



Board Packet

September 21, 2020

Bozeman School District 7

404 West Main
Bozeman, Montana 59715

Core Purpose

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

Core Values

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

Big Audacious Goal – Envisioned Future

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

Goals of the Bozeman Public School District

Goal Area 1: Academic Performance:

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

Goal Area 2: Operations and Capacity Building:

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

Goal Area 3: Community Engagement and External Relations:

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

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

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



Welcome to the Bozeman Public Schools Board of Trustees meeting!

If this is your first meeting

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

What is the purpose of these meetings?

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

How can I address the trustees?

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

As we have done since March, the Board meeting will be held exclusively using Zoom. The Zoom format will provide for clearer two-way communication and maximize the number of people who can participate. There will not be an “on site in person” meeting. [Zoom meeting link](#).

Remember our Disclaimer:

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

**BOARD OF TRUSTEES****TERM**

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

EXECUTIVE CABINET**POSITION**

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

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

BOARD OF TRUSTEE STANDING COMMITTEE ASSIGNMENTS

Board of Trustee Standing Committees

Long-Range Strategic Planning (LRSP)

Trustees

Kevin Black
Greg Neil

Long-Range Facilities Planning (LRFP)

Trustees

Douglas Fischer
Gary Lusin
Wendy Tage

District Safety

Trustees

Andrew Willett
Tanya Reinhardt

BOARD OF TRUSTEE AD-HOC OR AS NEEDED COMMITTEES

Budget

Trustees

Douglas Fischer
Greg Neil
Andrew Willett
Sandy Wilson, Alternate

Teacher (BEA) Negotiations

Trustees

Gary Lusin
Greg Neil
Wendy Tage
Tanya Reinhardt, Alternate

BHS Construction Liaison

Trustees

Greg Neil
Wendy Tage
Sandy Wilson

Legislative Issues (Local Option Tax)

Trustees

Douglas Fischer
Tanya Reinhart, Alternate

TRUSTEE REPRESENTATION ON COMMITTEES/COUNCILS ASSOCIATED WITH BSD7

Bozeman Schools Foundation (BSF)

Trustees

Sandy Wilson

Wellness Advisory Liaison (WAC)

Trustees

Gary Lusin

Indian Ed for All (IEFA)

Trustees

Douglas Fischer

MTSBA Municipal Director and Delegates

Trustees

Gary Lusin, Municipal Director

Greg Neil, Delegate

Tanya Reinhardt, Delegate

Wendy Tage, Delegate

Sandy Wilson, Delegate

Douglas Fischer, Alternate

SCHOOL LIAISONS

Bozeman High School

Sandy Wilson

Bridger Charter Program

Sandy Wilson

Chief Joseph Middle School

Tanya Reinhardt

Sacajawea Middle School

Kevin Black

Emily Dickinson Elementary School

Kevin Black

Hawthorne Elementary School

Wendy Tage

Hyalite Elementary School

Douglas Fischer

Irving Elementary School

Douglas Fischer

Longfellow Elementary School

Andy Willett

Meadowlark Elementary School

Wendy Tage

Morning Star Elementary School

Gary Lusin

Whittier Elementary School

Greg Neil



Bozeman Public Schools Upcoming Events

September 21	Monday	Special Board Meeting	5:45 PM
September 28	Monday	NO SCHOOL - K-12 PIR Day	
September 28	Monday	Special Board Meeting	
October 5	Monday	Special Board Meeting	5:56 PM
October 12	Monday	Regular Board Meeting	5:45 PM
October 15-16	Thursday/Friday	NO SCHOOL - K-12 PIR Days	
October 26-27	Monday/Tuesday	K-5 Parent Teacher Conferences	
October 26	Monday	Special Board Meeting	5:45 PM
November 9	Monday	Regular Board Meeting	5:45 PM
November 23	Monday	Special Board Meeting	5:45 PM
November 25-27		NO SCHOOL - Thanksgiving Break	
December 14	Monday	Regular Board Meeting	5:45 PM
December 21-Jan1		NO SCHOOL - Winter Break	
January 11	Monday	Regular Board Meeting	5:45 PM
January 18	Monday	NO SCHOOL - K-12 PIR/Martin Luther King Jr. Day	
January 25-26	Monday/Tuesday	9-12 PIR Day	
January 25	Monday	Special Board Meeting	5:45 PM
February 8	Monday	Regular Board Meeting	5:45 PM
February 15	Monday	President's Day Holiday - NO SCHOOL	
February 22	Monday	Special Board Meeting	5:45 PM
March 8	Monday	Regular Board Meeting	5:45 PM
March 15-19	Monday/Friday	Spring Break	
March 29	Monday	Special Board Meeting	5:45 PM
April 8	Thursday	K-8 PIR Day/K-5 P/T Conferences	
April 9	Friday	K-12 PIR Day/K-5 P/T Conferences	
April 12	Monday	Regular Board Meeting	5:45 PM
April 26	Monday	Special Board Meeting	5:45 PM



BOZEMAN SCHOOL DISTRICT NO. 7
WILLSON BOARD ROOM #122
MONDAY -- September 21, 2020 -- 5:45 PM

Special Board Meeting

- 5:45 1. **Call to Order -- Roll Call -- Pledge of Allegiance** **No discussion on these items**
2. **BSD7 Experience**
- 2.1 **Student Representatives Report**
 - 2.2 **Board Education**
 - 2.3 **Recognition and Awards**
3. **Public Comment on Non-Agenda Items**
- Recognition of visitors and explanation of procedures to be followed when addressing the Board. Members of the community are given the opportunity to make brief comments to the Board on any matter that is not included in the agenda. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order.
4. **Action Items -- Consent**
- 4.1 **Policy 2nd Reading**
 - [4.1.1](#) Consider Approval of Revisions to Policies - #7000 Series
 - 4.2 **Minutes**
 - 4.3 **High School District**
 - 4.4 **Both Districts**
 - 4.5 **Elementary District**
5. **Board Discussion**
- 5.1 **Policy 1st Reading**
6. **Action Items -- Singular**
- 6.1 **Both Districts**
 - 6.2 **High School District**
 - [6.2.1](#) Consider staying in the Blended Model or moving to a Cohort Model
 - 6.3 **Elementary District**
 - [6.3.1](#) Consider staying in the Blended Model or moving to a Cohort Model
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](#).

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

PLEASE TURN OFF CELL PHONES



Meeting Date:	September 21, 2020
Category:	Action Item - Consent - Policy 2nd Reading
Agenda Item #:	4.1.1
Originated By:	Mike Waterman, Director of Business Services
Others Involved:	MTSBA; Trustee Lusin

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider Approval of Revisions to Policies - #7000 Series

Facts:

1. First reading of the revised policies took place on September 14, 2020.
2. The policy revisions were developed by the Montana School Boards Association in collaboration with District Administrators.

Discussion:

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

Recommendation:

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

Other Alternatives:

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

Bozeman Public Schools District Board of Trustees
Policy Review and Revision
Summary of Policy Series 7000 – Financial Management

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

EXISTING POLICY	PROPOSED POLICY	STATUS		KRIS' NOTES	MIKE AND GARY'S REVISIONS & RECOMMENDATIONS
	7000	<u>OP</u>	Goals		
	7008	<u>REC</u>	Nonresident Student Attendance Agreement (Tuition/Transportation Costs)		MW – recommend not adopting. All issues are addressed in 3115
	7110	<u>REC</u>	Budget and Program Planning		MW – 7110 already exists at BSD7 with MTSBA-recommended language. No changes needed
7120			Budget Prep and Adoption		No changes
7121	7121	<u>REC</u>	Budget Adjustments		MW – concur w MTSBA recommendations
7142			Emergency Budget Adoption	Changes to comply with law.	MW – concur w MTSBA recommendations
7143			Lapse of Budget		No changes
7150			Fraud Prevention	Review for accuracy.	MW – recommend one minor language change. See 7150mw
	7210	<u>REC</u>	Revenues		MW – MTSBA recommends combining existing policies 7210 and 7211. Concur.
7211			Revenue Collection		
	7225	<u>OP</u>	Crowdfunding	Updates to references	MW – concur w MTSBA recommendations
7225P			Crowdfunding	Review for accuracy.	No changes
	7231	<u>REC</u>	Federal Impact Funds		MW – BSD7 does not receive Impact Aid and it is not likely we ever will. Recommend postponing adoption until such time we receive the grant.
	7231P	<u>REC</u>	Federal Impact Funds		
7250			Rent or Lease of School District Property		No changes
	7251	<u>REC</u>	Disposal and Sale of School District Property		MW – This policy is an exact restatement of state law. Recommend deleting.
	7260	<u>REC</u>	Endowments, Gifts, and Investments	Changes to comply with law.	MW – Additional changes recommended. See 7260-MW
7260P			Gift Procedure	Review for accuracy. Consider blending with policy or removing from manual.	MW – recommend keeping with minor language changes. See 7260P - mw
7261			Memorials	Changes to comply with law.	MW – concur with MTSBA recommendations

