



Board Packet

November 9, 2020

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.

The Board meeting will be held exclusively using Zoom. The Zoom format will provide for clearer two-way communication and maximize the number of people who can participate. There will not be an “on site in person” meeting.

[Zoom Meeting Link](#)

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.

[Double click to return to Agenda](#)



BOARD OF TRUSTEES

TERM

Sandra Wilson -- Board Chair	2021
Greg Neil -- Vice Chair	2023
Kevin Black	2023
Douglas Fischer	2021
Gary Lusin	2021
Tanya Reinhardt	2022
Wendy Tage	2021
Andrew Willett	2022

EXECUTIVE CABINET

POSITION

Bob Connors	Superintendent
Marilyn King	Deputy Superintendent Instruction
Steve Johnson	Deputy Superintendent Operations
Casey Bertram	Deputy Superintendent Curriculum & Technology
Pat Strauss	Director of Human Resources

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

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
Wendy Tage

District Safety

Trustees

Andrew Willett
Tanya Reinhardt

BOARD OF TRUSTEE AD-HOC OR AS NEEDED COMMITTEES

Budget

Trustees

Douglas Fischer
Greg Neil
Andrew Willett
Sandy Wilson, Alternate

Teacher (BEA) Negotiations

Trustees

Gary Lusin
Greg Neil
Wendy Tage
Tanya Reinhardt, Alternate

BHS Construction Liaison

Trustees

Greg Neil
Wendy Tage
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

Wendy Tage, Delegate

Sandy Wilson, Delegate

Douglas Fischer, Alternate

SCHOOL LIAISONS

Bozeman High School

Sandy Wilson

Gallatin High School

Sandy Wilson

Bridger Charter Program

Sandy Wilson

Chief Joseph Middle School

Tanya Reinhardt

Sacajawea Middle School

Kevin Black

Emily Dickinson Elementary School

Kevin Black

Hawthorne Elementary School

Wendy Tage

Hyalite Elementary School

Douglas Fischer

Irving Elementary School

Douglas Fischer

Longfellow Elementary School

Andy Willett

Meadowlark Elementary School

Wendy Tage

Morning Star Elementary School

Gary Lusin

Whittier Elementary School

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
- Kevin Black
- Douglas Fischer
- Gary Lusin
- Tanya Reinhardt
- Wendy Tage
- Andy Willett



Bozeman Public Schools Upcoming Board Meetings

November 9	Monday	Regular Board Meeting	5:45 PM
*November 23	Monday	Special Board Meeting	5:45 PM
December 14	Monday	Regular Board Meeting	5:45 PM
January 11	Monday	Regular Board Meeting	5:45 PM
*January 25	Monday	Special Board Meeting	5:45 PM
February 8	Monday	Regular Board Meeting	5:45 PM
*February 22	Monday	Special Board Meeting	5:45 PM
March 8	Monday	Regular Board Meeting	5:45 PM
*March 29	Monday	Special Board Meeting	5:45 PM
April 12	Monday	Regular Board Meeting	5:45 PM
*April 26	Monday	Special Board Meeting	5:45 PM
May 10	Monday	Regular Board Meeting	5:45 PM
*May 24	Monday	Special Board Meeting	5:45 PM
June 14	Monday	Regular Board Meeting	5:45 PM
*June 28	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						
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DECEMBER • 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.
Please check with your local school for these dates and events.

[Double click to return to Agenda](#)



BOZEMAN SCHOOL DISTRICT NO. 7
ELECTRONIC
MONDAY -- November 9, 2020 -- 5:45 PM

Regular 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 Recognition and Awards
 - [2.2.1](#) Bozeman High School - Century Schools for Montana - 100 Years Accredited
 - [2.2.2](#) Recognition of Montana All-State Band, Choir, and Orchestra Students
 - [2.2.3](#) National Association of School Resource Officers (NASRO) National Practitioner Certification
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 Policies - #4000 Series
 - 4.2 Minutes
 - [4.2.1](#) Consider Approval of Board Meeting Minutes
 - 4.3 High School District
 - [4.3.1](#) Consider Approval of High School Bond Projects Update
 - 4.4 Both Districts
 - [4.4.1](#) Consider Approval of Personnel Actions
 - [4.4.2](#) Consider Approval of Financial Reports, Warrant Approval, and Donations
 - [4.4.3](#) Consider Approval of Contract Restructure and Agreement with First Student
 - 4.5 Elementary District
5. **Board Discussion**
- 5.1 Policy 1st Reading
 - [5.1.1](#) Discuss suggested revisions to Policies - #2000 Series
 - 5.2 Both Districts
 - [5.2.1](#) Student Achievement Update
 - [5.2.2](#) Review 2020-21 School Enrollment and Projections
6. **Action Items -- Singular**
- 6.1 Both Districts
 - 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

_____ ADJOURN

The Board meeting will be held exclusively using Zoom. The Zoom format will provide for clearer two-way communication and maximize the number of people who can participate. There will not be an “on site in person” meeting.

If you wish to participate, please go to the linked page on our website [HERE](#) to link into the meeting through Zoom. There are times when the technology is such that the link may need to be changed and we will ensure that the provided link works at least 30 minutes before the meeting and will update the link as necessary to ensure it works

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

PLEASE TURN OFF CELL PHONES



Meeting Date:	November 9, 2020
Category:	Recognition and Awards
Agenda Item #:	2.2.1
Originated By:	Marilyn King, Deputy Supt. Instruction
Others Involved:	Dan Mills, BHS Principal

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Bozeman High School Century Schools for Montana - 100 Years Accredited Recognition

Fiscal Impact:

N/A

Recommendation:

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

- WHEREAS: Accreditation is an assurance that a learning institution meets the needs of its students and provides quality instruction; and
- WHEREAS: Accreditation involves a rigorous process of detailed documentation and data analysis, onsite visits, in-depth meetings to chart progress and discuss future goals, and a culminating report detailing strengths, weaknesses; and
- WHEREAS: Bozeman High School has the distinction of being accredited for 100 years;
- THEREFORE: Be it resolved that the Board of Trustees recognize and honor Bozeman High School for this distinction.

September 24, 2020

Dear Mr. Mills:

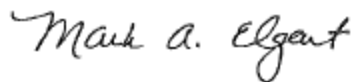
Congratulations! Bozeman High School has reached a significant milestone—100 years as an accredited institution. In today's world of overnight startups, reinvented industries, and online commerce, very few organizations can claim the distinction of a century of service and excellence. With a focus on school improvement, your institution continues to demonstrate an unwavering commitment, striving to give every student opportunities to succeed.

Expectations, standards, and practices have certainly changed in the last century, but what hasn't changed is the dedication of your community of educators to meet the many challenges along the way. We commend your entire faculty, staff, and community, who share in this achievement.

At Cognia, we believe knowledge is opportunity. At Bozeman High School, you and your staff continue to create opportunities that propel learners toward college and career readiness. We're honored to have been a part of your improvement journey, and we look forward to continuing our work together.

On behalf of Cognia, please accept this 100-year banner and framed certificate commemorating your century of accreditation. You have my best wishes for the continued vitality of your institution and for many more years of dedicated and meaningful service to students. Celebrate your accomplishment far and wide—it is truly something to be proud of in your community and beyond.

Sincerely,



Mark A. Elgart, Ed.D.
President and CEO
Cognia



Meeting Date:	November 9, 2020
Category:	Recognition and Awards
Agenda Item #:	2.2.2
Originated By:	Marilyn King, Deputy Superintendent Instruction
Others Involved:	Andrew W. Loftus, Director of Fine Arts Dan Mills, Principal Bozeman High

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Recognition of Montana All-State Band, Choir, and Orchestra students.

Fiscal Impact:

N/A

Recommendation:

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

WHEREAS: Members of the Bozeman High School Band, Choir and Orchestra have excelled as musicians through their hard work, dedication, and talent; and

WHEREAS: Through competitive taped auditions they were selected as members of the Montana All-State Band, Choir, and Orchestra, and were recognized during the Annual MHSA All-State Festival held virtually October 15-16, 2020;

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

BAND - Kelly Berdahl, Director

Sienna Chandler
Olivia Gaskill
Annika Lawrence
Trevor Lind
Magrath Walker
Ben Wilson

ORCHESTRA - Michael Certalic, Director

Felix Guggenheim
Ava Jamison
Rachel Kaiser
Kathryn Kelly
Elizabeth Madsen
Olivia Olson
Sam Schmidt
Hanalei Wallace
Yebin Wallace



Meeting Date:	November 9, 2020
Category:	Recognition and Awards
Agenda Item #:	2.2.3
Originated By:	Marilyn King, Deputy Superintendent Instruction
Others Involved:	SRO Sergeant Hal Richardson

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

National Association of School Resource Officers (NASRO) National Practitioner Certification

Fiscal Impact:

N/A

Recommendation:

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

- WHEREAS: The National SRO Practitioner program was established as a way for NASRO, police agencies, and school districts to recognize officers who have excelled in the area of school-based policing. The program seeks to distinguish those officers who are committed to serving our nation's youth, along with the communities and schools they serve; and
- WHEREAS: The National SRO Practitioner Certificate gives credit to those officers who have attended NASRO training, shown a commitment to school-based policing, and have shown leadership in this specialized field of law enforcement; and
- WHEREAS: SRO Mark Van Slyke is in his 8th year as a School Resource Officer and has been a sworn police officer with the Bozeman Police Department for over 12 years;
- THEREFORE: We recognize and honor School Resource Officer Mark Van Slyke for his commitment to serving our BSD7 school community and our Bozeman community with such excellence.



Meeting Date:	November 9, 2020
Category:	Action Item - Consent - Policy 2nd Reading
Agenda Item #:	4.1.1
Originated By:	Bob Connors, Superintendent
Others Involved:	MTSBA; Trustee Tague

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider Approval of Revisions to Policies - #4000 Series

Facts:

1. First reading of the revised policies took place on October 12, 2020.
2. The policy revisions were developed by the Montana School Boards Association in collaboration with District Administrators.

Discussion:

1. The policy revisions as written are more succinct and reflect current practice.

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.

Bozeman Public Schools District Board of Trustees
Policy Review and Revision
Summary of Policy Series 4000 – Community Relations

R = Required REC = Recommended OP = Optional

EXISTING POLICY	PROPOSED POLICY	STATUS		NOTES	REVISIONS
4120	4120	<u>R</u>	Public Information Program		Accept Proposed Changes
4122			Legal Information Sources	Review for necessity	Delete
	4210	<u>REC</u>	School-Support Organizations, Boosters and Fundraising		Accept Proposed Changes
4220			Citizen Study/Advisory Committees	Review for necessity	Delete
4221			The Role of the School Advisory Councils	Review for necessity	Delete
4222			Fund Raising by School Support Groups	Compare to 4210 consider replacing	Delete - Replace with 4210
4311	4301	<u>REC</u>	Visitors to Schools		
4310			Contacts with Staff	Delete	Delete
4312			Review of Services of Staff or Programs	Delete	Delete
4313			Disruption of School Operations	Delete – Covered by 4301, 4315, 4332	Delete
4314			Crowd Control	Review for necessity	Delete
	4315	<u>REC</u>	Visitor and Spectator Conduct		Add New Policy
	4316	<u>R</u>	Accommodating Individuals with Disabilities		Add New Policy
4320	4320	<u>OP</u>	Contact with Students		Accept Proposed Changes
4330	4330	<u>R</u>	Community Use of School Facilities		Accept Proposed Changes
	4331	<u>REC</u>	Use of School Property for Posting Notices		Accept Proposed Changes
4332	4335		Activities Pass, Retirees School Employees	Review for accuracy. Renumber if retained.	Change Policy number to #4335
4334	4332	<u>REC</u>	Conduct on School Property	Renumbered	Change Policy number to #4332
4333			Community Schools' Program	Review for accuracy	Delete
	4340	<u>REC</u>	Public Access to District Records		Accept Proposed Changes
4510			Independent Schools	Review for necessity	Delete

COMMUNITY RELATIONS

4120

Public Information Program

The district shall strive to maintain effective two-way communication channels with the public. Such channels shall enable the Board and staff to interpret the schools' needs to the community and provide a means for citizens to express their needs and expectations to the Board and staff.

The superintendent shall establish and maintain a communication process within the school system and between it and the community. Such a public information program shall provide for news releases at appropriate times, arrange for news media coverage of district programs and events, provide for regular direct communications between individual schools and the citizens they serve, and assist staff in improving their skill and understanding in communicating with the public.

Community opinion may be solicited through parent organizations, parent/teacher conferences, open houses and other such events or activities which may bring staff and citizens together. Survey instruments and/or questionnaires should be developed in order to gain a broad perspective of community opinion.

~~The Board is a nonpartisan public body and as such shall not endorse political candidates. Neither staff nor students shall be asked to disseminate a candidate's campaign materials from the schools. The Board may take positions of support or opposition on issues.~~

The superintendent shall identify staff who have significant public information responsibilities and establish guidelines for their work. The guidelines shall address such matters as authority for making releases and the nature and content of bulletins to parents.

~~The superintendent has the authority to judge whether information shall be considered public or confidential. Information considered public will be provided or available to the press via news releases, interview or other appropriate methods. Confidential information which might infringe on the privacy rights of individuals will not be made public.~~

Legal Reference: Art. II, Sec. 8, Montana Constitution - Right of participation
 Art. II, Sec. 9, Montana Constitution - Right to know

Policy History:

Adopted on: 9/22/86

Reviewed on:

Revised on: . 2/22/93

~~COMMUNITY RELATIONS~~~~Legal Information Sources~~

~~Schools shall operate in compliance with local, state and federal regulations. The superintendent shall provide each school and service center with copies of the district's policy and procedure manual. Rules and regulations of the Board of Public Education (Title 10 A.R.M.) and the School Laws of Montana (M.C.A.) shall be available in the district office. These publications shall be made available for use by staff, students and interested citizens.~~

~~Adopted: 9/22/86~~

COMMUNITY RELATIONS

School-Support Organizations

The Board of Trustees encourages the formation of a parent-teacher-(student, as appropriate) association at each school building for the purpose of providing an opportunity through which parents, teachers and students may unite their efforts and interests to enhance the school program. In schools where no such organization exists, another parent group can be recognized by the school principal as the official body through which parents, staff and students may unite their efforts for similar purposes.

Booster clubs and/or special interest organizations may be formed to support and strengthen specific activities conducted within the school or district. All such groups must receive the approval of the school principal, superintendent and the Board in order to be recognized as a booster organization. Staff participation, cooperation and support are encouraged in such recognized organizations.

Parent or booster organizations are recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name or any logo attributable to the District, provided they first receive the Board's approval during a duly constituted Board meeting. Unauthorized use of the District school's team name, logo, or imagery is strictly prohibited. The District reserves the right to seek all available legal remedies for unauthorized use of the District school's name, logo, or imagery.

In order for the School District to comply with the federal law, state law and MHSA By-Laws, Rules and Regulations, Board recognition as a parent or booster organization along with consent to use one of the above-mentioned names or logos will be granted if the organization has approved and submitted bylaws containing the following:

1. The organization's name and purpose. Acceptable purposes may include enhancement of students' educational experiences, assistance to meet educational needs of students, support of academic clubs, or enrichment of extracurricular activities.
2. The rules and procedures under which it operates.
3. A statement that the membership will adhere to applicable Board policies and administrative procedures when working on District premises or with District officials or programs.
4. A statement that membership is open and unrestricted and the organization will not engage in discrimination based on someone's innate characteristics or membership in a protected classification.
5. A statement that the District is not, and will not be, responsible for the organization's business or the conduct of its members.
6. A designation of the organization's treasurer. A statement that the organization will maintain finances consistent with General Finance Principles in a manner open to review by any member of the organization or the school district.
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster organizations may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organizations recommendation.[1]
8. A recognition that the School District reserves the right to reject any and all donations.

Permission to use one of the above-mentioned names, logos or imagery may be suspended by the administration and rescinded by the Board for failure to comply with this policy. Authorization to use one of the above-mentioned names, logos, or imagery does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent or booster organization, regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos.[2] The Superintendent shall designate an administrative staff member to serve as the liaison to parent or booster organization. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff may be encouraged to participate in the organizations.

Individual Boosters or Donors

Individual boosters or donors not covered by the bylaws of an organization governed by this policy may still assist in school operations. The Board encourages the involvement of local communities in school activities and operations. In order for the School District to comply with the federal law, state law and MHSA By-Laws, Rules and Regulations, individual boosters or donors must honor the following provisions:

1. The individual must have prior approval must be granted by the Board for use of the District's name, logo, or imagery.
2. The individual must comply with Board policies and administrative procedures when submitting donations.
3. The individual may not violate federal law, state law, District policy or MHSA By-Laws, Rules and Regulations.
4. The individual acknowledges the District is not, and will not be, responsible for the individual booster or donor's business or their conduct.
5. The individual acknowledges that donations cannot be earmarked for any particular expense. Individual boosters or donors may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion in accordance with applicable laws. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede any individual's recommendation.
6. The District reserves the right to reject any and all donations.

Fundraising

All donations completed by recognized organizations are subject to applicable School District policies regarding financial management. Funding endeavors are generally viewed as beneficial when coordinated with district goals, initiatives, and existing plans. The District reserves the right to reject any and all donations.

All funds raised by recognized organizations that are donated to the School District become public funds when placed in a School District account. All public funds must be monitored in accordance with state law. Donations must be reviewed to ensure compliance with equity rules, amateur rules and appropriateness under district policy. Donations may be conditional under state law if conditions are in compliance.

Funds spent by the School District will be done in accordance with District purchase order policy and spending limits regardless of the source of the donation. All expenditures should be preapproved to ensure equity and auditing standards are met.

Legal Reference: § 20-6-601, MCA
 § 2-2-102 (2)(3), MCA

Power to accept gifts
Definitions

[Double click to return to Agenda](#)

Policy History:

Adopted on: 9/22/86

Reviewed on:

Revised on:

~~{1} The School District may not accept booster organization assistance that creates vast gender differences or a school board may face claims that it has violated Title IX. Title IX's focus is on equal funding opportunities, equal facility availability, similar travel and transportation treatment, comparable coaching, and comparable publicity (34 C.F.R. Part 106).~~

~~{2} Booster organizations present potential liabilities to a school district beyond loss of funds, because they seldom are properly organized (they generally are not incorporated or otherwise legally recognized), carry no insurance, raise and handle large sums of money, and organization members hold themselves out as agents of the school (after all, no funds could be raised but for the school connection). A disclaimer, such as the one presented here, may not be sufficient. A district may take several actions, after discussion with its attorney, to minimize liability, such as adding a requirement to item 6 above that the organization: (1) operate under the school's authority (activity accounts); or (2) be properly organized and demonstrate fiscal responsibility by being a 501(c)(3) organization, obtaining a bond, and/or arranging regular audits. Ultimately, the best way to minimize liability is to be sure that the district's errors-and-omissions insurance covers parent organizations and booster organizations.~~

School-Support Organizations

Persons proposing to establish a school-connected organization shall submit a request to the Superintendent for authorization to operate at the school or on behalf of the District. The request for authorization shall contain:

1. The name and purpose of the organization.
2. The date of application.
3. Bylaws, rules, and procedures under which the organization will operate, including procedures for maintaining the organization's finances, membership qualifications, if any, and an agreement that the group will not engage in unlawful discrimination.
4. The names, addresses, and phone numbers of all officers.
5. A list of specific objectives.
6. An agreement to grant the District the right to audit the group's financial records at any time, either by District personnel or a certified public accountant.
7. The name of the bank where the organization's account will be located and the names of those authorized to withdraw funds.
8. The signature of the Superintendent of the supporting school.
9. Planned use for any money remaining at the end of the year, if the organization is not continued or authorized to continue in the future.
10. An agreement to provide evidence of liability insurance as required by law (Policy 4330 - Use of School Facilities).

If the Superintendent or designee proposes to revoke the authorization, he/she shall present his/her recommendation to the Board for approval.

Upon consent of the Superintendent or designee, school-connected organizations may use the school's name, the school team's name, or any logo attributable to the school or the District.

School-connected organizations are prohibited from hiring or directly paying District employees. Organizations may make donations to the District to cover the costs of additional employees, but only if such positions are approved in advance by the Board. At their discretion, employees may volunteer to perform activities for school-connected organizations during non-working hours.

