



**BOZEMAN SCHOOL DISTRICT NO. 7**  
**VIRTUAL MEETING VIA ZOOM**  
**MONDAY -- June 14, 2021 -- 5:45 PM**

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**Regular Board Meeting**

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- 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](#) Recognition of former BSD7 Trustees - Welcome New Trustee
    - [2.3.2](#) City of Bozeman Beautification Award - VanWinkle Stadium
3. **Public Comment on Non-Agenda Items**  
Recognition of visitors and explanation of procedures to be followed when addressing the Board. Members of the community are given the opportunity to make brief comments to the Board on any matter that is not included in the agenda. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order.
4. **Action Items -- Consent**
- 4.1 Policy 2nd Reading
    - [4.1.1](#) Consider Approval of Revisions to Policy 5331: Insurance Benefits for Employees
  - 4.2 Minutes
    - [4.2.1](#) Consider Approval of Board Meeting Minutes
  - 4.3 High School District
    - [4.3.1](#) Consider Approval of High School Bond Projects Update
    - [4.3.2](#) Consider Approval of High School Curriculum Guide Updates for 2021-2022
    - [4.3.3](#) Consider Approval of Owner's Construction Representative (OCR)
  - 4.4 Both Districts
    - [4.4.1](#) Consider Approval of Personnel Actions
    - [4.4.2](#) Consider Approval of Financial Reports, Warrant Approval, Stale Dated Warrant Approval, New Extracurricular Club, and Donations
    - [4.4.3](#) Consider Authorization of Federal, State, Foundation and Local Grant Applications and Appoint the District Authorized Representative
    - [4.4.4](#) Consider Financial Approvals and Fund Balance Assignments and Commitments
    - [4.4.5](#) Consider Policy #3311, Firearms and Weapons, Annual Policy Review and Hunter Education Course Exception
    - [4.4.6](#) Consider Approval of Annual Technology Purchase
  - 4.5 Elementary District
    - [4.5.1](#) Consider Approval to Open Bozeman Online Charter School for the 2021-22 School Year
    - [4.5.2](#) Consider Middle School Math Adoption and Purchase of enVision Math as Primary Core Resource

## 5. Board Discussion

### 5.1 Committee Reports

[5.1.1](#) Committee Update - Equity Advisory Committee

[5.1.2](#) Committee Update - Student Inclusion and Resiliency Initiative (SIRI)

### 5.2 Policy 1st Reading

[5.2.1](#) Discuss Revisions to Policy 3610, new procedure 3610P - Programs for At-Risk/Disadvantaged Students; and 3210P - Equal Education and Non-Discrimination

[5.2.2](#) Discuss Revisions to Policy 6143: Leadership Compensation Plan

## 6. Action Items -- Singular

### 6.1 Both Districts

[6.1.1](#) Consider Approval of 2021-2023 Administrative Compensation Amounts

[6.1.2](#) Consider Approval of Safe Return to School and Continuity of Services Plan Document

[6.1.3](#) Consider Approval of Revisions to Policies 3310 - Student Discipline; 3311 - Firearms and Other Weapons; 4315 - Visitor and Spectator Conduct; 4332 - Conduct on School Property; and 5223 - Personal Conduct

[6.1.4](#) Consider Approval of Revised 2021-2022 School Calendar

[6.1.5](#) Consider Approval of Director of Facilities

[6.1.6](#) Consider the Elimination of the State of Emergency Declaration for the District

6.2 High School District

6.3 Elementary District

## 7. Reports

[7.1](#) Executive Cabinet Report

[7.2](#) Board of Trustees

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

\_\_\_\_\_ ADJOURN

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

[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](mailto:trustees@bsd7.org)

**PLEASE TURN OFF CELL PHONES**





**Meeting Date:** June 14, 2021

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**Category:** Recognition and Awards

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**Agenda Item #:** 2.3.1

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**Originated By:** Dr. Marilyn King and Casey Bertram, Interim  
Co-Superintendents

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**Others Involved:**

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MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Recognition of former BSD7 Trustees - Welcome New Trustee

**Fiscal Impact:**

N/A

**Recommendation:**

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

WHEREAS: Wendy Tage dedicated twelve years of service to the Bozeman School District as a Trustee, three of those years serving as Board Chair; and

WHEREAS: Andy Willett dedicated nine years of service to the Bozeman School District as a Trustee, four of those years serving as Board Chair; and

WHEREAS: The Board expects a new Trustee to have been appointed to serve until the May 2022 School Election and wishes to welcome the new Trustee;

THEREFORE: Be it resolved that the Board of Trustees recognize and honor Wendy Tage and Andy Willett for their years of service to the Bozeman School District and welcome the newly appointed Trustee to the Board.



<b>Meeting Date:</b>	June 14, 2021
<b>Category:</b>	Recognition and Awards
<b>Agenda Item #:</b>	2.3.2
<b>Originated By:</b>	Dr. Marilyn King, Interim Co-Superintendent Casey Bertram, Interim Co-Superintendent
<b>Others Involved:</b>	Matt Stark, Director of Facilities nominee

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

City of Bozeman Beautification Award - VanWinkle Stadium

**Fiscal Impact:**

N/A

**Superintendent's Recommendation:**

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

- WHEREAS: The Bozeman Beautification Awards seek to recognize and celebrate beautification projects and programs that enhance the Bozeman community; and
- WHEREAS: The new Van Winkle Stadium received the 2020 Bozeman Beautification Award in the category of Active Spaces as nominated by the Bozeman Beautification Advisory Board; and
- WHEREAS: The award recognizes the significant site development improvements for the school district that allows safe pedestrian and bike travel through the site, while feeling like a mini college campus for our community. The stadium is built around a multi-purpose artificial turf field which can accommodate a wide variety of activities including football, soccer, lacrosse, band, health enhancement classes and more.
- THEREFORE: Be it resolved that the Board of Trustees accept the Bozeman Beautification Award recognize and honor the outstanding effort performed by all those involved.

# 2020 BOZEMAN BEAUTIFICATION AWARD

IN RECOGNITION OF



*Van Winkle Stadium*

IN THE CATEGORY OF  
**ACTIVE SPACES**

*Larry Quatiero*

BOZEMAN BEAUTIFICATION  
ADVISORY BOARD CHAIR



*[Signature]*

CITY OF BOZEMAN  
MAYOR



Meeting Date:	June 14, 2021
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.1.1
Originated By:	Mike Waterman, Director of Business Services
Others Involved:	District Insurance Committee

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Consider approval of revisions to [Policy #5331: Insurance Benefits for Employees](#)

**Facts:**

1. The District has historically offered health, dental, and life insurance benefits. Policy 5331 defines eligibility requirements for participating in those plans.
2. At our employees' collective request, ancillary insurance products (critical illness, accident, and short term disability) will be made available beginning with the September 1, 2021 plan year. No District contribution to these plans is proposed - employees will be responsible for the full cost of coverages they select.
3. The District bid out these coverages and the Insurance Committee selected a vendor. However, the selected vendor cannot exactly duplicate our existing requirements, so a policy revision is necessary to accommodate this additional coverage offerings.
4. Other minor changes are being proposed to align the policy with District practice.

**Superintendent's Recommendation:**

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

**Other Alternatives:**

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



Meeting Date:	June 14, 2021
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.2.1
Originated By:	Mike Waterman, Director of Business Services
Others Involved:	Lori Ross, Executive Assistant

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Consider Approval of Board Meeting Minutes.

**Facts & Discussion:**

1. Minutes of the [May 17, 2021](#) Regular Board Meeting.
2. Upon approval, the minutes represent the official actions of the Board of Trustees of School District No. 7.

**Fiscal Impact:**

N/A

**Superintendent's Recommendation:**

It is recommended the Board of Trustees approve as presented, the minutes of the Regular Board Meeting on [5-17-2021](#).

**Other Alternatives:**

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



Meeting Date:	June 14, 2021
Category:	Action Item - Consent - High School District
Agenda Item #:	4.3.1
Originated By:	Matt Stark, Director of Facilities nominee
Others Involved:	

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Consider Approval of High School Bond Projects Update.

**Facts & Discussion:**

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

**Fiscal Impact:**

\$125,000,000 Bond Proceeds

**Superintendent's Recommendation:**

It is recommended the Board of Trustees approve the High School Bond Projects Update.

**Other Alternatives:**

1. Do not approve the recommendation and request administration to 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. With classes coming to the end for the school year, the contractor is already preparing for an aggressive and busy schedule over the next few months in order to get the building ready for occupancy next fall.

Overall the project is approximately 65% Complete.

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





## MAY PROGRESS REPORT

PROJECT: Bozeman High School Renovation

TO: Matt Stark (MS), Interim Director of Facilities, Bozeman Public Schools

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

SUBJECT: Progress Report for May 2021

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### Progress Update

1. Site access
  - a. Diesel exhaust getting pulled into the M wing
  - b. Grinding in the gym is creating a metallic smell in the school
    - i. Todd Swinehart asked that Langlas provide better ventilation
2. Construction Schedule Key Dates
  - a. Classroom, Hawks Nest, and Gym tracking well
    - i. Langlas is confident that the Hawks Nest will be complete October 1<sup>st</sup>
  - b. Auditorium schedule
    - i. Rigging installation will start week of May 25 – need to get the painters through first
  - c. 2A framing is almost complete – roofers will return week of May 11
  - d. Lab stations arrive week of May 18
  - e. Dirt piles will be getting removed this summer/ fall
    - i. Some of the dirt is top soil and will remain to be placed this fall
  - f. Conex being delivered May 19 for the music wing move out
  - g. Gallatin College does not have any major classes planned for this summer, but there are a few summer dates that they will be in the school.
    - i. Langlas will notify Gallatin College for any planned power outages
  - h. The walkway will be removed the week after school is out and the conex will be removed
  - i. Langlas needs locker room access on Wednesdays to finish electrical work
    - i. Dan Mills asked that Langlas only access the locker rooms in the morning
3. Swim Center
  - a. Langlas provided swim center fire lane pricing options for BSD7 review
    - i. BSD7 reviewed and provided feedback end of the day, May 4.
  - b. The swim center construction is still underway
    - i. Langlas will send a separate invoice since it gets billed to the City of Bozeman
4. BSD7 wants to go to the less expensive option for the Van Winkle work
5. Music wing
  - a. Walls are up



- b. Tearing down practice pods
- 6. M Wing
  - a. Dan Mills requested a date of when the band room can be occupied again
  - b. Band camp is toward the end of August – Josh will send Dan Mills a detailed schedule for week of May 31
- 7. Data closets (H wing) - Langlas met with Mel Carver (BSD7) on the data closets the week of May 17 and established a plan for moving forward
  - a. Will lose network to the south side of campus for short duration while lines are swapped (2 to 8 hours)
  - b. Fire alarm will be in and out through the summer
  - c. Clock/ speakers will have the most down time – swap out will occur after summer school – summer school could run through July 23<sup>rd</sup>, but doesn't require bells and clocks
- 8. Gym electrical
  - a. Getting ready to reinstall electrical at the gym to finish painting
  - b. There is old cabling that could be removed to clean up the walls further
    - i. Langlas is to walk through with BSD7 on May 5 to determine what can be removed
- 9. Dan Mills will remind staff in B wing to start boxing non-essential items
- 10. Projectors will arrive this week – Langlas will pick up the projector brackets soon
- 11. BSD7 has the WAPs and can deliver them when Langlas is ready
  - a. Langlas anticipates installing these in about a month
- 12. The gym floor logo/ striping is finalized per the returned submittal
- 13. Exterior door at the new electrical room is the only door that doesn't have a door position switch
  - a. Todd Swinehart stated that it will require a door position switch.
  - b. Matt Drake will coordinate with Kasey Welles to get a door position switch included for this door.
- 14. Attic stock
  - a. Lessons learned from GHS
    - i. A lot arrived at once, while BHS will be more staggered, making inventory easier
    - ii. Gary (BSD7) will be main point of contact for coordinating inventory
      - 1. BSD7 will want a spreadsheet of all items
      - 2. Langlas will start the list
    - iii. Some attic stock might be able to be reduced
    - iv. Biggest item at GHS was managing all of the filters
  - b. Most BHS items will be stored in F-wing
- 15. Connect Group is working on resolving cabling issues and anticipates being completed next week
  - a. Cushing Terrell sent images to the AV consultant on May 18 for confirmation of alignment with his specification
  - b. Cushing Terrell will note when work is in progress on field reports
  - c. Todd asked that Langlas look at the field reports and state when items will be resolved
- 16. Fire protection is awaiting seismic brace material to complete installation
- 17. Matt Stark will be filling in for Todd's position in the interim
  - a. BSD7 is searching for a long-term Owner's Construction Representative
- 18. Banner Layout - BSD7 will get a banner layout to Langlas for the gym the week of May 18
  - a. Langlas wants to install these before the gym floor is refinished
  - b. Dan Mills wants to put the most recent 19 state championship banners back up at the west wall
  - c. Need to confirm they will all fit on the west wall
  - d. Dan Mills will provide a list of the 19 activities so Langlas can sort through them
- 19. Gary Cuchine (BSD7) gave Langlas the invoice from Systems Northwest for radio connectivity

## 20. Upcoming school dates:

- a. June 3<sup>rd</sup> is the last day seniors will be at the school
- b. June 10<sup>th</sup> is the last day for students in the building
- c. June 11<sup>th</sup> last day faculty will be in the building
- d. Mid-August there will be a band camp at BHS

## 21. RFIs Discussed

- a. RFI 148: Cushing Terrell (Steve Bingham) summarized
  - i. Need to get the EC involved for providing power to the damper
  - ii. Fire alarm control relay will deactivate the damper once smoke is detected
  - iii. Need the fan to shut down when the damper is closed – this will be done through programming of the fire alarm system – There will be a 30 second delay to allow the fan to ramp down
- b. RFI 155: Nonstructural glulam at grid E
  - i. Providing additional detail for the beams/ columns – occurs in multiple locations
  - ii. Item 1: H.S.S. jamb studs coincided with wide flange, so details modified to clip them off
  - iii. Item 2: DCI Structural Engineers (Jon Lovgren) discussed options with Langlas (Jean Freeman).
  - iv. Item 3: Addresses beam penetrations
  - v. Clarified that some of the glulams are structural, but penetrations are still acceptable
- c. RFI 157: Existing louvers
  - i. Todd prefers to remove the louvers and infill with brick
    - 1. It will be sealed up with a self-adhering product and insulated
  - ii. Langlas will remove one louver so Cushing Terrell can see the wall assembly.
  - iii. Photographs were taken of the interior of the wall cavity and sent to Cushing Terrell.
  - iv. Cushing Terrell evaluated the existing assembly and determined that brick infill is sufficient.
- d. RFI 158: One vent through roof is leaking
  - i. Total of 6 VTRs and 3 stacks – Langlas will get a price for patching all of these for preventative maintenance
  - ii. Rubber boot is deteriorating
- e. RFI 160: Data port quantity
  - i. Proposing redistributing data ports - Include 2 at the front of the bleachers
  - ii. Solution was acceptable to Dan Mills
- f. RFI 162: Alternate for removing asbestos tile/ mastic
  - i. Removing flooring, but no flooring called out at some storage rooms and offices (approximately 2,000 sf)
  - ii. Quartz tile is an option
  - iii. Polished concrete is an option - Look at the concrete once the tile is removed to determine if polish is an option
  - iv. Todd requested pricing for the quartz tile and polished concrete options

## 22. CCD's Discussed

- a. CCD 62: Hawks Nest Revisions - Approved
  - i. Pricing revised about \$10,000
  - ii. Wall extending the deck
    - 1. Required rework of the lighting
    - 2. Required revising the ductwork configuration
  - iii. Add a door position switch
  - iv. Door frame widened due to being in a masonry wall

- b. CCD 73: Joists at M-wing - Approved
  - i. Result of RFI 147
  - ii. Existing structure did not extend to the new wall structure due to the original angle difference of the wall, so reframing is required
  - iii. Cushing Terrell will look back through to confirm that there isn't a note that would have covered this condition.
  - iv. Confirmed by Cushing Terrell
- c. CCD 78: Additional 2 exit signs at auditorium - Approved
  - i. City requires additional exit signs
  - ii. No rework required, just need to add conduit and wire
  - iii. They were brought up late at GHS and added after the BHS drawings were issued
  - iv. Best to add them now rather than when the City does an inspection

**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 north





Fig 07: Overall view of the Auditorium and Learning Community



Fig 08: Overall view of Learning Community and Auditorium from the east





Fig 09: Overall view from the east



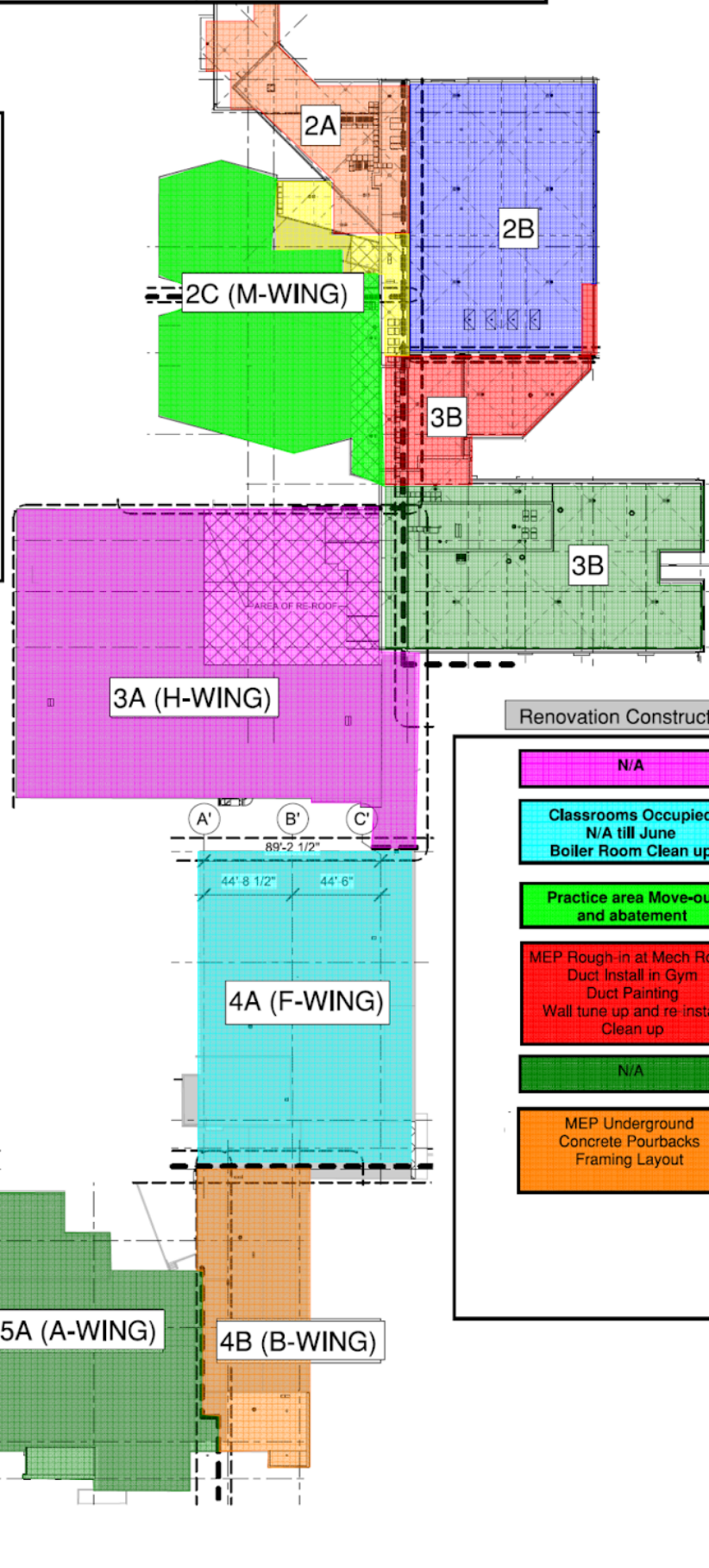
Fig 10: Overall view of the Learning Community



BHS Renovation Building Schedule Plan  
Spring 2021 - Summer 2021  
Updated 5.24.21

New Construction

2nd Floor Paint Prep Exterior Siding Trim/Flashing 2nd Floor Finish 2nd Floor ACT Grid ACT Grid MEP Drop
1st Floor Hang/Tape 2nd Floor MEP Rough-in 2nd Floor Hang Tape
MEP Hangers/High Exterior Envelope Roof Membrane
Material Move-out Asbestos Abatement
Hang/Tape/Paint Stage Clear out for Stage rigging Seating Ceiling Paint Elevator Sheetrock



Renovation Construction

N/A
Classrooms Occupied N/A till June Boiler Room Clean up
Practice area Move-out and abatement
MEP Rough-in at Mech Room Duct Install in Gym Duct Painting Wall tune up and re-install Clean up
N/A
MEP Underground Concrete Pourbacks Framing Layout



**Site Exterior Improvements Phasing Plan**  
 Spring 2021 - Summer 2021  
 Updated 5.24.21

<b>North Area</b> Material Storage Final Hardscapes/Landscaping Sidewalks in Reinforced Turf Prep Topsoil Placement
<b>East Area</b> Material Storage Final Hardscapes/Landscaping Start: July 1st
<b>SE Area</b> Bridge SWPPP Work Material Storage Final Hardscapes/Landscaping Start: August 1st
<b>South Area</b> Demo Work Final Hardscapes/Landscaping Start: June 14th
<b>West Areas</b> Work to Start Summer Start: June 14th





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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.

