



BOZEMAN SCHOOL DISTRICT NO. 7
GALLATIN HIGH SCHOOL - JOHNSON AUDITORIUM
MONDAY --June 28, 2021 -- 5:45 PM

Special Board Meeting

- 5:45 1. **Call to Order -- Roll Call -- Pledge of Allegiance** **No discussion on these items**
2. **BSD7 Experience**
- 2.1 Student Representatives Report
 - 2.2 Board Education
The Board Education Opportunity is a 15-minute segment that allows our Board to receive an educational snippet of what is happening in our District.
 - 2.3 Recognition and Awards
 - 2.3.1 Welcome New Trustee
 - 2.3.2 Recognition of Special Olympics Athletes
 - 2.3.3 2020-2021 AA Tennis State Championship Team and Individual State Champions
 - 2.3.4 2020-2021 AA Track and Field Individual State Champion
3. **Public Comment on Non-Agenda Items**
Recognition of visitors and explanation of procedures to be followed when addressing the Board. Members of the community are given the opportunity to make brief comments to the Board on any matter that is not included in the agenda. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order.
4. **Action Items -- Consent**
- 4.1 Policy 2nd Reading
 - 4.1.1 Consider approval of revisions to Policy 3610, new procedure 3610P - Programs for At-Risk/Disadvantaged Students; and 3210P - Equal Education and Non-Discrimination
 - 4.1.2 Consider Revisions to Policy 6143: Leadership Compensation Plan
 - 4.2 Minutes
 - 4.3 High School District
 - 4.4 Both Districts
 - 4.4.1 Consider Approval of the 2021-2022 Professional Learning PIR Matrix
 - 4.4.2 Consider Approval to Adopt Primary/Core Instructional Resources for grades PK-12
 - 4.4.3 Consider Approval of Powerschool Add-On Unified Insights Powered by Hoonuit
 - 4.5 Elementary District
5. **Board Discussion**
- 5.1 Policy 1st Reading
 - 5.2 Committee Reports
 - 5.3 Superintendent Evaluation Tools Presentation/Discussion
 - 5.4 Board Committee Discussion
6. **Action Items -- Singular**
- 6.1 Both Districts
 - 6.1.1 Consider Approval of First Student Contract Addendum
 - 6.2 High School District
 - 6.3 Elementary District

7. Reports

[7.1](#) Executive Cabinet Report

[7.2](#) Board of Trustees

Requests, Calendar, Concerns, Reports, Future Agenda Items, Open Meeting Topics for Next Meeting

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Public comment may be submitted electronically to trustees@bsd7.org

PLEASE TURN OFF CELL PHONES

The Board meeting will be held in person at Gallatin High School, Steven D. Johnson Auditorium. For your convenience, the meeting will be broadcast with Zoom. Public comment can only be given in person at Gallatin High.

[Watch Zoom Meeting](#)



Meeting Date:	June 28, 2021
Category:	Recognition and Awards
Agenda Item #:	2.3.1
Originated By:	Sandra Wilson, Board Chair Greg Neil, Vice-Chair
Others Involved:	Dr. Marilyn King and Casey Bertram, Interim Co-Superintendents

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:
Welcome New Trustee

Fiscal Impact:
N/A

Recommendation:
It is recommended that the Board of Trustees adopt the following resolution:

- WHEREAS: A Trustee vacancy was created and the County Superintendent of Schools was tasked with making a one-year appointment to fill the vacancy; and
- WHEREAS: Ms. Lisa Weaver ran during the recent Trustee election, applied for the vacancy, and was interviewed by the County Superintendent and a panel of BSD7 representatives and community members; and
- WHEREAS: Mr. Matthew Henry, County Superintendent of Schools, appointed and has sworn in Ms. Weaver to the Bozeman Public Schools Board of Trustees.
- THEREFORE: Be it resolved that the Board of Trustees wishes to welcome Ms. Lisa Weaver to the BSD7 Board of Trustees.



Meeting Date:	June 28, 2021
Category:	Recognition and Awards
Agenda Item #:	2.3.2
Originated By:	Dr. Marilyn King and Casey Bertram, Interim Co-Superintendents
Others Involved:	Joey Hancock, Special Olympics Local Program Coordinator/Head Coach Chad Berg, Director of Special Education and Student Health

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Recognition of Special Olympics Athletes

Fiscal Impact:

N/A

Superintendent's Recommendation:

It is recommended that the Board of Trustees adopt the following resolution:

WHEREAS: Special Olympics is a global movement of people creating a new world of inclusion and community, where every single person is accepted and welcomed, regardless of ability or disability; and

WHEREAS: More than 5,755,056 athletes from 200 countries and jurisdiction participate in Special Olympics; and

WHEREAS: Bozeman School District students participated in the Special Olympics State Games centered in Bozeman, but held virtually throughout the state, May 12th-14th.

THEREFORE: Be it resolved that the Board of Trustees recognize and honor:

Syvel Lowery	4th Place - 100m dash
Jack Clark	1st Place - 100m dash
Henry Asserson	4th Place - 100m dash
Jamie Taylor	5th Place - 100m dash
Earl Halbritter	4th Place - 100m dash and 4th place - 50m dash
John VanDenburgh	1st Place - Softball Throw
Hayes Mugaas, John VanDenburgh	2nd Place - Bocce Doubles
Charlie Walgren, Ondrej Ball	1st Place - Bocce Doubles and
	1st Place - Unified Cycling Time Trial

Aubrey Neidich, Alexis Tomac	2nd Place - Bocce Doubles
Abygail Bury, Jeremiah Ramos	2nd Place - Unified Bocce Doubles
Ida Huseby, Ellese Tondre	1st Place - Unified Cycling Time Trial
Alexis Tomac	3rd Place - 500m Cycling Time Trial
Adessa Summerford, Rachel Summerford	1st Place - 500m Unified Cycling Time Trial
Olivia Bennett, Aubrey Neidich	1st Place - Soccer Unified Doubles
Earl Halbritter, Abygail Bury	2nd Place - Soccer Unified Doubles
Madeline Swica, Annalise Pessl	1st Place - Soccer Unified Doubles
Ida Huseby, Darby Hannan	2nd Place - Soccer Unified Doubles
Jamie Taylor, Simon Kinzler	1st Place - Soccer Unified Doubles
Syvel Lowery, Elizabeth Huggins	2nd Place - Soccer Unified Doubles
Henry Asserson, Alan Farrell	1st Place - Soccer Doubles
Hayes Mugaas, Ocean Sullivan	2nd Place - Soccer Doubles
Jeremiah Ramos	1st Place - Golf Individual Skills
Ondrej Ball	2nd Place - Golf Individual Skills

Kaden Rosenstein has qualified and been selected to represent team Montana at the Special Olympics USA Games in 2022 which are being held in Orlando, Florida June 5-12. He will be competing in several swimming events.



Meeting Date:	June 28, 2021
Category:	Recognition and Awards
Agenda Item #:	2.3.3
Originated By:	Dr. Marilyn King and Casey Bertram, Interim Co-Superintendents
Others Involved:	Mark Ator, Activities Director, Colter Curey, GHS Head Coach; Clayton Harris, BHS Head Coach

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

2020-2021 AA Tennis State Championship Team and Individual State Champions

Fiscal Impact:

N/A

Recommendation:

It is recommended that the Board of Trustees adopt the following resolution:

WHEREAS: The Bozeman and Gallatin High Tennis Teams competed in the AA State Tennis Tournament in Great Falls on May 27-28, 2021; and

WHEREAS: The Bozeman High Girls Tennis Team took 1st Place in the AA Tennis Meet; and

WHEREAS: State Team Members are:
Laine Banziger, Hailey Buss, Maicy McCarty and Meg McCarty; and

WHEREAS: The following Bozeman Hawk team members were individual State Champions:
Meg McCarty Singles Champion
Laine Banziger and Maicy McCarty Girls' Doubles Champions; and

The following Gallatin Raptor team members were individual State Champions:
Jake Farne and Ayden Schonhoff Boys' Doubles Champions

THEREFORE: Be it resolved that the Board of Trustees recognize and honor Bozeman High School's 2020-2021 Girls Tennis State Championship Team and Individual State Champions: Laine Banziger, Hailey Buss, Maicy McCarty and Meg McCarty and Gallatin High Individual State Champions Jake Farne and Ayden Schonhoff.



