

**KILLDEER PUBLIC SCHOOL BOARD
REGULAR MEETING
BOARD ROOM
WEDNESDAY, APRIL 8, 2026, 7:00 PM**



AGENDA

1. Call to Order
 - A. Pledge of Allegiance
2. Approval of Agenda
3. Consent Agenda
 - A. Minutes from 3-4-26 Special Meeting, 3-11-26 Regular Meeting and 3-31-26 Special 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
Special Board Meeting
Boardroom
Wednesday, March 4, 2026 – 5:00 p.m.
Official Minutes**

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

Also in attendance were Superintendent Jeff Simmons, Business Manager Rhonda Zastoupil, Rachel Bruner (via Teams), Nathan Horgeshimer, Nick Walker, Scott Bice, Cindy Bice, Greta Pennington, Jennifer Hausauer and Brady Wilz.

1. Call to Order

President Schollmeyer called the meeting to order at 5:01 pm.

2. Approval of Agenda

I move to approve the agenda as presented. 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

3. Conflict of Interest Disclosure

Due to agenda item #4 pertaining to a recent donation from The Cowboy Station, Mrs. Bohmbach disclosed that her husband is employed by The Cowboy Station. President Schollmeyer called for a motion to allow Mrs. Bohmbach to participate in the meeting. After calling for a motion three times, no motion was made. Therefore, permission for Mrs. Bohmbach to participate in the meeting was not granted.

4. Discussion and Potential Action on Donation

Portions of this item may be held in executive session pursuant to NDCC 44-04-19.1(2),(5) and 44-04-19.2 for the board to receive its attorney's advice and guidance on the legal risks, strengths, and weaknesses of an action, which if held in the public, would have an adverse fiscal effect on the school district.

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

I move to enter into executive session per North Dakota Century Code 44-04.19.1 (5). This motion, made by Stephanie Hardersen and seconded by Levi Bang, Carried.

Tara Bohmbach: Abstain (With Conflict), Levi Bang: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 4, Nay: 0, Abstain (With Conflict): 1

I move to approve the donation of the activity bus wrap from The Cowboy Station in the amount of \$35,000. This motion, made by Stephanie Hardersen and seconded by April Dutchuk, Carried.

Tara Bohmbach: Abstain (With Conflict), Levi Bang: Nay, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea

Yea: 3, Nay: 1, Abstain (With Conflict): 1

Levi Bang: Nay

District attorney, Rachel Bruner of Pearce Durick, recommended an executive session pursuant to *NDCC 44-04-19.1(2),(5) and 44-04-19.2* for legal consultation regarding a bus wrap that was paid for by a recent donation from The Cowboy Station. President Schollmeyer called for a motion to move into executive session. After the motion was made, seconded and carried, President Schollmeyer requested the members of the public in attendance leave the room. President Schollmeyer anticipated adjourning the executive session and reconvening the open portion of the meeting within one hour.

The executive session began at 5:08 pm and was attended by President Schollmeyer, Stephanie Hardersen, April Dutchuk, Levi Bang, Jeff Simmons, Rhonda Zastoupil and Rachel Bruner. The executive session adjourned at 5:50 pm. At that time, the public was invited back into the room and the meeting resumed open session.

President Schollmeyer communicated that after consultation with the district's legal counsel, the district did not appear to be in violation of any law by accepting the donation. The board will work to develop a board policy that more specifically addresses contributions to the district. President Schollmeyer thanked The Cowboy Station for their generous donation of the activity bus wrap. She also thanked Scott Bice for bringing the matter to the board's attention.

5. Adjourn

The meeting adjourned at 5:54 pm.

Kelli Schollmeyer, President

Rhonda Zastoupil, Business Manager

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Knowledge for a lifetime

Killdeer Public School District No. 16

Administration

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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, March 11, 2026 – 7:00 p.m.
Official Minutes**

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

Also in attendance were Superintendent Jeff Simmons, Business Manager Rhonda Zastoupil, Brady Wilz, Nick Walker, Mike Barsness, David Leier, Lacey Griffiths, Erik Johnson, Cindy Bice, Brad Dennis and Jenni Wallace.

1. Call to Order

President Schollmeyer called the meeting to order at 7:01 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 Activities Director Report. This motion, made by April Dutchuk and seconded by Tara Bohmbach, Carried.

Levi Bang: Absent, Tara Bohmbach: Yea, April Dutchuk: Yea, Stephanie Hardersen: Yea, Kelli Schollmeyer: Yea
Yea: 4, Nay: 0, Absent: 1

3. Consent Agenda

3.A. Minutes from February 18, 2026 Regular Meeting

3.B. Prepaid March Bills

3.C. Business Manager Reports

3.C.a. Financial Reports

Killdeer Public School District No. 16

Administration

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Brady Wilz, HS Principal
Andrew Cook, Elem Principal
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Levi Bang, Member
Tara Bohmbach, Member
Stephanie Hardersen, Member

3.C.b. Personnel Reports

1. Resignations

1. Dani Hasek - Varsity Girls' Head Basketball Coach
2. Desirae Tibor - Elementary Volleyball (Spring 2026)

2. Work Agreements

1. Miranda Reiss - Elementary Volleyball (Spring 2026)

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. Activities Director Report

Mr. Walker provided information about future tournaments to be hosted by Killdeer School and asked for the board's input. President Schollmeyer requested Mr. Walker reach out to the City and County for financial support for the tournaments, since hosting tournaments is an economic benefit to the community. Board consensus was for Mr. Walker to submit zero-dollar bids for the wrestling, volleyball and basketball tournaments.

5. Public Comment

President Schollmeyer opened the floor to public comment. Brad Dennis commented on hosting wrestling tournaments in Killdeer and how hard it would be to get back if ever lost.

6. Unfinished Business

6.A. Superintendent Evaluation

I move to approve the Superintendent's Evaluation as completed. This motion, made by Tara Bohmbach and seconded by Stephanie Hardersen, Carried.

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

Yea: 4, Nay: 0, Absent: 1

6.B. Consider Adopting Policy ABBB — Community Use of District Property

I move to adopt Policy ABBB - Community Use of District Property, in its entirety, as presented. (This is a second reading). This motion, made by April Dutchuk and seconded by Stephanie Hardersen, Carried.

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

Yea: 4, Nay: 0, Absent: 1

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Tara Bohmbach, Member
Stephanie Hardersen, Member

6.C. Consider Policy FCAA - Accommodating Students with Allergies & Special Dietary

I move to adopt Policy FCAA - Accommodating Students with Allergies & Special Dietary, in its entirety, as presented. (This is a second reading). This motion, made by April Dutchuk and seconded by Stephanie Hardersen, Carried.

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

Yea: 4, Nay: 0, Absent: 1

7. New Business

7.A. Consider Additional March Bills

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

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

Yea: 4, Nay: 0, Absent: 1

The additional bills were presented, reviewed and discussed.

7.B. Consider Elementary Renovation Project Phase II

I move to approve a change order to the Kraus Anderson contract for the Elementary Renovation Project for the Phase II Parking Lot Project in the amount of \$1,549,172.00 that includes the base bid and no alternates. This motion, made by April Dutchuk and seconded by Stephanie Hardersen, Carried.

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

Yea: 4, Nay: 0, Absent: 1

Mike Barsness of Kraus-Anderson Construction was present to provide information on bids received for Phase II of the Elementary Renovation Project. Discussion was held.

7.C. Consider Killdeer High School Agriculture Class Trip to Belgium

I move to approve the Killdeer Agricultural Class trip to Belgium for the summer of 2028. This motion, made by Tara Bohmbach and seconded by April Dutchuk, Carried.

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

Yea: 4, Nay: 0, Absent: 1

Mr. Leier and Mr. Johnson were present to provide information on a student agricultural trip to Belgium, planned for the summer of 2028. Discussion was held.

7.D. Consider Summer School Program and Driver's Education Program

I move to approve an Elementary Summer School Program and Driver's Education Program for the summer 2026. This motion, made by April Dutchuk and seconded by Stephanie Hardersen, Carried.

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

Yea: 4, Nay: 0, Absent: 1

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7.E. Consider Purchase of SAVVAS enVision Math Curriculum

I move to approve the purchase of the SAVVAS enVision Math Curriculum for grades K-5 for implementation in the 2026-2027 academic year for a total cost of \$78,661.35. This motion, made by April Dutchuk and seconded by Tara Bohmbach, Carried.

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

Yea: 4, Nay: 0, Absent: 1

Discussion held.

7.F. Consider Application for a Virtual Academy

I move to approve a Kindergarten through 12th grade virtual school named 'Killdeer K-12 Virtual Academy'. This motion, made by April Dutchuk and seconded by Stephanie Hardersen, Carried.

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

Yea: 4, Nay: 0, Absent: 1

Discussion was held.

7.G. Consider the Killdeer K-12 Virtual Academy Handbook

I move to approve the Killdeer K-12 Virtual Academy Handbook for the 2026-2027 academic year, as presented. This motion, made by Tara Bohmbach and seconded by April Dutchuk, Carried.

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

Yea: 4, Nay: 0, Absent: 1

Mr. Wilz presented the K-12 Virtual Academy Handbook. Discussion was held.

7.H. Consider Sale of Nelson-Ahern Addition Lot

I move to offer the sale of the Nelson-Ahern addition lot to Joel and Nikki Spethman in the amount of \$6,651.25, with all associated closing costs being the responsibility of the buyer. This motion, made by Stephanie Hardersen and seconded by April Dutchuk, Carried.

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

Yea: 4, Nay: 0, Absent: 1

In follow-up to prior board meeting discussions, an appraisal of the property has been received from US Appraisal Services of North Dakota. Based on the location of the property and the lack of usefulness to the district, it was recommended to offer the property in a private sale to Joel and Nikki Spethman at the appraised value (\$1800) plus the cost of the appraisal service (\$2500) and associated legal service (\$2351.25). Any associated closing costs of the sale would be the responsibility of the buyer. Discussion was held.

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7.I. Consider StudentsFirst Governance Program

I move to approve registration for the StudentsFirst Governance Program offered by the NDSBA. This motion, made by Tara Bohmbach and seconded by Stephanie Hardersen, Carried.

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

Yea: 4, Nay: 0, Absent: 1

Discussion was held.

7.J. Consider Re-Affirming Policies:

- BDBB: Retaining an Attorney
- CAAB: Superintendent Evaluation Procedure
- CABA: Creation & Elimination of Administrative Personnel Positions
- CABC: Administration Reduction in Force
- CBAA: Administrative Regulations
- CCB: Superintendent Grievance Procedure

I move to re-affirm the listed policies. This motion, made by Stephanie Hardersen and seconded by Tara Bohmbach, Carried.

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

Yea: 4, Nay: 0, Absent: 1

7.K. Consider Rescinding Policy BDAB Savings Clause

I move to rescind Policy BDAB Savings Clause and that past practice govern district operations until the board adopts the new policy. This motion, made by April Dutchuk and seconded by Stephanie Hardersen, Carried.

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

Yea: 4, Nay: 0, Absent: 1

Discussion was held.

7.L. Consider Adopting Policy BDAB - Savings Clause

I move to adopt the first reading of Policy BDAB Savings Clause, as presented, and that it be presented for adoption at the next regular board meeting. (This is a first reading.). This motion, made by April Dutchuk and seconded by Stephanie Hardersen, Carried.

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

Yea: 4, Nay: 0, Absent: 1

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Tara Bohmbach, Member
Stephanie Hardersen, Member

7.M. Consider Policy CAAA - Superintendent Recruitment and Appointment

I move to adopt the first reading of Policy CAAA Superintendent Recruitment and Appointment, as presented, and that it be presented for adoption at the next regular board meeting. (This is a first reading.). This motion, made by Stephanie Hardersen and seconded by April Dutchuk, Carried.

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

Yea: 4, Nay: 0, Absent: 1

7.N. Consider Rescinding Policy FAAD Tuition Agreements

I move to rescind Policy FAAD Tuition Agreements and that past practice govern district operations until the board adopts the new policy. This motion, made by April Dutchuk and seconded by Tara Bohmbach, Carried.

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

Yea: 4, Nay: 0, Absent: 1

Discussion was held.

7.O. Consider Adopting Policy FAAD - Tuition Agreements

I move to adopt the first reading of FAAD Tuition Agreements, as presented, and that it be presented for adoption at the next regular board meeting. (This is a first reading.). This motion, made by April Dutchuk and seconded by Stephanie Hardersen, Carried.

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

Yea: 4, Nay: 0, Absent: 1

8. Other

9. Announcements

9.A. Next Regular Meeting: April 8, 2026 at 7:00 pm

10. Adjourn

The meeting adjourned at 8:13 pm.

Kelli Schollmeyer, President

Rhonda Zastoupil, Business Manager

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

**Killdeer Public School District No. 16
Special Board Meeting
Boardroom
Tuesday, March 31, 2026 – 2:00 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 and Business Manager Rhonda Zastoupil.

1. Call to Order

President Schollmeyer called the meeting to order at 2:01 pm.

2. Approval of the Agenda

I move to approve the agenda as presented. 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. Certified Negotiation Strategy

**Possible executive session per North Dakota Century Code 44-04-19.1 (9) for negotiation strategy*

I move to enter into executive session per North Dakota Century Code 44-04.19.1 (9). 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

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

President Schollmeyer called for a motion to move into executive session. After the motion was made, seconded and carried, President Schollmeyer requested the members of the public in attendance leave the room. President Schollmeyer anticipated adjourning the executive session and reconvening the open portion of the meeting within 30 minutes. The executive session began at 2:04 pm and was attended by President Schollmeyer, Stephanie Hardersen, April Dutchuk, Levi Bang, Tara Bohmbach, Jeff Simmons, and Rhonda Zastoupil. The executive session adjourned at 2:50 pm. At that time, the public was invited back into the room and the meeting resumed open session. No board action was taken in open session.

4. Adjourn

The meeting adjourned at 2:51 pm.

Kelli Schollmeyer, President

Rhonda Zastoupil, Business Manager

B. Prepaid April Bills

Detail Check Register

Posted; Batch Description 5 Records Selected; Fund Number 01, 03

Checking Account: 1

Fund 01

Check Number:	Check Type:	Check Date:	Vendor:		Check Total:
201102	Check	03/11/2026	BELFIELDS	BELFIELD PUBLIC SCHOOL	195.00
<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>
20260311	03/11/2026	HS-02365	large group	01 000 000 140 1000 612	60.00
20260311	03/11/2026	HS-02365	9 small groups	01 000 000 140 1000 612	135.00
201103	Check	03/23/2026	AIRGAS	AIRGAS USA, LLC	186.27
<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>
5522774808	03/23/2026	POELEM-04431	LARGE ARGON	01 000 000 310 1000 611	186.27
201104	Check	03/23/2026	AJOILFIELD	A&J OIL FIELD SOLUTIONS LLC	6,249.27
<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>
20260323	03/23/2026	POELEM-04445	SNOW REMOVAL AND SANDING AT ELEM & HS 1	01 000 000 000 2600 435	825.00
20260323	03/23/2026	POELEM-04445	SNOW REMOVAL AND SANDING AT ELEM & HS 1	01 000 000 000 2600 435	2,335.00
20260323	03/23/2026	POELEM-04445	OIL CHANGE COWBOY BUS 681SVC	01 000 000 000 2700 671	16.00
20260323	03/23/2026	POELEM-04445	OIL CHANGE BUS 425 635SVC	01 000 000 000 2700 671	106.00
20260323	03/23/2026	POELEM-04445	REPAIRS BUS 425 635SVC	01 000 000 000 2700 673	187.15
20260323	03/23/2026	POELEM-04445	MOVED TABLET MOUNT BUS 426 615SVC	01 000 000 000 2700 673	107.50
20260323	03/23/2026	POELEM-04445	REPAIR COOLANT LEAK BUS 423 663SVC	01 000 000 000 2700 673	238.44
20260323	03/23/2026	POELEM-04445	REPAIRED DRIVERS SIDE WINDOW BUS 406 65	01 000 000 000 2700 673	382.50
20260323	03/23/2026	POELEM-04445	DIADNOSE CHECK ENGIN LIGHT MADE REPAIRS	01 000 000 000 2700 673	1,050.76
20260323	03/23/2026	POELEM-04445	REPAIRS COWBOYS BUS 681SVC	01 000 000 000 2700 673	130.26
20260323	03/23/2026	POELEM-04445	REPAIRS ELECTRICAL CONNECTION BUS 420 6	01 000 000 000 2700 673	339.49
20260323	03/23/2026	POELEM-04445	REPALCE TRANS FILTER AND CHECKED FLUID L	01 000 000 000 2700 673	531.17
201105	Check	03/23/2026	AMAZONCAP	AMAZON CAPITAL SERVICES	1,112.69
<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>
16QJ-T3KY-CYW3	03/23/2026	ELEM-03504	(5 Pack) ELB-0604 Battery ELB0604 SLA fo	01 000 000 000 2600 611	47.49
16QJ-T3KY-CYW3	03/23/2026	ELEM-03504	Kidde Multi Purpose Fire Extinguisher fo	01 000 000 000 2600 611	134.91
16QJ-T3KY-CYW3	03/23/2026	ELEM-03504	LFI Lights® Compact Green Exit Sign with	01 000 000 000 2600 611	52.00
1G1H-LKPQ-KR9D	03/23/2026	ELEM-03527	Small American Flags on Stick - 300 pic	01 000 000 120 1000 612	58.99
1HCJ-WHN7-N7N9	03/23/2026	ELEM-03461	CANDY FOR TESTING	01 000 000 120 1000 611	89.44
1HCJ-WHN7-N7N9	03/23/2026	ELEM-03461	CANDY FOR TESTING	01 000 000 130 1000 611	44.71
1HCJ-WHN7-N7N9	03/23/2026	ELEM-03461	CANDY FOR TESTING	01 000 000 140 1000 611	89.44
1QNT-P4VY-GTGT	03/23/2026	ELEM-03436	Rnyleeg Black School Bus Seat Cover for	01 000 000 000 2700 611	17.99
1QRX-X6LY-7VTY	03/23/2026	ELEM-03502	Stikki Dots Mounting Adhesive, Reusable	01 000 000 120 1000 611	24.69
1RKC-MMTF-9LJF	03/23/2026	ELEM-03520	OFFICE SUPPLIES SPLIT	01 000 000 110 1000 610	54.33
1RKC-MMTF-9LJF	03/23/2026	ELEM-03520	OFFICE SUPPLIES SPLIT	01 000 000 120 1000 611	126.80
1RM6-XDFP-TQWD	03/23/2026	ELEM-03523	Indoor Volleyball Poles Wall Rack Holder	01 000 000 420 3400 890	226.73
1RM6-XDFP-TQWD	03/23/2026	ELEM-03523	PROMOTION APPLIED	01 000 000 420 3400 890	(22.67)

Detail Check Register

Posted; Batch Description 5 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>	<u>Check Total:</u>	<u>Detail Amount</u>
1RQ1-F3NQ-QNNQ	03/23/2026	HS-02368	OFFICE SUPPLIES SPLIT	01 000 000 130 1000 611	50.35		
1RQ1-F3NQ-QNNQ	03/23/2026	HS-02368	OFFICE SUPPLIES SPLIT	01 000 000 140 1000 611	117.49		
Check Number: 201106	Check Type: Check	Check Date: 03/23/2026	Vendor: BELLSHE	SHELLY BELL	Check Total:	50.00	
20260323	03/23/2026	POELEM-04456	CELL PHONE REIMBURSEMENT - APRIL 2026	01 000 000 000 2600 531	50.00		
Check Number: 201107	Check Type: Check	Check Date: 03/23/2026	Vendor: BREWSTA	STACY BREW	Check Total:	50.00	
20260323	03/23/2026	POELEM-04450	CELL PHONE REIMBURSEMENT - APRIL 2026	01 000 000 000 2500 290	50.00		
Check Number: 201108	Check Type: Check	Check Date: 03/23/2026	Vendor: CAPTURING	CAPTURING KIDS' HEARTS	Check Total:	4,550.00	
83869	03/23/2026	ELEM-03554	Traction Visit CKH	01 000 000 000 2210 300	4,550.00		
Check Number: 201109	Check Type: Check	Check Date: 03/23/2026	Vendor: CARNVIC	VICKI CARNEY	Check Total:	200.00	
20260323	03/23/2026	ELEM-03565	Bus Plug-In Reimbursement-Winter 25-26	01 000 000 000 2600 621	200.00		
Check Number: 201110	Check Type: Check	Check Date: 03/23/2026	Vendor: CHIEFTAIN	CHIEFTAIN CONFERENCE CENTER	Check Total:	99.00	
71374	03/23/2026	HS-02391	Advisor Room	01 000 000 310 1000 580	99.00		
Check Number: 201111	Check Type: Check	Check Date: 03/23/2026	Vendor: CITYOF	CITY OF KILLDEER	Check Total:	2,147.40	
20260323	03/23/2026	POELEM-04426	WATER PORTABLES	01 000 000 000 2600 411	67.64		
20260323	03/23/2026	POELEM-04426	WATER 101 HIGH ST NW	01 000 000 000 2600 411	135.29		
20260323	03/23/2026	POELEM-04426	WATER GRADE SCHOOL	01 000 000 000 2600 411	261.17		
20260323	03/23/2026	POELEM-04426	WATER 1415 HIGH ST NW	01 000 000 000 2600 411	438.60		
20260323	03/23/2026	POELEM-04426	WATER GYM	01 000 000 000 2600 411	47.70		
20260323	03/23/2026	POELEM-04426	GARBAGE 101 HIGH ST NW	01 000 000 000 2600 421	1,140.00		
20260323	03/23/2026	POELEM-04426	GARBAGE PORTABLES	01 000 000 000 2600 421	57.00		
Check Number: 201112	Check Type: Check	Check Date: 03/23/2026	Vendor: COLE	COLE PAPERS INC.	Check Total:	4,051.48	
20260323	03/23/2026	POELEM-04434	LAUNDRY DETERGENT, GLOVES, BOWL CLEANERS	01 000 000 000 2600 611	780.19		
20260323	03/23/2026	POELEM-04434	BATH TISSUE, CAN LINERS	01 000 000 000 2600 611	1,903.45		
20260323	03/23/2026	POELEM-04434	CONTROL BOARD KIT ADVENGER REPAIR	01 000 000 000 2600 611	1,367.84		
Check Number: 201113	Check Type: Check	Check Date: 03/23/2026	Vendor: COLUMNSOFT	COLUMN SOFTWARE PBC	Check Total:	330.60	
633CEF61-0058	03/23/2026	POELEM-04461	REGULAR MEETING 3.11.26	01 000 000 000 2500 540	330.60		
Check Number: 201114	Check Type: Check	Check Date: 03/23/2026	Vendor: COOKAND	ANDREW COOK	Check Total:	50.00	

Detail Check Register

Posted; Batch Description 5 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>	
20260323	03/23/2026	POELEM-04448	CELL PHONE REIMBURSEMENT - APRIL 2026	01 000 000 120 1000 290	50.00	
Check Number: 201115 Check Type: Check Check Date: 03/23/2026 Vendor: DAKBOYS DAKOTA BOYS AND GIRLS RANCH Check Total: 11,040.00						
<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>	
3649	03/23/2026	POELEM-04428	TUITION F. HALLMARK	01 000 000 140 1000 561	4,830.00	
3649	03/23/2026	POELEM-04428	TUITION F. HALLMARK	01 000 000 140 1000 561	6,210.00	
Check Number: 201116 Check Type: Check Check Date: 03/23/2026 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>	
0000207	03/23/2026	POELEM-04429	MOPS, BRUSHES, MATS 0000207	01 000 000 000 2600 435	242.20	
0000207	03/23/2026	POELEM-04429	MOPS, BRUSHES, MATS 0000208	01 000 000 000 2600 435	152.30	
Check Number: 201117 Check Type: Check Check Date: 03/23/2026 Vendor: DIAZKER KERRY DIAZ 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>	
20260323	03/23/2026	POELEM-04449	CELL PHONE REIMBURSEMENT - APRIL 2026	01 000 000 000 2500 290	50.00	
Check Number: 201118 Check Type: Check Check Date: 03/23/2026 Vendor: ECKROTH ECKROTH MUSIC INC Check Total: 881.48						
<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>	
5710135	03/23/2026	HS-02236	alto sax	01 000 000 140 1000 612	160.00	
5710145	03/23/2026	HS-02237	repair	01 000 000 140 1000 612	133.00	
5710145	03/23/2026	HS-02237	sax repair	01 000 000 140 1000 612	179.00	
5710145	03/23/2026	HS-02237	baritone	01 000 000 140 1000 612	197.50	
6047488	03/23/2026	HS-02364	Alto Reeds	01 000 000 140 1000 612	35.59	
6047488	03/23/2026	HS-02364	Clarinet reeds	01 000 000 140 1000 612	25.03	
6047488	03/23/2026	HS-02364	Clarinet reeds	01 000 000 140 1000 612	25.03	
6047488	03/23/2026	HS-02364	Yarn mallets	01 000 000 140 1000 612	31.61	
6047488	03/23/2026	HS-02364	timpani mallets	01 000 000 140 1000 612	48.95	
6047488	03/23/2026	HS-02364	bass reeds	01 000 000 140 1000 612	45.77	
Check Number: 201119 Check Type: Check Check Date: 03/23/2026 Vendor: ENERGYTECH ENERGY TECH SYSTEMS, INC. Check Total: 2,949.34						
<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>	
37673	03/23/2026	POELEM-04460	REPLACE THERMOSTATS	01 000 000 000 2600 450	2,949.34	
Check Number: 201120 Check Type: Check Check Date: 03/23/2026 Vendor: GRIFLAC LACEY GRIFFITHS 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>	
20260323	03/23/2026	POELEM-04454	CELL PHONE REIMBURSEMENT - APRIL 2026	01 000 000 000 2500 290	50.00	
Check Number: 201121 Check Type: Check Check Date: 03/23/2026 Vendor: HARDJUST Justin Harderson Check Total: 250.00						
<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>	
20260323	03/23/2026	POELEM-04458	CELL PHONE REIMBURSEMENT - APRIL 2026	01 000 000 000 2700 290	50.00	
20260323-0001	03/23/2026	ELEM-03563	Bus Plug-In Reimbursement-Winter 25-26	01 000 000 000 2600 621	200.00	
Check Number: 201122 Check Type: Check Check Date: 03/23/2026 Vendor: HOBART HOBART SALES & SERVICE Check Total: 1,539.52						
<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