<b>PROJECT:</b> <i>(name and address)</i>		<b>CONTRACT INFORMATION:</b>	<b>Architect's Project Number:</b>
Bozeman High School 205 North 11 <sup>th</sup> Ave Bozeman, Montana		Contract For: General Construction Date: 12/1/2016	BZN_HIGHRENO Field Report Number: CT-044
<b>OWNER:</b> <i>(name and address)</i>	<b>ARCHITECT:</b> <i>(name and address)</i>	<b>CONTRACTOR:</b> <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	
<b>DATE OF SITE VISIT:</b>	<b>TIME:</b>	<b>WEATHER:</b>	<b>TEMP. RANGE:</b>
5/11/2021	9:00 AM- 10:30 AM	Clear	50 deg. F
<b>WORK IN PROGRESS:</b>		<b>PRESENT AT SITE:</b>	
3B classroom wing, 2B auditorium, 2A commons, 4B Hawks Nest, 5B Gym.		General contractor field staff, mechanical sub contractor staff, electrical sub contractor staff, framing sub contractor staff, painting sub contractor staff	

**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. Painting in 3B.
2. Ceiling grid installation in 3B.
3. Framing/wall sheathing in 2A.
4. Gypsum wall board installation at 2B.
5. Painting in gym (5B).
6. Mechanical installation at 5B.
7. Wall framing at 5B.
8. Demolition and new window installation at 4B.

Observations:

1. Ceiling grid and painting is commencing on both first and second floors of 3B. Wall framing on the north side of 3B is nearing completion and mechanical and electrical rough in is nearly completed on the first floor.(Fig. 1-1)
2. Exterior wall framing is in progress throughout region 2A and sheathing has commenced on a number of the exterior walls. Storefront openings have been framed in.
3. Gypsum board is being hung in the auditorium. Wall framing appears to be complete.(Fig. 1-2)
4. The gym has been taped, and the initial coat of paint is complete on walls and floors. The mechanical subcontractor was in the process of reinstalling conduit, fire alarms, outlets, and related devices. Mechanical rough in for the new ductwork is yet to commence.(Fig. 2-1)
5. The mechanical room supplying the gym is progressing with the ventilation units in place. Wall framing for the acoustic separation wall is in progress. (Fig. 2-2)
6. Storefront window frames in 4B (Hawks Nest) are in place and glazing is in progress. Demolition work for the northern portion of the space is nearly complete. (Fig. 3-1)
7. It appears that data cabling changes are in process to meet specifications. Kasey Welles will follow up with Josh

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User Notes:

(3B9ADA4C)

Hennigman regarding the timeline for completion of these modifications and will schedule a site visit with Access Consulting to review the completed product. (Fig. 3-2)

Discussions:

1. none.

Upcoming Work

1. Wall sheathing and weatherproofing for 2A.
2. Roof installation at 2A.
3. Gym floor finishing and bleacher installation.
4. Finalization of 3B classroom wing interiors.

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

**ATTACHMENTS:**  
PHOTOS

**REPORT BY:**

-See attached digital signatures page-  
**SIGNATURE**

5/12/2021  
**DATE**

Kasey Welles, Project Architect  
**PRINTED NAME AND TITLE**

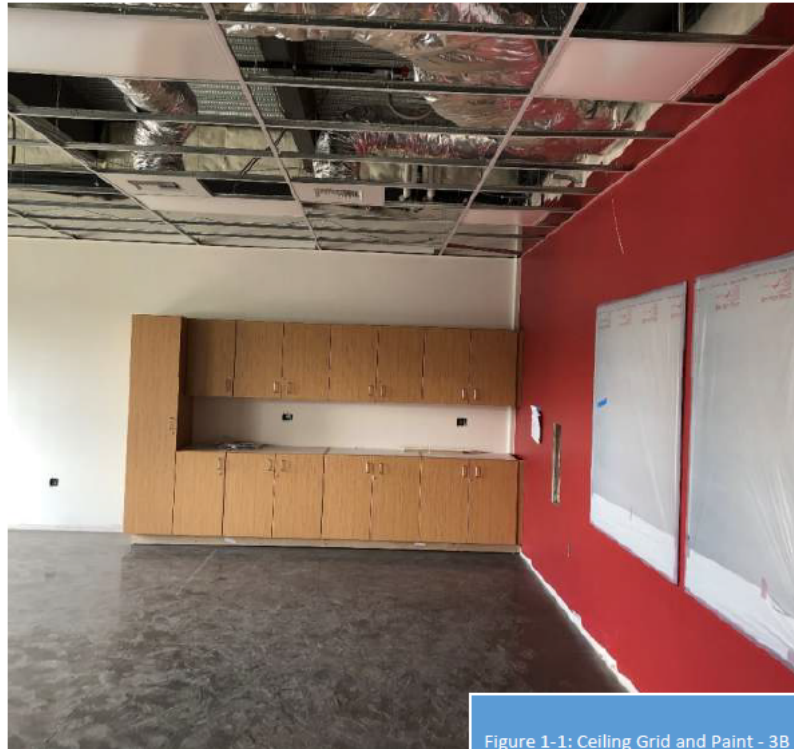


Figure 1-1: Ceiling Grid and Paint - 3B

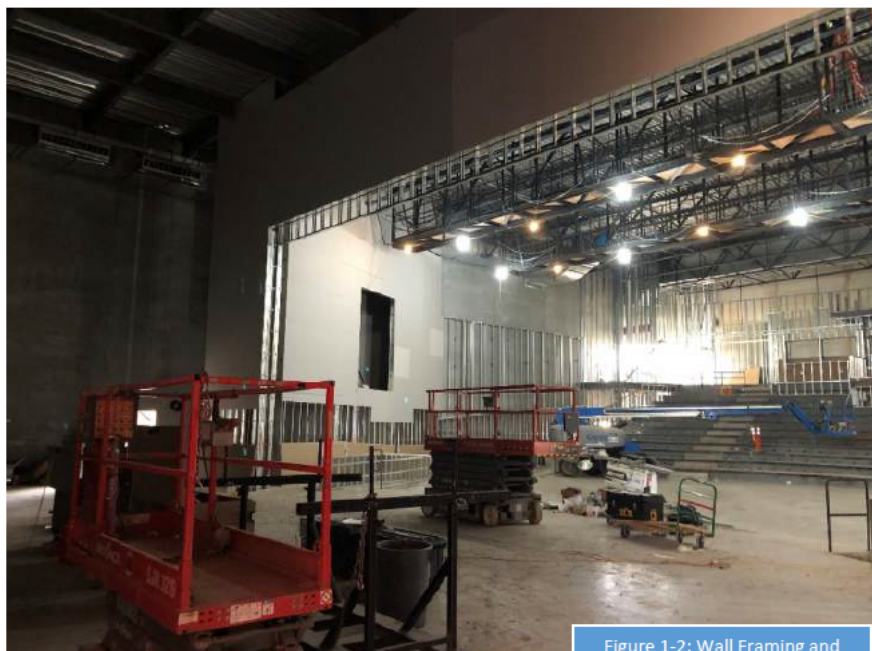


Figure 1-2: Wall Framing and Gypsum Board - 2B





Figure 2-1: Paint in Gym - 5B



Figure 2-2: Gym Mechanical Room Framing and Mechanical Units - 5B





Figure 3-1: Storefront Windows - 4B

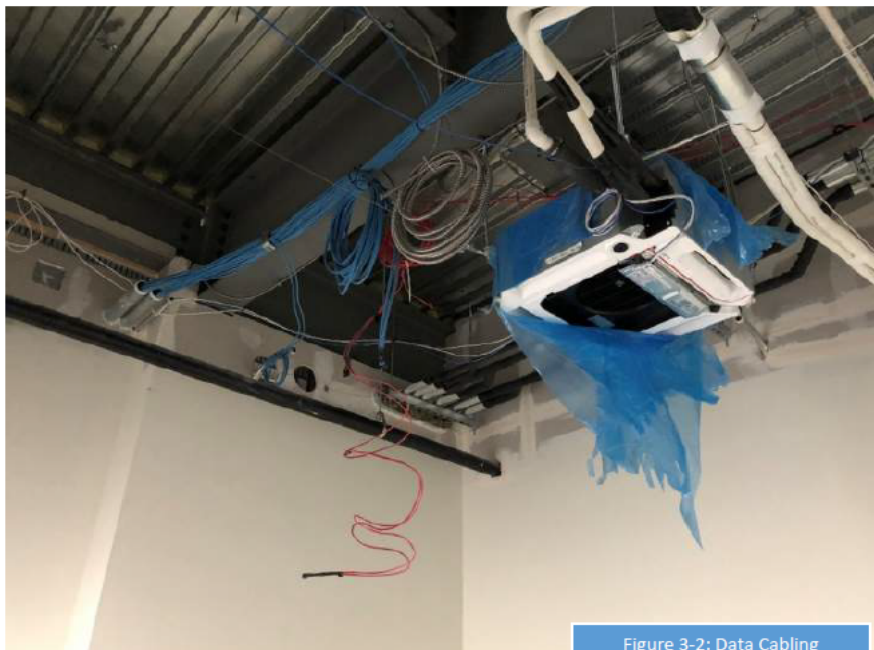


Figure 3-2: Data Cabling Modifications - 3B



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## Architect's Field Report

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<b>PROJECT:</b> <i>(name and address)</i> Bozeman High School 205 North 11 <sup>th</sup> Ave Bozeman, Montana	<b>CONTRACT INFORMATION:</b> Contract For: General Construction Date: 12/1/2016	Architect's Project Number: BZN_HIGHRENO Field Report Number: CT-045
<b>OWNER:</b> <i>(name and address)</i> Bozeman School District 404 W Main Street Bozeman, MT 59715	<b>ARCHITECT:</b> <i>(name and address)</i> Cushing Terrell 411 E Main Street Bozeman, MT 59715	<b>CONTRACTOR:</b> <i>(name and address)</i> Langlas and Associates, Inc 1019 E Main Street #101 Bozeman, MT 59715

<b>DATE OF SITE VISIT:</b> 5/18/2021	<b>TIME:</b> 12:30 PM- 1:30 PM	<b>WEATHER:</b> Clear	<b>TEMP. RANGE:</b> 77 deg. F
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<b>WORK IN PROGRESS:</b> 3B classroom wing, 2B auditorium, 2A commons, 4B Hawks Nest, 5B Gym	<b>PRESENT AT SITE:</b> General contractor field staff, mechanical sub contractor staff, electrical sub contractor staff, framing sub contractor staff, painting sub contractor staff, civil sub contractor field staff
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**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. Painting in 3B.
2. Framing/wall sheathing in 2A.
3. Window frame preparation at 2B.
4. Electrical conduit/receptacle installation at gym (5B).
5. Mechanical installation at 5B.
6. Wall framing at 5B.
7. Gypsum wall board installation at auditorium (2B).
8. Grading at culvert north of Auditorium.

Observations:

1. Data cabling modifications are in progress. Kasey Welles will follow up with Paul Dewulf with Access Consulting regarding conformity to specifications (Fig. 1-1)
2. Grading is in progress for the culvert north of the auditorium. No tree protection was observed around the 5 large trees south of N-wing and equipment appears to have excavated within the tree root drip zone. Equipment was also observed driving within the tree root drip zone. Kasey Welles made note of this deficiency to Josh Hennigman and requested he consult with the arborist regarding steps needing to be taken to ensure the health of these trees. (Fig. 1-2)
3. Mechanical installation and wall framing is in progress in the 5B mechanical room. (Fig. 2-1)
4. Paint in the 5B gym appears to be complete. Crews were in the process of installing ductwork connected to the new mechanical system. (Fig. 2-2)
5. Painting in 3B is in progress. (Fig. 3-1)
6. A section of exterior wall sheathing on the northeast corner of 3B appears to have been removed. There was no

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User Notes:

(3B9ADA59)

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indication of the reason for the demolition. Kasey Welles noted this item to Josh Henigman and indicated that the remaining sheathing would need additional backing for support. (Fig. 3-2)

7. The inside corners of the window "eyebrow" frame at 3B appear to have voids in the self-adhering membrane. Kasey Welles noted this to Josh Hennigman and indicated that these will need to be sealed.

8. Window frames are being prepared at 2A. The sheathing and framing at the main commons space appear to be nearly complete.

#### Discussions:

Kasey Welles noted the following to Josh Henigman:

1. Fire barrier notice has been painted over - please restencil/paint.
2. Standing water in the rigging pit. Inspect and locate cause of standing water.
3. Self-adhering membrane flashing at 3B "eyebrow" is not continuous. Patch.
4. Provide information regarding demolition at northeast corner of 3B. Provide backing behind remaining sheathing.
5. Paint fire alarm conduit in Gym.
6. Provide adequate tree protection and consult with arborist regarding steps required to ensure longevity of trees.
7. Lab station floor penetrations. Provide plan for sealing floor penetrations.

#### Upcoming Work

1. Continued Wall sheathing and weatherproofing for 2A.
2. Roof installation at 2A.
3. Gym floor finishing and bleacher installation.
4. Finalization of 3B classroom wing interiors.
5. B-wing demolition and Hawks Nest expansion.

---

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

Josh Henigman to respond to aforementioned discussion items.

---

#### ATTACHMENTS:

PHOTOS

---

#### REPORT BY:

-See attached digital signatures page-

SIGNATURE

5/19/2021

DATE

Kasey Welles, Project Architect

PRINTED NAME AND TITLE





Figure 1-1: Data Cabling Modifications



Figure 1-2: Grading & Tree Protection Deficiency



Figure 2-1: 5B Mechanical Room Progress

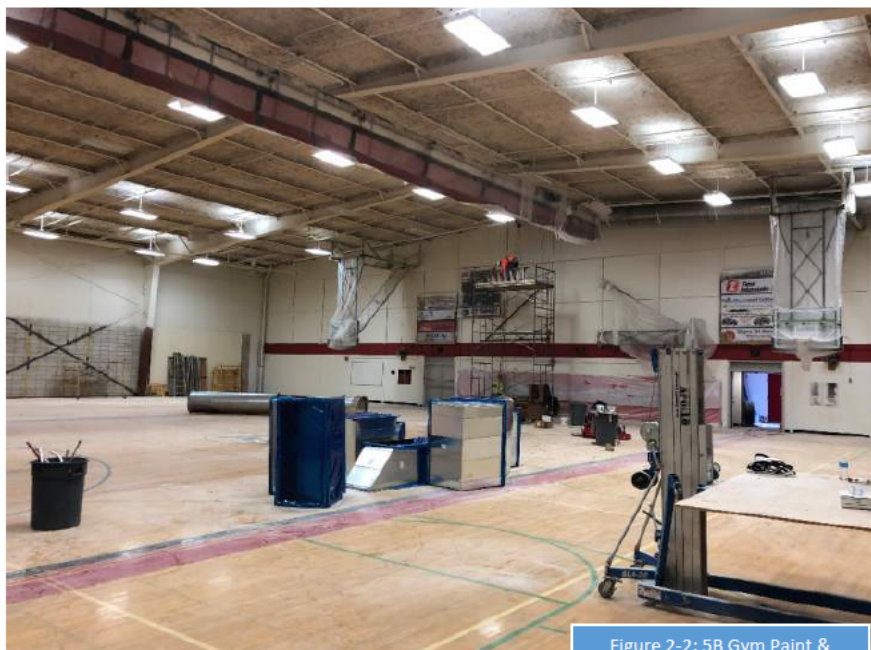


Figure 2-2: 5B Gym Paint & Ductwork





Figure 3-1: 3B Painting

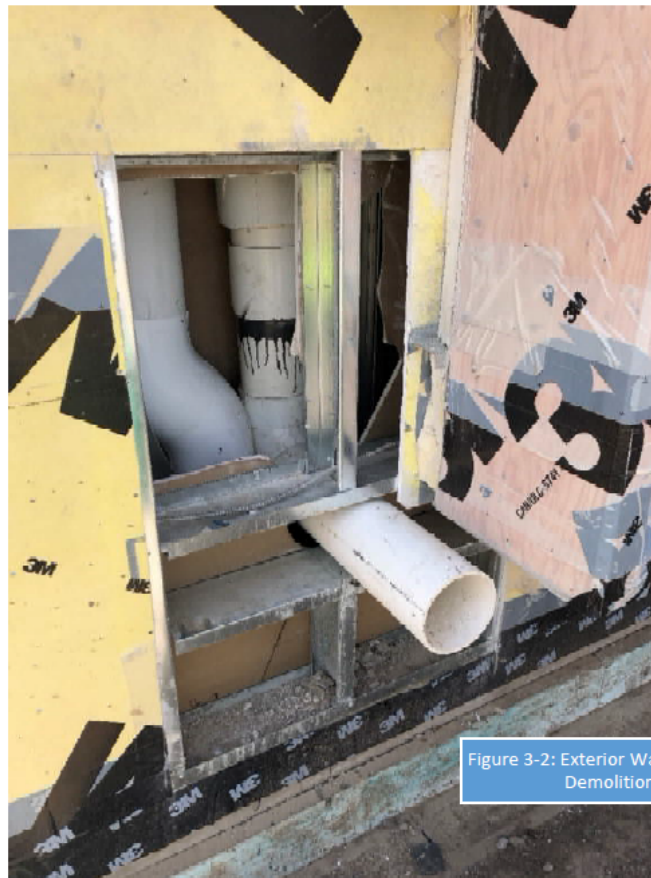


Figure 3-2: Exterior Wall Sheathing Demolition



# 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.

<b>PROJECT:</b> <i>(name and address)</i> Bozeman High School 205 North 11 <sup>th</sup> Ave Bozeman, Montana	<b>CONTRACT INFORMATION:</b> Contract For: General Construction Date: 12/1/2016	Architect's Project Number: BZN_HIGHRENO Field Report Number: CT-046
<b>OWNER:</b> <i>(name and address)</i> Bozeman School District 404 W Main Street Bozeman, MT 59715	<b>ARCHITECT:</b> <i>(name and address)</i> Cushing Terrell 411 E Main Street Bozeman, MT 59715	<b>CONTRACTOR:</b> <i>(name and address)</i> Langlas and Associates, Inc 1019 E Main Street #101 Bozeman, MT 59715

<b>DATE OF SITE VISIT:</b> 05/19/2021	<b>TIME:</b> 10:00 AM- 12:30 PM	<b>WEATHER:</b> Cloudy	<b>TEMP. RANGE:</b> Warm deg. F
--	---------------------------------------	---------------------------	------------------------------------

<b>WORK IN PROGRESS:</b>	<b>PRESENT AT SITE:</b> General contractor field staff
--------------------------	---

**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. Original gym pipe work.

Observations:

1. See attached Fire Sprinkler Observation Comments and images.

Discussions:

1. none.

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

Revisions as per attached comments and images to pipe route, sprinklers, and seismic bracing.

**ATTACHMENTS:**

Comments and Images

**REPORT BY:**

**SIGNATURE**

Daniel Kopp, PE/FPE

**PRINTED NAME AND TITLE**

5/28/2021

**DATE**



Langlas instructed Burtel to not address any items until they had the approved fire sprinkler submittals back.

