May 14th, 2024 Regularly Scheduled Board Meeting
3:45 p.m. Via Zoom Webinar - Ophir Elementary Large Conference Room

Call to Order
Pledge of Allegiance
Revision(s) to Agenda
Public Comment – Non-Agenda Items
Approval of Minutes
Recognitions and Commendations

Superintendent Report
Middle School / High School Principal's Report
Elementary School Principal's Report
DP Coordinator Report
Activities Report
Business Manager’s Report

Committee Reports
  ● Budget Committee

Discussion and Action:
  1. FY25 Resolution allowing Gallatin County to conduct BSSD elections
  2. WMPAC requests to serve alcohol
  3. Economics book adoption
  4. OES handbook - to include lunch price increase
  5. Strategic Plan exploration
  6. Policies
     a. Required changes (1 reading) 2132, 3110, 3121, 5325, 8110, 8121, 8132, 8502
     b. Suggested Changes (1st reading) 2162P2
     c. Recommended forms (1st reading): School gym use, Adult education emergency care
  7. Certify election results
  8. Non Renewal of non-tenured certified staff
     a. Karen Schreiber
     b. Tina Albers
     c. Anna Christina Wimmer
     d. Marielle Elleman
     e. Susan Dahinden
  9. Renewal of non-tenured certified staff (attached)
 10. Renewal of classified staff (attached)
 11. Renewal of administration (Marlo Mitchem, Brittany Shirley)
Consent Agenda

1. Warrants and Liabilities

2. Staff
   a. Resignations
      i. Kate Beaudoin
      ii. Maggie Luchini from certified staff to classified staff
   b. Guest Teacher
      i. Vanessa Wilson
   c. Coaches
      i. Football
         1. Dustin Shipman - Head
         2. Brian Squillace - Assistant
         3. Adam Farr - Assistant
         4. Jeff Helms - Volunteer
         5. Travis Earl - Middle School Head
         6. Mark Walkup - Middle School Assistant
      ii. Soccer
         1. Tony Coppola - Boys Head
         2. Jeremy Harder - Boys Assistant
         3. Kim Dickerson - Girls Head
         4. Patty Hamblin - Girls Assistant
         5. Andrew McGinnis - Soccer volunteer / Trainer

3. Extended Essay stipends
   a. $200 per essay

4. Out of District students

At this point in the agenda, John Nielson, Gallatin County Superintendent of Schools will be on site to swear in Danielle McClain. We will have the restructuring as per the below committees and officers.

1. Restructuring of board
   a. Chairperson
   b. Vice Chairperson
   c. Appointment of district clerk / business manager
   d. Committee appointments
i. Personnel  
ii. Budget  
iii. Scholarship  
iv. Safety  
v. Policy  
vi. Transportation  
vii. Strategic Plan  
viii. Building / Facilities  
ix. Negotiations  
x. Housing  
xi. Bond

e. Set meeting day and time

Future Meeting Dates: Regular meeting June 11th, 3:45 p.m.
Renewal of Newly Tenured Staff

Jackson Ballard

Renewal of non-Tenured Staff

Maggie Angell
Julie Bremer
Joy Brooke
Kenedi Campa
Devin Doeblin
Vidyasagar Goolla
Janet Martinez
Kate Riley
Christine Toy
# Big Sky School District #72
## School Board Meeting, May 14, 2024
## Renewal of Classified Staff 2024-2025

<table>
<thead>
<tr>
<th>Classified Staff</th>
<th>Position</th>
<th>Approximate FTE</th>
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<tbody>
<tr>
<td>Robert Bateman</td>
<td>Special Ed Paraprofessional</td>
<td>1.0/School Year</td>
</tr>
<tr>
<td>Kristin Browne</td>
<td>Kitchen Aide</td>
<td>0.4/School Year</td>
</tr>
<tr>
<td>Matt Daugherty</td>
<td>Safety and Security Officer</td>
<td>1.0/School Year</td>
</tr>
<tr>
<td>Ashley Dodd</td>
<td>Kitchen Aide</td>
<td>0.5/School Year</td>
</tr>
<tr>
<td>Lindsie Feldner</td>
<td>Food Services Director</td>
<td>1.0/School Year</td>
</tr>
<tr>
<td>Candice Fielder</td>
<td>Special Ed Paraprofessional</td>
<td>0.9/School Year</td>
</tr>
<tr>
<td>Libby Grabow</td>
<td>Asst. Business Man./Dist. Clerk</td>
<td>1.0</td>
</tr>
<tr>
<td>Julie Hodge</td>
<td>Instructional Paraprofessional</td>
<td>1.0/School Year</td>
</tr>
<tr>
<td>Brad Lartigue</td>
<td>Bus Driver/Facilities Assistant</td>
<td>0.4/0.3/School Year</td>
</tr>
<tr>
<td>Karla Long</td>
<td>Special Ed Paraprofessional</td>
<td>0.9/School Year</td>
</tr>
<tr>
<td>Maggie Luchini</td>
<td>Instructional Paraprofessional</td>
<td>0.9/School Year</td>
</tr>
<tr>
<td>Bentley McCullough</td>
<td>Special Ed Paraprofessional</td>
<td>0.9/School Year</td>
</tr>
<tr>
<td>Wayne McMinn</td>
<td>Bus Driver/Facilities Assistant</td>
<td>0.4/0.6</td>
</tr>
<tr>
<td>Sylvia McMinn</td>
<td>Facilities Assistant</td>
<td>0.75</td>
</tr>
<tr>
<td>Corky Miller</td>
<td>Business Manager/District Clerk</td>
<td>1.0</td>
</tr>
<tr>
<td>Tiffany Nash</td>
<td>Kitchen Aide</td>
<td>1.0/School Year</td>
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<tr>
<td>Linda Nell</td>
<td>Elementary Secretary</td>
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</tr>
<tr>
<td>Anita Romine</td>
<td>MS/HS Secretary</td>
<td>1.0</td>
</tr>
<tr>
<td>Emily Schwindt</td>
<td>Special Ed Paraprofessional</td>
<td>0.9/School Year</td>
</tr>
<tr>
<td>Joanne Welch</td>
<td>Kitchen Aide/Facilities Assist.</td>
<td>0.5</td>
</tr>
<tr>
<td>Jarret Blackburn</td>
<td>Assistant Tech Director</td>
<td>1.0</td>
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<tr>
<td>Andrew Blessing</td>
<td>Tech Director</td>
<td>1.0</td>
</tr>
<tr>
<td>Rikka Wommack</td>
<td>WMPAC</td>
<td>0.2</td>
</tr>
<tr>
<td>John Zirkle</td>
<td>WMPAC</td>
<td>0.6</td>
</tr>
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</table>
May 14th, 2024 Regularly Scheduled Board Meeting
3:45 p.m. Via Zoom Webinar - Ophir Elementary Large Conference Room
Link: https://us06web.zoom.us/j/86003482765

Call to Order
Pledge of Allegiance
Revision(s) to Agenda
Public Comment – Non-Agenda Items
Approval of Minutes - Motion to approve the minutes of Apr 15, 2024.
Recognitions and Commendations

Superintendent Report - at meeting
Middle School / High School Principal's Report - at meeting
Elementary School Principal's Report - at meeting
DP Coordinator Report - at meeting
Activities Report - at meeting
Business Manager’s Report - at meeting

Committee Reports
- Budget Committee - have met and will have an update on FY25 budget

Discussion and Action:
1. FY25 Resolution allowing Gallatin County to conduct BSSD elections - In Packet, this is allows Gallatin County to conduct any and all elections over the course of the coming year. Recommended motion = Move to approve the resolution to allow Gallatin County to conduct BSSD elections.

2. WMPAC requests to serve alcohol - In Packet. WMPAC summer season dates of shows and alcohol permissions. Meet all the board policy criteria. Recommended motion = Move to approve the serving of alcohol on the dates requested by WMPAC.

3. Economics book adoption - Synopsis in Packet and Text will be at meeting. This is a first motion and we will consider again in June. The state has required that HS in Montana begin teaching personal finance. There are a couple courses that will meet this requirement and the proposal for BSSD is to adopt Economics and the accompanying text being presented. The text has a unit on personal finance. This will be a 10th grade course. We will also have this book in the main office of the MS / HS for any public to look at and provide feedback to the board at the June meeting when we will read it for the second time. Recommended motion = Move to approve 1st reading of the economics book Understanding Economics for adoption.

4. OES handbook - to include lunch price increase - In Packet. Brittany will discuss any changes to the handbook. Lunch prices have increased (4K to 5th grade = $3.75 to $4.00; 6th - 12th grade = $4.00 to $4.50; adult $4.50 - $5.00; extra milk = $0.60 to $0.75 and extra entree = $1.70 to $2.00) Recommended motion = Move to approve the OES handbook as presented.

5. Strategic Plan exploration - Superintendent to present. The district has worked with a consultant over the course of the past 9 years on strategic planning. The last time we had a significant process to revisit the plan was in 2021. As the district and community experience
the current growing pains, enrollment, housing, recruitment, I think it could be a good time

to have a very comprehensive process to develop a plan to help steer the district forward.

There is a strategic plan bucket that FOBSE has which I can request to use for this. The

school district will not be funding any aspect of this process. Is what I would like from the

board is to approve strategic planning process for the 2024-2025 school year. Recommended

motion = Approve a strategic planning process for 2024-2025 school year.

6. Policies -

   a. Required changes (1 reading) 2132, 3110, 3121, 5325, 8110, 8121, 8132, 8502 - In

      Packet. These are required changes and will become policy once approved at this

      meeting. Recommended motion = Approve policies 2132, 3110, 3121, 5325, 8110, 8132

      and 8502 as presented.

   b. Suggested Changes (1st reading) 2162P2 - Recommended motion = Approve the 1st

      reading of policy 2162P2 as presented.

   c. Recommended forms (1st reading): School gym use, Adult education emergency

      care - Recommended motion = Approve 1st reading of forms as presented.

7. Certify election results - In Packet. The trustees need to certify the election results.

   Recommended motion = Approve the certification of the election results as presented.

8. Non Renewal of non-tenured certified staff - We will need to take these one by one.

   a. Karen Schreiber - Recommended motion = Move to nonrenew without cause the

      employment of Karen Schreiber, a nontenured teacher, in accordance with Section

      20-4-206 Montana Code Annotated.

   b. Tina Albers - Recommended motion = Move to nonrenew without cause the

      employment of Tina Albers, a nontenured teacher, in accordance with Section 20-4-206

      Montana Code Annotated.

   c. Anna Christina Wimmer - Recommended motion = Move to nonrenew without cause

      the employment of Anna Christina Wimmer, a nontenured teacher, in accordance with

      Section 20-4-206 Montana Code Annotated.

   d. Marielle Elleman - Recommended motion = Move to nonrenew without cause the

      employment of Marielle Elleman, a nontenured teacher, in accordance with Section

      20-4-206 Montana Code Annotated.

   e. Susan Danhinden - Recommended motion = Move to nonrenew without cause the

      employment of Susan Danhinden, a nontenured teacher, in accordance with Section

      20-4-206 Montana Code Annotated.

9. Renewal of non-tenured certified staff (attached) - In Packet. Recommended motion =

   Approve the non-tenured certified staff as presented.

10. Renewal of classified staff (attached) - In Packet. Recommended motion = Approve the

    classified staff hires as presented.

11. Renewal of administration (Marlo Mitchem, Brittany Shirley) - Recommended motion =

    Approve the renewal of Marlo Mitchem and Brittany Shirley.

Consent Agenda

1. Warrants and Liabilities
2. Staff
   a. Resignations
      i. Kate Beaudoin
      ii. Maggie Luchini from certified staff to classified staff
   b. Guest Teacher
      i. Vanessa Wilson
   c. Coaches
      i. Football
         1. Dustin Shipman - Head
         2. Brian Squillace - Assistant
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      ii. Soccer
         1. Tony Coppola - Boys Head
         2. Jeremy Harder - Boys Assistant
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3. Extended Essay stipends
   a. $200 per essay

4. Out of District students

At this point in the agenda, John Nielson, Gallatin County Superintendent of Schools will be on site to swear in Danielle McClain. We will have the restructuring as per the below committees and officers.

1. Restructuring of board
   a. Chairperson - We will need a motion nominating a trustee for Board Chairperson (was Loren Bough)
   b. Vice Chairperson - We will need a motion nominating a trustee for Board vice-Chairperson (currently Matt Jennings)
   c. Appointment of district clerk / business manager - We will need a motion to appoint Corky Miller as District Clerk / District Business Manager
d. Committee appointments - Current committee appointments in the packet.
   i. Personnel - This committee deals with any personnel policies on behalf of the board. Meets 2 to 3 times per year.
   ii. Budget - This committee was the most robust committee we had in the past year and will continue to be a key committee for the district. Meets almost every month.
   iii. Scholarship - Keeps up to date with FOBSE and scholarships. Meets once per year.
   iv. Safety - Works as part of the safety committee of the board. Meets 2-3 times per year.
   v. Policy - Works to keep the policies of the district up to date and relevant. Meets 2-3 times per year.
   vi. Transportation - Any transportation related items that the board will consider - Does not meet very often at this time.
   vii. Strategic Plan - Trustees that work on the strategic plan. Meets less than 2 times per year. Could be more of a commitment if planning is to be completed in 24-25.
   viii. Building / Facilities - Anything building / facilities related. Has not met this year as facilities are in great shape. Could see more meetings in 24 - 25.
   ix. Negotiations - We will have negotiations with the association this coming year. Will be a lot of meetings in the early part of 25.
   x. Housing - Did not meet this year. With the new housing project being considered, will meet more.
   xi. Bond - Suggest that this gets suspended.
   xii. Legislative - We have a session coming in 25 and suggest we have a committee of the board to be able to respond to anything we would like to have engagement with.

e. Set meeting day and time - We currently have the time and day set at the 2nd Tuesday of the month at 3:45. We can set these for whenever you would like. Is there a better time for trustees?

Future Meeting Dates: Regular meeting June 11th, 3:45 p.m.
Big Sky School District #72 Regular School Board Meeting
Ophir Elementary Learning Commons (3:45pm)
April 15th, 2024
MINUTES


Announcement by Chair Bough: “This meeting is being recorded. The recording does not constitute the official record of this meeting.”

Meeting called to order at 3:45pm, by Chair Bough

Pledge of Allegiance

Revision(s) to Agenda – Public Comment moved to end of Meeting.

Public Comment – Non-Agenda Items – (end of Meeting)

Approval of Minutes – Trustee Jennings made a motion to approve minutes for the Meetings held March 19th, Trustee Edgar seconded the motion. Motion passed unanimously.

Recognitions and Commendations – Superintendent Shipman recognized the hard work of all BSSD teachers and staff as we’re heading toward the final stretch of the school year.

Superintendent’s Report – Dustin Shipman
  • Report included as Attachment

OMS/LPHS Principal’s Report – Marlo Mitchem
  • 11th grade ACT prep. complete
  • Big Sky Futures Job Fair successful
  • Mamma Mia (Big Sky Broadway) was amazing
  • Costa Rica student trip returned safely
  • Tribute to Chair Loren Bough

Elementary Principal’s Report – Brittany Shirley
  • 33 days of school remaining!
  • MAST training wrapping-up
  • PYP Training over summer break
  • Tribute to Chair Loren Bough

DP Coordinator’s Report – Tim Sullivan
  • 12th grade DP – exams starting
  • Tribute to Chair Loren Bough

Activities Report – John Hannahs
• Spring sports extremely busy
• 8th Grade Sports Policy committee to meet
• Tribute to Chair Loren Bough

Business Manager – Corky Miller
• No Report.

Committee Reports
• Budget Committee – No Report.