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>	<u>Check Total:</u>	<u>Detail Amount</u>
JC78497	03/23/2026	POELEM-04440	WORKED ON DISHWASHER IN ELEM THERMATER E	01 000 000 000 2600 450	291.01		
JC78497	03/23/2026	POELEM-04440	DISHWASHER LEAKING	01 000 000 000 2600 450	1,049.97		
JC78497	03/23/2026	POELEM-04440	DISHWASHER AT HS NUT PLATE, AIRTRAP	01 000 000 000 2600 450	198.54		
Check Number: 201123	Check Type: Check	Check Date: 03/23/2026	Vendor: JEPSJAN	JANELL JEPSON	Check Total:	50.00	
20260323	03/23/2026	POELEM-04451	CELL PHONE REIMBURSEMENT - APRIL 2026	01 000 000 000 2500 290	50.00		
Check Number: 201124	Check Type: Check	Check Date: 03/23/2026	Vendor: KLYM	JESSICA KLYM	Check Total:	50.00	
20260323	03/23/2026	POELEM-04455	CELL PHONE REIMBURSEMENT - APRIL 2026	01 000 000 000 2500 290	50.00		
Check Number: 201125	Check Type: Check	Check Date: 03/23/2026	Vendor: MOSEMEL	MELISSA MOSELEY	Check Total:	200.00	
20260323	03/23/2026	ELEM-03564	Bus Plug-In Reimbursement-Winter 25-26	01 000 000 000 2600 621	200.00		
Check Number: 201126	Check Type: Check	Check Date: 03/23/2026	Vendor: NATFFA2	NATIONAL FFA ORGANIZATION	Check Total:	1,692.00	
WLC13871	03/23/2026	HS-02373	WLC Advisor Registration	01 000 000 310 1000 580	1,692.00		
Check Number: 201127	Check Type: Check	Check Date: 03/23/2026	Vendor: NEURBRAN	BRANDEE NEUROHR	Check Total:	80.00	
20260323	03/23/2026	ELEM-03566	Bus Plug-In Reimbursement-Nov-Dec 2025	01 000 000 000 2600 621	80.00		
Check Number: 201128	Check Type: Check	Check Date: 03/23/2026	Vendor: NODLSAN	SANDY NODLAND	Check Total:	120.00	
20260323	03/23/2026	ELEM-03567	Bus Plug-In Reimbursement-Jan-Mar 2026	01 000 000 000 2600 621	120.00		
Check Number: 201129	Check Type: Check	Check Date: 03/23/2026	Vendor: PEARCE	PEARCE DURICK PLLC	Check Total:	1,140.00	
20260323	03/23/2026	POELEM-04435	REGARDING MISC OPEN RECORDS REQUEST, ADM	01 000 000 000 2500 330	1,140.00		
Check Number: 201130	Check Type: Check	Check Date: 03/23/2026	Vendor: QUADIENT2	QUADIENT FINANCE USA, INC.	Check Total:	46.99	
20260323	03/23/2026	POELEM-04436	POSTAGE FEE	01 000 000 000 2500 431	46.99		
Check Number: 201131	Check Type: Check	Check Date: 03/23/2026	Vendor: ROHDANN	ANNETTE ROHDE	Check Total:	200.00	
20260323	03/23/2026	ELEM-03562	Bus Plug-In Reimbursement-Winter 25-26	01 000 000 000 2600 621	200.00		
Check Number: 201132	Check Type: Check	Check Date: 03/23/2026	Vendor: ROUSEP	DUSTIN HAUSAUER	Check Total:	420.00	
13793	03/23/2026	POELEM-04437	CAMERA INSPECTED AND LOCATED VENT LINE F	01 000 000 000 2600 450	420.00		

Detail Check Register

Posted; Batch Description 5 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>
Check Number: 201133 Check Type: Check Check Date: 03/23/2026 Vendor: SANFORDH SANFORD HEALTH OCCUPATIONAL MEDICINE Check Total: 81.75					
888958	03/23/2026	POELEM-04430	K12 , ROSTER PROCESSING FEE, HS PED FA C	01 000 000 200 2835 810	81.75
Check Number: 201134 Check Type: Check Check Date: 03/23/2026 Vendor: SCHOOL SCHOOL SPECIALTY, LLC Check Total: 325.44					
208136842676	03/23/2026	2025-0097	CARD STOCK SPLIT	01 000 000 110 1000 610	97.63
208136842676	03/23/2026	2025-0097	CARD STOCK SPLIT	01 000 000 120 1000 611	227.81
Check Number: 201135 Check Type: Check Check Date: 03/23/2026 Vendor: SCHOOLNURS SCHOOL NURSE SUPPLY, INC Check Total: 434.68					
INV1084971	03/23/2026	ELEM-03507	U Balance Teen pads	01 000 000 200 2835 610	23.90
INV1084971	03/23/2026	ELEM-03507	U Balance Daily panty liners	01 000 000 200 2835 610	23.90
INV1084971	03/23/2026	ELEM-03507	U Clean & Secure maxi pad	01 000 000 200 2835 610	12.95
INV1084971	03/23/2026	ELEM-03507	Always Ultra thin pads	01 000 000 200 2835 610	26.99
INV1084971	03/23/2026	ELEM-03507	DynaCare baby wipes	01 000 000 200 2835 610	7.18
INV1084971	03/23/2026	ELEM-03507	BAND-AID bandage multi pack	01 000 000 200 2835 610	51.96
INV1084971	03/23/2026	ELEM-03507	Sterile butterfly closures	01 000 000 200 2835 610	15.00
INV1084971	03/23/2026	ELEM-03507	conco elastic bandages (6"x5')	01 000 000 200 2835 610	11.56
INV1084971	03/23/2026	ELEM-03507	conco elastic bandages (3"x5')	01 000 000 200 2835 610	19.50
INV1084971	03/23/2026	ELEM-03507	conco elastic bandages (2"x5')	01 000 000 200 2835 610	8.94
INV1084971	03/23/2026	ELEM-03507	hydrocortisone cream	01 000 000 200 2835 610	14.85
INV1084971	03/23/2026	ELEM-03507	vitamin E lip balm	01 000 000 200 2835 610	14.50
INV1084971	03/23/2026	ELEM-03507	skin lotion	01 000 000 200 2835 610	15.95
INV1084971	03/23/2026	ELEM-03507	disposable covers	01 000 000 200 2835 610	82.50
INV1084971	03/23/2026	ELEM-03507	reusable hot/cold packs 4"x9"	01 000 000 200 2835 610	105.00
Check Number: 201136 Check Type: Check Check Date: 03/23/2026 Vendor: SIMMJEF JEFF SIMMONS Check Total: 50.00					
20260323	03/23/2026	POELEM-04446	CELL PHONE REIMBURSEMENT - APRIL 2026	01 000 000 000 2321 290	50.00
Check Number: 201137 Check Type: Check Check Date: 03/23/2026 Vendor: SWSEWER SOUTHWEST SEWER & EXCAVATING LLC Check Total: 396.75					
1852	03/23/2026	POELEM-04444	SERVICE CALL FOR HS	01 000 000 000 2600 450	396.75
Check Number: 201138 Check Type: Check Check Date: 03/23/2026 Vendor: SYNNMAR MARK SYNNES Check Total: 50.00					
20260323	03/23/2026	POELEM-04457	CELL PHONE REIMBURSEMENT - APRIL 2026	01 000 000 000 2600 531	50.00
Check Number: 201139 Check Type: Check Check Date: 03/23/2026 Vendor: THERSOLU THERAPY SOLUTIONS Check Total: 3,965.00					
68372	03/23/2026	POELEM-04438	GAME COVERAGE 2.1.26-2.28.26	01 000 000 420 3400 890	3,965.00

Detail Check Register

Posted; Batch Description 5 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>	
20260323	03/23/2026	POELEM-04453	CELL PHONE REIMBURSEMENT - APRIL 2026	01 000 000 000 2500 290	50.00	
Check Number: 201149 Check Type: Check Check Date: 03/24/2026 Vendor: VISA VISA Check Total: 5,594.47						
20260324	03/24/2026	POELEM-04464	MOSYLE SUBSCRIPTION THAT WILL BE REIMBUR	01 000 000 110 1000 610	328.35	
20260324	03/24/2026	POELEM-04464	MOSYLE SUBSCRIPTION THAT WILL BE REIMBUR	01 000 000 120 1000 611	766.15	
20260324	03/24/2026	POELEM-04464	ADOBE SUBSCRIPTION THAT WILL BE REIMBURS	01 000 000 120 1000 611	251.87	
20260324-0001	03/24/2026	POELEM-04463	FOOD FOR BOARD MEETING	01 000 000 000 2310 290	235.00	
20260324-0001	03/24/2026	POELEM-04463	TRANSPORTATION GAS	01 000 000 000 2700 626	79.16	
20260324-0001	03/24/2026	POELEM-04463	TRANSPORTATION GAS	01 000 000 000 2700 626	98.40	
20260324-0002	03/24/2026	HS-02352	Rooms from regionals	01 000 000 420 3400 890	440.00	
20260324-0003	03/24/2026	ELEM-03489	RENAISSANCE HOTEL NASHVILLE	01 000 000 000 2321 580	1,194.84	
20260324-0004	03/24/2026	ELEM-03442	Heartsaver Instructor bundle	01 000 000 200 2835 610	372.47	
20260324-0006	03/24/2026	POELEM-04462	ROOM AT THE RADISSON FOR JEFF	01 000 000 000 2321 580	227.00	
20260324-0017	03/24/2026	ELEM-03484	Title & Registration - 2026 Ultra Coachl	01 000 000 000 2700 611	25.50	
20260324-0018	03/24/2026	ELEM-03488	Plant for Chad Dahlen funeral	01 000 000 000 2310 290	97.96	
20260324-0019	03/24/2026	ELEM-03455	It is ok to tell curriculum for 4th grad	01 000 000 120 1000 611	74.40	
20260324-0019	03/24/2026	ELEM-03455	SHIPPING	01 000 000 120 1000 618	17.95	
20260324-0020	03/24/2026	ELEM-03515	This Is Me - P/A CD	01 000 000 120 1000 612	26.99	
20260324-0020	03/24/2026	ELEM-03515	Let's All Sing! Songs from the Motion P	01 000 000 120 1000 612	49.99	
20260324-0020	03/24/2026	ELEM-03515	SHIPPING	01 000 000 120 1000 618	13.95	
20260324-0022	03/24/2026	ELEM-03482	Cheetos Puffs	01 000 000 890 3300 611	8.96	
20260324-0022	03/24/2026	ELEM-03482	Club Crackers	01 000 000 890 3300 611	8.98	
20260324-0022	03/24/2026	ELEM-03482	Nature's Bakery Fig Bars	01 000 000 890 3300 611	15.84	
20260324-0022	03/24/2026	ELEM-03482	GoGo Squeez Yogurtz	01 000 000 890 3300 611	29.96	
20260324-0022	03/24/2026	ELEM-03482	Zbar Soft Baked Organic Granola Snack Ba	01 000 000 890 3300 611	21.98	
20260324-0022	03/24/2026	ELEM-03482	Nature's Garden Probiotic Mixed Berry Yo	01 000 000 890 3300 611	10.38	
20260324-0022	03/24/2026	ELEM-03482	Quaker Rice Crisps Variety Pack 36 pk.	01 000 000 890 3300 611	17.98	
20260324-0022	03/24/2026	ELEM-03482	Snyder's Mini Pretzels	01 000 000 890 3300 611	14.98	
20260324-0023	03/24/2026	ELEM-03517	Math K-5 Bundle Curriculum and Progress	01 000 000 110 1000 610	119.10	
20260324-0023	03/24/2026	ELEM-03517	Math K-5 Bundle Curriculum and Progress	01 000 000 120 1000 611	277.90	
20260324-0024	03/24/2026	ELEM-03516	Hawaiian Roller Coaster Ride - Two-Part	01 000 000 120 1000 612	34.50	
20260324-0025	03/24/2026	ELEM-03447	GBC® EZLoad™ Gray End Cap Laminating Rol	01 000 000 120 1000 611	232.08	
20260324-0025	03/24/2026	ELEM-03447	GBC® EZLoad™ Gray End Cap Laminating Rol	01 000 000 120 1000 611	351.84	
20260324-0025	03/24/2026	ELEM-03447	shipping	01 000 000 120 1000 618	150.01	
Check Number: 201150 Check Type: Check Check Date: 03/25/2026 Vendor: VISA VISA Check Total: 2,244.48						
20260325	03/25/2026	POELEM-04465	HS WRESTLING REGIONALS STAY AT HAWTHORNE	01 000 000 420 3400 890	990.00	

Detail Check Register

Posted; Batch Description 5 Records Selected; Fund Number 01, 03

Checking Account:	1	Fund 01				
20260325-0001	03/25/2026	HS-02348	Dyed Black Wook	01 000 000 340 1000 611		16.00
20260325-0001	03/25/2026	HS-02348	Prairie Snow Wool	01 000 000 340 1000 611		16.00
20260325-0001	03/25/2026	HS-02348	Natural Colors Wool Sampler	01 000 000 340 1000 611		18.00
20260325-0001	03/25/2026	HS-02348	Brown Wool Sampler	01 000 000 340 1000 611		30.00
20260325-0001	03/25/2026	HS-02348	38 GUAGE CROSS STAR (6 NEEDLES)	01 000 000 340 1000 611		16.00
20260325-0001	03/25/2026	HS-02348	Size 36 needles	01 000 000 340 1000 611		17.00
20260325-0001	03/25/2026	HS-02348	PENGUIN KIT WITHOUT NEEDLES AND CUSHION	01 000 000 340 1000 611		42.00
20260325-0001	03/25/2026	HS-02348	POLAR BEAR KIT WITHOUT CUSHION AND NEEDL	01 000 000 340 1000 611		30.00
20260325-0001	03/25/2026	HS-02348	shipping	01 000 000 340 1000 618		8.05
20260325-0002	03/25/2026	HS-02319	ICE SCRAPER FOR BUS	01 000 000 000 2700 611		23.69
20260325-0002	03/25/2026	HS-02319	TRANSPORTATION DIESEL	01 000 000 000 2700 627		402.76
20260325-0005	03/25/2026	HS-02344	77x72x24 dewalt rack - 4 shelves	01 000 000 255 1000 611		432.99
20260325-0005	03/25/2026	HS-02344	shipping	01 000 000 255 1000 618		55.00
20260325-0007	03/25/2026	HS-02332	Pacifica extra score	01 000 000 140 1000 612		24.00
20260325-0007	03/25/2026	HS-02332	SHIPPING	01 000 000 140 1000 618		7.99
20260325-0008	03/25/2026	POELEM-04466	SECRET VALLEY SCORE	01 000 000 140 1000 612		10.00
20260325-0008	03/25/2026	POELEM-04466	THE OLD PAINTED DOOR SCORE	01 000 000 140 1000 612		20.00
20260325-0008	03/25/2026	POELEM-04466	SECRET VALLEY	01 000 000 140 1000 612		75.00
20260325-0008	03/25/2026	POELEM-04466	SECRET VALLEY SCORE	01 000 000 140 1000 612		10.00

Check Number: 201151	Check Type: Check	Check Date: 03/25/2026	Vendor: GRAFCONSTR	GRAFSTROM CONSTRUCTION LLC	Check Total:	5,189.00
<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>	
1	03/25/2026	POELEM-04467	KINDERGARTEN 135 BATHROOM	03 000 000 000 4220 435	5,189.00	

*Denotes Expensed Invoice Item

Checking Account ID: 1

Total without Voids: 95,672.41

C. Business Manager Reports

a. Financial Reports

b. Personnel Reports

1. Resignations:

1. Tanner Binstock, 5th Grade Teacher (end-of-year resignation), Assistant Varsity Football Coach & JH Boys' Basketball Coach
2. Ashlynn Helfrich - Elementary Girls' Basketball Coach
3. Becky Buchmann - Elementary Girls' Basketball Coach
4. Ryan Schleppenbach - Elementary Boys' Basketball Coach
5. Greg Pruitt - High School Social Studies Teacher and Varsity Boys' Basketball Head Coach
6. Cynthia Hanson - Elementary Paraprofessional

2. New Hires:

1. Jeremy Bird - Boys' Golf Assistant Coach (Spring 2026 season)

TEACHER'S REQUEST FOR YEAR END RESIGNATION

I hereby submit my voluntary resignation as a teacher in the Killdeer School District, effective following the last day of scheduled work in the 2025 to 2026 (20XX to 20XX) school year and completion of my duties under that contract.

I acknowledge that this resignation constitutes a waiver of my hearing rights and any right to an offer of continuing contract under N.D.C.C. Chapter 15.1-15. This resignation request is subject to approval by the Killdeer School Board. I understand that salary and all other fringe benefits provided to me will be terminated as of the effective date of this resignation except for benefits required to be paid upon or after separation per law and/or the negotiated agreement. I understand that this is a voluntary resignation, and I may not be entitled to unemployment benefits as a result.

Dated this 16 day of March, 2026 (month, year).

Tanner Binstock

Teacher's Name, Printed



Teacher's Signature



Elementary GB

From Ashlynn Helfrich <Ashlynn.Helfrich@k12.nd.us>

Date Thu 3/19/2026 11:13 AM

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

Hi,

I am writing this let you know I don't plan on coaching elementary basketball in the fall of 2027. I thoroughly enjoyed my time coaching and loved seeing the girl's improvement. My child is moving to Junior High and our schedules won't align, but down the road I hope to come back and assist again. Thanks for giving me this opportunity.

Ashlynn Helfrich

Ashlynn Helfrich

5/6 Social Studies Teacher

Killdeer Public School

701-764-5877

NEW EMAIL- ashlynn.helfrich@k12.nd.us



EGBB Resignation

From Becky Buchmann <Becky.Buchmann@k12.nd.us>

Date Thu 3/19/2026 3:04 PM

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

Good Afternoon,

I will be resigning from my Elementary Girls Basketball Coaching Position. I did enjoy it, however the schedule conflicts with my children's sports schedules. Thank you for the opportunity.

Becky Buchmann

EL Coordinator K-12

EGBB Coach

EVB Coach

Killdeer Public School

701-764-5877

Becky.Buchmann@k12.nd.us



Fw: Re:

From Nick Walker <Nicholas.Walker@k12.nd.us>
Date Fri 3/20/2026 7:00 AM
To Rhonda Zastoupil <Rhonda.Zastoupil@k12.nd.us>

From: Ryan Schleppenbach <rschleppenbach@killdeer.com>
Sent: Thursday, March 19, 2026 9:38 AM
To: Nick Walker <Nicholas.Walker@k12.nd.us>
Subject: Re:

I will not be coming back to Elementary boys basketball. Thank you for the opportunity...

Sent from my Verizon, Samsung Galaxy smartphone
Get [Outlook for Android](#)

From: Nick Walker <Nicholas.Walker@k12.nd.us>
Sent: Thursday, March 19, 2026 10:04:54 AM
To: ashlynn.helfrich@k12.nd.us <ashlynn.helfrich@k12.nd.us>; Becky Buchmann <Becky.Buchmann@k12.nd.us>; Lou Dobitz <Lou.Dobitz@k12.nd.us>; Sean Elkins <Sean.Elkins@k12.nd.us>; Ryan Schleppenbach <rschleppenbach@killdeer.com>; Maleah Schmeling <Maleah.Schmeling@k12.nd.us>; Myranda Reiss <Myranda.Reiss1@k12.nd.us>; Tess Tuhy <Tess.Tuhy@k12.nd.us>; Shantel Lorenz <Shantel.Lorenz@k12.nd.us>
Subject:

Good morning. I was told yesterday that before we can open positions for activities, the board has to approve the resignations before we can hire. I would like to see this whole group back next year in Killdeer. If you are thinking of not coaching or know you aren't please send Rhonda and myself and email just stating you aren't going to coach your respective elem or jh position for the 26-27 school year.

Thank you much and have a great day,

Nick



[Draft] Fw: Resignation from Boys' Basketball

From Rhonda.Zastoupil@k12.nd.us
Draft saved Tue 3/24/2026 10:40 AM

From: Nick Walker <Nicholas.Walker@k12.nd.us>
Sent: Tuesday, March 24, 2026 10:37 AM
To: Rhonda Zastoupil <Rhonda.Zastoupil@k12.nd.us>; Jeff Simmons <Jeff.Simmons@k12.nd.us>
Subject: Fw: Resignation from Boys' Basketball

From: Greg Pruitt <Greg.Pruitt@k12.nd.us>
Sent: Tuesday, March 24, 2026 10:34 AM
To: Nick Walker <Nicholas.Walker@k12.nd.us>
Subject: Resignation from Boys' Basketball

Coach Walker,

I want to thank you for the amazing opportunity you have given me here at Killdeer Public School. The last four years I have grown as a coach, even more as a human. The passion and drive you brought out of me was something I believe no other person could have done. Killdeer is lucky to have you as their A.D. Thank you!

I have decided to resign from the Head Boys Basketball Program. I have given every child from top to bottom, at all levels, everything I have to help them become better basketball players, better students, and better citizens of our community. My heart hurts to say goodbye to the program as there have been so many great memories.

Please accept my resignation knowing that I believe I am leaving this program better than when I have arrived. The future is bright for the Killdeer Cowboys, both girls and boys. God Bless!

Coach Pruitt



Fw: Social Studies resignation.

From Brady Wilz <Brady.Wilz@k12.nd.us>
Date Thu 3/26/2026 10:38 AM
To Rhonda Zastoupil <Rhonda.Zastoupil@k12.nd.us>

Brady Wilz

JH/HS Principal
Killdeer High School
1415 High St NW
Killdeer, ND 58640
(701) 764-5877

From: Greg Pruitt <Greg.Pruitt@k12.nd.us>
Sent: Tuesday, March 24, 2026 10:47 AM
To: Brady Wilz <Brady.Wilz@k12.nd.us>
Subject: Social Studies resignation.

Mr. Wilz,

I want to thank you for the amazing opportunity you have given me here at Killdeer Public School. The last four years I have grown as an educator. Having the opportunity to work under you has been second to none. You have an amazing passion for the staff, students, and school. Please know this decision I am about to inform you on has nothing to do with you at all. I was blessed to have you as my boss.

I have decided to resign at the end of the school year from the Social Studies position. I have taught every student with all my heart that History is not only a subject in school, but also a lesson in life. Every lesson I teach has meaning I hope can get them throw anything they encounter in life to come.

I know that next year teachers will have to be rifted and I don't want to see my colleagues lose their job when so many of them have ties to this community. I know it needs to happen, so that was part of my decision also.

Please accept my resignation knowing that I believe I am blessed to have been part of the Killdeer Public Schools and am forever grateful for all the lives I have come in contact with while working here. God Bless.

Coach Pruitt

March 30, 2026

Members of the Killdeer Public School board and administration:

Please consider this my letter of resignation from my position as a paraprofessional at Killdeer Public School, effective at the end of the 2025-2026 school year. I would like to thank the school district for the opportunity to work in the district after my retirement.

Sincerely,

Cynthia Hanson

- c. Food Service Reports
- d. Student Activity Reports
- D. Administrator Reports

Superintendent Board Report

Make-up Day

There have been questions about how it is determined when or how snow days are made up. The consideration is based on how many days are available to “give” before the school is in violation of not reaching the minimum of 1050 hours at the high school. The elementary is required to be in session 962.5 hours. Another factor is considering how many built in snow days are left in school and what month they are in. Obviously, we have all experienced blizzards in late March & April and going into spring with no snow days is risky. Worst case scenario is that we end up needing to employ our Virtual Learning policy or going beyond the last day of school in May. Attendance was poor on March 20th but now we have wiggle room going into the spring.

Community Speaker

Last month I reported on my visit to the Legion meeting to discuss an idea to develop a series of speakers to encourage leadership and bring inspiration to our students, staff and community. The idea continues to gain momentum. We are leaning on the Joint Ventures Group and making this idea a sub-committee of that organization. An agenda for our first organizational meeting has been developed, and we are excited to develop this initiative.

North Dakota Community Foundation

I filled out a \$500,000 grant application asking the ND Community Foundation for financial assistance in completing Phase II of the parking lot project. The funds will be used to bring back the alternates that were cut from the project.

Capturing Kids Hearts

Mrs. Walker challenged me to pass out blue hearts to teachers who are at their door greeting students as they walk into their classrooms. When teachers are at their door greeting students, students feel welcome and cared for. It is also an important way to keep the hallways safe as well. My job is to reward the teacher for following through with this simple but powerful strategy. I have a few more hearts to hand out, and it is a great way for me to get out of my office and see all the wonderful students and teachers that we have in the building every day. I have really been enjoying more time out and about.

KHS April 2026 Board Report

Enrollment

7th – 40 students

8th – 40 students

9th – 45 students

10th – 38 students

11th – 32 students

12th – 38 students

Total: 233 students

Listed above is our current enrollment by grade level at the high school. These are important to note as we look forward to next year and going to two section per core class. All of our current class sizes are manageable in two sections. There are some grade levels in the elementary school with 50+ students that may cause some problems in the next two years with only having two sections of core classes. It is also important to note that our enrollment is down, we are usually around 240 students this time of year.

Scheduling/Registration

We will be registering students in grades 6-11 starting on April 8 and continuing on into the following week. Mr. Cook, Mr. Simmons and I nearly have all of the movement of teachers figured out and my class list is about 90% completed for next school year. We will have some changes in our Science electives due to teacher licensure and we will also have some changes to our English electives. As I look at classes and scheduling I am trying to maintain as many opportunities for our students as possible. It is important to me and my staff that we maintain as many class options and learning opportunities for our students despite having fewer teachers in the 2026-2027 school year.

Moving Forward

Keeping in mind the importance of maintaining learning opportunities for student I have had some preliminary conversations around how to enhance the education students receive at KHS. Some of the things we are considering are standards-referenced reporting, competency-based education, and personalized learning. The need for change in education is as important as ever as we continue to compete for students with homeschool and online programs. The unfortunate reality is that schooling has to be competitive and we must adjust to keep our students and offer them opportunities they may not receive through homeschooling or online learning. These ideas and discussions are very preliminary, but the need for change is real.

Killdeer Activities April Board Report

*KPS:

Held Annual HeadCoaches Meeting on 3/25-

- Summer Programming
- Increase emphasis on off season training
- Handbook items needing correction or adjustments
- Fiscally responsibility in the coming years
- Chain of Command issues from 25/26 calendar year

Spring Sports are off and going

- Got an outdoor track meet in March- Maybe 2
- Elementary Volleyball has started- Numbers will be in the mid 30's
- 7-12 Boys Golf Begins on April 7
 - Thank you to Medicine Hole Golf Course for letting us practice and host meets.

*Athletic Participation by class- Numbers below reflect students involved in at least 1 sport. I hope to go back through and figure our activity numbers later.

12th Grade- 71 %

11th Grade- 60 %

10th Grade- 54 %

9th Grade- 61 %

8th Grade- 60%

7th Grade- 59%

*The activities office will hopefully get summer programming out to students and parents of 4-12 students by mid-April. I am hopeful that the majority of our coaching openings will be filled by this time.

* I am extremely concerned about the number of coaching vacancies we have and that will be open. This also creates turnover within the coaching staff as well.

*We will interview for head football on April 8 *

Once boys basketball can officially be open we will move swiftly

* Will work with the head coaches to fill out 7-12 coaches once they are hired*

NDHSAA/NDIAAA

- Board meetings were held last weekend in Fargo
 - Mentorship program for young A.D's will begin in the fall.
 - Strategic plan for the NDIAAA was approved and will carry through 2031
 - Nothing major to report from any of the Districts in their meetings.
 - Re-entry rule was voted on by the general assembly-
 - Students who transfer and transfer back to original school will now be eligible on Aug 1 of following year. The rule used to be they would be eligible for varsity sport 1 calendar year after coming back.
 - There are exceptions to this rule with Lock-stock and barrel rule as well as change of custodial rights.

- Basketball and volleyball classification is moving away from the opt-up and opt-down policy.
 - 4 teams that were grandfathered into volleyball will stay
 - Enrollment based is what the new policy will be
 - Enrollment numbers are announced in November.
- Out of season coaching has changed:
 - No more open gyms- coaches can coach June 1 -July 31
 - 4th of July week is a dead period
 - Absolutely no contact with athletes during that time.
 - Head coaches can coach 7th/8th graders year-round at tournaments.
 - Basketball and volleyball rule for AAU and traveling tournaments.
 - Fall sports can have camps after Aug 1
 - Aug 1 used to be a dead period until season starts.

Other

- We will set the registration dates soon for when parents can register kids for sport in fall of 2026-2027 athletic year.
 - With the shift to infinite campus there will be some growing pains.
- Schedules are done for varsity sport for next year.
 - We are switching over to Arbiter for our r school calendar
 - We are currently locked out of r school other than cancelling games.
 - Once Arbiter takes over all schedules for next year will be up.
- **Will have a parent forum on April 15 at 5:30 in the commons to talk about summer and the importance of off-season work, NDHSAA items, and KPS Items to grow together in education based athletics.**
- Thank you to the booster club, our event workers, and all the supporters of KPS athletics for another outstanding year of activities and events in Killdeer.