### Fire Sprinkler Observation-2 Comments (5-19-2021)

#### Auditorium:

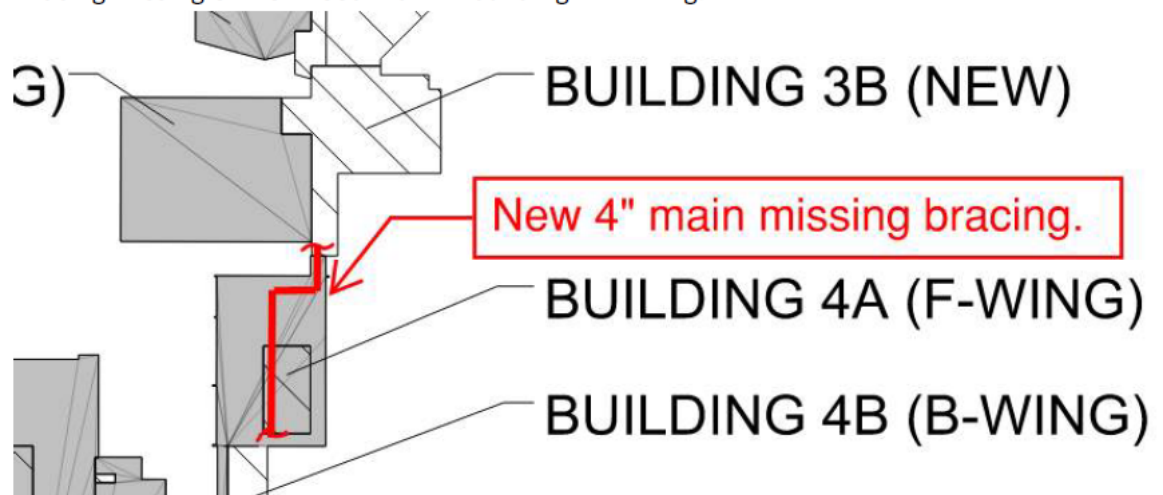
1. Beam clamp retaining straps are not installed properly. Straps appear to be too short to wrap around the beam as per manufactures installation instructions. All restraints need to be replaced and installed per manufactures requirements (2" longer than the beam flange width).
  - a. Photo (Example) Auditorium typical of all:



2. Hanger all thread rod conflicts with sprinkler pipe. Coordinate sprinkler pipe and hanging of other components. Hanger rod should not conflict with sprinkler pipe placement (NFPA 13 9.2)



3. Bracing missing on new feed main in building 4A F-wing.



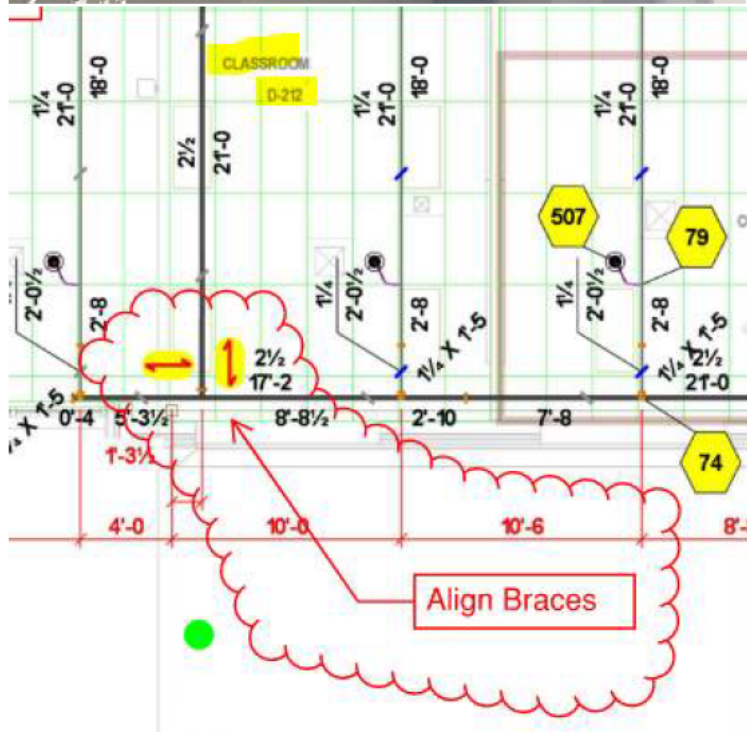
4. Missing sprinkler on second floor area 4A.



## Fire Sprinkler Observation-1 Comments (4-23-2021)

### Second Floor classrooms:

1. Align bracing per NFPA 13: All parts must lie in a straight line to avoid eccentric loading per NFPA 13 (2016) 9.3.5.11.5.
  - b. Photo (Example) Location: Classroom D-212



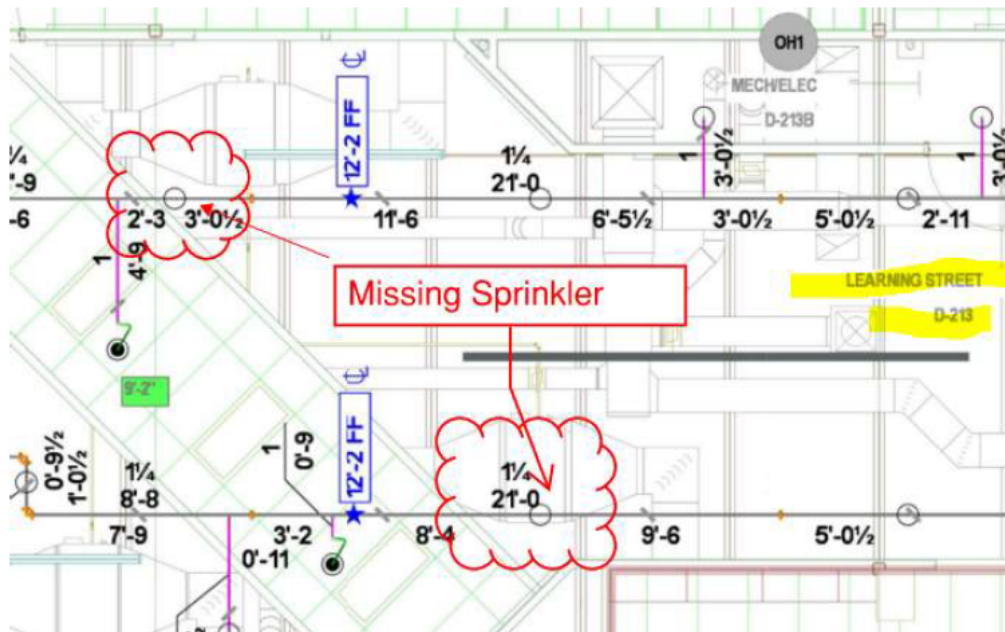


- 
- Align brace.
- 8'-10 1/2"
- 8'-6"
- 10'-11 1/2"
- 2 1/2"
- 21'-0"
- 1/4" X 1 1/2"
- 2'-6"
- 8'-4 1/2"
- 9'-0"
- 10'-11 1/2"
- 1/4"
- 2'-0 1/2"
- 2'-8"
- 1/4"
- 21'-0"
- 18'-0"
- 1/2"
- 20'-10"
- 18'-0"
- 2'-6"
- TEACHER PREP
- D-200

Diagram of a classroom layout showing a rectangular room with a grid of desks. A yellow box labeled "CLASSROOM" is in the center. A red line with an arrow points to a bracket labeled "Align brace".

[Double Click to Return to Agenda](#)





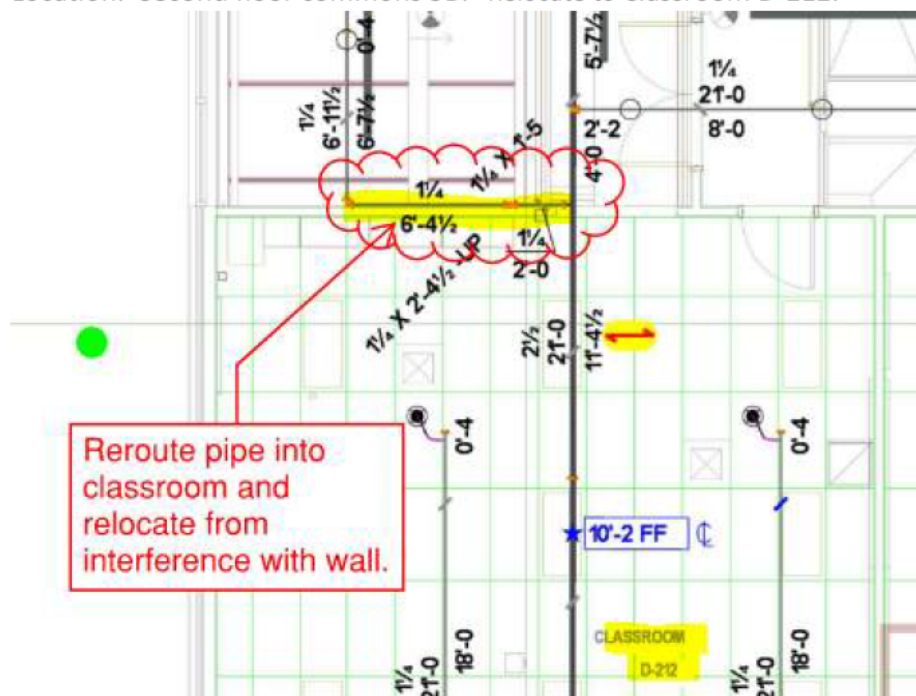
East soffit:



4. Revise sprinkler pipe route. Sprinkler pipe /fitting is installed within wall. Provide new tee, couplings and pipe work to relocate piping from within wall. A mechanical tee is not acceptable on new installations.
  - a. Photo

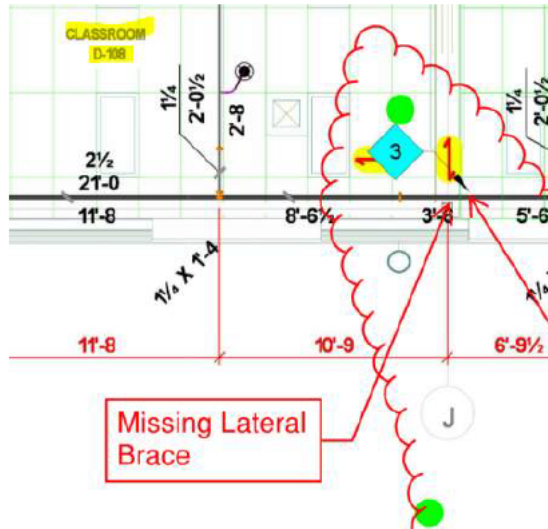


- b. Location: Second floor commons 3B: Relocate to Classroom D-212.

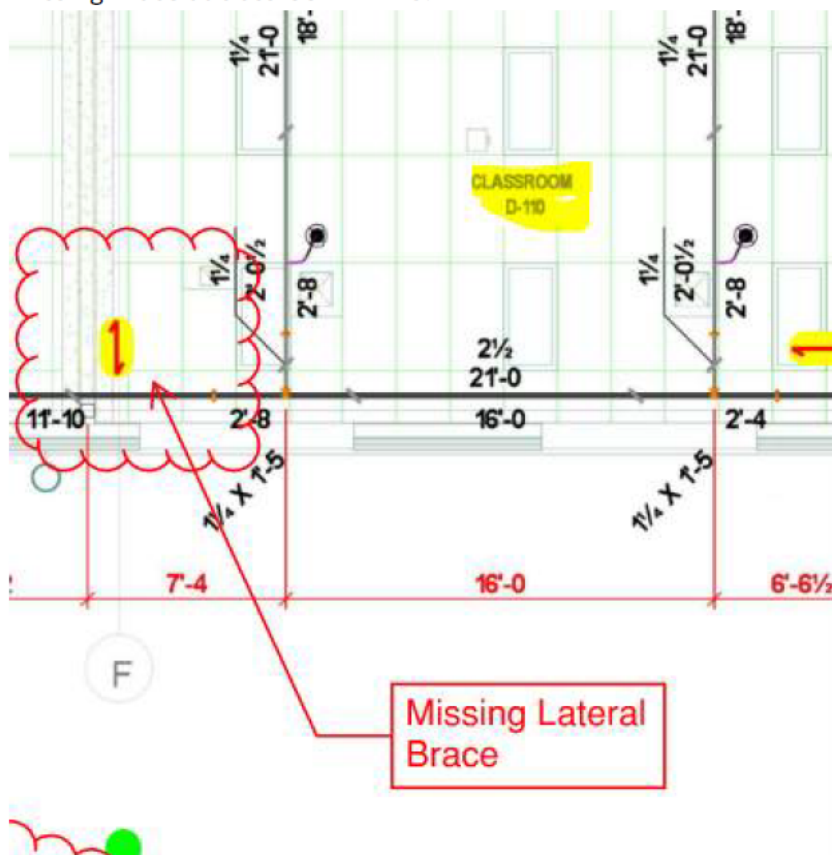


**First Floor classrooms:**

5. Missing Brace at classroom D-108:

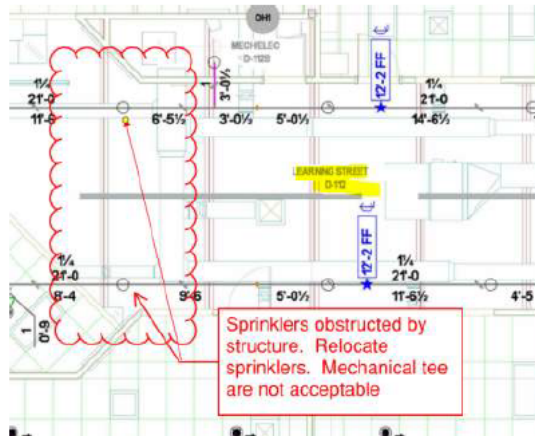


6. Missing Brace at classroom D-110:

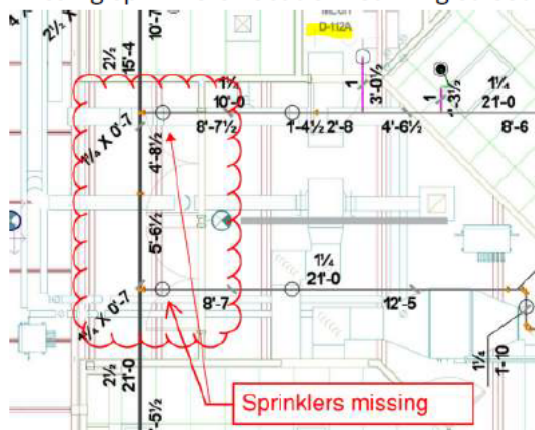




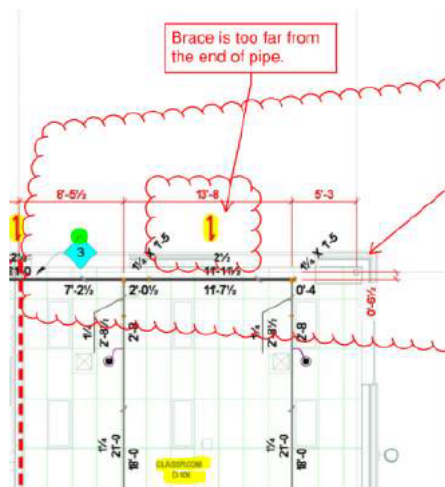
7. Revise sprinkler location. Sprinkler is too close to structure resulting in obstructions per NFPA 13. Location learning street D-112



8. Missing sprinklers Location learning street D-112 and Corridor D-113:

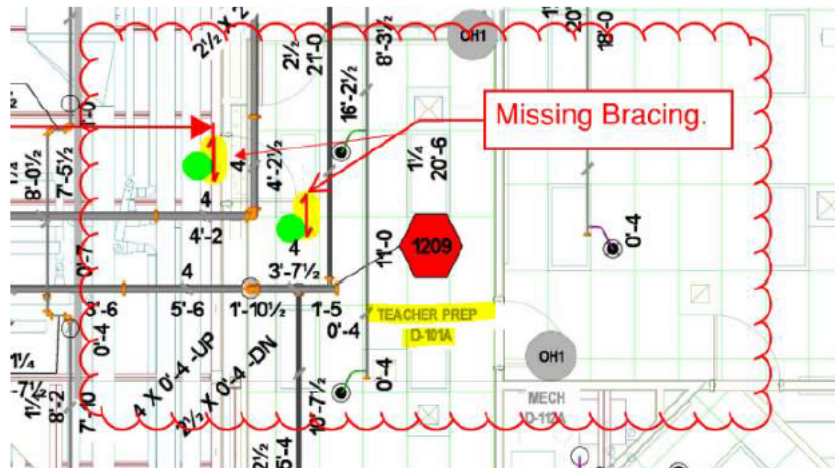


9. Brace is too far from the end of line. Relocate and ensure brace is aligned. Room D106:



### 10. Missing Bracing:

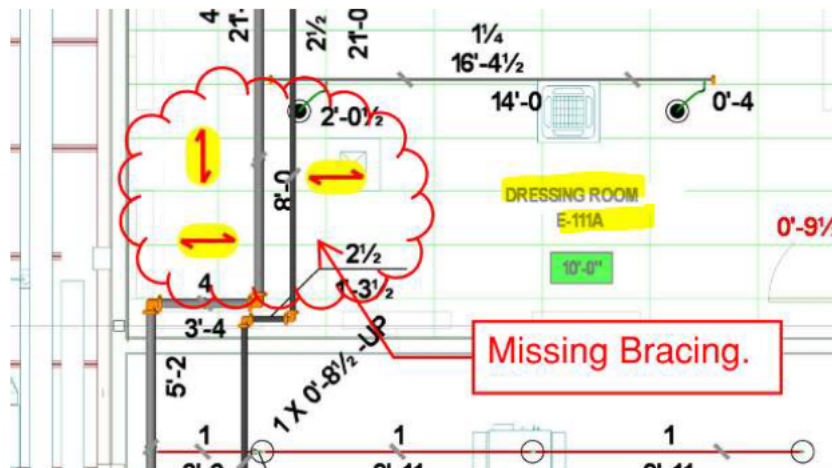
a.



b.



C.



[illegible]

Diagram illustrating a roof truss system with various annotations:

- Missing Bracing:** A red box highlights a section of the truss where bracing is missing.
- an 3' space:** A red cloud-shaped annotation points to a gap in the truss structure.
- 1:** A yellow circle with the number 1 is placed on a truss member.
- 2 1/2:** A dimension label for a truss member.
- 21'-0": 1 1/4": 21'-0":** A series of dimension labels for a truss member.
- 10'-3 1/2":** A dimension label for a truss member.
- 8'-11 1/2":** A dimension label for a truss member.
- 1'-9":** A dimension label for a truss member.
- 7'-2 1/2":** A dimension label for a truss member.
- 2 1/2:** A dimension label for a truss member.
- 14'-3 1/2": 1 1/4": 15'-11 1/2":** A series of dimension labels for a truss member.
- 8'-9":** A dimension label for a truss member.
- 1'-6 1/2":** A dimension label for a truss member.
- 1'-9": 2'-0": 1'-9":** A series of dimension labels for a truss member.
- SHOP 5-10:** A label for a shop area.
- OH2:** A label for a specific truss member.
- 17'-4 FF:** A label for a truss member.
- 17'-2 FF:** A label for a truss member.

[Double Click to Return to Agenda](#)





# 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.

<b>PROJECT:</b> <i>(name and address)</i> Bozeman High School 205 North 11 <sup>th</sup> Ave Bozeman, Montana	<b>CONTRACT INFORMATION:</b> Contract For: General Construction Date: 12/1/2016	Architect's Project Number: BZN_HIGHRENO Field Report Number: CT-047
<b>OWNER:</b> <i>(name and address)</i> Bozeman School District 404 W Main Street Bozeman, MT 59715	<b>ARCHITECT:</b> <i>(name and address)</i> Cushing Terrell 411 E Main Street Bozeman, MT 59715	<b>CONTRACTOR:</b> <i>(name and address)</i> Langlas and Associates, Inc 1019 E Main Street #101 Bozeman, MT 59715

<b>DATE OF SITE VISIT:</b> 05/21/2021	<b>TIME:</b> 10:00 AM	<b>WEATHER:</b> Snowy	<b>TEMP. RANGE:</b> 30F
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<b>WORK IN PROGRESS:</b> See Below:	<b>PRESENT AT SITE:</b> Langlas
--	------------------------------------

**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. AHU-2 and AHU-3 have been installed and hydronic pipe connections made.
2. Ductwork in South Gymnasium is being installed.
3. Ductwork for Building 2A is being installed.
4. Mechanical work in Penthouses E303 and D301 is ongoing.
5. Grilles, registers, and diffusers are being installed in Building 3B.
6. Hawk's Nest demolition is complete.

### General Observations:

1. Mechanical Workmanship is satisfactory.
2. VRF Fan Coil Units are covered after installation. A few instances were found where covering had fallen off.

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

1. Cover all ductwork and equipment in place.
2. Cover all VFDs during construction to protect against construction debris.

### ATTACHMENTS:

PHOTOS

### REPORT BY:

-See attached digital signatures page-

SIGNATURE

05/27/2021

DATE



Figure 01: AHU-2



Figure 02: AHU-3



Figure 03: Cover ALL VFDs during construction.



