herself would fall to the admin who are already overloaded as it is. Shame on those who are pushing this without giving any thought to what it will do to our school and its environment.

- I have heard very positive things from friends who are teachers in a 4-day school week!
- Having that extra day is a great time to be with family and a reset to decompress.
- How does this affect non-salaried staff?
- If non-salaried staff are required to come in on Friday to keep their full-time status, how do you plan on retaining staff?
- How is this cost-effective for the school?
- Will these concerns actually be addressed?
- Have they considered a break on Wednesday?
- Are the schools you are modeling after successful?
- What are their SPED and 504 rates?
- What is Alexander's school population vs Killdeer? I have heard they are on an improvement plan and are going back to 5 days.
- What is the teacher-to-student ratio, and if homeschooling students come back, how does this affect the teacher-to-student ratio, and what will the school do to compensate for an increase in this ratio?
- How early will morning practices be and evening practices? Currently, a high school student leaves at 6 in the morning for practice and, on the same days, doesn't get home until 8. How does this improve family time?
- I am fine either way with it. Even if we do a semester as a trial run without being fully committed. If it doesn't work, we can still go back to full-time.
- I am tired of the negative conversations and division that this topic has brought about due to the misinformation. Some people feel blindsided, and others think this was all brought on by teachers so "they can have another day off". I do not really have an opinion on which direction we should go however, I do have an opinion on the divide it has brought to the community and the schools
- I am undecided if a 4-day schedule will have a positive or negative academic effect on our children. My child loves being at school.
- I believe it will be a positive thing for staff and students and their mental health!
- I believe learning takes place best with multiple short sessions. Shortening the week reduces those opportunities.
- I believe this change will be a massive benefit for the well-being of students, allowing more time for rest and personal interests.
- I believe we need to see how a four-day work week would be more beneficial for education/scores over our current 5-day week to make it worth it. In addition, my child doesn't need any additional help, so I wouldn't want her to be forced to attend school on Fridays because she needs childcare. Yes, she already goes on Friday, but so do all her friends. If she is required to go there just for daycare and all her friends

are off, it will be more like a punishment for her. And if my wife takes Fridays off from school to take care of my daughter, that's more than 30 days of missed pay for her.

- I don't agree with the 4 days of school.
- I don't quite understand the reasoning for it at this point. If the school is still available for students, including lunch and buses, why does it need to change? One of my children has a slight attention issue, and a longer day would not benefit him. As a family with both parents working full-time, the standard school week works well for us. Not fully understanding the desire to change it.
- I don't have enough information about this topic to answer these questions.
- I feel the school system in Killdeer School is not a positive place to work and demands and needs are not being taken care of, with behavioral issues in both schools. We might as well throw the handbook in the garbage and put out the dumpster fires daily. The name game can only go so far; dress codes aren't followed, discipline seems to go out the window too, and teachers are daily distracted in class by disruptive kids— no wonder they need a reset day. I feel that if this goes through on Wednesday, it would be a better fit than on Friday. If they miss school on a Friday, it is what it is. I vote NO for a four-day. Fix what's broken in our school first
- I fully support the exploration of the benefits of a 4-day work week. I've seen it be very successful in other districts I've lived in.
- I grew up in Wyoming, going to a public school where I did 4-day school weeks since the early 80s (Sheridan, WY School District 1). Our school prioritized playing sports, where we had to miss the least amount of schooling possible. We only did sport events on Thursday nights, Fridays, or Saturdays. However, Wyoming travels further for sports games than most ND schools, it was another way to ensure kids attended the whole 4 days. Our school also offered Friday school, with a teacher rotation on those days. It was mandatory for kids failing classes to attend Friday school, 8-12. No bus transportation or meals were provided on this day. This encouraged students to keep grades up to avoid having to attend school on Fridays, since most kids did not attend. As a student, I absolutely loved 4-day school weeks. Now, as a mother, I would also love to see my children in school for 4 days and spend more time with them on the weekend. I truly believe this would benefit Killdeer School academically, have a positive impact on faculty, and provide students with better quality time at home. Please strongly consider this and do not take it lightly. Thank you.
- I have heard nothing but good comments from other families from other schools with a 4-day school week
- I have left comments above. I am not a Killdeer parent but was asked to fill this out too. As this is to trickle down the line...
- I have only heard positive things from parents and staff of other 4-day school weeks.
- I have thought considerably about the advantages and disadvantages of the four-day school week. The biggest benefit I see is the opportunity to bring quality

teachers to our school and retain them. But I do feel like the disadvantages outweigh the advantages by far. First and foremost, I feel like it sets our children up for an unrealistic view of the real world. 5% or fewer districts nationwide use a 4-day school week. I agree that many jobs use shortened workweek schedules (e.g., medical/shift work), but most occupations require a five-day workweek.

- Most importantly, I worry about the academic growth of our children. Studies show that four-day school weeks significantly impact elementary school children. If you look at our current data, you can see that our academics in Killdeer are not stellar. I've worked in several other school districts in other states, and I can tell you that, in Killdeer, academic growth is clearly behind.
- Athletics in Killdeer is highly valued. A four-day school week would significantly impact this area as well. I have seen firsthand in our area many students who have gone into homeschool settings in their homes, but often they are working for their families. I don't feel like this is a bad concept, but I do feel like education and allowing students the opportunity to grow in a school setting with peers is important. I fear that many families will use this opportunity to have their children work on the extra day. I believe our high school does a great job of implementing work-study programs, allowing students to work during the school day, giving them the chance to learn about different jobs and to fulfill their academic studies.
- And finally, childcare in Killdeer is few and far between. I understand there are plans for a school "daycare" activity option. But would this cost families? Would this cost the district substantially more? I know many families in our area can financially support their students in every way possible, but I also know we come from a very transient community that lacks resources for childcare, food, and housing.
- Thanks for taking the time to listen to everyone's concerns:)"
- I have visited with friends and family who have 4 days, and they all have positive experiences. Our school district needs this change.
- I hope a lot comes into consideration when it comes to longer days for the children. My kids have a great sleep schedule, but on school days, they wear them out. My kids don't get home from the bus till after 4:00 pm, which already makes for a long day.
- We like the routine that we have for the 5 days. And we love it when there's an extended weekend on occasion, but I don't see 4-day weeks as beneficial in the long run for our kids.
- I think it would be great if we did 5 days off for spring break, for traveling or just a break in general. "
- I hope that if this is adopted, we continue to consider what is best for the CHILDREN. If students start to fall behind, we need to be proactive. I don't believe school is a daycare and should not be used as such.
- I put my comments above, but I have plenty more reasons why we should not adopt the 4-day work week. There would be plenty of both positive and negative effects, but personally, there would be more negative effects among more students than

not. Plus, 7th graders have enough problems getting used to the schedule, and some of their older siblings help, and then they get the hang of it faster, whereas if we do this, their older siblings will not be able to help, and the current 8th graders will have to get used to a 3rd different schedule. There are so many reasons we should not do this, and I have stated many, but there could be many more I have not mentioned. Please consider absolutely everything that could be a problem.

- I see both positive and negative aspects to both sides.
- I think a 4-day work week would be beneficial; however, I believe school resources still need to be available on day 5 for extra tutoring or exploring other learning opportunities such as an Art class, Music, theatre, Shop/trade skills, etc.
- I think an example of what an expected school day/week/month would look like for both students (elementary/high school) and teachers would be helpful. Also, to include sports schedules.
- Would the school be open on Fridays? If so, what would that look like?
- Are we considering a 4-day work week to benefit our rural families &/or cut back on costs? What are the main goals with the switch?"
- I think it only benefits the teachers, and it would do huge disservice to the community. If they feel that it's going to get more homeschooled kids to come back, you have another thing coming.
- I think longer days are too complicated for elementary students. They will burn out towards the end of that, just as adults do with long shifts. Honestly, I see this as a preference among teachers and staff for more personal time off. I appreciate our teachers and school staff. Teachers are educated professionals who work hard and do their job, but I get frustrated with the constant need for more benefits, more money, etc. Sometimes I feel it depicts the culture of unions that are always dissatisfied and project an opposing stance toward their profession, i.e., a sense of victimhood. I am very appreciative of teachers and have been happy with my students' education in Killdeer but feel this 4-day school week is another maneuver to do less. All jobs and professions are challenging. I am a professional who works many hours past my scheduled time. That's life in the working world
- I think there are way too many negatives and hurdles to putting this into play to make this a beneficial change.
- I think this is a great idea. I've seen positive success in many other school districts doing 4-day school weeks and have witnessed only positive outcomes for students, staff, and families
- I think this is a rushed decision being pushed for not the correct reasons. Fifteen years ago, the school went through this process, and it took multiple years. Sports is not a reason to change the calendar.... We need to get back to students first.
- I think this will be so beneficial for our kids, and they want to attend school more. Kids are expected to do a lot these days, and I feel that giving them a day every week to relax and catch up will have a positive impact.

- I think we need to look at new and innovative ways to attract and retain educators, and this is one
- I worry about the academic impact on students who are already struggling.
- I would be lost if this goes through.... what will I do.... I will have to transfer to another district or homeschool my 3 kids. ...what a shame
- I would have loved to work only four days a week, but I do not feel that this would benefit the students academically. And then there is the whole childcare debate. We do not have enough childcare as of today!
- I would like to see the real data confronting the gossip or proving the issue of lower test scores in schools with a 4-day school week.
- Also, is there extra state funding for Fridays to cover the extra wages that teachers will earn on this day? It concerns me that we are already in a budget deficit, and logic tells me we need additional funds to cover it. Otherwise, I'm a definite yes.
- I would like to see this come to a Killdeer district school vote
- I would need more information on how a Friday would be structured for students whose parents work during the week.
- I wouldn't want to see any homework being sent home at all. That extra time could be a study hall for kids who need it.
- I'd like to see AWAY sports games like volleyball, basketball, and track/field be coordinated on Fridays.
- If the 4-day work week does not pass, we would like to see consideration for a school year to begin after Labor Day and still end just before Memorial Day
- If you count how many Fridays are on the school calendar, you will find that kids would get more hours per year with a four-day school week than five, especially if they go to the optional Friday school. If the busses wouldn't run, it would save a ton of money.... But I know that the plan is to have them run. Maybe there would be fewer buses on Fridays.
- I'm still up in the air. My kids did track schooling in Vegas, which was bad for my kids. I'm undecided if a 4-day work week would be better or worse. I plan on attending the meeting to see what changes. But if they did a 4-day workweek, it would make taking long weekends a little easier for family trips or going out of town for a weekend. The extra time each day in school might work out better. Instead of getting off at 3 pm, she gets off at 4 pm. I'm for that idea.
- In the same way a new school building doesn't improve academic test scores, a shortened school week doesn't improve academic test scores.
- Most parents work on Fridays.
- Keep this shit up, and you won't have any students to worry about. Everybody is going to transfer to Trinity or homeschool.
- Isn't it better to try and fail than not try at all!? Killdeer needs to try something to attract licensed instructors and prevent enrollment from dropping.

- It is hard to plan when we do not have information about how the day and school year will look. I am very concerned about the children whose parents work 5 days a week. Please provide more details before asking for a final decision.
- It would allow for additional outside time, which is a necessity for mental health
- It would be nice to be able to take a 3-day weekend now and then when we take PTO at work and can do a couple of short trips with the kids. I can also see more benefits and fewer drawbacks for high school-aged kids, who can be at home on their own and can work or help at home, on the farm, or on the ranch. For elementary-aged kids, I do not see a great benefit in a 4-day work week. What could end up happening is that the kids will be at the school 5 days per week, no matter what (assuming the school will have a 5th day program of some kind), because both my husband and I work outside the home, plus they will be at school longer, 4 of those days. This results in a significantly longer school week for them. They could easily get burned out from those long days and the overall longer time spent at the school. Most other professions work 5-day workweeks, especially in global or national industries, which is the case with our family. I really feel that, for elementary-aged children, having five school days per week with shorter days is a more reasonable and practical option than 4-day weeks with longer days and a 5th-day school program. I can certainly see more benefit in 4-day workweeks for high school-aged kids. I do want to say that Killdeer is a great district, and we greatly appreciate the teachers, staff, administration, and board. I know that any decision must balance the opinions and needs of all parties affected, but I do hope that the good of children and families is given the most weight in decision-making. I would love it if our society supported a 4-day work week for every profession, but I'm not confident it's a real possibility. Having a school week that mirrors the 5-day working week, at least for elementary, especially for families of working parents, would appear to me to be the most prudent option.
- It would be nice to know the benefits for the students. Is it cost-saving for the school district? I think people could make a better analysis if they provided information on why this change would be good for the kids, teachers, and the school district. Also, what can parents do with children on Fridays when they are working a 5-day work week, especially with parents who both work or are single parents? Killdeer already has a shortage of available daycare
- It's worth trying. Talking with multiple parents who come from communities with the 4-day school week. All positive feedback after making the switch.
- Killdeer school is already one of the lowest-scoring in the state. Why would going to 4 days help in any way!? This should be voted on like it was in the past and failed.
- King 2
- Life is too short. The days go by too fast. Our kids are little for only a short time.
- Longer days for sports as well. Kids and families are already tired. Fridays should stay the same as a normal week, or the weekend starts when the bell rings at the end of the day on Thursday. The point for 4 days is to refresh for a 3-day weekend. If

there is still an option to go on Fridays, that does not give all staff and staff kids a break. The staff with kids will have to find childcare, which does not provide them with a break.

- Look at our test scores. Where is the research showing that a 4-day work week will increase them?
- Main concern we are saving money, or it is a personal choice issue
- Montana has 4-day school weeks and has only benefited from this change. The school board should reach out to other schools in Montana if they have questions about the change or its pros and cons.
- More unsupervised free time will not be beneficial for students.
- Dentists are closed on Fridays. Most visiting specialists, such as an orthodontist or Face and Jaw, come on Wednesday or Thursday.
- Why are kids doing the survey?
- Kids get home late enough from activities without extending the day, and when they have morning practice, you are looking at an already long day for them. How is less time in the classroom beneficial to a student? Perhaps the school's toxic level should be addressed before we take a step this big. Ask yourself why your employees are unhappy. How does this become cost-effective if school is open on Friday? What staff will be there? If my student struggles in math and the math teacher doesn't volunteer to come in on Friday, who will help them? Lots of concerns from this parent.
- Most people work on Fridays, so parents would have to find daycare for children who can't stay by themselves. The last 1/2 hour of the day, children are not focused on learning; mentally, they're already done. How is 2 hours a week going to make up for a day of school?
- Moving to a four-day work week could create some cost savings that could be passed onto the teachers' wages.
- My children are already exhausted after school, moving to a 4-day work week concerns me because of the longer days they will then have, and a shorter break for holidays means less quality family time. If the students had Fridays off, that wouldn't necessarily give them more family time, as parents still need to work and, depending on age, may need to provide extra care, increasing parents' childcare expenses.
- My daughter needs additional help in school. I'm not sure how this would affect the amount of time she would receive this extra help.
- My main concern is for the students who don't come from great homes. As a teacher, I see students from all kinds of situations, and I want to make sure we always give them a safe place. My thought is that we could eliminate a day a week for a student who needs to be somewhere safer than their home. However, with the option of a Friday program, that concern could be eliminated as well.
- Only concern is we need some place for kids to go/do while parents are working during the day. Personally, we don't have family around here to watch our kids.

