December 15th, 2022 Regularly Scheduled Board Meeting 3:45 p.m. Via Zoom Webinar - Ophir Elementary Large Conference Room

Link: https://us06web.zoom.us/j/88516204518

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

- Personnel committee Report at meeting
- Wellness committee No report
- Policy Committee No report
- Strategic plan committee Short update at meeting
- Budget committee No report
- Negotiations committee No report Suspended for the year
- Safety and Security sub-committee Update at meeting

Special Reports

• Construction Update - at meeting

Discussion and Action:

- 1. MSU partnership survey
- 2. YAM (Youth Aware of Mental Health) curriculum
- 3. Fight Child Abuse curriculum
- 4. Graduation Waivers
- 5. MTSBA Dues estimate
- 6. District Clerk investigate 2023 bond and engage DA Davidson
- 7. Exception to graduation ceremony participation
- 8. Job Description Safety and Security Manager

Consent Agenda

1. Warrants and Liabilities

- 2. Staff
 - a. Classified
 - i. Para-educators
 - 1. Marja Sorensen
 - ii. Food Service
 - 1. Kristen Browne
 - b. Winter season coaches
 - i. Boys Varsity Basketball
 - 1. Volunteer
 - a. Garret Kemberling
 - 2. Girls Basketball volunteers
 - a. Elizabeth Hickey
 - b. Raily Gliko
 - c. Ahmia Lords
 - c. Volunteer MS classroom
 - i. Jolene Romney
 - d. Stipend
 - i. Pep Band advisor (Tim Sullivan)- \$3000.00
- 3. Out of District students
 - a. None

Future Meeting Dates: Next Regular meeting January 10th, 3:45 p.m.

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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, report in packet
Activities Report - at meeting
Business Manager's Report - at meeting

Committee Reports

- Personnel committee Report at meeting
- Wellness committee No report
- Policy Committee No report
- Strategic plan committee Short update at meeting including communications
- Budget committee No report
- Negotiations committee No report Suspended for the year
- Safety and Security sub-committee Update at meeting

Special Reports

• Construction Update - at meeting

Discussion and Action:

- 1. MSU partnership survey Questions in Packet. Recommended motion = Approve opening discussion on survey questions and approve with revisions or without revisions.
- 2. YAM (Youth Aware of Mental Health) curriculum Janet Martinez to present. Supporting information in packet. Recommended motion = Approve the YAM curriculum as presented.
- 3. Fight Child Abuse curriculum Erika Frounfelker to present and supporting documentation in packet. This will be opt out for parents and is a nationwide program. Recommended motion = Approve the Fight Child Abuse curriculum as presented.
- 4. Graduation Waivers In packet. Redacted version for public, non-redacted version available to trustees upon request. Recommended motion = Approve the graduation waiver as requested.
- 5. MTSBA Dues estimate In Packet. The board should vote on the dues that MTSBA is proposing for the upcoming year. Once the board takes action, I will complete our ballot. The dues will increase approximately minimally. I think we should vote to approve the

- MTSBA dues estimate as they are a valuable resource, especially in times of legislative sessions. *Recommended motion* = *Approve the dues estimate as presented by MTSBA*.
- 6. District Clerk investigate 2023 bond and engage DA Davidson BSSD clerk, Corky Miller will present regarding a bond issue for 2023. At this juncture, the trustees need only approve the clerk to engage DA Davidson as one piece of investigating a potential bond issue for Phase III of the project. Recommended motion = Approve the clerk to engage DA Davidson as part of investigation of a bond issue to complete Phase 3.
- 7. Exception to graduation ceremony participation We have an exchange student who is not pursuing a HS diploma from Lone Peak High School, although is the age to be a senior. The board has the ability to make an exception to graduation ceremony participation and in the case of an exchange student I recommend that we allow participation of senior age / exchange program student to participate, knowing that this in no way creates a precedent for other exceptions to participate in the graduation ceremony. Recommended motion = Approve the participation in the 2023 graduation ceremony by an exchange student who has not met the requirements for a Lone Peak High School diploma.
- 8. Job Description Safety and Security Manager In Packet. This position is one that was a high priority for the school district from th Hazard and Vulnerability Assessment done in March. We have been advertising this position for some time. Recommended motion = Approve the job description as presented.

Consent Agenda

- 1. Warrants and Liabilities
- 2. Staff
 - a. Classified
 - i. Para-educators
 - 1. Marja Sorensen
 - ii. Food Service
 - 1. Kristen Browne
 - b. Winter season coaches
 - i. Boys Varsity Basketball
 - 1. Volunteer
 - a. Garret Kemberling
 - 2. Girls Basketball volunteers
 - a. Elizabeth Hickey
 - b. Raily Gliko
 - c. Ahmia Lords
 - c. Volunteer MS classroom
 - i. Jolene Romney
 - d. Stipend
 - i. Pep Band advisor (Tim Sullivan)- \$3000.00

3. Out of District students

a. None

Future Meeting Dates: Next Regular meeting January 10th, 3:45 p.m.

Big Sky School District #72 School Board Meeting Ophir ES Conference Room (3:45pm) November 8th, 2022 MINUTES

In attendance: Loren Bough, Matt Jennings, Kara Edgar, Scott Hammond, Dustin Shipman, Corky Miller, Andrew Blessing, Marlo Mitchem, Brittany Shirley, Tim Sullivan, Libby Grabow, Cristie Tate, John Hannahs, Suzie Klein, Linda Nell, Kate Eisele

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

Pledge of Allegiance

Revision(s) to Agenda – None.

Public Comment – Non-Agenda Items – None.

Approval of Minutes – Trustee Matt Jennings made a motion to approve minutes for the Meetings held October 11th and 17th, Trustee Edgar seconded the motion. **Motion passed unanimously.**

Recognitions and Commendations – Superintendent Shipman recognized Fall athletic coaches and teams for great post-season showings.

Superintendent's Report – Dustin Shipman

- Enrollment: 432 (412 without 4k)
 - \circ OES = 215
 - \circ OMS = 98
 - \circ LPHS = 119
- Legislative sneak peek
 - o K4 programming PD 39 related to enrollment in exceptional circumstances. The legislative interim budget committee is proposing a bill that would only allow a school district to collect ANB funding for 1 year of kindergarten per student. This will be something we will want to keep a close eye on as our 4K program falls into that category.
- Lunch Program update
 - The lunch program is going to be losing a significant number of employees in the coming weeks. We are working with Lindsie to come up with a creative solution, however very few of those exist outside of having employees. I am just bringing this up so the trustees are aware that the food services program could look very different in the future.

OMS/LPHS Principal's Report – Marlo Mitchem

- Academics
 - o Early decision college applications are in!
 - o PSAT was completed last month grades 9-11, and we are waiting on the results.
 - MTSS structure is up and progressing with middle school students receiving interventions in math and reading.
 - o Completion of the IB DP 5-year self-study!
 - o Grade 10 students are with Mr. Coppola in DC right now learning about our nation's history and democratic institutions.

- o MT Shakespeare in the schools last month MacBeth & workshops.
- We are running a pilot program for the state with regarding to testing this week with our 7th graders. - MAST test
- o Parent-teacher conferences are next week.
- Professional Development
 - o All non-tenured evaluations are completed.
 - o Focus continues on our MYP authorization process as we wait to full our Spanish position
- Student Life
 - We are beginning the SOS Signs of Suicide curriculum in the middle school this month.
 - OMS Middle School Student Council is up and running & sponsored their first event the Halloween Dance.
 - o LPHS Student Council will host the Veteran's Assembly this Friday.
 - NHS has its annual food drive right now.
 - o Great fall sports season! I am looking forward to our winter sports.

Elementary Principal's Report- Brittany Shirley

- Ruby Payne October PIR
 - Validation for staff
 - Shared vision/understanding of how to support students
 - Campus safety plan
- o BOB Bus visit
 - Bozeman Ozone Bus youth initiative mobile greenhouse (thanks Ashley for coordinating)
- Fire Prevention Month fire dept presentations
 - Burn trailer (thanks Erika for coordinating)
- o 5th/7th grades part of pilot testing program for state
 - MAST Montana Alternative Student Testing pilot program standards-aligned and multiple times a year rather than one
- Children's book week next week book fair!
- o Elementary team heading to Bozeman next week for training
 - Expand their best practices in teaching reading
- O School-wide interventions in place for reading, math, and behavior
- o P/T conferences next week
 - Moved to a student-led process!
- Non-tenured evaluations are complete

DP Coordinator's Report - Tim Sullivan

• IB DP Presentation (attached to Minutes)

Activities Report – John Hannahs

- Fall Sports are complete
 - Outstanding seasons commended players and coaches
 - o Multiple all-conference and all-state Bighorns

Business Manager - Corky Miller

- FY22 Audit complete
 - o Report should be back by December Board Meeting
- FY23 General Fund Expenditures creeping-up
- COLA Stipends to be paid with December payroll thanks to the PTO and SP Foundation

Committee Reports

- Personnel Committee Planning to meet in December prior to Board Meeting
- Wellness Committee No Report

- Policy Committee No Report
- Strategic Plan Committee Superintendent Shipman provided an update
- Budget Committee No report.
- Negotiation Committee No Report Suspended for the year
- Safety and Security committee Superintendent Shipman provided SP Grant update.
- Legislative Committee Stacy Ossorio & Kara Edgar Must engage as Legislature convenes in January.

Special Reports

• Construction Update – Cristie Tate provided a construction update.

Discussion and Action Items:

- 1. <u>Plow contract Jake's Horses</u> Trustee Jennings made the motion to approve, Trustee Hammond seconded the motion. **Motion passed unanimously.**
- 2. <u>Canyon Water & Sewer District discussion</u> Trustee Jennings made the motion to approve, Trustee Hammond seconded the motion. **Motion passed unanimously.**
- 3. <u>Leave of Absence request</u> Trustee Jennings made the motion to approve, Trustee Hammond seconded the motion. **Motion passed unanimously.**
- **4.** <u>Book Additions</u> Trustee Jennings made the motion to approve, Trustee Hammond seconded the motion. **Motion passed unanimously.**

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

- 1. Warrants and Liabilities
- 2. Staff
 - a. Guest Teachers
 - i. Marja Sorenson
 - b. Classified
 - c. Math Counts advisor
 - i. James Miranda
 - d. Stipends
 - i. LPHS Expedition \$100 per day (per staff member)
 - ii. Math Counts \$750
- 3. Out-of-District Students
 - a. none

Next BSSD #72 F	uture Board	l Meetings:
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Adjourned at 4:29pm by Chair Bough

Regular Meeting, December 13th, 2022 at 3:45pm (Tuesday)

_, Loren Bough, Board Chair	
, Corky Miller, Business Manager/Clerk	

Lone Peak High School IB DP Evaluation

IB Education

- Program Documentation
- Purpose
- Environment
- Culture
- Learning
- Program Development

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.

Preliminary Findings

Strengths:

- The school empowers students through a wide range of opportunities for leadership and collaboration in the school community.
- The school is well supported by the local community and, in many ways, serves as the heart of that community.
- The school benefits from a knowledgeable and committed governing body, which has organized sustainable mechanisms for operating the program.
- The school's program has been implemented with fidelity, closely adhering to IB guidelines.
- Despite its small size, LPHS has managed to implement a wide range of course offerings for its students.
- The school facilities are well maintained and used in creative/flexible ways by teachers to support student learning.
- The school engages in long-term strategic planning that includes input from stakeholders across its community.

Preliminary Findings

Strengths (continued):

- The school's DP policies reflect a commitment building an inclusive program that supports students in practicing upstanding academic integrity.
- Students appreciate the wide range of extracurricular activities available to them, allowing them to participate in meaningful CAS experiences.
- Classroom observations demonstrated a broad, concept-based curriculum that provides students with opportunities for independent and collaborative inquiry.
- Teachers use a wide range of media to improve the quality of student learning across the curriculum.
- Teachers are able to use deep prior knowledge of students to support their learning and overall experience at the school.
- Conversations with students showed engagement in their learning and both students and parents spoke highly of their teachers.

Preliminary Findings

Areas for Improvement:

- Students and parents feel that it would be helpful to have more information about the diploma program prior to junior and senior year.
- The organization of collaborative planning time needs to provide teachers with further opportunities for shared learning and curriculum development as it relates to IB education (ATL, ATT, international mindedness, subject-to-subject links, and TOK integration).

Next Steps

- IB DP coordinator will share these preliminary findings with the school community during the November school board meeting.
- IB managers will provide the school with a formal evaluation report and indicate any program requirements that need to be addressed at LPHS.
- The school will develop a focused program development plan (PDP) to address the feedback from the formal report and strengthen the implementation of our IB programs.



PSP 2020 Evaluation report

IB World Schools Department



Education for a better world



Programme Evaluation Report

Head of School: Marlo Mitchem **School Name:** Lone Peak High School

School Code: 052395

School Address: Post office address: PO Box 161280 Big Sky MT 59716 Street Address: 45465

Gallatin Road Gallatin Gateway MT 59730

IB Programme(s): Diploma Programme

Programme Coordinator: Tim Sullivan

Date: Wednesday 9 November 2022

Evaluation Team

Diploma Programme

Evaluation Leader: Beth Groeneman **Programme Leader:** Michael Winsatt

School and Programme Leadership

Dear Marlo Mitchem,

Thank you for completing the programme evaluation self-study process. The International Baccalaureate (IB) recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme(s).

Please review the feedback in this report carefully as it provides important guidance for the development of the programme(s) that will help your school achieve the optimum outcomes for students.

IB programme evaluation is built on the premise that IB programmes, when implemented with fidelity, ultimately lead to the achievement of the IB mission. The primary aim is to support schools in continuously developing their capacity to implement IB programmes in order to have a greater impact on student outcomes through the development of teacher and leader practice.

We hope that through this process school leadership will gain a deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development. The process supports the school—as a learning community—to develop the capacity to work intentionally and strategically to develop its IB programme(s) and enable school leaders and teachers to better direct their efforts and resources.

A. School Context

School & Community Description

Lone Peak High School has been in existence since 2008, graduating its first class of students in 2009. Located in a major ski resort town, the school is attractive for parents and students because it is small, takes advantage of the Greater Yellowstone geography, proximity to the outdoors and has an impressive post-secondary placement record both in terms of

institutions and percentages of student going on to postsecondary education. The school is part of a K-12 district located just outside Yellowstone National Park. Nestled in the mountains alongside the Gallatin River at the mouth of the Porcupine Creek drainage, the campus is a natural site for experiential learning. In addition to the wilderness, Big Sky is home to "The Biggest Skiing in America".

The school community is committed to providing students with a superior education. At all levels from kindergarten through grade 12, reading, writing, mathematics and science are the core foundation.

Academic rigor and student achievement are top priorities. The administration and faculty endeavor to create a demanding and challenging interdisciplinary curriculum that develops the social/emotional, intellectual, physical, and creative capabilities of each student. In addition to a strong core, the arts and health enhancement are integral to the student experience. Music, theatre, art, and outdoor sports such as Nordic and Alpine skiing, fly fishing, camping, hiking, kayaking, and orienteering enrich a student's experience beyond the school walls. The district is home to over 400 students in grades K-12. A student's K-12 experience includes service learning, project based learning, expeditions, and real world applications. The district

The high school began serving students in 2009. At LPHS a student experience is:
② concrete, hands-on, and student-centered, heavily integrated into the local surroundings

works to instill environmental stewardship and a love of learning within each student.

- connected with global topics
- ② authentic; students solve real-world challenges
- I highly valued by the student and community
- ② focused on education for all
- Preliant on students acting as participants in their own education, enhanced and expanded by technology

The school's integrated curriculum strives to prepare graduates who are creative, innovative, hard workers, risk-takers, empowered leaders, critical thinkers, stewards of the environment, lifelong learners, and who possess a strong foundation to achieve their life goals.

The context of the school's location is one of geographic and socioeconomic anomalies, as it is located in a resort town within the Greater Yellowstone ecosystem. The largest skiable terrain in the United States is less than 10 miles from the school.

Socioeconomically, the community is

upper middle class to highly affluent. The school has less than 7% of students eligible to receive a free or reduced lunch according to the US Department of Education. Culturally, the majority of the residents of Big Sky are white (90%), hispanic (5%) and a small range of other backgrounds (5%). The school community reflects a similar breakdown of ethnic groups.

Approximately 95% of the students are native English speakers, with the remaining 5% being native Spanish speakers.

B. Programme strengths

Purpose: Sharing an important mission

- Purpose (0101)
 - Purpose 1: The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)
 - The IB mission serves as an important driver for the school in all aspects of implementing the IB programme(s)
 - The school's identity is shaped by the IB philosophy and programme implementation is guided by the principles of an IB education.
 - The school has been intentional in inviting DP alumni to share their stories with younger students, and celebrate the impact that an IB education has made.
 - Purpose 2: The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners. (0101-02)
 - The school's commitment to the IB mission and philosophy is exemplified by its focus on empowering students through activities that encourage cooperation with others, giving students opportunities to serve as leaders on projects, and sparking their natural abilities in inquiry-based learning.
 - Purpose 3: The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)
 - The school ensures the IB learner profile and international-mindedness are embedded in day-to-day life. Teachers include the IB learner profile attributes in class lessons, such as describing literary characters using the attributes, and taking advantage of the presence of exchange students to enrich classes such as IB theatre.
 - The school community provides enthusiastic and consistent support for the DP through foundations, creating links between community members in different jobs and the school, and helping to place the school at the heart of this small, tightly-knit community.

Environments: Providing essential structures, systems and resources

Leadership and governance (0201)

- Leadership 1: The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)
 - The school benefits from leadership and governance that demonstrate a commitment to providing high-quality learning environments and ongoing support for implementing their IB programmes.
 - The school has demonstrated long-term sustainability of all their IB programmes, through their detailed school and district improvement plan that includes implementing IB programmes at all grade levels to further support student success in the DP.
 - The school governance and leadership teams implement the DP with fidelity and integrity, ensuring decisions regarding programme implementation and development are informed by IB principles and practices, IB rules, regulations and requirements.
- Leadership 2: The school includes on its pedagogical leadership team an IBtrained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)
 - The school benefits from having an IB DP coordinator who is committed to implementing the programme with fidelity for all students.
- Leadership 3: The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)
 - Although the school has a relatively small student population and staff, the school has managed to offer a range of DP course options to meet student needs and interests, including using online resources like Pamoja to support language learning and group 3 elective course options.
- Leadership 4: The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)
 - The school has demonstrated long-term sustainability of the programme through the community-developed strategic plan, the implementation budget, and the full support of the governing board.
 - The school uses IB subject and component data reports, student and community surveys and an analysis of school success measurements (course enrollment, grades, post-secondary attendance, etc.) effectively to make decisions regarding school priorities and strategic planning.
- Leadership 5: The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)

- The school prioritizes and allocates resources that support student and teacher well-being.
- The governing body and school leadership engage in responsible resource planning for the sustainable development of all their IB programmes (DP, PYP and planning for the MYP).
- Student support (0202)
 - Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
 - Decisions about resource allocation are informed by students' needs and learning outcomes. Student voices are represented on district and school planning committees.
 - The school's facilities are adequate, safe, functional, well-maintained and support the school's mission and students' learning.
 - The school provides resources that are used effectively to meet objectives and requirements of the programme. For example, the school provides a wealth of databases, including Gale and JSTOR, to support student research for the extended essay and internal assessment projects.
 - Learning spaces are designed and used in flexible ways to reflect students needs and interests. This was highly evident from the classroom observations conducted during the visit.
 - The school provides digital platforms that enable collaboration and inquiry. Examples include a 1 to 1 technology program and classroom furniture that allows for multiple configurations to promote collaboration.
 - Student support 2: The school identifies and provides appropriate learning support. (0202-02)
 - Decisions about resource allocation are informed by students' needs and learning outcomes.
 - The school has established mechanisms for capturing staff and parent feedback through parent-led community groups, like the Parent Teacher Organization, and civic engagement opportunities like the district's strategic planning committee to ensure programme developments align with student needs and interests.
 - Student support 3: The school fosters the social, emotional, and physical wellbeing of its students and teachers. (0202-03)

- The school provides social and emotional learning (SEL) services to support students' well-being and optimize access to learning opportunities. The school has a Multi-Tiered System of Support (MTSS) team that meets regularly to address SEL, which is run by one of the school's counselors. The school also partners with a number of community organizations like Wellness in Action (WIA) to enhance student support services.
- Student support 4: The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)
 - The school provides extensive support for students and families making transitions into, and out of, the school and between programmes. This support is provided in the form of advice, counseling and information. Given the relatively small size of the district and the overall student population, the elementary school is directly next door to the high school. Counselors work with students at all grade levels to assist families with transitions between grade levels.
 - As a recent CAS project, DP students organized a career exploration event called Big Sky Futures to bring in leaders and professionals from the local community for presentations on how to prepare for careers in specific fields.
- Student support 5: The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)
 - The school receives substantial support from parents, teachers and the
 community to enhance the students' experience and richness of the
 programme, as demonstrated by the sizable number of community
 organizations, foundations and groups that provide resources to the
 school, such as the Gallatin River Task Force, Indian Education for All
 through the University of Montana, the Yellowstone Club Community
 Foundation, Friends of Big Sky Organization, and the school's PTO to
 name a few.
 - Even though the school is an hour away from the nearest university, the school has cultivated a strong relationship with the University of Montana that provides access to research materials and unique opportunities for students, particularly in regards to environmental studies taking place within the region.
- Teacher support (0203)

- Teacher support 1: The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)
 - The school ensures teachers use current IB resources and review their
 practice through weekly professional development time and a range of
 opportunities for continuous professional development related to
 students' learning, individual teachers' needs and school-wide priorities.
- Teacher support 2: The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)
 - The school has developed a professional learning plan that supports individual teacher development, as well as meeting the needs of the DP. The district allocates resources to send teachers to training as needed.
- Teacher support 3: The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)
 - The school prioritizes the needs of learning and teaching within IB programmes in organizing time and allocating resources. All teachers meet for 90 minutes each Wednesday after school; periodically, this time is used for collaborative planning and reflection. The school also offers professional development for the week prior to the start of school.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)
 - Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)
 - The school's commitment to educational equity and access for students of all backgrounds and abilities is highly evident from the admissions and inclusion policies, which ensure access for all students who are interested in participating in the DP.
 - Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)
 - The inclusion policy, as well as the other DP policies, are communicated to all members of the school community through the parent/student handbook and open access on the school's website.
 - Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

 The school's academic integrity policy is focused on building a culture of upstanding academic practice and ensuring that all teachers teach appropriate academic behavior specific to their subjects to students.