Policy History:

Adopted on:

Reviewed on:

Revised on:

~~COMMUNITY RELATIONS~~~~Citizen Study/Advisory Committees~~

~~The superintendent and/or Board may appoint a citizens' committee as is necessary to establish interaction with the community about selected issues. The committee shall study specific school matters as outlined by the superintendent and/or Board and submit their findings or recommendations to the superintendent for presentation to the Board.~~

~~The committee shall be dissolved following the acceptance of their findings/recommendations.~~

~~Meetings of an advisory committee will normally be open to the public and press, but in circumstances where a person's rights to privacy may be violated, the chairperson may request a decision from the superintendent relative to closing the meeting.~~

~~The intent of this policy is to provide a method for the superintendent and/or Board to gather public input to be used in the decision-making process. Appointed committees will serve in an advisory capacity only. The Board reserves all decision-making authority.~~

~~Adopted: 9/22/86~~

COMMUNITY RELATIONS

The Role of School Advisory Councils

~~As one means to achieve community involvement in the schools, the district encourages the formation of advisory councils in each school. The role of the councils is to work with and advise the administration and staff of the school to meet the district's goals and objectives for the education of children and young people.~~

~~Adopted: 9/22/86~~

~~COMMUNITY RELATIONS~~Fund Raising by School Support Groups

~~Fund raising activities by school support groups such as booster clubs, parent groups, etc. are considered a usual and desirable part of the function of such groups. Specific fund raising activities which involve solicitation of money by students or from students must be approved by the principal and must be consistent with policy #3530 and procedure #3530P.~~

~~Any expenditures which directly affect the student body must be approved by the principal. School support groups, however, may expend funds for the betterment of the group without approval of the principal.~~

~~Equipment purchased by support groups and donated to the schools becomes the property of Bozeman Public Schools and may be used or disposed of in accordance with district policy.~~

~~Cross Reference: Policy #3530, Procedures #3530P~~

~~Adopted: 11/13/89 Rev. 2/22/93~~

COMMUNITY RELATIONS

Contacts with Staff

~~The learning environment and the staff's time for students shall be free from interruption. Except in emergencies, staff shall not be interrupted in their work. Brief messages shall be recorded so as to permit the staff member to return the call when free.~~

~~Adopted: 9/22/86~~

COMMUNITY RELATIONS

Visitors to Schools

~~The Board welcomes and encourages visits to school by parents, other adult residents of the community and interested educators. Principals of schools shall prepare a procedure for visitors to follow during visits. In all buildings, the visitor must first check in at the school office.~~

The District welcomes visits by parents and citizens to all District buildings. All visitors shall report to the principal's office [school building office] on entering any District building and comply with any other applicable school safety and security policy, procedure or protocol. School visitors shall not interfere with school operations or delivery of educational services to students. Conferences with teachers should be held outside school hours or during the teacher's conference or preparation time.

Policy History:

Adopted on: 9/22/1986

Reviewed on: 10/12/2020

Revised on:

~~COMMUNITY RELATIONS~~~~Review of Services of Staff or Programs~~

~~Constructive criticism can be helpful to the District. At the same time, the Board has confidence in its staff and programs and shall act to minimize unwarranted criticism or disruptive interference of its staff and programs.~~

~~Complaints received by the Board or an individual Board member shall be referred to the Superintendent for investigation.~~

~~The Superintendent shall develop procedures to handle complaints received from residents, parents of a student(s), or students in the School District (see 4312P).~~

~~Adopted: 9/22/86 Rev. 3/29/93~~

~~COMMUNITY RELATIONS~~Disruption of School Operations

~~If any person is under the influence of drugs or alcohol or disrupting or obstructing any school program, activity, or meeting, or threatens to do so, or is committing, threatening to imminently commit or inciting another to imminently commit any act which would disturb or interfere with or obstruct any lawful task, function, process or procedure of any student, official, employee or invitee of the school district, the staff member in charge shall immediately notify the local law enforcement authorities of the incident.~~

~~The staff member in charge, at their earliest convenience, shall make a written report detailing the incident. A copy of the report shall be given to his/her immediate supervisor.~~

Legal Reference: 20-1-206 M.C.A.
45-7-302 M.C.A.

~~Disturbance of School--Penalty~~
~~Obstructing a Peace Officer or Other~~
~~Public Servant~~

~~Adopted: 9/22/86~~

~~COMMUNITY RELATIONS~~Crowd Control

~~Crowd control at school events is the primary responsibility of the school administration and staff. Assistance from law enforcement officers may be arranged in advance when deemed appropriate. In emergency circumstances when the administrator in charge at a school event deems it appropriate, law enforcement assistance may be requested to quell unruly behavior, enforce the law, investigate a crime, or assist in other legal and appropriate ways (also, see policy #4410).~~

Ref: Closed Meetings

~~Adopted: 9/22/86~~

Visitor and Spectator Conduct

Any person, including an adult, who behaves in an unsportsmanlike or inappropriate manner during a visit to the school or a school event may be ejected from the event and/or denied permission to access school buildings or property or school events as determined by the Board of Trustees. Examples of unsportsmanlike or inappropriate conduct include but are not limited to:

- Using vulgar or obscene language or gestures;
- Possessing or being under the influence of any alcoholic beverage or illegal substance;
- Possessing a weapon;
- Fighting or otherwise striking or threatening another person;
- Failing to obey instructions of a security officer or District employee; and
- Engaging in any illegal or disruptive activity.
- Other violations of District Policy.

The Superintendent is authorized to temporarily restrict access to school buildings or property and recommend to the Board of Trustees denial of future admission to any person by delivering or mailing a notice by certified mail with return receipt requested, containing:

1. Date, time, and place of a Board hearing;
2. Description of the unsportsmanlike conduct; and
3. Proposed time period admission to school buildings or property or school events will be denied.

Cross Reference:	4301	Visitors to School
Legal Reference:	§ 20-1-206, MCA	Disturbance of school – penalty
	§ 20-4-303, MCA	Abuse of teachers
	§ 45-8-101, MCA	Disorderly conduct
	§ 45-8-351, MCA	Restriction on Local Government Regulation of Firearms Article X, section 8
		Montana Constitution

Policy History

Adopted on:
Reviewed on:
Revised on:

COMMUNITY RELATIONS**4316 NEW POLICY**Accommodating Individuals With Disabilities

Individuals with disabilities will be provided opportunity to participate in all school-sponsored services, programs, or activities on a basis equal to those without disabilities and will not be subject to illegal discrimination.

The District may provide auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.

The Superintendent is designated the Americans with Disabilities Act Title II Coordinator and, in that capacity, is directed to:

1. Oversee District compliance efforts, recommend necessary modifications to the Board, and maintain the District's final Title II self-evaluation document and keep it available for public inspection for at least three (3) years after its completion date (*for districts having fifty (50) or more full- or part-time employees*).
2. Institute plans to make information regarding Title II protection available to any interested party.

An individual with a disability should notify the Superintendent or building principal if they have a disability which will require special assistance or services and what services are required. This notification should occur as far as possible before the school-sponsored function, program, or meeting.

Individuals with disabilities may allege a violation of this policy or of federal law by reporting it to the Superintendent, as the Title II Coordinator, or by filing a grievance under the Uniform Complaint Procedure.

Cross Reference: 1700 Uniform Complaint Procedure

Legal Reference : Americans with Disabilities Act, 42 U.S.C. §§ 12111, et seq., and 12131, et seq.; 28 C.F.R. Part 35.

Policy History:

Adopted on:

Reviewed on:

Revised on:

COMMUNITY RELATIONS

4320

Contact With Students

Students are entrusted to the schools for educational purposes. Although educational purposes encompass a broad range of experiences, school officials must not assume license to allow unapproved contact with students by persons who are not employed by the district for educational purposes. Teachers may arrange for guest speakers on appropriate topics relative to the curriculum. Principals may approve school assemblies on specific educational topics of interest and relevance to the school program. Other types of contact by non-school personnel will normally not be permitted. Outside organizations desiring to use the captive audience in a school for information, sales material, or special interest curricula will not be allowed access to the schools.

Unless authorized by the building administrator or otherwise required by District policy or state and federal law, the District will not allow access to the schools by outside individuals, entities, businesses, service providers, or organizations desiring to use the captive audience in a school for information, sales material, special interest purposes or delivery of services to students or groups of students that are unrelated to District operations.

Cross Reference: District Policy #2321 - Guest Speakers
 District Policy # 2331 - Controversial Issues
 District Policy #3222 - Distribution and Posting of Materials

Policy History

Adopted: 9/22/86

Rev. 10/09/17

COMMUNITY RELATIONS

4330

Community Use of School Facilities

School facilities are available to the community for educational, civic, cultural, and other noncommercial uses consistent with the public interest, when such use will not interfere with the school program or school-sponsored activities. Use of school facilities for school purposes has precedence over all other uses. Persons on school premises must abide by District conduct rules at all times.

Student and school-related organizations shall be granted the use of school facilities at no cost. Other organizations granted the use of school facilities shall pay fees and costs. The Superintendent will develop procedures to manage community use of school facilities. Use of school facilities requires the Superintendent’s approval and is subject to the procedures.

Administration will approve and schedule various uses of school facilities. A master calendar will be kept for scheduling dates to avoid conflicts during the school year. Should a conflict arise, the District reserves the right to cancel an approved request when it is determined that the facilities are needed for school purposes. Requests for use of school facilities must be submitted in advance of the event.

The superintendent is authorized to develop procedures for use of school facilities, including rental rates, supervisory requirements, restrictions, security, etc. When setting the rental rates the Superintendent shall use the following factors; capital costs, utility costs, maintenance costs, custodial costs and indirect overhead costs. The administration is authorized to adjust rental rates and personnel charges as needed to reflect the actual cost to the District.

~~District-sponsored activities, including curricular and co-curricular functions, retain first priority in use of facilities.~~

Authorization for use of school facilities shall not be considered as endorsement of or approval of the activity group or organization nor for the purposes it represents. All uses will be by written contract. Any advertising or announcement by the user must include the following statement: “This program is sponsored by (name of user). Use of School District facilities does not constitute support of or endorsement by the Bozeman Public Schools.” In a print advertisement or announcement, the disclaimer must be the same size as the font used to announce the location of the program. The remedy for failure to comply with this provision will be to immediately rescind the facility use contract.

Cross Reference;	4330F	School Facilities and Grounds Use and Liability Release Agreement
	4330F1	Assumption of Risk Form

Legal Reference:	§ 20-7-805, MCA	Recreational use of school facilities secondary
	<i>Lamb’s Chapel v. Center Moriches Union Free School Dist.</i> , 113 S.Ct. 2141	

Policy History:

Adopted on: 11/10/86
Reviewed on:
Revised on: 8/13/01, 12/8/03, 12/8/08

COMMUNITY RELATIONS

4331

Use of School Property for Posting Notices

Non-school-related organizations or individuals that are not student curricular clubs or student non-curricular groups may request permission of the building principal to display posters in the area reserved for community posters or to have flyers distributed to students. The building principal shall only authorize distribution or posting of information that is determined to have direct benefit or relationship to students enrolled in the school and meets the standards of this policy.

Posters and/or flyers must be student oriented and have the sponsoring organization's name prominently displayed. The District will not permit the posting or distribution of any material that would:

- A. Disrupt the educational process;
- B. Violate the rights of others;
- C. Invade the privacy of others;
- D. Infringe on a copyright;
- E. Violate District policy, procedure, or administrative directive;
- F. Be obscene, vulgar, or indecent; or
- G. Promote violence, discriminatory conduct, the use of drugs, alcohol, tobacco, or certain products that create community concerns.

No commercial publication shall be posted or distributed unless the purpose is to further a school activity, such as graduation, class pictures, or class rings.

If permission is granted to distribute materials, the organization must arrange to have copies delivered to the school. Distribution of the materials will be arranged by administration. Under no circumstances shall individuals not employed by the District be given access to the building for the purposes of posting notices or distributing information.

All student materials must be reviewed and approved by the Superintendent or designee in accordance with Policy 3222.

Cross References: Policy 3222 – Distribution and Posting of Student Materials

Policy History:

Adopted on:

Reviewed on:

Revised on:

COMMUNITY RELATIONSActivities Pass, Retired School Employees

Upon request, an annual pass entitling the bearer to free admission to all school events and activities will be provided to all retired school employees and their spouses. Spouses of deceased employees may also receive the complimentary pass. Retired trustees and their spouses will be given the same consideration. These passes shall be available at the District Activities Office.

Adopted: 9/22/86

Revised: 11/13/95, 04/24/19

~~COMMUNITY RELATIONS~~~~Community Schools' Program~~

~~As a method of extending educational opportunities to the entire community through a fuller utilization of school facilities, a community schools' program may be established to provide adult education, adult basic education and public recreation. The program shall be financed by federal, state and local funds available for this purpose. The use of school facilities for these purposes shall be secondary.~~

~~Legal Reference: 20-7-700 M.C.A. Adult Education
20-7-800 M.C.A. Public Recreation~~

~~Adopted: 9/22/86~~

COMMUNITY RELATIONS

4340

Public Access to District Records

Within limits of an individual's right of privacy, the public will be afforded full access to information concerning administration and operations of the District. Public access to District records shall be afforded according to appropriate administrative procedures.

"District records" include any writing, printing, Photostatting, photographing, etc. (including electronic mail), which has been made or received by the District in connection with the transaction of official business and presented for informative value or as evidence of a transaction, and all other records required by law to be filed with the District. "District records" do not include personal notes and memoranda of staff which remain in the sole possession of the maker and which are not generally accessible or revealed to other persons.

The Superintendent will serve as the public records coordinator, with responsibility and authority for ensuring compliance with the display, indexing, availability, inspection, and copying requirements of state law and this policy. As coordinator, the Superintendent will authorize the inspection and copying of District records only in accordance with the criteria set forth in this policy.

In accordance with Title 2, Chapter 6, MCA, the District will make available for public inspection and copying all District records or portions of records, except those containing the following information:

1. Personal information in any file maintained for students. Information in student records will be disclosed only in accordance with requirements of the Family Educational Rights and Privacy Act of 1974 and adopted District policy.
2. Personal information in files maintained for staff, to the extent that disclosure will violate their right to privacy.
3. Test questions, scoring keys, or other examination data used to administer academic tests.
4. The contents of real estate appraisals made for or by the District relative to the acquisition of property, until the project is abandoned or until such time as all of the property has been acquired, but in no event will disclosure be denied for more than three (3) years after appraisal.
5. Preliminary drafts, notes, recommendations, and intra-District memoranda in which opinions are expressed or policies formulated or recommended, except a specific record shall not be exempt when publicly cited by the District in connection with any District action.
6. Records relevant to a controversy to which the District is a party, but which would not be available to another party under the rules of pretrial discovery, for cases pending resolution.
7. Records or portions of records, the disclosure of which would violate personal rights of privacy.
8. Records or portions of records, the disclosure of which would violate governmental interests.
9. Records or information relating to individual or public safety or the security of public schools if release of the information jeopardizes the safety of facility personnel, the public, students in a public school.

10. Records or portions of records, the disclosure of which, is prohibited by other federal or state laws or District policy.

If the District denies any request, in whole or in part, for inspection and copying of records, the District will provide the requesting party with reasons for denial.

If the record requested for inspection and/or copying contains both information exempted from disclosure and non-exempt information, the District shall, to the extent practicable, produce the record with the exempt portion deleted and shall provide written explanation for the deletion.

The District will not provide access to lists of individuals, which the requesting party intends to use for commercial purposes or which the District reasonably believes will be used for commercial purposes if such access is provided. However, the District may provide mailing lists of graduating students to representatives of the U.S. armed forces and the National Guard for purposes of recruitment.

The coordinator is authorized to seek an injunction to prevent disclosure of records otherwise suitable for disclosure, when it is determined reasonable cause exists to believe disclosure would not be in the public interest and would substantially or irreparably damage any person or would substantially or irreparably damage vital governmental functions.

Legal Reference:	Title 20, Ch. 6, MCA	School districts
	§ 2-6-1001, MCA, <i>et seq.</i>	Public Records

Policy History:

Adopted on: 9/22/86

Reviewed on:

Revised on: 6/10/97, 9/24/01

COMMUNITY RELATIONS

Independent Schools

~~The district shall cooperate with home, private and parochial schools, including day care agencies, both in federally-assisted programs and other aspects of district operations in ways that are permitted by law (refer to Policy #2410). The primary obligation of the district shall be to its students, and such cooperation shall not interfere with or diminish the quality of services offered to its students.~~

Adopted: 9/22/86



Meeting Date:	November 9, 2020
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.2.1
Originated By:	Mike Waterman
Others Involved:	Lori Ross

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider Approval of Board Meeting Minutes.

Facts & Discussion:

1. Minutes of the [October 12](#) Regular Board Meeting.
2. Upon approval, the minutes represent the official actions of the Board of Trustees of School District No. 7.

Fiscal Impact:

N/A

Recommendation:

The Superintendent is requesting the Board to approve as presented the minutes of the Regular Board Meetings of [10-12-20](#).

Other Alternatives:

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



Meeting Date:	November 9, 2020
Category:	Action Item - Consent - High School District
Agenda Item #:	4.3.1
Originated By:	Todd Swinehart, Director of Facilities
Others Involved:	Steve Johnson, Deputy Superintendent Operations

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider Approval of High School Bond Projects Update.

Facts & Discussion:

1. The attached report has been developed by the Owner's Construction Representative, along with project architects and contractors to reflect the most recent status of the projects.

Fiscal Impact:

\$125,000,000 Bond Proceeds

Recommendation:

The Superintendent is requesting the Board to approve the High School Bond Projects Update.

Other Alternatives:

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

Discussion:

Project: BHS Renovation

Schedule:

1. January 27, 2020 - Board Approval of the GMP for a sum of \$29,555,890

The Board of Trustees has accepted CTA Architects Engineers for design services along with Langlas and Associates to perform GC/CM services for the renovation efforts at BHS. Construction bids were approved at the January 27, 2020 board meeting with a not to exceed Guaranteed Maximum Price of \$29,555,890. The construction schedule has been accelerated and construction was able to begin in May 2020. As construction continues, students and staff are able to safely occupy the building with very minimal disruptions to their daily schedules.

Overall the project is approximately 28% Complete.

Current construction progress has been highlighted with the attached reports along with a short duration schedule.



