

July 19th, 2022 Regularly Scheduled Board Meeting

9:00 a.m. Via Zoom Webinar - Ophir Elementary Large Conference Room

Link: <https://us06web.zoom.us/j/85868187305>

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 - No Report**
- **Wellness committee - No report**
- **Policy Committee - No report**
- **Strategic plan committee - No report**
- **Budget committee - Report at meeting**
- **Negotiations committee - No report**
- **Safety and Security sub-committee - report at meeting**

Special Reports

- **Construction Update**

Discussion and Action:

- 1. Montana State University Partnership**
- 2. Athletic / Activities Handbook**
- 3. DP Handbook**
- 4. OMS / LPHS handbook**
- 5. Job Description - ASL assistant**
- 6. MHSA participation form**
- 7. Certified Hire**
- 8. 2022-2023 bus routes**

Consent Agenda

- 1. Warrants and Liabilities**

2. **Classified staff**
 - a. **Guest Teachers**
 - i. **S.H.**
 - ii. **B.S.**
 - b. **ASL teaching assistant**
 - i. **Shannon Blachly**
3. **Out of District students**
 - a. **M.S. - Madison County**

Future Meeting Dates: **Budget Meeting August 5th - 9:00 a.m.;** Regular meeting August 16th, 3:45 p.m.

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

In attendance: Loren Bough, Matt Jennings, Kara Edgar, Dustin Shipman, Corky Miller, Andrew Blessing, Marlo Mitchem, Brittany Shirley, John Hannahs, Tim Sullivan, Gabrielle Gasser, Tony Coppola, Cristie Tate, Kim Dickerson, Matt Morris, John McGuire

Meeting called to order at 3:46pm by Trustee Edgar

Pledge of Allegiance

Revision(s) to Agenda – Move Discussion & Action #10, Board Vacancy Declaration first.

Public Comment – Non-Agenda Items – None.

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

Recognitions and Commendations – Superintendent Shipman recognized and thanked all those involved with the graduation ceremony.

Superintendent's Report – Dustin Shipman

- Dr. Shipman's report is included as an Attachment

OMS/LPHS Principal's Report – Marlo Mitchem

- Finishing-up exams, almost done – looking forward to break
- Thanks to students and staff for Senior Walk
- Graduation was a big success
- All set for 8th Grade Promotion ceremony and Field Day
- New LPHS Student Co. – Marino, Farr, Smit, McGuire

OES Principal's Report – Brittany Shirley

- All Testing complete
- Ready for Transition (Move-up) Day and Field Day
- 5th Grade Exhibitions are complete
- 5th Grade Walk/Breakfast
- PYP Training

DP Coordinator's Report – Dustin Shipman

- Congrats to all students
- IB results to be released on July 6th
- TOK Classes complete

Activities Report – John Hannahs

- Congrats to Spring sports competitors and a shout-out to State Qualifiers

Business Manager's Report – Corky Miller

- Closing-out FY22 and prepping for FY23 Budget

Committee Reports

- Personnel Committee – No Report
- Wellness Committee – No Report
- Policy Committee – No Report
- Strategic Plan Committee – Superintendent Shipman reported.
- Budget Committee – No Report
- Negotiation Committee – No Report
- Safety and Security committee – Trustees Edgar and Jennings reported.

Special Reports

- Construction Update – Cristie Tate provided a construction update.

Discussion and Action Items:

10. Board Vacancy Declaration – Trustee Jennings made the motion to declare a Board vacancy, Chair Bough seconded the motion. **Motion passed unanimously.** Trustee Jennings made the motion to appoint Scott Hammond to the Board for a one-year term, Chair Bough seconded the motion. **Motion passed unanimously.**

1. BSSD Rent Structure Review - Trustee Jennings made the motion to approve, Trustee Hammond seconded the motion. **Motion passed unanimously.**

2. Hunter Safety Course - Trustee Jennings made the motion to approve, Trustee Hammond seconded the motion. **Motion passed unanimously.**

3. Certified Hires - Trustee Jennings made the motion to approve, Trustee Hammond seconded the motion. **Motion passed unanimously.**

4. Classified Hire - Trustee Jennings made the motion to approve, Trustee Hammond seconded the motion. **Motion passed unanimously.**

5. Classified Position - Trustee Jennings made the motion to approve, Trustee Hammond seconded the motion. **Motion passed unanimously.**

6. Liquidation of School Property - Trustee Jennings made the motion to approve, Trustee Hammond seconded the motion. **Motion passed unanimously.**

7. Gallatin County Improvements Agreement - Trustee Jennings made the motion to approve, Trustee Hammond seconded the motion. **Motion passed unanimously.**

8. MHSA Sports Designations - Trustee Jennings made the motion to open discussions regarding FY23 LPHS athletics, Trustee Hammond seconded the motion. **Motion passed unanimously.** Trustee Jennings made the motion to approve the addition of baseball as a boys sport and Administration will have recommendation for additional girls sport at July meeting, Trustee Hammond seconded the motion. **Motion passed unanimously.**

9. 2022-2023 - Calendar Revision - Trustee Jennings made the motion to approve, Trustee Hammond seconded the motion. **Motion passed unanimously.**

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

1. Warrants and Liabilities
2. Classified Staff
 - a. Football Coach
 - i. Adam Farr – Volunteer
 - b. Volleyball Coach
 - i. Bailey Dowd – Head Coach
 - c. Soccer Coaches
 - i. Girls
 1. Kim Dickerson – Head Coach
 - ii. Boys
 1. Tony Coppola – Head Coach

2. Jeremy Harder – Ass't Coach
3. Out-of-District Students
 - a. S.R. – Gallatin County

Next BSSD #72 Future Board Meetings:

July 12th, 2022 at 9:00am (Tuesday)

Adjourned at 4:42pm by Trustee Edgar

_____, Loren Bough, Board Chair

_____, Corky Miller, Business Manager/Clerk

Attachment - Superintendent Report

Anticipated Enrollment:

K4 = 20, K = 28, 1 = 26, 2 = 37, 3 = 31, 4 = 43, 5 = 33

OES = 218

6 = 26, 7 = 38, 8 = 35

OMS = 99

9 = 34, 10 = 29, 11 = 33, 12 = 28

LPHS = 124

BSSD Total = 441

We are still looking for a couple of teachers: World Language, Special Education, and Art. We are also seeking front office administration and paraprofessionals to work with our students.

We received the YCCF grant for \$55k and passed the 1st reading of the Big Sky Area Resort Tax for a \$55k grant—both of these are 1 time asks for K4 start-up costs.

Big Sky School District #72 Special Board Meeting
Ophir ES Conference Room (9:00am)
June 30th, 2022
MINUTES

In attendance: Loren Bough, Stacy Ossorio, Matt Jennings, Kara Edgar, Dustin Shipman, Corky Miller, Andrew Blessing, Libby Grabow

Meeting called to order at 9:00am by Chair Bough

Pledge of Allegiance

Discussion and Action Items:

1. Admin. Contracts – Trustee Ossorio made a motion to approve contracts as presented, Trustee Jennings seconded the motion. **Motion passed unanimously.**

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

1. Out-of-District Students
2. Classified Hire - Cara Wilder (WMPAC)
3. Classified Hire – Abby Wright (contract counseling for grade 12's)

Next BSSD #72 Future Board Meetings:

July 12th, 9:00am – Regular Board Meeting

Adjourned at 9:05am by Chair Bough

_____, Loren Bough, Board Chair

_____, Corky Miller, Business Manager/Clerk



Dustin Shipman <dshipman@bssd72.org>

for Tuesday's Meeting - I'll be on a fishing charter in Lake Michigan

1 message

Corky Miller <cmiller@bssd72.org>
To: Dustin Shipman <dshipman@bssd72.org>

Fri, Jul 15, 2022 at 11:10 AM

Business Manager's Report to be edited as you see fit...

First things first – I'd like to recognize Libby Grabow. She ran ten separate payrolls in June, ensured all staff received payouts, sick and vacation leave pay, and reconciled each staff member's annual benefit dollars. It was a massive amount of work. Libby continued to manage keys, door codes, copy machine deliveries, bus driver training, finger printing, and even oil changes for the drivers ed. car while staff members keep asking: "What are you doing this summer?" Thank you, Libby.

FY22 ended as of June 30th – As you can see in the Board Packet, the year ended with zero General Fund excess, but the District was able to cover over-budget expenses associated with classroom recovery aids, utilities, and extracurriculars. I am working to make final accounting adjustments and transfers in preparation of the Trustees Financial Statements. The FY22 TFS will be completed and included at next month's Budget Meeting.

Regarding the FY23 General Fund – I met with Superintendent Shipman and the Budget Committee a couple of weeks ago to discuss. Due to many factors, the District will have a significant budget deficit this fiscal year. I anticipate presenting a negative budget at next month's Budget Meeting in the amount of \$400k (\$250k for salaries/benefits, \$50k for insurance premiums, \$50k for utilities, \$50k for sports).

I'd like to respectfully request that the Budget Meeting be set for Friday, August 5th – any time is fine, but it needs to be set today so that I can advertise the meeting appropriately.

07/08/22
11:39:07

BIG SKY SCHOOL DISTRICT #72
Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: 6 / 22

Page: 1 of 1
Report ID: B100F

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
201 K-12 GENERAL FUND	716,011.34	3,532,792.01	3,538,170.26	3,538,170.26	5,378.25	100 %
210 K-12 TRANSPORTATION FUND	21,678.09	191,172.38	1,998,165.13	1,998,165.13	1,806,992.75	10 %
211 K-12 BUS DEPRECIATION FUND	0.00	0.00	319,242.48	319,242.48	319,242.48	0 %
213 K-12 TUITION FUND	11,269.99	72,579.07	182,718.09	182,718.09	110,139.02	40 %
214 K-12 RETIREMENT FUND	99,820.30	487,785.81	725,000.00	725,000.00	237,214.19	67 %
228 K-12 TECHNOLOGY FUND	-21,560.02	123,542.77	175,523.84	175,523.84	51,981.07	70 %
250 K-12 DEBT SERVICE FUND	0.00	487,475.00	3,341,207.50	3,341,207.50	2,853,732.50	15 %
261 K-12 BUILDING RESERVE FUND	41,498.73	263,309.71	537,826.92	537,826.92	274,517.21	49 %



Lone Peak Phase 2

July 19, 2022

Schedule

- Fence installation around the track started last week. Three-and-a-half-week installation timeframe.
- Water and sewer shutdown to both the high school and elementary school scheduled June 18th to August 19th, 2022. Portable bathroom facilities will be installed during this time.
- Water and sewer lines will be installed before shutdown to make the switchover as quick as possible.
- Jackson Contractor Group continues working on material submittals, coordinating schedule with school activities, sewer line relocation, site grading, and prepping for drain field work.

Attached is:

- Six Week Look Ahead Schedule
- Overall Project Schedule, including owner events

Budget

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

Risks, Opportunities and Key Issues

- Material pricing volatility.
- Gallatin Electric backed out of their subcontract, Third Element has supplied pricing and will be the electrical subcontractor. The difference in pricing will be taken out of the contractor's contingency.
- DEQ is understaffed and has been taking longer than anticipated in their reviews. DEQ approval is needed before the Adventex system is installed. We expect approval by the end of the week.

Photos



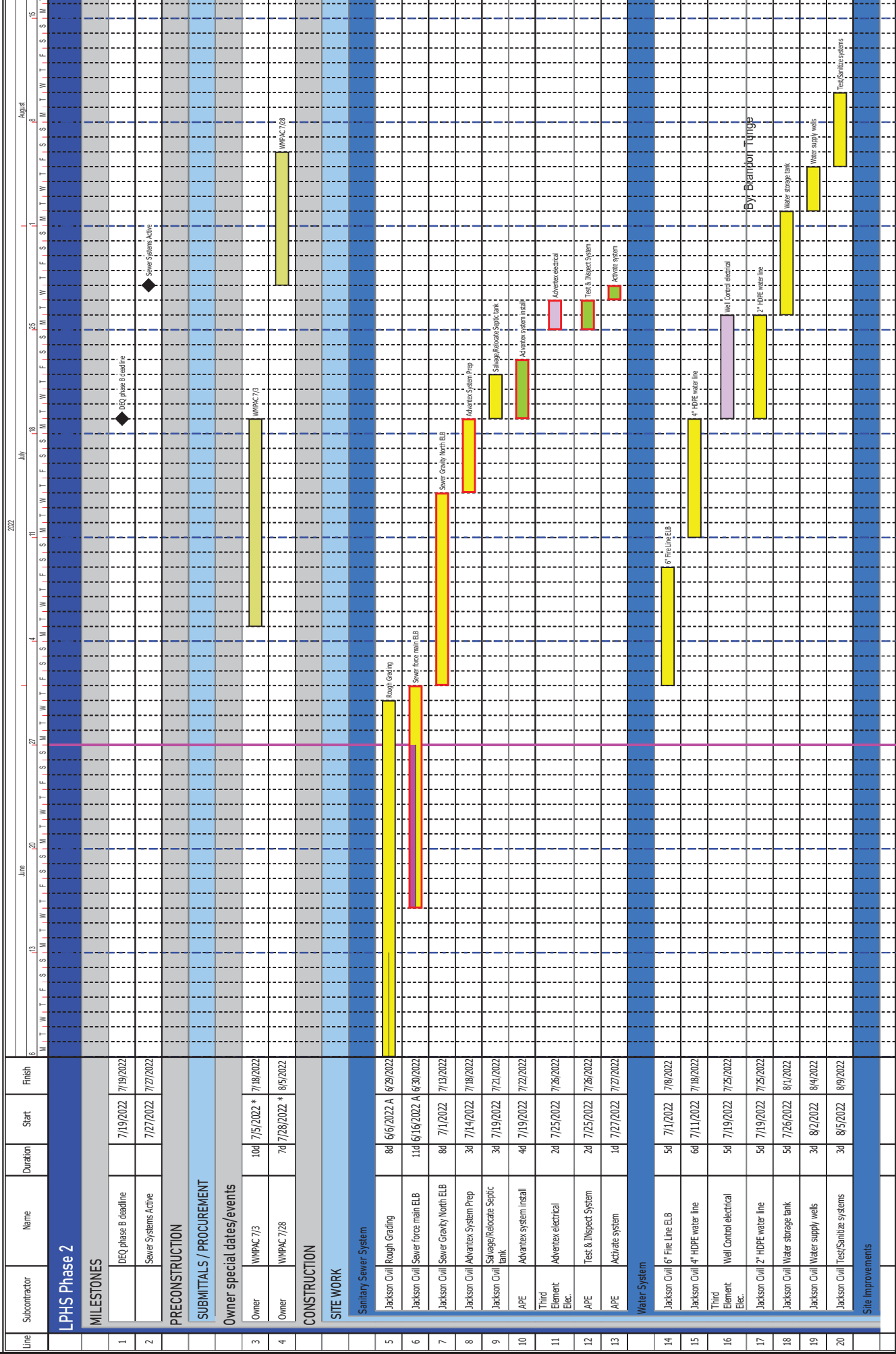
Fence Installation



Sanitary Sewer Line



LPHS Phase 2



[illegible]



LPHS Phase 2

Line	Name	Duration	Start	Finish	2022	2023
	LPHS Phase 2		3/2/2022	8/14/2022	March 7, 14, 21, 28, 4	April 11, 18, 25, 2
	MILESTONES	346d	4/1/2022	8/14/2022	May 13, 20, 27, 4	June 19, 26, 3
1	Contract Award		4/1/2022 A	4/1/2022 A	July 26, 3	August 2, 9, 16, 23, 30, 6
2	Notice to Proceed		4/1/2022 A	4/1/2022 A	September 6, 13, 20, 27, 4	October 4, 11, 18, 25, 2
3	DEQ phase B deadline		7/19/2022	7/19/2022	November 5, 12, 19, 26, 3	December 3, 10, 17, 24, 31, 7
4	Sewer Systems Active		7/27/2022	7/27/2022	January 13, 20, 27, 4	February 10, 17, 24, 31, 7
5	Water System online		8/9/2022	8/9/2022	March 6, 13, 20, 27, 4	April 3, 10, 17, 24, 31, 7
6	South Parking lot sub. comp.		10/28/2022	10/28/2022	May 5, 12, 19, 26, 3	June 2, 9, 16, 23, 30, 6
7	Building Dry in		1/11/2023	1/11/2023	July 6, 13, 20, 27, 4	August 3, 10, 17, 24, 31, 7
8	Commons Start		6/12/2023 *	6/12/2023	September 6, 13, 20, 27, 4	October 3, 10, 17, 24, 31, 7
9	Steam Punch		6/20/2023	6/20/2023 *	November 5, 12, 19, 26, 3	December 3, 10, 17, 24, 31, 7
10	Substantial Completion		8/4/2023	8/4/2023	January 13, 20, 27, 4	February 10, 17, 24, 31, 7
11	Final Completion		8/14/2023	8/14/2023	March 6, 13, 20, 27, 4	April 3, 10, 17, 24, 31, 7
	PRECONSTRUCTION		3/2/2022	5/22/2022	May 5, 12, 19, 26, 3	June 2, 9, 16, 23, 30, 6
	DESIGN AND ENGINEE	22d	3/2/2022	3/31/2022	July 6, 13, 20, 27, 4	August 3, 10, 17, 24, 31, 7
12	Design Package 2 - Revision for Steam, Sitework, and Commons	9d	3/2/2022 A	3/14/2022 A	September 6, 13, 20, 27, 4	October 3, 10, 17, 24, 31, 7
13	Owner Review and Approval	13d	3/15/2022 A	3/31/2022 A	November 5, 12, 19, 26, 3	December 3, 10, 17, 24, 31, 7
	SUBMITTALS / PROCU	283d	4/8/2022	5/22/2022	January 13, 20, 27, 4	February 10, 17, 24, 31, 7
	Owner special dates/	40d	6/24/2022	8/19/2022	March 6, 13, 20, 27, 4	April 3, 10, 17, 24, 31, 7
14	WIMPAC 6/12	1d	6/24/2022 A	6/24/2022 A	May 5, 12, 19, 26, 3	June 2, 9, 16, 23, 30, 6
15	WIMPAC 7/3	10d	7/5/2022 *	7/18/2022	July 6, 13, 20, 27, 4	August 3, 10, 17, 24, 31, 7
16	WIMPAC 7/28	7d	7/28/2022 *	8/5/2022	September 6, 13, 20, 27, 4	October 3, 10, 17, 24, 31, 7
17	WIMPAC 8/15	5d	8/15/2022 *	8/19/2022	November 5, 12, 19, 26, 3	December 3, 10, 17, 24, 31, 7
	CONSTRUCTION		4/1/2022	8/14/2022	January 13, 20, 27, 4	February 10, 17, 24, 31, 7
	MOBILIZATION		4/1/2022	5/11/2022	March 6, 13, 20, 27, 4	April 3, 10, 17, 24, 31, 7
18	Mobilize to site - trailer, fence check.	22d	4/1/2022 A	5/2/2022 A	May 5, 12, 19, 26, 3	June 2, 9, 16, 23, 30, 6
19	Swppp	5d	5/5/2022 A	5/11/2022 A	July 6, 13, 20, 27, 4	August 3, 10, 17, 24, 31, 7
	SITE WORK		5/5/2022	8/7/2022	September 6, 13, 20, 27, 4	October 3, 10, 17, 24, 31, 7
20	Survey and layout	7d	5/5/2022 A	5/13/2022 A	November 5, 12, 19, 26, 3	December 3, 10, 17, 24, 31, 7
	Sanitary Sewer System		5/16/2022	7/27/2022	January 13, 20, 27, 4	February 10, 17, 24, 31, 7



Jackson
CONTRACTOR GROUP, INC.

PRINT DATE: 6/28/2022



LPHS Phase 2

Line	Name	Duration	Start	Finish	2022												2023																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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LPHS Phase 2

Line	Name	Duration	Start	Finish	2023																									
					March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	January	February	March	April
75	Create alternate access pathways	8d	5/15/2023	5/24/2023																										
76	Selective site demo	3d	5/25/2023	5/30/2023																										
77	Rough grade	4d	5/31/2023	6/5/2023																										
78	Practice field rough grade	3d	6/1/2023	6/5/2023																										
79	Excavate and install site electrical	5d	6/6/2023	6/12/2023																										
80	Excavate and install irrigation sleeves	4d	6/13/2023	6/16/2023																										
81	Fine grade	4d	6/19/2023	6/22/2023																										
82	Form hardscape	8d	6/23/2023	7/5/2023																										
83	Place hardscape	8d	7/3/2023	7/13/2023																										
84	Fine grade for paving	3d	7/14/2023	7/18/2023																										
85	Pave	3d	7/19/2023	7/21/2023																										
86	Install irrigation and landscape	14d	7/19/2023	8/7/2023																										
	STEAM BUILDING		7/28/2022	6/20/2022																										
	Foundation	70d	7/28/2022	11/3/2022																										
87	Excavation and Export Soil	6d	7/28/2022	8/4/2022																										
88	Establish foundation subgrade	3d	8/5/2022	8/9/2022																										
89	Form continuous footings	6d	8/10/2022	8/17/2022																										
90	Place rebar	4d	8/15/2022	8/18/2022																										
91	Install dowel template	3d	8/17/2022	8/19/2022																										
92	Install wall dowels	3d	8/18/2022	8/22/2022																										
93	Inspect and QC	2d	8/23/2022	8/24/2022																										
94	Place concrete	1d	8/25/2022	8/25/2022																										
95	Strip continuous footings formwork	4d	8/26/2022	8/31/2022																										
96	Form interior face of foundation wall and brace	8d	8/30/2022	9/9/2022																										
97	Place wall rebar	3d	9/7/2022	9/9/2022																										
98	Form exterior face	5d	9/12/2022	9/16/2022																										
99	Place embeds	2d	9/19/2022	9/20/2022																										
100	Inspect and QC	2d	9/21/2022	9/22/2022																										
101	Place foundation wall concrete	1d	9/23/2022	9/23/2022																										
102	Strip formwork	3d	9/26/2022	9/28/2022																										

By: Brandon Tunge

LPHS Phase 2

[illegible]

LPHS Phase 2

[illegible]

PRINT DATE: 6/28/2022

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	-\$315,710.60	Credit for fence, and remaining allowances
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	
	\$20,284,225	

DESIGN FEES

A&E Contract		
Architecture MEP Structural	\$1,654,850	
Additional Services Include:	\$317,638	includes all sub consultants, FF&E, & Technology
Geotech Report	\$7,300	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, learning stair reconfiguration, VE design
Change Order #1	\$27,100	
	\$2,022,519	

OWNER EXPENSES

FF & E - Estimate	\$300,000	from A&E furniture estimate February 2021
Technology	\$0	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, safety systems, switches, clocks, bells, surveillance
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
Land Cost	\$0	
Bond Costs	\$0	From Bridget
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
Owner Contingency	\$750,000	
	\$2,015,486	

PERMITS & FEES

Building Permit - Actual	\$60,864
Plan Review- Actual	\$20,240
Gallatin County Zoning Review Fees	\$400
Impact Fees	\$0
Land Use Permit Fee	\$10,000
	\$91,504

TESTING & INSPECTIONS

Commissioning	\$53,865	Quote from Elk Horn Commissioning
Testing and Inspections	\$61,411	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	\$20,284,225
Design Fees	\$2,022,519
Owner Project Expenses	\$2,015,486
Permits and Fees	\$91,504
Testing & Inspections	\$115,276
Bidding, Advertising, Printing	\$500
Total	\$24,529,510
Funds Available	\$27,204,928.80
Difference	-\$2,675,418.84

Big Sky School District Phase 2 Contingency Log

	<i>Contractor</i>	<i>Owner</i>
Contingency included in Phase 2	\$504,879.00	\$750,000.00

Change Orders

New Electrical Subcontractor Pricing	\$61,409		Pending
PCO25 Fire Line		\$124,320	Pending
Subtotal	\$61,409	\$124,320	
Budget	\$504,879	\$750,000	
Balance	\$443,470	\$625,680	

Big Sky School District #72 Lone Peak High School Ophir Middle School

Athletic and Activities Handbook 2022-23



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Big Sky School District Miner and Bighorn Student/Parent Pledge

Student Pledge: As a student participating in extra-curricular activities, I am a role model. I will refrain from engaging in all types of disrespectful behavior, including inappropriate language, taunting, trash talking, and unnecessary physical contact. I know the district, conference, and state expectations; and I accept the responsibility and privilege of representing this school and community as a student.

Student Code of Conduct

- I will strive for academic excellence
- I will arrive on time for all practices, meetings, and contests
- I will show respect for authority, other athletes, and students
- I will conduct myself in a manner that fosters an environment free from intimidation, harassment, discrimination, and bullying, including cyberbullying
- I will set a good example in school and within the community
- I will refrain from the use of any tobacco products or alcoholic beverages
- I will refrain from the use of performance enhancing or mind altering drugs
- I will comply with all school/team rules and policies
- I will demonstrate and encourage good sportsmanship on and off the playing field
- I will report any injury to the coach

Parent Pledge: As a parent, I acknowledge that I am a role model. I will remember that school activities are an extension of the classroom, offering learning experiences for the students. I must show respect for all players, coaches, spectators, and support groups. I understand the spirit of fair play and good sportsmanship is expected by our district, conference, and state. I accept my responsibility to be a model of good sportsmanship that comes with being the parent of a student.