Meeting Date:	June 28, 2021
Category:	Recognition and Awards
Agenda Item #:	2.3.4
Originated By:	Dr. Marilyn King and Casey Bertram, Interim Co-Superintendents
Others Involved:	Mark Ator, Athletics Director; Blaine Pederson, BHS Head Coach

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:
2020-2021 AA Track and Field Individual State Champion

Fiscal Impact:
N/A

Recommendation:
It is recommended that the Board of Trustees adopt the following resolution:

WHEREAS: The Bozeman and Gallatin High Track and Field Teams competed in the AA State Track Meet in Missoula on May 28-29, 2021; and

WHEREAS: The following Bozeman High athlete is a AA Individual State Champion:
Hannah Schonhoff 1st Place (5'7") Girls High Jump

THEREFORE: Be it resolved that the Board of Trustees recognize and honor Bozeman High School's 2020-2021 Track and Field State Champion, Hannah Schonhoff.



Meeting Date:	June 28, 2021
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.1.1
Originated By:	Marilyn King and Casey Bertram, Interim Co-Superintendents
Others Involved:	Montana School Board Association

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider approval of revisions to Policy 3610, new procedure 3610P - Programs for At-Risk/Disadvantaged Students; and 3210P - Equal Education and Non-Discrimination

Facts:

1. District Policy #3610, Programs for At-Risk/Disadvantaged Students was adopted October 12, 2020. The adoption of this policy necessitated the formation of the Student Inclusion and Resiliency Initiative (SIRI) Committee, made up of district and school staff, students and parents/community members. The committee is charged with ensuring all our students graduate and are prepared for a pathway of post-secondary success of their choosing. Part of that work is overseeing the development of a robust early warning system with associated support mechanisms for students.
2. Equity work is underway in the district, focusing on the achievement gap for many of our student groups.
3. Current wording of District Procedure #3210P, Equal Education and Non-Discrimination, does not include all protected groups.
4. The intent of the Student Inclusion and Resiliency Initiative (SIRI) work overlaps with the intent of the equity work.
5. Both SIRI and equity focus on making our schools and school experiences safe, welcoming and inclusive and successful for all students.
6. After discussing with MTBSA, it is proposed that the title of District Policy #3610 be revised from Programs for At-Risk/Disadvantaged Students to Student Equity, Opportunity, Achievement and Success.
7. It is further proposed that a new procedure, 3610P, be created. This new procedure provides definitions for equity and Multi-Tiered Systems of Support (MTSS) and describes SIRI and equity work. Additionally, the procedure includes a decision making filter supportive of student equity, opportunity, achievement and success.
8. Regarding District Procedure #3210P, it is proposed that all protected groups be added to the verbiage in order to ensure a safe, welcoming, inclusive learning environment for all students.

Discussion/Updates

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1. Based upon Trustee discussion and feedback on June 14, 2021 the following additions or changes were made to the draft policy and are presented for approval during second reading. Updates/revisions from the first reading are highlighted yellow:
 - a. Based on Trustee feedback definitions of sex, gender, and sexual orientation were added to procedure 3210P.
 - b. The term/concept Inclusion was added to policy 3610, and procedure 3610P. Additionally, Inclusion was defined in procedure 3610P.

Superintendent's Recommendation:

It is recommended that the Board of Trustees approve the policy updates.

Other Alternatives:

1. Do not approve the recommendation and request administration propose changes.

Equal Education and Non-Discrimination

The Bozeman Public School District does not discriminate against any person on the basis of illegal factors in the educational programs or activities which it provides. The ~~first nine~~ points below further delineate the district's position regarding ~~sex~~ *race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability, economic or social condition, actual or potential marital or parental status, gender, or sexual orientation* discrimination.

Definitions:

Sex - is traditionally assigned at birth, based on a newborn's genitals. It is also associated with chromosomes, hormones, and reproductive structures.

Gender - is a person's innermost concept of self as male, female, neither, or a blend of two or more gender identifications. It is the deeply held internal knowledge of identity—who a person is and how they want to be perceived. A person's gender identity can be the same or different than the sex assigned at birth.

Sexual Orientation - is a deeply held understanding of the nature of our physical, emotional, spiritual, and/or romantic attractions to others. Sexual orientation is nonbinary, and encompasses people who have the capacity to be attracted to more than one sex or gender or not to feel sexual attraction at all.

Definitions above are taken from National Association of School Psychologists (NASP) Resource: *Gender Inclusive Schools: Overview, Gender Basics, and Terminology* (2016).

1. No person will, on the basis of ~~sex~~ *race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability, economic or social condition, actual or potential marital or parental status, gender, or sexual orientation*, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extra-curricular, research, occupational training, or other education program or activity.
2. The school district will provide a separate toilet, locker room, and shower facility on the basis of sex, but the facilities provided for students of one sex will be comparable to those provided for students of the other sex.
3. The school district will not provide any course or carry out any education program or activity separately, or require or refuse participation there, by any of its students on the basis of ~~sex~~ *race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability, economic or social condition, actual or potential marital or parental status, gender, or sexual orientation*. This includes health, physical education, industrial, business, vocational, technical, home economics, music and adult education courses.

Students in physical education classes may be grouped by ability as assessed by objective standards of individual performance developed and applied without regard to ~~sex~~ *race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability, economic or social condition, actual or potential marital or parental status, gender, or sexual orientation*. Students may also be separated by sex in physical education classes during participation in sports which involves bodily contact.

Where the use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, the school will use appropriate standards which do not have that effect. Students in choral groups may be grouped by a vocal range.

4. Portions of classes which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.

5. The school district will not discriminate against any person on the basis of ~~sex~~ *race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability, economic or social condition, actual or potential marital or parental status, gender, or sexual orientation* in the counseling or guidance of students. Where the school district finds a particular class contains a substantially disproportionate number of individuals of one ~~sex~~ *race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability, economic or social condition, actual or potential marital or parental status, gender, or sexual orientation*, it will take steps necessary to assure that such disproportion is not the result of discrimination in counseling.

6. The school district will not discriminate on the basis of ~~sex~~ *race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability, economic or social condition, actual or potential marital or parental status, gender, or sexual orientation* in providing financial assistance to any student.

7. The district will not apply any rule concerning a student's actual or potential parent, family, or marital status which treats students differently on the basis of ~~sex~~ *race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability, economic or social condition, actual or potential marital or parental status, gender, or sexual orientation*.

The district will not discriminate against any student or exclude any student from an education program or activity, including any class or extra-curricular activity, on the basis of such student's pregnancy unless the student requests voluntarily to participate in a separate program.

8. The district shall not discriminate against any person on the basis of ~~sex~~ *race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability, economic or social condition, actual or potential marital or parental status, gender, or sexual orientation* in any inter-scholastic club, or intramural athletic program offered by the school.

However, the district may approve or sponsor separate teams for members of each sex where selection for the teams is based on competitive skill, or the activity involved is a contact sport. In non-contact sports, however, where the school sponsors a team for one sex but not for the other, and athletic opportunities for the other have previously been limited, members of the excluded sex will be allowed to try out for the team offered.

