



BOZEMAN SCHOOL DISTRICT NO. 7
BOARD PACKET - VIRTUAL MEETING VIA ZOOM
MONDAY -- December 14, 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 Board Education
The Board Education Opportunity is a 15-minute segment that allows our Board to receive an educational snippet of what is happening in our District.
 - 2.3 Recognition and Awards
 - [2.3.1](#) 2020 AA Golf State Championship Team, Individual State Champion and All-State Individuals
 - [2.3.2](#) 2020 AA Cross Country State Championship Team, Individual State Champion, and All-State Individuals
 - [2.3.3](#) 2020 AA Soccer All-State Individuals and Eastern AA Girls Player of the Year
 - [2.3.4](#) Honor Retiring Administrator
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 - #2000 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, Contingency Authorization #1, and Contingency Authorization #9
 - [4.3.2](#) Consider Approval of Proclamation and Petition for High School General Fund Budget Amendment
 - 4.4 Both Districts
 - [4.4.1](#) Consider Approval of Personnel Actions
 - [4.4.2](#) Consider Approval of Financial Reports, Warrant Approval, Donations and new GHS Extracurricular Clubs
 - [4.4.3](#) Consider Approval of Bus Route Changes and Individual Transportation Contracts
 - [4.4.4](#) Consider Approval of FY22 MTSBA Dues Revenue Estimate
 - [4.4.5](#) Consider Transformational Learning Application
 - [4.4.6](#) Consider appointment of the District Authorized Representative
 - 4.5 Elementary District

5. Board Discussion

- 5.1 Policy 1st Reading
 - [5.1.1](#) Discuss suggested revisions to Policies - #8000 Series
- 5.2 Both Districts
 - [5.2.1](#) Discuss Bridger Charter Academy Charter Renewal

6. Action Items -- Singular

- 6.1 Both Districts
 - [6.1.1](#) Consider Hazard Pay Stipends
 - [6.1.2](#) Consider Essential Worker Stipend
- 6.2 High School District
 - [6.2.1](#) Consider Approval of Revised Policy #3340, Extra- and Co-Curricular Alcohol, Drug, and Tobacco Use
- 6.3 **Elementary District**

7. Reports

- [7.1](#) Executive Cabinet Report
- [7.2](#) Board of Trustees
 - Requests, Calendar, Concerns, Reports, Future Agenda Items, Open Meeting Topics for Next Meeting

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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](#)

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:	December 14, 2020
Category:	Recognition and Awards
Agenda Item #:	2.3.1
Originated By:	Mark Ator, Activities Director
Others Involved:	Ryan Nelson, BHS Head Coach Todd Houston, BHS Assistant Coach Matt Clark, GHS Head Coach Matt Barefield, GHS Assistant Coach

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

2020 AA Golf State Championship Team, Individual State Champion, and All-State Individuals

Fiscal Impact:

N/A

Recommendation:

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

WHEREAS: The Bozeman High and Gallatin High Golf teams participated in the 2020 State AA Golf Tournament in Missoula on October 1-2; and

WHEREAS: The Bozeman High Girls' Golf Team took 1st place; and

WHEREAS: Sami Yates finished as the AA State Champion; and

WHEREAS: Earning All-State honors by finishing in the Top 15 were:

Sami Yates	1st	BHS
Cooper Knarr	2nd	BHS
Franchi Ceartin	5th	BHS
Jordan Verge	2nd	GHS
Justus Verge	3rd	GHS
Stevie Voigt	7th	GHS

THEREFORE: Be it resolved that the Board of Trustees recognize and honor the 2020 Girls' AA State Championship Golf Team and All-State Individuals: Sami Yates, Cooper Knaar, Franchi Ceartin, Elly Atkins and Sara Priebe and Individual State Champion, Sami Yates; and 2020 Boys' All-State Individuals: Jordan Verge, Justus Verge and Stevie Voigt.



Meeting Date:	December 14, 2020
Category:	Recognition and Awards
Agenda Item #:	2.3.2
Originated By:	Mark Ator, Activities Director
Others Involved:	Casey Jermyn, BHS Head Coach Graydon Curry, GHS Head Coach

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:
2020 AA Cross Country State Championship Team, Individual State Champion, and All-State Individuals

Fiscal Impact:
N/A

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

WHEREAS: The Bozeman High and Gallatin High Cross Country teams participated in the 2020 State AA Cross Country meet in Kalispell on October 26, 2020; and

WHEREAS: The Bozeman High Girls' Cross Country Team took 1st place, which is the program's 13th title in 14 years; and

WHEREAS: Stirling Marshall-Pryde, BHS, finished as the AA State Champion; and

WHEREAS: Earning All-State honors by finishing in the Top 15 were:

Natalie Nicholas	5th	BHS
Hayley Burns	6th	BHS
Grace Gilbreth	9th	BHS
Molly Sherman	11th	BHS
Polly Meshew	12th	BHS
Natalie McCormick	13th	BHS

Stirling Marshall-Pryde	1st	BHS
Carson Steckelberg	5th	GHS
Xander Danenhauer	10th	BHS
Connor Neil	11th	BHS

THEREFORE: Be it resolved that the Board of Trustees recognize and honor the 2020 Girls' AA State Championship Team and All-State Individuals: Natalie Nicholas, Hayley Burns, Grace Gilbreth, Molly Sherman, Polly Meshew, Natalie McCormick, and Lucia McCormick and Boys' All-State Individuals: Stirling Marshall-Pryde, Carson Steckelberg, Xander Danenhauer and Connor Neil and Individual State Champion, Stirling Marshall-Pryde.



Meeting Date:	December 14, 2020
Category:	Recognition and Awards
Agenda Item #:	2.3.3
Originated By:	Mark Ator, Activities Director
Others Involved:	Hunter Terry, BHS Boys Head Coach Ben Hietala, GHS Head Coach Erika Cannon, BHS Girls Head Coach Joel Ganey, GHS Girls Head Coach

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

2020 AA Soccer All-State Individuals and Eastern AA Girls Player of the Year

Fiscal Impact:

N/A

Recommendation:

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

- WHEREAS: The Bozeman High Boys' Soccer team took 2nd place in the 2020 AA State Playoffs and Gallatin High School qualified for the 2020 AA State Playoffs; and
- WHEREAS: The Bozeman High Girls' Soccer team qualified for the State Semifinals and the the Gallatin High Girls' Soccer Team qualified for the State Quarterfinals; and
- WHEREAS: Olivia Collins (GHS) earned the Eastern AA Conference Player of the year; and
- WHEREAS: Earning All-State honors were Olivia Collins (GHS), Carter Evans (BHS), Darby Hannan, BHS, Drew Johnson (BHS), Will Kaiser (BHS), Sami Murphy (BHS), Nolan Robbins (BHS), Sam Robinson (BHS), and Nikolas Udstuen (GHS); and
- THEREFORE: Be it resolved that the Board of Trustees recognize and honor the 2020 AA Boys' Soccer All-State Individuals: Carter Evans, Drew Johnson, Will Kaiser, Nolan Robbins, Sam Robinson, and Nikolas Udstuen and Girls' All-State Individuals: Olivia Collins, Darby Hannan and Sami Murphy and Eastern AA Conference Player of the year Olivia Collins.



Meeting Date:	December 14, 2020
Category:	Recognition and Awards
Agenda Item #:	2.3.4
Originated By:	Sandy Wilson, Board Chair
Others Involved:	Board of Trustees

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Recognize and Honor Steve Johnson, Deputy Superintendent Operations

Fiscal Impact:

N/A

Recommendation:

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

WHEREAS: Steve Johnson was a 28-year old “kid” when he was hired by the late Dr. Chambers and the Board of Trustees to lead the operations of the Bozeman School District on September 1, 1986; and

WHEREAS: Steve worked continuously for the District until his retirement on December 31, 2020--a span of nearly 35 years; and

WHEREAS: During Johnson’s tenure, the Bozeman School District’s student enrollment grew from 4,138 students K-12 to a high of 7,111 students in 2019. To accommodate that growth, the District built four new elementary schools, two new middle schools, and one new high school building under Johnson’s leadership; and

WHEREAS: Steve played a key role in negotiating and settling numerous employment contracts with the District’s various employee groups. While the agreements themselves will expire, what remains is the spirit of trust, open communication, and mutual problem solving that Johnson modeled during those discussions; and

WHEREAS: Johnson provided leadership for his peers and colleagues as a member of the Montana Association of School Business Officials (MASBO). He served on the organization’s executive board as a regional director from 1986-1990 and led the organization as president in 1991; and

- WHEREAS: Steve's work resulted in many awards and recognitions for the District. Government Finance Officers' Association Certificate of Excellence in Financial Reporting for thirty years running and, more recently, the Association of School Business Officials' Meritorious Budget Award; and
- WHEREAS: Johnson's effort and knowledge also resulted in numerous individual awards over the course of his career. Chief among those are:
- MASBO's Outstanding Business Official in 1996. The Outstanding Business Official recognizes those persons who have made major contributions as a school business official and to the association.
 - The Guy Sperry Award from the Bozeman Area Chamber of Commerce in 2009. This award is the Chamber's highest recognition of service to the community and excellence in business.
 - Distinguished Professional Eagle Award from the Association of School Business Officials in 2011. The Eagle Award--the highest tribute ASBO International bestows on its members--recognizes individuals who have exhibited outstanding and visionary leadership in school business management; and
- WHEREAS: Steve assumed many leadership roles in the Bozeman community. He is a Green Coat Ambassador for the Bozeman Area Chamber of Commerce, a Board member for Bozeman Fiber and a liason for the District on the Bozeman Schools Foundation, a member of the Bozeman Lions Club, and a 42-year MOA football official; and
- WHEREAS: While his employment with the District may be ending, Johnson's contributions to the District and community are long term and will continue to pay dividends well into the future;
- THEREFORE: The Board of Trustees recognize and honor Deputy Superintendent Operations Steve Johnson for his nearly 35 years of dedicated service to the Bozeman School District trustees, staff, and students and the larger Bozeman community; and
- THEREFORE: The Trustees offer hearty congratulations and warmest wishes for him in retirement.



Meeting Date:	December 14, 2020
Category:	Action Item - consent - Policy 2nd Reading
Agenda Item #:	4.1.1
Originated By:	Casey Bertram, Deputy Superintendent
Others Involved:	MTSBA; Trustee Black

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider Approval of Revisions to Policies - #2000 Series

Facts:

1. First reading of the revised policies took place on November 9, 2020.
2. The policy revisions were developed by the Montana School Boards Association in collaboration with District Administrators.
3. Changes from 1st reading:
 - a. Policy 2171 Significant Writing Program - After discussion with MTSBA and our high school admin we suggest staying with our current policy - that has been revised for consent agenda packet
 - b. Policy 2330 Controversial Issues and Academic Freedom - As suggested by the Board we have remove #3 from the list that had teachers take into account the community standards, morals, and values. Kris Goss shared that many districts remove that piece as it is hard to identify/quantify.

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 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

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.~~

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

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.

<u>Cross Reference:</u>	<u>2000</u>	<u>Goals</u>
	<u>2110</u>	<u>Objectives</u>

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

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.

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:

[Double Click to Return to Agenda](#)

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

Board of Trustees
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

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

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~~
~~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)~~
~~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

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:

INSTRUCTION

2450

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 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:	December 14, 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 [November 9, 2020](#) Regular Board Meeting.
2. Minutes of the [November 2, 2020](#) and [November 16, 2020](#) Special Board Meetings.
3. 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 Meeting on [11-09-2020](#) and Special Board Meetings on [11-02-2020](#) and [11-16-2020](#).

Other Alternatives:

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



Meeting Date:	December 14, 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, Contingency Authorization #1 and Contingency Authorization #9.

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 and Contingency Authorization #1 for the amount \$109,464 at Bozeman High School and Contingency Request #9 for the amount of \$346,350 at Gallatin High School.

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.

Contingency Authorization #1 requests for an additional \$109,464 to be allocated from the current construction contingency budget.

Overall the project is approximately 28% Complete.

[Double Click to Return to Agenda](#)

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

Project: Gallatin High School

While the project has been completed, we are still in the process of finalizing remaining construction costs. Contingency Request #9 authorized an additional \$346,350 to be allocated from the current construction contingency budget.

CONTINGENCY AUTHORIZATION REQUEST

Project Name: Bozeman High School Addition & Renovations	Project No.: 17-41-37
Location: 205 North 11th AVE., Bozeman, MT 59715	CAR No.: CAR #1
Contractor: Langlas & Associates	Date: 11.11.20
Address: 1019 East Main St., STE 101 Bozeman, MT 59715	Phone: 406.585.3420

The Contractor is hereby directed to make the following changes to the Contingency:

Item No.	DESCRIPTION /UNIT/BREAKDOWN/UNIT COSTS (Indicate Critical Path Schedule impact for each Item)			COST (Indicate Add or Deduct)
CCD #	Reference	Description	Contractor Contingency	
CAR #1	1	ASI 001	General Clarifications & Revised Sheets	(\$328.28)
CAR #1	2	PR 001	Changes from Bid Set to Construction Set	\$2,243.42
CAR #1	3	PR 002	Fire Protection Pre-Action System Addition, per PR 002	(\$121.25)
CAR #1	5	RFI 002	Add 4" Cushion Course at SOG	\$21,822.56
CAR #1	6		Utilize Crushed Foundations/CMU as Fill Material	(\$33,644.07)
CAR #1	7		Install Geogrid at Soft Spots in South Parking Lot	\$14,069.91
CAR #1	8		Asbestos Abatement Additions	\$86,814.05
CAR #1	9	PR 004	Auditorium Guardrail & Liftgate, per PR 004	\$350.63
CAR #1	10	PR 006	Add Quartz Tile to 2nd Floor Corridor	\$4,159.30
CAR #1	12	RFI 043	Revise GLB Sizes from 22 1/2" to 18", per RFI 043	(\$2,414.53)
CAR #1	13	OAC	Repair Existing Irrigation Main and Practice Field Valves	\$2,786.94
CAR #1	14	PR 005	Remove Goal Posts at Practice Field, per PR 005	(\$881.83)
CAR #1	16	PR 008	Dust Collection Air Connections, per PR 008	\$2,158.46
CAR #1	17	ASI 009	Move Gas Valve Boxes, per ASI 009	\$2,293.84
CAR #1	19	PR 010	Existing Dry Well	(\$5,248.99)
CAR #1	20	PR 009	Dock Lift Modifications, per PR 009	\$1,049.80
CAR #1	21	RFI 063	Revise Cable Tray to Solid Bottom	\$1,835.05
CAR #1	23		Welding Booth Outlets	\$1,964.22
CAR #1	24	RFI 71	Site and N-100A Lighting	\$999.62
CAR #1	25	OAC	Use Existing Whiteboards	(\$6,508.74)
CAR #1	28	RFI 76	F5 Power Receptacles, per RFI 076	\$1,414.14
CAR #1	30	RFI 84	4A Tunnel Existing Pipe Leak, per RFI 084	\$809.54
CAR #1	31	RFI 88/91	Water Meter Assembly and Water Entrance Changes, per RFI 088 & 091	\$8,849.94
CAR #1	33	PR 016	Dust Collector Supports & Bollard	\$3,384.04
CAR #1	37	PR 014	Ships Ladder	\$1,606.81
			SUBTOTAL (Labor & Materials) =	\$109,464.57
			Overhead & Profit @ _____ =	Included in CCD's Above
			TOTAL COST =	\$109,464.57

Change In Contract Duration/Time By This CAR: (No Change) (Increase) (Decrease) BY _____ CALENDAR DAYS

NEW CONTRACT COMPLETION DATE: 7.1.2020

CONTRACT STATUS

1. Original Contingency Amount	\$1,000,000.00
2. Net Change by Previous Contingency Authorization Request(s)	\$0.00
3. Current Contingency Amount (1-2)	\$1,000,000.00
4. This Contingency Authorization Request Total Amount	\$109,464.57
5. New Contingency Amount (3-4)	\$890,535.43
6. Total Cost of All Contingency Authorization Requests to Date (2+4)	\$109,464.57

JUSTIFICATION FOR CHANGE(S) (To be completed by Architect/Engineer):

Describe the details which mandate the change(s).

Per attached

JUSTIFICATION FOR COST ADJUSTMENT (To be completed by Architect/Engineer):

Describe the basis used to calculate the cost adjustment.

Per attached

JUSTIFICATION FOR SCHEDULE ADJUSTMENT (To be completed by Architect/Engineer):

Describe the impact of adjustment(s) to the critical path.

NA

APPROVALS

By signature on this CAR, the Contractor certifies that this change order is complete and includes all direct costs, indirect costs and consequential items (including additional time, if any) and is free and clear of any and all claims or disputes (including, but not limited to, additional costs, additional time, disruptions, and impacts) in favor of the Contractor, subcontractors, material suppliers, or other persons or entities concerning this change order and on all previously contracted Work and does hereby release the Owner from such.

Approved by Contractor:

(Company)

(Signature)

Recommended by Architect/Engineer:

(Company)

(Signature)

Recommended by BSD #7

(Signature)

Date:

Accepted by:

(Signature)

Date:

CONTINGENCY AUTHORIZATION REQUEST

Project Name: New Bozeman High School	Project No.: 16-42-01
Location: 4455 Annie St, Bozeman, MT 59718	CAR No.: CAR #9
Contractor: Langlas & Associates	Date: 10.13.20
Address: 1019 East Main St., STE 101 Bozeman, MT 59715	Phone: 406.585.3420

The Contractor is hereby directed to make the following changes to the Contingency:

Item No.	DESCRIPTION /UNIT/BREAKDOWN/UNIT COSTS (Indicate Critical Path Schedule impact for each Item)			COST (Indicate Add or Deduct)
CCD #	Reference	Description	Contractor Contingency	
CAR #9	127	OAC	Add Sod at Tennis Courts (Reversed after COVID)	(\$8,600.48)
CAR #9	181	RFI 499	Dimmer Room Condensate Drain Piping, per RFI 499	\$1,587.76
CAR #9	186	PR 098	Misc. Mechanical Revisions, per PR 098	\$1,373.08
CAR #9	188		Add for Boom Box Supports	\$2,681.50
CAR #9	190	PR 101	Half Lite Doors, per PR 101	\$1,780.97
CAR #9	191	PR 100	Add Misc. Railings, per PR 100	\$4,888.81
CAR #9	194	RFI 534	Electrical Revisions at Sine Wave Filters	\$2,262.92
CAR #9	195	RFI 529	Dust Collector Air Connection	\$3,014.07
CAR #9	196	OAC	FFE Revisions, per Cushing Terrell	\$637.36
CAR #9	201	RFI 534	Wood Shop Dust Extraction Locations	\$7,798.20
CAR #9	202	RFI 541	Revise Scoreboard Wiring Locations, per RFI 541	\$3,733.97
CAR #9	203	RFI 543	Provide Additional Lighting Circuits, per RFI 543	\$4,096.25
CAR #9	204	PR 099	Additional Corner Guards, per PR 099	\$7,057.58
CAR #9	205	RFI 535	Café Data Ports, per RFI 535	\$996.12
CAR #9	206	PR 103	Finishes at Gym Bleachers, per PR 103	\$4,923.16
CAR #9	207	RFI 547	Add Dedicated Circuits, per RFI 547	\$7,704.30
CAR #9	208	OAC	Move Welding Outlets to Top of Panel	\$6,035.58
CAR #9	209	PR 104	Add Area Drain, per PR 104	\$4,408.73
CAR #9	211	OAC	Library Security Scanner	\$9,409.89
CAR #9	212	OAC	Revise Auxiliary Gym's AV Systems	\$9,103.37
CAR #9	213	OAC	Add Phone Line for Elevator	\$484.74
CAR #9	214	RFI 558	Change to Surface Mounted Speakers, per RFI 558	\$3,664.27
CAR #9	215	RFI 552	Auditorium Exit Lighting & C165C Lighting Control	\$4,282.18
CAR #9	216	RFI 557	Comfort Station Power Revisions	\$1,453.09
CAR #9	217	RFI's 544 & 549	HVAC Revisions, per RFI's 544 & 549	\$4,062.28
CAR #9	218	RFI 559	Emergency Egress Lighting Clarifications	\$20,818.35
CAR #9	219	RFI 555	Add Guardrail to Follow Spot Platform, per RFI 555	\$936.21
CAR #9	220	PR 107	Revise Door Hardware at Music Practice Rooms	\$1,971.89
CAR #9	221	RFI 563	Add Power for Teacher Assist in Room B137, per RFI 563	\$285.16
CAR #9	223	PR 105	Electrical Revisions, per PR 105	\$7,473.65
CAR #9	224	OAC	Provide 120v Power to Soap Dispenser	\$684.30
CAR #9	225	FFE	FFE Revisions	(\$54,510.02)
CAR #9	226	Alex	AHU Exhaust Duct Insulation	\$25,277.93
CAR #9	227		Drinking Fountain Bubbler Caps	\$675.86
CAR #9	228	OAC	Add Half-lites to Doors in Rooms A208 & A108	\$826.89
CAR #9	229	OAC	Revisions to Ceramics Classroom, per email and sketch	\$21,415.68
CAR #9	230	PR 109	Duct Liner & Backdraft Damper, per PR 109	\$1,570.57
CAR #9	231		Mechanical Revisions, per emails	\$1,987.64
CAR #9	232	OAC	Install Speaker Protective Cage at 4 ea. Auxiliary Gym Speakers	\$5,549.90

CAR #9	233	OAC	Pixellot Camera & Radio Booster	\$1,765.67
CAR #9	235	RFI 533	Add Power for Range Hood & Teacher Assist	\$936.30
	236	PR 110	Black Light, Art Room Counter, Compressor	\$4,694.89
CAR #9	237		Drill Additional Injection Wells	\$177,175.10
CAR #9	238	RFI 565	Power for Downdraft Tables & Gym Fan Control	\$13,275.57
CAR #9	239	OAC	Trophy Cases	\$24,249.91
CAR #9	240	OAC	Add Protective Covers to 3 ea. Lockdown Switches	\$449.25
SUBTOTAL (Labor & Materials) =				\$346,350.40
Overhead & Profit @ _____ =				Included in CCD's Above
TOTAL COST =				\$346,350.40

Change In Contract Duration/Time By This CAR: (No Change) (Increase) (Decrease) BY _____ CALENDAR DAYS

NEW CONTRACT COMPLETION DATE: 7.1.2020

CONTRACT STATUS

1. Original Contingency Amount	\$2,500,000.00
2. Net Change by Previous Contingency Authorization Request(s)	\$1,332,451.25
3. Current Contingency Amount (1-2)	\$1,167,548.75
4. This Contingency Authorization Request Total Amount	\$346,350.40
5. New Contingency Amount (3-4)	\$821,198.35
6. Total Cost of All Contingency Authorization Requests to Date (2+4)	\$1,678,801.65

Project No. 16-42-01

Contingency Authorization Request No.: CAR #9

JUSTIFICATION FOR CHANGE(S) (To be completed by Architect/Engineer):

Describe the details which mandate the change(s).

