Poplar School District

400 4th Ave West
Poplar, MT 59255
(406) 768-6600
www.poplarschools.com

Lori Smoker	Jeff Berger	Marva Chapman	Kenny Smoker Jr.	Chris Headdress
Chairman	*Vice Chairman*	*Trustee*	*Trustee*	*Trustee*

AGENDA
Regular Board Meeting
Board Walkthrough @ 4:00
Monday November 9, 2026
5:15 PM

1. Call Meeting To Order
2. Recognition of Guests
3. Public Comment- 5 Minute Courtesy Limit per Topic

   The Poplar Schools' Board of Trustees welcomes public comment on issues and concerns. This is the point in the meeting for comments on matters not already on the agenda. Comments on agenda items will be accepted when that item comes up during the meeting. Interested persons may also submit views in written form to the Clerk or Superintendent prior to the meeting and those comments will be brought to the attention of the Board during the meeting.
4. Recognition of Poplar Education Association
5. Consent Agenda: Previous Board Minutes, Warrants and Claims, Budget v. Actual, Investment Reports, and High School Activity Fund.
6. Informational Items
7. Discussion Agenda
   - 7.1: Bus Purchase
   - 7.2: Substitute Teacher Hiring
   - 7.3: Board Walkthrough
   - 7.4: Student Survey
   - 7.5: MHSA Crowd Control Email
   - 7.6: Charter School Application Discussion
8. Action Agenda
   - 8.1: Personnel Report
   - 8.2: Call for Election
   - 8.3: MOU HPDP/Tribal Health
9. Items of Interest
   - 9.1 Work Session Dates
   - 9.2 Special Meeting Dates
   - 9.3 Regular Meeting Dates
10. Adjournment

All meetings are being recorded. Please put electronic devices on silent. Thank You.

Poplar
School District

CONSENT AGENDA

Students First

Poplar
School District

Agenda Item Number 5

POPLAR PUBLIC SCHOOLS 9&9B
BOARD AGENDA FACT SHEET
MEETING DATE: November 9, 2026

SUMMARY: Per Poplar School Board Policy 1420, a *Consent Agenda* is used to expediate business at its meeting. The Poplar School Board approves the use of a consent agenda, which includes those items considered to be routine in nature. Questions or concerns about items in the *Consent Agenda* should be directed to the Superintendent or Clerk prior to the meeting. Singular items that appear on the consent agenda may be redirected to the action section of the agenda by a member of the Poplar School Board. Remaining items will be voted on by a single motion. The approved motion will be recorded in the minutes, including a list of all items appearing on the *Consent Agenda.*

The meeting's Consent Agenda items will include: Minutes of previous meeting, Warrants and Claims, Budget v. Actual, Investment Reports, and High School Activity Fund.

SUPERINTENDENT'S ADVICE: I recommend the sample motion.

Additional Information attached -
Fund -
Estimated Cost –

SAMPLE MOTION: *I move to approve the Consent Agenda for November 9, 2026:*

	Motion	Second	Aye	Nay	Abstain	Other
L. Smoker						
C. Headdress						
M. Chapman						
K. Smoker						
J. Berger						

Poplar
School District

PREVIOUS BOARD MINUTES
October Minutes

Students First

Regular Board Meeting
October 12, 2026

Call to Order: The Regular board meeting of the Board of Trustees called to order by the Chair at 5:15 p.m. followed by the Pledge of Allegiance led by Morgan Norgaard.
The School District No. 9 & 9B Trustees present to constitute a quorum were:

Lori Smoker, Chair
Kenneth Smoker, Jr, Trustee
Marva Chapman, Trustee
Jeff Berger, Vice Chair
Chris Headdress, Trustee

District Staff:
Keith Erickson, Superintendent
Frank Gourneau
John Wetsit
Greg Gourneau
Clint Linthicum
Jessie Colon
Tiffany Humphrey
Jake Riediger
Judy Linthicum, Board Clerk
Morgan Norgaard
Griffin Ricker
Patti Black
Shannon Murphy
Vonda Bighorn
Brock Copenhaver
Sam Youngman

Community Member: None

Recognition of Guests:
Franklynn Crawford High School Student Council President
Joel & Michelle Hilkemann
Leanna & Serranity Buck Elk

Public Comment: None

4.) Recognition of Poplar Education Association: None

5.) Consent Agenda:
- **Minutes of Regular Board meeting September 14, 2026**
- **Warrants and Claims**
- **Budget vs Actual September 2026**
- **Investments Reports September 2026**
- **High School Activity Report September 2026**

ACTION:

Chris Headdress made a motion to approve Minutes of Regular Board meeting Monday September 14, 2026, Warrants and Claims, Budget vs Actual September 2026, Investments Reports September 2026, and High School Activity Report September 2026. Seconded by Jeff Berger

VOTE: 5-0 For

6) Informational Items

6.1) Superintendent Report

Highlights:

- The month Of September was busy with events. We had homecoming, Native American Week, and the Buffalo Unity Project. Thanks to all those who organized and helped.
- A community feed will be on October 21. We will have a color run on the same day.
- Student attendance for the month of September was at 90.51%.
- We are desperately in need of junior high coaches. Practice starts Monday October 12. I really want to avoid admin coaching. We have advertised on our website and locally.
- We met with our OPI school improvement team on 10/7. The meeting went well. We have been under improvement for years along with other schools. As a Superintendent we have the best students, school, staff, system.
- The Tribes donated more buffalo for our pantry.

6.2) Administrator Reports

Elementary School Principal – John Wetsit
Middle School Principal – Morgan Norgaard
High School Principal – Frank Gourneau
Special Education Director – Patti Black

6.3) Directors Reports

Food Service Director - Mary Plante
Buildings and Ground Director - Mike Gorder
Transportation – Clint Linthicum
Technology – Jake Riediger
Athletics Director – Brock Copenhaver

7.) Discussion Agenda

7.1) Sports Complex

Sports Complex is on hold due to the land being on Trust land.
Keith and Judy met with Bob Moore, he went over the process that would need to happen in order to obtain a bond, but in order for it to happen the school needs to own the land, therefore the land would need to be Taxable.

7.2) Union Negotiations

This year we negotiate with PEA (teachers), Classified (Para's, Cooks, Secretarial), Administration and Directors.
Superintendent is asking for volunteers to sit at negotiations meetings, there will be emails sent out to all board members, please respond to what negotiations you would be willing to serve on.

7.3) Tech Grant

The district is collaborating with TEST and their grant writer to apply for a STOP Grant. The application timeline is short TEST can work with us to: • Design and review a proposed project • Determine whether the grant appears to be a good fit • Help define the project scope and budget • Coordinate with our grant support team • provide grant-writing and application assistance where available Our goal is to make the process as easy as possible and help turn the safety and security improvements you've been considering into a fundable project.

8.) ACTION AGENDA

8.1) Personnel Report

Classified Staff

Richard J. Young	Sped Paraprofessional

Co-and Curricular

Megan Gourneau	$2,699	7/8 Girls Basketball
Alleia Gourneau	$2,699	7/8 Girls Basketball
Spike Tuss	$2,699	Winter Weightlifting
Brent Moore	$5,847	HS Head Track
Andrew Moran	$3,149	JH Track
Macey Stump	$5,847	HS Head Tennis
Chad Strissel	$3,149	JH Golf
Tara Zumbrun	$4,048	HS National Honor Society
Tara Zumbrun	$1,349	Art Club
Tara Zumbrun	$4,048	Student Council
Darin Dimas	$1,953	JH Wrestling

Substitutes

Connie Bird	Kitchen
Kobe Darnell	Custodian

Resignations

Miguel Morales	Maintenance
Sunshine Vicente	High School Assistant Girls Basketball Coach
Joe Youngman	Paraprofessional

ACTION:
Motion made by Marva Chapman to approve Personnel Report for October 12, 26 as presented.
Second by Jeff Berger
Vote: 5-0 For

8.2) Early Graduates

Frank Gourneau writing to formally request the Boards consideration and approval for early graduation for the following Poplar High School students Serranity Buck Elk and Jaycee Hilkemann. Both students have expressed their desire to graduate early from Poplar High School. This request is before the Board for consideration in accordance with district policies and graduation requirements. Early graduation provides students who have met or are on track to meet the necessary graduation requirements an opportunity to complete their high school education ahead of the traditional graduation timeline and pursue their next steps, whether that be higher education, employment, or Other personal goals.

Superintendent Erickson approves of the early graduates.
ACTION:
Motion made by Marva Chapman to approve the request for early graduation for students: Jaycee Hilkemann and Serranity Buck Elk.
Second by Kenneth Smoker Jr.
Vote: 5-0 For

8.3) MOU HPDP/ Tribal Health

Recommendation of passing the MOU between the poplar School District and HPDP.

DISCUSSION:

The absence of no one to represent HPDP/Tribal Health, the board directed Superintendent Keith Erickson to write a letter to Chairman of Fort Peck Tribes Floyd Azure expressing their concerns of lack of a MOU and representation at the board meeting.

ACTION:

Jeff Berger made motion to table until November 9, 2026, to approve MOU HPDP/ Tribal Health due to lack of representation by HPDP/Tribal Health.
Second by Marva Chapman

Vote: 5-0 For

9.) Items of Interest

9.1) Work Session Date: None
9.2) Special Meeting Date: None
9.3) Next Regular Meeting November 9, 2026 @ 5:15 p.m.

Adjourn

Lori Smoker adjourned at 6:30 p.m. on October 12, 2026.

ATTEST:

_____ _____

Judy Linthicum, Board Clerk **Lori Smoker, Chair**

Poplar
School District

WARRANTS AND CLAIMS

Students First

* ... Over spent expenditure

Claim / Line #	Warrant	Vendor #/Name / Invoice #/Inv Date/Description	Amount / Line Amount	PO #	Fund	Org	Acct/Source/ Prog-Func	Obj	Proj
72286		10162 AGLAND CO-OP	9,893.72						
Schoolwide supplies for the month of September									
7		10/12/26 TRACTOR,MOWER,TRUCK	287.24		126	90	100-2600	624	
8		10/12/26 MAINTENANCE PARTS	385.82		126	90	100-2600	615	
9		10/12/26 BUS BARN PARTS	17.96		110	14	100-2700	610	
10		10/12/26 GAS FOR SPED BUS	459.39		126	14	280-1000	582	
11		10/12/26 ACTIVITY VAN	490.76		226	16	720-3500	624	
13		10/12/26 GIFT CARDS	340.00		226	16	100-1000	610	
14		10/12/26 Route BUSES	1,511.85		110	14	100-2700	624	
15		10/12/26 Route BUSES	1,502.78		110	15	100-2700	624	
16		10/12/26 Route BUSES	1,483.62		210	16	100-2700	624	
17		10/12/26 HOUSING PARTS	43.04		115		100-2620	440	31
18		10/12/26 HOUSING GAS	101.82		115		100-2620	440	31
19		10/12/26 ACTIVITY BUS	3,269.44		226	16	720-3500	624	
72360		24767 PATTI JO BLACK	566.00						
1		100626 10/12/26 CRISIS PREVENTION TRAINING	566.00*		226	16	280-1000	582	
72361		22029 FORT PECK AGENCY	100.00						
1		0001463865 10/01/26 BUSINESS LEASE	100.00		115		100-2600	451	31
72364		24666 BROCK COPENHAVER	597.02						
1		102026 10/20/26 BILLINGS STATE XC MEET	597.02		226	16	720-3500	582	
72365		25716 MAROTTEK MEATS	1,450.00						
1		682690 10/19/26 BUFFALO PROCESSING	1,450.00		115	50	100-1000	610	50
72366		14345 J & M DISTRIBUTING	40.00						
1		91851 10/02/26 ICE CREAM MIX VANILLA	18.00		126	15	100-2120	610	
2		91730 09/22/26 2 GAL VAN MIX	22.00		126	15	100-2120	610	
72373		10087 MAIN STREET GROCERY	141.19						
1		0103 09/02/26 WALNUTS FLR EGGS	43.45		226	16	100-1000	610	
2		00006 10/13/26 BROTH TOMATO CHOC	78.44		226	16	100-1000	610	
3		0093 09/17/26 BTRY SYRP	19.30		226	16	100-1000	610	

* ... Over spent expenditure

Claim / Line #	Warrant	Vendor #/Name / Invoice #/Inv Date/Description	Amount / Line Amount	PO #	Fund	Org	Acct/Source/ Prog-Func	Obj	Proj
72375		26108 AMAZON CAPITAL SERVICES	603.60						
1		1RKL-Q9YC- 09/28/26 SCHOOL SUPPLIES FOR 26-27	267.25		126	50	100-1000	610	
2		1PWT-QX79- 10/13/26 SCHOOL SUPPLIES FOR 26-27	21.20		126	50	100-1000	610	
3		1644T-JMR9 10/03/26 SCHOOL SUPPLIES FOR 26-27	315.15		126	50	100-1000	610	
72376		22685 INDEPENDENCE BANK	56,776.79						
14		CC-13998 09/09/26 KNOCK KNOCK ACTING EDITION	156.11		226		625		
MISC VENDOR					CC Accounting: 226- 16-100-1000-610				
15		CC-13998 09/18/26 MOTEL ROOM SAMANTHA	718.64		126		625		
BEST WESTERN					CC Accounting: 126- 90-100-2300-582				
16		CC-14000 09/05/26 LUNCH MS VOLLEYBALL GIRLS	169.20		226		625		
DC LANES					CC Accounting: 226- 16-720-3506-582				
17		CC-14000 09/12/26 LUNCH MS VOLLEYBALL GIRLS	243.61		226		625		
MC DONALD'S					CC Accounting: 226- 16-720-3506-582				
18		CC-14001 09/11/26 FOUNDATION IN PERSONAL FINAN	174.93		226		625		
MISC VENDOR					CC Accounting: 226- 16-280-1000-681				
19		CC-14001 09/15/26 PLASTIC BOWLS FORKS VEGGIES	115.59		126		625		
MAIN STREET GROCERY					CC Accounting: 126- 14-280-1000-610				
20		CC-14001 09/16/26 PIZZA	123.75		126		625		
BUCKHORN CAFE					CC Accounting: 126- 15-280-1000-610				
21		CC-14001 09/20/26 ENHANCED RESPONSE BOOKLETS R	750.01		126		625		
PEARSON EDUCATION					CC Accounting: 126- 15-280-1000-610				
22		CC-14001 09/23/26 STU LEARNING PROFILES	74.80		126		625		
PRO-ED					CC Accounting: 126- 15-280-1000-610				
23		CC-14001 09/29/26 HOTEL ROOM FALL ADM CONFEREN	373.04		126		625		
BEST WESTERN					CC Accounting: 126- 15-280-1000-582				
24		CC-14001 10/02/26 MCEL REGISTRATION	325.00		226		625		
MONTANA SCHOOL BOARD ASSOC.					CC Accounting: 226- 16-280-1000-810				
25		CC-14001 10/04/26 CURTAINS MATTRESSCOMFROTER	190.39		126		625		
WALMART					CC Accounting: 126- 15-280-1000-610				
26		CC-14001 10/04/26 HANGERS WATER WASTEBASKET	108.30		126		625		
FAMILY DOLLAR					CC Accounting: 126- 15-280-1000-610				
27		CC-14001 09/14/26 SUBSCRIPTION	216.00		226		625		
QUIZIZZ					CC Accounting: 226- 16-280-1000-681				
28		CC-14002 09/14/26 POP WATER SNACKS	41.90		126		625		
FAMILY DOLLAR					CC Accounting: 126- 90-100-2300-610				
29		CC-14002 09/26/26 HALLOWEEN DECORATIONS	15.00		226		625		
FAMILY DOLLAR					CC Accounting: 226- 16-100-2300-610				
30		CC-14002 09/28/26 AUDIT LUNCH	122.50		226		625		
MISC VENDOR					CC Accounting: 226- 16-100-2300-610				
31		CC-14002 09/29/26 DRINKS AUDITORS HERE	41.25		126		625		
PERKULATOR					CC Accounting: 126- 90-100-2500-610				

* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount
Line #		Invoice #/Inv Date/Description	Line Amount

Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund	Org	Acct/Source/ Prog-Func	Obj	Proj
32	CC-14002 09/30/26 AUDIT LUNCH	70.00		126	625			
KORNER BAR				CC Accounting: 126- 90-100-2300-610				
33	CC-14003 09/11/26 GATORADE WATER	29.94		226	625			
WALMART				CC Accounting: 226- 16-720-3501-582				
34	CC-14003 09/11/26 MEAL XC RUNNERS TEAM	303.94		226	625			
DOMINOS				CC Accounting: 226- 16-720-3501-582				
35	CC-14003 09/12/26 FUEL	78.19		226	625			
CONOCO				CC Accounting: 226- 16-720-3501-582				
36	CC-14003 09/12/26 MEAL XC RUNNERS TEAM	390.69		226	625			
THE DUCK INN				CC Accounting: 226- 16-720-3501-582				
37	CC-14003 09/12/26 FUEL	89.64		226	625			
CONOCO				CC Accounting: 226- 16-720-3501-582				
38	CC-14003 09/12/26 MUFFINS BANANAS WATER	53.16		226	625			
WALMART				CC Accounting: 226- 16-720-3501-582				
39	CC-14003 09/18/26 FUEL	107.70		226	625			
Cenex				CC Accounting: 226- 16-720-3501-582				
40	CC-14003 09/19/26 MEAL XC RUNNERS TEAM	76.88		226	625			
FIVE GUYS				CC Accounting: 226- 16-720-3501-582				
41	CC-14003 09/19/26 MEAL XC RUNNERS TEAM	41.92		226	625			
FIVE GUYS				CC Accounting: 226- 16-720-3501-582				
42	CC-14003 09/19/26 MEAL XC RUNNERS-TEAM	60.01		226	625			
CONOCO				CC Accounting: 226- 16-720-3501-582				
43	CC-14003 09/19/26 GRANOLA BAR GATORADE WATER 8	88.22		226	625			
ALBERTSON'S				CC Accounting: 226- 16-720-3501-582				
44	CC-14003 09/19/26 MEAL XC RUNNERS TEAM	395.54		226	625			
MISC VENDOR				CC Accounting: 226- 16-720-3501-582				
45	CC-14003 09/19/26 FUEL	118.75		226	625			
MISC VENDOR				CC Accounting: 226- 16-720-3501-582				
46	CC-14003 09/19/26 MEAL XC RUNNERS TEAM	79.64		226	625			
FIVE GUYS				CC Accounting: 226- 16-720-3501-582				
47	CC-14003 09/19/26 MEAL XC RUNNERS TEAM	274.26		226	625			
WHEAT MONTANA BAKERY & DELI				CC Accounting: 226- 16-720-3501-582				
48	CC-14003 09/19/26 FUEL	62.60		226	625			
EXXON MOBILE				CC Accounting: 226- 16-720-3501-582				
49	CC-14003 09/19/26 FUEL	56.20		226	625			
CONOCO				CC Accounting: 226- 16-720-3501-582				
50	CC-14003 09/20/26 FUEL	40.05		226	625			
Cenex				CC Accounting: 226- 16-720-3501-582				
51	CC-14003 09/24/26 WATER	13.98		226	625			
EXXON MOBILE				CC Accounting: 226- 16-720-3501-582				
52	CC-14003 09/25/26 GATORADE BANANAS WATER MUFFI	136.40		226	625			
ALBERTSON'S				CC Accounting: 226- 16-720-3501-582				
53	CC-14003 09/26/26 MEAL XC RUNNERS HS/MS	910.00		226	625			
COUSIN'S FAMILY RESTAURANT				CC Accounting: 226- 16-720-3501-582				

* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount
Line #		Invoice #/Inv Date/Description	Line Amount

PO #	Fund	Org	Acct/Source/ Prog-Func	Obj	Proj
	226	625			
CC Accounting: 226- 16-720-3501-582					
	215	625			58
CC Accounting: 215- 16-720-3500-582- 58					
	226	625			
CC Accounting: 226- 16-720-3502-582					
	226	625			
CC Accounting: 226- 16-720-3502-582					
	126	625			
CC Accounting: 126- 50-720-3500-582					
	126	625			
CC Accounting: 126- 50-720-3500-610					
	126	625			
CC Accounting: 126- 50-720-3500-582					
	226	625			
CC Accounting: 226- 16-100-1000-610					
	215	625			58
CC Accounting: 215- 16-720-3500-582- 58					
	226	625			
CC Accounting: 226- 16-720-3500-610					
	226	625			
CC Accounting: 226- 16-720-3500-730					
	226	625			
CC Accounting: 226- 16-720-3501-582					
	226	625			
CC Accounting: 226- 16-720-3501-582					
	226	625			
CC Accounting: 226- 16-720-3501-582					
	226	625			
CC Accounting: 226- 16-720-3501-582					
	226	625			
CC Accounting: 226- 16-720-3501-582					
	215	625			58
CC Accounting: 215- 16-720-3500-582- 58					
	226	625			
CC Accounting: 226- 16-720-3501-582					
	215	625			58
CC Accounting: 215- 16-720-3500-582- 58					
	226	625			
CC Accounting: 226- 16-100-2300-610					
	215	625			58
CC Accounting: 215- 16-720-3500-582- 58					
	215	625			58
CC Accounting: 215- 16-720-3500-582- 58					

Line #	Invoice #/Inv Date/Description	Line Amount	PO #
54	CC-14003 10/03/26 MEAL XC RUNNERS HS/MS	590.40	
OLD TOWN GRILL			
55	CC-14004 09/08/26 2 GST TAN GAME FOOTBALL	239.90	
MISC VENDOR			
56	CC-14004 09/08/26 WRIST BAND FOOTBALL	144.27	
ANTHEM SPORTS			
57	CC-14004 09/10/26 WILSON NCAA ALL AMERICAN FOO	199.92	
MISC VENDOR			
58	CC-14004 09/11/26 TIMING SERVICE	1,350.18	
COMPETITIVE TIMING			
59	CC-14004 09/11/26 SCRIMMAGE PRACTICE VEST PINN	309.85	
AMAZON			
60	CC-14004 09/12/26 HS XC ROOMS	913.20	
MISC VENDOR			
61	CC-14004 09/15/26 HS CAREER FAIR	591.30	
PIZZA HUT			
62	CC-14004 09/16/26 COACHING BOARD	60.49	
AMAZON			
63	CC-14004 09/18/26 WESTERN FARMS HAMBURGER	4.00	
CONOCO			
64	CC-14004 09/18/26 CAMPUS BRANDING BCKDROPS	1,764.00	
BSN SPORTS			
65	CC-14004 09/19/26 HS XC ROOMS	303.80	
MISC VENDOR			
66	CC-14004 09/19/26 HS XC ROOMS	296.80	
MISC VENDOR			
67	CC-14004 09/19/26 HS XC ROOMS	296.80	
MISC VENDOR			
68	CC-14004 09/19/26 HS XC ROOMS	296.80	
MISC VENDOR			
69	CC-14004 09/19/26 HS XC ROOMS	303.80	
MISC VENDOR			
70	CC-14004 09/19/26 FLAG FOOTBALL MEAL	189.25	
SUBWAY			
71	CC-14004 09/19/26 HS XC ROOMS	296.80	
MISC VENDOR			
72	CC-14004 09/21/26 FOOTBALL PLAY CARD	129.00	
MISC VENDOR			
73	CC-14004 09/23/26 TM MAROON RENTLESS FULL ZIP	335.00	
BSN SPORTS			
74	CC-14004 09/24/26 STANDING FRAME	43.97	
AMAZON			
75	CC-14004 09/24/26 FLUORESCENT MARKER BAMBOO	71.99	
AMAZON			

* ... Over spent expenditure

Claim / Line #	Warrant	Vendor #/Name / Invoice #/Inv Date/Description	Amount / Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj
76	CC-14004	09/28/26 MESSAGE WRITING BAORD	63.99		215	625		58
AMAZON				CC Accounting: 215- 16-720-3500-582- 58				
77	CC-14004	09/26/26 VOLLEYBALL TENSION STRAPS	304.00		226	625		
BSN SPORTS				CC Accounting: 226- 16-720-3506-582				
78	CC-14004	09/28/26 GIRLS FLAGFOOTBALL MEAL	159.60		215	625		58
GUST HAUF				CC Accounting: 215- 16-720-3500-582- 58				
79	CC-14004	10/01/26 5XMESH FILTER 40 SET	69.00		215	625		58
Intelligent Marketing USA, iInc.dba Turf				CC Accounting: 215- 16-720-3500-582- 58				
80	CC-14004	10/02/26 GIRLS FLAGFOOTBAL MEAL	259.76		215	625		58
SUBWAY				CC Accounting: 215- 16-720-3500-582- 58				
81	CC-14004	10/02/26 GIRLS FLAGFOOTBAL MEAL	162.93		215	625		58
CONOCO				CC Accounting: 215- 16-720-3500-582- 58				
82	CC-14004	09/23/26 TAPE MEAUSRE PAINT	53.48		226	625		
AGLAND CO-OP				CC Accounting: 226- 16-720-3500-582				
83	CC-14004	09/16/26 FLORAL ARRANGMENT HARLEM FAM	106.00		226	625		
MISC VENDOR				CC Accounting: 226- 16-100-2300-610				
84	CC-14005	09/04/26 PUSH BALL VALVES	333.00		115	625		31
AGLAND CO-OP HARDWARE RANCH				CC Accounting: 115- -100-2620-440- 31				
85	CC-14005	09/11/26 ROOMS (FRAUD)	700.28		115	625		50
HOTELS.COM				CC Accounting: 115- 90-100-1000-582- 50				
86	CC-14005	09/15/26 SPEED QUEEN WASHER	1,599.00		212	625		
GYSLER FURNITURE & APPLIANCE				CC Accounting: 212- 90-910-3100-610				
87	CC-14005	09/15/26 SCOBAT AL ASSISTANT PLUS	24.98		126	625		
ADOBE CREATIVE CLOUD				CC Accounting: 126- 90-100-2300-610				
88	CC-14005	09/15/26 JUICE GATORADE APPLE	36.13		126	625		
MAIN STREET GROCERY				CC Accounting: 126- 90-100-2300-610				
89	CC-14005	09/15/26 FUEL	30.02		126	625		
Cenex				CC Accounting: 126- 90-100-2600-624				
90	CC-14005	09/16/26 BREAKFAST PIZZA MTG	70.50		226	625		
BUCKHORN CAFE				CC Accounting: 226- 16-100-2300-582				
91	CC-14005	09/22/26 PRETZELS WMT O GREEN MARS CH	144.65		226	625		
FAMILY DOLLAR				CC Accounting: 226- 16-100-2300-610				
92	CC-14005	09/26/26 SHELF TOTE TIEDOWN PAIN	408.53		126	625		
MENARDS				CC Accounting: 126- 90-100-2600-440				
93	CC-14005	09/26/26 FUEL	100.02		126	625		
Cenex				CC Accounting: 126- 90-100-2600-624				
94	CC-14006	09/11/26 FOOTBALL TEAM MEAL	148.03		215	625		58
PIZZA HUT				CC Accounting: 215- 16-720-3500-582- 58				
95	CC-14006	09/11/26 FOOTBALL TEAM MEAL	295.27		215	625		58
PIZZA HUT				CC Accounting: 215- 16-720-3500-582- 58				
96	CC-14006	09/26/26 FOOTBALL TEAM MEAL	475.00		215	625		58
DOMINOS				CC Accounting: 215- 16-720-3500-582- 58				
97	CC-14007	09/28/26 FUEL	58.19		126	625		
CIRCLE K				CC Accounting: 126- 90-100-2600-624				

* ... Over spent expenditure

Claim / Line #	Warrant	Vendor #/Name / Invoice #/Inv Date/Description	Amount / Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj
98	CC-14007	09/28/26 PAINT POTHOLE PATCH SHTG	404.67		126	625		
MENARDS					CC Accounting: 126- 90-100-2600-615			
99	CC-14008	09/14/26 REGISTRATION FOR GREG G MCEL	300.00		126	625		
MONTANA SCHOOL BOARD ASSOC.					CC Accounting: 126- 90-100-2300-610			
100	CC-14008	09/30/26 COLOR RUN T-SHIRTS	2,740.00		129	625		
CUSTOMINK, LLC					CC Accounting: 129- 15-100-1000-610			
101	CC-14008	09/22/26 REDDI WHP DECOR STARS B.C. D	61.33		126	625		
MAIN STREET GROCERY					CC Accounting: 126- 15-100-2400-610			
102	CC-14008	09/24/26 REDDI WHP DECOR STARS B.C. D	40.03		126	625		
MAIN STREET GROCERY					CC Accounting: 126- 15-100-1000-610			
103	CC-14009	09/10/26 HS FCS BUTTER TOOTHPICK DISP	71.90		226	625		
FAMILY DOLLAR					CC Accounting: 226- 16-100-1000-610			
104	CC-14009	09/10/26 DONUTS GRAPES PINEAPPLE	51.01		226	625		
REYNOLDS SUPERMARKET					CC Accounting: 226- 16-100-1000-610			
105	CC-14009	09/15/26 FOOD PANTRY PROTEIN BARS	976.71		229	625		
SAMS CLUB					CC Accounting: 229- 16-100-1000-610			
106	CC-14009	09/18/26 HS BLT CRACKERS DIP	113.25		226	625		
FAMILY DOLLAR					CC Accounting: 226- 16-100-1000-610			
107	CC-14009	09/19/26 HS FCS TORTILLA CHILI POWDER	230.43		226	625		
WALMART					CC Accounting: 226- 16-100-1000-610			
108	CC-14009	09/23/26 ROOMS MCEL	824.16		226	625		
DOUBLE TREE BY HILTON					CC Accounting: 226- 16-100-2300-582			
109	CC-14009	09/23/26 REGISTRATION GRIFFIN RICKER	325.00		126	625		
MONTANA SCHOOL BOARD ASSOC.					CC Accounting: 126- 90-100-2300-582			
110	CC-14009	09/24/26 ROOMS MCEL GRIFFIN	754.62		126	625		
DOUBLE TREE BY HILTON					CC Accounting: 126- 90-100-2300-582			
111	CC-14009	09/24/26 MCEL REGISTRATION FRANK	325.00		226	625		
MONTANA SCHOOL BOARD ASSOC.					CC Accounting: 226- 16-100-2300-582			
112	CC-14009	09/30/26 HS BLT CAKE	46.99		226	625		
REYNOLDS SUPERMARKET					CC Accounting: 226- 16-100-1000-610			
113	CC-14009	10/02/26 HOMECOMING CANDY	174.00		226	625		
FAMILY DOLLAR					CC Accounting: 226- 16-100-1000-610			
114	CC-14009	10/02/26 HOMECOMING CANDY	242.00		226	625		
FAMILY DOLLAR					CC Accounting: 226- 16-100-1000-610			
115	CC-14009	09/25/26 GROCERY 12@4.00	48.00		226	625		
MAIN STREET GROCERY					CC Accounting: 226- 16-100-1000-610			
116	CC-14009	10/02/26 ANNUAL SUBSCRIPTION	239.00		226	625		
GLOWFORGE, INC					CC Accounting: 226- 16-100-1000-610			
117	CC-14010	09/03/26 DINNER VOLLEYBALL GIRLS TEAM	255.30		226	625		
STRETCH'S PIZZA					CC Accounting: 226- 16-720-3506-582			
118	CC-14010	09/10/26 LUNCH VOLLEYBALL GIRLS TEAM	218.26		226	625		
MC DONALD'S					CC Accounting: 226- 16-720-3506-582			
119	CC-14010	09/11/26 LUNCH VOLLEYBALL GIRLS TEAM	144.00		226	625		
MISC VENDOR					CC Accounting: 226- 16-720-3506-582			

* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount
Line #		Invoice #/Inv Date/Description	Line Amount

Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund	Org	Acct/Source/ Prog-Func	Obj	Proj
120	CC-14010 09/18/26 SNACKS MEAT WATER	170.01		226	625			
SAMS CLUB			CC Accounting: 226- 16-720-3506-582					
121	CC-14010 09/19/26 VOLLEYBALL GIRLS ROOM S	1,172.48		226	625			
HAMPTON INN			CC Accounting: 226- 16-720-3506-582					
122	CC-14010 09/19/26 VOLLEYBALL GIRLS TEAM	465.83		226	625			
FUDDRUCKERS			CC Accounting: 226- 16-720-3506-582					
123	CC-14010 09/20/26 VOLLEYBALL GIRLS TEAM	307.00		226	625			
TEXAS ROADHOUSE			CC Accounting: 226- 16-720-3506-582					
124	CC-14010 09/20/26 VOLLEYBALL GIRLS TEAM	236.12		226	625			
TEXAS ROADHOUSE			CC Accounting: 226- 16-720-3506-582					
125	CC-14011 09/09/26 PULLEY IDLER	102.21		110	625			
DAKOTA DIESEL USA, INC.			CC Accounting: 110- 14-100-2700-440					
126	CC-14011 09/16/26 DRINKS SNACKS	18.22		110	625			
CIRCLE K			CC Accounting: 110- 14-100-2700-610					
127	CC-14011 09/18/26 RAIN X LONGITUDE WIP	220.10		110	625			
HI LINE SERVICE AND HYDRAULICS			CC Accounting: 110- 15-100-2700-440					
128	CC-14011 09/18/26 NEEDLE ASSY COUPLER-HYD	24.47		210	625			
HI LINE SERVICE AND HYDRAULICS			CC Accounting: 210- 16-100-2700-440					
129	CC-14011 09/18/26 SOCKET PLUG OIL FLEET	196.98		110	625			
HI LINE SERVICE AND HYDRAULICS			CC Accounting: 110- 14-100-2700-440					
130	CC-14011 09/18/26 AUTOMOTIVE V-RIBBED	98.39		110	625			
HI LINE SERVICE AND HYDRAULICS			CC Accounting: 110- 14-100-2700-440					
131	CC-14011 09/29/26 COFFEE FILTERS	47.15		110	625			
FAMILY DOLLAR			CC Accounting: 110- 15-100-2700-610					
132	CC-14011 09/29/26 MX SENSOR	28.84		210	625			
HI LINE SERVICE AND HYDRAULICS			CC Accounting: 210- 16-100-2700-440					
133	CC-14011 10/01/26 BATTERY REDLITHIUM	299.95		110	625			
HI LINE SERVICE AND HYDRAULICS			CC Accounting: 110- 50-100-2700-440					
134	CC-14012 09/08/26 OREO COOKIES STAFF	42.00		126	625			
FAMILY DOLLAR			CC Accounting: 126- 50-100-1000-610					
135	CC-14012 09/17/26 LUNCH FOR STUDENTS	97.68		126	625			
BUCKHORN CAFE			CC Accounting: 126- 14-100-1000-610					
136	CC-14012 09/30/26 LUNCH FOR STUDENTS	58.00		126	625			
BUCKHORN CAFE			CC Accounting: 126- 50-100-1000-610					
137	CC-14012 09/30/26 SCRIPS SPELLING BEE	199.00		126	625			
SCRIPPS NATIONAL SPELLING BEE			CC Accounting: 126- 14-100-1000-610					
138	CC-14012 09/25/26 ROOMS MCEL	808.02		126	625			
HOTELS.COM			CC Accounting: 126- 90-100-2300-610					
139	CC-14012 10/02/26 ICE CREAM SANDWICH REWARD	52.72		126	625			
MAIN STREET GROCERY			CC Accounting: 126- 14-100-1000-610					
140	CC-14013 09/04/26 SCHOOL SUPPLIES 26-27 YEAR	333.88		126	625			
AMAZON			CC Accounting: 126- 15-280-1000-610					
141	CC-14013 09/04/26 HILL CRTY TACO MIX FOOD PANT	8.50		129	625			
AMAZON			CC Accounting: 129- 14-100-1000-610					

* ... Over spent expenditure

Claim / Line #	Warrant	Vendor #/Name / Invoice #/Inv Date/Description	Amount / Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj
142		CC-14013 09/04/26 FOOD PANTRY	70.86		129	625		
AMAZON					CC Accounting: 129- 50-100-1000-610			
143		CC-14013 09/04/26 12 OF THE LION OF MARS BOOKS	75.48		126	625		
AMAZON					CC Accounting: 126- 14-100-1000-640			
144		CC-14013 09/04/26 SCHOOL SUPPLIES 26-27 YEAR	57.81		126	625		
AMAZON					CC Accounting: 126- 15-280-1000-610			
145		CC-14013 09/04/26 SCHOOL SUPPLIES 26-27 YEAR	35.95		126	625		
AMAZON					CC Accounting: 126- 14-280-1000-610			
146		CC-14013 09/04/26 SCHOOL SUPPLIES 26-27 YEAR	81.68		126	625		
AMAZON					CC Accounting: 126- 14-280-1000-610			
147		CC-14013 09/04/26 SCHOOL SUPPLIES 26-27 YEAR	753.53		129	625		
AMAZON					CC Accounting: 129- 50-100-1000-610			
148		CC-14013 09/04/26 PSTAGE	52.55		126	625		
NATIVE REFLECTIONS					CC Accounting: 126- 15-100-1000-610			
149		CC-14013 09/04/26 SCHOOL SUPPLIES 26-27 YR	72.00		126	625		
AMAZON					CC Accounting: 126- 15-100-1000-610			
150		CC-14013 09/04/26 SCHOOL SUPPLIES 26-27 YR	101.12		126	625		
AMAZON					CC Accounting: 126- 15-280-1000-610			
151		CC-14013 09/04/26 SCHOOL SUPPLIES 26-27 YR	54.95		126	625		
AMAZON					CC Accounting: 126- 15-280-1000-610			
152		CC-14013 09/04/26 FOOD PANTRY	47.24		129	625		
AMAZON					CC Accounting: 129- 50-100-1000-610			
153		CC-14013 09/08/26 TABLE LAMPS LANYARDS STICKER	141.15		126	625		
AMAZON					CC Accounting: 126- 14-280-1000-610			
154		CC-14013 09/08/26 FOOD PANTRY	201.70		129	625		
AMAZON					CC Accounting: 129- 14-100-1000-610			
155		CC-14013 09/08/26 SCHOOL SUPPLIES 26-27	27.70		126	625		
AMAZON					CC Accounting: 126- 14-280-1000-610			
156		CC-14013 09/08/26 SCHOOL SUPPLIES 26-27 YEAR	227.74		126	625		
AMAZON					CC Accounting: 126- 14-100-2120-610			
157		CC-14013 09/08/26 WATER COOLER	459.36		226	625		
AMAZON					CC Accounting: 226- 16-100-1000-610			
158		CC-14013 09/08/26 WATER COOLER	227.99		126	625		
AMAZON					CC Accounting: 126- 15-280-1000-610			
159		CC-14013 09/08/26 SCHOOL SUPPLIES 26-27 YEAR	93.87		226	625		
AMAZON					CC Accounting: 226- 16-100-1000-610			
160		CC-14013 09/09/26 SCHOOL SUPPLIES 26-27 YEAR	359.75		226	625		
AMAZON					CC Accounting: 226- 16-100-1000-610			
161		CC-14013 09/10/26 SCHOOL SUPPLIES 26-27 YEAR	9.99		126	625		
AMAZON					CC Accounting: 126- 50-280-1000-610			
162		CC-14013 09/10/26 SCHOOL SUPPLIES 26-27 YEAR	19.40		126	625		
AMAZON					CC Accounting: 126- 14-280-1000-610			
163		CC-14013 09/11/26 SCHOOL SUPPLIES 26-27 YEAR	8.49		126	625		
AMAZON					CC Accounting: 126- 15-280-1000-610			

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Claim / Line #	Warrant	Vendor #/Name / Invoice #/Inv Date/Description	Amount / Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj
164		CC-14013 09/11/26 SCHOOL SUPPLIES 26-27 YEAR	115.80		226	625		
AMAZON					CC Accounting: 226-		16-100-1000-610	
165		CC-14013 09/11/26 SCHOOL SUPPLIES 26-27 YEAR	68.24		226	625		
AMAZON					CC Accounting: 226-		16-100-1000-610	
166		CC-14013 09/11/26 SCHOOL SUPPLIES 26-27 YEAR	795.23		126	625		
AMAZON					CC Accounting: 126-		14-280-1000-610	
167		CC-14013 09/14/26 SCHOOL SUPPLIES 26-27 YEAR	40.99		126	625		
AMAZON					CC Accounting: 126-		14-280-1000-610	
168		CC-14013 09/15/26 SCHOOL SUPPLIES 26-27 YEAR	195.00		226	625		
AMAZON					CC Accounting: 226-		16-141-1000-610	
169		CC-14013 09/15/26 SCHOOL SUPPLIES 26-27 YEAR	116.84		126	625		
AMAZON					CC Accounting: 126-		15-280-1000-610	
170		CC-14013 09/15/26 SCHOOL SUPPLIES 26-27 YEAR	260.00		226	625		
AMAZON					CC Accounting: 226-		16-100-1000-610	
171		CC-14013 09/15/26 SCHOOL SUPPLIES 26-27 YEAR	50.75		126	625		
AMAZON					CC Accounting: 126-		15-280-1000-610	
172		CC-14013 09/15/26 SCHOOL SUPPLIES 26-27 YEAR	89.95		226	625		
AMAZON					CC Accounting: 226-		16-141-1000-610	
173		CC-14013 09/15/26 SCHOOL SUPPLIES 26-27 YEAR	304.19		126	625		
AMAZON					CC Accounting: 126-		50-280-1000-610	
174		CC-14013 09/16/26 SCHOOL SUPPLIES 26-27 YEAR	299.85		226	625		
AMAZON					CC Accounting: 226-		16-100-1000-610	
175		CC-14013 09/17/26 SCHOOL SUPPLIES 26-27 YEAR	44.95		126	625		
AMAZON					CC Accounting: 126-		14-280-1000-610	
176		CC-14013 09/17/26 FOOD PANTRY	148.80		226	625		
AMAZON					CC Accounting: 226-		16-100-1000-610	
177		CC-14013 09/21/26 SCHOOL SUPPLIES 26-27 YEAR	92.93		126	625		
AMAZON					CC Accounting: 126-		50-141-1000-610	
178		CC-14013 09/21/26 MEASURING SPOONS SPACE HEATE	125.46		126	625		
AMAZON					CC Accounting: 126-		90-100-2500-610	
179		CC-14013 09/22/26 SCHOOL SUPPLIES 26-27	98.88		126	625		
AMAZON					CC Accounting: 126-		15-100-1000-610	
180		CC-14013 09/22/26 FOOD PANTRY	144.95		229	625		
AMAZON					CC Accounting: 229-		16-100-1000-610	
181		CC-14013 09/24/26 FOOD PANTRY	261.60		229	625		
AMAZON					CC Accounting: 229-		16-100-1000-610	
182		CC-14013 09/24/26 FOOD PANTRY	47.49		229	625		
AMAZON					CC Accounting: 229-		16-100-1000-610	
183		CC-14013 09/24/26 FOOD PANTRY	47.49		229	625		
AMAZON					CC Accounting: 229-		16-100-1000-610	
184		CC-14013 09/25/26 SHAROIE PENS	12.72		126	625		
AMAZON					CC Accounting: 126-		90-100-2500-610	
185		CC-14013 09/29/26 OFFICE SUPPLIES	67.01		126	625		
AMAZON					CC Accounting: 126-		90-100-2500-610	

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186		CC-14013 09/30/26 SCHOOL SUPPLIES 26-27 YEAR	74.99		226	625		
AMAZON					CC Accounting: 226-	16-100-1000-610		
187		CC-14013 09/30/26 SCHOOL SUPPLIES 26-27 YEAR	180.10		126	625		
AMAZON					CC Accounting: 126-	15-100-1000-610		
188		CC-14013 10/02/26 SCHOOL SUPPLIES 26-27 YEAR	179.99		126	625		
AMAZON					CC Accounting: 126-	15-100-1000-610		
189		CC-14013 10/02/26 SCHOOL SUPPLIES 26-27 YEAR	9.49		126	625		
AMAZON					CC Accounting: 126-	50-100-1000-610		
190		CC-14013 10/02/26 SCHOOL SUPPLIES 26-27 YEAR	269.66		126	625		
AMAZON					CC Accounting: 126-	15-100-1000-610		
191		CC-14013 10/05/26 SCHOOL SUPPLIES 26-27 YEAR	62.97		126	625		
AMAZON					CC Accounting: 126-	15-100-1000-610		
192		CC-14013 09/17/26 FOOD PANTRY	892.35		229	625		
AMAZON					CC Accounting: 229-	16-100-1000-610		
193		CC-14013 09/25/26 ACTIVITY BINDER COMM BOOK	683.93		126	625		
PYRAMID EDUCATIONAL CONSULTANTS					CC Accounting: 126-	15-280-1000-610		
194		CC-14013 10/19/26 MONTHLY BILL FOR 688-8069	80.45		126	625		
NEMONT TELEPHONE COOPERATIVE, INC.					CC Accounting: 126-	90-100-2600-531		
195		CC-14013 10/19/26 MONTHLY BILL FOR 768-7019	80.45		126	625		
NEMONT TELEPHONE COOPERATIVE, INC.					CC Accounting: 126-	90-100-2600-531		
196		CC-14013 10/19/26 MONTHLY BILL FOR 768-7573	47.44		126	625		
NEMONT TELEPHONE COOPERATIVE, INC.					CC Accounting: 126-	90-100-2600-531		
197		CC-14013 10/19/26 MONTHLY BILL FOR 768-3146	50.06		110	625		
NEMONT TELEPHONE COOPERATIVE, INC.					CC Accounting: 110-	14-100-2700-531		
198		CC-14013 10/19/26 MONTHLY BILL FOR 768-3361	50.81		126	625		
NEMONT TELEPHONE COOPERATIVE, INC.					CC Accounting: 126-	90-100-2600-531		
199		CC-14013 10/19/26 MONTHLY BILL	1,389.86		126	625		
NEMONT TELEPHONE COOPERATIVE, INC.					CC Accounting: 126-	14-100-2600-531		
200		CC-14013 10/19/26 MONTHLY BILL	1,389.86		126	625		
NEMONT TELEPHONE COOPERATIVE, INC.					CC Accounting: 126-	15-100-2600-531		
201		CC-14013 10/19/26 MONTHLY BILL	1,389.87		126	625		
NEMONT TELEPHONE COOPERATIVE, INC.					CC Accounting: 126-	50-100-2600-531		
202		CC-14013 10/19/26 MONTHLY BILL	1,389.86		226	625		
NEMONT TELEPHONE COOPERATIVE, INC.					CC Accounting: 226-	16-100-2600-531		
203		CC-14013 09/29/26 DOTO KIDS SCISSORS	36.99		126	625		
AMAZON					CC Accounting: 126-	15-100-1000-610		
204		CC-14013 10/02/26 FOOD PANTRY	-29.76		229	625		
AMAZON					CC Accounting: 229-	16-100-1000-610		
205		CC-14013 10/01/26 CHARGES FOR ELE AT VILLAGE	797.50		115	625		31
SHERIDAN ELECTRIC CO-OP					CC Accounting: 115-	-100-2620-440-	31	
206		CC-14013 09/22/26 SCHOOL SUPPLIES 26-27 YEAR	3.49		126	625		
AMAZON					CC Accounting: 126-	15-100-1000-610		
207		CC-14014 09/16/26 REGISTRATION JUDY TRAINING	299.00		126	625		
BLACK MOUNTAIN SOFTWARE					CC Accounting: 126-	90-100-2500-582		

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208	CC-14014	09/23/26 FUEL WILLISTON	75.64		115	625		31
CIRCLE K					CC Accounting: 115-	-100-2620-440-	31	
209	CC-14014	09/23/26 CARPET TAPE	906.43		115	625		31
MENARDS					CC Accounting: 115-	-100-2620-440-	31	
210	CC-14014	09/23/26 SUPPLIES FOR TOWNHOUSES	86.32		115	625		31
MENARDS					CC Accounting: 115-	-100-2620-440-	31	
211	CC-14014	09/23/26 TAXES MONTANA	-67.14		115	625		31
MENARDS					CC Accounting: 115-	-100-2600-440-	31	
212	CC-14016	09/09/26 12 OZ STADIUM CUP	948.75		115	625		316
CUSTOMINK, LLC					CC Accounting: 115-	90-494-2115-617-	316	
213	CC-14016	09/09/26 MATTE LAMINATE DIE CUT STICK	847.60		115	625		316
MISC VENDOR					CC Accounting: 115-	90-494-2115-617-	316	
214	CC-14016	09/09/26 DYE SUBLIMATED CLOTH WRISTBA	120.04		115	625		50
MISC VENDOR					CC Accounting: 115-	15-100-1000-610-	50	
215	CC-14016	09/19/26 CROSS COUNTRY MEET FEES	196.74		226	625		
MISC VENDOR					CC Accounting: 226-	16-720-3500-582		
216	CC-14016	09/21/26 STAFF BDAY INCENTIVES	750.00		126	625		
BLACKBIRD MERCANTILE					CC Accounting: 126-	15-100-1000-610		
217	CC-14016	09/27/26 ROOMS MCEL	455.98		126	625		
HOTELS.COM					CC Accounting: 126-	90-100-2300-610		
218	CC-14017	09/10/26 MS XC MEAL	205.00		126	625		
SCOBEY GOLF COURSE					CC Accounting: 126-	50-720-3500-582		
219	CC-14017	09/18/26 MS XC WATER SNACKS	16.50		126	625		
FAMILY DOLLAR					CC Accounting: 126-	50-720-3500-582		
220	CC-14017	09/24/26 MS XC MEAL	566.11		126	625		
OLD TOWN GRILL					CC Accounting: 126-	50-720-3500-582		
221	CC-14017	09/25/26 WATER SNACKS	27.75		126	625		
FAMILY DOLLAR					CC Accounting: 126-	50-720-3500-582		
222	CC-14017	09/25/26 WATER SNACKS	15.50		126	625		
FAMILY DOLLAR					CC Accounting: 126-	50-720-3500-582		
223	CC-14017	09/29/26 MS XC MEAL	338.96		126	625		
LUNCHBOX OF CIRCLE					CC Accounting: 126-	50-720-3500-582		
224	CC-14017	10/05/26 STATEMENT FEE	3.00		126	625		
MISC VENDOR					CC Accounting: 126-	50-720-3500-582		

# of Claims 9 Total: 70,168.32 # of Vendors 9

Fund/Account	Amount
110 Elementary Transportation Fund	
101	4,065.65
115 Elementary Miscellaneous Programs Fund	
101	6,443.28
126 Elementary Impact Aid Fund	
101	22,568.88
129 Elementary Flex Fund	
101	3,821.83
210 High School Transportation Fund	
101	1,536.93
212 High School Food Service Fund	
101	1,599.00
215 High School Miscellaneous Programs Fund	
101	2,368.18
226 High School Impact Aid Fund	
101	25,423.74
229 High School Flex Fund	
101	2,340.83
Total:	**70,168.32**

I have carefully examined the above CLAIM APPROVAL LIST and refer the same to the Board of Trustees.

Approved by Board of Finance Committee:

_____

_____

_____

I hereby certify that the above is correct

_____

Business Manager/Clerk

* ... Over spent expenditure

Claim / Line #	Warrant	Vendor #/Name / Invoice #/Inv Date/Description	Amount / Line Amount	PO #	Fund	Org	Acct/Source/ Prog-Func	Obj	Proj
72378		13410 FARMERS UNION LUMBER COMPANY	221.50						
1		2610-11887 10/23/26 112 1x8x16 PINE	221.50		226	16	100-1000	610	
72379		24481 WIPFLI LLP	43,990.00						
1		3382015 10/08/26 JUNE 30 26 AUDIT EXPENSES	30,793.00		126	90	100-2307	330	
2		3382015 10/08/26 JUNE 30 26 AUDIT EXPENSES	13,197.00		226	16	100-2307	330	
72380		10253 PITNEY BOWES PURCHASE POWER	1,014.75						
1		101626 10/16/26 POSTAGE METER REFILL	710.32		126	90	100-2300	532	
2		101626 10/16/26 POSTAGE METER REFILL	304.43		226	16	100-2300	532	
72381		12397 PERMA-BOUND	348.42						
1		2038317-06 10/14/26 LIBRARY BOOKS	21.31		126	15	100-2225	640	
2		2038317-04 08/20/26 LIBRARY BOOKS	86.40		126	15	100-2225	640	
3		2038317-02 04/27/26 LIBRARY BOOKS	240.71		126	15	100-2225	640	
72382		10189 ECKROTH MUSIC CO.	579.00						
1		6080095 10/09/26 FLUTE SERVICE AND PARTS	249.00		226	16	100-1000	610	
2		6080107 10/09/26 FLUTE SERVICE AND PARTS	330.00		226	16	100-1000	610	
72383		24853 AMERICAN FIDELITY ADMINISTRATIVE	302.00						
1		83801 10/15/26 TIME & ELIGIBILITY SVC.	151.00		126	90	100-2300	340	
2		83801 10/15/26 TIME & ELIGIBILITY SVC.	151.00*		226	16	100-2300	340	
72384		20976 WOLFTRAX BROADCASTING, LLC	118.39						
1		26090135 09/30/26 PACKAGE	118.39		226	16	100-2300	540	
72385		14075 FORT PECK TRIBES	30.00						
1		46 10/16/26 BACKGROUND CHECKS	30.00		126	90	100-2305	340	
72388		20220 BIG VALLEY WATER	369.00						
1		193589 10/23/26 15 5 GALS WATER HS	135.00		226	16	100-1000	610	
2		193444 10/19/26 3 5 GALS WATER HS	27.00		226	16	100-1000	610	
3		193601 10/26/26 10 5 GALS WATER HS	90.00		226	16	100-1000	610	
4		193589 10/23/26 5 5 GALS WATER CO	45.00		126	90	100-2300	610	
5		193650 11/02/26 8 5 QALS WATER HS	72.00		226	16	100-1000	610	

* ... Over spent expenditure

Claim / Line #	Warrant	Vendor #/Name / Invoice #/Inv Date/Description	Amount / Line Amount	PO #	Fund	Org	Acct/Source/ Prog-Func	Obj	Proj
72389		101685 T.E.S.T.	4,965.00						
1		11488 10/14/26 ONE DAY WLK TRGT REVIEW PRODUC	1,241.25		126	14	141-1000	610	
2		11488 10/14/26 ONE DAY WLK TRAVEL	1,241.25		126	50	141-1000	610	
3		11488 10/14/26 ONE DAY WALK THRU REVIEW PROD	1,241.25		126	15	141-1000	610	
4		11488 10/14/26 ONE DAY WALK THRU REVIEW PROD	1,241.25		226	16	141-1000	610	
72390		10069 MONTANA DAKOTA UTILITIES	18,460.74						
1		101926 10/26/26 317 W HWY 2 GAS/ELECTRIC	126.94		115		100-2620	410	31
2		101926 10/26/26 413 W HWY 2 ELECTRIC	61.03		126	90	100-2600	412	
3		101926 10/26/26 413 W HWY 2 GAS	46.95		126	90	100-2600	412	
4		101926 10/26/26 BUS GARAGE GAS	44.57		110	15	100-2700	411	
5		101926 10/26/26 BUS GARAGE ELECTRIC	116.80		110	15	100-2700	411	
6		101926 10/26/26 MIDDLE SCHOOL GAS	423.30		126	90	100-2600	411	
7		101926 10/26/26 MIDDLE SCHOOL ELECTRIC	4,272.16		126	90	100-2600	411	
8		101926 10/26/26 ELEMENTARY ELECTRIC	4,272.16		126	90	100-2600	411	
9		101926 10/26/26 ELEMENTARY GAS	423.29		126	90	100-2600	411	
10		101926 10/26/26 HIGH SCHOOL GAS	683.12		226	16	100-2600	411	
11		101926 10/26/26 HIGH SCHOOL ELECTRIC	5,765.66*		226	16	100-2620	410	
12		101926 10/26/26 FOOTBALL FIELD	690.46*		226	16	100-2620	410	
13		101926 10/26/26 MAINT SHOP ELECTRIC	72.66		126	90	100-2600	412	
14		101926 10/26/26 MAINT SHOP GAS	36.32		126	90	100-2600	411	
15		101926 10/26/26 ADMIN BUILDING GAS	56.38		126	90	100-2600	411	
16		101926 10/26/26 ADMIN BUILDING ELECTRIC	151.38		126	90	100-2600	411	
17		101926 10/26/26 APT 1A-GAS/ELECTRIC	82.48		115		100-2620	410	31
18		101926 10/26/26 APT 2A-GAS/ELECTRIC	53.09		115		100-2620	410	31
19		101926 10/26/26 APT 3A-GAS/ELECTRIC	116.37		115		100-2620	410	31
20		101926 10/26/26 APT 4A-GAS/ELECTRIC	92.95		115		100-2620	410	31
21		101926 10/26/26 APT 5A-GAS/ELECTRIC	75.51		115		100-2620	410	31
22		101926 10/26/26 APT 1B-GAS/ELECTRIC	53.23		115		100-2620	410	31
23		101926 10/26/26 APT 2B-GAS/ELECTRIC	82.23		115		100-2620	410	31
24		101926 10/26/26 APT 3B-GAS/ELECTRIC	46.75		115		100-2620	410	31
25		101926 10/26/26 APT 4B-GAS/ELECTRIC	60.08		115		100-2620	410	31
26		101926 10/26/26 APT 5B-GAS/ELECTRIC	47.92		115		100-2620	410	31
27		101926 10/26/26 APT 1C-GAS/ELECTRIC	29.82		115		100-2620	410	31
28		101926 10/26/26 APT 2C-GAS/ELECTRIC	76.79		115		100-2620	410	31
29		101926 10/26/26 APT 3C-GAS/ELECTRIC	25.40		115		100-2620	410	31
30		101926 10/26/26 APT 4C-GAS/ELECTRIC	7.42		115		100-2620	410	31
31		101926 10/26/26 APT 5C-GAS/ELECTRIC	53.37		115		100-2620	410	31
32		101926 10/26/26 312 W HWY 2	72.47		115		100-2620	410	31
33		101926 10/26/26 314 W HWY 2 NAPA GAS	54.63		115		100-2620	410	31
34		101926 10/26/26 314 W HWY 2 NAPA ELECTRIC	82.36		115		100-2620	410	31
35		101926 10/26/26 407 4TH AVE W APT 9 & 9B	104.69		115		100-2620	410	31

* ... Over spent expenditure

Claim / Line #	Warrant	Vendor #/Name / Invoice #/Inv Date/Description	Amount / Line Amount	PO #	Fund	Org	Acct/Source/ Prog-Func	Obj	Proj
72391		10371 PETTY CASH FUND	40.00						
1		102626 10/26/26 FEES TO TRANSFER PROPERTY	40.00		126	90	100-2300	340	
72393		25132 NORTHERN PLAINS INDEPENDENT	48.75						
1		859 10/26/26 YEARLY SUBSCRIPTION	48.75		226	16	100-2225	650	
72394		26189 NATIONAL CYBERSCHOOL LLC	800.00						
1		125062 10/02/26 10 ACELLUS GLD ADV STU LIC HS	800.00		226	16	100-2210	680	
72395		25582 ACELLUS EDUCATIONAL SERVICES LLC	6,004.00						
1		125334 10/02/26 76 ACELL GOLD ADV STU LIC HS	6,004.00		226	16	100-2210	680	
72396		23606 ELIZABETH A. SHIPSTEAD	1,922.63						
1		000091 10/27/26 OCCUPATIONAL THERAPIST THERAPY	384.52		126	14	280-2160	320	
2		000091 10/27/26 OCCUPATIONAL THERAPIST THERAPY	769.05		126	15	280-2160	320	
3		000091 10/27/26 OCCUPATIONAL THERAPIST THERAPY	384.53		126	50	280-2160	320	
4		000091 10/27/26 OCCUPATIONAL THERAPIST THERAPY	384.53		226	16	280-2160	320	
72397		24666 BROCK COPENHAVER	75.00						
MONTHLY CELL PHONE SERVICE COST$75.00 FOR THE MONTH OF NOVEMBER BROCK COPENHAVER									
1		102726 10/27/26 MONTHLY CELL PHONE SERVICE COS	75.00		226	16	100-2600	531	
72398		25502 GREG GOURNEAU	75.00						
MONTHLY CELL PHONE SERVICE COST$75.00 FOR THE MONTH OF NOVEMBER GREG GOURNEAU									
1		102726 10/27/26 MONTHLY CELL PHONE SERVICE COS	75.00		126	90	100-2600	531	
72399		24767 PATTI JO BLACK	75.00						
MONTHLY CELL PHONE SERVICE COST$75.00 FOR THE MONTH OF NOVEMBER PATTI JO BLACK									
1		102726 10/27/26 MONTHLY CELL PHONE SERVICE COS	75.00		226	16	100-2600	531	
72400		22225 FRANK GOURNEAU	75.00						
MONTHLY CELL PHONE SERVICE COST $75.00 FOR THE MONTH OF NOVEMBER FRANK GOURNEAU									
1		102726 10/27/26 MONTHLY CELL PHONE SERVICE COS	75.00		226	16	100-2600	531	
72401		23748 GRIFFIN RICKER	75.00						
MONTHLY CELL SERVICE COST $75.00 FOR THE MONTH OF NOVEMBER GRIFFIN RICKER									
1		102726 10/26/27 MONTHLY CELL PHONE SERVICE COS	75.00		126	90	100-2600	531	