9. The district shall comply with all sex equity provisions in interscholastic activities as provided for by law and/or the MHSA settlement agreement of 1984.

10. Grievance Procedure for Student Equal Education and Non-Discrimination Complaints

I. Definitions

A. **Grievance:** Grievance means a complaint alleging any policy, procedure, or practice which would be prohibited by Title IX.

B. **Title IX:** Title IX means Title IX of the Education Amendments of 1972 (20 USC Section 1681), the 1975 Implementing Regulation, and any memoranda, directives, guidelines, or subsequent legislation that may be issued or enacted.

C. **Federal and State Civil Rights Laws, Rules and Regulations:** 1964 Civil Rights Act, Title VI (401 FEP Manual 1), Title VII as amended (401 FEP Manual II), Title IX (401 FEP Manual 41), Title IX of the Education Amendments of 1972 (401 FEP Manual 83), Age Discrimination Act of 1967 and 1975 as amended, Equal Pay Act of 1963, Section 504 of The Rehabilitation Act of 1973, The Constitution of the

State of Montana, The Montana Human Rights Act, The Montana Code of Governmental Fair Practices, and implementing federal and state rules and regulations.

- D. Complainant(s): Complainant means student/parent/or guardian of the Bozeman Public Schools who submits a grievance.
- E. Bozeman Public Schools - Elementary and Secondary Districts No. 7: A reference to specific school districts as defined in 20-6-101, Montana Codes Annotated. P.O. Box 520, Bozeman, MT 59771 (406) 585-1500.
- F. Title IX/Section 504 Coordinator: Means the employee designated to coordinate School District #7 efforts to comply with and carry out its responsibilities. (Hereinafter Coordinator)
- G. Day: Day means a working day; the calculation of days in grievance processing shall exclude Saturdays, Sundays and school holidays (20-1-305 M.C.A.).
- H. Ridgeway et al, Plaintiffs, v. Montana High School Association et al., Defendants: Hereinafter identified as Ridgeway settlement.

II. Basic Procedural Rights: Applicable to all levels of the grievance process.

- A. Parties shall have the right to representation, and to present witnesses and evidence. In most instances parents or legal guardians should be a part of the hearing and resolution process.
- B. The Title IX Coordinator may be utilized as a resource by any party at any level in the grievance procedure.
- C. Relevant agencies/institutional records shall be available to all parties subject to requirements and clarifications in Guidelines for Student Records, Office of Public Instruction, September 1984.
- D. Intimidation or retaliation of any kind is prohibited by law and school board policy.
- E. Prior to a contested case hearing (under the Rules of School Controversy) the rights of the Complainant's confidentiality in proceedings and records shall be respected. (A.R.M. 10.6.101 et seq. Also see Ridgeway settlement agreement, page 29).
- F. This procedure does not deny the right of the Complainant to file formal complaints with other state and federal agencies or to seek private counsel for complaints alleging discrimination.
- G. All records pursuant to the grievance shall be maintained by the school district separate and apart from student records for a period of not less than five (5) years (20-1-212 M.C.A.).
- H. Students who file a complaint should normally continue to follow the directives of teachers, principals, and other appropriate staff during the appeal process to avoid legitimate disciplinary action based on insubordination.

III. Complaints may be filed through the Review of Services process as provided in Policy #1700 and Procedures #1700P.

Policy History:

Adopted on: 01/02/1992

Reviewed on:

Revised on: 02/28/1994; 10/12/2020

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STUDENTS

3610

Programs for At-Risk/Disadvantaged Students-Student **Inclusion**, Equity, Opportunity, Achievement and Success

Overview

The Bozeman Public School District is student-centered and known as a vibrant, flexible, purposeful and progressive educational system that values diversity, models community engagement, provides numerous opportunities to generate individual student growth and engage students to succeed and positively contribute in a global community. (Long Range Strategic Plan)

The District is committed to:

- *Providing all students with access to resources, opportunities, supports and interventions to ensure that they maximize their abilities and potential.*
- *Giving individual students what they need to meet their learning and well-being requirements.*
- *Assuring that all BSD7 staff members, with deliberate effort, continue to examine and eliminate institutional beliefs, policies, practices, and teaching that perpetuate disparities in achievement.*
- *Raising the achievement of all students while eliminating any identified opportunity or achievement gaps.*
- *Filtering programs, initiatives, and budget supports to maximize student equity, opportunity, achievement and success.*

The Bozeman Public Schools provide a PK-12 district-wide, general education process that systematically identifies individual student needs, provides high quality, research-informed universal instruction and interventions, and monitors student progress through data driven systems. Adjustments to instruction and interventions are based on students' performance and rate of success. A Multi-Tiered System of Supports (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision making is practiced across all levels of the educational system for supporting students. MTSS provides high-quality, standards-based instruction and intervention that is matched to students' academic, social, emotional, and behavioral needs.

~~The District will designate one (1) at-risk coordinator to collect and disseminate data regarding dropouts in the District and to coordinate the District's program for students who are at high risk of dropping out of school.~~

Accountability

Each school year, the Superintendent (or designee) ~~at-risk coordinator~~ will prepare *a report on progress toward the Long Range Strategic Plan. District and site level goals and action plans will detail*

- ~~1. The number of District students who dropped out in the preceding regular school term;~~
- ~~2. The number of students in grades 1-12 who are at risk of dropping out;~~
- ~~3. The District's dropout rate goal for the next school year;~~
4. ~~The dropout reduction programs, **programs**, resources, and strategies to be used during the school year. The Board will review and approve the plan and will make it available to the public.~~

~~The District is not required to prepare a dropout reduction plan if fewer than five percent (5%) of its students are identified as “at risk” of dropping out.~~

At-Risk Students

~~In determining whether a student is at high risk of dropping out of school, the District will consider the student’s academic performance as well as whether the student is adjudged delinquent; abuses drugs or alcohol; is a student of limited English proficiency; receives compensatory or remedial education; is sexually, physically, or psychologically abused; is pregnant; is a slow learner; enrolls late in the school year; stops attending school before the end of the school year; is an underachiever; is unmotivated; or exhibits other characteristics that indicate the student is at high risk of dropping out of school.~~

Programs and District Plan

The District will provide ~~a remedial and~~ **intervention and** support programs for any student who ***shows need within the MTSS framework.*** ~~is at risk of dropping out of school.~~

The District will have a plan designed to close any identified opportunity or achievement gaps and support students so that the student feels safe and included and is engaged in school. ~~retain students in a school setting. The District plan will be the responsibility of the Superintendent or the designated at-risk coordinator and will:~~ ***The plan will emphasize a comprehensive team approach and consist of school and district supports as well as community resources.***

- ~~1. Emphasize a comprehensive team approach that includes the Superintendent, principal, parent/guardian, teacher, student, community service provider, business representative, or others;~~
- ~~2. Include objectives designed to meet the identified needs of at-risk students and to retain those students in school;~~
- ~~3. Be designed to use community resources that are available to serve at-risk youth;~~
- ~~4. Provide for parental involvement, such as participation in developing student academic plans and training programs for parents; and~~
- ~~5. Provide for review of individual profiles for at-risk students.~~

The District plan may also:

- ~~1. Include alternatives; and~~
- ~~2. Provide for the referral of students who drop out to programs such as adult basic education, Job Training Partnership Act programs, or other options.~~

Policy History:

Adopted on: 10/12/2020

Reviewed on:

Revised on:

Student **Inclusion**, Equity, Opportunity, Achievement and Success

Definitions

Equity

Equity means that each student, regardless of race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability, economic or social condition, actual or potential marital or parental status, gender, or sexual orientation will have access to the opportunities, resources, and support they need to attain their full potential.

