

BIG SKY SCHOOL DISTRICT #72



2019 - 2020 Ophir Elementary
Parent / Student
Handbook

Big Sky School District #72 | 2019-2020 CALENDAR

4	Independence Day	JULY '19 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				AUGUST '19 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </tbody> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<div style="background-color: red; color: white; padding: 2px;">8/19 – 8/23 PIR Days</div> <div style="background-color: yellow; padding: 2px;">8/26 – 1st day of school k-12</div> <p style="text-align: center;">5 days</p>							
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	<div style="background-color: green; color: white; padding: 2px;">9/2 Labor Day - No School k-12</div> <p style="text-align: center;">20 days</p>	SEPTEMBER '19 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						OCTOBER '19 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td></td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<div style="background-color: red; color: white; padding: 2px;">10/17 & 10/18 PIR – No School k-12</div> <div style="background-color: blue; color: white; padding: 2px;">10/7 – No School K-3 PIR</div> <p style="text-align: center;">21 days</p>							
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	<div style="background-color: red; color: white; padding: 2px;">11/19 Parent Teacher conferences, 4-7:30 .5 PIR</div> <div style="background-color: red; color: white; padding: 2px;">11/20 Parent Teacher conferences, 4-7:30 .5 PIR</div> <p>11/19 & 20 are regular school days for students</p> <div style="background-color: green; color: white; padding: 2px;">11/25 – 11/29 Thanksgiving Break, No School k-12</div> <p style="text-align: center;">16 days</p>	NOVEMBER '19 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	DECEMBER '19 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<div style="background-color: green; color: white; padding: 2px;">12/23 – 12/31 Winter Break, No School k-12</div> <p style="text-align: center;">15 days</p>							
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	<div style="background-color: green; color: white; padding: 2px;">1/1 & 1/2 Winter Break, No School k-12</div> <div style="background-color: red; color: white; padding: 2px;">1/3 PIR – Teachers Only, No School k-12</div> <div style="background-color: blue; color: white; padding: 2px;">1/27 – No School K-3 PIR</div> <p style="text-align: center;">20 days</p>	JANUARY '20 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		FEBRUARY '20 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	<div style="background-color: green; color: white; padding: 2px;">2/20 & 2/21 – No School k-12</div> <p style="text-align: center;">18 days</p>							
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	<div style="background-color: blue; color: white; padding: 2px;">3/2 – No School K-3 PIR</div> <div style="background-color: green; color: white; padding: 2px;">3/20 & 3/25 – No School k-12</div> <p style="text-align: center;">20 days</p>	MARCH '20 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					APRIL '20 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			<div style="background-color: red; color: white; padding: 2px;">4/3 PIR No School k-12</div> <div style="background-color: green; color: white; padding: 2px;">4/13 – 4/20, Spring Break, No School k-12</div> <p style="text-align: center;">* This is really 16 days</p> <p style="text-align: center;">17 days</p>							
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	<div style="background-color: green; color: white; padding: 2px;">5/25 Memorial Day, No School</div> <div style="background-color: purple; color: white; padding: 2px;">5/30 – Graduation</div> <p style="text-align: center;">20 days</p>	MAY '20 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							JUNE '20 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					<div style="background-color: yellow; padding: 2px;">6/5 Last Day of School, Noon Dismissal for students</div> <div style="background-color: red; color: white; padding: 2px;">6/8 .5 PIR for teachers</div> <p style="text-align: center;">4.5 days</p>
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Ophir Elementary Quick Reference

School Physical Address: 60 Windy Pass Trail, Gallatin Gateway, MT 59730

School Mailing Address: P.O. Box 161280, Big Sky, MT 59716

Elementary Phone: 406-995-4281 ext. 1 or say “elementary”

Attendance - parent/guardian notification: 406-995-4281 or email lnell@bssd72.org

FAX: 406-995-2161

Facebook: https://www.facebook.com/bssd72.org/?fref=ts&ref=br_tf

Website: www.bssd72.org

School Hours: 8:30 a.m. – 3:30 p.m., Monday – Thursday, 8:30 a.m. – 2:30 p.m., Friday
(Open 15 minutes prior to arrival and 15 minutes after dismissal)

Contacts: **Superintendent / Principal** - Dustin Shipman dshipma@bssd72.org

Counselor - Erika Frounfelker efrounfelker@bssd72.org

Elementary Office - Linda Nell lnell@bssd72.org

At the Peak of Excellence in All That We Do!