* ... Over spent expenditure

Claim / Line #	Warrant	Vendor #/Name / Invoice #/Inv Date/Description	Amount / Line Amount	PO #	Fund	Org	Acct/Source/ Prog-Func	Obj	Proj
72402		25304 CLINT LINTHICUM	75.00						
MONTHLY CELL PHONE SERVICE COST $75.00 FOR THE MONTH OF NOVEMBER CLINTH LINTHICUM									
1		102726 10/27/26 MONTHLY CELL PHONE SERVICE COS	75.00		110	50	100-2700	531	
72403		25360 JOHN WETSIT	75.00						
MONTHLY CELL PHONCE SERVICE COST $75.00 FOR THE MONTH OF NOVEMBER JOHN WETSIT									
1		102726 10/27/26 MONTHLY CELL PHONE SERVICE COS	75.00		126	90	100-2600	531	
72404		24979 COY WEEKS	75.00						
MONTHLY CELL PHONE SERVICE COST $75.00 FOR THE MONTH OF NOVEMBER COY WEEKS									
1		102726 10/27/26 MONTHLY CELL PHONE SERVICE COS	75.00		226	16	100-2600	531	
72405		21147 MORGAN NORGAARD	75.00						
MONTHLY CELL PHONE SERVICE COST $75.00 FOR THE MONTH OF NOVEMBER MORGAN NORGAARD									
1		102726 10/27/26 MONTHLY CELL PHONE SERVICE COS	75.00		126	90	100-2600	531	
72407		24921 LORRI COULTER, MS, PS, BCBA	8,625.00						
1		1061 10/29/26 OSYCHOLOGIST VISIT REPORTS MTG	1,725.00		126	14	280-2140	320	
2		1061 10/29/26 OSYCHOLOGIST VISIT REPORTS MTG	3,450.00		126	15	280-2140	320	
3		1061 10/29/26 OSYCHOLOGIST VISIT REPORTS MTG	1,725.00		126	50	280-2140	320	
4		1061 10/29/26 OSYCHOLOGIST VISIT REPORTS MTG	1,725.00		226	16	280-2140	320	
72409		25662 DPHHS-EHFS	225.00						
1		7756 10/29/26 2026 LICENSE RENEWAL	225.00		212	90	910-3100	610	
72410		24934 CP SPEECH THERAPY	13,375.00						
1		186 10/29/26 THERAPY DRIVING TESTING	2,675.00		126	14	280-2160	320	
2		186 10/29/26 THERAPY DRIVING TESTING	5,350.00		126	15	280-2160	320	
3		186 10/29/26 THERAPY DRIVING TESTING	2,675.00		126	50	280-2160	320	
4		186 10/29/26 THERAPY DRIVING TESTING	2,675.00		226	16	280-2160	320	
72411		24038 SHEILA FLADAGER	7,800.00						
1		102926 10/29/26 SPEECH THERAPY MTGS	2,730.00		126	14	280-2150	320	
2		102926 10/29/26 SPEECH THERAPY MTGS	4,680.00		126	15	280-2150	320	
3		102926 10/29/26 SPEECH THERAPY MTGS	390.00		126	50	280-2150	320	

* ... Over spent expenditure

Claim / Line #	Warrant	Vendor #/Name / Invoice #/Inv Date/Description	Amount	Line Amount	PO #	Fund	Org	Acct/Source/ Prog-Func	Obj	Proj
72412		26176 JENNIFER GASTON-SMITH	6,256.87							
1		102626 10/30/26 COUNSELING SERVICES MS		3,128.43*		126	14	100-1000	582	
2		102626 10/30/26 COUNSELING SERVICES MS		3,128.44		126	50	100-1000	582	
72415		10044 DACOTAH PAPER CO.	3,344.00							
1		59609 10/26/26 COPY PURCHASES		418.00		129	14	100-1000	610	
2		59609 10/26/26 COPY PURCHASES		418.00		129	50	100-1000	610	
3		59609 10/26/26 COPY PURCHASES		418.00		129	15	100-1000	610	
4		59609 10/26/26 COPY PURCHASES		418.00		229	16	100-1000	610	
5		59609 10/26/26 COPY PURCHASES		418.00*		129	14	280-1000	610	
6		59609 10/26/26 COPY PURCHASES		418.00*		129	15	280-1000	610	
7		59609 10/26/26 COPY PURCHASES		418.00*		129	50	280-1000	610	
8		59609 10/26/26 COPY PURCHASES		418.00*		229	16	280-1000	610	
72416		14492 LINDE GAS AND EQUIPMENT INC.	144.78							
1		58272199 07/31/26 INDUSTRIAL ACETYLENE HIGH PR		142.60		226	16	390-1000	610	
2		59980424 10/31/26 FINANCE CHARGE		2.18		226	16	390-1000	610	
72417		12800 ROOSEVELT COUNTY TREASURER	7,660.00							
1		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 1ST 1/2		49.52		126	90	100-2300	340	
2		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 2ND 1/2		34.52		126	90	100-2300	340	
3		110226 11/02/26 SUB/BLK/LOT POPLAR ORIG 1ST1/2		339.56		126	90	100-2300	340	
4		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 2ND 1/2		323.46		126	90	100-2300	340	
5		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 1ST 1/2		131.52		126	90	100-2300	340	
6		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 2ND 1/2		131.51		126	90	100-2300	340	
7		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 1ST 1/2		2,712.04		126	90	100-2300	340	
8		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 2ND 1/2		2,712.03		126	90	100-2300	340	
9		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 1ST1/2		96.12		126	90	100-2300	340	
10		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 2ND 1/2		96.12		126	90	100-2300	340	
11		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 1ST 1/2		61.14		126	90	100-2300	340	
12		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 2ND 1/2		46.14		126	90	100-2300	340	
13		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 1ST 1/2		91.03		126	90	100-2300	340	
14		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 2ND 1/2		91.02		126	90	100-2300	340	
15		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 1ST 1/2		45.52		126	90	100-2300	340	
16		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 2ND 1/2		45.51		126	90	100-2300	340	
17		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 1ST 1/2		49.98		126	90	100-2300	340	
18		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 2ND 1/2		49.98		126	90	100-2300	340	
19		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 1ST1/2		82.00		126	90	100-2300	340	
20		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 2ND 1/2		66.99		126	90	100-2300	340	
21		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 1ST 1/2		106.03		126	90	100-2300	340	
22		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 2ND 1/2		91.02		126	90	100-2300	340	
23		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 1ST 1/2		48.06		126	90	100-2300	340	

* ... Over spent expenditure

Claim / Line #	Warrant	Vendor #/Name / Invoice #/Inv Date/Description	Amount / Line Amount	PO #	Fund	Org	Acct/Source/ Prog-Func	Obj	Proj
24		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 2ND 1/2	48.06		126	90	100-2300	340	
25		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 1ST 1/2	63.06		126	90	100-2300	340	
26		110226 11/02/26 SUB/BLK/POLAR ORIGINAL 2ND 1/2	48.06		126	90	100-2300	340	
72418		10189 ECKROTH MUSIC CO.	122.00						
1		m6271496 09/26/26 SERV AND MAINTENANCE TRUMPHE	122.00		226	16	100-1000	610	
72419		10087 MAIN STREET GROCERY	555.76						
1		000026 10/27/26 SANITOS CABBAGE	16.79*		126	14	390-1000	610	
2		0000000026 10/28/26 VIVA 2% MILK	26.80		126	50	390-1000	610	
3		000027 10/26/26 CHEDDAR TOMATO MUSTARD	159.02*		126	14	390-1000	610	
4		000004 10/12/26 MEX CORN BSCT SANITOS	119.85		126	50	390-1000	610	
5		0000021 10/20/26 CHILI PWD ONION OIL CORNMEAL	123.09*		126	14	390-1000	610	
6		00000007 10/08/26 SWT CORN SOUR CREME	25.45*		126	14	390-1000	610	
7		000081 10/05/26 GROCEY	13.29*		126	14	390-1000	610	
8		00000026 10/30/26 CHICKEN EGG NOODLE	57.53		226	16	720-3500	582	
9		000034 10/28/26 DKT MD BD FL	13.94		226	16	100-1000	610	
72421		14268 BLACK MOUNTAIN SOFTWARE	27,736.46						
1		23364 11/02/26 MAINTENANCE AND SUPPORT	19,415.52		126	90	100-2300	340	
2		23364 11/02/26 MAINTENANCE AND SUPPORT	8,320.94*		226	16	100-2300	340	
72423		24356 HI-TECH ELECTRIC INC.	2,847.10						
1		3751 10/10/26 LIGHT FIXTURES CONNECTOR	2,847.10		126	90	100-2600	440	
72425		12492 SYSCO MONTANA INC.	6,848.40						
1		643377583 10/06/26 TRASH LINERS BATH TISSUE TO	4,500.00		126	90	100-2600	615	
2		643377583 10/06/26 JANITORIAL CHEMICAL	2,348.40		226	16	100-2600	615	
72426		22443 ULINE SHIPPING SUPPLIES	3,151.81						
1		215228980 10/27/26 SOAP DISINFECT WIPES PURELL	2,000.00		126	90	100-2600	615	
2		215228980 10/27/26 NITRILE FOLDING KNIFE MOP H	1,151.81		226	16	100-2600	615	
72428		22083 MARC	412.06						
1		0891717-IN 10/22/26 BIG BAD ORANGE FLOOR CLEAN	412.06		126	90	100-2600	615	
72429		20027 NORTHWEST PIPE FITTING	994.81						
1		7711972 09/30/26 TACO STAINLESS PUMP	994.81		226	16	100-2600	615	

* ... Over spent expenditure

Claim / Line #	Warrant	Vendor #/Name / Invoice #/Inv Date/Description	Amount / Line Amount	PO #	Fund	Org	Acct/Source/ Prog-Func	Obj	Proj
72430		23538 CASCADE COUNTY REGIONAL YOUTH	3,140.00						
1		2027-10-00 10/31/26 SCHOOL TUITION FUNDS	3,140.00		226	16	100-1000	563	
72432		14345 J & M DISTRIBUTING	6,377.00						
1		91850 10/02/26 1440 1/2 pts 2% MILK	799.00		212	90	910-3100	570	
2		87877 10/06/26 1200 1/2 PTS 2% MILK	1,195.00		212	90	910-3100	570	
3		91787 10/09/26 1440 1/2 PTS 2% MILK	916.00		212	90	910-3100	570	
4		91237 10/13/26 240 1/2 PTS MILK	139.00		212	90	910-3100	570	
5		91315 10/19/26 480 1/2 PTS 2% MILK	271.00		212	90	910-3100	570	
6		91341 10/20/26 1200 1/2 PTS 2% MILK	1,063.00		212	90	910-3100	570	
7		91412 10/23/26 1440 1/2 PTS 2% MILK	799.00		212	90	910-3100	570	
8		91358 10/27/26 1440 1/2 PTS 2% MILK	1,195.00		212	90	910-3100	570	
72434		10044 DACOTAH PAPER CO.	3,960.04						
1		52638 10/12/26 FREEZER BAGS LIDS TEASPOONS	2,954.51		212	90	910-3100	610	
2		59916 10/26/26 PLATES FOAM PANSAVER LINER	1,005.53		212	90	910-3100	610	
72435		12492 SYSCO MONTANA INC.	56,537.62						
1		643371298 10/02/26 PRODUCE PAPER PRODUCTS	5,468.84		212	90	910-3100	570	
2		6433775801 10/06/26 PLATES BOWLS CUPS BAGGIES	2,036.27		126	14	100-1000	610	
3		643415792 10/30/26 PRODUCE VEGGIES FRUIT	7,328.73		212	90	910-3100	570	
4		643411021 10/27/26 PRODUCE	140.15		212	90	910-3100	570	
5		643411022 10/27/26 CARROTS PEARS	239.45		212	90	910-3100	570	
6		643411020 10/27/26 PRODUCE PAAPER PRODUCTS	2,962.57		212	90	910-3100	570	
7		643399793 10/20/26 CHEESE EGGS BEEF	6,356.13		212	90	910-3100	570	
8		643404691 10/23/26 PAPER PRODUCTS PRODUCE MEAT	3,627.07		212	90	910-3100	570	
9		643393725 10/16/26 PRODUCE BEEF SYRUP	3,844.28		212	90	910-3100	570	
10		643388986 10/13/26 PRODUCE	801.90		212	90	910-3100	570	
11		643388987 10/13/26 PRODUCE	510.30		212	90	910-3100	570	
12		643388988 10/13/26 SAUCE JUICE PRODUCE	3,110.46		212	90	910-3100	570	
13		643377581 10/06/26 PRODUCE PEARS PLUMS	623.40		212	90	910-3100	570	
14		643377582 10/06/26 PRODUCE PEARS PLUMS	498.72		212	90	910-3100	570	
15		643377579 10/06/26 PAPER PRODUCTS PRODUCE	8,465.33		212	90	910-3100	570	
16		643377580 10/06/26 GLOVES BOWLS	2,036.27*		126	50	100-1000	610	
17		643377578 10/06/26 UNCRUSTABLES BREAKFAST BARS	988.13		212	90	910-3100	570	
18		643371298 10/02/26 PRODUCE	5,468.84		212	90	910-3100	570	
19		643371299 10/02/26 COMMUNITY WALK SNACKS	1,530.33		115	90	494-2115	610	317
20		643399794 10/20/26 COMMUNITY FEED SNACKS	449.35		115	90	494-2115	610	317
21		643377577 10/06/26 COMMUNITY WALK PAPER DISP.	51.10		115	90	494-2115	610	317

* ... Over spent expenditure

Claim / Line #	Warrant	Vendor #/Name / Invoice #/Inv Date/Description	Amount / Line Amount	PO #	Fund	Org	Acct/Source/ Prog-Func	Obj	Proj
72436		13395 U.S. FOOD SERVICE, INC.	17,324.73						
1		5595371 10/05/26 PRODUCE BEVERAGE DRY GROCERY	888.54		212	90	910-3100	570	
2		3321700 10/26/26 DISPOSABLES	832.91		212	90	910-3100	570	
3		5795722 10/12/26 DRY GROCERY	3,020.42		212	90	910-3100	570	
4		5502635 10/01/26 BEVERAGE MEAT DRY GROCERY	4,890.12		212	90	910-3100	570	
5		3321699 10/26/26 DISPOSABLES POULTRY BEEF	5,009.48		212	90	910-3100	570	
6		3122586 10/19/26 FAMLY ENGMT WEL BCK SNACKS	2,683.26		115	90	494-2115	610	317
72438		20366 QUAD K SUPPLY	1,231.00						
1		77623 10/06/26 EZ RINSE 5 GAL DISH SOAP	1,231.00		212	90	910-3100	610	
72440		26194 CHEVY BOOS	400.00						
1		1 10/25/26 BUFFALO TAXIDERMY WORK	400.00*		126	50	100-1000	610	
72441		26195 Shealee Walles	900.00						
1		456140 11/04/26 Painting side of Middle School	900.00		126	90	100-2600	440	

# of Claims 49 **Total: 259,858.62** **# of Vendors 46**

POPLAR SCHOOLS
Fund Summary for Claims
For the Accounting Period: 11/26

Fund/Account	Amount
110 Elementary Transportation Fund	
101	236.37
115 Elementary Miscellaneous Programs Fund	
101	6,058.54
126 Elementary Impact Aid Fund	
101	121,843.60
129 Elementary Flex Fund	
101	2,508.00
212 High School Food Service Fund	
101	76,868.81
226 High School Impact Aid Fund	
101	51,507.30
229 High School Flex Fund	
101	836.00
Total:	**259,858.62**

I have carefully examined the above CLAIM APPROVAL LIST and refer the same to the Board of Trustees.

Approved by Board of Finance Committee:

_____

_____

_____

I hereby certify that the above is correct

_____

Business Manager/Clerk

Poplar
School District

BUDGET v. ACTUAL INVESTMENT

Students First

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Comm.
101 Elementary General Fund	0.00	997,168.24	5,231,547.61	5,231,547.61	4,234,379.37	19%
110 Elementary Transportation Fund	161.37	122,073.99	480,700.00	480,700.00	358,626.01	25%
111 Elementary Bus Depreciation Fund	0.00	0.00	1,310,746.86	1,310,746.86	1,310,746.86	0%
113 Elementary Tuition Fund	0.00	0.00	6,728.62	6,728.62	6,728.62	0%
114 Elementary Retirement Fund	0.00	249,729.94	1,400,000.00	1,400,000.00	1,150,270.06	18%
115 Elementary Miscellaneous Programs	1,344.50	533,377.40	2,125,229.81	2,125,229.81	1,591,852.41	25%
126 Elementary Impact Aid Fund	86,996.38	1,855,859.88	7,715,787.04	7,715,787.04	5,859,927.16	24%
128 Elementary Technology Fund	0.00	0.00	25,801.69	25,801.69	25,801.69	0%
129 Elementary Flex Fund	2,508.00	13,094.08	678,698.19	678,698.19	665,604.11	2%
160 Elementary Building Fund	0.00	0.00	100,000.00	100,000.00	100,000.00	0%
161 Elementary Building Reserve Fund	0.00	0.00	780,879.29	780,879.29	780,879.29	0%
201 High School General Fund	0.00	640,952.56	2,581,016.53	2,581,016.53	1,940,063.97	25%
210 High School Transportation Fund	0.00	31,597.74	195,200.00	195,200.00	163,602.26	16%
211 High School Bus Depreciation Fund	0.00	56,585.15	759,982.43	759,982.43	703,397.28	7%
212 High School Food Service Fund	225.00	166,862.57	670,073.58	670,073.58	503,211.01	25%
213 High School Tuition Fund	0.00	0.00	59,948.88	59,948.88	59,948.88	0%
214 High School Retirement Fund	0.00	130,648.71	750,000.00	750,000.00	619,351.29	17%
215 High School Miscellaneous Programs	0.00	22,062.25	85,716.15	85,716.15	63,653.90	26%
226 High School Impact Aid Fund	35,107.87	665,726.93	2,960,527.09	2,960,527.09	2,294,800.16	22%
228 High School Technology Fund	0.00	0.00	12,456.41	12,456.41	12,456.41	0%
229 High School Flex Fund	836.00	8,627.73	419,210.24	419,210.24	410,582.51	2%
261 High School Building Reserve Fund	0.00	0.00	364,215.79	364,215.79	364,215.79	0%
Grand Total:	127,179.12	5,494,367.17	28,714,466.21	28,714,466.21	23,220,099.04	19%

Poplar
School District

INVESTMENT REPORT

Students First

October 23, 2026

Betty Romo, County Treasurer

400 2nd Avenue South
Wolf Point, Mt 59201

Please invest with **STIP** **$12,829,700** as follows:

ELEMENTARY	FUND	PREVIOUS MONTH	DIFFERENCE	CURRENT MONTH
101	GENERAL	$400,000	-$100,000	$300,000
110	TRANSPORTATION	$100,000	$0	$100,000
111	BUS DEPRECIATION	$1,250,000	$25,000	$1,275,000
113	TUITION	$0	$0	$0
114	RETIREMENT	$190,000	$75,000	$265,000
115	MISC FUNDS	$0	$0	$0
121	SICK LEAVE	$0	$0	$0
126	IMPACT AID	$3,590,000	-$590,000	$3,000,000
128	TECHNOLOGY	$21,000	$0	$21,000
129	FLEX FUND	$600,000	$25,000	$625,000
160	BUILDING	$165,000	$5,000	$170,000
161	BUILDING RESERVE	$650,000	$0	$650,000
ELEMENTARY TOTALS		$6,966,000	-$560,000	$6,406,000
HIGH SCHOOL				
201	GENERAL	$0	$0	$0
210	TRANSPORTATION	$85,000	$5,000	$90,000
211	BUS DEPRECIATION	$650,000	$10,000	$660,000
212	HOT LUNCH	$0	$50,000	$50,000
213	TUITION	$0	$0	$0
214	RETIREMENT	$300,000	$0	$300,000
215	MISC FUNDS	$0	$0	$0
218	TRAFFIC EDUCATION	$10,000	$3,700	$13,700
221	SICK LEAVE	$0	$0	$0
226	IMPACT AID	$4,765,000	-$215,000	$4,550,000
228	TECHNOLOGY	$7,000	$3,000	$10,000
229	FLEX FUND	$400,000	$0	$400,000
260	BUILDING	$0	$0	$0
261	BUILDING RESERVE	$330,000	$20,000	$350,000
HIGH SCHOOL TOTALS		$6,547,000	-$123,300	$6,423,700
TOTAL INVESTMENTS		$13,513,000	-$683,300	$12,829,700

Sincerely,

Judy Linthicum
Business Manager

Poplar
School District

HS ACTIVTY FUND

Students First

Account	Opening Balance	Disbursed (-)	Receipts in Transit (+)	Deposits (+)	Transfers (+)	Invest (+)	Misc. Earnings (+)	Misc. Charges (-)	Closing Balance
1 HIGH SCHOOL STUDENT COUNCIL	11663.96	952.92	517.35	993.47	0.00		0.00	0.00	12221.86
6 ATHLETICS	7288.47	3739.96	0.00	3858.00	0.00		0.00	0.00	7406.51
7 ANNUAL	3251.80	0.00	0.00	0.00	0.00		0.00	0.00	3251.80
8 7-8 MS STUDENT COUNCIL	2379.29	0.00	0.00	0.00	0.00		0.00	0.00	2379.29
10 MUSIC	4090.01	0.00	0.00	0.00	0.00		0.00	0.00	4090.01
11 FCCLA	4965.34	0.00	80.75	0.00	0.00		0.00	0.00	5046.09
12 NATIONAL HONOR SOCIETY	2059.82	0.00	0.00	0.00	0.00		0.00	0.00	2059.82
13 PEP CLUB	1445.38	857.44	0.00	0.00	0.00		0.00	0.00	587.94
16 INDEPENDENCE BANK CARD DONATION	15000.00	0.00	0.00	0.00	0.00		0.00	0.00	15000.00
17 DISTRICT MUSIC	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
21 VENDING ACCOUNT	104.18	0.00	0.00	0.00	0.00		0.00	0.00	104.18
22 BPA	3885.50	1345.14	0.00	370.00	0.00		0.00	0.00	2910.36
23 INTEREST	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
39 MCA MT CAREER ASSOC (JMG)	2801.58	754.64	0.00	315.00	0.00		0.00	0.00	2361.94
42 PHS ART CLUB	377.29	0.00	0.00	0.00	0.00		0.00	0.00	377.29
48 HISTORY CLUB	5746.29	0.00	0.00	0.00	0.00		0.00	0.00	5746.29
50 CLASS OF 2028	1020.89	54.00	0.00	0.00	0.00		0.00	0.00	966.89
57 CLASS OF 2025	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
58 CLASS OF 2026	0.00	3654.03	0.00	0.00	0.00		0.00	0.00	-3654.03
59 CLASS OF 2027	4364.96	74.00	0.00	0.00	0.00		0.00	0.00	4290.96
60 MS INDIAN CLUB	4384.04	0.00	0.00	0.00	0.00		0.00	0.00	4384.04
61 FUTURE FARMERS OF AMERICAN	2759.20	87.69	0.00	0.00	0.00		0.00	0.00	2671.51
62 CLASS OF 2029	1475.83	142.92	0.00	739.25	0.00		0.00	0.00	2072.16
63 CLASS OF 2030	501.06	78.00	0.00	0.00	0.00		0.00	0.00	423.06
66 ATHLETICS/CONCESSIONS	7297.13	8139.76	0.00	7521.50	0.00		0.00	0.00	6678.87
898 MISC EARNINGS	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
899 MISC CHARGES	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Total for Student Accounts	86862.02	19880.50	598.10	13797.22					81376.84

Lori Smoker, Chair

Judy Linthicum, School Clerk

Poplar
School District

REPORTS
6.1 Superintendent
6.2 Administrators
6.3 Directors

Students First

Agenda Number 6 Informational Items- Reports

POPLAR PUBLIC SCHOOLS 9&9B
BOARD AGENDA FACT SHEET
MEETING DATE: November 9, 2026

SUMMARY:

6.1-6.3: Directors', Principals', and the Superintendent's reports to the Board are informational items designed to share progress towards goals being accomplished within each respective area of operation. Monthly reporting is intended to highlight the accomplishments of individual students, classrooms, parents, staff, or other groups of employees and to report any administrative changes made within their jurisdictions.

6.1 Superintendent Report

6.2 Administrators Reports

6.3 Directors Reports

6.1 Superintendent Report

Poplar School District

Superintendent Report-October/November

As we officially move into the school year with students and staff returning, I would like to press forward with the following goals that I have for our district. The main will continue to put our students first and provide the best and most secure learning environment we can.

What makes a good year….a good year?

Goals

1. Provide the best and most secure learning environment for our students.
2. Provide for our staff the best and most secure learning environment.
3. Keep our students first!

---

1. Our Boys Cross Country Team brought home our first state championship in nearly 30 years! We applaud all of our athletes and coaches for the hard work they put in but having our first state championship in quite some time is something to celebrate! Thanks to John, Karoly, and most importantly all of our boys runners who brought trophy back to Poplar School where it will live forever. We would like to recognize them.

2. We had a meeting with the Tribal Executive Board on Suicide prevention and protocol on October 30. In this meeting were many of the most important entities that respond to suicide prevention. The purpose of the

meeting was to address how to best handle the protocol for after hours for our communities. I felt like it was a call to action that we all desperately need. We also had a follow up meeting with all of our local counselors on November 4 (including HPDP) to help address these concerns. We desperately need an after hours protocol/intake facility/safe house/dorm?

3. Our annual Christmas Party will be in December for all staff and family members including School Board of Trustees. In the past we have had this event at the Legion. I think the Legion would be a good option for this year also.

4. Our food pantries are again proving to be a bright spot for our students. We continue to see good numbers with this.

5. With the help of a grant writer we submitted a STOP grant to improve out technology communication and devices. It is a $970,000 grant that help us to improve our emergency infrastructure amongst other improvements. We will hear about it in a few months. Thanks to Jake and Judy for helping.

6. After our enrollment has stabilized and our headcount was submitted we currently have 774 students. A decent number but a bit concerning also.

7. Total attendance for the month of October was 88.76% for all students. Down from 90% in September but still a really good number.

8. Our next family event will be Turkey Bingo on November 23rd. Any family who has a student in our system is invited. Our October family event went really well. We have a community feed and color run and it was a huge success.

9. A big thanks to Brock and all those who helped out with District Volleyball that we hosted. There are so many moving parts and so much time planning and executing. Brock did a great job.

10. Admin total hours for being absent in October is 83. Principals have teacher hour in their report.

POPLAR
SCHOOL DISTRICT
Invites You

TURKEY BINGO

A FAMILY FUN NIGHT!

FOR ALL PARENTS/GUARDIANS/ FAMILIES & STUDENTS!

MONDAY, NOVEMBER 23, 2026

DOORS OPEN: [TIME: e.g. 4:45 PM]
FIRST GAME: [TIME: e.g., 5:00 PM]

LOCATION: POPLAR SCHOOL CAFETERIA

PRIZES!
WIN A TURKEY OR HAM!