Learning: Ensuring effective education

- Designing a coherent curriculum (0401)
 - Coherent curriculum 1: The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01)
 - Although the school is relatively small, they are able to provide a curriculum that is broad, balanced and sequenced in a way to support students' progression. It is guided by the mission of the school and students confirm it meets their needs.
 - Conversations with students and teachers show the way the curriculum promotes the development of international-mindedness and the attributes stated in the IB learner profile. Examples of the development of international mindedness were seen during classroom observations. For example, biology students were discussing animal ecosystems in specific regions of Africa and theater students were performing "Oedipus the King" as part of a unit on Greek theater.
 - Coherent curriculum 3: The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community.
 - There is a system for the regular and planned review of the curriculum.
 - The school uses summer PD time to review IB assessment score data and curriculum needs.
- Students as lifelong learners (0402)
 - Lifelong learners 1: Students actively develop thinking, research, communication, social and self-management skills. (0402-01)
 - Classroom observations show students are provided a variety of opportunities to develop independent inquiry in their courses. For example, students in the theater class designed their own short production of Oedipus the King, incorporating all forms of theater production including tech, costuming, and staging.
 - Lifelong learners 3: Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)

- The design of learning spaces reflects the strong emphasis and explicit focus the school has on developing a culture that supports healthy relationships, shared responsibility and effective collaboration.
- The school employs a counselor who oversees social and emotional learning opportunities for all students in the high school.
- Conversations with different stakeholder groups note that the small student population of the school and the community encourages a culture of collaboration and support.
- Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)
 - Classroom observations show teaching and learning enables students to develop the skills of making informed, reasoned and ethical judgments and taking principled action. In the English class, students were engaged in a group rhetoric exercise in developing an argument on aesthetic and cultural issues. Biology students were exploring ecological and environmental impacts on animal ecosystems.
 - Teachers describe how the school cultivates a culture of academic honesty starting in the lower grades that continues as students progress through the DP.
- Lifelong learners 5: Students exercise the flexibility, perseverance and confidence they need to bring about positive change in the wider community and beyond. (0402-05)
 - Conversations with stakeholders reveal how the school provides students
 with opportunities to understand the local community and its needs, and
 to identify opportunities to take action. Conversations with students
 show they appreciate the wide-range of extra-curricular opportunities
 the school provides for them to fulfill CAS requirements.
 - Stakeholders describe the wealth of opportunities local community organizations and foundations provide for students to engage in meaningful community service.
- Lifelong learners 6: Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)
 - Conversations with students show the various ways teachers encourage them to set goals and take charge of their own learning.
- Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

- While the school's small size and location limits their ability to offer language acquisition courses beyond Spanish on site, the school provides a range of online language opportunities through Pamoja and other online providers to support student language development. One senior spoke of pursuing her interest in studying Russian through an online provider.
- Conversations with stakeholders show that teaching and learning provides students opportunities to explore their personal and cultural identity.
- Approaches to teaching (0403)
 - Approaches to teaching 1: Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01)
 - Examples of instructional strategies such as project-based learning, group presentations, and Socratic seminars clearly demonstrate the focus on developing students as inquirers and thinkers.
 - Learning both inside and beyond the classroom is contextual and highly interactive. Learning engagements, teaching strategies and subject matter all confirm this to be a consistent teaching approach at the school.
 - Approaches to teaching 2: Teachers focus on conceptual understanding to support students in developing their ideas. (0403-02)
 - Classroom observations show conceptual learning taking place in a variety of subjects, such as analyzing artistic movements and techniques in visual arts, performance traditions and conventions in theater, and environmental impacts in biology.
 - Approaches to teaching 3: Teachers use local and global contexts to establish the relevance of the curriculum. (0403-03)
 - Stakeholders describe the number of community organizations that work with the school to support instruction on climate change impacts on the local environment and how they connect to global conservation efforts.
 - Conversations with teachers indicate the way they foster international mindedness in their courses, such as the variety of works studied in the language A course and the global connections covered in science courses.
 - Approaches to teaching 4: Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)

- Students and parents speak highly of the ways the school fosters a supportive, collaborative culture within the learning community.
- The school provides students opportunities to collaborate within and beyond the classroom.
- Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)
 - A wide range of media and information technology is used to enrich the
 quality of the students' learning. Students have access to a variety of
 databases at the school. The school's library is also the public library for
 the town. The school also has access to digital resources through the
 University of Montana.
 - Since the same teacher works with the same cohort of students as they
 advance to different grade levels, teachers are consistently building on
 students' prior knowledge.
- Approaches to assessment (0404)
 - Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)
 - The DP Coordinator describes the process the staff uses to assess exam results and school data. Teachers review IB assessment data the week prior to the start of the school year and make adjustments as necessary.
 - Classroom observations show students reflecting on assessments, such as in history where students were preparing to take a mock paper 2 exam.
 - Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)
 - Classroom observations show that teachers differentiate instruction to meet student learning needs and styles.
 - Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)
 - Conversations with the pedagogical leadership team reflect the way the school administers IB assessments with fidelity and in accordance with IB regulations.
 - The school implements and has a process for reviewing its assessment policy. Parents note receiving the policy as part of the school's handbook.

- Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)
 - Conversations with students and parents show the school uses a variety of assessment strategies to monitor student progress.
 - Conversations with teachers show they understand the assessment requirements for their subjects and that they implement those assessments with fidelity.

C. Requirements

Based on the review of the programme documentation, observations of the team during the visit and in conversations with members of the school community, the following requirements were found to not be in place.

Diploma Programme

Target	Findings	Evidence to be provided by the School
Learning Designing a coherent curriculum (0401) Coherent curriculum 2 Coherent curriculum 2.1	Conversations with members of the school community do not confirm that teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. There is periodic time available in the schedule but it is not always used for collaboration.	Description of collaborative planning and on-site professional development, including meeting objectives, attendees, frequency, and outcome. This should include input from all members of the pedagogical leadership team, including the DP coordinator.
Learning Designing a coherent curriculum (0401) Coherent curriculum 2 Coherent curriculum 2.2	Conversations with members of the school community do not confirm that teachers plan and reflect collaboratively to consider connections and relationships between different areas, and reinforce shared concepts, content and skills.	Description of collaborative planning and on-site professional development, including meeting objectives, attendees, frequency, and outcome. This should include input from all members of the pedagogical leadership team, including the DP coordinator.

The IB provides a wide array of resources on the programme resource centre to support schools in meeting requirements. The school's IBWS Manager can assist the school in identifying resources, understanding the expectations and actions needed to meet requirements.

D. Development of IB Standards

Purpose: Sharing an important mission	School Self- Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Purpose (0101) Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	

Environments: Providing essential structures, systems and resources	School Self- Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Leadership and governance (0201) The leadership and governance of IB World Schools create and sustain high-quality learning environments.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	
Student support (0202) Learning environments in IB World Schools support student success.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	DP: Offers opportunity for further development	DP: Offers opportunity for further development	

Culture: Creating positive school cultures	School Self- Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Culture through policy implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	

Learning: Ensuring effective education	School Self- Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.	DP: Offers opportunity for further development	DP: Requires development	DP: A greater focus on expanding collaborative planning time and using the available time to develop links between subjects and TOK, a focus on approaches to teaching and approaches to learning, and developing a stronger understanding of IB philosophy.
Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	
Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.	DP: Shows development beyond requirements	DP: Offers opportunity for further development	DP: As part of the on-site professional development planning for the next evaluation period, the school might have a more intentional focus on developing IB philosophy, including approaches to teaching, throughout the district's continuum of IB programmes.
Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	

E. Feedback on the planning and analysis and reflection of programme development

Programme development strengths

Planning

- The school has a clear plan to achieve their goal that reflects the resources and capacity
 of the school.
- The programme development plan of improving results of DP assessments has a clear focus on positively affecting the student experience.

Evidencing and analysing

- The school showed a high level of commitment in implementing their programme development plan,
- The school identified appropriate data sources, analyzed the data and determined what the impact was on the student experience.

Reflection

- The school showed insight in reflecting on the impact of the programme development efforts.
- As a result of reflection on this process, the school has transferred and applied aspects of the plan to future development of other areas of the programme.

Areas for consideration

As the school engages in further efforts to develop the programme, it may wish to consider:

Planning

- refining the area of focus and/or rationale that the school wants to explore
- identifying a clearer / narrower focus
- ensuring that the focus is on positively affecting the student experience
- ensuring that the efforts are aligned with the school's strategic plan

Evidencing and analysing

- establishing processes for collecting evidence or data at different points throughout the plan
- leveraging existing school structures and processes
- including a wide range of stakeholders in the analysis of the data or evidence
- ensuring that evidence is tied to student experience

Reflection

- ensuring that time is set aside to engage in meaningful reflection
- ensuring that all relevant stakeholders have the opportunity to share input into the reflection process

- using an established protocol for the reflection process
- including measurable indicators with milestones and people responsible for various aspects of the plan.
- including in the plan a review cycle for ongoing monitoring and adjustment; and consider progress reports or updated presentations to the community, the leadership team, and toe elected governing body at different signposts.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- Development of and adherence to the student assessment calendar to space out the deadlines for internal assessments and locally produced external assessments with the intention of minimizing student stress as these assessments are completed.
- A focus on continued recovery from the effects of the pandemic to include programme development, and ongoing social and emotional learning and wellness initiatives to serve the entire school community.
- An authentic integration of the IB learner profile into the school curriculum.
- Building time into the schedule to enable teachers to provide actionable feedback to students, and to help implement a coherent curriculum to give teachers, students, and the larger community the ability to make connections between subjects and an overview of the academic plan at the school.

The Evaluation team has identified the following areas of the programme(s) for the school to consider for future or further development

Future or further development:

Purpose / Purpose (0101) / Purpose 3:

• The school intends to continue its effort to more deeply include attributes of the IB learner profile and international-mindedness in teaching and learning.

Environments / Leadership and governance (0201) / Leadership 2:

• As indicated in conversations with different stakeholder groups, the school would benefit from giving the DP coordinator the resources to have a more active role in leading the learning for the staff and community, in terms of promoting and developing IB philosophy.

Environments / Leadership and governance (0201) / Leadership 3:

 All stakeholder groups noted the high cost of living in the area impacting teacher hiring and retention. To the extent possible, the programme would benefit from any mitigation of costs the school can provide.

Environments / Leadership and governance (0201) / Leadership 4:

 Parents indicate that information about the programme has been inconsistent and at times contradictory. The school might consider ways to provide consistent and complete information regarding the DP to current and future students and families. Environments / Student support (0202) / Student support 2:

• Conversations with the DP coordinator reveal the school would like to do more with using surveys to solicit student feedback.

Environments / Teacher support (0203) / Teacher support 1:

 Conversations with stakeholders show the school is actively engaged in the process of developing a continuum of IB programmes from K to 12th grade and recognizes there could be more opportunities to align those efforts throughout the district. The school acknowledges the benefits of being more intentional in focusing their PD efforts on furthering understanding of IB philosophy among stakeholder groups.

Culture / Culture through policy implementation (0301) / Culture 6:

• At the next revision of the policies, the school might include the revision cycle dates.

Learning / Designing a coherent curriculum (0401) / Coherent curriculum 1:

• The school's small size means that most departments only have one teacher responsible for most grade levels, and many teach their subject to students in earlier grades, impacting the way the school conducts vertical and horizontal articulation within and across departments. The school may consider ways to provide support to singleton teachers through networking opportunities with regional association colleagues, as well as taking advantage of discussion boards on MyIB. Additionally, teachers and staff might benefit from participating in the IB Educator Network, either as examiners or subject workshop leaders, or on the school services side as school consultants and visitors.

Learning / Designing a coherent curriculum (0401) / Coherent curriculum 2:

- The school would benefit from providing time for the DP coordinator to lead pedagogical learning in developing stronger understanding of IB philosophy with teachers and other stakeholder groups.
- Conversations with teachers reveal that the programme would benefit from more frequent time spent during the period 90 minute collaboration period on addressing IB philosophy, reinforcing shared concepts, and making connections between subjects and to TOK.
- As the school and district continue to develop the IB programmes within their continuum, stakeholders acknowledge more could be done to foster collaboration across programmes to develop common elements of IB philosophy such as developing the six elements of approaches to teaching to reinforce the five approaches to learning skills, fostering the IB learner profile traits, and exploring strategies for incorporating international mindedness into the curriculum.

Learning / Designing a coherent curriculum (0401) / Coherent curriculum 3:

• Conversations with students show they would like more information from the school about DP requirements, processes, and curriculum prior to joining the programme.

 Conversations with parents indicate that they would like to see more consistent updates and informational sessions. Parents also note that some of the information they receive from school officials is contradictory.

Learning / Students as lifelong learners (0402) / Lifelong learners 1:

 Students would benefit from having more consistent opportunities to reflect on their own learning.

Learning / Students as lifelong learners (0402) / Lifelong learners 2:

Students know of the learner profile and some of the traits, but recognize they do not
have consistent opportunities to reflect on how they are progressing on developing
these attributes.

Learning / Students as lifelong learners (0402) / Lifelong learners 3:

• While there are some processes in place to recognize student voices, stakeholders acknowledge there is room for further development.

Learning / Students as lifelong learners (0402) / Lifelong learners 6:

• Stakeholders acknowledge they would like to explore instructional strategies to encourage student-directed inquiry.

Learning / Approaches to teaching (0403) / Approaches to teaching 2:

 Teachers indicate they would benefit from being able to explore ways to develop and make connections through cross-curricular conceptual units.

Learning / Approaches to teaching (0403) / Approaches to teaching 3:

• Stakeholders indicate that the school might extend the use of global and local contexts across the curriculum and in the lower grades.

Learning / Approaches to teaching (0403) / Approaches to teaching 5:

 The school would benefit from considering its response to the growing number of English learners who might need language support beyond what the school currently offers.

G. Conclusions of the Evaluation team

In the five years since authorization, Lone Peak High School has built a successful diploma programme that serves nearly all students in grades 11 and 12, either as full diploma candidates or through participation in IB classes. Despite the small size of the school overall, the school leadership has found a way to offer a good selection of DP courses that meet student interest. There are some challenges that the school faces due to its remote and costly location, such as attracting and retaining teachers, and the school continues to work to remediate these issues.

Moving into the next evaluation period, the school is considering a PDP focus that will facilitate an increased level of collaboration among the DP teachers, development of more inquiry-based learning scenarios, and continued care for the social and emotional needs of the school community members.

In its small town, Lone Peak High School functions as the center for community activities, including performing arts, sports, and the school library which also serves the larger community. The community at large is supportive of the diploma programme and the school's mission and vision. The school looks forward to continued improvement - and continued success - in providing an IB education to its students.

H. Conclusion of the IB on the school status as an IB World School

All Programmes

The programme(s) shows lack of alignment with the IB Programme standards and practices (2020). Further evidence is required from the school demonstrating that all requirements are in place and that the programme is fully aligned with the IB Programme standards and practices (2020).

Evidence to be provided by the School

Diploma Programme

- Learning / Designing a coherent curriculum (0401) / Coherent curriculum 2 / Coherent curriculum 2.1:
 - Description of collaborative planning and on-site professional development, including meeting objectives, attendees, frequency, and outcome. This should include input from all members of the pedagogical leadership team, including the DP coordinator.

Learning / Designing a coherent curriculum (0401) / Coherent curriculum 2 / Coherent curriculum 2.2:

 Description of collaborative planning and on-site professional development, including meeting objectives, attendees, frequency, and outcome. This should include input from all members of the pedagogical leadership team, including the DP coordinator.

We trust that the information found in this report will support the school's continued development of its IB programme(s). Your IB World School manager, Michael Clifton (michael.clifton@ibo.org), will be in touch with you to follow up on this report and to support your school's ongoing efforts.

Yours Sincerely,

Adi Any.

Adrian Kearney

Director, IB World Schools

12/09/22 10:34:35

BIG SKY SCHOOL DISTRICT #72 Page: 1 of 1 Statement of Expenditure - Budget vs. Actual Report Report ID: B100F For the Accounting Period through 8 December 2022

	Committed	Committed	Original	Current	Available	
Fund	Current Month	YTD	Appropriation	Appropriation	Appropriation Co	
201 K-12 GENERAL FUND	255,249.88	1,586,897.68	3,607,419.09	3,607,419.09	2,020,521.41	44 %
210 K-12 TRANSPORTATION FUND	8,188.32	70,903.17	2,141,306.61	2,141,306.61	2,070,403.44	3 %
211 K-12 BUS DEPRECIATION FUND	0.00	0.00	385,754.23	385,754.23	385,754.23	0 %
213 K-12 TUITION FUND	15,001.90	45,810.64	282,912.42	282,912.42	237,101.78	16 %
214 K-12 RETIREMENT FUND	44,908.55	200,161.71	675,000.00	675,000.00	474,838.29	30 %
217 K-12 ADULT EDUCATION FUND	830.21	6,821.83	238,717.71	238,717.71	231,895.88	3 %
228 K-12 TECHNOLOGY FUND	14,334.53	139,809.31	151,463.03	151,463.03	11,653.72	92 %
250 K-12 DEBT SERVICE FUND	0.00	500.00	2,458,750.00	2,458,750.00	2,458,250.00	0 %
261 K-12 BUILDING RESERVE FUND	4,707.61	359,982.07	594,764.42	594,764.42	234,782.35	61 %



Lone Peak Phase 2

December 15th, 2022

Schedule

- Steel erection on the STEAM Lab started the week of November 7th and is scheduled to be dried in by the middle of March. Despite several setbacks, the current schedule shows the STEAM Lab is complete for the start of the 2023-2034 school year.
- STEAM Lab Glu-lams and hangers are onsite. The crane is scheduled to be onsite the week of December 19th to continue structural steel erection.
- The temporary septic pump has been replaced with the final pump that has been on backorder. The new water and sewer systems are tested, approved by DEQ and Gallatin County, and operational.
- Scaffolding has been erected around the exterior of the theatre so that it can be tented and heated for painting. The South side of the building is painted. The tent and scaffolding will move to the canopy this week. Concrete under the canopy is scheduled for December 13th. Lights are here and being installed. If the weather cooperates, the theatre improvements are scheduled to be completed for the December 28th WMPAC event.

Attached is the overall project schedule.

<u>Budget</u>

- See attached Project Cost Control.
- See attached Project Contingency Logs.

Risks, Opportunities, and Key Issues

- Jackson is currently working to correct anchor bolt projection issues and concrete piers that were placed too high. Morrison Maierle has issued a design fix. All of the required hardware was overnighted and steel erection will continue the week of December 19th.
- Due to weather, the remaining asphalt is pushed to the spring.
- Material pricing volatility. Structural steel and window treatment material are the two items with price increases.
- Jackson procured a different painter and roofing subcontractor to mitigate the manpower constraints
 with the contracted subcontractors for the theatre improvements. Tented and heated scaffolding for
 the exterior painting and light installation is expediting the schedule.
- With current market conditions, the team is tracking the procurement of critical materials over the next few months. Currently, the procurement of steel saddles for the glulam beams is on the critical path. They are currently onsite.

Photos



STEAM Structural Steel



Theatre Canopy



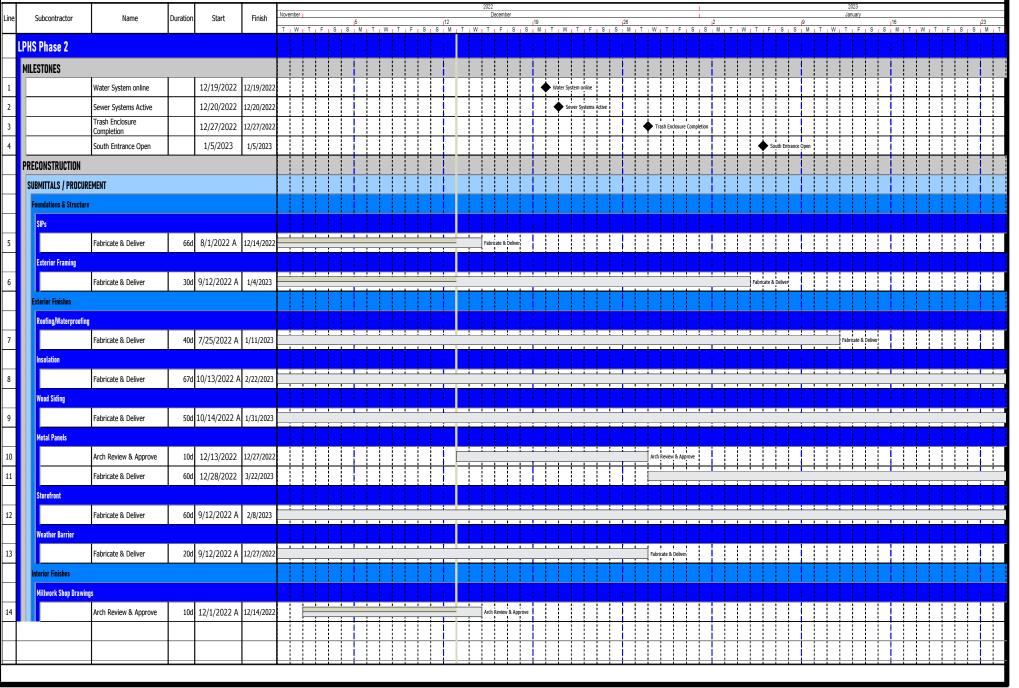
Theatre Canopy



STEAM Structural Steel

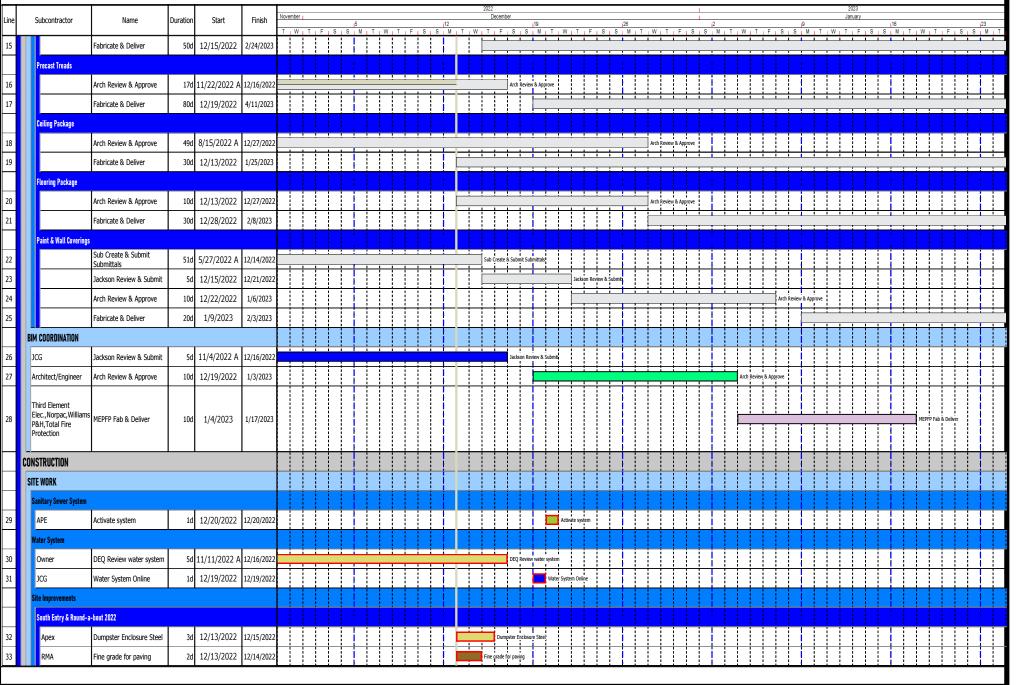






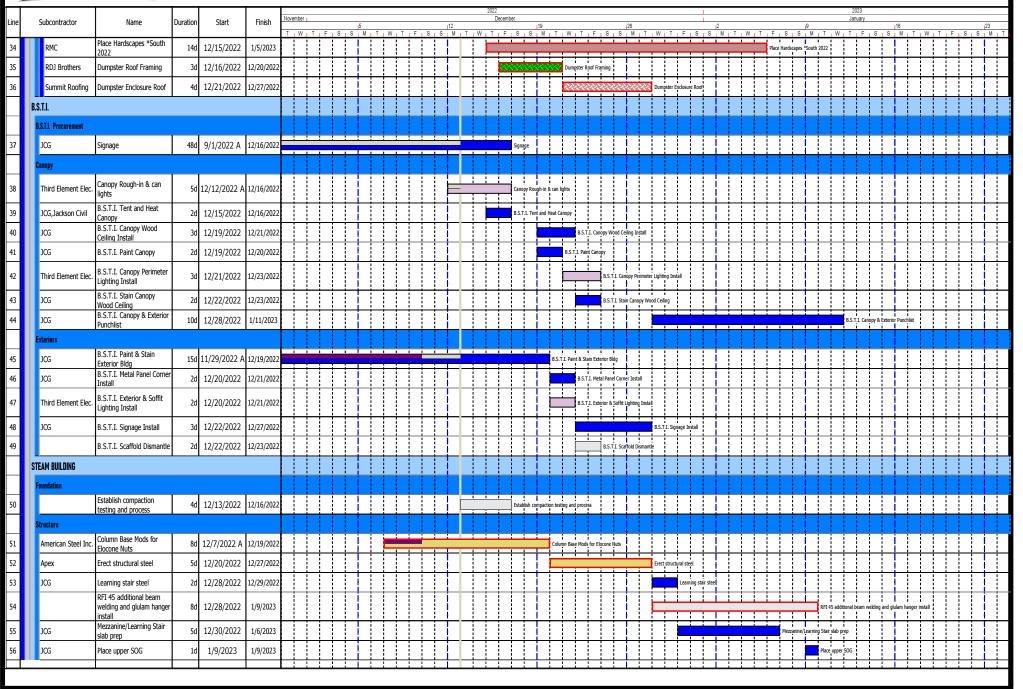












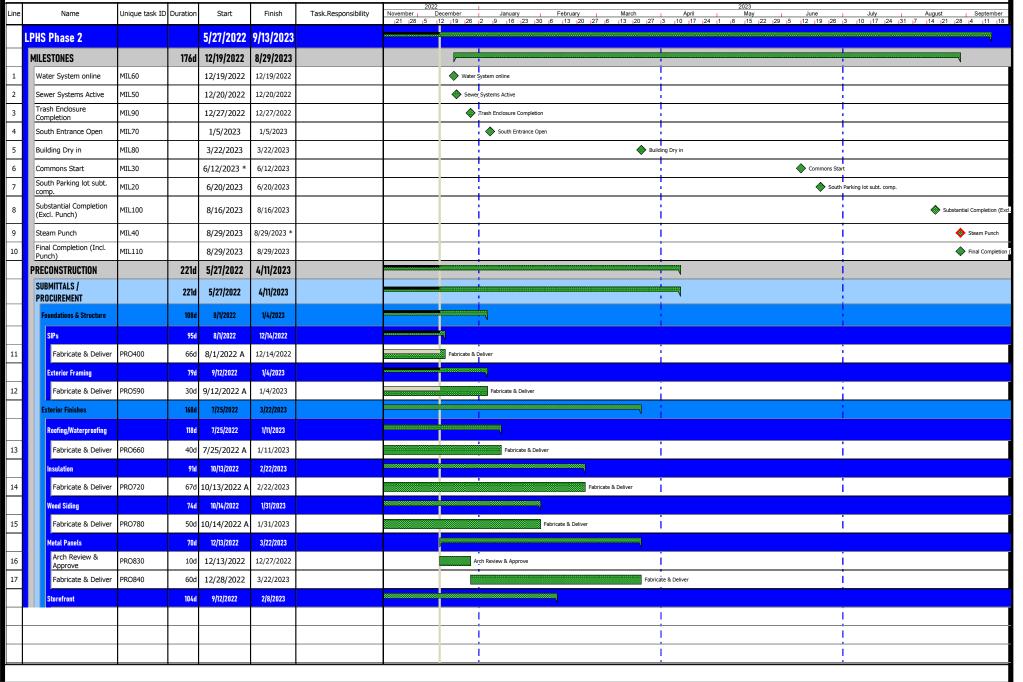




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۱	JCG	Existing structure integration	2d		1/11/2023					\dagger								Ť							Ť							ace Mech Me	structure in	tegration				İ
ı	JCG	Hang glulam beams	5d	1/10/2023	1/16/2023																														Hang glu	ulam beams		
ı	RDJ Brothers	Frame Priority wall C3	3d	1/17/2023	1/19/2023																														<u> </u>	F	rame Priori	ty wall C3
ı	JCG	Install Roof SIPS	7d	1/17/2023	1/25/2023																																<u> </u>	
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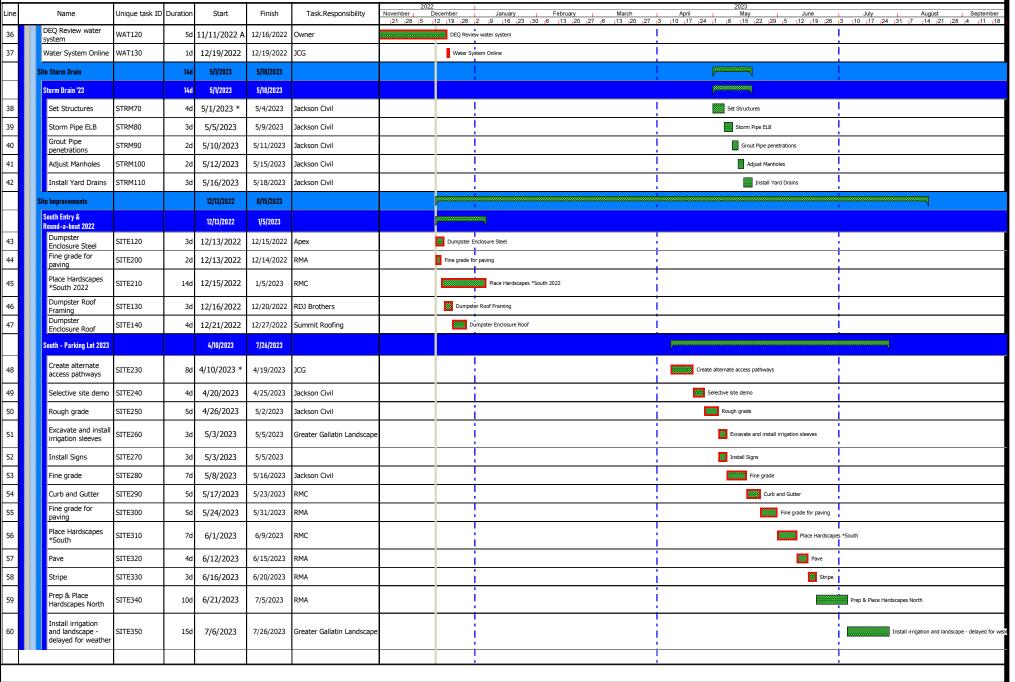