7270			Grants		No changes.
7270F			Grant Form	Review for accuracy. Consider blending with policy or removing from manual.	MW – Form is not currently in use. Recommend delete.
7270P			Grant Procedure	Review for accuracy. Consider blending with policy or removing from manual.	MW- update recommended. See 7270P - mw
7280			Investment of Funds	Compare with 7520	MW – not a current practice. Recommend not implementing at this time
7310	7310	<u>REC</u>	Budget Implementation and Execution		MW – do not concur. Contingency line items are managed administratively in accordance with purchasing procedures.
7320	7320	<u>REC</u>	Purchasing		MW - concur
7320P			Purchasing Procedures	Review for accuracy. Consider blending with policy or removing from manual.	MW – procedure is current, no changes recommended
7321			Purchasing Cards		MW – update recommended. See 7321mw
7321P			Purchasing Cards Procedure	Consider blending with policy or removing from manual.	MW – update recommended. See 7321Pmw
7324			Vendors		No changes.
7324P			Vendor Selection Procedure	Consider blending with policy or removing from manual.	MW- Updates recommended. See 7324P – mw
7325	7325	<u>OP</u>	Accounting System Design		No changes.
7326	7326	<u>REC</u>	Documentation and Approval of Claims		MW – slight change recommended. See 7326-mw
7327			Year-end Unexpected Budget Balance		MW – recommend delete policy
7329	7329	<u>REC</u>	Petty Cash Funds	Review italicized. Remove parenthetical.	MW- Updates recommended. See 7329 – mw
7329P			Petty Cash Procedures	Review for accuracy.	MW- Updates recommended. See 7329P – mw
7330	7330	<u>R</u>	Payroll Authorization		No changes.
	7332	<u>REC</u>	Advertising in Schools/Revenue Enhancement		MW - Recommend implementing as modified in 7332P - mw

7335	7335	<u>REC</u>	Personal Reimbursements		MW- Updates recommended. See 7335 – mw
7336	7336	<u>REC</u>	Travel Allowances and Expenses		No changes.
7336P			Travel Expense Schedule	Review for accuracy.	MW – mileage rates updated. See 7336P-mw
7338			Allowability of Costs – Federal Programs	Review for accuracy.	No changes.
7340			Cash Management – Federal Programs	Review for accuracy.	No changes.
	7400	<u>OP</u>	Credit Card Use		MW- do not implement. Addressed in 7321.
	7405	<u>OP</u>	Procurement Card Use		MW- do not implement. Addressed in 7321.
7410			Fund Accounting System		No changes.
7418			Inactive Funds		No changes.
7425	7425	<u>REC</u>	Extra- and Co-Curricular Funds		MW – updates recommended. See 7425mw
7425P			Student Fund Procedures	Review for accuracy.	MW – updates recommended. See 7425Pmw
7426			School District Bank Accounts		No changes.
7427			Clearing Accounts		No changes.
7430	7430	<u>REC</u>	Financial Reporting		No changes.
7433			Audits		No changes.
7500	7500	<u>REC</u>	Property Records		MW – updates recommended. See 7500mw
7510	7510	<u>REC</u>	Capitalization Policy for Fixed Assets		MW – concur with MTSBA recommendations
7515	7515	<u>R</u>	GASB 54 – Fund Balances		No changes.
	7520	<u>REC</u>	Independent Investment Accounts		MW – not a current practice. Recommend not implementing at this time
	7525	<u>OP</u>	Lease-Purchase Agreement		MW – This policy is an exact restatement of state law. Recommend not implementing
	7530	<u>REC</u>	Procurement of Supplies or Services		
7535	7535	<u>REC</u>	Electronic Signatures	Review for accuracy.	No changes.
7550	7550	<u>OP</u>	Indirect Cost Reimbursement		MW – updates recommended. See 7550mw

FINANCIAL MANAGEMENT

7121

Budget Adjustments

When any budgeted fund line item is in excess of the amount required, the Board may transfer any of the excess appropriation to another line item(s) within the same fund.

The Board authorizes the administration to transfer line items within the same budgeted fund to adjust line item overdrafts or to meet special line item needs. Line item budget transfers to adjust line item overdrafts are at the discretion of the administrators.

Total budget expenditures for each fund as adopted in the final budget shall constitute the appropriations of the District for the ensuing fiscal year. The Board will be limited in the incurring of expenditures to the total of such appropriations.

With timely notice of a public meeting, trustees, by majority vote of those present, may declare by resolution that a budget amendment (in addition to the final budget) is necessary. Budget amendments are authorized for specified reasons by § 20-9-161, MCA. The resolution must state the facts constituting the need for the budget amendment, the funds affected by the budget amendment, the anticipated source of financing, the estimated amount of money required to finance the budget amendment, and the time and place the trustees will meet for the purpose of considering and adopting the budget amendment for the current school fiscal year.

The meeting to adopt a budget amendment will be open and will provide opportunity for any taxpayer to appear and be heard. Budget procedures will be consistent with statutory requirements. When applicable, the District will apply for state financial aid to supplement the amount to be collected from local taxes.

<u>Legal Reference:</u>	<u>§ 20-9-133, MCA</u>	<u>Adoption and expenditure limitations of final budget</u>
	<u>§ 20-9-161, MCA</u>	<u>Definition of budget amendment for budgeting purposes</u>
	<u>§ 20-9-162, MCA</u>	<u>Authorization for budget amendment adoption</u>
	<u>§ 20-9-163, MCA</u>	<u>Resolution for budget amendment – petition to superintendent of public instruction</u>
	<u>§ 20-9-164, MCA</u>	<u>Notice of budget amendment resolution</u>
	<u>§ 20-9-165, MCA</u>	<u>Budget amendment limitation, preparation, and adoption procedures</u>
	<u>§ 20-9-166, MCA</u>	<u>State financial aid for budget amendments</u>
	<u>§ 20-9-208, MCA</u>	<u>Transfers among appropriation items of fund – transfers from fund to fund</u>

Policy History:

Adopted on: 12/8/86

Reviewed on:

Revised on: 11/11/91

FINANCIAL MANAGEMENT

Emergency Budget Adoption

Total budget expenditures for each fund as adopted in the budget shall constitute the appropriations of the district for the ensuing fiscal year. The Board shall be limited in the incurring of expenditures to the total of such appropriations.

With timely notice of a public meeting, Trustees, by ~~unanimous~~ majority vote of those present, may declare by resolution that a budget emergency exists. Emergency budgets are authorized by Section 20-9-161 M.C.A. for specified crises.

The resolution shall state the facts of the emergency, the estimated amount of funds needed, and the time and place when the Board will meet for the purpose of considering and adopting an emergency budget.

The meeting to adopt an emergency budget shall be open and shall provide opportunity for any taxpayer to appear and be heard. Budget procedure shall be consistent with statutory requirements. When applicable, the district shall apply for state financial aid to supplement that amount to be collected from local taxes.

Legal Reference: 20-9-161 M.C.A. through 20-9-167 M.C.A.

Adopted: 12/8/86

FINANCIAL MANAGEMENT

Fraud Prevention

All employees, Board members, consultants, vendors, contractors and other parties maintaining a business relationship with the District shall act with integrity and due diligence in matters involving District fiscal resources.

Definition

For the purpose of this policy, fraud and financial impropriety shall include but not be limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.
3. Misappropriation of funds, securities, supplies, or other District assets, including employee time.
4. Impropriety in the handling of money or reporting of District financial transactions.
5. Profiteering as a result of insider knowledge of District information or activities.
6. Unauthorized disclosure of confidential or proprietary information to outside parties.
7. Unauthorized disclosure of investment activities engaged in or contemplated by the District.
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District policy.
9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.
10. Failure to provide financial records required by state or local entities.
11. Failure to disclose conflicts of interest as required by law or District policy.
12. Any other dishonest act regarding the finances of the District.

The Superintendent, or designee, shall maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the District.