Inclusion

Inclusion refers to a school community where all members are and feel respected, have a sense of belonging, and are able to participate and achieve to their potential.

Multi-Tiered System of Supports (MTSS)

The framework of MTSS is a "way of doing business," which utilizes high quality evidenced-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports helps schools and districts to organize resources through alignment of academic standards and behavioral expectation, implemented with fidelity and sustained over time, in order to enable every child to successfully reach his/her fullest potential. (adapted from the Colorado Department of Education MTSS Guidance)

Promoting a Culture of **Inclusion and Equity**

By using a systemic framework of data review and problem solving, across all levels of instruction (district, school, grade/classroom, student), and any curricular area, schools can ensure equitable access to supports, without being solely reliant on more subjective referral methods. A blend of quantitative (data based) and qualitative (objective impressions) information is used to create a balanced approach to identifying instructional needs. Education structures must be continually reviewed and adjusted with regards to Tier 1 curriculum/instruction/assessment, Tier 2 targeted intervention supports and Tier 3 individualized supports.

Essential Components of MTSS in the Bozeman Public Schools

- Universal, best practice, core instruction provided for all students
- Team-driven shared leadership
- Data-based problem solving and decision making
- Tiered continuum of evidenced-based assessments
- Tiered continuum of evidenced-based instruction and supports
- Family, school, and community partnerships

Student Inclusion and Resiliency Initiative

The Student Inclusion and Resiliency Initiative (SIRI) will meet on a regular basis and focus on pathways to graduation from a district-lens so that individual schools can best support students. The Committee will

emphasize a comprehensive team approach that includes the Superintendent or designee, principal, parent/guardian, teacher, student, community service provider, business representative, or others.

Committee Vision:

Every student graduates and is prepared for a pathway of post-secondary success of their choosing.

Committee Mission:

SIRI will foster positive relationships and engagement among students, teachers, and other stakeholders while proactively and systemically identifying specific student needs and providing universal and tiered systems of support to achieve academic success, emotional health, and resiliency, and guaranteeing a path to graduation for ALL Bozeman School District students.

BSD7 Equity Advisory Committee

The Bozeman Public Schools will explore equity throughout our organization through the different lenses of our organization in three main areas:

- 1. Curriculum & Instruction: Instruction that challenges, engages, and empowers learners*
 - a. Access to standards-based, content-rich, culturally affirming curriculum and instruction*
 - b. Respectful civil discourse across content areas*
- 2. Policy: Explore how district policies can underscore a safe, welcoming, inclusive, and successful school experience for all*
 - a. Thorough review of all policies*
- 3. Engagement: School culture that fosters positive identity, belonging, agency, and purpose*
 - a. Professional Development*
 - b. Community Conversations*
 - c. Human Resources*

Committee Vision and Mission:

- We Are Committed to supporting and sustaining an educational community that is inclusive, diverse and equitable. The values of diversity, inclusion and equity are inextricably linked to our mission of quality and excellence, and we embrace these values as being critical to development, learning, and success. To fully realize our mission it is imperative we recognize the institutional barriers, including racism and bias, that contribute to the pervasive opportunity gaps and the resulting disparate educational outcomes within our school system.*
- We Will Take Action to eliminate barriers as we strive for educational equity for all student groups. We expect nothing less than an accessible, multicultural community in which civility and respect are fostered, and discrimination and harassment are not tolerated. We recognize that our work to respect diversity and to include all in our community has roots in a history that has privileged certain groups while excluding and oppressing others. In our work with our schools and community, we work to address the detrimental effects of this history through our teaching, practice, training and service.*
- We Are Vigilant to advance the voices and needs of our marginalized populations, given the existing power differentials within our community and in the larger society.*
- We Will Ensure that all students receive an education that gives them what they need to thrive through differentiated supports focused on removing social factors as a predictor of success*
- We Will Educate all students in an equitable and just manner.*

The BSD7 Equity Advisory Committee will act in an advisory capacity to the Board of Trustees and Superintendent by providing support, guidance, and information about issues related to equity, diversity and inclusion in our schools and programs and by recommending changes to policy, procedure and practices within the district to make the Bozeman Public Schools a more welcoming, inclusive organization. The main charges of the Task Force are:

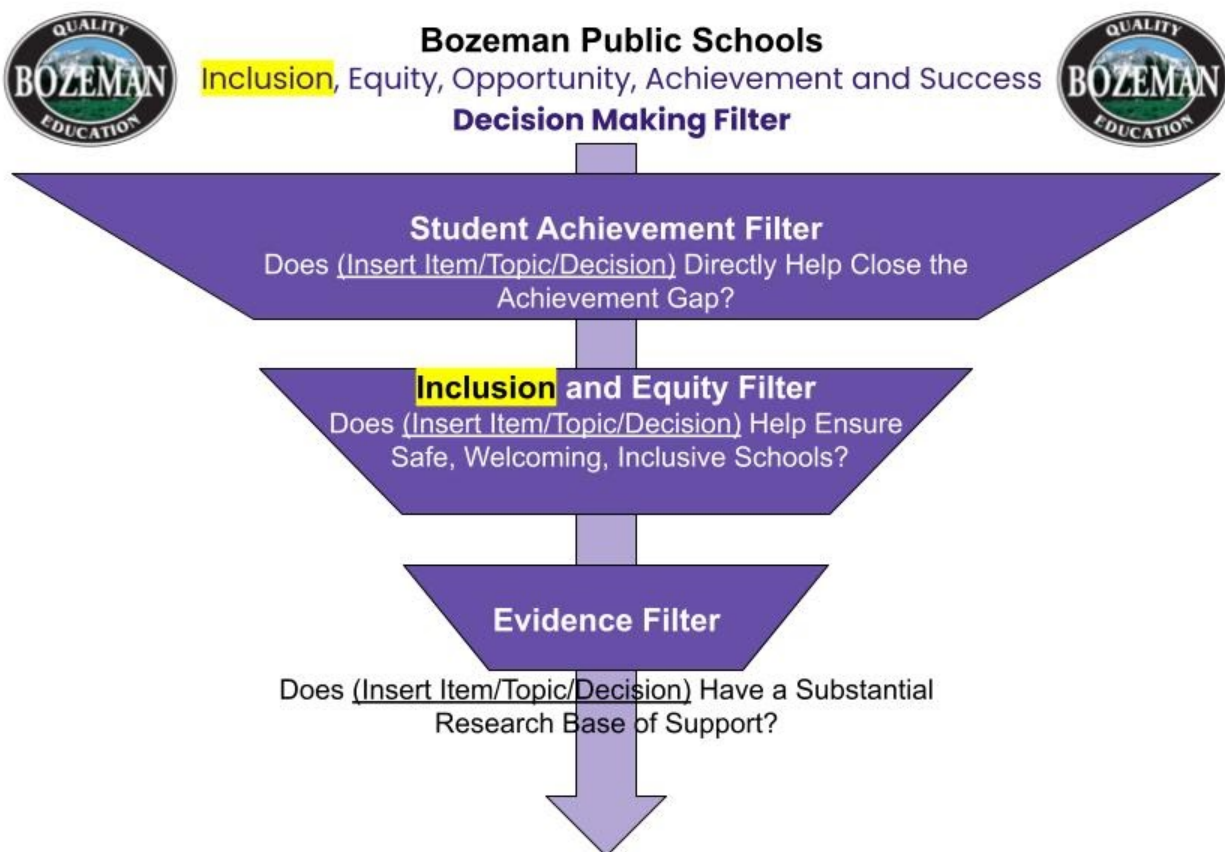
- 1. Operationalize what equity means for BSD7 and its staff, families and students.*