Figure 04: Ductwork in South Gymnasium



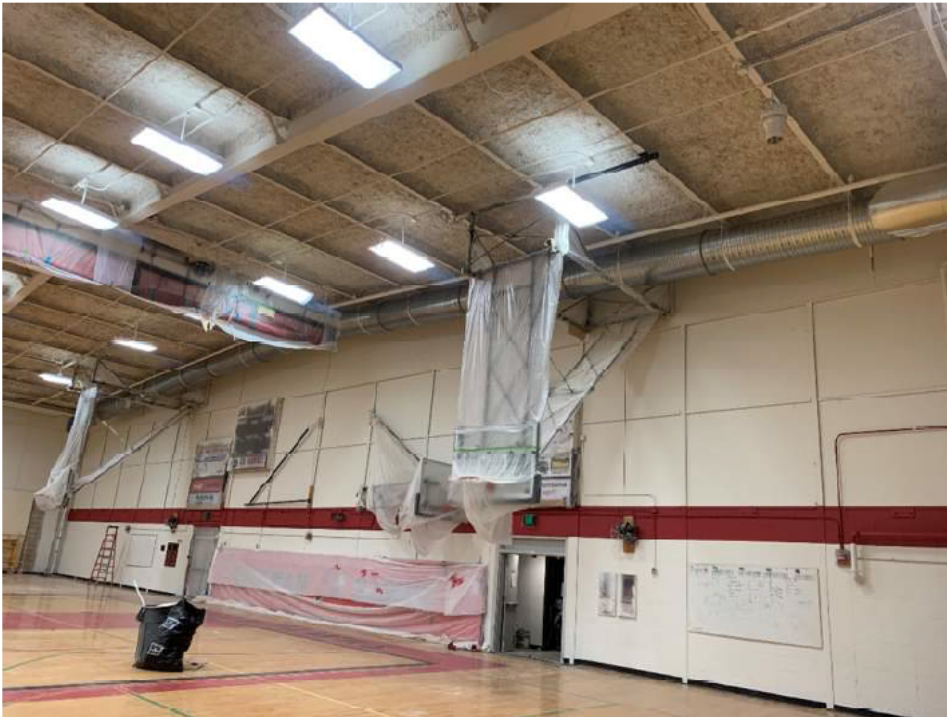


Figure 05: Ductwork in South Gymnasium

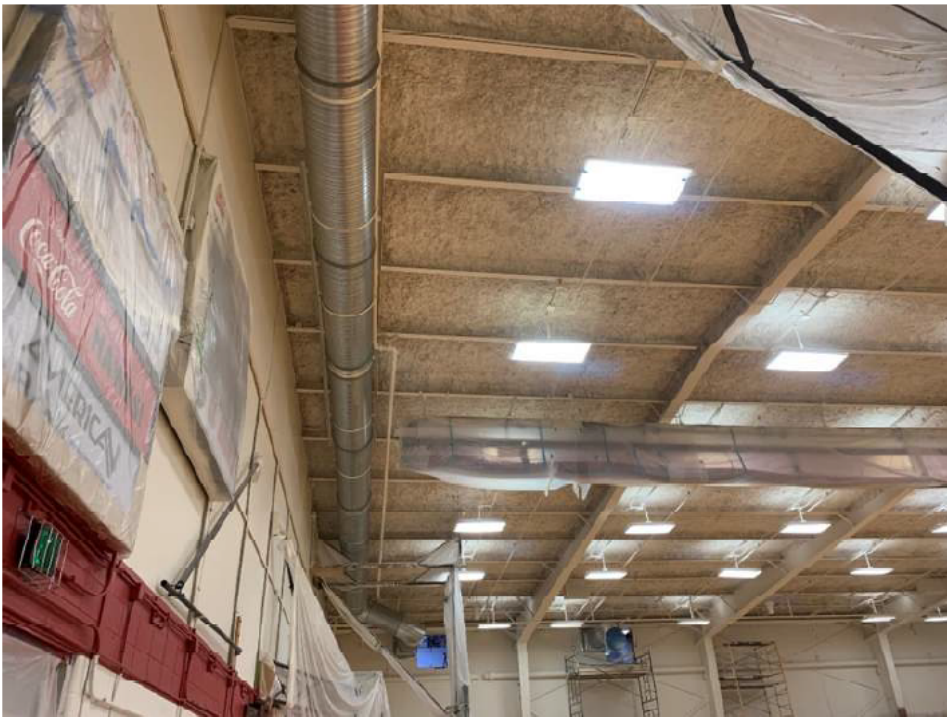


Figure 06: Ductwork in South Gymnasium



Figure 07: Ductwork in Building 2A

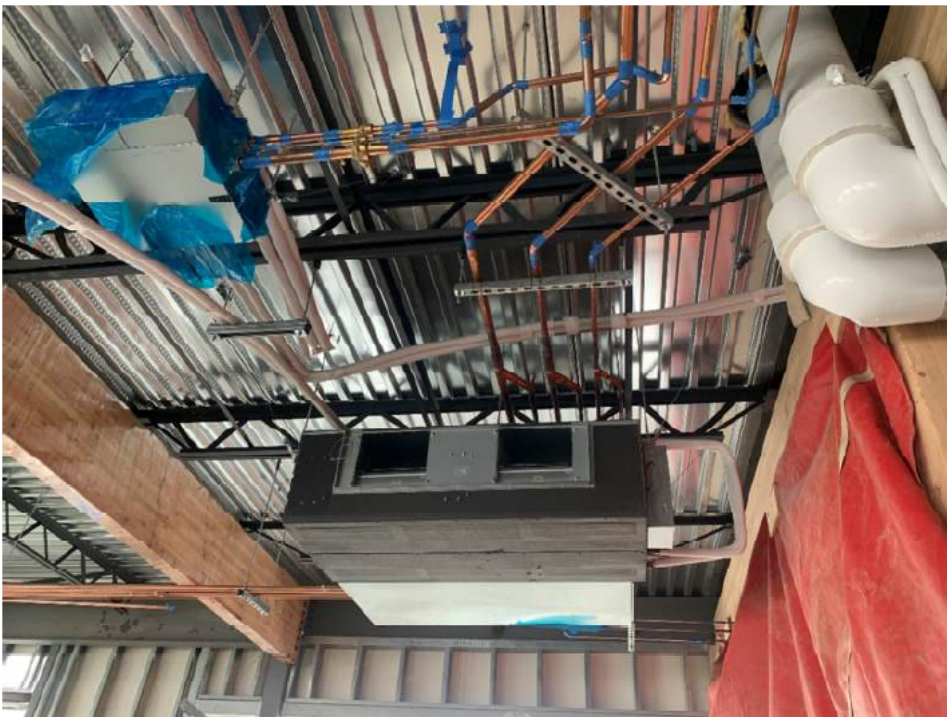


Figure 08: Cover all VRF FCUs during construction





Figure 09: Mechanical Penthouse E303



Figure 10: GRD install in Building 3B





<b>Meeting Date:</b>	June 14, 2021
<b>Category:</b>	Action Item - Consent - High School District
<b>Agenda Item #:</b>	4.3.2
<b>Originated By:</b>	Dr. Marilyn King and Casey Bertram, Interim Co-Superintendents
<b>Others Involved:</b>	Erica Schnee, GHS Principal; Dan Mills, BHS Principal

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Consider Approval of High School Curriculum Guide Updates for 2021-2022.

**Facts & Discussion:**

**ICTE - Engineering Changes**

Engineering  <u>OLD</u> COURSE/NAME DESCRIPTION FROM LAST YEAR'S GUIDE 2021-2022	Engineering  <u>NEW</u> COURSE/NAME DESCRIPTION 2022-2023-Pending board approval
<p>INTRODUCTION TO ENGINEERING DESIGN (IED)</p> <p>1 Credit (Tech or Vocational Credit)</p> <p>1 Year</p> <p>Prerequisite: None</p> <p>Introduction to Engineering Design (IED) is the first in a series of courses that will offer an in-depth, hands-on approach to engineering and technology -based careers. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students will use 3D solid modeling design software to help them design solutions to solve a variety of reality-based problems.</p>	<p><i>Design and Problem Solving</i></p> <p><i>1 Credit (Flex or Vocational Credit)</i></p> <p><i>1 Year</i></p> <p><i>Prerequisite: None, Recommended First Engineering Course</i></p> <p><i>Grade Level(s): 9, 10, 11, 12</i></p> <p><i>Design and Problem is a foundational engineering course that will expose students to solving problems using the Engineering Design Process. Computer Aided Design (CAD) software, microcontrollers, 3D printing, and laser processing of materials is covered in this course. Students will be challenged to solve real world engineering problems utilizing the tools and materials at their disposal.</i></p>

<p><b>PRINCIPLES OF ENGINEERING (POE)</b></p> <p>1 Credit (Tech or Vocational Credit) 1 Year</p> <p>Prerequisite: Introduction to Engineering Design or Consent of Instructor: Sophomore, Junior, Senior</p> <p>This survey course exposes students to major concepts they'll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.</p>	<p><i>Systems Design</i></p> <p><i>1 Credit (Flex or Vocational)</i> <i>1.0 (YEAR)</i></p> <p><i>Prerequisite: None, Recommended as the Second Engineering Course</i></p> <p><i>Grade Level(s): 9, 10, 11, 12</i></p> <p><i>The Systems Design course covers multiple engineering subjects including reverse engineering, transportation, and mechanisms. Similar to Design and Problem Solving, students are challenged with realistic engineering problems and will utilize a variety of tools and equipment to build and test the solutions. The Engineering Design Process is utilized throughout the course.</i></p>
<p><b>DIGITAL ELECTRONICS (DE)</b></p> <p>1 Credit (Tech or Vocational Credit) 1 Year</p> <p><i>Prerequisite: Introduction to Engineering Design or Consent of Instructor: Sophomore, Junior, Senior</i></p> <p>Digital Electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation.</p>	<p><i>Electronics</i></p> <p><i>1 Credit (Flex or Vocational)</i> <i>1.0 (YEAR)</i></p> <p><i>Prerequisite: None, Recommended as the Third Engineering Course</i></p> <p><i>Grade Level(s): 9, 10, 11, 12</i></p> <p><i>The Electronics course will introduce students to both analog and digital electronics concepts and tools. Subjects such as Ohm's Law, Kirchhoff's Laws, radio frequency communication, digital logic, and microcontrollers will be covered. As with other engineering courses the focus will be on utilizing tools and resources to solve engineering problems.</i></p>

<b>AEROSPACE ENGINEERING (AE)</b> 1 Credit (Tech or Vocational Credit) 1 Year <i>Prerequisite: Introduction to Engineering Design AND one of the following: Principles of Engineering, Digital Electronics, or senior status.</i>  Aerospace Engineering explores the evolution of flight, navigation and control, flight fundamentals, aerospace materials, propulsion, space travel, and orbital mechanics. In addition, this course presents alternative applications for aerospace engineering concepts. Students analyze, design, and build aerospace systems. They apply knowledge gained throughout the course in a final presentation about the future of the industry and their professional goals.	<i>Engineering Capstone</i>  <b>1 Credit (Flex or Vocational)</b> <b>1.0 (YEAR)</b> <i>Prerequisite: Junior standing AND successful completion of Design and Problem Solving or Systems Design or Electronics.</i>  <i>Course can be repeated for credit.</i>  <b>Grade Level(s):11, 12</b>  <i>The Engineering Capstone course will provide Juniors and Seniors with the opportunity to explore robotics or participate in the NASA HUNCH project. Students who choose robotics will have the opportunity to experience different types of robotics applications including competitive robotics. The NASA HUNCH program provides students the opportunity to work with NASA to solve problems related to current NASA space programs. HUNCH students will work with NASA engineers to develop these solutions and possibly get to visit the Johnson Space Center.</i>
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### Science Department Changes

SCIENCE  <b><u>OLD</u> COURSE/NAME DESCRIPTION</b> <b>FROM LAST YEAR'S GUIDE 2021-2022</b>	SCIENCE  <b><u>NEW</u> COURSE/NAME DESCRIPTION</b> <b>2022-2023-PENDING BOARD APPROVAL</b>
<b>SCIENCE IN THE ENVIRONMENT</b> <b>1.0 (YEAR)</b>  <i>Prerequisite: Physical Science, Biology, and Algebra I</i> <i>Grade Level(s): 11, 12</i>  Science In The Environment is a year inquiry based laboratory class. The course will integrate concepts from all scientific disciplines (Biology, Chemistry, Earth Science, and Physics). Investigations will be designed around broad environmental themes; will be related to scientific processes to our community and the concerns of our citizens. The course will also use technology and apply this technology to enhance the laboratory experiences. <i>Credit Type: GEN</i>	<b>AP Environmental Science</b> <b>1.0 (YEAR)</b>  <i>Prerequisites: Physical Science, Biology, and Algebra I</i> <i>Grade Level(s): 11, 12</i>  <i>The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.</i> <i>Credit Type: SC3 or GEN</i>
<b>AP® PHYSICS SC520</b>	<b>AP® PHYSICS SC520</b>



<p><b>2.0 (YEAR)</b></p> <p><i>Prerequisite: Geometry, Algebra II, and Teacher Signature; May be used to fulfill the math or science credit for an Honors Diploma if the student has previously earned 3 math and 3 science credits.</i></p> <p><i>Grade Level(s): 11, 12</i></p> <p>AP® Physics will provide college-level instruction along with college-level laboratory experience. The course prepares students for up to four AP exams. Students may choose to take the Physics 1 Exam, Physics 2 Exam, Physics-C Mechanics Exam, and/or the Physics-C Electromagnetism Exam. The Physics 1 and Physics 2 exams are college-level, algebra-based exams. The Physics-C exams are college-level, calculus-based exams. The course explores, in depth, many physics concepts that will be a great asset in life and in future college courses. It may allow the college-bound student to earn college credits while in high school. Class taught in a 2 hour block with lab.</p> <p><i>Credit Type: SC3, MATH</i></p>	<p><b>1.0 (YEAR)</b></p> <p><i>Prerequisites: Physical Science, Biology, Geometry, concurrently taking Algebra II</i></p> <p><i>Grade Level(s): 11, 12</i></p> <p><i>AP® Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, and torque and rotational motion. AP Physics 1 is a full-year course that is the equivalent of a first-semester introductory college course in algebra-based physics. Laboratory work places an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices as they design plans for experiments, make predictions, collect and analyze data, apply mathematical routines, develop explanations, and communicate about their work. The course is designed to prepare students for the AP Physics 1 exam, which is a college-level, algebra-based exam. Class is taught in a normal one-hour class period.</i></p> <p><i>Credit Type: SC3, MATH</i></p>
--	--

All courses are dependent on sufficient number of students requesting the course and availability of funds for course materials.

These revisions and additions support Goal Area 1, Academic Performance, of the Long Range Strategic Plan: Each student meets or exceeds the high academic standards necessary for college and career readiness.

### **Superintendent's Recommendation:**

It is recommended that the Curriculum Guide changes are approved as presented.

### **Other Alternatives:**

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



<b>Meeting Date:</b>	June 14, 2021
<b>Category:</b>	Action Item - Consent - High School District
<b>Agenda Item #:</b>	4.3.3
<b>Originated By:</b>	Dr. Marilyn King and Casey Bertram, Interim Co-Superintendents
<b>Others Involved:</b>	Mike Waterman, Director of Business Services

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Consider Approval of Owner's Construction Representative (OCR)

**Facts & Discussion:**

- Director of Facilities, Todd Swinehart, resigned at the end of May 2021. Todd served as Director of Facilities and the Owner's Construction Representative (OCR) for recent construction projects (GHS, BHS Addition/Remodel, Hawthorne Addition/Remodel, SMS Addition/Remodel).
- A District project manager, Matt Stark, was hired during that time period to take on the duties of managing the annual building reserve capital projects.
- Upon Swinehart's resignation, the organizational structure of the facilities department was reviewed and various options were considered.
- Executive Cabinet and Board Leadership discussed options and felt the best configuration was to move forward with the following:
  - Hiring a new Director of Facilities who would also take on the annual building reserve capital projects role
  - Eliminating the District Project Manager Position
  - Contracting with an Owner's Construction Representative to oversee the remainder of the BHS addition/remodel
- A [Request For Qualification \(RFQ\)](#) was developed and advertised in the Bozeman Daily Chronicle.
- Four RFQ's were received and were vetted using a rubric by members of the Executive Cabinet.
- Propitious LLC (owned by former administrator Steve Johnson) received the highest rubric score and also had the most desirable financial implications for the District.

**Rubric:**

1 = Deficient   2 = Sufficient   3 = Preferred   4 = Exemplary

	Montana Construction Management	Cooperative Strategies	Monumental Advisors	Propitious LLC
Pertinent experience of the applicant with	2	3	2	3

preferred background in school construction				
Resumes of key personnel	2	3	3	2
Commitment of specific personnel to the project	2	2	3	4
Understanding of school needs and requirements	2	3	3	4
Community engagement and communication strategies	2	3	3	3
Total	10	14	14	16
Fee Structure and costs	\$877,862.00 Firm-Fixed	\$224,000 Lump Sum Fee	\$267,225 Estimated Fee (\$125-\$128.75/hr, expenses extra)	\$72,500 Flat Fee  Or  .375 FTE Temp. Employment

Highest Rubric Score = Propitious LLC

Most Desirable Cost/Fee Structure = Propitious LLC

### **Fiscal Impact:**

The OCR position is funded with Bozeman High School addition/remodel bond proceeds. Propitious LLC will charge a flat fee of \$72,500.

### **Superintendent's Recommendation:**

It is recommended the Board of Trustees approve Propitious LLC (owned by former administrator Steve Johnson) as the Owner's Construction Representative (OCR) for the remainder of the Bozeman High School project and direct the District to proceed with offering a contract to Propitious LLC.

### **Other Alternatives:**

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





**Meeting Date:** June 14, 2021

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**Category:** Action Item - Consent - Both Districts

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**Agenda Item #:** 4.4.1

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**Originated By:** Pat Strauss, Director of Human Resources

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**Others Involved:**

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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

**Superintendent's 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**

June 14, 2021

**REQUIRES BOARD ACTION**

**Confirmation of Employment (Certified)**

Name	Position	Level/Step	Effective	Salary
Albrecht, Claudia	German Teacher, 1.0 FTE, GHS	BA(M)+45, Step 5	8/23/2021	\$56,869.00
Basye, Haley	SPED Teacher, 1.0 FTE, GHS	BA+30, Step 1	8/24/2021	\$47,000.00
Brummit, Amy	Librarian, 1.0 FTE, SMS	BA(M)+75, Step 5	8/24/2021	\$60,347.00
Evenhuis, Elizabeth	FCS Teacher, .20 FTE, BHS, .80 FTE, GHS	BA, Step 1	8/23/2021	\$43,478.00
Flynn, Siobhan	Guidance Counselor, 1.0 FTE, BHS	BA(M)+75, Step 5	8/23/2021	\$60,347.00
Jacobs, Anna	Science Teacher, .70 FTE, BHS	BA, Step 5	8/23/2021	\$34,269.20
Jersild, Jessica	SPED Teacher, 1.0 FTE, BHS	BA, Step 3	8/23/2021	\$46,217.00
Jochum, John "Jack"	Elementary Teacher, 1.0 FTE, MOST	BA, Step 1	8/23/2021	\$43,478.00
Johnson, Sally	Kindergarten Teacher, 1.0 FTE, MOST	BA, Step 2	8/24/2021	\$44,869.00
Kristiansen, Meghan	Elementary Teacher, 1.0 FTE, LONG	BA, Step 1	8/23/2021	\$43,478.00
Lycan, Barb	Kindergarten Teacher, 1.0 FTE, LONG	BA(M)+45, Step 6	8/24/2021	\$58,217.00
McKenzie, Carney	SPED Teacher, 1.0 FTE, CJMS	BA+30, Step 3	8/23/2021	\$49,739.00
Porter, Alanna	English Teacher, .40 FTE, GHS	BA(M)+45, Step 5	8/23/2021	\$22,747.60
Richards, Mary	Kindergarten Teacher, 1.0 FTE, HYL	BA+15, Step 4	8/25/2021	\$49,348.00

**Confirmation of Employment (Classified)**

Name	Position	Level/Step	Effective	Hourly Rate
Hendricks, Stephen	Lead Custodian, 1.0 FTE, GHS, 12 mos.	G05	5/25/2021	\$19.31
Huntsinger, Nicole	FS Head Cashier, .75 FTE, BHS, 9.25 mos.	FC5	5/28/2021	\$14.13
Malczyk, Robin	FS Cashier, .3125 FTE, 9.25 mos.	FB1	5/20/2021	\$12.48

**Confirmation of Request for Leave of Absence (Certified)**

Name	Position	Reason	Effective Dates
Echert, Tracy	Health Enhancement Teacher, 1.0 FTE, MOST	Military LOA	2021-2022
Hausauer, Connor	Social Studies Teacher, 1.0 FTE, BHS	FMLA	8/25/21 - 10/29/21
McBride-Bergantine, Stephanie	MS Teacher, 1.0 FTE, CJMS	LOA	2021-2022

**Professional Salary Increases**

FLSA non-exempt professional employees will generally receive 3.0% and 3.0% increases to their hourly wages 2021-22 and 2022-23, respectively. Exempt professional employees will generally receive 2.0% salary increases for both 2021-22 and 2022-23. In addition, 2021/22 additional compensation amounts will be increased by \$500 per year for 1.0 FTE positions. The total cost of these increases is estimated at \$142,764 for 2021-23.