OCTOBER PROGRESS REPORT

PROJECT: Bozeman High School Renovation

TO: Todd Swinehart (TS), Director of Facilities, Bozeman Public Schools

FROM: Nathan Helfrich, Cushing Terrell
Roger Davis, Langlas and Associates

SUBJECT: Progress Report for October 2020

Progress Update

1. RFIs Discussed
 - a. Confirm that the design team is looking for no-cost responses
 - b. RFI 94: The auditorium panels are not completely fabricated yet and can be coordinated with the curtain. The openings in the panels have been relocated to accommodate mechanical.
 - c. RFI 96: Existing glulams that are to be exposed have some paint on them. Options to leave partially painted, strip and seal, or paint entire beams. Cushing Terrell directed Langlas to try to remove paint with alcohol solution. If paint cannot be removed, the beams should be left as is.
2. Langlas is seeing subcontractors being impacted more by COVID 19 on other projects
 - a. Roger stated that the schedule might be impacted because of having to limit the number of workers in the same areas
3. Microscopes
 - a. Todd will send info to Cushing Terrell for review to see if they can be included in the casework
 - b. Cushing Terrell provided a sketch for the microscope cabinets to TS on October 13 for an option of how they can fit
 - c. BSD7 is reviewing the sketch for the microscope cabinets
 - i. Response not urgent, but will revise the shop drawings for casework
 - ii. Kasey will look at the submittal to determine what changes will be necessary and pass this info to Langlas
4. Student walkway
 - a. Door frame for new exit door is installed
 - b. Next step is to cut an opening in the conex – conex placed and concrete poured week of October 5.
 - c. Walkway will be extended around the roundabout
 - d. Langlas is looking into installing a mock-up of clear covering for open face of walkway
 - e. TS prefers to install a screen material on the west side of the walkway
 - f. Temporary security is underway

- g. Langlas completed the covered portions week of October 12
5. Cushing Terrell sent colors required for the acoustical panel samples to Tyler Decker on October 6
6. Preinstall for slab on grade and vapor barrier occurred October 6
7. Vapor barrier installation review occurred October 8
8. Full time high school (all students in school) is anticipated for January 22
9. Precast panels arrived October 19 – Cushing Terrell on site that morning to observe panels as they came off of the truck
10. Mockup classroom – TS stated to proceed with mockup as noted in the specifications
11. Cushing Terrell and TS reviewed the mechanical screen detail
12. Dust collector duct supports discussed
 - a. Reviewed the unistrut for the duct supports on site
 - b. TS wants 1 bollard installed for protection
13. No additional auto operator at east entrance of wing 3B
14. TS stated that the utility easement needs to be coordinated with BSD7
15. Langlas requested a water shutdown October 14 and part of October 15
 - a. BSD7 requires that the water shut down occur after noon
 - b. Langlas will work with the sub to reduce the length of the shut down and will get back to BSD7
 - c. The Hawk's Nest is open on October 14 and 15.
16. Mechanical platform
 - a. Discussed option of leaving the framed wall and door in place, then recessing a wall and adding another door – Cushing Terrell and TS will review it on site
17. Shop Light Fixtures
 - a. TS inspected light fixtures that came out of the Shop
 - b. BSD7 doesn't want to keep the salvaged lights
18. Precast panels
 - a. TS asked what options there are for the panels
 - b. Cushing Terrell and Langlas have only seen photos of the panels
 - c. The molds are built on a 5'x10' sheets of plywood that have been shaped on a CNC machine
 - d. Eliminating the pattern would impact the City site plan approval
 - e. Langlas got a panel on site for the team to review on October 23
 - f. Discussed possibly sand blasting the panels to limit color variation
 - g. If the panels aren't acceptable, BSD7 will need to know if there any schedule impacts
 - h. The erected panels will be cleaned week of November 2
 - i. The trucks are delayed in Big Timber and Billings due to weather
19. The door access controls were reviewed at Secure Vestibule N-000
 - a. Langlas will coordinate with the sub to confirm the controls are installed and functioning properly
 - b. Rich confirmed that they are functioning
20. PR sent to Langlas for the ships ladder at the mechanical platform

Construction Progress

- Construction progress images (attached)
- Building Key Plan (attached)
- Site Phasing Plan (attached)

Budget Update

- The construction project remains on budget

Invoice Status

- Paid in full to date

Schedule Update

- Project Substantially Complete June 2022



Fig. 01 Overall view from the east

<https://drive.google.com/drive/folders/1qqNUAkAL0e2LPhVPA6MDm8KN0CNqVUh->



Fig. 02 Overall view from the northeast

<https://drive.google.com/drive/folders/1qqNUAkAL0e2LPhVPA6MDm8KN0CNqVUh->



Fig. 03 Overall view from the northwest

<https://drive.google.com/drive/folders/1qqNUAkAL0e2LPhVPA6MDm8KN0CNqVUh->



Fig. 04 Overall view from the south

<https://drive.google.com/drive/folders/1qqNUAkAL0e2LPhVPA6MDm8KN0CNqVUh->

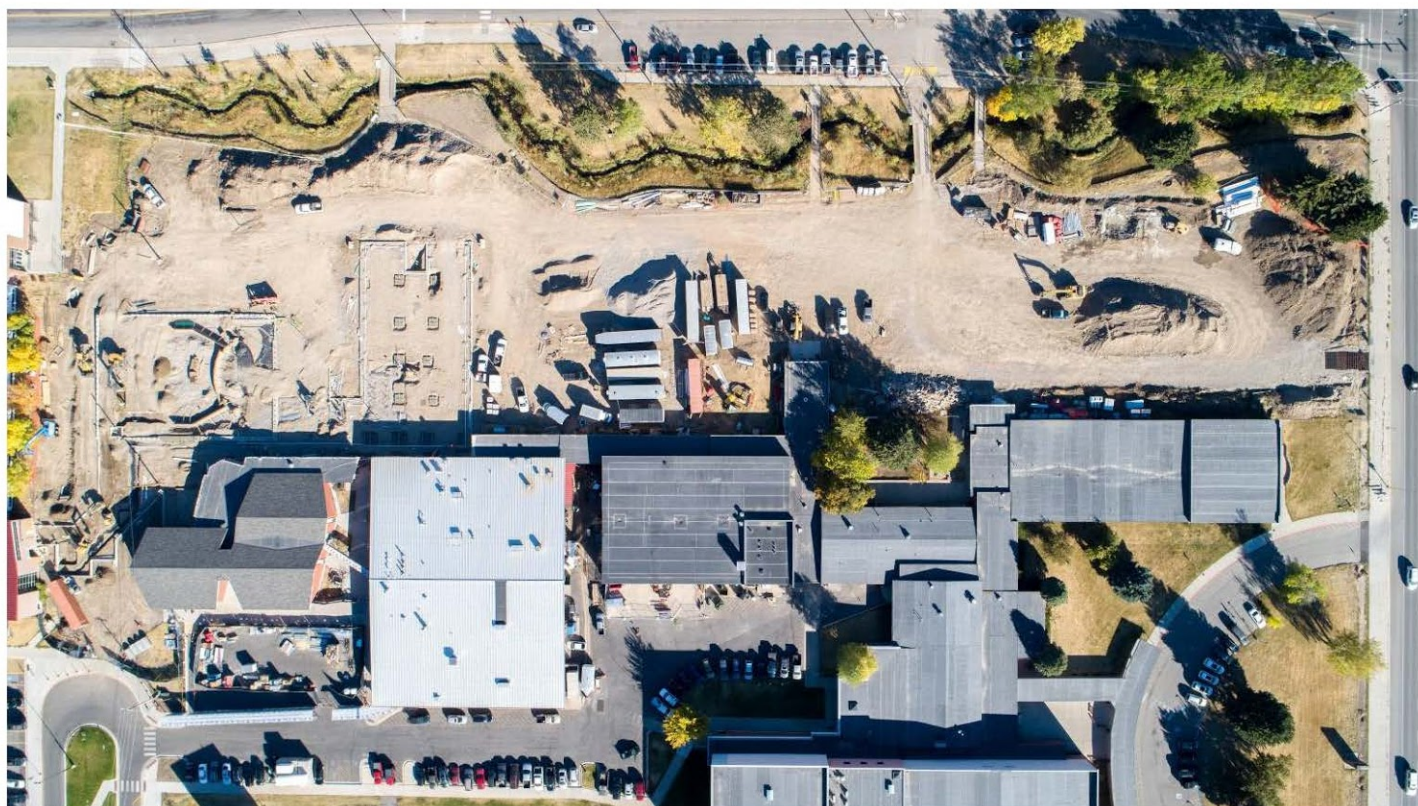


Fig. 05 Overall view of the site

<https://drive.google.com/drive/folders/1qqNUAkAL0e2LPhVPA6MDm8KN0CNqVUh->



Fig 06: Precast Concrete Panels Arriving on Site



Fig 07: Erection of Precast Panels



Fig 08: Erection of Precast Panels



Fig 09: Underslab Preparation Work



Fig 10: Heating Blankets for Concrete Slab



Fig 11: Ceiling Installation at F-wing Classrooms



Fig 12: Ceiling Installation at F-wing Classrooms



Fig 13: Ceiling Installation at F-wing Classroom Access Corridor



Fig 14: Concrete Polishing at F-wing Classrooms



Fig 15: Ceiling Installation and Concrete Polishing at F-wing Classrooms



Fig 16: Steel Erection at Building 3B

BHS Renovation Building Schedule Plan
Summer 2020 - Fall 2020
 Updated 9.29.20

New Construction

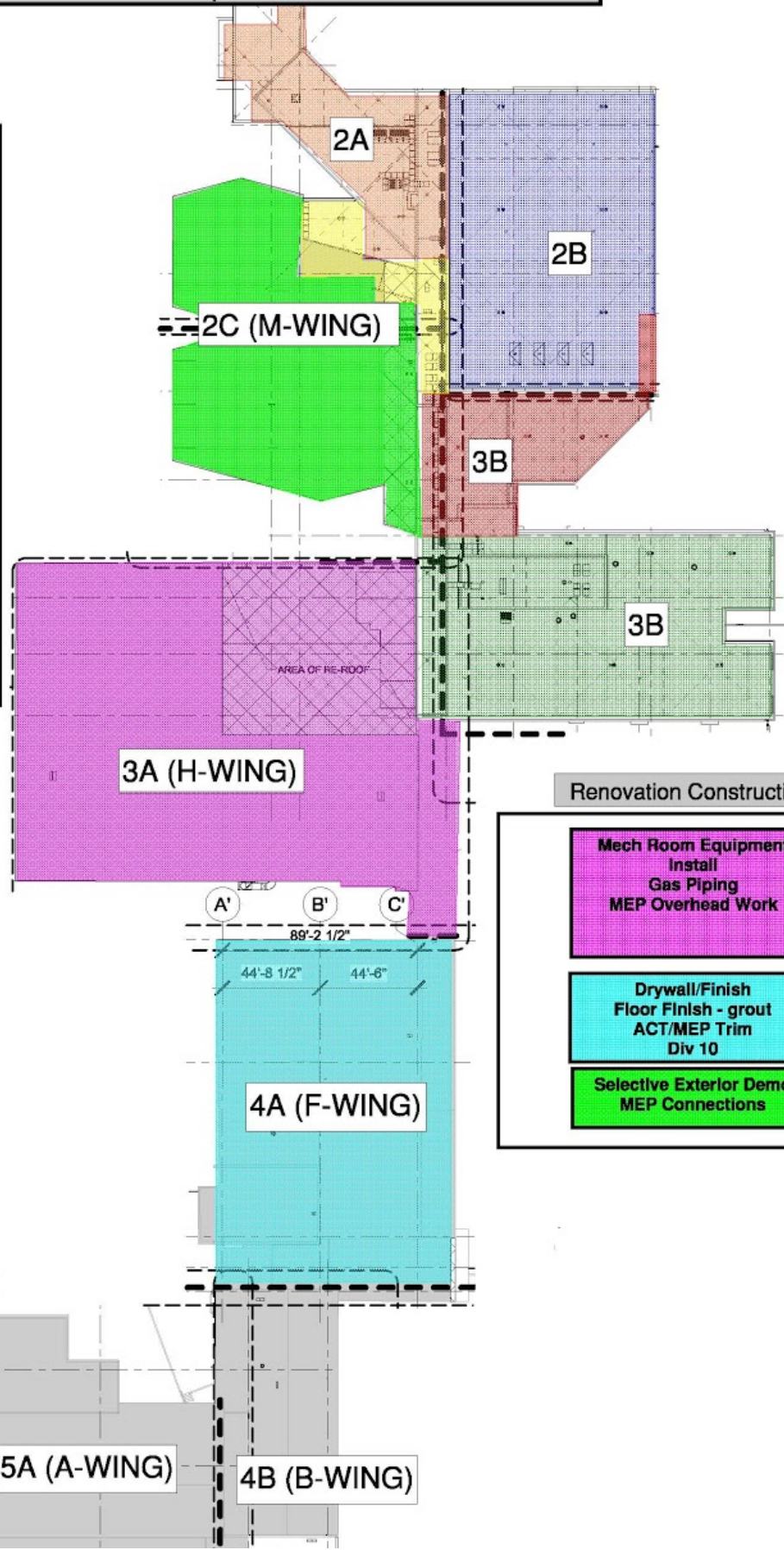
Slab On Grade Poured
 Grid-line Layout
 Steel Erection

Slab on Grade Prep
 MEP Underground

Slab on Grade Prep
 MEP Underground
 Temp Walkway Construction

Slab on Grade Prep
 MEP Underground

Precast Panel Prep/Install
 MEP Underground
 Slab Prep

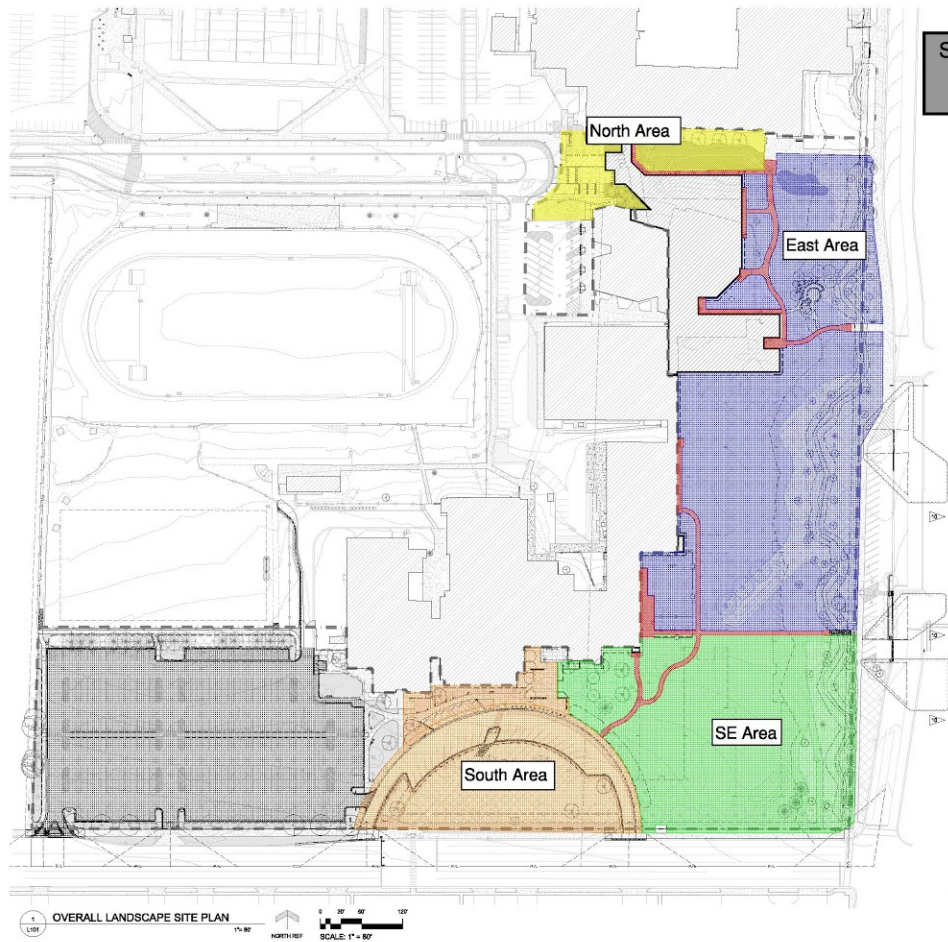


Renovation Construction

Mech Room Equipment
 Install
 Gas Piping
 MEP Overhead Work

Drywall/Finish
 Floor Finish - grout
 ACT/MEP Trim
 Div 10

Selective Exterior Demo
 MEP Connections



Site Exterior Improvements Phasing Plan
 Summer 2020 - Fall 2020
 Updated 9/29.20

North Area
 Swale Prep/Install
 Material Storage
 Dirt Haul/Move
 Final Hardscapes/Landscaping
 to Start 2021

East Area
 Dirt Haul/Move
 Material Storage
 Final Hardscapes/Landscaping
 to Start 2021

SE Area
 Dirt Haul/Move/Remove
 Bridge SWPPP Work
 Material Storage
 Final Hardscapes/Landscaping
 to Start 2021

South Area
 Work to Start Summer 2021



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Architect's Field Report

The observations in this report are made to generally reflect the progress and quality of the Work on the date of this report and are not intended to be exhaustive evaluations of the quality or quantity of the Work.

PROJECT: <i>(name and address)</i> Bozeman High School 205 North 11 th Ave Bozeman, Montana	CONTRACT INFORMATION: Contract For: General Construction Date: 12/1/2016	Architect's Project Number: BZN_HIGHRENO Field Report Number: CT-010	
OWNER: <i>(name and address)</i> Bozeman School District 404 W Main Street Bozeman, MT 59715	ARCHITECT: <i>(name and address)</i> Cushing Terrell 411 E Main Street Bozeman, MT 59715	CONTRACTOR: <i>(name and address)</i> Langlas and Associates, Inc 1019 E Main Street #101 Bozeman, MT 59715	
DATE OF SITE VISIT: 10/08/2020 - 10/09/2020	TIME: 3:00 PM & 7:00 AM	WEATHER: Clear	TEMP. RANGE: 75-80F
WORK IN PROGRESS: Vapor Barrier Prep. & Concrete Slab Pour		PRESENT AT SITE: General Contractor field staff, MEP Sub-contractors, concrete Sub-contractor	

OBSERVATIONS: *(Include known deviations from the Contract Documents and the Contractor's most recent construction schedule, and defects and deficiencies observed in the Work.)*

Work in Progress (Observed):

1. Concrete slab on grade pour. (Fig. 3-1)

Observations (10/08/2020):

1. Vapor Barrier was installed with seams taped and edges secured with mastic and expansion material. (Fig. 2-2)
2. Mechanical, electrical, and plumbing penetrations had been adequately sealed.
3. A few deficiencies were noted:
 - a. Some holes were observed in the vapor barrier throughout the field. (Fig. 2-1)
 - b. Two corners were untaped at the eastern 3B storefront entry. (Fig. 1-1)
 - c. A section of radon pipe was elevated to within a few inches of the top of slab. (Fig. 1-2)

Observations (10/09/2020)

1. Vapor barrier had been repaired in locations noted.
2. Corners at the eastern 3B storefront entry had been taped. (Fig. 3-2)
3. Section of radon pipe noted to be elevated had been lowered and the vapor barrier above it had been repaired. (Fig. 4-1)
4. Concrete pour was in process. (Fig. 3-1)
5. Pedestals were being placed under wire mesh as pour progressed and no deficiencies were observed. (Fig. 4-2)

Discussions:

On 10/08/2020 Kasey Welles, Nathan Helfrich, and Josh Henigman discussed deficiencies observed. On 10/09/2020 Kasey Welles noted to general contractor field staff to remember to install wire mesh pedestals as pour progressed.

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User Notes:

(3B9ADA59)

ACTION REQUIRED: *(Include follow-up items, responsible parties, and due dates.)*

Langlas rectified deficiencies noted in vapor barrier prior to concrete pour commencement. Langlas field crew installed pedestals under wire mesh as requested.

ATTACHMENTS:

PHOTOS

REPORT BY:

-See attached digital signatures page-

10/15/2020

SIGNATURE

DATE

Kasey Welles, Project Architect

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Kasey Welles

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Figure 1-1: Untaped corner at eastern 3B storefront entry

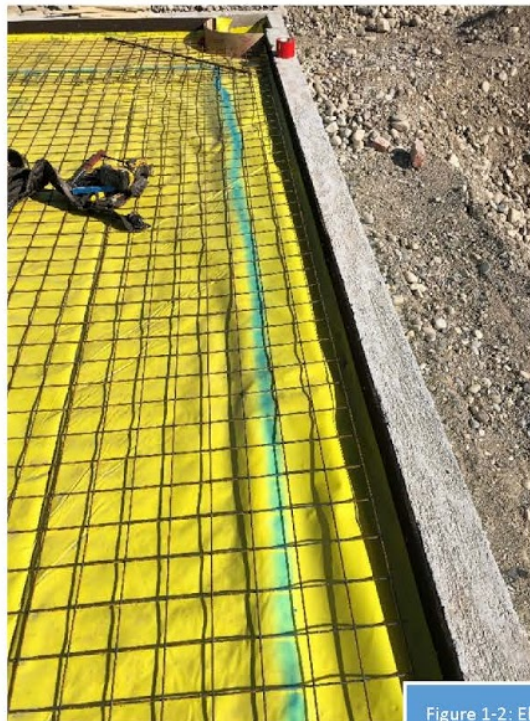


Figure 1-2: Elevated radon pipe



Figure 2-1: Holes in vapor barrier



Figure 2-2: Edges secured with mastic and expansion material



Figure 3-1:
Concrete pour in progress



Figure 3-2: Untaped corner of easter 3B entry storefront
had been taped



Figure 4-1:
Elevated radon pipe had been lowered



Figure 4-2: Pedestals were installed as pour progressed



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Architect's Field Report

The observations in this report are made to generally reflect the progress and quality of the Work on the date of this report and are not intended to be exhaustive evaluations of the quality or quantity of the Work.

PROJECT: <i>(name and address)</i> Bozeman High School 205 North 11 th Ave Bozeman, Montana	CONTRACT INFORMATION: Contract For: General Construction Date: 12/1/2016	Architect's Project Number: BZN_HIGHRENO Field Report Number: CT-011	
OWNER: <i>(name and address)</i> Bozeman School District 404 W Main Street Bozeman, MT 59715	ARCHITECT: <i>(name and address)</i> Cushing Terrell 411 E Main Street Bozeman, MT 59715	CONTRACTOR: <i>(name and address)</i> Langlas and Associates, Inc 1019 E Main Street #101 Bozeman, MT 59715	
DATE OF SITE VISIT: 10/13/2020	TIME: 1:00 PM	WEATHER: Cloudy	TEMP. RANGE: 60-65F
WORK IN PROGRESS: Mechanical/electrical/plumbing installation, footing, foundation, auditorium rough in, & underslab rough in.		PRESENT AT SITE: Civil Sub-contractors, Masonry Sub-contractors, General Contractor field staff, MEP Sub-contractors, concrete Sub-contractor	

OBSERVATIONS: *(Include known deviations from the Contract Documents and the Contractor's most recent construction schedule, and defects and deficiencies observed in the Work.)*

Work in Progress (Observed):

1. Formwork for building 2A. (Fig. 1-1)
2. Plumbing and radon mitigation lines for building 2A. (Fig. 1-2)
3. Sanding and painting in F-wing classrooms.
4. Existing brick wall touch up in F-wing classrooms. (Fig. 2-1)
5. Mechanical install in F-wing classrooms.

