

Glen Ullin Public School #48
Glen Ullin, North Dakota
School Board Meeting Agenda
School Multi-Purpose Room
Wednesday, March 11, 2026
7:00 P.M.

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

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

Agenda:

1. Call to Order and Roll Call:
2. Pledge of Allegiance:
3. Student Outcome Goals:
 - a. School Board Goal #2 Math
 - i. Goal Progress Measure: ND A+ Math MOY Assessment for K-2, 3-6, and 7, 8 and 10 Grade Level Cohorts
4. Public Comment: (Agenda Related)
5. Approval of Agenda:
6. Consent Agenda:
 - a. Approve Minutes:
 - i. Feb. 4, 2026 Negotiations Committee Minutes
 - ii. Feb. 11, 2026 Regular School Board Meeting Minutes
 - iii. Feb. 24, 2026 Negotiations Committee Minutes
 - iv. Feb. 25, 2026 School Board Retreat Meeting Minutes
 - v. Feb, 26, 2026 Policy Committee Meeting Minutes
 - b. Approve Bills
 - c. Approve Financial Report
 - d. Approve Budget Revisions and Manual Journal Entries
 - e. Approve 5 Year Photocopiers and Printers Contract
 - f. Approve 10 Year Fiscal Strategic Plan
 - g. Approve District Job Descriptions
 - h. Approve School Board Position Vacancy
 - i. Receive Glen Ullin High School Course Catalog
 - j. Approval of Policies:
 - ABAC-Virtual Learning Because of Weather
 - ABBI-Displays of Religious Objects
 - ACCB-Protection of Student Victims
 - GACD-Patriotic Exercises
 - BA-School Board Ethics
 - BAB-School Board Conflict of Interest

7. Reports: Information Only
 - a. Superintendent Report
 - b. Business Manager's Report
 - c. Transportation/Building Director Report
 - d. Counselor Report
 - e. Principal Report
 - f. Activities Director Report
 - g. Past Month Time Tracker Report
8. Discuss/Action:
 - a. Present Color Fund Balance Worksheet Report
 - b. Consider for Approval Superintendent Evaluation
 - c. Consider for Approval Business Manager Evaluation
 - d. Discussion of Possible Coop Plan with New Salem/Almont
9. Notes:
 - a. Next Regular Board Meeting: April 8, 2026 at 7:00 pm
10. Adjournment:

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

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

Junior High ND A+ Reading								
Grade Level	Level 1	Level 2	Level 3	Level 4	Level 5	Avg. Scale Score	Level 3, 4, 5	Completion
7 BOY	0/3=0%	1/3=33%	1/3=33%	0/3=0%	1/3=33%	N/A	2/3=67%	Complete
7 MOY	0/3=0%	1/3=33%	1/3=33%	0/3=33%	1/3=33%	675 to 663	2/3=67%	Complete
7 EOY								
8 BOY	0/10=0%	3/10=30%	7/10=70%	0/10=0%	0/10=0%	N/A	7/10=70%	Complete
8 MOY	0/10=0%	2/10=20%	6/10=60%	2/10=20%	0/10=0%	668 to 696	8/10=80%	Complete
8 EOY								

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

Guard Rail 1-The Superintendent will not allow the student attendance rate to drop

Grade Level	Aug	Sept	Oct	Nov	Dec	Jan
K	93.80	92.00	91.50	86.70	90.60	88.50
1	100.00	95.90	96.80	91.20	95.20	92.30
2	100.00	98.20	100.00	100.00	99.30	92.70
3	99.60	95.70	95.60	94.50	98.50	97.90
4	98.40	93.70	96.50	93.60	98.20	96.30
5	100.00	94.80	92.70	94.30	92.80	90.10
6	97.50	94.80	94.40	91.00	96.80	96.10
7	100.00	96.60	96.10	98.80	100.00	88.90
8	99.80	96.30	95.60	93.30	92.60	88.40
9	98.70	96.50	97.70	94.60	94.40	86.50
10	97.60	86.70	88.00	88.00	89.70	89.10
11	98.60	93.70	92.00	92.40	89.80	96.50
12	98.20	93.60	94.80	94.70	95.40	95.20
Elem	98.47	95.01	95.36	93.04	95.91	93.41
HS	98.82	93.90	94.03	93.63	93.65	90.77

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

below 95%

Feb	Mar	Apr	May	Net Total	25-26 Year
86.30				89.91	
89.70				94.44	
94.70				97.84	
90.80				96.09	
92.40				95.59	
88.30				93.29	
94.10				94.96	
86.50				95.27	
84.50				92.93	
88.40				93.83	
92.30				90.20	
93.40				93.77	
96.20				95.44	
90.90				94.59	
90.22				93.57	
					188.16
2025-2026 Annual Attendance Percentage Rate					94.08

Be Legendary Goal 2: 2.Glen Ullin Public School will increase the percentage of students who are proficient or above in Grades 3-8 and 10 Math as measured by the ND A+ Math from 32% in Spring 2024 to 72% in Spring 2030.

Goal Progress Measure 1.1: The percentage of grades K-2 students identified as on track for grade-level proficiency utilizing the (NDA+) will increase from 32% in June 2025 to 72% in June 2030

Annual Targets: Baseline- 2025 32%, 20226-40%, 2027-48%, 2028-56%, 2029-64%, 2032-72%

Grade	Fall ND A+ 2025	Winter ND A+ 2026	Spring ND A+ 2026	Target 2026	Target 2027	Target 2028	Target 2029	Target 2030	Track
Kindergarten	50	78		40	48	56	64	72	On Track
1st Grade	73	89		40	48	56	64	72	On Track
2nd Grade	50	75		40	48	56	64	72	On Track

Goal Progress Measure 1.2: The percentage of grades 3-6 students identified as on track for grade-level proficiency utilizing the ND A+ Math Assessments will increase from 32% in June 2025 to 72% in June 2030

Annual Targets: Baseline- 2025 32%, 20226-40%, 2027-48%, 2028-56%, 2029-64%, 2032-72%

Grade	NDSA 2024	ND A+ 2025	Fall ND A+ 2025	Winter ND A+ 2026	Spring ND A+ 2026	Target 2026	Target 2027	Target 2028	Target 2029	Target 2030	Track
3rd Grade	50	35	43	100		40	48	56	64	72	On Track
4th Grade	42	27	82	100		40	48	56	64	72	On Track
5th Grade	100	23	25	44		40	48	56	64	72	Slightly On Track
6th Grade	44	66	43	44		40	48	56	64	72	Slightly On Track

Goal Progress Measure 1.3: The percentage of grades 7, 8, and 10th-grade students identified as on track for grade-level proficiency utilizing the ND A+ Math Assessments will increase from 58% in June 2024 to 56% in June 2029

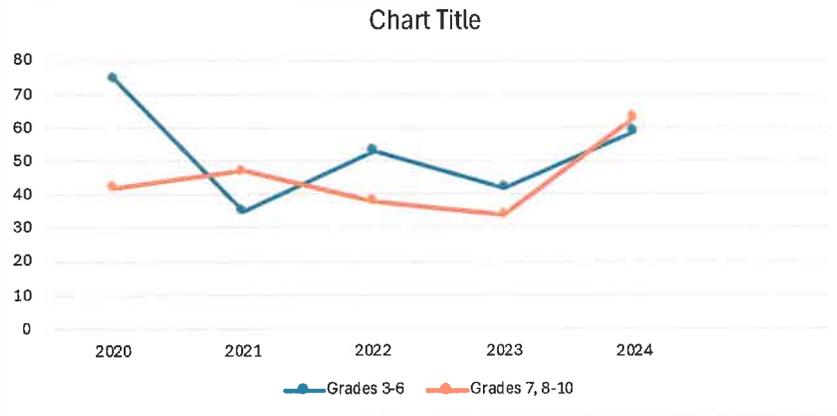
Annual Targets: Baseline- 2025 32%, 20226-40%, 2027-48%, 2028-56%, 2029-64%, 2032-72%

Grade	NDSA 2024	ND A+ 2025	Fall ND A+ 2025	Winter ND A+ 2026	Spring ND A+ 2026	Target 2026	Target 2027	Target 2028	Target 2029	Target 2030	Track	2025 State AVG
7th Grade	57	60	100	100		40	48	56	64	72	On Track	On Track
8th Grade	67	56	30	60		40	48	56	64	72	Off Track	Off Track
9th Grade	N/A	N/A	0	25		40	48	56	64	72	Off Track	Off Track
10th Grade	64	25	14	33		40	48	56	64	72	Off Track	Off Track

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

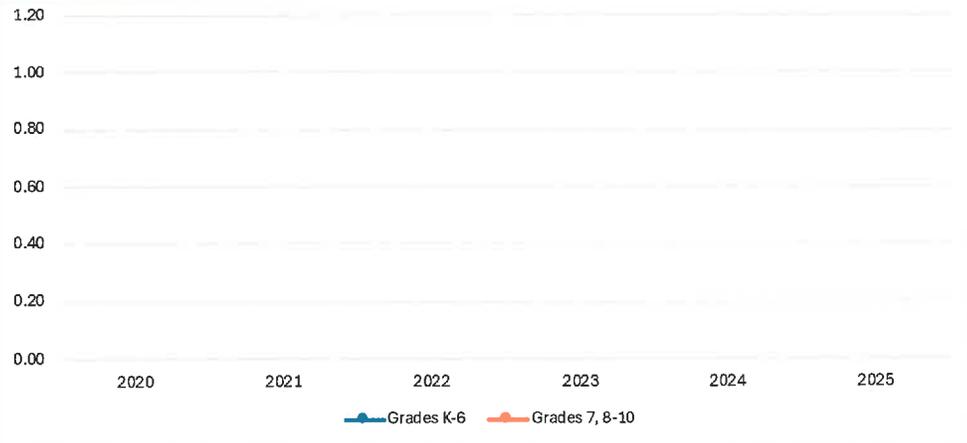
NDSA Math Data

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



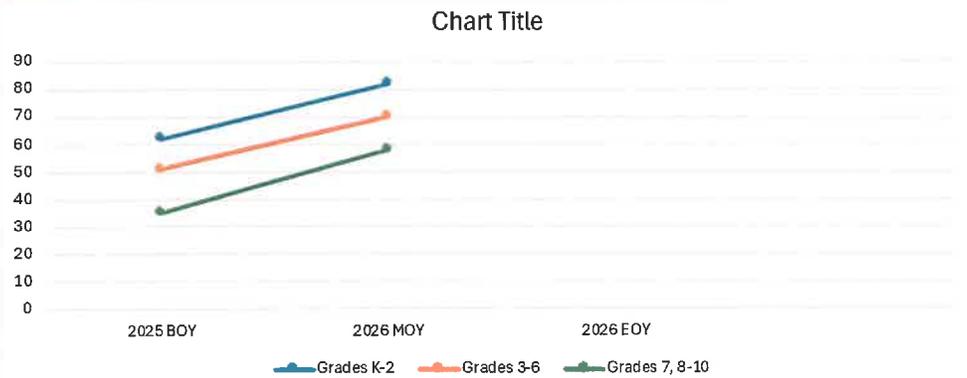
NWEA Math Data

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



ND A+ Math Data

	2025 BOY	2026 MOY	2026 EOY
Grades K-2	62	82	
Grades 3-6	51	70	
Grades 7, 8-10	35	58	



Negotiations Committee Minutes from Feb 4, 2026
Board Room 6:00 PM

The Glen Ullin School Board Negotiations Committee met Feb 4, 2026

1. Meeting called to order at 6:00 PM

Roll Call Conducted:

- a. Present: Andrew Jacobson, Chasity Wood, Tony Sifuentes

- b. Absent: None

- c. Also present: Martin Bratrud – Superintendent, Kayla Schumacher–
Business Manager

2. Review Negotiations Process and Strategy

- a. Possible Executive Session to discuss teacher negotiations strategy (NDCC
44-04-19.1 (9)).

3. Adjourn

- a. The meeting was adjourned at 8:00 PM.

Respectfully Submitted by:

Martin Bratrud, Superintendent

Jill Feser, Board President

GLEN ULLIN SCHOOL DISTRICT NO. 48
SCHOOL BOARD SPECIAL MEETING MINUTES
Wednesday, February 11, 2026
Glen Ullin School Multi-Purpose Room
UNOFFICIAL

Recap: School Board Meeting GUHS Wednesday, February 11 | Meeting | Microsoft Teams

1. Call To Order:

Vice President, Andrew Jacobson, called the meeting to order at 7:00 pm in the Glen Ullin School Multi-Purpose Room. A roll call was taken of the board members present, Mitchell Bettenhausen (online), Chasity Wood, and Tony Sifuentes. Also present were Facility Manager: Preston Foss, Business Manager: Kayla Schumacher and Superintendent: Martin Bratrud. Other guests were Amore Wheeler (online), Nancy Bittner, Alice Fitterer, Shannon Kuntz, Emily Kottre (online), Marcia McMahon (online), Landon Hoff (online), and Kelsy Duppong (online).

