



FARGO PUBLIC SCHOOLS

Fiscal 2026 Budget

Adopted by the:
Board of Education of
the City of Fargo
Cass County
700 7th Street South
Fargo, ND 58103
www.fargo.k12.nd.us



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Executive Summary

Educating and Empowering All Students to Succeed



Introduction

We are pleased to present the 2025-2026 budget for the Fargo Public School District (District). This budget has been prepared in accordance with state regulations and local policies covering the twelve-month period from July 1, 2025, through June 30, 2026. The District has a rich history of providing the best possible education for its students. The District will always seek continual improvement and growth in all areas to ensure our students, staff, and overall learning environment remain some of the best in the state. We believe that the District is accountable for meeting the needs of all students, and focusing resources to accomplishing this goal is of the highest priority.

Message from the Superintendent

The Fargo Public Schools' budget is the foundation of our commitment to achieving success. The budget is the financial blueprint for our district. It serves as a tool for financial planning while providing a framework for aligning resources with the district's mission to *educate and empower all students to succeed*.

Our budget is the result of intentionally aligning the needs of students, teachers, families, and our community. This ensures our goals are aligned with what occurs in our schools. The Fargo Public School District focuses resources on initiatives that impact outcomes, such as academic achievement and students graduating choice ready. The budgeting process ensures we meet the goals set by the Board of Education. This also creates efficiency while ensuring the district is a great steward of taxpayer dollars.

The financial condition of Fargo Public Schools is stable, but there is work to be done. The district has budgeted to deficit spend for the upcoming year but is working through a plan to achieve a balanced budget for the following fiscal year. We adhere to the policy Executive Limitation-7, ensuring balanced budgets and fund balance maintenance while making progress towards achieving the goals of the strategic plan. This approach allows the district to address areas such as teaching and learning, facilities, and technology. Despite minimal enrollment growth, the district continues to meet the diverse needs of our students in an ever-changing world.

Looking ahead, variables including state-level funding, legislation, and property tax values pose challenges for the district. Although these challenges are significant, they also provide the district with an opportunity to reimagine various components of our system. Our responsibility is to be proactive in addressing our financial future while maintaining the quality of education that defines the Fargo Public School District.

The Fargo Public School District remains committed to providing educational experiences that meet the needs of students and families. With this budget, we reaffirm our commitment to providing each student with what they need to become a remarkable human being.

Respectfully submitted,

Dr. Cory Steiner

Superintendent



History and Profile of the District



Fargo Public Schools (FPS) has had a Board of Education (its formal name) since the founding of its first public school in 1874 (it became a nine-member board in 1885) and is the third-largest school district in North Dakota, serving more than 11,400 students and their families in Cass County. The District serves students in Pre-K through grade 12 and operates three comprehensive high schools, three middle schools, and 16 elementary schools. The District also operates an alternative high school, a pre-kindergarten center for children with special needs, a K-8 special education day school, performing arts programs, a virtual academy, and adult education programs. Food services and transportation are provided as supporting programs.

The Board of Education of the City of Fargo serves the Fargo-Metropolitan area, which is bordered on the east by the Red River of the North, which separates North Dakota and Minnesota, and the cities of Fargo and Moorhead. The estimated population in the city of Fargo is approximately 135,000, and the projected enrollment is expected to remain stable or grow. The District employs more than 2,200 people and encompasses 57 square miles.

Fargo Public Schools is accredited through Cognia, a world-wide, non-profit, non-partisan organization that conducts rigorous, on-site external reviews by highly trained and experienced education professionals of Pre-K through grade 12 schools and school systems to ensure that all learners realize their full potential.

FPS had its accreditation site visit in the spring of 2021 where it was given the distinction of accreditation for another five years. The District will have a review in the 2025-2026 school year. Accreditation is important to the entire Fargo Public Schools community. By achieving accreditation, the community can be assured that Fargo Public Schools values increasing student achievement; provides a safe and enriching learning environment; and runs an efficient operation.

MAJOR INITIATIVES

The Long-Range Facility Plan (LRFP) is an ambitious and forward-thinking initiative designed to transform and enhance the educational landscape within the district over the next 50+ years. This comprehensive plan seeks to address and balance student diversity, provide equitable environments, and improve operational efficiencies to maximize resources for students.

By focusing on increasing overall utilization to around 85%, improving educational adequacy, and ensuring financial sustainability, the plan outlines strategic goals to consolidate schools, thereby creating more cohesive, equitable, and modern educational facilities.

The plan involves significant investment in facility improvements, a meticulous review of educational adequacy across the portfolio, and a keen emphasis on maintaining safe, healthy learning environments that cater to the long-term needs of all students and staff, while also considering community feedback and ensuring a good return on investment for taxpayers.

The Board of Education approved the first phase of the LRFP which will entail demolition of the existing Horace Mann Elementary school with reconstruction on the existing site that will combine students from Horace Mann, Madison and Roosevelt elementary schools.

ECONOMIC CONDITION AND OUTLOOK OF THE LOCAL ECONOMY

Fargo is the economic center of southeastern North Dakota and a portion of northwestern Minnesota. Fargo is a cultural, manufacturing, health care, and education hub for the region and is the primary population center of the state of North Dakota. According to the United States Census Bureau, the population of the City of Fargo increased approximately 7.4% from 2010 to 2020. The unemployment in Fargo has remained stable, and is now at one of the lowest rates in the United States, at 3.1%. Unemployment is expected either to remain stable or decrease in the future as overall construction in the Fargo-Metropolitan area continues to be robust.



Land Acknowledgement Statement

The District respectfully acknowledges that we gather on the lands of the Oceti Sakowin (Oh-chéh-tee Sha-koh-wee), who are the Dakota, Lakota, and Nakoda people, and the Anishinaabe (Ah-ni-shin-nah-bay) people of this area.

PRONUNCIATIONS OF WORDS IN OUR STATEMENT

Anishinaabe (Ah-ni-shi-nah-bay) [Listen>>](#)

Dakota (Da-ko-ta) [Listen>>](#)

Lakota (La-ko-ta) [Listen>>](#)

Nakoda (Na-ko-da) [Listen>>](#)

Oceti Sakowin (Oh-chéh-tee Sha-koh-wee) [Listen>>](#)

Special thank you to Tyrell Iron Eyes for the pronunciation.

RATIONALE FOR OUR STATEMENT

The District is committed to educating and empowering all our students, staff, and our community to recognize the history and contributions of Indigenous People, who still live here today, and bring accurate historical memory to all with gratitude to Indigenous tribal nations.

The District honored the intentionality of Indigenous People in being clear and concise with our statement, so that our entire community of learners, educators, and families will understand its message and encourage its use.

DEVELOPMENT PROCESS AND CONSULTATION

The District also recognized the Indigenous process of consultation, and engaged regional tribal nations (Sisseton Wahpeton Dakota, Standing Rock Dakota), local Native American entities (Native American Commission, Indigenous Association), and the Office of Multicultural Programs at North Dakota State University. Support was unanimous. Fargo Public Schools was encouraged and congratulated for considering a Land Acknowledgement statement, and respect was offered for the process used. Letters of support were received from:

- Fargo Public Schools Native American Education Parent Committee
- Native American Commission
- North Dakota State University Office of Multicultural Programs

HOW CAN FPS USE THE LAND ACKNOWLEDGEMENT STATEMENT?

The Land Acknowledgement Statement may be read before important gatherings, events, or ceremonies, and may be included on school or district printed materials, as well as on plaques in buildings. All staff, students, and district organizational groups are welcome to use the Land Acknowledgement Statement as needed or desired. Our Native American Education Team submitted a lesson plan to the North Dakota Native American Essential Understandings, located at teachingsofourelders.org. This lesson plan will guide educators to teach about the Land Acknowledgement Statement and infuse it across all grade levels. Search for *Land Acknowledge Statement* in the search cue of the website.

Mission, Vision, and Values

OUR MISSION

Educating and empowering all students to succeed

OUR VISION

Fargo Public Schools is committed to excellence through a student-centered learning environment supported by positive collaborations with students, staff, parents, school, and community.

A Fargo Public Schools education will provide students with a broad knowledge base by engaging in a standards-based curriculum with co-curricular opportunities. Graduates will possess sound character and skills in communication, critical thinking, collaboration, and creativity necessary to participate in an ever-changing and culturally diverse world.

Equitable opportunities will ensure a quality educational experience to stimulate and support all students in their intellectual, social, and personal growth.

OUR VALUES

The Fargo Public Schools are committed to:

- Believing that all students can learn and grow
- Creating a supportive and positive school climate
- Ensuring that all students receive effective, rigorous, and relevant instruction from highly qualified teachers
- Engaging leadership in all student, parent, and community partnerships
- Making data-driven decisions for continuous improvement

Goals and Objectives

Strategic Plan

The Fargo Board of Education approved a Unified Strategic and Operational Plan in March 2024. The Strategic and Operational Plans of the District were combined into a singular document, aligning resource allocation and execution of strategic objectives. The plan includes the District's mission, vision and values statements, and has strategic initiatives and measures that focus the District on fulfilling its mission. The Plan is a living document that is updated annually.

The Strategic Plan is grouped by six strategic initiatives directly aligned to the results monitored by the Board of Education based on their policies:

Tiered Instruction

RESULT: Fargo Public Schools will implement equitable district-wide processes to ensure all students are supported for academic and social emotional growth and provided the resources needed so each student can demonstrate mastery of identified essential learning outcomes.

The District made significant strides in student achievement, instructional alignment, and equity during the 2024–25 school year through Strategic Initiative 1. Focused on high-quality instruction and evidence-based practices, the District continues its commitment to meeting ambitious student learning goals and preparing all graduates to be Choice Ready (workforce, military or post-secondary).

Progress on Key Measures:

- English Language Arts and Math Proficiency
- Graduation Readiness
- Achievement Gaps
- ACT and Advanced Placement Tests
- Professional Learning Communities + Pilot
- Curriculum & Assessment Alignment
- Technology for Learning
- Tiered Instruction & Multi-Tiered System of Supports
- Inclusive Practices

Positive School Culture and Safety

RESULT: Fargo Public Schools will implement equitable district-wide processes to create a sense of belonging for all students and staff in physically and psychologically supportive environments.

- Fostering Safe, Supportive, and Inclusive Environments for All
- Climate & Culture: Listening to Our Students and Staff
- Strengthening School Safety Practices
- Prioritizing Mental Health and Support Services
- Embedding Equity and Trauma-Informed Practice
- Building Restorative, Inclusive School Culture

Engagement and Experiences in Co-Curricular Activities

RESULT: Fargo Public Schools will support student learning by providing students the opportunity to engage in a variety of co-curricular activities designed to enhance their overall educational experiences.

- Empowering Students Through Activities that Build Character, Confidence, and Community
- Participation & Achievement
- Promoting Academic and Team Excellence
- Student Experience and Safety
- Arts Education and Trollwood Success

Community Outreach and Communication

RESULT: Fargo Public Schools will communicate effectively and engage with internal and external stakeholders to build community trust and support. The district will communicate proactively and with transparency.

RESULT: Fargo Public Schools will establish partnerships and relationships with non-profit agencies, area businesses, governmental subdivisions, and local college and university teacher preparation programs to support student academic success.

- Strengthening Connections with Families, Staff, and Our Community
- Engaging Families and the Community
- Celebrating Our Schools
- Sharing Our Story
- Keeping Staff Informed and Involved
- Building Stronger Partnerships for Students
- Community Support Through the FPS Foundation

Equitable Resources and Planning

RESULT: Fargo Public Schools will secure and allocate resources needed to adequately fund and carry out this strategic plan.

RESULT: Fargo Public Schools will meet the needs of all students by providing equitable resources across the district.

RESULT: Fargo Public Schools will employ highly qualified staff that achieve and/or continuously make progress to the fulfillment of Fargo Public Schools' mission of educating and empowering all students to succeed.

- Investing Wisely to support Every Student and Every School
- Aligning Budgets with Strategic Goals
- Growing Capacity Through Innovation
- Safe, Clean, and Efficient Operations
- Long Range Facilities Plan
- Nutrition, Technology, and Cybersecurity
- Community and Legislative Advocacy
- Supporting and Growing Our Workforce

Continuous Improvement and Accountability

RESULT: Fargo Public Schools will be a committed learning organization dedicated to making data-driven decisions to ensure continuous improvement and accountability for the organization.

- Using Data and Feedback to Strengthen Student Outcomes and District Performance
- Driving Improvement with data
- Ensuring Legal and Policy Alignment
- Embedding Continuous Improvement
- Adapting with Purpose

Financial Trends, Events & Initiatives

Significant Changes and Underlying Causes

Fargo Public Schools considered many factors when setting the fiscal year 2025-2026 budget. The District's economic position has remained constant. Total dollars are levied at \$93,560,000 with a taxable property valuation increase of 1% from the prior year plus new property growth of 3%. The local economy is strong, and the City of Fargo continues to grow in population.

One of the District's primary sources of General Fund revenue is from the state of North Dakota and is based on a per-pupil payment funding formula. The 2025 legislative session increased the funding rate by 2.5%, from \$11,072 in the 2025 school year to \$11,349 in the 2026 school year. Due to deductions in the state formula for contributions from local property tax and other local revenue, the District will realize a net level of \$8,700 in per pupil funding for 2026.

Each year our focus is on providing an exceptional education while balancing the budget with an eye towards the future. Attention is paid to aligning fiscal resources to strategic initiatives while ensuring a sound financial future for the District. Below are the budgetary changes and underlying causes from the previous year. While we continue to seek efficiencies and use effective procedures, there were no significant changes in the budgeting process.

Revenue Changes and Causes

Property Tax

Budgeted property tax revenue is expected to increase by approximately 4% due to property valuation increases and new property coming onto the tax rolls.

State Aid

The legislature increased per-pupil funding by 2.5% to \$11,349. State aid is based on the prior year average daily membership (ADM) in which the District experienced an increase from fiscal year 2024 to 2025 of approximately 100 ADM units. State aid is projected to increase by 2.0% or \$2.1MM for 2026.

Federal Programs

Federal aid will increase slightly to \$13.4MM over the prior year. The following other major federal grant programs are expected to have constant funding:

- Title I (and subsidiary grants) provides financial assistance to schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
- Title IIA aims to increase the academic achievement of all students by helping schools improve teacher and principal quality, including teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, and retention. In addition, funds may be used to improve the skills and knowledge of principals for effective school leadership.
- Title IV assists schools in providing students with access to well-rounded education, improving school conditions for enhanced learning, and improving the use of technology to further academic achievement and digital literacy.
- IDEA-B The Individuals with Disabilities Education Act is a law ensuring services for children with disabilities throughout the nation. The IDEA governs how states and public agencies provide early intervention, special education, and related services to students with disabilities. Part B formula grants assist in providing a free, appropriate public education in the least restrictive environment for children with disabilities, ages three through 21. Equitable shares for parentally-placed private school students with disabilities apply to these funds.



- Comprehensive Literacy State Development (CLSD) aims to improve literacy skills of disadvantaged children from Birth through Grade 12. Additionally, the North Dakota CLSD program goals highlight family and community engagement and non-traditional learning opportunities for disadvantaged children. Fiscal 2025 marks the end of this funding source with carryover funds in fiscal 2026.

Expenditure Changes and Causes

Salary and Benefits

Salary budgets were prepared based on an average increase of 1.79% for non-certified staff. Certified staff were budgeted according to the negotiated agreement with the Fargo Education Association. Corresponding percentages were applied to benefits based on salaries such as social security, retirement and long-term disability.

The District's self-funded health insurance plan will experience a funding increase of 7% and dental insurance will increase 5% effective January 1, 2026. All other employee benefit costs remained relatively flat.

Other Expenditures

The District provides bussing and contracts its student transportation. The bus agreement was renegotiated during FY2025 and is expected to increase by approximately 10%.

Building Fund Projects

The Board approved a new elementary school at the current Horace Mann site as part of the Long-Range Facilities Plan. The project consists of constructing a new elementary school on the current Horace Mann campus, consolidating Horace Mann, Roosevelt, and Madison Elementary Schools into one modern three-section (K-5) facility for approximately 444 students. The existing Horace Mann building will be demolished before construction begins.

The new three-story, 70,000 gross square footage facility will feature:

- A secure main entry and learning commons at ground level
- Grade-level "learning hubs" with adjacent small-group, sensory, resource, and flex rooms
- Dedicated STEAM/maker, music, and visual arts suites
- A 4,700 square foot gymnasium and multipurpose physical education studio
- Outdoor spaces include age-appropriate K-1 and 2-5 play areas, an outdoor learning area, and an open play field
- A 108-stall north parking lot with separate parent drop-off loop, bus-only curb, and service access

The District has also significantly invested in building upkeep through multi-facility projects which affect many locations throughout the district.

Significant Trends, Events, and Initiatives

Legislative Funding

One of the District's primary sources of revenue is from the State of North Dakota and is based on a per pupil payment funding formula. The 2025 legislative session provided a 2.5% increase in the rate for 2026 and 2027, or \$11,349 and \$11,633, respectively. It is important to note the district does not realize the full amount of this increase due to revenue offsets in the funding formula.

Contract Negotiations

The Board historically holds two-year contract negotiations with the Fargo Education Association (FEA) that correlate with the fiscal biennium of the State of North Dakota to determine funding levels that could be used toward staff salaries. The FEA represents its members, of which the majority are certified staff.

Long-Range Facility Plan

The Long-Range Facility Plan (LRFP) is an ambitious and forward-thinking initiative designed to transform and enhance the educational landscape within the district over the next 50+ years. This comprehensive plan seeks to address and balance student diversity, provide equitable environments, and improve operational efficiencies to maximize resources for students.

By focusing on increasing overall utilization to around 85%, improving educational adequacy, and ensuring financial sustainability, the plan outlines strategic goals to consolidate schools, thereby creating more cohesive, equitable, and modern educational facilities. The plan involves significant investment in facility improvements, a meticulous review of educational adequacy across the portfolio, and a keen emphasis on maintaining safe, healthy learning environments that cater to the long-term needs of all students and staff, while also considering community feedback and ensuring a good return on investment for taxpayers.

Community Eligibility Provision Program

The District participates in the Community Eligibility Provision (CEP) program at Madison Elementary, Jefferson Elementary, Dakota High school, Early Childhood Special Education (ECSE) at Agassiz, the Self-Directed Academy and the Explorer Academy. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications.

State "Free" Aid for Meals

Through the 2025 legislative session, the State of North Dakota will continue to provide grants to school districts to defray the expenses of providing meals, free of charge, for all students enrolled in public or nonpublic schools at or below two hundred percent of the federal poverty guideline.

Tiered Instruction

The District will continue advancing Strategic Initiative 1: Tiered Instruction with a strong focus on equity, collaboration, and high-impact instructional strategies. Building on previous progress, the District will expand the PLC+ model district-wide to strengthen educator collaboration and ensure each student masters essential learning outcomes. Guided by the belief that each student deserves access to grade-level standards and individualized support, the District will continue to refine Multi-Tiered Systems of Support, leveraging EduClimber dashboards and targeted interventions to address both academic and behavioral needs. At the same time, technology integration will deepen, with ongoing implementation of tools like DreamBox, IXL, Seesaw, and Canvas to personalize instruction and improve digital access for all students. The District also remains committed to curriculum fidelity and instructional alignment through continued course captain development, priority walks, Marzano side-by-side coaching, and the rollout of resources in both literacy and mathematics.



With Choice Ready outcomes as a central goal, the District will track student growth using the NDA+ assessment and expand opportunities through AP, dual credit, and Career Ready Practice integration. By weaving together academic rigor, inclusive practices, and strategic innovation, the District is poised to meet the evolving needs of each learner and ensure every student is prepared for life after high school graduation.

Positive School Culture & Safety

The District remains focused on building a culture where every student feels safe, included, and connected. In the coming year, the District will:

- Maintain staff training completion rates for safety and mental health initiatives.
- Improve survey participation and response action plans.
- Preserve mental health partnerships and trauma-informed practices.
- Strengthen proactive restorative practices and student support systems.

This work is central to the mission of providing a safe, supportive, and equitable educational experience for every student.

Co-Curricular Activities

The District will continue expanding access to co-curricular opportunities that support our students. By listening to student interests, investing in staff development, and prioritizing safe and inclusive environments, we provide students with the opportunity to find their place, discover their strengths, and thrive.

Community Outreach & Communication

The District will continue strengthening its communications, engagement, and collaboration — making sure every family feels informed, every student feels supported, and every partner feels welcome in our mission. This grows strong community relationships that help students thrive.

Equitable Resources & Planning

The District will continue aligning resources to ensure equity and sustainability. This includes:

- Expanding process efficiencies that reduce costs and increase capacity.
- Deepening leadership development and strategic hiring.
- Using data to anticipate community growth and facility needs.
- Improving staff recognition, retention, and satisfaction.

Whether through a clean classroom, a reliable device, or a great teacher in every room, the District remains focused on delivering the support every student deserves — and the infrastructure to sustain it.

Continuous Improvement

The District will continue using data to guide improvement across every school and department. By aligning goals, measuring progress, and adapting in real-time, we ensure that every student receives the support, services, and opportunities they need to succeed. This strategic initiative area will be eliminated as a separate item in the strategic plan going forward. Instead, it will be embedded into each Strategic Initiatives 1-5.

Organizational Section



Board of Education Members



Melissa Burkland

Term began: 2022 : Term expires:
2026



**Katie Christensen Mineer,
President**

Term began: 2022 : Term expires:
2026



Greg Clark

Term began: 2022 : Term expires:
2026



Nyamal Dei

Term began: 2022 : Term expires:
2026



Nikkie Gullickson

Term began: 2024 : Term expires:
2028



Jason Nelson

Term began: 2024 : Term expires:
2028



Kristin Nelson

Term began: 2024 : Term expires:
2028



Robin Nelson, Vice President

Term began: 2022 : Term expires:
2026



Allie Ollenburger

Term began: 2024 : Term expires:
2028

Leadership Team

Dr. Cory Steiner, Superintendent

Dr. Robert Grosz, Associate Superintendent Secondary

Missy Eidsness, Associate Superintendent Elementary

Jackie Gapp, Chief Financial Officer

Bill Westrick, Chief Operating Officer

Dr. Jeff McCanna, Chief Human Capital Officer

Tara B. Brandner, General Counsel

AnnMarie Campbell, Chief Communications Officer

Governance Structure

Fargo Public Schools has had a Board of Education (its formal name) since the founding of its first public school in 1874. (It became a nine-member board in 1885.) Since the beginning, its top priority has been student achievement. The Board has only one employee that it supervises – the superintendent of schools, effectively the CEO of the school district. Its decisions as a group are binding on that one individual.

The Board's primary role is governance, with student achievement as the central focus. Its responsibilities are many – just a few of them include managing the superintendency; fiscal oversight; setting district plans and goals; providing for program development; the adoption of instructional, administrative and operating policies; review and evaluation; and advocating on behalf of students and schools.

The Board operates under a [policy governance model](#). It adheres to the Governance Process, Board-Superintendent Relationship and Executive Limitations policies to do Board work and collaborate with administration. Through the policy governance model, there is a clear distinction between Board and Superintendent roles. The primary function of the Board is to establish the policies by which the schools are to be administered, but the administration of the educational program and the conduct of school business is at the discretion of the superintendent of schools. The Board governs with emphasis on organizational vision and focuses on strategic leadership rather than administrative detail. Decisions of the Board are made collectively, by majority vote, with a future orientation and a focus on the intended long-term benefits for students.

The nine members of the Fargo School Board all serve on regular (and ad hoc) committee assignments, with representatives from the administration. The Board's regular committees that meet annually on at least a quarterly basis are Communications, Engagement and Advocacy; Governance; Governmental Affairs; Negotiations; and Planning. Board members also serve as liaisons to individual school buildings, and as designated district representatives on the boards and committees of various community organizations.

As elected servants of the District's taxpayers, one of the goals of the Board is to be as transparent about its business as possible. The exemptions from the North Dakota Open Meetings Law are short, and some are only temporary. Closed meetings, also known as "executive sessions," are used when the legal authority exists to close them. Examples include litigation, confidential economic development information, contract negotiations, and disciplinary matters.

The Board's meetings are broadcast live on public access (channel 56) and also streamed live and archived on [YouTube](#).

School Level Administration

Elementary School Principals

Sara Schafer Bennett Elementary

Bobby Olson Centennial Elementary

Becky Folden Clara Barton Elementary and Hawthorne Elementary

Jennifer Jung Eagles Elementary

Jennifer Schuldheisz Ed Clapp Elementary

Leandra Ostrom Horace Mann Elementary and Roosevelt Elementary

Elizabeth Olson Jefferson Elementary

Karrie Pederson Kennedy Elementary

Jason Cresap Lewis & Clark Elementary

Megan Kiser Lincoln Elementary

Eric Henrickson Longfellow Elementary

Lori Conmy Madison Elementary

Cheryl Janssen McKinley Elementary

Jim Keal Washington Elementary

Middle School Principals

Kirstin Hanson Ben Franklin Middle School

Bradley Franklin Carl Ben Eielson Middle School

Amy Herrick Discovery Middle School

High School Principals

Troy Cody Davies High School

Travis Christensen North High School

Kristi Brandt South High School

David Burkman Dakota High School

Additional Schools

Kathy Anderson Trollwood Performing Arts School

Emily Dilliard Explorer Academy

Kelly Dietrich Self-Directed Academy

Holly Fiechtner Virtual Academy

Tera Sistad Early Childhood Special Education

District Overview

Fargo Public Schools is the third-largest school district in North Dakota, serving more than 11,400 students and their families in Cass County. The District serves students Pre-K (special education) through grade 12 and operates three comprehensive high schools, three middle schools, and 16 elementary schools. The District also operates an alternative high school, a K-8 special education day school, a virtual academy, a self-directed academy, performing arts programs, and adult education programs.

The City of Fargo is in Cass County in eastern North Dakota, along the Red River of the North, which forms the border between Minnesota and North Dakota. An estimated 135,000 people live in Fargo. The greater Fargo-Moorhead metropolitan area population is more than 260,000.

The District is a political subdivision of the State of North Dakota created by state statute for local governmental purposes. The District has taxing authority but is reliant on state aid to schools.

Accreditation

From March 29-April 1, 2021, Fargo Public Schools hosted its site visit for the accreditation process through Cognia. The external review team interviewed more than 250 stakeholders throughout the District. The team reviewed many FPS policies, procedures, plans and documents. The review team recommended that Fargo Public Schools maintain the distinction of accreditation by Cognia for the next five years.

Our review team had glowing remarks about our District, our students, and our employees. Their framework for feedback is known as the I3 model and utilizes the following three categories: Impact Findings, Improve Findings, and Initiate Findings. In their brief review meeting, they provided the following information to the district:

Impact Findings

- District and building leaders are committed to educating the whole child. This commitment extends throughout the district and all faculty/staff are dedicated to ensuring that ALL students have an opportunity to learn and become their best.
- The governance model used in Fargo Public Schools supports strategic and progressive actions to promote student success.

Improve Finding

- While professional development is occurring at the district and building levels in abundance, there is no formal process in place to gauge the impact this is having on instructional delivery and student achievement systems wide.

Initiate Finding

- Fargo Public Schools is rich in data. The utilization of the HUB is unique to the district and allows for the potential use of data analysis not commonly seen in school districts. The underutilization of the HUB may be due to a lack of awareness of the power it has. There is limited evidence on the use of longitudinal data. Working to promote bringing the various forms of data to the end user may have a stronger impact on data decision-making in the district.

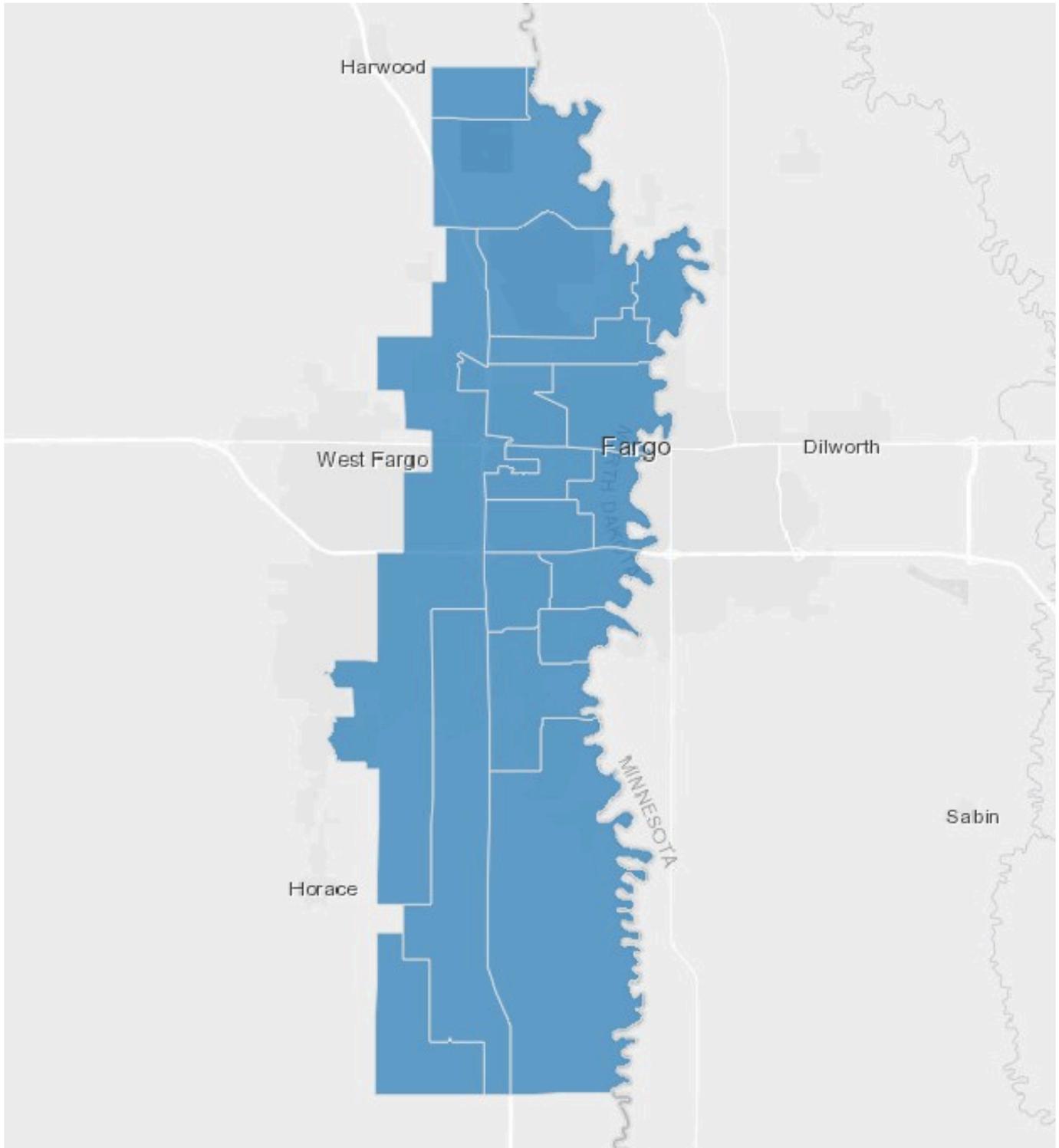
Geographic Areas Covered

The District serves the city of Fargo, North Dakota, and some surrounding areas. It primarily covers the urban core of Fargo, which is located in Cass County in eastern North Dakota, along the Red River. The District does not include the neighboring cities of West Fargo or Moorhead, Minnesota, which have their own separate school districts (West Fargo Public Schools and Moorhead Area Public Schools, respectively).

Key Geographic Coverage of Fargo Public Schools:

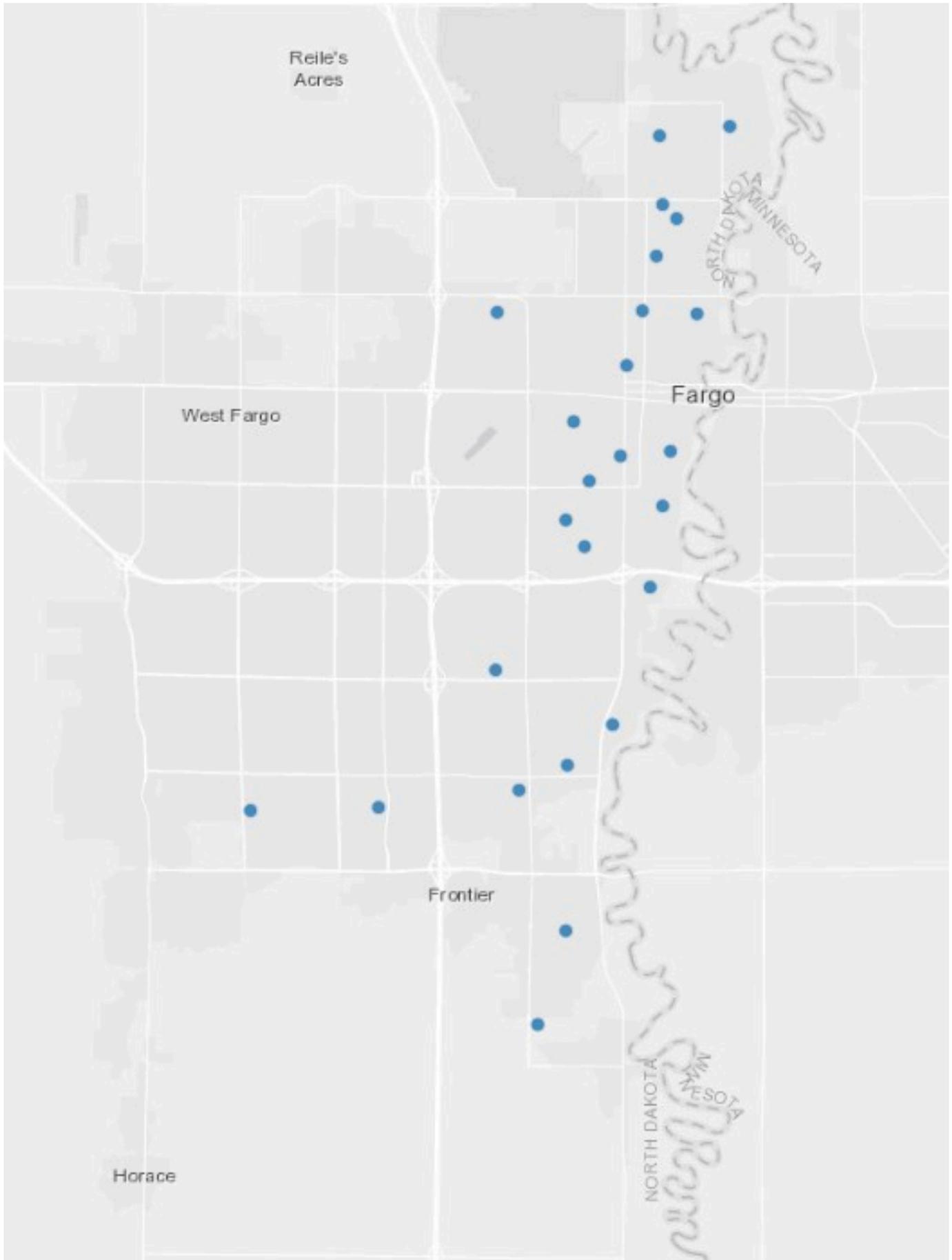
- Most of Fargo, ND, except for areas served by West Fargo Public Schools.
- Downtown Fargo
- South Fargo (until areas near 52nd Avenue South, where West Fargo Schools take over)
- North Fargo (including neighborhoods near North Dakota State University)
- Central Fargo (historic residential and commercial areas)
- Parts of Southeast Fargo, depending on boundary lines

School District



School Locations







Levels of Education Provided

The District provides a comprehensive PreK-12 education system, along with various specialized programs. Below is an overview of the District's education levels, grade structure, and additional programs:

The District operates schools at three main levels:

Elementary Schools (K to Grade 5)

- The District has 16 elementary schools.
 - Bennett Elementary School
 - Centennial Elementary School
 - Clara Barton Elementary School
 - Eagles Elementary School
 - Ed Clapp Elementary School
 - Hawthorne Elementary School
 - Horace Mann Elementary School
 - Jefferson Elementary School
 - Kennedy Elementary School
 - Lewis & Clark Elementary School
 - Lincoln Elementary School
 - Longfellow Elementary School
 - Madison Elementary School
 - McKinley Elementary School
 - Roosevelt Elementary School
 - Washington Elementary School
- These schools provide a foundational education focusing on core subjects like reading, math, science, and social studies.

Middle Schools (Grades 6-8)

- The District has 3 middle schools:
 - Ben Franklin Middle School
 - Carl Ben Eielson Middle School
 - Discovery Middle School
- Middle school curriculum expands to include elective courses, foreign languages, and extracurricular activities.

High Schools (Grades 9-12)

- The District has 3 comprehensive high schools:
 - Davies High School
 - North High School
 - South High School
- Dakota High School, an alternative high school.
- High school programs offer Advanced Placement (AP) courses, Career & Technical Education (CTE), and dual-credit options.

Other Programs Offered:

Adult Learning Center (ALC): ALC is staffed by 22 full- and part-time staff, and has four primary programs serving about 950 students per year:

- English as a Second Language (ESL)
- General Educational Development (GED)
- Certified Nursing Assistant (CNA)
- Family Literacy

Early Childhood Special Education (ECSE): ECSE is a program that serves children ages three to kindergarten entrance age who meet criteria established by the North Dakota Department of Public Instruction (NDDPI) as needing specially designed instruction because of developmental delays in the general areas of cognitive, preacademic, large and fine motor skills, social and emotional behavior, communication (articulation and language), and or adaptive behavior, or who have vision or hearing loss.

Explorer Academy: The Explorer Academy provides Setting D services as part of the continuum of special education services within the District and will serve up to 64 students in kindergarten through eighth grade requiring these specialized services as part of their educational plan. Academic instruction, behavioral supports, and therapeutic services will be available to each qualifying student. Programming focuses on the needs of students who have emotional behavioral disorders (EBD), autism spectrum disorders (ASD) and developmental cognitive disabilities (DCD) in which their behavioral patterns negatively affect the ability to interact with peers or adults, impeding their ability to make educational progress at their neighborhood school.

Trollwood Performing Arts School (TPAS): Located at Bluestem Center for the Arts in Moorhead, MN, TPAS is a unique arts organization committed to providing high-quality arts education, exceptional community entertainment, and serves as a community event and exposition center.

Youth arts programs include a wide array of arts-centered classes and performing opportunities, including 12 annual arts education, youth leadership and performance programs.

TPAS serves as the managing arm for Bluestem Center for the Arts, a world-class facility headquartered in Moorhead, Minnesota. The campus includes river views, grassy meadows, woods and wildlife, outdoor stages, a 2,500-seat amphitheater, and the beautiful Marciel Commons which serves as an educational center and rental space including warm, knotty pine rooms with beautiful park views.

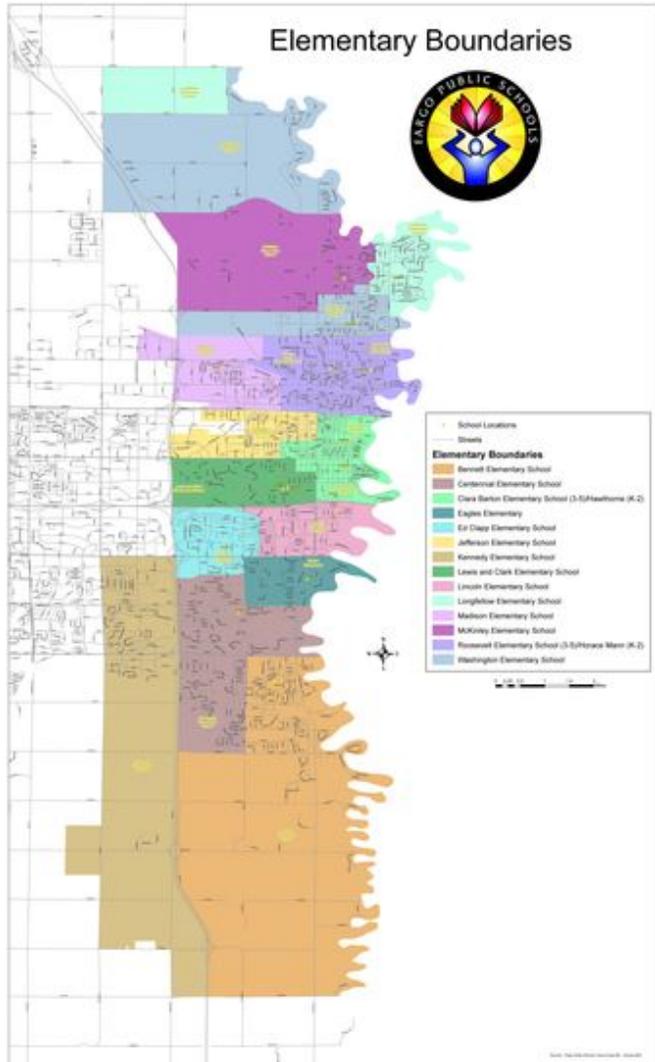
Self-Directed Academy (SDA): The SDA opened in August 2024 and will serve students in grades 5-8 during the 2026 school year. The instructional model is built on the principle that learning should be self-directed, competency-based, and not restricted by the traditional time, place, path and pace constraints. The school emphasizes mastery of concepts through personalized learning pathways facilitated by students, teachers and cutting-edge technology. Motivated, independent learners who are seeking opportunities to excel academically will find the learning experience at SDA to be a good fit.

Virtual Academy (VA): The District offers virtual learning for students living within District boundaries, utilizing Imagine Edgenuity and the North Dakota Center for Distance Education (NDCDE) to provide curriculum to students who request a virtual learning option. Lessons are asynchronous, meaning students may access them at any time on their device. Scheduled support is also available via video conferencing.

- Elementary students (k-5) are enrolled in Math, Science, Social Studies, English, Art, Technology, and Physical Education/Health.
- Middle School students (6-8) are enrolled in Math, Science, Social Studies, English and elective courses.
- High School students (9-12) are enrolled in three courses at one time and have nine weeks to complete them. Successfully completing six courses per semester keeps students on track for graduation.

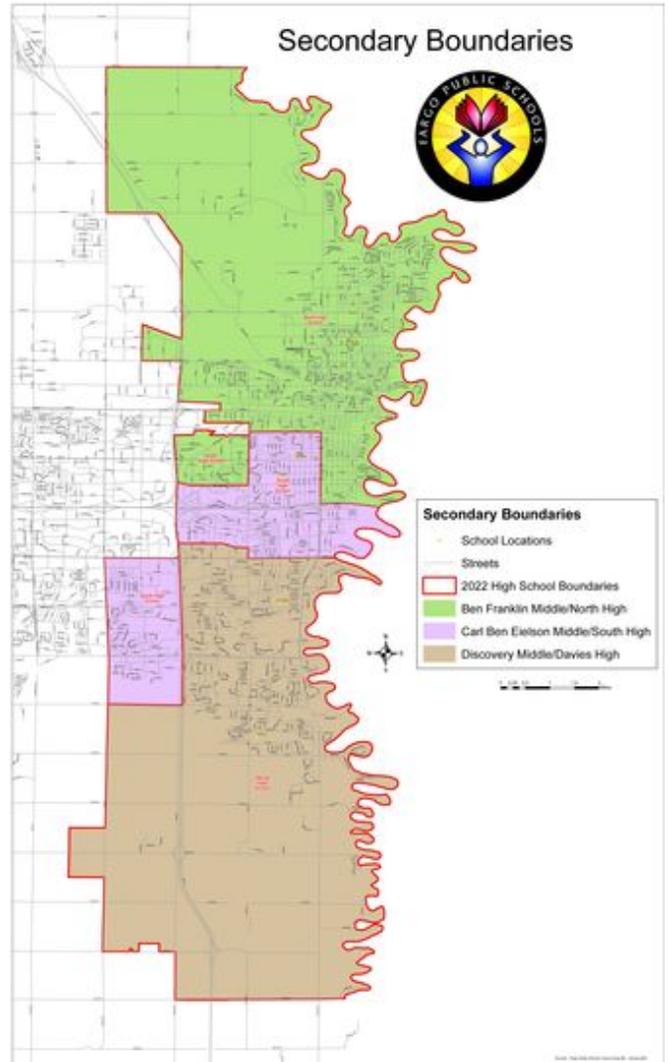
The VA requires a full-semester commitment, a designated at-home learning coach, and careful planning and discussion for the family prior to enrolling. It is not a short-term absence solution, a vacation learning option, the sole responsibility of the student, or a learning option for families who do not have at-home support in place to ensure the success of their student(s). Enrollment is based on deadlines, availability, and prior success in virtual learning.

Boundary Maps



Elementary Boundaries

K-5



Secondary Boundaries

6-12

Budget Policies, Development and Implementation

Based upon available financial information and requests by the Board, the Chief Financial Officer prepares the school district budget. The budget is prepared for the General, Building, Special Assessments, Special Levy, Debt Service, Nutrition Services, Student Activities, and Self-Funded Insurance Fund on the modified accrual basis of accounting. All annual appropriations lapse at year-end.

Encumbrance accounting is employed in governmental funds. Encumbrances, which are comprised of purchase orders outstanding at year-end, are reported as reservations of fund balances and do not constitute expenditures or liabilities because the commitments will be re-appropriated during the subsequent fiscal year.

Fargo Public Schools utilizes a balanced budgeting philosophy with contributions to budget development from various levels throughout the District. The District has established a financial position that is fiscally sound, evidenced by the maintenance of our fund balance and a consistent Aa2 no outlook rating by Moody's Rating Agency.

Regulations Governing the Budget Process

The District approves a preliminary budget prior to July 1 of each year. A public budget hearing must be scheduled no earlier than September 7 and no later than October 7 for the purposes of adopting the final budget and annual tax levy with notice of such date provided to the county auditor. No later than October 10, upon final budget completion and the adoption of the annual tax levy, the Board must send a certified copy of the levy and final budget to the county auditor.

The government-wide and proprietary fund financial statements are reported using an economic resources measurement focus. The fiduciary funds are agency funds held in trust for the benefit of others and not presented in the document. The government-wide, proprietary and fiduciary fund financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the school district gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The school district considers all revenues reported in the governmental funds to be available if the revenues are collected within sixty days after year-end. All revenues are considered susceptible to accrual. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgements, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

Under the terms of grant agreements, the school district funds certain programs through a combination of specific cost-reimbursement grants and general revenues. Thus, when program expenses are incurred, there is both a restricted and unlimited net position available to finance the program. It is the school district's policy to first apply cost-reimbursement grant resources to such programs, and then use general revenues.



Fund Types & Titles

General Fund

The General Fund accounts for all financial resources of the District except those required to be accounted for in another fund. The General Fund includes the primary operations of the District in providing educational services to students from preschool through grade 12. There is a voter-approved maximum levy of 127 mills in the fund.

Tuition Fund

The board of a school district may levy no more than the number of mills necessary for the payment of tuition. The proceeds of this levy must be deposited into a special fund known as the tuition fund and may not be transferred into any other fund.

Miscellaneous Levy

The board of a school district may levy no more than twelve mills on the taxable valuation of the district, for miscellaneous purposes and expenses. The proceeds of this levy must be deposited into a special fund known as the miscellaneous fund and may not be transferred into any other fund.

Building Fund

The Building Fund accounts for the financial resources used to acquire or construct major capital acquisitions and construction. The use of a Building Fund allows us to report construction activities financed through bond borrowings separate from the ongoing operating activities of the General Fund. There is a state-authorized maximum levy of 15 mills in this fund.

Special Assessments Fund

According to NDCC 57-15-41, school boards can establish a Special Assessments Fund and levy for the purposes of paying assessments. The District has chosen to establish this separate fund to account for special assessments that have been incurred for improvements such as streets, curbs, and drains.

Special Levy Fund

Through voter approval in 1991, the Special Levy Fund was established at 11.35 mills. The maximum approval of this levy is 20 mills, which is separate from the state-authorized Building Fund levy. Funds may be used for the construction and remodeling of district facilities.

Debt Service Fund

The Debt Service Fund accounts for the accumulation of resources for the payment of long-term debt. The use of a Debt Service Fund allows reporting of principal, interest, and other related costs separate from the ongoing operating activities of the General Fund.

Nutrition Services Fund

The Nutrition Services Fund accounts for the operations of the District's food service program. Food programs are operated in a manner like a private business enterprise as the costs of providing the services are covered primarily through user charges.

Student Activities Fund

The Student Activities Fund accounts for activities supporting school-related extracurricular activities. Under North Dakota law, school districts are required to deposit all receipts from extracurricular activities into this fund.

Agency Fund

The Agency Fund accounts for assets held by the District in a trustee capacity or as an agent for individuals, private organizations, other governmental units, and/or other funds.



Self-Insurance Fund

The District utilizes an internal service fund for the operation of its self-funded health and dental plans in which cost reimbursement occurs through user charges.

Revenues & Expenditures Classifications

The District classifies revenues and expenditures in accordance with the North Dakota School District Finance and Reporting Manual(NDSFARM).

Revenues are classified into the following series of accounts:

- 1000 – Revenue from Local Sources
- 2000 – Revenue from County Sources
- 3000 – Revenue from State Sources
- 4000 – Revenue from Federal Sources
- 5000 – Revenue from Other Sources

Expenditures are classified into the following series of accounts:

- 100 Personal Services – Salaries
- 200 Personal Services – Benefits
- 300 Purchased Professional and Technical Services
- 400 Purchased Property Services
- 500 Other Purchased Services
- 600 Supplies & Materials
- 700 Property
- 800 Other Objects
- 900 Other Uses of Funds

Detailed Descriptions:

Revenues

Local Revenue: 1000s

1100 Taxes Levied/Assessed by the Local Education Association (LEA)

Compulsory charges levied to finance services performed for the common benefit of the LEA.

1200 Revenue in Lieu of Property Taxes

Other tax payments for property types subject to school taxes not included in the common definition of taxable valuation.

1300 Tuition

Revenue from individuals, welfare agencies, private sources, and other LEAs for education provided.

1400 Transportation Fees

Revenue from individuals, welfare agencies, private sources, or other LEAs for transporting students to and from school and school activities.

1500 Earnings on Investments

Revenue from holdings invested for earning purposes.

1600 Food Service

Revenue for dispensing food to students and adults.

1700 Student Activities

Revenue from school-sponsored activities.

1900 Other Revenue from Local Sources

Other revenue from local sources not classified above.



State Revenue: 3000s

3100 Unrestricted State Revenue

Revenue recorded as grants by the LEA from state funds that can be used for any legal purpose desired by the LEA without restriction. Separate accounts may be maintained for general grants in-aid that are not related to specific revenue sources of the state, and for those assigned to specific sources of revenue as appropriate.

3200 Handicapped Program Aid

Revenue directly from the state general fund for support of special education programs.

3300 Career and Technical Education Program Aid

Revenue directly from the state general fund that supports the state's share of approved career and technical education programs.

3400 Revenue for/on Behalf of the LEA

Commitments or payments made by the state general fund which are distributed to organized cooperatives that provide instructional programs and/or services to several LEAs. Payments are made to the school district that assumes the administrative responsibility for the cooperatives.

3500-3900 Other Restricted State Revenue

Other revenue received from the state that is restricted in nature such as adult education program aid.

Federal Revenue: 4000s

4400 Restricted Grants-in-Aid Direct from the federal government

Revenue direct from the federal government as grants to the LEA which must be used for a categorical or specific purpose. If such money is not completely used by the LEA, it is usually returned to the governmental unit.

4500 Restricted Grants-in-Aid from the federal government through the State

Revenues from the federal government through the state as grants to the LEA which must be used for a categorical or specific purpose.

4600-4700 Grants-in-Aid from the federal government through Other Intermediate Agencies

Revenues from the federal government through an intermediate agency.

Other Revenue Sources: 5000s

5100 Sale of Bonds

The proceeds from the sale of bonds.

5200 Inter-fund Transfers

Amounts available from another fund which will not be repaid.

5300 Sale or Compensation for Loss of Fixed Assets

Amounts available from the sale of school property or compensation for the loss of fixed assets.

5400 Refund of Prior Year's Expenditures

Included here if the expenditure occurred last year and the refund occurred this year. If the refund and expenditure occurred in the current year, reduce this year's expenditures, as prescribed by Generally Accepted Accounting Principles.

Expenditures

100s Salaries

Amounts paid to both permanent and temporary employees, including personnel substituting for those in permanent positions.

200s Employee Benefits

Amounts paid by on behalf of employees; these amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, are nevertheless part of the cost of personal services.

300s Purchased Professional & Technical Services

Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, lawyers, consultants, etc.



400s Purchased Property Services

Services purchased to operate, repair, maintain, and rent property owned or used. These services are performed by persons other than employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

500s Other Purchased Services

Amounts paid for services rendered by organizations or personnel not on the payroll (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

600s Materials and Supplies

Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

700s Equipment

Expenditures for acquiring fixed assets, including land or existing buildings; improvements of grounds; initial equipment; additional equipment; and replacement of equipment.

800s Other Objects

Amounts paid for goods and services not otherwise classified above.

900s Other Uses of Funds

This series of codes is used to classify transactions that are not properly recorded as expenditures but require budgetary or accounting control. These include redemption of principal and interest on long-term debt, housing authority obligations, and fund transfers.

Functional Areas

1000s Instruction

Instruction includes activities dealing directly with the interaction between teachers and students. Included here are the activities of aides or classroom assistants of any type which assist in the instructional process.