Reporting

Any person who suspects fraud or financial impropriety in the District shall report the suspicions immediately to any supervisor, the Superintendent, Board Chairperson, or local law enforcement.

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure may be necessary to complete a full investigation or to comply with law. Employees involved in an investigation shall be advised to keep information about the investigation confidential.

Retaliation

Neither The Board nor any District employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety.

Investigations

In coordination with legal counsel and other internal or external departments or agencies, as appropriate, the Superintendent or Board Chairperson shall promptly investigate reports of potential fraud or financial impropriety.

Response

If an investigation substantiates a report of fraud or financial impropriety, the Superintendent shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration.

If an employee is found to have committed fraud or financial impropriety, the Superintendent shall take or recommend appropriate disciplinary action, which may include termination of employment. If a contractor or vendor is found to have

committed fraud or financial impropriety, the District shall take appropriate action, which may include cancellation of the District's relationship with the contractor or vendor.

When circumstances warrant, the Board or Superintendent may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to the District, the District may seek to recover lost or misappropriated funds.

The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.

Analysis of Fraud

After any investigation substantiates a report of fraud or financial impropriety, the Superintendent shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. The Superintendent shall ensure that appropriate administrative procedures are developed and implemented to prevent future misconduct. These measures shall be presented to the Board for review.

Adopted: 1/13/14

Revenues

The District will seek and utilize all available sources of revenue for financing its educational programs, including revenues from non-tax, local, state, and federal sources. The District will properly credit all revenues received to appropriate funds and accounts as specified by federal and state statutes and accounting and reporting regulations for Montana school districts.

The school district will collect and deposit all direct receipts of revenues at least once each week. The school district will make an effort to collect all revenues due from all sources including, but not limited to, unpaid rental fees, bus fees, fines, and other fees and charges. In the event that an accounts receivable remains unpaid after 90 days, the account receivable may be turned over to a collection agency at the discretion of the Superintendent.

Legal Reference: Title 20, Chapter 9, MCA Finance
 Title 10, Chapter 10, ARM Special Accounting Practices

Policy History:

Adopted on: 12/8/86

Reviewed on:

Revised on: 4/8/96

Crowdfunding Proposals

For purposes of this policy:

- “Crowdfunding” means raising money from a large number of people, typically through a website.
- “District-sponsored group” means a student organization operating with an account approved in accordance with Policy 7425 Student Extracurricular Funds.

Bozeman School employees representing their class or approved District function and District-sponsored groups may raise funds or acquire materials to benefit the District via crowdfunding platforms that have been approved by the Superintendent or Designee.

All crowdfunding proposals must be approved in advance of soliciting funds. Further, any crowdfunding requiring Board authorization or matching funds—including in-kind contributions—must be presented to the Board for authorization.

Only employees and District-sponsored groups are permitted to operate under this policy. Individuals and non-District groups may not use the District’s name, network, or infrastructure to conduct online fundraising.

The Superintendent will develop procedures to ensure the effective administration of this policy.

Cross Reference:	7260	Endowments, Gifts, and Investments
	3223	Freedom of Assembly
	3530	Student Fund Raising Activities
	7425	Student Extracurricular Funds

Legal Reference:	<u>§20-6-601, MCA</u>	<u>Power to accept gifts</u>
	<u>§20-6-604, MCA</u>	<u>Sale of property when resolution passed after hearing – appeal procedure</u>
	<u>§2-2-102(3), MCA</u>	<u>Definitions</u>
	<u>§2-2-104, MCA</u>	Rules of conduct for public officers, legislators, and public employees
	<u>20-9-501, MCA</u>	Extracurricular Fund for Pupil Functions

Policy History:

Adopted on: 1/14/19

Reviewed on:

Revised on:

Disposal and Sale of School District Property

Without a Vote

~~The Board is authorized to dispose of a site, building, or any other real or personal property of the District, that is or is about to become abandoned, obsolete, undesirable, or unsuitable for school purposes.~~

~~To effect proper disposal, the trustees shall pass a resolution stating their decision concerning property disposal. The resolution will not become effective until fourteen (14) days after the resolution is published in a newspaper of general circulation in the District.~~

~~Should any taxpayer properly protest the resolution during the fourteen (14) days after the date of publication, the trustees shall submit testimony to the court with jurisdiction.~~

~~Once the resolution is effective, or if appealed the decision has been upheld by the court, the trustees shall sell or dispose of the real or personal property in a reasonable manner determined to be in the best interests of the District. Proceeds from the sale of fixed assets can be deposited to the general, debt service, building, or any other appropriate fund.~~

With a Vote

~~Unless the property can be disposed of without a vote, the Board has the power to dispose of all District property, only when the qualified electors of the District approve of such action at an election called for such approval or when the trustees adopt a resolution stating their intention to dispose of the property. When the trustees adopt such a resolution, they shall schedule a meeting to consider a resolution to authorize the sale of the real property. The conduct of the meeting and any such subsequent appeals shall be in accord with § 20-6-604, MCA.~~

~~The money realized from the sale or disposal of real or personal property of the district must be credited to the debt service fund, building fund, general fund, or other appropriate fund, at the discretion of the trustees.~~

Legal Reference:	§ 20-6-603, MCA	Trustees' authority to acquire or dispose of sites and buildings — when election required
	§ 20-6-604, MCA	Sale of property when resolution passed after hearing — appeal procedure

Policy History:

Adopted on: 12/8/86
Reviewed on:
Revised on: 11/11/91, 1/12/04

FINANCIAL MANAGEMENT

7260

Donations, Endowments, Gifts, and Investments

Definition:

Gift: Transfer of personal property made voluntarily and without consideration.

The Superintendent or his/her designee may accept gifts, endowments, legacies, and devices given to the school district subject to conditions imposed by the donor or without obligation relative to use and/or disposal.

Acceptance of gifts by anyone other than the Superintendent is subject to final approval of the Superintendent.

When the Superintendent determines that the conditions for acceptance of a gift are exceptional he/she shall place the offer on a board agenda as a singular action item. Conditions that may be exceptional include but are not limited to:

- requiring individual, corporate or business identification to be placed on the gift or elsewhere on District property (Policy #4530 allows specific examples of this);
- requiring the District to expend funds in order to use the gift;
- the gift alters the District curriculum;
- the gift is controversial or highly visible; or
- the gift is of significant value.

Neither the Board nor the Superintendent will approve any gifts that are inappropriate.

Unless otherwise specified by the donor, when a district receives a donation the trustees may deposit the donation in any budgeted or non-budgeted fund at the discretion of the trustees and may thereafter transfer any portion of the donation to any other fund at the discretion of the trustees.

If the trustees accept a donation and the donor specifies the donation for an endowment, the trustees shall deposit the donation in the endowment fund. Endowments received by the school district will be deposited to an endowment fund as an expendable or non-expendable trust. Unless the conditions of the endowment instrument require immediate disbursement, money deposited in the endowment fund shall be invested by the Board according to the provisions of the Uniform Management of Institutional Funds Act (Title 72, chapter 30, MCA).

If the District deposited donated funds in an endowment fund without specific instruction by the donor, the Board may move the donated funds and any accumulated interest to any other budgeted or nonbudgeted fund of the District and may spend donated funds and any accumulated interest unless restricted by condition imposed by the donor.

The Board authorizes the Superintendent to establish procedures for determining the suitability or appropriateness of all gifts received and accepted by the District. Once accepted, donated funds are public funds subject to state law. Donated funds may not be transferred to a private entity. Benefactors may not adjust or add terms or conditions to donated funds after the donation has been accepted.

The Board directs that all school funds be invested in accordance with District investment policy. prudent manner so as to achieve maximum economic benefit to the District. Funds not needed for current obligations may be invested in investment options as set out in Montana statutes, whenever it is deemed advantageous for the District to do so.

Cross Reference: Policy/Procedures 3530/3530P, 4222/4222P, 4530/4530P, **7280/7520**

Legal Reference:	§ 20-6-601, MCA	Power to accept gifts
	§ 20-7-803, MCA	Authority to accept gifts
	§ 20-9-212, MCA	Duties of county treasurer
	§ 20-9-213(4), MCA	Duties of trustees
	§ 20-9-604, MCA	Gifts, legacies, devises, and administration of endowment fund
	§ 72-30-209, MCA	Appropriation for expenditure or accumulation of endowment fund – rules of construction

Policy History:

Adopted on: 12/8/86

Reviewed on:

Revised on: 10/25/93, 9/24/01, 1/10/05

FINANCIAL MANAGEMENT

Memorials

The School Board recognizes that the death of a student, staff or community member is deeply felt by the school community and may invoke a desire to make a memorial contribution. ~~Current research advises against physical memorials to avoid prolonged grieving, which is unhealthy.~~ Therefore, only monetary donations will be accepted.