2. Pledge of Allegiance:

3. Student Outcome Goals: (information)

- a. School Board Goal #1 Reading
 - i. Goal Progress Measure: ND A+ ELA MOY Assessment for K-2, 3-6, 7-8 and 10 Grade level Cohorts. Mr. Bratrud went over the most recent assessments for grades K-2, 3-8 and 10th. The 5th grade is off track some, but the rest of the classes are right on track.

4. Public Comment: none

5. Approval of the Agenda:

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

6. Consent Agenda:

- a. Approve Minutes
 - i. January 14, 2026, Regular Board Meeting Minutes
 - ii. January 22, 2026, Policy Committee Meeting Minutes
- b. Approve Bills
- c. Approve Financial Report
- d. Approve Budget Revisions and Manual Journal Entries
- e. Approve Policy Committee Recommendations
 - i. Policy KAB-1 : Family Engagement Policy with KAB-E and KAB-BR
 - ii. Policy FFI : Personal Electronic Communication Devices Prohibition During Instructional Time
 - iii. Policy BDA : Procedure for Adopting Board Policy with BDA-E

Chasity Wood made the motion to approve the Consent Agenda. Tony Sifuentes seconded the motion. A roll call vote was taken: Mitchell Bettenhausen-yea, Chasity Wood-yea, Andrew Jacobson-yea, Tony Sifuentes-yea. Motion carried.

7. Reports: Information Only

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

8. Discussion/Action:

- a. Present Color Fund Balance Worksheet Report
- b. February Bill Batch
- c. School Board Self Evaluation

- 1.) The board has adopted student outcome goals: The board has agreed that for Quarter 3 they were partially proficient with staying partially proficient for Quarter 4. Andrew Jacobson made the motion. Chasity Wood seconded the motion. Motion carried.
- 2.) The board has adopted goal progress measures aligned to each student outcome goal: The board has agreed that for Quarter 3 they were proficient with staying proficient for Quarter 4. Andrew Jacobson made the motion. Chasity Wood seconded the motion. Motion carried.
- 3.) The board has adopted guardrails: The board has agreed that for Quarter 3 they did not meet with did not meet for Quarter 4. Chasity Wood made the motion. Tony Sifuentes seconded the motion. Motion carried.
- 4.) The board has adopted a monitoring calendar for student outcome goals and student outcome progress measures: The board has agreed that for Quarter 3 they did not meet with did not meet for Quarter 4. Andrew Jacobson made the motion. Chasity Wood seconded the motion. Motion carried
- 5.) The board has structured operations for success: The board has agreed that for Quarter 3 they were partially proficient with moving to proficient in Quarter 4. Andrew Jacobson made the motion. Tony Sifuentes seconded the motion. Motion carried.
- 6.) The board promotes active teamwork and advocacy: The board has agreed that for Quarter 3 they did not meet with moving to Novice for Quarter 4. Chasity Wood made the motion. Tony Sifuentes seconded the motion. Motion carried.

d. Discuss School Board Position Vacancy Process and Personnel Committee
 Mr. Bratrud and Kayla Schumacher have been looking for clarification if the vacancy is an At Large Position or In Town. There doesn't seem to be clarification. Nancy Bittner agreed to look and see what she can find and let Mr. Bratrud know. Chasity Wood made the motion to table this for the next regular board meeting. Tony Sifuentes seconded the motion. A roll call vote was taken: Mitchell Bettenhausen-yea, Chasity Wood-yea, Andrew Jacobson-nay, Tony Sifuentes-yea. Motion did not carry. Andrew Jacobson made the motion to rescind the previous motion and to select an applicant that is in town. No other interest, motion dies. Mitchell Bettenhausen made the motion to bring this topic to the Personnel Committee. Chasity Wood seconded the motion. A roll call vote was taken: Mitchell Bettenhausen-yea, Chasity Wood-yea, Andrew Jacobson-yea, Tony Sifuentes-yea. Motion carried.

e. Superintendent and Business Manger March Evaluations are due February 26, 2026

f. Consider Approval of Board Election date, time, location and workers
 Andrew Jacobson made the motion to allow Business Manager, Kayla Schumacher, to line up everything for the election on June 9th. Chasity Wood seconded the motion. A roll call vote was taken: Mitchell Bettenhausen-yea, Chasity Wood-yea, Andrew Jacobson-yea, Tony Sifuentes-yea. Motion carried.

g.) Set School Board March visit date
 Andrew Jacobson made the motion to have the School Board Visitation date as March 25th. Chasity Wood seconded the motion. A roll call vote was taken: Mitchell Bettenhausen-yea, Chasity Wood-yea, Andrew Jacobson-yea, Tony Sifuentes-yea. Motion carried.

9. Notes:

- a. Next Regular Board Meeting: March 11th, 2026, at 7:00 pm
- b. School Board Retreat : February 25, 2026
- c. Negotiations Committee Meeting : February 19th, 2026, at 6:00 pm

10. Adjournment:

- a. Chasity Wood made the motion to adjourn the meeting at 8:42 pm. Motion carried.

General Fund:

Acme Tools	5325	310.00
Martin Bratrud	5326	100.00
CashWa	5327	1489.89
City Of Glen Ullin	5328	590.51
Cole Paper	5329	729.72
Crea	5330	700.00
D & E Supply	5331	721.56
Eco Lab	5332	315.00
Farmers Union Oil	5333	1862.23
Glen Ullin SuperValu	5334	1372.19

Glen Ullin Times	5335	429.84
Jannessa & Landon Hoff	5336	141.90
Johnson Controls	5337	144.00
JZ Sound	5338	500.00
Linde Gas	5339	1227.46
Marco	5340	1323.60
Marshall Lumber	5341	72.46
McGraw Hill	5342	258.58
MDU	5343	5640.60
Morton Sioux	5344	6998.02
Napa Auto Parts of New Salem	5345	4787.45
Napa Auto Parts of Glen Ullin	5346	9.88
NDCTE	5347	5805.00
NDSBA	5348	97.50
Myra Klein- Olson	5349	307.00
NWEA	5350	3275.00
The Parent Institute	5351	399.00
Petty Cash Fund	5352	122.12
Preble Medical	5353	60.00
Kayla Schumacher	5354	140.00
Shred ND	5355	53.75
SouthWest Grain	5356	451.68
Sysco	5357	5719.66
Sheila Ticao	5358	38.00
Valic	5359	750.00
WRT	5360	312.39
Activity		
Bismarck Public School	1928	30.00
Braun Distributing	1929	411.65
Coca- Cola	1930	229.50
Kelsy Duppong	1931	356.20
Glen Ullin Times	1932	70.00
Petty Cash	1933	97.86

Jill Feser, President

Kayla Schumacher, Business Manager

Negotiations Committee Minutes from Feb 24, 2026
Board Room 6:00 PM

The Glen Ullin School Board Negotiations Committee met Feb 4, 2026

1. Meeting called to order at 6:00 PM

Roll Call Conducted:

- a. Present: Andrew Jacobson, Board Member, Chasity Wood, Board Member

- b. Absent: Tony Sifuentes, Board Member

- c. Also present: Martin Bratrud – Superintendent, Kayla Schumacher–
Business Manager

2. Review Negotiations Process and Strategy

- a. Possible Executive Session to discuss teacher negotiations strategy (NDCC
44-04-19.1 (9)).

3. Adjourn

- a. The meeting was adjourned at 8:00 PM.

Respectfully Submitted by:

Martin Bratrud, Superintendent

Jill Feser, Board President

GLEN ULLIN SCHOOL DISTRICT NO. 48
SCHOOL BOARD SPECIAL MEETING MINUTES
Wednesday, February 25, 2026
Glen Ullin School Multi-Purpose Room
UNOFFICIAL

1. Call to Order:

President Jill Feser called the meeting to order at 5:54 pm in the Glen Ullin School Multi-Purpose Room. A roll call was taken of the board members present: Matt Morman, Chasity Wood, Andrew Jacobson and Tony Sifuentes. Also, present Business Manager: Kayla Schumacher and Superintendent: Martin Bratrud

2. Approval of agenda:

Chasity Wood made the motion to approve the agenda. Tony Sifuentes seconded the motion. Motion carried unanimously.

- a.) Resignation of 4th grade teacher Ms. Macaranas effective the end of the school year, May 22nd. 2026. Tony Sifuentes made the motion. Chasity Wood seconded the motion. Motion carried unanimously. Mr. Bratrud would like to thank Ms. Macaranas for the time and dedication she has served for our district.

3. Adjournment:

Chasity Wood made the motion to adjourn the meeting at 5:57 pm. Tony Sifuentes seconded the motion. Motion carried.

Jill Feser President

Kayla Schumacher Business Manager

GLEN ULLIN SCHOOL DISTRICT NO. 48
SCHOOL BOARD MEETING MINUTES
Wednesday, February 25, 2026
Glen Ullin School Multi-Purpose Room
UNOFFICIAL

1. Call To Order:

President Jill Feser called the meeting to order at 6:04 pm in the Glen Ullin School Multi-Purpose Room.

2. Roll Call :

A roll call was taken of the board members present, Matt Morman, Chasity Wood, Andrew Jacobson and Tony Sifuentes. Also present was Business Manager: Kayla Schumacher and Superintendent: Martin Bratrud.

3. Approval of the Agenda:

Tony Sifuentes made the motion to approve the agenda. Chasity Wood seconded the motion. Motion carried unanimously.

4. Discussion State of the District :

Mr. Bratrud discussed the state of where the district lies right now. He brought in some of the hits and misses the district has had this school year.

5. Discuss Negotiations Strategy:

Mr. Bratrud brought in his recommendations of what he feels the board can offer the teachers during this negotiation year.

6. Discuss Job Descriptions Drafts:

Mr. Bratrud has drafted all the classified staff's job descriptions for approval in the March meeting.

7. Other Needs of District

Sports Co-Op with New Salem

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

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

1. Call To Order:

Vice President Andrew Jacobson called the meeting to order at 3:00 pm via TEAMS. A roll call was taken of the board members present, Andrew Jacobson (online), President Jill Feser, Board Tony Sifuentes, and Superintendent, Martin Bratrud.

2. Agenda

- A. Discussed and Recommended changes to Policy ABAC: Committee recommended bringing the revised policy forward to the full Board at the March regular meeting.
- B. Reviewed Policy ABBI: Committee recommended bringing the revised policy forward to the full Board at the March regular meeting.
- C. Reviewed Policy ACCB. Committee recommended bringing the revised policy forward to the full Board at the March regular meeting.
- D. Reviewed Policy GACD: Committee recommended bringing the revised policy forward to the full Board at the March regular meeting.
- E. Reviewed Policy BA: Committee recommended bringing the revised policy forward to the full Board at the March regular meeting.
- F. Reviewed Policy BAB: Committee recommended bringing the revised policy forward to the full Board at the March regular meeting.

Adjournment: 4 pm.

Andrew Jacobson Vice-President

Martin Bratrud, Superintendent

Batch Description: 02282026

Processing Month: 02/2026

Fund: 01 GENERAL FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Description</u>	<u>Amount</u>
Account Type: Revenue			
01 000 1520	ATM FEES	BUDGET ADJUSTMENT	47.50
01 000 1990	MISCELLANEOUS INCOME	BUDGET ADJUSTMENT	27,633.59
Account Type Total: Revenue			<u>27,681.09</u>
Account Type: Expenditure			
01 000 000 000 2310 610	SUPPLIES AND MATERIALS	BUDGET ADJUSTMENT	350.00
01 000 000 000 2310 810	DUES AND FEES	BUDGET ADJUSTMENT	3,900.00
01 000 000 000 2600 430	REPAIRS	BUDGET ADJUSTMENT	600.00
01 000 000 000 2600 610	SUPPLIES AND MATERIALS	BUDGET ADJUSTMENT	3,400.00
01 000 000 000 2600 621	NATURAL GAS	BUDGET ADJUSTMENT	(4,000.00)
01 000 000 000 2600 622	ELECTRICITY	BUDGET ADJUSTMENT	(4,000.00)
01 000 000 000 2600 626	GASOLINE	BUDGET ADJUSTMENT	(500.00)
01 000 000 000 2700 610	SUPPLIES AND MATERIALS	BUDGET ADJUSTMENT	(2,000.00)
01 000 000 240 1000 320	PROFESSIONAL-ED SERVICES	BUDGET ADJUSTMENT	900.00
01 000 000 240 1000 810	DUES & FEES	BUDGET ADJUSTMENT	6,500.00
01 000 000 400 2700 100	SALARIES FOR BUS DRIVERS	BUDGET ADJUSTMENT	1,030.00
01 000 002 120 1000 110	PROFESSIONAL SALARIES	BUDGET ADJUSTMENT	(20,000.00)
01 000 002 120 1000 610	SUPPLIES AND MATERIALS	BUDGET ADJUSTMENT	3,500.00
01 000 002 120 1000 641	TEXTBOOKS	BUDGET ADJUSTMENT	1,300.00
01 000 002 120 1000 810	DUES AND FEES	BUDGET ADJUSTMENT	1,800.00
01 000 004 140 1000 641	TEXTBOOKS	BUDGET ADJUSTMENT	300.00
01 000 004 140 1000 810	DUES AND FEES	BUDGET ADJUSTMENT	8,000.00
01 000 004 140 2410 810	DUES AND FEES	BUDGET ADJUSTMENT	700.00
01 000 004 360 1000 610	SUPPLIES AND MATERIALS	BUDGET ADJUSTMENT	200.00
01 000 004 360 1000 734	EQUIPMENT	BUDGET ADJUSTMENT	(2,600.00)
Account Type Total: Expenditure			<u>(620.00)</u>

LB 3.7.24

*MB
March Budget Main*



February 24, 2026

PROPOSAL FOR

GLEN ULLIN PUBLIC SCHOOLS

PRICING VALID TO 3.31.2026

Prepared by:

Kevin Johnson

Senior Technology Advisor
701.250.2102
Kevin.johnson@marconet.com



Managed Services



Copiers & Printers



Audio Visual



Business IT Services

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Simple.
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GLEN ULLIN SCHOOLS CURRENT STATE

Glen Ullin Public Schools is currently utilizing Konica Minolta and HP equipment under Marco's Managed Print for Education program. Martin has requested a quote to swap out the "Copiers" with Sharp equipment that he is familiar with from his prior school district.