- Please consider not only what the us community members have to say about this matter, but also what the teachers and staff members have to say. They are the ones working with our kids every day, and I would hate to see them affected by this negatively. I am concerned about teachers leaving because they have to be at school earlier, as school starts early.
- Please make the change
- Please, please, please- YES to a 4-day school week!!!! It would be so beneficial for our rural community!
- Primary concerns would be the time to teach our children the same content in a shorter time, especially for kids who struggle.
- Really need to think about childcare on Fridays- should be free if that is required, as not every family can afford to pay for that. Also, we will have to think about kids with learning problems/ADHD and how a longer school day will affect their attention span.
- Reports of other places that have done this show real positive results. One less day for busing. Some parents might have childcare issues for that one day. Seems more good than bad from the reviews I have read."
- Research indicated that the higher intensity of daily commitment can lead to higher absenteeism. Is there support for addressing the extra effort required of teachers and parents for childcare and for educating children about time management? Truancy support/social worker to assist is proactive.
- Sports and extra busing on days off, inconsistent home schedules, making it harder for young people to keep a routine that allows for more behavioral concerns
- Students would still receive the required instructional time, and this would allow students to follow the absence policy more effectively.
- Thank you!
- Thanks for doing the survey to get the full public opinion!
- The 4-day school week seems to have been brought about by a very small minority, but will affect ALL. It is coming across as the agenda of a few and not A VOICE OF THE PEOPLE! I am again concerned about ACADEMICS and how they will be negatively impacted by either trying to squeeze 5 days of lessons into 4. I am GREATLY concerned that our ADVANCED students will suffer, as many studies have proven. I am concerned that our students who need special services will also GREATLY suffer. The only schools that have 4-day weeks and are doing it well are very small schools with very small districts. ZERO consideration is being given to students who are in sports and clubs that have contests during the week. ZERO consideration is being given to how this will affect our driving kids who don't just live minutes from school. ZERO consideration is being given to how this affects our at-risk populations. ZERO consideration is being given as to how this WILL affect teacher retention, teacher mental health, and the ability to retain/recruit GOOD and EFFECTIVE teachers. In fact, it appears as though ZERO consideration has been given to ANYONE but a few.

- The four-day work week seems to be more beneficial for older students, but I see no benefits for elementary students.
- The school board is rushing this decision without putting the required work into it. In the conversation, I have seen that the school board has already made up its mind and is using students to sway the survey results. I would hate to see the school board move this way without providing details of how to overcome the challenges. Is the school going to open a daycare for my kids while I'm at work, and how much will I have to pay?
- There are SO many positive benefits to adopting this schedule. I have been in favor of this since our school first researched it 20 years ago. Thank you for being open to different ways to reach and benefit everyone. I applaud you for considering this for our students!
- There's absolutely no benefit to a four-day talk with the residents of Killdeer and our community members, all sides of the city limits. School board members should be ashamed of trying to push this.
- They have so much curriculum now to learn, wouldn't it be pushing them to learn it in 4 days, fewer hours, etc.?
- This is great! Hopefully it is implemented!
- This was attempted in the past, and it was a bad idea then, and it's a bad idea now.
- This would be one of the worst moves in Killdeer Public School's history!!!
- Too much unsupervised time for the children to get into trouble, or too much screen time
- Travel time with buses and safety. They already travel in some darkness with a longer school day in the middle of winter; they will travel in almost complete darkness both before and after school.
- Unsure at this time as to the benefit for elementary.
- Need more information on the proposed 4-day work week.
- Unsure due to lack of information and what the 4-day school week would look like. Pros vs cons of this plan, and what other schools that have adopted this think.
- Brilliant thing to do.
- We are not in favor of this. Children will have nothing to do at home on Friday but to use their gadgets, and that is for sure. Plus, most working parents have work on Friday.
- We have enough unrest in this world with children in school 5 days a week. What will they do with their time if they are only occupied for 4 days?
- We have more to gain than lose, and if down the road something does not seem to be working for our community, we can always go back to five-day school weeks.
- We plan on attending the informational meeting to see things on both sides.
- We were for it years ago when our children attended Killdeer school, and we are for it in the hopes that our grandchildren will attend Killdeer school.

- What kind of online or advanced classes can be offered on Fridays? It's hard to plan for or against with the questions on this survey. It doesn't seem like there is anything tied to education.
- When would school start and end? I think kids have a hard time as it is, going to school for as long as they do. Also, wouldn't that mean teachers and staff would also need to be at school earlier?
- While many school districts ponder four-day workweeks, the overall education, test scores, and academic learning in the state of North Dakota lag behind many other states in our region. Recently, a student from a neighboring school district with high academic achievement moved to Nebraska and was put in a remedial math class. The student was a high academic achiever, so it was quite a disappointment. Schools with large class sizes and absent parents will likely have a higher rate of getting in trouble.
- Why is the school board pushing this? Do you know how this will negatively impact our area?
- Why is this even being talked about?
- Will they save any money doing this? Parents with young children will be an issue for them. Maybe no sports during the week
- Without other schools in the area going to a 4-day week, our Athletics doesn't benefit. If you truly want to help families with scheduling you would have Mondays off, not Friday. Most health professionals close early or are fully closed on Fridays.
- If you do choose to go 4 days, the buildings should be fully closed, not open for only a handful of students who need extra help; that seems like punishment, and they end up in school up to 45 hrs. a week.
- Worried about children with a less-than-ideal home life, more in the community than one would think.
- Would implementing this then remove the early release on Wednesdays? It is inconvenient for our family to have an early release in the middle of the week, given our current schedule.
- I would like to see the kids and staff have a longer spring break.
- You spend millions of dollars building and repairing the education facilities...to leave them empty on Fridays?

Major Themes from Comments

Potential Benefits of a Four-Day School Week: Several comments highlight positive aspects, such as increased family time, opportunities for rest and relaxation, and more time for appointments and at-home tasks. Some parents and students feel that an extra day off could improve student well-being and enable teachers to prepare better and plan.

Concerns About Extended School Days and Academic Impact: Many commenters express worry that longer school days may lead to less sleep for students, especially younger children, and could negatively affect their ability to focus and participate in extracurricular activities. There is also concern about decreased instructional time and its potential to hinder academic achievement.

Childcare and Family Logistics: The challenge of finding suitable childcare for the extra day off is a recurring theme, especially for working parents who do not have Fridays off. This issue is compounded by limited daycare availability in the area, which increases stress for families. Some comments raise concerns that the four-day work week could disproportionately affect students on IEPs and hourly staff.

Uncertainty and Desire for More Information: There is a clear desire for more details about the reasons behind transitioning to a four-day school week. Some individuals are open to the idea but feel they need more information to decide whether it will be beneficial or detrimental.

Grade Level	8:10-8:55	8:55 - 9:40	9:40-10:25	10:25-11:10	11:10-11:55	11:55-12:40	12:40-1:55	1:55-2:40	2:40-3:25	3:25-3:30
Kinder	Block 1	Block 2	Block 3	Second Special	Lunch and Recess 11:00-11:20 Lunch 11:20-11:40	Block 4	Block 5	Intervention	Specials	Prepare to Leave
First Grade	Block 1	Block 2	Second Special	Block 3	Lunch and Recess 11:25-11:45 Lunch 11:45-12:05 Block 4 After Recess	Specials	Block 5	Intervention	Prepare to Leave	
Second Grade	Second Special	Block 1	Block 2	Block 3	Lunch and Recess 11:25-11:45 Lunch 11:45-12:05	Block 4	Specials	Block 5	Prepare to Leave	
Third Grade	Block 1	Block 2	Intervention	Specials	Block 3	Lunch and Recess 11:50-12:10 Lunch 12:10-12:30	Block 4	Block 5	Prepare to Leave	
Fourth Grade	Block 1	Block 2	Specials	Second Special	Block 3	Lunch and Recess 11:50-12:10 Lunch 12:10-12:30	Block 4	Block 5	Prepare to Leave	
	8:10 - 8:55	8:58-9:43	9:46 - 10:31	10:34 - 11:19	11:22 - 12:07	12:10 - 12:55	12:58 - 1:43	1:46-2:31	2:34-3:19	3:19 - 3:30
Fifth Grade	Block 1	Specials	Block 2	Block 3	Block 4	Lunch and Recess	Block 5	Second Special	Block 6	Homeroom and dismiss
6th Grade	Specials	Block 1	Block 2	Block 3	Block 4	Lunch and Recess	Block 5	Block 6	Band/Second Special	Homeroom and dismiss



KILLDEER HIGH SCHOOL

Killdeer High School 2026-2027 Bell Schedule (4 Day)

Period 1	8:02-9:03
Period 2	9:06-10:04
Period 3	10:07-11:05
Period 4A (Follow Duty Schedule)	Early Lunch 11:08-11:38 Late Class 11:41-12:39
Period 4B (Follow Duty Schedule)	Early Class 11:08-12:06 Late Lunch- 12:09-12:39
Period 5	12:42-1:40
Period 6	1:43-2:41
Period 7	2:44-3:42

F. Consider KEA Petition for Recognition of Appropriate Negotiating Unit

Killdeer Education Association, hereinafter referred to as the Association, hereby requests the Killdeer School Board, hereinafter referred to as the Board, recognizes the Association as the exclusive representative of all certified personnel employed, or to be employed by the Board, for the purpose of negotiating matters relating to terms and conditions of employment and employer-employee relation, including but not limited to salary, des represent the majority or certified personnel included in appropriate negotiating unit as shown by the signatures below.

Nathan Horgeshimer, KEA President

Greta Pennington, KEA Vice President

1/13/26

John Abrahamson gabrahamson
Jennifer Aviles Jennifer Aviles
Ruth Adams Ruth Adams
Cole Bilbrey CB
Tanner Binstock Tanner Binstock
Makayla Brew Makayla Brew
Becky Buchmann Becky Buchmann
Vicki Carney Vicki Carney
Cortney Cook Cortney M. Cook
Jennifer Dobitz Jennifer Dobitz
Lou Dobitz Lou Dobitz
Sarah Doe Sarah J. Doe
Matthew Eads Matthew Eads
Abbie Elkins Abbie Elkins
Sean Elkins Sean Elkins
Jill Hager Jill Hager
Mariah-Haich Wilz mariah wig

1/22/26 Received

Janis Harris Janis Harris
Ashlynn Helfrich Ashlynn Helfrich
Nathan Horgeshimer Nathan
Lauren Huffman Lauren Huffman
Clayton Johnsen Clayton
Erik Johnson Erik Johnson
Karter Kleeman Karter Kleeman
Pam Kukla Pam Kukla
David Leier David Leier
Shantel Lorenz Shantel Lorenz
Nikki Martin Nikki Martin
Skyler Maxwell Skyler Maxwell
Jennifer McCormick Jennifer McCormick
Meghan Moore Meghan Moore
Melissa Moseley Melissa Moseley
Andy Murphy Andy Murphy
Carrie Nagel Carrie Nagel
Cheyenne Olson Cheyenne Olson
Angela Ott Angela Ott
Greta Pennington Greta Pennington
Greg Pruitt Greg Pruitt
Bridgette Reiss Bridgette Reiss
Myranda Reiss Myranda Reiss
Allison Sampsel Allison Sampsel
Denice Saylor Denice Saylor
Mitch Saylor Mitch Saylor
Maleah Schmeling Maleah Schmeling
Holly Schmidt Holly Schmidt
Michelle Simmons Michelle Simmons

Janell Smith Janell Smith
Deanna Steffan Deanna Steffan
Ashlen Thomas Ashlen Thomas
Desirae Tibor Desirae Tibor
Tess Tuhy Tess Tuhy
Angela Walker Angela Walker
Nick Walker Nick Walker
Nicole Walker Nicole Walker
Jeff West Jeff West
Brittany Wheeling Brittany Wheeling
Kaitlyn Wilz Kaitlyn Wilz
Mark Zastoupil Mark Zastoupil

Killdeer Public School Board's Notice of Intent to Consider a Petition for Recognition of Representative Organization

The Killdeer Public School Board, having accepted the description of an appropriate negotiating unit, has on file a dated petition from the Killdeer Education Association, which contends that it represents a majority of teachers with the negotiating unit. This notice, which is posted in every school in the district, announces that the Board will meet on February 18, 2026 to consider the petition and to determine the question of representation.

Board President

Date

Killdeer Public School Board's Decision and Notice of Recognition

The Killdeer Public School Board has investigated the petition filed by the Killdeer Education Association requesting that the association be recognized as the representative organization for the negotiating unit and has determined that the Killdeer Education Association does represent a majority of the teachers within that unit. The Board recognizes the Killdeer Education Association as the representative organization for a minimum of one year beginning February 18, 2026.

Board President

Date

G. Consider the Killdeer Pre-School 4-Year-Old Program Approval



FOUR-YEAR OLD PROGRAM APPROVAL
 DEPARTMENT OF HEALTH AND HUMAN SERVICES
 EARLY CHILDHOOD
 SFN 1304 (4-2023)

Clear Fields

Program Name Killdeer Preschool		Number of Classrooms You Are Planning to Operate Two	
Program Type <input checked="" type="checkbox"/> Public School Pre-K <input type="checkbox"/> Non-Public School Pre-K <input type="checkbox"/> Head Start			
Program Site Address 101 High St. NW	City Killdeer	State ND	ZIP Code 58640
Contact Person Andrew Cook		Title Principal	
Contact Person Email Address andrew.cook@k12.nd.us		Telephone Number (701) 764 - 5877	

SECTION A: Highly Qualified Teacher(s)
 Please list the teacher(s) in each four-year old classroom(s)

Name of Teacher CortneyCook	Teaching License Number 000424372
Name of Teacher Skyler Maxwell	Teaching License Number 000425493
Name of Teacher	Teaching License Number
Name of Teacher	Teaching License Number
Name of Teacher	Teaching License Number

Name of Paraprofessional/Assistant Teacher Paige Hoots	Paraprofessional License Number 000435762
Name of Paraprofessional/Assistant Teacher Taryn Doe	Paraprofessional License Number 000434885
Name of Paraprofessional/Assistant Teacher	Paraprofessional License Number
Name of Paraprofessional/Assistant Teacher	Paraprofessional License Number
Name of Paraprofessional/Assistant Teacher	Paraprofessional License Number

SECTION B: Hours of Operation

Days Per Week 7:45-3:15 (Monday-Thursday) 7:45-3:15 IEP (Friday)	Hours Per Week 40
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SECTION C: Funding Information

Indicate Percent of Funding Received From Each Source

Title I	Donations	Local	Special Education 59	Tuition 18	State	Other 23
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SECTION D: Board/Policy Council Approval

The district/program must submit school board/policy council minutes reflecting initial approval of the four-year-old configuration.