Observations:

1. Column foundation formwork is in place in building 2A. (Fig. 2-2)
2. Auditorium formwork and building 2A formwork is in progress. (Fig. 3-1)
3. Sanding and painting of F-wing classrooms in in progress.
4. Construction of maintenance office is underway.
5. Brick masonry repair and infill in F-wing is underway.
6. Electrical and plumbing rough in in building 2A and 2B underway. (Fig. 3-2)
7. The following deficiencies were observed on site:
 - a. Cold formed metal framing was not protected from the weather.
 - b. A number of items have been installed prior to submittal review.

Discussions:

Upcoming Work (Next 2 Weeks)

1. Mechanical, Electrical, and Plumbing rough-in and/or startup (buildings 2A, 2B, 2C, 3A, & 3B)
2. Charter overhead line rerouting
3. Drywall in building 4A.

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User Notes:

(3B9ADA53)

-
4. Doors, ceilings, and casework in Building 4A.
 5. Precast panel install in building 2A.
 6. Slab on grade prep and installation.
-

ACTION REQUIRED: *(Include follow-up items, responsible parties, and due dates.)*

Langlas to submit on all products installed for review. Langlas to protect cold formed metal studs from weather as required by specifications.

ATTACHMENTS:

PHOTOS

REPORT BY:

-See attached digital signatures page-

10/16/2020

SIGNATURE

DATE

Kasey Welles, Project Architect

PRINTED NAME AND TITLE

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Kasey Welles

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Figure 1-1: Formwork - Building 2A



Figure 1-2: Electrical and Plumbing Lines - Building 2A



Figure 2-1:
Brick Wall Touch Up in F-wing Classrooms



Figure 2-2: Building 2A Column Foundation
Formwork



Figure 3-1:
Auditorium Formwork



Figure 3-2: Building 2A Electrical and Plumbing Rough In



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Architect's Field Report

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PROJECT: <i>(name and address)</i>		CONTRACT INFORMATION:		Architect's Project Number:
Bozeman High School 205 North 11 th Ave Bozeman, Montana		Contract For: General Construction Date: 12/1/2016		BZN_HIGHRENO Field Report Number: CT-012
OWNER: <i>(name and address)</i>		ARCHITECT: <i>(name and address)</i>		CONTRACTOR: <i>(name and address)</i>
Bozeman School District 404 W Main Street Bozeman, MT 59715		Cushing Terrell 411 E Main Street Bozeman, MT 59715		Langlas and Associates, Inc 1019 E Main Street #101 Bozeman, MT 59715
DATE OF SITE VISIT:	TIME:	WEATHER:	TEMP. RANGE:	
10/21/2020	9:00 AM	Cloudy	40F	
WORK IN PROGRESS:		PRESENT AT SITE:		
See Below:		Apollo		

OBSERVATIONS: *(Include known deviations from the Contract Documents and the Contractor's most recent construction schedule, and defects and deficiencies observed in the Work.)*

Alex Russell and Garrett Mitchell (Cushing Terrell) made a site visit to observe mechanical construction in progress. The following items were observed:

Work in Progress:

1. VRF FCU and Blower Coil have been installed in F-Wing Boiler room.
2. Ductwork has been installed in Classrooms F-17, F-18, and F-19.
3. Ductwork Insulated in Corridor F-20.
4. FCU-F17, F18, and F19 have been installed and are covered.
5. Boiler Room Mech H-3 Hydronic work is mostly complete.

General Observations:

1. Mechanical Workmanship is satisfactory.

ACTION REQUIRED: *(Include follow-up items, responsible parties, and due dates.)*

1. None at this time.

ATTACHMENTS:

PHOTOS

REPORT BY:

-See attached digital signatures page-

SIGNATURE

Garrett Mitchell

PRINTED NAME AND TITLE

10/21/2020

DATE

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Reason: I am approving this document
Date: 2020.10.26 10:52:08-06'00'



Figure 01: Blower Coil 2 Installed in F-Wing Mechanical room.

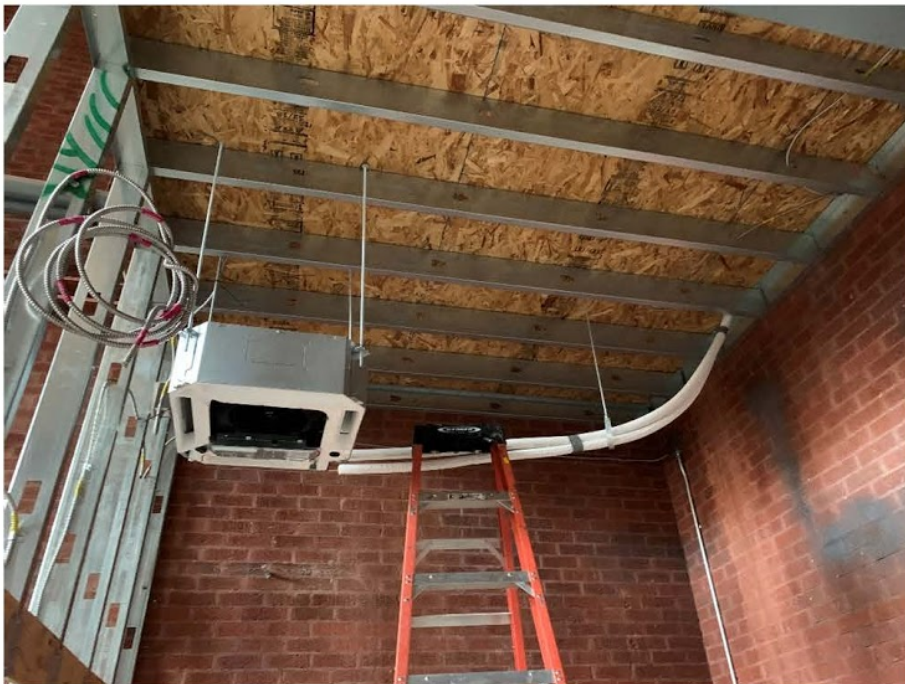


Figure 02: Fan Coil Unit F-5A Installed.



Figure 03: Ductwork installed in F-Wing Classroom.



Figure 04: Insulated Ductwork installed in F-Wing Corridor.



Figure 05: Hydronic Pumps and Glycol feeder installed in Mech H-3.



Figure 06: Boilers Installed in Mech H-3.



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Architect's Field Report

The observations in this report are made to generally reflect the progress and quality of the Work on the date of this report and are not intended to be exhaustive evaluations of the quality or quantity of the Work.

PROJECT: <i>(name and address)</i> Bozeman High School 205 North 11 th Ave Bozeman, Montana	CONTRACT INFORMATION: Contract For: General Construction Date: 12/1/2016	Architect's Project Number: BZN_HIGHRENO Field Report Number: CT-013
OWNER: <i>(name and address)</i> Bozeman School District 404 W Main Street Bozeman, MT 59715	ARCHITECT: <i>(name and address)</i> Cushing Terrell 411 E Main Street Bozeman, MT 59715	CONTRACTOR: <i>(name and address)</i> Langlas and Associates, Inc 1019 E Main Street #101 Bozeman, MT 59715

DATE OF SITE VISIT: 10/27/2020	TIME: 10:00 AM	WEATHER: Cloudy	TEMP. RANGE: 25-30 deg. F
--	--------------------------	---------------------------	-------------------------------------

WORK IN PROGRESS: Steel erection at building 3B. Precast panel erection at building 2B. Plumbing, Mechanical & Electrical installation at buildings 2A and 4A. Floor grinding in classrooms of building 4A.	PRESENT AT SITE: Precast concrete erector, General Contractor field staff, MEP Sub-contractors.
---	---

OBSERVATIONS: *(Include known deviations from the Contract Documents and the Contractor's most recent construction schedule, and defects and deficiencies observed in the Work.)*

Work in Progress (Observed):

1. Installation of precast panels in building 2B. (Fig. 1-1)
2. Floor grinding and polishing of classroom floors in building 4A. (Fig. 1-2)
3. Mechanical and electrical install in building 4A.

Observations:

1. Underslab prep is in place in building 2A. (Fig. 2-1)
2. Precast panel installation in building 2B is in progress.
3. Structural steel erection has begun in building 3B. (Fig. 2-2)
4. Construction of maintenance office is underway.
5. Building 4A classroom storefront glazing installation and ceiling installation has begun.
6. Electrical and plumbing rough in in building 2A and 2B underway.
7. Building 4A structural bracing is in progress. (Fig. 3-1)
8. Water and ice have begun to form on the east wall of building 3A. There is potential for water infiltration. (Fig. 3-2)
9. Charter overhead line has been rerouted.
10. Drywall installation in building 4A classrooms is complete.

Discussions:

Upcoming Work (Next 2 Weeks)

1. Install stair, ships ladder, and lift in F-wing.
2. Clean building 3A boiler room.

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User Notes:

(3B9ADA4E)

-
3. Auditorium joist and decking installation.
 4. Structural steel erection in building 3B.
-

ACTION REQUIRED: *(Include follow-up items, responsible parties, and due dates.)*

Mitigate ice build up on east wall of building 3A.

ATTACHMENTS:

PHOTOS

REPORT BY:

-See attached digital signatures page-

10/30/2020

SIGNATURE

DATE

Kasey Welles, Project Architect

PRINTED NAME AND TITLE

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Figure 1-1: Precast Panel Erection



Figure 1-2: Floor Grinding and Polishing at 4A classrooms



Figure 2-1:
Underslab Prep at Building 2A



Figure 2-2: Structural Steel Erection at Building
3B



Figure 3-1:
Building 4A Structural Bracing



Figure 3-2: Building 3A Ice Build Up



Meeting Date:	November 9, 2020
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.4.1
Originated By:	Pat Strauss, Director of Human Resources
Others Involved:	

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider Approval of Personnel Actions

Facts:

As per [MCA 20-3-324 -- Powers and Duties of Trustees --](#) the trustees of each district shall employ or dismiss personnel considered necessary to carry out the various services of the district.

Fiscal Impact:

Noted on report

Recommendation:

The Board of Trustees is requested to employ, dismiss, or accept the resignations of those noted on the Personnel Action Report.

Other Alternatives:

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

**Bozeman Public Schools
Human Resources**

November 9, 2020

REQUIRES BOARD ACTION

Confirmation of Employment (Classified)

Name	Position	Level/Step	Effective	Hourly Rate
Alkholy, Bassam	Custodian, .50 FTE, WHIT, 12 mos.	G05	10/27/2020	\$17.91
Connors, Logan	Self Contained PARA, .8125 FTE, Intermountain DTC, 9.25 mos.	D01	9/8/2020	\$13.71
Cottone, James	SPED Resource PARA, .75 FTE, MDLK, 9.25 mos.	B01	10/13/2020	\$12.48
Coursey, Jason	Custodian, 1.0 FTE, CJMS, 12 mos.	G05	11/2/2020	\$17.91
Gillette, Sarah	Discretionary PARA, .30 FTE, MDLK, 9.25 mos.	B05	10/6/2020	\$13.48
Golden, Brandi	Elementary PARA, 1.0 FTE, MDLK, 9.25 mos.	B05	10/12/2020	\$13.48
Hoy, Jamie	Elementary PARA, .300 FTE, IRVG, 9.25 mos.	B01	10/13/2020	\$12.48
Hoyt, Skyler	Custodian, .50 FTE, SMS, 12 mos.	G01	11/2/2020	\$16.58
Jennings, Rose	Custodian, .50 FTE, CJMS, 12 mos.	G05	10/13/2020	\$17.91
Kickingwoman, Casey	Custodian, .40 FTE, FAC, 12 mos.	G01	10/6/2020	\$16.58
Montoya, Marissa	SPED Resource PARA, .875 FTE, MDLK, 9.25 mos.	B01	10/20/2020	\$12.48
Odt, Annika	Elementary PARA, .875 FTE, LONG, 9.25 mos.	B01	10/13/2020	\$12.48
Payne, Brianna	Resource PARA, .0938 FTE, Discretionary PARA, .2813 FTE, Self Contained PARA, .50 FTE, HAWT, 9.25 mos.	B/D02	11/2/2020	\$12.71/\$13.98
Ramsey, Lucas	Roving Custodian, 1.0 FTE, FAC, 12 mos.	G05	10/26/2020	\$17.91
Safranek, Alexa	Self Contained PARA, .875 FTE, SMS, 9.25 mos.	D02	10/6/2020	\$13.96
Sanchez-Gonzalez, Adrian	Custodian, 1.0 FTE, CJMS, 12 mos.	G01	10/19/2020	\$16.58
Schaff, Mae	Custodian, .50 FTE, LONG, 12 mos.	G05	10/12/2020	\$17.91
Sortore, Jacque	Self Contained PARA, 1.0 FTE, LONG, 9.25 mos.	D05	9/29/2020	\$14.80
Wunsch, Michele	Combo PARA, .375 FTE, EMDI, 9.25 mos.	B05	9/29/2020	\$13.48

Confirmation of Request for Leave of Absence (Certified)

Name	Position	Reason	Effective Dates
Bell, Sarah	MS Teacher, 1.0 FTE, SMS	FMLA	9/3/20 - 12/4/20
Barnett, Mariah	Elementary Teacher, 1.0 FTE, HAWT	FMLA	3/22/21 - 6/11/21
Cade, Jennifer	Elementary Teacher, 1.0 FTE, HYL T	LOA	12/21/20 - 6/11/21
Jesness, Renee	Librarian, 1.0 FTE, MOST	LOA	10/14/20 - 12/18/20
Matthews, Elizabeth	Science Teacher, 1.0 FTE, BHS	LOA	3/9/21 - 6/1/21
Nelson, Kara	MS Teacher, 1.0 FTE, CJMS	FMLA	10/26/20 - 2/3/21
Schmidt, Thomas	MS Teacher, 1.0 FTE, SMS	LOA	11/23/20 - 6/11/21
Smith, Lauren E.	Kindergarten Teacher - 1.0 FTE, WHIT	FMLA	2/12/21 - 5/14/21
Smith, Meghan	Elementary Teacher, 1.0 FTE, EMDI	FMLA	2/16/21 - 5/14/21
Woods, Kathryn	Kindergarten Teacher - 1.0 FTE, HAWT	LOA	11/30/20 - 1/31/21

Confirmation of Request for Leave of Absence (Professional)

Name	Position	Reason	Effective Dates
Denny, Abigail	Occupational Therapist, .35 FTE, EMDI	LOA	11/12/20 - 2/17/21

**Bozeman Public Schools
Human Resources**

November 9, 2020

REQUIRES BOARD ACTION (con't)

Confirmation of Request for Leave of Absence (Classified)

Name	Position	Reason	Effective Dates
Nelson, Kristine	SPED PreK PARA, .3375 FTE, WHIT, 9 mos.	LOA	9/9/20 - 1/26/21
Warner, Matthew	Hardware Computer Specialist, 1.0 FTE, IT, 11 mos.	FMLA	9/8/20 - 10/11/20

Confirmation of Resignations/Terminations (Certified)

Name	Position	Reason	Effective	Years of Service
Becker, Donald	MS Teacher, 1.0 FTE, BA+75, Step 18, \$29,460.24, SMS	Retirement	12/18/2020	31.2
Lohmiller, Darcy	Librarian, 1.0 FTE, BA(M)+105, Step 18, \$28,161.34, SMS	Retirement	11/30/2020	24.4

Confirmation of Resignations/Terminations (Classified)

Name	Position	Reason	Effective	Years of Service
Alkholy, Bassam	Custodian, .50 FTE, G05, \$17.91/hr., WHIT, 12 mos.	Resignation	11/27/2020	1 day
Jackson, Bradley	Custodian, 1.0 FTE, G04, \$17.57/hr., CJMS, 12 mos.	Resignation	10/30/2020	3.1
McCauley, Zachary	Deployment/Systems Specialist, 1.0 FTE, H07, \$18.18/hr., IT, 12 mos.	Resignation	10/20/2020	6.4
Pacheco, Eliza	Self Contained PARA, .875 FTE, D03, \$14.24/hr., CJMS, 9.25 mos.	Resignation	10/26/2020	9.6 mos.
Sanchez-Gonzalez, Adrian	Custodian, 1.0 FTE, G01, \$16.58/hr., CJMS, 12 mos.	Resignation	10/23/2020	5 days
Sortore, Jacque	Self Contained PARA, 1.0 FTE, D05, \$14.80/hr., LONG, 9.25 mos.	Resignation	10/8/2020	8 days

REPORT OF ADMINISTRATIVE ACTIONS

Changes and Revisions in Contracts (Classified)

Name	From	To	Effective	Reason
Banville, Kathryn	FS Satellite Hostess, .5625 FTE, FC14, \$16.48/hr., Elementary PARA, .275 FTE, B14, \$15.80/hr., MOST, 9.25 mos.	FS Satellite Hostess, .5625 FTE, FC14, \$16.48/hr., Elementary PARA, .34375 FTE, B14, \$15.80/hr., MOST, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.
Baumbauer, Catherine	Elementary PARA, .8167 FTE, B08, \$14.51/hr., LONG, 9.25 mos.	Elementary PARA, .9375 FTE, B08, \$14.51/hr., LONG, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.
Bennett, Laura	Elementary PARA, .625 FTE, B20, \$16.63/hr., EMDI, 9.25 mos.	Elementary PARA, .6563 FTE, B20, \$16.63/hr., EMDI, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.
Bottcher, Justine	Discretionary PARA, .40 FTE, B05, \$13.48/hr., EMDI, 9.25 mos.	Discretionary PARA, .5313 FTE, B05, \$13.48/hr., EMDI, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.
Budeski, Sandra	Elementary PARA, .625 FTE, B15, \$15.94/hr., EMDI, 9.25 mos.	Elementary PARA, .6667 FTE, B15, \$15.94/hr., EMDI, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.
Denman, Quaid	Elementary PARA, .8813 FTE, B02, \$12.71/hr., EMDI, 9.25 mos.	Elementary PARA, .9063 FTE, B02, \$12.71/hr., EMDI, 9.25 mos.	10/19/2020	Increase in FTE/Hrs.
Garcian Ferrara, Morellys	Discretionary PARA, .25 FTE, B12, \$15.58/hr., LONG, 9.25 mos.	Discretionary PARA, .2813 FTE, B12, \$15.58/hr., LONG, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.

**Bozeman Public Schools
Human Resources**

November 9, 2020

REPORT OF ADMINISTRATIVE ACTIONS (con't)

Changes and Revisions in Contracts (Classified) (con't)

Name	From	To	Effective	Reason
Genesmer, Nancy	FS Cashier, .50 FTE, FB28, \$17.84/hr., Discretionary PARA, .1875 FTE, B28, \$17.84/hr., EMDI, 9.25 mos.	FS Cashier, .50 FTE, FB28, \$17.84/hr., Discretionary PARA, .10 FTE, B28, \$17.84/hr., EMDI, 9.25 mos.	8/31/2020	Decrease in FTE
Genesmer, Nancy	FS Cashier, .50 FTE, FB28, \$17.84/hr., Discretionary PARA, .10 FTE, B28, \$17.84/hr., EMDI, 9.25 mos.	FS Cashier, .50 FTE, FB28, \$17.84/hr., Discretionary PARA, .125 FTE, B28, \$17.84/hr., EMDI, 9.25	11/2/2020	Increase in FTE/Hrs.
Gillette, Sarah	Discretionary PARA, .300 FTE, B05, \$13.48/hr., MDLK, 9.25 mos.	Discretionary PARA, .375 FTE, B05, \$13.48/hr., MDLK, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.
Hart, Hudson	Elementary PARA, .3125 FTE, B03, \$12.97/hr., MDLK, 9.25 mos.	Elementary PARA, .6875 FTE, B03, \$12.97/hr., MDLK, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.
Henry, Amanda	Elementary PARA, .50 FTE, B04, \$13.23/hr., MOST, 9.25 mos.	Elementary PARA, .9375 FTE, B04, \$13.23/hr., MOST, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.
Higman, Amy	Self Contained PARA, .7875 FTE, D02, \$13.98/hr., LONG, 9.25 mos.	Self Contained PARA, .6875 FTE, D02, \$13.98/hr., LONG, 9.25 mos.	11/2/2020	Decrease in FTE
Iszler, Joanne	Self Contained PARA, .50 FTE, D03, \$14.24/hr., CJMS, 9.25 mos.	Resource PARA, .875 FTE, B03, \$12.97/hr., CJMS, 9.25 mos.	8/31/2020	Internal Transfer
Jupka, Amber	Discretionary PARA, .35 FTE, B02, \$12.71/hr., MDLK, 9.25 mos.	Discretionary PARA, .55 FTE, B02, \$12.71/hr., MDLK, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.
Kurowski, Sara	Self Contained PARA, .875 FTE, D06, \$15.10/hr., LONG, 9.25 mos.	Self Contained PARA, 1.0 FTE, D06, \$15.10/hr., LONG, 9.25 mos.	9/1/2020	Increase in FTE/Hrs.
Meltzer, Sarah	Elementary PARA, .6875 FTE, B09, \$14.79/hr., MOST, 9.25 mos.	Elementary PARA, .40 FTE, B09, \$14.79/hr., MOST, 9.25 mos.	11/2/2020	Decrease in FTE
Odt, Annika	Elementary PARA, .875 FTE, B01, \$12.48/hr., LONG, 9.25 mos.	Elementary PARA, .9375 FTE, B01, \$12.48/hr., LONG, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.
Peters, Danielle	Transportation PARA, .050 FTE, B09, \$14.79/hr., Self Contained PARA, .8875 FTE, D09, \$15.97/hr., LONG, 9.25 mos.	Transportation PARA, .0625 FTE, B09, \$14.79/hr., Self Contained PARA, .9375 FTE, D09, \$15.97/hr., LONG, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.
Spear, Cortnee	Health Aide, .50 FTE, D07, \$15.38/hr., Discretionary PARA, .10 FTE, B07, \$14.23/hr., MDLK, 9.25 mos.	Health Aide, .50 FTE, D07, \$15.38/hr., EMDI, 9.25 mos.	10/19/2020	Internal Transfer
Were, Clarisa	Elementary PARA, .875 FTE, B12, \$15.58/hr., LONG, 9.25 mos.	Elementary PARA, 1.0 FTE, B12, \$15.58/hr., LONG, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.