Discussion and Action Items:
1. **2024-2025 Academic Calendar** - Trustee Jennings made a motion to approve, Trustee Edgar seconded the motion. **Motion passed unanimously.**
2. **MOU – Greater Gallatin United Way (after school programming)** - Trustee Jennings made a motion to approve, Trustee Edgar seconded the motion. **Motion passed unanimously.**

Consent Agenda: Trustee Jennings made a motion to approve Consent Agenda items, Trustee Edgar seconded the motion. – **Motion passed unanimously.**

1. Warrants & Liabilities
2. Out-of-District Students
   a. None

Public Comment – Non-Agenda Items
• Board Chair Loren Bough – statement included as attachment
• Kevin Germain - Tribute to Loren Bough
• Ciara Wolfe - Tribute to Loren Bough
• Matt Kidd - Tribute to Loren Bough and letter from Sam Byrne:
  o **Loren Bough Legacy Scholarship for Community Service** - Established in honor of community member Loren Bough and his service to the Big Sky School District and the greater Big Sky community through leadership and volunteerism. This scholarship is endowed by Cross Harbor Capital Partners and Lone Mountain Land Company. This scholarship is awarded to two graduating students who exemplify a commitment to excellence in service and leadership through volunteerism that enhances living in Big Sky for all community members.
• Dasha Bough - Tribute to Loren Bough
• Kolya Bough - Tribute to Loren Bough
• Superintendent Shipman – Recognized Chair Bough and presented gifts from the school community

Next BSSD #72 Future Board Meetings:
Regular Meetings:
   May 14th, 2024 at 3:45pm (Tuesday)

Adjourned at 4:27pm by Chair Bough

_________________________, Loren Bough, Board Chair

_________________________, Corky Miller, Business Manager/Clerk
Enrollment

4K = 18; K = 23; 1 = 23; 2 = 27; 3rd = 33; 4th = 30; 5th = 37

OES total = 191

6th = 30; 7th = 22; 8th = 35

OMS total = 87

9th = 28; 10th = 26; 11th = 25; 12th = 33

LPHS total = 112

BSSD total = 390

Big Sky School District Election Timeline and Education Sessions

Q&A #1 – Wednesday April 17th, 6 p.m. WMPAC

BALLOTS MAILED FRIDAY APRIL 19TH

Q&A #2 – Wednesday April 24th, 7 p.m. BASE

Q&A #3 – Wednesday May 1st, 6 p.m. WMPAC

BALLOTS DUE TO COUNTY MAY 7TH – ELECTION DAY

Elected officials candidate forum including school trustee candidates

Tuesday April 23rd at the WAYPOINT starting at 5 p.m.

I want to conclude my report with a quick data rundown of Chairperson Bough's time on the board. Data that I selected.

14 – number of years served on the school board.

196 – number of graduates who shook hands with you at graduation

1 – number of times in the last 10 years that BSSD was voted board of the year in the state of Montana (2020)

1,000,000 – number, in dollars of the staff scholarships for masters degrees, housing allowances and student loan paybacks distributed through the Ophir School Fund, which you were instrumental in securing for the district 15 years ago.

24 – bottles of great wine that you donated for our staff retreat and IB training in Missoula in 2016

500 – approximate number of articles you sent to me via the New York Times regarding educational issues demonstrating your interest in education (I always meant to tell you I don’t have a subscription to the NYT)

1000’s and 1000’s and 1000’s – hours spent visioning and delivering on Lone Peak High School’s creation and subsequent time at school volunteering (from board committees to working the
chains at MS football games to taking tickets to printing programs to strategy sessions to coaching to community and statewide fundraising efforts).

1 – number of times you intervened on a bar fight in Butte to keep Jill and Kasia from getting hurt

37,000,000 – bond and levy dollars passed since your election to the board in 2010 for building maintenance, operations, construction of Ophir elementary school, athletic facilities, and STEAM building.

8000 – square feet of employee housing build and being utilized on the BSSD campus

Between 150 and 420 – students impacted yearly under your trustee leadership of asking the right questions, seeking the right programming and keeping the dial moving forward on educating students in Big Sky

300 – estimated number of high school and middle school basketball games you sat through in the last 10 years, no matter who was playing.

0 – number of losses as MS head girls basketball coach
Jill and I poured our heart and soul into this school system for the past twenty years. But I am not here to talk about the past. I am here to talk about the future and whether your kids and the future generations of students will continue to have access to the best educational opportunity in Montana and whether they will continue to get opportunities to attend the best universities in the country.

I want to be direct. Whether or not that happens will depend on you. It will depend on how committed you are to the rigorous academic foundation that you are inheriting. The fate of the kids in Big Sky depends on you and your commitment to retain our standing as the best academic school in the State.

The issue of how to provide the best academic program and the best opportunities for our kids kept me up at night. If it does not keep you up at night – with all due respect – then you should not be on this board. History tells us that once a school loses its academic prowess and reputation, it does not come back.

You will face many decisions. Please keep in mind that the best decision are made in the context of priorities. What makes this school stand out, to both the families, the faculty and colleges, is that academics are the primary focus. Therefore, all decisions need to be made
through the lens of what will improve the school from that perspective.

The community is justifiably proud of our school- a Top 400 ranking in the US, Best in the state by college acceptance and highest community scholarship grants by % of students and $ per student in the state. Lets agree to keep that going.

I can tell you from experience that there will be distractions. Bus routes, coaching decisions and other non-essential issues bring out public attendance to board meetings and they need to be dealt with. How many 8th graders “play up” to varsity will soon be forgotten. These issues need to be addressed but do not let them distract you for the goal of retaining our position as an elite academic institution. Even more serious issues around post-Covid enrollment decline and housing costs are effectively addressed by academic rigor as people make the decision to live in Big Sky. The benefit of the focus I recommend—people will know what type of education the kids got every time they speak for the rest of their lives.
### Statement of Expenditure - Budget vs. Actual Report

For the FY24 Accounting Period through 8 May 2024

<table>
<thead>
<tr>
<th>Fund</th>
<th>Committed Current Month</th>
<th>Committed YTD</th>
<th>Original Appropriation</th>
<th>Current Appropriation</th>
<th>Available Appropriation</th>
<th>% Comm.</th>
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<tbody>
<tr>
<td>201 K-12 GENERAL FUND</td>
<td>328,886.80</td>
<td>3,655,897.87</td>
<td>3,832,310.64</td>
<td>3,832,310.64</td>
<td>176,412.77</td>
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<td>210 K-12 TRANSPORTATION FUND</td>
<td>7,685.32</td>
<td>1,515,716.21</td>
<td>2,183,812.25</td>
<td>2,183,812.25</td>
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<td>211 K-12 BUS DEPRECIATION FUND</td>
<td>0.00</td>
<td>0.00</td>
<td>375,106.49</td>
<td>375,106.49</td>
<td>375,106.49</td>
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<td>213 K-12 TUITION FUND</td>
<td>5,277.27</td>
<td>47,429.57</td>
<td>230,091.77</td>
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<td>214 K-12 RETIREMENT FUND</td>
<td>51,942.99</td>
<td>478,657.50</td>
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<td>217 K-12 ADULT EDUCATION FUND</td>
<td>813.53</td>
<td>95,695.50</td>
<td>239,192.90</td>
<td>239,192.90</td>
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<td>228 K-12 TECHNOLOGY FUND</td>
<td>15,444.00</td>
<td>182,799.12</td>
<td>127,330.29</td>
<td>127,330.29</td>
<td>-55,468.83</td>
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<td>250 K-12 DEBT SERVICE FUND</td>
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<td>440,325.00</td>
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<td>261 K-12 BUILDING RESERVE FUND</td>
<td>3,219.54</td>
<td>587,394.82</td>
<td>559,198.49</td>
<td>559,198.49</td>
<td>-28,196.33</td>
<td>105%</td>
</tr>
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</table>
BE IT RESOLVED, the Board of Trustees for School District No. 72, Gallatin County, State of Montana, requests that Gallatin County, State of Montana, conduct the following school elections for School District No. 72, Gallatin County for fiscal year 2025:

☒ All Elections

☐ Specific Elections
  1. Click here to enter text., Click here to enter text.
  2. Click here to enter text., Click here to enter text.

In accordance with 20-20-417, MCA, the county will perform the duties imposed on the trustees and the clerk of the district for school elections in 20-20-203, 20-20-313, and 20-20-401, and deliver to the trustees, for the purpose of canvassing the vote, the certified tally sheets and other items as provided in 13-15-301.

Other election duties not specified will be conducted by mutual agreement between the district clerk and the county election administrator.

_______________________________________  _____________________________________  
Print Name of Board Chair                 Signature of Board Chair

_______________________________________  _____________________________________  
Print Name of Clerk                       Signature of Clerk

DATED this ___________ day of _________________, 20___.

Updated April 2017
Proposal for Sale and Dissemination of Alcoholic Beverages
Prepared for

Dr. Dustin Shipman, Superintendent of Big Sky School District #72
and the Board of Trustees of Big Sky School District #72

Submission date: __April 30th, 2024____
Event dates: __May 30th, 2024 – August 1st, 2024

Description of event (100 words or less):

This is a request for events in the WMPAC Summer 2024 Season and Community Events. The dates are as follows:

- May 30th, 2024 – Gallatin River Taskforce Fundraiser
- June 28th, 2024 – Big Sky Out Celebration
- June 29th, 2024 – Chris Thile Live
- July 15th, 2024 – The Lone Bellow Live
- July 30th, 2024 – Emily King Live

If there are conflicts, we understand that priority is given to the school events and athletics calendar, and we are in close contact about these changes.

Please provide contact information for the person who should be contacted about Board approval or denial of request.

Name   __John Zirkle____________________
Email address    __johnzirkle@gmail.com__________________

Signature of Applicant  04/30/24       WMPAC / FOBSE
_________________________       ____________________
Date                     Name of Organization Requesting Use
Understanding Economics © 2018

Grades: 9 - 12

*Understanding Economics* gives high school students what they need to learn and interact with both theoretical and applied economics as it looks at the world through the lenses of both “Wall Street” and “Main Street.” The program’s thoughtful design ensures that students have what they need to build analytical skills and an economic vocabulary through well-written narrative, essential questions, fine-tuned assessment, and real-world examples throughout.
Dear Families + Caregivers,

Welcome to Ophir Elementary School! We are proud to be an International Baccalaureate Primary Years Program School (IB PYP).

The staff of Ophir Elementary School strive to provide an exemplary learning environment through the use of inquiry-based IB principles and concepts. Student-centered learning and growth is the primary focus of our work with students. Through the PYP Learner Profile, Ophir students first explore and then internalize the qualities of life-long learning as they prepare to meet the challenges of the 21st century.

Our staff welcomes your involvement in the education of your children. Please feel free to reach out to myself or your child’s teacher if you have questions, comments, or accolades - as open lines of communication are central to our learning environment.

Here’s to a school year full of wonder and exploration!

Sincerely,

Brittany Shirley
Ophir Elementary School Principal
<table>
<thead>
<tr>
<th>CULTIVATE</th>
<th>ENGAGE</th>
<th>EMPOWER</th>
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<tr>
<td>each student’s potential</td>
<td>in globally minded education and experiential learning in the greater Yellowstone ecosystem</td>
<td>students to lead inspired lives of impact, resilience and authenticity</td>
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<tr>
<td><strong>Meet each child where he/she is currently.</strong></td>
<td>Provide academically challenging and rigorous curriculum and instruction.</td>
<td>Innovative and entrepreneurial.</td>
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<td>Committed to differentiated instructional approaches and practices.</td>
<td>IB PYP World School</td>
<td>• Deliberatively engage local, national, and international resources</td>
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<td>• Utilize student achievement data to improve upon student outcomes</td>
<td>• Commitment to inquiry-based teaching and learning</td>
<td>• Commitment to technology integration and digital citizenship</td>
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<td>• Commitment to professional development</td>
<td>• Commitment to skills-based teaching and learning</td>
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<td>• Resourceful staff and community</td>
<td>• Commitment to critical, analytical and insightful thinking</td>
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<td><strong>Provide access to an exceptional experience.</strong></td>
<td>Encourage creativity in our students.</td>
<td>Confidence</td>
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<td>High aspirations in a rural setting.</td>
<td>Program emphasizing Arts and Sciences as well as the whole child.</td>
<td>• Challenge and support all students</td>
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<td>• Commitment to partnering with community for unique experiences</td>
<td>• Exposure to Art, Music, and Design</td>
<td>• Balance academics, athletics, and activities</td>
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<td>• Commitment to successfully preparing all students for their next steps</td>
<td>• Experiential learning in the sciences</td>
<td>• Support originality in students</td>
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<td>• Holistic approach to student learning</td>
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<td>• Outdoor experiential education for all</td>
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<td>• Global and local citizenship</td>
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<td>• Education in character development</td>
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<td>• Offer and support a wide-range of extra-curricular activities</td>
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<td><strong>Welcome students and families from all backgrounds, experiences and talents.</strong></td>
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<td>Respect, compassion, accountability</td>
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<td>Inclusive school environment.</td>
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<td>• Program reflective of rigorous assessment</td>
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<td>• Commitment to non-native English speakers</td>
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<td>• Education reflective of local and global issues</td>
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<td>• Commitment to celebrating diversity</td>
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<td>• Arm students to better the world they are living in</td>
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<td>• Selflessness-beyond one’s self</td>
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<td>• Commitment to service learning</td>
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REGISTRATION: We are excited to welcome new families into our school community! Registration paperwork also includes birth certificate, immunization records, proof of residency and records from transferring school. The Big Sky School Board will accept non-resident students within the parameters of the law and board policy (#3141). Approval of a non-resident student is required prior to attendance. Parents/Guardians have 30 days to produce immunization records or present an Affidavit of Exemption on Religious Grounds or Medical from Montana School Immunization Law and Rules form (renewed annually). Please download our district app by searching “Big Sky School District 72” as the app is the primary means of communication with our learning community.

ARRIVAL: Ophir Elementary School main doors open at 8:15 a.m. Students should be in classrooms ready to learn by 8:30 a.m. Guests should make their way out of the building by 8:30 a.m. unless other arrangements have been made. Please be mindful of our schedule and do your best to keep from disrupting learning.

DISMISSAL: Students will be dismissed at 3:26 p.m. M-Th and 2:26 p.m. on Fridays. Please be mindful the end of the day can be particularly busy. Student sign out must happen more than 30 minutes prior to the dismissal bell. Only parents/guardians or individuals identified by them may pick up a child during school hours. Parents may notify the office to indicate “parental permission to pick up at any time” or communicate authorization to the office for an occasional occurrence.

ATTENDANCE: Attendance is a priority as classroom instruction and participation in learning experiences are key to academic success. If your child will be absent from school, please notify the front office and classroom teacher as soon as possible, as the District will attempt to contact parents/guardians when an unexcused student does not arrive at school. All absences and tardies are recorded as part of a permanent record. Tardy students will report to the office and be checked in. Consecutive absences of 10 days or more result in unenrollment and require guardians to register at a new school or as home schooling through the state.

- **Excused Absence:** Parent notified school regarding illness, medical appointment, or family emergency.
- **Unexcused Absence:** An absence other than described above.
- **Unexcused by Verified:** Parent notified regarding non-excused absence.
- **School Related Activity (Excused):** An absence from school related to the purpose as arranged by staff sponsor. Student is responsible for missing work.
- **Non-sanctioned Policy Absence (i.e. Ski Teams):** Coaches will provide the school with date(s) and location of students participating in competition in advance.

BUS: Students may ride the bus assigned based on their home address. Due to buses running at maximum capacity, the District cannot accommodate transporting students to after school activities, parent workplace, or playdates. Please make personal transportation arrangements in these instances. **4K and Kindergarten students must have adult supervision at the bus stop.**

Students are expected to display the same character attributes and behavior on buses as they do in school. Bus expectations include following the directions of the driver; remaining seated and buckled at all times; refraining from eating or drinking; using level 2 or 1 speaking/whispering voices; keeping hands, feet, and other objects to yourself; using school appropriate language. Because student safety is our primary concern, behavior infractions will have consequences which can include
Students should be knowledgeable about bus rules and are encouraged to advocate for themselves and others. Communication with the bus driver is crucial should challenges or concerns arise.

**ADVERSE WEATHER:** Buses cannot run in weather -20°F or colder at the school. Drivers will make the determination and contact the Superintendent to initiate communication to parents. School remains in session unless the temperature drops to -40°F or colder at school by 7:00 a.m.

