

April 14th, 2026 Regularly Scheduled Board Meeting
3:45 p.m. Via Zoom Webinar - Ophir Elementary Large Conference Room
Link: <https://us06web.zoom.us/j/86011348915>

Announcement each meeting by Board Chair or Designee: **“This meeting is being recorded. The recording does not constitute the official record of this meeting. All documents from this meeting are available on the school board page of the district website.”**

Call to Order

Pledge of Allegiance

Revision(s) to Agenda

Public Comment – Non-Agenda Items

Approval of minutes from 3.10.2026

Superintendent Report

Middle School / High School Principal's Report

Elementary School Principal's Report

Activities Report

Business Manager's Report

Committee reports

Personnel Committee / Negotiations committee in D&A #3

Discussion and Action:

- 1. Bridger Care lessons 6th -11th grade**
- 2. Student Teacher for K-12 HE**
- 3. Collective Bargaining agreement**
- 4. INFORMATIONAL - Certified Staff resignations - Angela Jobe, Julie Bremer, Jackson Ballard and Vidya Sagar Goola.**
- 5. Certified Staff renewals**
- 6. Leave Without Pay request (maternity)**
- 7. Safety and Security manager**
- 8. Estimates for Housing infrastructure work (5)**

Consent Agenda

- 1. Classified staff**
 - a. Coaches -**
 - b. Guest Teacher**
 - c. Classified Staff**
 - d. Mandatory Out of District students - Madison County**
 - e. Warrants and payables**

Future Meeting Dates: Thursday May 14th, 2026 3:45. May meeting is an alteration to our regular schedule to accommodate for election results and swearing in of trustees by county superintendent.

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Approval of minutes from **3.10.2026**

Superintendent Report - **at meeting**

Middle School / High School Principal's Report - **at meeting**

Elementary School Principal's Report - **at meeting**

Activities Report - **at meeting**

Business Manager's Report - **at meeting**

Committee reports

Personnel Committee / Negotiations committee in D&A #3

Discussion and Action:

1. **Bridger Care lessons 6th -11th grade - In Packet. These are the lessons that Bridger Care will be presenting to our MS / HS students. We will share with parents and give them the opportunity to opt out as always. *Recommended motion = Move to approve the Bridger Care lessons as presented.***
2. **Student Teacher for K-12 HE - Information in Packet. Ellen Olson from Montana State University. We have been having great success with our student teachers in the past 5 years and Ellen looks like a great candidate. She will work with **Karen Schreiber** and John Hannas across the k-12. *Recommended motion = Move to approve the student teaching candidate for fall 2026.***
3. **Collective Bargaining agreement - In Packet. Danielle and Betsy, negotiations committee members have concluded the negotiations process with the Big Sky Professional Teachers Association. The biggest changes are to the salary matrix. Increases in salary are as follows: FY 27 all certified staff receive \$1100.00 and the matrix gets a 1.5% increase, this is an average of 6.1% for certified staff; FY 28 all certified staff receive \$550.00 and the matrix receives 1% increase, this is an average of 4% for certified staff. The association and committee members did not make any changes to working conditions, small language changes for clean up purposes. *Recommended motion = Move to approve the Collective Bargaining Agreement for 2026 - 2028 as presented.***

4. **INFORMATIONAL - Certified Staff resignations - Angela Jobe, Julie Bremer, Jackson Ballard and Vidya Sagar Goola. All letters in packet as is board policy 5251 which governs resignations of certified staff in the district. Resignations have been formally accepted.**
5. **Certified Staff renewals - In packet. We do not have any certified staff non-renewals.**
Recommended motion = Move to approve the certified staff renewals as presented.
6. **Leave Without Pay request (maternity) - Ashley Jenks is requesting Leave Without Pay for maternity leave purposes from August 18th, 2026 through February 1st 2027.**
Recommended motion = Move to approve Ashley Jenks Leave maternity leave without pay for August 18th, 2026 through February 1st, 2027.
7. **Safety and Security manager - Matt Daugherty has indicated that he is not intending to renew his contract with us. I would like the board to engage in conversation regarding the filling of this position. Recommended motion = Move to open discussion of the safety and security manager position for the 2026 - 2027 school year.**
8. **Estimates for Housing infrastructure work (5) - Tabled. We were hopeful we would have more prices for the work to compare bids, however we do not at this time. We are moving forward with posting in the newspaper of widest circulation for 2 weeks to seek additional bids. We will need to have a special meeting once that time has lapsed in order to get the work awarded and started as soon as possible.**

Consent Agenda

1. **Classified staff**
 - a. **Coaches -**
 - b. **Guest Teacher**
 - c. **Classified Staff**
 - d. **Mandatory Out of District students - Madison County**
 - e. **Warrants and payables**

Future Meeting Dates: Thursday May 14th, 2026 3:45. May meeting is an alteration to our regular schedule to accommodate for election results and swearing in of trustees by county superintendent.

Big Sky School District #72
Ophir Elementary Conference Room (3:45pm)
March 10th, 2026
MINUTES

In attendance: Matt Jennings, Danielle McClain, Barbara Rowley, Dustin Shipman, Libby Grabow(online), Andrew Blessing, Jonathan Gans, Betsy Biggerstaff, John Hannahs, Corky Miller, Brittany Shirley, Matt Daugherty, Marlo Mitchem, Erika Frounfelker, Matt Dodd, Heather Morris

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

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

Pledge of Allegiance

Revision(s) to Agenda - None

Public Comment – Heather Morris Document

Approval of Minutes – Trustee Rowley made a motion to approve minutes for the meetings held February 10th, 2026, Trustee Biggerstaff seconded the motion. **Motion passed unanimously.**

Recognitions and Commendations - None

Superintendent’s Report – Dustin Shipman

- Report is attached

OMS/LPHS Principal’s Report – Marlo Mitchem

- 3rd Trimester has begun
- World Quest Team had successful trip
- ACT prep ending, test on 3-24-26
- Students received PSAT scores
- NHS Induction
- IB Deadlines are coming up, I.A.s turned in soon
- OMS finished MAST testing
- Blood Drive on 3-26-26
- Talent Show upcoming
- FOBSE Awards on 3-31-26 (114K)
- Shout out to Kate Riley
- FY27 Expedition Planning has begun

Elementary Principal’s Report – Brittany Shirley

- Teacher evaluations complete
- Student support is increasing with data meetings more often
- Math pilot curriculum successes

- 4K Evaluations will now include Early Numeracy evaluations as well as Early Literacy
- Great Read Across America last week

Activities Report – John Hannahs

- LPHS Spring sports are starting soon
- OMS Track Meets

Business Manager – Dustin Shipman

- March Payroll/Liabilities Complete
- Continuing with Elections timeline: Ballots will be out in early April

Committee Reports-none

Discussion and Action Items:

1. Big Sky PTO facility use agreement – Trustee Biggerstaff made a motion to approve, Trustee McClain seconded the motion. **Motion passed unanimously.**
2. Certified Staff Hire- MS/HS FTE- Nate Lucas- Trustee Biggerstaff made a motion to approve, Trustee McClain seconded the motion. **Motion passed unanimously.**
3. SB 307- permissive levies- Trustee Biggerstaff made a motion to approve, Trustee McClain seconded the motion. **Motion passed unanimously.**
4. Bridger Care Lessons- Ophir Elementary School only- Trustee Biggerstaff made a motion to approve, Trustee McClain seconded the motion. **Motion passed unanimously.**
5. Ad hoc committee incident review presentation and procedure adoption- Trustee Biggerstaff made a motion to approve, Trustee McClain seconded the motion. **Motion passed unanimously.**

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

1. Classified Staff
 - a. Coaches- Spring Sports
 - i. Tennis
 - 1)Libby Grabow
 - ii. LPHS Track
 - 1)Christine Toy
 - 2)Rich Jorgenson
 - iii. LPHS Baseball
 - 1)Matt Morris
 - 2)John McGuire
 - 3)Brad Johnson
 - 4)Ryan Rothing
 - iv. OMS Track
 - 1)Karen Schreiber
 - v. LPHS Golf
 - 1)Jenny Wilcynski
 - 2)John Hannahs
 - b. Guest Teachers

i. Danielle Kamrud

- c. Classified Staff
- d. Mandatory Out of District Students- Madison County
- e. Warrants and Payables

Next BSSD #72 Future Board Meetings:

Regular Board Meetings:

April 14th, 2026 at 3:45pm (Tuesday)

May 14th, 2026 at 3:45pm (Tuesday)

Adjourned at 4:30pm by Chair Jennings

_____, Matt Jennings, Board Chair

_____, Libby Grabow, Business Manager/Clerk

Dustin Shipman

Wed, Mar
11,
8:36 AM

to me

For the official minutes.

----- Forwarded message -----

From: **Heather Morris** <freddiemo@icloud.com>

Date: Tue, Mar 10, 2026 at 6:48 PM

Subject: Hospital and Wellness District

To: Dustin Shipman <dshipman@bssd72.org>

Thanks again for letting me speak today! Here's my little script. I wrote it in Pages which sometimes doesn't agree with the school computers so let me know if you need it in an alternate format.

Thank you Chairman Jennings, Dr. Shipman and the entire board of Trustees for allowing me to address you today. I'm here to talk about the proposed Hospital and Wellness District and to ask for your help. This is a continuing effort from the previous livable Big Sky initiative. Last May, our community voted not only to extend Resort tax but we also approved bond measures for cold smoke housing and the community park refresh. This year, we're talking about health and wellness for all ages, and we need your help to spread the word before the May 5th election.

Why now - While a coalition has been working on a this since 2020, with the passage of SB260 almost a year ago, which dealt with hospital and school districts - we now have the opportunity to create a special purpose district - like the fire district or BISTRIP and establish a mechanism in another step in making Big Sky livable for all. The hospital and wellness district would focus on local priorities and would be lead by an elected board of residents from our community.

As we all know, the needs of Big Sky continue to grow - data shows gaps in physical health, mental health and social services. This is a chance for our community to keep our tax dollars in Big Sky and this district would be our two counties coming together for our one community

Currently, Big Sky residents who live in Madison County pay into the hospital in Ennis, last year contributing over \$3 million dollars. SB 260 created an 8 year step down process and a legal pathway for those funds to stay in our community if we can form a hospital district on this side. (The agreements states that this year, Madison Valley Medical center will get 70% of the hospital taxes collected, 60% the next three years, then 40% for two years and 20% for the final two years.) The ballot initiative would be one vote to leave the Madison Valley Hospital District and create a Big Sky Hospital district and elect a board of three.

For the Gallatin side of this, there will be an initiative on your ballot if you want to create a new Hospital and Wellness district and who you would elect as the board. If the district is not created on the Gallatin side there is no coordinated structure to align funding across the full Big Sky community and we'd lose the ability to invest where residents are actually receiving care.

In short, what this vote WILL do is ask whether Big Sky should create a community-led hospital district. It will establish a framework which will allow shared funds to serve the broader community and it will create local representation through an elected board.

What this vote will NOT do is create a hospital or facility on its own or replace existing health care providers. Nor will it decide which organizations or projects will receive funding or how the money will be spent. It will not, from the outset, implement any new taxes on the Gallatin side. That would have to be a voter-approved initiative at a later date. On the Madison side it will keep some of the tax dollars here in our community that have previously been benefitting Madison Valley.

How you can help - first - make sure you are registered to vote. Regular registration closes on April 6th. Second, help us spread the word. Again, currently this will not add any new taxes.

Ballots will be mailed out after April 15th and must be received by 8:00 pm on May 5 - postmarks are not accepted so mail your ballots by April 27th to have your vote - your voice - be counted. Thank you again for your time and I'm happy to answer any questions you might have.

This is an mail-in only election and you must be active to receive a ballot. You can easily check your status at votemt.gov. Gallatin County voters can drop their ballots at BASE or Water and Sewer.

--

Dr. Dustin Shipman

Head Learner / Superintendent

Big Sky School District #72

"At the Peak of Excellence in All That We Do!"

Enrollment

4k = 18; K = 24; 1st = 16; 2nd = 23; 3rd = 21; 4th = 30; 5th = 24

OES total = 156

6th = 28; 7th = 36; 8th = 28

OMS total = 92

9th = 17; 10th = 32; 11th = 28; 12th = 27

LPHS total = 104

BSSD = 352

Staffing

Our enrollment and staffing pattern are becoming clearer. We will be able to update on returning and non-returning teachers next month. At this point, we are searching for an elementary teacher.

Facility

As some of you, probably only chair Jennings, will remember, we have had constant issues with the water tank here at the elementary school. In 2021 we had extensive work done to it and for the past 5 years everything has been great. In the last week we had a result that indicates we are having issues again. I bring this up as we may be hearing, again, about potential solutions for this in the coming months. Water Quality Specialists is our water quality assurance provider, and I will continue to work closely with them and keep you posted.

BIG SKY SCHOOL DISTRICT #72
Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: 4 / 26

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Comm.
201 K-12 GENERAL FUND	287,011.13	3,028,592.81	4,228,981.58	4,228,981.58	1,200,388.77	72%
210 K-12 TRANSPORTATION FUND	8,605.70	1,234,227.59	1,503,400.00	1,503,400.00	269,172.41	82%
211 K-12 BUS DEPRECIATION FUND	0.00	0.00	636,096.12	636,096.12	636,096.12	0%
213 K-12 TUITION FUND	19,855.64	145,503.10	468,289.10	468,289.10	322,786.00	31%
214 K-12 RETIREMENT FUND	49,764.76	428,976.63	750,000.00	750,000.00	321,023.37	57%
217 K-12 ADULT EDUCATION FUND	942.71	13,923.88	222,490.12	222,490.12	208,566.24	6%
228 K-12 TECHNOLOGY FUND	15,991.92	183,508.93	96,919.52	96,919.52	-86,589.41	189%
250 K-12 DEBT SERVICE FUND	0.00	391,775.00	2,457,750.00	2,457,750.00	2,065,975.00	16%
261 K-12 BUILDING RESERVE FUND	20,225.33	156,974.46	406,433.83	406,433.83	249,459.37	39%
Grand Total:	402,397.19	5,583,482.40	10,770,360.27	10,770,360.27	5,186,877.87	52%

Big Sky 6th Grade, Day 1, 2025

Welcome

What we are going to talk about today

1. Reproductive Anatomy
2. Changes to your body and hormones during puberty
3. Having a crush on someone and where we get our ideas of romance

Group Norms

1. Respect
2. Every question is important
3. Use “I” Statements
4. It’s all right to feel embarrassed or not know the answers to every question – even I get stumped at times!
5. What’s Said Here Stays Here, What’s Learned Here Leaves Here
6. Always use correct terminology rather than slang for both reproductive organs and their functions.
7. We’re asking for your consent: If at any point you feel uncomfortable with an activity, you don’t have to participate.

Warm Up

Ask: *What part of growing up excites you?*

Ask: *What part scares you?*

Puberty Review

Break students into groups of 3-4. Give each group a white board paddle and dry erase marker. Tell them that you’re going to call out something that happens during puberty and they have to write, “Male, Female or Everyone” on their paddle and hold it up. Don’t yell out the answer. You’ll give each team with the right answer a point.

Everyone:

- Hair growth, such as in armpits, pubic hair and on your legs
- Begin to sweat through new type of sweat glands, may start to get stinky
- Body produces more oils so your hair and skin get oilier and you may get acne and your hair may get greasy
- Mood swings
- Crushes on people (or not, either is ok)
- Grow taller
- Hands and feet grow rapidly

- Might get stretch marks

Assigned Female at birth:

- Breasts begin to develop
- Start producing vaginal secretions – sometimes it’s white, sometimes it smells funny, but it’s all normal! And eventually menstruation begins – you get your “period,” which means your body is physically ready to have a baby, though mentally and emotionally you are far from ready!
- Hips get wider
- Generally start puberty when they’re younger

Assigned Male at Birth:

- Testicles get larger
- Shoulders get wider
- Start producing sperm which is released from the penis
- You may experience nocturnal emissions (wet dreams)
- Erections happen out of the blue
- Voice changes
- Get muscles
- Generally start puberty when they’re older

Questions: Have each person write a question about what happens to people assigned male at birth going through puberty, and what happened to people assigned female at birth.

The Reproductive System and Menstrual Cycle. Will have a diagram of internal and external female reproductive organs to students that label each part:

1. Urethra, vaginal opening and anus (external)
2. Ovaries, Fallopian tubes, uterus and vagina (internal)
3. Explain how the menstrual cycle works and conception can occur

Will have a diagram of male reproductive organs that label the penis, scrotum, testis, vas deference and urethra to explain each part’s function and how they work together for conception.

Hormones and their impact

1. Mood swings: Love vs. Hate, Happy vs. Sad, etc.
2. Intense emotions: you feel **very** angry or sadder than you ever knew you could be
3. Unfamiliar emotions: sexual attraction, need to fit in, crushes are big

We will discuss sexual intercourse as it relates to conception. We want to ensure no students worry that things like sharing drinks, laying next to each other or kissing leads to pregnancy.

Ways to deal with strong emotions

Ask: What are things some of you do when you feel very angry, sad or anxious that seem to help you calm down and feel a bit better?

Make sure to add the following if they didn't talk about them:

1. Take three long, slow deep breaths.
2. Visualize somewhere calming and relaxing
3. Laughter is good medicine
4. Put down your device.
5. Sometimes when we're anxious we tense our muscles without even noticing. Flex various muscle groups.
6. Do something you are good at or enjoy.
7. Exercise regularly.
8. Listen to music that either relaxes you or makes you want to get up and dance.
9. Get plenty of sleep
10. Remember that it's ok to cry and can help sometimes
11. Think about what advice you would give a friend if they were in your situation.
12. Talk to a trusted adult or a good friend
13. And sometimes you need to talk to more than just a friend or trusted adult. Counselors are amazing people that know how to help people deal with tough situations and strong feelings and many people see them!

If time: Where we Get Our Ideas of Love

So we talked about how many people will start to have crushes as they go through puberty. Ask: Can anyone tell us what it feels like to have a crush on someone?

Where we Get Our Ideas of Love Grafitti Activity: Divide the class into groups and have them write/draw according to the following prompts.

- a. Examples of love in TV and movies:
- b. Examples of love I see in my family:
- c. Examples of love I see in my religion are:
- d. Things I have learned about love from my friends are:

Afterwards, read what is written on each and discuss as a group.

Ask: Which of these do you think are realistic?

Ask: Are there any up here that you actually think are bad? That is, not a good way to show someone you care about them?

Ask: Do you think everyone shows their love in the same way?

Ask: Is it ok for us to show our love to people in different ways?

Thank you!

Big Sky 6th Grade, Day 2, 2026

Welcome back

What we are going to talk about today: Feeling comfortable in our bodies & body image

A few ground rules we should set to make sure everyone feels as comfortable as possible discussing these topics:

1. No preaching or putting down other people's values, making fun of someone or being sarcastic
2. No question is "dumb," and if you have a question, it's likely that someone else is wondering the same thing!
3. It's all right to feel embarrassed or not know the answers to every question – even I get stumped at times!
4. Always use correct terminology rather than slang for both reproductive organs and their functions.

Thoughts, Feelings and Behaviors

Define Thoughts: Something you think (which may or may not be true)

Feelings: Something you feel

Behaviors: Something you do, often as a result of your thoughts and feelings

Thoughts, feelings and beliefs are related to each other. Our thoughts can cause feelings.

Example: You tap your friend on the shoulder at lunch and they turn around to look at you. You think they look angry and you immediately wonder what you did wrong. ***What might you feel based on the thought that your friend is mad at you?***

Do you know that your friend is angry with you?

But what if instead of asking your friend if they're angry with you, or just asking if something is wrong, you just decide they're angry at you. What behavior might you do next?

Example: This morning I woke up really late and didn't have time to get ready. I looked awful: my hair was greasy, my clothes were wrinkled and I can't even remember if I brushed my teeth. I felt disgusting and I'm pretty sure that everyone was staring at me thinking what a loser I am. I couldn't concentrate on anything because I felt so self-conscious. So, after first period I went to the office and pretended to be sick so I could go home.

Ask for the students to identify the thought, the feelings and the behavior.

It's important to know that our thoughts and feelings aren't always true. In this example, you may think you look awful, but others might not think the same thing. You may feel disgusting, but others may not view you as disgusting. More importantly, how you look does not define your worth. People with unbrushed teeth are worthy of love. And if you let other people's perceptions define you, you are doing a disservice to yourself. You do not exist for the enjoyment of others.

Our thoughts, feelings and behaviors aren't always connected, but they sometimes are and they can really influence our lives.

Put them into pairs or small groups and give them the following two scenarios, asking them to answer the questions.