Cultivate, Engage, Empower

Vision and Mission

We:

Cultivate each student’s potential

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

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

Cultivate:

- **Meet each child where he / she is currently**
 - Committed staff and coo differentiated instructional approaches and practices
 - Utilize student achievement data to improve upon student outcomes
 - Commitment to professional development Resourceful community
- **Provide access to an exceptional experience**
 - High aspirations in a rural setting
 - Commitment to partnering with community for unique experiences
 - Commitment to successfully preparing all students for their next steps
- **Welcome students and families from all backgrounds, experiences and talents**
 - Inclusive school environment
 - Commitment to non-native English speakers
 - Commitment to celebrating diversity

Engage:

- **Provide academically challenging and rigorous curriculum and instruction**
 - IB PYP school
 - Commitment to inquiry based teaching and learning
 - Commitment skills based teaching and learning
 - Commitment to critical, analytical and insightful thinking

· Encourage creativity in our students

- Program emphasizing Arts and Sciences
 - Exposure to Art, Music and Design
 - Experiential learning in the sciences
 - Holistic approach to student learning
- Program emphasizing the whole child
 - Outdoor and experiential education for all
 - Global and local citizenship
 - Education in character development
 - Offer and support a wide range of extra-curricular activities

Empower:

- Innovative and entrepreneurial
 - Deliberately engage local, national and international resources
 - Commitment to technology integration and digital citizenship
- **Confidence**
 - Challenge and support all students
 - Balance academics, athletics and activities
 - Support originality in students
- **Respect, compassion, accountability**
 - Program reflective of rigorous assessment
 - Education reflective of local and global issues
 - Arm students to better the world they are living in
 - Selflessness – beyond one’s self
 - Commitment to service learning

Chain of Inquiry: District staff will endeavor to address questions promptly. An individual is encouraged to discuss questions with the staff member involved first, with the objective of prompt and informal resolution. Serious issues of sexual harassment should be discussed with the first line administrator not involved in the alleged harassment. If a complaint is not resolved at the first level a grievance may be filed in writing, with the principal/superintendent, within sixty (60) days of the event or incident or from the date the grievant could reasonably become aware of the occurrence. Policy #1700 outlines the District's Uniform Grievance Procedures under School District Policies on our website.

Daily Schedule:

8:20 a.m.	Students may enter school
8:30 a.m.	Bell rings and class begins promptly
11 – 12:30 p.m.	Lunch (staggered lunch/breaks)
3:30 p.m.	Dismissal Mo, Tu, We, Th
2:30 p.m.	Dismissal Fridays Only

Arrival: Students are expected in classrooms ready for instruction at 8:30 a.m. Guests are asked to leave the building by 8:30 a.m., unless pre-arrangements have been made. Late students will **sign in** at the office and take a slip to class after morning announcements. **Tardiness disrupts student learning.**

ALL Students arriving in automobiles will be dropped off/picked up at designated areas of the lot. The goal is to keep all students safe while being efficient. Please be patient, courteous, and observant at all times. Your cooperation is greatly appreciated. Do not stop to drop off students in NO PARKING AREAS!

Dismissal: The end of the day is particularly busy. No students will be signed out from school during the 15 minutes prior to dismissal. Adults picking up students can wait in the foyer for children to exit the building.

Bus Pick-Up and Drop-Off: BSSD will only bus students to the physical address of record. Students must ride their assigned bus only. The bus driver is not permitted to release a student from their scheduled bus routes or drop-off points without written permission from a parent indicating the date and change when requested on an occasional basis. Change in plans regarding a student's afternoon plans can be communicated to the office no later than 15 minutes before dismissal. Please look for a response to your request or follow up with a phone call to ensure the message was received.

Students may only ride the bus to/from their physical address. The school cannot accommodate transporting students to after school activities, parent workplace or play dates. Please make personal transportation arrangements for these instances.

K-5 Students who require supervision beyond the school day may apply to the After School Program (ASP), in the elementary building, Monday - Thursdays, from 3:30 p.m. - 6:00 p.m. ASP is contingent on staffing. Contact the elementary school at 406-995-4281. Forms must be completed prior to attendance (renewed annually).