**REPORT OF ADMINISTRATIVE ACTIONS**

**Confirmation of Resignations/Terminations (Certified)**

Name	Position	Reason	Effective	Years of Service
Barnes, Jessica	School Nurse, .875 FTE, BSN, Step 5, \$34,099.62, GHS	Resignation	6/11/2021	1
Benson, Sarah	SPED Teacher, 1.0 FTE, BA(M)+90, Step 6, \$61,973, SMS	Resignation	6/11/2021	2
Brown-McKenna, Judith	Librarian, 1.0 FTE, BA(M)+105, Step 15, \$1,245.75, IRVG	Retirement	8/27/2021 (Correction to Retirement Date)	15.5
Burke, Nathan	Elementary Teacher, 1.0 FTE, BA, Step 7, \$49,120, MOST	Resignation	6/30/2021	4

**Bozeman Public Schools  
Human Resources**

June 14, 2021

**REPORT OF ADMINISTRATIVE ACTIONS (con't)**

**Confirmation of Resignations/Terminations (Certified) (con't)**

<b>Name</b>	<b>Position</b>	<b>Reason</b>	<b>Effective</b>	<b>Years of Service</b>
Connery, Kayla	School Nurse, .75 FTE, BSN, Step 5, \$29,228.25, CJMS	Resignation	6/11/2021	1
Erickson, Shaye	Kindergarten Teacher, 1.0 FTE, BA, Step 7, \$46,754, MOST	Resignation	6/11/2021	5
Jesness, Renee	Librarian, 1.0 FTE, BA(M)+105, Step 12, \$71,729, MOST	Retirement	6/18/2021	8
Klepp, Carly	Elementary Teacher, 1.0 FTE, BA, Step 2, \$43,775, HAWT	Resignation	6/12/2021	2
Long, Carolyn	Speech Pathologist, .60 FTE BHS, .40 FTE, GHS, BA(M)+90, Step 11, \$68,632	Resignation	6/15/2021	7
Matthews, Elizabeth	Science Teacher, 1.0 FTE, BA(M)+75, Step 5, \$58,876, BHS	Resignation	6/11/2021	1
Tullis, Kathy	Elementary Teacher, 1.0 FTE, BA(M)+105, Step 18, \$81,018, IRVG	Retirement	6/11/2021	35

**Confirmation of Resignations/Terminations (Classified)**

<b>Name</b>	<b>Position</b>	<b>Reason</b>	<b>Effective</b>	<b>Years of Service</b>
Altunova, Tawn	Elementary PARA, .9375 FTE, B03, \$12.97/hr., IRVG, 9.25 mos.	Resignation	5/19/2021	2.3
Ballard, Jackson	Discretionary Self Contained PARA, .875 FTE, D01, \$13.71/hr., HAWT, 9.25 mos.	Temporary Assignment	6/10/2021	5 mos.
Bishop, Stephanie	Building Funded PARA, .1625 FTE, Discretionary Self Contained PARA, .3228 FTE, D01, \$13.71/hr., WHIT, 9.25 mos.	Temporary Assignment	6/10/2021	4.75 mos.
Bradshaw, Mae	Overflow PARA, .7813 FTE, Non Unit, \$12.48/hr., EMDI, 9.25 mos.	Temporary Assignment	6/10/2021	4 mos.
Braggins, Emma	Overflow PARA, .9375 FTE, Non Unit, \$12.48/hr., WHIT, 9.25 mos.	Temporary Assignment	6/10/2021	4.3 mos.
Breum, Serina	Overflow PARA, .0625 FTE, Non Unit, \$12.48/hr., Discretionary Self Contained PARA, .8125 FTE, D01, \$13.71/hr., MDLK, 9.25 mos.	Temporary Assignment	6/10/2021	2.85 mos.
Bruschwein, Mark	Instructional PARA, .875 FTE, B01, \$12.48/hr., GHS, 9.25 mos.	Temporary Assignment	6/10/2021	6.15 mos.
Canade, Ellie	Self Contained PARA, .875 FTE, D01, \$13.71/hr., SMS, 9.25 mos.	Resignation	6/11/2021	1
Cannon, Erika	Overflow PARA, .5625 FTE, Non Unit, \$12.48/hr., SPED Resource PARA, B01, \$12.48/hr., HAWT, 9.25 mos.	Temporary Assignment	6/10/2021	1.6 mos.
Collins, Jennifer	Instructional PARA, .875 FTE, B03, \$12.97/hr., HYLT, 9.25 mos.	Temporary Assignment	6/10/2021	3.6 mos.
Delay, Dylan	Overflow PARA, .7188 FTE, Non Unit, \$12.48/hr., EMDI, 9.25 mos.	Temporary Assignment	6/10/2021	3.75 mos.
Dettloff, David	Instructional PARA, .875 FTE, B04, \$13.23/hr., BHS, 9.25 mos.	Temporary Assignment	6/10/2021	3.8 mos.
Field, Dallin	SPED Resource PARA, .8125 FTE, B01, \$12.48/hr., EMDI, 9.25 mos.	Temporary Assignment	6/10/2021	5 mos.



**Bozeman Public Schools  
Human Resources**

June 14, 2021

**REPORT OF ADMINISTRATIVE ACTIONS (con't)**

**Confirmation of Resignations/Terminations (Classified) (con't)**

<b>Name</b>	<b>Position</b>	<b>Reason</b>	<b>Effective</b>	<b>Years of Service</b>
Golden, Brandi	Discretionary PARA, .75 FTE, B05, \$13.48/hr., MDLK, 9.25 mos.	Resignation	5/24/2021	7 mos.
Hostetler, Jeffrey	Custodian, .50 FTE, G02, \$16.88/hr, MOST, 12 mos.	Resignation	5/10/2021	1.38
Lauenstein, Mitchell	Instructional PARA, .875 FTE, B01, \$12.48/hr., BHS, 9.25 mos.	Temporary Assignment	6/10/2021	4 mos.
McDonald, Abigail	Discretionary Self Contained PARA, .50 FTE, D01, \$13.71/hr., IRVG, 9.25 mos.	Temporary Assignment	6/10/2021	5.75
Odt, Annika	Elementary PARA, .9375 FTE, B01, \$12.48/hr., LONG, 9.25 mos.	Temporary Assignment	6/10/2021	7.7 mos.
Powers, Shelle	Elementary PARA, .5375 FTE, B17, \$15.55/hr., EMDI, 9.25 mos.	Retirement	6/10/2021	18
Rich, Elizabeth	Overflow PARA, .75 FTE, Non Unit, \$12.48/hr., LONG, 9.25 mos.	Temporary Assignment	6/10/2021	2.15 mos.
Roberson, Emma	Elementary PARA, .875 FTE, B02, \$12.71/hr., IRVG, 9.25 mos.	Resignation	6/10/2021	1
Rubsam, Michael	Head Custodian, 1.0 FTE, G04, \$19.22/hr., HAWT, 12 mos.	Resignation	6/18/2021	2.8
Sharpe, Emily	Self Contained PARA, .875 FTE, D01, \$13.71/hr., GHS, 9.25 mos.	Temporary Assignment	6/10/2021	4.5 mos.
Shea, Shannon	Self Contained PARA, 1.0 FTE, D02, \$13.98/hr., LONG, 9.25 mos.	1 Year Only	6/10/2021	1
Southwick, Annie	Self Contained PARA, .9063 FTE, D03, \$14.24/hr., EMDI, 9.25 mos.	Resignation	6/10/2021	1.7
Spence, Madison	Discretionary Self Contained PARA, .875 FTE, D01, \$13.71/hr., CJMS, 9.25 mos.	Temporary Assignment	6/10/2021	6 mos.
Topinka, Kaylene	Self Contained PARA, .9375 FTE, D01, \$13.71/hr., LONG, 9.25 mos.	Temporary Assignment	6/10/2021	3.6 mos.
Wescott, Karleen	Self Contained PARA, .25 FTE, D05, \$14.80/hr., LONG, 9.25 mos.	Temporary Assignment	6/10/2021	6.55 mos.

**Stipends - Extracurricular**

<b>Name</b>	<b>Authorized Position</b>	<b>Stipend</b>	<b>Level</b>	<b>Effective</b>
Barry, Ed	Special Olympics Co-Coach (Longevity) - SPED	\$1,504.03	3	2020-2021
Boyle, Robert	Weight Room Supervisor - Summer - BHS (.333)	\$1,305.00	3	6/1/21 - 8/6/21
Greiner, Katrina	Club - Prom Advisor - BHS	\$708.00	7	2020-2021
Hancock, Joey	Special Olympics Co-Coach (Longevity) - SPED	\$2,687.36	3	2020-2021
Jessop, Justin	Track - Asst. Coach - GHS	\$3,915.00	3	3/15/21 - 5/31/21
Wesche, Levi	Weight Room Supervisor - Summer - BHS (.333) (Longevity)	\$1,474.65	3	6/1/21 - 8/6/21
Wood, Brent	Fastpitch Softball - Asst. Coach (.75) - GHS	\$2,936.25	3	3/15/21 - 5/31/21
Yates, Tucker	Wrestling - Asst. Coach - GHS	\$3,915.00	3	11/19/20 - 3/14/21

**Bozeman Public Schools  
Human Resources**

June 14, 2021

**REPORT OF ADMINISTRATIVE ACTIONS (con't)**

<b><u>Stipends - Not Extracurricular</u></b>				
<b>Name</b>	<b>Authorized Position</b>	<b>Stipend</b>	<b>Level</b>	<b>Effective</b>
Abbey, Cherre	Cooperating Teacher - LONG	\$250.00		Spring 2021
Alexander, Jean Terese	Cooperating Teacher - WHIT	\$250.00		Spring 2021
Anderson, Mike	Drivers Ed Instructor - ADED (Hrly. Rate)	\$32.00		2021-2022
Barton, Candy	Cooperating Teacher - BHS	\$83.84		Spring 2021
Bauer, Jerry	Drivers Ed Instructor - ADED (Hrly. Rate)	\$32.00		2021-2022
Bauer, Jerry	Completion of 2nd Session of Drivers Ed Instruction (452 hrs. of student instruction) - ADED	\$1,000.00		2020-2021
Berdahl, Kelly	Cooperating Teacher - BHS	\$250.00		Spring 2021
Bradshaw, Cynthia	Cooperating Teacher - EMDI	\$250.00		Spring 2021
Brown, Dan	Cooperating Teacher - BHS	\$250.00		Spring 2021
Catalano, Jessica	Cooperating Teacher - MDLK	\$250.00		Spring 2021
Chandler, Hunter	Cooperating Teacher - GHS	\$160.00		Spring 2021
Cunningham, Gary	Cooperating Teacher - WHIT	\$160.00		Spring 2021
Darbro, Pat	Drivers Ed Instructor - ADED (Hrly. Rate)	\$32.00		2021-2022
Dreessen, Jordon	Drivers Ed Instructor - ADED (Hrly. Rate)	\$32.00		2021-2022
Fraser, Amy	Cooperating Teacher - WHIT	\$250.00		Spring 2021
Gallagher, John	Cooperating Teacher - BHS	\$250.00		Spring 2021
Hardin, Elizabeth	National Board Certification - Teaching - CJMS (Payment from OPI)	\$1,000.00		2020-2021
Hessler, Emily	Gallatin College - 1 Spring 2021 Session(s) - M 105 - BHS	\$500.00		Spring 2021
Hirsch, Tara	National Board Certification - Teaching - HYL T	\$2,000.00		2020-2021
Hood, Amy	Cooperating Teacher - LONG	\$160.00		Spring 2021
Johnson, Amy	Cooperating Teacher - BHS	\$83.84		Spring 2021
Kelly, Shawna	Prepare Workshop Instructor (\$1,000/day) - SAFETi	\$3,000.00		June 14-16, 2021
Koentopp, Nanette	Cooperating Teacher - CJMS	\$250.00		Spring 2021
Koschnick, Christy	Cooperating Teacher - HAWT	\$250.00		Spring 2021
Langin, Jolene	Cooperating Teacher - WHIT	\$250.00		Spring 2021
Lu, Michelle	Technical Crew - Bozeman Night Live	\$400.00		April 2-3, 2021
McCormick, Steve	Drivers Ed Instructor - ADED (Hrly. Rate)	\$32.00		2021-2022
McMahan, Caprice	Food Service Referral Bonus for Robyn Malczyk - HR	\$100.00		5/20/2021
Mehr, Brad	Gallatin College - 1 Fall 2020 Session(s) - CSCI 107 - GHS	\$500.00		Fall 2020
Moellenkamp, Lisa	Cooperating Teacher - BOS	\$90.00		Spring 2021
Montagne, Joslyn	Technical Crew - Bozeman Night Live	\$400.00		April 2-3, 2021
Obstar, Ashley	Cooperating Teacher - GHS	\$250.00		Spring 2021
O'Shea, Christine	Cooperating Teacher - HYL T	\$250.00		Spring 2021
Perry, Dawn	Cooperating Teacher - LONG	\$250.00		Spring 2021
Poeschl, Carl	Cooperating Teacher - BHS	\$250.00		Spring 2021
Poulsen, Dustin	Food Service Referral Bonus for Cean Poulsen - HR	\$100.00		4/12/2021
Rubright, Lisa	Cooperating Teacher - BHS	\$250.00		Spring 2021

**Bozeman Public Schools  
Human Resources**

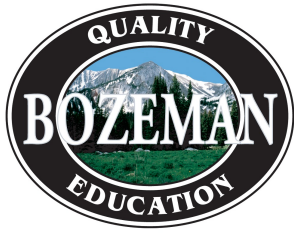
June 14, 2021

**REPORT OF ADMINISTRATIVE ACTIONS (con't)**

**Stipends - Not Extracurricular (con't)**

<b>Name</b>	<b>Authorized Position</b>	<b>Stipend</b>	<b>Level</b>	<b>Effective</b>
Shannon, Knodel	PLTW Training (2 weeks, 8 hrs/day) - GHS	\$2,000.00		6/21/21 - 7/2/21
Shockley, Farrior	Cooperating Teacher - EMDI	\$160.00		Spring 2021
Sigler, Sarah	Gallatin College - 1 Spring 2021 Session(s) - SPNS 101 - GHS	\$100.00		Spring 2021
Sloane, Michelle	Cooperating Teacher - MDLK	\$250.00		Spring 2021
Wallner-Drake, Amy	Cooperating Teacher - BHS	\$90.00		Spring 2021
Wesche, Abbey	Gallatin College - 1 Fall 2020 Session(s) - CSCI 107 - BHS	\$500.00		Fall 2020
Wesche, Abbey	Gallatin College - 1 Spring 2021 Session(s) - ACTG 101 - BHS	\$500.00		Spring 2021





Meeting Date:	June 14, 2021
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.4.2
Originated By:	Mike Waterman
Others Involved:	R.J. Tvedt, Accounting Supervisor Brenda Livingston, District Bookkeeper

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Consider approval of [Financial Reports](#), Warrant Approval, Stale dated Warrant Approval, [New Extracurricular Club](#) and [Donations](#).

**Facts & Discussion:**

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

The Warrant Registers are available in the Business Office and have been sent to the Trustees. May 2021 warrants are as follows: Operational warrants were \$2,085,295.54; net Payroll, taxes and deductions were \$5,584,549.60; Total warrants disbursed for May 2021 were \$7,669,845.14.

Investment of District Funds in accordance with State law as of:	<u>Apr 30, 2021</u>
Gallatin County Investment Pool	\$56,188,792.65
Nonexpendable Endowment (D.A. Davidson)	<u>1,004,157.39</u>
Total District cash and investments	<u>\$ 57,192,950.04</u>

**Fiscal Impact:**

Refer to attached reports

**Superintendent's Recommendation:**

It is recommended the Board of Trustees approve the [Financial Reports](#), Warrants for Approval, Stale dated Warrants for approval, the [New Extracurricular Club](#) and [Donations](#).

**Other Alternatives:**

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



Meeting Date:	June 14, 2021
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.4.3
Originated By:	Mike Waterman, Director of Business Services
Others Involved:	Dr. Marilyn King and Casey Bertram, Interim Co-Superintendents

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Consider Authorization of Federal, State, Foundation and Local Grant Applications and Appoint the District Authorized Representative.

**Facts:**

[District Policy #7270](#) requires Board approval for any grant in excess of \$25,000.

**Superintendent's Recommendation:**

It is recommended that the Board of Trustees approve the submittal of the following grant applications and appoint Mike Waterman as the Authorized Representative:

- 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
- Greater Gallatin United Way kidsLINK
- Title VII Indian Education
- National School Lunch and USDA Commodities
- State gifted and talented funding

**Other Alternatives:**

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

**Discussion:**

Following is a brief discussion of each grant program.

**Elementary and Secondary Education Act (ESEA) Consolidated Application:**

This is the annual portion of the consolidated application for participation in federal programs prescribed under the ESEA, as amended by the "No Child Left Behind Act of 2001" (Public Law 07- 0). The federal programs and associated district entitlements are listed below.

§ Title I Part A of the Elementary and Secondary Education Act of 1965 (ESEA) provides local educational agencies (LEAs, or school districts) with extra resources to help improve instruction in high-poverty schools and ensure that poor

and minority children have the same opportunity as other children to meet challenging State academic standards.  
(Currently \$741,888)

§ The purpose of Title II Part A is to raise student achievement by improving the quality of teachers in the classroom.  
(Currently \$255,936)

§ The purpose of Title III Part A is to ensure that limited English proficient students develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.  
(Currently \$22,188)

§ Title IV, Part A of the Every Student Succeeds Act of 2015 is intended to improve students' academic achievement by increasing the capacity of States, local educational agencies (LEAs), schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. (2020 = \$47,945)

§ Title VI Part A allows for transferability of funds.

The total 2021 allocation was \$740,906.

#### Individuals with Disabilities Education Act (IDEA) Part B:

This federal money is used for special education teacher salaries and the special education department operating budget for pre-K through 12<sup>th</sup> grade. The balance that is not paid by these federal funds is paid from the elementary and high school general funds. The entitlement funds for preschool are based on the child count as of October, 2016. The 2021 allocation was \$1,447,948.

#### Carl Perkins Vocational Grant:

The School District has received funding for over 16 years under the Carl Perkins vocational grant. Vocational Education concentrators at Bozeman High School, Gallatin High School, and Bridger Charter Academy will be identified as required by Perkins IV and will be followed up during the fall following graduation to determine (a) attainment of a secondary diploma or equivalency; (b) placement in further education, training employment, or military service; and (c) completion of programs for non-traditional training and employment. The 2021 allocation was \$97,668.

#### Greater Gallatin United Way kidsLINK:

Greater Gallatin United Way kidsLINK Initiative is a collaboration of community and schools that facilitates the operation of after school programs at district elementary schools. The Greater Gallatin United Way has committed to a funding partnership for these programs, depending on financial needs of individual sites to maintain a break-even operations budget. Greater Gallatin United Way also provides the individual sites with administrative support, professional development, shared curriculum, and evaluation.

#### Title VII Indian Education:

It is the purpose of this grant to support the efforts of the district to meet the unique educational and culturally related academic needs of American Indian students, so that such students can meet the same challenging State student academic achievement standards as all other students are expected to meet. The district's grant award for 2020 was \$11,396.

#### National School Lunch Program (NSLP), USDA Commodities, and Summer Food Program:

The National School Lunch Act (79 P.L. 396, 60 Stat. 230) is a federal law that created the National School Lunch Program (NSLP) to provide low-cost or free school lunch meals to qualified students through subsidies to schools. The program was established in 1946 as a way to prop up food prices by absorbing farm surpluses, while at the same time providing food to school age children.

The majority of the support provided to schools participating in the program comes in the form of a cash reimbursement for each meal served. Schools are also entitled to receive commodity foods and additional commodities, as they are available from surplus agricultural stocks. The annual total varies with the number of qualified meals served and commodities available and ranges around \$600,000 per year. The District currently participates in this program at the elementary level only.



### State Gifted and Talented

The purpose of the State Gifted and Talented program funding is to provide supplemental financial assistance to public school systems to strengthen the quality of elementary and secondary education through support of locally initiated proposals and activities designed to improve educational practices for gifted and talented students. State gifted and talented education grant funds are awarded annually on a noncompetitive basis to systems that have a board-adopted comprehensive plan for the education of high ability/high potential students in the system. Pursuant to Part 9, 20-7-904(b) MCA, grant recipients must match state grant funds; grant proposals must contain "stated needs and measurable objectives designed to meet those needs." The grant program is offered each school year pending legislative funding. The district's grant award for 2020 was \$42,000.



Meeting Date:	June 14, 2021
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.4.4
Originated By:	Mike Waterman, Director of Business Services
Others Involved:	R.J. Tvedt, Accounting Supervisor

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Consider Financial Approvals and Fund Balance Assignments and Commitments.

**Facts:**

In March of 2009, the Governmental Accounting Standards Board (GASB) issued Statement 54, "Fund Balance Reporting and Governmental Fund Type Definitions" (GASB54). This accounting statement is currently in effect for the Bozeman School District. It is designed to establish fund balance classifications that are easier to understand and apply, and its objective is to isolate that portion of fund balance (assets minus liabilities) that is unavailable to finance the following year's budget.

GASB54 applies to fund balances reported in the General Funds, Special Revenue Funds, Debt Service Funds, and Capital Projects Funds. This Statement does not apply to Internal Service Funds (e.g. Self-Insurance and Purchasing funds) or Private-Purpose Trust Funds.

One unique aspect of this statement is the level of governing body involvement that is required to effectively implement it. Two old fund balance classifications have been replaced by five new fund balance classifications, one of which ("Committed") requires action by the District's highest decision-making body, the Board of Trustees.