Scenario 1: You wake up one morning to discover that you broke out – zits everywhere! That afternoon you decide to go to a friend's house. Your friend has two teeny tiny zits on their face that are barely noticeable, yet they complain about them the whole time you're at their house.

- What would you think?
- What would you feel?
- What would you want to do?
- What would you actually do?

Scenario 2: Your two best friends are really into fashion. All they want to talk about are clothes and who wore what. They make fun of people who wear clothes that aren't a 'cool' brand or are second-hand, worn in or stained. You're favorite aunt gave you a shirt that you love love love but it definitely doesn't look new. She wants you to wear it during your birthday party.

- What would you think?
- What would you feel?
- What would you want to do?
- What would you actually do?

Body Image

*Today we're going to talk about body image. When we think of body image, we may think of what people look like, but that's not correct. Body image is the **connection** between how you look, how you THINK you look, and how that makes you FEEL.*

Ask: who or where might we learn about body image from?

People who have a healthy body image generally:

- Like or feel neutral about their body
- Accept their body

- Has an accurate perception of what their body looks like
- Feel confident and comfortable with their body
- Don't believe they would be better liked if they looked differently
- Don't spend a lot of time focused on their looks
- Know that their value as a person has nothing to do with their physical traits

Share an example of someone with a healthy body image

Ask: So we just talked about how people with a healthy body image may think and feel about their body. How do we think people who have an unhealthy body image think and feel about their bodies?

- Obsess over their looks
- Worry excessively about how much they weigh
- Have an inaccurate perception of what they really look like
- Focus and fixate on a part, or parts, of their body they wish looked different
- Compare themselves to others and wish they looked like them
- Feel insecure and blame it on their body
- Believe all their problems would go away if they could just change their looks
- Believe they would be better liked if they looked different

Share an example of someone with an unhealthy body image.

Having a healthy body image doesn't mean you don't care about how you look – it just means you value and appreciate your body as it is! It's about balance and not thinking that your worth is in how you look. Developing a healthy body image takes time, patience and hard work – but it's worth it. You're worth it!

Personal Body Image

Give each student 2-4 pieces of scrap paper and have them write things they are self-conscious about. Ask them to write legibly, let them know these things will be shared, but anonymously. Collect all their responses, mix them up and read them out loud.

After, **ask: How do you feel now? Is anyone surprised by what's on the board?** Show them how they aren't alone and lots of their peers have the same insecurities.

Introduce the idea that a lot of our ideas of body image come from comparisons. A good start to positive body image is to stop comparing our bodies to others. One of two things happens when we compare ourselves to others.

1. You feel worse about yourself.

- a. Ex. 'She got all of moms best features, she looks like me but better' could lead to 'I hate being in pictures with my sister; she is so much prettier than me, and everyone knows it.'
2. You judge others and feel better about yourself.
 - a. 'I can't go anywhere without noticing all the people around me. I hate to admit it, but when I feel like I'm the most handsome guy in the room, my confidence goes way up' could lead to 'I'm glad I don't look like him.'

Before handing out the worksheet tell the class that this is only for their eyes and they will not be expected to share with the class. They do not have to put their name on it or hand it in, but we'd like them to answer honestly for themselves.

Do the activities on pages 54-56 of "The Body Image Workbook for Teens." See attached.

Debrief Questions: *You do not need to share anything you wrote, unless you want to, but we have a few questions about that worksheet.*

- How was that for everyone?
- Had you ever thought about your body image before? Or is it just a part of you are without you paying attention to what your thoughts and feelings are about your body and how this could affect your behavior?
- Do you think you all wrote the same things?
- What can we learn from this?

You Are More Than a Body

Your body is just a body. You have important qualities and talents that have nothing to do with how you look. It's easy to only focus on what you see when you look in the mirror. But the truth is, you are so much more than just your looks.

When something is wrong in your life, it's probably not because of the way you look. When you try something that doesn't work and you can't figure out why, it's easy to turn your insecurities into blaming your body because your body is right in front of you.

Share examples of body blaming.

- I don't stand a chance of being chosen for the school play. I'm don't look the part. My hair is wrong. My clothes are wrong. My body is wrong. I am wrong.

Point out that this is body blaming. Instead of focusing only on your body (and remembering that your thoughts and feelings are not always correct and true), it's important to look at the facts and identify your strengths.

- I'm really good at putting myself in other people shoes so feel like I would play a believable character in the play. I'm a hard-worker so I'm confident that I could learn the lines and I'm really good at public speaking so I know I'm not afraid to be in front of people. It will suck if I don't get chosen for the play, but I'll deal with it and maybe try again next time.

This second one is reality. This is what is true and factual about yourself.

Let's look at a couple more body blaming and reality situations.

Body blaming: I like to run and was thinking about trying out for the cross-country team. Last night I went running with a girl who was on the team last year. She is way more muscular and faster and a lot taller than me. I have skinny chicken legs. Now I'm thinking I shouldn't try out.

Reality: The girl I ran with is more muscular and faster and taller than me, but that doesn't make me a bad runner AND it doesn't change the fact that I enjoy running.

Body blaming: I'm the fattest kid in my class. Ola brought cake to school for their birthday. I couldn't have any because they would all think that I'm a fat loser with no self-control. Now they think I'm a fat loser for eating carrots while everyone else had cake.

Reality: Ola brought cake to school for their birthday. I have a healthy body and diet, despite weighing more than some of my peers, and probably no one would have noticed my cake eating anyway.

Worksheet

Hand out the "Who I Really Am Worksheet," (attached) and if time give students five minutes to fill it out. Then pair them up and have them share some of it with a partner. And then have a class discussion.

Thank You!

Personal Body Image

Please answer this first question in pencil

1. Think about we've talked about so far today, and take a moment to consider your own body image. Using the examples above as a guide, freewrite your own inner dialogue, voice, or feelings – the things you tell yourself about your body.

2. How do you feel about your overall body image? Is it negative and critical? Is it positive and supportive? Is it neither or a little bit of both?

3. Using the list below, circle the people you compare yourself to (in person or on social media) who make you feel worse about yourself.

Random Friends

Peers

Strangers

Family Members

Celebrities

Everyone

Professional Athletes

Close Friends

Other: _____

4. Now, write down the specific comparisons you make most often. If you often use things you wrote in question 1 to compare yourself to others, you can reuse them here.

For example:

My sister is prettier than me.

I'm way less hairy than my teammate.

My best friend is skinnier than me.

I so many more stretch marks than Rashid.

In reality, everyone is unique and these statements have some truth to them, but they become unhealthy when you add the comparisons.

5. Rewrite the comparisons you just listed. Keep the label, but take away the comparison.

For example:

My sister is pretty.

I'm don't have very much body hair.

My best friend is skinny.

I have stretch marks.

Healthy body image doesn't mean you have the perfect body. It means you have an accurate perception of what your body looks like, and you know you have value as a person even with your imperfect body. Next time you find yourself trapped in comparisons that make you feel worse about yourself, try to see those people for what they are, not for what you're not.

Who I Really Am

One thing I love about myself that makes me different from other people is _____.

List three things you love to do (reading, playing the piano, skiing, making jewelry, riding horses):

- 1.
- 2.
- 3.

Someone who is quirky is not weird. Rather being quirky makes you interesting and unique. We all have parts of ourselves that are quirky. List two quirky things about you (accidentally loud, eat the foods on your plate in alphabetical order, wearing only your lucky socks on test day, hilariously clumsy, etc.)

- 1.
- 2.

List three important roles that you have (son, sister, friend, student, etc.)

- 1.
- 2.
- 3.

Write three positive words your friends or family would use to describe your personality (caring, generous, curious, independent, etc.)

- 1.
- 2.
- 3.

Big Sky 7th Grade, Day 1, 2026

Welcome!

Who we are

Today we're going to talk about:

1. Consent: Rejection and Guilt

Some of you may have some good knowledge of these topics, some of you may have no knowledge, and some of you may have heard some misinformation which we'll try to clear up today.

Also, today's lesson is focused on PEOPLE in general, not just teens. I do not assume that all of you, or even the majority of you, are dating. Nor do I assume anything about your identity. If these topics aren't useful for your life currently, please listen and participate anyway, because this information could be useful to you in the future, or you may have a friend or family member that may ask your advice at some point about some of it.

Group Norms

1. Respect
2. Every question is important
3. Use "I" Statements
4. It's all right to feel embarrassed or not know the answers to every question – even I get stumped at times!
5. What's Said Here Stays Here, What's Learned Here Leaves Here
6. Always use correct terminology rather than slang for both reproductive organs and their functions.
7. We're asking for your consent: If at any point you feel uncomfortable with an activity, you don't have to participate.

Consent

As we go through puberty, we are beginning the change from kids to adults. With this process, many people (but not all) start to have crushes and consider dating.

Ask: What is consent? (Permission to do something.)

Ask: What does this have to do with dating? (Someone will be asking someone on a date, before kissing, holding hands, or any other physical contact).

Ask: Do you need consent for other things in life too besides dating? (Yes) **Ask: What?** Share examples like before you go to the bathroom in school, before you eat that cookie before dinner, etc. and stress the importance of consent in dating.

Definition written on the board or presentation slide: Affirmative, clear and conscious decision by each person to participate in an activity which is ongoing throughout the activity. Explain each:

1. Affirmative
2. Clear
3. Conscious
4. Ongoing

Rejection and Guilt

Brainstorm the following:

“Why saying, “Yes” to a Friend or Dating Partner can be Difficult,”

“Why saying, “No,” to a Friend or Dating Partner can be Difficult,”

“Why Asking for Consent can be Difficult,”

“What Rejection Feels Like (Emotions).”

Things to discuss when we come back together:

1. When someone rejects us, tells us “No,” we sometimes feel like we’re being rejected as an ENTIRE person, not just being turned down for the one thing we asked about.
2. We rank **everything** now – likes and followers on social media, yelp and trip advisor, etc.
3. Discuss what was brainstormed and any possible strategies to help overcome these difficulties
4. Discuss some things people do to bury feelings of rejection such as masking rejection with anger, awkwardness, silence, feeling like it isn’t “fair,” sadness, helplessness, lonely, unaccepted, left out, disappointed, unworthy, apathy, and revenge.

Remind students that we’re rejected all the time and that if you’re rejected romantically that doesn’t mean you aren’t liked, valued or important. Rather, this one time, in this one situation, with this one person, things didn’t work out.

How to deal with rejection

1. Note that it’s rejection.
2. Recognize the emotions you’re feeling attached to the rejection
3. Can help to talk to someone else about it, but don’t dwell on it too long.
4. When you give yourself an explanation – stick to the facts.
5. Keep things in perspective.
6. Think about what you learned from the experience.

Consent needs practiced

Moving from “No means no” to “Yes means yes.” Asking seems new, but answering is also new. So we need to practice!

How to say, “No.”

1. You can always just say, “No.” You don’t have to be gentle or kind about it. It’s generally encouraged that you not be rude to a person, but it’s up to you.
2. Alternately, if you’re concerned about feeling guilty about rejecting someone, you can (write on the board):

- a. Say something caring like, "I appreciate the offer...," or "Thanks for asking, but..." or "I like you, but..."
- b. Then refuse. Can say, "No," "No thanks," or "Thanks, but no."
- c. Can state your decision, "I'd rather..." "I'm not going to..." or "I don't believe in..." or suggest an alternative such as "Would you like to..." "How about..." or "Why not...instead?"
- d. Can even use humor to deflect the situation.

Let's practice being rejected! Pair students up and have one student ask the other student on a date. The other student must reject them. Then switch roles.

Coercion

When someone doesn't respect our boundaries, doesn't ask for consent or tries to convince us to do more than we are comfortable doing, it's called coercion.

Types of coercion

1. Physically force
2. "You owe it to me"
3. Play on the fact that you're in a relationship
4. Badgering
5. Threats/Blackmail
6. Put Downs
7. Guilt Trips
8. Age
9. Power Difference

Apocalypse Activity

Break students into groups and give one person in each group an object. Have the other group members try to convince them to give it to them, using methods on the board that **aren't** physical.

Once finished, come back together as a group. Tell them the point was not to help them get good at coercing people to do things, but rather to recognize when they are coercing someone or being coerced.

Ask: Are these methods you've heard used before, or used yourself, to get something you wanted?

Ask: How does it make you feel when someone tries to convince you to do something you don't want to do?

Ask: Were any of you that had the fruit snacks/candy/whatever tempted to give them up? What strategies seemed to be "most effective?"

All of the types of coercion we just used can, and are, used to get people to do more sexually than they may be comfortable with. The person doing the coercion may not even realize that they are doing it, but

it's still wrong. You have a right to know where your boundaries are and to have those boundaries respected.

Ideas for resisting coercion

1. Know what your boundaries are and communicate.
2. Know that you deserve to have your choices respected.
3. If they make threats, remember that's not something someone who cares about you would do.
4. Drunk people can't give consent, don't use alcohol to try to get someone to do something sexual with you.

And remember:

1. It's not consent if you're afraid to say 'no'
2. Sometimes you'll be the person **asking** so make sure you aren't using coercion to get people to agree to things.
3. If at any point in your life you do not give consent to do something sexual and it happens anyway, it's not your fault. It's not that you didn't say, "No," strongly enough or that you shouldn't have been in that situation in the first place. We talk about how to get and give consent so people will be aware that it helps to be clear, but if someone hurts you sexually at any point, remember that it's always the fault of the person that does the harm. A person doesn't ask to be hurt – rather the person doing the harm chooses to do so.

Big Sky 7th Grade, Day 2, 2026

Welcome!

Reminder of who facilitators are

Reminder of Group Norms

1. Respect
2. Every question is important: Questions are learning opportunities; therefore all questions are encouraged
3. Always use correct terminology rather than slang for both reproductive organs and their functions.
4. Use "I" statements
5. We're asking for your consent: If at any point you feel uncomfortable with an activity, you don't have to participate.

Brainstorming

It is important for all young people of all ages, backgrounds and sexual orientations to examine the health of their relationships. Hand each person 3-4 notecards and instruct them to write down responses to the question 'What's makes someone great to date?' Tell students to write down important qualities they would look for in choosing someone to date on separate cards.

Write '+' and '-' on the board. Ask students to tape their notecards underneath the plus or minus sign based on whether the card is a positive or negative trait.

Read each question out loud.

Ask: "Are there more responses on the positive list or the negative list?"

Ask: "What are the positive qualities a person might look for in choosing someone to date?"

Ask: "What are some negative qualities a person might want to avoid in choosing someone to date?"

Ask: "What qualities might be a big problem if a couple continues to date and develops a romantic relationship?"

Sometimes people find themselves in an intimate relationship that is not good for them. Sometimes, these relationships are damaging to their emotional and/or physical health, but for a variety of reasons, the individual continues the unhealthy relationship. **What are some behaviors that are unhealthy in a relationship?**

Warning Signals

Pass out a 'Warning Signals' worksheet to each student. Imagine that you are in a relationship with someone who you really like. Then they start doing the things listed on the left. For each behavior, imagine what you would do in situation.

Give students time to fill out the worksheet. Then pair them up with another student to compare their answers. After, bring the whole group together for discussion.

Ask, "How did you decide which boxes to check?"

Ask: "If you checked the middle column for a behavior, what are you hoping to discuss about the relationship? How would you start that conversation?"

Ask: "What might be the consequences of ignoring one of these behaviors?"

Ask: "What behaviors were clear signals to you that it was time to end the relationship?"

Ask: "What other behaviors not listed on the handout would be a warning signal to you that the relationship should end?"

Stress that *all* of these behaviors are negative signs in a relationship. Many researchers describe healthy relationships as those that are honest, equal, responsible, and respectful. Write these four words on the board.

Safe people and Finding Help

Whatever situation you find yourself in, help is available. If you need information, guidance, support, or just a caring person to talk to, there are supportive individuals and organizations to help with any issue.

Ask: Whom might you ask for help to?

- Parent/guardian
- Relative
- Coach
- Doctor
- Friend
- Guidance counselor

- Neighbor
- Peer educator (if they're there)
- Religious/spiritual advisor
- Teacher
- Friend's parent
- Haven: 586-4111

What makes someone a 'safe' person to talk to?

Make sure they include safe people help us even if we make different choices than they would have, they are respectful of privacy but will involve others if your safety is at risk, they mostly listen and support vs. tell you what to do.

Some people are mandatory reporters, like your teachers, doctors, Ms. Wright, and Morgan/Cami (Bridgercare's educators). So if you tell one of these people:

- You are going to harm yourself
- Someone is harming you
- You plan to harm someone else

They may have to tell someone else to help keep everyone safe. That doesn't mean they can't also be safe people, and I'm sure they'll do their best to let you help guide how that process looks so it feels most empowering for you.

Who might need to ask for help regarding relationships?

Affirm ideas they have and make sure they include:

- People in unhealthy relationships
- People who identify as LGBTQ+ and need extra support in navigating that in their lives
- People who have single or divorced parents who don't see examples of people interacting in relationships frequently

Thank You!

Big Sky 8th Grade, Day 1, 2026

Welcome!

Today we're going to talk about:

- Sex and its Relationship to Human Reproduction
- Reproductive Anatomy of Males and Females
- Societal Pressure to Engage in Sexual Activities

Group Norms

1. Respect
2. Every question is important
3. Use "I" Statements
4. It's all right to feel embarrassed or not know the answers to every question – even I get stumped at times!
5. What's Said Here Stays Here, What's Learned Here Leaves Here
6. Always use correct terminology rather than slang for both reproductive organs and their functions.
7. We're asking for your consent: If at any point you feel uncomfortable with an activity, you don't have to participate.

Anatomy

We'll be discussing anatomy to better understand how babies are conceived.

Pass out Male and Female Reproductive Anatomy Worksheets (attached) and identify body parts.

For people assigned male at birth, we'll be talking about: testis, scrotum, vas deferens, urethra, bladder, cowper's gland, epididymis, foreskin, prostate gland and penis.

For people assigned female at birth, we'll be talking about: Vulva: clitoris, labia, anus, urethra, vaginal opening, hymen, uterus, fallopian tubes, ovaries, cervix, vagina

Reproductive Anatomy

How a baby is conceived

1. As we talked about, an egg or "ova" start in ovaries. Ova are reproductive cells; half of what makes a baby.
2. Explain menstrual cycle
3. Explain how an erection happens (tissues fill with blood)
4. Ejaculation is what you call it when semen comes out of the penis. Sperm are reproductive cells; half of what makes a baby.

5. When semen is ejaculated into the vagina, the semen can travel up the vagina, through the cervix and uterus and into the fallopian tubes. If there is an ovum in the fallopian tubes and the sperm and ovum meet up, conception can occur.
6. Conception can also occur with the help of a doctor for relationships without sperm and eggs or when one partner's reproductive organs aren't able to produce eggs or sperm.

The Decision to Have/Not Have Sex

Brainstorm things people should consider to decide whether they want to have sex (the first time or the 100th time). Make sure they include: STIs, pregnancy risks, their own values and beliefs, outside pressures, communication, emotions etc.

Outside Pressures that Inform our Decision to Have/Not Have Sex

Brainstorm more about outside pressures from family, friends, media, churches, etc.

Defining Sex

Define vaginal, anal and oral sex. Explain that you can get STIs from all of these and that people have many different definitions of 'sex' so each person needs to decide what that means for them.

Thank You

Big Sky 8th Grade, Day 2, 2026

Welcome Back!

Today we're going to talk about sexually transmitted infections.

Common STIs

Explain that STIs pass from person to person, through skin to skin contact of genitals and/or bodily fluids, from mothers to babies, and some even from kissing. Not all STIs show symptoms, and if someone has an STI, it's not 100% guaranteed that they pass it to every person. Give stats on HIV transmission rates.

HPV, Genital and Oral herpes and pubic lice: Skin to skin can pass from skin to skin contact. Skin of genitals, anus or mouth against someone else's genitals, anus or mouth. **Pass through vaginal, anal and oral sex.**

Chlamydia, gonorrhea and HIV: pass through bodily fluids. **Pass through vaginal, anal and oral sex.** Emphasize anal sex as most likely way to pass.

Syphilis which: can pass skin to skin or through fluids!

Ask, "Can anyone name any of the STI's?"

According to statistics compiled by the American Sexual Health Association (ASHA): each year, 1 in 4 teens contracts an STI. We are not going to talk about every type of STI today, just some of the more common ones.

STI Video: <https://www.youtube.com/watch?v=llnXtPZOazM>

STI Jeopardy

Pass out STI Fact Sheets and play STI Jeopardy in teams of 3-5. This exercise is meant to be an overview of STIs, not necessarily to help students remember the minute details of each type (too overwhelming).