4. Public Comment
5. Program: Process Champions Elementary (Capturing Kids' Hearts)
6. Unfinished Business
 - A. Consider Adopting Policy BDAB - Savings Clause

RECOMMENDED

BDAB - SAVINGS CLAUSE

The purpose of this policy is to ensure all District policies, regulations, and exhibits are applied in a manner consistent with applicable federal and state law, regulations, and binding judicial decisions. This policy establishes a savings clause to govern circumstances in which a conflict arises between District policy and applicable law.

A savings clause preserves the validity and enforceability of portions of a policy that properly comply with applicable law when another portion of the policy conflicts with such law. The savings clause ensures compliance with applicable law by rendering unenforceable any portion of the policy that conflicts with such law, without invalidating the policy in its entirety.

Compliance With Law

All District policies shall be interpreted and applied in a manner consistent with applicable federal and state law. The District does not intend to adopt or enforce any policy that conflicts with or is preempted by applicable law.

Conflict With Law

If any provision of a District policy is determined to conflict with applicable federal or state law, regulation, or binding judicial decision, such provision shall be rescinded or amended to the extent of the conflict only. The remaining policies shall remain in full force and effect until rescinded or amended by the Killdeer School Board.

The Superintendent or designee is authorized to take appropriate administrative action to ensure compliance with applicable law when a conflict is identified, including issuing interim guidance consistent with legal requirements.

End of Killdeer #16 Policy BDAB Amended: 4/8/26

B. Consider Policy CAAA - Superintendent Recruitment and Appointment

RECOMMENDED

CAAA - SUPERINTENDENT RECRUITMENT AND APPOINTMENT

Recruitment

The Board will construct a set of desired qualifications and a job description for the new superintendent. The Board will establish a salary range for the position and determine the method of advertising the vacancy. The Board may actively seek qualified applicants from within and outside of the District. The Board may appoint a screening committee or hire consultants to assist in the search and selection. However, the final selection will rest with the Board.

Advertising

When advertising externally for a superintendent vacancy the advertisement shall include a statement that external applicants are eligible for Veterans' Preference and shall include a statement that the District is an Equal Opportunity Employer. The advertisement should include a closing date, minimum qualification requirements, and instructions on where to access the position's job description, and other application material.

Qualification Screening

The Board will make available to each applicant the job description and list of qualifications. As part of the qualifications screening, candidates shall be required to consent to a criminal history record check. The Board President or designee shall be charged with adjudicating the criminal history record of superintendent candidates and shall report to the Board on whether or not a candidate is eligible for hire based on the criminal history check without revealing the details of this confidential record.

The Board shall narrow the pool of candidates based on adjudication of the criminal history record and upon assessment of each candidate's qualifications. All qualified applicants shall be screened through the competitive personnel system described below.

Competitive Personnel System

The Board uses a competitive personnel system to screen all qualified superintendent applicants. This system consists of the following components: phone interviews and face-to-face interviews. Under this system, the Board scores applicants eligible for Veterans' Preference in accordance with NDCC 37-19.1-02. The competitive personnel system is tiered, and applicants must receive a passing score at each stage of the screening process to advance to the next stage. The Board or designee shall develop a rubric for scoring superintendent applicants under the competitive personnel system and for defining the threshold for a passing score.

The District may further investigate the qualifications of applicants who received a passing score under the competitive personnel system by checking sources such as, but not limited to, references, employment history, and background check databases.

The Board shall select for hire the most qualified superintendent applicant remaining after all screening steps are complete.

RECOMMENDED

Interviews at Open Meetings

Interviews with any superintendent candidates will be at an open meeting with the Board or its designated screening committee in attendance.

Selection

The Board shall select for hire the most qualified superintendent applicant remaining after all screening steps are complete.

Voting Requirements for Selection

A majority vote of the board members present at a board meeting for which due notice was given of the intent to employ the Superintendent will be required for the employment of a superintendent.

Complementary Documents

- BCAD, Executive Session
- DBAC, Recruitment, Hiring, & Background Checks for New Instructional Personnel
- DBAA-AR, Background Check Screening Procedure
- CAAA-E, Superintendent Job Description

End of Killdeer School District #16 Policy CAAA.....Amended: 4/8/26

C. Consider Adopting Policy FAAD - Tuition Agreements

RECOMMENDED

FAAD - TUITION AGREEMENTS (EDUCATION OF NON-RESIDENT STUDENTS)

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

Definitions

- *Admitting/receiving district* is the district to which the request to be enrolled is made.
- *Resident district* is the district in which the student resides with their parent(s), legal guardian(s), or person acting in the absence of a parent or guardian.
- *Nonresident student* is a student whose legal residence is outside the District.

Admission Conditions

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

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

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

Bordering State Students and Cross-Border Attendance

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

When a resident student attends school in a bordering state under an authorized contract, the student is deemed in attendance in the student's district of residence for applicable reporting purposes, and the student's district of residence is responsible for payments to the bordering-state district as provided in the contract. The District may not agree to accept a student from a bordering state unless the agreed-upon tuition payable equals or

exceeds the amount of state aid the District would have received from this state for a student in the same grade if that student had been attending school in the bordering state.

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

Student Records and Educational Placement

Prior to enrollment and/or finalizing any written agreement, the Superintendent or designee may require student records and other information reasonably necessary to determine appropriate educational placement, including evaluation records, special education documentation, and/or placement testing.

Tuition Waiver Contract (Same Grade Level)

When the resident district and admitting district both offer the same grade level as that in which the student will be enrolled, the boards may enter into a written tuition waiver contract as permitted by law. This tuition waiver contract option applies to nonresident students whose district of residence is a North Dakota public school district and does not apply to attendance governed by bordering-state contracts or cross-border attendance arrangements. A tuition waiver contract must:

1. Be approved by the boards of both districts;
2. Clearly identify the student(s) covered and the term of the agreement; and
3. Specify transportation arrangements, including whether transportation will be provided and by which district.

If transportation is provided by the admitting district, the admitting district may be entitled to state transportation payments as allowed by law.

Parent Petition for Tuition Payment or Tuition Waiver Contract

When a student seeks to attend the District and the resident district has not already agreed to pay tuition or enter a tuition waiver contract, the student's parent(s) may pursue the statutory petition process with the resident district. A parent may submit a written petition to the resident district board requesting that the resident district either pay tuition required by law so the student may attend another district, or sign a tuition waiver contract with an admitting district that has agreed to admit the student.

The resident district board must meet with the parent(s) and render a decision within thirty (30) days after receiving the petition. The resident board may:

1. Agree to pay tuition;

2. Agree to sign a tuition waiver contract with the admitting district; or
3. Refuse the request.

If the resident district board does not render a decision within the thirty-day period, the petition is deemed approved and the resident district becomes obligated to pay tuition to the admitting district as provided by law. When admission is based on resident-district payment or a tuition waiver contract arising from the petition process, the District may require documentation that the resident district has agreed, is deemed obligated, or has been directed on appeal to pay tuition or sign a tuition waiver contract. If the resident district denies the petition, the parent(s) may appeal to the county superintendent of schools.

Noncompliance by Resident District

If the resident district does not pay tuition or sign a tuition waiver contract as required following the petition/appeal process, the District shall provide notice to the Superintendent of Public Instruction as provided by law.

Tuition Amount and Fees

When tuition is required, the District shall calculate and charge tuition as provided by law, including any applicable limits on the amount payable. The District will not charge or collect from a nonresident student, the student's parent(s), or the resident district any fees or charges not otherwise assessed to resident students. The responsible payer (resident district or parent) will be determined based on the applicable statutory basis for admission and the existence of required written agreements.

For students enrolled under a bordering-state contract or a cross-border attendance arrangement, tuition and related payment obligations are governed by the applicable contract or state-level agreement, and the District will administer billing and collection consistent with those terms and applicable law.

Payment Terms and Billing

When the resident district is responsible for tuition, the District will invoice the resident district consistent with statutory payment timelines. If payment is delinquent, interest, notice, and enforcement steps will be handled as provided by law.

If a parent is paying tuition, the District shall require at least fifty percent (50%) of the total tuition due on the day of enrollment. The parent(s) shall enter into a written contract agreeing to pay any remaining balance on or before December 31 of the applicable school year. Failure to comply with the parent tuition contract may result in collection actions and/or other remedies available to the District, consistent with law and district practice.

7. New Business

A. Consider Additional April Bills

B. Consider 2026 Dunn County School Grant Application

2026 Dunn County School Grant Funding Application

Date of Application: 3/25/2025

School District applying for funding: Killdeer Public School District #16

Attach copies of record of bonds, sinking and interest accounts, certificates of indebtedness which these funding dollars will be applied to.

Please describe your future needs for funding: Projects description estimated cost and planned date for improvement. If records of minutes and discussion held are available, please include a copy of these.

Plans if any for 2026: The School had to cut \$500,000 from our Phase II renovation project for the summer of 2026. This project is for updates in the parking lot that includes drainage for storm water away from the building. A drop off loop to improve safety for students and parents. The items cut were using concrete (we will use asphalt), Concrete in the islands, Irrigation, Asphalt for bus parking, Landscaping, Marquee & Dumpster Enclosures.

Plans if any for 2027: The district has needed a bus barn for years. The district transportation budget approaches a million dollars annually. The buses are in the elements and a primary way to keep our students safe is to keep our buses in good condition and warm in the winter. Being able to build a bus barn in the summer of 2027 would be ideal. If the district could do this without committing the Building Fund, it would allow the district to take care of items that require attention like replacing the turf on the football field in addition to the stadium which needs upkeep.

It is important your school district and school board understand these grants can only be used or applied to bond debts, certificates of indebtedness (on new school construction) and sinking and interest fund balances. This is a one-time grant awarded to your district for the year 2026 only.

It is also important your district understands it cannot receive in the given year any more than the amount already established by the Dunn County Board of Commissioners.

Distribution of funds are based on the Average Daily Membership, as reported to the Dunn County Auditor as of March 2026.

Available school district funding for 2026:

2026 DUNN COUNTY SCHOOL GRANT PROGRAM

SCHOOL	2026 Enrollment Numbers	Percentage Share	Amount to be awarded
	Grant Funds for Bonded Debt		\$5,000,000.00
Beulah	24	3.79%	\$189,274.45
Dickinson	40	6.31%	\$315,457.41
Killdeer	538	84.86%	\$4,242,902.21
South Heart	8	1.26%	\$63,091.48
Richardton	24	3.79%	\$189,274.45
Totals	634	100.00%	\$5,000,000.00

Signature of Scholl District Superintendent: _____

Signature of School District Board Chairman: _____

Date approved by Dunn County: _____

Date payment made to School District: _____

Signature of Dunn County Auditor: _____

Signature of Dunn County Commission Board Chair: _____

C. Consider North Dakota Insurance Reserve Fund Proxy for Annual Meeting of Members

March 13, 2026

RHONDA ZASTOUPIL, BUSINESS MANAGER
KILLDEER PUBLIC SCHOOL DISTRICT
PO BOX 579
KILLDEER ND 58640

Votes = 26848

RE: NOTICE OF ANNUAL MEETING

Dear NDIRF Member Representative:

As a representative of a member of the North Dakota Insurance Reserve Fund ("NDIRF"), you are cordially invited to attend the NDIRF annual meeting. The 2026 Annual Meeting will be held on **Thursday, May 7, 2026, beginning at 9:30 a.m. CDT**, at the **North Dakota Heritage Center, 612 East Boulevard Avenue, Bismarck, North Dakota**.

The purpose of the 2026 Annual Meeting is to review NDIRF's 2025 business, discuss current and future business, and elect representatives to the NDIRF Board of Directors in the "At-Large", "Schools", and "Others" categories. A copy of the minutes from the 2025 Annual Meeting is enclosed for your reference.

The number of votes your entity is entitled to cast is indicated at the top of this page. Votes regarding NDIRF business and the election of directors may be cast either in person at the Annual Meeting or by completing and returning the enclosed proxy. **If your entity is represented by a NDIRF Board Member whose term expires at the conclusion of the 2026 Annual Meeting, your proxy also includes instructions regarding the election of that Board position.**

If you are unable to attend the 2026 NDIRF Annual Meeting, please sign and return the enclosed proxy. To be effective, proxies must be received by the NDIRF **no later than May 6, 2026**.

To assist with meeting planning, please complete and return the enclosed RSVP by May 6, 2026.

The NDIRF Board of Directors looks forward to meeting with you on May 7, 2026.

Sincerely,

Matt Gardner
Chairperson, NDIRF Board of Directors

NORTH DAKOTA INSURANCE RESERVE FUND PROXY FOR ANNUAL MEETING OF MEMBERS

MEMBER CATEGORY: SCHOOLS

This proxy is solicited on behalf of the Board of Directors of the North Dakota Insurance Reserve Fund ("NDIRF").

The undersigned hereby appoints the Chairperson of the NDIRF Board of Directors, or his or her designee, as proxy holder to attend and vote for the undersigned at the Annual Meeting of Members of the NDIRF to be held on May 7, 2026, and any adjournment thereof. The proxy holder is authorized to cast the votes of the undersigned as directed in this proxy on matters properly brought before the meeting. The number of votes to which your entity is entitled is based on your annual NDIRF manual contribution.

Please select only **ONE** option in each election category.

Election of "Schools" Director

(Three-year term, expiring at the 2029 Annual Meeting, or until a successor is elected and qualified)

- Sonya Larson
- Darin Scherr
- Write-in candidate: _____
- Withhold vote

Election of "At-Large" Director

(Three-year term, expiring at the 2029 Annual Meeting, or until a successor is elected and qualified)

- Chad Peterson
- Nancy Reis
- Nathan Svihovec
- Write-in candidate: _____
- Withhold vote

If no selection is made in an election category, the proxy holder will abstain from voting in that election. This proxy may be revoked at any time prior to the vote by attending the meeting in person or by submitting written notice to the NDIRF.

RETURN NO LATER THAN MAY 6, 2026

The undersigned acknowledges that he or she is an officer, manager, or authorized representative of the organization listed below and is authorized to execute this proxy on its behalf. The undersigned further acknowledges receipt of the Notice of Annual Meeting of Members to be held on the 7th day of May 2026 at 9:30 a.m., at the North Dakota Heritage Center in Bismarck, North Dakota.

Signed: _____

Printed Name: _____

Title: _____

Date: _____

NDIRF Use Only

Member Entity: RHONDA ZASTOUPIL, BUSINESS MANAGER
KILLDEER PUBLIC SCHOOL DISTRICT
PO BOX 579
KILLDEER ND 58640

Votes Allocated: 26848

Date Received: _____

Validated By: _____

NDIRF BOARD NOMINEE PROFILES

2026

“AT-LARGE” CATEGORY

CHAD PETERSON is a small business owner and currently owns several small businesses, including Northern Plains Design, LLC and Dakota Design Build, LLC. Peterson served on the Cass County Commission in 2012-2024 and served on the NDIRF Board from 2019-2024. Peterson is still active in local and statewide policymaking and was a member of the NDACo Legislative Committee. Peterson served nationally on numerous NACo committees and held leadership positions on many. Peterson is married, has one child, and is a lifelong North Dakota resident. He graduated from North Dakota State University and holds a Bachelor of Architecture.

NANCY REIS is a North Dakota native who dedicated more than 39 years to the North Dakota Insurance Reserve Fund, serving in several positions before retiring in 2025 as the Administrative Services Manager. During her tenure at the NDIRF, she earned her Certified Professional designation through the Society for Human Resource Management. Reis played a key role in developing the HR Collaborative and co-authored the HR Reference Guide for Local Governments. She also worked closely with the NDIRF Board of Directors and is a strong supporter of the organization’s mission of being *the* source of risk services for North Dakota political subdivisions.

NATHAN SVIHOVEC serves as the North Dakota Government Relations Director for Essentia Health. He is a licensed attorney and a 2016 graduate of the University of North Dakota's School of Law. Svihovec previously served as the Governor's General Counsel and North Dakota Labor Commissioner, and as an Assistant Attorney General representing state entities in employment law, risk management, and complex litigation matters. During law school, he interned with the City Attorney's Office in Watford City. Svihovec also served eight years in the North Dakota National Guard, attaining the rank of Sergeant and earning the distinction of North Dakota Soldier of the Year.

“SCHOOLS” CATEGORY

SONYA LARSON is the Business Manager for the Kidder County School District. With 13 years of experience in school finance and certification through the North Dakota School Boards Association, Larson has built strong stewardship of taxpayer dollars. Before transitioning into school business management, Larson spent 15 years in banking. Her combined experience in private banking and public education finance gives her a well-rounded, practical approach to leadership and decision-making. She is also one of only two North Dakota Business Manager Mentors, helping guide and support other professionals across the state. Raised in Driscoll, North Dakota, Larson believes strongly in serving the communities that shaped her. She has served on numerous boards and currently serves on the Board of Directors for the North Dakota Insurance Reserve Fund.

DR. DARIN SCHERR, P.E., is the Business and Operations Manager for Bismarck Public Schools, where he leads strategic planning for finance, facilities, transportation, and risk management for one of North Dakota’s largest districts. With more than 20 years of public-sector leadership experience, he brings an engineer’s perspective to governance, emphasizing long-range planning, strong internal controls, and collaborative decision-making. Dr. Scherr holds a Doctorate in Education focused on operational leadership and administrator support. He is active in statewide professional and community organizations and is committed to advancing fiscally responsible, service-oriented solutions that strengthen public entities across North Dakota.

“OTHERS” CATEGORY

COLE HIGLIN has been the Executive Director for the Mandan Park District for the past 27 years, bringing extensive experience in municipal government. Higlin holds a bachelor's degree and a master's in management from the University of Mary. Higlin is a registered lobbyist for North Dakota Parks and Recreation Association and a board member for the North Dakota Public Health Insurance Trust board.

BURDELL JOHNSON is an owner of an insurance agency, past president and owner of an insurance company and also farms and ranches. Johnson has extensive experience serving on the NDIRF Board of Directors, initially representing the “Schools” category and currently representing the “Others” category. Johnson is the Atwood Township supervisor chairman and holds a master's in business administration. Along with his education and career experience, Johnson is very familiar with the operation of the NDIRF.

**NORTH DAKOTA INSURANCE RESERVE FUND
RSVP - ANNUAL MEETING OF MEMBERS**

Thursday, May 7, 2026

**North Dakota Heritage Center
612 East Boulevard Avenue
Bismarck, North Dakota**

Schedule

9:00 A.M. – 9:30 A.M.: Registration

9:30 A.M. – 10:30 A.M.: Annual NDIRF Business Meeting

Member Information

NDIRF Member Entity: Killdeer Public School District

Contact Person: Rhonda Zastoupil, Business Manager

Attendance Confirmation

Will your organization attend the Annual Meeting?

Yes, we will attend

No, we are unable to attend

Name(s) of Attendees

Please list the individuals who will attend.

1. _____
2. _____
3. _____
4. _____
5. _____

Signed: _____

RSVP Deadline: May 6, 2026

Please return this form in the envelope provided or e-mail it to: Rena.Kondos@ndirf.com

If you have any questions, please contact Rena at (701) 751-9115.

NOTE: Submitting this RSVP does not constitute a vote. Members who will not attend the meeting should return the proxy form included in the meeting materials.

**ANNUAL MEETING OF MEMBERS
NORTH DAKOTA INSURANCE RESERVE FUND
MAY 8, 2025
NORTH DAKOTA HERITAGE CENTER, BISMARCK, ND**

NDIRF Board Chairperson Tyler Jacobson called the Annual Meeting of Members of the North Dakota Insurance Reserve Fund (“NDIRF”) to order at 9:31 a.m. CDT at the North Dakota Heritage Center, Bismarck, North Dakota. Chairperson Jacobson welcomed those in attendance and stated that, based on members present and written proxies received, a quorum was declared present.

The minutes from the 2024 Annual Meeting were reviewed. A motion was made and seconded to approve the minutes as presented. The motion passed unanimously by voice vote. (Eslinger/Gardner).

Chairperson Jacobson provided remarks summarizing NDIRF activities during the past year, including service to 2,599 members and ongoing organizational growth. NDIRF is continuing to focus on a variety of training, including web-based and in-person partnerships with other organizations. Chairperson Jacobson noted that although commercial insurance markets have experienced volatility, NDIRF has remained stable with no rate increases. He also informed the members that \$2.9 million was declared for Conferment of Benefits.

Chairperson Jacobson discussed several organizational developments during the past year, including the hiring of Keith Pic as the CEO. Chairperson Jacobson thanked the NDIRF management team for maintaining operations during the leadership transition and expressed appreciation to the NDIRF staff for their efforts during a year that included a lot of changes, including legislative session, an office move, and continued service to members. Chairperson Jacobson introduced and thanked the NDIRF Board of Directors and expressed gratitude for their service. He also recognized Chad Peterson and Travis Frey for their service on the Board during the past year.

CEO Keith Pic introduced himself and discussed several challenges the NDIRF faced during the past year. CEO Pic expressed gratitude for the NDIRF employees and their ability to adapt to changes while still providing great service to members. CEO Pic then provided a recap of the Annual Report and reviewed key highlights from 2024 operations, including written premium of \$20.2 million, losses of \$9.5 million, and member equity of approximately \$35 million.

CEO Pic also reviewed membership, consistent premium distribution, the various entities covered by the NDIRF, and services provided to members. He highlighted HR Collaborative initiatives, including another successful biennial conference, and the role of Member Services in delivering training opportunities through partnerships and sponsorships. CEO Pic also reviewed 2024 claim counts and reserves by entity type.

CEO Pic then introduced CFO Nora Frueh to provide the financial review.

CFO Frueh reported that the NDIRF has not implemented a rate increase since 2018; however, written premium has increased due to increased values of auto and equipment and the adoption of coverage enhancements. CFO Frueh reported \$9.5 million in paid losses, resulting in a 48% loss ratio, which is consistent with previous years. She further reported net earnings of approximately \$7.3 million for 2024, reflecting improved investment results.

The NDIRF investment portfolio in 2024 was diversified across fixed income, equities, cash, money markets, real estate, and certificates of deposit. The quality of NDIRF's fixed income portfolio rating is high, with an average S&P quality rating of AA-. A review of the balance sheet showed total assets at \$65.8 million and total liabilities at \$30.8 million. The statement of activities showed total revenues at \$20.9 million and total expenses of approximately \$17 million.

Members were informed that the full financial statements are available on the NDIRF website, and members are welcome to contact CFO Frueh with any questions.

Mr. Blake Ellefson, Audit Partner from Eide Bailly, LLP, was then introduced. Mr. Ellefson reported that a financial audit was conducted for the 2024 operating year and all numbers provided by the NDIRF were verified. Mr. Ellefson explained the auditing process and related control testing procedures. The NDIRF again received an unmodified ("clean") audit opinion. A summary of the financial audit was included in the 2024 NDIRF Annual Report provided to members.

Chairperson Jacobson thanked Mr. Ellefson for the financial audit update.

The meeting recessed at 10:06 a.m. to allow the "Cities" and "Counties" membership categories to caucus regarding election of board representatives.

When the meeting reconvened at 10:17 a.m., Chairperson Jacobson reported that, based on the votes cast and the proxies received, the results were accepted and the following individuals were declared elected to the NDIRF Board of Directors: Darcie Huwe to represent the "Cities" membership category, and Lyle Bopp to represent the "Counties" membership category.

The door prize was won by Jason Mittlestadt from Bismarck Public School District.

Meeting attendees were given an opportunity to ask questions. One member asked whether entities should be concerned about funding necessary to respond to natural disasters in situations where FEMA assistance may not be available, and whether that could impact rates.

CEO Pic responded that NDIRF is not a state-owned entity and explained how the organization evaluates such risks. Another member asked whether the NDIRF might consider exploring coverage options related to natural disaster response, such as mechanisms similar to private market/deductible lines of credit. CEO Pic indicated the suggestion would be taken back to the Board of Directors for future planning discussions.

There being no further business to come before the 2025 NDIRF Annual Meeting of Members, a motion was made and seconded (Eslinger/Wagner) to adjourn. The motion passed unanimously by voice vote.

The meeting was adjourned at 10:27 a.m.

Respectfully submitted,

Renae Kondos, Recording Secretary

D. Consider Re-Affirming Policies:

3. GCBA: Grading
4. KAAD: Distribution & Posting of Noncurricular Material in School
5. KBA: Relations with the News Media
6. KBB: District Newsletters

GCBA - GRADING

The grading system shall be fair and applied consistently in each district school. Grades shall not be assigned in an unreasonable, discriminatory, arbitrary, or capricious manner and shall not be influenced by parental or community pressure. Grades shall reflect students' ability to master educational goals and objectives as established by administration and the teaching staff.

Grading shall be based on academic performance. Grades shall be assessed based on student performance on quizzes, tests, oral and written assignments, and daily work.

Each principal shall monitor grading practices in his/her building to ensure compliance with this policy.

Course Load for Middle and High School Students

Each regularly enrolled middle and high school student shall register for and shall carry a minimum of six periods of work in Killdeer High School each semester.

Grading Scale

Killdeer Public School will use standard based report cards, letter grades, and grading scales as stated in current policy.

Grading Grievances

A student or parent who believes that s/he/his/her student has received a grade that has been assigned in an unreasonable, discriminatory, arbitrary, or capricious manner or that is the result of a clerical mistake may contest the grade using the following procedure:

1. Appeals must be initiated within 30 days of receiving the grade. Failure to timely present the grievance in accordance with this procedure shall be deemed to be a waiver of the grievance process.
2. Appeals may be filed orally or in writing, must be filed with the student's building principal, and must cite one of the reasons listed above as a basis for the grievance.
3. The principal shall initiate an investigation upon receipt of a grievance filed in accordance with the procedure listed above. The principal shall review grading criteria, grade books, lesson plans, and student's graded assignments and tests. The principal may consult with the classroom teacher during this process and the student. Based on the findings, the principal shall render a decision within a reasonable time not to extend past the end of the current quarter. The principal's decision to affirm or alter a grade shall be final and binding.

Complementary Documents

- FFB, Attendance & Absences

RECOMMENDED

KAAD - DISTRIBUTION & POSTING OF NONCURRICULAR MATERIAL IN SCHOOL

This policy is not applicable to student distribution of noncurricular material. The Board has established a separate policy governing this matter.

The Board allows distribution and posting of noncurricular material and collection of signatures on petitions, which receives the prior approval of the Superintendent or Board. Approval shall be based upon the time, place, and manner restrictions delineated in regulations.

Groups or individuals that attempt to compel or coerce a student, employee, or other individual on school property into accepting noncurricular materials shall lose all material distribution privileges. A school employee or student who interferes with the distribution of approved material shall be subject to disciplinary measures.

Non-applicable Provisions

This policy does not apply to the pre-approved sale of goods on school property. The Superintendent or Board should develop separate criteria governing this matter, which shall, at least, limit direct sales to those having a school-related purpose, which is consistent with the district's mission statement.

This policy does not apply to district acceptance of paid advertising and third-party sponsorships. The Superintendent or Board should develop separate criteria governing this matter, which shall, at least, require advertisers and sponsors to have a purpose and/or mission consistent with the district's mission.

Complementary Documents

- FGDE, Student Distribution & Posting of Non-curricular Material
- KAAD-BR, Distribution & Posting of Non-curricular Material in Schools Regulations

End of Killdeer School District #16 Policy KAAD.....Amended: 03/09/16, Re-Affirmed 4/8/26

RECOMMENDED

KBA - RELATIONS WITH THE NEWS MEDIA

The news media represents public interest in reporting information concerning the Killdeer Public Schools. It is therefore in the interests of both the education community and the citizen-taxpayers of Killdeer Public Schools that there is open communications with the news media.

The Superintendent shall develop regulations to ensure that media access to district schools is not unduly disruptive of the educational environment and complies with board policies and district goals.

