

CASCADE SCHOOL DISTRICT 3 & B

Meeting of the Board of Trustees



APPENDICES

April 16, 2024 Regular Board Meeting

APPENDIX A

Staff Reports

Section I – FFA Advisor

Section II – Activities Director

Section III – K1-12 Principal

Section IV – Superintendent

Section V – Business Manager

SECTION I: FFA ADVISOR

FFA Board Report - April 2024

Since our last meeting, Cascade FFA had the opportunity to represent Cascade and Glacier FFA District at the Montana FFA State Convention, which was held the first week of April in Billings. Cascade FFA took 22 students competing on 10 different LDE and CDE teams. To begin with, the State averaged 115 teams that were trying to qualify for state out of their districts. Out of those teams, 62 teams that had actually qualified for state. Cascade FFA's final placings for our teams are as follows, with individual students listed as team members:

Agronomy - 13th

Ian McKamey - 48 out of 194 individuals

Trent Lane

Cole Standley

Lane McKamey

Conduct of Meeting - 5th

Trent Lane

Deyton Raether

Clair McKamey

Joelle Nelson

Tre Butcher

Reece Hastings

Bobby Rumney

Sr. Creed - Only the top 4 are placed, I don't have individual placings.

Clair McKamey

Jr. Creed - Only the top 4 are placed, I don't have individual placings.

Bobby Rumney

Extemporaneous Speaking - Only the top 4 are placed, I don't have individual placings.

Ian McKamey

Employment Skills - 18th

Tre Butcher

Livestock Evaluation - 22nd

Sterling Byrnes - 54th out of 224 individuals

Hal McGregor

Tyler Lane

Isaac Okes

Parliamentary Procedure - 3rd!

Ian McKamey

Kylee Finn

Audrey Rumney

Aubrey Hamlett

Bridger Lewis

Clair McKamey

Ag Mechanics - 6th (7 points away from going on stage!)

Izaak Munski - 12th out of 241 individuals

Austin Gatch

Rial McGregor

Hal McGregor

Vet Science - 9th

Kylee Finn - 18th out of 237 individuals

Deyton Raether

Madilyn Ward

Clair McKamey

I can not express how proud I am of these teams and students, and how excited I am for these teams for next year! We are only losing 1 individual to graduation! The teams are already planning out practices and ideas for getting better for next year.

What an amazing group of students, who, everywhere we went I received comments on how polite and respectful they were.

We are looking to hold our FFA awards banquet in May (date to be determined, based on what the track schedule looks like as well as facility availability). Awards and degrees will be given as well as our new chapter officers installed for the 24/25 SY

Update on the greenhouse... If the weather would last a little longer than 2 dry days, we could get cement poured into the corner braces. That currently is what is holding up our progress. Once those can get poured, the rest of the structure should go up rapidly. Barb Byrne is going to have some other adults that will be able to help within the next week with the raising of the structure, building of the walls and pulling on the plastic. We do have flowers already growing in the indoor greenhouse, waiting for the big greenhouse to be ready to hold their growth.

Plant science students are taking care of those plants and getting ready to plant vegetable seeds within the next week.

Discussion of a community garden was moved during our last chapter meeting. We will be working on plans for hosting some sort of community garden. Nothing was finalized on what that would look like, with ideas of growing and harvesting, then just selling the produce to just building the garden boxes, and providing the plants to the community members who would be interested in growing vegetables. Lots of discussion with great ideas in the works.

We have also discussed planting pumpkin seeds with the lower elementary students, one in a cup to take home, and preparing a “pumpkin patch” up on the hill west of the greenhouse. These plants would ideally be planted mid May for the availability of those younger students harvesting pumpkins come October. LOTS of fun ideas that our agriculture students have and I can’t wait to hopefully implement some of these ideas for our community!

As always, thank you for your continued support of your Cascade FFA and Agriculture department!

Respectfully Submitted,
Jennifer Ward
Agricultural Education
Cascade FFA Advisor

SECTION II: ACTIVITIES DIRECTOR

Activities Board Report - April 16, 2024

Priorities

1. Develop sustainable & repeatable processes
2. Football Scoreboard
3. Verify Emergency Action Plans cover athletic facilities/meet MHSA 7/15/2024 deadline
4. Align coaching evaluation & hiring practices with established procedures
5. Assess facilities/identify and prioritize needs
6. Identify opportunities to better recognize student-athletes (eg Academic All-State)

Since Last Board Report

1. Notified of MHSA reclassification to Class B effective SY25-26; submitted documentation for appeal; appeal scheduled for April 22
2. Completed HS Winter Sports Head Coach evaluations
3. Advertised HS Boys Basketball Head Coach position, Mar 28-Apr 14; forming panel, expected interviews week of Apr 22
4. Negotiating contract w/Admiral Beverage in exchange for scoreboard sponsorship
5. JH Volleyball, JH Boys & JH Girls Basketball uniforms on order
6. Credit card reader on order, working integration into concessions/tickets/fees
7. HS Basketball uniforms designed, quote received, approval in process, billed SY2024-25
8. Football scoreboard received, installation plan/cost estimates in development; planning install Jun 17/Cascade community day-Jun 20
9. Continued working with Character Development Team on Badger Values, incorporating coaches' input
10. Updating Cascade athletic letter to match updated logo and current school colors
11. Set Cascade All Coaches Meeting-May 20; working agenda

Upcoming Events (next 30 days)

1. Cascade Top 8 Track Meet-April 30
2. HS Golf Divisional Meet-May 6
3. BPA National Convention-May 10-12
4. JH Track (Cascade Host)-May 10
5. HS Track District Meet-May 11
6. HS Golf State Meet-May 13-15
7. HS Track Divisional Meet-May 16-17

ACTIVITIES UPDATE

FFA

Apr 2-5 State Competition, see Mrs. Ward's report

BPA

May 10-12 National Convention (Chicago, IL)

- Fundraising efforts ongoing

Music

Apr 11-12 District Music Festival

May 9 Spring Band Concert

Science Fair

Apr 4-State Science Fair, Missoula (

- Sayre McElroy earned 3 awards

Pep Club

N/A

ATHLETICS UPDATE

HS Golf

Apr 11, 1st match, 10 participants

JH Wrestling

Season complete

- Head coach outbrief/evaluation expected not later than Apr 19

HS Track

40 participants (31 males/9 females)

Apr 30 Cascade Top 8

JH Track

Estimated 39 participants (15 males/24 females)

May 10 Cascade-hosted JH Track meet

Football Scoreboard

Delivered April 3

- Location identified, planning support install Jun-17
- Community project day Jun 20

Coaching Recommendations

HS Track-Levi Nelson: Volunteer Assistant

HS Wrestling-JD Yarger: **RETAIN as Head Coach**

SECTION III: K1-12 PRINCIPAL

Good Evening,

Spring break is in the rearview mirror, fourth quarter is here, time is flying by. So let's buckle up.

In the last couple weeks, a couple high school students accompanied my Mr. Pettis competed in a math competition at Great Falls High. Wheels of Harmony from the Intermountain Opera in Bozeman performed for the entire school with three shows. Last Thursday was our Kindergarten and Jumpstart/Early literacy roundup. Students who attended Close Up and FFA state returned to the building with positive feedback regarding their experience. Today our junior class took the ACT.

Upcoming on the 25th our 4th grade and junior high classes will be putting on a wax museum highlighting significant figures of the past. This will be held in the gym. On the 2nd of April, the PTA is sponsoring a Junior High Dance at Wedsworth Hall. A couple of field trips are on the books for the month of May. Finally, hard to believe but our seniors will graduate before we meet again in May. Busy month and a half ahead. So much going on, but it is fun!

The final MAST assessment window opened on Monday. The goal is to complete the final round by next week to give a little time before district MAP assessments, which are scheduled for the second week of May. Our 5th and 8th graders will also complete the Smarter Balanced Assessment for science. This is a state requirement for these two classes. With the switch to a state-wide implementation of MAST for the 24-25 school year, I'm unsure on the status for science assessment in these grades at this point.

Elementary reading curriculum is stated to arrive in the near future. Elementary teachers will receive training with Benchmark on the new curriculum in May and another a couple months into next school year. I'm looking forward to the implantation of this new curriculum for the 24-25 school year and seeing improvement in consistency on content among the grade levels.

The committee that is working on our character initiative for next year continues to meet weekly and to discuss the implementation and goals for the next school year. In order for the process to take hold and remain a part of our culture, it will take some time. I'm looking forward to seeing the progress we make in a year.

Until next month,

Michael Wilson

SECTION V: BUSINESS MANAGER

NOTICE OF TRUSTEE ELECTION CANCELLATION

WHEREAS, the number of candidates filing a Declaration of Intent and Oath of Candidacy for the open trustee position on the Cascade School Board of Trustees, District No. 3 & B, Cascade County, State of Montana is equal to or less than the number of positions to be elected, the trustee election is not necessary.

THEREFORE, the necessary 30 day notice is hereby given that the Cascade School District No. 3 & B, Cascade County, State of Montana, Trustee Election is cancelled.

DATED this 5th day of April, 2024

District Clerk: Karsen Floerchinger

Signature: KarsenFloerchinger

NOTICE OF ANNUAL SCHOOL ELECTION

Notice is hereby given by the undersigned Clerk of Cascade School District No. 3 & B, Cascade County, State of Montana that the Annual School Election will be held on Tuesday, May 7th, 2024, by mail ballot. Ballots may be returned to the following locations, at the following times:

Location Prior to Election Day: Cascade Public Schools and Hours: Monday – Thursday 8:00 am-4:00 pm

Location on Election Day: Cascade Public Schools and Hours: 8:00 am to 8:00 pm

Electors will consider the following issues at the election:

- **Mill levy proposition to finance the school's General Fund, Cascade School Dist No. 3**
- **Mill levy proposition to finance the school's General Fund, Cascade School Dist No. B**
- **Mill levy proposition to finance the school's Technology Fund, Cascade School Dist No. 3**
- **Mill levy proposition to finance the school's Technology Fund, Cascade School Dist No. B**

A qualified registered elector who will be absent from the district during the time the election is being conducted may: a) vote in person in the election administrator's office as soon as the ballots are available and until noon the day before the ballots are scheduled to be mailed; b) make a written request, signed by the applicant and addressed to the election administrator, that the ballot be mailed to an address other than the address that appears on the registration card. The district clerk/election administrator's office is located at:

Cascade Public Schools, 321 Central Ave W, Cascade, MT 59421

If you miss this regular registration deadline (30 days prior to the election), you may still register for the election by showing up at the county election office by noon on the day before election day. The late registration certificate may be exchanged for a ballot at the school election administrator's office until the close of polls on election day. The county election office is located at:

325 2nd Ave N #100, Great Falls, MT 59401

A late registrant may obtain a ballot on election day at the following location:

Cascade Public Schools, 321 Central Ave W, Cascade, MT 59421

DATED this 8th day of April 2024

District Clerk: Karsen Floerchinger

Signature: KarsenFloerchinger

PRIOR YEARS

CASCADE PUBLIC SCHOOLS

Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: March 2020, 2021, 2022, 2023

Month	Year	Fund		Committed	Committed YTD	Original	Current	Available	%
				Current Month		Appropriation	Appropriation	Appropriation	Committed
Mar	2023	101	General	\$224,785.73	\$ 996,984.68	\$1,467,139.00	\$1,467,139.00	\$ 470,154.32	68%
Mar	2023	201	General	\$140,573.61	\$ 699,079.03	\$1,030,278.00	\$1,030,278.00	\$ 331,198.97	68%
Mar	2022	101	General	\$104,907.66	\$ 806,440.74	\$1,430,304.03	\$1,430,304.03	\$ 623,863.29	56%
Mar	2022	201	General	\$ 86,011.08	\$ 608,707.67	\$1,017,084.98	\$1,017,084.98	\$ 408,377.31	60%
Mar	2021	101	General	\$ 99,196.30	\$ 806,995.74	\$1,445,690.00	\$1,445,690.00	\$ 638,694.26	56%
Mar	2021	201	General	\$ 67,709.40	\$ 542,250.37	\$1,014,350.00	\$1,014,350.00	\$ 472,099.63	53%
Mar	2020	101	General	\$ 14,418.55	\$ 802,758.40	\$1,415,556.00	\$1,415,556.00	\$ 612,797.60	57%
Mar	2020	201	General	\$ 14,913.99	\$ 589,897.05	\$ 989,292.00	\$ 989,292.00	\$ 399,394.95	60%
								4 YR AVERAGE	60%

CURRENT YEAR

CASCADE PUBLIC SCHOOLS

Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: March 2024

Month	Year	Fund		Committed	Committed YTD	Original	Current	Available	%
				Current Month		Appropriation	Appropriation	Appropriation	Committed
Mar	2024	101	General	\$115,712.82	\$ 964,110.76	\$1,552,352.00	\$1,552,352.00	\$ 588,241.24	62%
Mar	2024	201	General	\$ 81,825.12	\$ 702,711.22	\$1,128,684.00	\$1,128,684.00	\$ 425,972.78	62%
Grand Total:				\$197,537.94	\$1,666,821.98	\$2,681,036.00	\$2,681,036.00	\$1,014,214.02	62%

APPENDIX B

Board Report

Section I – Board Evaluation

Section II – Board Training Hours

Section III – Negotiations Committee Minutes

Regular Board Meeting Assessment

2 responses

[Publish analytics](#)

Please Enter the Date of the Board Meeting

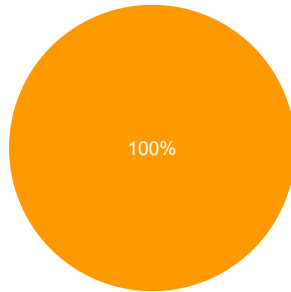
2 responses

Mar 2024 | 19 2

An agenda was used and followed.

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2 responses

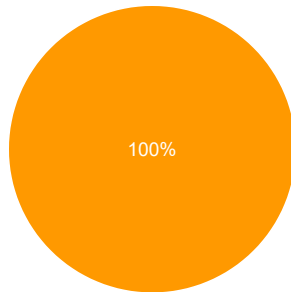


- 1 - Ineffective
- 2 - Needs Improvement
- 3 - Proficient
- 4 - Very Effective
- Not Applicable or Unobserved

Discussion focused on areas of board authority.

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2 responses

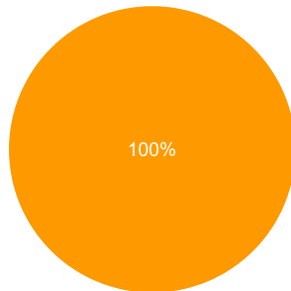


- 1 - Ineffective
- 2 - Needs Improvement
- 3 - Proficient
- 4 - Very Effective
- Not Applicable or Unobserved

The board discussed all available options.