1999 Tuition

Payments made for educational services provided by other educational agencies.

2000s Support Services

Support services provide administrative, technical (such as guidance and health), and logistical support to facilitate and enhance instruction. These services exist as adjuncts for fulfilling the objectives of instruction, community services and enterprise programs, rather than as entities within themselves.

3000s Operation of Non-educational Services

Activities concerned with providing non-instructional services to students, staff or the community.

4000s Facilities Acquisition and Construction Services

Activities concerned with acquiring land and buildings; remodeling buildings; constructing buildings and additions to buildings; initially installing or extending service systems and other built-in equipment; and improving sites.

5000s Contingencies

For budgetary purposes, this function provides a mechanism for reserving a portion of the annual appropriation for emergency situations.

6000s Other Uses

Several outlays of governmental funds are not properly classified as expenditures, but still require budgetary or accounting control. These are classified under Other Uses. These include debt service payments (principal and interest) and certain transfers of monies from one fund to another.

Fund Balance Policies

The Board initially established a 10% General Fund carryover balance goal to help with financial stability. It substantially modified that goal to 15% and has surpassed it since fiscal year 2002. This level provides enough unassigned resources to avoid short-term cash flow borrowing for the District.

Executive Limitation – 8 Financial Administration

Establishes the criteria administration must adhere to regarding fund balances. With respect to the actual, ongoing condition of the District's financial health, the Superintendent shall not cause or allow a material deviation from the annual budget or cause or allow any fiscal condition that is inconsistent with achieving the Board's results or places long-term fiscal stability at risk.

Administration may not expend more funds than have been received in a fiscal year unless authorized by the Board nor expend any fund balance without such authorization. Funds that are included in this authority are the General Fund, Building Fund, Special Assessments Fund, Special Levy Fund, Food Service Fund, and the Self-Funded Insurance Fund.

Basis of Accounting

The government-wide and proprietary fund financial statements are reported using the economic resources measurement focus. The fiduciary funds are agency funds held in trust for the benefit of others and not presented in the document. The government-wide, proprietary and fiduciary fund financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the school district gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied.

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Under the terms of grant agreements, the school district funds certain programs through a combination of specific cost-reimbursement grants and general revenues. Thus, when program expenses are incurred, there is both a restricted and unrestricted net position available to finance the program. It is the school district's policy to first apply cost-reimbursement grant resources to such programs, and then use general revenues.

Budget Process

The operating budget is the financial blueprint upon which the District's educational program is built. It represents the commitment our citizens make to Fargo Public Schools as well as the commitment we make to our citizens to provide quality education within fiscal restraints. We have a fiscal responsibility to balance our resources while ensuring a quality education for all students. In addition to providing a financial plan for fiscal year revenues and expenses, the budget outlines programs and initiatives and implements controls on spending authority. The budget development process is designed to encourage citizen and staff input about our programs and fiscal policies.

The budget must serve the educational process. It must allow some flexibility and adaptability as situations arise during the year which require individual judgment within the Executive Limitations established by the Board. Throughout the fiscal year, budgets are monitored, and communication is maintained between the Business Services department and budget leaders, who can reallocate funds within their departmental areas. Communication and collaboration between departments is key as projects arise throughout the year which require funding.

At each step in the budgeting process, every effort is made to ensure the final budget reflects wise management of the District's resources with a focus on our strategic initiatives. The budget has been developed over many months with the input of staff, the community, administration, and the Board. The budget is processed in multiple phases as follows:

Phase I: Draft Budget

Budget information is requested and compiled:

- Budget assumptions are discussed with the administration.
- Revenue Worksheet is completed by the Business Office taking into consideration taxing authority, state aid, and federal projections as well as other local revenue sources.
- Expenditure Worksheets are distributed to department directors and senior management for review and assessment of past and future planning.
- Internal forms are utilized to collect employment needs and changes from principals, directors, and coordinators.
- Departmental needs and requests are analyzed and aligned with strategic initiatives.
- An estimated preliminary surplus or deficit is calculated.
- Reduction, reallocation, and additional recommendations are reviewed and discussed.

Phase II: Preliminary Budget

The Draft Budget is reviewed by senior management with focused data analysis and alignment to policy, law, and district agreements and submitted to the Planning Committee for review. Upon approval by the Planning Committee, the Draft Budget is converted to the Preliminary Budget and submitted to the full Board by June 30 utilizing the following resources:

- Alignment to the Strategic Plan
- The HUB: used for data analysis on enrollment by grade and content area
- Staffing patterns and any new legislative requirements
- Certified staff negotiated agreement
- Feedback from district committees, task forces, administrative, and Board planning meetings
- Alignment to Every Student Succeeds Act regarding fiscal transparency



Phase III: Adopted Budget

As additional information is known, the Preliminary Budget is revised, converted to the Adopted Budget, and submitted to the Board for final approval. Changes could include:

- Assessed value of property
- Staffing requirements
- Contracted services agreements
- Final tuition calculations

Phase IV: Revised Budget

Throughout the school year, budgets are monitored and revised as necessary while maintaining compliance with the District's Executive Limitations policies.

Statutorily Required Timeline:

- The preliminary budget and tax levy must be prepared and submitted to the county auditor on or before August 10.
- A public budget hearing must be scheduled no earlier than September 7 and no later than October 7 for purposes of adopting the final budget and annual tax levy with notice of such date provided to the county auditor.
- A public hearing is held to hear all protests or objections from which the Board shall make changes as deemed advisable and prepare the final budget.
- No later than October 10, upon final budget completion and the adoption of the annual tax levy, the Board must send a certified copy of the levy as adopted and a certified copy of the final budget to the county auditor.

Changes in Budget Process

There have been no significant changes in the budget development process.

Budget Timeline

- **January 2025**
Phase I: Draft Budget
- **June 30, 2025**
Preliminary Board Approval prior to beginning of new fiscal year
- **July 2025**
Phase II: Preliminary Budget
- **September 7, 2025**
Public Budget Hearing must be scheduled for purposes of adopting the final budget and levy between September 7 and October 7
- **October 10, 2025**
Phase III: Adopted Budget Final Certified Budget and Levy due to County Auditor
- **October 11, 2025**
Phase IV: Revised Budget

Budget Administration & Management Process

Budget administration and management is the process of regulating expenditures during the fiscal year to ensure that they do not exceed authorized amounts and that they are used for intended, proper, and legal purposes. The management of the budget is accomplished in a variety of ways:

- Monitoring program implementation
- Controlling expenditures
- Tracking revenue receipts
- Making corrections in expenditure allocations to reflect changes in costs, service levels, or plans
- Reporting to the Board and the public on fiscal operations

The budget is administered within applicable local, state, and federal laws. Accordingly, the District will not obligate funds in excess of the approved financial plan unless the Board amends the budget by making additional appropriations or increasing existing appropriations to meet emergencies. Expenditures will be made in accordance with approved disbursement practices and purchasing requirements to ensure the most effective and efficient utilization of available financial resources.

Executive Limitation – 7 Budgeting/Financial Planning - Provides that administration shall not deviate materially from the Board's results policies nor risk the fiscal stability of the District. A budget must be in summary format, adequately describe expenditures, align to the Strategic Plan, disclose budget-planning assumptions, and take into consideration the fiscal soundness of future years.

After the budget is adopted by the Board in October and appropriations are made to the various accounts, it becomes the major fiscal management tool for administering and controlling expenditures. There are, however, other budget administration, management, and control issues important to the budget process as discussed below.

Organization for Budget Management

The decision-making philosophy and organizational structure of the District for budgeting combines elements of senior and school-level administration. Both centralized and decentralized approaches are used in our budgeting philosophy and structure. Overall spending and revenue plans are coordinated and monitored by the Business Office to keep total expenditures within available revenues. School-level coordination is exercised in areas such as personnel policies, which are established and monitored centrally to maintain consistency and compliance with state and federal statutes. Certain budgetary allocations to cost centers, including instructional building and departmental level appropriations, are provided in an unrestricted, lump-sum amount and decisions on how to allocate these monies are made at the building or department level.

Expenditure Control for Approvals and Procurement

For management control purposes, the operating budget is distributed into responsibility cost centers. The business manager is accountable for the overall management of financial resources approved by the Board. Every expenditure appropriation in the budget is assigned to a responsibility cost center budget manager who is accountable for the proper expenditure of funds.

Each budget manager is authorized to approve the expenditure of funds within their respective cost center budget, provided funds are expended in accordance with district purchasing policies and procedures. Administrative policies require that all requests to purchase be entered in the accounting system to verify availability of funds, proper account coding, and compliance with legal purchasing procedures. Purchases that require formal bidding must be approved by the Board. The business manager also monitors comparisons between budget and actual expenditures to maintain cost control and to insure against overspending.



Encumbrance Control

Another important component of the District's budgetary control is the encumbrance of funds. Encumbrances are obligations in the form of purchase orders or contracts that are chargeable to a budget line and for which part of the budget is reserved. The purpose of the encumbrance of funds is to ensure that obligations are recognized as soon as financial commitments are made. If not for encumbrances, the accounting system would only record actual amounts entered in expenditure accounts, not those that are planned or anticipated. The encumbrance of funds is an important control measure to prevent the inadvertent over-expenditure of budget appropriations due to the lack of information about future commitments. For budgetary purposes, appropriations lapse at the fiscal year-end. Outstanding encumbrances are canceled and re-entered into the following fiscal year, if appropriate.

Position Control

Position control is a system that tracks information about positions in an organization, rather than the employees who fill them. It is a process that helps ensure positions match the budget and the number of authorized positions is not exceeded. Position Control assists with workforce management, budgeting, and personnel costs. Position control involves specifying the number of positions, setting hiring rules, tracking position attributes like salary range, department, and required qualifications, and reviewing proposals to fill new or repurposed positions.

Transfers Between Budget Accounts

The budget is a spending plan based on a series of assumptions and estimates that rarely, if ever, will all the actual expenditure sequel the detailed budget estimates. As actual expenditures are incurred, adjustments are required in the budget between accounts to cover higher-than-expected costs or to provide for unanticipated expenses. The District has controls on the transfer of funds to ensure that expenditures do not exceed available financial resources. Cost center managers may submit budget revision requests to transfer funds between accounts, between cost centers and between funds that have no effect on the total budget.

Executive Limitation–8 Financial Administration - provides criteria on transfers between funds. As such, administration may not transfer unencumbered moneys from one fund to another unless authorized by the Board.

Management Information and Reporting for Budget Control and Cash

The District maintains an online budgetary reporting system that provides information to assist budget managers in administering, monitoring, and controlling the budget. The information from the accounting system is transferred in real time to the budget reporting system and provides important and relevant data in evaluating the financial condition of the District.

The reports produced from the information system are designed for specific needs and meet state and federal reporting requirements. Among the most important documents for management control purposes are expenditure reports, which can be besorted and displayed by various accounting segments and cost centers to track actual expenditures against the budget. Revenue reports are also prepared to track actual receipts against the budget.

Financial Section



All Summary

Summary

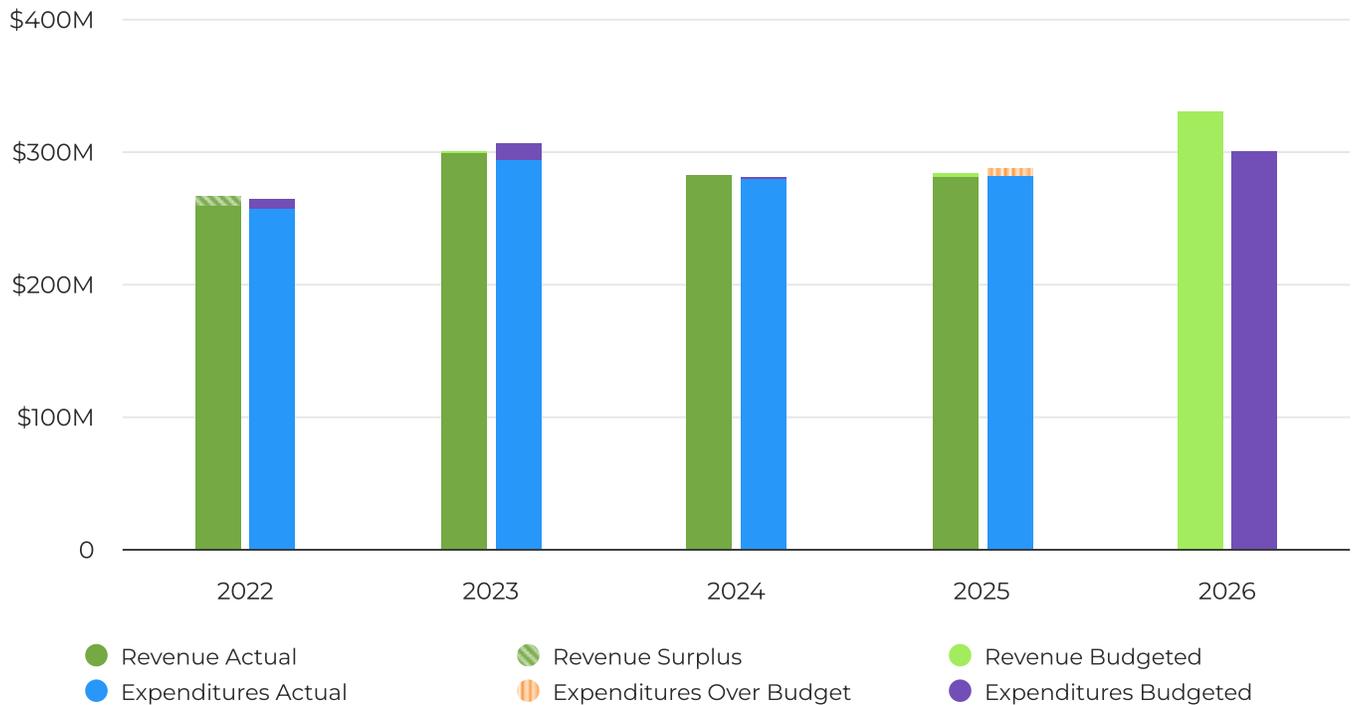
The District budget is organized by fund and object or revenue source. The Board approves budgets at the legal level of control, which is at the object level. The legal level of control is the lowest account level for which budget approval is required. The District also categorizes revenues and expenditures at the functional level which is required for state reporting.

The District's budget includes nine separate funds:

- General
- Building
- Special Levy
- Special Assessments
- Debt Service
- Nutrition Services
- Student Activities
- Self-Funded Insurance
- Agency Fund

This section presents both summarized and detailed information on these funds, including revenues, expenditures, and fund balances.

All Fund Summary Revenues vs Expenditures Summary



All Funds Comprehensive Summary

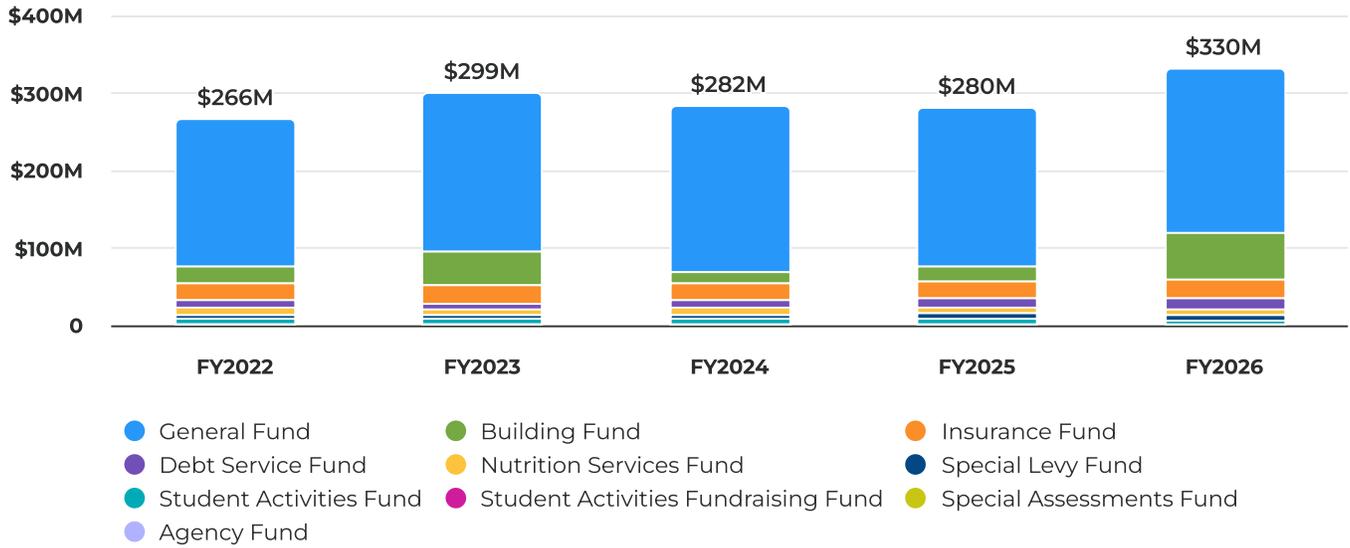
Comprehensive Fund Summary

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted
Beginning Fund Balance	\$74,370,693	\$74,370,693	\$67,857,982
Revenues			
Revenue from Local Sources	\$123,373,387	\$124,391,261	\$126,706,632
Revenue from State Sources	\$112,153,381	\$113,176,835	\$114,524,093
Revenue from Federal Sources	\$17,938,194	\$19,734,416	\$18,146,003
Other Sources	\$26,866,137	\$26,895,900	\$70,787,000
Total Revenues	\$280,331,098	\$284,198,412	\$330,163,728
Expenditures			
Salaries	\$135,750,786	\$135,806,225	\$136,630,310
Employee Benefits	\$63,972,419	\$62,338,707	\$65,026,794
Professional and Technical Services	\$13,941,719	\$14,299,498	\$11,137,109
Purchased Property Services	\$7,679,467	\$20,400,722	\$15,956,067
Other Purchased Services	\$14,177,281	\$14,325,416	\$15,913,789
Supplies and Materials	\$14,156,151	\$13,159,472	\$13,280,964
Property	\$3,864,072	\$4,193,344	\$2,729,390
Other	\$4,119,746	\$5,753,007	\$6,070,920
Other Uses of Funds	\$29,182,169	\$29,455,639	\$33,733,376
Total Expenditures	\$286,843,811	\$299,732,028	\$300,478,717
Total Revenues Less Expenditures	-\$6,512,712	-\$15,533,616	\$29,685,010
Ending Fund Balance	\$67,857,981	\$58,837,077	\$97,542,992

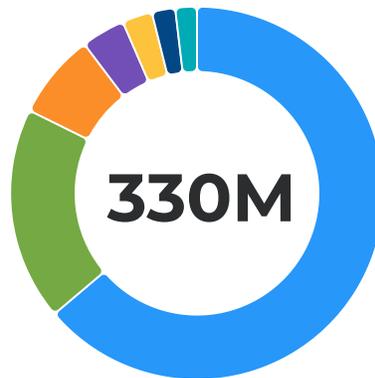


Revenues by Fund

Historical Revenue by Fund



FY26 Revenues by Fund



Fund	Revenue	Percentage
General Fund	\$210,680,493	63.81%
Building Fund	\$61,064,500	18.50%
Insurance Fund	\$24,460,000	7.41%
Debt Service Fund	\$12,518,000	3.79%
Nutrition Services Fund	\$8,623,164	2.61%
Special Levy Fund	\$6,643,000	2.01%
Student Activities Fund	\$6,149,870	1.86%
Special Assessments Fund	\$24,700	0.01%

Revenues by Fund

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
General Fund	\$204,874,162	\$210,054,696	\$210,680,493	0.30%
Building Fund	\$18,481,695	\$18,573,100	\$61,064,500	228.78%
Special Assessments Fund	\$561,794	\$575,800	\$24,700	-95.71%
Special Levy Fund	\$6,368,134	\$6,510,500	\$6,643,000	2.04%



All Funds Summary

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
Debt Service Fund	\$10,566,912	\$10,567,300	\$12,518,000	18.46%
Nutrition Services Fund	\$8,688,639	\$8,504,416	\$8,623,164	1.40%
Student Activities Fund	\$6,053,768	\$6,334,100	\$6,149,870	-2.91%
Student Activities Fundraising Fund	\$1,719,397	-	-	-
Agency Fund	-	\$500	-	-
Insurance Fund	\$23,016,597	\$23,078,000	\$24,460,000	5.99%
Total Revenues	\$280,331,098	\$284,198,412	\$330,163,728	16.17%



Revenues by Source

Revenue Summary

K-12 revenue is derived from the following sources:

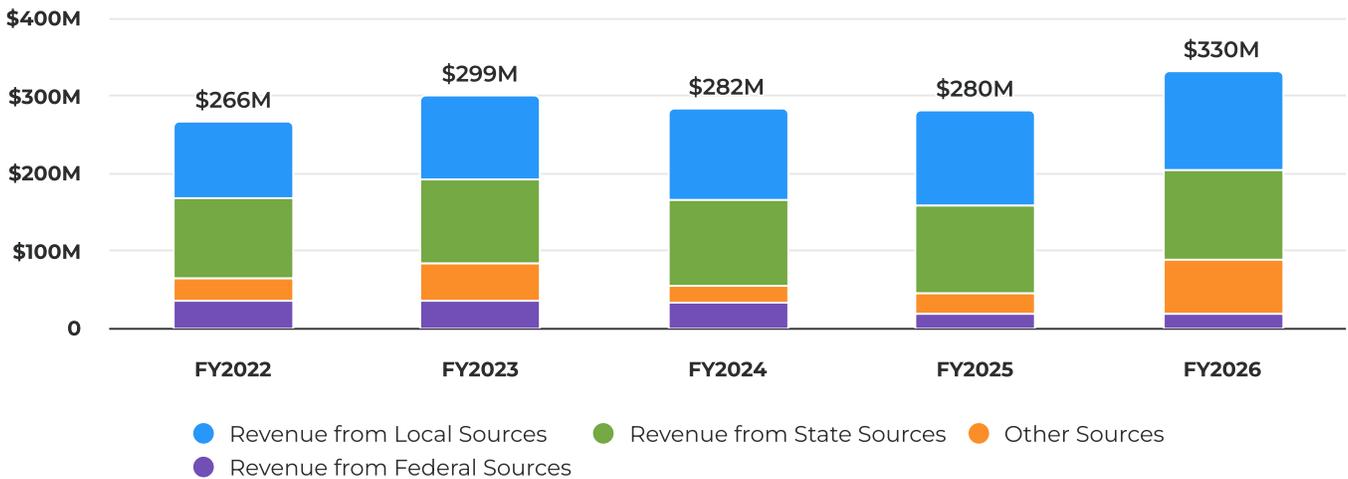
Local Revenue: Local revenue consists of property taxes, tuition assessed to other districts for educating their students, interest income, food services, student activities, and other local sources.

State Revenue: State revenue is derived primarily through the foundation aid formula, restricted state revenue (grants), handicapped program aid, food services, and career and technical education aid.

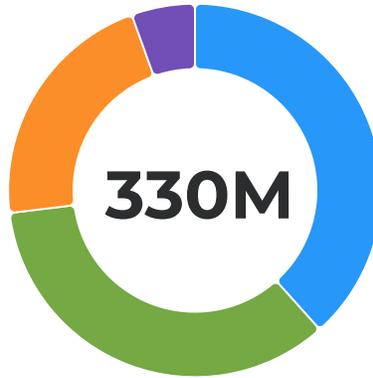
Federal Revenue: Federal revenue received by the District for specific instructional programs and food services is generally a restricted revenue source.

Other Sources: Other sources of funds include fund transfers, refunds on prior year expenditures and proceeds from the sale of District assets.

Historical Revenue by Object Summary



FY26 Revenues by Object Summary



● Revenue from Local Sources	\$126,706,632	38.38%
● Revenue from State Sources	\$114,524,093	34.69%
● Other Sources	\$70,787,000	21.44%
● Revenue from Federal Sources	\$18,146,003	5.50%

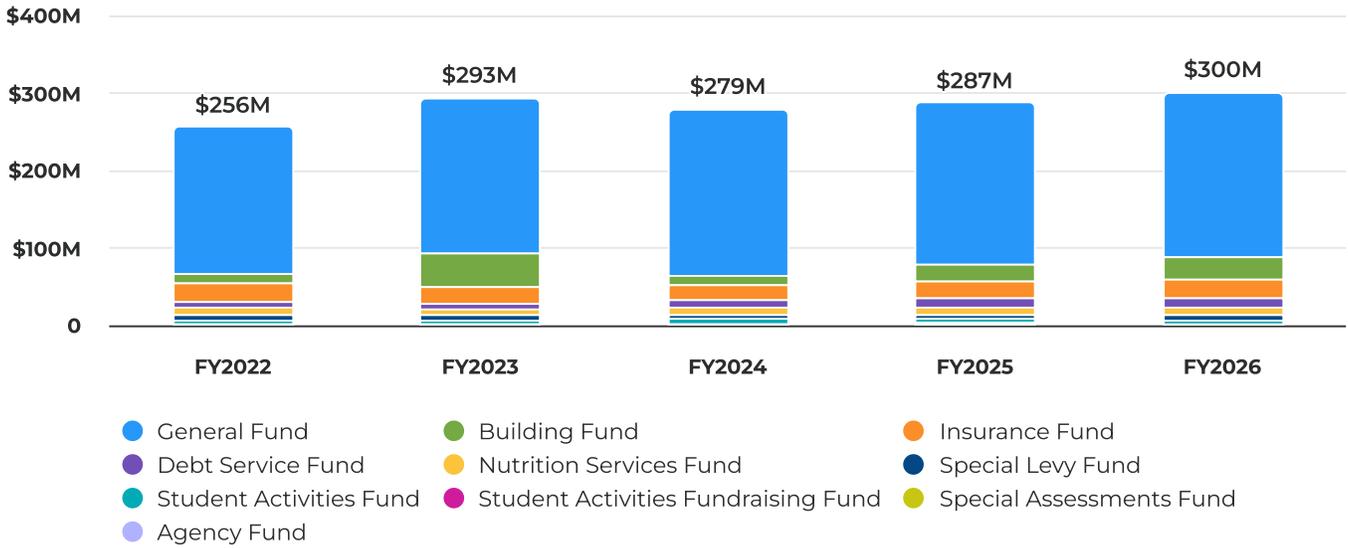
Revenues by Object Summary

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
Revenue from Local Sources	\$123,373,387	\$124,391,261	\$126,706,632	1.86%
Revenue from State Sources	\$112,153,381	\$113,176,835	\$114,524,093	1.19%
Revenue from Federal Sources	\$17,938,194	\$19,734,416	\$18,146,003	-8.05%
Other Sources	\$26,866,137	\$26,895,900	\$70,787,000	163.19%
Total Revenues	\$280,331,098	\$284,198,412	\$330,163,728	16.17%

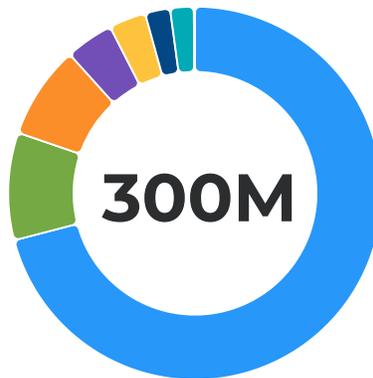


Expenditures by Fund

Historical Expenditures by Fund



FY26 Expenditures by Fund



Fund	Amount (\$)	Percentage (%)
General Fund	\$213,203,781	70.95%
Building Fund	\$27,940,255	9.30%
Insurance Fund	\$24,284,500	8.08%
Debt Service Fund	\$12,518,000	4.17%
Nutrition Services Fund	\$9,597,312	3.19%
Special Levy Fund	\$6,500,000	2.16%
Student Activities Fund	\$6,149,870	2.05%
Special Assessments Fund	\$285,000	0.09%

Expenditures by Fund

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
General Fund	\$209,367,922	\$210,054,696	\$213,203,781	1.50%
Building Fund	\$19,678,140	\$33,530,023	\$27,940,255	-16.67%
Special Assessments Fund	\$1,124,873	\$1,300,000	\$285,000	-78.08%
Special Levy Fund	\$5,500,000	\$5,500,000	\$6,500,000	18.18%



Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
Debt Service Fund	\$10,566,912	\$10,567,300	\$12,518,000	18.46%
Nutrition Services Fund	\$9,140,026	\$9,892,409	\$9,597,312	-2.98%
Student Activities Fund	\$6,053,768	\$6,334,100	\$6,149,870	-2.91%
Student Activities Fundraising Fund	\$1,688,773	-	-	-
Agency Fund	\$6,334	\$500	-	-
Insurance Fund	\$23,717,063	\$22,553,000	\$24,284,500	7.68%
Total Expenditures	\$286,843,811	\$299,732,028	\$300,478,717	0.25%



Expenditures by Expense Type

Expenditures Summary

K-12 expenditures can be summarized into the following major categories: salaries & benefits, purchased professional services, purchased property services, other purchased services, materials & supplies, land & equipment, other objects and other uses of funds.



Salaries & Benefits: The major component of expenditures remains human resources, as salary and benefits comprise 67.1% of all fund expenditures at \$201.7MM and 80% of General Fund expenditures at \$172.2MM. The District approximately 1,100 certified employees under contract for fiscal year 2026.

The District offers both a traditional and a high-deductible health plan with a health savings account option for staff, in addition to dental, vision, life, and long-term disability insurance.

The District participates in the Teachers' Fund for Retirement (TFFR) and the North Dakota Public Employee Retirement System (NDPERS). Both plans are cost-sharing multiple-employer defined benefit pension plans. The current TFFR contribution rate for the District is 12.75% of salary and the NDPERS defined benefit plan is 8.62% of salary. Effective January 1, 2025 the NDPERS defined benefit plan was closed to new enrollees. These individuals now participate in the NDPERS defined contribution plan which may have a lower employer rate due to employee elections.

Purchased Professional Services: Services provided to the District by outside vendors include contracted instruction, audit and legal, license agreements, nursing services, and school resource officers.

Purchased Property Services: Equipment repair, rental and maintenance contracts, water, sewer, and garbage services as well as contracted construction services encompass this category of expenditure.

Other Purchased Services: The District's bus transportation contract and tuition paid to other districts are the main components of other purchased services.

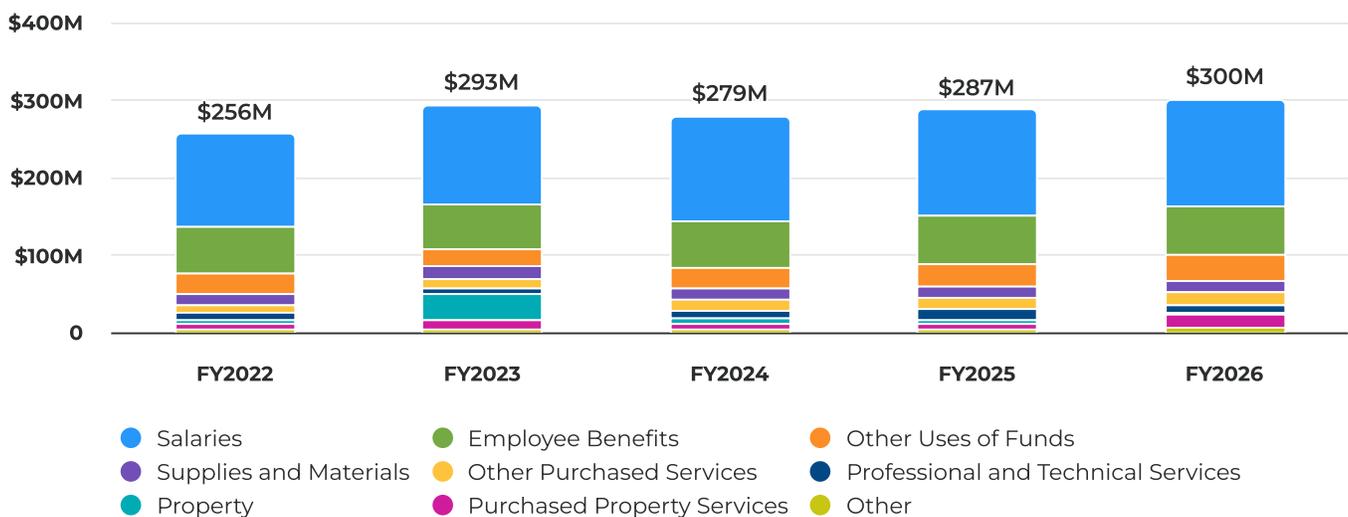
Materials & Supplies: Food, student-supported supplies, textbooks, and workbooks as well as electricity costs of the District are included in this category.

Land & Equipment: District-wide needs for classroom furniture, grounds and custodial, as well as technology equipment to support the District's initiatives.

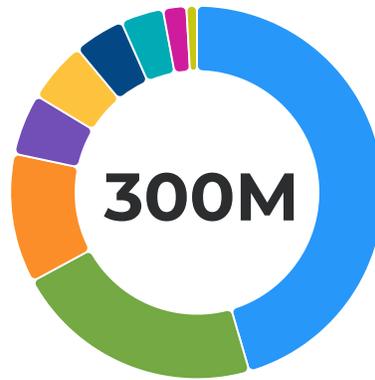
Other Objects: Other objects include dues, fees and registrations, bad debt, and expenditures not classified elsewhere.

Other Uses of Funds: Other uses include fund transfers and principal and interest payments on debt.

Historical Expenditures by Object Summary



FY26 Expenditures by Object Summary



Salaries	\$136,630,310	45.47%
Employee Benefits	\$65,026,794	21.64%
Other Uses of Funds	\$33,733,376	11.23%
Purchased Property Services	\$15,956,067	5.31%
Other Purchased Services	\$15,913,789	5.30%
Supplies and Materials	\$13,280,964	4.42%
Professional and Technical Services	\$11,137,109	3.71%
Other	\$6,070,920	2.02%
Property	\$2,729,390	0.91%

Expenditures by Object Summary

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
Salaries	\$135,750,786	\$135,806,225	\$136,630,310	0.61%
Employee Benefits	\$63,972,419	\$62,338,707	\$65,026,794	4.31%
Professional and Technical Services	\$13,941,719	\$14,299,498	\$11,137,109	-22.12%
Purchased Property Services	\$7,679,467	\$20,400,722	\$15,956,067	-21.79%
Other Purchased Services	\$14,177,281	\$14,325,416	\$15,913,789	11.09%
Supplies and Materials	\$14,156,151	\$13,159,472	\$13,280,964	0.92%
Property	\$3,864,072	\$4,193,344	\$2,729,390	-34.91%
Other	\$4,119,746	\$5,753,007	\$6,070,920	5.53%
Other Uses of Funds	\$29,182,169	\$29,455,639	\$33,733,376	14.52%
Total Expenditures	\$286,843,811	\$299,732,028	\$300,478,717	0.25%



All Funds Fund Balance

The Board has several policies regarding fund balances as explained below.

Minimum Fund Balance Policy

The Board initially established a 10% General Fund carryover balance goal to help with financial stability. The Board modified that goal to 15% and has surpassed it since fiscal year 2002. This level provides enough unassigned resources to avoid short-term cash flow borrowing for the District.

Fund Balance Spending Policy

It is the policy of the Board to spend restricted resources first, followed by unrestricted resources. Unrestricted resources are spent in the following order: committed, assigned, and then unassigned.

Non-spendable Fund Balances: Non-spendable fund balances consist of amounts that are not in a spendable form, such as inventory.

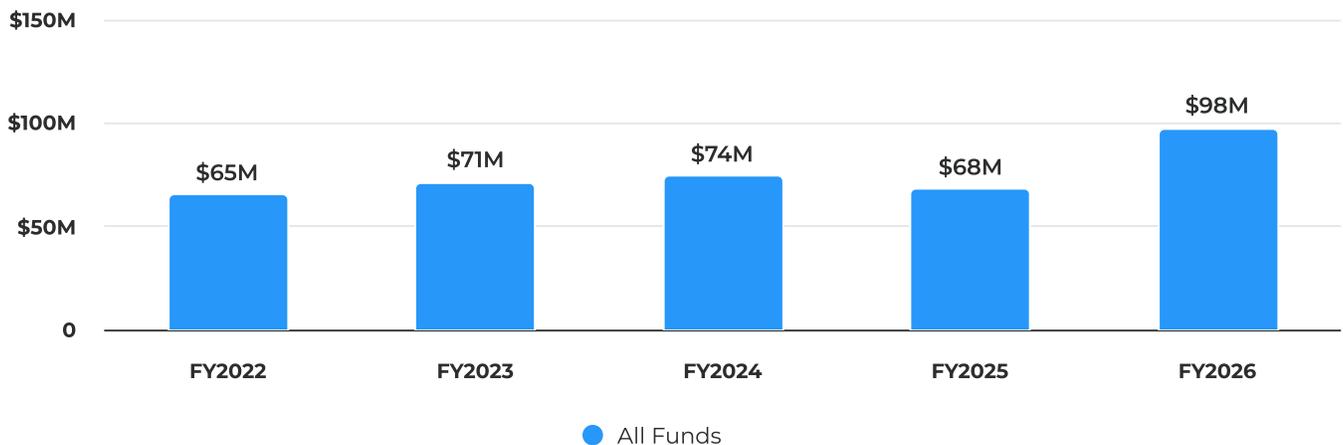
Restricted Fund Balances: Restricted fund balances include amounts that can be spent only for specific purposes by external resource providers, including restrictions on tax levies (enabling legislation) and by outside third parties (state & federal governments for various grants & reimbursements).

Committed Fund Balances: Committed fund balances consist of amounts that can only be used for specific purposes by formal action of the Board.

Assigned Fund Balances: Assigned fund balances include amounts intended to be used by the Board for specific purposes.

Unassigned Fund Balances: Unassigned fund balances consist of amounts not contained in other classifications and are available for any purpose.

Fund Balance Projections

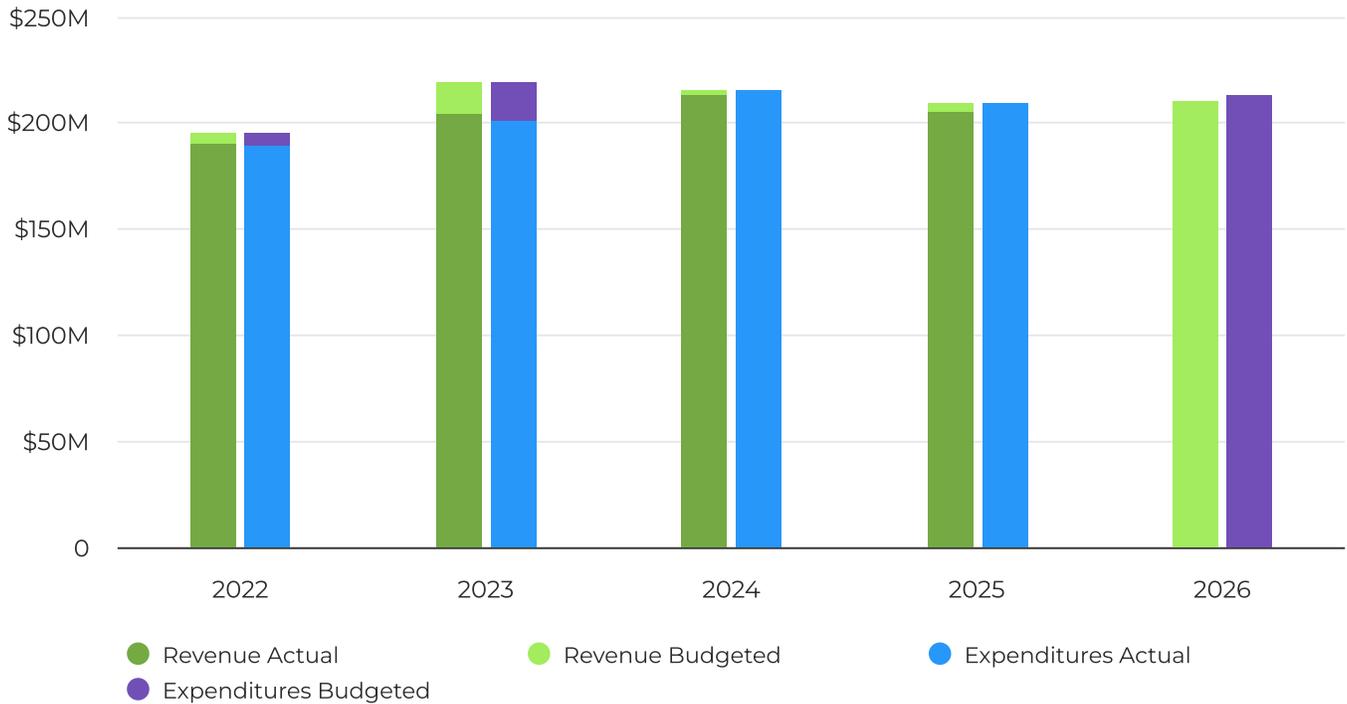


General Fund

The General Fund is used as the Operating Fund of the District and accounts for all revenues and expenditures of the school district not accounted for elsewhere. The General Fund accounts for educational activities, district instructional and student support programs, expenditures for the superintendent and school board, district administration, normal operations and maintenance, pupil transportation, capital expenditures, and school district expenditures not specifically designated to be accounted for in any other fund.

Summary

Revenues vs Expenditures Summary



The General Fund's budgeted expenses increased to \$213.2 million in FY2026, marking a 1.75% rise from the previous year's \$209.5 million. Revenue budgeted also saw a modest increase to \$210.7 million in FY2026, up 0.55% from \$209.5 million in the previous year. Comparing these figures highlights a growing gap between budgeted expenses and revenues, with expenses outpacing revenues by \$2.5 million in FY2026.

Comprehensive Fund Summary

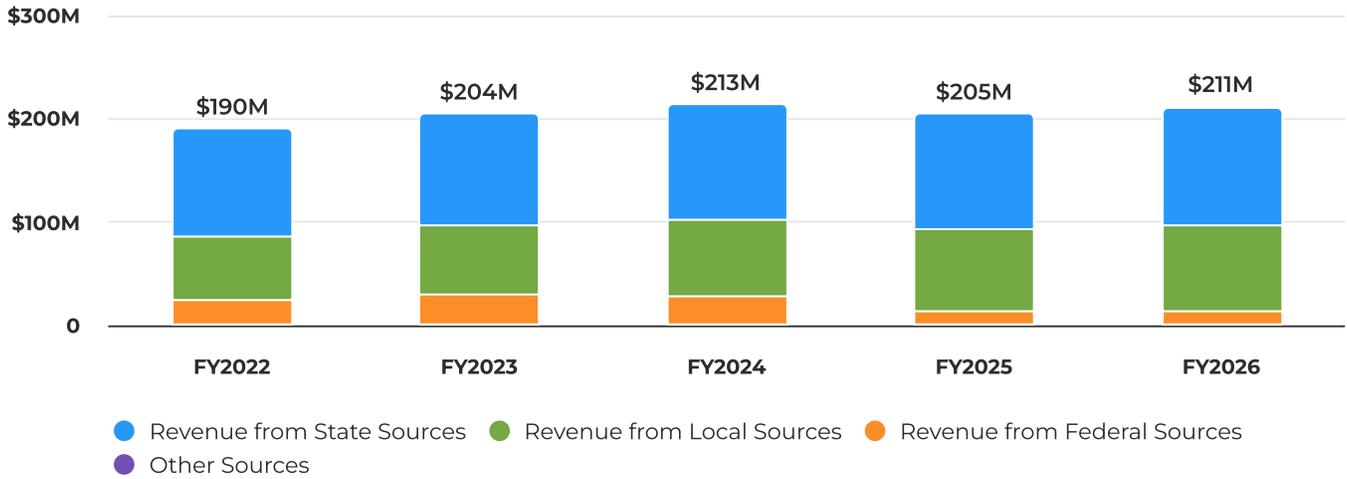
Comprehensive Fund Summary

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted
Beginning Fund Balance	\$39,060,555	\$39,060,555	\$34,566,796
Revenues			
Revenue from Local Sources	\$79,310,714	\$81,459,161	\$82,608,662
Revenue from State Sources	\$111,949,527	\$112,996,835	\$114,320,093
Revenue from Federal Sources	\$13,094,755	\$15,228,701	\$13,381,738
Other Sources	\$519,166	\$370,000	\$370,000
Total Revenues	\$204,874,162	\$210,054,696	\$210,680,493
Expenditures			
Salaries	\$129,552,178	\$129,283,096	\$130,290,010
Employee Benefits	\$41,130,273	\$40,585,493	\$41,941,210
Professional and Technical Services	\$8,220,485	\$8,546,626	\$8,454,578
Purchased Property Services	\$2,872,543	\$2,898,000	\$2,789,000
Other Purchased Services	\$11,932,568	\$11,951,302	\$13,278,750
Supplies and Materials	\$8,000,196	\$8,409,871	\$8,525,759
Property	\$1,834,842	\$1,906,392	\$1,669,077
Other	\$696,177	\$1,104,329	\$1,166,888
Other Uses of Funds	\$5,128,658	\$5,369,587	\$5,088,509
Total Expenditures	\$209,367,922	\$210,054,696	\$213,203,781
Total Revenues Less Expenditures	-\$4,493,759	-	-\$2,523,287
Ending Fund Balance	\$34,566,796	\$39,060,555	\$32,043,509

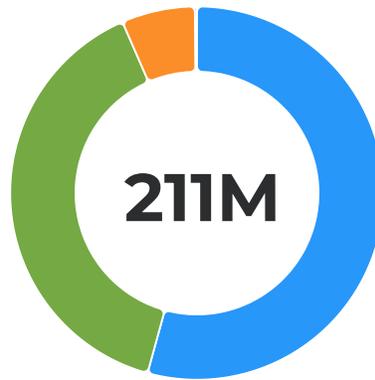


Revenues by Source

Historical Revenue by Source



FY26 Revenues by Object Summary



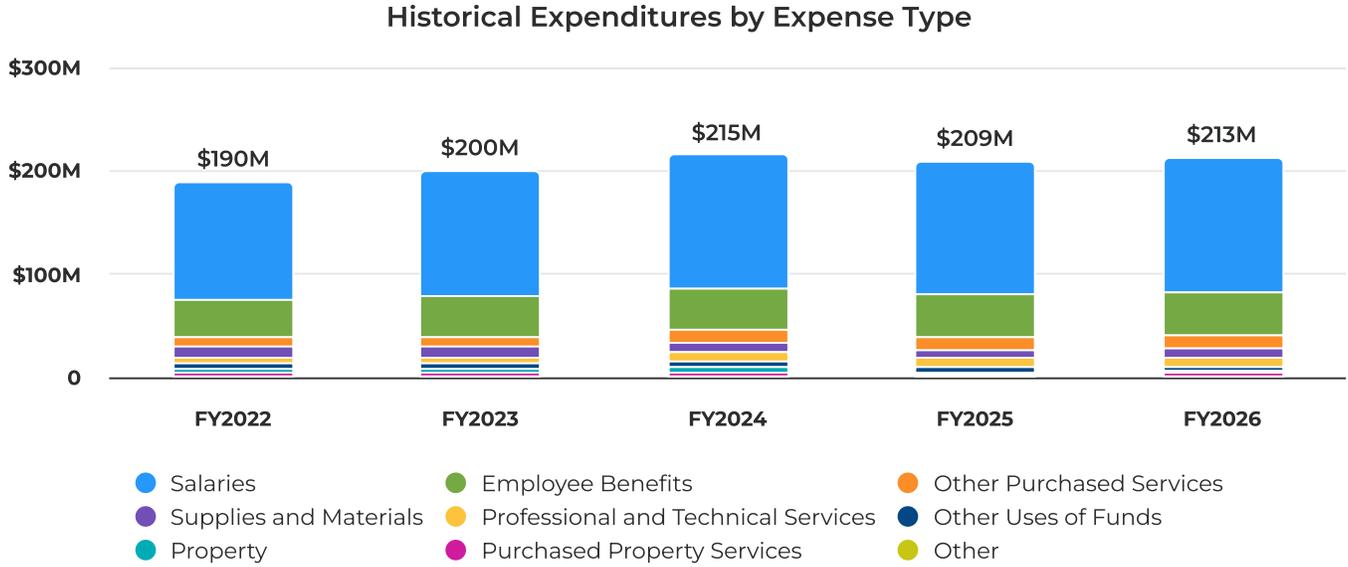
Revenue from State Sources	\$114,320,093	54.26%
Revenue from Local Sources	\$82,608,662	39.21%
Revenue from Federal Sources	\$13,381,738	6.35%
Other Sources	\$370,000	0.18%

Revenues by Source

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
Revenue from Local Sources	\$79,310,714	\$81,459,161	\$82,608,662	1.41%
Revenue from State Sources	\$111,949,527	\$112,996,835	\$114,320,093	1.17%
Revenue from Federal Sources	\$13,094,755	\$15,228,701	\$13,381,738	-12.13%
Other Sources	\$519,166	\$370,000	\$370,000	0.00%
Total Revenues	\$204,874,162	\$210,054,696	\$210,680,493	0.30%



Expenditures by Expense Type



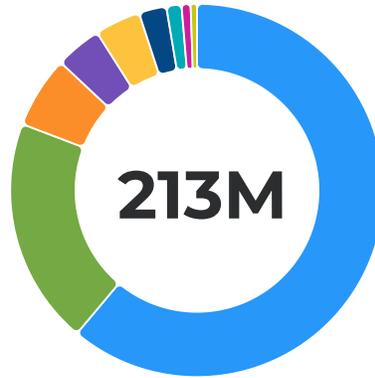
The General Fund's total expenditures increased by 1.83% to \$213.2 million in FY2026 compared to the previous year. Salaries remained the largest expense category, rising by \$737,832 or 0.57% to \$130.3 million. Employee Benefits also grew by \$810,937 or 1.97%, reaching \$41.9 million and maintaining a similar proportion of 19.67% of total expenditures.

Other Purchased Services saw the most significant increase, climbing by \$1.3 million or 11.28% to \$13.3 million, which raised its share to 6.23%. Supplies and Materials increased by \$525,563 or 6.57% to \$8.5 million, representing 4% of the total budget. Professional and Technical Services rose by \$234,093 or 2.85% to \$8.5 million, slightly increasing its share to 3.97%. The category labeled Other experienced a notable increase of \$470,710 or 67.61%, reaching \$1.2 million and accounting for 0.55% of total expenditures.

On the other hand, Property expenditures decreased by \$165,765 or 9.03% to \$1.7 million, reducing its share to 0.78%. Purchased Property Services declined by \$83,543 or 2.91% to \$2.8 million, making up 1.31% of the total. Other Uses of Funds saw a slight decrease of \$40,148 or 0.78%, totaling \$5.1 million and representing 2.39% of expenditures.



FY26 Expenditures by Object Summary



Salaries	\$130,290,010	61.11%
Employee Benefits	\$41,941,210	19.67%
Other Purchased Services	\$13,278,750	6.23%
Supplies and Materials	\$8,525,759	4.00%
Professional and Technical Services	\$8,454,578	3.97%
Other Uses of Funds	\$5,088,509	2.39%
Purchased Property Services	\$2,789,000	1.31%
Property	\$1,669,077	0.78%
Other	\$1,166,888	0.55%

Expenditures by Expense Type

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
Salaries	\$129,552,178	\$129,283,096	\$130,290,010	0.78%
Employee Benefits	\$41,130,273	\$40,585,493	\$41,941,210	3.34%
Professional and Technical Services	\$8,220,485	\$8,546,626	\$8,454,578	-1.08%
Purchased Property Services	\$2,872,543	\$2,898,000	\$2,789,000	-3.76%
Other Purchased Services	\$11,932,568	\$11,951,302	\$13,278,750	11.11%
Supplies and Materials	\$8,000,196	\$8,409,871	\$8,525,759	1.38%
Property	\$1,834,842	\$1,906,392	\$1,669,077	-12.45%
Other	\$696,177	\$1,104,329	\$1,166,888	5.66%
Other Uses of Funds	\$5,128,658	\$5,369,587	\$5,088,509	-5.23%
Total Expenditures	\$209,367,922	\$210,054,696	\$213,203,781	1.50%



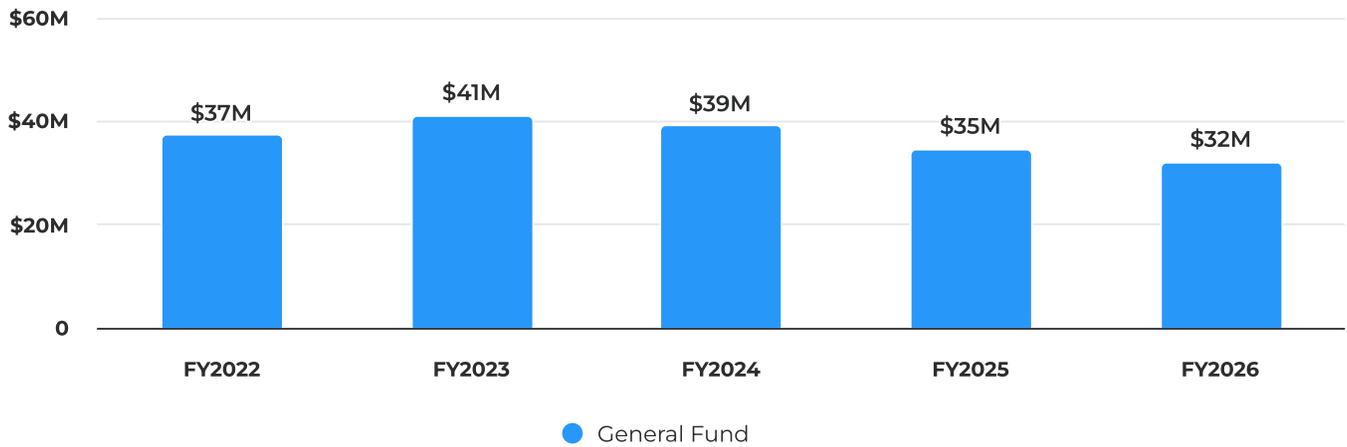
Fund Balance

The Board is charged with ensuring the financial stability of the District to its stakeholders. With limited funding sources that experience minor growth, the difficulty of balancing increasing expenditures, specifically related to salaries and benefits, with stagnant revenue streams poses a problem that requires a sound long-term solution.

