

**May 10th, 2023 Regularly Scheduled Board Meeting**  
**3:45 p.m. Via Zoom Webinar - Ophir Elementary Large Conference Room**  
**Link: <https://us06web.zoom.us/j/87050142704>**

**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 - No Report**
- **Negotiations committee - No report - Suspended for the year**
- **Safety and Security sub-committee - Matt Daugherty to report**

**Special Reports**

- **Construction Update**

**Discussion and Action:**

- 1. FY24 Resolution allowing Gallatin County to conduct BSSD elections**
- 2. Presentation Dodd Law**
- 3. Certified staff hires**
- 4. Renewals:**
  - a. certified staff**
  - b. classified staff**
  - c. administrative staff**
- 5. Science curriculum adoption**
- 6. OES handbook**
- 7. Certify election results**

**Consent Agenda**

- 1. Warrants and Liabilities**

- 2. Staff
  - a. Resignations
    - i. Ashley Jenks
  - b. Classified hire
    - i. Anita Romine - MS / HS front office
  - c. Guests
    - i.
  - d. Coaches
- 3. Extended Essay stipends
  - a. \$200 per essay

#### 4. Out of District students

At this point in the agenda, those trustees who are no longer on the board as a result of last week's election will be recognized and relieved of their duties as trustees. The new members will not have been sworn in at this point, the three remaining members can take care of the following business should a quorum be present. If a quorum is not present, we can wait and have a special meeting once new trustees have been sworn in. That will happen on the 15th.

- 1. Restructuring of board
  - a. Chair / Vice Chair
  - b. Committee appointments
    - i. Personnel
    - ii. Budget
    - iii. Scholarship
    - iv. Safety
    - v. Policy
    - vi. Transportation
    - vii. Strategic Plan
    - viii. Building / Facilities
    - ix. Housing

**Future Meeting Dates: Regular meeting June 13th, 3:45 p.m.**

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**Superintendent Report - [At meeting](#)**

**Middle School / High School Principal's Report - [at meeting](#)**

**Elementary School Principal's Report - [at meeting](#)**

**DP Coordinator Report - [at meeting](#)**

**Activities Report - [at meeting](#)**

**Business Manager's Report - [at meeting](#)**

**Committee Reports - [Waiting for realignment](#)**

- Personnel committee - No report
- Wellness committee - No report
- Policy Committee - No report
- Strategic plan committee - No Report
- Budget committee - No Report
- Negotiations committee - No report - Suspended for the year
- Safety and Security sub-committee - [Matt Daugherty to report](#)

**Special Reports**

- Construction Update - [Cristie Tate to report](#)

**Discussion and Action:**

1. FY24 Resolution allowing Gallatin County to conduct BSSD elections - **In Packet. This is the resolution so Gallatin County can conduct any elections the school district may have in the coming 12 months. *Recommended motion = Approve the resolution to have Gallatin County conduct the elections for BSSD.***
2. Presentation Dodd Law - **tabled from April. Proposed curriculum in the packet. Mr. Dodd and his colleagues have presented to our students in the past as well as in partnership with the drivers education curriculum. HS principal and myself see value in this for our students. *Recommended motion = Approve the curriculum / lessons as presented with the ability for parents to opt out.***
3. Certified staff hires - CV's in packet. **[Kate Beaudoin](#) , 1.0 FTE at LPHS / OMS. Karen Schrieber, 1.0 FTE OES. *Recommended motion = Approve the certified hires of Karen Schrieber and Kate Beaudoin.***
4. Renewals: **All renewals of staff in the packet. *Recommended motion = Approve the renewal of certified, classified and administrative staff as presented.***

- a. certified staff - In Packet
  - b. classified staff - In Packet
  - c. administrative staff - In Packet
- 5. Science curriculum adoption - Short synopsis in packet, physical books will be at the meeting. This is the first consideration for these new curriculum / resources. From this point, the materials will be available for public review until our regularly scheduled meeting in June at which time the board can take a vote to adopt or not with consideration of public input. *Recommended motion - Approve the first review of the presented science curriculum and resources and open the public comment period on the curriculum and resources.*
- 6. OES handbook - In Packet. Changes in the handbook are highlighted in yellow. *Recommended motion = Approve the OES handbook as presented.*
- 7. Certify election results - In Packet. *Recommended motion = Approve the certification of the election results as presented.*

## Consent Agenda

- 1. Warrants and Liabilities
- 2. Staff
  - a. Resignations
    - i. Ashley Jenks
  - b. Classified hire
    - i. Anita Romine - MS / HS front office
  - c. Guests
    - i.
  - d. Coaches
- 3. Extended Essay stipends
  - a. \$200 per essay
- 4. Out of District students

At this point in the agenda, those trustees who are no longer on the board as a result of last week's election will be recognized and relieved of their duties as trustees. The new members will not have been sworn in at this point, the three remaining members can take care of the following business should a quorum be present. If a quorum is not present, we can wait and have a special meeting once new trustees have been sworn in. That will happen on the 15th.

- 1. Restructuring of board
  - a. Chair / Vice Chair - Current structure is Trustee Bough (Board Chair) / Trustee Ossorio (Vice-Chair).

**b. Committee appointments - See below for information on committees.**

- i. **Personnel** - This committee is currently trustees Edgar and Hammond. The personnel committee works on Job Descriptions, new positions to the district and personnel structures in the district. Meets 4-5 times a year.
- ii. **Budget** - Currently trustees Edgar and Jennings. The budget committee meets 3-4 times between February and August to craft the budget for the coming Fiscal Year.
- iii. **Scholarship** - This is currently trustee Bough. This committee works in tandem with the FOBSE scholarship committee for our graduating seniors.
- iv. **Safety** - This committee is currently trustees Edgar and Jennings. One of the committee members sits on the school wide safety committee that school Marshall Matt Daugherty leads.
- v. **Policy** - This committee is currently trustees Jennings and Ossorio. Responsible for aligning school district policies with Montana law. Will be meeting quite often in the coming months as new bills impact school operations.
- vi. **Transportation** - This committee is currently trustees Bough and Hammond. Responsible for making recommendations to the board regarding purchases of transportation vehicles and works on all transportation related issues of the district. Meets 2-3 times per year.
- vii. **Strategic Plan** - This committee is currently trustees Edgar and Ossorio. The district is in the 2nd year of the most recent strategic plan. This committee meets for a longer period of time during crafting of the plan and 1-2 times per year on implementation. Committee members also called on to work on certain initiatives.
- viii. **Building / Facilities** - This committee is currently neutral and has assigned trustees Bough and Ossorio. We should consider assigning members to this committee as we start to make long term capital plans as the older areas of the facility begin to age so we have a plan in place for long term maintenance.
- ix. **Housing** - This committee is currently trustees Hammond and Ossorio and community member Matt Kidd. This committee meets 6-7 times per year. Main responsibilities moving forward will be to continue work with the school district owned lot on Windy Pass as well as exploring additional housing opportunities for the school district.
- x. **Suspended Committees:**
  1. **Negotiations** - The district is currently in year 1 of a 3 year contract with the Big Sky Teachers Association. Negotiations will take place in the winter / spring of 2025.
  2. **Bond committee** - This committees work is directed at working on any and all bonds or levies that the school district will run. We do not have any plans at this point. Can resurrect this committee at any time.

**Future Meeting Dates: Regular meeting June 13th, 3:45 p.m.**

**Big Sky School District #72 School Board Meeting**  
**Ophir ES Conference Room (3:45pm)**  
**April 18st, 2023**  
**MINUTES**

**In attendance:** Loren Bough, Stacy Ossorio, Matt Jennings, Scott Hammond, Kara Edgar, Dustin Shipman, Corky Miller, Andrew Blessing, Marlo Mitchem, Brittany Shirley, Tim Sullivan, Libby Grabow, Cristie Tate, John Hannahs, Linda Nell, Jeremy Harder, Jolene Romney, Heidi Johnson, Whitney McKenzie, Debbie Bagby, Kim Dickerson, Katey Franklin

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

**Pledge of Allegiance**

**Revision(s) to Agenda – None**

**Public Comment – Non-Agenda Items – None**

**Approval of Minutes** – Trustee Jennings made a motion to approve minutes for the Meeting held March 21<sup>st</sup> and April 7<sup>th</sup>, Trustee Ossorio seconded the motion. **Motion passed unanimously.**

**Recognitions and Commendations** – Superintendent Shipman recognized and congratulated the LPHS 12<sup>th</sup> grade class on college acceptances. Chair Bough recognized and thanked the PTO on a successful Pie Auction.

**Superintendent's Report – Dustin Shipman**

- Report during Committee Reports – Strategic Plan update

**OMS/LPHS Principal's Report – Marlo Mitchem**

- Read through the 12<sup>th</sup> grade college acceptance list – over 50 colleges and universities

**Elementary Principal's Report- Brittany Shirley**

- School presentation from waste management – landfill and recycling program
- Staff activities raised over \$30k at the Pie Auction
- PYP Evaluation Team – 2:15pm, May 10<sup>th</sup> with BSSD Board (Special Board Meeting)
- 2<sup>nd</sup> Grade – trout in the classroom!

**DP Coordinator's Report – Tim Sullivan**

- 12<sup>th</sup> grade SP internal assessments complete
- Shout-out to teachers for support of students
- Exam schedule set and students ready
- Met with 10<sup>th</sup> grade students to discuss IB pathways – 50% pursuing DP

**Activities Report – John Hannahs**

- Spring sports moving along – adjusting around winter conditions
- Working-on next year's calendars, transportation, procedures, coach expectations, etc.
- Planning around Expedition, Homecoming, etc.
- Ordering District, Divisional, and State Basketball banners

**Business Manager – Corky Miller**

- FY23 Budget Funds - current positions in Packet
- Met with Budget Committee regarding FY24 – HB279 grants will allow for increased programming

### Committee Reports

- Strategic Plan Committee – Dr. Shipman reported – Plan attached herein.
- Safety and Security committee – Matt Dougherty, District Marshal reported:
  - Establishing emergency operations plan
  - Meeting with Bozeman District SRO
  - Coordinating with Gallatin County Sheriff's office
  - Meeting with classes, students, teachers, staff
  - Researching window/door protection, and vape detection technology

### Special Reports

- Construction Update – Cristie Tate provided a construction update.
- Bond Committee – Trustee Edgar reported.

### Discussion and Action Items:

1. Certified Hire – Trustee Jennings made a motion to approve, Trustee Edgar seconded the motion. **Motion passed unanimously.**
2. Girls Soccer Roster and 8<sup>th</sup> Grade Participation - Trustee Jennings made the motion to approve, Trustee Edgar seconded the motion. **Motion passed unanimously.**
3. Law Presentation for Students – Tabled until May.
4. MSU Study Update and Addition of Parent Focus Group – Discussion with Katey Franklin. Trustee Jennings made the motion, Trustee Edgar seconded the motion. **Motion passed unanimously.**
5. 1900 Series of BSSD Policy Manual – Emergency Series - Trustee Jennings made the motion to terminate the Temporary Emergency Policies Numbered 1900-1912 and direct the administration to remove the policies and related procedures from the policy manual and work with necessary stakeholders to enact this motion, Trustee Edgar seconded the motion. **Motion passed unanimously.**

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

1. Warrants and Liabilities
2. Staff
  - a. Resignation
    - i. Kyana Saidizand
  - b. Guest Staff
    - i. Tesha Distad – Front office
  - c. Coaches
    - i. LPHS Football
      1. Dustin Shipman - Head
      2. James Miranda - Assistant
      3. Brian Squillace - Assistant
      4. Jeff Helms - Volunteer
3. Out-of-District Students
  - a. None.

### Next BSSD #72 Future Board Meetings:

Special Meeting, May 10<sup>th</sup>, 2023 at 2:15pm (Wednesday)  
 Regular Meeting, May 10<sup>th</sup>, 2023 at 3:45pm (Wednesday)



**Adjourned at 4:38pm by Chair Bough**

\_\_\_\_\_, Loren Bough, Board Chair

\_\_\_\_\_, Corky Miller, Business Manager/Clerk

DRAFT

Strategic Area:

## Flexible Pathways, Dynamic Program

**In order to assure that we meet the needs of each student providing program excellence and multiple options, we will:**

		WHO	WHEN	FISCAL NOTE & SOURCE	
	1. Build on our current IB program to provide a solid foundation in the PYP, MYP and a rigorous IBDP option in HS*	PYP, MYP, DP coordinators	Fall 2022 (PYP program evaluation)	IB Fees (same commitment as current) General Fund	
		K-12 faculty / staff	Fall 2023 (MYP authorization)	General Fund	
			Fall 2022 (DP re-authorization)	*consider expanding use of Pamoja and different program options in DP.	
				General Fund	
	2. Expand electives in the areas of CTE and formalize and publicize for students hoping to pursue this path.	Superintendent, LPHS principal, Tech director	Investigate 21-22; Course / Path descriptors 22-23; Courses taught on site 23-24 (new facility)	TBD - 1 FTE for new courses / programming - General Fund and HB 279	
	3. Investigate & implement virtual learning options for course offerings across the academic spectrum to widen course options not available on-site. Provide counseling / guidance to assist students in availing themselves in approved online programming as an acceptable part of their LPHS journey. (including options for math and world language) *	Superintendent, LPHS principal, Tech director	Now - implementation 2022-2023 SY	TBD - FTE online learning coordinator; costs of appropriate online programming; General Fund and HB 279	*Review timetable for maximum efficiency of student experience, teacher experience and course offerings.