After the game of Jeopardy, look over the STI Fact Sheet, which includes information on some of the more common STIs, their infectious agent, symptoms, treatment, prevention and prevalence. Discuss the following as a class:

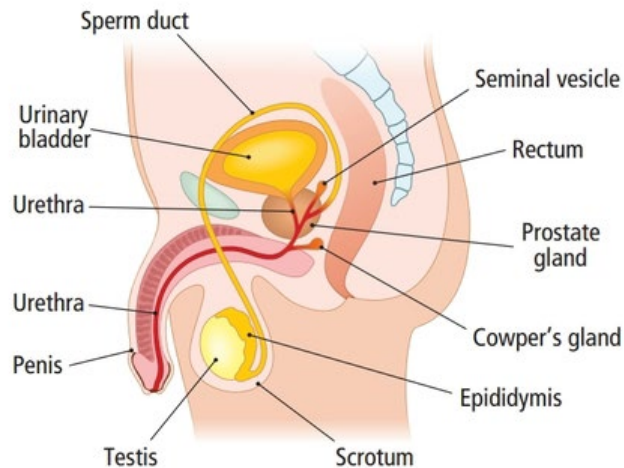
- a. Did anything surprise you about any of these STIs?
- c. What are a couple of great ways to prevent STIs?
- d. True or False: Bacterial infections can be cured, so they're not a big deal, right? False, explain why.
- e. Will using a condom/dental dam, properly and consistently, protect you from getting an STI 100% of the time? No, explain why

STI's we'll be discussing by infectious agent:

1. Bacterial:
 - a. Chlamydia
 - b. Gonorrhea (the Clap)
 - c. Syphilis
2. Viral:
 - a. Herpes
 - b. HIV/AIDS
 - c. Human Papillomavirus (HPV)
3. Parasite:
 - a. Pubic Lice (Crabs)
 - b. Trichomoniasis

Thank You!

ASSIGNED MALE (BORN WITH A PENIS ETC.) REPRODUCTIVE ANATOMY



Outer Reproductive Organs:

Penis: Outer organ used in sexual intercourse. Fills with blood when aroused and becomes hard. Semen (which contains sperm) is pushed out through the end of the penis when a male reaches sexual climax.

Scrotum: Loose pouch-like sac of skin that hangs behind and below the penis. It contains the testicles and helps regulate their temperature, since for normal sperm development, they must be kept slightly cooler than body temp.

Foreskin: The small roll of skin that covers the end of the penis. Every male is born with a foreskin, but some babies have it removed shortly after birth in a procedure known as circumcision. (Not pictured)

Internal Reproductive Organs:

Testicle (also called Testes): Most males have two testicles, located inside the scrotum. They make testosterone (the primary male sex hormone) and generate sperm.

Urethra: The tube that carries urine from the bladder to outside the body. For males, the urethra also ejaculates semen outside the body during an orgasm. Please note: the flow of urine is blocked when there's an erection, so it is impossible to urinate and ejaculate at the same time.

Prostate gland: Provides additional fluid to the ejaculate. A healthy human prostate is slightly larger than a walnut. It surrounds the urethra just below the urinary bladder.

Seminal Vesicle: A pair of tube-like glands. They are found behind the bladder of males. They make about 70% of the content of semen.

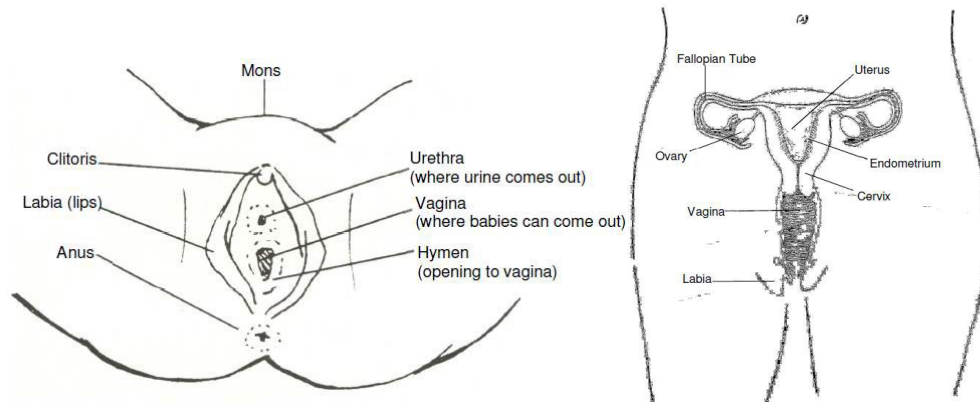
Vas Deferens: Long muscular tube that transports mature sperm to the urethra.

Bladder: The organ that collects urine for excretion.

Epididymis: a tightly coiled mass of thin tubes that carries sperm from the testes to the vas deferens.

Cowper's gland: Produces pre-ejaculate, an alkaline mucous secretion, that help to protect sperm as it passes through the urethra during ejaculation.

ASSIGNED FEMALE (BORN WITH A VULVA ETC) REPRODUCTIVE ANATOMY



Outer Reproductive Organs (also known as the vulva):

Clitoris: A small protrusion that is very sensitive to stimulation and can become erect when a female is aroused.

Labia: The “lips” of the vulva which protect the vagina. The labia majora (outer lips) are covered with hair after puberty.

Anus: the opening where “solid waste” (poop) leaves the body.

Urethra: The opening where urine comes out.

Vaginal opening: Just what it sounds like – where the vaginal canal “opens” to the outside of a female’s body.

Hymen: Membrane that partially closes the opening of the vagina and whose presence was historically taken to be a mark of virginity. It has an opening in it (otherwise menstrual blood wouldn’t be able to pass through). Please note it is possible for a young person to tear their hymen doing such activities as riding a bicycle or doing ballet or gymnastics. In addition, it is possible to have sexual intercourse without tearing your hymen. And because hymens come in all shapes and sizes, some people never tear theirs at all. Therefore, having an “intact” hymen doesn’t really make any sense, and certainly does is not akin to being a virgin.

Internal Female Reproductive Organs:

Ovary: Females have two ovaries, one on either side of the uterus. The ovaries produce eggs and hormones.

Vagina: Canal connecting the uterus to the external genitals.

Fallopian Tube: Narrow tubes that attach to the upper part of the uterus and serve as tunnels for egg cells to travel from the ovaries to the uterus.

Uterus: Also known as the womb, it’s the hollow pear-shaped organ where a developing fetus grows.

Cervix: The lower part of the uterus that opens into the vagina which allows sperm to enter from the vaginal canal and menstrual blood to exit.

Lone Peak Freshmen, Day 1, 2026

Welcome!

Today we're going to talk about:

1. The Decision to Have Sex
2. Birth Control

Group Norms

1. Respect
2. Every question is important
3. Use "I" Statements
4. It's all right to feel embarrassed or not know the answers to every question – even I get stumped at times!
5. What's Said Here Stays Here, What's Learned Here Leaves Here
6. Always use correct terminology rather than slang for both reproductive organs and their functions.
7. We're asking for your consent: If at any point you feel uncomfortable with an activity, you don't have to participate.

The Decision to Have Sex

Last year we talked about how there are some things that people should think about before they have sex for the first time or the 500th time. Does anyone remember what any of those things were?

1. **Is this really my decision or am I being pressured emotionally or physically? Am I pressuring my partner?**
2. **Do I trust my partner?**
3. **Are we able to have intercourse without getting drunk or high first?**
4. **Does this decision fit with my values and beliefs?**
5. **Can I talk with my partner about this decision?**
6. **Am I ready to protect myself or my partner from pregnancy? STIs?**
7. **What if I get pregnant or made someone pregnant—what would we do?**
8. **If I have had sex before, have I been tested for sexually transmitted infections before having sex with someone new? Have they?**
9. **The law**
10. **Do my partner and I agree on what having sex means for the relationship?**
11. **Is it for both of you equally?**
12. **Ask: "Can anyone think of other things that may be important for a person to consider before having sex?"** And then affirm whatever answer(s) you may get if possible.

Contraceptives

Things that *may* affect the number of kids a person/family has:

- Religion
- They come from a large or small family which impacts their decision
- Access to birth control
- Cost: \$233,610 on average from birth to age 18
- Climate change
- Distrust of medical providers
- Cultural beliefs

Across the US 45% of all pregnancies are unplanned.

Contraception Definition: Things that are deliberately done to prevent pregnancy.

Every culture, religion and even family has their own beliefs about what methods of contraception are ok to use. Today, we're going to talk about some of the more common methods available in the US and are not going to talk about which ones individual people think are good/bad based on their culture, religion or family. If you are uncertain or uncomfortable, I encourage you to find out which methods of contraception are encouraged by your religion and family.

The case for parental involvement

- Parent may have valuable experiences and beliefs to share – ex. family medical history or personal experience
- It could bring you closer together and less chance of secrecy and mistrust
- A parent may be willing and able to help or go along for support
- Gives you a chance to talk over your concerns with someone you trust

Encourage parental involvement, but also inform students that in Montana they can self-consent for sexual healthcare including testing and treatment of STIs, pregnancy tests, birth control etc without parental consent or even knowledge.

What folks without a uterus can do to help prevent pregnancy?

1. Don't have penile-vaginal sex without birth control – unless you're wanting a child!
2. Bring up the subject
3. Use condoms
4. Learn about different types of birth control
5. Help pay for birth control
6. Go to a clinic or doctor with your partner
7. Help your partner use their birth control correctly
8. Talk about pregnancy, just in case

Birth Control Options – for all, explain benefits and any drawbacks.

5-Star Options (most effective):

Abstinence

1. Benefits to Abstinence: Can't get an STI, No pregnancy or birth risks.
2. If you choose to be abstinent: Need to know what that means to you (some= no kissing, hugging, touching, others= anything except what might get you pregnant)

IUD: Must see a physician to get a prescription and insert the device. T-shaped/ 2 types: Copper and hormones. 1 ½" long with two strings attached (basically fishing line), No protection from STI's.

Copper=great for people who can't have or don't want hormones, but can lead to increased cramping and bleeding during your period. Lasts 12 years.

Hormonal IUD: Has hormones and may reduce menstrual bleeding and cramps and even get rid of your period completely, lasts 3-8 years, depending on the brand you get.

Both Copper and Hormonal: More than 99% effective – explain what that means. Either type can cause irregular bleeding.

Nexplanon/Implant: 99+% effective, Matchstick-sized hormone containing capsule, implanted in a woman's upper arm, Small dose of hormones. Replaced every 5 years, Does not prevent STI's

Depo-Provera: 99% effective (perfect use) or 96% effective typical (explain what typical means and how it's different from perfect and why), Shot every 3 mos, Need to see a physician, Does not prevent STI's

4-Star Options (still pretty effective):

Oral contraceptives = the pill, 99% effective when taken correctly, but typically 93% effective.

Often called "**The Pill**," but there are many different types which contain different types and amounts of hormones. Should not smoke (smoking + estrogen = blood clots, but less of a concern for younger women).

Vaginal Ring: 99% effective when used properly, 93% typically. Show how it works. Place a new one every month, does not affect your period. Need a prescription but your healthcare provider will teach you to put it in (and take it out) yourself, Does not protect from STI's

3-Star Option (medium effective):

External condoms: explain where they can buy them and where they can get them for free

Perfect use 98%, typical use 87%, New one every time you have sex, Provides protection from STI's.

Condom video: <https://www.youtube.com/watch?v=X-qNGAJ1jiM>

Explain that condoms can be used in conjunction with any other Birth Control and the combined effect is even more effective AND prevents against STIS

Have students put the steps for using a condom in order and demonstrate as they go along with a condom and a Woodie.

1 Star Options (not very effective)

Emergency Contraception: Sometimes called the “Morning after pill,” Can prevent unplanned pregnancy in case of contraceptive failure, condom breaks, sexual assault or other unprotected intercourse if taken within 3 days (Plan B) or 5 days (Ella) of the unprotected intercourse. Plan B is 58-94% effective EACH TIME YOU TAKE IT (depending on where you are in your cycle and how soon you take it after unprotected sex), so it’s important to take it as soon as possible after unprotected penile-vaginal sex.

Plan B can be bought in most pharmacies over the counter, meaning you can just walk in and pick it up, and there is no minimum age to buy it in the state of Montana. Plan B is NOT an abortion pill, simply tries to keep the sperm and egg from meeting up (good time to talk about how all of the hormonal methods are hormones already found in a woman’s body so won’t hurt an embryo of you’ve already conceived. Exception = IUD because in the uterus, but dr. will do a pregnancy test before prescribing any birth control if there is a chance a woman is pregnant).

Ella is more effective than Plan B, but you need a prescription from a doctor and it’s approved for women with a higher BMI (larger women).

Copper IUD is **very** effective, but you do have to go to a provider to get it placed and they’ll only do it within a short window, like a couple days after unprotected sex.

Withdrawal: Only 78% effective typically so about one in four people who use this method to prevent pregnancy get pregnant each year. Talk about pre-ejaculate.

Share that without any form of birth control, 80-90 couples having penile-vaginal sex will get pregnant each year.

Thank You!

Lone Peak Freshmen, Day 2, 2026

Welcome Back!

Today we’re going to talk about STIs.

STI Handshake

Give students index cards of different colors and have them ask for consent to give 3 people high fives, fist bumps or hugs (some people will be abstinent and won’t consent). After, give them the analogy of their actions being sexual acts, and different colors being different STIs, and have them stand up to help visualize how STIs transmit.

Point out that you can’t get an STI from shaking hands, etc.

Allow all teens to sit down.

Debrief Questions: Does anyone know why we do this?

1. To show that people may not know that they have an STI, but can still spread it to others
2. To show that abstinence from all sexual activity can prevent the spread
3. To show that dental dams and condoms, while not 100% effective, still help stop the spread
4. To show that it isn’t about being “clean” or “dirty”

5. To show that a person should be tested after each new sexual partner **and** that we all need to communicate with our partners about the potential for STIs (and for some people pregnancy) **before** having sex
6. And because we love to see you all practicing such wonderful consent!

STIs 102

Questions to refresh from last year:

Ask: Does anyone remember why doctors prefer to use the term STI, rather than STD?

Ask: Can anyone name any of the STI's?

Ask: Can anyone remember which of these can be cured? (Bacterial: Chlamydia, Gonorrhea, Syphilis, Trichomoniasis and Pubic Lice)

Ask: Can anyone remember some great ways to prevent the spread of STIs? (Abstinence, condoms and vaccination against HPV)

STI Video

Watch "How Can I Get an STI?" <https://www.youtube.com/watch?v=uUFkaeXyPGI>

Discuss that STIs do not get passed EVERY time you have sex, but there is a chance they could each time. Remind them of the difference between skin to skin and body fluids, and that anal sex has the highest transmission rate for bodily fluids because of micro tears.

STI Bingo

Play STI Bingo! Questions attached. Add to each answer.

After playing Bingo look over the STI Fact Sheet, which includes information on their infectious agent, symptoms, transmission, effects, treatment, prevention and prevalence. Answer any remaining questions.

STI's we'll be discussing by infectious agent:

1. Bacterial:
 - a. Chlamydia
 - b. Gonorrhea (the Clap)
 - c. Syphilis
2. Virus:
 - d. Herpes
 - e. HIV/AIDS
 - f. Human Papillomavirus (HPV)
3. Parasite:

- g. Pubic Lice (Crabs)
- h. Trichomoniasis

Accessing Services

Teen clinic at Bridgercare on Mondays from 3:00 – 5:00 PM. Free and confidential and walk-in only (we do not accept appointments during Teen Clinic)! To set up an appointment on another day you can call 587-0681. While we do encourage all teens to talk about their sexual and reproductive health with a parent, in the state of Montana, teens do not need parental consent to access sexual and reproductive healthcare.

Can also go to Bozeman Health here in Big Sky, but would need to use your insurance or pay full price.

Thank You

STI Bingo Qs:

This viral STI has two types, HSV-1 (generally oral) and HSV-2 (generally genital). **herpes**

In some cases, this viral STI will go away on its own and it's estimated that at least half of all sexually active people will get it in their lifetime. **HPV**

This viral STI weakens a person's immune system. **HIV**

This type of sex has the highest risk for spreading any of the STIs that pass through body fluids. **anal sex**

This type of sores on a person's sex organs is a symptom of herpes. **small, painful sores**

This medication can help decrease the likelihood that a person gets HIV. **PrEP**

Getting this type of sore on your mouth is a symptom of oral herpes. **cold sores or fever blisters**

True or False: Bacterial STIs are curable. **true**

A person who gets these types of sores in their vaginal canal, where they cannot see or feel them likely has syphilis. **painless reddish brown sores**

This bacterial STI is also sometimes called "The Clap." **Gonorrhea**

Unusual discharge from the penis or vagina is a symptom of these two types of bacterial STIs – you must get them both! **Chlamydia and Gonorrhea**

Bacterial STIs can be treated with this type of medication. **antibiotics**

If not treated, this bacterial STI can lead to death. **syphilis**

This type of parasitic STI can be passed during sex, but can also be passed between people sharing towels, sheets and clothes. **Pubic lice**

Where can teens get confidential STI testing, for free, on Mondays from 3 – 5:00 PM? **Bridgercare**

You all should know the answer to this because we already talked about it. The question is: Generally we use the term STI rather than STD because infections may not have these. **symptoms**

When you go to the doctor, there are three ways they may test for STIs, depending on what they're testing for. What are these three ways? **Urine sample, blood test or swab of vagina, anus or throat.**

Public lice is sometimes called what? **Crabs.**

This category of STI, all of which are curable, can still have long-term effects if not treated or if a person gets them repeatedly over the course of their lifetime. **Bacterial STIs**

True or False: You can get an STI from a toilet seat. **false**

Usually made out of latex, this product which is intended to go on the penis, can help stop the spread of STIs. **condoms**

If performing oral sex on a female, you may use this type of latex barrier to stop the spread of STIs. **dental dam**

In part because they have less access to quality sexual health services, this racial group is at higher risk for most STIs. **black community**

If a person is allergic to latex, they can still use this type of condom which also helps protect against pregnancy and STIs. **polyurethane or polyisoprene condoms (Either answer is fine)**

Don't think too hard about this: In order to decrease the likelihood that you will contract an STI, a person should use a condom or dental dam every time they have these three types of sex – you must know all three! **vaginal, anal and oral?**

This type of condom protects against pregnancy, but not STIs. **lambskin condoms**

This is how often people should get tested for STIs. **after every new sexual partner**

Approximately how many cases of HIV are reported in Montana each year. **20-25**

Chlamydia is the most commonly reported bacterial STI in Gallatin County. Approximately how many new cases of Chlamydia were there in 2019? **516**

How many cases of Gonorrhea were reported in Gallatin County in 2019? **42**

It is estimated that how many people have HSV-2 (genital herpes)? **1 in 6 people**

How many cases of syphilis did we have in Gallatin County in 2019? **1**

If a pregnant person has this parasitic infection, they are more likely to have a premature or low birth weight baby than a pregnant person who **doesn't** have this parasitic STI. **trichomoniasis?**

There is a vaccine that prevents the strains of HPV that are most likely to lead to cervical cancer and genital warts. What is the name of that vaccine? **Gardasil 9**

Lone Peak High School Day 1
50 minutes
Healthy/Unhealthy relationships

Intro: 10 minutes

Who is Haven?

Who am I?

Peer Ed: If student present, then they will introduce themselves and summarize Peer Ed.

Let students know that today will be mainly doing activities and having discussions. I try my hardest to incorporate all of their voices into the mix as much as possible and so for that reason, could I get some students to read the group agreements for me, please?

Group agreements: These will be handed to every student/or displayed in powerpoint. Students will read these out loud

Self-Keeping note: If the topic(s) at hand get to be too much, please take care of yourselves. Don't get in trouble with the school, but do whatever you need to ensure you'll be okay at the end of our time together.

Activity: 10 minutes (get to know each other)

Animal sounds:

- Hand out index cards with animals written on them
- Have the students find their matching animal by using ONLY the animal sound
- Have them do check-in questions: Doing at least 2-3 rounds of this game
 - o If you could live anywhere on this earth, where would you go and why?
 - o What is a superpower you would like to have?
 - o What is one pet peeve you have and why?

Activity: 10 minutes

1)) Relationship spectrum

- Write on white board □-----□ With "healthy" and "unhealthy" on opposite ends.
- Hand students post notes with actions that can occur within relationships.
- Have students place traits on the spectrum
- Ask students why they placed "x" post-it on the spectrum.
- Can this trait/action be unhealthy?