Fund balances used to be classified by the Bozeman School District as either "reserved" or "unreserved." GASB54 has replaced those classifications with the following hierarchy of five possible classifications:

- Nonspendable Fund Balance includes amounts not in spendable form, such as inventory and prepaid expenditures.
- Restricted Fund Balance includes amounts externally constrained to a specific purpose by their providers (such as State and Federal grant providers, bondholders, and higher levels of government) through grant documents, constitutional provisions or by enabling legislation.
- Committed Fund Balance includes amounts internally constrained for a specific purpose by a government's highest level of decision making authority (Board of Trustees) such as the Student Assistance Funds. Amounts reported as committed cannot be used for any other purpose unless the Board of Trustees takes action to remove or change the constraint. The Board of Trustees is being asked to take action here to commit fund balances in some of the District's Special Revenue Funds.
- Assigned Fund Balance includes amounts the District intends to use for a specific purpose. Intent can be expressed by the Board or by an official or body to which the Board delegates the authority. It is currently being recommended that the Board delegate this authority to the Director of Business Services.

- Unassigned Fund Balance is the residual classification of fund balance – the amounts, if any, remaining after the above classifications are made. Unassigned Fund Balance is only present in the General Funds (positive or negative ending balance) and other Funds that have a negative remaining fund balance.

Although these classifications apply to all of the District's funds, the area of significant potential change in how funds are reported in the District's Financial Statements lies in the area of Special Revenue Funds, and - if these Funds are indeed changed - then the General Fund as well.

The District currently accounts for its Special Revenue Funds separately in the Financial Statements. In order to continue to report these activities separately as Special Revenue Funds - apart from the General Fund - there needs to be either external action taken ("to restrict") or internal action taken ("to commit"). If neither of these actions is taken, then GASB will require that the revenues, expenditures and ending fund balances of these Special Revenue funds be combined and reported in the General Fund for financial reporting purposes. This could potentially distort the ending balance in the General Fund and result in an accounting that did not reflect the activity supported by general tax dollars and general revenues as we have been accustomed to seeing.

Many of the District's Special Revenue Funds are already restricted externally, and therefore do not need to be addressed in this recommendation to the Board. The majority of the Special Revenue Funds that do fall into the category (part or all of their revenue is not externally restricted) that requires a commitment to be made have had their revenue streams previously committed by Board action.

Therefore, it is recommended that the Board of Trustees commit the Special Revenue current fund balances and future revenues of the [attached list](#) of Special Revenue Funds.

#### **Superintendent's Recommendation:**

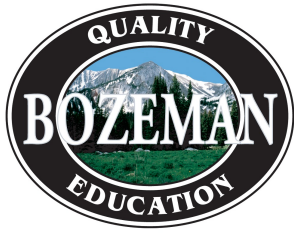
It is recommended that the Board of Trustees:

- Authorize administration to transfer fiscal year 2020-21 cash balances and expenditures between Funds as it deems necessary to ensure the efficient use of school district resources in accordance with Board policy, the Bozeman School District K-12 Multidistrict Agreement, 20-3-363, MCA, and 20-9-208, MCA.
- Assign general fund balances and commit certain special revenue fund balances (pursuant to policy 7515)
- Commit the remaining Special Revenue fund balances (and future revenue streams) as presented

#### **Other Alternatives:**

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





Meeting Date:	June 14, 2021
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.4.5
Originated By:	Mike Waterman, Director of Business Services
Others Involved:	

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Consider Approval of [Policy #3311](#), Firearms and Weapons, Annual Policy Review and Hunter Education Course Exception.

**Facts & Discussion:**

1. District [Policy #3311](#) stipulates: The Bozeman Public Schools prohibit individuals from possessing or carrying weapons on school district property. The trustees of a district may grant persons and entities advance permission to possess, carry, or store a weapon in a school building as per [Montana Code Section 45-8-361 \(3b\)](#). The Board has sole discretion in deciding whether to allow a person to possess, carry, or store a weapon in a school building.
2. Following appropriate facility rental procedures, the Montana Basic Hunter Education Program has requested the use of Chief Joseph Middle School and/or Sacajawea Middle School to conduct their fall 2021 and spring 2022 Hunter Education courses. The courses are taught after school hours. Each course is one week in length.
3. For each session, more than 200 students enroll in the Hunter Education courses taught at District facilities.
4. During the course, only the Hunter Education instructors possess firearms. Each firearm that is brought on school property is properly checked to make sure they are empty, free from live ammunition. In addition, due to changes in policy by Dept. of Fish, Wildlife and Parks, all firearms used in the program are deactivated with their firing pins shortened, removed, or otherwise rendered inoperable. Students enrolled in the course are not permitted to bring firearms.
5. To ensure proper safety precautions, School Resource Officers have previously met with Hunter Education staff. SRO's reviewed the Hunter Education safety protocols as they relate to firearms and weapons.
6. [MCA 20-5-202](#) requires that the Board of Trustees review the Firearms and Weapons policy on an annual basis. As the Board is reviewing this policy in a separate item on this agenda, it is an appropriate time to consider granting an exception for the Bozeman Hunter Education program.

**Fiscal Impact:**

N/A

**Superintendent's Recommendation:**

It is recommended that Trustees review and affirm District [Policy #3311](#) and grant permission for Montana Basic Hunter Education Program instructors to possess or carry weapons without ammunition in a school building as per [Montana Code Section 45-8-361](#) for the 2021-22 school year.

[Double Click to Return to Agenda](#)



<b>Meeting Date:</b>	June 14, 2021
<b>Category:</b>	Action Item - Consent - Both Districts
<b>Agenda Item #:</b>	4.4.6
<b>Originated By:</b>	Casey Bertram, Interim Co-Superintendent
<b>Others Involved:</b>	Ken Hackler, Technology Coordinator; School Principals

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Consider Approval of Annual Technology Purchase.

**Facts & Discussion:**

1. The Technology Levy was approved by voters and is used in part to purchase technology for schools.
2. The District has many older computers/chromebooks that no longer meet the educational needs for which they were purchased.
3. School administrators have prioritized the purchase of replacement and supplemental computers and other technology to the extent possible with available funds.
4. Principals work closely with the Technology Department to meet the technology needs in their school. There are differences in the amount allotted for each school because of differences in quantities and age of technology available to students and staff in each school. With the annual purchase we try to equalize those differences as much as possible.
5. District procurement policies and State law will be followed for the purchases.
6. Apple Computer is a sole source vendor and therefore bids will not be done for the Apple computers.

**Fiscal Impact:**

Up to \$475,000 High School/Elementary Tech Fund and/or interlocal agreement funds.

**Superintendent's Recommendation:**

It is recommended that Trustees approve the purchase of technology equipment per the [summary](#) for a total of up to \$475,000.



<b>Meeting Date:</b>	June 14, 2021
<b>Category:</b>	Action Item - Consent - Elementary District
<b>Agenda Item #:</b>	4.5.1
<b>Originated By:</b>	Mike Waterman, Director of Business Services
<b>Others Involved:</b>	Marilyn King and Casey Bertram, Interim Co-Superintendents

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Consider Approval to open [Bozeman Online Charter School for the 2021-22 School Year](#)

**Facts & Discussion:**

1. In May, 2021, the application to open the Bozeman Online Charter School (BOCS) was approved by the Board of Public Ed.
2. 20-6-502, MCA requires Districts seeking to open a new elementary school to approve a parent-initiated petition to open the school. This law further requires the District forward resolution, petition, and required forms to the County Superintendent of Schools, County Commissioners, and ultimately the Office of Public Instruction (OPI).
3. 20-6-502, MCA allows Districts opening a new elementary school to work with the County Superintendent to estimate the probable ANB. That estimated ANB will be used to determine the General Fund budget limits for the ensuing fiscal year.
4. Based on our enrollment projections, the District will recommend the County Superintendent estimate Bozeman Elementary's fiscal year 2021-22 ANB as follows:

	<u>Additional enrollment</u>	<u>Total FY2021-22 ANB</u>
K:	5	6
<u>1-6:</u>	<u>54</u>	<u>57</u>
K-6 (E1) Total	57	63
7-8 (M1) Total	25	26

5. These documents and ANB estimates are due to OPI by June 1. No additional funding is available for these students.

**Fiscal Impact:**

N/A

**Superintendent's Recommendation:**

It is recommended the Board adopt a resolution:

- WHEREAS: Bozeman Elementary received a properly executed petition to open the Bozeman Online Charter School; and
- WHEREAS: The District does intend to open a K-8 school at that location for the 2021-2022 school year; and
- WHEREAS: District enrollment projections indicate probable K-6 and 7-8 ANB at 63 and 26 respectively;
- THEREFORE: Be it resolved that the Board of Trustees approve the Petition to Open a New Elementary School.

BE IT FURTHER RESOLVED that the Board of Trustees directs District administration to forward the necessary documents to the County Superintendent of Schools, County Commissioners, and the Office of Public Instruction.

**Other Alternatives:**

1. Do not approve the petition.
2. Approve the petition, but submit a different ANB estimate.





Meeting Date:	June 14, 2021
Category:	Action Item - Consent - Elementary District
Agenda Item #:	4.5.2
Originated By:	Casey Bertram, Interim Co-Superintendent
Others Involved:	Middle School Principals

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Consider Middle School Math Adoption and Purchase of enVision Math as Primary Core Resource

**Facts/Discussion:**

1. Rachel Marker (TOSA), Gordon Grissom, and Patrick McClellan facilitated a formal vetting process for middle school math materials during the 2020-2021 school year. The process included math teachers from both middle schools.
2. In previous years an informal “adoption” of *OpenUp* as a core resource was explored by middle school math teachers as well as the rollout of a [best practices document](#).
3. The District, consistent with Board policy/procedure, went through a formal vetting process ([detailed here](#)) with the goal being Board approval and purchase of a new core math resource to replace CMP-3.
4. Four resources were formally vetted by first using a “gate” of only looking at resources that scored highly on national rubric services like [edreports.org](#), and then a District committee participated in vendor presentations and completed rubrics rating the programs on a variety of criteria.
5. The group did not reach consensus on a particular resource, however, the majority of participants in the process across the two middle schools preferred *enVision* Math as the resource they would like to proceed with.
6. While the lack of complete consensus is challenging, the process needs to move forward as the current CMP-3 resource is not fully meeting the needs of teachers, students, or the District as we tackle a known achievement gap.
7. The Middle Schools intend to provide training specific to *enVision* Math, as well as training tied to the best practices for middle school mathematics instruction. It is the pedagogy and expertise of our teachers and teacher teams that truly make the difference. Long-term commitment to professional learning, responsive instruction tied to best practices, fidelity to standards and consistency in approach, and analysis of common assessments will all be important in moving forward with middle school mathematics instruction.

**Fiscal Impact:**

Initial quotes based upon current enrollment for three years of implementation is \$144,966.65 which includes upfront materials purchases, licensing and consumables for three years of implementation, and professional development. This purchase will be paid with the elementary general fund. Final budget amount will be based upon enrollment at the time of purchase.

**Superintendent’s Recommendation:**

Approve Middle School Math Adoption and Purchase of enVision Math As Primary Core Resource.

**Other Alternatives:**

1. Do not approve Middle School Math Adoption and Purchase of enVision Math As Primary Core Resource



Meeting Date:	June 14, 2021
Category:	Discussion
Agenda Item #:	5.1.1
Originated By:	Marilyn King and Casey Bertram, Interim Co-Superintendents
Others Involved:	Equity Leadership Committee

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Committee Update - Equity Advisory Committee

**Facts & Discussion:**

1. The following draft work plan has been developed for the Equity Leadership Committee.
  - i. Phase I - Data Review (May - June)
    1. Gather and compile school and district level data
    2. Conduct analysis to understand context and trends
  - ii. Phase 2 - Stakeholder Input (May - June)
    1. Conduct interviews/focus groups with various stakeholder groups, including student, staff, families, and community partners
    2. Create video that highlights a variety of stakeholders
  - iii. Phase 3 - Report Findings (July - September) - Make sense of data
    1. Make sense of data (August)
    2. Report findings to board/public (September)
  - iv. Phase 4 - Begin Goal Work
    1. Create draft goals
    2. Share vision/mission; draft goals
    3. Present vision/mission; draft goals to Board/Public Comment (Oct board meeting)
2. After board discussion and public comment of report findings, work will begin on draft goals which will be presented to the Board. Committees/work groups will be created to address the various goals and create action plans. This will allow for additional interested stakeholders to become involved. There will be an application process.



<b>Meeting Date:</b>	June 14, 2021
<b>Category:</b>	Discussion
<b>Agenda Item #:</b>	5.1.2
<b>Originated By:</b>	Marilyn King and Casey Bertram, Interim Co-Superintendents
<b>Others Involved:</b>	SIRI Committee Members

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Committee Update - Student Inclusion and Resiliency Initiative (SIRI)

**Facts & Discussion:**

The SIRI Committee was developed based on District Policy #3610 - Programs for At-Risk/Disadvantaged Students. During the 2020-21 school year, the SIRI committee met four times. Vision, mission, and goal/envisioned future statements were developed. Additionally, a process for resource mapping was created. Resource mapping will be the work of each school during the 2021-22 school year.

**Vision:**

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

**Mission**

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

**MTSS Goal Statement/Envisioned Future Statement:**

The Bozeman Public Schools provide a PK-12 district-wide, general education process that systematically identifies individual student needs, provides high quality, research-informed universal instruction and interventions, and monitors student progress through data driven systems. Adjustments to instruction and interventions are based on students' performance and rate of success. MTSS provides high-quality, standards-based instruction and intervention that is matched to students' academic, social and behavioral needs.

By June, 2022, MTSS in the Bozeman Public Schools shall include:

- A completed resource map for each school that includes personnel, facilities, curriculum and intervention, time allocation and requirements, additional resources, and schoolwide data
- A common understanding of MTSS that goes beyond pathways to single-student interventions or special education pre-referral
- A systemic, consistent MTSS process spanning K-12
- A commitment and process to regularly and continuously monitor for and respond to "implementation drift" with a philosophy of "core plus intervention" instead of "core replacement"
- Tier 1 core instruction is built with the principles and guidelines of Universal Design for Learning that provides an integrated structure of student supports allowing every student access to high-quality resources and engaging curriculum, as well as the use of common assessments to discontinue the practice of tracking.

- An efficient and effective data system, including early warning system drop-out prevention indicators, that accesses and uses a wide variety of student data as well as matching resources to support individual student needs
- The use of evidence based progress monitoring tools, interventions, and curriculum

### *Introduction*

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

### *Promoting a Culture of Equity*

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

### *Essential Components of MTSS in the Bozeman Public Schools*

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





Meeting Date:	June 14, 2021
Category:	Discussion
Agenda Item #:	5.2.1
Originated By:	Marilyn King and Casey Bertram, Interim Co-Superintendents
Others Involved:	Montana School Board Association

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Discuss Revisions to Policy 3610, new procedure 3610P - Programs for At-Risk/Disadvantaged Students; and 3210P - Equal Education and Non-Discrimination

**Discussion:**

1. District Policy #3610, Programs for At-Risk/Disadvantaged Students was adopted October 12, 2020. The adoption of this policy necessitated the formation of the Student Inclusion and Resiliency Initiative (SIRI) Committee, made up of district and school staff, students and parents/community members. The committee is charged with ensuring all our students graduate and are prepared for a pathway of post-secondary success of their choosing. Part of that work is overseeing the development of a robust early warning system with associated support mechanisms for students.
2. Equity work is underway in the district, focusing on the achievement gap for many of our student groups.
3. Current wording of District Procedure #3210P, Equal Education and Non-Discrimination, does not include all protected groups.
4. The intent of the Student Inclusion and Resiliency Initiative (SIRI) work overlaps with the intent of the equity work.
5. Both SIRI and equity focus on making our schools and school experiences safe, welcoming and inclusive and successful for all students.
6. After discussing with MTBSA, it is proposed that the title of District Policy #3610 be revised from Programs for At-Risk/Disadvantaged Students to Student Equity, Opportunity, Achievement and Success.
7. It is further proposed that a new procedure, 3610P, be created. This new procedure provides definitions for equity and Multi-Tiered Systems of Support (MTSS) and describes SIRI and equity work. Additionally, the procedure includes a decision making filter supportive of student equity, opportunity, achievement and success.
8. Regarding District Procedure #3210P, it is proposed that all protected groups be added to the verbiage in order to ensure a safe, welcoming, inclusive learning environment for all students.
9. These revisions will appear on the June 28, 2021 Consent Agenda for final consideration and approval.

## STUDENTS

3210P

### Equal Education and Non-Discrimination

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

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

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

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

4. Portions of classes which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.
5. The school district will not discriminate against any person on the basis of ~~sex~~ ***race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability, economic or social condition, actual or potential marital or parental status, gender, or sexual orientation*** in the counseling or guidance of students. Where the school district finds a particular class contains a substantially disproportionate number of individuals of one ~~sex~~ ***race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or***

*mental handicap or disability, economic or social condition, actual or potential marital or parental status, gender, or sexual orientation*, it will take steps necessary to assure that such disproportion is not the result of discrimination in counseling.

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

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

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

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

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

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

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

##### I. Definitions

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

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

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

amended, Equal Pay Act of 1963, Section 504 of The Rehabilitation Act of 1973, The Constitution of the State of Montana, The Montana Human Rights Act, The Montana Code of Governmental Fair Practices, and implementing federal and state rules and regulations.

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

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

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



H. Students who file a complaint should normally continue to follow the directives of teachers, principals, and other appropriate staff during the appeal process to avoid legitimate disciplinary action based on insubordination.

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

Policy History:

Adopted on: 01/02/1992

Reviewed on:

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

## STUDENTS

3610

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

#### Overview

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

*The District is committed to:*

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

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

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

#### Accountability

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

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

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

#### At-Risk Students

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

#### Programs and District Plan

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

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

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

~~The District plan may also:~~

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

#### Policy History:

Adopted on: 10/12/2020

Reviewed on:

Revised on:

*Student Equity, Opportunity, Achievement and Success*

*Definitions*

*Equity*

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

*Multi-Tiered System of Supports (MTSS)*

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

*Promoting a Culture of Equity*

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

*Essential Components of MTSS in the Bozeman Public Schools*

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

*Student Inclusion and Resiliency Initiative*

*The Student Inclusion and Resiliency Initiative (SIRI) will meet on a regular basis and focus on pathways to graduation from a district-lens so that individual schools can best support students. The Committee will emphasize a comprehensive team approach that includes the Superintendent or designee, principal, parent/guardian, teacher, student, community service provider, business representative, or others.*



### *Committee Vision:*

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

### *Committee Mission:*

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

### *BSD7 Equity Advisory Committee*

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

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

### *Committee Vision and Mission:*

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

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

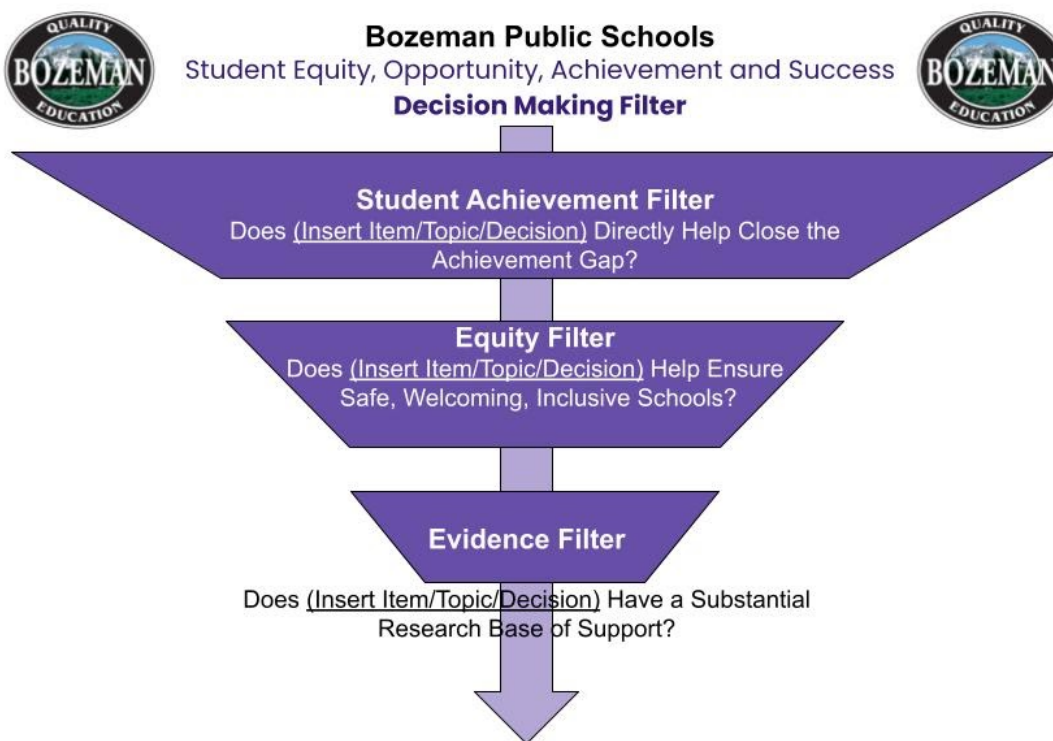
- 1. Operationalize what equity means for BSD7 and its staff, families and students.*
  - a. Equity is not intended to create winners and losers*
  - b. Equity is intended to ensure that all students experience a safe, welcoming, inclusive, and successful school experience.*
- 2. Engage in courageous conversations throughout the District.*

3. *Establish the framework to transform BSD7 into a leading educational system that addresses the opportunity and achievement gaps for all students.*
4. *Eliminate disparities and inequitable practices and implement inclusive practices.*
5. *Honor individuality and guarantee respectful treatment for all individuals.*
6. *Ensure consistently high expectations for all student groups.*

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

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

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



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



Meeting Date:	June 14, 2021
Category:	Discussion
Agenda Item #:	5.2.2
Originated By:	Casey Bertram, Interim Co-Superintendent
Others Involved:	Dr. Marilyn King, Interim Co-Superintendent

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Discuss Revisions to Policy 6143: Leadership Compensation Plan

**Facts & Discussion:**

1. Interim Co-Superintendents, Executive Cabinet, and Board Leadership have had ongoing discussions about the District Organizational Chart and the best path moving forward with the retirement of Mr. Steve Johnson, Deputy Superintendent Operations.
2. The attached [draft organizational chart](#) and draft revisions to Policy 6143: Leadership Compensation Plan include the following changes:
  - Adding Executive Director Business and Operations/District Clerk to Policy 6143
  - Changing Mr. Mike Waterman's role from Director of Business Services/District Clerk to Executive Director Business and Operations/District Clerk to reflect the draft organization chart, the scope of his position, and the needs of the District.
  - Adjust the titles in Policy 6143 for Director of MHSA Activities, Director of Fine Arts and Student Programs, and Director of Special Education and Student Health to accurately reflect the draft organizational chart and the scope of those current positions.
  - Adjust language in the compensation section in Policy 6143 for Superintendent and Deputy Superintendents to accurately reflect the draft organizational chart.
3. These revisions will appear on the June 28, 2021 Consent Agenda for final consideration and approval.