	4. Revise graduation requirements to accommodate the expanded pathways including a hybrid option, which selects from the IB, CTE and virtual programming.*	Superintendent, LPHS principal, Counseling staff	SY 2022-2023	TBD - online options General Fund and HB 279	*What classes will remain a core component of the LPHS diploma?	
	Current Status	2023 update				
1. Build on our current IB program to provide a solid foundation in the PYP, MYP and a rigorous IBDP option in HS*	On Track, re-evaluation process for DP in SY 2022-2023; for PYP in SY 2023-2024; authorization for MYP in SY 2023-2024	Re-evaluation completed. PYP in re-eval in process. MYP one year behind schedule.				
2. Expand electives in the areas of CTE and formalize and publicize for students hoping to pursue this path.	On Track, team has met, year long process in SY 2022-2023; Path descriptors in Winter 2023; full offerings fall 2023.	Getting there. New facility opening up. CTE classes and paths available in 2023-2024.				
3. Investigate & implement virtual learning options for course offerings across the academic spectrum to widen course options not available on-site. Provide counseling / guidance to assist students in availing themselves in approved online programming as an acceptable part of their LPHS journey. (including options for math and world language) *	On Track, Global Online Academy has accepted us as a partner, we are one of the first public schools they are working with. Waiting for direction from the state office of public instruction to approve them as a provider. Budgeted from HB 279 for an online learning coordinator. Will continue to explore additional options for students.	Some studnets will enroll in GOA for fall 2023. Online learning coordinator still a position to be filled.				
4. Revise graduation requirements to accomodate the expanded pathways including a hybrid option, which selects from the IB, CTE and virtual programming.*	This work will be done in conjunction with the above buckets. Committee will have recommendations to board in early winter 2023 with full implementation in fall 2023.	Requirements are currently flexible on individual basis".				



	4. Partner with Community	Comms Lead	June 2022	Included in Comms budget Philanthropy	Partnership established with: Arts Council, EBS / Lookout, BSCO, and other relevant community organizations	
	5. Website	Comms Lead	June - August 2022	Included in Comms budget Philanthropy	Website features: Mission, Values, Vision, History, Board, Student Voice, Alumni	
	2022 update	2023 update				
1. Identify a communication lead*	Behind target. Will be in place at launch of app for communications in fall of 2022	Hired in SY 22-23. Tim Sullivan.				
2. Student Involvement	On Track to have student group in fall.	Student Council involved 22-24.				
3. Comms Platform	On Track to launch Apptegy, school communication s app in late summer.	Complete and sustaining				



Strategic Area:

# Living Our Culture of Excellence

**In order to assure that  
our commitment to  
excellence is reflected in  
the life of the school and  
our culture, we will:**

	WHO	WHEN	FISCAL NOTE & SOURCE	MEASURES OF SUCCESS
	1. Sustain a variety of excellent academic programs	Admin, program coordinators	Starting now, target of 2024	Programs built in Managebac
	2. Clearly define and document roles of admin and support staff (delineate chain of command).	Clear job descriptions in place.	Fall 2022	Structure in place
	3. Embed core values into daily life.	Entire school community, focus on student lead.	Now and moving forward	Visibility of core values throughout the campus (marketing materials, shirts, posters, etc etc etc.

	4. Student Leadership enhance culture	Student council, admin and advisors	Now and moving forward	Time, not money	collaborative meetings of student leadership
	5. Teaching Excellence - workload and effectiveness	Admin	Feb - March Yearly	Depending on FTE adjustments General Fund / Philanthropy	Analysis of teacher to student ratios, periods (hours) taught; BSSD vs state standards.
	20				
<p>1. Sustain a variety of excellent academic programs</p> <p>2. Clearly define and document roles of admin and support staff (delineate chain of command).</p>	On Track. Will align with bucket #1,	On Track. Aligns with Bucket #1.			
	On Track / Somewhat behind. Will have a lot of this work done by fall 2022, however not across the district.	Still in progress. Any new positions in district have a clear ladder of reporting and specific duties. Job description revisions will begin with the personnel committee in summer of 2023			



3. Embed core values into daily life.	On track to launch SY 2022.	As part of the new OPI accreditation, schools are going to have to conduct a needs assessment and identify their core values as part of that process. I think this will be a great opportunity to get this started.					
4. Student Leadership enhance culture	On track, Student council has taken a large leadership role in the district.	Student council is more active and representative than ever before.					
	Behind for this year, however we are always looking at enrollment and additional resources.	Attempting to timetable / assign certified faculty to one less teaching period per day. Challenges are recruiting.					
5. Teaching Excellence - workload and effectiveness							

Strategic Area:

# One Big Sky: Two-way flow: school and community

<b>In order to maximize the mutual benefits of the school to the community and the community to the school, we will:</b>							
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	WHO	WHEN	FISCAL NOTE & SOURCE	MEASURES OF SUCCESS	Progress Report
	1. School to community connections.	BSSD Counselor, Community liason (PTO, YCCF)	Fall 2022	\$25K Philanthropy	Meaningful involvement of school in community.
	2. Community to school connections.	.5FTE (PTO, YCCF)	Fall 2022	\$25K Philanthropy	Facility hours utilized.
	3. Pre-School on campus	Board, Superintendent	Fall 2022; funding / planning dependent.	Between \$200K and \$500k depending on timing. General Fund Operations / Philanthropy Facilities	Kids in a campus pre-school.  Policy to board on December 14th as initial step.

	4. Sustainable Funding	Board and Superintendent	On-Going	Between \$250K and \$500K per FY Philanthropy	Continued expanded programming and sustained current programming.	
	2022 update	2023 update				
1. School to community connections. 2. Community to school connections.	<p>Progress. Have had an initial meeting of Big Sky Chamber and LML regarding our students completing internships, re-engaging this in late June. CAP mentoring still very popular with our students,</p> <p>Partnership with Big Sky Chamber for "Big Sky Futures." Hosted 8 on campus presenatations for students to learn about careers in the BS community and beyond. Will host a career fair in May. CAP has more mentors than every. Facilities continue to be heavily used outside of our school sports.</p>					
3. Pre-School on campus	COMPLETE	COMPLETE				

#### 4. Sustainable Funding

PTO continues to be a funding partner.	PTO continues to be a funding partner.
Additional \$1.6 million in Tax Credit donations to use to support general fund.	Additional \$1.6 million in Tax Credit donations to use to support general fund.
Sustainability is high at this point with PTO and tax credit will be maximum of \$500K for our school district for the immediate future.	Sustainability is high at this point with PTO and tax credit will be maximum of \$500K for our school district for the immediate future.
Progress, PTO is now a funding partner with the school district. In the next year we will continue to seek additional partners.	Progress, PTO is now a funding partner with the school district. In the next year we will continue to seek additional partners.

Progress. PTO is now a funding partner with the school district. In the next year we will continue to seek additional partners.

**Big Sky School District #72 School Board Meeting**  
**Ophir ES Conference Room (8:45am)**  
**April 28<sup>th</sup>, 2023**  
**MINUTES**

**In attendance:** Scott Hammond, Matt Jennings, Kara Edgar, Dustin Shipman, Corky Miller, Andrew Blessing

**Meeting called to order at 8:45am, by Trustee Hammond**

**Pledge of Allegiance**

**Revision(s) to Agenda – None**

**Public Comment – Non-Agenda Items – None**

**Discussion and Action Items:**

1. Purchase of Transportation Vehicle – Trustee Jennings made a motion to approve, Trustee Edgar seconded the motion. **Motion passed unanimously.**
2. Liquidation of School Property- Trustee Jennings made the motion to approve, Trustee Edgar seconded the motion. **Motion passed unanimously.**
3. District Health Insurance – Discussion only.

**Next BSSD #72 Future Board Meetings:**

Special Meeting, May 10<sup>th</sup>, 2023 at 2:15pm (Wednesday)

Regular Meeting, May 10<sup>th</sup>, 2023 at 3:45pm (Wednesday)

**Adjourned at 8:52am by Trustee Hammond**

\_\_\_\_\_, Loren Bough, Board Chair

\_\_\_\_\_, Corky Miller, Business Manager/Clerk

05/07/23  
16:46:48

BIG SKY SCHOOL DISTRICT #72  
Statement of Expenditure - Budget vs. Actual Report  
For the FY23 Accounting Period through 7 May 2023

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	272,224.67	3,020,399.37	3,607,419.09	3,607,419.09	587,019.72	84 %
210 K-12 TRANSPORTATION FUND	5,641.34	299,975.45	2,141,306.61	2,141,306.61	1,841,331.16	14 %
211 K-12 BUS DEPRECIATION FUND	59,526.00	59,526.00	385,754.23	385,754.23	326,228.23	15 %
213 K-12 TUITION FUND	9,957.33	115,003.97	282,912.42	282,912.42	167,908.45	41 %
214 K-12 RETIREMENT FUND	46,148.80	429,963.74	675,000.00	675,000.00	245,036.26	64 %
217 K-12 ADULT EDUCATION FUND	830.21	15,080.68	238,717.71	238,717.71	223,637.03	6 %
228 K-12 TECHNOLOGY FUND	21,284.43	232,898.03	151,463.03	151,463.03	-81,435.00	154 %
261 K-12 BUILDING RESERVE FUND	1,181.47	450,393.88	594,764.42	594,764.42	144,370.54	76 %



## **Lone Peak Phase 2**

**May 10, 2023**

### **Schedule**

- Building dry-in is complete.
- Insulation and drywall will be complete by the end of May.
- Practice Field construction has started and is scheduled for sod in mid-July.
- The south entrance and the parking lot are under construction and scheduled to be paved in mid-June.
- New bus loop is scheduled to be paved at the beginning of July.
- A roofing subcontractor has been brought onto the team to re-roof the existing school this summer. The insulation and work in the attic space are currently out for pricing.
- Furniture was ordered through pre-negotiated state contracts. The furniture proposal was received for \$282,869.95 and was about 20,000 under budget. These savings allowed some additional lab equipment to be added. The equipment bid went out to bid on May 5<sup>th</sup>, with bids due on May 16<sup>th</sup>.
- The project is scheduled to be complete by the start of the Fall 2023 school year.

Attached are the overall project schedule and six-week lookahead.

### **Budget**

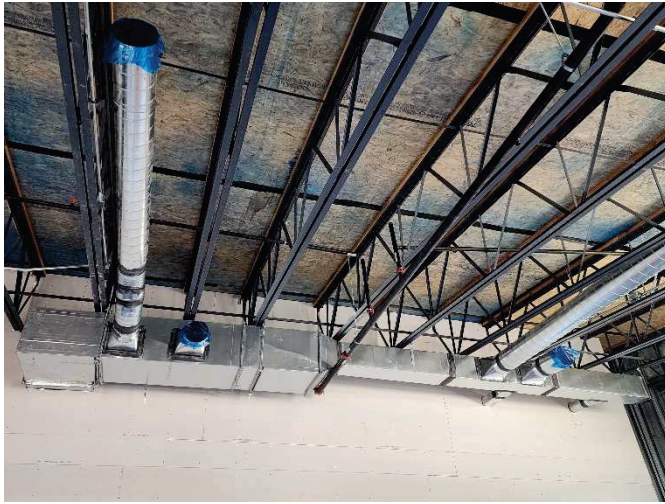
- Attached are the Project Cost Control and Project Contingency Log.
- Re-Roof of the existing school is being contracted through Jackson for \$982,480.89.
- Insulation and other attic repairs of the existing school are currently out for pricing.

### **Risks, Opportunities, and Key Issues**

- Jackson has added project team members to ensure the project succeeds and that additional quality control measures are implemented. This is reflected in the current schedule.
- Jackson has worked with their subcontractors to expedite some work scopes to make up this time in the schedule. Weekends, larger crew sizes, and longer work days are expected.
- The project is progressing at an accelerated schedule, which requires coordination to ensure proper inspections are being done by the responsible parties of the design and commissioning team.
- With current market conditions, the team is tracking the procurement of critical materials over the next few months.