Memorials for deceased students, staff or community members made to the Bozeman School District will be handled in accordance with Policy 7260. ~~forwarded to the Bozeman Schools Foundation. Monetary contributions received will become the property of the Bozeman Schools Foundation, with funds administered at the discretion of the Foundation.~~ Non-permanent spontaneous memorials such as flowers, cards and posters, will be respectfully removed by the end of the school day.

Any permanent memorials in existence before this policy was adopted can only be removed by a vote of the Board of Trustees.

Individual cases may be reviewed by the Superintendent ~~and the Bozeman Schools Foundation.~~

Adopted: 4/28/08

Purchasing

Authorization and Control

The Superintendent is authorized to direct expenditures and purchases within the limits of the detailed annual budget for the school year. Board approval for purchase of capital outlay items is required when the aggregate total of a requisition exceeds the amount specified in 20-9-204 (3), MCA except the Superintendent shall have the authority to make capital outlay purchases without advance approval when it is necessary to protect the interests of the District or the health and safety of the staff or students.

The Superintendent shall establish requisition, purchase order, and contracting procedures as a means of monitoring the expenditure of funds. Policies 2310 and 2311 shall be used for the selection and purchase of library materials and textbooks. Staff who obligate the District without proper prior authorization may be held personally responsible for payment of such obligations.

Bids and Contracts

Whenever the cost of any supplies, equipment or work shall exceed the amount specified in 20-9-204 (3), MCA, formal bids shall be called for by issuing public notice as specified in statute. Specifications shall be prepared and be made available to all vendors interested in submitting a bid. The contract shall be awarded to the lowest responsible bidder, except that the Trustees may reject any bids. The bidding requirements do not apply to: a registered professional engineer, surveyor, real estate appraiser or registered architect; a physician, dentist, pharmacist, or other medical, dental, or health care provider; an attorney; a consulting actuary; a private investigator licensed by any jurisdiction; a claims adjuster; or an accountant licensed under Title 37, Chapter 50.

Bid procedures shall be waived only as specified in statute.

Cooperative Purchasing

The District may enter into cooperative purchasing contracts with one or more districts for procurement of supplies or services. A district participating in a cooperative purchasing group may purchase supplies and services through the group without complying with the provisions of 20-9-204(4), MCA if the cooperative purchasing group has a publicly available master list of items available with pricing included and provides an opportunity at least twice yearly for any vendor, including a Montana vendor, to compete, based on a lowest responsible bidder standard, for inclusion of the vendor's supplies and services on the cooperative purchasing group's master list.

Cross Reference: 2310 and 2311

Legal Reference:	§§ 18-1-101, et seq., MCA	Preferences and General Matters
	§§ 18-1-201, et seq., MCA	Bid Security
	§ 18-4-307, MCA	<u>Cancellation of invitations for bids or requests for proposals</u>
	§ 20-9-204, MCA	Conflicts of interests, letting contracts, and calling for bids - exceptions
	§ 20-10-110, MCA	<u>School Bus Purchases – contracts- bids</u>
	<u>Debcon v. City of Glasgow, 305 Mont. 391 (2001)</u>	

Policy History:

Adopted on: : 12/8/86

Reviewed on:

Revised on: . 3/27/95, 5/13/96, 9/27/99, 5/14/01, 6/11/07, 8/15/11, 5/13/13

FINANCIAL MANAGEMENT

Purchasing Cards

The Board authorizes the use of purchasing cards to streamline and increase the efficiency of the district's purchasing process. The use of school district purchasing cards shall be authorized for specific purposes and only for expenses, which are allowable under school policy and state law. Those purposes may include charges for supplies, equipment, school business meetings and travel expenses. District policies on quotations, bids and travel allowances shall be complied with when using purchasing cards. The school district business office will be responsible for obtaining, assigning and canceling the purchasing cards.

Purchasing cards which are the property of the school district may be used by authorized trustees and employees for school district business only. All charges must be properly accounted for and documented, and approved by the administrator with responsibility for the budget appropriations being used. School district purchasing cards shall not be used for personal charges. ~~Purchasing cards cannot be used outside the United States or for any purchases from foreign vendors.~~ Any improper personal charges are the employee's financial obligation and are grounds for discipline up to and including termination of employment. All purchasing cards must be returned to the business office upon an employee's termination of employment or upon specific request of the Superintendent, Deputy Superintendent Operations or the Director of Business Services.

The Superintendent is authorized to establish procedures for the use of purchasing cards.

Adopted: 5/11/98, 2/10/14

FINANCIAL MANAGEMENT

7326

Documentation and Approval of Claims

All financial obligations and disbursements must be documented in compliance with the statutory provisions and audit guidelines. The documentation will specifically describe acquired goods and/or services, the budget appropriations applicable to payment, and the required approvals. All purchases, encumbrances and obligations, and disbursements must be approved by the administrator designated with the authority, responsibility and control over the budget appropriations. The responsibility for approving these documents cannot be delegated.

The school district business office will be responsible for the development of the ~~procedures~~ **process** and forms to be used in the requisition, purchase and payment of claims.

Policy History:

Adopted on: 12/08/06

Reviewed on:

Revised on:

FINANCIAL MANAGEMENT

Year-End Unexpended Budget Balances

~~At the conclusion of each fiscal year, a review of the General Fund budget appropriations and expenditures will be made to determine the availability of surplus appropriations after all expenditure obligations have been met. Whenever it is determined that a surplus of appropriations is available, the surplus appropriations may be expended for goods or services with the approval of the Board of Trustees.~~

~~Adopted: 12/8/86~~

FINANCIAL MANAGEMENT

7329

Petty Cash and Change Boxes

The use of petty cash accounts shall be authorized for minor purchases only. The petty cash accounts are for purchases **of minimal amounts** ~~under the amount of \$20.00~~. Individual personal reimbursements and **larger** purchases ~~which exceed \$20.00~~ should not be made from petty cash funds. Petty cash accounts will be maintained as cash on hand, and the total dollar amount of each petty cash account and change box will be limited to amounts set by the Superintendent pursuant to procedure #7329P.

Each administrator of a school or department with a petty cash account or change box will appoint and designate a fund custodian to carry out the bookkeeping and security of the accounts. **All school district petty cash accounts will be handled on an imprest basis whereby t** ~~(The actual amount of cash on hand plus the petty cash receipts should~~ **must equal the original petty cash amount.)** Monies which are not specifically petty cash monies shall not be commingled with the petty cash account. At the conclusion of each school year, all petty cash accounts and change boxes must be closed out and the petty cash vouchers and cash on hand returned to the business office for processing.

The school district business office shall be responsible for establishing the procedures involving the use and management of petty cash accounts and change boxes.

Policy History:

Adopted on: 12/8/86

Reviewed on:

Revised on: 9/23/96

Advertising in Schools/Revenue Enhancement

Revenue enhancement through a variety of District-wide and District-approved marketing activities, including but not limited to advertising, corporate sponsorship, signage in or on District facilities, is a Board-approved venture. The **Superintendent or designee** ~~Board~~ may approve such opportunities subject to certain restrictions in keeping with the community standards of good taste. ~~Advertising will model and promote positive values for District students through proactive educational messages and not be simply traditional advertising of a product.~~ Preferred advertising includes messages encouraging student achievement and establishment of high standards of personal conduct.

All sponsorship contracts will allow the District to terminate the contract ~~on at least an annual basis~~, if it is determined that it will have an adverse impact on implementation of curriculum or the educational experience of students.

The revenue derived should:

1. Enhance student achievement;
2. Assist in maintenance of existing District athletic and activity programs; **and/or**
3. **Provide Support** scholarship **programs** for students participating in athletic, academic, and activity programs, who demonstrate financial need **and or** merit.

Appropriate opportunities for marketing activities include but are not limited to:

1. Fixed signage.
2. Banners.
3. District-level publications.
4. Television and radio broadcasts.
5. Athletic facilities, including stadiums, high school ~~baseball~~ fields, and high school gymnasiums.
6. District-level projects.
7. Expanded usage of facilities beyond traditional uses (i.e., concerts, rallies, etc.).
8. ~~The interior and exterior of a limited number of District buses, if the advertising is associated with student art selected by the District. The only advertising information allowed will note sponsorship of the student art by the participant. Maintenance for these buses will include but not exceed normal maintenance costs.~~
9. Individual school publications (when not in conflict with current contracts).