Date of Initial Board Approval
2/18/2026

SECTION E: Fire Marshal Report

The Fire Marshal report submitted must be that of the building housing the four-year-old program.
Date of Most Recent Fire and Safety Report by a Fire Marshal 2/15/2024

SECTION F: Assurances

In making this application, I state that:

Mail the following items to:
Health and Human Services
Early Childhood
600 E Boulevard Ave Dept. 325
Bismarck, ND 58505-0250

- SFN 1304 Four-Year Old Program Approval
- Copy of most recent board approval minutes
- Copy of current Fire Marshal report
- Nonrefundable Application fee of \$50.00

- I understand all children of all abilities who are enrolled in the four-year-old program have to reach the age of four years old before August 1st of the school year.
- My curriculum is aligned with the North Dakota Early Learning Standards Birth to Kindergarten.
- I acknowledge that the program incorporates within its curriculum at least 10 hours of research-based family engagement.
- I acknowledge that authorized agents of the Department of Health and Human Services may make any reasonable and necessary investigations of my application and the program I intend to operate. I realize that I am subject to inspection for purposes of determining continued conformity to the standards under which an approval is issued.
- I will follow all four-year old program requirements approved by the department and remain in compliance with North Dakota Century Code Chapter 50-11.1-21.
- I understand if approved, approval is issued every two years. Upon determination the department will send out official notifications.

Applicant Signature <i>Andy Cook</i>	Date 2/19/2026
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DEPARTMENT USE ONLY

<input type="checkbox"/> New Approval <input type="checkbox"/> Continuing Approval <input type="checkbox"/> Denied	
Signature	Date

H. Virtual Academy Handbook

Killdeer Public Schools



Killdeer K-12 Virtual Academy Handbook 2026-2027

Overview

The Killdeer K-12 Virtual Academy is an alternative academic option for Killdeer Public School students who desire a different approach to the traditional school setting. Students enrolled in the Killdeer K-12 Virtual Academy attend school full-time online and do not physically attend school in person at Killdeer School buildings. The Killdeer Virtual Academy provides a high-quality environment with students engaged in rigorous and interactive academics allowing students the flexibility within an academically challenging schedule. The Killdeer Virtual Academy is authorized in accordance with **School Board Policy ABAD — Virtual Academy.**

Eligibility

All Killdeer School students in grades K-12, regardless of race, color, sex, gender identity, national origin, ancestry, disability, or age, have the opportunity to enroll in the Killdeer K-12 Virtual Academy. However, the Killdeer K-12 Virtual Academy is not for everyone. Students and Parents will need to have a strong commitment to it. Students must be able to work independently; responsibility is essential to success in the Killdeer K-12 Virtual Academy. Students and parents considering enrollment in the Killdeer K-12 Virtual Academy must weigh the pros and cons of attending school online versus in-person. Only Killdeer School District #16 students may enroll in the Killdeer K-12 Virtual Academy; students in other school districts will not be accepted into the Killdeer K-12 Virtual Academy unless proper open enrollment paperwork has been completed, as stated in North Dakota Century Code 15.1-31-01.

Instructional Delivery

All Killdeer K-12 Virtual Academy instruction and learning will be completed through the North Dakota Center for Distance Education (NDCDE), a fully accredited school that has met the state requirements of the North Dakota Department of Public Instruction and the standards set forth by the North Dakota Department of Career and Technical Education (<https://www.cde.nd.gov/>). NDCDE courses are taught by fully certified teachers employed by NDCDE and are provided training and professional development specific to virtual learning from NDCDE.

Note: Virtual students are not permitted on the Killdeer School District grounds during the academic day unless prior permission is granted by the administration.

Enrollment/Registration

- Students enrolling in Killdeer K-12 Virtual Academy must do so for an entire semester. Students can transfer into or out of the Academy during semester breaks. Transfer requests into or out of the Killdeer K-12 Virtual Academy must be made to the Killdeer Public School District Administration no later than 1 calendar week following the beginning of each semester. Exceptions may be considered in rare circumstances by the administration.
- Students enrolled in Killdeer K-12 Virtual Academy are considered students enrolled in Killdeer Public School District, and therefore, all Killdeer Public School District curriculum requirements, policies, procedures, student handbooks, etc. apply.
- Per Killdeer Public School District administrative discretion, students enrolled in Killdeer K-12 Virtual Academy must take the equivalent of a full day of courses.

- Selection and determination of Killdeer K-12 Virtual Academy courses shall be determined and completed by the Killdeer Public School District administration. Courses shall align as best as possible with the curriculum and standards at Killdeer Public School. Courses taken that are not pre-approved by Killdeer School District administration may not be recognized by Killdeer Public School District.

Special Services

If a student receives additional academic services via an IEP or 504 plan, Killdeer Public School District will communicate accommodations or modifications to NDCDE.

Satisfactory Academic Progress, Eligibility, and Attendance

Academic Progress, Eligibility, and Attendance shall be monitored and enforced by Killdeer Public School District Designee.

Academic Progress: Students enrolled in Killdeer K-12 Virtual Academy shall follow NDCDE satisfactory academic progress guidelines as follows (subject to change without notice):

Expected Course Progress

Students who enroll with NDCDE in online courses are expected to follow their online assignment calendar (pacing chart) or teacher-provided calendar for their course(s). Students are expected to stay on pace by completing their assignments throughout the duration of their course(s). To do so, students should be expected to engage in 1-2 hours of work per day, per course. Students who do not stay on pace will be notified via multiple means by NDCDE.

Special Notice

Students who do not submit at least one assignment during the first two weeks of a course will be dropped from the course, and their course enrollment fee will be returned via check, less \$20 for administrative processing.

Eligibility

As Killdeer Public School District Students, students enrolled in the Killdeer K-12 Virtual Academy are subject to all eligibility policies set forth by Killdeer Public School District.

School Attendance

School attendance in the Killdeer K-12 Virtual Academy shall be determined by students staying on pace with the curriculum schedule set forth by the NDCDE. If a student falls behind three (3) or more assignments, the student may be deemed as not attending school and, therefore, truant. This may result in the student being declared academically ineligible regardless of their current grade in class.

Academic Honesty

Students enrolled in the Killdeer K-12 Virtual Academy shall follow NDCDE academic honesty guidelines as follows (subject to change without notice):

Academic Honesty

A high sense of personal honesty and integrity is expected of all students in the completion of NDCDE courses. Coursework is intended to be completed without cheating, plagiarizing, or knowingly giving false information.

Tests and final examinations must be completed in the presence of an approved exam administrator who must certify that the test or exam was completed without the assistance of books, notes, or other outside resources.

The consequences for academic dishonesty will be determined in consultation with NDCDE teacher, the student's local exam administrator, and the NDCDE principal.

Cheating

To help students, parents, and exam administrators understand, NDCDE defines cheating as:

- Allowing another student to copy your work.
- Copying or attempting to copy from another student's test, exam, or assignment.
- Having someone else complete your assignment.
- Giving information in an unauthorized manner to another student for a test, exam, or assignment.
- Using unauthorized materials, information, notes, study aids, or other devices for a text, exam, or assignment.
- Using an online translator. NOTE: Online translators are NOT to be used by a student in any foreign language course at any time. If an online translator is used to complete either a non-password-protected activity or a password protected activity in a foreign language course, the student will receive a zero for the entire test, exam, or assignment.
- NOTE: If any student is caught cheating, all password-protected assignments/tests must be completed in a Killdeer Public School District building of the school administrator's choosing.

Consequences Cheating

- 1st time offense: If cheating has occurred, the student will receive a zero on all or part of the assignment or exam (teacher discretion). The parent/guardian, school of record and learning coaches will be informed, and the offense will be documented in the student's file.
- 2nd time offense: If cheating has occurred, the student will receive a zero on the entire assignment or exam. The parent/guardian, school of record and learning coach will be informed, and the offense will be documented in the student's file.
- 3rd time offense: If cheating has occurred, the student will receive a zero on the entire assignment or exam. NDCDE administration will be informed of the offenses and disciplinary action will be enforced. (See list of potential disciplinary actions below.)

Plagiarism

To help students, parents, and learning coaches understand, a student commits plagiarism when he or she:

- copies text "as is" from a source without quotation marks or a proper citation.
- reorders the elements of a source text without citation.

- copies pieces (sentences, key phrases) of the source text without citation.
- paraphrases without citation.
- reproduces information that is not common knowledge without citation.
- uses his or her own past coursework without the previous and current teacher's approval.
- uses another student's material without citation.
- pays another person to contribute to his or her work without citation.
- asks another person to complete his or her work.

Consequences — Plagiarism

- 1st time offense: If the instructor believes the student plagiarized an assignment and it is the student's first offense within the course, the instructor may use that first offense as a teachable moment and allow a retry on the assignment. The instructor will explain to the student what plagiarism is and why it's important to not copy someone else's work. The parent/guardian, school of record and learning coach will be informed, and the offense will be documented in the student's file.
- 2nd time offense: If the instructor believes that the student plagiarized an assignment in the same course a second time, the student will receive a zero without an opportunity to redo the assignment. The parent/guardian, school of record and learning coach will be informed, and the offense will be documented in the student's file.
- 3rd time offense: If the instructor believes that the student plagiarized an assignment a third time, the student will receive a zero without an opportunity to redo the assignment. NDCDE administration will be informed of the offenses and disciplinary action will be enforced. (See list of potential disciplinary actions below.)

Exam Administration

Killdeer Public School District will supply a local district-approved exam administrator for all course enrollments. Though the district may approve a student's parent/guardian, NDCDE strongly encourages the district to approve a third party as the student's exam administrator.

If a parent/guardian is approved by Killdeer Public School District, they must follow

NDCDE testing policies and procedures as follows (subject to change without notice):

Online Testing

- Most tests in our online courses require passwords
- Test passwords are changed regularly
- To find a test password, please log into your exam administrator account in our student information system
- Test passwords are located in the Test Passwords tab of your account
- Test passwords are not to be given directly to students

Learning Coach Administration of Tests and Exams Guidelines

Ensure academic integrity in all tests and exams by:

- Manually enter the test password as passwords are never to be given to students or others that are not the assigned Learning Coach in the NDCDE platforms
- Remain with the student during the entire testing period • Monitor and confirm that password-protected assessments are completed in one sitting, as they are time-sensitive
- Ensure that there is no use of any resource on exams/tests unless specified by the NDCDE instructor and maintain a direct visual on the students' device for the duration of the exam o What is a resource? This may include but is not limited to notes, books, websites, peers, course content, online translators, external devices such as phones, tablets, etc.

NDCDE reserves the right to request a New Learning Coach if the above requirements aren't fulfilled.

Preserving Exam Integrity

Learning Coaches should be aware of methods where online test passwords could be recorded. This could result in students having the ability to take an online exam not proctored by a Learning Coach. This conduct by students falls under the auspices of NDCDE's Academic Honesty Policy.

The method exploited to access an online test password is done by means of the browser's 'Remember Password' feature. Common browsers, such as Chrome, Firefox and Edge have this feature ON by Default allowing a user to save and manage their passwords. The saved password could be retrieved at a later time by another user on shared computers (library, lab etc).

NDCDE has taken steps to increase exam integrity, which includes test passwords being regenerated on a routine basis. To further strengthen the online testing protocol, schools have the opportunity to take steps to prevent such abuse. Below are suggested actions your school can take to maintain the integrity of NDCDE online exams.

Learning Coaches should ensure that students are not logged into other systems while taking exams. Students should have only one browser open with one tab containing the student's course.

NDCDE asks that Learning Coaches (LC) follow policies and procedures regarding the proctoring of exams. This includes manually entering the test password, as passwords are never to be given to students. Learning Coaches should select NO if they are ever prompted by the browser to save the exam password they enter.

On shared computers (library, lab etc) used for testing, it is highly encouraged to have the 'Remember Password' feature turned OFF for all web browsers installed. You may want to share this page with your IT staff as they may already have strategies in place to centrally manage the settings of all web browsers at your school

Google Chrome is NDCDE's recommended browser for students to use while taken online exams. Your school may want to look into ensuring that Google Chrome is a browsing option for students taking online courses.

The following resources may help familiarize yourself with the password management features of the 3 most common browsers: [Managing Passwords in Chrome](#)

[Managing Passwords in Firefox](#)

[Managing Passwords in Edge](#)

Note: Microsoft Internet Explorer and Apple Safari are not supported browsers and are not recommended for online testing in NDCDE Courses.

Kildeer Public School District shall have the final authority in selecting Learning Coaches.

Students enrolled in Kildeer K-12 Virtual Academy are not eligible for semester test exemptions.

Grading Scale

Students enrolled in Kildeer K-12 Virtual Academy shall follow the NDCDE grading scale (subject to change without notice).

Letter Grade	Points	Percent Grade
A	4.0	93-100%
A-	3.666	90-92%
B+	3.333	87-89%
B	3.0	83-86%
B-	2.666	80-82%
C+	2.333	77-79%
C	2.0	73-76%
C-	1.666	70-72%
D+	1.333	67-69%
D	1.0	63-66%
D-	0.666	60-62%
F	0.0	Less than 60%

Academic Calendar/Completion

Students enrolled in Killdeer K-12 Virtual Academy shall follow the Killdeer Public School District calendar and, therefore, must complete all courses by the end of each semester accordingly. Any and all course extensions must be approved by Killdeer Public School District. The cost of extensions will be paid by the student and not the Killdeer Public School District.

School Activities/Graduation/Academic Honors

As enrolled students of Killdeer Public School District, Killdeer K-12 Virtual Academy students are eligible to participate in Killdeer Public School District activities in accordance with Killdeer Public School District and NDHSAA regulations. Note: FFA State/National Guidelines do not allow Killdeer K-12 Virtual Academy students to become FFA members unless enrolled in an on-site Agriculture Education Course.

As enrolled students of Killdeer Public School District, graduating seniors enrolled in Killdeer K-12 Virtual Academy who have completed all graduation requirements set forth by the North Dakota Department of Public Instruction and Killdeer Public School District are considered graduates of Killdeer Public School District and are eligible to participate in the Killdeer High School graduation ceremony. These students will receive a diploma from Killdeer High School.