## Photos



HVAC Duct



Insulation Installation in the Technology Lab



New School Entrance





# LPHS Phase 2

Line	Name	Duration	Start	Finish		17	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	4	11
	LPHS Phase 2		5/27/2022	8/25/2023																						
	MILESTONES	72d	5/8/2023	8/21/2023																						
1	Building Dry In		5/8/2023	5/8/2023																						
2	Trash Enclosure Completion		5/9/2023	5/9/2023																						
3	Commons Start		6/12/2023 *	6/12/2023																						
4	South Parking lot sub. comp.		7/5/2023	7/5/2023																						
5	Substantial Completion (Excl. Punch)		8/10/2023	8/10/2023																						
6	Sitework Punch		8/21/2023	8/21/2023																						
7	Steam Punch		8/21/2023	8/21/2023																						
8	Final Completion (Incl. Punch)		8/21/2023	8/21/2023																						
	PRECONSTRUCTION	287d	5/27/2022	7/17/2023																						
	Quality Control	50d	5/8/2023	7/20/2023																						
9	Wood Siding & Soffit QC		5/8/2023	5/8/2023																						
10	Polished Concrete Floor QC		5/22/2023	5/22/2023																						
11	Paint QC		5/25/2023	5/25/2023																						
12	Flooring Softgoods/Tile QC		5/31/2023	5/31/2023																						
13	Sound Booth QC		6/6/2023	6/6/2023																						
14	ACT/Tectum QC		6/9/2023	6/9/2023																						
15	Wood Ceiling		6/9/2023	6/9/2023																						
16	Doors & Hardware QC		7/5/2023	7/5/2023																						
17	Wheel Chair Lift QC		7/5/2023	7/5/2023																						
18	Division 10		7/7/2023	7/7/2023																						
19	Building CX		7/20/2023	7/20/2023																						
	CONSTRUCTION		9/1/2022	8/25/2023																						
	SITE WORK	86d	4/19/2023	8/21/2023																						
	Site Improvements	80d	4/19/2023	8/1/2023																						
	PHI - Athletic Field	15d	7/24/2023	8/1/2023																						
20	Track and Field Final Grade	4d	7/24/2023 *	7/27/2023																						
21	Track and Field Irrigation	5d	7/28/2023	8/3/2023																						
22	Track and Field Landscape Finishes	6d	8/4/2023	8/11/2023																						





# LPHS Phase 2

Line	Name	Duration	Start	Finish	2023																											
					17	April	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	4	11	18	25	September			
50	Hardscape Prep	5d	5/30/2023	6/5/2023																												
51	Hardscape Form, Place, Finish	8d	5/30/2023	6/8/2023																												
52	Paving Finish Grade	6d	6/6/2023	6/13/2023																												
53	Irrigation	5d	6/9/2023	6/15/2023																												
54	Pave	3d	6/14/2023	6/16/2023																												
55	Landscape Tree & Shrub	4d	6/19/2023	6/22/2023																												
56	Landscape Rock Mulch	3d	6/23/2023	6/27/2023																												
57	Landscape Seeding	2d	6/28/2023	6/29/2023																												
58	Parking Lot Striping	2d	6/30/2023	7/5/2023																												
	STEAM Site & Bus Loop	62d	5/1/2023	7/28/2023																												
59	Screen Wall Masonry	3d	5/1/2023 A	5/3/2023																												
60	Screen Wall Backfill	2d	5/4/2023	5/5/2023																												
61	Screen Wall Slab Prep	1d	5/8/2023	5/8/2023																												
62	Screen Wall Slab Place	1d	5/9/2023	5/9/2023																												
63	Storm Drain	5d	5/10/2023	5/16/2023																												
64	Retaining Wall subgrade	2d	5/17/2023	5/18/2023																												
65	Rough Grade	3d	5/19/2023	5/23/2023																												
66	Irrigation Sleeves	1d	5/24/2023	5/24/2023																												
67	Finish Grade	4d	5/24/2023	5/30/2023																												
68	UnderGround Electrical	5d	5/31/2023	6/6/2023																												
69	Install Light Pole Bases	5d	5/31/2023	6/6/2023																												
70	Bus Loop Rough Grade	3d	6/7/2023	6/9/2023																												
71	Curb and Gutter prep	3d	6/12/2023	6/14/2023																												
72	Curb and Gutter Place	2d	6/15/2023	6/16/2023																												
73	Hardscapes Prep Grade	5d	6/19/2023	6/23/2023																												
74	Hardscapes Form, Place, Finish	8d	6/19/2023	6/28/2023																												
75	Bus Loop Fine Grade	3d	6/29/2023	7/5/2023																												
76	Pave	2d	7/6/2023	7/7/2023																												
77	Irrigation	5d	7/10/2023	7/14/2023																												
78	Landscape Rock Mulch	2d	7/17/2023	7/18/2023																												



PRINT DATE: 5/3/2023

PROGRESS PERIOD 5/02/2023

4

By: Brandon Tunge



# LPHS Phase 2

Line	Name	Duration	Start	Finish	2023																											
					April				May				June				July				August				September							
					17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	4	11						
101	Install wood siding	18d	5/8/2023	6/1/2023																												
102	Install Wood Soffits	18d	5/8/2023	6/1/2023																												
103	Install Roof Snow Retention System	5d	5/15/2023	5/19/2023																												
	Interiors		4/3/2023	8/25/2023																												
104	Overhead electrical rough	15d	4/3/2023 A	5/8/2023																												
105	Mech Room Plumbing Build out	20d	4/10/2023 A	5/15/2023																												
106	Overhead Sprinkler rough	15d	4/24/2023 A	5/15/2023																												
107	Overhead Mechanical rough 2.0	9d	5/1/2023 A	5/11/2023																												
108	Jackson In-wall Inspections/photos	3d	5/1/2023 A	5/3/2023																												
109	Plumbing Insulation	7d	5/2/2023	5/10/2023																												
110	Overhead Plumbing reconfiguration	6d	5/2/2023	5/9/2023																												
111	Insulate	4d	5/4/2023	5/9/2023																												
112	Hang drywall	8d	5/10/2023	5/19/2023																												
113	Tape and coat	14d	5/10/2023	5/30/2023																												
114	Learning Stair Precast Install	3d	5/10/2023	5/12/2023																												
115	OTS Paint	5d	5/16/2023	5/22/2023																												
116	Data, Pull cable and Terminations	10d	5/16/2023	5/30/2023																												
117	Roller Shade Dimensions		5/31/2023	5/31/2023																												
118	Polish Concrete floors	9d	5/31/2023	6/8/2023																												
119	Prime and first coat paint	10d	6/9/2023	6/22/2023																												
120	Music Entry Flooring	4d	6/14/2023	6/19/2023																												
121	Install Sound ISO booth	5d	6/20/2023	6/26/2023																												
122	Install ACT/Tectum	10d	6/23/2023	7/10/2023																												
123	Install Wood Ceilings	5d	6/23/2023	6/29/2023																												
124	Learning stair finishes	5d	6/23/2023	6/29/2023																												
125	Interior Finishes Plam,TWP	6d	6/23/2023	6/30/2023																												
126	Install interior glazing	6d	6/23/2023	6/30/2023																												
127	DataCom/Server	10d	7/5/2023	7/18/2023																												
128	Install flooring	10d	7/7/2023	7/20/2023																												
129	Install Tile	10d	7/7/2023	7/20/2023																												

# LPHS Phase 2

**Jackson**  
**CONTRACTOR GROUP, INC.**

[illegible]

# LPHS Phase 2

[illegible]



# LPHS Phase 2



Line	Subcontractor	Name	Duration	Start	Finish
LPHS Phase 2					
MILESTONES					
1		Building Dry in		5/2/2023	5/2/2023
2		Trash Enclosure Completion		5/9/2023	5/9/2023
3		Commons Start		6/12/2023 *	6/12/2023
PRECONSTRUCTION					
Quality Control					
4		Wood Siding & Soffit QC		5/2/2023	5/2/2023
5		Polished Concrete Floor QC		5/16/2023	5/16/2023
6		Paint QC		5/25/2023	5/25/2023
7		Flooring Softgoods/Tile QC		5/31/2023	5/31/2023
8		Sound Booth QC		6/6/2023	6/6/2023
9		ACT/Tectum QC		6/9/2023	6/9/2023
10		Wood Ceiling		6/9/2023	6/9/2023
CONSTRUCTION					
SITE WORK					
Site Improvements					
South Entry & Round-a-Joint 2022					
11	National Coatings	Dumpster Structure paint	2d	5/2/2023 *	5/3/2023
12	Summit Roofing	Dumpster Enclosure Roof	4d	5/4/2023	5/9/2023
Practice Field					
13	Jackson	Irrigation Control Reconfiguration	5d	5/2/2023 *	5/8/2023
14	Jackson Civil	4" Water Connection	3d	5/9/2023	5/11/2023
15	Jackson Civil	2" Water Connection	3d	5/9/2023	5/11/2023
16	Jackson Civil	Storm Sewer	6d	5/9/2023	5/16/2023
17	Jackson Civil	Courtyard Rough Grade	2d	5/9/2023	5/10/2023
18	Jackson Civil	Practice Field Rough Grade	2d	5/11/2023	5/12/2023
19	Third Element Elec.	Light Pole bases and Rough In	4d	5/15/2023	5/18/2023
20	Jackson Civil	Retaining Wall Subgrade prep	3d	5/15/2023	5/17/2023
21	Jackson Civil	Courtyard Final Grade	3d	5/19/2023	5/23/2023
22	Jackson Civil	Hardscape Subgrade prep	3d	5/24/2023	5/26/2023
23	Greater Gallatin Landscape	Install Irrigation Sleeves	2d	5/30/2023	5/31/2023
24	HI-County	Hardscape Form, Place, Finish	5d	6/1/2023	6/7/2023





# LPHS Phase 2

2023									
April									
May									
June									
July									
Line	Subcontractor	Name	Duration	Start	Finish				
25	Jackson Civil	Practice Field Final Grade	3d	6/8/2023	6/12/2023				
26	Third Element Elec.	Light Pole Install	3d	6/8/2023	6/12/2023				
27	Greater Gallatin Landscape	Irrigation South	6d	6/13/2023	6/20/2023				
South Entry & Parking 2023									
28	Jackson Civil	Rough Grade	7d	4/19/2023 A	5/5/2023				
29	Third Element Elec.	Install Light Pole Bases	5d	5/8/2023	5/12/2023				
30	Third Element Elec.	Underground Electrical	5d	5/8/2023	5/12/2023				
31	Greater Gallatin Landscape	Install Parking Lot Irrigation Sleeves	3d	5/15/2023	5/17/2023				
32	Jackson Civil	Curb Prep	4d	5/18/2023	5/23/2023				
33	HI-County	Curb Place	3d	5/24/2023	5/26/2023				
34	Jackson Civil	Hardscape Prep	5d	5/30/2023	6/5/2023				
35	HI-County	Hardscape Form, Place, Finish	8d	5/30/2023	6/8/2023				
36	Jackson Civil	Paving Finish Grade	6d	6/6/2023	6/13/2023				
37	Greater Gallatin Landscape	Irrigation	5d	6/9/2023	6/15/2023				
STEAM Site & Bus Loop									
38	IMS Masonry	Screen Wall Masonry	3d	5/2/2023 *	5/4/2023				
39	Jackson Civil	Screen Wall Backfill	2d	5/5/2023	5/8/2023				
40	Jackson	Screen Wall Slab Prep	1d	5/9/2023	5/9/2023				
41	HI-County Paving	Screen Wall Slab Place	1d	5/10/2023	5/10/2023				
42	Jackson Civil	Storm Drain	5d	5/11/2023	5/17/2023				
43	Jackson Civil	Retaining Wall subgrade	2d	5/18/2023	5/19/2023				
44	Jackson Civil	Rough Grade	3d	5/22/2023	5/24/2023				
45	Greater Gallatin Landscape	Irrigation Sleeves	1d	5/25/2023	5/25/2023				
46	Jackson Civil	Finish Grade	4d	5/25/2023	5/31/2023				
47	Third Element Elec.	Underground Electrical	5d	6/1/2023	6/7/2023				
48	Third Element Elec.	Install Light Pole Bases	5d	6/1/2023	6/7/2023				
49	Jackson Civil	Bus Loop Rough Grade	3d	6/8/2023	6/12/2023				
50	Jackson Civil	Curb and Gutter prep	3d	6/13/2023	6/15/2023				
B.S.T.I.									
B.S.T.I. Procurement									
51	Jackson	Signage	96d	9/1/2022 A	5/9/2023				
Exterians									
52	Division 7	B.S.T.I. Signage Install	11d	3/16/2023 A	5/9/2023				
Exterior Finishes 23'									