Per attached

JUSTIFICATION FOR COST ADJUSTMENT (To be completed by Architect/Engineer):

Describe the basis used to calculate the cost adjustment.

Per attached

JUSTIFICATION FOR SCHEDULE ADJUSTMENT (To be completed by Architect/Engineer):

Describe the impact of adjustment(s) to the critical path.

NA



NOVEMBER 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 November 2020

Progress Update

1. The microscope storage cabinets are getting priced.
2. BSD7 approved the student walkway as is.
3. Langlas will look into it the N wing SRO office being cold.
 - a. Thermostat was adjusted and is now heating the space.
4. Miscellaneous shutdowns and system programming will be coordinated with BSD7 (Dan Mills and Richard Parker).
5. Cars parked on 11th Ave. were hindering the bus parking.
 - a. Langlas as instructed their team to maintain open space for the busses to drop off.
6. Call buttons to be included.
 - a. Cushing Terrell to coordinate with AV consultant, Access Controls.
 - b. Proposal Request 19 and CCD 046 issued.
7. The SRO office window blinds will arrive with the rest of the wing 4A blinds.
 - a. Langlas sent the schedule to BSD7.
8. No announcements are coming through B wing.
 - a. Provide one speaker at each end of the hall.
9. Is there any opportunity to demo the south classrooms next spring to accommodate building the new entry of the Hawks Nest?
 - a. BSD7 has to have some of the wing for classrooms
 - b. 3 classrooms could be moved out of B wing – temporary access would be required (tunnel system)
 - c. Dan Mills thought demolishing the restrooms will be acceptable
 - d. Langlas is formulating a plan and will review with BSD7 once the plan has been finalized.
10. The geometry teacher wants to develop a plan that shows the passing times.
 - a. Cushing Terrell can provide a plan with dimensions to assist with this project – N wing to A wing.
 - b. Plan sent to TS.
11. Dan Mills is working on getting activity schedules for Holiday breaks.

12. Cushing Terrell will look at the N-000 vestibule door with the ADA operator that requires pressing the operator and the panic hardware. Langlas will also follow up with the sub on programming updates.
 - a. Cushing Terrell confirmed that the ADA operator needs to unlatch the door and open without additional user input.
13. RFIs Discussed:
 - a. RFI 086 – Dual duct smoke detector – existing duct smoke detectors powered by DDC and not monitored by fire alarm panel. Standard would be to have them monitored by fire alarm panel. Two options exist, first being replace and wire to fire alarm panel (recommended from a life safety standpoint), second being provide power to existing detectors. BSD7 would like to replace and wire to fire alarm panel.
 - b. RFI 104 – H boiler room door replacement – Cushing Terrell and TS will review door on site post OAC meeting.
 - i. BSD7 would like a double door in lieu of a 3' single door with sidelite.
 - c. RFI 074 – SW Parking Lot Security – Langlas requested cost alternatives are explored.
 - i. Cushing Terrell will coordinate with consultant and Langlas for other options. Cushing Terrell is looking into a wireless option
 - ii. TS stated that the original spec was not for a wireless camera – Wireless option is not an acceptable alternative. Langlas to move forward with POE-COAX solution.
 - d. RFI 107 - Roof Openings at Ships Ladders
 - i. Occurs at region 2A, over the commons
 - ii. The roof hatch size will need to increase to accommodate the head clearance for a ships ladder
 - iii. The option to go to a standard ladder was discussed. BSD would prefer the ships ladder.
 - iv. Langlas is pricing the larger roof hatch.
14. Submittals Discussed:
 - a. Cushing Terrell reviewed/corrected the masonry mock-up on November 3.
 - b. Cushing Terrell reviewed general service compressed air piping and corrugated stainless steel tubing submittals.
 - c. Cushing Terrell requested and received access to the photos.
 - d. Cushing Terrell requested and received contractor qualification documentation for cabling requirements.
15. CCD's Discussed
 - a. CCD 008 – asbestos abatement additions discussed. Langlas provided additional information on the material hauled to Helena waste site.
 - b. CCD 037 – ships ladder per PR 014 – TS and Cushing Terrell looked at the mechanical room and discussed a potential alternative. BSD7 prefers the solution proposed in PR014.
 - c. CCD 32 Temporary differential pressure control for central plant.
 - i. Relocating and temporarily programming the controller is approximately \$938.
 - ii. This addresses the south portion of the building.
 - iii. ATS used one of their controllers to reduce the pricing and reusing the existing DP sensor.
 - iv. There will be a new permanent controller installed later, which is included in the base bid.
 - v. Langlas doesn't think there was any way for the sub to know how the controls were functioning during the phasing.
 - vi. Without this item, temporary heat cannot be maintained.
 - vii. Langlas to send CCD to TS.

- viii. TS will review.
 - d. CCD 35 Gas regulator
 - i. No longer required
 - e. CCD 41 Exhaust ductwork insulation
 - i. Concern is that we might get condensation on the ducts
 - ii. Was discovered at GHS in August of 2020, after drawings were issued for BHS
 - f. CCD 44 Langlas gas line relocation allowance
 - i. Credit back to BSD7 since BSD7 paid the bill
- 16. Current PRs
 - a. PR 18 Microscope storage cabinets
 - i. Revising uppers and lowers into storage lockers at 3 rooms
 - ii. Langlas will check on the pricing for pre-manufactured microscope cabinets as an option
 - b. H wing panel phasing
 - i. Confirm with Carl if the understanding was that the panel was already 3-phase
 - ii. Langlas will check with the sub to determine if there is any way to avoid making it a 3-phase panel
- 17. No meeting held November 24 due to the Thanksgiving holiday break.

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 of the site



Fig 02: Overall view from the southeast



Fig 03: Overall view from the south



Fig 04: Overall view from the southwest



Fig 05: Auditorium and Learning Community from the west



Fig 06: Overall view from the northwest



Fig 07: Overall view of the Auditorium and Learning Community



Fig 08: Overall view from the east



Fig 09: Precast Concrete Panels



Fig 10: Precast Concrete Panels



Fig 11: Glulam Column Bases



Fig 12: Glulam Column Bases



Fig 13: Auditorium Roof Joists and Catwalks



Fig 14: Auditorium Roof Joists and Catwalks



Fig 15: Auditorium Roof Joists and Catwalks



Fig 16: Steel Constructed Between Classroom Wing and Auditorium



Fig 17: Renovated Classrooms in F-wing



Fig 18: New Fire Alarm Installation at F-wing



Fig 19: New Fire Alarm Installation at F-wing

BHS Renovation Building Schedule Plan
Summer 2020 - Fall 2020
 Updated 11.23.20

New Construction

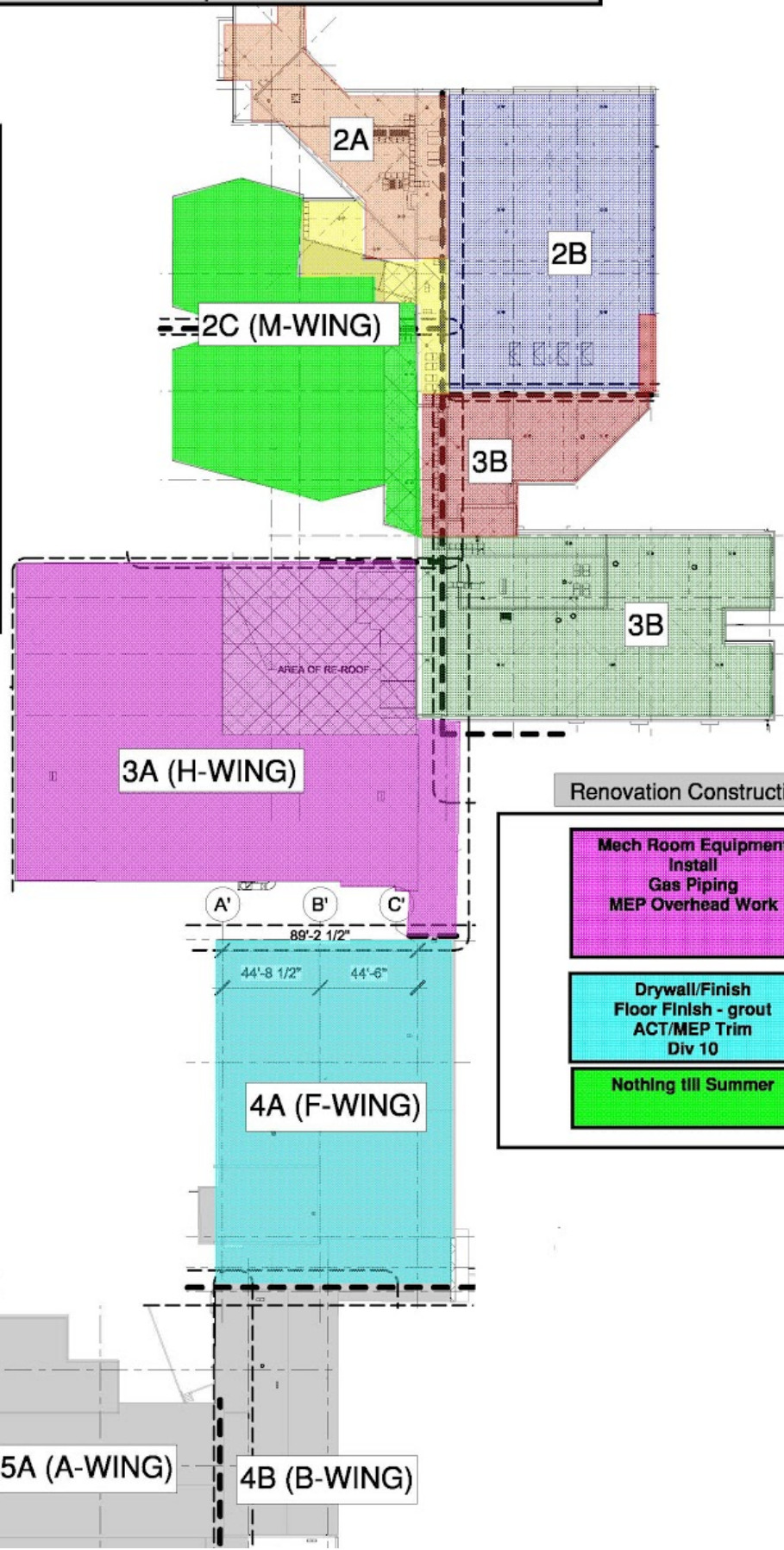
Steel Erection
 2nd Floor Deck Install
 Glulam Prep
 Temp Walk Tunnel

Slab on Grade Prep
 Steel Erection

Gridline Prep
 Steel Erection

Gridline Prep

Roof Joist/Deck Install
 MEP Underground
 Interior Slab Prep/Pour

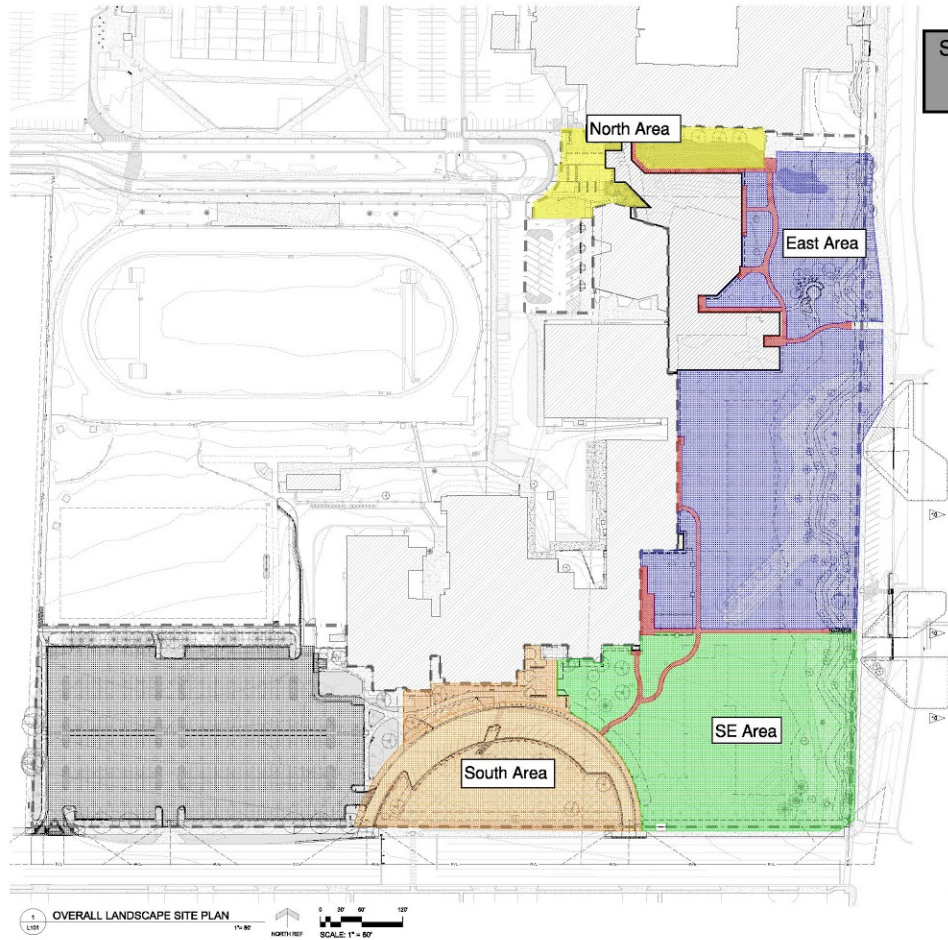


Renovation Construction

Mech Room Equipment
 Install
 Gas Piping
 MEP Overhead Work

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

Nothing till Summer



Site Exterior Improvements Phasing Plan
 Summer 2020 - Fall 2020
 Updated 11.23.20

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

East Area
 Material Storage
 Final Hardscapes/Landscaping
 to Start 2021

SE Area
 Bridge SWPPP Work
 Material Storage
 Final Hardscapes/Landscaping
 to Start 2021

South Area
 Work to Start Summer 2021



AIA® Document G711™ – 2018

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-014
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: 11/04/2020	TIME: 2:00 PM	WEATHER: Partly Cloudy
TEMP. RANGE: 60F		
WORK IN PROGRESS: See Below:		PRESENT AT SITE: 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 (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 work continues in F-Wing Boiler room.
2. Hydronic Unit Heater Installation in F-Wing Boiler room on-going.
3. FCU-F17, F18, F19 and BC-1 installation is nearing completion.
4. VRF refrigerant pipe in the mechanical mezzanine is getting brazed.
5. Hydronic pipe insulation installation is under way in the H-Wing Boiler Room.

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

Alex Russell, PE

PRINTED NAME AND TITLE

11/04/2020

DATE

Digital Signatures Page

Alex Russell

Digitally signed by Alex Russell
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E=AlexRussell@cushingerrell.com,
CN=Alex Russell, OU=Users,
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Date: 2020.11.05 15:16:03-0700'

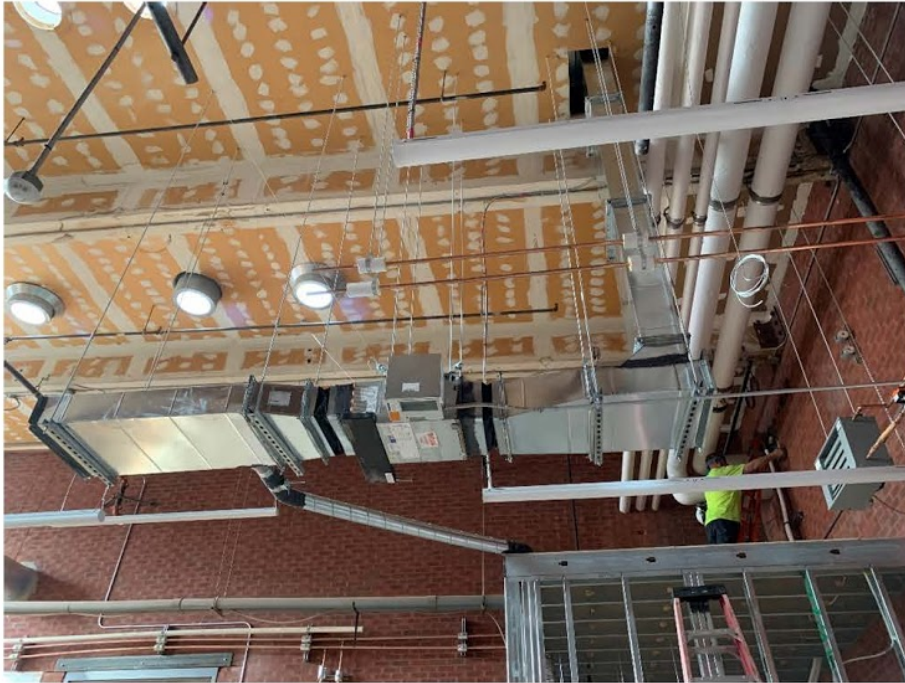


Figure 01: Blower Coil 2 Installed in F-Wing Mechanical room.



Figure 02: BC-1 Installation



Figure 03: FCU-F18 and F19



Figure 04: Condensate piping for FCU-F18 and F19.



Figure 05: Refrigeration Piping in the mechanical mezzanine



Figure 06: ACCU-5 Installation



Figure 07: VRF piping for ACCU-5



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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>	CONTRACT INFORMATION:	Architect's Project Number: BZN_HIGHRENO Field Report Number: CT-015
Bozeman High School 205 North 11 th Ave Bozeman, Montana	Contract For: General Construction Date: 12/1/2016	
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:
11/11/2020	10:00 AM	Cloudy/snowing	25-30 deg. F

WORK IN PROGRESS:	PRESENT AT SITE:
Steel erection at building 3B, catwalk installation in building 2B, painting in building 4A, mechanical/electrical/plumbing installation in 4A, storefront installation in 4A.	Steel erector, General Contractor field staff, MEP Sub-contractors, glazing 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 auditorium catwalks in building 2B. (Fig. 1-1)
2. Steel beam erection in building 3B. (Fig. 1-2)
3. Mechanical and electrical install in building 4A.