RECOMMENDED PRINT SOLUTION

Main Office

NEW Sharp BP-71c55 Color MFD

- 55 Color + Monochrome Pages Per Minute
- (2) 550 Sheet Fully-Adjustable Paper Trays up to 11"x 17"
- Bottom 2,500-Sheet Letter (8.5" x 11") Paper Bank
- 100 Sheet Bypass Tray
- 300 Sheet Single Pass Document Feeder
- Scan at 280 Images Per Minute
- 10.1" Smart Touch Panel Display + Pull-Out Keyboard
- PC/Mac/Mobile Printing... Including Apple AirPrint/Mopria
- Direct Integration with MS365
- Scan to Direct to Editable Word, Excel, PPT w/ OCR
- 1,000-Sheet External Stapling/Collating Finisher
- 2/3 Hole Punch



HS Work Area

NEW Sharp BP-71c55 Color MFD

- 55 Color + Monochrome Pages Per Minute
- (2) 550 Sheet Fully-Adjustable Paper Trays up to 11"x 17"
- Bottom 2,500-Sheet Letter (8.5" x 11") Paper Bank
- 100 Sheet Bypass Tray
- 300 Sheet Single Pass Document Feeder
- Scan at 280 Images Per Minute
- 10.1" Smart Touch Panel Display + Pull-Out Keyboard
- PC/Mac/Mobile Printing... Including Apple AirPrint/Mopria
- Direct Integration with MS365
- Scan to Direct to Editable Word, Excel, PPT w/ OCR
- 1,000-Sheet External Stapling/Collating Finisher
- 2/3 Hole Punch



Elementary Work Area

NEW Sharp BP-71c55 Color MFD

- 55 Color + Monochrome Pages Per Minute
- (2) 550 Sheet Fully-Adjustable Paper Trays up to 11" x 17"
- Bottom 2,500-Sheet Letter (8.5" x 11") Paper Bank
- 100 Sheet Bypass Tray
- 300 Sheet Single Pass Document Feeder
- Scan at 280 Images Per Minute
- 10.1" Smart Touch Panel Display + Pull-Out Keyboard
- PC/Mac/Mobile Printing... Including Apple AirPrint/Mopria
- Direct Integration with MS365
- Scan to Direct to Editable Word, Excel, PPT w/ OCR
- 1,000-Sheet External Stapling/Collating Finisher
- 2/3 Hole Punch



Keep current HP Desktop Devices under Marco's Management that includes automated supply ordering, all break-fix service, parts, & toner.

This allows for a single-vendor, fully-managed environment to lean on Marco for any/all support for printing needs.

- (4) HP E50145dn B/W Printers
- (2) HP E45028dn Color Printers
- (1) HP E55040dn Color Printer
- (1) HP E47528dn Color MFP



MARCO PRINT AS A SERVICE FOR EDUCATION

Our Marco Print as a Service subscription includes your equipment, on-site service, parts, and supplies with NO up-front or FUTURE capital expense (except paper & finishing staples). The result is a fleet with the capabilities and features you need—without the administrative headache of self-management and fluctuating costs.

60 MONTH MARCO PaaS PROGRAM.....\$1,592.00/ Month

- Unlimited B&W and Color Usage
- No Usage Overages
- No Hidden Fees
- No Per-Page Costs
- Includes Network Help Desk Support
- Comprehensive Management and Support

1700

DELIVERY, INSTALLATION, INITIAL SUPPLIES AND INITIAL TRAINING

Delivery, Installation, Initial Supplies & Initial Training Included
 Automated Toner Delivery & Meter Reads Included

The proposed solution pricing excludes applicable sales/use tax and is valid until 3.31.3026.

Accepted by: _____ Date: _____

By signing this proposal, GLEN ULLIN PUBLIC SCHOOLS authorizes Marco Technologies LLC to order, install, and invoice the above listed equipment.





**Glen Ullin Public School
10 Year Fiscal Strategic Plan
2025-2026 to 2034-2035**

"Funding Our Plan"

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Page 3: 2025-2026 School Board Strategic Plan Goals

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Page 7: Plan of Action: Transportation Fleet Replacement Rotation

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Page 14: Plan of Action: Grant Funding and Budget Enhancement Plan

Page 15: Future Risk Mitigation for Glen Ullin School District

**2025-2026 Board Strategic Plan Goals
to Consider**

Staff Expectations-

School Culture and Morale-

Food Service-

Building and Grounds-

Policies and Procedures-

Staffing Needs -

Communication-

Extra-Curricular/Activities-

Technology-

Transportation-

School Budget/Finance-

Parent Engagement-

Student Engagement-

Community Connections-

Health and Safety-

Professional Development-

Curriculum/Textbooks-

MTSS/Title-

Compensation/Benefits-

Other-

Glen Ullin Public School Theory of Action

If we engage stakeholders in the process of improving student outcomes; align curriculum with state standards and provide resources to support these practices; ensure customized educational plans based on student strengths, interests and needs; then we will achieve the Board's Goals.

Glen Ullin Public School Be Legendary Student Outcome Goals

Goal 1: Glen Ullin Public School will increase the percentage of students who are proficient or above in Grades 3-8 and 10 ELA as measured by the ND A+ English Language Arts from 29% in Spring 2025 to 72% in Spring 2030.

Goal 2: Glen Ullin Public School will increase the percentage of students who are proficient or above in Grades 3-8 and 10 Math as measured by the ND A+ Math from 32% in Spring 2025 to 72% in Spring 2030.

Goal 3: Glen Ullin Public School Will Increase the number of seniors graduating Choice Ready from 62% in Spring 2023 to 90% in Spring 2028

Glen Ullin Public School Be Legendary Superintendent Guard Rails

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

Glen Ullin Public School Be Legendary School Board Guard Rails

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

Glen Ullin Public School
Plan of Action
Objective: Textbook/Curriculum Rotation

Last Updates March 2023

Action/Activity to be Taken (Be Specific)	Resources Required	Date Action Is To Be Completed	Individual(s) Responsible For Action
Replace K-12 Math Curriculum	Reviewed Every 7 Years \$40,000 General Fund	Next Cycle 2027-2028	Principal/Supt.
Replace K-12 Social Studies Curriculum	Reviewed Every 10 Years \$30,000 General Fund	Next Cycle 2031-2032	Principal/Supt.
Replace K-12 Science Curriculum	Reviewed Every 8 Years \$20,000- \$25,000 General Fund	2029-2030	Principal/Supt.
Replace K-12 Reading Curriculum	Reviewed Every 5 Years \$60,000 General Fund	Next Cycle Recommended 2026-2027	Principal/Supt.
Replace K-12 Elective Curriculum Business/Computers, STEM, Career Ed	Reviewed Every 11 Years \$15,000 General Fund and Pearson Grant	Next Cycle 2032-2033	Principal/Supt.

**Glen Ullin Public School
Plan of Action
Objective: Technology Replacement**

Last Updated: December 2025

Action/Activity to be Taken (Be Specific)	Resources Required	Date Action Is To Be Completed	Individual(s) Responsible For Action
<p>One to one devices for all students PK-12 -Google Chromebooks for Grades 2-12 -Chromebooks Replacement every five years, -lpads for Grades PK-1</p> <p>Est. Life Span of Technology 5 years</p>	<p>-Purchase 25 Chromebooks each year for 5 year purchasing cycle</p> <p>\$8,000-\$10,000 annually in REAP, Title 1, Gen Fund monies</p>	<p>July 2025 and July 2026</p>	<p>Supt. and IT</p>
<p>Replace Smart Boards or Smart TV's in classrooms as needed</p> <p>Avg. replacement should be 1-3 a year</p> <p>Est. Life Span 10 Years</p>	<p>\$3,000-\$7,000 per year: Gen. Fund, REAP, Pearson Grant, Other Grants</p>	<p>Continuous</p>	<p>Supt. and IT</p>
<p>Replace Teacher Computers and Mrs. Christensen's Lab computers.</p> <p>Lab Est. Life Span 7 Years Teacher Computers Est. Life Span 3-5 Years.</p>	<p>\$15,000-20,000 during cycle year.</p>	<p>Teachers 25-26 Completed Next Cycle 28-29</p> <p>Lab 27-28</p>	<p>Supt. and IT</p>
<p>Inspect and upgrade as needed Wireless, cameras, security doors</p>	<p>Federal E-Rate Funding Source: \$20,000 to 25,000 every five years. Oil and Gas Grant, Pearson Grant.</p>	<p>Completed 24-25</p> <p>Continuous Next Cycle 30-31 Apply in 29-30</p>	<p>Supt. and I.T.</p>
<p>Photocopiers</p> <p>Life Span 5 Year Contract</p> <p>Wireless Lifespan-7 Years</p> <p>Cameras Lifespan-10-15 Years</p>	<p>5 Year Rotation Estimated monthly cost of contract \$1,400-\$1,500 a month.</p>	<p>Next Cycle July 2026</p>	<p>B.M., Supt, and Board</p>

**Glen Ullin Public School
Plan of Action
Objective: Transportation Fleet Replacement**

Last Updated: December 2025

Action/Activity to be Taken (Be Specific)	Resources Required	Date Action Is To Be Completed	Individual(s) Responsible For Action
Replace 1995 BRCAT 7	Purchase 47 Passenger Bus-Gas Engine \$125,000 Special Res. Fund. Board should consider a SRF in July 2026 for transportation needs or energy monies in GF Trade In Bus BRCAT 7	TBD 2027-2028?	Supt.
Replace 1999 BRCAT 4	Purchase 47 Passenger Bus-Gas Engine \$125,000 General Fund Trade in Bus BRCAT 4	TBD 2029-2030?	Supt.
Replace 1999 BRCAT 1	Purchase 47 Passenger Bus-Gas Engine \$125,000 Special Res. Fund, Trade in BRCAT 1	TBD 2031-2032?	Supt.
Replace 2004 BRCAT 9 White Mini-Bus	Purchase 14 Passenger Bus-Gas Engine \$105,000 General Fund Trade In BRCAT 9 White Mini Bus	TBD 2033-2034?	Supt.

Replace 2011 BRCAT 10 White Mini-Bus	Purchase 14 Passenger Bus-Gas Engine \$105,000 General Fund Trade In BRCAT 10 White Mini Bus	TBD 2035-2036?	Supt.
Replace 2011 BRCAT 3	Purchase 47 Passenger Bus-Gas Engine \$125,000 Special Res. Fund Trade In BRCAT 3	TBD 2037-2038?	Supt.
Replace 2017 BRCAT 8 Activity Bus	Purchase 47 Passenger White Activity Bus-Gas Engine \$125,000 Special Res. Fund Trade In BRCAT 3 Will this be needed if a new coop emerges?	2039-2040?	Supt.
Do Not Replace BRCAT E Electric Bus	Sell in 2028-2029 for Parts	2028-2029	Supt.
Replace 1997 BRCAT 11 Suburban	Purchase 6 Passenger Mini Van \$25,000 General Fund Trade In BRCAT 11	2026-2027	Supt.
Replace 2014 BRCAT 13 Mini-Van	Purchase 6 Passenger Mini Van \$25,000 General Fund Trade In BRCAT 13	TBD	Supt.