# LPHS Phase 2

2023									
April									
May									
June									
July									
Line	Subcontractor	Name	Duration	Start	Finish				
53	National Coatings	Exterior Paint Finish	1d	5/2/2023 *	5/2/2023				
54	National Coatings	Canopy Soffit Stain	1d	5/3/2023	5/3/2023				
55	Jackson	B.S.T.I. Exterior and Canopy Punch List	10d	5/4/2023	5/17/2023				
STEAM BUILDING									
56	MT Contracting	Install Window Sealants	3d	5/26/2023	5/31/2023				
Exteriors									
57	Division 7	Install exterior wall insulation & Flashing	16d	4/18/2023 A	5/9/2023				
58	MT Contracting	Install Storefront Frames 2.0	5d	4/26/2023 A	5/3/2023				
59	MT Contracting	Install Glass	4d	5/1/2023 A	5/8/2023				
60	Summit Roofing	Install Roof Snow Retention System	5d	5/2/2023	5/8/2023				
61	IMS Masonry	Install Masonry Veneer	15d	5/2/2023	5/22/2023				
62	Division 7	Install metal panels & Flashing	10d	5/2/2023	5/15/2023				
63	Division 7	Install Cem. Panel siding	7d	5/2/2023	5/10/2023				
64	Jackson	Install wood siding	18d	5/2/2023	5/25/2023				
65	Jackson	Install Wood Soffits	18d	5/2/2023	5/25/2023				
Interiors									
66	Third Element Elec.	Overhead electrical rough	15d	4/3/2023 A	5/8/2023				
67	Williams P&H	Mech Room Plumbing Build out	20d	4/10/2023 A	5/15/2023				
68	RDJ Brothers	I.T. Room Sheetrock, Hang, Tape, Finish	4d	4/12/2023 A	5/2/2023				
69	Total Fire Protection	Overhead Sprinkler rough	15d	4/24/2023 A	5/15/2023				
70		Jackson In-wall Inspections/photos	2d	5/1/2023 A	5/2/2023				
71	Division 7	Insulate	4d	5/3/2023	5/8/2023				
72	RDJ Brothers	Hang drywall	8d	5/9/2023	5/18/2023				
73	Jackson	Learning Stair Precast Install	3d	5/9/2023	5/11/2023				
74	T&L Painting	OTS Paint	5d	5/16/2023	5/22/2023				
75	RDJ Brothers	Tape and coat	10d	5/16/2023	5/30/2023				
76	Owner	Data, Pull cable and Terminations	10d	5/22/2023	6/5/2023				
77		Roller Shade Dimensions		5/31/2023	5/31/2023				
78	MT concrete polishing	Polish Concrete floors	7d	5/31/2023	6/8/2023				
79	T&L Painting	Prime and first coat paint	10d	6/9/2023	6/22/2023				
COMMONS SPACE									
80	Jackson	Establish barriers, protection, air-filtration, and pathways	2d	6/12/2023 *	6/13/2023				
Responsibility									
National Coatings		Summit Roofing	Jackson	Jackson Civil	Third Element Elec.	Greater Galatin Landscape	Hi-County	JMS Masonry	Hi Country Paving
Division 7		MT Contracting	Williams P&H	RDJ Brothers	Total Fire Protection	Division 7	T&L Painting	Owner	MT concrete polishing

## Big Sky School District STEAM Lab, Gym Expansion, Track and Field

### CONSTRUCTION

Jackson Track and Field GMP #1-Includes construction contingency of \$134,952.71	\$4,029,694	
Change Order #1	\$278,162	Additional scope added by school district
Change Order #2	-\$315,711	Credit for fence, remaining allowances, and 1% GRT(paid by BSSD)
1% GRT	\$40,325	Paid by BSSD
Phase 2 STEAM Lab-Includes construction contingency of \$504,879	\$16,252,080	Bid Numbers with add alternates w/o gym
Jackson Pre-Construction Fee	\$40,000	
	<b>\$20,324,550</b>	

### 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	
Roof Investigation and Design-Estimate	\$81,581	A&E proposal
	<b>\$2,104,100</b>	

### OWNER EXPENSES

FF & E - Estimate	\$300,000	Furniture bid \$282,869.95, Equipment out to bid now.
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
Builder's Risk-STEAM Lab	\$226,117	Active through 9-15-23
Builder's Risk-Reroof	\$20,000	Estimate
Soccer Nets	\$8,397	District Ordered Direct
Tractor	\$39,100	District Ordered Direct
Track sideline protectors	\$15,000	District Ordered Direct
Press Box	\$148,551	District Ordered Direct
School Mascot Sculpture	\$59,000	District Ordered Direct
ATV for School Maintenance	\$25,000	Amount approved by School Board 9/13/22
New Roof-Estimate	\$2,000,000	
*BSSD Theatre Improvements	\$314,526	*Partially funded by community donations-see below
Owner Contingency	\$750,000	
	<b>\$4,635,103</b>	

### PERMITS & FEES

Building Permit - Actual	\$60,864	
Plan Review- Actual	\$20,240	
Re-Roof Plan Review and Permit Fee	\$7,912	MT Dept of Labor and Industry
Gallatin County Zoning Review Fees	\$400	
Impact Fees	\$0	
Land Use Permit Fee	\$10,090	
Gallatin County Septic Permit	\$485	
	<b>\$99,991</b>	

### TESTING & INSPECTIONS

Commissioning	\$53,865	Elk Horn Commissioning
Testing and Inspections	\$61,411	Allied Phase 1,MMI contract for phase 2+Civil Inspections
	<b>\$115,276</b>	

### BIDDING, ADVERTISING, PRINTING

Project Advertising	\$500	105 Lone Peak Lookout and BDC
	<b>\$500</b>	

### USE OF CAPITAL

Building & Sitework	\$20,324,550	
Design Fees	\$2,104,100	
Owner Project Expenses	\$4,635,103	
Permits and Fees	\$99,991	
Testing & Inspections	\$115,276	
Bidding, Advertising, Printing	\$500	
<b>Total</b>	<b>\$27,279,520</b>	
Bond Funds Available	\$27,204,928.80	
*Community Donations	\$200,000.00	
Difference	\$125,409.14	

**Big Sky School District Phase 2 Contingency Log**

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

**Change Orders**

PCO 65 Door Hardware Change		\$1,002	Pending
PCO 65 Mech Mezz Door Height Change		\$1,519	Pending
PCO 38 Plan Clarifications-Bulletin 7		\$15,532	Pending review by Sanderson Stewart
Additional Asphalt to clean up parking lot		\$57,374	Work is authorized
RFI 049 - Exterior Framing Deflection Joint Design		\$7,500	Pending
RFI 074 - Cistern Well Float Electrical		\$0	Pending
RFI 043 - Existing Dosing Tank Pump Electrical		\$3,199	Pending
PCO 36 Electrical Feeder Reroute	\$11,538	\$0	Pending
Additional Top Soil		\$125,000	Top soil needed to grade future gym site
RFI 42 Electrical Feeder Reroute	\$12,745		Pending
PCO 60 SIPS Nailer	\$17,877	\$0	Pending
PCO 64 North South Septic Power	\$35,557		Need to submit more documentation
PCO 66 Ice Dam Removal at tie in	\$5,130	\$0	Pending
PCO 68 Wood Ceiling Scope Gap	\$26,170		Pending
PCO 71 Music Room Casework scope gap	\$7,783		Pending
RFI 071 - 6" Gravity SS Line Orientation and Direction		(\$3,141.00)	Should be a larger credit
PCO 74 RFI 153 - Missing Learning Stair Steel Beam		\$3,410	Pending
PCO #72 RFI 143 Deleted Casework		(\$6,479.00)	Pending
February Snow Removal		\$14,649	Pending
Bulletin 8 Theatre Exterior Renovations		(\$12,000.00)	Pending
PCO 73 RFI 149 Coordinated Siding Shop Drawings			Pending
RFI 45 - Gluelam Simpson Hanger Designs		\$43,651	Pending final costs from fabricator
Bulletin 5		\$5,259	CO 4
PCO25 Fire Line		\$109,525	CO 4
PCO 32R1 Brick Veneer Clarification		(\$40,771.00)	CO4
*Big Sky Theatre Improvements			CO5 *Billed outside of project contingency
BIM Coordination	\$29,164.00		CO6
Changing of Electrical Subcontractor	\$60,613		CO6
Electrical changes tied to Bulletin 7		\$5,739	CO6-drawing coordination w/ gym elimination
Storefront Glass		\$6,739	CO6
RFI 023 Floor Finish Plans at Learning Stair	\$6,925		CO7
Metal Panel Allowance Reconciliation		\$10,945	CO7
Window Treatment Material Escalation	\$4,632		CO7
Roof Hatch and safety rail power coating	\$1,250		CO7
Disable Football tracking lights	\$2,759		CO7 Directed by Gallatin County
Overhead Sectional Door		(\$4,686.00)	CO7
Propane Allowance Reconciliation		\$62,500	CO7
PCO 52 RFI 76 3" Water Line into building	\$4,069		CO 8
PCO 57 Solids Interceptor finish change		(\$1,189.00)	CO 8
Winter conditions for Dec 2022 (over allowance)		\$712	CO 8
RFI 48 & 55 Septic Tank Depth Issues		\$138,254	CO9
PCO 54 Hardscape Dimensional Requirements		(\$8,687.00)	CO9
Tattle Tale Labor	\$4,334		CO9
PCO #65-RFI 94 and 115 Door Changes	\$2,385		CO9
<b>Subtotal</b>	\$232,931	\$535,556	
<b>Budget</b>	<b>\$504,879</b>	<b>\$750,000</b>	
<b>Balance</b>	\$271,948	\$214,445	

## TRUSTEE RESOLUTION REQUESTING COUNTY CONDUCT ELECTION(S)

BE IT RESOLVED, the Board of Trustees for School District No. 72, Gallatin County, State of Montana, requests that Gallatin County, State of Montana, conduct the following school elections for School District No. 72, Gallatin County for fiscal year 2024:

☒ All Elections

☐ Specific Elections

1. [Click here to enter text.](#), [Click here to enter text.](#)
2. [Click here to enter text.](#), [Click here to enter text.](#)

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

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

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Print Name of Board Chair

---

Signature of Board Chair

---

Print Name of Clerk

---

Signature of Clerk

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

## Teenagers and the Law

Date: Friday, May 19th

Grades: 9-12

Class Periods on Fridays are 45 minutes long

OPI Content Standards to Align with: [Montana Standards for Health Enhancement](#) (e.g. Standard 1, Grades 9-12, "Compare and contrast the potential consequences of engaging in risky behaviors") [Montana SEL Competencies](#) (e.g. Self and Social Awareness, Responsible Decision-making)

1. Focus [Health Enhancement Standards](#) on: **Montana Laws** and consequences (e.g. min/max sentences) when it comes to risky-behaviors that teenagers might engage in or witness:
  - a. Drinking and driving
  - b. Age of consent
  - c. Possession and distribution of CP
  - d. Taking compromising pictures or videos of others and posting/distributing it via social media or electronic means
  - e. Alcohol
  - f. Substance use
2. Provide real-life **cases** of the above but do not have students share their personal stories (for confidentiality reasons).
3. Strategies to protect yourself and others in risky situations from the standpoint of legal counsel.
  - a. Who to call when things go wrong?
  - b. Minor's Rights (have parent/guardian present when being questioned)
  - c. Outline reasons and techniques to resist peer pressure from a legal standpoint (communicating consequences, having knowledge of the legal ramifications)
  - d. Talk about steps to take if sexually harassed or stalked (online or in-person)

## **Kate Beaudoin**

kate.l.beaudoin@gmail.com | 917-974-2895  
5540 Westmorland Dr. | Bozeman, MT | 59718

### Education

#### **Montana State University** (Bozeman, MT)

Teaching Licensure, Secondary English Teaching, January 2020-current (GPA 4.0)

- Awarded Phi Kappa Phi National Honor Society membership for outstanding academic achievement

#### **New York University** (New York, NY)

M.A., Journalism, September 2013-December 2014 (GPA 3.8)

- Graduated Summa Cum Laude

#### **Montana State University** (Bozeman, MT)

B.A., English Literature, September 2007-May 2011 (GPA 3.6)

- Achieved Dean's List status all 8 semesters
- Graduated in the Honors Program

### Work

#### **Belgrade High School** (Belgrade, MT)

Student Teacher, English Department, January 2023-current

#### **Yellowstone Writing Project** (Bozeman)

Director, Rural Youth Journalism Camp, April 2022-current

#### **Montana State University** (Bozeman)

Tutor, MSU Athletics Department, January 2022-December 2022

- Assist and mentor athletes in academics by clarifying complex concepts, helping complete homework, managing student progress, and co-editing written work (Writing and Native American Studies)

#### **Whittier Elementary School** (Bozeman)

After School Program Paraprofessional, MSU Technology Club, August-December 2021

#### **KB Campaigns** (Southern Utah)

Campaign Manager & Strategic Communications Director, May 2017-November 2017

#### **Southern Utah University** (Cedar City, UT)

Lecturer / Operations Manager, *University Journal*, September 2016 - September 2017

- Taught courses on news, media, and feature writing; edited and tutored one-on-one with students in upper-division classes
- Managed newsroom, supervised publication of weekly newspaper, and taught employees to manage tight deadlines; implemented technology and managed budgets