Parent Code of Conduct

- I will cheer in a positive manner and display appropriate game behavior
- I will focus on performance and effort of the student athlete, not on the outcome. Winning or losing does not define success
- I will never approach a coach, athlete, referee or school official regarding a ruling on the field of play, directly after or during the contest.
- I will encourage my child to talk with the coaches. If I have a concern about my child, I will discuss my concerns with the coach only after my child has expressed this same concern with the coach, at an appropriate time, not directly after or during a contest.
- I will avoid making derogatory remarks while in a public place and support the program while in the presence of my athlete and other fans.
- **I will supervise my other children at all times at home and away games.**

The above is the Big Sky School District Activities Pledge, we ask that you and your child abide to this Pledge during his or her participation in any District activity. By signing this, I agree to abide by the Pledge, and accept any consequences for violating the Pledge.

Student's Signature

Date

Parent's Signature

Date

INTRODUCTION

Welcome to Big Sky School District's Extra/Co-curricular Activities and Athletics! We are excited about the opportunity to be involved with your child's extra/co-curricular experience. Our schools' programs are designed for every student's enjoyment and growth. The Coaches, School Board Trustees, Big Sky School District Staff/Administration, and the Booster Club look forward to building a positive athletic, ~~and~~ extra-curricular, and co-curricular environment for all participants.

It's important that you carefully read all of the information included in this handbook, sign all of the appropriate forms at the back of this handbook, and turn in the completed forms to the office. NO STUDENT will be allowed to practice or participate until all completed forms have been received. Participation fees must also be paid in the office prior to student participation in the program. If you are not sure of a policy or if it seems unclear, contact the Athletic/Activities Director, Principal, or Superintendent for clarification. This handbook is subject to review and quarterly changes. Big Sky School District Administration may make changes as deemed necessary.

DEFINITION OF EXTRA/CO-CURRICULAR ACTIVITIES

Extra-curricular activities shall be defined as participation in or attendance at any school activity that is not for school credit. Extra-curricular activities shall be those in which practice/participation typically occurs outside of the school day and/or for which travel is required away from the school site.

Co-curricular activities shall include all clubs, organizations, expeditions, music, etc., named here and any other not named but associated with the Big Sky School District. These include: Football, Basketball, Volleyball, Wrestling, Track, Tennis, Golf, Skiing (BSSEF), Big Sky Futbol Club, Cross Country, Soccer, Baseball, Student Council, National Honor Society and any other club or sport that is associated with Lone Peak High school or any of its programs.

PARTICIPATION PHILOSOPHY AND GOALS OF THE PROGRAM

It is the position of Big Sky School District #72 that students should have the opportunity for meaningful participation in extra/co-curricular activities. The District believes that participation in organized activities can contribute to the all-around development of successful young men and women. The District has a commitment to provide high-quality staff, facilities, and resources for all extra/co-curricular activities offered. Any student who lives within the school district attendance boundary and meets eligibility standards is welcome to participate.

Big Sky School District values the lessons that have long been taught by athletic/activities participation: the pursuit of excellence through personal development and teamwork; ethical and responsible behavior on the field and off; adherence to the spirit of rules as well as to their letter; leadership and strength of character; and sportsmanship – including respect for one's opponents, acceptance of victory with humility, acknowledgement of defeat with grace, and respect for the value of cross-cultural understanding and acceptance. In teaching these lessons to our students, Big Sky School District instills habits that will lead students to better and healthier lives. While winning is not an end in itself, we believe that the consistent effort to achieve by our interscholastic teams will lead them to succeed.

The District acknowledges that participation in extra/co-curricular activities is a right extended to the students who are willing to make the commitment to adhere to the rules that govern our programs. Participation is a way for students to grow, learn, enjoy themselves, and to use and develop their personal, physical, and intellectual skills. The entire Athletic/Activities Department and District Administration Team works to achieve these goals, honors the values of our School, and supports the principles of the Montana High School Association (MHSAA). All student-participants should plan to start practice/tryouts

on the scheduled first day. No student will be allowed to join a team after the first two weeks of the season unless they obtain prior approval from the Activities Director, Principal, and Superintendent. Participation in extra/co-curricular activities requires a higher level of responsibility from participants in part due to the potential for off-campus experiences. All persons involved with the extra/co-curricular program should conduct themselves in a manner which sets a good example for the people in the Big Sky community.

The goals of the athletic/activities program are as follows:

- 1) To provide a program that encourages students to explore various sports and other activities as well as develop new interests, talents, leadership, and interpersonal skills.
- 2) To provide a program that encourages participation as well as competition.
- 3) To ensure all athletes and participants are given opportunities to participate in games, practices, and activities.
- 4) To emphasize while playing to win in competition is healthy, team cooperation and performance are more important than winning the contest.
- 5) To encourage sportsmanship and positive attitudes toward teammates, coaches, game officials, advisors, co-participants, and opponents.
- 6) To provide a competent level of coaching and supervision for each sport or activity offered and emphasize to coaches and advisors that they should not underestimate their importance in the personal and social growth of student participants.

PARTICIPATION EXPECTATIONS AND TRAINING RULES

Big Sky School District strongly believes that organized practice and training are vital aspects to the all-around development of young men and women. In the effort to (a) emphasize the proper ideals of teamwork, sportsmanship, ethical conduct and fair play, and (b) encourage leadership, use of initiative, and good judgment by activity participants so that our school and our community can best be represented, minimum written training rules and general rules of conduct for both extra-curricular, co-curricular, and intramural activities have been established by school district administrators, staff, coaches, and supervisors. Each program, coach, or advisor may have additional rules and/or expectations pertaining to participation in their specific activity or sport.

DRESS CODE

Students representing Ophir Middle School and Lone Peak High School in extra/co-curricular activities will adhere to the following dress code: (1) On game days during school hours and during special events, all participants (including managers) will either be dressed formally or will wear team apparel. The Head Coach/Supervisor of each activity will determine the dress code for their respective teams. (2) Special events include and are not limited to Booster Club Events, Banquets, and Tournaments. (3) Head Coaches/Supervisors may set additional standards for their team.

SPECIFIC EXPECTATIONS

Coaches/supervisors may provide specific expectations for their individual programs above and beyond what is in this handbook. Parents and students should read and sign any statement of understanding and acceptance of these extra agreements for participation. Head Coaches will provide any extra expectations during Parent Information Nights at the beginning of each sport/activity season. All specific expectations will be approved by the Athletic/Activities Director. Failure of participants and/or parents to sign the participation rules and expectations will exempt the participants from participating in the activity.

OVERNIGHT TRIPS

Athletic/Activity teams are sometimes required to stay overnight in hotels. Athletes and/or parents are required to reimburse the District for their son or daughters room prior to departing for an overnight trip. Coaches or the Athletic Director will notify athletes and parents in advance pertaining to the amount of money due. Coaches and Supervisors are responsible for the safety and well-being of students during overnight trips. Hotel room checks may be announced or unannounced and are for the purpose of maintaining order, discipline, and compliance with all school district policies. It's important to know that a coach, supervisor, or other district employee is required to do room checks and may deem it necessary to search a student's hotel room and its contents. Coaches will assign hotel rooms by the same sex only. Girls are not to enter rooms assigned to boys; boys are not to enter rooms assigned to girls. When it is necessary to have a meeting with both boys and girls it will be under the direct supervision of the Head Coach/Supervisor. All student participants must remain at the hotel unless given explicit permission by the Head Coach/Supervisor to leave and return as directed. No students are allowed to make charges to their room (i.e. food and phone calls). If a participant is found to have violated school policy or is insubordinate to school employees, that participant will be sent home early, at parent's expense, and subject to disciplinary actions.

VARSITY LETTERS

Each Head Coach/Supervisor will determine the criteria for earning an award in their programs. However, the following items will be consistent throughout every athletic/activity program that awards a LPHS letter:

1. A participant must complete the season in "good standing."
2. If a participant has a training rule violation during the season, their opportunity for a "letter" is forfeited, even though they finish the season.
3. Participants who earn All-Conference or All-State Honors even if they don't earn a LPHS letter, will still receive those honors.
4. Awards and all other Honors will be left to the discretion of each Head Coach/Supervisor.

LETTERING REQUIREMENTS

- Varsity Basketball - Participant must play in as many varsity quarters as there are games (e.g. 18 games scheduled, player must have played in 18 quarters)
- Varsity Football – Participant must play in half as many varsity games as there are in the season (e.g. 8 games scheduled, player must have played in 4 games).
- Varsity Golf – Participant must either qualify for the state tournament of meeting the minimum score requirements set up by the MHSA (e.g. for boys, score a 100 or less in a meet. For girls, score 120 or less in a meet for 18 holes).
- Varsity Track and Field – Qualify for the Divisional Track Meet in an individual or relay event and/or score a minimum of twelve (12) points during the season in varsity meets.
- Varsity Volleyball - Participant must be on the varsity team.
- Varsity Soccer - Participant must play in half as many varsity games as there are in the season (e.g. 8 games scheduled, player must have played in 4 games).
- Varsity Baseball - Participant must play in half as many varsity games as there are in the season (e.g. 8 games scheduled, player must have played in 4 games).

Head Coaches and Supervisors have the discretion to allow student managers to travel at any given time throughout the season. Lettering a student manager will be the decision of the Head Coach/Supervisor.

STUDENT ATHLETE ELIGIBILITY

ACADEMIC ELIGIBILITY

The Big Sky School District Academic Eligibility Policy for extra/co-curricular programs reaffirms the District's primary academic mission.

All participants will be subject to the following procedures for academic eligibility in Big Sky School District #.

ALL PARTICIPANTS MUST HAVE A "C" OR ABOVE IN ALL CLASSES AT ALL TIMES. SHOULD A PARTICIPANT FALL BELOW A "C" IN ONE OR MORE CLASSES, THE PARTICIPANT WILL BE PLACED ON THE ELIGIBILITY CONCERN LIST. ELIGIBILITY PROCEDURES ARE AS FOLLOWS:

ELIGIBILITY PROCEDURES

- Principal: The Principal will generate a list every Monday of student/athletes who have D's or F's in any class. The Principal will distribute the list to the AD and the teachers. Parents will also be contacted directly via email when the student(s) shows up on the Eligibility Concern List.
- Athletic Director: The Athletic Director will distribute the Eligibility Concern List to coaches every Monday.
- Coaches: Coaches must be proactive and discuss the importance of being a student/athlete at the start or at the end of practice. Address student/athletes on the list in private. Contact parents of the student and inform them of the District's Policy regarding student eligibility. Coaches must be in contact with the teachers of the student/athletes to ensure work is being completed and/or they are seeking additional help.
- Teachers: Teachers will make themselves available to assist students who are on the Eligibility Concern List. They will also be in contact with parents via email or through a phone call to discuss the situation and to ensure parents are informed.
- The athletic/activities director, principal, and/or superintendent will make final decisions on eligibility of all participants.

ELIGIBILITY TIMELINE

1. Week One: Student participants, coach and parents are notified that their student is on the eligibility concern list. (List to be generated Monday)
2. Week Two: Student participants, coach and parents are notified that their student is on the eligibility concern list for the second week. (List to be generated Monday)
3. Week Three: Student participants, coach and parents are notified that their student is on the eligibility concern list for the third week and eligibility for upcoming events is in jeopardy. (List to be generated Monday). At this time, the student athlete is deemed ineligible for competition. The student athlete can change this status if.....by the end of the school day prior to the competition, the student athlete no longer has a grade lower than a "C". **EXAMPLE: a student is declared ineligible on Monday and has a game on Thursday, student must work with teacher to get grade to a "C" or better by the end of the day (3:30) Wednesday.** If the

students are unable to bring their grade up to a C or higher the students will be declared ineligible for those game(s).

4. Week Four: If students are on the list for a fourth week (as determined from the list generated on Monday), the students are ruled ineligible for the entire week and cannot participate in practice or competitions for the entire week. In order to play the fifth week, the students must bring their grade up to C or higher in the class by end of the school day Monday of the fifth week. For each additional week after the fifth week, procedures for the fourth week will be followed.

******IMPORTANT******

Student grades are calculated on a semester basis; a reset of grades is only at the end of the 1st semester.

******IMPORTANT******

Student Athletes must proactively work with their coaches, teachers and parents through the process of eligibility.

MHSA ELIGIBILITY TRANSFER STUDENT

Transfer students should refer to the [Transfer Student Questionnaire – Form A](#) in this handbook to help them determine if they are eligible for participation in LPHS athletics. All high school students must pass at least 4 academic classes the semester prior to their sports season and be enrolled in 4 academic classes during their competitive season in order to be eligible to participate in MHSA sponsored athletics. Entering 9th grade students are eligible to participate in high school athletics.

You are NOT ELIGIBLE to compete in high school athletics if:

- You reach the age of 19 years old prior to midnight, August 31st.
- You have already attended four years of school after the 8th grade.
- You have participated in four seasons of any sport (excluding the 8th grade rule for Class C Schools).
- You have not completed the required MHSA physical exam.
- You have violated your status as an amateur athlete by –
 - Accepting any amounts of money or usable merchandise
 - Selling a prize won in competition
 - Accepting awards that exceed \$100.00 in value
- You change residence without a corresponding change by your parents or legal guardian.
- You participate in any All-Star, Charity, or Benefit Games of any kind during or after your sport season.
- Anyone else besides you or your parents pays a fee for specialist training such as a summer camp, or if you are practicing with your coach outside the season of football, basketball, or volleyball. The exception is during June and July when you can work with your coach. You cannot work directly with your coach after July 31st. Strength, Speed Training, Individual Practices (with 2 adults present), and Open Gyms will take place during the school year as per MHSA rule.

ELIGIBILITY OF EIGHTH GRADE STUDENTS

The goal of Lone Peak High School athletics and activities is to provide high school participants full opportunity to compete, improve in and develop skills and abilities in their chosen endeavors.

Eighth grade students are eligible to petition to compete in high school athletics (except football) **provided the following conditions are met.**

- The current roster size is below 150% of the required athletes on the field or court (Insert example) Example: 11 players required to field a team in varsity soccer, roster size is 17, This condition is not met. Example: 5 players required to field a team of bball players, roster size is 7, this condition is met.
- The coach submits a request in writing to the athletic director which will be reviewed by the HS principal and the superintendent with the school board having final decision making authority.
- Parents of student in question sign off giving full permission for their child to participate.

Upon approval, eighth grade students **must also meet the following conditions and requirements:**

- Athletes must meet all expectations that are set for the high school students in this handbook.
- Athletes may NOT compete for their junior high team concurrently with their high school team. They may finish their junior high season then join the high school team but will still be required to compete 10 practices before competition.

ENROLLMENT

All students enrolled in the District who meet MHSA and School District eligibility requirements are eligible for participation in extra-curricular, co-curricular, athletic, and intramural programs at Ophir Elementary, Ophir Middle School, and Lone Peak High School.

EARLY / LATE PRACTICE

During the times when students have late practice they will be required to attend after school study hall / tutoring which will be proctored by a staff member. Student athletes are encouraged to make the most of this time and complete any schoolwork that they are responsible for.

CONDUCT

All policies, rules, requirements, or expectations are in effect each school year from the date of the first practice for fall activities (August) until the last day of school (June). This applies to all students even if a student is not currently involved in an activity. Consequences for violations that are not completed by the end of the current school year will carry over to the following school year. Violations are cumulative through the student's period of attendance in fifth through twelfth grade but do not carry over from middle to high school.

CRIMINAL OFFENSE

Any criminal behavior reported to the District may result in a student's removal from any extra-curricular, co-curricular, intramural, or school sponsored activity for an amount of time judged appropriate by the school's administration. A student who is declared ineligible under this policy retains his/her due process rights and is entitled to a hearing before the Board of Trustees.

VIOLATIONS WHEN TRAVELING

Students traveling for extra-curricular and co-curricular activities must conduct themselves in a responsible manner. Failure to do so creates a major liability for the school district and its employees.

Violations of school policy or other gross misbehavior while traveling cannot be tolerated. The Big Sky School District Administration will use their discretion in dealing with traveling violations. Our community is extremely supportive of student activities and they expect our best representation. When traveling with a school group, all students must remain with their Head Coach or Supervisor at all times unless given explicit permission to leave and return as directed.

HARASSMENT

Sexual harassment is a form of sex discrimination and is prohibited in the District. An employee, District agent, or student engages in sexual harassment whenever he/she makes unwelcome advances, requests sexual favors, or engages in other verbal, non-verbal, or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. denies or limits the provision of educational aid, benefits, services, opportunities, or treatment, or that makes such conduct a condition of a student's academic status or
2. has the effect of:
 - a. substantially interfering with the student's educational or extra/co-curricular environment;
 - b. creating an intimidating, hostile, or offensive educational environment;
 - c. depriving a student of educational aid, benefits, services, opportunities, or treatment; or
 - d. making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student.

The terms "intimidating, hostile, and offensive" include conduct which has the effect of humiliation, embarrassment, or discomfort and include but are not limited to unwelcome touching, crude jokes, gestures, pictures, pressure for sexual activity, discussion of sexual experiences, intimidation by words, actions, insults or name calling, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities (*District Policy 3225 – Sexual Harassment/Intimidation of Students and 3226 – Hazing/Harassment/Intimidation/Bullying/Menacing*).

- a) Hazing, Harassment, Intimidation, Bullying, Menacing: "Bullying" means any harassment, intimidation, hazing, or threatening, insulting, or demeaning gesture or physical contact, including any intentional written, verbal, or electronic communication ("cyberbullying") or threat directed against a student that is persistent, severe, or repeated, and that substantially interferes with a student's educational benefits, opportunities, or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, at any official school bus stop, or anywhere conduct may reasonably be considered to be a threat or an attempted intimidation of a student or staff member or an interference with school purposes or an educational function, and that has the effect of:
 - a. Physically harming a student or damaging a student's property;
 - b. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
 - c. Creating a hostile educational environment, or;
 - d. Substantially and materially disrupts the orderly operation of a school.

(*District Policy 3225 – Sexual Harassment/Intimidation of Students and 3226 – Hazing/Harassment/Intimidation/Bullying/Menacing*).

Sportsmanship: The Big Sky School District and Montana High School Association have established policies, expectations, and responsibilities which will cultivate the ideals of good sportsmanship. It shall be the responsibility of all individuals employed or directly associated with the extra-curricular program to conduct themselves in a sportsmanlike manner. The true purpose of contests and athletic competition are to provide worthwhile education experiences for all students, players, and spectators and to provide enjoyable recreation

regardless of whether a competition is won or lost. Coaches, advisors, student participants, and spectators are expected to always demonstrate good sportsmanlike behavior both at home and away contests.

Cell Phone and other Electronic Devices Use: Student possession and use of cellular phones, pagers, and other electronic devices on school grounds, at school-sponsored events and activities, and while under the supervision and control of school District employees is a privilege which will be permitted only under the provisions of *District Policy 3630 – Cell Phones and Other Electronic Equipment*. At no time shall any student operate a cell phone or other electronic device with photo, audio, or video capabilities in a locker room, bathroom, or any other location where such operation may violate the privacy right of another person (*District Policy 3630 – Cell Phones and Other Electronic Equipment*).

Chemical Use: Students participating in extra-curricular, co-curricular, and intramural activities whether or not sponsored by the District or the MHSA shall not use, have in possession, sell, or distribute alcohol, tobacco, alternative nicotine and vapor products, or illegal drugs or abuse prescription or non-prescription drugs during their extra-curricular/co-curricular/intramural seasons. These rules are in effect 24 hours a day. If a student receives a Minor in Possession (MIP) or is seen using tobacco, alcohol, or illicit drugs, the student will forfeit the privilege of participating if a determination has been made by an administrator that a violation has occurred (*District Policy 3340 – Extra- Co-Curricular Chemical Use Policy*). If reasonable suspicion of illegal activity exists, a supervisor, coach, or school staff member will inspect and search students' hotel accommodations, school lockers, and desks, and belongings (*District Policy 3231 - Searches and Seizures*).

The district has in place Policy #3350, Extra-curricular drug testing policy for students. Policy #3350 is addendum #1 to this handbook. PLEASE MAKE YOURSELF FAMILIAR WITH THIS POLICY.

CONSEQUENCES FOR VIOLATIONS

If violations of the eligibility and participation rules occur the principal, superintendent, or athletic/activities director will attempt to contact parents both by phone and/or in writing for each violation. Investigations will be conducted with concern for the welfare of all students in the Big Sky School District uppermost in mind (*District Policy 2151 – Interscholastic Activities*).

If a determination that violations of conduct or eligibility and participation rules have occurred, consequences will be determined up to the following levels of severity for first, second, and third violations for all extra-curricular/co-curricular/intramural activities. Violations for chemical abuse will carry over from year to year. E.g.: A violation during the freshman year is a first violation. During the sophomore year another violation is the second offense.

First Violation: Suspension from all extra-curricular, co-curricular, or intramural competition (including practices) for a period of two calendar weeks and attendance at two counseling sessions. School district counselors, church counselors, and private counselors may be utilized. School counselors are available at no expense. The suspension starts as soon after the offense, and will run only during the time when school is in session (not during vacations). This portion of the policy is given only once in the career of the student extending from grades 6-8 and 9-12. If the student has violated the Chemical Use Policy in previous years, they will automatically go to the second offense.

Second Violation: Suspended from all games, practices, contests, competitions, or performances for the remainder of that activity. They must also attend and complete six counseling sessions. School district counselors, and private counselors may be utilized. School counselors are available at no expense.

Third Violation: Immediate suspension from all sports and other extra/co-curricular activities for one calendar year from the date the violation occurred. Must appeal before an Advisory Committee to request reinstatement for the next year's activities.

Fourth Violation: Denied extra-curricular and co-curricular participation for the remainder of high school years.

STUDENT OPTIONS RELATED TO VIOLATIONS AND CONSEQUENCES

Self-reporting: The purpose of this provision is to encourage a student/participant to seek help. This voluntary admission may not be used by the student if violation of this policy is already known by school administration. This provision may be used only one time by a student while enrolled in middle school and only one time while enrolled in high school. A self-referral will result in a 7 day suspension from competitive activities only; students will be eligible for practices only. Violations will be documented by the athletic/activities director.

Honesty clause: Students who violate participation rules and admit to infractions will be penalized as stated per violation. Students who deny they have broken the rules and are later found guilty of the violation will automatically be penalized by advancing to the next numerical step in the violation consequences as outlined in this Participation Handbook.

Counseling sessions: School district counselors, church counselors, and private counselors may be utilized. School counselors are available at no expense.

Student and Parent/Legal Guardian Due Process: If a determination is made that a student has violated the above rules, the student and parent or guardian shall be notified by an administrator of the violation by telephone, conference where possible, and/or also by mail. Also at this time, the student and parent or guardian shall be notified of the type of consequence that may be administered, or recommended to the Review Board, or to the School Board (only if expulsion is in order).

PRE-PARTICIPATION PHYSICAL EXAM

No student will be allowed to participate in practices, extra-curricular activities, or games without a current physical exam form on file with the school district. All participants must use the MHSA required Physical Exam Form found on our district website and in this Handbook. Physicals are valid through June of each school year and must be renewed after May 1 for the following school year. Pre-Participation Physical Exams must be for the new school year (only physicals completed after May 1, 2022 will count for the 2022-2023 school year).

PARTICIPATION FEES

Participation fees for athletes are \$175.00 per high school sport, \$125.00 per middle school sport, and \$30.00 per intramural activity. Participation fees must be paid prior to participating in the sports first practice. If financial circumstances make it difficult to have your son or daughter participate, please refer to Sports Scholarship Application Form E. Fees will be refunded for a student who decides not to participate prior to the start of the program. **Once a student begins a program, fees will not be refunded.** A student season activity pass will be \$25.00 for the 2019-2020 school year.

TITLE IX ATHLETIC POLICY

Hotel/Motel Reservations: Four same sex occupants to a room. If available, the same hotel/motel will be used for all sports. If not available, comparable accommodations will be provided in a different hotel/motel.

Assemblies: To maintain equity, assemblies and recognition gatherings shall be equal in number or combined together for the season.

Publicity and News Media: The school Newspaper Club and Yearbook Advisors shall maintain equal coverage for all activities. Community news media will be advised of the necessity for equitable coverage.

Booster Club: Booster Club expenditures and fund raising shall be equitable for male and female activities.

Pep Band and Spirit Squads: Shall play/cheer at an equitable number of both female and male activities/sport events.

Transportation: The Activities/Athletic Director will utilize the Lone Peak High School Activities Bus for both female and male athletic teams whenever possible. If a yellow school bus is necessary, it will be ordered and used for an equal number of female and male events whenever possible. Upon prior administrative approval, the BSSD Pre-Authorized Travel Release Form can be utilized by parents to transport student-athletes when necessary.