Advertising will not be allowed in classrooms, other than corporate-sponsored curriculum materials approved subject to Board policy.

The following restrictions will be in place when seeking revenue enhancement. Revenue enhancement activities will not:

1. Promote hostility, disorder, or violence;
2. Attack ethnic, racial, or religious groups;
3. Discriminate, demean, harass, or ridicule any person or group of persons on the basis of gender;
4. Be libelous;
5. Inhibit the functioning of the school and/or District;
6. Promote, favor, or oppose the candidacy of any candidate for election, adoption of any bond/budget issues, or any public question submitted at any general, county, municipal, or school election;
7. Be obscene or pornographic, as defined by prevailing community standards throughout the District;
8. Promote the use of drugs, alcohol, tobacco, **or** firearms, ~~or certain products that create community concerns;~~
9. Promote any religious or political organization; **or**

10. Use any District or school logo without prior approval **of the Superintendent or designee.**

Cross Reference: 2120 Curriculum Development and Assessment
 2309 Library Materials
 2311 Instructional Materials
 4530 Cooperative Programs with Business & Business Community

Policy History:

Adopted on:

Reviewed on:

Revised on:

FINANCIAL MANAGEMENT

7425

Extra- and Co-Curricular Funds

The Board of Trustees is responsible for the establishment of an extracurricular fund for the purposes of the receipts and expenditures of money collected for pupil extracurricular functions through approved student body organizations and activities. All extracurricular money shall be (1) deposited and expended by check **or purchasing card** from a bank account maintained by the school district for the extracurricular fund or (2) deposited and expended through the county treasurer as a depository for student funds. No other district monies shall be commingled with student extracurricular funds.

The admission of new clubs or activities to the extracurricular fund **requires approval from the Board of Trustees. Requests for account** ~~and any subsequent~~ changes, transfers or account closures **and related documentation** must be submitted to the **Business Office** ~~Assistant Superintendent of Business and Operations, along with the monthly financial reports.~~ All transactions made in the student extracurricular funds are subject to approval of the Board of Trustees.

The Board of Trustees authorizes the Superintendent of Schools to designate the extracurricular fund custodians. The accounting procedures for all student extracurricular funds shall be established according to the State of Montana, Office of Public Instruction, procedures as set forth in the Student Activity Fund Accounting Handbook distributed by the Montana Association of School Business Officials ~~(revised June 1993).~~

Legal Reference:	§ 2-7-503, MCA	Financial reports and audits of local government entities
	§ 20-9-504, MCA	Extracurricular fund for pupil functions

Policy History:

Adopted on: 12/8/86

Reviewed on:

Revised on: 2/14/94

FINANCIAL MANAGEMENT

7500

Property Records

~~Property and inventory records will be maintained for all land, buildings, and physical property under District control and will be updated annually.~~

For purpose of this policy, “equipment” shall mean a unit of furniture, an instrument, a machine, or an apparatus which retains its shape and appearance with use, is nonexpendable, and does not lose its identity when incorporated into a more complex unit. The Superintendent or his/her designee shall ensure that inventories of equipment are systematically and accurately recorded and are updated ~~and adjusted annually by reference to purchase orders and withdrawal reports as~~ **needed to comply with applicable law, meet insurance requirements, and ensure accountability. No District-owned equipment shall be removed for personal or non-school use except according to Board policy (see Policy #8351).**

Property records of facilities and other fixed assets shall be maintained on an ongoing basis. The District shall perform a physical inventory of its capitalized fixed assets, either simultaneously or on a rotating basis, so that all of its assets are physically accounted for at least once every five years. ~~No equipment shall be removed for personal or non-school use except according to Board policy (see Policy #8351).~~

Property records will show, appropriate to the item recorded, the:

1. Description and identification
2. Manufacturer
3. Date of purchase
4. Initial cost
5. Location
6. Serial number, if available
7. Model number, if available

Equipment may be identified with a permanent tag providing appropriate District and equipment identification.

Cross Reference: 7510 Capitalization Policy for Fixed Assets

Legal Reference: § 20-6-602, MCA Trustees’ power over property
§ 20-6-608, MCA Authority and duty of trustees to insure district property

Policy History:

Adopted on: 12/8/86

Reviewed on:

Revised on: 11/11/91, 6/10/97

Capitalization Policy for Fixed Assets

A fixed asset is a property that meets all the following requirements:

- 1. Must be tangible in nature;
- 2. Must have a useful life of longer than the current fiscal year; and
- 3. Must be of significant value.
- 4. Must be used in conducting the District’s activities.

They include land, buildings, machinery, furniture and other equipment, which the District intends to hold or continue to use over a long period of time.

Fixed assets may be acquired through donation, purchase, or may be self-constructed. The asset value for a donation will be the fair market value at the time of donation. The asset value for purchases will be the initial cost plus the trade-in value of any old asset given up, plus all costs related to placing the asset into operation. The cost of self-constructed assets will include both the cost of materials used and the cost of labor involved in construction of the asset.

The following significant values will be used for different classes of assets:

<u>Class of Fixed Asset</u>	<u>Significant Value</u>
Equipment and machinery	\$5000.00 or more
Buildings - improvements	\$25000.00 or more
<u>Improvements other than to buildings</u>	<u>\$25000.00 or more</u>
Land	Any amount

Cross Reference: 7500 Property Records

Policy History:

Adopted on: 12/8/86

Reviewed on:

Revised on: 6/10/97, 1/24/00, 7/25/11

Indirect Cost Reimbursement

The Bozeman School District is authorized to receive indirect cost reimbursements from the Office of Public Instruction and various other grantors. Montana Code Annotated, 20-9-507, provides indirect cost reimbursements be spent at the discretion of the trustees.

The indirect cost reimbursements may be accumulated from year-to-year. Reimbursements may be used for general administrative expenses, cash flow purposes, and other District priorities at the discretion of the ~~Deputy Superintendent or designee~~ **Operations and Director of Business Services**

Prior to the end of each budget year the Business Office will present to the Board of Trustees, at a regular or special meeting, information regarding the amount of reimbursements available. The Board of Trustees authorizes the Authorized Representative to apply for indirect cost reimbursements each year.

Legal Reference: § 20-9-507, MCA Miscellaneous programs fund

Additional Reference: OPI Grants Handbook

Policy History:

Adopted on: 6/27/16

Reviewed on:

Revised on:



Meeting Date:	September 21, 2020
Category:	Action Item - Singular - High School District
Agenda Item #:	6.2.1 Consider staying in the Blended Model or moving to a Cohort model
Originated By:	Bob Connors, Superintendent
Others Involved:	Instructional Cabinet

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider staying in the [Blended Model](#) or moving to a [Cohort Model](#).

Facts:

1. The Board conducted an all day meeting on Thursday August 6, 2020 to discuss the options and to hear public comment.
2. On August 10, 2020 the Board voted to start the 2020-21 school year using a blended model. Under that model students attend school in person 2 days per week and are provided remote instruction 3 days per week.
3. The adoption of the blended model resulted in minimal increase to our projected teaching FTE. A .2 FTE increase was adopted to address advanced math students in the remote learning academy.
4. At its September 14, 2020 meeting Trustees request this item be placed on the agenda to consider transitioning to the Cohort model.
5. The information in the [Return to School Playbooks](#) provides a detailed description of the cohort instructional model.
6. The concept of the Cohort model is that students would attend school 5 days per week but would be kept in cohorts to the maximum extent possible. Face coverings would continue to be required. Social distancing will be maintained to the extent possible but due to the number of students and the size of our facilities it is not possible in most cases.
7. This item assumes the Board will continue to offer a 100% Remote option. While the Board is not required to offer that option, there has been no discussion of not doing so.
8. The CDC came out with new guidelines this week for school districts. Matt Kelly has provided the District a memo explaining the new guidelines and how the county will be using the suggested data points.

Discussion:

High School administrators will provide information about what the transition to Cohort model will entail.

Student Growth, Achievement and Social Wellbeing:

This topic should be at the center of any decision. The District staff has spent substantial time, effort and resources to assure the best outcomes. That will continue regardless of the model chosen. School teams are committed to tiered instructional delivery models, inclusive of Tier I (core instruction), as well as Tier II/III (interventions/enrichment) to ensure that students continue to make growth. Tiered supports are focused on academic as well as social/emotional/behavioral goals.