Bus/Cold Weather Conditions: The school bus will not run in weather -20°F or colder at the school. The driver will determine the temperature and call the superintendent to initiate communication to parents. School will be in session unless the temperature drops to -40°F or colder, at school, by 7:00 a.m.

Bikes: Students who ride a bike to school will walk bikes on school grounds. Students are encouraged to wear proper riding gear and use a lock. BSSD is not responsible for damage/loss of personal property.

Food Services: The District participates in the National School Lunch Program and offers students nutritionally balanced lunches daily, according to national lunch criteria. Family lunch accounts are set up with each student able to draw from deposits. Checks can be made to BSSD, or cash either with the student name/lunch indicated, or payment by credit card through Campus Portal (note 3.49% processing fee added). Free / Reduced-price lunch is available upon approval of a state application, available in the office (participation is confidential). Approved applicants receive the initial complete meal, and extras are subject to additional charge.

Lunch Prices (lunches include milk):

K-5	\$3.40 (extra entrée \$1.25 w/lunch purchase)
6-12	\$3.85 (extra entrée \$1.60 w/lunch purchase)
Adults	\$4.10 (extra entrée \$1.60 w/lunch purchase)

Milk: 60¢ (1 carton included in lunch purchase price)

Students may also purchase a-la-carte items requiring an additional charge.

Birthdays: If you would like to bring a healthy snack, coordinate with the teacher. Healthy habits are encouraged and we ask sweet surprises be kept to family celebrations. No distributing invitations at or through school.

Communication: Resources for current information including special events and notices, athletic schedules, lunchroom menus, and forms:
Big Sky School District website: www.bssd72.org
BSSD E-Newsletter: Friday's, copy available upon request
Facebook - Big Sky School District #72

Infinite Campus - Ophir Elementary Parents: Parents will have an account and password to log on to the school district Infinite Campus website. The **Campus Portal** provides access to your child's lunch account balance, and attendance. Please contact the school secretary with questions. Please bookmark the link to log on to Infinite Campus on the Big Sky School district homepage.

Registration and Required Documents: Proof of identity, child's birth certificate, immunization records, proof of residency and school records (if applicable) are required for students transferring from other schools or from home schooling. The Big Sky School Board will accept non-resident students within the parameters of the law and board policy. Non-resident students must be approved by the board prior to attendance. The District will accept applications per Policy 3141 (found on our website).

Attendance: If your child is absent from school, report the absence by **calling 406-995-4281**, emailing or writing a note to the office with your name, student name, and reason for the absence, by 10:00 a.m. Notes must be given to the school secretary. When a student arrives late or after an absence, the student is required to report to the office. All absences and tardies become recorded as a permanent record.

Activities or Pre-planned Absences of Fewer than 10 Consecutive Schools Days: It is the parent's responsibility to notify the office and teachers of why and when a child will be absent. If a teacher does not expect or cannot prepare work in advance of the absence, the student will have one (1) day to make up work upon return for each day missed. Assignments may include work the class will experience while the student is absent and/or assignments aligned with student skill needs, as profiled by functional assessments.

Attendance Procedures: Teachers will report attendance before 9 a.m. Absences are recorded with the following definitions:

- **Excused:** Parent notified school regarding illness, a medical appointment, or family emergency.
- **Unexcused:** An absence other than described above. Or not cleared as an officially "excused absence" by a parent within 1 school day of the absence. An unexcused absence is any absence for which a parent has not provided the reason the student was absent. No make up work provided or accepted for a mark.
- **Unexcused but Verified :** Parent notified regarding non-excused absence other than described above.
- **School Related Activity (Excused):** Any absence as a result of the student being absent for a school related purpose as arranged by a staff sponsor. Student is responsible for missed work and will turn in all missed work within one school day of the return to school. In order to participate in an extracurricular activity, including practice, students must be in school during the afternoon of the date of the event or in the afternoon on the last school day prior to the activity if the activity falls on a non-school day. Exceptions may be made by the administration when requested by a parent or legal guardian/custodian.
- **Non-Sanctioned Policy Absence (i.e. Skiing):** Coaches will need to provide the office with date(s) and location of student(s) participating in competition in advance. Competition related absences will be approved only for required travel and competition days.