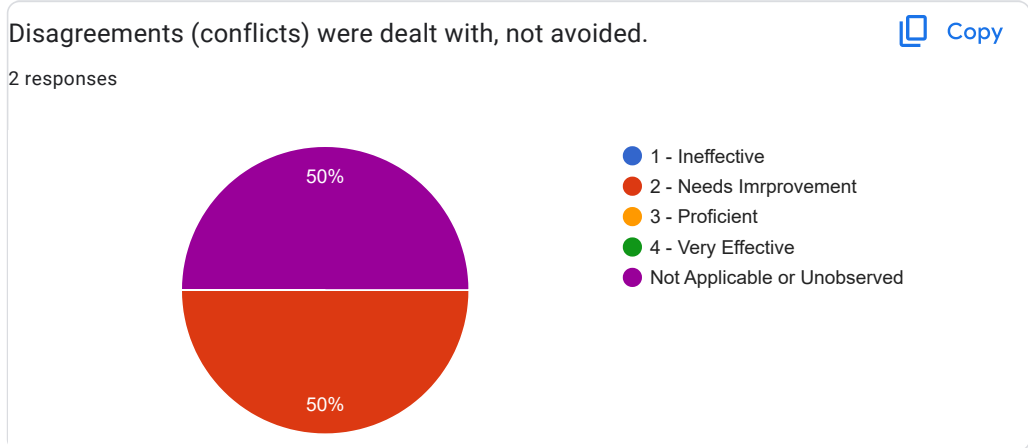
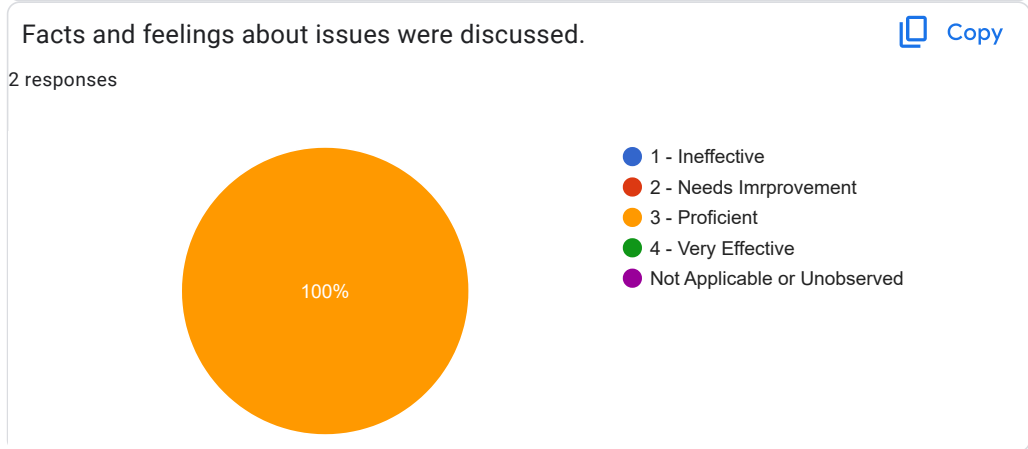
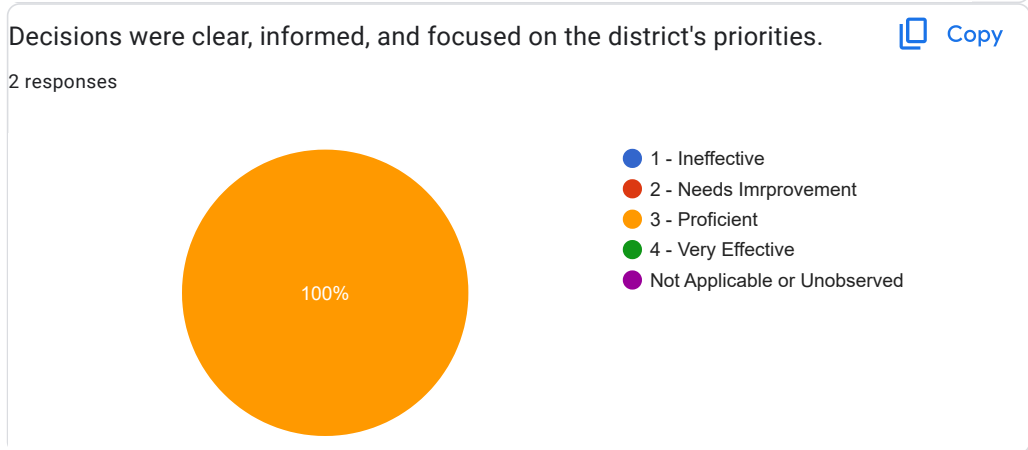
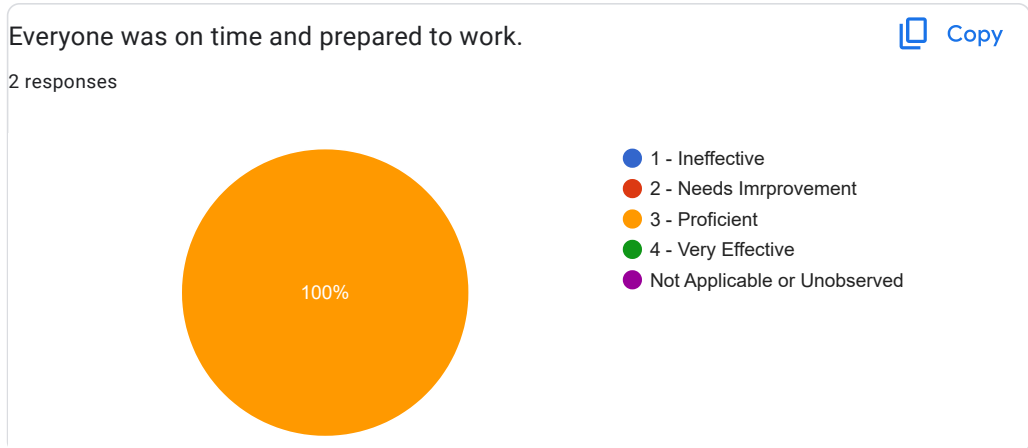
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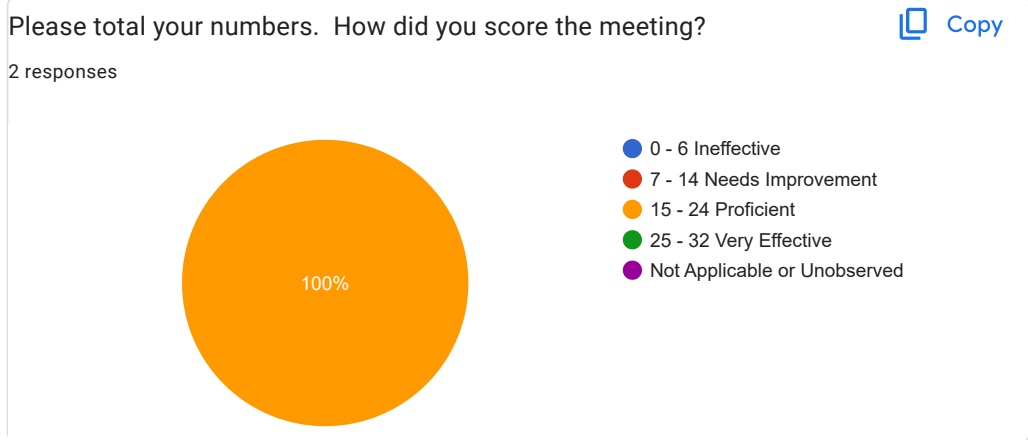
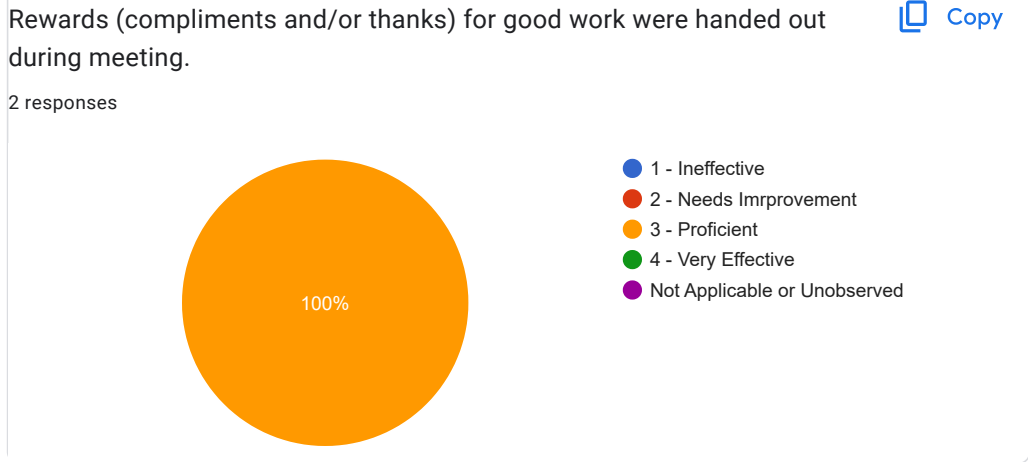
2 responses



- 1 - Ineffective
- 2 - Needs Improvement
- 3 - Proficient
- 4 - Very Effective
- Not Applicable or Unobserved







Optional: What can the board do to improve meeting effectiveness?

1 response

I wished a board member had been asked to participate in the School Calendaring Committee which was anticipated from last years discussion. We ended up revisiting the issue which I believe could have been resolved with a board member on the calendaring committee. It also feels the we as the board pushed the motion through versus addressing/correcting the perpetual issue at hand.

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Google Forms



SECTION II: BOARD HOURS

Cascade Board Hours 2023-2024

NAME	DATE	TRAINING	CREDITS
John Rumney			
		Total	0
Iain McGregor	9/7, 9/14, 9/21/23	Back to School Legal Primer	6
	10/5/2023	School Board Leadership Training	6
		Think Tank Thursday	1
		Total	13
Ruth Mortag	9/7, 9/14, 9/21/23	Back to School Legal Primer	6
		Total	6
Chris Wilson	10/16/23	Back to School Legal Primer	6
	12/12/23	MCEL	3
	1/18/24	MCEL	6
		Total	15
Rick Cummings	9/7, 9/14, 9/21/23	Back to School Legal Primer	6
	10/18 - 10/20	MCEL	30
	12/5-6	School Safety Symposium	5
	10 days	Think Tank Thursday	10
		Total	51
Mark McKamey	10/19/23	School Board Leadership Training	6
	10/18 - 10/20	MCEL - Bringing AI to Schools	1
		School Safety Symposium	2
		Think Tank Thursday	2
		Total	11

SECTION I: NEGOTIATIONS COMMITTEE MEETING MINUTES

Negotiations Committee Meeting

April 8, 2024

5:00pm

Present:

Rick Cummings

Iain McGregor

Ruth Mortag

Karsen Floerchinger

Bryan Smith

Wiley Aker(phone)

Levi Collins (zoom)

Michael Wilson

The Negotiations Committee met on April 8th, 2024 at 5:00 pm to discuss the FY2025 salaries and benefits of administrative and supervisory staff.

Karsen Floerchinger, Business Manager, reported that the average teacher raise for FY2025 was 5.34%, which included advancement of steps and lanes, as well as 2% on the base. The average does not include teachers new to the district, vacant positions or teachers who had a salary lane change. It was also reported that insurance premiums for next fiscal year are increasing about 2%.

Bryan Smith, Maintenance Supervisor, was offered a raise of 5.34% for FY2025. The Committee inquired if Mr. Smith had obtained his boilers license. After discussion, it was determined that it is unnecessary and would not be that big of a benefit to the district.

Wiley Aker, Transportation Supervisor, negotiated three items. The first ask Mr. Aker posed was for the creation of an additional full time position in the bus barn. The position would drive a route, as well as work in the bus barn performing maintenance and repairs. Mr. Aker puts in many hours and has a need for additional help during the week. The Committee agreed to this point, and delegated the administration to iron out the details of the contract and compensation. The next ask was to increase the bus driver pay from \$20/hr to \$25/hr for driving time. The Committee also agreed to this item, with the understanding that the Transportation Levy may need to be raised. The final ask was for a 4% raise to his salary. The Committee countered with 5.34% to match the average teacher raise and maintenance supervisor.

Michael Wilson, K1-12 Principal, began his negotiations highlighting the point that he is offered employer paid full family health insurance, a total value of around \$30K, of which he is not using. Mr. Wilson requested that the health insurance language be taken from his contract, and an additional \$15,000 added to his annual salary. The Committee agreed to this item. The Committee also discussed what the contract should look like if an additional principal or assistant principal needs to be added in the future. Administration is reaching out to MTSBA to inquire on contract language.

Levi Collins, Superintendent, began his negotiations asking for a raise of 5.34% for FY2025, to match the other raises. The Committee agreed to the raise on his regular contract. The Small Rural Schools stipend will be renewed for another year, remaining at the same amount as FY2024. Mr. Collins also asked the Committee for the ability to be out of the office on days there is not school scheduled for breaks during the school year, without having to use vacation days. The Committee agreed and discussed the best way to put this language into the contract, as well as how to grant these days. Flex time or the addition of

personal days were options, but administration is requesting contract language from MTSBA. Finally, the Committee offered Mr. Collins a 3-year contract, with the option to renegotiate terms and salary annually.

Karsen Floerchinger, Business Manager, began her negotiations asking the Committee for the same terms Mr. Collins negotiated in regards to scheduled school breaks, to which the Committee agreed. Next, Mrs. Floerchinger negotiated the terms of her employer paid full family insurance. She asked that if she selects a lesser premium than offered, that the difference between that premium and the most expensive premium be paid into a Flex or HSA account. The Committee agreed to this item. Finally, Mrs. Floerchinger asked for the option of working from home/remotely, when appropriate, during the summer break. The Committee also agreed to this term. The Committee offered Mrs. Floerchinger a raise of 5.43% for FY2025.

Adjourned 6:34 pm

APPENDIX C

New Business

Section I – Salary Lane Changes

Section II – SY2024-2025 Contracts

Section III – ARP & Safe Return to School Plans

SECTION I: SALARY LANE CHANGES

APPENDIX "E"

Cascade Public School District 3&B

Teacher Request for Approval of Credits for Salary Advancement

Note: Incomplete request forms will be returned.

Form approved 2008 Collective Bargaining Agreement

Employee Information:

Name J. Lynn Formell Date of Request 5/15/2023

Current Teaching Assignment JH ELA + Social Studies

Number of Years in District 1 Date hired July 2022

Current Placement (Steps and Lanes) 0, BA+30

Class or Workshop Information:

Class or Workshop Title Master of Education in Elementary Education

Class or Workshop Number _____ Start Date 4/15/2021 End Date 4/26/2023

Class Dates _____ Class Times _____

Instructor Name _____ College or University Grand Canyon University

Number of Semester Credits requested 47

How is this class designed to enhance your ability to plan and implement your curriculum to fit the needs of the district?
(please explain on reverse or attach) enhanced-education for certified teaching

Type of Approval Requested:

College Credit for movement on salary schedule: This credit, if approved, will apply towards my movement

From 0, BA+30 To 3A+40, MA

Is there any special circumstance in this request? Yes ___ No (please explain on reverse or attach)

Are additional information sheets attached or materials on reverse side? Yes ___ No

Teacher signature verifying the above and attached materials are correct.

Signature [Signature] Date 5/15/2023

Administrative Determination:

Superintendent's Determination. Check if additional comments or materials are attached _____ yes

Comments: _____

Signature [Signature] Date 5/15/23

This application will be processed no more than three (3) working days from the date of request.

APPENDIX "E"

Cascade Public School District 3&B

Teacher Request for Approval of Credits for Salary Advancement

Note: Due to Administration by April 1st. Incomplete request forms will be returned.