Services for students with disabilities (over 800 students with IEPs and 504 plans) have been adjusted to reflect needed support within the Blended model. Individualized discussions on appropriate services will continue to occur, regardless of the model chosen. Special education case managers have been tasked with reviewing student progress on IEP goals to determine whether students are showing progress, regression, or plateau of skills, so that additional individualized decisions can be made in a responsive manner.

Student Information Systems, Data, and Technology:

Additional student devices to achieve a 1:1 ratio and the addition of a learning management system will support instruction in all of the instructional models. Half of the PK-2 iPad devices arrived this week and are being processed and deployed to elementary schools. Additional Chromebook devices are expected to arrive in late October or Early November. School sites have prioritized the student need for devices. Student enrollment and staffing changes are likely with a change in models. Those changes may require adjustments to the student information system (PowerSchool) and the learning management system (Canvas). Staffing changes in courses and sections will need to be done by hand and don't carry-over the previous student learning evidence, gradebook entries, etc.

Community infectivity metrics:

While the specific data points have not been adopted by the Board, Superintendent Connors has proposed the following guideline be used to help determine the timing of moving to additional in school time.

[BSD7 Metrics Draft](#) [GCCDH COVID-19 data relevant to school operations](#)

[GCCDH 09.18.2020 Surveillance Report](#) [CDC Indicators for Schools](#)

Student Enrollment and Placement:

If the Cohort and 100% remote options are offered, transition to the Cohort model will require enrollment of students into the new model and the 100% remote model. At the high school level all students are placed as close as possible to their original schedule whether they are in the blended model or the 100% remote model. If the Cohort and 100% remote options are offered, transition to the Cohort model will require enrollment and placement of students into the new model and the 100% remote model. Depending on the student's selection this could result in significant changes in the teachers workload and possible accreditation impacts at the 9-12 grade level.

Although the initial deadline for registration was Monday, September 21 at noon, in order to allow parents to make a decision based on Board discussion, there will be a grace period extending to Wednesday, September 23 at 11:59 pm to register in eCollect.

Staffing:

Pursuant to advice from MTSBA staff will need to be placed into positions given consideration of the following statement of general principles from the EEOC [Enforcement Guidance on Reasonable Accommodation and Undue Hardship under the ADA](#). These principles reflect the requirement to accommodate in order to comply with Montana law, federal law, and District Policy. Failure to accommodate not only limits an employee's ability to effectively serve students it also creates a basis for a costly discrimination claim against the School District.

Title I of the Americans with Disabilities Act of 1990 (the "ADA")⁽¹⁾ requires an employer⁽²⁾ to provide reasonable accommodation to qualified individuals with disabilities who are employees or applicants for employment, unless to do so would cause undue hardship. "In general, an accommodation is any change in the work environment or in the way things are customarily done that enables an individual with a disability to enjoy equal employment opportunities."⁽³⁾ There are three categories of "reasonable accommodations":

"(i) modifications or adjustments to a job application process that enable a qualified applicant with a disability to be considered for the position such qualified applicant desires; or
(ii) modifications or adjustments to the work environment, or to the manner or circumstances under which the position held or desired is customarily performed, that enable a qualified individual with a disability to perform the essential functions of that position; or
(iii) modifications or adjustments that enable a covered entity's employee with a disability to enjoy equal benefits and privileges of employment as are enjoyed by its other similarly situated employees without disabilities."⁽⁴⁾

The duty to provide reasonable accommodation is a fundamental statutory requirement because of the nature of discrimination faced by individuals

with disabilities. Although many individuals with disabilities can apply for and perform jobs without any reasonable accommodations, there are workplace barriers that keep others from performing jobs which they could do with some form of accommodation. These barriers may be physical obstacles (such as inaccessible facilities or equipment), or they may be procedures or rules (such as rules concerning when work is performed, when breaks are taken, or how essential or marginal functions are performed). Reasonable accommodation removes workplace barriers for individuals with disabilities.

Reasonable accommodation is available to qualified applicants and employees with disabilities.⁽⁵⁾ Reasonable accommodations must be provided to qualified employees regardless of whether they work part-time or full-time, or are considered "probationary." Generally, the individual with a disability must inform the employer that an accommodation is needed.⁽⁶⁾

There are a number of possible reasonable accommodations that an employer may have to provide in connection with modifications to the work environment or adjustments in how and when a job is performed. These include:

- *making existing facilities accessible;*
- *job restructuring;*
- *part-time or modified work schedules;*
- *acquiring or modifying equipment;*
- *changing tests, training materials, or policies;*
- *providing qualified readers or interpreters; and*
- *reassignment to a vacant position.⁽⁷⁾*

A modification or adjustment is "reasonable" if it "seems reasonable on its face, i.e., ordinarily or in the run of cases;"⁽⁸⁾ this means it is "reasonable" if it appears to be "feasible" or "plausible."⁽⁹⁾ An accommodation also must be effective in meeting the needs of the individual.⁽¹⁰⁾ In the context of job performance, this means that a reasonable accommodation enables the individual to perform the essential functions of the position. Similarly, a reasonable accommodation enables an applicant with a disability to have an equal opportunity to participate in the application process and to be considered for a job. Finally, a reasonable accommodation allows an employee with a disability an equal opportunity to enjoy the benefits and privileges of employment that employees without disabilities enjoy.

District Cleaning Procedures for School Year 2020-2021:

Following is a description of the cleaning procedures that have been established under the Blended Model. They will need to be revised when we transition to the Cohort Model.

On Mon-Tues and Thurs-Fri the custodians will clean their areas according to their normal daily cleaning schedule. Each building is staffed with the indicated custodial staff below. Guidance and direction is provided on the District Custodial Job Cleaning Cards that has been provided to each custodian along with further direction from the [CDC](#), [EPA](#) And the [Gallatin City-County Health Department](#).

By definition, deep cleaning is performing an exceptional intense cleaning process. Given our assigned staff and building sizes we will not be able to perform this task for the entire building on any given day, but rather certain or specific areas will be addressed on a revolving basis, while still maintaining the defined disinfection standards for all high touch & high traffic areas on a daily basis.

On Wednesdays the custodial staff will still be responsible for normal duties along with the normal disinfection processes which includes spraying and wiping desks, tables, and high touch surfaces including chrashbars, light switch covers, sinks, countertops, etc. Additional deep cleaning efforts will be made to the restrooms, general assembly areas and hallways, stairways and other circulation routes. Requests for classroom cleaning will be honored on a first come, first serve basis.

The custodial staff will be refilling any classroom disinfection products that have been made available to the staff as well as keeping the 5 gallon buckets of hand sanitizer filled for classroom use. Custodians will be washing the microfiber cloths that were provided to the teachers for desk wiping and disinfection. Custodians will have a "used" and "clean" bin for the

microfiber cloths located in a communal area where the staff can drop off soiled rags and grab a clean one for use. Gloves will be made available should a teacher or other staff member requests these for the wiping of their desks and table tops.

Monday through Friday, our evening custodial staff will utilize either a backpack sprayer or hand spray bottle to apply our disinfecting product to all desks, tables, and high touch surfaces including crashbars, light switch covers, sinks, countertops and hand wash stations and bottle fillers which will be allowed to air dry. This will occur as the last duty of the day, prior to our custodial staff departing each building. Areas will not be disinfected should the custodial staff be instructed by the staff. Additionally, surfaces that are not free of papers, curriculum materials, will not be disinfected in an effort to not disrupt any classroom items. Regular disinfection of all high touch surfaces will be ongoing as well.

Willson:	1 Head Custodian 6am-2:30pm (Currently unfilled) 1 Full Time Evening Custodian-3:30pm-12:00am ½ Time Evening Custodian - 3:30pm - 7:30pm (Currently unfilled)
BHS:	1 Lead Custodian 6am-2:30pm 3 Day Custodian 6:30am-3:00pm 10 Full Time Evening Custodian-3:30pm-12:00am (3 FTE currently unfilled) 1 Events Custodian, schedule varies
GHS:	1 Lead Custodian 6am-2:30pm 2 Day Custodian 6:30am-3:00pm 7 Full Time Evening Custodian-3:30pm-12:00am (2 FTE currently unfilled) 1 Events Custodian, schedule varies
Roving Custodians:	8 FTE District wide (2 FTE currently unfilled)

Fall 2020 - Ventilation Controls Adjustments

Based on recommendations from the American Society of Heating, Refrigerating and Air-conditioning Engineers (ASHRAE), increase the ventilation rates of all mechanically ventilated spaces to maximum at maximum allowable without compromising indoor thermal comfort for the learning environment. All HVAC controls are being modified to force systems to 100% outside air during school hours when possible. During cold weather, the systems are going to reduce outside air amounts to protect equipment from damage. In the buildings where CO2 is being monitored, we are lowering the setpoints to cause the system to operate at maximum ventilation. In addition, buildings will be scheduled to operate in occupied mode for 2 hours prior to students arriving at school to allow for at least 1 complete air exchange in the building with outside air.