#### **Mic News** (New York, NY)

Staff Writer, January - June 2015

#### **Salon Media Group** (New York, NY)

Editorial Intern & Staff Writer, September - December 2014

#### **Bedford + Bowery of New York Magazine** (New York, NY)

Fellow & Staff Writer, June - September 2014

#### **Rolling Stone Magazine** (New York, NY)

Editorial Intern & Staff Writer, January - May 2014

#### **Phantom of Fifth Avenue** (New York, NY)

Research Assistant, July - November 2013

#### **Outside Bozeman Magazine** (Bozeman, MT)

Senior Editor, Staff Writer & Social Media Manager, October 2011 - March 2013

#### **United States Senate** (Washington, D.C.)

Intern, Summer 2010



# Karen M Schreiber

1650 North Roberts Road NW Apt.3404

Kennesaw, GA 30144

Cell # 770-713-6500

**Career Objective**     **An experienced and qualified Physical Education and Health Teacher seeking a teaching position in Physical Education & Health with Big Sky School District #72.**

**Education**

**Jacksonville State University**, Jacksonville, Alabama     **2009-14**

- Educational Specialist: Physical Education P-12 started     **2014**
- Master of Science in Education – Physical Education     **2010**

**Minnesota State University- Mankato**, Mankato, Minnesota     **1989**

- Bachelor of Science in Physical Education, Teacher Preparation.
- Minor: Health Science – School Health and Developmental Adaptive Physical Education
- Licensure: Coaching Certification

**Central Lakes College**, Brainerd, Minnesota     **1985-86**

## Professional Experience

**Scoggins Middle School PE Teacher 6<sup>th</sup>- 8<sup>th</sup> Grades**  
**Paulding County School District, Dallas, GA**     **2018-Present**  
Teaching PE & Health Classes for 6-8 Grades

**K-12 Adaptive Physical Education Teacher,**  
**Paulding County School District, Dallas, GA**     **2008-Present**

- Responsible for K-12 Adaptive Physical Education for half the county
- Volunteer Special Olympics Bowling, Track and Field Event Days

**K-12 Physical Education Teacher,**  
**New Haven Public Schools, New Haven, CT**     **2007-2008**

- Career HS, Hooker & Barnard Elem, Helen Grant Sp. Ed. Pre-K
- Teaching P.E. for 9<sup>th</sup>–12<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, & Kindergarten Grades
- Special Ed 3-5 yr olds Adaptive P.E.

**Intermediate Physical Education Teacher,**  
**Newtown Public Schools Newtown, CT**     **2005-2007**

- Reed Intermediate School, Newtown, CT
- Teaching 5<sup>th</sup> & 6<sup>th</sup> Grades Physical Education

**Elementary Physical Education Teacher,**  
**Garfield County School Dist. 16 Parachute, CO,**     **2000-2005**

- Bea Underwood Elementary School, Parachute, CO
- Teaching Elementary Physical Education, Grades K-6



- **Volleyball Official**, Middle and High School **Fall 2004**
- **Head Volleyball Coach**, 8<sup>th</sup> Grade, Girls **2000-2003**
- **Head Basketball Coach**, 8<sup>th</sup> Grade, Girls **2002-2004**
- Head Basketball Coach, 8<sup>th</sup> Grade, Boys **2000**
- Junior Varsity and Freshmen Basketball Coach, Girls **2000**

**Adaptive Physical Education Teacher, Sweetwater County School District No. 2, Green River, WY **1989-2000****

- Responsible for program needs for all special education/APE Students K-12
- Facilitated Adaptive Aquatics Program K-12
- **Head Basketball Coach**, 8<sup>th</sup> Grade, Boys and Girls **1994-2000**
- Head Volleyball Coach, 8<sup>th</sup> Grade, Girls **1993-2000**
- Junior Varsity Basketball Coach, Girls **1992-1993**
- Junior Varsity and Sophomore Volleyball Coach, Girls **1989-1991**
- Freshman Basketball Coach, Girls **1989-1991**

**Certifications**

**Georgia T6 Health & Physical Education (P-12) and Health (P-12)**  
Connecticut, Colorado, Wyoming, Minnesota PE and Health, Pre-K-12  
Coaching  
Volleyball Official  
American Red Cross - First Aid Basics and CPR

**Honors & Activities**

**Induction into Pierz Healy High School Athletic Hall of Fame – Sept. 2003**  
Jump Rope and Hoops for Heart Coordinator 1990-2008  
Brainerd Dispatch All-Century Girls Basketball Team - 2000  
Adaptive Physical Education Teacher of the Year in Wyoming - 1998  
Cum Laude – 1989  
Deans List – fall of 1989 and spring of 1987  
All Academic Basketball and Softball 1986  
Attended 8 National Physical Education Conferences (AAHPERD)  
Attended State and Local Physical Education Conferences in Georgia, Connecticut, Colorado, Wyoming, and Minnesota

**Hobbies**

Exercising, traveling, reading, gardening, skiing, hiking, computer, Puzzles, movies, and sports.

**Professional Organizations**

**SHAPE/AAHPERD**, member 1990-Present  
GAPHERD, member 2008-Present  
CTAHPERD, member 2005-2007  
CAHPERD, member 2000-2005  
WAHPERD, member 1990-2001

## FY24 CERTIFIED STAFF

Last Name	First Name	FTE
Albers	Tina	1.0
Ash	Autumn	1.0
Ballard	Jackson	1.0
Bremer	Julie	1.0
Brooke	Joy	0.65
Brunswick	Kate	1.0
Campa	Kenidi	1.0
Coppola	Barthomolew	1.0
Ebeling	Ana	1.0
Eisele	Kate	1.0
Elleman	Mariel	1.0
Frounfelker	Erika	1.0
Gans	Jonathan	1.0
Goodman	Gretchen	1.0
Hamblin	Patty	1.0
Hannahs	John	1.0
Harder	Jeremy	1.0
Hewitt	Rosie	1.0
Klein	Suzanne	1.0
Luchini	Maggie	1.0
Martinez	Janet	1.0
McKenzie	Whitney	1.0
Miranda	James	1.0
Packer	Brad	1.0
Riley	Kate	1.0
Robbins	Hilary	1.0
Shipman	Kasia	0.75
Squillace	Brian	1.0
Sullivan	Tim	1.0
Thompson-Butler	Mary Jo	1.0
Toy	Christine	1.0
Walker	Marielle	1.0
Wimmer	Ati	1.0
Zirkle	John	0.4

## FY24 CLASSIFIED/ADMIN STAFF

Last Name	First Name	Postion/Job
Bateman	Bob	SPED 1:1 Aid
Biggert	Erica	Paraeducator
Browne	Kristen	Food Service
Dodd	Ashley	Food Service
Sorensen	Marja	Online Coordinator
Fielder	Candice	Paraeducator
Garrett	Renata	SPED 1:1 Aid
Hodge	Julie	Paraeducator
Lartigue	Brad	Bus Driver
Lartigue	Brad	Custodian
Long	Karla	SPED 1:1 Aid
McMinn	Sylvia	Custodian
McMinn	Wayne	School Bus Driver
McMinn	Wayne	Custodian
Nash	Tiffany	Food Service
Nell	Linda	Admin. Asst.
Thompson	GiGi	Paraeducator
Welch	Joanne	Food Service
Grabow	Libby	Bus. Office
Hulbut	Lindsie	Food Service
Miller	Corky	District Clerk
Pemberton	Kary	Facility Manager
Mitchem	Marlo	OMS/LPHS Principal
Shirley	Brittany	OES Principal
Blessing	Andrew	Technology Director
Jarrett	Blackburn	Ass't Tech. Director

5/5/2023

## **Savvas Middle School Textbooks: Elevate Science 1, 2, & 3**

**Rationale:** To enhance and strengthen our middle school science program and curriculum.

We have not added new texts to our middle school science since 2006.

### **Advantages of this curriculum/text adoption**

- Integrated disciplines each year (physical, earth, and life sciences) grades 6-8
- Provides a framework regardless of the teacher
- Engineer design notebook
- Consumable student workbook
- Teacher edition
- Online lessons, assignments, quizzes, and curriculum enhancements
- Analytics on student performance for online assessments
- Virtual labs and in-person labs
- Spanish written text, support/intervention work and extension activities
- Tied to Next Gen standards
- Problem-based learning
- Hands-on labs and learning to support lessons
- Consistency across teacher in the middle school with this adoption.
- Teachers can focus on instruction and student feedback and less time on gathering resources

### **Other Schools in Montana**

Whitehall SD#4

Lincoln School

Plains Public School

Ennis K12 School

Box Elder Schools

Cascade

Gallatin Gateway SD35

Hot Springs SD 14-J

Vaughn Public SD 74

Ekalaka Public Schools

Rapelje SD #32

King Colony Elementary School

# BIG SKY SCHOOL DISTRICT NO. 72

## Statistics

Ballots Issued	1769
Ballots Voided	-10
Active & Late Registered Voters	=1759
Ballots Returned	746
Ballots Rejected	-8
Ballots Accepted	= 738

Total Voters 2562  
Turnout 28.81%

## Big Sky School District No. 73 Bond

Yes 330  
No 398  
Over Votes 1  
Under Votes 9

## Big Sky School District No. 73 Trustee (Vote for 1)

Matthew Dodd 422  
Stacy Ossorio 271  
Write-in 4  
Over Votes 0  
Under Votes 41

## Big Sky School District No. 73 Trustee 2-Year Term (Unexpired) (Vote for 1)

Seth Barker 298  
Mauren Dunn Chandler 196  
Scott Hammond 212  
Write-in 3  
Over Votes 6  
Under Votes 23

I, Eric Semerad, hereby certify the number of active registered voters who were mailed ballots for the Big Sky School District No. 72 election held on May 2, 2023.

Dated this 8<sup>th</sup> day of May, 2023



Eric Semerad  
Gallatin County Election Administrator



05/07/23  
16:55:48

BIG SKY SCHOOL DISTRICT #72  
Claims and/or Payroll Checks List For Checks from 04/14/23 to 05/07/23  
For checks between: 04/14/23 - 05/07/23