All representatives of the media shall be given equal access to information about the schools. There shall be no exclusive releases.

Media Liaisons

Except as otherwise stipulated by policy, the Superintendent will be the district liaison with the public news media. All contacts and releases concerning district policies and regulations, matters of district-wide interest, or potentially controversial topics will be handled or cleared by the Superintendent or designee.

Except as otherwise stipulated by policy, principals will be the primary contacts for their schools. They will make available information about the school, its program, and operations, except as prohibited by board policies, administrative regulations, or federal or state laws. If principals have questions about releasing information, they will contact the Superintendent. Principals will inform the Superintendent about media requests.

Privacy

While the District may have regulations governing and limiting media access to schools, information and images obtained by the media about/of regular education students are outside the district's ability to control and do not require parental permission to broadcast or print. Parents who do not want their student interviewed or photographed by the media shall direct their student accordingly. This portion of policy does not apply to special education students. The District shall obtain parental consent before granting the media access to special education students.

The District shall establish rules regarding interviews of minors by the news media.

Staff Media Relations

When authorized by the Superintendent or building principal, staff members may respond in their official capacity to questions from the news media. Speech made in a district employee's official capacity is governed by the district's policy on employee speech.

Complementary Documents

- DEBA, Confidentiality
- DEBF, Employee Speech
- FGA, Student Education Records and Privacy

RECOMMENDED

- KBA-BR1, Relations with the News Media Regulations

End of Kildeer School District #16 Policy KBAAdopted: 11/12/14, Re-Affirmed 4/8/26

MEMBER REQUESTED

KBB - DISTRICT NEWSLETTERS

The Superintendent is authorized to publish a newsletter. The newsletter will be disseminated to the public using a method or methods that the Superintendent deems most economical.

Publications issued by and in the name of the schools of the District shall reflect the high regard and aspirations of our people for their schools. The Superintendent shall establish editorial policy which promotes responsible journalism. This shall include the avoidance of libel, obscenity, profanity, defamation, false statements, or material advocating racial or religious prejudice or the violation of laws. The Superintendent may develop additional standards for "letters to the editor" or other expressions of public interest, opinion, or concern.

End of Killdeer School District #16 Policy KBBAdopted: 03/11/15, Re-affirmed 4/8/26

E. Consider Rescinding Policy ACCA Sexual Offenders on School Property

ACCA--SEXUAL OFFENDERS ON SCHOOL PROPERTY
RECOMMENDED

ACCA - SEXUAL OFFENDERS ON SCHOOL PROPERTY

Definitions

For the purpose of this policy:

- A *sexual offender* is defined in NDCC 12.1-20-25.
- A *parent sexual offender* is an individual who meets this policy's definition of sexual offender and who has either parental or legal guardianship rights to a child attending a district school.
- A *nonparent sexual offender* is an individual who meets this policy's definition of sexual offender and who has no parental rights or legal guardianship rights to a child attending a district school.
- *School property* includes all land within the perimeter of the school site and all school buildings, structures, facilities, computer networks and systems, and school vehicles, whether owned or leased by the school district, and the site of any school-sponsored activity.

1. Nonparent Sexual Offenders

A nonparent sexual offender is prohibited from entering a district school except:

- a. When s/he is a qualified voter and is entering school property solely for the purpose of casting his/her vote.
- b. To attend an open meeting as defined in NDCC chapter 44-04.

A nonparent sex offender who attempts to communicate electronically with a student while the student is on school property will be considered on school property without permission and will be in violation of this policy.

2. Parent Sex Offenders

Parent sexual offenders are prohibited from entering school property except for purposes outlined in section one parts a and b of this policy and with the superintendent's prior written approval in the following instances:

- a. To transport his/her child to and/or from school. The parent sex offender will only be permitted to transport his/her own child.
- b. To attend a conference to discuss his/her student's progress, placement, or individual education program (IEP).
- c. Under other circumstances on a case-by-case basis, as determined by the Superintendent.

A parent sex offender who attempts to communicate electronically with a student other than his/her child while the student is on school property will be considered on school property without permission and will be in violation of this policy.

3. Student Sex Offenders

The Superintendent shall determine the appropriate educational placement for student sex offenders except those identified as having a disability. When determining educational placement, the Superintendent shall consider such

factors as the safety and health of the student population. The Superintendent shall develop guidelines for managing each student sexual offender in district schools. If the Superintendent determines that, in the best interest of district schools, the student sexual offender should be placed in an alternative educational setting, the District shall pay for the costs associated with this placement.

An IEP team shall determine the educational placement of a student sexual offender with a disability. The student with a disability is entitled to all the due process procedures available to a student with a disability under the Individuals with Disabilities Education Act. The IEP team shall develop procedures for managing each student sexual offender with a disability that attends a district school. If the IEP team determines that the student sexual offender should be placed in an alternative educational setting, the District shall pay for the costs associated with this placement.

4. General Provisions

The Superintendent will inform the appropriate principal and other relevant district staff of the scope of the permission granted to each sexual offender.

Sexual offenders who receive permission to enter school property must immediately report to the individual or location designated in the superintendent's written permission statement. The building principal shall assign a chaperone to accompany the sexual offender while s/he is on district property. The only exceptions to these requirements are when the Superintendent grants permission to a parent sex offender to transport his/her child and when a student sex offender receives permission to attend a district school in which case the guidelines developed for this individual shall apply.

The Superintendent may establish a system for identifying sexual offenders and may inform known sexual offenders of this policy. It is not the intent of the District to expand or modify the district's potential liability exposure through the implementation of this notification system. The district's voluntary creation of this safety precaution shall not be construed to create or assume any potential liability under any local, state, or federal law or regulation. Lack of notification does not excuse sexual offenders from abiding by the requirements and prohibitions in this policy.

The Superintendent will contact law enforcement anytime a sexual offender violates this policy and will immediately revoke any privileges granted to the sexual offender under this policy.

Complimentary Documents

- ACCA-BR, Criteria for Granting Parent Offenders Privileges To Enter School Property

End of Killdeer School District #16 Policy ACCA.....Adopted: 10/12/16, Reaffirmed 11/13/24

RECOMMENDED

ACCA - SEXUAL OFFENDERS ON SCHOOL PROPERTY

Definitions

For the purpose of this policy:

- A *sexual offender* is defined in [NDCC § 12.1-32-15](#).
- A *parent sexual offender* is an individual who meets this policy's definition of sexual offender and who has either parental or legal guardianship rights to a child attending a district school.
- A *nonparent sexual offender* is an individual who meets this policy's definition sexual offender and who has no parental rights or legal guardianship rights to a child attending a district school.
- *School property* is as 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.

Nonparent Sexual Offenders

A nonparent sexual offender is prohibited from entering a district school except:

1. When they are a qualified voter and are entering school property solely for the purpose of casting their vote.
2. To attend an open meeting as defined in [NDCC Ch. 44-04](#).

A nonparent sexual offender who attempts to communicate electronically or in any method, mode, or format with a student or an adult with whom they are not allowed to have contact while that student or adult is on school property will be considered on school property without permission and will be in violation of this policy and other policies as applicable. Reports to law enforcement and/or other local agencies or authorities may apply as required or appropriate in the best interest of students, staff, and visitors.

Parent Sex Offenders

Parent sexual offenders are prohibited from entering school property except for purposes outlined in the "Nonparent Sexual Offenders" section of this policy. Parent sexual offenders may only be on school property with the superintendent's prior written approval in accordance with the regulations developed by the District in the following instances:

1. To transport their child to and/or from school. The parent sex offender will only be permitted to transport their own child;
2. To attend a conference to discuss their child's progress, placement, educational-related issues, individual education program (IEP), Section 504 plan, or other plan or program that allows for the parent's attendance or participation in accordance with applicable state or federal laws (whereby limitations may be placed regarding in-person versus virtual or telephonic attendance);

3. Their child is attending or participating in an activity or function on school property and the parent offender asked the Superintendent for and received permission allowing the offender's limited presence at a specific activity or function; and
4. Under other circumstances on a case-by-case basis, as determined by the Superintendent.

A parent sexual offender who attempts to communicate electronically with a student other than his/her child or an adult with whom they are not allowed to have contact while the student or adult is on school property will be considered on school property without permission and will be in violation of this policy and other policies as applicable. Reports to law enforcement and/or other local agencies or authorities may apply as required or appropriate in the best interest of students, staff, and visitors.

Student Sex Offenders

If a student sexual offender committed a sexual offense upon another student enrolled in the same school, the District shall refer to policy ACCB, Protection for Student Victims of Sexual Offenses, for the appropriate procedure to follow to ensure the safety and well-being of students on school property.

An IEP team, Section 504 team, or other team as applicable under state or federal law shall determine the educational placement of a student sexual offender with a disability. The student with a disability may be entitled to the due process procedures available to a student with a disability under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and/or other applicable law. The applicable team shall develop procedures for managing each student sexual offender with a disability that attends a district school. If the team determines that the student sexual offender should be placed in an alternative educational setting, the District shall pay for the costs associated with this placement.

For all other student sexual offenders, the Superintendent shall develop guidelines and determine the appropriate educational placement. When determining educational placement, the Superintendent shall consider such factors as the safety and health of the student population. If the Superintendent determines that, in the best interest of district schools, the student sexual offender should be placed in an alternative educational setting, the District shall pay for the costs associated with this placement.

The District will follow applicable protections and exceptions related to requests for the release of any personally identifiable information (PII) or education records in accordance with the Family Educational Protection Act (FERPA) and other applicable laws.

General Provisions

The Superintendent will inform the appropriate administrator and other relevant district staff of the scope of the permission granted to each sexual offender.

Sexual offenders who receive permission to enter school property must immediately report to the individual or location designated in the superintendent's written permission statement. Administration shall assign a chaperon to accompany the sexual offender

while s/he is on district property. The only exceptions to these requirements are when the Superintendent grants permission to a parent sexual offender to transport his/her child to and from school, and when a student sexual offender receives permission to enroll and attend a district school, in which case the guidelines developed for that individual student shall apply.

The Superintendent may establish a system for identifying sexual offenders and may inform known sexual offenders of this policy. It is not the intent of the District to expand or modify the district's potential liability exposure through the implementation of this notification system. The district's voluntary creation of this safety precaution shall not be construed to create or assume any potential liability under any local, state, or federal law or regulation. Lack of notification does not excuse sexual offenders from abiding by the requirements and prohibitions in this policy.

The Superintendent will contact law enforcement anytime a sexual offender violates this policy and will immediately revoke any privileges granted to the sexual offender under this policy or any other applicable policy.

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

- ACCA-BR, Criteria for Granting Parent Offenders Privileges to Enter School Property
- ACCB, Protection for Student Victims of Sexual Offenses
- KAAA, Visitors in the Schools

End of [Name of District] Policy ACCA Adopted:

[12/25]

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RECOMMENDED

ACCA - SEXUAL OFFENDERS ON SCHOOL PROPERTY

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2. To attend an open meeting as defined in [NDCC Ch. 44-04](#).

A nonparent sexual offender who attempts to communicate electronically or in any method, mode, or format with a student or an adult with whom they are not allowed to have contact while that student or adult is on school property will be considered on school property without permission and will be in violation of this policy and other policies as applicable. Reports to law enforcement and/or other local agencies or authorities may apply as required or appropriate in the best interest of students, staff, and visitors.

Parent Sex Offenders

Parent sexual offenders are prohibited from entering school property except for purposes outlined in the "Nonparent Sexual Offenders" section of this policy. Parent sexual offenders may only be on school property with the superintendent's prior written approval in accordance with the regulations developed by the District in the following instances:

1. To transport their child to and/or from school. The parent sex offender will only be permitted to transport their own child;
2. To attend a conference to discuss their child's progress, placement, educational-related issues, individual education program (IEP), Section 504 plan, or other plan or program that allows for the parent's attendance or participation in accordance with applicable state or federal laws (whereby limitations may be placed regarding in-person versus virtual or telephonic attendance);

3. Their child is attending or participating in an activity or function on school property and the parent offender asked the Superintendent for and received permission allowing the offender's limited presence at a specific activity or function; and
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An IEP team, Section 504 team, or other team as applicable under state or federal law shall determine the educational placement of a student sexual offender with a disability. The student with a disability may be entitled to the due process procedures available to a student with a disability under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and/or other applicable law. The applicable team shall develop procedures for managing each student sexual offender with a disability that attends a district school. If the team determines that the student sexual offender should be placed in an alternative educational setting, the District shall pay for the costs associated with this placement.

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

- ACCA-BR, Criteria for Granting Parent Offenders Privileges to Enter School Property
- ACCB, Protection for Student Victims of Sexual Offenses
- KAAA, Visitors in the Schools
- End of Killdeer School District #16 Policy ACCA.....Adopted: 4/8/26

End of [Name of District] Policy ACCA.....Adopted: [12/25]

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F. Consider Adopting Policy ACCA Sexual Offenders on School Property

RECOMMENDED

ACCA - SEXUAL OFFENDERS ON SCHOOL PROPERTY

Definitions

For the purpose of this policy:

- A *sexual offender* is defined in [NDCC § 12.1-32-15](#).
- A *parent sexual offender* is an individual who meets this policy's definition of sexual offender and who has either parental or legal guardianship rights to a child attending a district school.
- A *nonparent sexual offender* is an individual who meets this policy's definition sexual offender and who has no parental rights or legal guardianship rights to a child attending a district school.
- *School property* is as 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.

Nonparent Sexual Offenders

A nonparent sexual offender is prohibited from entering a district school except:

1. When they are a qualified voter and are entering school property solely for the purpose of casting their vote.
2. To attend an open meeting as defined in [NDCC Ch. 44-04](#).

A nonparent sexual offender who attempts to communicate electronically or in any method, mode, or format with a student or an adult with whom they are not allowed to have contact while that student or adult is on school property will be considered on school property without permission and will be in violation of this policy and other policies as applicable. Reports to law enforcement and/or other local agencies or authorities may apply as required or appropriate in the best interest of students, staff, and visitors.

Parent Sex Offenders

Parent sexual offenders are prohibited from entering school property except for purposes outlined in the "Nonparent Sexual Offenders" section of this policy. Parent sexual offenders may only be on school property with the superintendent's prior written approval in accordance with the regulations developed by the District in the following instances:

1. To transport their child to and/or from school. The parent sex offender will only be permitted to transport their own child;
2. To attend a conference to discuss their child's progress, placement, educational-related issues, individual education program (IEP), Section 504 plan, or other plan or program that allows for the parent's attendance or participation in accordance with applicable state or federal laws (whereby limitations may be placed regarding in-person versus virtual or telephonic attendance);

3. Their child is attending or participating in an activity or function on school property and the parent offender asked the Superintendent for and received permission allowing the offender's limited presence at a specific activity or function; and
4. Under other circumstances on a case-by-case basis, as determined by the Superintendent.

A parent sexual offender who attempts to communicate electronically with a student other than his/her child or an adult with whom they are not allowed to have contact while the student or adult is on school property will be considered on school property without permission and will be in violation of this policy and other policies as applicable. Reports to law enforcement and/or other local agencies or authorities may apply as required or appropriate in the best interest of students, staff, and visitors.

Student Sex Offenders

If a student sexual offender committed a sexual offense upon another student enrolled in the same school, the District shall refer to policy ACCB, Protection for Student Victims of Sexual Offenses, for the appropriate procedure to follow to ensure the safety and well-being of students on school property.

An IEP team, Section 504 team, or other team as applicable under state or federal law shall determine the educational placement of a student sexual offender with a disability. The student with a disability may be entitled to the due process procedures available to a student with a disability under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and/or other applicable law. The applicable team shall develop procedures for managing each student sexual offender with a disability that attends a district school. If the team determines that the student sexual offender should be placed in an alternative educational setting, the District shall pay for the costs associated with this placement.

For all other student sexual offenders, the Superintendent shall develop guidelines and determine the appropriate educational placement. When determining educational placement, the Superintendent shall consider such factors as the safety and health of the student population. If the Superintendent determines that, in the best interest of district schools, the student sexual offender should be placed in an alternative educational setting, the District shall pay for the costs associated with this placement.

The District will follow applicable protections and exceptions related to requests for the release of any personally identifiable information (PII) or education records in accordance with the Family Educational Protection Act (FERPA) and other applicable laws.

General Provisions

The Superintendent will inform the appropriate administrator and other relevant district staff of the scope of the permission granted to each sexual offender.

Sexual offenders who receive permission to enter school property must immediately report to the individual or location designated in the superintendent's written permission statement. Administration shall assign a chaperon to accompany the sexual offender

while s/he is on district property. The only exceptions to these requirements are when the Superintendent grants permission to a parent sexual offender to transport his/her child to and from school, and when a student sexual offender receives permission to enroll and attend a district school, in which case the guidelines developed for that individual student shall apply.

The Superintendent may establish a system for identifying sexual offenders and may inform known sexual offenders of this policy. It is not the intent of the District to expand or modify the district's potential liability exposure through the implementation of this notification system. The district's voluntary creation of this safety precaution shall not be construed to create or assume any potential liability under any local, state, or federal law or regulation. Lack of notification does not excuse sexual offenders from abiding by the requirements and prohibitions in this policy.

The Superintendent will contact law enforcement anytime a sexual offender violates this policy and will immediately revoke any privileges granted to the sexual offender under this policy or any other applicable policy.

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

- ACCA-BR, Criteria for Granting Parent Offenders Privileges to Enter School Property
- ACCB, Protection for Student Victims of Sexual Offenses
- KAAA, Visitors in the Schools
- End of Killdeer School District #16 Policy ACCA.....Adopted:
4/8/26

End of [Name of District] Policy ACCA.....Adopted:
[12/25]

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RECOMMENDED

ACCA - SEXUAL OFFENDERS ON SCHOOL PROPERTY

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For the purpose of this policy:

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1. To transport their child to and/or from school. The parent sex offender will only be permitted to transport their own child;
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3. Their child is attending or participating in an activity or function on school property and the parent offender asked the Superintendent for and received permission allowing the offender's limited presence at a specific activity or function; and
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The Superintendent will contact law enforcement anytime a sexual offender violates this policy and will immediately revoke any privileges granted to the sexual offender under this policy or any other applicable policy.

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

- ACCA-BR, Criteria for Granting Parent Offenders Privileges to Enter School Property
- ACCB, Protection for Student Victims of Sexual Offenses
- KAAA, Visitors in the Schools

End of [Name of District] Policy ACCA Adopted:

[12/25]

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G. Consider Updates to Policy BA School Board Pledge of Ethics and Responsibilities

BA - SCHOOL BOARD ~~PLEDGE OF ETHICS AND RESPONSIBILITIES~~

~~Killdeer board members should maintain high standards of conduct and ethics. Their efforts should be devoted toward providing, through democratic procedures, the best school program possible that is accessible to every resident child of the District according to the federal, state, and local regulations.~~

Responsibilities

- ~~1. **General functions:** the Board shall legislate and establish general policies such as the scope of educational offerings, set the length of the school year and vacations, decide extent of expenditures to be made for education, decide upon buildings to be provided, use effort to secure state legislation to meet local needs, employ, delegate such powers and authority to the Superintendent, and according to state regulations.~~
- ~~2. **Functions related to professional and non-professional employees:** the Board shall secure staff, teaching and non-teaching, to operate the school, adopt pay scales; hire or reject employees on the nomination of the Superintendent or delegate hiring authority to the Superintendent when appropriate.~~
- ~~3. **Functions related to curriculum:** the Board shall decide the general scope of local educational offerings, in addition to those required by law.~~
- ~~4. **Functions related to finances:** the Board approves and adopts an annual budget, adopts regulations for the accounting of all school funds, provides the finances necessary to operate the school in all areas.~~
- ~~5. **Functions related to school plant:** the Board decides what buildings shall be built, when and where, what equipment shall be purchased for them, decides on extensions or major alterations to buildings, decides the number of caretakers for the buildings and the general quality of care to be given, all with the counsel of the Superintendent.~~
- ~~6. **Functions related to students:** the Board shall authorize and establish classes and schools for all students, determine graduation requirements, provide health safety, make regulations regarding disciplinary actions and truancy.~~
- ~~7. **Functions related to public relations:** the Board shall keep the school patrons and citizens of the District informed as to all school matters, intercede for proper state legislation and financial support for schools, hear and consider communications from school patrons, teachers and other staff members and citizens of the District when appropriate and consistent with board policy.~~

Ethics

School Board members pledge are to be:

1. Champions of the public schools.
2. Committed to high quality education for every student.
3. Honest and sincere, having the courage of their convictions.
4. Willing and capable of assuming board responsibilities.

COGNIA

5. Able to work cooperatively with others.
6. Non-partisan in dealing with all school matters. The Board does not wish in any way to subordinate the education of children and youth to any partisan principle, group interest, or personal ambition.
7. Willing to maintain confidentiality of privileged information.
8. Aware that the strength of the Board is as a board, not as individuals. Individual board members have no authority or power to act on behalf of the Board; therefore, a board member should never make out-of-meeting commitments.
9. Informed concerning state and federal laws and regulations concerning education.
10. Faithful in attendance at board meetings and diligent in preparation and study to become informed concerning the issues to be considered at those meetings.
11. Willing to conduct school business in open meeting required to do so by law, even when the subject is controversial or personal.
12. Cognizant that the primary function of the Board is to establish the policies by which the schools are to be administered, but that the administration of the educational program and the conduct of school business shall be left to the Superintendent.
13. Eager to learn from association with other school board members from around the state and nation, and open to personal development through reading publications of the National School Boards Association and the North Dakota School Boards Association and attending seminars and conventions of these and similar organizations.
14. Aware that it is as important for the Board to understand and support the administration of the educational program of the schools as it is to plan for the business of school operation.
15. Vigilant against even the appearance of conflict of interest. Board members should become familiar with the laws governing contracts and purchases as they relate to board members and carefully avoid any violation.

Complementary Documents

[BA-BR1, Board Ethics Regulations](#)

[BA-BR2, Board Member Internet and Social Media Use](#)

~~15.~~

End of Killdeer School District #16 Policy BA.....Amended: ~~10/12/16~~ 4/8/26

BA - SCHOOL BOARD PLEDGE OF ETHICS AND RESPONSIBILITIES

Killdeer board members should maintain high standards of conduct and ethics. Their efforts should be devoted toward providing, through democratic procedures, the best school program possible that is accessible to every resident child of the District according to the federal, state, and local regulations.

Responsibilities

1. **General functions:** the Board shall legislate and establish general policies such as the scope of educational offerings, set the length of the school year and vacations, decide extent of expenditures to be made for education, decide upon buildings to be provided, use effort to secure state legislation to meet local needs, employ, delegate such powers and authority to the Superintendent, and according to state regulations.
2. **Functions related to professional and non-professional employees:** the Board shall secure staff, teaching and non-teaching, to operate the school, adopt pay scales; hire or reject employees on the nomination of the Superintendent or delegate hiring authority to the Superintendent when appropriate.
3. **Functions related to curriculum:** the Board shall decide the general scope of local educational offerings, in addition to those required by law.
4. **Functions related to finances:** the Board approves and adopts an annual budget, adopts regulations for the accounting of all school funds, provides the finances necessary to operate the school in all areas.
5. **Functions related to school plant:** the Board decides what buildings shall be built, when and where, what equipment shall be purchased for them, decides on extensions or major alterations to buildings, decides the number of caretakers for the buildings and the general quality of care to be given, all with the counsel of the Superintendent.
6. **Functions related to students:** the Board shall authorize and establish classes and schools for all students, determine graduation requirements, provide health safety, make regulations regarding disciplinary actions and truancy.
7. **Functions related to public relations:** the Board shall keep the school patrons and citizens of the District informed as to all school matters, intercede for proper state legislation and financial support for schools, hear and consider communications from school patrons, teachers and other staff members and citizens of the District when appropriate and consistent with board policy.

Ethics

Board members pledge to be:

1. Champions of the public schools.
2. Committed to high quality education for every student.
3. Honest and sincere, having the courage of their convictions.
4. Willing and capable of assuming board responsibilities.

COGNIA

5. Able to work cooperatively with others.
6. Non-partisan in dealing with all school matters. The Board does not wish in any way to subordinate the education of children and youth to any partisan principle, group interest, or personal ambition.
7. Willing to maintain confidentiality of privileged information.
8. Aware that the strength of the Board is as a board, not as individuals. Individual board members have no authority or power to act on behalf of the Board; therefore, a board member should never make out-of-meeting commitments.
9. Informed concerning state and federal laws and regulations concerning education.
10. Faithful in attendance at board meetings and diligent in preparation and study to become informed concerning the issues to be considered at those meetings.
11. Willing to conduct school business in open meeting required to do so by law, even when the subject is controversial or personal.
12. Cognizant that the primary function of the Board is to establish the policies by which the schools are to be administered, but that the administration of the educational program and the conduct of school business shall be left to the Superintendent.
13. Eager to learn from association with other school board members from around the state and nation, and open to personal development through reading publications of the National School Boards Association and the North Dakota School Boards Association and attending seminars and conventions of these and similar organizations.
14. Aware that it is as important for the Board to understand and support the administration of the educational program of the schools as it is to plan for the business of school operation.
15. Vigilant against even the appearance of conflict of interest. Board members should become familiar with the laws governing contracts and purchases as they relate to board members and carefully avoid any violation.

End of Killdeer School District #16 Policy BA.....Amended: 10/12/16

BA - School Board Ethics

School board members are to be:

1. Champions of the public schools.
2. Committed to high quality education for every student.
3. Honest and sincere, having the courage of their convictions.
4. Willing and capable of assuming board responsibilities.
5. Able to work cooperatively with others.
6. Non-partisan in dealing with all school matters, because the Board does not wish in any way to subordinate the education of children and youth to any partisan principle, group interest, or personal ambition.
7. Willing to maintain confidentiality of privileged information.
8. Aware that the strength of the Board is as a board, not as individuals. (Individual board members have no authority or power to act on behalf of the Board; therefore, a board member should never make out-of-meeting commitments.)
9. Informed concerning state and federal laws and regulations concerning education.
10. Faithful in attendance at board meetings, and diligent in preparation and study to become informed concerning the issues to be considered at those meetings.
11. Willing to conduct school business in an open meeting when required to do so by law, even when the subject is controversial or personal.
12. Cognizant that the primary function of the Board is to establish the policies by which the schools are to be administered, but that the administration of the educational program and the conduct of school business must be left to the Superintendent.
13. Eager to learn from association with other school board members around the state and nation, and open to personal development through reading publications of the National School Boards Association and the North Dakota School Boards Association and attending seminars and conventions of these and similar organizations.
14. Aware that it is as important for the Board to understand and support the administration of the educational program of the schools as it is to plan for the business of school operation.
15. Vigilant against even the appearance of conflict of interest. (Board members should become familiar with the laws governing contracts and purchases as they relate to board members, and carefully avoid any violation.)

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

- BA-BR1, Board Ethics Regulations
- BA-BR2, Board Member Internet and Social Media Use

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

[09/24]

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H. Consider Updates to Board Regulation BA-BR2 Board Member Internet and Social Media Use

REGULATION

BA-BR2 - BOARD MEMBER INTERNET AND SOCIAL MEDIA USE

While the District is not responsible for the online activity of individual board members on their personal social media and internet accounts, the Killdeer School Board adopts the following rules and procedures related to a board member's social media and internet activity, including, but not limited to, comments/posts on school district business online. member commenting on school district business online, including on social media sites.