Students will have recess when the temperature is at or above 0°F. Outdoor clothing and boots may be kept in classroom cubbies. Please ensure your child is prepared for changing weather conditions. Be sure to mark items with your child’s name for ease of identification. Lost items will go to the lost and found. Unclaimed items will be periodically donated.

**PLAYGROUND CONDUCT:** Recess is an important part of our school day. Students should use all equipment as demonstrated and instructed as proper use of the equipment ensures the safety and enjoyment of all students. Some simple reminders include being watchful of the safety of others and yourself, use swings in a forward/back motion, go down the slide in a seated position and exit at the base only, be inclusive of everyone who wants to play, remember to return equipment that you bring out, enjoy the snow but refrain from throwing it.

**LUNCH:** We take pride in our high quality and nutritious hot lunch program which is part of the National School Lunch Program. Family lunch accounts are set up with each student able to drawn on deposits. Payments should be made to BSSD by check, cash (ensure student’s name is attached) or by credit card through the Infinite Campus (3.49% processing fee applies). Free and Reduced lunch is available with approval of state application and participation is confidential.

**LUNCH PRICES:**
- 4K-5: $4.00; 6-12: $4.50; Adult: $5.00; Extra milk: $.75; Extra entrée: $2.00; Additional fruits and vegetables are free, if available.

Parents/Families/Guardians are encouraged to join us and purchase a meal. Just contact the office prior to 9:00 a.m. the day you intend to participate so our staff can ensure the appropriate amount of food. Students should ensure they use their manners, talk quietly, and clean up after themselves.

**STUDENT CONDUCT + DISCIPLINE GENERAL PRINCIPLES:** Students are expected to treat others and to be treated in a way the exhibits the Learner Profile regardless of circumstances, situation, or location. Above all, we are committed to providing a quality education to all students. If one student affects the education of others, the behavior deserves to be addressed. Issues during the school day will be handled at the classroom level, however other staff can serve as a resource and support including the principal. We aim to assist each student in self-regulation and developing the ability to judge an appropriate course of action in a given situation. This includes encouragement to act in a positive way as well as progressive consequences that align naturally with the choice. Suspensions are a part of the student’s permanent record and students may not attend sports team practice or compete on the same day as a suspension.

Conduct by students outside of school hours or away from school grounds is held to the same high standard that applies during school hours. Conduct which directly effects the general safety and welfare of the school and students, including endangering the health, safety, property, or welfare of other students, teachers, administrators, trustees, or employees of the school system or their families, will be subject to corrective action by the District. This includes maintaining or posting materials to the Internet or any other public venue that causes a substantial disruption in school is a violation of the student code of conduct and is also subject to corrective action. Corrective action may include but isn’t limited to immediate, short-term (< 10 days) suspension up to expulsion from school. Due process safeguards will always be included (Policy #3300).

Upper elementary students (grades 3-5) may use cellphones and other electronic devices for communication, including watches, on campus before and after school. Only in special circumstances may students be authorized to use cellphones and other electronic devices during school hours. The possession and use of such equipment is a privilege and not a right. At no time will a cellphone or other electronic device with video or photographic capabilities by used in locker rooms, bathrooms, or other locations where the privacy rights of others would be violated. Unauthorized use will result in confiscation of the device by the District and loss of the privilege. Confiscated devices can be picked up by parents/guardians in the office. The use of cellphones by visitors, including parents and volunteers, may be regulated.

Per state law and Board Policy (#3311) students may not bring weapons, facsimiles of weapons, BB or pellet guns, paintball guns, toys that look like guns, ammunition, knives, etc., on school grounds. Doing so can result in suspension or expulsion. The U.S. Supreme Court has ruled that the 4th Amendment allows for the search of students without complying with strict
“probable cause” standards imposed by law enforcement. Any student may be searched if there are reasonable grounds for suspecting the search will turn up evidence that the student has violated state, federal, or school laws or rules. A student’s person, pockets, handbag, backpack, locker, cars, etc. may be subject to search in the event that there is reasonable suspicion the student may possess anything harmful or illegal.

All other items which are inappropriate for the school setting (e.g. laser pens, skateboards, lighters, matches, noisemakers, toys, large sums of money or other valuables, etc.) should remain at home. If found at school, such items will be confiscated. The District is not responsible for lost or stolen items.

**ACADEMIC HONESTY:** Truth in our work is of the utmost importance and supported by our Academic Integrity Policy. Any dishonesty in academic practice will result in consequences as approved by the Board of Trustees.

**SCHOOL PROPERTY:** Board approved textbooks and educational materials are provided free of charge to all students. Each student is responsible for textbooks, equipment, technology, and library books checked out in their names. All materials should be treated with care and should remain on school property (except library books) unless special arrangements have been made. Any student failing to return materials issued by the school or who returns the materials damaged may be charged a replacement cost. Student grades may be withheld until compensations has been received.

**HOMEWORK:** Homework is a constructive tool in the teaching and learning process. Purposeful practice not only enhances student understanding and achievement but also helps to develop self-discipline, responsibility, and good work habits. Homework should be completed independently by students.

**REPORT CARDS:** Report cards will be provided twice a year and parents are encouraged to have open conversations with their child’s teacher about their academic performance throughout the school year. Teachers will communicate with parents regarding Parent/Teacher Conferences at the mid-point of the first semester. Student grades are a reflection of mastery toward content area standards over time. A five-point scale is used: (0) Not assessed/taught, (1) Difficulty understanding, (2) Initial understanding, (3) Consistent understanding – grade level work, (4) Thorough understanding, (5) Mastery.

**DRESS CODE:** Student dress can impact performance and all students should dress in a manner that supports learning. It is the responsibility of parents/guardians along with the student to make appropriate choices. Due to safety concerns, distractibility, or inappropriateness, the following are not allowed: flip-flops or any open-toed footwear, t-shirts with inappropriate advertisements or slogans, halter tops or tank tops with straps smaller than 1", pajamas, swimsuits, slippers, hats inside the building, excessively baggy clothing, or undergarments showing. Also, please ensure that all skirts and shorts exceed an extended arm’s length and tops should cover the midline. We have MINER FRIDAY where students are encouraged to wear the color blue to show their school spirit!

**HAZING, HARRASSMENT, INTIMIDATION, BULLYING, MENACING:** We strive to provide a positive and productive learning and working environment. It is important to remember to treat others in the same manner that you would like to be treated. Remember there may be a difference between intent and the impact of behavior. Hazing, harassment, intimidation, menacing, or bullying by students, staff, or third parties is strictly prohibited and will not be tolerated (Policy #3226). We are committed to fostering appropriate behavior and to proactive responses. We will investigate all reports of bullying or harassment. If you suspect your child is involved in any of the aforementioned situations, contact the principal.

**STUDENT HEALTH, SAFETY + EMERGENCY PROCEDURES:** The Board utilizes video cameras on District property to ensure the health, welfare and safety of all students, staff and visitors and to safeguard District property (Policy #3235).

We welcome volunteers and visitors who have made arrangements for their visit to our school. Please sign in at the office and check out a visitor badge. To limit disruptions to learning, we discourage unscheduled visits to the classroom.

All parents/guardians are required to give consent for emergency treatment, first-aid screening examinations, and minor treatment. If a student is injured at school, the District will administer first aid, seek additional medical assistance if necessary, and when necessary contact the parent/guardian. If parental contact cannot be made and the student requires further treatment, the District will seek the necessary treatment from a physician, dentist, or initiate the transfer the student
for medical treatment. All parents/guardians are required to give consent for emergency treatment and first-aid screening examinations and minor treatment.

Students have varying needs in regard to health. Please clearly communicate your student’s health needs to the office staff and their teacher. All student medication (prescribed and over-the-counter) must be in original packaging and accompanied by a Physician’s Order for Dispensing Medication form and/or a Montana Authorization to Carry and Self-Administer Medication form prior to administration by school personnel. Medication will be secured in the office with the exception of those that should travel with the student (Albuterol inhaler, Epi-Pen, etc.). Only authorized personnel may administer medication. The superintendent has the authority to limit or revoke the use of some medication (Policy #3416).

Maintaining the health of our students is of utmost concern. Students who have a communicable disease will not be allowed to remain at school and may only return once the transmission period has passed. The District may report the communicable disease to the county Health Department. If a student has an immunization release, the student will be dismissed from school at the outbreak of a communicable disease and will be readmitted once the danger has passed (Policy #3417).

In a District emergency, we employ a Crisis Procedure that is designed to minimize danger. Our main objective is to attend to the health and welfare of students. While it is impossible to foresee all potential emergencies, the District has researched and practiced the most effective way to use our resources should such an instance arise. **In most emergencies, students will remain at school.** In the rare event of an emergency prohibiting access to the school or if evacuation is required, students and staff will be moved to Buck’s T-4 (46625 Gallatin Rd. 1 mile north of the school). If removal from campus is necessary, reports of when and where to pick up students will be forthcoming.

Please follow these guidelines should there be rumors of a school emergency:

1. Monitor radio, television, the district website, and email. The media will be accurately informed of any emergency. Channels: NPR (102.1FM) and EAGLE (104.7FM).
2. Please refrain from calling the school. Limited phone lines need to be available to respond to the emergency.
3. Please refrain from coming to the school unless requested to do so. Emergency responders must have easy access to the building.

**INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME**

**IB MISSION STATEMENT**

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful World through intercultural understanding and respect.

To this end the organization works with schools, governments, and International organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become Active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

© Programme Standards and Practices 2020
The PYP programme is a concept based, inquiry driven curricular framework. The attributes of what it means for our students to be internationally minded are outlined in the value-laden learner profile.

**IB LEARNER PROFILE**

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. © Programme Standards and Practices 2020

**IB LEARNERS STRIVE TO BE:**

**Inquirers**  
Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable**  
Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers**  
Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators**  
Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled**  
Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-Minded**  
Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring**  
Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Courageous**  
Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced**  
Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective**  
Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

At Ophir Elementary we work as a school community to support one another as we grow in each of these attributes. On a daily basis we recognize and celebrate our students and staff living the learner profile by filling out “Blue Slips”. Anyone on campus can fill out a “Blue Slip” to recognize these highly desired traits in action. We begin every morning by sharing a few examples on morning announcements. We also share the “Blue Slips” at our monthly WOW Assemblies hosted by our 5th grade students.
I. Academic Integrity

II. Assessment

III. Language

IV. Inclusion + MTSS

POLICY COMMUNICATION: The administration is responsible for communicating all policies to students, parents and teachers at school events and via media sources, including but not limited to, staff meetings, parent evenings, student tutorials, and school websites.

POLICY REVISION: The policies of Ophir Elementary are revised annually by all pertinent contributors: the administration, language teacher, ELL Coordinator, staff, and/or the BSSD School Board.

OPHIR ELEMENTARY SCHOOL POLICIES, Last Reviewed 5/2024

THE LEARNER PROFILE TRAIT OF BEING PRINCIPLED: Our Ophir Elementary School learning community strives to live the learner profile. This includes students, teachers, staff, administrators and parents. Each of these members has an important role in the development of the learner profile traits within our students. Emphasis is placed on learners reflecting on their experiences during the school day and evaluating self-growth in alignment with the learner profiles. Academic integrity means that our learners strive to be principled in their acquisition of knowledge and how they convey their learning. Students are supported in their learning of how to appropriately cite sources and give credit to the creators of unique content, just as they do for their own unique creations. Students in grades 4 and 5 are required to cite their sources by (at a minimum) including the author and title of the source. In all grades leading up to this, students are encouraged to be thoughtful about where their information is coming from and to cite as necessary.

APPROACHES TO LEARNING AND THE DEVELOPMENT OF RESEARCH SKILLS, THINKING SKILLS, AND COMMUNICATION SKILLS: Gathering information through the use of research skills is only the beginning of the learning process at Ophir Elementary School. Once information is gathered, students are challenged to think critically about the information and convey their newly acquired understanding using effective modes of communication. In the creation of papers, presentations or discussions, students work to acknowledge the original creators when they use ideas, graphs, diagrams, charts, pictures, videos, books, and websites in support of their learning. Students learn to use quotation marks to highlight the ideas of others or mark useful information created by another.

INQUIRY-BASED INSTRUCTION + LEARNING: Inquiry-based learning challenges students to critically evaluate their understandings through the use of exploration, wondering, and questioning. Rather than regurgitate information that can be found through a simple google search, students employ the good practice of making connections between their previous and current learning, articulating it in their own words, and documenting sources. Ultimately, this allows students to clarify existing ideas and reappraise perceptions of events through a new lens. By researching and seeking information, students can expand their knowledge and attempt to make and test theories or take and defend a position. Teachers are thoughtful in their construction of assignments which lend themselves to students developing the aforementioned skills. For example, rather than assigning a research paper on the War of 1812, which may encourage the regurgitation of a timeline of events, teachers may require students to take on the perspective of a War Hawk or Merchant and discuss their perspective of the War. In addition, teachers are thoughtful about designing assessment criteria in a way that places equal emphasis on the process of learning and the product created. They outline clear expectations for when an original response is required from students and ensure students fully understand this expectation. The failure to site sources in grades 4 and 5, or the copying of another’s work and claiming as their own, at any level, is considered misconduct.

CONSEQUENCES FOR VIOLATION OF THE ACADEMIC INTEGRITY POLICY: Ophir Elementary School learners that violate the academic integrity policy of the school will have logical consequences that are developmentally appropriate. The first infraction of the policy will be used as an opportunity to learn in the context of making mistakes, requiring the learner to be reflective about their choice and outline how to ensure appropriate acknowledgements are given to the creators of information in the future or to ensure they do their own work. The second infraction of the policy requires
the learner to redo the assignment and meet the expectation along with communication to parents. Third and subsequent infractions of the policy require a team meeting with administration and parents and will likely result in no credit being given on the assignment.

II. OPHIR ELEMENTARY SCHOOL ASSESSMENT POLICY, Last Reviewed 5/2024

PHILOSOPHY: At Ophir Elementary, it is critical that our student assessments be meaningful and growth based to best support each individual learner in their pursuit of knowledge in a multifaceted learning environment. Purpose in assessment is realized as students see the importance of demonstrating their growth and achievement as it reflects their knowledge of currently acquired skills as well as that of previous lessons or grade levels. This knowledge, captured through assessment, is seen as a tool for preparing students to be successful lifelong learners, both in and out of the classroom.

We believe assessment should cultivate, engage, and empower our learners.

We believe that assessments are an ongoing tool for learning and instruction and when coupled with reflection, CULTIVATE growth and understanding.

We are committed to developing assessments that are intellectually ENGAGING, diverse in nature, inquiry-driven, and based on clear objectives.

We know that the synergy created by a constructivist approach to teaching, learning and assessment EMPOWERS students to become independent, resilient learners.

ASSESSMENT PRACTICES: In recognizing the unique learning style of each student, a variety of formative and summative assessments are used at Ophir.

Assessment for Learning is also known as formative assessment. It is conducted throughout the learning process. Students are observed often and regularly. Assessment for learning can include written and oral artifacts, questionnaires, conferences between the teacher and student, are informal, and look at the process. Assessment for learning can be used to improve learning, teaching, and assessment.

Assessment of Learning is also known as summative assessment. Assessment of learning happens at the end of a unit of instruction and is an indication of skills and knowledge acquisition or mastery. These can be norm- or criteria-referenced.

Assessment as Learning is part of the formative process and helps to support learners to become self-regulated as a life-long learner. It is an interactive process where students play an active role in planning and monitoring their learning goals and reflect on them to propel learning. Students are also supported throughout the assessment process to use it to consolidate their learning.

As a public school in the State of Montana, students take the Smarter Balance standardized tests in grades 3, 4 and 5. Additionally, all Ophir Elementary School students take the Measure of Academic Progress (MAP) tests three times a year to measure their growth in reading, writing, and mathematics grades 1, 2, 3, 4, 5. In 4K, kindergarten and grade 1, we utilize Early Bird and in grades K-5 we use Acadience, both of which assess reading. We also use the Devereux Student Strengths Assessment (DESSA) 4K-5. The purpose of these standardized tests is twofold: one, the results indicate how our students are performing against state and national standards, and two, the results of the assessments inform classroom instruction and the whole-school strategic direction.