Notification of Concern regarding absences: Absences will be communicated with quarterly reports. The importance of classroom instruction is key to academic success. Attendance is a priority.

Suspensions: Suspensions are part of a student's permanent record. Any student suspended from classes, whether suspended in or out of school, may not attend sports team practice and may not play in a competition scheduled on the same day as the suspension.

Arrival and Dismissal:

Tardies: The first 15 minutes in class is very important for classroom culture and community building. Students may

enter the school starting at 8:20; students arriving after 8:30 a.m. will be dropped off by parents at the office and will proceed to class with a note following announcements.

Dismissal: The last 15 minutes of school is very important for building classroom culture and community. Parents wishing to pick up students early must do so at least 15 minutes prior to dismissal. After that time, students will dismiss at the bell.

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

Students with Special Needs: Parents or teachers who believe a student's lack of academic success is attributable to a learning disability may ask for an evaluation. No child will be formally tested without parental permission or without pre-referral strategies being implemented and documented. Students receive special education services according to the student's Individualized Education Plan (IEP) and the guidelines set forth under the Individuals with Disabilities Education Act (IDEA). The District is part of the Gallatin/Madison County Special Education Cooperative. Support personnel work with BSSD to provide student services.

Quarterly Report Cards: Quarterly report cards will be provided in hard copy. Parents are strongly encouraged to monitor their child's academic performance throughout the school year. At the K-5 level, students earn grades that reflect their level of mastery toward content area standards.

Academic Dishonesty: Any academic dishonesty will result in consequences per policy as approved by the Board of Trustees.

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

Kindergarten Promotion: A Promotion Ceremony is conducted at the end of the year for this important milestone to encourage love of learning.

Parent/Teacher/Student Conferences: Teachers will communicate with parents regarding a conference after the first quarter. However, BSSD encourages continuous communication.

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

- Review handbook information with your child, and sign the acknowledgement form.
- Contact the school if questions/concerns arise.
- Become familiar with all of the student's activities and academic programs. Address questions with the counselor or principal.
- Monitor academic progress and contact teachers as needed.
- Encourage a high priority on education and commit to making the most of the educational opportunities the school provides.
- Participate in parental involvement opportunities such as the Big Sky School District Parent Teacher Organization (BSSD PTO) or by volunteering.

Field Trips/Activities Off-Campus/Permission Slips: The school must have a permission slip signed by the student's parent/guardian to participate in an off campus school activity. The majority of requests will be electronic. At times there might be a cost to the student. Parents will receive information specific to the trip during the permission process. Permission slips include an insurance waiver and require contact information for emergencies.

Student Conduct & Discipline General Principles:

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

School discipline is directed toward assisting each student in developing self-discipline and the ability to judge the correct course of action in a given situation. It consists of encouragement to act in a positive way as well as progressive consequences, which naturally occur if a student makes poor choices. The school district discipline policies are located on the school website. Parents/guardians are encouraged to speak to teachers, school staff, and/or administration with questions.

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

Playground Conduct:

- Watch out for the safety of others and yourself.
- Use the equipment properly.
- One person to a swing at a time and forward/back only.
- Stay a safe distance from playground equipment in use.

- Go down the slide in a seated position, no jumping off or climbing up the slide.
- Play fairly and allow others to participate.
- Refrain from throwing snow.
- Bring in equipment after use. If you take it out, bring it in.
- Follow the instructions by the supervisor.
- Follow school rules when playing games.

Lunch Area Conduct

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

Bus Conduct: Students are expected to follow the same guidelines for behavior on buses as they do in school. Safety is a major concern on buses. Expectations include, but are not limited to the following:

- Follow directions of the bus driver.
- Remain properly seated at all times and stay in the seat when the bus is moving (facing forward, and out of the aisle).
- Students are not to eat or drink on the bus.
- Use speaking voices.
- Keep hands, feet and other objects to yourself.
- Only use appropriate language.

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

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

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

Students are expected to come to school reasonably groomed, and dressed in modest clothing. Students are asked to remember and observe the 3 "B's": No bare chests, bottoms, or bellies. In addition, students should wear clothing that appropriately fits their body.