Individual board members have no authority to take action on behalf of the District unless delegated such authority by a majority vote of the Board taken at a properly noticed board meeting. However, the public may still perceive individual board members as official district spokespersons without the delegation of specific authority. Because of this potential perception, whenever commenting on school district business online, individual board members shall:

1. Avoid posting content indicating that they have formed an opinion on a matter pending before the Board;
 2. Avoid posting a dissenting opinion on a matter that has been decided by a majority vote of the Board;
 3. Clarify that they are commenting as individuals not as district spokespersons -and remove all identifying information that would connect the individual to the Board on their personal website and/or social media accounts.
 - ~~3. unless delegated authority to speak for the District by a majority vote of the Board;~~
 4. Only speak for the District (when delegated authority to do so by a majority vote of the Board) on authorized District websites and social media accounts and never on personal websites or social media accounts.
 5. Never exercise authority (whether or not delegated such authority by the Board) to speak on behalf of the Board or the District on individual/-personal websites or social media.
 6. Comply with district policy and applicable laws related to confidentiality including, but not limited to, items discussed during an executive session, ~~and~~ student educational records; pending administrative investigations about personnel, etc.;
 7. Do not respond to or comment on patron/-personnel complaints or curriculum complaints and direct those complaints to the appropriate District channels for processing in accordance with policy;
 8. Not delete or block public members on a District website or social media account, without consultation with the Superintendent and District legal counsel;
 9. Not engage in any conduct prohibited by state or federal law or District policy in any online realm;
- 4.
- ~~2. Direct complaints to the appropriate district channels for processing in accordance with policy;~~

REGULATION

- ~~10.~~ 10. Not poll or otherwise ask for community input unless (i) delegated this authority by a majority vote of the Board, and (ii) posting only on authorized District websites and social media accounts; and
- ~~3.~~ ~~delegated this authority by a majority vote of the Board; and~~
11. Report to the Superintendent, as soon as possible, any public comments that potentially violate district policy, including, policies on discrimination and harassment, bullying, and employee speech.

Use of District Technology

Board members shall comply with the district's acceptable use policy when using district-owned technology.

End of Killdeer School District #16 Board Reg. BA-BR2~~Adopted: 11/08/23~~Amended: 4/8/26

REGULATION

BA-BR2 - BOARD MEMBER INTERNET AND SOCIAL MEDIA USE

While the District is not responsible for the online activity of individual board members, the Killdeer School Board adopts the following rules and procedures related to a board member commenting on school district business online, including on social media sites.

Individual board members have no authority to take action on behalf of the District unless delegated such authority by a majority vote of the Board taken at a properly noticed board meeting. However, the public may still perceive individual board members as official district spokespersons without the delegation of specific authority. Because of this potential perception, whenever commenting on school district business online, individual board members shall:

1. Avoid posting content indicating that they have formed an opinion on a matter pending before the Board;
2. Avoid posting a dissenting opinion on a matter that has been decided by a majority vote of the Board;
3. Clarify that they are commenting as individuals not as district spokespersons unless delegated authority to speak for the District by a majority vote of the Board;
4. Comply with district policy and applicable laws related to confidentiality including, but not limited to, items discussed during an executive session and student educational records;
5. Direct complaints to the appropriate district channels for processing in accordance with policy;
6. Not poll or otherwise ask for community input unless delegated this authority by a majority vote of the Board; and
7. Report to the Superintendent, as soon as possible, any public comments that potentially violate district policy, including, policies on discrimination and harassment, bullying, and employee speech.

Use of District Technology

Board members shall comply with the district's acceptable use policy when using district-owned technology.

End of Killdeer School District #16 Board Reg. BA-BR2.....Adopted: 11/08/23

BA-BR2 - BOARD MEMBER INTERNET AND SOCIAL MEDIA USE

While the District is not responsible for the online activity of individual board members on their personal social media and internet accounts, the **[Name of District]** School Board adopts the following rules and procedures related to a board member's social media and internet activity, including, but not limited to, comments/posts on school district business online.

Individual board members have no authority to take action on behalf of the District unless delegated such authority by a majority vote of the Board taken at a properly noticed board meeting. However, the public may still perceive individual board members as official district spokespersons without the delegation of specific authority. Because of this potential perception, whenever commenting on school district business online, individual board members shall:

1. Avoid posting content indicating that they have formed an opinion on a matter pending before the Board;
2. Avoid posting a dissenting opinion on a matter that has been decided by a majority vote of the Board;
3. Clarify that they are commenting as individuals-not as District spokespersons-and remove all identifying information that would connect the individual to the Board on their personal website and/or social media accounts.
4. Only speak for the District (when delegated authority to do so by a majority vote of the Board) on authorized District websites and social media accounts and *never* on personal websites or social media accounts.
5. Never exercise authority (whether or not delegated such authority by the Board) to speak on behalf of the Board or the District on individual/-personal websites or social media.
6. Comply with District policy and applicable laws related to confidentiality including, but not limited to, items discussed during an executive session, student educational records, pending administrative investigations about personnel, etc.;
7. Do not respond to or comment on patron/-personnel complaints or curriculum complaints and direct those complaints to the appropriate District channels for processing in accordance with policy;
8. Not delete or block public members on a District website or social media account, without consultation with the Superintendent and District legal counsel;
9. Not engage in any conduct prohibited by state or federal law or District policy in any online realm;
10. Not poll or otherwise ask for community input unless (i) delegated this authority by a majority vote of the Board, and (ii) posting only on authorized District websites and social media accounts; and
11. Report to the Superintendent, as soon as possible, any public comments that potentially violate District policy, including policies on discrimination and harassment, bullying, and employee speech.

Use of District Technology

Board members shall comply with the District's acceptable use policy when using District-owned technology.

End of [Name of District] Board Regulation BA-BR2.....Adopted:

[10/24]

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I. Consider Updates to Policy GCAA Grade Promotion, Retention & Acceleration

GCAA - GRADE PROMOTION, RETENTION, & ACCELERATION

The Killdeer Public School District is committed to fostering the continuous educational and personal growth of its students. Student progress shall be continually evaluated based on state and local achievement standards, course content standards, and education goals and objectives as established by administration and the teaching staff.

The Board recognizes that at every grade level there are differences among students in their intellectual and personal development and that individual students may be more proficient in some content areas than in others. Therefore, assignment of a student to a grade level shall be based on the best educational interest of the student, which shall be determined by using the criteria established below.

Criteria for Determining Promotion & Retention

The decision to promote or retain a student shall be based on at least the following criteria:

1. ~~Whether or not the student has~~Has the student completed course requirements at the presently assigned grade;:-
2. ~~Whether or not the~~Has the student demonstratesd proficiency in enough course content areas to warrant promotion;:-
3. ~~Whether or not the student has~~Has the student sufficiently met achievement standards and other educational goals/objectives established for the student's current grade level; and .-
4. ~~Whether or not~~Does the student demonstrates the degree of social, emotional, and physical maturation necessary for successful learning experiences in the next grade level.
5. The decision to promote or retain a special education student shall be made by the Individual Education Program (IEP) team in accordance with applicable law.
6. ~~Whether or not the student's attendance patterns have negatively impacted academic proficiency. Typically, this criterion will be considered when a student has missed ten days in a semester, excluding participating in school-sponsored events.~~

Under no circumstances shall a student be retained for the sole purpose of improving the student's ability to participate in the district's athletic program.

Procedures for promoting and retaining students shall be developed by the Superintendent and delineated in administrative regulations.

Acceleration

The Superintendent shall develop grade acceleration criteria and approval/denial procedures, which shall be delineated in administrative regulations.

COGNIA

Complementary Documents

- GCAA-AR, Grade Promotion, Retention & Acceleration Procedure

End of Killdeer School District #16 Policy GCAA.....**Adopted: 03/30/16****Amended: 4/8/26**

GCAA - GRADE PROMOTION, RETENTION, & ACCELERATION

The Killdeer Public School District is committed to fostering the continuous educational and personal growth of its students. Student progress shall be continually evaluated based on state and local achievement standards, course content standards, and education goals and objectives as established by administration and the teaching staff.

The Board recognizes that at every grade level there are differences among students in their intellectual and personal development and that individual students may be more proficient in some content areas than in others. Therefore, assignment of a student to a grade level shall be based on the best educational interest of the student, which shall be determined by using the criteria established below.

Criteria for Determining Promotion & Retention

The decision to promote or retain a student shall be based on at least the following criteria:

1. Whether or not the student has completed course requirements at the presently assigned grade.
2. Whether or not the student demonstrates proficiency in enough course content areas to warrant promotion.
3. Whether or not the student has sufficiently met achievement standards and other educational goals/objectives established for the student's current grade level.
4. Whether or not the student demonstrates the degree of social, emotional, and physical maturation necessary for successful learning experiences in the next grade level.
5. The decision to promote or retain a special education student shall be made by the Individual Education Program (IEP) team in accordance with applicable law.
6. Whether or not the student's attendance patterns have negatively impacted academic proficiency. Typically, this criterion will be considered when a student has missed ten days in a semester, excluding participating in school-sponsored events.

Under no circumstances shall a student be retained for the sole purpose of improving the student's ability to participate in the district's athletic program.

Procedures for promoting and retaining students shall be developed by the Superintendent and delineated in administrative regulations.

Acceleration

The Superintendent shall develop grade acceleration criteria and approval/denial procedures, which shall be delineated in administrative regulations.

Complementary Documents

- GCAA-AR, Grade Promotion, Retention & Acceleration Procedure

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End of Killdeer School District #16 Policy GCAAAdopted: 03/30/16

GCAA - GRADE PROMOTION, RETENTION, AND ACCELERATION

The **[Name of District]** School District is committed to fostering the continuous educational and personal growth of its students. Student progress shall be continually evaluated based on state **[and local]** achievement standards, course content standards, and education goals and objectives as established by administration and the teaching staff.

The Board recognizes that at every grade level there are differences among students in their intellectual and personal development and that individual students may be more proficient in some content areas than in others. Therefore, assignment of a student to a grade level shall be based on the best educational interest of the student, which shall be determined by using the criteria established below.

Criteria for Determining Promotion and Retention

The decision to promote or retain a student shall be based on at least the following criteria:

1. Has the student completed course requirements at the presently assigned grade;
2. Has the student demonstrated proficiency in enough course content areas to warrant promotion;
3. Has the student sufficiently met achievement standards and other educational goals/objectives established for the student's current grade level; and
4. Does the student demonstrate the degree of social, emotional, and physical maturation necessary for successful learning experiences in the next grade level.

The decision to promote or retain a special education student shall be made by the Individual Education Program (IEP) team in accordance with applicable law.

Under no circumstances shall a student be retained for the sole purpose of improving the student's ability to participate in the district's athletic program.

Procedures for promoting and retaining students shall be developed by the Superintendent and delineated in administrative regulations.

Acceleration

The Superintendent shall develop grade acceleration criteria and approval/denial procedures, which shall be delineated in administrative regulations.

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

- GCAA-AR, Grade Promotion, Retention and Acceleration Procedure

End of **[Name of District]** Policy GCAA.....Adopted:

[11/20]

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SAMPLE

J. Consider Updates to Policy HCAA Purchasing

HCAA - PURCHASING

All purchases made on behalf of the District shall be executed in a fair, equitable, and legal manner using a process that helps ensure the best value for the District and its taxpayers. The purpose of this policy and accompanying regulation is to establish such procedures.

Establishment of a Purchasing System

The Board delegates overall purchasing authority to the Superintendent who shall serve as the district's Chief Procurement Officer. The Chief Procurement Officer shall be responsible for developing and administering the purchasing program of the District, including the development and implementation of a requisition and purchasing system that is efficient, economical, and meets the standards below. A complete purchasing record system shall be maintained by the Chief Procurement Officer. To ensure adequate checks and balances, the Chief pProcurement Oeffer shall have authority to approve district employee's' purchases but shall not directly make purchases for the District.

General Requirements for Purchases

1. All purchases must conform to all applicable state laws (see HCAA-E), including, but not limited to, laws prohibiting disclosure of confidential and proprietary information.
2. All parties involved in purchasing shall act in good faith, and purchases at all levels shall be made in a manner and form that permits the highest degree of fair competition possible.
3. All purchases must be documented through the purchase card (p-card) system, a purchase order, contract, invoice, or receipt. All records of purchases must be submitted to the Chief Procurement Officer.
4. All purchases made through the purchasing system must have budget appropriations adequate to cover the cost of such obligations. Purchases not meeting this criterion must be approved by the Board.
5. Prior to making a purchase, the purchaser shall check current inventories to ensure that the purchase is necessary and determine if the item can be obtained through existing cooperative purchasing agreements under NDCC 54-44.4-13 or federal agencies contracted under NDCC 21-06-08. Purchases made through such agreements are exempt from the procurement procedures contained in this policy.
6. Procurement requirements may not be artificially fragmented as to constitute a small purchase or to avoid competitive purchasing requirements. Artificial fragmentation means splitting purchase requirements or splitting an invoice to stay below a certain dollar level to avoid competition or stay within delegated authority limits. Fragmentation must be based on an actual need of the District, and documentation of this need shall be filed with the procurement officer.
7. If purchases are made using restricted funds, (e-g-,including but not limited to federal grant dollars), purchases must conform to any requirements associated

with those funds, federal funding programs and policy HBAA (Federal Fiscal Compliance).

8. This policy is not applicable to legal services or public improvement or construction purchases, which are covered by separate policies HCAB, HCAC, HCADBDBB (Retaining an Attorney) and HCAB (Bidding Requirements and Procedures), -
9. Purchases requiring contracts must comply with the contracting standards contained in this policy and in law.

Purchasing Authority Thresholds

The Chief Procurement Officer or designee shall evaluate the procurement needs and estimate the amounts to be purchased to ensure the appropriate purchasing authority threshold is followed. Estimated price may be based upon previous purchases, market research, a published price list, or asking a vendor for a budgetary estimate.

1. **P-Cards:** The Business Manager is authorized to implement a purchase card system. While most purchases with p-cards shall conform to the purchasing standards contained in this policy, the Chief Procurement Officer is authorized to make exceptions to this policy as follows. The Chief Procurement Officer may issue cards to school staff not listed in this policy, ensuring that their cards have adequate spending caps in place given the nature of their positions and may waive specification and solicitation requirements for p-card purchases for items or services that are difficult or impossible to obtain through competitive purchasing (e.g., travel expenses). In addition to these p-card requirements, the Board has adopted a separate p-card policy, HCAG.
2. **Purchases less than \$10,000:** These purchases may be delegated by the Chief Procurement Officer to building-level administrators and Athletic Director. Purchasers shall obtain at least one fair and reasonable quote. To the extent feasible, the District must rotate vendors solicited on an equitable basis. The Board has developed criteria if multiple informal bids or proposals are necessary (HCAA-BR).
3. **Purchases \$10,000 to \$50,000:** These purchases may only be made by the Superintendent who shall develop specifications and solicit at least three vendors to submit oral or written informal bids or proposals. If receiving three bids or proposals is not feasible or practical, the purchaser shall document an explanation and file it with the Chief Procurement Officer who has authority to require the purchaser to seek additional solicitations. The Board has developed criteria for purchasers to evaluate informal bids or proposals (HCAA-BR).
4. **Purchases greater than \$50,000:** These purchases shall only be made in accordance with NDCC 15.1-09-34 and board policy HCAB (Bidding Requirements and Procedures). If an exception exists under the law and bidding is not required, the board may direct the Chief Procurement Officer to:
 - a. Voluntarily engage in a formal bidding process in accordance with policy HCAB; or

b. Solicit at least three vendors to submit oral or written informal bids or proposals, unless otherwise documented as not feasible or practical and filed with the Chief Procurement Officer. Final board approval is required for all purchases greater than \$50,000.

4.5. ____.

Delegation of Purchasing Authority when Conflict of Interest Declared

In the event that an individual with purchasing authority has a conflict of interest under law, they shall contact the Chief Procurement Officer who shall appoint another qualified district employee without a conflict to oversee the procurement process of the good or service at issue.

Purchases Requiring Contracts

Any purchase requiring a contract with a vendor shall be approved by the Board prior to execution. When a vendor supplies the contract, the Chief Procurement Officer or designee shall review and make recommendations to the Board prior to approval. Contracts for purchases or services of \$10,000 or more or contracts that contain the option for extension or renewals shall be reviewed by the district's legal counsel prior to board adoption.

Contracts shall be no longer than one year in term unless permitted by law and may contain options for renewals or extensions only in accordance with the law. The District shall not enter into contracts containing indemnity obligations on the part of the District and additional insured status when these clauses will benefit another party.

Unauthorized Purchases

Unauthorized purchases are prohibited by Policy DEBJ.

Complementary Documents

- DEBJ, Unauthorized Purchases
- HBAA, Federal Fiscal Compliance
- HCAA-BR, Evaluation of Bids or Proposals
- HCAA-E, Purchasing Laws for Schools
- HCAB, Bidding Requirements and Procedures
- HCAG, Purchase Cards
- HEAA, Line-Item Transfer Authority

HCAA - PURCHASING

All purchases made on behalf of the District shall be executed in a fair, equitable, and legal manner using a process that helps ensure the best value for the District and its taxpayers. The purpose of this policy and accompanying regulation is to establish such procedures.

Establishment of a Purchasing System

The Board delegates overall purchasing authority to the Superintendent who shall serve as the district's Chief Procurement Officer. The Chief Procurement Officer shall be responsible for developing and administering the purchasing program of the District, including the development and implementation of a requisition and purchasing system that is efficient, economical, and meets the standards below. A complete purchasing record system shall be maintained by the Chief Procurement Officer. To ensure adequate checks and balances, the procurement officer shall have authority to approve district employee's purchases but shall not directly make purchases for the District.

General Requirements for Purchases

1. All purchases must conform to all applicable state laws (see HCAA-E), including, but not limited to, laws prohibiting disclosure of confidential and proprietary information.
2. All parties involved in purchasing shall act in good faith, and purchases at all levels shall be made in a manner and form that permits the highest degree of fair competition possible.
3. All purchases must be documented through the purchase card (p-card) system, a purchase order, contract, invoice, or receipt. All records of purchases must be submitted to the Chief Procurement Officer.
4. All purchases made through the purchasing system must have budget appropriations adequate to cover the cost of such obligations. Purchases not meeting this criterion must be approved by the Board.
5. Prior to making a purchase, the purchaser shall check current inventories to ensure that the purchase is necessary and determine if the item can be obtained through existing cooperative purchasing agreements under NDCC 54-44.4-13 or federal agencies contracted under 21-06-08. Purchases made through such agreements are exempt from the procurement procedures contained in this policy.
6. Procurement requirements may not be artificially fragmented as to constitute a small purchase or to avoid competitive purchasing requirements. Artificial fragmentation means splitting purchase requirements or splitting an invoice to stay below a certain dollar level to avoid competition or stay within delegated authority limits. Fragmentation must be based on an actual need of the District, and documentation of this need shall be filed with the procurement officer.
7. If purchases are made using restricted funds (e.g., grant dollars), purchases must conform to any requirements associated with those funds.

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8. This policy is not applicable to legal services or public improvement or construction purchases, which are covered by separate policies HCAB, HCAC, HCAD.
9. Purchases requiring contracts must comply with the contracting standards contained in this policy and in law.

Purchasing Authority Thresholds

The Chief Procurement Officer or designee shall evaluate the procurement needs and estimate the amounts to be purchased to ensure the appropriate purchasing authority threshold is followed. Estimated price may be based upon previous purchases, market research, a published price list, or asking a vendor for a budgetary estimate.

1. **P-Cards:** The Business Manager is authorized to implement a purchase card system. While most purchases with p-cards shall conform to the purchasing standards contained in this policy, the Chief Procurement Officer is authorized to make exceptions to this policy as follows. The Chief Procurement Officer may issue cards to school staff not listed in this policy, ensuring that their cards have adequate spending caps in place given the nature of their positions and may waive specification and solicitation requirements for p-card purchases for items or services that are difficult or impossible to obtain through competitive purchasing (e.g., travel expenses). In addition to these p-card requirements, the Board has adopted a separate p-card policy, HCAG.
2. **Purchases less than \$10,000:** These purchases may be delegated by the Chief Procurement Officer to building-level administrators and Athletic Director. Purchasers shall obtain at least one fair and reasonable quote. To the extent feasible, the District must rotate vendors solicited on an equitable basis. The Board has developed criteria if multiple informal bids or proposals are necessary (HCAA-BR).
3. **Purchases \$10,000 to \$50,000:** These purchases may only be made by the Superintendent who shall develop specifications and solicit at least three vendors to submit oral or written informal bids or proposals. If receiving three bids or proposals is not feasible or practical, the purchaser shall document an explanation and file it with the Chief Procurement Officer who has authority to require the purchaser to seek additional solicitations. The Board has developed criteria for purchasers to evaluate informal bids or proposals (HCAA-BR).
4. **Purchases greater than \$50,000:** These purchases shall only be made in accordance with NDCC 15.1-09-34 and board policy HCAB.

Delegation of Purchasing Authority when Conflict of Interest Declared

In the event that an individual with purchasing authority has a conflict of interest under law, they shall contact the Chief Procurement Officer who shall appoint another qualified district employee without a conflict to oversee the procurement process of the good or service at issue.

Purchases Requiring Contracts

Any purchase requiring a contract with a vendor shall be approved by the Board prior to execution. When a vendor supplies the contract, the Chief Procurement Officer or

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designee shall review and make recommendations to the Board prior to approval. Contracts for purchases or services of \$10,000 or more or contracts that contain the option for extension or renewals shall be reviewed by the district's legal counsel prior to board adoption.

Contracts shall be no longer than one year in term unless permitted by law and may contain options for renewals or extensions in accordance with law. The District shall not enter into contracts containing indemnity obligations on the part of the District and additional insured status when these clauses will benefit another party.

Unauthorized Purchases

Unauthorized purchases are prohibited by Policy DEBJ.

Complementary Documents

- DEBJ, Unauthorized Purchases
- HCAA-BR, Evaluation of Bids or Proposals
- HCAA-E, Purchasing Laws for Schools
- HCAB, Bidding Requirements and Procedures
- HCAG, Purchase Cards
- HEAA, Line-Item Transfer Authority

End of Killdeer School District #16 Policy HCAAAdopted: 05/10/23

HCAA - PURCHASING

[NOTE: All district recipients of federal fund dollars must have a procurement policy in place prior to distributing funds Remove this note prior to adopting this policy.]

All purchases made on behalf of the District shall be executed in a fair, equitable, and legal manner using a process that helps ensure the best value for the District and its taxpayers. The purpose of this policy and accompanying regulation is to establish such procedures.

Establishment of a Purchasing System

The Board delegates overall purchasing authority to the Superintendent who shall serve as the district's Chief Procurement Officer. The Chief Procurement Officer shall be responsible for developing and administering the purchasing program of the District, including the development and implementation of a requisition and purchasing system that is efficient, economical, and meets the standards below. A complete purchasing record system shall be maintained by the Chief Procurement Officer. To ensure adequate checks and balances, the Chief Procurement Officer shall have authority to approve district employees' purchases but shall not directly make purchases for the District.^[1]

General Requirements for Purchases

1. All purchases must conform to all applicable state laws (see HCAA-E), including, but not limited to, laws prohibiting disclosure of confidential and proprietary information.
2. All parties involved in purchasing shall act in good faith, and purchases at all levels shall be made in a manner and form that permits the highest degree of fair competition possible.
3. All purchases must be documented through the purchase card (p-card) system, a purchase order, contract, invoice, or receipt. All records of purchases must be submitted to the Chief Procurement Officer.
4. All purchases made through the purchasing system must have budget appropriations adequate to cover the cost of such obligations. Purchases not meeting this criterion must be approved by the Board.
5. Prior to making a purchase, the purchaser shall check current inventories to ensure that the purchase is necessary and determine if the item can be obtained through existing cooperative purchasing agreements under N.D.C.C. § 54-44.4-13 or federal agencies contracted under N.D.C.C. § 21-06-08. Purchases made through such agreements are exempt from the procurement procedures contained in this policy.
6. Procurement requirements may not be artificially fragmented as to constitute a small purchase or to avoid competitive purchasing requirements. Artificial fragmentation means splitting purchase requirements or splitting an invoice to stay below a certain dollar level to avoid competition or stay within delegated authority

limits. Fragmentation must be based on an actual need of the District, and documentation of this need shall be filed with the procurement officer.

7. If purchases are made using restricted funds, including but not limited to federal grant dollars, purchases must conform to any requirements associated with those federal funding programs and policy HBAA (Federal Fiscal Compliance).
8. This policy is not applicable to legal services or public improvement or construction purchases, which are covered by separate policies BDBB (Retaining an Attorney), HCAB (Bidding Requirements and Procedures), HCAC (Local Purchasing), HCAD (Purchasing Computerized Data Systems).
9. Purchases requiring contracts must comply with the contracting standards contained in this policy and in law.

Purchasing Authority Thresholds

The Chief Procurement Officer or designee shall evaluate the procurement needs and estimate the amounts to be purchased to ensure the appropriate purchasing authority threshold is followed. Estimated price may be based upon previous purchases, market research, a published price list, or asking a vendor for a budgetary estimate.

1. **[OPTIONAL: P-Cards: The Chief Procurement Officer is authorized to implement a purchase card system. While most purchases with p-cards shall conform to the purchasing standards contained in this policy, the Chief Procurement Officer is authorized to make exceptions to this policy as follows. The Chief Procurement Officer may issue cards to school staff not listed in this policy, ensuring that their cards have adequate spending caps in place given the nature of their positions and may waive specification and solicitation requirements for p-card purchases for items or services that are difficult or impossible to obtain through competitive purchasing (e.g., travel expenses). {In addition to these p-card requirements, the Board has adopted a separate p-card policy, HCAG.}]**
2. **Purchases less than \$10,000:** These purchases may be delegated by the Chief Procurement Officer to building-level administrators and Athletic Director. Purchasers shall obtain at least one fair and reasonable quote. To the extent feasible, the District must rotate vendors solicited on an equitable basis. The Board has developed criteria if multiple informal bids or proposals are necessary (HCAA-AR).
3. **Purchases \$10,000 to \$50,000:** These purchases may only be made by the **[list positions of district-level administrators who are not the Chief Procurement Officer]** who shall develop specifications and solicit at least three vendors to submit oral or written informal bids or proposals. If receiving three bids or proposals is not feasible or practical, the purchaser shall document an explanation and file it with the Chief Procurement Officer who has authority to require the purchaser to seek additional solicitations. The Board has developed criteria for purchasers to evaluate informal bids or proposals (HCAA-AR).

4. **Purchases greater than \$50,000:** These purchases shall only be made in accordance with N.D.C.C. § 15.1-09-34 and board policy HCAB (Bidding Requirements and Procedures). If an exception exists under the law and bidding is not required, the board may direct the Chief Procurement Officer to:
 1. Voluntarily engage in a formal bidding process in accordance with policy HCAB; or
 2. Solicit at least three vendors to submit oral or written informal bids or proposals, unless otherwise documented as not feasible or practical and filed with the Chief Procurement Officer. Final board approval is required for all purchases greater than \$50,000.

Delegation of Purchasing Authority when Conflict of Interest Declared

In the event that an individual with purchasing authority has a conflict of interest under law, they shall contact the Chief Procurement Officer who shall appoint another qualified district employee without a conflict to oversee the procurement process of the good or service at issue.

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Contracts shall be no longer than one year in term unless permitted by law and may contain options for renewals or extensions only in accordance with the law. The District shall not enter into contracts containing indemnity obligations on the part of the District and additional insured status when these clauses benefit another party.

Unauthorized Purchases

Unauthorized purchases are prohibited by Policy DEBJ.

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

- DEBJ, Unauthorized Purchases
- HBAA, Federal Fiscal Compliance
- HCAA-AR, Informal Bids or Proposals Process
- HCAA-E, Purchasing Laws for Schools
- HCAB, Bidding Requirements and Procedures
- HCAG, Purchase Cards

- HEAA, Line-Item Transfer Authority

End of [Name of District] Policy HCAA Adopted:

[01/26]

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^[1] Districts should consult with their auditors for guidance and review p-card rules if considering modification to these recommended checks and balances.