Stipends - Extracurricular

Name	Authorized Position	Stipend	Level	Effective
Amende, Jessica	6th Gr. Student Council - SMS (.50)	\$668.00	6	2020-2021
Anderson, Jeni	Volleyball - Head Coach - BHS	\$5,726.00	2	8/13/20 - 11/21/20
Babcock, Trista	7th Gr. Student Council - SMS (Longevity)	\$1,389.44	6	2020-2021
Bitz, Katrina	Club - Science, Outdoors & Rec (SOAR) - CJMS (.50) (Longevity)	\$694.72	6	2020-2021
Bitz, Katrina	Yearbook - CJMS - (.50)	\$668.00	6	2020-2021
Brandon, Heide	7th Gr. Student Council - CJMS	\$1,336.00	6	2020-2021
Brown, McKenna	Dance - Head Coach - BHS	\$3,915.00	3	8/13/20 - 11/21/20
Bush, Andrew	Football - 8th Gr. - SMS (Longevity)	\$2,268.00	5	8/26/20 - 10/12/20

**Bozeman Public Schools
Human Resources**

November 9, 2020

REPORT OF ADMINISTRATIVE ACTIONS (con't)

Stipends - Extracurricular (con't)

Name	Authorized Position	Stipend	Level	Effective
Cannon, Erika	Soccer - Girls Head Coach - BHS (Longevity)	\$4,423.95	3	8/13/20 - 11/21/20
Carroll, Mona	8th Gr. Student Council - CJMS	\$1,336.00	6	2020-2021
Chamberlain, Gordon	Club - Computer - SMS (Longevity)	\$736.32	7	2020-2021
Chamberlain, Gordon	Club - LEGO Robotics - SMS (Longevity)	\$2,268.00	5	2020-2021
Clark, Jessie	Football - 7th Gr. - CJMS	\$1,336.00	6	8/26/20 - 10/12/20
Codding, Logan	Football - Asst. Coach - GHS	\$3,915.00	3	8/13/20 - 11/21/20
Crowther, Ajah	Fall Cheer - Asst. Coach - GHS (.50)	\$1,573.50	4	8/13/20 - 11/21/20
Davis, Vanessa	Soccer - Girls Asst. Coach - BHS	\$3,147.00	4	8/13/20 - 11/21/20
Donaghey, Robert	Football - Asst. Coach - GHS (.3334 of 3)	\$1,305.26	3	8/13/20 - 11/21/20
Duncan, Allison	6th Gr. Student Council - CJMS (Longevity)	\$1,442.88	6	2020-2021
Estes, Mark	Football - 8th Gr. - CJMS	\$2,100.00	5	8/26/20 - 10/12/20
Fabian, Lisa	6th Gr. Student Council - SMS (.50)	\$668.00	6	2020-2021
Gwinner, Mackinley	Soccer - Boys Asst. Coach - BHS (2/3 of 4)	\$2,098.00	4	8/13/20 - 11/21/20
Harmon, Kori	Volleyball - 7th Gr. - SMS	\$1,336.00	6	8/26/20 - 10/14/20
Hatch, Jenna	Volleyball - 8th Gr. - CJMS	\$2,100.00	5	8/26/20 - 10/14/20
Haught, Ryan	Football - 7th Gr. - SMS	\$1,336.00	6	8/26/20 - 10/12/20
Jeske, Emily	Volleyball - 7th Gr. - SMS	\$1,336.00	6	8/26/20 - 10/14/20
Jessop, Justin	Football - 8th Gr. - CJMS	\$2,100.00	5	8/26/20 - 10/12/20
Katz, Avi	Club - Drama - CJMS (Longevity)	\$2,184.00	5	2020-2021
Kleinhans, Maggie	Volleyball - 7th Gr. - SMS	\$1,336.00	6	8/26/20 - 10/14/20
Lloyd, Brent	Fall Cheer - Asst. Coach - BHS (.50)	\$1,573.50	4	8/13/20 - 11/21/20
Melton, Drew	Volleyball - 7th Gr. - SMS	\$1,336.00	6	8/26/20 - 10/14/20
Miller, Abigail	Volleyball - 8th Gr. - CJMS	\$2,100.00	5	8/26/20 - 10/14/20
Mollgaard, Justin	Club - Archery - SMS	\$1,336.00	6	2020-2021
Noah, Josh	Football - Asst. Coach - GHS	\$3,915.00	3	8/13/20 - 11/21/20
O'Reilly, Callahan	Football - 8th Gr. - CJMS	\$2,100.00	5	8/26/20 - 10/12/20
Phillips, Margaret	Choirs - CJMS	\$3,147.00	4	2020-2021
Phillips, Sam	Soccer - Boys Asst. Coach - BHS	\$3,147.00	4	8/13/20 - 11/21/20
Ramos, Ricardo	Cross Country - Asst. Coach - BHS	\$3,147.00	4	8/13/20 - 11/21/20
Rooney, Tim	Club - Art - SMS	\$1,336.00	6	2020-2021
Rygg, Kyle	Football - 8th Gr. - CJMS	\$2,100.00	5	8/26/20 - 10/12/20
Schmidt, Whitney	Volleyball - Asst. Coach - BHS	\$3,915.00	3	8/13/20 - 11/21/20
Schumann, Marlene	Speech & Debate - Asst. Coach - SMS	\$1,336.00	6	2020-2021
Schwieterman, Aaron	Football - 8th Gr. - SMS (Longevity)	\$2,184.00	5	8/26/20 - 10/12/20
Soltero, Alex	Volleyball - 8th Gr. - SMS (Longevity)	\$2,184.00	5	8/26/20 - 10/14/20
Suarez, Katherine	Fall Cheer - Head Coach - GHS (.50)	\$2,863.00	2	8/13/20 - 11/21/20
Trefethan, Greer	Speech & Debate - Asst. Coach - GHS	\$3,915.00	3	9/28/20 - 2/20/21
Wanderer, Bella	Volleyball - 7th Gr. - CJMS	\$1,336.00	6	8/26/20 - 10/14/20
Watkins, Dennis	Basketball - Girls - Asst. Coach - GHS (Longevity)	\$4,423.95	3	11/19/20 - 3/14/21
Wiers, Jason	Football - 8th Gr. - SMS (Longevity)	\$2,184.00	5	8/26/20 - 10/12/20
Williams, Amandre	Football - 7th Gr. - SMS	\$1,336.00	6	8/26/20 - 10/12/20
Wolfgang, Jeff	Football - 7th Gr. - SMS	\$1,310.00	6	8/28/19 - 10/12/19
Wolfgang, Jeff	Football - Asst. Coach - GHS	\$3,915.00	3	8/13/20 - 11/21/20

**Bozeman Public Schools
Human Resources**

November 9, 2020

REPORT OF ADMINISTRATIVE ACTIONS (con't)

Stipends - Not Extracurricular

Name	Authorized Position	Stipend	Level	Effective
Andriolo, Judy	Incentive for Substitutes who work 5 or more days for certified from 10/5/20 - 10/13/20	\$280.00		10/5/20 - 10/13/20
Brown, Taylor	Incentive for Substitutes who work 5 or more days for certified from 10/5/20 - 10/13/20	\$280.00		10/5/20 - 10/13/20
Evans, Charles	Incentive for Substitutes who work 5 or more days for certified from 10/5/20 - 10/13/20	\$280.00		10/5/20 - 10/13/20
Hall, Pamela	National Board Certification - Psychology - SPED	\$2,000.00		2020-2021
Hewitt, Sophie	Incentive for Substitutes who work 5 or more days for certified from 10/5/20 - 10/13/20	\$280.00		10/5/20 - 10/13/20
Howe, Nicole	Extra pay for working 5 hrs. beyond contract hours (Hrly. Rate)	\$24.71		10/16-17/20
Johnson, Dana	AP Coordinator	\$9,469.00		2020-2021
Joyce, Cathy	Incentive for Substitutes who work 5 or more days for certified from 10/5/20 - 10/13/20	\$280.00		10/5/20 - 10/13/20
Kesner, Lisa	Ticket taker - BHS/GHS (Hrly. Rate)	\$9.00		2020-2021
Knight, Jennifer	Ticket taker - BHS/GHS (Hrly. Rate)	\$9.00		2020-2021
Lollis, Brennan	Homebound Teacher - SPED - Up to 10 hrs./wk. (Hrly. Rate)	\$23.00		10/6/20 - 6/30/21
McCausland, Lucinda	National Board Certification - Teaching - HAWT	\$2,000.00		2020-2021
Nagel, Jason	Drivers Ed Instructor - ADED (Hrly. Rate)	\$30.00		2020-2021
Nielsen, Emma	Incentive for Substitutes who work 5 or more days for certified from 10/5/20 - 10/13/20	\$280.00		10/5/20 - 10/13/20
Smith, Stacie	3 days to move in at GHS (Daily Rate)	\$100.00		6/13/20 - 8/21/20



Meeting Date:	November 09, 2020
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.4.2
Originated By:	Mike Waterman
Others Involved:	Steve Johnson, Deputy Superintendent Operations R.J. Tvedt, Accounting Supervisor Brenda Livingston, District Bookkeeper

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider approval of [Financial Reports](#), Warrants as presented separately and [Donations](#).

Facts & Discussion:

This monthly update on the fiscal business of the District is designed to provide Trustees and the public with up-to-date and timely information on revenue and expenditures, fiscal operations, and the overall financial position of the Bozeman Public Schools. Included with this report is a breakdown of district invested funds. Any time there is a transfer in these funds, the activity is included as a part of this report.

The Warrant Registers and Bank Reconciliations are available in the Business Office, and have been sent to the Trustees. October 2020 warrants are as follows: Operational warrants were \$5,409,966.94; net Payroll, taxes and deductions were \$5,496,682.14; Total warrants disbursed for October 2020 were \$10,906,649.08.

Investment of District Funds in accordance with State law as of:	<u>Sept 30, 2020</u>
Gallatin County Investment Pool	\$69,823,280.79
High School Building Bond Funds (Cetera)	1,310,432.47
Nonexpendable Endowment (D.A. Davidson)	864,851.39
High School Extracurricular Clubs (First Interstate)	442,833.53
Middle School Extracurricular Clubs (First Interstate)	<u>94,845.20</u>
Total District cash and investments	<u>\$ 72,536,243.38</u>

Fiscal Impact:

Refer to attached reports

Recommendation:

The Superintendent is requesting the Board to approve Financial Reports, Warrants for Approval and Donations.

Other Alternatives:

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



Meeting Date:	November 9, 2020
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.4.3
Originated By:	Mike Waterman - Director of Business Services
Others Involved:	Steve Johnson, Deputy Superintendent Operations

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider Approval of [Contract Restructure and Agreement](#) with First Student.

Facts & Discussion:

1. On January 8, 2018, the District and First Student entered into a contract for home-to-school transportation for District students for the period commencing July 1, 2018 through June 30, 2023.
2. Section 21 of the Contract states in part: "...where Schedule Readjustments impact by greater than 15% the service levels or equipment levels required of CONTRACTOR under the assumed routes, schedules, days of service, hours or miles, or vehicle requirements contained in this RFP, CONTRACTOR, and DISTRICT shall negotiate rate changes commensurately to cover increases or decreases in cost structure associated with such changes by DISTRICT."
3. On October 12, 2020, the Bozeman School District Board of Trustees continued the cancellation of all routes for all days during the 2020-21 school year when the District is in a remote-learning-only status due to the COVID-19 pandemic. These cancellations bring the District past the 15% threshold and necessitate contract negotiations.
4. Although it remains First Student's responsibility to ensure routes are staffed and ready, the District has an interest in ensuring bus service remains available. First Student staff will also be working on the days of remote learning, performing contract-related tasks such as training and cleaning. With these issues in mind, administration has reached a tentative agreement with First Student for the District to pay the company's costs on remote-only learning days.

Fiscal Impact:

Estimated \$284,814, State Governor's Pupil Transportation Coronavirus Relief Funds

Recommendation:

It is recommended that the Board of Trustees approve the agreement.

Other Alternatives:

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



Meeting Date:	November 9, 2020
Category:	Discussion - Policy 1st Reading
Agenda Item #:	5.1.1
Originated By:	Casey Bertram, Deputy Superintendent
Others Involved:	MTSBA; Trustee Black

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Discuss suggested revisions to Policies - #2000 Series.

Discussion:

1. The policy revisions were developed by the Montana School Boards Association in collaboration with District Administrators.
2. The policy revisions as written are more succinct and reflect current practice.
3. The policy revisions will appear on the December 14, 2020 consent agenda for final consideration and approval.

Bozeman Public Schools District Board of Trustees
Policy Review and Revision
Summary of Policy Series 2000 – Instruction

R = *Required* **REC** = *Recommended* **OP** = *Optional*

EXISTING POLICY	PROPOSED POLICY	STATUS		NOTES	REVISIONS	Casey/Kevin Proposed Action
2000	2000	<u>R</u>	Goals	Revised		Adopt MTSBA Revised Policy 2000
2200	2100	<u>R</u>	School Year Calendar and Day	Revised, Renumber	Policy language and number revision: <ul style="list-style-type: none"> ● Add language to clarify that the Board shall adopt a school calendar for the forthcoming school year by June 1st ● Renumber to 2100 	Adopt MTSBA Revised Policy and change # to 2100
2210	2105	<u>R</u>	Grade Organization	Revised, Renumber	Policy language and number revision: <ul style="list-style-type: none"> ● Replace current language with general language recommended by MTSBA ● Renumber to 2105 	Adopt MTSBA Revised Policy and change # to 2105
2100	2120	<u>R</u>	Curriculum and Assessment	Revised, Renumber	Policy language, cross reference, legal reference and number revision: <ul style="list-style-type: none"> ● Update language per MTSBA and to align with current practice. 	Adopt MTSBA Revised Policy and change # to 2120 Delete Current 2100P

					<ul style="list-style-type: none"> • Add policy cross references 2000 and 2110 • Add legal references (MCA and ARM) • Renumber to 2120 	
2130	2130	<u>REC</u>	Program Evaluation and Diagnostic Tests	Revised	Policy language and legal reference revision: <ul style="list-style-type: none"> • Add personality diagnostic test to list of required parental approvals • Add legal references 	Adopt MTSBA Revised Policy
	2132	<u>R</u>	Student and Family Privacy Rights	Revised	Policy language revision: <ul style="list-style-type: none"> • Information from the current Research Studies policy (2132) has been combined in this re-written policy. 	
	2150	<u>R</u>	Suicide Awareness and Prevention	Revised, Renumber	Policy language and number revision: The Administration shall develop and implement a youth suicide prevention program meeting minimum requirements set forth in 10.55.719, ARM. <ul style="list-style-type: none"> • Renumber current district 	Adopt MTSBA Revised Policy #2150 Remove current policy 3422 as it includes the same language.

					policy 3422 to 2150	
2150	2152		Co-Curricular Program	Renumber	Number revision: <ul style="list-style-type: none"> Renumber to 2152 	Revise numbering to 2152
2151	2151	<u>REC</u>	Interscholastic Activities	Revised	Policy language, policy reference and legal reference revision: <ul style="list-style-type: none"> Fourth paragraph has been re-written for clarity One cross reference added One legal reference deleted 	Adopt MTSBA Policy Revisions
2158	2158	<u>R</u>	Family Engagement	Revised	Policy language revision: <ul style="list-style-type: none"> Language formerly in procedure (2158P) has been added 	Adopt MTSBA Policy Revision
2160	2160	<u>R</u>	Title I Parent Involvement	Revised	Policy language revision: <ul style="list-style-type: none"> Language that follows federal law and district practice has been added 	Adopt MTSBA Revisions
2162	2162	<u>R</u>	Section 504 of the Rehabilitation Act of 1973 (“Section 504”)	Revised	Legal reference revision: <ul style="list-style-type: none"> Legal references have been added 	Adopt MTSBA Revision
2163	2163	<u>OP</u>	Traffic Education	Revised	Policy language revision: <ul style="list-style-type: none"> Revised to reflect current practice and align with MTSBA language. 	Adopt MTSBA Revision

2168	2167	<u>REC</u>	Dual Enrollment	Revised, Renumber	Policy language and number change revision: <ul style="list-style-type: none"> Revised to better identify correspondence coursework and whether/how credit may be granted Renumber to 2167 	Adopt MTSBA changes and re-numbering
2169	2168	<u>R</u>	Distance Learning Courses	Revised, Renumber	Policy reference, legal reference and number change revision: <ul style="list-style-type: none"> Eliminate 2170 and add 2100 policy references Eliminate ARM 10.55.602 reference Renumber to 2168 	Adopt MTSBA Policy Changes and Renumbering
2170	2170	<u>REC</u>	Digital Academy	Revised	Policy language, policy reference and legal reference revision: <ul style="list-style-type: none"> Add approval/endorsement by the Montana Office of Public Instruction Add information about aggregate hours and demonstration of proficiency 	Adopt MTSBA Revisions

					<ul style="list-style-type: none"> • Add <u>cross reference 2100, School Calendar and Day</u> • Add <u>legal references related to the Montana Digital Academy and funding</u> 	
2171	2171	<u>R</u>	Significant Writing Program	Revised	Policy language revision: <ul style="list-style-type: none"> • Revised to include language related to significant writing programs per ARM 	Adopt MTSBA Revisions
2221	2221	<u>REC</u>	School Closure	Revised		Adopt MTSBA Changes
2240	2240	<u>OP</u>	Summer School	Revised		Adopt MTSBA Changes
2250	2250	<u>R</u>	Community and Adult Education	Revised		Adopt MTSBA Changes
2310	2310	<u>R</u>	Selection of Library Materials	Revised		Adopt MTSBA Changes
2320	2320	<u>OP</u>	Field Trips, Excursions, and Outdoor Education	Revised		Adopt MTSBA Changes
2330	2330	<u>R</u>	Controversial Issues and Academic Freedom	Revised		Adopt Revised MTSBA Policy
2332	2332	<u>REC</u>	Religion and Religious Activities	Revised		Adopt Revised MTSBA
2412	2333	<u>R</u>	Participation in Commencement Exercises	Revised, Renumbered		Adopt MTSBA Revised - Change numbering
2333	2336		Flag Display	Renumber		Renumber to 2336
	2334	<u>REC</u>	Release Time for Religious Instruction	Adopt MTSBA Policy		Adopt MTSBA policy
2335	2335	<u>REC</u>	Health Enhancement	Revised		Adopt MTSBA revised policy
2375	2375	<u>OP</u>	Advancement Requirements (9-12)	Revised		Adopt MTSBA Revised Policy
2410	2410	<u>REC</u>	High School Graduation Requirements	Revised		Adopt MTSBA Revision

2413	2413	<u>R</u>	Credit Transfer and Assessment for Placement	Revised		Revised
2421	2421	<u>OP</u>	Promotion and Retention	Revised		Adopt MTSBA Language
2430	2430	<u>OP</u>	Homework	Revised		Adopt MTSBA Revisions
2450	2450	<u>R</u>	Recognition of Native American Cultural Heritage	Revised		Adopt MTSBA revisions
2500	2500	<u>REC</u>	Limited English Proficiency Program	Revised		Revised

Bozeman Public Schools

R

INSTRUCTION

2000

Goals

~~The 2000 series policies are to provide the staff with direction in the content of curricula, course offerings, and the process the District will use in delivering the curricula. These policies provide direction and information to the staff, parents and students, while providing latitude to accommodate unique student needs and teaching styles.~~

The District's educational program will seek to provide an opportunity for each child to develop to his or her maximum potential. The objectives for the educational program are:

- To foster self-discovery, self-awareness, and self-discipline.
- To develop an awareness of and appreciation for cultural diversity.
- To stimulate intellectual curiosity and growth.
- To provide fundamental career concepts and skills.
- To help the student develop sensitivity to the needs and values of others and respect for individual and group differences.
- To help each student strive for excellence and instill a desire to reach the limit of his or her potential.
- To develop the fundamental skills which will provide a basis for lifelong learning.
- To be free of any sexual, cultural, ethnic, or religious bias.
- The administrative staff is responsible for apprising the Board of the educational program's current and future status. The Superintendent should prepare an annual report that includes:
 - A review and evaluation of the present curriculum;
 - A projection of curriculum and resource needs;
 - An evaluation of, and plan to eliminate, any sexual, cultural, ethnic, or religious bias that may be present in the curriculum or instructional materials and methods;
 - A plan for new or revised instructional program implementations; and
 - A review of present and future facility needs.