License	Year	Make	Model	Size	VIN
BRCAT 10	2011	Chev	Express Cutaway G3500	15	1GB3G2BG6B1102631
BRCAT 3	2011	IC Bus	CE SB	53	4DRBUAAM3BB258570
BRCAT E	2023	LION mfg. Corp.	LION C V2	71	7TFCP2747PT000040
BRCAT 7	1995	INT	3800	66	1HVBBABP4SH671267
BRCAT 12	2016	Blue Bird Body	School Bus/ Transi	42	1BAKBCPH2GF320406
BRCAT 11	1997	GMC	Suburb	8	3GKFK16R4VG525151
BRCAT 13	2014	Chrysler	Town & Country	6	2C4RC1BGXER383845
BRCAT 9	2004	Chev	Express Cutaway G3500	14	1GBJG31U541133506
BRCAT 8	2017	IC	CE SB	50	4DRBUC8P5HB271535
BRCAT 14	1997	INT	3000 Series 3800	48	1HVBBABM3VH448762
BRCAT 1	1999	INT	3000 Series 3800	35	1HVBBABM8XH202860

Updated 12-11-2025

**Glen Ullin Public School
Plan of Action
Objective: Building Fund Allocation**

Last Updated: December 2025

Action/Activity to be Taken (Be Specific)	Resources Required	Date Action Is To Be Completed	Individual(s) Responsible For Action
School Lighting	\$25,000 General Fund Approved for \$50,000 in ND DOC Energy Efficiency Monies	Summer 2025 Completed	Supt.
Replace Section 1 of the Roof (Gym)	\$107,052 Building Fund in 2025 dollars Building Fund Required by 2027 or dedicated Energy Monies to stay on track with deferred main	2029-2030 The a roof maint. plan can begin.	Supt., Board
Replace Section 2 of the Roof (Sixth Grade Wing)	\$120,000 Building Fund or Energy Monies in 2025 dollars	2030-3031	Supt., Board
Replace Section 3 of the Roof (Ag Shop Wing)	\$110,000 Building Fund Or Energy Monies in 2025 dollars	2031-2032	Supt., Board
Replace Section 4 of the Roof (HS Wing)	\$120,000 Building Fund or Energy Monies in 2025 dollars	2032--2033	Supt., Board
Replace Section 5 of the Roof (Lower Elem Wing)	\$110,000 Building Fund or Energy Monies in 2025 dollars	2033-2034	Supt., Board
Replace Section 6 of the Roof (Office and Foyer)	\$30,000 Building Fund or Energy Monies in 2025 dollars	2034-2035	Supt., Board

**Glen Ullin Public School
Plan of Action
Objective: Staff Compensation**

Last Updated: December 2025

Action/Activity to be Taken (Be Specific)	Resources Required	Date Action Is To Be Completed	Individual(s) Responsible For Action
Certified Staff Compensation Increased to a base salary of \$50,000 by 2027-2028	Base Pay Increase of \$3,000 Each Year for 2 Years.	Spring 2026-2027	Board and GUEA
All Non-Certified Staff Above Possible \$15.00/HR Coming Minimum Wage Requirement	Increase 3 Employees above \$15.00 per hour in 2026-2027 Increase 2 Employee above \$15.00 per hour.in 2027-2028	Spring 2026	Board, Supt.
Supt. Salary and Benefit Package to \$160,000 for a 1 FTE , \$80,000 for a .5 FTE Glen Ullin Position. Combination of Salary, TFFR, and/or Health Benefit. Goal: To create a competitive compensation package to recruit a new Supt. in Spring (JAN/FEB) of 2027	Increase Total Compensation by \$39,000/\$19,500 Salary, Health Benefit, TFFR	2026-2027	Board
Non-Certified Staff Wage Increase of 3% to 4% per Year	General Fund	Ongoing	Board, Supt.
Coaches/Advisors/AD/Specialists Salary Increase of 2.5% to 3% Per Year	General Fund	Ongoing	Board, Supt.

**Glen Ullin Public School
Plan of Action
Objective: Fiscal Oversight and Practices**

Last Updated: December 2025

Action/Activity to be Taken (Be Specific)	Resources Required	Date Action Is To Be Completed	Individual(s) Responsible For Action
Develop and Maintain Strong Fiscal Practices	To Be Determined	Ongoing	Business Manager, Board, Supt. Staff
-Maintain Strong Audit Process -In Person Audit Presentation from Audit Vendor -Audit Report Mailed independently to Board President	\$15,000 Per Year Currently Point CPA	Ongoing	Business Manager, Board, Supt.
Create Process to follow orders from PO to Receiving	To Be Determined	Ongoing Completed	Business Manager, Admin Asst.
Create Process to Reconcile Credit Card Statements	To Be Determined	Ongoing	Business Manager, Admin Asst.
Create Capacity to Maintain Business Office Operations	To Be Determined	Ongoing	Business Manager, Admin Asst., Supt., Board
Consider Approval of a 3 Mill Special Reserve Fund up to 15 Mills Maximum	To Be Considered in July 2026	July 2026	

Glen Ullin Public School
Plan of Action
Objective: Grant Funded Special Projects

Last Updated: December 2025

Action/Activity to be Taken (Be Specific)	Resources Required	Date Action Is To Be Completed	Individual(s) Responsible For Action
Purchase Mental Health Services due to increased need.	\$9,800 Annually– Grant Funds Sustained Through Pearson and BC/BS, Burgum Foundation	August 2026	Board, Supt.

Glen Ullin Public School
Plan of Action
Objective: Grant Funding for Budget Enhancement

Last Updated December
2025

Action/Activity to be Taken (Be Specific)	Resources Required	Date Action Is To Be Completed	Individual(s) Responsible For Action
Title I, and V Grants	Web Grants Training 5 Year Review Monitoring Binder End of Year Reports	Ongoing	Supt
BC/BS Caring Foundation Mental Health Services	BCBS Form Use	Ongoing	Supt
REAP Grant-Technology	Maintain Sam, GS, and Grants.Gov Accounts	Ongoing	Supt
CTE Grants	Maintain CTE BRP Applications 5 Year Review End of Year Report	Ongoing	Principal, Supt, CTE Staff
Carl Perkins CTE Grant	CTE Carl Perkins Application End of Year Report	Ongoing	Principal, Supt, CTE Staff
Best In Class	Grant Application End of Year Report	Ongoing	Principal, Supt.
21st Century Grant	Grant Application Monthly Reports and Payroll Spreadsheet End of Year Report	Consider applying in 2025-2026	21st Century Coordinator, Principal, BM, Supt.
Fresh Fruit and Vegetable Grant	Grant Application Monthly Reports End of Year Report	Ongoing	Food Service Director, BM Supt.

Future Risks to the Glen Ullin District

Critical Institutional Memory: Current Fiscal Status is Stable and Sustainable But will Require Strong Fiscal Discipline and Require Board and Administration to Strictly Follow the Strategic Plan or When Flexibility is Required or When a Critical New Initiative is Determined, a Sustainable Trade-Off Must be Identified Before Implementing the New Initiative.

1. Availability of Teachers to Fill Future Positions

Challenges:

- a. Certification alignment with needs (highly qualified)
- b. Available Housing for Teachers in Glen Ullin
- c. Lack of Teachers in Teacher Education Programs
- d. Teacher Compensation

Possible Remedies:

- a. Paid Student Teacher Experience
- b. Signing Bonuses
- c. Allow Outside Teachers to Bring in Sick and Personal Days to Glen Ullin
- d. Fully Paid FMLA for Teachers
- e. Alternative Certification Programs
- f. Para to Teacher Pathways
- g. Teacher Apprenticeship Programs
- h. Partnership MOU's with other Districts
- i. Grow Your Own Initiatives
- j. Increase Teacher Compensation
- k. School Build Housing for Teachers
- l. Community Scholarships for Graduates Who Go Into Teaching and Come Back Home to Glen Ullin to Teach

2. Student Enrollment

Challenges:

- a. Energy Development Impacts
- b. Availability of Low Cost Housing and Single Family Housing
- c. School Culture
- d. Low Income Challenges

Possible Remedies:

- a. Monthly Monitoring of Energy Revenue and Price Futures
- b. Community Partnerships to Build Housing
- c. School Build Housing for Teachers.

3. Transportation

Challenges:

- a. Cost of Maintenance
- b. Cost of Vehicle Replacement
- c. Age of Fleet
- d. Inability to Safely Transport Students

Possible Remedies:

- a. Special Reserve Fund
 - b. Maintenance Upkeep. Deferred Maintenance will Drive Up Maintenance
Long Term Costs. Fix it Now to Save Money Down the Road
 - c. Yearly Maintenance Inspections of Vehicles
-

Assistant Custodian

Purpose Statement

The job of Assistant Custodian is done for the purpose/s of providing custodial services at assigned site; ensuring an attractive, sanitary and safe environment for students, staff and visitors; performing a variety of special cleaning operations; and assisting in preparing facilities for classroom activities and campus events.

This job reports to Head Custodian

Essential Functions

- Assists with site snow removal (e.g. salting, sanding, sidewalk ice removal, etc.) for the purpose of ensuring access and safety.
- Attends unit meetings, in-service training, for the purpose of gathering information required to perform job functions.
- Cleans assigned facilities and/or grounds (e.g. classrooms, offices, gym, restrooms, multipurpose rooms, grounds, thorough disinfecting and cleaning of classrooms and restrooms during contagious illness outbreaks, etc.) for the purpose of maintaining a sanitary, safe and attractive environment.
- Delivers a variety of items (e.g. supplies, mail, packages, furniture, etc.) for the purpose of distributing materials to the appropriate parties within site.
- Informs students and other site personnel for the purpose of providing information and direction regarding activities, safety issues and/or proper maintenance of facilities and equipment.
- Monitors students and staff in and around work areas (e.g. halls, multipurpose rooms, lunch room, restrooms, grounds, etc.) for the purpose of preventing injuries and ensuring site safety.
- Performs summer maintenance (e.g. strip/wax floors, moves furniture, painting, carpet cleaning, wall cleaning, etc.) for the purpose of completing and/or facilitating summer construction and repair.
- Prepares site for daily operations (e.g. opening gates, raising flags, sweeping walkway; preparing assigned spaces for special conferences, meetings, school activities, etc.) for the purpose of ensuring facilities are operational and hazard free.
- Replenishes classroom and rest room supplies (e.g. paper towels, soap, etc.) for the purpose of ensuring adequate quantities for daily use.
- Responds to inquiries from staff, students, parents, and/or visitors for the purpose of providing information, taking appropriate action and/or directing to appropriate personnel for resolution.
- Responds to immediate safety and/or operational concerns (e.g. facility damage, vandalism, alarms, etc.) for the purpose of taking appropriate action or notifying appropriate personnel for resolution.
- Secures facilities and grounds (e.g. doors, gates, alarms, lights, etc.) for the purpose of minimizing property damage, equipment loss and/or potential liability.
- Supports other site maintenance staff (e.g. grounds, trades, etc.) for the purpose of completing site custodial activities.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating equipment used in industrial maintenance including electrical cleaning equipment, common tools, etc.; and adhering to safety practices.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and follow instructions; and understand multi-step written and oral instructions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include methods of industrial cleaning, and safety practices and procedures.

ABILITY is required to schedule activities; collate data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing specific, defined processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with specific, job-related data; and utilize a variety of job-related equipment. Problem solving with data requires following prescribed guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; meeting deadlines and schedules; working as part of a team; and working with constant interruptions.

Responsibility

Responsibilities include: working under direct supervision using standardized procedures; providing information and/or advising others; operating within a defined budget. There is a continual opportunity to have some impact on the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 5% sitting, 85% walking, and 10% standing. The job is performed under minimal temperature variations and under conditions with some exposure to risk of injury and/or illness.

Experience: Job related experience is desired.

Education: High school diploma or equivalent.

Equivalency:

Required Testing:

Certificates and Licenses

Continuing Educ. / Training:

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status
Non Exempt

Approval Date

Salary Grade
SH

Activities Director

Purpose Statement

The job of Activities Director is done for the purpose/s of directing the athletics, fine arts, and music programs and activities at the Junior High and high school level; providing leadership, supervision, assessment and coordination of all respective programs and other student activities in compliance with established guidelines; and serving as a member of the leadership team. Maintain activity coop's and facilitate effective communication with all coop stakeholders.