K. Consider Updates to Policy BDA Procedure for Adopting Board Policy

BDA - PROCEDURE FOR ADOPTING BOARD POLICY

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

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

Development

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

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

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

Adoption

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

Adoption of any policy or substantive amendment to a policy shall require two readings. If an expedited process is deemed necessary, the Board may waive, by a 2/3rds majority of the Board, the second reading by citing this policy in the motion. Thus, the policy is adopted or amended with one reading and the procedure below shall not apply.

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

The Board shall repeal or reaffirm existing board policy in one reading. Past practice shall govern district operations, covered by the former policy, until the Board adopts a new policy.

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

Board Regulations and Policy Exhibits

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

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

Policy Implementation

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

Policy Review and Revision

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

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

Suspension of Policy

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

Policy Manuals

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

~~All policy manuals distributed shall remain the property of the Killdeer School District and shall be considered "on loan" to anyone, or any organization, in whose possession they~~

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~~might be at any time. They are subject to recall at any time deemed necessary by the Superintendent or Board, whether for updating or other good cause.~~

The ~~Superintendent~~ school board is responsible for keeping ~~policyies~~ manuals current.

Policy Liaison

The Board designates the Superintendent as the district's policy liaison. The policy liaison shall be caretaker of all district policies and in charge of updating the Policy Manual once policies are approved by the Board.

Complementary Documents

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

End of Killdeer School District #16 Policy BDAAmended: ~~06/10/20~~ 4/8/26

BDA - PROCEDURE FOR ADOPTING BOARD POLICY

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

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

Development

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

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

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

Adoption

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

Adoption of any policy or substantive amendment to a policy shall require two readings. If an expedited process is deemed necessary, the Board may waive, by a 2/3rds majority of the Board, the second reading by citing this policy in the motion. Thus, the policy is adopted or amended with one reading and the procedure below shall not apply.

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

The Board shall repeal or reaffirm existing board policy in one reading. Past practice shall govern district operations, covered by the former policy, until the Board adopts a new policy.

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Policy Implementation

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

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

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

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

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might be at any time. They are subject to recall at any time deemed necessary by the Superintendent or Board, whether for updating or other good cause.

The Superintendent is responsible for keeping policy manuals current.

Policy Liaison

The Board designates the Superintendent as the district's policy liaison. The policy liaison shall be caretaker of all district policies and in charge of updating the Policy Manual once policies are approved by the Board.

Complementary Documents

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

End of Killdeer School District #16 Policy BDAAmended: 06/10/20

BDA - PROCEDURE FOR ADOPTING BOARD POLICY

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

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

Development

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

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

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

Adoption

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

Adoption of any policy or substantive amendment to a policy shall require two readings. If an expedited process is deemed necessary, the Board may waive, by a **[2/3rds]** majority of the Board, the second reading by citing this policy in the motion. Thus, the policy is adopted or amended with one reading and the procedure below shall not apply.

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

The Board shall repeal or reaffirm existing board policy in one reading. Past practice shall govern district operations, covered by the former policy, until the Board adopts a new policy.

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

Board Regulations and Policy Exhibits

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

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

Policy Implementation

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

Policy Review and Revision

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

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

Suspension of Policy

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

Policy Manuals

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

All policy manuals distributed shall remain the property of the **[Name of District]** School District and shall be considered "on loan" to anyone, or any organization, in whose

possession they might be at any time. They are subject to recall at any time deemed necessary by the Superintendent or Board, whether for updating or other good cause.

The **[Superintendent] [Policy Liaison]** is responsible for keeping policy manuals current.

Policy Liaison

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

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

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

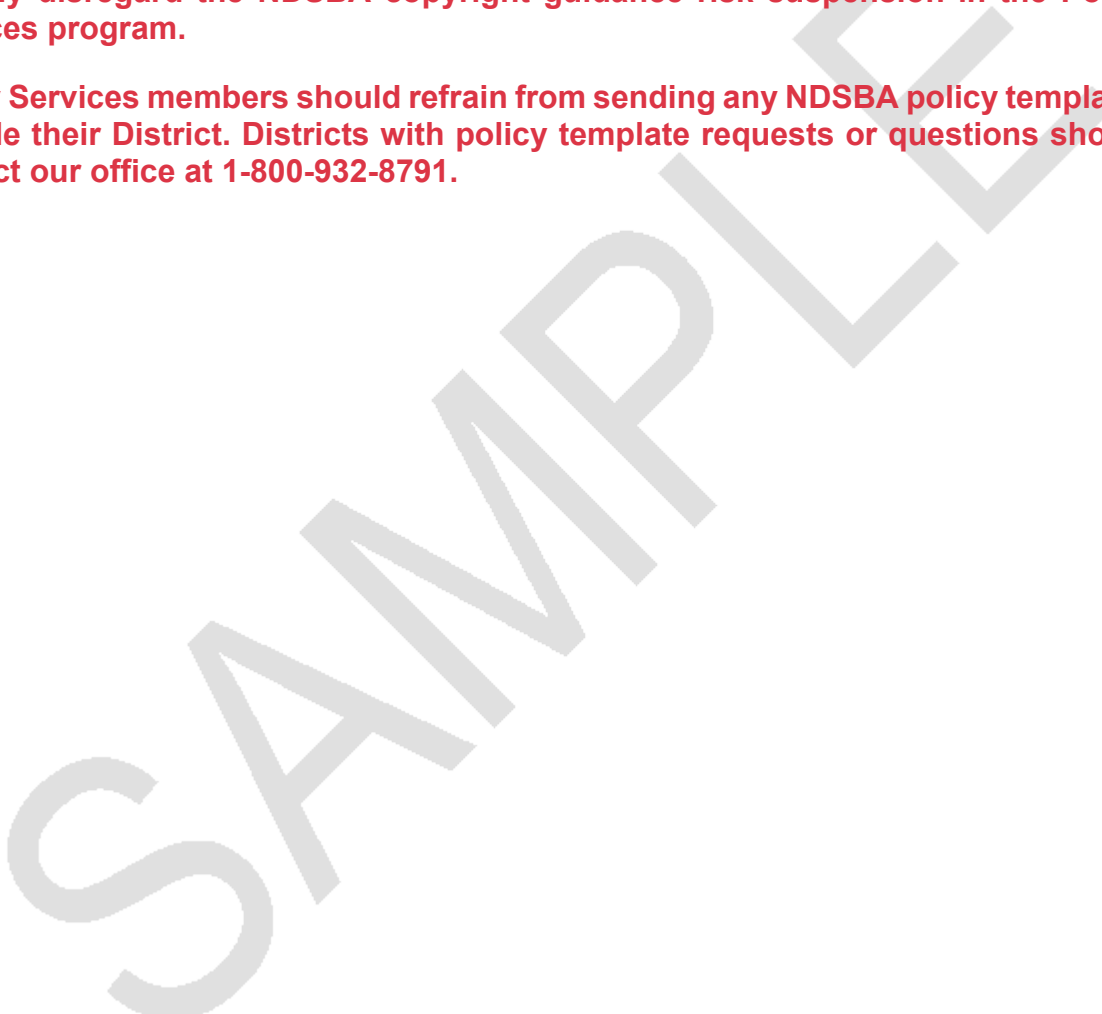
End of **[Name of District] Policy BDA**.....**Adopted:**

[02/20]

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L. Consider Rescinding Policy FDE Education of Special Education/Disabled Students

REQUIRED

FDE - EDUCATION OF SPECIAL EDUCATION/DISABLED STUDENTS

The Killdeer Public School District assures that all students with disabilities, ages 3 through 21, have the right to a free and appropriate public education in accordance with the Individuals with Disabilities Education Act and North Dakota law. In addition, the District complies with Section 504 requirements. For the purpose of compliance with state and federal laws concerning special education/disabled students and providing this assurance, the Killdeer School District is a member of the West River Special Services Unit and subscribes to its policies and procedures. These policies and procedures include those required to comply with IDEA and Section 504, such as but not limited to child find and procedural safeguards.

Complementary Documents

- FDE-E, Section 504 Eligibility Determination Form

End of Killdeer School District #16 Policy FDE.....Adopted: 08/14/13

REQUIRED

FDE - EDUCATION OF SPECIAL EDUCATION STUDENTS/STUDENTS WITH DISABILITIES UNDER THE IDEA

The **[Name of District]** assures that all students with disabilities, ages 3 through 21, have the right to a free and appropriate public education in accordance with the Individuals with Disabilities Education Act (IDEA) and North Dakota law. In addition, the District complies with Section 504 of the Rehabilitation Act requirements as addressed separately under corresponding District policies and regulations. For compliance with state and federal laws concerning special education/disabled students and providing this assurance, the **[Name of District]** is a member of the **[Name of Special Education Unit]** and may additionally subscribe to its policies and procedures. For students eligible for services under IDEA, the District will follow the required procedures for identification, evaluation, placement, and delivery of services to children with disabilities.

Individuals with Disabilities Education Act (IDEA)

The IDEA makes available free and appropriate public education (FAPE) to eligible children with disabilities in the District and ensures special education and related services to those children. The three main purposes of the IDEA are:

1. To ensure all children with disabilities have available to them a FAPE that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
2. To ensure the rights of children with disabilities and parents of such children are protected; and
3. To assist states, localities, educational service agencies (including public school districts), and Federal agencies to provide for the education of all children with disabilities.

To this extent, eligible students with disabilities in the District who qualify for services under the IDEA will receive specially designed instruction and other services to meet their unique needs.

Students with Disabilities

To be covered under the IDEA, a District student with a disability must be in one of several categories of disabilities and require special education and related services because of the disability in order to benefit from public education. District students meeting both the criteria will be eligible to receive specially designed instruction or special education in which the content or the delivery of the instruction is adapted to the specific needs of the student.

District students with disabilities who do not meet eligibility requirements under the IDEA and do not require special education to benefit from public education may not be

covered under the IDEA, but they may be covered under Section 504 of the Rehabilitation Act and/or the Americans with Disabilities Act (ADA). Section 504 and the ADA provide broad nondiscrimination protection not limited to education and have similar functional definitions of “disability” (e.g., disabilities related to life functions such as seeing, hearing, walking, thinking), rather than the categorical definitions used under the IDEA.

Free Appropriate Public Education (FAPE)

All District students with disabilities receiving special education or related services under the IDEA between the ages of 3 and 21 are entitled to free and appropriate public education (FAPE). FAPE under the IDEA means special education and related services that:

1. Have been provided at public expense, under public supervision and direction, and without charge;
2. Meet the standards of the District;
3. Include an appropriate preschool, elementary school, or secondary school education in the state; and
4. Are provided in conformity with the individualized education program required under the student’s individualized education program (IEP).

FAPE under the IDEA must be made available to all District students with disabilities who qualify for special education and related services, including children who have been suspended or expelled from school.

Identification and Evaluation under the IDEA

1. Identifying and Evaluating a Child with a Disability

The first step in providing FAPE to District students with disabilities is identifying those students and performing “child find” obligations. The District has policies and procedures in place to ensure that all District students with disabilities who are in need of special education and related services are identified, located, and evaluated under the IDEA. This includes locating those students with disabilities who are homeless or wards of the state; attending private schools; suspected of having a disability; and highly mobile children, including migrant children.

a. Initial Evaluation

A child who has been identified as having (or is possibly having) a disability must be evaluated by the District before receiving special education and related services to determine whether a child is a child with a disability and to determine the educational needs of the child and qualifications for IDEA services. Either the parent or the District may request an initial evaluation. In general, the District must obtain informed consent

from the parent before conducting an initial evaluation. Parental consent for an evaluation cannot be construed as consent for special education and related services. The initial evaluation must take place within sixty (60) days of receiving parental consent or within an alternative time frame that may be established by the state. In conducting the initial evaluation, the District must:

- i. use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent;
- ii. use multiple measures or assessments as the criteria for determining whether a child is a child with a disability or determining an appropriate educational program for the child; and
- iii. use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors

In addition, assessments and other evaluation materials used to assess a District student must be selected and administered so as not to be discriminatory on a racial or cultural basis. They must also be provided and administered in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally.

b. Determination by IEP Team

Upon completion of the evaluation, the determination of whether the student is a child with a disability is made and the educational needs of the student are decided by the student's IEP team. A copy of the evaluation report and the documentation of determination of eligibility must be provided to the parent. In determining eligibility, a student shall not be determined to be a child with a disability if the determinant factor is lack of appropriate instruction in reading, lack of instruction in math, or limited English proficiency.

c. Re-evaluation

Re-evaluations are required if the student's teacher or parent makes a request or if the District determines that the student's educational and service needs, academic achievement, or functional performance warrant a reevaluation. For example, a re-evaluation might be warranted if the student's performance in school significantly improves, suggesting the student no longer requires special education and related services, or if the student is not making progress toward the goals in the IEP, indicating that changes are needed in the education or related services the District is providing. In general, parental consent is required for re-evaluations as well as for the initial evaluation.

The District cannot change the eligibility of a student until a re-evaluation is done, unless the student graduates from high school with a regular diploma or reaches the age at which state law no longer provides for FAPE.

A re-evaluation may not be done more than once a year unless the parent and District

agree to an additional re-evaluation; and a reevaluation must be done at least once every three years, unless the parent and the District agree that a re-evaluation is not necessary.

2. Identifying and Evaluating a Child with a Specific Learning Disability (SLD)

a. State criteria

Because a number of students receiving special education and related services under the IDEA have specific learning disabilities (SLDs), the IDEA and supporting regulations allow additional procedures for determining whether a child has an SLD. The District will follow the state criteria available on the state [website](#) and/or in the state [guidelines](#). Criteria used to identify SLDs cannot require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has an SLD; must permit the use of a process based on the child's response to scientific, research-based intervention; and may permit the use of other alternative research-based procedures for determining whether a child has an SLD.

b. Group Determination

In general, the group members who determine whether a child has an SLD must include the student's parents, the student's regular education teacher, and at least one person qualified to conduct individual diagnostic examinations of children (e.g., a school psychologist, speech-language pathologist, or remedial reading teacher). The group may determine that a student has an SLD if three criteria are met:

- i. The student does not achieve adequately for the child's age or meet state-approved grade-level standards in one or more of eight areas when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards.
- ii. The student either does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the eight areas when using a process based on the child's response to scientific, research-based intervention; or the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development that is determined by the group to be relevant to the identification of an SLD.
- iii. If the student is found to have an SLD, it is not primarily the result of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

To ensure that underachievement in a student suspected of having an SLD is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation: data that demonstrate that prior to, or as a part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel; and data-based documentation of repeated assessments of

achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.

If prior to a referral for an evaluation, a student has not made adequate progress after an appropriate period of time when provided instruction, the District must promptly request parental consent to evaluate the student. The IDEA requires the student to be observed in the student's learning environment to document the student's academic performance and behavior in the areas of difficulty. The District will maintain specific documentation for determining eligibility for a student suspected of having an SLD in accordance with IDEA requirements.

Individualized Education Program (IEP)

The IDEA requires that an individualized education program (IEP) be developed for each eligible student with a disability that includes the following:

1. The student's present levels of academic achievement and functional performance;
2. Measurable annual goals, including academic and functional goals, designed to:
 - a. Meet the student's needs that result from disability to enable the student to be involved in and make progress in the general education curriculum; and
 - b. Meet each of the student's other educational needs that result from disability;
3. How the student's progress toward meeting the above annual goals will be measured and when periodic reports on the progress the student is making toward meeting the annual goals will be provided;
4. The special education and related services and supplementary aids and services, based on peer-reviewed research to an extent practicable, to be provided to the student, or on behalf of the student, and the program modifications or supports for school personnel that will be provided for the student to:
 - a. Advance appropriately toward attaining the annual goals;
 - b. Be involved in and make progress in the general education curriculum and participate in extracurricular and other nonacademic activities; and
 - c. Be educated and participate with other students with disabilities and nondisabled students;
5. The extent, if any, to which the student will not participate with nondisabled students in the regular class;
6. Any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments; if the IEP team determines that the student will take an alternate assessment on a particular state or district-wide assessment of student

achievement, the IEP should detail why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student; and

7. The projected date for the beginning of the assessments and their frequency, location, and duration.

In addition, beginning not later than when the first IEP is in effect when the student is 16 and updated annually thereafter, the IEP must include appropriate measurable postsecondary goals related to training, education, employment, and, where appropriate, independent living skills and the transition services needed to assist the student in reaching those goals.

IEP Team

Each district student identified as a child with a disability under the IDEA must have an individualized education program (IEP) developed by an IEP team. In general, the composition of the IEP team includes:

1. The parents of the student with a disability;
2. One or more regular education teachers, if the student is or may be participating in the regular education environment;
3. One or more special education teachers;
4. A representative of the District who is qualified to provide or supervise the provision of special education, knowledgeable about the general education curriculum, and knowledgeable about the availability of resources of the District;
5. An individual who can interpret the instructional implications of evaluation results;
6. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate; and
7. Whenever appropriate, the student with a disability.

The District will follow requirements under the IDEA related to IEP meeting attendance, excusal, team communication and participation, and associated substantive and procedural requirements and safeguards. No one member of the IEP team can make unilateral decisions or changes to a student's IEP.

Parents will be provided a prior written notice (PWN) in accordance with IDEA regulations when the District proposes to initiate or change, or refuses to initiate or change, a student's IEP. PWNs will include a description of the action proposed or refused by the school; an explanation of why the school proposes or refuses to take the action; a description of each evaluation procedure, assessment, record, or report the school used as a basis for their decision; a statement that the parents of a child with a disability have protection under the procedural safeguards and, how the parents can obtain a copy of them; sources for parents to obtain assistance in understanding these

provisions; a description of other options that the IEP team considered and the reasons why those options were rejected; and a description of other factors relevant to the school's proposal or refusal.

Special Education and Related Services

“Related services” under the IDEA means transportation, and such developmental, corrective, and other supportive services as may be required to assist a District student with a disability to benefit from special education. This includes the early identification and assessment of disabling conditions in children. Supportive services may include speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; social work services, school nurse services designed to enable a child with a disability to receive FAPE as described in the student's IEP; counseling services, including rehabilitation counseling; orientation and mobility services; and medical services, except that such medical services shall be for diagnostic and evaluation purposes only.

Related services identified by the IEP team must be necessary for the child to benefit from special education and must not fall within an IDEA exception, including medical services that can only be rendered by a physician and individually prescribed equipment.

Personnel Qualifications

The District will establish and maintain qualifications to ensure that personnel necessary to carry out the IDEA requirements are appropriately and adequately prepared and trained, including that personnel have the content knowledge and skills to service students with disabilities.

Special education teachers must: obtain full state special education teaching certification or pass the state special education teacher licensing examination, or fulfill requirements in a state's charter school law for teachers in charter schools; have not had any certification requirements waived on an emergency, temporary, or provisional basis; and have at least bachelor's degree.

Related services personnel must meet qualifications consistent with any state-approved or state-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services and have not had any certification requirements waived on an emergency, temporary, or provisional basis.

Paraprofessionals and assistants, who assist in the provision of special education and related services to children with disabilities, must be appropriately trained and supervised, in accordance with state law, regulation, or other written state policy, to meet IDEA regulations.

Least Restrictive Environment

The District will educate eligible students with disabilities in the least restrictive environment possible in accordance with the IDEA. This means that to the maximum extent appropriate, eligible students are to be educated with students who are not disabled. Further, special classes, separate schooling, or other removal of students with disabilities from the regular educational environment can occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Supplementary aids and services could include such things as additional time to take tests or complete assignments, slower-paced instruction, personal aides, peer tutors, and use of a computer.

The District must also ensure there is a continuum of alternate placements that includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. The continuum of placements offered to each child with a disability served under the IDEA must include supplementary services (e.g., resource room or itinerant instruction) as part of a regular class placement.

The specific placement decision for each eligible student with a disability is made by that student's IEP team. The student's placement must be determined at least annually, based on the IEP, and as close to home as possible.

As with identification and evaluation, the child's parents must be notified in writing within a reasonable time before the placement. If the parents disagree with the placement decision, they may use the procedural safeguards, such as the mediation and due process complaints discussed in the "[Procedural Safeguards](#)" section of this policy.

Children with Disabilities in Private Schools

A child with a disability may be placed in a private elementary or secondary school by the District as part of a student's IEP if the IEP team determines that a private school placement is needed to fulfill the FAPE requirements for the student. When a District student is placed in private school under the student's IEP, then the private school placement is made at no cost to the parents, and the student has all rights of a child with a disability who is served in the District.

If an eligible student's parents unilaterally place their child in a private elementary or secondary school, then District student has been *parentally placed*. In this situation, the student is not entitled to FAPE, and the cost of the private school placement is not paid by the District. The District must, however, spend a share of its IDEA funds to provide services to children enrolled with disabilities by their parents in private schools located in the District based on the proportion of parentally placed children to the total number of children with disabilities in the District. Except where there is a court order, the District makes the final decision about the services to be provided to parentally placed private school children. In making these decisions, the District will engage in a consultation process with the private school officials and representatives of parents. The District will devise a service plan for every parentally placed child with a disability receiving special education or related services from the District.

Procedural Safeguards

The District will follow the procedural safeguards requirements under the IDEA. The various types of procedures include (but are not limited to) parental rights to:

1. Inspect and review educational records (with assurance that education records are maintained as confidential);
2. Participate in meetings related to the identification, evaluation, and educational placement of their child;
3. Obtain an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the District;
4. Receive prior written notice in the native language of the parents when the District proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of the child or the provision of FAPE to the child;
5. Receive a procedural safeguards notice, which is a comprehensive written explanation of IDEA's legal rights and protections for children with disabilities and their parents;
6. Resolve disputes through a mediation process;
7. Present and resolve complaints through the due process complaint procedures, which include a right to file suit in federal district court; and
8. Present and resolve complaints through state complaint procedures.

Three of the procedural safeguards listed above pertain to dispute resolution between parents and the District. These are mediation, due process complaint procedures, and state complaint procedures, which are discussed below.

1. [Mediation](#)

The parties may choose to resolve disputes under the IDEA through a mediation process. Procedures shall ensure that mediation is:

- a. Voluntary on the part of the parties;
- b. Not used to deny or delay a parent's right to a due process hearing or deny any other rights afforded under the IDEA; and
- c. Conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

Either a parent or the District can initiate the mediation process. If a dispute is resolved through mediation, the parties will execute a legally binding agreement that is signed by the parent and a representative of the District. Discussions occurring during mediation are confidential and may not be used in any subsequent due process hearing or court proceeding.

A Request for Mediation form can be accessed from the North Dakota Department of Public Instruction: [SFN 58601](#).

2. State Complaint Procedures

The IDEA requires each state to adopt written procedures for resolving complaints. A State complaint alleging a violation of the IDEA can be filed by any organization or individual with the North Dakota Department of Public Instruction (NDDPI).

Complainants may submit concerns in a letter or complete a Request for a Complaint Investigation form through the Office for Specially Designed Services: [SFN 58618](#).

The incident related to the State complaint must have occurred within one year from the date the complaint is filed and meets the State complaint filing requirements. The District is allowed an opportunity to draft a formal response to the allegations and propose a resolution to the issues. State complaints will be resolved within 60 calendar days from the date the complaint is filed unless an extension is permitted.

3. [Due Process Complaint Procedures](#)

Either the parents or the District may request a due process hearing through filing a complaint on matters relating to the identification, evaluation, or educational placement of a child with a disability, or the provision of FAPE to the child. Generally, unless the District and the parents otherwise agree, the student must “stay put”/remain in their current educational placement pending the outcome of the due process complaint procedures or court proceeding.

The due process complaint must allege a violation that occurred not more than two years before the date the parent or District knew or should have known about the alleged action that forms the basis of the due process complaint.

Within 15 days of receiving the due process complaint, the District will convene a resolution session to attempt to resolve the issues unless the parents and District agree to waive the session. Either party may request a neutral facilitator from NDDPI. If the issues are not resolved, the due process hearing may occur.

Due process hearings are conducted by an impartial hearing officer, and the decision of the hearing officer is final. The parents and the District have the right to:

- a. Be represented by an attorney at the hearing;
- b. Bring one or more individuals who have knowledge or training about children with disabilities;
- c. Present evidence and confront, cross-examine, and require relevant witnesses to be present;
- d. A written, or electronic transcript of the hearing; and
- e. A written or electronic findings of fact and decisions.

The impartial hearing officer will issue a decision not later than 45 calendar days after the expiration of the 30 calendar day period for resolution meetings or not later than 45

calendar days after the expiration of an adjusted time period as determined by the hearing officer.

Discipline

The IDEA allows the District to maintain authority in [disciplining students with disabilities](#), but also provides procedural safeguards to protect the rights of those students to receive FAPE. If an eligible student with a disability commits an action that would be subject to discipline in accordance with district policies, the District may:

1. Remove the student from his or her current placement to another setting or suspension for up to 10 school days (without having to conduct a manifestation determination);
2. Place the student in an interim alternative education setting for up to 45 school days for situations involving weapons or drugs, or if the student has inflicted serious bodily injury on another person while at school (regardless of the results of a manifestation determination);
3. Ask a hearing officer to order a child to be placed in an interim alternative educational setting for up to 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or others (regardless of the results of a manifestation determination).

If the District seeks to change the placement of a student with a disability for more than 10 school days under any circumstances, the District must hold a manifestation determination within those 10 days to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the student's behavior is not a manifestation as identified above, then long-term disciplinary action such as expulsion may occur in accordance with District policies and procedures, but educational services in accordance with the student's IEP will continue. If the behavior is a manifestation as identified above, the IEP team must conduct a functional behavior assessment and implement a behavior intervention plan for the child, if this has not been done before. If there was a behavioral intervention plan, it must be reviewed and modified as necessary to address the behavior.

Except for certain circumstances involving weapons, illegal drugs, or serious bodily injury, when the conduct is a manifestation of the disability, the child must return to the placement from which he or she was removed unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan. If the parent disagrees with any decision regarding placement or the manifestation determination, or a district believes that maintaining the current placement of the student

is substantially likely to result in injury to the student or others, either party may request a due process hearing.

The IDEA does not prohibit the District from reporting an alleged crime committed by a student with a disability to the appropriate authorities. The district reporting an alleged crime will ensure copies of special education and disciplinary records of the student are transmitted for consideration by appropriate authorities to whom the agency reports the crime in accordance with IDEA requirements.

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

- AACA, Section 504 of the Rehabilitation Act of 1973 Policy
- AACA-E2, Section 504 Eligibility Determination Form
- ACBC, Use of Animals in District Schools & Curricular Programs
- FF, Student Conduct and Discipline
- FF-AR, Student Conduct Standards and Disciplinary Procedures
- FFA, Student Alcohol and Other Drug Use
- FF-E, Examples of Student Conduct Violations
- FFD, Possessing Weapons
- FFK, Suspension and Expulsion
- FGA, Student Records and Privacy

Legal References

- [20 U.S.C. § 1400 et esq.](#), Individuals with Disabilities Education Act
- [34 C.F.R. § Assistance to States for Education of Children with Disabilities](#)
- [34 C.F.R. § 300.201](#), Consistency with State Policies
- [NDCC § 15.1-32, Special Education](#)
- [NDCC § 15.1-33, Multidistrict Special Education](#)
- [NDCC § 25-01.2, Developmentally Disability](#)

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

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M. Consider Adopting Policy FDE Education of Special Education Students/Students With Disabilities Under the IDEA

REQUIRED

FDE - EDUCATION OF SPECIAL EDUCATION STUDENTS/STUDENTS WITH DISABILITIES UNDER THE IDEA

The ~~[Name of District]~~The Killdeer School District assures that all students with disabilities, ages 3 through 21, have the right to a free and appropriate public education in accordance with the Individuals with Disabilities Education Act (IDEA) and North Dakota law. In addition, the District complies with Section 504 of the Rehabilitation Act requirements as addressed separately under corresponding District policies and regulations. For compliance with state and federal laws concerning special education/disabled students and providing this assurance, the ~~[Name of District]~~Killdeer School District is a member of the ~~[Name of Special Education Unit]~~West River Student Services and may additionally subscribe to its policies and procedures. For students eligible for services under IDEA, the District will follow the required procedures for identification, evaluation, placement, and delivery of services to children with disabilities.