TEACHER RESPONSIBILITIES: As the pedagogical leaders, teachers are expected to:

- Provide regular, specific feedback to students on formative and summative assessments.
- Provide regular opportunities for students to be assessed.
- Articulate or co-construct with students the assessment criteria, rubric, and learning goals.
- Collect anecdotal notes on student understanding.
- Provide a variety of authentic assessments.
- Analyze assessment trends to inform teaching practice.
- Model self-assessment and reflection.
• Moderate student work within grade-bands.
• Communicate with students/parents/guardians/administration/teaching teams on student performance.
• Manage students’ portfolios.
• Praise student effort, growth and achievement.
• Support students in siting their sources and doing their own work, as outlined in the Academic Integrity Policy.
• Support students in their native tongue or scaffolding assessments for those students to get an accurate measure of learning.

**STUDENT RESPONSIBILITIES:** Inquiry-based, student-centered learning requires students to be accountable by actively engage in their own learning. An Ophir Elementary student is expected to:
• Actively participate in each classroom activity.
• Seek feedback and assistance from the teacher if the student does not understand a given topic or assessment.
• Ask questions often.
• Review teacher feedback on assessments.
• Reflect on areas for growth and areas of achievement.
• Submit all assignments on time.
• Act with honesty and integrity on all assessments as outlined in the Academic Integrity Policy.

**PYP COORDINATOR AND/OR SCHOOL ADMINISTRATION RESPONSIBILITIES:** The PYP Coordinator and/or School Administration are expected to:
• Provide meaningful professional development that enhances the teaching and learning at Ophir Elementary School.
• Schedule collaborative planning and assessment moderation time for teachers.
• Give teachers time to plan their units, reflect, and grade assessments.
• Evaluate student performance trends and identify school growth goals based on those trends.
• Ensure that the teaching and learning practices align with the strategic plan, school mission, and the PYP.
• Inform students, parents, and teachers about the Assessment Policy at school events and via media sources, including but not limited to, staff meetings, parent evenings, and school website.
• Recognize student effort, growth and achievement.
• Review the Assessment Policy with the BSSD School Board annually at the conclusion of the school year, taking into account the feedback from teachers, students, and parents.
• Support the classroom teacher and students when infractions to the Academic Integrity Policy have been violated during the conducting of assessments to ensure that actions are taken when transgressions occur.

**PARENT/GUARDIAN ROLE:** We know that a strong relationship between the school and a student’s home life improves student achievement. As a result, parents and guardians are encouraged to:
• Participate in the school culture, functions, and curriculum such as parent nights, parent/teacher/student conferences, academic celebrations, and performances.
• Stay informed about your student’s progress via report cards, teacher communication, newsletters, parent/teacher/student conferences, and student work sent home.
• Communicate questions, concerns, and accolades as they arise.
• Recognize and praise student effort, growth and achievement.

**REPORTING ON STUDENT ACHIEVEMENT:** At Ophir Elementary School, we report on student achievement through the use of student portfolios; student-led conferences involving the student, parent(s) and teacher; and written report cards.

**PORTFOLIOS:** Each student at Ophir Elementary School has a portfolio of work that is compiled annually. The portfolio is used to show the development of knowledge, conceptual understanding, transdisciplinary skills, and the attributes of the learner profile over a period of time. It is also used to document student action. Portfolio entries document both the process of learning and the product, including images and evidence of students in the process of constructing meaning.

**CONFERENCES:** Conferences involve the student, parent/s and teacher at least once a year. Students discuss their learning and understanding with their parent/s and teacher, who are responsible for supporting the student through this process. Students are responsible for reflecting upon work samples they have chosen to share that have been previously selected with guidance and support from the teacher and could be from the student’s portfolio. The student, parent/s and the teacher collaborate to establish and identify the student’s strengths and areas for improvement. This may lead to the setting
of new goals, with all determining how they can support the achievement of the goals. All of the participants must understand the format and their roles prior to the conference.

©Primary Years Programme Learning and Teaching, 2018

WRITTEN REPORT CARD: The written report card at Ophir Elementary School is published twice a year for parents and students. As a central feature for reporting student outcomes, the report card includes all the key aspects of the IB Primary Years Program.

- The learner profile is addressed.
- The transdisciplinary units and the subject-specific teaching are included.
- All teachers involved in the student’s progress have an opportunity to comment.
- All the essential elements of the student’s academic programme are included.

III. OPHIR ELEMENTARY SCHOOL LANGUAGE POLICY, Last Reviewed 5/2024

SCHOOL LANGUAGE PHILOSOPHY: *If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.*

-Nelson Mandela

At Big Sky School District, we believe that multilingualism contributes to intercultural understanding, cooperation, and friendship. Multilingualism prepares students for a globalized world while contributing to the development of our student IB Learner attributes such as being open-minded, communicative, and reflective. As a result, Big Sky School District is committed to exposing native English speakers to Spanish from kindergarten to grade 5 through classroom instruction as well as experiential learning. In recognizing that our linguistic backgrounds may vary, we are equally committed to supporting students whose mother tongue is not English with our ELL program.

We believe that ALL teachers are language teachers, and therefore, language development is a key aspect of our pedagogical approach. To support this belief, we dedicate professional development time towards enhancing our best practices in language instruction. This professional development approach is informed by the most relevant, up-to-date, and academically sound research on language development.

SCHOOL LANGUAGE PROFILE: As a public school district in the state of Montana, English is the language of instruction. Students begin to study Spanish in kindergarten and continue through grade 5.

SUPPORT FOR MOTHER TONGUE: We know that when a student is well-spoken and literate in his or her mother tongue, the student is more likely to master another language, be successful in school across all subjects, and have a deeper understanding and appreciation for his or her own culture. As part of the enrollment process at Ophir, families complete a home language survey. This allows the school to recognize and support students and families of all backgrounds and native tongues. Parents are encouraged to continue to develop their mother tongue at home by speaking their native tongue, writing in their native tongue, watching t.v. in their native tongue, and reading to their children in their native tongue. Ophir Elementary School’s library carries a variety of books written in Spanish to support mother tongue development. As the need arises, additional language books will be purchased.

ENGLISH LANGUAGE LEARNER (ELL): To support ELL students, we employ a variety of strategies. At registration, we connect Spanish speaking parents with one of our staff members who also speaks Spanish. Our staff offers to provide support though the enrollment process and beyond as needs arise or when communication with school occurs. We utilize multiple assessments in order to measure ELL student mastery levels in core subjects. We use assessments provided by WIDA to provide feedback on English language acquisition and Logramos to measure student mastery levels in core subjects in Spanish. As the need arises for additional language measures, we will include them. We provide Sheltered English Instruction (SIOP) and Language Development as outlined in Montana’s English Language Learners: Guidance for School Districts. Additionally, we can provide online language instruction for ELL students in grades 2-5 using Rosetta Stone and/or Duolingo. We also provide a modified curriculum for elementary-aged ELL students.
PHILOSOPHY OF INCLUSION: Our inclusive policy is shaped by the belief “that all children deserve a rights-based education system, which ‘means that children should be seen as holders of the right to education, which implies not only the right to have access to education, but also that human rights must also be applied in education and promoted through education’” (Sandkull, 2005, p. 2 as seen in Mitchem, p. 9, 2016). We strive to make our school more inclusive and democratic so that all students at Big Sky School District have access to our curriculum and instruction. To make this a reality, we commit to professional development to support teachers with inclusion practices. We also differentiate our instruction and provide accommodations and/or modifications for our students with learning support requirements to aid in their success in the school’s curriculum.

INCLUSION IN PRACTICE AT BIG SKY SCHOOL DISTRICT: As a public school in the state of Montana, we follow all federal and state regulations regarding our inclusion policy.

504 ACCOMMODATIONS: Per section 504 of the Rehabilitation Act of 1973, students who are identified with a mental and/or physical health challenge that impairs daily living or learning activities are entitled to educational accommodation plans and/or health plans. These plans will provide students’ access to the school’s curriculum, instruction and assessment through an accommodation plan and/or a health plan. Teachers will be informed of their specific responsibilities for implementing accommodations at the beginning of each school year and as needed.

INDIVIDUAL EDUCATION PLANS (IEP): Similar to the 504 accommodations plan, students eligible for services under Individuals with Disabilities Education Act (IDEA, 1975) will receive a free and appropriate public education and necessary related services. These services include identification, evaluation, placement and delivery of specialized instruction to qualified students. Teachers will be informed of their specific responsibilities for implementing accommodations and modifications of the curriculum as well as the related student supports at the beginning of the school year and as needed.

Students’ accommodations and/or modifications will take place in the classroom, but may also include the following, depending on the individual student need:

- **Alternate course/online course** or **specialized instruction** with intensive individualized support towards IEP goals
- **Learning resource classroom with a certified special education teacher** for reading, math, written expression, social/emotional skills, and/or self-help and independence skills
- **Paraprofessional educators** for students identified as needing 1 to 1 support

INCLUSION IN THE PRIMARY YEARS PROGRAM - MULTI-TIERED SYSTEM OF SUPPORT (MTSS): At Ophir Elementary, MTSS is a school-wide framework that includes universal screening of all students, the use of diagnostic measures to identify specific areas of concern, multiple tiers of instruction and intervention, benchmark testing, progress monitoring, and systematic collaboration and problem solving. Our system of MTSS provides high-quality, evidence and standards-based instruction and intervention that matches each students’ academic and behavioral needs.

Key principles of MTSS at Ophir Elementary:

- Direct, explicit, and systematic tier 1 instruction for all students
- Early intervention
- Multi-tiered model of support
- Matching instruction to the needs of the learner through the use of diagnostic assessment
- Frequent progress monitoring to determine effectiveness of interventions
- Using researched-based and proven instruction and intervention
- Ensuring core instruction and interventions are implemented consistently and correctly
- Documentation of intervention progress
- Parental involvement in all steps of the process

Potential benefits of MTSS:
• Improves teaching and learning for all
• Eliminates “wait to fail” model

Our MTSS model encourages collaboration among educators, families, and community-members with students as benefactors. MTSS is a research-based process that tracks student progress with consistent ongoing assessments. Decisions about instruction are driven by data, so all students can be appropriately challenged at an individual level. MTSS is a way of teaching that measures how students respond to instruction, and then if necessary, adjusts instruction to ensure that each student is mastering the skills necessary for academic success.

**School teams that support MTSS framework:**

1. 4K-5 grade-level collaborative teacher teams
2. Special Education/MTSS team meeting: Special Education Team staff, classroom teacher, interventionist, school psychologist, principal
3. Social/Emotional/Behavioral team: School psychologist, counselor, principal, CAP coordinator, BBBS program coordinator
4. MTSS leadership team: Special Education staff, school psychologist, MTSS teacher, school guidance counselor, instructional coach, principal

**MTSS Pathways:**

### Ophir Elementary 4K-5

**SOCIAL/EMOTIONAL/BEHAVIOR PATHWAY**

<table>
<thead>
<tr>
<th><strong>COLLABORATIVE TEACHER TEAMS</strong></th>
<th><strong>SCHOOL-WIDE TEAMS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 1</strong></td>
<td><strong>Tier 2</strong></td>
</tr>
<tr>
<td><strong>CORE Instruction</strong></td>
<td><strong>Supplemental Instruction</strong></td>
</tr>
<tr>
<td>Instructional Resources</td>
<td>Instruction based on Montana’s Social Emotional Learning Competencies</td>
</tr>
<tr>
<td></td>
<td>- Self-Awareness</td>
</tr>
</tbody>
</table>
| | - Self-Management | Student specific intervention as determined through diagnostic measure and/or team discussion + decision making, e.g.: 
| | - Social Awareness | *Check-In/Check-Out | More frequent |
| | - Relationship Skills | *Direct teach of executive functional skills | More individualized |
| Instructional Materials | - Responsible Decision Making | | Increase in time |
| | - Second Steps (K-5) | | Move to a Special Education referral if/when determined as necessitated by team |
| | - Learner Profile | | |
| | - Zones of Regulation | | |
| | - Growth Mindset | | |
| Instructional Model/Delivery | - Whole group | - Conferencing | - Tier 2 |
| | | - Small group – Individual | More intense |
| | | - Pre-teach/Re-teach | More frequent |
| | | - Push-in/Pull-out | More individualized |
| | | | Increase in time |
| Universal Screener | DESSA – Devereux Student Strengths Assessment | Conferencing | |
| Cut Scores | School wide teams determine necessary supports on a student-by-student basis | Small group – Individual | |
| | | Pre-teach/Re-teach | |
| | | Push-in/Pull-out | |
# ENGLISH LANGUAGE ARTS (ELA) PATHWAY

## COLLABORATIVE LANGUAGE ARTS TEACHER TEAMS

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE Instruction</strong></td>
<td><strong>Supplemental Instruction</strong></td>
<td><strong>Intensive Instruction</strong></td>
</tr>
<tr>
<td>Instructional Resources</td>
<td>High Quality Differentiated Instruction</td>
<td>High-Quality Targeted Instruction based on student need as identified by diagnostic measure</td>
</tr>
<tr>
<td>Core Instruction Materials</td>
<td>- Increase opportunities to respond (OTRs)</td>
<td>- Increase opportunities to respond (OTRs)</td>
</tr>
<tr>
<td>- Explicitly teach and reteach core curriculum with more examples and student practice</td>
<td>- Explicitly and systematically teach to student need</td>
<td>- Group same grade students by earliest missing skill deficit</td>
</tr>
<tr>
<td>- Increase engagement: no raised hands, match instructional level to learners, attend to length of lesson + implement movement</td>
<td>- Use flexible grouping: match pace, type, level, dosage, and duration to learner needs</td>
<td></td>
</tr>
<tr>
<td>- Use flexible grouping: match pace, type, level, dosage, and duration to learner needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Frameworks</td>
<td>- The Science of Reading (SOR)</td>
<td>Intervention Structure/Materials:</td>
</tr>
<tr>
<td>- Structured Literacy Framework</td>
<td>- Wilson FUNdations Intervention</td>
<td>- SOR designed + targeted skill intervention</td>
</tr>
<tr>
<td></td>
<td>- Wilson FUNdations (K-3)</td>
<td>- Wilson FUNdations Fluency Kit (1+2)</td>
</tr>
<tr>
<td></td>
<td>- Core Knowledge ELA (4-5)</td>
<td>- Wilson Fluency Basic</td>
</tr>
<tr>
<td></td>
<td>- The Writing Revolution</td>
<td>- Wilson Just Words</td>
</tr>
<tr>
<td></td>
<td>- Decodable Text</td>
<td>- Wilson Reading System</td>
</tr>
<tr>
<td></td>
<td>- Leveled readers</td>
<td>- Barton Reading + Spelling</td>
</tr>
<tr>
<td></td>
<td>- Teacher created materials</td>
<td>- Stepping Stone to Literacy</td>
</tr>
</tbody>
</table>

## Instructional Model/Delivery

<table>
<thead>
<tr>
<th></th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Model/Delivery</strong></td>
<td>Whole group</td>
<td>Conferencing</td>
<td>Small group (2-3)</td>
</tr>
<tr>
<td></td>
<td>Small group (within classroom)</td>
<td>Small group (4-5)</td>
<td>Individual</td>
</tr>
<tr>
<td></td>
<td>Individual (within classroom)</td>
<td>Pre-teach/Re-teach</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Push-in/Pull-out</td>
<td></td>
</tr>
</tbody>
</table>

## Benchmark Assessment(s)

- Administered three times per year
- 4K-K: Early Bird Literacy
- Acadience Reading
- MAP
- SRA Corrective Reading Series
- Seeing Stars
- Six Minute Solution
- Explode the Code
- Rewards Intermediate
- FUNdations Progress Monitoring
- Acadience Progress Monitoring

## Through Year Testing

- MAST (Montana Aligned to Standards Through-Year)
### Diagnostic Tool(s)

- N/A
- CORE Phonics Screener
- CTOPP

### Cut Scores

- Provided by NWEA/MAP and varies by grade level

## Ophir Elementary 4K-5
### MATH PATHWAY

### COLLABORATIVE TEACHER TEAMS

<table>
<thead>
<tr>
<th>Tier 1</th>
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<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE Instruction</strong></td>
<td><strong>Supplemental Instruction</strong></td>
<td><strong>Intensive Instruction</strong></td>
</tr>
</tbody>
</table>

**Instructional Resources**

- High Quality Differentiated Instruction based on Core Components of Math ([National Math Advisory Panel Report](#))
  - Number sense
  - Rational numbers
  - Basic number operations

**Core Instruction Materials**

- Eureka Math

**Instructional Model/Delivery**

- Whole group
- Small group
- Individual

- Individualized practice based on MAP scores
  - 10 minutes/day

**Benchmark Assessment(s)**

- Administered three times per year
  - MAP

**Through Year Testing**

- MAST (Montana Aligned to Standards Through-Year)

**Progress Monitoring Tool(s)**

- Eureka Math mid-module and end-of-module tests
- Individual student conferencing

**Diagnostic Tool(s)**

- MAP content scores

**Cut Scores**

- Provided by NWEA/MAP and varies by grade level

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**POLICY COMMUNICATION:** The administration is responsible for communicating this policy to students, parents and teachers at school events and via media sources, including but not limited to, staff meetings, parent evenings, handbooks, and school websites.