★ **ONLY 1 TURKEY/HAM PER FAMILY.** ★

www.poplarschools.com

0857 Poplar Public Schools District	Student Enrollment Summary Report
Box 458, Poplar, MT 59255	Effective Date: 11/04/2026 Enrollment Types: P, S, N
Generated on 11/04/2026 08:23:02 AM Page 1 of 1	Total Race/Ethnicities: 5 of 7 Total Schools: 5
	Race/Ethnicity Source: Federal Male/Female/Total: 399/375/774

Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)

District Level - EL

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
All Grades	-	-	-	-	-	-	-	0/0/0

Poplar 5-6 School

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
05	-	38/33/71	1/0/1	-	-	1/1/2	2/0/2	42/34/76
06	-	41/24/65	-	-	-	0/1/1	0/1/1	41/26/67
All Grades	-	79/57/136	1/0/1	-	-	1/2/3	2/1/3	83/60/143

Poplar 7-8

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
07	0/1/1	27/35/62	0/1/1	-	-	0/2/2	3/0/3	30/39/69
08	-	34/23/57	-	-	-	1/0/1	1/0/1	36/23/59
All Grades	0/1/1	61/58/119	0/1/1	-	-	1/2/3	4/0/4	66/62/128

Poplar High School

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
09	1/0/1	30/29/59	-	-	-	0/3/3	1/1/2	32/33/65
10	-	26/21/47	-	-	-	0/1/1	-	26/22/48
11	1/0/1	26/30/56	-	-	-	-	0/1/1	27/31/58
12	-	32/32/64	-	-	-	-	0/1/1	32/33/65
All Grades	2/0/2	114/112/226	-	-	-	0/4/4	1/3/4	117/119/236

Poplar School

Grade	1:Hispanic/Latino	2:American Indian or Alaska Native	3:Asian	4:Black or African American	5:Native Hawaiian or Other Pacific Islander	6:White	7:Two or more races	Total
01	-	30/27/57	-	-	-	1/1/2	-	31/28/59
02	-	22/24/46	-	-	-	0/1/1	1/1/2	23/26/49
03	-	26/22/48	-	-	-	0/1/1	-	26/23/49
04	-	23/37/60	-	-	-	1/1/2	1/0/1	25/38/63
KF	-	20/14/34	-	-	-	1/0/1	-	21/14/35
PK	-	7/5/12	-	-	-	-	-	7/5/12
All Grades	-	128/129/257	-	-	-	3/4/7	2/1/3	133/134/267

Student Population Excluding White not of Hispanic Origin

School	Total	Percentage
District Level - EL	0	0
Poplar 5-6 School	140	97.90%
Poplar 7-8	125	97.66%
Poplar High School	232	98.31%
Poplar School	260	97.38%
Total	757	97.80%

Attendance/Membership Report

Start/End Date: 10/01/2026 - 11/01/2026 School(s): 4 Calendar(s): 6
Grade: 05, 06, 07, 08, 09, 10, 11, 12, PK, KF, 01, 02, 03, 04

SUMMARY Total Schools: 4 Total Calendars: 6 AdHoc Filter: All students

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences Days	Unexcused Absences Avg. Daily	Percent In Attendance
05	76	1444	112.11	1331.89	76.00	70.09	83.20	4.38	92.24%
06	67	1260	146.67	1113.33	66.32	58.59	127.92	6.75	88.36%
07	69	1311	145.09	1165.91	69.00	61.37	110.59	5.80	88.93%
08	60	1114	130.16	983.84	58.63	51.80	86.00	4.53	88.32%
09	69	1273	164.42	1108.58	67.01	58.35	155.59	8.19	87.08%
10	54	972	161.88	810.12	51.16	42.63	155.45	8.20	83.35%
11	60	1124	109.41	1014.59	59.16	53.38	97.75	5.16	90.27%
12	68	1268	106.69	1161.31	66.74	61.14	100.67	5.28	91.59%
PK	10	190	11.16	178.84	10.00	9.42	11.16	0.58	94.13%
KF	36	667	94.32	572.68	35.11	30.14	76.17	4.02	85.86%
01	59	1121	149.86	971.14	59.00	51.11	128.54	6.77	86.63%
02	50	926	128.06	797.94	48.74	41.98	115.91	6.11	86.17%
03	47	891	70.80	820.20	46.89	43.15	62.53	3.31	92.05%
04	63	1197	128.26	1068.74	63.00	56.29	117.59	6.15	89.28%
Total	**14**	**788**	**14758**	**1658.89**	**13099.11**	**776.76**	**689.44**	**1429.07**	**75.23**	**88.76%**

School: Poplar 5-6 School Calendar: 26-27 Poplar 5-6 School AdHoc Filter: All students

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences Days	Unexcused Absences Avg. Daily	Percent In Attendance
05	76	1444	112.11	1331.89	76.00	70.09	83.20	4.38	92.24%
06	67	1260	146.67	1113.33	66.32	58.59	127.92	6.75	88.36%
Total	**2**	**143**	**2704**	**258.78**	**2445.22**	**142.32**	**128.68**	**211.12**	**11.13**	**90.43%**

School: Poplar 7-8 Calendar: 26-27 Poplar 7-8 AdHoc Filter: All students

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences Days	Unexcused Absences Avg. Daily	Percent In Attendance
07	69	1311	145.09	1165.91	69.00	61.37	110.59	5.80	88.93%
08	60	1114	130.16	983.84	58.63	51.80	86.00	4.53	88.32%
Total	**2**	**129**	**2425**	**275.25**	**2149.75**	**127.63**	**113.17**	**196.59**	**10.33**	**88.65%**

School: Poplar 7-8 Calendar: 26-27 Poplar 7-8 Alternative AdHoc Filter: All students

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences Days	Unexcused Absences Avg. Daily	Percent In Attendance
07	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
08	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
Total	**2**	**0**	**0**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**N/A**

School: Poplar High School Calendar: 26-27 Poplar High School AdHoc Filter: All students

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences Days	Unexcused Absences Avg. Daily	Percent In Attendance
09	69	1273	164.42	1108.58	67.01	58.35	155.59	8.19	87.08%
10	54	972	161.88	810.12	51.16	42.63	155.45	8.20	83.35%
11	60	1124	109.41	1014.59	59.16	53.38	97.75	5.16	90.27%
12	68	1268	106.69	1161.31	66.74	61.14	100.67	5.28	91.59%
Total	**4**	**251**	**4637**	**542.40**	**4094.60**	**244.07**	**215.50**	**509.46**	**26.83**	**88.30%**

School: Poplar High School Calendar: 26-27 Poplar HighSchool NewDay AdHoc Filter: All students

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences Days	Unexcused Absences Avg. Daily	Percent In Attendance
09	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
10	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
11	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
12	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
Total	**4**	**0**	**0**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**N/A**

Attendance/Membership Report continued

Start/End Date: 10/01/2026 - 11/01/2026 School(s): 4 Calendar(s): 6
Grade: 05, 06, 07, 08, 09, 10, 11, 12, PK, KF, 01, 02, 03, 04

School: Poplar School Calendar: 26-27 Poplar School AdHoc Filter: All students

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences Days	Unexcused Absences Avg. Daily	Percent In Attendance
PK	10	190	11.16	178.84	10.00	9.42	11.16	0.58	94.13%
KF	36	667	94.32	572.68	35.11	30.14	76.17	4.02	85.86%
01	59	1121	149.86	971.14	59.00	51.11	128.54	6.77	86.63%
02	50	926	128.06	797.94	48.74	41.98	115.91	6.11	86.17%
03	47	891	70.80	820.20	46.89	43.15	62.53	3.31	92.05%
04	63	1197	128.26	1068.74	63.00	56.29	117.59	6.15	89.28%
Total	**6**	**265**	**4992**	**582.46**	**4409.54**	**262.74**	**232.09**	**511.90**	**26.94**	**88.33%**

6.2 Administrator Reports

Elementary Principal-John Wetsit
Middle School Principal-Morgan Norgaard
High School Principal-Frank Gourneau
SPED-Patti Black

Poplar School District

PO Box 458, Poplar, Montana 59255

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SPED Director
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5-8 Associate School Principal
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9-12 Principal
Frank Gourneau
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9-12 Associate Principal
Coy Weeks
Phone: (406) 768-6818

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Nov. 3rd , 2026

Student Attendance –
Overall – 88.45

PK	94.95%
KF	85.86%
01	86.63%
02	86.17%
03	92.22%
04	89.28%

Currently: We are currently in our first MAST (State) Assessment. In our Grade Level meetings, we went over our Fall District assessment Data and looked at the achievement and growth of our students. We also discussed making the most conducive testing environment for our students. Our Building is identified in need of Additional Targeted support for our Special Education students in terms of growth on the state assessment. In these meetings we looked at Quadrant data and identified students wow have shown to make adequate growth on our District assessment and how we can strategically approach their state assessments.

Upcoming:
Parent Teacher Conferences – Nov.11th @ 12:00 – 6:00
Turkey Bingo – Nov. 23rd @ 5:00

John Wetsit
Elementary Principal

POPLAR ELEMENTARY NEWSLETTER

ELEMENTARY OFFICE
406-768-6630

WEBSITE
POPLARSCHOOLS.COM

FACEBOOK
POPLAR SCHOOLS

ADMINISTRATION:

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John Wetsit
john.wetsit@poplarschools.com
406-768-6631

Assistant Principal:
Greg Gourneau Jr.
greg.gourneau@poplarschools.com
406-768-6634

UPCOMING EVENTS:

Nov. 4
Attendance Assembly

Nov. 11th No School
Parent-Teacher Conf.
@ 12pm-6pm
&
Book Fair

Nov. 20th
2nd Quarter Midterm

Nov. TBD
Turkey Bingo
Elem. Cafeteria
(More info to come)

Nov. 25th Early Release
K-2nd @ 12:30pm
3rd & 4th @ 1pm

Nov. 26th – 27th No School
Thanksgiving Break

Winter Weather Reminder

Colder weather is here! We encourage our school community to take simple steps to stay safe, warm, and comfortable throughout the season. Please make sure students come to school dressed in layers, including warm coats, hats, and gloves or mittens, as temperatures can drop during arrival, recess, and dismissal. Students will go outside for recess when temperatures are at or above zero degrees, as weather conditions permit. Staff will continue to monitor conditions to help ensure a safe environment for everyone. Thank you for helping us keep our school community healthy, prepared, and ready for winter weather!

Honoring Our Culture and Heritage

Native American Week was a meaningful success, providing students with opportunities to learn, celebrate, and deepen their understanding of our Native cultures, traditions, history, and ways of life. We are grateful to our Elders, families, staff, and community members who shared their knowledge, teachings, and experiences with our students. These opportunities help strengthen cultural identity, foster respect between generations, and ensure that our traditions and heritage continue to be honored and passed on. Thank you to everyone who contributed their time, knowledge, and support to make this week a meaningful experience for our students and school community.



Bringing the Community Together



Our Color Run and Community Feed was a memorable event! It was a great opportunity for students, families, staff, and community members to come together for a day of fun, connection, and school spirit. Seeing everyone participate, support one another, and enjoy time together made the event truly special. A heartfelt THANK YOU to everyone who helped make this event possible! We sincerely appreciate the volunteers, staff, families, and community members who gave their time, energy , and support to bring everyone together. Your generosity, hard work, and willingness to come together for our students do not go unnoticed. Our school community is stronger because of you, and we are truly grateful for the support and care you continue to show our students and school. Thank you for making this event such a memorable success!







Red Ribbon Week: A Week of Making Healthy Choices



Red Ribbon Week was a great success! Our students participated in activities that encouraged healthy choices, positive decision-making, and the importance of taking care of themselves and one another. Throughout the week, students had opportunities to learn about making safe, healthy decisions and building habits that support their well-being. A big thank-you to our staff, students, and families for their participation, creativity, and support in making the week meaningful and engaging. Together, we continue to encourage our students to make positive choices that will help them grow and succeed!

Fire Safety & Prevention Week: Learning to Stay Safe

Fire Safety and Prevention Week was a wonderful learning experience for our students! Students had the opportunity to learn about fire safety, prevention, and the importance of knowing how to respond in an emergency. These lessons help build awareness and teach valuable skills that students can carry with them at school and at home. A sincere thank-you to our local firefighters and emergency personnel for sharing their time, knowledge, and expertise with our students. We also appreciate our staff and everyone who helped make this week informative and engaging. Together, we are helping our students build the knowledge and confidence they need to stay safe!

November

Middle School Report

Board Update • 2026–27 School Year

274	90.49%	88.64%	8
ENROLLMENT	ATTENDANCE GRADES 5–6	ATTENDANCE GRADES 7–8	HOMEBOUND

ENROLLMENT & ATTENDANCE & Teacher Attendance

Current middle school enrollment stands at 274 students.

This is up 1 from the previous month. Students can enroll in the Middle school until October 23rd. After 1st quarter we will not be accepting any out of district students.

There was a total of 288 hours of teacher leave accounted for in the month of October.

ACADEMICS

- **MAST testing:** Testing will begin on the 19th of October
- **Instructional materials:** We recently completed a professional development for one of our reading programs
- **Mathematics curriculum:** Teachers have been pleased with the new math curriculum so far.

INSTRUCTIONAL FOCUS AREAS

- **Beginning-of-Year Academic Data & Student Needs** — Use initial assessments, screeners, classroom observations, and prior-year data to identify student strengths and areas for growth and to guide instructional planning.
- **Literacy Across the Curriculum** — Strengthen reading comprehension, vocabulary, writing, and evidence-based responses across ELA, science, social studies, and other content areas.

- **Student Engagement** — Increase opportunities for collaborative learning, hands-on activities, discussion, inquiry, projects, and real-world applications that keep students actively involved in learning.

HOMEBOUND ENROLLMENT & New Day Enrollment

There are currently 8 students enrolled in homebound status, and 7 students enrolled into New Day.

MIDDLE SCHOOL UPDATES & FACILITIES

- **Mural-** We will be getting our front steps painted in front of the Middle School to represent some of our Native American culture.

STUDENT ACTIVITIES & COMMUNITY ENGAGEMENT & BUFFALO UNITY PROJECT

Pumpkin Decorating Contest Recap

Our pumpkin decorating contest was a success, with more than 100 people coming together to decorate pumpkins and enjoy chili and cornbread. The event gave families a chance to get creative, share a meal, and spend time together. Thank you to everyone who attended and helped make it a memorable evening for our community.

Upcoming Family Engagement Event — Turkey Bingo

Our next family engagement event, Turkey Bingo, will take place on November 23. Families are invited to join us for a fun round of bingo and a chance to connect with one another. We look forward to seeing familiar faces and welcoming families who are joining us for the first time. More details to come as the event gets closer.

STUDENT SUPPORTS

- **Food pantry support:** We are excited to add buffalo meat to the supplies distributed through our food pantry. A buffalo was donated to the school by the tribes last spring, and we will now be able to include this resource alongside our other pantry supplies. Also, after talking with the tribes they have agreed to donate up to 5 total buffalo for the school district for the school year.
- **Middle School tutoring:** Tutoring has begun and we have had a full classroom with students coming in after school to get caught up on their school work.

LOOKING AHEAD

MAST testing has begun, and will conclude December 11th.

Poplar Middle School

COUNSELOR CORNER

NOVEMBER 2026

MESSAGE

Hello Families!

As we move into November, it is a wonderful time to focus on gratitude. The holiday season brings excitement, family gatherings, and special traditions, but it can also bring stress and changes in routines.

Encouraging children to recognize what they are thankful for and practice acts of kindness can strengthen emotional well-being, improve relationships, and help students feel more connected to their school and community. This month, students will continue learning social-emotional skills that support academic success, healthy friendships, and personal growth.

REMINDERS/IMPORTANT DATES:

- November 11: Veterans Day
  Parent Teacher Conferences
  12-6 pm
- November 25: Early Out 1pm
- November 26: Thanksgiving
- November 26-27: NO SCHOOL
- November 27: Native American Heritage Day

THIS MONTH STUDENTS WILL BE LEARNING ABOUT:

- **Gratitude and positive thinking**
- **Building healthy friendships**
- **Showing kindness and empathy**
- **Coping with stress in healthy ways**
- **Making responsible choices**

SOCIAL-EMOTIONAL FOCUS:
MENTAL HEALTH MINUTE

Social-Emotional Focus: GRATITUDE
Ways families can practice gratitude: share one thing you are thankful for during dinner, write thank-you notes, encourage students to recognize acts of kindness from others.

Conversation starters: What was the best part of your day? Who helped you this week? What are you proud of accomplishing?

Mental Health Minute:
Helpful stress-management strategies include deep breathing, enough sleep, time outdoors, talking with a trusted adult, staying active, and taking breaks from technology.

It is OK to ask for help!

"YOU NEVER KNOW WHAT SOMEONE ELSE IS GOING THROUGH, SO JUST BE A NICE HUMAN."

CONTACT INFORMATION:

MRS. ERIN SOLEM
SCHOOL COUNSELOR
POPLAR MIDDLE SCHOOL

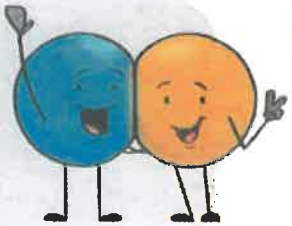
Email: erin.solem@poplarschools.com
Phone: 406-768-6765

12 social emotional skills we use in ACADEMICS



2023 Pathway 2 Success

Teamwork
Working with others to accomplish a goal



Problem-Solving
Brainstorming solutions to complete a task

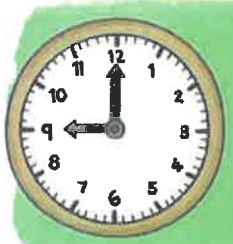


Communication
Sharing thoughts and ideas with others in meaningful ways





Flexibility
Trying a different way to solve a problem



Time Management
Using time well to complete tasks



Self-Reflection
Thinking about what went well and what could improve for next time

Perspective-Taking
Considering someone else's ideas



Planning
Thinking before starting a task



Perseverance
Working through challenges to complete a goal





Decision-Making
Thinking about options to make the best choices



Active Listening
Using strategies to listen and understand what is said



Growth Mindset
Knowing skills can improve with hard work and dedication

POPLAR MIDDLE SCHOOL

November

FAMILY NEWSLETTER / 2026

ATTENDANCE CHALLENGE

J's for Days

Students with perfect attendance qualify for a chance to win a pair of custom Jordan shoes. **Two winners** will be selected from eligible students.

NOV
23

Turkey Bingo

Monday, November 23 | School cafeteria

Middle School Tips for Families

Make mornings easier

Pack the backpack and lay out clothes the night before. Keep a consistent bedtime and wake-up time.

Check the week together

Spend 10 minutes reviewing assignments and upcoming tests. Help your student pick one task to start.

Practice asking for help

Encourage your student to ask a teacher one specific question when they get stuck or need to catch up.

Notice the effort

Praise a specific habit, like starting homework on time or revising an assignment after feedback.

Happy Thanksgiving, Poplar families!

Thank you for the everyday ways you support our students.

HIGH SCHOOL, NEW DAY, & K-12 Cyber School
November Board Meeting

Principal Report

- Current Student Enrollment: 236 students
- Open positions: Counselor (1)
- Principal's personal goals
    - Strengthen relationships between Poplar High School, families, and the community by implementing consistent two-way communication, increasing opportunities for family and community involvement, and creating meaningful partnerships that support student success and build trust between the school and community.
    - Strengthen sustainable and adaptive leadership practices by promoting a healthy work life balance and establishing boundaries that support personal wellbeing and prevent burnout, while engaging in ongoing professional learning and leadership development and continuously implementing, monitoring, and evaluating alternative education pathways including New Day Academy and the K–12 Cyberschool to improve student engagement, access, and academic success.
- Attendance for the year
    - 88.87%
- FAFSA Night
    - Had 11 Students show up
    - Had the best showing in a long time if ever as it usually is 2-3 students
- Monthly Community Event
    - Turkey Bingo
- After graduation senior plans
    - The requested information is below in a pie chart
- Teacher Leave Hours
    - October this year: 255 hours
    - October last year: 270 hours

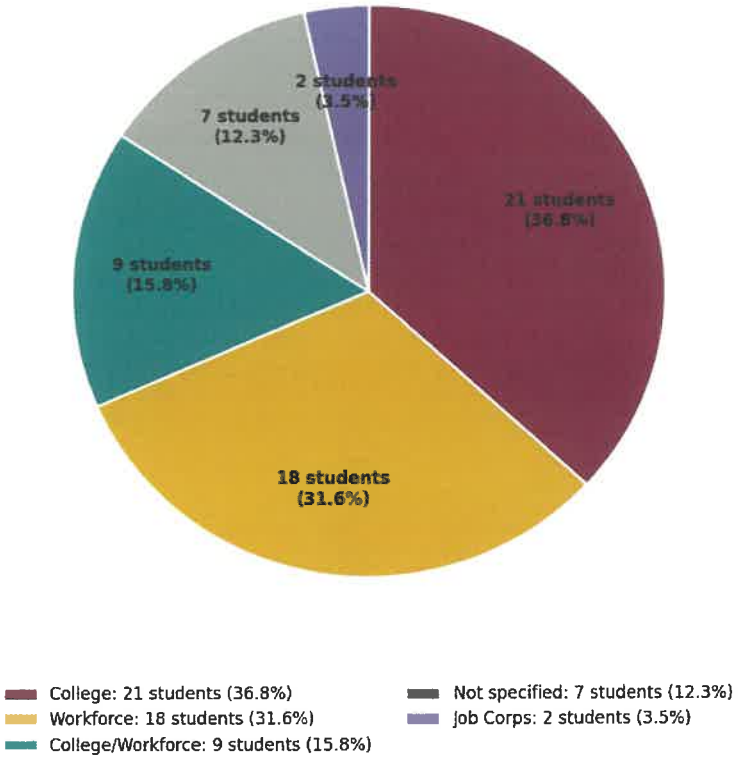
HIGH SCHOOL, NEW DAY, & K-12 Cyber School
November Board Meeting

CLASS OF 2026

Current College and Workforce Status

Currently reported activities of 57 graduates.

Class of 2026 | Current College and Workforce Status



Current status	Students	Percentage
College	21	36.8%
Workforce	18	31.6%
College/Workforce	9	15.8%
Not specified	7	12.3%
Job Corps	2	3.5%
Total	57	100%

Fort Peck Community College (FPCC): 16 graduates are currently attending FPCC (28.1% of the graduating class). These students are included in the categories above, not added to the total.

College-related activity: 30 graduates (52.6%) are in the College or College/Workforce categories.

Note: "Not specified" indicates no status was provided.

Poplar High School

NOVEMBER 2026

Newsletter

The latest, the greatest, opportunities and announcements

More News

Practice for Winter sports starts on Nov. 29th.

Girls played hard but came up short during District Volleyball here Oct. 29-30.



Parent/Teacher Conference will be November 11th in the High School Gym.

Thanksgiving Break starts Nov. 25th with a 1 o'clock early out.

After School Assisitance Program:
Monday-Thursday 4:00-6:00
Room 611-Mr. Fuhrman



Congratulations to the Poplar Boy's Cross Country team for placing 1st in the State!

Native American Week led by Grif Ricker













Poplar High School

Here are the winners of the High School Halloween costume contest: the winner of the funniest contest was Greyson Young as the sumo wrestler, the winner of the scariest was Falon Howard as the bloody pig. The winner of the most creative was Bryson Kreusel as the pimp. The winner of the best group was Smoke Signals crew Tomeya Brugh, Renee, Rayden and Ryan Smith and MacKenzie Charboneau.


















Poplar School District

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9-12 Associate Principal
Coy Weeks
Phone: (406) 768-6818

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Poplar SPED Board Report, November 9, 2026

***Sped Team-on going testing for Initials and Re-evalautions.**
***Ms. Bear Cub and Mrs. Erickson took students to the Montana Transitions Youth Conference.**
***The SPED team in October conducted 14 IEP meetings and 2 ER meetings.**
***There are 208 students with IEPs, grades PreK-12.**
***Miss Tabuena stated: Most of my kids are able to understand regrouping with 2 digits to 1 digit and then count numbers on their own. They are also trying their best to read more.**
***Mrs. Tapalla-During the fall MAP testing, 6 out of 11 students on my caseload increased their math scores and achieved their highest scores to date. In reading, 5 out of 12 students increased their scores and achieved their highest scores to date.**
Additionally, one fifth-grade student exited special education (SPED) services and transitioned to a full-time general education (Gen Ed) placement.

SPED goals
We see…students succeeding, improving; staff caring; good relationships, community outreach.
We think…more space for high needs; collaborative effort for efficacy; behavioral interventions to support students in all areas.
We wonder…how to make school less worksheets; more student-centered hands-on learning; more collaboration/unity within all buildings; more effective communication.

Patti Jo Black, Poplar Schools SPED Director

6.3 Directors Reports

Food Service-Mary Plante
Maintenance-Mike Gorder
Transportation-Clint Linthicum
Jake Riediger-Technology
Athletic Director-Brock Copenhaver

Kitchen October Monthly Report:

For the month of October, it sure flew by fast. Everything went well in the kitchen. I am still working on my Monthly reports, and I will present them during the board meeting. We had the buffalo unity project Sack lunches to prepare, we ordered food for the Community walk, we ordered food for the Community feed.

Just a short report to let everyone know things went great in the kitchen for the month of October. Any questions please feel free to ask me.

Outlook

report

From Mike Gorder <Mike.Gorder@poplarschools.com>
Date Mon 11/2/2026 2:54 PM
To Keith Erickson <Keith.Erickson@poplarschools.com>

Maintenance report

November 2026

Sprinkler water is all shut off sprinklers are all blown out should all be good for winter

Boilers and air handlers are working and the controls all are working

I have one circulating pump to replace on the HS gym unit

Student workers are working out great they are a big help each day on a lot of the minor tasks the need to be done

Getting things ready for when the snow flies but enjoying the weather right now

Donny has the trailers ready for winter and keeping up with work orders and the units

Any questions call

406 768 7019

Thank you

Mike

November 2, 2026

No big changes in the Transportation department this last month besides being short one driver. We do still have that position open that I am covering the route for until we are able to find a new driver. We have unfortunately not had any new applicants as of this time.

My high school student-workers are doing a great job. I am very thankful to have them there to help in the afternoons.

The white bus is still in Williston being worked on to fix the issues with the motor. Hopefully they are able to get it fixed soon so we can have it back in service again.

All routes and trips have been getting covered for the school schedules, group activities, and athletics with the drivers we currently have and all their hard work and dedication is greatly appreciated.

No other real news to report. It has been a fairly quiet month.



Clint Linthicum

Transportation Director

Poplar School District

PO Box 458, Poplar, Montana 59255

Superintendent
Phone: 406-768-6600

High School Principal
Phone: 406-768-6830

Elementary Principal
Phone: 406-768-6630

Middle School Principal
Phone: 406-768-6730

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November Technology Report

Tech dept completed 181 tasks in October

Ran troubleshooting on NFHS Pixellot camera in the high school and middle school gyms. Looking into other options for streaming next year.

Disabled the wifi for the crow's nest until next football season

Took a couple weeks but got all of the chromebooks on the new wifi network we set up specifically for them

Worked with a couple of teachers on Smartboard training and what type of training they think would be useful

October was a relatively slow month for the most part

Congrats to our HS Boys XC team for bringing home the Gold!

Jake Riediger

Technology Director

ATHLETIC DIRECTOR REPORT

November 9, 2026 | School Board Meeting

Submitted by: Brock Copenhaver, Career Pathways / Athletic Director

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1. Coaching Positions & Current Openings

As of November 4, 2026, the following coaching positions remain open. Recommendations for these positions are pending and will be brought before the Board as they become available.

Middle School

- 5/6 Boys Basketball – 2 positions
- 5/6 Girls Basketball – 2 positions

High School

- Assistant Wrestling Coach – 1 position
- Assistant Girls Basketball Coach – 1 position

2. High School Fall Sports Recap

Congratulations to all our high school fall sports teams, coaches, and athletes on completing their seasons!

- **Boys & Girls Cross Country:** Both teams competed at the State Cross Country Meet in Billings. The boys had an outstanding finish, earning the title of **STATE CHAMPIONS!** Special congratulations to our Boys Cross Country Team on this incredible accomplishment. Our girls also performed very well at the state meet and capped off a great season. Congratulations to all of our Cross-Country athletes and coaches for representing Poplar with pride and dedication.
    - State results attached.
- **Volleyball:** Finished conference play with a record of 3 wins and 9 losses.
    - District 2B Volleyball Tournament bracket results attached.
- **Football:** Finished conference play with a record of 1 win and 7 losses.
    - 8-Man, standings attached.
- **Flag Football:** Finished the season with a record of 3 wins and 7 losses.

3. Junior High Fall Sports Recap

Congratulations to our junior high athletes and coaches for their participation and hard work throughout the fall season!

- Junior High Football
- Junior High Cross Country
- Junior High Volleyball

Thank you to our coaches and student-athletes for representing our school and community.

4. Winter Sports Participation Numbers

High School – Speech & Drama

- Current participation: 10 students

Middle School – Basketball

- 7th/8th Grade Boys: 26 students
- 7th/8th Grade Girls: 22 students

The winter sports season officially begins **November 19, 2026**.

5. School & Community Activities

Cross Country State Champions – Community Welcome Home Caravan

Following the State Cross Country Meet, we organized a community caravan to escort our Cross-Country teams back home to Poplar. The caravan started at Cattleman's Cut and traveled through town to welcome and celebrate our athletes.

It was a great opportunity for our community to show support and recognize the accomplishments of both our boys and girls Cross Country teams. Thank you to everyone who participated and helped make this a special homecoming for our athletes!

Cross Country Pep Assembly – November 2

We held a pep assembly on November 2 to recognize and celebrate our Cross-Country athletes. It was a great event with participation from K-12 students and community members.

A special thank-you to **Tommy Christian** for serving as the Master of Ceremonies and helping make the event a success.

- Pep assembly poster attached.

District 2B Volleyball Tournament – October 29 & 30

Poplar hosted the District 2B Volleyball Tournament over two days. The tournament went very well, and we appreciate everyone who volunteered their time and helped make the event possible. A special thank-you to the following local businesses for their generous donations to the hospitality room:

- Whoa Nellie Deli
- Main Street Grocery
- Tandes
- Poplar River Casino & Grill

We appreciate the continued support of our local businesses and community!

6. Upcoming Dates & Events

Event	Date & Time	Location
Winter Sports Parent Meeting	November 16 – 5:15 PM	HS Auditorium
Fall Sports Banquet	November 18 – 6:00 PM	PHS Gym
Winter Sports Season Begins	November 19	—

Planning is underway for the Fall Sports Banquet. We look forward to recognizing our fall athletes and celebrating their accomplishments.

---

7. Closing Remarks

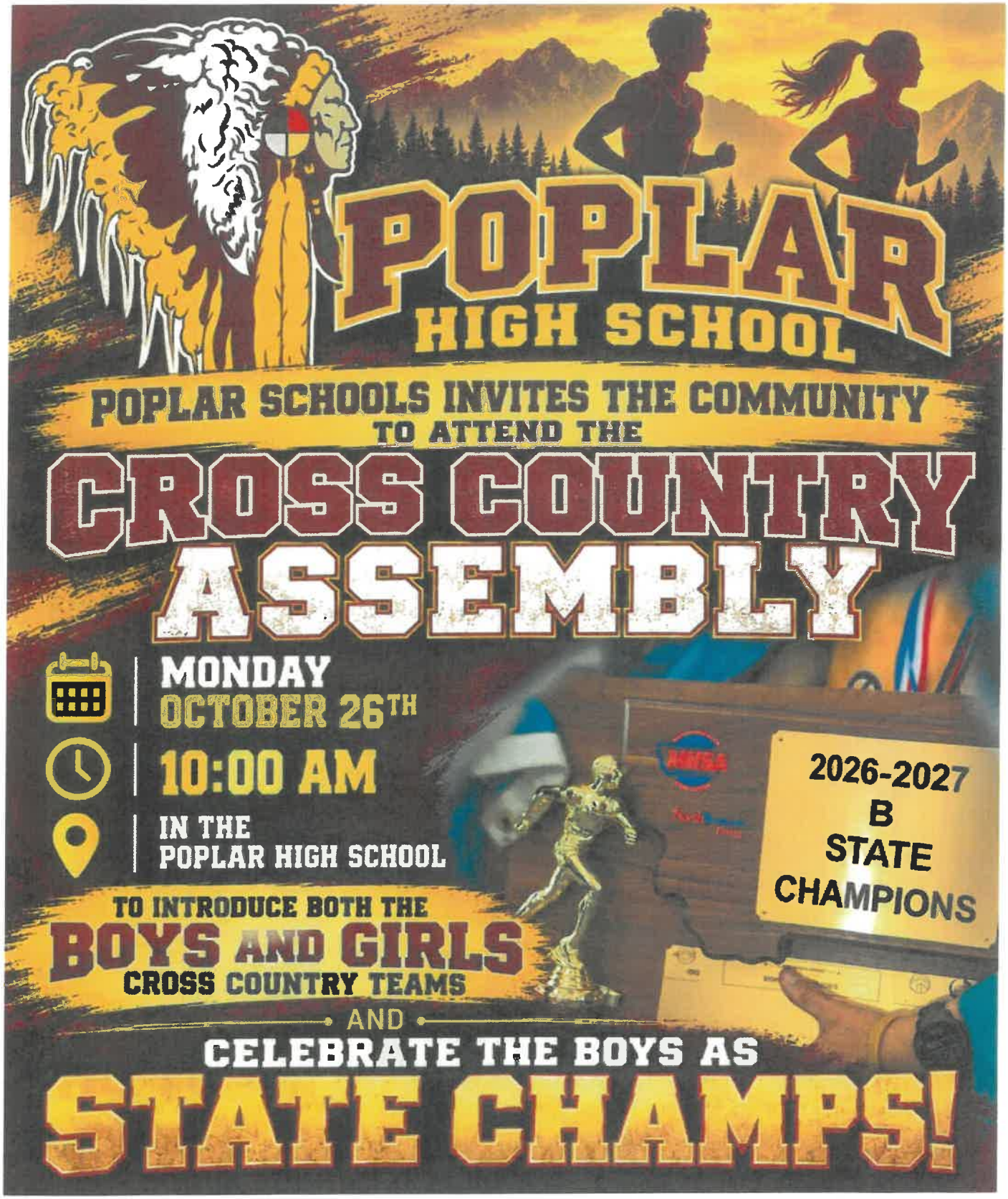
Thank you to our coaches, student-athletes, school staff, parents, volunteers, and community members for their continued dedication and support of Poplar Athletics.