Relationship Traits/Characteristics:

- Open communication
- Respect
- Words of affirmation
- Going on fun dates
- Alone time
- PDA (public displays of affection)

- Texting all the time
- Sharing passwords
- Demanding passwords
- Sending nude photos
- Secrets
- Fighting
- Conflict
- Privacy
- Jealousy
- Sex
- Changing what you wear to please your partner
- Doing things the other partner likes
- One partner telling the other who they can hang out with
- Blocking a doorway so that one partner can't leave
- Hitting
- Name calling
- Shoving

Ask: Why did we do this activity?

Talking points:

- Context matters--each trait can usually be interpreted differently depending on the situation. And that abuse is about power and control.
- Everyone gets to decide what their own boundaries are and have them respected.

Activity: (10 minutes)

In groups of 3-4: Have students come up with 5 signs of a healthy and 5 signs of an unhealthy relationship.

Discussion: 5 minutes

- What signs did you all come up with?
- Write signs on the board
- Anyone disagree with these signs?

Content: 10 SIGNS OF A HEALTHY/UNHEALTHY RELATIONSHIP

- Hand each student the 10 signs of a healthy relationship & 10 signs of an unhealthy relationship.
- Have students read the content. (5 minutes)

Talking points:

Starting with unhealthy

- Please note that if you do see the unhealthy signs within some of your relationships, know that it doesn't necessarily mean that the relationship is abusive.
- It simply means that there are some red flags and there could be some room for improving the relationship.
- It is up to you to decide whether these signs warrant a conversation with the other person or not. You decide what you're comfortable with.
- Also note that if you want to describe the boxes with different words, feel free to. For example, manipulation can be called "mind games". Possessiveness can be called jealousy, etc.,
- It's the feel, or the description provided, that truly matters.

Healthy side

- Know that relationships ebb and flow/go through phases, however, in a healthy relationship, more often than not, we will see these traits/characteristics.
- At the core of a healthy relationship, we see equality. All parties feel heard, safe, and respected. If an issue comes up, folks in a healthy relationship will be able to bring up the issue and communicate through the situation.

Outro:

-Any questions?

- Thank you for allowing me into your space today and letting me share this information with you all!

Day #2

Introductions (~5 minutes):

Presenter Information and Ground Rules (Mei will introduce HAVEN/Bridgercare and do ground rules)

Show Group Agreements slide.

Housekeeping reminder!!

Any questions from yesterday that we want to talk about today?

Activity: 5-10 minutes

Competition rock, paper, scissor

Best 2 out of 3

Teen Power and Control: ~20 minutes

*Have the students break into small groups and have them read through the power and control wheel without feeding them too much information first.

Ask them the following prompts to discuss in their groups: (5 minutes to discuss)

Peer Educator or Mei: why do you think the wheel is shaped the way that it is?

Peer Educator or Mei: Are there things inside the wheel that surprise you?

Peer Educator or Mei: Are there behaviors inside the wheel that you have seen before?

~ 5 Minutes to discuss as a group what they all came up with

Talking Points: (~5 minutes to talk these points out) Mei or Peer Educator

- When we think of the word abuse, most people think of physical abuse, but most abuse is actually not physical.
- Emotional and mental abuse is manipulative, sneaky and insidious.
- Power and control is in the middle of the wheel, because that is what is at the heart of all abusive behaviors.
- All the non-physical tactics are touching it, because they all stem from power and control.
- Physical and sexual abuse are on the outside, because those behaviors usually come later when an abuser feels like they are losing control, or that the non-physical tactics stop working.
- Abusers do not want to escalate too quickly, because they don't want to "rock the boat" too early and risk making their partner leave. If they can get the desired amount of power and control without ever having to lay a finger on their partner, that can be a first tactic.
- A common analogy that I use to describe abuse is boiling a frog. If you throw a frog into boiling water it will try to jump out, but if you put the frog in lukewarm water and then boil it slowly, it does not know it is being cooked. That is what it is like for the victim in an abusive relationship.

Mei: Now, let's practice! Assign a sliver of pie from the Power and Control wheel to each group.

Ask them to create a scenario for their sliver (should be no greater than a 3, 10 being the most

traumatic thing you could think of) and share to the group. Group guesses which behavior is the

“Power” and “Control” wheel they think it is. (~10 minutes. 5 minutes to come up with a scenario and 5 minutes to share and have the others guess)

Cycle of Violence Mei Drawing the cycle of violence on board (~5 minutes)

Transition: Now that we’ve discussed the power and control wheel and the cycle of violence, we can now take a look at the flip side of relationships.

So those were the things we’re NOT looking for in a relationship. So what are we looking for?

Teen Equality Wheel and Health Relationship Statements.

Healthy relationship tips/equality wheel (5 mins) Mei or Peer Educator

Have each small group take a moment to consider the equality wheel.

Assign a pie piece to each small group to come up with a scenario to share with the class. Go one by one and have them share--ask if it was easy to come up with the scenarios, why or why not? (10 mins total)

If time:

*Write each of the eight tips on the board as you explain them to the class

* You do not need to write each tip description in its entirety; however, you should understand the concept of each tip.

Paraphrase if you need to. Eight healthy relationship tips:

1. Speak Up: in a healthy relationship, if something is bothering you, it’s best to talk about it instead of holding it in.

2. Respect Your Partner: our partner’s wishes and feelings have value. Let your significant other know you are making an effort to keep their ideas in mind.

Mutual respect is essential in maintaining healthy relationships.

3. Compromise: disagreements are a natural part of healthy relationships, but it’s important that you find a way to compromise if you disagree on something. Try to solve conflicts in a fair and rational way.

4. Be Supportive: offer reassurance and encouragement to your partner. Also, let

your partner know when you need their support. Healthy relationships are about building each other up, not putting each other down.

5. Respect Each Other's Privacy: just because you're in a relationship, doesn't mean you have to share everything and constantly be together. Healthy relationships require space

6. Encourage Each Other's Interests: it's okay to encourage the person you are dating to pursue interests and talents they have, even if it means spending time apart.

7. Agree to Disagree: disagreements are a natural part of every relationship. If you and your partner can't resolve an issue, sometimes it's best to agree to disagree. If the issue is too important for you to drop, there might be compatibility problems.

8. Set Boundaries: creating boundaries is a good way to keep your relationship healthy and secure.

By setting boundaries together, you can both have a deeper understanding of the type of relationship that you and your partner want.

Boundaries are not meant to make you feel trapped or like you're "walking on eggshells."

Creating boundaries is not a sign of secrecy or distrust -- it's an expression of what makes you feel comfortable and what you would like or not like to happen within the relationship.

Remember, healthy boundaries shouldn't restrict your ability to:

- Go out with your friends without your partner.
- Participate in activities and hobbies you like.
- Not have to share passwords to your email, social media accounts or phone.
- Respect each other's individual likes and needs

Which of these resonates the most with you? Why?

What gets in the way of these happening?

What questions do we have?

Lone Peak High Juniors, Day 1, 2023

Welcome!

Today we're going to talk about:

1. Sexually Transmitted Infections
2. Contraception
3. Accessing Sexual and Reproductive Healthcare

Group Norms

1. Respect
2. Every question is important
3. Use "I" Statements
4. It's all right to feel embarrassed or not know the answers to every question – even I get stumped at times!
5. What's Said Here Stays Here, What's Learned Here Leaves Here
6. Always use correct terminology rather than slang for both reproductive organs and their functions.
7. We're asking for your consent: If at any point you feel uncomfortable with an activity, you don't have to participate.

Sexually Transmitted Infections

STIs can be transmitted through many kinds of sex.

Ask, "Can anyone name any of the STI's?"

Explain that STIs pass from person to person, through skin-to-skin contact of genitals and/or bodily fluids, from mothers to babies, and some even from kissing. Not all STIs show symptoms, and if someone has an STI, it's not 100% guaranteed that they pass it to every person. Give stats on HIV transmission rates.

HPV, Genital and Oral herpes, syphilis and pubic lice: Skin to skin can pass from skin to skin contact. Skin of genitals, anus or mouth against someone else's genitals, anus or mouth. **Pass through vaginal, anal and oral sex.**

Chlamydia, gonorrhea and HIV: pass through bodily fluids. **Pass through vaginal, anal and oral sex.** Emphasize anal sex as most likely way to pass.

According to statistics compiled by the American Sexual Health Association (ASHA): each year, 1 in 4 teens contracts an STI. We are not going to talk about every type of STI today, just some of the more common ones.

Hand out STI fact sheets (separate doc) and talk about:

1. Are broken down into three categories:
 - a. Bacterial: Can be cured with antibiotics
 - b. Viral: Cannot be cured with antibiotics
 - c. Parasitic: Creepy crawling things, can also be cured
2. Even bacterial, which can be cured can be a big deal if you get them multiple times in your life or have one for a long time that you don't know about
3. How to prevent STIs:
 - a. Abstinence
 - b. Condoms or dental dams – not 100% effective, but do help a lot

STI Video about how STIs are transmitted (How Can you Get an STI Academic Edge):

<https://www.youtube.com/watch?v=uUFkaeXyPGI>

Big Take Aways:

1. You can have an STI, and it can be doing bad things inside your body, and you can pass it along to other people, **without showing any symptoms!**
2. You should get tested after every new sexual partner, even if they're the first person you've had sex with.
3. Some STIs can be cured, others are lifelong, but can be treated to decrease the likelihood that you pass them along to others and that they do horrible things in your body, so know your status!
4. STIs are common, so remember that it's not about being "clean" or "dirty."
5. Using condoms and/or dental dams correctly every time you have vaginal, anal or oral sex with another person reduces your chance of getting an STI.
6. Getting tested for STIs is not painful.
7. Anal sex is the most likely way for STIs to be transmitted from one person to another.

STI's we'll be discussing by infectious agent:

1. Bacterial:
 - a. Chlamydia
 - b. Gonorrhea (the Clap)
 - c. Syphilis
2. Viral:
 - a. Herpes
 - b. HIV/AIDS
 - c. Human Papillomavirus (HPV)
3. Parasite:
 - a. Pubic Lice (Crabs)
 - b. Trichomoniasis

Hand out tables of main methods (separate doc), their effectiveness, how they are used, pros and cons. Note that abstinence is not on this chart, but is the most effective method

1. Abstinence is choice that a person can make at any point in their lives for any reason, even if they've had sex before
2. Some people define abstinence differently (is oral sex "sex?" Depends on who you ask), so know your definition if you and your partner are abstinent and communicate with each other.
3. Remember if you are engaging in other sexual activities (like oral sex) that you should be aware of the risk of STIs even if you aren't worried about pregnancy.
4. Again, abstinence is a choice, so while we say it's 100% effective, if a person is sexually assaulted that choice has been taken from them. They are still abstinent (because they did not make a choice to engage in that activity), but there may be a risk of pregnancy.

Explain the range of effectiveness (perfect use versus typical use) and how to interpret the percentages.

Show physical examples of each method of contraception and give basic details of how it works.

It's important to point out that some people may use birth control for various reasons even if they aren't having penile-vaginal sex, like:

- To decrease cramping and bleeding if they have bad periods or just want to get rid of their period for other reasons – Hormonal IUDs, Implant and Depo
- To regulate their period (like if they want to know exactly when they'll get it)- the Pill and the Nuvaring
- To help control acne – the Pill and Nuvaring

Ask: Who has a question about any specific type of birth control?

If time, walk through the steps to putting on a condom and do a condom demonstration for the class.

1. Get Consent
2. Check the package (air bubble and expiration date)
3. Open the package with your hands
4. Look for the sombrero, not the beanie
5. Pinch the tip to squeeze the air out
6. Unroll condom onto erect penis using "A-OK" method
7. Have sex with condom on
8. Once done, hold condom at the base of the penis while pulling out of your partner
9. Remove condom away from your partner
10. Throw in the trash

Accessing Sexual and Reproductive Healthcare

Can visit the clinics here in Big Sky, but will either need to use your insurance or pay full fee.

Teen Clinic at Bridgercare on Mondays from 3:00 – 5:00 PM. Free and confidential. While we do encourage all teens to talk about their sexual and reproductive health with a parent, in the state of Montana, teens do not need parental consent to access sexual and reproductive healthcare.

Thank you!

Lone Peak High Juniors, Day 2, 2023

Welcome Back!

Today we are going to talk about electronic flirting and media literacy.

E-flirting

This lesson is going to be about flirting via text messages, but you could also think about it as messages on any social media app.

Who can give me a definition of flirting?

Def: Flirting involves behavior that indicates an interest in another person, with or without a sexual intent. Reasons for flirting can range from simply liking someone else, to being indicative of a sexual attraction.

Ask: What kind of person-to-person flirting is noticeable in school or other social settings?

Ask: What kind of flirting do you think is acceptable in public? Unacceptable? Explain.

Ask: What are some of the ways that people flirt online or through texts?

Ask: How does in-person flirting differ from electronic flirting? And why might people choose one over the other? (if they don't come up with it, add that someone might choose to flirt electronically if they are worried that in person flirting might not be safe for them since it's easier to be secretive. Ex. They are LGBTQ+ in a community that isn't accepting, they want to date someone outside of their religion or culture, etc.)

Ask: Why might someone not flirt?

Divide the group into pairs and distribute the 'E-flirting' handout (see attached). If time, have them try to do all the scenarios.

After giving some time to complete the handout, reconvene and discuss.

Ask: What was it like to give gender and sexual orientation assignments to the characters in your scenarios? How did you make these decisions?

Ask: If you were to change these assignments, would the dialogue you created still work? Why or why not?

Ask: *What scenarios about gender and sexual orientation are noticeable when discussing flirting?*

Ask: *Does flirting come naturally to you or do you have to give some thought to how to do it effectively and respectfully?*

Ask: *Which types of flirtatious texts are effective? Which are offensive?*

Ask: *How might someone's representation online vary from how they are in real life? How do you tell how someone will be in real life?*

Ask: *How should a person respond to unwanted sexual advances?*

Ask: *Do you believe it is important for a person of your sexual interest to know something about your interests, activities, personalities, etc.? Why or why not?*

Ask the participants to get back with their partners. Decide what advice they would give to a person who received *unwanted* flirting via text message or messaging on another app. Then, decide what advice they would give to a person who received *wanted* flirting via text message or messaging on another app. Ask each group to share one piece of advice with the rest of the class.

Sexting

Ask: *Where does flirting turn to sexting?* Sexting is when you send or receive a message that contains sexual content, nude images, sexy words or videos.

Sexting might feel fun for some people, but we need to remember that sending a photo of oneself to another leaves that image in their hands and what happens next with that photo is out of your control. If you decide sexting aligns with your values and beliefs and you decide to engage in the activity, make sure you trust the person you're sexting. That photo could be shared, your or their phone could get lost or in someone else's hands temporarily, the photo can be spread through social media, e-mails, texts, etc.

There can totally be peer pressure to sext, whether that be from a person you are dating or flirting with, or from friends without sexual/romantic interest. It is NOT okay for someone to pressure you into sexting. You are in control, you are allowed to say no. Something else to keep in mind is that sending AND receiving nude photos of people under 18 is illegal.

Let's say you sent a photo and now you regret it. Whatever the reason, here's what you can do now.

1. Ask the person who you sent the message to delete it and watch them do it.
2. Talk to someone you trust. **Ideas of who to talk to?**
3. If your photo has been shared online:
 1. If you're under 18, report it to the police.
 2. Untag yourself from the photo
 3. Report the photo so it will be removed
 - a. Report the user who posted it
 - b. Find someone to talk to who can help
4. What if you receive a sext you didn't ask for? What do you do?

- a. Don't forward it or show it to anyone else. Even if you don't know or like the person, be respectful and aware of the potential harm you could do to them.
- b. Delete it.
- c. If it is online or through Instagram, report it.
- d. Tell the person who sent it that you don't want said images.
- e. If it was a text and the person doesn't stop, report it to your mobile provider.

Critically Analyzing Sexually Explicit Media

Pornography is a sexually explicit material that aims to arouse people who are looking at it. It includes images of people who are naked or partially naked and who are having sex or look like they're having sex, or who are doing sexual things. Regardless of your personal opinions, there are some things you should know.

Adults almost never want their kids to watch it. **Why do you think that might be? What are some things that aren't positive about porn?**

1. It is not an accurate portrayal of how sex actually works. They are ACTORS, and need it to be viewed well
2. Rarely is there consent. Other unhealthy behavior that porn displays:
 - a. Male gaze/objectification
 - b. Misogyny
 - c. Stockholm syndrome
 - d. Fetishes
 - e. Rape culture
3. Often focuses on the pleasure/needs of men when there are men + women actors
 - a. Specifically in instances with men + women characters, the woman is often expressing pleasure at things that most women don't find pleasurable
 - b. Often aggressive, dramatized, fantasized – it normalizes violent sexual acts, which shows that loving relationships and respect are not important or in-line with sex
4. Rarely is there condom use or discussion of contraception
5. Only certain bodies are portrayed which do not represent most bodies and they are often surgically enhanced
 - a. Skinny, big boobs, altered genitals (very large penises and small labia)
 - b. Rarely body hair
6. There can be fetishizing of certain groups. For example, "lesbian" has long been one of the most highly watched categories by audiences of men.
7. The representations of sexuality, relationships and sex acts in porn are fabricated to appeal to an adult audience. The expectation is that an adult should be able to separate the reality and fantasy to understand that what they're watching is staged. An adult can also understand the basic concepts of relationships and sex and will have their own values towards these, such as gender equality and mutual respect.
8. It can be addictive for some people
9. People turn to porn when they don't have someone they can ask questions to, or don't have good comprehensive sex ed. One study found that for 16-17 year olds, it was their primary source for information about sex, more than friends, siblings, school classes or parents. They use it as a how-to-guide, which it is not intended to be.

Thank You!

Materials used in this lesson:

E-flirting handout

Directions: Below are examples of different ways that people flirt via text message. You will notice that in each example, there are no specific details given about the gender or sexual orientation of the characters involved.

Step 1: You are to decide the gender and sexual orientation of the characters in the scene. Give names to your characters.

Step 2: In the space provided, simulate a text exchange between the characters. Pass the handout back and forth between the two of you and add entries as if the characters were texting one another.

Example 1: A 15-year-old wants to text a person of interest. This person shares several of the same classes and the two have known one another for a long time. This is the first time that the 15-year-old will act on a crush via text message and there is uncertainty about how to do this effectively. Think of how this character can get started.

A series of ten speech bubble outlines for a text message exchange. The bubbles are arranged in a staggered, alternating pattern. The first, third, fifth, seventh, and ninth bubbles are blue and point to the right. The second, fourth, sixth, eighth, and tenth bubbles are green and point to the left. Each bubble is empty, intended for students to write their simulated text messages.

Example 2: Two teenagers who are strangers will be meeting for the first time via Instagram message. Friends thought they would like one another and they started following each other but both people have very little personal information or photos on their pages. They will introduce themselves to one another by providing some information about themselves. Decide how they will portray themselves to one another.

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[Empty green speech bubble]

[Empty blue speech bubble]

[Empty green speech bubble]

[Empty blue speech bubble]

[Empty green speech bubble]

[Empty blue speech bubble]

[Empty green speech bubble]

Example 3: A 17-year-old is very sexually attracted to a classmate and wants to tell the person of interest via text message. The messages they are considering are not really true to the way that this person wants to act in a relationship, but they think that this is what is expected in a sexual exchange. You decide whether the character will start a text exchange that is true to feelings or a false representation of sexual interest.