**POLICY REVISION:** The Inclusion Policy is revised annually by the administration, inclusion teachers, and the BSSD School Board.

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[1] All psychological/psycho-educational/medical reports must:

- be legible, on paper with a letterhead, signed and dated
- state the title, name and professional credentials of the person (or persons) who has undertaken the evaluation and diagnosis of the candidate
- state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification
- be consistent with the coordinator’s request for assessment arrangements
- be accompanied by a translation into English, French or Spanish, if it is not written in one of the IB working languages.

All psychological/psycho-educational reports must:
- be based on the candidate’s performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents
Required Policy Changes

One reading at the board level
Student and Family Privacy Rights

All fundamental parental rights are exclusively reserved to the parent of a child without obstruction or interference by a government entity as consistently recognized in state and federal courts and as required by state and federal law and District policy.

Surveys - General

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District’s educational objectives as identified in Board Policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey. A parent or guardian shall have the right to opt the child out of any survey or data collection by a school district that would capture data for inclusion in the statewide data system so long as the survey does not request or require disclosure of personal information. Surveys requesting or requiring disclosure of personal information shall require parental consent as described in this policy. A parent may not opt out of data collection that is necessary and essential for establishing a student's education record.

Surveys Created by a Third Party

Before the District administers or distributes a survey created by a third party to a student, the student’s parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one (1) or more of the following items:

1. Political affiliations or beliefs of the student or the student’s parent/guardian;
2. Mental or psychological problems of the student or the student’s family;
3. Behavior or attitudes about sex;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student’s parent/guardian;
8. Income (other than that required by law to determine eligibility for participation in a
program or for receiving financial assistance under such program).

The student’s parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request; and/or
2. Refuse to allow their child to participate in any survey requesting personal information.

The school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

No student in the District shall be required, as part of any applicable program, to submit to any
survey, analysis, or evaluation that includes requests or requires the disclosure of the above-noted personal information in this section without the prior consent of the student (if the student
is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior
written consent of the parent. This provision specifically documents the arrangements taken to
protect student privacy in accordance with 20 USC § 1232h(c)(1)(a)(b).

Instructional Material

A student’s parent(s)/guardian(s) may, within a reasonable time of the request, inspect any
instructional material used as part of their child’s educational curriculum.

The term “instructional material,” for purposes of this policy, means instructional content that is
provided to a student, regardless of its format, printed or representational materials, audio-visual
materials, and materials in electronic or digital formats (such as materials accessible through the
Internet). The term does not include academic tests or academic assessments.

Collection of Personal Information From Students for Marketing Prohibited

The term “personal information,” for purposes of this section only, means individually
identifiable information including: (1) a student’s or parent’s first and last name, (2) a home or
other physical address (including street name and the name of the city or town), (3) telephone
number, or (4) a Social Security identification number.

The District will not collect, disclose, or use student personal information for the purpose of
marketing or selling that information or otherwise providing that information to others for that
purpose.

The District, however, is not prohibited from collecting, disclosing, or using personal
information collected from students for the exclusive purpose of developing, evaluating, or
providing educational products or services for, or to, students or educational institutions such as
the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities;
6. Student recognition programs.

Notification of Rights and Procedures

This policy shall be posted on the District’s website and provided in a manner specified in accordance with law and policy. The Superintendent or designee shall notify students’ parents/guardians of:

1. This policy as well as its availability from the administration office upon request;
2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student, when the student turns eighteen (18) years of age or is an emancipated minor.

NOTE: This policy must be adopted in consultation with parents. 20 U.S.C. § 1232h(c)(1). Therefore, MTSBA recommends that, at a minimum, Boards specifically note this on their meeting agendas and request public comment prior to adoption.

Cross Reference: 2311 Instructional Materials
3200 Student Rights and Responsibilities
3410 Student Health/Physical Screenings/Examinations

Legal Reference: 20 U.S.C. 1232h Protection of Pupil Rights
Section 40-6-701, MCA Fundamental Parental Rights
Chapter 676 (2023) Fundamental Parental Rights

Policy History:
Adopted on:
Reviewed on:
Revised on:

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STUDENTS

Entrance, Placement, and Transfer

Entrance, Date, and Age

The trustees will enroll and admit a child to a school in the district when the child is 5 years of age or older on or before the tenth (10th) day of September of the school year in which the child is to enroll but is not yet 19 years of age who is a resident of the District. Parents may request a waiver of the age requirement. All waivers are granted in the sole discretion of the Trustees.

Non-resident students may be admitted at the discretion of the Trustees. Children will be enrolled in the grade identified in accordance with District policy or at the discretion of the administration in consultation with the student’s parents or guardians. The District requires proof of identity and an immunization record for every child to be admitted to District schools.

The Trustees may at their discretion assign and admit a child to a school in the district who is under 5 years of age or an adult who is 19 years of age or older if there are exceptional circumstances that merit waiving the age provision. Students enrolled by the Trustees under this provision shall find the student’s exceptional circumstances:

(a) the child under 5 is determined by the trustees to be ready for kindergarten and the child's parents have requested early entry into the district's regular 1-year kindergarten program;

(b) the child under 5 is being admitted into an early literacy targeted intervention classroom or jumpstart program pursuant to Title 20, chapter 7, part 18 and Policy 2165; or

(c) the adult is 19 years of age or older and in the trustees' determination would benefit from educational programs offered by a school of the district.

The trustees may also admit an individual who has graduated from high school but is not yet 19 years of age even though no special circumstances exist for waiver of the age provision of this Policy.

The trustees shall assign and admit a child who is enrolled in a nonpublic or home school and who meets the age and residency requirement of this policy on a part-time basis at the request of the child's parent or guardian consistent with the provisions of Policy 3150. A part time enrollee shall be calculated for purposes of ANB consistent with Policy 3121.

School Entrance
1. The District requires that a student’s parents, legal guardian, or legal custodian present proof of identity of the child to the school within forty (40) days of enrollment, as well as proof of residence in the District. Students who are not residents of the District may apply for admission pursuant to Policy 3141. For the purposes of this section “proof of identity” means a certified copy of a birth certificate, a certified transcript or similar student records from the previous school, or any documentary evidence that a school district considers to be satisfactory proof of identity. 44-2-511(6)(a), MCA

2. To be admitted to District schools, in accordance with the Montana Immunization Law, a child must have been immunized against varicella, diphtheria, pertussis, tetanus, poliomyelitis, rubella, mumps, and measles in the manner and with immunizing agents approved by the department. Immunizations may not be required if a child qualifies for conditional attendance or an exemption is filed as provided by Montana law.

3. The above requirements are not to serve as barriers to immediate enrollment of students designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by ESSA. The District shall work with the local child welfare agency, the school last attended, or other relevant agencies to obtain necessary enrollment documentation and ensure a student receives education services in the best interests of the child. The Superintendent or designee shall serve as point of contact with all applicable agencies to review records, facilitate services and resolve disputes.

Placement

The District goal is to place students at levels and in settings that will increase the probability of student success. Developmental testing, together with other relevant criteria, including but not limited to health, maturity, emotional stability, and developmental disabilities, may be considered in the placement of all students. Final disposition of all placement decisions rests with the principal, subject to review by the Superintendent or the Board.

Children of Relocated Military Families

The Board shall assign and admit a child whose parent or guardian is being relocated to Montana under military orders to a school in the district and allow the child to preliminarily enroll in classes and apply for programs offered by the District prior to arrival and establishing residency. The student will be placed in student data management system as soon as enrolled under this provision. The student will attend classes during preliminary enrollment and the Board authorizes the administration to provide offsite instruction to the student if not present in the District. The District will include a student enrolled under this provision as part of the calculation of ANB.

Transfer

District policies regulating the enrollment of students from other accredited elementary and
secondary schools are designed to protect the educational welfare of children.

Elementary Grades (K-8)

A student transferring into the District will be admitted and placed subject to observation by appropriate teachers and a building principal during a probation period of two (2) weeks. Thereafter, should doubt arise as to initial grade and level placement of a student, school personnel will conduct an educational assessment to determine appropriate grade and level placement.

Secondary Grades (9-12) Credit Transfer

A transfer of credits from any secondary school is subject to a satisfactory examination of the following:

1. Appropriate certificates of school accreditation;
2. Length of course, school day, and school year;
3. Content of applicable courses;
4. School building as it relates to credit earned (i.e., lab areas for appropriate science or vocational instruction);
5. Appropriate evaluation of student performance leading toward credit issuance.

The District will follow Montana Accreditation Rules and Standards, along with local alternate procedures for earning credit, in reviewing requests for transfer of credits. High school principals have authority for approving credit transfers, subject to review by the Superintendent or the Board.

Cross Reference: 3150 Part Time Attendance
3121 Attendance and Enrollment

Legal Reference: § 20-5-101, MCA Admittance of child to school
§ 20-5-403, MCA Immunization required – release and acceptance of immunization records
§ 20-5-404, MCA Conditional attendance
§ 20-5-405, MCA Medical or religious exemption
§ 20-5-406, MCA Immunization record
§ 44-2-511, MCA School enrollment procedure
10.16.3122, ARM Local Educational Agency Responsibility For Students with Disabilities
10.55.601, et seq., ARM Accreditation Standards: Procedures
Chapter 617 (2023) Enrollment on Part Time Basis

Policy History:
Adopted on:
Reviewed on:

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Enrollment and Attendance Records

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the District’s responsibilities under the attendance laws, staff shall be diligent in maintaining such records.

A district may only include, for ANB purposes, any student who participates in pupil instruction as defined in Section 20-1-101(17), MCA and for whom ANB may be claimed under Title 20, including but not limited to an enrolled student who is:

• A resident of the district or a nonresident student admitted by trustees under a student attendance agreement and who is attending a school of the district, offsite instructional setting or remote instruction from the public schools of the district;

• Unable to attend school due to a medical reason certified by a medical doctor and receiving individualized educational services supervised by the district, at district expense, at a home or facility that does not offer an educational program;

• Unable to attend school due to the student’s incarceration in a facility, other than a youth detention center, and who is receiving individualized educational services supervised by the district, at district expense, at a home or facility that does not offer an educational program;

• Living with a caretaker relative under Section 1-1-215, MCA;

• Receiving special education and related services, other than day treatment, under a placement by the trustees at a private nonsectarian school or private program if the student’s services are provided at the district’s expense under an approved individual education plan supervised by the district;

• Participating in the Running Start Program at district expense under Section 20-9-706, MCA;

• Receiving education services, provided by the district, using appropriately licensed district staff at a private residential program or private residential facility licensed by the Department of Public Health and Human Services;

• Enrolled in an educational program or course provided at district expense using remote instruction consistent with Policies 2050, 2168, and 2170. The student:
  • must meet the residency requirements for that district as provided in 1-1-215;
  • shall live in the district and must be eligible for educational services under the Individuals With Disabilities Education Act or under 29 U.S.C. 794; or
• attend school in the district must be enrolled in the educational program or course
  under a mandatory attendance agreement as provided in 20-5-321; or
• must be receiving remote instruction under 20-7-118(1)(c).
• A student enrolled on a part time basis consistent with Policy 3110, 3150, 3121P;
• A student of the district completing work on a proficiency basis in accordance with
  Sections 20-9-311(4)(d) and 20-9-324(18)(b), MCA;
• A student enrolled by the Board for exceptional circumstances as defined in applicable
  District policies and in accordance with Section 20-5-101, MCA.
• A student the child is being admitted into an early literacy targeted intervention
  classroom or jumpstart program pursuant to Title 20, chapter 7, part 18 and Policy 2165
  in a manner consistent with Section 20-9-311(3)(e), MCA;
• A student gaining credit for participating in a work-based learning program pursuant to
  Section 20-7-1510, MCA, and Policy 2600;
• A student participating in an “innovative educational program” as defined in Section 15-
  30-3102, MCA;
• A resident of the district attending a Montana job corps program under an interlocal
  agreement with the district under Section 20-9-707, MCA; or
• A resident of the district attending a Montana Youth Challenge Program under an
  interlocal agreement with the district under Section 20-9-707, MCA.
• A student with a disability who is over 19 years old but under 21 years of age, has been
  enrolled by the Board of Trustees in accordance with Policy 3110, and qualifies in
  accordance with Section 20-9-311(7), MCA, to remain enrolled and be served by schools,
  if the following criteria are satisfied:
  • the student has not graduated;
  • the student is eligible for special education services and is likely to be eligible for
    adult services for individuals with developmental disabilities due to the
    significance of the student's disability; and
  • the student's individualized education program has identified transition goals that
    focus on preparation for living and working in the community following high
    school graduation since age 16 or the student's disability has increased in
    significance after age 16.

In order for a student who is served through distance learning or offsite delivery methods to be
included in the calculation of average number belonging, the student must meet one or more of
the conditions for participating in offsite instruction pursuant to Section 20-7-118, MCA.
Enrollment for Purposes of Participation in Extracurricular Activities By an Unenrolled Child or Part Time Enrolled Student

The District shall include for ANB purposes a child who during the prior school year:

a. resided in the District;

b. was not enrolled in the District or was not enrolled full time; and

c. completed an extracurricular activity with a duration of at least 6 weeks in accordance with Policy 3510.

Each completed extracurricular activity that, inclusive of practices and post-season tournaments, lasts 6 weeks or longer shall be counted as one-sixteenth enrollment. Each completed extracurricular activity lasting longer than 18 weeks may be counted as one-eighth enrollment. A child may not be counted as more than one full-time enrollment for ANB purposes.

For purposes of calculating ANB under this section, "extracurricular activity" means:

a. a sport or activity sanctioned by an organization having jurisdiction over interscholastic activities, contests, and tournaments;

b. an approved career and technical student organization, pursuant to Section 20-7-306, MCA; or

c. a school theater production.

Homeless Youth and Foster Children

Assignment to schools shall be subject to modification when federal law applicable to students placed in foster care or students who are homeless requires that such students be educated in a “school of origin” that differs from the assigned school.

Cross References:  
Policy 3510 School Sponsored Activities  
Policy 3150 Part Time Enrollment  
Policy 2600 Work Based Learning  
Policy 1010FE/3100 Early Enrollment for Exceptional Circumstances

Legal Reference:  
§ 1-1-215, MCA Residence – rules for determining  
§ 20-9-311, MCA Calculation of average number belonging (ANB)  
§ 20-9-706, MCA Running start program  
§ 20-9-707, MCA Agreement with Montana youth challenge program or accredited Montana job corps program  
§ 20-5-101, MCA Admittance of child to school  
§ 20-5-112, MCA Participation in Extracurricular Activities  
§ 20-1-101, MCA Definitions  
§ 20-3-324, MCA Powers and Duties  
§ 20-7-1510, MCA Credit for participating in work-based learning partnerships  
29 U.S.C. 794 Nondiscrimination under Federal grants and programs  
34 CFR 300.1, et seq. Assistance to states for the education of children with disabilities
Chapter 580 (2023) - Remote Instruction
Chapter 307 (2023) – Transformational Learning

Policy History:
Adopted on:
Reviewed on:
Revised on:
Breastfeeding in the School and Workplace

Recognizing that breastfeeding is a normal part of daily life for mothers and infants and that Montana law authorizes mothers to breastfeed their infants where mothers and children are authorized to be, the District shall support women who want to continue breastfeeding after returning from maternity leave.