Page: 1 of 4  
Report ID: W100X

Claims

Check		Vendor/Employee/Payee Number/Name	Check Amount	Period	Date		CL #/Payroll Notes
Check #	Type				Issued		
-99920	E	1745 BMO MASTERCARD	36949.72	4/23	04/26/23	CL 12815	36949.72
41622	SC	41 ALSCO	31.51	4/23	04/18/23	CL 12766	31.51
41623	SC	62 AMERIGAS-BOZEMAN	1016.38	4/23	04/18/23	CL 12756	1016.38
41624	SC	3894 APPTGY	7622.00	4/23	04/18/23	CL 12767	7622.00
41625	SC	3855 BLACKMORE ELECTRIC	1334.62	4/23	04/18/23	CL 12765	1334.62
41626	SC	210 BOZEMAN SAFE AND LOCK	2128.00	4/23	04/18/23	CL 12762	2128.00
41627	SC	3688 BRIDGER ANALYTICAL LAB	60.00	4/23	04/18/23	CL 12760	60.00
41628	SC	268 CAROLINA BIOLOGICAL SUPPLY COMPAN	283.57	4/23	04/18/23	CL 12751	283.57
41629	SC	4052 DAYSPRING RESTORATION LLC	16929.58	4/23	04/18/23	CL 12754	16929.58
41630	SC	2027 DERMER REFRIGERATION, INC.	1075.46	4/23	04/18/23	CL 12753	1075.46
41631	SC	1377 FARSTAD OIL, INC.	1269.10	4/23	04/18/23	CL 12777	1269.10
41632	SC	3934 FISHER'S TECHNOLOGY	1241.02	4/23	04/18/23	CL 12773	1241.02
41633	SC	2502 FULL CIRCLE OF BIG SKY	560.00	4/23	04/18/23	CL 12747	560.00
41634	SC	3244 GALLATIN EVENT RENTAL	1250.00	4/23	04/18/23	CL 12750	1250.00
41635	SC	3734 HILLYARD/ MONTANA	24000.69	4/23	04/18/23	CL 12761	24000.69
41636	SC	3204 HOBART SERVICE/ ED CAISSEY, INC.	1990.99	4/23	04/18/23	CL 12776	1990.99
41637	SC	3621 IDEAL PHOTOGRAPHY INC.	1941.40	4/23	04/18/23	CL 12771	1941.40
41638	SC	3881 JOE'S DJ SERVICE	570.00	4/23	04/18/23	CL 12770	570.00
41639	SC	3059 K.O.R. MECHANICAL	841.16	4/23	04/18/23	CL 12763	841.16
41640	SC	3822 MARY JO THOMPSON-BUTLER	592.81	4/23	04/18/23	CL 12745	592.81
41641	SC	966 MONTANA ENERGY ALLIANCE, LLC	4772.20	4/23	04/18/23	CL 12749	4772.20
41642	SC	2639 MONTANA-WYOMING SYSTEMS	300.00	4/23	04/18/23	CL 12769	300.00
41643	SC	362 MT DPT JUSTICE CRIMINAL RECORDS &	85.00	4/23	04/18/23	CL 12746	85.00
41644	SC	1032 NAPA AUTO PARTS	59.96	4/23	04/18/23	CL 12779	59.96
41645	SC	3300 NISSAN MOTOR ACCEPTANCE CORPORATI	426.29	4/23	04/18/23	CL 12768	426.29
41646	SC	4042 OGBURN LAW FIRM, PLLC	531.54	4/23	04/18/23	CL 12774	531.54
41647	SC	1121 ORKIN, INC.	115.99	4/23	04/18/23	CL 12775	115.99
41648	SC	1126 OXFORD UNIVERSITY PRESS	505.00	4/23	04/18/23	CL 12778	505.00
41649	SC	3299 RANCHO PICANTE BISON	135.00	4/23	04/18/23	CL 12755	135.00
41650	SC	2145 REPUBLIC SERVICES #886	953.39	4/23	04/18/23	CL 12748	953.39
41651	SC	3679 SECURITY SOLUTIONS, INC.	150.00	4/23	04/18/23	CL 12780	150.00
41652	SC	1349 SNOW CREST CHEMICALS	456.00	4/23	04/18/23	CL 12757	456.00
41653	SC	3936 SUMMIT FIRE & SECURITY	10210.85	4/23	04/18/23	CL 12772	10210.85
41654	SC	3232 SYLVAN LEARNING CENTER-BILLINGS	3200.00	4/23	04/18/23	CL 12759	3200.00
41655	SC	1506 UNIVERSAL ATHLETIC LLC	3481.70	4/23	04/18/23	CL 12752	3481.70
41656	SC	525 US FOODS - BILLINGS	1993.81	4/23	04/18/23	CL 12764	1993.81
41657	SC	1773 US OMNI & TSACG COMPLIANCE SERVIC	50.00	4/23	04/18/23	CL 12758	50.00
41658	SC	3022 ABSAROOKEE HIGH SCHOOL	135.00	4/23	04/24/23	CL 12782	135.00
41659	SC	4053 NATIONAL BUS SALES	61520.00	4/23	04/24/23	CL 12781	61520.00
41660	SC	966 MONTANA ENERGY ALLIANCE, LLC	2999.90	4/23	04/25/23	CL 12784	2999.90
41661	SC	1088 NORTHWESTERN ENERGY	12399.15	4/23	04/25/23	CL 12783	12399.15
41662	SC	2279 SHAKESPEARE IN THE PARKS	850.00	4/23	04/25/23	CL 12785	850.00
41663	SC	3537 A&E	57201.34	4/23	04/26/23	CL 12793	57201.34
41664	SC	41 ALSCO	28.32	4/23	04/26/23	CL 12788	28.32
41665	SC	2792 BROADWATER HIGH SCHOOL	150.00	4/23	04/26/23	CL 12790	150.00
41666	SC	3240 ELEVATION LANDSCAPING AND DESIGN	8033.00	4/23	04/26/23	CL 12794	8033.00
41667	SC	1915 ENNIS HIGH SCHOOL ACTIVITIES	100.00	4/23	04/26/23	CL 12792	100.00
41668	SC	3668 GREAT AMERICA FINANCIAL SERVICES	111.38	4/23	04/26/23	CL 12787	111.38

Check Types: MC=Manual Claim, SC=System Claim, V=Void (never in system), E=ACH  
P=Payroll, C=Cancelled (cancelled in system), R=Reissued, D=Deleted (deleted in system)

05/07/23  
16:55:48

BIG SKY SCHOOL DISTRICT #72  
Claims and/or Payroll Checks List For Checks from 04/14/23 to 05/07/23  
For checks between: 04/14/23 - 05/07/23

Page: 2 of 4  
Report ID: W100X

Claims

Check		Vendor/Employee/Payee Number/Name	Check Amount	Period	Date		CL #/Payroll Notes
Check #	Type				Issued		
41669	SC	3734 HILLYARD/ MONTANA	1667.93	4/23	04/26/23	CL 12797	1667.93
41670	SC	691 J&V RESTAURANT SUPPLY-GT. FALLS	215.00	4/23	04/26/23	CL 12795	215.00
41671	SC	2948 JAMES MIRANDA	207.62	4/23	04/26/23	CL 12800	207.62
41672	SC	751 KARST STAGE	2462.40	4/23	04/26/23	CL 12798	2462.40
41673	SC	3719 KATE BRUNSWICK	85.00	4/23	04/26/23	CL 12802	85.00
41674	SC	2576 KIRSTEN KING	1058.36	4/23	04/26/23	CL 12796	1058.36
41675	SC	4054 MONTAGE BIG SKY	5946.88	4/23	04/26/23	CL 12786	5946.88
41676	SC	964 MONTANA DEPT. OF LABOR AND INDUST	7912.00	4/23	04/26/23	CL 12801	7912.00
41677	SC	1032 NAPA AUTO PARTS	327.94	4/23	04/26/23	CL 12799	327.94
41678	SC	4055 RED LODGE HIGH SCHOOL	100.00	4/23	04/26/23	CL 12791	100.00
41679	SC	525 US FOODS - BILLINGS	5557.54	4/23	04/26/23	CL 12789	5557.54
41680	SC	4056 BELGRADE BANDITS	500.00	4/23	04/27/23	CL 12803	500.00
41681	SC	4058 DANA BISHOP	142.00	4/23	04/27/23	CL 12805	142.00
41682	SC	4057 JON KNAUB	220.13	4/23	04/27/23	CL 12804	220.13
41683	SC	966 MONTANA ENERGY ALLIANCE, LLC	1889.71	4/23	04/27/23	CL 12808	1889.71
41684	SC	1506 UNIVERSAL ATHLETIC LLC	2970.00	4/23	04/27/23	CL 12807	2970.00
41685	SC	3390 YES COMPOST	200.00	4/23	04/27/23	CL 12806	200.00
41686	SC	4059 MICHELLE LIVERGOOD	100.00	4/23	04/27/23	CL 12809	100.00
41687	SC	3294 E-RATE PROGRAM MANAGEMENT, LLC.	500.00	4/23	04/27/23	CL 12811	500.00
41688	SC	2866 KATE EISELE	42.77	4/23	04/27/23	CL 12812	42.77
41689	SC	4060 LEADCOM CANADA	8894.00	4/23	04/27/23	CL 12810	8894.00
41690	SC	4061 RESSLER MOTORS	59526.00	5/23	05/01/23	CL 12813	59526.00
41691	V	Vendor not on File	0	/ 0	/ /		
41692	SC	4067 COTTONWOOD HILL GOLF COURSE	160.00	5/23	05/03/23	CL 12817	160.00
41693	SC	2812 JENNY WILCYNski	60.00	5/23	05/03/23	CL 12818	60.00
41694	SC	1891 THREE FORKS SCHOOLS/ AARON HARKIN	105.00	5/23	05/03/23	CL 12816	105.00
41695	SC	4057 JON KNAUB	109.51	5/23	05/04/23	CL 12819	109.51
41696	SC	4056 BELGRADE BANDITS	500.00	5/23	05/04/23	CL 12822	500.00
41697	SC	3955 JACK HOCKING	225.34	5/23	05/04/23	CL 12821	225.34
41698	SC	4057 JON KNAUB	329.64	5/23	05/04/23	CL 12820	329.64

Claims Total # of Checks: 78 Total: 374657.60

Check Types: MC=Manual Claim, SC=System Claim, V=Void (never in system), E=ACH  
P=Payroll, C=Cancelled (cancelled in system), R=Reissued, D=Deleted (deleted in system)

05/07/23  
16:55:48

BIG SKY SCHOOL DISTRICT #72  
Claims and/or Payroll Checks List For Checks from 04/14/23 to 05/07/23  
For checks between: 04/14/23 - 05/07/23

Page: 3 of 4  
Report ID: W100X

Payroll

Check		Vendor/Employee/Payee Number/Name	Check Amount	Period	Date		CL #/Payroll Notes
Check #	Type				Issued		
-77854	P	542 AGNES ADAMS			5/23	05/05/23	
-77853	P	61 CHRISTINA ALBERS			5/23	05/05/23	
-77852	P	614 AUTUMN ASH			5/23	05/05/23	
-77851	P	641 JACKSON BALLARD			5/23	05/05/23	
-77850	P	585 ROBERT BATEMAN			5/23	05/05/23	
-77849	P	676 BETSY BIGGERSTAFF			5/23	05/05/23	
-77848	P	628 ERICA BIGGERT			5/23	05/05/23	
-77847	P	664 SHANNON BLACHLY			5/23	05/05/23	
-77846	P	658 JARRETT BLACKBURN			5/23	05/05/23	
-77845	P	458 ANDREW BLESSING			5/23	05/05/23	
-77844	P	661 JULIE BREMER			5/23	05/05/23	
-77843	P	662 JOY BROOKE			5/23	05/05/23	
-77842	P	677 KRISTEN BROWNE			5/23	05/05/23	
-77841	P	613 KATHRYN BRUNSWICK			5/23	05/05/23	
-77840	P	639 KINSEY CARNEY			5/23	05/05/23	
-77839	P	38 BARTHOLOMEW COPPOLA			5/23	05/05/23	
-77838	P	669 EMILY CORTEZ			5/23	05/05/23	
-77837	P	678 MATTHEW DAUGHERTY			5/23	05/05/23	
-77836	P	582 ASHLEY DODD			5/23	05/05/23	
-77835	P	659 ANA EBELING			5/23	05/05/23	
-77834	P	514 KATE EISELE			5/23	05/05/23	
-77833	P	640 MARIEL ELLEMAN			5/23	05/05/23	
-77832	P	578 LINDSIE FELDNER			5/23	05/05/23	
-77831	P	665 CANDICE FIELDER			5/23	05/05/23	
-77830	P	106 ERIKA FROUNFELKER			5/23	05/05/23	
-77829	P	540 GRETCHEN FUDALLY			5/23	05/05/23	
-77828	P	570 JONATHON GANS			5/23	05/05/23	
-77827	P	647 ROSA RENATA GARRETT			5/23	05/05/23	
-77826	P	383 ELIZABETH GRABOW			5/23	05/05/23	
-77825	P	248 PATTY HAMBLIN			5/23	05/05/23	
-77824	P	438 JOHN HANNAHS			5/23	05/05/23	
-77823	P	115 JEREMY HARDER			5/23	05/05/23	
-77822	P	436 ASHLEY JENKS			5/23	05/05/23	
-77821	P	286 STEPHANIE KISSELL			5/23	05/05/23	
-77820	P	581 SUZANNE KLEIN			5/23	05/05/23	
-77819	P	2 A. BRADFORD LARTIGUE			5/23	05/05/23	
-77818	P	193 LADAWN T. LEGRANDE			5/23	05/05/23	
-77817	P	384 MARGARET LUCHINI			5/23	05/05/23	
-77816	P	633 JANET MARTINEZ			5/23	05/05/23	
-77815	P	538 WHITNEY MCKENZIE			5/23	05/05/23	
-77814	P	667 SYLVIA MCMINN			5/23	05/05/23	
-77813	P	574 WAYNE MCMINN			5/23	05/05/23	
-77812	P	670 CAROL MICKLE			5/23	05/05/23	
-77811	P	519 CORKY MILLER			5/23	05/05/23	
-77810	P	511 JAMES MIRANDA			5/23	05/05/23	
-77809	P	505 MARLO MITCHEM			5/23	05/05/23	
-77808	P	679 TIFFANY NASH			5/23	05/05/23	
-77807	P	474 LINDA NELL			5/23	05/05/23	

Check Types: MC=Manual Claim, SC=System Claim, V=Void (never in system), E=ACH  
P=Payroll, C=Cancelled (cancelled in system), R=Reissued, D=Deleted (deleted in system)



05/07/23  
16:55:48

BIG SKY SCHOOL DISTRICT #72  
Claims and/or Payroll Checks List For Checks from 04/14/23 to 05/07/23  
For checks between: 04/14/23 - 05/07/23