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[Empty blue speech bubble]

[Empty green speech bubble]

[Empty blue speech bubble]

[Empty green speech bubble]

Ellen Olson

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Education

- Montana State University (MSU) - Expected December 2026
 - Bachelor of Science, K-12 Health Enhancement (3.89)

Education Experience

- BELLA ESL - *Hyalite Elementary - Bozeman, MT*
- Home School Practicum - *MSU Campus*
- Pre Practicum - *LaMotte Elementary - Bozeman, MT & Ophir Elementary School - Big Sky, MT*
- Health Enhancement Secondary Methods (6-12) - *Three Forks, MT*
- Kahuku Intermediate and High School - *Kahuku, Hawaii*

Job Experience

- ESL CAMP Teacher - *Summer 2025*
- Norwich Rec (Rugby Camp Coach and Organizer) - *August 2025*
- 406 Nannies - *May 2025 to Present*
- Southwood Daycare - *October to February 2024*

Related Volunteer Experiences

- Little Bobcat Track (*Bozeman, MT*)
- Hope Lutheran Christmas Shop (*Bozeman, MT*)
- Hope Lutheran Bible Camp (*Bozeman, MT*)
- East Side Elementary Track and Field Meet (*Bozeman, MT*)
- Dos de Mayo at Great Blessings Montessori (*Bozeman, MT*)
- Halloween Carnival at East Side (*Bozeman, MT*)

Clubs and Conferences

- Montana State Women's Rugby Club - President and Captain - *May 2023 to Present*
- Montana State Health Enhancement K-12 Leadership Committee - Treasurer - *Spring 2024 to Present*
- Share the Wealth **Presenter** - *Jekyll Island, GA - March 2024*
- HAPHERD Conference **Presenter** - *Honolulu, HI - January 27th, 2025*
- Undergraduate Research Symposium **Presenter** - *April 2023*
- Future Professional Workshop Conference - *Mar. 23rd & Feb. 15th, 2025*
- WAHPERD Conference **Presenter** - *Saratoga, WY - October 13th & 14th 2025*

Certifications

- CPR/First Aid

**BIG SKY SCHOOL DISTRICT NO. 72
PROFESSIONAL NEGOTIATIONS AGREEMENT**

This **Professional Negotiations Agreement** (hereinafter "Agreement") entered into this April 14, 2026 between the **Board of Trustees of Big Sky School District No. 72**, Gallatin County, State of Montana (hereinafter "District"), and the **Big Sky Professional Teaching Staff** (hereinafter "BS PTS/MFPE"); unless otherwise indicated, the term "BS PTS/ MFPE " or "teacher", refers to an employee certified in class 1, 2, 4, or 5 pursuant to Section 20-4-106 MCA and whose position requires such certification as per Section 20-4-201 MCA but does not include substitute teachers, principals, superintendents, supervisors, and all others exempted by Section 39-31-103 MCA. Lead Administrator as referenced herein, shall refer to the top administrator currently employed by the District: Superintendent or Principal, as the case may be. In the event the District does not employ its own Superintendent, the County Superintendent reserves the rights of the Lead Administrator herein, except where the Board of Trustees may have authority and choose to execute the same, and those rights shall be in addition to those reserved to the District Principal as Lead Administrator of the District.

PREAMBLE

WHEREAS, the District and BS PTS/ MFPE recognize and declare that providing a quality education for the children of the District is their mutual responsibility and of paramount importance and further believe that the delivery of such an education depends predominantly upon the quality and morale of the teaching service; and

WHEREAS, the District's management (board and administration) and BS PTS/ MFPE/NEA-AFT recognize an honest and cooperative partnership between parties is essential to the effective operation of the District; and

WHEREAS, the parties have reached certain understandings which they desire to confirm in this Agreement.

NOW, THEREFORE, in consideration of the foregoing mutual covenants, it is hereby agreed as follows:

1. AGREEMENT: ALL INCLUSIVE

This Agreement contains all provisions of the agreement between the Board and the BS PTS/ MFPE on all matters negotiable for agreement under 39-31-305, Montana Code Annotated 2015. Neither party shall be required to negotiate for agreement upon any issue whether or not such issue is mentioned herein after this Agreement has been signed. Nothing in this Agreement shall be construed to obligate the District to continue or discontinue any past practice except those practices expressly provided for in this Agreement.

2. DURATION OF AGREEMENT

This Agreement shall be in effect as of July 1, 2026, following the ratification by a majority of the members of the BSPTS, and shall remain in effect until June 30, 2028 for purposes of the current matrix. The parties hereto agree to commence negotiations for the purpose of formulating a successor professional negotiations agreement, during the term of this Agreement, and shall make all best efforts to finalize the terms and conditions of said successor agreement prior to June 1, 2028.

3. POWERS OF THE DISTRICT

The District has, and shall retain without limitation, all powers, rights, authority, duties and responsibilities conferred upon and vested in it by law. The District has the right to direct, hire, promote, transfer, assign and retain employees, to relieve employees from duties because of lack of work or funds or because of conditions where the continuation of such work would be inefficient and non-productive. The District has the right to maintain the efficiency of the District, to determine the methods, means, job classifications and personnel by which the District operations are to be conducted, and to establish methods and take whatever actions may be necessary to carry out the missions of the District in situations of emergency. In the event of contradiction between this Agreement and MCA school laws, the law shall prevail.

4. PROFESSIONAL TEACHING STAFF RECOGNITION

The District recognizes BS PTS/ MFPE as the sole and exclusive representative for negotiating with respect to wages, hours, fringe benefits, and other terms of employment for certified staff of the District. The District agrees not to bargain with or recognize any other persons or organizations purporting to represent the teachers for the duration of this Agreement. Non-Union members are considered part of the bargaining unit and are represented by BSPTS/MFPE when a contract violation occurs.

5. GRIEVANCE PROCEDURE

A. DEFINITION

A grievance is defined as a written and signed complaint by an employee, whose employment is covered by this Agreement, alleging a violation or disagreement with the District as to the interpretation or application of terms and conditions contained in this Agreement. A grievance must be filed with the District Clerk or other representative authorized by the District. The grievance must be filed within ten (10) days of the alleged violation. The grievance must:

- i. Specifically state the provision(s) of this Agreement which are alleged to have been violated.
- ii. State clearly and concisely all facts which are the basis of the grievance; and
- iii. Specify the remedy requested which includes an action of relief beginning at the date of filing.

B. REPRESENTATIVES DURING GRIEVANCE PROCEDURE

- i. The District may designate an individual to serve as representative on behalf of the District at any time during the process of the grievance procedure. The grievant may be represented during any step of the grievance procedure by the BSPTS/ MFPE;
- ii. The Board, the administration, BSPTS/ MFPE, and the grievant agree to cooperate with all other parties to this Agreement in the investigation of any grievance and further agree to furnish any available information that may be requested during the processing of any grievance. Grievance hearings and meetings shall be conducted at times that will provide an opportunity for all parties of interest to be present. A grievant shall be allowed reasonable time off with pay and benefits to process a grievance.

C. INTERPRETATIONS

- i. Exception to Time Limits - The time limits provided for in this Agreement shall be strictly observed unless extended by written agreement of the parties involved. Similarly, steps of the grievance process may be waived only by written mutual agreement of the parties involved.
- ii. Notwithstanding the expiration to this Agreement, any claim or grievance arising thereunder may be processed through this grievance procedure until resolution.
- iii. Days - Reference to days regarding time periods shall refer to regular business days, Monday through Friday. In computing any period of time prescribed or allowed by procedures herein, the date of the act, event, or default from which the designated period of time begins to run shall not be included. The last day of the period so computed shall be counted unless it is a Saturday, Sunday, or a legal holiday, in which event the period runs until the end of the next day which is not a Saturday, Sunday, or a legal holiday.
- iv. A grievance appeal must follow proper procedure steps within the allocated time period. Failure to do so will constitute a waiver of the grievance.

D. PROCEDURE FOR GRIEVANCE

Level 1: Informal

An effort shall first be made to resolve an alleged grievance informally between the grievant and teacher, counselor, or building administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment.

Level 2: Written

If the grievance is not resolved through the informal meeting the grievant may submit the formal grievance in writing to the lead administrator, containing: 1) the nature of the grievance; 2) the remedy requested; 3) the name of the grievant; and 4) the date it is written.

The Level 2 written grievance must be filed with the lead administrator within sixty (60) calendar days of the event or incident, or from the date the grievant could reasonable become aware of such occurrence. If the complaint alleges a violation of Board policy or procedure, the lead administrator shall investigate and attempt to resolve the complaint. If either party is not satisfied with the lead administrator's decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the lead administrator's decision. This request must be submitted to the Board within fifteen (15) days of the lead administrator's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the lead administrator to the Board bears the burden of proving a failure to follow Board policy.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the lead administrator shall turn the complaint over to a Nondiscrimination Coordinator who shall investigate the complaint. The Coordinator will complete the investigation and file the report with the lead administrator within thirty (30) days after the receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the lead administrator agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the lead administrator rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

Level 3: Hearing with the Board

Upon receipt of a written appeal of the decision of the lead administrator, and assuming the individual alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final, unless appealed within the period provided by law.

Level 4: Binding Arbitration

If the grievant is not satisfied with the response at Level 3, he/she may not later than ten (10) days from the receipt of the Board's response at Level 3, submit a written appeal to arbitration by delivering a notice of such to the main office to the lead administrator. The arbitration shall be conducted under the following provisions:

A. Not later than ten (10) days from the receipt of the Board's decision, the grievant shall write to the Board of Personnel Appeals, requesting a panel of seven potential arbitrators, and shall deliver a copy of the letter to the main office, to the attention of the lead administrator.

B. Within ten (10) days from receipt of the list of arbitrators by both parties, the District and the grievant, or their representatives, shall pick the arbitrator by alternately striking names until one remains, who shall be the arbitrator. The grievant shall promptly notify the Board of Personnel Appeals and the parties shall cooperate to arrange a date for the hearing and decision.

C. The arbitrator shall consider the grievance and render a decision within thirty (30) days of the hearing or final submission of briefs, whichever is later. By mutual agreement, a hearing may be avoided and the parties shall brief the issue to the arbitrator at his/her location. A briefing schedule shall be established in such cases by mutual agreement or by the arbitrator if the parties cannot agree. The arbitrator's decision shall be final and binding upon the parties. The arbitrator shall not have the power to add to, subtract from, alter or modify any of the terms of this Agreement.

D. Each party shall share equally the cost of the arbitrator. The parties shall bear their own expenses for their own costs of presenting their case. In the event one of the parties orders a transcript of the arbitration proceedings, the party requesting the transcript shall pay all costs.

E. After a grievance has been submitted to arbitration, the grievant and its representatives waive any right to pursue against the District an action or complaint that seeks the same remedy. If the grievant or its representative(s) files a complaint or other action against the District, arbitration seeking the same remedy may not be filed or pursued.

6. TEACHER SUPERVISION

The Supervision Program in the District is created to assist teachers in improving their professional skills on an ongoing basis, and is not part of the evaluation process. Materials used in the supervision process may be placed in an individual's faculty personnel folder. Each September the faculty shall choose the area(s) in which they wish to focus and shall develop a strategy as to how each will best be accomplished. This information shall be shared with the lead administrator and a schedule of supervision sessions by the lead administrator shall be established.

The lead administrator shall then schedule a feedback conference with the teacher supervised in order to share observations made during the session. The purpose of the feedback conference is to give guidance and direction by providing questions that will allow the teacher to draw appropriate conclusions. The length of time a teacher works on a specific area will be decided upon at the initial discussion with the lead administrator. Every teacher within the District is involved in the supervision program on a continual basis.

7. PLAN OF IMPROVEMENT

There are times when the lead administrator must decide to place a teacher on a plan of improvement. Should deficiencies be observed in the performance of a teacher, the lead administrator shall provide the teacher with written recommendations. The intention of this plan is to improve a teacher's performance in a systematic manner when a problem or concern has not been solved through other avenues. Each plan of improvement will be done on a case-by-case basis. The plan of improvement will include a description of what needs to be improved. A course of action will be developed by the lead administrator with the input of the teacher and include a time frame in which improvements are expected. A follow-up evaluation will be conducted after thirty (30) days of the teacher's receipt of the plan of improvement, or by the end of the current school year, whichever is sooner.

8. TEACHER EVALUATION: The purpose of evaluation is to improve instruction.

A. DEFINITIONS

i. **Informal Observation:** Any non-scheduled visit or observation by the lead administrator to a classroom, instructional or performance activity. This may include a post observation conference between the lead administrator and the

teacher. A post-observation conference shall be scheduled and completed as agreed to by the teacher and the lead administrator, but shall be no later than two weeks after the informal observation.

ii. Post Observation Conference: This conference is to provide feedback, identification of strengths and direction for areas to be developed. The Post Observation Conference is documented by a written summary signed by the teacher and the lead administrator. This report will be put in the teacher's personnel file within fourteen (14) days of the date of observation.

iii. Evaluation: This evaluation will summarize at least two (2) informal observations that may include all aspects of employee performance. The lead administrator should avoid current supervision objectives as identified in Section 6 herein. This written summary shall be discussed with the teacher and signed by the teacher and the lead administrator with a copy to the teacher and a copy to the teacher's personnel file. This evaluation discussion may also serve as the Post Observation Conference for the final observation.

B. NOTIFICATION OF EVALUATION

All teachers shall, at the time of employment or within the first week of the school term, review the District's evaluation processes and procedures as contained in this Agreement and have the opportunity to ask questions.

C. EVALUATION OF NON-TENURED TEACHERS

At least one (1) and no more than three (3) written evaluations shall be made by the lead administrator for all non-tenured teachers each year. These evaluations will include classroom observations as defined above. The first evaluation will be completed by the end of the 1st quarter. The Post Observation Conference summary will be completed by the November Board meeting of the District. The subsequent evaluations will be completed by at a time mutually agreed upon between the non-tenured certified staff member and administrator.

D. EVALUATION OF TENURED TEACHERS

At least one (1) written evaluation shall be made by the lead administrator for all tenured teachers each year. The observations included in this evaluation may be conducted any time during the year. All evaluations will be completed by the April Board Meeting of the District.

E. EVALUATION CONTENT

If a teacher believes that the evaluation or a Post Observation Conference summary is incomplete or inaccurate, the teacher may submit any objections in writing. An objection shall be attached to the copy of the evaluation submitted to the teacher's personnel file, provided such written objections are submitted to the lead administrator within twenty (20) working days of the receipt of the evaluation by the teacher. It is the lead administrator's right and responsibility to assess performance and therefore, the content of evaluations performed in accordance with the provisions of this Agreement are not grievable.

9. COMPLAINTS/CONCERNS

Any complaint or concern regarding a teacher reported to the lead administrator must be presented in writing by the lead administrator to the teacher the subject of the complaint or concern, within three (3) working days of receipt of the complaint or concern. Complaints and concerns must be signed by both the author and by the teacher the subject of the complaint or concern. Signature by a subject teacher represents receipt of concern, not agreement with the document. Any complaint or concern not presented to the subject teacher within three (3) working days of receipt shall be considered void. The subject teacher shall be afforded the opportunity to respond in writing and schedule a meeting with the lead administrator within five (5) working days of receipt of the complaint or concern.

Nothing in this Agreement shall preclude the District from first reporting an incident or complaint to appropriate local, county, and/or state officials and following the instructions of those agencies.

10. DISCIPLINE, DISMISSAL AND TERMINATION

Any tenured teacher who fails to fulfill their job responsibilities or follow the reasonable directions of their supervisor(s) or who conduct themselves on or off the job in ways that affect their effectiveness on the job, disrupts the operation of the District, or conducts themselves in other such ways that the law determines to be good cause shall be subject to discipline, dismissal and termination.

- A. Discipline: The District will use progressive discipline which normally includes a verbal warning, a written warning and a suspension. However, levels of discipline may be bypassed depending upon the frequency and/or seriousness of the offense. A teacher will not be disciplined without just cause. Discipline shall be reasonably appropriate to the circumstance and shall include, but is not limited to, the lead administrator's right to reprimand and to suspend with or without pay, or impose other appropriate disciplinary sanctions.
- B. Dismissal (firing during the term of a contract): A teacher will not be dismissed without just cause.
- C. Termination (non-renewed): A tenured teacher will not be terminated without just cause. The termination of a non-tenured teacher shall be governed solely by the provisions of 20-4-206, MCA. In accordance with Montana Law, only the District Board may terminate or non-renew an employee. Notice of termination for both tenure and non-tenure teachers shall be in accordance with applicable sections of Montana Code Annotated.

11. PERSONNEL FILES

No material will be placed in a teacher's personnel file unless it is signed by the author, and unless the teacher has had an opportunity to read the material and respond to it in writing.

Access to the personnel file shall be limited to the District, the lead administrator, the teacher to whom the file refers, and representatives of any of the above parties, if any. Any teacher shall have the right upon request to review the contents of his/her personnel file and to receive at the teacher's expense a copy of any documents contained therein. The District and

administration shall keep no secret, duplicate, alternate, or other personnel file, with the exception of processed grievances. This limitation shall not be construed to apply to any investigative working file or other material covered under the attorney/client privilege or the attorney work product rule.

12. PREPARATION TIME

Each teacher is entitled to an average of one (1) prep period a day or a minimum of 200 minutes/week preparation time, preparation time will be scheduled in blocks of no less than 30 uninterrupted minutes. Teachers shall be allowed 10 minutes of travel time between buildings. Specialists and part-time teachers are entitled to proportional preparation time. The parties recognize that due to scheduling conflicts, it is not 100% certain to provide perfect equity in a particular year. Preparation time is non-cumulative, must be used for instructional planning, and must be taken at school. Leave requests for use of preparation time elsewhere must be approved in advance by the lead administrator. Teachers shall not be assigned other duties during this preparation period, but it may be used on occasion for meetings, conferences, or covering other classes. Lunch time will not be considered prep time.

12.1 Teacher Building Duty

Teacher duties can include bus duty, recess duty, lunch duty and detention. Teachers will rotate through a duty schedule that minimizes the impact on any one teacher. Duty schedule will be co-created prior to the start of each semester with a building administrator and a building teacher representative. Building administrators will have final say on the duty schedule. Building administrators will communicate on scheduling of staff who travel between buildings to ensure an equitable distribution of duties.

13. PROFESSIONAL COMPENSATION AND BENEFITS

13.1 Salary Schedule Contingency:

A. Should legislation anyway change the general fund revenue formulas, district budgeting authority, or District revenue, either party may, within thirty days after legislation changes are finalized, give notice of their desire to re-negotiate items related directly to compensation. Upon such notice, salary, steps and lanes for the next fiscal year will be frozen at the current year's salary schedule until the District and BS PTS reach agreement.

B. If funds are significantly reduced from any other source from the date of ratification to the expiration of this Agreement, either party may give notice to the other party within sixty (60) calendar days declaring the intent to renegotiate items related directly to compensation (inclusive of but not restricted to salaries, insurance and other benefits). Opening of the Agreement under such a circumstance does not obligate either party to agree to reduce salaries or other benefits or compensation. Changes, if any, negotiated and mutually agreed upon under this provision, will become an addendum to and supersede only relevant provisions of the current Agreement.

13.2 SALARY SCHEDULE

Using the attached Certified Teacher Salary Matrix (Appendix A) certified staff will be compensated according to the step and lane on their individual contracts. The Salary Schedule(s) will remain in effect. The attached Certified Salary Matrix (Appendix A) identifies the FY26 Tenured and Non-tenured payroll amounts. It is noted that the previous Agreement (FY23-FY25) provided for biannual cost of living adjustment (COLA) payments separate from monthly salary payments on a sliding scale as outlined in the table in the FY23-FY25 CBA. These COLA amounts have now been included as part of the annual salaries within Appendix A and will be paid monthly per Section 13.5 PAY PERIODS.

- A. After the initial Montana teaching license is awarded, while employed with the district, it is the teacher's responsibility to keep it in good standing with OPI.
- B. An incoming teacher may be placed on the salary schedule at a rate of one (1) step for each year of previous teaching experience (in a recognized accredited school). The District will grant a 100% of the first ten years of outside teaching experience and 50% of each additional year after 10 years to newly hired teachers. (ie: a teacher with 20 years of experience would start on step 15).
- C. Teachers who are awarded a college degree prior to obtaining a teaching certificate will be placed on the salary schedule to reflect their highest degree obtained.
- D. Additional courses earned beyond the highest degree towards an additional Montana endorsement or degree relevant to district teaching assignment will be considered for placement on the salary matrix.

13.3. SALARY ADJUSTMENTS

Salary adjustments will be made for those who earn enough qualifying graduate credits to change lanes on the salary schedule. Lanes are acquired by earning 10, 20, 30 graduate credits while employed by the District. In the event the State of Montana honors Office of Public Instruction (OPI) credits during the term of this Agreement, OPI credits shall be considered qualifying credits for lane changes based upon the following conversion: fifteen (15) OPI credits shall be equal to one (1) graduate credit, up to and including the maximum of three (3) graduate credits per teacher in the District. In addition, each hour of International Baccalaureate professional development is equal to one OPI renewal credit. All OPI credits obtained by teachers of the District prior to the execution of this Agreement shall be honored in compliance with whatever agreement was in place between the teacher and District at that time, and shall not be subject to this conversion requirement. All graduate credits must meet state and/or OPI standards and must be approved by the lead administrator. Graduate credits must be in the teacher's area of certification or current area of employment with the District or must apply towards an advanced degree in education that is applicable to the District, unless approved in advance by the lead administrator. 4B Educator's License in the State of Montana, requires 60 OPI Renewal Units as its sole benchmark for renewal of a license, Big Sky School District will allow staff who hold such a license to achieve a lane change with 150 OPI approved renewal units. It is the goal of the board that these units are earned in the teacher's area of certification or current area of employment with the District or they must apply toward

an advanced degree in education that is applicable to the District, unless approved by the Superintendent. The District does encourage teachers to develop a second major teaching area within the District curriculum, especially if the District feels that there is a specific need that must be filled. No credit will be acknowledged or accepted for graduate courses taken during school hours. Graduate credits taken while school is not in session, shall be available for credit, at the discretion of the lead administrator. Approval will not be given for two courses of the same title and/or number unless it is clearly shown that a significant difference of direct benefit to the District is implicit in the repetition. Any credits received out-of-state must meet OPI and administration approval. Written notice of a lane change must be filed by the subject teacher with the District Clerk by March 1st to receive compensation for the ensuing year. Teachers shall be eligible for a more than one lane change based upon certified credits earned and on file in the District office.