Observations:

1. Structural steel erection is under way in building 3B.
2. Construction of maintenance office is underway. (Fig. 2-1)
3. Building 4A classroom storefront glazing installation and ceiling installation is in process. (Fig. 2-2)
4. Long hall ceiling at 4A and south end of 3B is being repair.
5. Temporary walkway for student traffic is being installed at south end of building 3B. (Fig. 3-1)
6. Painting in building 4A classrooms is underway. (Fig 3-2)

Discussions:

Upcoming Work (Next 2 Weeks)

1. Install stair, ships ladder, and lift in F-wing.
2. Clean building 3A boiler room.
3. Auditorium steel and decking installation.
4. Structural steel erection in building 3B.

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

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User Notes:

(3B9ADA46)

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PHOTOS

REPORT BY:

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11/12/2020

SIGNATURE

DATE

Kasey Welles, Project Architect

PRINTED NAME AND TITLE

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Kasey Welles

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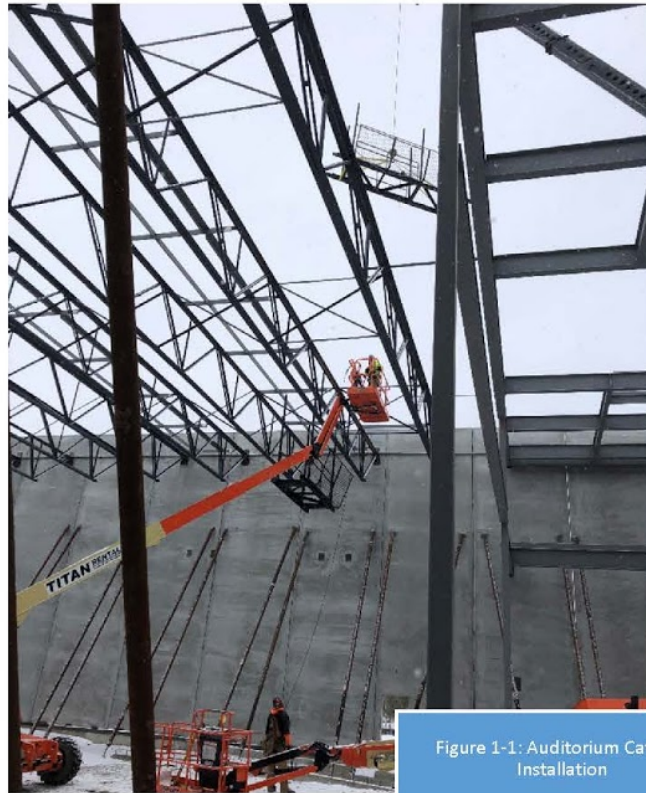


Figure 1-1: Auditorium Catwalk Installation



Figure 1-2: Steel Beam Erection At Building 3B

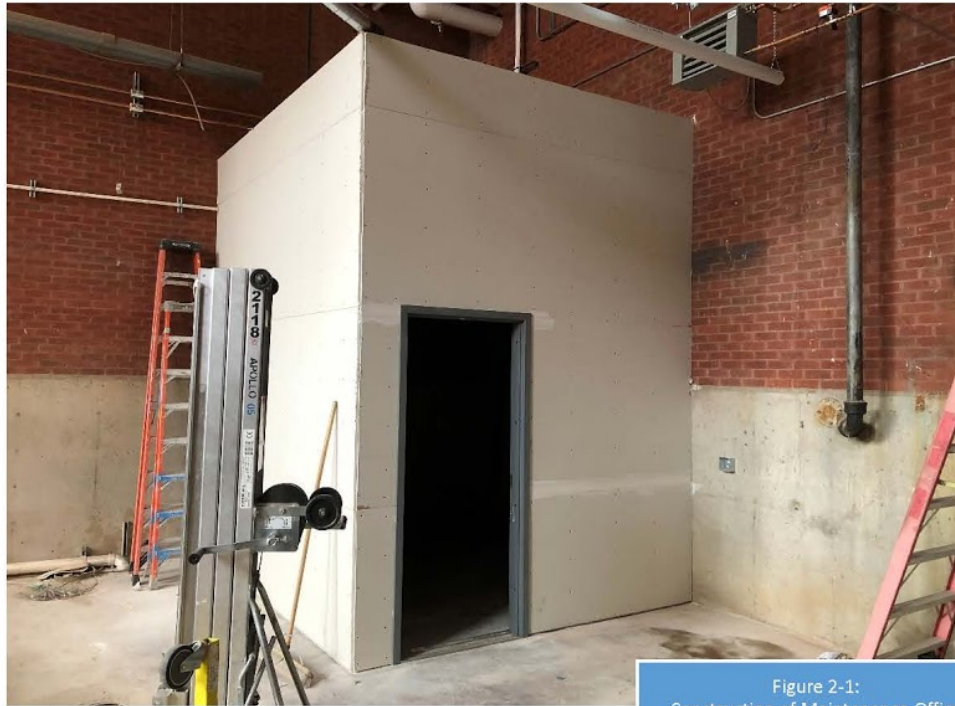


Figure 2-1:
Construction of Maintenance Office



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



Figure 3-1:
Temporary Student Walkway



Figure 3-2: Building 4A Classroom Painting



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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>		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-016
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:	
11/20/2020	2:00 PM	Sunny	37F	
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 (Cushing Terrell) made a site visit to observe mechanical construction in progress. The following items were observed:

Work in Progress:

1. VRF FCU, Hydronic Unit Heaters, and Blower Coil work is nearing completion in F-Wing Boiler room.
2. The ductwork in the F-Wing Classrooms has been painted.
3. FCU-F17, F18, F19 and BC-1 installation is complete.
4. VRF refrigerant pipe in the mechanical mezzanine is complete.
5. ACCU-5 has been installed and started up.

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

Alex Russell, PE

PRINTED NAME AND TITLE

11/30/2020

DATE

Digital Signatures Page

Alex Russell

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Date: 2020.11.30 16:11:36-0700'



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



Figure 02: Hydronic Unit Heater installed in F-Wing Mechanical room.



Figure 03: Ductwork painted in F-19 Classroom.



Figure 04: Heat Recovery Box installed in Mechanical Mezzanine. VRF pipe supported.



Figure 05: Fan coil installation in mechanical mezzanine.



Figure 06: ACCU-5 Installation



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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>	CONTRACT INFORMATION:	Architect's Project Number: BZN_HIGHRENO Field Report Number: CT-017
Bozeman High School 205 North 11 th Ave Bozeman, Montana	Contract For: General Construction Date: 12/1/2016	
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:
11/24/2020	7:00-8:30 AM	Clear	25-30 deg. F

WORK IN PROGRESS:	PRESENT AT SITE:
Steel erection at building 3B, Concrete pour in building 2B, floor polishing in building 4A, mechanical/electrical/plumbing installation in 4A.	Steel erector, concrete sub-contractor, general contractor field staff, MEP sub-contractors, glazing 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. Concrete pour and finishing of the north portion of the floor slab in building 2B. (Fig. 1-1)
2. Steel deck installation on the second floor of building 3B. (Fig. 1-2)
3. Floor grinding in the maintenance corridor of building 4A. (Fig. 2-1)

Observations:

1. Structural steel and steel deck erection is under way in building 3B.
2. Construction of maintenance office is underway. The walls have been framed, sheathed, and prepared for paint on the exterior. The mechanical and electrical rough in looks to be complete and the door frame is installed. (Fig. 2-2)
3. Building 4A classroom storefront glazing installation and ceiling installation is in process, but has not progressed significant since the last field report.
4. Long hall ceiling at 4A and south end of 3B is largely reinstalled. There are a number of damaged panels throughout this area. (Fig. 3-1)
5. Temporary walkway for student traffic is complete and in use at the south end of building 3B.
6. The maintenance lift pit in building 4A is being prepared for concrete. (Fig 3-2)
7. The landing at the building 4A mechanical room has been modified and is nearly complete.
8. The derelict fin tube heater below the 4A mechanical room landing has been removed and the wall has been patched and prepared for paint.
9. Door frames in the maintenance corridor of building 4A have been installed and the corridor has been prepared for paint and stainless wall paneling.
10. Fire alarm conduit and junction boxes have been installed and wire is being run throughout the hallway south of the building 4A classrooms.

Discussions:

Jean Freeman and Kasey Welles discussed the slab pour as well as an offset in the door threshold at two auditorium doors. Also discussed gouges in multiple precast panels and a block out in one of the precast panels that was not recalled. Jean is going to do some research on how the door opening in the precast panel does not line up with the block out in the foundation for the door. Remaining strap marks on the northern precast panels were also discussed.

Upcoming Work (Next 2 Weeks)

1. Install stair, ships ladder, and lift in building 4A.
2. Auditorium concrete pour and finishing.
3. 2B steel and decking installation.
4. Structural steel erection in building 2A and 2C.
5. 2A and 2C wall framing and sheathing.
6. 2B and 3B roof install.
7. 4A painting, ACT install, floor base, doors, and finishing.

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

Jean Freeman to follow up on auditorium/precast door thresholds. Kasey Welles to review blockout in precast panel. Langlas to review damage to ACT tiles in south end of building 4A.

ATTACHMENTS:

PHOTOS

REPORT BY:

-See attached digital signatures page-

11/24/2020

SIGNATURE

DATE

Kasey Welles, Project Architect

PRINTED NAME AND TITLE

Digital Signatures Page

Kasey Welles

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Date: 2020.11.24 16:02:30-0700'

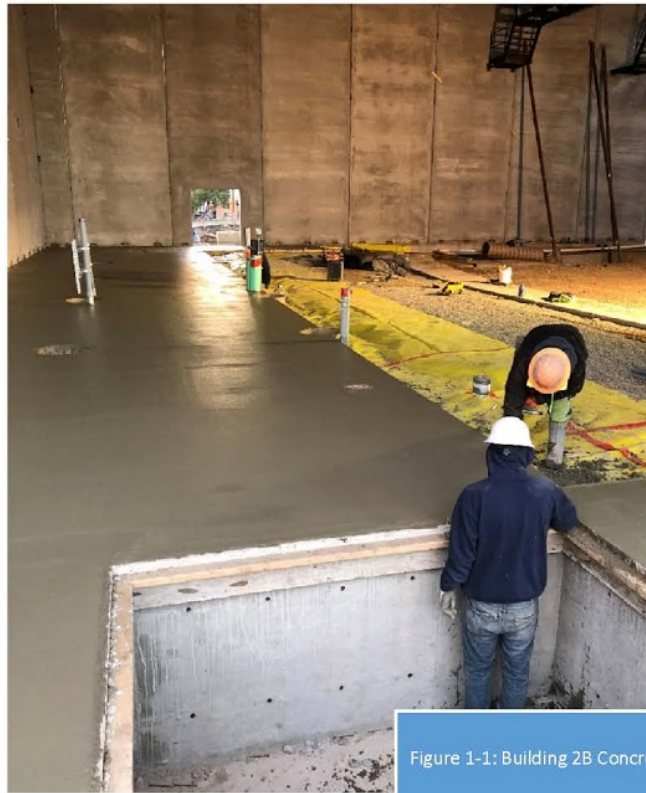


Figure 1-1: Building 2B Concrete Pour



Figure 1-2: Steel Deck At Building 3B



Figure 2-1:
Floor Grinding At Building 4A Maintenance
Corridor



Figure 2-2: Progress Of Maintenance Office
In Building 4A



Figure 3-1: Damaged Ceiling Tiles At Building 4A



Figure 3-2: Maintenance Lift Pit Formwork



Meeting Date:

December 14, 2020

Category:

Action Item - Consent - High School District

Agenda Item #:

4.3.2 - Consider Approval of Proclamation and Petition for High School General Fund Budget Amendment

Originated By:

Mike Waterman, Director of Business Services

Others Involved:

Steve Johnson, Deputy Superintendent Operations

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Shall the Board proclaim the need for additional General Fund spending and petition OPI to approve the budget amendment and associated funding?

Facts & Discussion:

1. Districts with increasing enrollment may amend their budgets and obtain higher spending authority in the current fiscal year.
2. Bozeman High School's October 2020 enrollment count qualifies the District for additional spending authority and state funding.
3. The process for an enrollment-related budget amendment involves three basic steps:
 - a. First, Districts must proclaim the need for the budget amendment and petition OPI for its approval. The proclamation and petition are included as a part of this action item.
 - b. The District must provide public notice of its intent via a newspaper advertisement.
 - c. Finally, the Board must formally resolve to amend its budget. The administration intends to recommend the final resolution for Board approval at the December 14, 2020 Board meeting.

Fiscal Impact:

\$382,008 Increase, High School General Fund

Recommendation:

It is recommended that the Board of Trustees proclaim the need for additional High School General Fund spending and petition OPI to approve the budget amendment and associated funding.

To proceed with the budget amendment, the meeting minutes should reflect approval of the following Petition and following Proclamation:

Other Alternatives:

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

BUDGET AMENDMENT PROCLAMATION
BOZEMAN HIGH SCHOOL DISTRICT
GALLATIN COUNTY, MONTANA

At a regular meeting of the Board of Trustees of High School District No. 7, Gallatin County, Montana, held electronically on November 23, 2020, at 5:45 pm, the following resolution was introduced:

WHEREAS, the Trustees of High School District No. 7, Gallatin County, Montana, have made a determination that as a result of an unanticipated enrollment increase, the district's General Fund budget does not provide sufficient financing to properly maintain and support the district for the entire current school fiscal year; and

WHEREAS, the trustees have determined that an amendment to the High School General Fund budget in the amount of \$382,008 is necessary under the provisions of Section 20-9-161(1), MCA for the purpose of operating and maintaining the District, and

WHEREAS, the anticipated source of financing the budget amendment expenditures shall be additional state assistance and General Fund reserves, and

WHEREAS, the District's final available 2020-21 General Fund budget after this budget amendment will be \$19,417,426.00,

THEREFORE BE IT RESOLVED that the Board of Trustees of High School District No. 7, Gallatin County, Montana, proclaims a need for an amendment to the High School General Fund budget for the fiscal year 2020-21 in the amount of \$382,008 for the purpose identified above, and

BE IT FURTHER RESOLVED that the District's final available 2020-21 General Fund budget after this budget amendment will be \$19,417,426.00, and

BE IT FURTHER RESOLVED that the Board of Trustees of High School School District No. 7, Gallatin County, Montana, will meet electronically at 5:45 pm on December 14, 2020, for the purpose of considering and adopting the budget amendment.



Meeting Date:	December 14, 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**

December 14, 2020

REQUIRES BOARD ACTION

Confirmation of Employment (Certified)

Name	Position	Level/Step	Effective	Salary
Ulrich, Alison	Elementary Teacher, 1.0 FTE, HYL	BA, Step 1	12/14/2020	\$25,632.27

Confirmation of Employment (Classified)

Name	Position	Level/Step	Effective	Hourly Rate
Bruschwein, Mark	Instructional PARA, .875 FTE, GHS, 9.25 mos.	B01	11/30/2020	\$12.48
Christofferson, Jason	Head Custodian, 1.0 FTE, WILL, 12 mos.	G03	11/16/2020	\$18.93
Ferrara-Garcian, Sofia	Transportation PARA, .0625 FTE, IRVG, 9.25 mos.	B01	11/16/2020	\$12.49
Gilbert, Treyton	Discretionary PARA, .4875 FTE, MDLK, 9.25 mos.	B04	11/4/2020	\$13.23
Gohde, Scott	Elementary PARA, .9375 FTE, EMDI, 9.25 mos.	B01	11/9/2020	\$12.48
Greene, Juliana	Self Contained PARA, .875 FTE, MDLK, 9.25 mos.	D01	12/4/2020	\$13.71
Grigalunas, Hannah	FS Central Kitchen Specialist, .75 FTE, SUPT SVCS, 9.5 mos.	FC5	11/23/2020	\$14.13
Hanson, Tiffany	Overflow PARA, 1.0 FTE, WHIT, 9.25 mos.	Non Unit	11/11/2020	\$12.48
Herrington, Caleb	Custodian, 1.0 FTE, GHS, 12 mos.	G04	12/9/2020	\$17.57
Howell, Julie	Custodian, 1.0 FTE, CJMS, 12 mos.	G03	12/1/2020	\$17.23
King, Annie	Elementary PARA, .5313 FTE, Overflow PARA, .1875 FTE, MOST, 9.25 mos.	B01/Non Unit	11/16/2020	\$12.48
Koch, Ann-Marie	Discretionary PARA, .25 FTE, IRVG, 9.25 mos.	B01	11/23/2020	\$12.48
Massic, Amie	Elementary PARA, .75 FTE, Overflow PARA, .1563 FTE, EMDI, 9.25 mos.	B01/Non Unit	11/9/2020	\$12.48
May, Britney	Elementary PARA, .4375 FTE, Overflow PARA, .375 FTE, MOST, 9.25 mos.	B01, Non Unit	1/4/2020	\$12.48
Muruato, Marshall	Elementary PARA, .625 FTE, Overflow PARA, .25 FTE, HYL, 9.25 mos.	B01/Non Unit	11/20/2020	\$12.48
Phenicie, Meghan	Self Contained PARA, .9375 FTE, LONG, 9.25 mos.	D04	11/30/2020	\$14.52
Pittman, Keith	Custodian, 1.0 FTE, GHS, 12 mos.	G05	11/16/2020	\$17.91
Robinson, Garrett	Roving Custodian, 1.0 FTE, FAC, 12 mos.	G05	11/17/2020	\$17.91
Rosenstein, Melissa	Discretionary Self Contained PARA, .50 FTE, HAWT, 9.25 mos.	D05	11/30/2020	\$14.80
Small-Rodriguez, Joaquin	Custodian, 1.0 FTE, BHS, 12 mos.	G02	12/3/2020	\$16.88
Spence, Madison	Discretionary Self Contained PARA, .875 FTE, CJMS, 9.25 mos.	D01	12/1/2020	\$13.71
Stanek, Maryjo	Elementary PARA, .2813 FTE, Self Contained PARA, .5375 FTE, HAWT, 9.25 mos.	B/D05	11/19/2020	\$13.48/\$14.80
Wescott, Karleen	Self Contained PARA, .25 FTE, LONG, 9.25 mos.	D05	11/17/2020	\$14.80

**Bozeman Public Schools
Human Resources**

December 14, 2020

REQUIRES BOARD ACTION (con't)

Confirmation of Request for Leave of Absence (Certified)

Name	Position	Reason	Effective Dates
Bridwell, Jourdan	English Teacher, 1.0 FTE, GHS	FMLA	4/26/21 - 6/11/21
Carpenter-Watson, Lisa	Elementary Teacher, 1.0 FTE, LONG	LOA (revised)	9/2/20 - 6/11/21
Olsen, Kathleen	Speech Pathologist, .80 FTE, EMDI, .20 FTE, HAWT	FMLA/LOA	1/4/21 - 4/5/21 4/6/21 - 6/11/21
Owens, Corrie	7th Gr. Core Teacher, 1.0 FTE, CJMS	FMLA	3/22/21 - 6/11/21
Long, Carolyn	Speech Pathologist, .60 FTE, BHS, .40 FTE, GHS	LOA	2021-2022
Wong, Megan	French Teacher, 1.0 FTE, BHS	FMLA	4/30/21 - 6/11/21
Zimney, Adrienne	Elementary Teacher, 1.0 FTE, MDLK	FMLA	4/26/21 - 6/11/21

Confirmation of Request for Leave of Absence (Classified)

Name	Position	Reason	Effective Dates
Nelson, Kristine	PreK PARA, .3375 FTE, WHIT, 9 mos.	LOA	9/9/20 - 1/26/21

Confirmation of Resignations/Terminations (Administrative)

Name	Position	Reason	Effective	Years of Service
Johnson, Steve	Deputy Superintendent - Operations, 1.0 FTE, Non Unit, \$69,829.10, WILL, 11 mos.	Retirement	12/31/2020	34.5

Confirmation of Resignations/Terminations (Professional)

Name	Position	Reason	Effective	Years of Service
Lefebvre, Mollie	Student Assistance Specialist, 1.0 FTE, Non Unit, \$16,191.84, GHS	Resignation	12/18/2020	8.7 mos.
Neff, Karin	Accountability/Data Analyst Specialist, 1.0 FTE, Non Unit, \$36,668.32, 11 mos.	Resignation	12/31/2020	5

Confirmation of Resignations/Terminations (Classified)

Name	Position	Reason	Effective	Years of Service
Falk-Gentholts, Jane	Elementary PARA, .6563 FTE, B09, \$14.79/hr., EMDI, 9.25 mos.	Retirement	1/8/2021	8.4
Nason, Madison	Transportation PARA, .125 FTE, B02, \$12.71/hr., Self Contained PARA, .875 FTE, D02, \$13.98/hr., WHIT, 9.25 mos.	Accepted a REM Certified Position	11/22/2020	8.15 mos.
Payne, Brianna	Elementary PARA, .3751 FTE, B02, \$12.71/hr., Self Contained PARA, .50 FTE, HAWT, 9.25 mos.	Resignation	11/6/2020	5 days