This job reports to Principal, Superintendent, and School Board

Essential Functions

- Collaborates with internal personnel and external stakeholders (e.g. coordinates athletic facilities usage, transportation requests, assists as the tournament manager, coordinates JH, sub-varsity, and varsity athletic schedules, schedules officials and issues contracts, etc.) for the purpose of implementing and/or maintaining services and programs.
- Compiles data from a wide variety of sources (e.g. verification of athletic eligibility lists, maintenance of permanent records for each program, maintenance of inventory of all athletic equipment, student/athlete evaluations, pre and post season head coaches meetings, game and practice schedules, student/athletic academic progress, fine arts programs and clubs, etc.) for the purpose of analyzing issues, ensuring compliance with organization policies and procedures, and/or monitoring program components.
- Directs the maintenance of services and the implementation of new programs and/or processes (e.g. improving interscholastic programs, develops long range plans for student activities, facilities usage and maintenance, etc.) for the purpose of providing services within established timeframes and in compliance with related requirements.
- Facilitates meetings and workshops (e.g. parent/guardian meetings, financial procedures (booster clubs), regulatory requirements, community involvement, actions involving outside agencies, interdepartmental needs, etc.) for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a District representative. Maintains and coordinates activity Coop management and communication.
- Manages assigned programs and/or district responsibilities (e.g. remain informed of court decisions or rulings that affect athletic offerings such as bullying, hazing Title IX, race and gender discrimination, school and/or coach negligence, concussion management, etc.) for the purpose of achieving organizational objectives, and ensuring compliance with legal, financial and District requirements.
- Monitors activity fund budget allocations, expenditures, fund balances and related financial activities (e.g. approval for fundraiser, oversight of budget reports to ongoing and final review for booster clubs, meets with heads of programs at the end of each season to develop a budget for the following year, etc.) for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits and/or fiscal practices are followed.
- Participates in a variety of meetings (e.g. workshops, Coop, inter and intra district committees, districts activity committee, seminars, conferences, regular school board meetings, coaches training certification, etc.) for the purpose of conveying and gathering information regarding a wide variety of subjects required to carry out their administrative responsibilities.
- Performs personnel administrative functions (e.g. hiring coaches, mentoring, training, supervising, evaluating, providing mediation between coaches/advisors, assisting in the review of athletic policy, reviewing staff handbook and other resources, etc.) for the purpose of maintaining necessary staffing, enhancing productivity of staff, and ensuring necessary department/program outcomes are achieved.

- Prepares a wide variety of materials (e.g. plans, budgets for athletic department/equipment, funding requests, internal and external communications, publication of schedules/teams on website, mid/post season program evaluation, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations, and/or providing supporting materials for requested actions.
- Presents information on a variety of topics related to administrative responsibilities (e.g. school academic-athletic policies, concussion protocol and physical examinations, playing time, coaching philosophy, etc.) for the purpose of providing general information, training others, implementing actions,
- Researches a wide variety of topics (e.g. policies, eligibility requirements, current practices, staffing requirements, financial resources, etc.) for the purpose of developing new programs/services, ensuring program compliance with established requirements, securing general information and/or responding to requests.
- Responds to issues involving staff, conflicts in policies and regulations, community concerns, parental requests that may result in some negative impact and/or liability if not appropriately addressed for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issue.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include operating standard office equipment including utilizing pertinent software applications; planning and managing projects and programs; overseeing program financial activities; developing effective working relationships; preparing and maintaining accurate records; and administering personnel policies and procedures.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include pertinent laws, codes, policies, and/or regulations; personnel processes; and standard business practices.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: providing leadership, direction, and team building; communicating with persons of varied educational and cultural backgrounds; establishing and maintaining effective working relationships with individuals from diverse professional backgrounds; working independently under time constraints to meet deadlines and schedules; organizing and communicating information and concepts; setting priorities; working as part of a team; analyzing situations and making accurate decisions; working with multiple projects; dealing with frequent interruptions and changing work priorities; working with detailed information/data and maintaining accurate records; maintaining confidentiality; and facilitating communication between persons with frequently divergent positions.

Responsibility

Responsibilities include working independently under broad organizational guidelines to achieve unit objectives; managing a department; directing the use of budgeted funds within a work unit. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some climbing and balancing, some stooping, kneeling,

crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 50% sitting, 20% walking, and 30% standing. The job is performed under some temperature extremes and in a generally hazard free environment.

Experience: Job related experience with increasing levels of responsibility is required.

Education: Bachelor's degree in job-related area. CAA or CMAA credential

Equivalency: recommended.

Required Testing:

Certificates and Licenses

Teaching Credential

Continuing Educ. / Training:

Maintains Certificates and/or Licenses

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Approval Date

Salary

Established in the Ancillary Staff Salary/Wage Worksheet. Salary is reviewed annually by Admin. and Board. Position allows salary to be negotiated.

Office Administrative Assistant

Purpose Statement

The job of Administrative Assistant for Glen Ullin Public School is done for the purpose/s of providing complex and confidential secretarial and administrative support to the school-site principal and other administrators; conveying information regarding school functions and procedures; ensuring efficient operation of support functions; supervising and managing the operations of the school's administrative and main office and its staff under direction of the administrative staff; and coordinating assigned projects and site activities.

Incumbent is responsible for interacting with all aspects of the school community and the school system.

This job reports to Business Manager and Superintendent

Essential Functions

- Compiles data from a wide variety of sources (e.g. student information, time sheets, calendars, expenditures/budget, Internet research, etc.) for the purpose of preparing reports, making recommendations, and/or preparing information for assigned administrator.
- Coordinates a wide variety of projects, functions and/or program components (e.g. training office support staff and student workers;, attends meetings and in-service events, arranges travel and accommodations, schedules open house and orientations, maintains key inventory and locker assignments, etc.) for the purpose of completing activities and/or delivering services in a timely fashion.
- Maintains a wide variety of manual and electronic documents files and records (e.g. budget data, employee records, financial records, reports, etc.) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Monitors a wide variety of activities on behalf of the Principal and/or other school personnel (e.g. program components, meeting arrangements, account balances, work order status, etc.) for the purpose of achieving goals and meeting target dates in compliance with established guidelines and regulatory requirements.
- Monitors students referred for illness or disciplinary action for the purpose of ensuring student welfare and maintaining a secure office environment.
- Oversees the work activities within the office (e.g. supervises, manages, schedules, trains, monitors the work of office support staff, etc.) for the purpose of organizing assignments, monitoring progress, and ensuring completion within established guidelines.
- Participates in a variety of meetings, workshops, and/or trainings for the purpose of providing or receiving information, recording minutes, and supporting the needs of the attendees.
- Prepares a wide variety of reports, documents and correspondence of a confidential and non-confidential nature (e.g. letters, memorandums, meeting minutes, charts, periodic and ad-hoc reports, operational procedures, manuals, reports for state, district and building, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Presents information on administrative procedures (e.g. department/program policies, submission procedures, etc.) for the purpose of orienting new personnel and/or disseminating information to existing personnel.
- Processes a wide variety of documents and materials (e.g. time sheets, work orders, requisitions, travel reimbursements, budget transfers, etc.) for the purpose of disseminating information in compliance with administrative guidelines and/or regulatory requirements.

- Procures supplies and materials for the purpose of maintaining availability of required items.
- Reconciles account balances for assigned budget categories for the purpose of maintaining accurate account balances.
- Represents assigned Administrator in their absence for the purpose of conveying and/or gathering information required for their functions.
- Researches a variety of topics (e.g. current practices, policies, education codes, etc.) for the purpose of providing information and/or recommendations and/or addressing a variety of administrative requirements.
- Responds to a wide variety of inquiries from internal and external parties (e.g. staff, parents, students, public agencies, etc.) for the purpose of providing information, facilitating communication among parties and/or providing direction.
- Schedules a wide variety of activities (e.g. appointments, meetings, travel reservations/accommodations, facility usage, etc.) for the purpose of making necessary arrangements for assigned administrator.
- Supports assigned administrative personnel for the purpose of providing assistance with their functions and responsibilities.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including pertinent software applications; planning and managing project; and performing basic bookkeeping and record keeping.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: concepts of grammar and punctuation; basic bookkeeping principles; business telephone etiquette; and common office machines.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; interacting with all aspects of the school community and the school system; and working with constant interruptions.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; monitoring budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. The job is performed under conditions with some exposure to risk of injury and/or illness.

Experience: Job related experience with increasing levels of responsibility is required.

Education: Targeted, job related education with study in job-related area.

Equivalency:

Required Testing:

Certificates and Licenses

Continuing Educ. / Training:

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Approval Date

Salary Grade

Non Exempt

SJ

Instructional Aide

Purpose Statement

The job of Instructional Aide is done for the purpose/s of providing support to the instructional program within and outside of the assigned classroom with specific responsibility for working with individual and/or small groups of students to reinforce instruction, monitor performance, and support learning; performing a variety of instructional and classroom management supports; supervising students outside of the classroom; and performing clerical tasks to support to teacher/s and staff.

This job reports to Principal /Classroom Teacher, and/or Program Specialist

Essential Functions

- Administers first aid, as instructed by a health care professional for the purpose of meeting immediate health care needs.
- Assists students, individually or in small groups, with lesson assignments (e.g. read stories, listen to students read, providing writing assistance, reinforce English lessons, provide spelling practice, facilitate activities, computer learning programs, etc.) for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching academic goals and grade level standards.
- Assists teachers in adapting classroom activities, assignments and/or materials under the direction of the supervising teacher (e.g. instructional and/or developmental activities, etc.) for the purpose of supporting and reinforcing classroom objectives.
- Attends meetings and in-service presentations (e.g. technology to assist students, child development, instructional strategies and practices, student behavior, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
- Communicates with teachers and students (e.g. alerts teacher to individual student needs, keeps teacher informed of student progress, engages in planning of activities with teacher, listens to students read, participates in other forms of oral communications with students, etc.) for the purpose of assisting in meeting instructional objectives/programming.
- Maintains classroom supplies and materials, work area, and manual and electronic files and records for the purpose of ensuring availability of items, providing written reference, providing a safe learning environment, and/or meeting mandated requirements.
- Monitors individual and/or groups of students in a variety of settings (e.g. classroom, playground, field trips, library, lunchroom, bus loading/unloading, etc.) for the purpose of providing a safe and positive learning environment.
- Provides small group instruction, under supervision of classroom teacher (e.g. math, reading, social skills, self-care, etc.) for the purpose of ensuring student learning.
- Reports observations and incidents relating to specific students (e.g. accidents, fights, inappropriate social behavior, violations of rules, safety conditions, etc.) for the purpose of communicating information to appropriate instructional and/or administrative personnel.
- Responds to emergency situations (e.g. injured student, fights, school drills, etc.) for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
- Supports classroom teachers and other school personnel for the purpose of assisting them in the implementation of curriculum and teaching methodologies.

- Supports students with classroom assignments, tests, homework assignments, make-up work, etc. (e.g. monitors students engaged in independent study, enrichment or remedial work, etc.) for the purpose of supporting teachers in the instructional process.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the classroom/school.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: concepts of grammar and punctuation; stages of child development and learning styles; and age appropriate activities.

ABILITY is required to schedule activities; collate data; and use basic, job-related equipment. Flexibility is required to work with others; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; setting priorities; working as part of a team; and working with constant interruptions.

Responsibility

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; operating within a defined budget. There is a continual opportunity to have some impact on the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 30% sitting, 35% walking, and 35% standing. The job is performed under conditions with some exposure to risk of injury and/or illness.

Experience: Job related experience is desired.

Education: High school diploma or equivalent.

Equivalency:

Required Testing:

Certificates and Licenses

Special Education Para-Professional Training

Continuing Educ. / Training:

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status
Non Exempt

Approval Date

Salary Grade
SE

Child Nutrition Assistant Cook

Purpose Statement

The job of Child Nutrition Assistant Cook is done for the purpose/s of providing support to the food service activities with specific responsibilities for cooking food items that meet mandated nutritional requirements and/or requests of students and/or school personnel; verifying quantities and specifications of orders; and maintaining facilities in a safe and sanitary condition.

This job reports to Food Service Manager

Essential Functions

- Attends unit meetings, in-service training, workshops, etc. for the purpose of conveying and gathering information required to perform job functions. Document training hours.
- Cleans utensils, equipment, and storage, food preparation and serving areas for the purpose of maintaining required sanitary conditions.
- Cooks food, prepared and/or from scratch, for the purpose of meeting mandated nutritional and projected meal requirements.
- Estimates food preparation amounts and adjusts recipes if required for the purpose of meeting projected meal requirements and minimizing waste.
- Evaluates prepared foods for flavor, appearance and temperature for the purpose of providing items that will be accepted by students and/or staff.
- Inspects food items for the purpose of verifying quantity, quality and specifications of orders to meet preparation requirements and/or complying with mandated health standards.
- Inventories food, condiments and supplies for the purpose of ensuring availability of items required for meeting projected menu requirements.
- Maintains equipment, storage, food preparation and serving areas in a sanitary condition for the purpose of complying with current health standards.
- Monitors kitchen and cafeteria areas for the purpose of ensuring a safe and sanitary working environment.
- Performs functions of other nutritional services positions, as requested by supervisor for the purpose of ensuring adequate staff coverage within site nutritional services operations.
- Prepares foods and beverage items for the purpose of meeting mandated nutritional and health standards and ensuring appealing presentation.
- Reports equipment malfunctions for the purpose of maintaining equipment in safe working order.
- Serves one or more items of food for the purpose of meeting mandated nutritional requirements and/or requests of students and school personnel.
- Stocks food, condiments and supplies for the purpose of maintaining adequate quantities and security of items.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include adhering to safety practices; operating equipment found in a commercial kitchen; and using pertinent software applications.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; understand written procedures, write routine documents, and speak clearly; and understand complex, multi-step written and oral instructions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include safety practices and procedures; quantify food preparation and handling; and sanitation practices.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and consider a number of factors when using equipment. Flexibility is required to work with others; work with data utilizing defined and similar processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals; work with similar types of data; and utilize a variety of job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include setting priorities; working as part of a team; and working with interruptions.