Only graduate credits earned after the bachelor's degree and after the teacher's original Montana certification was issued, shall be considered for purposes of advancement on the salary schedule.

Summer session attendance requires proof of credits and grades in the personnel file by September 15th in order to receive compensation for the current school year.

13.4. LONGEVITY

Teachers who are at the highest attainable salary in their respective columns are eligible for percentage-based matrix increases only. **This is suspended for FY26.** Step movement will continue when lane change occurs. When movement from one lane to the next occurs, step movement will continue in one (1) year increments.

13.5. PAY PERIODS

The basic teacher work year consists of 187 duty days for returning teachers and 189 for new teachers (of which 176.50 are pupil-instruction and 10.5 (returning teachers) and 12.5 (new teachers) are pupil-instruction-related days (PIR) unless changed by school calendar adoption). A calendar committee will include an administrator and a certified staff member who can solicit input from other teachers and staff members. A school day typically begins at 8:00 a.m. and ends at 4:00 p.m. However, in some cases hours may vary. Teachers shall receive their contract salary in twelve (12) installments. Teachers will receive payroll checks on the fifth day of each month or the Friday before if the fifth day of the month falls during a weekend. Salary will be paid, less deductions required by federal and state laws, and less any other deductions authorized by the employee and approved by the Board.

13.6. DISTANCE LEARNING

The Superintendent will determine staffing for distance learning courses, in compliance with the Montana Standards of Accreditation. When a teacher is assigned the facilitation function for a distance learning course, neither the teacher's FTE nor salary will be reduced.

13.7. EXTRA-DUTY

Teachers who are assigned an extra-duty activity that pays a stipend will be issued a contract for such activity separately and apart from the teacher's regular teaching contract. Such

separate contracts will be approved by the Lead Administrator and the Board in each instance.

13.8 NATIONAL CERTIFICATION

The Annual stipend of \$1000 will be paid by the district to teacher who provides documentation to the District of receipt of one of the following:

- i. National certification from NBPTS (National Board of Professional Teaching Standards)
- ii. Nationally Certified School Counselors

Eligibility

- Teachers must be full-time classroom teachers, librarians, or other full-time employees
- Teachers must be certified to teach in Montana
- Teachers must remain certified and teaching in the district

This stipend is paid for each year the teacher remains certified and teaches in the district. The district will complete the required paperwork for OPI for the teacher to receive the state compensation as available through the state funding for their National Board Certification.

13.9 HEALTH INSURANCE BENEFITS

A. PARTICIPATION AND DISTRICT CONTRIBUTION: Eligible teachers may or may not participate in the District insurance program.

For eligible teachers who elect to participate in the health insurance program and were hired after 2019, the District shall contribute \$7320.00 annually for a full-time teacher (to be distributed in equal monthly installments of \$610) toward the health insurance premium for each teacher, regardless of the coverage selected. New employees hired for the 2019-2020 school and thereafter may enroll in the approved insurance offered by the district, however, if they don't participate in the health insurance program, they will not receive the health insurance benefit contribution.

For eligible teachers who elect not to participate in the health insurance program and were hired before 2019, the District shall contribute \$6600.00 annually for a full time teacher (to be distributed in equal monthly installments of \$550.00 toward a tax sheltered annuity, or HSA (if eligible) if the eligible teacher elects not to participate in the District health insurance plan. Teachers who elect not to participate in the insurance plan will not be entitled to an equivalent cash benefit.

Employees hired prior to the 2019-2020 school year who change their plan election would have the option of contributing to an HSA, not to exceed \$610 / month.

Employees who elect to participate in the health insurance program and whose monthly premiums exceed \$610 / month will receive \$900 annually (to be distributed in equal monthly installments of \$900). Any portion of the insurance premium not covered by the above contribution amount shall be borne by the teacher and paid by payroll deductions.

B. INDEMNIFICATION: The District's sole responsibility hereunder shall be to deduct and transmit the proper funds, and the teacher and BS PTS shall indemnify, hold harmless and defend the District and its employees from any suit involving alleged misuse of funds. No claim shall be made against the District because of a denial of insurance benefits, claims, or coverage.

C. PART-TIME TEACHERS: Part-time certified staff shall receive insurance benefits on a prorated basis when compared to the full time equivalent. A teacher whose contract is for less than .5 FTE will not participate in the District's insurance benefit program. The equivalent of the District contribution for less than 0.5 FTE teachers, pro-rated according to FTE, will be placed in a tax-sheltered annuity or flex plan.

D. EXCESS CONTRIBUTIONS: Any excess between the District contribution and the cost of the individual or family premium shall be deposited into tax sheltered annuity, a flex plan or HSA (if eligible).

E. TERMINATION OF BENEFITS: Upon termination of employment during the school year, all District participation and contributions shall cease effective on the last workday. Upon termination of employment at the end of the school year, the District participation will end June 30th of the same year.

13.9 DISCRETIONARY LEAVE

Ten (10) days annually, at full salary, shall be provided to each full-time teacher for discretionary leave. Part-time teachers shall be entitled to pro-rata discretionary leave based on the number of days and portion of days worked.

With the approval of the Superintendent, employees have the option of converting 1.5 sick days to 1 discretionary day, not to exceed 3 converted days per year. The request must be made not less than five (5) days prior to the requested absence. Maximum discretionary leave shall not exceed 13 days per school year.

Any unused discretionary leave shall be allowed to accrue to the teachers' sick leave balance at the end of each school year. Sick leave is cumulative to a maximum of one hundred (100) days.

At the end of each school year, they may elect to receive a minimum cash payment equal to \$80.00 rather than allowing the days to accumulate as sick leave. Part-time employees who elect the same leave cash-out will receive a pro-rated portion of the minimum cash payment equal to the which will be based on their FTE. Teachers who have accumulated over 100 days of sick leave shall be paid at the rate of \$80.00 per day for each accumulated day over 100 days that is not used. Payment is to be made in June of each year. By mutual consent of the school and the teacher, accumulated sick leave over thirty days may be paid for by the school in the manner described above and removed from the accumulated sick leave due the teacher. Payment is to be made in June of each year.

Upon termination of employment from the district, a teacher shall receive a lump sum payment for all days of accumulated and unused sick leave at the rate equal to the Guest Teacher rate of pay per day

Each employee may contribute up to two (2) discretionary days per school year to a common bank to be administered by the Association. Employees who have exhausted their accumulated sick leave, as well as discretionary days, may make reasonable withdrawals, as

determined by the Association, from the common bank, provided that there are sufficient days available in the bank. The Association will be made up of elected union representatives from each school. Requests for banked sick leave would need to follow procedure and be approved by administration before applying. Donations of discretionary days to the bank must be made prior to February 1 of the current school year. The association may solicit calls for donations as many times as deemed necessary. No one employee is eligible to receive more than 10 days in one school year.

Seniority shall accumulate while a teacher is utilizing accumulated sick leave credits. Further, seniority shall continue to accumulate for a teacher who has exhausted accumulated sick leave provided the teacher is absent for personal sickness or injury and returns to the position as soon as the teacher is able to work.

Discretionary leave shall have the following additional stipulations:

1. Discretionary leave shall be granted in no less than one-half (1/2) day increments.
2. The review and granting process shall reside with the teacher's principal or immediate supervisor and the Superintendent and shall provide for uniform treatment of the professional staff.
3. A teacher seeking discretionary leave to extend a vacation must submit a request no less than five (5) days prior to the leave day. For other discretionary leave, at least two (2) working days written notice shall be required except in the case of an emergency.
4. The teacher's principal or immediate supervisor shall have the right to deny discretionary leave immediately preceding or immediately following school vacation when in the opinion of the principal or immediate supervisor a qualified substitute is not available and/or the teacher's contracted responsibilities or activities cannot be properly carried out by substitute personnel. Denial of such leave may be appealed to the Superintendent or the Superintendent's designee.
5. The number of teachers on personal leave at any one time may be limited by the availability of substitutes. All requests for discretionary leave must be directed to the teacher's supervisory principal and is limited to three teachers per day on a first come, first served basis. The teacher is obligated to notify the principal at the earliest possible time.
6. Extenuating circumstances which are unanticipated and unpreventable may be afforded consideration by the Superintendent.
7. The building principal has the discretion to allow other teachers within the same school to cover a class for a short period of time (no more than two class periods) for another teacher within the same school on an occasional basis. Teachers covering the class must do so on a voluntary basis. The teacher being relieved will not be required to expend discretionary leave in this instance. Implementation of this provision is at the discretion of the building principal whose decision will be based on the best interests of the school and the students affected. A teacher shall accumulate seniority during a period of discretionary leave.

13.10 LONG-TERM ILLNESS/TEMPORARY DISABILITY/MATERNITY LEAVE

A leave of absence of up to a total of twelve (12) weeks during a school year may be granted to an eligible certified teacher for the following reasons: 1) the birth of a child to that teacher or to his/her spouse; 2) the placement of a child for adoption or foster care to that teacher; 3) because of a serious health condition that makes the teacher unable to perform the functions of the job; or 4) to care for the teacher's spouse, child, or parent with a serious health condition. The lead administrator may approve additional leave of absence time for extenuating circumstances, on a case-by-case basis, and without setting precedent.

Leave without pay arising out of any long-term illness or temporary disability, including pregnancy, miscarriage, childbirth and recovery there from, shall commence only after all sick/personal days have been exhausted. A certified teacher taking medical leave may have his/her job position remain available to him/her for the term of twelve (12) weeks from the date of leave, although payment to the teacher during the twelve (12) week time period is limited to accumulated sick days due to the teacher at the date of leave. Part-time certified salaried staff taking medical leave will receive salary and benefits equal to their FTE. A teacher who wishes to take more than twelve (12) weeks maternity/paternity leave can apply for extended leave as outlined in 13.13 Extended Leave of Absence section of this Agreement. At the discretion of the lead administrator, medical certification may be required to document and determine eligibility for any medical leave of absence.

13.11 PROFESSIONAL LEAVE

The District will grant a minimum of three (3) professional leave days or more at the discretion of the Lead Administrator per school year to each full-time certified teacher, for the purpose of attending meetings or conferences that will increase the teacher's knowledge or skills for his/her particular job with the District. Part-time certified salaried staff will receive professional leave days equal to their FTE. The leave must be with the lead administrator's approval and should be arranged for at a minimum of 48 hours in advance. If unused, these days will not be paid at the end of the school year. Professional Leave days may be used to pursue OPI or Graduate credit work and may contribute to eligibility for advancement on the salary schedule subject to and according to Section 13.3 herein.

13.12 BEREAVEMENT LEAVE

The lead administrator will grant up to and including five (5) days of Bereavement leave, that will not be deducted from their sick/personal days, for family of full-time certified staff per school year. Part-time certified salaried staff will receive salary and benefits equal to their FTE. Additional time, if requested by the teacher, shall be deducted from discretionary days. Bereavement leave is non-cumulative.

13.13 EXTENDED LEAVE OF ABSENCE

Upon written application to the District, a full-time certified tenured teacher who has worked continuously for the District for five (5) or more years, and has been offered a position for the ensuing year, is eligible to apply for an extended leave of absence without pay for one (1) year at the sole discretion of the District. Applications for an extended leave of absence must be

submitted no later than March 31st of the current school year. Teachers so approved shall be entitled to return to a position as similar as possible to the one they left as determined by the District. Seniority, tenure status, and all leave benefits shall resume as when the leave began. Teachers shall notify the District by March 1st of the extended leave of absence year, of their intent to return the following school year. Following an extended leave, a teacher must work for another five (5) continuous years for the District before being eligible for another extended leave of absence.

An extended leave of absence shall be defined as leave without pay or insurance benefits, except that a teacher on approved extended leave of absence without pay may elect to continue group benefits, provided the teacher absorbs all costs.

13.14 WORKER'S COMPENSATION BENEFITS

All District employees are eligible for worker's compensation coverage in accordance with state law and District policy.

13.15 CLASS COVERAGE

The District compensate bargaining unit members a fifty dollar (\$50) stipend for each and every class the bargaining unit member is assigned to cover if a shortage of teacher, substitute teacher, or paraprofessional arises. This stipend will only be paid if the coverage results in a loss of the bargaining unit member's scheduled preparatory period that day; this stipend is only available one period per day.

14. SENIORITY AND REDUCTION IN FORCE

The District has the exclusive authority to determine the appropriate number of employees. A reduction of certified employees may occur as a result of, but not limited to, changes in the education program, staff realignment, changes in the size or nature of the student population, financial situation considerations, or other reasons deemed relevant by the District. If the District chooses to reduce the number of tenured teachers, a reduction will be accomplished by seniority as outlined below:

Seniority will be defined as the number of years in service to the District and will be prorated in the case of part-time teachers according to their FTE. Seniority will be computed from a teacher's most recent date of hire. Seniority will continue to occur during all paid leaves of absence. Seniority will not be lost during an unpaid leave of absence or placement by the District in a position outside of BS PTS, but such time will not be counted in computing seniority. Non-tenure teachers shall not accrue seniority until achieving tenure, and upon acquiring tenure, the seniority date shall relate back to his/her first day of continuous employment. When seniority is equal between or among tenured teachers, ranking of those teachers shall be determined by preparation level as indicated by current placement on the salary schedule. When seniority and preparation level are equal between or among teachers, ranking of those teachers shall be determined by the drawing of lots.

Necessary staff reductions will be accomplished in accordance with the following sequence:

- A. Normal attrition from retirements and resignations.

B. If further reductions are required, non-tenure teachers will be non-renewed according to the needs of the District.

C. If reductions are required beyond attrition and non-renewal of non-tenured teachers, tenure teachers shall be laid off in accordance with the procedures set below:

1. Determination of those to be retained shall be based upon certification, qualifications (level of education and teaching experience), and a demonstrated ability to perform the work. These factors being substantially equal, seniority shall govern, and in the event seniority is substantially equal, the lead administrator shall make the recommendation based upon other contributing factors. The Board or its agent shall give notice of layoff to the least senior teacher performing in that position. A teacher holding a position that requires a special endorsement specific to the needs of the District shall be given special consideration from the above procedure, in such case, the next least senior teacher will be laid off. Senior teachers may accept voluntary layoff during a period when the District is placing tenured teachers on layoff. Teachers accepting voluntary layoff will continue to accrue seniority. Teachers wishing to be recalled from voluntary layoff for the next school year shall give the District written notice of this intention by the preceding February 1st. Re-employment rights shall automatically cease twelve (12) months from the date of layoff and no further rights to reinstatement shall exist.

D. When a tenured teacher is laid off, the District may give that teacher a leave of absence for one (1) year. This extended leave of absence gives the tenured teacher the opportunity to continue on the District's health insurance policy at the tenured teacher's expense. If reinstated to a teaching position within two (2) years, the tenured teacher shall not lose credit of any kind for previous years of service and future seniority shall be calculated from the date of initial employment by the District, but shall not include seniority for years not employed by the District by reason of lay-off.

E. When there is an increase in teaching positions due to reinstatement of the discontinued position, marked increase in the student population, or through natural attrition of the certified staff within two (2) years of the effect of such lay-off, the laid-off person(s), meeting the stated requirements, shall be granted an interview for such position at the laid off person's written request and given equal consideration for the available position as applicants received from external advertising. The selection of the teacher shall be at the discretion of the District.

F. The District may exercise its authority to determine the number of employees, the establishment and priority of programs, or the right to reduce staff. Therefore, such actions shall not be subject to the grievance procedure provided in this Agreement. A tenured teacher may grieve concerning the establishment of his/her seniority date, or the order of lay-off as provided in this Agreement. It is further understood and agreed by the parties that the termination of teachers is governed by Montana Statutes and nothing herein shall be construed to modify or limit, the School District's statutory rights or the teachers' statutory rights as provided by Montana Law.

15. VACANCIES

When filling a teaching position vacancy, internal applicants will be given equal consideration with applications received as a result of external advertising, except that all internal applicants meeting the stated requirements of the position will receive an interview. The final selection shall be the best overall qualified candidate, at the discretion of the lead administrator and the Board.

16. RESIGNATIONS

Certified personnel will generally be expected to fulfill the terms of their contract unless, (1) there are clearly compelling, mitigating circumstances which prevent the certified individual from doing so; and (2) until such time as the Board releases the certified individual from the terms of the contract upon the recommendation of the lead administrator. All resignations should be in writing. Requests for resignation shall be transmitted to the Board as part of the regular personnel report. Severance negotiation: a teacher who notifies the district of their intention to resign shall receive the percentages of their personal leave credit and sick leave credit. Teachers notifying the district:

- before March 1st- 105% of the leave credit,
- after March 1st- 100% of the leave credit,
- after April 1st- 95% of the leave credit,
- after the last day of school- 50% of the leave credit.

If a retiring or resigning employee misses the March 31 deadline for 100% of the leave benefit due to unforeseen circumstances, the employee shall receive the full benefit. Determination of an unforeseen circumstance shall be left to the professional discretion of the superintendent. Such discretion shall not be abused.

17. RETIREMENT

All certified employees of the District shall participate in the retirement program under the Federal Social Security Act and either the Teachers' Retirement System or the Public Employees' Retirement System according to state retirement regulations.

Certified employees who intend to retire at the end of the current school year should notify the lead administrator in writing prior to March 1st of that year.

Severance negotiation: a teacher who notifies the district of their intention to retire shall receive the percentages of their personal leave credit and sick leave credit. Teachers notifying the district:

- before March 1st- 105% of the leave credit,
- after March 1st- 100% of the leave credit,
- after April 1st- 95% of the leave credit,
- after the last day of school- 50% of the leave credit.

If a retiring or resigning employee misses the March 31 deadline for 100% of the leave benefit due to unforeseen circumstances, the employee shall receive the full benefit. Determination of an unforeseen circumstance shall be left to the professional discretion of the superintendent. Such discretion shall not be abused.

18. PAYMENT OF WAGES UPON TERMINATION

If a District employee quits, is laid off, or is discharged, wages shall be paid on the next regular pay day for the pay period in which the employee was separated, or fifteen (15) days, whichever occurs first. In the case of an employee discharged for allegations of theft connected to the employee's work, the District may withhold the value of the theft, provided: (1) the employee agrees in writing to the withholding; or (2) charges have been filed with law enforcement within seven (7) days of separation. If no charges are filed within fifteen (15) days of the filing of the report with law enforcement, the wages are due within a fifteen (15) day period.

19. EFFECT OF AGREEMENT

19.1 Compliance of Individual Contract: Any individual contract between the Board and a teacher, heretofore or hereafter executed, shall be subject to and consistent with the terms and conditions of this Agreement. If an individual contract contains any language inconsistent with this Agreement, this Agreement shall be controlling.

19.2 Savings Clause: If any provision of this Agreement or any application thereof to any teacher is finally held to be contrary to law, then such provision or application shall be deemed invalid, to the extent required by such decision, but all other provisions or applications shall continue in full force and effect. If such provisions exist which are so held, at the request of either party, negotiations shall immediately commence in order to alter said section(s) providing the benefit(s) according to the intent of the parties.

19.3 Nondiscrimination Clause:

- A. The provisions of this Agreement shall be applied without regard to race, creed, religion, color, national origin, age, sex, marital status, residence, or family relationship to another teacher or employee.
- B. In compliance with the U.S. Department of Civil Rights, the following stipulation serves as notice to the employees of the District who are teachers:
Big Sky School District No. 72 is an equal opportunity institution. It is the policy of the District not to discriminate in its educational programs and activities, or in employment on the basis of race, color, national origin, age, sex, handicapping status, veteran status or religion.
- C. Inquiries regarding any of these matters may be referred to the District's Title IX/Section 504 Coordinator. Employees will be notified at least annually by announcement posted in all schools and in teacher lounges as to the person and address/telephone who has been designated Coordinator. Inquiries may also be addressed to the U.S. Department of Civil Rights, 1961 Stout Street, Denver, CO 80294.

19.4 Liquidated Damages Clause

New hires will be sent a copy of the CBA along with the offer of employment (contract) and have the option to meet with the association representative to discuss the terms.