REPORT OF ADMINISTRATIVE ACTIONS

Changes and Revisions in Contracts (Administrative)

Name	From	To	Effective	Reason
Bertram, Casey	Deputy Superintendent of Curriculum & Technology, 1.0 FTE, Non Unit, \$512.94/day, WILL	Interim Co-Superintendent, 1.0 FTE, Non Unit, \$583.94/day, WILL	10/19/2020 - TBD, NLT 6/30/21	Additional Temporary Administrative Responsibilities
King, Marilyn	Deputy Superintendent of Instruction, 1.0 FTE, Non Unit, \$524.26/day, WILL	Interim Co-Superintendent, 1.0 FTE, Non Unit, \$595.26/day, WILL	10/19/2020 - TBD, NLT 6/30/21	Additional Temporary Administrative Responsibilities

**Bozeman Public Schools
Human Resources**

December 14, 2020

REPORT OF ADMINISTRATIVE ACTIONS (con't)

Changes and Revisions in Contracts (Classified)

Name	From	To	Effective	Reason
Banville, Kathryn	FS Satellite Hostess, .5625 FTE, FC14, \$16.48/hr., Elementary PARA, .34375 FTE, B14, \$15.80/hr., MOST, 9.25 mos.	FS Satellite Hostess, .375 FTE, FC14, \$16.48/hr., Elementary PARA, .50 FTE, B14, \$15.80/hr., MOST, 9.25 mos.	11/9/2020	Decrease in FTE/Hrs.
Banville, Kathryn	FS Satellite Hostess, .375 FTE, FC14, \$16.48/hr., Elementary PARA, .50 FTE, B14, \$15.80/hr., MOST, 9.25 mos.	FS Satellite Hostess, .375 FTE, FC14, \$16.48/hr., Elementary PARA, .5375 FTE, B14, \$15.80/hr., MOST, 9.25 mos.	12/4/2020	Increase in FTE/Hrs.
Bauman, Rachel	Elementary PARA, .4274 FTE, B01, \$12.48/hr. Self Contained PARA, .1813 FTE, D01, \$13.71/hr., HAWT, 9.25 mos.	Elementary PARA, .3959 FTE, B01, \$12.48/hr. Self Contained PARA, .1813 FTE, D01, \$13.71/hr., HAWT, 9.25 mos.	11/2/2020	Additional Assignment/ Decrease in FTE/Hrs.
Bauman, Rachel	Elementary PARA, .3959 FTE, B01, \$12.48/hr. Self Contained PARA, .1813 FTE, D01, \$13.71/hr., HAWT, 9.25 mos.	Elementary PARA, .375 FTE, B01, \$12.48/hr. Self Contained PARA, .1875 FTE, D01, \$13.71/hr., HAWT, 9.25 mos.	11/30/2020	Decrease in FTE/Hrs.
Berg, Jessica	Elementary PARA, .50 FTE, B12, \$15.58/hr., HYL, 9.25 mos.	Elementary PARA, .625 FTE, B12, \$15.58/hr., HYL, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.
Bush, Matthew	Custodian, .50 FTE, G01, \$16.58/hr., IRVG, 12 mos.	Roving Custodian, 1.0 FTE, G01, \$16.58/hr., FAC, 12 mos.	11/30/2020	Internal Transfer
Davis, Teri	Print Shop Assistant, 1.0 FTE, E11, \$17.90/hr., SUPT SVCS, 11 mos.	Print Shop Technician, 1.0 FTE, F11, \$19.15/hr., SUPT SVCS, 12 mos.	11/3/2020	Internal Transfer
Denman, Quaid	Elementary PARA, .9063 FTE, B02, \$12.71/hr., EMDI, 9.25 mos.	Elementary PARA, .9376 FTE, B02, \$12.71/hr., EMDI, 9.25 mos.	11/30/2020	Increase in FTE/Hrs.
Erickson, Katherine	Elementary PARA, .740 FTE, B12, \$15.58/hr., Self Contained PARA, .125 FTE, D12, \$16.96/hr., HAWT, 9.25 mos.	Elementary PARA, .8396 FTE, B12, \$15.58/hr., Self Contained PARA, .125 FTE, D12, \$16.96/hr., HAWT, 9.25 mos.	11/2/2020	Change in Assign(s), Increase in FTE/Hrs.
Erickson, Katherine	Elementary PARA, .8396 FTE, B12, \$15.58/hr., Self Contained PARA, .125 FTE, D12, \$16.96/hr., HAWT, 9.25 mos.	Elementary PARA, .8334 FTE, B12, \$15.58/hr., Self Contained PARA, .0833 FTE, D12, \$16.96/hr., HAWT, 9.25 mos.	11/30/2020	Increase in FTE/Hrs.
Grote, Leanne	Elementary PARA, .50 FTE, B06, \$13.95/hr., MDLK, 9.25 mos.	Elementary PARA, .55 FTE, B06, \$13.95/hr., MDLK, 9.25 mos.	11/12/2020	Increase in FTE/Hrs.
Harris, Jane	Self Contained PARA, .90625 FTE, D23, \$18.74/hr., EMDI, 9.25 mos.	Self Contained PARA, .9375 FTE, D23, \$18.74/hr., EMDI, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.
Hart, Hudson	Elementary PARA, .6875 FTE, B03, \$12.97/hr., MDLK, 9.25 mos.	Elementary PARA, .6875 FTE, B03, \$12.97/hr., Overflow PARA, .1875 FTE, Non Unit, \$12.48/hr., MDLK, 9.25 mos.	12/7/2020	Additional Temporary Assignment/Increase in FTE/Hrs.
Hoy, Jamie	Clerical PARA, .20 FTE, Discretionary PARA, .10 FTE, B01, \$12.48/hr., IRVG, 9.25 mos.	Clerical PARA, .25 FTE, Discretionary PARA, .125 FTE, B01, \$12.48/hr., IRVG, 9.25 mos.	11/30/2020	Increase in FTE/Hrs.
Locke, Kathryn	Discretionary PARA, .050 FTE, Running Start PARA, .70 FTE, B01, \$12.48/hr., HYL, 9.25/9 mos.	Discretionary PARA, .175 FTE, Running Start PARA, .70 FTE, B01, \$12.48/hr., HYL, 9.25/9 mos.	11/2/2020	Increase in FTE/Hrs.

**Bozeman Public Schools
Human Resources**

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REPORT OF ADMINISTRATIVE ACTIONS (con't)

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

Name	From	To	Effective	Reason
Luchsinger, Amanda	Discretionary PARA, .0125 FTE, Transportation PARA, .0625 FTE, B05, \$13.48/hr., Self Contained PARA, .80 FTE, D05, \$14.80/hr., HAWT, 9.25 mos.	Discretionary PARA, .0313 FTE, B05, \$13.48/hr., Self Contained PARA, .8438 FTE, D05, \$14.80/hr., HAWT, 9.25 mos.	11/2/2020	Termination of Assignment, Change in Position FTE/Hrs.
Melling, Laura	Elementary PARA, .70 FTE, B08, \$14.51/hr., HYLT, 9.25 mos.	Elementary PARA, .8126 FTE, B08, \$14.51/hr., HYLT, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.
Meyer, Pamela	SPED Resource PARA, .8125 FTE, B01, \$12.48/hr., HAWT, 9.25 mos.	Clerical PARA, .25 FTE, Discretionary PARA, .125 FTE, SPED Resource PARA, .50 FTE, B01, \$12.48/hr., HAWT, 9.25 mos.	11/2/2020	Additional Assignment(s)/ Increase in FTE/Hrs.
Meyer, Pamela	Clerical PARA, .25 FTE, Discretionary PARA, .125 FTE, SPED Resource PARA, .50 FTE, B01, \$12.48/hr., HAWT, 9.25 mos.	Clerical PARA, .25 FTE, Discretionary PARA, .125 FTE, SPED Resource PARA, .4688 FTE, B01, \$12.48/hr., Self Contained PARA, .0313 FTE, D09, \$15.97/hr., HAWT, 9.25 mos.	11/30/2020	Additional Assignment(s)/ Increase in FTE/Hrs.
Miller, Susan	Discretionary PARA, .540 FTE, B05, \$13.48/hr., HAWT, 9.25 mos.	Discretionary PARA, .28125 FTE, Transportation PARA, .0521 FTE, SPED Resource PARA, .3438 FTE, B05, \$13.48/hr., HAWT, 9.25 mos.	11/2/2020	Additional Assignment(s)/ Increase in FTE/Hrs.
Miller, Susan	Discretionary PARA, .28125 FTE, Transportation PARA, .0521 FTE, SPED Resource PARA, .3438 FTE, B05, \$13.48/hr., HAWT, 9.25 mos.	Discretionary PARA, .28125 FTE, Transportation PARA, .073 FTE, SPED Resource PARA, .3438 FTE, B05, \$13.48/hr., HAWT, 9.25 mos.	11/9/2020	Increase in FTE/Hrs.
Naughton, Olivia	Discretionary PARA, .2625 FTE, B02, \$12.71/hr., MDLK, 9.25 mos.	Discretionary PARA, .3125 FTE, B02, \$12.71/hr., Overflow PARA, .50, Non Unit, \$12.48/hr., MDLK, 9.25 mos.	12/7/2020	Additional Temporary Assignment/Increase in FTE/Hrs.
Neumann, Lisa	Elementary PARA, .43575 FTE, B09, \$14.79/hr., Self Contained PARA, .31137 FTE, D09, \$15.97/hr., HAWT, 9.25 mos.	Elementary PARA, .4688 FTE, B09, \$14.79/hr., Self Contained PARA, .3188 FTE, D09, \$15.97/hr., HAWT, 9.25 mos.	11/2/2020	Additional Assignment(s)/ Increase in FTE/Hrs.
Neumann, Lisa	Elementary PARA, .4688 FTE, B09, \$14.79/hr., Self Contained PARA, .3188 FTE, D09, \$15.97/hr., HAWT, 9.25 mos.	Elementary PARA, .5272 FTE, B09, \$14.79/hr., Self Contained PARA, .2855 FTE, D09, \$15.97/hr., HAWT, 9.25 mos.	11/30/2020	Increase in FTE/Hrs.
O'Connor, Kimberly	Transportation PARA, .10 FTE, B07, \$14.23/hr., Self Contained PARA, .725 FTE, D07, \$15.38/hr., HYLT, 9.25 mos.	Transportation PARA, .0938 FTE, B07, \$14.23/hr., Self Contained PARA, .7813 FTE, D07, \$15.38/hr., HYLT, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.
Palmer, Dawn	SPED Resource PARA, .6875 FTE, B04, \$13.23/hr., EMDI, 9.25 mos.	SPED Resource PARA, .8437 FTE, B04, \$13.23/hr., EMDI, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.
Shurte, Madison	Self Contained PARA, .8438 FTE, D01, \$13.71/hr., IRVG, 9.25 mos.	Self Contained PARA, .875 FTE, D01, \$13.71/hr., IRVG, 9.25 mos.	12/3/2020	Increase in FTE/Hrs.

**Bozeman Public Schools
Human Resources**

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REPORT OF ADMINISTRATIVE ACTIONS (con't)

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

Name	From	To	Effective	Reason
Stream, Debra	Transportation PARA, .0625 FTE, B14, \$15.80/hr., Self Contained PARA, .875 FTE, D14, \$17.28/hr., HYL T, 9.25 mos.	Transportation PARA, .0625 FTE, B14, \$15.80/hr., Self Contained PARA, .8438 FTE, D14, \$17.28/hr., HYL T, 9.25 mos.	11/2/2020	Decrease in FTE/Hrs.
Vidmar, Shannon	Discretionary PARA, .50 FTE, B12, \$15.58/hr., HYL T, 9.25 mos.	Discretionary PARA, .625 FTE, B12, \$15.58/hr., HYL T, 9.25 mos.	11/2/2020	Increase in FTE/Hrs.
Weber, Becky	Elementary PARA, .7625 FTE, B08, \$14.51/hr., MOST, 9.25 mos.	Elementary PARA, .8126 FTE, B08, \$14.51/hr., MOST, 9.25 mos.	11/16/2020	Increase in FTE/Hrs.

Stipends - Extracurricular

Name	Authorized Position	Stipend	Level	Effective
Atkinson, Susan	Basketball - Girls - 7th Gr. - SMS	\$1,336.00	6	10/19/20 - 12/12/20
Babcock, Trista	Winter Intramurals - Girls 6th Gr. Basketball - SMS (.50)	\$1,050.00	5	11/10/20 - 12/17/20
Bagley, Jordan	Basketball - Girls - 7th Gr. - CJMS	\$1,336.00	6	10/19/20 - 12/12/20
Benson, Chase	Football - Asst. Coach - GHS (2/3 of Level 3)	\$2,610.13	3	8/13/20 - 11/21/20
Bodner, Jess	Basketball - Boys - Asst. Coach - BHS	\$3,915.00	3	11/19/20 - 3/14/21
Bodner, Jess	Football - Asst. Coach - BHS	\$3,915.00	3	8/13/20 - 11/21/20
Boettcher, Megan	Club - Art - CJMS (Longevity)	\$1,389.44	6	2020 - 2021
Bruschwein, Mark	Swimming - Asst. Coach - BHS/GHS	\$3,147.00	4	11/19/20 - 3/14/21
Claxton, Michael	Basketball - Boys - Head Coach - GHS	\$6,494.00	1	11/19/20 - 3/14/21
Conley, Elizabeth	Basketball - Girls - 8th Gr. - SMS	\$2,100.00	5	10/19/20 - 12/12/20
Dellwo, Sean	Wrestling - Head Coach - BHS	\$5,726.00	2	11/19/20 - 3/14/21
Doe-Stephens, Aimee	Club - Science, Outdoors & Rec (SOAR) - CJMS (.50) (Longevity)	\$694.72	6	2020 - 2021
Doe-Stephens, Aimee	Club - Yearbook - CJMS (.50)	\$668.00	6	2020 - 2021
Doornbos, Kace	Club - Yearbook - SMS	\$1,336.00	6	2020 - 2021
Dreessen, Jordan	Basketball - Girls - 7th Gr. - CJMS	\$1,336.00	6	10/19/20 - 12/12/20
Fisher, Heather	Winter Intramurals - Girls 6th Gr. Basketball - CJMS (.50)	\$1,050.00	5	11/10/20 - 12/17/20
Fisher, Heather	Club - Speech & Debate - CJMS (Longevity)	\$1,389.44	6	2020 - 2021
Gustavsen, Erika	Basketball - Girls - Head Coach - BHS (Longevity)	\$6,753.76	1	11/19/20 - 3/14/21
Hayden, Kelly	8th Gr. Student Council - SMS	\$1,336.00	6	2020 - 2021
Holmquist, Wes	Basketball - Girls - Head Coach - GHS (Longevity)	\$7,338.22	1	11/19/20 - 3/14/21
Hostettler, Troy	Basketball - Boys - Head Coach - BHS	\$6,494.00	3	11/19/20 - 3/14/21
Houser, Josephine	Volleyball - Asst. Coach - GHS	\$3,915.00	3	8/13/20 - 11/21/20
Houston, Todd	Basketball - Girls - Asst. Coach - BHS (Longevity)	\$4,071.60	3	11/19/20 - 3/14/21
Johnson, Nate	Basketball - Boys - Asst. Coach - GHS	\$3,915.00	3	11/19/20 - 3/14/21
Knokey, Meghan	Basketball - Girls - Asst. Coach - GHS	\$3,915.00	3	11/19/20 - 3/14/21
Kraft, Doug	Basketball - Girls - Asst. Coach - BHS (Longevity)	\$4,228.20	3	11/19/20 - 3/14/21
Leach, Michael	Basketball - Girls - Asst. Coach - GHS	\$3,915.00	3	11/19/20 - 3/14/21
Lehr-Erbele, Greg	Basketball - Girls - 8th Gr. - SMS (Longevity)	\$2,268.00	5	10/19/20 - 12/12/20
Lile, Jake	Wrestling - Asst. Coach - BHS	\$3,915.00	3	11/19/20 - 3/14/21

**Bozeman Public Schools
Human Resources**

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REPORT OF ADMINISTRATIVE ACTIONS (con't)

Stipends - Extracurricular (con't)

Name	Authorized Position	Stipend	Level	Effective
Lloyd, Brent	Cheer - Winter - Asst. Coach - GHS (.50)	\$1,573.50	4	11/24/20 - 3/12/21
May, Brittney	Volleyball - 8th Gr. - SMS	\$2,100.00	5	8/26/20 - 10/14/20
Mobley, Kati	Basketball - Boys - Asst. Coach - BHS	\$3,915.00	3	11/19/20 - 3/14/21
Morrison, Danielle	Basketball - Girls - 8th Gr. - SMS	\$2,100.00	5	10/19/20 - 12/12/20
Morrison, Danielle	Volleyball - 8th Gr. - SMS	\$2,100.00	5	8/26/20 - 10/14/20
Mullins, Matt	Basketball - Boys - Asst. Coach - BHS (Longevity)	\$4,071.00	3	11/19/20 - 3/14/21
Ottey, Chris	Club - Outdoors - SMS (Longevity)	\$2,184.00	5	2020 - 2021
Rizzo, Allyssa	Volleyball - Asst. Coach - BHS	\$3,915.00	3	8/13/20 - 11/21/20
Roed, Jason	Basketball - Boys - Asst. Coach - GHS	\$3,915.00	3	11/19/20 - 3/14/21
Rosanova, Cora	Basketball - Girls - 7th Gr. - SMS	\$1,336.00	6	10/19/20 - 12/12/20
Sauvageau, Allie	Basketball - Girls - 8th Gr. - CJMS	\$2,100.00	5	10/19/20 - 12/12/20
Stolp, Sue	Winter Intramurals - Girls 6th Gr. Basketball - CJMS (.50)	\$1,050.00	5	11/10/20 - 12/17/20
Tarabochia, Amber	Basketball - Girls - 8th Gr. - CJMS	\$2,100.00	5	10/19/20 - 12/12/20
Tarabochia, Chris	Basketball - Girls - 7th Gr. - SMS	\$1,336.00	6	10/19/20 - 12/12/20
Waldo, Danny	Basketball - Boys - Asst. Coach - GHS	\$3,915.00	3	11/19/20 - 3/14/21
Weaver Martin, Kelsi	Winter Intramurals - Girls 6th Gr. Basketball - SMS (.50)	\$1,050.00	5	11/10/20 - 12/17/20
Wesche, Levi	Summer Gym Supervisor - BHS (.333) (Longevity)	\$1,381.68	3	6/1/20 - 8/9/20

Stipends - Not Extracurricular

Name	Authorized Position	Stipend	Level	Effective
Abrams, Danielle	Incentive for Substitutes who work 9 or more days for certified from 11/9/20 - 11/20/20	\$400.00		11/09/20 - 11/20/20
Anderson, Bonnie	Substitute Referral Bonus for Parker Edwins	\$100.00		10/30/2020
Andriolo, Judy	Incentive for Substitutes who work 7 or more days for certified from 10/19/20 - 10/30/20	\$320.00		10/19/20 - 10/30/20
Bauer, Jerry	Completion of 1st Session of Driver's Ed Instruction (Completed 226 hrs. of student instruction after 7/1/19)	\$1,000.00		2020 - 2021
Benavidez, Katelyn	Incentive for Substitutes who work 7 or more days for certified from 10/19/20 - 10/30/20	\$320.00		10/19/20 - 10/30/20
Biggerstaff, Dan	Incentive for Substitutes who work 7 or more days for certified from 10/19/20 - 10/30/20	\$320.00		10/19/20 - 10/30/20
Durbin, Morgan	Incentive for Substitutes who work 5 or more days for certified from 11/16/20 - 11/27/20	\$240.00		11/16/20 - 11/27/20
Evans, Charles	Incentive for Substitutes who work 7 or more days for certified from 10/19/20 - 10/30/20	\$320.00		10/19/20 - 10/30/20
Evans, Charles	Incentive for Substitutes who work 7 or more days for certified from 11/2/20 - 11/13/20	\$320.00		11/02/20 - 11/13/20
Evenhuis, Elizabeth	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
Evenhuis, Elizabeth	Incentive for Substitutes who work 7 or more days for certified from 10/19/20 - 10/30/20	\$320.00		10/19/20 - 10/30/20

**Bozeman Public Schools
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REPORT OF ADMINISTRATIVE ACTIONS (con't)

Stipends - Not Extracurricular (con't)