The following include but are not limited to dress/appearances that are not allowed, as they are considered inappropriate, distracting to the learning environment, and/or a safety hazard:

- Flip-flops or sandals, or any open toed footwear
- T-shirts advertising alcohol, tobacco, violence or inappropriate slogans
- NO Halter tops, tank tops with straps less than 1 inch or tops showing navels
- Underwear showing (includes bra straps, boxers, etc.)
- Skirts and shorts must exceed an extended arm's length
- Pajamas, swimsuits, and bedroom slippers
- No excessively "sagging and bagging" clothing will be allowed
- No hats worn in school buildings

Students that are dressed inappropriately will be asked to call home for a change of clothes or wear what the office has available. In all cases, questions regarding appropriateness of dress/appearance shall be at the final discretion of administration.

Weather Appropriate Wear: Students will have recess unless temperatures are below 0°F. Outdoor clothing and boots may be kept in classroom cubbies. Please mark items with your child's name.

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

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

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

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

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

Cell Phones & Other Electronic Equipment: Student possession and use of cellular phones, pagers, and other electronic devices (including, but not limited to iPods, PDA, CD Players, and MP3 Players) on school grounds, at school-sponsored activities, and while under the supervision and control of school District employees is a privilege which will be permitted only under the circumstances described herein. At no time will any student operate a cell phone or other electronic device with video or photographic capabilities in a

locker room, bathroom, or other location where such operation may violate the privacy rights of another person.

Students may use cellular phones, pagers, and other electronic signaling devices on campus before school begins and after school ends. Schools may regulate the use of cell phones by parents and other adults while they are on school property. In special circumstances, the building principals may authorize use of cell phones or other electronic devices by students. The District is not responsible for lost or stolen devices. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore, unauthorized use is grounds for confiscation of the device by school staff. Confiscated devices will be returned to the parent or guardian. Unauthorized use of such devices may result in disciplinary action.

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

The district is committed to fostering appropriate behavior and to investigate bullying or harassment. We understand children experiment with various social behaviors and can make poor decisions and are committed to proactive response. Students found to engage in harassment will receive consequences which may include suspension(s) and/or a recommendation for expulsion.

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

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

Reporting: If you suspect your child is involved in a bullying situation, as the target or the bully, contact the principal. If you feel that your child has been the target of sexual harassment, contact the principal. The school counselor and website have resources to help.

School Security & Student Safety

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

Please note the following for student safety:

- **The Board utilizes video cameras on District property to ensure health, welfare and safety of all students, staff and visitors and to safeguard district property. (policy #3235)**

- Staff will attempt to contact parents when an unexcused student does not arrive at school, so it is imperative that you contact the school office to report an absence.
- Only parents/guardians or individuals identified by them may pick up a child during school. Students will only be released to the authorized adults who produce valid photo ID. Someone designated as an Emergency Contact is only authorized pick up should the school need to reach someone after being unsuccessful reaching parents. Parents can notify the office to indicate “parental permission to pick up at any time” in which case a note for a specific instance is not necessary.
- For the safety of our students, we need to know WHO is in the building at all times. Volunteers and Visitors will sign in and out at the office.
- All tardy students must use the main entrance and report to the office so that we know who is at school.
- Parents picking up students at times other than regular dismissal hours must sign the student out at the office. There is no student check out during the last 15 minutes of the day.
- When picking up or dropping off a student, parents must park in the lot.
- Use the main entrance for parent pick up. Do not drive in the bus zone.

Visitors: Parents and others are welcome. For the safety of those within the school, all visitors must check in/out at the office. Visits to individual classrooms during instructional time are not permitted unless it’s an emergency or you have an appointment with the teacher. The front office will provide visitors and/or volunteers with ID to wear while in the building. Non-enrolled students visiting campus must have prior administrative approval.

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

- Administer first aid
- Notify the parent and/or seek additional medical assistance if necessary.

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

It is impossible to foresee all potential emergencies, but the District has researched the most effective way to use our resources to respond immediately to unavoidable emergency.

In most emergencies your child will remain at school. In the event of an emergency prohibiting access to the school building, students and staff will be moved to **Bucks T-4**.

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

1. Monitor radio or television. We will keep the media accurately informed of any emergency. Channels: NPR (102.1 FM) and “Eagle” (104.7 FM).
2. Please do **NOT** telephone the school. We have limited phone lines. The school phone must be used to respond to the emergency.