Forfeit right to valedictorian or salutatorian?

Federal/State Testing and Other Assessments

As required by law, the Killdeer Public School District administers federal, state, and district assessments and other assessments throughout the school year. These tests require in-person, face-to-face completion. Therefore, Killdeer K-12 Virtual Academy students must take federal, state, and district assessments and other assessments onsite at one of the Killdeer Public School District buildings. As determined by Killdeer Public School District policy, unless the parent/guardian opts out of testing per **School Board Policy GCE**.

Fees

The Killdeer Public School District will pay the course fees for Killdeer K-12 Virtual Academy. However, if a student needs to apply for a course extension, it must be approved by the Killdeer Public School District building principal, and the parent/guardian will pay all applicable fees. If a student drops a course, the parent/guardian will pay any drop fees.

Fees for NDCDE College Level Courses. Course fees for NDCDE Advanced Placement Courses and Dual Credit Courses require a higher fee. As such, the student/parent is required to pay the cost of the college credit. Upon enrolling in these classes, payment must be made to the Killdeer Public School District.

Technology Needs/Requirements

Internet: All Killdeer K-12 Virtual Academy courses are taught online via NDCDE. As such, a reliable internet connection is required. The Killdeer Public School District or Killdeer K-12 Virtual Academy does not provide internet access, which is the student and parent's responsibility.

Computer: To ensure access to NDCDE courses, Killdeer K-12 Virtual Academy students will be provided a computer by Killdeer Public School District if necessary upon request. Students and parents will sign an agreement upon "checking out" a computer indicating that the loss or damage to the school-owned computers will be paid by the student/parent. Students with outstanding fees associated with damage or loss to school-owned computers will not be permitted to enroll in Killdeer K-12 Virtual Academy. Killdeer Public School District will vigorously pursue the collection of outstanding fees, which may include contacting collection agencies and/or law enforcement.

Killdeer K-12 Virtual Academy Student-Parent Application/Agreement

Student Name: _____

Semester & Grade Level: _____

Application/Agreement

By signing below, we (student and parent/guardian) are hereby applying for enrollment in the Killdeer K-12 Virtual Academy for the semester noted above. We acknowledge that we have read, understand, and agree to the policies, procedures, and expectations outlined in the Killdeer K-12 Virtual Academy Handbook. This agreement is a commitment for one full semester as noted above.

Parent/Guardian Signature

Date

Student Signature

Date

Building Principal Signature

Date

Course Code	Course Name	Start Date	Completion Date	Applicable Fees

I. Consider Resolution for School Board Election 2026

RESOLUTION FOR SCHOOL BOARD ELECTION 2026

BOARD RESOLUTION OF KILLDEER PUBLIC SCHOOL DISTRICT #16

DATE: February 18, 2026

WHEREAS, the school board for Killdeer Public School District #16 has met on February 18, 2026 at 101 High Street NW, Killdeer ND, with a quorum present;

WHEREAS, the Board has discussed the need to set the date of the 2026 school board election;

NOW, THEREFORE, BE IT RESOLVED, that the school board hereby sets the election date as June 9, 2026;

RESOLVED FURTHER, that the election is to be held in conjunction with the Dunn County primary election and that Rhonda Zastoupil, Business Manager, is hereby authorized to sign any documents and take all necessary actions to execute this resolution on behalf of the district.

CERTIFICATION

I, the undersigned, President of the school board, do hereby certify that the above is a true and correct copy of a resolution duly adopted by the school board.

Kelli Schollmeyer, President

Date

J. Consider Rescinding Policy ABBB Non-Curricular Use of District Property and Grounds

**ABBB--NONCURRICULAR USE OF DISTRICT PROPERTY AND GROUNDS
RECOMMENDED**

ABBB - NONCURRICULAR USE OF DISTRICT PROPERTY AND GROUNDS

In accordance with the Equal Access Act and Boy Scouts of America Act, if and/or when the District grants noncurricular student-led groups use of school facilities and/or grounds during non-instructional time, it shall also grant use to:

1. Any group officially affiliated with the Boy Scouts of America.
2. Any other youth group that is required to be granted access under federal law.
3. Community groups.

Before the District grants use of school facilities and/or grounds, each of the groups listed above shall complete and submit a Facility Use/Rental form to the Superintendent for approval and must agree to any applicable facility/grounds use regulations before rental/use. The Superintendent shall develop facility/ grounds use regulations. They shall be nondiscriminatory in content, applied uniformly, shall contain conditions for approval and disapproval of facility/grounds use requests, contain terms of use and supervision requirements, and terms under which non-profit and community groups must pay short-term rental fees. The Superintendent shall establish, and submit to the Board for approval, a schedule of rental and service charges to offset district costs.

The District shall check with its insurance carrier to ensure coverage and, if available, obtain written confirmation of this coverage prior to granting a facility/grounds use request or the party using property shall provide proof of insurance with the District named as an additional insured or shall agree to pay all damages resulting from rental and/or use.

**End of Killdeer School District #16 Policy ABBB Adopted: 03/12/14,
Reaffirmed 10/09/24**

RECOMMENDED

ABBB - COMMUNITY USE OF DISTRICT PROPERTY

Definitions

This policy defines the following:

- *School property* is defined in NDCC 15.1-19-10(6)(c) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.
- *Community groups* means recognized civic, social, fraternal, and religious organizations.
- *Youth patriotic society* is defined in NDCC 15.1-06-14.1(1) as a youth group that promotes patriotism, civic education, and civic involvement, listed under title 36, United States Code, subtitle II, part B, as of January 1, 2021.

Option 1: [School property shall be used solely for district operational, curricular, and extracurricular programs.]

Option 2: [Purpose

The Board recognizes that although the primary purpose of school property is to provide students with an appropriate learning environment, school property may be made available during non-instructional time to outside youth or community groups without discrimination and in accordance with the Equal Access Act of 1984, the Boy Scouts of America Equal Access Act or any other youth group listed in Title 36 of the United States Code as a patriotic society, and this policy, provided the use does not interfere with the educational programs of the District. This policy establishes conditions, restrictions and procedures for the use of school property for community purposes.

Authority

The Board delegates to the Superintendent or designee the authority to approve or deny the use of school property to outside youth or community groups for activities that provide an economic, educational, or cultural benefit primarily to the residents of the District.

The Superintendent or designee shall ensure that this policy is posted on the district's website.

The Superintendent or designee shall implement administrative regulations for requesting and granting permission for use of school property and shall distribute the necessary information to individuals affected by them.

An application for use of school property may be denied because of noncompliance with established policy and procedures by the Superintendent or designee.

School Property Use Guidelines

RECOMMENDED

An outside youth or community group requesting permission to use school property must submit to the Superintendent or designee a written request on the prescribed application form at least ten days in advance of the proposed date of use.

The application must specify the portion of the school property requested for use; proposed activities; number of individuals participating; and the date, time, and duration of the proposed event.

No application to use school property shall be approved if the proposed activity would result in any of the following:

- 1. Conflict with any school-sponsored activity;**
- 2. Access to school property is closed due to renovations, maintenance, cleaning, the school calendar, or board action;**
- 3. Access to school property containing equipment or furnishings which would be detrimental to the operation of a district program if damaged or operated by an unqualified operator;**
- 4. The proposed use would prevent or encumber district personnel from preparing school facilities for their primary purpose, because of the nature or duration of the activity; and**
- 5. Private and personal use of school property.**

The District shall check with its insurance carrier to ensure coverage and, if available, obtain written confirmation of this coverage prior to granting a property use request OR the outside youth or community group members using said property {Option 1: shall provide proof of insurance with the District named as an additional insured.} {Option 2: shall agree to pay all damages resulting from rental and/or use.}

Limitations

When individuals and community groups receive written permission to use school property under this policy, such use shall be conditioned upon strict compliance with the following:

- 1. Individuals shall refrain from any conduct or activities not specifically identified in the approved written request form;**
- 2. All activities must be held during non-instructional time or receive special permission from school personnel;**
- 3. All activities must terminate and all outside youth and community group members must exit the school premises as stated in the approved written request form or receive special permission from the Superintendent or designee;**
- 4. When advertising or promoting activities held on school property, outside youth and community groups shall clearly communicate that the activities are not being sponsored by the District; and**

RECOMMENDED

5. School equipment used in conjunction with requested facilities shall be identified when the application is submitted. Such use shall be approved by the Superintendent or designee and conditioned upon the users of school equipment acceptance of liability for any damage to or loss of equipment that occurs while in their use. Where rules so specify, no equipment may be used except by a qualified operator, provided by the school.

Prohibited Activities

The following activities are strictly prohibited on school property when outside youth and community groups are granted written permission to use said school property:

1. Conduct that would alter, damage or be injurious to any district property;
2. Conduct that would constitute a violation of state and federal laws and district policy;
3. Possession of weapons;
4. Use of tobacco or electronic smoking devices as defined in law or district policy;
5. Possession or use of marijuana products as prohibited by state or federal law;
6. Possession, use, distribution or dispensing of drugs or alcohol prohibited by state or federal law; and
7. Gambling, games of chance, lotteries, raffles or other activities requiring a state gaming license or permit, unless such activity has been expressly authorized by the Board or administration.

Violations

The District reserves the right to remove from district premises any outside youth or community group who fails to comply with the terms and conditions of this policy and established procedures.

In the event an outside youth or community group violates this policy or the terms under which permission was granted to use school property, that outside youth or community group forfeits the right to submit future written requests to use school property, unless otherwise decided by the Board.

Fee Schedule

The Superintendent shall establish, and submit to the Board for approval, a schedule of rental and service charges to offset district costs.

Use of school facilities for activities directly related to the educational program and district operations shall be without cost to users. Users may be responsible for extra custodial fees.]

End of [Name of District] Policy ABBBAdopted:

RECOMMENDED

[06/24]

NOTICE

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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.

K. Consider Adopting Policy ABBB - Community Use of District Property

RECOMMENDED

ABBB - COMMUNITY USE OF DISTRICT PROPERTY

Definitions

This policy defines the following:

- *School property* is defined in NDCC 15.1-19-10(6)(c) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.
- *Community groups* means recognized civic, social, fraternal, and religious organizations.
- *Youth patriotic society* is defined in NDCC 15.1-06-14.1(1) as a youth group that promotes patriotism, civic education, and civic involvement, listed under title 36, United States Code, subtitle II, part B, as of January 1, 2021.

Purpose

The Board recognizes that although the primary purpose of school property is to provide students with an appropriate learning environment, school property may be made available during non-instructional time to outside youth or community groups without discrimination and in accordance with the Equal Access Act of 1984, the Boy Scouts of America Equal Access Act or any other youth group listed in Title 36 of the United States Code as a patriotic society, and this policy, provided the use does not interfere with the educational programs of the District. This policy establishes conditions, restrictions and procedures for the use of school property for community purposes.

Authority

The Board delegates to the Superintendent or designee the authority to approve or deny the use of school property to outside youth or community groups for activities that provide an economic, educational, or cultural benefit primarily to the residents of the District.

The Superintendent or designee shall ensure that this policy is posted on the district's website.

The Superintendent or designee shall implement administrative regulations for requesting and granting permission for use of school property and shall distribute the necessary information to individuals affected by them.

An application for use of school property may be denied because of noncompliance with established policy and procedures by the Superintendent or designee.

School Property Use Guidelines

An outside youth or community group requesting permission to use school property must submit to the Superintendent or designee a written request on the prescribed application form at least ten days in advance of the proposed date of use.

The application must specify the portion of the school property requested for use; proposed activities; number of individuals participating; and the date, time, and duration of the proposed event.

RECOMMENDED

No application to use school property shall be approved if the proposed activity would result in any of the following:

1. Conflict with any school-sponsored activity;
2. Access to school property is closed due to renovations, maintenance, cleaning, the school calendar, or board action;
3. Access to school property containing equipment or furnishings which would be detrimental to the operation of a district program if damaged or operated by an unqualified operator;
4. The proposed use would prevent or encumber district personnel from preparing school facilities for their primary purpose, because of the nature or duration of the activity; and
5. Private and personal use of school property.

The District shall check with its insurance carrier to ensure coverage and, if available, obtain written confirmation of this coverage prior to granting a property use request OR the outside youth or community group members using said property shall provide proof of insurance with the District named as an additional insured.

Limitations

When individuals and community groups receive written permission to use school property under this policy, such use shall be conditioned upon strict compliance with the following:

1. Individuals shall refrain from any conduct or activities not specifically identified in the approved written request form;
2. All activities must be held during non-instructional time or receive special permission from school personnel;
3. All activities must terminate and all outside youth and community group members must exit the school premises as stated in the approved written request form or receive special permission from the Superintendent or designee;
4. When advertising or promoting activities held on school property, outside youth and community groups shall clearly communicate that the activities are not being sponsored by the District; and
5. School equipment used in conjunction with requested facilities shall be identified when the application is submitted. Such use shall be approved by the Superintendent or designee and conditioned upon the users of school equipment acceptance of liability for any damage to or loss of equipment that occurs while in their use. Where rules so specify, no equipment may be used except by a qualified operator, provided by the school.

RECOMMENDED

Prohibited Activities

The following activities are strictly prohibited on school property when outside youth and community groups are granted written permission to use said school property:

1. Conduct that would alter, damage or be injurious to any district property;
2. Conduct that would constitute a violation of state and federal laws and district policy;
3. Possession of weapons;
4. Use of tobacco or electronic smoking devices as defined in law or district policy;
5. Possession or use of marijuana products as prohibited by state or federal law;
6. Possession, use, distribution or dispensing of drugs or alcohol prohibited by state or federal law; and
7. Gambling, games of chance, lotteries, raffles or other activities requiring a state gaming license or permit, unless such activity has been expressly authorized by the Board or administration.

Violations

The District reserves the right to remove from district premises any outside youth or community group who fails to comply with the terms and conditions of this policy and established procedures.

In the event an outside youth or community group violates this policy or the terms under which permission was granted to use school property, that outside youth or community group forfeits the right to submit future written requests to use school property, unless otherwise decided by the Board.

Fee Schedule

The Superintendent shall establish, and submit to the Board for approval, a schedule of rental and service charges to offset district costs.

Use of school facilities for activities directly related to the educational program and district operations shall be without cost to users. Users may be responsible for extra custodial fees.

End of Killdeer School District Policy ABBB.....Adopted: 2/18/26

**ABBB--NONCURRICULAR USE OF DISTRICT PROPERTY AND GROUNDS
RECOMMENDED**

ABBB - NONCURRICULAR USE OF DISTRICT PROPERTY AND GROUNDS

In accordance with the Equal Access Act and Boy Scouts of America Act, if and/or when the District grants noncurricular student-led groups use of school facilities and/or grounds during non-instructional time, it shall also grant use to:

1. Any group officially affiliated with the Boy Scouts of America.
2. Any other youth group that is required to be granted access under federal law.
3. Community groups.