Name	Authorized Position	Stipend	Level	Effective
Fisher, Heather	Substitute Referral Bonus for Sierra Fisher-Dykman	\$100.00		11/23/2020
Gilpin, Renee	Substitute Referral Bonus for Flora McCormick	\$100.00		11/18/2020
Gutzman, Daniel	MT Digital Academy (MTDA) - Astronomy - Fall 2020 - Section 2 - GHS	\$3,704.81		Fall 2020
Hanks, Britta	Substitute Referral Bonus for Anna Lane	\$100.00		12/1/2020
Holmquist, Wes	MT Digital Academy (MTDA) - Sports Officiating - Fall 2020 - Section 1 - GHS	\$4,302.36		Fall 2020
Joyce, Cathy	Incentive for Substitutes who work 7 or more days for certified from 10/19/20 - 10/30/20	\$320.00		10/19/20 - 10/30/20
Jupka, Amber	Substitute Referral Bonus for Kristin Hill	\$100.00		11/30/2020
Lackey, Dacia	Substitute Referral Bonus for Kendra Robinson	\$100.00		11/19/2020
Maltaverne, Christine	Incentive for Substitutes who work 7 or more days for certified from 10/19/20 - 10/30/20	\$320.00		10/19/20 - 10/30/20
Maltaverne, Christine	Incentive for Substitutes who work 9 or more days for certified from 11/2/20 - 11/13/20	\$400.00		11/02/20 - 11/13/20
McCormick, Steve	Incentive for Substitutes who work 5 or more days for certified from 11/16/20 - 11/27/20	\$240.00		11/16/20 - 11/27/20
McGeehan, Kathryn	Substitute Referral Bonus for Sarah Duncan	\$100.00		11/17/2020
Nash, Steve	Substitute Referral Bonus fo Brandon Olsen	\$100.00		11/30/2020
Nash, Steve	Substitute Referral Bonus for Westin Danley	\$100.00		12/2/2020
Nash, Steve	Substitute Referral Bonus for Ryan Williams	\$100.00		11/20/2020
Nash, Steve	Substitute Referral Bonus for Krista Swett	\$100.00		10/26/2020
Nelson, Ryan	MT Digital Academy (MTDA) - Sports Officiating - Fall 2020 - Section 2 - BHS	\$2,987.75		Fall 2020
Nielsen, Emma	Incentive for Substitutes who work 7 or more days for certified from 10/19/20 - 10/30/20	\$320.00		10/19/20 - 10/30/20
Nielsen, Emma	Incentive for Substitutes who work 9 or more days for certified from 11/2/20 - 11/13/20	\$400.00		11/02/20 - 11/13/20
Nutt, Marguerite	Liaison - SPED	\$1,000.00		2020 - 2021
Skinner, Caitlin	MT Digital Academy (MTDA) - AP Language & Composition A - Fall 2020 - Section 1 - BHS	\$2,686.24		Fall 2020
Skinner, Caitlin	MT Digital Academy (MTDA) - English III A - Fall 2020 - Section 1 - BHS	\$4,182.85		Fall 2020
Wallner-Drake, Amy	MT Digital Academy (MTDA) - AP Human Geography A - Fall 2020 - Section 1 - BHS	\$2,270.69		Fall 2020
Wallner-Drake, Amy	MT Digital Academy (MTDA) - Spanish I A - Fall 2020 - Section 4 - BHS	\$3,346.28		Fall 2020
Weaver Martin, Kelsi	Substitute Referral Bonus for Diana Proemm	\$100.00		12/3/220



Meeting Date:	December 14, 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 partial [Financial Reports](#), Warrants as presented separately, [Donations](#) and new [GHS Extracurricular Clubs](#) submitted for approval.

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. November 2020 warrants are as follows: Operational warrants were \$4,809,019.09; net Payroll, taxes and deductions were \$5,467,079.02; Total warrants disbursed for November 2020 were \$10,276,098.11.

Fiscal Impact:

Refer to attached reports

Recommendation:

The Superintendent is requesting the Board to approve Financial Reports, Warrants for Approval, Donations and new extracurricular clubs at GHS.

Other Alternatives:

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



Meeting Date:	December 14, 2020
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.4.3
Originated By:	Mike Waterman, District Clerk
Others Involved:	

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider approval of Bus Route Changes and Individual Transportation Contracts

Facts:

1. Board and Transportation Committee approval is required for all bus routes, Individual Transportation Contracts, and out-of-district transportation agreements.
2. On July 13, 2020, the Board approved the initial 2020-21 home-to-school transportation routes.
3. The District pays First Student on a per-route basis.
4. Under Montana law, districts receive a per-mile reimbursement for distances traveled by home-to-school. Those reimbursements are funded 50% by a permissive countywide levy and 50% by the State of Montana. Transportation costs in excess of the reimbursement amounts are funded 100% by local taxpayers.
5. First Student and the District continue to adjust routes for better efficiency and to accommodate student changes. According to our contract with First Student, bus routing is the responsibility of the contractor, subject to the approval by the District. First Student has reconfigured numerous routes this year.
6. Numerous routes will be adjusted under this item, with mileage changes as follows:

Route	Mileage Change
1	-1
2	-42
4	-5
5	3
6	-1
7	2
8	-4
9	3
10	3
11	8
13	1
14	1
15	1
16	1
17	2

Route	Mileage Change
18	1
19	-3
20	2
21	-3
22	-8
23	-3
24	-1
25	-3
27	-1
28	8
29	1
31	3
32	-5
33	14
34	-1
38	2
40	11

Route	Mileage Change
41	-6
80	-27
81	-11
82	5
83	-23
84	2
85	-22
86	9
87	-3
88	9
29 Mid	14
81 Mid	30
83 Mid #1	21
Total	-16

7. The proposed changes (shown on these [route maps](#)) will result in a net decrease of 16 miles per day for 109 days. Since the District pays First Student by the route rather than miles, our fuel costs will increase but our contract cost will not. The District's on-schedule reimbursement will decrease by \$2738.
8. An additional individual transportation contract is also necessary to accommodate students under the McKinney-Vento Act. That contract is for 125 days at 20 miles per day, for a total budgeted cost of \$1,375.

Discussion:

Gallatin County Transportation Committee approval is also required for all of these changes. That approval was obtained on December 2, contingent on our Board's approval at this meeting.

Recommendation:

It is recommended that the Board approve the 2020-21 route and individual contract changes as presented.

Other Alternatives:

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



Meeting Date:	December 14, 2020
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.4.4
Originated By:	Mike Waterman, District Clerk
Others Involved:	

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider approval of FY22 MTSBA Dues Revenue Estimate.

Facts & Discussion:

1. The most recent Annual Meeting of the MTSBA membership took place in June 2020. Historically, the Annual Meeting is where the membership would vote on the next fiscal year's estimated dues increase and other business items that require a vote of the membership. Since the June 2020 Annual Meeting, the MTSBA Board of Directors has approved the [FY22 Dues Revenue Estimate](#).
2. Article III, Section 7 of the MTSBA Bylaws provides an alternative process for conducting voting on these issues at times other than the Annual Meeting.
3. In December 2019, the membership amended the MTSBA Bylaws to conduct the business of the Association via electronic means.

Fiscal Impact:

N/A

Recommendation:

It is recommended the Trustees approve the MTSBA Dues Revenue Estimate as presented.

Other Alternatives:

1. Reject the MTSBA Dues Revenue Estimate as presented.



Meeting Date:	December 14, 2020
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.4.5
Originated By:	Mike Waterman, Director of Business Services
Others Involved:	Marilyn King, Deputy Superintendent Instruction; Casey Bertram, Deputy Superintendent Curriculum and Technology; Steve Johnson, Deputy Superintendent Operations

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider [Transformational Learning Application](#)

Facts:

House Bill 351 passed in the 2019 Montana state legislative session and provides state funding and permissive levy authority to school districts for the development of transformational learning programs. Transformational learning is defined in HB 351 as a flexible system of pupil-centered learning designed to develop the full educational potential of each pupil.

Discussion:

To qualify for the new state funding, the following requirements must be met:

- The board of trustees must submit an application that has been approved, by motion of the board of trustees and signed by the board chair, to the Board of Public Education, on a form provided by the Superintendent of Public Instruction.
- The District must include its definition of proficiency in policy. The definition must not require seat time as a condition or other element of determining proficiency. The definition must be incorporated in the district's policies and must be used for the purpose of determining content and course mastery and other progress, promotion from grade to grade, grades, and graduation for pupils enrolled in the district's transformational learning program. District Policies 3121 and 2420P address these requirements.
- The District's Strategic Plan includes appropriate planning horizons for implementation, measurable objectives to ensure accountability, and planned strategies. The District's LRSP includes these elements and will continue to address these issues.
- The District's application must identify the number of full-time equivalent educators meeting the criteria of 20-9-327(3) who will participate in the district's transformational learning program.

Recommendation:

The Superintendent recommends the Board approve the application as presented.

Other Alternatives:

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



Meeting Date:	December 14, 2020
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.4.6
Originated By:	Steve Johnson, Deputy Superintendent Operations
Others Involved:	Marilyn King, Deputy Superintendent Instruction; Casey Bertram, Deputy Superintendent Curriculum and Technology; Mike Waterman, Director of Business Services

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic: Consider appointment of the District Authorized Representative.

Facts:

1. [District Policy #7270](#) requires Board approval for any grant in excess of \$25,000.
2. The District participates in the following federal programs:
 - ESEA Consolidated Application for Title I Part A, Title I Part D, Title II Part A, Title II Part B, Title III, Title IV Part A
 - Individuals with Disabilities Education ACT (IDEA) Part B
 - Carl Perkins Vocational Grant
 - Title VII Indian Education
 - Federal CARES Funding
 - National School Lunch and USDA Commodities
 - CARES Funding
3. The Superintendent serves as the Authorized Representative unless an alternate is approved by the Board. Steve Johnson has served in the role for several years.

Recommendation:

It is recommended that the Board of Trustees appoint Mike Waterman as the Authorized Representative.



Meeting Date:	December 14, 2020
Category:	Discussion - Policy 1st Reading
Agenda Item #:	5.1.1
Originated By:	Mike Waterman, Director of Business Services
Others Involved:	MTSBA; Trustee Neil

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Discuss suggested revisions to Policies - #8000 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.
The policy revisions will appear on the January 11, 2021 consent agenda for final consideration and approval.

Bozeman Public Schools District Board of Trustees
Policy Review and Revision
Summary of Policy Series 8000 – Noninstructional Operations

R = *Required*

REC = *Recommended*

OP = *Optional*

Existing Policy	Proposed Policy	Status		Kris Goss Notes	District Comments and Recommendations
8101	8100P		Transportation Procedures	Change to Procedure	Delete MW – changes recommended
8110	8110	<u>REC</u>	Bus Routes and Schedules		Revised MW – recommend minor updates. See 8110-mw
8111	8111	<u>REC</u>	Transportation of Students with Disabilities		Revised MW – updates to language and terms, need updated cross reference ChB – added conforming people-first language throughout the policy
8121	8121	<u>REC</u>	District-Owned Vehicles		Revised MW – recommend minor updates. See 8121-mw
8123	8123	<u>REC</u>	Driver Training and Responsibility	Updates to reflect new regulations	Revised MW – option selected. See 8123-mw
8124	8124	<u>REC</u>	Student Conduct on Buses	Updates for consistency with law	Revised MW- concur with recommendations
	8130	<u>REC</u>	Air Quality Restrictions on Outdoor Activities,		Revised MK - Inserted responsible persons for decision-making.

			Practice and Competition		
8210	8210	<u>R</u>	Food Service Procurement Policy	Updates for compliance with OPI	Revised MW – changes recommended. Purchasing language should be containing purchasing policy. See 8210-mw
8225	8225	<u>R</u>	Tobacco Free Policy	Updates to reflect new law	Revised MW – concur with recommendations
8301	8301	<u>R</u>	District Safety		Revised MW – made additional changes including incorporated language from 9310. Do not recommend optional language. Also recommend eliminating 9310. See 8301mwmk.
8310	8305		Liability Insurance	Renumber	Renumber No changes, other than renumber
8340	8320	<u>REC</u>	Property Damage	Updates for private property	Revised MW – concur with recommendations
8330			Self Insurance	Review for necessity	Delete MW – recommend delete
8340			Privately Owned Property	Included in 8320	Delete MW – concur with recommendations
8351			Loans of School Property	Updates for agreements	Revised MW – made additional recommendations. See 8351mw
8420		<u>REC</u>	Data Management	Review for accuracy and necessity	Revised CB – updates recommended

8421			District Web Page procedures	Review for accuracy	Revised CB - updates recommended
8423	8424		Lead Renovation		Revised TS - Allow notice via email pursuant to Federal Law
8425	8426	<u>OP</u>	Therapy Animals		Revised MW – no changes. Refer to DSI ChB – added Designee, removed requirement for annual request to better align with current practice

NON-INSTRUCTIONAL OPERATIONS

Transportation (Bozeman Public Schools)

~~Boundary Designations -- A map detailing the fee/free transportation boundary for the district transportation program and elementary school attendance areas can be found in the following district offices: Superintendent, Assistant Superintendent of Instruction, and Clerk. Maps may also be found in each of the building principals offices.~~

~~When the boundary follows a street, the boundary shall run down the center of the street. Residents located on the side of the street which is within the boundary will be charged a bus fee.~~

~~Fee/Free Transportation -- Students residing outside the transportation boundary will receive free transportation to and from school. Students residing within the transportation boundary who are transported will be charged a fee to be established no more than annually by the Board of Trustees, during a public meeting. Students within the transportation boundaries will be accommodated on a space available basis.~~

~~K-5 students attending a school other than their first choice may be transported without charge.~~

~~Students may be transported without charge to and from locations other than their homes if no additional cost to the district results, and if the parent or guardian signs the required liability form.~~

~~Fee Payment Procedure -- Transportation fees must be paid in advance. The payment may be made on either a semester or annual basis. The dates for the semester payments shall be 10 days prior to the first day of school, and 10 days prior to the beginning of the second semester. Annual payments must be made 10 days prior to the first day of school. Students entering the district during the school year, residing within the transportation boundary, will be assessed a fee prorated for each of the remaining months in the semester or year. This amount will be calculated starting with the first day of any month in which the student will be transported for the entire month.~~

~~Reimbursement of Fees -- *Reimbursements will be calculated from the first of any month in which the student will be transported for the entire month.~~

~~*NOTE: School days prior to September 1 and in the month of June will be considered extension of the months of September and May respectively.~~

Hazardous Areas--Designated Procedure

~~In accordance with this Board policy, residential areas within the established busing boundary may be declared hazardous and students residing in those hazardous areas will be transported by the school district at no charge.~~

~~The Assistant Superintendent of Business and Operations and the Assistant Superintendent of Curriculum and Instruction will review the conditions in accordance with the established criteria and recommend for or against the hazardous area designation for each requested area. Other solutions short of recommending a hazardous area designation may be proposed if the circumstances warrant.~~

~~A recommendation will be prepared by the Assistant Superintendents and submitted to the Superintendent for his/her determination.~~

~~The criteria to be used in determining hazardous areas will be as follows:~~

- ~~1. Can students reach their area school via a sidewalk?~~

- ~~2. If no sidewalk exists, can the students reach the area school by residential streets where the normal vehicle speed is 25 MPH or less?~~
- ~~3. In traversing their route to school, is the safety of students jeopardized by railway traffic, high speed automobile traffic, dangerous waterways or other imminently hazardous conditions?~~
- ~~4. Are there other viable alternatives such as crosswalk guards or reassignment of students that would negate or ameliorate the hazard?~~

Adopted: 12/8/86

Revised: 8/22/88, 4/24/89, 11/11/91, 6/8/92, 9/14/98, 6/14/99

NONINSTRUCTIONAL OPERATIONS

8110

Bus Routes and Schedules

The Superintendent's designee is responsible for scheduling bus transportation, including determination of routes and bus stops. Such routes are subject to approval of the county transportation committee. The purpose of bus scheduling and routing is to achieve maximum service with a minimum fleet of buses consistent with providing safe and reasonably equal service to all bus students.

In order to operate the transportation system as safely and efficiently as possible, the following factors shall be considered in establishing bus routes:

1. A school bus route shall be established with due consideration of the sum total of local conditions affecting the safety, economic soundness and convenience of its operation, including road conditions, condition of bridges and culverts, hazardous crossings, presence of railroad tracks and arterial highways, extreme weather conditions and variations, length of route, number of families and children to be serviced, availability of turn-around points, capacity of bus, and other related factors.
2. Bus routes shall be planned to eliminate overlapping and empty bus miles insofar as possible.
3. Where alternate routes are considered, preference shall be given to the route more directly serving the largest number of students.
4. Buses shall be routed so that they travel over only graded, surfaced (asphalt, gravel) roads. County maintained roads shall be used for bus routes. Private roads shall not be used for bus routes without prior approval from the Superintendent.
5. Buses shall be routed so as to pass as near to the residence of the majority of their passengers as good, safe, economical travel conditions will warrant.
6. Bus routes will not be approved to drive up to the house of each patron to pick up the children. Bus transportation is a group service and not an individual taxi service.
7. In exceptional cases, it may be advisable for the bus to leave the main route and enter the private lanes of individuals, e.g. in emergencies such as stormy weather, illness, to pick up handicapped children, or to turn around at the end of the route.
8. No school child attending an elementary school shall be required to ride the school bus, under average road conditions, more than one hour without consent of the child's parent or guardian.
9. School bus drivers are encouraged to make recommendations in regard to establishing or changing routes.
10. Parents should be referred to the ~~Assistant Superintendent of Business & Operations~~ Transportation Office for any request of change in routes, stops, or schedules.

The Board reserves the right to change, alter, add, or delete any route at any time such changes are deemed in the best interest of the District, subject to approval by the county transportation committee.

Bus Stops

Buses should stop only at designated places approved by school authorities. Exceptions should be made only in cases of emergency and inclement weather conditions.

Bus stops shall be chosen with safety in mind. Points shall be selected where motorists approaching from either direction will have a clear view of the bus for a distance of at least three hundred (300) to five hundred (500) feet. Stops shall never be made over the brow of a hill, on the outdoing end of a curve, on a blind curve, at a road intersection or on a steep grade.

School loading and unloading zones are to be established and marked to provide safe and orderly loading and unloading of students. The principal of each building is responsible for the conduct of students waiting in loading zones.

Delay in Schedule

The driver is to notify the administration of a delay in schedule. The administration will notify parents on routes and radio stations, if necessary.

Responsibilities—Pupils

Pupils must realize that safety is based on group conduct. Talk should be in conversational tones at all times. There should be no shouting or loud talking which may distract the bus driver. There should be no shouting at passersby. Pupils should instantly obey any command or suggestions from the driver and/or his/her assistants. Older pupils should help look after the safety and comfort of other children, especially the smaller children.

Responsibilities—Parents

The interest and assistance of each parent are valued assets to the transportation program. Parents' efforts towards making each bus trip a safe and pleasant experience are requested and appreciated. The following suggestions are only three of the many ways parents can assist:

1. Ensure that their students are at the bus stop in sufficient time to efficiently meet the bus.
2. Properly prepare their children for weather conditions.
3. Encourage school bus safety at home. Caution their children regarding safe behavior and conduct while riding on the school bus.

Safety

The Superintendent shall develop written rules establishing the procedures for bus safety and emergency exit drills, and for student conduct while riding on buses.

The bus driver is responsible for the safety of his/her passengers, particularly for those who must cross a roadway prior to loading or after leaving the bus. Except in emergencies, no bus driver shall order or allow a student to board or disembark at other than his/her assigned stop unless so authorized by the ~~Assistant Superintendent of Business & Operations~~ Transportation Office. In order to assure the safety of all, the bus driver may hold students accountable for their conduct during the course of transportation and may recommend corrective action against a student. Bus drivers are expressly prohibited from using corporal punishment.

The bus driver is responsible for the use of the warning and stop signaling systems and the consequent protection of his/her passengers. Failure to use the system constitutes negligence on the part of the driver. However, drivers are

prohibited from using amber or red lights when a bus is stopped at a school site to receive or discharge school children and the receipt or discharge does not involve street crossing by the children.

The system must be used with judgment and courtesy. Its abuse causes resentment on the part of the public. A driver should allow approaching vehicles time to stop or pass before the flashing lights are used.

Eligibility

To be eligible to ride the bus, the individual pupil must:

- be a student registered in the Bozeman elementary, middle or high school;
- reside with his/her parents or guardian who maintain a permanent home within the boundaries of the district ~~and pay transportation;~~
- live outside the established transportation zone or boundary.

Out-of-District: Students who reside outside the boundaries of the district and pay tuition may ride the buses free. Their transportation fee is included in the tuition fee. Bus routes will not be extended outside of Bozeman School District to accommodate these students.