Uniform Replacement: Uniform replacement will be on a five-year rotation plan. The quality of uniforms will be comparable for each sport. All MHSA member schools are required to implement a uniform rotation plan.

Facilities: Athletic facilities will be scheduled for use on an equal basis for both male and female activities. Locker rooms and weight room equipment will meet the needs of all students involved in our activities programs.

Coaches Stipends: Coaching stipends will be determined each school year based on length of season and amount of time required by coaches to conduct their activity or sport.

Sport and Participation Opportunities: Activities and sports offered by the Big Sky School District #72 will be offered to both male and female students. The District will follow MHSA equity requirements when determining the activities offered.

CONCUSSIONS

There is a risk of all athletes, in any sport/activity, of sustaining a concussion. If an athlete is suspected of having a concussion, he or she must be immediately removed from play, be it a game or practice. Continuing to participate in physical activity after a concussion can lead to worsening concussion symptoms. Parents and coaches are not expected to be able to “diagnose” a concussion, as that is the job of a medical professional. However, parents and coaches should be aware of the signs and symptoms of a concussion. When in doubt, sit them out!

All athletes who sustain a concussion need to be evaluated by a health-care professional. After suffering a concussion, no athlete should return to play or practice on that same day and the athlete must be cleared by an appropriate health-care professional before they are allowed to return to play in games or practices. Big Sky School District coaches take part in the National Federation of High Schools (NFHS) Concussion Management training and are educated on recognizing the signs and symptoms of a concussion. Because of the passage of the Dylan Steiger’s Protection of Youth Athletes Act, schools are now required to distribute information sheets for the purpose of informing and educating student-athletes and their parents of the nature and risk of concussions and head injuries to student athletes, including the risk of continuing to play after the concussion or head injury. Please read and complete the Student-Athlete and Parent/Legal Guardian Concussion Statement Form (p.20); and read the Athlete Fact Sheet (p.21), the Parent Fact Sheet (p.22), and the Be Prepared/Signs and Symptoms Sheet (p. 23). (District Policy 3415-3415P-3415F)

Once an athlete no longer has symptoms of a concussion and is cleared to return to play by a knowledgeable health-care professional, he or she should proceed with activity in a step-wise fashion. On average, the athlete will complete a new step each day. The return to play schedule should proceed as below following medical clearance:

Step 1 – light exercise, including walking or riding an exercise bike (no weight-lifting)

Step 2 – running in the gym or on the field

Step 3 – non-contact training drills and weight-lifting can begin

Step 4 – full-contact practice or training

Step 5 – game play

MEDIA AND RELEASE OF STUDENT INFORMATION

During the school year, media pictures (still or moving) may be taken of your son or daughter while participating in activity events and may be released to local area media. Please contact the Activities/Athletic Director if it is your desire NOT TO HAVE media pictures/videos and the name of your child released to local media services.

As identified by the Big Sky School District, team pictures and rosters (grade level, height, weight) are included as part of student directory information. Rosters and a Varsity team picture are included in our programs which are given away at athletic contests. Please contact the Activities/Athletic Director if it is your desire to keep your child out of the team picture prior to the team picture date. Your child can still take an individual photo with our photographer if you desire. We will not include this individual picture in the program, only the team photo will be used.

TEAMS AND BUS TRAVEL

When traveling to away games, coaches will provide supervision and safety for our students. Students are expected to ride the bus to and from any competition out of Big Sky. Arrangements can be made for student athletes to ride home from an away game with their parents only by checking them out with the coaches prior to departing the event. **STUDENTS ARE REQUIRED TO RIDE THE DISTRICT PROVIDED BUS TO AND FROM ALL AWAY GAMES UNLESS 24 HOUR NOTICE AND APPROVAL BY THE COACH IS PROVIDED.**

CHAIN OF COMMAND

PLAYER/PARENTAL CONCERNS PROCESS

When a student/parent has a concern about their participation in an extracurricular program they should follow the steps listed below in an attempt to resolve the concern. In order to resolve conflicts at the lowest possible level and not impede the appeal/mediation process, the District endorses the following chain of command process: This should be done as soon as a concern arises so that it can be addressed in a timely manner. Waiting until the end of the season does not provide the coach/coaches an opportunity to address and make possible adjustments.

Be advised that playing time is at the discretion of the coaches based upon their assessment of player's skills, safety, attitude, and their performance during practices. Game tactics and strategies are also the prerogatives of the coaches.

In resolving conflict with coaches, the following steps of communication will be followed by the administration, board, parents and athletes:

1. Player and Coach
2. Player & Parent– Coach
3. Player & Parent– Coach & Athletic Director
4. Player & Parent– Coach, Athletic Director & Principal
5. Player & Parent– Coach, Athletic Director, Principal, Superintendent & School Board

If there is a concern to discuss with a coach, the following procedure must be followed:

1. Contact the coach to set up a face-to-face meeting
2. If the coach cannot be reached, contact the athletic director and a meeting will be set up for you.
3. Please give yourself time to understand your concern before approaching a coach. Attempting to confront a coach before, during, or immediately after a contest or practice is prohibited.

4. If the concern is not satisfactorily resolved after meeting with the coach, the athletic director will be involved in the discussion.
5. The athletic director will investigate the concern through discussions with the coach, other coaches, and will observe practice or game situations if it relates to the concern. The athletic director will document the results of the investigation and subsequent action (s) to be taken to resolve the conflict.
6. If the formal complaint is not satisfactorily resolved by the athletic director, the athlete and/or parent may appeal in a face-to-face meeting with the principal, who will meet with the parties involved in a further attempt to resolve the situation.
7. If the complaint is not satisfactorily resolved at this level, the athlete and/or parent may appeal to the superintendent in a face-to-face meeting.
8. Following this meeting the conflict may be presented to the school board in a formal written correspondence.

Both parenting and coaching are extremely difficult. By establishing an understanding of the responsibilities shared by both parent and coach, we are better able to accept the actions of the other and provide greater benefit to our student-athletes.

Examples of appropriate concerns to discuss with coaches include the physical and mental treatment of your child, ways to help your child improve, and concerns about your child's behavior. Issues not appropriate to discuss with coaches are playing time, play calling, and other student-athletes.

TRANSFER STUDENT QUESTIONNAIRE FORM A – FOR ALL TRANSFER STUDENTS GRADES 10-12 AND GRADE 9 IF TRANSFERRING IN AFTER THE 15TH DAY OF SCHOOL
--

Name and address of school student transferred from: _____

Number of semesters in high school, including current semester: _____

Did parents move with student? Yes ____ No ____

If parents did not move with student, please explain below:

Was move from parent to parent? Yes ____ No ____ If yes, is this the first time? Yes ____ No ____

If this is the first time, please identify the following:

Moved from: (Parent/Legal Guardian) _____

Moved to: (Parent/Legal Guardian) _____

Are you an International Exchange Student? Yes ____ No ____ If yes, which International Exchange Organization are you working through? _____

Name of Host Family: _____

Address of Host Family: _____

Phone Number of Host Family: (Home) _____ (Cell) _____

Are you transferring from a Home School? Yes ____ No ____
What grade are you transferring into? ____
Was the Home School in the Big Sky School District? Yes ____ No ____

Have you ever attended High School before? Yes ____ No ____
If you answered yes, which high school and town was it in? _____

Do you live within the Big Sky School District #72 boundaries? Yes ____ No ____

<p>BIG SKY SCHOOL DISTRICT #72 ATHLETIC/ACTIVITIES PARTICIPATION WARNING AND EQUIPMENT RESPONSIBILITY FORM B</p>

SPORT(S): _____
STUDENT NAME _____
PARENT/GUARDIAN _____

PLEASE READ CAREFULLY BEFORE SIGNING

Participation in athletics/intramurals is voluntary. The District recognizes that participation in activities can bring the student many rewards. These activities require that the student make a commitment to the activity, submit to the discipline of the coach, and develop self-discipline to be able to successfully participate. Participation in these activities often requires considerable physical exertion, physical conditioning, and adherence to training rules and regimens.

The rewards for participation are obvious. Learning to function in a team effort teaches a student important lessons for life. Participation in individual sports teaches self-reliance and commitment. All such activities develop in the student an appreciation for his or her physical abilities and enthusiasm and school spirit. Competition is fun and everyone must learn how to deal with both victory and defeat.

Interscholastic activities and intramurals tend to keep the student involved in a constructive endeavor. The District's experience has been that its athletes and members of other extra-curricular activities tend to be good citizens and good students. The District believes that you should encourage your child to participate in these activities and support and encourage him or her during the ups and downs of the particular endeavor.

Participation Warning

The School District will provide supervisors, safe equipment and facilities, and make reasonable efforts to see that the interscholastic and intramural program is safe for your child. Nevertheless, because athletic activity can involve injury to the participants, we must warn you of such dangers. Athletic injuries can impair the student's general physical and mental health and the student's ability to earn a living and engage in social or recreational activities and general enjoyment of life. Such injuries can include death or serious physical injury and a possibility of emotional injury. Injury can arise from training room procedures, the administration of first aid, or failure to follow game, training, safety, or other team rules.

The purpose of this warning is to aid you in making an informed decision as to whether the student should participate in the athletic/interscholastic/intramural activity. In addition, its purpose is to make you aware that as a student-athlete and parent/guardian, it is your responsibility to learn about the sport involved and to inquire of coaches, physicians, and other knowledgeable persons about any concerns you might have regarding athletic safety and the School District's athletic/intramural program.

Equipment Responsibility

We (parent and student-athlete) agree to be responsible for the safe return or replacement of all athletic and/or activity equipment issued by the Big Sky School District #72.

Student Signature: _____ Date _____

Parent/Guardian Signature: _____ Date _____

BIG SKY SCHOOL DISTRICT #72 – ATHLETICS AND ACTIVITIES EMERGENCY INFORMATION AND RISK ACKNOWLEDGEMENT FORM C

I. PERSONAL INFORMATION

Student's Last Name: _____ First Name: _____

Grade Level in 2016-2017: _____ Date of Birth: _____

Parent/Guardian email (s): _____

Name of Father or Guardian: _____ Cell Phone or Home Phone: _____

Name of Mother or Guardian: _____ Cell Phone or Home Phone: _____

II. EMERGENCY INFORMATION-In the event of an emergency, the following two people can be notified.

NAME _____ RELATIONSHIP _____ (PHONE #) _____

NAME _____ RELATIONSHIP _____ (PHONE #) _____

III. DRIVER INFORMATION

Big Sky School District #72 provides transportation to and from all Activities/Events/Games for all interscholastic participants. All students are required to ride school district transportation to these events. Only Parents/Guardians may sign out their child/children following an interscholastic sponsored event or activity. Students will not be released by their coach or supervisor to anyone else unless prior written approval is granted from the Activities/Athletic Director or Principal using the School District's Pre-Authorization Travel Release Form. This form can be obtained from the Activities/Athletic Director and must be returned prior to departure for the event or activity.

IV. PHYSICIAN- The name, phone, and address of the student's doctor is:

NAME _____ PHONE _____

ADDRESS _____

V. INSURANCE-The Big Sky School District #72 DOES NOT provide medical insurance benefits for students who choose to participate in the interscholastic and/or intramural program. Medical insurance must be provided in order for the student to participate. For those students who have no medical insurance, the school district can provide information on affordable and seasonal insurance from (SMIC) Special Markets Insurance Consultants. The athlete is covered with the following health insurance:

NAME OF THE INSURANCE CO. _____

POLICY # _____

VI. PARENTAL AUTHORITY FOR MEDICAL CARE AND ACKNOWLEDGEMENT OF RISKS - We authorize Big Sky School District #72 and all administrators, faculty members, coaches, or supervisors in charge of the student to obtain all necessary emergency medical care and authorize any licensed physician and/or medical personnel to render necessary emergency medical treatment to the athlete/student.

We have read the athletic/activities participation handbook and all forms and understand the warning about the risks of injury or death. In consideration of the Big Sky School District's permitting my child or ward to participate in its athletic/interscholastic/intramural programs and to engage in all activities relating to the event, we recognize and assume the risks which are inherent in the sport or activity.

BOTH PARENTS OR LEGAL GUARDIANS MUST SIGN THIS FORM. IF ONLY ONE PARENT/GUARDIAN IS LIVING OR HAS SOLE CUSTODY, THEN ONLY THAT PERSON NEED SIGN. THE SIGNING PARENT/GUARDIAN, HOWEVER, IS OBLIGATED TO NOTIFY ANY NON-CUSTODIAL PARENT/GUARDIAN OF THE CONTENTS OF THIS DOCUMENT.

ATHLETE'S SIGNATURE _____ DATE _____
PARENT/GUARDIAN'S SIGNATURE _____ DATE _____
PARENT/GUARDIAN'S SIGNATURE _____ DATE _____

2018-2019 ATHLETIC AND ACTIVITIES REGISTRATION FORM D

Student Name _____ Grade _____

Parent/Guardian Name(s) _____ Email _____

Home Phone _____ Cell Phone _____

Home Address _____

Every athlete must have a pre-participation physical form, pay the required activity fee, and fill out all required forms before he/she can practice or participate.

Participation Fees are \$175.00 per LPHS Sport, \$125.00 per Ophir Middle School Sport, and \$30.00 per Intramural Activity

Interscholastic Sports:

___ LPHS Football (9-12)
___ LPHS Volleyball (9-12)

___ LPHS Girls' Basketball (9-12)
___ LPHS Boys' Basketball (9-12)

___ LPHS Boys/ Girls Track
___ LPHS Boys/ Girls Cross Country
___ LPHS Girls' Golf (9-12)
___ LPHS Boys' Golf (9-12)
___ LPHS Girls' Tennis (9-12)
___ LPHS Boys' Tennis (9-12)

___ LPHS Spirit Squad (7-12)

___ OMS Football (6-8)
___ OMS Volleyball (5-8)

___ OMS Girls' Basketball (5-8)
___ OMS Boys' Basketball (5-8)

___ OMS Spirit Squad (5-8)

Intramural Activities:

___ Flag Football (K-5)
___ Basketball (K-4)

*Activity fee payments can be made in the main office and checks can be written out to Big Sky School District #72 or credit card payment and online form completion at <https://bigsky.revtrak.net/tek9.asp>

ACKNOWLEDGEMENT OF RECEIPT AND READING OF THE ATHLETIC AND ACTIVITIES HANDBOOK AND ALL REQUIRED FORMS
(Concussion Forms and Information Sheets, Forms A, B, C, D, E, and Physical Form)

Parent/Guardian Name (PRINT) _____
 Parent/Guardian Signature: _____ Date: _____
 Parent/Guardian Name (PRINT) _____
 Parent/Guardian Signature: _____ Date: _____

Student Name (PRINT) _____
Student Signature: _____ Date: _____

School District Representative (Witness) Signature _____ Date: _____

Participation in extra-curricular/interscholastic/intramural sports and activities requires a participation fee to help defray costs such as bus and driver, uniforms, and game officials. The participation fee is REQUIRED PER SPORT, along with the MHSA Pre-Participation Physical Form and all Activities/Athletic Handbook Forms (A, B, C, and D).

If financial circumstances make it difficult to have your son or daughter participate, please complete this form and return it to the Big Sky School District #72 Activities Director.

All information will be kept confidential

Student's Name (Please Print): _____

Grade Level: _____ Male: _____ Female: _____

Parent/Guardian's Name (Please Print): _____

Address:

Home/Cell Phone: _____ Work Phone: _____

Email Address:

Activity that financial aid is being applied for:

Please provide a brief statement of family circumstances that necessitates financial assistance in the box below

Parent/Guardian's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

MONTANA	For Office Use Only	
	Application Approved: _____ Date: _____	Administrator Signature: _____
	Application Denied: _____ Date: _____	Administrator Signature: _____
Scholarship Award: _____ Full _____ Partial _____ No Scholarship		

Because of the passage of the Dylan Steigers' Protection of Youth Athletes Act, schools are required to distribute information sheets for the purpose of informing and educating student-athletes and their parents of the nature and risk of concussion and head injury to student athletes, including the risks of continuing to play after concussion or head injury. Montana law requires that each year, before beginning practice for an organized activity, a student-athlete and the student-athlete's parent(s)/legal guardian(s) must be given an information sheet, and both parties must sign and return a form acknowledging receipt of the information to an official designated by the school or school district prior to the student-athletes participation during the designated school year. The law further states that a student-athlete who is suspected of sustaining a concussion or head injury in a practice or game shall be removed from play at the time of injury and may not return to play until the student-athlete has received a written clearance from a licensed health care provider.

Student-Athlete Name: _____

This form must be completed for each student-athlete, even if there are multiple student-athletes in each household.

Parent/Legal Guardian Name(s): _____

☐ We have read the *Student-Athlete & Parent/Legal Guardian Concussion Information Sheet*.

If true, please check box

After reading the information sheet, I am aware of the following information:

Student-Athlete Initials		Parent/Legal Guardian Initials
	A concussion is a brain injury, which should be reported to my parents, my coach(es), or a medical professional if one is available.	
	A concussion can affect the ability to perform everyday activities such as the ability to think, balance, and classroom performance.	
	A concussion cannot be "seen." Some symptoms might be present right away. Other symptoms can show up hours or days after an injury.	
	I will tell my parents, my coach, and/or a medical professional about my injuries and illnesses.	N/A
	If I think a teammate has a concussion, I should tell my coach(es), parents, or licensed health care professional about the concussion.	N/A
	I will not return to play in a game or practice if a hit to my head or body causes any concussion-related symptoms.	N/A
	I will/my child will need written permission from a licensed health care professional to return to play or practice after a concussion.	

	After a concussion, the brain needs time to heal. I understand that I am/my child is much more likely to have another concussion or more serious brain injury if return to play or practice occurs before concussion symptoms go away.	
	Sometimes, repeat concussions can cause serious and long-lasting problems.	
	I have read the concussion symptoms on the Concussion fact sheet.	

Signature of Student-Athlete

Date

+

Signature of Parent/Legal Guardian

Date

A Fact Sheet for ATHLETES

WHAT IS A CONCUSSION?

A concussion is a brain injury that:

- Is caused by a bump or blow to the head
- Can change the way your brain normally works
- Can occur during practices or games in any sport
- Can happen even if you haven't been knocked out
- Can be serious even if you've just been "dinged"

WHAT ARE THE SYMPTOMS OF A CONCUSSION?

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Bothered by light
- Bothered by noise
- Feeling sluggish, hazy, foggy, or groggy
- Difficulty paying attention
- Memory problems
- Confusion
- Does not "feel right"

WHAT SHOULD I DO IF I THINK I HAVE A CONCUSSION?

- Tell your coaches and your parents. Never ignore a bump or blow to the head even if you feel fine. Also, tell your coach if one of your teammates might have a concussion.

- Get a medical checkup. A doctor or health care professional can tell you if you have a concussion and when you are OK to return to play.
- Give yourself time to get better. If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have a second concussion. Second or later concussions can cause damage to your brain. It is important to rest until you get approval from a doctor or health care professional to return to play.

HOW CAN I PREVENT A CONCUSSION?

Every sport is different, but there are steps you can take to protect yourself.

- Follow your coach's rules for safety and the rules of the sport.
- Practice good sportsmanship at all times.
- Use the proper sports equipment, including personal protective equipment (such as helmets, padding, shin guards, and eye and mouth guards). In order for equipment to protect you, it must be:

- > The right equipment for the game, position, or activity
- > Worn correctly and fit well
- > Used every time you play

Remember, when in doubt, sit them out!

A Fact Sheet for PARENTS

WHAT IS A CONCUSSION?

A concussion is a brain injury. Concussions are caused by a bump or blow to the head. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious.

You can’t see a concussion. Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If your child reports any symptoms of concussion, or if you notice the symptoms yourself, seek medical attention right away.

WHAT ARE THE SIGNS AND SYMPTOMS OF A CONCUSSION?

Signs Observed by Parents or Guardians

If your child has experienced a bump or blow to the head during a game or practice, look for any of the following signs and symptoms of a concussion:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily • Answers questions slowly
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Can’t recall events prior to hit or fall
- Can’t recall events after hit or fall

Symptoms Reported by Athlete

- Headache or “pressure” in head
- Nausea or vomiting
- Balance problems or dizziness

- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Does not “feel right”

HOW CAN YOU HELP YOUR CHILD PREVENT A CONCUSSION?

Every sport is different, but there are steps your children can take to protect themselves from concussion.

- Ensure that they follow their coach’s rules for safety and the rules of the sport.
- Encourage them to practice good sportsmanship at all times.
- Make sure they wear the right protective equipment for their activity (such as helmets, padding, shin guards, and eye and mouth guards). Protective equipment should fit properly, be well maintained, and be worn consistently and correctly.
- Learn the signs and symptoms of a concussion.

WHAT SHOULD YOU DO IF YOU THINK YOUR CHILD HAS A CONCUSSION?

1. Seek medical attention right away. A health care professional will be able to decide how serious the concussion is and when it is safe for your child to return to sports.

2. Keep your child out of play. Concussions take time to heal. Don't let your child return to play until a health care professional says it's OK. Children who return to play too soon—while the brain is still healing—risk a greater chance of having a second concussion. Second or later concussions can be very serious. They can cause permanent

brain damage, affecting your child for a lifetime.

3. Tell your child's coach about any recent concussion. Coaches should know if your child had a recent concussion in ANY sport. Your child's coach may not know about a concussion your child received in another sport or activity unless you tell the coach.

Remember, when in doubt, sit them out!

Be Prepared

A concussion is a type of traumatic brain injury, or TBI, caused by a bump, blow, or jolt to the head that can change the way your brain normally works. Concussions can also occur from a blow to the body that causes the head to move rapidly back and forth. Even a “ding,” “getting your bell rung,” or what seems to be mild bump or blow to the head can be serious. Concussions can occur in any sport or recreation activity. So, all coaches, parents, and athletes need to learn concussion signs and symptoms and what to do if a concussion occurs.

SIGNS AND SYMPTOMS OF A CONCUSSION

SIGNS OBSERVED BY PARENTS OR GUARDIANS	SYMPTOMS REPORTED BY YOUR CHILD OR TEEN	
<ul style="list-style-type: none"> •Appears dazed or stunned •Is confused about events •Answers questions slowly •Repeats questions •Can't recall events prior to the hit, bump, or fall •Can't recall events after the hit, bump, or fall •Loses consciousness (even briefly) •Shows behavior or personality changes •Forgets class schedule or assignments 	<p><u>Thinking/Remembering:</u></p> <ul style="list-style-type: none"> •Difficulty thinking clearly •Difficulty concentrating or remembering •Feeling more slowed down •Feeling sluggish, hazy, foggy, or groggy <p><u>Physical:</u></p> <ul style="list-style-type: none"> •Headache or “pressure” in head •Nausea or vomiting •Balance problems or dizziness •Fatigue or feeling tired •Blurry or double vision •Sensitivity to light or noise •Numbness or tingling •Does not “feel right” 	<p><u>Emotional:</u></p> <ul style="list-style-type: none"> •Irritable •Sad •More emotional than usual •Nervous <p><u>Sleep*:</u></p> <ul style="list-style-type: none"> •Drowsy •Sleeps less than usual •Sleeps more than usual •Has trouble falling asleep <p><i>*Only ask about sleep symptoms if the injury occurred on a prior day.</i></p>

LINKS TO OTHER RESOURCES

- CDC –Concussion in Sports
 - <http://www.cdc.gov/concussion/sports/index.html>
- National Federation of State High School Association/ Concussion in Sports
 - www.nfhslearn.com
- Montana High School Association – Sports Medicine Page

- <http://www.mhsa.org/SportsMedicine/SportsMed.htm>



**IB Diploma Program Handbook
2021-2022**



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INTERNATIONAL BACCALAUREATE MISSION

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.

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BIG SKY SCHOOL DISTRICT VISION AND MISSION

CULTIVATING, ENGAGING, EMPOWERING LEARNERS

We:

Cultivate each student's potential

Engage in globally minded education and experiential learning in the Greater Yellowstone Ecosystem

Empower students to lead inspired lives of impact, resilience, and authenticity

At the Peak of Excellence in All that We Do.