Form approved 2008 Collective Bargaining Agreement

Employee Information:

Name Giulia Weeda Date of Request 1/18/2024

Current Teaching Assignment HS English + HS Spanish

Number of Years in District 3 Date hired 7/1/21

Current Placement (Steps and Lanes) BA, 2

Class or Workshop Information:

Class or Workshop Title See Attached

Class or Workshop Number See Attached Start Date Summer 2023 End Date Fall 2023

Class Dates See Attached Class Times NA

Instructor Name _____ College or University Montana State University

Number of Semester Credits requested 12

How is this class designed to enhance your ability to plan and implement your curriculum to fit the needs of the district?
(please explain on reverse or attach) These courses are part of my program of study

for a Master of Arts in English Education. They enhance my content and pedagogical knowledge for best practices in English Ed. See Attached.

Type of Approval Requested:

College Credit for movement on salary schedule: This credit, if approved, will apply towards my movement

From BA To BA+10

Is there any special circumstance in this request? Yes No (please explain on reverse or attach)

Are additional information sheets attached or materials on reverse side? Yes No

Teacher signature verifying the above and attached materials are correct.

Signature Giulia Weeda Date 1/18/2024

Administrative Determination:

Superintendent's Determination. Check if additional comments or materials are attached _____ yes

Comments: _____

Signature Levi Collins Date 1/18/24

This application will be processed no more than three (3) working days from the date of request.

Giulia Weeda

Graduate Course Descriptions for Salary Lane Change

18 January 2024

EDU 591: Competency Based Education

“A multitude of schools, districts, and entire states, such as New Hampshire, are shifting away from the traditional, time-based, Carnegie model of instruction. These innovators, including some rural schools in Montana, are developing and implementing what the Federal Department of Education identifies as Competency-Based Education (CBE). CBE includes personalized, mastery, project-based, and blended and/or virtual teaching/learning. This course will introduce future and practicing educators to these various teaching/learning modalities and prepare educators to compete for employment in these schools and districts or prepare educators to implement these modalities in their own classes/districts.”

*Coursework included designing lesson and unit plans for high school English in addition to discussing CBE with other educators. It offered an opportunity to consider different methods of instruction and assessment.

NASX 524: Contemporary Issues in American Indian Studies

“Course provides a graduate level overview of contemporary political, economic, social, and cultural issues facing Native America. As there are more than 570 self-governing Indian nations in the United States, we will begin by focusing on the tribal nations of Montana. Given the complexity of the topic this course serves as a beginning point for further discussion and research. Stereotypes, misinformation, iconography, folklore, and so much more obscure our perception of Native Americans. A challenge is the tendency of non-Natives to see Native Americans through the lens of history, to speak of indigenous people and nations in the past tense - Native Americans are “frozen in time.” But to the contrary, real Native nations, communities, and peoples are living contemporary lives. They are balancing the day-to-day demands of life surrounded by a Western society, struggling to retain their Native identity. While the issues and concerns are as varied as the Native American Nations, some common threads run through their experiences. Through discussions, case studies, and other assignments students will acquire a general overview to many of today’s major issues that are relevant in Native America and beyond.”

*My final seminar essay focused on the history and lasting impacts of federal boarding schools in the context of Montana’s IEFA law and implementation.

ENGL 560: English Foundations and Critical English Education

“ENGL 560 is designed to help practicing English, literacy, and language educators understand how contemporary conceptions of the secondary school subject “English” have emerged—and evolve—from a complex set of histories, politics, and ideologies. An underlying assumption is that what we currently know of as the school subject “English” is as much a constellation of (often competing and contradictory) conceptions that are defined and authorized by a wide range of stakeholders (e.g., students, teachers, administrators, corporate test makers, politicians) than a stable set of disciplinary-based epistemologies and methodological approaches.”

*Coursework involved in-depth discussions with other educators about pedagogy in addition to curriculum evaluation and creation, problem-solving, and exploring current trends in the English education field.

ENGL 565: Literary Landscapes

“This literary study of landscapes focuses on the ways in which such places exist materially, politically, and symbolically. Specific topics vary, but the course emphasis is on how landscapes are constructed, theorized, and influence other landscapes.”

*FA 2023 focused on Jane Austen’s writing and landscapes in conjunction with broader theoretical, critical, and pedagogical exploration.

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*Coursework involved in-depth discussions with other educators about pedagogy in addition to curriculum evaluation and creation, problem-solving, and exploring current trends in the English education field.

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*FA 2023 focused on Jane Austen’s writing and landscapes in conjunction with broader theoretical, critical, and pedagogical exploration.

APPENDIX "E"

Cascade Public School District 3&B
Teacher Request for Approval of Credits for Salary Advancement

Note: Incomplete request forms will be returned.
Form approved 2008 Collective Bargaining Agreement

Employee Information:

Name Amanda Brown Date of Request 1/10/24

Current Teaching Assignment Social Studies

Number of Years in District 3 Date hired 8/2021

Current Placement (Steps and Lanes) 4 | BA+20

Class or Workshop Information:

Class or Workshop Title Master of Science, Educational Leadership

Class or Workshop Number NA Start Date 2/1/23 End Date 1/10/24

Class Dates Work at own pace Class Times work at own pace

Instructor Name Chris Templeton - Mentor College or University WGU

Number of Semester Credits requested 39

How is this class designed to enhance your ability to plan and implement your curriculum to fit the needs of the district?
(please explain on reverse or attach) _____

Type of Approval Requested:

College Credit for movement on salary schedule: This credit, if approved, will apply towards my movement

From BA+20 To MA+20

Is there any special circumstance in this request? Yes No (please explain on reverse or attach)

Are additional information sheets attached or materials on reverse side? Yes No

Teacher signature verifying the above and attached materials are correct.

Signature Amanda Brown Date 1/10/24

Administrative Determination:

Superintendent's Determination. Check if additional comments or materials are attached _____ yes

Comments: _____

Signature Levi Collins Date 1/10/24

This application will be processed no more than three (3) working days from the date of request.

Amanda Brown

By obtaining my Masters in Educational Leadership it benefits the school and helps me in my classroom. This degree helps the school by having highly qualified staff. It also helps to have another staff member with an administration degree, especially a female when it comes to discipline and behavior in the school. When the principal and superintendent are gone from the school there is another member in the school with an administration degree to help during the day.

This degree helps in my classroom because my classes were on leadership, inclusion, ethics, diversity, data, curriculum, management, culture, and social-emotional learning. All of these courses discussed and taught about these topics in depth and how schools should be implementing and using them. Many of these subjects are very helpful not only when eventually becoming a principal but also for using the information in a classroom setting.

Overall, the classes helped me to become a better teacher and at the same time benefit the school. As a school leader this degree helps to develop great teaching practices while also supporting the school in an administration support path.

Amanda Brown
1/10/24

SECTION II: FY2024-2025 CONTRACTS

School Safety and Rural School Issues Stipend Contract

This School Safety and Rural School Issues Stipend Contract (the "Contract") is made and entered into on this 16th day of April, 2024 (the "Effective Date") between Cascade School District (hereinafter referred to as the "District") and Levi Collins (hereinafter referred to as the "Recipient").

Background:

The District is committed to promoting school safety and addressing issues specific to rural schools. In recognition of the Recipient's expertise and dedication in this area, the District wishes to provide the Recipient with a stipend to support their efforts.

Terms and Conditions:

- Stipend Amount:** The District agrees to provide the Recipient with a stipend in the annual amount of \$8,100.00, payable in 12 equal monthly installments.
- Term:** The term of this Contract shall be for the 2024-2025 school year, commencing on the Effective Date, unless terminated earlier in accordance with the provisions of this Contract.
- Responsibilities of the Recipient:** a. The Recipient shall provide regular updates to the District on the progress of their activities and the impact of their efforts related to school safety and specific rural school issues.
- Termination:** In the event this contract is terminated by application of state law or by mutual agreement prior to the expiration of its term, the contract sum shall be pro-rated on the basis of the number of contracted days. Any termination of this contract by either party without mutual agreement (unless the contract be terminated pursuant to state law) shall subject the violating party to a penalty equivalent to 1/total number of contract days of the total annual salary stated above for each day remaining in the contract year at the time of such termination and such penalty shall be assessed as damages in lieu of all other damages suffered by reason of such termination.
- Confidentiality:** The Recipient agrees to maintain the confidentiality of any non-public information provided by the District in connection with this Contract and shall not disclose such information to any third party without the prior written consent of the District, unless required by law.
- Governing Law:** This Contract shall be governed by and construed in accordance with the laws of the state of Montana.

Signatures:

By signing below, the parties acknowledge and agree to be bound by the terms and conditions of this School Safety and Rural School Issues Stipend Contract.

Chair, Board of Trustees

Date

Recipient

Date

District Clerk

Date

Cascade Public Schools – District 3 & B
CLASSIFIED STAFF EMPLOYMENT CONTRACT

This is a Contract between **Bryan Smith** and the Board of Trustees of Cascade School District 3 & B, Montana. **6 years in district.**

1. Mutual Promises: The Board agrees to employ Employee and Employee agrees to perform duties when, where and as assigned by the Superintendent or his/her designee and to comply with board policy for the school **2024-2025 beginning July 1, 2024 and ending no later than June 30, 2025. The total amount of contracted days, including paid holidays, shall not exceed 260 unless otherwise authorized in advance by administration. Weekly hours are not to exceed 40 total hours with a 30-minute unpaid lunch each day included. Any additional hours must be pre-approved by employee’s supervisor.**

2. No Guarantee of Hours or Renumeration: Nothing in this Contract shall be construed to provide a guarantee of assignment, duties, projects, income, renumeration or hours worked. The parties agree that the projects assigned, as well as the number of hours worked, will vary according to the nature and extent of the District’s needs.

3. Compensation: The Board shall pay Employee an initial wage of **\$26.36** per hour, including all benefits accruing in accordance with Title 2, chapter 18, part 6 of the Montana Code Annotated and District policy, for the assigned position of **Maintenance/Transportation Supervisor**. The wage may thereafter be unilaterally modified by the District to reflect any change in assignment or position.

4. Duties and Responsibilities: Job duties for this position are stated in the job description (available upon request if misplaced), which may include other related duties as assigned, by the Superintendent or Principal.

5. Term of Employment: The term of this Contract is set forth in paragraph 1, unless otherwise terminated earlier under section 5 or by virtue of the doctrine of impossibility as specified in § 1-3-222, MCA. Employee shall have no expectation of continued employment with the School District upon the expiration of the term of this Contract. Both parties agree that without board action, employment will automatically terminate upon expiration of this Contract.

6. Termination of Employment: The District may terminate this contract for cause at any time during the year.

7. Jurisdiction: This Contract shall be governed by the laws of the State of Montana.

8. Savings Clause: In the event any one or more of the provisions contained in this Contract shall, for any reason, be held invalid, illegal, or unenforceable, such invalidity, illegality, or unenforceability shall not affect any other provision thereof, and this Contract shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

9. Entire Contract / Modification: This Contract embodies the complete Contract of the parties hereto, superseding all oral and written previous and contemporary Contracts between the parties. No alteration or modification of this Contract shall be valid unless evidenced by a writing signed by the parties of this Contract.

10. Acceptance: This offer shall expire unless signed and returned to the Board or its authorized representative by 4:00 p.m., **May 6, 2024.**

I have read this Contract, understand its terms, and agree to be bound thereby.

Dated this 16th day of April, 2024.

Employee’s Signature

Date

Board Chair, Cascade School District 3 & B

Date

ATTEST:

Clerk, Cascade School District 3 & B

Date

Cascade Public Schools – District 3 & B
CLASSIFIED STAFF EMPLOYMENT CONTRACT

This is a Contract between **Wiley Aker** and the Board of Trustees of Cascade School District 3 & B, Montana. **4 years in district.**

1. Mutual Promises: The Board agrees to employ Employee and Employee agrees to perform duties when, where and as assigned by the Superintendent or his/her designee and to comply with board policy for the school year **2024-2025 beginning July 1, 2024 and ending no later than June 30, 2025. The total amount of contracted days, including paid holidays, shall not exceed 260 unless otherwise authorized in advance by administration. Weekly hours are not to exceed 40 total hours with a 30-minute unpaid lunch each day included. Any additional hours must be pre-approved by employee’s supervisor.**

2. No Guarantee of Hours or Renumeration: Nothing in this Contract shall be construed to provide a guarantee of assignment, duties, projects, income, renumeration or hours worked. The parties agree that the projects assigned, as well as the number of hours worked, will vary according to the nature and extent of the District’s needs.

3. Compensation: The Board shall pay Employee an initial salary of **\$48,493.00**, including all benefits accruing in accordance with Title 2, chapter 18, part 6 of the Montana Code Annotated and District policy and those outlined in Appendix A, for the assigned position of **Transporation Supervisor**. The wage may thereafter be unilaterally modified by the District to reflect any change in assignment or position.

4. Duties and Responsibilities: Job duties for this position are stated in the job description (available upon request if misplaced), which may include other related duties as assigned, by the Superintendent or Principal.

5. Term of Employment: The term of this Contract is set forth in paragraph 1, unless otherwise terminated earlier under section 5 or by virtue of the doctrine of impossibility as specified in § 1-3-222, MCA. Employee shall have no expectation of continued employment with the School District upon the expiration of the term of this Contract. Both parties agree that without board action, employment will automatically terminate upon expiration of this Contract.

6. Termination of Employment: The District may terminate this contract for cause at any time during the year.

7. Jurisdiction: This Contract shall be governed by the laws of the State of Montana.

8. Savings Clause: In the event any one or more of the provisions contained in this Contract shall, for any reason, be held invalid, illegal, or unenforceable, such invalidity, illegality, or unenforceability shall not affect any other provision thereof, and this Contract shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

9. Entire Contract / Modification: This Contract embodies the complete Contract of the parties hereto, superseding all oral and written previous and contemporary Contracts between the parties. No alteration or modification of this Contract shall be valid unless evidenced by a writing signed by the parties of this Contract.

10. Acceptance: This offer shall expire unless signed and returned to the Board or its authorized representative by 4:00 p.m., **May 6, 2024.**

I have read this Contract, understand its terms, and agree to be bound thereby.

Dated this 16th day of April 2024.

Employee’s Signature

Date

Board Chair, Cascade School District 3 & B

Date

ATTEST:

Clerk, Cascade School District 3 & B

Date

**Cascade Public Schools – District 3 & B
EMPLOYMENT CONTRACT
DISTRICT CLERK and BUSINESS MANAGER**

APPENDIX “A”

This addendum spells out the specifics of the fringe benefits provided to the “**Transportation Supervisor**”. These benefits are in force until superseded by a new listing of the benefits. It is understood by both parties that these paid benefits cease upon termination, resignation, or retirement of the “**Transportation Supervisor**” based upon the last date the “**Transportation Supervisor**” is under contract with the District.

By its attachment to the Employment Contract form, the listed benefits become part of the Contract between the **BOARD** and the “**Transportation Supervisor**”.

1. Employee only health insurance benefit, where the District agrees to pay the base amount of \$1,800 and half of the difference between the base and the actual cost of the premium per year.

SECTION III: ARP AND SAFE RETURN TO SCHOOLS PLANS

Q1.

Montana School District ARP ESSER Plans

Federal Requirement

The US Department of Education (USED) required the OPI to establish a process for district plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds and ensure plans be made available to the public, within no later than 90 days after a district received its ARP ESSER allocation (August 24, 2021). The requirements for the school district plans include, at a minimum, how districts will:

1. use funds to implement prevention and mitigation strategies;
2. use the funds totaling not less than 20% to address lost instructional time;
3. spend its remaining 80% of ARP ESSER funds;
4. respond to needs of student disproportionately affected by the pandemic; and
5. meaningfully engage with and consult stakeholders in crafting their plans.