Congratulations once again to our Boys Cross Country State Champions and all of our fall sports teams for their hard work and accomplishments!

If you have any questions or concerns, please feel free to contact me.

Brock Copenhaver
Career Pathways / Athletic Director
406-561-3874


POPLAR INDIANS
BOYS CROSS COUNTRY
2026 STATE CHAMPIONS!
CHAMPIONSHIP CARAVAN!
LET'S COME TOGETHER AS A COMMUNITY AND GIVE OUR
STATE CHAMPION POPLAR INDIANS
THE WELCOME HOME THEY DESERVE!
MEETING LOCATION:
Cattleman's Cut
JOIN THE CARAVAN:
Line up and follow our championship team back home to POPLAR!
WILL UPDATE
WHEN TEAM LEAVES BILLINGS AND ESTIMATED TIME TO BE AT CATTLEMAN'S


POPLAR
HIGH SCHOOL
POPLAR SCHOOLS INVITES THE COMMUNITY
TO ATTEND THE
CROSS COUNTRY
ASSEMBLY
MONDAY
OCTOBER 26TH
10:00 AM
IN THE
POPLAR HIGH SCHOOL
2026-2027
B
STATE
CHAMPIONS
TO INTRODUCE BOTH THE
BOYS AND GIRLS
CROSS COUNTRY TEAMS
AND
CELEBRATE THE BOYS AS
STATE CHAMPS!

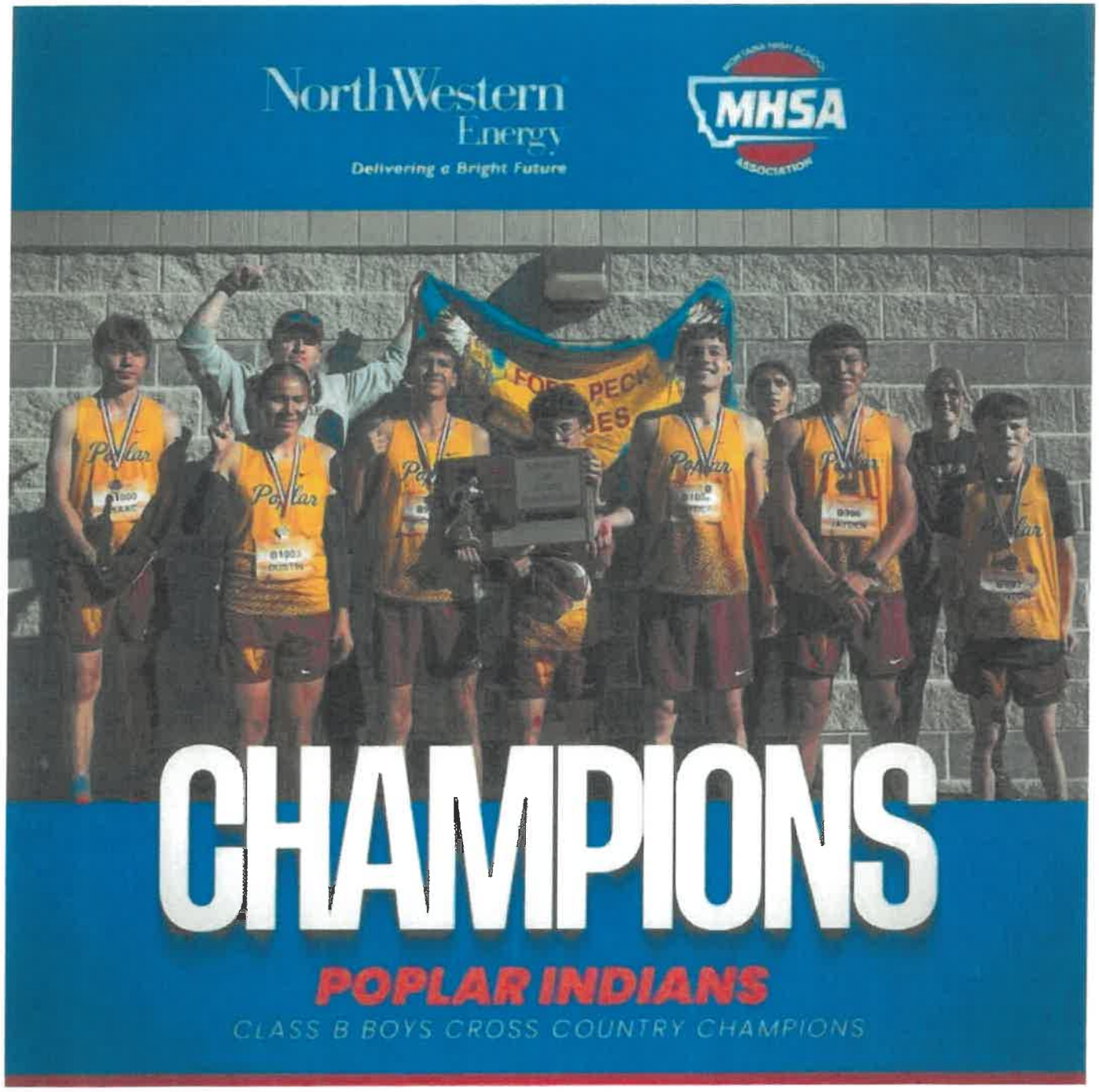


BOYS XC STATE CHAMPIONS

PLACE	NAME	GRADE	TIME
5	Jaycee Hilkemann ALL STATE	12	15:47.1
12	Jayden Eder ALL STATE	10	16:36.6
21	Ryder Olson	12	17:06.6
30	Isaac Irizarry	11	17:22.7
32	Mickey Failing	12	17:25.6
50	Dustin Smith	11	17:47.4
55	Quinton Eder	9	17:53.3
—	Memphis Mathison	11	—

GIRLS XC STATE CHAMPIONS

PLACE	NAME	GRADE	TIME
26	Amelia Weeks	12	20:37.2
39	Mila Gramling	9	21:15.2
44	Kellyn Azure	11	21:24.4
110	Audrey Swallers	10	23:18.8
141	Harley Daniels	11	24:18.0
161	Kelbee Redstone	11	24:56.4
179	Liberty Boadle	10	25:40.7
—	Braelyn Marottek	9	—


NorthWestern Energy
Delivering a Bright Future
MHSA
ASSOCIATION
CHAMPIONS
POPLAR INDIANS
CLASS B BOYS CROSS COUNTRY CHAMPIONS


y and you better get set cause.
gonna beat you.
You bet!
POPLAR INDIANS
POPLAR INDIANS
1996-97 B STATE CHAMPIONS
1997-98 B STATE CHAMPIONS
1998-99 B STATE CHAMPIONS
2026-2027 B STATE CHAMPIONS
INDIANS
POPLAR

2026 East C Division Football
Weekly Bulletin # 9

October 25, 2026

Note: The All-Conference meeting will be on MONDAY, OCTOBER 26TH. Time and location are the same.

Results of Week # 7

Circle 30 Plentywood 28
Ekalaka 62 Poplar 6
Culbertson 62 MonDak 34
Scobey 80 Fairview 12
Forsyth was idle.

Standings	Conference
Scobey	8 - 0
Circle	7 - 1
Culbertson	5 - 3
Forsyth	5 - 3
Plentywood	4 - 4
Ekalaka	4 - 4
MonDak	2 - 6
Poplar	1 - 7
Fairview	0 - 8

1st Round of the Playoffs

 # 1 Scobey hosts Sheridan (South # 4)
 # 2 Circle hosts Ennis (South # 3)
 # 3 Culbertson travels to Twin Bridges (South # 3)
 # 4 Forsyth travels to Flint Creek (South # 4)

Note: Please make sure the scores and standings are correct. Thanks, Larry H.

Note: The East C Division Football All-Conference meeting will be held in Glendive on Monday, October 26th at 10:00 a.m. at the Yellowstone River Inn (400 Room). Coaches, please send me your nominations for all-conference by Saturday, October 24th. Please include the student-athlete's first and last name, jersey number, position, height, weight, and year in school. Thanks, Larry H

2027 East C Division Football Schedule

Option # 1 – move week 9 to week 1, flip-flop home/away

Week # 1

Culbertson at MonDak
Ekalaka at Poplar
Fairview at Scobey
Circle at Plentywood
Forsyth idle.

Week # 2

Forsyth at Circle
Poplar at Scobey
Ekalaka at Fairview
Plentywood at MonDak
Culbertson idle.

Week # 3

Culbertson at Fairview
Ekalaka at Forsyth
Scobey at Plentywood
Circle at MonDak
Poplar idle.

Week # 4

Forsyth at Culbertson
Fairview at Poplar
Ekalaka at Plentywood
MonDak at Scobey
Circle idle.

Week # 5

Poplar at Culbertson
Forsyth at Fairview
MonDak at Ekalaka
Scobey at Circle
Plentywood idle.

Week # 6

Culbertson at Circle
Plentywood at Forsyth
MonDak at Poplar
Scobey at Ekalaka
Fairview idle.

Week # 7

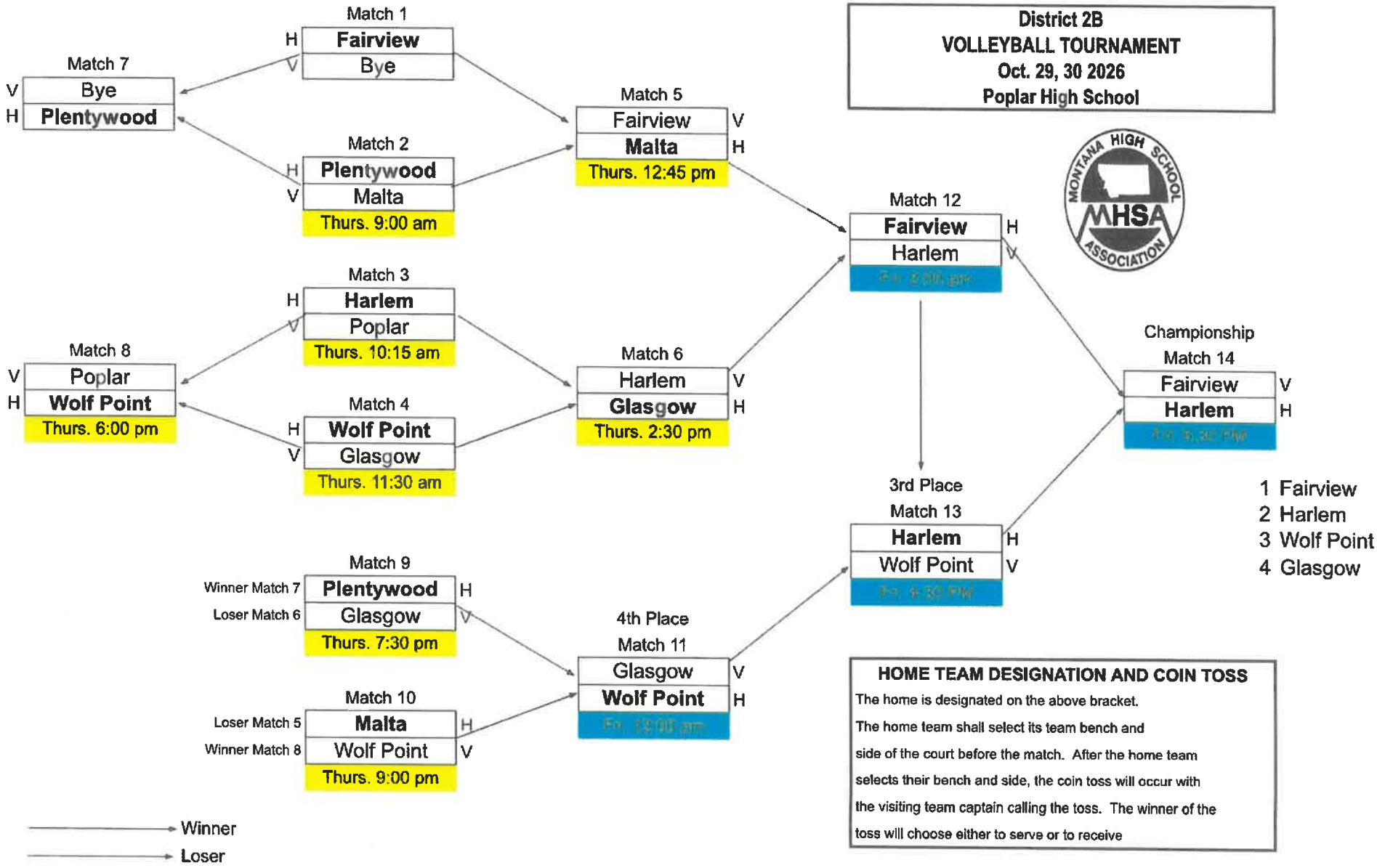
Culbertson at Plentywood
Poplar at Forsyth
Fairview at MonDak
Circle at Ekalaka
Scobey idle.

Week # 8

Ekalaka at Culbertson
Forsyth at Scobey
Poplar at Circle
Plentywood at Fairview
MonDak idle.

Week # 9

Scobey at Culbertson
MonDak at Forsyth
Plentywood at Poplar
Circle at Fairview
Ekalaka idle.


District 2B
VOLLEYBALL TOURNAMENT
Oct. 29, 30 2026
Poplar High School
Match 1
H Fairview
V Bye
Match 2
H Plentywood
V Malta
Thurs. 9:00 am
Match 3
H Harlem
V Poplar
Thurs. 10:15 am
Match 4
H Wolf Point
V Glasgow
Thurs. 11:30 am
Match 5
Fairview V
Malta H
Thurs. 12:45 pm
Match 6
Harlem V
Glasgow H
Thurs. 2:30 pm
Match 7
V Bye
H Plentywood
Match 8
V Poplar
H Wolf Point
Thurs. 6:00 pm
Match 9
Winner Match 7 Plentywood H
Loser Match 6 Glasgow V
Thurs. 7:30 pm
Match 10
Loser Match 5 Malta H
Winner Match 8 Wolf Point V
Thurs. 9:00 pm
4th Place
Match 11
Glasgow V
Wolf Point H
Match 12
Fairview H
Harlem V
3rd Place
Match 13
Harlem H
Wolf Point V
Championship
Match 14
Fairview V
Harlem H
1 Fairview
2 Harlem
3 Wolf Point
4 Glasgow
HOME TEAM DESIGNATION AND COIN TOSS
The home is designated on the above bracket.
The home team shall select its team bench and side of the court before the match. After the home team selects their bench and side, the coin toss will occur with the visiting team captain calling the toss. The winner of the toss will choose either to serve or to receive
Winner
Loser

Poplar
School District

DISCUSSION AGENDA

Students First

Agenda Number 7 Discussion Agenda
POPLAR PUBLIC SCHOOLS 9&9B
BOARD AGENDA FACT SHEET
MEETING DATE: November 9, 2026

SUMMARY:

7.1: Bus Purchase: Clint has a request to purchase a cruiser for $50,000 from DJ Buses in Minneapolis. After researching I brought it to the Board for discussion. I would support purchasing it. It is similar to the 2 cruisers we have now.

7.2: Substitute Teacher Hiring: We have a resignation by Amanda Johntson for ES Art (on the personnel report). I am putting forth Jaycee Chapman to be offered a contract (on the personnel report). She has been in Amanda's position since the beginning of the year. I would like to inform the Board of the process and options for Jaycee.

7.3: Board Walkthrough: Suggestions, feedback, and other concerns about the Board walkthrough at 4:00.

7.4: We conducted a student survey in grades 5-12. We had 249 students who took the survey. I will present the survey data to the Board of Trustees. In a nutshell our students feel safe at school and not in the community, they prefer online/hybrid learning as opposed to just classroom learning, they feel violence and alcohol abuse are major problems, and we had 28 students who have had suicidal ideation. The data is nonidentifiable, so we do not know who responded.

7.5: Email from MHSA on crowd behavior. Brian Michelotti sent an email on crowd control. We need to make sure we have a school administrator at all events to help with crowd control.

7.6: Charter School Application: Rain Turcotte submitted an application for a Charter School. She is here to discuss that application.


4746

















Proposed Invoice / Bill of Sale

Date: 11-3-26

Seller: Transportation Advisors Co / dba BusesAndMore.com
25820 7th Street W, Bldg #2 — JD Dickenson
Zimmerman, MN 55398 — 763-856-0778
MN Dealer #DLR37049 — JD@busesAndMore.com

Buyer: Poplar Schools — Clint Linthicum
400 4th Ave W — 406-768-8242
Poplar MT 59255 — clint.linthicum@poplarschools.com

Purchased Vehicle:	Year:	2007
	Make & Model:	MCI D4505
	VIN:	1M86DMPA57P057561

Sale Price:	50,000.00
Down Pmt:	-0.00
Balance due:	**$50,000.00**

Conditions of sale: Vehicle is sold "as-is" "where-is" with no warranty expressed or implied. Seller guaranties delivery of clear and transferable title. Buyer acknowledges they accept the vehicle as-is / where-is with no other conditions other than stated here. . By signing this document Buyer gives permission and power of attorney to Dealer to sign on their behalf any documents and title work necessary to complete transfer of ownership and titles to Dealer or Buyer as needed. If there is a loan against this vehicle or any other type of lien or debt owed, this gives permission to Dealer to arrange for payoff directly to lienholder and authorizes lienholder to send proof of satisfaction of lien and title to vehicle directly to Dealer. Buyer acknowledges that the Seller has made no claims as to the usefulness of the vehicle for any purpose and Buyer has ascertained on its own that the vehicle is fit for the purpose that they desire to use it. Buyer agrees to have vehicle properly insured, permitted and inspected prior to its operation as required by federal, state and local laws and agrees to operate the vehicle at its own risk.

James G Dickenson
Sellers printed name

Buyers printed name

James G Dickenson
Sellers signature

Buyers signature


40
30
50
20
40
MPH
km/h
80
60
100
20
70
10
120
0
80
MI

10.55.716 SUBSTITUTE TEACHERS

(1) Substitute teachers may be used for extended teacher absences under the following conditions:

(a) In cases where a regular, licensed teacher under contract is temporarily unable, by reason of illness or for other reasons approved by the local board of trustees, to fulfill the teacher's duties, substitute teachers may be employed to carry on the duties of that teacher's position for a period not to exceed 35 consecutive teaching days. Such substitutes need not hold a current license, but preference shall be given to those substitutes who are properly licensed.

(b) If the absence of the regular, licensed or authorized teacher continues for more than 35 consecutive teaching days, the substitute may be placed under contract if licensed or the local board of trustees shall place a licensed teacher under contract. If the local board of trustees makes a written declaration to the Superintendent of Public Instruction that no licensed teacher is available, the district shall pursue the employment of a teacher authorized under the provisions of ARM 10.57.107.

(2) Any nonlicensed substitute teacher shall complete a minimum of three hours of training, as approved by the local board of trustees.

(3) Any nonlicensed substitute teacher must have received a high school diploma or have attained a passing score on the general education development assessment.

(4) A district that employs a nonlicensed substitute teacher must conduct a fingerprint-based background check of that individual according to the following procedures:

(a) The nonlicensed substitute teacher must present a complete set of fingerprints to a qualified law enforcement agency to be submitted to the school district.

(b) The district shall not employ the nonlicensed substitute teacher until state and federal authorities have reported the results of the background check or until the district has conducted a reference check of the individual.

(c) The district shall consider the information obtained from the results of the fingerprint-based background check under the provisions of Title 37, chapter 1, part 2, MCA, governing the licensure of criminal offenders and under 20-4-110, MCA. Conviction, including conviction following a plea of nolo contendere, a conviction in which the sentence is suspended or deferred, or any other adjudication treated by the court as a conviction, may be considered by the district as grounds for removal from the classroom if the conviction was for a sexual offense, theft, or any other crime meeting the criteria of Title 37, chapter 1, part 2, MCA.

Authorizing statute(s): Mont. Const. Art. X, sec. 9, 20-2-114, 20-2-121, 20-4-102, 20-7-101, MCA

Implementing statute(s): Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-4-102, 20-7-101, MCA

History: NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD & TRANS, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2007 MAR p. 504, Eff. 4/27/07; AMD, 2012 MAR p. 2042, Eff. 7/1/13; AMD, 2023 MAR p. 255, Eff. 7/1/23.

POPLAR INDIANS

Poplar School District
Student Survey: 2026-2027

We surveyed grades 7-12. We had 249 students return the survey. No emails, phone numbers, student names or any other identifiable information was collected. It was 100% confidential.

Purpose: Find gaps, have discussions, and develop and implement action plans.

POPLAR INDIANS

Poplar School District Student Survey

Disclaimer: THIS SURVEY IS 100% CONFIDENTIAL! Please be reassured that your responses are not being tracked. Thank you.

What building are you in? *

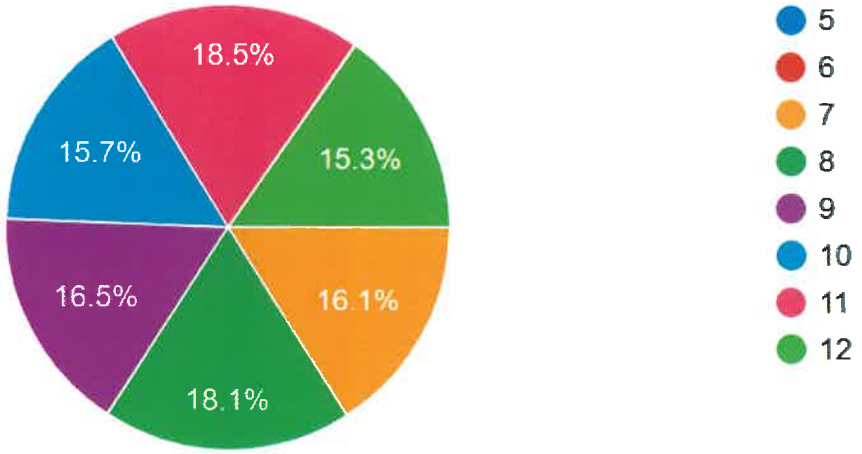
- Poplar High School
- Poplar Middle School

POPLAR INDIANS

What grade are you in?

Copy chart

249 responses

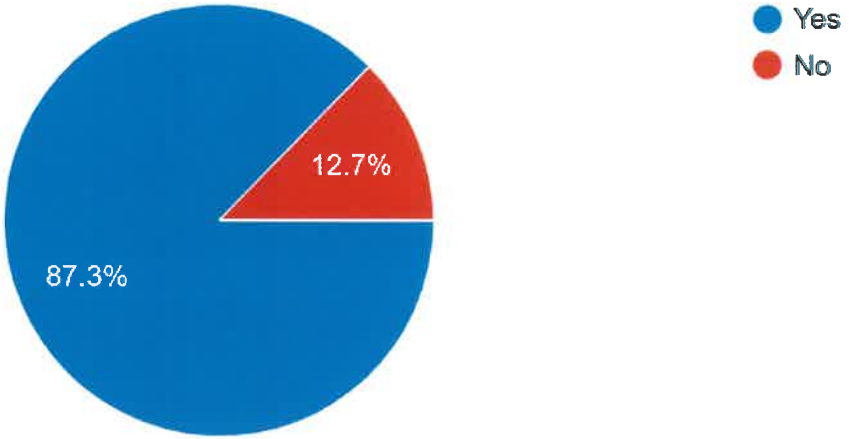


POPLAR INDIANS

Do you feel you have the academic support to be successful at Poplar School District?

Copy chart

245 responses

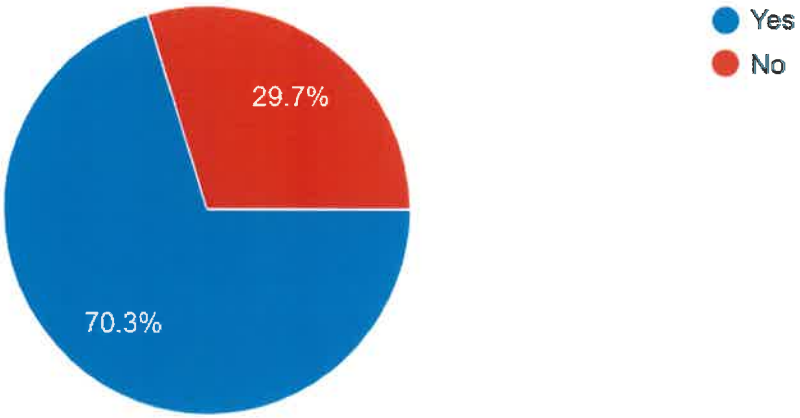


POPLAR INDIANS

Do you feel you have the mental health support to be successful at Poplar School District?

Copy chart

249 responses

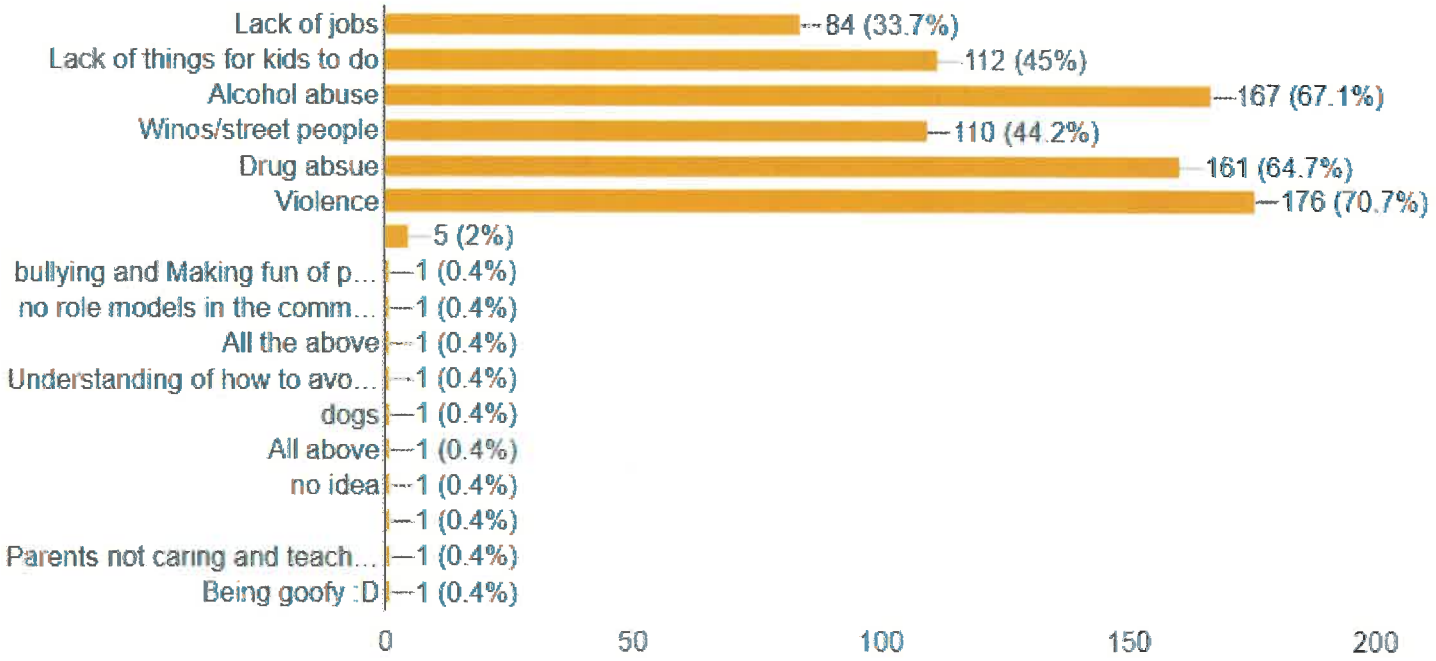


POPLAR INDIANS

What do you think are the top 3 issues/concerns in our community?

Copy chart

249 responses

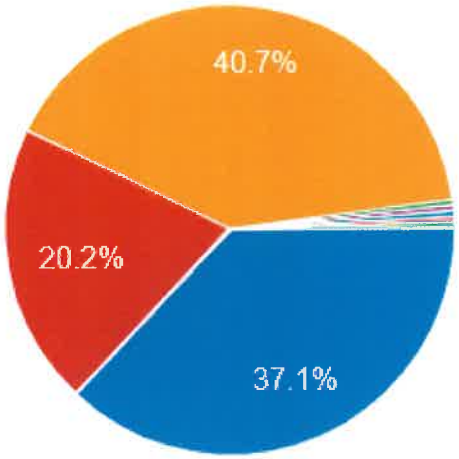


POPLAR INDIANS

Which type of learning do you prefer?