Continued deficit spending will quickly lower the general fund balance below allowable limits and put the financial position of the District at risk. A decreasing fund balance will cause increased interest costs on future debt issues as well as lower realization of investment income. The Board, administration, academic leaders, and the community will need to objectively review and prioritize programs and services offered based on the most important goal of ensuring the academic success of our students.

Balanced budgets must be presented and closely monitored for fiscal compliance. Finalization of negotiated agreements with teaching staff, upcoming legislative sessions, and the ability to levy additional tax dollars will play a significant role in the District's future fiscal sustainability.

Fund Balance Projections

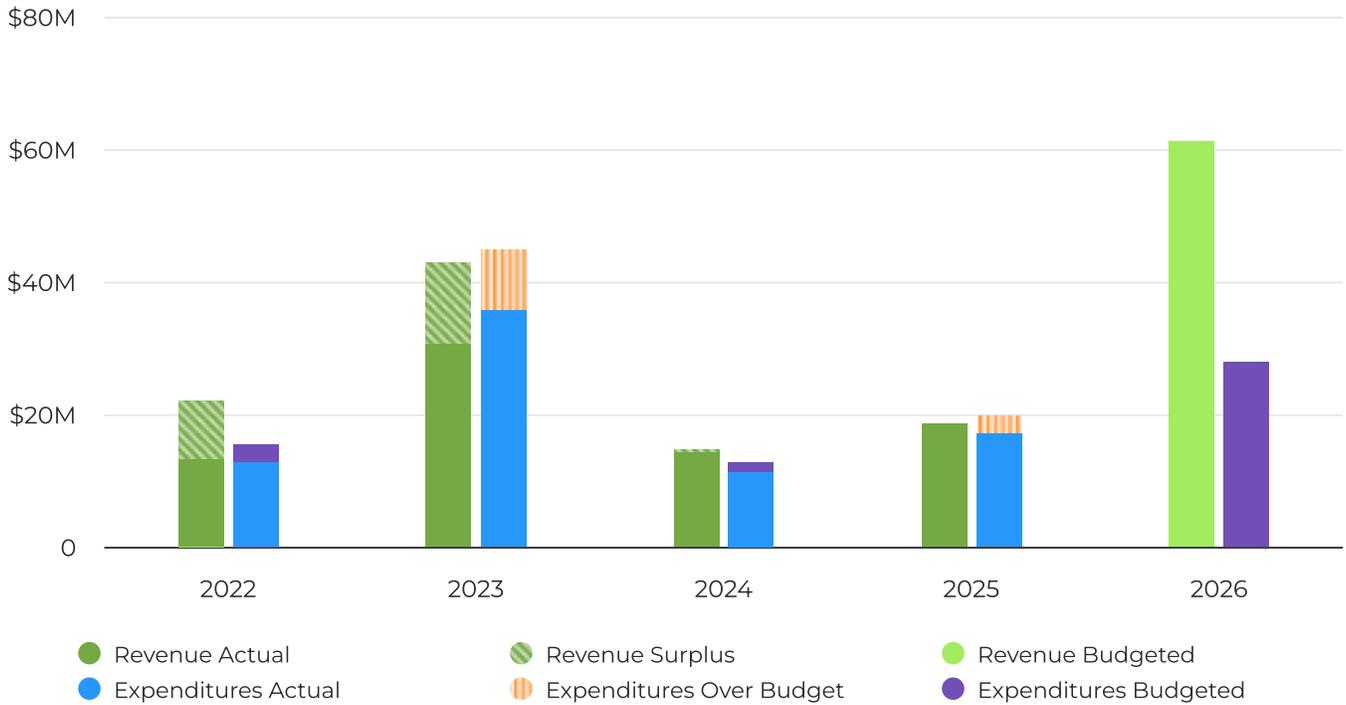


Building Fund

The Building Fund accounts for the financial resources used to acquire or construct major capital acquisitions and construction. The use of a Building Fund allows us to report construction activities financed through bond borrowings separate from the ongoing operating activities of the General Fund. There is a state authorized maximum levy of 15 mills in this fund. The district is levying the maximum.

Summary

Revenues vs Expenditures Summary



Building Fund Comprehensive Fund Summary

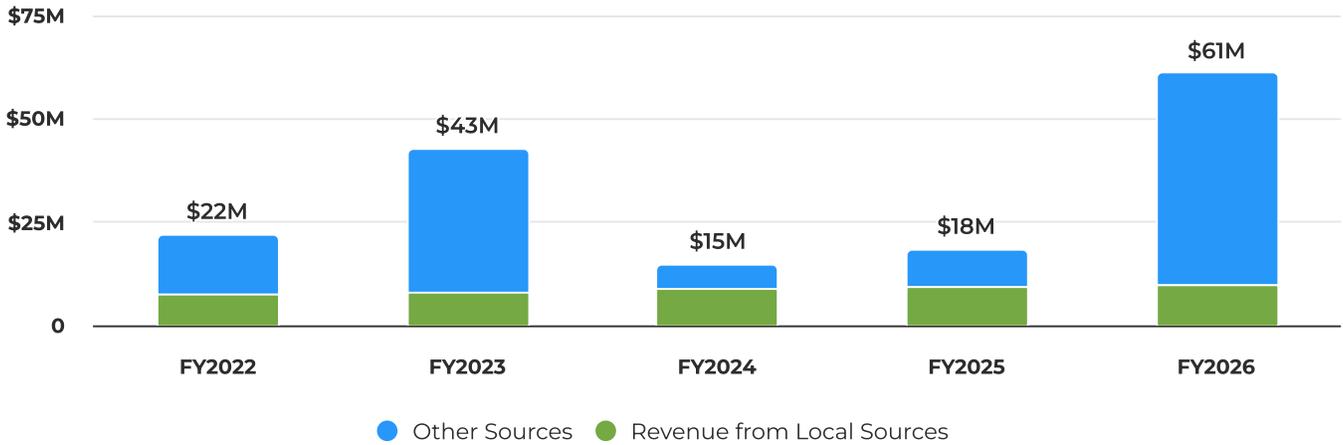
Building Fund Comprehensive Fund Summary

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted
Beginning Fund Balance	\$18,243,327	\$18,243,327	\$17,046,883
Revenues			
Revenue from Local Sources	\$9,381,695	\$9,473,100	\$9,564,500
Other Sources	\$9,100,000	\$9,100,000	\$51,500,000
Total Revenues	\$18,481,695	\$18,573,100	\$61,064,500
Expenditures			
Professional and Technical Services	\$4,260,991	\$4,320,445	\$1,194,100
Purchased Property Services	\$4,410,261	\$17,049,212	\$12,786,520
Property	\$432,700	\$465,503	\$319,572
Other	\$7,275	\$1,127,563	\$1,122,063
Other Uses of Funds	\$10,566,912	\$10,567,300	\$12,518,000
Total Expenditures	\$19,678,140	\$33,530,023	\$27,940,255
Total Revenues Less Expenditures	-\$1,196,445	-\$14,956,923	\$33,124,245
Ending Fund Balance	\$17,046,882	\$3,286,404	\$50,171,128

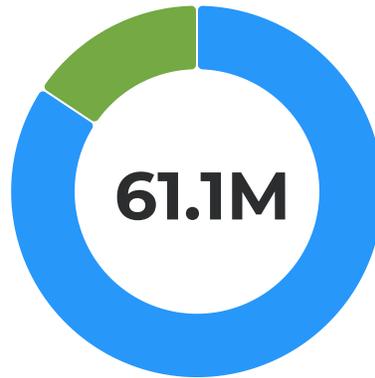


Building Fund Revenues by Source

Building Fund Historical Revenue by Source



FY26 Revenues by Object Summary



● Other Sources	\$51,500,000	84.34%
● Revenue from Local Sources	\$9,564,500	15.66%

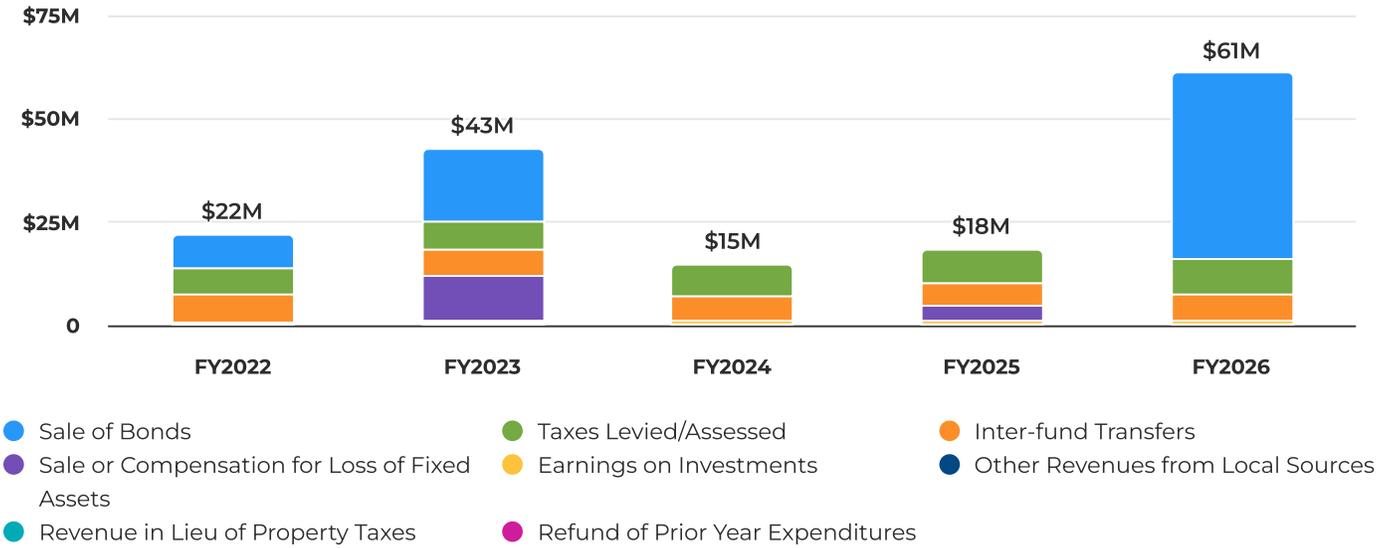
Building Fund Revenues by Source

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
Revenue from Local Sources	\$9,381,695	\$9,473,100	\$9,564,500	0.96%
Other Sources	\$9,100,000	\$9,100,000	\$51,500,000	465.93%
Total Revenues	\$18,481,695	\$18,573,100	\$61,064,500	228.78%

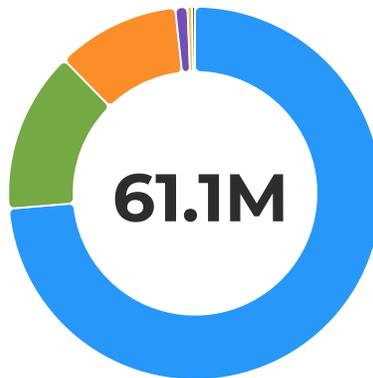


Building Fund Revenues by Source Detail

Building Fund Historical Revenue by Source Detail



FY26 Revenues by Object Summary 2



● Sale of Bonds	\$45,000,000	73.69%
● Taxes Levied/Assessed	\$8,532,000	13.97%
● Inter-fund Transfers	\$6,500,000	10.64%
● Earnings on Investments	\$635,500	1.04%
● Revenue in Lieu of Property Taxes	\$251,000	0.41%
● Other Revenues from Local Sources	\$146,000	0.24%

Building Funds Revenues by Source Detail

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
Taxes Levied/Assessed	\$8,148,004	\$8,377,000	\$8,532,000	1.85%
Revenue in Lieu of Property Taxes	\$268,032	\$241,000	\$251,000	4.15%
Earnings on Investments	\$818,828	\$701,000	\$635,500	-9.34%
Other Revenues from Local Sources	\$146,831	\$154,100	\$146,000	-5.26%



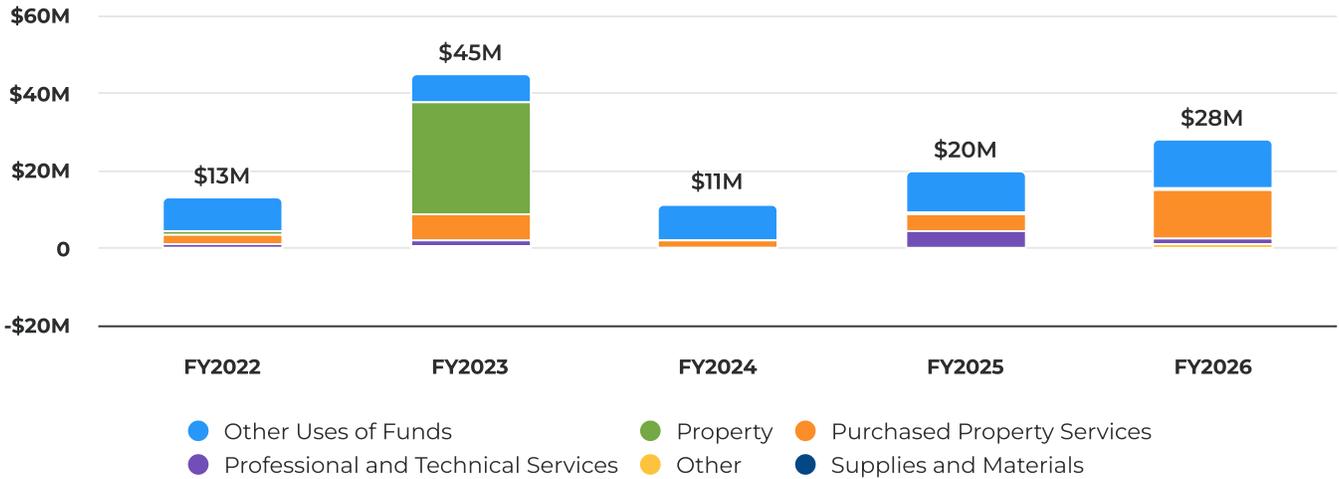
Building Fund

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
Inter-fund Transfers	\$5,500,000	\$5,500,000	\$6,500,000	18.18%
Sale or Compensation for Loss of Fixed Assets	\$3,600,000	\$3,600,000	-	-
Sale of Bonds	-	-	\$45,000,000	-
Total Revenues	\$18,481,695	\$18,573,100	\$61,064,500	228.78%



Building Funds Expenditures by Expense Type

Building Fund Historical Expenditures by Expense Type



FY26 Expenditures by Object Summary



Object	Amount	Percentage
Purchased Property Services	\$12,786,520	45.76%
Other Uses of Funds	\$12,518,000	44.80%
Professional and Technical Services	\$1,194,100	4.27%
Other	\$1,122,063	4.02%
Property	\$319,572	1.14%

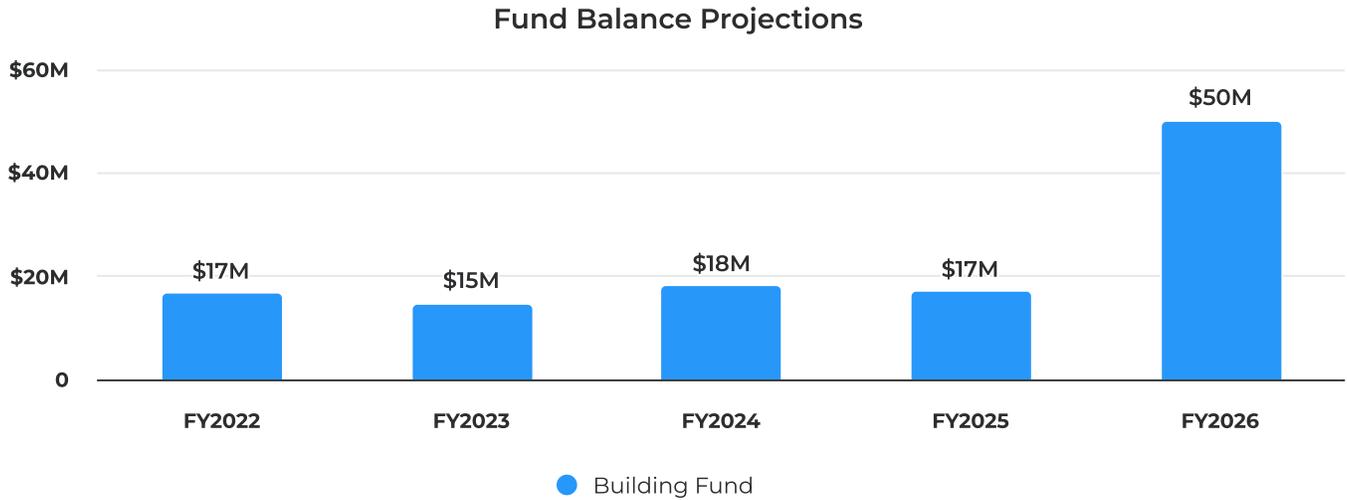
Building Fund Expenditures by Expense Type

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
Professional and Technical Services	\$4,260,991	\$4,320,445	\$1,194,100	-72.36%
Purchased Property Services	\$4,410,261	\$17,049,212	\$12,786,520	-25.00%
Property	\$432,700	\$465,503	\$319,572	-31.35%
Other	\$7,275	\$1,127,563	\$1,122,063	-0.49%
Other Uses of Funds	\$10,566,912	\$10,567,300	\$12,518,000	18.46%
Total Expenditures	\$19,678,140	\$33,530,023	\$27,940,255	-16.67%



Fund Balance

The fund balance in the Building Fund fluctuates dependent upon the size of projects and the issuance of bonds. Looking ahead to the upcoming 2026 budget year, we can expect to see continued responsible budgeting and strategic allocation of funds to support the school's growth and development. A new elementary school will be built on the existing Horace Mann site. Bonds will be issued for the project through existing capacity within the Building Fund with no additional burden on taxpayers.

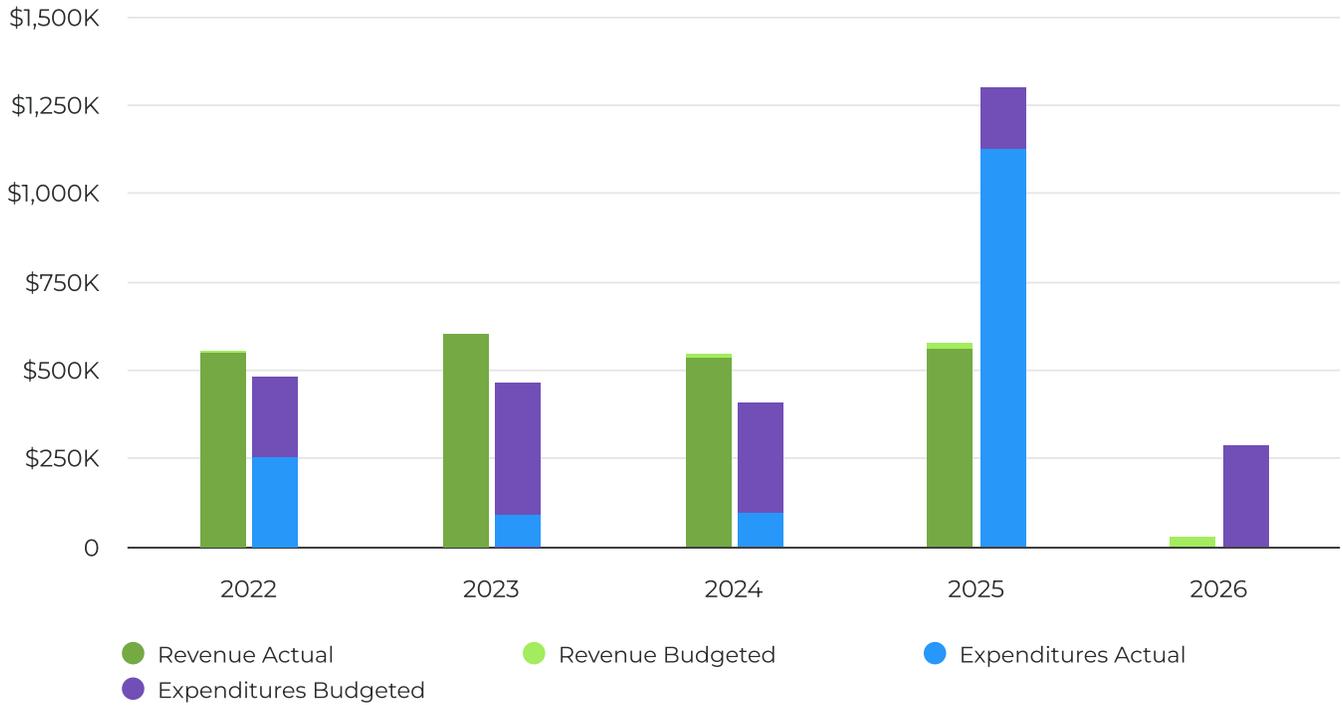


Special Assessments Fund

The Special Assessments Fund was established according to state law (NDCC 57-15-41) for the purpose of paying assessments for city funded improvements such as streets, curbs, and drains. The District's philosophy is to levy the amount necessary to pay special assessments. Mills levied in FY2026 are zero. Future planning may require an increase in the mills levied as additional facilities are constructed.

Special Assessments Summary

Special Assessments Revenues vs Expenditures Summary



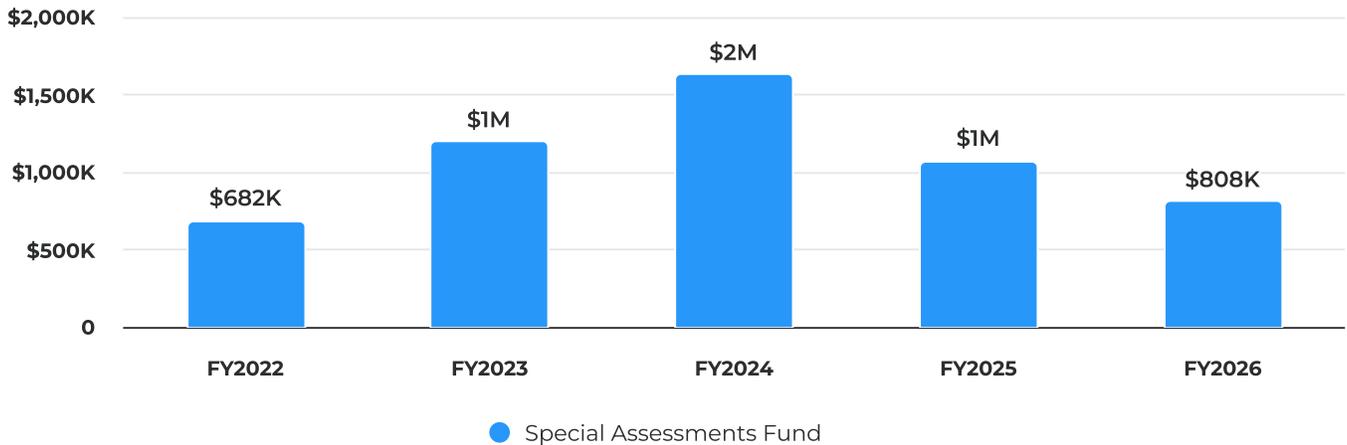
Special Assessments Comprehensive Fund Summary

Special Assessments Comprehensive Fund Summary

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted
Beginning Fund Balance	\$1,630,891	\$1,630,891	\$1,067,812
Revenues			
Revenue from Local Sources	\$561,794	\$575,800	\$24,700
Total Revenues	\$561,794	\$575,800	\$24,700
Expenditures			
Property	\$1,078,836	\$1,200,000	\$250,000
Other	\$46,038	\$100,000	\$35,000
Total Expenditures	\$1,124,873	\$1,300,000	\$285,000
Total Revenues Less Expenditures	-\$563,079	-\$724,200	-\$260,300
Ending Fund Balance	\$1,067,812	\$906,691	\$807,512

Special Assessments Fund Balance

Special Assessments Fund Balance Projections

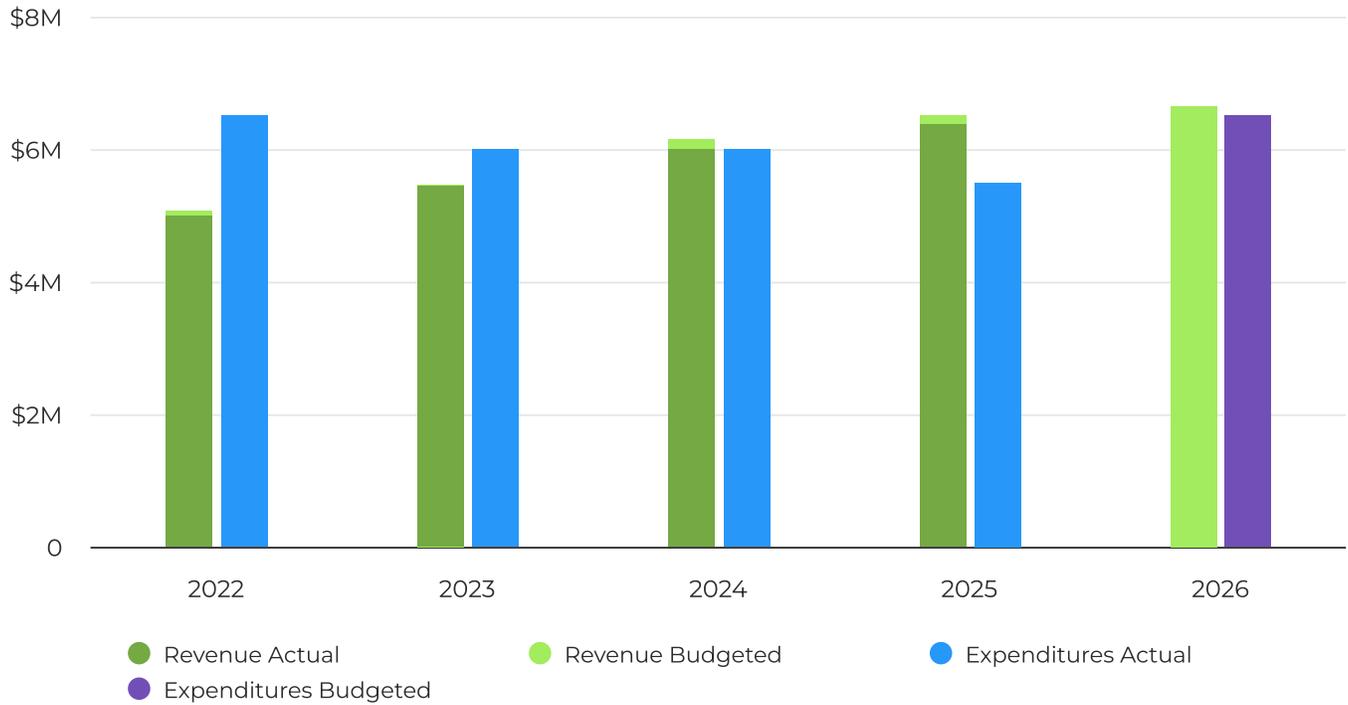


Special Levy Fund

The Special Levy Fund was established through voter approval in 1991 as a separate state authorized fund with a levy limit of 20 mills. The fund is currently levied at 11.35 mills. Moneys may be used for construction and remodeling of District facilities. Currently, the Board has authorized transfers each year to the Building Fund from the Special Levy Fund for construction and renovation projects.

Special Levy Summary

Special Levy Revenues vs Expenditures Summary



Special Levy Comprehensive Fund Summary

Special Levy Comprehensive Fund Summary

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted
Beginning Fund Balance	\$258,802	\$258,802	\$1,126,937
Revenues			
Revenue from Local Sources	\$6,368,134	\$6,510,500	\$6,643,000
Total Revenues	\$6,368,134	\$6,510,500	\$6,643,000
Expenditures			
Other Uses of Funds	\$5,500,000	\$5,500,000	\$6,500,000
Total Expenditures	\$5,500,000	\$5,500,000	\$6,500,000
Total Revenues Less Expenditures	\$868,134	\$1,010,500	\$143,000
Ending Fund Balance	\$1,126,936	\$1,269,302	\$1,269,937

Special Levy Fund Balance

Special Levy Fund Balance Projections

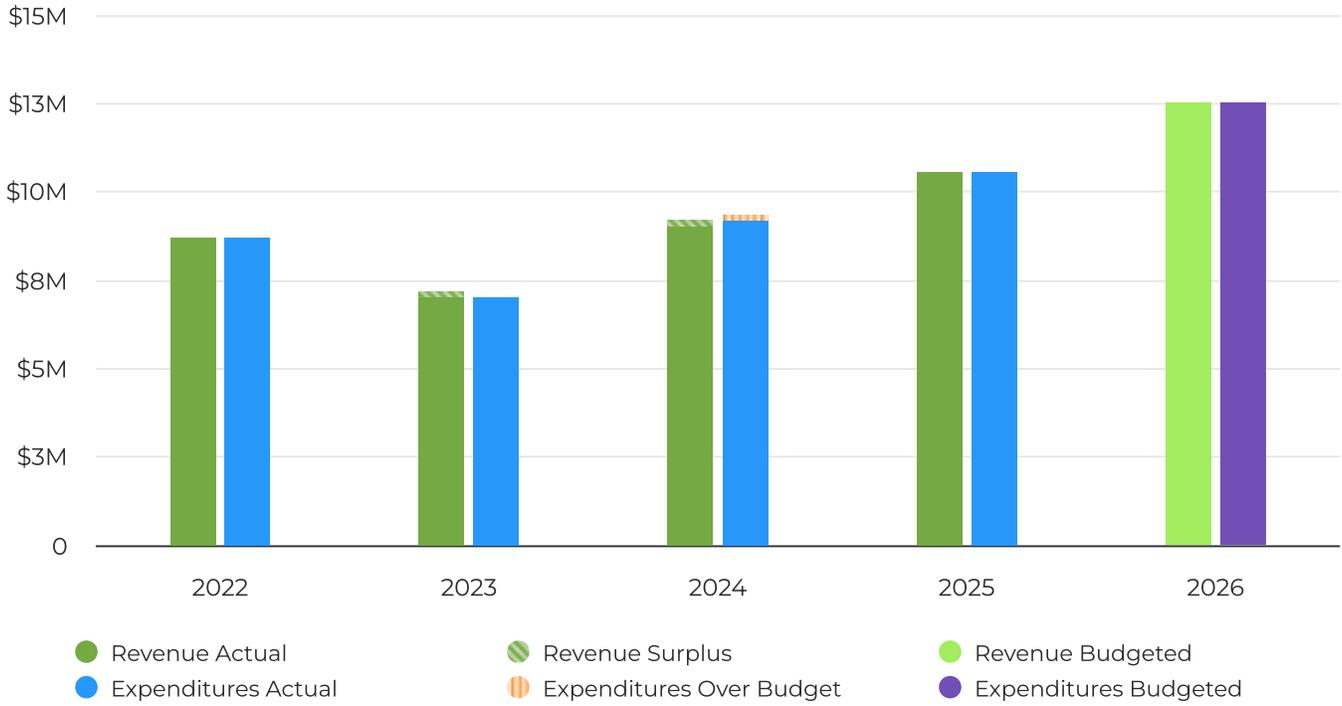


Debt Service Fund

The Debt Service Fund accounts for the accumulation of resources for the payment of long-term debt. The use of a Debt Service Fund allows reporting of principal, interest, and other related costs separate from the ongoing operating activities of the General Fund and typically has no fund balance.

Debt Service Summary

Debt Service Revenues vs Expenditures Summary



Debt Service Comprehensive Fund Summary

Debt Service Comprehensive Fund Summary

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted
Beginning Fund Balance	-	-	-
Revenues			
Other Sources	\$10,566,912	\$10,567,300	\$12,518,000
Total Revenues	\$10,566,912	\$10,567,300	\$12,518,000
Expenditures			
Other	\$2,933,892	\$2,934,200	\$3,277,000
Other Uses of Funds	\$7,633,020	\$7,633,100	\$9,241,000
Total Expenditures	\$10,566,912	\$10,567,300	\$12,518,000
Total Revenues Less Expenditures	-	-	-
Ending Fund Balance	-	-	-



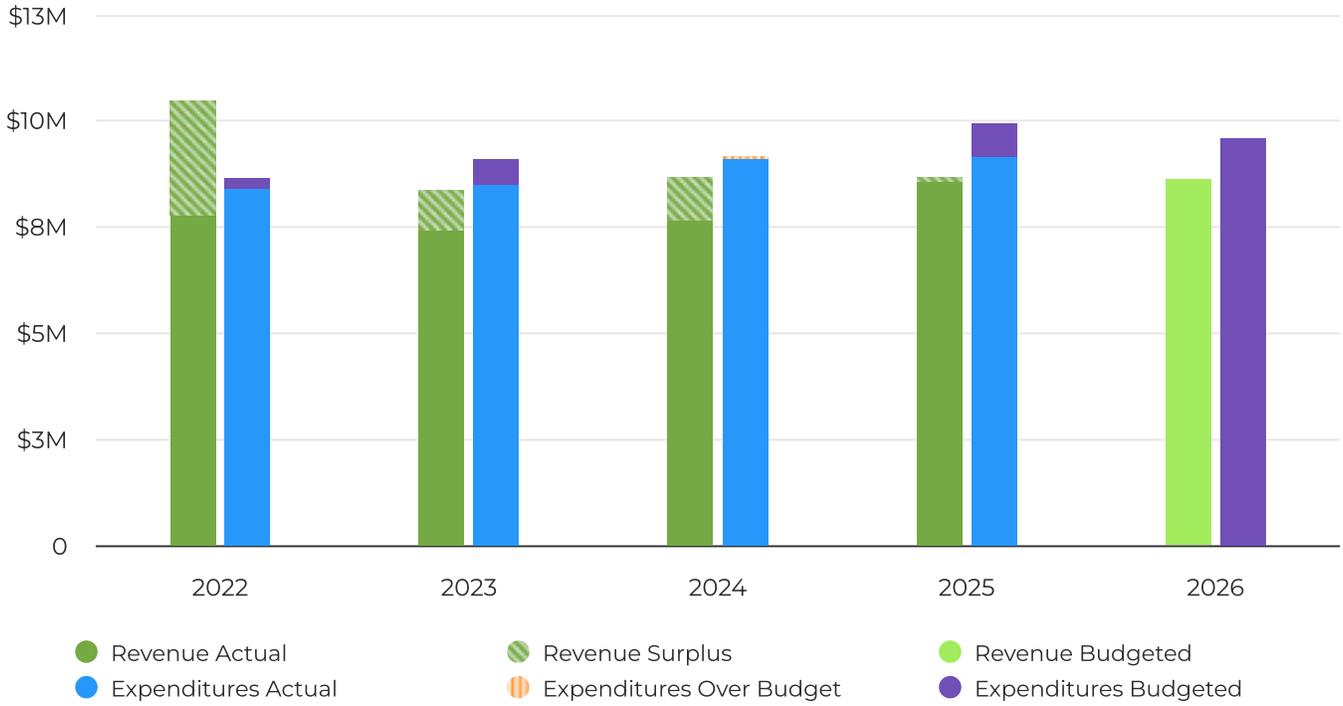


Nutrition Services Fund

The Nutrition Services Fund accounts for the operations of the District's food service program. Food programs are operated in a manner like a private business enterprise as the costs of providing the services are covered primarily through user charges.

Nutrition Services Summary

Nutrition Services Revenues vs Expenditures Summary



Nutrition Services Comprehensive Fund Summary

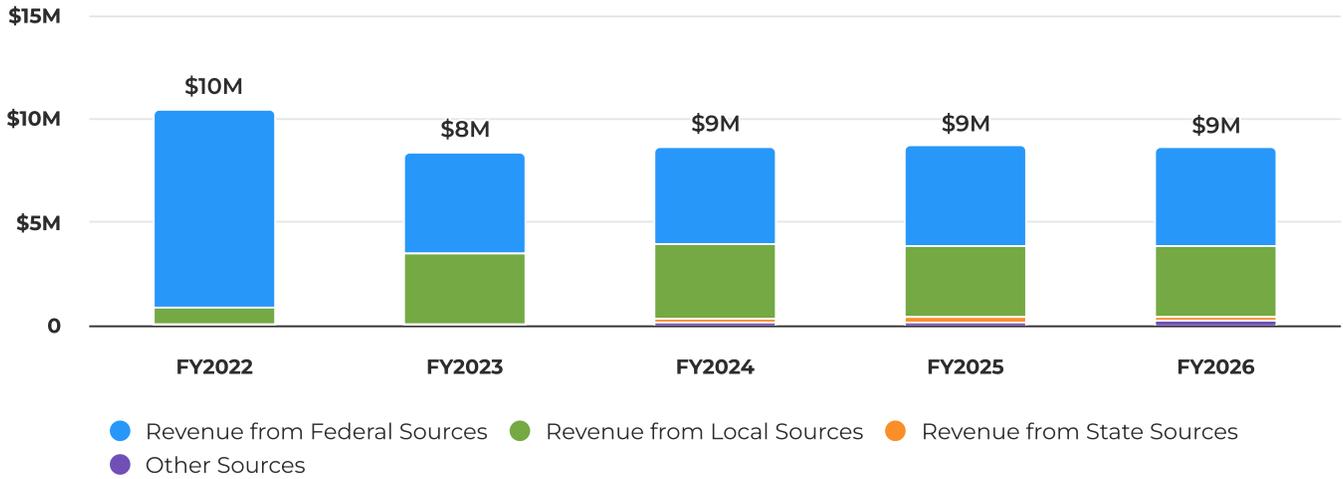
Nutrition Services Comprehensive Fund Summary

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted
Beginning Fund Balance	\$4,625,469	\$4,625,469	\$4,174,082
Revenues			
Revenue from Local Sources	\$3,464,034	\$3,593,700	\$3,454,900
Revenue from State Sources	\$203,855	\$180,000	\$204,000
Revenue from Federal Sources	\$4,843,438	\$4,505,716	\$4,764,264
Other Sources	\$177,313	\$225,000	\$200,000
Total Revenues	\$8,688,639	\$8,504,416	\$8,623,164
Expenditures			
Salaries	\$2,986,071	\$3,312,923	\$3,128,100
Employee Benefits	\$936,529	\$974,787	\$956,800
Professional and Technical Services	\$182,745	\$204,800	\$195,000
Purchased Property Services	\$113,582	\$145,500	\$119,000
Other Purchased Services	\$1,200	\$8,900	\$8,400
Supplies and Materials	\$4,246,660	\$4,411,847	\$4,449,145
Property	\$137,975	\$240,000	\$170,000
Other	\$181,685	\$208,000	\$185,000
Other Uses of Funds	\$353,580	\$385,652	\$385,866
Total Expenditures	\$9,140,026	\$9,892,409	\$9,597,312
Total Revenues Less Expenditures	-\$451,387	-\$1,387,993	-\$974,147
Ending Fund Balance	\$4,174,082	\$3,237,476	\$3,199,935

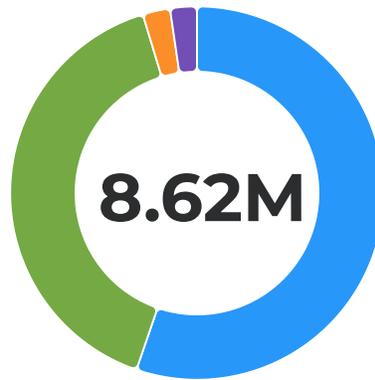


Nutrition Services Revenues by Source

Nutrition Services Historical Revenue by Source



FY26 Revenues by Object Summary



Revenue from Federal Sources	\$4,764,264	55.25%
Revenue from Local Sources	\$3,454,900	40.07%
Revenue from State Sources	\$204,000	2.37%
Other Sources	\$200,000	2.32%

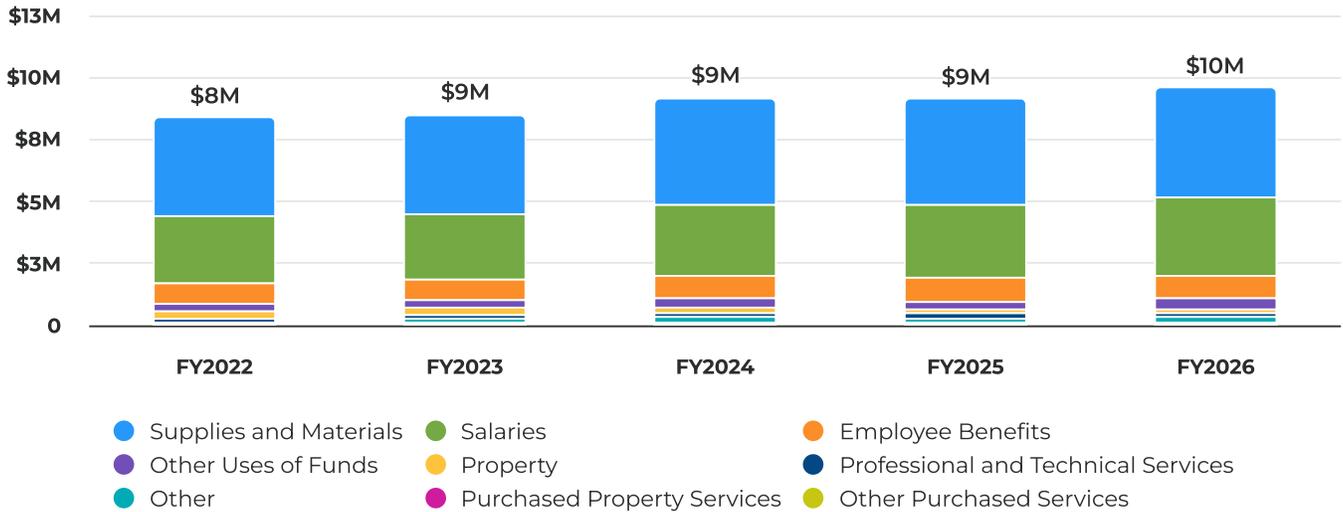
Nutrition Services Revenues by Source

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
Revenue from Local Sources	\$3,464,034	\$3,593,700	\$3,454,900	-3.86%
Revenue from State Sources	\$203,855	\$180,000	\$204,000	13.33%
Revenue from Federal Sources	\$4,843,438	\$4,505,716	\$4,764,264	5.74%
Other Sources	\$177,313	\$225,000	\$200,000	-11.11%
Total Revenues	\$8,688,639	\$8,504,416	\$8,623,164	1.40%



Nutrition Services Expenditures by Expense Type

Nutrition Services Historical Expenditures by Expense Type



FY26 Expenditures by Object Summary



Expense Type	Amount	Percentage
Supplies and Materials	\$4,449,145	46.36%
Salaries	\$3,128,100	32.59%
Employee Benefits	\$956,800	9.97%
Other Uses of Funds	\$385,866	4.02%
Professional and Technical Services	\$195,000	2.03%
Other	\$185,000	1.93%
Property	\$170,000	1.77%
Purchased Property Services	\$119,000	1.24%
Other Purchased Services	\$8,400	0.09%

Nutrition Services Expenditures by Expense Type

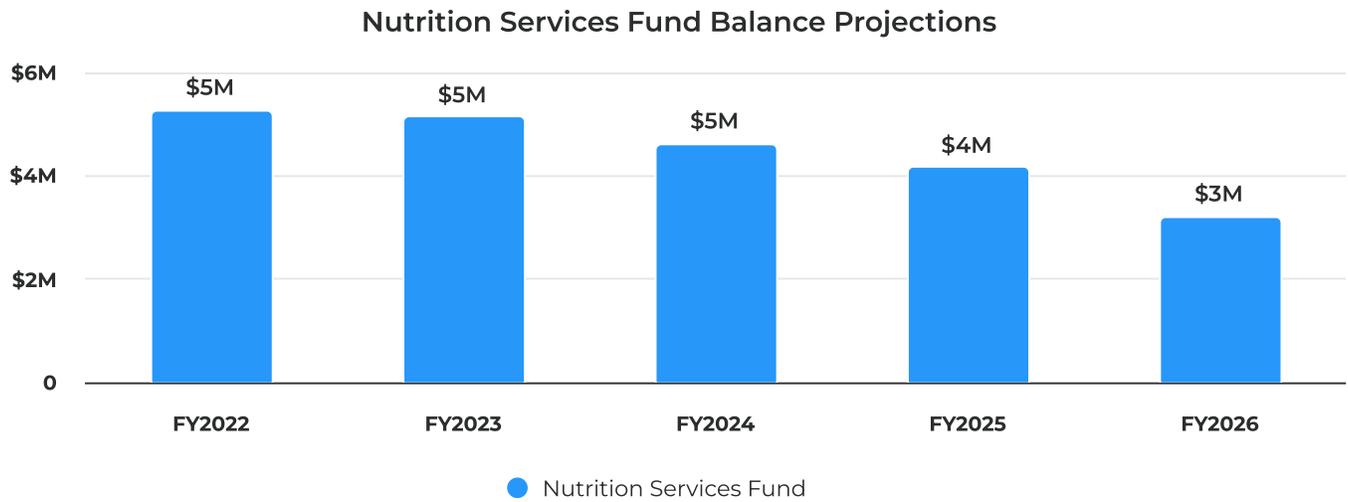
Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
Salaries	\$2,986,071	\$3,312,923	\$3,128,100	-5.58%
Employee Benefits	\$936,529	\$974,787	\$956,800	-1.85%
Professional and Technical Services	\$182,745	\$204,800	\$195,000	-4.79%



Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
Purchased Property Services	\$113,582	\$145,500	\$119,000	-18.21%
Other Purchased Services	\$1,200	\$8,900	\$8,400	-5.62%
Supplies and Materials	\$4,246,660	\$4,411,847	\$4,449,145	0.85%
Property	\$137,975	\$240,000	\$170,000	-29.17%
Other	\$181,685	\$208,000	\$185,000	-11.06%
Other Uses of Funds	\$353,580	\$385,652	\$385,866	0.06%
Total Expenditures	\$9,140,026	\$9,892,409	\$9,597,312	-2.98%



Nutrition Services Fund Balance



Excess Fund Balance

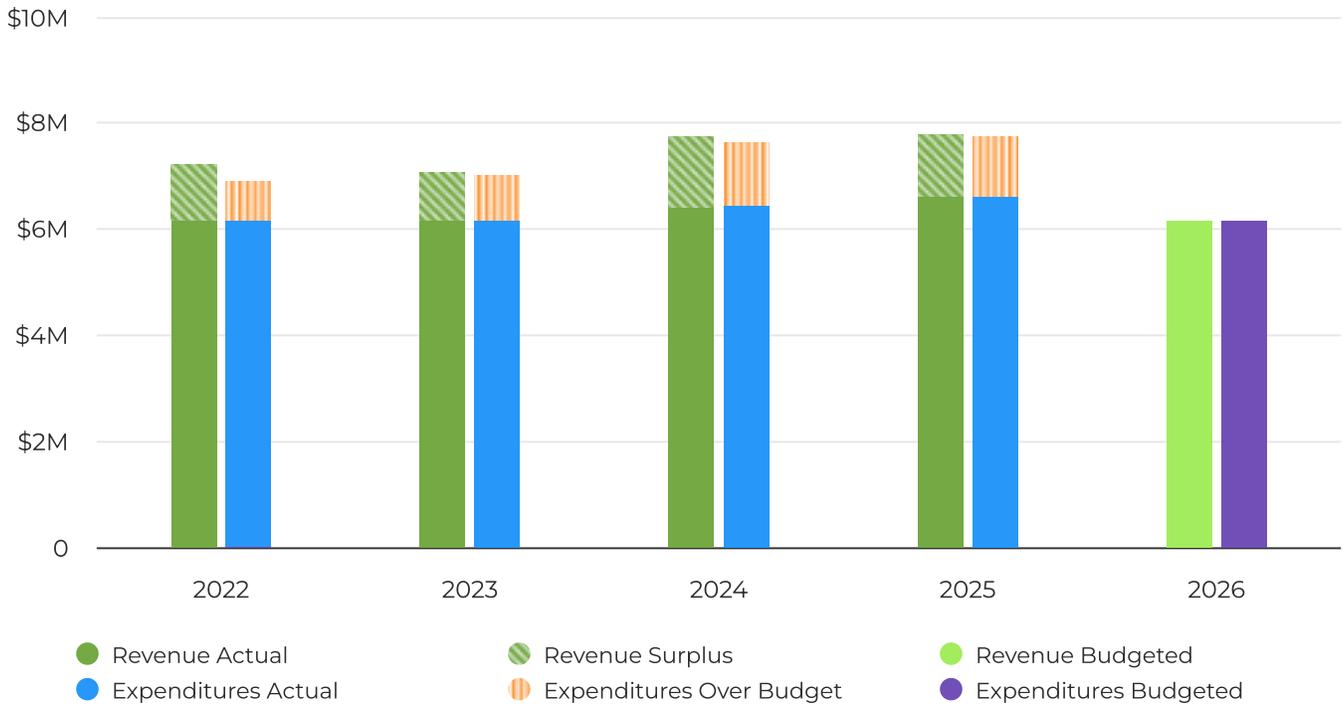
The Code of Federal Regulations (CFR) states that to maintain the nonprofit status required for a food services fund, the fund balance must not exceed five months' average expenses at any time, an increase from three months' average expenses.

Student Activities Fund

The Student Activities Fund accounts for activities supporting school-related extracurricular activities. Under North Dakota law, local school districts are required to deposit all receipts from extracurricular activities in the activities fund. The fund carries no fund balance as any excess or deficit is offset through the use of a transfer to or from the general fund.