Page: 4 of 4  
Report ID: W100X

Payroll

Check		Vendor/Employee/Payee Number/Name	Check Amount	Period	Date		CL #/Payroll Notes
Check #	Type				Issued		
-77806	P	598 BRAD PACKER		5/23	05/05/23		
-77805	P	638 KARY PEMBERTON		5/23	05/05/23		
-77804	P	645 ALI PIZZA		5/23	05/05/23		
-77803	P	663 KATE RILEY		5/23	05/05/23		
-77802	P	498 HILARY ROBBINS		5/23	05/05/23		
-77801	P	626 KYANA SAIDIZAND		5/23	05/05/23		
-77800	P	666 KAREN SCHREIBER		5/23	05/05/23		
-77799	P	465 DUSTIN SHIPMAN		5/23	05/05/23		
-77798	P	493 KATARZYNA SHIPMAN		5/23	05/05/23		
-77797	P	44 BRITTANY E. SHIRLEY		5/23	05/05/23		
-77796	P	508 BRIAN SQUILLACE		5/23	05/05/23		
-77795	P	635 BETSEY STEWART		5/23	05/05/23		
-77794	P	621 ROSIE SULLIVAN		5/23	05/05/23		
-77793	P	509 TIMOTHY SULLIVAN		5/23	05/05/23		
-77792	P	646 GRACE THOMPSON		5/23	05/05/23		
-77791	P	565 MARY JO THOMPSON-BUTLER		5/23	05/05/23		
-77790	P	601 MARIELLE WALKER		5/23	05/05/23		
-77789	P	554 JOANNE WELCH		5/23	05/05/23		
-77788	P	657 CARA WILDER		5/23	05/05/23		
-77787	P	660 CADIE WILLIAMS		5/23	05/05/23		
-77786	P	311 VANESSA WILSON		5/23	05/05/23		
-77785	P	588 RIKKA WOMMACK		5/23	05/05/23		
-77784	P	159 JOHN F. ZIRKLE		5/23	05/05/23		
-77783	P	HSA FIRST SECURITY BANK	8781.82	5/23	05/05/23		
-77782	P	FIT FIRST INTERSTATE BANK	71196.69	5/23	05/05/23		
-77781	P	SIT DEPARTMENT OF REVENUE	13239.00	5/23	05/05/23		
-77780	P	TSA TSA CONSULTING GROUP, IN	8971.18	5/23	05/05/23		
3202	P	480 DIANE DOWD		5/23	05/05/23		
3203	P	370 JULIE HODGE		5/23	05/05/23		
3204	P	673 LESLIE JORGENSEN		5/23	05/05/23		
3205	P	682 GARRETT KEMBERLING		5/23	05/05/23		
3206	P	8 ALLAN MALINOWSKI		5/23	05/05/23		
3207	P	681 JONATHAN RIEBE		5/23	05/05/23		
3208	P	674 MARJA SORENSEN		5/23	05/05/23		
3209	P	DENTAL INS FLEX BLUE CROSS AND BLUE SHIE	27234.16	5/23	05/05/23		
3210	P	LIFE INS PRE-TA DEARBORN LIFE INSURANCE	1721.41	5/23	05/05/23		

Payroll Total # of Checks: 84 Total: 358325.09

Grand Total # of Checks: 162 Total: 732982.69

Check Types: MC=Manual Claim, SC=System Claim, V=Void (never in system), E=ACH  
P=Payroll, C=Cancelled (cancelled in system), R=Reissued, D=Deleted (deleted in system)

To: Big Sky School District Board & Administration

From: Ashley Jenks

Date: 4.20.23

Subject: Resignation

Dear BSSD Board & Administration,

I am writing to formally resign from my position as the BSSD K-12 Library & Media Specialist. After teaching and serving in the district for 9 years, this decision was a difficult one. As a dedicated staff member, I am proud to have been a part of the tremendous cultivation and success our district has experienced in the past decade. I attribute much of my own personal growth to my time in the district as well as the relationships I've shared with colleagues.

As a community member and Ophir parent, I look forward to volunteering and supporting our schools. The resources, staff, and programming we have is second to none. Thank you again for the opportunity to learn and grow with our school community. I hope my service here has had as much an impact on students and families as it has had for me personally.

Warmly,

Ashley Jenks

A handwritten signature in black ink that reads "Ashley Jenks". The signature is written in a cursive, flowing style with a long, sweeping underline that extends to the right.



# Ophir Elementary School Primary Years Programme HANDBOOK

2 0 2 3 – 2 0 2 4



Dear Families + Caregivers,

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

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

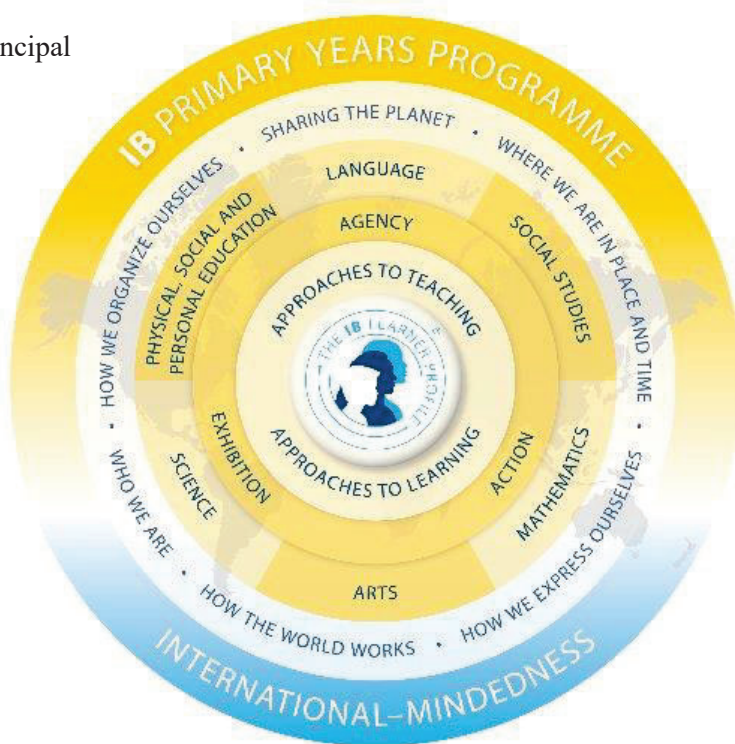
Our staff welcomes your involvement in the education of your children. Please feel free to reach out to myself or your child's teacher if you have questions, comments, or accolades - as open lines of communication are central to our effective learning environment.

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

Sincerely,

*Brittany Shirley*

Brittany Shirley  
Ophir Elementary School Principal



**BIG SKY SCHOOL DISTRICT #72**

• P.O. Box 161280 • Big Sky, MT 59716-1280 • (406) 995-4281 • (406) 995-2161 fax • [www.bs72.org](http://www.bs72.org) •

## Big Sky School District Vision and Mission

<b>CULTIVATE</b>	<b>ENGAGE</b>	<b>EMPOWER</b>
each student's potential	in globally minded education and experiential learning in the greater Yellowstone ecosystem	students to lead inspired lives of impact, resilience and authenticity
<p><b>Meet each child where he/she is currently.</b> Committed to differentiated instructional approaches and practices.</p> <ul style="list-style-type: none"> <li>• Utilize student achievement data to improve upon student outcomes</li> <li>• Commitment to professional development</li> <li>• Resourceful staff and community</li> </ul>	<p><b>Provide academically challenging and rigorous curriculum and instruction.</b> IB PYP World School</p> <ul style="list-style-type: none"> <li>• Commitment to inquiry-based teaching and learning</li> <li>• Commitment to skills-based teaching and learning</li> <li>• Commitment to critical, analytical and insightful thinking</li> </ul>	<p><b>Innovative and entrepreneurial.</b></p> <ul style="list-style-type: none"> <li>• Deliberatively engage local, national, and international resources</li> <li>• Commitment to technology integration and digital citizenship</li> </ul>
<p><b>Provide access to an exceptional experience.</b> High aspirations in a rural setting.</p> <ul style="list-style-type: none"> <li>• Commitment to partnering with community for unique experiences</li> <li>• Commitment to successfully preparing all students for their next steps</li> </ul>	<p><b>Encourage creativity in our students.</b> Program emphasizing Arts and Sciences as well as the whole child.</p> <ul style="list-style-type: none"> <li>• Exposure to Art, Music, and Design</li> <li>• Experiential learning in the sciences</li> <li>• Holistic approach to student learning</li> <li>• Outdoor experiential education for all</li> <li>• Global and local citizenship</li> <li>• Education in character development</li> <li>• Offer and support a wide-range of extra-curricular activities</li> </ul>	<p><b>Confidence</b></p> <ul style="list-style-type: none"> <li>• Challenge and support all students</li> <li>• Balance academics, athletics, and activities</li> <li>• Support originality in students</li> </ul>
<p><b>Welcome students and families from all backgrounds, experiences and talents.</b> Inclusive school environment.</p> <ul style="list-style-type: none"> <li>• Commitment to non-native English speakers</li> <li>• Commitment to celebrating diversity</li> </ul>		<p><b>Respect, compassion, accountability</b></p> <ul style="list-style-type: none"> <li>• Program reflective of rigorous assessment</li> <li>• Education reflective of local and global issues</li> <li>• Arm students to better the world they are living in</li> <li>• Selflessness-beyond one's self</li> <li>• Commitment to service learning</li> </ul>

Phone	Fax	Address	Website	Hours/Schedule Open 15 minutes prior to arrival and 15 minutes after dismissal
406.995.4281	406.995.2161	60 Windy Pass Trail Gallatin Gateway, MT 59730  Mailing: P.O. Box 161280 Big Sky, MT 59716	<a href="http://www.bssd72.org">www.bssd72.org</a>	M 8:30-3:30PM T 8:30-8:30PM W 8:30-3:30PM Th 8:30-3:30PM *F 8:30-2:30PM *early release Fridays

**REGISTRATION:** We are excited to welcome new families into our school community! Registration paperwork also includes birth certificate, immunization records, proof of residency and records from transferring school. The Big Sky School Board will accept non-resident students within the parameters of the law and board policy (#3141). Approval of a non-resident student is required prior to attendance. Parents/Guardians have 30 days to produce immunization records or present an Affidavit of Exemption on Religious Grounds or Medical from Montana School Immunization Law and Rules form (renewed annually).

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

**DISMISSAL:** Students will be dismissed at 3:30 p.m. M-Th and 2:30 p.m. on Fridays. Due to construction over the summer, the District will communicate pick up plans at the start of the school. Please be mindful the end of the day can be particularly busy. Student sign out must happen more than 15 minutes prior to the dismissal bell. Only parents/guardians or individuals identified by them may pick up a child during school hours. Parents may notify the office to indicate “parental permission to pick up at any time” or communicate authorization to the office for an occasional occurrence.

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

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

**BUS:** Students may ride the bus assigned based on their home address. Written permission from a parent is required for occasional changes and requests are subject to bus capacity. Due to buses running at maximum capacity, the District cannot accommodate transporting students to after school activities, parent workplace, or playdates. Please make personal transportation arrangements in these instances. **Kindergarten students must have adult supervision at the bus stop.**

Students are expected to display the same character attributes and behavior on buses as they do in school. Bus expectations include following the directions of the driver; remaining seated at all times; refraining from eating or drinking; using level 2 or 1 speaking/whispering voices; keeping hands, feet, and other objects to yourself; using school appropriate language. Because student safety is our primary concern, behavior infractions will have consequences which can include but are not limited to (1) an assigned seat, (2) principal notification, (3) parental/guardian notification, (4) suspension from the bus for



a period of time. Students should be knowledgeable about bus rules and are encouraged to advocate for themselves and others. Communication with the bus driver is crucial should challenges or concerns arise.

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

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

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

**LUNCH:** We take pride in our high quality and nutritious hot lunch program which is part of the National School Lunch Program. Family lunch accounts are set up with each student able to draw on deposits. Payments should be made to BSSD by check, cash (ensure student's name is attached) or by credit card through the Infinite Campus (3.49% processing fee applies). Free and Reduced lunch is available with approval of state application and participation is confidential. **LUNCH PRICES: K-5 \$3.75, extra entrée \$1.70; 6-12 \$4.00, extra entrée \$1.70; Adults \$4.50, extra entrée \$1.70, Milk \$.70.** Additional fruits and vegetables are free, if available.

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

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

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

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

Per state law and Board Policy (#3311) students may not bring weapons, facsimiles of weapons, BB or pellet guns, paintball guns, toys that look like guns, ammunition, knives, etc., on school grounds. Doing so can result in suspension or expulsion. The U.S. Supreme Court has ruled that the 4<sup>th</sup> Amendment allows for the search of students without complying with strict "probable cause" standards imposed by law enforcement. Any student may be searched if there are reasonable grounds for

suspecting the search will turn up evidence that the student has violated state, federal, or school laws or rules. A student's person, pockets, handbag, backpack, locker, cars, etc. may be subject to search in the event that there is reasonable suspicion the student may possess anything harmful or illegal.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME

### IB MISSION STATEMENT

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

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

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

© Programme Standards and Practices 2020

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



## IB LEARNER PROFILE

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

### IB LEARNERS STRIVE TO BE:

Inquirers	Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-Minded	Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Courageous	Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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

## OPHIR ELEMENTARY SCHOOL POLICIES, Last Reviewed 5/2023

- I. Academic Integrity
- II. Assessment
- III. Language
- IV. Inclusion + MTSS

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

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

### I. OPHIR ELEMENTARY SCHOOL ACADEMIC INTEGRITY POLICY, Last Reviewed 5/2023

The Ophir Elementary School learning community places particular focus on a few specific pieces of the PYP with regard to academic integrity including the learner profile, approaches to learning, and inquiry-based instruction and learning.