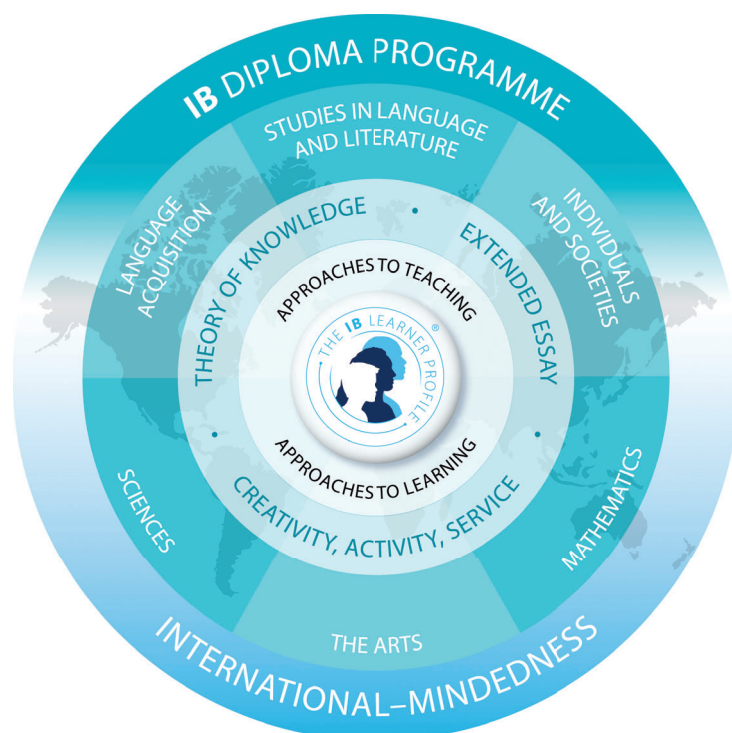
IB LEARNER PROFILE

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IB DIPLOMA PROGRAM OVERVIEW

The IB Diploma Program is a challenging two-year pre-university curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification (the IB diploma) that is widely recognized by the world's leading universities.

The curriculum contains six subject groups together with the DP core: creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (TOK). This is illustrated by the below Diploma Program model.



Candidates studying for the diploma select six subjects from the subject groups. Normally three subjects are studied at higher level (HL) (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (SL) (courses representing 150 teaching hours). All three parts of the core—extended essay, theory of knowledge and creativity, activity, service—are compulsory and are central to the philosophy of the Diploma Program.

- The **extended essay** has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at university.
- The interdisciplinary **theory of knowledge** course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other perspectives.
- Participation in the **CAS** program encourages candidates to be involved in artistic pursuits, sports, and community service work. The program fosters students' awareness and appreciation of life beyond the academic arena.

At the end of the two-year program, candidates are assessed both internally and externally in ways that measure individual performance against stated curriculum and assessment objectives for each subject.

In nearly all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, reports, class presentations, practical laboratory work, mathematical investigations and artistic performances.

Some assessment tasks are conducted and overseen by teachers, but are then marked externally by examiners. Examples include written assignments or tasks for language subjects in groups 1 and 2, the essay for theory of knowledge and the extended essay.

Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the larger share of the assessment for most subjects.

The grading system is criterion-related (results are determined by performance against set standards, and not in relation to the performance of other students); validity, reliability and fairness are principles of the Diploma Programme's assessment strategy.

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IB DIPLOMA PROGRAM AT LONE PEAK HIGH SCHOOL

LONE PEAK IB COURSE OFFERINGS*

- Group 1 English A: Language and Literature SL/HL**
Language: A Literature school-supported self-taught**

- Group 2 Spanish ab initio SL**
Spanish B SL***

- Group 3 Business Management SL******
History SL
History + History of the Americas HL

- Group 4 Biology SL/HL**
Physics SL/HL

- Group 5 Mathematics: Analysis and Approaches SL**
Mathematics: Applications and Interpretations SL

- Group 6 Theatre SL/HL**
Visual Arts SL/HL
Design Technology SL/HL

**LPHS course offerings are subject to enrollment numbers and staff resources*

***offered for students whose mother tongue is not English*

****Spanish B SL course expenses are student/family responsibility, unless recommended for the course by Pamoja*

*****one-year IB course at LPHS*

PAMOJA ONLINE IB COURSE OFFERINGS

Students may pursue additional IB course offerings online through Pamoja. Administrative approval is required for all online courses. Course expenses are the responsibility of the student/family. More information available at: <https://pamojaeducation.com/ib-diploma>

LPHS IB DIPLOMA PROGRAM ACCESS POLICY

To ensure the broadest possible reach of its academic programming for students, the school's IB Diploma Program is founded on an open enrollment policy that is supported through the school's course selection process.

COURSE SELECTION PROCESS

The aim of the course selection process at Lone Peak High School is to make sure that every student selects an appropriate, well-balanced, and challenging course of study. To this end, parents, teachers, and administration work hand-in-hand to support students through this process. The following steps are taken to ensure the best fit for each student.

- *Introduction and Overview of the Course Selection Process and Assessment in the IB Diploma Program* for students (Grade 10 - Semester 1)
- *Course Advisory Meeting* between students, Counselor, and/or IB Diploma Program Coordinator (Grade 10 - Semester 2)
- *Student Final Course Selection Submission* (Grade 10 - Semester 2)

ACADEMIC ROUTES AT LONE PEAK HIGH SCHOOL

At Lone Peak High School, students may pursue three different types of diplomas in order to ensure a successful completion of high school, meeting all Montana state requirements. With the IB Diploma Program, we use the credit system. To simplify the process, you will find the credit requirements for each diploma below.

LPHS Honors Diploma/IB Diploma Requirements*

Subject	Credits Earned
English	4 (2 must be IB course credits)
Math (no Pre-Algebra)	4 (2 must be IB course credits)
Social Studies	4 (2 must be IB course credits)
Science	4 (2 must be IB course credits)
World Language	2 (2 must be IB course credits)
IB Theory of Knowledge	1
IB CAS	2
IB Extended Essay	1
IB Group 6 Course	2
Art	1
Music	1
Health Enhancement	1
CTE	1
Total	28 Credits

*In addition, all IB Diploma Program requirements must be met. If a student completes an IB SL course in one year in social studies and/or science, they do not need 2 IB course credits in that subject.

**90% attendance record minimum (excused absences for school activities, family emergencies, and/or illness are not included)

*** IB Diploma is awarded externally by the IBO to those candidates fulfilling all requirements as outlined on page 30 of this handbook, including formal IB examinations.

LPHS Standard Diploma Requirements*

Subject	Credits Earned
English	4 (<i>2 must be IB course credits</i>)
Math (no Pre-Algebra)	4 (<i>2 must be IB course credits</i>)
Social Studies	4 (<i>1 must be IB course credits</i>)
Science	4 (<i>1 must be IB course credits</i>)
World Language	2 (Not IB required)
IB CAS	2
IB Group 6 Course	2
Art	1
Music	1
Health Enhancement	1
CTE	1
ToK/or Elective	1
Total	27 Credits

*In addition, all IB Diploma Program requirements must be met. If a student completes an IB SL course in one year in social studies and/or science, they do not need 2 IB course credits in that subject.

**90% attendance record minimum (excused absences for school activities, family emergencies, and/or illness are not included)

LPHS Essential Diploma Requirements*

Subject	Credits Earned
English	4 (<i>1 must be IB course credit</i>)
Math (no Pre-Algebra)	3
Social Studies	3 (<i>1 social studies or science course must be IB course credit</i>)
Science	3 (<i>1 social studies or science course must be IB course credit</i>)
World Language	1
IB CAS	2
IB Group 6 Course	1
Art	1
Music	1
Health Enhancement	1
CTE	1
Work/Study	1
General Elective	1
IB Course Elective	1
Total	24 Credits

*90% attendance record minimum (excused absences for school activities, family emergencies, and/or illness are not included)

Reviewed: 7/12/2022

IB DP COURSE DESCRIPTIONS

Preface: The course descriptions in this section of the handbook focus on the nature of each course and where appropriate, the distinction between the SL and HL courses. DP teachers provide a more detailed description of the subjects in their individual course syllabus. You can also find more information online at the [IB recognition resource library](#).

GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

ENGLISH A: LANGUAGE AND LITERATURE SL/HL

Language A: language and literature comprises four parts—two relate to the study of language and two to the study of literature.

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Distinction between SL and HL

The model for language A: language and literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels.

SL students are required to study four literary works and a number of non-literary texts that is equivalent in teaching and learning time, whereas HL students are required to study six literary works and a number of non-literary texts that is equivalent in teaching and learning time.

In paper 1, both SL and HL students are presented with two previously unseen non-literary extracts or texts from different text types, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students must write guided analyses of both non-literary extracts or texts.

In addition, HL students will have a fourth assessment component, the higher level (HL) essay, a written coursework task that requires students to explore a line of inquiry in relation to a studied non-literary text or texts, or a literary text or work. The outcome of this exploration is a 1200-1500 word essay in which HL students are expected to demonstrate a deeper understanding of the nature of linguistic or literary study.

© International Baccalaureate Organization 2019, Language A: Language & Literature Guide

LANGUAGE A: LITERATURE SCHOOL-SUPPORTED SELF-TAUGHT

Language A: literature is a literature course that may be studied in a wide range of languages. Language A: literature is the subject through which the IB's policy of mother-tongue entitlement is delivered. That policy promotes respect for the literary heritage of the student's home language and provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction. Where no

teacher is available, a student may be allowed to study his or her particular language A as a school-supported self-taught language A: literature student (SL only).

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GROUP 2: LANGUAGE ACQUISITION

Preface: At Lone Peak High School, Group 2 consists of two modern Spanish language courses—language ab initio and language B. Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The group 2 courses use a balance between approaches to learning that are teacher-centered (teacher-led activities and assessment in the classroom) and those that are learner-centered (activities designed to allow the students to take the initiative, which can also involve student participation in the evaluation of their learning). The teacher is best placed to evaluate the needs of the students and is expected to encourage both independent and collaborative learning.

Many factors determine the group 2 course that a student should take: the student's best language, the language(s) spoken at home and at school, and any previous knowledge of the language of study. The most important consideration is that the language B course should be a challenging educational experience for the student, offering not only the opportunity to learn an additional language but also the means of learning, appreciating and effectively interacting in a culture different from the student's own. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers using their experience and professional judgment to guide them.

SPANISH AB INITIO SL

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. In the language ab initio course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works.

Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning.

Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, language ab initio students must study authentic texts that explore the culture(s) of the target language. A key aim of the language ab initio course is to develop international-mindedness through the study of language, culture, and ideas and issues of global significance.

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SPANISH B SL

Language B is a language acquisition course designed for students with some previous experience of the target language. In the language B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

In the language B course, students develop the ability to communicate in the target language through the study of language themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. The study of language requires careful attention to forms, structures, functions and conceptual understandings of language. Knowledge of vocabulary and grammar—the what of language—is reinforced and extended by understanding the why and how of language: audience, context, purpose, meaning.

Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. For the development of receptive skills, language ab initio students must study authentic texts that explore the culture(s) of the target language. A key aim of the language ab initio course is to develop international-mindedness through the study of language, culture, and ideas and issues of global significance

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GROUP 3: INDIVIDUAL AND SOCIETIES

BUSINESS MANAGEMENT SL/HL

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts—creativity, change, ethics and sustainability—this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of internal and external stakeholders. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

The business management course encourages the application of local, national and global examples to content and concepts; the internal assessment (IA) for both SL and HL is an individual business research project that allows greater analysis and evaluation of content,

concepts and context. Students can develop a deeper understanding of an organization by studying its processes through the lenses of creativity, change, ethics and sustainability.

For the external assessment (paper 1 SL and HL), students will be assessed on their knowledge of important contemporary business topics through their analysis of a fictitious business. Paper 2 (SL and HL) has a greater focus on developing students' analytical and financial quantitative skills. This will allow students to combine their qualitative writing as business communicators with deeper financial analysis. In paper 3 (HL only) students apply their knowledge of business tools and content through an innovative and potentially disruptive social enterprise. This paper will allow business students to demonstrate their empathetic, creative, analytical and evaluative skills. It will allow students to make ethical strategic decisions for their stakeholders on a disruptive good or service; in the process, changing the lives of their stakeholders for the better.

Business management is a challenging and dynamic discipline that more than meets the needs of our students growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

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HISTORY SL/HL

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation, and significance. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

Distinction between SL and HL

Students at standard level (SL) and higher level (HL) are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history. In addition, students at HL are also required to undertake an in-depth study of three sections from one of the HL regional options. At Lone Peak High School, the regional option focuses on the *History of the Americas*. While many of the skills of studying history are common to both SL and HL, the difference in recommended teaching hours at SL and HL signals a clear distinction between the demands made on students, with the greater depth of study required for HL.

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GROUP 4: SCIENCES

BIOLOGY SL/HL

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. Estimates vary, but over the course of evolution 4 billion species could have been produced. Most of these flourished for a period of time and then became extinct as new, better-adapted species took their place. There have been at least five periods when very large numbers of species became extinct and biologists are concerned that another mass extinction is under way, caused this time by human activity. Nonetheless, there are more species alive on Earth today than ever before. This diversity makes biology both an endless source of fascination and a considerable challenge.

An interest in life is natural for humans; not only are we living organisms ourselves, but we depend on many species for our survival, are threatened by some and co-exist with many more. From the earliest cave paintings to the modern wildlife documentary, this interest is as obvious as it is ubiquitous, as biology continues to fascinate young and old all over the world.

The word “biology” was coined by German naturalist Gottfried Reinhold in 1802 but our understanding of living organisms only started to grow rapidly with the advent of techniques and technologies developed in the 18th and 19th centuries, not least the invention of the microscope and the realization that natural selection is the process that has driven the evolution of life.

Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction, and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.

Many areas of research in biology are extremely challenging and many discoveries remain to be made. Biology is still a young science and great progress is expected in the 21st century. This progress is sorely needed at a time when the growing human population is placing ever greater pressure on food supplies and on the habitats of other species and is threatening the very planet we occupy.

Distinction between SL and HL

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes, and attitudes, as described in the “Assessment objectives” section of the guide.

While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

PHYSICS SL/HL

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies.

The scientific processes carried out by the most eminent scientists in the past are the same ones followed by working physicists today and, crucially, are also accessible to students in schools. Early in the development of science, physicists were both theoreticians and experimenters (natural philosophers). The body of scientific knowledge has grown in size and complexity, and the tools and skills of theoretical and experimental physicists have become so specialized that it is difficult (if not impossible) to be highly proficient in both areas. While students should be aware of this, they should also know that the free and rapid interplay of theoretical ideas and experimental results in the public scientific literature maintains the crucial links between these fields.

At the school level both theory and experiments should be undertaken by all students. They should complement one another naturally, as they do in the wider scientific community. The Diploma Programme physics course allows students to develop traditional practical skills and techniques and increase their abilities in the use of mathematics, which is the language of physics. It also allows students to develop interpersonal and digital communication skills which are essential in modern scientific endeavor and are important life-enhancing, transferable skills in their own right.

The Diploma Programme physics course includes the essential principles of the subject but also, through selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both SL and HL, and therefore accommodates students who wish to study physics as their major subject in higher education and those who do not.

Distinction between SL and HL

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the option studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes, as described in the “Assessment objectives” section of the guide.

While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, in the additional higher level (AHL) material and in the common options. The distinction between SL and HL is one of breadth and depth.

GROUP 5: MATHEMATICS

MATHEMATICS: ANALYSIS & APPROACHES SL

(HL course available online thru Pamoja)

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Distinction between SL and HL

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

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MATHEMATICS: APPLICATIONS & INTERPRETATION SL

(HL course available online thru Pamoja)

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Mathematics: applications and interpretation: Distinction between SL and HL

Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

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GROUP 6: THE ARTS

THEATER SL/HL

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through practical inquiry, experimentation, risk taking and the presentation of ideas to others.

The IB Diploma Programme theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience.

The basis of theatre is inquiry into the human condition; what makes us human, the actions we take and the stories we tell, how we interact and how we share our visions.

Theatre is a form of expressive communication to others, and students are therefore required to think about the responsibilities of theatre-making, considering carefully what they wish to communicate and how to best present their ideas. Theatre students learn to apply research and theory to inform and contextualize their work as they experience the course through practical and physical engagement. They understand that knowledge resides in the body and that research can be conducted physically through both action and practice. In this respect, the theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and spectators—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students strengthen their awareness of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. This enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness. Participation in the DP theatre course results in the development of both theatre and life skills; the building of confidence, imagination, creativity and a collaborative mindset.

Distinction between SL and HL

The assessment tasks clearly indicate a distinction between SL and HL. They allow for greater breadth and depth in the teaching and learning at HL through an additional assessment task, which requires HL students to immerse themselves in the works of key theatre theorists.

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~~VISUAL ARTS SL/HL~~

~~The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication, and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the~~

world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

The IB Diploma Program visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

Distinction between SL and HL

The visual arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth and greater depth in the teaching and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure to other artists and for them to experiment in greater depth with additional art-making media, techniques and forms. HL students are encouraged to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with a potential viewer.

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DESIGN TECHNOLOGY SL/HL

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live.

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centered and focuses on the needs, wants and limitations of the end user.

Both the ideas of design and the process of design can only occur in a human context. Design involves multidisciplinary teams and stakeholders with different backgrounds and traditions. It is important to understand, however, that to design is to be involved in a community of inquiry with certain common beliefs, methodologies, understandings and processes. Design is multidisciplinary and draws from many areas including the natural and social sciences, mathematics and arts.

Diploma Program design technology aims to develop internationally minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world. It focuses on analysis, design development, synthesis, and evaluation. The creative tension between theory and practice is what characterizes design technology within the Diploma Programme sciences group.

Inquiry and problem-solving are at the heart of the subject. Diploma Program design technology requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. In Diploma Programme design technology, a solution can be defined as a model, prototype, product or system that students have developed independently.

Distinction between SL and HL

Design technology students at standard level (SL) and higher level (HL) undertake a common core and have four common assessment criteria used for their internal assessment (IA). They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes, as described in the “Assessment objectives” section of this guide.

While the skills and activities of design technology are common to students at both SL and HL, students at HL are required to study additional topics and are required to meet two additional assessment criteria for internal assessment. The distinction between SL and HL is one of breadth and depth.

THE CORE

THEORY OF KNOWLEDGE

The TOK course provides students with an opportunity to **explore and reflect on the nature of knowledge and the process of knowing**. It is a core element of the DP to which schools are required to devote at least 100 hours of class time.

In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students.

The course centres on the **exploration of knowledge questions**, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: “What counts as good evidence for a claim?”, “Are some types of knowledge less open to interpretation than others?”, or “What constraints should there be on the pursuit of knowledge?”. While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course.

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EXTENDED ESSAY

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Program subjects for the session in question. This is normally one of the student’s six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay.

Key features of the extended essay

- The extended essay is compulsory for all students taking the Diploma Program and is an option for course students.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Program.
- When choosing a subject for the extended essay, students must consult the list of available Diploma Program subjects published in the *Handbook of Procedures for the Diploma Programme* for the session in question.
- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.

- The third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher.

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CAS (CREATIVITY, ACTION, AND SERVICE)

CAS is at the heart of the Diploma Program. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP.

CAS is organized around the three strands of **creativity**, **activity**, and **service** defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes, and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for **self-determination**, **collaboration**, **accomplishment** and **enjoyment**.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS program formally begins at the start of the Diploma Program and continues regularly, ideally on a weekly basis, for at least **18 months** with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven **CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

Further, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

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LPHS IB DP ASSESSMENT POLICY

PHILOSOPHY

At Lone Peak High School, we believe that assessment is a tool for ongoing learning, reflection, and action. All students are unique learners, and all students are on individual trajectories. As a community, we celebrate *student achievement* and *student grit*.

In recognizing the unique learning style of each student, a variety of formative assessments are used to guide the teaching and learning in each course. Regular formative assessments provide students and teachers with data points that can improve student learning and help prepare students for each summative assessment and the IB DP Final Examinations. Teachers provide frequent, specific formative assessment feedback to students in order to improve student performance on summative assessments.

TYPES OF ASSESSMENTS AT LPHS FOR THE IB DIPLOMA PROGRAM

Assessment Type	Descriptor
Formative Assessment	On-going formal and informal assessments that provide teachers and students with the necessary information to improve student performance.
Summative Assessment	The final assessment of a given unit or course where students demonstrate the mastery level they have achieved. This can include a semester or unit exam; the IB DP Final Examinations are also summative assessments.
IB DP Internal Assessment	<p>In each IB DP course at LPHS, students complete an Internal Assessment (IA). These assessments are graded by the LPHS subject teacher and moderated by IB DP examiners. IAs normally count for 20-30% of a final IB DP grade (however, in courses such as Design Technology, Music, and Visual Arts they are more heavily weighted). Examples of IAs are as follows:</p> <ul style="list-style-type: none"> • oral work in languages • fieldwork in geography • laboratory work in the sciences • investigations in mathematics • artistic performances. <p>© International Baccalaureate Organization, 2005-2016, Assessment and Exams</p>
IB DP External Assessment	<p>Examinations form the basis of the assessment for most courses in the IB Diploma Program due to their high levels of objectivity and reliability. External examinations are graded by external IB DP examiners. Examples of external assessments in the IB DP are as follows:</p> <ul style="list-style-type: none"> • essays • structured problems • short-response questions • data-response questions • text-response questions • case-study questions • multiple-choice questions – though these are rarely used. <p>© International Baccalaureate Organization, 2005-2016, Assessment and Exams</p>
LPHS Mock Examinations	To better prepare students for the IB DP Final Examinations at the end of grade 12, full IB Diploma students and IB Diploma Course students will take LPHS Mock Examinations at the end of grade 11 and the end of February in grade 12. Full IB Diploma and IB Diploma Course students are required to attend the LPHS Mock Examinations.
IB DP Final Examinations	The IB DP Final Examinations take place over a three-week period in May of grade 12. Students can have up to six hours of examinations in one given day (though this does not happen often). These are the summative examinations of their respective IB DP courses.

STUDENT RESPONSIBILITIES

Inquiry-based, student-centered learning requires students to actively engage in their own learning. A Lone Peak High School student is expected to:

- Actively participate in each classroom activity.
- Seek feedback and assistance from the teacher if the student does not understand a given topic.
- Examine carefully the assessment criteria and rubrics for each assignment.
- Review teacher feedback on formative and summative assessments.
- Self-assess own work against assessment criteria.
- Reflect on areas for growth and areas of achievement.
- Submit all assignments on time.
- Check the *IB DP Formal Assessment Calendar* regularly.
- Adhere to the Academic Honesty Policy.

TEACHER RESPONSIBILITIES

As the pedagogical leaders, teachers are expected to:

- Provide regular, specific feedback to students on formative and summative assignments.
- Articulate the assessment criteria, rubric, and outcomes for assignments.
- Provide a variety of authentic assessments.
- Administer at least three summative assessment tasks per semester.
- Follow the *IB DP Formal Assessment Calendar*.
- Analyze assessment trends to inform teaching practice.
- Model self-assessment and reflection.
- Moderate student work within departments.
- Communicate with students' parents/guardians on student performance.

IB DP COORDINATOR AND/OR SCHOOL ADMINISTRATION RESPONSIBILITIES

The IB DP Coordinator and/or school administration are expected to:

- Provide meaningful teacher professional development that enhances the teaching and learning at LPHS.
- Schedule collaborative planning and assessment moderation time for teachers.
- Give teachers time to plan their units, reflect, and grade assessments.
- Evaluate student performance trends and identify school growth goals based on those trends.
- Create and publish the *IB DP Formal Assessment Calendar*.
- Ensure that the teaching and learning practices align with the strategic plan and school mission.
- Inform students, parents and teachers about the Assessment Policy at school events and via media sources, including but not limited to, staff meetings, parent evenings, student tutorials, and school websites.
- Review the Assessment Policy with the BSSD School Board annually, taking into account the feedback from teachers, students, and parents.

GRADING IN THE IB DIPLOMA PROGRAM

School Reporting

At Lone Peak High School, students will receive two assessment marks per IB Diploma subject. The first grade is a **traditional LPHS grade**, based on class work, homework, and assessments. Higher Level (HL) classes will be weighted for GPA purposes. This grade will be the **ONLY** grade that appears on school transcripts. The grading scale is listed below.

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
0-59	F

The second means of recording student achievement/progress is the **IB Diploma score**. This score is reported internally at appropriate times of the school year via ManageBac reporting. The IB Diploma score is based on IB-style assessments only. This score will tell students and parents how a student is currently performing on formal IB assessments.

The IB Diploma Program scoring is a numerical system (7-1), as seen on the following page.

The approximate traditional grade equivalents are listed below:

IB Score	LPHS Grade
7	A
6	A/A-
5	B/B+
4	B/B-
3	C
2	D
1	F

IB Score	IB DP Descriptors
7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation, and technical skills are evident, as is the ability to analyze, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation, and technical skills are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation, and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.
4	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation, and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.
3	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

AWARDING OF THE INTERNATIONAL BACCALAUREATE DIPLOMA

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" (No Grade Awarded) awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E (failing grade) awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2's awarded (HL or SL).
- g. There are no more than three grade 3's or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

A Bilingual IB Diploma will be awarded to a successful candidate who fulfills one or both of the following criteria:

- a. Completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- b. Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

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POLICY REVIEW

The Assessment Policy is reviewed annually by the pedagogical leadership team, DP teachers, and the BSSD School Board. Revisions are adopted as necessary and appropriate.

Reviewed: 7/12/2022

LONE PEAK HIGH SCHOOL ACADEMIC ~~HONESTY~~ INTEGRITY POLICY

The Lone Peak High School Academic Integrity Policy reflects the five fundamentals of cultivating a culture of academic honesty: honesty, trust, fairness, respect, and responsibility. Academic ~~honesty~~ integrity is fundamental to our school values and our individual and collective pursuit of knowledge. In a concept-based, inquiry-driven educational environment, access to a wide range of information is essential in order to construct knowledge and acquire understanding. To this end, Lone Peak High School purposefully promotes academic integrity by teaching students about the merits and laws surrounding intellectual property, by standardizing a referencing system across all grades and subjects, and by scaffolding students in age-appropriate lessons and assessments on academic ~~honesty~~ integrity, research skills, and referencing. This policy applies to online virtual environments as well as normal school in the building.