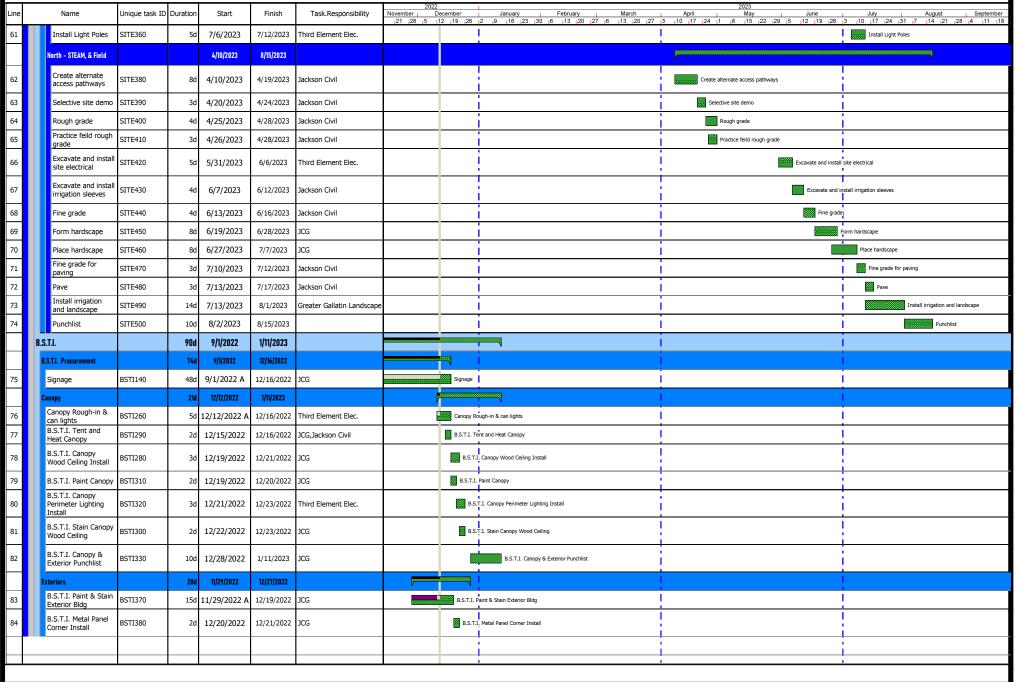






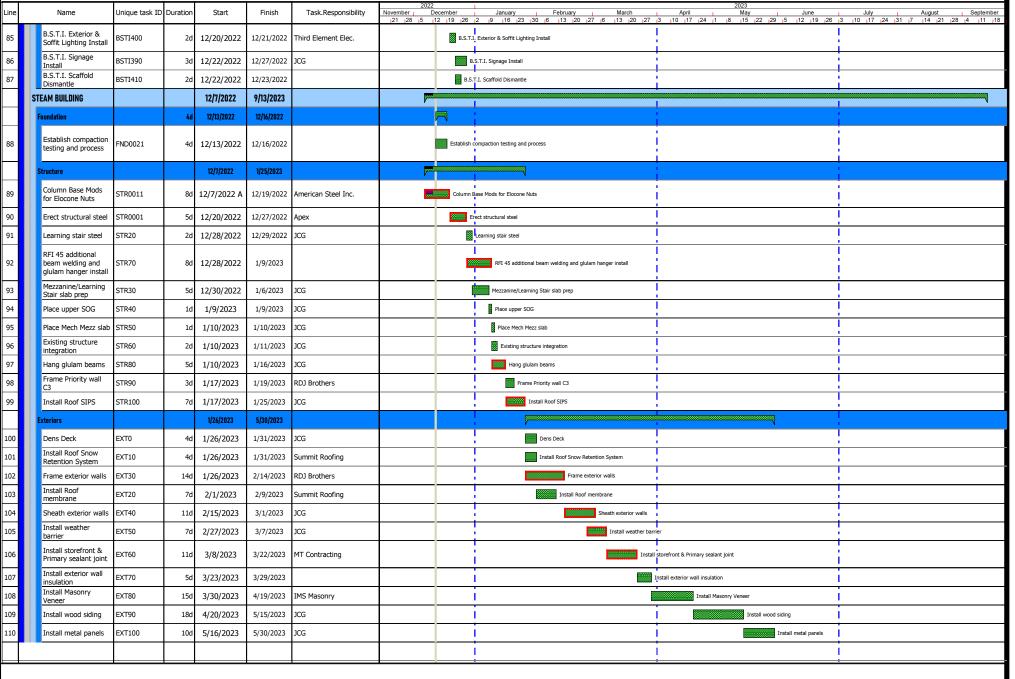
















Line	Name	Unique task ID	Duration	Start	Finish	Task.Responsibility	2022 November De	cember	January February March 2 9 16 23 30 6 13 20 27 6 13 20 27	2023 April May June 3 40 47 24 4 8 45 22 29 5 42 49 26	July
	Interiors			1/26/2023	9/13/2023		21 20 0	2 110 20		9 110 111 124 11 10 110 122 120 10 112 110 120	10 10 10 24 01 11 14 21 20 4 11 10
111	Frame interior walls	INT0	10d	1/26/2023	2/8/2023	RDJ Brothers			Frame interior walls		
112	Set HMD's	INT10	3d	2/6/2023	2/8/2023	JCG			Set HMD's		
113	Learning Stair	INT20	3d	2/9/2023	2/13/2023	JCG			Learning Stair		
114	Overhead mechanical rough	INT30	15d	2/14/2023	3/6/2023	Norpac			Overhead mechanical	rough	
115	O contract at a language in a	INT40	12d	2/21/2023	3/8/2023	Williams P&H			Overhead plumbing	rough	
116	Occurred Constraints	INT50	15d	2/28/2023	3/20/2023	Total Fire Protection			Overhead	Sprinkler rough	
117	Overhead electrical rough	INT60	10d	3/7/2023	3/20/2023	Third Element Elec.			Overhead	electrical rough	
118	In-wall plumbing rough	INT70	15d	3/9/2023	3/29/2023	Williams P&H			I	n-wall plumbing rough	
119	In-wall electrical rough	INT80	13d	3/21/2023	4/6/2023	Third Element Elec.				In-wall electrical rough	
120	Inspect and QC	INT90	3d	4/7/2023	4/11/2023	Owner				Inspect and QC	
121	Insulate	INT100	7d	4/12/2023	4/20/2023	Gallatin Insulation				Insulate	
122	Hang drywall	INT110	8d	4/21/2023	5/2/2023	RDJ Brothers				Hang drywall	
123	Tape and coat	INT120	10d	5/3/2023	5/16/2023	RDJ Brothers				Tape and coat	
124	Prime and first coat and paint plentum space	INT130	12d	5/17/2023	6/2/2023	T&L Painting				Prime and first coat a	l d paint plentum space
125	Install ACT/Tectum	INT140	5d	6/5/2023	6/9/2023	On The Level Sol.				Install ACT/Tect	um
126	Learning stair finishes	INT150	5d	6/5/2023	6/9/2023	JCG				Learning stair fi	nishes
127	Install casework	INT160	5d	6/12/2023	6/16/2023	Silver City				Install cas	ework
128	Interior Finishes Plam,TWP	INT170	6d	6/14/2023	6/21/2023	Silver City				Interio	r Finishes Plam,TWP
129	Install base and Trim	INT180	6d	6/19/2023	6/26/2023	JCG				Ins	tall base and Trim
130	Install interior glazing	INT190	6d	6/19/2023	6/26/2023	MT Contracting				Ins	tall interior glazing
131	Install plumbing trim	INT200	10d	6/19/2023	6/30/2023	Williams P&H					Install plumbing trim
132	Install electrical trim	INT210	10d	6/19/2023	6/30/2023	Third Element Elec.					Install electrical trim
133	Install mechanical trim	INT220	10d	6/19/2023	6/30/2023	Norpac					Install mechanical trim
134	Polish Concrete floors	INT230	5d	7/5/2023	7/11/2023	MT concrete polishing					Polish Concrete floors
135	Install flooring	INT240	10d	7/12/2023	7/25/2023	Fisher Com. Flooring					Install flooring
136		INT250	6d	7/26/2023	8/2/2023	JCG					Hang doors
137	LIIT	INT260	3d	7/26/2023	7/28/2023	Freedom Services					Install Wheel Chair Lift
138	Install Sound ISO booth	INT270	5d	7/26/2023	8/1/2023	Wegner Corp.					Install Sound ISO booth
139	Install accesories	INT280	12d	7/26/2023	8/10/2023	JCG					Install accesories



PRINT DATE: 12/13/2022



		1				İ	2022 2023	
Line	Name	Unique task ID	Duration	Start	Finish	Task.Responsibility	November December January February March April May June July August 3	September 11 118
140		INT300	4d	7/26/2023	7/31/2023	Owner	Start-up equipment	
141	Test, adjust, and balance	INT310	5d	8/3/2023	8/9/2023	JCG	Test, adjust, and balar	ince
142	Touch-up and final coat	INT290	10d	8/4/2023	8/17/2023	T&L Painting	Touch-up and t	final coat
143	Final Inspections	INT320	5d	8/10/2023	8/16/2023	Owner	Final Inspection	is
144	Punchlist	INT330	10d	8/16/2023	8/29/2023	JCG	Punci	hlist
145	Owner Move-In	INT340	10d	8/30/2023	9/13/2023	Owner		Owner
	COMMONS & SNR LOUNGE			6/12/2023	9/5/2023			l
146	Establish barriers, protection, air-filtration, and pathways	CMNS0	2d	6/12/2023 *	6/13/2023	JCG	Establish barriers, protection, air-filtration, and pathways	
147	Selective demo as needed	CMNS10	3d	6/14/2023	6/16/2023	JCG	Selective demo as needed	
148	Demo underground plumbing	CMNS20	1d	6/19/2023	6/19/2023	Williams P&H	Demo underground plumbing	
149	Install new underground electrical	CMNS30	1d	6/19/2023	6/19/2023	Third Element Elec.	Demo underground electrical	
150	Replace concrete SOG	CMNS40	2d	6/20/2023	6/21/2023	JCG	Replace concrete SOG	
151	Framing modifications and additions	CMNS50	4d	6/22/2023	6/27/2023	JCG	Framing modifications and additions	
152	Mechanical rough-in	CMNS60	2d	6/28/2023	6/29/2023	Norpac	Mechanical rough-in	
153	Electrical rough-in	CMNS70	2d	6/28/2023	6/29/2023	Third Element Elec.	☐ Electrical rough-in	
154	Fire sprinkler modifications	CMNS80	1d	6/30/2023	6/30/2023	Total Fire Protection	Fire sprinkler modifications	
155	Inspect and QC	CMNS90	2d	7/3/2023	7/5/2023	JCG	Inspect and QC	
156	Insulate	CMNS100	1d	7/6/2023	7/6/2023	Gallatin Insulation	Insulate	
157	Hang drywall	CMNS110	2d	7/7/2023	7/10/2023	RDJ Brothers	Hang drywall	
158	Tape and coat	CMNS120	6d	7/11/2023	7/18/2023	RDJ Brothers	Tape and coat	
159	Prime and first coat	CMNS130	2d	7/19/2023	7/20/2023	T&L Painting	Prime and first coat	
160	Install electrical trim	CMNS140	1d	7/21/2023	7/21/2023	Third Element Elec.	Install electrical trim	
161	Install mechanical trim	CMNS150	1d	7/21/2023	7/21/2023	Norpac	Install mechanical trim	
162	Install flooring	CMNS160	4d	7/24/2023	7/27/2023	Fisher Com. Flooring	Install flooring	
163	Hang doors	CMNS170	2d	7/28/2023	7/31/2023	JCG	Hang doors	
164	Install accessories	CMNS180	3d	7/28/2023	8/1/2023	JCG	Install accessories	
165	Test, adjust, and balance	CMNS200	3d	8/1/2023	8/3/2023	JCG	Test, adjust, and balance	
166	Touch-up and final coat	CMNS190	4d	8/2/2023	8/7/2023	T&L Painting	Touth-up and final coat	
167	Final Inspections	CMNS210	5d	8/4/2023	8/10/2023	Owner	Final Inspections	
168	Punchlist	CMNS220	10d	8/8/2023	8/21/2023	JCG	Punchlist	
							i i	
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169 Owner Move-In CMNS230 10d 8/22/2023 9/5/2023	July August September	2023 April May June 1 3 10 17 24 1 8 15 22 29 5 12 19 26	January February March 2 9 16 23 30 6 13 20 27 6 13 20 27	2022 /ember December 21	Task.Responsibility	Finish	Start	Duration	Unique task ID	Name	Line
CLOSEQUT	Owner Mov					9/5/2023	8/22/2023	10d	CMNS230	Owner Move-In	169
	+					7/6/2023	6/1/2022	279d		SUMMARY	
				+		8/29/2023	12/13/2022	181d		CLOSEOUT	
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Big Sky School District STEAM Lab, Gym Expansion, Track and Field

CONSTRUCTION		
Jackson Track and Field GMP #1-Includes construction contingency of \$134,952.71	\$4,029,694	
Change Order #1	\$278,162	Additional scope added by school district
Change Order #2	-\$315,711	Credit for fence, remaining allowances, and 1% GRT(paid by BSSD)
1% GRT	\$40,325	Paid by BSSD
Phase 2 STEAM Lab-Includes construction contingency of \$504,879	\$16,252,080	Bid Numbers with add alternates w/o gym
Jackson Pre-Construction Fee	\$40,000	 -
	\$20,324,550	
DESIGN FEES		
A&E Contract		-
Architecture MEP Structural	\$1,654,850	
Additional Services Include:		includes all sub consultants, FF&E, & Technology
Geotech Report	. ,	Allied Contract
A&E Reimbursable Expenses - Estimate	\$15,631	Estimate from A&E Additional Design Fees for Fire Tank, DEQ required well redesign, propane tank,
Change Order #1	\$27,100	learning stair reconfiguration, VE deisgn
Roof Investigation and Design-Estimate		. A&E proposal
	\$2,104,100	=
OWNER EXPENSES		
FF & E - Estimate	\$300,000	from A&E furniture estimate February 2021
Technology		Included in IT below. A&E estimate of \$100,00 1/24/20
Moving & Set Up Expenses	\$0	
Owner's Representative Pre-Construction	\$55,000	
Owner's Representative Construction	\$328,958	
IT Infrastructure	\$100,000	Low voltage, saftety systems, switches, clocks, bells, survalence
Technology FF&E	\$216,000	News room, CAD design work stations, AV gym, sound system gym
Data Provider	\$5,000	Estimate
NorthWest Energy	\$12,414	_ Contract amount
MDEQ	\$12,040	MDEQ fee, SWPP covered under Jackson
Builder's Risk	\$173,577	-
Soccer Nets	\$8,397	_ District Ordered Direct
Tractor	\$39,100	_ District Ordered Direct
Track sideline protectors	\$15,000	District Ordered Direct
Press Box	\$148,551	District Ordered Direct
School Mascot Sculpture		District Ordered Direct
ATV for School Maintenance		Amount approved by School Board 9/13/22
New Roof-Estimate	\$2,000,000	-
*BSSD Theatre Improvments		*Partially funded by community donations-see below
Replace additional asphalt in parking lot	\$55,000	
Owner Contingency	\$750,000	
PERMITS & FEES	\$4,617,563	
	ĆC0.0C4	
Building Permit - Actual Plan Review- Actual	\$60,864 \$20,240	
Gallatin County Zoning Review Fees	\$20,240	
-	\$400	
Impact Fees Land Use Permit Fee	\$10,090	
Gallatin County Septic Permit		 Estimate
dilutin county septic remite	\$92,174	
TESTING & INSPECTIONS	432,17 4	
Commissioning	\$53.865	Quote from Elk Horn Commissioning
Testing and Inspections		Allied Phase 1,MMI contract for phase 2+Civil Inspections
	\$115,276	=
BIDDING, ADVERTISING, PRINTING	· ,	
Project Advertising	\$500	105 Lone Peak Lookout and BDC
		-
	\$500	=
USE OF CAPITAL		
Building & Sitework	\$20,324,550	 -
Design Fees	\$2,104,100	 -
Owner Project Expenses	\$4,617,563	
Permits and Fees	\$92,174	
Testing & Inspections	\$115,276	
Bidding, Advertising, Printing	\$500	
Tota	\$27,254,163	
Bond Funds Available	e \$27,204,928.80	
*Community Donation:	\$200,000.00	
Difference	e \$150,766.14	

Big Sky School District Phase 2 Contingency Log

	Contractor	Owner
Contingency included in Phase 2	\$504,879.00	\$750,000.00

Change Orders

			•
RFI 074 - Cistern Well Float Electrical	·	\$5,000	Pending
Overhead Sectional Door		-\$4,686	CO7
RFI 043 - Existing Dosing Tank Pump Electrical		\$3,199	Pending
Electrical Feeder Reroute		\$0	
Additional Top Soil		\$125,000	Needs to be verified with MASS diagram
Propane Allowance Reconciliation		\$62,500	CO7
RFI 45 - Gluelam Simpson Hanger Designs		\$10,000	Pending final design
RFI 48 & 55 Septic Tank Depth Issues		\$199,231	Pending-A&E and Tate Management reviewing
Bulletin 7-move trash enclosure, elec mod, new sewage pump controls		\$3,500	Pending
Floor Finish at Learning Stair		\$7,319	Pending
Bulletin 5		\$5,259	CO 4
PCO25 Fire Line		\$109,525	CO 4
PCO 32R1 Brick Veneer Clarification		-\$40,771	CO4
*Big Sky Theatre Improvements			CO5 *Billed outside of project contingency
BIM Coordination	\$29,164.00		CO6
Changing of Electrical Subcontractor	\$60,613		CO6
Electrical changes tied to Bulletin 7		\$5,739	CO6-drawing coordination w/ gym elimination
RFI 42 Electrical Feeder Reroute	\$12,745		Pending
RFI 023 Floor Finish Plans at Learning Stair	\$6,925		CO7
Metal Panel Allowance Reconciliation		\$10,945	CO7
Window Treatment Material Escalation	\$4,632		CO7
Roof Hatch and safety rail power coating	\$1,250		CO7
Disable Football tracking lights	\$2,759		CO7 Directed by Gallatin County
Storefront Glass	_	\$6,739	CO6
Subtotal	\$118,088	\$508,499	•
Budget	\$504,879	\$750,000	
Balance	\$386,791	\$241,501	

Big Sky Youth Focus Group Guide

(For Adolescents aged 13-18 years)

Moderator Name:
Participant IDs:
Date:
Time Start:
Time End:

Moderator Directions for Focus Groups

Both informed consent from parents/guardian of participants under age 18 and informed assent from participant should be obtained prior to holding the focus group. Copies of informed assent or consent [depending on age of participant] and confidentiality forms should be provided to each participant and read aloud. Participants should be provided an opportunity to ask any questions. There will be 7 focus groups conducted at the research sites with 10-15 participants per group. Focus groups will last approximately 40 minutes

The following is a guide. Try to ask all the questions below in the order given, but it is more important to maintain the flow of discussion. Suggested probes have been included. Participation of all group members should be encouraged. A safe environment for discussion should be maintained by reminding group members to be respectful.

Start by explaining the ground rules as follows:

Before we start, I would like to remind you that our discussion will berecorded. Any names mentioned will be removed from any writings based on our discussion. We are interested in learning what each of you think about the things that we ask about, so please feel free to share at your own comfort level. There are no right or wrong answers in this discussion. Regardless of whether you agree or disagree with what others say, it is important that we hear your opinions. If some questions are hard to answer, you do not have to answer. If at any time you feel distressed from participating in this discussion, please know that you can discuss this in private with your school counselor. I am also happy to provide you, through your school counselor, some other informational resources that may be helpful for you.

We ask that what you or others share not be repeated to others outside this group. Please be respectful to others here by not sharing with those outside of this group session. Thank you. Do any of you have any questions at this time? [If not], Ok, let's begin.

After introductions, the moderator can then start the audio-recording.

[Generic prompts: If responses are limited or require clarification, probes may be used to elicit more detailed responses. Probes should use words or phrases presented by the participant using one of the following formats:

1. What do you mean by	_?		
2. Can you tell me more about		_?	
3. Can you give me an example of			?
4. Take as much time as you need.			

1. What sorts of things do you do for fun?

- 2. What's the primary way that you stay in contact with peers?
- 3. Describe your favorite social media platforms; how do you use them? How often do you use it?
- 4. Do you find social media to be? How does social media impact your relationships or experience at school?
- 5. What are some examples of emotional stress that you or your peers typically deal with?
- 6. What sort of mental health problems do teenagers experience?
- 7. When you are stressed out, what sort of coping strategies do you use?
- 8. What do you wish that adults in your life knew about being a teenager today?
- 9. What do you believe the Big Sky communities' view about youth substance use is? Do you think it's accurate?
- 10. What would you describe as a problem in the Big Sky community?
- 11. What do you think about using the Internet or Apps for getting support for emotional stress? Would you rather seek support with a person- if so, how of from who?

Final Questions/Summary

- 12. Let's summarize some key points from our group discussion. [Moderator states and examines group for verification]. Is there anything I missed?
- 13. Do any of you feel that there is something we have not yet discussed that would be good to hear related to this topic?