Within the boundary limit (provided room is available): Students residing within the boundary limit may ride the bus on a fee basis as established by the Trustees.

Inclement Weather

The School Board recognizes the unpredictability and resulting dangers associated with the weather in Montana and with other acts of God. To achieve the maximum safety for children and efficiency of operation, the Superintendent of Schools is empowered to make decisions as to the emergency operation of buses, the cancellation of bus routes and the closing of school in accordance with his/her best judgment. The School Board may develop guidelines in cooperation with the Superintendent to assist him/her in making such decisions.

Legal Reference: § 20-10-106, MCADetermination of mileage distances
 § 20-10-121, MCADuty of trustees to provide transportation – types of transportation – bus riding time limitation
 § 20-10-132, MCADuties of county transportation committee

Policy History:

Adopted on: 12/8/86

Reviewed on:

Revised on: 11/11/91, 9/13/93

NONINSTRUCTIONAL OPERATIONS

8111

Transportation of Students With Disabilities

Transportation shall be provided as a related service, when a student with a disability requires special transportation in order to benefit from special education or to have access to an appropriate education placement. Transportation is defined as:

- (a) Travel to and from school and between schools;
- (b) Travel in and around school buildings or to those activities that are a regular part of the student's instructional program;
- (c) Specialized equipment (such as special or adapted buses, lifts, and ramps) if required to provide special transportation for a student with disabilities.

The ~~Evaluation~~ IEP Team that develops the disabled student's Individualized Education Program will determine, on an individual basis, when a student with a disability requires this related service. Such recommendations must be specified on the student's IEP. Only those children with disabilities who qualify for transportation as a related service under the provisions of the IDEA shall be entitled to special transportation. All other children with disabilities in the District have access to the District's regular transportation system under policies and procedures applicable to all District students. Utilizing the District's regular transportation service shall be viewed as a "least restrictive environment."

I.E.P. Provisions

The IEP team must specify the criteria used in arriving at its determination. Likewise, specific information about the student's needs, i.e., special health conditions of the child, and other considerations unique to this student must be stated on the IEP.

If transportation is discontinued as a related service for the child, an IEP meeting must be convened, with parents participating to discuss reasons for the IEP team's recommendation.

Transportation when provided as a related service shall be at no cost to the ~~handicapped~~ student or his parent.

Location of Pick Up and Drop Off Points

Parents shall be advised at the IEP meeting that pick up and delivery of eligible students will be from the child's home to the school where enrolled. Pick up and delivery to other locations than the student's home requires advanced approval by the Director of Special Education and consideration will be given only for permanent locations. Temporary changes impacting the scheduling of buses may or may not be approved.

Mode of Transportation

One of the district's special education buses will be the preferred mode of transportation. Exceptions may be made in situations where buses are prohibited from entering certain subdivisions due to inadequate turning space or distance from school may seriously impact bus scheduling. In such situations, other arrangements such as an individual transportation contract may be arranged with the parents. Such voluntary agreement shall stipulate in writing the terms of reimbursement.

Parents shall provide the district with verification of a valid driver's license and adequate automobile insurance coverage. It is recognized that the district has an obligation to furnish transportation for those ~~handicapped~~ students requiring this related service

Suspension Procedures

District policies and procedures on bus suspension for all students shall apply equally to ~~handicapped~~ students with disabilities riding the regular bus routes. However, when a ~~handicapped~~ student requires transportation as a related service, suspension action requires an IEP committee review as prescribed in District Policy 3300. It is recommended that suspension of transportation services not exceed five days in any given school year. Should suspension exceed the five days, an IEP meeting should be called to review the student's program and placement.

The Superintendent shall develop procedures for ~~child study~~ IEP teams to follow when transportation is recommended as a related service for ~~handicapped~~ students with disabilities.

Cross Reference: 3300 Suspension and Expulsion - Corrective Actions and Punishment

Legal Reference: 10.16.3820, ARM Transportation for Special Education Students with Disabilities

Policy History:

Adopted on: 12/8/86

Reviewed on:

Revised on:

NONINSTRUCTIONAL OPERATIONS

8121

District-Owned Vehicles

The District owns and maintains certain vehicles. Included among them are pickups, school buses, and vans. These are for use by properly authorized personnel of the District for District business purposes. The following regulations shall apply to the use of these vehicles:

1. Requests for use of the vehicles are to be made ~~directly to the MOSS office using the current protocols, either in person or by telephone.~~
2. The driver of any district-owned vehicle or school bus must hold a valid operator's license and meet the minimum state requirements for the type of vehicle being driven ~~bus certification.~~
3. Upon return from a trip, all district vehicles must be returned to the appropriate parking area.
4. No animals are allowed in district vehicles unless directly involved with school district business. The employee to whom the vehicle is issued is responsible for the general care and upkeep of the vehicle which is in his/her use.
5. A school district credit card may be furnished for the purpose of gas and oil. The employee to whom the vehicle is issued will sign the receipt for gasoline, oil and minor maintenance services at the time of purchase. All maintenance work must be ~~prior~~ approved in advance by a district official.
6. In the event of an accident, the ~~Business~~ MOSS office shall be notified immediately and a detailed report given. Upon return, a written report should be supplied by the driver for insurance and legal purposes. State law requires that all automobile accidents be reported to the proper local authorities. ~~In most cases, a report is required for the state highway patrol.~~
7. Any employee of the school district who uses or is authorized the use of any district-owned vehicle for other than official purposes, shall be subject to disciplinary action which may include suspension or dismissal.
8. School district vehicles are to be used exclusively by school district personnel and those under the direct supervision of district personnel, excluding students. At no time shall there be any passengers other than students, individuals representing the school district and/or school district employees.
9. Any driver who receives a citation for a driving violation shall personally pay all fines levied. All citations received while operating a district vehicle shall be reported to the driver's supervisor. Failure to report any violation may result in disciplinary action.

Bus and Vehicle Maintenance, District

Buses used in the District's transportation program shall be in safe and legal operating condition. All buses shall be inspected by the Department of Justice, Montana Highway Patrol, before the beginning of each semester. The Superintendent will establish a specific list of tasks bus drivers will perform on a daily basis. All other District vehicles shall be maintained following established programs developed by the Superintendent.

Policy History:

Adopted on: 12/8/86

Reviewed on:

Revised on: 11/11/91

Driver Training and Responsibility

Bus drivers shall observe all state statutes and administrative rules governing traffic safety and school bus operation. At the beginning of each school year, the District will provide each driver with a copy of the District's written rules for bus drivers and for student conduct on buses.

School bus drivers must hold a valid Montana school bus certificate for a district to receive state reimbursement for that driver's bus routes. Qualifications for bus drivers are prescribed by 20-10.103, MCA, and by the board of Public Education in Arm 10.64.201. The first aid certificate required by ARM 10.64.201 must include instruction in adult and pediatric CPR, be signed by a certified instructor, and be received after an initial in-person training of at least four hours. The certificate must be renewed every two years. A driver may not operate a school bus without a valid, current certificate.

The district will pay those costs incurred by the district employed bus drivers for obtaining or renewing certification in first aid. To participate in this program, bus drivers must have enrolled in a district-approved program. Other first aid programs must have prior approval and will be considered on an individual basis by the Superintendent.

District employed bus drivers will also be eligible for reimbursement for state required physical examinations. These physicals must be taken from a local licensed medical doctor to be reimbursable.

~~Each bus driver shall meet the qualifications established by the Superintendent of Public Instruction, including a chauffeur's license, a valid Montana driver's license and a physician's certification that he/she is medically qualified for employment as a bus driver. The bus driver shall also secure a valid standard first aid certificate from an authorized instructor within two months after being employed.~~

A school bus driver is prohibited from operating a school bus while using a cellular phone, including hands free cellular phone devices, except when parked and:

- (1) During an emergency situation;
- (2) To call for assistance if there is a mechanical breakdown or other mechanical problem;
- (3) When the school bus is parked.

A teacher, coach, or other certified staff member assigned to accompany students on a bus will have primary responsibility for behavior of students in his or her charge. The bus driver has final authority and responsibility for the bus. The Superintendent will establish written procedures for bus drivers.

Maximum Driving Time

The district recognizes from a risk management and student safety standard the importance of driver safety while transporting students. Therefore, the district will m:

Meet the federal standard on maximum driving time for drivers. ~~{OPTION}~~

- 2. Require the following maximum driving time standards:
 - a. No driver will be required to drive more than 8 hours following 6 consecutive hours off duty. ~~{OPTION}~~
 - b. No driver will be required to drive more than 5 hours following 3 consecutive hours off duty. ~~{OPTION}~~
 - c. No driver will be required to drive more than 6 hours following 4 consecutive hours off duty. ~~{OPTION}~~

Cross Reference: 2018 Montana School Bus Standards, Page 138, Bus use for School Activity Trips

Legal Reference: § 20-10-103, MCASchool bus driver qualifications
10.7.111, ARMBus Drivers Certification Requirement for Reimbursement
10.64.201, ARMSchool Bus Driver Qualifications National Highway Traffic Safety Administration
CFR 49, Part 395Transportation - Hours of Service for Drivers

Policy History:

Adopted on: 12/8/86

Reviewed on:

Revised on:11/11/91

NONINSTRUCTIONAL OPERATIONS

8124

Student Conduct on Buses

The general student code of conduct is applicable to conduct on school buses.

The Superintendent may establish written rules of conduct for students riding school buses. Such rules will be reviewed annually by the Superintendent and revised if necessary. If rules are substantially revised, they will be submitted to the Board for approval.

At the beginning of each school year, a copy of the rules of conduct for students riding buses will be provided to students, and the classroom teacher and bus driver will review the rules with the students. A copy of the rules will be posted in each bus and will be available upon request at the District office and in each building principal's office.

The bus contractor and bus driver are responsible for enforcing the rules and will work closely with a parent and building principal to modify a student's behavior. Rules shall include consistent consequences for student misbehavior. To aid in the enforcement of rules, the contractor may use video and audio surveillance equipment on the buses. If such equipment is used, the Superintendent shall establish written procedures outlining its use.

A recommendation for permanent termination of bus privileges, accompanied by a written record of the incident(s) that led to the recommendation, shall be referred to the Deputy Superintendent his/her disposition for final determination. The student's parent or guardian may appeal a termination to the Board. ~~No further appeal shall be allowed.~~

~~Expulsion-Termination~~ recommendations shall be accompanied by a complete written record of the incident(s) that led to the recommendation.

Cross Reference: 3310 Student Discipline
 8111 Transportation of Students With Disabilities

Legal Reference: § 20-4-302, MCADiscipline and punishment of pupils – definition of corporal punishment
 penalty – defense
 § 20-5-201, MCADuties and sanctions

Policy History:

Adopted on: 12/8/86

Reviewed on:

Revised on: 11/11/91, 6/14/93, 5/13/13

NONINSTRUCTIONAL OPERATIONS

8130

Air Quality Restrictions on Outdoor Activities, Practice and Competition

Each school district is responsible for ensuring the safety of its students and student athletes when participating in physical education, recess, practices or athletic contests.

The School District Board of Trustees and Administration will use the Recommendations for Outdoor Activities Based on Air Quality for Schools guidelines, developed by the Montana Department of Environmental Quality (DEQ) and the DEQ's Air Data Map, as the determining factor when making a decision to allow or not allow students to participate in outdoor activities and contests.

The School District Board of Trustees and Administration have developed the following protocol for determination of allowing students and student athletes to participate in outdoor activities when Air Quality Restrictions have reached the Unhealthy for Sensitive Groups or higher categories as indicated on the DEQ guidelines.

1. The School District will use the [_____ **air quality monitor**] [_____ **geographical spot on the todaysair.mt.gov website**] **CHOOSE ONE OR BOTH** to determine the air quality for our school district.
2. The following personnel will make the decision to hold or cancel outdoor activities, practices, or contests:
 - a. Recess(all levels)_____
 - b. Junior High practices (all levels)_____
 - c. Junior High contests(all levels)_____
 - d. High School practices (all levels)_____
 - e. High School contests (all levels)_____
 - f. All outdoor activities, (all levels)_____
3. The decision to hold or cancel outdoor activities will be made _____ **(hours)(days)** **CHOOSE ONE** in advance of the activity.
4. The notice to hold or cancel an outdoor activity will be communicated to:
 - a. Students through _____
 - b. Staff through _____
 - c. Coaches through _____
 - d. Parents through _____
 - e. Community _____

References: 10.55.701(q), ARMBBoard of Trustees
[www. todaysair.mt.gov](http://www.todaysair.mt.gov)
<http://svc.mt.gov/deq/todaysair/smokereport/mostRecentUpdate.aspx>

Policy History:

Adopted on:

Reviewed on:

Revised on:

NONINSTRUCTIONAL OPERATIONS

8210

Procurement Policy for School Food Purchases

The Bozeman School District will adhere to the following requirements for any procurement related to food service:

Purchases

The District will follow Policy #7320 and Procedure #7320P, Purchasing: Authorization, Control, and Procurement and all other applicable Policies when purchasing products for the food service program:

Purchases greater than \$80,000:

- ~~If the aggregate amount exceeds eighty thousand dollars (\$80,000), the contract must be awarded through a formal bid process and a call for bids or request for proposals shall be published according to 20-9-204, MCA. No contract shall be divided for the purpose of avoiding the formal procurement process.~~
- ~~The District may enter into a cooperative purchasing contract for procurement of supplies with one or more districts or a Cooperative Services Program. This allows the District to participate in a cooperative purchasing group to purchases supplies through the group without bidding if the cooperative purchasing group has a publicly available master list of items available with pricing included and provides an opportunity at least twice yearly for any vendor, including a Montana vendor, to compete, based on a lowest responsible bidder standard.~~

Purchases great than \$10,00 and less than \$80,000:

- ~~Any purchase greater than \$10,000 and less than eighty thousand (\$80,000) will be handled in a fair and equitable manner consistent with district policy on purchasing.~~
- ~~The School District will obtain two or more estimates when any purchase will cost more than \$10,000 and less than eighty thousand (\$80,000).~~
- ~~The District may enter into a cooperative purchasing contract for procurement of supplies with one or more districts or a Cooperative Services Program. This allows the District to participate in a cooperative purchasing group to purchases supplies through the group without bidding if the cooperative purchasing group has a publicly available master list of items available with pricing included and provides an opportunity at least twice yearly for any vendor, including a Montana vendor, to compete, based on a lowest responsible bidder standard.~~

Purchases less than \$10,000

- ~~Any purchase greater than ten thousand dollars (\$10,000) is a micro-purchase. Micro-purchases may be awarded without soliciting competitive quotes if the price is considered reasonable. To the extent feasible, the District must distribute micro-purchases equitably among qualified suppliers.~~

Geographic Preference

No Geographic Preference (advantage based on location) is allowed with federal funds except for documented Farm to School (Farm to Plate) efforts. Therefore, as part of Farm to School Bozeman School District may choose to apply a geographic preference when procuring unprocessed locally grown or locally raised agricultural products only.

Standards of Conduct for District Employees

- ~~The Bozeman School District maintains the following code of conduct for any employees engaged in award and administration of contracts supported by Federal Funds:~~

- ~~No District employee will engage in any procurement when there is a conflict of interest, real or perceived, and District employees cannot solicit or accept any gratuities, favors or anything of monetary value from prospective vendors. This shall not preclude district personnel from serving on boards or participating in organizations that support the district's need to obtain quality services and supplies.~~
- ~~No District employee shall participate in the selection, award or administration of a contract when any of the following persons have a financial interest in the firm selected for award:~~
 - ~~The employee~~
 - ~~Any member of his/her immediate family~~
 - ~~People with whom there is an intimate personal relationship~~
 - ~~An organization which employs or is about to employ any of the above~~
- ~~The District expects all employees to behave with the utmost integrity and never be self-serving, be fair in all aspects of the procurement process, be alert to conflicts of interest, and avoid any compromising situations.~~
- ~~Employees found to be in violation of this policy are subject to disciplinary action, up to and including termination.~~

Policy History:

Adopted on: 05/08/17

Reviewed on:

Revised on:

NON-INSTRUCTIONAL OPERATIONS

8225

Tobacco Free Policy

The District maintains tobacco-free buildings and grounds. Tobacco includes but is not limited to cigarettes, cigars, snuff, pipe smoking tobacco, smokeless tobacco, vapor product, alternative nicotine product or any other tobacco or nicotine delivery innovation.

Use of tobacco or nicotine products in a public school building or on public school property is prohibited, unless used in a classroom or on other school property as part of a lecture, demonstration, or educational forum sanctioned by a school administrator or faculty member, concerning the risks associated with using tobacco products or in connection with Native American cultural activities.

For the purpose of this policy, “public school building or public school property” means:

- Public land, fixtures, buildings, or other property owned or occupied by an institution for the teaching of minor children, that is established and maintained under the laws of the state of Montana at public expense; and
- Includes playgrounds, school steps, parking lots, administration buildings, athletic facilities, gymnasiums, locker rooms, and school vehicles.

Violation of the policy by students and staff will be subject to actions outlined in District discipline policies.

Use of FDA-approved cessation devices may be permitted at school buildings and on school grounds with the approval of the building administrator.

Legal Reference: § 20-1-220, MCA Use of tobacco product in public school building or on public school property prohibited
 § 50-40-104(4)(e), MCA Smoking in enclosed public places prohibited – notice to public - place where prohibition inapplicable
 ARM 37.111.825(5) Health Supervision and Maintenance
 42 U.S.C. 1996, 1996a American Indian Religious Freedom Act

Policy History:

Adopted on: 3/22/10

Reviewed on:

Revised on: 04/08/19

NONINSTRUCTIONAL OPERATIONS

8301

District Safety

For purposes of this policy, “disaster means the occurrence or imminent threat of damage, injury, or loss of life or property”.

The Board recognizes that safety and health standards should be incorporated into all aspects of the operation of the District. Rules for safety and prevention of accidents will be posted in compliance with the Montana Safety Culture Act and the Montana Safety Act. Injuries and accidents will be reported to the District office.

The Board of Trustees has identified the following local hazards that exist within the boundaries of its school district: fire, earthquake, extreme weather conditions (including high winds, tornadoes, hail and floods), intruders, firearms, explosive devices and dangerous animals.

Responsibilities

Principals

The principal has the primary responsibility to identify safety hazards which may occur between periodic safety inspections, to supervise the instructional staff to assure that safety education is conducted as part of the educational program, and to assure the proper supervision of students. The principal is responsible to work closely with the ~~Director of Personnel~~ Deputy Superintendent Instruction as it relates to the training of staff.

The building principal shall design and incorporate drills in its school safety or emergency operations plan to address the above stated hazards. The trustees shall certify to the office of public instruction that a school safety or emergency operations plan has been adopted. This plan and procedures will be discussed and distributed to each teacher at the beginning of each school year. There will be at least eight (8) disaster drills a year in a school. All teachers will discuss safety drill procedures with their class at the beginning of each year and will have them posted in a conspicuous place next to the exit door. Drills must be held at different hours of the day or evening to avoid distinction between drills and actual disasters. A record will be kept of all fire drills.

Director of Facilities

The Director of Facilities has the responsibility for the maintenance of a safe educational environment including both facilities and grounds.

Director of Human Resources

The Director of Human Resources has the overall responsibility for personnel training as required by the Montana Safety Culture Act.

Deputy Superintendent of Instruction

The ~~Assistant~~ Deputy Superintendent of Instruction is responsible for safety education of students. He/she is responsible to assure that adequate supervision is provided, and that students are given adequate safety education.

Staff Protection

The District will participate in the prosecution of any individual(s) who may disturb any school or school meetings, insult or abuse any school employee or student during the course of the school/work day, or otherwise violate the laws of the State of Montana regarding school disturbance or individual protection for school employees or students.

Work-Related Illness or Injury

All accidents are to be reported to the principal or supervisor in charge as soon as possible. All Workers' Compensation reports will be filed with the District Human Resources Office who will send the claim to the current Workers' Compensation Management Company.

The Superintendent will develop safety and health standards and a Safety Committee which comply with the Montana Safety Culture Act. The trustees shall review the school safety or emergency operations plan periodically and update the plan as determined necessary by the trustees based on changing circumstances pertaining to school safety. Once the trustees have made the certification to the office of public instruction, the trustees may transfer funds pursuant to Section 20-1-401, MCA to make improvements to school safety and security.