- a. *Equity is not intended to create winners and losers*
- b. *Equity is intended to ensure that all students experience a safe, welcoming, inclusive, and successful school experience.*
2. *Engage in courageous conversations throughout the District.*
3. *Establish the framework to transform BSD7 into a leading educational system that addresses the opportunity and achievement gaps for all students.*
4. *Eliminate disparities and inequitable practices and implement inclusive practices.*
5. *Honor individuality and guarantee respectful treatment for all individuals.*
6. *Ensure consistently high expectations for all student groups.*

Student **Inclusion, Equity, Opportunity, Achievement and Success Decision Making Filter**

*In order to operationalize student **inclusion**, equity, opportunity, achievement and success and achieve the Core Purpose of Bozeman Public Schools the filter below is to serve as a decision making and conversation tool in discussion and decision making related to students programs, resources, initiatives, strategies, and supports. The filter includes three important filters that are not in order of priority or importance:*

1. *Student Achievement Filter*
2. ***Inclusion and** Equity Filter*
3. *Evidence Filter*



CORE Purpose - Bozeman Public Schools exist to provide an outstanding education that inspires and ensures high achievement so every student can succeed and make a difference in a rapidly changing world community.



Meeting Date:	June 28, 2021
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.1.2
Originated By:	Casey Bertram, Interim Co-Superintendent
Others Involved:	Dr. Marilyn King, Interim Co-Superintendent

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider approval of revisions to Policy 6143: Leadership Compensation Plan

Facts:

1. Interim Co-Superintendents, Executive Cabinet, and Board Leadership have had ongoing discussions about the District Organizational Chart and the best path moving forward with the retirement of Mr. Steve Johnson, Deputy Superintendent Operations.
2. The attached [draft organizational chart](#) and draft revisions to Policy 6143: Leadership Compensation Plan include the following changes:
 - a. Adding Executive Director Business and Operations/District Clerk to Policy 6143
 - b. Changing Mr. Mike Waterman's role from Director of Business Services/District Clerk to Executive Director Business and Operations/District Clerk to reflect the draft organization chart, the scope of his position, and the needs of the District.
 - c. Adjust the titles in Policy 6143 for Director of MHSA Activities, Director of Fine Arts and Student Programs, and Director of Special Education and Student Health to accurately reflect the draft organizational chart and the scope of those current positions.
 - d. Adjust language in the compensation section in Policy 6143 for Superintendent and Deputy Superintendents to accurately reflect the draft organizational chart.

Fiscal Impact:

The proposed changes will result in the elimination of one administrative position in 2021-22, an estimated annual savings of \$132,802.

Superintendent's Recommendation:

It is recommended that the Board of Trustees approve the policy updates.

Other Alternatives:

1. Do not approve the recommendation and request administration propose changes.

ADMINISTRATION

Leadership Compensation Plan

SALARY INDEX SYSTEM FOR LEADERSHIP TEAM MEMBERS

Base for current year - Largest of:

- a. 60% of the previous year's average high school principal's salary in the "AA" districts in Montana.
- b. Dollar amount set by Board of Trustees.

The amounts for a. and b. above shall be updated annually by the superintendent and indicated in the procedures to this policy.

<u>Position Factor</u> (responsibility, size of school, no. of staff, etc.)		<u>Work Year</u>
Elementary Principal	1.35	204 days
Middle School Principal	1.35	220 days
Elementary Asst. Principal	1.20	204 days
High School Principal	1.45	225 days
High School Asst. Principal	1.27	210 days
Executive Director Business and Operations/District Clerk	1.45	Full
Athletic/Activities Director Director MHSA Activities	1.27	225 days
Middle School Asst. Principal	1.25	210 days
Director of Facilities	1.30	Full
Director of Music and Fine Arts and Student Programs	1.30	204 days
Director of Special Education and Student Health	1.35	Full
Director of Human Resources	1.35	Full
Director of Business Services/District Clerk	1.35	Full
Director of Curriculum	1.30	220 days

Previous Experience Factor* (experience as an administrator in Bozeman)

.01 for each year to a maximum of 10 years

*The Superintendent may, with Board approval, allow up to 5 years' credit for outside administrative experience.

Education Factor* (quarter credits in an institution of higher education)

Below M	=	-.02	M+45	=	.06
M	=	.00	M+60	=	.08
M+15	=	.02	Doctorate	=	.10
M+30	=	.04			

Director of Facilities will get .00 education factor for a Professional Engineering License.

Work Year Factor

204 days	=	.00	220 days	=	.07
210 days	=	.03	225 days-Full Year	=	.10*
215 days	=	.05			

*Full year administrators earn vacation per MCA 2-18-611 and their work year is dependent on the following schedule. Administrators are encouraged to use their earned vacation leave. However, due to the demands of the job and pursuant to 2-18-617(5), administrators with an accumulated vacation leave balance greater than that allowed, may request a lump sum payment for the excess vacation leave balance.

In-State Years of Employment	Vacation Days Credit Per Year	Number of Days Contracted
1-day - 10 years	15	251
10-15 years	18	254
15-20 years	21	257
20 years on	24	260

Special Assignment Factor

Individual administrator's basic job may include a variety of responsibilities. For example, elementary principals in the district generally have assignments which include the usual responsibilities of a building principal, plus one or more district-wide assignments depending on the nature of the overall basic job responsibilities. Occasionally an administrator's workload significantly exceeds the norm as a result of assignments by the Superintendent. In such circumstances the Superintendent is authorized to allow from 1-4 index points for these special assignments. The special assignments may include opening a new building, being assigned to more than one building, special administrative problems, lack of administrative assistance, additional unusual responsibilities or other unique circumstances.

An individual administrator's salary is determined by adding the appropriate index factors and multiplying the total times the base. Compensation for the Superintendent and Deputy Superintendents ~~Operations and the Deputy Superintendent Instruction~~ will be decided by the Board on a yearly basis.

Administrators will receive additional compensation as approved by the Board of Trustees and referenced in 6143P.

After consideration of administrator evaluations, the Superintendent may recommend and the Board may approve a resolution to continue an individual administrator at the same salary and thus disallow him/her all or a portion of the increase that may have been anticipated under this leadership compensation system (20-4-203 M.C.A.)

Depending on the level of performance of the administrator during the frozen salary year, the Superintendent may recommend a continuation of the frozen salary amount for another year or may recommend that the administrator's salary be determined from the normal application of the index system with a loss of one year of credited experience.

Adopted: 9/22/86

Revised: 09/14/87, 06/20/88, 01/16/90, 05/14/90, 09/11/90, 02/11/91, 05/13/91, 05/11/92, 06/14/93, 09/09/96, 06/08/98, 08/09/99, 07/14/03, 03/06/06, 06/11/07, 07/28/08, 04/13/09, 07/12/10, 06/11/12, 07/29/13, 01/23/17, 06/11/18, 10/28/19, 6/28/21



Meeting Date:	June 28, 2021
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.4.1
Originated By:	Casey Bertram, Interim Co-Superintendent
Others Involved:	Dr. Marilyn King, Interim Co-Superintendent Tami Phillippi, BEA President

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider Approval of the 2021-2022 Professional Learning PIR Matrix

Facts & Discussion:

1. All professional development/learning supports the District's Long Range Strategic Plan; specifically Strategic Objectives under Goal Area #1.
2. Teachers must fulfill a requirement by the Office of Public Instruction of a minimum of 18-hours of professional development:
 - a. 12-hours are fulfilled through the October MFPE days or individually selected 12-hours of personalized PD hours.
 - i. Bozeman opportunities for teachers to fulfill 12-hours of personalized PD/Learning:
 1. August 2021 Flex Day Offerings
 2. 2021-2022 Teacher Tuesday or On-Demand Professional Learning Offerings
 - b. 12-14 additional PD/Learning hours are fulfilled on district PIR days.
 - i. 2021-2022 PIR Day Schedule (PD/Learning is provided on PK - 5, 6 - 8, & 9 - 12 priorities based on school feedback of needs)
3. The Professional Development Committees (PK - 5, 6 - 8, & 9 - 12) met during the spring of 2021 to prioritize needs for professional development/learning.
4. The [2021-2022 Professional Learning PIR Matrix](#) is being submitted for Board approval (the PIR Day Schedule may be adjusted to fit the needs of the District/school/grade level).