Moderator: I want to thank each of you for sharing your thoughts about our topic today. If you have any follow-up questions or thoughts you would like to share, please feel free to contact me at the information provided in your copy of the assent/consent form. Again, thank you.



Name:			Grade:	-
Date:	4.5		Sex:	1
Date of Birth:	1	1	ID:	
	Month Day	Year		-

Here is a list of things that happen to people and that people think or feel. Read each sentence carefully, and circle the <u>one</u> word (Never, Sometimes, Often, or Always) that tells about you best, especially in the last two weeks. THERE ARE NO RIGHT OR WRONG ANSWERS.

		0	1	2	3
1.	I worry someone might hurt me at school.	Never	Sometimes	Often	Always
2.	My dreams scare me.	Never	Sometimes	Often	Always
3.	I worry when I am at school.	Never	Sometimes	Often	Always
4.	I think about scary things.	Never	Sometimes	Often	Always
5.	I worry people might tease me.	Never	Sometimes	Often	Always
6.	I am afraid that I will make mistakes.	Never	Sometimes	Often	Always
7.	I get nervous.	Never	Sometimes	Often	Always
8.	I am afraid I might get hurt.	Never	Sometimes	Often	Always
9.	I worry I might get bad grades.	Never	Sometimes	Often	Always
10.	I worry about the future.	Never	Sometimes	Often	Always
11.	My hands shake.	Never	Sometimes	Often	Always
12.	I worry I might go crazy.	Never	Sometimes	Often	Always
13.	I worry people might get mad at me.	Never	Sometimes	Often	Always
14.	I worry I might lose control.	Never	Sometimes	Often	Always
15.	I worry.	Never	Sometimes	Often	Always
16.	I have problems sleeping.	Never	Sometimes	Often	Always
17.	My heart pounds.	Never	Sometimes	Often	Always
18.	I get shaky.	Never	Sometimes	Often	Always
19.	I am afraid that something bad might happen to me.	Never	Sometimes	Often	Always
20.	I am afraid that I might get sick.	Never	Sometimes	Often	Always

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Name:		Grade:				
Date:				Sex:		
Date of Birth:		/	1	ID:	No. of the same	
	Month	Day	Year			

Here is a list of things that happen to people and that people think or feel. Read each sentence carefully, and circle the <u>one</u> word (Never, Sometimes, Often, or Always) that tells about you best, especially in the last two weeks. THERE ARE NO RIGHT OR WRONG ANSWERS.

		0	1	2	3
1.	I think that my life is bad.	Never	Sometimes	Often	Always
2.	I have trouble doing things.	Never	Sometimes	Often	Always
3.	I feel that I am a bad person.	Never	Sometimes	Often	Always
4.	I wish I were dead.	Never	Sometimes	Often	Always
5.	I have trouble sleeping.	Never	Sometimes	Often	Always
6.	I feel no one loves me.	Never	Sometimes	Often	Always
7.	I think bad things happen because of me.	Never	Sometimes	Often	Always
8.	I feel lonely.	Never	Sometimes	Often	Always
9.	My stomach hurts.	Never	Sometimes	Often	Always
10.	I feel like bad things happen to me.	Never	Sometimes	Often	Always
11.	I feel like I am stupid.	Never	Sometimes	Often	Always
12.	I feel sorry for myself.	Never	Sometimes	Often	Always
13.	I think I do things badly.	Never	Sometimes	Often	Always
14.	I feel bad about what I do.	Never	Sometimes	Often	Always
15.	I hate myself.	Never	Sometimes	Often	Always
16.	I want to be alone.	Never	Sometimes	Often	Always
17.	I feel like crying.	Never	Sometimes	Often	Always
18.	I feel sad.	Never	Sometimes	Often	Always
19.	I feel empty inside.	Never	Sometimes	Often	Always
20.	I think my life will be bad.	Never	Sometimes	Often	Always

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To the Big Sky School District Board Members and Attendees:

Thank you for adding Youth Aware of Mental Health or (YAM) to the board meeting agenda for December. As you may already know, YAM has been coming to LPHS for the past 4 years and working with our 9th graders.

YAM is an evidenced-based program founded in Sweden and is active in seven countries (Australia, Germany, India, Norway, Sweden, The U.K. and U.S.) The program has been conducted in many other countries around the world. The Saving and Empowering Lives in Europe (SEYLE) study published in 2015, was a multicentered, cluster-randomized, controlled trial that concluded that: "YAM was effective in reducing the number of suicide attempts and severe suicidal ideation in school-based adolescents. These findings underline the benefit of this universal suicide preventive intervention in schools." Other studies have been conducted by MSU and Columbia University, and have garnered support for this

program: https://www.montana.edu/crre/youthawareofmentalhealth.html

Kelley Edwards, M.Ed., from MSU's center for research on rural education, is YAM program manager. She and I had a nice virtual meeting earlier this month to get acquainted. She provided me with an overview of the program and wanted to share some details, including examples of the types of dilemmas/scenarios that students role play and discuss over the 5-day certified YAM instructor-led program (see attached).

YAM was here last April and were able to see all ninth graders through coordinating with music and health classes. They are hoping to return again and also would like to include a confidential student pre- and post-survey so they may collect data for continued program evaluation and efficacy.

Thank you so much for the board's consideration for continued support of this important program!

Sincerely, Janet

Remember- these are designed to be played by anyone, and you are welcome to change the names, as long as they are not of anyone else in the class.

Scenario 1- Sasha

Sasha fights with their parents. Sasha thinks that everyone around them is horrible. They have a hard time sleeping, have been drinking more lately, and stay away from school.

One participant should play Sasha, and other students can play a person that is trying to help Sasha (a friend, peer, parent, a coach, teacher, or mentor).

Things to think about when planning the role-play:

How does Sasha feel? What might that look like when acting it out?

What should the people do that are trying to help Sasha?

How does Sasha respond?

Scenario 2- Nikki/Nick

Nikki did well in school and had lots of friends last year. In the last few months, something has changed. Nikki is missing classes, doesn't want to talk to old friends or people in class, is overwhelmed with schoolwork and is having trouble sleeping. Nikki has started to stay away from school and thinks life is not worth living.

One participant should play Nikki, and other students can play a person that is trying to help Nikki (a friend, peer, parent, a coach, teacher, or mentor).

Things to think about when planning the role-play:

How does Nikki feel? What might that look like when acting it out?

What should the people do that are trying to help Nikki?

How does Nikki respond?

Scenario 3-Remi

Remi is not interested in anything anymore. Remi feels like nothing will change and that everything sucks right now. Remi's parents are fighting and don't seem to care about Remi. Their grandmother died las month and Remi has no adults to talk to. They decided to go to the school counselor for a meeting.

One participant should play Remi and one should play the school counselor. Also, optional to add in friends, peers, and parents.

Things to think about when planning the role-play:

How does Remi feel? What might that look like when acting it out?

What should the people do that are trying to help Remi?

How does Remi respond?



Youth Aware of Mental Health (YAM) Center for Research on Rural Education

A School-Based Program to Support Student Well-Being & Mental Health

In 2019, Montana had the third highest suicide death rate in the nation at 26.17 suicide deaths per 100,000 (the national rate was 13.93/100,000). This means that more than four times as many people died by suicide than in alcohol-related motor vehicle accidents.

For Montana's youth, the reality is particularly grim as suicide is the second leading cause of death for youth ages 15-24. In 2012-16 the Montana youth (ages 11-17) suicide rate was 12.6/100,000; this was almost triple the national rate for the same age group (4.5/100,000). The 2021 Youth Risk Behavior Survey conducted by the Montana Office of Public Instruction (OPI) found that during the 12 months before the survey:

- 41.4% of grades 9-12 students reported feeling sad or hopeless for more than 2 weeks
- 10.2% of grades 9-12 students made a suicide attempt.
- 21.7% of grades 9-12 students seriously considered suicide
- 17.6% American Indian students attempted suicide one or more times.

To address critical Montana youth mental health challenges, The CRRE at MSU brought the Youth Aware of Mental Health (YAM) program to Montana schools.

What is Youth Aware of Mental Health?

Youth Aware of Mental Health (YAM) is a classroom mental health promotion program that aims to raise mental health awareness about risk and protective factors associated with suicide, including knowledge about depression and anxiety, and to enhance the skills and emotional resiliency needed to deal with stress and crisis. The adolescents learn from both a professional and from each other through a mix of cognitive, emotional, and experiential learning.

The YAM program is delivered in five one-hour sessions to middle school and high school students by a certified instructor and assistant. YAM provides an opportunity for students to delve into relative topics through active discussion and role-play. These activities allow students to find solutions to difficult situations and common stressors in a fun and nonthreatening environment.

YAM Program Goals

- Breaking down the stigmaawareness and information about mental health
- Establishing self-help and coping strategies
- Recognizing stress and crisis
- Understanding depression and suicidal thoughts
- Helping yourself and a friend
- Seeking help -who to contact and resources available

What is the research component of YAM?

As part of the YAM experience, students will be offered the opportunity to participate in an evaluation of the feasibility and acceptability of YAM for Montana students. This evaluation will consist of two surveys, one before the student receives YAM and one three months after the YAM program. Parental consent is NOT required for students to receive the YAM program, but it is required for students to participate in the research survey study. Students do not have to participate in the research survey, but their participation will greatly improve our knowledge about the YAM program in Montana. The research information collected will be entirely confidential and will be shared with schools and in research publications in a way that will not reveal the identity of participants.

How will my students benefit from the YAM Program? What are the risks?

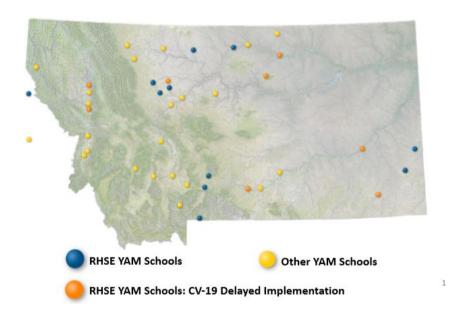
The YAM program stands out among youth suicide prevention programs based on its strong foundation of research evidence. The Saving and Empowering Young Lives in Europe (SEYLE) study was a multicenter, cluster-randomized controlled trial that studied YAM and two other interventions. The SEYLE sample consisted of 11,110 adolescent pupils, median age 15 years (IQR 14-15), recruited from 168 schools in ten European Union countries. At the 12-month follow-up, YAM was associated with a significant reduction of incidents suicide attempts and severe suicidal ideation compared

^a Brent, David A., and C. Hendricks Brown. "Effectiveness of school-based suicide prevention programmes." The Lancet 385.9977 (2015): 1489-1491.

with the control group.^b Dr. John Mann, a leading suicide prevention specialist from Columbia University, highlighted YAM as an evidence-based program that should be implemented in schools in his latest systemic review on suicide prevention.^c Even if a student is not a risk for suicide, the YAM program aids youth in learning to help friends and peers who may be struggling with suicidal thoughts and depression. Lastly, YAM is recommended programing in the clinical guidelines outlined in *Blueprint for Youth Suicide Prevention* from the American Foundation for Suicide Prevention in partnership with the American Academy of Pediatrics, ^d and is highlighted as a universal suicide prevention program on the Montana Office of Public Instruction website.

In previous studies of YAM, no major risks were posed to the youth participants. If a student were to have a problem while participating in YAM, our certified instructors and assistants are trained to respond appropriately. Instructors will work with school counseling personnel or administration to ensure the students' needs are met when participating in the program.

Where else is YAM being taught in Montana?



Over 11,000 kids have participated in YAM since 2016!

Over 88% of youth surveyed said their school should teach about mental health.

Preliminary reports from a recent study with 5 schools showed youth reported higher levels of sharing feelings and collaborative problemsolving skills after participating in YAM.

Where can I get more information?

If you are interested in learning more about YAM, please visit: http://www.y-a-m.org or the Center For Research on Rural Education website: https://www.montana.edu/crre/youthawareofmentalhealth.html

Contact us at: Center for Research on Rural Education

Kelley Edwards, YAM Program Manager Kelley.edwards@montana.edu, 406-994-1606

The mission of the CRRE is to collaborate with Montana's rural PK-12 schools/districts, universities, tribal colleges, and state agencies to provide service and conduct research to support and strengthen rural education and leadership in the state of Montana, the nation, and across the globe.

For more information on the YAM Study or Human Subjects Research: MSU Institutional Review Board, IRB #2021-54-JD090321-FCR

Dr. Mark Quinn, IRB Chair

mquinn@montana.edu, 406-994-4707

b Wasserman, Danuta, et al. "School-based suicide prevention programmes: the SEYLE cluster-randomised, controlled trial." The Lancet 385,9977 (2015): 1536-1544.

^c Mann, J John, Michel, Christina A, and Auerbach, Randy P. "Improving Suicide Prevention Through Evidence-Based Strategies: A Systematic Review." The American Journal of Psychiatry (2021): Appiajp202020060864. Web.

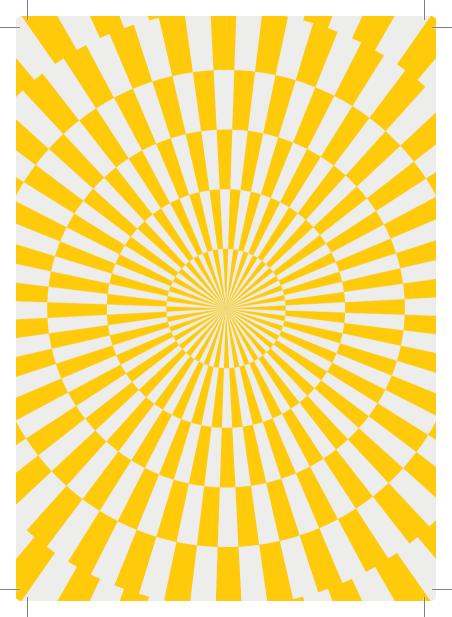
d American Academy of Pediatrics . (2022). Suicide: Blueprint for youth suicide prevention. Home. Retrieved March 10, 2022, from https://www.aap.org/suicideprevention

You are eating lunch in school with your friends. It's your favourite food so you make sure to take a lot.

After having eaten for a while you realise that all the others have finished. They talk about going outside to hang out and leave you alone at the table.

THIS IS HOW YOU FEEL

THIS IS WHAT YOU DO

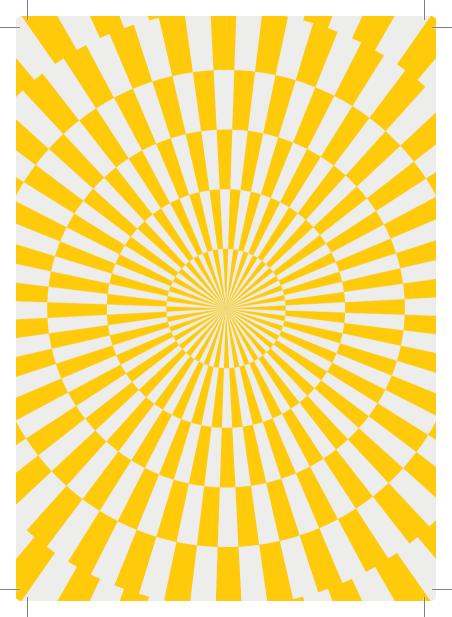


It's Tuesday night and you just got home from a friend's house. You had fun and now it's a little late. You are relaxing in front of the TV.

Suddenly you realise that you have forgotten to prepare for your exam tomorrow. Now is the time you would usually go to bed.

THIS IS HOW YOU FEEL

THIS IS WHAT YOU DO

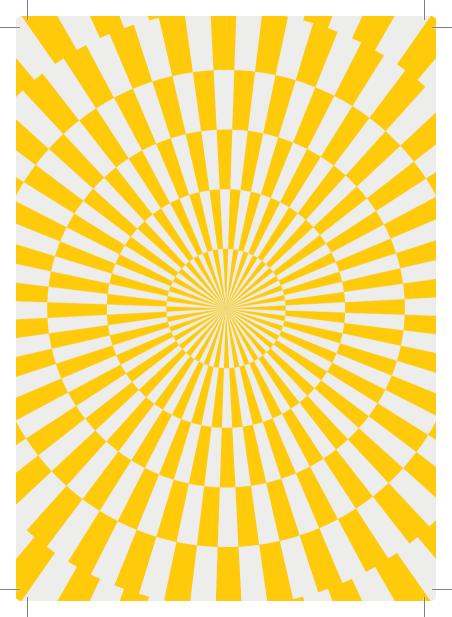


A new person has joined your class. They seem to be trying to become friends with you. During one class, they ask you if you want to do a group project together.

You actually really want to work with your friend who you always work with, and who you work really well with.

THIS IS HOW YOU FEEL

THIS IS WHAT YOU DO

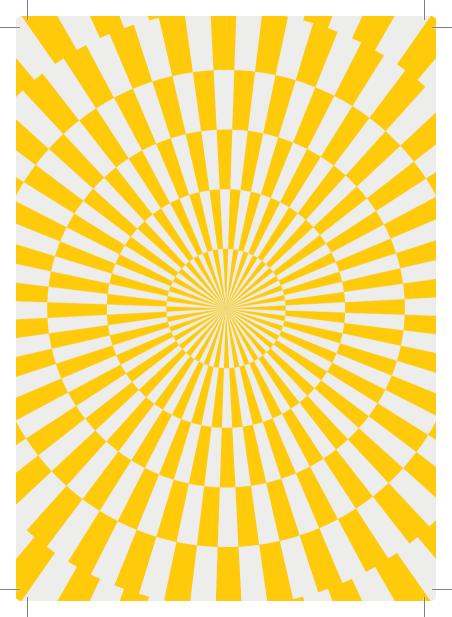


For a while now, you have been checking out someone you think is cute. You have not yet talked to each other but you decided to say something to them at lunch.

Just when you approach the person to say "hi," one of their friends starts laughing hysterically pointing at your pants zipper, which is unzipped.

THIS IS HOW YOU FEEL

THIS IS WHAT YOU DO

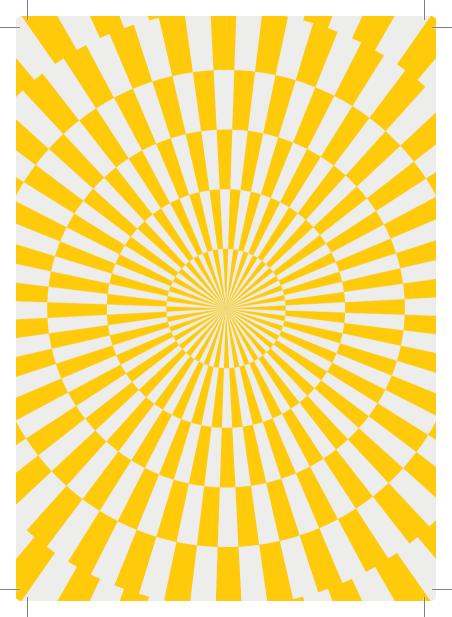


You and a classmate you know a little bit are the first ones to get changed for gym class, so you sit and talk together in the gym before the others arrive.

You suddenly see a bruise on their arm. When you ask what happened, they say, "My mom hit me."

THIS IS HOW YOU FEEL

THIS IS WHAT YOU DO

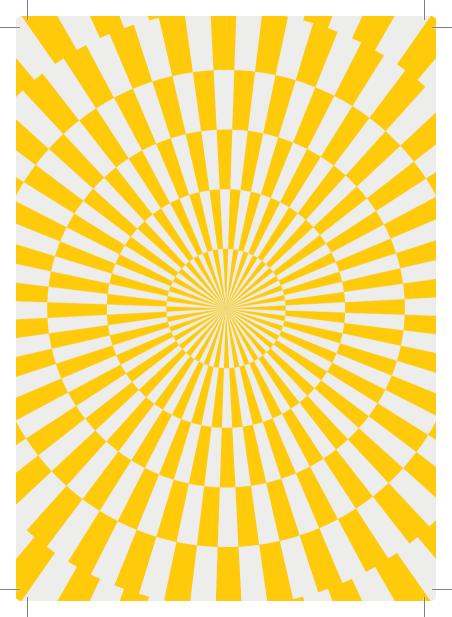


You are at a party on the weekend. You have had a fun night and some of your friends have been drinking alcohol.

It's getting late and you are going home. You realise that your friend's sister who is supposed to drive you is drunk.

THIS IS HOW YOU FEEL

THIS IS WHAT YOU DO

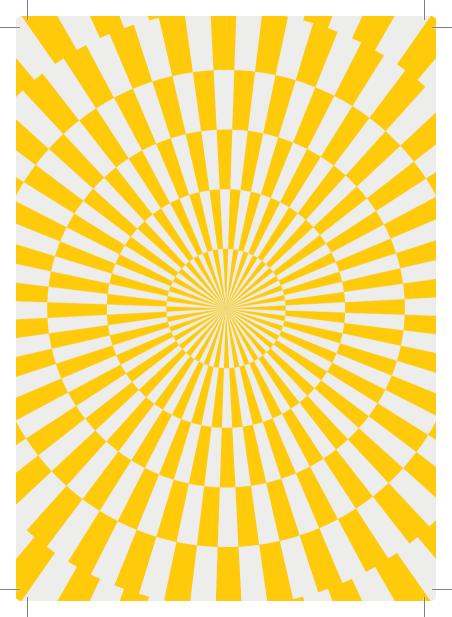


Your dad gets home from work. You can hear that he is stressed by the way he is making noise in the hallway and then he hurries into the kitchen. You are in another room on the phone with a friend.

Suddenly he blasts the door open and screams: "Why didn't you start cooking food like we decided this morning? Now dinner is going to be even later!"

THIS IS HOW YOU FEEL

THIS IS WHAT YOU DO

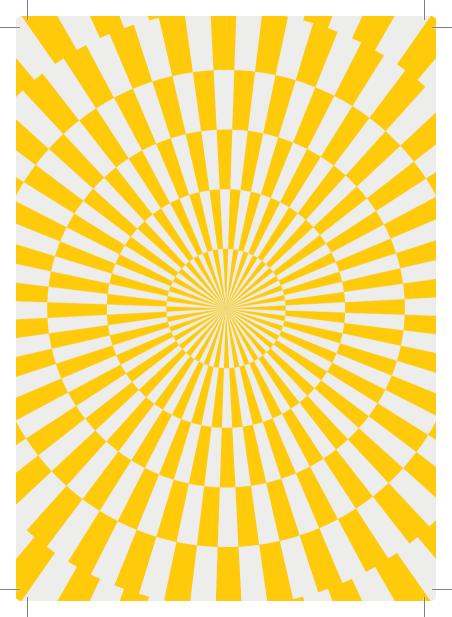


You start flirting with someone at school and the two of you seem to really like each other. You exchange numbers and start texting each other non-stop.

After a few days of texting back and forth, you still don't know each other very well, but you're starting to really like this person. It is late at night and they ask you to send them a nude photo of yourself.

THIS IS HOW YOU FEEL

THIS IS WHAT YOU DO

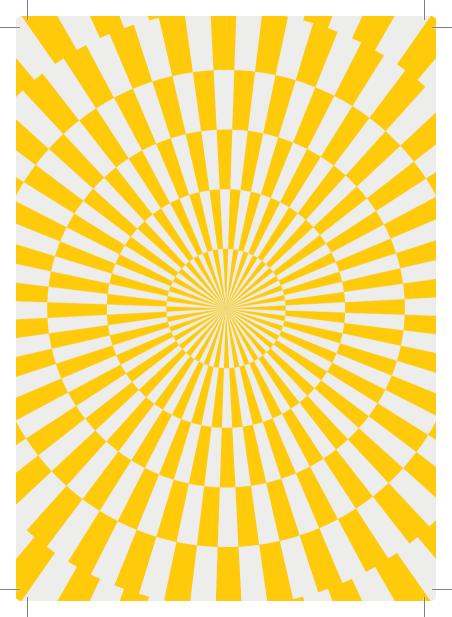


You post a picture on social media of you and your friends at a party. The picture gets a lot of "Likes" from people at your school.

A few hours later, you get a notification from a friend whom you forgot to invite to the party. That friend commented on the picture saying, "Thanks for the invite..."

THIS IS HOW YOU FEEL

THIS IS WHAT YOU DO

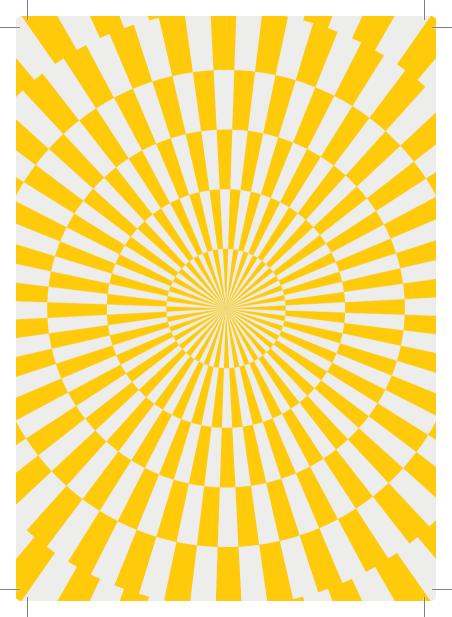


You and your friend have plans to hang out tonight. The two of you stop at the store to buy snacks.