Each of these federally required components are embedded into this school district ARP ESSER plan.

In addition, the USED requires the OPI to support and monitor each school district's use of ARP ESSER funds, including:

- i. implementation of evidence-based interventions;
- ii. address the student groups specifically that were disproportionately impacted by the pandemic; and
- iii. identify, reengage, and support students who have experienced the impact of lost instructional time.

The plan will provide the information necessary for the OPI to support and monitor school districts as they move forward.

State Components

Throughout this school district ARP ESSER plan, the OPI has emphasized local control and coordination of state initiatives and requirements so that school districts can identify and innovate solutions for unique local needs and priorities. These components are embedded in the school district ARP ESSER plan. Additionally, the OPI will seek flexibility from the Board of Public Education to use the Goals section of this plan in place of the Continuous School Improvement Plan (CSIP).

This template will guide the development of the school district's (LEA's) ARP ESSER plan. The template sections are as follows:

1. School District-Identified Priorities
2. Meaningful Consultation
3. Goals
4. Coordinating Funds
5. Creating Safe and Healthy Learning Environment
6. Addressing Lost Instructional Time
7. Supporting the Educator Workforce
8. Monitoring and Measuring Impact of ARP ESSER funds

Prior to beginning your school district ARP ESSER plan, consider the following:

- Has your district and/or individual schools within the district completed a Gap Analysis to assist in identifying the top needs due to Covid 19? If no, click on [Gap Analysis](#).
- What kinds of data assisted you in identifying the gaps?
- What were the needs you identified in your subgroups?
- Did you meet with all stakeholders to get input on needs and possible solutions to formulate a plan for the funds? (Parents, Students, Teachers, Staff, Community Members, Tribal Members, School Board, etc...) If not, how will you make this happen prior to creating your plan?

Instructions for completing your school district ARP ESSER plan

- When you reach a stopping point, click Next to save your work. Return anytime before August 24 to finish your submission.
- When you're ready, click Submit at the end of the plan.
- After you click Submit, your responses will display in a PDF file. Download the PDF file.

- Upload the PDF file of your responses to your district's webpage.

Note: The option to edit is no longer available once the plan is submitted by clicking the Submit button. If you click Submit and then determine later that you need to make changes, contact OPIteams@mt.gov.

While completing your school district ARP ESSER plan, consider the following:

- What would you like to achieve before the funding ends in September of 2024?
- What goals will need to be established in order to get there?
- You may need to leave and come back to this form as you formulate your plan.
- You will still need to complete the eGrants application for ESSER III that is due September 1, 2021. It is important that your school district ARP ESSER plan aligns with the budget amounts reported in eGrants.

Resources to help with completing your plan

- [Curriculum Selection](#)
- [Acceleration Guidance](#)
- [ESSA Tiers of Evidence](#)
- [Gap Analysis Tool](#)
- [U.S. Department of Education FAQ - ESSER/GEERS](#)
- [FAQ's of Maintenance of Equity Requirements](#)
- [Montana Office of Public Instruction ESSER website](#)
- [SEL Priorities](#)

Next Steps:

- The OPI will confirm your submission via the email you provide at the start of your plan.
- The OPI will reach out with questions and support as needed.
- Districts will need to set up their own monitoring which needs to be paired with implementation.
- Districts will be able to answer these same question every 6 months. The OPI created this temporary form as a means to meet the federal timelines; it will be put in a more permanent location where you can access and update your plan.
- The OPI will use this form to collect best practices to share with other districts.

Q5. Please choose your county and district from the dropdown.

County

District

Q6. Who is submitting this form?

Q11. Please indicate your role in the district.

District-level Administrator

Principal

Other (Please identify your role in the box below.)

Q9. What is your official school district email address?

Q8. What is your school district phone number?

4064689383

Q30. 1. School District-Identified Priorities

Q33. Please provide the top priorities the school district has determined as the most pressing needs for students and schools within the school district as a result or in response to the COVID-19 pandemic. You may elect between 1-3 priorities by checking the box and providing the text response.

Priority 1

Cascade Public Schools will use achievement data to assess student learning to ensure that the students are career and college-ready.

Priority 2

Cascade Public Schools will use federal relief funds to ensure that students learning is improving and that the district's learning goals are met.

Priority 3

Cascade Public Schools will identify areas of the school building that will enhance the health and safety of the students.

Q34. When you identified each of your district's priorities, what data points did you use? Please list any and all data sources, such as attendance, interim assessments, surveys, etc.

Attendance, FastBridge, SBAC, IXL and MobiMax

Q24. Please indicate which of the following student groups specifically referenced in ARP ESSER were more affected than others in your district. Choose all that apply.

Economically Disadvantaged (Free and Reduced Lunch)

White

- Black or African American
- American Indian or Alaska Native
- Multi-Racial
- Migrant
- Homeless
- Foster Youth
- Children with Disabilities
- Male
- Female
- English Language Learners
- Other (please identify in the box below)

Q41. 2. Meaningful Consultation

Q25. ARP ESSER requires school districts to consult with a wide variety of stakeholders when developing a plan. Please select all of the following groups of stakeholders your district consulted and/or plans to consult.

- Parents
- Students
- Teachers
- Staff
- Tribal governments
- Local bargaining units
- Educational advocacy organizations
- County health departments
- Community members
- Other (please identify in the box below)

Q26. What method(s) did you use to seek stakeholder input? Choose all that apply.

- Webinars
- Public meetings
- Website
- Media
- Social media
- Email
- Other (please identify in the box below)

Q72. 3. Goals

Q71.

Goal Action Plan:

Please define your Math goal, English Language Arts (ELA) goal, and other goal, based on the priorities you identified.

Explain what instruments or methods will be used to monitor the progress of the goals and determine if the goals are met. Click the box and provide the text response for each applicable box.

Math Goal

The district will develop clear math goals for student learning and will focus instruction and assessment on the knowledge and essential skills necessary for citizenship, career, and/or college readiness, as measured by academic achievement data at each grade level and graduation rates.

ELA Goal

The district will develop clear English Language Arts goals for student learning and will focus instruction and assessment on the knowledge and essential skills necessary for citizenship, career, and/or college readiness, as measured by academic achievement data at each grade level and graduation rates.

Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.)

Cascade Public Schools will develop strategies that address the social and emotional needs of students and staff.
The district will identify areas of the school building that will enhance the health and safety of the students and staff.
The district will continue to implement professional development addresses student learning.
The district will develop social-emotional learning instruction for all grade levels.
The district will recruit, hire and train highly qualified educators.

Q42.

Goal Action Plan, Part 2:

Identify what strategies/action steps will be used to support the achievement of the goals.

Describe a realistic and achievable timeline to achieve the goals.
Identify who is responsible to ensure the strategies/action steps are achieved.
Click the box and provide the text response for each applicable box.

Math Goal Strategies, Actions, Timelines, and Assignments

Cascade High School's Math goals were for 70% of our students to score proficient on the FastBridge tests and for our Economically Disadvantaged Students to have more than 60% of the students score proficient or better. Cascade High School had 87% of our students and 85% of our economically disadvantaged students score proficient or better. Cascade High School has increased the goals for all groups and subgroups to have 80% of our students score proficient or better.

ELA Goal Strategies, Actions, Timelines, and Assignments

Cascade High School's ELA goals were for 70% of our students to score proficient on the FastBridge tests and for our Economically Disadvantaged Students to have more than 60% of the students score proficient or better. Cascade High School had 78% of our students and 77% of our economically disadvantaged students score proficient or better. Cascade High School has increased the goals for all groups and subgroups to have 75% of our students score proficient or better.

Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments

Promoting Excellence for all Students through
 Engaging Curriculum with Rigor and Relevance
 High-Quality Instruction
 Technology and Innovation
 Personal and Academic Pride
 Community and Collaboration

Q14. For which of the following student groups do you have a distinct Math goal? Choose all that apply.

- American Indian or Alaska Native
- Black or African American
- Hispanic
- MultiRacial
- White
- Free and Reduced Lunch

- Homeless
- Students with Disabilities
- None

Q63. For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.

- American Indian or Alaska Native
- Black or African American
- Hispanic
- MultiRacial
- White
- Free and Reduced Lunch
- Homeless
- Students with Disabilities
- None

Q64. For which of the following student groups do you have a distinct goal other than Math or ELA? Choose all that apply.

- American Indian or Alaska Native
- Black or African American
- Hispanic
- MultiRacial
- White
- Free and Reduced Lunch
- Homeless
- Students with Disabilities
- None

Q15. Describe your Math goal for each identified student group.

The districts identified subgroup will have more than 60% of the students score proficient or better.

Q16. Describe your ELA goal for each identified student group.

The districts identified subgroup will have more than 60% of the students score proficient or better.

Q65. Describe your Other goal for each identified student group.

Design and develop a sustainable school-based mental health program, to address the needs of students/families in all schools. • Provide staff member(s) to help coordinate collaboration with the mental health and medical community and other partners to provide these connections. Each school will develop, implement and monitor a social-emotional learning plan that addresses the adverse effects of COVID-19 on staff and students. • This may require consulting and professional development on social-emotional/mental health to include summer meetings for goal setting. Create learning environments in schools and classrooms that are respectful and nurturing, supported by all GFPS staff. • Evaluate the structures and practices within our buildings. • Incorporate all staff that has contact with students. • Administrators and Admin Assistants: PD Fall 2021 • District Directed PIR focus 2022-2023 The district will retain school-based nurses. • Screen for symptomatic students and staff

Q67. If you are planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

Q56. 4. Coordinating Funds

Identify other federal funding that you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

Q60. Did you coordinate ARP ESSER funds with other federal funds to address student needs?

- Yes
 No

Q57. Please select each type of federal funding you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

- Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)
 Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)
 Title I, Part C of the ESEA (Education of Migratory Children)
 Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)
 Title II, Part A of the ESEA (Supporting Effective Instruction)
 Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement)
 Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)

- Title IV, Part B of the ESEA (21st Century Community Learning Centers)
- Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)
- McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act
- Carl D. Perkins Act Career and Technical Education Act
- IDEA, Part B (Excess costs of providing FAPE)
- IDEA, Part B (Coordinated Early Intervening Services)
- Workforce Innovation and Opportunity Act

Q46. 5. Creating Safe and Healthy Learning Environments

Determine if ARP funds will be used to **implement prevention and mitigation strategies**, to the greatest extent practicable, in order to continuously operate schools for in-person learning.

Q12. If you are planning to use ARP ESSER funds for prevention and/or mitigation strategies, please select the evidence-based practices below and/or describe an additional practice in the Other box.

- Mental health supports
- Social emotional learning
- Academic support
- Extended learning/enrichment
- Hiring new staff and avoiding layoffs
- Meeting the nutritional needs of underserved students.
- Locating absent students and re-engaging disconnected youth
- Providing safe, healthy, inclusive learning environments.
- Activities to address the unique needs of at-risk populations.
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement
- Other (please identify in the box below)

Q68. If you are planning to develop or use approaches that are novel to implement prevention and mitigation strategies, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

Q47. 6. Addressing Lost Instructional Time

Describe how the school district will use ARP ESSER funds it reserves under Section 2001(e)(1) of the ARP Act to **address lost instructional time** through the implementation of evidence-based interventions. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions should be considered including personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidenced-based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence-based practices may be found at [OPI's Multi-Tiered Systems of Support](#) page.

Q21. How do you plan to spend the required 20% set-aside to address lost instructional time? Choose all evidence-based practices that apply.

- Extended learning time
- Tribal/community engagement
- Wraparound academic/health/social services
- SEL learning supports
- Evidenced-based curriculum
- Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.
- Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- Access to and effective use of technology
- Engaging families in digital learning training and effectively using technology and platforms
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- Providing information and assistance to parents and families on how they can effectively support students
- Tracking student attendance and improving student engagement provided by the school
- Using data about students opportunity to learn indicators to help target resources and support
- Professional Learning Communities
- Access to advanced coursework, dual enrollment, work-place learning, and/or internships

- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
- Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs
- Other (please identify in the box below)

Q48. How do you plan to use the remaining 80% for the allowable uses of funds related to preventing, preparing for, and responding to COVID-19 as required by ESSER I, II, and III? See page 5 of the ARP ESSER Fact Sheet for more information. Choose all evidence-based practices that apply.

- Extended learning time
- Tribal/community engagement
- Wraparound academic/health/social services
- SEL learning supports
- Evidenced-based curriculum
- Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.
- Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- Access to and effective use of technology
- Engaging families in digital learning training and effectively using technology and platforms
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- Providing information and assistance to parents and families on how they can effectively support students
- Tracking student attendance and improving student engagement provided by the school
- Using data about students opportunity to learn indicators to help target resources and support
- Professional Learning Communities
- Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
- Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs
- Mental health supports
- Hiring new staff and avoiding layoffs
- Meeting the nutritional needs of underserved students
- Locating absent students and re-engaging disconnected youth

- Providing safe, healthy, inclusive learning environments
- Activities to address the unique needs of at-risk populations
- Developing and implementing procedures and systems to improve the preparedness and response efforts
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the facilities
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other (please identify in the box below)

Q70. If you are planning to develop or use approaches that are novel to address lost instructional time, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

Q49. 7. Supporting the Educator Workforce

Determine if ARP funds will be used to support and stabilize the educator workforce consistent with Section 2001 (e) (2) of the ARP Act.

Q51. How do you plan to use ARP funds to support and stabilize the educator workforce? Choose all that apply.

- Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff
- Cover costs of bonuses for recruiting and retaining educators and support personnel
- Additional pay for additional work
- Class-size reduction
- Technology to support learning: enable students to learn anywhere and teachers to teach essential standards
- Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)
- Staffing additional physical and mental health support staff (counselors, social workers)
- Other (please identify in the box below)

Q58.

Please provide the estimated number of jobs (FTEs) that have been or will be **created** by the school district through the district's planned use of ESSER III Funds.

2

Q59.

Please provide the estimated number of jobs (FTEs) that have been or will be **retained** by the LEA through the LEA's planned use of ESSER III Funds.

2

Q69. If you are planning to develop or use approaches that are novel to support and stabilize the educator workforce, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

Q52. 8. Monitoring and Measuring Impact of ARP ESSER funds

Q53. How will the District monitor the impact of the ARP ESSER funded interventions or strategies, including but not limited to the 20% set-aside, to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted?

The district will evaluate the data collected from SBAC, ACT, FASTBridge, IXL, MobiMax, classroom assessments, and the MyVoice surveys.

Q23. Please indicate the type of data you are obtaining and using to monitor outcomes.

- Early Warning System
- Interim Formative Assessment
- Opportunities to Learn surveys
- Summative assessments
- Chronic absenteeism
- Student engagement
- Use of exclusionary discipline
- Advanced coursework
- Access to technology

- Educator PD on technology
- Access to and preparation of high-quality educators
- Access to mental health and nursing staff
- Student, parent, or educator surveys
- Per-pupil expenditures
- Classified and certified staff (numbers of positions or people)
- Summer, Afterschool, and ESY enrollment
- Health protocols
- Student enrollment by Mode of instruction
- Student attendance by Mode of Instruction
- Other (please identify in the box below)

Q55. The OPI has created a way for the district respondents to return to this plan and edit it multiple times before submitting. You can return anytime before August 24 to finish your submission.