Student Activities Summary

Student Activities Revenues vs Expenditures Summary



Student Activities Comprehensive Fund Summary

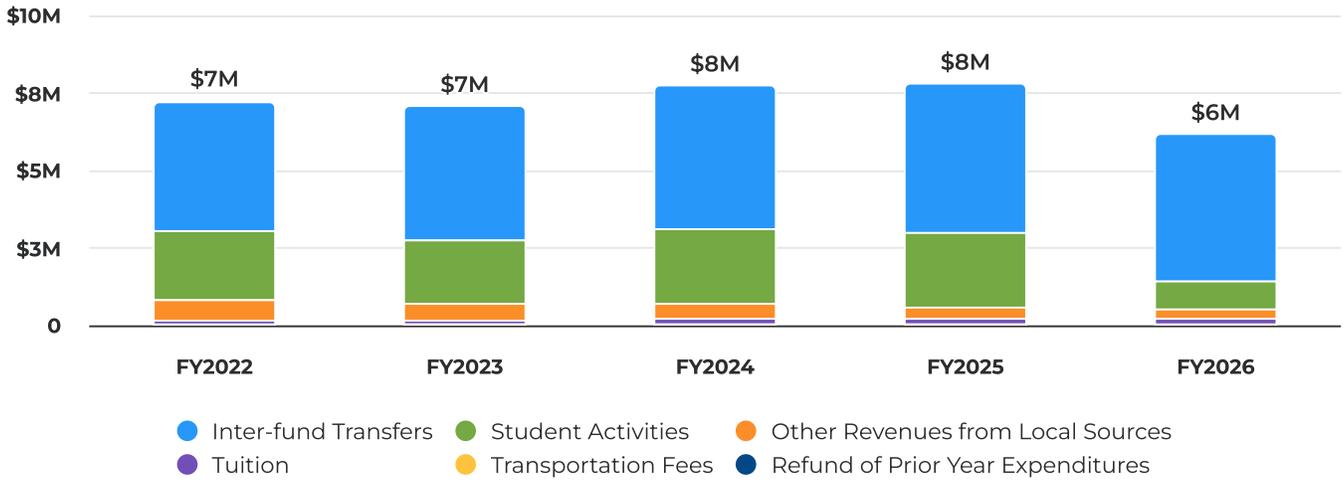
Student Activities Comprehensive Fund Summary

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted
Beginning Fund Balance	\$1,627,185	\$1,627,185	\$1,657,809
Revenues			
Revenue from Local Sources	\$3,010,549	\$1,400,500	\$1,400,870
Other Sources	\$4,762,615	\$4,933,600	\$4,749,000
Total Revenues	\$7,773,164	\$6,334,100	\$6,149,870
Expenditures			
Salaries	\$3,212,537	\$3,210,206	\$3,212,199
Employee Benefits	\$529,824	\$528,426	\$561,784
Professional and Technical Services	\$327,110	\$310,627	\$307,431
Purchased Property Services	\$283,080	\$308,010	\$261,547
Other Purchased Services	\$895,458	\$1,025,214	\$941,639
Supplies and Materials	\$1,875,570	\$302,753	\$271,060
Property	\$379,720	\$381,449	\$320,741
Other	\$239,242	\$267,415	\$273,469
Total Expenditures	\$7,742,541	\$6,334,100	\$6,149,870
Total Revenues Less Expenditures	\$30,624	-	-
Ending Fund Balance	\$1,657,809	\$1,627,185	\$1,657,809

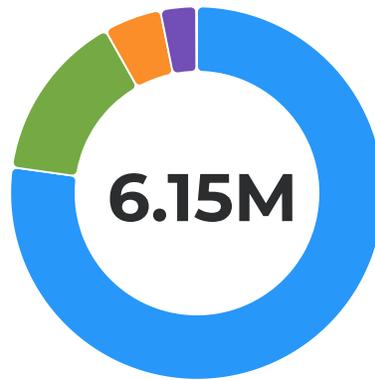


Student Activities Revenues by Source

Student Activities Historical Revenue by Source



FY26 Revenues by Object Summary 2



Inter-fund Transfers	\$4,749,000	77.22%
Student Activities	\$899,170	14.62%
Other Revenues from Local Sources	\$308,000	5.01%
Tuition	\$190,700	3.10%
Transportation Fees	\$3,000	0.05%

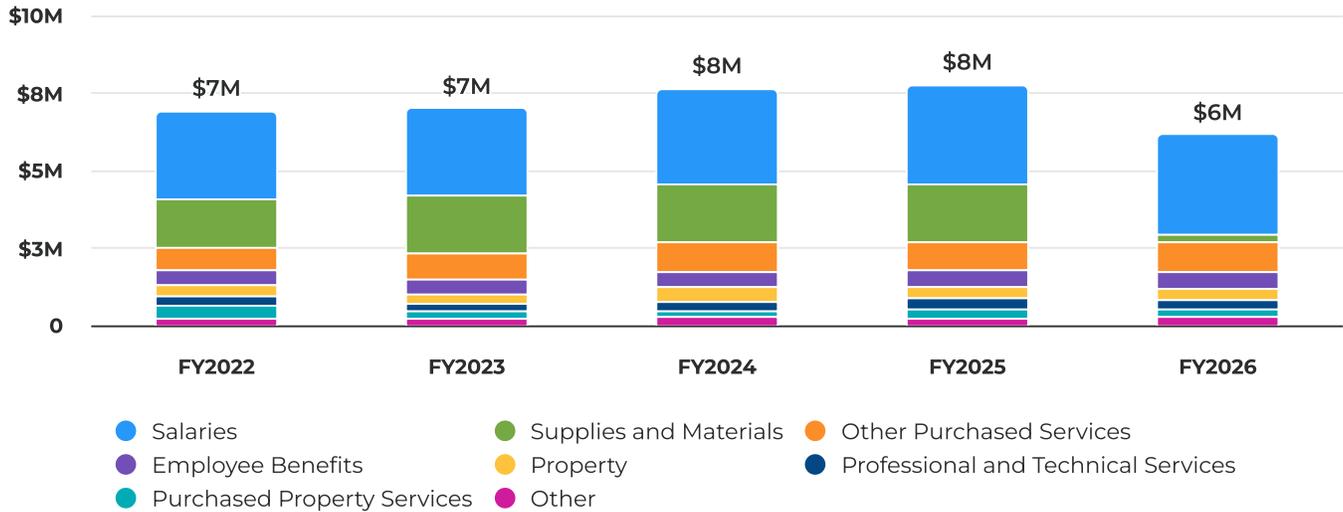
Student Activities Revenues by Source

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
Tuition	\$197,321	\$177,500	\$190,700	7.44%
Student Activities	\$2,441,266	\$850,000	\$899,170	5.78%
Other Revenues from Local Sources	\$371,078	\$368,000	\$308,000	-16.30%
Inter-fund Transfers	\$4,762,164	\$4,933,600	\$4,749,000	-3.74%
Refund of Prior Year Expenditures	\$452	-	-	-
Transportation Fees	\$884	\$5,000	\$3,000	-40.00%
Total Revenues	\$7,773,164	\$6,334,100	\$6,149,870	-2.91%

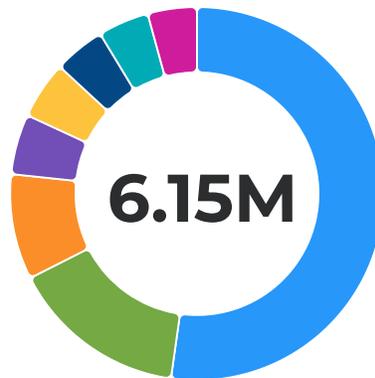


Student Activities Expenditures by Expense Type

Student Activities Historical Expenditures by Expense Type



FY26 Expenditures by Object Summary



Object	Amount	Percentage
Salaries	\$3,212,199	52.23%
Other Purchased Services	\$941,639	15.31%
Employee Benefits	\$561,784	9.13%
Property	\$320,741	5.22%
Professional and Technical Services	\$307,431	5.00%
Other	\$273,469	4.45%
Supplies and Materials	\$271,060	4.41%
Purchased Property Services	\$261,547	4.25%

Student Activities Expenditures by Expense Type

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
Salaries	\$3,212,537	\$3,210,206	\$3,212,199	0.06%
Employee Benefits	\$529,824	\$528,426	\$561,784	6.31%
Professional and Technical Services	\$327,110	\$310,627	\$307,431	-1.03%
Purchased Property Services	\$283,080	\$308,010	\$261,547	-15.08%



Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
Other Purchased Services	\$895,458	\$1,025,214	\$941,639	-8.15%
Supplies and Materials	\$1,875,570	\$302,753	\$271,060	-10.47%
Property	\$379,720	\$381,449	\$320,741	-15.92%
Other	\$239,242	\$267,415	\$273,469	2.26%
Total Expenditures	\$7,742,541	\$6,334,100	\$6,149,870	-2.91%

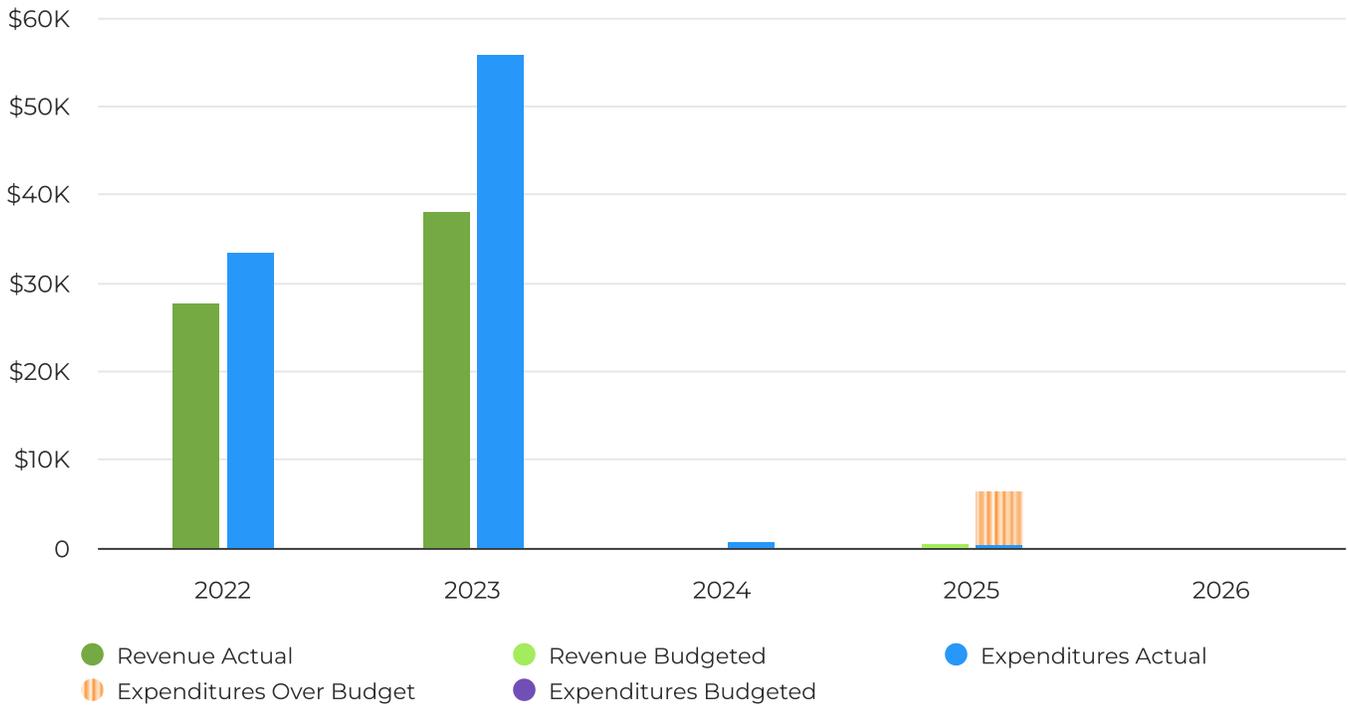


Agency Fund

The Agency Fund accounts for assets held by the District in a trustee capacity or as an agent for individuals, private organizations, other governmental units, and/or other funds. The District does not currently hold any assets for others.

Agency Summary

Agency Revenues vs Expenditures Summary



Agency Comprehensive Fund Summary

Agency Comprehensive Fund Summary

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted
Beginning Fund Balance	\$6,334	\$6,334	-
Revenues			
Revenue from Local Sources	-	\$500	-
Total Revenues	-	\$500	-
Expenditures			
Other	\$6,334	\$500	-
Total Expenditures	\$6,334	\$500	-
Total Revenues Less Expenditures	-\$6,334	-	-
Ending Fund Balance	-	\$6,334	-

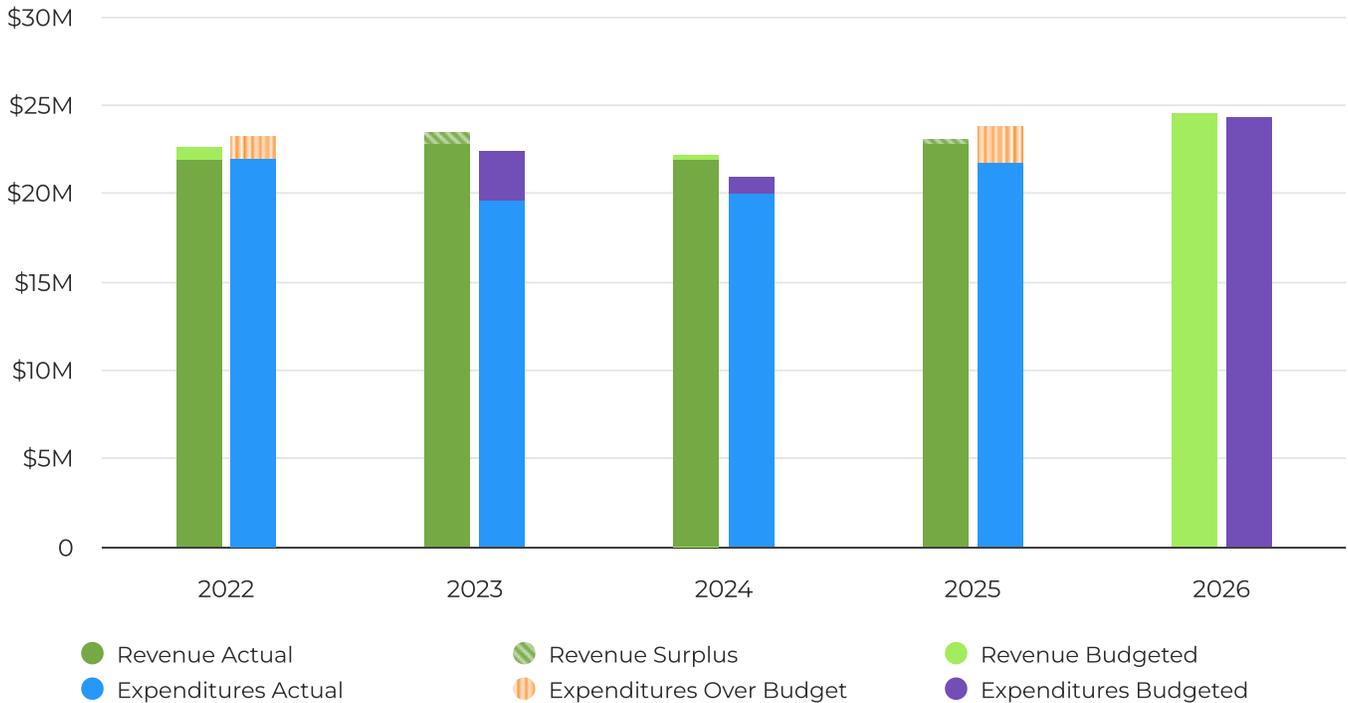


Insurance Fund

The District operates self-funded health and dental plans. A self-funded plan is one operated by an employer as opposed to purchasing a fully insured plan from an insurance carrier. Self-funding allows for savings in the profit margin an insurance company adds to its premium for a fully insured plan, but also exposes the District to larger risk in the event more claims than expected must be paid.

Insurance Fund Summary

Insurance Fund Revenues vs Expenditures Summary



With a self-funded health plan, fixed and variable costs exist:

- Plan fixed costs include administrative fees and stop-loss premiums based on enrollment in the plan.
- Variable costs include payment of health care claims based on usage.

The District purchases stop-loss insurance for its health plans to limit its risk for claims that exceed \$200,000. Employees can select between two High Deductible Health Plans (HDHP) with a Health Savings Account (HSA) which requires a covered member to meet a higher level of deductible before the plan will pay its share of benefits. The HSA is offered as a method to assist in offsetting out-of-pocket costs incurred prior to meeting the deductible.

The District has a Health Insurance Committee (HIC) comprised of teaching, support, and administrative staff. The committee meets monthly to review the status of plans and is charged with providing employee insurance education and recommending to the Board annually proposed cost sharing between the employer and employee as well as premium levels.

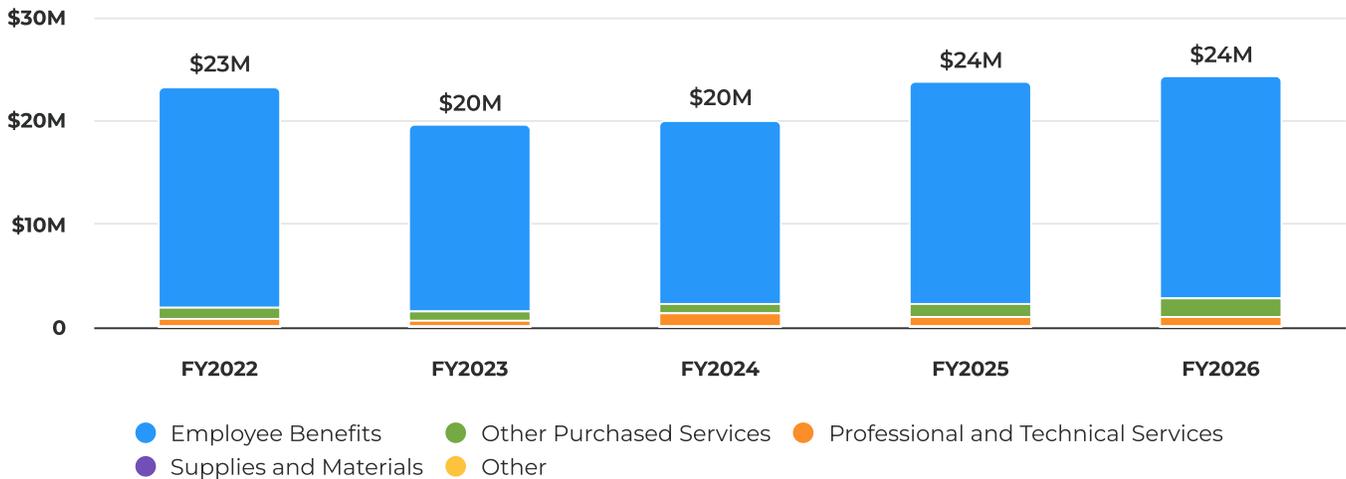
Insurance Fund Comprehensive Fund Summary

Insurance Fund Comprehensive Fund Summary

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted
Beginning Fund Balance	\$8,918,130	\$8,918,130	\$8,217,663
Revenues			
Revenue from Local Sources	\$21,276,467	\$21,378,000	\$23,010,000
Other Sources	\$1,740,130	\$1,700,000	\$1,450,000
Total Revenues	\$23,016,597	\$23,078,000	\$24,460,000
Expenditures			
Employee Benefits	\$21,375,793	\$20,250,000	\$21,567,000
Professional and Technical Services	\$950,387	\$917,000	\$986,000
Other Purchased Services	\$1,348,055	\$1,340,000	\$1,685,000
Supplies and Materials	\$33,725	\$35,000	\$35,000
Other	\$9,103	\$11,000	\$11,500
Total Expenditures	\$23,717,063	\$22,553,000	\$24,284,500
Total Revenues Less Expenditures	-\$700,466	\$525,000	\$175,500
Ending Fund Balance	\$8,217,664	\$9,443,130	\$8,393,163

Insurance Fund Expenditures by Expense Type

Insurance Fund Historical Expenditures by Expense Type



FY26 Expenditures by Object Summary



● Employee Benefits	\$21,567,000	88.81%
● Other Purchased Services	\$1,685,000	6.94%
● Professional and Technical Services	\$986,000	4.06%
● Supplies and Materials	\$35,000	0.14%
● Other	\$11,500	0.05%

Insurance Fund Expenditures by Expense Type

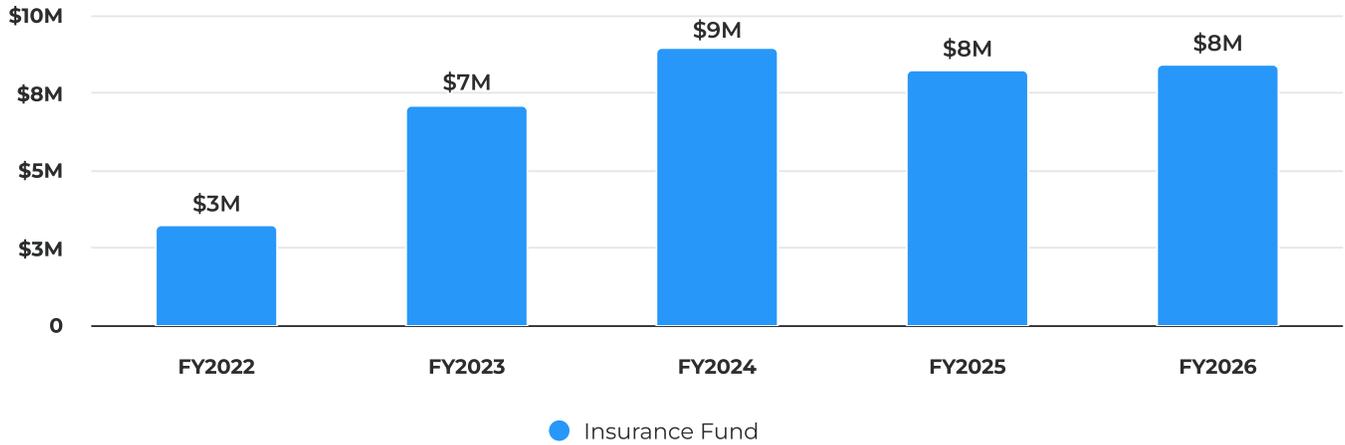
Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
Employee Benefits	\$21,375,793	\$20,250,000	\$21,567,000	6.50%
Professional and Technical Services	\$950,387	\$917,000	\$986,000	7.52%
Other Purchased Services	\$1,348,055	\$1,340,000	\$1,685,000	25.75%
Supplies and Materials	\$33,725	\$35,000	\$35,000	0.00%
Other	\$9,103	\$11,000	\$11,500	4.55%
Total Expenditures	\$23,717,063	\$22,553,000	\$24,284,500	7.68%



Insurance Fund Balance

The recommendation is to maintain six months of claims expenditures through fund balance. The district has been improving its fund balance ratio over the past few years and is at a level consistent with the recommendation.

Insurance Fund Balance Projections



School & Program Level Expenditures



Early Childhood Preschool Education

Principal: Tera Sistad

The following represents expenditures specifically allocated to the program which serves approximately 200 students.

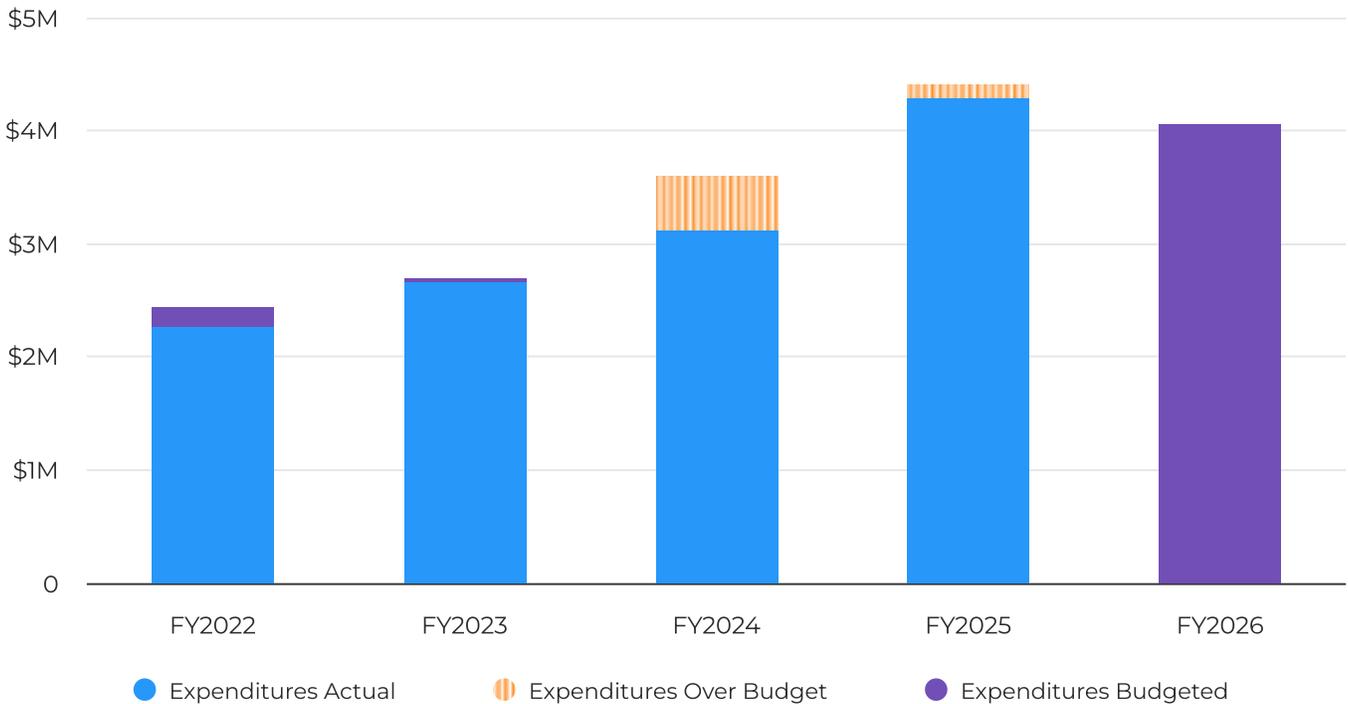
Early Childhood Special Education (ECSE) serves children ages 3 to kindergarten entrance who meet criteria established by the North Dakota Department of Public

Instruction as needing specially designed instruction because of developmental delays in the general areas of cognitive/pre-academic, large and fine motor skills, social and emotional behavior, communication (articulation and language), and/or adaptive behavior, or those who have vision or hearing loss.

Services provided are based on each child's individual needs and may include developmental; screening; assessment and evaluation; development of an Individual Education Plan (IEP); individually designed instruction based on a child's strength and needs; occupational therapy; speech/language therapy; physical therapy; vision and hearing services; assistive technology; consultation of family and childcare providers; and/or transition to elementary schools when kindergarten eligible. Students can receive services once they are determined eligible for services and there is no requirement to be at least 3 years old before the start of the school year. Services and support are typically delivered in a classroom setting taught by teachers credentialed in Early Childhood Special Education, but also include itinerant speech services provided by a Speech Language Pathologist, and itinerant services provided in the SENDCAA Head Start setting. The location and number of services are determined by the full IEP team based on the identified needs of the student.

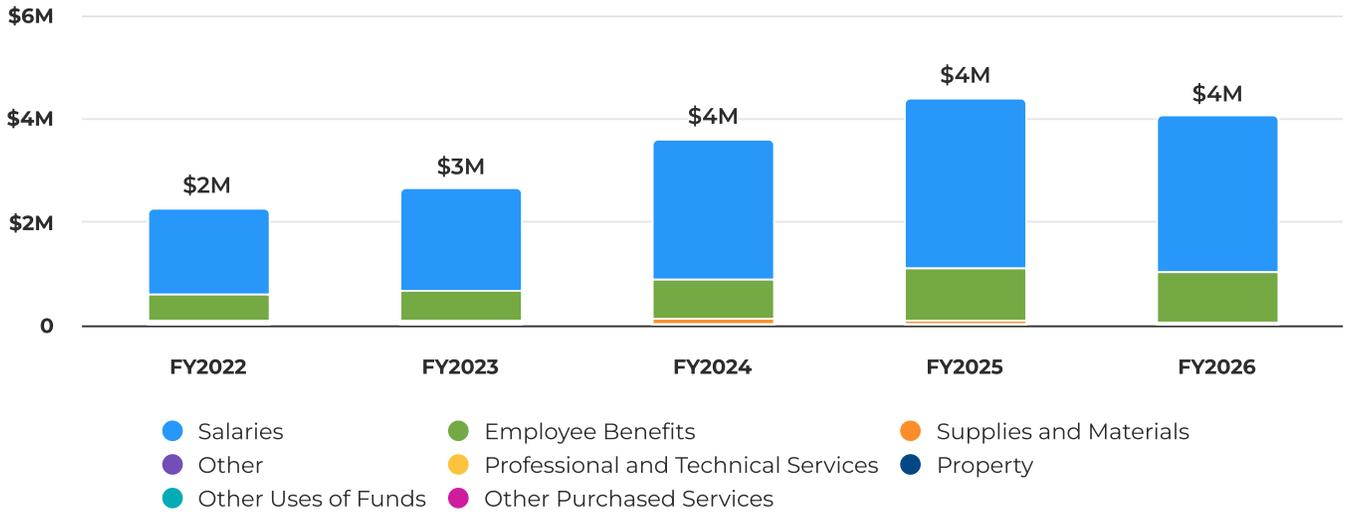
Expenditure Summary

Historical Expenditures Across Org

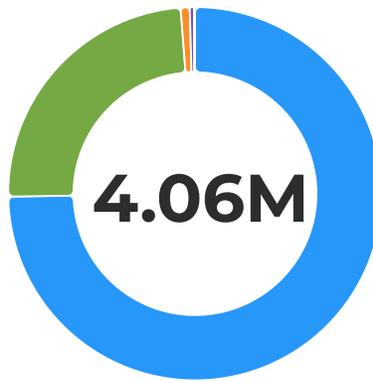


Expenditures by Object Summary

Historical Expenditures by Object Summary



FY26 Expenditures by Object Summary



Salaries	\$3,035,549	74.76%
Employee Benefits	\$974,780	24.01%
Supplies and Materials	\$31,713	0.78%
Professional and Technical Services	\$16,000	0.39%
Property	\$1,800	0.04%
Other Purchased Services	\$600	0.01%
Other	\$200	0.00%

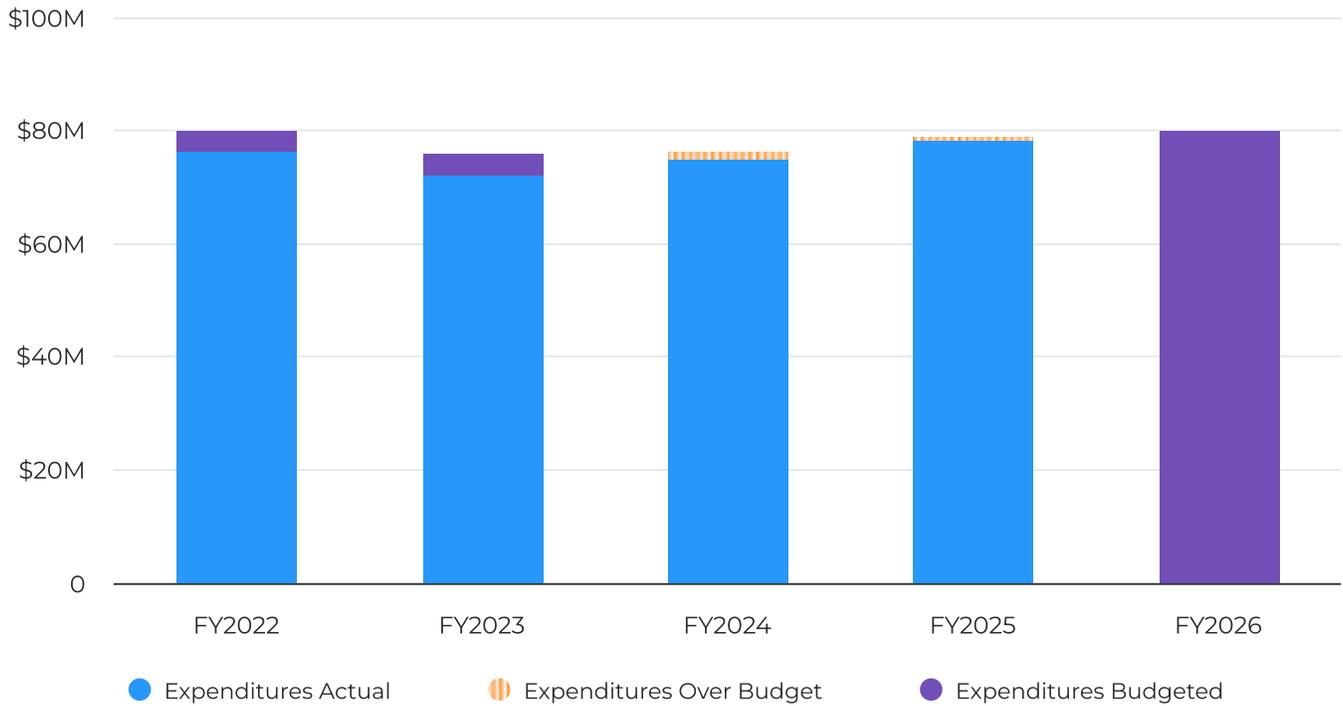
Elementary Schools

Melissa Eidsness Associate Superintendent

The District operates 16 elementary schools with an enrollment of 5,000+ students. The average elementary class size is 19. The elementary grade configuration is grades Kindergarten through 5th. The following information represents costs specifically allocated to elementary.

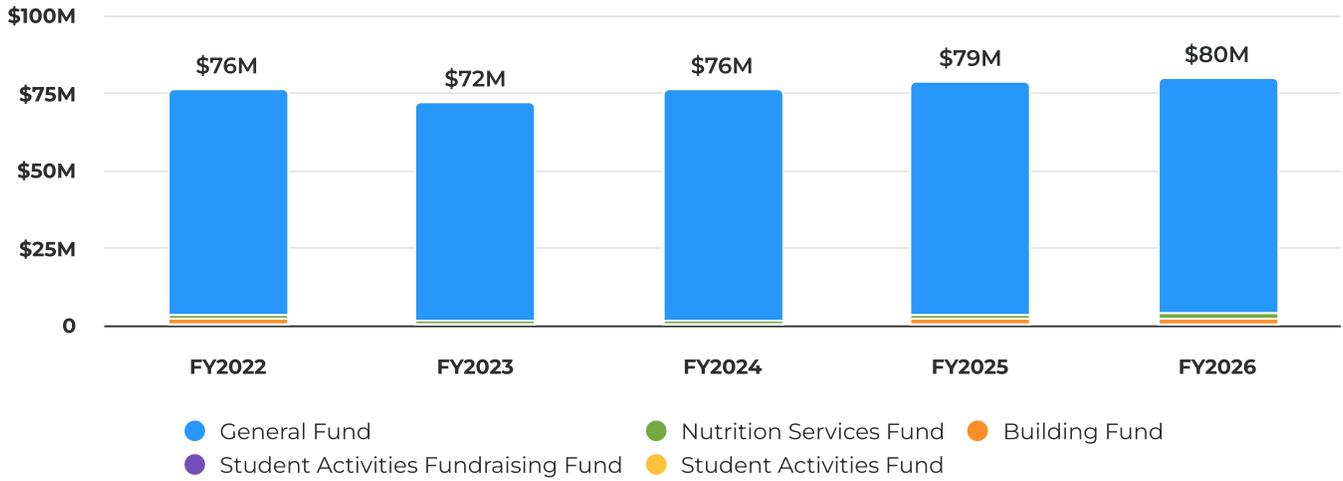
Expenditure Summary

Historical Expenditures Across Organization

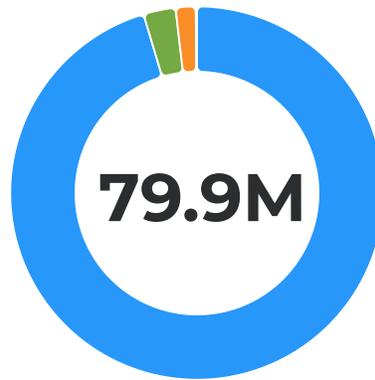


Expenditures by Fund

Historical Expenditures by Fund



FY26 Expenditures by Fund



Fund	Amount	Percentage
General Fund	\$76,159,819	95.38%
Building Fund	\$2,230,717	2.79%
Nutrition Services Fund	\$1,376,606	1.72%
Student Activities Fund	\$85,378	0.11%

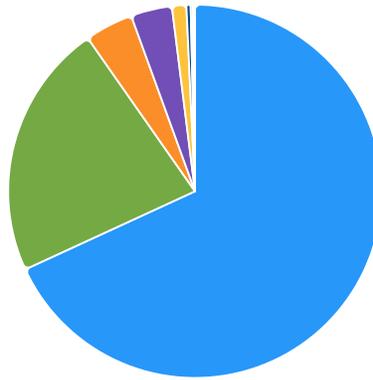
Expenditures by Fund

Category	FY 2025 YTD	FY 2025 Revised Budget	FY 2026 Budgeted	FY 2025 Revised Budget vs. FY 2026 Budgeted (% Change)
General Fund	\$75,515,229.42	\$74,729,070.14	\$76,159,818.92	1.91%
Building Fund	\$1,695,798.13	\$3,831,676.00	\$2,230,717.47	-41.78%
Nutrition Services Fund	\$1,380,963.68	\$1,363,842.22	\$1,376,606.11	0.94%
Student Activities Fund	\$71,925.69	\$85,446.20	\$85,377.94	-0.08%
Student Activities Fundraising Fund	\$128,670.18	-	-	-
Total Expenditures	\$78,792,587.10	\$80,010,034.56	\$79,852,520.44	-0.20%



Expenditures by Expense Type

FY26 Expenditures by Object Summary



● Salaries	\$54,401,240	68.13%
● Employee Benefits	\$17,692,912	22.16%
● Supplies and Materials	\$3,334,832	4.18%
● Purchased Property Services	\$2,845,045	3.56%
● Professional and Technical Services	\$984,001	1.23%
● Other Purchased Services	\$295,500	0.37%
● Property	\$147,682	0.18%
● Other	\$119,602	0.15%
● Other Uses of Funds	\$31,706	0.04%

Bennett Elementary

Principal: Sara Schafer

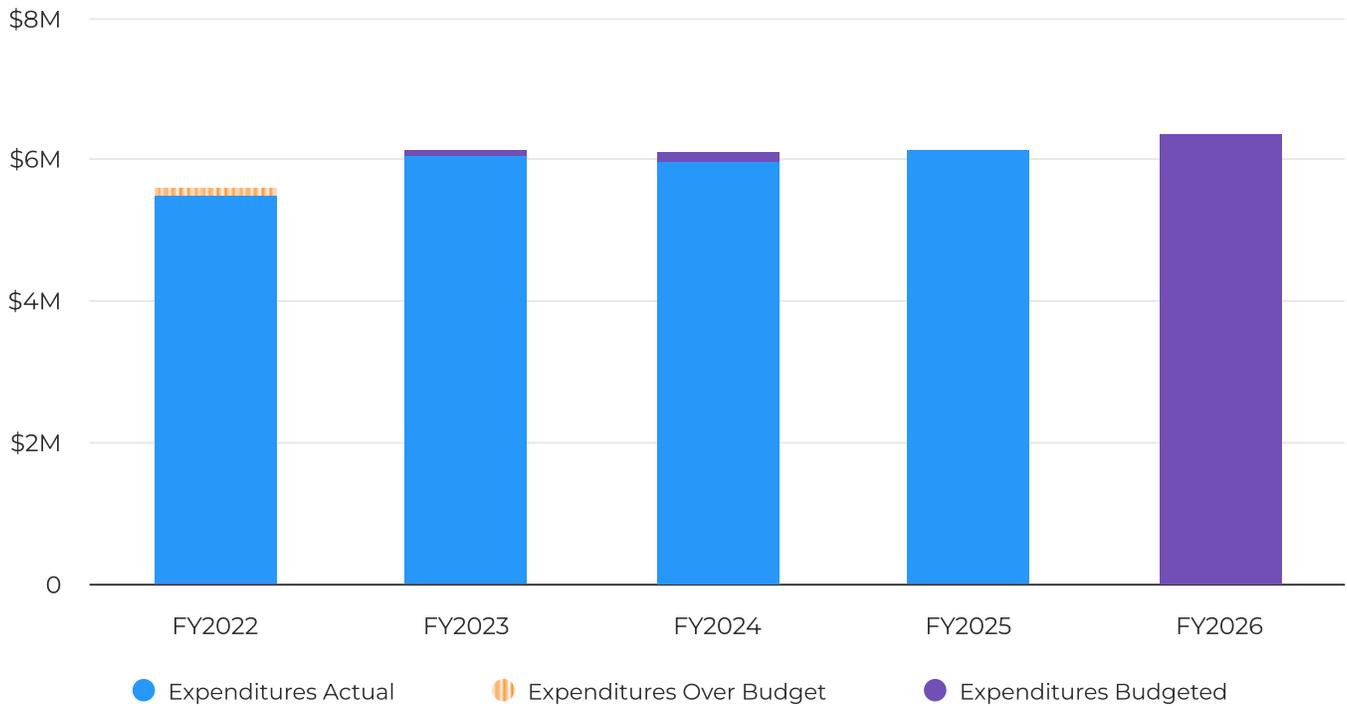
Bennett Elementary opened in August 2000 and was named in honor of Dr. Vern Bennett, who retired after serving assuperintendent of Fargo Public Schools from 1971-1999. It was built on a site of 30 acres developed by Fargo Public Schools, Fargo Park District, and FM Athletics.

The average enrollment is 630.

The following represents expenditures specifically allocated to the school through all funds.

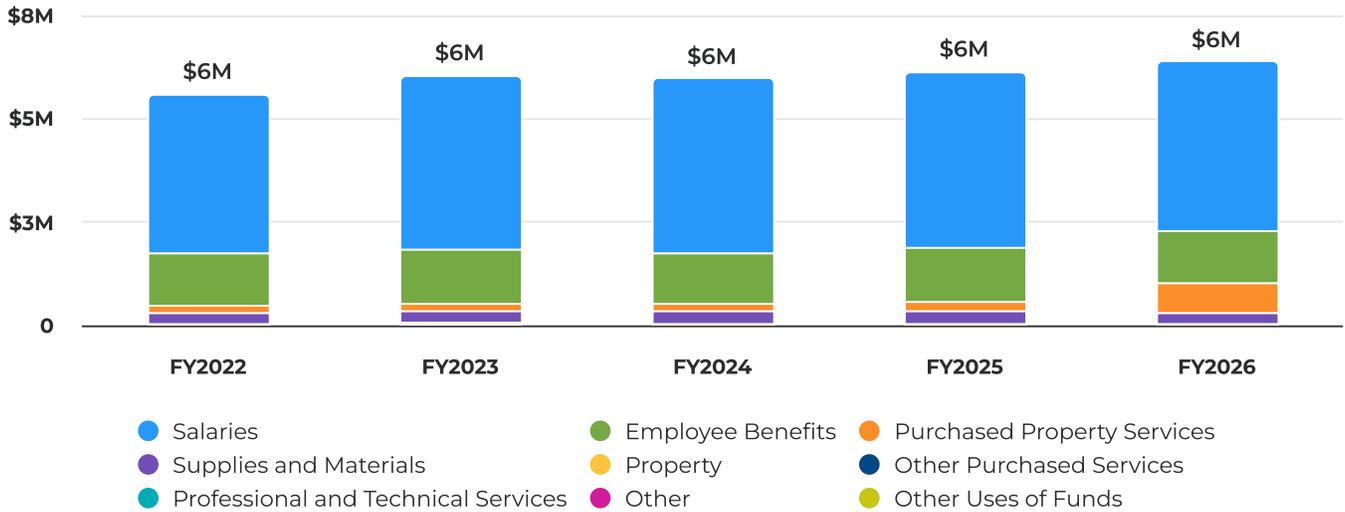
Expenditure Summary

Historical Expenditures Across Location

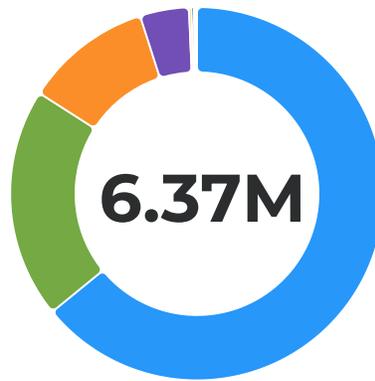


Expenditures by Expense Type

Historical Expenditures by Expense Type



FY26 Expenditures by Object Summary



Salaries	\$4,084,132	64.11%
Employee Benefits	\$1,269,897	19.93%
Purchased Property Services	\$702,927	11.03%
Supplies and Materials	\$270,071	4.24%
Professional and Technical Services	\$14,000	0.22%
Other Purchased Services	\$13,400	0.21%
Property	\$9,160	0.14%
Other Uses of Funds	\$3,799	0.06%
Other	\$3,300	0.05%

Centennial Elementary

Principal: Bobby Olson

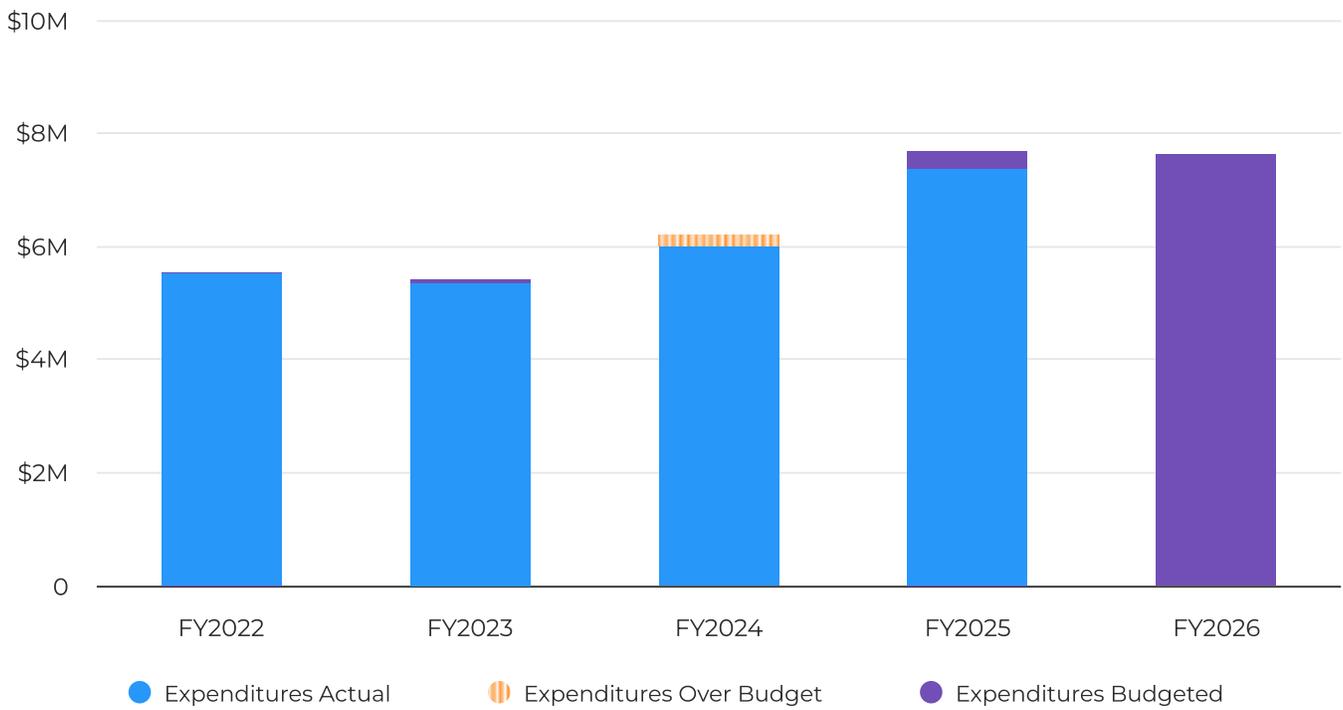
Centennial Elementary opened in 1989, the year North Dakota celebrated its centennial. The school is a member of the North Central Association Commission on Schools, a respected school accreditation and evaluation organization, which evaluates our growth and development as a school.

The average enrollment is 640.

The following represents expenditures specifically allocated to the school through all funds.

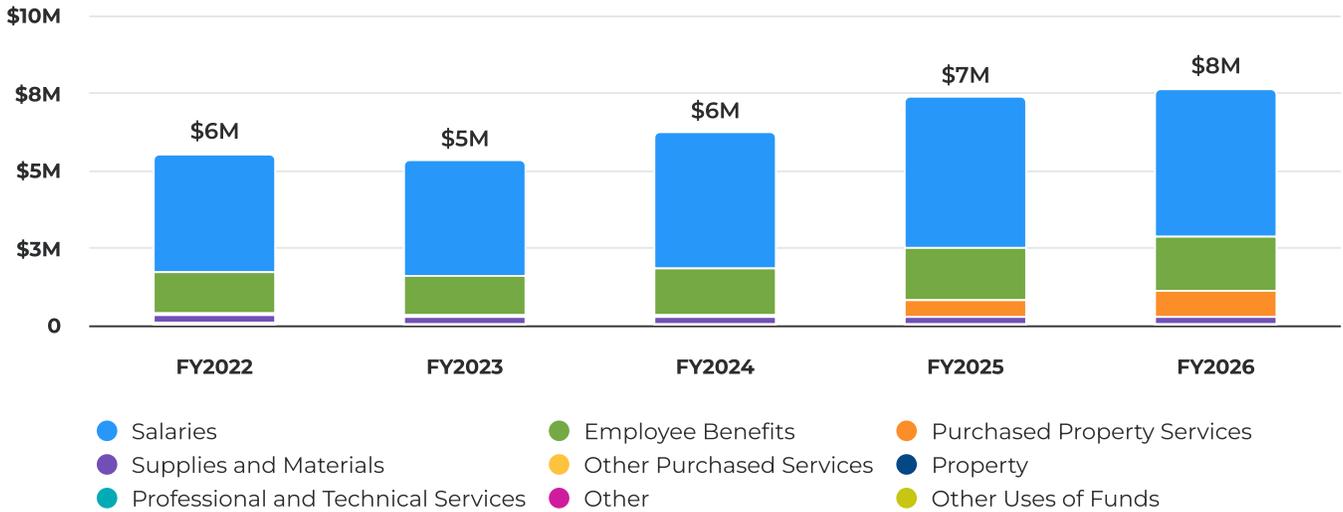
Expenditure Summary

Historical Expenditures Across Location



Expenditures by Expense Type

Historical Expenditures by Expense Type



FY26 Expenditures by Object Summary



Salaries	\$4,794,500	62.86%
Employee Benefits	\$1,715,037	22.48%
Purchased Property Services	\$818,580	10.73%
Supplies and Materials	\$255,894	3.35%
Other Purchased Services	\$20,000	0.26%
Property	\$9,530	0.12%
Professional and Technical Services	\$6,700	0.09%
Other Uses of Funds	\$3,920	0.05%
Other	\$3,700	0.05%

Clara Barton/Hawthorne Elementary

Principal: Rebecca Folden

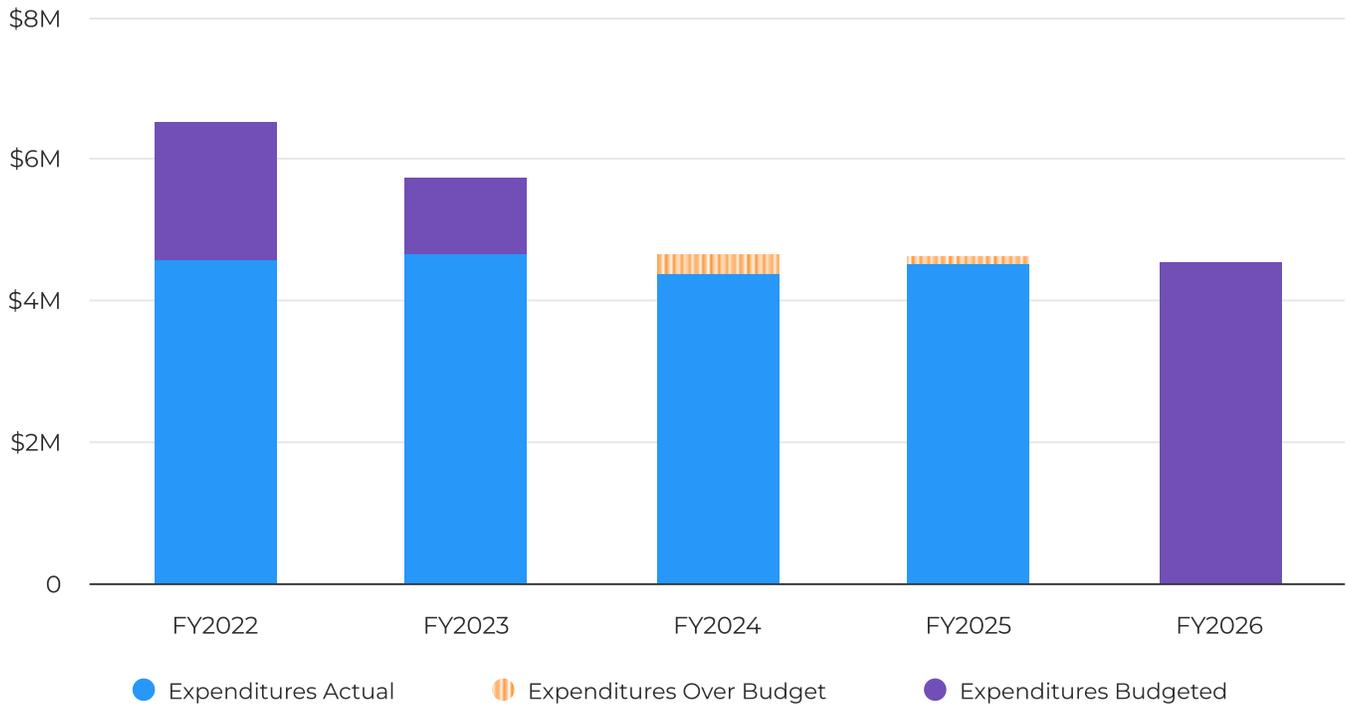
At one time, Clara Barton and Hawthorne were two separate schools. Each school housed its own student population in grades K-5. In 2003, the schools were paired. Clara Barton and Hawthorne schools are part of a very close-knit neighborhood whose residents continue to support and advocate on behalf of their schools. K-2 students are housed at Hawthorne and grades 3-5 attend Clara Barton.

The average enrollment is 320.

The following represents expenditures specifically allocated to the school.