**THE LEARNER PROFILE TRAIT OF BEING PRINCIPLED:** Our Ophir Elementary School learning community strives to live the learner profile. This includes students, teachers, staff, administrators and parents. Each of these members has an important role in the development of the learner profile traits within our students. Emphasis is placed on learners reflecting on their experiences during the school day and evaluating self-growth in alignment with the learner profiles.

Academic integrity means that our learners strive to be principled in their acquisition of knowledge and how they convey their learning. Students are supported in their learning of how to appropriately cite sources and give credit to the creators of unique content, just as they do for their own unique creations. Students in grades 4 and 5 are required to cite their sources by (at a minimum) including the author and title of the source. In all grades leading up to this, students are encouraged to be thoughtful about where their information is coming from and to cite as necessary.

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

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

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

## II. OPHIR ELEMENTARY SCHOOL ASSESSMENT POLICY, Last Reviewed 5/2023

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

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

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

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

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

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

Assessment for Learning	Assessment for learning is also known as formative assessment. It is conducted <u>throughout</u> the learning process. Students are observed often and regularly. Assessment for learning can include written and oral artifacts, questionnaires, conferences between the teacher and student, are informal, and look at the process. Assessment for learning can be used to improve learning, teaching, and assessment.
Assessment of Learning	Assessment of learning is also known as summative assessment. Assessment of learning happens at the end of a unit of instruction and is an indication of skills and knowledge acquisition or mastery. These can be norm- or criteria-referenced.
Assessment as Learning	Assessment as learning is part of the formative process and helps to support learners to become self-regulated as a life-long learner. It is an interactive process where students play an active role in planning and monitoring their learning goals and reflect on them to propel learning. Students are also supported throughout the assessment process to use it to consolidate their learning. © Programme Standards and Practices 2020

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

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

- Provide regular, specific feedback to students on formative and summative assessments.
- Provide regular opportunities for students to be assessed.
- Articulate or co-construct with students the assessment criteria, rubric, and learning goals.
- Collect anecdotal notes on student understanding.
- Provide a variety of authentic assessments.
- Analyze assessment trends to inform teaching practice.
- Model self-assessment and reflection.
- Moderate student work within grade-bands.
- Communicate with students/parents/guardians/administration/teaching teams on student performance.
- Manage students' portfolios.

- Praise student effort, growth and achievement.
- Support students in citing their sources and doing their own work, as outlined in the Academic Integrity Policy.
- Support students in their native tongue or scaffolding assessments for those students to get an accurate measure of learning.

**STUDENT RESPONSIBILITIES:** Inquiry-based, student-centered learning requires students to be accountable by actively engage in their own learning. An Ophir Elementary student is expected to:

- Actively participate in each classroom activity.
- Seek feedback and assistance from the teacher if the student does not understand a given topic or assessment.
- Ask questions often.
- Review teacher feedback on assessments.
- Reflect on areas for growth and areas of achievement.
- Submit all assignments on time.
- Act with honesty and integrity on all assessments as outlined in the Academic Integrity Policy.

**PYP COORDINATOR AND/OR SCHOOL ADMINISTRATION RESPONSIBILITIES:** The PYP Coordinator and/or School Administration are expected to:

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

**PARENT/GUARDIAN ROLE:** We know that a strong relationship between the school and a student's home life improves student achievement. As a result, parents and guardians are encouraged to:

- Participate in the school culture, functions, and curriculum such as parent nights, parent/teacher/student conferences, academic celebrations, and performances.
- Stay informed about your student's progress via report cards, teacher communication, newsletters, parent/teacher/student conferences, and student work sent home.
- Communicate questions, concerns, and accolades as they arise.
- Recognize and praise student effort, growth and achievement.

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

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

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

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

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

### **III. OPHIR ELEMENTARY SCHOOL LANGUAGE POLICY, Last Reviewed 5/2023**

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

-Nelson Mandela

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

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

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

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

**ENGLISH LANGUAGE LEARNER (ELL):** To support ELL students, we employ a variety of strategies. At registration, we connect Spanish speaking parents with one of our staff members who also speaks Spanish. Our staff offers to provide support though the enrollment process and beyond as needs arise or when communication with school occurs. We utilize multiple assessments in order to measure ELL student mastery levels in core subjects. We use assessments provided by WIDA to provide feedback on English language acquisition and Logramos to measure student mastery levels in core subjects in Spanish. As the need arises for additional language measures, we will include them. We provide Sheltered English Instruction (SIOP) and Language Development as outlined in Montana's English Language Learners: Guidance for School Districts. Additionally, we can provide online language instruction for ELL students in grades 2-5 using Rosetta Stone and/or Duolingo. We also provide a modified curriculum for elementary-aged ELL students.



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

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

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

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

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

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

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

Key principles of MTSS at Ophir Elementary:

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

Potential benefits of MTSS:

- Improves teaching and learning for all
- Eliminates “wait to fail” model

Our MTSS model encourages collaboration among educators, families, and community-members with students as benefactors. MTSS is a research-based process that tracks student progress with consistent ongoing assessments. Decisions

about instruction are driven by data, so all students can be appropriately challenged at an individual level. MTSS is a way of teaching that measures how students respond to instruction, and then if necessary, adjusts instruction to ensure that each student is mastering the skills necessary for academic success.

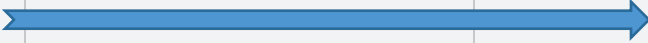


#### School teams that support MTSS framework:

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

#### MTSS Pathways:

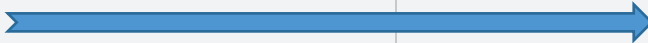

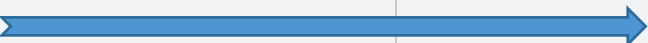
Ophir Elementary 4K-5 SOCIAL/EMOTIONAL/BEHAVIOR PATHWAY			
COLLABORATIVE TEACHER TEAMS			SCHOOL-WIDE TEAMS
	Tier 1 CORE Instruction	Tier 2 Supplemental Instruction	Tier 3 Intensive Instruction
Instructional Resources	Instruction based on Montana's <a href="#">Social Emotional Learning Competencies</a> <ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management</li> <li>• Social Awareness</li> <li>• Relationship Skills</li> <li>• Responsible Decision Making</li> </ul> Instructional Materials <ul style="list-style-type: none"> <li>• Second Steps (K-5)</li> <li>• Learner Profile</li> <li>• Zones of Regulation</li> <li>• Growth Mindset</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling groups</li> <li>• Lunch bunch</li> <li>• Student specific intervention as determined through diagnostic measure and/or team discussion + decision making, e.g.:               <ul style="list-style-type: none"> <li>*Check-In/Check-Out</li> <li>*Direct teach of executive functional skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Tier 2               <ul style="list-style-type: none"> <li>More intense</li> <li>More frequent</li> <li>More individualized</li> <li>Increase in time</li> </ul> </li> <li>Move to a Special Education referral if/when determined as necessitated by team</li> </ul>
Instructional Model/Delivery	<ul style="list-style-type: none"> <li>• Whole group</li> </ul>	<ul style="list-style-type: none"> <li>• Conferencing</li> <li>• Small group – Individual</li> <li>• Pre-teach/Re-teach</li> <li>• Push-in/Pull-out</li> </ul>	<ul style="list-style-type: none"> <li>• Conferencing</li> <li>• Small group – Individual</li> <li>• Pre-teach/Re-teach</li> <li>• Push-in/Pull-out</li> </ul>
Universal Screener	DESSA – Devereux Student Strengths Assessment		
Cut Scores	<ul style="list-style-type: none"> <li>• School wide teams determine necessary supports on a student-by-student basis</li> </ul>		

**Ophir Elementary 4K-5**  
**ENGLISH LANGUAGE ARTS (ELA) PATHWAY**

COLLABORATIVE TEACHER TEAMS			SCHOOL-WIDE TEAMS
	Tier 1 CORE Instruction	Tier 2 Supplemental Instruction	Tier 3 Intensive Instruction
Instructional Resources	<p>High Quality Differentiated Instruction</p> <ul style="list-style-type: none"> <li>• Increase opportunities to respond (OTRs)</li> <li>• Explicitly teach and reteach core curriculum with more examples and student practice</li> <li>• Increase engagement: no raised hands, match instructional level to learners, attend to length of lesson + implement movement</li> <li>• Use flexible grouping: match pace, type, level, dosage, and duration to learner needs</li> </ul> <p>Core Instruction Materials</p> <ul style="list-style-type: none"> <li>• Wilson FUNdations (K-3)</li> <li>• Core Knowledge ELA (4-5)</li> <li>• The Writing Revolution</li> <li>• Decodable Text</li> <li>• Leveled readers</li> <li>• Teacher created materials</li> </ul> <p>Core Frameworks</p> <ul style="list-style-type: none"> <li>• The Science of Reading (SOR)</li> <li>• Structured Literacy Framework</li> </ul>	<p>High-Quality Targeted Instruction based on student need as identified by diagnostic measure</p> <ul style="list-style-type: none"> <li>• Increase opportunities to respond (OTRs)</li> <li>• Explicitly and systematically teach to student need</li> <li>• Group same grade students by earliest missing skill deficit</li> </ul> <p>Intervention Structure/Materials:</p> <ul style="list-style-type: none"> <li>• SOR designed + targeted skill intervention</li> <li>• Wilson FUNdations Intervention</li> <li>• Wilson FUNdations Fluency Kit (1+2)</li> <li>• Wilson Fluency Basic</li> <li>• Wilson Just Words</li> <li>• Wilson Reading System</li> <li>• Barton Reading + Spelling</li> <li>• Stepping Stone to Literacy</li> <li>• Sound Partners</li> <li>• West Virginia Reading First Explicit Phonics Lessons (Tools4Reading)</li> <li>• Read Naturally</li> <li>• SRA Corrective Reading Series</li> <li>• Seeing Stars</li> <li>• Six Minute Solution</li> <li>• Explode the Code</li> <li>• Rewards Intermediate</li> </ul>	<p>High-Quality Targeted Instruction, increased intensity and frequency</p>
Instructional Model/Delivery	<ul style="list-style-type: none"> <li>• Whole group</li> <li>• Small group (within classroom)</li> <li>• Individual (within classroom)</li> </ul>	<ul style="list-style-type: none"> <li>• Conferencing</li> <li>• Small group (4-5)</li> <li>• Pre-teach/Re-teach</li> <li>• Push-in/Pull-out</li> </ul>	<ul style="list-style-type: none"> <li>• Small group (2-3)</li> <li>• Individual</li> </ul>
Benchmark Assessment(s)	<p>Administered three times per year</p> <ul style="list-style-type: none"> <li>• K-1: Early Bird Literacy</li> <li>• Acadience Reading</li> <li>• MAP</li> </ul>		
Progress Monitoring Tool(s)	<ul style="list-style-type: none"> <li>• FUNdations Progress Monitoring</li> <li>• Acadience Progress Monitoring</li> <li>• Individual student conferencing</li> </ul>		
Diagnostic Tool(s)	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• CORE Phonics Screener</li> <li>• CTOPP</li> </ul>	
Cut Scores	<ul style="list-style-type: none"> <li>• Provided by NWEA/MAP and varies by grade level</li> </ul>		



## Ophir Elementary 4K-5 MATH PATHWAY

COLLABORATIVE TEACHER TEAMS			SCHOOL-WIDE TEAMS
	Tier 1 CORE Instruction	Tier 2 Supplemental Instruction	Tier 3 Intensive Instruction
Instructional Resources	High Quality Differentiated Instruction based on Core Components of Math ( <a href="#">National Math Advisory Panel Report</a> ) <ul style="list-style-type: none"><li>• Number sense</li><li>• Rational numbers</li><li>• Basic number operations</li></ul> Core Instruction Materials <ul style="list-style-type: none"><li>• Eureka Math</li></ul>	<ul style="list-style-type: none"><li>• Khan Academy Mappers</li></ul>	<ul style="list-style-type: none"><li>• Khan Academy Mappers</li></ul>
Instructional Model/Delivery	<ul style="list-style-type: none"><li>• Whole group</li><li>• Small group</li><li>• Individual</li></ul>	<ul style="list-style-type: none"><li>• Individualized practice based on MAP scores</li><li>• 10 minutes/day</li></ul>	<ul style="list-style-type: none"><li>• Individualized practice based on MAP scores</li><li>• 10 minutes/day</li></ul>
Benchmark Assessment(s)	Administered three times per year <ul style="list-style-type: none"><li>• Acadience Math</li><li>• MAP</li></ul>		
Progress Monitoring Tool(s)	<ul style="list-style-type: none"><li>• Acadience Progress Monitoring</li><li>• Individual student conferencing</li></ul>		
Diagnostic Tool(s)	<ul style="list-style-type: none"><li>• MAP content scores</li></ul>		
Cut Scores	<ul style="list-style-type: none"><li>• Provided by NWEA/MAP and varies by grade level</li></ul>		

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

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

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

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

All psychological/psycho-educational reports must:

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