Responsibility

Responsibilities include working under direct supervision using standardized procedures; providing information and/or advising others; operating within a defined budget. There is a continual opportunity to have some impact on the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 2% sitting, 50% walking, and 48% standing. The job is performed under some temperature extremes and under conditions with some exposure to risk of injury and/or illness.

Experience: Job related experience is Preferred.

Education: High school diploma or equivalent.

Equivalency:

Required Testing:

Certificates and Licenses

Continuing Educ. / Training:

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status
Non-Exempt

Approval Date

Salary Grade
SC

Bus Driver

Purpose Statement

The job of Bus Driver is done for the purpose/s of providing support within the student transportation services area with specific responsibilities for transporting students over scheduled routes and/or to/from special excursions; ensuring vehicle operation is in safe operating condition; and ensuring safety of students during transport, loading and unloading from buses.

This job reports to Superintendent

Essential Functions

- Advises students and other passengers of appropriate behavior for the purpose of reinforcing established guidelines and maintaining passenger safety.
- Assesses incidents, complaints, accidents and/or potential emergency situations (e.g. road hazards, medical emergencies, accidents, etc.) for the purpose of resolving and/or recommending a resolution to the situation.
- Assists students and other passengers for the purpose of providing safe loading and unloading from buses during normal transport and emergency situations.
- Attends unit meetings, in-service training, workshops, etc. for the purpose of gathering information required to perform job functions.
- Cleans assigned vehicles, both interior and exterior for the purpose of ensuring safety, appearance, and sanitation of vehicle.
- Conducts emergency evacuation drills for the purpose of ensuring efficiency of procedures and complying with mandated requirements.
- Drives school bus/s for the purpose of transporting passengers over scheduled routes to and from school and/or field trips in a safe and timely manner.
- Fuels assigned vehicle after each out of town trip, and when bus gets to 1/2 tank for route buses (e.g. oil, water, fuel, tire pressure, etc.) for the purpose of maintaining vehicle in a safe operating condition.
- Informs other school personnel and parents. of events, policies and/or practices (e.g. scheduled stops, established routes, route conditions, etc.) for the purpose of providing information and/or clarification of procedures.
- Monitors students and other passengers during transit for the purpose of ensuring the safe transportation of all passengers.
- Performs all out of town trip procedures (e.g. food, fuel, lodging, etc.) for the purpose of Ensuring all out of town procedures are followed and completed.
- Performs pre-trip and post-trip inspections (e.g. fluid levels, tire pressure, exterior condition, etc.) for the purpose of ensuring the safe operating condition of the vehicle and complying with mandated guidelines.
- Prepares reports (e.g. field trips reports, incident reports, inspections records, passenger misconduct, mileage logs, student counts, routing information, etc.) for the purpose of documenting activities, providing written reference, conveying information, and/or complying with established guidelines.

- Reports observations and/or incidents (e.g. discipline, accidents, inappropriate social behavior, etc.) for the purpose of communicating information to appropriate personnel for their action.
- Responds to inquiries from students, parents, and/or staff for the purpose of providing the necessary information regarding transportation services.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; administering first aid; applying pertinent codes, policies, regulations and/or laws; operating district vehicles, fire extinguisher, two-way radio, and standard office equipment; operating school equipment (i.e. mowers, snow blowers); ability to work mail routes, printing, grounds processes, as needed; problem solving; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: emergency evacuation techniques; area streets and locations; basic vehicle maintenance; first aid; health standards and hazards; pertinent codes, policies, regulations and/or laws; safe driving practices; safety practices and procedures; two way radio communication; and utilizing wheelchairs, tie downs, child safety seats, lifts, etc. (by assignment).

ABILITY is required to schedule activities, meetings, and/or events; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: being attentive to detail; communicating with diverse groups including school age riders; displaying tact and courtesy; establishing and maintaining effective working relationships; exercising sound judgment; maintaining an understanding of the special needs of students and their parents; working flexible hours; maintaining confidentiality; and working with constant distractions.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing. The job is performed under some temperature extremes and under conditions with some exposure to risk of injury and/or illness.

Experience: Job related experience is required.

Education: High school diploma or equivalent.

Equivalency:

Required Testing:

Alcohol and Drug Test

Certificates and Licenses

Bus Driver's Certificate
CDL

Commercial Driver's License

Continuing Educ. / Training:

Maintains Certificates and/or Licenses
Meets Continuing Education Requirements, as needed

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status
Non Exempt

Approval Date

Salary Grade

Child Nutrition Manager

Purpose Statement

The job of Child Nutrition Manager of Glen Ullin Public School is done for the purpose/s of providing support to the food service activities at with specific responsibilities for preparing and serving food items to students and/or school personnel; maintaining facilities in a safe and sanitary condition; and guiding assigned personnel in the performance of their job functions.

This job reports to Business Manager and Superintendent

Essential Functions

- Arranges food and beverage items for the purpose of serving them to students and staff in an efficient manner.
- Inspects food items and/or supplies for the purpose of verifying quantity, quality and specifications of orders and/or complying with mandated health standards.
- Inventories food, condiments and supplies for the purpose of ensuring availability of items required for meeting projected menu requirements.
- Maintains equipment, storage, food preparation and serving areas in a sanitary condition for the purpose of complying with current health standards.
- Manages a variety Child Nutrition staff for the purpose of maintaining sufficient, and efficient personnel at site.
- Monitors kitchen and cafeteria areas for the purpose of ensuring a safe and sanitary working environment.
- Participates in unit meetings, in-service training, workshops, etc. for the purpose of conveying and/or gathering information required to perform job functions. Document Training Hours.
- Performs functions of other nutritional services positions, as requested by supervisor for the purpose of ensuring adequate staff coverage within site nutritional services operations.
- Prepares food and beverage items for the purpose of meeting mandated nutritional and projected meal requirements.
- Prepares documentation (e.g. inventory and supply lists, equipment logs, etc.) for the purpose of providing written support and/or conveying information. Prepare production reports, child nutrition labels, and child nutrition reviews.
- Provides evaluation for food preparation, flavor and appearance for the purpose of ensuring attractive and sufficient food servings.
- Reports equipment malfunctions for the purpose of maintaining equipment in safe working order.
- Stocks food, condiments and supplies for the purpose of maintaining adequate quantities and security of items.
- Supports assigned personnel, student workers and/or volunteers for the purpose of assisting them in performing their functions in a safe and efficient manner.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; planning and managing projects; preparing and maintaining accurate records; operating standard office equipment and equipment found in a commercial kitchen; and using pertinent software applications.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include safety practices and procedures; quantify food preparation and handling; and sanitation practices.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include communicating with diverse groups; setting priorities; working as part of a team; working with interruptions; and working with detailed information/data.

Responsibility

Responsibilities include working under direct supervision using standardized routines; directing other persons within a small work unit; tracking budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 10% sitting, 40% walking, and 50% standing. The job is performed under some temperature extremes and under conditions with some exposure to risk of injury and/or illness.

Experience: Job related experience with increasing levels of responsibility is required.

Education: High school diploma or equivalent.

Equivalency:

Required Testing:

Certificates and Licenses

Continuing Educ. / Training:

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status
Non Exempt

Approval Date

Salary Grade
SI

Head Custodian

Purpose Statement

The job of Head Custodian is done for the purpose/s of providing custodial services at assigned site; ensuring an attractive, sanitary and safe environment for students, staff and visitors; performing a variety of special cleaning operations; overseeing the preparation of facilities for classroom activities and campus events; overseeing and supporting assigned custodians in the performance of their assignments; and ensuring that assignments are completed in a safe, proper and timely manner.

This job reports to Superintendent

Essential Functions

- Cleans assigned facilities and/or grounds (e.g. classrooms, offices, gym, restrooms, multipurpose rooms, grounds, etc.) for the purpose of maintaining a sanitary, safe and attractive environment.
- Conducts a variety of training and drills with students and staff (e.g. fire, intruder, earthquake, health and safety, etc.) for the purpose of ensuring that emergency procedures are in order, alarm systems are operational and/or established procedures are effective.
- Consults with administrative personnel (e.g. reports work orders, reports maintenance repairs, etc.) for the purpose of planning, prioritizing and scheduling custodial activities and achieving site maintenance objectives.
- Delivers a variety of items (e.g. supplies, etc.) for the purpose of distributing materials to the appropriate parties within site.
- Distributes custodial supplies and equipment for the purpose of disseminating materials to custodial staff and/or storage locations.
- Informs students and other site personnel for the purpose of providing information and direction regarding activities, safety issues and/or proper maintenance of facilities and/or equipment.
- Inspects facilities for the purpose of ensuring that the site is suitable for safe operations, maintained in an attractive and clean condition, identifying necessary repairs to facilities and/or equipment, etc.
- Maintains supplies and equipment (e.g. cleaning solutions, paper products, vacuums, mops, etc.) for the purpose of ensuring the availability of custodial items required to properly maintain facilities.
- Monitors work areas (e.g. supervises custodian staff, maintains work orders, etc.) for the purpose of preventing injuries and ensuring site safety.
- Oversees facility maintenance activities and assigned custodial personnel (e.g. heating, cooling, and air distribution systems including boilers, natural and gas heaters, etc.) for the purpose of ensuring functions are performed efficiently in compliance with site requirements and established standards.
- Participates in meetings, workshops for the purpose of conveying and/or gathering information required to perform job functions.
- Performs minor, job related, maintenance on custodial equipment, classroom furniture and fixtures (e.g. general repairs in plumbing, electrical, carpentry, minor painting, etc.) for the purpose of ensuring proper functioning and usability of items.

- Prepares written materials (e.g. supply requisitions, safety inspections, work orders, inventory records, time sheets, etc.) for the purpose of documenting activities and/or relating activities to administration for action.
- Prepares site for daily operations (e.g. opening gates, sweeping walkway, etc.) for the purpose of ensuring facilities are operational and hazard free.
- Replenishes classroom and rest room supplies (e.g. paper towels, soap, etc.) for the purpose of ensuring adequate quantities for daily use.
- Requisitions equipment supplies and materials for the purpose of maintaining availability of required items and completing jobs efficiently.
- Responds to immediate safety and/or operational concerns (e.g. facility damage, vandalism, alarms, etc.) for the purpose of taking appropriate action or notifying appropriate personnel for resolution.
- Responds to inquiries from staff, students, parents, and/or visitors for the purpose of providing information, taking appropriate action and/or directing to appropriate personnel for resolution.
- Secures facilities and grounds (e.g. doors, gates, alarms, lights, etc.) for the purpose of minimizing property damage, equipment loss and/or potential liability.
- Supports other site maintenance staff (e.g. grounds, trades, etc.) for the purpose of completing site custodial activities.
- Trains assigned personnel for the purpose of developing professional trade and safety awareness skills.
- Transports a variety of tools, equipment, supplies, etc. for the purpose of ensuring the availability of materials required at job site.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include operating equipment and materials used in industrial maintenance; adhering to safety practices; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include methods of industrial cleaning including floor and carpet; basic tools for minor repairs; and safety practices and procedures.

ABILITY is required to schedule activities and/or meetings; collate data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing specific, defined processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with specific, job-related data; and utilize a variety of types of job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data requires following prescribed guidelines; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include adapting to changing work priorities, and meeting deadlines and schedules.

Responsibility

Responsibilities include working under direct supervision using standardized routines; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 10% sitting, 60% walking, and 30% standing. The job is performed under minimal temperature variations and under conditions with some exposure to risk of injury and/or illness.

Experience: Job related experience is required.

Education: High school diploma or equivalent.

Equivalency:

Required Testing:

Certificates and Licenses

Driver's License & Evidence of Insurability

Continuing Educ. / Training:

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Approval Date

Salary Grade

Exempt

**

** Grandfathered Per Current Board Approved Salary

IT Coordinator

Purpose Statement

The job of IT Coordinator is done for the purpose/s of managing the overall delivery of the technology program and services; providing information and serving as a resource to district students and staff; achieving defined objectives by planning, evaluating, developing, implementing, maintaining services and equipment in compliance with established guidelines; and serving as an integral member of the district leadership team.

This job reports to Superintendent and Principal.