A teacher not facing discipline or discharge may be released from his/her teaching contract provided the teacher makes payment, in full, for liquidated damages to the School District prior to release. Any teacher breaching his/her individual teaching contract after June 1, prior to the start of the contracted year will pay a Fifteen-Hundred Dollar (\$1500) liquidated damages penalty. Breach of contract after July 1 will incur a Three-Thousand Dollar (\$3000) penalty.

The district recognizes that there are extenuating circumstances that will be good cause for a teacher to leave, and the Board will consider these without penalty to the teacher. Examples of good cause include but are not limited to: illness, death in the family, change in family status, and transfer of spouse. If a teacher is retiring under TRS, this clause does not apply.

The parties agree the School District incurs costs that are impractical or are extremely difficult to fix when a teacher breaches a contract. Liquidated damages are to cover the impractical or extremely difficult to fix costs.

20. COMPLETE AGREEMENT

This Agreement constitutes the complete Agreement between the parties. Any amendment supplemental hereto shall not be binding upon the parties unless executed in writing. The parties acknowledge that each has had the unlimited right and opportunity to make proposals upon all subjects during the negotiation process. Therefore, the parties agree that for the life of this Agreement, each waives the obligation of the other party to negotiate during the term of this Agreement. This waiver does not apply to negotiations concerning a successor Agreement.

IN WITNESS WHEREOF, the Chair of the Board of Trustees and Clerk of the District by authority vested in them pursuant to resolution passed by a majority of the Board of Directors of the District, have subscribed their names on the day and year first above written.

MATT JENNINGS, CHAIR
BOARD OF TRUSTEES
BIG SKY SCHOOL DISTRICT NO.72
GALLATIN COUNTY, BIG SKY, MONTANA

Date

CORKY MILLER, DISTRICT CLERK
BIG SKY SCHOOL DISTRICT NO. 72

Date

KATE EISELE
BIG SKY PROFESSIONAL TEACHING STAFF
REPRESENTATIVE

Date

APPENDIX A: Salary Schedule

Percentage:	1.5%									
Flat Rate:	\$ 1,100.00	FY27 NON-TENURED PAYROLL MATRIX								
Step	BA	BA/10 Credits	BA/20 Credits	BA/30 Credits	MA	MA/10 Credits	MA/20 Credits	MA/30 Credits		
	FY27	FY27	FY27	FY27	FY27	FY27	FY27	FY27	FY27	FY27
0	\$ 43,808.19	\$ 44,992.00	\$ 46,175.80	\$ 47,359.61	\$ 48,543.41	\$ 48,902.14	\$ 50,064.42	\$ 51,226.71		
1	\$ 45,149.84	\$ 46,452.02	\$ 47,754.21	\$ 48,243.51	\$ 49,522.03	\$ 50,800.54	\$ 52,079.05	\$ 53,357.56		
2	\$ 46,491.48	\$ 47,912.05	\$ 48,514.71	\$ 49,909.45	\$ 51,304.19	\$ 52,698.93	\$ 54,093.67	\$ 55,488.41		
3	\$ 47,833.13	\$ 48,553.46	\$ 50,064.42	\$ 51,575.39	\$ 53,086.36	\$ 54,597.32	\$ 56,108.29	\$ 57,619.26		
4	\$ 48,359.74	\$ 49,986.94	\$ 51,614.13	\$ 53,241.33	\$ 54,868.52	\$ 56,495.72	\$ 58,122.91	\$ 58,724.14		
5	\$ 49,677.00	\$ 51,420.42	\$ 53,163.84	\$ 54,907.26	\$ 56,650.69	\$ 58,394.11	\$ 59,104.39	\$ 60,815.53		
6	\$ 50,994.25	\$ 52,853.90	\$ 54,713.55	\$ 56,573.20	\$ 58,432.85	\$ 59,256.50	\$ 61,081.71	\$ 62,906.92		
7	\$ 52,311.50	\$ 54,287.38	\$ 56,263.26	\$ 58,239.14	\$ 59,180.44	\$ 61,119.73	\$ 63,059.02	\$ 64,998.31		
8	\$ 53,628.75	\$ 55,720.86	\$ 57,812.97	\$ 58,876.24	\$ 60,929.61	\$ 62,982.97	\$ 65,036.34	\$ 67,089.70		
9	\$ 54,946.01	\$ 57,154.34	\$ 58,343.89	\$ 60,511.33	\$ 62,678.77	\$ 64,846.21	\$ 67,013.65	\$ 67,957.83		
10	\$ 56,263.26	\$ 58,587.82	\$ 59,864.90	\$ 62,146.42	\$ 64,427.93	\$ 66,709.45	\$ 67,771.29	\$ 70,009.76		
11		\$ 58,990.32	\$ 61,385.91	\$ 63,781.50	\$ 66,177.09	\$ 68,572.69	\$ 69,711.29	\$ 72,061.69		
12		\$ 60,397.25	\$ 62,906.92	\$ 65,416.59	\$ 67,926.26	\$ 69,188.98	\$ 71,651.30	\$ 74,113.62		
13				\$ 67,051.68	\$ 68,442.83	\$ 71,017.07	\$ 73,591.31	\$ 76,165.55		
14				\$ 68,686.76	\$ 70,158.99	\$ 72,845.15	\$ 75,531.31	\$ 78,217.48		
15				\$ 69,077.06	\$ 71,875.15	\$ 74,673.23	\$ 77,471.32	\$ 78,809.38		
16					\$ 73,225.69	\$ 76,079.74	\$ 77,499.44	\$ 80,298.61		
17					\$ 74,603.24	\$ 77,514.37	\$ 78,962.47	\$ 81,817.62		
18					\$ 76,008.35	\$ 77,542.51	\$ 80,454.76	\$ 83,367.01		
19					\$ 77,441.55	\$ 79,006.40	\$ 81,976.90	\$ 84,947.39		
20					\$ 77,469.67	\$ 80,499.57	\$ 83,529.47	\$ 86,559.38		
21					\$ 78,932.10	\$ 82,022.60	\$ 85,113.10	\$ 88,203.61		
22					\$ 80,423.78	\$ 83,576.09	\$ 86,728.41	\$ 89,880.72		

Raise:	1.5%								
Flat Rate:	\$ 1,100.00	FY27 TENURED PAYROLL MATRIX							
Step	BA	BA/10 Credits	BA/20 Credits	BA/30 Credits	MA	MA/10 Credits	MA/20 Credits	MA/30 Credits	
	FY27	FY27	FY27	FY27	FY27	FY27	FY27	FY27	
0	\$ 43,808.19	\$ 44,992.00	\$ 46,175.80	\$ 47,359.61	\$ 48,543.41	\$ 48,902.14	\$ 50,064.42	\$ 51,226.71	
1	\$ 45,149.84	\$ 46,452.02	\$ 47,754.21	\$ 48,243.51	\$ 49,522.03	\$ 50,800.54	\$ 52,079.05	\$ 53,357.56	
2	\$ 46,491.48	\$ 47,912.05	\$ 48,514.71	\$ 49,909.45	\$ 51,304.19	\$ 52,698.93	\$ 54,093.67	\$ 55,488.41	
3	\$ 48,702.83	\$ 49,437.57	\$ 50,978.75	\$ 52,519.94	\$ 54,061.12	\$ 55,602.31	\$ 57,143.50	\$ 58,684.68	
4	\$ 49,213.63	\$ 50,871.05	\$ 52,528.46	\$ 54,185.88	\$ 55,843.29	\$ 57,500.70	\$ 59,158.12	\$ 59,769.84	
5	\$ 50,530.89	\$ 52,304.53	\$ 54,078.17	\$ 55,851.81	\$ 57,625.45	\$ 59,399.10	\$ 60,120.43	\$ 61,861.23	
6	\$ 51,848.14	\$ 53,738.01	\$ 55,627.88	\$ 57,517.75	\$ 59,407.62	\$ 60,242.87	\$ 62,097.74	\$ 63,952.62	
7	\$ 53,165.39	\$ 55,171.49	\$ 57,177.59	\$ 59,183.69	\$ 60,137.16	\$ 62,106.11	\$ 64,075.06	\$ 66,044.01	
8	\$ 54,482.64	\$ 56,604.97	\$ 58,727.30	\$ 59,803.30	\$ 61,886.32	\$ 63,969.35	\$ 66,052.37	\$ 68,135.40	
9	\$ 55,799.90	\$ 58,038.45	\$ 59,241.29	\$ 61,438.39	\$ 63,635.49	\$ 65,832.59	\$ 68,029.69	\$ 68,983.79	
10	\$ 57,117.15	\$ 58,451.12	\$ 60,762.30	\$ 63,073.47	\$ 65,384.65	\$ 67,695.82	\$ 68,768.15	\$ 71,035.72	
11		\$ 59,858.05	\$ 62,283.31	\$ 64,708.56	\$ 67,133.81	\$ 69,559.06	\$ 70,708.16	\$ 73,087.65	
12		\$ 61,264.99	\$ 63,804.32	\$ 66,343.65	\$ 68,882.97	\$ 70,156.75	\$ 72,648.16	\$ 75,139.58	
13				\$ 67,978.73	\$ 69,381.49	\$ 71,984.83	\$ 74,588.17	\$ 77,191.51	
14				\$ 69,613.82	\$ 71,097.65	\$ 73,812.91	\$ 76,528.18	\$ 79,243.44	
15				\$ 69,986.62	\$ 72,813.81	\$ 75,641.00	\$ 78,468.18	\$ 79,815.61	
16					\$ 74,183.13	\$ 77,066.86	\$ 78,496.69	\$ 81,324.96	
17					\$ 75,579.83	\$ 78,521.23	\$ 79,979.67	\$ 82,864.50	
18					\$ 77,004.47	\$ 78,549.76	\$ 81,492.30	\$ 84,434.83	
19					\$ 78,457.60	\$ 80,033.80	\$ 83,035.18	\$ 86,036.57	
20					\$ 78,486.10	\$ 81,547.51	\$ 84,608.93	\$ 87,670.34	
21					\$ 79,968.86	\$ 83,091.50	\$ 86,214.15	\$ 89,336.79	
22					\$ 81,481.28	\$ 84,666.37	\$ 87,851.47	\$ 91,036.57	

Percentage:	1.0%								
Flat Rate:	\$ 550.00	FY28 NON-TENURED PAYROLL MATRIX							
Step	BA	BA/10 Credits	BA/20 Credits	BA/30 Credits	MA	MA/10 Credits	MA/20 Credits	MA/30 Credits	
	FY28	FY28	FY28	FY28	FY28	FY28	FY28	FY28	
0	\$ 44,796.27	\$ 45,991.92	\$ 47,187.56	\$ 48,383.20	\$ 49,578.85	\$ 49,941.16	\$ 51,115.07	\$ 52,288.97	
1	\$ 46,151.33	\$ 47,466.54	\$ 48,781.75	\$ 49,275.95	\$ 50,567.25	\$ 51,858.54	\$ 53,149.84	\$ 54,441.13	
2	\$ 47,506.40	\$ 48,941.17	\$ 49,549.86	\$ 50,958.55	\$ 52,367.23	\$ 53,775.92	\$ 55,184.60	\$ 56,593.29	
3	\$ 48,861.46	\$ 49,588.99	\$ 51,115.07	\$ 52,641.14	\$ 54,167.22	\$ 55,693.30	\$ 57,219.37	\$ 58,745.45	
4	\$ 49,393.34	\$ 51,036.81	\$ 52,680.27	\$ 54,323.74	\$ 55,967.21	\$ 57,610.67	\$ 59,254.14	\$ 59,861.38	
5	\$ 50,723.77	\$ 52,484.62	\$ 54,245.48	\$ 56,006.34	\$ 57,767.19	\$ 59,528.05	\$ 60,245.44	\$ 61,973.69	
6	\$ 52,054.19	\$ 53,932.44	\$ 55,810.69	\$ 57,688.93	\$ 59,567.18	\$ 60,399.06	\$ 62,242.53	\$ 64,085.99	
7	\$ 53,384.62	\$ 55,380.25	\$ 57,375.89	\$ 59,371.53	\$ 60,322.25	\$ 62,280.93	\$ 64,239.61	\$ 66,198.29	
8	\$ 54,715.04	\$ 56,828.07	\$ 58,941.10	\$ 60,015.00	\$ 62,088.90	\$ 64,162.80	\$ 66,236.70	\$ 68,310.60	
9	\$ 56,045.47	\$ 58,275.89	\$ 59,477.33	\$ 61,666.44	\$ 63,855.56	\$ 66,044.67	\$ 68,233.79	\$ 69,187.40	
10	\$ 57,375.89	\$ 59,723.70	\$ 61,013.55	\$ 63,317.88	\$ 65,622.21	\$ 67,926.54	\$ 68,999.00	\$ 71,259.85	
11		\$ 60,130.22	\$ 62,549.77	\$ 64,969.32	\$ 67,388.87	\$ 69,808.41	\$ 70,958.41	\$ 73,332.30	
12		\$ 61,551.23	\$ 64,085.99	\$ 66,620.76	\$ 69,155.52	\$ 70,430.87	\$ 72,917.81	\$ 75,404.75	
13				\$ 68,272.19	\$ 69,677.26	\$ 72,277.24	\$ 74,877.22	\$ 77,477.20	
14				\$ 69,923.63	\$ 71,410.58	\$ 74,123.60	\$ 76,836.63	\$ 79,549.65	
15				\$ 70,317.83	\$ 73,143.90	\$ 75,969.96	\$ 78,796.03	\$ 80,147.47	
16					\$ 74,507.95	\$ 77,390.53	\$ 78,824.44	\$ 81,651.59	
17					\$ 75,899.28	\$ 78,839.52	\$ 80,302.10	\$ 83,185.79	
18					\$ 77,318.43	\$ 78,867.94	\$ 81,809.31	\$ 84,750.68	
19					\$ 78,765.97	\$ 80,346.47	\$ 83,346.67	\$ 86,346.86	
20					\$ 78,794.36	\$ 81,854.57	\$ 84,914.77	\$ 87,974.97	
21					\$ 80,271.42	\$ 83,392.83	\$ 86,514.24	\$ 89,635.64	
22					\$ 81,778.02	\$ 84,961.86	\$ 88,145.69	\$ 91,329.52	

Raise:	1.0%								
Flat Rate:	\$ 550.00	FY28 TENURED PAYROLL MATRIX							
Step	BA	BA/10 Credits	BA/20 Credits	BA/30 Credits	MA	MA/10 Credits	MA/20 Credits	MA/30 Credits	
	FY28	FY28	FY28	FY28	FY28	FY28	FY28	FY28	
0	\$ 44,796.27	\$ 45,991.92	\$ 47,187.56	\$ 48,383.20	\$ 49,578.85	\$ 49,941.16	\$ 51,115.07	\$ 52,288.97	
1	\$ 46,151.33	\$ 47,466.54	\$ 48,781.75	\$ 49,275.95	\$ 50,567.25	\$ 51,858.54	\$ 53,149.84	\$ 54,441.13	
2	\$ 47,506.40	\$ 48,941.17	\$ 49,549.86	\$ 50,958.55	\$ 52,367.23	\$ 53,775.92	\$ 55,184.60	\$ 56,593.29	
3	\$ 49,739.86	\$ 50,481.94	\$ 52,038.54	\$ 53,595.14	\$ 55,151.73	\$ 56,708.33	\$ 58,264.93	\$ 59,821.53	
4	\$ 50,255.77	\$ 51,929.76	\$ 53,603.75	\$ 55,277.73	\$ 56,951.72	\$ 58,625.71	\$ 60,299.70	\$ 60,917.53	
5	\$ 51,586.19	\$ 53,377.57	\$ 55,168.95	\$ 56,960.33	\$ 58,751.71	\$ 60,543.09	\$ 61,271.63	\$ 63,029.84	
6	\$ 52,916.62	\$ 54,825.39	\$ 56,734.16	\$ 58,642.93	\$ 60,551.70	\$ 61,395.30	\$ 63,268.72	\$ 65,142.14	
7	\$ 54,247.05	\$ 56,273.21	\$ 58,299.36	\$ 60,325.52	\$ 61,288.53	\$ 63,277.17	\$ 65,265.81	\$ 67,254.45	
8	\$ 55,577.47	\$ 57,721.02	\$ 59,864.57	\$ 60,951.33	\$ 63,055.19	\$ 65,159.04	\$ 67,262.90	\$ 69,366.75	
9	\$ 56,907.90	\$ 59,168.84	\$ 60,383.70	\$ 62,602.77	\$ 64,821.84	\$ 67,040.91	\$ 69,259.98	\$ 70,223.63	
10	\$ 58,238.32	\$ 59,585.63	\$ 61,919.92	\$ 64,254.21	\$ 66,588.49	\$ 68,922.78	\$ 70,005.83	\$ 72,296.08	
11		\$ 61,006.64	\$ 63,456.14	\$ 65,905.64	\$ 68,355.15	\$ 70,804.65	\$ 71,965.24	\$ 74,368.53	
12		\$ 62,427.64	\$ 64,992.36	\$ 67,557.08	\$ 70,121.80	\$ 71,408.32	\$ 73,924.65	\$ 76,440.98	
13				\$ 69,208.52	\$ 70,625.31	\$ 73,254.68	\$ 75,884.05	\$ 78,513.43	
14				\$ 70,859.96	\$ 72,358.63	\$ 75,101.04	\$ 77,843.46	\$ 80,585.87	
15				\$ 71,236.49	\$ 74,091.95	\$ 76,947.41	\$ 79,802.87	\$ 81,163.77	
16					\$ 75,474.96	\$ 78,387.53	\$ 79,831.66	\$ 82,688.21	
17					\$ 76,885.63	\$ 79,856.45	\$ 81,329.46	\$ 84,243.15	
18					\$ 78,324.51	\$ 79,885.26	\$ 82,857.22	\$ 85,829.18	
19					\$ 79,792.17	\$ 81,384.14	\$ 84,415.54	\$ 87,446.94	
20					\$ 79,820.96	\$ 82,912.99	\$ 86,005.02	\$ 89,097.05	
21					\$ 81,318.55	\$ 84,472.42	\$ 87,626.29	\$ 90,780.16	
22					\$ 82,846.09	\$ 86,063.04	\$ 89,279.98	\$ 92,496.93	

Policy 5251: Resignations

Status: ADOPTED

Original Adopted Date: 03/21/2016 | **Last Reviewed Date:** 03/21/2016

Resignations

The Board authorizes the Superintendent to accept on its behalf resignations from any District employee. The Superintendent shall provide written acceptance of the resignation, including the date of acceptance, to the employee, setting forth the effective date of the resignation.

Once the Superintendent has accepted the resignation, it may not be withdrawn by the employee. The resignation and its acceptance should be reported as information to the Board at the next regular or special meeting.

Notification of Intent to Return 2026-27

Inbox

A

Angela Jobe

Mar 9, 2026,
2:02 PM (3
days ago)

to me, Brittany

Hello Dustin and Brittany,

This is my formal communication that I will not be returning to the classroom next school year. I am very grateful for my time here and two very full years of student growth and enrichment. You have both welcomed our family into the community with open arms and I hope to keep involved in years to come. Ophir is a community full of creativity and passion for kids.

Thank you for the experience to serve!

Angela Jobe

M.ED, 2nd Grade

Ophir Elementary

Big Sky School District

Dear Dr. Shipman and Mrs. Shirley,

I am writing to formally submit my resignation from Ophir Elementary School at the conclusion of this school year.

This decision has been incredibly difficult, as my time at Ophir has meant so much to me. I am truly saddened to be leaving a school and community that have given me so much support, growth, and joy. However, after welcoming our baby, my family and I have made the decision to move back home so we can be closer to family during this special season of life.

I am deeply grateful for everything this school and district have provided me. The opportunities, encouragement, and experiences I've had here have shaped me both professionally and personally in ways I will never forget. I have also been so fortunate to build meaningful relationships with colleagues, students, and families that I will truly miss.

Please know that I am leaving with only positive thoughts and immense appreciation for my time here. It has truly been an honor to be part of this community.

Thank you again for everything. I wish the district continued success, and I hope to stay in touch in the future.

Sincerely,
Julie Bremer

Jackson Ballard

Mar 12, 2026,
3:59 PM (16
hours ago)

to Brittany, me

Good afternoon Brittany and Dustin,

I am writing this email to officially let you both know that this will be my last year at Ophir Elementary. After the school year is up, I will be moving to Billings. Although I am excited for this next chapter in my life, I am deeply saddened to be leaving such an amazing school. I have learned and grown so much during my five years here, and Ophir will always hold a special place in my heart.