Before the District grants use of school facilities and/or grounds, each of the groups listed above shall complete and submit a Facility Use/Rental form to the Superintendent for approval and must agree to any applicable facility/grounds use regulations before rental/use. The Superintendent shall develop facility/ grounds use regulations. They shall be nondiscriminatory in content, applied uniformly, shall contain conditions for approval and disapproval of facility/grounds use requests, contain terms of use and supervision requirements, and terms under which non-profit and community groups must pay short-term rental fees. The Superintendent shall establish, and submit to the Board for approval, a schedule of rental and service charges to offset district costs.

The District shall check with its insurance carrier to ensure coverage and, if available, obtain written confirmation of this coverage prior to granting a facility/grounds use request or the party using property shall provide proof of insurance with the District named as an additional insured or shall agree to pay all damages resulting from rental and/or use.

**End of Killdeer School District #16 Policy ABBB Adopted: 03/12/14,
Reaffirmed 10/09/24**

RECOMMENDED

ABBB - COMMUNITY USE OF DISTRICT PROPERTY

Definitions

This policy defines the following:

- *School property* is defined in NDCC 15.1-19-10(6)(c) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.
- *Community groups* means recognized civic, social, fraternal, and religious organizations.
- *Youth patriotic society* is defined in NDCC 15.1-06-14.1(1) as a youth group that promotes patriotism, civic education, and civic involvement, listed under title 36, United States Code, subtitle II, part B, as of January 1, 2021.

Option 1: [School property shall be used solely for district operational, curricular, and extracurricular programs.]

Option 2: [Purpose

The Board recognizes that although the primary purpose of school property is to provide students with an appropriate learning environment, school property may be made available during non-instructional time to outside youth or community groups without discrimination and in accordance with the Equal Access Act of 1984, the Boy Scouts of America Equal Access Act or any other youth group listed in Title 36 of the United States Code as a patriotic society, and this policy, provided the use does not interfere with the educational programs of the District. This policy establishes conditions, restrictions and procedures for the use of school property for community purposes.

Authority

The Board delegates to the Superintendent or designee the authority to approve or deny the use of school property to outside youth or community groups for activities that provide an economic, educational, or cultural benefit primarily to the residents of the District.

The Superintendent or designee shall ensure that this policy is posted on the district's website.

The Superintendent or designee shall implement administrative regulations for requesting and granting permission for use of school property and shall distribute the necessary information to individuals affected by them.

An application for use of school property may be denied because of noncompliance with established policy and procedures by the Superintendent or designee.

School Property Use Guidelines

RECOMMENDED

An outside youth or community group requesting permission to use school property must submit to the Superintendent or designee a written request on the prescribed application form at least ten days in advance of the proposed date of use.

The application must specify the portion of the school property requested for use; proposed activities; number of individuals participating; and the date, time, and duration of the proposed event.

No application to use school property shall be approved if the proposed activity would result in any of the following:

- 1. Conflict with any school-sponsored activity;**
- 2. Access to school property is closed due to renovations, maintenance, cleaning, the school calendar, or board action;**
- 3. Access to school property containing equipment or furnishings which would be detrimental to the operation of a district program if damaged or operated by an unqualified operator;**
- 4. The proposed use would prevent or encumber district personnel from preparing school facilities for their primary purpose, because of the nature or duration of the activity; and**
- 5. Private and personal use of school property.**

The District shall check with its insurance carrier to ensure coverage and, if available, obtain written confirmation of this coverage prior to granting a property use request OR the outside youth or community group members using said property {Option 1: shall provide proof of insurance with the District named as an additional insured.} {Option 2: shall agree to pay all damages resulting from rental and/or use.}

Limitations

When individuals and community groups receive written permission to use school property under this policy, such use shall be conditioned upon strict compliance with the following:

- 1. Individuals shall refrain from any conduct or activities not specifically identified in the approved written request form;**
- 2. All activities must be held during non-instructional time or receive special permission from school personnel;**
- 3. All activities must terminate and all outside youth and community group members must exit the school premises as stated in the approved written request form or receive special permission from the Superintendent or designee;**
- 4. When advertising or promoting activities held on school property, outside youth and community groups shall clearly communicate that the activities are not being sponsored by the District; and**

RECOMMENDED

5. School equipment used in conjunction with requested facilities shall be identified when the application is submitted. Such use shall be approved by the Superintendent or designee and conditioned upon the users of school equipment acceptance of liability for any damage to or loss of equipment that occurs while in their use. Where rules so specify, no equipment may be used except by a qualified operator, provided by the school.

Prohibited Activities

The following activities are strictly prohibited on school property when outside youth and community groups are granted written permission to use said school property:

1. Conduct that would alter, damage or be injurious to any district property;
2. Conduct that would constitute a violation of state and federal laws and district policy;
3. Possession of weapons;
4. Use of tobacco or electronic smoking devices as defined in law or district policy;
5. Possession or use of marijuana products as prohibited by state or federal law;
6. Possession, use, distribution or dispensing of drugs or alcohol prohibited by state or federal law; and
7. Gambling, games of chance, lotteries, raffles or other activities requiring a state gaming license or permit, unless such activity has been expressly authorized by the Board or administration.

Violations

The District reserves the right to remove from district premises any outside youth or community group who fails to comply with the terms and conditions of this policy and established procedures.

In the event an outside youth or community group violates this policy or the terms under which permission was granted to use school property, that outside youth or community group forfeits the right to submit future written requests to use school property, unless otherwise decided by the Board.

Fee Schedule

The Superintendent shall establish, and submit to the Board for approval, a schedule of rental and service charges to offset district costs.

Use of school facilities for activities directly related to the educational program and district operations shall be without cost to users. Users may be responsible for extra custodial fees.]

End of [Name of District] Policy ABBBAdopted:

RECOMMENDED

[06/24]

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Killdeer Public School District
Facility Use Application and Agreement

Individual/Organization Requesting Facility: _____

Name of Facility (School or Location): _____

Event Title: _____

Purpose & Event Description: _____

Area(s) Requested:

- Cafeteria Kitchen Gymnasium Wrestling Room
- Parking Lot Practice Field

Other Additional Information for Area(s) Requested: _____

Date(s) of Event(s): _____

Time to Access Facility: _____ Time Event Starts: _____ Time Event Ends: _____

Number Attending: _____ Equipment Request: _____

Other Needs: _____

Signature of Authorized Representative

Street Address

Printed Name of Authorized Representative

City, State, and Zip Code

Date

Email

Phone

School facilities are provided to meet the educational needs of students. School activities shall have first priority for all facility use. All facility use applications are evaluated on a first come, first served basis. In order to assure that this accommodation may be extended to all patrons in the Killdeer Public School District, the following procedures for the use of the school facilities have been adopted and made available to the general public.

Killdeer Public School District reserves the right to approve or reject any request for use of school facilities, or make appropriate limitations on use, based upon the legality of the proposed use, any potential conflict with other uses of the property, liability concerns, or any concerns related to safety and security of students, school personnel, school property, or other persons. Any individual or organization that has a facility use request rejected has the right to an appeal with the Superintendent of Schools within five (5) business days.

Facility Use Procedures

1. Non-curricular and non-school individuals and organizations ("User(s)") desiring use of a school facility must complete this Facility Use Application and Agreement at least ten (10) working days, but not more than one year, in advance of the date of use. **All agreements terminate on June 30 of each year.**
2. Requests for facility use shall first be approved by the Activities Director and then submitted for Superintendent approval.
3. Upon approval, a copy of the Facility Use Application and Agreement will be provided to the User.
4. For all paid uses, a deposit will be required prior to approval. If the District determines it necessary to cancel a scheduled event due to weather conditions or emergencies, all fees for the canceled event will be returned to the User.
5. Facility Use Agreements are not transferable to any other person or group (subleasing prohibited).
6. User shall abide by all the rules and regulations adopted by the District for use of said premises.
7. Users assume responsibility for any damage or loss that occurs to the facility, equipment, or grounds caused by their use. [It is the responsibility of the users to possess insurance for personal injury and/or liability. Proof of insurance may be requested by the Killdeer Public School District. The district is not responsible for injury.](#)
8. Users assume full and complete responsibility for the conduct of all persons, regardless of age, associated with their use of the facility. Smoking or the use of tobacco or products containing tobacco in any form or the use of drugs or intoxicants or alcohol is prohibited in school facilities and on school grounds. Firearms or weapons of any kind are prohibited in school facilities or on school grounds.
9. Users are responsible for cleaning the facility used after use. A fee will be charged if district employees are required to clean after the event.

10. Users shall make no collections, donations or solicitations of money or goods of any kind on District premises without first obtaining written permission from Superintendent.

11. For the use of premises, the user shall pay the District the following fee and related costs within one week of the conclusion of the activity:

Rental	
Custodial	
Equipment	
Kitchen	
Other	
Total	

User(s) agree to assume all liability for injury or damage to individuals or property and to indemnify and hold harmless the Killdeer Public School District and Board of Education from any injury, loss or damage. User(s) agree to make full restitution for any and all damages incurred during use of the facility. Further, User(s) have read and understand the rules and regulations governing use of facilities and agree to abide with them.

Signature of Authorized User Representative

Date

Signature of Activities Director

Date

Signature of Superintendent

Date

For Office Use Only: Date Fee Paid: _____ Check or Cash: _____
--



Killdeer Public School District
Facility Use Application and Agreement

Individual/Organization Requesting Facility: _____

Name of Facility (School or Location): _____

Event Title: _____

Purpose & Event Description: _____

Area(s) Requested:

___ Cafeteria

___ Kitchen

___ Gymnasium

___ Wrestling Room

___ Parking Lot

___ Practice Field

Other Additional Information for Area(s) Requested: _____

Date(s) of Event(s): _____

Time to Access Facility: _____ Time Event Starts: _____ Time Event Ends: _____

Number Attending: _____ Equipment Request: _____

Other Needs: _____

Signature of Authorized Representative

Street Address

Printed Name of Authorized Representative

City, State, and Zip Code

Date

Email

Phone

School facilities are provided to meet the educational needs of students. School activities shall have first priority for all facility use. All facility use applications are evaluated on a first come, first served basis. In order to assure that this accommodation may be extended to all patrons in the Killdeer Public School District, the following procedures for the use of the school facilities have been adopted and made available to the general public.

Killdeer Public School District reserves the right to approve or reject any request for use of school facilities, or make appropriate limitations on use, based upon the legality of the proposed use, any potential conflict with other uses of the property, liability concerns, or any concerns related to safety and security of students, school personnel, school property, or other persons. Any individual or organization that has a facility use request rejected has the right to an appeal with the Superintendent of Schools within five (5) business days.

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1. Non-curricular and non-school individuals and organizations (“User(s)”) desiring use of a school facility must complete this Facility Use Application and Agreement at least ten (10) working days, but not more than one year, in advance of the date of use. **All agreements terminate on June 30 of each year.**
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4. For all paid uses, a deposit will be required prior to approval. If the District determines it necessary to cancel a scheduled event due to weather conditions or emergencies, all fees for the canceled event will be returned to the User.
5. Facility Use Agreements are not transferable to any other person or group (subleasing prohibited).
6. User shall abide by all the rules and regulations adopted by the District for use of said premises.
7. Users assume responsibility for any damage or loss that occurs to the facility, equipment, or grounds caused by their use. It is the responsibility of the users to possess insurance for personal injury and/or liability. Proof of insurance, naming the Killdeer Public School District as an additional insured, shall be submitted to the district. The district is not responsible for injury.
8. Users assume full and complete responsibility for the conduct of all persons, regardless of age, associated with their use of the facility. Smoking or the use of tobacco or products containing tobacco in any form or the use of drugs or intoxicants or alcohol is prohibited in school facilities and on school grounds. Firearms or weapons of any kind are prohibited in school facilities or on school grounds.
9. Users are responsible for cleaning the facility used after use. A fee will be charged if district employees are required to clean after the event.

10. Users shall make no collections, donations or solicitations of money or goods of any kind on District premises without first obtaining written permission from Superintendent.

11. For the use of premises, the user shall pay the District the following fee and related costs within one week of the conclusion of the activity:

Rental	
Custodial	
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Kitchen	
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Total	

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Signature of Authorized User Representative

Date

Signature of Activities Director

Date

Signature of Superintendent

Date

For Office Use Only: Date Fee Paid: _____ Check or Cash: _____
--

- L. Consider Board Regulation ABBB-BR District Property and Grounds Rental Fees and Regulations

ABBB-BR--DISTRICT PROPERTY AND GROUNDS RENTAL FEES AND REGULATIONS
REGULATION

**ABBB-BR - DISTRICT PROPERTY AND GROUNDS RENTAL FEES AND
REGULATIONS**

Rental fees

The following is a schedule of facility/grounds rental fees:

1. **Gymnasium**""Up to \$75.00 plus hourly rate of custodian, if needed
2. **Multi-purpose room and kitchen**""Up to \$50.00 plus hourly rate of cook and/or custodian, if needed
3. **Classrooms**""Up to \$30.00 plus custodial fee, if needed

If the District determines that a district employee must supervise facility or grounds use, the group or individual using school property will also be responsible for paying a supervision fee.

Facility and Grounds use Regulations

The following are facility/grounds use regulations, which non-curricular groups and community members must agree to as a condition of use:

1. Requests for use must be submitted to the Superintendent at least 14 days prior to the event.
2. School facilities and grounds must be left in the condition they were found. The individual or group using school facilities and/or grounds shall agree to pay any district cost involved with cleaning up or repairing school facilities/grounds after the individual or group's use.

**End of Killdeer School District #16 Board Reg. ABBB-BR.....Approved:
11/13/13, Reaffirmed 10/09/24 & 2/18/26**

ABBB-BR--DISTRICT PROPERTY AND GROUNDS RENTAL FEES AND REGULATIONS
REGULATION

**ABBB-BR - DISTRICT PROPERTY AND GROUNDS RENTAL FEES AND
REGULATIONS**

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2. School facilities and grounds must be left in the condition they were found. The individual or group using school facilities and/or grounds shall agree to pay any district cost involved with cleaning up or repairing school facilities/grounds after the individual or group's use.

**End of Killdeer School District #16 Board Reg. ABBB-BR.....Approved:
11/13/13, Reaffirmed 10/09/24**

M. Consider Re-Affirming Policies:

8. FGDB - Student Handbook
9. GAAD - Selection and Adoption of Instructional Materials
10. KACA - Patron Complaints
11. KACB - Complaints About Personnel
12. KADA - Weapons Prohibition on School Property
13. LAA - Shared Services
14. LAB - Cooperative Programs and Services
15. LAB-BR - Sports Co-ops
16. LBC - Relations with the Parks and Recreation Department

RECOMMENDED

FGDB - STUDENT HANDBOOKS

The Superintendent shall ensure that student handbooks do not conflict with district policy, state law, and/or federal law. The Board shall review student handbooks prior to dissemination.