Essential Functions

- Collaborates with a wide variety of internal and external groups (e.g. leadership team, Principals, auditors, regulatory agencies, staff and students) for the purpose of implementing program components, assisting in the creation of long and short-term purchasing plans, and addressing organizational technology objectives.
- Develop methods for expanding technology support for administrative and instructional programs for the purpose of increasing productivity, meeting organizational objectives, and supporting integration in the use and application of technology into district business and teaching/learning processes.
- Manages technology systems and related equipment for the purpose of achieving organizational objectives while complying with established requirements.
- Monitors district technology systems and equipment and make recommendations for replacement, repair, and upgrades.
- Participates as a member in meetings that frequently involve a range of issues (e.g. technology deployment, equipment acquisition, goals attainment, problem resolution, personnel and staffing, etc.) for the purpose of conveying and/or gathering information required to perform functions.
- Recommends solutions to a wide variety of complex issues for the purpose of addressing the technology needs of the district.
- Maintain and update district technology inventory annually.
- Provide direct technology support to all staff and students.
- Maintain district technology for assessment applications, WorkKeys, NDSA, STAR, Cognia Assessments, etc.
- Researches a wide variety of topics related to district technology needs (e.g. emerging technology, guidelines and regulation, financial resources, etc.) for the purpose of ensuring compliance with regulatory requirements and established guidelines, securing information for planning, and/or responding to requests.

- Supports the Superintendent, Principal, and department administrators for the purpose of developing and implementing services and programs and achieving district technology goals.

Other Functions and Duties

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Provide technology support twelve months of the year.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: developing and administering budgets; operating sophisticated office equipment including utilizing pertinent software applications; planning and managing multiple projects; preparing and maintaining accurate records; training, developing and supervising staff; and researching and recommending best practices in educational technology.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: current, legacy and developing technologies (hardware, software, and broadband); federal and state grants management; K-12 educational system organizations; pertinent codes, policies, regulations and/or laws.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize a wide variety of types of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; dealing with frequent and sustained interruptions; developing and maintaining positive working relationships; facilitating communication between persons with divergent positions; implementing change; maintaining confidentiality; meeting deadlines and schedules; providing direction and leadership; and setting priorities; and synthesizing information from multiple sources.

Responsibility

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; managing a department; supervising the use of funds. Utilization of resources from other work units is routinely required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services. Work Environment The usual and customary methods of performing the job's functions require the following physical demands: some

lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 50% sitting, 25% walking, and 25% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience within a specialized field is recommended.

Education: Bachelor degree in job-related area.

Clearances: Criminal Justice Fingerprint/Background Clearance

FLSA Status: Exempt

Salary Grade: N/A Refer to: Glen Ullin Ancillary Salaries/Wages Worksheet. Salary is set as a stipend and reviewed annually by Administration and School Board.

*If position cannot be filled, contracted services from an IT contractor may be considered.

PK-12 School Counselor

Purpose Statement

The job of PK-12 School Counselor is done for the purpose/s of incorporating career development and guidance counselor skills in his/her work with students, parents, and school staff. A School Counselor has received in-depth training in the areas of career development and school counseling by a nationally certified program.

This job reports to PK-12 Principal and Superintendent

Other Functions

- Coordinates with teachers, college and university personnel, resource specialists and/or community (e.g. service clubs, courts, child protective services, etc.) for the purpose of providing/receiving requested information and/or making recommendations.
- Counsels students, parents, and guardians for the purpose of enhancing student success in school.
- Develops a variety of special programs (e.g. career night, financial aid workshops, etc.) for the purpose of providing information to assist students in the successful transition from high school to career, training and/or continuing education.
- Monitors students' progress for the purpose of identifying issues and taking appropriate action for increasing student success.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Prepares applications for students (e.g. scholarships, college, financial aid, etc.) for the purpose of ensuring completion of application processes within designated time frames.
- Prepares a wide variety of materials (e.g. quantity reports, student activities, correspondence, audits, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Research program eligibility requirements (e.g. financial aid, college eligibility, etc.) for the purpose of providing up-to-date, accurate counsel to students.
- Schedules student classes for the purpose of securing appropriate placement and meeting their graduation and college eligibility requirements through semester and annual course registration reviews.
- Supervises assigned programs (e.g. scholarships, Choice Ready, Sources of Strength, peer counseling, 504 Coordinator, ACT/Workeys, ND A+ and ASVAB Testing Coordinator, etc.) for the purpose of monitoring performance, providing for professional growth and achieving overall curriculum objectives.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include applying assessment instruments; preparing and maintaining accurate records; planning and managing projects; and using pertinent software applications.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include stages of child development.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing a variety of complex processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; and working with frequent interruptions.

Responsibility

Responsibilities include working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally, the job requires 30% sitting, 20% walking, and 35% standing. The job is performed under minimal temperature variations.

Experience: Job related experience within a specialized field is required.

Education: Bachelor's degree in job-related area.

Equivalency:

Required Testing:

Certificates and Licenses

Designated Subject Matter Endorsement

Continuing Educ. / Training:

Maintains Certificates and/or Licenses

Clearances

Criminal Background Clearance

FLSA Status

Not Rated

Approval Date

Salary Grade

Per Certified Staff Negotiated Agreement

Teacher

Purpose Statement

To lead students toward the fulfillment of their potential for physical, intellectual, and social-emotional growth and maturation.

Reports To

Principal/Supervisor

Performance Responsibilities

1. Essential Functions

- a. Communicates and interacts with students, parents, staff, and community.
- b. Provides an atmosphere and environment conducive to the intellectual, physical, social, and the emotional development of children.
- c. Develops, selects, and modifies instructional plans and materials to meet the needs of all students.
- d. Plans and provides for appropriate learning experiences for students.
- e. Monitors and evaluates student outcomes.
- f. Supervises students in a variety of school-related settings.
- g. Maintains appropriate records and follows required procedures and practices.
- h. Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- i. Daily lesson plans are essential to an organized, effective teaching situation. Plans must be complete enough so that a substitute teacher can take over the class if necessary.

2. Non-Essential Functions

- a. Strives to maintain and improve professional competence.
- b. Monitors appropriate use and care of equipment, materials, and facilities.
- c. Meets and instructs assigned classes in the locations and at the times designated by the immediate supervisor.
- d. Prepares for classes assigned, and shows written evidence of preparation upon request of immediate supervisor.
- e. Assists the administration in implementing all policies and/or rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom and on the campus in a fair and just manner.
- f. Takes necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- g. Attends and participates in faculty meetings.
- h. Assists in the selection of books, equipment, and other instructional materials.
- i. Establishes and maintains cooperative relations with other staff members.
- j. Provides for his/her own professional growth through an ongoing program of reading, workshops, seminars, conferences, and/or advanced course work at institutions of higher learning complying with Glen Ullin Public School professional growth program.

Qualifications

As set by state certification authorities and local School Board policy.

Salary

Per the Glen Ullin negotiated agreement

Terms of Employment

Salary and work year to be according to the current and subsequently negotiated schedules and contracts.

Evaluation

Performance of this job will be evaluated annually in accordance with provisions of the board's policy on evaluation of professional personnel.

Adopted:

Transportation Supervisor

Purpose Statement

The Transportation Supervisor directs transportation programs and services, providing essential information and serving as a resource to the district. This role involves planning, evaluating, developing, implementing, and maintaining transportation services in compliance with established guidelines.

Reports to:

Superintendent

Essential Functions

- **Assess Incidents and Accidents:** Evaluate incidents, complaints, and accidents to reach or recommend resolutions.
- **Collaborate with Stakeholders:** Work with principals and transportation service providers to maintain effective transportation services and programs.
- **Data Compilation and Analysis:** Gather and analyze data from various sources to ensure compliance with policies and procedures and monitor program components.
- **Conduct Accident Investigations:** Review events, prepare, and submit accident reports to comply with legal and insurance requirements.
- **Coordinate Transportation Activities:** Ensure district transportation needs are met by coordinating activities with school officials, department heads, and other groups.
- **Facilitate Meetings and Staff Development:** Lead meetings and training sessions for bus drivers and bus monitors to identify issues, develop recommendations, and support staff.
- **Monitor Budget and Expenditures:** Oversee budget allocations, expenditures, and financial activities to ensure accuracy and adherence to budget limits.
- **Prepare Reports and Materials:** Create and manage documents such as maps, budgets, route reports, and state reporting to meet compliance requirements and support audit processes.
- **Research Transportation Topics:** Investigate new bus routes, schedules, equipment, and policies to develop and improve transportation services.
- **Adhere to School Policies:** Follow school policies and procedures.
- **Attendance:** This position requires prompt and consistent attendance.
- **Perform Other Duties:** Undertake additional tasks as assigned to support the effective operation of the work unit.

Job Requirements: Minimum Qualifications

Skills

- Proficient in operating standard office equipment and software applications.
- Capable of planning and managing projects, budgeting, and financial management
- Effective in developing working relationships and facilitating group discussions.
- Highly organized with strong attention to detail, able to manage multiple tasks and priorities efficiently.

Knowledge

- Understanding of state and federal school transportation guidelines.
- Familiarity with personnel processes, education codes, budget management, and accounting.
- Ability to read technical information, compose various documents, and solve practical problems.

Abilities

- Schedule numerous activities, meetings, and events.

- Gather, collate, and classify data, considering various factors when using equipment.
- Work flexibly with diverse individuals and groups.
- Independently analyze data and operate equipment using standardized methods.
- Communicate effectively with parents, school personnel, and staff.
- Meet deadlines and handle frequent interruptions and changing priorities.
- Adapt to working some odd hours as needed to meet the demands of the job.
- Maintain confidentiality and work as part of a team.

Responsibility

Work under limited supervision using standardized methods. Manage a department and monitor budget expenditures. Impact the organization's services continually through resource utilization and decision-making.

Work Environment

Some lifting, carrying, pushing, pulling, climbing, and balancing. Significant fine finger dexterity.

The job generally involves 60% sitting, 20% walking, and 20% standing. Some exposure to temperature extremes, risk of injury, and illness.

Experience

Job-related experience with increasing levels of responsibility is required

Education

Targeted education with study in a job-related area

Certificates and Licenses

Valid Driver's License and evidence of insurability

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Salary Grade

Board Approved Salary

METHOD OF FILLING A BOARD VACANCY

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

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

Notice

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

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

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

Selection Process

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

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

Commencement of Duties

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

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RECOMMENDED

Descriptor Code: BBC

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

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

Complementary Documents

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

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



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

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

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

FILING REQUIREMENTS FOR STATEMENT OF INTERESTS

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

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

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

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

CITY OFFICES - FILE WITH CITY AUDITOR

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

SCHOOL BOARD - FILE WITH SCHOOL BUSINESS MANAGER

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

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

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

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

Name of candidate or appointee <i>Cameron Morman</i>		Telephone number <i>701-426-7665</i>	
Spouse's name <i>Teddi Morman</i>		Non-government email address (required) <i>Morman_32@hotmail.com</i>	
Address <i>4203 Co Rd 88</i>		City <i>Glen Ullin</i>	State <i>ND</i>
Office which candidate is seeking (include district number, if applicable) <i>School Board Glen Ullin District #48</i>		Position to which appointed	

OR

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

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

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

ASSOCIATION OR INSTITUTION	ROLE(S)	SELF	SPOUSE

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

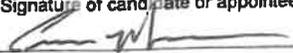
ASSOCIATION OR INSTITUTION	ROLE(S)	SELF	SPOUSE

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

Signature of candidate or appointee

Date

01-27-2026



INSTRUCTIONS FOR STATEMENT OF INTERESTS

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

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

WHERE TO FILE:

SCHOOL DISTRICT CANDIDATES - File with the School Business Manager

HOW TO FILE:

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

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

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

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

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

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

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

SPECIAL NOTES:

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

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

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

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

EXHIBIT

Descriptor Code: BBC-E

SCHOOL BOARD APPLICATION FORM

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

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

Name: Cameron Morman
 Address: 4203 Co Rd 88 Glen Ullin, ND 58631
 Phone Number(s): 701-424-7665
 Email address: morman32@hotmail.com

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

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

EXHIBIT

Descriptor Code: BBC-E

7. School/College	Areas of Study
DSU	Ag Business / University Studies

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

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

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

Glen Ullin District # 48 is also governed by a reorganization plan. Therefore, in order to qualify for this seat, the applicant must reside within the following area: Glen Ullin

By signing below, you are certifying that your primary residence is within this area.]

Cameron Morman
Print Name


Signature

01-27-2024
Date

To be completed by a school official

Received by: 

Date: 1/27/24 Time: 9:54

ion County
701.667.3340

Bids will be opened Tuesday
Oct. 5, 2010 - 8:00 p.m.

Return Bids to:
Morton Count Fair
NDSU Extension Service
210 2nd Ave NW
Mandan, ND 58554

DANCE

JK
348-3999
Glen Ullin

OFFICIAL BALLOT

Glen Ullin Public School District No. 48
Glen Ullin, North Dakota

TUESDAY, NOVEMBER 2, 2010

The electors of the Glen Ullin School District will vote **yes** or **no** on the change in the reorganization plan which deals with the manner of how School Board members are elected in the Glen Ullin School District.