Individuals with Disabilities Education Act (IDEA)

The IDEA makes available free and appropriate public education (FAPE) to eligible children with disabilities in the District and ensures special education and related services to those children. The three main purposes of the IDEA are:

1. To ensure all children with disabilities have available to them a FAPE that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
2. To ensure the rights of children with disabilities and parents of such children are protected; and
3. To assist states, localities, educational service agencies (including public school districts), and Federal agencies to provide for the education of all children with disabilities.

To this extent, eligible students with disabilities in the District who qualify for services under the IDEA will receive specially designed instruction and other services to meet their unique needs.

Students with Disabilities

To be covered under the IDEA, a District student with a disability must be in one of several categories of disabilities and require special education and related services because of the disability in order to benefit from public education. District students meeting both the criteria will be eligible to receive specially designed instruction or special education in which the content or the delivery of the instruction is adapted to the specific needs of the student.

District students with disabilities who do not meet eligibility requirements under the

IDEA and do not require special education to benefit from public education may not be covered under the IDEA, but they may be covered under Section 504 of the Rehabilitation Act and/or the Americans with Disabilities Act (ADA). Section 504 and the ADA provide broad nondiscrimination protection not limited to education and have similar functional definitions of “disability” (e.g., disabilities related to life functions such as seeing, hearing, walking, thinking), rather than the categorical definitions used under the IDEA.

Free Appropriate Public Education (FAPE)

All District students with disabilities receiving special education or related services under the IDEA between the ages of 3 and 21 are entitled to free and appropriate public education (FAPE). FAPE under the IDEA means special education and related services that:

1. Have been provided at public expense, under public supervision and direction, and without charge;
2. Meet the standards of the District;
3. Include an appropriate preschool, elementary school, or secondary school education in the state; and
4. Are provided in conformity with the individualized education program required under the student’s individualized education program (IEP).

FAPE under the IDEA must be made available to all District students with disabilities who qualify for special education and related services, including children who have been suspended or expelled from school.

Identification and Evaluation under the IDEA

1. Identifying and Evaluating a Child with a Disability

The first step in providing FAPE to District students with disabilities is identifying those students and performing “child find” obligations. The District has policies and procedures in place to ensure that all District students with disabilities who are in need of special education and related services are identified, located, and evaluated under the IDEA. This includes locating those students with disabilities who are homeless or wards of the state; attending private schools; suspected of having a disability; and highly mobile children, including migrant children.

a. Initial Evaluation

A child who has been identified as having (or is possibly having) a disability must be evaluated by the District before receiving special education and related services to determine whether a child is a child with a disability and to determine the educational needs of the child and qualifications for IDEA services. Either the parent or the District

may request an initial evaluation. In general, the District must obtain informed consent from the parent before conducting an initial evaluation. Parental consent for an evaluation cannot be construed as consent for special education and related services. The initial evaluation must take place within sixty (60) days of receiving parental consent or within an alternative time frame that may be established by the state. In conducting the initial evaluation, the District must:

- i. use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent;
- ii. use multiple measures or assessments as the criteria for determining whether a child is a child with a disability or determining an appropriate educational program for the child; and
- iii. use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors

In addition, assessments and other evaluation materials used to assess a District student must be selected and administered so as not to be discriminatory on a racial or cultural basis. They must also be provided and administered in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally.

b. Determination by IEP Team

Upon completion of the evaluation, the determination of whether the student is a child with a disability is made and the educational needs of the student are decided by the student's IEP team. A copy of the evaluation report and the documentation of determination of eligibility must be provided to the parent. In determining eligibility, a student shall not be determined to be a child with a disability if the determinant factor is lack of appropriate instruction in reading, lack of instruction in math, or limited English proficiency.

c. Re-evaluation

Re-evaluations are required if the student's teacher or parent makes a request or if the District determines that the student's educational and service needs, academic achievement, or functional performance warrant a reevaluation. For example, a re-evaluation might be warranted if the student's performance in school significantly improves, suggesting the student no longer requires special education and related services, or if the student is not making progress toward the goals in the IEP, indicating that changes are needed in the education or related services the District is providing. In general, parental consent is required for re-evaluations as well as for the initial evaluation.

The District cannot change the eligibility of a student until a re-evaluation is done, unless the student graduates from high school with a regular diploma or reaches the age at which state law no longer provides for FAPE.

A re-evaluation may not be done more than once a year unless the parent and District agree to an additional re-evaluation; and a reevaluation must be done at least once every three years, unless the parent and the District agree that a re-evaluation is not necessary.

2. Identifying and Evaluating a Child with a Specific Learning Disability (SLD)

a. State criteria

Because a number of students receiving special education and related services under the IDEA have specific learning disabilities (SLDs), the IDEA and supporting regulations allow additional procedures for determining whether a child has an SLD. The District will follow the state criteria available on the state [website](#) and/or in the state [guidelines](#). Criteria used to identify SLDs cannot require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has an SLD; must permit the use of a process based on the child's response to scientific, research-based intervention; and may permit the use of other alternative research-based procedures for determining whether a child has an SLD.

b. Group Determination

In general, the group members who determine whether a child has an SLD must include the student's parents, the student's regular education teacher, and at least one person qualified to conduct individual diagnostic examinations of children (e.g., a school psychologist, speech-language pathologist, or remedial reading teacher). The group may determine that a student has an SLD if three criteria are met:

- i. The student does not achieve adequately for the child's age or meet state-approved grade-level standards in one or more of eight areas when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards.
- ii. The student either does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the eight areas when using a process based on the child's response to scientific, research-based intervention; or the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development that is determined by the group to be relevant to the identification of an SLD.
- iii. If the student is found to have an SLD, it is not primarily the result of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

To ensure that underachievement in a student suspected of having an SLD is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation: data that demonstrate that prior to, or as a part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered

by qualified personnel; and data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.

If prior to a referral for an evaluation, a student has not made adequate progress after an appropriate period of time when provided instruction, the District must promptly request parental consent to evaluate the student. The IDEA requires the student to be observed in the student's learning environment to document the student's academic performance and behavior in the areas of difficulty. The District will maintain specific documentation for determining eligibility for a student suspected of having an SLD in accordance with IDEA requirements.

Individualized Education Program (IEP)

The IDEA requires that an individualized education program (IEP) be developed for each eligible student with a disability that includes the following:

1. The student's present levels of academic achievement and functional performance;
2. Measurable annual goals, including academic and functional goals, designed to:
 - a. Meet the student's needs that result from disability to enable the student to be involved in and make progress in the general education curriculum; and
 - b. Meet each of the student's other educational needs that result from disability;
3. How the student's progress toward meeting the above annual goals will be measured and when periodic reports on the progress the student is making toward meeting the annual goals will be provided;
4. The special education and related services and supplementary aids and services, based on peer-reviewed research to an extent practicable, to be provided to the student, or on behalf of the student, and the program modifications or supports for school personnel that will be provided for the student to:
 - a. Advance appropriately toward attaining the annual goals;
 - b. Be involved in and make progress in the general education curriculum and participate in extracurricular and other nonacademic activities; and
 - c. Be educated and participate with other students with disabilities and nondisabled students;
5. The extent, if any, to which the student will not participate with nondisabled students in the regular class;
6. Any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments; if the IEP team determines that the student will take an

alternate assessment on a particular state or district-wide assessment of student achievement, the IEP should detail why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student; and

7. The projected date for the beginning of the assessments and their frequency, location, and duration.

In addition, beginning not later than when the first IEP is in effect when the student is 16 and updated annually thereafter, the IEP must include appropriate measurable postsecondary goals related to training, education, employment, and, where appropriate, independent living skills and the transition services needed to assist the student in reaching those goals.

IEP Team

Each district student identified as a child with a disability under the IDEA must have an individualized education program (IEP) developed by an IEP team. In general, the composition of the IEP team includes:

1. The parents of the student with a disability;
2. One or more regular education teachers, if the student is or may be participating in the regular education environment;
3. One or more special education teachers;
4. A representative of the District who is qualified to provide or supervise the provision of special education, knowledgeable about the general education curriculum, and knowledgeable about the availability of resources of the District;
5. An individual who can interpret the instructional implications of evaluation results;
6. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate; and
7. Whenever appropriate, the student with a disability.

The District will follow requirements under the IDEA related to IEP meeting attendance, excusal, team communication and participation, and associated substantive and procedural requirements and safeguards. No one member of the IEP team can make unilateral decisions or changes to a student's IEP.

Parents will be provided a prior written notice (PWN) in accordance with IDEA regulations when the District proposes to initiate or change, or refuses to initiate or change, a student's IEP. PWNs will include a description of the action proposed or refused by the school; an explanation of why the school proposes or refuses to take the action; a description of each evaluation procedure, assessment, record, or report the school used as a basis for their decision; a statement that the parents of a child with a disability have protection under the procedural safeguards and, how the parents can

obtain a copy of them; sources for parents to obtain assistance in understanding these provisions; a description of other options that the IEP team considered and the reasons why those options were rejected; and a description of other factors relevant to the school's proposal or refusal.

Special Education and Related Services

“Related services” under the IDEA means transportation, and such developmental, corrective, and other supportive services as may be required to assist a District student with a disability to benefit from special education. This includes the early identification and assessment of disabling conditions in children. Supportive services may include speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; social work services, school nurse services designed to enable a child with a disability to receive FAPE as described in the student's IEP; counseling services, including rehabilitation counseling; orientation and mobility services; and medical services, except that such medical services shall be for diagnostic and evaluation purposes only.

Related services identified by the IEP team must be necessary for the child to benefit from special education and must not fall within an IDEA exception, including medical services that can only be rendered by a physician and individually prescribed equipment.

Personnel Qualifications

The District will establish and maintain qualifications to ensure that personnel necessary to carry out the IDEA requirements are appropriately and adequately prepared and trained, including that personnel have the content knowledge and skills to service students with disabilities.

Special education teachers must: obtain full state special education teaching certification or pass the state special education teacher licensing examination, or fulfill requirements in a state's charter school law for teachers in charter schools; have not had any certification requirements waived on an emergency, temporary, or provisional basis; and have at least bachelor's degree.

Related services personnel must meet qualifications consistent with any state-approved or state-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services and have not had any certification requirements waived on an emergency, temporary, or provisional basis.

Paraprofessionals and assistants, who assist in the provision of special education and related services to children with disabilities, must be appropriately trained and supervised, in accordance with state law, regulation, or other written state policy, to meet IDEA regulations.

Least Restrictive Environment

The District will educate eligible students with disabilities in the least restrictive environment possible in accordance with the IDEA. This means that to the maximum extent appropriate, eligible students are to be educated with students who are not disabled. Further, special classes, separate schooling, or other removal of students with disabilities from the regular educational environment can occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Supplementary aids and services could include such things as additional time to take tests or complete assignments, slower-paced instruction, personal aides, peer tutors, and use of a computer.

The District must also ensure there is a continuum of alternate placements that includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. The continuum of placements offered to each child with a disability served under the IDEA must include supplementary services (e.g., resource room or itinerant instruction) as part of a regular class placement.

The specific placement decision for each eligible student with a disability is made by that student's IEP team. The student's placement must be determined at least annually, based on the IEP, and as close to home as possible.

As with identification and evaluation, the child's parents must be notified in writing within a reasonable time before the placement. If the parents disagree with the placement decision, they may use the procedural safeguards, such as the mediation and due process complaints discussed in the "[Procedural Safeguards](#)" section of this policy.

Children with Disabilities in Private Schools

A child with a disability may be placed in a private elementary or secondary school by the District as part of a student's IEP if the IEP team determines that a private school placement is needed to fulfill the FAPE requirements for the student. When a District student is placed in private school under the student's IEP, then the private school placement is made at no cost to the parents, and the student has all rights of a child with a disability who is served in the District.

If an eligible student's parents unilaterally place their child in a private elementary or secondary school, then District student has been *parentally placed*. In this situation, the student is not entitled to FAPE, and the cost of the private school placement is not paid by the District. The District must, however, spend a share of its IDEA funds to provide services to children enrolled with disabilities by their parents in private schools located in the District based on the proportion of parentally placed children to the total number of children with disabilities in the District. Except where there is a court order, the District makes the final decision about the services to be provided to parentally placed private school children. In making these decisions, the District will engage in a consultation process with the private school officials and representatives of parents. The District will devise a service plan for every parentally placed child with a disability receiving special education or related services from the District.

Procedural Safeguards

The District will follow the procedural safeguards requirements under the IDEA. The various types of procedures include (but are not limited to) parental rights to:

1. Inspect and review educational records (with assurance that education records are maintained as confidential);
2. Participate in meetings related to the identification, evaluation, and educational placement of their child;
3. Obtain an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the District;
4. Receive prior written notice in the native language of the parents when the District proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of the child or the provision of FAPE to the child;
5. Receive a procedural safeguards notice, which is a comprehensive written explanation of IDEA's legal rights and protections for children with disabilities and their parents;
6. Resolve disputes through a mediation process;
7. Present and resolve complaints through the due process complaint procedures, which include a right to file suit in federal district court; and
8. Present and resolve complaints through state complaint procedures.

Three of the procedural safeguards listed above pertain to dispute resolution between parents and the District. These are mediation, due process complaint procedures, and state complaint procedures, which are discussed below.

1. [Mediation](#)

The parties may choose to resolve disputes under the IDEA through a mediation process. Procedures shall ensure that mediation is:

- a. Voluntary on the part of the parties;
- b. Not used to deny or delay a parent's right to a due process hearing or deny any other rights afforded under the IDEA; and
- c. Conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

Either a parent or the District can initiate the mediation process. If a dispute is resolved through mediation, the parties will execute a legally binding agreement that is signed by the parent and a representative of the District. Discussions occurring during mediation are confidential and may not be used in any subsequent due process hearing or court proceeding.

A Request for Mediation form can be accessed from the North Dakota Department of Public Instruction: [SFN 58601](#).

2. State Complaint Procedures

The IDEA requires each state to adopt written procedures for resolving complaints. A State complaint alleging a violation of the IDEA can be filed by any organization or individual with the North Dakota Department of Public Instruction (NDDPI).

Complainants may submit concerns in a letter or complete a Request for a Complaint Investigation form through the Office for Specially Designed Services: [SFN 58618](#).

The incident related to the State complaint must have occurred within one year from the date the complaint is filed and meets the State complaint filing requirements. The District is allowed an opportunity to draft a formal response to the allegations and propose a resolution to the issues. State complaints will be resolved within 60 calendar days from the date the complaint is filed unless an extension is permitted.

3. [Due Process Complaint Procedures](#)

Either the parents or the District may request a due process hearing through filing a complaint on matters relating to the identification, evaluation, or educational placement of a child with a disability, or the provision of FAPE to the child. Generally, unless the District and the parents otherwise agree, the student must “stay put”/remain in their current educational placement pending the outcome of the due process complaint procedures or court proceeding.

The due process complaint must allege a violation that occurred not more than two years before the date the parent or District knew or should have known about the alleged action that forms the basis of the due process complaint.

Within 15 days of receiving the due process complaint, the District will convene a resolution session to attempt to resolve the issues unless the parents and District agree to waive the session. Either party may request a neutral facilitator from NDDPI. If the issues are not resolved, the due process hearing may occur.

Due process hearings are conducted by an impartial hearing officer, and the decision of the hearing officer is final. The parents and the District have the right to:

- a. Be represented by an attorney at the hearing;
- b. Bring one or more individuals who have knowledge or training about children with disabilities;
- c. Present evidence and confront, cross-examine, and require relevant witnesses to be present;
- d. A written, or electronic transcript of the hearing; and
- e. A written or electronic findings of fact and decisions.

The impartial hearing officer will issue a decision not later than 45 calendar days after the expiration of the 30 calendar day period for resolution meetings or not later than 45

calendar days after the expiration of an adjusted time period as determined by the hearing officer.

Discipline

The IDEA allows the District to maintain authority in [disciplining students with disabilities](#), but also provides procedural safeguards to protect the rights of those students to receive FAPE. If an eligible student with a disability commits an action that would be subject to discipline in accordance with district policies, the District may:

1. Remove the student from his or her current placement to another setting or suspension for up to 10 school days (without having to conduct a manifestation determination);
2. Place the student in an interim alternative education setting for up to 45 school days for situations involving weapons or drugs, or if the student has inflicted serious bodily injury on another person while at school (regardless of the results of a manifestation determination);
3. Ask a hearing officer to order a child to be placed in an interim alternative educational setting for up to 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or others (regardless of the results of a manifestation determination).

If the District seeks to change the placement of a student with a disability for more than 10 school days under any circumstances, the District must hold a manifestation determination within those 10 days to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the student's behavior is not a manifestation as identified above, then long-term disciplinary action such as expulsion may occur in accordance with District policies and procedures, but educational services in accordance with the student's IEP will continue. If the behavior is a manifestation as identified above, the IEP team must conduct a functional behavior assessment and implement a behavior intervention plan for the child, if this has not been done before. If there was a behavioral intervention plan, it must be reviewed and modified as necessary to address the behavior.

Except for certain circumstances involving weapons, illegal drugs, or serious bodily injury, when the conduct is a manifestation of the disability, the child must return to the placement from which he or she was removed unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan. If the parent disagrees with any decision regarding placement or the manifestation determination, or a district believes that maintaining the current placement of the student

is substantially likely to result in injury to the student or others, either party may request a due process hearing.

The IDEA does not prohibit the District from reporting an alleged crime committed by a student with a disability to the appropriate authorities. The district reporting an alleged crime will ensure copies of special education and disciplinary records of the student are transmitted for consideration by appropriate authorities to whom the agency reports the crime in accordance with IDEA requirements.

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

- AACA, Section 504 of the Rehabilitation Act of 1973 Policy
- AACA-E2, Section 504 Eligibility Determination Form
- ACBC, Use of Animals in District Schools & Curricular Programs
- FF, Student Conduct and Discipline
- FF-AR, Student Conduct Standards and Disciplinary Procedures
- FFA, Student Alcohol and Other Drug Use
- FF-E, Examples of Student Conduct Violations
- FFD, Possessing Weapons
- FFK, Suspension and Expulsion
- FGA, Student Records and Privacy

Legal References

- [20 U.S.C. § 1400 et seq.](#), Individuals with Disabilities Education Act
- [34 C.F.R. § Assistance to States for Education of Children with Disabilities](#)
- [34 C.F.R. § 300.201](#), Consistency with State Policies
- [NDCC § 15.1-32, Special Education](#)
- [NDCC § 15.1-33, Multidistrict Special Education](#)
- [NDCC § 25-01.2, Developmentally Disability](#)

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

~~[11/25]~~4/8/26

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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.~~

REQUIRED

FDE - EDUCATION OF SPECIAL EDUCATION/DISABLED STUDENTS

The Killdeer Public School District assures that all students with disabilities, ages 3 through 21, have the right to a free and appropriate public education in accordance with the Individuals with Disabilities Education Act and North Dakota law. In addition, the District complies with Section 504 requirements. For the purpose of compliance with state and federal laws concerning special education/disabled students and providing this assurance, the Killdeer School District is a member of the West River Special Services Unit and subscribes to its policies and procedures. These policies and procedures include those required to comply with IDEA and Section 504, such as but not limited to child find and procedural safeguards.

Complementary Documents

- FDE-E, Section 504 Eligibility Determination Form

End of Killdeer School District #16 Policy FDE.....Adopted: 08/14/13

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FDE - EDUCATION OF SPECIAL EDUCATION STUDENTS/STUDENTS WITH DISABILITIES UNDER THE IDEA

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District students with disabilities who do not meet eligibility requirements under the IDEA and do not require special education to benefit from public education may not be

covered under the IDEA, but they may be covered under Section 504 of the Rehabilitation Act and/or the Americans with Disabilities Act (ADA). Section 504 and the ADA provide broad nondiscrimination protection not limited to education and have similar functional definitions of “disability” (e.g., disabilities related to life functions such as seeing, hearing, walking, thinking), rather than the categorical definitions used under the IDEA.

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FAPE under the IDEA must be made available to all District students with disabilities who qualify for special education and related services, including children who have been suspended or expelled from school.

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a. Initial Evaluation

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from the parent before conducting an initial evaluation. Parental consent for an evaluation cannot be construed as consent for special education and related services. The initial evaluation must take place within sixty (60) days of receiving parental consent or within an alternative time frame that may be established by the state. In conducting the initial evaluation, the District must:

- i. use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent;
- ii. use multiple measures or assessments as the criteria for determining whether a child is a child with a disability or determining an appropriate educational program for the child; and
- iii. use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors

In addition, assessments and other evaluation materials used to assess a District student must be selected and administered so as not to be discriminatory on a racial or cultural basis. They must also be provided and administered in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally.

b. Determination by IEP Team

Upon completion of the evaluation, the determination of whether the student is a child with a disability is made and the educational needs of the student are decided by the student's IEP team. A copy of the evaluation report and the documentation of determination of eligibility must be provided to the parent. In determining eligibility, a student shall not be determined to be a child with a disability if the determinant factor is lack of appropriate instruction in reading, lack of instruction in math, or limited English proficiency.

c. Re-evaluation

Re-evaluations are required if the student's teacher or parent makes a request or if the District determines that the student's educational and service needs, academic achievement, or functional performance warrant a reevaluation. For example, a re-evaluation might be warranted if the student's performance in school significantly improves, suggesting the student no longer requires special education and related services, or if the student is not making progress toward the goals in the IEP, indicating that changes are needed in the education or related services the District is providing. In general, parental consent is required for re-evaluations as well as for the initial evaluation.

The District cannot change the eligibility of a student until a re-evaluation is done, unless the student graduates from high school with a regular diploma or reaches the age at which state law no longer provides for FAPE.

A re-evaluation may not be done more than once a year unless the parent and District

agree to an additional re-evaluation; and a reevaluation must be done at least once every three years, unless the parent and the District agree that a re-evaluation is not necessary.

2. Identifying and Evaluating a Child with a Specific Learning Disability (SLD)

a. State criteria

Because a number of students receiving special education and related services under the IDEA have specific learning disabilities (SLDs), the IDEA and supporting regulations allow additional procedures for determining whether a child has an SLD. The District will follow the state criteria available on the state [website](#) and/or in the state [guidelines](#). Criteria used to identify SLDs cannot require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has an SLD; must permit the use of a process based on the child's response to scientific, research-based intervention; and may permit the use of other alternative research-based procedures for determining whether a child has an SLD.

b. Group Determination

In general, the group members who determine whether a child has an SLD must include the student's parents, the student's regular education teacher, and at least one person qualified to conduct individual diagnostic examinations of children (e.g., a school psychologist, speech-language pathologist, or remedial reading teacher). The group may determine that a student has an SLD if three criteria are met:

- i. The student does not achieve adequately for the child's age or meet state-approved grade-level standards in one or more of eight areas when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards.
- ii. The student either does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the eight areas when using a process based on the child's response to scientific, research-based intervention; or the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development that is determined by the group to be relevant to the identification of an SLD.
- iii. If the student is found to have an SLD, it is not primarily the result of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

To ensure that underachievement in a student suspected of having an SLD is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation: data that demonstrate that prior to, or as a part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel; and data-based documentation of repeated assessments of

achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.

If prior to a referral for an evaluation, a student has not made adequate progress after an appropriate period of time when provided instruction, the District must promptly request parental consent to evaluate the student. The IDEA requires the student to be observed in the student's learning environment to document the student's academic performance and behavior in the areas of difficulty. The District will maintain specific documentation for determining eligibility for a student suspected of having an SLD in accordance with IDEA requirements.

Individualized Education Program (IEP)

The IDEA requires that an individualized education program (IEP) be developed for each eligible student with a disability that includes the following:

1. The student's present levels of academic achievement and functional performance;
2. Measurable annual goals, including academic and functional goals, designed to:
 - a. Meet the student's needs that result from disability to enable the student to be involved in and make progress in the general education curriculum; and
 - b. Meet each of the student's other educational needs that result from disability;
3. How the student's progress toward meeting the above annual goals will be measured and when periodic reports on the progress the student is making toward meeting the annual goals will be provided;
4. The special education and related services and supplementary aids and services, based on peer-reviewed research to an extent practicable, to be provided to the student, or on behalf of the student, and the program modifications or supports for school personnel that will be provided for the student to:
 - a. Advance appropriately toward attaining the annual goals;
 - b. Be involved in and make progress in the general education curriculum and participate in extracurricular and other nonacademic activities; and
 - c. Be educated and participate with other students with disabilities and nondisabled students;
5. The extent, if any, to which the student will not participate with nondisabled students in the regular class;
6. Any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments; if the IEP team determines that the student will take an alternate assessment on a particular state or district-wide assessment of student

achievement, the IEP should detail why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student; and

7. The projected date for the beginning of the assessments and their frequency, location, and duration.

In addition, beginning not later than when the first IEP is in effect when the student is 16 and updated annually thereafter, the IEP must include appropriate measurable postsecondary goals related to training, education, employment, and, where appropriate, independent living skills and the transition services needed to assist the student in reaching those goals.

IEP Team

Each district student identified as a child with a disability under the IDEA must have an individualized education program (IEP) developed by an IEP team. In general, the composition of the IEP team includes:

1. The parents of the student with a disability;
2. One or more regular education teachers, if the student is or may be participating in the regular education environment;
3. One or more special education teachers;
4. A representative of the District who is qualified to provide or supervise the provision of special education, knowledgeable about the general education curriculum, and knowledgeable about the availability of resources of the District;
5. An individual who can interpret the instructional implications of evaluation results;
6. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate; and
7. Whenever appropriate, the student with a disability.

The District will follow requirements under the IDEA related to IEP meeting attendance, excusal, team communication and participation, and associated substantive and procedural requirements and safeguards. No one member of the IEP team can make unilateral decisions or changes to a student's IEP.

Parents will be provided a prior written notice (PWN) in accordance with IDEA regulations when the District proposes to initiate or change, or refuses to initiate or change, a student's IEP. PWNs will include a description of the action proposed or refused by the school; an explanation of why the school proposes or refuses to take the action; a description of each evaluation procedure, assessment, record, or report the school used as a basis for their decision; a statement that the parents of a child with a disability have protection under the procedural safeguards and, how the parents can obtain a copy of them; sources for parents to obtain assistance in understanding these

provisions; a description of other options that the IEP team considered and the reasons why those options were rejected; and a description of other factors relevant to the school's proposal or refusal.

Special Education and Related Services

“Related services” under the IDEA means transportation, and such developmental, corrective, and other supportive services as may be required to assist a District student with a disability to benefit from special education. This includes the early identification and assessment of disabling conditions in children. Supportive services may include speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; social work services, school nurse services designed to enable a child with a disability to receive FAPE as described in the student's IEP; counseling services, including rehabilitation counseling; orientation and mobility services; and medical services, except that such medical services shall be for diagnostic and evaluation purposes only.

Related services identified by the IEP team must be necessary for the child to benefit from special education and must not fall within an IDEA exception, including medical services that can only be rendered by a physician and individually prescribed equipment.

Personnel Qualifications

The District will establish and maintain qualifications to ensure that personnel necessary to carry out the IDEA requirements are appropriately and adequately prepared and trained, including that personnel have the content knowledge and skills to service students with disabilities.

Special education teachers must: obtain full state special education teaching certification or pass the state special education teacher licensing examination, or fulfill requirements in a state's charter school law for teachers in charter schools; have not had any certification requirements waived on an emergency, temporary, or provisional basis; and have at least bachelor's degree.