3. **Please do not come to the school unless requested to pick up your child at school.** Any emergency involving your child’s school may mean that emergency vehicles and first responders must be able to get to the building. If the emergency necessitates relocation of staff and students, follow these instructions:

- If, for any reason, school must be evacuated during school hours, students will be taken to and cared for at Buck’s T-4 (46625 Gallatin Road ~ 1 mile north of the school).
- Reports will include when and where to pick up students.

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

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

Lost & Found: Each building has a Lost and Found. We recommend clothing and personal items be clearly marked. Unclaimed items will be donated periodically.

Money & Valuables: Students should not bring large sums of money or other valuables such as electronic games or devices to school. The school is not responsible for lost/stolen items.

Care of School Property & Equipment: Except for books, **any school property checked out** by a student will not leave the school grounds unless written permission from the parents is received stating that the parents will take full responsibility for replacing damaged or lost materials and equipment (normal wear and tear is taken into consideration). Each student will be responsible for textbooks, equipment, technology, and library books checked out in their name. Parents and students are responsible for replacing any destroyed or abused school property by the child.

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

Search & Seizure: The U.S. Supreme Court has ruled that the 4th Amendment allows school officials to search students without complying with strict “probable cause” standards

imposed by law enforcement. Any student may be searched if there are reasonable grounds for suspecting the search will turn up evidence that the student has violated state/federal law or school rules. A student's person, pockets, handbag, backpack, locker, cars, etc. may be subject to search in the event that there is reasonable suspicion the student may possess anything harmful or illegal.

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

Restitution: Students are responsible for restitution.

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

Health

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

Medication: All medication, prescribed and over-the-counter, must be in its original container accompanied by complete Physician's Order for Dispensing Medication form and/or Montana Authorization to Carry and Self-Administer Medication. Medication, prescriptions, and over the counter drugs are secured in the office, except for asthma inhalers and epinephrine pens, and any other specific medication, as explained below (cough drops, aspirin, and throat lozenges are also considered medicine.)

Only staff members authorized by the superintendent/principal may administer medications.

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

Please notify your child's teacher and office staff if your child has medical considerations. When a child complains of illness during school hours, the parents/guardians are contacted as necessary and will determine any response. The district

contracts with the county health department as a limited resource.

Communicable Diseases: No child who has a communicable disease is allowed to remain at school. Communicable disease is reportable to the Health Department. A student may return to school following a communicable disease illness only after the transmission period has passed. If a child's parent/guardian has signed a religious or personal release from immunizations, the child will be dismissed from school at the outbreak of a communicable disease and will be readmitted when the danger has passed. (Policy #3417)

Immunizations: Parents have 30 days to produce complete immunization records or present an Affidavit of Exemption on Religious Grounds from Montana School Immunization Law and Rules form (renewed annually). A copy of the immunization record and birth certificate are part of the permanent record. A student who is not immunized will be removed from school for the same duration as the student who is contagious with a communicable disease. (Policy 3413)

Contact Information: Parents are urged update the office of changes in contact information. It is essential school staff have current information in the event of an emergency.

Support Programs & Special Classes

Counseling Program K-5 and 6-12: Counseling services may include individual or group counseling, in-class activities/units, peer mediation, and coordination with outside agencies and resources.

BSSD partnered with the Yellowstone Club Community Foundation and Women in Action for school programs developed and supported by **Thrive**. The **CAP Mentorship** (Child Advancement Project) offers community members the opportunity to connect with identified students on a one-to-one basis.

Library instruction K-12: The School/Community library is located in the middle school / high school. The library produces newsletters regarding special events and activities. The elementary school maintains its own library.

Music instruction K-12: During the school year, there will be several evening events for the students to showcase their talents.

Health Enhancement (HE) K-8: Students should be prepared to be physically active with proper attire (athletic shoes for HE, clothing, etc.).

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

OPHIR ELEMENTARY SCHOOL ASSESSMENT POLICY

Philosophy

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

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

Cultivate

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

Engage

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

Empower

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

Assessment Practices

In recognizing the unique learning style of each student, a variety of formative and summative assessments are used at Ophir. Formative assessments are on-going formal and informal assessments that provide teachers and students with the necessary information to improve student performance. Summative assessments are the final assessment of a given unit where students demonstrate the mastery level they have achieved.