Student handbooks shall be disseminated to each student at the beginning of the school year and to each new student upon enrollment in the District.

Complementary Documents

- FGDB-E, Department of Public Instruction Student Handbook Regulations

End of Killdeer School District #16 Policy FGDB.....Amended: 10/12/16, Re-affirmed 2/18/26

FGDB--STUDENT HANDBOOKS
RECOMMENDED

FGDB - STUDENT HANDBOOKS

The Superintendent shall ensure that student handbooks do not conflict with district policy, state law, and/or federal law. **[The Board {and legal counsel} shall review student handbooks prior to distribution.] In the event a conflict occurs, district policy and the accompanying state and/or federal law will take precedent over a student handbook and must be applied.**

Student handbooks shall be distributed to each student at the beginning of the school year and to each new student upon enrollment in the District.

A student handbook typically includes a wide range of information designed to set expectations, outline policies, and ensure clear communication between the school and students and their families. While the content differs from school to school, student handbooks generally include (and should be cross-referenced with district policy and legal requirements in) the following categories/topic areas:

1. Welcome and Introduction: a welcome message from school leadership, the district's mission statement, and/or a school directory.
2. Academic Policies and Procedures:
 - a. Curriculum overview;
 - b. Grading system;
 - c. Homework policy;
 - d. Attendance policy;
 - e. Promotion/retention;
 - f. Graduation requirements.
3. Code of Conduct:
 - a. Behavior expectations;
 - b. Disciplinary actions;
 - c. Dress code;
 - d. Bullying and harassment;
 - e. Technology use;
 - f. Cheating and plagiarism.
4. Safety and Security, including but not limited to, emergency procedures, health policies, visitor policies, and prohibited items.
5. Student Services:
 - a. Counseling, academic, and career services;
 - b. Special education services;
 - c. Extracurricular activities;

- d. Lunch program.
6. Parent/Guardian Information, including but not limited to, parental rights, communication channels, and volunteering opportunities.
7. Legal and Compliance Information, including but not limited to, FERPA, nondiscrimination, and Title IX policies.
8. Acknowledgment and Permission Forms.

The above information must be reviewed for consistency with other district policy, state law, and/or federal law.

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

- AAC, Nondiscrimination and Anti-Harassment Policy
- AACA, Section 504 of the Rehabilitation Act of 1973 Policy
- ABCB, Sportsmanship
- ACBD, School Medication Program,
- ACDA, Acceptable Use
- ACE, Violent and Threatening Behavior
- ACEA, Bullying Policy
- ACEB, Hazing
- ACEC, Vandalism
- FCAA, Accommodating Students with Allergies and Special Dietary Needs
- FCAD, Student Accidents
- FCAE, Suicide Prevention
- FCAF, Concussion Management
- FCBA, Student Dismissal Precautions
- FCBB, Student Transportation Safety and Supervision
- FCC, Restraint or Seclusion Policy
- FDE, Education of Special Education/Disabled Students
- FEDA, Early Dismissal for Work
- FEE, Student Organizations

- FEEA, Student Government
- FF, Student conduct and Discipline
- FFA, Student Alcohol and Other Drug Use/Abuse
- FFB, Attendance and Absences
- FFC, Bus Conduct
- FFD, Possessing Weapons
- FFE, Extracurricular Participation Requirements
- FFH, Student Dress Code
- FFI, Student Use of Personal Technology
- FFJ, Student Vehicles on School Property
- FFK, Suspension and Expulsion
- FGCA, Searches of Lockers
- FGCB, Searches of Students and Student's Personal Possessions
- FGCC, Student Interviews, Interrogations, and Custody by School Resource Officers and Outside Authorities

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

[01/25]

NOTICE

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RECOMMENDED

GAAD - SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

The Killdeer Public School Board is legally responsible for all matters relating to the operation of its public schools. This includes the selection and adoption of textbooks, supplementary, and other educational materials used in the school system.

The Board delegates responsibility for the selection of educational materials to the professionally trained personnel of the school system. The Superintendent shall bring all instructional material recommendations to the Board for final approval.

Instructional materials include all print and non-print materials used for the education of the student in the teaching-learning process, including library material.

Selection Objectives

The primary objective for the selection of instructional materials is to implement and enrich the curriculum and further the achievement of the district's instructional goals. It is the district's desire to provide a wide range of materials on appropriate levels of difficulty, with diversity of appeal, and the presentation of different points of view.

The District subscribes to the philosophy stated in the School Library Bill of Rights. (See GAAC-E2). When reviewing and selecting educational materials, the objectives will be to:

1. Select materials that will provide improvements in content, organization, and teaching methods and be aligned to the state standards and benchmarks.
2. Ensure accurate and up-to-date content and provide for the needs of a wide range of learners.
3. Provide for sequential growth and continuity from level to level.
4. Provide a fair representation of the many religious, ethnic, and cultural groups and their contributions to our country and world. There will be no discrimination or bias or prejudice on the basis of sex, race, religion, marital status, age, disability, national origin, color, or other status protected by law.
5. Present a balance of opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical thinking.

Consideration will be given to readability and levels of difficulty, appropriateness of content, skills or prior learning required of students, skills or inservice required of teachers, provisions for ascertaining mastery of content by students, and aesthetic quality of materials.

Gift materials are to be judged by the same selection standards, and are accepted or rejected by these standards.

Selection Process

School personnel may, at least, consult the following sources as part of the instructional material selection process:

RECOMMENDED

1. Use of library selection aids (e.g., *Book List* and the *School Library Journal*)
2. Exchange of materials with other schools
3. Visits to book exhibits and displays
4. Text and courses of study within the District
5. Teachers
6. Students
7. Educational organizations

All selections must be consistent with the selection objectives listed in this policy.

Complaints

Any citizen who objects to the final selection made by the Board or who objects to materials already in use should follow the procedures outlined in the board's policy on Review of Instructional Materials (GAAC).

Complementary Documents

- GAAC, Review of Instructional Materials
- GAAC-BR1, Procedure for Reviewing Complaints about Instructional/ Resource Material
- GAAC-E1, Request for Reconsideration of Instructional Resources
- GAAC-E2, School Library Bill of Rights
- GAAC-E3, Access to Resources & Services in School Library Media Program

End of Killdeer School District #16 Policy GAAD.....Amended: 03/09/16, Re-Affirmed 2/18/26

COGNIA

GAAD - SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

The **[Name of District]** School Board is legally responsible for all matters relating to the operation of its public schools. This includes the selection and adoption of textbooks, supplementary, and other educational materials used in the school system.

The Board delegates responsibility for the selection of educational materials to the professionally trained personnel of the school system. The Superintendent shall bring all instructional material recommendations to the Board for final approval.

Instructional materials include all print and non-print materials used for the education of the student in the teaching-learning process, including library material.

Selection Objectives

The primary objective for the selection of instructional materials is to implement and enrich the curriculum and further the achievement of the district's instructional goals. It is the district's desire to provide a wide range of materials on appropriate levels of difficulty, with diversity of appeal, and the presentation of different points of view.

The District subscribes to the philosophy stated in the School Library Bill of Rights. (See GAAC-E2). When reviewing and selecting educational materials, the objectives will be to:

1. Select materials that will provide improvements in content, organization, and teaching methods and be aligned to the state standards and benchmarks.
2. Ensure accurate and up-to-date content and provide for the needs of a wide range of learners.
3. Provide for sequential growth and continuity from level to level.
4. Provide a fair representation of the many religious, ethnic, and cultural groups and their contributions to our country and world. There will be no discrimination or bias or prejudice on the basis of sex, race, religion, age, disability, national origin, color, ancestry, or other status protected by law.
5. Present a balance of opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical thinking.

Consideration will be given to readability and levels of difficulty, appropriateness of content, skills or prior learning required of students, skills or inservice required of teachers, provisions for ascertaining mastery of content by students, and aesthetic quality of materials.

Gift materials are to be judged by the same selection standards and are accepted or rejected by these standards.

Selection Process

School personnel may, at least, consult the following sources as part of the instructional material selection process:

1. Use of library selection aids (e.g., Book List and the School Library Journal)
2. Exchange of materials with other schools
3. Visits to book exhibits and displays
4. Text and courses of study within the District
5. Teachers
6. Students
7. Educational organizations

All selections must be consistent with the selection objectives listed in this policy.

Complaints

Any citizen who objects to the final selection made by the Board or who objects to materials already in use should follow the procedures outlined in the board's policy on Review of Instructional Materials (GAAC).

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

- GAAC, Review and Complaints of Instructional and Resource Materials
- GAAC-BR, Procedure for Reviewing Complaints about Instructional/Resource Material
- GAAC-E1, Request for Reconsideration of Instructional Resources
- GAAC-E2, School Library Bill of Rights
- GAAC-E3, Access to Resources and Services in School Library Media Program
- GAAC-E4, Hatch Amendment Sample Letter

End of [Name of District] Policy GAAC Adopted:

[03/25]

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RECOMMENDED

KACA - PATRON COMPLAINTS

Individual board members have no authority to resolve complaints and the Board, as a whole, believes that patron complaints should be resolved at the lowest level of authority possible. Therefore, whenever a complaint is made to an individual board member or the Board as a whole, it will be referred to school administration for processing at the lowest level of authority possible.

If the complaint is not satisfactorily remedied at the building level, either party may refer the matter to the Superintendent for investigation. The Superintendent shall complete the investigation within a reasonable deadline in accordance with any applicable deadline in law.

If all other remedies have been exhausted, a complainant may request that the matter be placed on the agenda of the next regular school board meeting; however, the Board will not hear, consider, or act upon complaints that have not been investigated at each appropriate level of authority, nor will the Board hear, consider, or act upon complaints for which specific complaint resolution procedures have been established that do not allow for board review of the complaint, including but not limited to complaints about personnel and complaints about instructional material.

Anonymous Complaints

Anonymous complaints provide no avenue for response or redress of the complaint. An unsigned complaint will not be read or acted upon at any meeting of the board and anonymous telephone complaints will not be brought to the Board by any individual board member, administrator, or other employee. No disciplinary action will be initiated based solely on an anonymous complaint; however, the administration will investigate every anonymous complaint.

Parental Complaints

While parents enjoy a unique relationship with the schools and are the recipients of special communications concerning school events and programs as well as communications concerning their own child's progress, parents shall use the same channels of processing complaints as by other citizens.

Complaints for which specific resolution procedures are provided shall be directed through those channels. These include, but are not limited to, complaints about personnel and complaints about instructional materials.

Complementary Documents

- AAC, Nondiscrimination & Anti-Harassment Policy
- AAC-BR, Discrimination & Harassment Grievance Procedure
- GAAC, Patron Complaint About Instructional Materials
- KACB, Patron Complaints about Personnel

RECOMMENDED

- KACB-E, Patron Complaint Form""Personnel Complaint

End of Kildeer School District #16 Policy KACA.....Amended: 03/09/16, Re-Affirmed 2/18/26

KACA--PATRON COMPLAINTS RECOMMENDED

KACA - PATRON COMPLAINTS

Individual board members have no authority to resolve complaints and the Board believes patron complaints should be resolved at the lowest level of authority possible. Therefore, whenever a complaint is made to an individual board member or the Board as a whole, it will be referred to school administration for processing at the lowest possible level of administrative authority.

If the complaint is not satisfactorily remedied at the lowest possible level of administrative authority, either party may refer the matter to the Superintendent or designee for investigation. The Superintendent or designee shall follow established procedures to complete the investigation within a reasonable deadline in accordance with any applicable deadline in law.

If all other remedies have been exhausted, a complainant may request that the matter be placed on the agenda of the next regular school board meeting. However, the Board will not hear, consider, or act upon complaints that have not been investigated at each appropriate level of authority. Additionally, the Board will not hear, consider, or act upon complaints for which specific complaint resolution procedures have been established that do not allow for board review of the complaint, including, but not limited to, complaints about personnel, complaints about instructional material, and complaints about unlawful harassment or discrimination.

Anonymous Complaints

Anonymous complaints alone provide no avenue for response or redress of the complaint. An unsigned complaint will not be read or acted upon at any board meeting. Anonymous telephone complaints will not be brought to the Board by any individual board member, administrator, or other employee. No disciplinary action will be initiated based solely on an anonymous complaint; however, the administration may investigate anonymous complaints received.

Parental Complaints

While parents enjoy a unique relationship with schools and are the recipients of special communications concerning school events and programs as well as communications concerning their own child's education, parents shall use the same channels of processing complaints as other citizens.

Complaints for which specific resolution procedures are provided shall be directed through those channels. These include, but are not limited to, complaints about personnel and complaints about instructional materials, complaints about unlawful harassment or discrimination, and complaints regarding student education records and amendments..

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

- AAC, Nondiscrimination and Anti-Harassment Policy

- AAC-BR1, Discrimination and Harassment Grievance Procedure
- AAC-BR2, Title IX Sex Discrimination Grievance Procedure
- CCB, Superintendent Grievance Procedure
- DGAA, Teacher Grievance Procedure
- FGA-BR1, Student Education Records Access and Amendment Procedure
- GAAC, Patron Compliant About Instructional Materials
- GAAC-BR, Procedure for Reviewing Complaints about Instructional Resource Material
- KACB, Complaints about Personnel
- KACB-E1, Patron Complaint Form-Personnel Complaint

End of [Name of District] Policy KACA Adopted:

[12/24]

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RECOMMENDED

KACB - COMPLAINTS ABOUT PERSONNEL

The District is committed to resolving complaints about school district personnel in an effective, efficient, and timely manner while providing a positive working and learning environment for all staff and students. The Board adopts this policy to reduce potential concerns and to establish channels of communication between staff and administration.

Filing Procedure

The following procedure is intended to minimize the risk of a possible action for libel or slander, to retain the impartiality of the Board, and to maximize compliance with North Dakota law.

Complaints shall be resolved at the lowest possible level of authority. If the complaint cannot be satisfactorily resolved at that level, the complaint shall be directed to the principal or other supervisor directly responsible for supervision of that employee. The supervisor shall:

1. Investigate the complaint.
2. Promptly notify the employee if the complaint is to be placed in the employee's personnel file. The decision to place information into any personnel file shall be made by the administration based on the results of an inquiry or investigation.
3. Schedule a meeting with the employee, the complainant, and/or the supervisor if deemed appropriate.
4. Provide a response to the complainant within 60 days of receipt of the complaint. Upon conclusion of the investigation, the complainant shall be informed as to the outcome of the investigation and the disposition of the complaint to the extent appropriate. If either party is dissatisfied with the handling of the complaint, the matter may be appealed to the Superintendent for final resolution.