FROM:

Members of the Glen Ullin School Board shall be elected by at large voting, shall be residents of the Glen Ullin School District, elected for a term of three years, and shall be elected from the following geographical areas of residence:

- Area A:** One School Board member whose residence is anywhere within the Glen Ullin School District.
- Area B:** Two School Board members whose residences are north of Highway 10, excluding within the city limits of Glen Ullin.
- Area C:** Two School Board members whose residences are south of Highway 10, excluding within the city limits of Glen Ullin.
- Area D:** Two School Board members residing in the City of Glen Ullin.

TO:

Members of the Glen Ullin School Board shall be elected by at large voting, shall be residents of the Glen Ullin School District, elected for a term of three years, and shall be elected from the following geographical areas of residence:

Four (4) members elected at large from the rural area outside the limits of the incorporated City of Glen Ullin; and three (3) members elected at large from within the boundaries of Glen Ullin Public School District.

YES

A "Yes" vote means that you approve the above proposal.

NO

A "NO" vote means you want the geographical areas of residence to stay the way they are now.

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School Building.
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REE AGREE-

mously carried.

The preceding minutes were ap-
proved 8th day of November, 2010
Bruce Morman, School Board
President
Denise C. Georgeson, Business
Manager

Glen Ullin School District # 48 Special School Board Meeting SCHOOL BOARD MINUTES November 4, 2010

President Bruce Morman called
the meeting to order at 11:30 a.m. in
the superintendent's office. A roll call
was taken of board members present:
Bruce Morman, Josh Gartner, Diane
Christian, and Andrew Peitz-via tele-
phone, were in attendance. Also pres-
ent were Heather Hertz and Denise
Georgeson.

1) CANYASS SCHOOL BOARD
ELECTION BALLOTS: The poll books
were submitted to the Business Man-
ager with a total of 63 votes, 5-no
votes and 58-yes votes. Josh Gartner
moved, and seconded by Diane Chris-
tian, to accept the election ballots for
the reorganization of the Glen Ullin
Public School District #48 as follows:

Four (4) members elected at large
from the rural area outside the limits of
the incorporated City of Glen Ullin; and
three (3) members elected at large
from within the boundaries of the Glen
Ullin School District. Motion unani-
mously carried.

The meeting was adjourned at
11:40 a.m.

The preceding minutes were ap-
proved 8th day of November, 2010.

Bruce Morman,
School Board President
Denise C. Georgeson,

3rd game on opening day. 12:00 p.m.
7 at 6:00 p.m. MT., against the Tiger
of New England.

The first game of the day is at 3:00
p.m. with Dickinson Trinity playing
Mott/Regent followed by Heart Rive
taking on Killdeer at 4:30 p.m., Gle
Ullin/Hebron vs New England game
at 6:00 P.M. is followed by the la-
game of the night Bowman Count
playing Richardton/Taylor at 7:30
p.m.

Thursday, December 9th the game
continue with Saturday, Decemb
11th the final games of the tourname
will finish up with games beginning
12:00 p.m., 1:30 p.m., 3:00 p.m. &
the championship game at 4:30 p.

These times are all Mount
Times.

Admission for the tourname
will be adults \$5.00 and stud
\$2.00.

Officials will be from the D
inson Roughrider Officials Assc
tion.

Come out and support the
Ullin/Hebron Bearcats.

Southwest
Water Authority
Meeting



ts in!

Glen Ullin Public School District #48
Glen Ullin, ND

Matt Morman (2025-2028) Rural Position

Andrew Jacobson (2024-2027) Rural Position

Jill Feser (2024-2027) Rural Position

Tony Sifuentes (2025-2028) At Large

Chasity Wood (2025-2028) At Large

Mitchell Bettenhausen (2025-2026) Rural Position -this is a 3 year term, but he is finishing out the previous term.

Open At Large Position 3 year term



Martin Bratrud
Superintendent

Todd Hetler
Principal

PO BOX 548

6508 HWY 49

Glen Ullin, ND 58631-0548

(701) 348-3590

office@glenullinbearcats.org

Kayla Schumacher
Business Manager

3-2-2026

March School Board Meeting Superintendent Report

1. **26-27 Best in Class Pre-K Program Grant:** We had our site visit for approval process on 2-27-26.
2. **February Revenue for levy collections has begun:** I have a correction in my counsel to the Board. The reduced January and February tax collections are not due to the economy. It is due to the \$1,600.00 Tax credit. These monies are not being paid by taxpayers and the state payment to offset lower collections is projected to come to districts in May or June. No definitive date has been established by the state.
3. **Professional Development:** Our Standards Based Teaching and Learning has continued on Wednesday, March. 4th and is the next evolution of our school improvement work working on curriculum mapping.
4. **Job Descriptions:** Are edited and ready for your approval this month.
5. **The Negotiations Committee:** We have been meeting and are close to a final strategy. Negotiations with the Teachers should begin in the middle to end of this month.
6. **Student Recognition:** Tahj Thomas was named a NDHSAA Distinguish Student.
7. **Student Recognition:** Tyler Kuntz was name Academic All-State Honorable Mention.
8. **Sports Coop Public Meeting will be March 5 at 6:00 PM.**
9. **Non-Certified Staff Evaluations:** All non-certified staff evals are completed for 25-26.

March Business Managers Report

Election day line is up done, all that will be left is to make the ballots after we receive some applicants.

I will be attending the Spring Business Managers Conference in Bismarck.

I did the non certified job evaluations for the employees I oversee, McKenzi, Janell and Holly. I did inform Holly that I can help her with hers that she does for Catherine, if she needs it.

We have a CD that was up renewal on 2.28.26. The paperwork will be done by the bank and I will send out a reminder email for Andrew and Jill to go sign.

The Business Manager Mentor program is going well. We meet 2 times a month via teams.

Quarter end with be this month, board members, please get me your hours for this quarter as you will be paid out in April.

Our anonymous donor that gave us all that money for Thanksgiving meals and Christmas gifts has been working with TC Energy to help us get new IPADS for the younger kids. Tayla the TC Energy rep called me to let me know its time to put it in for them. I did put in for \$4,935.00 for 15 iPad for the students today 3.3.26.

Update of activities performed

- The tire on the bobcat came off the wheel. We removed the wheel and tire then took it to Cenex where they were able to re-install the tire and all checks good now
- Route 3 bus is still having an issue with the electric door not opening. We have had the bus to Rud's in New Salem and they have replaced parts and the door works for them temporarily. We get the bus back to the driver to complete his route and the door will not open again. I have called Harlow's in Bismarck and they will attempt to repair the issue. We will be delivering the bus to Harlow's on Wednesday the 4th. When they are finished with the route 3 bus we will be taking the route 1 bus to Harlow for repair on the engine light.
- There are many doors in the school that are difficult to unlock by teachers and staff. I spoke to Guardian Lock and Security about the issue and they gave me two quotes to remedy the problem. The first quote refers to replacing the locks in the doors and issuing new keys for each door, \$7538.02 parts and labor. The person who came to the school feels all that is really needed would be new keys only for the doors, many of the keys are beginning to wear out and causing the issue of unlocking/locking the doors. The quote to replace only the keys is \$1491.00.

Counselor Update~03/01/2026

Cami Krueger

- Course catalog completed with the dedication of McKenzi Krein
 - Future will include more about Dual Credits
 - Fall 2026 registration complete
- T4 Summit attended by 6th, 7th, 8th graders on February 25th
 - Great career exploration day with hands on activity
 - Some were more exciting then others which is not a bad thing
- 6th grade planners going well
 - Teaches executive functioning skills (essential skills)
 - ✓ Organization
 - ✓ Planning
- Conferences attended:
 - NDSCA/NDCA annual conference attended
 - BSC Dual Credit and course offerings conference attended by Mr. Bratrud and myself
- ASVAB retake-scheduled March 6
- ACT scheduled for juniors: March 10

**MEMORANDUM OF AGREEMENT FOR CO-OP ACTIVITIES BETWEEN
NEW SALEM-ALMONT SCHOOL and GLEN ULLIN SCHOOL**

This agreement is between the New Salem-Almont and the Glen Ullin Public School Board, concerning the forming of a sports' co-op.

This co-op will begin the 2026-2027 school year.

1. Team Name: New Salem-Almont-Glen Ullin
2. Mascot Name: Holsteins
3. Co-op colors are Black and White.
4. Activities Involved: Football (27-28), 7-12 Girls Basketball, 7-12 Boys Basketball, Track, and Speech
5. Co-ops in elementary sports will be on a year-by-year basis, depending on each school's needs.
6. New Salem-Almont will be considered the host school and be the fiscal agent. If the co-op ever dissolves, the host school will keep any money that is left in the co-op sports' activity accounts. The fiscal agent will be paid \$3,000 yearly.
7. Financing the Co-op Sports and Activities: Schools will use the revenues from each program to offset expenses. Accounts will be balanced at the beginning of each year if they are in the red New Salem-Almont will pay 75% of the expenses, Glen Ullin will pay 25% of the expenses. If the account is in the "black" these funds will remain in the account for future needs.
 - a. Expenses include, but not limited to:
 - i. Coaches' salary
 - ii. Game night workers (tickets & bench)
 - iii. Supervision Fees (\$50.00/varsity game))
 - iv. Transportation (mileage, driver, fuel-games)
 - v. Hotel costs
 - vi. Official fees
 - vii. Management fees
 - viii. Scouting and film sharing software
8. Admission and game night worker fees will be established by both activity directors.
9. New Salem-Almont and Glen Ullin students and senior citizens will not be charged admission if donations are received before the start of August 1.
10. Schools will use the same price for activity passes and these will be valid for the schools involved in the co-op. Any activity and participation fees collected by each school will stay with the that school.

11. Coaches' salaries will be determined by the salary schedule of New Salem-Almont school.
 12. New Salem-Almont will be responsible for hiring the head, assistant, junior high and elementary coaches until at a point where there is a 50%-50% split in participants. Once that is reached, the superintendents and athletic directors will work together to hire coaches.
 13. Glen Ulin will do it's best to an additional coach for each sport to enable to have each team practice at its own facility when needed for situations like weather.
 14. Concessions: The school in which the game/activity takes place will keep concession revenue.
 15. Equipment: Coaches will inventory equipment and will submit requests for new equipment to the school administrators. Each school will provide their own basketballs. Any possible purchases over \$4,000 and any football equipment will be reviewed by Glen Ullin before purchase. Equipment will be kept at the host school.
 16. Transportation: For the sake of practicing, transportation will be provided by the individual school districts. In most cases if a coach from the transporting school exists, that coach will also be responsible for practice transportation. If no coach exists, it will be left to the school district to arrange transportation or have participants transport themselves. Expenses for transportation for practices is left to each school district. For games however, a record of mileage and driver expenses will be kept splitting proportionally.
 17. All varsity games will be played in New Salem-Almont for the 2026-27 school year, unless the Hettinger-Scranton boys' basketball game becomes a home game, then it will be played in Glen Ullin. After that, if Glen Ullin has 35% or higher of the participants in a program, they will host a minimum of 1 home game(s).
 18. For the lower-level teams, Glen Ullin will host a minimum 2 home games if they have a participation percentage of 25% or higher.
 19. All football games and practices will be held in New Salem.
 20. Practice location will be determined by the athletic directors while utilizing all gyms.
 21. Participation numbers will be determined at the end of each season for the upcoming year by the athletic directors of both schools.
 22. Both schools involved realize that teams do not need to travel for practice in the event of weather or other special circumstances. Athletic Directors and coaches will recognize this when scheduling of practices.
 23. Wednesday night is church night, and activities must be completed by 5:45 PM, unless administration approves otherwise.
-

24. The co-op Athletic Directors and Administrators will develop eligibility policies consistent at both schools. Eligibility check will be done on Wednesday of each week.
 25. Formal evaluations shall be done on head coaches by the collaboration of athletic directors from each school. Informal evaluations will be done for all other coaches.
 26. Each school will establish a co-op committee consisting of two board members, Athletic Director and Administrators. Co-op meetings will be held late January/early February each school year. Other meetings will be scheduled as needed. A super majority of 6 out of 8 must take place for motions to pass. Voting members will be 4 representatives each school.
 27. Coaches/Directors will observe a chain of command beginning with the Athletic Directors.
 28. Communication: There shall be a chain of command with communication coming from the Athletic Directors from both schools. Any special events (team meals, pep rallies, award nights, team gatherings, etc.) will be communicated well in advance so students and parents have plenty of notice.
 29. Each school will end the day no later than 3:20PM, unless there are special circumstances.
 30. A fee of \$2,000 will be paid to the host school as the head athletic director, a fee of \$1,000 will be paid to Glen Ullin's athletic director who will act as the assistant athletic director of the coop. Job descriptions for both will be completed and reviewed yearly by administration.
 31. Parents Night will take place in the school with the highest number of participants.
-