248 responses

Copy chart



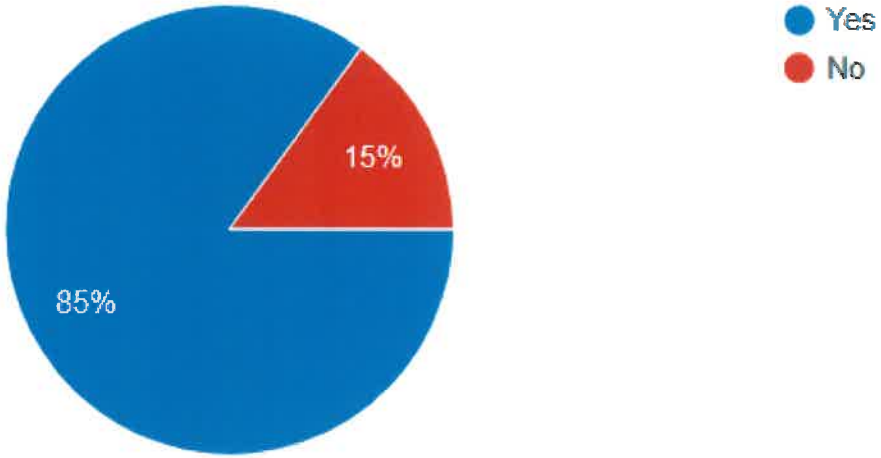
- In class
- Online
- Both
- learning base games
- I think interactive learning helps the best
- something that helps guide me consistently
-
- Outside learning like actually getting to look at plants and stuff.

POPLAR INDIANS

Do you feel safe at school?

Copy chart

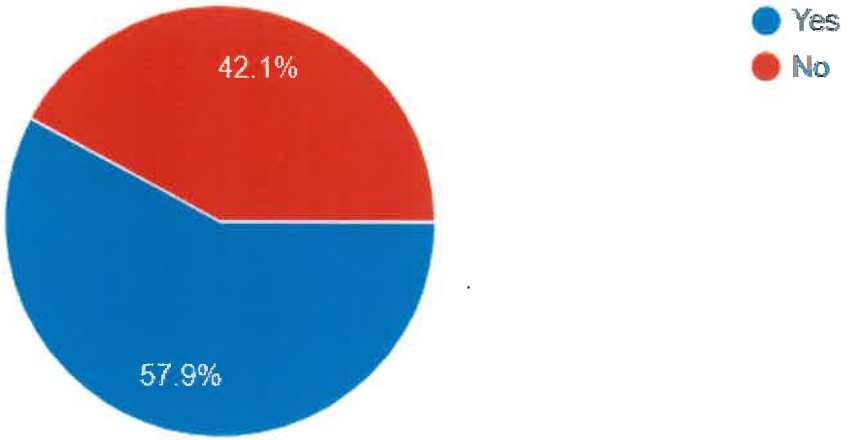
247 responses



POPLAR INDIANS

Do you feel safe in our community?

247 responses

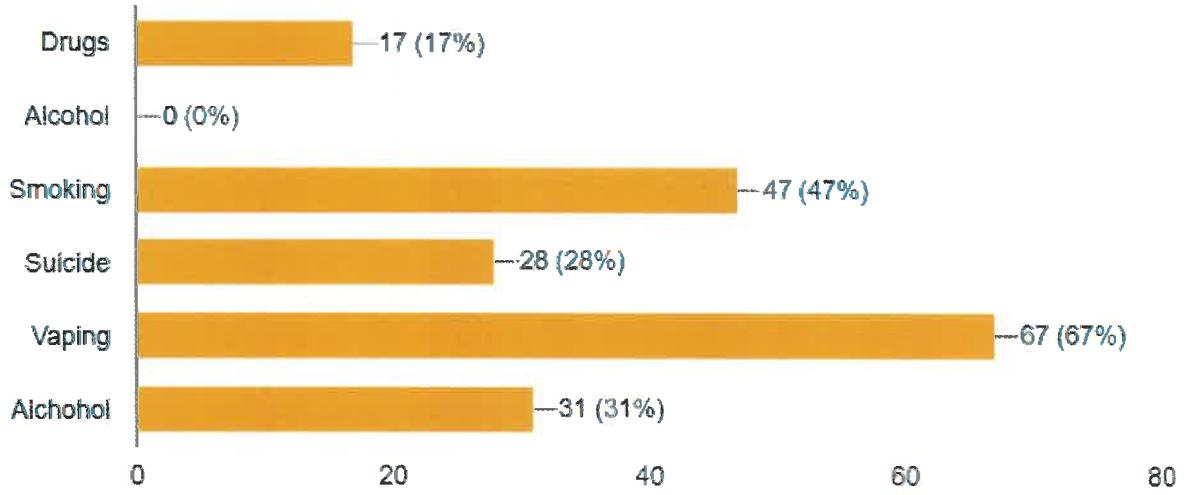


POPLAR INDIANS

Which of the following have you used/attempted in the past month? Check all that apply.

Copy chart

100 responses

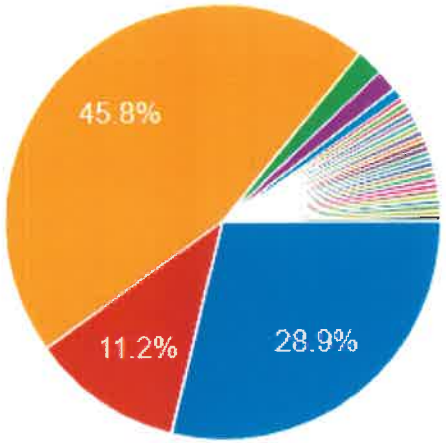


POPLAR INDIANS

What is your immediate/future goals?

Copy chart

249 responses



- Graduate and get a job.
- Graduate and go into the military.
- Graduate and go to college.
- I do not plan on graduating.
- Stay at home and do nothing.
-
- graduate and go to college and get a j...
- graduate and do things

1/4

POPLAR  INDIANS

Next Steps

The data collection process has it limits. We did not identify any students and take a deep dive from a data standpoint on certain questions limits this. Here are the proposed next steps:

1. **Share data with staff, students, parents, School Board, Tribal Board and possible publish on our website.**
2. **Move towards a focus group with students on certain questions...possibly student councils. Concerns come from a number of responses in the survey: Violence, Suicide, Drugs, Alcohol, Unsafe Communities including Winos.**
3. **Action plans.....if possible. Work through our building communities or buildings as a whole.**

Brian Michelotti via Arbiter

Outlook

From: Brian Michelotti via Arbiter

Sent: Wednesday, November 4, 2026 8:37 AM

To: Keith Erickson

Subject: Crowd Behavior at All Contests

Caution! This message was sent from outside your organization.

November 4, 2026

TO: All MHSA Member Schools

FROM: Brian Michelotti, Executive Director

RE: Appropriate Crowd Behavior at All Contests

As we enter the final weeks of the fall MHSA postseason, we want to remind all member schools of the importance of maintaining a positive, respectful, and sportsmanlike environment at every contest.

We have received reports of inappropriate comments from spectators, particularly student sections, directed toward student-athletes on the playing surface. This behavior is unacceptable and does not reflect the values of education-based athletics.

Please ensure a school administrator is visible and positioned near the student section to actively monitor crowd behavior. Inappropriate comments, personal attacks, taunting, and disrespectful language should be addressed immediately. Racial comments of any kind will not be tolerated. Remind students and fans that supporting their team should always be done positively and respectfully. This is an extension of the classroom.

The postseason should be a celebration of our student athletes and their accomplishments. Let's make sure our schools and communities represent themselves appropriately.

As a reminder of our Stockman Bank Sportsmanship Program - **BE LOUD. BE PROUD. BE POSITIVE.**

Thank you for your cooperation and commitment to sportsmanship.

Unsubscribe



Montana Board of Public Education

Public Charter School Application

June 2025

PO Box 200601 • Helena, MT 59620-0601 • (406) 444-6576 • www.bpe.mt.gov

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School Governance 6
Business Operations 7
Community Support and Need 8
Not a Local School Board? 8

INTRODUCTION

Title 20, Chapter 6, Part 8, MCA, authorizes the establishment of public charter schools in Montana and tasks the Montana Board of Public Education as the sole entity authorized to enter into public charter contracts with a governing board. There are two types of public charter schools – those operating under an existing local school board and those operating as a new school district under a separate governing board. This Public Charter School Application is for both options.

A public charter school means a public school that has autonomy over decisions including, but not limited to, matters concerning finance, personnel, scheduling, curriculum, and instruction as defined in a public charter contract. Public charter schools are governed by a local school board, or in the case of a governing board other than a local school board, by the governing board of the public charter school district of which the public charter school is a part. Public charter schools are established and operated under the terms of a public charter contract and allow parents to choose to enroll their children. Public charter schools must admit students based on a lottery if more students apply for admission than can be accommodated.

Public charter schools provide a program of education that may include any or all grades from kindergarten through grade 12 and vocational education programs and operate in pursuit of a specific set of educational objectives as defined in its public charter contract, and must demonstrate a commitment to and robust understanding of personalized and proficiency-based learning.

The evaluation of your application will focus on whether implementing the proposals in your application will lead to the academic, organizational, and financial performance you are promising in exchange for potential broad flexibility from Montana's education standards. The evaluation will determine whether:

- there is an overall intent to create an innovative public charter school;
- there is an overall intent to create a high-performing public charter school;
- the academic program is consistent with a high-quality public charter school;
- the school governance is consistent with a high-quality public charter school;
- the business operations are consistent with a high-quality public charter school;
- the community support and need is consistent with a high-quality public charter school;
- there is clear and convincing proof of the likelihood of success;
- they can open and operate a successful public charter school; and
- there is a commitment to and robust understanding of personalized and proficiency-based learning.

SUBMISSION PROCEDURES

To facilitate the Montana Board of Public Education's review of public charter school applications, applicants must submit the application to bpe@mt.gov between the dates of October 27-31, 2025, with a deadline of October 31, 2025 at 5PM. All submission materials must be submitted in a single electronic submission. Multiple attachments will not be accepted in the submission. The Board will review the public charter school application, and if determined complete, will facilitate an interview and take public comment on the application. Final approval of the application will take place at the January 2026 Board of Public Education meeting. Please note the timeline on the Board's webpage under the Public Charter School tab.

Please provide a brief, direct response to each question using this application template and limit the application to 26 pages. Any appendices, handbooks, policies, and additional documents will be considered as supporting documentation. Please include links, when possible, and refrain from including lengthier documents.

Please note that submitting a public charter school application does not guarantee approval and that a public charter school contract will be granted. Failure to adhere to any requirements may lead to an incomplete application that is rejected before consideration.

PUBLIC CHARTER APPLICATION COVER PAGE

Check One: __x_ New Public Charter under existing local school board District _x__ New Public Charter

Name of Public Charter School Fort Peck Tribal School

Local school district in which the public charter school will be physically located: _____

Poplar School District 400 4th Ave West Poplar, Montana 59255

Contact Information for the Governing Board Chair

Contact Person: Walter White Tail Feather Board Chair
Name **Title**

Contact Address: PO Box 1027

Telephone Number: 406-688-9610

E-mail Address: awhitetailfeather@gmail.com

Contact Information for the Person Completing this Application

Contact Person: Rain Escarcega-Turcotte School Operator
Name **Title**

Contact Address: 409 Edgar St. Wolf Point, Montana 59201

Telephone Number: 406-230-6058

E-mail Address: rainturcotte@gmail.com **or** rain@nacainspiredschools.org

Local Board of Trustee Evidence

Check One: ___ Approved by existing local school board ___ Refused approval by existing local school board

Provide copy of local school board minutes as evidence. *Will be decided at the November 2026 School Board Meeting for Poplar Public Schools.

PUBLIC CHARTER APPLICATION

Name of Public Charter School: Fort Peck Tribal School

Provide an executive summary with the general purpose and rationale for the creation of the public charter school, and explain how the proposed public charter school is different from a program that you could operate or are currently operating without the public charter designation.

Opening Date: Fall of 2027 Public Charter Term Length: 5 years
Grades to be served: K-4
Minimum Enrollment Per Year: 30 per year
Planned Enrollment Per Year: 30 year 1 + additional 15 every year after
Maximum Enrollment Per Year: 15 per grade level

During the proposed public charter 5-year term, indicate the specific grade-level programs that you plan to serve:
Check all that apply: _x_ Elementary Program ___ Middle Grades Program ___ High School Program

For each year of the public charter term, estimate the number of students the public charter school plans to serve in each grade:

	Elementary							Middle		High School				
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	15	15												
Year 2	15	15	15											
Year 3	15	15	15	15										
Year 4	15	15	15	15	15									
Year 5	15	15	15	15	15	15								

ACADEMIC PROGRAM

See Submission Procedures

1. State the public charter school's mission and vision and describe why this initiative is important to the community it will serve.

   School Vision: We strive to develop students, families, and community members embraced by cultural ways of knowledge, speaking the language, hearing elder stories, listening to creation stories, understanding Tribal history, singing traditional songs, sharing Tribal dance ways, and living and perpetuating our cultural livelihoods.

   School Mission: The mission of the Fort Peck Tribal School is to restore and revitalize the Nakóda and Dakȟóta languages and cultures through strong partnerships with our communities. We are committed to preparing all students for academic success while fostering a deep connection to their cultural heritage.

Brief Historical Tribal Background: In the foundational philosophies of the Dakȟóta, Lakota, and Nakóda peoples, understanding one's lineage and ancestral history is essential to shaping a meaningful and purposeful future. To honor this, the curriculum of the Fort Peck Tribal School (FPTS) must intentionally center the history, stories, and place-based knowledge of the Fort Peck Nakóda and Dakȟóta communities.

Despite growing recognition of the importance of culturally responsive education, core elements of Indigenous philosophies—particularly those of the Nakóda and Dakȟóta —remain largely absent from the broader public education systems. In contrast, FPTS has demonstrated a long-standing commitment to cultural revitalization through the development of land-based, community-driven curricula. These programs have been successfully implemented during local events and through short-format demonstrations in public schools. However, these initiatives have yet to be fully resourced and scaled for comprehensive, year-round integration into the Tribal School's core educational framework.

The proposed project aims to expand and formalize these efforts, ensuring that FPTS students receive instruction rooted in their cultural identity, language, and history. For the Nakóda and Dakȟóta peoples, identity is deeply tied to land and place, preserved and passed down through oral traditions that explain how our people came to be where we are today. Embedding these narratives into the academic experience not only enhances educational outcomes but also reinforces intergenerational knowledge transfer, cultural pride, and community cohesion. The risk of language loss or the psychological benefit to students seeing their heritage in their textbooks.

Funding will support curriculum expansion, educator training, intergenerational storytelling initiatives, and resource development aligned with state standards and tribal educational goals. By investing in this initiative, we advance equity in education while honoring the sovereignty and cultural heritage of the Fort Peck community.

To demonstrate the type of place-based knowledge this project will formalize, the curriculum will examine the history of the Nakóda and Dakȟóta through pivotal turning points in tribal sovereignty. For examples students will study the aftermath of the 1876 Batte of Greasy Grass and the leadership of Tȟatȟáŋka Íyotake (Chief Sitting Bull), tracing the movement of the Hunkpapa peole into Canada and their eventual settlement in the Chelsea community.

Furthermore, the curriculum will utilize linguistic markers to teach geography and environment. The use of the word 'čhaŋháŋpi' (tree juice/sugar) serves as a pedagogical tool to connect students to the Minnesota Woodlands where the Dakȟóta originated.

The Dakȟóta people originated from the Woodlands of present-day southern Minnesota, adjacent to Iowa, about A.D. 1700 (Howard, 1972). The Dakȟóta people once lived and now reside in the prairies of South Dakȟóta, North Dakȟóta, Montana, and Canada. A complex set of historical events led them to leave their land and settle elsewhere, including the Dakȟóta War of 1863, the details of which are beyond the scope of this analysis, except to note that their language use and cultural practices continue to this day.

The Nakóda people derive their name from their language, one of three known Siouan dialects, alongside Lakota and Dakȟóta. Sometime before it was documented in 1640, the Nakóda split off from the Sioux tribe and migrated north from the Mississippi River region to the Lake Superior region in eastern Canada. The Nakóda occupied the plains region when the Cree First Nations entered the plains, the chiefs allied with the Cree First Nations living in the region and then traveled

towards the area around Lake Winnipeg. The earliest written records about the Nakóda were compiled by Jesuit missionaries sometime around 1658. Encounters with European traders brought European tools and weapons into the lives of Nakóda bands. Students will engage with the history of the Nakóda migration allowing them to map their ancestral journeys and understand their connection to the Lake Superior and plains regions.

The Dakȟóta people possess a wealth of cultural knowledge that has guided them through their complex and fluctuating history. The Dakȟóta people are known as great hunters. Buffalo are considered the most crucial game for the sustenance of the Dakȟóta people. Once the Dakȟóta people harvested a buffalo, they ate every part except the horns, hooves, and hair (Howard, 1972). Those parts were used for tools, padding, fire starters, containers, and ornaments within the cultural arts. The Dakȟóta people followed the buffalo. The other important game hunted, butchered, and processed for food, clothing, spiritual and cultural purposes were: elk, pronghorn antelope, black and white deer tail red and grey foxes, beaver, otter, grizzly bear, badger, skunk, porcupine, rabbit, hare, muskrat, and a few panthers (Howard, 1972). The Dakȟóta people depended on a specific place for their survival, as they harvested berries, fruit, wild rice, and many other medicinal plants and foods that were native to their environment. Place-based teachings carried throughout time, in stories.

2. Identify the targeted student population and the community the public charter school proposes to serve.

Community Profile
The Fort Peck Tribal School (FPTS) will serve the Fort Peck Indian Reservation in northeastern Montana, a region spanning 2.1 million acres. The reservation encompasses eight primary communities: Fort Kipp, Brockton, Riverside, Poplar, Chelsea, Wolf Point, Oswego, and Frazer. While some of these towns serve as commercial hubs, all eight function as vital cultural centers where oral histories and ceremonial activities preserve the identity of the Tribal people. The school will be centrally located in Poplar, Montana, strategically positioned near the Fort Peck Tribal Administration building and emerging professional healthcare housing complexes to ensure accessibility and community integration.

Target Student Population
The primary target population consists of the Nakóda and Dakȟóta children residing on and around the reservation. Currently, students in this region are split between off-reservation schools (Culbertson and Nashua) and various on-reservation schools. A critical need exists for an educational environment that addresses the specific needs of American Indian students in Montana. Statewide data indicates a disproportionately high rate of identification for special education services among American Indian students (with 3,601 students served in 2023 and 2,855 in 2024). FPTS aims to mitigate these disparities by providing a culturally rooted, responsive curriculum that recognizes Indigenous ways of learning, thereby improving academic outcomes and providing more equitable support services.

Enrollment Projections and Sustainability
FPTS is designed for sustainable, phased growth to ensure quality of instruction and operational stability:

Launch (Fall 2027): The school will open with 30 students (15 Kindergartners and 15 First Graders).
Growth Phase: The school will add one grade level (15 students per grade) annually.
Mid-Term Goal: By year five, the school projects an enrollment of 90 students.

Long-Term Vision: The school aims to reach a total capacity of 180 students by 2039.

The viability of this growth is supported by current demographic trends. Data from the Fort Peck Assiniboine and Sioux Tribes Enrollment Office indicates approximately 175 Tribally enrolled births between December 2023 and April 2025. This birth rate confirms a steady pipeline of students who will benefit from a school dedicated to the restoration and revitalization of their ancestral languages and cultures.

Community Integration and Workforce
Beyond the student body, FPTS will serve the broader community by creating professional opportunities for Native and non-Native residents currently employed in government agencies, the Bureau of Indian Affairs, and local public schools. To ensure alignment with community needs, a Community Engagement Plan (CEP) has been developed, incorporating input from the local population and professional guidance from an experienced construction manager to ensure the facility is optimized for the community's specific needs.

3. Describe plans and timelines for student recruitment and enrollment, including lottery procedures.

Enrollment Growth Plan
The Fort Peck Tribal School (FPTS) will implement a phased growth model to ensure operational stability and high-quality instruction.

- Launch (Fall 2027): FPTS will open serving Kindergarten and 1st Grade, with an initial capacity of 15 students per grade (30 students total).
- Expansion Phase: Beginning in the 2028-2029 school year, the school will add one grade level per year.
- Long-Term Projection: By 2033, the school expects to serve students through Grade 12, with a projected total enrollment of approximately 195 students. While FPTS is a Choice Charter School without a strict legal cap, enrollment will be managed based on facility capacity and staff-to-student ratios to maintain educational excellence.

Recruitment and Community Outreach
To ensure a diverse and representative student body, FPTS will launch a comprehensive recruitment campaign beginning in [Insert Month/Year]. Strategies include:

- Localized Outreach: Hosting information sessions in the eight primary communities of the reservation (Frazer, Oswego, Wolf Point, Chelsea, Poplar, Riverside, Brockton, and Fort Kipp).
- Tribal Integration: Partnering with the Fort Peck Assiniboine and Sioux Tribes Enrollment Office to reach eligible families.
- Community Events: Holding "Open House" events at the Poplar site to engage parents and showcase the culturally responsive curriculum.

Admissions and Lottery Procedures
FPTS has established a formal *Student Admissions & Lottery Policy* to ensure an equitable, transparent, and non-discriminatory process.

- Open Enrollment: Admission is open to all students residing in the State of Montana for whom the school is licensed. No student will be denied admission based on academic ability, previous disciplinary records, or socioeconomic status.
- Application Process: Families must submit a completed application during the annual application window. Only fully completed applications will be eligible for the lottery.

- Lottery Selection: If qualified applications exceed available seats for a specific grade, seats will be allocated via a random lottery. To maintain transparency, the lottery will be conducted in a public forum (or live-streamed) and witnessed by a neutral third party.
- Priority Categories: To support family cohesion, priority will be given to siblings of currently enrolled students and children of FPTS staff before the general lottery pool is drawn.
- Waitlist and Notification: Families selected in the lottery will be notified via email, phone, or letter. Those not selected will be placed on a waitlist in the order they were drawn and will be contacted if seats become available.
- Finalization: To finalize enrollment, accepted families must provide proof of Montana residency, a certified birth certificate, immunization records, and previous transcripts.

4. Describe the public charter school's academic program, specifically focusing on why it is innovative in your school district. Include plans to formally assess student achievement on an annual basis.

Academic Philosophy: Culturally Place-Based Education
The Fort Peck Tribal School (FPTS) implements a "Cultural Place-Based" academic model, grounding all instruction in the spiritual, linguistic, and ancestral homelands of the Nakóda and Dakȟóta peoples. This approach is guided by the *Fort Peck Tribes Comprehensive Code of Justice (CCOJ)*, which asserts that formal education must be effective, appropriate, and relevant to the youth of the reservation to ensure tribal survival and well-being.

At the center of our model is the concept of *itȟáŋčhaŋ* (leadership and authority), reimagined as a cultural-educational leadership framework. Unlike traditional models that separate "culture" from "academics," FPTS weaves Nakóda and Dakȟóta knowledge into every subject. For example:

Native STEAM: Science and Math are taught through the study of local medicinal plants, traditional ecological knowledge (TEK), and the engineering of ancestral tools.
Literacy & History: Students utilize native scholarship and literature to gain an accurate understanding of historical contexts, ensuring their identity is reinforced rather than erased.
Intergenerational Learning: FPTS formally integrates Native Elders into the classroom as co-educators, ensuring that lived wisdom and oral traditions are treated with the same academic rigor as textbook learning.

Innovation Within the District
FPTS is innovative because it shifts the paradigm from "culturally responsive" (adjusting a standard curriculum to fit Native students) to "culturally centered" (building the curriculum *from* Native knowledge). While existing schools in the region may offer cultural activities as extracurriculars or short-term demonstrations, FPTS integrates these into the core educational framework. By centering the pedagogy on the lived experiences of the Fort Peck community—including Sundance, naming ceremonies, and vision quests—we address a longstanding gap in public education and foster a sense of self-worth and belonging that is proven to increase academic persistence.

Assessment of Student Achievement
To ensure our students are both culturally grounded and academically competitive, FPTS will employ a dual-assessment framework to measure achievement on an annual basis:

1. Standardized Academic Assessment: FPTS will administer state-mandated annual assessments to ensure students are meeting or exceeding Montana state standards in English Language Arts

(ELA), Mathematics, and Science. This ensures our students are prepared for higher education and professional opportunities.

Assessment	Subject	Grade Level
Montana Aligned to Standards Through-Year Assessment (MAST)	English Language Arts (ELA, mathematics	3-8
Montana Science Assessment (MSA)	Science	5-8
ACT with Writing	English Language Arts (ELA), mathematics, science	11
DLM Alternative Assessments	Alternative English Language Arts (ELA), mathematics, and science for students with significant cognitive disabilities	3-8, 11
WIDA ACCESS	English language proficiency	English Learners K-12

2. Cultural & Holistic Benchmarks: Recognizing that standardized tests do not capture the full spectrum of Indigenous success, we will implement a "Cultural Proficiency Portfolio." This includes:
    - Elder-Validated Milestones: Assessments conducted by community Elders to certify progress in language acquisition and cultural knowledge.
    - Place-Based Projects: Annual capstone projects where students demonstrate their learning through community service or the application of traditional knowledge to modern problems.
    - Holistic Wellness Tracking: Annual reviews of student growth in self-discipline, respect, and community responsibility, as outlined in the Tribal Educational Code.

By combining rigorous state data with community-validated cultural markers, FPTS will provide a comprehensive view of student achievement that honors both academic excellence and tribal sovereignty.

5. Describe any variances to existing standards that the public charter school requires to enhance educational opportunities.

The standard: traditional school calendars are strictly Gregorian, following a rigid industrial schedule that often conflicts with significant Tribal events, harvests, or traditional ceremonies.

The variance: Fort Peck Tribal School will implement a Culturally Responsive Calendar. This includes the flexibility to align school breaks and specialized instructional blocks with the lunar calendar, seasonal harvests, and major Tribal cultural events. Rather than viewing these as "absences," the school will treat these events as Experiential Learning Credits, where students earn academic credit for participating in traditional livelihoods and community ceremonies.

The enhancement: This variance removes the systemic conflict between a student's academic requirements and their cultural obligations. By legitimizing traditional practices as "education," we prevent students from having to choose between their heritage and their diploma, thereby reducing absenteeism and increasing the holistic well-being of the student.

6. Describe the instructional design, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.

Learning Environment: The "Living Classroom"
The Fort Peck Tribal School (FPTS) utilizes a "Living Classroom" environment, moving beyond the traditional four-wall classroom to incorporate the land as a primary site of instruction.

- Physical Space: Classrooms will be designed as flexible, communal spaces that allow for both independent study and circle-based discussions. Natural lighting and indigenous design elements will be integrated to create a sanctuary of learning.
- Place-Based Integration: Learning will frequently take place outdoors—in the community, on the land, and within the tribal administration area—to facilitate the study of medicinal plants, environmental science, and oral histories in the locations where they occur.
- Cultural Sanctuaries: The school will include dedicated spaces for cultural practices, ensuring that the environment supports the holistic wellness and spiritual needs of the students.

Class Size and Structure
To ensure personalized attention and foster deep relationships between students, teachers, and Elders, FPTS will maintain small class sizes.

- Student-Teacher Ratio: We will maintain a target ratio of 15:1. This small scale is intentional, allowing for differentiated instruction and the ability to facilitate small-group excursions into the community.
- Grade Structure: The school will follow a phased growth model, starting with Kindergarten and 1st grade. Students will be grouped by grade level for core academic standards but will participate in cross-grade "Culture Circles," where older students' mentor younger ones, mirroring traditional tribal social structures.

Curriculum Overview: The Integrated Framework
The FPTS curriculum is an integrated framework that aligns Montana State Academic Standards with the Fort Peck Tribal Education Code. Rather than treating culture as a separate subject, it serves as the delivery vehicle for all core content:

- Language & Literacy: Reading and writing are taught through a dual-literacy approach, utilizing both English and Nakóda/Dakȟóta texts. Students will engage with Native literature and oral storytelling to build comprehension and critical thinking skills.
- Mathematics & STEAM: Math concepts (geometry, measurement, and algebra) are taught through traditional applications, such as the engineering of traditional dwellings, weaving patterns, and the seasonal tracking of buffalo and plant cycles.
- Social Studies & History: History is taught through the lens of tribal sovereignty, utilizing native scholarship to provide a more accurate understanding of the Nakóda and Dakȟóta peoples' journeys and their relationship with the land.
- Holistic Wellness: A dedicated component of the curriculum focuses on the development of self-discipline, positive self-worth, and respect for all living beings.

Teaching Methods: The Multi-Generational Approach
FPTS employs a variety of pedagogical methods designed to engage the diverse learning styles of Native students:

- Elder-Led Instruction: Elders are not guests, but core instructional partners. They lead oral history lessons, language immersion activities, and cultural mentorship.
- Inquiry-Based & Project-Based Learning (PBL): Students will engage in "Community Inquiry" projects—such as documenting local plant species or interviewing family members about ancestral history—to apply academic skills to real-world tribal needs.
- The Circle Method: To promote equity and respect, the "Circle" is the primary method for classroom discussion, ensuring every student has a voice and that learning is a collective, rather than a hierarchical, process.
- Differentiated Instruction: Recognizing the disproportionate identification of Native students for special education, teachers will use culturally responsive differentiation, tailoring lessons to the cognitive and linguistic strengths of each student.

7. Describe plans for identifying and successfully serving students with disabilities, students who are English Language Learners, students who are academically challenged, and gifted students, including compliance with applicable laws and regulations.

Special Populations and Student Support Services
The Fort Peck Tribal School is committed to the belief that every student, regardless of their learning profile, possesses inherent strengths. Our approach to serving diverse learners is integrated into our holistic instructional design, ensuring that all students receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Students with Disabilities (SWD)
Identification: We will employ a multi-tiered system of supports (MTSS) to identify students who may require special education services. Identification will be conducted through state-approved screening tools and collaborative evaluations involving certified special education professionals, parents, and community members. We will be particularly mindful of avoiding "over-identification" by ensuring that linguistic and cultural differences are not mistaken for learning disabilities.

Service Delivery:
- Compliance: All students with an existing Individualized Education Program (IEP) or 504 Plan will have their services seamlessly transitioned and implemented. We will strictly adhere to IDEA regulations.
- Culturally Responsive IEPs: We will integrate cultural goals into IEPs where appropriate, recognizing that cultural belonging is often a catalyst for social-emotional and academic growth.
- Support Models: We will utilize a mix of push-in (co-teaching) and pull-out services to ensure students remain integrated with their peers while receiving necessary interventions.