Board members shall refer individual's complaints about school district personnel to the Superintendent or designee, whereupon established procedures will be followed.

Complaints about the Superintendent or Business Manager shall be directed to the Board President, who is responsible for conducting the investigation and making a recommendation based on the outcome of the investigation to the Board for a final action. The Board may retain an attorney or consultant to assist with the investigation process.

If disciplinary action is deemed warranted at the completion of the investigation, the District shall take appropriate action up to and including termination of employment in accordance with law and/or reporting such activity to appropriate state licensing and/or law enforcement officials.

Deadlines

To be considered for investigation, any such complaint must have been filed within 180 days of the alleged occurrence except as provided by other district policy. The District has a separate investigation procedure for complaints of harassment and/or discrimination.

RECOMMENDED

Retaliation and Providing False Information Prohibited

The District prohibits retaliation because of an individual's participation in an investigation and/or initiation of a report under this policy, including instances when an allegation is not substantiated. The District also prohibits knowingly filing a false report and/or knowingly making false statements during an investigation. Staff and students who violate these prohibitions are subject to appropriate disciplinary action.

Complementary Documents

- AAC, Nondiscrimination and Anti-Harassment Policy
- AAC-BR, Discrimination and Harassment Grievance Procedure
- DI, Personnel Records
- KACB-E, Personnel Complaint Form
- KACB-E2, Investigation Confidentiality Agreement
- KACB-E3, Responding to Personnel Complaints
- KACB-E4, Investigation Report on File

End of Killdeer School District #16 Policy KACBAmended: 04/08/20, Re-Affirmed 2/18/26

KACB--COMPLAINTS ABOUT PERSONNEL RECOMMENDED

KACB - COMPLAINTS ABOUT PERSONNEL

The District is committed to resolving complaints about school district personnel in an efficient manner, while providing a positive working and learning environment for all staff and students. The Board adopts this policy to reduce potential concerns and to establish channels of communication for complaints about personnel.

Filing Procedure

The following procedure is intended to minimize the risk of a possible defamation, to retain the impartiality of the Board, and to maximize compliance with state and federal law.

When possible and appropriate, complaints shall be resolved at the lowest possible level of authority, starting with the personnel member directly. If the complaint cannot be satisfactorily resolved at that level, the complaint shall be directed to the principal or other supervisor directly responsible for supervision of that employee. The supervisor shall:

1. Follow established procedures to investigate the complaint.
2. Notify the employee if the complaint is to be placed in the employee's personnel file. The administration makes the decision to place information into a personnel file based on the results of an inquiry or investigation and may make the final decision at the conclusion of the investigation.
3. Schedule a meeting with the employee, the complainant, and/or the supervisor if deemed appropriate.
4. Provide a response to the complainant and respondent employee within 60 days of receipt of the complaint. Upon conclusion of the investigation, the complainant shall be informed of the outcome of the investigation, and the disposition of the complaint to the extent appropriate. If either party is dissatisfied with the handling of the complaint, the dissatisfied party may appeal the matter to the Superintendent or designee for final resolution.

The Board will not hear, consider, or act upon personnel complaints and must remain neutral and uninvolved in the investigation process, except as identified below for a Board President. Board members shall refer individual complaints about school district personnel to the Superintendent or designee, whereupon established procedures will be followed.

Complaints about the Superintendent or Business Manager shall be directed to the Board President, who is responsible for conducting or delegating the investigation to a designated investigator. The Board President may make a recommendation for action, if any, to the Board, based on the outcome of the investigation. The **[Board] [Board President]** may retain an attorney or consultant to assist with the investigation process.

If disciplinary action is deemed warranted at the completion of the investigation, the District shall take appropriate action up to and including termination of employment in

accordance with law, and/or reporting such activity to appropriate state licensing and/or law enforcement officials.

Deadlines

A complaint about personnel must be filed within 180 days of the alleged occurrence to be considered for investigation, except as provided by other district policy. The District has separate investigation procedures that must be followed for complaints of alleged unlawful harassment and/or discrimination.

Retaliation and Providing False Information Prohibited

The District prohibits retaliation because of an individual's participation in an investigation and/or initiation of a report under this policy, including instances when an allegation is not substantiated. The District also prohibits knowingly filing a false report and/or knowingly making false statements during an investigation. Staff and students who violate these prohibitions are subject to appropriate disciplinary action.

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

- AAC, Nondiscrimination and Anti-Harassment Policy
- AAC-BR, Discrimination and Harassment Grievance Procedure
- ACF, Whistleblower Protections Policy: Prohibition Against Retaliation
- DI, Personnel Records
- KACB-E1, Personnel Complaint Form
- KACB-E2, Investigation Report on File

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

[12/24]

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RECOMMENDED

KADA - WEAPONS PROHIBITION ON SCHOOL PROPERTY""PUBLIC

Definitions

This policy defines the following:

- *Dangerous weapon* as defined by NDCC 62.1-01-01(1).
- *Firearm* as defined by 18 U.S.C. 921 and NDCC 62.1-01-01(3).
- *School property* is defined in NDCC 15.1-19-10(6)(b) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.

Prohibitions

Parents and members of the public are prohibited from possessing on school property a firearm, dangerous weapon, or any object that is used, attempted to be used, or threatened to be used to intimidate or cause bodily harm, including those individuals who may otherwise be permitted by law to carry such weapons. This prohibition does not apply to firearms or dangerous weapons under the control of law enforcement personnel or other authorized individuals on school property as permitted by law.

Exceptions

The prohibitions in this policy do not apply when the building principal, Superintendent, or School Board has authorized the following:

1. Use of a blank firearm cartridge or look alike weapon in a sporting, memorial, or theatrical event.
2. Participation in educational, training, cultural, or competitive events that requires use of a firearm or dangerous weapon.
3. For purposes of a hunter's safety course.
4. Firearms or dangerous weapons stored in residences of individuals living in district-owned housing as authorized by the District.

Notification

The Superintendent will ensure parents and members of the public are notified of this policy using methods deemed most efficient.

Firearms and/or Dangerous Weapons Stored in Vehicles

Members of the public are prohibited from possessing firearms and/or dangerous weapons in their vehicles while on school property, except as permitted by law. Authorized individuals must ensure that all firearms are secured in or on their vehicle while on school property.

Enforcement

When a school employee observes a violation of this policy, they shall promptly inform administration. The Superintendent, principal, and/or SRO will ask the violator to remove the firearm or dangerous weapon from school property. When the violator refuses or in

RECOMMENDED

emergency situations, the school employee shall follow applicable emergency response protocols.

Complementary Documents

- DE, Staff Code of Conduct

End of Killdeer School District #16 Policy KADA.....Amended: 12/08/21, Re-Affirmed 2/18/26

KADA--WEAPONS PROHIBITION ON SCHOOL PROPERTY-PUBLIC RECOMMENDED

KADA - WEAPONS PROHIBITION ON SCHOOL PROPERTY-PUBLIC

Definitions

This policy defines the following:

- *Dangerous weapon* as defined by NDCC 62.1-01-01(1).
- *Firearm* as defined by 18 U.S.C. 921 and NDCC 62.1-01-01(3).
- *School property* is defined in NDCC 15.1-19-10 (6)(c) as all land within the perimeter of the school site and all school buildings, structures, facilities, and school vehicles, whether owned or leased by a school district, and the site of any school-sponsored event or activity.

Prohibitions

Parents and members of the public are prohibited from possessing on school property a firearm, dangerous weapon, or any object that is used, attempted to be used, or threatened to be used to intimidate or cause bodily harm, including those individuals who may otherwise be permitted by law to carry such weapons. This prohibition does not apply to firearms or dangerous weapons under the control of law enforcement personnel **[, including the school resource officer(s){and private security officers},]** or other authorized individuals on school property as permitted by law.

Exceptions

The prohibitions in this policy do not apply when the **[building principal]** **[Superintendent]** **[School Board]** has authorized the following:

1. Use of a blank firearm cartridge or look alike weapon in a sporting, memorial, or theatrical event.
2. Participation in educational, training, cultural, or competitive events that requires use of a firearm or dangerous weapon.
3. For purposes of a hunter's safety course.
4. Firearms or dangerous weapons stored in residences of individuals living in district-owned housing as authorized by the District ¹.

Notification

The Superintendent will ensure parents and members of the public are notified of this policy using methods deemed most efficient.

Firearms and/or Dangerous Weapons Stored in Vehicles

Members of the public are prohibited from possessing firearms and/or dangerous weapons in their vehicles while on school property, except as permitted by law. Authorized individuals must ensure that all firearms are secured in or on their vehicle while on school property.

Enforcement

When a school employee observes a violation of this policy, they shall promptly inform administration. The **[Superintendent] [building principal] [SRO] [other]** will ask the violator to remove the firearm or dangerous weapon from school property. If the violator refuses, or in an emergency situation, the school employee shall follow applicable emergency response protocols.

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

- DE, Staff Code of Conduct

End of [Name of District] Policy KADA Adopted:

[01/25]

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[1] See NDCC 62.1-02-05 for more detailed information regarding exceptions to the possession of firearms or dangerous weapons at school or other school-sponsored events.

MEMBER REQUESTED

LAA - SHARED SERVICES

Sharing programs with nearby school districts may be advantageous for our students as well as for the students of neighboring districts. *Shared program* is defined as an arrangement in which a program offered by the District is not available in the other participating district and/or the other district offers a program not available here. A shared program may include, but is not limited to: transporting students, an itinerant teacher, and/or ITV offerings.

The "shared program" approach is viable if:

1. The integrity of our academic program is maintained.
2. The numbers of students exchanged does not result in exacerbating the enrollment decline in our schools.
3. There is space available in the programs offered.
4. The time schedule of the two schools coordinate thus avoiding excessive loss of student instructional time.
5. Transportation can be provided by the schools at reasonable cost that is substantially less than the cost of offering the course in the home school.
6. The school district sending students to another district assumes responsibility for providing transportation.

Prior to approving the shared service, the Board shall require the Superintendent to submit a shared service report to the Board which will include, but will not be limited to:

1. Number of students involved;
2. Departments and courses involved;
3. Impact on teaching staff;
4. Cost of transportation;
5. Cost of tuition charges.

End of Killdeer School District #16 Policy LAA.....Adopted: 03/11/15, Re-Affirmed 2/18/26

MEMBER REQUESTED

LAA - SHARED SERVICES

Sharing programs with nearby school districts may be advantageous for our students as well as for the students of neighboring districts. "Shared program" is defined as an arrangement in which a program offered by the District is not available in the other participating district and/or the other district offers a program not available here. A shared program may include, but is not limited to: transporting students, an itinerant teacher, and/or ITV offerings.

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3. There is space available in the programs offered.
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6. The school district sending students to another district assumes responsibility for providing transportation.

Prior to approving the shared service, the Board shall require the Superintendent to submit a shared service report to the Board which will include but will not be limited to:

1. Number of students involved.
2. Departments and courses involved.
3. Impact on teaching staff.
4. Cost of transportation.
5. Cost of tuition charges.

End of [Name of District] Policy LAAAdopted:

[02/09]

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SAMPLE

MEMBER REQUESTED

LAB - COOPERATIVE PROGRAMS & SERVICES

Before joining any cooperative program, education collaborative or consortium, or participating in any joint educational services with other school systems, the Board shall ensure the best interests of our school children will be served. In carrying out this policy, the Superintendent may include in reports to the Board an evaluation of the desirability and feasibility of such cooperation. Membership and participation of the District in a cooperative program, collaborative or consortium, or participation in any joint educational services with other school systems will be decided by a majority vote of the Board unless otherwise stipulated by law.

At the completion of the term of the agreement, the Board will vote on continuance of its membership in the cooperative. The Board will continue membership in any cooperative only as long as the best educational interests of the students and those of the school system may be served.

Complementary Documents

- LAB-BR, Sports Co-Ops

End of Killdeer School District #16 Policy LAB.....Adopted: 03/11/15, Re-Affirmed 2/18/26

MEMBER REQUESTED

LAB - COOPERATIVE PROGRAMS AND SERVICES

Before joining any cooperative program, education collaborative or consortium, or participating in any joint educational services with other school systems, the Board shall ensure the best interests of our school children will be served. In carrying out this policy, the Superintendent **[shall] [may]** include in reports to the Board an evaluation of the desirability and feasibility of such cooperation. Membership and participation of this District in a cooperative program, collaborative or consortium, or participation in any joint educational services with other school systems will be decided by a **[majority] [2/3 majority]** vote of the Board unless otherwise stipulated by law.

At the completion of the term of the agreement, the Board will vote on continuance of its membership in the cooperative. The Board will continue membership in any cooperative only as long as the best educational interests of the students and those of the school system may be served.

Complementing NDSBA Templates (may contain items not adopted)

- LAB-BR, Sports Co-Ops

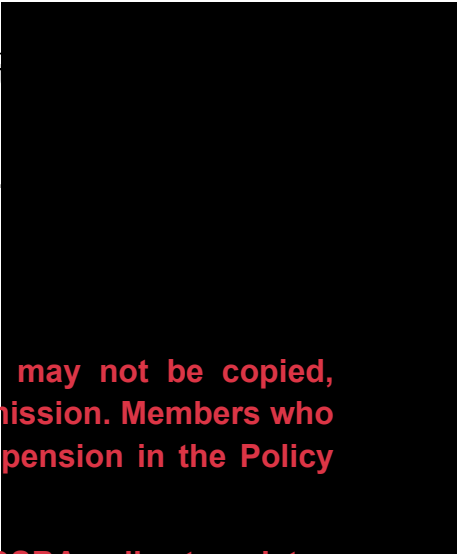
End of [Name of District] Policy LAB

[02/09]

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REGULATION

LAB-BR - SPORTS CO-OPS

The Killdeer School District may enter into athletic co-op programs with other public school districts when such an arrangement would be beneficial to the students of the District. The following considerations will guide the administration in negotiating such agreements:

1. The co-op must be acceptable to the North Dakota High School Activities Association.
2. Specific arrangements will include the costs to be borne by each district.
3. Transportation to and from practices and games will be arranged by each district and will specify adult drivers.
4. Adequate supervision of students will be maintained at all times.
5. Each district will have an equal number of representatives on a governing board that will be responsible for personnel decisions, approving game and practice calendars, and receiving and resolving complaints and problems concerning the co-op.

Each co-op agreement must come before the Board for initial ratification and approval of each renewal.