- When you're ready, click Submit at the end of the plan.
- After you click Submit, your responses will display in a PDF file. Download the PDF file.
- Upload the PDF file of your responses to your district's webpage.

Note: The option to edit is no longer available once the plan is submitted by clicking the Submit button. If you click Submit and then determine later that you need to make changes, contact OPITeams@mt.gov.


- This plan must be monitored continuously and updated every six months.
- The OPI will confirm your submission via the email you provide at the start of your plan.
- The OPI will reach out with questions and support as needed.

Thank you for your submission!

Location Data

Location: [\(46.609893798828, -112.02439880371\)](#)

Source: GeolIP Estimation



The map displays a geographical area including parts of Idaho, Montana, and Wyoming. A yellow diamond marker is placed on the border between Idaho and Montana, east of Missoula. The city of Missoula is labeled, and the state of Montana is also labeled. The city of Billings is visible in the lower right corner of the map area.

Cascade School District
Safe Return to School and Continuity of Services Plan

Date of Original Adoption: April 27, 2020

Date Plan was Last Revised: September 15, 2020

Next Regularly Scheduled Month for Consideration (At least quarterly): July 21, 2021

Dates Reviewed: COVID is reviewed monthly at Board Meetings

THIS PLAN SHOULD BE MADE PUBLICLY AVAILABLE ON THE DISTRICT WEBSITE BY JUNE 24, 2021

March 2020 - June 2021

Please customize to address unique circumstances or emphases you wish to place in the School District's plan.

1. The Cascade School District was ordered to close to in person instruction on March 15, 2020, under an executive order issued by then-Governor Bullock. Districts were provided a two week period of time during which they could remain fully closed to instruction of any kind while developing a plan for remote instruction required by the Governor.
 - a. **Option 1:** Our district remained closed as authorized until March 30, 2020, at which point our district reopened pursuant to a reopening plan approved by the Governor.
 - b. **Option 2:** Although our district was authorized to remain closed, we quickly mobilized and began remote instruction during the timeframe when we were authorized to remain closed. Thereafter, our district continued pursuant to a reopening plan approved by the Governor beginning March 30, 2020.
2. On April 22, 2020, then-Governor Bullock lifted his Stay at Home Order, and Announced a Plan to Begin Phased Reopening of Montana. As part of that plan, effective May 7, 2020, all schools were provided the option to return to in-classroom teaching at the discretion of local school boards.
 - a. **Option 1:** Our school district reopened to in classroom teaching on May 7, 2020, and has remained open throughout the remainder of the 2019-20 school year and during the entirety of the 2020-21 school year. The only exception during this timeframe was for temporary closures of part or all of in classroom teaching pursuant to quarantine or isolation orders issued by our county department of health.
 - b. **Option 2:** Our school district finished the 2020-21 school year through remote instruction. During the 2020-21 school year, our means of operation have included:
 - i. In person
 - ii. **Hybrid** – Students and families were given the option to attend school either in person or online. Students were provided technology including Chromebook with a camera and microphone which allowed them to attend classes via Google Classroom and

interact with their peers and teachers. All students used the same curriculum, whether they were offsite or onsite. Every class was broadcast to students both offsite and online students.

iii. Offsite

3. Our district developed a plan for reopening to in person instruction, with contingencies, and we implemented that plan for the 2020-21 school year. The reopening plan, details regarding which are provided below, included adoption of various model policies provided by the Montana School Boards Association under its 1900 Series, including model policies aligned with CDC guidance regarding mitigation strategies to limit exposure to and transmission of COVID-19 in school settings.
4. Our district is finishing the 2020-21 school year strong, having provided high quality learning opportunities to the students in our community in safe and effective learning environments.
5. We embraced a fundamental principle of providing extensive transparency to our community throughout the above timeframe. We publicly noticed, held meetings regarding, and provided extensive opportunities for our community to provide us with feedback regarding the School District's plans and we carefully considered such feedback in developing and refining the School District's plans throughout the last 14-15 months.

Safe Return to Schools and Continuity of Services Plan Contents:

March 2020-June 2021

Part I: Documentation of Meaningful Consultation in Developing and Refining the School District's plan from March 2020 Through June 2021:

We noticed, held, and invited public comment on our evolving plans for a safe return to school and continuity of services on the following dates since March 2020:

1. **March 17, 2020**
2. **March 27, 2020**
3. **April 21, 2020**
4. **April 27, 2020**
5. **July 21, 2020**
6. **August 18, 2020**

Our invitation for public input included a general opportunity for the public to provide input and was provided to everyone interested, including:

1. Students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; and
2. **(To the extent present in or served by the school district – be sure to deliberately select as applicable):** Tribes; civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing

homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Part II: Contents of The School District's plan for Safe Return to In-Person Instruction and Continuity of Services:

1. A description of how the district will maintain the health and safety of students, educators, and other staff:

Following the lifting of the Stay-at-Home Order and subsequent reopening of the state on April 22, 2020, **Cascade** School District utilized the Montana Public Education Center *Roadmap for Safely Reopening Montana's Public Schools Using Emergency School District Policies* and accompanying MTSSA Model Emergency Policies. Utilizing these resources supported our district's continued service to students with transparency and accountability while ensuring the operations of the school district reflected the circumstances in our community.

The policies ensured our Board of Trustees and school leaders honored the following priorities: quality instruction to students; a healthy and safe setting for students, staff, and the community; needed support of teachers and staff; and responsible financial and operational procedures. The policies provided an actionable plan for completing the 2020-2021 school fiscal year in a manner that met these priorities and secured district funding while providing an operational platform for considering long term innovations in the delivery of education services.

Cascade School District implemented policy options that facilitated collaboration between the Board of Trustees, administrative team, employees, parents, students, health officials, and community as we established protocols aligned with CDC guidance addressing how instruction was to be delivered to students; how gatherings and events would take place on school property; how the health and safety of staff and students would be protected and preserved while schools were open; and how financial and operational functions of the school district would continue during the period of public health emergency.

Cascade School District reviewed, considered, and addressed numerous areas of operation in our reopening process. On the topic of school district policy and procedures, the district considered emergency policies and procedures, adoption and amendment of policies, suspension of policies, and administrative procedures. To support students' academic, mental, social and emotional success, the district considered alternative grading, counseling, extended school year, student instruction proficiency determinations and declarations, support for particularly vulnerable students, transportation services, access to internet for students, food preparation and service, summer school and additional student instruction resources. To ensure the health and safety of students, teachers, and staff, the district considered cleaning and disinfection,

community use of facilities, county board of health orders, diagnosis and confidentiality, hand washing and related hygiene protocols, telework, school closure orders, stay at home orders, symptom monitoring and isolation, travel quarantines, visitors, volunteers, vulnerable individuals, masks and personal protective equipment, and physical distancing.

Following the *Roadmap for Safely Reopening Montana’s Public Schools Using Emergency School District Policies* ensured **Cascade** School District has remained in compliance with guidance and best practices provided by federal, state, or local health officials. Our school district has continued to adapt and adjust our policies as new and updated guidance and best practices have become available.

Further, the policies provide options for consideration through input from our board of trustees, administrative team, employees, parents, students health officials, and community as collaborative partners as we have worked our way through ever evolving changes due to the pandemic. By considering all possible perspectives and factors when making the decisions to adopt or adjust a policy, or to implement a policy, we focused on the health and safety of our students, staff, and community for delivery of learning and services to our students. The policies have enabled us to adjust our procedures and practices during different phases in compliance with guidance and best practices provided by federal, state, and local agencies.

Cascade School District will continue to follow the policies noted below while engaging in a quarterly reevaluation process to continue to ensure the health, safety and wellbeing of our students, teachers, staff, and community through 2024.

2. The extent to which the district has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:

Topic	School District Policy Reference	Description of Policy (All referenced polices can be found at the end of this document.)	Policy Adopted and Revised Date(s)
Universal and correct wearing of masks.	1905	1905: The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 1906, and a safe workplace when staff are present on school property in accordance with Policy 1909, and the safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials. The policy establishes regulations [option 2] making	<ol style="list-style-type: none"> 1. 04/27/20 2. 07/21/20 3. 08/18/20 4. 09/15/20

		optional face coverings as personal protective equipment.	
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).	1905; 1905P	<p>1905: The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 1906, and a safe workplace when staff are present on school property in accordance with Policy 1909, and the safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials. The policy establishes regulations regarding physical distancing by requiring [Option 2], to the extent possible, elementary school courses will be delivered to the same group of students each day, and the same teachers will remain with the same group in the same separate and designated room each day. If physical distancing is not possible during meal service and courses delivered in a separate area such as the library, gymnasium, and music room, the service or course will be delivered in the designated classroom for each group of students. Secondary school courses will be delivered using a restructured bell system to minimize student interaction in common areas.</p> <p>1905P: The administrative team of the School District has adopted these procedures regarding symptoms of illness, physical distancing and work areas, physical barriers and guides, and ventilation in accordance with Policy 1310 in order to implement Policy 1905 during the term of the declared public health emergency to ensure a safe and healthy work and instructional setting. These procedures were developed in accordance with the latest available guidance from the Centers for Disease Control and in coordination with applicable state, tribal, and local health officials. These procedures supplement Policy 1905.</p>	<ol style="list-style-type: none"> 1. 04/27/20 2. 07/21/20 3. 08/18/20 4. 09/15/20
Handwashing and respiratory etiquette.	1905; 1905P	<p>1905: The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 1906, and a safe workplace when staff are present on school property in accordance with Policy 1909, and the safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials. The policy establishes regulations regarding healthy hand hygiene behavior and symptoms of illness.</p>	<ol style="list-style-type: none"> 1. 04/27/20 2. 07/21/20 3. 08/18/20 4. 09/15/20

		<p>1905P: The administrative team of the School District has adopted these procedures regarding personnel cleaning and disinfecting, symptoms of illness, and water systems in accordance with Policy 1310 in order to implement Policy 1905 during the term of the declared public health emergency to ensure a safe and healthy work and instructional setting. These procedures were developed in accordance with the latest available guidance from the Centers for Disease Control and in coordination with applicable state, tribal, and local health officials. These procedures supplement Policy 1905.</p>	
Cleaning and maintaining healthy facilities, including improving ventilation.	1905; 1905P	<p>1905: The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 1906, and a safe workplace when staff are present on school property in accordance with Policy 1909, and the safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials. The policy establishes regulations regarding symptoms of illness, cleaning and disinfecting, temperature screening, vulnerable individuals, food preparation and meal service, and transportation services.</p> <p>1905P: The administrative team of the School District has adopted these procedures regarding personnel cleaning and disinfecting, symptoms of illness, and ventilation in accordance with Policy 1310 in order to implement Policy 1905 during the term of the declared public health emergency to ensure a safe and healthy work and instructional setting. These procedures were developed in accordance with the latest available guidance from the Centers for Disease Control and in coordination with applicable state, tribal, and local health officials. These procedures supplement Policy 1905.</p>	<ol style="list-style-type: none"> 1. 04/27/20 2. 07/21/20 3. 08/18/20 4. 09/15/20
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.	1905; 3417	<p>1905: The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 1906, and a safe workplace when staff are present on school property in accordance with Policy 1909, and the safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials. The policy establishes regulations regarding</p>	<ol style="list-style-type: none"> 1. 04/27/20 2. 07/21/20 3. 08/18/20 4. 09/15/20

		<p>symptoms of illness, temperature screening, public awareness, and confidentiality.</p> <p>3417: In all proceedings related to this policy, the District will respect a student's right to privacy. Although the District is required to provide educational services to all school-age children who reside within its boundaries, it may deny attendance at school to any child diagnosed as having a communicable disease that could make a child's attendance harmful to the welfare of other students. The District will rely on advice of the public health and medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff. The District will manage common communicable diseases in accordance with Montana Department of Public Health and Human Services guidelines and communicable diseases control rules. The District may temporarily exclude from school attendance a student who exhibits symptoms of a communicable disease that is readily transmitted in a school setting. The District may notify parents of other children attending a school that their children have been exposed to a communicable disease without identifying the particular student who has the disease.</p>	
Diagnostic and screening testing.	1905	<p>1905: The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 1906, and a safe workplace when staff are present on school property in accordance with Policy 1909, and the safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials. The policy establishes regulations regarding symptoms of illness, and temperature screening.</p>	<ol style="list-style-type: none"> 1. 04/27/20 2. 07/21/20 3. 08/18/20 4. 09/15/20
Efforts to provide vaccinations to school communities	3413	<p>Please note that House Bill 702 passed the 2021 Legislature and was signed into law effective May 14, 2021. New Section 1 of that law provides that it is an unlawful discriminatory practice for a governmental entity to refuse, withhold from, or deny to a person any local or state services, goods, facilities, advantages, privileges, licensing, educational opportunities, health care access, or employment opportunities based on the person's vaccination status. The law also provides it is unlawful for an employer to refuse employment to a person, to bar a person from employment, or to discriminate against a person in compensation or in a term, condition, or privilege of employment based on the person's</p>	<ol style="list-style-type: none"> 1. 04/27/20 2. 07/21/20 3. 08/18/20 4. 09/15/20

		<p>vaccination status. Finally, House Bill 702 provides it is unlawful for a public accommodation to exclude, limit, segregate, refuse to serve, or otherwise discriminate against a person based on the person's vaccination status.</p> <p>3413: Upon initial enrollment, an immunization status form shall be completed by the student's parent or guardian. The certificate shall be made a part of the student's permanent record.</p>	
Appropriate accommodations for children with disabilities with respect to health and safety policies.	1908; 2162; 2162P	<p>1908: The Board of Trustees authorizes the supervising teacher or district administrator to provide Policy 1908F to families requesting to opt-out of onsite instruction at the school facility for the duration of the declared public health emergency. Students of families opting out of onsite instruction at the school facility shall receive offsite, online, and proficiency-based instruction, or any combination of the foregoing at the discretion of the School District in accordance with District Policy 1906. Students of families opting out of onsite delivery shall be treated the same as students instructed at the school facility for purposes of grading, discipline, and other educational rights.</p> <p>2162: It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the District shall establish and implement a system of procedural safeguards.</p> <p>2162P: If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District's evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in his/her current placement until the matter has been resolved through the process set in the policy.</p>	<ol style="list-style-type: none"> 1. 04/27/20 2. 07/21/20 3. 08/18/20 4. 09/15/20
Coordination with State and local health officials.	1900; 1905; 1907; 3417	<p>1900: In light of the COVID-19 pandemic, the Board of Trustees has found it necessary to adopt temporary policies related to emergency school closures, the ongoing provision of educational services to students, meetings of the Board, gatherings on school property, health and safety of students, staff and community members, human resource matters and budgetary matters. To ensure clarity and transparency, the board has organized all emergency school policies into a temporary chapter.</p>	<ol style="list-style-type: none"> 1. 04/27/20 2. 07/21/20 3. 08/18/20 4. 09/15/20