As you walk through the store, your friend decides to try on a pair of shoes. Your friend leaves their old worn-out shoes in the box and keeps the new shoes on and walks out of the store without paying for them.

THIS IS HOW YOU FEEL

THIS IS WHAT YOU DO

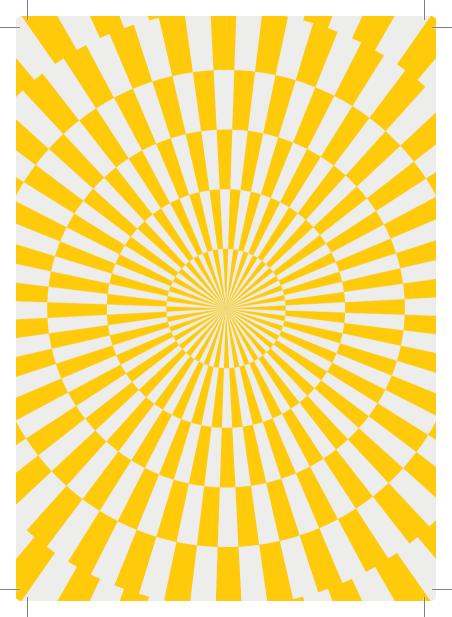


You and your girlfriend/boyfriend have been dating for a year, and you notice that recently they have stopped texting and calling you back as often as they used to. You asked them to hang out last night, but they said they had too much homework.

Before class starts, one of your friends tells you they saw your girlfriend/ boyfriend last night at the movies with another person.

THIS IS HOW YOU FEEL

THIS IS WHAT YOU DO

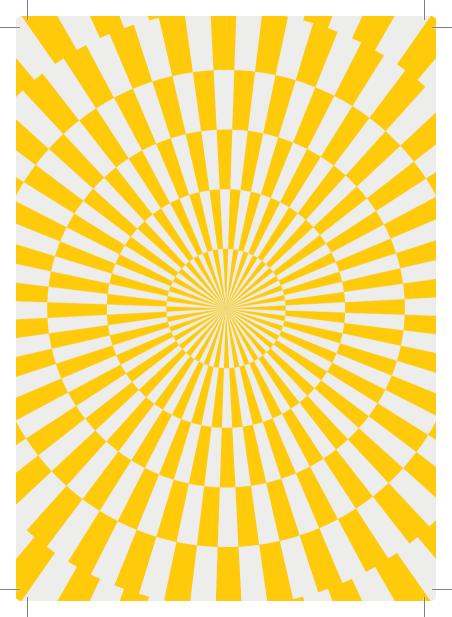


You are hanging out with a group of friends when one of them pulls out some weed and starts passing it around.

Everyone in the group takes a hit, but you don't want to. When you refuse to smoke, someone in the group says, "Come on, don't be a loser."

THIS IS HOW YOU FEEL

THIS IS WHAT YOU DO



Student Baseline Survey

Rural Resiliency: Expanding Access to Youth Aware of Mental Health

• Do not write your name anywhere on this survey

- Your name and your answers will be kept confidential and will only be accessible to the researchers of the YAM project.
- Your answers will **not** affect your grades, and your teachers will not be able to access them.
- This is **not a test**. We are only interested in your opinions.
- Answer the questions **fast**; try not to think for too long or get stuck on any of the questions.
- If there is any question you do not completely understand, try your best to answer it anyway.
- If you need help answering these questions, please raise your hand and talk with the person who gave it to you.

This survey contains questions regarding how you feel and your opinion on various topics. Your answers will help us better understand young people and their health. We hope that you will answer all questions, but your participation is completely voluntary.

Thank you for your help!

- If you have any questions or concerns regarding this survey, contact the project coordinator.
- If you feel unwell and need to talk to someone to get immediate counseling, you can contact the project coordinator.

Project coordinator	This study is conducted by:
Name: Kelley Edwards	• Center for Research on Rural Education, Montana State University. 119 Reid Hall, Bozeman, MT 59717-3070.Telephone: 406-994-
Email: kelley.edwards@montana.edu	7426
Telephone: 406-994-1606	Homepage:https://www.montana.edu/crre/youthawareofmentalhealth.html
(available Monday-Friday 8am-5pm)	
	 MSU Extension, 316B Herrick Hall, PO Box 173540,
	Bozeman, MT 59717-3540. Telephone: 406-994-6745.
	Homepage: http://www.msuextension.org/health.

1.	What grade are you in?
	O 7 th grade
	O 8 th grade O 9 th grade
	O 10 th grade
	O 11 th grade
	O 12 th grade
2.	What year were you born?
	Year:
3.	What is your gender?
	O Male
	O Female
	O Non-binary
4.	Do you identify as an LGTBQ+ person?
	O Yes
	O No
5.	What is your ethnicity? (select all that apply)
	O White, non-Hispanic
	O Hispanic
	O American Indian
	Tribe or Nation:
	O African-American
	O Asian
	Other (please describe)
6.	In the previous 12 months, was there any time your family has run out of food and not been able
	to purchase more? O Yes
	O No
	O I don't know

7. Think of this ladder as representing where people stand in their communities. People define community in different ways; please define it in whatever way is most meaningful to you. At the **top** of the ladder are the people who have the highest standing in their community. At the **bottom** are the people who have the lowest standing in their community.

Where would you place yourself on this ladder? Please choose the number on the step you think you stand at this time in your life, relative to other people in your community.



		Not at all	Several days	More than half the days	Nearly every day
9.1	Feeling down, depressed, irritable, or hopeless?	0	0	0	0
9.2	Little interest or pleasure in doing things?	0	0	0	0
9.3	Trouble falling asleep, staying asleep, or sleeping too much?	0	0	0	0
9.4	Poor appetite, weight loss, or over eating?	0	0	0	0
9.5	Feeling tired, or having little energy?	0	0	0	0
9.6	Feeling bad about yourself- or feeling that you are a failure, or that you have let yourself or your family down?	0	0	0	0
9.7	Trouble concentrating on things like school work, reading, or watching TV?	0	0	0	0
9.8	Moving or speaking so slowly that other people could have noticed? Or the opposite – being so fidgety or restless that you have been moving around a lot more than usual?	0	0	0	0

8. In the previous 12 months was there any time you have run out of food and not been able to

purchase more?

O Yes O No 10. The following questions ask about thoughts, feelings, and behaviors, often tied to concerns about family, health, finances, school, and work. Please respond to each item by filling in one bubble per row.

	During the past 7 days, I have	Never	Occasionally	Half of the time	Most of the time	All of the time
10.1	Felt moments of sudden terror, fear, or fright	0	0	0	0	0
10.2	Felt anxious, worried, or nervous	0	0	0	0	0
10.3	Had thoughts of bad things happening, such as family tragedy, ill health, loss of a job, or accidents	0	0	0	0	0
10.4	Felt a racing heart, sweaty, trouble breathing, faint or shaky	0	0	0	0	0
10.5	Felt tense muscles, felt on edge or restless, or had trouble relaxing or trouble sleeping	0	0	0	0	0
10.6	Avoided, or did not approach or enter, situations about which I worry	0	0	0	0	0
10.7	Left situations early or participated only minimally due to worries	0	0	0	0	0
10.8	Spent lots of time making decisions, putting off making decisions, or preparing for situations, due to worries	0	0	0	0	0
10.9	Sought reassurance from others due to worries	0	0	0	0	0
10.10	Needed help to cope with anxiety (e.g., alcohol or medication, superstitious objects, or other people)	0	0	0	0	0

11. The following questions ask about thoughts, feelings, and behaviors that you may have had about *social situations*. Usual social situations include: public speaking, speaking in meetings, attending social events or parties, introducing yourself to others, having conversations, giving and receiving compliments, making requests of others, and eating and writing in public. Please respond to each item by filling in one bubble per row.

	During the <u>past 7 days</u> , I have	Never	Occasionally	Half of the time	Most of the time	All of the time
11.1	Felt moments of sudden terror, fear, or fright in social situations	0	0	0	0	0
11.2	Felt anxious, worried, or nervous about social situations	0	0	0	0	0
11.3	Have had thoughts of being rejected, humiliated, embarrassed, ridiculed, or offending others	0	0	0	0	0
11.4	Felt a racing heart, sweaty, trouble breathing, faint or shaky in social situations	0	0	0	0	0
11.5	Felt tense muscles, felt on edge or restless, or had trouble relaxing in social situations	0	0	0	0	0
11.6	Avoided, or did not approach or enter, social situations	0	0	0	0	0
11.7	Left social situations early or participated only minimally (e.g., said little, avoided eye contact)	0	0	0	0	0
11.8	Spent a lot of time preparing what to say or how to act in social situations	0	0	0	0	0
11.9	Distracted myself to avoid thinking about social situations	0	0	0	0	0
11.10	Needed help to cope with social situations (e.g., alcohol or medication, superstitious objects)	0	0	0	0	0

12.	The following questions are about mental	health kno	owledge. Rea	d each state	ment below a	nd mark
	how much they apply to you.					

		Completely disagree	Disagree somewhat	Agree somewhat	Completely agree
12.1	I have a clear understanding of what may cause mental health problems.	0	0	0	0
12.2	I believe I know where to turn, should I ever experience mental health problems.	0	0	0	0
12.3	I know that there are several different treatment methods for mental health problems.	0	0	0	0
12.4	I am aware of how I feel.	0	0	0	0
12.5	I am able to put words on what I think and feel.	0	0	0	0
12.6	I know how to handle stress.	0	0	0	0
12.7	I am able to recognize when a mental health problem becomes too big for me to handle on my own, and therefore seek help or support from others.	0	0	0	0

^{13.} Sometimes kids have problems or feel upset about things. When this happens, they may do different MSU CRRE: 2021 Baseline Youth Aware of Mental Health Survey

things to solve the problem or to make themselves feel better. For each item below, choose the answer that best describes how often you usually did this to solve your problems or make yourself feel better over the past month. There are no right or wrong answers, just indicate how often **you usually** did each thing in order to solve your problems or make yourself feel better during the past month.

		Never	Sometimes	Often	Most of the time
13.1	You thought about what you could do before you did something	0	0	0	0
13.2	You tried to notice or think about only the good things in your life	0	0	0	0
13.3	You told people how you felt about the problem				
13.4	You did something to make things better	0	0	0	0
13.5	You talked to someone who could help you figure out what to do	0	0	0	0
13.6	You told yourself things would get better	0	0	0	0
13.7	You listened to music	0	0	0	0
13.8	You reminded yourself that you are better off than a lot of kids	0	0	0	0
13.9	You went bicycle riding	0	0	0	0
13.10	You talked about your feelings to someone who really understood	0	0	0	0
13.11	You told other people what you wanted them to do	0	0	0	0
13.12	You thought about what would happen before you decided what to do	0	0	0	0
13.13	You told yourself it would be OK	0	0	0	0
13.14	You told other people what made you feel the way you did	0	0	0	0
13.15	You told yourself you could handle this problem	0	0	0	0
13.16	You went for a walk	0	0	0	0

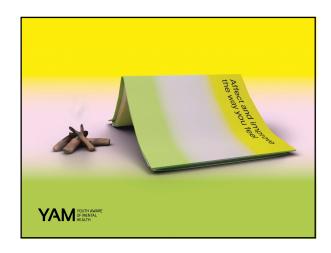
MSU CRRE: 2021 Baseline Youth Aware of Mental Health Survey

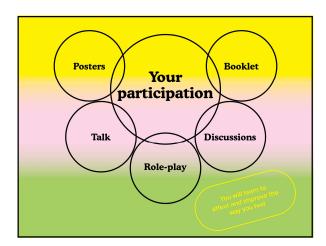
13.17	You told others how you would like to solve the problem	0	0	0	0
13.18	You tried to make things better by changing what you did	0	0	0	0
13.19	You told yourself you have taken care of things like this before	0	0	0	0
13.20	You played sports	0	0	0	0
13.21	You thought about why it happened	0	0	0	0
13.22	You let other people know how you felt	0	0	0	0
13.23	You told yourself you could handle whatever happens	0	0	0	0
13.24	You told other people what you would like to happen	0	0	0	0
13.25	You told yourself that in the long run, things would work out for the best	0	0	0	0
13.26	You read a book or magazine	0	0	0	0
13.27	You reminded yourself that you knew what to do	0	0	0	0
13.28	You thought about which things are best to do to handle the problem	0	0	0	0
13.29	You told yourself that it would work itself out	0	0	0	0
13.30	You talked to someone who could help you solve the problem	0	0	0	0
13.31	You went skateboard riding or roller skating	0	0	0	0
13.32	You reminded yourself that overall things are pretty good for you	0	0	0	0
13.33	You did something like video games or a hobby	0	0	0	0
13.34	You did something to solve the problem	0	0	0	0

13.35	You tried to understand it better by thinking more about it	0	0	0	0	
13.36	You reminded yourself about all the things you have going for you	0	0	0	0	
13.37	You thought about what you needed to know so you could solve the problem	0	0	0	0	
13.38	You did something in order to get the most out of the situation	0	0	0	0	
13.39	You thought about what you could learn from the problem	0	0	0	0	
13.40	You watched TV	0	0	0	0	
13.41	You did some exercise	0	0	0	0	
13.42	You tried to figure out why things like this happen	0	0	0	0	
 14. Over the last 12 months, have you had a period of weeks or more when you are feeling depressed, anxious, emotionally stressed, or are misusing alcohol or drugs, and these problems are interfering with your life? O Yes O No O I Don't Know 15. In the past 12 months, have you talked to a medical doctor or other professional about problems with feeling depressed or anxious problems or about drinking alcohol or taking drugs? (Other professionals include psychologists, counselors, nurse, other healing professionals). O Yes 						
	O No O I Don't Know					

16. Please read each statement and rate how true each statement is for you.

		1- Not confident at all	2	3	4	5- Very Confident
16.1	How confident are you to seek help if you had an alcohol or drug problem?	0	0	0	0	0
16.2	How confident are you to seek help if you had depression, anxiety, or another emotional problem?	0	0	0	0	0
16.3	How confident are you to help a friend seek help who is struggling with drug misuse or other emotional problems, like depression?	0	0	0	0	0





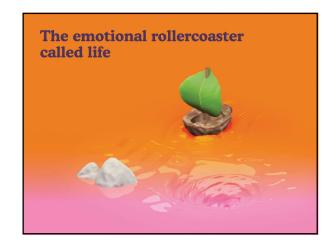
Group Agreements

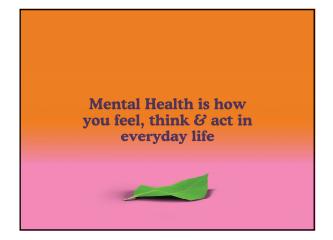
O Give it a try
say as much or as little as you want
to there is no pressure or judgement

O No one knows everything,
together we know a lot
share and listen

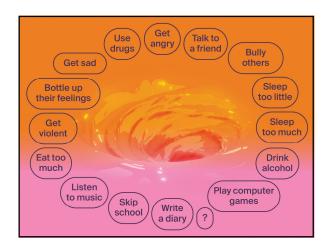
O One diva, one mic
one person speaks at a time

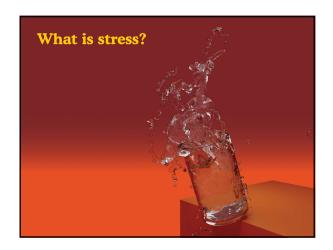
O Confidentiality
what we do in YAM, stays in YAM





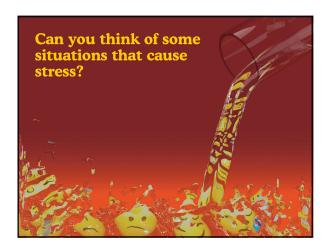




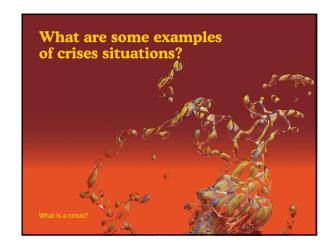






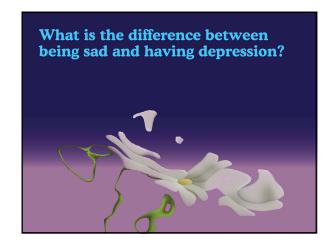








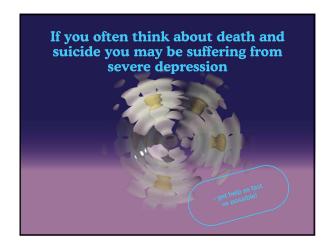




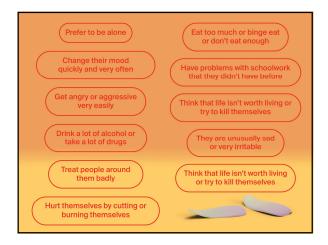












Helping a friend does not mean: that you will solve their problem or advise them exactly on how to get better The most important thing is important thing is important thing is important to listen



Everyone needs help sometimes			
	There are people who can help you Give them a give them a chance to do so by chance to do so the contacting them!		

(Health Education and Physical Education) Montana K-12 Health Enhancement **Content Standards Framework**

Health Education Standard 1 Comprehend concepts related to health promotion and disease prevention to enhance personal health

Rationale

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors. This standard includes essential concepts that are based on established health behavior theories and models.

By the end of each grade or grade band, students will be able to:

			consequences				
			potential				
	cultures		behaviors and their				
	American Indian		d. Describe risky				
cultures	strategies from	behaviors					
American Indian	and contemporary	engaging in risky	cultures	VANA			
strategies from	including traditional	consequences of	American Indian				
and contemporary	stress management,	c. Identify potential	strategies from				
including traditional	prevention, and		and contemporary				
stress management,	injury and disease	cultures	including traditional				
prevention, and	activity, exercise,	American Indian	stress management,				
injury and disease	nutrition, sexual	strategies from	prevention, and				
sexual activity,	prevention,	and contemporary	injury and disease				
nutrition, exercise,	substance abuse	including traditional	nutrition, exercise,				
abuse prevention,	for issues such as	stress management,	prevention,				
such as substance	enhancing strategies	prevention, and	substance abuse				
strategies for issues	promote health	injury and disease	encompass				
health enhancing	behaviors that	nutrition, exercise,	strategies that	behaviors			
c. Develop personal	c. Analyze	prevention,	health enhancing	to practice healthy			
		substance abuse	c. Identify personal	c. Use goal-setting			
of healthy behaviors	healthy behaviors	encompass					
practicing a variety	barriers to practicing	strategies that	effect on health	and wellness			
of and barriers to	benefits of and	health enhancing	behaviors and their	that improve health			
contrast the benefits	b. Describe the	b. Describe personal	and unhealthy	b. Define life skills			
b. Compare and			 b. Discuss healthy 				
	and personal health	and personal health		health	personal health		
affect health status	healthy behaviors	healthy behaviors	and wellness	choices and personal	behaviors affect	The All Andrews Walter Committee Com	behaviors
health behaviors can	relationship between	relationship between	that improve health	between healthy	explain how health	behaviors	and unhealthy
a. Predict how	a. Discuss the	a. Explain the	 a. Identify life skills 	a. Identify links	a. Identify and	a. Describe healthy	a. Identify healthy
HE 1.1	HE 1.1	HE 1.1	HE 1.1	HE 1.1	HE 1.1	HE 1.1	HE 1.1
Grades 9-12	Grades 6-8	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	χ.
C 0 13	2 1 10				20 Company of the Company		

a. Identify environmental factors that can affect health	HE 1.3 a. Identify ways germs are spread b. Show ways to prevent the spread of germs	a. Identify characteristics of physical, mental, and emotional health b. Identify characteristics of family and social health, including those of contemporary and traditional American Indian cultures and practices	;
a. Identify environmental factors that can affect health	a. Identify ways to prevent the spread of germs	HE 1.2 a. Give examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices	Claur I
ALE 1.4 a. Describe common environmental factors that can affect health	a. Describe some ways to prevent childhood communicable diseases	a. Recognize that there are multiple dimensions of health, such as physical, mental, and emotional, as well as family and social health, including those of traditional and contemporary American Indian cultures and practices	Ci ane 7
a. Identify the potential sources of environmental factors that affect health	HE 1.3 a. Explain the difference between childhood communicable and non-communicable diseases	HE 1.2 a. Describe various types of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices	Grade 3
a. Describe the potential sources of environmental factors that affect health	HE 1.3 a. Describe how universal precautions and other hygienic practices reduce the risk for contracting disease	HE 1.2 a. Discuss various characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices	Grade 4
HE 1.4 a. Discuss ways environmental factors affect health	HE 1.3 a. Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases	HE 1.2 a. Identify examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices	Grade 5
HE 1.4 a. Discuss ways environmental factors affect health	HE 1.3 a. Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases	HE 1.2 a. Identify characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices	Grades 6-8 HE 1.1 d. Analyze the potential consequences of engaging in risky helpayions
HE 1.4 a. Analyze how environmental factors and personal health are interrelated	HE 1.3 a. Compare and contrast various ways to prevent communicable diseases	HE 1.2 a. Analyze the interrelationships of physical, mental, emotional, family, and social health on personal health, including those of American Indian cultures and practices	Grades 9-12 HE 1.1 d. Compare and contrast the potential consequences of engaging in risky

Continued

from treaty							
benefits resulting	benefits						
and health care	and health care						
American Indians	American Indians	care benefits					
issues regarding	issues regarding	Indians and health					
including the unique	including the unique	regarding American					
and health status.	personal health,	the unique issues					
access to health care	care can promote	benefits, including	health care	care	health care	care professional	
relationship between	appropriate health	health care and their	is important to seek	that require health	important to seek	for seeing a health	health care
a. Analyze the	a. Explain how	a. Give examples of	 Describe when it 	a. Identify situations	a. Describe why it is	a. Identify reasons	 a. Give examples of
HE 1.8	HE 1.8	HE 1.8	HE 1.8	HE 1.8	HE 1.8	HE 1.8	HE 1.8
	problems	problems					
problems	adolescent health	injuries and health	potential treatments		injuries		
injuries and health	injuries and other	common childhood	problems and	problems	common childhood	and their treatment	
reduce or prevent	reduce or prevent	prevent and treat	childhood health	childhood health	prevent and treat	childhood injuries	childhood injuries
a. Propose ways to	a. Describe ways to	 a. Describe ways to 	 Describe common 	a. Identify common	a. Identify ways to	 a. Identify common 	 a. Identify common
HE 1.7	HE 1.7	HE 1.7	HE 1.7	HE 1.7	HE 1.7	HE 1.7	HE 1.7
health							
promote personal	health	health					
environments to	promote personal	promote personal					
and community	environments can	environments can		environments			
and healthy school	community	community	environments	and community	community	community	community
advocate for safe	healthy school and	healthy school and	community	affected by school	school and in the	at school and in the	and in the
contrast ways to	which safe and	which safe and	for safe school and	health can be	how to be safe at	be safe and healthy	practices at school
a. Compare and	a. Analyze ways in	a. Describe ways in	 a. Discuss practices 	a. Describe how	a. Give examples of	a. Identify ways to	 a. Identify safety
HE 1.6	HE 1.6	HE 1.6	HE 1.6	HE 1.6	HE 1.6	HE 1.6	HE 1.6
personal health							
genetics and family							
a. Analyze how							
HE 1.5							
Grades 9-12	Grades 0-8	Grades	Grade 4	Grade 3	Grade 2	Grade I	7

Health Education Standard 1 Comprehend concepts related to health promotion and disease prevention to enhance personal health Continued

			parts and function	HE 1.9 a. Ideni	
			parts and their function	HE 1.9 a. Identify body	К
		digestive and nervous	body systems such as circulatory, respiratory, cardiovascular, skeletal muscular	HE 1.9 a. Identify basic	Grade 1
		skeletal, muscular, digestive and nervous	body systems and their function such as the circulatory, respiratory,	HE 1.9 a. Identify basic	Grade 2
		skeletal, muscular, digestive and nervous	systems and their function including circulatory, respiratory,	HE 1.9 a. Identify body	Grade 3
7		cardiovascular, skeletal, muscular, digestive and nervous	structure and function of each of the following major systems: circulatory, respiratory	HE 1.9 a. Discuss the	Grade 4
		development and the reproductive system	structure and function of the major human body systems, including	HE 1.9 a. Identify the basic	Grade 5
	systems	b. Identify basic structures and functions of the male and female reproductive health	body systems, their function and their interrelationship with one another	HE 1.9 a. Define human	Grades 6-8
d. Compare and contrast how physical, mental, social, spiritual, and cultural factors influence attitudes about sexuality	c. Explain fertilization, conception and how the baby's sex and inherited traits are determined	b. Explain the natural body changes of reproductive health	body systems, their function and their interrelationship with one another	HE 1.9 a. Analyze human	Grades 9-12

Rationale

Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors, including personal values, beliefs, and perceived norms.