ACADEMIC MISCONDUCT

The most common forms of academic misconduct include the following:

Lack of referencing in school assessments and IB DP assessments: Students submit work for school assessments and IB DP assessments in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If a student uses the work or ideas of another person, the student must acknowledge the source using a standard style of referencing in a consistent manner.

Too much assistance and collusion: Although group work is a key element in components of certain subjects, students are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred.

However, there are other ways in which a student may be in breach of regulations. For example, if he or she:

- Duplicates work to meet the requirements of more than one assessment component
- Fabricates data for an assignment
- Takes unauthorized material into an examination room
- Disrupts an examination by an act of misconduct, such as distracting another student or creating a disturbance
- Exchanges, supports, or attempts to support the passing on of information that is or could be related to the examination
- Fails to comply with the instructions of the invigilator or other members of the school's staff responsible for the conduct of the examination
- Impersonates another student
- Uses Google Translate, or any other translation application, for a 2nd language assessment unless explicitly permitted by the teacher
- Uses summary books or websites like SparkNotes for assessments instead of the original text
- Steals examination papers
- Discloses or discusses the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

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STUDENT RESPONSIBILITIES

The student is responsible for submitting authentic and academically honest work, identifying the work and ideas of others using the **Modern Language Association (MLA)** referencing system. In order to adhere to the principle of academic ~~honesty~~ integrity, a Lone Peak High School student is expected to:

- Review the Academic **Honesty Integrity** Policy regularly.
- Adhere to the principle of academic **honesty integrity** in all forms of assessments (formative and summative, IB DP and school-based assessments).
- Plan projects and research accordingly in order to avoid procrastination on major school assessments and IB DP assessments. Completing work at the last minute can increase the likelihood of plagiarism, intentional or not.
- Reference the work of others using the MLA referencing system in all school and IB DP assessments, including but not limited to, graphs, diagrams, charts, pictures, videos, interviews, magazines, periodicals, books, websites, newspapers, and textbooks. The following website is a good source to assist with MLA referencing: [OWL Purdue MLA](#)
- Cite all electronic sources with the URL and the Date ACCESSED.
- Ask questions and seek feedback on his/her understanding of the MLA referencing system.
- Submit major school and IB DP assessments to **Turnitin.com**.
- **Sign a declaration of originality** upon the submission of major school assessments and IB DP assessments.

TEACHER RESPONSIBILITIES

All Lone Peak High School teachers work together to promote and ensure academic **honesty integrity** in all learning activities and assessments by teaching and modeling research skills and MLA referencing. Lone Peak High School teachers are expected to:

- Uphold the Academic **Honesty Integrity** Policy when administering all forms of assessment (formative and summative, IB DP and school-based assessments).
- Promote a culture of academic **honesty integrity**.
- Develop lessons and provide instruction and support on research skills.
- Scaffold the research process by providing stages and/or a timeline for specific tasks.
- Give students exemplar work with examples of correct citations.
- Provide students with regular feedback on formative assessments.
- Review **Turnitin.com originality reports**.
- Follow MLA conventions on classroom materials.
- Investigate promptly any instances of suspected malpractice by reviewing **Turnitin.com originality reports**, previous drafts, cross-referencing sources, speaking with the student, etc.
- Report suspected instances of academic malpractice to the IB Curriculum Coordinator and the Principal.

IB DP COORDINATOR AND/OR SCHOOL ADMINISTRATION RESPONSIBILITIES

The Lone Peak High School pedagogical leadership team is responsible for creating, implementing, and reviewing the Academic **Honesty Integrity** Policy. The leadership team is expected to:

- Inform students, parents, and teachers about the Academic **Honesty Integrity** Policy at school events and via media sources, including but not limited to, staff meetings, parent evenings, student tutorials, and school websites.
- Know the rules and procedures that govern the IB Diploma Program.
- Promote a school culture of academic **honesty integrity**.
- Investigate promptly all instances of suspected malpractice by speaking with the teacher and/or student, reviewing **Turnitin.com originality reports**, previous drafts, cross-referencing sources, etc.
- Report instances of academic malpractice to the IBO if found on IB DP assessments.
- Review the Academic Honesty Policy annually with the BSSD School Board.

PARENT/GUARDIAN ROLE

Lone Peak High School parents/guardians play an important role in supporting the Academic **Honesty Integrity** Policy. Parents/guardians can support this policy by:

- Providing a quiet place for their student to work on school assessments and IB DP assessments.
- Encouraging their student to plan ahead their assignments with a weekly and monthly calendar.
- Reviewing the Academic ~~Honesty~~ Integrity Policy with their student.

CONSEQUENCES FOR ACADEMIC MISCONDUCT

In general, Lone Peak High School students will face consequences for academic misconduct on major school assessments and IB DP assessments. Utilizing a progressive discipline approach, the severity of the consequence increases with each instance of academic misconduct, as shown in the following chart.

Violation	Consequence
1st Violation	Failing grade on the assessment Opportunity to redo assessment for a grade Parent notification (letter/email) by teacher/IB DP Coordinator copied Student meeting with IB DP Coordinator
2nd Violation	Failing grade on the assessment Opportunity to redo assessment for feedback only In-school suspension Parent notification (letter/email) by DP Coordinator/Principal copied Student/Parent meeting with Principal
3rd Violation	Failing grade for the current grading period No opportunity to redo the assessment In-school suspension Parent notification (letter/email) by Principal Student/Parent meeting with IB DP Coordinator and Principal
4th Violation	Failing grade for the current semester No opportunity to redo the assessment Parent notification (letter/email) by Principal Out-of-school suspension Parent/Student meeting with Principal, IB DP Coordinator, and Superintendent
5th Violation	The issue is brought to the attention of the School Board in a closed session. The BSSD School Board determines the extent of the student suspension.

***NOTE:** Some IB DP assessments can only be done once. If malpractice is found after an investigation on such assessments, the work will not be submitted to the IBO. As a result, a course grade will not be awarded by the IBO.

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POLICY REVIEW

The Academic Integrity Policy is reviewed annually by the pedagogical leadership team, DP teachers, and the BSSD School Board. Revisions are adopted as necessary and appropriate.

Reviewed: 7/12/2022

BSSD LANGUAGE POLICY

SCHOOL LANGUAGE PHILOSOPHY

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.

-Nelson Mandela

At Big Sky School District, we believe that multilingualism contributes to intercultural understanding, cooperation, and friendship. Multilingualism prepares students for a globalized world while contributing to the development of our student IB Learner attributes such as being open-minded, communicative, and reflective. As a result, Big Sky School District is committed to exposing native English speakers to Spanish from kindergarten to grade 12 through classroom instruction as well as experiential learning. In recognizing that our linguistic backgrounds may vary, we are equally committed to supporting students whose mother tongue is not English with our ELL program.

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

SCHOOL LANGUAGE PROFILE

As a public school district in the state of Montana, English is the language of instruction. As noted, students begin to study Spanish in kindergarten and have the opportunity to continue their studies through grade 12. We also support students in their quest to master other languages by offering online courses that are recognized by the Montana Department of Education.

SUPPORT FOR MOTHER TONGUE

We know that when a student is well-spoken and literate in his or her mother tongue, the student is more likely to master another language, be successful in school across all subjects, and have a deeper understanding and appreciation for his or her own culture.

Big Sky School District's community library carries a variety of Spanish books, across the reading spectrum, to support mother tongue development. As the need arises, additional language books will be purchased.

IB DP LANGUAGE COURSE OFFERINGS

In order to support mother tongue development and multilingualism, we currently offer the following courses in the IB Diploma Program at Lone Peak High School:

- English Language A: Language and Literature SL/HL
- Language A: Literature SL - school-supported self-taught
- Spanish *ab initio*
- Additional Group 2 Language Acquisition courses offered via Pamoja

LANGUAGE A: LITERATURE SL SCHOOL-SUPPORTED SELF-TAUGHT (SSST)

For students best suited for the Language A: Literature SSST course, Lone Peak High School will support such students by providing the resources, facilities, technology, and time to support the student. The cost of a tutor will be passed on to the family.

ENGLISH LANGUAGE LEARNER (ELL)

To support ELL students, we employ a variety of strategies. To begin with, we utilize multiple assessments in order to measure student mastery levels in core subjects. We use assessments provided by WIDA to provide feedback on English language acquisition and Logramos to measure student mastery levels in core subjects in Spanish. As the need arises for additional language measures, we will include them. We provide Sheltered English Instruction (SIOP) and Language Development as outlined in Montana's English Language Learners: Guidance for School Districts. We also provide a modified curriculum for elementary aged ELL students. As the need arises, we will provide a modified curriculum in the middle and high schools.

POLICY COMMUNICATION

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

POLICY REVISION

The Language Policy is revised annually by the administration, language teachers, ELL Coordinator, and the BSSD School Board.

Reviewed: 7/12/2022

BSSD INCLUSION POLICY

PHILOSOPHY OF INCLUSION

Our inclusive policy is shaped by the belief “that all children deserve a rights-based education system, which ‘means that children should be seen as holders of the right to education, which implies not only the right to have access to education, but also that human rights must also be applied in education and promoted through education’” (Sandkull, 2005, p. 2 as seen in Mitchem, p. 9, 2016). We strive to make our school more inclusive and democratic so that all students at Big Sky School District have access to our curriculum and instruction. To make this a reality, we commit to professional development to support teachers with inclusion practices. We also differentiate our instruction and provide accommodations and/or modifications for our students with learning support requirements to aid in their success in the school’s curriculum.

INCLUSION IN PRACTICE AT BIG SKY SCHOOL DISTRICT

As a public school in the state of Montana, we follow all federal and state regulations regarding our inclusion policy.

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

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

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

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

INCLUSION IN THE PRIMARY YEARS PROGRAM

At Ophir Elementary School, the inclusion practice of Response to Intervention (RTI) is also utilized to support student learning.

RTI is a research-based process that tracks student progress with consistent ongoing assessments. Decisions about instruction are driven by that data, so all students can be challenged at an individual level. RTI is a way of teaching that measures how students respond to instruction, and then if necessary, adjusts instruction to ensure that each student is mastering the skills necessary for academic success.

INCLUSION IN THE DIPLOMA PROGRAM

In order to receive assessment accommodations in the IB Diploma Program, the following steps need to be taken at the beginning of grade 11:

1. Legal guardians must give consent to seek inclusive arrangements on IB Diploma Program assessments.
2. Submission of a psychological/psycho-educational/medical report [1] and educational evidence from the school to the IBO via the IB DP Coordinator. For additional language learners, the report of the language test will serve as psychological evidence. ***A medical or psychological evaluation must have been undertaken no earlier than the previous academic year before the start of the candidate's study of the Diploma Program.*** Some flexibility will be allowed for candidates with permanent sensory and/or physical challenges.

Students can receive a variety of accommodations on IB DP assessments. It is essential to identify the accommodations early in the IB Diploma Program so that students familiarize themselves with the accommodations in preparation for the formal IB Diploma Program assessments.

The school will ensure that all IB authorized accommodations are provided for students on formal IB Diploma Program assessments, including Internal Assessments, External Assessments, and IB DP Final Examinations.

POLICY COMMUNICATION

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

POLICY REVISION

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

© International Baccalaureate Organization 2017, Candidates with Assessments Access Requirements

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

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

All psychological/psycho-educational reports must:

- be based on the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)
- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents

LATE WORK

To ensure success in the IB Diploma Program, it is important that students meet all school and IB Diploma Program deadlines. A single missed deadline can quickly impact a course grade as well as a student's ability to manage the workload. Therefore, in order to encourage students to meet deadlines, we will adhere to the LPHS Late Work Policy, as stated below:

- All work assigned to students is purposeful and intended to enhance their understanding of the content. Learning the important skills of time-management, self-advocacy, and organizational practices will aid students in their future academic and professional lives. To this end, our late work policy is built on these values and foundations with the aim of developing successful and engaged students.
- All assignments are due on the assigned due date unless previously discussed with the instructor and an agreed upon new deadline is established. **Students are encouraged to be active learners in each class, and thus, it is expected that they reach out directly to the teacher prior to a deadline if they need an extension.**
- *Homework late assignments* will be graded as follows: One day late will be graded at 50% of the earned score. Two or more days late will not be accepted for a grade. For each excused absence prior to, or on the due date, students will receive one additional day as an extension. If a student repeatedly misses homework assignments in a given class, the student will email the parents/guardians and the instructor to notify all parties of the student's detailed plan of action.
- *Projects, essays, presentations, and other significant assessments* will be graded as follows: for each day late 10% will be taken off the assignment. For each excused absence prior to, or on the due date, students will receive one additional day as an extension. Additionally, if a deadline is missed, the student will email the parents/guardians and the instructor to notify all parties of the student's detailed plan of action.

Additionally, in the IB Diploma Program, if a student misses a deadline for a formal IB Diploma Internal or External Assessment deadline, the following actions will ensue.**

Missed Deadline	Actions
1st	Student meeting with the IB Diploma Coordinator to discuss time management/Email sent home to parents
2nd	Meeting with student, parent/s/guardian/s, and IB Diploma Coordinator to create an academic contract
3rd	Meeting with student, parent/s/guardian/s, IB Diploma Coordinator, Counselor, and Principal to determine suitability for formal IB Diploma examinations and assessments

**If a student misses an external IB Diploma deadline (one established by the IBO and not the school), the student will not be awarded a grade in that particular IB Diploma course and will, therefore, not be eligible for an IB Diploma.

PARENT/GUARDIAN AND STUDENT COMPLAINT PROCEDURES

COMPLAINTS TOWARD SCHOOL IB DIPLOMA PROGRAM

The school's DP coordinator will be responsible for fielding student and parent/guardian complaints directly relating to the school's IB diploma program. For all other concerns or complaints, refer to the policies outlined for **Chain of Command for Addressing Concerns or Complaints** located in the *Ophir Middle & Lone Peak High Student-Parent Handbook 2021-2022*.

ENQUIRY UPON RESULTS

Upon receiving their IB exam results, students may request an enquiry upon result (EUR) in order to have specific assessment material re-marked or submitted for remoderation. Students requesting EUR services should contact the school's DP coordinator. All enquiries upon results must be submitted by the school on behalf of the candidate. Students should note that the re-marking process may lead to a higher or lower grade for the subject.

Re-marking a candidate's assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry upon results service that may result in a change of grade, the school must obtain the written consent of the candidate or his or her legal guardian ensuring that the candidate and/or the legal guardian are aware that the grade may go up or down.

APPEALING IB DECISIONS

The IB accepts appeals in relation to five areas of decision-making during an examination session. Appeals are possible against:

- results—when a school has reason to believe that a candidate's result(s) are inaccurate after all appropriate enquiry upon results procedures have been completed
- a decision upholding academic misconduct, but not against the severity of a penalty
- a decision in respect of special consideration—following a decision not to give special consideration to a candidate as a consequence of alleged adverse circumstances
- a decision in respect of inclusive assessment arrangements
- an administrative decision not covered by one or more of the foregoing circumstances that affects the results of one or more candidates.

The appeals process is divided into two stages. Each stage will usually require the payment of a fee. The fee will be refunded if the decision being appealed changes.

IB DIPLOMA PROGRAM ACRONYMS

CAS - Creativity, Action, and Service program

EA -External Assessment (work that is completed by the student and marked by an external IB DP examiner)

EE - Extended Essay

HL - Higher Level

IA - Internal Assessment (work that is completed by the student, marked by the teacher and moderated by an external IB DP examiner)

IB DP - International Baccalaureate Diploma Program

SL - Standard Level

TOK - Theory of Knowledge

At the Peak of Excellence!

OPHIR MIDDLE & LONE PEAK HIGH
STUDENT-PARENT HANDBOOK
2022-2023



Big Sky School District #72

2022-2023

Academic Year Calendar

July 22						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 22						
Su	M	Tu	W	Th	F	Sa
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28	29	30	31			

September 22						
Su	M	Tu	W	Th	F	Sa
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October 22						
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30	31					

November 22						
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23	24	25	26	27	28	29
30						

December 22						
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30	31					

January 23						
Su	M	Tu	W	Th	F	Sa
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February 23						
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March 23						
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April 23						
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30						

May 23						
Su	M	Tu	W	Th	F	Sa
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June 23						
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23	24	25	26	27	28	29
30	31					

Events

PIR / INDUCTION DAYS - NEW STAFF ONLY
PIR DAY - No Students K-12 TEACHERS ONLY
PIR DAY - NO K-3 STUDENTS, TEACHERS ONLY
FIRST DAY FOR STUDENTS K-12
HOLIDAY BREAK - NO STUDENTS / STAFF
SPRING BREAK - NO STUDENTS / STAFF
LAST DAY FOR STUDENTS NOON DISMISSAL
PARENT / TEACHER CONFERENCES 4-7
1 PIR Day for teachers
May 28th Graduation Bough / Dolan Center 1:00 p.m.

Calendar Template © 2016 Vertex42.com



Big Sky School District #72

We are excited to welcome everyone to Big Sky School District #72 for a new school year. It is our hope that this handbook will answer questions that you may have and serve as an important resource for students, parents, and staff throughout the school year. We look forward to working with you to provide an excellent education for your child. Please call if you should have any questions. Our school office number is (406) 995-4281.

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Mission and Vision

At the Peak of Excellence in All That We Do!

Cultivate, Engage, Empower

At Big Sky School District, we:

- **Cultivate** each student's potential
- **Engage** in globally minded education and experiential learning in the Greater Yellowstone Ecosystem
- **Empower** students to lead inspired lives of impact, resilience and authenticity

Cultivate:

- Meet each child where he / she is currently
- Provide access to an exceptional experience
- Welcome students and families from all backgrounds, experiences and talents

Engage:

- Provide academically challenging and rigorous curriculum and instruction
- Encourage creativity in our students
- Holistic approach to student learning

Empower:

- Innovative and entrepreneurial
- Build confidence
- Value respect, compassion, and accountability

Administration Directory

Superintendent

Dr. Dustin Shipman, dshipman@bssd72.org

Principal

Dr. Marlo Mitchem, mmitchem@bssd72.org

Counselor

Mrs. Janet Martinez, jmartinez@bssd72.org

Lone Peak High School Alma Mater

*Below the Rocky Mountains high
Snow-brushed peaks above Big Sky
Her rhyme and splendor strong and spry
Our Alma Mater hears our cry*

*Big Horns charging through and through
together honor you
With knowledge, friends, and pride in what we do,
Bright futures, we pursue.*

*We hail to thee!
The song we sing rings free!
For the white, blue, and our story true.
You're always here,
Forever near,
Eternally in view!*

Words and Music by Griffin House, LPHS Class of 2015

Daily Schedule

7:35 a.m.	Zero Hour classes start time
8:10 a.m.	Students may arrive at school
8:30 a.m.	Class begins promptly
11:00-12:45 p.m.	Lunch Hour (staggered lunch/breaks)
2:35 p.m.	Early Dismissal Fridays Only
3:35 p.m.	Dismissal Mon., Tues. Wed., Thurs.

Arrival at School: The bus drop off/pick-up area (the southeast door near the Bough Dolan Athletic Complex) is for buses **ONLY**. Drivers are not allowed to drop students off in this loading/unloading area. **ALL students arriving in automobiles should be dropped off/picked up at the main entrance.**

Bus Pick-Up and Drop-Off: The bus driver is not permitted to release a student from the normal bus routines or drop-off points without written permission from a parent, indicating the date and the change. It is important to let the driver know beforehand if the child will not need to be picked up for school. In order for the bus driver to drop off a child at a location different from the regular route, the bus driver needs a written note.

During the ski program, no child will be permitted to remain on the mountain after the bus departs, unless the school receives indication on the online paperwork required or by sending a written note from the parent at least 24 hours in advance of the ski day, indicating that the child has permission to remain on the mountain. For the safety of the children, there is a strict procedure that must be followed for student dismissal on the mountain.

Bus/Cold Weather Conditions: The school bus will not run when the weather is -20°F or colder at the school. The school bus driver will determine the temperature and call the superintendent and notification of parents will occur. School will still be in session unless the

temperature drops to -40°F or colder at the school prior to 7:00 a.m.

Food Services: The District participates in the National School Lunch Program and offers students nutritionally balanced lunches daily. Free and reduced-price lunches are available based on financial need. Information about a student's participation is confidential. Applications are available in the office or online. Applications must be renewed each school year although a person may apply at any time during the school year.

Lunch prices are as follows (all lunches include milk):

Grades	Price
6-12	\$3.90 ((extra entrée \$1.70 w/lunch purchase)
Adults	\$4.30 (extra entrée \$1.70 w/lunch purchase)
Milk:	\$.70

Menus will be posted on the website, copies available in the office, distributed electronically in the newsletter and/or sent home upon request. Cash or checks may be used to make deposits to lunch accounts or use the payment option online by credit card (subject to processing fee). Checks should be made out to Big Sky School District. Students may also purchase a-la-carte items such as granola bars, yogurt, scones, cookies, fruit, etc., for an additional charge. Please discuss expectations with your child.

If a child has a food allergy, it is important to bring a **doctor's note** so that the allergy can be recorded for student safety.

School Calendar/Newsletters/Website: The Big Sky School District calendar is included in this handbook and is also posted on our website: www.bssd72.org. Also located on the school website are special events and notices, athletic schedules, and lunch menus. Our school website contains most of the information a parent needs to stay current with scheduled events at Ophir Middle School and Lone Peak High School. Friday's weekly BSSD Newsletter will also be posted on the website and emailed to parents. The school also utilizes Big Sky Facebook page, found at <https://www.facebook.com/bssd72.org>.

ManageBac: Parents should have an account and password to log on to the school district ManageBac database website. ManageBac can help you to access your child's grades, homework assignments and assessments. Please call or email the school secretary if you have questions regarding ManageBac. There is a link to log on to ManageBac on the Big Sky School District homepage.

Infinite Campus: Parents should have an account and password to log on to the school district Infinite Campus website. Infinite Campus is where student attendance is taken. Additionally, for LPHS students, transcripts are available via Infinite Campus.

Chain of Command for Addressing Concerns or Complaints: District staff will endeavor to respond to concerns promptly and equitably. An individual with a concern or complaint is encouraged to first discuss it with the staff member involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment. It is hoped that the vast majority of situations can be resolved by discussing matters informally with the individuals involved. However, if a complaint is not resolved at the informal level described above, the grievant may file a grievance in writing with the principal/superintendent within sixty (60) days of the event or incident or from the date the grievant could reasonably become aware of the occurrence. Policy #1700 outlines the District's Uniform Grievance Procedures. It can be found with other School District Policies on the District's website.

Pledge of Allegiance: The recitation of the Pledge of Allegiance will follow the law of the state of Montana (20-7-133). The Pledge will be recited daily in grades K-6 and to start the week in grades 7-12.

Academics

Entrance: Proof of identity and residency: birth certificate, immunization records, residency validation and certified transcript are required for students transferring from other schools or from home schooling. The Big Sky School Board has declared open enrollment for non-resident students within the parameters of the law and board policy. The District will accept applications per Policy 3141 which can be found on our website.

Attendance: If your child is absent from school, it is important that you call the school office **(406) 995-4281** or email administration@bssd72.org to report the absence. In order to ensure the safety of your child, parents should call the office by **10:00 AM**. Parents will be emailed if we do not receive a call or note regarding the absence. Notes must be given immediately to the school secretary. Students will be given an admit slip for the classroom. When a student arrives late or after an absence, the student is required to report to the office. All absences and tardies will be recorded in Infinite Campus and are a permanent record.

Attendance is taken on a period by period basis for Middle and High school students.

Parents will receive a phone call from the office regarding any absence that is not previously excused.

Attendance Procedures:

Absences are recorded as either Excused, Unexcused or Extended Length as follows:

Excused

An excused absence is one in which the parent has called or emailed the front office the day of the absence and the student is either: 1. sick, 2. attending to a death in the immediate family, or 3. attending a medical/counseling appointment. A doctor's note is required for medical appointments and should be presented to the school within 24 hours of the appointment. An excused absence is short term in nature, as in an absence that cannot be avoided, and is day to day. Students will have one day for each excused absence due to illness, death in the family, or medical appointment, to make up missed work. Juniors and Seniors will be allowed up to 4 days total, not counting toward the cap of 10 allowed unexcused absences, for travels to visit colleges. This type of absence must be approved by the Principal prior to departure, and students should return with a signed college visit form.

School related/sponsored absences are any absences that are a result of the student being absent for school related activities. The student is responsible for missed work and will turn in all missed work within one school day of the return to school. (Example: student misses all afternoon Wednesday due to a school related activity; all school work from Wednesday is due Friday at the beginning of class.)