~~The Superintendent will develop safety and health standards which comply with the Montana Safety Culture Act.~~
[Optional]: ~~The Superintendent shall ensure District employees are provided equipment, tools, and devices designed to ensure a safe and health workplace in accordance with this policy. Failure to use the provided equipment in a suitable or timely manner may be considered a violation of District policy. If a staff member requires equipment that is not available, an employee may submit a request to the administration in accordance with established District practice.~~

Legal Reference: § 20-1-401, MCADisaster drills to be conducted regularly – districts to identify disaster risks and adopt school safety plan
 § 20-1-402, MCANumber of disaster drills required – time of drills to vary
 §§ 39-71-1501, et seq., MCAMontana Safety Culture Act

Policy History:

Adopted on: 09/10/07

Reviewed on:

Revised on:09/09/13, 08/10/15

NON-INSTRUCTIONAL OPERATIONS

Liability Insurance

The Board of Trustees and its agents are immune from suit for damages arising from the lawful discharge or omission of an official duty, or in good faith take action without proper legal authority. The Board shall maintain sufficient liability insurance to protect itself against claims for the negligent or wrongful acts of its staff or agents. The amount and terms of such insurance protection shall be regularly reviewed as part of the district's risk management program.

The Board shall hold individual Board members, administrators, staff or agents of the district harmless and defend them from any financial loss, including reasonable attorneys' fees, arising out of any act or failure to act, provided that at the time the individual was acting within the scope of his/her responsibilities and in compliance with the policies and procedures of the district.

Legal Reference: 20-3-331 M.C.A.Purchase of Liability Insurance
 2-9-100 M.C.A.Liability Exposure

Policy History

Adopted on: 12/8/86

Reviewed on:

Revised on:

NONINSTRUCTIONAL OPERATIONS

8320

Property Damage

The District will maintain a comprehensive insurance program which will provide adequate coverage, as determined by the Board, in the event of loss or damage to school buildings and/or equipment, including motor vehicles. The comprehensive insurance program will maximize the District's protection and coverage while minimizing costs for insurance. This program may include alternatives for sharing the risk between the District and an insurance carrier and through self-insurance plans.

Privately Owned Property

The District will not assume responsibility for maintenance, repair, or replacement of any privately owned property brought to a school or to a District function, unless the use or presence of such property has been specifically requested in writing by the administration.

Legal Reference: § 20-6-608, MCA Authority and duty of trustees to insure district property

Policy History:

Adopted on: 12/8/86

Reviewed on:

Revised on: 11/11/91

~~NON-INSTRUCTIONAL OPERATIONS~~

Staff Insurance

~~The district shall develop and maintain an effective program of insurance for its staff. Such programs may include, but are not limited to, unemployment compensation, industrial accident and/or injury insurance, liability and medical insurance.~~

~~The district may make available liability, life, health, health care, accident, disability or salary protection insurance or any one of or a combination of these types of insurance, and may contribute all or part of the cost of such insurance.~~

Policy History

~~Adopted on: 12/8/86~~

~~Reviewed on:~~

~~Revised on:~~

~~NON-INSTRUCTIONAL OPERATIONS~~

~~Privately-Owned Property~~

~~The district shall not assume responsibility for the maintenance, repair or replacement of any privately-owned property brought to a school or district function unless the use or presence of such property has been specifically requested in writing by the administration.~~

~~Adopted: 12/8/86~~

NON-INSTRUCTIONAL OPERATIONS

Loans of School-Owned Equipment and Books

School-owned equipment shall not be loaned for non-school use off school property, with the following exceptions:

1. Use of specific items of equipment may be granted on the written request of the intended user and approval by the Superintendent, and only when such equipment is unobtainable elsewhere. In such instances, the user shall be fully liable for any damage or loss occurring to the equipment during the period of its use, and shall be responsible for its safe return. Use of school property or equipment under this provision shall be in accordance with a written agreement signed by the user and Superintendent or designee.
2. School equipment may be removed from school property by students or staff only when such equipment is necessary to accomplish tasks arising from their school or job responsibilities. ~~The prior approval of the principal is required for such removal.~~ Removal of school equipment from school property for personal use by staff or students is prohibited. School books may be used by students during vacations when permission is granted by the building principal. Students and staff may use school technology equipment offsite in accordance with District Policy and Acceptable Use Agreements, as then applicable.
3. The use of school telephones and cellular phones that does not interfere with the performance of job duties as determined by the Superintendent or designee is permissible on a limited basis for personal calls. School district telephones may not be used to conduct business other than school business. Any personal cellular or long distance telephone calls must be paid for in accordance with 8351P.
4. School-owned equipment may be used in conjunction with rental of a school facility. See: Policy 4330 - Use of School Facilities.

Policy History

Adopted on: 12/8/86
Reviewed on:
Revised on: 9/8/97

NON-INSTRUCTIONAL OPERATIONS

Data Management - Computer System

The school district maintains multiple computer systems and management of those computer systems shall be managed as follows:

1. ~~Establish a written plan with appropriate agencies for usage of their computers at designated times in the event of system failure of the school district's computer system.~~
2. Maintain a backup of all software and system files in a secure location off-site or on the cloud separate from the school district's central computer facility.
3. Maintain adequate insurance coverage for the risk of loss of the school district's management computer system.
4. Back up on a regular basis all user files to the District approved cloud storage. ~~on to backup media and store the backup media in a secure location off-site from the school district's central computer facility.~~
5. Hardware and software additions and modifications shall be requested using the district approved hardware/software purchasing request form. ~~in writing to the Information Systems Supervisor.~~
6. Provide security precautions for hardware and software for all work stations and the central computer facility.
7. Conduct training and in-service on a regular and as needed basis for authorized personnel in the use of the management computer system. User manuals for the computer system will be provided for all authorized personnel.

Policy History

Adopted on: 12/8/86
Reviewed on:
Revised on: 11/11/91

NON-INSTRUCTIONAL OPERATIONS

Computer Software

The unauthorized copying of any computer software which is licensed or protected by copyright is theft, and thus unethical.

Failure to observe software copyrights and/or license agreements may result in disciplinary action by the district and/or legal action by the copyright owner.

No district-owned computing resources should be used for unauthorized commercial purposes.

Respect for the intellectual work and property of others has traditionally been essential to the mission of education institutions. The district does not tolerate plagiarism, and does not condone the unauthorized copying of software, including programs, applications, databases and code.

Policy History

Adopted on: 11/11/91

Reviewed on:

Revised on:

Lead Renovation

In accordance with the requirements of the Environmental Protection Agency (EPA), the Bozeman School District has this Lead Renovation Policy that is designed to recognize, control and mitigate lead hazards at all District owned facilities and grounds.

The Lead-based paint renovation, repair and painting program (RRP) is a federal regulatory program affecting contractors, property managers, and others who disturb painted surfaces. It applies to child-occupied facilities such as schools and day-care centers built prior to 1978.

“Renovation” is broadly defined as any activity that disturbs painted surfaces and includes most repair, remodeling, and maintenance activities, including window replacement.

The District has implemented this policy to identify, inspect, control, maintain and improve the handling of lead related issues across the district facilities and grounds. In an effort to reduce potential hazards, the District through training has put together maintenance programs that will not only better protect the environment, but the students and employees of the District as well.

The District’s Lead Renovation Policy shall apply too not only employees of the maintenance department but to outside contractors as well. No outside painting contractor will be permitted to work for the District after April 22, 2010 unless they can show proof of training relative to lead renovation or maintenance from an accredited training institution.

Information Distribution Requirements

No more than 60 days before beginning renovation activities in any school facility of the District, the company performing the renovation must:

1. Provide the Superintendent with EPA pamphlet titled *Renovate Right: Important Lead Hazard Information for Families, Child Care Providers and Schools*.
2. Obtain, from the District, a written acknowledgement that the District has received the pamphlet.
3. Provide the parents and guardians of children using the facility with the pamphlet and information describing the general nature and locations of the renovation and the anticipated completion date by complying with one of the following:
 - (i) Mail or hand-deliver the pamphlet and the renovation information to each parent or guardian of a child using the child-occupied facility. The School District will also include information about how parents and guardians may choose to receive the pamphlet via email in the “All in One” consent and enrollment form.
 - (ii) While the renovation is ongoing, post informational signs describing the general nature and locations of the renovation and the anticipated completion date. These signs must be posted in areas where they can be seen by the parents or guardians of the children frequenting the child-occupied facility. The signs must be accompanied by a posted copy of the pamphlet or information on how interested parents or guardians can review a copy of the pamphlet or obtain a copy from the renovation firm at no cost to the parents or guardians.
4. The renovation company must prepare, sign, and date a statement describing the steps performed to notify all parents and guardians of the intended renovation activities and to provide the pamphlet.

Recordkeeping Requirements

All documents must be retained for three (3) years following the completion of a renovation.

- Records that must be retained include:
- Reports certifying that lead-based paint is not present.
- Records relating to the distribution of the lead pamphlet.
- Documentation of compliance with the requirements of the Lead-Based Paint Renovation, Repair, and Painting Program.

Legal Reference:	40 CFR Part 745, Subpart E	Lead-based paint poisoning in certain residential structures
	15 U.S.C. 2682 and 2886	Toxic Substances Control Act, Sections 402 and 406

Policy History:

Adopted on: 10/25/10

Reviewed on:

Revised on:

NONINSTRUCTIONAL OPERATIONS

8426

The District supports the use of therapy dogs and other therapy animals by teachers or other qualified school personnel (“Owner”) for the benefit of its students, subject to the conditions of this policy.

Therapy Animals

Therapy dogs and other therapy animals are family pets that are trained and registered or certified through therapy organizations. They are only half of the therapy team. The handler is the other half. Therapy teams enter the school by invitation or prior approval.

A therapy animal is not a service animal, and unlike a service animal, a therapy animal does not assist a person with a disability with activities of daily living, nor does it accompany a person with a disability at all times. Therapy animals do not have legal rights.

Requirements of Therapy Animals and User/Owners

Individuals with disabilities using therapy or companion animals are responsible for their animals at all times and must comply with the following requirements:

Request: An Owner must submit a written request to the Superintendent or Designee. The request must be renewed ~~each school year or~~ whenever a different therapy animal will be used.

Registration, Training and Certification: The Owner must register the therapy animal and provide documentation of the registration, certification, and training to the Superintendent or Designee. The registration and certification must remain current at all times.

Health and Vaccination: The therapy animal must be clean, well groomed, in good health, house broken, and immunized against diseases common to dogs. The Owner must submit proof of current licensure from the local licensing authority and proof of the therapy animal’s current vaccinations and immunizations from a licensed veterinarian.

Control: A therapy animal must be under the control of the “Owner”, at all times, through the use of a leash or other tether unless the use of a leash or other tether would interfere with the therapy animals’ safe, effective performance of its work or tasks.

Identification: The therapy animals must wear appropriate visible identification that identifies in writing that the animal is a therapy animal.

Behavior: The Owner must take responsibility for the behavior of the animal in private and public places, and for due care and diligence in the use of the animal on school district property.

Health and Safety: The therapy animal must not pose a health and safety risk to any student, employee, or other person at the school.

Supervision and Care of Therapy Animals: The Owner is solely responsible for the supervision and care of the therapy dog, including any feeding, exercising, and clean-up while the animal is in the school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy animal.

Authorized Areas: The Owner shall only allow the therapy animal to be in areas in school buildings or on school property that are authorized by the school administrators.

Insurance: The Owner must submit a copy of an insurance policy that provides liability coverage for the therapy animal while on school property.

Exclusion or Removal from School. A therapy animal may be excluded from school property and buildings if a school administrator determines that:

1. A handler does not have control of the therapy animal;
2. The therapy animal is not house broken;
3. The therapy animal presents a direct and immediate threat to others in the school; or
4. The animal's presence otherwise interferes with the educational process.

The Owner shall be required to remove the therapy animal from school premises immediately upon such a determination.

Allergic Reactions. If any student or school employee assigned to a classroom in which a therapy animal is permitted, and suffers an allergic reaction to the therapy animal, the Owner of the animal will be required to remove the animal to a different location designated by an administrator.

Damages to School Property and Injuries: The Owner of a therapy animal is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy animal.

Therapy Animals in Training; This policy shall also be applicable to therapy animals in training that are accompanied by a bona fide trainer.

Policy History:

Adopted on:

Reviewed on:

Revised on:



Meeting Date:	December 14, 2020
Category:	Discussion
Agenda Item #:	5.2.1
Originated By:	Marilyn King, Deputy Superintendent Instruction
Others Involved:	Caitlin Skinner, BCA Teacher; Dan Mills, BHS Principal; Erica Schnee, GHS Principal

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Discuss Bridger Charter Academy Charter Renewal

Discussion:**Purpose of Discussion**

On December 1, 2020, the Bozeman School District was notified of the process to renew the Bridger Charter Academy charter application. Correspondence from the Office of Public Instruction is as follows:

As per ARM 10.55.604(4): "Variances to Standards," allows accredited schools to implement a variance to a standard or standards designed to meet or exceed results under established standard. Districts interested in seeking an initial or renewal of a variance to a standard must apply to the Office of Public Instruction by Monday, March 1, 2021. An approved application will take effect at the beginning of the 2021 academic year.

The ARM 10.55.604 requires local trustees to provide evidence of the community's public participation and evidence of official board action approving the variance to standards application before submission to the Variances to Standards Review Board. The Variances to Standards Application Materials are located on the OPI website.

This discussion is intended to provide the Board of Trustees an opportunity to reflect on the charter implementation and provide feedback that will be used to develop the renewal application. It is intended that the final renewal application will be submitted for consideration of approval by the Board of Trustees at the February 26 meeting.

Creation of the Bridger Charter Academy

In the Spring of 2016, the Bozeman School District made an application to create a charter program. This request was approved by the Board of Trustees at the February 22, 2016 Board meeting. The application was forwarded to the Office of Public Instruction using the process outlined in ARM 10-55-604. The application for the creation of a charter program was approved by the Montana Board of Public Education on May 13, 2016.

Renewal Process

The approval for the initial charter was for 2 years, with the option to renew the charter in the Spring 2018, using the process outlined in MCA 10-55-604. This Board of Trustees elected to renew the charter at that time.

For this latest renewal, per the process, the Board of Trustees may adopt the application for renewal of the charter program prior to submission to the Board of Public Education. The Board of Trustees may also elect to discontinue an approved charter at any time.

If approved by the Board of Trustees, the application for charter renewal will be forwarded to the Superintendent of Public Instruction. After her review, it may be forwarded to the Board of Public Education for final deliberation and approval. The Board of Public Education may approve the charter renewal for no more than 3 additional years.

Renewal Application and Requirements

Here are some of the requirements stipulated in the renewal application:

1. Evidence that Board of Trustees and stakeholders were involved in the consideration and development of the renewal of the charter program.
2. Evidence that the Board of Trustees adopted the application for renewal of the charter program.
3. Reflection (based on goals and objectives) of the initial implementation of the charter program and status of the current program goals.
4. Continue to guarantee the assurances outlined in ARM 10.55.604 section 11, subsection d:
 - a. School district governance and control
 - b. Unrestricted, open student access
 - c. Compliance with all health and safety laws
 - d. Teacher licensure and endorsement to the same extent as required by accreditation standards
 - e. Employee collective bargaining to the same extent as required by state law
 - f. Plan for consideration of input by community members and staff

Staff Input

A listening session was held on October 14, 2020 to discuss the implementation of the charter with regard to successes and challenges. The following list of topics was used to organize the discussion:

- Key Program Components
 - Mission Statement
 - Grade levels and size
 - Core Beliefs
 - Assessment & Accountability
 - Climate & Culture
- Effectiveness
 - Competency Based
 - Flexibility
 - Small Learning Community
 - Advisory
 - Counseling
 - Trauma-informed culture
- Accreditation Assurances
 - Variance requests
 - Unrestricted, open student access
 - Anecdotal Support (Student input)

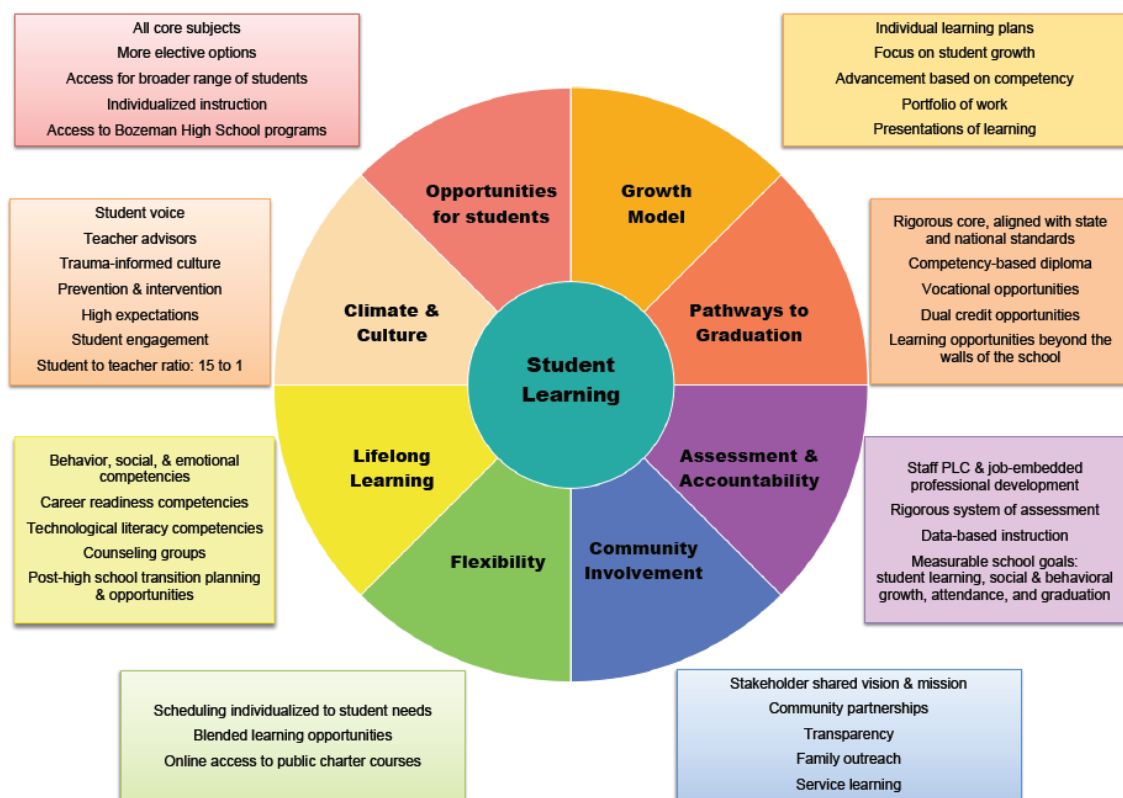
- Framework Review
 - Growth Model
 - Pathways to Graduation
 - Assessment and Accountability
 - Community Involvement
 - Flexibility
 - Lifelong Learning
 - Climate and Culture
 - Opportunities for Student

Staff Review

In the listening session the staff had an opportunity to review original charter components and discuss if those ideas were still relevant after implementation. Overall, the staff were positive and supportive of implementation. They felt that, although the program still has room for growth, we have made gains in the last three years since our initial charter renewal in 2018, and we are all dedicated to continuing to do so.

In a review of the Charter Framework--see color wheel chart below--the staff believed that the components on the right side of the wheel (growth model, pathways to graduation, assessment & accountability, and community involvement) were still being implemented with strong fidelity, especially since the program's implementation of and development with the Summit Learning Platform (now [T.L.P Education](#)) in 2017. Staff also found room for growth within certain categories. Specifically, there was a call for more electives offerings, as well as further in-depth professional development focused on our population's common needs, including in-depth trauma-informed practices and LGBTQ informed pedagogy.

Bridger Charter Academy Framework



Variance to Standard Discussion

The application to establish a charter program exists within the Variance to Standard accreditation rule. The initial charter application requested a variance for the state accreditation rule related to seat time. ARM 10-55-906, Section 1, Part A, “A unit of credit is defined as the equivalent of at least 8100 minutes for one year.”

Since the initial application, there has been further discussion around the state regarding proficiency-based models for high school education. Senate Bill 103, passed in the 2017 legislature, provided more flexibility for students: “The minimum aggregate hours required are not required for any pupil demonstrating proficiency.”

With the adoption of this new law, we are not required to request a variance to the standard to accomplish our goals related to the competency-based component of Bridger Charter Academy. However, the staff still believes that the charter model is valid and important, and that a need for variances will arise in the very near future when we further develop our model in key areas including lifelong learning, flexibility, and opportunities for students (see Charter Framework wheel above). Variance requests will likely occur as well with this further development through the new teacher leader position within Bridger (created Fall 2019), in which the position-holder will dedicate time to furthering these goals after the Spring 2020 and 2020-2021 school year’s anomalous conditions. At this time, we hope OPI will consider these particularities, as it did in 2018, when determining how to handle our request for charter renewal without accompanying variance to standards requests.

This discussion supports the following Long Range Strategic Plan strategic objectives:

Strategic Objective 1.06: Prepare all students to be College and Career Ready to engage in a global community.