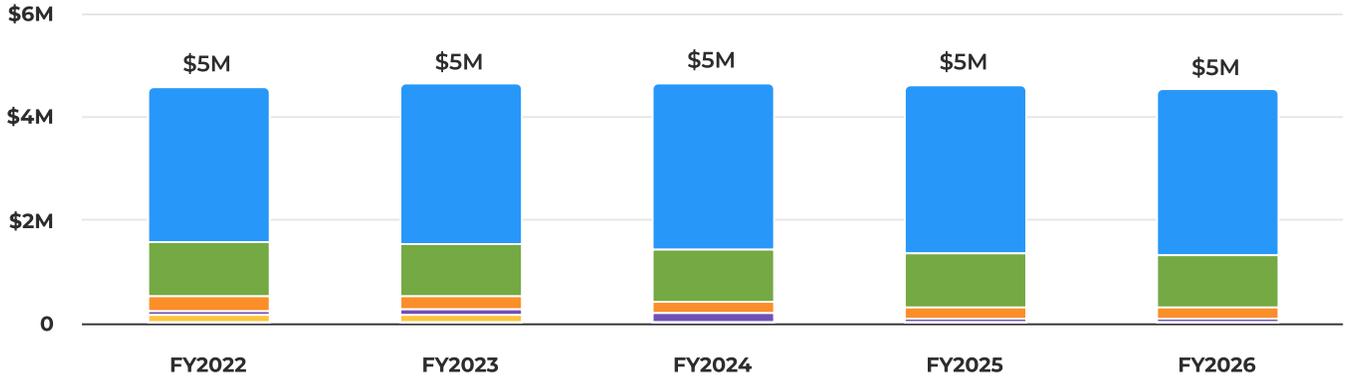
Expenditure Summary

Historical Expenditures Across Location



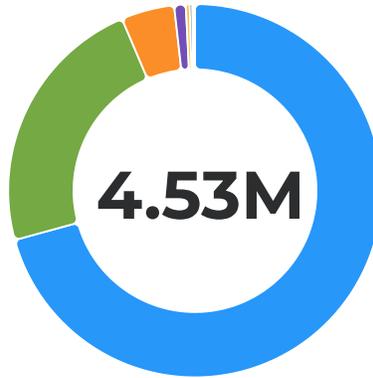
Expenditures by Expense Type

Historical Expenditures by Expense Type



- Salaries
- Employee Benefits
- Supplies and Materials
- Purchased Property Services
- Professional and Technical Services
- Other Purchased Services
- Property
- Other
- Other Uses of Funds

FY26 Expenditures by Object Summary



● Salaries	\$3,204,485	70.75%
● Employee Benefits	\$1,035,490	22.86%
● Supplies and Materials	\$208,471	4.60%
● Purchased Property Services	\$45,360	1.00%
● Other Purchased Services	\$15,200	0.34%
● Professional and Technical Services	\$10,200	0.23%
● Property	\$4,810	0.11%
● Other	\$3,500	0.08%
● Other Uses of Funds	\$1,912	0.04%

Eagles Elementary

Principal: Jennifer Jung

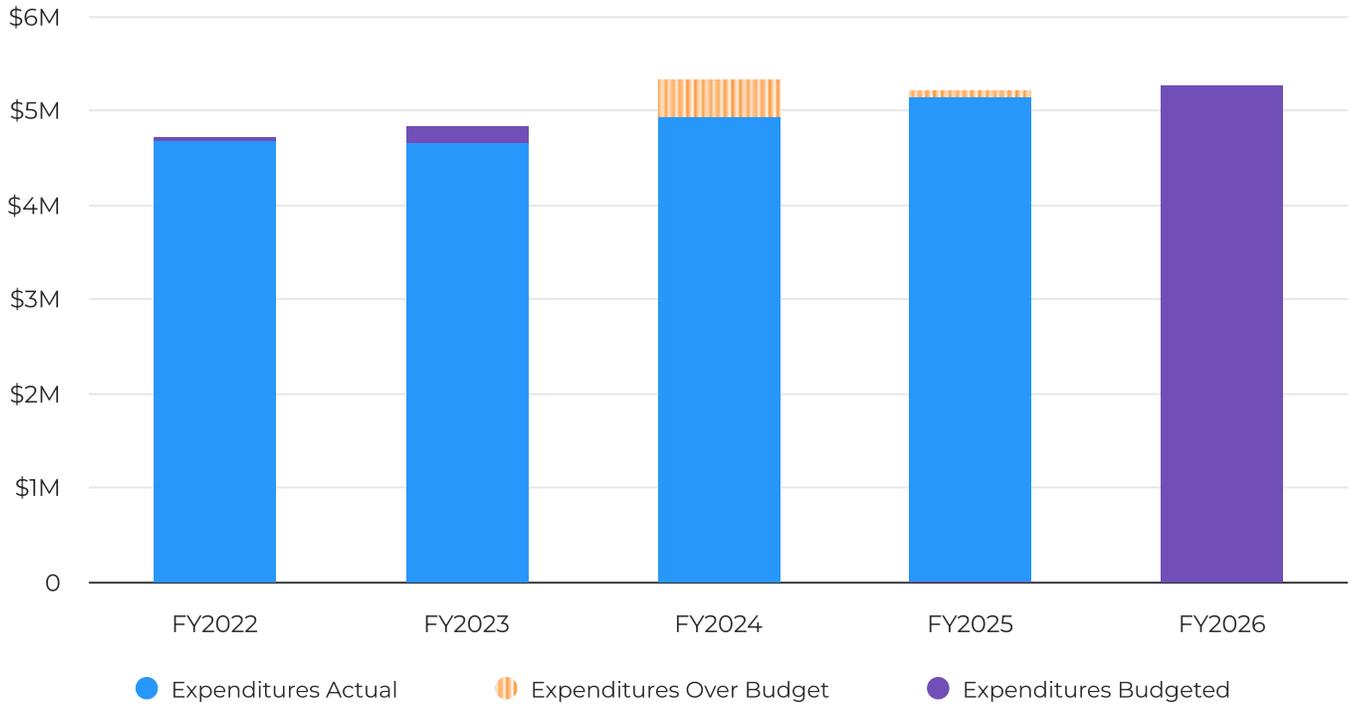
Eagles Elementary opened in August 2016. The original structure was built in 1969 by the Fraternal Order of Eagles as their meeting hall. The Fargo Public Schools purchased the building in 1996, and it has been used for several educational programs over the years until the addition and remodeling of Eagles Elementary.

The average enrollment is 300.

The following represents expenditures specifically allocated to the school.

Expenditure Summary

Historical Expenditures Across Location



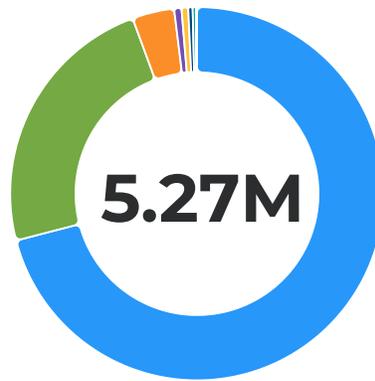
Expenditures by Expense Type

Historical Expenditures by Expense Type



- Salaries
- Employee Benefits
- Supplies and Materials
- Professional and Technical Services
- Property
- Purchased Property Services
- Other Purchased Services
- Other
- Other Uses of Funds

FY26 Expenditures by Object Summary



● Salaries	\$3,743,078	70.96%
● Employee Benefits	\$1,236,579	23.44%
● Supplies and Materials	\$191,715	3.63%
● Property	\$33,717	0.64%
● Purchased Property Services	\$30,430	0.58%
● Other Purchased Services	\$19,500	0.37%
● Professional and Technical Services	\$15,100	0.29%
● Other	\$3,100	0.06%
● Other Uses of Funds	\$1,779	0.03%

Ed Clapp Elementary

Principal: Jennifer Schuldheisz

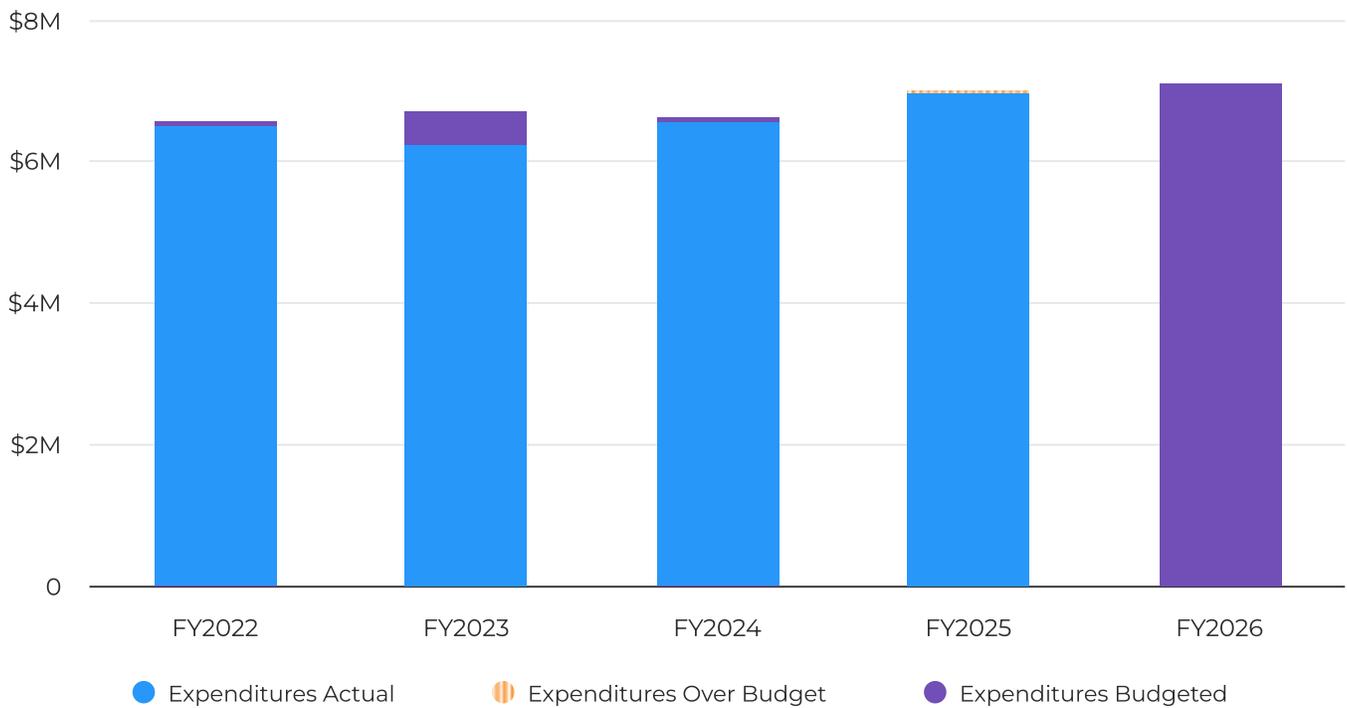
Ed Clapp Elementary opened in August 2015 and was built on land previously known as Ed Clapp Park. Rather than being built in a newly developed area like most new schools, Ed Clapp Elementary was an “in-fill” project built in a well-established neighborhood.

The average enrollment is 450.

The following represents expenditures specifically allocated to the school.

Expenditure Summary

Historical Expenditures Across Location



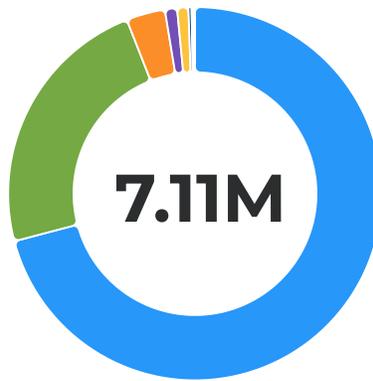
Expenditures by Expense Type

Historical Expenditures by Expense Type



- Salaries
- Employee Benefits
- Supplies and Materials
- Purchased Property Services
- Professional and Technical Services
- Other
- Other Purchased Services
- Property
- Other Uses of Funds

FY26 Expenditures by Object Summary



● Salaries	\$5,038,574	70.90%
● Employee Benefits	\$1,646,228	23.16%
● Supplies and Materials	\$238,104	3.35%
● Purchased Property Services	\$74,350	1.05%
● Professional and Technical Services	\$69,000	0.97%
● Other	\$19,029	0.27%
● Other Purchased Services	\$11,700	0.16%
● Property	\$6,820	0.10%
● Other Uses of Funds	\$2,774	0.04%

Horace Mann/Roosevelt Elementary

Principal: Leandra Ostrom

The Horace Mann School building was completed in 1915 and was occupied in December 1915. The school was built on the city's circus grounds, which was considered to be in the country. There were two homes within a block of the school. Kindergarten was added on a permanent basis in 1952. There were no additions to the school until 1995, when an elevator was added to the facility.

The Roosevelt School building was completed in 1921, and the school was occupied in February 1922. The original building was 38,268 square feet and was built at a cost of \$216,000 and originally served as a Junior High School.

Due to declining enrollment on the north side of Fargo, Horace Mann and Roosevelt were paired starting in 2008. Grades K-2 are housed at Horace Mann and grades 3-5 are housed at Roosevelt.

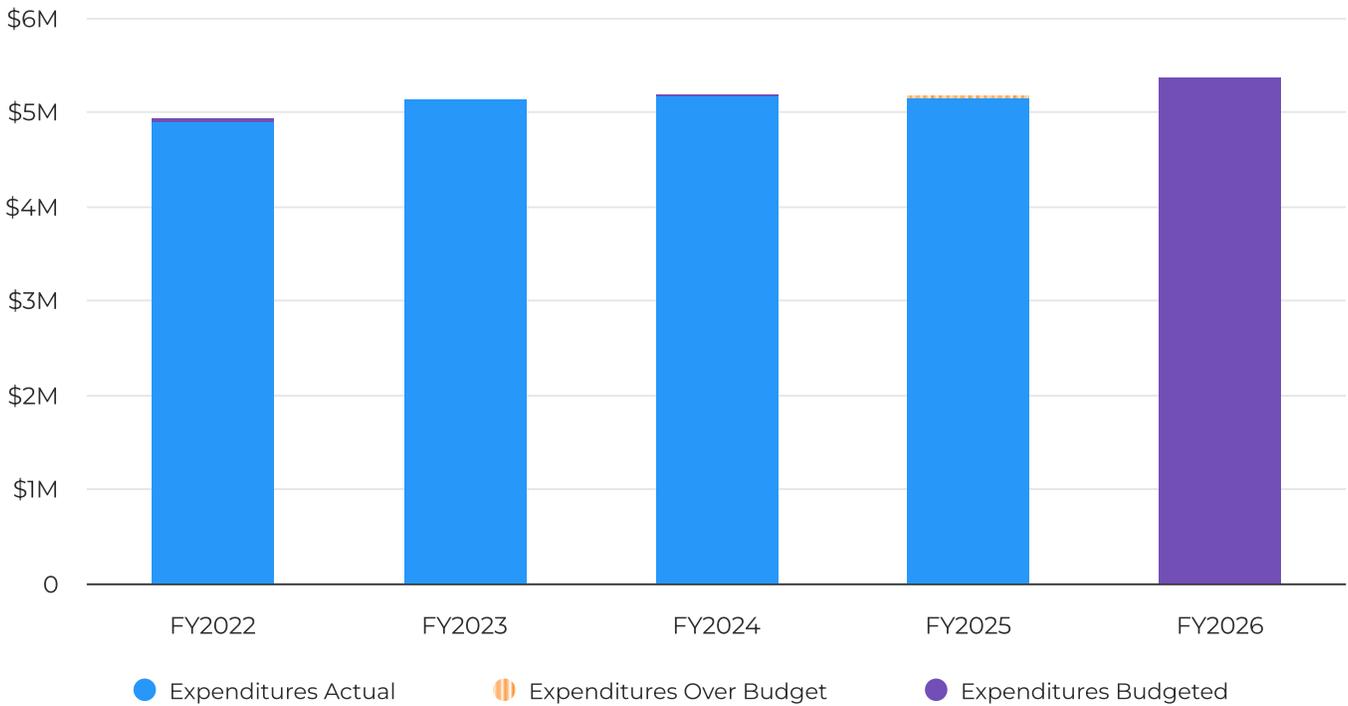
Demolition will begin on the building in the summer of 2026 for the reconstruction of a new elementary school that will house students from Horace Mann, Roosevelt and Madison.

The average enrollment is 350.

The following represent expenditures specifically allocated to the school.

Expenditure Summary

Historical Expenditures Across Location



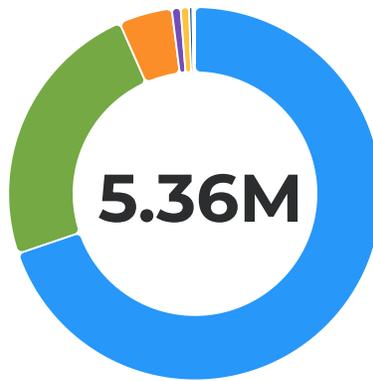
Expenditures by Expense Type

Historical Expenditures by Expense Type



- Salaries
- Employee Benefits
- Supplies and Materials
- Purchased Property Services
- Other Purchased Services
- Professional and Technical Services
- Property
- Other
- Other Uses of Funds

FY26 Expenditures by Object Summary



● Salaries	\$3,742,679	69.80%
● Employee Benefits	\$1,265,430	23.60%
● Supplies and Materials	\$247,180	4.61%
● Professional and Technical Services	\$40,700	0.76%
● Purchased Property Services	\$39,080	0.73%
● Other Purchased Services	\$15,700	0.29%
● Property	\$5,320	0.10%
● Other	\$4,000	0.07%
● Other Uses of Funds	\$2,117	0.04%

Jefferson Elementary

Principal: Beth Olson

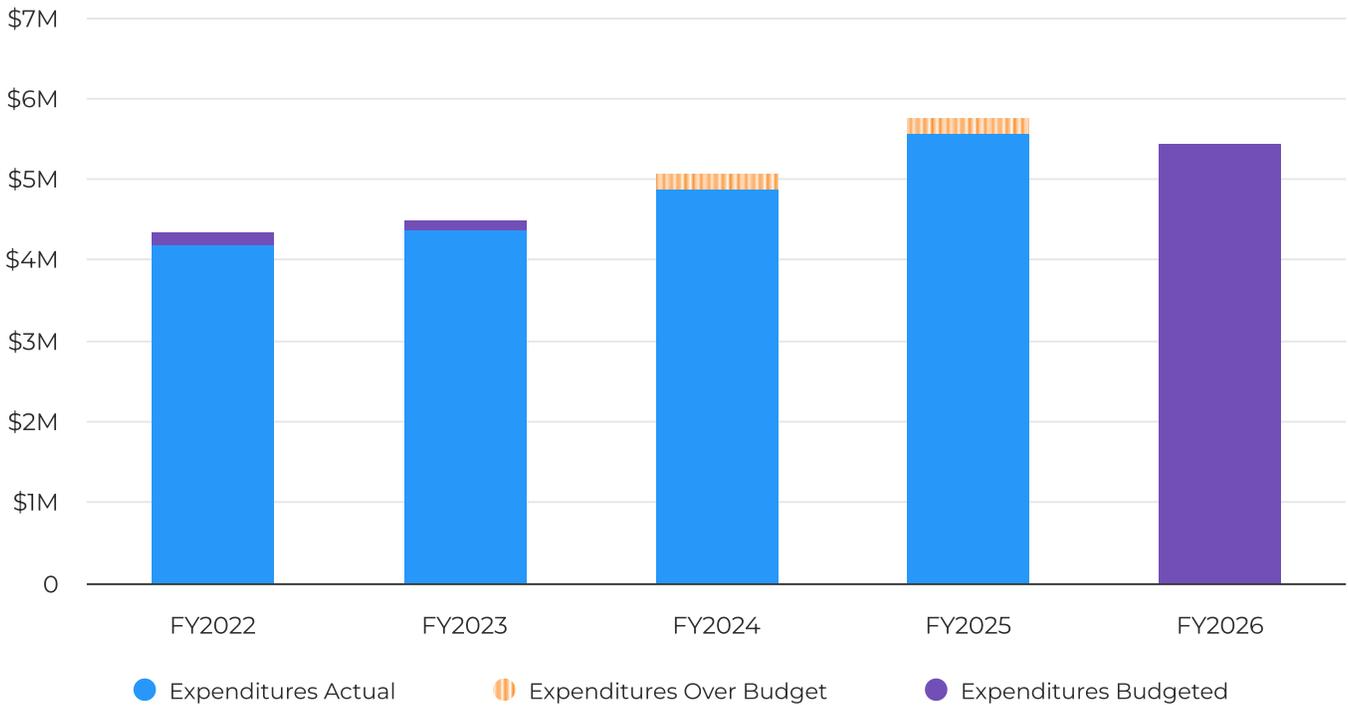
Jefferson School was established in 1921 near the center of Fargo in a well-established, diverse neighborhood. The neighborhood is composed of older-established homes, apartment buildings, government-subsidized homes, and a trail court. In the fall of 2007, Jefferson Elementary opened a new building on the west side of its campus to accommodate the increased student population after the closing of Carl Ben Eielson Elementary.

The average enrollment is 270.

The following represents expenditures specifically allocated to the school.

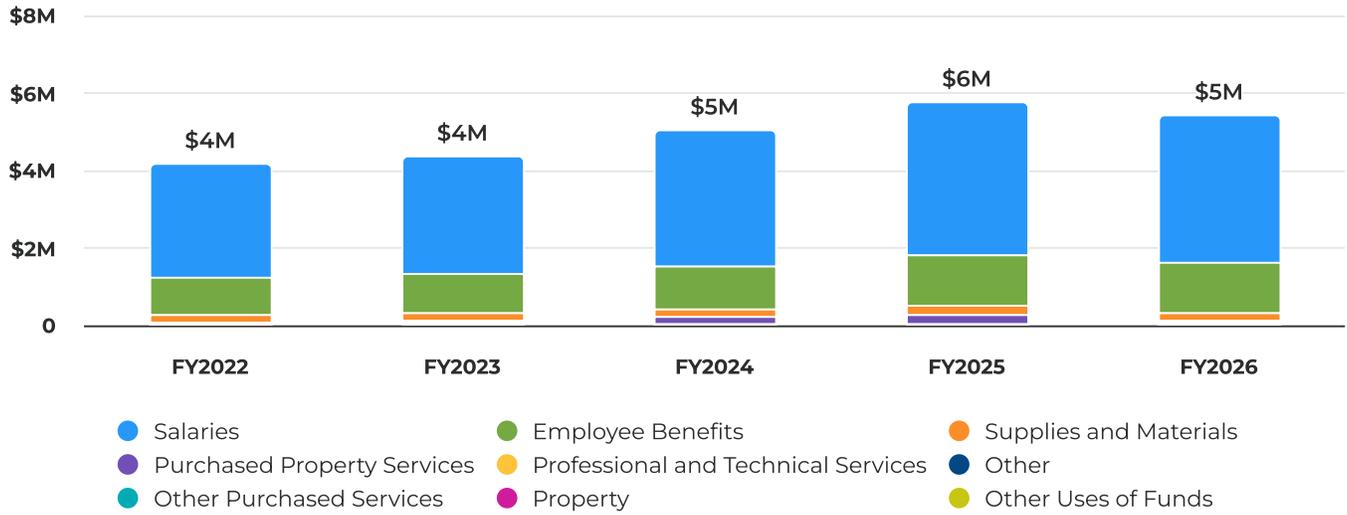
Expenditure Summary

Historical Expenditures Across Location

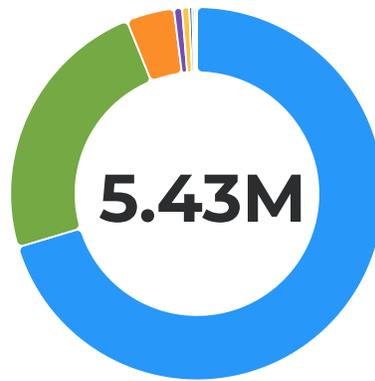


Expenditures by Expense Type

Historical Expenditures by Expense Type



FY26 Expenditures by Object Summary



Salaries	\$3,823,332	70.37%
Employee Benefits	\$1,276,588	23.50%
Supplies and Materials	\$225,781	4.16%
Other	\$37,804	0.70%
Purchased Property Services	\$34,160	0.63%
Professional and Technical Services	\$13,327	0.25%
Property	\$10,610	0.20%
Other Purchased Services	\$10,100	0.19%
Other Uses of Funds	\$1,646	0.03%

Kennedy Elementary

Principal: Karrie Pederson

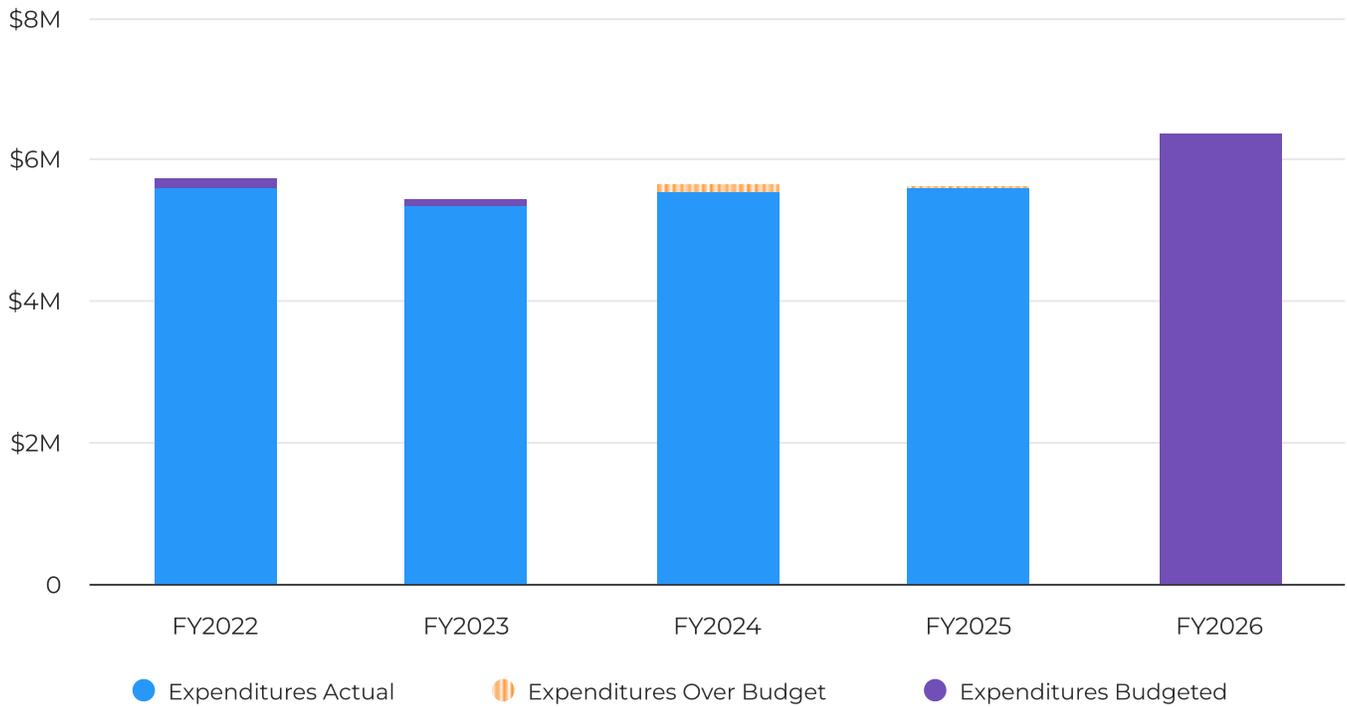
Kennedy Elementary School opened in the fall of 2006, welcoming students in grades K-5.

The average enrollment is 470.

The following represents expenditures specifically allocated to the school.

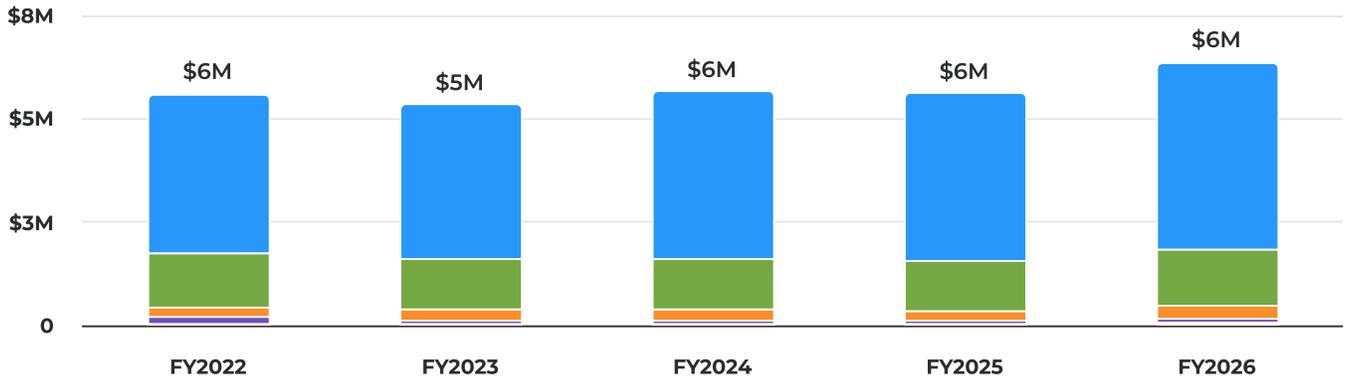
Expenditure Summary

Historical Expenditures Across Location



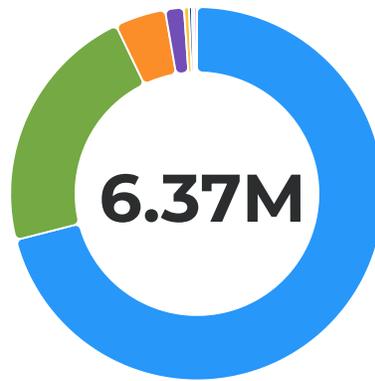
Expenditures by Expense Type

Historical Expenditures by Expense Type



- Salaries
- Employee Benefits
- Supplies and Materials
- Purchased Property Services
- Property
- Other Purchased Services
- Professional and Technical Services
- Other
- Other Uses of Funds

FY26 Expenditures by Object Summary



● Salaries	\$4,521,870	71.02%
● Employee Benefits	\$1,391,368	21.85%
● Supplies and Materials	\$279,102	4.38%
● Purchased Property Services	\$103,750	1.63%
● Property	\$27,020	0.42%
● Professional and Technical Services	\$15,896	0.25%
● Other	\$13,100	0.21%
● Other Purchased Services	\$12,300	0.19%
● Other Uses of Funds	\$2,804	0.04%

Lewis & Clark Elementary

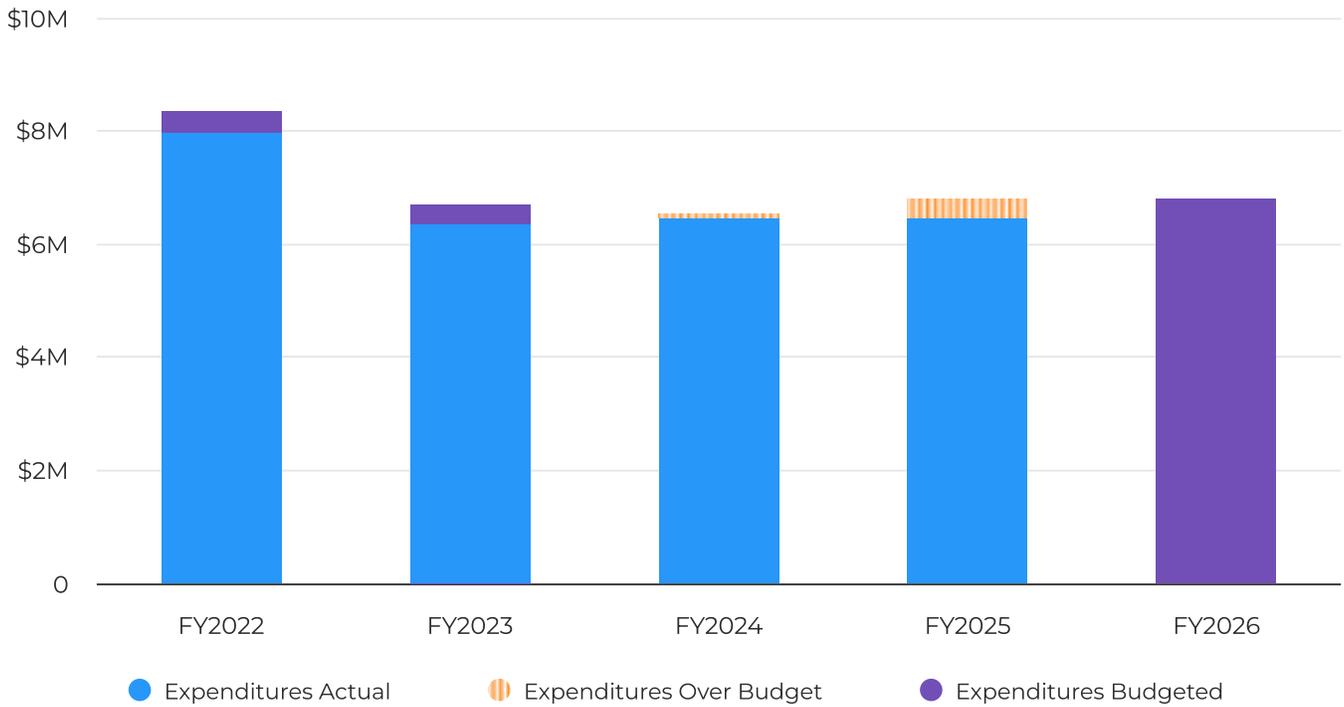
Principal: Jason Cressap

The average enrollment is 440.

The following represents expenditures specifically allocated to the school.

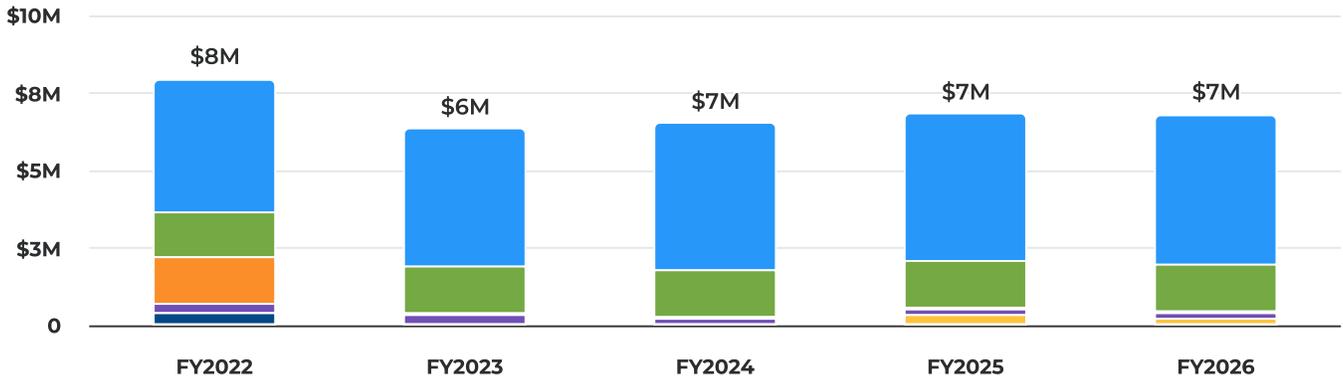
Expenditure Summary

Historical Expenditures Across Location



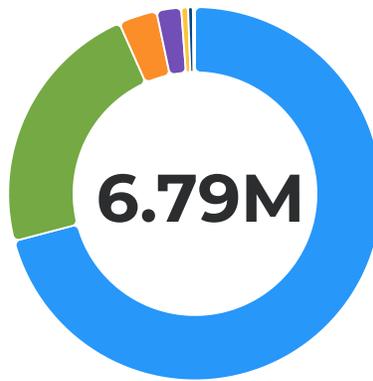
Expenditures by Expense Type

Historical Expenditures by Expense Type



- Salaries
- Employee Benefits
- Purchased Property Services
- Supplies and Materials
- Professional and Technical Services
- Property
- Other Purchased Services
- Other
- Other Uses of Funds

FY26 Expenditures by Object Summary



● Salaries	\$4,818,807	70.92%
● Employee Benefits	\$1,523,964	22.43%
● Supplies and Materials	\$226,237	3.33%
● Professional and Technical Services	\$145,100	2.14%
● Purchased Property Services	\$39,620	0.58%
● Other Purchased Services	\$28,300	0.42%
● Property	\$6,380	0.09%
● Other	\$3,300	0.05%
● Other Uses of Funds	\$2,852	0.04%



Lincoln Elementary

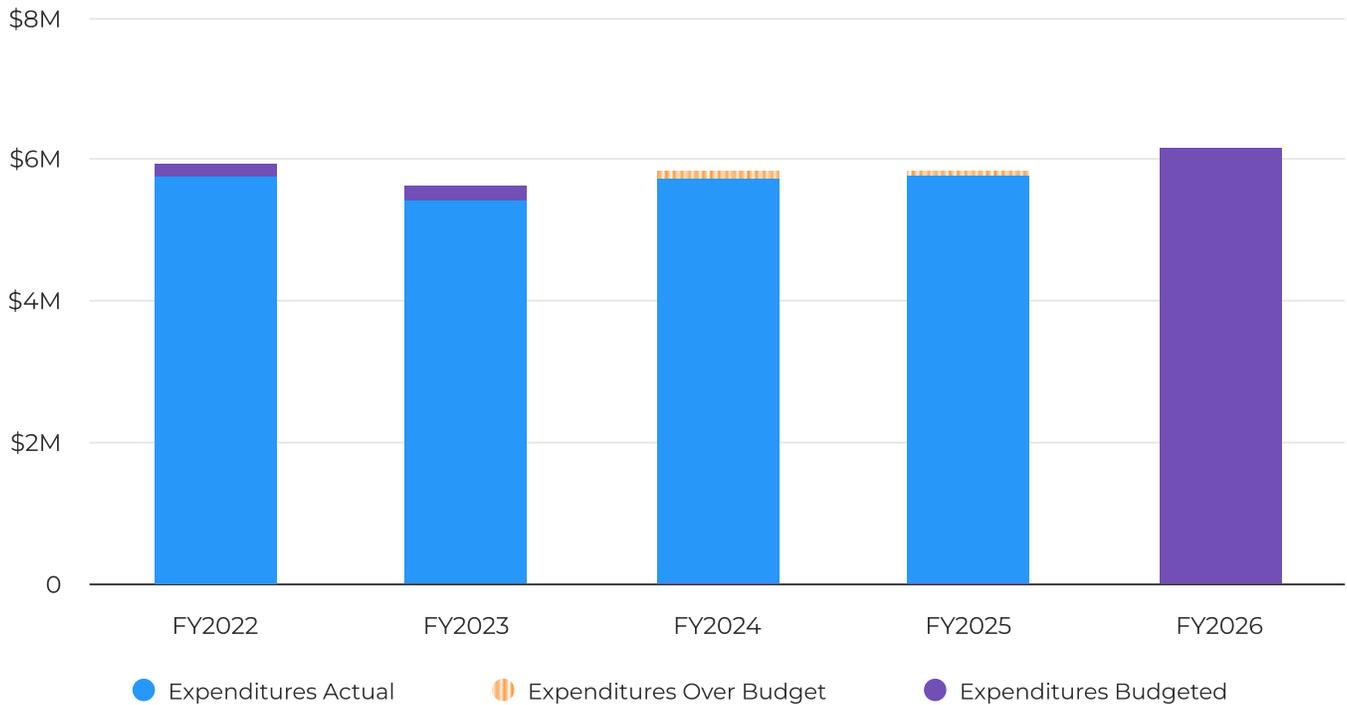
Principal: Megan Kiser

The average enrollment is 330.

The following represents expenditures specifically allocated to the school.

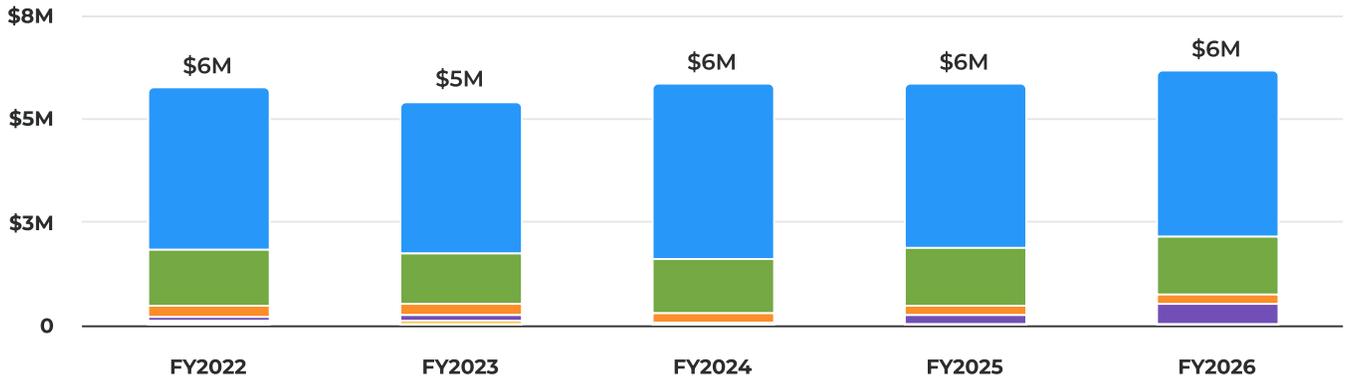
Expenditure Summary

Historical Expenditures Across Location



Expenditures by Expense Type

Historical Expenditures by Expense Type



- Salaries
- Employee Benefits
- Supplies and Materials
- Purchased Property Services
- Professional and Technical Services
- Property
- Other Purchased Services
- Other
- Other Uses of Funds

FY26 Expenditures by Object Summary



● Salaries	\$4,003,661	64.95%
● Employee Benefits	\$1,424,877	23.12%
● Purchased Property Services	\$464,651	7.54%
● Supplies and Materials	\$236,990	3.84%
● Professional and Technical Services	\$12,700	0.21%
● Other Purchased Services	\$10,000	0.16%
● Property	\$5,030	0.08%
● Other	\$4,100	0.07%
● Other Uses of Funds	\$2,014	0.03%

Longfellow Elementary

Principal: Eric Henrickson

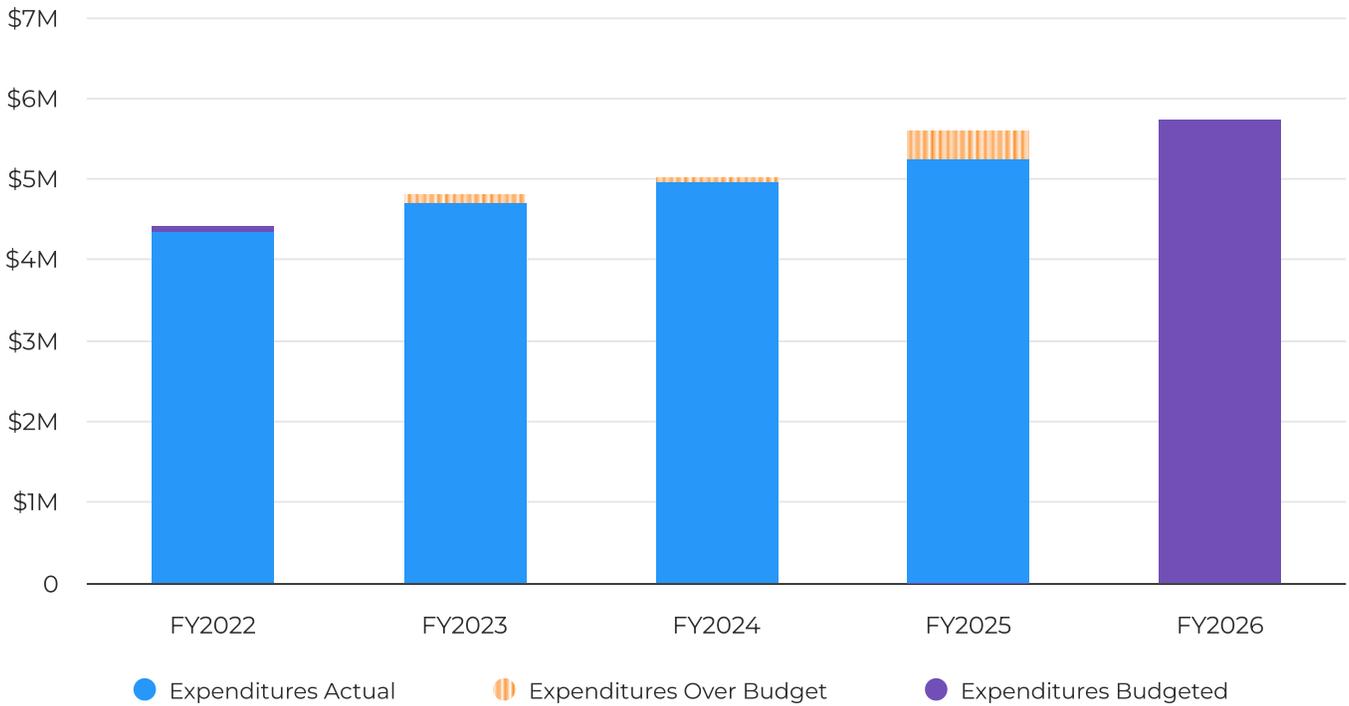
Longfellow opened its doors in September 1962. Residential construction was taking place to the west of Elm Street and only Peterson Farm could be seen in the distance on the forty acres lying north of the building. A library and two more classroom wings were soon added to the building to accommodate a growing north side, and two additional classroom wings were added to the north of the building by the late 1970s. Three more classrooms were added to the front of the building in the early 90s. In the spring of 2005, a new multipurpose room/lunchroom and a larger gymnasium were built on the northwest corner of the building.

The average enrollment is 390.

The following represents expenditures specifically allocated to the school.

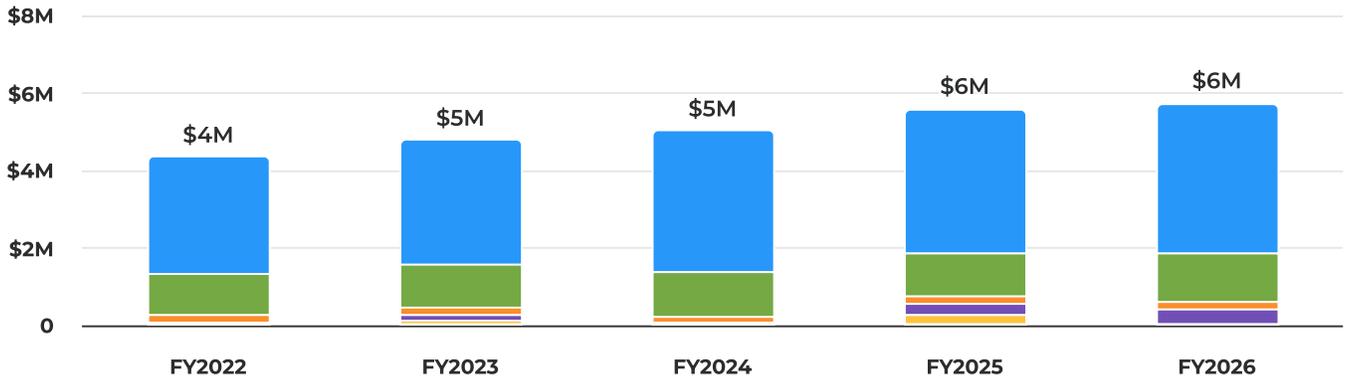
Expenditure Summary

Historical Expenditures Across Location



Expenditures by Expense Type

Historical Expenditures by Expense Type



- Salaries
- Employee Benefits
- Supplies and Materials
- Purchased Property Services
- Property
- Other Purchased Services
- Professional and Technical Services
- Other
- Other Uses of Funds

FY26 Expenditures by Object Summary



● Salaries	\$3,868,904	67.59%
● Employee Benefits	\$1,264,519	22.09%
● Purchased Property Services	\$355,523	6.21%
● Supplies and Materials	\$200,598	3.50%
● Property	\$20,265	0.35%
● Other Purchased Services	\$9,500	0.17%
● Other Uses of Funds	\$2,352	0.04%
● Other	\$2,100	0.04%
● Professional and Technical Services	\$100	0.00%

Madison Elementary

Principal: Lori Conmy

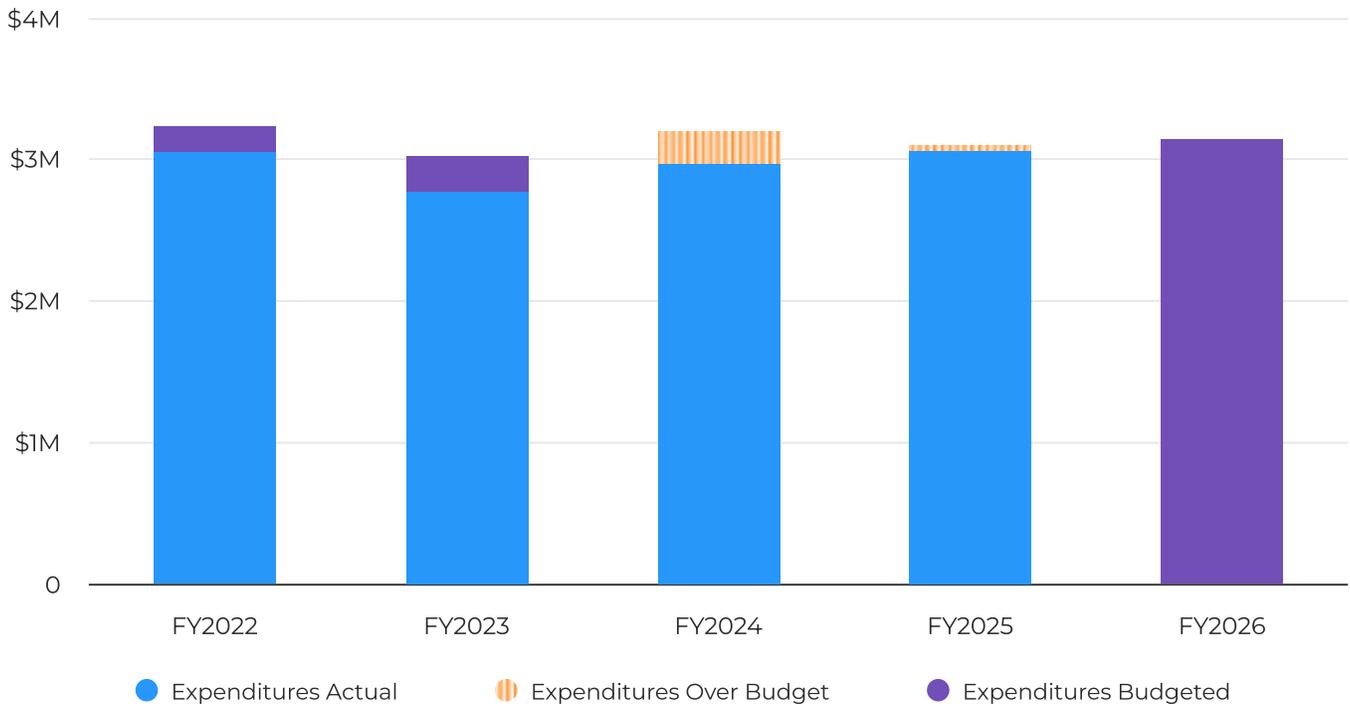
Madison School was built in 1957 following the devastating tornado that struck Fargo on June 20, 1957. The school is a unique neighborhood school that is in the heart of the Golden Ridge development in North Fargo, just a short distance away from North Dakota State University.

The average enrollment is 130.

The following represents expenditures specifically allocated to the school.

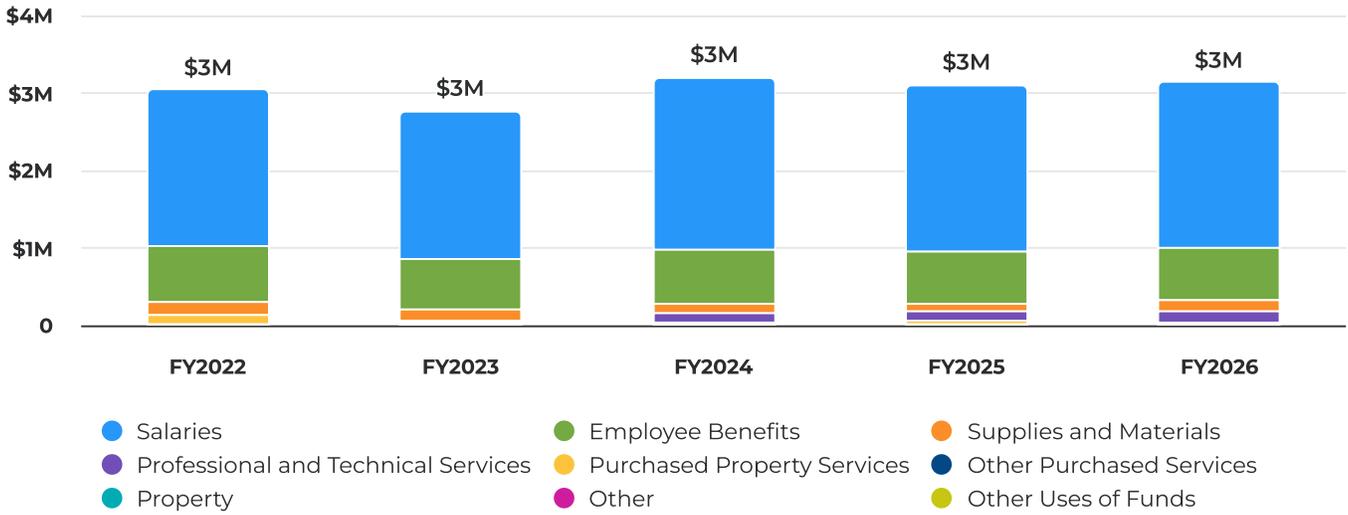
Expenditure Summary

Historical Expenditures Across Location

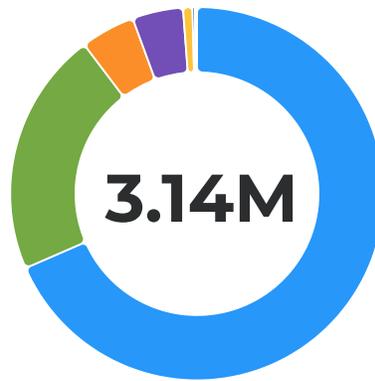


Expenditures by Expense Type

Historical Expenditures by Expense Type



FY26 Expenditures by Object Summary



Salaries	\$2,148,848	68.48%
Employee Benefits	\$665,859	21.22%
Supplies and Materials	\$147,802	4.71%
Professional and Technical Services	\$137,727	4.39%
Purchased Property Services	\$25,220	0.80%
Other Purchased Services	\$6,900	0.22%
Other	\$2,700	0.09%
Property	\$1,950	0.06%
Other Uses of Funds	\$844	0.03%

McKinley Elementary

Principal: Cheryl Janssen

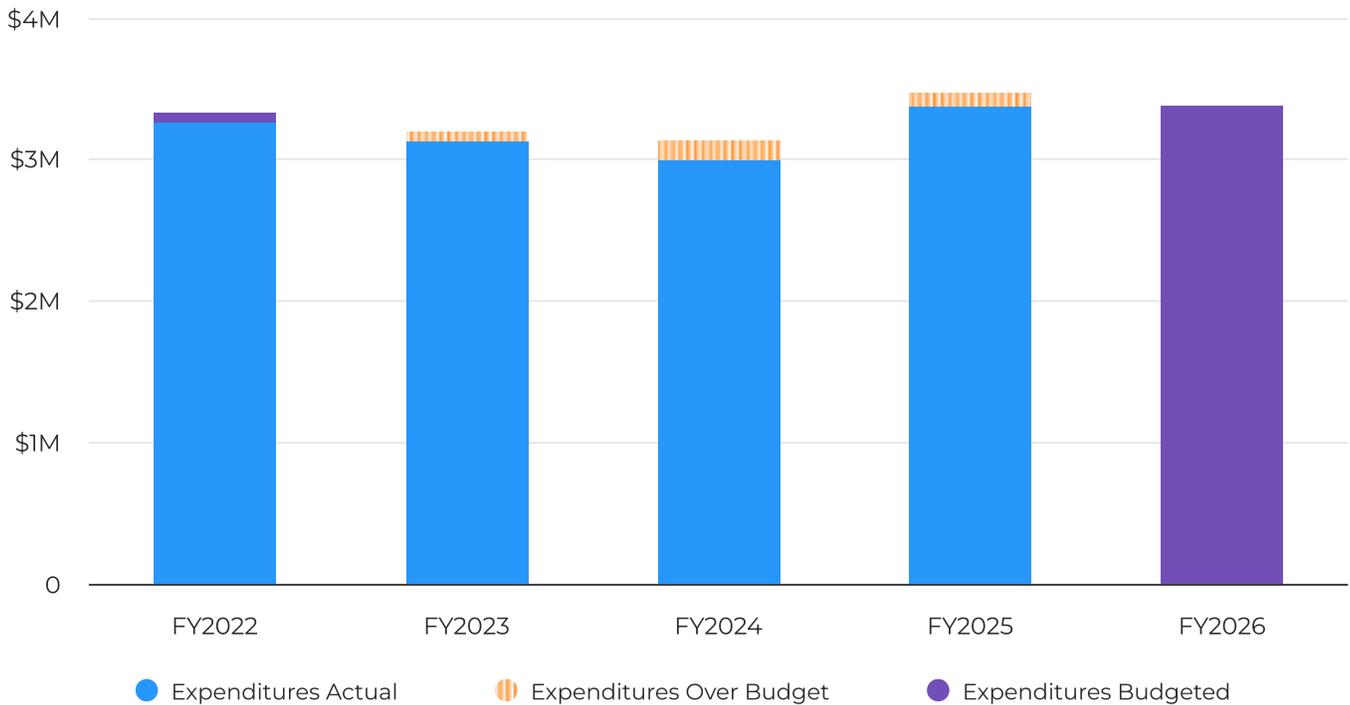
McKinley was built in the late 1950's.