Below you will find a summary of the formative and summative **strategies** utilized at Ophir.

Observation	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from non-participant (observing from without) to participant (observing from within).
Performance Assessments	The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.
Process-focused Assessments	Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.
Selected Responses	Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
Open-ended Tasks	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

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As a public school in the State of Montana, students take the Smarter Balance standardized tests in grades 3, 4 and 5. Additionally, all Ophir Elementary School students take MAP tests two to three times a year to measure their growth in reading, writing, mathematics, and science in grades 2, 3, 4, 5 and at teacher discretion in grades K and 1. In grades kindergarten and grade 1, we utilize AIMSweb. The purpose of these standardized tests is twofold: one, the results

indicate how our students are performing against state and national standards, and two, the results of the assessments inform classroom instruction and the whole-school strategic direction.

Teacher Responsibilities

As the pedagogical leaders, teachers are expected to:

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

Student Responsibilities

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

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

PYP Coordinator and/or School Administration Responsibilities:

The PYP Coordinator and/or School Administration are expected to:

- Provide meaningful professional development that enhances the teaching and learning at Ophir Elementary School.
- Schedule collaborative planning and assessment moderation time for teachers.
- Give teachers time to plan their units, reflect, and grade assessments.
- Evaluate student performance trends and identify school growth goals based on those trends.
- Ensure that the teaching and learning practices align with the strategic plan and school mission.
- Inform students, parents, and teachers about the Assessment Policy at school events and via media sources, including but not limited to, staff meetings, parent evenings, and school website.
- Praise student effort and achievement.
- Review the Assessment Policy with the BSSD School Board annually at the conclusion of the school year, taking into account the feedback from teachers, students, and parents.

Parent/Guardian Role

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

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

Reporting on Student Achievement

At Ophir Elementary School, we report on student achievement through the use of student portfolios; three-way conferences involving the student, parent/s and teacher; and written report cards.

Portfolios

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

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Three-way Conferences

Three-way conferences involve the student, parent/s and teacher twice a year. Students discuss their learning and understanding with their parent/s and teacher, who are responsible for supporting the student through this process. Students are responsible for reflecting upon work samples they have chosen to share that have been previously selected with guidance and support from the teacher and could be from the student's portfolio. The student, parent/s and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This may lead to the setting of new goals, with all determining how they can support the achievement of the goals. The teacher is an integral part of the process and takes notes of the discussion. These notes may then be used in the written report. All of the participants must understand the format and their roles prior to the conference.

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Written Report Card

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

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

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BSSD LANGUAGE POLICY

SCHOOL LANGUAGE PHILOSOPHY

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

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

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

SCHOOL LANGUAGE PROFILE

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

SUPPORT FOR MOTHER TONGUE

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

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

IB DP LANGUAGE COURSE OFFERINGS

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

- Language A: Literature SL - School-supported Self-taught
- English Language A: Language and Literature SL/HL
- Spanish B SL (Pamoja)
- Spanish Ab Initio SL

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

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

ENGLISH LANGUAGE LEARNER (ELL)

To support ELL students, we employ a variety of strategies. To begin with, we utilize multiple assessments in order to measure student mastery levels in core subjects. We use assessments provided by WIDA to provide feedback on English language acquisition and Logramos to measure student mastery levels in core subjects in Spanish. As the need arises for additional language measures, we will include them. We provide Sheltered English Instruction (SIOP) and Language Development as outlined in Montana's English Language Learners: Guidance for School Districts. Additionally, we provide online language instruction for ELL students in grades 2-12 using Rosetta Stone. We also provide a modified curriculum for elementary aged ELL students. As the need arises, we will provide a modified curriculum in the middle and high schools.

POLICY COMMUNICATION

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

POLICY REVISION

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

BSSD INCLUSION POLICY

PHILOSOPHY OF INCLUSION

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

INCLUSION IN PRACTICE AT BIG SKY SCHOOL DISTRICT

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

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

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

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

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

INCLUSION IN THE PRIMARY YEARS PROGRAM

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

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

INCLUSION IN THE DIPLOMA PROGRAM

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

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

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

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

POLICY COMMUNICATION

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

POLICY REVISION

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

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