Fiscal Impact:

N/A

Teachers must fulfill a requirement by the Office of Public Instruction of 18 Professional Development hours (12 of the 18 hours are fulfilled thru Oct. MFPE Days or Personalized PD/Learning Hours). Contracted PIR Days (combination of General Fund and Title monies).

Superintendent's Recommendation:

It is recommended the Board approve the [2021-2022 Professional Learning PIR Matrix](#) as presented with allowances for the Professional Development Committees to make changes as the need arises.

Other Alternatives:

1. Do not approve the recommendation and request administration propose changes.



Meeting Date:	June 28, 2021
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.4.2
Originated By:	Casey Bertram, Interim Co-Superintendent
Others Involved:	Dr. Marilyn King, Interim Co-Superintendent

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider Approval to Adopt Primary/Core Instructional Resources for grades PK-12

Facts & Discussion:

1. Primary/Core materials are reviewed and updated as part of the Curriculum Review Cycle and/or as needed.
2. Each Spring, the Primary/Core Resource Matrix is shared with the School Board for approval.
3. 2020-2021 PK–12 Primary/Core Resource Matrix [HERE](#).

Fiscal Impact:

N/A

Superintendent's Recommendation:

It is recommended that the Board approve the Primary/Core Resource Matrix as presented.

Other Alternatives:

1. Do not approve the recommendation and request administration propose changes.



Meeting Date:	June 28, 2021
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.4.3
Originated By:	Casey Bertram, Interim Co-Superintendent
Others Involved:	Dr. Marilyn King, Interim Co-Superintendent

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider Approval of Powerschool Add-On Unified Insights Powered by Hoonuit

Facts:

1. The District has been vetting and piloting various data warehouse/dashboard tools over time to provide on-demand data visualization and user-friendly sub-group data analysis.
2. The Student Inclusion and Resiliency Initiative (SIRI) formalized MTSS goals which included, “An efficient and effective data system, including early warning system drop-out prevention indicators, that accesses and uses a wide variety of student data as well as matching resources to support individual student needs.”
3. Unified Insights Powered by Hoonuit is a Powerschool Add-On that meets the specified needs of SIRI and will support the data culture in the District.
4. The following components were included in the quote received from Powerschool: Core Data Warehouse and MTSS system, Early Warning System, Custom Public Facing Data Dashboard.
5. Following a product demonstration, reference phone calls were made to multiple current PK-12 software users and positive feedback was consistent.

Fiscal Impact:

The upfront set-up and first year pricing for the products selected from the Unified Insights Powered by Hoonuit suite is \$87,681.54. Ongoing annual pricing is currently anticipated to be \$58,915.54. The District intends to use one-time funds from the interlocal agreement to move forward with the launch of Unified Insights Powered by Hoonuit. Ongoing annual costs will need to be budgeted from existing curriculum (general fund) and/or the elementary/high school tech levy funds. The District is continuing to negotiate pricing with Powerschool for upfront and ongoing costs.

Superintendent’s Recommendation:

It is recommended that the Board of Trustees approve the initial purchase of Powerschool Add-On Unified Insights Powered by Hoonuit not to exceed \$87,681.54.

Other Alternatives:

1. Do not approve the recommendation and request administration propose changes.



Meeting Date:	June 28, 2021
Category:	Discussion
Agenda Item #:	5.3
Originated By:	Casey Bertram, Interim Co-Superintendent
Others Involved:	

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:
Superintendent Evaluation Tools Presentation/Discussion

- Facts:**
1. The Interim Superintendent contract states the following regarding evaluation, “The District shall meet with the Superintendent, to discuss and agree upon, an evaluation procedure as outlined in District Policy.”
 2. Superintendent Evaluation is described in revised policy #6110, “At least annually, and in accordance with the Superintendent’s contract, the Board will evaluate the performance of the Superintendent, using standards and objectives developed by the Superintendent and the Board, which are consistent with District mission and goal statements. A specific time shall be designated for a formal evaluation session. The evaluation will include a discussion of professional strengths, as well as performance areas needing improvement.”
 3. The Montana Educator Performance Appraisal System ([Montana-EPAS](#)) consists of models for the evaluation of teachers and school district leaders. This standards-based evaluation system is designed to encourage a continuum of professional growth throughout a superintendent’s career. The Montana-EPAS provides useful tools for school districts to implement the state model or use a common framework to align local systems of continuous growth and evaluation to the state standards. Improving professional practice of superintendents will help to assure student success.
 4. The Montana-EPAS for Superintendent evaluation was developed in 2016 to reflect the 2015 [Professional Standards for Educational Leaders \(PSEL\)](#) formerly known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards (2008).
 5. Interim Co-Superintendent, Casey Bertram, has developed a draft evaluation process [HERE](#), based on the Montana-EPAS model, to serve as a starting point for discussion regarding his evaluation during the 2021-2022 school year.
 6. The process includes both formative and summative components, a self-assessment on the PSEL standards, and documentation of the evidence that supports the self-assessed rubric score/s. The self-assessment and documentation of evidence will support individual trustees in making their determinations of proficiency on the ten PSEL standards. The proposed process also builds in the opportunity for individual trustees to provide written feedback to the interim Superintendent, and culminates with a written summative assessment of performance completed by Board Leadership.
 7. Based on Trustee discussion and feedback, the final version of the Interim Superintendent evaluation will come back for Board approval in July.



Meeting Date:	June 28, 2021
Category:	Discussion
Agenda Item #:	5.4
Originated By:	Casey Bertram, Interim Co-Superintendent Sandra Wilson, Board Chair
Others Involved:	Dr. Marilyn King, Interim Co-Superintendent Greg Neil, Vice-Chair

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Board Committee Discussion

Facts:

1. Board Committees are governed by Policy 1130 which states, "All committees created by the Board to serve a clear public and governmental purpose shall comply with the open meeting laws and all other laws applicable to school board meetings. Standing committees of the Board may be created and their purpose defined by a majority of the Board. The Board Chair shall appoint trustees to serve on such committees."
2. District administration has created [THIS](#) document to support the committee appointment process on behalf of the Board Chair.
3. Board Chair Wilson has had ongoing communication with individual Trustees to ascertain their preferences for committee appointments.
4. Draft committee appointments are included in [THIS](#) document for Trustee discussion. Final committee appointments will appear on the consent agenda for Board action in July.