The average enrollment is 170.

The following represents expenditures specifically allocated to the school.

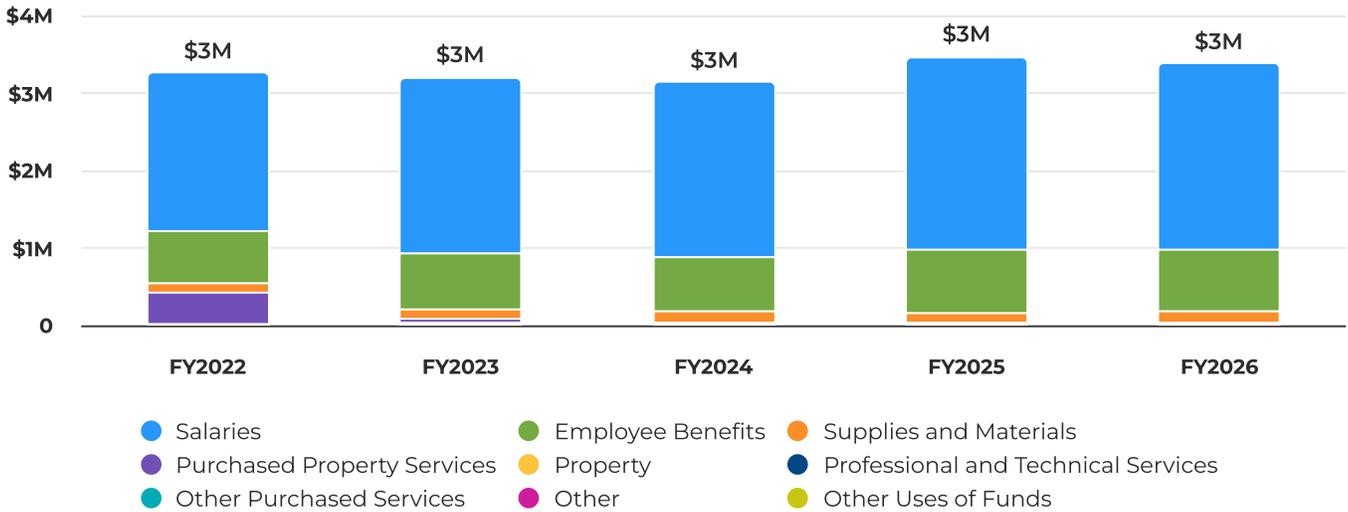
Expenditure Summary

Historical Expenditures Across Location

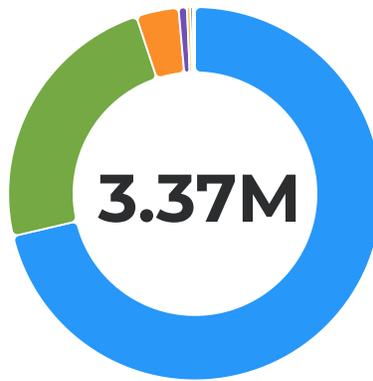


Expenditures by Expense Type

Historical Expenditures by Expense Type



FY26 Expenditures by Object Summary



Salaries	\$2,407,462	71.34%
Employee Benefits	\$795,514	23.57%
Supplies and Materials	\$124,427	3.69%
Purchased Property Services	\$23,870	0.71%
Professional and Technical Services	\$10,100	0.30%
Other Purchased Services	\$7,200	0.21%
Property	\$2,600	0.08%
Other	\$2,500	0.07%
Other Uses of Funds	\$1,025	0.03%

Washington Elementary

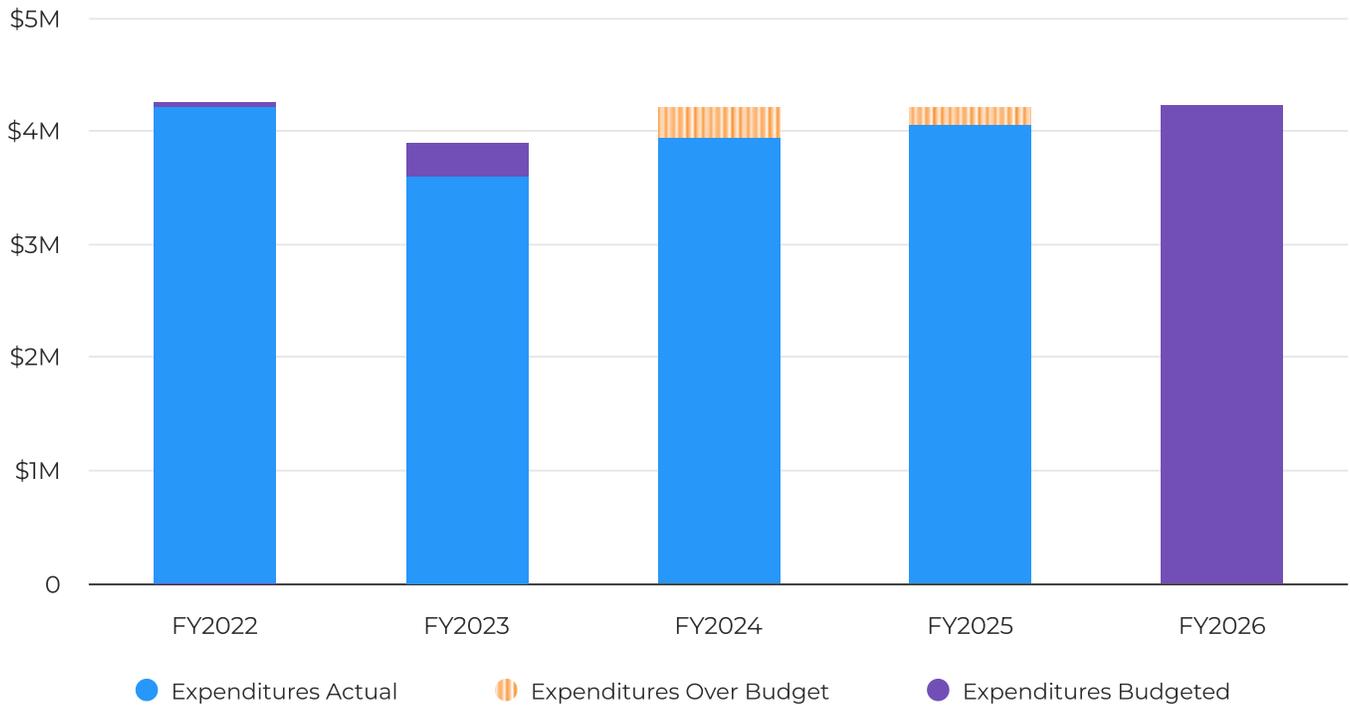
Principal: Jim Keal

The average enrollment is 300.

The following represents expenditures specifically allocated to the school.

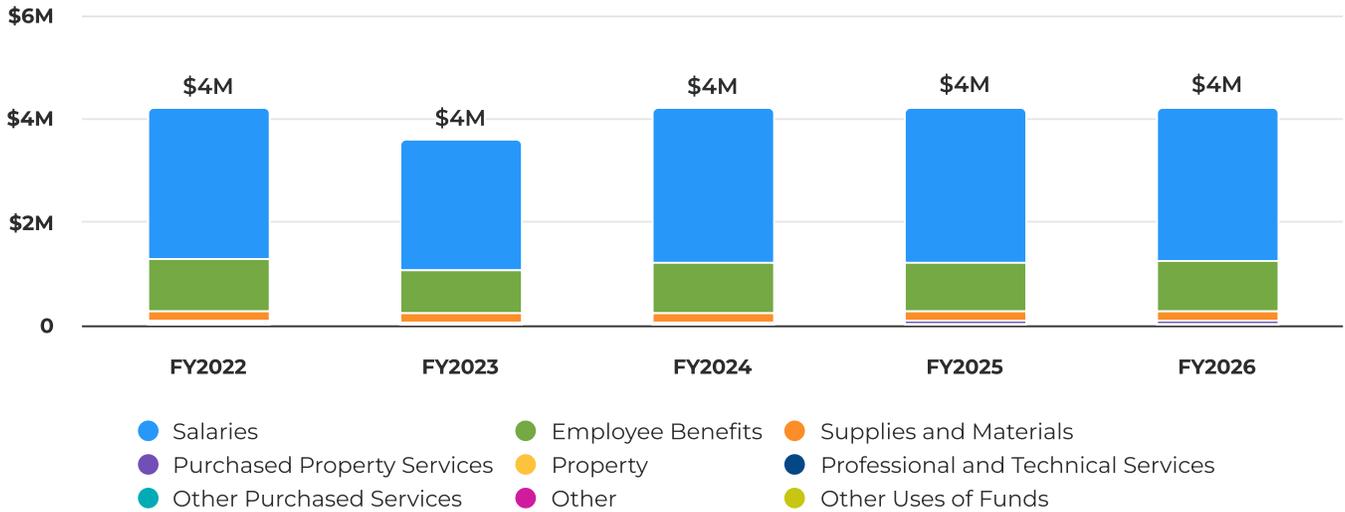
Expenditure Summary

Historical Expenditures Across Location



Expenditures by Expense Type

Historical Expenditures by Expense Type



FY26 Expenditures by Object Summary



Salaries	\$2,983,461	70.68%
Employee Benefits	\$975,345	23.11%
Supplies and Materials	\$178,427	4.23%
Purchased Property Services	\$61,525	1.46%
Other Purchased Services	\$9,500	0.23%
Property	\$4,470	0.11%
Professional and Technical Services	\$3,600	0.09%
Other	\$2,900	0.07%
Other Uses of Funds	\$1,869	0.04%

Middle Schools

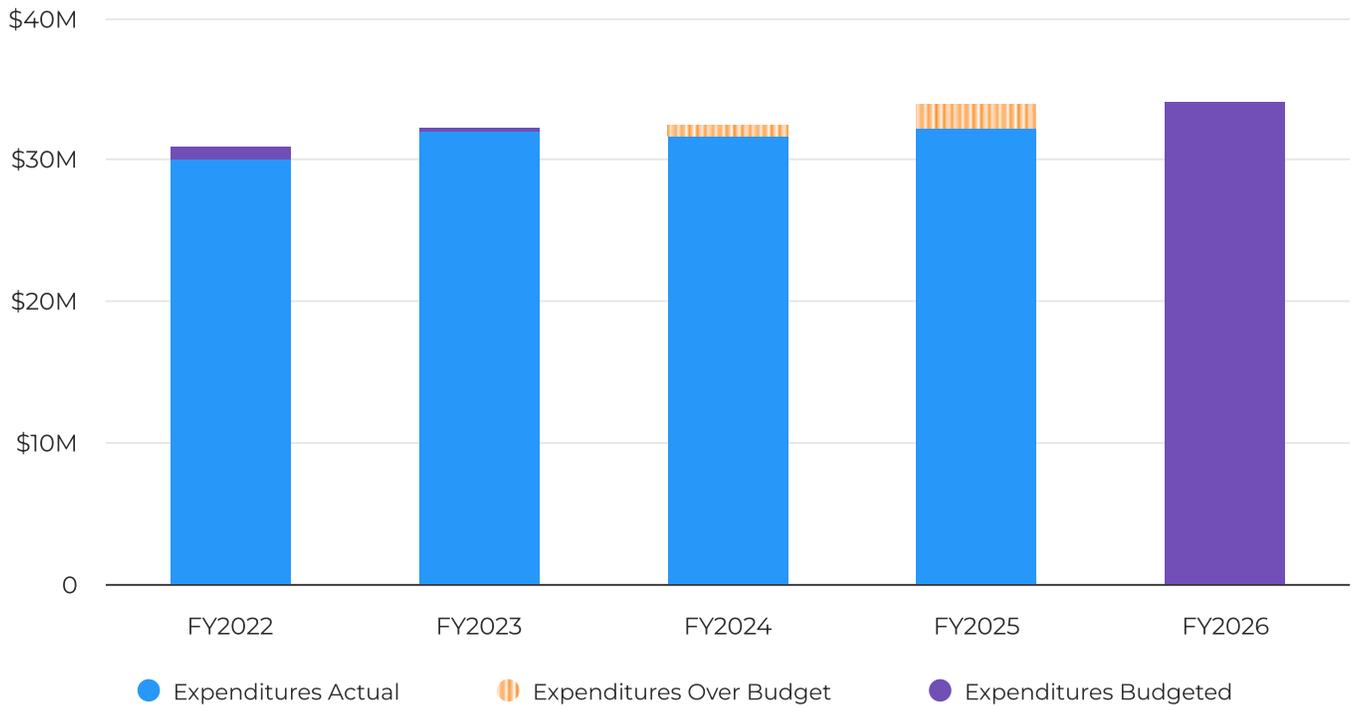
Dr. Robert Grosz Associate Superintendent

The District operates 3 middle schools with a grade configuration of grades 6-8. In addition, students at the middle level may attend the Self-Directed Academy or the Virtual Academy.

The following represent expenditures specifically allocated to the middle school level.

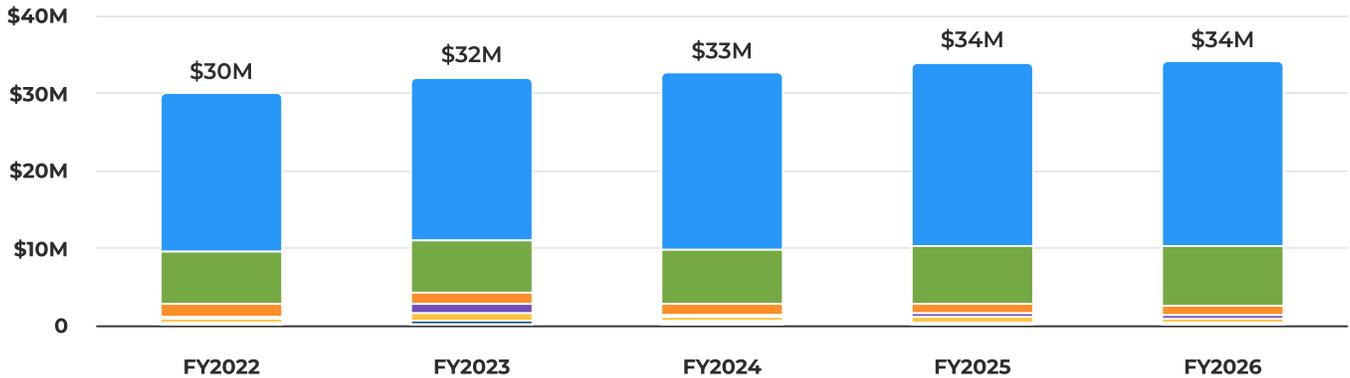
Expenditure Summary

Historical Expenditures Across Org



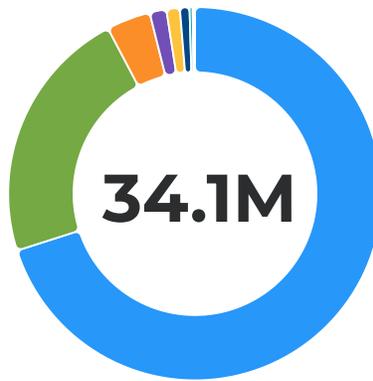
Expenditures by Expense Type

Historical Expenditures by Expense Type



- Salaries
- Employee Benefits
- Supplies and Materials
- Professional and Technical Services
- Purchased Property Services
- Other Purchased Services
- Property
- Other
- Other Uses of Funds

FY26 Expenditures by Object Summary



● Salaries	\$23,869,785	70.08%
● Employee Benefits	\$7,564,794	22.21%
● Supplies and Materials	\$1,294,255	3.80%
● Professional and Technical Services	\$495,540	1.45%
● Purchased Property Services	\$394,232	1.16%
● Other Purchased Services	\$284,610	0.84%
● Property	\$89,000	0.26%
● Other	\$55,790	0.16%
● Other Uses of Funds	\$12,905	0.04%



Ben Franklin Middle School

Principal: Kirstin Hanson

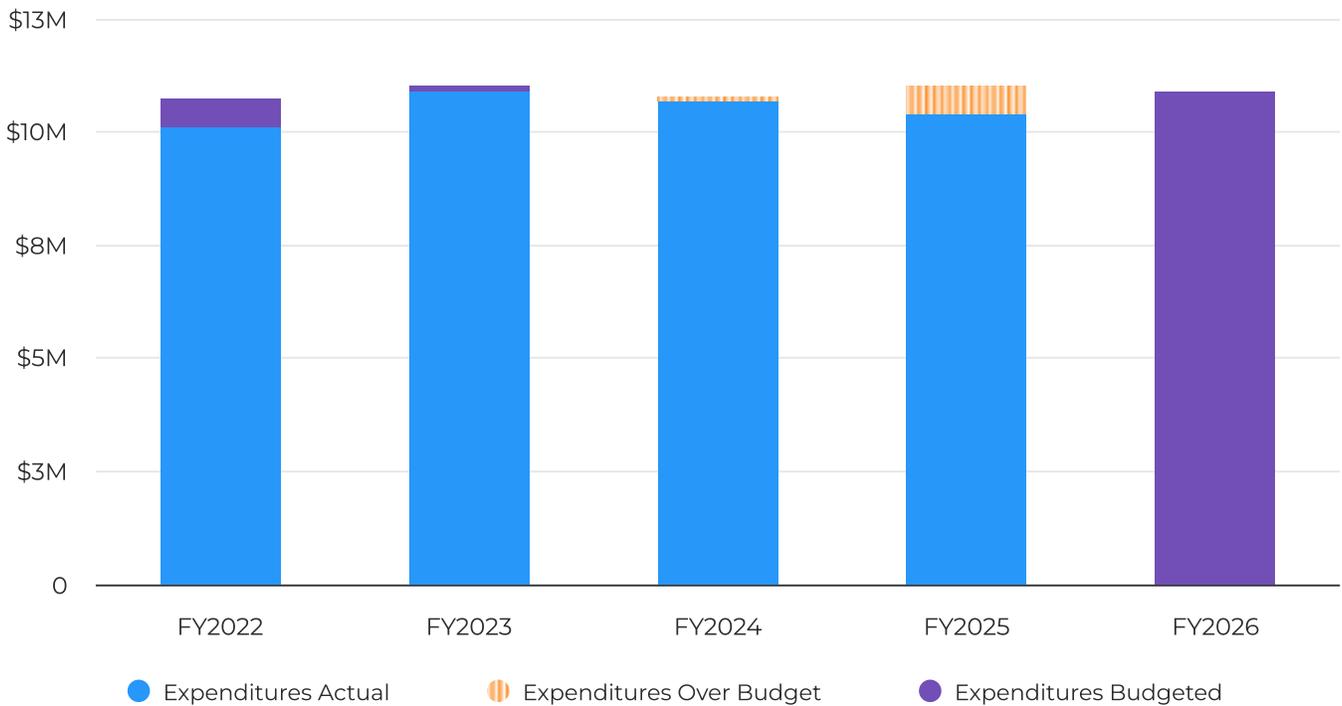
The original Ben Franklin Junior High School opened in 1951. The school was 420 feet long and had the following amenities: Auditorium seating for 710 people with a fully equipped stage, gymnasium seating for 2,000 spectators, ample locker and shower facilities, twenty-four standard classrooms, spacious wood and metal shops, library seating for 100 students, band and orchestra rooms with elevated seats and individual practice rooms, separate room for vocal classes, two science rooms, two art rooms, modern laboratories for cooking and sewing, cafeteria with daily capacity of 900 students, fluorescent lighting and central ventilation. These amenities made Ben Franklin Junior High a state-of-the-art facility. The building underwent a major remodel/renovation in 2002 to its current structure as a middle school.

The average enrollment is 880.

The following represents expenditures specifically allocated to the school.

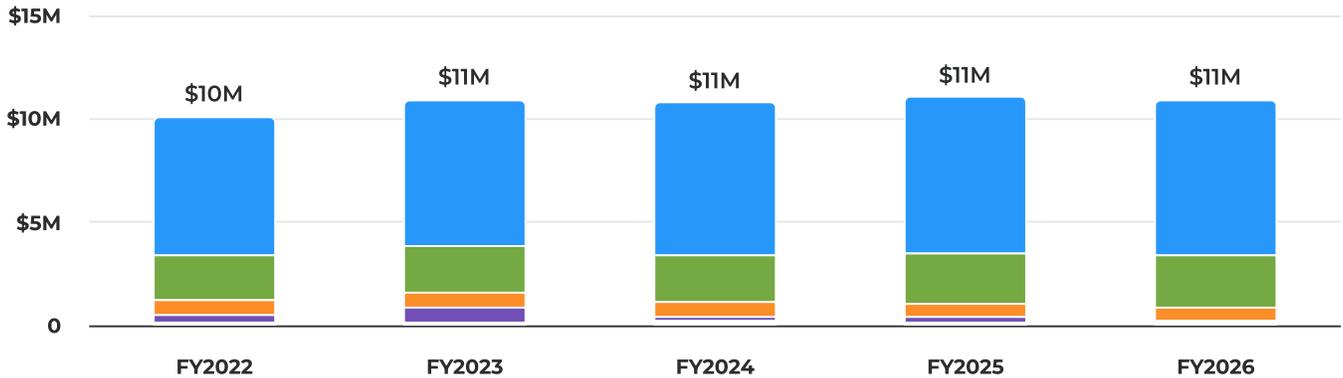
Expenditure Summary

Historical Expenditures Across Location



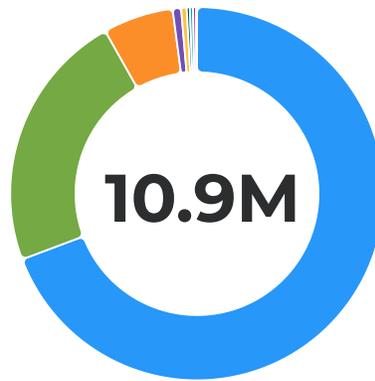
Expenditures by Expense Type

Historical Expenditures by Expense Type



- Salaries
- Employee Benefits
- Supplies and Materials
- Purchased Property Services
- Property
- Other Purchased Services
- Professional and Technical Services
- Other
- Other Uses of Funds

FY26 Expenditures by Object Summary



● Salaries	\$7,545,375	69.28%
● Employee Benefits	\$2,456,253	22.55%
● Supplies and Materials	\$661,726	6.08%
● Purchased Property Services	\$80,600	0.74%
● Other Purchased Services	\$50,856	0.47%
● Professional and Technical Services	\$30,620	0.28%
● Property	\$29,500	0.27%
● Other	\$27,990	0.26%
● Other Uses of Funds	\$8,744	0.08%

Carl Ben Eielson Middle School

Principal: Brad Franklin

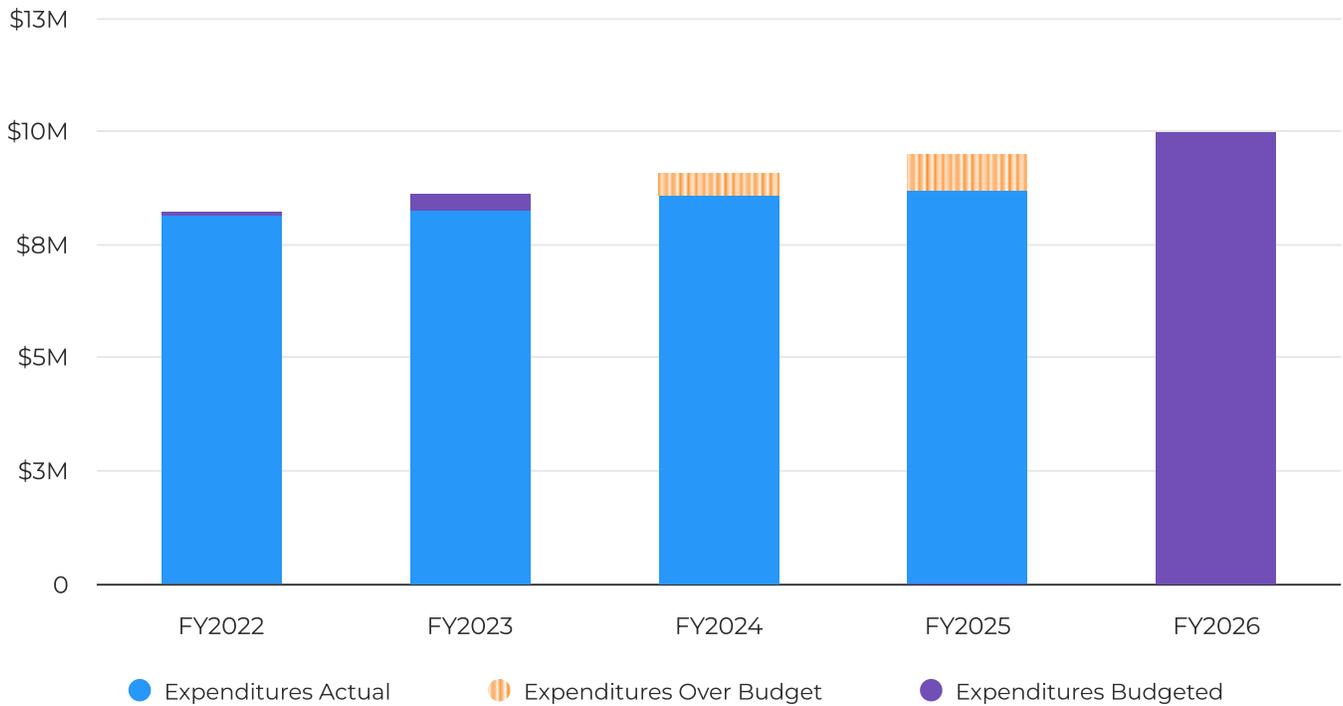
Carl Ben Eielson Middle School opened in August 2006. Carl Ben Eielson Middle School was constructed on the old CheneyField site. The old Carl Ben Eielson Elementary School was torn down, making way for our new football/soccer fields and tennis courts.

The average enrollment is 680.

The following represent expenditures specifically allocated to the school.

Expenditure Summary

Historical Expenditures Across Location

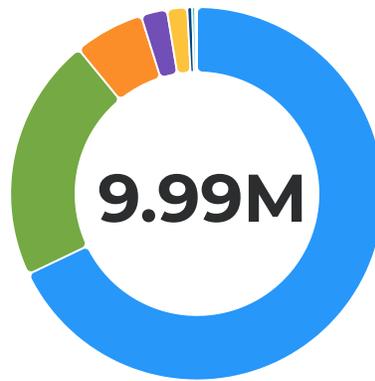


Expenditures by Expense Type

Historical Expenditures by Expense Type



FY26 Expenditures by Object Summary



Salaries	\$6,782,785	67.91%
Employee Benefits	\$2,113,530	21.16%
Supplies and Materials	\$608,480	6.09%
Professional and Technical Services	\$225,520	2.26%
Purchased Property Services	\$173,732	1.74%
Other Purchased Services	\$44,110	0.44%
Property	\$25,400	0.25%
Other	\$10,250	0.10%
Other Uses of Funds	\$4,161	0.04%

Discovery Middle School

Principal: Amy Herrick

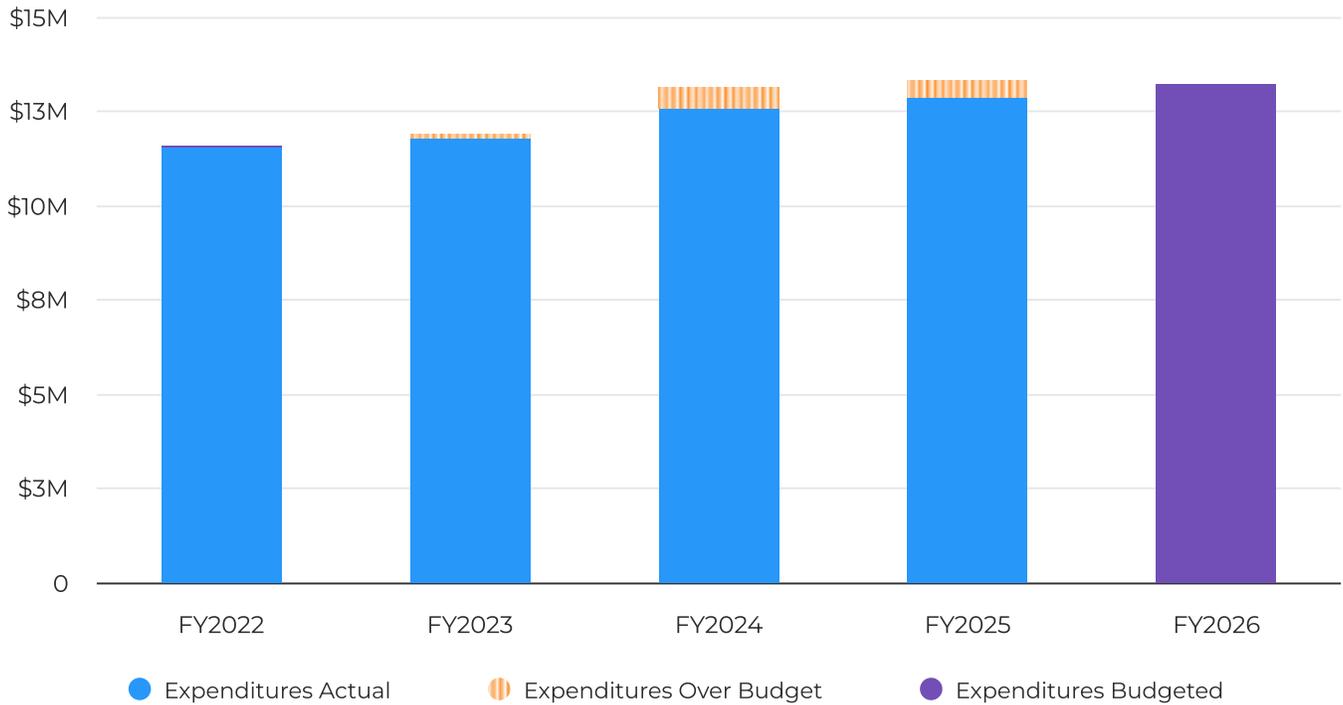
Discovery Junior High opened in the fall of 1994. The school features an award-winning design with an interdisciplinary team-teaching concept. When it opened, Discovery served all south-side students in grades eight and nine. In 2006, Discovery officially became a middle school when district attendance boundaries were reconfigured, establishing three middle schools serving grades six through eight. The school underwent a 16-million-dollar renovation and remodel to accommodate student growth during the 2018-2020 school years.

The average enrollment is 1,000.

The following represent expenditures specifically allocated to the school.

Expenditure Summary

Historical Expenditures Across Location



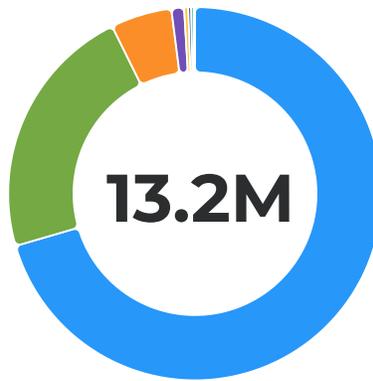
Expenditures by Expense Type

Historical Expenditures by Expense Type



- Salaries
- Employee Benefits
- Supplies and Materials
- Purchased Property Services
- Property
- Other Purchased Services
- Professional and Technical Services
- Other
- Other Uses of Funds

FY26 Expenditures by Object Summary



● Salaries	\$9,311,548	70.49%
● Employee Benefits	\$2,932,478	22.20%
● Supplies and Materials	\$697,700	5.28%
● Purchased Property Services	\$145,500	1.10%
● Other Purchased Services	\$45,844	0.35%
● Property	\$33,700	0.26%
● Professional and Technical Services	\$31,000	0.23%
● Other	\$12,550	0.10%

Self-Directed Academy

Principal: Kelly Dietrich

The Self-Directed Academy serves students in grades 6–8 with an instructional model built on the principle that learning should be self-directed, competency-based, and not restricted by traditional time, place, path and pace constraints. We emphasize mastery of concepts through personalized learning pathways facilitated by students, teachers and cutting-edge technology.

The soft schedule approach in middle school prepares students for high school by gradually increasing their autonomy over how they manage their learning time. Students set goals and progress through the curriculum at their own pace, ensuring they fully understand each concept before moving on.

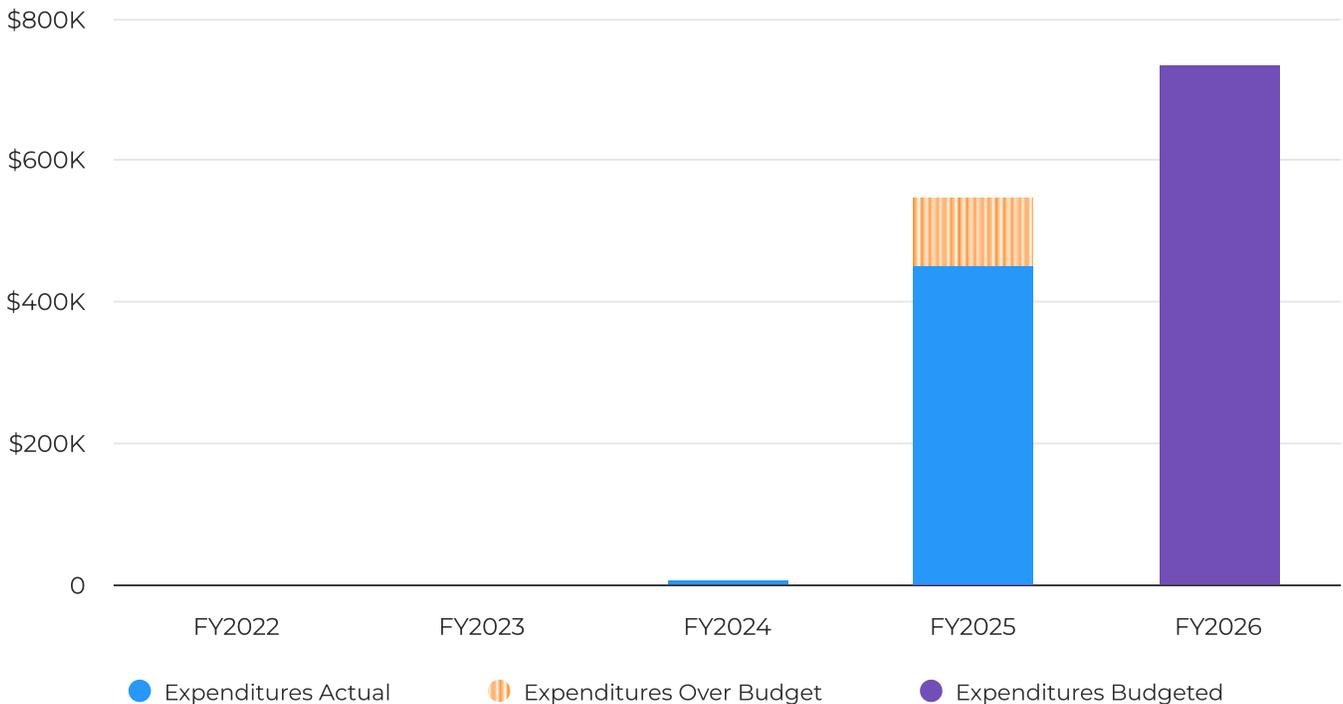
Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects. PBL is embedded throughout the program, providing students with integrated units of students across content areas that empower students to have choice and voice in what they learn. The Self-Directed Academy utilizes online platforms to enhance student learning through increasing interactivity and autonomy. The academy differs from the traditional school model families are accustomed to in our Fargo schools.

The approximate enrollment is 24 students.

The following represent expenditures specifically allocated to the school.

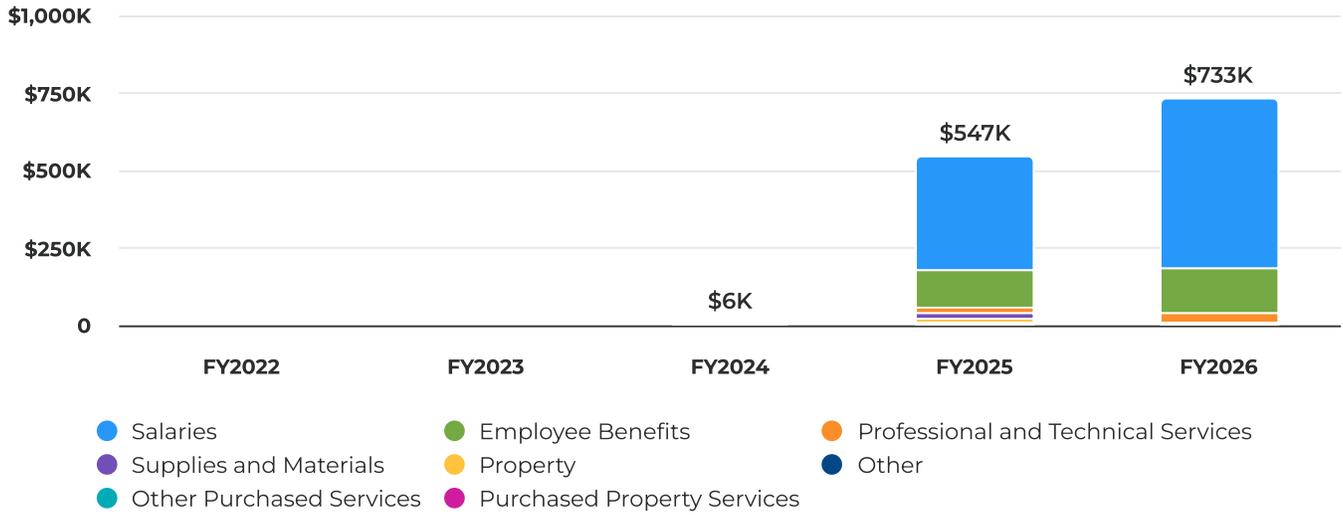
Expenditure Summary

Historical Expenditures Across Location

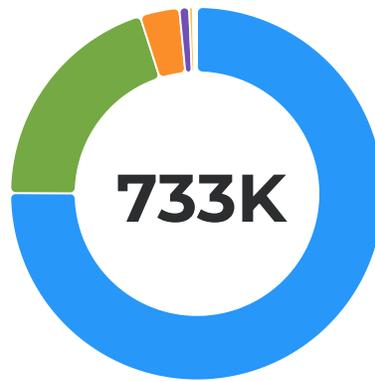


Expenditures by Expense Type

Historical Expenditures by Expense Type



FY26 Expenditures by Object Summary



Salaries	\$550,074	75.05%
Employee Benefits	\$146,635	20.01%
Professional and Technical Services	\$25,100	3.42%
Supplies and Materials	\$6,250	0.85%
Other Purchased Services	\$2,300	0.31%
Other	\$1,200	0.16%
Purchased Property Services	\$1,000	0.14%
Property	\$400	0.05%

High Schools

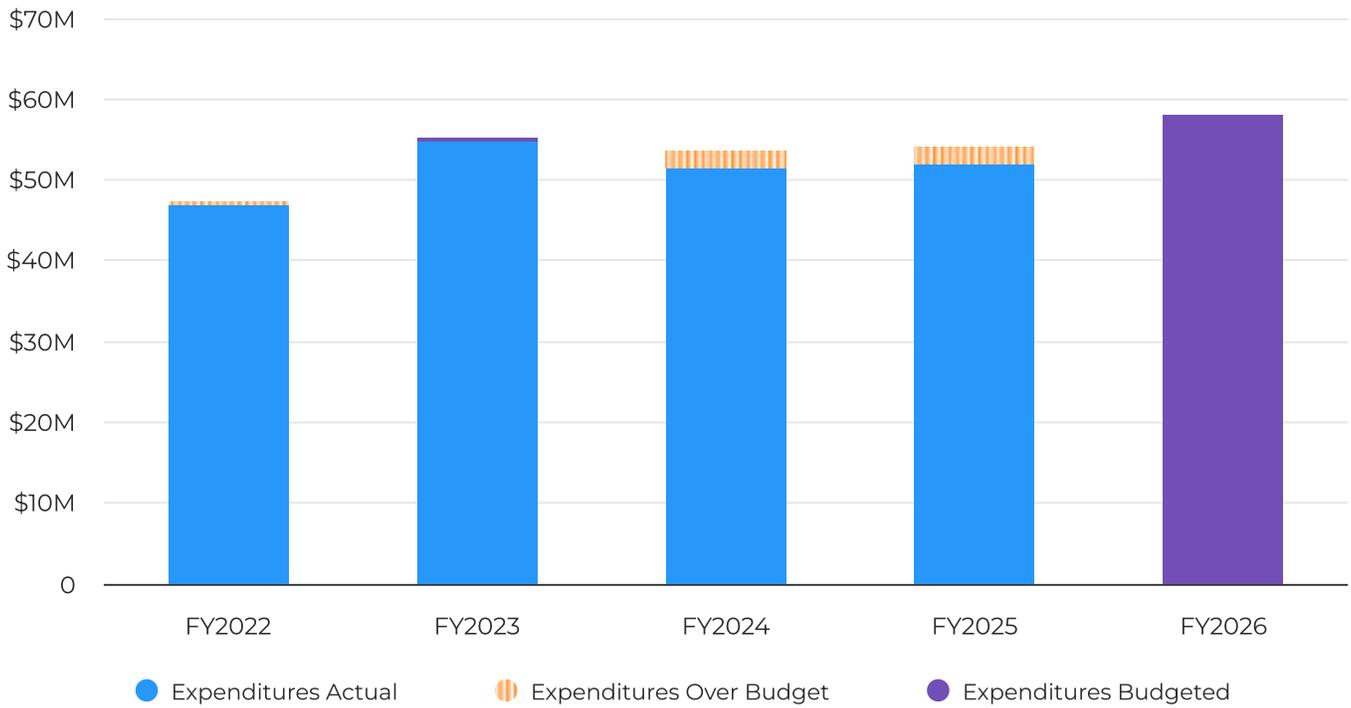
Dr. Robert Grosz Associate Superintendent Secondary

The District operates 4 high schools with a configuration of grades 9-12. In addition, students may attend the Virtual Academy.

The following represents expenditures specifically allocated to the high school level.

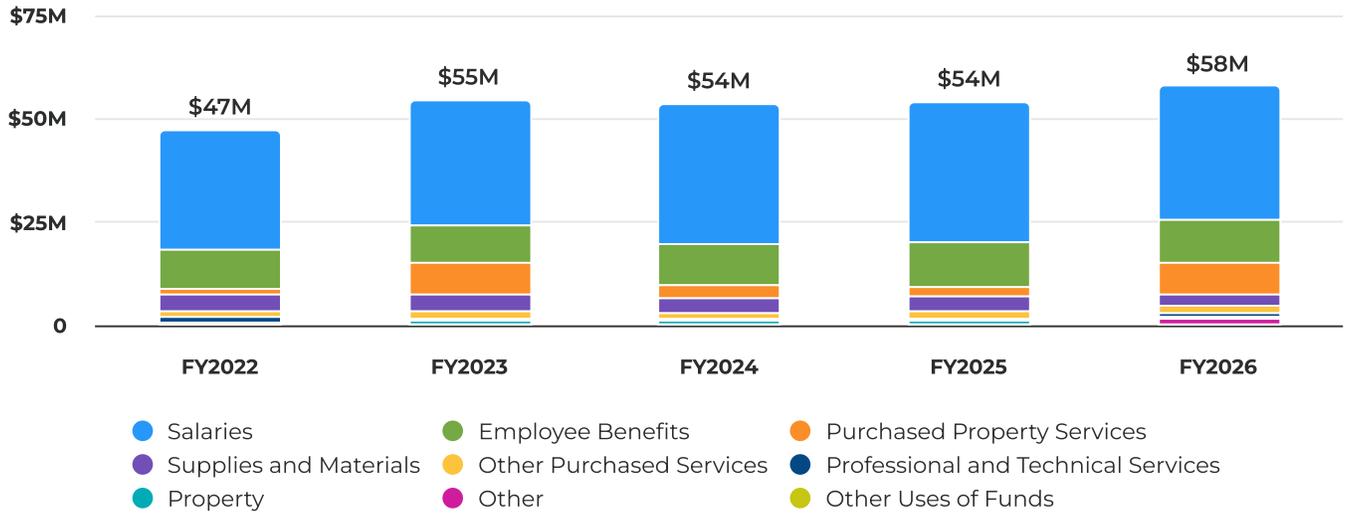
Expenditure Summary

Historical Expenditures Across Org

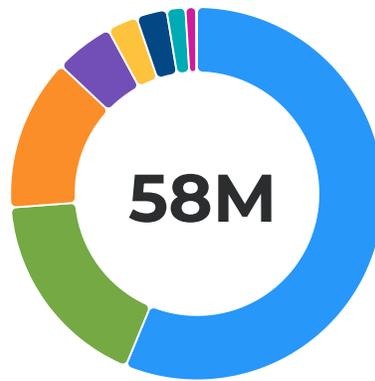


Expenditures by Expense Type

Historical Expenditures by Expense Type



FY26 Expenditures by Object Summary



Salaries	\$32,640,613	56.24%
Employee Benefits	\$10,199,445	17.57%
Purchased Property Services	\$7,671,286	13.22%
Supplies and Materials	\$2,943,979	5.07%
Other	\$1,537,135	2.65%
Other Purchased Services	\$1,531,908	2.64%
Professional and Technical Services	\$938,891	1.62%
Property	\$538,416	0.93%
Other Uses of Funds	\$41,453	0.07%



Dakota High School

Principal: David Burkman

The Dakota High School program moved from the 1917 Woodrow Wilson School on North University Drive in March 2012 to the Agassiz Building one mile to its south. The Dakota program shares Agassiz space with the Fargo Adult Learning Center, Early Childhood Special Education, Middle School Alternative Education Day Program (EDP), Project InVEST (post high school, life skill, transition Special Education program) and EvenStart pre-school and the offices of several District programs and community partners. Agassiz is a dynamic learning center.

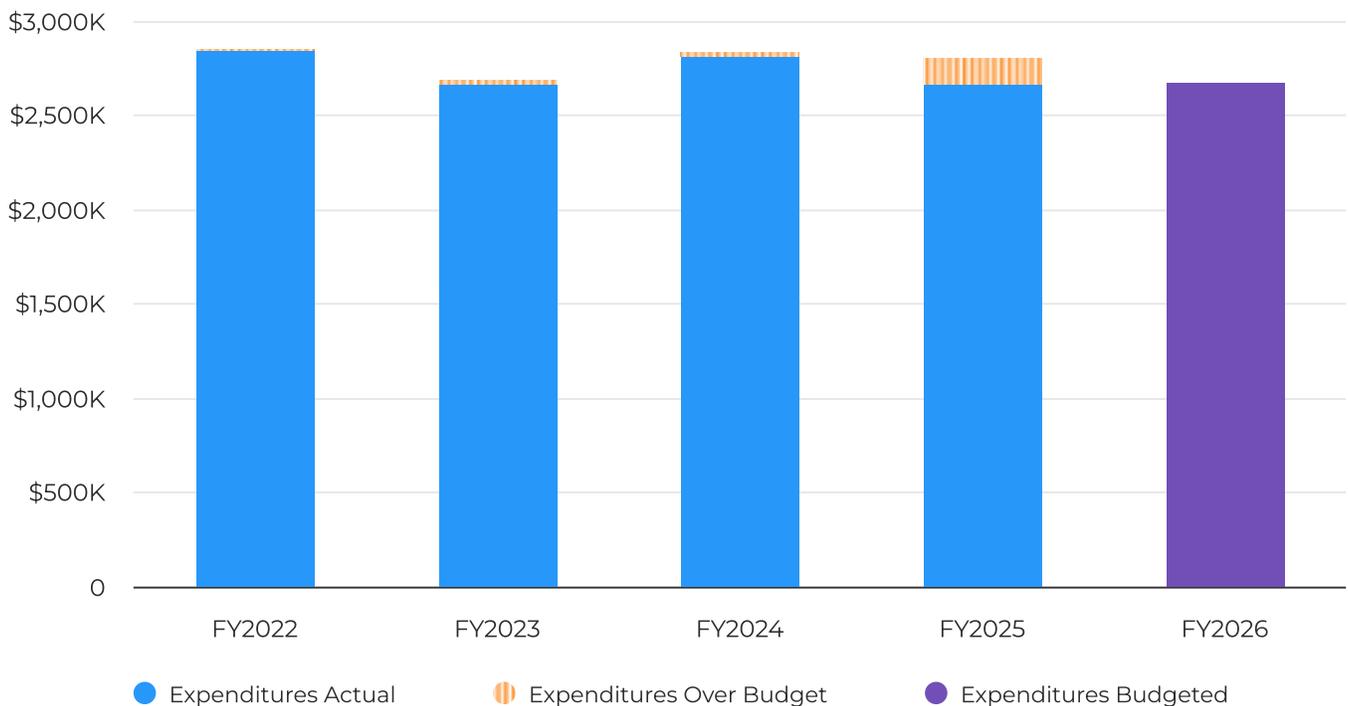
Dakota High School is a choice school for ages 16 to 21-year-old high school students living within the Fargo Public Schools boundaries. Most Dakota graduates go on to two-year post-high school programs. Some graduates go directly into the workforce while they contemplate a career path and necessary post-secondary education. Several graduates attend four-year institutions right out of high school, and a few pursue military careers. Since Dakota is a choice school, graduating class size will vary each year.

The average enrollment is 150.

The following represents expenditures specifically allocated to the school.