**Fiscal Impact:**

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

## ADMINISTRATION

Leadership Compensation Plan

## SALARY INDEX SYSTEM FOR LEADERSHIP TEAM MEMBERS

Base for current year - Largest of:

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

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

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

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

.01 for each year to a maximum of 10 years

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

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

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

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

Work Year Factor

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

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



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

#### Special Assignment Factor

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

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

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

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

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

Adopted: 9/22/86

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



Meeting Date:	June 14, 2021
Category:	Action Item - Singular - Both Districts
Agenda Item #:	6.1.1
Originated By:	Casey Bertram, Interim Co-Superintendent Dr. Marilyn King, Interim Co-Superintendent
Others Involved:	Pat Strauss, Director of Human Resources

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Consider Approval of 2021-2023 Administrative Compensation Amounts

**Facts:**

1. Trustees have used District Policy #6143 and #6143P to set most administrators' salary amounts since 1986. Trustees set the base amount in 6143P, which drives the salary amount for individual administrative positions based on position, previous experience, education and work year factors. According to the policy, compensation for the Deputy Superintendents will be decided by the Board on a yearly basis.
2. The base salary increases for the 2021-22 and 2022-23 school years are 2.5% and 1.5% for certified employees. These base salary increases result in an approximate 4.51% and 3.41% overall increase due to anticipated increases in the District's contribution to insurance benefits and advancement on the salary schedule.
3. The base salary increases for the 2021-22 and 2022-23 school years are approximately 3% and 3% for classified employees. These base salary increases and other approved base pay adjustments result in an approximate 6.13% and 5.33% overall increase due to anticipated increases in the District's contribution to insurance benefits and advancement on the salary schedule.

**Discussion:**

The cost of this proposed compensation increase will largely be offset by turnover and one-year position assignments in 2021-22. In total, the year-over-year cost increases for administrative compensation are estimated to be \$37,407 (1.0%) and \$88,840 (2.4%) in 2021-22 and 2022-23, respectively. These increases include advancement of years of service and education level for a portion of the administrative employees. The recommended 2% increase on the base for both years is equal to the two-year total provided to certified employees.

**Superintendent's Recommendation:**

It is recommended that the Board of Trustees set a base amount of \$76,350 (2% increase) for 2021-22 and \$77,877 (2% increase) for 2022-23 in accordance with Policy 6143P. In addition, it is recommended that the Board likewise approve 2% base increases for 2021-22 and 2022-23 to the Deputy Superintendents' salaries.

**Other Alternatives:**

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

## ADMINISTRATION

Leadership Compensation Plan

For the purposes of Policy #6143, the base for the current year is calculated using the following:

- a. 60% of the previous year's average high school principal's salary in the "AA" districts in Montana:  
**2020/21 - \$68,114**
- b. Dollar amount set by Board of Trustees: ~~2019-20 - \$73,027; 2020/21 - \$74,853~~  
**2021/22 - \$76,350; 2022/23 - \$77,877**

For the purposes of Policy #6143, amount set by the Board of Trustees for additional compensation: 2015/16 through present – 13.5% of salary

Revised 5/19/94, 5/31/95, 3/27/96, 5/27/97, 6/8/98, 8/9/99, 4/10/00, 6/11/01, 6/10/02, 7/14/03, 6/14/04, 5/23/05, 7/24/06, 5/8/08, 8/20/08, 7/12/10, 6/13/11, 12/10/13, 6/9/14, 5/22/15, 6/12/17, 5/29/19, **6/14/21**



Meeting Date:	June 14, 2021
Category:	Action Item - Singular - Both Districts
Agenda Item #:	6.1.2
Originated By:	Casey Bertram, Interim Co-Superintendent Dr. Marilyn King, Interim Co-Superintendent
Others Involved:	Executive Cabinet

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Consider Approval of [Safe Return to School and Continuity of Services Plan Document](#)

**Facts:**

1. Three rounds of the Elementary and Secondary School Emergency Relief (ESSER) Funds have been authorized by Congress in response to the COVID-19 pandemic. These emergency funds were appropriated to address the past, ongoing, and future impacts of COVID-19. The Montana Legislature passed appropriations authority for a portion of ESSER II and ESSER III funds not directly distributed to local school districts.
2. School districts that intend to access these funds must either develop a plan or must have adopted a plan prior to the enactment of ARP (March 11, 2021) about school re-opening. The plan:
  - a. Must include how it will maintain the health and safety of students, educators, and other staff, the extent to which it has adopted policies, and a description of any such policies on each of the CDC's safety recommendations including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.
  - b. Must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and food services.
  - c. Requires public input and review at least every 6 months.
3. An approved plan must be made available on the District website by June 21, 2021.

**Discussion:**

Safe return to school and continuity of services has been an ongoing discussion with our District Trustees, staff, and community since the pandemic started. The proposed plan recaps those steps and policies. Although it is intended to be a working document, no changes to current protocols are currently being recommended as a part of this action item.

**Superintendent's Recommendation:**

It is recommended that the Board of Trustees approve the [Safe Return to School and Continuity of Services Plan Document](#) as proposed.

**Other Alternatives:**

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





Meeting Date:	June 14, 2021
Category:	Action Item - Singular - Both Districts
Agenda Item #:	6.1.3
Originated By:	Marilyn King and Casey Bertram, Interim Co-Superintendents
Others Involved:	Montana School Boards Association; Lynda White, BSD7 District Attorney

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Consider Approval of Revisions to Policies 3310 - Student Discipline; 3311 - Firearms and Other Weapons; 4315 - Visitor and Spectator Conduct; 4332 - Conduct on School Property; and 5223 - Personal Conduct

**Background:**

The Montana Legislature has passed, and the Governor has approved HB 102 that affects policies related to weapons.

**Facts:**

1. HB 102 was legislation addressing the presence of firearms at educational facilities. The policy updates recognize the local control and authority of each school board of trustees to supervise the schools in the school district while complying with the legislation.
2. Regulation of Weapons in School Buildings - HB 102 and LR-130 did not amend Section 45-8-361, MCA, which states, "A person commits the offense of possession of a weapon in a school building if the person purposely and knowingly possesses, carries, or stores a weapon in a school building." This statute is referenced in HB 102 and outlines the authority of a board of trustees to govern the presence of weapons in school buildings. Further, the statute gives local boards of trustees the authority to authorize the possession or storage of a firearm or weapon in a school building. This statute remains in effect and is consistent with Article X, Section 8, of the Montana Constitution which authorizes school boards of trustees to exercise supervision and control over the schools in each district as provided by law.

**Fiscal Impact:**

N/A

**Superintendent's Recommendation:**

The Superintendents recommend that the Board of Trustees approve the presented policy revisions.

**Other Alternatives:**

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

Existing Policy	Status	Name	Notes
3310	Required	Student Discipline	Add language that specifies “firearm”
3311	Required	Firearms and Other Weapons	<p>Regulation of Firearms: Students - With regard to enrolled students in public school districts, HB 102 and LR-130 did not amend Section 20-5-202, MCA, which states:</p> <p>(2) (a) The trustees of a district shall adopt a policy for the expulsion of a student who is determined to have brought a firearm, as defined in 18 U.S.C. 921, to school and for referring the matter to the appropriate local law enforcement agency. A student who is determined to have brought a firearm to school under this subsection must be expelled from school for a period of not less than 1 year, except that the trustees may authorize the school administration to modify the requirement for expulsion of a student on a case-by-case basis. The trustees shall annually review the district's weapons policy and any policy adopted under this subsection (2)(a) and update the policies as determined necessary by the trustees based on changing circumstances pertaining to school safety.</p> <p>This statute prohibits students from bringing a firearm "to school." This statute is not limited to "school buildings" like the statutes in Title 45. So, to further analyze what it means to bring a firearm to school, a review of Section 20-5-201, MCA, is required. This statute states students "shall comply with the policies of the trustees and rules of the school" and are under the control and authority of the teachers, principal, and district superintendent when the student "is in school or on school premises, on the way to and from school, or during intermission or recess."</p> <p>This statute is consistent with MTSBA Model Policy 3311 – Firearms and Weapons. Policy 3311 prohibits students from possessing "a firearm at, any setting that is under the control and supervision of the school district." The policy also prohibits students from possessing other weapons on school property. While HB 102 and LR-130 did not affect this policy, MTSBA has updated Model Policy 3311 to clarify the authority of a school district to discipline a student for possessing a firearm or weapon as outlined in the policy.</p>
4315	Required	Visitor and Spectator Conduct	Policy 4315 – Visitor and Spectator Conduct has been updated to refer to the update in Policy 4332.

4332	Required	Conduct on School Property	<p>Policy 4332 – Conduct on School Property is revised to allow the district to comply with HB 102 and LR-130 in a manner consistent with the Montana Constitution and Section 45-8-361, MCA. The policy revision provides for an expanded definition of “school building” to not only include indoor structures enclosed by walls and a roof but also those outdoor facilities that may be used by people such as stadiums and bleachers which are leased or owned by a school district and meet the Montana Building and Construction Standards definition of building. This expanded definition prohibits the possession of firearms or weapons in all of these types of buildings. Additionally, there are different rules for students and staff related to firearms as outlined in Policies 3311 and 5223. The purpose of Policy 4332 is to govern visitor conduct as to comply with the recent changes to state law. This is clarified in the first paragraph.</p>
5223	Required	Personal Conduct	<p>To further address HB 102, MTSBA has updated Model Policy 5223 – Personal Conduct to clarify the definition of building as it relates to the authority of the school district to govern an employee’s ability to possess or carry a weapon or firearm in a school building. The authority to govern employee conduct is addressed in Policy 5121 – Applicability of Personnel Policies. Further, ARM 10.55.701(2)(d) requires boards to adopt policies delineating the responsibilities of staff in the district. Finally, an employment contract will bind a staff member to the policies of the district.</p>

## STUDENTS

3310

Student Discipline

The Board grants authority to a teacher or principal to hold a student to strict accountability for disorderly conduct in *a school building, on property owned or leased by a school district, on a school bus*, on the way to or from school, or during intermission or recess.

Disciplinary action may be taken against any student guilty of gross disobedience or misconduct, including but not limited to instances set forth below:

- Using, possessing, distributing, purchasing, or selling tobacco products, and alternative nicotine and vapor products as defined in 16-11-302, MCA.
- Using, possessing, distributing, purchasing, or selling alcoholic beverages, including powdered alcohol. Students who may be under the influence of alcohol will not be permitted to attend school functions and will be treated as though they had alcohol in their possession.
- Using, possessing, distributing, purchasing, or selling drug paraphernalia, illegal drugs, controlled substances, or any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including but not limited to Spice and K2. Students who may be under the influence of such substances will not be permitted to attend school functions and will be treated as though they had drugs in their possession.
- Using, possessing, controlling, or transferring a **firearm or other** weapon in violation of the ~~“Possession of Weapons other than Firearms”~~ section in Policy 3311.
- Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon as referred to in policy 3311.
- Disobeying directives from staff members or school officials or disobeying rules and regulations governing student conduct.
- Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct.
- Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's property.
- Engaging in any activity that constitutes an interference with school purposes or an educational function or any other disruptive activity.
- Unexcused absenteeism. Truancy statutes and Board policy will be utilized for chronic and habitual truants.
- Intimidation, harassment, sexual harassment, sexual misconduct, hazing or bullying; or retaliation against any person who alleged misconduct under Policy 3225 or 3226 or participated in an investigation into alleged misconduct under Policy 3225 or 3226.
- Defaces or damages any school building, school grounds, furniture, equipment, or book belonging to the district.
- Forging any signature or making any false entry or attempting to authorize any document used or intended to be used in connection with the operation of a school.



- Violating a “no contact agreement” or violating court orders including restraining orders obtained by other students or staff.

These grounds stated above for disciplinary action apply whenever a student’s conduct is reasonably related to school or school activities, including but not limited to the circumstances set forth below:

- On school grounds before, during, or after school hours or at any other time when school is being used by a school group.
- Off school grounds at a school-sponsored activity or event or any activity or event that bears a reasonable relationship to school.
- Travel to and from school or a school activity, function, or event.
- Anywhere conduct may reasonably be considered to be a threat or an attempted intimidation of bullying of a staff member or student, or an interference with school purposes or an educational function.

### Disciplinary Measures

Disciplinary measures include but are not limited to:

- Expulsion
- Suspension
- Detention, including Saturday school
- Clean-up duty
- Loss of student privileges
- Loss of bus privileges
- Notification to juvenile authorities and/or police
- Restitution for damages to school property

No District employee or person engaged by the District may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include reasonable force District personnel are permitted to use as needed to maintain safety for other students, school personnel, or other persons or for the purpose of self-defense.

### Non-Disciplinary Measures

The Superintendent or designee is authorized to assign a student to non-disciplinary offsite instruction pending the results of an investigation or for reasons related to the safety or well-being of students and staff. During the period of non-disciplinary offsite instruction, the student will be permitted to complete all assigned schoolwork for full credit. The assignment of non-disciplinary offsite instruction does not preclude the Superintendent or designee from disciplining a student who has, after investigation, been found to have violated a School District policy, rule, or handbook provision.

### Delegation of Authority

The Board grants authority to any teacher and to any other school personnel to impose on students under their charge any disciplinary measure, other than suspension or expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with policies and rules on student discipline. The Board authorizes teachers to remove students from classrooms for disruptive behavior.

Cross Reference: 3300 Suspension and Expulsion  
3226 Bullying, Harassment  
5015 Bullying, Harassment

Legal Reference:	§ 16-11-302(1)(7), MCA	Definitions
	§ 20-4-302, MCA	Discipline and punishment of pupils – definition of corporal punishment – penalty – defense
	§ 20-5-202, MCA	Suspension and expulsion
	§ 45-8-361, MCA	Possession or allowing possession of weapon in school building – exceptions – penalties – seizure and forfeiture or return authorized – definitions
	§ 45-5-637, MCA	Possession or consumption of tobacco products, alternative nicotine products, or vapor products by persons under 18 years of age is prohibited – unlawful attempt to purchase - penalties
	29 U.S.C. § 701	Rehabilitation Act of 1973

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on: 07/11/2005, 03/28/2011, 08/10/2015, 12/10/2018; 10/12/2020

## STUDENTS

3311

## FIREARMS AND WEAPONS

Firearms

~~For the purposes of the firearms section of this policy, the term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device pursuant to 18 U.S.C. 921 (4). Such term does not include an antique firearm pursuant to 18 U.S.C. 921 (16).~~

It is the policy of the Bozeman Public Schools District to comply with the federal Gun Free Schools Act of 1994 and ~~Section state law~~ 20-5-202 (2), MCA, pertaining to students who bring a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district.

**The District does not allow students to possess firearms on District property or at any setting that is under the control and supervision of the District.** In accordance with 20-5-202 (3), MCA, a teacher, superintendent, or a principal shall suspend immediately for good cause a student who is determined to have brought a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district. In accordance with Montana law, a student who is determined to have brought a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district must be expelled from school for a period of not less than 1 year.

**For the purposes of the firearms section of this policy, the term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device pursuant to 18 U.S.C. 921 (4). Such term does not include an antique firearm pursuant to 18 U.S.C. 921 (16).**

However, the Board of Trustees through this policy authorizes the Superintendent, or principal of a school without a Superintendent, to use his/her discretion on a case-by-case basis and modify the requirement of expulsion of a student if he/she deems such modification to be warranted under the circumstances.

A decision to change the placement of a student with a disability who has been expelled pursuant to this section must be made in accordance with the Individuals with Disabilities Education Act.

**Possession of Weapons other than Firearms**

The District does not allow ***students to possess other*** weapons on ~~school~~ ***District*** property ***or at any setting that is under the control and supervision of the District.*** Any student found to have possessed, used or transferred a weapon on school property will be subject to discipline in accordance with the District’s discipline policy. For purposes of this section, “weapon” means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury, including but not limited to air guns; pellet guns; BB guns; fake (facsimile) weapons; all knives; blades; clubs; metal knuckles; nunchucks (also known as nunchucks); throwing

stars; explosives; fireworks; mace or other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

No ~~person~~ **student** shall possess, use, or distribute any object, device, or instrument having the appearance of a weapon, and such objects, devices, or instruments shall be treated as weapons, including but not limited to weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.) to inflict bodily harm and/or intimidate, and such use will be treated as the possession and use of a weapon.

#### **Definitions, Exceptions and Referral to Law Enforcement**

**The District may refer to law enforcement for immediate prosecution any student who possesses, carries, or stores a weapon in a school building as specified in Section 45-8-361, MCA. In addition the District will refer for possible prosecution a parent or guardian of any minor violating this policy on grounds of allowing a minor to possess, carry, or store a weapon in a school building. For the purposes of this section of the policy, "school property" means within school buildings, in vehicles used for school purposes, or on owned or leased school land or grounds. "Building" specifically means a combination of any materials, whether mobile, portable, or fixed, to form a structure and the related facilities for the use or occupancy by persons or property owned or leased by a local school district that are used for instruction or for student activities as specified in Section 50-60-101(2), MCA and Section 45-8-361, MCA. The term is construed as though followed by the words "or part or parts of a building" and is considered to include all stadiums, bleachers, and other similar outdoor facilities, whether temporary or permanently fixed.**

~~The District may refer to law enforcement for immediate prosecution any person who possesses, carries, or stores a weapon in a school building, and the District may take disciplinary action as well in the case of a student. In addition the District will refer for possible prosecution a parent or guardian of any minor violating this policy on grounds of allowing a minor to possess, carry, or store a weapon in a school building. (45-8-361 (1) (2))~~

~~For the purposes of this section only, "school building" means all buildings owned or leased by a local school district that are used for instruction or for student activities. (45-8-361 (5a))~~

~~The Board may grant persons and entities advance permission to possess, carry, or store a weapon in a school building. All persons who wish to possess, carry, or store a weapon in a school building must request permission of the Board at a regular meeting. The Board has sole discretion in deciding whether to allow a person to possess, carry, or store a weapon in a school building. (45-8-361 (3b))~~

~~This policy section does not apply to **sworn** law enforcement officers acting in his or her the officer's official capacity or an individual previously authorized by the Board of Trustees to possess a firearm or weapon in a school building. (45-8-361 (3a))~~

~~In accordance with 45-8-361, MCA, the Board recognizes that tools which fit the definition of a "weapon" are useful and necessary in certain educational settings. Examples include knives used in cooking classrooms, explosive gases used for welding lessons and tools used in art classes. The Board grants permission for the possession, use, and storage of these tools in school buildings to the extent that they are:~~



- ~~1. Used in conjunction with approved instructional programs and curriculum;~~
- ~~2. Necessary components of the lesson;~~
- ~~3. Used only under the supervision of the appropriate instructor, and~~
- ~~4. Securely stored when not in classroom use.~~

The ~~trustees~~ **Board of Trustees** shall annually review this policy and update this policy as determined necessary by the trustees based on changing circumstances pertaining to school safety.

Cross Reference:	3310	Student Discipline
	4332	Conduct of School Property

Legal Reference:	§ 20-5-202, MCA	Suspension and expulsion
	§ 45-8-361, MCA	Possession or allowing possession of a weapon in a school building
	20 U.S.C. § 7151, et seq.	Gun Free Schools Act of 1994
	18 U.S.C. § 921	Definitions
	NCLB, Section 4141	Gun Free Requirements

Policy History:

Adopted on: 11/14/1994

Reviewed on:

Revised on: 09/14/1998, 06/11/2007, 02/23/2009, 03/28/2011, 09/09/2013, 04/26/2016; 10/12/2020

## COMMUNITY RELATIONS

4315

Visitor and Spectator Conduct

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

- Using vulgar or obscene language or gestures;
- Possessing or being under the influence of any alcoholic beverage or illegal substance;
- Possessing a weapon **or firearm in violation of Policy 4332;**
- Fighting or otherwise striking or threatening another person;
- Failing to obey instructions of a security officer or District employee; and
- Engaging in any illegal or disruptive activity.
- Other violations of District Policy.