		<p>School District Policies Numbered 1900-1999 are intended to govern during any emergency related to COVID-19 declared by the President, Congress, Montana Legislature, Governor, Montana Department of Public Health and Human Services, County Health Department or the Board of Trustees.</p> <p>1905: The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 1906, and a safe workplace when staff are present on school property in accordance with Policy 1909, and the safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials.</p> <p>1907: The Board of Trustees is authorized to declare that a state of emergency exists within the community. A declaration issued by the Board of Trustees is distinct from any declaration in effect or previously issued by local, state or federal authorities.</p> <p>3417: The District will manage common communicable diseases in accordance with Montana Department of Public Health and Human Services guidelines and communicable diseases control rules. When information is received by a staff member or a volunteer that a student is afflicted with a serious communicable disease, the staff member or volunteer will promptly notify a school nurse or other responsible person designated by the Board to determine appropriate measures to be taken to protect student and staff health and safety. A school nurse or other responsible person designated by the Board, after consultation with and on advice of public health officials, will determine which additional staff members, if any, have need to know of the affected student's condition.</p>	
<p>How the district will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may</p>	<p>1906; 1906P; 2050</p>	<p>1906: The School District has adopted the protocols outlined in this policy to govern during the term of the declared public health emergency to ensure the delivery of education services to students onsite at the school, offsite at other locations using available resources including but not limited to online methods. The supervising teacher, principal, superintendent or designated personnel are authorized to implement this policy. The Board of Trustees may revise the school calendar to adjust the completion of the school year for particular grade levels and groups once students have satisfied the required number of applicable aggregate hours.</p>	<p>5. 04/27/20 6. 07/21/20 7. 05/18/21</p>

<p>include student health and food services.</p>		<p>[Option] The Board of Trustees authorizes proficiency-based ANB calculation in situations when a student demonstrates proficiency in a course area as determined by the Board of Trustees using district assessments consistent with the School District's adopted Plan of Action, District Policy 1005FE, or other measures approved by the Board of Trustees during the course of a school year affected by a public health emergency.</p> <p>[Option] The Board of Trustees authorizes a summer program of instructional offerings for the purpose of remediation of credit, maintenance of skills, and enrichment. All classes offered for credit must meet minimum state requirements for accreditation and may be delivered at the school or at another offsite location. Remediation credit courses shall be offered, grades 9-12, in accordance with District advancement requirements. Credit course offerings must be approved by the Board of Trustees</p> <p>Students shall receive services in accordance with the applicable Individualized Education Plan or Section 504 Plan based on methods and locations agreed upon and documented by the applicable team to meet the student's needs and goals. Students shall have access to regular school counseling services whether their instruction is provided in an onsite, offsite or online setting. Staff shall promptly report any suspected student distress or concern to their supervisor for review and referral. Students receiving instruction in an offsite setting are governed by the staff obligation to report suspected child abuse or neglect. This policy in no way limits or adjusts the School District's obligations to homeless students or students in foster care. Applicable District policies serving these students, or this population of students remain in full effect.</p> <p>1906P: Proficiency or satisfying aggregate hours of instruction can be achieved through an on-site, off-site, or blended learning model as outlined in Policy 1906. Best practices will assist districts in facilitating quality learning for each student regardless of background or circumstance. Best practices include but are not limited to, planning and communication, clear expectations, differentiated instruction and learning models, and flexible demonstrations of learning.</p> <p>2050: The School District has adopted the protocols outlined in this policy to ensure the delivery of education services to students onsite at the school, offsite at other locations using available resources.</p>	
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	The District administration or designated personnel are authorized to implement this policy	
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June 2021

Part III – Updated Compliance for the District’s Previously Adopted Plan for the Safe Return to In-person Instruction and Continuity of Services:

Section 2001(i)(3) of the ARP Act states that a school district that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (*i.e.*, is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The School District’s plan meets the requirements of Section 2001(i)(1) and (i)(2) of the ARP Act. The School District’s plan is available on our website and, as noted above, was developed through a process that included extensive public comment. Further, we have, as part of the organization of the School District’s plan for purposes of the ARP Act, revised the School District’s plan at a meeting held on June 10, 2021 (*note – this should be a date scheduled on or before June 24, 2021 to allow you to update and post your plan*) that included not just a notice of opportunity for public input but which specifically invited meaningful consultation with and input from:

1. Students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; and
2. (*To the extent present in or served by the school district – be sure to deliberately select as applicable*) Tribes; civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

We have considered the input of all affected parties and have carefully deliberated regarding the best possible means by which our district can provide safe effective learning environments for each of our students.

June 2021 - September 30, 2024

Part IV – Schedule for Future Review and Updates:

Consideration of this Safe Return to Schools and Continuity of Services Plan shall be added as a standing agenda item on each regular and special meeting of the board of trustees throughout the 2021-24 school years. The agenda item shall, at a minimum, include notice of any changes to the plan recommended by

the administration with an invitation for input, notice of opportunity for public input, and consultation with:

1. Students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; and
2. **(To the extent present in or served by the school district – be sure to deliberately select as applicable)** Tribes; civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Appendix – Attach and/or provide a website URL for the school district’s adopted 1900 policies in their entirety.

www.cascade.k12.mt.us

MT-PEC *A Roadmap for Safely Reopening Montana’s Public Schools Using Emergency School District Policies.*

APPENDIX D

Consent Agenda

Section I – Meeting Minutes

Section II – Business Claims

Section III – Student Activity Account

SECTION I: MEETING MINUTES

Regular Meeting

DRAFT

Cascade School District 3B

Board of Trustees

March 19, 2024 - 6:00 pm

Board Members Present

High School Board

John Rumney - Chair

Iain McGregor

Ruth Mortag

Chris Wilson (via zoom)

Rick Cummings

Mark McKamey

Elementary Board

John Rumney - Chair

Iain McGregor

Ruth Mortag

Chris Wilson (via zoom)

Rick Cummings

Others Present: Levi Collins, Karsen Floerchinger, Michael Wilson, Jason Raether, Lawni Raether, Jeanne McKamey, Dave & Sue Nelsen, Peggy Strobbe, Jennifer Ward, FFA Parli Pro team, Farrah McGregor, Tami Snyder, Amanda Brown, Savannah Collins

John Rumney - Board Chair, called the Board of Trustees meeting to order at 6:00 pm. The Board said the Pledge of Allegiance. Mr. Rumney asked for public comment on non-agenda items. There was no public comment.

Informational

- A. Resignation, Michelle Erickson (Paraprofessional)
- B. Letter of Resignation, Carrie Jones(Counselor)
- C. FFA Parli Pro Presentation

Staff Reports

For full detailed reports, please see the board packet appendices available on the website.

- A. Jennifer Ward, FFA Advisor
 - a. Greenhouse
 - b. KMON Ag Sales & Poultry
 - c. DitRICT LDE Competition
 - d. National FFA Week
 - e. State FFA Convention
- B. Jason Raether, Activities Director
 - a. Pole vault pit
 - b. Community projects for scoreboard/fb field/track
 - c. Planning next year's football, volleyball, basketball seasons
 - d. Science Fair
- C. Michael Wilson, K1-12 Principal

- a. MAST Testing
- b. Assemblies
- c. Benchmark Reading Curriculum
- d. Character Education
- e. New Hires - Science & 5th
- D. Levi Collins, Superintendent
 - a. SAM Conference
 - b. Science teacher hire
 - c. Comprehensive Needs Assessment
 - d. Early-Literacy program
- E. Karsen Floerchinger, Business Manager
 - a. School Election - March 28th deadline to file for trustee
 - b. Budget Amendment approved
 - c. General fund budgets are 55% expended at the end of February 2024 compared to the 52% 4-year average.
 - d. All fund budgets

Board Report

- A. Board Evaluation
- B. Board Training Hours

New Business

- A. Consideration of Recommendation of SY2023-2024 Science Teacher, Sean Thornton
Iain McGregor moved, seconded by Mark McKamey to approve the recommendation to hire Sean Thornton as SY2023-2024 Science Teacher, pending background check.
Passed unanimously.
- B. Consideration of Recommendation of SY2023-2024 Spring Coaches
Ruth Mortag moved, seconded by Iain McGregor to approve the recommendation to hire the spring coaches, as listed, for SY2023-2024.
A typo on the agenda was noted by Floerchinger, where Jason Rather's position will not be on a volunteer basis. Iain McGregor moved, seconded by Rick Cummings to amend the motion to remove the volunteer status from Jason Raether's head coaching position. Passed unanimously.
Passed unanimously.
- C. Consideration of Recommendation of SY2024-2025 FCS Curriculum
Chris Wilson moved, seconded by Rick Cummings to approve the FCS Curriculum purchase for SY2024-2025.
Passed unanimously.
- D. Consideration of Recommendation of SY2024-2025 K1-5 Reading Curriculum

Iain McGregor moved, seconded by Mark McKamey to approve the K1-5 reading curriculum purchase for SY2024-2025.

Passed unanimously.

E. Consideration of Recommendation of Drivers Ed Vehicle Purchase

Rick Cummings moved, seconded by Iain McGregor to approve the purchase of a new drivers ed vehicle.

Mr. Aker is looking at a replacement vehicle for drivers ed, anticipating a budget of approximately \$25-30K.

Passed unanimously.

F. Consideration of Recommendation for HVAC Project

Iain McGregor moved, seconded by Ruth Mortag to approve the kitchen HVAC project.

The HVAC project will be funded using remaining ESSER III funds.

Passed unanimously.

G. Consideration of Request for Out-of-State Travel, BPA

Chris Wilson moved, seconded by Ruth Mortag to approve the request for out-of-state travel for BPA.

BPA has requested to travel out of state for National BPA Convention.

Passed unanimously.

H. Consideration of Recommendation of SY2024-2025 Calendar

Rick Cummings moved, seconded by Ruth Mortag to approve and adopt the calendar as presented for SY2024-2025.

Mark McKamey made comment about the day off scheduled in February.

Passed unanimously, Mark McKamey opposed.

I. Resolution of Intent to Impose Non-Voted Levies, District 3

Ruth Mortag moved, seconded by Iain McGregor to approve the Resolution of Intent to Impose Non-Voted Levies, District 3.

Passed unanimously.

J. Resolution of Intent to Impose Non-Voted Levies, District B

Mark McKamey moved, seconded by Iain McGregor to approve the Resolution of Intent to Impose Non-Voted Levies, District B.

Passed unanimously.

K. Consent Agenda (Appendix E)

a. Minutes of Regular Board Meeting, February 20, 2024

b. Minutes of Workshop Board Meeting, February 20, 2024

c. Business Claims

- d. Student Activity Account
- e. Sub List

Ruth Mortag moved, seconded by Iain McGregor to approve the consent agenda.
Passed unanimously.

Board Meeting Evaluation (I)

- A. Complete evaluation and turn into Mr. Collins.

Announcements (I)

- A. Regular School Board Meeting, April 16, 2024
- B. Upcoming Trainings

Adjournment (A)

At 7:29 pm Ruth Mortag moved, seconded by Iain McGregor to adjourn. Passed unanimously.

John Rumney, Board Chair

ATTEST: Karsen Floerchinger, District Clerk

Date Signed _____

*For additional details on items presented in the minutes of the meeting, please see the coinciding board agenda found on Cascade Public Schools' webpage:
www.cascade.k12.mt.us/District/1141-Board-Agendas-and-Packet.html*

Workshop Meeting

DRAFT

Cascade School District 3B
Board of Trustees
March 19, 2024

Board Members Present

High School Board

John Rumney - Chair
Iain McGregor
Ruth Mortag (via zoom)
Chris Wilson (via zoom)
Rick Cummings
Mark McKamey

Elementary Board

John Rumney - Chair
Iain McGregor
Ruth Mortag (via zoom)
Chris Wilson (via zoom)
Rick Cummings

Others Present: Levi Collins, Karsen Floerchinger (via zoom), Michael Wilson, Jason Raether, Lawni Raether, Farrah McGregor, Amanda Brown, Kendra Lane, Merrill McKamey, Kendra Lane

John Rumney - Board Chair, called the Board of Trustees meeting to order at 7:29 pm.

Workshop Meeting

- A. Open Enrollment - Class B
 - a. Enrollment numbers about 105-110 for next 10 years (including foreign exchange). Notified & can appeal to MHSA.
 - b. Riffed teachers when enrollment dropped - exploring need for more teachers with enrollment increases.
- B. Board Training
 - a. Find more training other than MTSBA that focuses on students and curriculum.
- C. Athletic/Activities
 - a. Coaches/advisor/teacher travels with team to and from events. Student commuting pre and post games.

Adjournment (A)

At 7:58 pm Iain McGregor moved, seconded by Ruth Mortag to adjourn. Passed unanimously.

John Rumney, Board Chair

ATTEST: Karsen Floerchinger, District Clerk

Date Signed _____

For additional details on items presented in the minutes of the meeting, please see the coinciding board agenda found on Cascade Public Schools' webpage:

www.cascade.k12.mt.us/District/1141-Board-Agendas-and-Packet.html

SECTION II: BUSINESS CLAIMS

04/10/24
15:21:22

CASCADE PUBLIC SCHOOLS
Claim Details
For the Accounting Period: 3/24

Page: 1 of 12
Report ID: AP100

* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount			Acct/Source/		
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj
8737	13144S	1809 MUST	1,586.00					
3		MAR 24 03/01/24 Mar Retiree Insurance - CM	794.00*		289	100-1000	260	89
4		MAR 24 03/01/24 Mar Retiree Insurance - LC	38.00*		289	100-1000	260	89
5		MAR 24 03/01/24 Mar Retiree Insurance - RM	754.00*		289	100-1000	260	89
8738	13146S	3348 INTERMOUNTAIN OPERA BOZEMAN	600.00					
1		2020-126 03/20/24 Wheels of Harmony	300.00*		101	365-1000	330	
2		2020-126 03/20/24 Wheels of Harmony	300.00*		201	365-1000	330	
8739	13148S	1890 SKOGLEY, JENNIFER	185.00					
1		03/21/24 Folk Dance Clinician	92.50*		101	710-3400	330	
2		03/21/24 Folk Dance Clinician	92.50*		201	710-3400	330	
8740	13147S	2195 NYHOF, ABBY	185.00					
1		03/21/24 Folk Dance Clinician	92.50*		101	710-3400	330	
2		03/21/24 Folk Dance Clinician	92.50*		201	710-3400	330	
8741	13145S	1888 CASEY, DAVID	462.10					
1		03/21/24 Folk Dance Clinician	187.50*		101	710-3400	330	
2		03/21/24 Folk Dance Clinician	187.50*		201	710-3400	330	
3		03/21/24 Mileage	43.55*		101	710-3400	330	
4		03/21/24 Mileage	43.55*		201	710-3400	330	
8742	13150S	1327 BURDICK'S LOCKSMITH SERVICES, INC.	408.00					
1		IN23212 08/10/23 Lever, Key in Knob	147.39		101	100-2600	610	
2		IN23212 08/10/23 Lever, Key in Knob	141.61		201	100-2600	610	
3		IN17171 02/27/24 Key in Knob	60.69		101	100-2600	610	
4		IN17171 02/27/24 Key in Knob	58.31		201	100-2600	610	
8743	13151S	92 CASCADE COURIER	100.00					
1		3534 02/26/24 Help Wanted Ad	34.00		101	100-2500	540	
2		3534 02/26/24 Help Wanted Ad	66.00		201	100-2500	540	
8744	13152S	1772 CENTURY LINK	1,969.79					
1		680240114 03/01/24 Internet - Mar 24	531.84		128	100-2580	530	
2		680240114 03/01/24 Internet - Mar 24	1,437.95		228	100-2580	530	

* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount			Acct/Source/		
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj
8745	13153S	3987 CULLIGAN	123.00					
1		02/29/24 Water Services - Mar 24	56.58		101	100-2600	452	
2		02/29/24 Water Services - Mar 24	66.42		201	100-2600	452	
8746	13154S	855 ENERGY WEST	3,874.78					
1		02/27/24 Gas - Feb 24	1,874.26		101	100-2600	411	
2		02/27/24 Gas - Feb 24	650.26		110	100-2600	411	
3		02/27/24 Gas - Feb 24	573.76		201	100-2600	411	
4		02/27/24 Gas - Feb 24	726.76		210	100-2600	411	
5		02/27/24 Gas - Mar 24	24.37*		101	100-2600	411	1
6		02/27/24 Gas - Mar 24	8.46*		110	100-2600	411	1
7		02/27/24 Gas - Mar 24	7.46*		201	100-2600	411	1
8		02/27/24 Gas - Mar 24	9.45*		210	100-2600	411	1
8747	13155S	206 GENERAL DISTRIBUTING CO.	263.97					
1		1340673 02/07/24 Shop - Hobart 418 Spool	118.51		201	390-1000	610	
3		1348972 02/29/24 Shop - Welding Gases	145.46		201	390-1000	610	
8748	13156S	1501 GREAT FALLS MEDICAL SERVICES	160.00					
1		1570 03/05/24 DOT Physical - EM	80.00		110	100-2700	340	
2		1570 03/05/24 DOT Physical - EM	80.00		210	100-2700	340	
8749	13149S	3350 HARDY CREEK LLC	4,198.70					
1		1046 03/10/24 Pole Vault Pit Concrete Pad	600.00*		215 157	100-2600	440	16
2		1046 03/10/24 Pole Vault Pit Concrete Pad	3,598.70*		215 157	100-2600	440	90
8750	13157S	3876 HOME DEPOT PRO INSTITUTIONAL	487.66					
1		787407493 02/01/24 Misc Supplies	248.71		101	100-2600	610	
2		787407493 02/01/24 Misc Supplies	238.95		201	100-2600	610	
8751	13158S	1354 INTERQUEST DETECTION CANINES	400.00					
1		1358 03/08/24 Canine Inspection	200.00*		101	100-2400	330	
2		1358 03/08/24 Canine Inspection	200.00*		201	100-2400	330	
8752	13159S	379 JOSTENS INC.	160.55					
1		32688063 01/03/24 Diplomas	160.55		201	100-1000	610	

* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount						
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj	
8753	13160S	400 NORTHWESTERN ENERGY	9,236.83						
1		03/07/24 Electricity - Feb 2024	2,683.49		101	100-2600	412		
2		03/07/24 Electricity - Feb 2024	1,967.89		110	100-2600	412		
3		03/07/24 Electricity - Feb 2024	1,967.89		201	100-2600	412		
4		03/07/24 Electricity - Feb 2024	2,325.69		210	100-2600	412		
5		03/07/24 Electricity - Mar 2024	87.56*		101	100-2600	412	1	
6		03/07/24 Electricity - Mar 2024	64.21*		110	100-2600	412	1	
7		03/07/24 Electricity - Mar 2024	64.21*		201	100-2600	412	1	
8		03/07/24 Electricity - Mar 2024	75.89*		210	100-2600	412	1	
8754	13161S	1947 POMP'S TIRE SERVICE, INC	174.00						
1		1810014021 02/07/24 Tire Repair/Main't	87.00*		110	100-2700	440		
2		1810014021 02/07/24 Tire Repair/Main't	87.00*		210	100-2700	440		
8755	13162S	1710 REPUBLIC SERVICES	1,607.81						
1		02/29/24 Disposal Services - Mar 24	803.90		101	100-2600	431		
2		02/29/24 Disposal Services - Mar 24	803.91		201	100-2600	431		
8756	13163S	1691 SCHOOLHOUSE IT	4,271.36						
1		3147 03/01/24 Contract Tech Services	1,409.55		128	100-2580	355		
2		3147 03/01/24 Contract Tech Services	2,861.81		228	100-2580	355		
8757	13164S	3311 SPECTRUM	64.99						
1		03/01/24 Dist House Internet - Mar 24	32.49*		128	100-2580	531	1	
2		03/01/24 Dist House Internet - Mar 24	32.50*		228	100-2580	531	1	
8758	13165S	616 SYSCO MONTANA INC.	11,579.53						
1		443811244 02/14/24 Food	789.27		112 157	910-3100	630		
2		443811244 02/14/24 Food	1,224.72		112 158	910-3100	630		
3		443811244 02/14/24 Food	707.62		112 661	910-3100	630		
4		443819093 02/19/24 Food	51.46		112 157	910-3100	630		
5		443819093 02/19/24 Food	79.86		112 158	910-3100	630		
6		443819093 02/19/24 Food	46.14		112 661	910-3100	630		
7		443823635 02/21/21 Food	534.01		112 157	910-3100	630		
8		443823635 02/21/21 Food	828.63		112 158	910-3100	630		
9		443823635 02/21/21 Food	478.76		112 661	910-3100	630		
10		443823635 02/21/24 Food	222.30*		112 157	910-3100	630	28	
11		443823635 02/21/24 Food	344.95*		112 158	910-3100	630	28	
12		443823635 02/21/24 Food	199.30*		112 661	910-3100	630	28	
13		443836453 02/28/24 Food	315.79		112 157	910-3100	630		
14		443836453 02/28/24 Food	490.02		112 158	910-3100	630		
15		443836453 02/28/24 Food	283.12		112 661	910-3100	630		

* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount			Acct/Source/		
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj
16		4433836453 02/28/24 Food	121.67*		112 157	910-3100	630	28
17		4433836453 02/28/24 Food	188.79*		112 158	910-3100	630	28
18		4433836453 02/28/24 Food	109.08*		112 661	910-3100	630	28
19		443849054 03/06/24 Food	183.05*		112 157	910-3100	630	28
20		443849054 03/06/24 Food	284.04*		112 158	910-3100	630	28
21		443849054 03/06/24 Food	164.11*		112 661	910-3100	630	28
22		443849054 03/06/24 Food	472.01		112 157	910-3100	630	
23		443849054 03/06/24 Food	732.42		112 158	910-3100	630	
24		443849054 03/06/24 Food	423.18		112 661	910-3100	630	
25		443863083 03/13/24 Food	216.66*		112 157	910-3100	630	28
26		443863083 03/13/24 Food	336.20*		112 158	910-3100	630	28
27		443863083 03/13/24 Food	194.25*		112 661	910-3100	630	28
28		443863083 03/13/24 Food	451.86		112 157	910-3100	630	
29		443863083 03/13/24 Food	701.15		112 158	910-3100	630	
30		443863083 03/13/24 Food	405.11		112 661	910-3100	630	
8759	13166S	505 TOWN OF CASCADE	2,297.98					
1		02/27/24 Water/Sewer - Mar 24	676.29		101	100-2600	421	
2		02/27/24 Water/Sewer - Mar 24	523.57		110	100-2600	421	
3		02/27/24 Water/Sewer - Mar 24	436.31		201	100-2600	421	
4		02/27/24 Water/Sewer - Mar 24	545.39		210	100-2600	421	
5		02/24/24 Water/Sewer - Mar 24	36.09*		101	100-2600	421	1
6		02/24/24 Water/Sewer - Mar 24	27.94*		110	100-2600	421	1
7		02/24/24 Water/Sewer - Mar 24	23.28*		201	100-2600	421	1
8		02/24/24 Water/Sewer - Mar 24	29.11*		210	100-2600	421	1
8760	13167S	2047 US FOODS	8,506.49					
1		5304922 02/15/24 Food	711.52		112 157	910-3100	630	
2		5304922 02/15/24 Food	1,280.75		112 158	910-3100	630	
3		5304922 02/15/24 Food	379.48		112 661	910-3100	630	
4		5479627 02/22/24 Food	479.14		112 157	910-3100	630	
5		5479627 02/22/24 Food	862.45		112 158	910-3100	630	
6		5479627 02/22/24 Food	255.54		112 661	910-3100	630	
7		5661607 02/29/24 Food	413.62		112 157	910-3100	630	
8		5661607 02/29/24 Food	744.51		112 158	910-3100	630	
9		5661607 02/29/24 Food	220.60		112 661	910-3100	630	
10		5719138 03/01/24 Food	65.11		112 157	910-3100	630	
11		5719138 03/01/24 Food	117.20		112 158	910-3100	630	
12		5719138 03/01/24 Food	34.73		112 661	910-3100	630	
13		5845601 03/07/24 Food	298.32		112 157	910-3100	630	
14		5845601 03/07/24 Food	536.98		112 158	910-3100	630	
15		5845601 03/07/24 Food	159.10		112 661	910-3100	630	
16		3156973 03/14/24 Food	579.46		112 157	910-3100	630	

* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount			Acct/Source/		
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj
17		3156973 03/14/24 Food	1,043.03		112 158	910-3100	630	
18		3156973 03/14/24 Food	309.05		112 661	910-3100	630	
19		3175698 03/14/24 Food	4.77		112 157	910-3100	630	
20		3175698 03/14/24 Food	8.59		112 158	910-3100	630	
21		3175698 03/14/24 Food	2.54		112 661	910-3100	630	
8761	13169S	1925 WM-PLC	275.00					
1		4451 02/25/24 MANDT Workshops	275.00*		115	458-1000	582	124
8762	13168S	1270 WEX BANK	4,620.55					
1		95620402 02/29/24 Feb Fuel - Route	2,310.00		110	100-2700	624	
2		95620402 02/29/24 Feb Fuel - Route	2,310.55		210	100-2700	624	
8763	13172S	1310 BMO HARRIS COMMERCIAL CARD	16,384.91					
1		CC-925 02/06/24 Postage	4.36		101	625		
		US POSTAL SERVICE-CASCADE			CC Accounting: 101-	-100-2500-532		
2		CC-925 02/06/24 Postage	5.79		201	625		
		US POSTAL SERVICE-CASCADE			CC Accounting: 201-	-100-2500-532		
3		CC-925 02/14/24 Postage	7.91		101	625		
		US POSTAL SERVICE-CASCADE			CC Accounting: 101-	-100-2500-532		
4		CC-925 02/14/24 Postage	10.49		201	625		
		US POSTAL SERVICE-CASCADE			CC Accounting: 201-	-100-2500-532		
5		CC-925 02/19/24 Science Fair	22.45		101	625		
		468 MARKET			CC Accounting: 101-	-100-1000-610		
6		CC-925 02/26/24 Science Fair	15.57		101	625		
		468 MARKET			CC Accounting: 101-	-100-1000-610		
7		CC-925 02/26/24 Staff Shirts	36.97		101	625		
		BSN SPORTS			CC Accounting: 101-	-100-2300-610		
8		CC-925 02/26/24 Staff Shirts	36.96		201	625		
		BSN SPORTS			CC Accounting: 201-	-100-2300-610		
9		CC-925 02/27/24 Montana Council	904.50		101	625		
		MISC. VENDOR.			CC Accounting: 101-	-100-1000-810		
10		CC-925 02/29/24 Postage	7.91		101	625		
		US POSTAL SERVICE-CASCADE			CC Accounting: 101-	-100-2500-532		
11		CC-925 02/29/24 Postage	10.49		201	625		
		US POSTAL SERVICE-CASCADE			CC Accounting: 201-	-100-2500-532		
12		CC-925 03/05/24 Statement Fee	3.00		101	625		
		BMO HARRIS COMMERCIAL CARD			CC Accounting: 101-	-100-2300-810		
13		CC-926 02/08/24 1099 Filing	11.60		101	625		
		TAX1099			CC Accounting: 101-	-100-2500-810		
14		CC-926 02/08/24 1099 Filing	11.60		201	625		
		TAX1099			CC Accounting: 201-	-100-2500-810		
15		CC-926 02/09/24 PowerEdge T440 Tower Server	2,962.50		128	625		
		DELL			CC Accounting: 128-	-100-2580-735		

* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount			Acct/Source/		
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj
16		CC-926 02/09/24 PowerEdge T440 Tower Server	2,962.49		228	625		
DELL				CC Accounting:	228-	-100-2580-735		
17		CC-926 02/09/24 Supplies	98.31		101	625		
AMAZON.COM				CC Accounting:	101-	-100-1000-610		
18		CC-926 02/09/24 Supplies	94.46		201	625		
AMAZON.COM				CC Accounting:	201-	-100-1000-610		
19		CC-926 02/22/24 Postage	29.24		101	625		
US POSTAL SERVICE-CASCADE				CC Accounting:	101-	-100-2500-532		
20		CC-926 02/22/24 Postage	38.76		201	625		
US POSTAL SERVICE-CASCADE				CC Accounting:	201-	-100-2500-532		
21		CC-927 02/05/24 Envelopes	22.33		101	625		
AMAZON.COM				CC Accounting:	101-	-100-2500-610		
22		CC-927 02/05/24 Envelopes	21.46		201	625		
AMAZON.COM				CC Accounting:	201-	-100-2500-610		
23		CC-927 02/06/24 Sick Room Supplies	9.59		101	625		
AMAZON.COM				CC Accounting:	101-	-100-1000-610		
24		CC-927 02/06/24 Sick Room Supplies	9.21		201	625		
AMAZON.COM				CC Accounting:	201-	-100-1000-610		
25		CC-927 02/08/24 Frogs	15.62		101	625		
AMAZON.COM				CC Accounting:	101-	-100-1000-610		
26		CC-927 02/08/24 Frogs	15.01		201	625		
AMAZON.COM				CC Accounting:	201-	-100-1000-610		
27		CC-927 02/10/24 Cardstock	59.67		101	625		
AMAZON.COM				CC Accounting:	101-	-100-1000-610		
28		CC-927 02/10/24 Cardstock	57.33		201	625		
AMAZON.COM				CC Accounting:	201-	-100-1000-610		
29		CC-927 02/11/24 Supplies - Classroom, Sick Roo	70.95		101	625		
AMAZON.COM				CC Accounting:	101-	-100-1000-610		
30		CC-927 02/11/24 Supplies - Classroom, Sick Roo	70.94		201	625		
AMAZON.COM				CC Accounting:	201-	-100-1000-610		
31		CC-927 02/14/24 HIS - Tribune Sub	25.00		201	625		
GREAT FALLS TRIBUNE				CC Accounting:	201-	-100-1000-640		
32		CC-927 02/23/24 Comb Binding Supplies	53.72		101	625		
AMAZON.COM				CC Accounting:	101-	-100-2500-610		
33		CC-927 02/23/24 Comb Binding Supplies	51.61		201	625		
AMAZON.COM				CC Accounting:	201-	-100-2500-610		
34		CC-927 02/23/24 Bench Grinder	142.40		201	625		
AMAZON.COM				CC Accounting:	201-	-390-1000-610		
35		CC-928 02/18/24 ChatGPT Subscription	10.00		101	625		
CHAT GPT				CC Accounting:	101-	-100-2300-682		
36		CC-928 02/18/24 ChatGPT Subscription	10.00		201	625		
CHAT GPT				CC Accounting:	201-	-100-2300-682		
37		CC-928 02/22/24 Supplies	8.38		101	625		
HOME DEPOT				CC Accounting:	101-	-100-2600-610		