The District shall provide reasonable unpaid break time each day to an employee who needs to express milk for a child. The District is not required to provide break time if to do so would unduly disrupt the District’s operations. Supervisors are encouraged to consider flexible schedules when accommodating employees’ needs. Building administrators are authorized to work with teachers to provide students necessary time to express milk for a child.

The District shall make reasonable efforts to provide a room or other location, other than a toilet stall, where an employee or student can express breast milk and access to a place to store expressed breast milk safely in accordance with generally accepted safety standards. The available space shall include the provision for lighting and electricity for the pump apparatus. If possible, supervisors and building administrators shall ensure that those employees or students in need of such accommodations shall be aware of them prior to maternity leave.

Legal Reference: § 39-2-215, MCA Public employer policy on support of women and breastfeeding – unlawful discrimination
§ 39-2-216, MCA Private Place for nursing mothers
§ 39-2-217, MCA Break time for nursing mothers
37.111.811, ARM Physical Requirements

Policy History:
Adopted on:
Reviewed on:
Revised on:
NONINSTRUCTIONAL OPERATIONS

Bus Routes and Schedules

The Superintendent’s designee is responsible for scheduling bus transportation, including determination of routes and bus stops. Such routes are subject to approval of the county transportation committee. The purpose of bus scheduling and routing is to achieve maximum service with a minimum fleet of buses consistent with providing safe and reasonably equal service to all bus students.

In order to operate the transportation system as safely and efficiently as possible, the following factors shall be considered in establishing bus routes:

1. A school bus route shall be established with due consideration of the sum total of local conditions affecting the safety, economic soundness, and convenience of its operation, including road conditions, condition of bridges and culverts, hazardous crossings, presence of railroad tracks and arterial highways, extreme weather conditions and variations, length of route, number of families and children to be serviced, availability of turnaround points, capacity of bus, and related factors.

2. The District may extend a bus route across another transportation service area, if it is necessary in order to provide transportation to students in the District’s own transportation service area. A district may not transport students from outside its transportation service area.

3. No school child attending an elementary school shall be required to ride the school bus under average road conditions more than one (1) hour without consent of the child’s parent or guardian.

4. School bus drivers are encouraged to make recommendations in regard to establishing or changing routes.

5. Parents should be referred to the Superintendent for any request of change in routes, stops, or schedules.

The Board reserves the right to change, alter, add, or delete any route at any time such changes are deemed in the best interest of the District, subject to approval by the county transportation committee.

Bus Stops

Buses should stop only at designated places approved by school authorities. Exceptions should be made only in cases of emergency and inclement weather conditions.
Bus stops shall be chosen with safety in mind. Points shall be selected where motorists approaching from either direction will have a clear view of the bus for a distance of approximately 150 feet in cities and approximately 500 feet in other areas before the bus is stopped to receive or discharge school children on the highway or street so motorists can see the bus lights.

School loading and unloading zones are to be established and marked to provide safe and orderly loading and unloading of students. The principal of each building is responsible for the conduct of students waiting in loading zones.

The Board of Trustees shall approve all school bus stops requiring a child to cross a roadway.

Delay in Schedule

The driver is to notify the administration of a delay in schedule. The administration will notify parents on routes and radio stations, if necessary.

Responsibilities - Students

Students must realize that safety is based on group conduct. Talk should be in conversational tones at all times. There should be no shouting or loud talking which may distract the bus driver. There should be no shouting at passersby. Students should instantly obey any command or suggestions from the driver and/or his/her assistants.

Responsibilities - Parents

The interest and assistance of each parent is a valued asset to the transportation program. Parents’ efforts toward making each bus trip a safe and pleasant experience are requested and appreciated. The following suggestions are only three of the many ways parents can assist:

1. Ensure that students are at the bus stop in sufficient time to efficiently meet the bus.
2. Properly prepare children for weather conditions.
3. Encourage school bus safety at home. Caution children regarding safe behavior and conduct while riding the school bus.

Safety

The Superintendent will develop written rules establishing procedures for bus safety and emergency exit drills and for student conduct while riding buses.

If the bus and driver are present, the driver is responsible for the safety of his/her passengers, particularly for those who must cross a roadway prior to loading or after leaving the bus. Except in emergencies, no bus driver shall order or allow a student to board or disembark at other than his/her assigned stop unless so authorized by the Superintendent. In order to assure the safety of all, the bus driver may hold students accountable for their conduct during the course of
transportation and may recommend corrective action against a student. Bus drivers are expressly prohibited from using corporal punishment.

The bus driver is responsible for the use of the warning and stop signaling systems and the consequent protection of his/her passengers. Failure to use the system constitutes negligence on the part of the driver. Each bus shall be equipped with extended stop arms as required by law.

Inclement Weather

The Board recognizes the unpredictability and resulting dangers associated with weather in Montana. In the interest of safety and operational efficiency, the Superintendent is empowered to make decisions as to emergency operation of buses, cancellation of bus routes, and closing of school, in accordance with his or her best judgment. The Board may develop guidelines in cooperation with the Superintendent to assist the Superintendent in making such decisions.

Compliance

To receive full state/county reimbursement, budgets must have enough funds to cover the costs of any changes to the route. The county transportation committee has authority to establish transportation service areas, should circumstances and/or geography (demographics) warrant.

Legal Reference: § 20-10-106, MCA Determination of mileage distances
§ 20-10-121, MCA Duty of trustees to provide transportation – types of transportation – bus riding time limitation
§ 20-10-132, MCA Duties of county transportation committee
§ 61-8-351, MCA Meeting or passing school bus
§ 61-9-402, MCA Audible and visual signals
Montana School Bus Standards

Policy History:
Adopted on:
Reviewed on:
Revised on:
Noninstructional Operations

District-Owned Vehicles

The District owns and maintains certain vehicles. Included among them are pickups, school buses, and vans. These are for use by properly authorized personnel of the District for District business purposes.

Accidents involving District-owned vehicles, regardless of citation or injury, will be reported to the Superintendent or designee immediately. Drivers shall make themselves readily available for questioning by the District or its designees, absent the need for immediate medical attention.

Any driver who receives a citation for a driving violation while operating a District vehicle shall personally pay all fines levied. All citations received while the driver is a District employee, whether operating a District vehicle or not, must be reported and may result in disciplinary action up to and including termination.

Bus and Vehicle Maintenance, District

Buses used in the District’s transportation program shall be in safe and legal operating condition. All buses shall be inspected by the Department of Justice, Montana Highway Patrol, before the beginning of each semester. The Superintendent will establish a specific list of tasks bus drivers will perform on a daily basis. All other District vehicles shall be maintained following established programs developed by the Superintendent.

Policy History:
Adopted on:
Reviewed on:
Revised on:
Activity Trips

Transportation

In addition to buses and standard passenger vehicles owned or insured by the District, the Board authorizes the Superintendent or designee to utilize a passenger vehicle that is designed to transport 8 to 15 passengers and is the size and style of vehicle necessary to meet the needs of the district insured in accordance with the minimum coverage requirements to transport students to and from school sponsored events and activities. Drivers for vehicles under this section shall be licensed as required by state standards for the vehicle in use. The Superintendent or designee is authorized to complete a driving record background check for designated drivers.

The use of school district owned buses and passenger vehicles is strictly limited to school activities. Buses and vehicles may not be loaned or leased to non-school groups, unless permission is specifically granted by the Board. Buses will be operated by a qualified bus driver on all activity runs, and only authorized activity participants, professional staff, and chaperones assigned by the administration may ride the bus.

A duplicate copy of the passenger list will be made for all activity trips. One (1) copy will remain with the professional staff member in charge on the bus, and one (1) copy will be given to the Secretary before the bus departs.

Staff shall not use personal vehicles to transport students for any purpose without the documented authorization of the Superintendent or designee.

Lodging

Students and staff shall be lodged at safe and suitable hotels or rental properties for all District-approved or sponsored activities, events, and trips. When utilizing a rental property, the premises shall be reviewed by the administration to confirm it is in an appropriate location and that the host/owner does not reside in the property or will otherwise have access to students. Steps shall be taken to ensure students do not engaged in improper conduct including review of the floorplan to ensure separation and placement of supervisors. The rental platform should have terms of service which shall permit the district to cancel or seek redress in the event the property is unsatisfactory or unsafe. Students and staff shall not be lodged in private residences without the authorization of the administration and consent of parents. Any person present in a private residence lodging students and staff shall comply with the provisions of Policy 5430.

Room Assignments
The District shall promptly notify parents if, and provide the opportunity to consent before, the parent’s student would share a room or sleeping quarters with an individual of the opposite sex on a school-sponsored trip. A child whose parent does not provide consent must be permitted to attend the trip and must be provided with reasonable accommodations that do not require the child to share a room or sleeping quarters with an individual of the opposite sex.

District Policy

All student and staff policies and procedures will be in effect during District-approved or sponsored activities, events, and trips. Each chaperone present on the activity, trip or event shall comply with Policy 5430 and complete a volunteer agreement form at Policy 5430F. No improper conduct is permitted under any circumstances.

Legal Reference: Title 40, Chapter 6, Part 7 Rights of Parents

Policy History:
Adopted on:
Reviewed on:
Revised on:
Before commencing new school construction or repairs, the District shall submit plans for construction of a new school or an addition to or an alteration of an existing school to the local building code inspector or authority and DPHHS or the local health authority for review and approval. Plans shall include the following where applicable:

(a) Location and detail of classrooms used for science or science laboratories, consumer science, art classrooms, art supply rooms, mechanic/carpentry, and industrial arts, including location and ventilation detail of lockable storage area of chemicals and other hazardous products;

(b) Location and detail of janitorial facilities;

(c) Specifications for the sewage treatment and disposal system to serve the school unless previously approved;

(d) Specifications for the water supply to serve the school unless previously approved;

(e) Locations for all emergency eyewash and shower stations, which shall meet the American National Standard for Emergency Eyewash and Shower Equipment;

(f) Location and detail of laundry facilities including description of equipment and a flow chart indicating the route of laundry through sorting, washing, drying, ironing, folding, and storage;

(g) Specifications for the final finishes of floors, walls and ceilings in toilet, locker and shower rooms, laundries, and janitorial closets;

(h) Statement from the designer of the facilities that lighting capable of meeting the minimum requirements of ARM 37.111.830 will be provided;

(i) Location and detail of the solid waste storage facilities;

(j) Name of DEQ-approved sanitary landfill which will receive solid waste from the school;

(k) Specifications for a food service to serve the school unless the food service has been previously approved by the DPHHS and/or local health authority;

(l) Any other information requested by the DPHHS or local health authority relating to the health, sanitation, safety, and physical well-being of the teachers, staff, and students;

(m) Specifications for any new or modified playground equipment, which shall comply with the standards of the United States Consumer Product Safety Commission's 2010 Handbook for Public Playground Safety and the requirements of the 2010 ADA Standards for Accessible Design;

(n) Specifications for any new or modified air intakes;

(o) Specifications for any radon-resistant technique used in the building process;

(p) Documentation reflecting how the topography of the site will permit good drainage of surface water away from the school building to eliminate significant areas of standing water and infiltration of surface water into the school building;

(q) Specifications showing all chemical storage areas in new construction will be constructed to maintain negative air pressure to eliminate contamination of the school's indoor air quality by being vented to the outside of the building;
(r) Specifications showing gas supply lines serving science laboratories, consumer science, industrial arts, and other rooms utilizing multiple outlets will have a master shut-off valve that is readily accessible to the instructor or instructors-in-charge without leaving the classroom or storage area;

(s) Specifications showing industrial arts classrooms or buildings and other rooms using electrically will operated instruction equipment which presents a significant safety hazard to the student utilizing such equipment shall be supplied with a master electric switch readily accessible to the instructor or instructors-in-charge without leaving the classroom or storage area.

(t) Specifications showing that janitorial storage spaces will be lockable, have sufficient storage are for equipment and chemicals; and be vented to the outside of the building.

(u) Specifications showing that hot and cold water shall be provided to handwashing sinks and shower facilities. Hot water shall not be below 100° F nor exceed a temperature of 120° F.

(v) Documentation showing DPHHS the use of radon prevention strategies in new construction.

(w) Demonstration that, to maximum extent feasible, the altered or newly construction portion of the facility is readily accessible and usable by persons with disabilities consistent with currently applicable ADA accessibility standards.

The District shall not commence construction until all plans required by this policy been approved by the local building code inspector or authority and DPPHS or the local health authority. Construction shall be in accordance with the plans as approved unless permission is granted in writing by the local building code inspector or authority and DPHHS or the local health authority to make changes.

Change of Use in Existing Building

The District shall not use an existing building not currently utilized as a school without the prior approval of the DPHHS or the local health authority. The District shall comply with this policy when modifying a building in order to be utilized as a school.

The District is authorized to use of modular or mobile buildings in response to temporary or permanent closure of the existing school facility, segments thereof, or classroom overflow when plans are submitted and approved by DPHHS or the local health authority.

Contractor Assurance

No contract shall be let to any contractor who is not licensed or registered as required by the laws of this state. Nor shall a contractor be granted a contract unless a statement is submitted and sworn to which states that the contractor is in compliance with the state laws relating to prevailing wage, non-collusion, and residence requirements for public works and with state and federal laws relating to non-discrimination in hiring. A statement to this effect must be a part of every appropriate contract.

No contract shall be let to any contractor if the provision conflicts with the provisions of § 20-9-204.
Contractor Surety Bonds and Insurance

A bid bond must accompany each contractor’s bid or other security authorized by state law in the amount of at least ten (10) percent of the total bid amount, excluding taxes. Any bid, which is not successful, shall entitle the bidder to a refund of its security or bond. The successful bidder shall have his/her bond or security retained until such a time as it is determined that the bidder shall complete the contract. All bids received shall specify whether the District or the contractor shall carry fire, liability, or other insurance during construction.

The successful bidder is required to execute and deliver to the Board a good and sufficient performance bond with two (2) or more sureties or a licensed surety company which shall state that the contractor shall execute and faithfully perform the provisions of the contract and shall pay all subcontractors and materialmen as required by law.

Architect and Engineering Services

The Superintendent shall invite architects and/or engineers to express interest in performing such necessary planning services for the District. Advertising shall be designed to reach a wide geographical area to help ensure gender and minority applicant consideration.

Interested firms will be requested to submit a state of qualifications and performance data to enable the Board to determine which architectural or engineering firm will best serve the needs of the District. Criteria for selection of a firm shall include, but not be limited to, quality and breadth of staff, design of similar projects, production capability, supervision and quality control, relationship with clients, cost estimates and budget control.

The Superintendent is directed to establish necessary procedures to solicit and screen qualified engineers and architects. The Superintendent shall recommend one or more firms to the Board for its consideration. The Board and the successful architectural or engineering firm shall enter into a contract for the necessary services. In the event the Board and the selected firm are unable to negotiate a fair and reasonable fee, the trustees may select another firm provided reasonable public notice of the selection is given.

Educational Specifications

Facilities shall be designed to accommodate the educational and instructional needs of the District. The professional experience and judgment of staff shall be solicited in developing such educational specifications. The law requires that special attention be given to accessibility to the education program by students of both genders and those with disabilities. The Superintendent shall see that all construction projects comply with the requirements for accessibility for individuals with disabilities and comparability and equity between the genders. The architect shall be responsible for ensuring compliance with state and federal laws including access for individuals with disabilities and requirements for gender comparability and equity.

When the Board considers major remodeling or building a facility, it shall endeavor to seek facility expertise in all affected program areas as well as comments from faculty, students, and community.