Student Transportation:

A shift to the Cohort Model will raise the question of an appropriate pupil transportation model.

Under the current Blended Model, alternate bus routes were designed and approved to meet the CDC's social distancing recommendations in place at the time using existing and limited driver and bus resources. To meet the then-current CDC's one-student-per-seat recommendation, the routes generally transport only 'eligible' riders--those students living more than 3 miles from school.

This change represents a significant service reduction. Affected families had to arrange alternative transportation for their students--a change that caused additional hardships, significant frustration, and increased traffic congestion and safety concerns around schools.

As noted above, in-school social distancing will be maintained under the contemplated Cohort Model to the maximum extent possible. Due to the number of students and the size of our facilities, however, social distancing will not be possible in most cases.

The Cohort Model will have similar implications on bus transportation. Transportation options include:

- Remaining with the current routes. However, those routes will be transporting twice as many students as they currently are (all students each day as opposed to half of the students each day), so there will likely be situations where more than one student will be in a seat.
- Creating additional routes to maintain social distancing on buses. Doing so would further reduce the number of students served, and the District would need to offer individual transportation contracts to families of eligible students for whom the District cannot provide bus service.
- Resuming 'normal' routes that offer transportation to all riders in accordance with Board policy. Under this option, social distancing cannot be maintained.
- Creating split bell schedules at the elementary and high school levels. Doing so would allow buses to run twice and create additional space on buses; however, it would cause considerable impacts including collective bargaining issues, increased costs, extracurricular impacts, and disrupted schedules, just to name a few.

Due to the short time they've been in use, limited ridership data is available on the new socially-distanced routes.

Fiscal Impact:

TBD

Recommendation:

It is the Superintendent's recommendation that the Board discuss the information available and decide whether to stay in the Blended Model or move to a Cohort Model.

If the Board decides to transition to a Cohort Model, an appropriate motion would be:

MOVE TO TRANSITION TO A COHORT MODEL FOR 9-12 EFFECTIVE (STATE SPECIFIC DATE OR TO BE DETERMINED AT A SUBSEQUENT DATE).

If the Board chooses to stay in the Blended Model a motion is not necessary since that is the model selected in August and that is what we are currently operating under. However, if the decision is to remain in the Blended Model it would be advisable for the Board to determine a date when this will be revisited.

Other Alternatives:

1. Postpone a decision to a future meeting.



Meeting Date:	September 21, 2020
Category:	Action Item - Singular - Elementary District
Agenda Item #:	6.3.1 Consider staying in the Blended Model or moving to a Cohort model
Originated By:	Bob Connors, Superintendent
Others Involved:	Instructional Cabinet

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider staying in the Blended Model or moving to a Cohort Model.

Facts:

1. The Board conducted an all day meeting on Thursday August 6, 2020 to discuss the options and to hear public comment.
2. On August 10, 2020 the Board voted to start the 2020-21 school year using a blended model. Under that model students attend school in person 2 days per week and are provided remote instruction 3 days per week.
3. The adoption of the blended model resulted in minimal increase to our projected teaching FTE. A .2 FTE increase was adopted to address advanced math students in the remote learning academy.
4. At its September 14, 2020 meeting Trustees request this item be placed on the agenda to consider transitioning to the Cohort Model.
5. The information in the [Return to School Playbooks](#) provides a detailed description of the cohort instructional model.
6. The concept of the Cohort Model is that students would attend school 5 days per week but would be kept in cohorts to the maximum extent possible. Face coverings would continue to be required. Social distancing will be maintained to the extent possible but due to the number of students and the size of our facilities it is not possible in most cases.
7. This item assumes the Board will continue to offer a 100% Remote option. While the Board is not required to offer that option, there has been no discussion of not doing so.
8. The CDC came out with new guidelines this week for school districts. Matt Kelly has provided the District a memo explaining the new guidelines and how the county will be using the suggested data points.

Discussion:

Administrators at each level, PK-5, 6-8 will provide information about what the transition to Cohort model will entail.

Student Growth, Achievement and Social Wellbeing:

This topic should be at the center of any decision. The District staff has spent substantial time, effort and resources to assure the best outcomes. That will continue regardless of the model chosen. School teams are committed to tiered instructional delivery models, inclusive of Tier I (core instruction), as well as Tier II/III (interventions/enrichment) to ensure that students continue to make growth. Tiered supports are focused on academic as well as social/emotional/behavioral goals.

Services for students with disabilities (over 800 students with IEPs and 504 plans) have been adjusted to reflect needed

[Double Click to return to Agenda](#)

support within the Blended model. Individualized discussions on appropriate services will continue to occur, regardless of the model chosen. Special education case managers have been tasked with reviewing student progress on IEP goals to determine whether students are showing progress, regression, or plateau of skills, so that additional individualized decisions can be made in a responsive manner.

Student Information Systems, Data, and Technology:

Additional student devices to achieve a 1:1 ratio and the addition of a learning management system will support instruction in all of the instructional models. Half of the PK-2 iPad devices arrived this week and are being processed and deployed to elementary schools. Additional Chromebook devices are expected to arrive in late October or Early November. School sites have prioritized the student need for devices. Student enrollment and staffing changes are likely with a change in models. Those changes may require adjustments to the student information system (PowerSchool) and the learning management system (Canvas). Staffing changes in courses and sections will need to be done by hand and don't carry-over the previous student learning evidence, gradebook entries, etc.

Community Infectivity Metrics:

While the specific data points have not been adopted by the Board, Superintendent Connors has proposed the following draft guidelines be used to help determine the timing of moving to additional in school time. With the new CDC issued guidelines mentioned above in the facts additional data points should be considered.

[BSD7 Metrics Draft](#) [GCCDH COVID-19 data relevant to school operations](#)
[GCCDH 09.18.2020 Surveillance Report](#) [CDC Indicators for Schools](#)

Student Enrollment and Placement:

Students are currently placed in either an in school program two days a week and remote learning three days a week or 100% remote. There are separate teachers for the 100% remote students at the PK-8 grades. If the Cohort and 100% remote options are offered, transition to the Cohort model will require enrollment and placement of students into the new model and the 100% remote model. Depending on the student's selection this could result in significant changes in the class lists and significant impacts to accreditation standards at the PK-8 grade level.

Although the initial deadline for registration was Monday, September 21 at noon, in order to allow parents to make a decision based on Board discussion, there will be a grace period extending to Wednesday, September 23 at 11:59 pm to register in eCollect.

Staffing:

Pursuant to advice from MTSBA staff will need to be placed into positions given consideration of the following statement of general principles from the EEOC [Enforcement Guidance on Reasonable Accommodation and Undue Hardship under the ADA](#). These principles reflect the requirement to accommodate in order to comply with Montana law, federal law, and District Policy. Failure to accommodate not only limits an employee's ability to effectively serve students it also creates a basis for a costly discrimination claim against the School District.

Title I of the Americans with Disabilities Act of 1990 (the "ADA")⁽¹⁾ requires an employer⁽²⁾ to provide reasonable accommodation to qualified individuals with disabilities who are employees or applicants for employment, unless to do so would cause undue hardship. "In general, an accommodation is any change in the work environment or in the way things are customarily done that enables an individual with a disability to enjoy equal employment opportunities."⁽³⁾ There are three categories of "reasonable accommodations":

"(i) modifications or adjustments to a job application process that enable a qualified applicant with a disability to be considered for the position such qualified applicant desires; or
(ii) modifications or adjustments to the work environment, or to the manner or circumstances under which the position held or desired is customarily performed, that enable a qualified individual with a disability to perform the essential functions of that position; or
(iii) modifications or adjustments that enable a covered entity's employee with a disability to enjoy equal benefits and privileges of employment as are enjoyed by its other similarly situated employees without disabilities."⁽⁴⁾

The duty to provide reasonable accommodation is a fundamental statutory requirement because of the nature of discrimination faced by individuals with disabilities. Although many individuals with disabilities can apply for and perform jobs without any reasonable accommodations, there are

workplace barriers that keep others from performing jobs which they could do with some form of accommodation. These barriers may be physical obstacles (such as inaccessible facilities or equipment), or they may be procedures or rules (such as rules concerning when work is performed, when breaks are taken, or how essential or marginal functions are performed). Reasonable accommodation removes workplace barriers for individuals with disabilities.