Absences for school-sponsored activities are excused, but students are held responsible for the work missed. In order to participate in an extracurricular activity, including practice, students must be in school attendance for all class periods after lunch the date of the event or on the last school day prior to the activity if the activity falls on a non-school day. Exceptions may be made by the administration when requested by a parent or legal guardian/custodian.

Unexcused

Any absence that is not cleared as an officially "excused absence" by a parent within 1 school day of the absence.

Unexcused but verified

Any absence that is not cleared as an officially "excused absence"; however, the parent has notified the school of the student's absence. It is the student's responsibility to complete missed work.

A student will only be allowed ten (10) unexcused absences per class, per semester. At LPHS, any unexcused absence beyond that number will mean a loss of credit for those subjects missed. For OMS, students will be required to complete an academic task and/or service learning project as determined by the Principal and OMS teacher team. Students losing credit due to excessive absences may appeal to the Principal and Superintendent. Students must show extenuating

circumstances to reinstate credit. An appeal is a request for review of credit and is neither automatic nor guaranteed of replacing loss of credit. The approval or denial of this request lies with the recommendation from the Principal to the District Superintendent who has final discretion.

Skipped Classes

Skipped classes are considered unexcused and will result in a disciplinary action and a parent meeting. Three (3) unexcused skipped class absences per class in any semester will result in loss of credit (high school) in that class. No make-up work provided or accepted for a mark.

Extended Length Absences

Family trips or departures from school which will be longer than the 10 allowable absences per semester will be considered a situation where the district may choose to un-enroll the student. For this situation, teachers will not be required to provide the student with feedback or grades for any of the missed assignments. Students will be expected to pick up where the class currently stands upon the student's re-enrollment and return.

Notifications on Absences: Parents will be notified, via email, on unexcused absence number 6. Once 10 unexcused absences are reached in a semester of any type in OMS and LPHS, the parent/s will be required to attend a meeting with the Principal to discuss the process on how to appeal loss of credit (LPHS) and details for the make-up project (OMS).

Suspensions: Any student suspended from classes, whether suspended in or out of school, may not attend school activities, to include sports, and may not play in a competition scheduled on the same day as the suspension.

Tardies: Any student reporting to class after the start bell will be recorded in Infinite Campus as tardy. For each 3 tardies recorded in any class, students will receive 1 detention. Once 3 detentions have been assigned, the student will receive an In-School Suspension.

Student Placement: Shall be based on successful completion of the curriculum, attendance, performance based on criterion referenced assessment and/or standard achievement testing. A student shall not be promoted based on age or other social reason not related to academic performance. Placement of students, whether promotion or retention, is up to the Superintendent (policy #2421)

Student Participation in Non-School Sponsored Activities:

The Board of Big Sky School District #72 recognizes that student interests are varied and that some of its students attending Big Sky School District Schools (Ophir Elementary, Ophir Middle School and Lone Peak High School) participate in non-school sponsored activities that require significant commitment outside of school. The

Board also wishes to accommodate the educational needs of all students attending Big Sky School District. Consistent with these purposes, the Board will designate the absence related to a student's participation in non-school sponsored activities recognized by the Board as excused in accordance with the district's procedures. Non-School sponsored organization to which students attending Big Sky School District Schools belong and which seek excusal of participant absences from school shall submit an application to the board to be recognized annually. Parents of students participating in recognized non-school sponsored activities shall also submit written acknowledgement to the District regarding the student's participation in these activities. Student participants must complete the academic requirements of courses in which they are enrolled. Please see Appendix D.

Students with Special Needs: Parents or teachers who believe a student's lack of academic success is attributable to a learning disability may ask for an evaluation. No child will be formally tested without parent permission or without pre-referral strategies being implemented and documented.

Students receive special education services according to the student's Individualized Education Plan (IEP) and the guidelines set forth under the Individuals with Disabilities Education Act (IDEA). The District is part of the Gallatin/Madison County Special Education Cooperative. Support personnel work with OMS/LPHS to provide student services.

Grading System: In grades 6-12, students earn academic letter grades and comments. Formal reports are available at the end of each semester for all grades. Weekly reports are available every Monday. Parents are strongly encouraged to monitor their child's academic performance throughout the school year.

Grading Scale: The OMS/LPHS grading scale is below:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
0-59	F

LPHS Weighted Credits: AP (1.25) and IB HL (1.25). All other designated courses will be weighted at 1.0.

LPHS Courses - Add/Drop: Students will be allowed to add or drop courses during the first 10 school days of each semester without grade and/or credit penalties. For the first semester, the 10-day grace period will begin after

students return from expedition. A parent or guardian signature must be obtained for dropping academic courses.

Academic Integrity: Any academic dishonesty will result in consequences per policy as approved by the Board of Trustees. Turnitin.com will be used as a classroom resource, as needed, to check the authenticity of student written work. Please see Appendix B and C for OMS/LPHS Academic Integrity Policies.

Homework: Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments can not only enhance student achievement, but also develops self-discipline, responsibility and good work habits. Our students should be able to do the homework independently. Specific questions regarding homework should be discussed with the student's teacher.

Late Work Policy: All work assigned to students is purposeful and intended to enhance their understanding of the content. Learning the important skills of time-management, self-advocacy, and organizational practices will aid students in their future academic and professional lives. To this end, our late work policy is built on these values and foundations with the aim of developing successful and engaged students.

All assignments are due on the assigned due date unless previously discussed with the instructor and an agreed upon new deadline is established. **Students are encouraged to be active learners in each class, and thus, it is expected that they reach out directly to the teacher prior to a deadline if they need an extension.**

Homework late assignments will be graded as follows: One day late will be graded at 50% of the earned score. Two or more days late will not be accepted for a grade. For each excused absence prior to, or on the due date, students will receive one additional day as an extension. If a student repeatedly misses homework assignments in a given class, the student will email the parents/guardians and the instructor to notify all parties of the student's detailed plan of action.

Projects, essays, presentations, and other significant assessments will be graded as follows: for each day late 10% will be taken off the assignment. For each excused absence prior to, or on the due date, students will receive one additional day as an extension. Additionally, if a deadline is missed, the student will email the parents/guardians and the instructor to notify all parties of the student's detailed plan of action.

End of Semester Assessments: Students are expected to attend school during final exam periods each semester. **Students not in attendance for final semester exams will not be awarded credit for any exams or projects**

given at that time. Only in cases of emergency will accommodations be made.

Honor Roll: Students in grades 9-12 are eligible for Honor Roll status at the end of each semester. A student must earn a minimum cumulative grade point average of 3.5 to be placed on the regular honor roll. A student must earn a minimum cumulative grade point average of 3.8 to be placed on the high honor roll.

LPHS Valedictorian and Salutatorian: Valedictorian and Salutatorian will be determined at the end of 7 semesters, with the 7th semester to be Fall of Senior year, and will be based upon cumulative GPA and administrative review of the students' academic coursework (i.e. advanced coursework). The student with the highest GPA will be designated Valedictorian. The student with the next highest GPA will be designated Salutatorian. Students must be in continual attendance at LPHS the 4 semesters prior to graduation to be considered for the title of Valedictorian or Salutatorian.

Awards: Student recognition assemblies, Grade 8 promotion, and LPHS graduation will be held to recognize students at OMS/LPHS for academics, activities, community involvement, and/or other accomplishments.

Graduation Requirements: Please see Appendix A.

Commencement Exercises: To be eligible to participate in the LPHS graduation ceremony a student must have documentation of completion of all the requirements for graduation. This must be turned in to the school administration on the senior's last week of school. Students must meet graduation requirements prior to **May 20th** to be eligible for graduation ceremonies. Participation in graduation ceremonies is a privilege not a right and may be revoked for disciplinary reasons.

Transcripts: Any LPHS student needing a transcript (official copy of grades and course load) for a college application must request one from the office at least one day prior to needing the transcript. Lone Peak High School uses www.parchment.com to disseminate official transcripts to colleges and universities. Students needing an official transcript should create an account with that provider and request transcripts via that portal with no fee for current or alumni to use the service.

Parent/Teacher Conferences: November 15th and 16th, 4:00 p.m. – 7:00 p.m. have been set aside for parent/teacher conferences.

Parental Involvement: The Big Sky School District Staff and School Board believe that the best educational result for each student occurs when all three partners are doing their best: the district staff, the student's parents, and the student. To strengthen this partnership parents are urged to:

- Review handbook information with your child, and sign the acknowledgement form included in the handbook.
- Contact the school if questions/concerns arise.
- Become familiar with all of the student's activities and academic programs. Discuss with the counselor or principal any questions.
- Monitor your child's academic progress and contact teachers as needed.
- Encourage your child to put a high priority on education and commit to making the most of the educational opportunities school provides.
- Participate in parental involvement opportunities such as the Big Sky Parent Teacher Organization (BSSD PTO) and Booster Club.
- Volunteer! There are always ways to help enrich learning experiences.

Field Trips/Activities Off-Campus/Permission Slips:

The school must have a permission slip signed by the student's parent/guardian before the student may participate in a school activity which takes place off school grounds. At times there might be a cost to the student for the field trip. Parents will receive information specific to the trip during the permission process. Permission slips include an insurance waiver and require contact information for emergencies. Health enhancement classes and some grade levels leave campus for local hiking or other local curriculum activities. Parents should receive notification from teachers regarding off-campus activities. Student safety is a concern as activities are planned for students.

Student Conduct & Discipline

General Principles: The students at Ophir Middle School/Lone Peak High School are expected to treat and be treated in a way that is conducive to a positive learning environment. The behavior described in this handbook states that respect is to be shown to other students, the staff, and school property. Above all, we are committed to providing a quality education to all students. If one student is affecting the education of others, that behavior deserves to be addressed. Most often, inappropriate behavior problems are handled within the classroom; however, the principal will be involved when it is deemed appropriate. Students are expected to be where they are supposed to be and on time, respect the rights of others, be responsible, and strive for excellence.

School discipline is directed toward assisting each student in developing self-discipline, the ability to judge the correct course of action in a given situation. It consists of encouragement to act in a positive way as well as progressive consequences, which naturally occur if a student chooses to do otherwise. The school district discipline policies are located on the school website. Parents/Guardians are encouraged to speak to teachers,

school staff, and/or administration should questions or concerns arise.

School district staff follow basic rules requiring the behaviors of safety, respect for property and other people, and responsibility. A safe, positive learning environment needs to exist at school and thus there are rules requiring appropriate behaviors.

We focus on proactive strategies versus reactive behaviors. An atmosphere of mutual respect helps teachers to teach and students to learn. Students are taught what behaviors are expected of them and how to think through inappropriate behavior. It is always our hope to keep the student in the classroom, but sometimes students are asked to leave class to discuss their decisions and actions with other staff, including the principal. In general, the consequences will be age appropriate and decided by the classroom teacher, parent and/or administration, depending on the severity of the incident.

Disciplinary Referrals 6-12: When a disciplinary referral is made, the students will be given a reasonable opportunity to express their views. If students continue to exhibit inappropriate behaviors after initial consequences have been issued, more severe consequences will be given. Staff members will notify parents if behaviors are of a serious nature. Consequences for behavior infractions may include low level interventions, conferences, parental involvement, loss of privileges, and/or detentions. Students may receive detention from teachers as a result of a referral. Referrals can be made for inappropriate behaviors, phone misuse, dress code violations etc. Detentions will be served after school from 3:40-4:10. For any detention skipped, a second detention will be added. Upon 3 detentions, the student will receive an In-School Suspension. This becomes part of a student's permanent school record.

More severe and repetitive infractions may result in immediate in-school suspension, out-of-school suspension, and/or for extreme violations, students may face expulsion. Any action that is illegal will result in the police being notified.

District Rules & Regulations: The mission of the District is to assure learning experiences help all students develop skills, competencies and attitudes fundamental to achieving individual satisfaction as responsible, contributing citizens. All students who attend the District shall comply with the written policies, rules and regulations, shall pursue the required course of studies and shall submit to the authority of teachers, principal, and Superintendent.

Accumulation of Various Offenses: If a child repeatedly violates school rules, more serious disciplinary action will be taken. (Policy #3300, #3310)

Playground Conduct: Students are expected to be kind to others and themselves. Playground rules include the following:

- Watch out for the safety of others and yourself.
- Use the equipment properly.
- One person to a swing at a time and swing forward/back only.
- Stay a safe distance from playground equipment in use.
- Go down the slide in a seated position, no jumping off or climbing up the slide.
- Play fairly and allow others to participate.
- Refrain from throwing snow.
- Bring in equipment after use. If you take it out, bring it in.
- Follow the instructions by the supervisor.
- Follow school rules when playing games.

Lunch Area Conduct

- Talk quietly; no shouting from table to table.
- Use appropriate table manners.
- Clean up your area.

Bus Conduct: Students are expected to follow the same guidelines for behavior on buses as they do in school. Safety is a major concern on buses. The following is a list of student expectations when riding the bus:

- Follow directions of the bus driver.
- Remain properly seated at all times (facing forward, and out of the aisles.)
- Students are not to eat or drink on the bus.
- Keep voices down (no yelling or squealing.)
- Must stay in the bus seat and have seatbelts fastened.
- Keep hands, feet and other objects to yourself.
- Inappropriate language is not acceptable.

Behavior infractions will result in consequences. Students may be assigned a seat in addition to the consequences listed below.

- First warning: the principal will be advised.
- Second warning: the parents/guardians will be notified.
- Third warning: the child is suspended from the bus for a period of time.

High School Students Leaving Campus: Only 12th grade students on Honor Roll may leave campus during lunch with written parental permission. Students must, as always, check in and out at the office, even with the permission slip signed, as well as always follow school conduct rules.

Students of Legal Age: Every student, 18 years of age or older, will be deemed to be an adult and will have legal capacity to act as such. Such students, like all other students, will comply with the rules established, pursue

the prescribed course of study, and submit to the authority of teachers and others in authority over them. If eighteen-year-old students check themselves out, the parents will still be notified. If the parent will not excuse the check out, it will be marked as unexcused. The only exception is if the student has been emancipated.

Dress Code: Students are reminded that their appearance significantly affects the way others respond to them. While matters of dress remain the primary responsibility of students, in consultation with their parents or legal guardians, there are minimum standards that shall be observed by all students.

Students are expected to come to school reasonably groomed and dressed in modest clothing to support the learning environment

The following dress/appearances are not allowed at OMS/LPHS as they are considered inappropriate, distracting to the learning environment, and/or a safety hazard:

- Flip-flops with a single toe thong; fully covered feet are required for science lab.
- T-shirts advertising alcohol, tobacco, violence or inappropriate slogans.
- No halter tops, tank tops with straps less than 1 inch or tops showing navels.
- Undergarments showing.
- Skirts and shorts must be longer than extended hand length.
- Pajamas, swimsuits, and bedroom slippers unless approved for spirit days.
- No excessively “sagging and bagging” clothing will be allowed.
- No hats, hoods or beanies worn in school buildings during school hours. Recess and field trips are an exception to this rule.

Students who are dressed inappropriately will be asked to call home for a change of clothes or wear what the office has available. In all cases, questions regarding appropriateness of dress/appearance shall be at the final discretion of administration. **Failure to follow the dress code will result in one warning and the second violation will result in a disciplinary referral.**

Physical/Sexual Behaviors & Inappropriate Language:

Students are reminded that the school is a formal setting, where the work of learning occurs. For this reason, the same physically affectionate and sexual behaviors which would be deemed inappropriate in a place of business will not be acceptable on the school campus, bus, or at school activities. Faculty will address conduct of this nature and students will be held accountable for their actions in accordance with school discipline policies.

For these same reasons, students are also expected to refrain from the use of profane, obscene and indecent speech. A student who curses, voices obscenities or uses

language that would be considered indecent or profane at school, on the bus or at a school activity, will face disciplinary action.

The Big Sky School District recognizes that it is necessary that our students learn to be respectful, understanding, and maintain a positive attitude toward others in order to foster an atmosphere which allows optimum learning without distraction. Students are expected to engage in behaviors that are safe, respectful and responsible and are expected to work cooperatively with others.

Student Conduct Outside of School Hours or Away from School: The Big Sky School District provides a comprehensive program of educational services. The educational environment must be favorable if students are to take full advantage of these opportunities. Student discipline is essential to a productive and meaningful learning environment.

Any conduct by a student outside of school hours or away from school grounds which has a direct effect on the discipline or general safety and welfare of the school and its students will subject the student to corrective action or punishment by the School District. This includes, but is not limited to, conduct which endangers the health, safety, property or welfare of other students, teachers, administrators, trustees, or employees of the school system (or their families).

Maintaining or posting materials to a website or blog or any other public venue that threatens a likelihood of substantial disruption in school, including harming or interfering with the rights of other students to participate fully in school or extra-curricular activities, is a violation of the student disciplinary code and subject to appropriate penalties.

Corrective action or punishment may include but not be limited to immediate, short-term (not to exceed 10 days) suspension to a recommendation for expulsion from school. Corrective action or punishment will include appropriate due process safeguards as provided for by law and/or School District policy. (Policy 3300)

Weapons & Confiscation of Inappropriate Property at School: Items inappropriate for the school setting (laser pen lights and other electronic devices, skateboards, cigarettes, lighters, matches, noisemakers, knives, etc.) will be confiscated. Students may not bring weapons, facsimiles of weapons, BB or pellet guns, paint ball guns, toys that look like guns, ammunition, knives, etc. on school grounds. Per state law and Board Policy, students will be suspended and risk expulsion if they bring a "weapon to school." (Policy #3311)

Cell Phones & Other Electronic Equipment (ALL STUDENTS): Student possession and use of cellular phones, and other electronic devices (including, but not limited to smart phones, I-Pads, Kindles, etc.) on school

grounds, at school-sponsored activities, and while under the supervision and control of School District employees is a privilege which will be permitted only under the circumstances described herein. **At no time will any student operate a cell phone or other electronic device with video or photographic capabilities in a locker room, bathroom, or other location where such operation may violate the privacy rights of another person.**

Students may only use cellular phones and other electronic signaling devices on campus before school begins and after school ends. Students may not use cell phones, earbuds or headphones during scheduled class time unless approved by the teacher for special circumstances. The administration may regulate the use of cell phones by parents and other adults while they are on school property. The District is not responsible for lost or stolen devices. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore, unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers and supervisory aides. Unauthorized use of such devices may result in disciplinary action.

Card Playing & Gambling: Card playing and gambling are not permitted in school unless it is organized by a teacher for instructional purposes.

Hazing/Harassment/Intimidation/Bullying/Menacing: The District will strive to provide a positive and productive learning and working environment. Hazing, harassment, intimidation, menacing, or bullying by students, staff, or third parties is strictly prohibited and shall not be tolerated. (Policy #3226) It should be reported promptly to staff.

The district is committed to educating students about appropriate behavior. We are further committed to identifying instances of bullying or harassment in our schools and addressing it. We understand that children, from the youngest elementary students to high school young adults, will experiment with various social behaviors even negative ones. Students can make poor decisions at times. Students who find themselves to be targets and victims of bullying need support and assistance to put an end to the behavior.

Teasing, bullying, name calling and continually annoying another person are examples of what harassment may entail. There is no tolerance for mean behavior that demeans others. Staff will investigate charges of harassment. Students found to engage in harassment, will receive consequences which may include suspension(s) and/or a recommendation for expulsion.

The school guidance program works to assist students and staff in order to meet the emotional and social needs of students. Teachers model appropriate and respectful behavior and provide a first response to inappropriate

behavior as it is reported or witnessed. The District is committed to addressing behavior of this nature in proactive ways. In addition, the District is committed to helping students that are targeted by the behavior as well as help “bullies” learn alternative behaviors.

Sexual Harassment: It is the policy of Big Sky School District to provide its students/parents and employees with an environment free from sexual harassment. Sexual harassment is unwanted behavior of a sexual nature (either verbal, nonverbal, or physical) and sexual intimidation means unreasonable behavior verbal or nonverbal, which has the effect of subjecting members of either sex to humiliation, embarrassment or discomfort because of gender as cited in Title VII of the Civil Rights Act and Montana Human Rights Law. There is zero tolerance within the District for such conduct.

It is helpful for everyone to remember to treat others in the same manner that you would like to be treated. Remember there may be a difference between your intent and the impact of your behavior on others.

Reporting: It is not unusual for children to fail to report incidents of bullying, and it is not unusual for parents to sometimes be unsure as to how to respond or whom to contact when an instance of bullying occurs. If you feel that your child is involved in a bullying situation, either as the target or as the bully, you should contact the principal. If you feel that your child has been the target of sexual harassment, you should also contact the principal.

The school counselor can be a resource for students.

School Security & Student Safety

We care about where your child is and we worry when students are not in school.

Please note the following for student safety:

- **The Board utilizes video cameras on District property to ensure health, welfare and safety of all students, staff and visitors and to safeguard district property. (policy #3235)**
- Staff will contact parents when an unexcused student does not arrive at school, so it is imperative that you contact the school office to report your child absent.
- Only parents or individuals identified on the students' emergency contact information card may pick up a child from school. Students will only be released to the adults indicated in Infinite Campus as guardian, unless a written note is received in the morning or faxed with a signature in the early afternoon. If we do not recognize the adult who is picking up your child (possibly a visiting relative or friend), we may ask the person for a photo ID and to sign out your child.

- For the safety of our students, we need to know WHO is in the building at all times. Volunteers (classroom, lunch, etc.), sign in/out at the office.
- All tardy students must use the main entrance and report to the office so that we know who is at school.
- Parents picking up students at times other than regular dismissal hours must sign the student out at the office. LPHS students, who are leaving the building before the end of the day, must also sign out at the office with parent permission.
- Use the main entrance for parent pick up. Do not drive in the bus zone.
- Students and visitors may only use approved entrances and exits.

Visitors: Parents and others are welcome to visit OMS/LPHS. For the safety of those within the school, all visitors must first report to the front office and check-in/out. Visits to individual classrooms during instructional time are not permitted unless it's an emergency or you have an appointment with the teacher. The office will provide visitors and/or volunteers with a sticker or badge to wear while in the building. Non-enrolled students visiting campus must have prior administrative approval. Students wanting to bring visitors to school for the day need to get prior approval from the principal.

Emergency Procedures: If a personal injury occurs to a student, staff members will react as follows:

- Administer first aid
- Notify the parent
- Seek additional medical assistance if necessary.

Big Sky School District has a Crisis Procedure Manual that is designed to minimize danger to anyone occupying the school should an emergency occur. Our main objective is to attend to the health and welfare of students in the event of a crisis and to see that the children get home safely by walking, riding a bus, or by transportation provided by parents.

It is impossible to foresee all potential emergencies, but the District has researched the most effective way to use our resources to respond immediately to emergencies that cannot be avoided. **In most emergencies your child will remain at school.** In the rare event of an emergency that prohibits re-entry to the school building (such as a broken gas or water main, fire or sudden loss of utilities in bad weather), students and staff will be moved to **Bucks' T-4**.

We ask parents to utilize the following procedure if there are rumors of any school emergency:

1. We will keep the parent community informed of any emergency via email.
2. Please do **NOT** telephone the school. We have limited phone lines. The school phone must be used to respond to the emergency.
3. **Please do not come to the school unless requested to pick up your child at school.** Any emergency

involving your child's school may mean that emergency vehicles and disaster workers must be able to get to the building. If the emergency necessitates relocation of staff and students, follow these instructions:

- If, for any reason, school must be evacuated during school hours, students will be taken to and cared for at Buck's T-4 (on Route 191- Gallatin Canyon – 1 miles north of the school).

Missing School Children: The school will post the list of missing children, received from the Office of Public Instruction, on a bulletin board accessible to staff. If a staff member suspects that a missing child is enrolled in the school, he/she shall notify the county attorney's office, the Superintendent/Principal, and the sheriff's department.

Corporal Punishment: No person who is employed or engaged by the District may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include, and district personnel are permitted to use, reasonable force as needed to maintain safety of other students, school personnel, or other persons, or for the purpose of self-defense.

Distribution of Non-school Materials: Written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials may not be posted, sold, circulated, or distributed on any school campus by a student or a non-student without the prior approval of the principal. Any student who posts material without prior approval will be subject to disciplinary action. Materials displayed without this approval will be removed.

Release of "Directory Information": Directory information may be given to anyone who requests it, according to federal law. Directory information includes: name, address, email address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, dates of attendance, awards received in school, and most previous school attended. The Big Sky School District provides a directory to all parents containing each student's name, phone number, address, date of birth, and siblings. **Please let the front office know if you do not want any information printed in the school directory.**

Lost & Found: Items in Man will be located in the front office area. Parents and students are welcome to look through this area for lost items. Clothing and personal items should be clearly marked. Anyone finding lost articles should turn the article into the office. Items marked with the student's name will be returned. On a quarterly basis, items not claimed will be given away to families in the community who are in need or the items will be donated to charity.

Money & Valuables: Students should not bring large sums of money or other valuables such as electronic games or devices to school. Loss of these items are not the school's responsibility.

Care of School Property & Equipment: School property may be checked out by students and returned in good condition (normal wear and tear is taken into consideration).

Each student will be responsible for textbooks, equipment, technology, and library books checked out by or to him/her.