By the end of each grade or grade band, students will be able to:

unhealthy behaviors	unhealth	unhealthy behaviors					
healthy and	mence	healthy and	behavior	behavior	behavior	behavior	
	low	a. Identify how	a. Discuss ways that	a. Describe ways	a. Identify ways that	a. Identify ways that	
HE 2.2		HE 2.2	HE 2.2	HE 2.2	HE 2.2	HE 2.2	
behaviors							
health practices and							
beliefs on individual							
personal values and						-	
influence of							
c. Explain the							
10000							
behaviors							
and unhealthy							
influence healthy						7/-	
societal norms							
perception of							
b. Explain how the							
		behaviors	behaviors	behaviors	behaviors		
health practices and of adolescents	actices and	health pra	health practices and	health practices and	health practices and		
personal influence the health	personal	influence personal	influence personal	influence personal	influence personal	health promotion	promote health
culture family and culture	culture	family and culture	family and culture	family and culture	family and culture	family practices	practices that
how a. Explain how	how	a. Examine how	a. Explain ways	a. Describe ways	a. Identify how	a. Describe ways a	a. Identify family
HE 2.1		HE 2.1	HE 2.1	HE 2.1	HE 2.1	HE 2.1	HE 2.1
Grade 5 Grades 6-8	ide 5	Gra	Grade 4	Grade 3	Grade 2	Grade 1	7
					The state of the s		

Continued

X	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
HE 2.3	HE 2.3	HE 2.3	HE 2.3	HE 2.3	HE 2.3	HE 2.3	HE 2.3
a. Identify healthy	a. Identify ways in	a. Identify what the	a. Explain ways the	a. Identify how the	a. Describe how the	a. Explain how the	a. Evaluate how the
practices at school	which schools	school can do to	school can support	school, tribe, and	school, tribe, and	school, tribe, and	school, tribe, and
	promote personal	support personal	personal health	community can	community can	community can	community can
	health practices and	health practices and	practices and	support personal	support personal	affect personal	affect personal
	behaviors	behaviors	behaviors	health practices and	health practices and	health practices and	health practices and
				behaviors	behaviors	behaviors	behaviors
	HE 2.4	HE 2.4	HE 2.4	HE 2.4	HE 2.4	HE 2.4	HE 2.4
	a. Identify examples	a. Describe how the	a. Discuss ways the	a. Discuss why the	 Explain how 	a. Explain how	a. Evaluate the
	from different media	media can influence	media can influence	media influences	media influences	messages from	effect of media on
	sources that	health behaviors	thoughts, feelings,	thoughts, feelings,	thoughts, feelings,	media influence	personal and family
	influence health		and health behaviors	and health behaviors	and health behaviors	health behaviors	health
			HE 2.5	HE 2.5	HE 2.5	HE 2.5	HE 2.5
			a. Identify types of	a. Identify ways	a. Discuss ways that	a. Explain the	a. Evaluate the
			technology that	technology can	technology can	influence of	impact of
			influence personal	influence personal	influence personal	technology on	technology on
			health	health	health	personal and family	personal, family,
						health	and community
							health
		HE 2.6	HE 2.6	HE 2.6	HE 2.6	HE 2.6	HE 2.6
		a. Give examples of	a. Describe ways	 a. Discuss ways that 	a. Explain how	 a. Compare and 	a. Explain how
		school or	that school and	school and	school, public and	contrast how school,	public health
		community policies	community policies	community policies	tribal health policies	public and tribal	policies and
		that promote health	promote health and	promote health,	can influence health	health policies can	governmental
		and safety	safety	safety and disease	promotion and	influence health	regulations,
				prevention	disease prevention	promotion and	including tribal, can
						disease prevention	influence health
							promotion and
							disease prevention

Rationale

Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources.

By the end of each grade or grade band, students will be able to:

	HE 3.2 a. Identify school and community health and safety resources	K HE 3.1 a. Identify adults who help promote health
	HE 3.2 a. Describe school and community health and safety resources	Grade 1 HE 3.1 a. Describe ways adults can help promote health
	HE 3.2 a. Identify ways to locate school and community health and safety resources	Grade 2 HE 3.1 a. Identify trusted adults and professionals who can help promote health
	HE 3.2 a. Identify resources available at home, school, tribe, and community that provide valid health information	Grade 3 HE 3.1 a. Give examples of valid health information, products, and services
	HE 3.2 a. Describe resources from home, school, tribe, and community that provide valid health information	Grade 4 HE 3.1 a. Identify qualities of valid health information, products, and services
	HE 3.2 a. Locate resources from home, school, tribe, and community that provide valid health information	Grade 5 HE 3.1 a. Identify characteristics of valid health information, products, and services
b. Determine the accessibility of products that enhance health c. Describe situations that may require professional health services	HE 3.2 a. Access valid health information from home, school, tribe, and community	Grades 6-8 HE 3.1 a. Analyze the validity of health information, products, and services
b. Determine the accessibility of products and services that enhance health c. Determine when professional health services may be required	HE 3.2 a. Use resources from home, school, tribe, and community that provide valid health information	Grades 9-12 HE 3.1 a. Evaluate the validity of health information, products, and services

Rationale

Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships.

V me enu of euch 8.	b) the end of each grane of grade 1 Grade 2	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
HE 4 I	HF 4 1	HE 4.1	HE 4.1	HE 4.1	HE 4.1	HE 4.1	HE 4.1
a Identify feelings	a. Show how to	a. Identify healthy	a. Express ways to	a. Demonstrate ways	a. Use effective	a. Apply effective	a. Use skills for
and emotions	share feelings in a	ways to express	show respect for self	to communicate	verbal and	verbal and	communicating
and emonone	healthy way	needs, wants, and	and others,	care, consideration,	nonverbal	nonverbal	effectively with
	meaning may	feelings	including those of	and respect of self	communication	communication	family, peers, and
		q	traditional and	and others,	skills to enhance	skills to enhance	others to enhance
			contemporary	including those of	health, including	health, including	health, including
			American Indian	traditional and	those of traditional	those of traditional	those of traditional
			cultures and	contemporary	and contemporary	and contemporary	and contemporary
			practices	American Indian	American Indian	American Indian	American Indian
				cultures and	cultures and	cultures and	cultures and
				practices	practices	practices	practices
HE A 3	HE 4.7	HE 4.7	HE 4.2	HE 4.2	HE 4.2	HE 4.2	HE 4.2
a Understand that	a Describe ways	a. Use listening	a. Identify verbal	a. Identify reasons to	a. Use refusal skills	 a. Use refusal and 	a. Use refusal,
listening is a	listening is a	skills to enhance	and nonverbal	use refusal skills to	that avoid or reduce	negotiation skills	negotiation, and
respectful and caring	respectful and caring	health	refusal skills	avoid or reduce	health risks	that avoid or reduce	collaboration skills
behavior	behavior			nealth risks		Health Hono	and avoid or reduce
							health risks
HE 4.3	HE 4.3	HE 4.3	HE 4.3	HE 4.3	HE 4.3	HE 4.3	HE 4.3
a Use refusal skills	a. Describe and	a. Exhibit ways to	a. Recognize	a. Identify strategies	a. Use nonviolent	a. Use effective	a. Use strategies to
in risky situations	demonstrate how to	respond in an	conflict and apply	to control angry	strategies to manage	conflict	prevent, manage, or
	use a variety of	unwanted,	nonviolent strategies	feelings	or resolve conflict	management or	resolve interpersonal
a Identify risky	refusal skills	threatening, or	to manage or resolve	8		resolution strategies	conflicts without
situations		dangerous situation	conflict				harming self or
							others
HE 4.4	HE 4.4	HE 4.4	HE 4.4	HE 4.4	HE 4.4	HE 4.4	HE 4.4
a Identify	a. Describe how to	a. Express ways to	a. Discuss situations	a. Describe reasons	a. Discuss how to	a. Discuss how to	a. Discuss how to
dangerous situations	get help in a	tell a trusted adult if	when it is necessary	for seeking	ask for assistance to	ask for assistance to	ask for and offer
ď	dangerous situation	threatened or	to seek assistance	assistance to	enhance the health	enhance the health	assistance to
	(harmed	for the health and	enhance the health	and safety of self	and safety of self	enhance the health
			safety of self and	and safety of self	and others	and others	and safety of self
			others	and others			and others

Rationale
Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy, safe and informed decisions.

options to safety and health-related issues or problems
a. Compare and contrast healthy
5.3
decisions
in making safety
assistance is needed
 a. Analyze when
HE 5.2
HE 5.1 a. Identify health-related situations that might require thoughtful decisions
Grade 5

7	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8
HE 5 4	HE 5.4	HE 5.4	HE 5.4	HE 5.4	HE 5.4	HE 5.4
a Identify noscible	a Identify possible	a. Describe possible	a. Discuss possible	a. Explain possible	a. Predict the	a. Predict the
a. Identify possion	a. Identify possione	a perente possession	The state of the s			antantial short-term
consequences of	consequences of	consequences of	consequences of	consequences of	potential outcomes	potential snort-term
ahalaa whan	choices when	choices when	choices when	health-related	of options when	and long-term
choices when	CHOICES WHELL	CHOICES WITCH	CITOTOCS TITLETT			· · · · · · · · · · · · · · · · · · ·
making safety and	making safety and	making safety and	making safety and	decisions	making safety and	impact of nearth and
health-related	health-related	health-related	health-related		health-related	safety related
Health Folares			decisions	h Create a list of	decisions	options on self and
decisions	decisions	decisions				
				positive and		others
			b. Identify outcomes	negative outcomes	b. Describe the	
			for various safety.	related to various	outcomes of safety	b. Analyze the
				6. 11 -14	and haslth malatad	automas of safety
			healthy and	salety and nearin-	and nearm-related	Outcomes or sarety
			unhealthy decisions	related decisions	decisions	and health-related
			•			decisions

Rationale
Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals.

By the end of each grade or grade band, students will be able to:

Ж	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
HE 6.1	HE 6.1	HE 6.1	HE 6.1	HE 6.1	HE 6.1	HE 6.1	HE 6.1
 a. Identify healthy 	a. Explain types of	a. Identify short-	a. Describe ways to	a. Discuss reasons	 Set a personal 	a. Develop a goal to	a. Develop a plan to
habits	healthy habits	term personal health	set personal health	for setting personal	health goal and track	adopt, maintain, or	attain a personal
	***	goals and take	goals	health goals	progress toward its	improve personal	health goal that
		action towards			achievement	health practices	addresses strengths,
		achieving goals					needs, and risks
						 b. Assess personal 	
						health practices	b. Assess personal
							health practices and
							overall health status
HE 6.2	HE 6.2	HE 6.2	HE 6.2	HE 6.2	HE 6.2	HE 6.2	HE 6.2
 a. Identify ways 	a. Identify a goal	a. Identify who can	a. Explain how	a. Discusses	a. Identify resources	 a. Apply strategies 	a. Implement
family members	and who can help	help when assistance	friends, adults, and	personal health goal-	to assist in achieving	and skills needed to	strategies and
model healthy	achieve that goal	is needed to achieve	resources help in	setting and the	a personal health	attain a personal	monitor progress in
behaviors		a personal health	achieving a personal	resources that can	goal	health goal	achieving a personal
		goal	nearin goar	assist in achieving			nealth goal
				Quan		personal health	b. Formulate an
						goals can vary with	effective long-term
						changing abilities,	personal health plan
						priorities, and	
						responsibilities	

Health Education Standard 7 Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

By the end of each grade or grade band, students will be able to:

		risky to health	that are harmful or	a. Identify behaviors	HE 7.3							behaviors	health practices and	a. Identify personal	HE 7.2						self and others	behaviors toward	 a. Identify healthy 	HE 7.1	K	by me can of cach 8.
		health	or risky behaviors to	a. Explain harmful	HE 7.3						behaviors	personal health	maintain or improve	a. Tell ways to	HE 7.2					others	toward self and	of healthy behaviors	a. Identify examples	HE 7.1	Grade 1	by the end of each grade or grade batta, sinucins will be ubit to
		health risk	that avoid or reduce	a. Discuss behaviors	HE 7.3					personal health	maintain or improve	behaviors to	practices and	 a. Exhibit healthy 	HE 7.2						self and others	behaviors toward	a. Exhibit healthy	HE 7.1	Grade 2	muching with oc more to
		behaviors	and unhealthy	 a. Identify healthy 	HE 7.3						behaviors	personal health	for responsible	a. Discuss reasons	HE 7.2					others	toward self and	of healthy behaviors	a. Describe practices	HE 7.1	Grade 3	
risks	or reduce health	behaviors that avoid	for healthy	a. Discuss reasons	HE 7.3	personal health	maintain or improve	behaviors that	health practices and	 b. Explain personal 		health behaviors	responsible personal	a. Identify	HE 7.2					others	toward self and	of healthy behaviors	 a. Discuss practices 	HE 7.1	Grade 4	
	risks	or reduce health	behaviors to avoid	a. Use a variety of	HE 7.3	personal health	maintain or improve	and behaviors to	healthy practices	b. Use a variety of		health behaviors	responsible personal	a. Practice	HE 7.2					others	toward self and	of healthy behaviors	a. Explain benefits	HE 7.1	Grade 5	
others	risks to self and	or reduce health	behaviors to avoid	a. Describe	HE 7.3				behaviors	personal health	responsibility for	assuming	importance of	a. Explain the	HE 7.2			others	the health of self and	maintain or improve	behaviors that will	practices and	a. Analyze healthy	HE 7.1	Grades 6-8	
and others	to avoid or reduce	variety of behaviors	advocate for a	a. Discuss ways to	HE 7.3		la la				enhancing health	responsibility for	of individual	a. Analyze the role	HE 7.2	others	the health of self and	maintain or improve	behaviors that will	practices and	variety of healthy	advocate for a	a. Discuss ways to	HE 7.1	Grades 9-12	

Rationale
Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

Ry the end of each gi	rade or grade band, si	By the end of each grade or grade band, students will be able to:	••				
K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
HE 8.1	HE 8.1	HE 8.1	HE 8.1	HE 8.1	HE 8.1	HE 8.1	HE 8.1
a Identify ways to	a. Express how to	a. Make requests to	 a. Share accurate 	a. Discusses	 Express opinions 	a. State a health-	 a. Use accurate peer
ask others to assist	ask others to assist	promote health	information about a	accurate information	and give accurate	enhancing position	and societal norms
in promoting health	in promoting health		health issue	about a health issue	information about	on a topic and	to formulate a
Ö	c				health issues	support it with	health-enhancing
						accurate information	message
HF 8 2	HE 8.2	HE 8.2	HE 8.2	HE 8.2	HE 8.2	HE 8.2	HE 8.2
a Identify positive	a. Show how peers	a. Identify ways to	a. Encourage peers	a. Discuss ways that	a. Practice and	 Describe how to 	a. Advocate for
health choices that	can make positive	encourage others to	to make positive	encourage others to	rationalize reasons	influence and	behaviors and
can be made by	health choices	make positive health	health choices	make positive health	for positive health	support others to	practices that will
peers and self		choices		choices	choices	make positive health	support others in
						choices	health choices
						b. Work	
						cooperatively to	b. Work
						advocate for healthy	cooperatively as an
						individuals,	advocate for
						families, tribes and	improving personal,
						schools	family, and
							community health
HF 8.3	HE 8.3	HE 8.3	HE 8.3	HE 8.3	HE 8.3	HE 8.3	HE 8.3
a Identify health-	a. List a variety of	a. Describe health	a. Discuss health	a. Compare and	a. Evaluate various	a. Identify ways in	a. Adapt health-
related messages	health messages	messages and	messages and	contrast health	health messages and	which health-related	related messages
O	C	communication	communication	messages and	communication	messages and	and communication
		techniques	techniques	communication	techniques	communication	techniques to target
				techniques		techniques can be	audiences
						altered for different	
						audiences	

		Ballroom A	Extension Trivia	2:30 PM - 2:50 PM Extension Trivia
Creating a Plan for Work- Life Balance (Arnold, Igo)	Grant Basics & The Race for Funding (Scott-McRae)	FCS Gold Star Programs & Evaluation Update (Grocke)	Plan for Safety to Keep 4-H Fun (Phillippi)	Agriculture Policy & Market Update (Haynes, Bekkerman)
ROOM 235	AA: Ballroom D ROOM 233	MEAFCS: Ballroom C & MACAA: Ballroom A BALLROOM D	12:10 PM - 1:30 PM Lunch & Association Meetings 1:30 PM - 2:20 PM Breakout Session #3 BALLROOM B BALLROOM B	12:10 PM - 1:30 PM 1:30 PM - 2:20 PM BALLROOM B
Youth & STEM: Branching Out in Shooting Sports and Ag/Natural Resources (Gebault-King, Francis)	Curing Burnout: Rising from the Ashes (Siegelin, Keyes, Reed, Sackman, Veltkamp)	Q.P.R. Ask a Question to Save a Life (Evenson)	Welcoming New Families to 4-H (Jensen, Anderson, Baker, Phillippi)	Nitrate Testing Strips (Hammond)
ROOM 235	ROOM 233	Various BALLROOM D	Breakout Session # BALLROOM C	11:20 AM - 12:10 PM Breakout Session i BALLROOM B
Glyphosate and Cancer (Tharp)	Understanding Your Community for Better Program Planning (Clark)	Systems Approaches to Healthy Communities (Routh)	The Clover Cops: How Far Should We Go? (Kesner, Gebault-King, Phillippi, Schomer)	Tips for Applying for WSARE Professional Development Grants (Mills)
ROOM 235	ROOM 233	Comfort Inn Ballroom A Ballroom A Ballroom A Ballroom A Ballroom A Ballroom A Ballroom A	6:30 AM - 8:00 AM WellChe. 7:30 AM - 5:30 PM Extension Store Open 8:30 AM Conference Welcome 9:00 AM Welcome from President Waded Cruzado 9:30 AM - 10:00 AM New Faculty & Staff Introductions 10:00 AM - 10:20 AM Morning Break 10:20 AM - 11:10 AM Breakout Session BALLROOM B	6:30 AM - 8:00 AM WellChell 7:30 AM - 5:30 PM Extension Store 8:30 AM Conference Well 9:00 AM Welcome from 9:30 AM - 10:00 AM New Faculty & 10:00 AM - 10:20 AM Morning Break 10:20 AM - 11:10 AM Breakout Sessi BALLROOM B
		Outside Ballroom A	Registration	Tuesday, October 23, 2018 7:30 AM - 8:30 AM Registration
		Leigh Lounge SUB	onday, October 22, 2018 5:00 PM - 6:30 PM ESP Receptions: Host MACAA 9:00 PM - 11:00 PM Hospitality Room - Host MACAA	Monday, October 22, 2018 5:00 PM - 6:30 PM ESP Reception 9:00 PM - 11:00 PM Hospitality R
		Location	SCHEDULE Event	AC 2018 - DRAFT SCHEDULE Time Event

Tour (Day) 4:15 PM - 5:15 PM Roundball Game 6:00 PM - 10:00 PM BBQ & JCEP Aucti 10:00 PM - 11:30 PM Hospitality Room - Host MACDEP & MEAFCS Thursday, October 25, 2018 8:00 AM - 9:30 AM Ignite Breakfa	1:30 PM - 1:30 PM Lunch & Association Meetings 1:30 PM -4:00 PM In-Depth Sessions & Tou BALLROOM B BOZEMAN'S Housing Integrated Parasite Management for Sheep First Village (Watson) (Scott/Roeder) OFFSITE Rendevous Dining Hall	Noxious Weed Control (Mangold, Orloff) All is Fair in Love or Is It War? (Anderson, Baker, Wolery, Mangan)	2:50 PM - 3:45 PM Racism and Cultural Awarness in Montana 3:45 PM - 4:15 PM Afternoon Break 4:15 PM - 5:30 PM Extension Showcase Open House 6:30 PM - 10:00 PM Joint MACAA & MEAFCS Association Dinne 9:00 PM - 11:00 PM Hospitality Room - Host MAE4-HA Wednesday, October 24, 2018 7:00 AM - 7:50 AM Tribal Breakfa 7:30 AM - 12:00 PM Extension Store upen 8:00 AM - 8:45 AM Leadership Keynote: Blake Christensen 8:45 AM - 9:30 AM Impact Collaborative Presentation 9:30 AM - 11:10 AM MSU Extension Poker Run 11:20 AM - 12:10 PM Breakout Session # BALLROOM B
Marga Hoseaus Fitness Fairgrounds Comfort Inn Ballroom A	MAE4-HA: Ballroom C & MA Various BALLROOM D Farming is Risky Business (Wingard)	Preserving the Past for the Future: The Montana Community Archive Project (Lachapelle, Birnel, Younkin, Albin, Kesner)	Ballroom A Ballroom A Ballroom A Comfort Inn, Spanish Peaks Comfort Inn Ballroom D Ballroom A Ballroom A Ballroom A Ballroom A Ballroom A Ballroom A Ballroom A Ballroom A Ballroom A Ballroom A Ballroom A Ballroom A Ballroom A Ballroom A Ballroom A Ballroom A
	CDEP: Ballroom D OFFSITE Urban Tree Tour (Kerzicnik)	Redefining 4-H Agricultural Projects: A Community Review (Arnold, Sheperd)	ROOM 233
	ROOM 235 My Brains Are on Fire! (Garrison/Young)	Overview and Trends of the Beef, Sheep, Goat, and Wool Industries on a Glogal and Local Basis (Van Emon)	ROOM 235

			11:00 AM Conference Ends	11:00 AM
		Ballroom A	10:15 AM - 11:00 AM MSU Extension Director's Update	10:15 AM - 11:00 AM
		Ballroom A	9:30 AM -10:15 AM Excellence in Extension Awards	9:30 AM -10:15 AM
		Suicide Prevention Title TBD(Wolery)	Presenting a Roadmap to "Bike, Walk, Roll & Win": A Community Physical Activity Initiative	Montana School Wellness in Action (Bark)
Cooking Across Cultures (Carbajal)	Extreme Office Makeover - Extension Style (Lewis)	The Ecostar Award Program: Recognizing the Sustainability Efforts of Your Constituents (Grossenbacher)	REAL Montana: Resource Education and Agriculture Leadership (Becken)	Power of Leadership (Mastel)

Rural Resiliency: Expanding Access to Youth Aware of Mental Health Consent Form Funded by: USDA Rural Health and Safety Education Grant

Your child's school is participating in an evidence-based mental health promotional program called Youth Aware of Mental Health (YAM). YAM will be provided to all students in your child's grade as part of their regular curriculum. Montana State University would like to do a study to evaluate how much students benefit from the YAM program.

YAM consists of five classroom sessions throughout the course of three weeks led by a trained YAM instructor from your community. The program involves discussions among the class and role-playing a variety of life situations. The YAM instructor will teach students about mental health, how to seek help when stressed, and coping skills to deal with difficult life situations. Students may discuss tough topics like drug misuse, peer pressure, or depression and anxiety. In previous studies of YAM, no major risks were posed to the youth participants. If a student were to have a problem while participating in YAM, our certified instructors and assistants are trained to respond appropriately. If a student struggles while taking the survey, they can stop at any time. Instructors will work with school administration to ensure the students' needs are met. Your consent is not needed for your child to participate in the YAM program but IS needed for your child to take part in our study about YAM. If you provide consent for your child to participate in the YAM study, your child will be asked to fill out a survey about their feelings, how they cope with difficult situations, and whether they seek help from others. Students will fill out the survey twice, once before and 3 months after YAM is provided. The surveys will help us determine whether the YAM program has a positive impact on youth mental health. Ethical permission for the YAM program has been obtained from the Institutional Review Board at Montana State University and your child's school.

Your child's participation in this study is confidential. We will not record your child's name on the surveys. Instead, we will assign each child a unique ID number, which will be recorded on the survey. We will keep a Master List that contains your child's name and unique ID number only to ensure we can link surveys before and after YAM is provided. The Master List will be kept in a locked cabinet in a locked room separate from the survey information. The survey information and Master List also will be kept for at least six years on a secure server in a password-protected database. If you change your mind later and do not want us to keep your survey information, please call Kelley Edwards (phone number listed on this form). Your child will not be identified in any report about this study. The school will not receive information about individual student's surveys, unless your child's responses indicate that he/she are a threat to themselves or others. In that event, the school will be notified, and the school safety protocol will be followed.

The study survey is entirely voluntary. Your child has the right to stop the surveys at any time without consequences.