Strategic Objective 3.04: Engage in a collaborative dialogue surrounding topics of educational importance to our community and their impact on the LRSP.



Meeting Date:	December 14, 2020
Category:	Action Item - Singular - Both Districts
Agenda Item #:	6.1.1
Originated By:	Executive Cabinet
Others Involved:	

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:
Consider Hazard Pay Stipends for Certain Bozeman School District Employees for the 2020-2021 School Year

- Facts:**
1. The Bozeman School District Long Range Strategic Plan includes Goal Area 2 which states that the District will hire, develop and retain highly qualified and effective personnel to meet program needs.
 2. The COVID-19 Pandemic has created unique challenges for all of our District employees.
 3. Certain employees within the District are faced with and accept hazardous working conditions by nature of their positions. These hazards:
 - Stem from repeated and unavoidable close contact with students, other staff, and members of the public. These close contacts--which are required and integral parts of their positions--put the employees' health at heightened risk due to the COVID-19 pandemic.
 - Have been incurred prior to December 30, 2020.
 - Qualify the employees for additional pay for performing hazardous work that involves physical hardship, physical discomfort and/or distress which is not adequately alleviated by protective devices.
 4. In-building teachers, paraprofessionals, food service staff, custodians, and building level administrators regularly perform duties that meet this definition and therefore qualify them for hazard pay.
 5. A Hazard Pay stipend is being proposed to compensate and acknowledge employees for accepting risk. Further, the risks associated with each position are arguably indistinguishable. As a result, compensation for the affected employees should be flat amounts based on FTE.

Discussion:

Due to the hazardous nature of these positions during the COVID-19 pandemic, Executive Cabinet recommends authorizing a one-time Hazard Pay to all in-building teachers, paraprofessionals, food service staff, custodians, and building level administrators.

The stipend amount will be \$500 for Bozeman School District staff who are regularly scheduled to work at least half time and \$250 for employees who are regularly scheduled to work less than half time. The stipend does not apply to temporary employees, substitute employees, coaches or contracted employees. The stipends listed are gross amounts and appropriate taxes and retirement deductions will be withheld as required by law. Eligible employees must have been employed by the District prior to November 2, 2020 and must be currently employed through December 18, 2020. Payment will be made on December 23, 2020.

This proposal has been discussed with both the Bozeman Classified Employees Associations as well as the Bozeman Education Association leadership and each group agrees this would make a positive impact on staff retention as well as recognize our employees for the risks they face and accept each day.

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Fiscal Impact:

Approximately 726 employees will be eligible for the Hazard Pay stipend, for an approximate total of \$411,000. This amount will be paid from the Governor's CRF allocation to assist schools in addressing concerns and costs attributable to COVID-19.

Recommendation:

It is recommended the Board approve the Hazard Pay Stipend as described. However, if hazard pay is determined to be an unlawful use of CRF and the District is unable to otherwise fund the stipends, any hazard pay already or to be distributed will be netted out of the employee's regular paycheck during the 2021 calendar year.

Other Alternatives:

1. Do not approve the Hazard Pay Stipend.



Meeting Date:	December 14, 2020
Category:	Action Item - Singular - Both Districts
Agenda Item #:	6.1.2
Originated By:	Executive Cabinet
Others Involved:	

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider Essential Worker Stipends for Certain Bozeman School District Employees for the 2020-2021 School Year

Facts:

1. The Bozeman School District Long Range Strategic Plan includes Goal Area 2 which states that the District will hire, develop and retain highly qualified and effective personnel to meet program needs.
2. The COVID-19 Pandemic has created unique challenges for all of our District employees. District employees at all levels have gone above and beyond their normal work loads. Many employees have worked outside of their normal job descriptions to ensure a Quality Bozeman Education during this difficult time. These burdens have compounded the challenges associated with attracting and retaining qualified staff.
3. In some cases, this commitment to keeping our schools open has resulted in more long days and nights, and more work on weekends. Staff have been required to quickly switch from in person instruction to remote instruction to support students during quarantine periods and facilitate remote learners.
4. Essential worker stipends as proposed are not allowable costs of federal Coronavirus Relief Funds.

Discussion:

Due to the extreme challenges and additional workload all of our employees have faced this year during the COVID-19 pandemic, Executive Cabinet recommends authorizing an essential worker stipend to all remote teaching, clerical, and non-admin support staff as well as all non-building administrators. The stipend amount will be \$500 for Bozeman School District staff who are regularly scheduled to work at least half time and \$250 for employees who are regularly scheduled to work less than half time. The stipend does not apply to temporary employees, substitute employees, coaches or contracted employees, nor does it apply to employees who receive a hazard pay stipend.

The stipends listed are gross amounts and appropriate taxes and retirement deductions will be withheld as required by law. Eligible employees must have been employed by the District prior to November 2, 2020 and must be currently employed through December 18, 2020. Payment will be made on December 23, 2020.

This proposal has been discussed with both the Bozeman Classified Employees Associations as well as the Bozeman Education Association leadership and each group agrees this would make a positive impact on staff retention as well as recognize our employees for the additional responsibilities and time commitment they are fulfilling in order to keep our District moving forward.

Fiscal Impact:

Approximately 160 employees will be eligible for the Essential Worker stipend, for an approximate total of \$91,000. This amount will be paid out of the District's Interlocal Agreement and Retirement Funds.

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Recommendation:

It is recommended the Board approve the Essential Worker Stipend as described.

Other Alternatives:

1. Do not approve the Essential Worker Stipend.



Meeting Date:	December 14 , 2020
Category:	Action Item - Singular - High School District
Agenda Item #:	6.2.1
Originated By:	Casey Bertram - Deputy Superintendent Curriculum and Technology
Others Involved:	Mark Ator - MHSA Activities Director, Dan Mills, BHS Principal; Erica Schnee, GHS Principal

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider Approval of Revised Policy #3340, Extra- and Co-Curricular Alcohol, Drug, and Tobacco Use

Facts:**Original**

1. First reading of the revised policy took place on August 17, 2020.
2. Current district policy, #3330, was adopted on 9/13/93 and the most recent revision was 7/16/18.
3. Mark Ator, Activities Director, held a discussion with BHS coaches during the 2019-2020 school year.
4. MTSBA provided guidance on this policy as part of its BSD7 policy audit.
5. Mark Ator and Casey Bertram completed an AA school audit of similar policies focusing on the “gathering clause” and first time offense for drug/alcohol use.
6. Mark Ator and Casey Bertram consulted high school principals on the draft policy language.

Updated

7. The Board of Trustees tasked administration with looking at other options for maintaining the intent and culture of the gathering clause outside the specific policy.
8. Mark Ator, Activities Director, worked with central office administration, high school building principals and activities coordinators on draft activities handbook language to address the intent of the gathering clause.
9. Mark Ator, Activities Director, shared with and solicited comments from high school coaches regarding the draft handbook language.

Discussion:

1. Current policy language for 1st time offenses was deemed too harsh and not in line with evolving practices/beliefs around restorative practices, trauma-informed discipline practices, learning opportunities, and student support systems.
2. The “gathering clause” has been hard to enforce and legal guidance has directed the District to consider moving away from that piece of the current policy.

Recommendation:

It is recommended that the Board of Trustees approve the policy updates and move the gathering clause process to the activities handbook.

Other Alternatives:

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

[Double Click to Return to Agenda](#)

Draft Gathering Clause Language for GHS/BHS Activities Handbooks

Participation in extracurricular activities comes with important responsibilities to yourself, your family, your teammates, and your school. One important responsibility is to make good, safe, and healthy decisions about the situations in which you involve yourself, especially in the face of so much outside pressure. Please remember the commitment you've made by trying out for a team and actively seek to avoid situations where alcohol, drugs, and tobacco are readily available.

If the coaching staff and/or administration becomes aware of a student who was present at a student gathering where alcohol, drugs, or tobacco was present they will be subject to leveled consequences as follows:

- 1st Offense: Student will receive a warning and miss the next game/competition/event. The student may continue to practice with the team and will not travel to the next game/competition/event.
- Future Offenses During Same Season: Repeat offenses will result in escalating consequences, up to and including the removal from the team for the remainder of the season.

To ensure consistent application across teams and buildings it is imperative that building administration and the district athletic director are notified and will work with the coaching staff and student on the resolution of the matter.

AA Audit of Policy/Procedures

District	Gathering Clause	Drug/Alcohol 1st Offense
Billings	Yes - Gathering Clause in Handbook	Removed from competition for 25% of regular season competitions
Helena	Not in policy	20 Calendar Days for self report 34 Calendar Days for non self-report
Great Falls	Not in policy	Removal for one calendar year. Reduced to 30 days with completion of chemical awareness class. 20 Days for self report
Butte	Yes - Gathering Clause In Policy	11 Calendar Days or $\frac{1}{4}$ of season, whichever is longer, for self report 22 Calendar Days or $\frac{1}{3}$ of season, whichever is longer, for non self-report
Missoula	Yes - Gathering Clause in Code of Conduct	One year suspension
Bozeman - Current Policy	Yes - Gathering Clause in Policy	Removal from competition for remainder of season
Belgrade	No Gathering Clause in Policy or Handbook	Removal from competition for 20 calendar days
Kalispell	Yes - Gathering Clause in Handbook	Immediate dismissal from the activity for that season

STUDENTS

3340(currently 3330)

Extra- and Co-Curricular Alcohol, Drug, and Tobacco Use

~~It is the position of the Bozeman Public Schools that participation in extra-curricular activities is a privilege~~ The District views participation in extracurricular activities as an opportunity extended to students willing to make a commitment to adhere to the rules which govern them. The District believes that participation in organized activities can contribute to all-around development of young men and women and that implementation of these rules will serve these purposes:

Emphasize concern for the health and well-being of students while participating in activities;

Provide a chemical-free environment which will encourage healthy development;

Diminish chemical use by providing an education assistance program;

Promote a sense of self-discipline among students;

Confirm and support existing state laws which prohibit use of mood-altering chemicals;

Emphasize standards of conduct for those students who, through their participation, are leaders and role models for their peers and younger students; and

Assist students who desire to resist peer pressure that often directs them toward the use of chemicals.

Violations of established rules and regulations governing chemical use by participants in extra- and co-curricular activities will result in discipline as stated in student and athletic handbooks.

PROHIBITED ACTIVITIES

1. A student shall not use, have in possession, sell or distribute alcohol, drug paraphernalia, or illegal drugs at any time.
2. A student shall not abuse prescription, non-prescription drugs, pharmaceuticals or use dangerous substances. This policy is not intended to apply to the use of prescribed drugs, under a doctor's supervision, when those drugs are used in the prescribed manner.
3. A student shall not use, have in possession, sell or distribute tobacco, nicotine and any other tobacco innovation in any form at any time.
4. ~~Students shall not knowingly attend gatherings or functions where prohibited substances or chemicals are being used illegally. A student who unknowingly attends a gathering or function where prohibited substances or chemicals are being illegally used must leave that gathering or function as soon as he or she knows, or reasonably should know, that prohibited substances or chemicals are being used illegally.~~

APPLICATION

This policy applies to all middle school students who are involved in extra curricular activities that are supported by the district and high school students who are involved in the MHSA-sanctioned extracurricular activities program. This policy is in effect each school year from the date of the first practice for Fall activities (August) until the last day of school (June). For purposes of determining the appropriate discipline, violations are cumulative and will carry forward from year to year throughout the student's period of attendance while in middle and high school. Similarly, violations are cumulative and will carry forward from year to year throughout the student's period of attendance while in high school. A student will be ~~punished~~ disciplined according to this policy and any other applicable District and School policies for violations that occur during the school year regardless of whether the violation occurred during the student's activity season or not.

DISCIPLINE

A school staff member can be made aware of the violation of this alcohol/drug/tobacco policy by any source (but not limited to) police, school personnel, counselors, coaches, advisors, community members, parents and other students.

PENALTIES FOR DRUG AND ALCOHOL VIOLATIONS

First Violation - Drug or Alcohol

1. A meeting with the student, parents, coach/sponsor, school administrator and appropriate school staff. The purpose of the meeting will be to offer help to the student;
2. Exclusion from participation in competitions for the activity for a minimum of 14 calendar days. The period of exclusion may be extended to reflect the severity of the offense or additional factors related to the offense;
- ~~3. Exclusion from competition for the current activities season;~~
3. Student will be encouraged to enroll and participate in chemical awareness class approved by the District; ~~before they will be eligible to participate in further activities;~~
4. The student may or may not be allowed to participate in practices in the current season; ~~and may be suspended from future activities depending on the severity of the infraction and the determination of the administration and/or Board of Trustees;~~
5. The student may be subject to further disciplinary proceedings including expulsion and referral to law enforcement.

Second Violation - Drug or Alcohol

1. A meeting with the student, parents, coach/sponsor, school administrator and appropriate school staff. The purpose of the meeting will be to offer help to the student;
2. Exclusion from competition for the current activities season. The period of exclusion may be extended to reflect the severity of the offense or additional factors related to the offense.
3. Students must enroll and participate in a chemical awareness class approved by the District before they will be eligible to participate in further activities;
4. The student may or may not be allowed to participate in practices in the current season; ~~and may be suspended from future activities depending on the severity of the infraction and the determination of the administration and/or Board of Trustees;~~
5. The student may be subject to further disciplinary proceedings including expulsion and referral to law enforcement.

PENALTIES FOR TOBACCO OR NICOTINE VIOLATIONS

First Violation - Tobacco, Nicotine or Any Other Tobacco Innovation

1. A meeting with the student, parents, coach/sponsor, school administrator and appropriate school staff. The purpose of the meeting will be to offer help to the student;
2. Exclusion from participation in competitions for the activity for ~~14-20~~ calendar days. ~~The student will be allowed to participate in practices. The period of exclusion may be extended~~ **or modified** to reflect the severity of the offense or additional factors related to the offense;
3. Students will be encouraged to enroll and participate in a tobacco awareness class approved by the District, provided that such a class is available, before they will be eligible to participate in further activities;
4. ~~The student will be allowed to participate in practices; The student may be subject to other team discipline as provided by the coach/sponsor;~~
5. The student may be referred to law enforcement for citation if appropriate. The student may also be subject to further disciplinary proceedings including expulsion.

Second Violation - Tobacco, Nicotine or Any Other Tobacco Innovation

1. A meeting with the student, parents, coach/sponsor, school administrator and appropriate school staff. The purpose of the meeting will be to offer help to the student;
2. Exclusion from participation in competitions for the activity for the remaining activity season. The period of exclusion may be extended **or modified** to reflect the severity of the offense or additional factors related to the offense;

3. Students must enroll and participate in a tobacco awareness class approved by the District, provided that such a class is available, before they will be eligible to participate in the current or next extracurricular activities season;
4. ~~The student may or may not be allowed to participate in practices in the current season; The student may be subject to other team discipline as provided by the coach/sponsor;~~
5. The student may be referred to law enforcement for citation if appropriate. The student may also be subject to further disciplinary proceedings including expulsion.

PENALTIES FOR VIOLATING GATHERING CLAUSE

~~Administration may consider a student's honesty and the student's choice to be forthcoming with regard to a violation of this section when there is discretion for leniency in the application for a particular consequence.~~

First Violation - Attending Gathering Where Prohibited Substances are Present

1. ~~Warning and exclusion from competition for up to seven calendar days, but student will be allowed to continue practices and will resume competition after the consequence is completed. There shall be only one warning for middle school students and only one warning for high school students. The warning is for those students who unknowingly attend a function where illegal substances are present or being provided and fail to leave as soon as they know, or a reasonably prudent person would know, that a prohibited substance or chemical is being used or is present.~~

Next Violation - After Warning

1. ~~A meeting with the student, parents, coach/sponsor, school administrator and appropriate school staff. The purpose of the meeting will be to offer help to the student;~~
2. ~~Exclusion from competition for 14 calendar days, but the student will be allowed to continue practice and will resume competition after the 14 calendar days suspension from competition is completed;~~
3. ~~Student will be encouraged to enroll and participate in an awareness class approved by the District before they will be eligible to participate in the current or next sports season;~~
4. ~~The student may or may not be allowed to participate in practices in the current season and may be suspended from future activities depending on the severity of the infraction and the determination of the administration and/or Board of Trustees;~~
5. ~~The student may be subject to further disciplinary proceedings including expulsion.~~

Second Violation - After Warning

1. ~~A meeting with the student, parents, coach/sponsor, school administrator and appropriate school staff. The purpose of the meeting will be to offer help to the student;~~
2. ~~Exclusion from competition for the current activities season;~~
3. ~~Student must obtain a professional substance abuse evaluation and follow the evaluation recommendations;~~
4. ~~The student may or may not be allowed to participate in practices in the current season and may be suspended from future activities depending on the severity of the infraction and the determination of the administration and/or Board of Trustees;~~
5. ~~The student may be subject to further disciplinary proceedings including expulsion.~~

THIRD VIOLATION FOR ALL PROHIBITED ACTIVITIES

Any student who has a third violation of this policy for any activity or any combination of prohibited activities, shall receive the following consequences:

1. Meeting with the student, parents, coach/sponsor, school administrator and appropriate school staff. The purpose of the meeting will be to offer help to the student;
2. Student will be prohibited from participation in practice and competition in school extra-curricular activities (as defined in this policy) for 12 consecutive months from the time the third violation is verified;
3. Referral for professional help;
4. The student may be subject to further disciplinary proceedings including expulsion and referral to law enforcement.

END OF/OUT OF SEASON VIOLATIONS

In the event a student violates this policy at the end of a current activities season or out of the student's activity season, the coach or administration has the discretion to continue the discipline into the student's following activities season by restricting participation in competitions for up to five games/events. This provision cannot be imposed beyond 12 months of the date of the infraction. This discretion will take into consideration the severity of violation by the student and whether or not the student has any prior violations.

STUDENT COOPERATION

All students subjected to this policy are expected to cooperate, with honesty and integrity, with administrators, staff and coaches who may be investigating violations of this policy. Refusal to cooperate in an investigation and/or impeding an investigation will result in disciplinary consequences.

If a student is found to have violated this policy, the student, parent, guardian or care-taker relative will be notified by a school administrator. The administrator will provide notice of the type of discipline to be administered or recommended.

IF THE STUDENT IS REFERRED TO THE BOARD OF TRUSTEES FOR *EXPULSION OR OTHER* DISCIPLINARY ACTION, THE STUDENT SHALL BE PROHIBITED FROM ANY PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES UNTIL OR UNLESS THE BOARD OF TRUSTEES DETERMINES OTHERWISE. All matters referred to the Board of Trustees will be afforded the due process as set forth in District Policy 3300 and 3300P.

DEFINITIONS

Terms used in this policy shall be given their ordinary and reasonable meaning. In addition, the following specific definitions apply:

School Year: The period of time from the date of first practice for Fall activities (usually in August) to the last day of regularly scheduled school classes (usually the following June).

Activities Season: The time period for those activities for which MHSA establishes a starting and ending date, including MHSA sanctioned pre-season activities and post-season competitions. For these activities that are not defined by an MHSA starting and ending date, the time period for starting and ending dates will be established including pre-season practices and post-season competition.

Extra-Curricular Activities: Extracurricular activities include, but are not limited to: Football, Volleyball, Soccer, Golf, Cross Country, Basketball, Wrestling, Swimming, Cheerleading, Dance, Forensics, Speech & Debate, Drama, Tennis, Softball, Track & Field and Pep Band. 7th and 8th Grade Activities: Basketball, Football, Softball, Track & Field, Volleyball and Wrestling.

STATEMENTS TO BE SIGNED BY PARTICIPANTS AND PARENT/GUARDIAN

I HAVE READ AND UNDERSTAND THE ABOVE POLICY AND AGREE TO FOLLOW THE RULES OF THIS POLICY AND ANY OTHER TEAM RULES IMPOSED BY MY COACH AND MY SCHOOL'S RULES FOR STUDENT CONDUCT.

<hr/>	<hr/>	<hr/>	<hr/>
STUDENT'S SIGNATURE	DATE	PARENT/GUARDIAN SIGNATURE	DATE

Legal Reference: § 20-5-201, MCA Duties and sanctions

Policy History:
Adopted on: 09/13/1993

Reviewed on:

Revised on: 08/08/1994, 03/08/1999, 02/14/2005, 07/30/2007, 03/22/2010, 01/28/2013, 04/13/2015, 07/16/2018



Meeting Date:	December 14, 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:	December 14, 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.



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.



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

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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JANUARY • 2021						
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AUGUST • 2020						
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FEBRUARY • 2021						
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MARCH • 2021						
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APRIL • 2021						
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MAY • 2021						
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DECEMBER • 2020						
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JUNE • 2021						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

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.

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