Meeting Date: June 28, 2021

Category: Action Item - Singular - Both Districts

Agenda Item #: 6.1.1

Originated By: Mike Waterman, Executive Director Business and Operations

Others Involved:

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider Approval of [First Student Contract Addendum](#)

Facts & Discussion:

1. The Bozeman School District contracts with First Student for home-to-school bus transportation. Two years (2021-22 and 2022-23) remain on the current contract.
2. First Student management recently contacted the District with concerns about their ability to recruit and retain drivers. On any given day, one-third to one-half of the company's drivers are from out of town - drivers the company has brought in from other locations. The company feels a significant pay raise for drivers and monitors is needed for them to compete in the Bozeman wage market.
3. The District recently settled on a two-year wage extension for our classified employees. The total cost of those negotiated increases (including steps increase) was 6.13% and 5.33% in 2021-22 and 2022-23, respectively.
4. First Student proposed the following changes to the rate schedule:

	2020-21	2021-22		2022-23	
		Current (3.0% increase)	Proposed (6.1% increase)	Current (3.0% increase)	Proposed (3.0% increase)
Regular Ed	\$135.41	\$139.47	\$143.67	\$143.65	\$147.98
Friday Early Release	\$61.76	\$63.61	\$65.53	\$65.52	\$67.50
Special Ed	\$131.97	\$135.93	\$140.02	\$140.01	\$144.22
Activity Trips	\$54.64/hr	\$56.28/hr	\$57.97/hr	\$57.97/hr	\$59.71/hr

5. When the contract was bid, two companies responded: First Student's bid price was \$12.4 million and the non-successful bidder's price was \$19.0 million. The proposed contract increase is less than the alternate bid.

Fiscal Impact:

\$90,457	2021-22
<u>\$93,229</u>	<u>2022-23</u>
\$183,686	Two Year Estimated Total

Superintendent's Recommendation:

It is recommended the Board approve the [two-year contract addendum](#) as presented.

Other Alternatives:

1. Do not approve the recommendation.



Meeting Date:	June 28, 2021
Category:	Reports
Agenda Item #:	7.1
Originated By:	Dr. Marilyn King and Casey Bertram, Interim Co-Superintendents
Others Involved:	Executive Cabinet

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

The Executive Cabinet will provide updates of current issues in their respective areas of responsibility. Since the topics that may come up have not been properly noticed, these reports should not result in extensive discussion by the Board and public at this meeting. They may, however, lead to future agenda items that have been properly noticed.



Meeting Date:	June 28, 2021
Category:	Reports
Agenda Item #:	7.2
Originated By:	Trustees
Others Involved:	

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:
Individual Trustees will be provided the opportunity to make requests, express concerns, give reports and request future agenda items. Since the topics that may come up have not been properly noticed, these reports should not result in extensive discussion by the Board and public at this meeting. They may, however, lead to future agenda items that have been properly noticed.



Bozeman School District 7

404 West Main

Bozeman, Montana 59715

Core Purpose

“Bozeman Public Schools exist to provide an outstanding education that inspires and ensures high achievement so every student can succeed and make a difference in a rapidly changing world community.”

Core Values

- ☐ **High Student Achievement:** We are committed to ensuring that all students achieve at high levels.
- ☐ **Committed, Quality Staff:** We employ and retain well qualified and talented staff members who demonstrate a commitment to the core purpose of the District.
- ☐ **Community and Family Engagement:** We believe that parents and the community are essential contributors in the achievement of our goals.
- ☐ **Climate:** We operate in a climate of respect, honesty and hard work, recognizing the need to be adaptable and open to change.
- ☐ **Fiscal Responsibility:** We are fiscally responsible in the management and expenditure of all District resources.
- ☐ **Decision Making:** We rely on best practices research to guide our decision-making.

Big Audacious Goal – Envisioned Future

“The Bozeman Public School District is widely recognized as a vibrant, flexible and progressive educational system that generates student excellence and engages students to succeed and positively contribute in a global community.”

Goals of the Bozeman Public School District

Goal Area 1: Academic Performance:

Every student meets or exceeds the high academic standards of the Bozeman Public School District.

Goal Area 2: Operations and Capacity Building:

District operations, facilities and human resources support an efficient and progressive educational system.

Goal Area 3: Community Engagement and External Relations:

Bozeman Public Schools has created an environment in which parents, community, legislators and all education stakeholders are supportive, engaged, and contribute to successfully educate our students.

Goal Area 4: Student Success/Safety/Health/Welfare:

Bozeman Public Schools has effective systems in place for students to learn and staff to work in a safe and healthy environment.



Welcome to the Bozeman Public Schools Board of Trustees meeting!

If this is your first meeting

If this is your first time attending a meeting, let us extend our special welcome! These meetings are designed to give everyone the opportunity to participate in seeing how the Bozeman trustees facilitate school business.

What is the purpose of these meetings?

The meetings of the Bozeman Public Schools Board of Trustees are always open to the public. These meetings are held to officially conduct the business of the school district, as governed by Montana law. Trustees are responsible for key decisions, some of which include hiring of employees, reviewing negotiated agreements, approving new curriculum or changes to existing curricula, facility usage requests, and paying of monthly expenses.

How can I address the trustees?

Public Participation on Non-Agenda Items is the time for comment on public matters that are not on the agenda. Members of the audience are encouraged to briefly address the trustees on an issue that is not on the agenda. The Chair of the Board will seek comments from the audience on significant items as they occur. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order.

Remember our Disclaimer:

This is the time for comment on public matters that are not on the agenda. Members of the audience are encouraged to briefly address the trustees on an issue that is not on the agenda. The Chair of the Board will seek comments from the audience on significant items as they occur. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order.



BOARD OF TRUSTEES

TERM

Sandra Wilson -- Board Chair	2021
Greg Neil -- Vice Chair	2023
Lei-Ann Bertelsen.....	2024
Kevin Black	2023
Douglas Fischer	2024
Gary Lusin	2024
Tanya Reinhardt	2022

EXECUTIVE CABINET

POSITION

Casey Bertram	Interim Co-Superintendent
Marilyn King	Interim Co-Superintendent
Chad Berg	Director of Special Education and Student Health
Matt Stark	Director of Facilities
Pat Strauss	Director of Human Resources
Mike VanVuren	Deputy Superintendent Curriculum & Technology
Mike Waterman	Executive Director Business and Operations

Public comment can be submitted electronically to trustees@bsd7.org

[Return to Agenda](#)

BOARD OF TRUSTEE STANDING COMMITTEE ASSIGNMENTS

Board of Trustee Standing Committees

Long-Range Strategic Planning (LRSP)

Trustees

Kevin Black
Greg Neil

Long-Range Facilities Planning (LRFP)

Trustees

Douglas Fischer
Gary Lusin

District Safety

Trustees

Tanya Reinhardt

BOARD OF TRUSTEE AD-HOC OR AS NEEDED COMMITTEES

Budget

Trustees

Douglas Fischer
Greg Neil
Sandy Wilson, Alternate

Teacher (BEA) Negotiations

Trustees

Gary Lusin
Greg Neil
Tanya Reinhardt, Alternate

BHS Construction Liaison

Trustees

Greg Neil
Sandy Wilson

Legislative Issues (Local Option Tax)

Trustees

Douglas Fischer
Tanya Reinhart, Alternate

TRUSTEE REPRESENTATION ON COMMITTEES/COUNCILS ASSOCIATED WITH BSD7

Bozeman Schools Foundation (BSF)

Trustees

Sandy Wilson

Wellness Advisory Liaison (WAC)

Trustees

Gary Lusin

Indian Ed for All (IEFA)

Trustees

Douglas Fischer

MTSBA Municipal Director and Delegates

Trustees

Gary Lusin, Municipal Director
Greg Neil, Delegate
Tanya Reinhardt, Delegate
Sandy Wilson, Delegate
Douglas Fischer, Alternate

SCHOOL LIAISONS

Bozeman High School
Gallatin High School
Bridger Charter Program
Chief Joseph Middle School
Sacajawea Middle School
Emily Dickinson Elementary School
Hawthorne Elementary School
Hyalite Elementary School
Irving Elementary School
Longfellow Elementary School
Morning Star Elementary School
Whittier Elementary School