Related services personnel must meet qualifications consistent with any state-approved or state-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services and have not had any certification requirements waived on an emergency, temporary, or provisional basis.

Paraprofessionals and assistants, who assist in the provision of special education and related services to children with disabilities, must be appropriately trained and supervised, in accordance with state law, regulation, or other written state policy, to meet IDEA regulations.

Least Restrictive Environment

The District will educate eligible students with disabilities in the least restrictive environment possible in accordance with the IDEA. This means that to the maximum extent appropriate, eligible students are to be educated with students who are not disabled. Further, special classes, separate schooling, or other removal of students with disabilities from the regular educational environment can occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Supplementary aids and services could include such things as additional time to take tests or complete assignments, slower-paced instruction, personal aides, peer tutors, and use of a computer.

The District must also ensure there is a continuum of alternate placements that includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. The continuum of placements offered to each child with a disability served under the IDEA must include supplementary services (e.g., resource room or itinerant instruction) as part of a regular class placement.

The specific placement decision for each eligible student with a disability is made by that student's IEP team. The student's placement must be determined at least annually, based on the IEP, and as close to home as possible.

As with identification and evaluation, the child's parents must be notified in writing within a reasonable time before the placement. If the parents disagree with the placement decision, they may use the procedural safeguards, such as the mediation and due process complaints discussed in the "[Procedural Safeguards](#)" section of this policy.

Children with Disabilities in Private Schools

A child with a disability may be placed in a private elementary or secondary school by the District as part of a student's IEP if the IEP team determines that a private school placement is needed to fulfill the FAPE requirements for the student. When a District student is placed in private school under the student's IEP, then the private school placement is made at no cost to the parents, and the student has all rights of a child with a disability who is served in the District.

If an eligible student's parents unilaterally place their child in a private elementary or secondary school, then District student has been *parentally placed*. In this situation, the student is not entitled to FAPE, and the cost of the private school placement is not paid by the District. The District must, however, spend a share of its IDEA funds to provide services to children enrolled with disabilities by their parents in private schools located in the District based on the proportion of parentally placed children to the total number of children with disabilities in the District. Except where there is a court order, the District makes the final decision about the services to be provided to parentally placed private school children. In making these decisions, the District will engage in a consultation process with the private school officials and representatives of parents. The District will devise a service plan for every parentally placed child with a disability receiving special education or related services from the District.

Procedural Safeguards

The District will follow the procedural safeguards requirements under the IDEA. The various types of procedures include (but are not limited to) parental rights to:

1. Inspect and review educational records (with assurance that education records are maintained as confidential);
2. Participate in meetings related to the identification, evaluation, and educational placement of their child;
3. Obtain an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the District;
4. Receive prior written notice in the native language of the parents when the District proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of the child or the provision of FAPE to the child;
5. Receive a procedural safeguards notice, which is a comprehensive written explanation of IDEA's legal rights and protections for children with disabilities and their parents;
6. Resolve disputes through a mediation process;
7. Present and resolve complaints through the due process complaint procedures, which include a right to file suit in federal district court; and
8. Present and resolve complaints through state complaint procedures.

Three of the procedural safeguards listed above pertain to dispute resolution between parents and the District. These are mediation, due process complaint procedures, and state complaint procedures, which are discussed below.

1. [Mediation](#)

The parties may choose to resolve disputes under the IDEA through a mediation process. Procedures shall ensure that mediation is:

- a. Voluntary on the part of the parties;
- b. Not used to deny or delay a parent's right to a due process hearing or deny any other rights afforded under the IDEA; and
- c. Conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

Either a parent or the District can initiate the mediation process. If a dispute is resolved through mediation, the parties will execute a legally binding agreement that is signed by the parent and a representative of the District. Discussions occurring during mediation are confidential and may not be used in any subsequent due process hearing or court proceeding.

A Request for Mediation form can be accessed from the North Dakota Department of Public Instruction: [SFN 58601](#).

2. State Complaint Procedures

The IDEA requires each state to adopt written procedures for resolving complaints. A State complaint alleging a violation of the IDEA can be filed by any organization or individual with the North Dakota Department of Public Instruction (NDDPI).

Complainants may submit concerns in a letter or complete a Request for a Complaint Investigation form through the Office for Specially Designed Services: [SFN 58618](#).

The incident related to the State complaint must have occurred within one year from the date the complaint is filed and meets the State complaint filing requirements. The District is allowed an opportunity to draft a formal response to the allegations and propose a resolution to the issues. State complaints will be resolved within 60 calendar days from the date the complaint is filed unless an extension is permitted.

3. [Due Process Complaint Procedures](#)

Either the parents or the District may request a due process hearing through filing a complaint on matters relating to the identification, evaluation, or educational placement of a child with a disability, or the provision of FAPE to the child. Generally, unless the District and the parents otherwise agree, the student must “stay put”/remain in their current educational placement pending the outcome of the due process complaint procedures or court proceeding.

The due process complaint must allege a violation that occurred not more than two years before the date the parent or District knew or should have known about the alleged action that forms the basis of the due process complaint.

Within 15 days of receiving the due process complaint, the District will convene a resolution session to attempt to resolve the issues unless the parents and District agree to waive the session. Either party may request a neutral facilitator from NDDPI. If the issues are not resolved, the due process hearing may occur.

Due process hearings are conducted by an impartial hearing officer, and the decision of the hearing officer is final. The parents and the District have the right to:

- a. Be represented by an attorney at the hearing;
- b. Bring one or more individuals who have knowledge or training about children with disabilities;
- c. Present evidence and confront, cross-examine, and require relevant witnesses to be present;
- d. A written, or electronic transcript of the hearing; and
- e. A written or electronic findings of fact and decisions.

The impartial hearing officer will issue a decision not later than 45 calendar days after the expiration of the 30 calendar day period for resolution meetings or not later than 45

calendar days after the expiration of an adjusted time period as determined by the hearing officer.

Discipline

The IDEA allows the District to maintain authority in [disciplining students with disabilities](#), but also provides procedural safeguards to protect the rights of those students to receive FAPE. If an eligible student with a disability commits an action that would be subject to discipline in accordance with district policies, the District may:

1. Remove the student from his or her current placement to another setting or suspension for up to 10 school days (without having to conduct a manifestation determination);
2. Place the student in an interim alternative education setting for up to 45 school days for situations involving weapons or drugs, or if the student has inflicted serious bodily injury on another person while at school (regardless of the results of a manifestation determination);
3. Ask a hearing officer to order a child to be placed in an interim alternative educational setting for up to 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or others (regardless of the results of a manifestation determination).

If the District seeks to change the placement of a student with a disability for more than 10 school days under any circumstances, the District must hold a manifestation determination within those 10 days to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the student's behavior is not a manifestation as identified above, then long-term disciplinary action such as expulsion may occur in accordance with District policies and procedures, but educational services in accordance with the student's IEP will continue. If the behavior is a manifestation as identified above, the IEP team must conduct a functional behavior assessment and implement a behavior intervention plan for the child, if this has not been done before. If there was a behavioral intervention plan, it must be reviewed and modified as necessary to address the behavior.

Except for certain circumstances involving weapons, illegal drugs, or serious bodily injury, when the conduct is a manifestation of the disability, the child must return to the placement from which he or she was removed unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan. If the parent disagrees with any decision regarding placement or the manifestation determination, or a district believes that maintaining the current placement of the student

is substantially likely to result in injury to the student or others, either party may request a due process hearing.

The IDEA does not prohibit the District from reporting an alleged crime committed by a student with a disability to the appropriate authorities. The district reporting an alleged crime will ensure copies of special education and disciplinary records of the student are transmitted for consideration by appropriate authorities to whom the agency reports the crime in accordance with IDEA requirements.

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

- AACA, Section 504 of the Rehabilitation Act of 1973 Policy
- AACA-E2, Section 504 Eligibility Determination Form
- ACBC, Use of Animals in District Schools & Curricular Programs
- FF, Student Conduct and Discipline
- FF-AR, Student Conduct Standards and Disciplinary Procedures
- FFA, Student Alcohol and Other Drug Use
- FF-E, Examples of Student Conduct Violations
- FFD, Possessing Weapons
- FFK, Suspension and Expulsion
- FGA, Student Records and Privacy

Legal References

- [20 U.S.C. § 1400 et esq.](#), Individuals with Disabilities Education Act
- [34 C.F.R. § Assistance to States for Education of Children with Disabilities](#)
- [34 C.F.R. § 300.201](#), Consistency with State Policies
- [NDCC § 15.1-32, Special Education](#)
- [NDCC § 15.1-33, Multidistrict Special Education](#)
- [NDCC § 25-01.2, Developmentally Disability](#)

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

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N. Consider Updates to Policy GABDA Student Achievement

GABDA - STUDENT ACHIEVEMENT

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the District.

The Superintendent will ensure development and implementation of a district-wide program for student achievement improvement that engages district stakeholders in a continuous improvement planning process that provides for annual review, revision as needed, and reports to the community. The district's program will be reflected in ~~school and the district's improvement strategic plans if applicable~~ and will include, but not be limited to, the following:

1. Self-evaluation of current and prior student achievement and behavioral data, including student and community demographics, student access to and utilization of educational opportunities to meet standards, district progress toward development and implementation of improvement programs, and stakeholder satisfaction.
2. Data-driven goal setting utilizing methods recommended by the Department of Public Instruction or local methods.
3. Action planning including provisions for accountability, professional staff development, steps to assure a safe educational environment conducive to learning, identification of local efficiencies and resources, steps to assure all students have access to the educational opportunities needed to meet the high standards of the State and District, resource allocation and realignment strategies needed to support improvement efforts, and steps to improve methods of student assessments and/or to better utilize student assessment results.

The district's program will be consistent with the North Dakota Department of Public Instruction requirements and reflected in school and district improvement plans if applicable.

The Board will, in striving for continuous improvement of student achievement, annually review district and individual school data on student achievement. In addition, the Board will prioritize, allocate, and realign resources as necessary.

End of Killdeer School District #16 Policy GABDA.....Amended: ~~10/12/16~~4/8/26

GABDA - STUDENT ACHIEVEMENT

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the District.

The Superintendent will ensure development and implementation of a district-wide program for student achievement improvement that engages district stakeholders in a continuous improvement planning process that provides for annual review, revision as needed, and reports to the community. The district's program will be reflected in school and district **improvement** plans if applicable and will include, but not be limited to, the following:

1. Self-evaluation of current and prior student achievement and behavioral data, including student and community demographics, student access to and utilization of educational opportunities to meet standards, district progress toward development and implementation of improvement programs, and stakeholder satisfaction.
2. Data-driven goal setting utilizing methods recommended by the Department of Public Instruction or local methods.
3. Action planning including provisions for accountability, professional staff development, steps to assure a safe educational environment conducive to learning, identification of local efficiencies and resources, steps to assure all students have access to the educational opportunities needed to meet the high standards of the State and District, resource allocation and realignment strategies needed to support improvement efforts, and steps to improve methods of student assessments and/or to better utilize student assessment results.

The district's program will be consistent with the North Dakota Department of Public Instruction requirements and reflected in school and district improvement plans if applicable.

The Board will, in striving for continuous improvement of student achievement, annually review district and individual school data on student achievement. In addition, the Board will prioritize, allocate, and realign resources as necessary.

End of Killdeer School District #16 Policy GABDA.....Amended: 10/12/16

GABDA - STUDENT ACHIEVEMENT

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the District.

The Superintendent will ensure development and implementation of a district-wide program for student achievement improvement that engages district stakeholders in a continuous improvement planning process that provides for annual review, revision as needed, and reports to the community. The district's program will be reflected in school and district improvement plans if applicable and will include, but not be limited to, the following:

1. Self-evaluation of current and prior student achievement and behavioral data, including student and community demographics, student access to and utilization of educational opportunities to meet standards, district progress toward development and implementation of improvement programs, and stakeholder satisfaction.
2. Data-driven goal setting utilizing methods recommended by the Department of Public Instruction or local methods.
3. Action planning including provisions for accountability, professional staff development, steps to assure a safe educational environment conducive to learning, identification of local efficiencies and resources, steps to assure all students have access to the educational opportunities needed to meet the high standards of the State and District, resource allocation and realignment strategies needed to support improvement efforts, and steps to improve methods of student assessments and/or to better utilize student assessment results.

The district's program will be consistent with any North Dakota Department of Public Instruction requirements and reflected in school and district improvement plans if applicable.

The Board will, in striving for continuous improvement of student achievement, annually review district and individual school data on student achievement. In addition, the Board will prioritize, allocate, and realign resources as necessary.

End of [Name of District] Policy GABDAAdopted:

[06/16]

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SAMPLE

O. Consider Updates to Policy KAAB School Volunteer Program.

RECOMMENDED

KAAB - SCHOOL VOLUNTEER PROGRAM

The District **shall** operate a volunteer program. The program shall be designed and implemented in a safety-conscious manner but shall in no way overly consume district resources, monetary or otherwise.

Job Descriptions

The Superintendent is charged with developing job descriptions for each volunteer position. Descriptions shall, at a minimum, list all screening prerequisites, required training and minimum qualifications, the scope of job duties associated with each position, and the name and title of the district employee charged with supervising the volunteer.

Job descriptions will be disseminated to potential volunteers upon application. A volunteer's agreement to follow the job description shall be required at the time the District offers a position to the individual.

Volunteer Screening

Methods used to screen volunteers shall in no way discriminate against any protected status. Anyone wishing to volunteer in district schools shall complete a volunteer application. Completion of this application is a prerequisite for obtaining permission to volunteer in district schools. The application shall be developed by the Superintendent and shall, at a minimum, require volunteers to list qualifications, supply professional references, and attest that they have never been convicted of a crime.

The Superintendent and/or building principal shall evaluate whether or not the volunteer is qualified to volunteer after checking the volunteer's references and comparing the volunteer's application with the applicable volunteer job description. Individuals deemed qualified by the Superintendent and/or building principal shall be considered final applicants for volunteer positions.

All final applicants for volunteer positions who have unsupervised contact with students are subject to the same background and criminal history record checks as school employees who have unsupervised contact with students. A final applicant is exempt from this requirement if s/he has undergone a criminal history check through the District in the last five of years and, having satisfied district adjudication standards, received approval to volunteer.

Adjudication

The building principal, in consultation with the Superintendent, shall adjudicate final volunteer applicants' criminal history records, shall make final determinations about suitability for service, and is authorized to offer qualified final applicants positions with the District.

The District is not obligated to utilize the services of any final applicant who, in the adjudicator's judgment, exhibits qualities inconsistent with the district's mission, potentially disruptive to district operations, or potentially threatening to district safety. Final volunteer applicants shall be disqualified for service for at least the following reasons:

RECOMMENDED

1. The applicant has committed a felony, sexual offense (as defined by NDCC 15.1-13-26), crime against a child (as defined by NDCC 15.1-13-26), or any other offense involving a child victim.
2. The applicant falsified or omitted information submitted during the application process, including, but not limited to, information concerning criminal convictions or pending criminal charges.

Final Applicant Rights

Records obtained by the District for background and other record checks will be used solely for purposes that they were requested and will only be disseminated and retained in accordance with the personnel records policy. The adjudicator shall advise applicants that the procedure for obtaining, correcting, or updating federal records is contained in 28 CFR 16.34 and shall give the applicant a reasonable time to correct and/or complete his/her criminal history record or decline to do so before making a determination on qualification for service.

Orientation & Training

The Board shall develop a list of district policies to which volunteers must abide. The building principal shall make volunteers aware of these policies, procedures, and rules before they begin service through a volunteer orientation, volunteer handbook, or other means and shall inform volunteers of the requirement to abide by these policies, procedures, and rules regardless of whether or not volunteers are specifically named in them. Volunteers shall agree in writing to this requirement prior to performing services for the District.

Volunteers shall also receive any required training as delineated in the job description prior to performing services.

Disciplinary Sanctions & Authority

Except when an emergency situation would warrant otherwise, volunteers shall perform only those duties that they are assigned and abide by applicable policies, procedures, and rules. Failure to comply with these requirements may result in disciplinary action up to and including dismissal from service. The building principal and/or Superintendent is responsible for disciplining and dismissing volunteers.

Complementary Documents

- DBAA, Recruitment, Hiring & Background Checks for Classified Personnel
- DBAC, Recruiting & Hiring Teachers
- KAAB-E, Volunteer Confidentiality Rules

End of Killdeer School District #16 Policy KAAB.....Amended: 03/09/16

RECOMMENDED

KAAB - SCHOOL VOLUNTEER PROGRAM

The District shall operate a volunteer program. The program shall be designed and implemented in a safety-conscious manner but shall in no way overly consume district resources, monetary or otherwise.

Job Descriptions

The Superintendent is charged with developing job descriptions for each volunteer position. Descriptions shall, at a minimum, list all screening prerequisites, required training and minimum qualifications, the scope of job duties associated with each position, and the name and title of the district employee charged with supervising the volunteer.

Job descriptions will be disseminated to potential volunteers upon application. A volunteer's agreement to follow the job description shall be required at the time the District offers a position to the individual.

Volunteer Screening

Methods used to screen volunteers shall in no way discriminate against any protected status. Anyone wishing to volunteer in district schools shall complete a volunteer application. Completion of this application is a prerequisite for obtaining permission to volunteer in district schools. The application shall be developed by the Superintendent and shall, at a minimum, require volunteers to list qualifications, supply professional references, and attest that they have never been convicted of a crime.

The **[Superintendent] [building principal]** shall evaluate whether or not the volunteer is qualified to volunteer after checking the volunteer's references and comparing the volunteer's application with the applicable volunteer job description. Individuals deemed qualified by the **[Superintendent] [building principal]** shall be considered final applicants for volunteer positions.

Option 1: **[All final applicants for volunteer positions who have unsupervised contact with students are subject to the same background and criminal history record checks as school employees who have unsupervised contact with students. {A final applicant is exempt from this requirement if they have undergone a criminal history check through the District in the last [#] of years and, having satisfied district adjudication standards, received approval to volunteer.}]**

Option 2: **[Final applicants shall be subject to the following screening requirements:**

- 1. Final applicants applying for low-risk positions shall submit residency information from the past {five} {10} years, and the {Superintendent} {building principal} shall verify its accuracy. The {Superintendent} {building principal} shall check sexual offender registries in all states where the volunteer resided.**
- 2. Final applicants applying for moderate risk positions shall be subject to a non fingerprint-based state background check. The applicant shall also submit residency information from the past {five} {10} years, and the {Superintendent} {building principal} shall verify its accuracy. The**

RECOMMENDED

{Superintendent} {building principal} shall check sexual offender registries in all states where the volunteer resided.

- 3. Final applicants applying for high-risk positions shall be subject to the same background checks as school employees who have unsupervised contact with students.**

{A final applicant is exempt from these screening requirements if they have undergone previous screening through the District in the last [#] of years, met district adjudication standards, was offered a position with the District, and is applying for a position with the same or lower risk level than the position in which s/he previously served.}

The Superintendent shall determine the risk associated with each volunteer position based upon, but not limited to, the following criteria:

- 1. The vulnerability of the individual(s) served by the volunteer.**
- 2. The amount of district supervision over the volunteer.**
- 3. The degree of potential for the volunteer to have regular unsupervised contact with a student or students.**
- 4. The degree of potential for a volunteer to build a sustainable and/or trusting relationship with a student or student(s).**

The level of risk associated with each position shall be listed in each volunteer job description.]

Adjudication

The [Superintendent] [building principal, in consultation with the Superintendent,] shall adjudicate final volunteer applicants' criminal history records, shall make final determinations about suitability for service, and is authorized to offer qualified final applicants' positions with the District.

The District is not obligated to utilize the services of any final applicant who, in the adjudicator's judgment, exhibits qualities inconsistent with the district's mission, potentially disruptive to district operations, or potentially threatening to district safety. Final volunteer applicants shall be disqualified for service for at least the following reasons:

- 1. The applicant has committed a felony, sexual offense (as defined by NDCC 15.1-13-26), crime against a child (as defined by NDCC 15.1-13-26), or any other offense involving a child victim.**
- 2. The applicant falsified or omitted information submitted during the application process, including, but not limited to, information concerning criminal convictions or pending criminal charges.**

Final Applicant Rights

Records obtained by the District for background and other record checks will be used solely for purposes that they were requested and will only be disseminated and retained

RECOMMENDED

in accordance with the personnel records policy. The adjudicator shall advise applicants that the procedure for obtaining, correcting, or updating federal records is contained in 28 CFR 16.34 and shall give the applicant a reasonable time to correct and/or complete his/her criminal history record or decline to do so before making a determination on qualification for service.

Orientation and Training

The Board shall develop a list of district policies to which volunteers must abide. The building principal shall make volunteers aware of these policies, procedures, and rules before they begin service through a volunteer orientation, volunteer handbook, or other means and shall inform volunteers of the requirement to abide by these policies, procedures, and rules regardless of whether or not volunteers are specifically named in them. Volunteers shall agree in writing to this requirement prior to performing services for the District.

Volunteers shall also receive any required training as delineated in the job description prior to performing services.

Disciplinary Sanctions and Authority

Except when an emergency situation would warrant otherwise, volunteers shall perform only those duties that they are assigned and abide by applicable policies, procedures, and rules. Failure to comply with these requirements may result in disciplinary action up to and including dismissal from service. The **[building principal] [Superintendent]** is responsible for disciplining and dismissing volunteers.

[Insurance

The District will provide liability protection for volunteers while performing assigned duties for the District. (Consult insurer concerning coverage prior to adopting)]

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

- DBAA, Recruitment, Hiring and Background Checks for Classified Personnel
- DBAC, Recruiting and Hiring Teachers
- KAAB-E, Volunteer Confidentiality Rules

End of [Name of District] Policy KAABAdopted:

[04/15]

NOTICE

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RECOMMENDED

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.

SAMPLE

RECOMMENDED

KAAB - SCHOOL VOLUNTEER PROGRAM

The District may operate a volunteer program. The program should be designed and implemented in a safety-conscious manner but should in no way overly consume district resources, monetary or otherwise.

Job Descriptions

The Superintendent is charged with developing job descriptions for each volunteer position. Descriptions should, at a minimum, list all screening prerequisites, required training and minimum qualifications, the scope of job duties associated with each position, and the name and title of the district employee charged with supervising the volunteer.

Job descriptions will be disseminated to potential volunteers upon application. A volunteer's agreement to follow the job description shall be required at the time the District offers a position to the individual.

Volunteer Screening

Methods used to screen volunteers shall in no way discriminate against any protected status. Anyone wishing to volunteer in district schools shall complete a volunteer application. Completion of this application is a prerequisite for obtaining permission to volunteer in district schools. The application shall be developed by the Superintendent and shall, at a minimum, require volunteers to list qualifications, supply professional references, and attest that they have never been convicted of a crime.

The Superintendent and/or building principal shall evaluate whether or not the volunteer is qualified to volunteer after checking the volunteer's references and comparing the volunteer's application with the applicable volunteer job description. Individuals deemed qualified by the Superintendent and/or building principal shall be considered final applicants for volunteer positions.

All final applicants for volunteer positions who have unsupervised contact with students are subject to the same background and criminal history record checks as school employees who have unsupervised contact with students. A final applicant is exempt from this requirement if s/he has undergone a criminal history check through the District in the last five years and, having satisfied district adjudication standards, received approval to volunteer.

Adjudication

The building principal, in consultation with the Superintendent, ~~shall adjudicate final volunteer applicants' criminal history records,~~ shall make final determinations about suitability for service, and is authorized to offer qualified final applicants positions with the District.

The District is not obligated to utilize the services of any final applicant who, in the adjudicator's judgment, exhibits qualities inconsistent with the district's mission, potentially disruptive to district operations, or potentially threatening to district safety. Final volunteer applicants shall be disqualified for service for at least the following reasons:

RECOMMENDED

1. The applicant has committed a felony, sexual offense (as defined by NDCC 15.1-13-26), crime against a child (as defined by NDCC 15.1-13-26), or any other offense involving a child victim.
2. The applicant falsified or omitted information submitted during the application process, including, but not limited to, information concerning criminal convictions or pending criminal charges.

Final Applicant Rights

Records obtained by the District for background and other record checks will be used solely for purposes that they were requested and will only be disseminated and retained in accordance with the personnel records policy. The adjudicator shall advise applicants that the procedure for obtaining, correcting, or updating federal records is contained in 28 CFR 16.34 and shall give the applicant a reasonable time to correct and/or complete his/her criminal history record or decline to do so before making a determination on qualification for service.

Orientation & Training

The Board shall develop a list of district policies to which volunteers must abide. The building principal shall make volunteers aware of these policies, procedures, and rules before they begin service through a volunteer orientation, volunteer handbook, or other means and shall inform volunteers of the requirement to abide by these policies, procedures, and rules regardless of whether or not volunteers are specifically named in them. Volunteers shall agree in writing to this requirement prior to performing services for the District.

Volunteers shall also receive any required training as delineated in the job description prior to performing services.

Disciplinary Sanctions & Authority

Except when an emergency situation would warrant otherwise, volunteers shall perform only those duties that they are assigned and abide by applicable policies, procedures, and rules. Failure to comply with these requirements may result in disciplinary action up to and including dismissal from service. The building principal and/or Superintendent is responsible for disciplining and dismissing volunteers.

Complementary Documents

- DBAA, Recruitment, Hiring & Background Checks for Classified Personnel
- DBAC, Recruiting & Hiring Teachers
- KAAB-E, Volunteer Confidentiality Rules

End of Killdeer School District #16 Policy KAAB.....Amended: 03/09/16

8. Other

9. Announcements

A. Next Regular Meeting: May 13, 2026 at 7:00 pm

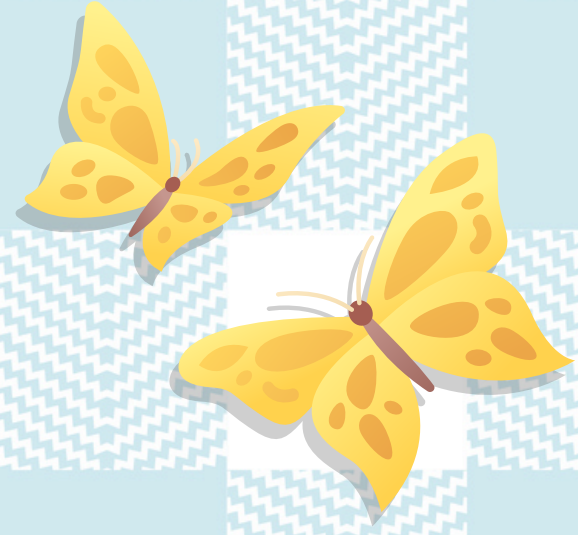
B. Staff Recognition and Retirement Celebration: May 15, 2026 @ 5:30 pm @ the Killdeer American Legion

Join Us for Killdeer Public School's Staff Recognition & Retirement Event

Friday, May 15, 2026, 5:30 pm

Killdeer American Legion

Meal to be Served



Retirees:

Denice Saylor - 25 years
Grace Ford - 7 years
Margaret Kerr - 11 years
Levi Bang - 9 years
(as board member)

Individual Milestones:

Paige Hoots - 10 years
Dante LaPierre - 10 years
David Leier - 10 years
Cheyanne Olson - 10 years
Annette Rohde - 10 years
John Abrahamson - 15 years
Nathan Horgeshimer - 15 years
Pamla Kukla - 15 years
Angela Walker - 15 years
Angela Ott - 20 years
Denice Saylor - 25 years
Santee Pittsley - 32 years
Cindy Hanson - 44 years

RSVP By May 1st:



Thanks for Helping Us Grow!



C. Graduation: Sunday, May 24, 2026 at 2:00 pm at Killdeer High School
10. Adjourn