Legal Reference: § 2-2-303, MCA Agreements to appoint relative to office

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§ 18-2-402, MCA  Standard prevailing rate of wages
§ 18-2-430, MCA  Preference of Montana labor in public works - wages
§ 18-2-404, MCA  Approval of contract – bond
§ 18-2-201, MCA, et seq  Performance, Labor, and Material bonds
§ 20-9-204, MCA  Conflicts of interest, letting contracts and calling for bids
§ 50-1-206, MCA  Regulation in schools on matters of health
§ 20-6-631, MCA  When contracts for architectural services required
§ 20-6-633, MCA  Hiring for architectural services authorized
37.111.804, ARM  Preconstruction Review
37.111.805, ARM  Existing Building – Change of Use
10.55.701(s), ARM  Board of Trustees
10.55.701(l), ARM  Board of Trustees

Policy History:
Adopted on:
Reviewed on:
Revised on:
Suggested Policy Changes

Requires 2 readings at board level
Procedure For Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

1. **Free Appropriate Public Education**: The district will provide a free appropriate public education to school-age children with disabilities in the district's jurisdiction regardless of the nature or severity of the person’s disability.

2. **Child Find**: The district will annually undertake to identify and locate every qualified disabled students residing in the district's jurisdiction who is not receiving a public education and take appropriate steps to notify disabled children and their parents or guardians of the district's responsibilities under Section 504.

3. **Equal Educational Opportunity**: The district will provide students with disabilities an equal opportunity to participate in and benefit from the educational services it provides to non-disabled students. The teachers of disabled students will meet comparable standards for certification that teachers of non-disabled students meet. Facilities will be of comparable quality and appropriate materials and equipment will be available.

4. **Confidentiality of Information**: The confidentiality of student records will be maintained throughout the period of time when such records are collected, stored, disclosed or destroyed by the district.

5. **Parent Involvement**:
   (a) **Initial Evaluation.** The district will obtain the consent of parents or guardians before conducting an initial evaluation of a student. The district will notify parents or guardians of the evaluation results.
   (b) **Initial Placement.** The district will notify parents or guardians before initially placing a disabled student or any decision to not place a student and the reasons for the decision.
   (c) **Significant Change in Placement.** The District will notify parents or guardians before implementing a significant change in the student's placement.
   (d) **Right to Challenge.** The district will notify parents or guardians of their right to review and challenge the district's program and placement decisions if they disagree with them.
   (e) **Meetings.** Section 504 does not give parents or guardians the right to participate in a meeting during which their child's program is designed and placement is determined, as does the IDEA. However, this practice is recommended.

6. **Participation in the Least Restrictive Environment**:

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(a) Academic setting. To the maximum extent appropriate, the district will educate
disabled students with non-disabled students. In order to remove a child from the regular
educational environment, the district must demonstrate that education of the student in the
regular environment with the use of supplementary aids and services cannot be achieved
satisfactorily for the disabled student. Whenever the district places a student in a setting other
than the regular education environment, it will take into account the proximity of the alternate
setting to the student's home.

(b) Non-academic setting. In providing or arranging for the provision of non-academic
and extra-curricular services and activities, including meals, recess periods and the services and
activities, the district will ensure that disabled students participate with non-disabled students in
such activities and services to the maximum extent appropriate.

7. Referral and Screening:

(a) Referral: If a parent or guardian, teacher, counselor or administrator believe they are
observing in a student substantially limited performance in one or more major life activities that
is believed to be caused by a physical or mental impairment, the concerned individual should
complete a referral form from the counselor or request assistance from Section 504 Coordinator
to serve the student.

(b) Screening: A designated building team will review referrals to determine if an
evaluation is appropriate. If an evaluation appears to be necessary because of the student’s needs
or is believed to need special education or related services, the district will obtain written consent
from parents or guardians to perform an evaluation and/or gather additional information and will
provide parents with a written statement of their rights under Section 504. If the building team
determines that an evaluation is not necessary, it will provide written notice to parents/guardians,
and forward the results of the screening to the source of the referral.

8. Evaluations:

(a) Significant Change in Placement: If a student is believed to be disabled and needs,
or is believed to need, special education or related services, the district shall evaluate the student
prior to placement and before any subsequent "significant change in that placement." An
evaluation need not include formal or written assessments but may involve, in appropriate
circumstances, a review and consideration of existing information. Examples of significant
changes in placement include:

(i) Expulsion;
(ii) Suspensions which exceed ten consecutive days in a school year;
(iii) Cumulative short-term suspensions which create a pattern of exclusion;
(iv) Transferring a student to home instruction; and/or
(v) Graduation from high school.

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(b) Tests and Evaluation Materials: The district will establish procedures for evaluation and placement which assure that tests and other evaluation materials:

(i) Have been validated for the specific purpose for which they are used and are administered by trained personnel in the specific areas of educational need;

(ii) Are tailored to assess educational need and are not merely used to measure IQ and

(iii) Reflect aptitude or achievement or whatever else the tests purport to measure and do not reflect the student's impaired sensory, manual or speaking skills (unless the test is designed to measure these particular deficits).

9. Mitigating Measures: The determination of whether a student is substantially limited in one or more major life activities will be made without regard to any ameliorative effects of mitigating measures which include, but are not limited to: medication, medical supplies, equipment, appliances, low-vision devices, prosthetics, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies, assistive technology, reasonable accommodations, auxiliary aids or services; or learned behavioral or adaptive neurological modifications. However, ameliorative effects of mitigating measures may be relevant as to whether a student needs any specific accommodation or a 504 accommodation plan.

Low vision devices do not include ordinary eyeglasses or contact lenses. The ameliorative effects of ordinary eyeglasses or contact lenses shall be considered in determining whether the impairment substantially limits a major life activity.

10. Temporary Impairments: A student with a temporary impairment falls within the scope of Section 504 if the temporary impairment substantially limits one or more of the student's major life activities. A temporary impairment is one with an actual or expected duration of six months or less.

11. Placement Procedures: The Section 504 team will convene to review all evaluation results, determine eligibility as a student with a disability under Section 504 and document the meeting in writing. The team composition may vary according to the needs of the student.

In interpreting evaluation data and in making placement decisions, the district will:

(a) draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior;

(b) establish procedures to ensure that information obtained from all such sources is documented and carefully considered;

(c) ensure that the placement decision is made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and the placements options; and
(d) ensure that the student is educated with the student’s non-disabled peers to the
maximum extent appropriate.

Parents and guardians of students who have a plan developed under Section 504 will be provided
a copy of the district policy (see Policy 3305) on the use of seclusion and restraint at the time
that the plan is created.

If the district affords a free appropriate education to a student but the parent chooses to place the
child elsewhere, the district is not responsible to pay for the out-of-district placement.

12. Reevaluations: The district will provide for periodic reevaluation of disabled
students. A reevaluation is also required before any "significant change of placement," as defined
above in Part 8.

13. Programming to Meet Individual Needs: The district recognizes that to be
appropriate, educational programs for students with disabilities must be designed to meet their
individual needs to the same extent that the needs of non-disabled students are met. A
documented procedure, such as the development of an individualized accommodation plan by a
knowledgeable team of educational professionals, may be appropriate.

14. Non-Academic Services: The district will provide nonacademic and extracurricular
services and activities in such a manner as is necessary to afford disabled students an equal
opportunity for participation in such services and activities. Nonacademic and extracurricular
services and activities may include counseling services, physical recreation athletics,
transportation, health services, recreational activities, interest groups or clubs sponsored by the
district, referrals to agencies which provide assistance to disabled persons and employment of
students, including both employment by the district and assistance in making available outside
employment. The district will observe reasonable health and safety standards for all students.

(a) Counseling Services: In providing personal, academic or vocational counseling,
guidance or placement services to its students, the district will provide these services without
discrimination on the basis of disability. The district will ensure that qualified students with
disabilities are not counseled toward more restrictive career objectives than are non-disabled
students with similar interests and abilities.

(b) Physical Education and Athletics: In providing physical education courses and
athletics and similar programs and activities to any of its students, the district will not
discriminate on the basis of disability. If the district offers physical education courses and
operates or supports interscholastic, club or intramural athletics, it will provide an equal
opportunity for qualified students with disabilities to participate in these activities.

15. Preschool and Adult Education Programs: In the operation of preschool
education, or day care program or activity, or an adult education program or activity, the district
will not, on the basis of disability, exclude qualified students with disabilities from the program
or activity and will take into account the needs of such persons in determining the aid, benefits or services to be provided under the program or activity.

16. **Disciplinary Exclusion:**

(a) **Exclusions:** Students with disabilities are protected from being improperly excluded from school for disciplinary reasons. Certain disciplinary exclusions of disabled students from school constitute a significant change in the student's educational placement. A disciplinary change in the student's educational placement occurs if the student has been suspended for more than ten consecutive days or if the disciplinary exclusions constitute a "pattern of exclusion" (defined below). Such disciplinary exclusions, which are change of placement, cannot be implemented unless the district first determines that the student's misconduct which led to the disciplinary exclusion was not a manifestation of the student's disability.

(b) **Manifestation Determinations:** If a disciplinary exclusion (suspension or expulsion) which constitutes a change in placement is implemented, the school principal or educational staff person responsible for the imposition of discipline must ensure that a group of qualified professionals (the student's Section 504 team) determine whether or not the misconduct is a manifestation of the student's disability.

The misconduct is considered a manifestation of the disability if the conduct was caused by, or had a direct and substantial relationship to the student's disability. This manifestation determination will take into account the student's current evaluation and individualized accommodation plan under Section 504.

Under Section 504, there is no obligation to provide educational services during periods of long-term suspension or expulsion when the student's misconduct has been properly determined not to be disability-related. However, state law requires the district to provide educational services to all students during a period of suspension or expulsion (See Policy/Procedure 3241).

If a student's misconduct is determined to be a manifestation of the student’s disability, procedures in to address the disability be instituted in lieu of either long-term suspension or expulsion.

(c) **Conduct That Is a Manifestation of a Disability.** When a student has engaged in misconduct which is a manifestation of to his or her disability, expulsion and/or long term suspension should not be imposed if it would result in a change in educational placement (a disciplinary exclusion from school of over ten consecutive days or exclusions which constitutes a pattern of exclusion). Days will be measured cumulatively over the period of the entire school year, with any short-term suspensions as counting toward the cumulative total.

When a student's misconduct is related to a disability, additional evaluations and/or a change of placement should be considered. In this circumstance, the Section 504 team will meet to determine if there is a need for further evaluation or a change of program. If further evaluation is recommended, it will be conducted as soon as reasonably possible.
(d) **Pattern of Exclusion.** Suspension or emergency expulsion of a disabled student may occur, without the need to determine if there is a causal connection with the disability, if the suspension or emergency expulsion is ten consecutive days or less, or if more than ten cumulative days is not a pattern of exclusion. A pattern of exclusion occurs if:

(i) The removal is for more than ten school days in a year; and

(ii) The student's behavior is substantially similar to the behavior that he/she was previously removed for.

Additional factors to consider are the length of each removal (the total amount of time the student has been removed, and the proximity of the removals to one another), and the school must determine on a case-by-case basis whether a pattern of removals is significant enough to constitute a change in placement.

(e) **Right to Challenge.** Students and their parent/guardian will be notified of the results of the manifestation decision and of their right under the law to challenge this decision.

(f) **Drugs or Alcohol.** Students who are considered disabled under Section 504 are subject to the same disciplinary processes and results as non-disabled students for misconduct regarding the use, sale or possession of drugs or alcohol at school.

17. **Restraint or Isolation.** Restraint or seclusion of students who have a Section 504 plan will be authorized only under the limited circumstances specified in Policy 3305 and each incident will require reporting and parent/guardian notification as specified in that policy and procedure.

18. **Transportation:** If the district places a student in a program not operated by the district, the district will assure that adequate transportation to and from the program is provided at no cost to the parent.

Because the district provides transportation to all its students within a certain geographic area, it will not discriminate in its provision of transportation to students with disabilities.

If the district proposes to terminate a qualified disabled student's bus transportation for inappropriate bus behavior, the district will first determine the relationship between the student's behavior and his or her disabling condition. The parent or guardian will be provided with notice of the results of such determinations and of their right to challenge such determinations.

19. **Procedural Requirements:** The district will ensure compliance with the requirements of Section 504 by doing the following:

   (a) **Assurance.** Provide written assurance of non-discrimination whenever the district receives federal money;

   (b) **Designation of Employee.** Designate an employee to coordinate the district's Section 504 compliance activities.
(c) **Grievance Procedures.** Provide grievance procedures to resolve complaints of discrimination. Students, parents or employees are entitled to file grievances. The grievance procedures for the district are set out in Policy 1700;

(d) **Notice.** Provide notice to students, parents/guardians, employees, unions and professional organizations of the district's nondiscrimination policy in admission and access to programs and activities, and in treatment and employment. Notice will also specify the Section 504 coordinator for the district;

(e) **Locate.** Annually undertake to identify and locate all Section 504 qualified disabled children in the district's jurisdiction who are not receiving a public education;

(f) **Annual Notification.** Annually take appropriate steps to notify disabled persons and their parents/guardians of the district's responsibilities under Section 504; and

(g) **Procedural Safeguards.** Establish and implement procedural safeguards to be provided to parents/guardians with respect to actions regarding the identification, evaluation or educational placement of persons who, because of disability, need, or are believed to need, special instruction or related services. Procedural safeguards will include:

- Notice of rights;
- An opportunity for parents/guardians to examine relevant records;
- An impartial hearing, initiated by either the parents/guardian or the district, with opportunity for participation by the student's parents/guardians and representation by legal counsel; and
- A review procedure.

20. **Appropriate Funding:** The District recognizes that the 504 process is an unfunded mandate, yet the regular education funding of the district could be the funding source for serving students who are qualified as disabled under Section 504 only. However, if students are dual identified as Section 504 and IDEA eligible, state and federal special education funds can be used. The district will not use money appropriated by the IDEA to serve students found disabled under Section 504 but not the IDEA. The district may use the IDEA money to evaluate a student if the district believes that the student may also be eligible under the IDEA.

21. **Special Considerations for ADD/ADHD Students:** Section 504 obligations apply to all students with disabilities, including students with attention deficit disorder (ADD) or attention-deficit/hyperactivity disorder (ADHD). Under federal guidance, there are three different types of ADHD, which are categorized depending upon which symptoms are the strongest: (1) predominately inattentive type; (2) predominately hyperactive-impulsive type; and (3) combined type (where symptoms of the first two types are equally present).

22. **Due Process Hearing or Mediation Requests**
(a) Impartial Due Process Hearing. If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District’s evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in the student’s current placement until the matter has been resolved through the process set forth herein.

(i) The District shall provide written notice to the parent or legal guardian of a Section 504 student, prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;

(ii) Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child’s education and the District’s identification, evaluation, and/or placement decision;

(iii) The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian is in disagreement with the District;

(iv) Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three (3) business days;

(v) Within ten (10) days of receipt of a written request for an impartial due process hearing, the District shall select and appoint an impartial hearing officer who has no professional or personal interest in the matter. In that regard, the District may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person who would conduct the hearing in an impartial and fair manner;

(vi) Once the District has selected an impartial hearing officer, the District shall provide the parent or legal guardian and all other interested parties with notice of the person selected;

(vii) Within five (5) days of the District’s selection of a hearing officer, a pre-hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard, and stipulate to undisputed facts to narrow the contested factual issues.

(viii) The hearing officer shall, in writing, notify all parties of the date, time, and location of the due process hearing;
(ix) to mediation. A mediator may be selected from the Office of Public Instruction’s list of trained mediators;

(x) At the hearing, the District and the parent or legal guardian may be represented by counsel;

(xi) The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriate equipment or a court reporter. The District shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called to testify, and documentary evidence may be admitted; however, witnesses will not be subject to cross-examination, and the Montana Rules of Evidence will not apply. The hearing officer shall make all decisions relating to the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received, the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision;

(xii) Within twenty (20) days of the hearing, the hearing examiner should issue a written report of the student’s decision to the parties;

(xiii) Appeals may be taken as provided by law.

23. Uniform Complaint Procedure. If a parent or legal guardian of the student alleges that the District and/or any employee of the District has engaged in discrimination or harassment of the student, the parent or legal guardian will be required to proceed through the District’s Uniform Complaint Procedure.