Sandy Wilson
Sandy Wilson
Sandy Wilson
Tanya Reinhardt
Kevin Black
Kevin Black

Douglas Fischer
Douglas Fischer

Gary Lusin
Greg Neil

Bozeman School District #7

BOARD REOCCURRING CALENDAR



JULY

- Approve Bus Routes
- LRSP Annual Report
- Learning Materials Review Committee
- Preliminary Budget Review
- Set Health and Dental Insurance Price Tags
- Supplemental Book Adoption-One Book-One Bozeman and Bozeman Schools Foundation

AUGUST

- Opening School Activities
- Approve Final Budgets (on 2nd Monday)

SEPTEMBER

- One Book-One Bozeman Participation
- LRSP Implementation Framework and Reporting
- Approval to Enroll Students with Exceptional Circumstances

OCTOBER

- Attend Montana School Boards Association Annual Meeting
- Budget Development Calendar

NOVEMBER

- LRSP: Annual Facilities Master Plan Review
- Preliminary Enrollment and Projection Reports

DECEMBER

- High School New Course Proposals
- Hold Board/Employee Holiday Celebration
- Annual Facilities Master Plan Adoption/Capital Projects

JANUARY

- CAFR and Audit Report for prior year
- Consider MSHA Resolutions
- Building Reserve Allocation/Capital Projects
- Evaluate the Superintendent

FEBRUARY

- Call for Annual School Elections
- School District Calendar Approval

MARCH

- National Merit Awards
- Hold Budget Review Meetings
- Finalize Ballot Language
- Notice of Permissive Levy Increase
- Professional Development Plan Approval
- Board Resolution for Screen Free Week
- Out of State Field Trips and Travel
- Preliminary Budget Discussion

APRIL

- National School Boards' Association Annual Conference
- Hold Budget Review Meetings
- Teacher Appreciation Week
- District Technology Plan Approval
- RIF Notification

MAY

- Approve or Non-renewal of Teachers
- Hold Trustee Election (first Tuesday following first Monday)
- Reorganize the Board and Recognize Outgoing Members
- Request County Conduct Ensuing Year Elections
- Consider MSBA Resolutions
- Administrator Compensation Policy
- Federal Grant Applications
- Appointment of Bozeman Public Schools Foundation Directors

JUNE

- Recognize Retiring Staff
- Financial Approvals and Fund Balance Assignment and Commitments

MONTH VARIES

- Approve Employee Contracts
- Consider Policy Changes
- LRSP Mega Issues Dialogues
- Approve Curriculum Adoptions
- Approve Instructional Material Purchases
- Approve Memorandum of Understanding for Services
- Board Luncheon LRSP Reports

BOARD OF TRUSTEES

- Sandra Wilson, Chair
- Greg Neil, Vice Chair
- Lei-Anna Bertelsen
- Kevin Black
- Douglas Fischer
- Gary Lusin
- Tanya Reinhardt
- Lisa Weaver



Bozeman Public Schools Upcoming Board Meetings

*June 28	Monday	Special Board Meeting	5:45 PM
July 12	Monday	Regular Board Meeting	5:45 PM
*July 26	Monday	Special Board Meeting	5:45 PM
August 16	Monday	Regular Board Meeting	5:45 PM
*August 23	Monday	Special Board Meeting	5:45 PM
September 13	Monday	Regular Board Meeting	5:45 PM
*September 27	Monday	Special Board Meeting	5:45 PM
October 11	Monday	Regular Board Meeting	5:45 PM
*October 25	Monday	Special Board Meeting	5:45 PM
November 8	Monday	Regular Board Meeting	5:45 PM
*November 22	Monday	Special Board Meeting	5:45 PM
December 13	Monday	Regular Board Meeting	5:45 PM
January 10	Monday	Regular Board Meeting	5:45 PM
*January 24	Monday	Special Board Meeting	5:45 PM
February 14	Monday	Regular Board Meeting	5:45 PM
*February 28	Monday	Special Board Meeting	5:45 PM
March 7	Monday	Regular Board Meeting	5:45 PM
*March 28	Monday	Special Board Meeting	5:45 PM
April 11	Monday	Regular Board Meeting	5:45 PM
*April 25	Monday	Special Board Meeting	5:45 PM
May 16	Monday	Regular Board Meeting	5:45 PM
*May 23	Monday	Special Board Meeting	5:45 PM
June 13	Monday	Regular Board Meeting	5:45 PM
*June 27	Monday	Special Board Meeting	5:45 PM

*The second meeting of every month is considered a “special board meeting” and will take place at the discretion of the Board Chair and Vice Chair if the agenda warrants holding a meeting.



Bozeman Public Schools Calendar 2020-2021

PIR Dates & Conferences - No School

August 26-28, 31	K-12 PIR Day
September 1-4	K-12 PIR Day
September 28	K-12 PIR Day
October 15-16	Flex K-12 PIR Day
January 18	K-12 PIR Day
January 25-26	9-12 PIR Day
April 8-9	K-5 P/T Conferences
April 8	K-8 PIR Day
April 9	K-12 PIR Day
May 28	K-8 PIR Day
June 11	K-12 PIR Day

Holidays & School Closures- No School

September 7	Labor Day
November 25-27	Thanksgiving
December 21-January 1	Winter Break
January 18	Martin Luther King Jr.
February 15	President's Day
March 15-19	Spring Break
May 31	Memorial Day

Important Dates

September 8	School Begins K-12
June 6	HS Graduation!
June 10	Last Day of School Students released at 12:45pm

Grading Periods

K-5:	January 22 June 10
6-8:	Midterm 1: October 9 Trimester 1: November 20 Midterm 2: January 15 Trimester 2: March 5 Midterm 3: April 23 Trimester 3: June 10
9-12:	Period 1 - October 9 Period 2 - November 20 1st Semester - January 22 Period 1 - March 5 Period 2 - April 23 2nd Semester - June 10

JULY • 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY • 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST • 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY • 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

SEPTEMBER • 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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MARCH • 2021						
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OCTOBER • 2020						
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NOVEMBER • 2020						
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JUNE • 2021						
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Revised: 10/28/2020

Please note that our individual schools might have additional important dates related to other school functions.
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Bozeman Public Schools

Calendar

2021-2022

PIR Dates & Conferences - No School

August 25-27	K-12 PIR Day
September 27	K-12 PIR Day
October 21-22	Flex K-12 PIR Day
October 28-29	K-5 P/T Conferences
January 17	K-12 PIR Day
January 24-25	9-12 PIR Day
April 7-8	K-5 P/T Conferences
April 7	K-8 PIR Day
April 8	K-12 PIR Day
May 27	K-12 PIR Day
June 10	K-12 PIR Day

Holidays & School Closures- No School

September 6	Labor Day
November 24-26	Thanksgiving
December 20-31	Winter Break
January 17	Martin Luther King Jr.
February 21	President's Day
March 14-18	Spring Break
May 30	Memorial Day

Important Dates

August 30	School Begins 1-12
September 2	Kindergarten Begins
June 5	HS Graduation!
June 9	Last Day of School, Students released at 12:45 PM

Grading Periods

K-5:	January 21 June 9
6-8:	Trimester 1: November 19 Trimester 2: March 4 Trimester 3: June 10
9-12:	Period 1 - October 8 Period 2 - November 19 1st Semester - January 21 Period 1 - March 4 Period 2 - April 22 2nd Semester - June 9

JULY • 2021						
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AUGUST • 2021						
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SEPTEMBER • 2021						
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OCTOBER • 2021						
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NOVEMBER • 2021						
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FEBRUARY • 2022						
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MARCH • 2022						
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MAY • 2022						
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JUNE • 2022						
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Revised: 06/02/2021

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