Reasonable accommodation is available to qualified applicants and employees with disabilities.⁽⁵⁾ Reasonable accommodations must be provided to qualified employees regardless of whether they work part-time or full-time, or are considered "probationary." Generally, the individual with a disability must inform the employer that an accommodation is needed.⁽⁶⁾

There are a number of possible reasonable accommodations that an employer may have to provide in connection with modifications to the work environment or adjustments in how and when a job is performed. These include:

- *making existing facilities accessible;*
- *job restructuring;*
- *part-time or modified work schedules;*
- *acquiring or modifying equipment;*
- *changing tests, training materials, or policies;*
- *providing qualified readers or interpreters; and*
- *reassignment to a vacant position.⁽⁷⁾*

A modification or adjustment is "reasonable" if it "seems reasonable on its face, i.e., ordinarily or in the run of cases;"⁽⁸⁾ this means it is "reasonable" if it appears to be "feasible" or "plausible."⁽⁹⁾ An accommodation also must be effective in meeting the needs of the individual.⁽¹⁰⁾ In the context of job performance, this means that a reasonable accommodation enables the individual to perform the essential functions of the position. Similarly, a reasonable accommodation enables an applicant with a disability to have an equal opportunity to participate in the application process and to be considered for a job. Finally, a reasonable accommodation allows an employee with a disability an equal opportunity to enjoy the benefits and privileges of employment that employees without disabilities enjoy.

District Cleaning and Ventilation Procedures for School Year 2020-2021:

Following is a description of the procedures that have been established under the Blended Model. The cleaning procedures will need to be revised when we transition to the Cohort Model.

The Facilities Department installed handwashing stations and replaced drinking fountains with bottle fillers in high traffic areas that were determined to have the greatest impact.

On Mon-Tues and Thurs-Fri the custodians will clean their areas according to their normal daily cleaning schedule. Each building is staffed with the indicated custodial staff below. Guidance and direction is provided on the District Custodial Job Cleaning Cards that has been provided to each custodian along with further direction from the [CDC](#), [EPA](#) And the [Gallatin City-County Health Department](#).

By definition, deep cleaning is performing an exceptional intense cleaning process. Given our assigned staff and building sizes we will not be able to perform this task for the entire building on any given day, but rather certain or specific areas will be addressed on a revolving basis, while still maintaining the defined disinfection standards for all high touch & high traffic areas on a daily basis.

On Wednesdays the custodial staff will still be responsible for normal duties along with the normal disinfection processes which includes spraying and wiping desks, tables, and high touch surfaces including chashbars, light switch covers, sinks, countertops, etc. Additional deep cleaning efforts will be made to the restrooms, general assembly areas and hallways, stairways and other circulation routes. Requests for classroom cleaning will be honored on a first come, first serve basis.

The custodial staff will be refilling any classroom disinfection products that have been made available to the staff as well as keeping the 5 gallon buckets of hand sanitizer filled for classroom use. Custodians will be washing the microfiber cloths

that were provided to the teachers for desk wiping and disinfection. Custodians will have a “used” and “clean” bin for the microfiber cloths located in a communal area where the staff can drop off soiled rags and grab a clean one for use. Gloves will be made available should a teacher or other staff member requests these for the wiping of their desks and table tops.

Monday through Friday, our evening custodial staff will utilize either a backpack sprayer or hand spray bottle to apply our disinfecting product to all desks, tables, and high touch surfaces including crashbars, light switch covers, sinks, countertops and hand wash stations and bottle fillers which will be allowed to air dry. This will occur as the last duty of the day, prior to our custodial staff departing each building. Areas will not be disinfected should the custodial staff be instructed by the staff. Additionally, surfaces that are not free of papers, curriculum materials, will not be disinfected in an effort to not disrupt any classroom items. Regular disinfection of all high touch surfaces will be ongoing as well.

Longfellow, Irving, Hawthorne: & Whittier:	1 Head Custodian 6am - 2:30pm ½ Time Evening Custodian - 3:30pm - 7:30pm (Currently unfilled at Whittier)
Emily Dickinson, Hyalite, Meadowlark and Morning Star	1 Head Custodian 6am-2:30pm 1 Full Time Evening Custodian-3:30pm-12:00am ½ Time Evening Custodian-3:30pm-7:30pm
SMS & CJMS:	1 Head Custodian 6am-2:30pm 1 Day Custodian 6:30am-3:00pm 3 Full Time Evening Custodian-3:30pm-12:00am (2 FTE Currently unfilled, one at each school) ½ Time Evening Custodian - 3:30pm - 7:30pm (1 FTE - Both positions currently unfilled, one at each school)
Willson:	1 Head Custodian 6am-2:30pm (Currently unfilled) 1 Full Time Evening Custodian-3:30pm-12:00am ½ Time Evening Custodian - 3:30pm - 7:30pm (Currently unfilled)
Roving Custodians:	8 FTE District wide (2 FTE currently unfilled)

Fall 2020 - Ventilation Controls Adjustments

Based on recommendations from the American Society of Heating, Refrigerating and Air-conditioning Engineers (ASHRAE), increase the ventilation rates of all mechanically ventilated spaces to maximum at maximum allowable without compromising indoor thermal comfort for the learning environment. All HVAC controls are being modified to force systems to 100% outside air during school hours when possible. During cold weather, the systems are going to reduce outside air amounts to protect equipment from damage. In the buildings where CO2 is being monitored, we are lowering the setpoints to cause the system to operate at maximum ventilation. In addition, buildings will be scheduled to operate in occupied mode for 2 hours prior to students arriving at school to allow for at least 1 complete air exchange in the building with outside air.

Student Transportation:

A shift to the Cohort Model will raise the question of an appropriate pupil transportation model.

Under the current Blended Model, alternate bus routes were designed and approved to meet the CDC's social distancing recommendations in place at the time using existing and limited driver and bus resources. To meet the then-current CDC's one-student-per-seat recommendation, the routes generally transport only 'eligible' riders--those students living more than 3 miles from school.

This change represents a significant service reduction. Affected families had to arrange alternative transportation for their students--a change that caused additional hardships, significant frustration, and increased traffic congestion and safety concerns around schools.

As noted above, in-school social distancing will be maintained under the contemplated Cohort Model to the maximum extent possible. Due to the number of students and the size of our facilities, however, social distancing will not be possible in most cases.

The Cohort Model will have similar implications on bus transportation. Transportation options include:

- Remaining with the current routes. However, those routes will be transporting twice as many students as they currently are (all students each day as opposed to half of the students each day), so there will likely be situations where more than one student will be in a seat.
- Creating additional routes to maintain social distancing on buses. Doing so would further reduce the number of students served, and the District would need to offer individual transportation contracts to families of eligible students for whom the District cannot provide bus service.
- Resuming 'normal' routes that offer transportation to all riders in accordance with Board policy. Under this option, social distancing cannot be maintained.
- Creating split bell schedules at the elementary and high school levels. Doing so would allow buses to run twice and create additional space on buses; however, it would cause considerable impacts including collective bargaining issues, increased costs, extracurricular impacts, and disrupted schedules, just to name a few.

Due to the short time they've been in use, limited ridership data is available on the new socially-distanced routes.

Fiscal Impact:

TBD

Recommendation:

It is the Superintendent's recommendation that the Board discuss the information available and decide whether to stay in the Blended Model or move to a Cohort Model.

If the Board decides to transition to a Cohort Model, an appropriate motion would be:

MOVE TO TRANSITION TO A COHORT MODEL FOR PK-5 AND/OR 6-8 EFFECTIVE (SPECIFIC DATE OR TO BE DETERMINED AT A SUBSEQUENT DATE).

If the Board chooses to stay in the Blended Model a motion is not necessary since that is the model selected in August and that we are currently operating under. However, if the decision is to remain in the Blended Model it would be advisable for the Board to determine a date when this will be revisited.

Other Alternatives:

1. Postpone a decision to a future meeting.



Meeting Date:	September 21, 2020
Category:	Reports
Agenda Item #:	7.2
Originated By:	Trustees
Others Involved:	

MOTION	SECOND	AYES	NAYS	ABSTAIN

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