Parents and students are responsible for replacing any school property that is destroyed or abused by the child.

Except for books, **any school property checked out** by a student will not leave the school grounds unless written permission from the parents is received stating that the parents will take full responsibility for replacing damaged or lost materials and equipment.

Desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are responsible for keeping lockers orderly. No offensive material may be displayed on or in a locker. Only school sponsored signs of co-curricular activities are allowed on the lockers. Students are responsible for their own valuables. The school is not responsible for any item left in a classroom, locker, the gym area or any unattended place.

Board approved textbooks and educational materials are provided free of charge for each subject or class. Books must be treated with care. **Any student failing to return a book issued by the school or damaging a book will be charged a replacement cost.**

Vehicles parked on school property are under the jurisdiction of the school. Vehicles may be searched at any time there is reasonable suspicion. Students have full responsibility of his/her vehicle and must make certain that it is locked and that keys are not given to others. Students are required to park in designated areas only. If a student fails to park in the designated area, the student will receive one warning, and any failure to park in the designate area thereafter, will result in the revoking of parking privileges for a designated time.

Search & Seizure: The U.S. Supreme Court has ruled that the 4th Amendment allows school officials to search students without complying with strict "probable cause" standards imposed by law enforcement. Any student may be searched if there are reasonable grounds for suspecting the search will turn up evidence that the student has violated state/federal law or school rules. A student's person, pockets, handbag, backpack, locker, cars, etc. may be subject to search in the event that there is reasonable suspicion the student may possess anything harmful or illegal.

Students may not use, transport, carry, or possess illegal drugs or any weapons in their vehicles on school property. While on school property, vehicles may be inspected at any time by staff, or by contractors employed by the District utilizing trained dogs, for the presence of illegal drugs, drug paraphernalia, or weapons. In the event the school has reason to believe that drugs, drug paraphernalia, or weapons are present, including by alert-trained dogs, the student's vehicle will be searched. Also, by parking in the school parking lots, the student consents to having his/her vehicle searched if the school authorities have any other reasonable suspicion to believe that a violation of school rules or policy has occurred.

Restitution: Students are responsible for restitution. Damaged or stolen items are to be replaced or repaired. Student grades may be withheld until compensation has been received for book damage fees and in cases of destruction of school property or vandalism.

Student Health

Emergency Medical Authorization: In the event that reasonable attempts to contact parents/guardians by the telephone numbers provided by parents have been unsuccessful, parents are required to give consent for Big Sky School District Administration to seek treatment deemed necessary by a licensed physician or dentist. Parents must also give consent for the transfer of the child to Emergency Medical Services and/or Hospital.

Medication: All medication must be in its original container and must have a physician's instructions clearly stated. Medication, prescriptions, and over the counter drugs, are kept in the front office in a locked cabinet, except for asthma inhalers and epinephrine pens, and any other specific medication, as explained below (cough drops, aspirin, and throat lozenges are also considered medicine.) Paperwork may be obtained at the office for any student medication on school grounds.

Only staff members authorized by the Superintendent may administer medications.

Students with allergies or asthma may be authorized by the Superintendent/Principal, in consultation with medical personnel, to possess and self-administer emergency medication from an epinephrine pen (EpiPen) or asthma inhaler during the school day, during field trips, school-sponsored events, or while on a school bus. That student is authorized to possess and self-administer medication from the EpiPen or inhaler if:

- A written and signed authorization form from the parents or guardians and physician for self-administration of medication, acknowledging that the school district or its employees are not liable for injury that results from the student self-administering the medication, is placed on file. Request this form from the office.

- The student has prior written approval of his/her primary health care provider, specifying the name and purpose of the medication, the prescribed dosage, frequency with which it may be administered, and the circumstances that may warrant its use.
- Documentation of a doctor-formulated written treatment plan for managing asthma or anaphylaxis episodes of the student and for medication use by the student during school hours must be on file.
- These forms must be renewed each school year.

The authorization to possess and use an EpiPen or asthma inhaler may be limited or revoked by the Superintendent. Backup medication will be stored in the office. (Policy #3416 and #3416F)

"Special Needs": Please notify your child's teacher and the front office staff if your child has a food allergy or other "special needs." If a child has a physical disability or need, the parents or guardians should inform the school. Teachers should be aware of these special needs. When a child complains of illness during school hours, the parents/guardians are contacted and they determine the action. For use in case of serious accident or illness, up-to-date emergency contact information must be filed at the school for each student. The district contracts with Bridger Care for services such as maturation classes. Hearing tests are conducted annually through the Gallatin/Madison Special Education Cooperative.

Communicable Diseases: No child who has a communicable disease is allowed to remain in the classroom. **This includes pink eye.** A school staff member will report a communicable disease. A student may return to school following an illness with a communicable disease only after the danger of transmitting the disease to others has passed. If a child's parent/guardian has signed a religious or medical release from immunizations, the child will be dismissed from school at the outbreak of a communicable disease and will be readmitted when the danger has passed. (Policy #3417)

Immunizations: All students must be fully immunized against certain diseases or must present a certificate or statement that for medical or religious reasons, the student will not be immunized, before they may enter school. The immunizations include: varicella, diphtheria, pertussis (whooping cough), poliomyelitis, measles (rubeola), mumps, rubella, and tetanus in the manner and with immunizing agents approved by the Department of Health and Human Services. Haemophilus influenza type "b" immunization is required for students under age five (5).

Copies of the child's immunization record and birth certificate are part of the child's permanent record. A TDaP (Tetanus, Diphtheria, and Pertussis) is required by prior to entering 7th grade. The records must be in the school no later than 30 days of a student transferring from another school.

If a student is not immunized for medical reasons, the student or parent must present a certificate signed by a Montana licensed physician stating that, in the doctor's opinion, the immunization required would be harmful to the health and well-being of the student or any family member. A medical exemption for immunizations is permanent unless changed by a physician. A religious exemption from immunizations must be signed, notarized and renewed every year. A student who is not immunized will be removed from school until 2 weeks after the last outbreak of the disease. (Policy #3413)

Contact Information: Parents are asked to update the contact information in the office whenever a change occurs. It is essential that school staff have current contact information on file in the event of an emergency.

Support Programs & Special Classes

Counseling Program: Counseling services are available and may include individual or group counseling, in-class activities/units, peer mediation, career and college information and planning, and coordination with outside agencies and resources. As part of the district's comprehensive counseling program, a counselor will be assigned to the K-5 section and a counselor assigned to the 6-12 section.

The school district has initiated a program partnering with Yellowstone Club Community Foundation and Women in Action to bring a program to the Big Sky School District. This program, developed and supported by **THRIVE**, is **CAP Mentorship** (Child Advancement Project) offering community members the opportunity to share their knowledge, empathy, support and encouragement to students on a one-to-one basis.

Library: Students in grades K-12 have library services. The Community library, located in the middle school / high school is also open to the public. Throughout the school year the library produces newsletters regarding special events and activities. Many of these activities are also noted on the website.

Music: Students in grades K-12 have music instruction. Music is a scheduled specials class for students. During the school year, there will be several evening events for the students to showcase their talents. In addition, there are enrichment opportunities for students. Information regarding the Big Sky School District Music Program will be communicated to parents through emails and newsletters.

Health Enhancement (HE): OMS and LPHS students will be required to take HE during grades 6-10. Students should be prepared to be physically active and have proper attire for activities. When students are on the gym floor, they need to have shoes that are not being worn

outside (street shoes). Outside shoes can be wet from recess and/or have rocks, bark, etc. embedded in the soles. Refinishing the gym floor is quite costly and in order to protect the playing surface and thus student safety, we require that students have a pair of athletic shoes at school. The shoes need not be "new." There are also times when students will be outside and should be dressed for the weather. Please call if you have questions regarding our HE program. Additional information regarding HE will be sent home with your child.

Title I: Big Sky School District is part of the State of Montana Elementary and Secondary Education Act Title I Program. This program can provide resources to the District in order to improve teaching and learning for increased achievement based on state and national standards. Title I funds help schools to reach high levels of student achievement, classroom instruction, and building leadership as determined by state and national standards.

Student Athletics & Activities

Off-campus Activities: The Big Sky School District believes in experiential "placed-based" learning. Throughout the school year, students are afforded opportunities to explore the world in which they live. Service learning projects, outdoor science, snow sports, fishing, hiking, etc. are some of the activities that have been embedded into our learning experiences for students. Expeditions (multiple day trips) are also included at specific grade levels. District school staff members will communicate with parents/guardians in regards to off-campus activities throughout the school year. Field trip permission slips are required for off-campus activities.

Student Activities: It is the position of the Big Sky School District that students should have the opportunity for meaningful participation in extra-curricular activities. It is the District's belief that participation in organized activities can contribute to the all-around development of successful young men and women. The District has commitment to provide high quality staff, facilities, and resources for all extra-curricular activities offered.

The District believes that participation in extra-curricular activities is a right extended to the students who are willing to make the commitment to adhere to the rules that govern the programs. Participation in extra-curricular activities requires a higher level of responsibility from participants in part due to the potential for off-campus experiences. All persons involved with the extra-curricular program should conduct themselves in a manner which sets a good example for the younger people in the community.

There is an additional handbook for Athletics and Activities. It is available on the District website. Please contact the **Activities/Athletic Coordinator** if you have

further questions regarding student participation in athletics.

Dances (LPHS & OMS): Dances are for the benefit of our students. People not enrolled at LPHS/OMS will need prior approval of the Principal to attend a dance. The OMS/LPHS student who will accompany the visitor must notify the Principal prior to the dance. Visiting students also must fill out a permission form and return it to the principal prior to the dance. Approval will not be granted to anyone who is not currently enrolled in high school and they must be in good standing. The administration may check references on people not attending LPHS/OMS to determine eligibility. Participants at the dance may not exit and return. School rules are in effect at all school functions, including dances. Administration may choose to use a breathalyzer to test participants in cases of suspected alcohol use.

Sportsmanship: It is expected that all athletes and fans demonstrate good sportsmanship, which is shown by handling both defeat and victory in a gracious and respectful manner. Poor sportsmanship is unacceptable and berating opposing players, using artificial noisemakers, making obscene cheers or gestures, or complaining about officials will be addressed per district guidelines.

Equal Opportunity: To comply with Title IX of the Education Amendment of 1972, the District provides equal opportunity in that “No person shall on the basis of sex, be excluded from participation in, be denied the benefit of, or be subject to discrimination under any education program or activity of the Big Sky School District.” In order to answer any questions or complaints concerning the provisions of Title IX (Equal Education, Nondiscrimination and Sex Equity Policy 3210), contact the school office at (406) 995-4281.

Suspensions: Students who are suspended from school may not attend after school functions such as dances, sporting events, or other school sponsored activities while on suspension.

After School Hours/Public Events: When students are on school grounds, after regular school hours, they are still expected to follow school behavior rules. Any staff member employed by the District may ask a student to leave the school grounds if their conduct is not satisfactory and contact a parent/guardian for transportation. The privilege of attending public events, at school, may be revoked and a law enforcement referral made, should it be warranted.

Clubs: Big Sky School District offers our students a number of clubs for students to join on a voluntary basis. More information will be shared with students at the beginning of the school year about how to become involved with the various clubs and their eligibility rules such as enrollment in a departmental course or GPA requirements.

End of Day Departures: In the middle and high school, students are expected to know their after school routines; if that changes, please contact the front office.

Internet Access

District-Provided Access to Electronic Information, Services, and Networks Procedures Policy #3612P

Acceptable Use of Electronic Networks: All use of electronic networks shall be consistent with the District’s goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or proscribed behaviors by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

Terms and Conditions:

Computer Use: Students are to use the school computers for educational purposes. Students are to log in with a student ID and log out when done using a device. Violations may result in the suspension of computer privileges.

Acceptable Use: Access to the District’s electronic networks must be: (a) for the purpose of education or research and consistent with the educational objectives of the District; or (b) for legitimate school business use.

Privileges: The use of the District’s electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator will report all suspected violations of policy or procedure to the Superintendent, and the Superintendent will make all decisions regarding whether or not a user has violated policy or procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use: The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

- Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any federal or state law;
- Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
- Downloading copyrighted material for other than personal use;
- Using the network for private financial or commercial gain;

- Wastefully using resources, such as file space;
- Hacking or gaining unauthorized access to files, resources, or entities;
- Invading the privacy of individuals, which includes, but is not limited to, the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone;
- Using another user's account or password;
- Posting material authored or created by another, without his/her consent;
- Posting anonymous messages;
- Using the network for commercial or private advertising;
- Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
- Using the network while access privileges are suspended or revoked.

Network Etiquette: The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not become abusive in messages to others.
- Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
- Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
- Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all e-mail and have a duty to report suspicious or suspect e-mail to the Superintendent. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in any way that would disrupt its use by other users.
- Consider all communications and information accessible via the network to be private property.

No Warranties: The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification: The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District, relating to or arising out of any violation of these procedures.

Security: Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Attempts to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

Vandalism: Vandalism will result in cancellation of privileges, and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

Telephone Charges: The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules: Copyright law and District policy prohibit the republishing of text or graphics found on the Web or on District Websites or file servers, without explicit written permission.

- For each republication (on a Website or file server) of a graphic or text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
- Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.
- The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Website displaying the material may not be considered a source of permission.
- The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- Student work may only be published if there is written permission from both the parent/guardian and the student.

Use of Electronic Mail:

- The District's electronic mail system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides e-mail to aid students and staff members on a case-by-case basis in fulfilling their duties and responsibilities and as an education tool.

- The District reserves the right to access and disclose the contents of any account on its system without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
- Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
- Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of this District. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
- Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited, unless the user is certain of that message's authenticity and the nature of the file so transmitted.
- Use of the District's electronic mail system constitutes consent to these regulations.

Internet Safety: Internet access is limited to only those "acceptable uses," as detailed in these procedures. Internet safety is almost assured if users will not engage in "unacceptable uses," as detailed in these procedures, and will otherwise follow these procedures.

Staff members shall supervise students while students are using District Internet access, to ensure that the students abide by the Terms and Conditions for Internet access, as contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene; (2) pornographic; or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent.

The system administrator and Principal/administrator shall monitor student Internet access. (See Policy #3612 for additional information).

Acceptable Use: *Use of Big Sky School District technology resources is a privilege, not a right. The privilege of using the technology resources provided by Big Sky School District is not transferable or extendible by students to people or groups outside the District and terminates when a student is no longer enrolled at Big Sky School District. This guide is provided to make all users*

aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the user terms and conditions named in this policy, privileges may be terminated, access to the school district technology resources may be denied, and the appropriate disciplinary action shall be applied. Violations may result in disciplinary action up to and including suspension/expulsion for students. When applicable, law enforcement agencies may be involved.

Parent/Guardian Responsibilities:

- Talk to your children about appropriate and responsible use of the device. Suggested topics for discussion will vary per household, but may include Internet browsing, social media, gaming, time limits, and location of device use.
- Should you want your student to opt out of taking a device home, you will need to work with your building Principal to indicate this and understand that your student is still responsible for meeting course requirements.

District/School Responsibilities:

- Provide Internet to its students at school.
- Provide Internet filtering of inappropriate materials.
- Provide network data storage areas. These will be treated similarly to school lockers. Big Sky School District reserves the right to review, monitor, and restrict information stored on or transmitted via Big Sky School District-owned equipment and to investigate inappropriate use of resources.
- Provide guidance to aid students in doing research/projects and help ensure student compliance of the Acceptable Use Agreement.

Student Responsibilities:

- Use devices in a responsible and ethical manner.
- Obey general school rules concerning behavior and communication that apply to device/computer use.
- Use all technology resources in an appropriate manner so as not to damage school equipment. This "damage" includes, but is not limited to, the loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the student's own negligence, errors, or omissions.
- Evaluate all content for accuracy and quality obtained using their device.
- Help Big Sky School District protect our computer system/devices by contacting a staff person about any security problems they may encounter.
- Monitor all activity on their account(s).
- If an email or other communication is received containing inappropriate or abusive language or if the subject matter is questionable, report it to a staff person immediately.
- If you witness inappropriate use of a device such as viewing or transmitting materials that are obscene, offensive, threatening, or otherwise intended to

harass/demean others you must notify a staff person... A bystander who fails to report may be subject to disciplinary actions.

- Return the device and accessories to the designated collection point for the school at the end of each school year. Students who transfer to an alternative school, withdraw, are suspended, expelled, or terminate enrollment at Big Sky School District for any other reason must return the device and accessories on the date of termination.

Student Activities Strictly Prohibited:

- Using devices for non-educational purposes during class times.
- Illegal installation or transmission of copyrighted materials.
- Any action violating existing Board policy, administrative rule, or public law.
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- Use of chat rooms or websites selling term papers, book reports, and other forms of student work.
- Use of personal messaging services during school hours.
- Use of outside data disks or external attachments without prior approval from tech support.
- Changing device settings (exceptions include personal settings such as font size, brightness, etc.).
- Spamming/sending mass or inappropriate emails.
- Gaining access to accounts, files, and/or data other than your own.
- Use of the school's Internet/email accounts for financial or commercial gain or for any illegal activity.
- Use of anonymous and/or false communications.
- Giving out personal information, for any reason, over the Internet. This includes, but is not limited to, setting up Internet accounts including those necessary for chat rooms, Ebay, email, etc.
- Participation in credit card fraud, electronic forgery, or other forms of illegal behavior.
- Vandalism (any malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) of school equipment will not be allowed.
- Transmission or accessing materials that are obscene, offensive, threatening, or otherwise intended to harass/demean others.
- Bypassing Big Sky School District web filter or other security measures through a web proxy or other methods.
- Taking photos/video/audio of other students, staff or anyone without their permission. The possession, forwarding, or uploading of unauthorized photos/video/audio to any website, network storage area, or person is strictly forbidden. Photos, video

and audio taken with the device are for educational purposes only.

Devices:

For students in grades 9-12, we have a BYOD (Bring Your Own Device) policy. High school students may bring and use their own personal laptop instead of a school device for school academic purposes. Students that require a school computer will be issued one.

Device Care:

- Students will be held responsible for maintaining their individual devices and keeping them in good working order.
- Devices may not be defaced with stickers or other markings; this is school property.
- No food/beverage on or near devices at all times.
- Only users assigned to the device can use them.
- Students should not share logon information.
- Devices should never be left unattended.
- When in use, devices should be upright and flat on a surface.
- Device batteries are expected to be charged and ready for school each day.
- Only labels or stickers approved by Big Sky School District administration may be applied to the device.
- Devices must be in a cover and transported in cases at all times.
- **Devices that malfunction or are damaged must be reported to tech support as soon as possible.** The school district will be responsible for repairing devices that malfunction.
- Devices that are stolen must be reported immediately to Big Sky School District and the Police Department.
- Extreme temperatures (hot and cold) may be harmful to your device. Devices should be stored at room temperature at all times.

Legal Propriety:

- Comply with trademark and copyright laws and all license agreements.
- Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.
- Plagiarism is illegal. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- Use or possession of hacking software is strictly prohibited and violators will be subject to applicable state or federal laws that may result in criminal prosecution or disciplinary action by Big Sky School District.

Student Discipline: *If a student violates any of the user terms and conditions named in this agreement, privileges may be terminated, access to the school district technology resources may be denied, and the appropriate disciplinary action shall be applied. Violations may result in disciplinary action up to and including suspension / expulsion for students. When applicable, law enforcement may be involved.*

Please reference the TECHNOLOGY HANDBOOK for more information.

Handbook Review/Acknowledgement

I have reviewed a copy of the Big Sky School District #72 Student/Parent Teacher Handbook for the 2022-2023 school year. I understand that the handbook contains information that my child(ren) and I may need during the school year. I understand that all students will be held accountable for their actions and behavior and will be subject to the disciplinary consequences outlined herein and in Board Policies.

Parent/Legal Guardian (Print): _____

Signature: _____

Student's signature _____

Appendix A: Graduation Requirements starting with Class of 2021

LPHS Honors Diploma/IB Diploma Requirements*

Subject	Credits Earned
English	4 (2 must be IB course credits)
Math (no Pre-Algebra)	4 (2 must be IB course credits)
Social Studies	4 (2 must be IB course credits)
Science	4 (2 must be IB course credits)
World Language	2 (2 must be IB course credits)
IB Theory of Knowledge	1
IB CAS	2
IB Extended Essay	1
IB Group 6 Course	2
Art	1
Music	1
Health Enhancement	1
CTE	1
Total	28 Credits

*In addition, all IB Diploma Program requirements must be met. If a student completes an IB SL course in one year in social studies and/or science, they do not need 2 IB course credits in that subject.

LPHS Standard Diploma Requirements

Subject	Credits Earned
English	4 (2 must be IB course credits)
Math (no Pre-Algebra)	4 (2 must be IB course credits)
Social Studies	4 (1 must be IB course credits)
Science	4 (1 must be IB course credits)
World Language	2 (Not IB required)
IB CAS	2
IB Group 6 Course	2
Art	1
Music	1
Health Enhancement	1
CTE	1
ToK/or Elective	1
Total	27 Credits

*If a student completes an IB SL course in one year in social studies and/or science, they do not need 4 course credits in that subject (3 will suffice).

LPHS Essential Diploma Requirements

Subject	Credits Earned
English	4 (<i>1 must be IB course credit</i>)
Math (no Pre-Algebra)	3
Social Studies	3 (<i>1 social studies or science course must be IB course credit</i>)
Science	3 (<i>1 social studies or science course must be IB course credit</i>)
World Language	1
IB CAS	2
IB Group 6 Course	1
Art	1
Music	1
Health Enhancement	1
CTE	1
Work/Study	1
General Elective	1
IB Course Elective	1
Total	24 Credits

APPENDIX B: OMS Academic Honesty Policy

OPHIR MIDDLE SCHOOL ACADEMIC INTEGRITY POLICY

Academic honesty is fundamental to our school values and our individual and collective pursuit of knowledge. In a concept-based, inquiry-driven educational environment, access to a wide range of information is essential in order to construct knowledge and acquire understanding. To this end, Ophir Middle School purposefully promotes academic integrity by teaching students about the merits and laws surrounding intellectual property, by standardizing a referencing system across all grades and subjects, and by scaffolding students in age-appropriate lessons and assessments on academic honesty, research skills, and referencing. This policy applies to online virtual environments as well as normal school in the building.

ACADEMIC MISCONDUCT

The most common forms of academic misconduct include the following:

1. **Plagiarism:** the intentional or unintentional use of another's ideas or work without giving proper credit with MLA in-text citation and/or a bibliography.
2. **Collusion:** copying another student's work or allowing your work to be copied by another student.
3. **Cheating on a Test:** speaking to another student during a test, using unauthorized notes/books/etc. on a test, or looking at another student's work during a test.
4. **Summary Books:** using summary books or websites like Spark Notes for assignments instead of the original text in an English assignment or test.
5. **Google Translate:** using Google translate, or any other translation application, for a 2nd language assessment unless explicitly permitted by the teacher.
6. **Sharing Test Information:** sharing test or quiz information with a student that has not yet taken the test.

STUDENT RESPONSIBILITIES

The student is responsible for submitting authentic and academically honest work, identifying the work and ideas of others using the **Modern Language Association (MLA)** referencing system. In order to adhere to the principle of academic honesty, an Ophir Middle School student is expected to:

- Review the Academic Honesty Policy regularly.
- Be principled when completing all school work.
- Reference the work of others using the MLA referencing system in all school assessments, including but not limited to, graphs, diagrams, charts, pictures, videos, interviews, magazines, periodicals, books, websites, newspapers, and textbooks. The following website is a good source to assist with MLA referencing: [OWL Purdue MLA](#)
- Ask questions and seek feedback on his/her understanding of the MLA referencing system.
- Submit major school assessments to **Turnitin.com**.

TEACHER RESPONSIBILITIES

All Ophir Middle School teachers work together to promote and ensure academic honesty in all learning activities and assessments by teaching and modeling research skills and MLA referencing. Ophir Middle School teachers are expected to:

- Uphold the Academic Honesty Policy when administering all forms of assessment.
- Promote a culture of academic honesty.
- Develop lessons and provide instruction and support on research skills.
- Scaffold the research process by providing stages and/or a timeline for specific tasks.
- Give students exemplar work with examples of correct citations.
- Provide students with regular feedback on formative assessments.
- Review **Turnitin.com originality reports**.
- Follow MLA conventions on classroom materials.
- Investigate promptly any instances of suspected malpractice by reviewing **Turnitin.com originality reports**, previous drafts, cross-referencing sources, speaking with the student, etc.
- Report suspected instances of academic malpractice to the Principal.

SCHOOL ADMINISTRATION RESPONSIBILITIES

The Ophir Middle School pedagogical leadership team is responsible for creating, implementing, and reviewing the Academic Honesty Policy. The leadership team is expected to:

- Inform students, parents, and teachers about the Academic Honesty Policy at school events and via media sources, including but not limited to, staff meetings, parent evenings, student tutorials, and school websites.
- Promote a school culture of academic honesty.
- Investigate promptly all instances of suspected malpractice by speaking with the teacher and/or student, reviewing **Turnitin.com originality reports**, previous drafts, cross-referencing sources, etc.
- Review the Academic Honesty Policy annually with the BSSD School Board.