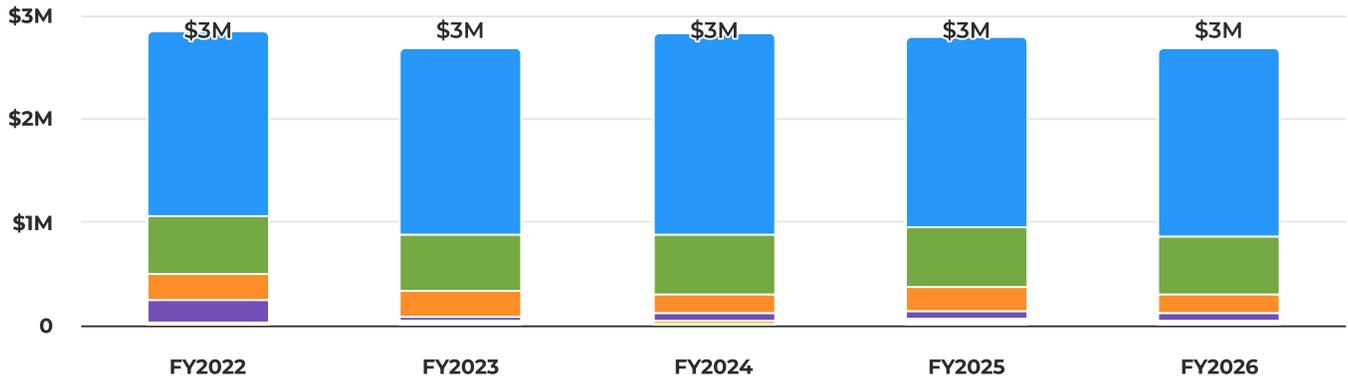
Expenditure Summary

Historical Expenditures Across Location



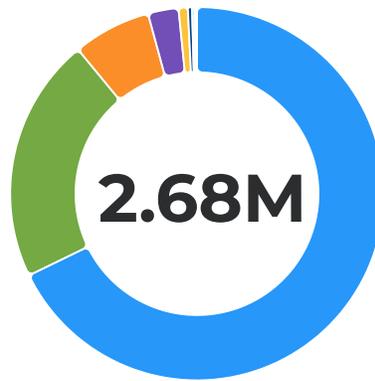
Expenditures by Expense Type

Historical Expenditures by Expense Type



- Salaries
- Employee Benefits
- Supplies and Materials
- Purchased Property Services
- Property
- Other Purchased Services
- Professional and Technical Services
- Other
- Other Uses of Funds

FY26 Expenditures by Object Summary



● Salaries	\$1,815,209	67.79%
● Employee Benefits	\$568,585	21.24%
● Supplies and Materials	\$180,632	6.75%
● Purchased Property Services	\$70,600	2.64%
● Professional and Technical Services	\$21,420	0.80%
● Other Purchased Services	\$9,712	0.36%
● Other	\$5,262	0.20%
● Other Uses of Funds	\$3,078	0.11%
● Property	\$3,000	0.11%

Davies High School

Principal: Sean Safranski

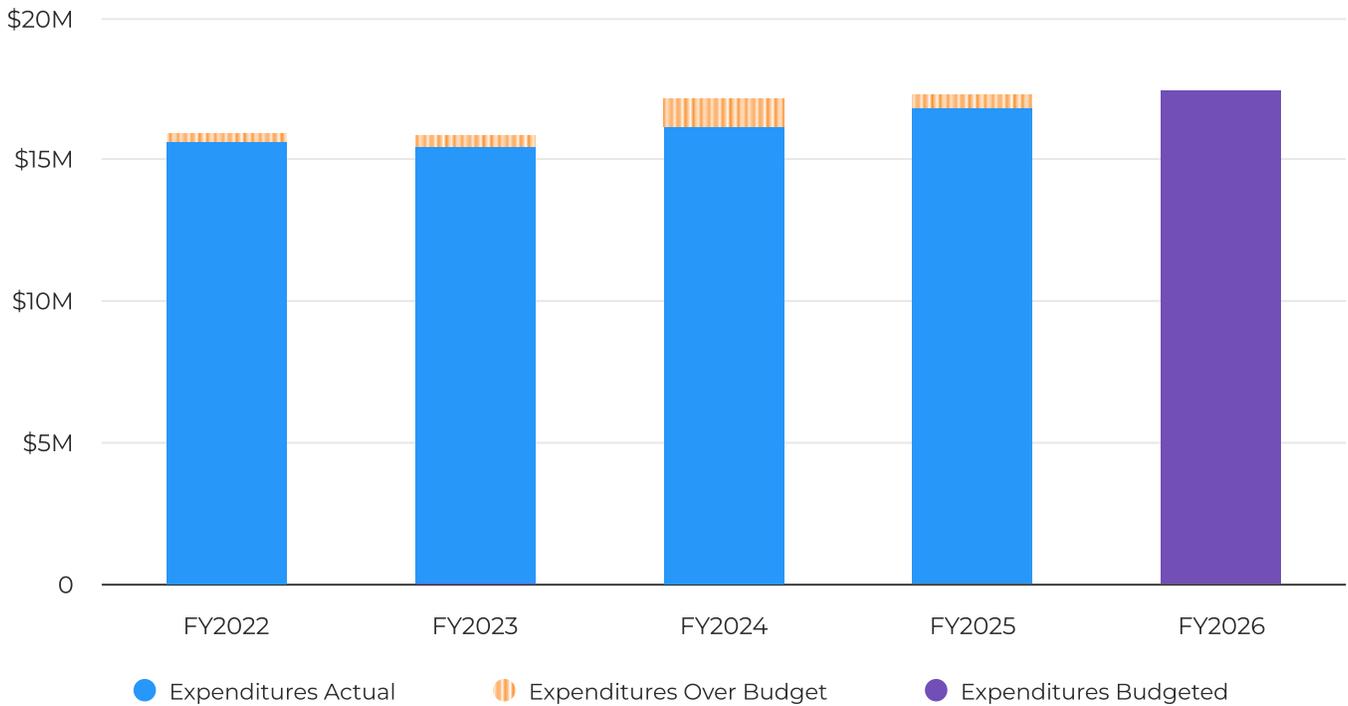
Ronald N. Davies High School, established in 2011, is the newest of three comprehensive high schools in the Fargo Public School district. The school's name is in honor of the federal district judge from Fargo whose decisions in Little Rock in 1957 opened the door for the desegregation of the nation's schools.

The average enrollment is 1,260.

The following represent expenditures specifically allocated to the school.

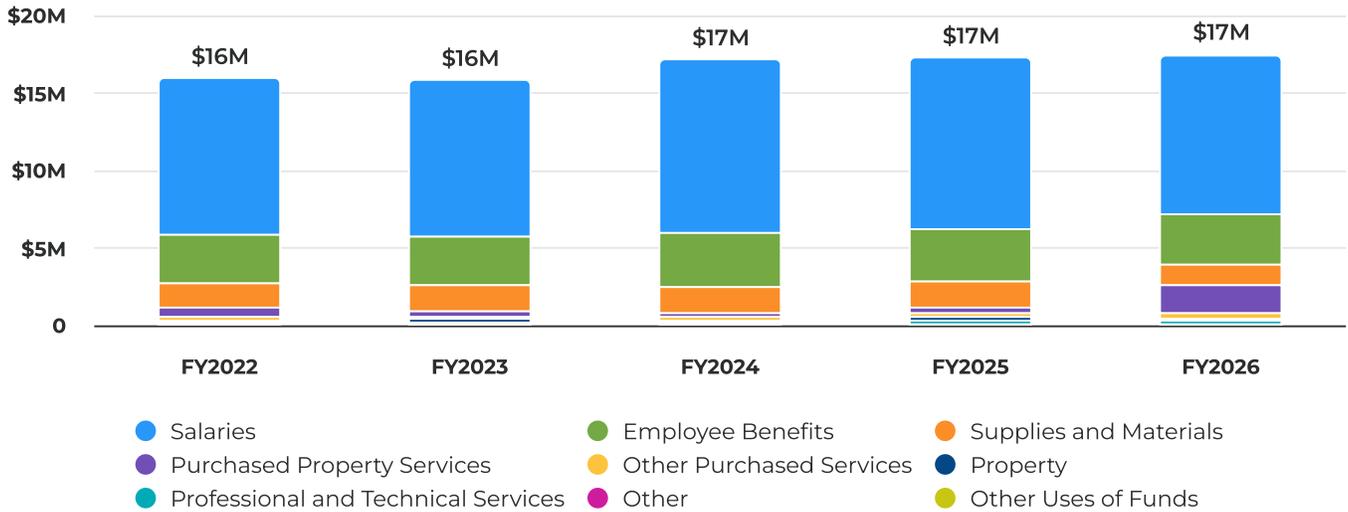
Expenditure Summary

Historical Expenditures Across Location

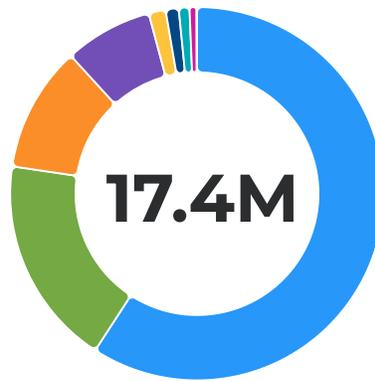


Expenditures by Expense Type

Historical Expenditures by Expense Type



FY26 Expenditures by Object Summary



Salaries	\$10,308,932	59.18%
Employee Benefits	\$3,164,830	18.17%
Purchased Property Services	\$1,894,486	10.87%
Supplies and Materials	\$1,328,526	7.63%
Other Purchased Services	\$252,864	1.45%
Property	\$199,275	1.14%
Professional and Technical Services	\$160,431	0.92%
Other	\$104,114	0.60%
Other Uses of Funds	\$7,111	0.04%

North High School

Principal: Travis Christensen

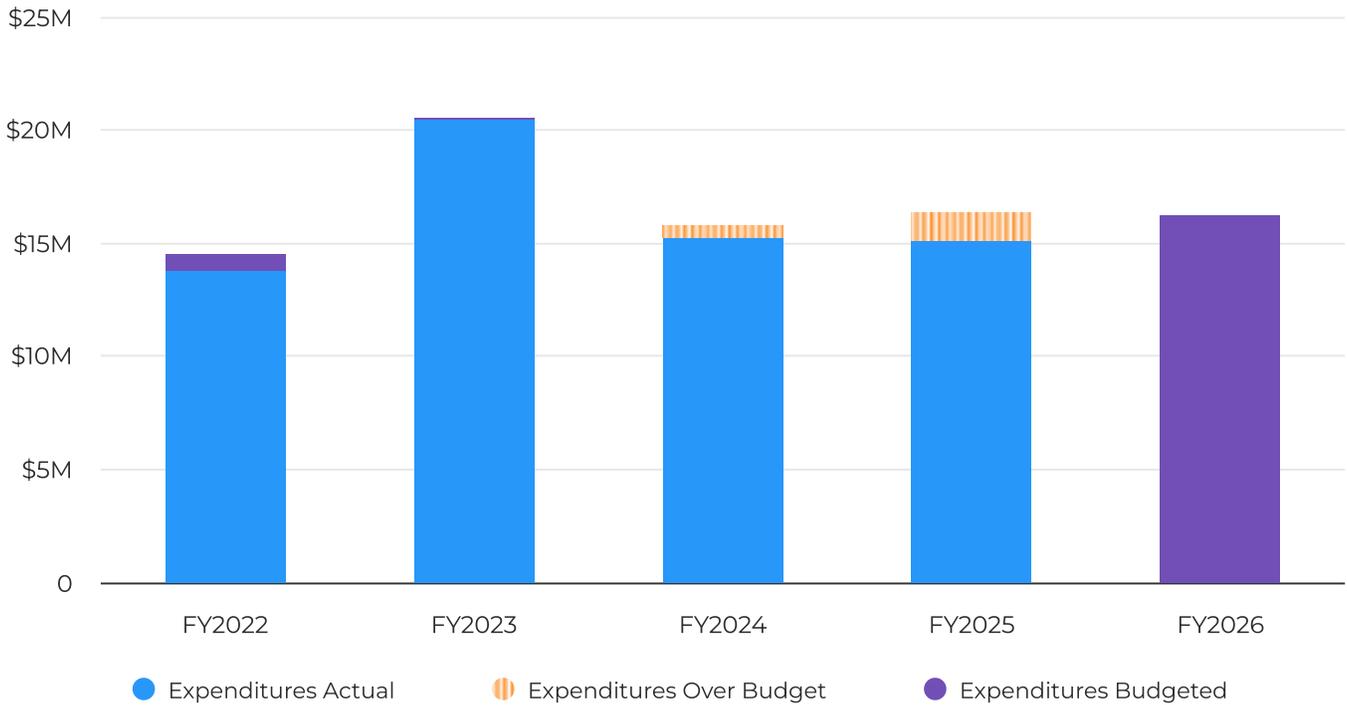
On a plot of land originally dedicated to the Red River Valley Fair and the Barnett Field (home of the Fargo-Moorhead Twins Class-D Northern League baseball team), North High School was built due to an increase in the student population and had its first graduating class in 1966. The building and campus have seen numerous additions and renovations over the years. The most recent is the addition of a track & field facility, completed in the summer of 2023. The facility will allow track & field meets to be held on Fargo North's campus for the first time in the school's history.

The average enrollment is 1,100.

The following represent expenditures specifically allocated to the school.

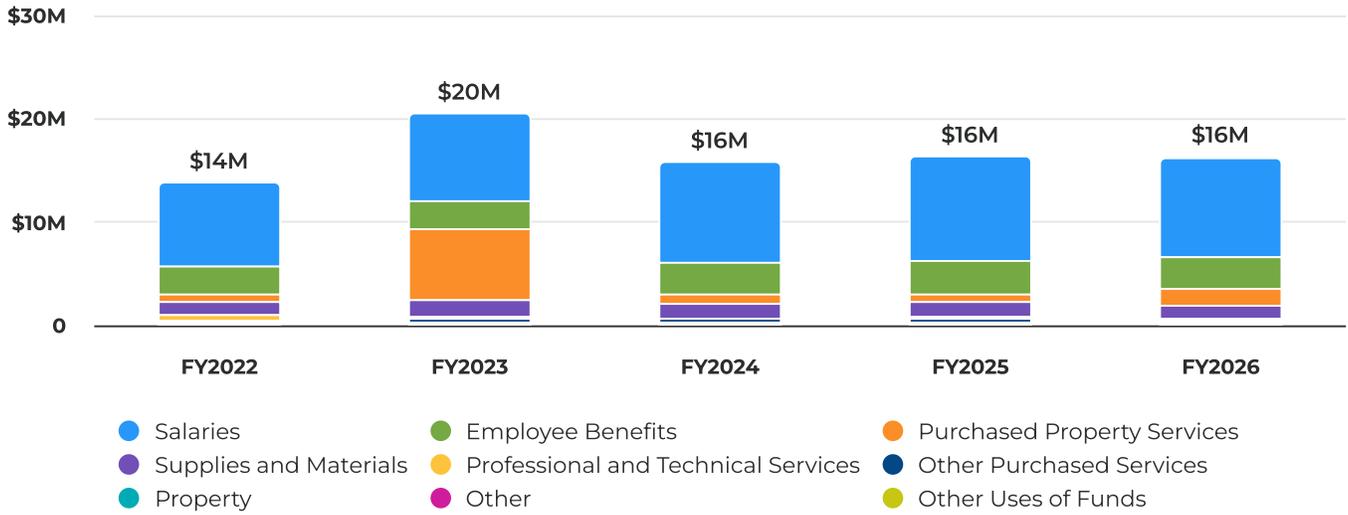
Expenditure Summary

Historical Expenditures Across Location



Expenditures by Expense Type

Historical Expenditures by Expense Type



FY26 Expenditures by Object Summary



Salaries	\$9,599,998	59.20%
Employee Benefits	\$3,133,336	19.32%
Purchased Property Services	\$1,634,284	10.08%
Supplies and Materials	\$1,218,296	7.51%
Other Purchased Services	\$251,800	1.55%
Property	\$133,691	0.82%
Other	\$117,255	0.72%
Professional and Technical Services	\$113,720	0.70%
Other Uses of Funds	\$12,760	0.08%

South High School

Principal: Kristi Brandt

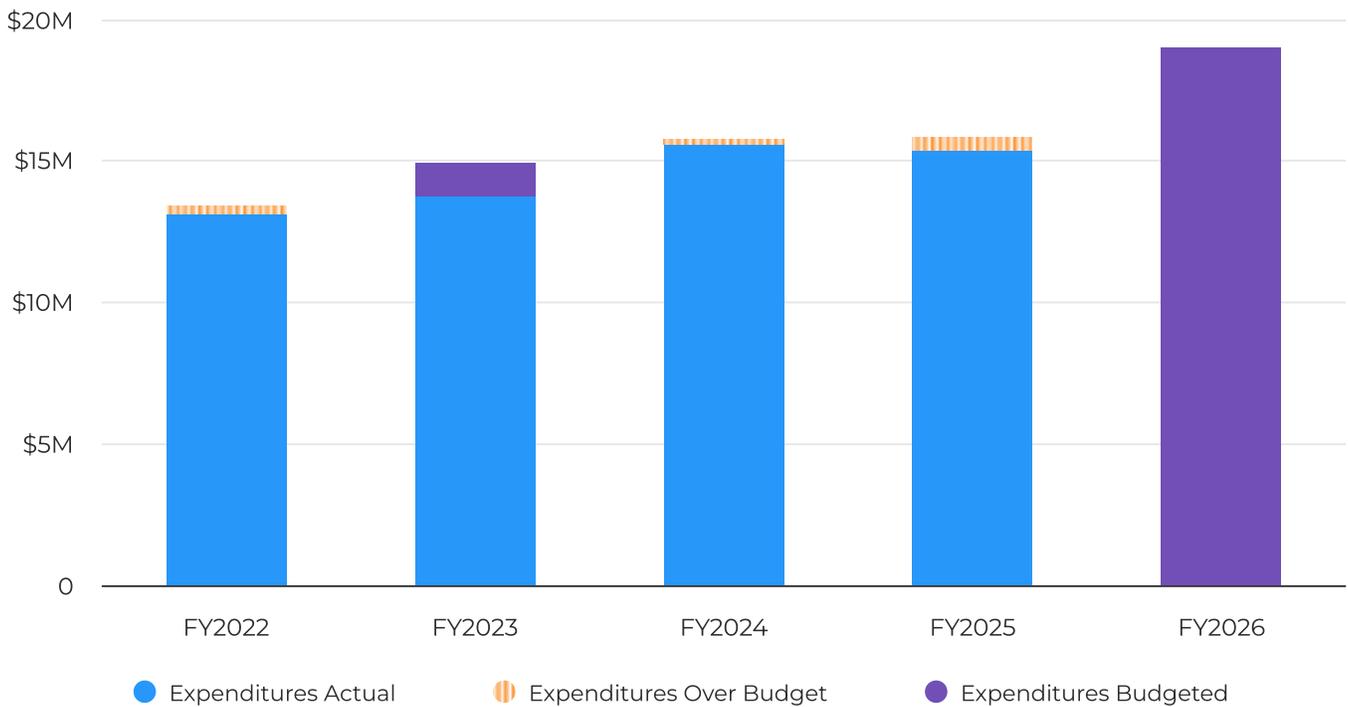
Fargo South High found its beginning out of the ashes of the fire that destroyed Fargo Central High School in 1966. Students from Central High finished the '66 school year at North High and spent the '66-67 school year at North High during the construction of South High. The new facility in South Fargo became South High and the "Bruins" christened their new high school at the beginning of the '67-68 school year.

The average enrollment is 900.

The following represent expenditures specifically allocated to the school.

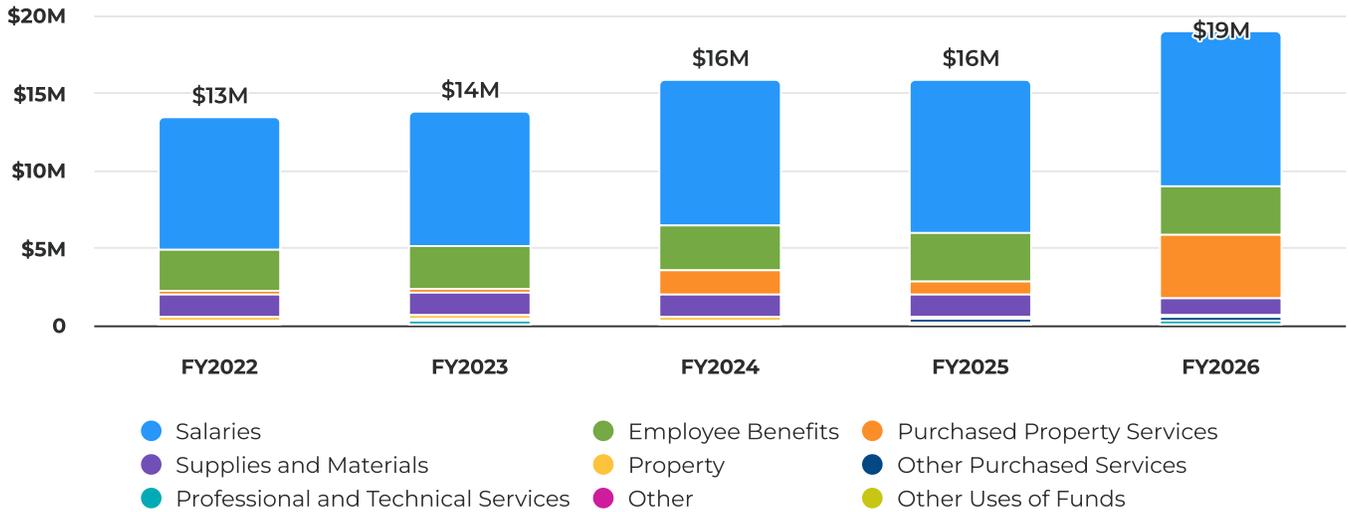
Expenditure Summary

Historical Expenditures Across Location

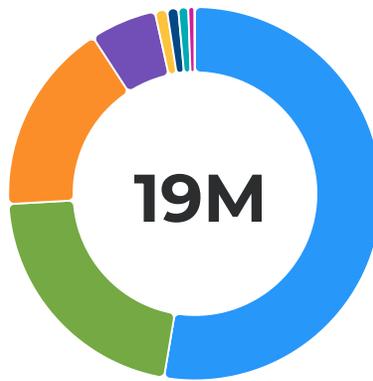


Expenditures by Expense Type

Historical Expenditures by Object Summary



FY26 Expenditures by Object Summary



Salaries	\$9,998,274	52.66%
Purchased Property Services	\$4,073,916	21.46%
Employee Benefits	\$3,168,187	16.69%
Supplies and Materials	\$1,089,876	5.74%
Other Purchased Services	\$197,075	1.04%
Professional and Technical Services	\$185,620	0.98%
Property	\$164,150	0.86%
Other	\$100,142	0.53%
Other Uses of Funds	\$8,380	0.04%

Adult Ed & Even Start Family Literacy

Executive Director: Jennifer Frueh

Located in the Agassiz building, the Fargo Adult Learning Center (FALC) assists adult students in reaching their academic, employment, and post-secondary goals. The FALC has four primary program focus areas: English Learners (EL), General Educational Development (GED®), Adult Basic Education (ABE) and Even Start Family Literacy. The FALC is located at Agassiz, home to several of the District’s alternative learning and community development programs. The FALC serves approximately 1,370 students.

The Even Start Family Literacy program integrates early childhood education, adult literacy (including adult basic education or English Learner instruction), parenting education, and interactive parent and child literacy activities into a single, unified educational program.

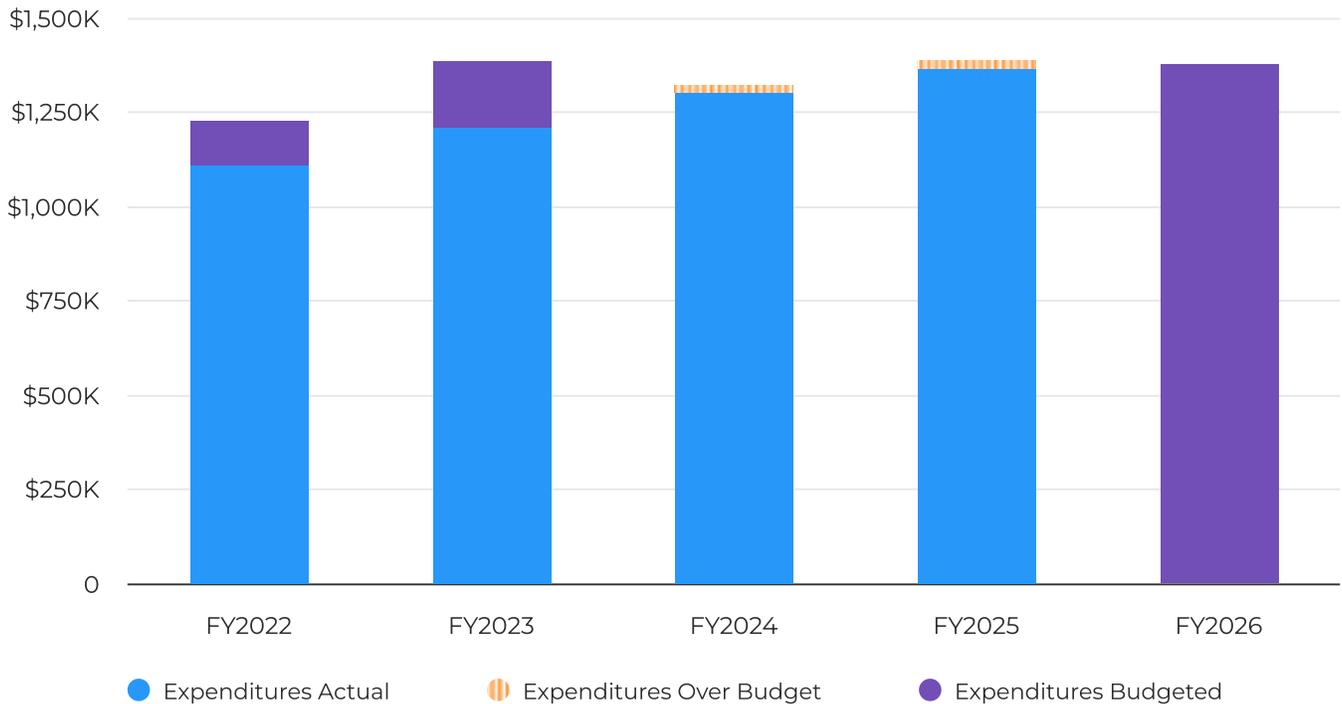
There are three interrelated goals:

1. Help parents improve their literacy or basic educational skills
2. Help parents become full partners in educating their children
3. Assist children in reaching their full potential as learners to enter school “kindergarten ready”

Through the Even Start program, children and adults can improve their English proficiency, while participating in family literacy and parenting activities. This program is offered in conjunction with the Fargo Adult Learning Center as well as Dakota High School, the District’s alternative learning setting. Funding for the Even Start Family Literacy program is provided by Fargo Public Schools, United Way of Cass-Clay and N.D. Department of Health and Human Services.

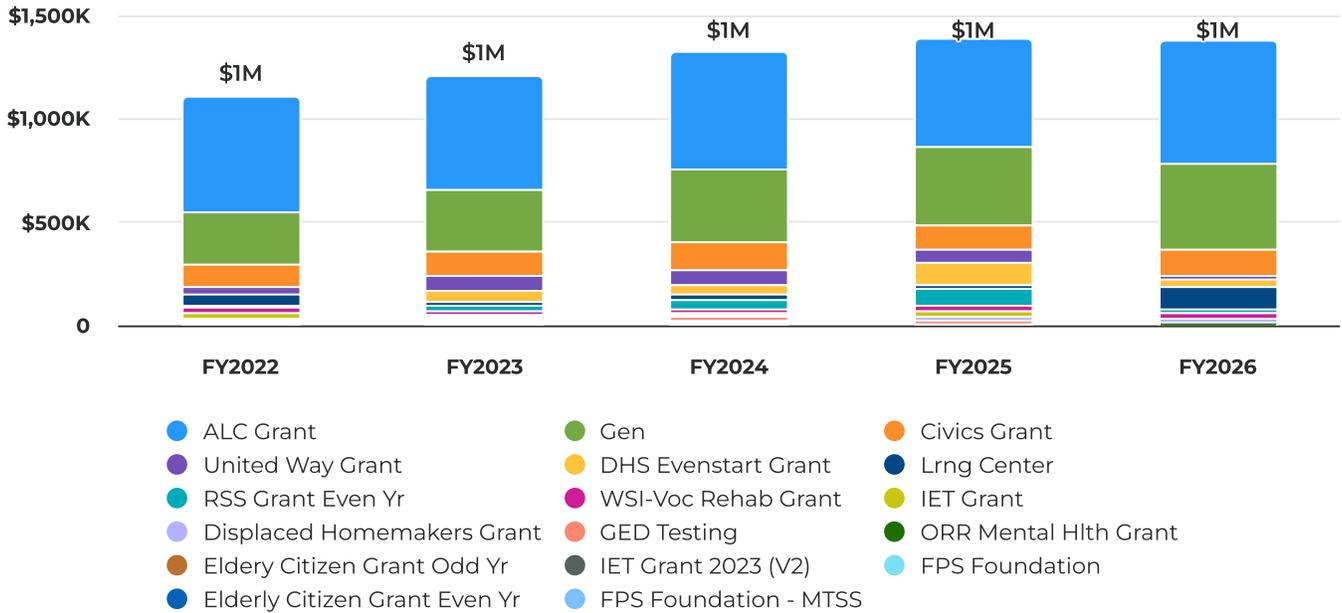
Expenditure Summary

Historical Expenditures Across Org

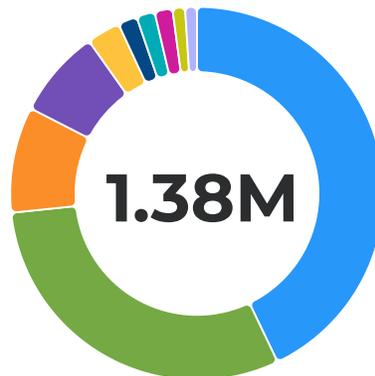


Expenditures by Funding Source

Historical Expenditures by Funding Source



FY26 Expenditures by Project

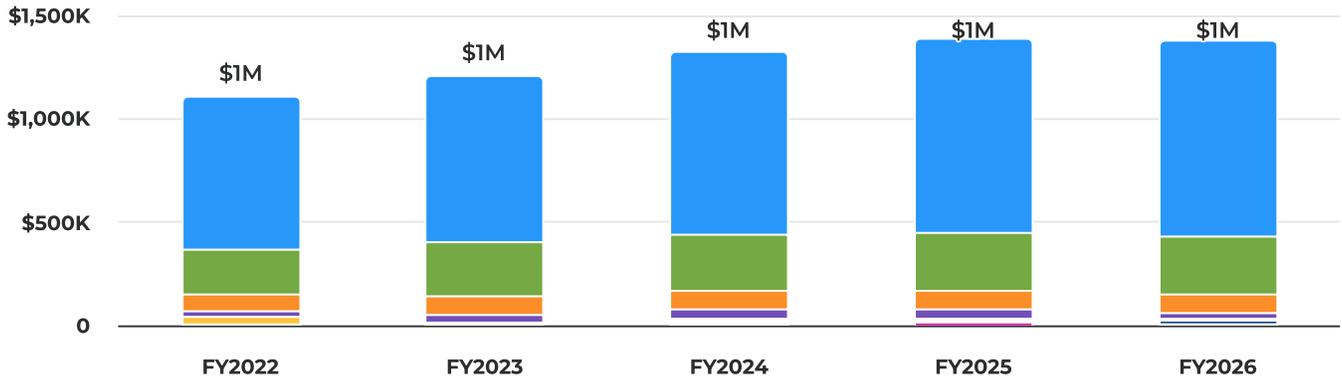


Funding Source	Amount	Percentage
ALC Grant	\$590,252	42.90%
Gen	\$419,052	30.46%
Civics Grant	\$126,397	9.19%
Lrng Center	\$105,287	7.65%
DHS Evenstart Grant	\$40,165	2.92%
WSI-Voc Rehab Grant	\$22,638	1.65%
Displaced Homemakers Grant	\$22,000	1.60%
RSS Grant Even Yr	\$21,288	1.55%
United Way Grant	\$14,798	1.08%
ORR Mental Hlth Grant	\$14,091	1.02%



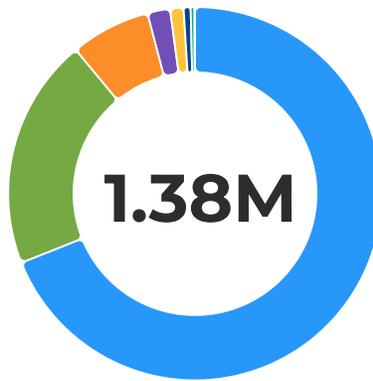
Expenditures by Expense Type

Historical Expenditures by Expense Type



- Salaries
- Employee Benefits
- Professional and Technical Services
- Supplies and Materials
- Property
- Other
- Other Purchased Services
- Other Uses of Funds

FY26 Expenditures by Object Summary



● Salaries	\$949,104	68.98%
● Employee Benefits	\$275,462	20.02%
● Professional and Technical Services	\$95,029	6.91%
● Supplies and Materials	\$26,921	1.96%
● Other	\$16,030	1.16%
● Property	\$8,367	0.61%
● Other Purchased Services	\$4,591	0.33%
● Other Uses of Funds	\$464	0.03%



Explorer Academy

Principal: Emily Dilliard

Explorer Academy is a K-8 special education day school with integrated project-based STEAM and gross motor program opportunities. The education program supports the whole child by embedding social emotional learning in all facets of the educational experience. Explorer Academy staff strive to build relationships with every student to guide and engage them in self-regulation skills to enhance their academic and social-emotional growth. Students are placed into the Explorer Academy based on the least restrictive environment (LRE) needs designated by their IEP team and a district determination for appropriate location of services.

The Explorer Academy environment was designed to meet students at their level of need rather than having them fit into traditional settings. Through the design of secured learning pod environments to sensory rooms, SmartLab, small group rooms, classroom respite spaces, calming areas, soft gradient lighting, curved walls, soft paint palettes, visual announcements, state-of-the-art sensory gym, the Explorer Academy building offers a learning environment at a unique, individualized level for its learners.

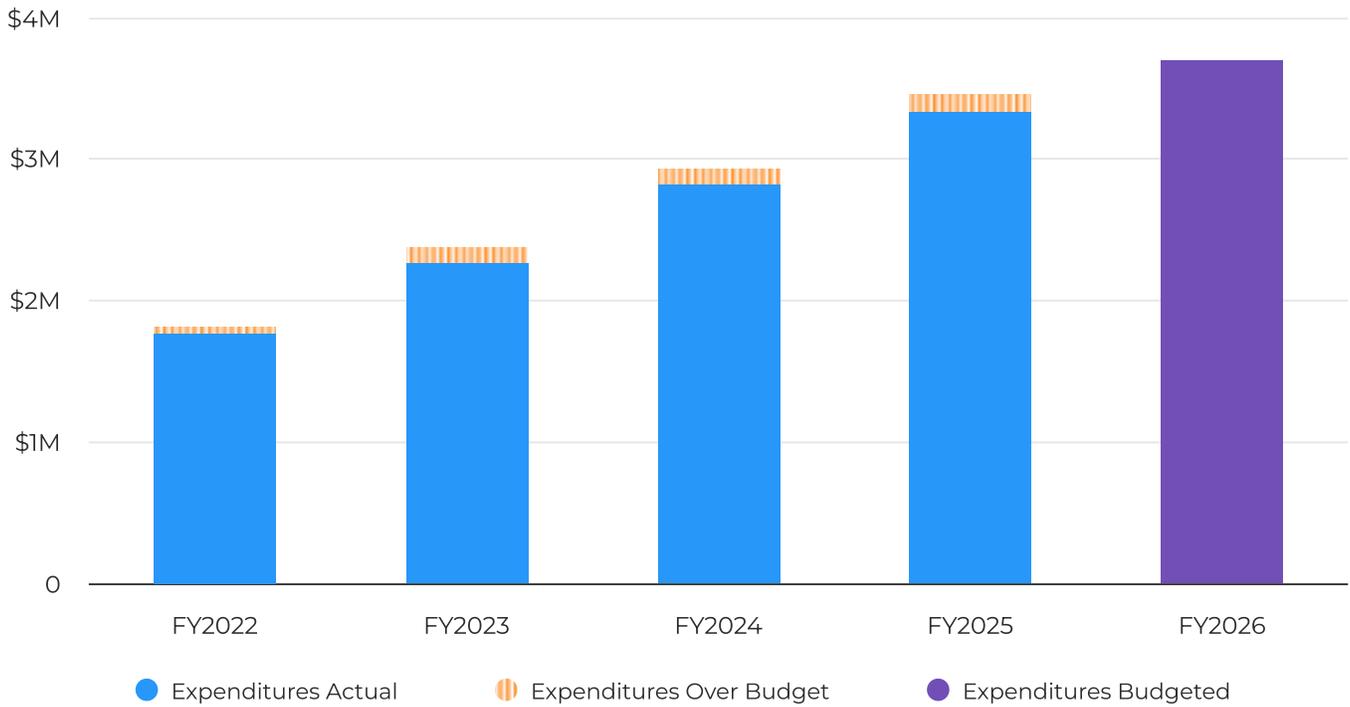
The classroom staffing model at Explorer Academy consists of two professionals: a special education teacher and positive behavior technicians. The school campus is also equipped with a Care Team that provides proactive social emotional learning support and is deployed during moments of crisis needs. The Care Team staffing consists of the building principal, assistant principal, social worker, board-certified behavior analyst (BCBA), and a positive behavior interventionist (PBI).

Enrollment varies based on student placement and is currently approximately 40 students.

The following represent expenditures specifically allocated to the school.

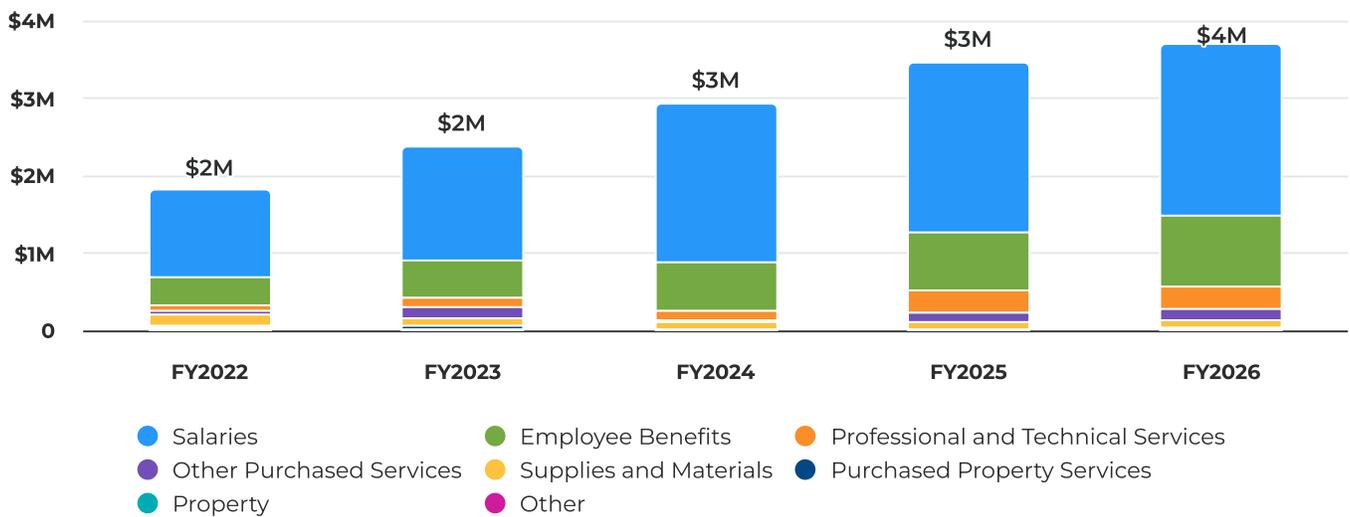
Expenditure Summary

Historical Expenditures Across Location

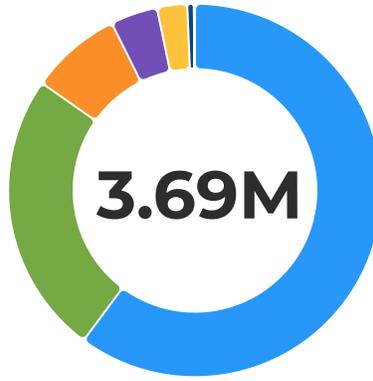


Expenditures by Expense Type

Historical Expenditures by Expense Type



FY26 Expenditures by Object Summary



● Salaries	\$2,221,136	60.17%
● Employee Benefits	\$907,104	24.57%
● Professional and Technical Services	\$292,240	7.92%
● Other Purchased Services	\$150,500	4.08%
● Supplies and Materials	\$96,272	2.61%
● Purchased Property Services	\$20,400	0.55%
● Property	\$2,500	0.07%
● Other	\$1,400	0.04%

Trollwood Performing Arts School & Bluestem Center for the Arts

Executive Director: Kathy Anderson

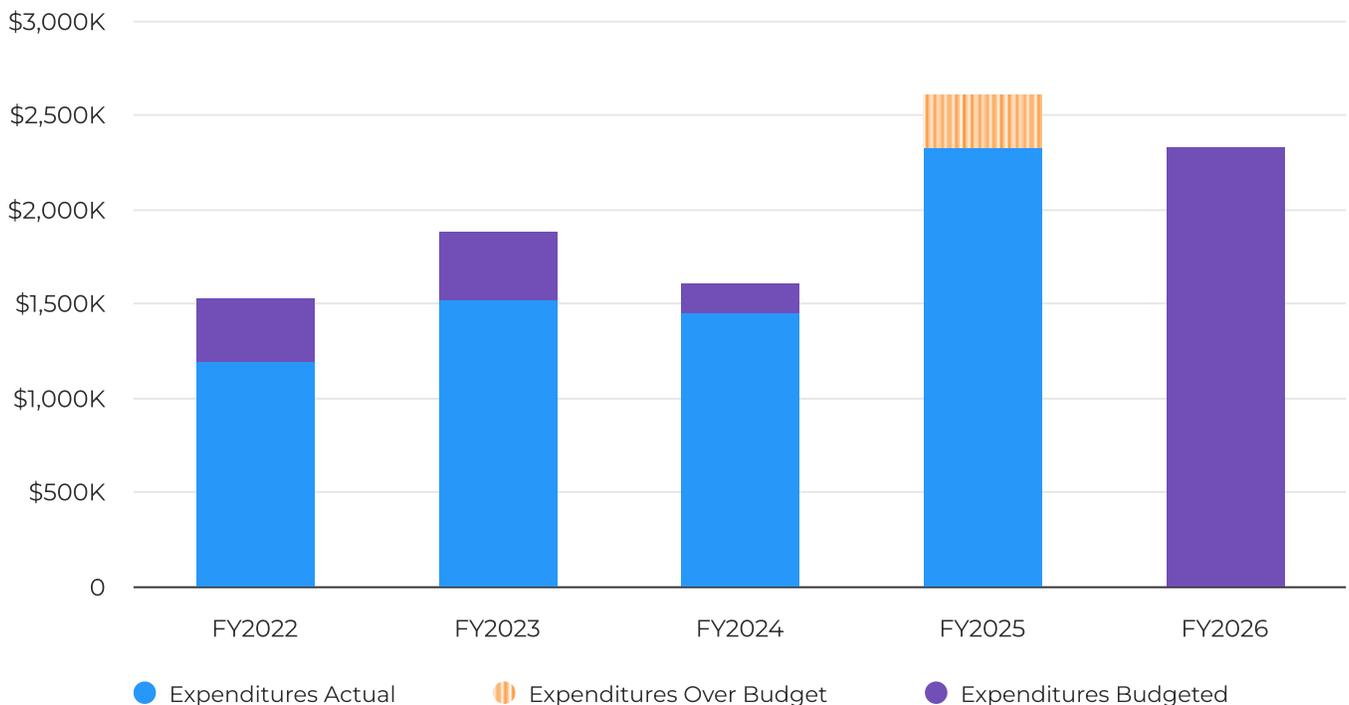
Trollwood Performing Arts School, a program of Fargo Public Schools, serves as the managing arm for Bluestem Center for the Arts, a world-class facility headquartered in Moorhead, Minnesota. The campus includes river views, grassy meadows, woods, and wildlife. The facilities comprise outdoor stages, a 2,500-seat amphitheater, and the beautiful Marcil Commons, which serve as the Trollwood headquarters, an educational center, and a rental space. It boasts warm knotty pine rooms and beautiful park views.

Bluestem Center for the Arts hosts many programs that inspire a love for the arts in people of all ages. The facility is used for school arts curriculum and activities, including the 12 programs offered by Trollwood Performing Arts School. Bluestem also serves as a space for public performances, exhibitions, community festivals, corporate retreats, conferences, weddings, and other private rental opportunities. Since opening, thousands of patrons and students have enjoyed these opportunities.

The following represents expenditures directly allocated to the program and facility. Program costs are paid through the Student Activities Fund and facilities costs are paid through the General Fund.

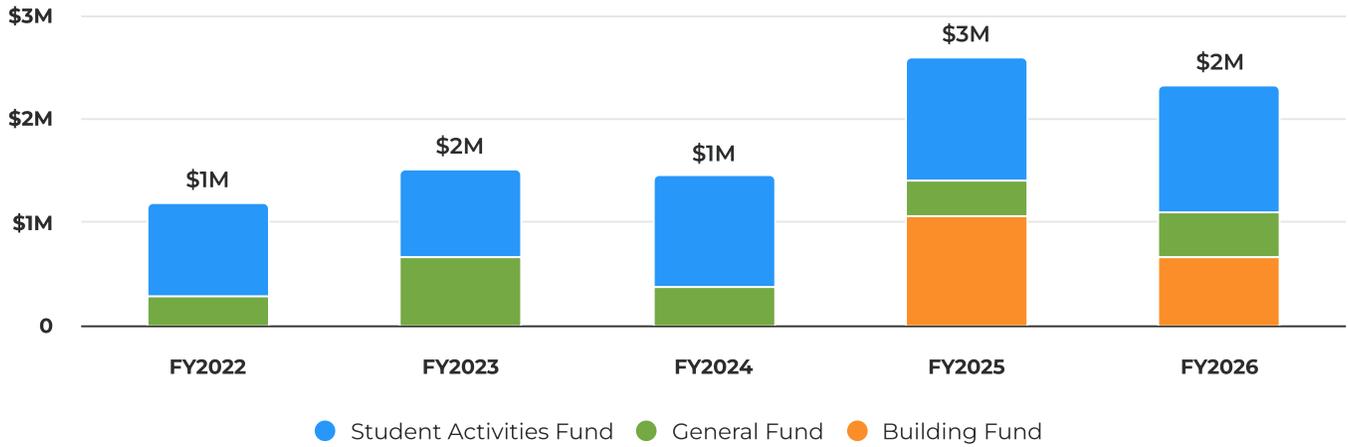
Expenditure Summary

Historical Expenditures Across Location

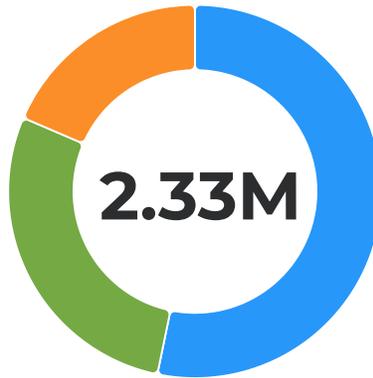


Expenditures by Fund

Historical Expenditures by Fund



FY26 Expenditures by Fund



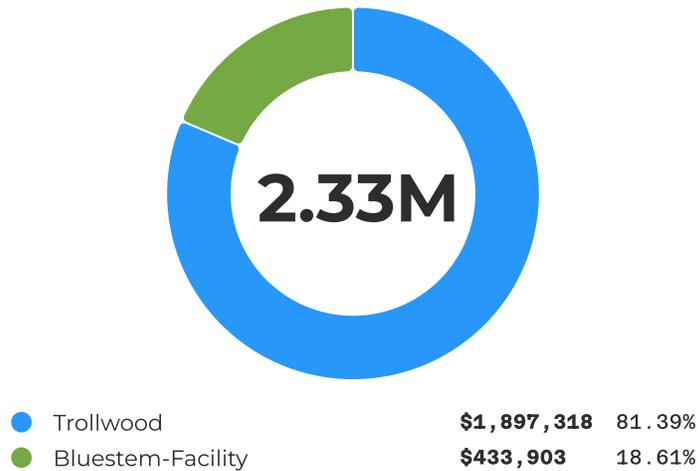
● Student Activities Fund	\$1,240,870	53.23%
● Building Fund	\$657,968	28.22%
● General Fund	\$432,383	18.55%

Expenditures by Location

Historical Expenditures by Location

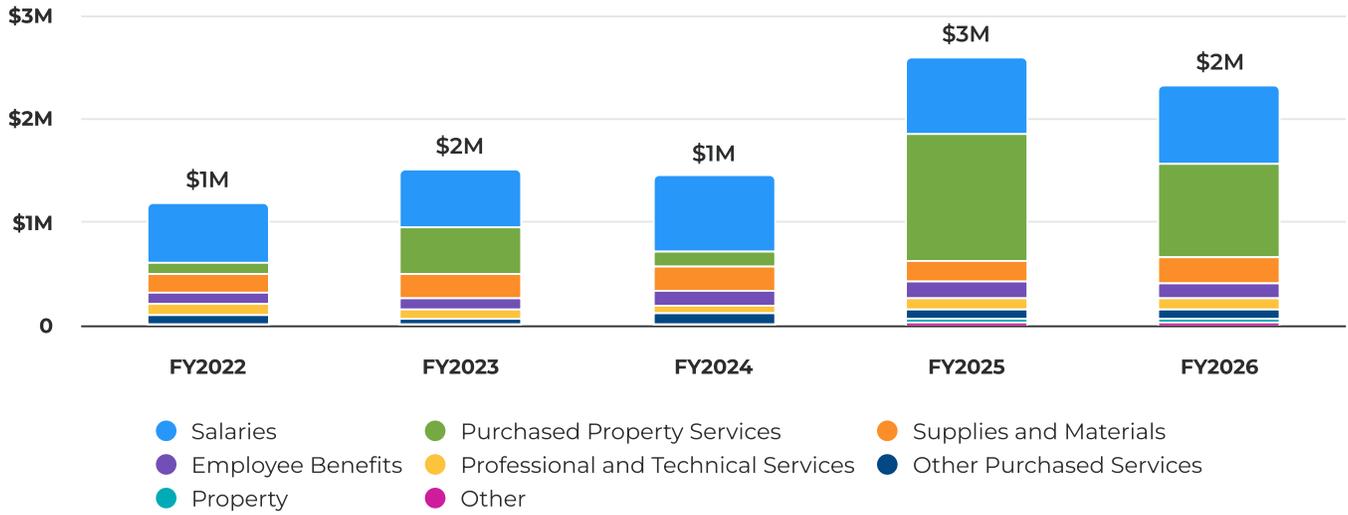


FY26 Expenditures by Location

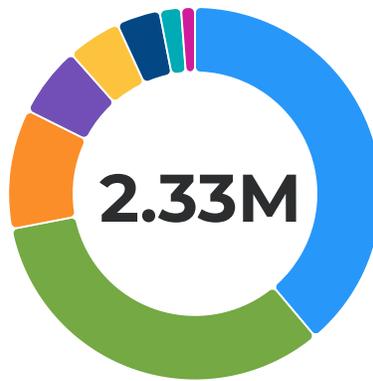


Expenditures by Expense Type

Historical Expenditures by Expense Type



FY26 Expenditures by Object Summary



Purchased Property Services	\$906,488	38.88%
Salaries	\$771,284	33.08%
Supplies and Materials	\$242,100	10.39%
Employee Benefits	\$142,580	6.12%
Professional and Technical Services	\$109,400	4.69%
Other Purchased Services	\$87,870	3.77%
Property	\$43,500	1.87%
Other	\$28,000	1.20%

Virtual Academy

Principal: Holly Fiechtner

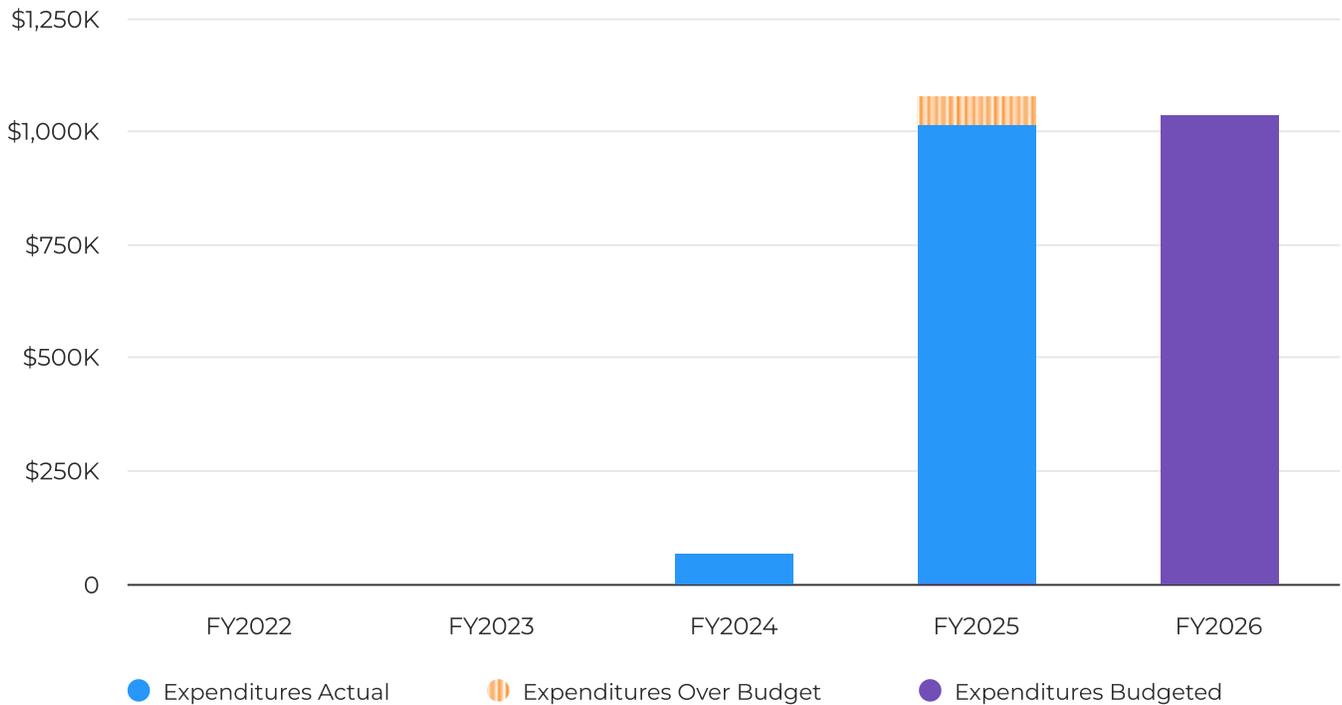
Fargo Public Schools Virtual Academy is an excellent example of collaboration and innovation in response to meeting the needs of students. The Virtual Academy was created in response to the Covid-19 Pandemic. Although students were able to return to school in the fall of 2020, it was recognized that many students and families still desired to have a virtual learning option available. As the numbers of students participating in the Virtual Academy continued to grow, Fargo Public Schools made the decision to continue the Virtual Academy as an option for those students and families in need. The Virtual Academy was recognized as its own school in the fall of 2021, utilizing curriculum approved by the North Dakota Center for Distance Education (NDCDE) for elective credits and Edgenuity for core classes (English, math, science, and social studies). Teachers from within the district worked to align these classes with our standards.