Legal Reference: 10.55.701, ARM Board of Trustees

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on:

INSTRUCTION

2100(currently 2200)

School Year Calendar and DaySchool Calendar

In order to permit staff, students and parents to make plans for their own work and vacation schedules, the Board shall adopt a school calendar for the forthcoming school year by June 1. Following this action, staff, students, parents and patrons will be advised of the school calendar.

Subject to §§ 20-1-301 and 20-1-308, MCA, and any applicable collective bargaining agreement covering the employment of affected employees, the trustees of a school district shall set the number of hours in a school term, the length of the school day, and the number of school days in a school week. When proposing to adopt changes to a previously adopted school term, school week, or school day, the trustees shall: (a) negotiate the changes with the recognized collective bargaining unit representing the employees affected by the changes; (b) solicit input from the employees affected by the changes but not represented by a collective bargaining agreement; (c) and from the people who live within the boundaries of the school district.

Commemorative Holidays

Teachers and students will devote a portion of the day on each commemorative holiday designated in § 20-1-306, MCA, to study and honor the commemorated person or occasion. The Board may from time to time designate a regular school day as a commemorative holiday.

Saturday School

Pupil instruction may be held on a Saturday at the discretion of a school district for the purpose of providing additional pupil instruction, provided that: (a) Saturday school is not a pupil-instruction day and does not count toward the minimum aggregate hours of pupil instruction; and (b) student attendance is voluntary.

School Fiscal Year

At least the minimum number of aggregate hours must be conducted during each school fiscal year. The minimum aggregate hours required by grade are:

- (a) A minimum of 360 aggregate hours for a kindergarten program;
- (b) 720 hours for grades 1 through 3;
- (c) 1,080 hours for grades 4 through 12; and
- (d) 1,050 hours may be sufficient for graduating seniors.

The minimum aggregate hours, described above, are not required for any pupil demonstrating proficiency pursuant to 20-9-311(4)(d), MCA.

In addition, seven (7) pupil instruction-related days may be scheduled for the following purposes:

- 1. Pre-school staff orientation for the purpose of organization of the school year;
- 2. Staff professional development programs (minimum of three (3) days);
- 3. Parent/teacher conferences; and
- 4. Post-school record and report (not to exceed one (1) day, or one-half (½) day at the end of each semester or quarter).

~~Additional PIR days may be added to the school calendar at the discretion of the Trustees.~~

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The Board of Trustees has established an advisory committee to develop, recommend, and evaluate the school district's yearly professional development plan. Each year the Board of Trustees shall adopt a professional development plan for the subsequent school year based on the recommendation of the advisory committee.

Legal References:	§ 20-1-301, MCA	School fiscal year
	§ 20-1-302, MCA	School term, day and week
	§ 20-1-303, MCA	Conduct of School on Saturday or Sunday prohibited - exceptions
	§ 20-1-304, MCA	Pupil-instruction-related day
	§ 20-1-306, MCA	Commemorative exercises on certain days
	§ 20-9-311, MCA	Calculation of Annual Number Belonging (ANB)
	ARM 10.55.701	Board of Trustees
	ARM 10.65.101, 103	Pupil-Instruction-Related Days
	<u>ARM 10.55.714</u>	<u>Professional Development</u>
	ARM 10.55.906	High School Credit

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on: 03/24/2014, 04/08/2019

INSTRUCTION

2105(currently 2210)

Grade Organization

~~The grade organization in the district for instructional purposes shall be as follows:~~

Kindergarten through Grade 5	Elementary School
Grades 6 through 8	Middle School
Grades 9 through 12	High School

~~Instructional programs shall be coordinated between each grade and between levels of schools.~~

~~The District maintains instructional levels for grades kindergarten (K) through twelve (12). The grouping and housing of instructional levels in school facilities will be according to plans developed by the Superintendent and approved by the Board.~~

Instructional programs will be coordinated between each grade and between levels of schools.

A student will be assigned to an instructional group or to a classroom which will best serve the needs of that individual while still considering the rights and needs of other students. Factors to be considered in classroom assignments are class size, peer relations, student/teacher relations, instructional style of individual teachers, and any other variables that will affect the performance of the student.

Criteria for grouping will be based on learning goals and objectives addressed and the student's ability to achieve those purposes.

Legal Reference: § 20-6-501, MCA Definition of various schools
 40.5.105 Types of Schools

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on: 01/13/2003

INSTRUCTION

2120

Curriculum and Assessment

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations. The District shall ensure their curriculum is aligned to all content standards and the appropriate learning progression for each grade level.

A written sequential curriculum will be developed for each subject area. The curricula will address learner goals, content and program area performance standards, and District education goals and will be constructed to include such parts of education as content, skills, and thinking. The District shall review curricula at least every five (5) years or consistent with the state’s standards revision schedule, and modify, as needed, to meet educational goals of the continuous school improvement plan pursuant to ARM 10.55.601.

The staff and administration will suggest materials and resources, to include supplies, books, materials, and equipment necessary for development and implementation of the curriculum and assessment, which are consistent with goals of the education program.

The District shall maintain their programs consistent with the state’s schedule for revising standards.

The District shall assess the progress of all students toward achieving content standards and content-specific grade-level learning progressions in each program area. The District shall use assessment results, including state-level achievement information obtained by administration of assessments pursuant to ARM 10.56.101 to examine the educational program and measure its effectiveness. The District shall use appropriate multiple measures and methods, including state-level achievement information obtained by administration of assessments pursuant to the requirements of ARM 10.56.101, to assess student progress in achieving content standards and content-specific grade-level learning progressions in all program areas. The examination of program effectiveness using assessment results shall be supplemented with information about graduates and other student’s no longer in attendance.

Cross Reference: 2000 Goals
 2110 Objectives

Legal Reference: § 20-3-324, MCA Powers and duties
 § 20-4-402, MCA Duties of district superintendent or county high school principal
 § 20-7-602, MCA Textbook selection and adoption
 10.55.603, ARM Curriculum and Assessment

Curriculum Development

~~The District recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the curriculum shall be developed on a continuing basis and in accordance with a plan for curriculum development adoption, implementation and evaluation.~~

~~District-wide curriculum activities shall have the following goals:~~

- ~~To review existing district standards and benchmarks~~
- ~~To establish standards and benchmarks based on research and best practice~~
- ~~To determine a logical scope and sequence for K-12 instruction~~
- ~~To articulate K-12 programs~~
- ~~To identify program omissions and duplications~~

~~To assess the extent to which a program does what it purports to do~~

~~To determine the extent that a program meets the needs of students~~

~~To identify changes and trends in the school community~~

~~To provide a database for decision-making and long-range planning~~

~~To inform the community of program quality and effectiveness~~

~~To guide professional development~~

~~To provide guidance for the selection of instructional materials based on research and best practice~~

~~To identify areas where curriculum content can be integrated~~

~~The development and implementation of the curriculum is the joint responsibility of the District's professional staff. The Superintendent or designee, under the direction of the Deputy Superintendent Instruction, has the primary responsibility for the orchestration and coordination of all curriculum development activities. The building principals are responsible to supervise the implementation of the adopted curriculum and materials. The teaching staff has the primary responsibility for the implementation of curriculum as well as an important responsibility in its development.~~

~~Proposals for new courses may come from professional staff, parents, patrons of the district, or other interested persons. Any proposal for a new course of study must include estimated start-up costs and projected annual costs. All new courses or major modifications to existing courses must be approved by the Superintendent and trustees.~~

~~Curriculum guides will be prepared for each course of study offered within the School District. A guide will consist of:~~

- ~~a. detailed content standards, learner results, assessment requirements, pacing guide, and available resources;~~
- ~~=chart of the learner results;~~
- ~~=approved assessment documents;~~
- ~~=course outlines;~~
- ~~=essential instructional practices.~~

~~All classes shall be accessible to students regardless of race, color, national origin, gender, handicapping status or religion.~~

~~Each teacher shall conduct the assigned course of study in accordance with the guide. Any deviation from the course of study must be temporary, presented to the principal in writing and have the principal's approval. Principals will forward proposed deviations from the course of study to the appropriate Deputy Superintendent.~~

Legal Reference: 40.55.403 ARM

Basic Instructional Programs

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on: 03/09/1992, 01/13/2003, 05/21/2007, 07/18/2019

INSTRUCTION

2130

Program Evaluation and Diagnostic Tests

The Board strives for efficiency and effectiveness in all facets of its operations. To achieve this goal, the Board will set forth:

1. A clear statement of expectations and purposes for the District instructional program;
2. A provision for staff, resources, and support to achieve stated expectations and purposes; and
3. A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met.

Parents who wish to examine any assessment materials may do so by contacting the Superintendent. Parental approval is necessary before administering an individual intelligence test or a diagnostic personality test. No tests or measurement devices which include questions about a student's or the student's family's personal beliefs and practices in family life, morality, and religion will be administered, unless the parent gives written permission for the student to take such test, questionnaire, or examination.

<u>Legal Reference:</u>	<u>20 U.S.C. § 1232h</u>	<u>Protection of pupil rights</u>
	<u>10.55.603, ARM</u>	<u>Curriculum and Assessment</u>
	<u>10.56.101, ARM</u>	<u>Student Assessment</u>

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on: 07/17/1995, 01/27/2003, 06/09/2014

INSTRUCTION

2132

Student and Family Privacy RightsSurveys - General

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in Board Policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Before the District administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one (1) or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request; and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

Instructional Material

A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as part of their child's educational curriculum.

The term "instructional material," for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

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Collection of Personal Information From Students for Marketing Prohibited

The term “personal information,” for purposes of this section only, means individually identifiable information including: (1) a student’s or parent’s first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) telephone number, or (4) a Social Security identification number.

The District will not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

The District, however, is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities;
6. Student recognition programs.

Notification of Rights and Procedures

The Superintendent or designee shall notify students’ parents/guardians of:

1. This policy as well as its availability from the administration office upon request;
2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student, when the student turns eighteen (18) years of age or is an emancipated minor.

NOTE: This policy must be adopted in consultation with parents. 20 U.S.C. § 1232h(c)(1). Therefore, MTSBA recommends that, at a minimum, Boards specifically note this on their meeting agendas and request public comment prior to adoption.

Cross Reference: 2311 Instructional Materials
 3200 Student Rights and Responsibilities
 3410 Student Health/Physical Screenings/Examinations

Legal Reference: 20 U.S.C. 1232h Protection of Pupil Rights

Policy History:

Adopted on:

Reviewed on:

Revised on:

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INSTRUCTION

2150

Suicide Awareness and Prevention

Professional Development

The Administration shall develop and implement a youth suicide prevention program meeting minimum requirements set forth in 10.55.719, ARM.

The District will make available professional development on youth suicide awareness and prevention to each employee of the district who work directly with any students enrolled in the school district. The training materials will be approved by the Office of Public Instruction (OPI).

The District will make available at least two (2) hours of youth suicide and prevention training beginning the 2017-18 school year. The District will make available, at a minimum, two (2) hours of youth suicide awareness and prevention training every five (5) years thereafter.

Youth suicide and prevention training may include:

- A. In-person attendance at a live training;
- B. Videoconference;
- C. An individual program of study of designated materials;
- D. Self-review modules available online; and
- E. Any other method chosen by the local school board that is consistent with professional development standards.

No cause of action may be brought for any loss or damage caused by any act or admission resulting from the implementation of the provisions of this policy or resulting from any training, or lack of training, related to this policy. Nothing in this policy shall be construed to impose a specific duty of care.

Prevention and Response

The Board authorizes the Administration and appropriate District staff to develop procedures to address matters related to suicide prevention and response that:

- A. Promote collaboration with families and with community providers in all aspects of suicide prevention and response;
- B. Include high quality intervention services for students;
- C. Promote interagency cooperation that enables school personnel to identify and access appropriate community resources for use in times of crisis;
- D. Include reintegration of youth into a school following a crisis, hospitalization, or residential treatment;
- E. Provide for leadership, planning, and support for students and school personnel to ensure appropriate responses to attempted or completed suicides.

No cause of action may be brought for any loss or damage caused by any act or admission resulting from the implementation of the provisions of this policy or resulting from any training, or lack of training, related to this policy. Nothing in this policy shall be construed to impose a specific duty of care.

This policy will be reviewed by the Board of Trustees on a regular basis.

Legal Reference: § 20-7-1310, MCA Youth suicide awareness and prevention training
ARM 10.55.720 Suicide Prevention and Response

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2152 (Currently 2510)

Co-Curricular Program

The district will offer a co-curricular program. Activities will include, but are not limited to service and interest clubs, student government activities, musical activities, athletic, intramurals, publications and travel and exchange programs.

When an activity is conducted using the name of a class, organization or school, it shall be coordinated under the general supervision of appropriate school officials with the students' interest and safety of paramount concern.

Students shall be eligible to become involved in approved activities without regard to race, creed or sex. Activity groups shall not be secretive in nature.

The general criteria for selecting district activities are:

1. The activity should provide learning in the intellectual, physical or social area.
2. The activity should be acceptable to the community.
3. The activity should have carry-over values into lifetime and/or leisure activities.
4. The cost of the activity must not be prohibitive to the student or district.

The Board directs the superintendent to develop appropriate procedures for proper planning, funding approval and implementation of all activities programs within the above guidelines.

The principal shall be responsible for the interscholastic program in each school.

The district shall evaluate its recreational and athletic program at least once each year to ensure that equal opportunities are available to members of both sexes with respect to interscholastic, club or intramural athletics which are operated, sponsored, or otherwise provided by the district.

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on:

INSTRUCTION

2151

Interscholastic Activities

The District recognizes the value of a program of interscholastic activities as an integral part of the total school experience. The program of interscholastic activities will include all activities relating to competitive sport or intellectual contests, games or events, or exhibitions involving individual students or teams of students of this District, when such events occur between schools outside this District.

All facilities and equipment utilized in the interscholastic activity program, whether or not the property of the District, will be inspected on a regular basis. Participants will be issued equipment which has been properly maintained and fitted.

An activity coach must be properly trained and qualified for an assignment as described in the coach's job description. A syllabus which outlines the skills, techniques, and safety measures associated with a coaching assignment will be distributed to each coach. All personnel coaching intramural or interscholastic activities will hold a current valid first aid certificate.

The Board recognizes that certain risks are associated with participation in interscholastic activities. While the District will strive to prevent injuries and accidents to students, each parent or guardian will be required to sign an "assumption of risk" statement indicating that the parents assume all risks for injuries resulting from such participation. ~~Each participant shall be required to furnish evidence of a pre-participation evaluation prior to becoming a member of an interscholastic team. A participant suffering from an illness/injury shall be cleared by medical personnel prior to participation. In addition, participants will be expected to sign that they understand and will abide by the extracurricular substance use policy. Each participant will be required to furnish evidence of physical fitness (physical form) prior to becoming a member of an athletic team. A participant will be free of injury and will have fully recovered from illness before participating in any event.~~

Coaches and/or trainers may not issue medicine of any type to students. This provision does not preclude the coach and/or trainer from using approved first aid items.

Cross Reference: 3416 Administering Medicines to Students
2151F Assumption of Risk Form
~~3330 Extra-Curricular Chemical Use Policy~~

Legal Reference: ~~10.55.302(2) ARM Certificates~~
10.55.707, ARM Teacher and Specialist Licensure
37.111.825, ARM Health Supervision and Maintenance

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on: 04/24/2006, 09/25/2006

INSTRUCTION

2158

Family Engagement Policy

The Bozeman Public Schools Board of Trustees believes that engaging parents/families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community during the entire time a student attends school. The Board believes that the district must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component. Parent/Family involvement in education requires a cooperative effort with roles for the Office of Public Instruction (OPI), the district, parents/families and the community.

Parent/Family Involvement Goals and Plan

The Board of Trustees recognizes the importance of eliminating barriers that impede parent/family involvement, thereby facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district will develop and implement a plan to facilitate parent/family involvement that shall include the following six (6) goals:

1. Promote families to actively participate in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class;
2. Promote families and school staff to engage in regular, two-way meaningful communication about student learning;
3. Promote families and school staff to continuously collaborate to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively;
4. Empower parents to be advocates for their own and other children, to ensure that students are treated equitably and have access to learning opportunities that will support their success;
5. Encourage families and school staff to be partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs; and
6. Encourage families and school staff to collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation.

The district's plan for meeting these goals is to:

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process, including:
 - Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.
 - Providing access to educational resources for parents/families to use together with their children.

- Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
- 3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.
- 4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
- 5. Perform regular evaluations of parent/family involvement at each school and at the district level.
- 6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
- 7. If practical, provide information in a language understandable to parents.

Legal Reference: 10.55.701(2)(m) Board of Trustees

Policy History:

Adopted on: 03/24/2014

Reviewed on:

Revised on:

INSTRUCTION

2160

Title I Parent and Family Engagement

The District endorses the parent and family engagement goals of Title I and encourages the regular participation of parents and family members (including parents and families of migrant students if applicable) of Title I eligible children in all aspects of the program to establish the agency's expectations and objectives for meaningful parent and family involvement. The education of children is viewed as a cooperative effort among the parents, family members, school, and community. In this policy the word "parent" also includes guardians and other family members involved in supervising the child's schools.

Pursuant to federal law the District will develop jointly with, agree upon with, and distribute to parents of children participating in the Title I program a written parent and family engagement policy. This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

At the required annual meeting of Title I parents and family members (including parents and families of migrant students if applicable), parents and family members will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities to fulfill the requirements necessary to address the requirements of family engagement goals shall be presented.

In addition to the required annual meeting, at least three (3) additional meetings shall be held at various times of the day and/or evening for parents and family members of children (including parents and families of migrant children if applicable) participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the District level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

The parents and family members of children (including parents and families of migrant children if applicable) identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents and family members to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist at home in the education of their children.

Each school in the District receiving Title I funds shall develop jointly with parents and family members of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The "School-Parent Compact" shall:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and
3. Address the importance of parent-teacher communication on an ongoing basis with, at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

The activities authorized under this policy may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Legal Reference: Title I of the Elementary and Secondary Education Act
20 U.S.C. §§ 6301-6514
§ 1116 Every Student Succeeds Act

Policy History:

Adopted on:

Reviewed on:

Revised on: 01/13/2003, 01/10/2011, 01/28/2013

INSTRUCTION

2162

Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students’ identification, evaluation, and educational placement. This system shall include: notice, an opportunity for the student’s parent or legal guardian to examine relevant records, an impartial hearing with opportunity for participation by the student’s parent or legal guardian, and a review procedure.

Legal Reference: Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794
 ADA Amendments Act of 2008
 34 C.F.R. §104.1 *et seq.* Purpose
 34 C.F.R. §104.35 Evaluation and Placement
 34 C.F.R. §104.36 Procedural safeguards

Policy History:

Adopted on: 02/28/1994

Reviewed on:

Revised on: 01/10/2011

INSTRUCTION

2163

Traffic Education

Bozeman Public School District will provide a drivers' training instruction program for students who live within the geographic boundaries of the public school district, whether or not they are enrolled in the public school district and provided that students enrolled in the course will have reached their fifteenth (15th) birthday within six (6) months of course completion and have not yet reached nineteen (19) years of age on or before September 10 of the school year in which the student participates in traffic education.

All eligible students will be treated fairly and without bias in the notification, enrollment, and class administration procedures associated with the traffic education program.

The purpose of the program is to introduce students to a course of study which should lead to the eventual development of skills appropriate for a licensed driver. The traffic education program is designed to meet the criteria established by the Superintendent of Public Instruction. These criteria include requirements for instructional time, for instructor certification, recommendations for course of study, and reimbursement procedures.