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

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

Cross Reference: 4301 Visitors to School

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

Policy History

Adopted on: 11/19/2020

Reviewed on:

Revised on:

Conduct on School Property

~~In addition to prohibitions stated in other District policies, no person on school property shall:~~

*District students are prohibited from possessing firearms and other weapons in accordance with District Policy 3311. District employees are prohibited from possessing firearms and other weapons in accordance with District Policy 5223. In addition to prohibitions stated in other District policies, visitors to the school not covered by Policies 3311 and 5223 shall not:*

1. Injure or threaten to injure another person;
2. Damage another's property or that of the District;
3. Violate any provision of the criminal law of the state of Montana or town or county ordinance;
4. Smoke or otherwise use tobacco or nicotine products, and alternative nicotine and vapor products as defined in 16-11-302, MCA, or other similar products;
5. Consume, possess, or distribute alcoholic beverages, illegal drugs, or possess weapons (as defined in Policy 3310/3311) at any time;
6. ~~Possess or carry weapons on school district property. This prohibition is adopted in accordance with the Gun-Free School Zone Act and Montana Code Section 45-8-361. This prohibition does not apply to law enforcement officers acting in his or her official capacity or any other exemptions allowed by the Board of Trustees under Policy #3311.~~
7. Impede, delay, or otherwise interfere with the orderly conduct of the District's educational program or any other activity occurring on school property;
8. **Possess a non-firearm weapon as defined in this policy;**
9. Enter upon any portion of school premises at any time for purposes other than those which are lawful and authorized by the Board; or
10. Violate other District rules and regulations.

~~"School property" means within school buildings, in vehicles used for school purposes, or on owned or leased school grounds. District administrators will take appropriate action, as circumstances warrant.~~

**For the purposes of this policy, "school property" means within school buildings, in vehicles used for school purposes, or on owned or leased school land or grounds. District administrators are authorized to appropriate action, as circumstances warrant, to enforce this section of the policy including but not limited to requesting the assistance of law enforcement in accordance with Montana law.**

**Firearms and Weapons**

A person who is not an enrolled student or District employee shall not possess any firearm or other non-firearm weapon in a school building at any time.

For the purposes of this policy, the term “firearm” means (A) any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device pursuant to 18 U.S.C. 921 (4). Such term does not include an antique firearm pursuant to 18 U.S.C. 921 (16).

For purposes of this policy, “non-firearm weapon” means any object, device, or instrument designed as a weapon or through its use is capable of intimidating, threatening or producing bodily harm or which may be used to inflict injury, including but not limited to air guns; pellet guns; BB guns; fake or facsimile weapons; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace or other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

District administrators are authorized to appropriate action, as circumstances warrant, to enforce this section of the policy including but not limited to requesting the assistance of law enforcement in accordance with Montana law.

This section does not apply to a law enforcement officer acting in the officer's official capacity or an individual previously authorized by the Board of Trustees to possess a firearm or weapon in a school building.

The Board of Trustees shall annually review this policy and update this policy as determined necessary by the trustees based on changing circumstances pertaining to school safety.

#### Definitions

For the purposes of this policy, “School building” means a combination of any materials, whether mobile, portable, or fixed, to form a structure and the related facilities for the use or occupancy by persons or property owned or leased by a local school district that are used for instruction or for student activities as specified in Section 50-60-101(2), MCA and Section 45-8-361, MCA. The term is construed as though followed by the words "or part or parts of a building" and is considered to include all stadiums, bleachers, and other similar outdoor facilities, whether temporary or permanently fixed.

Cross Reference:        3310    Student Discipline  
                                 3311    Firearms and Weapons

Legal Reference:        Pro-Children Act of 1994, 20 U.S.C. § 6081  
                                 Smoke Free School Act of 1994  
                                 16-11-302, MCA            Definitions  
                                 § 20-1-220, MCA            Use of tobacco product in public school building or on public school property prohibited  
                                 § 20-1-206, MCA            Disturbance of School  
                                 § 20-5-410, MCA            Civil penalty  
                                 § 45-6-201, MCA            Definition of enter or remain unlawfully  
                                 § 45-8-101, MCA            Disorderly conduct  
                                 § 45-8-102, MCA            Failure of disorderly persons to disperse  
                                 § 45-8-351, MCA            Restriction on Local Government Regulation of Firearms  
§ 45-8-361, MCA            Possession or allowing possession of weapon in school building -- exceptions -- penalties -- seizure and forfeiture or return authorized -- definitions.

Article X, section 8        Montana Constitution

Initiative 190 – “Montana Marijuana Regulation and Taxation Act.” January 1, 2021



**Bozeman Public Schools****PERSONNEL**

5223

Personal Conduct

All employees are expected to maintain high standards of honesty, integrity, professionalism, decorum, and impartiality in the conduct of District business.

School District employees will abide by all district policies, state and federal laws in the course of their employment. Where applicable, employees will abide by and honor the professional educator code of conduct.

~~All employees shall maintain appropriate employee-student relationship boundaries in all respects, including but not limited to personal, speech, print, and digital communications. Failure to honor the appropriate employee student relationship boundary will result in a report to the Department of Public Health and Human Services and the appropriate law enforcement agency.~~

~~Weapons - The Bozeman Public Schools prohibit individuals from possessing or carrying weapons on school district property. This prohibition is adopted in accordance with the Gun-Free School Zone Act and Montana Code Section 45-8-361. While on school property, employees shall not injure or threaten to injure another person; damage another's property or that of the District; or use, control, possess or transfer any weapon or any item that could be reasonably considered to be a weapon as defined in Policies 3310 and 3311. "School property" means within school buildings, in vehicles used for school purposes, or on grounds leased or owned by the school district.~~

~~Conflict of Interest/Personal Gain In accordance with state law, an employee shall not dispense or utilize any information gained from employment with the District, accept gifts or benefits, or participate in business enterprises or employment that creates a conflict of interest with the faithful and impartial discharge of the employee's District duties. A District employee, before acting in a manner which might impinge on any fiduciary duty, may disclose the nature of the private interest which would create a conflict. Care should be taken to avoid using or avoid the appearance of using official positions and confidential information for personal advantage or gain.~~

~~Confidentiality Employees are expected to hold confidential all information deemed not to be for public consumption as determined by state law and Board policy. Employees also will respect the confidentiality of people served in the course of an employee's duties and use information gained in a responsible manner. The Board may discipline, up to and including discharge, any employee who discloses confidential and/or private information learned during the course of the employee's duties or learned as a result of the employee's participation in a closed (executive) session of the Board. Discretion should be used even within the school system's own network of communication and confidential information should only be communicated on a need to know basis.~~

~~Public Relations - Employees shall be courteous, considerate and prompt in dealing with and serving the public.~~

~~General Conduct - Administration and supervisors may set forth specific rules and regulations governing employees' conduct on the job within a particular building.~~

~~Alcohol and Other Drugs - Standards of conduct applicable to employees clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs on school premises or as part of any of its activities. Use of alcohol on school premises or as part of any of its activities involving students is prohibited. If an employee's job performance or behavior provides his/her supervisor reason to believe that he/she may be under the influence of drugs or alcohol and his/her faculties appear to be impaired on the job, or if there is bona fide evidence of drug or alcohol use on the job, the employee will be subject to discipline.~~

~~Mode of Dress - Administration and supervisors establish standards of appearance within their own areas.~~

~~Personal Visitors - An employee may receive personal visitors provided the visits are kept to a minimum in time and frequency and do not impede the employee or other employees from performing their jobs in an acceptable manner when classes are in session. All visitors in a school building should first report to the school's office.~~

~~Telephones/Email - Personal communications shall be made with discretion, and shall be brief so as to maintain district time resources and equipment for the conduct of district business. In no case shall any cost accrue to the district for personal calls.~~

~~Disposition of Lost and Found - Lost and found articles or other property that appears in a district building will be disposed of as public property in accordance with the following instructions:~~

- ~~a. The supervisor at each building will make a reasonable effort to identify the original owner of the property.~~
- ~~b. Failing to identify the original owner, the supervisor at each building will designate a charity to which unclaimed property will be transferred with appropriate memoranda of records to be kept at that site.~~
- ~~c. Items of unclaimed clothing may be judiciously recycled to students in need directly in the school(s) by the principal(s).~~
- ~~d. No such property, regardless of its source, may be appropriated as the personal property of a school district employee.~~

~~Administrators and supervisors may set forth specific rules and regulations governing staff conduct on the job within a particular building.~~

~~*All employees are expected to maintain high standards of honesty, integrity, professionalism, decorum, and impartiality in the conduct of District business. All employees shall maintain appropriate employee-student relationship boundaries in all respects, including but not limited to personal, speech, print, and digital communications. Failure to honor the appropriate employee student relationship boundary will result in a report to the Department of Public Health and Human Services and the appropriate law enforcement agency.*~~

~~*In accordance with state law, an employee shall not dispense or utilize any information gained from employment with the District, accept gifts or benefits, or participate in business enterprises or employment that creates a conflict of interest with the faithful and impartial discharge of the employee's District duties. A District employee, before acting in a manner which might impinge on any fiduciary duty, may disclose the nature of the private interest which would create a conflict. Care should be taken to avoid using or avoid the appearance of using official positions and confidential information for personal advantage or gain.*~~

Further, employees are expected to hold confidential all information deemed not to be for public consumption as determined by state law and Board policy. Employees also will respect the confidentiality of people served in the course of an employee's duties and use information gained in a responsible manner. The Board may discipline, up to and including discharge, any employee who discloses confidential and/or private information learned during the course of the employee's duties or learned as a result of the employee's participation in a closed (executive) session of the Board. Discretion should be used even within the school system's own network of communication and confidential information should only be communicated on a need to know basis.

Administrators and supervisors may set forth specific rules and regulations governing staff conduct on the job within a particular building.

### Firearms and Weapons

Employees of the District shall not injure or threaten to injure another person; damage another's property or that of the District; or possess any firearm or other non-firearm weapon on school property at any time.

For the purposes of this policy, the term "firearm" means (A) any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device pursuant to 18 U.S.C. 921 (4). Such term does not include an antique firearm pursuant to 18 U.S.C. 921 (16).

For purposes of this policy, "non-firearm weapon" means any object, device, or instrument designed as a weapon or through its use is capable of intimidating threatening or producing bodily harm or which may be used to inflict injury, including but not limited to air guns; pellet guns; BB guns; fake or facsimile weapons; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace or other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

District administrators are authorized to appropriate action, as circumstances warrant, to enforce this section of the policy including but not limited to requesting the assistance of law enforcement in accordance with Montana law.

For the purposes of this policy, "school property" means within school buildings, in vehicles used for school purposes, or on owned or leased school land or grounds. "Building" specifically means a combination of any materials, whether mobile, portable, or fixed, to form a structure and the related facilities for the use or occupancy by persons or property owned or leased by a local school district that are used for instruction or for student activities as specified in Section 50-60-101(2), MCA and Section 45-8-361, MCA. The term is construed as though followed by the words "or part or parts of a building" and is considered to include all stadiums, bleachers, and other similar outdoor facilities, whether temporary or permanently fixed.

This section does not apply to a law enforcement officer acting in the officer's official capacity or an individual previously authorized by the Board of Trustees to possess a firearm or weapon in a school building.

The Board of Trustees shall annually review this policy and update this policy as determined necessary by the trustees based on changing circumstances pertaining to school safety.

Cross Reference: Professional Educators of Montana Code of Ethics  
3310 Student Discipline  
3311 Firearms and Weapons  
**4332 Conduct on School Property**  
5232 Abused and Neglected Children  
**5121 Applicability of Personnel Policies**

Legal Reference:	§ 20-1-201, MCA	School officers not to act as agents
	Title 2, Chapter 2, Part 1	Standards of Conduct
	§ 39-2-102, MCA	What belongs to employer
	§ 45-8-361, MCA	Possession or allowing possession of a weapon in a school building
	§ 45-5-501, MCA	Definitions
	§ 45-5-502, MCA	Sexual Assault
	<b>ARM 10.55.701(2)(d)</b>	<b>Board of Trustees</b>

Policy History:  
Adopted on: 12/8/86  
Reviewed on:  
Revised on: 2/11/91, 3/3/03, 9/9/13; 1/25/21





Meeting Date:	June 14, 2021
Category:	Action Item - Singular - Both Districts
Agenda Item #:	6.1.4
Originated By:	Pat Strauss, Director of Human Resources
Others Involved:	Tami Phillippi, BEA President, District Calendar Committee

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Consider Approval of the Revised 2021-2022 School Calendar.

**Facts:**

1. The Board of Trustees Approved the 2021-2022 School Calendar on February 8, 2021.
2. The Professional Development and Instructional Oversight Committees met in May and are requesting the addition of one PIR day for May 27, 2022 in order to complete the Top Ten Tools professional development (PK-5) as well as provide time for significant writing assessment grading at the high school level. This revision provides a similar number of Pupil Instruction and PIR days as in previous years.

**Superintendent's Recommendation:**

It is recommended that the Board of Trustees adopt the revised 2021-2022 School Calendar as presented.

**Other Alternatives:**

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



# Bozeman Public Schools Calendar 2021-2022

## PIR Dates & Conferences – No School

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

## Holidays & School Closures- No School

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

## Important Dates

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

## Grading Periods

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

JULY • 2021						
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AUGUST • 2021						
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SEPTEMBER • 2021						
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OCTOBER • 2021						
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NOVEMBER • 2021						
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DECEMBER • 2021						
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APRIL • 2022						
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MAY • 2022						
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JUNE • 2022						
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Revised: 06/02/2021

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

Please check with your local school for these dates and events.

[Double Click to Return to Agenda](#)



Meeting Date:	June 14, 2021
Category:	Action Item - Singular - Both Districts
Agenda Item #:	6.1.5
Originated By:	Pat Strauss, Director of Human Resources
Others Involved:	Dr. Marilyn King, Interim Co-Superintendent Casey Bertram, Interim Co-Superintendent

MOTION	SECOND	AYES	NAYS	ABSTAIN

**Topic:**

Consider Approval of the Director of Facilities.

**Facts:**

1. A vacancy was created when Todd Swinehart resigned his position as Director of Facilities.
2. A vacancy was advertised for the Director of Facilities position. Five candidates submitted applications for consideration. An interview committee was created by Casey Bertram. Of the five applicants, three candidates were selected to be interviewed. One of the three candidates selected declined to be interviewed.
3. The interview team conducted interviews on May 14, 2021.
4. Matthew Stark is recommended for hire as Director of Facilities for his strong communication and problem solving skills, project management experience, thorough understanding of Bozeman School District facilities operations and calm approach to managing a diverse group of community and District constituents.

**Superintendent's Recommendation:**

It is recommended that the Board of Trustees appoint Matthew Stark as Director of Facilities effective June 15, 2021.

**Other Alternatives:**

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



Meeting Date:	June 14, 2021
Category:	Action Item - Singular - Both Districts
Agenda Item #:	6.1.6
Originated By:	Marilyn King and Casey Bertram, Interim Co-Superintendents
Others Involved:	

MOTION	SECOND	AYES	NAYS	ABSTAIN

### Topic:

Consider the elimination of the State of Emergency Declaration for the District

### Facts/Discussion:

1. District Policy #1900 - Emergency Policy, was adopted on May 18, 2020.
2. Over the course of the school year, the emergency policy was in place, which included a series of health and safety protocols.
3. A Covid Advisory Task Force was convened that created a metrics matrix. The metrics matrix provided information to the Board of Trustees and the public about covid trends in the school district and in the community.
4. Covid rates steadily decreased over the last several weeks of school.
5. As school is no longer in session and with minimal covid rates in school, administration believes the emergency declaration is no longer beneficial or needed. Lifting the emergency status would eliminate the use of masks during the summer months for staff who work during the summer. Cleaning and disinfecting protocols would be followed per normal policy and procedure.
6. The Covid Advisory Task Force will convene in July and make further recommendations for the fall with regards to health and safety protocols.
7. Targeted groups of students will have access to in-person support for the upcoming summer. These supports include special education Extended School Year (ESY), Comprehensive School and Community Treatment (CSCT), and high school credit recovery. During these summer services, consistent with [CDC Guidance for Operating Youth Camps](#), the District will encourage people who are not fully vaccinated and [those who might need extra precautions](#) to wear a mask consistently and correctly:
  - Indoors. Mask use indoors is strongly encouraged for people who are not fully vaccinated including children. No child under the age of 2 should wear a mask.
  - Outdoors. In general, people do not need to wear masks when outdoors. However, particularly in areas of [substantial to high transmission](#), people who are not fully vaccinated are encouraged to wear a mask in crowded outdoor settings or during activities that involve sustained close contact with other people who are not fully vaccinated.
  - If specialized staff (for example, speech language pathologists) are providing services to student within multiple cohorts or multiple programs, especially when physical distance cannot be maintained, the staff should take prevention measures to limit spread of the virus that causes COVID-19, including getting fully vaccinated before activity begins, wearing masks, and other necessary personal protective equipment.



- Although people who are fully vaccinated do not need to wear masks, summer programs should be supportive of students or staff who choose to wear a mask.
- Should increases in case transmission occur within the community and/or within the targeted summer programs, the Board may reinstate required mask usage.

**Superintendent's Recommendation:**

It is recommended that the Board of Trustees lift the state of emergency pursuant to District Policy #1900.

**Other Alternatives:**

1. Do not lift the state of emergency.



Meeting Date:	June 14, 2021
Category:	Reports
Agenda Item #:	7.1
Originated By:	Casey Bertram and Marilyn King, Interim Co-Superintendents
Others Involved:	Executive Cabinet

MOTION	SECOND	AYES	NAYS	ABSTAIN

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



**Meeting Date:** June 14, 2021

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**Category:** Reports

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**Agenda Item #:** 7.2

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**Originated By:** Trustees

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**Others Involved:**

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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

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## 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
Lei-Ann Bertelsen .....	2024
Kevin Black .....	2023
Douglas Fischer .....	2024
Gary Lusin .....	2024
Tanya Reinhardt .....	2022

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## EXECUTIVE CABINET

## POSITION

Marilyn King .....	Interim Co-Superintendent
Casey Bertram .....	Interim Co-Superintendent
Chad Berg .....	Director of Special Education and Student Health
Pat Strauss .....	Director of Human Resources
Mike Waterman .....	Director of Business Services

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Public comment can be submitted electronically to [trustees@bsd7.org](mailto: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

#### District Safety

#### Trustees

Tanya Reinhardt

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## BOARD OF TRUSTEE AD-HOC OR AS NEEDED COMMITTEES

#### Budget

#### Trustees

Douglas Fischer  
Greg Neil  
Sandy Wilson, Alternate

#### Teacher (BEA) Negotiations

#### Trustees

Gary Lusin  
Greg Neil  
Tanya Reinhardt, Alternate

#### BHS Construction Liaison

#### Trustees

Greg Neil  
Sandy Wilson

#### Legislative Issues (Local Option Tax)

#### Trustees

Douglas Fischer  
Tanya Reinhart, Alternate

## TRUSTEE REPRESENTATION ON COMMITTEES/COUNCILS ASSOCIATED WITH BSD7

#### Bozeman Schools Foundation (BSF)

#### Trustees

Sandy Wilson

#### Wellness Advisory Liaison (WAC)

#### Trustees

Gary Lusin

#### Indian Ed for All (IEFA)

#### Trustees

Douglas Fischer

## **MTSBA Municipal Director and Delegates**

## **Trustees**

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

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## *SCHOOL LIAISONS*

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

Sandy Wilson  
Sandy Wilson  
Sandy Wilson  
Tanya Reinhardt  
Kevin Black  
Kevin Black  
Wendy Tage  
Douglas Fischer  
Douglas Fischer

Gary Lusin  
Greg Neil



# Bozeman School District #7

## BOARD REOCCURRING CALENDAR



### JULY

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

### AUGUST

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

### SEPTEMBER

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

### OCTOBER

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

### NOVEMBER

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

### DECEMBER

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

### JANUARY

- CAFR and Audit Report for prior year
- Consider MHSA 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

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

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



# Bozeman Public Schools Calendar 2021-2022

## PIR Dates & Conferences – No School

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

## Holidays & School Closures- No School

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

## Important Dates

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

## Grading Periods

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

JULY • 2021						
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AUGUST • 2021						
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NOVEMBER • 2021						
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DECEMBER • 2021						
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JANUARY • 2022						
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MARCH • 2022						
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APRIL • 2022						
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MAY • 2022						
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JUNE • 2022						
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26	27	28	29	30		

Revised: 05/19/2021

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

Please check with your local school for these dates and events.

[Double Click to Return to Agenda](#)