* ... Over spent expenditure

Claim Warrant	Vendor #/Name	Amount	Acct/Source/				Obj	Proj
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func			
38	CC-928 02/22/24 Supplies	8.06		201 625				
HOME DEPOT			CC Accounting:	201-	-100-2600-610			
39	CC-928 02/23/24 Dist House Internet - Feb 24	32.49		128 625			1	
SPECTRUM			CC Accounting:	128-	-100-2580-531-	1		
40	CC-928 02/23/24 Dist House Internet - Feb 24	32.50		228 625			1	
SPECTRUM			CC Accounting:	228-	-100-2580-531-	1		
41	CC-930 02/26/24 Track - Supplies & Equipment	680.80		201 625				
MF ATHLETIC			CC Accounting:	201-	-720-3500-610			
42	CC-931 02/26/24 Book	17.98		101 625				
AMAZON.COM			CC Accounting:	101-	-100-1000-640			
43	CC-931 02/27/24 Book	37.77		101 625				
AMAZON.COM			CC Accounting:	101-	-100-1000-640			
44	CC-932 02/05/24 Food	11.99		112 625				
468 MARKET			CC Accounting:	112-157-910-3100-630				
45	CC-932 02/05/24 Food	21.58		112 625				
468 MARKET			CC Accounting:	112-158-910-3100-630				
46	CC-932 02/05/24 Food	6.39		112 625				
468 MARKET			CC Accounting:	112-661-910-3100-630				
47	CC-932 02/05/24 Food	81.40		112 625				
SAMS CLUB			CC Accounting:	112-157-910-3100-630				
48	CC-932 02/05/24 Food	146.51		112 625				
SAMS CLUB			CC Accounting:	112-158-910-3100-630				
49	CC-932 02/05/24 Food	43.41		112 625				
SAMS CLUB			CC Accounting:	112-661-910-3100-630				
50	CC-932 02/10/24 Food	8.31		112 625				
WALMART			CC Accounting:	112-157-910-3100-630				
51	CC-932 02/10/24 Food	14.97		112 625				
WALMART			CC Accounting:	112-158-910-3100-630				
52	CC-932 02/10/24 Food	4.44		112 625				
WALMART			CC Accounting:	112-661-910-3100-630				
53	CC-932 02/10/24 Food	90.72		112 625				
SAMS CLUB			CC Accounting:	112-157-910-3100-630				
54	CC-932 02/10/24 Food	163.30		112 625				
SAMS CLUB			CC Accounting:	112-158-910-3100-630				
55	CC-932 02/10/24 Food	48.39		112 625				
SAMS CLUB			CC Accounting:	112-661-910-3100-630				
56	CC-932 02/13/24 Food	10.40		112 625				
468 MARKET			CC Accounting:	112-157-910-3100-630				
57	CC-932 02/13/24 Food	18.71		112 625				
468 MARKET			CC Accounting:	112-158-910-3100-630				
58	CC-932 02/13/24 Food	5.54		112 625				
468 MARKET			CC Accounting:	112-661-910-3100-630				
59	CC-932 02/18/24 Food	71.89		112 625				
WALMART			CC Accounting:	112-157-910-3100-630				

* ... Over spent expenditure

Claim Warrant	Vendor #/Name	Amount	Acct/Source/	Obj	Proj
Line #	Invoice #/Inv Date/Description	Line Amount	PO # Fund Org Prog-Func		
60	CC-932 02/18/24 Food	129.39	112 625		
WALMART			CC Accounting: 112-158-910-3100-630		
61	CC-932 02/18/24 Food	38.34	112 625		
WALMART			CC Accounting: 112-661-910-3100-630		
62	CC-932 02/20/24 Food	79.32	112 625		
468 MARKET			CC Accounting: 112-157-910-3100-630		
63	CC-932 02/20/24 Food	142.79	112 625		
468 MARKET			CC Accounting: 112-158-910-3100-630		
64	CC-932 02/20/24 Food	42.31	112 625		
468 MARKET			CC Accounting: 112-661-910-3100-630		
65	CC-932 03/04/24 Food	42.47	112 625		
SAMS CLUB			CC Accounting: 112-157-910-3100-630		
66	CC-932 03/04/24 Food	76.44	112 625		
SAMS CLUB			CC Accounting: 112-158-910-3100-630		
67	CC-932 03/04/24 Food	22.65	112 625		
SAMS CLUB			CC Accounting: 112-661-910-3100-630		
68	CC-933 02/05/24 Supplies	484.05	101 625		
AMAZON.COM			CC Accounting: 101- -100-2600-610		
69	CC-933 02/05/24 Supplies	465.07	201 625		
AMAZON.COM			CC Accounting: 201- -100-2600-610		
70	CC-933 02/06/24 Supplies	135.59	101 625		
SAMS CLUB			CC Accounting: 101- -100-2600-610		
71	CC-933 02/06/24 Supplies	102.09	201 625		
SAMS CLUB			CC Accounting: 201- -100-2600-610		
72	CC-933 02/06/24 Samsung 75" Smart TVs (5)	1,287.40	128 625		
SAMS CLUB			CC Accounting: 128- -100-2580-682		
73	CC-933 02/06/24 Samsung 75" Smart TVs (5)	1,706.55	228 625		
SAMS CLUB			CC Accounting: 228- -100-2580-682		
74	CC-933 02/26/24 Supplies	252.62	101 625		
HILLYARD INC			CC Accounting: 101- -100-2600-610		
75	CC-933 02/26/24 Supplies	190.58	201 625		
HILLYARD INC			CC Accounting: 201- -100-2600-610		
76	CC-933 02/26/24 Supplies	214.21	101 625		
SAMS CLUB			CC Accounting: 101- -100-2600-610		
77	CC-933 02/26/24 Supplies	161.59	201 625		
SAMS CLUB			CC Accounting: 201- -100-2600-610		
78	CC-934 02/15/24 Bus Wash	27.50	110 625		
BIG IRON TRUCK & RV WASH			CC Accounting: 110- -100-2700-340		
79	CC-934 02/15/24 Bus Wash	27.50	210 625		
BIG IRON TRUCK & RV WASH			CC Accounting: 210- -100-2700-340		
80	CC-934 02/27/24 Parts	14.77	110 625		
BISON FORD			CC Accounting: 110- -100-2700-610		
81	CC-934 02/27/24 Parts	14.78	210 625		
BISON FORD			CC Accounting: 210- -100-2700-610		

* ... Over spent expenditure

Claim Warrant	Vendor #/Name	Amount	Acct/Source/				Obj	Proj
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func			
82	CC-934 02/28/24 Parts	79.98		110	625			
FERGUSON			CC Accounting:	110-	-100-2700-610			
83	CC-934 02/28/24 Parts	79.98		210	625			
FERGUSON			CC Accounting:	210-	-100-2700-610			
84	CC-935 02/08/24 FCS - Groceries	39.46		201	625			
SAMS CLUB			CC Accounting:	201-	-390-1000-610			
85	CC-935 02/08/24 FCS - Groceries	12.46		201	625			
SMITHS			CC Accounting:	201-	-390-1000-610			
86	CC-935 02/14/24 FCS - Groceries	13.66		201	625			
468 MARKET			CC Accounting:	201-	-390-1000-610			
87	CC-936 02/21/24 K - Snacks	155.80		101	625			
SAMS CLUB			CC Accounting:	101-	-100-1000-610			
88	CC-936 02/26/24 FCS - Groceries	196.03		201	625			
MISC. VENDOR.			CC Accounting:	201-	-390-1000-610			
89	CC-937 02/05/24 Book	29.94		201	625			
AMAZON.COM			CC Accounting:	201-	-280-1000-640			
90	CC-937 02/07/24 Envelopes	22.30		101	625			
AMAZON.COM			CC Accounting:	101-	-100-1000-610			
91	CC-937 02/07/24 Envelopes	21.42		201	625			
AMAZON.COM			CC Accounting:	201-	-100-1000-610			
92	CC-937 02/08/24 Books	72.72		201	625			
AMAZON.COM			CC Accounting:	201-	-280-1000-640			
93	CC-937 02/08/24 2nd - Dr. Seuss	70.02		101	625			
AMAZON.COM			CC Accounting:	101-	-100-1000-610			
94	CC-937 02/08/24 Sci - Chemicals	19.54		201	625			
AMAZON.COM			CC Accounting:	201-	-100-1000-610			
95	CC-937 02/09/24 Books - IEFA	33.23		101	625			
AMAZON.COM			CC Accounting:	101-	-365-1000-640			
96	CC-937 02/09/24 Books - IEFA	31.92		201	625			
AMAZON.COM			CC Accounting:	201-	-365-1000-640			
97	CC-937 02/09/24 Books - IEFA	4.07		101	625			
AMAZON.COM			CC Accounting:	101-	-365-1000-640			
98	CC-937 02/09/24 Books - IEFA	3.92		201	625			
AMAZON.COM			CC Accounting:	201-	-365-1000-640			
99	CC-937 02/09/24 Books - IEFA	18.67		101	625			
AMAZON.COM			CC Accounting:	101-	-365-1000-640			
100	CC-937 02/09/24 Books - IEFA	17.93		201	625			
AMAZON.COM			CC Accounting:	201-	-365-1000-640			
101	CC-937 02/12/24 Sci - Supplies	26.99		201	625			
AMAZON.COM			CC Accounting:	201-	-100-1000-610			
102	CC-937 02/15/24 Books	64.47		101	625			
AMAZON.COM			CC Accounting:	101-	-100-2100-610			
103	CC-937 02/15/24 Books	61.94		201	625			
AMAZON.COM			CC Accounting:	201-	-100-2100-610			

04/10/24
15:21:22

CASCADE PUBLIC SCHOOLS
Claim Details
For the Accounting Period: 3/24

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Report ID: AP100

* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount			Acct/Source/		
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj
8768	13176S	3170 U.S. BANK EQUIPMENT FINANCE	1,349.28					
1		524487329 03/09/24 Copier Lease	674.64*		101	100-2580	350	
2		524487329 03/09/24 Copier Lease	674.64*		201	100-2580	350	
		# of Claims 32	Total: 92,610.28	# of Vendors	32			

SECTION III: STUDENT ACTIVITY ACCOUNTS

04/12/24
11:42:11

CASCADE PUBLIC SCHOOLS
Statement of Activity by Account Name for 03/01/24 to 03/31/24

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Report ID: S100

Account	Opening Balance	Disbursed (-)	Receipts			Invest (+)	Misc.	Misc.	Closing Balance
			in Transit (+)	Deposits (+)	Transfers (+)		Earnings (+)	Charges (-)	
1 ANNUAL	43.14	0.00	0.00	0.00	0.00		0.02	0.00	43.16
36 ART	2147.63	111.18	0.00	0.00	0.00		1.14	0.00	2037.59
2 ATHLETICS	430.53	4493.07	0.00	5825.61	0.00		0.00	0.00	1763.07
5 BAND	4991.63	291.03	0.00	1687.00	0.00		3.56	0.00	6391.16
51 BOOK FAIR	687.66	0.00	0.00	0.00	0.00		0.39	0.00	688.05
3 BPA	2428.32	1900.59	0.00	618.00	0.00		0.64	0.00	1146.37
4 CHEER/PEP CLUB	2265.39	0.00	0.00	0.00	0.00		1.26	0.00	2266.65
62 CLASS OF 2024	1155.38	0.00	0.00	50.00	0.00		0.67	0.00	1206.05
68 CLASS OF 2025	2771.88	2732.22	0.00	0.00	0.00		0.02	0.00	39.68
69 CLASS OF 2026	216.03	0.00	0.00	0.00	0.00		0.12	0.00	216.15
71 CLASS OF 2027	357.04	0.00	0.00	0.00	0.00		0.20	0.00	357.24
41 CLOSE UP	1442.15	0.00	0.00	0.00	0.00		0.81	0.00	1442.96
13 CONCESSIONS	44529.14	2322.01	0.00	0.00	0.00		23.52	0.00	42230.65
47 COUNSELING	1897.29	0.00	0.00	0.00	0.00		1.06	0.00	1898.35
32 FCS	206.60	0.00	0.00	0.00	0.00		0.11	0.00	206.71
15 FFA	12107.76	2521.00	0.00	0.00	0.00		5.34	0.00	9592.10
64 FOOD SERVICE CLEARING	31239.34	0.00	0.00	9529.55	0.00		20.70	33.17	40756.42
12 HS BOYS' BB	1917.95	0.00	0.00	0.00	0.00		1.07	0.00	1919.02
46 HS CROSS COUNTRY	2221.03	0.00	0.00	0.00	0.00		1.24	0.00	2222.27
38 HS FOOTBALL	5266.46	60.00	0.00	0.00	0.00		2.90	0.00	5209.36
40 HS GIRLS' BB	-412.98	0.00	0.00	0.00	0.00		0.00	0.00	-412.98
66 HS GOLF	147.80	0.00	0.00	0.00	0.00		0.08	0.00	147.88
19 HS HONOR SOCIETY	4010.14	0.00	0.00	0.00	0.00		2.24	0.00	4012.38
29 HS STUDENT COUNCIL/MBI	1206.55	826.77	0.00	0.00	0.00		0.21	0.00	379.99
37 HS TRACK	558.07	44.30	0.00	0.00	0.00		0.29	0.00	514.06
10 HS VOLLEYBALL	5465.87	277.79	0.00	0.00	0.00		2.89	0.00	5190.97
34 HS WRESTLING	2455.98	386.62	0.00	0.00	0.00		1.15	0.00	2070.51
57 JH BOYS BB	1326.61	0.00	0.00	0.00	0.00		0.74	0.00	1327.35
39 JH FOOTBALL	1532.54	0.00	0.00	0.00	0.00		0.86	0.00	1533.40
56 JH GIRLS BB	281.59	0.00	0.00	0.00	0.00		0.16	0.00	281.75
35 JH HONOR SOCIETY	207.29	0.00	0.00	0.00	0.00		0.11	0.00	207.40
53 JH TRACK	570.01	0.00	0.00	0.00	0.00		0.32	0.00	570.33
54 JH VOLLEYBALL	840.19	0.00	0.00	0.00	0.00		0.47	0.00	840.66
55 JH WRESTLING	127.98	0.00	0.00	0.00	0.00		0.07	0.00	128.05
43 JMG	208.28	0.00	0.00	0.00	0.00		0.11	0.00	208.39
18 K-8 MISC EARNINGS	1855.91	0.00	0.00	0.00	0.00		1.04	0.00	1856.95
25 REVOLVING	5184.46	1111.65	0.00	1690.00	0.00		3.21	0.00	5766.02
24 ROBOTICS	97.05	0.00	0.00	0.00	0.00		0.05	0.00	97.10
9 SCHOLARSHIP	1717.11	0.00	0.00	0.00	0.00		0.96	0.00	1718.07
33 SHOP FUND	1303.44	0.00	0.00	0.00	0.00		0.73	0.00	1304.17
31 TECHNOLOGY	10141.38	0.00	0.00	0.00	0.00		5.65	0.00	10147.03
17 XCELL	421.56	0.00	0.00	0.00	0.00		0.23	0.00	421.79
Total for Student Accounts	157569.18	17078.23		19400.16			86.34	33.17	159944.28
Bank Account Totals	157569.18	17078.23	0.00	19400.16	0.00		86.34	33.17	159944.28
							Bank Balance		159944.28
							Plus Outstanding Checks		17624.85
							Minus Outstanding Deposits		5000.00

							Balance		172569.13