English Language Learners (ELL)
Identification: All students will be screened using state-mandated English Language Proficiency (ELP) assessments.
Service Delivery:
- The Dual-Language Advantage: Unlike traditional schools that view a second language as a deficit, we view it as an asset. We will utilize additive bilingualism, where students are supported in English while simultaneously acquiring Nakóda and Dakȟóta.
- SCAFFOLDING: We will employ Sheltered Instruction Observation Protocol (SIOP) strategies to make core academic content accessible to ELL students while they develop English proficiency.

- Compliance: We will adhere to all federal and state requirements for ELL monitoring, testing, and reporting.

Academically Challenged Students
Identification: Students who are struggling academically will be identified through universal screening (e.g., benchmark assessments in reading and math) and ongoing formative assessments.
Service Delivery:

- Tiered Intervention (MTSS):
    - Tier 1: High-quality, culturally responsive core instruction for all students.
    - Tier 2: Targeted small-group interventions for students needing additional support in specific skills.
    - Tier 3: Intensive, individualized support for students with significant gaps.
- Cultural Engagement as Motivation: We believe that students who are "academically challenged" often suffer from a lack of engagement. By connecting math and literacy to Tribal history and livelihoods, we will increase student buy-in and motivation to master challenging concepts.

Gifted and Talented Students
Identification: We will use a holistic identification process that goes beyond standardized test scores. This includes teacher nominations, parent input, and a "Cultural Portfolio" that identifies students with exceptional abilities in traditional arts, leadership, and linguistic aptitude.
Service Delivery:

- Differentiation and Acceleration: We will implement "compacting" in the classroom, allowing gifted students to move quickly through mastered material and engage in deeper, more complex inquiries.
- Enrichment Projects: Gifted students will be challenged through independent research projects, such as documenting oral histories or developing community-based solutions to local environmental issues.
- Mentorship: We will pair gifted students with Elders and professionals in the community for advanced mentorship in cultural and academic pursuits.

8. Describe student discipline policies, including those for special education students.

Student Discipline and Behavioral Support Policy

Philosophy: Restorative Justice and the Sacred Circle
The Fort Peck Tribal School views behavioral challenges not as "infractions to be punished," but as "opportunities for growth and healing." Our discipline policy is rooted in the Nakóda and Dakȟóta values of respect, kinship, and accountability. We replace the traditional punitive model with a Restorative Justice Framework, focusing on repairing the harm caused to the community and restoring the student's relationship with their peers and teachers.

The Tiered Behavioral Support System
We utilize a Multi-Tiered System of Supports (MTSS) for behavior to ensure students receive the right level of intervention:

- Tier 1: Universal Prevention (The Culture of Respect)
    - Expectations: Clear behavioral expectations are co-created with students and rooted in Tribal values (e.g., "Walking in a good way").
    - Proactive Environment: Daily morning circles and cultural grounding exercises to ensure students start the day in a state of emotional regulation.

- Tier 2: Targeted Intervention (The Healing Circle)
    - Restorative Circles: For minor conflicts, students participate in facilitated circles where they express their feelings, listen to the impact of their actions, and collectively decide how to "make it right."
    - Mentorship: Students struggling with behavioral consistency are paired with a staff mentor or Elder for guidance and accountability.
- Tier 3: Intensive Support (Community Restoration)
    - Individualized Behavior Plans: For chronic challenges, a team comprising the teacher, parents, and a counselor creates a supportive plan.
    - Restoration Agreements: Instead of suspension, students enter into a formal agreement to repair the harm caused through community service or cultural projects.

Discipline for Students with Disabilities

The Fort Peck Tribal School is committed to the full protection of the rights of students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

- Manifestation Determination Review (MDR): In accordance with federal law, if a student with an IEP or 504 plan faces a change of placement (such as a suspension exceeding 10 cumulative days), the school will conduct a Manifestation Determination Review. This determines if the behavior was a manifestation of the student's disability.
- Functional Behavioral Assessment (FBA): If a behavior is determined to be a manifestation of a disability, or if a student's behavior impedes their learning, the school will conduct an FBA to understand the "why" behind the behavior and develop a Behavior Intervention Plan (BIP).
- Culturally Responsive Support: We recognize that students with disabilities may experience the world differently. Our BIPs will incorporate cultural sensory supports (e.g., traditional drumming for regulation, nature-based breaks) to help students remain in the learning environment.

Compliance and Due Process

While we prioritize restorative practices, [Fort Peck Tribal School] maintains a clear code of conduct to ensure the safety of all students and staff.

- Due Process: Every student is entitled to due process. This includes the right to be heard, the right to have a parent present during disciplinary meetings, and a clear written record of any disciplinary actions.
- Safety Thresholds: In cases of immediate danger (e.g., weapons, violence), the school will follow state-mandated safety protocols to ensure a secure environment, while still initiating the restorative process as soon as it is safe to do so.
- Documentation: All behavioral interventions and disciplinary actions will be documented in the student's record to ensure transparency and to track the effectiveness of the restorative interventions.

9. Describe how the public charter school will demonstrate a commitment to and robust understanding of personalized and proficiency-based learning.

   Fort Peck Tribal School moves beyond the traditional model of education. Instead of advancing students based solely on age or seat time, we utilize a proficiency-based system where mastery is the primary metric of success. This approach ensures that learning is personalized to each student's needs, which transforms education into a journey toward cultural competence and student success for the Tribal School.

SCHOOL GOVERNANCE

See Submission Procedures

10. Describe the public charter school's organizational chart that clearly presents the proposed organizational structure, including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the public charter school.

    The Fort Peck, tribal school will utilize a collaborative governance structure designed to ensure fiscal accountability, instructional excellence, and deep community integration. The organizational structures designed as a hierarchy of support, moving from strategic oversight to classroom execution.

11. Describe the roles and responsibilities of the governing board, the proposed leadership management team, and other entities shown in the organizational chart.
    Methods of Contract Oversight and Enforcement
    The School Operator is responsible for the administration, maintenance, and oversight of all school contract documentation. To ensure rigorous oversight, all contracts must be reviewed and formally approved by the Tribal School Board/Board of Directors prior to execution. As the school grows, the leadership team will evaluate the need for additional dedicated procurement or contract management positions, with the goal of fully staffing this function by the end of year 5.

    Investment Disclosure, Renewal, and Termination
    The Tribal School Board/Board of Directors maintain final authority over the renewal and termination of all contracts. Termination procedures will be conducted in accordance with the specific terms outlined in each individual contract and in compliance with applicable state and tribal laws. All financial investments and contractual obligations shall be disclosed in the school's annual financial reports to ensure full transparency.

    Conflict of Interest Disclosure and Management
    All members of the governing board are required to disclose any actual, potential, or perceived conflicts of interests. This includes direct or indirect financial interests, family relationships, or professional affiliations with any proposed service provider or affiliated business entity that could influence objective decision-making.

    Review and Evaluation
    The governing board shall implement a formal review process of all disclosures. When potential conflict is identified, the board will evaluate the nature of the relationship, seeking legal counsel or third-party expert advice, if necessary, to determine if the conflict impairs the integrity of the procurement process.

    Resolution and Recusal
    If a conflict of interest is determined to exist, the affected individual shall recuse themselves from all discussions, deliberations, and voting processes related to that specific contract. The board will prioritize the selection of providers based on merit and value to the students, regardless of existing affiliations.

    Documentation and Compliance
    The governing board shall maintain a permanent record of all conflict-of-interest disclosures, the subsequent review process, and the final resolution. This policy will be reviewed annually to ensure effectiveness. Any violation of this conflict-of-interest policy will be subject to disciplinary action as outlined in the board's bylaws.

12. Provide a staffing chart for the public charter school's first year and a staffing plan for the term of the public charter school.

Plan A	Year	Grade		Budget
	1	Kinder + 1st	45760 x 2	91,520
	2	• 2nd	45760	137,280
	3	• 3rd	45760	183,040
	4	• 4th	45760	228,800
	5	• 5th	45760	274,560

The school will Utilize a more distributed staffing model to maximize student teacher ratios.

The long-term staffing goal for Fort Peck, tribal school is to transition from a flexible startup model to a sustainable, specialized faculty. The staffing plan for the term of the charter school is:
Year two and three – as enrollment grows and student data is analyzing the school move away from multigrade combinations toward single grade classrooms
Year four and five – this year will be more structured with adding more support, staff, leadership, scaling, and competitive compensation.

The Fort pack travel school commits to a staffing ratio that allows for personalized, proficiency base learning. We prioritize hiring educators who are not only certified but are committed to the cultural and linguistic revitalization of the Fort Peck community, ensuring that our staff reflects the values of the students they.

13. Detail the public charter school startup plan, identifying tasks, timelines, and responsible individuals.

Year 0: Pre-Operational and Startup Phase
The Year 0 budget is strategically focused on foundational infrastructure and capacity building. The primary objective is to establish a physical and legal environment that is ready for student occupancy. Key expenditures include Capital Outlay for essential furnishings (student/teacher desks, chairs, and office equipment) and a comprehensive Technology Infrastructure rollout, including the procurement of laptops, tablets, and the installation of high-speed Wi-Fi.. To ensure a strong launch, a portion of the budget is dedicated to Initial Marketing, focusing on community outreach to secure the first cohort of 30 students.

Year 1: Launch and Stabilization
The Year 1 budget prioritizes operational stability and the successful deployment of the K-12 curriculum. The primary financial focus is the execution of the "Plan B" staffing model, ensuring that teacher salaries and benefits are fully funded and sustainable. Expenditures are focused on finalizing classroom instructional supplies and launching the initial iteration of the school's co-curricular programming. To maintain fiscal discipline, the administration will conduct monthly budget-to-actual reviews, ensuring that Average Daily Attendance (ADA/ANB) funding is sufficient to cover the salary burden and operational overhead.

Years 2–5: Sustainability and Optimization
In the subsequent years, the financial strategy shifts from infrastructure building to systemic optimization. To ensure the retention of high-quality educators, the budget includes Annual Salary Adjustments (COLA) to keep compensation competitive. Any revenue surpluses resulting from enrollment growth will be reinvested into Facility Enhancements and the periodic updating of technology and textbooks every three years to maintain alignment with state standards. Crucially, the school will establish a Reserve Fund, allocating 3–5% of annual revenue to mitigate risks associated with emergency repairs or unexpected fluctuations in enrollment.

14. Describe the plans for recruiting and developing school leadership and staff.
The plans for recruitment of the developing school leadership and staff are based on a community-led initiative. With feedback from the community, we aim to attract a team that is both professionally qualified and culturally aligned to the Dakota and Nakoda tribes. This includes a strong presence at college fairs to attract emerging educators and utilizing the Montana Office of Public Instruction teacher employment portal to reach certified professionals. The school will lean into its community roots by placing local advertisements in the Fort Peck Journal, utilizing local radio stations, and leveraging digital signage and bulletins in tribal offices and local businesses.

New hires will complete a onboarding process that emphasizes the school's core values and the importance of language revitalization. Staff will be trained to integrate key Indigenous terms into their instruction to help students and families as well as using a Indigenous centered curriculum. Furthermore, leadership and staff will be trained in specific community protocol.

Leadership development will consist of the principles of transparency, accountability, and strategic partnerships. Leaders will be trained to manage the school's operational functions through a framework of clear, written policies and contingency plans, and ensuring stability and transparency for all stakeholders.

15. Describe the proposed leadership and teacher employment policies, including performance evaluation plans.
Employment and Recruitment Policy
Fort Peck Tribal School employs a holistic recruitment policy designed to attract educators who are both professionally competent and culturally aligned. Recruitment is conducted through a hybrid approach.

Employment decisions are based on a values-alignment framework. Beyond certification, candidates are evaluated on their commitment to language revitalization, their ability to implement proficiency-based learning, and their willingness to engage in a community-led educational initiative. All employment contracts are reviewed and approved by the Tribal School Board/Board of Directors to ensure fiscal responsibility and alignment with the school's long-term vision.

Staff development is centered on Cultural Integration and Pedagogy. All teachers patriciate in ongoing training focused on language onboarding, community engagement, and mastery-based instruction.

In alignment with the student-centered model of mastery, the school will utilize an evaluation plan for leadership and teaching staff. Evaluations are conducted through a continuous cycle of feedback and evidence which include student outcome metrics, cultural competency rubric, feedback, and professional growth plans.

Aligning teacher evaluations with the school's mission, Fort Peck Tribal School will ensure that its staff is not only meeting state standards but is also deeply invested in the cultural and academic success to the community.

16. State the proposed governing bylaws.

Fort Peck Tribal School
Board Governance Handbook and Bylaws

Organization: Fort Peck Tribal School
Document Type: Official Governance Packet
Effective Date: Thursday March 19, 2026
Adopted by Board: Monday April 27, 2026 at 6:47 pm

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Section A: Board Member Handbook
1.Welcome and Purpose

Board service at Fort Peck Tribal School is both a professional responsibility and a cultural responsibility. Decisions made by this Board impact future students and the next seven generations of Assiniboine (Nakóda) and Sioux (Dakȟóta/Lakota) children.

Board leadership is grounded in:
Respect for Tribal sovereignty and community voice
Responsibility to future generations
Integrity, humility, and service
Collective leadership and accountability

2.Mission, Vision, and Fort Peck Values
Mission: The mission of the Fort Peck Tribal School is to restore and revitalize the Nakóda and Dakȟóta languages and cultures through strong partnerships with our communities on the Fort Peck Indian reservation. We are committed to preparing all reservation Native students for academic success while fostering a deep connection to their cultural heritage.

Vision: We strive to develop students, families, and community members embraced by cultural ways of knowledge, speaking the language, hearing elder stories, listening to creation stories, understanding Tribal history, singing traditional songs, sharing Tribal dance way, and living and perpetuating our cultural livelihoods.

Board Values: Honoring the Nakóda and Dakȟóta identity, language, and cultural traditions while upholding the Tribal Constitution.
Respect for elders, families, youth voice
Education as a pathway to sovereignty and self-determination
Integrity, accountability, and truthfulness in leadership
Community-centered decision-making

3.Governance Role (Aligned to Montana Charter Best Practice)

17. Explain any partnerships or contractual relationships central to the operations and mission of the public charter school.
The school will prioritize the health, safety, spirituality, and culture of students and staff. The Fort Peck Tribal School will operate through a comprehensive network that ensures the holistic well-being of our students and the operational security of the school. The school will function as a hub, which will integrate health, culture, and safety services.

Central to our mission of proficiency-based learning is our partnership with the Fort Peck Language & Culture Department. This collaboration provides essential curricular support, including language instructors and expertise in spiritual and cultural programming. By integrating knowledge of medicinal plants and traditional youth programming, the school ensures that academic success is inextricably linked to cultural identity. A partnership with Fish & Game and the Buffalo Ranch allow the school to extend the classroom into the land, facilitating traditional buffalo hunts and the teaching of hunting rites.

The school will utilize a wrap-around service model to remove barriers to learning. We will maintain critical partnerships with Northeast Montana Health Servies, the Verne E. Gibbs Clinic, and the White Buffalo Dental Clinic as well as the Thunder Buffalo Wellness Center. Recognizing the

importance of mental health, the school will maintain a rigorous safety net through Tribal Health and the Tribal and Roosevelt County Suicide Prevention programs.

The physical safety and operational stability of the school are in coordinated efforts with local emergency and government services. The Tribal Police, Poplar Fire Department, and Fort Peck BIA Fire Management provide critical safety checks, patrolling, and fire prevention services. Emergency preparedness if further strengthened through training and drills conducted with Tribal Disaster and Emergency Services and emergency response from NEMHS EMT.

We will maintain a professional relationship with local banks for financial management and local vendors for facility improvements. The Office of Environmental Protection and the Poplar Community Organization will provide the land support and community advocacy necessary to keep the school aligned with the needs of the school.

18. Provide the proposed calendar and sample daily schedule.

BUSINESS OPERATIONS

See Submission Procedures

19. Describe plans for providing transportation, food service, and all other significant operational or ancillary services.

A. Transportation Services

- Delivery Model: Inter-Agency Partnership (MOU)
  - The Fort Peck Tribal School will enter a Memorandum of Understanding (MOU) with the Fort Peck Tribes Transportation System to ensure:
    - Operational flow: The Tribal Transportation System will provide the vehicles, licensed drivers, and route management.
    - Coordination: The school operator will serve as the primary liaison to the Transportation System, coordinating daily student manifests and adjusting routes as enrollment changes
    - Benefit: This partnership ensures a standardized level of safety and maintenance across the tribal communities and allows the school to allocate more of its Basic Entitlement funds directly toward instructional quality.

B. Food Service Program

- Delivery Model: Hybrid Resource Sharing (MOU)
  - The school will implement a hybrid food service model through an MOU with the Fort Peck Tribes Head Start Program, combing centralized procurement with localized preparation.
    - Procurement & Logistics: The school will leverage the Head Start program's existing supply chain and vendor contracts to order food and nutritional supplies. This allows the school to benefit from bulk pricing and established delivery networks.
    - On-site preparation: While procurement is centralized, the Fort Peck Tribal School will maintain independent control over meal preparation. The school will employ its own cafeteria head and assistants to prepare and serve meals on-site.

- Benefit: This model ensure that the school maintains control over the quality and cultural appropriateness of the meals served while drastically reducing the administrative burden of vendor management.

C. Facilities Maintenance & Custodial Services
- Deliver Model: In-House Management
  - The school will maintain direct control over its physical environment to ensure the highest standards of safety and cleanliness
    - Personnel: The facilities manager and custodial staff will be responsible for daily sanitation, preventative maintenance, and the upkeep of the school grounds and playground.
    - Goal: To create a sanctuary for learning that is safe, hygienic, and reflective of the community's pride.

D. Other significant ancillary services
- Special Education Support: A dedicated Special Education teacher and Paraprofessionals will provide tailored instructional support to ensure all students have access to the curriculum
- Technology & Administration: The secretary will manage student records and administrative flow, while the operator will oversee the technical infrastructure required for modern K-12 education.
- Health Integration: The school will maintain a collaborative relationship with the local Tribal Health clinic to provide necessary student health screening and emergency care.

20. Describe cocurricular and extracurricular programs and how the programs will be funded and delivered.

Program philosophy: The Fort Peck Tribal School believes that learning extends beyond the classroom. Our programs are designed to be holistic, meaning they integrate academic standards (co-curricular) with personal growth, physical health, and cultural identity (extracurricular).

A. Proposed Program Offerings
- Language & Culture Lab: A program dedicated to the preservation and practice of the tribal language, integrated into the daily schedule but extended through after-school storytelling and oral history projects
- STEM exploration club: A student-let club focusing on science and technology, utilizing the school's technology budget to engage students in coding, robotics, or environmental science related to the local ecosystem
- Literary & reading circle: A program designed to improve reading levels through community-based reading challenges and guest readers from the Tribal community

B. Extracurricular Programs (Enrichment & Wellness)
- Tribal Youth Athletics: A sports program focusing on teamwork and physical fitness. This will include traditional games as well as standard K-12 sports (e.g., basketball, track, etc.)

- Arts & heritage crafts: A program focusing on traditional arts (beading, sewing, painting) and modern fine arts, providing students with a creative outlet and a connection to their heritage
- Student leadership council: A student government model where students learn civic responsibility, leadership, and how to advocate for their peers within the school (Aimed for older students grade 4 on up)

C. Delivery Model

- Staff-led implementation: to keep costs low, these programs will be delivered primarily by the existing staff.
- Community mentorship: The school will invite Tribal elders, artists, and professionals to serve as guided instructors. This provides students with diverse role models and reduces the need for paid contractors.
- Scheduling:
  - Co-curriculars will be integrated into the instructional day
  - Extracurriculars will take place immediately after school or during designed Enrichment days.

D. Funding strategy

- The budget is focused on salaries; the school will use a diversified funding model to ensure these programs are sustainable:

Funding Source	Application	Example
Operational Surplus	Basic materials and equipment	STEM kits, art supplies, sports equipment
Grand Funding	Special projects and technology	Federal grants for STEM and Tribal grant for Language Preservation
Community Partnerships	Equipment and specialized instruction	Partnering with Tribal health or youth programs for sports equipment
In-kind contributions	Expertise and labor	Tribal elders volunteering their time to teach traditional crafts

- From the remaining operational fund, a Student Enrichment Fund will be a line item to prioritize after essential classroom supplies and facility maintenance are covered, ensuring that extracurriculars are funded based on student interest and enrollment numbers.

21. Describe the proposed financial plan and policies, including financial controls and audit requirements.

I. Financial Plan & Strategic Budget

A. Revenue Model (The Funding Stream)

- Primary Funding Source: Community Choice Schools Act (Choice School Contract)

- Revenue Calculation:
  - Fixed Based: Basic Entitlement for K-12 (~$464,000)
  - Variable Based: Average Number Belonging (ANB) projection
    - Calculation: 12, 865 x 30 students = $385,950
  - Total Projected Annual Revenue: $849,950
  - Secondary Revenue Streams: Tribal grants, private donations, federal supplemental funding for Special Education/Title 1

B. Expenditure Analysis (Personnel and Operations)

Position	Salary	Hourly	Total
Secretary	34476	17	34473
Kindergarten	45760	22	45760
First Grade	45760	22	45760
Special Education	45760	22	45760
Paraprofessional	33000	16	33000
Custodian	31296	15	31296
Cafeteria	35000	16.82	35000
Administrator	85000	40.87	85000
Operator	85000	40.87	85000
Total			441049

- Plan A: 8-9 staff members. Total salary burden: $441, 049. Remaining
- Operational funds: $408,901
-
- Plan B: 15 staff members. Total salary burden: $695,241. Remaining Operational funds: $153,709

Position	Salary	Hourly	Total
Principal	722851	37.74	72250
Secretary	34476	17	34473
Kindergarten	45760	22	45760
First Grade	45760	22	45760
Special Education	45760	22	45760
Paraprofessional	33000	16	33000
Paraprofessional	33000	16	33000

Facilities Manager	66000	31.73	66000
Custodian 1	31296	15	31296
Custodian 2	31296	15	31296
Cafeteria Head	35000	16.82	35000
Cafeteria - 1	26323	13	26323
Cafeteria - 2	26323	13	26323
Administrator	85000	40.87	85000
Operator	85000	40.87	85000
Total			696,241

-
- Benefit Obligations:
- TRS Compliance: Mandatory employer contributions to the Montana Teachers' Retirement System (9.37% for active employees; 11.75% for working retirees).
- Operation allocation: Remaining funds are earmarked for
- Instructional costs: curriculum, classroom supplies, technology
- Capital outlay: student/teacher furniture, office equipment
- Facilities: maintenance and the development of the school
- Playground

C. Five-Year Fiscal Projection

- Year 0 (pre-operational): startup costs (licensing, initial facility lease/prep, first-found hiring)
- Years 1-5:
  - Assumption 1: ANB remains stables or grows by X% annually
  - Assumption 2: Salary adjustments follow TRS or Tribal cost-of-living increases
  - Assumption 3: Initial capital expenditures (furniture/tech) decrease after Year 1, shifting to "replacement/maintenance" costs

II. Financial Policies

A. Procurement Policy

- Purchase Thresholds:
  - Small purchases: Under $1,000 require Administrator approval
  - Competitive Bid: Over 5,000 require three written quotes to ensure "Best Value" for the Tribal School.
- Tribal Preference: Policy stating preference for Fort Peck Tribal vendors and businesses.

B. Payroll and Benefit Administration

- TRS management: procedures for timely remittance of the 9.37%/11/75% contributions to the state of Montana.
- Timekeeping: Standardized hourly tracking for Paraprofessionals, Custodians, and Cafeteria staff.

C. Asset management
- Inventory control: a registry for all technology (laptops/tablets) and furniture purchased with Choice School fun ds
- Depreciation schedule: planning for the replacement of technology every 3-5 years.

III. Financial Controls

A. Segregation of Duties
- To prevent a single person from controlling the entire money trail, the school will implement the following:
  - Authorization: the administrator/Principal approves the purchase
  - Execution: The secretary processes the payment/check
  - Reconciliation: A third party reconciles the bank statement

B. Authorization Matrix
- Administrator Limit: authorized to spend up to $5000.
- Board: Any expenditure over $5,000, requires formal Board approval.

C. Cash handing
- Policies for managing any "student activity fund" to ensure all cash is receipted and deposited immediately.

IV. Audit & Oversight Requirements

A. Internal monitoring
- Monthly budget-to-actual reports: The administrator will review actual spending against the projected Plan A/B budget monthly
- Quarterly Financial Review: Presentation of finances to the School Choice Contract

B. External Audit Requirements
- Annual Independent Audit: An annual audit conducted by a CPA firm to certify that funds were spent according to the Choice School Contract
- Single Audi Compliance: If federal funds exceed certain thresholds, the school will undergo a "single audit" per federal Uniform Guidance

C. Transparency Reporting
- Annual Financial Report: A simplified report provided to the parents and the Tribal community detailing how the Basic Entitlement and ANB funds were utilized to benefit student learning

22. Describe the insurance coverage that will be obtained.

Employee Benefits & Insurance Plan (Proposed)
Proposed Delivery Model: Tribal Partnership (MOU)
The Fort Peck Tribal School intends to provide a comprehensive benefits package for its employees. To ensure administrative efficiently and cost-effectiveness, the school purposes to enter into a Memorandum of Understanding (MOU) with the Fort Peck Tribes to utilize the existing Tribal health insurance infrastructure.

A. Planned Coverage Framework

The school is currently in the process of finalizing the insurance framework. The goal is to provide a high-quality PPO plan that offers comprehensive medical, dental, and vision coverage for employees and their dependents.

B. Proposed Cost-sharing model

The school indents to implements sustainable cost-sharing structure. The proposed model is as follows:

- Employer contribution: The school aims to cover a significant percentage of the base premium for the employee
- Employee contribution: Employees will be responsible for their portion of the base premium and the full cost of adding dependent (spouse/children), unless they qualify for subsidies through the Tribal Social Health Insurance Program (TSHIP)

C. Budgetary Provisions

While final premium rates are pending the completion of the MOU, the school has factored a benefit load into its projected operational budget

Contingency allocation: A percentage of the total personnel budget has been earmarked for fringe benefits to ensure that once the MOU is signed, the school and immediately fulfill its contribution obligations without compromising other operational needs

D. Timeline for Implementation

- Phase 1: Negotiation and drafting of the MOU with the Fort Peck Tribes
- Phase 2: Finalization of premium rates and enrollment windows
- Phase 3: Full implementation and payroll integration by the start of the school year

23. Describe the startup and five-year budgets with clearly stated assumptions.

A. Budget Assumptions

To ensure the reliability of these projections, the following assumptions have been made:

- Revenue Assumptions:
  - Base Funding: The Basic Entitlement is held constant at $464,000
  - Enrollment (ANB): Starting at 30 students in Year 1, with a projected growth of 15 students per year as the school gains community visibility
  - Payment Schedule: Choice School Contract funds are received in monthly or quarterly installments
- Expenditure Assumptions:
  - Personnel: Salaries are based on Plan B ($496,241). An annual cost-of-living adjustment (COLA) of 2-3% is factored in starting year 2
  - Benefits: TRS contributions (9.37%) and Tribal health Insurance (MOU) are calculated as a percentage of total payroll.
  - Operations: Initial startup costs are high in Year 0/1 and transition to maintenance costs in years 2-5
  - Inflation: General operational costs (supplies, utilities) are projected to increase by 3% annually

B. Budget Summary Table

Category	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5

Projected Revenue	Grand/Seed	$849,950	$870,000*	$890,000*	$910,000*	$930,000*
Personal Costs	$0	$696,241	$717,128	$738,642	$760,801	$783,625
Benefits (TRS/Ins)	$0	$110,000†	$113,300	$116,699	$120,200	$123,806
Operational Costs	$50,000‡	$43,709	$45,000	$46,350	$47,740	$49,172
Capital/Startup	$100,000	$0	$5,000	$5,000	$5,000	$5,000
Net Surplus/Deficit	Seed	0	$0	$0	$0	$0

*Assumes slight growth in ANB

†Estimated benefit load (TRS + Insurance)

‡Initial office prep/licensing

C. Detailed budget narratives

Year 0: pre-operational/startup budget

The Year 0 budget is focused on infrastructure rather than instruction

- Capital Outlay: Purchase of initial student/teacher desks, chairs, and office furniture
- Technology setup: Procurement of laptops, tablets, and the installation of high-speed internet/Wi-Fi
- Licensing & Legal: Costs associated with the Choice School Authorization process and facility lease deposits
- Initial marketing: Community outreach to enroll the first 30 students

Year 1: Launch Year

The focus is on stability and establishing the Plan B staffing model

- Primary Goal: Successful deployment of the K-12 curriculum
- Expenditure Focus: Finalizing classroom supplies and launching the first iteration of co-curricular program
- Monitoring: Monthly budget-to-actual reviews to ensure the ANB funding covers the Plan B salary burden

Years 2-5: Sustainability and Growth

The focus shifts from building to optimizing

- Staff retention: implementing small annual salary adjustments (COLA) to retain high-quality teachers
- Facility enhancement: Using any revenue surpluses from increased ANB to fund campus improvements
- Curriculum evolution: Updating technology and textbooks/resources every 3 years to ensure students remain competitive with state standards

- Reserve fund: 3-5% of annual revenue to cover emergency repairs or unexpected drops in enrollment

24. Describe the startup and first year cash flow projections with clearly stated assumptions.

A. Cash flow assumptions

To ensure liquidity and operational continuity, the following assumptions are applied to the cash flow model

- Revenue timing
- Startup capital: ___ in seed funding/grants is available in month 0 for pre-operational costs
- Contact payments: basic entitlement and ANB funds are received in monthly installments starting 30 days prior to the first day of school
- Expenditure timing:
- Capital outlay: 80% of furniture, technology, and facility prep costs are spent in the startup phase (months -3 to 0)
- Payroll: salaries and TRS contributions are paid bi-weekly
- Insurance: Premiums are processed monthly via the Tribal MOU
- Operational costs: supplies and utilities are paid on a net -30 basis

B. Cash flow projection table (Year 0 & Year 1)

Phase	Month 0 (startup)	Q1 (launch)	Q2 (operational)	Q3 (stabilizing)	Q4 (closing)
Cash Inflow					
Seed funding/grants	$100,000	$0	$0	$0	$0
Choice school payments	$0	$212,487	$212,487	$212,487	$212,487
Total inflow	$100,000	$212,487	$212,487	$212,487	$212,487
Cash Outflow					
Personnel (plan B)	$0	$174,060	$174,060	$174,060	$174,060
Benefits (TRS/Ins)	$0	$27,500	$27,500	$27,500	$27,500
Capital Outlay	$80,000	$10,000	$5,000	$5,000	$5,000
Ops/Supplies/Utilities	$10,000	$10,927	$10,027	$10,927	$10,927
Total Outflow	$90,000	$222,487	$217,487	$217,487	$217,487
Net Cash Flow	+$10,000	$10,000	-$5,000	-$5,000	-$5,000
Ending Balance	$10,000	$0	$5,000	$10,000	$15,000

C. Cash flow analysis & mitigation strategy

The cash gap analysis:

As shown in the projection, there is a slight deficit in the operating quarters. This is common in the first year of a school due to the timing of government disbursements versus immediate payroll needs

Mitigation strategies to ensure solvency:

1. Working capital reserve: the school will seek an initial startup grant or Tribal loan to establish a reserve fund equal to two months of operating expenses. This ensures that payroll is never delayed
2. Phased procurement: Rather than buying all supplies in Month 1, the school will utilize a just-in-time procurement strategy, spreading the cost of classroom materials across the first two quarters
3. MOU credit terms: By utilizing the Tribal MOU for transportation and insurance, the school avoids large upfront down payments and instead moves to a predictable monthly payment cycle
4. Enrollment monitoring: Since the revenue is tied to the ANB, the school will maintain an active waiting list. If enrollment increased beyond 30 students, the resulting increase in per-pupil funding will immediately improve the net cash position.