The average enrollment is 200 with the majority being high school students.

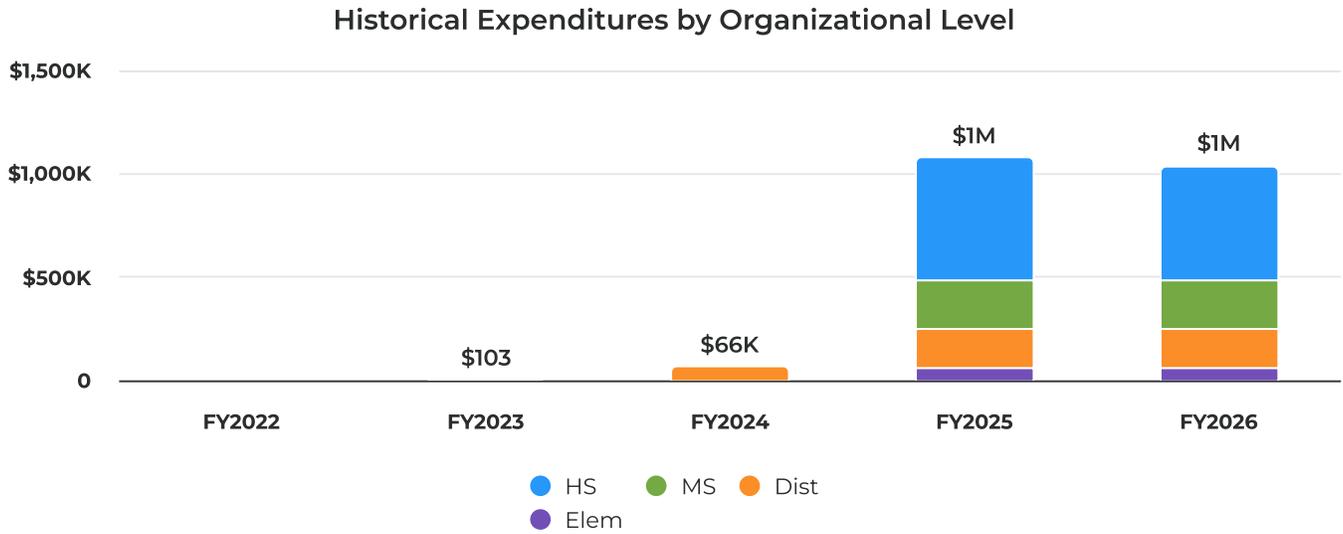
The following represents expenditures specifically allocated to the school.

Expenditure Summary

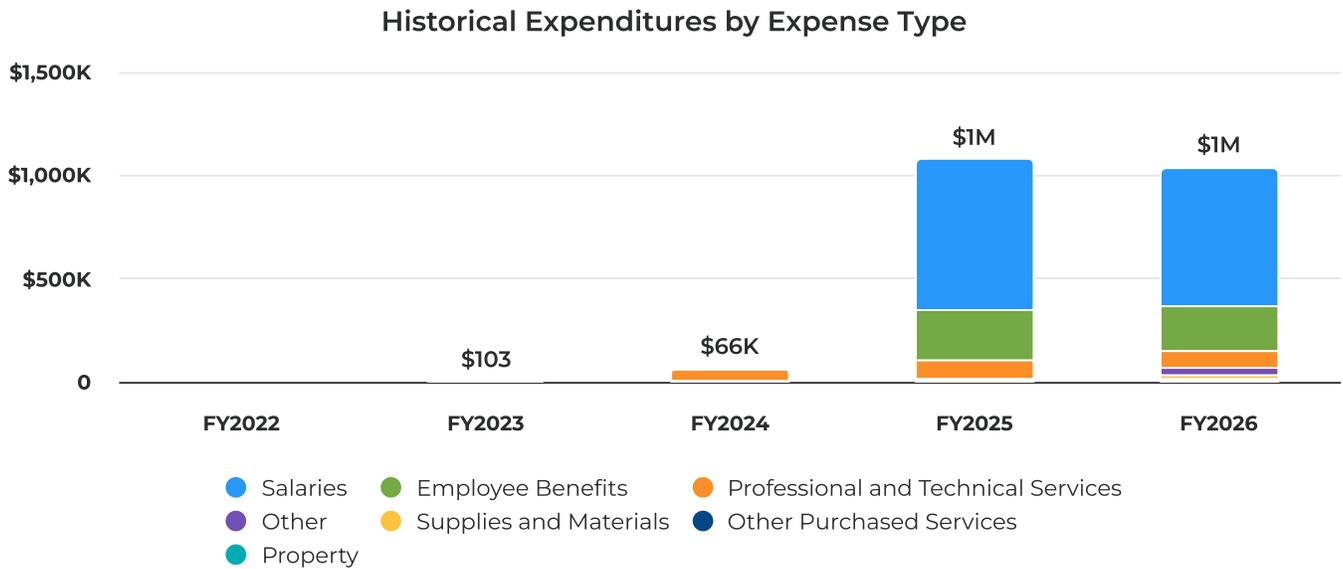
Historical Expenditures Across Location



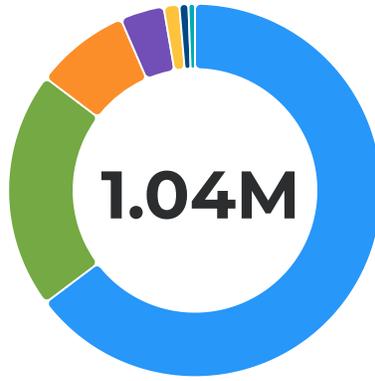
Expenditures by Organizational Level



Expenditures by Expense Type



FY26 Expenditures by Object Summary



● Salaries	\$670,468	64.74%
● Employee Benefits	\$212,858	20.55%
● Professional and Technical Services	\$85,000	8.21%
● Other	\$39,500	3.81%
● Supplies and Materials	\$13,950	1.35%
● Other Purchased Services	\$8,100	0.78%
● Property	\$5,800	0.56%

Government-Wide Debt Overview

Debt must be issued within legal debt limits, which is currently 10% of the assessed value of property within the district. The legal debt limit, also known as the debt ceiling, is the maximum amount of money the school can borrow. The legal debt margin, also known as the debt service margin, is the difference between the amount of debt the school is authorized to carry and the amount of debt it is actually carrying.

	2025 Tax Year
Assessed Value of All Property	\$6,142,583,866
Debt Limit - 10% of Assessed Value	\$614,258,387
Legal Debt Margin (Debt Applicable to Limitation)	\$86,809,132
Legal Debt Margin	\$527,449,255
Total Debt Applicable to Limitation as a Percentage of Debt Limit	14.13%

Debt Service Fund



Total Debt Outstanding

\$78,568,131

-\$8,241,001 (-9.49% vs. FY25)

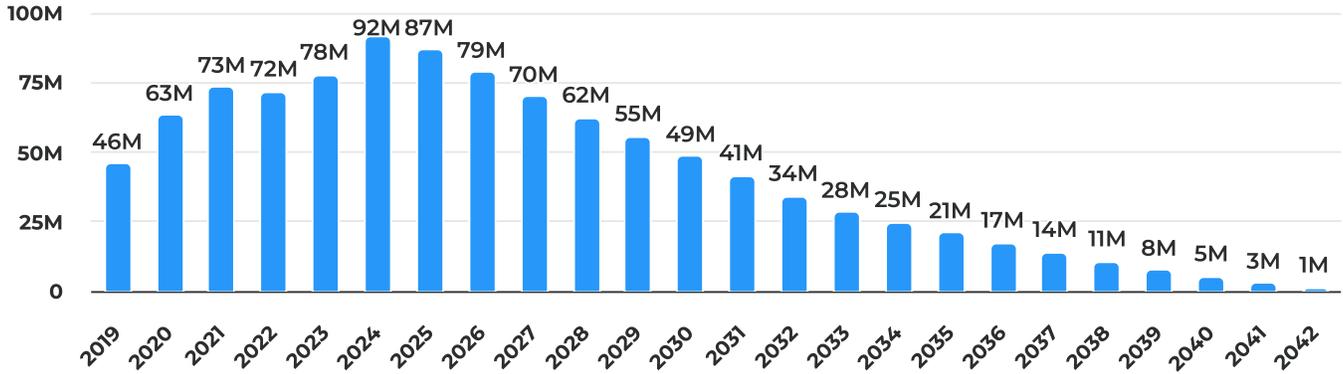
● Debt Service Fund **\$78,568,131** 100.00%

Fund Name	FY2024 Principal Outstanding	FY2025 Principal Outstanding	% Change	\$ Change
Debt Service Fund	\$91,607,152	\$86,809,132	-5.24%	-\$4,798,020
Total Debt	\$91,607,152	\$86,809,132	-5.24%	-\$4,798,020



Debt Service Fund

District debt is related to the construction and renovation of school buildings with refunding debt issued when favorable to do so. The Building Fund has been utilized for all currently outstanding debt issues.



Fund Name	FY2024 Principal Outstanding	FY2025 Principal Outstanding	% Change	\$ Change
Debt Service Fund	\$91,607,152	\$86,809,132	-5.24%	-\$4,798,020
Total Debt	\$91,607,152	\$86,809,132	-5.24%	-\$4,798,020

Debt By Type



Debt By Type

● 2019 Limited Tax School Building Refunding Bond (Ed Clapp & Elementary HVAC Upgrades)	\$17,805,000	22.66%
● 2023 Limited Tax Building Bond (Land Purchase)	\$14,885,000	18.95%
● 2018 Limited Tax School Building Bond (Discovery Middle)	\$10,515,000	13.38%
● 2020 Limited Tax School Building Bond (Explorer Academy)	\$9,065,000	11.54%
● 2015 Limited Tax School Building Refunding Bond (Davies High)	\$8,835,000	11.25%
● 2022A Limited Tax Building Bond (North High Track)	\$7,025,000	8.94%
● 2016A Limited Tax School Building Bond (Eagles Elementary)	\$5,690,000	7.24%
● 2015C Limited Tax State School Construction Bond (Ed Clapp & Elementary HVAC Upgrades)	\$2,848,131	3.63%
● 2015B Limited Tax School Building Refunding	\$1,900,000	2.42%

Total Debt

\$78,568,131

-\$8,241,001 (-9.49% vs. FY25)

Debt By Type

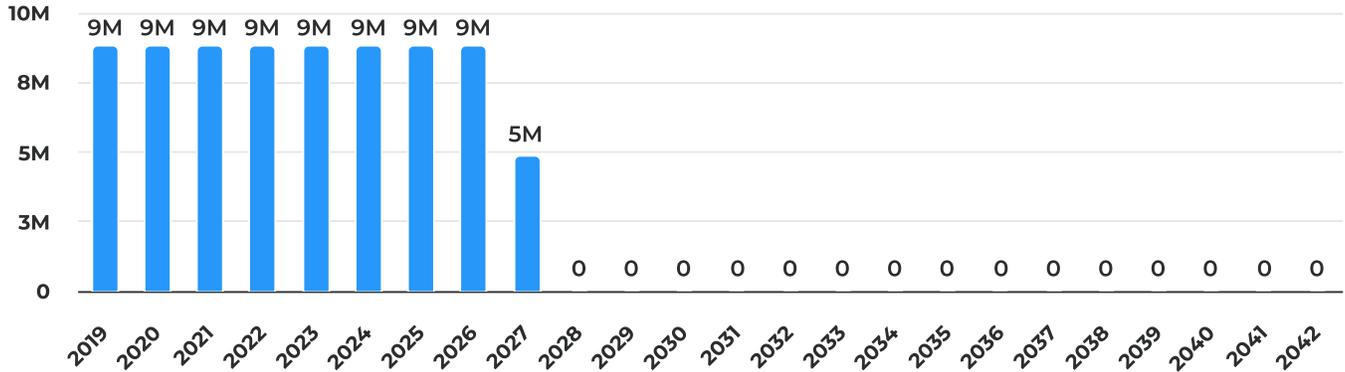
Bond (Davies High)

Fund Name	FY2024 Principal Outstanding	FY2025 Principal Outstanding	% Change	\$ Change
2015 Limited Tax School Building Refunding Bond (Davies High)	\$8,835,000	\$8,835,000	0.00%	-
2015B Limited Tax School Building Refunding Bond (Davies High)	\$9,750,000	\$7,495,000	-23.13%	-\$2,255,000
2015C Limited Tax State School Construction Bond (Ed Clapp & Elementary HVAC Upgrades)	\$3,447,152	\$3,149,132	-8.65%	-\$298,020
2016A Limited Tax School Building Bond (Eagles Elementary)	\$6,525,000	\$6,115,000	-6.28%	-\$410,000
2018 Limited Tax School Building Bond (Discovery Middle)	\$11,635,000	\$11,090,000	-4.68%	-\$545,000
2019 Limited Tax School Building Refunding Bond (Ed Clapp & Elementary HVAC Upgrades)	\$17,805,000	\$17,805,000	0.00%	-
2020 Limited Tax School Building Bond (Explorer Academy)	\$9,965,000	\$9,525,000	-4.42%	-\$440,000
2022A Limited Tax Building Bond (North High Track)	\$7,655,000	\$7,345,000	-4.05%	-\$310,000
2023 Limited Tax Building Bond (Land Purchase)	\$15,990,000	\$15,450,000	-3.38%	-\$540,000
Total Debt	\$91,607,152	\$86,809,132	-5.24%	-\$4,798,020



2015 Limited Tax School Building Refunding Bond (Davies High)

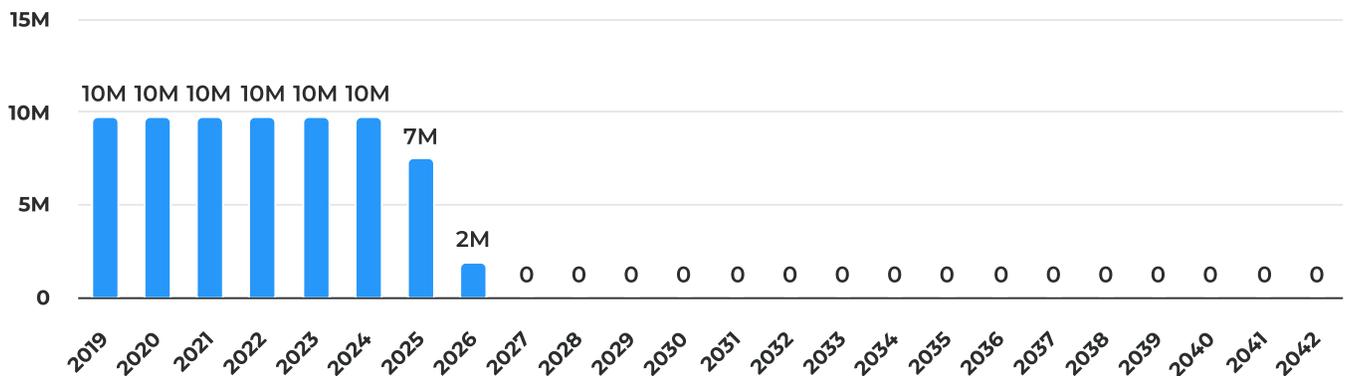
The 2015 Limited Tax School Building Refunding Bonds were issued for the purpose of refunding the Series 2007 bonds for Davies High School.



Fund Name	FY2024 Principal Outstanding	FY2025 Principal Outstanding	% Change	\$ Change
2015 Limited Tax School Building Refunding Bond (Davies High)	\$8,835,000	\$8,835,000	0.00%	-
Total Debt	\$8,835,000	\$8,835,000	0.00%	-

2015B Limited Tax School Building Refunding Bond (Davies High)

The 2015B Limited Tax School Building Refunding Bonds were issued for a crossover advance refunding portion of the Series 2008 bonds for Davies High School.

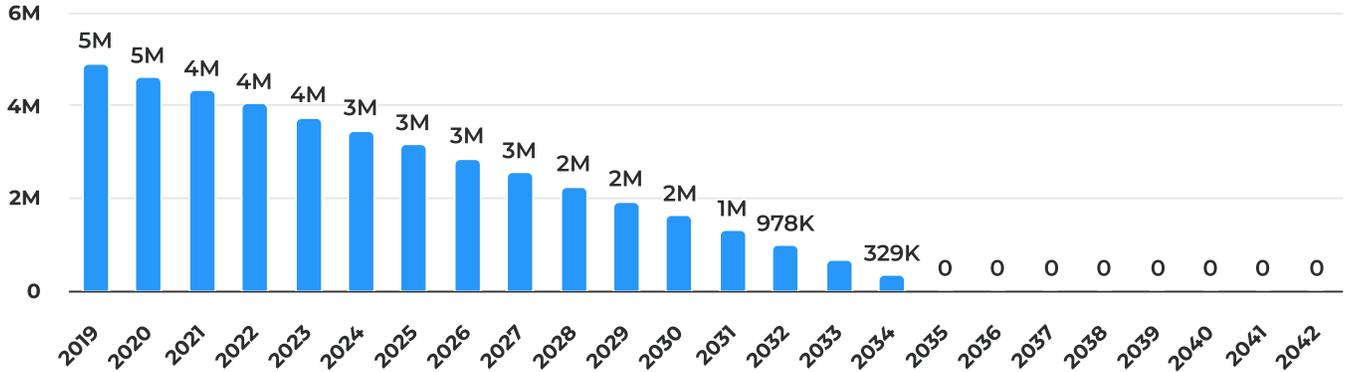


Fund Name	FY2024 Principal Outstanding	FY2025 Principal Outstanding	% Change	\$ Change
2015B Limited Tax School Building Refunding Bond (Davies High)	\$9,750,000	\$7,495,000	-23.13%	-\$2,255,000
Total Debt	\$9,750,000	\$7,495,000	-23.13%	-\$2,255,000



2015C Limited Tax State School Construction Bond (Ed Clapp & Elementary HVAC Upgrades)

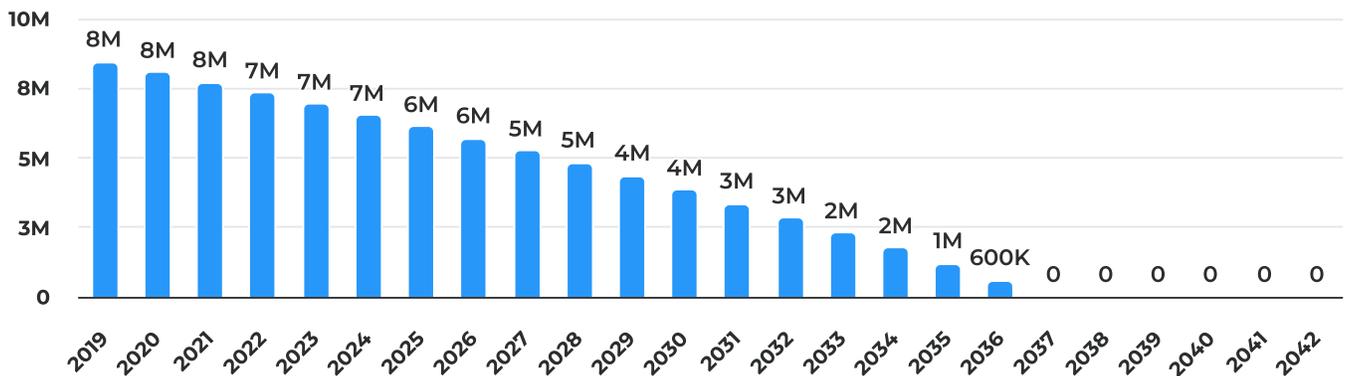
The 2015C Limited Tax State School Construction Fund Bonds were issued for the purpose of reducing the rate of interest and the interest cost on the Series 2014 bonds for Ed Clapp Elementary and multiple HVAC system upgrades to north side schools.



Fund Name	FY2024 Principal Outstanding	FY2025 Principal Outstanding	% Change	\$ Change
2015C Limited Tax State School Construction Bond (Ed Clapp & Elementary HVAC Upgrades)	\$3,447,152	\$3,149,132	-8.65%	-\$298,020
Total Debt	\$3,447,152	\$3,149,132	-8.65%	-\$298,020

2016A Limited Tax School Building Bond (Eagles Elementary)

The 2016A Limited Tax School Building Bonds were issued to renovate and expand the Eagles site to change the building from early childhood special education to an elementary school.



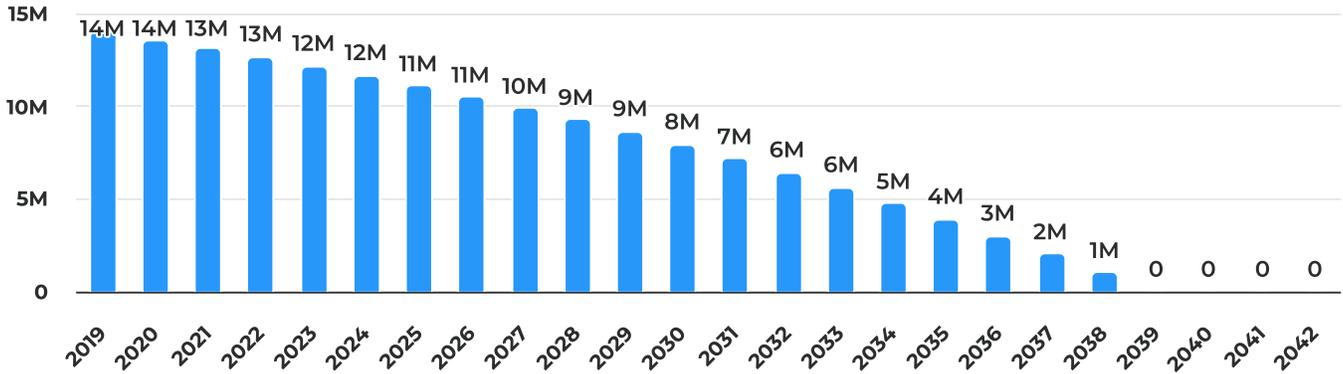
Debt By Type

Fund Name	FY2024 Principal Outstanding	FY2025 Principal Outstanding	% Change	\$ Change
2016A Limited Tax School Building Bond (Eagles Elementary)	\$6,525,000	\$6,115,000	-6.28%	-\$410,000
Total Debt	\$6,525,000	\$6,115,000	-6.28%	-\$410,000



2018 Limited Tax School Building Bond (Discovery Middle)

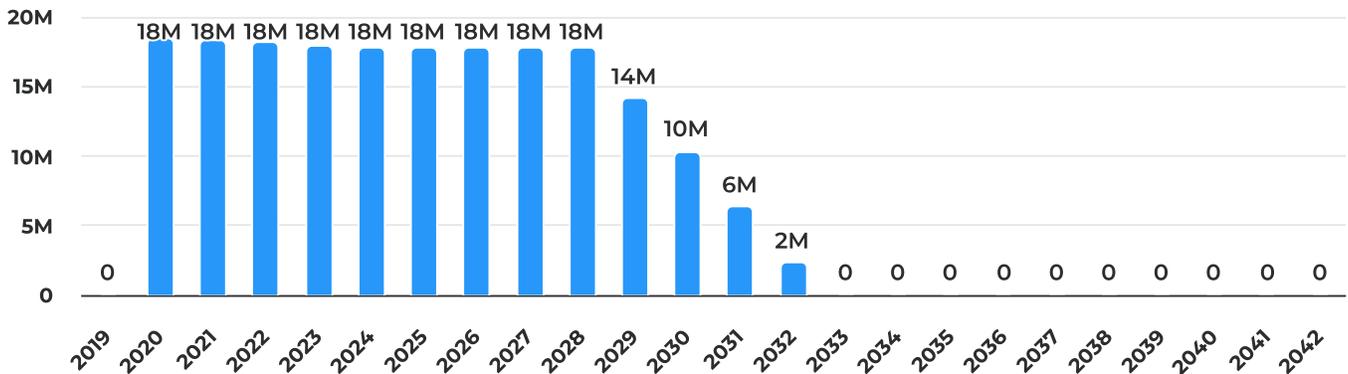
The 2018 Limited Tax School Building Bonds were issued to renovatand expand Discovery Middle School.



Fund Name	FY2024 Principal Outstanding	FY2025 Principal Outstanding	% Change	\$ Change
2018 Limited Tax School Building Bond (Discovery Middle)	\$11,635,000	\$11,090,000	-4.68%	-\$545,000
Total Debt	\$11,635,000	\$11,090,000	-4.68%	-\$545,000

2019 Limited Tax School Building Refunding Bond (Ed Clapp & Elementary HVAC Upgrades)

The 2019 Limited Tax School Building Refunding Bond was issued to refund the 2020-2032 maturities of the Series 2014 bonds for Ed Clapp Elementary and HVAC projects for north side schools.

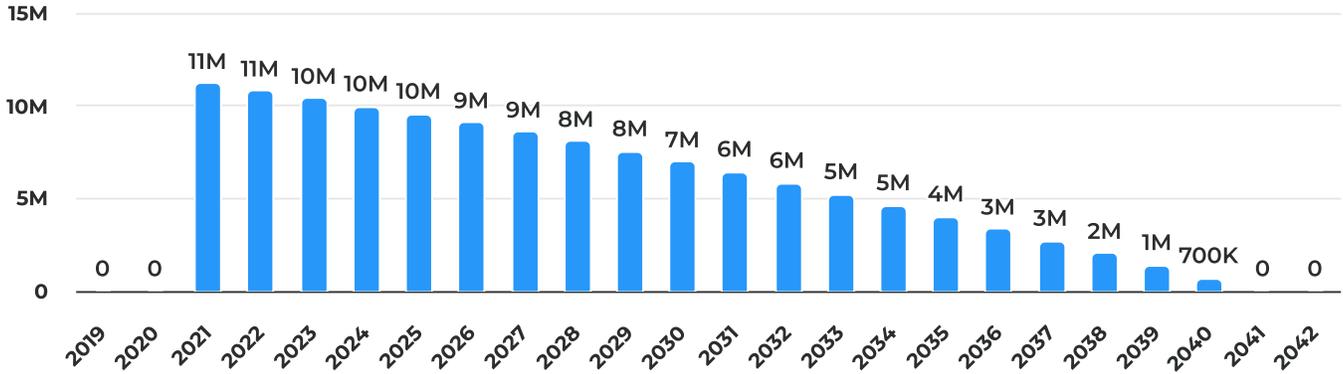


Fund Name	FY2024 Principal Outstanding	FY2025 Principal Outstanding	% Change	\$ Change
2019 Limited Tax School Building Refunding Bond (Ed Clapp & Elementary HVAC Upgrades)	\$17,805,000	\$17,805,000	0.00%	-
Total Debt	\$17,805,000	\$17,805,000	0.00%	-



2020 Limited Tax School Building Bond (Explorer Academy)

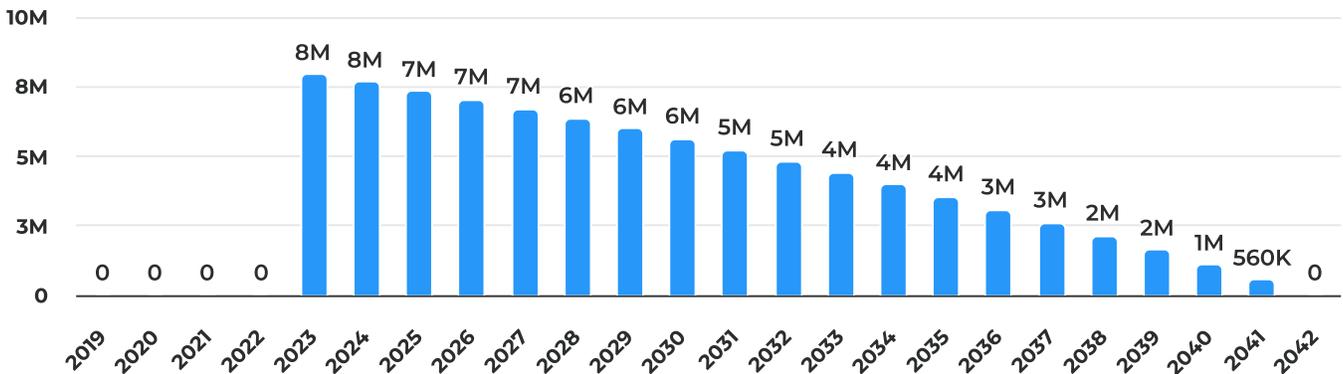
The 2020 Limited Tax School Building Bonds were issued to fund new construction for the Explorer Academy and remodel of Lewis & Clark Elementary.



Fund Name	FY2024 Principal Outstanding	FY2025 Principal Outstanding	% Change	\$ Change
2020 Limited Tax School Building Bond (Explorer Academy)	\$9,965,000	\$9,525,000	-4.42%	-\$440,000
Total Debt	\$9,965,000	\$9,525,000	-4.42%	-\$440,000

2022A Limited Tax Building Bond (North High Track)

The 2022A Limited Tax Building Bonds were issued to fund the construction and improvement of outdoor athletic facilities at North High School, including a new track, grandstand, and concessions building.

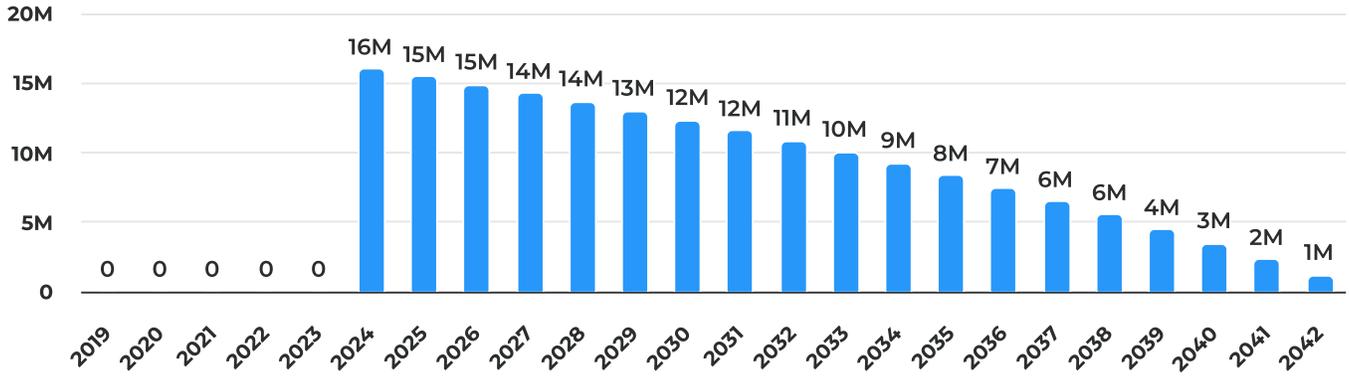


Fund Name	FY2024 Principal Outstanding	FY2025 Principal Outstanding	% Change	\$ Change
2022A Limited Tax Building Bond (North High Track)	\$7,655,000	\$7,345,000	-4.05%	-\$310,000
Total Debt	\$7,655,000	\$7,345,000	-4.05%	-\$310,000



2023 Limited Tax Building Bond (Land Purchase)

The 2023 Limited Tax Building Bonds were issued to purchase land to accomodate a future high school facility.



Fund Name	FY2024 Principal Outstanding	FY2025 Principal Outstanding	% Change	\$ Change
2023 Limited Tax Building Bond (Land Purchase)	\$15,990,000	\$15,450,000	-3.38%	-\$540,000
Total Debt	\$15,990,000	\$15,450,000	-3.38%	-\$540,000

Informational Section



Glossary

Abatement: A reduction or elimination of a real or personal property tax, motor vehicle excise, a fee, charge, or special assessment imposed by a governmental unit. Granted only on application of the person seeking the abatement and only by the committing governmental unit.

Accounting System: The total structure of records and procedures that identify record, classify, and report information on the financial position and operations of a governmental unit or any of its funds, account groups, and organizational components.

Accrued Interest: The amount of interest that has accumulated on the debt since the date of the last interest payment, and on the sale of a bond, the amount accrued up to but not including the date of delivery (settlement date). (See Interest)

ACFR: Annual Comprehensive Financial Report - A detailed report of an organization's financial activities and performance over the fiscal year.

Amortization: The gradual repayment of an obligation over time and in accordance with a predetermined payment schedule.

Appropriation: A legal authorization from the community's legislative body to expend money and incur obligations for specific public purposes. An appropriation is usually limited in amount and as to the time period within which it may be expended.

Arbitrage: As applied to municipal debt, the investment of tax-exempt bonds or note proceeds in higher yielding, taxable securities. Section 103 of the Internal Revenue Service (IRS) Code restricts this practice and requires (beyond certain limits) that earnings be rebated (paid) to the IRS.

Assessed Valuation: A value assigned to real estate or other property by a government as the basis for levying taxes.

Assets: Items owned by an organization that have economic value, such as cash, investments, property, and equipment.

Audit: An examination of a community's financial systems, procedures, and data by a certified public accountant (independent auditor), and a report on the fairness of financial statements and on local compliance with statutes and regulations. The audit serves as a valuable management tool in evaluating the fiscal performance of a community.

Audit Report: Prepared by an independent auditor, an audit report includes: (a) a statement of the scope of the audit; (b) explanatory comments as to application of auditing procedures; (c) findings and opinions. It is almost always accompanied by a management letter which contains supplementary comments and recommendations.

Available Funds: Balances in the various fund types that represent non-recurring revenue sources. As a matter of sound practice, they are frequently appropriated to meet unforeseen expenses, for capital expenditures or other one-time costs.

Balance Sheet: A statement that discloses the assets, liabilities, reserves and equities of a fund or governmental unit at a specified date.



Betterments (Special Assessments): Whenever a specific area of a community receives benefit from a public improvement (e.g., water, sewer, sidewalk, etc.), special property taxes may be assessed to reimburse the governmental entity for all or part of the costs it incurred. Each parcel receiving benefit from the improvement is assessed for its proportionate share of the cost of such improvements. The proportionate share may be paid in full or the property owner may request that the assessors apportion the betterment over 20 years. Over the life of the betterment, one year's apportionment along with one year's committed interest computed from October 1 to October 1 is added to the tax bill until the betterment has been paid.

Bond: A means to raise money through the issuance of debt. A bond issuer/borrower promises in writing to repay a specified sum of money, alternately referred to as face value, par value or bond principal, to the buyer of the bond on a specified future date (maturity date), together with periodic interest at a specified rate. The term of a bond is always greater than one year. (See Note)

Bond and Interest Record: (Bond Register) – The permanent and complete record maintained by a treasurer for each bond issue. It shows the amount of interest and principal coming due each date and all other pertinent information concerning the bond issue.

Bonds Authorized and Unissued: Balance of a bond authorization not yet sold. Upon completion or abandonment of a project, any remaining balance of authorized and unissued bonds may not be used for other purposes, but must be rescinded by the community's legislative body to be removed from community's books.

Bond Issue: Generally, the sale of a certain number of bonds at one time by a governmental unit.

Bond Rating (Municipal): A credit rating assigned to a municipality to help investors assess the future ability, legal obligation, and willingness of the municipality (bond issuer) to make timely debt service payments. Stated otherwise, a rating helps prospective investors determine the level of risk associated with a given fixed-income investment. Rating agencies, such as Moody's and Standard and Poors, use rating systems, which designate a letter or a combination of letters and numerals where AAA is the highest rating and C1 is a very low rating.

Budget: A plan for allocating resources to support particular services, purposes and functions over a specified period of time. (See Performance Budget, Program Budget)

Capital Assets: All real and tangible property used in the operation of government, which is not easily converted into cash, and has an initial useful life extending beyond a single financial reporting period. Capital assets include land and land improvements; infrastructure such as roads, bridges, water and sewer lines; easements; buildings and building improvements; vehicles, machinery and equipment. Communities typically define capital assets in terms of a minimum useful life and a minimum initial cost. (See Fixed Assets)

Capital Budget: An appropriation or spending plan that uses borrowing or direct outlay for capital or fixed asset improvements. Among other information, a capital budget should identify the method of financing each recommended expenditure, i.e., tax levy or rates, and identify those items that were not recommended. (See Capital Assets, Fixed Assets)

Cash: Currency, coin, checks, postal and express money orders and bankers' drafts on hand or on deposit with an official or agent designated as custodian of cash and bank deposits.

Cash Flow: The movement of money into or out of an organization, showing its liquidity and ability to meet financial obligations.

Cash Management: The process of monitoring the ebb and flow of money in an out of municipal accounts to ensure cash availability to pay bills and to facilitate decisions on the need for short- term borrowing and investment of idle cash.

Certificate of Deposit (CD): A bank deposit evidenced by a negotiable or non-negotiable instrument, which provides on its face that the amount of such deposit plus a specified interest payable to a bearer or to any specified person on a certain specified date, at the expiration of a certain specified time, or upon notice in writing.

Classification of Real Property: Assessors are required to classify all real property according to use into one of four classes: residential, open space, commercial, and industrial. Having classified its real properties, local officials are permitted to determine locally, within limitations established by statute and the Commissioner of Revenue, what percentage of the tax burden is to be borne by each class of real property and by personal property owners.

Collective Bargaining: The process of negotiating workers' wages, hours, benefits, working conditions, etc., between an employer and some or all of its employees, who are represented by a recognized labor union, regarding wages, hours and working conditions.

Compliance: Adherence to relevant laws, regulations, and internal policies governing financial reporting and operations.

Consumer Price Index: The statistical measure of changes, if any, in the overall price level of consumer goods and services. The index is often called the "cost-of-living index."

Cost-Benefit Analysis: A decision-making tool that allows a comparison of options based on the level of benefit derived and the cost to achieve the benefit from different alternatives.

Debt Burden: The amount of debt carried by an issuer usually expressed as a measure of value (i.e., debt as a percentage of assessed value, debt per capita, etc.). Sometimes debt burden refers to debt service costs as a percentage of the total annual budget.

Debt Service: The repayment cost, usually stated in annual terms and based on an amortization schedule, of the principal and interest on any particular bond issue.

Encumbrance: A reservation of funds to cover obligations arising from purchase orders, contracts, or salary commitments that are chargeable to, but not yet paid from, a specific appropriation account.

Enterprise Funds: An enterprise fund is a separate accounting and financial reporting mechanism for municipal services for which a fee is charged in exchange for goods or services. It allows a community to demonstrate to the public the portion of total costs of a service that is recovered through user charges and the portion that is subsidized by the tax levy, if any. With an enterprise fund, all costs of service delivery — direct, indirect, and capital costs — are identified. This allows the community to recover total service costs through user fees if it chooses. Enterprise accounting also enables communities to reserve the "surplus" or net assets unrestricted generated by the operation of the enterprise rather than closing it out to the general fund at year-end. Services that may be treated as enterprises include, but are not limited to, water, sewer, hospital, and airport services.

Equalized Valuations (EQVs): The determination of the full and fair cash value of all property in the community that is subject to local taxation.

Equity: The residual interest in the assets of an organization after deducting liabilities, representing the owners' stake in the business.

Estimated Receipts: A term that typically refers to anticipated local revenues often based on the previous year's receipts and represent funding sources necessary to support a community's annual budget. (See Local Receipts)

Exemptions: A discharge, established by statute, from the obligation to pay all or a portion of a property tax. The exemption is available to particular categories of property or persons upon the timely submission and approval of an application to the assessors. Properties exempt from taxation include hospitals, schools, houses of worship, and cultural institutions. Persons who may qualify for exemptions include disabled veterans, blind individuals, surviving spouses, and seniors.

Expenditure: An outlay of money made by municipalities to provide the programs and services within their approved budget.

Fiduciary Funds: Repository of money held by a municipality in a trustee capacity or as an agent for individuals, private organizations, other governmental units, and other funds. These include pension (and other employee benefit) trust funds, investment trust funds, private- purpose trust funds, and agency funds.

Financial Statements: Reports summarizing an organization's financial activities and position, including the balance sheet, income statement, and cash flow statement.

Fiscal Year: The 12-month period for which an organization plans the use of its funds, typically not the same as the calendar year.

Fixed Assets: Long-lived, assets such as buildings, equipment and land obtained or controlled as a result of past transactions or circumstances.

Fixed Costs: Costs that are legally or contractually mandated such as retirement, FICA/Social Security, insurance, debt service costs or interest on loans.

Float: The difference between the bank balance for a local government's account and its book balance at the end of the day. The primary factor creating float is clearing time on checks and deposits. Delays in receiving deposit and withdrawal information also influence float.

Full Faith and Credit: A pledge of the general taxing powers for the payment of governmental obligations. Bonds carrying such pledges are usually referred to as general obligation or full faith and credit bonds.

Fund: An accounting entity with a self-balancing set of accounts that are segregated for the purpose of carrying on identified activities or attaining certain objectives in accordance with specific regulations, restrictions, or limitations.

Fund Accounting: Organizing financial records into multiple, segregated locations for money. A fund is a distinct entity within the municipal government in which financial resources and activity (assets, liabilities, fund balances, revenues, and expenditures) are accounted for independently in accordance with specific regulations, restrictions or limitations. Examples of funds include the general fund and enterprise funds. Communities whose accounting records are organized according to the Uniform Municipal Accounting System (UMAS) use multiple funds.

GAAP: Generally Accepted Accounting Principles - Standard accounting principles, standards, and procedures that companies use to compile their financial statements.

GASB 34: A major pronouncement of the Governmental Accounting Standards Board that establishes new criteria on the form and content of governmental financial statements. GASB 34 requires a report on overall financial health, not just on individual funds. It requires more complete information on the cost of delivering value estimates on public infrastructure assets, such as bridges, road, sewers, etc. It also requires the presentation of a narrative statement the government's financial performance, trends and prospects for the future.

GASB 45: This is another Governmental Accounting Standards Board major pronouncement that each public entity account for and report other postemployment benefits in its accounting statements. Through actuarial analysis, municipalities must identify the true costs of the OPEB earned by employees over their estimated years of actual service.

General Fund: The fund used to account for most financial resources and activities governed by the normal appropriation process.

General Obligation Bonds: Bonds issued by a municipality for purposes allowed by statute that are backed by the full faith and credit of its taxing authority.

Governing Body: A board, committee, commission, or other executive or policymaking body of a municipality or school district.

Indirect Cost: Costs of a service not reflected in the operating budget of the entity providing the service. An example of an indirect cost of providing water service would be the value of time spent by non-water department employees processing water bills. A determination of these costs is necessary to analyze the total cost of service delivery. The matter of indirect costs arises most often in the context of enterprise funds.

Internal Controls: Policies and procedures implemented by an organization to ensure the reliability of financial reporting and compliance with laws and regulations, aiming to prevent fraud and errors.

Interest: Compensation paid or to be paid for the use of money, including amounts payable at periodic intervals or discounted at the time a loan is made. In the case of municipal bonds, interest payments accrue on a day-to-day basis, but are paid every six months.

Interest Rate: The interest payable, expressed as a percentage of the principal available for use during a specified period of time. It is always expressed in annual terms.

Investments: Securities and real estate held for the production of income in the form of interest, dividends, rentals or lease payments. The term does not include fixed assets used in governmental operations.

Liabilities: Debts or obligations owed by an organization, including loans, accounts payable, and accrued expenses.

Line Item Budget: A budget that separates spending into categories, or greater detail, such as supplies, equipment, maintenance, or salaries, as opposed to a program budget.

Local Aid: Revenue allocated by the state or counties to municipalities and school districts.

Maturity Date: The date that the principal of a bond becomes due and payable in full.

Municipal(s): (As used in the bond trade) "Municipal" refers to any state or subordinate governmental unit. "Municipals" (i.e., municipal bonds) include not only the bonds of all political subdivisions, such as cities, towns, school districts, special districts, counties but also bonds of the state and agencies of the state.

Net Income: The difference between an organization's revenues and expenses, representing its profit or loss for a specific period.

Note: A short-term loan, typically with a maturity date of a year or less.

Objects of Expenditures: A classification of expenditures that is used for coding any department disbursement, such as "personal services," "expenses," or "capital outlay."

Official Statement: A document prepared for potential investors that contains information about a prospective bond or note issue and the issuer. The official statement is typically published with the notice of sale. It is sometimes called an offering circular or prospectus.

Operating Budget: A plan of proposed expenditures for personnel, supplies, and other expenses for the coming fiscal year.



Overlapping Debt: A community's proportionate share of the debt incurred by an overlapping government entity, such as a regional school district, regional transit authority, etc.

Performance Budget: A budget that stresses output both in terms of economy and efficiency.

Principal: The face amount of a bond, exclusive of accrued interest.

Program: A combination of activities to accomplish an end.

Program Budget: A budget that relates expenditures to the programs they fund. The emphasis of a program budget is on output.

Proprietary Funds: Funds used to record the financial transactions of governmental entities when they engage in activities that are intended to recover the cost of providing goods or services to the general public on a user-fee basis.

Purchased Services: The cost of services that are provided by a vendor.

Refunding of Debt: Transaction where one bond issue is redeemed and replaced by a new bond issue under conditions generally more favorable to the issuer.

Reserve Fund: An amount set aside annually within the budget of a town to provide a funding source for extraordinary or unforeseen expenditures.

Revaluation: The assessors of each community are responsible for developing a reasonable and realistic program to achieve the fair cash valuation of property in accordance with constitutional and statutory requirements. The nature and extent of that program will depend on the assessors' analysis and consideration of many factors, including, but not limited to, the status of the existing valuation system, the results of an in-depth sales ratio study, and the accuracy of existing property record information.

Revenues: Inflows of resources or other enhancements of assets of an organization, usually from sales of goods or services.

Revenue Anticipation Note (RAN): A short-term loan issued to be paid off by revenues, such as tax collections and state aid. RANs are full faith and credit obligations.

Revenue Bond: A bond payable from and secured solely by specific revenues and thereby not a full faith and credit obligation.

Revolving Fund: Allows a community to raise revenues from a specific service and use those revenues without appropriation to support the service.

Sale of Real Estate Fund: A fund established to account for the proceeds of the sale of municipal real estate other than proceeds acquired through tax title foreclosure.

Stabilization Fund: A fund designed to accumulate amounts for capital and other future spending purposes, although it may be appropriated for any lawful purpose.

Surplus Revenue: The amount by which cash, accounts receivable, and other assets exceed liabilities and reserves.

Tax Rate: The amount of property tax stated in terms of a unit of the municipal tax base; for example, \$14.80 per \$1,000 of assessed valuation of taxable real and personal property.

Tax Title Foreclosure: The procedure initiated by a municipality to obtain legal title to real property already in tax title and on which property taxes are overdue.



Trust Fund: In general, a fund for money donated or transferred to a municipality with specific instructions on its use. As custodian of trust funds, the treasurer invests and expends such funds as stipulated by trust agreements, as directed by the commissioners of trust funds or by the community's legislative body. Both principal and interest may be used if the trust is established as an expendable trust. For nonexpendable trust funds, only interest (not principal) may be expended as directed.

Uncollected Funds: Recently deposited checks included in an account's balance but drawn on other banks and not yet credited by the Federal Reserve Bank or local clearinghouse to the bank cashing the checks. (These funds may not be loaned or used as part of the bank's reserves and they are not available for disbursement.)

Undesignated Fund Balance: Monies in the various government funds as of the end of the fiscal year that are neither encumbered nor reserved, and are therefore available for expenditure once certified as part of free cash.

Unreserved Fund Balance (Surplus Revenue Account): The amount by which cash, accounts receivable, and other assets exceed liabilities and restricted reserves. It is akin to a "stockholders' equity" account on a corporate balance sheet. It is not, however, available for appropriation in full because a portion of the assets listed as "accounts receivable" may be taxes receivable and uncollected. (See Free Cash)

Valuation (100 Percent): The legal requirement that a community's assessed value on property must reflect its market, or full and fair cash value.

Acronyms



ACT

American College Testing

ADA

Americans with Disabilities Act

ADM

Average Daily Membership

ALC

Adult Learning Center

AP

Advanced Placement

ASBO

Association of School Business Officials International

ASC

Area Service Coordinator

CAFR

Comprehensive Annual Financial Report

CEP

Community Eligibility Provision

CIP

Construction in progress

COTA

Certified Occupational Therapy Assistant

CTE

Career and Technical Education

DO

District Office

DPI

Department of Public Instruction

ECSE

Early Childhood Special Education

EL

English Learner

ELA

English Language Arts

ES

Elementary School

ESEA

Elementary and Secondary Education Act

ESSA



Every Student Succeeds Act

FEA

Fargo Education Association

FPS

Fargo Public Schools

F&R

Free and Reduced

FTE

Full time equivalent

FY

Fiscal Year

G&T

Gifted and Talented

GAAP

Generally Accepted Accounting Principles

GASB

Governmental Accounting Standards Board

GED

General Education Degree

GFOA

Government Finance Officers Association

GO

General Obligation Bond

GPA

Grade Point Average

HB

House Bill

HDHP

High Deductible Health Plan

HIC

Health Insurance Committee

HR

Human Resources Department

HS

High School

HSA

Health Savings Account

IDEA

Individuals with Disabilities Education Act

IEP

Individualized Education Program

IRS

Internal Revenue System

IT

Information & Technology

LEA

Local Education Agency

LRFP

Long-Range Facility Plan



LRFinP

Long-Range Financial Plan

MS

Middle School

MTSS

Multi-Tier System of Supports

ND

North Dakota

NDCC

North Dakota Century Code

NDDPI

North Dakota Department of Public Instruction

NDSA

North Dakota State Assessment

NDSBA

North Dakota School Boards Association

NDSFARM

North Dakota School District Finance and Reporting Manual

NS

Nutrition Services

NSLP

National School Lunch Program

OT

Occupational Therapist

PBI

Positive Behavior Interventionist

PBIS

Positive Behavioral Interventions & Supports

PBT

Positive Behavior Technician

PD

Professional Development

PERS

Public Employees Retirement System

PLC

Professional Learning Community

PPE

Personal Protective Equipment

PT

Physical Therapist

PTA

Parent Teacher Association

PTO

Parent Teacher Organization

REA

Regional Education Association

RFP

Request for proposal

SB



Senate Bill

SBL

Standards Based Learning

SBP

School Breakfast Program

SEA

State Education Agency

SEL

Social Emotional Learning

SIG

School Improvement Grant

SIP

School Improvement Plan

SLP

Speech Language Pathologist

SPED

Special Education

STEM

Science, Technology, Engineering and Mathematics

STEAM

Science, Technology, Engineering, Arts and Mathematics

TFFR

Teachers Fund for Retirement

TPAS

Trollwood Performing Arts School

USDA

United States Department of Agriculture

USDE

United States Department of Education

WSU

Weight Student Units

ACT

American College Testing

ADA

Americans with Disabilities Act

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Elementary School

ESEA

Elementary and Secondary Education Act

ESSA

Every Student Succeeds Act

FEA

Fargo Education Association

FPS

Fargo Public Schools

F&R

Free and Reduced

FTE

Full time equivalent

FY

Fiscal Year



G&T

Gifted and Talented

GAAP

Generally Accepted Accounting Principles

GASB

Governmental Accounting Standards Board

GED

General Education Degree

GFOA

Government Finance Officers Association

GO

General Obligation Bond

GPA

Grade Point Average

HB

House Bill

HDHP

High Deductible Health Plan

HIC

Health Insurance Committee

HR

Human Resources Department

HS

High School

HSA

Health Savings Account

IDEA

Individuals with Disabilities Education Act

IEP

Individualized Education Program

IRS

Internal Revenue System

IT

Information & Technology

LEA

Local Education Agency

LRFP

Long-Range Facility Plan

LRFinP

Long-Range Financial Plan



ML

Multi-Lingual

MS

Middle School

MTSS

Multi-Tier System of Supports

ND

North Dakota

NDCC

North Dakota Century Code

NDDPI

North Dakota Department of Public Instruction

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North Dakota State Assessment

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OT

Occupational Therapist

PBI

Positive Behavior Interventionist

PBIS

Positive Behavioral Interventions & Supports

PBT

Positive Behavior Technician

PD

Professional Development

PERS

Public Employees Retirement System

PLC

Professional Learning Community

PPE

Personal Protective Equipment

PT

Physical Therapist

PTA



Acronyms

Parent Teacher Association

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Parent Teacher Organization

REA

Regional Education Association

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