Call Kelley Edwards (406-994-1606) or Dr. Jayne Downey (406-994-7426) for questions about YAM. For questions about your child's research rights, call Dr. Mark Quinn (406-994-4707). An unsigned copy of this form is being given to you and your child. You can get a copy of your signed form by sending an e-mail to: kelley.edwards@montana.edu

I agree to my child being in the YAM study, if my child the day of the survey).	d agrees (my child will be asked to give assent at school on
Printed full name of child	
Your Signature	Date

Fightchildabuse.com - Created by Barbara Sinatra

"The objective of the program is to educate all ages of children about what to do when confronted with abusive behavior such as safe and unsafe touches and other physical and emotional abuse. Every video in the various series emphasizes the importance of going to a parent or another trusted adult when confronted with an unsafe situation. An "Unsafe Touch" is defined as touching private parts of the body that are covered by a bathing suit. Stranger safety, Internet safety, bullying and other situations are also presented. Additionally, the team produced a number of animated videos that help those that have been abused and have not yet disclosed the abuse.

The program has been tested at various stages of development with students, teachers, school administrators, parents, and experts in the field of child abuse. The videos are separated into various age and grade groups: Kindergarten through 3rd Grade, 4th Grade through 6th Grade, and videos for teens. Each video features distinct age-appropriate characters that students related well to and found believable during pre-release message testing.

The Fight Child Abuse program will increase awareness of child abuse by the media, school personnel, community organizations and within families. Recognizing that the problem of child abuse exists, and by talking about it, is, we believe, an essential step in preventing it. Likewise, we expect that with more kids aware of what constitutes abuse that perpetrators will have a much harder time attracting and grooming potential victims of abuse."

https://fightchildabuse.org/about-us/

- K-3 Video topics: Stop, Run, Tell, Safe and Unsafe touches, Neighbor, Friendly Stranger, Recognize the signs
- 4-6 Video Topics:Protect yourself rules, Secrets, Can't go home, Smart Choices online, tell, bullying, cyber bullying

Teens - Teenagers and sexual abuse, Online sexual abuse can happen, Friends can Help Stop Sexual Abuse, Saying No to Sexual Abuse, Grooming and Sexual Abuse, Sexual Abuse in the Family, Don's Let Pressure End up As Sexual Abuse.

Lone Peak High School

REQUEST FOR WAIVER/ REPLACEMENT

Student Name and I School Year: 2020 - Previous School:				
		Course to Replace/Waived	1	nts
Graduation	Credit	Course Name at Previous	LP Course	Reason
Requirement		School	Name	
Waived/Replace				
	.5		N/A	Student meets MT Art requirement for graduation. She has a total of 1.5 Performing and Visual Arts and 0.5 extra elective credit in Public Speaking from
		(Attach docume	ntation)	

Counselor Signature:

Principal Signature:

Superintendent's Signature:

Copy to be placed in Cum Folder

Date: 11.8.2022



TO: MTSBA Board of Directors

FROM: Lance Melton, Executive Director RE: Dues Revenue Estimate for FY2024

DATE: July 6, 2022

Pursuant to the MTSBA Bylaws, below is a dues revenue estimate for the fiscal year beginning July 1, 2023.

Requested Action: The MTSBA Board of Directors is requested to approve the FY24 dues revenue estimate for presentation to our members for their approval through electronic ballot.

Refresher Regarding How MTSBA Dues are Calculated:

The MTSBA bylaws include a dues formula that is based on total current spending by each member three years preceding the year to which the dues apply. The lag between the year of spending vs. the year of dues to which such spending applies is to ensure that we are relying on audited data submitted by OPI to the National Center for Education Statistics.

The dues formula is largely sensitive to each member's local funding, providing a decrease in dues when a member's expenditures drop from year to year and providing an increase in each year when a member's expenditures rise. If a member's spending places them in one of the floors, caps or flat rates, the dues for such member change according to the total percentage change in expenditures by all members in the applicable year.

The percentage by which total current spending of all members increased from FY20 to FY21 (ESSER funds removed from the total of both years) was 1.13% (\$19,377,800 increase in total current spending). That inflation factor has been applied to all floors, caps and flat rates as well as to spending thresholds as required by the Bylaws.

The following is a chart that identifies the various assessment rates, floors, caps and flat rates as they would be set in the bylaws after member approval. The chart below is in an adjusted form as specified in the Bylaws and is presented for your consideration and approval.

FY24 Proposed Dues Form	ula - Dues Effective July 1, 2023			
FY21 Spending Low	FY21 Spending High	Assessment	Floor	Сар
\$0	\$397,028	Flat Rate	\$403	\$403
\$397,029	\$2,390,975	0.14%	\$403	\$2,638
\$2,390,976	\$4,769,362	0.11%	\$2,638	\$4,457
\$4,769,363	\$7,067,083	0.09%	\$4,457	\$5,483
\$7,067,084	\$11,174,351	0.08%	\$5,483	\$7,247
\$11,174,352	Above Floor, not 1 of 7 largest	0.06%	\$7,247	\$14,171
Seven Largest Members	Flat Rate	Flat Rate	\$19,874	\$19,874
Coop Members	Flat Rate	Flat Rate	\$817	\$817

Estimated Dues Revenue Required by the MTSBA Bylaws:

The MTSBA Bylaws provide that I am to "estimate the financial impact of the formula above upon projected revenue from regular voting member dues for the Corporation in the subsequent year. In making such estimate, the Executive Director shall adjust the floors, caps and flat rates by the same percentage that spending of the membership overall has changed."

Once the revenue estimate is complete, it is subject to approval by the MTSBA Board of Directors. Once approved by the MTSBA Board, the dues revenue estimate is presented to the members for their approval.

For purposes of estimating the dues revenue for FY2024, I have used OPI's data set for total current spending for FY2021, which reflects an increase in total current spending by our members of 1.13% from FY20-21:

- FY20 Total Current Spending = \$1,720,070,700
- FY21 Total Current Spending = \$1,739,448,500
- Growth in Total Current Spending, \$\$, FY20-21 = \$19,377,800
- Growth in Total Current Spending, %, FY20-21 = 1.13%

Pursuant to the Bylaws, I have estimated the impact of this growth on our existing dues formula by adjusting the floors, caps, flat rates and spending classifications by 1.13% and by applying the Bylaws-adjusted formula to total current spending of the members from FY21. On the basis of these referenced calculations, I estimate that MTSBA dues revenue would increase under the adjusted formula by approximately \$16,551, from \$1,074,587 in FY23 to

- 1. The increase in dues represents approximately 0.32% of MTSBA's budgeted revenues for FY23 and this increase, if approved, will help MTSBA meet the inflationary costs of operation in FY24 and continue to provide expanded dues based services to our members.
- 2. This projected increase represents estimated membership dues revenue growth of 1.54% and is based on 100% member retention and no member consolidating, dissolving, or quitting between now and FY24.
- 3. Provided that we experience average growth in overall revenues from FY23 to FY24, I estimate that the FY24 dues will represent approximately 21% of overall revenues.

Placing Dues in Context:

\$1,091,138 in FY24.

The large majority, 79% of what we do, is funded through revenues other than dues. At approximately 21% of our \$5.2 million overall budget, our dues are among the lowest in the nation in terms of the percentage of revenues.

We have approximately \$1.7 million in expenses that don't generate any revenues for MTSBA, and dues help pay for programs that do not generate revenues but that provide tremendous value for our members. Examples of the categories of expense that do not generate revenues include the cost of operating the MTSBA Board and engaging in COSSBA, member outreach, the cost of

owning and operating the building, advocacy before the Legislature and Congress and the cost of corresponding staff that do not generate revenues but who provide valuable services that are core to our Mission. We make up the several hundred thousand dollar gap between dues revenue and non-revenue generating expenses through fees generated by voluntary member selection of MTSBA services, royalties, and contracts with our Insurance Programs that provide our members with access to extensive fee-free services, all of which have been extensively documented and transparently outlined to our members in the membership value infographic.

If you have any questions, please let me know. We will be working with the MTSBA Officers to determine how best to seek your approval of this dues revenue estimate, which will occur either through a Zoom meeting of the board or an electronic ballot, at the discretion of the officers.

Thank you in advance for reviewing this memo and let me know if you have any questions.

Sincerely,

Lance Melton, Executive Director

June 7. COCC

Big Sky School District Safety and Security Manager Job Description

Reports To:

Superintendent

Summary of Assignment:

The essential function of the position within the organization is to provide coordination and leadership in the development, implementation and evaluation of a variety of services for the Big Sky School District, with an emphasis on ensuring the safety and security of the students and staff of the District. The position is responsible for directing assigned programs and services, ensuring District compliance with all applicable state and federal laws, and performing related work as assigned. The position develops and implements programs within organizational policies; reports major activities to District administrators through conferences, meetings and reports.

Preferred Position Qualifications:

- Previous experience in security or law enforcement.
- Previous experience in emergency preparedness and management
- Experience working with administrative responsibilities including policy management
- Ability and experience in working as part of a team.
- Licensed to carry a firearm in the state of Montana.

Desired Knowledge, Skills, and Attitudes:

- Bachelor's degree or equivalent experience, training or certificate
- Ensure that all activities conform to District guidelines
- Communicate effectively with members of the school District and community
- React to change productively and handle other tasks as assigned
- Appropriately operate all equipment as required
- Support the philosophy and mission of the Big Sky School District
- Possess a valid Montana driver's license

Responsibilities:

- Coordinates a comprehensive security/school safety program, policies and procedures by studying organization operations and schedules; establishing internal controls; conducting inspections as appropriate; reporting potential hazards to appropriate departments; creating and updating BSSD School Board policies and Standard Operating Procedures, safety and security manuals
- Coordinates school safety compliance with federal, state and local regulations by studying existing and new requirements and overseeing and enforcing school-wide adherence to requirements.
- Coordinates safety planning and practice to support academic processes of each school by creatively implementing best practices in safety, security and emergency preparedness with proper adaptation to the environment, creativity and innovation so the process of education can be enhanced rather than impeded by safety efforts.

- Conducts and coordinates safety, security and emergency preparedness training by developing, scheduling and/or facilitating training for staff, students and public safety officials relating to school safety, security and emergency preparedness.
- Coordinates SAVE Act (sexual assault & violence education) planning and reporting
- Secures facilities, equipment, students and personnel by working in conjunction with the appropriate departments in recommending safety and security equipment purchases and upgrades; maintaining records of fire and other emergency drills and conducting drills when appropriate.
- Serves as a liaison with local law enforcement agencies. Working directly with local law enforcement agencies during critical incident situations and follow-up.
- Works with appropriate departments to meet operational security needs within budget; works with Finance, Facilities and Maintenance departments for capital improvements as needed; schedules expenditures.
- Assists in the development and implementation of security plans for special events.
- Advises and assists site-based administrators in matters involving criminal activities on school campus.
- Coordinates with site-based administrators, Maintenance and Facilities Departments to address and correct safety/security issues on school campus.
- Prepares memos, reports, drawings, etc. related to safety and traffic issues on school campus.
- Receives all reports of school crime from site-based administrators and maintains statistics regarding this information.
- Communicates with media on involving school safety.
- Communicates with other schools on matters related to school safety.
- Security Director participates in annual trainings to stay current on laws, policies and procedures regarding school safety.
- Attends school board meetings as necessary.
- Performs other related work as required.
- Complete other duties as assigned by the Principal and/or the Superintendent

Physical Demands:

The physical requirements indicated below are examples of the physical aspects that this position must perform in carrying out essential job functions:

- Persons performing service in this position will exert up to 75 pounds of force frequently to lift up to 50 pounds, carry push, pull, or other wise move objects
- This type of work involves walking and standing for extended period of time
- Perceiving the nature of sound, near and far vision, depth perception, providing oral and written information, the manual dexterity to move related objects, and the skills necessary to handle and work with various material and objects are important aspects of this job.

Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the job.

Terms of Employment:

School year working days are set by the Board of Trustees. Salary, benefits and other working conditions as negotiated prior to employment with the District.

Evaluation:

Performance of said duties will be evaluated annually in accordance with provisions of the Board's Policy on Evaluation of Non-Administrative employees, Board Policy 5222.

I have read and understand the responsibilities and o	qualifications of this job description.
School Safety and Security manager	Date
Superintendent	Date

BIG SKY SCHOOL DISTRICT #72 Page: 1 of 9
Claims and/or Payroll Checks List For Checks from 11/01/22 to 12/08/22 Report ID: W100X
For checks between: 11/01/22 - 12/08/22

Claims

12/09/22

10:28:21

Check					Date		
Check # Type	Vendor	/Employee/Payee Number/Name	Check Amount	Period	Issued	CL #/	Payroll Notes
-99925 E	1745	BMO MASTERCARD ALSCO BOZEMAN SAFE AND LOCK HILLYARD/ MONTANA HUDL JOE'S DJ SERVICE	35031.97	11/22	11/26/22 (CL 12425	35031.97
41215 SC	41	ALSCO	31.49	11/22	11/01/22	CL 12343	31.49
41216 SC	210	BOZEMAN SAFE AND LOCK	24.00	11/22	11/01/22	CL 12342	24.00
41217 SC	3734	HILLYARD/ MONTANA	975.90	11/22	11/01/22	CL 12347	975.90
41218 SC	2049	HUDL	1449.00	11/22	11/01/22	CL 12344	1449.00
41219 SC	3881	JOE'S DJ SERVICE	420.00	11/22	11/01/22 (CL 12341	420.00
41220 SC	2823	MANAGEBAC INC.	8670.00	11/22	11/01/22 (CL 12346	8670.00
41221 SC	964	MONTANA DEPT. OF LABOR AND INDUST LIBBY GRABOW	304.00	11/22	11/01/22 0	CL 12345	304.00
41222 SC	2621	LIBBY GRABOW	3750.00				
41223 SC	1	LIBBY GRABOW 3 RIVERS COMMUNICATIONS	743.37	11/22	11/07/22 0	L 12354	743.37
41224 SC	62	AMERIGAS-BOZEMAN	279.26	11/22	11/07/22	CL 12376	279.26
41225 SC	3987	ANA EBELING	56.27	11/22	11/07/22	CL 12362	56.27
41226 SC	210	BOZEMAN SAFE AND LOCK	260.00	11/22	11/07/22 0	CL 12363	260.00
41227 SC	3688	3 RIVERS COMMUNICATIONS AMERIGAS-BOZEMAN ANA EBELING BOZEMAN SAFE AND LOCK BRIDGER ANALYTICAL LAB BSN SPORTS LLC	84.00	11/22	11/07/22	CL 12356	84.00
41228 SC	3903	BSN SPORTS LLC	216.24	11/22	11/07/22	CL 12375	216.24
41229 SC	560	GALLATIN-MADISON SPECIAL ED. COOP	3521.83	11/22	11/07/22	L 12369	3521.83
41230 SC	3668	GREAT AMERICA FINANCIAL SERVICES	813.13	11/22	11/07/22	CL 12353	813.13
41231 SC	3734	GREAT AMERICA FINANCIAL SERVICES HILLYARD/ MONTANA	686.26	11/22	11/07/22	CL 12371	686.26
41000 00	0700		05.00 00	11/00	11/05/00	10000	05.00 00
41233 SC	2948	JAMES MIRANDA	278.13	11/22	11/07/22	CL 12365	278.13
41234 SC	734	JOHNSON CONTROLS	3495.00	11/22	11/07/22	L 12372	3495.00
41235 SC	3059	K.O.R. MECHANICAL	180.00	11/22	11/07/22	L 12370	180.00
41236 SC	3433	INTERNATIONAL BACCALAUREATE ORGAN JAMES MIRANDA JOHNSON CONTROLS K.O.R. MECHANICAL LINDSIE FELDNER MARJA SORENSEN MCM TRUCK REPAIR MORRISON - MAIERLE, INC. NAPA AUTO PARTS	1372.80	11/22	11/07/22 (L 12358	1372.80
41237 SC	3986	MARJA SORENSEN	163.78	11/22	11/07/22	L 12359	163.78
41238 SC	1820	MCM TRUCK REPAIR	137.80	11/22	11/07/22	L 12364	137.80
41239 SC	3780	MORRISON - MATERIE, INC.	20648.30	11/22	11/07/22 (T. 12361	20648.30
41240 SC	1032	NAPA AUTO PARTS	54.76	11/22	11/07/22 (T. 12368	54.76
41241 SC	3300	NISSAN MOTOR ACCEPTANCE CORPORATI	426.29	11/22	11/07/22	Ti 12357	426.29
	1107	OLNESS & ASSOCIATES, PC, CPA'S	15150.00	11/22	11/07/22	Ti 12374	15150.00
41243 SC	1481	TIRE-RAMA	2294 56	11/22	11/07/22	T. 12350	2294 56
41244 SC	1506	TIRE-RAMA UNIVERSAL ATHLETIC LLC	1255.00	11/22	11/07/22	T. 12366	1255.00
		US FOODS - BILLINGS	3150.61	11/22	11/07/22	T. 12352	3150 61
41246 SC		US OMNI & TSACG COMPLIANCE SERVIC	50.00	11/22	11/07/22	Ti 12351	50.00
41247 SC	1741	US OMNI & TSACG COMPLIANCE SERVIC VALLEY JOURNAL	100 00	11/22	11/07/22	Ti 12373	100.00
41247 SC 41248 SC	3133	VALLEY JOURNAL WESTERN MONTANA GROWERS COOPERATI WHITNEY MCKENZIE	897 35	11/22	11/07/22	T. 12349	897.35
	2133	WHITNEY MCKENZIE	313 75	11/22	11/07/22	T. 12367	313.75
	3390	YES COMPOST	180 00	11/22	11/07/22	T. 12355	180.00
41251 SC	3470	YES COMPOST DHE COMPUTER SYSTEMS, LLC FARSTAD OIL, INC.	2475 00	11/22	11/07/22	T. 12379	2475 00
41252 90	1277	FARSTAD OIL INC	2472.00	11/22	11/07/22	T. 12384	2372.00
41252 SC 41253 SC		FISHER'S TECHNOLOGY			11/07/22 0		
		GREAT AMERICA FINANCIAL SERVICES NAPA AUTO PARTS			11/07/22 (
		SECURITY SOLUTIONS, INC.					150.00
		WILLIAMS PLUMBING HEATING & UTIL,					
		DEPARTMENT OF REVENUE	12603.53				
		JACKSON CONTRACTOR GROUP, INC.	1247750.05				
41260 SC		FULL CIRCLE OF BIG SKY			11/11/22 (
41261 SC	3734	HILLYARD/ MONTANA	590.28	11/22	11/11/22 (CL 12395	590.28

BIG SKY SCHOOL DISTRICT #72 Page: 2 of 9
Claims and/or Payroll Checks List For Checks from 11/01/22 to 12/08/22 Report ID: W100X
For checks between: 11/01/22 - 12/08/22

Claims

12/09/22

10:28:21

Check				Date	
Check # Type	Vendor/Employee/Payee Number/Name	Check Amount	Period	Issued CL:	#/Payroll Notes
41262 SC	718 TEDEMV HADDED	96 99	11/22	11/11/22 CT. 1239	1 96 99
41202 SC	718 JEREMY HARDER 751 KARST STAGE 966 MONTANA ENERGY ALLIANCE, LLC 362 MT DPT JUSTICE CRIMINAL RECORDS & 1088 NORTHWESTERN ENERGY	9054 40	11/22	11/11/22 CE 1239	3 9054 40
41203 SC	066 MONTANA PNEDCY ALLTANCE IIC	3792 30	11/22	11/11/22 CL 1239	3792 30
41204 SC	262 ME DEE THEFTEE CRIMINAL RECORDS (210.00	11/22	11/11/22 CL 1230	310.00
41265 50	1000 MODELINEOMEDNI ENEDCY	210.00	11/22	11/11/22 CL 1239	7 0771 15
41266 SC	2145 DEDUDITO GERMANDES #000	9//1.15	11/22	11/11/22 CL 1238	7 97/1.15
41267 SC	Z145 REPUBLIC SERVICES #888	9//.90	11/22	11/11/22 CL 1239	9//.90
41268 SC	525 US FOODS - BILLINGS	3514.08	11/22	11/11/22 CL 1239.	3514.08
41269 SC	525 US FOODS - BILLINGS	13/0.16	11/22	11/11/22 CL 1239	5 13/0.16
41270 SC	3864 IAN BECHTEL	82.56	11/22	11/15/22 CL 1239	7 82.56
41271 SC	3312 KELLY DUNCAN	137.56	11/22	11/15/22 CL 1240	137.56
41272 SC	3681 SHAWN MARTIN	82.56	11/22	11/15/22 CL 1239	9 82.56
41273 SC	3539 ZACH BROWN	137.56	11/22	11/15/22 CL 1239	3 137.56
41274 SC	1088 NORTHWESTERN ENERGY 2145 REPUBLIC SERVICES #886 525 US FOODS - BILLINGS 525 US FOODS - BILLINGS 3864 IAN BECHTEL 3312 KELLY DUNCAN 3681 SHAWN MARTIN 3539 ZACH BROWN 416 DEPARTMENT OF REVENUE	11556.57	11/22	11/15/22 CL 1240	2 11556.57
41275 SC	3765 JACKSON CONTRACTOR GROUP, INC.	1144100.06	11/22	11/15/22 CL 1240	1 1144100.06
41276 SC	2720 LINDA NELL	108.37	11/22	11/22/22 CL 1240	3 108.37
41277 SC	3537 A&E	26745.69	11/22	11/26/22 CL 1240	3 26745.69
41278 SC	41 ALSCO	31.43	11/22	11/26/22 CL 1241	31.43
41279 SC	2829 ANDREW BLESSING	315.00	11/22	11/26/22 CL 1240	315.00
41280 SC	3765 JACKSON CONTRACTOR GROUP, INC. 2720 LINDA NELL 3537 A&E 41 ALSCO 2829 ANDREW BLESSING 3855 BLACKMORE ELECTRIC 3988 CORINA TROXLER 550 GALLATIN COUNTY TREASURER 583 GOPHER SPORT	562.50	11/22	11/26/22 CL 1241	562.50
41281 SC	3988 CORINA TROXLER	253.43	11/22	11/26/22 CL 1240	4 253.43
41282 SC	550 GALLATIN COUNTY TREASURER	22.73	11/22	11/26/22 CL 1241	1 22.73
41283 SC	583 GOPHER SPORT	655.70	11/22	11/26/22 CL 1241	655.70
41284 SC	3668 GREAT AMERICA FINANCIAL SERVICES	115.25	11/22	11/26/22 CL 1242	115.25
41285 SC	3734 HILLYARD/ MONTANA 1823 MANHATTAN CHRISTIAN SCHOOL 3798 MONTANA DIGITAL ACADEMY 966 MONTANA ENERGY ALLIANCE, LLC	510.13	11/22	11/26/22 CL 1241	9 510.13
41286 SC	1823 MANHATTAN CHRISTIAN SCHOOL	50.00	11/22	11/26/22 CL 1241	2 50.00
41287 SC	3798 MONTANA DIGITAL ACADEMY	1476.00	11/22	11/26/22 CL 1241	7 1476.00
41288 SC	966 MONTANA ENERGY ALLIANCE, LLC	4261.49	11/22	11/26/22 CT 1241	3 4261.49
41289 SC	1017 MTSBA	1070 00	11/22	11/26/22 CT, 1241	1 1070 00
41290 SC	3300 NISSAN MOTOR ACCEPTANCE CORPORATI	426.29	11/22	11/26/22 CT. 1240	7 426 29
41291 SC	2207 TATE MANAGEMENT INC	15000 00	11/22	11/26/22 CT 12/11	3 15000 00
41291 SC	525 HS FOODS - BILLINGS	2075 71	11/22	11/26/22 CL 1241	2075 71
11232 BC	1525 VANESSA WILSON	2073.71	11/22	11/26/22 CE 1240	5 271 92
41293 30	62 AMEDICAS DOZEMANI	1076 (5	11/22	11/20/22 CE 1240	2 1276 65
41234 50	UZ AMERIGAS-DUZEMAN	12/0.05	11/22	11/20/22 CL 1242	1 60.06
41293 50	966 MONTANA ENERGY ALLIANCE, LLC 1017 MTSBA 3300 NISSAN MOTOR ACCEPTANCE CORPORATI 2207 TATE MANAGEMENT, INC. 525 US FOODS - BILLINGS 1525 VANESSA WILSON 62 AMERIGAS-BOZEMAN 2720 LINDA NELL 3329 MARLIN BUSINESS BANK 3390 YES COMPOST 3328 ATLAS BUILDING MAINTENANCE INC	00.96	11/22	11/20/22 CL 1242	240.06
41296 SC	3300 AEG COMPOSE	249.96	11/22	11/20/22 CL 1242	2 249.90
4129/ SC	2220 AMIAG PHILIPING MATAWARNANGA	180.00	11/22	11/20/22 CL 1242	1 440 40
41298 SC	3328 ATLAS BUILDING MAINTENANCE INC	440.48	11/22	11/29/22 CL 1243: 11/29/22 CL 1242:	1 440.48
41299 30	2290 DARREN FOWLER	137.36	11/22	11/29/22 CL 1242	137.30
	3076 DOCUMENT DESTROYERS			11/29/22 CL 1243	
41301 SC	1749 DPHHS			11/29/22 CL 1243	
41302 SC	3930 JM TRANSPORTATION SOLUTIONS			11/29/22 CL 1242	
41303 SC	3312 KELLY DUNCAN			11/29/22 CL 1242	
41304 SC	966 MONTANA ENERGY ALLIANCE, LLC			11/29/22 CL 1242	3 4402.92
41305 C	1809 BYRON MCKINNEY	0	12/22	12/01/22	
41306 V	Vendor not on File	0	/ 0	/ /	
41307 SC	1809 BYRON MCKINNEY	173.56	12/22	12/01/22 CL 1243	3 173.56
41308 SC	4006 MELANIE JOHNSON	118.56	12/22	12/01/22 CL 1243	118.56