25. Describe anticipated fundraising contributions and evidence, if applicable.
The Fort Peck Tribal School is committed to fiscal sustainability. While the primary operations are funded through the Choice School Contract, the school is implementing a multi-tiered fundraising strategy to provide enhancements, such as advanced technology, playground development, and extracurricular scholarships that exceed the basic entitlement funding.

The school is currently establishing a 401(c)(3) non-profit organization. This legal structure is being implemented specifically to unlock diversified revenue streams, including:
Federal and state grants, private foundation grants, and corporate sponsorships

To foster community ownership and support, the school will launch several grassroots fundraising initiatives such as, community events and Tribal member giving.

26. Describe the facilities plan, including backup or contingency plans. The Fort Peck Tribal School has a secured its initial instructional space through a generous donation of a mobile classroom complex from the Fort Peck Tribes, providing immediate capacity for five classrooms. This facility allows the school to launch operations efficiently while maintaining a safe and focused learning environment. Looking toward long-term sustainability, the school has a strategic vision to transition in to a new facility. The school is currently in the building stages to develop a new school design in partnership with a contracted engineer, which will be executed as adequate capital funding is secured. In the interim, the school's contingency plan involves rigorous facility maintenance schedule for the mobile unit and the ability to scale capacity through additional modular units should enrollment exceed current projections.

COMMUNITY SUPPORT AND NEED

See Submission Procedures

27. Describe the specific evidence of significant community support.
The development of the Fort Peck Tribal School is a community-led initiative. To ensure a transparent and inclusive process, the school has conducted a series of extensive community meetings. Since July 2024, meetings have been held in January and March 2025, and most recently

on September 24, 2025, in Wolf Point. To maintain this momentum, additional community forums took place in January and March 2026 in Wolf Point and Frazer. These meetings have fostered deep engagement across a diverse cross section of the community, including elders, adults, adolescents, and parents of future students.

The school has made a concerted effort to ensure that the community is not just consulted but is actively developing the educational experience. Data and feedback collected from these meetings have directly expanded the Thipsinna Dakhod Wichonhan Wakan Model. Community participants have identified and proposed additional themes to be incorporated into the model, ensuring that the curriculum remains responsive to the lived experiences and aspirations of the students.
The outcomes of these meetings have informed the recruitment process for the Tribal School Board. Based on community leadership guidance, the school actively recruited trustees with strategic blend of expertise in legal advisement, financial management, Dakhota language and cultural knowledge, and Nakóda language and cultural knowledge.

This diversity of expertise is critical to ensuring the board can provide the strategic direction and oversight necessary for the school's long-term sustainability. The insights gained from these community gatherings reflect a profound and enduring commitment among Tribal members to reclaim and shape the future of Tribal education. A recurring theme in this discussion is the desire for more meaningful opportunities for parents and community members to engage in their children's educational journeys.

This heartbeat of this movement is the preservation of the Dakhota and Nakóda languages and cultures. The eldest Tribal member who attended all the community meetings gave critical feedback. He challenged the planning tea with a pivotal question: "What is the profile of a student when they graduate from our school system?" He emphasized that academic success must be paired with a strong sense of identity, ensuring that every graduate can confidently answer, "Ni Tuwe He?" ("Who are you?"). His guidance has steered the school to embed foundational cultural values of bravery, generosity, fortitude, and wisdom into developing the school. This vision became the foundational work of the community's goal: a school that provides academic excellence while nurturing the cultural identity and spirit of every student it serves.

28. Describe the opportunities and expectations for parent involvement.
At the Fort Peck Tribal School, parent involvement is viewed as an essential partnership. We move beyond traditional involvement to a model of co-stewardship, where parents and guardians are active participants in the school's decision-making and the students' cultural and academic journey. To foster this partnership, the school will implement instructional support, governance and advocacy, and have a collaborative communication.

A unique cornerstone of our parent involvement plan is the integration of land-based learning. We recognize that the home and the land are the first classrooms.

RESOLUTION # 32-551-2024-05 **TRIBAL GOVERNMENT EDUCATION**

WHEREAS, the Fort Peck Tribal Executive Board is the fourth in the 1960 Constitution and By-Laws, and the duty-elected body representing the Assiniboine and Sioux Tribes of the Fort Peck Reservation and is empowered to act on behalf of the Tribes all actions shall be adherent to provisions set forth in the 1960 Constitution and By-Laws, and

WHEREAS, the Fort Peck Language and Culture Department is requesting the Fort Peck Assiniboine and Sioux Tribes Executive Board's support for their submission of a letter of interest to NACA Inspired Schools Network (NISN) for the three-year NISN School Design Fellowship, and

WHEREAS, if selected, the Fort Peck Assiniboine and Sioux Tribes Executive Board approves this fellowship and supports the future development and progress of a new Fort Peck Tribal Charter School to enhance the Dakota and Nakoda languages and cultures of the Fort Peck youth, now

THEREFORE, BE IT RESOLVED, the Fort Peck Tribal Executive Board authorizes the Language and Culture Department to submit a letter of interest and, if selected, to begin this three-year NISN School Design Fellowship in August 2024.

CERTIFICATION

I, the undersigned Secretary/Accountant of the Tribal Executive Board of the Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation, hereby certify that the Tribal Executive Board is composed of 12 voting members of whom 11 constituting a quorum were present at a Special Board meeting duly convened this 13th day of May, 2024 and that the foregoing resolution was duly adopted at such meeting by the affirmative vote of 9 for, 0 opposed, and 3 absent.

Secretary Accountant/Secretary

APPROVED:

Chairman/Vice Chairman
Fort Peck Tribal Executive Board

RESOLUTION #33-347-2026-03

TRIBAL GOVERNMENT
Land & Minerals

WHEREAS, the Fort Peck Tribal Executive Board is the duly elected body representing the Assiniboine and Sioux Tribes of the Fort Peck Reservation and is empowered to act on behalf of the Tribes. All actions shall be adherent to provisions set forth in the 1960 Constitution and By-Laws, and

WHEREAS, the Land Committee received the following from the Bureau of Indian Affairs for the following described land and recommends the following School Lease:

School Lease	Term	Description
Fort Peck Tribal School - Rain Turcotte	26-35	metes and bounds in portion of the S½NE¼, Sec. 6-T27N-R51E

THEREFORE BE IT RESOLVED, the Fort Peck Tribal Executive Board does hereby approve the Land Committee's recommendation to approve the above-described School Lease.

CERTIFICATION

I, the undersigned Secretary/Accountant of the Tribal Executive Board of the Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation, hereby certify that the Tribal Executive Board is composed of 12 voting members of whom 7 constituting a quorum were present at a Regular Board meeting duly convened this 23rd day of March, 2026, and that the foregoing resolution was duly adopted at such meeting by the affirmative vote of 7 for, 0 opposed, and 5 absent.

Secretary Accountant/Secretary

APPROVED:

Chairman/Vice Chairman
Fort Peck Tribal Executive Board

NOT AN EXISTING LOCAL SCHOOL BOARD? COMPLETE THE FOLLOWING INFORMATION

See Submission Procedures

1. Provide specific evidence that the applicant has sought from the local school board the creation of a school or program of the located school district serving the mission and vision of the proposed public charter school.

2. Provide specific evidence that the local school board declined to create the school or program and declined to submit a proposal for the creation of a public charter school to the Board of Public Education.

3. Provide a legal description of the property of the existing school district from which the boundaries of the public charter school district are proposed to be formed.

4. Share background information on the initial governing board members and, if identified, the proposed school leadership and management team.

Questions? Contact bpe@mt.gov

Poplar
School District

Action Agenda

Students First

Poplar
School District

Action Items 8.1-8.7

8.1: Personnel Report

8.2: Call for Election

8.3: MOU HPDP/Tribal Health

Agenda Number 8.1: Personnel Report

POPLAR PUBLIC SCHOOLS 9&9B
BOARD AGENDA FACT SHEET
MEETING DATE: November 9, 2026

SUMMARY: The Personnel Report is a concise reporting method for all personnel actions in the district for the month. The Personnel Report has two sections, one for Action and one is Informational. A motion can be made to accept the entire report or names can be removed for individual actions.

SUPERINTENDENT'S ADVICE: I recommend the sample motion.

Additional Information attached -
Fund -
Estimated Cost –

SAMPLE MOTION: *I move to accept the Personnel Report for November 9, 2026 as presented.*

	Motion	Second	Aye	Nay	Abstain	Other
L. Smoker						
C. Headdress						
M. Chapman						
K. Smoker						
J. Berger						

ACTION: Personnel Report

CERTIFIED STAFF				
NAME	FTE	POSITION	SUPERVISOR	EFFECTIVE DATE

*Emergency authorization license

CLASSIFIED				
NAME	FTE	POSITION	SUPERVISOR	EFFECTIVE DATE
Heather Granbois	1	ES Para	J. Wetsit	SY26/27
Lainie Grainger	1	ES Home School Coordinator	J. Wetsit	SY26/27

CO- AND EXTRACURRICULAR STAFF				
NAME	STIPEND	POSITION	SUPERVISOR	EFFECTIVE DATE
Landon Young	$5,847	Head HS Golf Coach	B. Copenhaver	SY26/27
Lyndsey Young	$4,048	Assistant HS Golf Coach	B. Copenhaver	SY26/27
*Finesse Headdress	$2,249	5/6th Boys Basketball	B. Copenhaver	SY26/27
*Finesse Headdress	$3,149	JH Track Coach	B. Copenhaver	SY26/27
Jason Frederick	$3,149	JH Wrestling	B. Copenhaver	SY26/27
Davin Gibbs	$3,149	JH Wrestling	B. Copenhaver	SY26/27
Morgan Norgaard	$3,149	JH Wrestling	B. Copenhaver	SY26/27
Elizabeth Solberg	$4,048	FCCLA	B. Copenhaver	SY26/27
Margaret Norgaard	$4,948	Winter Concessions	B. Copenhaver	SY26/27
Karolyn Kohl-Hartsoch	$4,048	HS Assistant Track	B. Copenhaver	SY26/27
Davin Gibbs	$4,048	HS Assistant Wrestling	B. Copenhaver	SY26/27

***Nepotism**

Substitutes				
NAME	POSITION	Rate	Supervisor	Effective Date
Jacey Chapman	Teacher	32.95	J. Wetsit	11/11/26
Cornelius Olney	Custodian	$17.94	M. Gorder	11/11/26

HS Workers			
NAME	Hourly	SUPERVISOR	EFFECTIVE DATE

Bus Driver				
NAME	**Hourly**	**POSITION**	**SUPERVISOR**	**EFFECTIVE DATE**

Maintenance				
NAME	**Wage**	**POSITION**	**SUPERVISOR**	**EFFECTIVE DATE**

Other				
NAME	**Wage**	**POSITION**	**SUPERVISOR**	**EFFECTIVE DATE**

INFORMATION

IN-DISTRICT TRANSFER			
Name	**Position (from-to)**	**Supervisor**	**Effective Date**
Essense Headdress	Sub to Para	Admin	9/18/26

RESIGNATIONS		
Name	Position	Supervisor
Anessa Day	ES Home School Coordinator	J. Wetsit
Amanda Johnston	ES Teacher	J. Wetsit
Austin Burshia	HS Assistant Wrestling	B. Copenhaver

Agenda Number 8.2: Resolution to Call for an Election

POPLAR PUBLIC SCHOOLS 9&9B
BOARD AGENDA FACT SHEET
MEETING DATE: November 9, 2026

SUMMARY: The Board of Trustees needs to call for an election. Current Board Members Lori Smoker and Marva Chapman terms are expiring. We have 2 (3) terms available.

SUPERINTENDENT'S ADVICE:

Additional Information attached -
Fund -
Estimated Cost –

SAMPLE MOTION: *I move to approve the passage of the Poplar School Board Resolution to Call for an Election.*

	Motion	Second	Aye	Nay	Abstain	Other
L. Smoker						
C. Headdress						
M. Chapman						
K. Smoker						
J. Berger						

May 4, 2027

Poplar Schools Election Calendar

November 9, 2026	Trustees call for an election.
December 10, 2026 Through February 8, 2027,	Trustee candidates file for election. Petition and Oath of Candidacy must be filed with election administrator (School Clerk). No person signing a petition may sign more nomination petitions than there are trustee positions open. Close on February 8, at 4 p.m.
March 1, 2027	Deadline for write in trustee candidate to file for election.
April 5, 2027	VOTE REGISTRATION CLOSES
April 6 to May 4, 2027	Register at the Roosevelt County Courthouse Late Registration
April 14, 2027	Absentee ballots available
May 3, 2027	Last opportunity to request absentee ballot.
May 4, 2027	Polls open from 12:00 to 8:00 p.m. Poplar Schools District Office Board Room 400 4th Ave West, Poplar MT

TRUSTEE RESOLUTION CALLING FOR AN ELECTION

(Regular School Election, One Voting Location)

BE IT RESOLVED, the Board of Trustees for School District No. 9 & 9B of Roosevelt County, State of Montana, will hold the Annual Regular School Election on Tuesday, the 4th day of May, 2027, which date is not less than seventy (70) days after the passage of this resolution.

The election will be conducted by:

☐ Mail Ballot ☒ Poll Election (the polls will be open from 12:00 p.m. until 8:00 p.m.)

The purpose of the election is to elect 2 (two) trustee for a three-year term.

If it is later determined that any portion of the election is not required, the Board of Trustees authorizes Judy Linthicum, election administrator, to cancel that portion of the election in accordance with **13-1-304 and 20-3-313, MCA.**

The following voting locations will be used for the election and the three electors of this district who are qualified to vote at such election are hereby appointed to act as judges at the election at each voting place as follows:

Voting Location and Address: Poplar School District Office at 400 4th Ave West, Poplar, MT

Judge Election Address

1. Lori Kirn , Poplar, MT 59255
2. Faith O'Connor, Poplar, MT 59255
3. Rochelle Berg, Poplar, MT 59255
4. Haven Gourneau, Poplar, MT 59255

BE IT FURTHER RESOLVED, that the clerk of this school district is hereby directed to notify the above named election judges of their appointment and to notify the county election administrator of the date of holding said election, and request the clerk to close regular registration and to prepare and furnish election materials as required by law. If any of these judges should not be able to serve, the election administrator will choose a replacement from certified judges.

No further proceedings were conducted relating to the election.

_____	_____
Print Name of Board Chair	Signature of Board Chair
_____	_____
Print Name of Clerk	Signature of Clerk

DATED this _____ day of _____, 20___.

Agenda Number 8.3: Passage of the HPDP/Tribal Health MOU

POPLAR PUBLIC SCHOOLS 9&9B
BOARD AGENDA FACT SHEET
MEETING DATE: November 9, 2026

SUMMARY: The MOU between Poplar School District and the Fort Peck Tribes/HPDP needs to be approved.

SUPERINTENDENT'S ADVICE:

Additional Information attached -
Fund -
Estimated Cost –

SAMPLE MOTION: *I move to approve the passage of the MOU between the Poplar School District and the Fort Peck Tribes/HPDP.*

	Motion	Second	Aye	Nay	Abstain	Other
L. Smoker						
C. Headdress						
M. Chapman						
K. Smoker						
J. Berger						

MEMORANDUM OF UNDERSTANDING

The following Agreement is entered into by Poplar School District (also referred to herein as the "District"), a political subdivision of the State of Montana, whose address is 400 4th Avenue West, Poplar, Montana, 59255, and the Fort Peck Tribal Health Department (also referred to herein as "Tribal Health"), a governmental program of the Assiniboine and Sioux Tribes, (also referred to herein as "Tribes"), whose address is P.O. Box 1027, Poplar, Montana, 59255. This Agreement shall be effective on the date signed and executed by all parties.

I. RECITALS

a. The parties recognize that members of the Tribes may suffer from many persistent health disparities and involving the District in addressing these disparities is appropriate.

b. The parties believe that the education process will improve with an improved School Health Program in the District.

c. To develop a reservation-wide school health program, the parties created a working relationship based on the principles memorialized in this document and intend to establish additional cooperative activities and projects that will improve health prevention and education for the students of the District.

d. The parties will work to implement activities and projects that provide school-based medical, allied health (dental, physical therapy, occupational therapy), public health, and behavioral health services. The parties also may work with other academic centers to improve the total health and educational process.

e. The parties mutually intend to identify additional approaches to the provision of health services and educational programming and will solicit support of parents and the total community in improving our educational system.

f. This program will periodically collect data for evaluation purposes and for use in the solicitation of resources. None of this data will be used in any way for any type of research. Clinical data will be collected as appropriate and stored in a manner consistent with the Health Insurance Portability and Accountability Act, the Family Educational Rights and Privacy Act, and other Federal and State Laws and Regulations

Therefore, The Parties Have The Following Understanding:

II. RESPONSIBILITIES

a. The District agrees to:

1. Subject to all other terms and conditions of this Agreement, participate with Tribal Health in the approval of appropriate and qualified candidates to provide health care services on site;

2. Provide on-site space to be used only for program implementation as long as Tribal

Health personnel comply with all applicable statues, regulations, and policies of the District as well as reasonable requests and directives from the District Superintendent or his/her designee.

3. Partner with Tribal Health in developing and promoting disease awareness, prevention, and early detection.

4. Partner with Tribal Health and other health-related organizations to develop activities and projects that can address school health related programming on site if approved through School Board action.

5. Provide executive oversight and guidance to the joint school health program and participate in program evaluations.

6. Provide communication regarding outside partnerships in order to ensure continuity of care.

b. Tribal Health agrees to:

1. Provide the District Board of Trustees the parameters of the program in a mutually agreed time period.

2. Provide appropriate health care services to District students within the clinic's scope and capacity. As agreed to by the District, and at times designated by the District, clinic staff may treat non-student community members (1) to address or prevent the spread of communicable conditions within a student's family and (2) provide health services to the broader community.

3. Provide competent and qualified professional staff to provide services to the students of the District.

i. It is understood and agreed that the District will be informed in writing in advance of the Tribal Health staff member who will be assigned to provide services pursuant to this MOU and that the District will have the right to either approve or reject the assignment. If rejected, Tribal Health will assign another staff member, subject to the same District approval/rejection process.

ii. The District, in its discretion, has the right to notify Tribal Health thirty (30) days in advance that it wishes to have any staff member assigned to the District removed and replaced by another staff member.

4. Perform background checks on, and warrant the security of, any staff who may be providing services to the students of the District. Upon request, Tribal Health will provide the District with its background check information on any staff member providing services to the District.

5. Participate in generating new ideas for activities and projects that bear on the health disparities in the school age population of the Reservation.

6. Develop and promote health awareness, prevention, and early detection programs to communities and Tribal members.

7. Provide educational opportunities for school faculty and for the school population of the District.

8. Maintain appropriate policy and procedure manuals for the entire program including guidelines concerning program measurement and quality assurance.

9. Ensure the maintenance of a capable business office function with appropriate internal controls, revenue reporting, and other fiscal support activities.

10. Assist academic partners in working with the Tribes and the District in the delivery of video linked remote education and health service delivery. Support outreach efforts and outreach personnel.

11. Support and/or fund, as resources are available, purchasing and installing of equipment and supplies necessary to maximize the impact of health promotion and disease prevention activities including office supplies, copy machines, phone/fax lines, etc. in the District subject to the needs of District.

12. Provide a process to survey staff and community members on the effectiveness of this program.

13. Comply with all policies and procedures adopted by the Poplar School Board of Trustees.

III. Schedule

a. The Poplar School District Superintendent and the Tribal Health school-based leadership will meet every other month during the academic school year to discuss the program. Additional meetings may be held as necessary.

b. All employees of Tribal Health that participate in the program will sign in and out of school utilizing school processes to ensure the safety and security of the students and school building.

c. All employees of Tribal Health that participate in the program will have access to the designated space provided by the District during normal student days/ hours.

IV. Credentials - Licenses

Prior to commencement of any health-related services, Tribal Health shall provide proof to the District of all licenses and endorsements of all personnel that will be providing services in District buildings within the scope of their agreement and hereby agrees to assume full and sole legal responsibility for any and all acts or omissions of its employees.

V. Insurance

Prior to commencement of any health-related services, Tribal Health shall provide proof to the District of liability insurance coverage in a coverage amount of no less than $2 million and hereby agrees to add the District as an additional named insured on any policy.

VI. Termination

a. This MOU may be terminated, without cause, by either party upon 30-day written notice, which notice shall be delivered by e-mail, hand-delivery, or first-class mail. If by first class mail, notice is to be given as follows:

To the School District:
Poplar School District
400 4th Avenue West
Poplar, MT 59255.

To Tribal Health:
Fort Peck Tribal Health
P.O. Box 1027
Poplar, MT 59255

b. On termination, Tribal Health shall vacate the space designated by the District within the original 30 days' notice.

c. If this MOU is terminated by either Party with thirty (30) days' written notice, the Parties shall work collaboratively to ensure a responsible transition of care for any students in need of ongoing services.

d. Unless renewed in writing by the parties, this Agreement shall automatically expire on July 1, 2028.

VII. Miscellaneous

a. No employee of Tribal Health shall be considered an employee of the District. This Agreement is not to be considered a joint venture between the parties.

b. **No Waiver of Sovereign Immunity.** Nothing in this agreement may be construed to limit or in any way prejudice the Tribes' protections under the Federal Tort Claims Act and other protections, privileges or immunities applicable to the Tribes, including tribal sovereign immunity and all applicable federal and common law protection from suit. Nothing in this Agreement shall be construed as a waiver of the Tribes' tribal sovereign immunity or the sovereign immunity of its employees, officers, or agents. All parties further understand that no person or entity other than the Fort Peck Assiniboine and Sioux Tribes' Tribal Executive Board has the authority to grant a waiver of the Fort Peck Assiniboine and Sioux Tribes' sovereign immunity.

SIGNED BY THE PARTIES ON THE DATES SET OUT BELOW:

_____	_____
Superintendent of Poplar School District	Date
_____	_____
Poplar School District Board Chairman	Date
_____	_____
Program Director	Date
_____	_____
Fort Peck Tribal Chairman	Date

HPDP SCHOOL-BASE CLINIC INTAKE PROCESS:

1. If a student independently arrives to the clinic with no notification by school.

- SBHC will notify the school staff where the student is so the school staff is aware of the location of the student.
- Staff will check their parent/guardian consent to make sure its updated
- If consent is **not** updated, staff will reach out to the parent/guardian to come into the school to fill out the consent form and/or go to the parent/guardian to get it filled out. (Written consent is mandatory) **Strick Limitations:** If a parent/guardian cannot be reached or located then the child will not be able to be seen unless the situation is a life-threatening and/or medical emergency (Allergic reactions, respiratory issues, LOC, Head injury etc.). Staff will attempt to obtain consent, if staff has exhausted all resources then they will contact the DON so the DON can contact school admin for assistance and possible contact information.
  -Once consent is confirmed, student will be put on the appointment schedule.
  -Depending on the flow of the clinic the student may be seen immediately or have to wait for their appointment.
  -If there is scheduled appointments before them, the student will have to wait for their turn (urgent/emergent will be seen immediately). They can wait in the clinic waiting area, if clinic is full student will return to class.
  -When appointment is up SBHC will notify the office to send down the student for their appointment.
  -Or if child in waiting in the clinic they will be seen when their appointment is up.
- If it is an urgent or emergency situation with no consent form student will be seen and parent/guardian will be notified obtain verbal consent and inform the parent will need to come in as soon as possible and fill out consent form and/or take the form to the parent once child is stabilized.
- Once appointment is complete, student will either be sent home or back to class per providers orders.
- If it is an emergent situation, EMS will be called. SBHC will treat/stabilize until EMS arrives. Cares will be handed over to EMS and/or parent/guardian.

2. If SBHC is notified by the school staff and/or send to the clinic by school staff.

- Staff will check their parent/guardian consent to make sure its updated.
- If consent is **not** updated, staff will reach out to the parent/guardian to come into the school to fill out the consent form and/or go to the parent/guardian to get it filled out. (Written consent is mandatory) **Strick Limitations:** If a parent/guardian cannot be reached or located then the child will not be able to be seen unless the situation is a life-threatening and/or medical emergency (Allergic reactions, respiratory issues, LOC, Head injury etc.). Staff will attempt to obtain consent, if staff has exhausted all resources then they will contact the DON so the DON can contact school admin for assistance and possible contact information.
  -Once consent is confirmed, student will be put on the appointment schedule.

-Depending on the flow of the clinic the student may be seen immediately or have to wait for their appointment.
-If there is scheduled appointments before them, the student will wait for their turn (urgent/emergent will be seen immediately. They can wait in the clinic waiting area, if clinic is full student will return to class.
-When appointment is up SBHC will notify the office to send down the student for their appointment.
- Or if child is waiting in the clinic, they will be seen when their appointment is up.

- If it is an urgent or emergency situation with no consent form student will be seen and parent/guardian will be notified obtain verbal consent and inform the parent will need to come in as soon as possible and fill out consent form and/or take the form to the parent once child is stabilized.
- Once appointment is complete, student will either be sent home or back to class per provider orders.
- If it is an emergency situation, EMS will be called. SBHC will treat/stabilize until EMS arrives. Cares will be handed over to EMS and/or parent/guardian.

-Students that are enrolled in the school system and are out because they are sick can utilize the SBHC if requesting. I know we want to decrease the spread of viruses; however, we cannot refuse any students within the school system. If a parent calls over the phone, they can be given that option of coming into SBHC or utilizing TBWC or IHS. However, do not tell them they cannot utilize the SBHC as that would be deemed refusal.

Protocol regarding School-Based Health Center (SBHC) responses to urgent/emergent medical situations within the school district:

1. Emergency Calls: SBHC will respond to any medical emergency call or request regarding students, staff, or visitors allowed within the school system (e.g., a student falling in the parking lot or a teacher falling in the hallway or a parent falling picking up their child). If SBHC is called it is our duty to respond and provide cares until EMS arrives.

2. Consent Form Bypass: In urgent or emergent situations requiring immediate attention, standard consent form requirements are waived. This waiver remains in effect until you have time to notify the parent/guardian to come and complete the consent form or you physically go to the parent to obtain consent. (NOTE: this does not mean to not call the parent and obtain consent after individuals' cares are handed over to EMS, always focus on the urgent/emergent situation first and then work on consent)

3. Assessment and Response:
- If a provider is onsite: The provider will observe, assess the situation, and determine whether the individual should be treated in the clinic or if 911 must be called.

- If no provider is onsite: SBHC staff will assess the situation and either advise school staff to call 911 or call 911 directly to arrange transport to the Emergency Department.

4. General Standard: All emergency situations will be observed and assessed to determine whether treatment in the clinic or 911 dispatch is required.

-If SBHC is called to respond, staff will stay with the individual until they are brought to the clinic or cares are transferred over to EMS/parent/guardian.

-If there is one staff member and they have a patient in the clinic and an urgent/emergent issue arises, staff will obtain a school official and/or behavioral health staff to come and sit with the student in the clinic so staff can attend to the urgent/emergent situation. If SBHC is unable to obtain an individual to sit with the current student in the clinic, the student will be sent back to the office until the urgent/emergent situation is over and then called back down to the clinic to finish their clinic visit. All urgent/emergent situations trump a stable clinic visit.

HIGHLIGHTS

*No more "one-time verbal consent" all written consents must be obtained, unless and emergent/urgent issues arises then steps above will be followed.

*Clinics can see the number of students per amount of exam rooms they have. (Two beds two students, one bed one student)

*If clinic has an issue getting in contact with a parent, they will contact the school office DON who will then notify school admin for assistance that we have exhausted all resources.

*Any request from the school for students to be seen at the clinic the student WILL always present to the clinic for SBHC to review consent and if no consent staff will need to do their duties and obtain it whether parent coming in or going directly to the parent.

*Schools will not be told over the phone that a student can't be seen due to no consent form. It is SBHCs responsibly to review, check and obtain the consent form. Therefore, the student will always present to the clinic on school's request so SBHC can complete the proper procedure.

*Consent waiver: It is our duty to provider medical services to the school district and improve health outcomes.

Implied Consent: In a genuine emergency where a student cannot give consent and a parent or legal guardian is not immediately available or reachable; the law relies on the doctrine of implied consent (The assumption that a reasonable parent would consent to life-saving or stabilizing treatment)

*SBHC Staff MUST utilize the sign in and out sheet. Leaving, x2 fifteen minute breaks and lunch.

*SBHC will need to make a list of students who need consent forms so staff can work on obtaining those consents.

Poplar
School District

Items of Interest

9.1

Work Session Dates: None

9.2

Special Meeting Dates: None

9.3

Regular Meeting Date: December 14, 2026

Poplar
School District

Agenda Number 10: Adjournment

POPLAR PUBLIC SCHOOLS 9&9B
BOARD AGENDA FACT SHEET
MEETING DATE: November 9, 2026

SUMMARY: Adjournment for the November 9, 2026 meeting.

The Board Chair will adjourn the meeting.