Thank you both so much for this opportunity. It was one of the best experiences of my life.

Thank you again,
Jackson Ballard

Resignation from My Position as MS/HS Science Teacher at Big Sky School District

Inbox



Vidyasagar Goolla

1:05 PM
(5
minutes
ago)

to Marlo, me

Dear Dustin and Marlo,

I hope you are doing well. I am writing to formally submit my resignation from my position as MS/HS Science Teacher at Big Sky School District, effective working day, June 05, 2026.

This decision was made after careful consideration, and it reflects my personal and professional goals at this stage of my career. I am grateful for the opportunities I have had to contribute to our students' learning and to collaborate with the dedicated staff at Big Sky School District. My time here has been meaningful, and I truly appreciate the support and trust extended to me.

I am committed to ensuring a smooth transition for my students and the department. Please let me know how I can assist during this period.

Thank you once again for the opportunity to serve the Big Sky community.

Warm regards,

Vidyasagar Goolla

MS/HS Sciences

Big Sky School District.

Renewal of Certified Staff 2026-2027

Tenured Staff Renewal

Renee Anderson (1.0 FTE)

Joy Brooke (1.0 FTE)

Tony Coppola (1.0 FTE)

Hilary Donnelly (1.0 FTE)

Kate Eisele (1.0 FTE)

Erika Frounfelker (1.0 FTE)

Gretchen Fudally (1.0 FTE)

Patty Hamblin (1.0 FTE)

John Hannahs (1.0 FTE)

Ashley Jenks (1.0 FTE)

Suzanne Klein (1.0 FTE)

Janet Martinez (1.0 FTE)

Whitney McKenzie (1.0 FTE)

Kate Riley (1.0 FTE)

Kasia Shipman (0.75 FTE)

Brian Squillace (1.0 FTE)

Rosie Sullivan (1.0 FTE)

Tim Sullivan (1.0 FTE)

Vanessa Wilson (1.0 FTE)

Newly Tenured Staff Renewal

Kenidi Campa (1.0 FTE)

Devin Doeblin (1.0 FTE)

Karen Schreiber (1.0 FTE)

Christine Toy (1.0 FTE)

Non-Tenured Staff Renewal

Amanda Baker (1.0 FTE) N.T.3

Noah Gettings (1.0 FTE) N.T.2

Jared Kelly (1.0 FTE) N.T.2

Allison Petro (1.0 FTE) N.T.2

Claims

Check #	Type	Check	Vendor/Employee/Payee Number/Name	Check Amount	Period	Date Issued	CL #/Payroll Notes	
-99885	E		1745 BMO MASTERCARD	11962.74	3/26	03/26/26	CL 15553	11962.74
44342	SC		1 3 RIVERS COMMUNICATIONS	570.35	3/26	03/10/26	CL 15504	570.35
44343	SC		2306 ALPINE WATER	5600.00	3/26	03/10/26	CL 15519	5600.00
44344	SC		41 ALSCO	158.97	3/26	03/10/26	CL 15502	158.97
44345	SC		3688 BRIDGER ANALYTICAL LAB	198.00	3/26	03/10/26	CL 15508	198.00
44346	SC		4483 COOVERT MILLER LLC	6500.00	3/26	03/10/26	CL 15500	6500.00
44347	SC		4585 DISCOVERY EDUCATION	3500.00	3/26	03/10/26	CL 15509	3500.00
44348	SC		1377 FARSTAD OIL, INC.	489.44	3/26	03/10/26	CL 15520	489.44
44349	SC		3934 FISHER'S TECHNOLOGY	877.34	3/26	03/10/26	CL 15516	877.34
44350	SC		4119 GENERAL DISTRIBUTING CO.	66.22	3/26	03/10/26	CL 15515	66.22
44351	SC		3734 HILLYARD/ MONTANA	1747.88	3/26	03/10/26	CL 15513	1747.88
44352	SC		3204 HOBART SERVICE/ ED CAISSEY, INC.	1018.31	3/26	03/10/26	CL 15497	1018.31
44353	SC		4490 JTEG, LLC	2081.54	3/26	03/10/26	CL 15501	2081.54
44354	SC		2621 LIBBY GRABOW	14.79	3/26	03/10/26	CL 15507	14.79
44355	SC		4332 LONE MOUNTAIN MELODIES	2405.00	3/26	03/10/26	CL 15511	2405.00
44356	SC		4074 MCKINSTRY CO., LLC	3946.07	3/26	03/10/26	CL 15512	3946.07
44357	SC		936 MID-AMERICAN RESEARCH CHEMICAL	682.17	3/26	03/10/26	CL 15496	682.17
44358	SC		955 MONTANA ASSOC. FOR PUPIL TRANSPOR	490.00	3/26	03/10/26	CL 15506	490.00
44359	SC		966 MONTANA ENERGY ALLIANCE, LLC	7246.72	3/26	03/10/26	CL 15499	7246.72
44360	SC		2530 SYSCO MONTANA, INC.	7100.68	3/26	03/10/26	CL 15510	7100.68
44361	SC		3747 TK ELEVATOR SERVICE	894.70	3/26	03/10/26	CL 15518	894.70
44362	SC		525 US FOODS - BILLINGS	65.28	3/26	03/10/26	CL 15517	65.28
44363	SC		1773 US OMNI & TSACG COMPLIANCE SERVIC	50.00	3/26	03/10/26	CL 15498	50.00
44364	SC		3133 WESTERN MONTANA GROWERS COOPERATI	772.40	3/26	03/10/26	CL 15503	772.40
44365	SC		1567 WILLIAMS PLUMBING HEATING & UTIL,	345.00	3/26	03/10/26	CL 15514	345.00
44366	SC		3390 YES COMPOST LLC	295.00	3/26	03/10/26	CL 15505	295.00
44367	SC		41 ALSCO	79.36	3/26	03/10/26	CL 15522	79.36
44368	SC		2853 ASHLEY JENKS	167.94	3/26	03/10/26	CL 15521	167.94
44369	R		62 AMERIGAS-BOZEMAN	0	3/26	03/13/26		
44370	R		3328 ATLAS BUILDING MAINTENANCE INC	0	3/26	03/13/26		
44371	R		3754 Department of Environmental Quali	0	3/26	03/13/26		
44372	R		2502 FULL CIRCLE OF BIG SKY	0	3/26	03/13/26		
44373	R		3734 HILLYARD/ MONTANA	0	3/26	03/13/26		
44374	R		4090 JOY BROOKE	0	3/26	03/13/26		
44375	R		4588 KATE RILEY	0	3/26	03/13/26		
44376	R		362 MT DPT JUSTICE CRIMINAL RECORDS &	0	3/26	03/13/26		
44377	R		1088 NORTHWESTERN ENERGY	0	3/26	03/13/26		
44378	R		1298 SCHOOL ADMINISTRATORS OF MONTANA	0	3/26	03/13/26		
44379	R		2530 SYSCO MONTANA, INC.	0	3/26	03/13/26		
44380	R		3328 ATLAS BUILDING MAINTENANCE INC	0	3/26	03/13/26		
44381	SC		62 AMERIGAS-BOZEMAN	860.40	3/26	03/16/26	CL 15526	860.40
44382	SC		3754 Department of Environmental Quali	1300.00	3/26	03/16/26	CL 15532	1300.00
44383	SC		2502 FULL CIRCLE OF BIG SKY	590.00	3/26	03/16/26	CL 15528	590.00
44384	SC		3328 ATLAS BUILDING MAINTENANCE INC	361.65	3/26	03/16/26	CL 15527	361.65
44385	SC		3734 HILLYARD/ MONTANA	114.50	3/26	03/16/26	CL 15529	114.50
44386	SC		4090 JOY BROOKE	200.00	3/26	03/16/26	CL 15525	200.00
44387	SC		4588 KATE RILEY	1625.14	3/26	03/16/26	CL 15524	1625.14
44388	SC		362 MT DPT JUSTICE CRIMINAL RECORDS &	60.00	3/26	03/16/26	CL 15530	60.00

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

Check #	Type	Vendor/Employee/Payee Number/Name	Check Amount	Period	Date Issued	CL #/Payroll	Notes
44389	SC	1088 NORTHWESTERN ENERGY	11032.32	3/26	03/16/26	CL 15523	11032.32
44390	SC	1298 SCHOOL ADMINISTRATORS OF MONTANA	350.00	3/26	03/16/26	CL 15531	350.00
44391	SC	2530 SYSCO MONTANA, INC.	1980.46	3/26	03/16/26	CL 15533	1980.46
44392	SC	41 ALSCO	93.13	3/26	03/24/26	CL 15542	93.13
44393	SC	62 AMERIGAS-BOZEMAN	361.48	3/26	03/24/26	CL 15545	361.48
44394	SC	4500 ANITA ROMINE	17.95	3/26	03/24/26	CL 15549	17.95
44395	SC	3903 BSN SPORTS LLC	1762.83	3/26	03/24/26	CL 15544	1762.83
44396	SC	4589 C DOG SERVICES LLC	390.00	3/26	03/24/26	CL 15534	390.00
44397	SC	4463 CANON FINANCIAL SERVICES, INC.	1364.68	3/26	03/24/26	CL 15535	1364.68
44398	SC	2581 COLLEGEBOARD	400.00	3/26	03/24/26	CL 15546	400.00
44399	SC	1377 FARSTAD OIL, INC.	445.09	3/26	03/24/26	CL 15551	445.09
44400	SC	3734 HILLYARD/ MONTANA	436.31	3/26	03/24/26	CL 15537	436.31
44401	SC	2866 KATE EISELE	66.86	3/26	03/24/26	CL 15548	66.86
44402	SC	966 MONTANA ENERGY ALLIANCE, LLC	2015.00	3/26	03/24/26	CL 15540	2015.00
44403	SC	2279 MT SHAKESPEARE IN THE PARKS	850.00	3/26	03/24/26	CL 15550	850.00
44404	SC	4590 MTPLC	89.00	3/26	03/24/26	CL 15538	89.00
44405	SC	3300 NISSAN MOTOR ACCEPTANCE CORPORATI	673.49	3/26	03/24/26	CL 15539	673.49
44406	SC	4498 PACIFIC SOURCE ADMINISTRATORS	50.00	3/26	03/24/26	CL 15536	50.00
44407	SC	3648 SCHOOL SERVICES OF MONTANA	150.00	3/26	03/24/26	CL 15547	150.00
44408	SC	1342 SMART APPLE MEDIA	2141.58	3/26	03/24/26	CL 15541	2141.58
44409	SC	3232 SYLVAN LEARNING CENTER-BILLINGS	3300.00	3/26	03/24/26	CL 15543	3300.00
44410	SC	2530 SYSCO MONTANA, INC.	5695.22	3/26	03/24/26	CL 15552	5695.22
44411	SC	39 ALLIED ENGINEERING SERVICES, INC.	3700.00	4/26	04/03/26	CL 15562	3700.00
44412	SC	41 ALSCO	79.36	4/26	04/03/26	CL 15567	79.36
44413	SC	3855 BLACKMORE ELECTRIC	2152.19	4/26	04/03/26	CL 15566	2152.19
44414	SC	3688 BRIDGE ANALYTICAL LAB	66.00	4/26	04/03/26	CL 15557	66.00
44415	SC	4439 COLUMBUS HIGH SCHOOL	150.00	4/26	04/03/26	CL 15556	150.00
44416	SC	4483 COOVERT MILLER LLC	6500.00	4/26	04/03/26	CL 15575	6500.00
44417	SC	4595 DIRK DAMON	295.66	4/26	04/03/26	CL 15573	295.66
44418	SC	3076 DOCUMENT DESTROYERS	170.00	4/26	04/03/26	CL 15561	170.00
44419	SC	3934 FISHER'S TECHNOLOGY	877.34	4/26	04/03/26	CL 15568	877.34
44420	SC	560 GALLATIN-MADISON SPECIAL ED. COOP	889.90	4/26	04/03/26	CL 15571	889.90
44421	SC	4119 GENERAL DISTRIBUTING CO.	73.32	4/26	04/03/26	CL 15558	73.32
44422	SC	3734 HILLYARD/ MONTANA	1997.22	4/26	04/03/26	CL 15564	1997.22
44423	SC	4490 JTEG, LLC	1000.00	4/26	04/03/26	CL 15576	1000.00
44424	SC	4332 LONE MOUNTAIN MELODIES	2719.50	4/26	04/03/26	CL 15554	2719.50
44425	SC	2877 MARLO MITCHEM	96.33	4/26	04/03/26	CL 15565	96.33
44426	SC	4041 MATT DAUGHERTY	5910.29	4/26	04/03/26	CL 15569	5910.29
44427	SC	955 MONTANA ASSOC. FOR PUPIL TRANSPOR	60.00	4/26	04/03/26	CL 15570	60.00
44428	SC	966 MONTANA ENERGY ALLIANCE, LLC	1341.22	4/26	04/03/26	CL 15560	1341.22
44429	SC	4427 MONTANA FOOD EQUIPMENT	1154.20	4/26	04/03/26	CL 15555	1154.20
44430	SC	1032 NAPA AUTO PARTS	98.65	4/26	04/03/26	CL 15563	98.65
44431	SC	4594 SHAWNDEE GRATTON	270.72	4/26	04/03/26	CL 15574	270.72
44432	SC	3240 STORLIE STUDIOS/LONE PEAK LANDSCA	13247.50	4/26	04/03/26	CL 15572	13247.50
44433	SC	2530 SYSCO MONTANA, INC.	4056.73	4/26	04/03/26	CL 15559	4056.73

Claims Total # of Checks: 93 Total: 145009.12

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

Check #	Type	Vendor/Employee/Payee Number/Name	Check Amount	Period	Date Issued	CL #/Payroll Notes
-74903	P	730 CODY ALVAREZ		4/26	04/03/26	
-74902	P	257 RENEE ANDERSON		4/26	04/03/26	
-74901	P	711 AMANDA BAKER		4/26	04/03/26	
-74900	P	641 JACKSON BALLARD		4/26	04/03/26	
-74899	P	658 JARRETT BLACKBURN		4/26	04/03/26	
-74898	P	458 ANDREW BLESSING		4/26	04/03/26	
-74897	P	726 KATY BRANDL		4/26	04/03/26	
-74896	P	662 JOY BROOKE		4/26	04/03/26	
-74895	P	677 KRISTEN BROWNE		4/26	04/03/26	
-74894	P	690 KENIDI CAMPA		4/26	04/03/26	
-74893	P	38 BARTHOLOMEW COPPOLA		4/26	04/03/26	
-74892	P	654 JODI DAILY		4/26	04/03/26	
-74891	P	678 MATTHEW DAUGHERTY		4/26	04/03/26	
-74890	P	722 ALLISON DELANEY		4/26	04/03/26	
-74889	P	582 ASHLEY DODD		4/26	04/03/26	
-74888	P	686 DEVIN DOEBLIN		4/26	04/03/26	
-74887	P	498 HILARY DONNELLY		4/26	04/03/26	
-74886	P	514 KATE EISELE		4/26	04/03/26	
-74885	P	578 LINDSIE FELDNER		4/26	04/03/26	
-74884	P	106 ERIKA FROUNFELKER		4/26	04/03/26	
-74883	P	540 GRETCHEN FUDALLY		4/26	04/03/26	
-74882	P	724 NOAH GETTINGS		4/26	04/03/26	
-74881	P	695 VIDYASAGAR GOOLLA		4/26	04/03/26	
-74880	P	383 ELIZABETH GRABOW		4/26	04/03/26	
-74879	P	737 CHELSEA GRADY		4/26	04/03/26	
-74878	P	248 PATTY HAMBLIN		4/26	04/03/26	
-74877	P	438 JOHN HANNAHS		4/26	04/03/26	
-74876	P	733 SUSAN HOPPER		4/26	04/03/26	
-74875	P	436 ASHLEY JENKS		4/26	04/03/26	
-74874	P	710 ANGELA JOBE		4/26	04/03/26	
-74873	P	725 KENDALL JONES		4/26	04/03/26	
-74872	P	735 JARED KELLY		4/26	04/03/26	
-74871	P	581 SUZANNE KLEIN		4/26	04/03/26	
-74870	P	2 A. BRADFORD LARTIGUE		4/26	04/03/26	
-74869	P	193 LADAWN T. LEGRANDE		4/26	04/03/26	
-74868	P	608 KARLA LONG		4/26	04/03/26	
-74867	P	728 NATHAN LUCAS		4/26	04/03/26	
-74866	P	384 MARGARET LUCHINI		4/26	04/03/26	
-74865	P	727 LAURA MACPHERSON		4/26	04/03/26	
-74864	P	633 JANET MARTINEZ		4/26	04/03/26	
-74863	P	709 BENTLEY MCCULLOUGH		4/26	04/03/26	
-74862	P	538 WHITNEY MCKENZIE		4/26	04/03/26	
-74861	P	667 SYLVIA MCMINN		4/26	04/03/26	
-74860	P	574 WAYNE MCMINN		4/26	04/03/26	
-74859	P	723 MCCOY MIDDLESWORTH		4/26	04/03/26	
-74858	P	548 JEREMY MITCHELL		4/26	04/03/26	
-74857	P	505 MARLO MITCHEM		4/26	04/03/26	
-74856	P	679 TIFFANY NASH		4/26	04/03/26	

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Payroll

Check #	Type	Vendor/Employee/Payee Number/Name	Check Amount	Period	Date Issued	CL #/Payroll Notes
-74855	P	474 LINDA NELL			4/26 04/03/26	
-74854	P	590 JENNIFER O'CONNOR			4/26 04/03/26	
-74853	P	598 BRAD PACKER			4/26 04/03/26	
-74852	P	638 KARY PEMBERTON			4/26 04/03/26	
-74851	P	663 KATE RILEY			4/26 04/03/26	
-74850	P	445 ANITA ROMINE			4/26 04/03/26	
-74849	P	666 KAREN SCHREIBER			4/26 04/03/26	
-74848	P	693 EMILY SCHWINDT			4/26 04/03/26	
-74847	P	465 DUSTIN SHIPMAN			4/26 04/03/26	
-74846	P	493 KATARZYNA SHIPMAN			4/26 04/03/26	
-74845	P	44 BRITTANY E. SHIRLEY			4/26 04/03/26	
-74844	P	508 BRIAN SQUILLACE			4/26 04/03/26	
-74843	P	635 BETSEY STEWART			4/26 04/03/26	
-74842	P	621 ROSIE SULLIVAN			4/26 04/03/26	
-74841	P	509 TIMOTHY SULLIVAN			4/26 04/03/26	
-74840	P	687 CHRISTINE TOY			4/26 04/03/26	
-74839	P	694 SUSAN TSO			4/26 04/03/26	
-74838	P	554 JOANNE WELCH			4/26 04/03/26	
-74837	P	311 VANESSA WILSON			4/26 04/03/26	
-74836	P	588 RIKKA WOMMACK			4/26 04/03/26	
-74835	P	159 JOHN F. ZIRKLE			4/26 04/03/26	
-74834	P	HSA FIRST SECURITY BANK	9444.14	4/26	04/03/26	
-74833	P	FIT FIRST INTERSTATE BANK	73734.67	4/26	04/03/26	
-74832	P	SIT DEPARTMENT OF REVENUE	8864.00	4/26	04/03/26	
-74831	P	TSA TSA CONSULTING GROUP, IN	11354.89	4/26	04/03/26	
-74830	P	TRS MONTANA TEACHERS' RETIRE	39018.08	4/26	04/03/26	
-74829	P	P.E.R.S. MPERA	14116.77	4/26	04/03/26	
3622	P	731 STEVEN REID		1/26	03/10/26	Changed from Check # 3600
3623	P	Workers' Comp MSGIA	4497.70	3/26	03/13/26	
3624	P	Unempl. Insur. MSUIP	5044.10	3/26	03/13/26	
3625	P	684 TESHA DISTAD		4/26	04/03/26	
3626	P	606 AMY DITULLIO		4/26	04/03/26	
3627	P	480 DIANE DOWD		4/26	04/03/26	
3628	P	729 SALLY FISHER		4/26	04/03/26	
3629	P	370 JULIE HODGE		4/26	04/03/26	
3630	P	673 LESLIE JORGENSON		4/26	04/03/26	
3631	P	HLTH INS FLEX PACIFIC SOURCE HEALTH PL	33907.62	4/26	04/03/26	
3632	P	MFPE GALLATIN RURAL EDUCATION	1088.81	4/26	04/03/26	
3633	P	DENTAL INS FLEX MUTUAL OF OMAHA	3223.30	4/26	04/03/26	

Payroll Total # of Checks: 87 Total: 444959.81

Grand Total # of Checks: 180 Total: 589968.93

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)