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10:28:21 Claims and/or Payroll Checks List For Checks from 11/01/22 to 12/08/22 Report ID: W100X
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Claims

Check	ς.			Date	
Check # Type	Vendor/Employee/Payee Number/Name	Check Amount	Period	Issued	CL #/Payroll Notes
41310 SC	1 3 RIVERS COMMUNICATIONS	743.37	12/22	12/06/22 CL 1	2454 743.37
41311 SC	1 3 RIVERS COMMUNICATIONS 2631 ANDY OLSON	205.56	12/22	12/06/22 CL 1	2440 205.56
41312 SC	2631 ANDY OLSON 178 BLACK MOUNTAIN SOFTWARE, INC. 3335 BRENTON REINHARDT 3688 BRIDGER ANALYTICAL LAB 1377 FARSTAD OIL, INC. 3934 FISHER'S TECHNOLOGY 3734 HILLYARD/ MONTANA 734 JOHNSON CONTROLS 2588 JULIE HODGE 2866 KATE EISELE 890 MASBO 966 MONTANA ENERGY ALLIANCE, LLC	146.00	12/22	12/06/22 CL 1	2450 146.00
41313 SC	3335 BRENTON REINHARDT	150.56	12/22	12/06/22 CL 1	2439 150.56
41314 SC	3688 BRIDGER ANALYTICAL LAB	84.00	12/22	12/06/22 CL 1	2448 84.00
41315 SC	1377 FARSTAD OIL, INC.	1354.67	12/22	12/06/22 CL 1	2456 1354.67
41316 SC	3934 FISHER'S TECHNOLOGY	1050.18	12/22	12/06/22 CL 1	2457 1050.18
41317 SC	3734 HILLYARD/ MONTANA	419.68	12/22	12/06/22 CL 1	2453 419.68
41318 SC	734 JOHNSON CONTROLS	3442.14	12/22	12/06/22 CL 1	2452 3442.14
41319 SC	2588 JULIE HODGE	142.55	12/22	12/06/22 CL 1	2443 142.55
41320 SC	2866 KATE EISELE	40.67	12/22	12/06/22 CL 1	2442 40.67
41321 SC	890 MASBO	100.00	12/22	12/06/22 CL 1	2451 100.00
41322 SC	966 MONTANA ENERGY ALLIANCE, LLC	3888.24	12/22	12/06/22 CL 1	2449 3888.24
41323 SC	1032 NAPA AUTO PARTS	170.99	12/22	12/06/22 CL 1	2458 170.99
41324 SC	3299 RANCHO PICANTE BISON	180.00	12/22	12/06/22 CL 1	2447 180.00
41325 SC	890 MASBO 966 MONTANA ENERGY ALLIANCE, LLC 1032 NAPA AUTO PARTS 3299 RANCHO PICANTE BISON 2145 REPUBLIC SERVICES #886 1295 SCHOLASTIC BOOK FAIRS - 30 3135 SHANNON MARINKO 2414 TIM FRIESE 3747 TK ELEVATOR SERVICE 525 US FOODS - BILLINGS 1773 US OMNI & TSACG COMPLIANCE SERVIC 3133 WESTERN MONTANA GROWERS COOPERATI	981.56	12/22	12/06/22 CL 1	2455 981.56
41326 SC	1295 SCHOLASTIC BOOK FAIRS - 30	2960.54	12/22	12/06/22 CL 1	2435 2960.54
41327 SC	3135 SHANNON MARINKO	106.56	12/22	12/06/22 CL 1	2436 106.56
41328 SC	2414 TIM FRIESE	150.56	12/22	12/06/22 CL 1	2438 150.56
41329 SC	3747 TK ELEVATOR SERVICE	731.41	12/22	12/06/22 CL 1	2446 731.41
41330 SC	525 US FOODS - BILLINGS	5587.97	12/22	12/06/22 CL 1	2441 5587.97
41331 SC	1773 US OMNI & TSACG COMPLIANCE SERVIC	50.00	12/22	12/06/22 CL 1	2445 50.00
41332 SC	3133 WESTERN MONTANA GROWERS COOPERATI	246.44	12/22	12/06/22 CL 1	2444 246.44
41333 SC	3175 TYD ROGERS	161.56	12/22	12/06/22 CL 1	2437 161.56
41334 SC	41 ALSCO	28.11	12/22	12/08/22 CL 1	2460 28.11
41335 SC	4007 ARTS COUNCIL OF BIG SKY	1000.00	12/22	12/08/22 CL 1	2462 1000.00
41336 SC	3668 GREAT AMERICA FINANCIAL SERVICES	900.23	12/22	12/08/22 CL 1	2461 900.23
41337 SC	3466 GREAT MINDS, LLC	2500.00	12/22	12/08/22 CL 1	2465 2500.00
41338 SC	3734 HILLYARD/ MONTANA	65.35	12/22	12/08/22 CL 1	2464 65.35
41339 SC	3175 TYD ROGERS 41 ALSCO 4007 ARTS COUNCIL OF BIG SKY 3668 GREAT AMERICA FINANCIAL SERVICES 3466 GREAT MINDS, LLC 3734 HILLYARD/ MONTANA 2622 RAU DESIGNS INC.	851.00	12/22	12/08/22 CL 1	2463 851.00

Claims Total # of Checks: 126 Total: 2680168.93

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10:28:21 Claims and/or Payroll Checks List For Checks from 11/01/22 to 12/08/22 Report ID: W100X
For checks between: 11/01/22 - 12/08/22

Payroll

Check	£			Date	
Check # Type	Vendor/Employee/Payee Number/Name	Check Amount	Period	Issued	CL #/Payroll Notes
-78402 P	542 AGNES ADAMS			11/05/22	
-78401 P	61 CHRISTINA ALBERS			11/05/22	
-78400 P	614 AUTUMN ASH			11/05/22	
-78399 P	641 JACKSON BALLARD			11/05/22	
-78398 P	585 ROBERT BATEMAN			11/05/22	
-78397 P	628 ERICA BIGGERT			11/05/22	
	664 SHANNON BLACHLY			11/05/22	
-78395 P	658 JARRETT BLACKBURN			11/05/22	
-78394 P	458 ANDREW BLESSING			11/05/22	
-78393 P	661 JULIE BREMER		11/22	11/05/22	
-78392 P	662 JOY BROOKE		11/22	11/05/22	
-78391 P	613 KATHRYN BRUNSWICK		11/22	11/05/22	
-78390 P	584 JAMIE BUNTAIN		11/22	11/05/22	
-78389 P	639 KINSEY CARNEY		11/22	11/05/22	
-78388 P	38 BARTHOLOMEW COPPOLA		11/22	11/05/22	
-78387 P	654 JODI DAILY		11/22	11/05/22	
-78386 P	535 KIMBERLY DICKERSON		11/22	11/05/22	
-78385 P	582 ASHLEY DODD		11/22	11/05/22	
-78384 P	668 HANNAH DREISBACH		11/22	11/05/22	
-78383 P	659 ANA EBELING		11/22	11/05/22	
-78382 P	514 KATE EISELE		11/22	11/05/22	
-78381 P	640 MARIEL ELLEMAN		11/22	11/05/22	
-78380 P	665 CANDICE FIELDER		11/22	11/05/22	
-78379 P	106 ERIKA FROUNFELKER		11/22	11/05/22	
-78378 P	540 GRETCHEN FUDALLY		11/22	11/05/22	
-78377 P	570 JONATHON GANS		11/22	11/05/22	
-78376 P	647 ROSA RENATA GARRETT		11/22	11/05/22	
-78375 P	383 ELIZABETH GRABOW		11/22	11/05/22	
-78374 P	248 PATTY HAMBLIN		11/22	11/05/22	
-78373 P	438 JOHN HANNAHS		11/22	11/05/22	
-78372 P	115 JEREMY HARDER		11/22	11/05/22	
-78371 P	578 LINDSIE HURLBUT		11/22	11/05/22	
-78370 P	436 ASHLEY JENKS		11/22	11/05/22	
-78369 P	286 STEPHANIE KISSELL			11/05/22	
-78368 P	581 SUZANNE KLEIN			11/05/22	
-78367 P	551 LORRAINE LAGERBLOOM		11/22	11/05/22	
-78366 P	2 A. BRADFORD LARTIGUE		11/22	11/05/22	
-78365 P	193 LADAWN T. LEGRANDE			11/05/22	
-78364 P	608 KARLA LONG			11/05/22	
-78363 P	384 MARGARET LUCHINI			11/05/22	
-78362 P	633 JANET MARTINEZ			11/05/22	
-78361 P	538 WHITNEY MCKENZIE			11/05/22	
-78360 P	667 SYLVIA MCMINN			11/05/22	
-78350 F -78359 P	574 WAYNE MCMINN			11/05/22	
-78359 P	670 CAROL MICKLE			11/05/22	
-78357 P				11/05/22	
-78357 P -78356 P	519 CORKY MILLER 511 JAMES MIRANDA				
-78356 P -78355 P				11/05/22	
-/0333 P	505 MARLO MITCHEM		11/22	11/05/22	

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10:28:21 Claims and/or Payroll Checks List For Checks from 11/01/22 to 12/08/22 Report ID: W100X

For checks between: 11/01/22 - 12/08/22

Payroll

Check	k					Date	
Check # Type	Vendor/	Employee/Payee Number/Name	Check	Amount	Period	Issued	CL #/Payroll Notes
-78354 P	474 1	LINDA NELL			11/22	11/05/22	
-78353 P		BRAD PACKER				11/05/22	
-78352 P		KARY PEMBERTON			· ·	11/05/22	
-78351 P		ALI PIZZA				11/05/22	
-78350 P		KATE RILEY				11/05/22	
-78349 P		HILARY ROBBINS				11/05/22	
		KYANA SAIDIZAND				11/05/22	
-78347 P		KAREN SCHREIBER				11/05/22	
-78346 P		DUSTIN SHIPMAN				11/05/22	
		KATARZYNA SHIPMAN				11/05/22	
-78344 P		RITTANY E. SHIRLEY			· ·	11/05/22	
-78344 P						11/05/22	
-78342 P		BRIAN SQUILLACE BETSEY STEWART					
						11/05/22	
-78341 P		ROSIE SULLIVAN				11/05/22	
-78340 P		TIMOTHY SULLIVAN				11/05/22	
-78339 P		GRACE THOMPSON				11/05/22	
-78338 P		MARY JO THOMPSON-BUTLER				11/05/22	
-78337 P		CORINA TROXLER				11/05/22	
-78336 P		MARIELLE WALKER			· ·	11/05/22	
-78335 P		JOANNE WELCH				11/05/22	
-78334 P		CARA WILDER				11/05/22	
-78333 P		CADIE WILLIAMS				11/05/22	
-78332 P		VANESSA WILSON				11/05/22	
-78331 P		RIKKA WOMMACK				11/05/22	
-78330 P		ABBY WRIGHT				11/05/22	
-78329 P	159 (JOHN F. ZIRKLE				11/05/22	
-78328 P	HSA	FIRST SECURITY BANK				11/05/22	
-78327 P	FIT	FIRST INTERSTATE BANK				11/07/22	
-78326 P	SIT	DEPARTMENT OF REVENUE		14859.00	11/22	11/07/22	
-78325 P	TSA	TSA CONSULTING GROUP, IN				11/07/22	
-78324 P	P.E.R.S	MPERA		10589.28	11/22	11/07/22	
-78323 P	TRS	MONTANA TEACHERS' RETIRE		41991.68	11/22	11/07/22	
-78322 P	657 (CARA WILDER		0.00	11/22	11/17/22	
-78321 P	HSA	FIRST SECURITY BANK	_	0.00	11/22	11/28/22	
-78320 P	542	AGNES ADAMS			12/22	12/05/22	
-78319 P	61 (CHRISTINA ALBERS			12/22	12/05/22	
-78318 P	614 2	AUTUMN ASH			12/22	12/05/22	
-78317 P	641	JACKSON BALLARD			12/22	12/05/22	
-78316 P	585 1	ROBERT BATEMAN			12/22	12/05/22	
-78315 P	628 1	ERICA BIGGERT			12/22	12/05/22	
-78314 P	664	SHANNON BLACHLY				12/05/22	
-78313 P	458 2	ANDREW BLESSING			12/22	12/05/22	
-78312 P	653 MICHELLE BORDEN				12/22	12/05/22	
-78311 P	661	JULIE BREMER			12/22	12/05/22	
-78310 P	662	JOY BROOKE			12/22	12/05/22	
-78309 P	613 1	KATHRYN BRUNSWICK			12/22	12/05/22	
-78308 P	639 1	KINSEY CARNEY			12/22	12/05/22	

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10:28:21 Claims and/or Payroll Checks List For Checks from 11/01/22 to 12/08/22 Report ID: W100X
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Payroll

Check	ς			Date	
Check # Type	Vendor/Employee/Payee Number/Name	Check Amount	Period	Issued	CL #/Payroll Notes
-78306 P	582 ASHLEY DODD			12/05/22	
-78305 P	659 ANA EBELING			12/05/22	
-78304 P	514 KATE EISELE			12/05/22	
-78303 P	640 MARIEL ELLEMAN			12/05/22	
-78302 P	665 CANDICE FIELDER			12/05/22	
-78301 P	106 ERIKA FROUNFELKER			12/05/22	
-78300 P	540 GRETCHEN FUDALLY			12/05/22	
-78299 P	570 JONATHON GANS			12/05/22	
-78298 P	647 ROSA RENATA GARRETT		12/22	12/05/22	
-78297 P	383 ELIZABETH GRABOW		12/22	12/05/22	
-78296 P	248 PATTY HAMBLIN		12/22	12/05/22	
-78295 P	438 JOHN HANNAHS		12/22	12/05/22	
-78294 P	115 JEREMY HARDER		12/22	12/05/22	
-78293 P	578 LINDSIE HURLBUT		12/22	12/05/22	
-78292 P	436 ASHLEY JENKS		12/22	12/05/22	
-78291 P	581 SUZANNE KLEIN		12/22	12/05/22	
-78290 P	2 A. BRADFORD LARTIGUE		12/22	12/05/22	
-78289 P	608 KARLA LONG		12/22	12/05/22	
-78288 P	384 MARGARET LUCHINI		12/22	12/05/22	
-78287 P	633 JANET MARTINEZ		12/22	12/05/22	
-78286 P	538 WHITNEY MCKENZIE		12/22	12/05/22	
-78285 P	667 SYLVIA MCMINN		12/22	12/05/22	
-78284 P	574 WAYNE MCMINN		12/22	12/05/22	
-78283 P	511 JAMES MIRANDA		12/22	12/05/22	
-78282 P	505 MARLO MITCHEM		12/22	12/05/22	
-78281 P	474 LINDA NELL		12/22	12/05/22	
-78280 P	598 BRAD PACKER		12/22	12/05/22	
-78279 P	663 KATE RILEY		12/22	12/05/22	
-78278 P	498 HILARY ROBBINS			12/05/22	
-78277 P	626 KYANA SAIDIZAND			12/05/22	
	493 KATARZYNA SHIPMAN			12/05/22	
-78275 P	44 BRITTANY E. SHIRLEY			12/05/22	
-78274 P	508 BRIAN SQUILLACE			12/05/22	
-78273 P	621 ROSIE SULLIVAN			12/05/22	
-78272 P	509 TIMOTHY SULLIVAN			12/05/22	
-78271 P	646 GRACE THOMPSON			12/05/22	
-78270 P	565 MARY JO THOMPSON-BUTLER			12/05/22	
-78269 P	601 MARIELLE WALKER			12/05/22	
-78268 P	554 JOANNE WELCH			12/05/22	
-78267 P	660 CADIE WILLIAMS			12/05/22	
-78266 P	311 VANESSA WILSON 159 JOHN F. ZIRKLE			12/05/22 12/05/22	
-78265 P					
-78264 P	542 AGNES ADAMS			12/05/22	
-78263 P	61 CHRISTINA ALBERS			12/05/22	
-78262 P	614 AUTUMN ASH			12/05/22	
-78261 P	641 JACKSON BALLARD			12/05/22	
-78260 P	585 ROBERT BATEMAN			12/05/22	
-78259 P	676 BETSEY BIGGERSTAFF		12/22	12/05/22	

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10:28:21 Claims and/or Payroll Checks List For Checks from 11/01/22 to 12/08/22 Report ID: W100X
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Payroll

Check	£			Date	
	Vendor/Employee/Payee Number/Name	Check Amount	Period		CL #/Payroll Notes
-78258 P	628 ERICA BIGGERT			12/05/22	
-78257 P	664 SHANNON BLACHLY			12/05/22	
-78256 P	658 JARRETT BLACKBURN			12/05/22	
-78255 P	458 ANDREW BLESSING			12/05/22	
-78254 P	653 MICHELLE BORDEN			12/05/22	
	661 JULIE BREMER			12/05/22	
-78252 P	662 JOY BROOKE			12/05/22	
-78251 P	613 KATHRYN BRUNSWICK			12/05/22	
-78250 P	584 JAMIE BUNTAIN		12/22	12/05/22	
-78249 P	639 KINSEY CARNEY		12/22	12/05/22	
-78248 P	38 BARTHOLOMEW COPPOLA		12/22	12/05/22	
-78247 P	669 EMILY CORTEZ		12/22	12/05/22	
-78246 P	654 JODI DAILY		12/22	12/05/22	
-78245 P	582 ASHLEY DODD		12/22	12/05/22	
-78244 P	668 HANNAH DREISBACH		12/22	12/05/22	
-78243 P	659 ANA EBELING		12/22	12/05/22	
-78242 P	514 KATE EISELE		12/22	12/05/22	
-78241 P	640 MARIEL ELLEMAN		12/22	12/05/22	
-78240 P	665 CANDICE FIELDER		12/22	12/05/22	
-78239 P	106 ERIKA FROUNFELKER		12/22	12/05/22	
-78238 P	540 GRETCHEN FUDALLY		12/22	12/05/22	
-78237 P	570 JONATHON GANS		12/22	12/05/22	
-78236 P	647 ROSA RENATA GARRETT		12/22	12/05/22	
-78235 P	383 ELIZABETH GRABOW		12/22	12/05/22	
-78234 P	248 PATTY HAMBLIN		12/22	12/05/22	
-78233 P	438 JOHN HANNAHS		12/22	12/05/22	
-78232 P	115 JEREMY HARDER		12/22	12/05/22	
-78231 P	578 LINDSIE HURLBUT		12/22	12/05/22	
-78230 P	436 ASHLEY JENKS		12/22	12/05/22	
-78229 P	286 STEPHANIE KISSELL		12/22	12/05/22	
-78228 P	581 SUZANNE KLEIN		12/22	12/05/22	
-78227 P	551 LORRAINE LAGERBLOOM		12/22	12/05/22	
-78226 P	2 A. BRADFORD LARTIGUE			12/05/22	
-78225 P	193 LADAWN T. LEGRANDE			12/05/22	
-78224 P	608 KARLA LONG			12/05/22	
-78223 P	384 MARGARET LUCHINI			12/05/22	
-78222 P	633 JANET MARTINEZ			12/05/22	
-78221 P	538 WHITNEY MCKENZIE			12/05/22	
-78220 P	667 SYLVIA MCMINN			12/05/22	
-78219 P	574 WAYNE MCMINN			12/05/22	
-78218 P	670 CAROL MICKLE			12/05/22	
-78217 P	519 CORKY MILLER			12/05/22	
-78216 P	511 JAMES MIRANDA			12/05/22	
-78215 P	548 JEREMY MITCHELL			12/05/22	
-78213 F -78214 P	505 MARLO MITCHEM			12/05/22	
-78214 F				12/05/22	
-78213 P -78212 P	474 LINDA NELL				
	598 BRAD PACKER			12/05/22 12/05/22	
-78211 P	638 KARY PEMBERTON		12/22	12/03/22	

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Payroll

Check	:			Date	
		Check Amount	Period		CL #/Payroll Notes
-78210 P	645 ALI PIZZA		12/22	12/05/22	
-78209 P	663 KATE RILEY		12/22	12/05/22	
-78208 P	498 HILARY ROBBINS		12/22	12/05/22	
-78207 P	626 KYANA SAIDIZAND		12/22	12/05/22	
-78206 P	666 KAREN SCHREIBER		12/22	12/05/22	
-78205 P	465 DUSTIN SHIPMAN		12/22	12/05/22	
-78204 P	493 KATARZYNA SHIPMAN		12/22	12/05/22	
-78203 P	44 BRITTANY E. SHIRLEY		12/22	12/05/22	
-78202 P	508 BRIAN SQUILLACE		12/22	12/05/22	
-78201 P	635 BETSEY STEWART		12/22	12/05/22	
-78200 P	621 ROSIE SULLIVAN		12/22	12/05/22	
-78199 P	509 TIMOTHY SULLIVAN		12/22	12/05/22	
-78198 P	646 GRACE THOMPSON		12/22	12/05/22	
-78197 P	565 MARY JO THOMPSON-BUTLER		12/22	12/05/22	
-78196 P	583 CORINA TROXLER		12/22	12/05/22	
-78195 P	601 MARIELLE WALKER		12/22	12/05/22	
-78194 P	554 JOANNE WELCH		12/22	12/05/22	
-78193 P	657 CARA WILDER		12/22	12/05/22	
-78192 P	660 CADIE WILLIAMS			12/05/22	
-78191 P	311 VANESSA WILSON			12/05/22	
-78190 P	588 RIKKA WOMMACK			12/05/22	
-78189 P	159 JOHN F. ZIRKLE			12/05/22	
-78188 P	HSA FIRST SECURITY BANK	10687.73		12/05/22	
-78187 P	554 JOANNE WELCH			12/05/22	
-78186 P	FIT FIRST INTERSTATE BANK	77367.27			
-78185 P	SIT DEPARTMENT OF REVENUE	14084.00			
-78184 P	TSA TSA CONSULTING GROUP, IN				
-78183 P	309 URBAN L. HUDSON			12/05/22	
-78182 P	TRS MONTANA TEACHERS' RETIRE			12/05/22	
-78181 P	P.E.R.S. MPERA			12/05/22	
3137 P	648 LAURA BARZIZZA		_	11/05/22	
	653 MICHELLE BORDEN			11/05/22	
3139 P	606 AMY DITULLIO			11/05/22	
3140 P	480 DIANE DOWD			11/05/22	
3141 P	370 JULIE HODGE			11/05/22	
3142 P	673 LESLIE JORGENSON			11/05/22	
3143 P	672 ERIN MCCORMICK			11/05/22	
3144 P	674 MARJA SORENSEN			11/05/22	
3145 P	675 JEFFREY TRULEN			11/05/22	
3146 P	DENTAL INS FLEX BLUE CROSS AND BLUE SHIE	27161.06	_	11/03/22	
3147 P	LIFE INS PRE-TA DEARBORN LIFE INSURANCE			11/05/22	
3148 P	MFPE GALLATIN RURAL EDUCATION			11/07/22	
3149 P	370 JULIE HODGE	030.33	_	12/05/22	
3150 P	648 LAURA BARZIZZA			12/05/22	
3150 P	606 AMY DITULLIO			12/05/22	
3151 F	651 BAILEY DOWD			12/05/22	
3152 P 3153 P	370 JULIE HODGE			12/05/22	
3153 P 3154 P				12/05/22	
3134 P	673 LESLIE JORGENSON		12/22	12/03/22	

12/09/22 BIG SKY SCHOOL DISTRICT #72 Page: 9 of 9 10:28:21 Claims and/or Payroll Checks List For Checks from 11/01/22 to 12/08/22 Report ID: W100X

For checks between: 11/01/22 - 12/08/22

Payroll

Check Check # Type Vendor/Employee/Payee Number/Name			Check A	Amount	Period	Date Issued	CL #/Payroll Notes
3155 P	672 ERIN MCC	ORMICK		82.09	12/22	12/05/22	
3156 P	LIFE INS PRE-TA	DEARBORN LIFE INSURANCE		1615.94	12/22	12/05/22	
3157 P	DENTAL INS FLEX	BLUE CROSS AND BLUE SHIE	2	27145.92	12/22	12/05/22	
3158 P	MFPE	GALLATIN RURAL EDUCATION		695.99	12/22	12/05/22	
Payroll Total	# of Checks:	244	Total:	92628	36.96		
Grand Total #	of Checks:	370	Total:	360645	55.89		