Legal Reference: 34 C.F.R. 104.36 Procedural safeguards

Policy History:
Adopted on:
Reviewed on:
Revised on:
Recommended Forms

Requires 2 readings at board level
ADULT/CONTINUING EDUCATION
AUTHORIZATION FOR EMERGENCY CARE AND ACKNOWLEDGMENT OF RISK

_________ School District

As a condition to participate in the _______School District’s Adult Education Programs for the______ school year, you, as the class participant are required to complete the enclosed form. It is the policy of the School District to require an acknowledgement of risk and emergency medical treatment release as a condition of participating in this program. If you would like to participate, please carefully read and sign this document.

This program may include physical activity. There is an inherent risk of injury in these type of activities. By signing this agreement I acknowledge that the school district staff and volunteers try to prevent accidents. I, the undersigned, hereby acknowledge and understand that, regardless of all feasible safety measures that may be taken by the district, participation in this event entails certain inherent risks. I certify that I am physically fit and medically able to participate or have noted an applicable physical or medical diagnosis at the bottom of this form. I further certify that I will honor all instructions of district staff and volunteers and failure to honor instructions may result on dismissal from the course.

I agree to accept responsibility for my participation in the course. I acknowledge there are no assurances these measures taken by the School District to prevent injuries or prevent the spread of illnesses in this course. These inherent risks that participants specifically acknowledge include but are not limited to injury; illness; hospitalization, chronic health issues, quarantines of an unknown duration to be determined by governing authorities and death. By voluntarily enrolling in this course, I am specifically acknowledging awareness and knowledge of these inherent risks. All School District Policies are in effect during this course. Any negligence arising out of my participation in the course shall be attributed to the class participant as comparative negligence within the meaning of Section 27-1-702, MCA.

I, the undersigned, authorize qualified emergency medical professionals to examine and, in the event of injury or serious illness, administer emergency care to me if required under the circumstances based on, and in accordance with, their medical training. I understand every effort will be made to contact the family or contact person noted below to explain the nature of the problem prior to any involved treatment. I understand emergencies may require immediate treatment in the opinion of medical professionals. In the event it becomes necessary for the district staff in charge to obtain emergency care for me, I understand that neither the district employee in charge of the activity nor the school district assumes financial liability for expenses incurred because of an accident, injury, illness and/or unforeseen circumstances.

I have been informed the activity will associated with the Adult Education program is ___________ and will occur at the following location _______________________ at approximately ______________________.

Class Participant Signature

Printed Name:________________________________________

Address: ___________________________ Phone Number: ___________________________

Emergency contact information (if different than the above-listed phone number): __________________________

Do you have a medical condition which the school should be aware of before allowing you to participate in the activity? Yes _____ No ____. If yes, please state the nature of the medical condition: __________________________.

Signature: ___________________________ Date: ______________________

Class Participant
Schools Gymnasium and Weight Room Community Use Agreement

_______ School District believes in the promotion of a healthy lifestyle for our students and community. To support that belief, the School District allows non-students access to the gymnasium and weight room. Access to the gymnasium and weight room can on these days and time__________.

This agreement must be strictly adhered to by the patron or access will be immediately suspended and the access fee will be forfeited. The following conditions and District Policies 4301, 4315, 4332, and 4330P must be adhered to at all times by the patron:

1. No tobacco, alcohol, marijuana, or other illegal substance is allowed in the weight room.
2. Proper attire, including closed-toed shoes should be worn at all times.
3. All weights, machines, and apparatus can only be used for their intended purpose. Modification of equipment is not allowed.
4. No one under the age of 18 is allowed in the gymnasium and weight room without adult supervision and the purchase of their own access card.
5. Access to the gymnasium and weight room is for an individual. Access cards cannot be used by anyone other than the signers of this agreement. Use or access by unauthorized persons will result in permanent loss of facility use.
6. All equipment must be returned to its proper place after use.
7. Any problems with equipment needs to be reported immediately to the school office.
8. All garbage must be taken out with the patron when they leave.
9. Gymnasium and weight room is being monitored by security cameras. Tampering with door locks, alarms or security cameras will result in permanent loss of facility use.
10. No other portion of the school, the gym, or locker rooms is included with gymnasium and weight room access. Gymnasium and weight room access is restricted to those two areas.

As a condition to use the facility, you are required to complete the enclosed form. It is the policy of the School District to require an acknowledgement of risk and emergency medical treatment release as a condition of participating in this activity. If you would like to use the facility, please carefully read and sign this document.

I agree to and will follow Gymnasium and Weight Room Community Use Agreement. I understand that the gymnasium and weight room is being monitored with audio and video surveillance. I accept and acknowledge that my access card will be deactivated and I may lose future permission to access the facility if I permit any unauthorized person to use the card or access the facility. I further accept and acknowledge that that my access will be deactivated and I may lose future permission to access the facility if I violate any of the conditions outlined in this agreement. Any violation of this agreement will result in forfeiture of my access fee.

Use of the facility requires physical activity and exertion. There is an inherent risk of injury in this type of activity. By signing this agreement, I acknowledge that the school district will maintain the facility. I, the undersigned, further acknowledge and understand that, regardless of all feasible safety measures that may be taken by the district, physical activity and exertion entails certain inherent risks. I certify that my I am physically fit and medically able to use the facility. I further certify that I understand that the school district does not provide supervision for my use of the facility, other than the video surveillance noted above, and that there may not be a supervisor present during my use of the facility.

I agree to accept responsibility for my use of the facility. I acknowledge there are no assurances these measures taken by the School District to prevent injuries or prevent the spread of illnesses at this event or
at this facility. These inherent risks that attendees specifically acknowledge include but are not limited to injury; illness; hospitalization, chronic health issues, quarantines of an unknown duration to be determined by governing authorities and death. By voluntarily entering this event or facility, I am specifically acknowledging awareness and knowledge of these inherent risks. All School District Policies are in effect when accessing this facility. Any negligence arising out of my access to this facility shall be attributed to you as comparative negligence within the meaning of Section 27-1-702, MCA.

I, the undersigned, authorize qualified emergency medical professionals to examine and, in the event of injury or serious illness, administer emergency care to me if required under the circumstances based on, and in accordance with, their medical training. I understand every effort will be made to contact the family or contact person noted below to explain the nature of the problem prior to any involved treatment. I understand emergencies may require immediate treatment in the opinion of medical professionals. In the event it becomes necessary for the district staff in charge to obtain emergency care for me, I understand that neither the district employee in charge of the activity nor the school district assumes financial liability for expenses incurred because of an accident, injury, illness and/or unforeseen circumstances.

Printed Name: ________________________________

Address: ________________________________  Phone Number: _____________________

Emergency contact information (if different than the above-listed phone number): __________________

Signature: ________________________________  Date: _____________________

Class Participant

District Designee Signature: ________________________________
CERTIFICATE OF ELECTION

Big Sky School District #72

Report to:    Gallatin County Superintendent of Schools

May 7, 2024

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Propositions:

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** L = Levy    B = Bond    R= Building Reserve
(General/Technology, etc.)

We the undersigned, Trustees do hereby notify the County Superintendent of Schools of Gallatin County, Montana, that at the May 7, 2024 election of School District #72 of Gallatin County, Montana, the above number of votes were cast and recorded or completed by acclamation.

TRUSTEES' SIGNATURES

____________________________________          ____________________________________

____________________________________          ____________________________________

____________________________________          ____________________________________

____________________________________         _____________________________________

____________________________________          ____________________________________

Dated this _________ day of May, 2024.
April 29, 2024
Big Sky School District
45465 Gallatin Rd
Gallatin Gateway, MT 59730

Dear Drs. Shipman and Mitchem,

Please accept this letter as my formal resignation from the position of English teacher at Big Sky School District. I will continue working until my contract has been fulfilled. I am grateful for your support during my time here, and I appreciate the valuable experiences I have gained.

Best wishes and thank you for everything,

Kate Beaudoin

Kate Beaudoin
LPHS/OMS English Language Arts
Big Sky School District #72
Dear Dr. Shipman,
It has been my pleasure and a joy to work in the 4K classroom these past two years. However, this is my formal notice that I will be resigning as the 4K teacher for the 24/25 school year. As the current 4K aid will be fulfilling other rules, I would like to request that I be reassigned as the 4K aid for next year.
Thank you,

Mrs. Maggie Luchini
4K Teacher
Ophir Elementary School, Big Sky, MT

BSSD72.org

Spread Smiles Like Glitter to Help Brighten Up Our World
Check # | Type | Vendor/Employee/Payee Number/Name | Check Amount | Period | Date | CL #/Payroll Notes
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42609 SC | 1 3 RIVERS COMMUNICATIONS | 616.60 | 4/24 | 04/18/24 | CL 13752 | 616.60
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42611 SC | 41 ALSOC | 101.66 | 4/24 | 04/18/24 | CL 13762 | 101.66
42612 SC | 62 AMERIGAS-BOZEMAN | 678.36 | 4/24 | 04/18/24 | CL 13777 | 678.36
42613 SC | 3894 APPELOY | 7850.66 | 4/24 | 04/18/24 | CL 13761 | 7850.66
42614 SC | 3288 ATLAS BUILDING MAINTENANCE INC | 406.87 | 4/24 | 04/18/24 | CL 13763 | 406.87
42615 SC | 3903 BSN SPORTS LLC | 59.38 | 4/24 | 04/18/24 | CL 13774 | 59.38
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42617 SC | 4231 DOCTOR DOOR | 1411.00 | 4/24 | 04/18/24 | CL 13754 | 1411.00
42618 SC | 2605 DUSTIN SHIPMAN | 76.11 | 4/24 | 04/18/24 | CL 13748 | 76.11
42619 SC | 3294 E-RATE PROGRAM MANAGEMENT, LLC. | 500.00 | 4/24 | 04/18/24 | CL 13770 | 500.00
42620 SC | 3240 ELEVATION LANDSCAPING AND DESIGN | 9132.50 | 4/24 | 04/18/24 | CL 13764 | 9132.50
42621 SC | 491 ERICA PROUNPELKER | 15.99 | 4/24 | 04/18/24 | CL 13759 | 15.99
42622 SC | 1377 FARSTAD OIL, INC. | 480.82 | 4/24 | 04/18/24 | CL 13769 | 480.82
42623 SC | 2502 FULL CIRCLE OF BIG SKY | 560.00 | 4/24 | 04/18/24 | CL 13749 | 560.00
42624 SC | 3668 GREAT AMERICA FINANCIAL SERVICES | 930.21 | 4/24 | 04/18/24 | CL 13778 | 930.21
42625 SC | 3734 HILLYARD/ MONTANA | 1897.15 | 4/24 | 04/18/24 | CL 13779 | 1897.15
42626 SC | 691 JAV RESTAURANT SUPPLY-OT. FALLS | 218.00 | 4/24 | 04/18/24 | CL 13773 | 218.00
42627 SC | 701 JAKE'S NORDS INC. | 7500.00 | 4/24 | 04/18/24 | CL 13767 | 7500.00
42628 SC | 4255 JANET MARTINEZ | 35.17 | 4/24 | 04/18/24 | CL 13756 | 35.17
42629 SC | 734 JOHNSON CONTROLS | 18550.00 | 4/24 | 04/18/24 | CL 13775 | 18550.00
42630 SC | 2720 LINDA NELL | 18.99 | 4/24 | 04/18/24 | CL 13758 | 18.99
42631 SC | 4074 MCKINSTRY CO., LLC | 4560.00 | 4/24 | 04/18/24 | CL 13753 | 4560.00
42632 SC | 1820 MCM TRUCK REPAIR | 2287.51 | 4/24 | 04/18/24 | CL 13765 | 2287.51
42633 SC | 413 MT DEPARTMENT OF ENVIRONMENTAL QU | 1300.00 | 4/24 | 04/18/24 | CL 13776 | 1300.00
42634 SC | 1687 NATIONAL PARK SERVICE | 5850.00 | 4/24 | 04/18/24 | CL 13768 | 5850.00
42635 SC | 1088 NORTHWESTERN ENERGY | 10358.40 | 4/24 | 04/18/24 | CL 13747 | 10358.40
42636 SC | 1378 PSAT/NMETS-COLLEGE ENTRANCE EXAM | 1094.72 | 4/24 | 04/18/24 | CL 13772 | 1094.72
42637 SC | 2145 REPUBLIC SERVICES #886 | 1367.46 | 4/24 | 04/18/24 | CL 13751 | 1367.46
42638 SC | 4256 SIMMS HIGH SCHOOL | 95.00 | 4/24 | 04/18/24 | CL 13780 | 95.00
42639 SC | 3481 SUZANNE KLEIN | 29.73 | 4/24 | 04/18/24 | CL 13757 | 29.73
42640 SC | 525 US FOODS - BILLINGS | 5389.60 | 4/24 | 04/18/24 | CL 13750 | 5389.60
42641 SC | 1773 US OMNI & TSAC's COMPLIANCE SERVIC | 50.00 | 4/24 | 04/18/24 | CL 13755 | 50.00
42642 SC | 2792 BROADWATER HIGH SCHOOL | 80.00 | 4/24 | 04/18/24 | CL 13781 | 80.00
42643 SC | 2614 TINA ALBERG | 23.98 | 4/24 | 04/18/24 | CL 13760 | 23.98
42644 SC | 1891 THREE FORKS SCHOOLS/ AARON HARKIN | 15.00 | 4/24 | 04/22/24 | CL 13782 | 15.00
42645 SC | 4056 BELGRADE BANDITS | 500.00 | 4/24 | 04/23/24 | CL 13783 | 500.00
42646 SC | 2948 JAMES MIRANDA | 371.23 | 4/24 | 04/23/24 | CL 13791 | 371.23
42647 SC | 4071 JEREMY OLSON | 50.00 | 4/24 | 04/23/24 | CL 13784 | 50.00
42648 SC | 4257 LANCE MACKAY | 199.75 | 4/24 | 04/23/24 | CL 13785 | 199.75
42649 SC | 4124 LONE MOUNTAIN LAND COMPANY | 3500.00 | 4/24 | 04/23/24 | CL 13787 | 3500.00
42650 SC | 966 MONTANA ENERGY ALLIANCE, LLC | 3888.04 | 4/24 | 04/23/24 | CL 13788 | 3888.04
42651 SC | 3679 SECURITY SOLUTIONS, INC. | 576.00 | 4/24 | 04/23/24 | CL 13789 | 576.00
42652 SC | 4258 TIMOTHY ROANE | 247.00 | 4/24 | 04/23/24 | CL 13786 | 247.00
42654 SC | 4091 WESTERN STATES FIRE PROTECTION | 282.96 | 4/24 | 04/23/24 | CL 13790 | 282.96

Check Types:  M=Manual Claim, SC=System Claim, V=Void (never in system), E=ACH

F=Payroll, C=Cancelled (cancelled in system), R=Reissued, D=Deleted (deleted in system)
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P=Payroll, C=Cancelled (cancelled in system), R=Reissued, D=Deleted (deleted in system)
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M=Manual Claim, SC=System Claim, V=Void (never in system), E=ACH  
P=Payroll, C=Cancelled (cancelled in system), R=Reissued, D=Deleted (deleted in system)
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Check Types:  M=Manual Claim, SC=System Claim, V=Void (never in system), E=ACH
P=Payroll, C=Cancelled (cancelled in system), R=Reissued, D=Deleted (deleted in system)
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Check Types:
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- P=Payroll, C=Canceled (cancelled in system), R=Reissued, D=Deleted (deleted in system)
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Payroll Total # of Checks: 152
Total: 579936.85

Grand Total # of Checks: 245
Total: 769415.77

Check Types: M=Manual Claim, SC=System Claim, V=Void (never in system), E=ACH
P=Payroll, C=CANCELLED (cancelled in system)
<table>
<thead>
<tr>
<th>Topic</th>
<th>Kara Edgar</th>
<th>Seth Barker</th>
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<td>Matt Dodd</td>
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<td>SAFETY (open meeting)</td>
<td>Matt Jennings</td>
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