PARENT/GUARDIAN ROLE

Ophir Middle School parents/guardians play an important role in supporting the Academic Honesty Policy. Parents/Guardians can support this policy by:

- Providing a quiet place for their student to work on school assessments.
- Encouraging their student to plan ahead their assignments with a weekly and monthly calendar.
- Reviewing the Academic Honesty Policy with their student.

CONSEQUENCES FOR ACADEMIC MISCONDUCT

In general, Ophir Middle School students will face consequences for academic misconduct on major school assessments. Utilizing a progressive discipline approach, the severity of the consequence increases with each instance of academic misconduct, as shown in the following chart.

Violation	Consequence
1st Violation	Failing grade on the assessment Opportunity to redo assessment for a grade Parent notification (letter/email) by teacher/Principal copied Student meeting with the teacher
2nd Violation	Failing grade on the assessment Opportunity to redo assessment for feedback only Parent notification (letter/email) by teacher/Principal copied Student/Parent meeting with the teacher
3rd Violation	Failing grade on the assessment No opportunity to redo the assessment Detention Parent notification (letter/email) by Principal Student/Parent meeting with the Principal
4th Violation	Failing grade on the assessment No opportunity to redo the assessment In-School suspension Parent notification (letter/email) by Principal Student/Parent meeting with the Principal

APPENDIX C: LPHS Academic Honesty Policy

LONE PEAK HIGH SCHOOL ACADEMIC INTEGRITY POLICY

The Lone Peak High School Academic Integrity Policy reflects the five fundamentals of cultivating a culture of academic honesty: honesty, trust, fairness, respect, and responsibility. Academic integrity is fundamental to our school values and our individual and collective pursuit of knowledge. In a concept-based, inquiry-driven educational environment, access to a wide range of information is essential in order to construct knowledge and acquire understanding. To this end, Lone Peak High School purposefully promotes academic integrity by teaching students about the merits and laws surrounding intellectual property, by standardizing a referencing system across all grades and subjects, and by scaffolding students in age-appropriate lessons and assessments on academic integrity, research skills, and referencing. This policy applies to online virtual environments as well as normal school in the building.

ACADEMIC MISCONDUCT

The most common forms of academic misconduct include the following:

Lack of referencing in school assessments and IB DP assessments: Students submit work for school assessments and IB DP assessments in a variety of media that may include audio-visual material, text, graphs, images and/or data published in print or electronic sources. If a student uses the work or ideas of another person, the student must acknowledge the source using a standard style of referencing in a consistent manner.

Too much assistance and collusion: Although group work is a key element in components of certain subjects, students are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred.

However, there are other ways in which a student may be in breach of regulations. For example, if he or she:

- Duplicates work to meet the requirements of more than one assessment component
- Fabricates data for an assignment
- Takes unauthorized material into an examination room
- Disrupts an examination by an act of misconduct, such as distracting another student or creating a disturbance
- Exchanges, supports, or attempts to support the passing on of information that is or could be related to the examination
- Fails to comply with the instructions of the invigilator or other members of the school's staff responsible for the conduct of the examination
- Impersonates another student
- Uses Google Translate, or any other translation application, for a 2nd language assessment unless explicitly permitted by the teacher
- Uses summary books or websites like Spark Notes for assessments instead of the original text
- Steals examination papers
- Discloses or discusses the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

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STUDENT RESPONSIBILITIES

The student is responsible for submitting authentic and academically honest work, identifying the work and ideas of others using the **Modern Language Association (MLA)** referencing system. In order to adhere to the principle of academic integrity, a Lone Peak High School student is expected to:

- Review the Academic Integrity Policy regularly.
- Adhere to the principle of academic integrity in all forms of assessments (formative and summative, IB DP and school-based assessments).
- Plan projects and research accordingly in order to avoid procrastination on major school assessments and IB DP assessments. Completing work at the last minute can increase the likelihood of plagiarism, intentional or not.
- Reference the work of others using the MLA referencing system in all school and IB DP assessments, including but not limited to, graphs, diagrams, charts, pictures, videos, interviews, magazines, periodicals, books, websites, newspapers, and textbooks. The following website is a good source to assist with MLA referencing: [OWL Purdue MLA](#)

- Cite all electronic sources with the URL and the Date Accessed.
- Ask questions and seek feedback on his/her understanding of the MLA referencing system.
- Submit major school and IB DP assessments to **Turnitin.com**.
- **Sign a declaration of originality** upon the submission of major school assessments and IB DP assessments.

TEACHER RESPONSIBILITIES

All Lone Peak High School teachers work together to promote and ensure academic integrity in all learning activities and assessments by teaching and modeling research skills and MLA referencing. Lone Peak High School teachers are expected to:

- Uphold the Academic Integrity Policy when administering all forms of assessment (formative and summative, IB DP and school-based assessments).
- Promote a culture of academic integrity.
- Develop lessons and provide instruction and support on research skills.
- Scaffold the research process by providing stages and/or a timeline for specific tasks.
- Give students exemplar work with examples of correct citations.
- Provide students with regular feedback on formative assessments.
- Review **Turnitin.com originality reports**.
- Follow MLA conventions on classroom materials.
- Investigate promptly any instances of suspected malpractice by reviewing **Turnitin.com originality reports**, previous drafts, cross-referencing sources, speaking with the student, etc.
- Report suspected instances of academic malpractice to the IB Curriculum Coordinator and the Principal.

IB DP COORDINATOR AND/OR SCHOOL ADMINISTRATION RESPONSIBILITIES

The Lone Peak High School pedagogical leadership team is responsible for creating, implementing, and reviewing the Academic Integrity Policy. The leadership team is expected to:

- Inform students, parents, and teachers about the Academic Integrity Policy at school events and via media sources, including but not limited to, staff meetings, parent evenings, student tutorials, and school websites.
- Know the rules and procedures that govern the IB Diploma Program.
- Promote a school culture of academic honesty.
- Investigate promptly all instances of suspected malpractice by speaking with the teacher and/or student, reviewing **Turnitin.com originality reports**, previous drafts, cross-referencing sources, etc.
- Report instances of academic malpractice to the IBO if found on IB DP assessments.
- Review the Academic Honesty Policy annually with the BSSD School Board.

PARENT/GUARDIAN ROLE

Lone Peak High School parents/guardians play an important role in supporting the Academic Integrity Policy. Parents / Guardians can support this policy by:

- Providing a quiet place for their student to work on school assessments and IB DP assessments.
- Encouraging their student to plan ahead their assignments with a weekly and monthly calendar.
- Reviewing the Academic Integrity Policy with their student.

CONSEQUENCES FOR ACADEMIC MISCONDUCT

In general, Lone Peak High School students will face consequences for academic misconduct on major school assessments and IB DP assessments. Utilizing a progressive discipline approach, the severity of the consequence increases with each instance of academic misconduct, as shown in the following chart.

Violation	Consequence
1st Violation	Failing grade on the assessment Opportunity to redo assessment for a grade Parent notification (letter/email) by teacher/IB DP Coordinator copied Student meeting with IB DP Coordinator
2nd Violation	Failing grade on the assessment Opportunity to redo assessment for feedback only

	In-school suspension Parent notification (letter/email) by DP Coordinator/Principal copied Student/Parent meeting with Principal
3rd Violation	Failing grade for the current grading period No opportunity to redo the assessment In-school suspension Parent notification (letter/email) by Principal Student/Parent meeting with IB DP Coordinator and Principal
4th Violation	Failing grade for the current semester No opportunity to redo the assessment Parent notification (letter/email) by Principal Out-of-school suspension Student/Parent meeting with Principal, IB DP Coordinator, and Superintendent
5th Violation	The issue is brought to the attention of the School Board in a closed session. The BSSD School Board determines the extent of the student suspension.

***NOTE:** Some IB DP assessments can only be done once. If malpractice is found after an investigation on such assessments, the work will not be submitted to the IBO. As a result, a course grade will not be awarded by the IBO.

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POLICY REVIEW

The Academic Integrity Policy is reviewed annually by the pedagogical leadership team, DP teachers, and the BSSD School Board. Revisions are adopted as necessary and appropriate.

Reviewed: 7/12/2022

APPENDIX D: Non – School Sponsored Activity Parent / Guardian Consent Form



Non – School Sponsored Activity Parent / Guardian Consent Form

Student Information:

Name: (First) _____ (Last) _____
Date of Birth: _____ Grade: _____

Parent / Guardian Information:

Parent / Guardian Name: _____
Address: _____
Email: _____ Phone: _____

Big Sky School District recognized Organization which student is a member / participant:

Explanation of student's participation and organization's expectations:

Student's Courses for the 20__ - 20__ School Year:

Course	Teacher

By Signing this form, my child and I acknowledge and agree to the following:

- My child will complete all requirements for courses in which the student is enrolled.
- My child will maintain academic eligibility requirements as outlined in the Big Sky School District Activities Handbook.
- My child and I will notify the school in advance regarding activity related absences. Absences not related to participation in the non-school sponsored activity are subject to the District's policy regarding absences and will not be excused unless otherwise meeting excusal conditions.
- My child will turn in work in advance of non-school sponsored activity related absences or my child will turn in all missed work within one school day of the return to school. (Example: student misses all afternoon Wednesday due to a non-school sponsored activity; all school work from Wednesday is due Friday at the beginning of class.). Tests will be completed prior to the non-school sponsored activity absence or within 1 day of returning to school. Students are encouraged and responsible to send in course work and communicate with teacher(s) through email and other online resources.
- My child and I will regularly communicate with the District and Teachers regarding my child's absences and work completion.
- If my child fails to satisfy the requirements of courses in which he or she is enrolled or fails to will maintain academic eligibility requirements as outlined in the Big Sky School District Activities Handbook, the privilege of excusal or absences for non-school sponsored activity participation will be revoked.
- I am responsible for all transportation and costs relating to my child's participation in a non-school sponsored activity and the district is not responsible for any costs related to my child's participation.
- The District is not obligated to agree to excusal of my child's absences if my child's needs require regular attendance.
- The District is not responsible for providing tutoring for my child to enable he or she to participate in the non-school sponsored activity. If my child requires tutoring or other support while absent from school to participate in a non-school sponsored activity, I am solely responsible for arranging and paying the costs associated related to this.
- My child's participation in the non-school sponsored activity is voluntary and not required or mandated by the district.
- The Board of Trustees has the sole right to recognize the non-school sponsored organization in which my child participated and has the right to revoke recognition at its discretion.

Parent / Guardian Signature:

Date:

JOB DESCRIPTION

Position: American Sign Language (ASL) Fluent Language Model

Compensation: Based on experience and education

Status: Standard school hours to also include prep time

Essential Duties:

- Review lesson plans co-created by ASL language development specialist and special education teacher, or other applicable related service providers
 - Meet regularly with staff to understand goals, objectives, and materials for lessons · Deliver teacher-created lessons directly to student in American Sign Language (ASL) in their learning environment
 - Scaffold language learning
 - Assist in record keeping of student progress
 - Communicate with team regarding student progress and review of service delivery ·
- Serve as an IEP team member
- Maintain confidentiality and uphold good ethics in regards to staff, student, and parent interactions
 - Follow school policies and procedures
 - Other duties as assigned: apply accommodations and modifications as outlined in the Supplementary Aids and Services outlined in the Individualized Education Plan, IEP, (e.g. assist with toileting, mobility on uneven surfaces, care of cochlear implant speech processing devices, etc.)

Minimum Qualifications:

- Proficient fluency in ASL scoring a Level 3 minimum on the ASLPI or equivalent on a comparable proficiency exam (if no current test score, test to be scheduled within 2 weeks of hire date);
Seelink for more information:
<https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi/aslpi-preparation/aslpi-proficiency-levels/>
- Associate's Degree preferably in a related field, such as ASL-English Interpretation or Deaf Studies
- Experience working with deaf/hard of hearing children
- Experience working with young children
- Experience working in schools
- Knowledge of the Deaf community and Deaf culture

Desired Qualifications: Bachelor's or Master's degree in a related field, such as Deaf Education, ASL-English Interpretation, American Sign Language Linguistics, or American Sign Language Education



MONTANA HIGH SCHOOL ASSOCIATION

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AND EVERYWHERE ELSE UNDER THE BIG SKY SINCE 1921.

April 2022

**TO: MHSA MEMBER SCHOOL CONTACTS
MHSA SCHOOL BUSINESS MANAGERS / DISTRICT CLERKS**

FROM: MARK BECKMAN, EXECUTIVE DIRECTOR

**RE: ANNUAL APPLICATION AND FEES REMITTANCE FORM FOR 2022-23
CATASTROPHIC INSURANCE REMITTANCE FORM FOR 2022-23
CONCUSSION INSURANCE REMITTANCE FORM FOR 2022-23**

This email contains items which need to be addressed for the 2022-23 school year.

- A copy of the Annual Application and Fees Remittance form for the 2022-23 school year. One original copy is to be completed and returned with your remittance. **Make certain that the MHSA office receives an original copy, signed and dated by the appropriate personnel. If an original signed copy is not received by the MHSA office, it will delay the processing of your application.** The chairperson of the school board and the high school principal or superintendent must sign the annual dues application after being authorized to do so by official school board action. Please refer to the list of activities on the form when computing the amount of your remittance. **This payment is due by July 15, 2022.**
- A copy of the 2022-2023 Catastrophic Insurance form and a summary of benefits. A copy is to be completed and returned with your remittance. To determine your premium, you must use your high school's (grades 9-12) *FALL, 2021* enrollment as reported to OPI or for private schools, your enrollment as of November 1, 2021. **This payment is due by July 15, 2022.**
- A copy of the 2022-23 Concussion Insurance form. A copy is to be completed and returned with your remittance. To determine your premium, you must use your high school's (grades 9-12) *FALL, 2021* enrollment as reported to OPI or for private schools, your enrollment as of November 1, 2021. **This payment is due by July 15, 2022.**

Schools are required by MHSA rules to pay catastrophic and concussion insurance premiums. Annual dues and premiums are payable on or before July 15th of each year of membership. Any schools failing to pay the annual dues and premiums on or before August 1st of each year of membership shall become ineligible from that date until such dues and premiums are paid and shall be required to pay a penalty of \$50.00 (for each) in addition to the regular fees before reinstatement. [Article I, Section (2) of the MHSA By-Laws; Section 17 of the MHSA Rules and Regulations]

All these forms are also available on our website (mhsa.org).

If there are questions on any of the above referenced items, please feel free to contact the MHSA office.

Attachments

MONTANA HIGH SCHOOL ASSOCIATION
1 South Dakota
Helena, MT 59601

Annual Dues Application and Fees Remittance Form

Big Sky School District #72 High School of Gallatin County Montana,
 hereby makes application for membership in the Montana High School Association (MHSA) for the school year **2022-23** in accordance with Article 1, Section (1) of the MHSA By-Laws, and appoints the Association as its representative in interscholastic activities for the current school year. The Board of Trustees adopts and agrees to comply with the rules and regulations of the MHSA as presently contained in its official MHSA Handbook, and acknowledge receipt of a copy of such handbook in effect. It is understood that each member school is entitled to one vote on any resolution presented to the Association membership. A resolution adopted by the Board and inserted in the minutes of a meeting of the Board on the date below directs the chairperson of the Board of Trustees to remit to the Association the yearly membership fees. If the school is registering for an activity in which the school district did not participate the previous year and did not request sanctioning for this activity in writing, students will not be permitted to compete in MHSA post-season contests, other than activities which are not assigned to districts and/or divisions. (Rules and Regulations, Sections 14 and 16). **Send payment to MHSA, 1 South Dakota Avenue, Helena, MT 59601.**

In the chart mark an "X" to the left of the activities in which your school wishes to participate.

BOYS		GIRLS		COMBINED ACTIVITIES	
<input checked="" type="checkbox"/>	Baseball	<input checked="" type="checkbox"/>	Basketball	<input type="checkbox"/>	Band
<input checked="" type="checkbox"/>	Basketball	<input checked="" type="checkbox"/>	Cross Country	<input type="checkbox"/>	Chorus
<input type="checkbox"/>	Cross Country	<input checked="" type="checkbox"/>	Golf	<input type="checkbox"/>	Drama
<input checked="" type="checkbox"/>	Football	<input checked="" type="checkbox"/>	Soccer	<input type="checkbox"/>	Orchestra
<input checked="" type="checkbox"/>	Golf	<input type="checkbox"/>	Softball	<input type="checkbox"/>	Speech
<input checked="" type="checkbox"/>	Soccer	<input type="checkbox"/>	Swimming		
<input type="checkbox"/>	Swimming	<input checked="" type="checkbox"/>	Tennis		
<input checked="" type="checkbox"/>	Tennis	<input checked="" type="checkbox"/>	Track		
<input checked="" type="checkbox"/>	Track	<input checked="" type="checkbox"/>	Volleyball		
<input type="checkbox"/>	Wrestling	<input type="checkbox"/>	Wrestling		
7	<< TOTAL BOYS	7	<< TOTAL GIRLS		<< TOTAL COMBINED

TOTAL NO. OF ACTIVITIES (BOYS, GIRLS, & COMBINED) 14 @ \$250.00 = \$ 3,500

Remit this amount to the MHSA office before July 15th and include an ORIGINAL SIGNED FORM

Signed/Dated: _____
 Chair / Board of Trustees

Signed/Dated: _____
 Superintendent or Principal

For MHSA Use Only:

Date Received: _____ Amount Received: _____

Check No. _____ Late Fee: _____

Total Amount Received: _____

MONTANA HIGH SCHOOL ASSOCIATION
1 South Dakota Avenue
Helena, MT 59601
(406) 442-6010

LIABILITY CATASTROPHE PLAN REMITTANCE FORM

We have enclosed our remittance in the amount of \$ **381.00** based on the **HIGH SCHOOL ENROLLMENT** (schedule below) to cover our school's share of the Liability Catastrophe Plan insurance premium for **2022-23**.

School Big Sky School District #72

Date June 8, 2022

Signed _____

.....

High School Enrollment (Grades 9-12) as of FALL REPORT TO OPI, 2021

<u>Enrollment</u>	<u>Premium</u>
0-40	\$206.00
41-110	\$302.00
111-200	\$381.00
201-300	\$503.00
301-400	\$625.00
401-800	\$836.00
801+	\$1,339.00

You must use your high school enrollment per your FALL, 2021 report to OPI or for private schools, use your enrollment as of November 1, 2021.

PLEASE RETURN THIS SIGNED FORM AND YOUR PAYMENT BY **JULY 15, 2022.**

For MHSA Use Only

Date Received: _____

Premium: _____

Check No: _____ Late Fee _____

**MONTANA HIGH SCHOOL ASSOCIATION
2022-23 Catastrophic Insurance Renewal
Mutual of Omaha**

Summary of Lifetime Benefits

- **Accident Medical Expense Benefit:** 100% of reasonable, customary and necessary covered expenses, with an overall lifetime limit of \$1,000,000.
- **Deductible:** \$50,000 per injury.
- **Incurral Period:** Two (2) year incurral period in which to meet the deductible.
- **Extended Care Facility Maximum** \$365,000 per calendar year.
- **Combined Home Healthcare/Custodial Care Maximum:** \$100,000 per calendar year.
- **Maximum Physical Therapy Benefit:** \$50,000 per calendar year.
- **Accidental Death Benefit:** \$10,000.
- **Cash Benefit:** \$10,000 (for paralysis, including quadriplegia, paraplegia or hemiplegia).

Expanded Benefits (Total Disability Only):

- **Lifetime Special Expense Benefit:** \$100,000 first decade; \$50,000 each decade thereafter for home remodeling or adaptation and special vehicle purchase or adaptation.
- **Lifetime Adjustment Expense Benefit:** \$50,000 Lifetime for family counseling, training, travel and loss of earnings of parents.
- **Lifetime Education Expense:** \$50,000 for tuition, room and board and other related expenses.
- **Total Disability Benefit:** A catastrophically injured student who is totally disabled at age 18 may receive \$1,500 per month for remainder of life
- **Partial Disability Benefit:** A catastrophically injured student who is partially disabled at age 18 may receive \$1,000 per month for remainder of life.



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TO: MHSA MEMBER SCHOOL ADMINISTRATORS

FROM: MARK BECKMAN, EXECUTIVE DIRECTOR

RE: CONCUSSION INSURANCE

The MHSA, through negotiations with our insurance broker, Dissinger Reed, can continue offering concussion insurance for all MHSA athletic participants and cheerleaders at only \$1.35 per student. The coverage includes:

- Maximum - \$25,000 per year
- Benefit Period – 1 year
- Deductible - \$0 per claim
- Eligible Person – all athletes participating in MHSA sports (including cheerleading).
- Covered Activities – participating in practice or play of sports sponsored by the MHSA (including cheerleading).
- Definition of Injury: 1) Directly and independently caused by specific accidental contact with another body or object; 2) A source of loss that is sustained while the injured person is covered under the policy and while he or she is taking part in a covered activity; 3) Resulting in a concussion.

The participant's insurance would first be billed and would pay however there would be no out-of-pocket cost for the participant up to \$25,000 per covered injury. For example, if the participant's insurance had a \$3,000 deductible and none of that deductible was met, this insurance would pay the \$3,000 so there would be no out-of-pocket cost to the family. Also, all co-pays would be covered and if there were tests not covered by the primary insurance this insurance would cover all those costs. The cost per year for schools is as follows:

<u>Enrollment</u>	<u>Premium</u>
0-40	\$41
41-110	\$66
111-200	\$121
201-300	\$141
301-400	\$171
401-800	\$191
801+	\$226

Again, all MHSA athletes and cheerleaders would be covered, there is no deductible, and the maximum coverage per injury per year is \$25,000. This is a very proactive approach to dealing with the issues of concussion that are nationwide including the threats of litigation in every state. It also demonstrates that each school is being proactive in the event of litigation.

If you so desire, payment may be made along with your Membership Application and Catastrophic Insurance applications.

Attachment (remittance form)

MONTANA HIGH SCHOOL ASSOCIATION
1 South Dakota Avenue
Helena, MT 59601
(406) 442-6010

CONCUSSION INSURANCE REMITTANCE FORM

We have enclosed our remittance in the amount of \$ 121.00 based on the **HIGH SCHOOL ENROLLMENT** (schedule below) to cover our school's share of Concussion Insurance premium for 2022-23.

School Big Sky School District #72

Date June 8, 2022

Signed _____

.....
High School Enrollment (Grades 9-12) as of FALL REPORT TO OPI, 2021

<u>Enrollment</u>	<u>Premium</u>
0-40	\$41.00
41-110	\$66.00
111-200	\$121.00
201-300	\$141.00
301-400	\$171.00
401-800	\$191.00
801+	\$226.00

You must use your high school enrollment per your FALL, 2021 report to OPI or for private schools, use your enrollment as of November 1, 2021.

PLEASE RETURN THIS **SIGNED** FORM AND YOUR PAYMENT BY **JULY 15, 2022**.

For MHSA Use Only

Date Received: _____

Premium: _____

Check No: _____ Late Fee: _____

Tina Albers—68 Boxwood Drive, Bozeman, MT 59718 | C: 406-539-7440 | tinaalbers14@gmail.com

EXPERIENCE

2021-2022

Gallatin Gateway School

Was the science teacher for grades 6-8. Taught 8th grade math. Was responsible for the K-2 Health Enhancement classes. Was the Coach for Science Olympiad and 5-6 volleyball.

Summer 2021- Present

Big Sky Summer Camp

Was a camp counselor in Big Sky. Help to develop outdoor activities and work with K-3 children on science and art.

2020-2021

Substitute Teacher in the rural schools around Gallatin County.

2019-2020

Roberts School District

Was responsible for purchasing equipment and inventory at the end of the year. Developed lesson plans for lifetime, individual and team sports. Developed lesson plans for Health class, that included sex education, drugs, alcohol, fitness and how to live a better life. Worked with our counselors to implement lessons on mental, emotional health.

08/2004 to 01/2018

Health Enhancement Teacher Bozeman School District 7 - Bozeman

Was department head of the physical education department. Was responsible for purchasing equipment and inventory at the end of the year. Developed lesson plans for lifetime, individual and team sports. Developed lesson plans for Health class, that included sex education, drugs, alcohol, fitness and how to live a better life. Worked with our counselors to implement lessons on mental, emotional health.

08/1995 to 05/1999

Health Enhancement Teacher Big Sky School District – Big Sky, MT

Developed PE and Health lessons for students K-5. Started a volleyball and track program for middle school students. Coached middle school volleyball, basketball and track.

08/1990 to 05/1995

Health Enhancement Teacher-Idaho Falls, ID

Developed and taught PE lessons to students 7-9. Developed lunch intramural program Coached freshman volleyball, basketball and track for four years.

EDUCATION AND TRAINING

2004– Bachelor of Science: Elementary Education **Montana State University**

1995– Master of Arts: Physical Education **Idaho State University**

1986– Associate of Arts: Physical Education and Health Education **Idaho State University**