~~Bozeman School District #7 is a state-approved traffic education program and follows the Traffic Education Standards/Requirements/Procedures for High School Driver Education Programs, published by the State of Montana, Health Enhancement and Safety Division, Traffic Education Unit, Office of Public Instruction. Students fifteen (15) years old or older, or who will reach their fifteenth (15th) birthday within six (6) months of the course completion, are eligible to enroll in a traffic education program. Students are scheduled by age, with the oldest student having first priority. The traffic education program forms the foundation for safe, prudent driving behaviors. The traffic education program is designed to meet the criteria established by the Superintendent of Public Instruction. These criteria include requirements for instructional time, for instructor certification, recommendations for course of study and reimbursement procedures. The policies and procedures under which the traffic education program operates underscore the weighty responsibility the District assumes in the offering of this program and provides a level of accountability to the state and its citizenry.~~

~~Student contact time for instruction and drive time shall be a minimum of that required by State Law. Attendance at all classes is expected though up to two (2) class absences will be allowed with appropriate classwork made up. A third classroom absence will result in an "Unsuccessful" completion of the class. No absences are allowed for the in-car drives/observations or the last two days of class in each session.~~

Legal Reference:	§ 20-7-502, MCA	Duties of superintendent of public instruction
	§ 20-7-503, MCA	District establishment of traffic education program
	§ 20-7-507, MCA	District traffic education fund
	10.13.307, ARM	Program Requirements
	<u>10.13.312, ARM</u>	<u>Student Enrollment</u>

Policy History:

Adopted on: 06/12/2006

Reviewed on:

Revised on: 06/11/2018

INSTRUCTION

2167(currently 2168)

Enrichment Course Offerings--University Level/Dual Enrollment

In order to expand the opportunities for students with special talents and abilities, student enrollment in special university courses may be allowed at student expense. The student must be at least a sophomore and have an overall weighted GPA of 3.00, or be accepted by the university, or be given special permission to enroll by the course instructor.

Credit may be applied when there is a dual credit agreement between the District and the university. Credit will be awarded pursuant to the guidelines in Policy #2410 and Procedure #2410P.

The District will permit a student to enroll in an approved correspondence course from a school approved by the National University Extension Association or the Distance Education Accrediting Commission, in order that such student may include a greater variety of learning experiences within the student's educational program.

Credit for correspondence courses may be granted, provided the following requirements are met:

1. Prior permission has been granted by the principal;
2. The program fits the education plan submitted by the regularly enrolled student;
3. Credit is granted for the following approved schools:
 - a. Schools approved by the National University Extension Association or through one of the schools approved by the Distance Education Accrediting Commission;
 - b. Community colleges, vocational-technical institutes, four-(4)-year colleges and universities and state-approved private schools in the state of Montana; and
 - c. Other schools or institutions which are approved by the District after evaluation for a particular course offering.

The District shall not be obligated to pay for a student's correspondence courses.

The District will accept up to two (2) credits of correspondence coursework. No correspondence courses are allowed that serve to supplant required coursework at Bozeman High School. Correspondence coursework cannot be used to allow a student to graduate early from high school.

Cross Reference: 2410 and 2410P High School Graduation Requirements

Legal Reference: § 20-7-116, MCA Supervised correspondence study
ARM 10.55.906 High School Credit

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on: 01/14/2002, 05/10/2010, 08/18/2014

INSTRUCTION

2168 (currently 2169)

Distance, Online, and Technology-Delivered Learning

For purposes of this policy, “distance learning” is defined as: instruction in which students and teachers are separated by time and/or location with synchronous or asynchronous content, instruction, and communication between student and teacher (e.g., correspondence courses, online learning, videoconferencing, streaming video).

The District may receive and/or provide distance, online, and technology-delivered learning programs, provided the following requirements are met:

1. The distance, online, and technology-delivered learning programs and/or courses shall meet the learner expectations adopted by the District and be aligned with state content and performance standards;
2. The District shall provide a report to the Superintendent of Public Instruction, documenting how it is meeting the needs of students under the accreditation standards, who are taking a majority of courses during each grading period via distance, online, and/ or technology-delivered programs;
3. The District will provide qualified instructors and/or facilitators as described in ARM 10.55.907(3)(a)(b)(c);
4. The District will ensure that the distance, online, and technology-delivered learning facilitators receive in-service training on technology-delivered instruction as described in ARM 10.55.907(3)(d); and
5. The District will comply with all other standards as described in ARM 10.55.907(4)(5)(a-e).

The District will permit a student to enroll in an approved distance learning course, in order that such student may include a greater variety of learning experiences within the student’s educational program.

Fulfillment of academic program requirements for students in grades K-8 using distance learning courses may be granted, provided the following requirements are met:

1. Prior permission has been granted by the principal;
2. The program fits the education plan submitted by the regularly enrolled student;
3. The course is part of a District program of study appropriate to the student's needs that cannot be met in the traditional school setting or schedule;
4. Approval for distance delivered coursework is granted for schools and institutions approved by the District after evaluation for a particular course offering and the course must meet end of course District proficiency standards as evaluated by a content-area team.

Individual student circumstances may be evaluated by a team established by the building principal.

The District will not be obligated to pay for a student’s distance learning courses.

The minimum aggregate hours are not required for any pupil demonstrating proficiency pursuant to 20 9 311(4)(d), MCA.

Credit for distance learning courses used to meet graduation requirements may be granted. Credit will be awarded pursuant to the guidelines in Policy #2410 and #2410P. The District will not be obligated to pay for a student’s distance learning courses.

Cross Reference:	2410 and 2410P	High School Graduation Requirements
	2170	Digital Academy Classes
	<u>2100</u>	<u>School Calendar and Year</u>
Legal Reference:	<u>§ 20-9-311(4)(d), MCA Calculation of Average Number Belonging</u>	
	ARM 10.55.602	Definitions
	ARM 10.55.705	Administrative Personnel; Assignment of School
		Administrators/Principals
	ARM 10.55.906	High School Credit
	ARM 10.55.907	Distance, Online, and Technology Delivered Learning

Policy History:

Adopted on: 12/10/2007

Reviewed on:

Revised on: 05/10/2010, 08/118/2014, 04/08/2019

INSTRUCTION

2170

Digital Academy Classes

The District recognizes that the District and students may have a need for greater flexibility in the educational program due to funding, teacher availability, individual learning styles, health conditions, employment responsibilities, lack of success in traditional school environments or a desire for students to accelerate their learning and work at the college level before leaving high school. The District acknowledges that online learning solutions offered by the Montana Digital Academy (MTDA) may fulfill these needs.

The Superintendent, and/or designees, shall be responsible for developing procedures for the online learning program that meet the District standards.

Further, the online learning solutions providers ensure that:

- A. Online course providers are accredited by a nationally recognized accreditation program or agency ***or are approved and endorsed by the Montana Office of Public Instruction.***
- B. Qualified district staff provides information and guidance to students and parents regarding the selection of appropriate online courses to meet their needs, as well as a suitable number of online courses in which a student may enroll.
- C. The curriculum requirements of the state and school district are met.
- D. All online courses taken by the students will be approved by the administration in advance of enrollment.
- E. All teacher-led online courses include licensed, highly qualified teachers.

The minimum aggregate hours are not required for any pupil demonstrating proficiency pursuant to 20-9-311(4)(d), MCA.

Cross Reference: 2100 School Calendar and Day

Legal Reference: §20-7-1201, MCA Montana digital academy – purposes - governance
 §20-7-1202, MCA Funding – rulemaking authority

Policy History:

Adopted on: 08/09/2010

Reviewed on:

Revised on:

INSTRUCTION

2171

Significant Writing Program

OPTION 1:

The Board of Trustees has determined that a significant writing program is critical for the education program of the students. The significant writing program has been developed by the administration and staff and approved by the Board. ~~Teachers with a significant writing program shall have a maximum load of 100 students per day. The District's intensive writing program does not meet the requirements of a significant writing program as defined in the Administrative Rules of Montana.~~

Legal References:	10.55.701(2) (p) ARM	Board of Trustees
	10.55.713 (4) ARM	Teacher Load and Class Size

Policy History:

Adopted on: 08/18/2014

Reviewed on:

Revised on:

INSTRUCTION

2221

School Closure

The Superintendent may order closure of schools in the event of extreme weather or other emergency, in compliance with established procedures for notifying parents, students, and staff.

The trustees may order the emergency closure of schools for one (1) school day each year, without the need to reschedule the lost pupil instruction time when the closure is the result of an emergency.

Cross Reference: 8110 Bus Routes and Schedules

Legal Reference: §§ 20-9-801 - 802, MCA Emergency School Closure
 §§ 20-9-806, MCA School closure by declaration of emergency

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on:

INSTRUCTION

2240

Summer School

The District summer program of instructional offerings will be for the purpose of remediation of credit, maintenance of skills, and enrichment. All classes offered for credit must meet minimum state requirements for accreditation. Remediation credit courses will be offered, grades 9-12, in accordance with District advancement requirements. Credit course offerings must be approved by the principal. The summer maintenance and enrichment program must be self-supporting.

~~Cross Reference:~~ ~~Policy #2375--Advancement Requirements 9-12~~

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on: 03/09/2009

INSTRUCTION

2250

Community and Adult Education

Efforts will be made to maximize the use of public school facilities and resources, realizing that education is a lifelong process involving the whole community. The District may make its resources available to adults and other non-students, within limits of budget, staff, and facilities, provided there is no interference with or impairment of the regular school program. Community and adult education and other offerings may be developed in cooperation with community representatives, subject to approval and authorization by the Board.

Legal Reference: § 20-7-703, MCA Trustees' policies for adult education

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on:

INSTRUCTION

2310

Selection of Library Materials

The District has libraries in every school, with the primary objective of implementing and supporting the educational program in the schools. It is the objective of these libraries to provide a wide range of materials on all appropriate levels of difficulty, with diversity of appeal and the presentation of different points of view.

The provision of a wide variety of library materials at all reading levels supports the District's basic principle that the school in a free society assists all students to develop their talents fully so that they become capable of contributing to the further good of that society.

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and guided by the principles set forth in the American Library Association's Library Bill of Rights and its interpretation for school libraries.

Although the Superintendent is responsible for selection of library materials, ultimate responsibility rests with the Board.

The Board, acting through the Superintendent, thereby delegates authority for selection of library materials to the principal in each of the schools. The principal further delegates that authority to the librarian in the school.

Legal reference: § 20-4-402(5), MCA Duties of district superintendent or county high school principal
 § 20-7-203, MCA Trustees' policies for school library
 § 20-7-204, MCA School library book selection
 Library Bill of Rights, American Library Association

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on: 07/11/2005, 07/28/2014

INSTRUCTION

2320

Field Trips, Excursions, and Outdoor Education

The Board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities in missed classes. Therefore, the Board endorses the use of field trips, when educational objectives achieved by the trip outweigh any lost in-class learning opportunities. The principal will be responsible to make the initial approval of the trip and by his/her signature, certifying that, in his/her judgment, the objectives achieved by the trip fully outweigh lost learning opportunities.

Field trips are defined as non-MHSA travel by vehicle away from the school premises under the supervision of a teacher, for the purpose of affording students a direct learning experience not available in the classroom.

Out-of-state and international field trips may be approved by the Board if the trip is a logical extension of an instructional program, has clear educational value, and sufficient funds can be raised for the trip. All out-of-state and international trips must be approved in advance by the Board prior to any contact with students, with exception of trips to Yellowstone National Park. Failure to comply with this provision will result in the trip being disapproved.

Unless specifically approved in advance, state-level participation in an activity does not grant permission to participate out of state.

Staff members may not solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

Requests for out-of-state trips will be submitted for Board approval at least 30 days in advance of the trip. Requests for international trips will be submitted for Board approval at least 90 days in advance of the trip. Requests will include, to the extent available, estimates of total funds needed and the anticipated method of raising these funds. Any necessary information not supplied at the time of the initial request shall be provided immediately upon becoming available. Funds for these trips, including expenses for supervisors, must come from student fund raising or fees as provided by Policy #3530/3530P or from support groups as provided by #4222/4222P, or individual student/parent funds.

District employees and volunteers are encouraged to use commercial transportation, rental cars and vans, and as a last choice drive personal vehicles. The superintendent shall develop procedures which will promote the safe operation of field trips.

The presence of a person with a currently valid first aid card is required during school-sponsored activities, including field trips, athletic, and other off-campus events.

Legal Reference: ARM 37.111.825 Health Supervision and Maintenance

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on: 07/27/1987, 06/20/1988, 06/22/1992, 04/26/1993, 05/27/1997, 11/10/1997, 06/08/1998, 09/09/2002

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INSTRUCTION

2330

Controversial Issues and Academic Freedom

~~Education may be fostered and promoted in an atmosphere in which academic freedom for staff is encouraged and promoted with due consideration to the rights of the students and community. Teachers are entitled to academic freedom subject to accepted standards of professional responsibility and within the bounds of the district curriculum. These responsibilities are defined as commitment to democratic tradition, a concern for the rights, welfare, growth and development of children, objective scholarship, and recognition of the maturity level of students.~~

The District will offer courses of study which will afford learning experiences appropriate to levels of student understanding. The instructional program respects the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice, and to form, hold, and express their own opinions without personal prejudice or discrimination.

Teachers will guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize various points of view, importance of fact, value of good judgment, and the virtue of respect for conflicting opinions.

The Board encourages and supports the concept of academic freedom, recognizing it as a necessary condition to aid in maintaining an environment conducive to learning and to the free exchange of ideas and information.

In a study or discussion of controversial issues or materials, however, the Board directs teaching staff to take into account the following criteria:

1. Relative maturity of students;
2. District philosophy of education;
3. Community standards, morals, and values;
4. Necessity for a balanced presentation; and
5. Necessity to seek administrative counsel and guidance in such matters.

Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees
§ 20-3-324(16) and (17), MCA Powers and duties

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on:

INSTRUCTION

2332

Religion and Religious Activities

In keeping with the United States and Montana Constitutions and judicial decisions, the District may not support any religion or endorse religious activity. At the same time, the District may not prohibit private religious expression by students. This policy provides direction to students and staff members about the application of these principles to student religious activity at school.

Student Prayer and Discussion

Students may pray individually or in groups and may discuss their religious views with other students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer does not include the right to have a captive audience listen, to harass other students, or to force them to participate. Students may pray silently in the classroom, except when they are expected to be involved in classroom instruction or activities.

Staff Members

Staff members are representatives of the District and must “navigate the narrow channel between impairing intellectual inquiry and propagating a religious creed.” They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content. They must remain officially neutral toward religious expression.

Graduation Ceremonies

Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, the District sponsors and pays for graduation ceremonies and retains ultimate control over their structure and content.

District officials may not invite or permit members of the clergy to give prayers at graduation. Furthermore, District officials may not organize or agree to requests for prayer by other persons at graduation, including requests by students to open or deliver a prayer at graduation. The District may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any endorsement of religion.

Baccalaureate Ceremonies

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. Organizers of baccalaureate services may rent and have access to school facilities on the same basis as other private groups and may not receive preferential treatment. The District may not be identified as sponsoring or endorsing baccalaureate services. District funds, including paid staff time, may not be used directly or indirectly to support or subsidize any religious services.

Assemblies, Extracurricular and Athletic Events

District officials may not invite or permit members of the clergy, staff members, or outsiders to give prayers at school-sponsored assemblies and extracurricular or athletic events. District officials also may not organize or agree to student requests for prayer at assemblies and other school-sponsored events. Furthermore, prayer may not be broadcast over the school public address system, even if the prayer is nonsectarian, nonproselytizing, and initiated by students.

Student Religious Expression and Assignments

Students may express their individual religious beliefs in reports, tests, homework, and projects. Staff members should judge their work by ordinary academic standards, including substance, relevance, appearance, composition, and grammar. Student religious expression should neither be favored nor penalized.

Religion in the Curriculum

Staff members may teach students about religion in history, art, music, literature, and other subjects in which religious influence has been and continues to be felt. However, staff members may not teach religion or advocate religious doctrine or practice. The prohibition against teaching religion extends to curricular decisions which promote religion or religious beliefs.

School programs, performances, and celebrations must serve an educational purpose. The inclusion of religious music, symbols, art, or writings is permitted, if the religious content has a historical or independent educational purpose which contributes to the objectives of the approved curriculum. School programs, performances, and celebrations cannot promote, encourage, discourage, persuade, dissuade, or discriminate against a religion or religious activity and cannot be oriented to religion or a religious holiday.

Student Religious Groups

Students may gather as non-curricular groups to discuss and promote religion in accordance with District Policy 3233.

Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions the District imposes on distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property, consistent with and pursuant to the District policy on solicitations (Policy 4321).

Religious Holidays

Staff members may teach objectively about religious holidays and about religious symbols, music, art, literature, and drama which accompany the holidays. They may celebrate the historical aspects of the holidays but may not observe them as religious events.

Cross Reference: 3550 – Student Clubs
 3233 - Student Use of Buildings
 3510 - School Sponsored Activities

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on: 11/12/2012

INSTRUCTION

2333(currently 2412)

Participation in Commencement Exercises
Statement of Policy

A student's right to participate in a commencement exercise of the graduating class at Bozeman High School is an honor. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all state and local requirements for graduation before the date of the ceremony. Students who complete their requirements after the date of commencement exercises will receive their diplomas at that time.

~~Students may be denied participation in graduation ceremonies due to a behavior incident or infraction in accordance with 20-5-201(3), MCA. In such instances the diploma will be awarded after the official ceremony has been held.~~

Graduation Ceremonies

~~The responsibility of the District, upon the student's completion of the requirements for graduation, is to issue a proper diploma to each graduate. Participation in the actual graduation ceremony is not a requirement. Those who desire to culminate their twelve years of study by participating in a graduation ceremony have the right to a dignified ceremony that maintains decorum appropriate for such an occasion.~~

~~The graduation ceremony will be conducted in the following manner:~~

- ~~1. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration, the class advisor, and the class officers.~~
- ~~2. Caps, tassels, and gowns will be personally unadorned and worn in a traditional manner befitting a formal ceremony. Reasonable exceptions to the adornment restrictions will be considered by the High School Administration. All requests for exceptions must be made and approved at least 10 days prior to the ceremony. No requests for exceptions will be considered at the ceremony.~~
- ~~3. Students who participate will be expected to dress in accordance with the occasion. All visible attire/personal adornments should reflect the dignity, formality, and decorum of the ceremony. The school district will permit students to honor their American Indian heritage through the display of culturally significant tribal regalia at commencement ceremonies. Any item that promotes drug use, weapon use, threats of violence, sexual harassment, bullying, or other intimidation, or violates another district policy, state, or federal law may not be worn during graduation.~~
- ~~4. Each student who participates must attend the graduation practice, agree to cooperate with the class advisor/administrator, and participate in all portions of the graduation ceremony.~~
- ~~5. Failure to comply with the above requirements will automatically forfeit a student's privilege of participation in the graduation ceremony.~~

Organization and Content of Commencement Exercises

The school district will permit students to honor their American Indian heritage through the display of culturally significant tribal regalia at commencement ceremonies. Any item that promotes drug use, weapon use, threats of violence, sexual harassment, bullying, or other intimidation, or violates another district policy, state, or federal law may not be worn during graduation.

The school administration may invite graduating students to participate in high school graduation exercises according to academic class standing or class officer status. Any student who, because of academic class standing, is requested to participate may choose to decline the invitation.

The school administrators will review presentations and specific content, and may advise participants about appropriate language for the audience and occasion. Students selected to participate may choose to deliver an address, poem, reading, song, musical presentation, or any other pronouncement of their choosing.

The printed program for a commencement exercise will include the following paragraphs:

~~Any presentation by participants of graduation exercises is the private expression of an individual participant and does not necessarily reflect any official position of the District, its Board, administration, or employees, nor does it necessarily indicate the views of any other graduates. The Board, while not endorsing any religion, recognizes the rights of individuals to have the freedom to express their individual political, social, or religious views.~~

Any presentation by participants of graduation exercises is the private expression of an individual participant and does not necessarily reflect any official position of the District, its Board, administration, or employees, nor does it necessarily indicate the views of any other graduates.

The Board recognizes that at graduation time and throughout the course of the educational process, there will be instances when religious values, religious practices, and religious persons will have some interaction with the public schools and students. The Board, while not endorsing any religion, recognizes the rights of individuals to have the freedom to express their individual political, social, or religious views.

Legal Reference: Art. II, Sec. 5, Montana Constitution - Freedom of religion
 Art. X, Sec. 1(2), Montana Constitution – Educational Goals and Duties
 Art. X, Sec. 7, Montana Constitution - Nondiscrimination in education
 § 20-5-201(3), MCA Duties and Sanctions
 § 20-1-308, MCA Religious instruction released time program
 § 20-7-112, MCA Sectarian publications prohibited and prayer permitted

Policy History:

Adopted on: 02/23/2009

Reviewed on:

Revised on: 05/10/2010, 11/12/2012, 09/08/2014, 07/24/2017, 04/24/2019

INSTRUCTION

2336 (Currently 2333)

Flag Display

The United States flag, which shall be not less than four feet by six feet, shall be displayed upon or near each school except during inclement weather. The Montana State flag must be properly displayed in an appropriate location in the building.