End of Killdeer School District #16 Board Reg. LAB-BR

Approved: 12/11/13, Re-Affirmed 2/18/26

REGULATION

LAB-BR - SPORTS CO-OPS

The **[Name of District]** may enter into athletic co-op programs with other public school districts when such an arrangement would be beneficial to the students of the District. The following considerations will guide the administration in negotiating such agreements:

1. The co-op must be acceptable to the North Dakota High School Activities Association.
2. Specific arrangements will include the costs to be borne by each district.
3. Transportation to and from practices and games will be arranged by each district and will specify adult drivers.
4. Adequate supervision of students will be maintained at all times.
5. Each district will have an equal number of representatives on a governing board that will be responsible for personnel decisions, approving game and practice calendars and receiving and resolving complaints and problems concerning the co-op.

Each co-op agreement must come before the Board for initial ratification and approval of each renewal.

End of **[Name of District]** Board Regulation LAB-BRAdopted:

[02/09]

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MEMBER REQUESTED

LBC - RELATIONS WITH THE PARKS AND RECREATION DEPARTMENT

The Board shall work with, and directs the administration to work with, the local park board to provide facilities which will enhance the recreational program of the District. The District may enter into agreements with the park board as deemed necessary and desirable for purposes such as, but not limited to, the use of each other's facilities.

In cases where school property is used for parks and recreational areas during school sessions, there must be no interference with the educational program of the schools concerned. When the district's facilities are being used, appropriate safeguards shall be taken to protect school district property and to ensure safety for the participants. This shall include proper supervision and adequate insurance coverage.

End of Killdeer School District #16 Policy LBC.....Adopted: 03/11/15, Re-Affirmed 2/18/26

MEMBER REQUESTED

LBC - RELATIONS WITH THE PARKS AND RECREATION DEPARTMENT

The Board shall work with, and direct the administration to work with, the local park board to provide facilities that will enhance the recreational program of the District. The District may enter into agreements with the park board as deemed necessary and desirable for purposes such as, but not limited to, the use of each other's facilities.

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End of [Name of District] Policy LBCAdopted:

[02/09]

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N. Consider rescinding Policy LBB — Relations with Department of Human Services

RECOMMENDED

LBB - RELATIONS WITH DEPARTMENT OF HUMAN SERVICES

Students in apparent need of social service assistance may be referred to the Area Department of Human Services.

The Killdeer School Board requires all school employees to fully comply with the mandatory reporting provisions concerning child abuse and neglect, including reporting reasonable suspicion of child abuse/neglect arising from images found on a workplace computer.

Written reports should be made in duplicate, the original will be sent to the Area Social Service Center, and the copy will be filed in the principal's office.

Complementary Documents

- FGCC, Student Interrogations
- LBB-E, Report of Suspected Child Abuse or Neglect

End of Killdeer School District #16 Policy LBBAdopted: 11/12/14

O. Consider Rescinding Policy FCAA - Accomodating Students with Allergies & Special Dietary

RECOMMENDED

FCAA - ACCOMMODATING STUDENTS WITH ALLERGIES & SPECIAL DIETARY NEEDS

Each building principal shall implement procedures for identifying students with life-threatening allergies and shall develop general exposure avoidance measures.

The Board recognizes that students with medically documented life-threatening allergies are considered disabled and are covered by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. A clearly defined 504 Accommodation Plan will be developed and implemented for all such identified students. Appropriate staff, the parent/guardian of the student, and the student's physician shall sign these plans.

Relevant staff shall be made aware of 504 plans, the measures needed to implement them, methods to reduce risk of exposure, and emergency response procedures in the event of exposure.

Complementary Documents

- FCAA-AR, General Guidelines for Reducing Risk of Exposure to Allergens
- FFF, Field & Other School-Sponsored Trips

End of Killdeer School District #16 Policy FCAA.....Adopted: 11/03/14

RECOMMENDED

FCAA - ACCOMMODATING STUDENTS WITH ALLERGIES AND SPECIAL DIETARY NEEDS

It is [District Name]'s goal to minimize the risk of exposure to allergens; to educate the community, staff, and student body about allergens; to work directly with and accommodate individuals who have allergies; and to maintain and regularly update a system-wide protocol for responding to the needs of students and staff with allergies.

Definitions

- *Allergen* is a substance that causes an allergic reaction.
- *Food Allergy* is an adverse health effect arising from a specific and reproducible immune response to certain foods. Symptoms of food allergies may include red watery eyes, swollen lips, tongue or eyes, itchiness, hives, rash, nausea, vomiting, sneezing, nasal congestion, dry staccato or deep cough, difficulty breathing, pale skin color, dizziness, loss of consciousness, irritability, or confusion.
- *Food Intolerance* is an inability to digest certain foods.
- *Other Allergies and Intolerances* may include allergic reaction or intolerance due to contact with stinging insects; medications; surfaces and substances, including but not limited to cleaning products, soap, dust, mold, latex, and other indoor and outdoor environmental items; or engagement in exercise activities.
- *Anaphylaxis* is a potentially life-threatening medical condition occurring in allergic individuals after exposure to their specific allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body. Symptoms of anaphylaxis may include: hives; vomiting; itching; diarrhea; swelling; stomach cramps; red, watery eyes; change of voice; runny nose; coughing; difficulty swallowing; wheezing; difficulty breathing; shortness of breath; throat tightness or closing sense of doom; itchy scratching lips, tongue, mouth or throat; fainting or loss of consciousness; dizziness; change in mental status; flushed, pale skin, cyanotic (bluish) lips and mouth.

Administration, in conjunction with qualified staff and team members, shall implement procedures for identifying students with allergies and shall develop general exposure avoidance measures. The level of sensitivity and the type of severity of reactions vary considerably among individuals with allergies. Therefore, the approach to preventing and treating food allergies must be tailored to those individual's needs through reasonable accommodation and carefully tailored plans. At the same time, an undiagnosed student may experience an allergic reaction to food for the first time while at school and any allergic reaction can turn life-threatening. Therefore, the approach must also be comprehensive.

The Board recognizes that students with medically documented allergies (both life-threatening and non-life-threatening) that substantially limits one or more of a student's

major life activities are considered disabled and are covered by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act. In accordance with the law, that student may require certain modifications (sometimes referred to as accommodations) to meaningfully access or benefit from the school's educational opportunities. A clearly defined 504 Accommodation Plan, Individual Health Plan (IHP), or other appropriate plan that allows accommodation is recommended to be developed and implemented for all such identified students. Appropriate staff, administration, and the student's parent/guardian should collaborate in the development of such plans, with recommendations provided by the student's treating medical provider.

The Board also recognizes that students may also be eligible for accommodation under the Individuals with Disabilities Education Act (IDEA) Part B due to an allergy, if that allergy adversely affects the student's educational performance, or if the student needs special education and related services because of an allergy. If a student is eligible for accommodation under IDEA, instructions or services related to the student's nutritional or allergen-related needs must be included in the student's Individualized Education Plan (IEP). A clearly defined IEP will be developed and implemented for all such identified students.

IEPs and/or modifications to a student's program will be developed with the IEP team in accordance with the IDEA regulations and requirements. Relevant staff shall be provided with copies of 504 plans, IHPs, IEPs, and other relevant accommodation plans, including the measures needed to implement them, methods to reduce risk of exposure, and emergency response procedures in the event of exposure.

The District may choose to accept that a student has a disability without any documentation or production of medical tests, but it is recommended that the District work directly with students/families to receive specific medical recommendations from treating providers. This ensures specific, responsive plans can be developed, and student health and safety can be maintained.

Self-Management

Each student at risk of anaphylaxis in the District may be allowed to carry an epinephrine auto-injector or dispenser with him/her at all times, if appropriate. In addition, the student must complete the appropriate paperwork for the carrying and administration of an epinephrine auto-injector or any other epinephrine dispenser. If this is not appropriate, the epinephrine auto-injector/ dispenser should be kept in a conspicuous place in the classroom, cafeteria, physical education facility, health room and/or other areas where it is most likely to be used, with reasonable safeguards in place to ensure its safekeeping. A medically identified student may self-administer the epinephrine, if possible and only as identified in the student's plan and the completed paperwork on file with the District. This policy, FCAA, shall not supersede NDCC 15.1-19-16, which contains criteria for a school to authorize student self-administration of emergency medication.

Emergency Protocol

If there is an anaphylaxis reaction, an epinephrine auto-injector or dispenser must be given. If appropriate, the person with the reaction can self-administer the epinephrine auto-injector or dispenser to themselves, or an appropriately trained school staff can administer. Once the auto-injector or dispenser is given, 911 must be called. In the event of an anaphylaxis episode, the **[principal] [school administrator]** shall verbally notify the student’s parents/guardians as soon as possible, or delegate someone to notify them. Following the episode, the school shall document the incident and file it in the student record.

Allergy Bullying

All threats or harassment of students with food allergies will be taken very seriously and will be dealt with in accordance with administrative policy **ACEA, Bullying Policy**.

Confidentiality

Pursuant to the ADA, the IDEA, Section 504, the Family Educational Rights and Privacy Act (FERPA), and other statutes and regulations, the confidentiality of records relating to allergies shall be maintained, to the extent required.

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

- ACEA, Bullying Policy
- FCAA-AR, General Guidelines for Reducing Risk of Exposure to Allergens
- FFF, Field and Other School-Sponsored Trips

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

[03/25]

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P. Consider Policy FCAA - Accomodating Students with Allergies & Special Dietary

RECOMMENDED

FCAA - ACCOMMODATING STUDENTS WITH ALLERGIES AND SPECIAL DIETARY NEEDS

It is the Killdeer Public School District's goal to minimize the risk of exposure to allergens; to educate the community, staff, and student body about allergens; to work directly with and accommodate individuals who have allergies; and to maintain and regularly update a system-wide protocol for responding to the needs of students and staff with allergies.

Definitions

- *Allergen* is a substance that causes an allergic reaction.
- *Food Allergy* is an adverse health effect arising from a specific and reproducible immune response to certain foods. Symptoms of food allergies may include red watery eyes, swollen lips, tongue or eyes, itchiness, hives, rash, nausea, vomiting, sneezing, nasal congestion, dry staccato or deep cough, difficulty breathing, pale skin color, dizziness, loss of consciousness, irritability, or confusion.
- *Food Intolerance* is an inability to digest certain foods.
- *Other Allergies and Intolerances* may include allergic reaction or intolerance due to contact with stinging insects; medications; surfaces and substances, including but not limited to cleaning products, soap, dust, mold, latex, and other indoor and outdoor environmental items; or engagement in exercise activities.
- *Anaphylaxis* is a potentially life-threatening medical condition occurring in allergic individuals after exposure to their specific allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body. Symptoms of anaphylaxis may include: hives; vomiting; itching; diarrhea; swelling; stomach cramps; red, watery eyes; change of voice; runny nose; coughing; difficulty swallowing; wheezing; difficulty breathing; shortness of breath; throat tightness or closing sense of doom; itchy scratching lips, tongue, mouth or throat; fainting or loss of consciousness; dizziness; change in mental status; flushed, pale skin, cyanotic (bluish) lips and mouth.

Administration, in conjunction with qualified staff and team members, shall implement procedures for identifying students with allergies and shall develop general exposure avoidance measures. The level of sensitivity and the type of severity of reactions vary considerably among individuals with allergies. Therefore, the approach to preventing and treating food allergies must be tailored to those individual's needs through reasonable accommodation and carefully tailored plans. At the same time, an undiagnosed student may experience an allergic reaction to food for the first time while at school and any allergic reaction can turn life-threatening. Therefore, the approach must also be comprehensive.

The Board recognizes that students with medically documented allergies (both life-threatening and non-life-threatening) that substantially limits one or more of a student's

major life activities are considered disabled and are covered by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act. In accordance with the law, that student may require certain modifications (sometimes referred to as accommodations) to meaningfully access or benefit from the school's educational opportunities. A clearly defined 504 Accommodation Plan, Individual Health Plan (IHP), or other appropriate plan that allows accommodation is recommended to be developed and implemented for all such identified students. Appropriate staff, administration, and the student's parent/guardian should collaborate in the development of such plans, with recommendations provided by the student's treating medical provider.

The Board also recognizes that students may also be eligible for accommodation under the Individuals with Disabilities Education Act (IDEA) Part B due to an allergy, if that allergy adversely affects the student's educational performance, or if the student needs special education and related services because of an allergy. If a student is eligible for accommodation under IDEA, instructions or services related to the student's nutritional or allergen-related needs must be included in the student's Individualized Education Plan (IEP). A clearly defined IEP will be developed and implemented for all such identified students.

IEPs and/or modifications to a student's program will be developed with the IEP team in accordance with the IDEA regulations and requirements. Relevant staff shall be provided with copies of 504 plans, IHPs, IEPs, and other relevant accommodation plans, including the measures needed to implement them, methods to reduce risk of exposure, and emergency response procedures in the event of exposure.

The District may choose to accept that a student has a disability without any documentation or production of medical tests, but it is recommended that the District work directly with students/families to receive specific medical recommendations from treating providers. This ensures specific, responsive plans can be developed, and student health and safety can be maintained.

Self-Management

Each student at risk of anaphylaxis in the District may be allowed to carry an epinephrine auto-injector or dispenser with him/her at all times, if appropriate. In addition, the student must complete the appropriate paperwork for the carrying and administration of an epinephrine auto-injector or any other epinephrine dispenser. If this is not appropriate, the epinephrine auto-injector/ dispenser should be kept in a conspicuous place in the classroom, cafeteria, physical education facility, health room and/or other areas where it is most likely to be used, with reasonable safeguards in place to ensure its safekeeping. A medically identified student may self-administer the epinephrine, if possible and only as identified in the student's plan and the completed paperwork on file with the District. This policy, FCAA, shall not supersede NDCC 15.1-19-16, which contains criteria for a school to authorize student self-administration of emergency medication.

Emergency Protocol

If there is an anaphylaxis reaction, an epinephrine auto-injector or dispenser must be given. If appropriate, the person with the reaction can self-administer the epinephrine auto-injector or dispenser to themselves, or an appropriately trained school staff can administer. Once the auto-injector or dispenser is given, 911 must be called. In the event of an anaphylaxis episode, the school administrator shall verbally notify the student's parents/guardians as soon as possible, or delegate someone to notify them. Following the episode, the school shall document the incident and file it in the student record.

Allergy Bullying

All threats or harassment of students with food allergies will be taken very seriously and will be dealt with in accordance with administrative policy **ACEA, Bullying Policy**.

Confidentiality

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End of Killdeer School District Policy FCAA. Adopted: 2/18/2026

RECOMMENDED

FCAA - ACCOMMODATING STUDENTS WITH ALLERGIES AND SPECIAL DIETARY NEEDS

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

[03/25]

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8. Other

9. Announcements

A. Next Regular Meeting: March 11, 2026 at 7:00 pm

*******NOTE: Time change back to 7:00 pm *******

10. Adjourn