Legal Reference:	20-3-324	M.C.A.	Powers and Duties (Trustees)
	10.55.503(8)	A.R.M.	School Plant and Facilities

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on:

INSTRUCTION

2334

Release Time for Religious Instruction

The District may provide for a religious instruction released time program, under which a student may be released, on written request of a parent(s) or guardian(s), except that no such program will take place in public school property. Such release will not adversely affect a student's attendance.

Legal Reference: Art. II, Sec. 5, Montana Constitution - Freedom of religion
 Art. X, Sec. 7, Montana Constitution - Nondiscrimination in education
 § 20-1-308, MCA Religious instruction released time program

Policy History:

Adopted on:

Reviewed on:

Revised on:

INSTRUCTION

2335

Health Enhancement

Health, family life, and sex education, including information about parts of the body, reproduction, and related topics, will be included in the instructional program as appropriate to grade level and course of study. An instructional approach will be developed after consultation with parents and other community representatives. Parents may ask to review materials to be used and may request that their child be excluded from sex education class sessions without prejudice.

The Board believes HIV/AIDS and other STD/STI instruction is most effective when integrated into a comprehensive health education program. Instruction must be appropriate to grade level and development of students and must occur in a systematic manner. The Board particularly desires that students receive proper education about HIV and other STD/STI's, before they reach the age when they may adopt behaviors which put them at risk of contracting the disease.

In order for education about HIV and other STD/STI's to be most effective, the Superintendent will require that faculty members who present this instruction receive continuing in-service training which includes appropriate teaching strategies and techniques. Other staff members not involved in direct instruction, but who have contact with students, will receive basic information about HIV/AIDS and other STD/STI's and instruction in use of universal precautions when dealing with body fluids.

In accordance with Board policy, parents will have an opportunity to review the HIV/STD/STI education program, before it is presented to students.

Legal Reference: §§ 50-16-1001, et seq., MCA

AIDS Education and Prevention (AIDS Prevention Act)

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on:

INSTRUCTION

2375

Advancement Requirements (9-12)

~~Educators recognize that a common characteristic of adolescents – particularly immature adolescents – is the inability to set long range goals and work methodically toward those goals. Recognizing that, the district has established a set of advancement requirements for 9-12 grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation.~~

The District has established a set of advancement requirements for 9-12 grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the following advancement requirements are required in the District:

1. To advance to the 10th grade, students must earn at least three (3) units of credit in 9th grade, two (2) of which must be in English, math, or science. ~~health enhancement.~~
2. Failure to pass a 9th grade ~~health enhancement~~ English, math, or science class shall necessitate the failed course being retaken in the 9th grade, even though the student may have earned enough credit to advance to the 10th grade.
3. Students who have failed one or more 9th grade courses may get credit for that course by retaking it during the summer.
4. A student who is retained in the 9th grade would normally have to repeat all classes. However, the junior and senior high principals may, through a joint agreement, allow the student to take one or more advanced courses. In the event that the principals of the junior and senior high do not agree on allowing a student to take advanced courses, the decision will be appealed to the Superintendent.
5. Students may be retained at each grade level if the following year requirements are not met by August 30:

A minimum of three (3) units is required for advancement into the 10th grade.

A minimum of nine (9) units is required for advancement into the 11th grade.

A minimum of fifteen (15) units is required for advancement into the 12th grade.

~~For the graduating classes of 2011 and beyond:~~

1. ~~To advance to the 10th grade, students must earn at least 4 units of credit in 9th grade. Any required courses that a student fails must be repeated.~~
2. ~~To advance to the 11th grade, students must earn at least 10 units of credit. Any required courses that a student fails must be repeated.~~
3. ~~To advance to the 12th grade, students must earn at least 16 units of credit. Any required courses that a student fails must be repeated.~~
4. ~~Students may be retained at the current grade level if requirements for #1, #2, and #3 are not met by August 30th of each year.~~

Policy History:

Adopted on: 09/12/1988

Reviewed on:

Revised on: 07/15/1997, 07/14/2008

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INSTRUCTION

2410

High School Graduation Requirements

The Board will award a regular high school diploma to every student enrolled in the District who meets graduation requirements established by the District. The official transcript will indicate the specific courses taken and level of achievement.

The Board will establish graduation requirements which, at a minimum, satisfy those established by the Board of Public Education (A.R.M. 10.55.904 and 905). Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter ninth (9th) grade. Exceptions to this general rule may be made, when it is determined by the Board that proposed changes in graduation requirements will not have a negative effect on students already in grades nine (9) through twelve (12). The Board will approve graduation requirements as recommended by the Superintendent.

To graduate from Bozeman High School, a student must have satisfactorily completed the last quarter prior to graduation as a Bozeman High School student. Highly unusual exceptions may be considered by the principal, such as a student exchange program in a recognized school.

~~The superintendent shall develop procedures and practices for implementing this policy.~~

~~Graduation Requirements – Bozeman School District Diploma~~

~~To graduate from Bozeman School District, a student must have satisfactorily completed the last semester prior to graduation as a Bozeman School District student. To graduate from the Bridger Charter Academy, a student must have satisfactorily completed the last quarter prior to graduation. Highly unusual exceptions may be considered by the principal/administrator.~~

~~Diploma Requirements for Current Students Through the Graduating Class of 2022:~~

~~Both a Bozeman High School Diploma and a Bozeman High School Honors Diploma will be offered. A Special Circumstance Diploma will also be offered to support students with life events.~~

~~Bozeman School District Diploma~~

~~4 units of English~~

~~3 units of math~~

~~2 units of science~~

~~3 units of social studies to include one unit in Montana Studies/Global Studies, one unit in U.S. History and one unit in U.S. Government~~

~~1 unit of fine arts~~

~~2 units of health enhancement~~

~~1 unit of career and technical education~~

~~1 unit of flex credit (To be defined as fine arts, career and technical education or world language)~~

~~6 units elective~~

~~23 units will be required for graduation~~

~~Bozeman School District Honors Diploma~~

~~4 units of English~~

~~4 units of math to include Algebra II~~

~~3 units of science to include chemistry or physics~~

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~~2 units in one world language
3 units in social studies to include one unit in Montana Studies/Global Studies, one unit in U.S. History and one unit in U.S. Government
1 unit of fine arts
2 units of health enhancement
1 unit of career and technical education
1 unit of flex credit (To be defined as fine arts, career and technical education or world language)
4 units elective~~

~~25 units will be required for graduation~~

~~Bozeman School District Special Circumstance Diploma~~

~~4 units of English
2 units of Math
2 units of Social Studies
2 units of Science
1 unit of Health Enhancement
1 unit of Fine Arts
1 unit of Career and Technical Education
10 units of Electives~~

~~23 Credits will be required for graduation~~

~~The Bozeman School District Special Circumstance diploma meets the requirements of the Montana Accreditation Standards (See Rule 10.55.905) for minimum coursework required for all high school graduates, plus three extra credits. Students will be referred for a special circumstance diploma if they have experienced an extenuating life circumstance that may impact their ability to graduate. A referral form will be completed by the student's counselor in collaboration with the student's parent/guardian, with final approval from the building administration.~~

~~Diploma Requirements Beginning with the Graduating Class of 2023:~~

~~A Bozeman High School Diploma and a Bozeman High School Diploma with Distinction will be offered. In addition, a Special Circumstance Diploma will also be offered to support students with life events.~~

~~Bozeman School District Diploma~~

~~4 units of English
3 units of Math
3 units of Social Studies
2 units of Science
2 units of Health Enhancement
1 unit of Fine Arts
1 unit of Career and Technical Education
1 unit of Flex (To be defined as Fine Arts, Career and Technical Education, World Language) 4
6 units of Electives~~

~~23 Credits will be required for graduation~~

~~Bozeman School District Diploma with Distinction~~

~~(Distinction requirements will be defined in procedures established by the Superintendent or designee.)~~

~~4 units of English
3 units of Math
3 units of Social Studies
2 units of Science~~

~~2 units of Health Enhancement
1 unit of Fine Arts
1 unit of Career and Technical Education
1 unit of Flex (To be defined as Fine Arts, Career and Technical Education, World Language)
6 units of Electives
2 units of Additional Electives (will vary by Distinction.)~~

~~25 Credits will be required for graduation with distinction.~~

Bozeman School District Special Circumstance Diploma

~~4 units of English
2 units of Math
2 units of Social Studies
2 units of Science
1 unit of Health Enhancement
1 unit of Fine Arts
1 unit of Career and Technical Education
10 units of Electives~~

~~23 Credits will be required for graduation~~

~~The Bozeman School District Special Circumstance diploma meets the requirements of the Montana Accreditation Standards (See Rule 10.55.905) for minimum coursework required for all high school graduates, plus three extra credits. Students will be referred for a special circumstance diploma if they have experienced an extenuating life circumstance that may impact their ability to graduate. A referral form will be completed by the student's counselor in collaboration with the student's parent/guardian, with final approval from the building administration.~~

Graduation Ceremony

~~A student may be denied participation in graduation ceremonies by the Board of Trustees due to a behavioral incident or infraction in accordance with 20-5-201(3), MCA. In such instance, the diploma will be awarded after the official ceremony has been held.~~

Graduation Requirements – Handicapped Students

A student with a disabling condition ~~handicapping condition~~ will satisfy those competency requirements incorporated into the individualized education program (IEP). Satisfactory completion of the objectives incorporated in the IEP will serve as the basis for determining completion of a course.

A student may be denied participation in graduation ceremonies in accordance with 20-5-201(3), MCA. In such instances the diploma will be awarded after the official ceremony has been held.

Legal Reference:	§ 20-5-201, MCA	Duties and sanctions
	§ 20-3-322 (3), MCA	Meetings and Quorum
	10.55.904, ARM	Basic Education Program Offerings: High School
	10.55.905, ARM	Graduation Requirements
	10.55.906, ARM	High School Credit

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on: 04/24/1989, 03/27/1995, 01/22/1996, 01/09/2006, 02/23/2009, 06/26/2012, 08/18/2014, 12/12/2016, 12/10/2018

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INSTRUCTION

2413

Credit Transfer and Assessment for PlacementGrades 9-12

Requests for transfer of credit or grade placement from any non-accredited, nonpublic school will be subject to examination and approval before being accepted by the District. This will be done by the school counselor or principal or, in the case of home schools, by a credit evaluation committee consisting of a counselor, a staff member from each subject area in which credit is being requested, and a school principal.

The credit evaluation committee will:

1. Document that a student has spent approximately the same number of classroom hours in home school as would have been spent in a regular class in the District;
2. Document that a student followed a curriculum essentially similar to that of a course for which credit is requested;
3. ~~In some cases we will administer an assessment for placement and credit. Example: level of proficiency; inconclusive evidence of coursework.~~
3. Document that in the event of a credit request in a lab, industrial arts, or music course, equipment and facilities were sufficient to meet required learning activities of the course;
4. Consider if a student has satisfactorily passed, in all courses in which a final exam normally is given, a final exam prepared and administered by a staff member in the District.

The District will give credit only for home schools which have met all requirements as specified in Montana law. Credit from home schools will be accepted only when a like course is offered in the District.

~~The non-accredited/non-public school will issue a transcript for evaluation which includes course title, year of attendance, name of school, grades and/or proposed credit.~~

~~For purposes of identifying the top graduating seniors, the grade point average will be calculated using grades from accredited schools. An honored student must have attended a BSD7 high school for at least one semester, and an accredited school which issues letter grades for at least six semesters. Students who have attained a grade point average (weighted and unweighted grades, combined) of 3.5 or higher will be honored.~~

The school transcripts will record courses taken in home schools or non-accredited schools by indicating title of the course, school where the course was taken, and grade.

For the purpose of calculation of class rank, only those courses taken in an accredited school will be used.

Grades 1-8

Requests from parents of students in non-accredited, nonpublic schools for placement in the District school system will be evaluated by an assessment-for-placement team. That team will include:

1. A school principal;

2. One (1) teacher of the grade in which the student is being considered for enrollment; and
3. One (1) counselor (grades 6-8 only).

The assessment-for-placement team will cause the District-adopted norm-referenced test and/or the end-of-the-year subject-matter test to be administered and scored. The assessment-for-placement team will take into account the following in its recommendation for grade placement:

1. Documentation that the non-accredited, nonpublic school has provided a comparable number of hours as the child would have attended in a public or private school;
2. That the child followed a similar curriculum as would have been provided in an accredited public or private school;
3. That the result of the end-of-the-year test indicates the student has mastered most prerequisite skills; and
4. That the child achieved an NCE score of forty (40) or above on the Standard Achievement Test.

Parents of students in home schools are encouraged to maintain a log documenting dates of instruction, content of instruction, amount of time spent on that instruction, scores on tests, and grades in all activities.

The District is not obligated to provide instructional materials for other public or private schools.

If a parent or guardian is not in agreement with the placement of the child, he/she may request a hearing before the Board.

Legal Reference: § 20-5-110, MCA School district assessment for placement of a child who enrolls from a nonaccredited, nonpublic school

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on: 07/24/1989, 05/14/1990, 01/14/2002, 01/26/2004, 06/11/2007, 07/14/2008, 04/26/2019

INSTRUCTION

2421

Promotion and Retention

The Bozeman Public Schools provide rich educational opportunities that allow students to progress through a curriculum based on state and national standards. The Bozeman Public School District acknowledges that educational success may require multiple supports and interventions to reach individual students at all levels. Curriculum, time, and instruction may be modified to meet the needs of individual students.

Students, parents, staff, and the community must share the responsibility for growth in student achievement and the implementation of intervention plans for students.

Retention will be considered in instances where there is a strong likelihood that the student will benefit academically, socially, and/or emotionally. Emphasis will be placed on the implementation of an intervention plan to prevent retention.

The Board recognizes that students of the same age are at many intellectual and developmental levels and that these differences are a normal part of human development. Because of these differences, the administrators and teaching staff are directed to make every effort to develop curricula and programs that will meet the individual and unique needs of all students and allow them to remain with their age cohorts.

It is the philosophy of the District that students thrive best when placed in or promoted to grade levels with other students of compatible age, physical, social, and emotional status. It is the District's philosophy to promote students who demonstrate effort within those compatibilities. It is equally the District's philosophy and practice to retain students who do not make a reasonable effort to meet grade-level expectations, as long as those expectations are commensurate with the individual student's ability and rate of learning.

If a parent insists that a student be retained or promoted, a notice will be placed in the student's file that the retention or promotion was a parent's decision and not recommended by the school.

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on: 10/12/1992, 06/13/2005

INSTRUCTION

2430

Homework

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students, and should be evaluated and returned to students in a timely manner.

~~Homework may be assigned for one or more of the following purposes:~~

- ~~1. Practice: To help students to master specific skills which have been presented in class.~~
- ~~2. Preparation: To help students gain the maximum benefits from future lessons.~~
- ~~3. Extension: To provide students with opportunities to transfer specific skills or concepts to new situations.~~
- ~~4. Creativity: To require students to integrate many skills and concepts in order to produce original responses.~~

~~The purposes of homework assignments, the basis for evaluating the work performed and the guidelines and/or rules should be made clear to the student at the time of the assignment.~~

~~The school principal shall establish guidelines which clarify the nature and use of homework assignments to improve school achievement.~~

Teachers may give homework to students to aid in the students' educational development. Homework should be an application or adaption of a classroom experience, and should not be assigned for disciplinary purposes.

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on:

Recognition of Native American Cultural Heritage

The District recognizes the distinct and unique cultural heritage of Native Americans and is committed in the District’s educational goals to the preservation of such heritage.

In furtherance of the District’s educational goals, the District is committed to:

- Working cooperatively with Montana Tribes in close proximity to the District, when providing instruction, when implementing educational goals or adopting rules relating to education of students in the District;
- Periodically reviewing its curriculum to ensure the inclusion of cultural heritage of Native Americans, which will include but not necessarily be limited to:
- Considering methods by which to provide books and materials reflecting authentic historical and contemporary portrayals of Native Americans;
- Taking into account individual and cultural diversity and differences among students;
- Providing necessary training for school personnel, with the objective of gaining an understanding and awareness of Native American culture, which will assist the District’s staff in its relations with Native American students and parents.

The Board may require certified staff to satisfy the requirements for instruction in American Indian studies, set forth in § 20-1-503, MCA.

Legal Reference:	Art. X, Sec. 1(2), Montana Constitution
	§§ 20-1-501, et seq., MCA
	10.55.603 ARM
	10.55.701 ARM
	10.55.803 ARM
	Indian Education for All
	Curriculum and Assessment
	Board of Trustees
	Learner Access

Policy History:
Adopted on: 01/10/2005
Reviewed on:
Revised on:

INSTRUCTION

2500

Limited English Proficiency Program-English Learner Program (EL)

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students, so they can attain academic success. Students who are English Learners (EL's) ~~have limited English proficiency (LEP)~~ will be identified, assessed, and provided appropriate services.

The Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a second language instruction.

The Superintendent or his/her designee shall implement and supervise an EL ~~LEP~~ program which ensures appropriate ~~LEP-EL~~ instruction and complies with applicable laws and regulations.

The Superintendent or his/her designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the EL~~LEP~~ program, including:

1. Program goals.
2. Student enrollment procedures.
3. Assessment procedures for program entrance, measurement of progress, and program exit.
4. Classroom accommodations.
5. Grading policies.
6. List of resources, including support agencies and interpreters.

The District shall establish procedures for identifying students whose language is not English. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be enrolled in the District, upon proof of residency and other legal requirements. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the District.

Students participating in ~~LEP-EL~~ programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The ~~LEP-EL~~ program shall be designed to provide instruction which meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content-area support shall be provided while the student is learning English, to assure achievement of academic standards.

The ~~LEP-EL~~ program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

At the beginning of each school year, the District shall notify parents of students qualifying for ~~LEP-EL~~ programs about

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the instructional program and parental options, as required by law. Parents will be regularly apprised of their student's progress. Whenever possible, communications with parents shall be in the language understood by the parents.

The District shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

Legal Reference: Title VI, Civil Rights Act of 1964
Equal Education Opportunities Act as an amendment to the Education Amendments of 1974
Bilingual Education Act
20 U.S.C. §§ 7401, et seq., as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act

Policy History:

Adopted on: 09/13/2004

Reviewed on:

Revised on:



Meeting Date:	November 9, 2020
Category:	Discussion
Agenda Item #:	5.2.1
Originated By:	Casey Bertram, Deputy Superintendent Curriculum and Technology
Others Involved:	Karin Neff, Data Science and Accountability Specialist

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Student Achievement Update - [STAR Assessment Data Review](#)

Discussion:

K-12 fall STAR benchmark assessments in early literacy, reading and math were completed in September. Fall benchmark assessments were given to all students in grades K-8. At the high school level the STAR assessments are used as follows for the fall benchmark period.

- STAR Math: All students (9th-12th grade) in Pre-Algebra, Math Foundations, Intermediate Alg., Algebra 1, & Geometry; all Bridger Charter Academy students; all 9th & 10th graders in Alg. II, or above
- STAR Reading: All 9th & 10th grade students, all Bridger Charter Academy students, and any 11th grade students who tested below 40th% the previous testing window will take STAR Reading.

Key takeaways from fall assessment data review include:

- The proportion of proficient students this fall looks very similar to previous three falls for all assessment subjects
- There are no significant differences in population responses to school disruption for all assessment subjects
- Winter - to - fall cohort differences in proficiency are similar to “normal” years for current cohorts in math and reading
- STAR Fall benchmark data supports district focus on LRSP goals

This discussion will allow the Board to ask questions about the Data Review as it pertains to student achievement in the district.



Meeting Date:	November 9, 2020
Category:	Discussion
Agenda Item #:	5.2.2
Originated By:	Mike Waterman, Director of Business Services
Others Involved:	Steve Johnson, Deputy Superintendent Operations

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Review [2020-21 School Enrollment and Projections](#).

Discussion:

Pursuant to LRSP Strategic Objectives 2.01 and 2.02, the first official enrollment count for the 2020-21 school year is complete and the future enrollment projections are available. This discussion will allow the Board to ask questions about the report and to strategize about dealing with continued growth.



Meeting Date:	November 9, 2020
Category:	Reports
Agenda Item #:	7.1
Originated By:	Steve Johnson, Deputy Superintendent Operations
Others Involved:	Marilyn King, Deputy Superintendent Instruction; Casey Bertram, Deputy Superintendent Curriculum and Technology; Pat Strauss, Director of Human Resources

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: November 9, 2020

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.